



UNIVERSIDAD DE COSTA RICA, SEDE DE OCCIDENTE
DEPARTAMENTO DE FILOSOFÍA, ARTES Y LETRAS
BACHILLERATO EN LA ENSEÑANZA DEL INGLÉS

CURSO: IO – 5300, Fonética y Lectura

CRÉDITOS: 03

horas de clase: 04

horas de estudio independiente: 05

REQUISITO: IO – 5410, Comunicación Oral II

CO-REQUISITO: IO – 5301, Laboratorio de Fonética y Lectura.

FACILITADOR: Gustavo Córdoba González. I – 2003 curso de 2º año/3er Ciclo

HORARIO: Lunes y Jueves 8 a.m. - 10 a.m. Horario HAE: L 1:00p.m./3:00p.m. K 10a.m./12m.d – 1p.m./3p.m. cubículo 24

DESCRIPCIÓN:

Este es un curso teórico-práctico que promueve la mejoraría de la pronunciación y el entendimiento del papel de la fonética en la enseñanza del Inglés como lengua extranjera. Se refuerza el hábito de la lectura como práctica de la pronunciación y se integran elementos epistemológicos y prácticos de la lingüística, necesarios para la labor propuesta.

PRESENTACIÓN:

Phonetics in the second, foreign, or other language speaking teaching-learning process has become an important subject. Pronouncing the **conveyed** sounds of a word is as important as placing the words in a **conventional** order; e.g.: the sentence "Water I glass want a." might be understood in a formal or informal conversation setting, say with a child; but it might break down any intention for communication in a formal and stressful setting as ordering in a fast food restaurant.

In the same way, the sentence [mi head aches], standing for "My head aches." for sure will give a hard time for guessing the meaning to most native speakers –specially if no body-language accompanies the sentence.

The sound system of a language is a **convention**, a way of doing something, that people acquire in their first language by listening and by imitation. The first contact with the language occurs in a family environment with parents and relatives; so, the first **variation of a language** we acquire is the one our parents speak. As people grow older, they have more contact with other people or groups so to listen and to imitate different **models**; different conventions that might vary from the one we already speak from home.

The sound system of a language is never steady. On the contrary, the sound system changes as human beings do too, through time and space. The pronunciation of a person might be determined by such factors as age, a specific region where one lives, a social setting, physical dis/abilities, or the influence of media. All those factors may cause a person to speak different variations from one language depending on the different circumstances.

In regards to English as a **second language** teaching-learning, pronunciation (among others) has been sought from four different points of view; **culture assimilation**, **cultural integration**, **pluralism**, and **interculturalism**.

From a culture assimilation point of view, pronunciation became a matter of social status – an imposition of one variation over the others. Learning to pronounce English language was learning to pronounce as higher class people pronounced because lower class people's and minority groups' pronunciation was "deficient" – indeed, **different**.

Later on, the **culture integration** point of view, proposed that in spite of any cultural difference (pronunciation in this case), every individual should learn what a standard from all cultures might be; then, the concept of "**standard English**" and "**standard pronunciation**" appeared. Again, what was not a "standard" was a "deficiency" of a group.

Both points of view, culture assimilation and culture integration, proposed a loss in culture and identity from minority groups (black people, Latin Americans, Chinese, etc.), and lower classes, and they represent the imposition of a variety of a language.

In opposition, the **cultural pluralism** point of view came up to propose that cultural differences are positive aspects in a society, and that every group has the right to empower what their own characteristics may be. Pronunciation, then, was not so strictly "standardize". In spite of this, every language variation is "right" or "correct". This point of view creates a negative relativism about languages and avoids the aspects related to power and discourse (some language variables are more accepted than others), what makes differences remain.

Interculturalism, through the critical pedagogy, came to recognize those power relationships involved in language and human interactions. In this case, what teachers must empower is an understanding that language purpose is firstly communication; so, any aspect that may cause misunderstanding should become a task to improve, to make understandable. In this way, any variation of a language enriches a country's culture and the language itself. Though,

pronunciation – for what this course is concerned about – should not be an imposition in any English course because English courses do not have the same purpose everywhere. The main teachers' task, dealing with pronunciation, is help students learn what really suits their interests and needs, avoiding to favor or to impose a specific language variation.

This course is a general study about phonetics in the language teaching-learning process that will give bases to understand not only how sounds are pronounced, but also how to give teaching support to improve those characteristics of the speech that may not favor communication. Also, this course will shed some light in the implications of power relationships intertwined in speech variations struggle.

OBJETIVOS GENERALES:

1. Aplicar los elementos de la fonética en el proceso de mejoramiento de la habilidad de comunicación oral.
2. Identificar las características de los diferentes sonidos del idioma inglés.
3. Integrar la investigación lingüística al quehacer docente-estudiante.

