

UNIVERSIDAD DE COSTA RICA, SEDE DE OCCIDENTE
DEPARTAMENTO DE FILOSOFÍA, ARTES Y LETRAS

CARRERA: BACHILLERATO EN LA ENSEÑANZA DEL INGLÉS

CURSO: FONOLOGÍA DEL IDIOMA INGLÉS

SIGLA: IO - 5309

CRÉDITOS: 04 horas de clase: 04 horas de práctica: 02 horas de investigación: 02

REQUISITO: IO - 5300, FONÉTICA Y LECTURA

CO-REQUISITO: IO - 5302, LABORATORIO DE FONOLOGÍA DEL IDIOMA INGLÉS

PROFESOR: GUSTAVO CÓRDOBA G.

II CICLO DEL 2000

DESCRIPCIÓN DEL CURSO:

Este es un curso teórico práctico de nivel intermedio alto en el que se analizarán y realizará investigación sobre diferentes aspectos fonológicos y lingüísticos que inciden en el aprendizaje y producción oral de la lengua. Se realizarán prácticas para mejorar la producción oral del idioma inglés de los estudiantes y se reforzará aspectos estudiados en el curso IO - 5300, Fonética y Lectura. Por la naturaleza de la carrera y por lo específico del curso, tanto los contenidos como los objetivos de este serán tratados en dos direcciones: el aprendizaje y el mejoramiento de aspectos fonológicos del idioma inglés, y la adquisición de hábitos y técnicas para la enseñanza del mismo.

OBJETIVOS GENERALES:

1. Analizar diferentes teorías sobre adquisición y aprendizaje de la lengua.
2. Investigar diferentes aspectos relacionados con la adquisición, aprendizaje y la producción oral del idioma inglés.
3. Realizar diferentes ejercicios para mejorar la producción oral del idioma inglés.
4. Aplicar la teoría estudiada en clase a su discurso diario y a su práctica como futuro profesional.

OBJETIVOS ESPECÍFICOS:

1. Identificar los diferentes aspectos que inciden en la producción oral de la lengua materna y de un segundo idioma.
2. Discutir sobre la importancia o no de los diferentes aspectos que inciden en el aprendizaje de un segundo idioma.
3. Diferenciar los significados que se dan al discurso en inglés a través de la entonación, el ritmo, el estrés, la reducción y la pronunciación.
4. Explicar los factores que inciden en la entonación, el estrés, la reducción, el ritmo y la entonación en el idioma inglés.
5. Discriminar la entonación, la pronunciación, el ritmo, la reducción y el estrés en palabras, frases y oraciones.
6. Reconocer modelos "estándar" de pronunciación y entonación.
7. Mejorar la producción oral de la lengua inglesa.
8. Adquirir hábitos y técnicas para la enseñanza de una segunda lengua en el aspecto fonológico.

METODOLOGÍA:

Por los objetivos planteados en este curso, los y las estudiantes deberán ser quienes dirijan las lecciones y se encarguen de presentar los temas, fruto de sus investigaciones, el rol del docente será de guía y/o de facilitador del material didáctico y de las prácticas necesarias para concretar los objetivos planteados. Se utilizará el portafolio como herramienta de evaluación del aprendizaje, por lo que cada estudiante escribirá una reacción a la exposición o práctica que se haya tenido. Las reacciones no tendrán una nota por sí solas, pero es obligatorio presentar las reacciones dentro del término establecido por el docente. El entregar el portafolio con todas las reacciones y los demás materiales utilizados en clase tendrá la nota especificada más adelante. Cada estudiante será responsable de realizar dos presentaciones.

