

Teaching guide

IDENTIFICATION DETAILS

Degree:	Child Education
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Field of Knowledge:	Social and Legal Science
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Faculty/School:	Education and Psychology
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Course:	PHONETICS AND PHONOLOGY OF THE ENGLISH LANGUAGE
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Type:	Optional
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ECTS credits:	6
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Year:	3
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Code:	7343
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Teaching period:	Fifth semester
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Area:	Language learning and literacy
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Module:	Teaching and discipline
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Teaching type:	Classroom-based
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Language:	English
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Total number of student study hours:	150
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Teaching staff	E-mail
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SUBJECT DESCRIPTION

Phonetics and Phonology of the English Language is a course, which is optional and which carries 6 ECTS credits, implying 150 hours of dedication on the learner's part, taught in the Fifth Semester of the Third Year of Early Childhood Education Degree studies. This course is embodied within the Area of Language Teaching and Learning within the Module: Teaching and Discipline.

The course makes the students familiar with the sound system of the English language and helps them improve their own pronunciation, intelligibility and communication. Phonetics and Phonology of the English Language forms

part of a well-rounded, integral education focused on the learner in all of his or her harmoniously integrated dimensions (intelligence, will, emotional nature, sociability, abilities, skills...). In the area of early childhood education, our aim is that future teachers become true professionals with a true love and vocation for teaching, for awakening within their pupils an interest and passion for communicating in other languages,

GOAL

To build learners' phonological awareness, to improve their pronunciation and intelligibility as well as speaking and listening skills.

PRIOR KNOWLEDGE

This course recommends a minimum B2 level of English. (See: the Common European Framework of Reference for Languages)

COURSE SYLLABUS

PART 1. ENGLISH PHONETICS AND PHONOLOGY THEORETICAL MODULE

PART 2. ENGLISH PHONETICS AND PHONOLOGY PRACTICAL MODULE

2.1. PRONUNCIATION PRACTICE

2.2. PHONETIC TRANSCRIPTION

2.3. TEACHING PHONETICS

2.4. ONLINE RESOURCES, LABORATORY CLASSES AND INDIVIDUAL WORK

PART 1. ENGLISH PHONETICS AND PHONOLOGY: THEORETICAL MODULE

Learners will become familiar with the basic concepts of phonetics, phonology and speech production. A brief description of the English phonological system will be presented paying special attention to vowels, consonants, syllable structure and stress. Both British and American English varieties will be described although it will be kept in mind that English is the Lingua Franca of international communication.

PART 2. ENGLISH PHONETICS AND PHONOLOGY: PRACTICAL MODULE

2.1. PRONUNCIATION PRACTICE

Through a series of ear training exercises, the learner will develop an awareness of phonetics and his or her ability to reproduce English vowel sounds, consonant sounds and diphthongs. Other relative aspects of pronunciation (accent, syllables, intonation, etc.) will also be worked on.

2.2. PHONETIC TRANSCRIPTION

Learners will practise phonetic transcription.

2.3. TEACHING PHONETICS

After a brief introduction to basic concepts which are applicable to the teaching of phonetics, learners will proceed to create their own materials and present them in class.

2.4. ONLINE RESOURCES, LABORATORY CLASSES AND INDIVIDUAL WORK

Learners will become familiar with online resources and electronic, digital tools found at their disposition. Learners will also individually create and develop activities and exercises using these resources, which may then be evaluated.

EDUCATION ACTIVITIES

The dynamic methodology applied on this course is a combination of participative lectures regarding the theoretical aspects of phonetics and phonology with active ear training/pronunciation exercises both in class and outside of class.

- Interactive class lectures
- Ear-training exercises
- Articulation exercises
- Phonetic transcription
- Student presentations
- Research
- Midterm and final written and oral exams
- Independent study and preparation of class/group/pair work
- Online task completion and participation
- Individual and group tutorials
- Self-assessment
- Peer-assessment

The focus of this course is both theoretical and practical.

