UNIVERSIDAD DE CASTILLA - LA MANCHA
GUÍA DOCENTE

1. General information

Course: ENGLISH PHONOLOGICAL AND LINGUISTIC AWARENESS

Type: CORE COURSE

Degree: 2369 - MÁSTER UNIVERSITARIO EN ENSEÑANZA BILINGÜE Y TIC PARA INFANTIL Y PRIMARIA

Center: 101 - FACULTY OF EDUCATION IN ALBACETE

Year: 1

Main language: English

Use of additional languages:

Web site: https://guiae.uclm.es/es/guiae/52861/

Code: 311152

ECTS credits: 6

Academic year: 2022-23

Group(s): 10

Duration: First semester

Second language:

English Friendly: N

Bilingual: Y

Lecturer: **ROSA MARIA LOPEZ CAMPILLO** - Group(s): **10**

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	Consult the website.

Lecturer: **ALONSO MATEO GOMEZ** - Group(s): **10**

Building/Office	Department	Phone number	Email	Office hours
Edificio Simón Abril/Departamento de Inglés	FILOLOGÍA MODERNA	967599200 Ext. 96206	Alonso.Mateo@uclm.es	Consult the course website.

2. Pre-Requisites

Be in possession of a minimum B2 level accreditation according to the European Framework of Reference for Languages.

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

English Phonological and Linguistic Awareness/ Profundización Fonolófica y Lingüística del Inglés is embedded within the general training module, which is made up of this single subject.

The correct and appropriate pronunciation of the English language has become an essential requirement for teaching in language programs.The teacher is a model for his/her pupils in the school context, not only in the subject of English but in the rest of the areas that make up the Infant and Primary Education curriculum. Experience shows that there are usually shortcomings in training in this area, particularly in the so-called non-linguistic or content disciplines (DNL). The same happens with the teaching of literacy in English through Phonics, a tool shown of proven success, particularly when synthetic methods are applied to this field,of knowledge, on the one hand; and an aspect found not to be usually addressed in courses that seek to improve the communicative competence of students.

On the other hand, taking into account the importance of linguistics in language teaching, as well as the proliferation and relevance of multilingual programmes and plans at the global, national and regional levels, it is essential that the future teacher in bilingual/plurilingual education has continuous foreign language (LE) training that allows him/her to acquire new linguistic knowledge, associated with the different areas of the school and academic context. For this purpose, in this part of the course the student is provided with the tools and strategies to master the communicative competence 'and its three sub-competences (linguistic, sociolinguistic and pragmatic) both in the school and academic contexts.

4. Degree competences achieved in this course

Course competences

Code	Description
CE02	To evaluate the complexity of the bilingual classroom by applying self-knowledge of communicative competence, including linguistic, sociolinguistic, and pragmatic sub-competences, taking into account the Common European Framework of Reference for Languages.
CE04	To synthesize and incorporate phonological awareness, relating phonemes and characters of the English language, as well as the teaching of pronunciation and literacy to the teaching practice in L2.
CE06	To master the expository, descriptive, narrative styles, and other textual typologies in the L2 necessary for bilingual teaching in all communication skills.
CE12	To create materials for the integrated acquisition of language and contents through ICT.
CE13	To develop strategies for distance and/or hybrid teaching.
CG01	To acquire advanced scientific training applied to Bilingual Education in the stages of Early Childhood and Primary Education.
CT10	To master Information and Communication Technologies (ICT).

5. Objectives or Learning Outcomes

Course learning outcomes

Description

Application of ICT tools aimed at informational, audiovisual and digital literacy of students in the bilingual classroom

Acquisition of phonological awareness and strategies for teaching pronunciation and literacy in L2

Development of communicative competence, as well as linguistic, sociolinguistic, and pragmatic sub-competences, taking into account the Common European Framework of Reference for Languages

Mastery of expository, descriptive, narrative styles, and other textual typologies in the L2 necessary for bilingual teaching in all communication skills

6. Units / Contents

Unit 1: The study of language. Contributions of linguistics and phonetics to language teaching.
Unit 2: The English pronunciation system: an overview. Some basic concepts in literacy. Phonics, Phonemic and Phonological awareness
Unit 3: Teaching Literacy and pronunciation. Phonics in curriculum design and lesson planning.
Unit 4: Communicative competence and language skills. Linguistic. sociolinguistic and pragmatic subcompetences.
Unit 5: Language in school and academic contexts. Curricular design and lesson planning
Unit 6: ICT for phonetics and Linguistics.

