



Teaching Guide

Teaching Guide				
Identifying Data				2023/24
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	Puente Castelo, Luís Miguel		E-mail	luis.pcastelo@udc.es
Lecturers	Puente Castelo, Luís Miguel		E-mail	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 applications, allowing the student, in this way, to acquire knowledge about English Phonetics, with a view to posible professional activities, and for social contact.			

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/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 / 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 A6 A15 A18	B1 B3	
3. To know the elements that intervene in phonation, their role and mission in the genesis of the voice.	A1 A11	B5	
7. To describe and interpret the mechanisms of speech articulation, and the relationship between articulation and acoustics.	A1 A11 A14 A15	B5 B7	
1. To know and understand the basic terminology of the discipline.	A6 A11	B3 B4 B5	C2
4. To be able to relate abstract phonological concepts with the functioning of the speech apparatus.	A1 A11 A15	B2 B3 B5 B7	
2. To skillfully handle phonetic applications both in the laboratory and other possible professional environments, and for life in society.	A1 A6 A11 A14 A15 A18	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 A6 A11 A15 A18 A19 A20	B3 B6 B7	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. The three branches of phonetics as a discipline
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
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
Guest lecture / keynote speech	A1 A6 A11 A14 A15 B3 B4 B5 B9 B10 C7	21	30	51
Case study	A1 A6 A11 A15 A18 A19 A20 B3 B6 B8 C6	12	13	25
Laboratory practice	A1 A6 A15 A18 A19 A20 B2 B3 B7 B8 C2 C3	12	13	25
Problem solving	A11 A14 A15 B2 B5 B6 B7 B9 B10 C2 C3 C7	6	14	20
Document analysis	A11 A19 A20 B1 B3 B5 B6 B8 C6	0	5	5
Objective test	A1 A6 A11 A14 A15 A18 B1 B2 B4 B5 B6 B7 C2	0	18	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
Guest lecture / keynote speech	Presentation of basic theoretical concepts, supported by practical examples.
Case study	Contents and activities of phonetic transcription in English.
Laboratory practice	The activities will focus on improving the students' ability to identify and transcribe the different sounds of the English language.
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.
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.

Assessment

Methodologies	Competencies / Results	Description	Qualification
Case study	A1 A6 A11 A15 A18 A19 A20 B3 B6 B8 C6	Students are required to complete a series of phonetic transcription tasks (both from written and oral texts) 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.	30
Objective test	A1 A6 A11 A14 A15 A18 B1 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.	50
Problem solving	A11 A14 A15 B2 B5 B6 B7 B9 B10 C2 C3 C7	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

Assessment comments



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.

Passing the subject:

To pass the subject, students must fulfil these two conditions:

A) Final average of the whole subject over 50%

B) Having more than 40% in each of the parts of these subject:

"objective test", "case study" and "problem solving".

If students do not fulfil any of these conditions, they will have to go to the second opportunity in July.

Submitting tasks:

Late submissions with no justification will be applied a 25% penalty. Plagiarised tasks will be given a 0 automatically. Plagiarism detection tools can be used. Any fault against academic integrity (plagiarism, copying a task or an exam...) will be penalised, according to the Regulamento Disciplinar do Estudantado da UdC, articles 10.3.f and 11.4.b, with a Qualification of Fail (Suspenso) for both opportunities in the Course.

Non Presentado (NP) Qualification:

To be able to obtain the Non Presentado (NP) qualification,

students must not have sit the Objective test or the final transcription tasks (Case Study) Linguistic correctness Written activities must meet the minimum requirements of linguistic correctness (spelling and grammar, punctuation, syntax, lexical precision, or formal register) students are assumed to have for this level. Mistakes WILL be penalized.

JULY OPPORTUNITY:

Students not able to pass the subject in the first opportunity must sit the second opportunity in July. The proportion of each assessment item will be the same, although tasks for the Case Study and Problem Solving will be changed for new, specific ones. Those parts of the subject that students have already passed (more than 50% of the marks) in the first opportunity cannot be repeated for July.

DISPENSA ACADÉMICA:



Students

will an officially recognised "dispensa académica" will be assessed following the instructions for the July opportunity, maintaining the same proportion for the assessment items and adapting the tasks so that they can be completed asynchronously. Students in this situation must contact the teachers as soon as they become aware of it.



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. Longman Pronunciation 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 Association, 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 Celadrán, 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 Neurology. 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.

Measures in favour of diversity

The subject could be adapted for students requiring the adoption of specific measures in favour of diversity, according to the instructions of the Unidade de Atención á Diversidade (<https://www.udc.es/cufie/ADI/>), with which you can contact during the periods established by this Unit. You can also count with the advice from the ADI tutor (pat.filoloxia@udc.gal).

Measures in favour of equality

In accordance with the various regulations governing university teaching, it is necessary to incorporate a gender perspective into this subject. This includes, among other measures, the use of non-sexist language, bibliographies that are inclusive from a gender perspective, and encouraging participation from all students in class, regardless of their gender. We will pay particular attention to identifying and addressing sexist prejudices and attitudes. We will actively work towards the modification of this environment and the promotion of values of respect and equality. Our efforts will focus on detecting cases of gender discrimination and implementing appropriate actions to rectify such cases.

(*)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.