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An introduction to Phonics:

Pronunciation strategies in the Primary

English Classroom

(Se defiende en Inglés)

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ABSTRACT

The present work tries to reflect the current society in the Spanish Society about English pronunciation.

This research arises from the current lack of teaching pronunciation in Primary schools. The Spanish people have been usually considered not very good speakers of English, but instead of trying to change this fact we have forgotten about it and we live in a society stagnant in a theoretical learning of English. Also, the knowledge of phonetics and its correct use will make the difference between a useful language and a non- useful one. The aim is to avoid the current reality about future English teachers with no idea of pronunciation when it should be a perfect speaker, reader, writer and listener.

Due to the absence of teaching pronunciation in the actual Spanish regulation and in order to go one step beyond between reality and complete integration of Phonetics in our educational system, an innovative strategy to teach Phonics in a 5th grade class of English will be developed. The innovation mixed with traditions takes part in the role playing musical of one of the reference films about English pronunciation: “My Fair Lady”.

I have developed a complete analysis of a required skill in a globalized world, demanding us more implementation of our skills as teachers in order to create a better education in a second international language that is English to our students and their motivation

KEYWORDS

Pronunciation/ Phonics/ Phonetics/ Phonemes/ Education/ musical/ society

RESUMEN

Este es el reflejo de cinco años de trabajo en la Universidad que pretende reflejar la realidad actual sobre la pronunciación en inglés.

La investigación surge de la falta de la enseñanza de pronunciación inglesa en las escuelas de Primaria. Los ciudadanos españoles no han sido nunca considerados buenos hablantes de inglés, pero en lugar de intentar cambiar este hecho, nos hemos olvidado de ellos viviendo en una sociedad estancada en una enseñanza más teórica de la lengua.

Por otro lado, el conocimiento de fonética y su correcto uso marcarán la diferencia entre un lenguaje útil y otro que no lo sea. El objetivo es entonces, evitar la realidad actual sobre los futuros profesores de inglés que no saben pronunciación cuando deberían, como modelos a seguir, ser perfectos hablantes, escritores, lectores y oyentes.

Debido a la ausencia de la enseñanza de pronunciación en la ley actual vigente y buscando ir un paso más allá entre la realidad y la complete integración de fonética en el currículo, se desarrolla una estrategia innovadora para enseñar fónico in quinto curso de una clase de inglés. La innovación mezclada con la tradición adquiere relevancia in la propuesta teatral musical con una película como referente de la pronunciación: “My Fair Lady”.

He desarrollado un completo análisis de una habilidad requerida en un mundo globalizado como es la pronunciación, la cual nos demanda más implementación de nuestras fortalezas como profesores para conseguir una mejor educación en el aprendizaje de una segunda lengua tan internacional como es el inglés para nuestros estudiantes y su motivación.

PALABRAS CLAVE

Pronunciación/ Fónico/ Fonética/ Fonemas/ Educación/ Musical/ Sociedad

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1. INTRODUCTION

Tell me and I forget. Teach me and I remember. Involve me and I learn.

(Benjamin Franklin)

Time passes, people change thus, society need to be renewed constantly. Our globalized world is creating new opportunities every single moment and we are here to play our role and give to our life the sense we would like it to have. Education has here the main character, while we learn from our past we have to go beyond and try to renew in order to adapt ourselves to the society, something similar to the Eagle's Fable.¹ However this renewal won't be easy.

With this work I want to focus on the need of a renovation in our teaching of English in Spain, as a second language. We are stagnant in a teaching- learning process based on grammar and vocabulary, highly theoretical. Nevertheless, when a child finishes her/his elementary studies and decides to put him/her to the test going past the borders he/she wouldn't be able to be as communicative as he/she should be. The main trouble here is easy found in the teaching of pronunciation. Our society has suffered a spin toward the English teaching, and nowadays everybody is looking for a certificate in English which is a sign of our society pressure. However, we are learning, I too due to I have never been taught pronunciation, a non-useful second language. Therefore it is necessary to review our regulations concerning second language teaching and think about the aims we really want for our future: do we want to have a certificate or useful English?

In mi point of view there are too many things to deal with, but the most important battle is within our minds, we have to realize, to make people conscious about the importance of pronunciation. In that moment, we will be ready to start with a pronunciation teaching process.

¹ About this Eagle's Fable I can resume that to this bird arrive a moment (the age of 40) when it has to decide between dying or facing a painful transformation process that lasts 150 days.

So, there are different methods and strategies to teach pronunciation but in my opinion the ideal one will be developed when we include it in the normal process of an English classroom. Pronunciation needs to be integrated such as grammar or vocabulary.

Thus, being conscious of the importance of the process to deal with, I believe in phonemes as a strategy for Primary Education. Phonemes have been considered a very difficult task and the result is a society with no idea of English pronunciation. Nowadays we have the new technologies to hear how it is pronounced one word and even to difference between British and American English but I would like to believe about a renewed society where everybody were able to open a dictionary and read a new word using the phonemes given. So, my personal contribution is devoted to make an introduction to the teaching of Phonics, as well as to read these symbols in a constructivism and innovative way.

Students will have the possibility to enrich themselves, to be ready for the society of the future avoiding the stereotypes about the Spanish people pronunciation of English. A research made with the future hope of a really useful and practical English teaching, a future where those students would have the possibility to play a performance and let themselves go into their creative side.

Also, I have created an approach to the well-known film “My Fair Lady”, a classic of the pronunciation to 5th grade of Primary elementary education that could be used as a guideline to other levels.

A necessary research with an innovative personal contribution done by an English early childhood education teacher and a future Primary teacher following her dreams and trying to make Education a better place with students creatively building their own education.

2. GENERAL OBJECTIVES

The general objectives of this work can be summed up by the one written in the memory about the final project:

The importance of a work with these characteristics resides on that it fosters in the student the important skills of: be able to choose a topic, plan an analysis process and study about the chosen topic, establishing some objectives for them and give and defend a logical response and justify the problems or situations planned.

By undertaking the process of creating this work I have improved my ability to analyse, problem solving and assimilation and presentation of results, in addition to the competences expressly indicated in the respective plan of studies.

Furthermore there are others aims to be attained:

- Revise bibliography and reflex about it.
- Create my personal contribution in an strategic to teach pronunciation based on Phonics.
- Choose the resources appropriated to my topic.
- Literature reviews on topics related to the qualifications and professional practice.

According to the Real Decreto 1393/ 2007 October where are established the order of the universities teaching I develop these competences:

“a. La capacidad de actualización de los conocimientos en el ámbito socioeducativo.

b. La adquisición de estrategias y técnicas de aprendizaje autónomo, así como de la formación en la disposición para el aprendizaje continuo a lo largo de toda la vida.

c. El conocimiento, comprensión y dominio de metodologías y estrategias de autoaprendizaje.

d. La capacidad para iniciarse en actividades de investigación.

e. El fomento de espíritu de iniciativa y de una actitud de innovación y creatividad en el ejercicio de su profesión”.

3. THEORETICAL FRAMEWORK

SPAIN CURRENT SITUATION

“Life begins where fear ends”
(Osho).

It is a fact that we live in a globalized world and it is impossible not to take into account how essential a second language is. Thanks to the approach done by the new technologies and in order to be in the international ranking, Spanish people need to get proficient in English.

