



## Syllabus

### Subject

<b>Subject / Group</b>	21811 - Fundamentals of English Phonology / 1
<b>Degree</b>	Degree in English Studies - Second year
<b>Credits</b>	6
<b>Period</b>	2nd semester
<b>Language of instruction</b>	English

### Professors

Lecturers	Office hours for students					
	Starting time	Finishing time	Day	Start date	End date	Office / Building
Lucrecia Rallo Fabra <a href="mailto:lucrecia.rallo@uib.es">lucrecia.rallo@uib.es</a>	12:00	13:30	Wednesday	17/02/2020	17/06/2020	ID-06 Beatriu de Pinós

### Context

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

#### Recommended

Students are expected to have a level of English equivalent to that of the English Language course taught in the same semester as this subject. Therefore, the maximum number of serious mistakes allowed in the tests and projects presented in this course will be the same as those established in the syllabus of English Language IV.

### Skills

#### Specific

- \* Ability to communicate in English with the sufficient standards of fluency and grammatical accuracy required in different contexts and situations (13)



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- \* 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

### Range of topics

#### Unit 1. Introduction

Phonetics and phonology as branches of linguistics: the concepts of *phoneme*, *phone*, *allophone*. Articulatory, acoustic and perceptual phonetics. Speech production: speech organs. The International Phonetic Alphabet (IPA). Broad and narrow transcription. The role of orthography.

#### 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. Acoustic features of vowels. Perceptual assimilation of L2 vowels to L1 vowels.

#### Unit 3. English consonant sounds

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

#### Unit 4. Word stress

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

#### Unit 5. Differences between AmEng and BrEng

Differences in phonemic inventories and allophonic variation. Differences in word stress. Pronunciation of common words.

## Teaching methodology

### In-class work activities (2.4 credits, 60 hours)

Modality	Name	Typ. Grp.	Description	Hours
Theory classes	Understanding the discipline	Large group (G)	Aim: guide students towards their understanding of Phonology as a branch of Linguistics and as an applied	40

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Modality	Name	Typ. Grp.	Description	Hours
			discipline that will help them overcome the difficulties and limitations of FL speech learning.  Methodology: Face-to-face lectures, virtual lectures and video-tutorials.	
Theory classes	Invited lectures	Large group (G)	Aim: Complement the theory lessons with current topics in English Pronunciation.  Method: Invited talk by lecturer from another university (subject to budget availability).	4
Practical classes	Phonemic transcription	Medium group (M)	Aim: Learn to transcribe phonetically with the IPA. Methodology: phonetic dictations and online resources such as ToPhonetics.	14
Assessment	Phonemic Transcription Exam	Large group (G)	Aim: test students' skills transcribing words and sentences with the IPA alphabet Method: phonemic transcription based on written and oral words and sentences	1
Assessment	Theory Exam	Large group (G)	Aim: test students' learning of the theoretical contents of the syllabus Method: multiple choice test	1

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 Aula Digital platform.

### Distance education tasks (3.6 credits, 90 hours)

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 Aula Digital platform and recommended bibliography.	70
Group or individual self-study	Laboratory Training	Aim: Listening activities to learn to perceive and produce English speech sounds  Method: auditory tests and online resources such as Rachel's English.	20

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### 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

#### PATHWAYS

This course will only offer one assessment option. Students officially recognised by the UIB as part-time students will follow the same assessment criteria established in Pathway A. The only difference between part-time and full-time students is that the former are not expected to regularly attend or actively participate in sessions.

#### ASSESSMENT CRITERIA

In order to pass the course the student must have at least obtained a PASS grade (5 or higher) in both the theory and phonemic transcription exams. If a student fails to show up on the date and at the time established by the lecturer for any activity which is part of the student's assessment programme, they will receive a 0 (zero) grade for this activity. Failure to take an official exam will result in a 'No Presentat' grade. Under no circumstances will the dates and times of the official exams be altered with the only exception of those cases contemplated by the UIB Reglament Acadèmic.

#### USE OF LAPTOPS & MOBILE DEVICES

Laptop computers are acceptable only if used for purposes related to classroom activity. No electronic device whatsoever (including computers) is allowed in the classroom during examinations, unless otherwise specified by the lecturer (e.g. if the session entails use of the internet for pedagogical purposes).