CONTENIDOS

- The speech process
- Language variation: The phonology of New England English, principal and subsidiary dialect areas in the north-central states, the primary dialect areas of the upper Midwest, dialect contours in the southern states, eastern dialect words in California, the pronunciation of English in the Pacific Northwest, continuity and change in American Negro dialects, some illustrative features of Black English, regional and social variation, speech communities, the reasons for dialect differences, regional variation of American English, dialect distribution and settlement patterns in the Great Lakes Region, bi-dialectalism, social aspects of bilingualism in San Antonio, Texas, standard English, cultural levels and functional varieties of English, another look at Kenyon's levels, the study of nonstandard English, differences between North American English and British English.
- Listening: Listening in another language, research into listening, the role of the learner in the listening process, the database for listening courses, the sound system and listening. Age and critical period, segmental and suprasegmental phonology, pronunciation and listening.
- The Sounds of Language: The phonic medium, phonetic and orthographic representation, articulatory phonetics, phonemes and allophones, distinctive features and suprasegmental phonology, phonological structure
- The phonetic alphabet, Vowel sounds, and Consonant sounds as review.
- Stress: Stress and unstressed syllables, vowel reduction, dividing words into syllables, stress placement in words of two or more syllables, stress and vowel reduction in noun-verb word pairs, alternation of reduced and full vowels, disappearing syllables, compound nouns, and compound versus non-compound constructions. Patterns of stress in words and numbers, pronouncing unstressed syllables, predicting stress in words.
- Rhythm: Stress in one-syllable words, weak forms (reducing function words), rhythmic grouping (pausing and linking), breaking, the rules, and word with variable stress.
- Intonation: Introduction to intonation, intonation and sentence stress, neutral pitch patterns, moving sentence stress, changing the pitch pattern, choice questions and tag questions. Prominence and Intonation in Discourse
- Pronunciation Instruction in Perspective: The history and scope of pronunciation teaching, research on the teaching and acquisition of pronunciation skills.
- The sound system and grammar: Inflectional morphology and parts of speech.
- The sound system and orthography.
- New directions in the teaching of pronunciation.
- Testing and evaluation in pronunciation.

EVALUACIÓN

Se realizarán cuatro pruebas cortas con un valor del 20% en total. Además las presentaciones tendrán un valor del 20%. Se realizarán dos presentaciones de 10 puntos cada una, se calificará de la siguiente manera: *material aids 2 pts, activities 2 pts, content 2 pts, and oral proficiency 4 points*. Habrá dos exámenes parciales, oct. 3 y dic. 1 con un valor de 20% cada uno. La participación en clase tendrá un valor del 10%, se calificará de la siguiente manera: *oral proficiency 6 pts, criteria contribution 2 pts, and attendance 2 pts*. El portafolio tendrá un valor del 10%.

EXÁMENES 40% * QUIZES 20% * PRESENTACIONES 20% * PORTAFOLIO 10% * PARTICIPACIÓN 10%

BIBLIOGRAFÍA OBLIGATORIA

Celce-Murcia, M; Brinton, D; Goodwin, J. (1996). Teaching Pronunciation: A Reference for the teacher of English to Speakers of Other Languages. New York: Cambridge University Press. Chapters 1, 2, 5, 6, 7, 8, 9, 10, and 12.

- Clark, V. Schholz, P. Rosa, A. (1972). *Language: Introductory readings*. New York: St. Martin's Press. Chapter 4.
- Dauer, Rebeca M. (1993). *Accurate English, A Complete Course in Pronunciation*. New Jersey, U.S.A.: Prentice Hall Regents.
- Lyons, John. (1981). *Language and Linguistics*. New York: Cambridge University Press.; chapter 3.
- McKey, S. Hornberger, N. (1996). *Sociolinguistics and Language Teaching*. New York: Cambridge University Press. Chapter II.
- Nunan, David. (1999). *Second Language Teaching and Learning*. Massachusetts: Heinle & Heinle Publishers; chapter 4, pages 105, 106 and 107; chapter 7.
- Preston, D. Shuy, R. (1987) *Varieties of American English: A Readers*. Washington: English Programs Division Bureau of Educational and Cultural Affairs.

BIBLIOGRAFÍA DE CONSULTA

- Dale, P; Poms, L. (1986). *English Pronunciation for Spanish Speakers: Vowels and Consonants*. New Jersey: Prentice Hall.
- Finegan, E; Bernier, N. (1987). *Language*. Harcourt Brace Jovanovich Publishing Co.
- Iado, R; Fries, C. (1989). *English Pronunciation*. U.S.A.: Michigan University.
- Nilsen, Aleen. (1988). *Pronunciation Contrast in English*. Regents.
- Hewings, M; Goldstein, S. (1998). *Pronunciation Plus – Practice Through Interaction*. United Kingdom: Cambridge University Press.