English language has been playing a major role in many sectors such as engineering, medicine or education, which is the most important area where English is needed. But there is still something wrong. English is becoming even more important nowadays in education, and schools fight to get their bilingual advertisement, however our society is not ready to become a bilingual one. If we go beyond this reality we can find that the trouble is not about the learners or even the teachers, it is the way of teaching. We are still teaching and learning English in a traditional way and if there is something that I have learned during my university years is about not using them. I have learned all the possibilities to teach, the models developed since education started in 1970, and I am a student ready to criticize them and able to choose the best way to teach and make my students learn. Wholeheartedly I can say that all my university tutors have taught me something: better to know how to do it in my future or just the opposite, and I am quite sure that there is no best-for-all model and all methods can be used sooner or later; it is the mixture of lot different features what gives education meaning.

By the way, it seems to me that we are stagnant in a traditional English teaching way based on grammar and what is worse, forgetting about the importance that communication really has. The motto of my field work is to try to make people realize about how important the oral communication is, because even if is the first communicative way we learn, the ability to create a good communication will be due to the skills of both speakers.

Also, the idea of communication needs to be reflected here because, even though there are several studies about this topic, there is still a question unresolved: “*What came first - speaking or writing?*”² I would like to reference here the study done by the University of Hawaii which shows us, that both are different forms of communication with different functions. Neither of them is far superior or inferior to the other even if there is a widely held misconception that writing is more perfect than speech. To many people, writing somehow seems more correct and more stable, whereas speech can be careless, corrupted, and susceptible to change. Some people even go so far as to identify 'language' with writing and to regard speech as a secondary form of language used imperfectly to approximate the ideals of the written language. In my personal opinion both have equal importance in our society but what difference one person to another is the quality of his writing or speaking.

As an early childhood education teacher and a would-be primary teacher I don't want to promote just the idea of a perfect speaking with my phonics project, but get rid of the general fear about linguistic awareness. I mean, teaching an international language, as English, is necessary to redefine its goal. Our society is increasing the possibilities to learn English, but what way is it on? English schools offering thousand of numbers which correspond with levels of knowledge in English and people against their preferences trying to learn a new language to be ready for the difficult task of getting a job. Of course that is not the way that education or English learning should have but it seems like there is no way to change it, so it is up to the teachers to try to find the best way to do it.

Focusing on the idea of a bilingual society and the communicative approach before done, I have chosen the topic of phonics because it makes the difference between a person with speaking skills and other one without them. The education we are given and receiving in the schools doesn't go beyond grammar and vocabulary. A very clear example of it is made in Daniel Cassany's book about teaching language he pointed that those students in a bilingual school “not only have expression difficulties but also low fluency and mistakes and most of them than aren't able to speak in their second language even if they can write without mistakes and recognizing main writers and best

² There is a very interesting study done by the University of Hawaii; more exactly in the Leeward Community College called *Introduction to the Study of Language*.

sellers” (2003, p. 138)*³. So, this paragraph, in my personal opinion reflects what we are doing with education nowadays: giving more importance to the writing and memorizing names and titles of books instead learning how to become better speakers, in order to achieve a real communication. The fault of this could be created by the society; I can remember an example that one friend used to tell us in our first years in the university referring to this: “I felt stupid when in my English Primary class I tried to pronounce well and my classmates laugh of me”. He is now a great teacher and as the rest of the society should try to do, has passed those fears and realized that the best thing that you can do for yourself and people surrounding you is improve your skills focus on real communication and not in the society belief it is.

WHAT DOES “BILINGUAL SOCIETY” MEAN?

Bilingual: (of a person) able to use two languages equally well, or (of a thing) using or involving two languages: She works as a bilingual secretary for an insurance company. (*Cambridge Dictionary*: British) .

« *C'est dans et par le langage que l'homme se constitue comme sujet.* »
(Emile Benveniste)

It is through, and with languages how the man is made as subject, that is why I have chosen to use above the quote by Emile Benveniste. That's why the English Language can be considered as the essence of nowadays society. I have also added a definition by the Cambridge dictionary about bilingual to clarify what does it means for me, as a teacher. I have realized during my two university degrees in English, and due to my several school practices that English is used as a tool to give importance, to emphasize the skills of a school, teacher or a citizen. I don't mind the aim of each one of us to learn English; I neither mind the aim nor why students in bilingual schools are there, but I am quite sure that wouldn't a person with lot of grammar in any English spoken country have the skills to create a communicative act. So, we have to redefine what a bilingual person is. As I have explained before grammar is necessary to become

³ Teaching language by Daniel Cassany; I would like to make a reference to his paragraph in the book in Spanish: “No sólo tienen dificultades de expresión, poca fluidez o una corrección vacilante, sino que hay algunos alumnos, y no pocos, que pueden decir poca cosa en catalán, vasco o gallego, aunque sean capaces de escribirlo sin faltas de ortografía y que conozcan los principales autores y obras de literatura”.

bilingual but without the correct speaking skills it is not useful, in my opinion we can just reduce this complex word that is bilingual in abilities or disabilities. Here comes the importance of knowing PHONETICS in order to best communicate with other native people or non native but with a high command of the English Language, and that is what we want to show to our students.

PHONICS VS PHONETICS

When I first saw the topic of my project I wondered which of these two words would be the correct one to exemplify my work. As a reflect of my personal work I would like to include here some extracts from my Internet research about these definitions⁴;

Phonics:

The branch of linguistics concerned with spoken sounds; phonetics.

The correlations between sound and symbol in an alphabetic writing system; the phonic method of teaching reading.

Phonetics:

The study and classification of speech sounds with regard to the physical aspects of their production; the branch of linguistics that deals with this.

The Oxford English Dictionary define then phonetics as the study of speech sounds and phonics would be a field inside phonetics which refers to the relationship between the sounds of a language and the letters used to represent those sounds. But this pronunciation field is even bigger that I thought and we can identify a phoneme as a basic sound unit of speech or describe the phonemic awareness as the understanding that words are made up of individual sounds. It includes the ability to distinguish rhyme, blend sounds, isolate sounds, segments sounds, and manipulative sounds in words.

⁴ Source: Oxford English Dictionary online. British and International English dictionary.

The following table summarizes the differences between phonics and phonetics:

Phonics (br u sh)	Phonetics (/br ʌ f/)
is concerned with the studying of the basic letter-sound relationships	is concerned with comparing the 44 different sound units (i.e. phonemes) that make a difference to meanings of words and the making of these sounds vocally
is a way of teaching students how to pronounce words based on spellings	is a way of writing down pronunciation
involves cutting up words into pronunciation units	involves using phonetic symbols to represent the pronunciation units
is a strategy used by students in their reading and spelling	is used by students and teachers as a reference for pronunciation
helps students predict intelligently the pronunciations of unfamiliar words although it does not work all the time	enables accurate pronunciation of words
enables students to make a sensible guess of the pronunciations of different words using the knowledge about basic letter-sound relationships without having to make reference to a dictionary	involves making reference to a dictionary to get the pronunciations of different words

To sum up we can conclude that according to Firth (1930) phonetics and phonology are the two fields dedicated to the study of human speech sounds and sound structures. The difference between phonetics and phonology, by definition, is that phonetics is the field of language study concerned with the physical properties of sounds, and it has three subfields. Articulatory phonetics explores how the human vocal apparatus produces sounds. Acoustic phonetics studies the sound waves produced by the human vocal apparatus. Auditory phonetics examines how speech sounds are perceived by the human ear. Phonology, on the other hand, is concerned not with the physical properties of sounds, but rather with how they function in a particular language. Gondwe M. K. (2012). Differences between Phonetics and Phonology.

