



Universitat de Lleida

DEGREE CURRICULUM

ENGLISH PHONETICS AND PHONOLOGY

Coordination: MARTÍN RUBIO, FRANCISCO JAVIER

Academic year 2021-22

Subject's general information

Subject name	ENGLISH PHONETICS AND PHONOLOGY			
Code	101264			
Semester	2nd Q(SEMESTER) CONTINUED EVALUATION			
Typology	Degree	Course	Character	Modality
	Bachelor's Degree in English Studies	1	COMPULSORY	Attendance-based
	Double degree: Bachelor's degree in English Studies and Bachelor's degree in Applied Languages and Translation	1	COMPULSORY	Attendance-based
Course number of credits (ECTS)	6			
Type of activity, credits, and groups	Activity type	PRAULA		TEORIA
	Number of credits	3		3
	Number of groups	1		1
Coordination	MARTÍN RUBIO, FRANCISCO JAVIER			
Department	ENGLISH AND LINGUISTICS			
Teaching load distribution between lectures and independent student work	contact hours: from 0 to 56 hours bank holiday in April 18th). online hours: from 56 to 0. autonomous work from student: 90 hours			
Important information on data processing	Consult this link for more information.			
Language	English			
Distribution of credits	3 ECTS: practical 3 ECTS: theoretical			

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
MARTÍN RUBIO, FRANCISCO JAVIER	xavier.martinrubio@udl.cat	6	

Subject's extra information

Continuous assessment.

It's really hard to predict what things will look like in February, so three scenarios are contemplated: fully online, hybrid or fully onsite. And yet, it might still be none of the three scenarios, as we could start in one modality and have to change mid-course.

Learning objectives

Being able to showing a solid knowledge of the different key concepts, models, and levels of linguistic analysis.

Being able to analyse exhaustively and with precision specific examples of English language in use.

Competences

Competences:

General competences:

- Analysing and summarizing data from different sources.
- Working in group (intra and interdisciplinary) and managing personal relationships.
- Using terminology and specific techniques of the discipline or profession.

Specific competences:

- Identify and apply the principles of scientific investigation to linguistics, literature and culture in the English language.

Subject contents

SECTION 1: Phonemes and connected speech

Unit 1: Phonetics and phonology; the English phonemes

Unit 2: The structure of the syllable

Unit 3: Rhythm

SECTION 2: Intonation

Unit 4: Tonality (the tone unit)

Unit 5: Tonicity (stressed versus unstressed syllables)

Unit 6: Tone (Fall, rise, fall-rise, rise-fall and level)

Methodology

Given the still enduring pandemic situation, a hybrid approach will be adopted in the course.

We will deal with new content on Mondays, and we will practice phonemic transcription and intonation analysis.

On Tuesdays, you'll watch videos and then answer questions and complete tasks derived from these videos. These tasks won't be graded.

To increase the amount of teacher-student contact, there will be online seminar session with a maximum of 8 students per session, and meeting with each group in the second part of the course.

Development plan

Week 1: Phonetics and phonology (7, 8/02).

Week 2: Vowels I (14/02) | Students record the oral descriptions of a comic strip and of an image (15/02).

Week 3: Vowels II (21, 22/02).

Week 4: Consonants I (28/02) | Students type in the following measures in a GoogleForms: ROST, STR, number of bpunits, number of pauses **[5/25a points]** (1/03).

Week 5: Consonants II (7/03) | Groups for the group project are constituted: first meeting (8/03).

Week 6: Allophones I (14, 15/03).

Week 7: Connected speech (21/03) | Students submit the report with the analysis of the measure, the phenomena and Praat figures **[8/25a points]** (22/03).

Week 8: Connected speech and dialects (28, 29/03).

Week 9: Mid-term test **[25b points]** (4/04). | Groups pick video and justify choice **[5/25c points]** (5/04).

Week 10: Assimilation (19/04).

Week 11: Tonality (25/04) | Submit spreadsheet and video explaining phenomena **[12/25a points]** (26/04).

Week 12: Tonicity I (2/05) | Select tone units **[5/25c points]** (3/05).

Week 13: Tonicity II (9/05) | Tone I (10/05).

Week 14: Tone II (16/05) | Submit ppt and video **[10+5/25c points]** (17/05).

Week 15: Pronunciation accuracy (23/05) | feedback for the video from other groups and lecturer (24/05).

Final test **[25d points]**

Evaluation

Tests

25% Mid-term test: English phonemes, broad transcription, careful production of phonemes, and production of longer chunks.

25% Final test: intonation, the syllable and allophones are incorporated.

Projects

25% Individual project: fluency analysis of two oral descriptions.

25% Group project: intonation analysis of a video of between 5 and 15 minutes.

WORK INCOMPATIBILITIES AND ALTERNATIVE EVALUATION.

Students who work full time (or part-time if the work and class schedules overlap) and who can prove this may be allowed to ask for *avaluació alternativa*, at the end of the course, if formal petition to do so is provided within 5 days and by following the administrative regulations for this type of assessment. For more information please contact academic@lletres.udl.cat or Secretaria de Lletres (in the Rectorat building).

Bibliography

Course Book:

Tench, Paul (2011). *Transcribing the Sound of English: a phonetics workbook for words and discourse*. Cambridge: Cambridge University Press.

Additional reading material:

Erling, Elizabeth J. and Bartlett, Tom (2006) Making English Their Own: The use of ELF among Students of English at the FUB, *Nordic Journal of English Studies*, 5 (2): 9-40

Fox, Margalit (2013, April 2) 'John J. Gumperz, Linguist of Cultural Interchange, Dies at 91', *The New York Times*. Available online: http://www.nytimes.com/2013/04/03/education/john-j-gumperz-linguist-of-cultural-interchange-dies-at-91.html?_r=0 (Retrieved 5 May 2016)

Herd, W., Jongman, A., and Sereno, J. (2010) An acoustic and perceptual analysis of /t/ and /d/ flaps in American English, *Journal of Phonetics*, 38: 504-516

Hewings, Martin (2007) *English pronunciation in use: Advanced*, Cambridge: CUP

Rindal, Ulrikke (2010) 'Constructing identity with L2: Pronunciation and attitudes among Norwegian learners of English', *Journal of Sociolinguistics*, 14 (2): 240–261

Schmitz, J. R. (2012) "To ELF or not to ELF?" (English as a Lingua Franca): That's the question for Applied Linguistics in a globalized world, *Revista Brasileira de Lingüística Aplicada*, 12 (2): 249-284