



## 1. General information

Course: ENGLISH PHONETICS FOR EARLY CHILDHOOD EDUCATION

Type: ELECTIVE

Degree: 303 - UNDERGRADUATE DEGREE IN EARLY CHILDHOOD EDUCATION

Center: 103 - FACULTY OF EDUCATION OF CUENCA

Year: 4

Main language: English

Use of additional  
languages:

Web site:

Code: 47387

ECTS credits: 6

Academic year: 2022-23

Group(s): 33

Duration: First semester

Second language: Spanish

English Friendly: Y

Bilingual: N

Lecturer: JOSÉ MIGUEL ALCOLADO CARNICERO - Group(s): 33

Building/Office	Department	Phone number	Email	Office hours
	FILOLOGÍA MODERNA		JoseMiguel.Alcolado@uclm.es	

Lecturer: MARIA BEGOÑA RUIZ CORDERO - Group(s): 33

Building/Office	Department	Phone number	Email	Office hours
Facultad de Educación. Despacho 2.29	FILOLOGÍA MODERNA	969179100 ext 4737	mariabegona.ruiz@uclm.es	

## 2. Pre-Requisites

Not established

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

Not established

## 4. Degree competences achieved in this course

## Course competences

Code	Description
2.2.II.01.	Be able to communicate fluently, correctly and in a socially satisfactory way within the parameters required at the B2 level of the Common European Framework of Reference (Independent User: Advanced), deepening in the development of the five communication skills of the foreign language: listening, reading, speaking, interacting and writing.
2.2.II.02.	Develop verbal and non-verbal communication strategies to facilitate the transmission and understanding of the message, paying special attention to the communication structures that the teacher needs to interact with the pupils in the Early Childhood Education classrooms.
2.2.II.03.	Select and elaborate on oral and written texts that are relevant and of interest to Early Childhood Education pupils that promote the learning of the English language.
2.2.II.04.	Be able to develop units of work for the teaching-learning of the English language for Early Childhood Education, mastering the methodological currents and their practical applications, as well as the ICT (Information and Communication Technology) resources used for the teaching-learning of the English language and evaluation criteria.
2.2.II.05.	Know the applicable methodology in 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 the 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 master 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 how to understand written texts on general and specific events that deal with sociocultural, literary, methodological or current issues with a satisfactory level.

Be able to write texts with cohesion and coherence on a series of topics of varied interest within the personal and professional field, linking a series of elements in a linear sequence.

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

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

Identify and master the grammatical and discursive tools of the English language to produce oral and written discourses with coherence and textual cohesion.

Analyse and produce simple and complex sentences (nominal, relative, conditional, infinitive, gerund, and participle).

Reflect on the functioning of the coherence and cohesion resources present in texts belonging to different discursive genres.

Know how to use songs, games, and stories to practice the most relevant aspects of the English language in children's classrooms from a communicative and playful prism.

Know how to prepare materials and design projects for teaching the foreign language appropriate for the second cycle of Early Childhood Education.

Be able to understand the main and secondary ideas of an oral speech in a standard language that relates to current topics, work, school, leisure time or future professional needs.

Be able to make an oral description on a variety of topics that are of general interest or related to their specialties.

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.

Know how to apply different methodologies and teaching-learning strategies based on the established objectives and the needs of Early Childhood Education students.

Use new technologies to enhance the development of oral skills and as a source of resources for teaching/learning the English language.

#### Additional outcomes

### 6. Units / Contents

Unit 1:

Unit 2:

Unit 3:

Unit 4:

Unit 5:

Unit 6:

