Information about the subject

Degree: Bachelor of Arts Degree in Primary School Education

Faculty: Faculty of Teacher Training and Education Sciences

Code: 1162023 **Name:** English phonetics and phonology (Advanced)

Credits: 6,00 **ECTS Year:** 3, 4 **Semester:** 1

Module: Qualifying Program of Teaching English as a Second Language (TESL)

Subject Matter: Knowledge of English **Type:** Elective

Field of knowledge: Social and legal sciences

Department: -

Type of learning: Classroom-based learning / Online

Languages in which it is taught: English

Lecturer/-s:

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Module organization

Qualifying Program of Teaching English as a Second Language (TESL)

Subject Matter	ECTS	Subject	ECTS	Year/semester
Knowledge of English	12,00	English grammar: English morpho-syntax and semantics (advanced)	6,00	3, 4/2
		English phonetics and phonology (Advanced)	6,00	3, 4/1
Didactics and Literature	6,00	Teaching of ESL and children's literature	6,00	4/2
Oral and Written Communication	12,00	Advanced English writing	6,00	0, 4/2
		Oral expression and Anglo-Saxon cultures	6,00	4/2

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 exercises, 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):

	Weighting			
	1	2	3	4

Assessment system for the acquisition of competencies and grading system

In-class teaching

Assessed learning outcomes	Granted percentage	Assessment method
R2, R3, R4	40,00%	Solution of practical cases: Execution tests, real and/or simulated tasks.
R1, R5	20,00%	Oral presentation of group and individual works: Self-assessment systems (oral, written, individual, in groups). Oral tests (individual, in groups, presentation of topics or works).
R2, R3, R4	40,00%	Written tests: Objective tests with short and extended responses.

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.

Online teaching

Assessed learning outcomes	Granted percentage	Assessment method
R2, R3, R4	40,00%	Written tests: short-answer objective tests, developmental tests. Projects. Reports/Practical reports. Design work, development
R2, R3, R4	40,00%	Solution of practical cases: Performance tests of real and/or simulated tasks.

R1, R5	20,00%	Exposición oral de trabajos grupales e individuales: sistemas de autoevaluación (oral, escrita, individual, en grupo). Pruebas orales (individual, en grupo, presentación de temas-trabajos)

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   Participatory Master Class

M4   Learning Contracts

M5   Seminar Work

M7   Cooperative/Collaborative Work

M9   Group and Individual Tutoring

M10　　　　　Individual Tutoring

M11　　　　Participatory Master Class

M13　　　　Seminar Work

M16　　　　Learning Contracts

M18　　　　Cooperative/Collaborative Work

M19　　　　Individual Tutoring

M20　　　　Group and Individual Tutoring

IN-CLASS LEARNING

IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Theoretical Class M1, M5, M7	R1, R2, R3, R4	20,00	0,80
Practical Class M1, M5, M7	R1, R2, R3, R4, R5	30,00	1,20
Seminar M5	R1, R2, R3, R4	5,00	0,20
Evaluation M5	R1, R2, R3, R4, R5	5,00	0,20
TOTAL		**60,00**	**2,40**

LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
Individual work M7, M9, M10	R2, R3, R4	90,00	3,60
TOTAL		**90,00**	**3,60**

ON-LINE LEARNING

SYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Theoretical class (e-learning mode) M11, M13, M18	R1, R2, R3, R4	20,00	0,80
Practical class (e-learning mode) M11, M13, M18	R1, R2, R3, R4, R5	30,00	1,20
Seminar (e-learning mode) M13	R1, R2, R3, R4	3,00	0,12
Individual tutoring (e-learning mode) M19	R1, R2, R3, R4	2,00	0,08
Evaluation (e-learning mode) M13	R1, R2, R3, R4, R5	5,00	0,20
TOTAL		**60,00**	**2,40**

ASYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Individual work Activities (e-learning mode) M13	R1, R2, R3, R4	80,00	3,20
Discussion Forums (e-learning mode) M18	R2, R3, R4	5,00	0,20
Asynchronous Tutoring (e-learning mode) M19, M20	R2, R3, R4	5,00	0,20
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	6,00	12,00
TOPIC 2: PHONETIC SYMBOLS	7,00	14,00
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

Main bibliography:

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

Recomended bibliography:

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 Students*. Routledge. 2013. ISBN: 978-0-415-50649-6

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

Gómez González, María 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. Edited by 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 & 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:

ONLINE WORK

Regarding the Assessment Tools:

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

X	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: