

COURSE DESCRIPTION

COURSE DETAILS

Title (of the course): **LA PRONUNCIACIÓN DEL INGLÉS II**

Code: 100548

Degree/Master: **GRADO DE ESTUDIOS INGLESES**

Year: 1

Field: LINGÜÍSTICA DESCRIPTIVA DEL INGLÉS

Character: OBLIGATORIA

Duration: SECOND TERM

ECTS Credits: 6.0

Classroom hours: 60

Face-to-face classroom percentage: 40.0%

Study hours: 90

Online platform: Moodle

LECTURER INFORMATION

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PREREQUISITES AND RECOMMENDATIONS

Prerequisites established in the study plan

None.

Recommendations

None specified

COURSE DESCRIPTION

INTENDED LEARNING OUTCOMES

CB1	Capable of analysis and synthesis.
CB2	Capable of organisation and planning.
CB3	Knowledge of a foreign language (English).
CB4	Knowledge of ICTs for study and research.
CB5	Students have the ability to gather and interpret relevant data (usually within their field of study) to inform judgements that include reflection on relevant social, scientific or ethical issues.
CB7	Decision making
CB8	Students can apply their knowledge and understanding in a manner that indicates a professional approach to their work or vocation, and have competences typically demonstrated through devising and sustaining arguments and solving problems within their field of study.
CB10	Ability to work in an interdisciplinary team.
CB11	Ability to work in an international context.
CB12	Recognition of diversity and interculturality.
CB13	Capable of self-assessment
CB14	Adapt to new situations.
CB15	Creativity.
CB16	Knowledge of other cultures and customs.
CB17	Motivation for quality, professional ambition and entrepreneurship.
CB19	Students have developed those learning skills that are necessary for them to continue to undertake further study with a high degree of autonomy.
CU1	Accredit the use and mastery of a foreign language.
CU2	User level knowledge and mastery of ICTs.
CE10	Knowledge of the specific terminology of the main linguistic disciplines.
CE11	Knowledge of the specific linguistic features of the English language with respect to the native language, and their differences. Theoretical and practical knowledge of the Spanish/English language mediation.
CE12	Analysis, commentary and explanation of texts in English of various registers, types, genres and historical periods.
CE13	Proficiency in oral and written academic English, as well as the techniques for writing academic papers. Ability to defend and express abstract concepts, hypotheses and relationships in academic essays.
CE15	Use different resources for the study and research of English linguistics, both in print and electronic form (bibliographies, databases, relevant specialised computer applications in linguistic studies)
CE16	Knowledge of the methodologies, tools and resources of language industries and information and communication technologies.
CE24	Identify, classify, explain and evaluate the various language functions regarding units, relations and processes.
CE25	Ability to analyse the phonetic, phonological, morphosyntactic, semantic properties and discourse of the English language.
CE27	Participation in group learning activities: assignments, studies
CE28	Participation in learning forums and knowledge transfer: newsgroups, blogs

COURSE DESCRIPTION

CE29	Analyse factors related to the use of language in situations that affect the final form of written and spoken text.
CE33	Ability to develop critical and independent thinking through the reading and analysis of literary texts and other cultural manifestations in the English language.
CE34	Ability to critically evaluate a bibliography and situate it within a theoretical perspective.
CE35	Ability to design and develop training materials and materials for self-learning related to the academic content of the module.
CE39	Ability to identify the cognitive and functional determinants of language structure and use.
CE40	Develop autonomy to select linguistic and methodological resources according to the objective to be pursued.
CE41	Develop an interest in linguistic theory and its application to various fields such as the study of creative texts in English and English language teaching and learning methodology.
CE42	Develop an interest in both synchronic and diachronic linguistic theory and description.
CE43	Develop an interest in the various theories of language teaching and learning in a heterogeneous context of diverse traditions, methods and approaches.
CE44	Ability to synthesize, organize, manipulate and effectively convey the knowledge acquired in the different modules.
CE45	Accept critical currents of thought that differ from that of the students.
CE51	Ability to distinguish between different theoretical/critical approaches to the same problem.
CE52	Ability to identify research problems and topics and assess their relevance.
CE53	Ability to analyse texts and discourse in English using the proper techniques of analysis.

