

**1. General information****Course:** ENGLISH PHONETICS FOR EARLY CHILDHOOD EDUCATION**Code:** 47387**Type:** ELECTIVE**ECTS credits:** 6**Degree:** 301 - UNDERGRADUATE DEGREE IN EARLY CHILDHOOD EDUCATION**Academic year:** 2021-22**Center:** 101 - FACULTY OF EDUCATION IN ALBACETE**Group(s):** 12**Year:** 4**Duration:** First semester**Main language:** English**Second language:****Use of additional languages:****English Friendly:** N**Web site:****Bilingual:** Y**Lecturer:** ROSA MARIA LOPEZ CAMPILLO - Group(s): 12

Building/Office	Department	Phone number	Email	Office hours
Facultad de Educación de Albacete. Departamento de Inglés (1ª planta)	FILOLOGÍA MODERNA	90201 ó 2534)	rosa.lcampillo@uclm.es	See the webpage of our Faculty and the board in our Department.

**2. Pre-Requisites**

Students must have passed both course units, *English Language and English Language Teaching I* and *English Language and English Language Teaching II* to study English Phonetics.

**3. Justification in the curriculum, relation to other subjects and to the profession**

Twenty-first century society demands an education that guarantees the competent handling of at least one foreign language. Two significant measures in this regard are the inclusion in the second cycle of early childhood education of the teaching of another foreign language and of language programmes, within the framework of European educational policies, which have been steadily supporting multilingualism.

The Bachelor's Degree degree in Early Childhood Education has to respond to these needs, which have also been shown evident in the labor market in recent years. The Minor or Speciality in foreign language addresses the training of Early Childhood Education teachers in two directions: linguistics, with the acquisition and consolidation of linguistic skills at the level of independent upper intermediate B2 user, and deepening in the phonetic and grammatical fields, on the one hand; and the acquisition of methodological proficiency, through a professionalizing review of the latest trends in language teaching-learning in this educational stage, on the other.

Specialist English teachers automatically become the reference model for students at this stage, which requires a theoretical and practical knowledge of the functioning of the phonological system of the English language, with the possible variations that may occur depending on the context, phonetic, register and accent, as well as the phonetic-phonological system of the Spanish language in order to prevent and correct frequent errors produced by L1 interference. Likewise, it is essential to acquire the instruments and didactic resources necessary to facilitate the recognition and acquisition of English sounds by young children and the initiation of literacy in the English language in Early Childhood Education classrooms.

The UCLM officially recognizes level B2 for students who take this Minor or Speciality.

**4. Degree competences achieved in this course****Course competences**

Code	Description
2.2.II.03.	Select and elaborate on oral and written texts that are relevant and of interest to early childhood pupils that promote the learning of the English language.
2.2.II.05.	Know the applicable methodology for the teaching of foreign languages in the Early Childhood education stage, as well as the methodological guidelines that emanate from the Common European Framework of Reference and Language Programs.
CB02	Apply their knowledge to their job or vocation in a professional manner and show that they have the competences to construct and justify arguments and solve problems within their subject area.
CB04	Transmit information, ideas, problems and solutions for both specialist and non-specialist audiences.
CG06	Know the evolution of language in early childhood, know how to identify possible dysfunctions and maintain observation to ensure a proper development. Efficiently address language-learning situations in multicultural and multilingual contexts. Express oneself orally and in writing and dominate different expression techniques.
CT01	Knowledge of a second foreign language.
CT03	Correct oral and written communication.

**5. Objectives or Learning Outcomes****Course learning outcomes****Description**

Know different strategies, techniques and activities for teaching pronunciation in the Early Childhood Education stage.

Use the acquired knowledge to detect and correct possible errors and problems produced in the production and oral comprehension.

Know how to express and interact fluently and correctly within the parameters required by level B2 of the Common European Framework of Reference for

Languages, participating without prior preparation in conversations that deal with daily and more specific topics, expressing personal opinions and exchanging information on topics of general, personal or professional interest.