OBJETIVOS ESPECÍFICOS:

1. Articular los sonidos vocálicos y consonánticos de acuerdo con las respectivas características del discurso en que se apliquen.
2. Identificar los sonidos del idioma Inglés de acuerdo al lugar y la manera de articulación y otras.
3. Producir oralmente los sonidos del idioma Inglés.
4. Integrar la predicción de la pronunciación de palabras "desconocidas" de acuerdo a la materia estudiada.
5. Investigar diferentes aspectos relacionados con la adquisición, enseñanza-aprendizaje y la producción oral del idioma inglés.
6. Promover la aplicación teórica de la fonética a través de la lectura oral.
7. Utilizar los conocimientos teóricos estudiados en la realización de trabajos asignados.
8. Utilizar el alfabeto fonético internacional en la transcripción de textos.

CONTENIDOS:

The sounds of language (Yule, 1998)

Consonant sounds,

vowel sounds,

clusters,

reduction,

Pronunciation, perception and production.

Teaching American English Pronunciation (Avery and Ehrlich, 1992):

the sound system of English: Spelling Pronunciation,

Individual sounds of English,

English sounds in context,

the shape of English words,

word stress and vowel reduction,

* Temas de investigación

Teaching American English Pronunciation (Avery and Ehrlich, 1992):

*common pronunciation problems,

*a communicative approach to pronunciation teaching,

*pronunciation-based listening exercises for the multi-level class,

*teaching pronunciation: an inventory of techniques,

*developing self-correcting and self-monitoring strategies,

*developing natural and confident speech: drama techniques.

Current Perspectives on Pronunciation: Practices Anchored in Theory (1987):

*teaching pronunciation as communication,

*Learner Variables and prepronunciation considerations in teaching pronunciation, Linking and Deletion in final

Consonant Clusters.

*pronunciation and listening comprehension,

*phonetics and the teaching of pronunciation,

Teaching Pronunciation (Celce-Murcia et al, 1996):

*pronunciation instruction in perspective,

- *intersections of the sound system with other areas of language,
- *issues in implementation.

***The Teaching of English as an International Language* (Abbott et al, 1981):**

- *Pronunciation – perception and production.

***Pronunciation Pedagogy and Theory* (Morley, 1994):**

- *empowering students with predictive skills.

METODOLOGÍA:

A medida que este curso se vaya desarrollando las actividades estarán basadas en la participación activa de los y las estudiantes donde el salón de clase representará un espacio para dialogar, comentar, compartir y evacuar dudas de los temas que estén siendo objeto de estudio. La realización de lecturas constituye un eje fundamental para que las lecciones se desarrollen satisfactoriamente.

Por otra parte también se realizarán dictados, pruebas cortas, exámenes, compresiones de lectura, exposiciones de temas referentes a la materia, prácticas orales de pronunciación, trabajos extra clase individuales y grupales, dinámicas de grupo, aplicaciones teóricas a las realidades de nuestras aulas. El desarrollo de la investigación también será introducido como una parte muy importante en la consecución de un proceso trascendental de enseñanza-aprendizaje del idioma Inglés específicamente en el aspecto fonético-fonológico.

EVALUACIÓN:

Se realizarán dos pruebas parciales con un valor de 20% cada una. La primer prueba se realizará la primer semana de mayo y la segunda prueba se realizará la penúltima semana de junio. Además se realizarán cinco pruebas cortas con un valor total de 25%. Estas pruebas cortas se avisarán con al menos una semana de anticipación.

Se realizará una investigación bibliográfica (temas señalados en los contenidos) para realizar una demostración práctica para la clase – no será magistral – con un total del 15%. Como requisito para cada presentación, el grupo encargado deberá entregar un resumen de lo expuesto (no más de una página), otra hoja con una serie de preguntas que deberá ser respondida con la información discutida y una lista de conceptos claves relacionados con la temática. Finalmente se realizará una investigación fonética o trabajo de campo con un valor de 20% (10% trabajo escrito y 10% presentación oral). Para la calificación de la investigación y del trabajo de campo se utilizarán hojas de rúbricas entregadas y discutidas en clases.

Parciales 40% - pruebas cortas 25% - investigación bibliográfica 15% - trabajo de campo 20%

BIBLIOGRAFÍA:

- Abbott, G., & Wingard, P. (1981). *The Teaching of English as an International Language: A Practical Guide*. London: Biddles Ltd, Guilford, Surrey.
- Avery, P. & Ehrlich, S. (1992). *Teaching American English Pronunciation*. New York: Oxford University Press.
- Celce-Murcia, M. Brinton, D., & Goodwin, J. (1996). *Teaching Pronunciation: A Reference for Teachers of English to other Languages*. New York: Cambridge University Press.
- Dickerson, Wayne. (1994). *Empowering Students with Predictive Skills*. in Morley, Joan. *Pronunciation Pedagogy and Theory*. Illinois, USA: Pantagraph Printing, pp. 17-35.
- Hewings, M., & Goldstein S. (1998). *Pronunciation Plus- practice through interaction*. New York: Cambridge University Press.
- Ladefogde; Peter. (1975). *A Course in Phonetics*. New York: Harcourt Brace Jovanovich, Inc.
- Morley, Joan. (1987). *Current Perspectives on Pronunciation Practices Anchored in Theory*. Washington: Teachers of English to Speakers of Other Language.
- Roach; Peter. (2nd ed). (1991). *English Phonetics and Phonology*. New York: Cambridge University Press.