

LICENCIATURA EN FILOLOGÍA INGLESA								
DEPARTAMENTO		FILOLOGÍA MODERNA						
ÁREA DE CONOCIMIENTO			FILOLOGÍA INGLESA					
ASIGNATURA			FONÉTICA Y FONOLOGÍA INGLÉSAS II					
CÓDIGO	33214		CURSO	2º	CICLO	1º	AÑO	2008-2009
CRÉDITOS ACTUALES	6	TEÓRICOS	1,5	CRÉDITOS ECTS			5	
		PRÁCTICOS	4,5	EQUIVALENCIA EN HORAS			125	
TIPO DE ASIGNATURA		OBLIGATORIA		CUATRIMESTRE			2º	
IDIOMA EN QUE SE IMPARTE			INGLÉS					
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COURSE DESCRIPTION

Spoken language is the basis of human communication. For most people, the pronunciation of a foreign language can't be mastered without intensive training and explicit intellectual effort. A thorough understanding of the sound and prosodic systems of the target language is essential in order to achieve native oral proficiency. This course is designed to help students advance in their knowledge of the phonological system of English and its phonetics with special attention to connected speech and prosodic aspects.

PRE-REQUISITES

Since classes are given in English and focus on pronunciation, the course assumes proficiency in oral English. A minimum B2 entry level is required.

COURSE AIMS

After successful completion of this course students should have developed a sound knowledge of these topics plus a series of skills.

Knowledge

- Recognize the phonological system of English: Vowel and consonant systems.
- Contrast the phonological systems of English and Spanish.
- Understand the Physics of sound production, propagation and perception.
- Understand the functioning of the speech and auditory mechanisms.
- Identify the relationships and divergences between spelling and pronunciation.
- Identify the Phonological systems of the main dialectal varieties of English.
- Discriminate and reproduce prosodic features of English: Accentuation, rhythm and intonation.
- Recognize the differences between the English and Spanish prosodic systems.
- Discriminate and reproduce syllables in accented and non-prominent positions.
- Recognize segmental and prosodic differences across styles: Colloquial, unhurried colloquial and formal.
- Identify the discourse functions of prosodic elements.
- Understand the historical evolution of languages in their cultural environment.
- Understand the origins and causes of current divergences between spelling and pronunciation in different varieties of English.

Specific Skills

- Identify English vowels and diphthongs in strong and weak positions.
- Identify English consonants.
- Pronounce accurately vowels and consonants in different registers and styles.
- Transcribe phonologically and phonetically spoken and written texts.
- Control their articulators in a conscious way.
- Identify and pronounce accurately English accentual patterns.
- Identify and reproduce accurately the rhythm of isolated utterances and connected discourse.
- Identify and reproduce accurately the intonation patterns of English.
- Read excerpts of written or transcribed text fluently, both impromptu and rehearsed.

Attitudes

- Encourage their willingness to acquire a scientific knowledge, not merely instrumental, of the English language.
- Encourage their willingness to make use of all available resources for language learning: recordings, lectures, movies, press, radio, television, internet, etc.
- Demonstrate an understanding of the origins and relevance of the different dialects and accents avoiding discriminations.
- Demonstrate an understanding of and respect for linguistic, cultural and social diversity.

Transferable Skills

- Improve their speaking and oral comprehension.
- Improve their pronunciation, rhythm and intonation.
- Be able to identify and reproduce different accents.
- Use the equipment in our laboratories correctly and with confidence.
- Use general and pronouncing dictionaries, either printed or in electronic format.
- Use advanced computer programs for sound recording and editing.

COURSE CONTENTS

Lectures/Theory

1. Fundamentals of acoustics.
 - Sine waves: Amplitude, wave length, frequency and period.
 - Complex waves: Wave blending, phase, envelope, harmonics and sub-harmonics.
 - Transverse and longitudinal waves: Distinctive features of sound waves.
 - Acoustic characterisation of vowels and consonants.
2. Speech and auditory mechanisms revisited.
 - The acoustic pipe and vocal tract.
 - Articulators: Active and passive Articulators.
 - Resonators: Resonance. Effects of resonance. Speech resonators.
 - Anatomy and physiology of the larynx. Vocal folds. Functioning of the vocal folds.
3. Accentuation.
 - Definitions.
 - Types and functions of accents.
 - Accented, prominent and non-prominent syllables.
 - Accentuation of simple and compound words.
 - Common accentual patterns.
 - Accentuation of phrases.
4. Phonetics of connected speech.
 - Linking.
 - Compressions and elisions.
 - Phonetic variations: word internal and at word boundaries.
 - Assimilations. Types: Progressive and regressive. Assimilation of manner of articulation; assimilation of point of articulation; assimilation of voice.
 - Vowel weakening. Gradation.
 - Strong and weak forms of common words.
5. Rhythm.
 - Accentual rhythm vs. syllabic rhythm.
 - Notation systems of rhythm.
 - Fundamental rhythmic patterns of English.
 - Contrast with Spanish patterns.
 - Effects of rhythm on weak vowels: Gradation and elision.
6. Intonation.
 - Types and functions of intonation.
 - Basic tones and complex tones.
 - Notation systems of intonation.
 - Intonation units and patterns.

