



Universidad  
de Alcalá

# GUÍA DOCENTE

## **Inglés III / English III**

**Grado en Estudios Ingleses  
Grado en Lenguas Modernas y Traducción  
Universidad de Alcalá**

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**Curso Académico 2018-2019**  
**2º Curso – 1º Cuatrimestre**

## GUÍA DOCENTE

<b>Nombre de la asignatura:</b>	Inglés III // English III
<b>Código:</b>	251012 // 440012
<b>Titulación en la que se imparte:</b>	Grado en Estudios Ingleses Grado en Lenguas Modernas y Traducción
<b>Departamento y Área de Conocimiento:</b>	Departamento de Filología Moderna Área de Filología Inglesa
<b>Carácter:</b>	Obligatorio
<b>Créditos ECTS:</b>	8
<b>Curso y cuatrimestre:</b>	Segundo curso, Primer cuatrimestre
<b>Profesorado:</b>	Grado en Estudios Ingleses: José Simón Granda Irene Sanz Alonso Grado en Lenguas Modernas y Traducción (Alcalá): José Simón Granda Irene Sanz Alonso Grado en Lenguas Modernas y Traducción (Guadalajara): José Simón Granda Isabel María Sánchez Arriaza
<b>Horario de Tutoría:</b>	Por determinar
<b>Idioma en el que se imparte:</b>	Inglés

### 1. COURSE DESCRIPTION

Spoken language is the basis of human communication. Many misunderstandings and pragmatic failures are caused by errors in pronunciation or by the wrong choice of prosodic patterns. Native (or near-native) pronunciation is among the most difficult skills a language student has to acquire and it cannot be mastered without intensive, explicit training and consciousness-driven intellectual effort. A thorough understanding of the sound and prosodic systems of the target language is essential in order to achieve (near-)native oral proficiency. This course is designed to introduce students to the study of the sound system and prosodies of English with special attention to the functions of pronunciation in communication and the relationship between written and spoken English, thus covering all communicative abilities in an attempt to enhance not only students' linguistic skills, but their socio-cultural competence, too.

At the end of the course, students are expected to have developed strategies to improve their own oral discrimination and production skills, as well as to make the appropriate choices of register and prosodies when presenting and articulating opinions in spoken and written media in different socio-linguistic contexts.

## Prerequisites and recommendations

Since all activities will be conducted in English, students are expected to have at least a B2 level in the language within the Common European Framework of Reference for Languages (CEFR). Students are reminded that at the end of the second semester, they are expected to have a level of B2.2 (CEFR).

## Course summary

English III is a compulsory 8 ECTS course included in the first semester – second year of the Degrees in English Studies and Modern Languages and Translation. The main objective of this course is to study the sound system and prosodies of English with special attention to the functions of pronunciation in communication and the relationship between written and spoken English. The basic foundations of English Phonology and Phonetics constitute the grounds for this course. The main topics being covered are the following: English pure vowels and diphthongs, English consonants, word and sentence accentuation, rhythm, intonation and some other features of connected speech, such as compression, assimilation, elision and juncture.

## 2. COURSE OBJECTIVES

### Generic competences:

1. To develop analytical and argumentative skills and critical thinking.
2. To improve the ability to understand all sorts of texts at the B2 level of the CEFR, both orally and in writing.
3. To demonstrate the ability to defend one's ideas, both orally and in writing, clearly and correctly.
4. To use bibliographic and specialized resources efficiently and accurately.
5. To get acquainted with the use of computer tools and on-line resources.
6. To develop the capacities for self-monitoring, self-improvement, self-assessment and team work.

### Specific competences:

1. To become aware of differences between speech and writing.
2. To identify and accurately pronounce English vowels and diphthongs in strong and weak positions.
3. To identify and accurately pronounce English consonants.
4. To identify accented, prominent and non-prominent syllables in words and sentences.
5. To identify differences in meaning and/or attitude conveyed by prosodies.
6. To adjust prosodies to given speech topics and social contexts.
7. To develop the ability to infer and systematize rules or patterns.
8. To control speech organs in a conscious way.

9. To expand active and passive vocabulary.
10. To develop strategies to guess and fix the correct pronunciation for new vocabulary items.
11. To develop a scientific, not merely instrumental, knowledge of English.

