



## Teaching Guide

| Teaching Guide      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |        |                                                           |           |
|---------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|-----------------------------------------------------------|-----------|
| Identifying Data    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |        |                                                           | 2020/21   |
| Subject (*)         | English Phonetics                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |        | Code                                                      | 613G03023 |
| Study programme     | Grao en Inglés: Estudos Lingüísticos e Literarios                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |        |                                                           |           |
| Descriptors         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |        |                                                           |           |
| Cycle               | Period                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Year   | Type                                                      | Credits   |
| Graduate            | 1st four-month period                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Third  | Obligatory                                                | 6         |
| Language            | English                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |        |                                                           |           |
| Teaching method     | Face-to-face                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |        |                                                           |           |
| Prerequisites       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |        |                                                           |           |
| Department          | Letras                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |        |                                                           |           |
| Coordinador         | Pereira Ares, Noemí                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | E-mail | noemi.pereira@udc.es                                      |           |
| Lecturers           | ,<br>Pereira Ares, Noemí                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | E-mail | anabella.barsaglini.castro@udc.es<br>noemi.pereira@udc.es |           |
| Web                 | www.pcudc.es                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |        |                                                           |           |
| General description | In this subject students will be instructed in Phonation, together with its main theories, methods and aplications, allowing the student, in this way, to acquire knowledge about English Phonetics, with a view to posible professional activities, and for social contact.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |        |                                                           |           |
| Contingency plan    | <p>1. Modifications to the contents</p> <p>No change.</p> <p>2. Methodologies</p> <p>*Teaching methodologies that are maintained</p> <p>Lecture classes and seminars (case studies) would be maintained, but adapted to new formats (Moodle / Microsoft Teams)</p> <p>*Teaching methodologies that are modified</p> <p>Laboratory Practice. This would be transformed into practical exercises to be carried out through Moodle.</p> <p>3. Mechanisms for personalized attention to students</p> <p>1. Email. Daily (Monday to Friday)</p> <p>2. Moodle. Class hours.</p> <p>3. Microsoft Teams. Class and office hours.</p> <p>4. Modifications in the evaluation</p> <p>Assignments and other activities would be submitted through Moodle. The exam would be conducted using Moodle or Microsoft Teams on the official date.</p> <p>*Evaluation observations:</p> <p>5. Modifications to the bibliography or webgraphy</p> <p>No change.</p> |        |                                                           |           |

## Study programme competences

| Code | Study programme competences                                                    |
|------|--------------------------------------------------------------------------------|
| A1   | Coñecer e aplicar os métodos e as técnicas de análise lingüística e literaria. |
| A3   | Coñecer as correntes teóricas da lingüística e da ciencia literaria.           |
| A6   | Ter un dominio instrumental avanzado oral e escrito da lingua inglesa.         |



|     |                                                                                                                                                                                 |
|-----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| A11 | Ter capacidade para avaliar, analizar e sintetizar criticamente información especializada.                                                                                      |
| A14 | Ser capaz para identificar problemas e temas de investigación no ámbito dos estudos lingüísticos e literarios e interrelacionar os distintos aspectos destes estudos.           |
| A15 | Ser capaz de aplicar os coñecementos lingüísticos e literarios á práctica.                                                                                                      |
| A18 | Dominar a gramática da lingua inglesa.                                                                                                                                          |
| A19 | Coñecer a situación sociolingüística da lingua inglesa.                                                                                                                         |
| A20 | Coñecer a variación lingüística da lingua inglesa.                                                                                                                              |
| B1  | Utilizar os recursos bibliográficos, as bases de datos e as ferramentas de busca de información.                                                                                |
| B2  | Manexar ferramentas, programas e aplicacións informáticas específicas.                                                                                                          |
| B3  | Adquirir capacidade de autoformación.                                                                                                                                           |
| B4  | Ser capaz de comunicarse de maneira efectiva en calquera contorno.                                                                                                              |
| B5  | Relacionar os coñecementos cos doutras áreas e disciplinas.                                                                                                                     |
| B6  | Ter capacidade de organizar o traballo, planificar e xestionar o tempo e resolver problemas de forma efectiva.                                                                  |
| B7  | Ter capacidade de análise e síntese, de valorar criticamente o coñecemento e de exercer o pensamento crítico.                                                                   |
| B8  | Apreciar a diversidade.                                                                                                                                                         |
| B9  | Valorar a importancia que ten a investigación, a innovación e o desenvolvemento tecnolóxico no avance socioeconómico e cultural da sociedade.                                   |
| B10 | Comportarse con ética e responsabilidade social como cidadán/a e profesional.                                                                                                   |
| C2  | Dominar a expresión e a comprensión de forma oral e escrita dun idioma estranxeiro.                                                                                             |
| C3  | Utilizar as ferramentas básicas das tecnoloxías da información e as comunicacións (TIC) necesarias para o exercicio da súa profesión e para a aprendizaxe ao longo da súa vida. |
| C6  | Valorar criticamente o coñecemento, a tecnoloxía e a información dispoñible para resolver os problemas cos que deben enfrontarse.                                               |
| C7  | Asumir como profesional e cidadán a importancia da aprendizaxe ao longo da vida.                                                                                                |