NOTE: Teaching activities and work time distribution may be subject to changes and adapted to the different scenarios established in accordance with directives issued by the pertinent health authorities.

DISTRIBUTION OF WORK TIME

CLASSROOM-BASED ACTIVITY	INDEPENDENT STUDY/OUT-OF-CLASSROOM ACTIVITY
60 hours	90 hours

SKILLS

Basic Skills

Students must have demonstrated knowledge and understanding in an area of study that is founded on general secondary education. Moreover, the area of study is typically at a level that includes certain aspects implying knowledge at the forefront of its field of study, albeit supported by advanced textbooks

Students must be able to apply their knowledge to their work or vocation in a professional manner and possess skills that can typically be demonstrated by coming up with and sustaining arguments and solving problems within their field of study

Students must have the ability to gather and interpret relevant data (usually within their field of study) in order to make judgments that include reflections on pertinent social, scientific or ethical issues

Students must be able to convey information, ideas, problems and solutions to both an expert and non-expert audience

Students must have developed the learning skills needed to undertake further study with a high degree of independence

General Skills

To develop abilities for interpersonal and intercultural communication.

Specific skills

To favour speaking and writing skills.

To be familiar with and master oral and written expression techniques.

To acknowledge and value the appropriate use of verbal and non-verbal language.

To be able to promote and foster the first steps in learning a foreign language.

LEARNING RESULTS

the students identify and describe basic rules in English pronunciation.

the students recognise the basic differences between the Spanish and English phonological systems.

the students make use of the International Phonetic Alphabet to read and produce simple phonetic transcriptions of English words and sentences

the students design simple teaching materials aimed at teaching phonetics

the students make consistent use of basic pronunciation features of internationally intelligible English

the students create and develop a project related to course content which is meaningful and relevant, making use of appropriate resources.

the students identify and use basic concepts related to articulatory phonetics and phonology

LEARNING APPRAISAL SYSTEM

Within the modality of in-person education, the Early Childhood Education Degree at Universidad Francisco de Vitoria embraces a continuous evaluation system based on presence: students are under the obligation to attend classes, to participate in the teaching activities that are carried out and to sit any exams foreseen by the teacher, whether on-site or on the virtual campus. This is in conformance with the Verification Document of the Degree (Memoria de Verificación del Título) approved by the Verification Commission for Study Plans (Comisión de Verificación de Planes de Estudios) as specified by the Council of Universities (Pleno del Consejo de Universidades) and in accordance with that which is stated in Article 11 of the Evaluation Regulations and Norms (Normativa de Evaluación) of the UFV for the academic year 2021-2022.

CONTINUOUS EVALUATION SYSTEM DESCRIPTION

CONTINUOUS EVALUATION - ORDINARY EXAM PERIOD

BLOCK 1: WRITTEN EXAMS – 40%

-10% - Mid-term Quiz. If a student does not sit the mid-term quiz and does not present a formal excuse IN DUE TIME AND IN PROPER FORM, authorized by the PEC or the Director of the Degree, he/she loses this 10%. It is COMPULSORY to sit the mid-term.

-30% - Final Exam. To calculate an average with the Mid-term Exam, the student must obtain a minimum of 5/10 on the Final Exam. If the final exam mark is higher than the mid-term exam mark, the mid-term mark will be overridden and the final exam mark will be worth 40%.

NOTE: Students must obtain an overall PASS (5/10) on the FINAL EXAM, to calculate an overall grade average for BLOCK 1 and BLOCKS 2, 3 and 4. STUDENTS MUST PASS THE FINAL EXAM IN ORDER TO PASS THE SUBJECT. IF THE STUDENT FAILS THE FINAL EXAM, THEIR FINAL EXAM GRADE WILL BE THEIR TOTAL

GRADE FOR THE COURSE.

