

## 27821 - English Phonetics and Phonology II

### Información del Plan Docente

|                  |                                      |
|------------------|--------------------------------------|
| Academic Year    | 2017/18                              |
| Faculty / School | 103 - Facultad de Filosofía y Letras |
| Degree           | 416 - Degree in English              |
| ECTS             | 6.0                                  |
| Year             | 2                                    |
| Semester         | First semester                       |
| Subject Type     | Compulsory                           |
| Module           | ---                                  |

### **1.General information**

#### **1.1.Introduction**

#### **1.2.Recommendations to take this course**

#### **1.3.Context and importance of this course in the degree**

#### **1.4.Activities and key dates**

### **2.Learning goals**

#### **2.1.Learning goals**

#### **2.2.Importance of learning goals**

### **3.Aims of the course and competences**

#### **3.1.Aims of the course**

#### **3.2.Competences**

### **4.Assessment (1st and 2nd call)**

#### **4.1.Assessment tasks (description of tasks, marking system and assessment criteria)**

### **5.Methodology, learning tasks, syllabus and resources**

#### **5.1.Methodological overview**

See "Learning activities " and "Syllabus".

More information will be provided on the first day of class.

#### **5.2.Learning tasks**

- Theoretical lectures.

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- Practical lectures.
- Individual work.
- Personal study.
- Assessment activities.

### 5.3.Syllabus

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**PART I: INTRODUCTION** (actividades formativas de Tipo 1: clase magistral).

1. Language and speech: the units of speech (discourse/connected speech, utterance, tone unit, syllable, segment, articulatory feature).
2. Defining allophony: an examination of the main phonetic and phonological features that characterise English consonants and vowels; graphic representation in allophonic transcription (notation).
3. Defining prosody: prosody vs. suprasegmentals, dimensions of prosody.
4. Defining the syllable: physical definitions (the sonority hierarchy), phonological definitions; syllable structure; syllabification; phonotactic possibilities.
5. Defining stress (word stress). Placement of stress. Stress patterns.
6. Defining accent (nuclear sentence stress). Placement of accent (accentuation). Beat adjustment, classes of beat adjustment. The nuclear stress rule (NSR): broad focus. Exceptions to the NSR: broad focus with fronted accent, narrow focus with fronted and delayed accent.
7. Describing rhythm in speech: the foot.
8. Describing intonation: the intonation unit (tone unit/group/intonation group), structure of intonation (tonality, tonicity, tone), meaning of the tones/tunes/contours, functions of intonation (attitudinal, grammatical, accentual, discourse).

**PART II: APPLICATION AND PRACTICE** (actividades formativas de Tipo 2: resolución de problemas y casos, transcripción fonética)

- A. Writing detailed allophonic transcriptions.
- B. Syllable structure and division in practice.
- C. Practice of stress in words and phrases.
- D. Practice of pronunciation in conversation: organising information in conversation, intonation in telling, asking and answering, intonation in managing conversation.
- E. Practice of pronunciation in formal settings: dividing prepared speech into units; inserts, step-ups and step-downs;

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tones in a series of similar items; level tone in quoting and building suspense.

F. A confrontation between the English and Spanish consonant and vowel systems. Teaching problems and the Spanish-speaking learner.

### 5.4.Course planning and calendar

See the academic calendar of the University of Zaragoza (<http://academico.unizar.es/calendario-academico/calendario>) and the website of the Faculty of Philosophy and Arts ( *Schedule of classes* : <https://fyl.unizar.es/horario-de-clases#overlay-context=horario-de-clases>; Examination schedule: <https://fyl.unizar.es/calendario-de-examenes#overlay-context=>)

More information will be provided on the first day of class.

### 5.5.Bibliography and recommended resources

- |    |   |
|----|---|
| BB | Gimson's pronunciation of English / revised by Alan Cruttenden . - 8th ed. Abingdon: Routledge, 2014  |
| BB | Hewings, Martin. English pronunciation in use : Advanced : self-study and classroom use / Martin Hewings . 1st ed. Cambridge : Cambridge University Press, 2007   |
| BB | Wells, John Christopher. Longman pronunciation dictionary / J.C. Wells . - 3rd ed., 4rd imp. Harlow : Longman, 2010   |
| BC | Bradford, Barbara. Intonation in context : intonation practice for upper- intermediate and advanced learners of English. Student's book / Barbara Bradford . - 1st publ., 4th printing Cambridge : Cambridge University Press, 1992 |
| BC | Couper-Kuhlen, Elizabeth. An introduction to English prosody / Elizabeth Couper-Kuhlen . - 1st ed. London : Edward Arnold, 1986   |
| BC | Cruttenden, Alan. Intonation / Alan Cruttenden . 2nd ed. Cambridge ; New York : Cambridge University Press, 1997  |
| BC | Finch, Diana F.. A course in English phonetics for Spanish speakers / Diana F. Finch, Héctor Ortiz Lira . - 1st ed., repr. London : Heinemann Educational, 1988   |
| BC | Kreidler, Charles W.. The pronunciation of English : a course book in phonology / Charles W. Kreidler . [1st ed., repr.] Oxford : Basil Blackwell, 1990   |
| BC | O'Connor, Joseph Desmond. Better English pronunciation / J. D. O'Connor . 2nd ed., 27th. printing Cambridge : Cambridge University Press, 2004 (reimp.)   |