

TALLERS DE FONOLOGIA ANGLESA/PHONOLOGY WORKSHOPS

PATROCINAT PER APAVAC; ASSOCIACIÓ DE PROFESSORS D'ANGLÉS DE VALÈNCIA
,ALACANT I CASTELLÓ

Data d'inici 31/GENER /2015 **Data de finalització** 18 / APRIL / 2015

Professorat responsable CHRISTA MUNDIN

Àrea i nivell : Professorat especialista que impartisca anglés com a llengua estrangera. No apte per professorat d'altres àrees.	Modalitat : Presencial
Lloc de realització Centre Públic de Formació de Persones Adultes L'Alguer.Calle Jalance 14, 46022 in Valencia	Màxim de participants 30 Mínim de participants 10
Sessions :10	Hores : 20/dos hores per sessió
Start date : Saturday 31 January, 2015	End date :Saturday 18 April+, 2015

LAPAVAC PHONOLOGY COURSE by Christa Munding (Responses)

EL PERQUÉ UN CURS EN FONOLÓGIA/WHY A COURSE ON PHONOLOGY

Phonology is perhaps the weakest link, especially for NNT and one which is not implemented as it should just because most practitioners do not feel comfortable there as it is difficult to teach and assess so we tend to focus on grammar, use of English, writing, etc. That is why we need to start rethinking the whole issue and we thought that a course would be ideal for both the actual academic side and the discussion space it could provide. Learning and creating awareness.

La Fonologia és potser la baula més feble, especialment per als NNT i un que no està implementat com ha de ser simplement perquè la majoria dels professionals no se senten còmodes allà, ja que és difícil d'ensenyar i avaluar i és per això que tendeixen a concentrar-se en la gramàtica, l'ús d'Anglès, escriptura, etcètera. Hem de començar a repensar tot el tema i pensem que un curs seria ideal tant per al costat acadèmic real i l'espai de discussió que podria proporcionar. L'aprenentatge i la creació de consciència.

OBJECTIUS GENERALS/GENERAL OBJECTIVES

- To provide English language teachers with tools for self-diagnosis/self-improvement.
- To introduce teachers to activities designed to engage students.
- To emphasise the practical aspects of working with phonology as with any skills acquisition process.
- To give teachers confidence in their own model and include phonology in their classes.
- To generally increase interest and heighten awareness in phonology.

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- *Proveir als mestres d'anglès amb eines per al autodiagnòstic / autosuperació.*
 - *Per introduir els professors per activitats dissenyades per involucrar els estudiants.*
 - *Per emfatitzar els aspectes pràctics del treball amb la fonologia com amb qualsevol procés d'adquisició d'habilitats.*
 - *Per donar als mestres la confiança en el seu propi model i inclouen la fonologia a les seves classes.*
 - *Per augmentar generalment interès i augmentar la consciència en la fonologia.*

CONTINGUTS/CONTENT

- Realistic goals for NNS: focus on intelligibility.
- RP: a thing of the past
- Focus on vowel sounds most challenging to Spanish speakers
- First step to improvement: abundant repetition within a NARROW context
- Strategies: giving marks for pronunciation.
- Students using tablets/phones to record a text with a communicative content.
- Focus on consonants not in L1.
- Guidelines for suffixes, prefixes, differentiating verbs/nouns through stress pattern.
- “Mobile” stress.
- Raising awareness: Combination of stressed and unstressed syllables creates variety of rhythm patterns
- Typical patterns in functional language.
- “Sounds” app
- “Recorder Pro” app
- www.dialectsarchive.com
- CD-Rom “English Pronunciation in Use” – different levels.
- Teachers’ Choice.
- Discussion on what has been implemented in classroom

METODOLOGIA/METHODOLOGY

Methodology will be of necessity very hands-on with practice after a model is provided by the lecturer. Being a weekly session will give us the opportunity to apply what is learnt on the Saturday during the week with our students and then come with some feedback for a general discussion.

La Metodologia serà per necessitat molt pràctica amb la pràctica després d'un model és proporcionada pel professor.