BLOCK 2: ORAL ASSESSMENT- 25%

Evaluated ORAL tasks completed in class throughout the semester.

- TASK 1: evaluated pronunciation recording (10%)
- TASK 2: oral exam assessing the student's pronunciation (15%)

NOTE: Students must obtain an overall PASS (5/10) in BLOCK 2, to calculate an overall grade average with BLOCKS 1, 3 and 4. STUDENTS MUST PASS THIS BLOCK IN ORDER TO PASS THE SUBJECT. IF THE STUDENT FAILS BLOCK 2, THEIR GRADE FOR BLOCK 2 WILL BE THEIR TOTAL GRADE FOR THE COURSE.

BLOCK 3: INDEPENDENT STUDY-WORK ASSESSMENT - 25%

- Completion of assignments (written or oral), as stipulated by the teacher.
- Design of pronunciation teaching materials and their presentation.
- Completion of regular homework assignments (to be handed in through the Aula Virtual/Canvas): weekly transcription exercises.
- Completion of and participation in online tasks.
- Attendance to tutorials when required.

NOTE: All tasks and assignments must be handed in IN DUE TIME AND PROPER FORM, as stipulated in the course calendar uploaded to Aula Virtual/Canvas. If tasks and assignments are not handed in IN DUE TIME AND PROPER FORM, the mark for aforementioned tasks and assignments will be 'zero' (0). They will NOT be marked within the ordinary exam period if handed in after the deadline.

BLOCK 4: PARTICIPATION AND ATTITUDE – 10%

This includes active participation in class and online and the attitude towards the subject and peers.

NOTE: Students who do not attend class on a regular basis and who do not have a formal "dispensa" authorized and communicated by the Degree automatically lose this 10%.

CONTINUOUS EVALUATION - EXTRAORDINARY EXAM PERIOD

NOTES:

1. Within one academic period, all passed marks from the different BLOCKS will be transferred from the ordinary to the extraordinary exam period.
2. Within one academic period, only those BLOCKS which have been failed in the ordinary exam period may be repeated in the extraordinary exam period.
3. No grades will be transferred from one academic calendar year to the following academic calendar year.

BLOCK 1: WRITTEN EXAM – 40%

-If the FINAL EXAM has been failed, the student will be required to sit one written exam based on the contents covered throughout the course, worth 40% of their grade.

NOTE: Students must obtain a PASS (5/10) in BLOCK 1 to calculate an overall grade average with BLOCKS 2, 3 and 4. STUDENTS MUST PASS THE FINAL EXAM IN ORDER TO PASS THE SUBJECT. IF THE STUDENT FAILS THE FINAL EXAM, THEIR FINAL EXAM GRADE WILL BE THEIR TOTAL GRADE FOR THE COURSE.

BLOCK 2: ORAL ASSESSMENT- 25%

-If BLOCK 2 has been failed, the student will be required to carry out the tasks they failed within the ordinary assessment period. This will take place before or on the extraordinary exam day.

NOTE: Students must obtain an overall PASS (5/10) in BLOCK 2 to calculate an overall grade average with BLOCKS 1, 3 and 4. STUDENTS MUST PASS THIS BLOCK IN ORDER TO PASS THE SUBJECT. IF THE STUDENT FAILS BLOCK 2, THEIR GRADE FOR BLOCK 2 WILL BE THEIR TOTAL GRADE FOR THE COURSE.

BLOCK 3: INDEPENDENT STUDY-WORK ASSESSMENT - 25%

-If BLOCK 3 has been failed, the student will have the opportunity to repeat and/or submit one or more major pieces of course-related work BY OR BEFORE the official final exam date in the extraordinary period.

BLOCK 4: PARTICIPATION – 10%

-The mark for this BLOCK will be transferred from the ordinary period to the extraordinary period.

