



Instituto Universitario
de Investigación en
Estudios Norteamericanos
"Benjamin Franklin"

PHONETICS AND ORAL SPANISH

COURSE DESCRIPTION

The course is aimed at students who wish to have a comprehensive and thorough knowledge of Spanish phonetics, and improve their pronunciation. It is structured from a practical point of view, always focusing on practical exercises within a theoretical context. It is important for students to hear and contrast first, and modify and improve later, through a detailed study of phonemes, syllables, stress and a general knowledge of the Spanish phonetic alphabet. This study will delve into phonetic transcription with exercises and explanations to train them in order to achieve an effective use of the language. Fundamental is the achievement to speak the Spanish language correctly through listening exercises. The course's structure integrated theory and practice, applying the acquired skills to different activities. The course also included phonetic transcriptions. At the end of the course, the students will have acquired the ability to elaborate a phonetic commentary that functions as proof of the acquired skills.

OBJECTIVES

The course is focused on the students and competences. The students will be informed about what the course is about, how they are going to learn the material, what they are going to learn, what activities it includes and what resources and how the course is assessed. The aim of the course is for the students to acquire the following competences:

Competence 1.	Achieve a correct pronunciation.
Competence 2.	Learn the Spanish phonetic theory.
Competence 3.	Distinguish the different phonetic characteristics.
Competence 4.	Recognize the characteristics of the different Spanish speaking areas.
Competence 5.	Learn how to transcribe phonetically.
Competence 6.	Improve oral comprehension.

Competence 7.	Improve oral expression.
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METHODOLOGY

On lecture days students will be given theoretical and practical lessons based on information from class material with additional explanations by the teacher. The main objective will be to achieve meaningful learning of content by applying those contents to several practical exercises. Given the diversity of students in the class, there will be individual adaptations when needed.

The methodological strategy in the course will be:

- Prior to any class, students should have read the chapters of material suitable for class that day, so that students can follow the theoretical explanation without too much difficulty.
- At the beginning of the session there will be a brief theoretical introduction to the concepts of the course content on that day trying to relate them to student's previous knowledge.
- The teacher explains the basic material from the student readings in more detail with in-class student participation, providing a more dynamic and interactive explanation.
- After reviewing this information, students should apply the texts into practice with exercises selected by the teacher. These texts are set dossier of readings, but the teacher is open to student suggestions from the group.
- Finally, the students will be ready to carry out phonetic transcriptions.

PREPARATION

To do well in the course, students should come to class prepared each day, having done the assigned readings and/or exercises assigned by the teacher in the preceding class.

Work at home is very important because it allows students to anticipate the content. It will be basically read the information in the manual and do the comprehension exercises. This task is key to properly follow the pace of the class, thus facilitating understanding. With this form of work is intended for students to go to class familiar with some technical terms.

EVALUATION

The subject is assessed using different assessment criteria, in order for all the students to fully develop their abilities. The students' continuous work is an essential part of the assessment. Consequently, the global assessment is based on the students' participation in the theoretical and practical sessions; the activities, written works and tests; preparation of oral presentations and participation in the activities of the course. The assessment criteria is as follows:

- **In-class participation and daily work:** active participation, the student should ask questions, comment and do group or individual activities. There will be oral activity on a daily basis that the teacher will assess. This section works on Skills 1, 2, 3, 4, 6 and 7; and is **15% of the total grade.**

- **Phonetic transcription:** the student will phonetically transcribe three texts following the teacher’s instructions and according to the “revista de Filología Española” Alphabet (RFE). The course focused on Skills 2, 3, and 5; and is **20% of the final grade**.
- **Complementary activities:** The course requires student to participate in class. The aim is to learn the different dialectal varieties of the speaking Spanish world. Giving special attention to “el andaluz” since it is a very peculiar variety. This part includes an activity in which the students should be able to recognize the studied phenomena. This section is **5% of the final grade**.
- **First exam: Mid-term exam.** The exam is divided in two parts: a practical section with activities and a theoretical section with several questions. This section is **20% of the final grade**.
- **Oral exam: at the end of the course.** Divided into: a dramatization and interviews. The teacher will explain further details. This section is **20% of the final grade**.
- **Second exam: Final exam.** At the end of the course and accumulative. Divided into two parts, same as mid-term exam. The teacher will assess all the course’s competences. This section is **20% of the final grade**.

If the teacher detects copying or plagiarism in the exams or described activities, the student will obtain a 0 as final grade and will not have the option of a second-chance exam.

ATTENDANCE

Attendance is MANDATORY. If the student is absent for more than the allowed limit (**one class absence in the summer program and two absences in the fall and spring programs**), the final grade will reflect a decrease of **10 points** for each non-attendance that has not been excused by a doctor's certificate or by your Program Director. It is the individual responsibility of the student to make up any missed content about the subject taught in class the day the student was absent.

CLASS PROGRAM	
TOPIC	ASSIGNMENTS
Presentation of the program. Introduction to the course.	LECTURE NOTES
Basic concepts. Sound production.	LECTURE NOTES

The alphabet. Spanish letters.	LECTURE NOTES
Vowel phonemes.	LECTURE NOTES
Vowel combinations.	LECTURE NOTES
Consonant phonemes	LECTURE NOTES
Phonemes /p/, /b/, /m/	LECTURE NOTES
Phonemes /f/, /t/, /d/	LECTURE NOTES
REVIEW FOR THE EXAM	Study for the exam
MIDTERM EXAM	
Phonemes /θ/, /s/, /l/	LECTURE NOTES
Phonemes /r/, /r̄/	LECTURE NOTES
Phonemes /n/, /ɲ/, /y/	LECTURE NOTES
Phonemes /j/, /ɲ/, /k/	LECTURE NOTES
Phonemes /g/, /x/	LECTURE NOTES
Dialectal differences: The Spanish of Spain	LECTURE NOTES
Dialectal differences: The Spanish of America	LECTURE NOTES
The syllable. Syllable división.	LECTURE NOTES
Accentuation.	LECTURE NOTES
Intonation.	LECTURE NOTES

PHONETIC TRANSCRIPTION	LECTURE NOTES
ORAL EXAM: INTERVIEWS	LECTURE NOTES
REVIEW FOR FINAL EXAM	Study for the exam
FINAL EXAM	

NOTE: This syllabus is subject to change. The final syllabus will be given to students on the first day of class.

BIBLIOGRAPHY

Mandatory book:

Nuño Álvarez, M. P. y Franco Rodríguez, J. R. (2008): *Fonética. Nivel B1*, Madrid, Anaya.

Additional bibliography:

Moreno Fernández, F. (2000): *Ejercicios de Fonética Española para Hablantes de Inglés*, Madrid, Arco-libros.

Martínez Celdrán, E. (1984): *Fonética*, Barcelona, Teide.

Quilis, A. (2008): *Principios de Fonología y Fonética Españolas*, Madrid, Arco Libros.

Real Academia Española (2011): *Fonética y Fonología*, Madrid, Espasa.

ONLY SPEAK SPANISH

In class we are going to speak only in Spanish. The use of English in the classroom would prevent the total immersion of the student in the process of learning Spanish. Moreover, it is important to emphasize that in order to understand and enjoy the class we will ask for an additional effort of terminological adaptation with the sole aim of helping you get used to the specific jargon of the professional field. For a better understanding of the class a mid-high level of Spanish is recommended.