University of Livingstonia: Laws Campus- Faculty of Education department of languages and literature studies.

PHONETICS IN OUR SOCIETY

“Life begins where fear ends”

(Osho)

Advertisements, brands, neon signs, billboards...English is surrounding us in our real life but, how we are supposed to behave? The media is one of the most important influences in children actually, and also in the whole society; but is it good enough for our learning of English? This influence has been studied by several researchers, I would like to reference one English- Spanish publicist “must- read” book: *La lengua inglesa en la publicidad española* written by Ramiro Durán Martínez. In this book he exactly said: *“we shall concentrate on the analysis of the different linguistic factor attributable to Anglo- American influence on Spanish advertising: these factor range from the continual use of Anglicism to the use of texts written in English to promote products aimed at a general public whose everyday language is Spanish”*(2001, page 23). So, it is a fact the influence of English in our society but, how far is it going? Is it affecting the teaching process of English as a second language? We are including anglicisms in our daily life without taking care of it, even if it is a sign of the current globalization we may be aware of it, thinking about the consequences that it could have in our students, our children as our future. Talking about my personal experience I have grown in a normal Spanish family, and neither my mum nor my dad have any idea of English, nevertheless I have often been surrounded by English words. Like me Many people have usually used English words without being really aware of their meanings, here I remember one book that surprised me “this book is the milk!” which reflect the English that you didn’t know you know.



Picture from the book “this book is the milk!” (Alonso A. and Mollá D, 2013, page 10).

In the picture it is described the trademark “shell” and its meaning in Spanish. Also how could be translated this word into a Spanish name, those are curiosities to make easier the learning of English.

Therefore if there are English words in our society there will be different ways to pronounce it as well; from my point of view we can classify three: the first one is the easy one, in a Spanish society it will be reading how it is written. The second form will be in the correct form, what I want to say is that the word is pronounced with the correct English pronunciation. And the last way is the most common, from my book reading what is written with the pronunciation that we stereotype like English language.

The idea that I wanted to reflect here is about the correct pronunciation or what we think a correct pronunciation must be. Furthermore there is a discrepancy between reality and adequacy necessary to our world. I don't think that it is extremely difficult to teach a society how to pronounce a new word, the problem is that this new word should be learned to pronounce since it comes to our society and we aren't realizing how it really becomes part of this society. If we are going one step further, and we are talking about English as an international language, there is still a long way to walk across. There is too much fear to face and go through it. But the first fight is in our minds, we should be more open-minded and starting by recognizing the world as a beautiful big place, without borders where a second language is possible and enriching for our society and for ourselves.

PHONETICS IN OUR EDUCATIONAL SYSTEM

English pronunciation is considered to be one of the most difficult skills to acquire and develop

(Martínez-Flor et al. 2006; Aliaga García, 2007. *Phonetics Teaching & Learning Conference*).

The idea on this point was to make a research, an overview resume of all the texts that I have read and all the information collected to emphasize the idea that pronunciation should have in our society and compare it with the relevancy that it really has. Nevertheless I have decided to do it more personal, I want to be here as realistic as possible and it is too easy if I reflect on my personal experience due to the subjects Practicum I and II. Moreover the practicum transcendence is unbelievable and it gives us, as future teachers, confidence and experiences that we couldn't have ever imagined. By the way and due to my university years I have done three stages in different schools and levels, the two first two stages were in an early childhood education school so I will pass by them I am going to focus in Primary educational system. Fortunately I have had the possibility to be in an English British Council school and I have been in English classes from 1st to 5th grade. The school called "Los Doce Linajes" has native teachers so the students have the opportunity to hear the correct pronunciation and of course learning during the process but during the three months that I have been there I didn't see anything related to pronunciation neither about phonetics. Also, I have been talking to the English native teacher, asking him about this topic and he explained me that it is difficult to teach students pronunciation while they are most of their time with tutors in Science or Arts which pronunciation is quite far away from a correct one. In this moment I really wondered how we could change this thought as future teachers, and I realized how forgotten is this beautiful and important part of the English as a second language.

Quite disappointed because of the lack of pronunciation in a British Council school, I decided to compare it with another public school; this time I would like to thank for that to the tutor of 5th grade in public school "C.E.I.P. Conde de Aranda", which disappointed me even more than I was. It is a reality that we forget about pronunciation because English teachers don't consider it as important but what was worst, I found a school with non- sense in the subject of English. The teacher described me the subject as a way to complete the timetable and of course he thought that English wasn't important at all for those students.

After that I want to pose an open question: Can we talk about phonetics in our educational system?

My opinion is clear, and always talking about my personal experience I just can say no. There is no place for Phonics or Phonetics because we haven't even thought about it. We are just discrediting its value, its relevance because it is something considered "difficult". Come on! I just can include here a sentence of one of my inspiration songs to write down all my ideas- my best way to teach Phonetics; it is from Coldplay in the song "*Fix you*":

But if you never try you'll never know
just what you're worth.

(Coldplay. *X&Y: Fix you*. 2005)

PHONICS AS A METHODOLOGY

As I have been explaining before, there is a mismatching between real life and the adequacy need for the English speakers in the Spanish society. Thus, to introduce the pronunciation skills in a traditional educational system it is necessary to be aware of it. If the pronunciation were really integrated it won't be necessary to teach it as a separate field of knowledge. Phonics is the way how children react to a pronunciation code; a list of symbols and also how they are pronounced. Truly, it is quite similar to the way of early learners learn how to read; because the idea is to identify one symbol with one sound, taking into account the possible variations and that's what we usually do in early childhood education to teach them how to read.

The main trouble of pronunciation is that it is not integrated in our educational system and there is a lack of speaking skills in general in the Spanish society. In my personal experience I have never learned pronunciation, before starting with this research work I was unable to identify in a dictionary how to pronounce a word. Fortunately, nowadays the online dictionary gives us the option to hear its pronunciation but, what if we are in the middle of an internet breakdown and we need to communicate with a native English speaker with a word that we didn't know and of course we don't know how to pronounce? This clear example makes phonics relevant. We learn to read, to write, and lists of verbs in English in our Primary English class but we forget about

the importance that a real communication has. I mean, is not the quantity but the quality of the teaching- learning process. Let's teach our students how to read also in a second language, my personal contribution is going to develop this important role that pronunciation should has. Phonics as methodology, as a way to learn English to become speakers with a useful knowledge of English; what good does it do me to know theoretical English so much if I can't show it? Everything we teach in our class should have a meaning, a target to achieve and English might be considered the way to learn something new but also the subject to be learned; and one of the most important skills in a second language is the aim because when you learn a new language you should be able to make it useful in a communicative way, and that's what Phonics give to the English learning.

→ **JOLLY PHONICS**

Sue Lloyd, Sara Wernham and Christopher Jolly (1995) describe Jolly Phonics workbooks as:

The Jolly Phonics teaches the skills for reading and writing. All the letter sounds of English are introduced (not just the alphabet), with an "action" for each. Exercises show how you use letter sounds to read and to spell, along with ways of learning the "tricky" spellings. The correct way to form each letter is shown and in later Workbooks joined- up (cursive) writing is introduced (back cover).

Due to their own website (<http://jollylearning.co.uk/overview-about-jolly-phonics/>) it is described as:

A fun and child centred approach to teaching literacy through synthetic phonics. With actions for each of the 42 letter sounds, the multi-sensory method is very motivating for children and teachers, who can see their students achieve. The letter sounds are split into seven groups as shown below.