ALTERNATIVE EVALUATION SYSTEM DESCRIPTION

NOTE: This system only applies for those students who are: repeating the course; have an official 'dispensa'

signed by the dean of the corresponding faculty; or are on an international exchange program, therefore automatically having a 'dispensa'. It is the student's responsibility to be informed regarding course requirements, deadlines and exam dates, as well as to contact his/her teacher. Students must contact their teacher within two weeks from the beginning of the term. (see FINAL NOTE 5)

ALTERNATIVE EVALUATION - ORDINARY EXAM PERIOD

BLOCK 1: WRITTEN EXAM – 50%

-The student will be required to sit one written final exam based on the contents covered throughout the course.
NOTE: Students must obtain a PASS (5/10) in BLOCK 1 to calculate an overall grade average with BLOCKS 2 and 3. STUDENTS MUST PASS THE FINAL EXAM IN ORDER TO PASS THE SUBJECT. IF THE STUDENT FAILS THE FINAL EXAM, THEIR FINAL EXAM GRADE WILL BE THEIR TOTAL GRADE FOR THE COURSE.

BLOCK 2: ORAL ASSESSMENT- 15%

-ORAL EXAM: assessment of the student's pronunciation

The ORAL ASSESSMENT will take place on or before the officially published ordinary exam date, unless indicated otherwise by the teacher.

NOTE: Students must obtain a PASS (5/10) in BLOCK 2 to calculate an overall grade average with BLOCKS 1 and 3. STUDENTS MUST PASS THIS BLOCK IN ORDER TO PASS THE SUBJECT. IF THE STUDENT FAILS BLOCK 2, THEIR GRADE FOR BLOCK 2 WILL BE THEIR TOTAL GRADE FOR THE COURSE.

BLOCK 3: INDEPENDENT STUDY-WORK ASSESSMENT - 35%

-Completion of assignments (written or oral), as stipulated by the teacher.
-Design of pronunciation teaching materials and their presentation.
-Completion of regular homework assignments (to be handed in through the Aula Virtual/Canvas): weekly transcription exercises.
-Completion of and participation in online tasks.
-Attendance to tutorials when required.

NOTE: All tasks and assignments must be handed in BY OR BEFORE THE LAST CLASS DAY ACCORDING TO THE OFFICIAL COURSE CALENDAR. If tasks and assignments are not handed in by or before this date, the mark for aforementioned tasks and assignments will be 'zero' (0). They will NOT be marked within the ordinary exam period if handed in after this deadline.

ALTERNATIVE EVALUATION - EXTRAORDINARY EXAM PERIOD

NOTE:

1. Within one academic period, all passed marks from the different BLOCKS will be transferred from the ordinary to the extraordinary exam period.
2. Within one academic period, only those BLOCKS which have been failed in the ordinary exam period may be repeated in the extraordinary exam period.
3. No grades will be transferred from one academic calendar year to the following academic calendar year.

BLOCK 1: WRITTEN EXAM –50%

-The student will be required to sit one written final exam based on the contents covered throughout the course.
NOTE: Students must obtain a PASS (5/10) in BLOCK 1 to calculate an overall grade average with BLOCKS 2 and 3. STUDENTS MUST PASS THE FINAL EXAM IN ORDER TO PASS THE SUBJECT. IF THE STUDENT FAILS THE FINAL EXAM, THEIR FINAL EXAM GRADE WILL BE THEIR TOTAL GRADE FOR THE COURSE.

BLOCK 2: ORAL ASSESSMENT- 15%

- ORAL EXAM: assessment of the student's pronunciation
-The ORAL ASSESSMENT will take place on or before the officially published extraordinary exam date, unless indicated otherwise by the teacher.

NOTE: Students must obtain a PASS (5/10) in BLOCK 2 to calculate an overall grade average with BLOCKS 1 and 3. STUDENTS MUST PASS THIS BLOCK IN ORDER TO PASS THE SUBJECT. IF THE STUDENT FAILS BLOCK 2, THEIR GRADE FOR BLOCK 2 WILL BE THEIR TOTAL GRADE FOR THE COURSE.

