

Titulación:	<b>MAESTRO. LENGUA EXTRANJERA</b>
Asignatura:	<b>FONÉTICA (INGLÉS)</b>
Código:	<b>46000</b>
Año:	<b>1º</b>
Periodo:	<b>Cuatrimestre 2º</b>
Carácter:	<b>Troncal</b>
Nº de Créditos:	<b>6 (3 Teóricos, 3 Prácticos)</b>
Área de Conocimiento:	<b>FILOLOGÍA INGLESA, DIDÁCTICA DE LA LENGUA Y LA LITERATURA</b>
Curso:	<b>2008-2009</b>

### **OBJETIVOS / AIMS:**

1. To learn, to discriminate, and to successfully use the different phonemes of English.
2. To learn the International Phonetic Alphabet (IPA) and to be able to do phonetic transcriptions using it.
3. To create and to develop good pronunciation habits in order to ease fluent oral communication in English.
4. To acquire the basic knowledge of English Phonetics required to pronounce English using stress, rhythm, and intonation patterns correctly so that students may be able to take part in fluent, natural, and satisfactory communicative processes, especially in oral exchanges.
5. To recognise the importance of a suitable use of stress, rhythm, and intonation patterns in English for students to transmit this to their future pupils in their professional practice as English teachers.
6. To distinguish the main phonetic differences between British English (Received Pronunciation) and American English (General American), as well as other well-characterised English regional accents.
7. To approach to some teaching-learning activities closely related to English Phonetics as a means to teach good pronunciation habits in English to Young Learners.

### **CONTENIDOS / CONTENTS:**

1. The Organs of Speech.
2. Phonetics and Phonology.
3. Sound, Phoneme, Allophone, and Minimal Pair.
4. Phonetic Transcription.
5. Fundamental Criteria in the Production of English Phonemes.
6. The English Vowel System.
7. The English Consonant System.
8. Standard Pronunciation: Received English and General American.
9. Aspects of Connected Speech.
10. The Teaching of Pronunciation.

### **METODOLOGÍA / METHODOLOGY:**

This subject will be taught in English.

Depending on the learning environment (classroom or Virtual Learning) chosen by the student, the methodology will be the following:

In the classroom, students will be asked for participating, creating and reflecting on the issues presented. Therefore, regular attendance will be required. Motivation and presentation of the different topics will be carried out by the teacher or the students.

In the Virtual Learning Campus, and due to the special characteristics of Distance Learning, regular communication with the professor will be required. Students will also be asked to participate, create and reflect in the activities proposed by the professor.

### **EVALUACIÓN / ASSESSMENT:**

The main method of evaluation will be continuous assessment through the collection of information provided by different means listed below. Its application will depend on the learning environment chosen by the student (classroom or Virtual learning).

- Successful completion of one test along the academic term.
- Individual work as well as cooperation in group work when working on classroom activities.
- Progress in the English language, assessed by careful consideration of the students' communicative skills.
- Ability to search for and create resources to use in the English as a Foreign Language classroom, such as posters, flashcards, cards, games, rhymes, etc.
- Presentation of a topic from the syllabus prepared individually, in pairs or in groups
- Reading and listening of texts proposed at the beginning of the course.
- Presentation of short speeches in front of the class.
- Appropriate attitude of students, showing interest and responsibility for their learning, as well as solidarity and collaboration with the class.

### **PRÁCTICAS / PRACTICE:**

Depending on the learning environment (classroom or Virtual Learning) chosen by the student, the activities proposed by the professor will be the following:

1. Presentation of a topic of the syllabus prepared individually, in pairs or in groups, providing appropriate tools to carry out this task (such as handouts, transparencies and complementary materials).
2. Training in the development of their listening skills of students using audio materials in English.
3. Reading and/or listening of one or more texts written in English. Comprehension and reflection will be fostered by means of different activities, such as summaries, book profiles, etc.
4. Recording of one or more texts in English (songs, interviews, readings, etc.) accompanied with their transcription.
5. Creation of a bank of resources which includes materials such as posters, flashcards, cards, information-gap activities, transparencies, etc.
6. Activities aimed at making students aware of their learning and their results, and fostering autonomous learning.
7. Activities designed to improve students' command of the English language, such as watching films in their English original version.
8. Activities on phonetic transcription.

## **BIBLIOGRAFÍA / BIBLIOGRAPHY:**

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