| Learning outcomes                                                                                                                                 |                             |          |    |
|---------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|----------|----|
| Learning outcomes                                                                                                                                 | Study programme competences |          |    |
| Coñecer os principios básicos do sistema auditivo tanto desde o punto de vista anatómico como funcional.                                          | A1<br>A11                   |          | C2 |
| Coñecer a estrutura, organización, e utilización dos símbolos do IPA.                                                                             | A1<br>A15                   |          | C7 |
| Manexar as principais ferramentas de análise de FO e interpretalas.                                                                               | A14                         | B2<br>B7 |    |
| Coñecer os elementos que inteverñen na fonación, a súa participación e misión na xénese da voz.                                                   | A1<br>A3<br>A20             | B2<br>B6 |    |
| Describir e interpretar os mecanismos de articulación da fala, e a relación entre articulación e acústica.                                        | A1                          | B2       | C6 |
| Relacionar conceptos fonolóxicos abstractos co funcionamento do aparello fonador.                                                                 | A1                          | B2       |    |
| Entender a terminoloxía básica.                                                                                                                   | A3<br>A19                   | B10      |    |
| Recoñecer o reflexo dalgunhas peculiaridades relevantes da prosodia do inglés e a estrutura prosódica dunha curva e dos elementos que a integran. | A6<br>A18<br>A19            | B2<br>B8 |    |
| Transcribir correctamente fragmentos escritos e orais en inglés.                                                                                  | A19<br>A20                  | B3<br>B4 |    |
| Comparar instrumentos e metodoloxías relacionadas coa análise fonética da entoación.                                                              |                             | B1<br>B2 |    |
| Aplicar a análise de espectrogramas mediante ferramentas de análise do son.                                                                       |                             | B2<br>B5 |    |



|                                                                                                                                                                                                   |    |    |    |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|----|----|
| Manexar con habilidade as aplicacións de fonética tanto no ámbito do laboratorio como cara a posibles saídas profesionais, e para a vida en sociedade.                                            |    | B2 |    |
| Comparar instrumentos e metodoloxías relacionadas coa análise fonética da entoación.                                                                                                              | A1 | B2 |    |
| Identificar os mecanismos que regulan a fonación, as principais teorías fonatorias que se elaboraron ao longo da historia e a que se mantén hoxe como base de estudo da voz e os seus trastornos. | A3 | B9 |    |
| Manexar adecuadamente as técnicas instrumentais de investigación en Fonética e Fonoloxía                                                                                                          |    | B2 |    |
| Utilizar as ferramentas básicas das tecnoloxías da información e as comunicacións (TIC) xa que moitas das actividades da aula baséanse en Moodle.                                                 |    | B2 | C3 |

