Information about the subject

Degree: Bachelor of Arts Degree in Early Childhood Education

Faculty: Faculty of Teacher Training and Education Sciences

Code: 1412023 **Name:** English phonetics and phonology (Advanced)

Credits: 6,00 **ECTS Year:** 3 **Semester:** 2

Module: Mention in English Teaching (Qualifying Program of Teaching English as Second

Language-TESL)

Subject Matter: Mention in English Teaching (Qualifying Program of Teaching English as Second

Language-TESL) **Type:** Elective

Department: -

Type of learning: Classroom-based learning

Languages in which it is taught: English

Lecturer/-s:

143PA	Paul Mitchell **(Responsible Lecturer)**	paul.mitchell@ucv.es
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OEN2A41	Paul Mitchell **(English Responsible Lecturer)**	paul.mitchell@ucv.es

Module organization

Mention in English Teaching (Qualifying Program of Teaching English as

Subject Matter	ECTS	Subject	ECTS	Year/semester
Mention in English Teaching (Qualifying Program of Teaching English as Second Language-TESL)	30,00	Advanced English writing	6,00	4/2
		English grammar: English morpho-syntax and semantics (Advanced)	6,00	3, 4/2
		English phonetics and phonology (Advanced)	6,00	3/2
		Oral expression and Anglo-Saxon cultures	6,00	4/2
		Teaching ESL and children's literature	6,00	3/2

Recommended knowledge

A B1+ level of English is recommended as a minimum requirement.

Learning outcomes

At the end of the course, the student must be able to prove that he/she has acquired the following learning outcomes:

R1   Students will be able to read and write phonetic transcriptions by learning how the symbols of the phonetic alphabet correspond to the sounds in the English language.

R2   Students will learn to recognize and accurately pronounce words from a predetermined course corpus, as well as other English words that Spanish speakers often find difficult.

R3   Students will display their understanding of English speech sounds through completing a range of spoken and written tasks, such as dictation exer- cises, listening comprehension activities, and reading texts out loud.

R4   Students will be able to accurately identify the suprasegmental features of the English language, such as stress, connected speech and intonation, in both oral and written texts, and use these in their own spoken utterances.

R5   Students will produce clear spoken texts that reflect their knowledge of English phonetics and phonology.

Competencies

Depending on the learning outcomes, the competencies to which the subject contributes are (please score from 1 to 4, being 4 the highest score):

GENERAL	Weighting			
	1	2	3	4
G11 To reflect on classroom practices to innovate and improve teaching. To acquire habits and skills for autonomous and cooperative learning and promote it in students.			x	

SPECIFIC	Weighting			
	1	2	3	4
ELEX1 To listen to and understand spoken English.				x
ELEX15 To understand the overall meaning as well as the specific words contained in oral texts that are enunciated in standard spoken language.				x
ELEX16 To demonstrate a knowledge of the phonetic components of the English language by identifying particular sounds and by distinguishing bet- ween phonemes that are similar.				x
ELEX17 To produce accurate oral utterances in terms of phoneme/word pronunciation, stress and intonation that can be understood without difficulty by the listener.				x
ELEX18 To complete written or spoken exercises that are based on an understanding of phonetic and the suprasegmental features of the English language.				x

Assessment system for the acquisition of competencies and grading system

Assessed learning outcomes	Granted percentage	Assessment method
	40,00%	Written test: Final summative or continuous theoretical and practical test (open questions, objective test questions, truncated exam, etc.). Preparation of fieldwork memorandums. Solution of case studies, single case, etc.
	40,00%	Non-final written exams: individual or group directed work.
	20,00%	Summative final or continuous oral exam

Observations

1) Written exam (final and summative test) = 20%. This consists of 16 different exercises that put into practice the theroretical content of the subject.

2) Written assignment (coursework) = 20%. This consists of a written assignment of up to 500 words.

3) Listening test (non-final written test) = 20%. This consists of 3 parts with a total of 20 multiple choice or short answer items.

4) Dictation test (non-final written test) = 20%. This consists of 10 sentences.

5) Speaking exam (final oral test) = 20%. (*) This consists of 3 tasks that involve reading aloud: one whole text, two extracts and a list of 20 words. (*) A minimum mark of 50% is required in this exam to pass the subject overall.

CRITERIA FOR THE AWARDING OF HONOURS:

As a sign of academic exceptionality, the Honour's Degree will be awarded to the student who, in addition to obtaining a maximum mark in the above criteria, is considered by the teacher to be worthy of such a distinction. And, in accordance with the general regulations which indicate that only one matriculation of honour can be awarded for every 20 students, not per fraction of 20, with the exception of the case of groups of less than 20 students in total, in which one matriculation can be awarded.

Learning activities

The following methodologies will be used so that the students can achieve the learning outcomes of the subject:

M1   PARTICIPATIVE MASTERCLASS

M2   CLASSROOM PRACTICES

M3   CASE STUDIES

M4   APPRENTICESHIP CONTRACTS

M5   WORK AT SEMINARS

M6   PROBLEM-BASED LEARNING

M7   GROUP TUTORING

M8   INDIVIDUAL TUTORING

M9   PROJECT-BASED LEARNING

M10   COOPERATIVE AND COLLABORATIVE WORK

IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Presentation of content by the teacher, analysis of competences, explanation and demonstration of skills, abilities and knowledge in the classroom. M1	R1, R2, R4	40,00	1,60
Group work sessions supervised by the teacher, case studies, diagnostic analyses, problems, field studies, computer classroom, visits, data searches, libraries, network, Internet, etc. Meaningful construction of knowledge through student interaction and activity. M2, M10	R1, R2, R4	10,00	0,40
Personalised attention in small groups. Period of instruction and/or guidance by a tutor with the aim of reviewing and discussing the materials and topics presented in classes, seminars, readings, assignments, etc. M7, M8	R1, R2, R3, R4	5,00	0,20
Set of oral and/or written tests used in the initial, formative or summative assessment of the student. M2	R1, R2, R3, R4, R5	5,00	0,20
TOTAL		**60,00**	**2,40**

LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
Group preparation of readings, essays, problem solving, seminars, papers, reports, etc. to present or deliver in theory classes, practical classes and/or small group tutorials. Work done on the platform or other virtual spaces. M10	R1, R3, R4	30,00	1,20
Student study: Individual preparation of readings, essays, problem solving, seminars, papers, reports, etc. to present or deliver in theory classes, practical classes and/or small group tutorials. Work done on the platform or other virtual spaces. M9	R1, R3, R4	60,00	2,40
TOTAL		**90,00**	**3,60**

Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

Content block	Contents
TOPIC 1: KEY CONCEPTS	(1) Graphemes and phonemes (2) Semi vowels (3) Received Pronunciation (4) Rhoticity (5) Linguistic opacity (6) Prosthetic /e/ (7) Cognates (8) Word stress (9) Correspondence (10) Segmenting (11) Digraphs and consonant clusters (12) Onset, nucleus and coda
TOPIC 2: PHONETIC SYMBOLS	(1) Phonetic alphabet (2) Transcription
TOPIC 3: SYLLABLES	(1) Prepositions, conjunctions and articles (2) Rules for syllables (3) Primary stress syllables: (a) open syllables (b) closed syllables (c) vowel team syllables (d) r-controlled syllables (e) magic -e syllables (4) Unstressed syllables: (a) schwa syllables (b) -i syllables (c) silent schwa syllables (d) -le syllables
TOPIC 4: SEGMENTAL FEATURES	(1) Sibilant phonemes: (a) 'ice' y 'eyes' (b) 'Croatia' y 'Asia' (c) 'chip' y 'juice' (2) Plurals, third-person verbs and genitives (3) Past tense (4) Silent consonants (5) Consonants (6) Monophthongs and diphthongs
TOPIC 5: SUPRASEGMENTAL FEATURES	(1) Stress patterns in words (2) Stress switch in homonyms (3) Stress patterns in sentences (4) The verb *-to be*, negatives and questions (5) Reading aloud
TOPIC 6: TEACHING PHONICS	1) Teaching phonemes in the classroom (2) Synthetic phonics (3) Jolly Phonics

Temporary organization of learning:

Block of content	Number of sessions	Hours
TOPIC 1: KEY CONCEPTS	7,00	14,00
TOPIC 2: PHONETIC SYMBOLS	6,00	12,00
TOPIC 3: SYLLABLES	8,00	16,00
TOPIC 4: SEGMENTAL FEATURES	4,00	8,00
TOPIC 5: SUPRASEGMENTAL FEATURES	3,00	6,00
TOPIC 6: TEACHING PHONICS	2,00	4,00

