



| Course Information | | | | | |
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| Code: | ENG53008 | Course: | ENGLISH LANGUAGE PHONETICS | | |
| Coordination Area / Program: | FAC. EDUCACION | | | | Mode: Presencial |
| Credits: 04 | Tipo de hora | Presencial | Virtual | H. Totales | Autonomous Learning Hours: 128 |
| | H.Teoría | 36 | 0 | 36 | |
| | H.Práctica | 56 | 0 | 56 | |
| | H.Laboratorio | 0 | 0 | 0 | |
| Period: 2024-02 | Start date and end of period: del 19/08/2024 al 08/12/2024 | | | | |
| Career: EDUCACIÓN SECUNDARIA - EDUCACIÓN SECUNDARIA CON ESP. EN INGLÉS | | | | | |

| Course Pre-requisites | | |
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| Code | Course - Credits | Career |
| FC-EDU FOUNGNLI | FOUNDATIONS OF GENERAL LINGUISTICS | EDU SEC ESP INGL - EDUC. SECUNDARIA |

| Course Coordinators | | | |
|------------------------|--------------------|--------------|--------------|
| Surname and First Name | Email | Contact Hour | Contact Site |
| FARRO RIVAS, ALDO | afarro@usil.edu.pe | | |

| Instructors |
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| You can check the timetables for each teacher in their INFOSIL in the Classes Development Teachers option Teachers . |

| Course Overview |
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| This subject is active and interactive to improve students' English pronunciation and speaking skills by learning phonology of the English language and work simple phonetic transcription. The creditable product is a lesson plan design. |

Competencias Profesionales y/o Generales

| Carrera/Programa | Sigla/ Denominación de la competencia | Nivel de la competencia | Aprendizajes esperados |
|-------------------|---|---|--|
| Education Faculty | CP5: Comprehension and expression of the English language | N3. Explains, holistically criticizes the English language as a second language, according to the phonetic, lexical and semantic aspects using ICT to systematize it didactically in the teaching-learning process. | <ul style="list-style-type: none"> Develop a methodological sequence of expositions and presentations to improve expression in the English language. |
| | CP1: Methodology and Didactics | N2 Understands and develops critical thinking in an integral way of the English language as a second language, perfecting certain fundamental aspects such as the phonetic and lexical field. | <ul style="list-style-type: none"> Use innovative teaching methods, procedures and strategies for the teaching-learning process. I develop formative activities in a creative way for the cognitive, |

social and affective development of children.

| Expected results | | |
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| General expect result of the course | Number | Specific results |
| Once students have finished the subject, they will be able to communicate orally with high standard, identifying their weakness and improving it. | 1.1. | Improve aural sensitivity to the rhythmic quality of English. |
| | 1.2. | Develop awareness of what is possible in English pronunciation through interaction with the instructor -and with each other in pairs and in small groups. |

| General Course Result | Unit Result |
|---|--|
| This subject is active and interactive to improve students' English pronunciation and speaking skills by learning phonology of the English language and work simple phonetic transcription. The creditable product is a lesson plan design. | 1. Build background knowledge on essential concepts and develop awareness of interaction between a native and non-native speaker of the object language. |
| | 2. Familiarize with the phonemic symbols and start working on transcriptions |
| | 3. Develop awareness of what is possible in English pronunciation through interaction with the instructor, guest native speakers and with each other in pairs and in small groups. |

| Development of activities | | |
|--|---|---|
| Unit Result 1: <i>Build background knowledge on essential concepts and develop awareness of interaction between a native and non-native speaker of the object language.</i> | | |
| Session 1: <i>Each session focused on different phonetic elements, including articulatory phonetics, acoustic phonetics, and phonetic transcription. Practical exercises were incorporated to enhance understanding.</i> | | Semana 1 a 3 |
| Learning Activities | Contents | Evidence |
| - Familiarize with the content, assignments, and rhythm of the course and class. - Respond and clarify doubts about the course content and course delivery in the semester. - Read a text, record your voice, and post it to Canvas. - Respond and clarify doubts about the course content and course delivery in the semester. - Assess and respond to two classmates' recordings using specific criteria points. | Course syllabus and survey Who are you? Your pronunciation before the course 1st in-class graded discussion | Students will draft a two-page argument to support his role in the instruction of students in a foreign language setting. |
| Unit Result 2: <i>Familiarize with the phonemic symbols and start working on transcriptions</i> | | |
| Session 2: <i>Students reported significant improvements in their listening and speaking abilities, particularly in transcribing phonetic sounds accurately. The hands-on practice led to enhanced confidence in their pronunciation skills</i> | | Semana 4 a 7 |
| Learning Activities | Contents | Evidence |
| - Define the terms phonetics, phonology, pronunciation, and phonics. - Establish differences in a case study. - Contrast both accuracy and fluency. - Analyze his/her role as teacher of English in the educational field. - Read and | Students will draft a two-page argument to support his role in the instruction of students in a foreign language setting. PRACTICE 1 & 2. | |

