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

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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 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

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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 to English pronunciation at a suprasegmental level (stress, rhythm and intonation) from different three viewpoints:

a) Theoretical (understanding the biological principles of speech production and the scope of the disciplines of Phonetics and Phonology);

b) 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).

c) Practical (giving the opportunity to students to practise all the aspects covered).

CONTENT

1. Theory contents

UNIT 1: Accentuation

1. 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.

2. Word stress: the syllable and the word; simple and complex word stress (roots and compounds); accentuation and affixes; distinctive accentual patterns; differences according to rhythm or emphasis.

3. Accentuation in connected speech: the nuclear stress rule; accentuation and usage; rhythmical modifications emphatic and contrastive patterns.

4. The relation between accentuation-rhythm and accentuation-intonation.

UNIT 2: Features of connected speech

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

2. Elision: historical and contextual.

3. Other phonological processes: linking, compression, gemination and liaison.

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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, discoursive.

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 enhacing 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
Case study	10	5	15
Group work (cooperative)	10	-	10
Lectures	10	-	10
Listening Activities	5	5	10
Presentation	5	-	5
Reading Activities	5	-	5
Speaking Activities	-	5	5
Total hours:	*45*	*15*	*60*

Off-site activities

Activity	Total
Activities	15
Exercises	15
Group work	10
Information search	10
Self-study	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

COURSE DESCRIPTION

Intended learning	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
CE34		X	

COURSE DESCRIPTION

Intended learning	Case Studies	Exams	Real and/or simulated tasks
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	**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.

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Attendance will be assessed?:

No

General clarifications on instruments for evaluation:
Students must comply with 80% of attendance to practice lessons in order to be evaluated (Course repeaters are exempt from the obligation to attend to 80% of classes).
All students will be assessed following these criteria:
- Exams (theoretical test) (60% of global assessment).
- Real and/or simulated tasks (participation in class and assigments: 10% of global assessment).
- Case studies (practical test): (30% of global assessment).

Students are required to obtain a minimum mark of 5 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. The score obtained in the real and simulated tasks (10%) will only be valid for the ordinary calls of examinations.

The use of artificial intelligences in any assignment is prohibited. The teacher will call for a personal interview any student he/she deems appropriate under the suspiction of any type of infraction.
The use of electronic devices such as tablets, computers, or smartphones for academic purposes will be permitted, provided that the teacher has explicitly indicated this for classroom activities.

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:
Part-time students that cannot attend lectures will have to inform the lecturer about their situation at the beginning of the course. These students are required to comply with the same assessment criteria to get a pass on this course.

Clarifications on the evaluation of the extraordinary call and extra-ordinary call for completion studies:
Students will be evaluated as follows:
Final theory exam: 70%
Practical exercises: 30%

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COURSE DESCRIPTION

Qualifying criteria for obtaining honors:

Students should attain 10 / 10

BIBLIOGRAPHY

1. Basic Bibliography

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2. Further reading

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Cunningham, S. and Bowler, B. (1999). Headway Upper-Intermediate Pronunciation. Oxford University Press.

Dalton, C. and Seidlhofer, B. (1994). Pronunciation. Oxford University Press.

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

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Hewings, M., (2004). Pronunciation Practice Activities. Cambridge University Press.

Hewings, M., (2007). English Pronunciation in Use (Advanced). Cambridge University Press.

Pavón, V., (2008). Pronunciation , dentro del Student's CD-ROM del libro de texto para 2º de Bachillerato Tune in 2. Richmond Publishing.

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

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Underhill, A., (2005). Sound Foundations (3rd Ed.). Heinemann.

COORDINATION CRITERIA

Common evaluation criteria
Common learning outcomes
Common tasks for different courses

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.

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