

Phonic Component and Orality

Code: 43807
ECTS Credits: 6

Degree	Type	Year	Semester
4316204 French as a Foreign Language and Linguistic Diversity	OT	0	2

Contact

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Use of Languages

Principal working language: (fre)

Teachers

Marta Estrada Estrada Medina

Prerequisites

Not applicable.

Objectives and Contextualisation

This course aims to provide the student with the necessary resources to carry out a phonetic analysis of oral productions in French as a foreign or second language (L2/FL). It applies theories of Second Language Pronunciation Acquisition to the learning and teaching of French (L2/FL) and focuses on the knowledge and teaching techniques that a French language teacher needs to know, especially related to the verbo-tonal method.

By the end of the course student should:

- understand and critically analyse different teaching methodologies and theories of instructed second language pronunciation acquisition
- have mastered a set of teaching techniques
- be equipped to design teaching materials relevant to pronunciation skills
- be able to critically evaluate published material.

Competences

- Apply linguistic training in French as a Foreign Language to the analysis of the production of students of French as a Foreign Language.
- Communicate and justify conclusions clearly and unambiguously to both specialised and non-specialised audiences.
- Continue the learning process, to a large extent autonomously.
- Design, apply and use different evaluation techniques (formative, summative, etc.) for French as a foreign language and linguistic diversity.

- Integrate knowledge and use it to make judgements in complex situations, with incomplete information, while keeping in mind social and ethical responsibilities.
- Organize and plan the content of a work of research (article, monograph) and/or an oral presentation (class, report, paper).
- Solve problems in new or little-known situations within broader (or multidisciplinary) contexts related to the field of study.
- Use acquired knowledge as a basis for originality in the application of ideas, often in a research context.
- Work individually and in teams, being able to analyze, interpret and synthesize the data and information generated.

Learning Outcomes

1. Communicate and justify conclusions clearly and unambiguously to both specialised and non-specialised audiences.
2. Continue the learning process, to a large extent autonomously.
3. Diagnose, categorise, place in a hierarchy and explain student errors.
4. Establish correction procedures for different kinds of student error.
5. Integrate knowledge and use it to make judgements in complex situations, with incomplete information, while keeping in mind social and ethical responsibilities.
6. Measure the degree of tolerance of error and the degrees of acceptability of linguistic production by learners according to their level and the objectives sought.
7. Organize and plan the content of a work of research (article, monograph) and/or an oral presentation (class, report, paper).
8. Solve problems in new or little-known situations within broader (or multidisciplinary) contexts related to the field of study.
9. Transfer certain capacities for analysis and use of native language to the foreign language.
10. Use acquired knowledge as a basis for originality in the application of ideas, often in a research context.
11. Work individually and in teams, being able to analyze, interpret and synthesize the data and information generated.

Content

1. Orality in FFL
2. Phonological, articulatory and acoustic description of French
3. L2/FL phonological and phonetic acquisition
4. Teaching approaches to L2/FL pronunciation
5. The verbo-tonal method: principles, diagnosis and correction techniques
6. Implications for teaching

Methodology

This course combines theoretical lectures with practical sessions. The basic theoretical concepts of phonetics analysis will be introduced and applied to the analysis of authentic oral productions in French L2/FL.

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Lectures	20	0.8	3, 4, 6, 5, 2, 9

Oral production analyses	16	0.64	3, 4, 6, 5, 8, 1, 2, 10, 9, 11
Type: Supervised			
Practical work realisation	13	0.52	3, 4, 6, 7, 5, 8, 1, 2, 10, 9, 11
Type: Autonomous			
Read and study time, preparing class activities and course assignments	96	3.84	3, 4, 6, 7, 5, 8, 1, 2, 10, 9, 11

Assessment

Procedure for reviewing grades awarded: Unless otherwise specified, for each evaluation activity, students have can ask for reviewing the grades awarded within a week after the results are notified.

Plagiarism: In the event of a student committing any irregularity that may lead to a significant variation in the grade awarded to an assessment activity, the student will be given a zero for this activity, regardless of any disciplinary process that may take place. In the event of several irregularities in assessment activities of the same subject, the student will be given a zero as the final grade for this subject.

Special cases: French-speaker students must meet the same conditions of assessment than the rest of students. Responsibility for the follow-up of training and assessment activities falls exclusively on the student.

"No avaluable": Students will obtain a "No avaluable" course grade unless they have submitted more than 30% of the assessment items.

Reassessment: Only students who, having failed have given at least 66% of the course evaluation items are eligible for reassessment. Reassessment consists of a final oral and/or written exam. The assignments and homework exercises are excluded from reassessment.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Acoustic analysis assignment	45%	1	0.04	3, 6, 7, 8, 1, 2, 10, 9, 11
L2/FL French oral production analysis and diagnosis, teaching implications	45%	2	0.08	3, 4, 6, 7, 5, 8, 1, 2, 10, 9, 11
Speech perception test	5%	1	0.04	6, 5, 8, 10, 9, 11
Speech production test	5%	1	0.04	6, 5, 8, 10, 9, 11

Bibliography

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Piccardo, Enrica (2016). *Common european framework of reference for languages: Learning, teaching, assessment: Phonological scale revision process report*. Council of Europe. Strasbourg: Council of Europe / Conseil de l'Europe. Consulté à l'adresse <https://rm.coe.int/phonological-scale-revision-process-report-cefr/168073fff9>

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Renard, Raymond (éd.) (2002), *Apprentissage d'une langue étrangère/seconde. 2. La phonétique verbo-tonale*, De Boeck, Bruxelles.

RESSOURCES ONLINE

- <http://w3.uohprod.univ-tlse2.fr/UOH-PHONETIQUE-FLE/>

- <http://verbotonale-phonetique.com>

- <http://www.intravaia-verbotonale.com/?Version-audio>

- <http://phonetique.free.fr/>

AUTRES RÉFÉRENCES:

Abry, Dominique, & Chalaron, Marie-Laure (2010). *Les 500 exercices de phonétique: niveau A1-A2*. Vanves : Hachette.

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Software

Praat (<https://www.fon.hum.uva.nl/praat/>)