### 3. COURSE CONTENTS

#### Contents:

- Speech and writing.
- Pronunciation, Phonology and Phonetics.
- Segmental Phonetics:
  - The English vowels.
  - The English consonants.
- Suprasegmental Phonetics:
  - Accentuation.
  - Rhythm.
  - Prosodic features of connected speech.
  - Intonation.
- Spoken registers and varieties of English.

#### Class timetable

Units	Topics	Time
• Speech and writing	• All	• Week 1
• Pronunciation, Phonology and Phonetics	• All	• Week 2
• Segmental Phonetics	• The English vowels	• Weeks 3-5
	• The English consonants	• Weeks 6-7
• Suprasegmental Phonetics	• Accentuation. Word and sentence accents. Accentuation of simple and compound words. Accentuation of homographs.	• Weeks 8-9
	• Rhythm	• Weeks 10-11
	• Intonation	• Weeks 12-13

	<ul style="list-style-type: none"> <li>• Other features of connected speech</li> </ul>	<ul style="list-style-type: none"> <li>• Week 14</li> </ul>
<ul style="list-style-type: none"> <li>• Spoken registers and varieties of English</li> </ul>	<ul style="list-style-type: none"> <li>• All</li> </ul>	<ul style="list-style-type: none"> <li>• Week 15</li> </ul>

#### 4. METHODOLOGY AND CLASS ACTIVITIES

The course consists of one weekly whole-class session and two weekly seminars, as well as one ECTS tutorial plus two one-hour workshops (in groups of 6-8 students). Tutorial and workshops dates will be evenly spaced over the term.

The contents of the course will be introduced mostly through practice. Brief explanations will be preceded and followed by practical exercises. Students will have previously read the relevant chapters of the textbooks. In addition to practice, they will write summaries of several key theoretical issues that might be published in a wiki after their oral presentation and discussion.

Students will be asked to do further individual practice for which the tutor will provide the necessary materials through the University's e-learning facilities. Students will record their activity in a portfolio that will help them keep track of their progress.

The tutorial and the two workshops will focus on developing students' communicative abilities. If possible, these three sessions will be held at the language lab according to the following scheme:

ECTS Tutorial: Presentation of the assignments for the two workshops: brief introduction to empirical research methods; discussion of the methodology for written and oral work.

Workshop 1: Students will present their first assignment.

Workshop 2: Students will present their second assignment.

#### 4.1. Student workload: 200 hours

Class contact hours: 52	52 (15 hrs lectures; 30 hrs seminars; 1 hour ECTS tutorial; 2 hrs workshops; 4 hrs exams)
Independent study hours: 148	148

## 4.2. Learning activities, materials and resources

Face to face sessions	Lectures and seminars Laboratory practice ECTS tutorial Workshops (written work and oral presentations)
Autonomous work	Readings Oral and written activities Preparation of assignments Preparation of exams
Tutorials	One ECTS tutorial plus individual tutorials on demand

Materials and resources	<p>The following reference will be used as a textbook: Roach, Peter (2009) <i>English Phonetics and Phonology: a Practical Course</i>. 4th ed. Cambridge: C.U.P. (Students are strongly recommended not to buy their copies in advance. The tutor will suggest to them where to get them cheaper).</p> <p>Both in seminars (held at the language lab) and tutorials, audio-visual and e-learning materials and activities provided by the tutor will be profusely used along the course.</p>
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## 5. ASSESSMENT

Students will be graded through ongoing assessment of their activity in accordance with the following criteria:

### Assessment criteria

Assessment will rely on the degree of achievement of the target competences. Student

- Is aware of differences between speech and writing and makes accurate use of suitable strategies in each case.
- Understands oral and written passages of the required level.
- Discriminates sound patterns at both segmental and suprasegmental levels.
- Speaks with accurate pronunciation of English sounds and prosodies.
- Controls speech organs in a conscious way.
- Has grasped strategies to unveil underlying sound and prosodies patterns.

In oral presentations, fluency and accuracy in pronunciation will be equally taken into account together with the ability to discuss ideas convincingly in English.

Since students are expected to have at least a B2 level, activities will be graded progressively and tests will be adapted to this level. The amount of vocabulary used in presentations, its appropriateness and the rate of delivery will also be assessed.