Also, and taking a closer look to these methodology I am going to include here the five skills taught in Jolly Phonics, extract from their website too:

1. Learning the letter sounds: children are taught the 42 main letter sounds. This includes alphabet sounds as well as digraphs such as sh, th, ai and ue.

2. Learning letter formation: using different multi-sensory methods, children learn how to form and write the letters.

3. Blending: children are taught how to blend the sounds together to read and write new words.

4. Identifying the sounds in words (Segmenting): listening for the sounds in words gives children the best start for improving spelling.

5. Tricky words: tricky words have irregular spellings and children learn these separately.

In conclusion I can say that there is 42 different sounds to learn and Jolly Phonics try to make easier their learning by using songs, games and pictures.

1. s, a, t, i, p, n
2. c k, e, h, r, m, d
3. g, o, u, l, f, b
4. ai, j, oa, ie, ee, or
5. z, w, ng, v, oo, oo
6. y, x, ch, sh, th, th
7. qu, ou, oi, ue, er, ar

Jolly Phonics workbooks (1995)

Even if it is a good way to teach pronunciation, to my mind this teaching strategy could be considered quite childish. The materials are very clear and useful, moreover the aim is clear and children enjoy while learning, what is an important reference to take into account, also the same objectives to Jolly songs. Nevertheless, in Primary education students are able to write the entire alphabet if they have achieved the Jolly Phonics target but it would be repetitive if we do the same. So, I think Jolly Phonics is a good methodological strategy just for early childhood education than for Primary school.

As an example there is one activity on the workbooks of Phonics proposed in Annex 1.

AN INTRODUCTION TO THE PRONUNCIATION OF ENGLISH

A. C. Gimson (1987) described the reality of pronunciation as:

We are concerned with two kinds of reality: the concrete, measurable reality of the sounds uttered, and another kind of reality, an abstraction made in our minds, which appears to reduce this infinite number of different sounds to a “manageable” number of categories. (1987. Page 4).

Gimson differentiated both of them referring to the first one as speech and the second one as language. (A.C. Gimson, (1987).).

This approach to the reality of the pronunciation done by Gimson in 1975, talked about the different sounds, speech, and later on what this sounds in general create, a language.

I am going to focus my research on the first idea; how this language is created based on an amount of symbols reflected in the International Phonetic Alphabet.

The International Phonetic Association was founded in Paris in 1886 under the name *Dhi Fonètik Tîcerz' Asóciécon* (The Phonetic Teachers' Association), a development of *L'Association Phonétique des Professeurs d'Anglais* (The English Teachers' Phonetic Association), to create an international phonetic alphabet primarily for English, French, and German. Many of the symbols derived from Sweet's Revised Romic alphabet (Hultzen, Lee S. (1958). [Review of *The International Phonetic Alphabet: Its backgrounds and development* by R. W. Albright]. *Language*, 34 (3), 438-442.

Along the years it has been modified to become what we nowadays have. The phonemes are the part which is usual forgotten of the English teaching in our educational system

	monophthongs				diphthongs			Phonemic Chart voiced unvoiced
	i:	ɪ	ʊ	u:	ɪə	eɪ		
VOWELS	sheep	ship	good	shoot	here	wait		
	e	ə	ɜ:	ɔ:	ʊə	ɔɪ	əʊ	
	bed	teacher	bird	door	tourist	boy	show	
	æ	ʌ	ɑ:	ɒ	eə	aɪ	aʊ	
	cat	up	far	on	hair	my	cow	
CONSONANTS	p	b	t	d	tʃ	dʒ	k	g
	pea	boat	tea	dog	cheese	June	car	go
	f	v	θ	ð	s	z	ʃ	ʒ
	fly	video	think	this	see	zoo	shall	television
	m	n	ŋ	h	l	r	w	j
	man	now	sing	hat	love	red	wet	yes

Phonemic chart consulted on: <http://www.englishclub.com/pronunciation/phonemic-chart.htm>
(15/06/2014)

If we consider all the signs in the chart above we could think that it is very difficult task to be learned to Primary Education students, but the idea is to introduce them into pronunciation. At the end of the stage the aim should be create students ready to be communicative and with a useful use of the English language, always being aware of it importance.

Nevertheless the learning of these phonemes has to be classified by the teacher, I don't think that creating a special classification in order to the level they are, is a good idea, but from my point of view teachers should be conscious about its importance and creating a strong basis for the following knowledge to learn. In addition they would be reflected in the current regulations, giving the importance that it really has.

So, I have been talking about the importance of pronunciation in Primary Education and the relevancy that it has in our society but we are forgetting something: the education of the teachers. I am going to become an English Primary teacher but no one during my five university years has taught me pronunciation. One day I decided to start learning from the back cover of all my English grammar books but I found nonsense to do it. Nowadays I have found the reason to learn it⁵.

To sum up we can conclude that there is a lack in our educational system, not only in the schools but also in the university or even in the Languages Schools that must be completed. Pronunciation gives to us the difference to be understood or not, and if we are considering English as the way to communicate it will be one of the most important and relevant points to take into account.

⁵ I would like to say that thanks to my university tutor Francisco José Francisco Carrera, and all the material that he has lent to me which has helped to believe in a better possible education.

4. DESIGN

METHODOLOGICAL ASPECTS

- To carry out the subsequent research under the topic of Pronunciation and Phonics, I have undertaken the following process: literature Revision about the topic in different media: Internet, books, reviews...in order to create the most specific and clear definition of Phonics and its consequences in our society.
- Competences and capacity to relate to the topic according to my University studies; with the base found on the “Memory of the title”. Furthermore demonstration of the five years studies and all the subjects done as an evolution of my personal training during the degree.
- Resources research about different topics; with a very important transcendence of Phonics.
- Creation of drafts (erasers) and their consequent revision with the university tutor. Evolution of the work and correction of the most important mistakes with her guide to improve the result of my work and consequently my knowledge about Pronunciation.
- Gather information on this technique with tutors during my school practices, asking them about the different techniques used in their daily life with children to approach my work as much as possible to the reality. Interventions with a native specific in English to acquire new methodologies how to teach foreign language in Primary education.
- Personal proposals of intervention where applying the resources. As an evolution of the work, and after having been investigated about the topic I introduce some innovation in my work in order to get to our Education the refreshing needed to be adapted to our society, continuously in change, and making more relevant some aspects that don't have space in our society.
- Search physical context suitable to carry out the process of learning; according to the theory I try to describe the best context possible to develop strategies to pronunciation, based on Phonics and Phonemes.
- Reflection on the research work and the consequent conclusions of my personal proposals; criticizing the objectives proposed at the beginning and if I achieved

them. Finally the general conclusion about the real scope of the work and the possible limits of the context.

Work Schedule

A research work must have many hours of hard work, and if you are not compelled by the topic would be the less productive time ever. However I have been very lucky, since I started my English studies I knew how important pronunciation was even if I had never had lessons about it. Due to my Erasmus in Denmark I opened even more my eyes and I could feel the difference between how other Europeans teach. I wanted to change this, I think that is it necessary and one of the steps needs to give more relevance to Education. What I want to say here is that we don't change our communicative skills, if we don't improve them we are going to be always considered as the country which doesn't know how to speak. This lack of communication when a Spanish person goes beyond our borders is, in my point of view, too easy to be completed: pronunciation skills should be part of our Educational system. After realizing this reality I wanted to know more, and I started my literature revision.

