

## B1 SPANISH PHONETICS

SEMESTER	SPANISH LANGUAGE
COURSE TITLE	PHONETICS
WEEKLY HOURS	4
# CONTACT HOURS	64
PRE-REQUISITE	SPANISH A2

### COURSE DESCRIPTION

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.

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.

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).

### 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:

- Communicate properly in a neutral register, yet with sufficient flexibility to adapt to different situations.
- Be able to read texts produced by native speakers at a standard language level.
- Recognize the fundamental line of argument in an argumentative text and be able to communicate it.

### Students as intercultural speakers are expected to:

- Incorporate new cultural, social and linguistic knowledge and develop skills and attitudes that facilitate their interaction and interpretation.
- Analyze and ponder, with nuances, various aspects of the distinctive characteristics, norms and conventions of the social life of Hispanic countries.
- Perform in intercultural situations that are not excessively complex.

### 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.
- **UNIT II: Diatopic Variables of Spanish and allophones.**
  - 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 III: 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 IV: Intonation and enunciation**
  - Prosody of affirmative, negative, interrogative, and other statements.
  - Synalephas and groupings

TEACHING AND EVALUATION METHODOLOGIES		
<p>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.</p>		
ASSESSMENT		
<p>Evaluation of practical exercises, worked on during classes and whose difficulty progressively intensifies throughout the course:</p>		
<b>Unit I</b>	<p>Articulatory memory consolidation exercises (Point and mode of articulation of phones and allophones) of vowel and consonant combinations:</p> <p>Tongue twister – reading texts in Spanish.</p>	25%
<b>Unit II</b>	<p>Exercises for assimilating variable phonemes: vowel diphones, consonants, and allophones with variable phonemes, considering the diatopic variable in Spanish</p>	25%
<b>Unit III</b>	<p>General and Particular Rules of Accentuation. Application test. Reading text aloud, considering phonemes, accentuation and prosody.</p>	25%
<b>Unit IV Role Play. Use of intonations.</b>	<p>Prosody and phonetic performance exercises in interactions of medium complexity</p>	25%
		<b>=70% SEMESTER</b>
<b>EXAM</b>	<p>Dialogues by random selection. Students must participate in modeled situations of medium complexity.</p>	<b>=30% SEMESTER</b>

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