

Course Program
ENGLISH PHONETICS

A. General Information

General Information:

1. Academic Unit	FACULTAD DE EDUCACIÓN					
2. Program	PEDAGOGÍA EN EDUCACIÓN BÁSICA MENCIÓN INGLÉS					
3. Code	EBL315					
4. Location in the curriculum	Third Year / Fifth Semester					
5. Credits	10					
6. Type of course	Mandatory	X	Elective		Optional	
7. Duration	Bimonthly		Semi-annual	X	Annual	
8. Modules per week	Theoretical	1	Practical	2	Teaching Assistance	
9. Class hours	Classes	102	Teaching Assistance			
10. Prerequisites	English Language Learning III					

B. Contribution to the Graduate's Profile

The objective of this course is to contextualize the study of English Phonetics within the framework of linguistic sciences and provide the student with theoretical and practical aspects relating to the sound system of the British variety known as RP as well as the GA variety. In addition to relating speech phenomena with their corresponding graphic forms, it also emphasizes the aspects of auditory reception (discrimination) and oral production (pronunciation), at an increasing level of difficulty ranging from sounds in isolated words to phrases, sentences, semi-spontaneous speech and connected speech. Likewise, the course is intended to prepare the student in using the alphabet of the International Phonetic Association and, specifically, in the use of the EPD 14 phonetic alphabet. It is also intended to internalize the phonological inventory of English RP so that the student can discriminate sounds and orally develop the linguistic habits of the target language. The student is presented with the proper use of the weak forms of the English language.

The course comprises the description of the speech mechanism and function of the different organs and oral cavities in this process. The course encompasses the theoretical description and practical exercise of the production of English vowel and consonant sounds. Finally, the course focuses on the contextual aspects of the phonological system of the English language and on those speech features that characterize stylistic differences, namely linking, elision, syllabic compression, assimilation.

The course contributes to the generic competencies of Global Vision, Analytical Vision, and Ethics of the Graduate's profile and to the following specific competencies:

Competency 1. Engages all students in their learning process through challenging and purposeful learning experiences in both English and Spanish, demonstrating disciplinary mastery.

Competency 5. Demonstrates professionalism in their teaching for the benefit of student learning.

This course is part of the curricula of the Major in English and is located in the bachelor's degree cycle of the program.

C. Competencies and General Learning outcomes developed from the course.

Generic Competencies	General Learning Outcomes
<i>Analytical Vision</i> <i>Global Vision</i> <i>Ethics</i>	Apply theoretical principles relating to the production of speech sounds in the English language, in utterances of increasing complexity, in semi-spontaneous contexts along with the ability to pedagogically facilitate the learning of English pronunciation. Evaluate the acquisition of a second language by deepening the sound systems of English speech, distinguishing the proper use of weak forms of the English language.
Specific Competencies	
C1. 1. Engages all students in their learning process through challenging and purposeful learning experiences in both English and Spanish, demonstrating disciplinary mastery. C5. Demonstrates professionalism in their teaching in benefit of the student's learning.	

D. Units, Content and Learning Outcomes

Units of Contents	Competency	Learning Outcomes
Unit I: Identify and understand the role, focus and uses of English Phonetics in a broader theoretical context of the language sciences.	C1. Engages all students in their learning process through challenging and purposeful learning experiences in both English and Spanish, demonstrating disciplinary mastery.	- Identify the origin of linguistic sciences, in general, and of English Phonetics, in particular. - Describe the objects of study of the various language sciences with emphasis on English Phonetics - Describe the mechanism of speech sound production, differentiating quality and quantity and using various criteria to classify vowel and consonant sounds, such as: - Describe the apparatus of phonation, including functions of vocal cavities, active and passive articulators, in relation to vowel sounds of English speech. - Classify vowel sounds of the English language. - Distinguish the features that differentiate vowel sounds from consonant sounds at the articulatory level.
	C5. Demonstrates professionalism in their teaching in	

