

Academic Year/course: 2022/23

143205 - English Language Skills I

Information of the program

Study: 14302 - Bachelor's Degree in Modern Language and Management

Academic year: 2022/23

Subject: 143205 - English Language Skills I

Teaching period: First semester

Year: 1

Type: Compulsory

ECTS Credits: 6.0

Justification

The two parts of this subject, English Language Skills I & II, are essential for students of English since they develop the four basic language skills (Grammar, Phonetics, Reading and Writing) and deepen their working knowledge of the English language. Furthermore, students will learn to organise and use their time in the most profitable way, according to their immediate needs regarding the four major learning skills. The ultimate purpose of the course is to bring students to a level of command of the English language slightly superior to the First Cambridge Certificate in English (B2+). The first part of this subject, English Language Skills I, deals with introductions to Phonetics and Reading in English.

Prerequisites

It is necessary to begin the course, at least, with a (low) B2 level in the English language.

Subject competencies

Generic Competence 6, CG6: Quality Orientation: seek excellence in academic, personal and professional activities oriented towards results with a view to continuous improvement. Level 1: meet requirements in daily academic work. Level 2: systematically improving personal work.

Specific Competence 3, CE3: English Language: show an excellent level of oral and written English. This competence develops communication in a second language and comprises the following levels: Level 1 and Level 2. Level 1: to understand the main ideas expressed in texts of different length and complexity so as to comprehend implicit meaning. Level 2: to be able to express oneself in a spontaneous and fluent way selecting those appropriate terms and phrases which fit best the communication context.

Course content

PHONETICS

In this component students will learn to be able to both distinguish and produce all the phonemes of English. They will be expected to be able to transcribe any English word using the *International Phonetic Alphabet*, according to both RP conventions. This includes marking both primary and secondary stress.

Students will also be expected to begin “accent reduction”, removing some of the more salient non-English sounds from their speech. Students will be newly expected to correctly transcribe major allophonic aspects of RP and GA. This will involve identifying and transcribing weak forms (basics of intonation and speech rhythm) at the sentence level and various connected speech effects.

1. The phonemic sounds of English
 - a. Consonants
 - b. Vowels and Diphthongs
 - c. Voice Place Manner
2. Transcription of English
 - a. Stress (primary / secondary)
 - b. Schwa
3. Accent reduction (targeting Spanish and Basque)
4. Major differences between GA and RP
5. Allophonic features
 - a. Low vowels
 - b. Dark l
 - c. Glottalisation and Tapping
6. Weak forms, Connected speech
7. Nuclear Intonation and rhythm

ACADEMIC READING & WRITING:

1. Identifying the main ideas in a text. Reading for specific details & understanding implicit meanings.
2. Inferring meaning from context. Paraphrasing what you read.
3. Organising ideas for a paragraph. Thesis statement
4. Planning, writing and editing a paragraph: Putting paragraphs together: linking devices.
5. Introduction to APA citation system

Teaching/learning strategy, assessment system and materials

TEACHER/S: Maria Isabel Parrondo Sainz Asier Altuna García de Salazar	GROUP: 10 - English
TEACHING-LEARNING STRATEGY	
<p>PHONETICS</p> <p>Generic competence. The student:</p> <ul style="list-style-type: none"> • shows involvement in the work done • follows the rules given • shows care and interest in both formal and content aspects of their work <p>Specific competence. The student:</p> <ul style="list-style-type: none"> • distinguishes and produces all the phonemes of English. • transcribes any English word using the <i>International Phonetic Alphabet</i>, according to both RP conventions (marking both primary and secondary stress). • begins ‘accent reduction’, removing some of the more salient non-English sounds from their speech. • transcribes major allophonic aspects of RP and GA. <p>ACADEMIC READING & WRITING:</p> <p>Generic competence. The student:</p> <ul style="list-style-type: none"> • structures and organizes in an appropriate way their ideas, points of view in their assignments 	

- follows the rules given for academic work
- hands in the assignments on due time, following the guidelines
- Makes good, efficient use of resources

Specific competence. The student:

- shows basic capacity to understand texts of academic register
- produces coherent, clear paragraphs, well-structured and organized in academic English
- Shows some capacity to understand texts of academic register
- Cites correctly using APA style

TIME DISTRIBUTION (6 ECTS, 150 HOURS):

Time in the classroom: 55 hours. Time outside the classroom: 95 hours.

ASSESSMENT SYSTEM:

First sitting:

Specific competence: 90%. Phonetics 45% (1st midterm 10%+2nd midterm10%+final 25%); Academic Reading 45% (First test: 10% + second test: 10% + final test: 25%)

Generic competence: 10%: Phonetics 5% (1st midterm 1.5%+2nd midterm1.5%+final 2%); Academic Reading 5%.

Second sitting:

Specific competence: 90%: 45% each component.

REFERENCES:

PHONETICS:

Beňuš, Štefan (2021). *Investigating Spoken English. A Practical Guide to Phonetics and Phonology Using Praat*. Palgrave Macmillan: Cham.

Brown, Adam (2014). *Pronunciation and Phonetics. A Practical Guide for English Language Teachers*. Routledge: New York and London.

Gut, Ulrike (2009). *Introduction to English Phonetics and Phonology*. Peter Lang: Frankfurt am Main.

Ladefoged, Peter & Keith Johnson (2015). *A Course in Phonetics*. Cengage Learning: Stamford.

Tench, Paul (2011). *Transcribing the Sound of English. A Phonetics Workbook for Phonetics and Discourse*. Cambridge University Press: Cambridge.

Pronunciation dictionaries: Longman, Collins, Oxford.

READING & WRITING:

Nuttall, c. (2005): *Teaching Reading Skills in a Foreign Language*. Macmillan.

Oshima, A. & Hogue, A. (2006): *Writing Academic English*. Longman

Pears, R. & Shields, G. (2019): *Cite them Right*. Macmillan

Roche, M. (2019): *Advanced English Writing*. Roche ESL

Watkins, P. (2017): *Teaching and Developing Reading Skills*. CUP.

Wolf, M. (2019): *Reader, come home. The Reading Brain in a Digital World*. Harper.

Zemach, D. & Rumisek, L. A. (2005): *Academic Writing. From Paragraph to Essay*. Macmillan.