OBJECTIVES

The main objective is to offer an introduction to English pronunciation at a suprasegmental level (stress, rhythm and intonation) from different three viewpoints:

- theoretical (understanding the biological principles of speech production and the scope of the disciplines of Phonetics and Phonology);
- descriptive (offering a description of the characteristics of the pronunciation of stress, rhythm and intonation of English, mainly of the two most relevant accents -British and American).
- practical (giving the opportunity to students to practise all the aspects covered).

CONTENT

1. Theory contents

UNIT 1: Accentuation

- The articulatory, acoustic and auditory nature of accentuation: the concept of prominence; levels of prominence within the word; pitch, length, quality and stress; types of accents.
- Word stress: the syllable and the word (heavy and light syllables); simple and complex word stress (roots and compounds); accentuation and affixes; distinctive accentual patterns; differences according to rhythm or emphasis.
- Accentuation in connected speech: the nuclear stress rule; accentuation and usage; rhythmical modifications emphatic and contrastive patterns.
- The relation between accentuation-rhythm and accentuation-intonation.

UNIT 2: Features of connected speech

- Assimilation: historical and contextual; coalescent, progressive and regressive assimilation.
- Elision: historical and contextual.



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COURSE DESCRIPTION

3. Other phonological processes: linking, compression, gemination and liaison.
4. Allophonic variation (similitude): features affecting lips and mouth position; devoicing; nasalization and palatalization.
5. Stylistic variation: models of pronunciation (formal, unhurried colloquial and informal colloquial).

UNIT 3: The English rhythm

1. The process of gradation: strong and weak forms; weak forms and rhythm; the use of strong forms.
2. Stress-timed vs. syllable-timed rhythm: the stress-timed rhythm of English (a tendency to isochrony).
3. The structure of the rhythm unit: foot, rhythm unit and breath group; rules for the assignation of syllables to rhythm units.
4. Sentence rhythm: contrastive syllables; re-occurrences; repetitions (the anaphora rule).

UNIT 4: Intonation

1. Physiological and functional nature: tone and tone-languages.
2. Intonation shapes: fall, rise, fall-rise, rise-fall.
3. The meaning of the tones: the semantic uses of intonation; the relation between intonation and syntactic structures.
4. The Tone-Unit: pre-head, head, tonic syllable and tail; identification of the tonic syllable; identification of the tone-unit boundaries.
5. The functions of intonation: attitudinal, accentual, grammatical, discursive.

2. Practical contents

UNIT 1: Accentuation. Contrastive analysis of English accentuation with other languages: pedagogical priorities.

UNIT 2: Features of connected speech. Transcription of phonemic and allophonic phenomena.

UNIT 3: The English rhythm. Contrastive analysis of English rhythm with other languages: pedagogical priorities.

UNIT 4: Intonation. Contrastive analysis of English intonation with other languages: pedagogical priorities.

SUSTAINABLE DEVELOPMENT GOALS RELATED TO THE CONTENT

Quality education

METHODOLOGY

General clarifications on the methodology (optional)

The methodology of this course will be student-centred and aimed at enhancing students' language pronunciation. Students are expected to get actively involved in class dynamics, participate in the teaching-learning tasks proposed by the lecturer, and contribute to the whole learning process in a wide range of individual, pair and group activities. The approach to English learning will be communicative, functional and pragmatic. English will be the common language of classroom management and communication.

Methodological adaptations for part-time students and students with disabilities and special educational needs

Part-time students who cannot attend classes on a regular basis are required to inform the lectures of their personal circumstances as soon as possible to be informed of the corresponding assessment procedures. At any rate, these students are required to comply with the same assessment criteria to get a pass on this course.