In the beginning I had one book to start with, and I didn't know how to start my research because it was a topic completely unknown for me, but in the end that was what made it so attractive. I went into the library and I started reading some pages of books that made non-sense for me, I read about Phonics, Phonetics, phonemes...but I didn't exactly knew its definitions. Therefore, I decided to create a guide to follow, were the most important points were:

- The Spanish current society, it is a current topic; quite innovative in our society but before I decided to make a reference to contextualize it.
- What does "bilingual society" mean? This is the justification of my work, why our society needs to know pronunciation.
- Phonics vs Phonetics, in my research I decided to be as clear as possible and if I wanted to promote pronunciation and phonemes it is necessary to know what it implies.

- Phonetics in our society could be considered as the following part of the step one of my research but to talk about phonetics I need to know before what it means.
- Phonetics in our educational system is an inflection point to make myself realize how forgotten is the pronunciation even if it is one of the most important skills of a language to be understood and to create communication.
- Phonics as a methodology, if phonics were really included in education they wouldn't need a field apart. Also different strategies such as Jolly Phonics, its advantages and disadvantages.
- An introduction to the pronunciation of English, here is the most theoretical part of my personal contribution.

From the first moment that I chose the topic I thought that it would be impossible for me to learn all the phonemes that I wanted to teach, thus I decided to be more realistic and try to make an approach of several phonemes, not being too ambitious. The strategy that I chose to do it was a musical, "My Fair Lady" in a Primary school class; something innovative and different to motivate our children and go past the fear of the limits of pronunciation.

Setbacks forecast

Internet is a powerful tool of knowledge which gives us innumerable information, but it is necessary to be critic in order to seek the proper information. This has been one of the most difficult tasks of my field work because I found same information in different books or websites and I had to corroborate it with several books. Even if internet is very useful we have to be careful with the information and always try to contrast it to make sure that is an original one.

Other difficulty found during my project has been the time. When you invest your time in something you really like and you want to know more about it, all the time available won't be enough and that is what I have experienced. Wholeheartedly I am very interested in this topic, and it has been for me just as the title enounced: an introduction to phonics. I really look forward to the time of going beyond this work, starting with my personal formation to become a better English teacher. I want to learn

pronunciation and teach my future students it to make them realize how important is having a useful second language and not only considering grammar and vocabulary.

The last setback forecast that I have is about the transcendence of my personal contribution. Of course I would have liked to apply it in a Primary classroom but I was in my school practices and I am conscious those teachers nowadays don't have enough time even to finish their subjects so I prefer to forget about it.

Nevertheless I like the personal contribution and I want to change the role of pronunciation in our educational system: personal challenge for my future, for a best future of my students for sure.

5. PERSONAL CONTRIBUTIONS AND CONTEXT

Our globalised world is calling for a change in our current educational system; focus on the idea of teaching a second language such as English in a Spanish society also needs to be reinvented. As a future Primary teacher I think that the teaching of a second language is wrong starting by the point that there is no reference to communicative skills as pronunciation in the current regulation. My personal contribution is going to be in that way, creating new strategies and make an example of an innovative way to teach pronunciation linked with the phonemes that can be considered as a fear to the students in Primary education.

From my point of view education and students looking forward to learn more have only one limit, the border line established by the teacher and the society in order to set out their knowledge. From his early childhood for one child everything around him/her is going to be new, so it is going to attach her/ him attention and curiosity developing the way he/she act and adapting it to the surroundings. But this curiosity needs to be nourished and this is part of the education which should be shared by the family and the school. Nevertheless they are many researches studies that probed the opposite; for example Engelhard and Monsaas (1998, p.22) said that “historically, education research has focused primarily on the cognitive outcomes of schooling” rather than on motivational factors. Loewenstein, G. (1994). The psychology of curiosity: a review and reinterpretation. *Psychological Bulletin*, 116, 93-94.

Thus, English education of pronunciation need to be attractive enough as much for students as from the society to believe in a possible change. That’s exactly what I want to reflect with my personal contribution.

Also, I think that music in education gives a very big field to work on it that is missed because we don’t realize how important it is. Due to my Erasmus experience I had the possibility to be in a school based on a musical target where music was part of the everyday routine. Since you entered in the school you could see a piano, and the music classroom was simply amazing. Children didn’t learn how to read a musical note

because they already know how to read a score; they just sing songs because they were able to perform what they saw. That is the difference between our educational system and theirs, we start teaching everything from zero even if we already know that students know, in Denmark they had better apply this knowledge that already known. Explanation that can also be applied to the idea of teaching English and the idea that I want to change.

Context

Therefore my personal strategy suggested would be developed in a 3rd grade of Primary, but actually I believe that each activity with a normal Primary difficulty could be adapted to every level, depending on the abilities of the teacher. Nevertheless and in order to avoid the insecurities of teachers to apply this strategy I have chosen this degree because they are already mature enough to believe in phonics but also they are still children with no fear to show what they are able to, an interesting point of view to develop any kind of methodology and activities which implies participation and not feeling embarrassed, being confident.

The ideal number of pupils would be the half of a normal class; I want to make a point about this characteristic, because due to the reality lived in my Practicum II, I know that not all schools have the possibility of flexible groups and I have thought other alternatives to these cases.

Aim

As I have explained before, my idea is not to teach pronunciation in order to make students smarter, what I want to create is a climate with a real communicative use of English. Students by the end of the activity would be aware of the importance that those phonemes learned have.

Lesson Plan for the activity:

The idea is to integrate the pronunciation in their daily routines of an English class, so it won't be necessary to make it theoretical. We have to create a challenge along the Primary education and of course it would be better if we started from a Jolly Phonics base in the early childhood education. However this guideline to follow should

be each time more complex, starting from an easy activity based on their preferences and enriching their culture in higher levels with British culture as the one that I am going to reflect through the film “My Fair Lady”.

To develop the strategy in third grade I have chosen several signs from three words of the film explained. Thus, I am going to divide the strategy in four steps or activities:

1. PHONEME PHENOMENON

Everything needs a base to be developed. The International Phonetic Alphabet, before explained, will be our base. To this concrete activity I have chosen these phonemes:

/ˈlʌv.li/ it corresponds with the word lovely.

/reɪn/ it is the word rain.

/dɑːnst/ it is the word danced.

First of all the teacher draws the symbols in the blackboard or whiteboard, calling their motivation to imagine what they could see on them, what they think these symbols are. Of course the teacher has to avoid suggesting concrete words, because they have to started from an amount of symbols at least without any connection.

The activity wants to make them imagine about the different symbols, creating draws with meaning, this is the second part where each one of them will have to give a meaning for each phoneme.

The phoneme phenomenon will be completed when they exchanged their pictures with the rest of the class; they have to give it draw to the student seated next to him/ her. Then, it will be the moment to colour them.

Even if apparently there is no aim in this activity of course there is one clear and very important. We don't have to forget that what we are looking for is an introduction to Phonics; the students will have by doing this activity a first contact with these symbols creating on them the desire to know more about them. The target by itself is creating the experience, because when they are part of this experience they will always learn something, based on the constructivism which prefers a scaffolding approach to learning wherein students connect novel ideas with existing cognitive schema due to experiences. Also, while they are enjoying creating and being imaginative they are

learning by suggestion, another learning- teaching process called Suggestopedia. Here, I have decided to include an approach to the possible results of the activity done with a Primary Education pupil from 5th grade (Annex 2).