## 6. Units / Contents

**Unit 1: Phonetics and Phonology. Comparison with the Spanish pronunciation system.**

**Unit 2: Phonological Transcription.**

**Unit 3: Articulatory Phonetics. Description and Classification of the English Vowels and Consonants.**

**Unit 4: Suprasegmental Phonemes: Stress, Rhythm and Intonation.**

**Unit 5: Connected Speech. Standard British vs. Standard American Accent.**

**Unit 6: How to teach pronunciation. The use of Phonics.**

## 7. Activities, Units/Modules and Methodology

1. Activities, Outcomes and Methodology							
Training Activity	Methodology	Related Competences (only degrees before RD 822/2021)	ECTS	Hours	As	Com	Description
Class Attendance (theory) [ON-SITE]	Lectures	2.2.II.03. 2.2.II.05. CB02 CB04 CG06 CT01 CT03	0.48	12	N	-	Classroom-based theoretical teaching.
Study and Exam Preparation [OFF-SITE]	Self-study	2.2.II.03. 2.2.II.05. CB02 CB04 CG06 CT01 CT03	3.6	90	N	-	Students are expected to devote at least 60 hours to the preparation of the theoretical and practical contents of the subject tested in the exams. - Another 30 hours are supposed to be devoted by students to hands-on activities to improve actual productive pronunciation and reading aloud skills.
Final test [ON-SITE]	Assessment tests	2.2.II.03. 2.2.II.05. CB02 CB04 CG06 CT01 CT03	0.12	3	Y	Y	See section 8 on evaluation criteria.
Group tutoring sessions [ON-SITE]	Cooperative / Collaborative Learning	2.2.II.03. 2.2.II.05. CB02 CB04 CG06 CT01 CT03	0.48	12	Y	N	Hands on activities to improve and assess reading aloud and pronunciation skills.
Class Attendance (practical) [ON-SITE]	Cooperative / Collaborative Learning	2.2.II.03. 2.2.II.05. CB02 CB04 CG06 CT01 CT03	0.48	12	N	-	Classroom-based practical activities.
Workshops or seminars [ON-SITE]	Cooperative / Collaborative Learning	2.2.II.03. 2.2.II.05. CB02 CB04 CG06 CT01 CT03	0.24	6	N	-	One or more workshops are expected to be held on teaching literacy through the synthetic approach.
Progress test [ON-SITE]	Assessment tests	CB02 CB04 CG06 CT01 CT03	0.36	9	Y	N	Different tests consisting of practice activities to measure whether specific receptive practical phonetic knowledge has been attained.
Computer room practice [ON-SITE]	Guided or supervised work	2.2.II.03. 2.2.II.05. CB02 CB04 CG06 CT01 CT03	0.24	6	N	-	Computer-based practice activities on pronunciation and/or listening skills to be carried out in the computer room and/or in the classroom with the aid of tablets or mobile phones.
Total:			6	150			
Total credits of in-class work: 2.4			Total class time hours: 60				
Total credits of out of class work: 3.6			Total hours of out of class work: 90				

As: Assessable training activity

Com: Training activity of compulsory overcoming (It will be essential to overcome both continuous and non-continuous assessment).

## 8. Evaluation criteria and Grading System

Evaluation System	Continuous assessment	Non-continuous evaluation*	Description
Final test	80.00%	100.00%	Final Evaluation Test composed of a written oral plus an oral exam. The written exam consists of theoretical contents (50%) and practical contents (50%) questions on the syllabus of the subject. The oral proficiency exam consists of oral activities assessing pronunciation and reading aloud skills. It is necessary to pass both parts of the exam, or at least have a 4 out of 10 in one part but an average of 5 or more in total, to pass the course unit.
Progress Tests	20.00%	0.00%	Different progress tests will be carried out on site throughout the course on specific practical contents of the syllabus.
<b>Total:</b>	<b>100.00%</b>	<b>100.00%</b>	

According to art. 4 of the UCLM Student Evaluation Regulations, it must be provided to students who cannot regularly attend face-to-face training activities the passing of the subject, having the right (art. 12.2) to be globally graded, in 2 annual calls per subject, an ordinary and an extraordinary one (evaluating 100% of the competences).

