

| Degree | Type | Year | Semester |
|---|------|------|----------|
| 2500248 Spanish Language and Literature | OT | 3 | 0 |
| 2500248 Spanish Language and Literature | OT | 4 | 0 |

The proposed teaching and assessment methodology that appear in the guide may be subject to changes as a result of the restrictions to face-to-face class attendance imposed by the health authorities.

Contact

Name: María Jesús Machuca Ayuso
Email: MariaJesus.Machuca@uab.cat

Use of Languages

Principal working language: spanish (spa)
Some groups entirely in English: No
Some groups entirely in Catalan: Yes
Some groups entirely in Spanish: No

Teachers

Dolors Poch Olivé
Antonio Ríos Mestre

Prerequisites

Students must know the basic concepts and methodological tools to get a phonetic analysis of the Spanish sounds. They must know how to manage references and information and interpret them critically. In addition, they must be able to write a scientific text correctly.

Objectives and Contextualisation

The content of this subject aims that the students be able to examine how the phonetic knowledge can be applied to other disciplines for the detection of problems and the improvement of them as far as possible; the teaching of Spanish as a native language and as a foreign language or speech pathologies are an example of this. In addition, this phonetic knowledge facilitates the expert's task to identify relevant linguistic phenomena in the speech signal, such as the making of certain sounds due to factors that contribute to identifying a speaker in the field of forensic phonetics or improving applications in the field of speech technology.

Competences

- Spanish Language and Literature
- Describe the structure of the Spanish language, and distinguish the systematic and normative aspects.
- Students must be capable of applying their knowledge to their work or vocation in a professional way and they should have building arguments and problem resolution skills within their area of study.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.

- Students must develop the necessary learning skills to undertake further training with a high degree of autonomy.
- Typological framing the main phenomena of the Spanish language and relate them to similar phenomena in other Romance languages.

Learning Outcomes

1. Apply the experimental method to the study of phonetics.
2. Carrying out oral presentations using appropriate academic vocabulary and style.
3. Describe articulatory, acoustic and perceptual of segmental and suprasegmental elements characteristics.
4. Phonological processes to identify segments of the scope of the syllable.
5. Solving problems autonomously.
6. Submitting works in accordance with both individual and small group demands and personal styles.
7. Summarising acquired knowledge about the origin and transformations experienced in its several fields of study.

Content

1. The sounds of Spanish

Phonetic processes related to vocalism and consonantism.

2. Difficulties in Spanish pronunciation

Definition of the concept of *error*. The most complex sounds or combinations of sounds for the native speaker. The most complex sounds or combinations of sounds for the foreign speaker.

3. Difficulties in assigning prosodic features

Prosodic features: phonetic level and phonological level. Prosody and pragmatics in the native speaker. Prosody and pragmatics in the foreign speaker. The rhythm of Spanish (Prof. Antonio Ríos).

4. Speech pathologies and phonetic knowledge

Interdisciplinarity to determine pathologies. Types of disorders related to speech sounds: functional and organic. Exploration tasks related to the production of sounds and phonemes: words, pseudowords, repetitions, descriptions of pictures and conversations. Case studies.

5. Forensic phonetics and phonetic knowledge

Type of speech samples: known and unknown voices. Recording conditions. Robust parameters. Case studies.

6. Speech technology and phonetic awareness

Synthesis and speech recognition systems. Functions of the phonetic expert: assessment of the speech generated by an automatic system and spontaneous speech phenomena in a recognition system. Case studies.

7. Phonetics and Poetry (Prof. Dolors Poch)

The phonic structure of the poetic text: the rhyme, the verse and its modalities (distribution of accents), the rhythm and its conditioning factors. From written text to recitation: recitation styles, the relationship between the type of poem and the way of reciting it.

The poets reading their own texts.

Methodology

The learning of this subject is distributed as follows:

- Autonomous activities. These activities include the time dedicated to personal study to expand knowledge or to get more fully acquainted about some aspect, as well as the time to prepare activities for both reading comprehension and written production.
- Directed activities. These activities are divided into master classes and practices and seminars led by the teacher in which proposed exercises on the contents explained in class will be discussed.
- Supervised activities. These are tutorials scheduled by the teacher, dedicated to correcting and commenting on problems related to the different fields of phonetic specialization explained.