2. PRECIPITATION PRONUNCIATION

“While criticism seems to be a natural reaction to someone making mistakes, it adds to the problem rather than contributing to its solution”

(Phil Bartle, 1967)

Later on, the teacher has to explain them that each symbol has a sound and he/she has to teach them how to read it. This activity will be developed in three levels; the first one is the moment where students have to listen and remember how to pronounce it, it will be better if they have the opportunity to repeat it. The second part, where the teacher chooses many students and they have to go in front of the class and read the different symbols by imitation. This time the methodology chosen will be the Total Physical Response, which procedure will be more or less the following:

- ✓ Step 1 The teacher utters the commands as he himself performs the action.
- ✓ Step 2 The teacher says the command as both the teacher and the students then perform the action.
- ✓ Step 3 The teacher utters the command but only students perform the action.
- ✓ Step 4 The teacher tells one student at a time to do commands.
- ✓ Step 5 The roles of teacher and student are reversed. Students give commands to teacher and to other students.
- ✓ Step 6 The teacher and student allow for command expansion or produces new sounds.

The target here is to make students release their fears about pronunciation and emphasize the relation student- teacher. Of course the teacher has to correct the pronunciation if it is wrong but not in the traditional way. Here comes the idea of the

sentence that introduced this activity by Phil Bartle and also the next one by himself too:

A positive approach would contribute to the solution. We recognize that the mistake is made, but we emphasize the positive contributions of those who made the mistake. We build up the strengths, self esteem and self confidence of our staff or community members. (1987, <http://cec.vcn.bc.ca/cmp/index.htm>).

3. FILM WHATCHING

After the theory linked to the practice comes the main part of the activity where the students will have the possibility to see three different parts of a film called “My Fair Lady”. The main reason why I have chosen this film is because the similarity between the actress role and the students role to know pronunciation. We are all beginners sooner or later, in this case Eliza, the main character, arrives to other place with a different pronunciation and she is hardly understood compared with the situation of our students in the Spanish educational system where they don’t have the skills to pronounce well and sometimes it is very difficult to understand them. Thus, we have to take part of the situation acting like Professor Higgins, and giving them the tool to improve it but being aware that the effort and the motivation to learn must be theirs.

There are always borders, limits that must be avoided to start talking about real globalization and a real communication between citizenship.

The parts of the film are three important songs with subtitles. The first time they will listen one part one time, with subtitles and try to listen what it said and follow the lyrics. The second time they have to look for the word most repeated. After watching the three parts, two times each one of them we put in common and try to identify the three words.

Here we have the three parts and the word searched:

1. <http://www.youtube.com/watch?v=KRbBegjoLU8> Wouldn’t it be **lovely**
2. <http://www.youtube.com/watch?v=uVmU3iANbgk> The **rain** in Spain

3. <http://www.youtube.com/watch?v=7Ezy50aY6Bg> I could have **danced** all night

Once we have identified the three words they have to think about it pronunciation and remember the activities already done about it. They have to identify the symbols written in their notebooks with those that we analysed in the blackboard or whiteboards.

To do it they will need time, it could be developed at class or also at home. But never as homework because it is very important to be sure that they have identified the symbols by themselves.

The three words will be checked and we try to pronounce it following the same steps that in the second activity.

In one of the three words, danced, there is an extra difficulty added due to the ending. The pronunciation of words ending in ED depends on the final consonant (sound). There are three ways to pronounce ED:

/id/	/t/	/d/
T wanted D needed	P helped K looked SH washed CH watched GH laughed TH breathed SS kissed C danced X fixed	L called N cleaned R offered G damaged V loved S used W followed Y enjoyed Z amazed
Voiced Sound = uses the vocal cords and they produce a vibration or humming sound in the throat. <i>(Touch your throat to feel it)</i>	VOICELESS	VOICED

Chart from the website <http://www.grammar.cl/english/pronunciation-ed.htm>.

I consider that it is very important for them to understand that there are small variations that make pronunciation more difficult. However to make easy the learning of this ending pronunciation they can copy the chart in their notebooks and try to find an example different for each letter.

4. LET'S SING IT

This activity must be introduced by the film “My Fair Lady”. I am aware that it will be impossible for them to understand all the film, even for me it is difficult enough to recognize that there are parts where the subtitles really help me through the process of watching the movie; I want them to focus in the songs, in the kinesthetic language to try to understand what is going on.

After watching the film it's time to perform it. Even if I think that it is important the approach to this film in a Primary class I have decided to adapt the songs, the roles to their reality (Annex 3).

To do it as better as possible, it would be necessary to create two groups of 10-12 people if a flexible group is not possible. While one group is acting the other one has to be focus on their pronunciation and create a group feedback about it, creating critics students to improve their classmates' skills.

The performance would need some rehearsals to achieve the correct pronunciation besides their motivation and participation. This activity is the longest one and it implies personal preparation of their roles at home, the perfect excuse to watch the film again with the family and make people around our students realize how important pronunciation is, starting with the increasing global sensitivity need to change.

About the roles distribution I don't want a teacher who imposes what they have to be. I think the best idea is create a debate about it where everybody will have the possibility to express who he/she really want to play. The teacher would be the one who avoid discussions if they don't reach an agreement⁶.

- To sum up I think that theatre or, in this case, musicals give the student's confidence to trust on themselves, the skills to communicate and with the appropriate feedback, the experiences to achieve all the aims proposed.

⁶ To go beyond and make the explanation as clear as possible I have included some guide lines for the teacher in the Annex 3.

PRONUNCIATION NOTEBOOK

There is also another personal contribution that I would like to make here. When a child starts its education it is thought that its knowledge will increase with the pass of the levels. However, until nowadays and despite the fact that education should be a continuous process, we find in the schools that this continuity it is not real. Every tutor has this role for two years, a period of time where he/she will try to fit these students due to his/her preferences. Later on, after the first level other tutor during two years will change everything achieved by the before teacher and of course, as individual person we have each one of us, a different way to teach and preferences of topics or skills to be taught. The idea here is to create a thread supported by a notebook.

Since a child starts Primary Education a notebook of pronunciation will be with him/ her during all the stage long. In my opinion this is a very important idea to develop because we are introducing them in Phonics, phonemes and pronunciations and the fact to create their own notebook will motivate them to create a useful tool for all their entire life.

It is very important to the teacher not being too ambitious, introducing pronunciation with creative activities where they take part in order to achieve a significant learning. My proposal, before done, is just for one level but it would be an example for the rest of the levels.

Timing

I didn't want to talk about the timing before because I think that you can't establish an estimated time for each single activity. Children are different, they have different needs and different behaviours, and therefore we can't fix it. If I had to do an approximation I would dedicate this time, more or less in the planning of the activities:

Activity 1: 20 minutes of an English class.

Activity 2: 20 minutes of an English class.

Activity 3: 40 minutes of an English class (due to the duration of the videos).

Activity 4: this one might be developed in different sessions, taking into account the rehearsals of the performance. However the rehearsals don't have to be too long because it could discourage them.

An advice: pay attention to the children preferences, encourage their likes and create a climate where education means respect, equality and desire to know more: curiosity.

6. CONCLUSIONS AND REFLECTIONS

“It's the possibility of having a dream come true that makes life interesting.”

(Paulo Coelho)

When I started my research work about Phonetics I didn't even know a phoneme, I knew that there was a lack of English pronunciation in our educational system even in the society but I thought it wouldn't so conspicuous than it is.

After all the work undertaken, my intention has been to point out the importance of pronunciation for both students and teachers in Parimary. From my point of view, our society does not help to acquire a good level of pronunciation.

Then, after analyzing the objectives proposed at the beginning of the work I could say that I have chosen a topic and developed it, as I have shown in the methodology following different ways to find information and improving my researching skills on the Internet.

The work done has helped me to organize my ideas about my near future as teacher; creating some new competences related to the plan of studies to fulfill my formation as a teacher.

Due to the research done I have analyzed several references, reflecting about them, exposing my views and consequently, creating a personal proposal based on innovation and applying Phonics in Primary education.

The resources used have been appropriate to the topic and they have helped to improve the quality of the overall research work.

In my personal opinion the most important skill improved while doing this work has been the capability to find academic texts, criticize the contents and innovate creating a realistic proposal being aware of the possible inconvenient found.

The transcendence of Phonetics currently isn't very important due to the traditional way to teach English in the educational system in Spain; so, this has been the specific aim of this work: getting Phonics as close as possible to schools and making people realize (not only teachers and students but also parents) about the importance of a good learning of Phonetics to be understood and facilitate a useful use of English.

We can also talk about an international language due to these phonemes learned, and could it could be the starting point of a new era of Education taking into account the globalized world where we live.

Reaching the end of the project I want to reflect the idea of my personal strategy proposed.

When I started to study about this topic I was very impressed by the results; the only place where Phonics were taught is in the Language School and this situation, has been recently changed by the four skills expected to command in order to achieve a language certificate.

Being honest I started to research about this topic because I have always wanted to learn more, but the only response I got when I said that to my English teacher was that there weren't time to learn it. I have been studying English since 3rd grade of Primary Education, and always in elementary school I have never paid any kind of tuition to receive an English education. But when I saw first time the high amount of phonemes I quickly realized that in Primary Education we just have to make an introduction to them.

Unfortunately during the five years I have spent throughout my university training to become an English teacher of both, early childhood and Primary education, I have neither learned pronunciation nor focused on studying Phonetics. In my opinion a future teacher of English should know how to pronounce because she/he is going to be the role model for their students.

There is just one section that could seem forgotten, the evaluation. I don't want to emphasize in this part because I consider more important the development that the final result. I want the students to be creative and feel free to ask, promoting their own motivation. The traditional evaluation is based on numbers to identify what they have learned, but what I want to see is their implication in my class, the interest about what we are learning and the whole process in order to create a good feedback doing designed activities to take into account their preferences.

To conclude I would like to say that one of the aims as a teacher should be to continue with pedagogical formation and adapting the current society needs to the

teaching- learning process. Therefore, I am studying to try to match the neuro-linguistic programming with the teaching of pronunciation in order to link what happens in our minds (neurological processes) with the language (in this case phonetics) and with the implementation of the behaviour looking for an effective communication.

Finally, I would like to express the fact that I am not learning all about phonetics, but now I am more ready to go on with my own learning process about pronunciation. And of course this has been the case thanks to the film analyzed and adapted to a 5th grade Primary class: *My Fair Lady*, a production which has taught me lot of new vocabulary as well as emphasize the relevant role that pronunciation should have.

ACKNOWLEDGEMENTS

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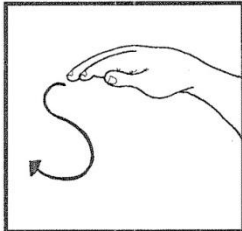
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8. ANNEXES

ANNEX 1

An example of Jolly Phonics with the phoneme /s/:

S **s**

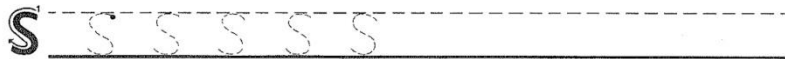
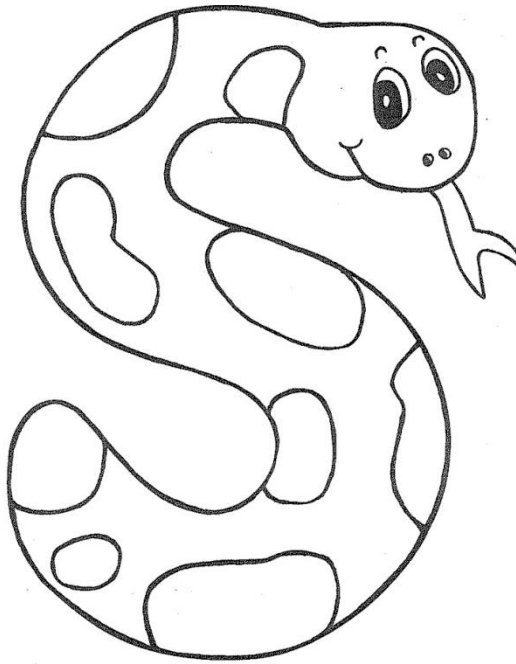


ACTION

Weave like a snake, making s shapes, saying sssss.

snake
spotty
sun
sit
sand

Draw the letters dotted here:

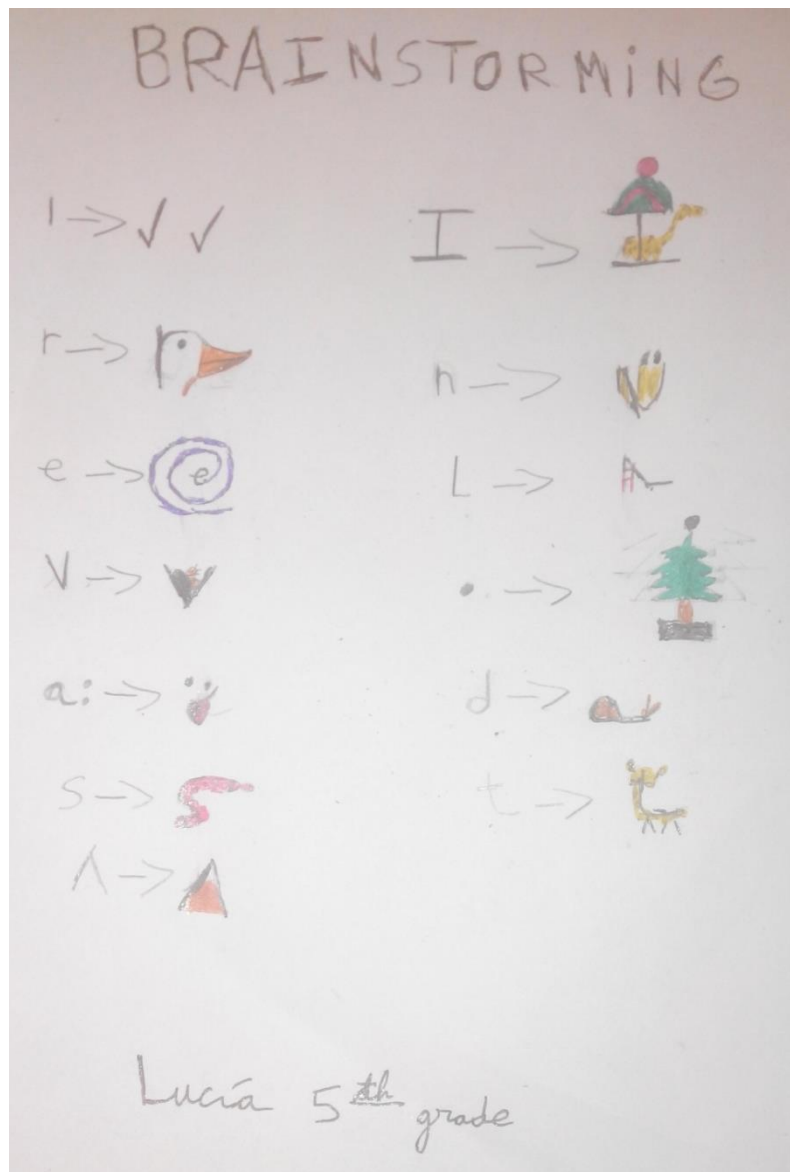


ANNEX 2

Here, I have decided to include an approach to the possible results of the activity done with a Primary Education pupil from 5th grade, called Lucia.

I would like to say that this is just an approximation undertaken with only one child therefore the way to do it was easy. Nevertheless a few days later, doing some English exercises with her I was quite astonished when she was talking about some

different symbols she had drawn: /a/ was recognized by her as the smiley face so she pronounced remembering how we had done during the exercise.



When she finished drawing the pictures she explained me the meanings, the answers were quite original, from my point of view:

/l/ is a bird

/I/ is a carousel

/r/ is a duck

/n/ is a pencil holder

/e/ is similar to the symbol @

/L/ is a slide

/v/ is an attraction placed in the

amusement park of Zaragoza (Ramses)

/./ is a Christmas ornament

/ɑ:/ is a smiley face

/d/ is a snail

/s/ is a snake

/t/ is a giraffe

/ʌ/ is a mountain

→ Each child has his/her own reality and we can't belittle none creative action, that would limit her/ his creativity and abilities.

ANNEX 3

The idea here is to create the storyline where they can improve their pronunciation skills due to their implication. Also, I include some guidelines to the teacher in order to help him/her in the performance of the activity or to explain ideas that couldn't have been explained before (they will be signaled with *)

There are three steps in the improvement;

The first step is with the song "wouldn't it be lovely". They have to play their role, singing or just speaking following the script given with the knowledge they have.

The second step is the song "the rain in Spain" and they realize about their improvement thus their pronunciation is going to be better.

The third step is the last one, after realizing how to get a perfect pronunciation, with the song "I could have danced all night", they show their motivation dancing and singing.

Once that we know how the acquisition of the knowledge is going to evolve I am going to describe the storyline and the script:

MY FAIR LADY

→ This part could be read by the narrator of the first act.

Eliza is a new student in the school but it is very difficult to understand her because she is an ordinary Spanish girl with not very good pronunciation.^{7*}

She arrived to the school trying to speak with a teacher, but he (Professor Higgins) couldn't understand her speak and he becomes upset.⁸

FIRST ACT

He started writing down what she was saying and she started feeling like she wasn't good received...⁹

Eliza: I have right to be here if I like, same as you.

Professor Higgins (from this moment he will be called just Higgins): Of course, but you are a human, with soul and the divine gift of articulate speech¹⁰. Simple phonetics. The science of speech. That's my profession, also my hobby.

Eliza: Aoooooh!

Higgins: Condensed for the cold- bloomed murder of the English tongue.

Pickering: She is not a good example to be judged.

Higgins: Why can't the Spanish teach their children how to speak? However in six months I would make her pass as another normal Spanish student.

⁷ * The difference between the film and the play is that in the film they all speak the same language with different pronunciation while in the play the pronunciation is not correct because it is a second language. However, a similarity is that nobody neither the film nor the play know phonetics before.

⁸ It is very important that they realize about the importance of the language for the professor Higgins opposite to the lack of care from the girl, Eliza.

⁹ I would like to remember here about the importance of a good choice of the main characters because they will be the most important part, they have to be motivated and motivate people surrounding us too. The distribution will have been developed in common.

¹⁰ God is present in some references due to the traditional school and its religious aim.

Pickering: Anything is impossible!

Narrator: She is poor so, she sells handmade bracelets to earn money. She tries to sell them to Professor Higgins but in the end he just gives her some money and leave. She was living in the street and suddenly...

Poor 1: Nice night Eliza! But it would be better by the sea.

Poor 2: Paris...I dream on it!

Poor 1: What would you like, Eliza?

Eliza: (singing) Lots of chocolate for me to eat...warm face, warm hands, warm feet. Oh, wouldn't it be lovely? Who takes good care of me? Oh, wouldn't it be lovely? Lovely, lovely, lovely, lovely...nice!

Chorus (poor 1 and 2): Warm and tender as he can be. Lovely, lovely.

(They all dance)

Eliza: Lots of books for me to read.

All: Wouldn't it be lovely?

Poor 1 and 2: Wouldn't it be lovely?

Narrator: after that, Eliza started thinking about what the Professor Higgins had said and decided to go to his office.

SECOND ACT

Narrator: After a long conversation Professor Higgins decided to teach her pronunciation. But exactly was Pickering the one that persuaded Higgins to do it.

He tried thousand of manners to teach her pronunciation, always supervised by Pickering and calling for empathy while they had a natter.

Higgins: The rain in Spain stays mainly in the plain. Repeat it.

Eliza: I can't, I am so tired.

Pickering: Be reasonable, it is too late and the school is going to close in a moment. Do be reasonable.

Higgins: I am always reasonable even if I have headache.

Eliza: me too.

Higgins: You have to think about what you are going to achieve one day. English language is the greatest possession we have. Conquer it, you will.

Narrator: they were both desperate when suddenly she started singing:

Higgins: now, try again!

Eliza: (singing) the rain in Spain stays mainly in the plain.

Higgins: what was that?

Eliza: the rain in Spain stays mainly in the plain.

Higgins: again!

Eliza: the rain in Spain stays mainly in the plain.

Higgins: I think she's got it!

Eliza: the rain in Spain stays mainly in the plain.

Higgins: Yes! Where does it rain?

Eliza: On the plain, on the plain.

Higgins: And where?

Eliza: in Spain, in Spain.

Eliza, Higgins and Pickering: the rain in Spain stays mainly in the plain.

Higgins: Where does it rain?

Eliza: On the plain, on the plain.

Higgins: And where?

Eliza: in Spain, in Spain.

Eliza, Higgins and Pickering: the rain in Spain stays mainly in the plain.

Eliza, Higgins and Pickering: the rain in Spain stays mainly in the plain.

Caretaker (Mrs Pearce): Are you ok? We are going to close the school.

THIRD ACT

Narrator: after the achievement she didn't want to go home but the caretaker persevered.

Caretaker: We are going to close the school. It is time to go to sleep.

Eliza: (singing) I can't sleep now. My head is too light to try to set it down. I couldn't sleep tonight, not for all the jewels in the crown.

I could have danced all night. I could have danced all night and still have begged for more.

Caretaker: Come one! Go out of school!

Eliza: I could have spread my wings, and done a thousand things I've never done before.

Cleaning lady: You'd better go home, lady!

Eliza: I only know when he began to dance with me, I could have danced, danced, danced, danced all night.

Caretaker: It is after five o'clock!

Cleaning lady: Don't you agree now?

Eliza: I could have danced all night.

Caretaker and cleaning lady: She could have danced all night.

Eliza: I could have spread my wings, and done a thousand things I've never done before. I could have danced all night.

Caretaker: Now, it's time to go out of here!

Narrator: Once she realized how to do it Professor Higgins decided to probe her. First, they went to the races. It was a completely disaster. Eliza was repeating all the time: How do you do? And talking about the Influenza problem of her family. Then, in the party things were better. They were to a very formal party of students to challenge her. She danced with a very important man and everybody was talking about her, in the good side. She passed like a perfect Spanish student with higher knowledge pronunciation...and when they arrive to the office, in the school...

Caretaker: How was the dance?

Higgins: A triumph.

Pickering: an immense achievement. Absolutely fantastic. You did it!

Higgins: I did it!