

COURSE DESCRIPTION

COURSE DETAILS

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

Code: 100547

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

Year: 1

Field: LINGÜÍSTICA DESCRIPTIVA DEL INGLÉS

Character: OBLIGATORIA

Duration: FIRST TERM

ECTS Credits: 6.0

Classroom hours: 60

Face-to-face classroom percentage: 40.0%

Study hours: 90

Online platform:

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

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|------|---|
| 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 of the pronunciation of English at a segmental level (vowels and consonants) at three different levels:

- 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 the vowels and consonants 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

1. Theory contents

UNIT 1: Phonetics and Phonology: an introduction to basic concepts

- Linguistics and Phonetics: letters and sounds, sounds and sound groups, syllables, words and utterances.
- Phonetics vs. Phonology.
- Articulatory, acoustic and auditory phonetics: the production of sounds; the acoustic nature of sound material (fundamental frequency, intensity, amplitude and duration); basic mechanisms of auditory processing of speech.
- The field of phonology: phonological theory and current trends.
- The phonetic alphabet: introduction to the phonetic notation.

UNIT 2: The Speech Mechanism

- Basic components of speech: the pulmonic airstream mechanism (egressive vs. ingressive); the phases of speech; the functional components of speech (initiation, phonation, articulation and co-ordination).
- The vocal tract: the creation of subglottal pressure; the larynx and vocal folds; supraglottal resonators (pharynx and nasal cavity); the oral cavity (the role of the jaw, lips, tongue, teeth, teeth-ridge, hard and soft palate).



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COURSE DESCRIPTION

3. Major aspects of articulation: stop, fricative, resonant, multiple articulations.
4. Production of vowel and consonant sounds, prosodic features and co-articulation.

UNIT 3: The English vowel system

1. Description and classification: difficulties of description (dialect variation); cardinal vowels; quality (pure and gliding); quantity (long and short); phonologically long vs. phonologically short; pre-fortis clipping.
2. Diphthongs, triphthongs and vowel sequences: falling and rising diphthongs; reduction of vowels ("smoothing" or "levelling").
3. Sounds and spellings.
4. Pedagogical priorities.

UNIT 4: The English consonants

1. Description and classification: voicing; fortis vs. lenis: voice and muscular effort; place of articulation (labial, dental, alveolar, palatal, velar and glottal); manner of articulation (plosive, fricative, affricate, nasal, lateral and approximant); distributional rules (the phonotactics of consonants); allophonic varieties.
2. Consonant sequences: initial and final sequences.
3. Sounds and spellings.
4. Pedagogical priorities.

2. Practical contents

2. Practical contents

UNIT 1: Phonetics and Phonology: an introduction to basic concepts

1. Practical production and analysis of sounds.
2. Practice with phonemic and allophonic transcription.

UNIT 2: The Speech Mechanism

1. Production of sounds in isolation, prosodic features and co-articulation.

UNIT 3: The English vowel system

1. Pedagogical priorities.

UNIT 4: The English consonants

1. Pedagogical priorities.

SUSTAINABLE DEVELOPMENT GOALS RELATED TO THE CONTENT

Quality education

METHODOLOGY

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

Part-time students must contact the lecturer at the beginning of the academic year to agree upon methodology and assessment.

Face-to-face activities

| Activity | Large group | Medium group | Total |
|-----------------------------|-------------|--------------|-------|
| <i>Case study</i> | 5 | 5 | 10 |
| <i>Lectures</i> | 20 | - | 20 |
| <i>Listening Activities</i> | 5 | 5 | 10 |

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| Activity | Large group | Medium group | Total |
|----------------------------|-------------|--------------|-----------|
| <i>Presentation</i> | 5 | - | 5 |
| <i>Reading Activities</i> | 5 | - | 5 |
| <i>Speaking Activities</i> | 5 | 5 | 10 |
| Total hours: | 45 | 15 | 60 |

Off-site activities

| Activity | Total |
|--------------------|-----------|
| <i>Activities</i> | 20 |
| <i>Exercises</i> | 20 |
| <i>Self-study</i> | 50 |
| Total hours | 90 |

WORK MATERIALS FOR STUDENTS

Case studies
Dossier
Exercises and activities
Oral presentations

Clarifications

Materials might be provided through the Moodle platform.

EVALUATION

| Intended learning | Case Studies | Exams | Real and/or simulated tasks |
|-------------------|--------------|-------|-----------------------------|
| <i>CB1</i> | X | X | X |
| <i>CB10</i> | X | | X |
| <i>CB11</i> | X | | X |
| <i>CB12</i> | X | | X |
| <i>CB13</i> | X | | X |
| <i>CB14</i> | X | | X |
| <i>CB15</i> | X | | X |
| <i>CB16</i> | X | | |

COURSE DESCRIPTION

| Intended learning | Case Studies | Exams | Real and/or simulated tasks |
|-------------------|--------------|-------|-----------------------------|
| CB17 | X | | X |
| CB19 | X | | X |
| CB2 | | | X |
| CB3 | X | X | X |
| CB4 | | | X |
| CB5 | X | X | X |
| CB7 | X | | X |
| CB8 | X | | X |
| CE10 | X | X | X |
| CE11 | X | X | X |
| CE12 | | X | |
| CE13 | X | X | X |
| CE15 | | | X |
| CE16 | | | X |
| CE24 | X | | X |
| CE25 | X | X | X |
| CE27 | | | X |
| CE28 | | | X |
| CE29 | | X | X |
| CE33 | | | X |
| CE34 | | X | |
| CE35 | X | | X |
| CE39 | X | | X |
| CE40 | | | X |
| CE41 | | | X |
| CE42 | X | X | |
| CE43 | X | | X |
| CE44 | | X | X |
| CE45 | X | | X |