Article 33 in the Reglament Acadèmic will be applied in cases of cheating, plagiarism, cyberplagiarism, or any other fraudulent practice in the process of assessment:

1. Amb independència del procediment disciplinari que es pugui seguir contra l'estudiant infractor, la realització demostradorament fraudulenta d'alguns dels elements d'avaluació inclosos en guies docents de les assignatures comportarà, a criteri del professor, una menysvaloració en la seva qualificació que pot suposar la qualificació de «suspens 0» a l'avaluació anual de l'assignatura.
2. En particular, es considera un frau:
  - a) En els exàmens o proves escrites, l'ús de qualsevol mitjà encaminat a facilitar les respostes.
  - b) En els treballs i pràctiques individuals o de grup, la inclusió de fragments d'obres alienes presentats de tal manera que es facin passar com a propis (plagi).

### Frau en elements d'avaluació

In accordance with article 33 of Regulation of academic studies, "regardless of the disciplinary procedure that may be followed against the offending student, the demonstrably fraudulent performance of any of the evaluation elements included in the teaching guides of the subjects will lead, at the discretion of the teacher, a undervaluation in the qualification that may involve the qualification of "suspense 0" in the annual evaluation of the subject".

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### Invited lectures

Modality	Theory classes
Technique	Objective tests ( <b>non-retrievable</b> )
Description	Aim: Complement the theory lessons with current topics in English Pronunciation. Method: Invited talk by lecturer from another university (subject to budget availability).
Assessment criteria	Students must show that they have understood the main ideas presented by the invited lecturer.

Final grade percentage: 5%

### Phonemic Transcription Exam

Modality	Assessment
Technique	Short-answer tests ( <b>retrievable</b> )
Description	Aim: test students' skills transcribing words and sentences with the IPA alphabet Method: phonemic transcription based on written and oral words and sentences
Assessment criteria	Students must show that they can transcribe English words and connected speech from spelling and audio.

Final grade percentage: 40%with a minimum grade of 5

### Theory Exam

Modality	Assessment
Technique	Short-answer tests ( <b>retrievable</b> )
Description	Aim: test students' learning of the theoretical contents of the syllabus Method: multiple choice test
Assessment criteria	Students must show that they have understood the theoretical contents developed in class.

Final grade percentage: 50%with a minimum grade of 5

### Laboratory Training

Modality	Group or individual self-study
Technique	Other methods ( <b>non-retrievable</b> )
Description	Aim: Listening activities to learn to perceive and produce English speech sounds Method: auditory tests and online resources such as Rachel's English.
Assessment criteria	Students will have to attend the training sessions in the lab and participate in a perceptual test to assess their capacity to discriminate English sound contrasts.

Final grade percentage: 5%

## Resources, bibliography and additional documentation

### Basic bibliography

- Collins, B., Mees, I. M. & Carley, P. (2019). *Practical Phonetics and Phonology. A resource book for students* (4th edition). London: Routledge.
- Crystal, D. (2018). *Sounds Appealing: The passionate Story of English Pronunciation*. London: Profile Books.
- Gómez González, M. Á. & Sánchez Roura, M. T. (2016). *English Pronunciation for Speakers of Spanish. From Theory to Practice*. Berlin: Mouton de Gruyter.



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Pennington, M. C. & Rogerson-Revell, P. (2019). *English Pronunciation Teaching and Research. Contemporary Perspectives*. London: Palgrave MacMillan.

Tench, P. (2011). *Transcribing the Sounds of English: A Phonetics Workbook for Words and Discourse*. Cambridge: CUP.

### Complementary bibliography

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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.

Edwards, H. T. (2003). *Applied Phonetics: the Sounds of American English*. Delmar Learning.

Gilbert, J. B. (2005). *Clear Speech. Pronunciation and Listening in North American English*. Cambridge: CUP.

García Lecumberri, M. L. & Maidment, J. A. (2000). *English Transcription Course*. London: Hodder Arnold.

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

Wells, J. C. (2019). *Longman Pronunciation Dictionary*. Harlow: Pearson Education Ltd.

### Other resources

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Visit "Aula Digital" for useful links and resources.