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COURSE DESCRIPTION

Face-to-face activities

Activity	Large group	Medium group	Total
<i>Case study</i>	10	5	15
<i>Lectures</i>	20	-	20
<i>Listening Activities</i>	5	5	10
<i>Presentation</i>	5	-	5
<i>Reading Activities</i>	5	-	5
<i>Speaking Activities</i>	-	5	5
Total hours:	45	15	60

Off-site activities

Activity	Total
<i>Activities</i>	15
<i>Exercises</i>	15
<i>Group work</i>	10
<i>Information search</i>	10
<i>Self-study</i>	40
Total hours	90

WORK MATERIALS FOR STUDENTS

Case studies
Dossier
Exercises and activities
References

Clarifications

Materials might be also provided through the Moodle platform.

EVALUATION

Intended learning	Case Studies	Exams	Real and/or simulated tasks
<i>CB1</i>	X	X	X

COURSE DESCRIPTION

Intended learning	Case Studies	Exams	Real and/or simulated tasks
CB10	X		X
CB11			X
CB12	X		X
CB13	X		X
CB14	X		X
CB15			X
CB16	X		X
CB17	X		X
CB19	X		X
CB2		X	
CB3	X	X	X
CB4		X	X
CB5	X		X
CB7	X		X
CB8	X		X
CE10	X	X	X
CE11	X	X	X
CE12	X		X
CE13	X	X	X
CE15	X		X
CE16			X
CE24	X	X	X
CE25	X		X
CE27			X
CE28			X
CE29	X		X
CE33		X	X
CE34		X	
CE35	X	X	X

COURSE DESCRIPTION

Intended learning	Case Studies	Exams	Real and/or simulated tasks
CE39	X	X	
CE40	X	X	X
CE41	X	X	
CE42	X	X	
CE43			X
CE44	X	X	X
CE45	X	X	
CE51		X	
CE52	X	X	X
CE53	X		X
CU1	X	X	X
CU2	X		X
Total (100%)	30%	60%	10%
Minimum grade	5	5	0

(*)Minimum mark (out of 10) needed for the assessment tool to be weighted in the course final mark. In any case, final mark must be 5,0 or higher to pass the course.

Attendance will be assessed?:

No

General clarifications on instruments for evaluation:

Students must comply with 80% of class attendance in order to be evaluated.

Students attending regularly will be assessed following these criteria:

- Exams (theoretical test) (60% of global assessment).
- Real and/or simulated tasks (participation in class and online tasks, activities and projects: 10% of global assessment).
- Case studies (practical test): (30% of global assessment).

Clarifications on the methodology for part-time students and students with disabilities and special educational needs:

Part-time students that cannot attend lectures will have to inform the lecturer about their situation at the beginning of the course and s/he will specify the evaluation criteria.

COURSE DESCRIPTION

Clarifications on the evaluation of the first extraordinary call and extra-ordinary call for completion studies:

Students will be evaluated as follows:

Final theory exam: 70%

Practical exercises: 30%

Qualifying criteria for obtaining honors:

Students should attain 10 / 10

BIBLIOGRAPHY

1. Basic Bibliography

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Pavón, V., A. Rosado, 2003, Guía de fonética y fonología para estudiantes de Filología Inglesa: en el umbral del tercer milenio, Granada: Comares.

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Wells, J.C., 2000, Longman Pronouncing Dictionary , 2nd edition, Harlow: Longman.

2. Further reading

Bowler, B., 2005, Pronunciation Activities , London: Mary Glasgow Magazines.

Brazil, D., 1994, Pronunciation for Advanced Learners of English , Cambridge: C.U.P.

Cunningham, S. and B. Bowler, 1999, Headway Upper-Intermediate Pronunciation , Oxford: O.U.P.

Dalton, C. and B. Seidlhofer, 1994, Pronunciation, Oxford: O.U.P.

Estebas Vilaplana, E., 2009, Teach Yourself English Pronunciation: an interactive course for Spanish speakers, Madrid: Netbiblo-UNED.