ADDITIONAL COMMENTS, REMARKS

1. The study of language. Contributions of linguistics and phonetics to language teaching. (Linguistics introduction)

2. The English pronunciation system: an overview. Some basic concepts in literacy. Phonics, Phonemic and Phonological awareness. (phonetic part)

3. Teaching Literacy and pronunciation. Phonics in curriclum design and lesson planning. (phonetic part)

4. Communicative competence and language skills. Linguistic. sociolinguistic and pragmatic subcompetences. ((linguistic part))

5. Language in school and academic contexts. Curricular design and lesson planning. ((linguistic part))

6. ICT for phonetics and Linguistics. (both fields)

7. Activities, Units/Modules and Methodology

Training Activity	Methodology	Related Competences (only degrees before RD 822/2021)	ECTS	Hours	As	Com	Description
Class Attendance (theory) [ON-SITE]	Lectures	CG01	1.2	30	N	-	Explanation of content by the teacher.
Laboratory practice or sessions [ON-SITE]	Practical or hands-on activities	CE02	0.24	6	N	-	Practical activities related to key aspects in bilingual education.
In-class Debates and forums [ON-SITE]	Debates	CE04 CE06	0.24	6	Y	N	Analysis of methods and strategies used for bilingual teaching in the linguistic and phonological fields.
Project or Topic Presentations [ON-SITE]	Individual presentation of projects and reports	CE02 CE06 CE12	0.24	6	Y	Y	Presentation of a program prepared considering the basic aspects that must be taken into account when applying it in a bilingual syllabus. Students must get at least 4 out of 10 to make the average with the other assessable activities.
Writing of reports or projects [OFF-SITE]	Guided or supervised work	CE12 CE13 CG01	1.92	48	Y	Y	Preparation of a bilingual didactic program, with the different elements of the curriculum, taking into account official regulations and the Common European Framework of Reference for Languages. Students must get at least 4 out of 10 to make the average with the other assessable activities.
Study and Exam Preparation [OFF-SITE]	Self-study	CG01	1.2	30	N	-	Individual study
Analysis of articles and reviews [OFF-SITE]	Self-study	CG01	0.48	12	N	-	Reading articles on the different methods and approaches in bilingual education.
Computer room practice [ON-SITE]	Practical or hands-on activities	CE13 CT10	0.24	6	Y	N	Practical activities to apply digital resources in phonological and linguistic teaching.
Progress test [ON-SITE]	Problem solving and exercises	CG01	0.24	6	Y	Y	Analysis, presentation and resolution of practical cases on bilingual education. Implementation of teaching methods and techniques in the bilingual classroom. Students must get at least 4 out of 10 to make the average with the other assessable activities.
		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

Oral presentations assessment	30.00%	30.00%	Assessment of the oral presentation of the didactic units carried out.
Projects	30.00%	40.00%	Evaluation of written assignments on programming activities, sessions and/or unita of works.
Progress Tests	20.00%	30.00%	Application of practical activities related to the contents.
Assessment of active participation	10.00%	0.00%	Assessment of the contributions made during participation in class discussions.
Assessment of activities done in the computer labs	10.00%	0.00%	Assessment of the activities developed with computers.
Total:	**100.00%**	**100.00%**	

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:

1. To pass the course, it will be necessary to obtain an average of 5 between all the tests and tasks. As established by the Student Evaluation Regulations of the UCLM of 2022, it will be necessary to obtain at least a 4 out of 10 to be able to make the average between the different tests and tasks.

2. If a fraudulent practice is detected in the evaluation test carried out by a student, the exam will result into failure, with a final grade of zero (0) in the corresponding course. The detection by the lecturer that an assignment, essay or similar test has not been prepared by the student will result in a numerical grade of zero (0) both in the tests and in the course in which it has been detected, regardless of the rest of the grades obtained by the student (See Article 8 of the UCLM Student Assessment Regulations).

3. For each of the errors made which are included in the "mistakes to avoid" list (see Moodle), 0.25 will be deducted in the corresponding activity up to a maximum of 3 points out of 10 (12 errors). If the mistake is repeated, repetitions will also be penalized.

Non-continuous evaluation:

In the non-continuous evaluation, the student must reach the same minimums and the same criteria will be followed for his/her assessment.

