



Academic year	2015-16
Subject	21811 - Fundamentals of English Phonology
Group	Group 1, 2S
Teaching guide	K
Language	English

Subject identification

Subject	21811 - Fundamentals of English Phonology
Credits	2.5 de presencials (62.5 hours) 3.5 de no presencials (87.5 hours) 6 de totals (150 hours).
Group	Group 1, 2S (Campus Extens)
Teaching period	Second semester
Teaching language	English

Professors

Lecturers	Horari d'atenció als alumnes					
	Starting time	Finishing time	Day	Start date	Finish date	Office
Lucrecia Rallo Fabra	17:30	18:30	Tuesday	12/10/2015	23/12/2015	despatx CC-07
lucrecia.rallo@uib.es	11:00	12:00	Wednesday	01/02/2016	27/05/2016	despatx CC-07

Contextualisation

This course is intended to provide English Studies undergraduates with an introduction to English Phonology understood from both a theoretical and applied perspective. As such, the course is designed to help students build the basic foundations of English Linguistics within the module "Description and Analysis of the English Language".

Students will acquire a general theoretical knowledge of the main concepts in English segmental and suprasegmental phonology. From the applied perspective, students will learn to apply this theoretical knowledge to reduce fossilized pronunciation habits and achieve accent-free pronunciation as a requirement to use English in their professional careers.

Requirements

Recommendable

Ideally, students should have passed the course Introduction to English Linguistics.

Skills

At the end of the course students will be expected to acquire partial competence in some of the skills outlined in the "Pla d'Estudis".



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Specific

- * Ability to communicate in English with the sufficient standards of fluency and grammatical accuracy required in different contexts and situations (13).
- * Reach an understanding of the different levels of linguistic analysis and uses of the English linguistic system to understand the two-fold relationships form /meaning and meaning/form (14).
- * Acquire the knowledge and understanding of the main contributions of the disciplines in English Studies (linguistics, applied linguistics, literary studies, cultural studies) (17).

Generic

- * Develop skills for self-learning and team work (1).
- * Ability to understand, relate and apply the theoretical knowledge derived from different sources and disciplines (4).

Basic

- * You may consult the basic competencies students will have to achieve by the end of the degree at the following address: <http://www.uib.eu/study/grau/Basic-Competences-In-Bachelors-Degree-Studies/>

Content

Theme content

Unit 1. Introduction

Speech sounds and linguistic units. Main concepts in phonetics and phonology: phoneme, phone, allophone. Speech production: speech organs. Connected speech and phonemic transcription: the IPA alphabet.

Unit 2. English vowel sounds

Classification of vowels: tongue and lip position. Stressed vowels: low, mid and high vowels, tense versus lax. Unstressed vowels: schwa. Dialectal variation: British English vs. American English. Comparison with Spanish and Catalan.

Unit 3. English consonant sounds

Classification of consonants: voicing, place and manner of articulation. English consonant phonemes: stops, sibilants, liquids, nasals and glides. Comparison with Spanish and Catalan

Unit 4. Word stress

The notion of stress. Factors in strong-stress position. The effect of suffixation. Vowel reduction. Strong and weak forms.

Unit 5. Sentence stress and intonation

"Peak" stress for contrast and emphasis (focus). Stress in compound words and phrases. Sentence stress. Intonation patterns in English: form and function.

Unit 6. Differences between AmEng and BrEng

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Differences in phonemic inventories. Differences in allophonic variation. Differences in word and sentence stress. Differences in intonation and voice quality. Pronunciation of common words.

Teaching methodology

In-class work activities

Modality	Name	Typ. Grp.	Description	Hours
Theory classes	Flipped classroom	Large group (G)	Aim: guide students towards their understanding of Phonology as a branch of Linguistics and as an applied discipline that will help them acquire higher standards in English pronunciation. Methodology: "flipped classroom" and "just-in time teaching". The class materials will be available on the Campus Extens platform. Students will be required to study the materials before the class. Instructor will check student's prior knowledge of the lessons through online questionnaires in real time. This will allow me to adjust the lessons to the students' needs and to have more time for practice activities.	29.5
Seminars and workshops	Pronunciation practice	Medium group (M)	Aim: provide students the basic tools to overcome potential difficulties to acquire reasonable accent-free pronunciation standards. Method: work to facilitate self-knowledge and self-control of speech organs using Glætzl mirrors, auditory discrimination exercises, speech modelling/stimulability, performance of short dialogues/role-plays.	10
Practical classes	Phonemic transcription	Large group (G)	Aim: apply the theoretical contents developed in the theory classes. Methodology: study questions (group work) and phonemic transcription practice (individual work).	12
Assessment	Final Exam	Large group (G)	Aim: test students' learning of the theoretical contents developed through the whole semester as well as their skills transcribing words and sentences. Method: end-of-semester exam in June including study questions and phonemic transcription.	2
Assessment	Oral exam	Medium group (M)	Aim: test students' pronunciation in English. Method: reading aloud and short dialogue.	9