SYLLABUS

August

8; WELCOME, AGREEMENT ON EVALUATION AND GENERAL PROCEDURES. ASSIGNMENT OF READINGS AND PRESENTATIONS. PRESENTATION: THE SPEECH PROCESS, ENGLISH SPELLING AND THE PHONETIC ALPHABET, VOWEL AND CONSONANT OVERVIEW, SOME RULES TO CHECK. DIAGNOSTIC ANALYSIS: READINGS FOR RECORDING, ALL STUDENTS. RESPONSE FOR THE PORTFOLIO.

11 - 18; GENERAL REVIEW. VOWEL AND CONSONANT SOUNDS, DAUER'S BOOK CHAPTERS 3 - 4 - 5 - 12 - 13 - 14, AND 15, PRACTICE. RESPONSE FOR THE PORTFOLIO. *"They can cut all the flowers, but they won't be able to cut out the spring."* By Pablo Neruda.

22; 1ST PRESENTATION: THE SOUNDS OF LANGUAGE. LYONS' BOOK, CHAPTER 3; (). PRACTICE AND DISCUSSION *"Intelligent people spend their lives learning, the other don't stop teaching."* By R. Rabella.

25; PRESENTATION: STRESS, DAUER'S BOOK CHAPTERS 6, 7, AND 10 (). PRACTICE FOR STRESS. RESPONSE FOR THE PORTFOLIO. *"To teach always: In the schoolyard and in the street as in the classroom. To teach with the attitude, the gesture and the word."* By Gabriela Mistral.

29; PRACTICE FOR STRESS. *"What are, at the end, the truths of men? – their irrefutable mistakes."* By F. Nietzsche.

September

1; PRESENTATION: RHYTHM, DAUER'S BOOK CHAPTERS 8 AND 9 (). RESPONSE FOR THE PORTFOLIO. *"To teach is to learn twice."* By J. Joubert.

5; PRACTICE FOR RHYTHM. *"Any time you teach something, teach also to doubt of what you're teaching."* By J. Ortega y Gasset.

8; PRESENTATIONS: STRESS, RHYTHM AND ADJUSTMENT IN CONNECTED SPEECH, CELCE-MURCIA'S BOOK CHAPTER 5 (). RESPONSE FOR THE PORTFOLIO. *"There are no problems, only solutions."* By John Lennon.

12; PRESENTATION: INTONATION. DAUER'S BOOK CHAPTER 16 (). 1ST QUIZ – STRESS AND RHYTHM. *"Love would never leave us alone In the darkness there must come out to light."* By Bob Marley.

19; PRACTICE FOR INTONATION. *"There's no train for those who don't know where to go."* anonymous.

22; LANGUAGE VARIATION: PRESTON'S BOOK, CHAPTERS 4 AND 5 (). *"Stupid people spend their first twenty years trying to be someone, the next twenty years pretending to be someone, the other twenty years thinking who they really are, and their last few years trying to be the person they will never be."* By Gauch.

26; PRESENTATION: IBID. CHAPTERS 6 AND 7 (). PRACTICE. RESPONSE FOR THE PORTFOLIO. *"You can fool some people sometimes, but you can't fool all the people all the time."* By Abraham Lincoln.

29; PRESENTATION: LANGUAGE VARIATION: IBID. CHAPTERS 8 AND 9 (). PRACTICE RESPONSE FOR THE PORTFOLIO. *"Love is the answer."* by John Lennon.

October

3; DON'T FORGET THE EXAM IS TODAY, DON'T MISS IT!!

6; GENERAL DISCUSSION AND FREE READING OF RESPONSES, PRACTICE AND VIDEO ANALYSIS. *"Give a man a fish and you will feed him for a day. Teach a man to fish and you will feed him for a lifetime."* Chinese proverb.

10; PRESENTATION: LANGUAGE VARIATION: IBID. CHAPTER 22 AND DIFFERENCES BETWEEN NORTH AMERICAN ENGLISH AND BRITISH ENGLISH, CELCE-MURCIA'S BOOK, APPENDIX I (). PRACTICE RESPONSE FOR THE PORTFOLIO. *"Wise people do what they like to do."* Albert Einstein.