- Relationships between accentuation and intonation.
 - The English tone system vs. the Spanish one.
7. Allophonic variations.
- Phonemes and allophones.
 - Dialectal and phonotactic varieties.
 - Phonetic characterization of vowels and consonants: Articulatory, auditory and acoustic perspectives.
 - Narrow phonetic transcription.

Practice

Exercises focus on individual work and are arranged in two complementary blocks:

- 1) Transcription practice and transcription reading.
- 2) Individualized practice of segment and suprasegment discrimination and production.

One hour a week will be devoted to practical classes which will be held in either of the faculty laboratories (Henry Sweet, Samuel Johnson or computer rooms).

Preliminary exercises (revision with exercises becoming gradually more difficult):

- Mapping writing to transcription.
- Phonetic and phonological notations. The IPA and the diverse transcription conventions.
- Intensive and extensive phonological transcription practice.
- Transition from phonological to phonetic transcription.
- Exercises of articulation.

Discrimination and pronunciation exercises (revision with transcription of long excerpts):

- Pure vowels and diphthongs.
- Consonants.
- Vowel and consonant clusters.
- Vowels in strong and weak positions.
- Compressions, elisions and assimilations.
- Pronunciation of regular patterns.
- Rehearsed and impromptu reading of transcribed excerpts.

Contrast spelling-pronunciation exercises (complex and uncommon examples):

- Pronunciation of homographs.
- Spellings of homophones.
- Orthographic representation of common phonic syllables.
- Phonetic realization of common orthographic patterns.

Prosody practice:

- Accentuation of simple words.
- Accentuation of compound words.
- Accent mobility.
- Practice of rhythmic patterns. Kinaesthetic and visual aids.
- Practice of common intonation patterns.

Reading and transcription exercises will deal with text excerpts and recordings taken from audio-books or the Internet. Specific discrimination and production exercises are taken from the following references, sorted by precedence:

- (1) FINCH D. & H. ORTIZ (1982) *A Course in English Phonetics for Spanish Speakers*. London: Heinemann. Appendices A (Units 1-29, 31-34), B (Units 1-16) and C (Units 1-29).
- (2) ROACH P. (1991) *English Phonetics and Phonology*, 2nd. edition. Cambridge: C.U.P. (Units 1-7).
- (3) BRADFORD, B. (1988) *Intonation in Context*. Cambridge: C.U.P.
- (4) THOMPSON, I. (1981) *Intonation Practice*. Oxford: O.U.P.

CLASS TIMETABLE

The following timetable might be subject to slight changes along the term, in case of unforeseen events or celebrations. When necessary, such changes should be announced to the students as soon as possible in class or by e-mail.

Week	Lectures	Practice	Tutorials
1 st	Introduction Unit 1	Phonological transcription of an excerpt of British English (for diagnosis). Rehearsed and impromptu reading. Preparing a passage for rehearsed reading.	
2 nd	Unit 1	Phonological transcription of an excerpt of Eastern American English (for diagnosis). Introduction to the use of electronic dictionaries. Reading a transcribed passage.	
3 rd	Unit 2	Revision: Pronunciation of past tenses. Reading short written and transcribed passages. Transcription of an excerpt of British English (formal).	Tutorial 1: - Diagnosis. - Assignment of complementary and remedial activities.
4 th	Unit 3	Revision: Pronunciation of plurals and genitives. Accentuation of simple words. Reading short written and transcribed passages. Transcription of an excerpt of British English (drama).	
5 th	Unit 3	Reading numbers and figures. Spellings for vowels 1 and 2. Accentuation of simple words. Reading short written and transcribed passages. Transcription of an excerpt of British English (commercial).	
6 th	Unit 4	Reading formulae. Spellings for vowels 3, 4 and 5. Accentuation of compound words. Reading short written and transcribed passages. Transcription of an excerpt of British English (colloquial).	
7 th	Unit 4	Reading diagrams and tables. Spellings for vowels 6 and 7. Strong and weak pronunciations. Rhythm in verse and rhymes. Reading short written and transcribed passages. Transcription of an excerpt of British English (media).	
8 th	EASTER BREAK		
8 th	Midterm mock examination		
9 th	Unit 5	Spellings for vowels 8 and 9. Rhythm in formal and colloquial speech. Reading short written and transcribed passages. Transcription of an excerpt of Irish English.	Tutorial 2: - Log book inspection for progress assessment. - Assignment of further complementary and remedial activities.
10 th	Unit 6	Spellings for vowels 10 and 11. Intonation of statements and questions. Reading short written and transcribed passages. Transcription of an excerpt of Scottish English.	
11 th	Unit 6	Spellings for consonants / t /, / ♦ / and / Ⓢ /. Intonation of short answers, question tags, lists and exclamations. Reading short written and transcribed passages. Transcription of an excerpt of Australian English (formal).	
12 th	Unit 6	Spellings for consonants / s /, / z /, / ♦ / and / Ⓢ /. Intonation, attitude and meaning.	