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| respond to two classmates. PRACTICE 1 PRACTICE 2 | | |
| Session 3: <i>Students will develop a better understanding of the phonetic alphabet and the articulation of English sounds. This includes recognizing and producing different phonemes accurately.</i> | | Semana 8 a 11 |
| Learning Activities | Contents | Evidence |
| - Explain the unique place of English as a language of the world. - Define English as a native, second and foreign language. - Analyze the non-native speaker as a teacher of English. - Analyze the interaction between a native speaker and a non-native speaker of the target language. PRACTICE 4 | English language in the world 3rd in-class graded discussion | Students will draft a two-page argument to support his role in the instruction of students in a foreign language setting. |
| Unit Result 3: <i>Develop awareness of what is possible in English pronunciation through interaction with the instructor, guest native speakers and with each other in pairs and in small groups.</i> | | |
| Session 4: <i>Overall, the combination of these elements can lead to significant advancements in students' phonetic competence within just four sessions.</i> | | Semana 12 a 14 |
| Learning Activities | Contents | Evidence |
| - Explain the pulmonic egressive airstream. - Define the terms voiced and voiceless. - Explain the theory behind the cardinal vowel system. - Produce the primary cardinal vowels - Reflect on students' goals in learning English. Practice 4 | 1st Graded Quiz for INFOSIL Airstreams and the vocal cords Cardinal vowels 4th in-class graded discussion | In a podcast, students will record various examples of the English vowel sounds in spelling correspondences. Practice 4 |
| Session 5: <i>Develop awareness of what is possible in English pronunciation through interaction with the instructor, guest native speakers and with each other in pairs and in small groups.</i> | | Semana 14 a 16 |
| Learning Activities | Contents | Evidence |
| - Pronunciation lesson plan design - Group presentation - Group feedback - FINAL EXAM | Lesson plan design Presentation (Creditable Product) Final Work - FINAL EXAM. | Students will analyze student output data and propose different opportunities for students to improve their English pronunciation.(Creditable Product) Final Work |

| Methodology |
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| The course will be developed based on the following methodologies: Aprendizaje colaborativo , Aprendizaje participativo , Método activo , Método investigativo , |

| Assessment System | | | | |
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| Each of the items of the evaluation scheme and the final grade of the course are rounded to whole numbers. The final grade of the course is the weighted average of the corresponding items: permanent evaluation, partial exam and final exam. | | | | |
| The averages calculated components of the item 'Permanent Evaluation' will keep your calculation with 2 decimals. | | | | |
| Type Evaluation | %Weighing | Observation | Week Assessment | Rezag. |
| Evaluación Permanente | 60% | | | |
| Particip y Asistencia en Clase | 33,33% | | Semana 15 | No |
| Promedio de Trabajos | 66,67% | | | |
| Trabajo 1 | 25% | | Semana 4 | No |
| Trabajo 2 | 25% | | Semana 7 | No |

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|-------------------------|------------|--------------------|-----------|----|
| Trabajo 3 | 25% | | Semana 11 | No |
| Trabajo 4 | 25% | | Semana 14 | No |
| Evaluación Final | 40% | Creditable Product | Semana 1 | No |

| Attendance Policy | |
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| Total Percentage Absences Permitted | 30% |
| <p>Class attendance is mandatory. The student who reaches or exceeds the limit of thirty percent (30%) of absences in the course, defined by the total of effective hours, will be disqualified from taking the final evaluation, corresponding to said evaluation with a grade of zero (0).</p> <p>In hybrid classrooms, only synchronous virtual participation (via zoom) is allowed, up to a maximum of 50% of the total course.</p> | |

| Basic Required Reading |
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| <p>[1] Verduyn, C.M., Lord, W., & Forrest, G.C. Social skills training in schools: An evaluation study.</p> <p>[2] Figueiras, C. (2012). Engaging families in the early childhood development story. Ministerial Council for Education.</p> <p>[3] Oden, S., & Asher, S.R. Coaching children in social skills for friendship making.</p> |

| References Supplementary |
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| Prepared by: | Approved by: | Validated by: |
| | FARRO RIVAS, ALDO | Office of Curriculum Development |
| Date: | Date: 17/08/2024 | Date: 17/08/2024 |