1. To pass the course, it will be necessary to obtain an average of 5 between all the tests and tasks. As established by the Student Evaluation Regulations of the UCLM of 2022, it will be necessary to obtain at least a 4 out of 10 to be able to make the average between the different tests and tasks.

2. If a fraudulent practice is detected in the evaluation test carried out by a student, the exam will result into failure, with a final grade of zero (0) in the corresponding course. The detection by the lecturer that an assignment, essay or similar test has not been prepared by the student will result in a numerical grade of zero (0) both in the tests and in the course in which it has been detected, regardless of the rest of the grades obtained by the student (See Article 8 of the UCLM Student Assessment Regulations).

3. For each of the errors made which are included in the "mistakes to avoid" list (see Moodle), 0.25 will be deducted in the corresponding activity up to a maximum of 3 points out of 10 (12 errors). If the mistake is repeated, repetitions will also be penalized.

Specifications for the resit/retake exam:

The same as in the ordinary call.

Specifications for the second resit / retake exam:

The same as in the ordinary call.

9. Assignments, course calendar and important dates

Not related to the syllabus/contents	
Hours	hours

Unit 1 (de 6): The study of language. Contributions of linguistics and phonetics to language teaching.	
Activities	**Hours**
Class Attendance (theory) [PRESENCIAL][Lectures]	5
Laboratory practice or sessions [PRESENCIAL][Practical or hands-on activities]	1
In-class Debates and forums [PRESENCIAL][Debates]	1
Project or Topic Presentations [PRESENCIAL][Individual presentation of projects and reports]	1
Writing of reports or projects [AUTÓNOMA][Guided or supervised work]	8
Study and Exam Preparation [AUTÓNOMA][Self-study]	5
Analysis of articles and reviews [AUTÓNOMA][Self-study]	2
Computer room practice [PRESENCIAL][Practical or hands-on activities]	1
Progress test [PRESENCIAL][Problem solving and exercises]	1
Teaching period: From October to January	
Comment: Units will last approximately between 2 and 2 and a half weeks each. Contents from different blocks may be advanced when estimated necessary.	

Unit 2 (de 6): The English pronunciation system: an overview. Some basic concepts in literacy. Phonics, Phonemic and Phonological awareness	
Activities	**Hours**
Class Attendance (theory) [PRESENCIAL][Lectures]	5
Laboratory practice or sessions [PRESENCIAL][Practical or hands-on activities]	1
In-class Debates and forums [PRESENCIAL][Debates]	1
Project or Topic Presentations [PRESENCIAL][Individual presentation of projects and reports]	1
Writing of reports or projects [AUTÓNOMA][Guided or supervised work]	8
Study and Exam Preparation [AUTÓNOMA][Self-study]	5
Analysis of articles and reviews [AUTÓNOMA][Self-study]	2
Computer room practice [PRESENCIAL][Practical or hands-on activities]	1
Progress test [PRESENCIAL][Problem solving and exercises]	1
Teaching period: From October to January	
Comment: Units will last approximately between 2 and 2 and a half weeks each. Contents from different blocks may be advanced when estimated necessary.	

Unit 3 (de 6): Teaching Literacy and pronunciation. Phonics in curriculum design and lesson planning.	
Activities	**Hours**

Class Attendance (theory) [PRESENCIAL][Lectures]	5
Laboratory practice or sessions [PRESENCIAL][Practical or hands-on activities]	1
In-class Debates and forums [PRESENCIAL][Debates]	1
Project or Topic Presentations [PRESENCIAL][Individual presentation of projects and reports]	1
Writing of reports or projects [AUTÓNOMA][Guided or supervised work]	8
Study and Exam Preparation [AUTÓNOMA][Self-study]	5
Analysis of articles and reviews [AUTÓNOMA][Self-study]	2
Computer room practice [PRESENCIAL][Practical or hands-on activities]	1
Progress test [PRESENCIAL][Problem solving and exercises]	1

Teaching period: From October to January

Comment: Units will last approximately between 2 and 2 and a half weeks each. Contents from different blocks may be advanced when estimated necessary.

Unit 4 (de 6): Communicative competence and language skills. Linguistic. sociolinguistic and pragmatic subcompetences.