**Evaluation criteria for the final exam:**

**Continuous assessment:**

The final exam is made up of two parts:

- a) A written exam
- b) An oral exam

a) Students who take part in the continuous assessment will sit for two separate partial written exams at the dates previously agreed and announced in due time on Moodle/Campus Virtual. The written exams account for 60% of the final grade. These exams will consist of two sections made up of several theoretical questions and various practical exercises worth 50% of the final grade each. It is necessary to pass both parts of the exam, or at least have a 4 out of 10 in one part but an average of 5 or more in total, to pass it.

b) In addition, different oral tests will be performed in class throughout the course worth 20% of the final grade. In order to pass the oral exam, it is necessary to have at least a 4 out of 10 here but an average of 5 or more in total in order not to fail the course unit.

The remaining 20% corresponds to the progress tests on specific practical aspects that the student will be doing in the classroom and / or computer classroom throughout the semester. The grade obtained in this part will be taken into account on condition that it benefits the students. Otherwise, the written exam will be given a weight of 80% of the final mark.

Students who pass the two parts mentioned above (a & b) will not have to sit for the final official exam. Those failing one or more parts will have to take the final exam established in the official calendar of examinations.

If a student fails the written exam, the mark of that examination session will be the one obtained in that exam. However, if he/she passes the written exam but fails the oral exam, the mark will be 4 (out of 10) by default.

Should a student be observed cheating in any way, he will be graded with a 0.

The linguistic quality of oral presentations, written assignments and the exam will be taken into account and will constitute a proportionate part of the final grade. For each grammatical or spelling error in the exam, 0.25 p. will be discounted up to a maximum of 3 penalty points.

\*\*If applicable, any modifications or adaptations needed in the teaching guides as a result of a change in the teaching or evaluation model derived from the evolution of the pandemic will be documented in a later addendum.

#### Non-continuous evaluation:

The final exam is made up of two parts:

- c) A written exam
- d) An oral exam

Students who take part in the non-continuous assessment will sit for the final written exam on the date established in the official calendar of examinations.

This exam will consist of two sections made up of several theoretical questions and various practical exercises worth 50% of the final grade each. It is necessary to pass both parts of the exam, or at least have a 4 out of 10 in one part but an average of 5 or more in total, to pass the course unit. The written exam accounts for 80% of the final grade.

In addition, students will take an oral exam on pronunciation and reading aloud skills that will be performed on the same date of the final written exam worth 20% of the final grade. In order to pass this part, the student must have at least a 4 out of 10 but an average of 5 or more to pass the subject.

If a student fails the written exam, the mark of that examination session will be the one obtained in that exam. However, if he/she passes the written exam but fails the oral exam, the mark will be 4 (out of 10) by default.

Should a student be observed cheating in any way, he will be graded with a 0.

The linguistic quality of oral presentations, written assignments and the exam will be taken into account and will constitute a proportionate part of the final grade. For each grammatical or spelling error in the exam, 0.25 p. will be discounted up to a maximum of 3 penalty points.

\*\*If applicable, any modifications or adaptations needed in the teaching guides as a result of a change in the teaching or evaluation model derived from the evolution of the pandemic will be documented in a later addendum.

#### Specifications for the resit/retake exam:

The final exam is made up of two parts:

- e) A written exam
- f) An oral exam

All students who take part either in the continuous or non-continuous assessment will take the final written exam on the date established in the official calendar of examinations. This exam will consist of two sections made up of several theoretical questions and various practical exercises worth 50% of the final grade each. It is necessary to pass both parts of the exam, or at least have a 4 out of 10 in one part but an average of 5 or more in total, to pass the course unit. The written exam accounts for 80% of the final grade.

In addition, students will take an oral exam on pronunciation and reading aloud skills that will be performed on the same date of the final written exam worth 20% of the final grade. In order to pass this part, the student must have at least a 4 out of 10 but an average of 5 or more to pass the subject.

If a student fails the written exam, the mark of that examination session will be the one obtained in that exam. However, if he/she passes the written exam but fails the oral exam, the mark will be 4 (out of 10) by default.

Should a student be observed cheating in any way, he will be graded with a 0.

The linguistic quality of oral presentations, written assignments and the exam will be taken into account and will constitute a proportionate part of the final grade. For each grammatical or spelling error in the exam, 0.25 p. will be discounted up to a maximum of 3 penalty points.

\*\*If applicable, any modifications or adaptations needed in the teaching guides as a result of a change in the teaching or evaluation model derived from the evolution of the pandemic will be documented in a later addendum.