| Contents                                                      |                                                                                                                                                                                                                                             |
|---------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Topic                                                         | Sub-topic                                                                                                                                                                                                                                   |
| 1. Phonetics and phonology as linguistic disciplines          | 1.1. Basic concepts and tools. Definition and description<br>1.2. Acoustic Phonetics<br>1.3. Auditive Phonetics<br>1.4. Articulatory Phonetics                                                                                              |
| 2. Speech organs                                              | 2.1. The anatomy of speech<br>2.2. The physiology of speech                                                                                                                                                                                 |
| 3. Speech sounds and their graphic representation             | 3.1. Vowels and consonants: functional and articulatory classifications<br>3.2. IPA and its representation. Classification of speech sounds                                                                                                 |
| 4. English consonants: description and graphic representation | 4.1. Descriptive parameters: manner of articulation, place of articulation, action of the vocal cords<br>4.2. Types of articulation: double articulation; primary and secondary articulation<br>4.3. Allophonic variation                   |
| 5. English vowels: description and graphic representation     | 5.1. Vowels<br>5.2. Diphthongs and triphthongs<br>5.3. Related aspects                                                                                                                                                                      |
| 6. Syllables, words and connected speech.                     | 6.1. Syllable: definition and structure<br>6.2. Connected speech phenomena: Gradation. Assimilation. Elision. Juncture. Liaison.                                                                                                            |
| 7. Stress and intonation                                      | 7.1. Stress<br>7.2. Intonation                                                                                                                                                                                                              |
| 8. The accents of English                                     | 8.1. Great Britain: Received Pronunciation, Estuary English<br>8.2. U.S.A.: American Standard English, African-American English, American- Indian English<br>8.3. Australia and New Zealand<br>8.4. Accents of English as a second language |

| Planning                       |                            |                      |                               |             |
|--------------------------------|----------------------------|----------------------|-------------------------------|-------------|
| Methodologies / tests          | Competencies               | Ordinary class hours | Student's personal work hours | Total hours |
| Case study                     | A6 A11 A15 B2 B6 C6        | 14                   | 16                            | 30          |
| Guest lecture / keynote speech | A1 A3 A11 A15 B4 B8 B9 C7  | 21                   | 20                            | 41          |
| Problem solving                | A14 B2 B5 B6 B7 B10 C2     | 14                   | 11                            | 25          |
| Document analysis              | A3 A11 A19 A20 B1 B6 C3 C7 | 0                    | 5                             | 5           |
| Laboratory practice            | A1 B2 B3 B7 C3 C2          | 14                   | 11                            | 25          |



|                                                                                                                                 |                                      |   |    |    |
|---------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|---|----|----|
| Objective test                                                                                                                  | A1 A3 A6 A15 A18<br>A19 A20 B2 B4 C2 | 3 | 15 | 18 |
| Personalized attention                                                                                                          |                                      | 6 | 0  | 6  |
| (*)The information in the planning table is for guidance only and does not take into account the heterogeneity of the students. |                                      |   |    |    |

| Methodologies                  |                                                                                                                                                                                                                                                                                                              |
|--------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Methodologies                  | Description                                                                                                                                                                                                                                                                                                  |
| Case study                     | The use of case studies is part of the methodological framework used in the interactive sessions and it can also be integrated into the lecture class. Students are expected to participate in these sessions every week, putting into practice theoretical concepts and working on phonetic transcriptions. |
| Guest lecture / keynote speech | Lectures take place once a week. Lecture classes are used to introduce the main theoretical concepts, but they also include questions, practical activities and discussions that help students to build their knowledge together.                                                                            |
| Problem solving                | Students are required to solve particular problems, either in class or through Moodle.                                                                                                                                                                                                                       |
| Document analysis              | Analysis of primary and secondary sources.                                                                                                                                                                                                                                                                   |
| Laboratory practice            | Activities in small groups aimed at creating an interactive learning environment. The activities, which might be carried out in the Language Laboratory or through Moodle, are designed to improve the students' ability to identify and produce the sounds of the English language.                         |
| Objective test                 | All students must take a final test consisting of theoretical questions and exercises on phonetic transcription.                                                                                                                                                                                             |

