



UNIVERSIDAD DE JAÉN

FACULTAD DE HUMANIDADES Y CIENCIAS DE LA EDUCACIÓN

Departamento de Filología Inglesa

Diplomado de Maestro/a de Inglés (plan 2000)

PROGRAMA DE LA ASIGNATURA: FONÉTICA INGLESA

CARÁCTER : Troncal	CRÉDITOS TEÓRICOS: 3	CRÉDITOS PRÁCTICOS: 3
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CURSO ACADÉMICO: 2008/09	CICLO: 1º	CURSO: 1º	CUATRIMESTRE: 1º
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ÁREA DE CONOCIMIENTO: Filología Inglesa
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DESCRIPTORES SEGÚN B.O.E.

Análisis fonético. Transcripción. Pronunciación.

OBJETIVOS DE LA ASIGNATURA

The main aim of the course is to improve learners' pronunciation in English by means of the combination of theoretical aspects and practical activities. The course also intends to familiarize students (prospective primary school teachers) with a range of resources, materials and pedagogical notions which allow them to teach aspects related to English pronunciation in a practical way and adapted to the level of their prospective pupils of primary or infant education.

CONTENIDOS

CONTENTS

1. THE SOUNDS OF ENGLISH
 - 1.1. The English vowels: description
 - 1.2. Pure vowels
 - 1.3. Diphthongs (vowel glides)

2. THE ENGLISH CONSONANTS
 - 2.1. Plosives
 - 2.2. Affricates
 - 2.3. Fricatives
 - 2.4. Nasals
 - 2.5. Approximants

3. STRESS, RHYTHM AND INTONATION
 - 3.1. Word stress
 - 3.2. Stress in discourse
 - 3.3. Rhythm
 - 3.4. Intonation

PRACTICAL ACTIVITIES

1. THE SOUNDS OF ENGLISH

- Recognition of vowel phonemes in isolation
- Production of vowel phonemes in isolation
- Recognition of vowel phonemes in connected speech
- Production of vowel phonemes in connected speech
- Identification of the phonological transcription of keywords or short utterances
- Phonological transcription of keywords or short utterances
- Identification of the English vowel phonemes that pose problems for native speakers of Spanish
- Reflection on how to deal with the English vowel phonemes that pose problems for native speakers of Spanish in the EFL class
- Preparation and oral presentation of additional classroom activities (if possible, in small groups) such as: a) the compilation of a list of basic words in English and their phonological transcription; b) the identification of the main semantic fields for primary education and the presentation of the phonological transcription of the keywords in each of them.

2. THE ENGLISH CONSONANTS

- Recognition of consonant phonemes in isolation
- Production of consonantal phonemes in isolation
- Recognition of consonant phonemes in connected speech
- Production of consonantal phonemes in connected speech
- Identification of the phonological transcription of keywords or short utterances
- Phonological transcription of keywords or short utterances
- Identification of the English consonant phonemes that pose problems for native speakers of Spanish
- Reflection on how to deal with the English consonant phonemes that pose problems for native speakers of Spanish in the EFL class
- Use of the dictionary as one of the main sources of information about English pronunciation
- Preparation and oral presentation of additional classroom activities (if possible, in small groups) such as: a) the compilation of a list of basic words in English and their phonological transcription; b) the identification of the main semantic fields for primary education and the presentation of the phonological transcription of the keywords in each of them.

3. STRESS, RHYTHM AND INTONATION

- Recognition of stress patterns, rhythm and intonation in English
- Reproduction of stress patterns, rhythm and intonation in English
- Identification of the phonological transcription of short utterances
- Phonological transcription of short utterances
- Identification of the main aspects of English stress patterns, rhythm and intonation that pose problems for native speakers of Spanish
- Reflection on how to deal with the main aspects of English stress patterns, rhythm and intonation that pose problems for native speakers of Spanish in the EFL class
- Recognition of the main varieties of English in terms of accent

ACTIVIDADES EN QUE SE ORGANIZA

Class sessions will consist of brief theoretical considerations on key aspects of English phonetics accompanied by extensive practice both in the written and, mainly, in the oral register. Therefore,

this is a practical course which contemplates the implementation of a wide array and variety of activities. Relevant resources for prospective primary school teachers such as, for instance, nursery rhymes or tongue twisters, will be presented and exploited for pronunciation purposes.

Individual practical activities will be combined with tasks to be carried out in pairs or groups. Students will have to do regular revision work at home. Homework will be demanded all through the course. Classroom participation and attendance to the sessions will be highly valued and may be decisive for the final mark.

BIBLIOGRAFÍA BÁSICA

- Baker, A. (1981) *Ship or Sheep? An Intermediate Pronunciation Course* (cassettes 1, 2, 3, 4). Cambridge: Cambridge University Press.
- Bowler, B. & S. Parminter (2001) *New Headway Pronunciation Course* (Pre-intermediate) (pack & audio CD). Oxford: Oxford University Press.
- Sánchez Benedito, F. (2004) *Manual de pronunciación inglesa comparada con la española*. Granada: Comares.

BIBLIOGRAFÍA COMPLEMENTARIA

- Alcaraz, E. & B. Moody (1993) *Fonética inglesa para españoles*. Alcoy: Marfil.
- Collins, B. & I.M. Mees (2003) *Practical Phonetics and Phonology*. London: Routledge.
- Hewings, M. (1993). *Pronunciation Tasks. A Course for Pre Intermediate Learners* (Teacher's book). Cambridge: Cambridge University Press.
- Hewings, M. (1993). *Pronunciation Tasks. A Course for Pre Intermediate Learners* (Student's book) (cassettes 1, 2). Cambridge: Cambridge University Press.
- Kenworthy, J. (1987) *Teaching English Pronunciation*. London: Longman.
- Ponsonby, M. (1987) *How Now, Brown Cow?: A Course in the Pronunciation of English, with Exercises and Dialogues*. New York: Prentice Hall

DICTIONARIES:

- Wells, J. C. (2005) *Longman Pronunciation Dictionary*. Harlow: Longman.
- Jones, D. (2003) *The Cambridge English Pronouncing Dictionary*. Cambridge: Cambridge University Press

PROCEDIMIENTO DE EVALUACIÓN

The main assessment tools will be:

- A final exam
- Classroom activities / project works and/or their oral presentation
- Attendance and participation throughout the course

CRITERIOS DE EVALUACIÓN

ASSESSMENT CRITERIA:

- **CONCEPTUAL:** theoretical and practical knowledge of the syllabus as reflected in exercises, activities, projects, oral presentations, etc. and in the final exam.
- **PROCEDURAL:** practical understanding of the different topics applied to the activities and tasks done in the course and in the exam
- **ATTITUDINAL:** level of interest, responsibility, participation and cooperation, and degree of

initiative and creativity

- **GENERAL: oral and written command of English**