#### Specifications for the second resit / retake exam:

The final exam is made up of two parts:

- e) A written exam
- f) An oral exam

All students who take part either in the continuous or non-continuous assessment will take the final written exam on the date established in the official calendar of examinations. This exam will consist of two sections made up of several theoretical questions and various practical exercises worth 50% of the final grade each. It is necessary to pass both parts of the exam, or at least have a 4 out of 10 in one part but an average of 5 or more in total, to pass the course unit. The written exam accounts for 80% of the final grade.

In addition, students will take an oral exam on pronunciation and reading aloud skills that will be performed on the same date of the final written exam worth 20% of the final grade. In order to pass this part, the student must have at least a 4 out of 10 but an average of 5 or more to pass the subject.

If a student fails the written exam, the mark of that examination session will be the one obtained in that exam. However, if he/she passes the written exam but fails the oral exam, the mark will be 4 (out of 10) by default.

Should a student be observed cheating in any way, he will be graded with a 0.

The linguistic quality of oral presentations, written assignments and the exam will be taken into account and will constitute a proportionate part of the final grade. For each grammatical or spelling error in the exam, 0.25 p. will be discounted up to a maximum of 3 penalty points.

\*\*If applicable, any modifications or adaptations needed in the teaching guides as a result of a change in the teaching or evaluation model derived from the evolution of the pandemic will be documented in a later addendum.

9. Assignments, course calendar and important dates	
Not related to the syllabus/contents	
Hours	hours
Unit 1 (de 6): Phonetics and Phonology. Comparison with the Spanish pronunciation system.	
Activities	Hours