13; PRESENTATION: BLACK ENGLISH, PRESTON'S BOOK, CHAPTERS 15 AND 16. (). PRACTICE RESPONSE FOR THE PORTFOLIO. *"Don't despise anyone because destiny's finger hurts in the soul, not on your face."* By A. De Lamartine.

17; LANGUAGE VARIATION: MCKAY'S BOOK CHAPTER 5 (). GENERAL DISCUSSION AND PRACTICE RESPONSE FOR THE PORTFOLIO. *"Make every thing as if it were the last day of your life."* By Marco Aurelio.

20; LANGUAGE VARIATION: CLARK'S BOOK, CHAPTERS 1, 2, 3, 4, 5, 6, 7, 8, 9 AND 13. (). 2nd QUIZ. LANGUAGE VARIATION. GENERAL DISCUSSION AND PRACTICE RESPONSE FOR THE PORTFOLIO. *"The easiest way to change the world is changing oneself."* By L. Borne.

24; PRESENTATION: LISTENING, NUNAN'S BOOK, CHAPTER 7 AND PAGES 105, 106, AND 107. (). PRACTICE RESPONSE FOR THE PORTFOLIO. *"Learn to construct not to repeat."* By Gauch.

27; PRESENTATION: LISTENING, CELCE-MURCIA'S BOOK, CHAPTER 7 (). PRACTICE RESPONSE FOR THE PORTFOLIO. *So, so you think you can tell Heaven from Hell, blue skies from pain. Can you tell a green field from a cold steel rail? A smile from a veil? Do you think you can tell?* By Gilmour & Waters.

31; PRESENTATION: THE SOUND SYSTEM AND GRAMMAR, CELCE-MURCIA'S BOOK, CHAPTER 8 (). PRACTICE RESPONSE FOR THE PORTFOLIO. *"Tell me and I forget, teach me and I remember, involve me and I learn."* By Benjamin Franklin.

November

3; PRESENTATION: THE SOUND SYSTEM AND ORTHOGRAPHY, CELCE-MURCIA'S BOOK, CHAPTER 9 (). PRACTICE AND RESPONSE FOR THE PORTFOLIO. *"Dreaming is the only way to escape from this planet."* Anonymous.

7; PRESENTATION: THE HISTORY AND SCOPE OF PRONUNCIATION TEACHING, CELCE-MURCIA'S BOOK, CHAPTER 1 (). PRACTICE AND RESPONSE FOR THE PORTFOLIO. *"If I ever loose my faith in you, there will be nothing else for me to do."* By Sting.

10; PRESENTATION: RESEARCH ON THE TEACHING AND ACQUISITION OF PRONUNCIATION SKILLS CELCE-MURCIA'S BOOK CHAPTER 2 (). PRACTICE RESPONSE FOR THE PORTFOLIO. *"I am me and my circumstances."* By Ortega y Gasset

14; PRESENTATION: NEW DIRECTIONS IN THE TEACHING OF PRONUNCIATION, IBID. CHAPTER 10 (). PRACTICE RESPONSE FOR THE PORTFOLIO. *"Education is not about methods, techniques, approaches, or strategies. It is about people working with people."* By C. Mamchur.

17; PRESENTATION: TESTING AND EVALUATION IN PRONUNCIATION, IBID. CHAPTER 12 (). PRACTICE RESPONSE FOR THE PORTFOLIO. *"the most important learning process is learning to learn. The most important piece of knowledge is the piece one can construct."* by Nisbet.

21 - 24; PRESENTATIONS ON TEACHING MATERIALS, TECHNIQUES AND/OR METHODS TO INCREASE SPEAKING-LISTENING ABILITIES: ALL STUDENTS *"The common teacher tells. The good teacher explains. The excellent teacher encourages. The master inspires."*

28; GENERAL DISCUSSION ABOUT TOPICS, DEADLINE TO HAND-IN THE PORTFOLIO, *"There is nothing so wrong that can't be a good example."*

December

1; THE TEST IS TODAY. DON'T MISS IT!!!

"My methodology has no merit. It is a heritage that reminds the school is a place where very different people meet, and that we have to learn to live together. A school where it is taught the respect for the other's opinion, that there is no one truth, that people can make mistakes and we have to accept it. A school where it is taught to use the mind to make decisions." By C. Sarrallonga