COURSE DESCRIPTION

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 Hancock, M., 1995, Pronunciation Games , Cambridge: Cambridge University Press.
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 Hewings, M., 2004, Pronunciation Practice Activities , Cambridge: Cambridge University Press.
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 Pavón, V., 2008, Pronunciation , dentro del Student's CD-ROM del libro de texto para 2º de Bachillerato Tune in 2 . Madrid: Richmond Publishing.
 Pavón, V., Ríos, S., Fernández, N., 2003, Transcriptor fonémico de la lengua inglesa, UCO (programa software disponible).
 Underhill, A., 2005, Sound Foundations , 3rd edition, London: Heinemann.

COORDINATION CRITERIA

Common evaluation criteria
 Common learning outcomes

The methodological strategies and the evaluation system contemplated in this Course Description will be adapted according to the needs presented by students with disabilities and special educational needs in the cases that are required.

CONTINGENCY PLAN: CASE SCENARIO A

Case scenario A will correspond to a diminished on-site academic activity due to social distancing measures affecting the permitted capacity of classrooms.

METHODOLOGY

General clarifications on the methodology on case scenario A

A multimodal (hybrid) teaching system will be adopted, combining both on-site and remote classes via videoconference (synchronous) that will be held in the timetable approved by the corresponding Faculty or School. The time distribution of teaching activities (both on-site and remote) will be decided by the aforementioned Faculties and Schools bearing in mind the permitted capacity of classrooms and social distancing measures as established at that time.

The methodology of this course will be student-centred and aimed at enhancing students' language pronunciation. Students are expected to get actively involved in class dynamics, participate in the teaching-learning tasks proposed by the lecturer, and contribute to the whole learning process in a wide range of individual, pair and group activities. The approach to English learning will be communicative, functional and pragmatic. English will be the common language of classroom management and communication.

In relation to assessment, case studies (practice test) will be carried out during the last two weeks of the course, the real/simulated tasks will be continuously assessed throughout the course and the theory exam will be taken on the official dates for examinations established in the academic calendar.



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COURSE DESCRIPTION

EVALUATION

Intended learnig	Case Studies	Exams	Real and/or simulated tasks
CB1	X	X	X
CB10	X		X
CB11			X
CB12	X		X
CB13	X		X
CB14	X		X
CB15			X
CB16	X		X
CB17	X		X
CB19	X		X
CB2		X	
CB3	X	X	X
CB4		X	X
CB5	X		X
CB7	X		X
CB8	X		X
CE10	X	X	X
CE11	X	X	X
CE12	X		X
CE13	X	X	X
CE15	X		X
CE16			X
CE24	X	X	X
CE25	X		X
CE27			X
CE28			X
CE29	X		X
CE33		X	X

COURSE DESCRIPTION

Intended learning	Case Studies	Exams	Real and/or simulated tasks
CE34		X	
CE35	X	X	X
CE39	X	X	
CE40	X	X	X
CE41	X	X	
CE42	X	X	
CE43			X
CE44	X	X	X
CE45	X	X	
CE51		X	
CE52	X	X	X
CE53	X		X
CU1	X	X	X
CU2	X		X
Total (100%)	30%	60%	10%
Minimum grade	4	4	0

(*)Minimum mark (out of 10) needed for the assessment tool to be weighted in the course final mark. In any case, final mark must be 5,0 or higher to pass the course.

Attendance will be assessed (Scenario A)?:

No

General clarifications on instruments for evaluation (Scenario A):

Students must comply with 80% of class attendance in order to be evaluated.

Students are required to obtain a minimum mark of 4 in both the theoretical and practical test in order to obtain the final grade-point average but if this final grade is a fail (less than 5), then the student will have to retake both tests.

Students attending regularly will be assessed following these criteria:

- Exams (theoretical test) (60% of global assessment).
- Real and/or simulated tasks (participation in class and online tasks, activities and projects: 10% of global assessment).
- Case studies (practical test): (30% of global assessment).