Class Attendance (theory) [PRESENCIAL][Lectures]	2
Study and Exam Preparation [AUTÓNOMA][Self-study]	15
Final test [PRESENCIAL][Assessment tests]	.5
Group tutoring sessions [PRESENCIAL][Cooperative / Collaborative Learning]	2
Class Attendance (practical) [PRESENCIAL][Cooperative / Collaborative Learning]	2
Workshops or seminars [PRESENCIAL][Cooperative / Collaborative Learning]	1
Progress test [PRESENCIAL][Assessment tests]	1.5
Computer room practice [PRESENCIAL][Guided or supervised work]	1
<b>Teaching period:</b> Second Semester	
<b>Comment:</b> Units will last approximately between two and two and a half weeks each. Contents from different blocks may be advanced when estimated necessary.	
<b>Unit 2 (de 6): Phonological Transcription.</b>	
<b>Activities</b>	<b>Hours</b>
Class Attendance (theory) [PRESENCIAL][Lectures]	2
Study and Exam Preparation [AUTÓNOMA][Self-study]	15
Final test [PRESENCIAL][Assessment tests]	.5
Group tutoring sessions [PRESENCIAL][Cooperative / Collaborative Learning]	2
Class Attendance (practical) [PRESENCIAL][Cooperative / Collaborative Learning]	2
Workshops or seminars [PRESENCIAL][Cooperative / Collaborative Learning]	1
Progress test [PRESENCIAL][Assessment tests]	1.5
Computer room practice [PRESENCIAL][Guided or supervised work]	1
<b>Teaching period:</b> Second Semester	
<b>Comment:</b> Units will last approximately between two and two and a half weeks each. Contents from different blocks may be advanced when estimated necessary.	
<b>Unit 3 (de 6): Articulatory Phonetics. Description and Classification of the English Vowels and Consonants.</b>	
<b>Activities</b>	<b>Hours</b>
Class Attendance (theory) [PRESENCIAL][Lectures]	2
Study and Exam Preparation [AUTÓNOMA][Self-study]	15
Final test [PRESENCIAL][Assessment tests]	.5
Group tutoring sessions [PRESENCIAL][Cooperative / Collaborative Learning]	2
Class Attendance (practical) [PRESENCIAL][Cooperative / Collaborative Learning]	2
Workshops or seminars [PRESENCIAL][Cooperative / Collaborative Learning]	1
Progress test [PRESENCIAL][Assessment tests]	1.5
Computer room practice [PRESENCIAL][Guided or supervised work]	1
<b>Teaching period:</b> Second Semester	
<b>Comment:</b> Units will last approximately between two and two and a half weeks each. Contents from different blocks may be advanced when estimated necessary.	
<b>Unit 4 (de 6): Suprasegmental Phonemes: Stress, Rhythm and Intonation.</b>	
<b>Activities</b>	<b>Hours</b>
Class Attendance (theory) [PRESENCIAL][Lectures]	2
Study and Exam Preparation [AUTÓNOMA][Self-study]	15
Final test [PRESENCIAL][Assessment tests]	.5
Group tutoring sessions [PRESENCIAL][Cooperative / Collaborative Learning]	2
Class Attendance (practical) [PRESENCIAL][Cooperative / Collaborative Learning]	2
Workshops or seminars [PRESENCIAL][Cooperative / Collaborative Learning]	1
Progress test [PRESENCIAL][Assessment tests]	1.5
Computer room practice [PRESENCIAL][Guided or supervised work]	1
<b>Teaching period:</b> Second Semester	
<b>Comment:</b> Units will last approximately between two and two and a half weeks each. Contents from different blocks may be advanced when estimated necessary.	
<b>Unit 5 (de 6): Connected Speech. Standard British vs. Standard American Accent.</b>	
<b>Activities</b>	<b>Hours</b>
Class Attendance (theory) [PRESENCIAL][Lectures]	2
Study and Exam Preparation [AUTÓNOMA][Self-study]	15
Final test [PRESENCIAL][Assessment tests]	.5
Group tutoring sessions [PRESENCIAL][Cooperative / Collaborative Learning]	2
Class Attendance (practical) [PRESENCIAL][Cooperative / Collaborative Learning]	2
Workshops or seminars [PRESENCIAL][Cooperative / Collaborative Learning]	1
Progress test [PRESENCIAL][Assessment tests]	1.5
Computer room practice [PRESENCIAL][Guided or supervised work]	1
<b>Teaching period:</b> Second Semester	
<b>Comment:</b> Units will last approximately between two and two and a half weeks each. Contents from different blocks may be advanced when estimated necessary.	
<b>Unit 6 (de 6): How to teach pronunciation. The use of Phonics.</b>	
<b>Activities</b>	<b>Hours</b>
Class Attendance (theory) [PRESENCIAL][Lectures]	2
Study and Exam Preparation [AUTÓNOMA][Self-study]	15
Final test [PRESENCIAL][Assessment tests]	.5
Group tutoring sessions [PRESENCIAL][Cooperative / Collaborative Learning]	2
Class Attendance (practical) [PRESENCIAL][Cooperative / Collaborative Learning]	2
Workshops or seminars [PRESENCIAL][Cooperative / Collaborative Learning]	1
Progress test [PRESENCIAL][Assessment tests]	1.5

Computer room practice [PRESENCIAL][Guided or supervised work]

1

**Teaching period:** Second Semester

**Comment:** Units will last approximately between two and two and a half weeks each. Contents from different blocks may be advanced when estimated necessary.

**Global activity**

Activities	hours
Class Attendance (practical) [PRESENCIAL][Cooperative / Collaborative Learning]	12
Workshops or seminars [PRESENCIAL][Cooperative / Collaborative Learning]	6
Computer room practice [PRESENCIAL][Guided or supervised work]	6
Group tutoring sessions [PRESENCIAL][Cooperative / Collaborative Learning]	12
Study and Exam Preparation [AUTÓNOMA][Self-study]	90
Final test [PRESENCIAL][Assessment tests]	3
Class Attendance (theory) [PRESENCIAL][Lectures]	12
Progress test [PRESENCIAL][Assessment tests]	9
<b>Total horas: 150</b>	

**10. Bibliography and Sources**

Author(s)	Title/Link	Publishing house	City	ISBN	Year	Description
ROACH, P.	English Phonetics and Phonology (4th edition)	C.U.P.	Cambridge		2009	Reference handbook
JONES, D.	English Pronouncing Dictionary (with CD-Rom), (18th edition)	C.U.P.	Cambridge		2011	Pronunciation dictionary
GARCÍA LECUMBERRI, M. & MAIDMENT, J.A.	English Transcription Course	Arnold	London		2000	Reference handbook
CRUTTENDEN, A.	Gimson's Pronunciation of English (8th edition)	Routledge	London		2014	Reference handbook