Activities

| Title | Hours | ECTS | Learning Outcomes |
|---|-------|------|-------------------|
| Type: Directed | | | |
| Classe magistral | 30 | 1.2 | 1, 3, 4, 7 |
| Solving exercises | 26 | 1.04 | 1, 7 |
| Type: Supervised | | | |
| Supervision and revision of exercises | 20 | 0.8 | 5, 7 |
| Type: Autonomous | | | |
| Knowledge expansion | 30 | 1.2 | 1, 2, 7 |
| Preparation of reading comprehension activities | 17 | 0.68 | 1, 3, 5 |
| Preparation of written production activities | 14.5 | 0.58 | 3, 6, 7 |

Assessment

- Class attendance will be taken into account.
- The student must do 1 test (40%).
- The student must do 1 coursework (40%).
- The student have to do an oral presentation about his/her work
- The three evaluation activities are compulsory.
- If a student is presented with one of the assessment tests, it will be considered NON-ASSESSED.
- The reassessment of the subject is compulsory when the mark is lower than 5. The cuorsework is not possible to reassess.
- Those students who have obtained a mark lower than 3.5 in the average, they can not do the reassessment.
- At the time of each assessment activity, the teacher will inform the students (through Moodle) of the procedure of revision the exams and the date which they will have the marks.

- In the event that tests or exams cannot be taken onsite, they will be adapted to an online format made available through the UAB's virtual tools (original weighting will be maintained). Homework, activities and class participation will be carried out through forums, wikis and/or discussion on Teams, etc. Lecturers will ensure that students are able to access these virtual tools, or will offer them feasible alternatives.

Plagiarism

In the event of a student committing any irregularity that may lead to a significant variation in the grade awarded to an assessment activity, the student will be given a zero for this activity, regardless of any disciplinary process that may take place. In the event of several irregularities in assessment activities of the same subject, the student will be given a zero as the final grade for this subject and the reassessment of the subject will not be possible.

Assessment Activities

| Title | Weighting | Hours | ECTS | Learning Outcomes |
|------------------------------------|-----------|-------|------|-------------------|
| Oral presentation | 20% | 1 | 0.04 | 2 |
| Test | 40% | 1.5 | 0.06 | 1, 3, 4, 5, 7 |
| Work about some topic on Phonetics | 40% | 10 | 0.4 | 1, 6, 7 |

Bibliography

Alegre, J. R. y Pérez Calleja, M. (2008). *Guía práctica de los trastornos del lenguaje. Descripción e intervención*. Lebón. Tomo II.

Armisen, A. (1998). Notas de lectura a "Para que yo me llame Ángel González". *Gramma y cal: Revista insular de filología*, 2: 129-146.

Bernadet, A. (2005). La voix et la machine, Le Français aujourd'hui, n° 150, *Voix. Oralité de l'écriture*, pp. 9-17.

Bertinetto, P. M. (1989) Reflections on the dichotomy «stress» vs. «syllable-timing». *Revue de Phonétique Appliquée*, 91-92-93, 99-127.

Bhatia, T. K. y Ritchie, W. C. (Ed.). (2013). *The handbook of bilingualism and multilingualism*. Wiley-Blackwell. <https://doi.org/10.1002/9781118332382>

Borzzone, A. M. y Signorini, A. (1983). Segmental duration and rhythm in Spanish, *Journal of Phonetics*, 11, 117-128.

Dauer, R. M. (1983). Stress-timing and syllable-timing reanalyzed. *Journal of Phonetics*, 11, 51-62.

Dauer, R. M. (1987). Phonetic and phonological components of language rhythm. En *Proceedings of the Eleventh international Congress of Phonetic Sciences*, vol. 5 (pp. 447-450). Tallin: Academie of Sciences of the Estonian S.S. R.

