

B2 SPANISH PHONETICS

SEMESTER	SPANISH LANGUAGE
COURSE TITLE	PHONETICS
WEEKLY HOURS	4
# CONTACT HOURS	64
PRE-REQUISITE	SPANISH B1

COURSE DESCRIPTION

The B2 Phonetics course offers a deeper understanding of the linguistic praxis of its student speakers at the phonetic and phonological levels, intentionally recognizing and defining diatopic, diastratic, and diaphasic variables, according to the context in which they work.

For this purpose, the first consideration is the recognition of the characteristics of the students' native language, as this will largely determine the different challenges posed by the diverse combinations (consonantal and vowel) and prosodies (given the diatopic variability) of Spanish language.

The course promotes the gradual autonomy of the speaker, so they can identify the differences and similarities between the phonetic and phonological systems of the various regions of Spanish and Standard Spanish, allowing for flexible use at different levels.

GENERAL OBJECTIVE

Students are expected to be able to communicate orally using Spanish that accommodates dialectal variability, allowing for independent communication with native speakers in situations of moderate complexity.

SPECIFIC OBJECTIVES

Students as social agents are expected to:

- Maintain a level of language awareness that avoids errors, ambiguities, and misunderstandings.
- Handle complex and diverse discursive genres, in which positions and points of view are adopted, attributing the most appropriate prosody to them.
- Understand films and plays in standard Spanish.

Students as intercultural speakers are expected to:

- Develop the ability to deal with potential episodes of cultural intolerance through reflection and analysis of conflict situations.
- Develop an interest in incorporating new cultural, sociocultural, and linguistic knowledge, as well as the skills necessary for openness, curiosity, and empathy.

- Incorporate strategies aimed at developing the role of cultural intermediary between their own culture and that of Spain and Hispanic countries.

Students as autonomous learners are expected to:

- Establish conscious control over the factors that condition the learning process.
- Identify their strengths and weaknesses as students
- Formulate their learning goals according to the results and demands of the program (objectives, content, methodology and evaluation).

KEY CONTENT

- **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.
 - Variables: “Seseo”, “yeísmo” and neutralization of phonemes.
 - Particularities:** Syllable-final (Chile), phoneme switching /l/ /r/ (Central America and the Caribbean), consonant frication (River Plate region), vibrant frication (Bolivia)
- **UNIT II: General and Particular Rules of Spanish**
 - Syllable
 - General Rules: Stressed and unstressed syllables.
 - Word classification (acute, grave, proparoxytone, and overpronounced).
 - Accent marks and accent types.
 - Specific Rules: Open and closed vowels. Diphthongs and hiatuses.
- **UNIT III: Intonation and enunciation: writing and public reading of various textual genres**
 - Informative text genres.
 - Argumentative text genres.
 - Prosody of affirmative, negative, interrogative, and other statements.
 - Synalephas and groupings.

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	Telephone interaction, applying particularities diatopics of two areas of the Spanish	33%
Unit II	General and Specific Rules of Accentuation. Application Test. Reading a text aloud, considering phonemes, accentuation, and prosody	33%
Unit III	Prosody and phonetic performance exercises in medium-complexity interactions based on the production of informative and argumentative texts.	34% =70% SEMESTER
EXAM	Submission of a podcast, simulating a radio show (20 minutes). A topic of your choice, listener interaction. A song related to the topic. Final Feedback.	 =30% SEMESTER
BIBLIOGRAPHY		
<ul style="list-style-type: none"> ● Malmberg, B. (1964) <i>“La fonética”</i>. Buenos Aires: Editorial Eudeba. ● Morales, F. (1972). <i>“Fonética Chilena”</i>. Universidad de Chile. ● Morales F. & Lagos, D. (1999). <i>“Manual de Fonología Española”</i>. Valparaíso: Universidad de Playa Ancha, 4ª Edición. ● Nuño, M. & Franco, J. (2008). <i>“Fonética, Nivel Elemental A-2”</i>. Madrid: Anaya ELE. ● Troubetzkoy, N. (1973). <i>“Principios de Fonología”</i>. Madrid: Editorial Cincel. ● Quilis, A. (1999). <i>“Curso de Fonética y Fonología Españolas para Angloamericanos”</i>. Madrid: Consejo Superior de Investigaciones Científicas. ● Navarro, T. (1974). <i>“Manual de Entonación Española”</i>. Madrid: Editorial Guadarrama. ● Navarro, T. (1991). <i>“Manual de Pronunciación Española”</i>. Madrid: Consejo Superior de Investigaciones Científicas. ● Marco Común Europeo de Referencia para las Lenguas: Aprendizaje, Enseñanza, Evaluación. (2002). Madrid: Secretaría General Técnica del MECD-Subdirección General de Información y Publicaciones. Grupo ANAYA, S.A. 		