### 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	2.2.II.01. 2.2.II.02. 2.2.II.03. 2.2.II.04. 2.2.II.05. CB02 CB04 CG06 CT01 CT03	0.48	12	Y	N	
Class Attendance (practical) [ON-SITE]	Combination of methods	2.2.II.01. 2.2.II.02. 2.2.II.03. 2.2.II.04. 2.2.II.05. CB02 CB04 CG06 CT01 CT03	0.48	12	Y	N	
In-class Debates and forums [ON-SITE]	Combination of methods	2.2.II.01. 2.2.II.02. 2.2.II.03. 2.2.II.04. 2.2.II.05. CB02 CB04 CG06 CT01 CT03	0.24	6	Y	N	
Progress test [ON-SITE]	Assessment tests	2.2.II.01. 2.2.II.02. 2.2.II.03. 2.2.II.04. 2.2.II.05. CB02 CB04 CG06 CT01 CT03	0.24	6	Y	N	
Final test [ON-SITE]	Assessment tests		0.24	6	Y	Y	
Project or Topic Presentations [ON-SITE]	Combination of methods	2.2.II.01. 2.2.II.02. 2.2.II.03. 2.2.II.04. 2.2.II.05. CB02 CB04 CG06 CT01 CT03	0.24	6	Y	Y	
Workshops or seminars [ON-SITE]	Group Work	2.2.II.01. 2.2.II.02. 2.2.II.03. 2.2.II.04. 2.2.II.05. CB02 CB04 CG06 CT01 CT03	0.24	6	Y	Y	
Individual tutoring sessions [ON-SITE]	Guided or supervised work	2.2.II.01. 2.2.II.02. 2.2.II.03. 2.2.II.04. 2.2.II.05. CB02 CB04 CG06 CT01 CT03	0.24	6	Y	N	
Writing of reports or projects [OFF-SITE]	Combination of methods	2.2.II.01. 2.2.II.02. 2.2.II.03. 2.2.II.04. 2.2.II.05. CB04 CG06 CT01 CT03	1.2	30	Y	Y	
Study and Exam Preparation [OFF-SITE]	Self-study	2.2.II.02. 2.2.II.03. 2.2.II.04. 2.2.II.05.	2.4	60	Y	Y	
<b>Total:</b>			<b>6</b>	<b>150</b>			
<b>Total credits of in-class work: 2.4</b>			<b>Total class time hours: 60</b>				
<b>Total credits of out of class work: 3.6</b>			<b>Total hours of out of class work: 90</b>				

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
Progress Tests	30.00%	30.00%	
Final test	70.00%	70.00%	
<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).

9. Assignments, course calendar and important dates	
Not related to the syllabus/contents	
Hours	hours
Writing of reports or projects [AUTÓNOMA][Combination of methods]	30
Study and Exam Preparation [AUTÓNOMA][Self-study]	60
Unit 1 (de 6):	
Activities	Hours
Class Attendance (theory) [PRESENCIAL][Lectures]	4
Class Attendance (practical) [PRESENCIAL][Combination of methods]	4
In-class Debates and forums [PRESENCIAL][Combination of methods]	.5
Progress test [PRESENCIAL][Assessment tests]	.5
Final test [PRESENCIAL][Assessment tests]	.5
Project or Topic Presentations [PRESENCIAL][Combination of methods]	.5
Workshops or seminars [PRESENCIAL][Group Work]	.5
Individual tutoring sessions [PRESENCIAL][Guided or supervised work]	.5
Unit 2 (de 6):	
Activities	Hours
Class Attendance (theory) [PRESENCIAL][Lectures]	4
Class Attendance (practical) [PRESENCIAL][Combination of methods]	4
In-class Debates and forums [PRESENCIAL][Combination of methods]	.5
Progress test [PRESENCIAL][Assessment tests]	.5
Final test [PRESENCIAL][Assessment tests]	.5
Project or Topic Presentations [PRESENCIAL][Combination of methods]	.5
Workshops or seminars [PRESENCIAL][Group Work]	.5
Individual tutoring sessions [PRESENCIAL][Guided or supervised work]	.5
Unit 3 (de 6):	
Activities	Hours
Class Attendance (theory) [PRESENCIAL][Lectures]	4
Class Attendance (practical) [PRESENCIAL][Combination of methods]	4
In-class Debates and forums [PRESENCIAL][Combination of methods]	.5
Progress test [PRESENCIAL][Assessment tests]	.5
Final test [PRESENCIAL][Assessment tests]	.5
Project or Topic Presentations [PRESENCIAL][Combination of methods]	.5
Workshops or seminars [PRESENCIAL][Group Work]	.5
Individual tutoring sessions [PRESENCIAL][Guided or supervised work]	.5
Unit 4 (de 6):	
Activities	Hours
Class Attendance (theory) [PRESENCIAL][Lectures]	3
Class Attendance (practical) [PRESENCIAL][Combination of methods]	3
In-class Debates and forums [PRESENCIAL][Combination of methods]	.5
Progress test [PRESENCIAL][Assessment tests]	.5
Final test [PRESENCIAL][Assessment tests]	.5
Project or Topic Presentations [PRESENCIAL][Combination of methods]	.5
Workshops or seminars [PRESENCIAL][Group Work]	.5
Individual tutoring sessions [PRESENCIAL][Guided or supervised work]	.5
Unit 5 (de 6):	
Activities	Hours
Class Attendance (theory) [PRESENCIAL][Lectures]	3
Class Attendance (practical) [PRESENCIAL][Combination of methods]	3
In-class Debates and forums [PRESENCIAL][Combination of methods]	.5
Progress test [PRESENCIAL][Assessment tests]	.5
Final test [PRESENCIAL][Assessment tests]	.5
Project or Topic Presentations [PRESENCIAL][Combination of methods]	.5
Workshops or seminars [PRESENCIAL][Group Work]	.5
Individual tutoring sessions [PRESENCIAL][Guided or supervised work]	.5
Unit 6 (de 6):	
Activities	Hours
Class Attendance (theory) [PRESENCIAL][Lectures]	3
Class Attendance (practical) [PRESENCIAL][Combination of methods]	3
In-class Debates and forums [PRESENCIAL][Combination of methods]	.5
Progress test [PRESENCIAL][Assessment tests]	.5
Final test [PRESENCIAL][Assessment tests]	.5
Project or Topic Presentations [PRESENCIAL][Combination of methods]	.5
Workshops or seminars [PRESENCIAL][Group Work]	.5
Individual tutoring sessions [PRESENCIAL][Guided or supervised work]	.5
Global activity	
Activities	hours

