



Universitat de Lleida

DEGREE CURRICULUM

ENGLISH PHONETICS AND PHONOLOGY

Coordination: MARTIN RUBIO, FRANCISCO JAVIER

Academic year 2023-24

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	FOREIGN LANGUAGES AND LITERATURES			
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	2.20 in the Rectorat Building

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 show 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

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

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

19 and 20/02: Phonemic transcription.

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

4 and 5/03: Phonemes and allophones.

11 and 12/03: Connected speech: assimilation, elision, liaison...

18 and 19/03: Dialects and accents.

1/04: Mid-term test (25%).

8 and 9/04: Rhythm.

15 and 16/04: Intonation: tonality.

22 and 23/04: Intonation: tonicity.

29 and 30/04: Intonation: tone.

6 and 7/05: Practical sessions

13 and 14/05: Phonemic transcription and intonation transcription.

20 and 21/05: Discussions on the most important articles for the final test.

29/05: FINAL TEST in room 1.03 at 12 pm (25%)

Evaluation

Tests block

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.

Activities block

10% ACTIVITY 1: You will have recorded yourself describing two images (TASK 1) and reading a children's book (TASK 2). Activity 1 will contain the fluency measures of both audio files. You will include the audio files, the spreadsheet with the measures, and a very short audio report in which you explain the measures.

20% ACTIVITY 2: Individual activity. Written report in which you analyse certain phonemes in your two productions.

20% ACTIVITY 3: Individual activity. Video report in which you analyse intonation in your two productions.

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

If academic fraud or spontaneous copying is detected, we will apply what is established in the Regulations for the Assessment and Grading of Student Learning in UdL Bachelor's and Master's Degrees.

Students who want to ask for alternative assessment must submit an employment contract or justify, in a letter addressed to the dean, the reasons that make it impossible for him/her to carry out the continuous assessment within five (5) days after the beginning of the semester. For information, please send an e-mail to lletres.secretariacentre@udl.cat or ask for information at the Faculty's academic office (Secretaria Acadèmica de la Facultat de Lletres).

However, it must be noted that there are no changes for students in the alternative evaluation system, except for the fact that they will only have to attend on the dates the mid-term test and final test take place.

Bibliography

Course Book:

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

Children's books for the reading task:

Donaldson, Julia and Scheffler, Axel (2008). *Stick Man*. Alison Green Books.

Additional reading material:

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

Hynninen, N. & Solin, A. (2018). Language norms in ELF. In J. Jenkins, W. Baker & M. Dewey (Eds.) *The Routledge handbook of English as a lingua franca* (pp. 267-278). Routledge.

Jensen, C. & Thøgersen, J. (2017). Foreign accent, cognitive load and intelligibility of EMI lectures, *Nordic Journal of English Studies*, 16(3), 107-137.

Levis, J. (2005). Changing contexts and shifting paradigms in pronunciation teaching, *TESOL Quarterly*, 39(3), 369-377.

Martin-Rubió, X. (2021). Audacity and Praat as pedagogical tools: Analysing fluency and pronunciation accuracy, *Philologia*, 19 (1): 37-50