		Reading short written and transcribed passages. Transcription of an excerpt of American English (eastern formal).	defence of their practice log book.
13 th	Unit 7	Spellings for consonants / f /, / v /, / j / and / w /. Reading short written and transcribed passages. Narrow phonetic transcription of an excerpt of American English (western formal).	
14 th	Unit 7	Pronunciation of the spellings <x> and <-ng->. Reading short written and transcribed passages. Narrow phonetic transcription of an excerpt of British English (northern colloquial).	
15 th	Unit 7 Mock exam	Mock examination (practice): Reading short written and transcribed passages. Writing accentual patterns for a series or words. Distinguishing intonation contours. Transcription of an excerpt of English.	
		Submission of practice log book	
FINAL EXAMS			

TEACHING AND LEARNING METHODS

Bearing in mind the overall objective of helping students to improve their pronunciation, this course will be essentially practical and all classes, lectures and practical seminars, will be run in English.

Lectures/Theory

Students will be expected to read the texts suggested for each unit before discussing it in class. Lectures will then be devoted to clarifying the fundamental concepts.

Descriptions and practice of segments and suprasegments will rely on previous explanations of the anatomy and physiology of the speech and auditory mechanisms, as well as notions of acoustics already introduced in the first course and further developed in the present course, in order to make the understanding of speech phenomena easier to the students. Phonological and phonetic transcriptions will be used both, as a means of recording phonic units alternative to the conventional alphabet, and as a guide for the correct pronunciation of words and utterances.

Practice

Practice will be arranged in two blocks: **Laboratory practice** and **self-guided practice**.

Laboratory practice

Laboratory practice will be devoted to training the students in the recognition and pronunciation of segments in the most widespread varieties of English. Common accentual, rhythmical and intonation patterns will also be exercised. Laboratory work together with tutorials allows the tutor to isolate and monitor students to diagnose their errors and supply them with appropriate remedial exercises. Practice of pronunciation patterns, analogies, anomalies and regular patterns, such as noun and verb endings, or common derivative suffixes, will be carried out in the laboratory, too. Exercises of 'conscious articulation' will also be spared a few minutes in every session so that students may gradually refine their own pronunciation as they gain conscious control over their articulators.

These sessions will take place in the language laboratory (Samuel Johnson room) or the multimedia laboratory (Henry Sweet room) where students have access to the internet and several electronic dictionaries. In order to make use of up-to-date language and avoid routine, excerpts from British, American, Irish and Australian press will be selected for impromptu reading exercises. Both for transcription and rehearsed readings the choice will span various speech and writing styles, including literary works.

All the materials, recordings, transcriptions and instructions, will be uploaded onto an intranet, so that students may access them from home. Once checked in the classroom, answers to exercises will be also uploaded.

Self-guided practice

This practice will be mostly devoted to the exercise of rehearsed reading of written and transcribed text excerpts as well as extensive transcription drills. Students may do these activities at home, for which they will need internet access and recording facilities (computer with mic or mp3 recorders), or in any of the faculty laboratories or computer rooms. The tutor will supply select passages either written/transcribed or recorded for these exercises at the beginning of the course. As for laboratory practice, the choice of passages will span various speech and writing styles. In addition students must select extra passages for reading or transcribing that they will present in the third tutorial.

Practice log book and recordings

Students attending the course must keep a practice log book in which they will record all their activities both at the laboratory and at home. Worksheets will be handed to the students for laboratory and self-guided activities along the first two weeks. Practice will be checked in the second and third tutorials and the whole log book will be assessed prior to the final exam.

Rehearsed reading exercises must be recorded in digital format and submitted to the tutor together with the log book by the end of the course.

Attendance and participation

Due to the practical approach of the course, regular attendance to classes will be required and assessed as well as participation in collective activities.

