

A1 – A2 SPANISH PHONETICS

SEMESTER	SPANISH LANGUAGE
COURSE TITLE	PHONETICS
WEEKLY HOURS	4
# CONTACT HOURS	64
PRE-REQUISITE	SPANISH A1

COURSE DESCRIPTION
<p>This course proposes for the phonetic and phonological levels both an improvement in the linguistic praxis of its student-speakers and greater phonological awareness, respectively, by establishing clear differences between the phonological system of Spanish with those systems of other languages.</p> <p>To do this, the recognition of the characteristics of the students' native language is first considered, since it will largely determine the different difficulties that the various combinations (consonantal and vowel) and prosodies (given the diatopic variability) of our language will represent.</p> <p>The course tends towards the gradual autonomy of the speaker, as it can establish with increasing clarity the differences and similarities of the phonetic and phonological systems of both languages, through the continuous practice of exercises that consolidate the articulatory memory of Spanish and its variables (diatopic, diaphasic and diastratic, at the level of phoneme, morpheme, syllable, word, phrase and discourse).</p>
GENERAL OBJECTIVE
<p>It is expected that students will be able to communicate orally using a Spanish that adapts to dialectal variability, allowing them to achieve communicative independence with native speakers in situations of moderate thematic complexity.</p>

SPECIFIC OBJECTIVES
<p>The student as a social agent is expected to:</p> <ul style="list-style-type: none"> • Communicate adequately in a neutral register, although with enough flexibility to adapt to different situations. • Be able to deal with texts produced by native speakers at a standard language level. • Rescue the fundamental argumentative line of an argumentative text and be able to communicate it. <p>The student as an intercultural speaker is expected to:</p> <ul style="list-style-type: none"> • Incorporate new cultural, social and linguistic knowledge and develop skills and attitudes that facilitate your interaction and interpretation. • Analyze and ponder, with nuances, various aspects of the distinctive characteristics, norms and conventions of the social life of Hispanic countries. • Performs in intercultural situations that are not excessively complex. <p>The student as an autonomous learner is expected to:</p> <ul style="list-style-type: none"> • Establish conscious control over the factors that condition the learning process. • Identify your strengths and weaknesses as a student and make the traits that make up this profile more flexible. • Formulate your learning goals according to the results and demands of the program (objectives, content, methodology and evaluation).
KEY CONTENT
<ul style="list-style-type: none"> • UNIT I: Phonological knowledge and articulatory memory of the sounds of Standard Spanish. Phonemes of standard Spanish and Chile (consonants and vowels) complex combinations: • /r/, /l/ syllable end). Vowel and consonant diphones. • UNIT II: Diatopic Variables of Spanish and allophonization. Variables: “Seseo”, “yeísmo” and neutralization of phonemes.

- **Particularities:** syllable final /s/ (Chile), phoneme switching /l/ /r/ (Central America and the Caribbean, consonant frication (River Plate area), vibrating frication (Bolivia).
- **UNIT III: General and Specific Rules of Spanish**
 - Syllable (coda and attack)
 - General Rules: Stressed and unstressed syllables.
 - Classification of words (*“agudas, graves, esdrújulas, sobresdrújulas”*).
 - Tilde and types of accents.
 - Particular Rules for open and closed vowels. Diphthongs and Hiatos.
- **Unit IV: Intonation and enunciation**
 - Prosody of affirmative, negative, interrogative statements, among others.
 - Sinalefas and groups **In Interactions of medium complexity, both speaking and reading.*

TEACHING AND EVALUATION METHODOLOGIES

The learning process includes theoretical and practical sessions, combining the explanation of theoretical concepts with the articulatory practices of those phonemes and/or combinations that represent the greatest problems for the student, without failing to consider the importance of their native language to make these tasks compatible. To do this, strategies close to play and relaxation of the students are used, considering that the climate of trust is essential for teaching ELE.

ASSESSMENT

Evaluation of practical exercises, worked on during classes and whose difficulty progressively intensifies throughout the course:

Unit I	Articulatory memory consolidation exercises (Point and mode of articulation of phones and allophones) of vowel and consonant combinations: Tongue twister – reading texts in Spanish.	25%
Unit II	Variable phoneme assimilation exercises: vowel, consonant and diphones, allophones of variable phonemes, considering the diatopic	25%

	variable in Spanish.	
Unit III	General and Particular Rules of Accentuation. Application test. Reading text aloud, considering phonemes, accentuation and prosody.	25%
Unit IV Role Representation. Use of intonations.	Prosody exercises and phonetic performance in interactions of moderate complexity.	25% =70% SEMESTER
EXAM	Dialogues by draw. Students must participate in modeled situations of medium complexity	 =30% SEMESTER

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LINK



Los Sonidos del Español. Universidad de IOWA.
<http://www.uiowa.edu/~acadtech/phonetics/spanish/frameset.html>