	benefit of the student's learning	- Describe the production of consonant sounds according to the criteria and sub-criteria of consonant classification. - Aurally discriminate consonant sounds that might be confusing. - Relate phonetic symbol (only at the phonemic and not allophonic level) with aural stimulus through permanent training in phonemic transcription, such as, discriminate quality in vowel sounds (using corresponding phonetic symbols), pronounce the vowel sounds of the English language as isolated words and with context, relate consonant sounds with their graphic correlates (phonetic symbols) based on aural stimulus, - Develop pedagogical skills linked to the teaching of English pronunciation through learning cycles that involve critical analysis of pronunciation teaching, situated didactic modeling, micro-teaching, for example, explain and model the contents of the unit together with the practices and didactic strategies used, specify which segmental traits your eventual students will be able to produce, in relation to the educational cycle. - Correctly use, both orally and in its graphic correlate (phonematic transcription), the weak and strong forms in contexts of spontaneous and semi-spontaneous speech, by applying theoretical descriptions for the production of consonant sounds in English in sentences of increasing complexity and length; applying (theoretical) rules on the use of weak and strong forms in sentences of medium complexity; and graphing, using the phonetic transcription system, the pronunciation of sentences of relative complexity that contain features of connected speech.
Unit II: Suprasegmental aspects linked to fluency and rhythm.	C1. Engages all students in their learning process through challenging and purposeful learning experiences in both English and Spanish, demonstrating	- Develop pedagogical skills linked to the teaching of English pronunciation through learning cycles that involve critical analysis of pronunciation teaching, situated didactic modeling, micro-teaching, for example, explain and model the contents of the unit together with the practices and didactic strategies used, specify which segmental traits your eventual students will be able to produce, in relation to the educational cycle. - Identify the emphasis on syllables and their

	disciplinary mastery. C5. Demonstrates professionalism in their teaching in benefit of the student's learning	impact on the rhythm of spoken production (primary stress, secondary stress and unstressed words – Stress patterns. - Correctly use, both orally and in its graphic correlate (phonematic transcription), the weak and strong forms in contexts of spontaneous and semi-spontaneous speech, by applying theoretical descriptions for the production of consonant sounds in English in sentences of increasing complexity and length; applying (theoretical) rules on the use of weak and strong forms in sentences of medium complexity. - Applies the relevant theoretical principles, orally and in their graphic correlate (phonematic transcription) to the production of speech features that characterize stylistic differences, namely linking, elision, compression, assimilation by relating aspects of connected speech with styles (registers) of pronunciation, applying links between final consonants and initial vowels in the context of (semi-) spontaneous speech, identifying phonological contexts where linking /r/ and intrusive /r/ are usually used, in non-rhotic accents, correctly producing features that link orally, especially using linking /r/, and applying the relevant rules in the production of statements that present space for elisions and assimilations.
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E. Teaching Methods

In a context where you as a student are at the center of the pedagogical process, efforts will be made to create learning opportunities characterized by the following elements: (i) permanent use of the student's prior knowledge, (ii) the exercise assisted by the teacher of critical analysis of new phenomena, (iii) metacognitive assisted exercise through which the students monitor, evaluate, and plan their own learning. You will notice that, in a context like this, the teacher-facilitator will make use of conventional, traditional techniques (blackboard, texts, illustrations) and ICT (videos, PPT, audios), to create learning opportunities to be developed both at individual level as in pairs and groups. This explains the variety of learning styles and use of learning strategies by students.

F. Evaluation

Evaluation will be as follows:

- Aural discrimination, vowel sounds.
- EXAM 1: Oral test reading minimal pairs, short statements, prose texts.
- EXAM 2: Written test; theory and transcription.
- Oral: Production of connected speech

- Integrative analysis of didactic event
- Final Exam.



G. Learning Resources

Mandatory Bibliography:

- Ashby, M., Maidment, J. (2005). *Introducing Phonetic Science*. Cambridge: CUP.
- Celce-Murcia et al. (2001). *Teaching pronunciation*. Cambridge: CUP.
- Cruttenden, A. & A. C. Gimson (2001). *Gimson's pronunciation of English*. 6ª edición.
- García Lecumberri, M. L. y J. Maidment (2000). *English transcription course*. London: Arnold.
- Roach, P. (2009). *English phonetics and phonology*. 4a edición. Cambridge: University Press.
- Wells, J. C. (2000). *Longman pronunciation dictionary*. London: Longman.

Complementary Bibliography:

- Ashby, P. (2005). *Speech sounds*. London: Routledge.
- Clark, John, Colin Yallop, and Janet Fletcher. (2007). *An introduction to phonetics and phonology*. 3d ed. Blackwell Textbooks in Linguistics 9. Malden, MA: Wiley-Blackwell.
- Collins, Beverley, and Inger M. Mees. (2008). *Practical phonetics and phonology: A resource book for students*. 2d ed. London: Routledge.
- Hewlett, Nigel, and J. Mackenzie Beck. (2006). *An introduction to the science of phonetics*. Mahwah, NJ: Lawrence Erlbaum.
- Ladefoged, Peter, and Keith Johnson. (2011). *A course in phonetics*. 6th ed. Boston: Cengage.