BLOCK 3: INDEPENDENT STUDY-WORK ASSESSMENT – 35%

-The student will have the opportunity to repeat and/or submit one or more major pieces of course-related work BY OR BEFORE the official final exam date in the extraordinary period.

FINAL NOTES:

1. Coursework deadlines are established at the beginning of the course. No work will be accepted after the due date.
2. In the event of plagiarism or other dishonest activity related to the evaluation process, the UFV regulations to the effect will be applied. All degree students must understand that they are subject to the Rules of Coexistence (la

Normativa de Convivencia) of the university, whereby special attention is paid to any infraction attributed to plagiarism and/or cheating on an exam, which are considered as serious faults in agreement with Article 7 in the aforementioned rules.

3. Students are responsible for contacting their subject teacher within the first week after receiving notification of having obtained a 'dispensa'. Students are also responsible for being informed regarding and complying with the course requirements.

4. Honorable Mention: An honorable mention is recognition of excellence. It is awarded exclusively to students who stand out from their peers academically, as well as in attitude, dedication and teamwork. This decision lies exclusively with the subject teacher.

5. In the event of a health emergency, the evaluation system will be maintained. The alternative assessment system (as described above) may be applied.

6. Students MUST PASS THE FINAL EXAM (BLOCK 1) AND BLOCK 2 in order to pass the subject.

Exams will be held on campus on the condition that this is allowed by the health and education authorities. They will be subject to change in line with the rules and recommendations issued by them.

BIBLIOGRAPHY AND OTHER RESOURCES

Basic

Material created and developed specifically for this course: English Phonetics and Phonology Coursepack

<http://www.bbc.co.uk/worldservice/learningenglish/grammar/pron/sounds/>

Additional

1. Baker, A. & Goldstein, S. (2008). Pronunciation Pairs. An Introduction to the Sounds of English. Cambridge: CUP.

2. Baker, A. (1981). Ship or Sheep? Cambridge: CUP.

3. Brewster, J. & Ellis Gail with Girard, D. (2004). The Primary English Teacher's Guide. Harlow: Pearson Education Limited. (Part 2.6)

4. Cruttenden, A. (2008). Gimson's Pronunciation of English. 7th Ed. London: Hodder Education. (Amalgam vs. International English)

5. Estebas Vilaplana, Eva (2012). Teach yourself English pronunciation. An interactive course for Spanish speakers. Madrid: UNED.

6. Gil Fernández, J. (2007). Fonética para profesores de español: de la teoría a la práctica. Madrid: Arco/Libros, S.L.

7. Hancock, M. (1995). Pronunciation Games. Cambridge: CUP.

8. Hancock, M. (2003). English Pronunciation in Use. Cambridge: CUP.

9. Hewings, M. (2004). Pronunciation Practice Activities. Cambridge: CUP.

10. Jenkins, J. (2000). The Phonology of English as an International Language. Oxford: OUP.

11. Kelly, G. (2000). How to Teach Pronunciation. Harlow: Pearson Education Limited.

12. Martín Uriz, Ana María (1988). La pronunciación del inglés para hispanohablantes práctica y teoría. Madrid: Edi, 6.

13. Nickson, C. & Tomlinson, M. (2005). Primary Pronunciation Box. Cambridge: CUP.

14. Peter Roach (2009). English Phonetics and Phonology. A Practical Course. 4th Ed. Cambridge: CUP.

15. Spratt, M., Pulverness, A. & Williams, M. (2005). The Teaching Knowledge Test Course. Cambridge: CUP.

16. Wells, J.C. (2008). Longman Pronunciation Dictionary. Harlow: Pearson Education Limited.

17. Walker, R (2010). Teaching the Pronunciation of English as a Lingua Franca. Oxford: OUP.

links to online resources provided on Canvas