References

Bibliography:

Hancock, Mark. *English Pronunciation in Use: Intermediate*. Cambridge University Press. 2012. ISBN: 978-0-521-18513-4

Recommended reading:

Baker, Ann. *Ship or Sheep: An Intermediate Pronunciation Course*, 3rd edition. Cambridge University Press. 2007. ISBN: 978-0-521-60673-8

Carley, Paul et al. *English Phonetics and Pronunciation Practice*. Routledge. 2018. ISBN: 978-1-138-88634-6

Carr, Philip. *English Phonetics and Phonology: An Introduction*, 2nd edition. Wiley John and Sons. 2012. ISBN: 978-1-405-13454-5

Collins, Beverley S. and Mees, Inger M. *Practical Phonetics and Phonology: A Resource Book for Student*s. Routledge. 2013. ISBN: 978-0-415-50649-6

Glazzard, Jonathan and Stokoe, Jane. *Teaching Systematic Synthetic Phonics and Early English*, 2nd edition. Critical Teaching. 2017. ISBN: 978-1-911-10650-3

Gómez González, Mª de los Ángeles and Sánchez Roura, Teresa. *English Pronunciation for Speakers of Spanish: From Theory to Practice*. De Gruyter. 2016. ISBN: 978-1-5015-1096-0

Jones, Daniel. *English Pronouncing Dictionary*, 18th edition. Eds. Peter Roach, Jane Setter and John Esling. Cambridge University Press. 2011. ISBN: 978-0-521-15253-2

Katz, William F. *Phonetics for Dummies*. John Wiley and Sons. ISBN: 978-1-118- 50508-5

Lloyd, Sue. *The Phonics Handbook: Teaching Reading, Writing and Spelling*, 4th edition. Jolly Phonics. 1992. ISBN: 978-1-870-94607-0

Ogden, Richard. *An Introduction to English Phonetics*, 2nd edition. Edinburgh Textbooks on the English Language. 2017. ISBN: 978-1-474-41176-2

Roach, Peter. *English Phonetics and Phonology: A Practical Course*, 4th edition. Cambridge University Press. 2009. ISBN: 978-0-521-71740-3

Wells, J. C. *Longman Pronunciation Dictionary*, 3rd edition. Pearson Longman. 2008. ISBN:
978-1-405-88118-0

Addendum to the Course Guide of the Subject

Due to the exceptional situation caused by the health crisis of the COVID-19 and taking into account the security measures related to the development of the educational activity in the Higher Education Institution teaching area, the following changes have been made in the guide of the subject to ensure that Students achieve their learning outcomes of the Subject.

Situation 1: Teaching without limited capacity (when the number of enrolled students is lower than the allowed capacity in classroom, according to the security measures taken).

In this case, no changes are made in the guide of the subject.

Situation 2: Teaching with limited capacity (when the number of enrolled students is higher than the allowed capacity in classroom, according to the security measures taken).

In this case, the following changes are made:

1. Educational Activities of Onsite Work:

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject will be made through a simultaneous teaching method combining onsite teaching in the classroom and synchronous online teaching. Students will be able to attend classes onsite or to attend them online through the telematic tools provided by the university (videoconferences). In any case, students who attend classes onsite and who attend them by videoconference will rotate periodically.

In the particular case of this subject, these videoconferences will be made through:

X	Microsoft Teams
	Kaltura

Situation 3: Confinement due to a new State of Alarm.

In this case, the following changes are made:

1. Educational Activities of Onsite Work:

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject, as well as the group and personalized tutoring, will be done with the telematic tools provided by the University, through:

| X | Microsoft Teams |

| | Kaltura |

Explanation about the practical sessions:

2. System for Assessing the Acquisition of the competences and Assessment System

ONSITE WORK

Regarding the Assessment Tools:

| X | The Assessment Tools will not be modified. If onsite assessment is not possible, it will be done online through the UCVnet Campus. |

| | The following changes will be made to adapt the subject's assessment to the online teaching. |

Course guide		Adaptation	
Assessment tool	Allocated percentage	Description of the suggested changes	Platform to be used

The other Assessment Tools will not be modified with regards to what is indicated in the Course Guide.

Comments to the Assessment System: