

Programme: F.Y. B. A. (French)

Course Code: UFFC 102

Title of the Course: French Phonetics and Oral Expression 2

Number of Credits: 4

Effective from AY: 2018-19

Prerequisites for the course:	Any student pursuing First year undergraduate programme in French at Goa University is eligible to take the course as a core paper.	
Objective:	The main aim of this course is to reinforce oral competences of the students. It is designed to elevate aural comprehension, to improve and perfect the student's pronunciation of Modern Standard French, Students will learn the articulatory features of speech production and ways in which to correct and enhance their oral production.	
Content:	<p>Phonological rules, dialectal variation and historical changes in the language, register effects and literary pronunciations, syllabic and metrical structure, liaison, intonation, and prosody, as well as the relationship between orthography and spoken language.</p> <p>Besides improving the pronunciation and intonation of the learner, the teacher will reinforce certain linguistic structures, themes and situations already seen in part 1 with the help of the following exercises.</p> <p>Module 1- Specific Phenomena -Positions of syllables -Rapports consonnes/Voyelles -(ə) instable -The French 'h': pronounced / silent -<i>liaisons and enchaînements</i></p> <p>Module 2- Exercises : structured exercises tailored to the student's level that focus on Repetition and drills, reinforcement phonics sounds, exercises on auditory discrimination, fill in the gaps.</p> <p>Module 3- Phonological variations in French The French spoken today in France: Different regional accents Accents from other francophone countries.</p> <p>Module 4- Phonics games, ryhmes and role plays</p>	<p>15hours</p> <p>15hours</p> <p>15hours</p> <p>15hours</p>
Pedagogy:	The course will feature a strong audio media component. In addition to written work students will record pronunciation exercises and turn in the audio files they create as part of their homework credit. Class time will be spent reinforcing concepts introduced in readings and applying this knowledge through pronunciation exercises in collective and small group settings. Course taught in French	
References/Readings	<p>BIBLIOGRAPHY</p> <p>1. ABRY D. CHALARON. M-L. (2010) Les 500 exercices de phonétique A1/A2, Hachette, Paris</p> <p>2. CARTON, F. (1974). Introduction à la phonétique du français,</p>	

	<p>Paris, Bordas.</p> <ol style="list-style-type: none"> 3. CASSARD, D. (1993-1994). Méthodologie de la correction phonétique, Cours destiné à la formation du Prof-Clef, Centre de Linguistique Appliquée de Besançon, France. 4. CHAMPAGNE-MUZART, C. et BOURDAGES, J. S. (1993). Le point sur la phonétique en didactique des langues, Anjou, Centre éducatif et culturel. 5. DELL, F (1970). Les règles phonologiques tardives et la morphologie dérivationnelle du français, Ph. D. Diss., MIT, inédit. 6. FLAUX, N La Grammaire, coll. Que sais-je ?, P.U.F., Paris, 1993 7. LEBEL, J. G. (1987). «Le conditionnement phonétique, l'enjeu d'une nouvelle pédagogie en correction phonétique», Revue de Phonétique Appliquée 1987, pp. 183-189. 8. MARCHAL, A. (1980). Les sons et la parole, Montréal, Guérin. 9. MARTIN, P. (1985). «La description phonologique», La linguistique, Paris, pp. 159-175. 10. WIOLAND F. (2005) La vie sociale des sons du Français. L'Harmattan. <p>WEBSITES</p> <ol style="list-style-type: none"> 1. https://archive.org/details/Fsi-IntroductionToFrenchPhonology-Audio/Fsi-FrenchPhonology-Chapter011.1.mp3 2. http://recitatio.blogspot.com/2010/01/vive-voix-anthologie-sonore-de-la.html 3. http://www.litteratureaudio.com 4. http://post.queensu.ca/~lessardg/Cours/215/chap2.html 5. http://www.linguistes.com/phonetique/varexterne.html 	
<p><u>Learning Outcomes</u></p>	<p>At the end of the course, students will be able to</p> <ul style="list-style-type: none"> ● discern and produce typically French rhythmic patterns, ● improve accuracy with linking and liaisons, ● acquire a systematic understanding of the French vowel and consonant systems (i.e., students will be able accurately to describe and therefore reproduce the formation of each vowel and consonant sound), make distinctions based on register (formal/informal situations), and ● gain detailed knowledge of patterns of elision with the “unstable” e. 	