Class Attendance (theory) [PRESENCIAL][Lectures]	21
Final test [PRESENCIAL][Assessment tests]	3
Project or Topic Presentations [PRESENCIAL][Combination of methods]	3
Workshops or seminars [PRESENCIAL][Group Work]	3
Individual tutoring sessions [PRESENCIAL][Guided or supervised work]	3
Study and Exam Preparation [AUTÓNOMA][Self-study]	60
Progress test [PRESENCIAL][Assessment tests]	3
Writing of reports or projects [AUTÓNOMA][Combination of methods]	30
Class Attendance (practical) [PRESENCIAL][Combination of methods]	21
In-class Debates and forums [PRESENCIAL][Combination of methods]	3
<b>Total horas: 150</b>	

10. Bibliography and Sources						
Author(s)	Title/Link	Publishing house	Citv	ISBN	Year	Description
Cruz Cabanillas, Isabel de la/ Martín Arista, Francisco Javier (eds.)	Lingüística Histórica Inglesa	Ariel	Barcelona	978 843 4482432	2005	Manual de Gramática Histórica Inglesa
Gómez González, María de los Ángeles y Sánchez Roura, Teresa	English Pronunciation for Speakers of Spanish. From Theory to Practice.	Walter de Gruyter/Mouton	Berlin	978 1 5015 1097 7	2016	Manual de Consulta de Fonética.
Smith, Jeremy	A Historical Study of English. Function, Form and Change	Routledge	London	9780415132732	1996	Manual de Historia de la Lengua Inglesa
Gimeno Ruiz, Julio	Pronunciación Británica: Dinámica y ensamblaje	lhpe	Valladolid	9781544294803	2017	Manual Pronunciación Británica.
Lehmann, Winfred P.	Historical Linguistics	Routledge	London	9780415072434	2001	Manual de Gramática Histórica Inglesa
Baker, Andrew	Ship or Sheep? An Intermediate Pronunciation Course	Cambridge University Press	Cambridge	978 052 1606738	2014	Libro de Texto.
Fernández, Francisco	Historia de la Lengua Inglesa	Gredos	Madrid	978 842 4901820	1992	Manual de Historia de la Lengua Inglesa.
Monroy Casas, Rafael	La Pronunciación del Inglés Británico Simplificada	Edit. UMU	Murcia	9788483718452	2012	Manual de Transcripción Fonética Británica