UNIVERSIDADE DA CORUÑA

Teaching Guide				
Identifying Data				**2021/22**
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	Moskowich-Spiegel Fandiño, Isabel	**E-mail**	isabel.moskowich-spiegel.fandino@udc.es	
Lecturers	Barsaglini Castro, Anabella Soledad	**E-mail**	anabella.barsaglini.castro@udc.es	
	Moskowich-Spiegel Fandiño, Isabel		isabel.moskowich-spiegel.fandino@udc.es	
	Puente Castelo, Luís Miguel		luis.pcastelo@udc.es	
Web	www.udc.es			
General description	In this subject students will be instructed in Phonation, together with its main theories, methods and apllications, 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	1. Modifications to the contents No change. 2. Methodologies *Teaching methodologies that are maintained Lecture classes and seminars (case study and problem solving) would be maintained, but adapted to new formats (Moodle / Microsoft Teams) *Teaching methodologies that are modified Laboratory Practice. This would be transformed into practical exercises to be carried out through Moodle. 3. Mechanisms for personalized attention to students 1. Email. Daily (Monday to Friday) 2. Moodle. Class hours. 3. Microsoft Teams. Class and office hours. 4. Modifications in the evaluation Assignments and other activities would be submitted through Moodle. The exam would be conducted using Moodle or Microsoft Teams on the official date. 5. Modifications to the bibliography or webgraphy No change.			

Study programme competences / results	
Code	**Study programme competences / results**
A1	Coñecer e aplicar os métodos e as técnicas de análise lingüística e 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/á 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 / results		
10. To know the basic principles of the auditory system both from an anatomical and functional point of view.	A1 A11	B5 B8	
5. To be familiar with the structure, organisation, and use of the IPA symbols.	A1 A15	B1 B3	
3. To know the elements that intervene in phonation, their role and mission in the genesis of the voice.	A1	B5	
7. To describe and interpret the mechanisms of speech articulation, and the relationship between articulation and acoustics.	A1 A14 A15	B5 B7	
1. To understand the basic terminology.	A6 A11	B3 B4 B5	C2
4. To be able to relate abstract phonological concepts with the functioning of the speech apparatus.	A1 A15	B2 B7	
2. To skillfully handle phonetic applications both in the laboratory and other possible professional environments, and for life in society.	A14 A15	B2 B3 B9 B10	C3 C7
11. To be able to recognise the reflection of some relevant peculiarities of English prosody and intonation.	A6 A18 A19 A20	B2 B8	

6. To be able to correctly transcribe written and oral extracts in English.	A1 A15 A18 A19 A20	B3 B6 B8	C6
9. To apply spectrogram analysis using sound analysis tools.	A1 A11 A14 A15	B2 B5 B6 B7	C3
8. To know and be able to analyse sound transmission processes.	A11	B5	

Contents	
Topic	**Sub-topic**
1. Phonetics and phonology as linguistic disciplines	1.1. Basic concepts and tools. Definition and description 1.2. Acoustic Phonetics 1.3. Auditive Phonetics 1.4. Articulatory Phonetics
2. Speech organs	2.1. The anatomy of speech 2.2. The physiology of speech
3. Speech sounds and their graphic representation	3.1. Vowels and consonants: functional and articulatory classifications 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 4.2. Types of articulation: double articulation; primary and secondary articulation 4.3. Allophonic variation
5. English vowels: description and graphic representation	5.1. Vowels 5.2. Diphthongs and triphthongs 5.3. Related aspects
6. Syllables, words and connected speech.	6.1. Syllable: definition and structure 6.2. Connected speech phenomena: gradation, assimilation, elision, juncture and liaison
7. Stress and intonation	7.1. Stress 7.2. Intonation
8. Acoustic phonetics	8.1. The physical reality of sound. The sound wave 8.2. Acoustic analysis of speech sounds 8.3. Relationship between articulation and acoustics
9. Auditory phonetics	9.1. The hearing system 9.2. Perception of speech sounds

Planning				
Methodologies / tests	**Competencies / Results**	**Teaching hours (in-person & virtual)**	**Student?s personal work hours**	**Total hours**
Case study	A1 A6 A11 A15 A18 B3 B6 B8 C6	14	16	30
Guest lecture / keynote speech	A1 A6 A11 A14 A15 B3 B4 B5 B9 B10 C7	21	20	41
Problem solving	A11 A14 A15 B2 B5 B6 B7 B10 C2 C3	14	11	25
Document analysis	A11 A19 A20 B1 B3 B5 B6 B8 C6	0	5	5