Tutorials

Tutorials are specific self-practice control sessions, to be carried out in small groups under tutor supervision. Each group will meet with the tutor three times along the term. Dates for the meetings will be set at the beginning of the course and students will be allowed to join freely any of the groups along the first two weeks.

In the first tutorial (weeks 3 through 6), the teacher will diagnose students and assign them specific activities and remedial activities to do by themselves. The second session (weeks 7 through 11) will be devoted to assessing their progress through examination of their practice log books, suggesting further remedial activities when necessary. The last session (weeks 12 through 15) will be dedicated to presentation and defence of their log books.

Together with the tutorials, the teacher has some weekly “office hours”, during which students may see him individually or in small groups.

ASSESSMENT

The assessment will be based on practice, presentation and a final exam weighted as follows:

– Laboratory and classroom practice	25%
– Self practice (registered in practice log book)	25%
– Presentation and defence of practice log book	20%
– Final exam	30%
Total	100%

Laboratory practice will be continuously assessed, checking, correcting and marking every exercise the students do. They will be regularly informed of their progression and the problems detected by the tutor, who will then supply them with complementary corrective exercises.

Self practice will be assessed through their practice log book.

Exam

The final exam will consist of two separate tests for theoretical contents and practice. The former includes a multiple choice test plus a list of words for transcription and is weighted 35% of the exam mark. The

practical exam will estimate separately recognition and pronunciation. Students must get over 40% of each separate part to pass the subject. The mean for both parts is weighted 65% of the final exam.

The final mark will be the weighted average of practice work and final exam marks.

There will also be one special summative exam covering all the objectives and contents of the course for those students who did not attend classes or tutorials. This exam will account for the totality of their final mark.

Models of both the theoretical and practical examinations will be handed to the students for discussion on the first day of the course. Furthermore, in order to get the students acquainted with the exam, two mock examinations, self-assessed by the students, will be given, the first by mid-term and the second during the last days of the course.

BIBLIOGRAPHY

Handbooks

- Clark, J., Fletcher, J. & C. Yallop (2006) *An Introduction to Phonetics and Phonology*. 1990. 3rd ed. Oxford: Blackwell.
- Finch, D. & H. Ortiz (1982) *A Course in English Phonetics for Spanish Speakers*. London: Heinemann.
- Gimson, A. C. (2001). *Gimson's Pronunciation of English*. 1965. 6th edition revised by A. Cruttenden. London: Edward Arnold.
- Roach, P. (1991) *English Phonetics and Phonology*, 2nd. edition. Cambridge: C.U.P.
- Thompson, I (1981) *Intonation Practice*. Oxford: O.U.P.

Dictionaries

- Jones, D. (2006) *English Pronouncing Dictionary*. 1917. 17th edition revised by P. Roach, J. Hartman & J. Setter. Cambridge: C.U.P.
- Kenyon, S. & Knott, T. A. (1953) *A Pronouncing Dictionary of American English*. Springfield (Mass): Merriam-Webster.
- Trask, R. L. (1996) *A Dictionary of Phonetics and Phonology*. London and New York: Routledge.
- Upton, C., Kretzschmar, W.A. & Konopka, R. (2001) *Oxford Dictionary of Pronunciation for Current English*. Oxford: O.U.P.
- Wells, J.C. (2000) *Longman Pronunciation Dictionary*, 2nd edition. Harlow: Longman.

Monographs

- Adams, C. (1979) *English Speech Rhythm and the Foreign Learner*. The Hague: Mouton.
- Bradford, B. (1988) *Intonation in Context*. Cambridge: C.U.P.
- Fry, D. B. (1979) *The Physics of Speech*. Cambridge: C.U.P.
- Wells, J.C. (1982) *Accents of English*, vols. 1, 2 y 3. Cambridge: C.U.P.
- Wichmann, A. (2000) *Intonation in Text and Discourse. Beginnings, Middles and Ends*. Harlow (Essex): Longman – Pearson Education.

Web pages

- American Heritage Dictionary
 Cambridge Dictionaries on-line
 Collins Wordreference
 International Phonetic Association
 SIL (Summer Institute of Linguistics) resources

Set texts

- O'Connor, J.D. (1971) *Advanced Phonetic Reader*. Cambridge: C.U.P.

STUDENT WORKLOAD

Classroom work	Hours
Lectures	13
Laboratory practice	13
Mock examinations	4
Final examination	2

Tutorials	3
Subtotal	35
Self study	
Complementary readings	20
Lecture notes reading	13
Exercises of pronunciation	15
Exercises of transcription	15
Exercises of reading	15
Mock exams preparation	2
Final exam preparation	10
Subtotal	90
Total	125