



# UNIVERSIDAD DE CASTILLA - LA MANCHA

## GUÍA DOCENTE

### 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:** 2023-24

**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	

### 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 Vowel and Consonant Phonemes.**

**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

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	0.96	24	N	-	Classroom-based theoretical and practical teaching sessions.
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.
Formative Assessment [ON-SITE]	Assessment tests	2.2.II.03. 2.2.II.05. CB02 CB04 CG06 CT01 CT03	0.48	12	Y	Y	Several progress tests will be administered in order to check the acquisition of the practical contents of the subject. Two midterm and one final exam will be done on the theoretical and practical aspects of the syllabus. See section 8 on evaluation criteria.
Workshops or seminars [ON-SITE]	Workshops and Seminars	2.2.II.03. 2.2.II.05. CB02 CB04 CG06 CT01 CT03	0.48	12	N	-	Hands on activities to improve and assess reading aloud and pronunciation skills.
Field work [ON-SITE]	Guided or supervised work	2.2.II.03. 2.2.II.05. CB02 CB04 CG06 CT01 CT03	0.48	12	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. It is planned to carry out one or more practical sessions to apply the synthetic method of literacy in the school context.
<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
Final test	70.00%	100.00%	Final Evaluation Exam that consists of theoretical contents and practical contents on the syllabus of the subject.
Progress Tests	30.00%	0.00%	Different oral and/or written 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:

Students who take part in the continuous assessment will sit for two partial written exams at the dates previously agreed on and announced in due time in class and/or on Moodle/Campus Virtual. These exams will consist of two sections made up of several theoretical questions and various practical exercises. The written exam accounts for 70% of the final grade.

The remaining 30% corresponds to the progress tests on specific oral and/or written practical aspects that the student will be doing in the classroom and / or computer classroom throughout the semester. It is essential to obtain a minimum of 40% (4 out of 10) in the compulsory evaluable training activities to make the average between training activities applicable. The grade obtained in this part will be taken into account on condition that it benefits the students.

Otherwise, the final exam will be given a weight of 100% of the final mark.

It will be understood that the subject has been passed if, in all the evaluation tests, the student has obtained at least 50% of the maximum possible grade; typically, at least 5 out of 10 (See Article 4 of the Student Evaluation Regulation).

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 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 subject.

The detection by the teacher 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 subject 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).

**Non-continuous evaluation:**

All students who take part either in the continuous or non-continuous assessment will take the second resit 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. The written exam accounts for 100% of the final grade. It will be understood that the subject has been passed if the student has obtained at least 50% of the maximum possible grade; typically, at least 5 out of 10 (See Article 4 of the Student Evaluation Regulation).

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 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 subject.

The detection by the teacher 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 subject 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).

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

All students who take part either in the continuous or non-continuous assessment will take the second resit 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. The written exam accounts for 100% of the final grade. It will be understood that the subject has been passed if the student has obtained at least 50% of the maximum possible grade; typically, at least 5 out of 10 (See Article 4 of the Student Evaluation Regulation).

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 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 subject.

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The detection by the teacher 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 subject 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).

9. Assignments, course calendar and important dates	
Not related to the syllabus/contents	
Hours	hours
<b>Unit 1 (de 6): Phonetics and Phonology. Comparison with the Spanish pronunciation system.</b>	
<b>Activities</b>	<b>Hours</b>
Class Attendance (theory) [PRESENCIAL][Lectures]	4
Study and Exam Preparation [AUTÓNOMA][Self-study]	15
Formative Assessment [PRESENCIAL][Assessment tests]	2
Workshops or seminars [PRESENCIAL][Workshops and Seminars]	2
Field work [PRESENCIAL][Guided or supervised work]	2
<b>Teaching period:</b> From September to January.	
<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]	4
Study and Exam Preparation [AUTÓNOMA][Self-study]	15
Formative Assessment [PRESENCIAL][Assessment tests]	2
Workshops or seminars [PRESENCIAL][Workshops and Seminars]	2
Field work [PRESENCIAL][Guided or supervised work]	2
<b>Teaching period:</b> From September to January.	
<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 Vowel and Consonant Phonemes.</b>	
<b>Activities</b>	<b>Hours</b>
Class Attendance (theory) [PRESENCIAL][Lectures]	4
Study and Exam Preparation [AUTÓNOMA][Self-study]	15
Formative Assessment [PRESENCIAL][Assessment tests]	2

Workshops or seminars [PRESENCIAL][Workshops and Seminars]	2
Field work [PRESENCIAL][Guided or supervised work]	2
<b>Teaching period:</b> From September to January.	
<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]	4
Study and Exam Preparation [AUTÓNOMA][Self-study]	15
Formative Assessment [PRESENCIAL][Assessment tests]	2
Workshops or seminars [PRESENCIAL][Workshops and Seminars]	2
Field work [PRESENCIAL][Guided or supervised work]	2
<b>Teaching period:</b> From September to January.	
<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]	4
Study and Exam Preparation [AUTÓNOMA][Self-study]	15
Formative Assessment [PRESENCIAL][Assessment tests]	2
Workshops or seminars [PRESENCIAL][Workshops and Seminars]	2
Field work [PRESENCIAL][Guided or supervised work]	2
<b>Teaching period:</b> From September to January.	
<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]	4
Study and Exam Preparation [AUTÓNOMA][Self-study]	15
Formative Assessment [PRESENCIAL][Assessment tests]	2
Workshops or seminars [PRESENCIAL][Workshops and Seminars]	2
Field work [PRESENCIAL][Guided or supervised work]	2
<b>Teaching period:</b> From September to January.	
<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>Global activity</b>	
<b>Activities</b>	<b>hours</b>
Field work [PRESENCIAL][Guided or supervised work]	12
Workshops or seminars [PRESENCIAL][Workshops and Seminars]	12
Study and Exam Preparation [AUTÓNOMA][Self-study]	90
Formative Assessment [PRESENCIAL][Assessment tests]	12
Class Attendance (theory) [PRESENCIAL][Lectures]	24
<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
Anshul Saxena	English Pronunciation and Phonetics: A Comprehensive Study	Independently published		B09242ZKQZ	2021	
C.C. Anodua	Quick Guide to Phonetics & Spellings	Paty Press		9785715914	2021	