| Personalized attention        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|-------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Methodologies                 | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Case study<br>Problem solving | <p>Practical guidance is offered to students via Moodle. In addition, students can discuss the subject with the teachers during office hours or via e-mail at any time.</p> <p>Attention to Diversity (ADI)</p> <p>University Drive for Diversity (ADI) established in 2004 is responsible for all the special needs arising from disability due to physical, sensory, psychological or cultural reasons. ADI is directed to the whole university community, especially students. For more information on available services and software, please contact: <a href="http://www.udc.es/cufie/uadi/">http://www.udc.es/cufie/uadi/</a></p> |

| Assessment          |                                      |                                                                                                                                                                                                                  |               |
|---------------------|--------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| Methodologies       | Competencies                         | Description                                                                                                                                                                                                      | Qualification |
| Case study          | A6 A11 A15 B2 B6 C6                  | Students are required to complete a number of tasks during the semester. In order to pass the subject, students must achieve a minimum mark of 4 out of 10 in this part of the course.                           | 40            |
| Objective test      | A1 A3 A6 A15 A18<br>A19 A20 B2 B4 C2 | All students are required to sit the final test in January on the date announced in the official exam timetable. In order to pass the subject, students must achieve a minimum mark of 4 out of 10 in this test. | 40            |
| Laboratory practice | A1 B2 B3 B7 C3 C2                    | Students must complete a lab exercise ? either in class or via Moodle ? as part of the assessment plan for this course.                                                                                          | 20            |

| Assessment comments |
|---------------------|
|---------------------|



## General Observations

In order to pass this course a minimum of 5 out of 10 in the final mark is required. A mark of 4 out of 10 is the minimum required in each of the following parts of the subject: objective test (final exam) and case study. In addition, in order to pass the subject, students must complete at least 50% of all the activities included in the assessment plan. Students who do not meet these requirements or those who do not attend the official exam will be given a grade of NP (absent).

Students are expected to complete all the assignments and readings suggested by the lecturer(s), and to come to the sessions prepared to discuss them. Students must visit the eLearning platform for the course regularly. Students are expected to check their university email on a regular basis: announcements and last-minute changes will be notified via email.

Deadlines for assignments are strict. Late submissions will be penalized (25% off final mark), unless they are duly justified. Assignments that are more than 2 days late will not be graded. Academic misconduct (including cheating, plagiarism, collusion or fabrication of results) will not be tolerated and will be penalised. Essays and written assignments may be tested through Turnitin in order to detect wrong citations, plagiarism or any other type of fraud. Should this occur, the rules for plagiarism will be applied. Turnitin recognises papers previously turned in by other people (or the student him/herself) at this university or other universities, as well as other material found on the Internet. Written activities must meet the minimum requirements of linguistic correctness (spelling and grammar, punctuation, syntax, lexical precision, or formal register). July Opportunity Students who fail to pass the subject in January will be required to take the second opportunity in July, with the following distribution of percentages: 1) Objective test (40%); 2) Laboratory practice (20%); 3) Case study (40%). Students can retake the parts of the subject they have failed.

## Part-time Students

Students who are officially registered as part time, and have been granted permission not to attend classes, as stipulated in the regulations of this University, will be assessed in either of the opportunities according to the same criteria specified for the second opportunity.

## Sources of information

|              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|--------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Basic</b> | Collins, Beverley, and Inger Mees. <i>Practical Phonetics and Phonology: A Resource Book for Students</i> . London: Routledge, 2008. Roach, Peter. <i>English Phonetics and Phonology: A Practical Course</i> . Cambridge: Cambridge University Press, 2000. Wells, J. C. <i>Longman Pronunciation Dictionary</i> . Londres: Longman, any edition. Collins, Beverley, and Inger Mees. <i>Practical Phonetics and Phonology: A Resource Book for Students</i> . London: Routledge, 2008. Roach, Peter. <i>English Phonetics and Phonology: A Practical Course</i> . Cambridge: Cambridge University Press, 2000. Wells, J. C. <i>Longman Pronunciation Dictionary</i> . Londres: Longman, any edition. |
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|----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Complementary</b> | <p>Ashby, M.; J. Maidment. <i>Introducing Phonetic Science</i>. Cambridge: Cambridge University Press, 2005. Baken, R. J. <i>Clinical measurement of speech and voice</i>. San Diego, CA: Singular Pub. Group, 1996. Barry, W.J. and W. A. Van Dommelen (eds.) <i>The Integration of Phonetic Knowledge in Speech Technology</i>, Dordrecht, Springer, 2005. Bell, A. ?Radio: The style of news language? <i>Journal of Communication</i> 32 (1982): 150-164. Borden, G.J.; Harris, K.S.; Raphael, L.J. <i>Speech Science Primer. Physiology, Acoustics, and Perception of Speech</i>, Baltimore, Williams and Wilkins, 1994. Brown, A. (Ed.) <i>Teaching English Pronunciation: A Book of Readings</i>. London: Routledge, 1991. Cowie, R. and Cornelius, R.R. ?Describing the emotional states that are expressed in speech.? <i>Speech Communication Special Issue on Speech and Emotion</i>, 40,1- 2(2003): 5-32. Eckert, P. and J. Rickford (eds) <i>Style and Sociolinguistic Variation</i>. Cambridge: CUP, 2001. Hart, J., Collier, R., and Cohen, A. <i>A perceptual study of intonation. An experimental-phonetic approach to speech melody</i>, Cambridge, Cambridge University Press, 1990. Holmes, J. N. and Holmes, W. <i>Speech Synthesis and Recognition</i>. London, Taylor &amp; Francis, 2001. IPA. <i>Handbook of the International Phonetic Association</i>, Cambridge, Cambridge University Press, 1999. Kent, R. D.; Read, Ch. <i>The Acoustic Analysis of Speech</i>, San Diego, Singular Publishing Group, Inc, 1992. Kohler, K. J. (ed.). ?Rhythm in Speech and Language. From Theory to Data?, <i>Phonetica</i> 66, 1-2 (2009). Kuhl, P. K. ?Early language acquisition.? <i>Nature Reviews Neuroscience</i>, 5, 2004: 831- 43. Ladefoged, P. and Maddieson, I. <i>The Sounds of the World's Languages</i>. Blackwell, Oxford, 1996. Leather, J. <i>Phonological Issues in Second Language Learning</i>. Oxford: Blackwell, 1999. Lleó, C. <i>La adquisición de la fonología de la primera lengua y de las lenguas extranjeras</i>. Madrid: Visor, 1997. Martínez Celdrán, E. <i>Análisis espectrográfico de los sonidos del habla</i>, Barcelona, Ariel, 2007. Moore, B.J.C. <i>An Introduction to the Psychology of Hearing</i>. Amsterdam. Academic Press, 2003. Thomas, E. R. ?Instrumental Phonetics?, en Chambers, J. K., Trudgill, P., Shilling-Estes, N. (eds.): <i>The handbook of language variation and change</i>. Malden, Ma: Blackwell, 2004. Titze, I. <i>Principles of Voice Production</i>. Prentice Hall, 1994. VVAA. ?Disorders of speech and language.? In: <i>Principles of Neurology</i>. McGraw-Hill, New York, 2005.</p> |
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## Recommendations

### Subjects that it is recommended to have taken before

Lingua Inglesa 1/613G03003  
 Lingüística Xeral/613G03004  
 Lingua Inglesa 2/613G03008  
 Lingua Inglesa 3/613G03015  
 Lingua Inglesa 4/613G03019

### Subjects that are recommended to be taken simultaneously

### Subjects that continue the syllabus

### Other comments

A good command of English is required since grammatical mistakes, non-English word order and lack of concordance will be penalised.

(\*)The teaching guide is the document in which the URV publishes the information about all its courses. It is a public document and cannot be modified. Only in exceptional cases can it be revised by the competent agent or duly revised so that it is in line with current legislation.