Clarifications on the extraordinary call/s of examinations:

Students will be evaluated as follows:

COURSE DESCRIPTION

Final theory exam: 70%

Practical exercises: 30%

Clarifications on the methodology for part-time students and students with disabilities and special educational needs (Scenario A):

Part-time students that cannot attend lectures will have to inform the lecturer about their situation at the beginning of the course and s/he will specify the evaluation criteria.

CONTINGENCY PLAN: CASE SCENARIO B

Case scenario B will bring about a suspension of all on-site academic activities as a consequence of health measures.

METHODOLOGY

General clarifications on the methodology on case scenario B

On-site teaching activities will be held via videoconference (synchronous) in the timetable approved by the corresponding Faculty or School. Alternative activities will be proposed for reduced groups in order to guarantee the acquisition of course competences.

The methodology of this course will be student-centred and aimed at enhancing students' language pronunciation. Students are expected to get actively involved in class dynamics, participate in the teaching-learning tasks proposed by the lecturer, and contribute to the whole learning process in a wide range of individual, pair and group activities. The approach to English learning will be communicative, functional and pragmatic. English will be the common language of classroom management and communication.

In relation to assessment, the real/simulated tasks will be continuously assessed throughout the course and the theory exam and case studies (practical test) will be taken on the official dates for examinations established in the academic calendar.

COURSE DESCRIPTION

EVALUATION

Intended learnig	Case Studies	Exams	Real and/or simulated tasks
CB1	X	X	X
CB10	X		X
CB11			X
CB12	X		X
CB13	X		X
CB14	X		X
CB15			X
CB16	X		X
CB17	X		X
CB19	X		X
CB2		X	
CB3	X	X	X
CB4		X	X
CB5	X		X
CB7	X		X
CB8	X		X
CE10	X	X	X
CE11	X	X	X
CE12	X		X
CE13	X	X	X
CE15	X		X
CE16			X
CE24	X	X	X
CE25	X		X
CE27			X
CE28			X
CE29	X		X
CE33		X	X

COURSE DESCRIPTION

Intended learning	Case Studies	Exams	Real and/or simulated tasks
CE34		X	
CE35	X	X	X
CE39	X	X	
CE40	X	X	X
CE41	X	X	
CE42	X	X	
CE43			X
CE44	X	X	X
CE45	X	X	
CE51		X	
CE52	X	X	X
CE53	X		X
CU1	X	X	X
CU2	X		X
Total (100%)	30%	60%	10%
Minimum grade	4	4	0

(*)Minimum mark (out of 10) needed for the assessment tool to be weighted in the course final mark. In any case, final mark must be 5,0 or higher to pass the course.

Moodle Tools	Estudio de casos	Exámenes	Pruebas de ejecución de tareas reales y/o simuladas
Cuestionario	X	X	X
Foro			X
Participación			X
Pruebas simultáneas por videoconferencia	X	X	X
Rúbrica de evaluación	X	X	X
Tarea	X	X	X
Videoconferencia			X

Attendance will be assessed (Scenario B)?:

No

COURSE DESCRIPTION

General clarifications on instruments for evaluation (Scenario B):

Students must comply with 80% of class attendance in order to be evaluated.

Students are required to obtain a minimum mark of 4 both in the theoretical and practical tests in order to obtain the final grade-point average but if this final grade is a fail (less than 5), then the student will have to retake both tests.

Students attending regularly will be assessed following these criteria:

- Exams (theoretical test) (60% of global assessment).
- Real and/or simulated tasks (participation in class and online tasks, activities and projects: 10% of global assessment).
- Case studies (practical test): (30% of global assessment).

Clarifications on the extraordinary call/s of examinations:

Students will be evaluated as follows:

Final theory exam: 70%

Practical exercises: 30%

Clarifications on the methodology for part-time students and students with disabilities and special educational needs (Scenario B):

Part-time students that cannot attend lectures will have to inform the lecturer about their situation at the beginning of the course and s/he will specify the evaluation criteria.