COURSE DESCRIPTION

| Intended learning | Case Studies | Exams | Real and/or simulated tasks |
|----------------------|--------------|------------|-----------------------------|
| CE51 | X | | X |
| CE52 | X | | X |
| CE53 | | | 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?:

No

General clarifications on instruments for evaluation:

Students must comply with 80% of class attendance in the practical sessions in order to be evaluated (Course repeaters are exempt from the obligation to attend to 80% of classes).

Exams (Theory test): 60% of the final mark.

Case studies (Practice test): 30% of the final mark

Real and/or simulated tasks (students are required to submit a series of assignments/tasks via the Moodle platform): 10 % of the final mark.

Students are required to obtain a minimum mark of 4 in both 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 the theory and practice exams.

The minimum score/grade to pass the course is 5.

The score obtained in the real and simulated tasks (10%) will only be valid for the first and second ordinary call of examinations.

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

Final theory exam: 70%

Practical exercises: 30%

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

Clarifications for the extraordinary call/s of examinations:

Final theory exam: 70%

Practical exercises: 30%

COURSE DESCRIPTION

Qualifying criteria for obtaining honors:

To obtain a minimum mark of 9.5

BIBLIOGRAPHY

1. Basic Bibliography

- Catford, J. C., 1988, *A Practical Introduction to Phonetics*, London: Clarendon Press.
- Clark, J. and C. Yallop, 1990, *An Introduction to Phonetics and Phonology*, Cambridge, Mass.: Blackwell.
- Finch, D.F. and H. Ortiz-Lira, 1982, *A Course in English Pronunciation for Spanish Speakers*, London: Heinemann.
- Gimson, A.C., 2001, *Gimson's pronunciation of English*, edited by Alan Cruttenden (6th), London: Edward Arnold.
- I.P.A. (International Phonetic Association), 1999, *Handbook of the International Phonetic Association: A Guide to the Use of The International Phonetic Alphabet*, Cambridge: Cambridge University Press.
- Jones, D., 1960, *An Outline of English Phonetics*, 9th edition, Cambridge: Cambridge University Press.
- Katamba, F., 1989, *An Introduction to Phonology*, London: Longman.
- Ladefoged, P., 2000, *A Course in Phonetics*, 4th edition, New York: Harcourt.
- Ladefoged, P., 2000, *Vowels and Consonants: an Introduction to the Sounds of Languages*, Oxford: Blackwell.
- Laver, J., 1994, *Principles of Phonetics*, Cambridge: Cambridge University Press.
- Monroy, R., 1980, *La pronunciación R.P. para hablantes de español*, Madrid: Paraninfo.
- Mott, B., 1991, *A Course in Phonetics and Phonology for Spanish Learners of English*, Barcelona: Promociones y Publicaciones Universitarias, S.A.**
- O'Connor, J.D., 1980, *Better English Pronunciation*, 2nd edition, Cambridge: Cambridge University Press.
- Pavón, V., A. Rosado, 2003, *Guía de fonética y fonología para estudiantes de Filología Inglesa: en el umbral del tercer milenio*, Granada: Comares.
- Roach, P., 2000, *English Phonetics and Phonology*, 3rd edition, Cambridge: C.U.P.**
- Diccionarios de pronunciación:
- Crystal, D., 1991, *A Dictionary of Linguistics and Phonetics*, 3rd edition, Oxford: Basil Blackwell.
- Jones, D., 1997, *English Pronouncing Dictionary*, edited by P. Roach and J. Hartman, Cambridge: Cambridge University Press.
- Pointon, G.E., 1993, *BBC Pronouncing Dictionary of British Names*, 2nd edition, Oxford: Oxford University Press.
- Wells, J.C., 2000, *Longman Pronouncing Dictionary*, 2nd edition, Harlow: Longman.
- Windsor Lewis, J., 1972, *A Concise Pronouncing Dictionary of British and American English*, London: Oxford

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.
- García Lecumberri, M.L. and J.A. Maidment, 2000, *English Transcription Course*, London: Arnold.
- Hancock, M., 1995, *Pronunciation Games*, Cambridge: Cambridge University Press.
- Hancock, M., 2003, *English Pronunciation in Use*, Cambridge: Cambridge University Press.
- Hewings, M., 2004, *Pronunciation Practice Activities*, Cambridge: Cambridge University Press.
- Hewings, M., 2007, *English Pronunciation in Use (Advanced)*, Cambridge: Cambridge University Press.
- Marks, J., 2007, *English Pronunciation in Use (Elementary)*, Cambridge: Cambridge University Press.
- 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. et al., 2001, *Sistema software para la contribución a la enseñanza de la fonética inglesa: vocales y*



COURSE DESCRIPTION

consonantes.

Pavón, V., Ríos, S., Fernández, N., 2003, Transcriptor fonémico de la lengua inglesa , UCO (programa software disponible).

Pavón, V., Martínez, M., Fernández, N., 2005, Creación de imágenes articulatorias en movimiento, 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.