At the beginning of the semester a schedule of the subject will be made available to students through the UIBdigital platform. The schedule shall at least include the dates when the continuing assessment tests will be conducted and the hand-in dates for the assignments. In addition, the lecturer shall inform students as to whether the subject work plan will be carried out through the schedule or through another way included in the Campus Extens platform.

Distance education work activities

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Modality	Name	Description	Hours
Individual self-study	Self-study	Aim: Revision of the theoretical contents developed by the instructor in class. Method: Power-point presentations available on the Campus Extens platform and recommended bibliography.	30
Individual self-study	Transcription practice	Aim: reinforce phonemic transcription practice with additional assignments. Method: phonetics resources on the internet.	40
Group or individual self-study	Pronunciation practice	Pronunciation practice Aim: change fossilized pronunciation errors and eradicate accented speech. Method: self-recordings, specific software for speech visualisation and modelling,	17.5

Specific risks and protective measures

The learning activities of this course do not entail specific health or safety risks for the students and therefore no special protective measures are needed.

Student learning assessment

IMPORTANT NOTE: The final grade will be "suspens" if a student fails the final exam in June.

Flipped classroom

Modality	Theory classes
Technique	Objective tests (non-retrievable)
Description	Aim: guide students towards their understanding of Phonology as a branch of Linguistics and as an applied discipline that will help them acquire higher standards in English pronunciation. Methodology: "flipped classroom" and "just-in time teaching". The class materials will be available on the Campus Extens platform. Students will be required to study the materials before the class. Instructor will check student's prior knowledge of the lessons through online questionnaires in real time. This will allow me to adjust the lessons to the students' needs and to have more time for practice activities.
Assessment criteria	Online questionnaires
Final grade percentage: 15%	

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Phonemic transcription

Modality	Practical classes
Technique	Short-answer tests (non-retrievable)
Description	Aim: apply the theoretical contents developed in the theory classes. Methodology: study questions (group work) and phonemic transcription practice (individual work).
Assessment criteria	Phonemic transcription assignments
Final grade percentage:	15%

Final Exam

Modality	Assessment
Technique	Objective tests (retrievable)
Description	Aim: test students' learning of the theoretical contents developed through the whole semester as well as their skills transcribing words and sentences. Method: end-of-semester exam in June including study questions and phonemic transcription.
Assessment criteria	The final grade will be "suspens" if a student fails this exam.
Final grade percentage:	50%

Oral exam

Modality	Assessment
Technique	Oral tests (retrievable)
Description	Aim: test students' pronunciation in English. Method: reading aloud and short dialogue.
Assessment criteria	Students must show native-like standards in English pronunciation (segmental and suprasegmental features).
Final grade percentage:	20%

Resources, bibliography and additional documentation

Basic bibliography

Kenyon, J. S. and Knott, T. A. (1953). *A Pronouncing Dictionary of American English*. Springfield: Merriam Webster.
Wells, J. C. *Longman Pronunciation Dictionary*.

Complementary bibliography

Celce-Murcia, M., Brinton, D. M., Goodwin, J. M. (1997). *Teaching Pronunciation: A Reference for Teachers of English to Speakers of Other Languages*. Cambridge, CUP.
Collins, B. & Mees, I. M. (2003). *Practical Phonetics and Phonology*. A resource book for students. London, Routledge.
Gilbert, J. B. (2005). *Clear Speech. Pronunciation and Listening Pronunciation in North American English*. Cambridge: CUP.
García Lecumberri, M. L. & Maidment, J. A. (2000). *English Transcription Course*. London: Hodder Arnold.
Hewings, M. (2004). *English Pronunciation in Use: Advanced*. Cambridge, CUP.



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Hewings, M. (2004). Pronunciation Practice Activities. A resource book for teaching English Pronunciation. Cambridge, CUP.

Other resources

Visit the "Campus Extens" platform for useful links and resources.