In all the activities, both oral and written, overall language performance (i.e. spelling, lexis, grammar, style and register) will be taken into account.

Students will then be assessed through a combination of:

- Level of achievement in exercises and assignments.
- Participation in class discussions and practice.
- Level and style of written assignments plus oral presentations on key points.
- Results of the mid-term and final examinations.

### **Assessment procedures and assessment instruments**

In the ordinary examination session (January) students will be graded on the basis of a weighted average of their continuous assessment, a mid-term exam and a final exam which is compulsory for everyone.

Laboratory practice will be continuously assessed, checking, correcting and marking every exercise the students do. They will be regularly informed of their progress and the problems detected by the tutor, who will supply them with complementary corrective exercises when necessary.

Self-practice will be assessed through the students' portfolio.

Both the mid-term exam and the final exam consist of a written test and an oral test. The written text, in turn, consists of a questionnaire plus a series of exercises concerning segmental and suprasegmental discrimination. The oral test consists of two exercises in which the students' pronunciation skills will be assessed. The weights and percentages of each of these different tests in the examination mark will be conveniently explained to the students on the first day of class.

According to the instructions contained in the "Normativa reguladora de los procesos de evaluación de los aprendizajes (aprobada en Consejo de Gobierno de 5 de mayo de 2016)", there will also be one final summative exam of the material covered in the course for those students who have requested exemption from the continuous evaluation process and have been thus authorized. This summative exam is similar to the final exam for the students who opt for continuous evaluation process (explained in the paragraph above).

Likewise, in the extraordinary examination session (June) students will be graded by means of a summative exam similar to the final exam mentioned in previous paragraphs.

## Marking criteria

For students who opt for continuous evaluation, assessment will be based on daily practice, presentations, a mid-term exam and a final examination. Each of these procedures will be weighted in the final mark as follows:

– Practicals (registered in the student's portfolio)	20%
– Presentation of oral and written assignments	20%
– Other presentations	10%
– Mid-term revision and progression test	10%
– An overall final oral and written exam	40%
Total	100%

Those students who request exemption from the continuous evaluation process will be assessed by means of a summative exam whose results will account for 100% of the final mark.

Likewise, in the extraordinary examination session (June) students will be graded by means of a summative exam weighing 100% of the final mark.

## 6. BIBLIOGRAPHY

### Basic bibliography:

- Roach, Peter (2009) *English Phonetics and Phonology: A Practical Course*. 4th ed. Cambridge: C.U.P.
- Jones, D. (2011) *Cambridge English Pronouncing Dictionary*, 18<sup>th</sup> ed. rev. by P. Roach, J. Setter & J. Esling. Cambridge: CUP.

### Additional bibliography:

- Finch, Diana & Héctor Ortiz Lira (1982) *A Course in English Phonetics for Spanish Speakers*. London: Heinemann.
- Gimson, Alfred C. (2001). *Gimson's Pronunciation of English*. 6th ed. revised by A. Cruttenden. London: Edward Arnold.
- Hancock, Mark (2003) *English Pronunciation in Use*. Cambridge: C.U.P.
- Kenyon, John S. & Thomas A. Knott (1953) *A Pronouncing Dictionary of American English*. Springfield (Mass): Merriam-Webster.
- O'Connor, Joseph D. (1984) *Better English Pronunciation*. 2nd ed. Cambridge: C.U.P.
- Wells, John C. (1982) *Accents of English*. Three volumes. Cambridge: C.U.P.
- Wells, John C. (2006) *English Intonation*. Cambridge: C.U.P.
- Wells, John C. (2008) *Longman Pronunciation Dictionary*. 3rd ed. Harlow: Longman.



**Online resources:**

International Phonetic Association: <https://www.internationalphoneticassociation.org/>

English Pronunciation Online: <http://englishpronunciationonline.blogspot.com.es/>

Antimoon: <http://www.antimoon.com/how/pronunc-soundsipa.htm>

John Wells' Phonetic Blog: <http://phonetic-blog.blogspot.com.es/>

J. Windsor Lewis Blog: <http://www.yek.me.uk/>

Peter Roach's Blog: <http://www.peterroach.net/blog>