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: English Language

Type of learning: Classroom-based learning

Languages in which it is taught: English

Lecturer/-s:

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Module organization

Mention in English Teaching (Qualifying Program of Teaching English as Second Language-TESL)

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

"It is recommended that students of this subject have a B1 level of English or higher.

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
G2	To promote and facilitate learning in early childhood, from a globalizing and integrating perspective of the different cognitive, emotional, psychomotor and volitional dimensions.	x			
G3	To design and regulate learning spaces in contexts of diversity that address the unique educational needs of students, gender equality, equity and respect for human rights.				x
G4	To promote coexistence in the classroom and outside it and address the peaceful resolution of conflicts. To know how to systematically observe learning and coexistence contexts and to know how to reflect on them.	x			
G5	To reflect as a group on the acceptance of rules and respect for others. Promote the autonomy and uniqueness of each student as factors in the education of emotions, feelings and values in early childhood.				x
G10	To act as a counselor for parents in relation to family education in the 0-6 period and to master social skills in dealing and relating with the family of each student and with the families as a whole.			x	
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
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
R1, R3, R4	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.
R1, R3, R4	40,00%	Non-final written exams: individual or group directed work.
R2, R3, R4, R5	20,00%	Summative final or continuous oral exam

Observations

EVALUATION:

1) Written exam (final and summative test) = 20%. This consists of different written exercises by which students will fulfil the requirements of R1, R3 and R4.
2) Portfolio (coursework) = 20%. This consists of written assignments by which students will fulfil the requirements of R3.
3) Listening test (non-final written test) = 20%. This consists of various multiple choice or short answer items by which students will fulfil the requirements of R2 and R3 .
4) Dictation test (non-final written test) = 20%. This consists of listening to and writing down 10 sentences by which students will fulfil the requirements of R2 and R3.
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 words by which students will fulfil the requirements of R2, R4 and R5. (*) A minimum mark of 50% is required in this exam to pass the subject overall.

SINGLE EVALUATION:

A student who is unable to attend any of the classes or whose class attendance is below 80% will take a single summative assessment that is worth 100% of the final grade for the subject. This assessment will consist of the following parts: written exam (40% of the overall mark); listening test (20%), dictation test (20%) and speaking exam (20%). The tasks in the summative assessment fulfil the requirements of R1, R2, R3, R4 and R5.

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USE OF ARTIFICIAL INTELLIGENCE (AI):

Students **may** use AI to:
- Resolve doubts about tasks- Assist learning (alternative explanations or self-assessment exercises)- Search for alternative resources and references for study

Students **may not** use AI to:
- Record or transcribe, in whole or in part, any activity carried out in the classroom in order to obtain summaries or notes made by AI- Generate text for inclusion in assessed tasks- Present work generated by AI as their own- Provide AI with statements, exercises or assessment tests to obtain automatic answers- Revise and improve the written expression of texts that students have written themselves

Citation and acknowledgment criteria:
- In any assessed tasks, students must indicate where AI has been used, which type of AI was used and what it was used for (such as, consulting information sources, style analysis, expansion of knowledge, etc.)

CRITERIA FOR THE AWARDING OF HONOURS:

In accordance with the regulations governing the assessment and grading of subjects in force at UCV, the distinction of "Matrícula de Honor" (Honours with Distinction) may be awarded to students who have achieved a grade of 9.0 or higher. The number of "Matrículas de Honor" (Honours with Distinction) may not exceed five percent of the students enrolled in the group for the corresponding academic year, unless the number of enrolled students is fewer than 20, in which case a single "Matrícula de Honor" (Honours with 9 Distinction) may be awarded. Exceptionally, these distinctions may be assigned globally across different groups of the same subject. Nevertheless, the total number of distinctions awarded will be the same as if they were assigned by group, but they may be distributed among all students based on a common criterion, regardless of the group to which they belong. The criteria for awarding "Matrícula de Honor" (Honours with Distinction) will be determined according to the guidelines stipulated by the professor responsible for the course, as detailed in the "Observations" section of the evaluation system in the course guide.

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

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