Laboratory practice	A1 A6 A15 A18 A19 A20 B2 B3 B7 B8 C3 C2	14	11	25
Objective test	A1 A6 A11 A14 A15 A18 B2 B4 B5 B6 B7 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	Contents and activities of phonetic transcription in English.
Guest lecture / keynote speech	Presentation of basic theoretical concepts, supported by practical examples.
Problem solving	The activities that will be carried out will focus on putting into practice the theoretical contents of the subject to monitor learning as well as problem solving.
Document analysis	Analysis of primary and secondary sources.
Laboratory practice	The activities will focus on improving the students' ability to identify, produce and transcribe the different sounds of the English language.
Objective test	The final test will combine theoretical and practical questions on English phonetics and phonology.

Personalized attention	
Methodologies	**Description**
Case study Problem solving	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. Attention to Diversity (ADI) 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: http://www.udc.es/cufie/uadi/

Assessment			
Methodologies	**Competencies / Results**	**Description**	**Qualification**
Case study	A1 A6 A11 A15 A18 B3 B6 B8 C6	Students are required to complete a series of phonetic transcription tasks (from a written text) during the semester. The minimum total mark for these tasks should not be less than 4 (out of 10) to have the option to pass the subject.	20
Objective test	A1 A6 A11 A14 A15 A18 B2 B4 B5 B6 B7 C2	Students are required to sit the final exam on the official date in January. The minimum mark for this test should not be less than 4 (out of 10) to have the option to pass the subject.	40
Problem solving	A11 A14 A15 B2 B5 B6 B7 B10 C2 C3	Students must complete a series of theoretical-practical tasks throughout the semester. The minimum total mark for the theoretical-practical tasks should not be less than 4 (out of 10) to have the option to pass the subject.	20
Laboratory practice	A1 A6 A15 A18 A19 A20 B2 B3 B7 B8 C3 C2	Students must complete a series of oral transcription laboratory practices, either in class or via ICT, as part of the course assessment plan. The minimum total mark should not be less than 4 (out of 10) to have the option to pass the subject.	20

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Assessment comments
General Observations In order to pass this course the average mark of the different tasks and assessment tests must be 5 out of 10. In addition, the minimum mark of each task (case study, problem solving and laboratory practices), as well as the objective test could not be less than 4, even if the total average mark is 5 or more. Likewise, students must carry out at least half the required activities. If this is not the case, student will not be graded and will be recorded as "non presentado" (absent) in the official report. Students who do not sit for the official exam will also obtain NP ("non presentado"), regardless of the activities carried out previously. Students who do not pass the course will be able to opt for the July opportunity (see section below). 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 penalised (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 University 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 OpportunityStudents who fail to pass the subject in January will be required to take the ?second opportunity? in July, with the following distribution of percentages: Objective test (40%)Laboratory practice (20%)Case study (40%)Problem solving (20%)Students who have passed any part of the subject (with a mark higher than 5), will not have to repeat it in July.Continuous assessment activities that cannot be repeated outside the classroom context will be replaced by other equivalent ones. The teaching staff will contact the students who have to attend the July opportunity to specify the steps to follow. 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	
Basic	Collins, Beverley, and Inger Mees. <i>Practical Phonetics and Phonology: A Resource Book for Students</i>. London: Routledge, 2008.Gimson, A. C. <i>An Introduction to the pronunciation of English</i>. London: Edward Arnold, 1989 (4th ed.). Roach, Peter. <i>English Phonetics and Phonology: A Practical Course</i>. Cambridge: Cambridge University Press, 2000.Wells, J. C. <i>Longman</i><i>Pronunciation Dictionary</i>. Londres: Longman, any edition.Collins, Beverley, and Inger Mees. Practical Phonetics and Phonology: A Resource Book for Students. London: Routledge, 2008.Gimson, A. C. An Introduction to the pronunciation of English. London: Edward Arnold, 1989 (4th ed.). Roach, Peter. English Phonetics and Phonology: A Practical Course. Cambridge: Cambridge University Press, 2000.Wells, J. C. LongmanPronunciation Dictionary. Londres: Longman, any edition.

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

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.