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: English Language

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

Recommended knowledge

It is recommended that students of this subject have 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 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):

GENERAL		Weighting			
		1	2	3	4
CG2	Design, plan, and evaluate teaching and learning processes, both individually and in collaboration with other teachers and professionals from the school.	x			
CG3	Effectively address language learning scenarios in multicultural and multilingual contexts. Promote reading and critical analysis of texts from various scientific and cultural domains included in the school curriculum.				x
CG4	Design and regulate learning spaces in diverse contexts that address gender equality, equity, and respect for human rights, which form the values of citizenship education.	x			
CG5	Promote a positive coexistence inside and outside of the classroom, resolve discipline issues, and contribute to peaceful resolution of conflicts. Encourage and value effort, perseverance, and personal discipline in students.				x
CG10	Reflect on classroom practices to innovate and improve teaching work. Acquire habits and skills for autonomous and coopoerative learning and promote it among students.			x	
CG11	Know and apply information and communication technologies in the classrooms. Selectively discern audiovisual information that contributes to learning, civic education, and cultural enrichment.	x			
CG12	Understand the function, possibilities, and the limits of education in today's society and the fundamental competencies that affect primary education schools and their professionals. Know the models of quality improvement applied to educational institutions.		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 between 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 pphoneticand the suprasegmental features of the English language.		**x**

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

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 ASSESSMENT:

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
exam will consist of the following parts: written (50% of the overall mark); listening (20%), dictation
(20%) and speaking (20%). The tasks in the summative assessment fulfil the requirements of R1,
R2, R3, R4 and R5.

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.)

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

EVALUATION:

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2) Portfolio (coursework) = 20%. This consists of written assignments by which students will fulfil the requirements of R3.
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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.

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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 exam will consist of the following parts: written (50% of the overall mark); listening (20%), dictation (20%) and speaking (20%). The tasks in the summative assessment fulfil the requirements of R1, R2, R3, R4 and R5.

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   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

Course guide

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

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Recomended bibliography:

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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

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