Activities	Hours
Class Attendance (theory) [PRESENCIAL][Lectures]	5
Laboratory practice or sessions [PRESENCIAL][Practical or hands-on activities]	1
In-class Debates and forums [PRESENCIAL][Debates]	1
Project or Topic Presentations [PRESENCIAL][Individual presentation of projects and reports]	1
Writing of reports or projects [AUTÓNOMA][Guided or supervised work]	8
Study and Exam Preparation [AUTÓNOMA][Self-study]	5
Analysis of articles and reviews [AUTÓNOMA][Self-study]	2
Computer room practice [PRESENCIAL][Practical or hands-on activities]	1
Progress test [PRESENCIAL][Problem solving and exercises]	1

Teaching period: From October to January

Comment: Units will last approximately between 2 and 2 and a half weeks each. Contents from different blocks may be advanced when estimated necessary.

Unit 5 (de 6): Language in school and academic contexts. Curricular design and lesson planning

Activities	Hours
Class Attendance (theory) [PRESENCIAL][Lectures]	5
Laboratory practice or sessions [PRESENCIAL][Practical or hands-on activities]	1
In-class Debates and forums [PRESENCIAL][Debates]	1
Project or Topic Presentations [PRESENCIAL][Individual presentation of projects and reports]	1
Writing of reports or projects [AUTÓNOMA][Guided or supervised work]	8
Study and Exam Preparation [AUTÓNOMA][Self-study]	5
Analysis of articles and reviews [AUTÓNOMA][Self-study]	2
Computer room practice [PRESENCIAL][Practical or hands-on activities]	1
Progress test [PRESENCIAL][Problem solving and exercises]	1

Teaching period: From October to January

Comment: Units will last approximately between 2 and 2 and a half weeks each. Contents from different blocks may be advanced when estimated necessary.

Unit 6 (de 6): ICT for phonetics and Linguistics.

Activities	Hours
Class Attendance (theory) [PRESENCIAL][Lectures]	5
Laboratory practice or sessions [PRESENCIAL][Practical or hands-on activities]	1
In-class Debates and forums [PRESENCIAL][Debates]	1
Project or Topic Presentations [PRESENCIAL][Individual presentation of projects and reports]	1
Writing of reports or projects [AUTÓNOMA][Guided or supervised work]	8
Study and Exam Preparation [AUTÓNOMA][Self-study]	5
Analysis of articles and reviews [AUTÓNOMA][Self-study]	2
Computer room practice [PRESENCIAL][Practical or hands-on activities]	1
Progress test [PRESENCIAL][Problem solving and exercises]	1

Teaching period: From October to January

Comment: Units will last approximately between 2 and 2 and a half weeks each. Contents from different blocks may be advanced when estimated necessary.

Global activity

Activities	hours
Class Attendance (theory) [PRESENCIAL][Lectures]	30
Writing of reports or projects [AUTÓNOMA][Guided or supervised work]	48
Laboratory practice or sessions [PRESENCIAL][Practical or hands-on activities]	6
Project or Topic Presentations [PRESENCIAL][Individual presentation of projects and reports]	6
Analysis of articles and reviews [AUTÓNOMA][Self-study]	12
In-class Debates and forums [PRESENCIAL][Debates]	6
Study and Exam Preparation [AUTÓNOMA][Self-study]	30
Progress test [PRESENCIAL][Problem solving and exercises]	6
Computer room practice [PRESENCIAL][Practical or hands-on activities]	6

Total horas: 150

10. Bibliography and Sources						
Author(s)	Title/Link	Publishing house	Citv	ISBN	Year	Description
Stanislas Dehaene	Reading in the Brain. The New Science of How We Read	Penguin Books	the United States of America	9780670021109	2010	
Llinares, A., Morton, T., & Whittaker, R. (2012).	The Roles of Language in CLIL.	Cambridge University Press	Cambridge	139780521769631	2012	

Carol Russell	Linguistics for Teachers of English https://newprairiepress.org/ebooks/	New Prairie Press		-13: 978-1-944548-17	2018
Rohona Johnston & Joyce Watson	Teaching Synthetic Phonics in Primary Schools.	Sage	London	978-1-4462-9861-9	2014
Isabel L. Beck & Mark E. Beck	Making Sense of Phonics. The Hows and Whys.	The Guilford Press	London	978-1-4625-1199-0	2013
Peter Roach	English Phonetics and Phonology: A Practical Course (4th edition)	Cambridge University Press	Cambridge	978-0-521-71740-3	2009
Ralph W. Fasold , Jeffrey Connor-Linton	An Introduction to Language and Linguistics	Cambridge University Press		9780521612357	2006