Dellwo, V. (2006). Rhythm and speech rate: a variation coefficient for deltaC. En Karnowski P. y Szigeti, I. (Ed.), *Language and language processing* (pp. 231-241). Frankfurt am Main: Peter Lang.

Frau, J. (2017). Los poetas en su voz: modelos de ejecución y ejemplos de ejecución, *Rythmica*, 15: 13-32.

Gil, J. (2007). *Fonética para profesores de español: de la teoría a la práctica*. Madrid: Arco/Libros.

Gil, J. (2016). Fonética. En: J. Gutiérrez-Rexac (Ed.), *Enciclopedia de lingüística hispánica* (Vol. 1, pp. 64-80). London: Routledge.

- Grabe, E. & Low, E. L. (2002). Durational variability in speech and the rhythm class hypothesis. En C. Gussenhoven y N. Warner (Eds), *Papers in Laboratory Phonology*, 7 (pp. 515-546). Berlin: Mouton de Gruyter.
- Hidalgo, A. y Quilis Merín, M. (2012). *La voz del lenguaje: fonética y fonología del español*. València: Tirant Humanidades.
- Hualde, J. I. (2014). *Los sonidos del español*. Cambridge: Cambridge University Press.
- Llisterri, J. (1991). *Introducción a la fonética: el método experimental*. Barcelona: Anthropos (Autores, Textos y Temas, Lingüística, 3).
- Machuca, M. J., Ríos, A., & Llisterri, J. (2014). Conocimiento fonético y fonética judicial. En A. Hidalgo, C. Hernández, & F. J. Cantero (Eds.), *La fonética como ámbito interdisciplinar. Estudios de fonopragmática, fonética aplicada y otras interfaces. Quaderns de Filologia: Estudis Lingüístics XIX* (pp. 95-111). València: Universitat de València.
http://liceu.uab.cat/~joaquin/publicacions/Machuca_Rios_Llisterri_15_fonetica_judicial.pdf
- Marrero, V. (Ed.). (2017). *Introducción a la fonética judicial. Variación inter e intralocutor en español. El proyecto VILE*. València: Tirant Lo Blanch.
- Congosto Martín, Y., Montero Curiel, M^a L. y Salvador Plans, A. (Eds.). *Fonética experimental, educación superior e investigación*. Madrid, Arco-Libros.
- Martínez Celdrán, E. y Fernández Planas, A. M. (2013). *Manual de fonética española*. Barcelona: Editorial Ariel.
- Matías-Guiu, J.A., García-Ramos, R. (2013). Afasia progresiva primaria: del síndrome a la enfermedad. *Neurología*, Vol. 28. Núm. 6, 366-374.
<https://www.elsevier.es/es-revista-neurologia-295-articulo-afasia-progresiva-primaria-del-sindrome-S0213485312>
- Nolan, F. y Asu, E. L. (2009). The pairwise variability index and coexisting rhythms in languages. *Phonetica*, 66, 64-77.
- Oliva, S. (2006). *Tractat d'elocució*, Barcelona, Empúries.
- Petisco, J.M.; López, R. M. (2014). A veces la voz dice más que las palabras. *Cuadernos de la Guardia Civil. Revista de Seguridad Pública*, 3^a época, 49: 121-140.
- Pointon, G. E. (1980). Is Spanish really syllable-timed? *Journal of Phonetics*, 8, 293-304.
- Ramus, F., Nespor, M., Mehler, J. (1999). Correlates of linguistic rhythm in the speech signal. *Cognition*, 73, 265-292.
- Rose, P. (2002). *Forensic speaker identification*. London: Taylor & Francis.
<http://zhenilo.narod.ru/main/students/rose.pdf>
- Toledo, G. (1988). *El ritmo en español. Estudio fonético con base computacional*. Madrid: Gredos.
- Torre, E. (2003). Sílabas y acentos. Fundamentos fonéticos y fonológicos del ritmo, *Rhythmica*, 1,1: 273-301.
- Utrera, M.V. (2003). Ritmo y sintaxis en el verso libre, *Rhythmica*, 1,1: 303-333.
- OBSERVATIONS:
- More specific references will be provided in class materials