

SPECIAL TOPIC: La phonétique corrective dans la salle de classe.

Proposed by André A. Obadia to U.P.C.

Rationale: French teachers come from a variety of language backgrounds. The quality of their spoken French vary from country to country, province to province and even region to region. Teaching the correct French sound system to children represents for many French teachers a dilemma not only because of differences in pronunciation but also because of their lack of a formal knowledge of the standard French sound system. French teachers must be an excellent model of French pronunciation for their students and must also become familiar with the methodology .

General aim: the main purpose of this course is twofold : to teach French teachers the correct French pronunciation and to provide them with a good knowledge of the methodology to help them teach correct French pronunciation to their own students.

Objectives of the course:

Students will :

- develop a better understanding of the French sound system.
- learn how to articulate French consonants and French vowels.
- learn how to teach articulation and intonation (stress and rythm) of the French system.
- acquire a good knowledge of the methodology to use in their teaching of correct French pronunciation.

Outline of topics:

1. Language variation

Types of language variation.
French in Canada and France.
French outside Canada and France.
Accents and styles of standard French.

2. The articulatory description of consonants and vowels

Speech production
Voicing
Tongue position
Lip rounding
Nasalization

3. Methodology

Symbols of the International Phonetic Association (I.P.A.)
How to use I.P.A. in teaching French conversation and reading.
Methodology for beginners and advanced students of French:
 Identification
 Presentation
 Production
 Fixation

Course activities

Course activities will consist of lectures, demonstrations, phonetic transcriptions, practice exercises, mini-lessons and readings.

Evaluation

Evaluation will be based on :

1. progress made by students on their own French pronunciation.
2. a paper on a problem of articulation and how to solve it in the context of a classroom .
2. a mini-lesson on a French sound.

Required textbook

Léon, P. R. & Léon, M. (1984). Introduction à la phonétique corrective. Paris: Hachette/Larousse.

Léon, P.-R. (1978). Prononciation du français standard. Paris: Didier.

Prerequisites:

Education 401/402 or equivalent.

BIBLIOGRAPHY

- Armonstrong, L.E. (1964). The phonetics of French: a practical handbook. London: G. Bell & Sons.
- Bray, C. (1978). Apprendre à écouter. Montréal: Hurtubise.
- Bray, C. (1978). Apprendre à prononcer. Montréal: Hurtubise.
- Carton, F. (1974). Introduction à la phonétique du français. Paris: Bordas.
- Clas, A., Demers, J. & Charbonneau, R. (1968). Phonétique appliquée. Montréal : Librairie Beauchemin.
- Delattre, P. (1951). Principes de phonétique française à l'usage des étudiants anglo-américains. Middlebury, Vt. : Middlebury College.
- Gendron, J.-D. (1968). Phonétique orthophonique à l'usage des Canadiens-français. Québec : Presses de l'université Laval.
- Germain, C. & LeBlanc, R. (1981). Introduction à la linguistique générale, 1. La phonétique. Montréal: Les Presses de l'université de Montréal.
- Laurence, J.-M. (1961). Phonétique et diction: cours enregistré. Montréal : Cours de psychologie et de pédagogie. (avec disque 33 1/3rpm).
- Léon, P.-R. (1967). Laboratoire de langues et correction phonétique. Paris: Didier.
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Léon, P. R. & Léon, M. (1984). Introduction à la phonétique corrective. Paris: Hachette/Larousse.

Malmberg, B. (1954). La phonétique. Paris: Presses universitaires de France.

Marchal, A. (1980). Les sons et la parole. Montréal: Guérin.

Valdman, A. (1976). Introduction to French phonology and morphology. Mass: Newbury House Publishers.

UNDERGRADUATE PROGRAMS COMMITTEE

Faculty of Education

B A L L O T

MOTION:

that the course proposal, Education 496-3 "Special Topics: La phonetique corrective dans la salle de classe" be approved for offering during the 1986 Spring Semester.

I approve:

I Disapprove:

Comments:

I think this course is one that might well be taught in the language Dept. Some old argument. If it is a special topics thing, I suppose I could be convinced but as it stands I don't support it.

Signed:

Date:

[Signature]
3/Dec/85

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B A L L O T

MOTION:

that the course proposal, Education 496-3 "Special Topics: La phonétique corrective dans la salle de classe" be approved for offering during the 1986 Spring Semester.

I approve:

I Disapprove:

Comments:

Approval with some reservations: (1) Is it the responsibility of our faculty to be involved in substantive areas of academic education overlapping with other departments? Is there overlap with Dept. of Languages? (2) Is the education methodology part of this proposal not covered in other courses in Ed. teaching (degrees for learning) courses? If not, why not? (3) "Special Topics" courses tend to become permanent after several offerings. I have reservations about permanent course approval in this case for reasons above.

Signed:

W. M. Haman

Date:

Dec. 2, 1985

UNDERGRADUATE PROGRAMS COMMITTEE

Faculty of Education

B A L L O T

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that the course proposal, Education 496-3 "Special Topics: La phonetique corrective dans la salle de classe" be approved for offering during the 1986 Spring Semester.

I approve:

I Disapprove:

Comments:

My approval is conditional on the perception of the Director U.P.'s assurance that this could not be offered through an existing course & that there is no significant overlap with courses elsewhere in the university to our present knowledge

Signed: André L. P.

Date: November 28 / 85

UNDERGRADUATE PROGRAMS COMMITTEE

Faculty of Education

B A L L O T

MOTION:

that the course proposal, Education 496-3 "Special Topics: La phonétique corrective dans la salle de classe" be approved for offering during the 1986 Spring Semester.

I approve:

I Disapprove:

Comments:

Signed:

D. Ghady

Date:

Dec. 10, 1985