Sent una sessió setmanal ens donarà l'oportunitat d'aplicar el que s'aprèn a dissabte durant la setmana amb els nostres estudiants i després vénen amb alguns comentaris per a una discussió general.

CRITERIS D'AVALUACIÓ/ASSESSMENT CRITERIA

Assesment will be comprehensive. The following activities will have to be carried out by an individual to be awarded a positive report.

L'avaluació serà integral. Les següents activitats hauran de ser realitzats per una persona per a rebre un informe positiu.

- Activities to demonstrate which features of pronunciation are important for SPEAKING and which are important for LISTENING
- Listening/Speaking game-like activities with focus on vowel sounds.
- Drilling incl backchaining.
- Minimal pairs.
- Sound dominoes
- Activities with focus on limited pronunciation features which T & Ss can prepare and practise.
- Consonant "DIY" activities.
- Cuisenaire Rods: lexical sets.
- Using physical movement to reinforce position of stressed syllable.
- Mobile stress activities
- Activities to identify weak forms in listening (less important for speaking!)
- Clapping
- Chants
- Comparison with L1
- Authentic dialogue practise using functional language.
- Extreme adjectives & pitch change.
- Recording yourself at regular intervals with same utterances.
- Listening to transcript and matching what you think was said to what was actually said.
- Wordsearch
- Crosswords
- Puzzles

UNITATS/UNITS

DATE	OBJECTIVES	CONTENTS	ACTIVITIES
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Session 1 Saturday 31 Jan	Basic Concepts: Phonology - not a COGNITIVE process (unlike learning grammar or vocabulary) but a SKILLS ACQUISITION process. Teacher's role: "Coach"	Realistic goals for NNS: focus on intelligibility. RP: a thing of the past	Activities to demonstrate which features of pronunciation are important for SPEAKING and which are important for LISTENING
Session 2 Saturday 7 Feb	Phonemic Chart: to use or not to use? Discuss options of HOW to present and WHAT to present	Focus on vowel sounds most challenging to Spanish speakers First step to improvement: abundant repetition within a NARROW context	Listening/Speaking game-like activities with focus on vowel sounds. Drilling incl backchaining. Minimal pairs. Sound dominoes
Session 3 Saturday 14 Feb	Motivation: nothing can be achieved unless all those involved care about striving to improve.	Strategies: giving marks for pronunciation. Students using tablets/phones to record a text with a communicative content. Focus on consonants not in L1.	Activities with focus on limited pronunciation features which T & Ss can prepare and practise. Consonant "DIY" activities.
Session 4 Saturday 21 Feb	Providing helpful guidelines for word stress patterns.	Guidelines for suffixes, prefixes, differentiating verbs/nouns through stress pattern. "Mobile" stress.	Cuisenaire Rods: lexical sets. Using physical movement to reinforce position of stressed syllable. Mobile stress activities
Session 5 Saturday 28 Feb	Sentence Stress with focus on weak forms. The schwa.	Identifying words which convey meaning and words which do not. Focus on connected speech and elision.	Activities to identify weak forms in listening (less important for speaking!)

Session 6 Saturday 7 March	Stress-timing and its effect on rhythm of English	Raising awareness: Combination of stressed and unstressed syllables creates variety of rhythm patterns	Clapping Chants Comparison with L1
Session 7 Saturday 14 March	Intonation: rise and fall. Its effect on the listener.	Typical patterns in functional language.	Authentic dialogue practise using functional language. Extreme adjectives & pitch change.
Session 8 Saturday 21 March	Resources for pronunciation practice Providing corrective feedback on ss recordings.	“Sounds” app “Recorder Pro” app www.dialectsarchive.com	Recording yourself at regular intervals with same utterances. Listening to transcript and matching what you think was said to what was actually said.
Session 9 Saturday 28 March	Resources for making the phonemic chart a fun activity.	CD-Rom “English Pronunciation in Use” – different levels.	Wordsearch Crosswords Puzzles
Session 10 Saturday 18 April	REVIEW	Teachers’ Choice. Discussion on what has been implemented in classroom	Miscellaneous activities

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