



Universitat de Lleida

DEGREE CURRICULUM
**ENGLISH PHONETICS AND
PHONOLOGY**

Coordination: MARTIN RUBIO, FRANCISCO JAVIER

Academic year 2022-23

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	MARTIN RUBIO, FRANCISCO JAVIER			
Department	ENGLISH AND LINGUISTICS			
Teaching load distribution between lectures and independent student work	contact hours: 60 hours. 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
MARTIN RUBIO, FRANCISCO JAVIER	xavier.martinrubio@udl.cat	6	

Subject's extra information

Continuous assessment. To meet with the lecturer individually, use the "Messages" tool in Virtual Campus to set up the appointment.

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

The approach to the subject is a combination of theoretical explanations with training practice for transcription. A two-hour session will normally entail both. There will be theoretical explanations, and moments when the students will be asked to transcribe, or to work in pairs and to answer a question afterwards. This is then reflected in the tests, in which the students must answer multiple-choice questions but also read transcriptions aloud or transcribe audio files.

Development plan

6 and 7/02: Phonetics and phonology. English Phonology.

13 and 14/02: The English vowels: short vowel, long vowels and weak vowels.

20 and 21/02: Phonemic transcription.

27 and 28/02: The English consonants: mode and place of articulation; voiced and unvoiced.

6 and 7/03: Phonemes and allophones.

(8/10) DEADLINE FOR TASK 1 (10%)

13 and 14/03: Connected speech: assimilation, elision, liaison...

20 and 21/03: Dialects, ELF, EFL, LE...

27 and 28/03: Rhythm.

(29/10) DEADLINE FOR TASK 2 (15%)

11/04: Mid-term test (25%).

17 and 18/04: Intonation: tonality.

24 and 25/04: Intonation: tonicity.

2/05: practical session and **DEADLINE FOR TASK 3** (10%)

8 i 9/05: Intonation: tone.

15 and 16/05: Phonemic transcription and intonation transcription.

22 and 23/05: Discussions on the most important articles for the final test.

(24/05) DEADLINE FOR TASK 4 (15%)

31/05: FINAL TEST (25%)

Evaluation

25% **Mid-term test:** three sections: oral production, listening task and multiple-choice questions.

25% **Final test:** three sections: oral production, listening task and multiple-choice questions.

Tasks:

10% **TASK 1:** Individual task. Written report on the fluency measures of a description at least 3 minutes long of comic strips/photos.

15% **TASK 2:** Individual task. Analysis of specific phonemes in the reading in Catalan, Spanish and English of texts prepared for the occasion.

10% **TASK 3:** Group task. Intonation analysis of the texts read for task 2.

15% **TASK 4:** Individual task. Intonation analysis of the descriptions from task 1.

IN CASES OF PLAGIARISM, THE MEASURES ESTABLISHED BY THE 'NORMATIVA DE L'AVALUACIÓ I LA QUALIFICACIÓ DE LA DOCÈNCIA EN ELS GRAUS I MÀSTERS A LA UdL' WILL BE ENFORCED.

Physically attending at least 80% of the lessons is a compulsory requirement for year-1 students to pass the subject.

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