

SUBJECT TEACHING GUIDE

G563 - English Phonetics

Double Degree in Teaching in Early Childhood Education and Primary Education
Degree in Primary Education Teaching

Academic year 2021-2022

1. IDENTIFYING DATA			
Degree	Double Degree in Teaching in Early Childhood Education and Primary Education	Type and Year	Compulsory. Year 2 Compulsory. Year 2
Faculty	School of Teacher Training		
Discipline	Subject Area: Teaching and Learning of Languages Module: Training in Teaching and the Discipline		
Course unit title and code	G563 - English Phonetics		
Number of ECTS credits allocated	6	Term	Semester based (2)
Web			
Language of instruction	English	Mode of delivery	Face-to-face

Department	DPTO. FILOLOGIA
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3.1 LEARNING OUTCOMES

- To know the differences between the English and Spanish sound systems
- To understand the basics of English pronunciation
- To know the English alphabet so as to recognise phonetic symbols and be able to pronounce English intelligibly
- To get acquainted with English stress, rhythm and intonation in order to improve oral skills in English
- To become familiar with phonetic transcription in English
- To avoid spelling mistakes in written English by means of a better understanding of the distribution of vowels, diphthongs and consonants in English
- To become familiar with phonetic transcription in English
- To design teaching materials to work on English pronunciation with Elementary School children

4. OBJECTIVES

- To guide students in the creation of teaching materials aimed at working on English language pronunciation in Elementary Education
- To enhance students' phonetic awareness
- To promote pronunciation habits which facilitate students' oral communication in English
- To develop students' communicative competence in listening and speaking skills
- To introduce students to the diversity of the accents of English
- To familiarise students with phonetic transcription so that they can know the pronunciation of novel words

6. COURSE ORGANIZATION	
CONTENTS	
1	1. Introduction to Phonetics and Phonology: 1.1. The branches of Phonetics 1.2. Phonetics and Phonology 1.3. Phoneme and Allophone 1.4. Articulatory Phonetics 1.5. The International Phonetic Alphabet 1.6. Phonemic vs Phonetic Transcription 1.7. Contrastive Phonology: English vs. Spanish Sounds
2	2. The classification of speech sounds. 2.1. Vowels Sounds 2.1.1. Cardinal Vowels and the Vowel Chart 2.1.2. Articulatory Criteria for the Classification of Vowels 2.1.3. English Vowels 2.1.4. English Diphthongs and Triphthongs 2.2. Consonant Sounds 2.2.1. The Consonant Chart 2.2.2. Articulatory Criteria for the Classification of Consonants 2.2.3. English Consonants 2.3. Silent Letters 2.4. Morphemic Pronunciation Rules
3	3. English suprasegmentals. 3.1. Connected Speech Processes 3.1.1. Weak Forms 3.1.2. Shandi 'r' 3.1.3. Syllabicity 3.1.4. Assimilation 3.1.5. Deletion 3.2. Stress 3.3. Rhythm and Intonation
4	4. Pronunciation Teaching Materials for Primary Education 4.1. The Importance of Teaching Pronunciation 4.2. Jolly Phonics 4.3. Yo-yo Phonics 4.4. Pronunciation Activities

7. ASSESSMENT METHODS AND CRITERIA

Description	Type	Final Eval.	Reassessn	%
Recording	Work	No	No	10,00
Transcription Exercises	Work	No	No	10,00
Teaching Materials Design and Oral Presentation	Work	No	Yes	30,00
Exam	Written exam	Yes	Yes	50,00
TOTAL				100,00

Observations

SUMMATIVE ASSESSMENT

The learning unit, the recordings and the transcriptions have to be delivered/submitted on the dates established by the teacher throughout the course. According to Article 17 of the Regulation of the assessment processes at the University of Cantabria, 40% of the final mark (learning unit and transcriptions) will have been assessed before the lesson period ends.

80% of the final mark for the course corresponds to activities that can be retaken (see Article 10 of the Regulation of the assessment processes at the University of Cantabria). The recordings and transcriptions are activities focused on the learning process (and not so much on the outcome) as they require the longitudinal dimension of the evolution of the course in order to be assessed. Hence, they cannot be retaken.

SCORING

To pass the course students must pass both the written exam and the learning unit . According to Article 35 of the Regulation of the assessment processes at the University of Cantabria, "if a student does not obtain the minimum mark required to pass an evaluation test, the overall mark for the subject will be the lowest value between 4.9 and the weighted average of all the evaluation tests".

LANGUAGE AND ORTHOGRAPHY

It is assumed that university students have acquired linguistic abilities in relation to oral and written expression. Therefore, spelling, stress mark, punctuation, grammar and lexical correction in assignments and exams are an obligatory prerequisite to pass the subject.

PLAGIARISM

Regarding the fraudulent performance in exams and assignments, the final mark complies with the provisions of article 32 of the Regulation of the assessment processes at the University of Cantabria: 'The fraudulent conduct in exams or assignments will be graded as Fail '0' in the subject in the corresponding call, invalidating the marks obtained in all the assessment activities for the extraordinary call'.

CITATION NORMS

The Faculty assumes the APA STYLE as citation criteria for all academic work . Although there are several editions of these guidelines, a BUC link is attached as an initial reference: <http://web.unican.es/buc/recursos/guias-y-tutoriales/guia?g=28>

Observations for part-time students

These students are subject to the same assessment requirements as full-time students. However, according to Article 24 of the Regulation of the assessment processes for part-time students at the University of Cantabria, students may opt for taking a single final assessment. Such assessment will involve the completion of a final exam and the submission of the learning unit on the date of the final exam. In this case, they must let the teacher know this within the first two weeks of the semester by sending an email indicating their choice.

8. BIBLIOGRAPHY AND TEACHING MATERIALS

BASIC

- Collins, B. & Mees, I.M. 2003. Practical Phonetics and Phonology. London: Routledge.
- Cruttenden, A. 2001. Gimson's Pronunciation of English. London: Arnold
- Finch, D. & Ortiz Lira, H. 1982. Course in English Phonetics for Spanish Speakers. Heinemann
- Kenworthy, J. 1987. Teaching English Pronunciation. London: Longman.
- Merino, J. 2003 La pronunciación inglesa: fonética y fonología. A Handbook of English Pronunciation. Madrid: Anglo-didáctica.
- Monroy Casas, R. 1980. La pronunciación del inglés RP para hablantes de español. Madrid: Paraninfo
- Mottt, B. 1996. A Course in Phonetics and Phonology for Spanish Learners. Barcelona: Ediciones Universitarias de Barcelona.
- Roach, P. 2009. English Phonetics and Phonology: a Practical Course. (4th edition). Cambridge: C.U.P.
- Wells, J.C. 2008. Longman Pronunciation Dictionary. Harlow: Longman.