



Universitat de Lleida

# DEGREE CURRICULUM

# **TEACHING PHONETIC AND LEXICAL CORRECTION IN SPANISH**

Coordination: CALERO FERNANDEZ, MA.ANGELES

Academic year 2022-23

## Subject's general information

Subject name	TEACHING PHONETIC AND LEXICAL CORRECTION IN SPANISH			
Code	14120			
Semester	1st Q(SEMESTER) CONTINUED EVALUATION			
Typology	Degree	Course	Character	Modality
	Master's Degree in Teaching Spanish/Catalan to Immigrants	1	OPTIONAL	Semipresencial / Virtual
Course number of credits (ECTS)	6			
Type of activity, credits, and groups	Activity type	PRAULA		TEORIA
	Number of credits	3		3
	Number of groups	1		1
Coordination	CALERO FERNANDEZ, MA.ANGELES			
Department	CLASSICAL, FRENCH AND HISPANIC STUDIES			
Important information on data processing	Consult <a href="#">this link</a> for more information.			

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
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## Learning objectives

- Present the pedagogical tools and techniques for the educational development of the activity in the ELE class at the phonetic and lexical-semantic level.
- Start teaching the pronunciation, phonetic correction and lexicon of a second language as a field of study and as a space for teaching practice.
- To publicize the most appropriate use of the different existing didactic resources dedicated to teaching pronunciation, phonetic correction and the lexicon of Spanish as a second or foreign language.
- Develop techniques to make your own teaching material.
- To provide participants with elements of reflection that allow them to orient their training towards the teaching of Spanish as a foreign language (ELE), especially to immigrants.

## Competences

### Basic competences

- CB2. Know how to apply the knowledge acquired and have the ability to solve problems in new or little-known environments within broader (or multidisciplinary) contexts related to the teaching of Spanish and Catalan as foreign languages.
- CB4. Knowing how to communicate their conclusions - and the knowledge and ultimate reasons that support them - to specialized and non-specialized audiences in a clear and unambiguous way.

### General competences

- CG1. Achieve correction in oral and written expression.
- CG2. Master ICT.
- CG4. Acquire pedagogical tools and techniques for the planning and development of teaching activity in the ELE / CLE class at all levels of the language (phonetics, grammar, vocabulary and phraseology) and in different communicative situations.
- CG5. Learn to design, prepare, edit and implement ELE / CLE teaching material.

### Specific competences

- CE1. Identify the most difficult aspects of the phonetics, grammar and lexicon of the Spanish language and develop mechanisms for their acquisition by students who have another mother tongue.

## Subject contents

### 1. The lexical-semantic competence within the communicative competence.

#### 1.1 What does it mean to know a word?

#### 1.2. Brief history of the teaching of the lexicon.

## 1.3. Types of lexical units

## 2. Didactics of vocabulary in ELE.

### 2.1. Activities for the teaching of vocabulary.

### 2.2. Digital resources.

### 2.3. Lexis and acquisition of second languages.

## 3. Theoretical bases on phonetic correction in Spanish.

### 3.1. Defining features of the phonetic-phonological level of Spanish.

Role of phonetics in the teaching of Spanish. Basic concepts regarding phonology and phonetics. The phonological system of Spanish. Accent and intonation. Beliefs about the phonetics of Spanish as a foreign language.

### 3.2. Orthology and phonetic variation of Spanish.

Orthology concept. Norm and use: dialect differences in the pronunciation of the Spanish language and learning patterns of phonetic correction in Spanish.

### 3.3. Contrastive phonetics and error analysis.

Interlanguage and error. Contrastive analysis and error analysis. Identification of difficulties in acquiring correct pronunciation and prosody. Affective aspects and subjectivity.

## 4. Didactics of pronunciation and phonetic correction in Spanish.

### 4.1. Programming the teaching of pronunciation and prosody.

Guidelines of the e Common European Framework of Reference for Languages: Learning, teaching, assessment (CEFR) and the Curriculum Plan of the Cervantes Institute (PCIC) for phonetic correction.

### 4.2. Teaching methods and phonetic correction.

Usual models and methods in teaching pronunciation. Critical analysis of resources. Strategies for its adaptation and for the creation of new materials.