

## PHONETICS

### PREREQUISITES:

There are no previous requirements.

### PREVIOUS KNOWLEDGE:

To have passed all Secondary School studies with at least an A2 level (according to the Common European Framework of Reference for Languages).

### SUBJECTS TO BE TAKEN SIMULTANEOUSLY:

It is not compulsory to study other subjects simultaneously because the contents are independent in themselves. However, as it is for future English teachers, it is recommended that they study subjects related to teaching and learning didactics so that they can put into practice what they learn in Phonetics.

### SUBJECT DESCRIPTION:

This subject will be divided into three parts, between which theory and practice will influence each other. On the one hand, the theoretical foundations will be given so that the basic uses and concepts of phonetics and phonology are understood. On the other, activities to improve the students' pronunciation will be carried out. Finally, activities that can be used in real life Primary School English classes –and, with slight adaptations, to other levels, too– will be presented, explored and extended.

### OBJECTIVES:

#### 1. Transversal Competences

The ability to analyse and synthesise.

To develop one's knowledge of the foreign language.

The ability to manage information.

The ability to reflect critically.

To manage one's learning process organising one's lifelong learning according to the competences to be achieved.

To develop autonomous learning and individual research skills.

#### 2. Specific Competences

Wide knowledge and command of English from the communicative (listening comprehension and spoken expression) and linguistic (phonetics and phonology) perspectives.

Progressive development of the general, linguistic and communicative competences of the students.

The ability to apply different assessment tools to evaluate the teaching and learning process of the students according to their previous knowledge, the assessment criteria and tools, self-evaluation, and the necessary revision of the teaching practice to introduce improvement.

To adopt a receptive and positive attitude as to students' comprehension or expression mistakes, taking errors as a part of the process, analysing and, if necessary, reorienting the teaching goals and procedures.

### 3. Learning Objectives

To extend and consolidate the knowledge and skills for English as specified at level B2 (according to the Common European Framework of Reference for Languages).

To acquire the necessary linguistic knowledge.

To consolidate a basic formation as to the description of English.

To establish the basis for an efficient autonomy related to the learning and acquisition of English.

To use the native tongue to develop the second language and evaluate its use in the classroom.

To self-evaluate one's second language learning process as the foundations of a future experience as teachers.

### CONTENTS:

Phonetics, Phonology and Phonotactics: Basic Principles and Functions

Definitions and functions

The IPA

Resourcing

Contrast English-Catalan-Spanish

Pronunciation activities

Class activities

Organs of Speech

Initiation

Phonation

Articulation

Contrast English-Catalan-Spanish

Pronunciation activities

Class activities

The Classification of Sounds in English

Place of articulation

Manner of articulation

Contrast English-Catalan-Spanish

Pronunciation activities

Class activities

The Music of Language: Rhythm, Stress and Intonation

Rhythm  
Stress  
Intonation  
Suffixation  
Stress vs. Syllable Rhymed Languages  
Contrast English-Catalan-Spanish  
Pronunciation activities  
Class activities

Varieties of English  
Great Britain  
The USA  
Other varieties  
International English  
Pronunciation activities  
Class activities

#### METHODOLOGY:

The classes will revolve around a communicative and collaborative approach. Activities will be carried out individually, in pairs and groups. Following the teacher's presentations, class discussions and activities, the students will be asked to develop their own creative teaching material according to their interests and needs.

All this work will help develop a series of strategies that will be included in a Portfolio where the students will reflect on their learning process.

The use of Blink may enable communication outside the classroom and promote the students' autonomous learning.

#### EVALUATION:

Evaluation will consist of:

- A. An exam and tests
- B. Work at home
- C. Group work in class and outside
- D. Presentations
- E. Class participation
- F. Portfolio

1. To extend and consolidate the knowledge and skills for English as specified at level B2 (according to the Common European Framework of Reference for Languages). (A-F)
2. To acquire the necessary linguistic knowledge. (A)
3. To consolidate a basic formation as to the description of English. (A-F)
4. To establish the basis for an efficient autonomy related to the learning and acquisition of English. ((B+F)
5. To use the native tongue to develop the second language and evaluate its use in the classroom. (B+C+F)
6. To self-evaluate one's second language learning process as the foundations of a future experience as teachers. (F)
7. To relate one's own learning experience and one's future teaching experience (C+D+F))

#### CRITERIA OF EVALUATION OF RESULTS:

There are no specific criteria.

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