

Utilizing our Resources: Heritage and Native Speakers as Pronunciation Coaches in the Spanish Phonetics Class



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Introduction

Heritage speakers often feel that the Spanish that they speak is substandard (Gutiérrez, 1997; Roca, 1997a; Rodríguez Pino, 1997; Burunat, 1983). Regardless of the level of grammatical awareness these heritage speakers have about their own language, they still possess a native accent that Spanish language learners strive to attain (Brecht & Ingold, 1998; Valdes, 1997). This paper addresses the help that heritage speakers and other native Spanish-speaking students can provide in a Spanish phonetics class. They can help improve the pronunciation of Spanish language learners, while enhancing their own self-esteem, and they can help to make students aware of the value of all dialects of Spanish.¹

A non-native professor may not have the accent of native Spanish speakers and heritage speakers. This linguistic skill that native and heritage speakers have, however, can be employed to help Spanish language learners in Spanish phonetics classes. Even if the professor is a native Spanish speaker, using heritage and native speakers to head small group pronunciation activities can be of great benefit to the Spanish language learners by giving them the opportunity for more individualized practice. Although heritage speakers and native speakers may not be aware of exactly what it is in the pronunciation of the Spanish language learner that sounds “funny,” they are still aware of accented speech, as the present investigation shows.

Giving heritage speakers the opportunity to use their own Spanish in positive situations helps them realize the value of their Spanish-speaking abilities. It also increases their self-confidence in their use of Spanish outside of class and in their further studies of Spanish (Roca, 1997b; Kondo, 1991). Furthermore, the presence of native and heritage speakers helps students be aware of the many dialects of Spanish. Rodríguez Pino (1997) and Bills (1997) have expressed the need to impress upon Spanish language learners, as well as upon heritage and native speakers, an appreciation for the value of the numerous dialects of Spanish.

The number of Hispanics in the United States is growing rapidly. The 2000 census reveals that there are currently 32.5 million Hispanics in the United States. Although not all of the U.S. Hispanics speak Spanish, the majority of them have

been exposed to Spanish language spoken at home. Even if they may not be able to speak Spanish with grammatical accuracy, their pronunciation of Spanish is, nonetheless, that of a native speaker.

One result of the explosion of the Hispanic population is that higher education is experiencing increased enrollments of Hispanic students. Many Hispanics choose to take Spanish classes to fulfill the foreign language requirement, and there are frequently Hispanics that major in Spanish. This increasing number of native and heritage Spanish speakers in Spanish language classes has given rise to pedagogical questions on how to teach Spanish to these students who come in with varying degrees of Spanish language ability, and also on how to take advantage of the heritage language resources that they bring to classroom (González Pino & Pino, 2001; Campbell & Peyton, 1998; Brecht & Ingold, 1998).

Most previous studies have focused on how to deal with native and non-native speakers in lower-division Spanish language classes, while few have addressed how to take advantage of the language capabilities of heritage speakers in upper-level Spanish classes. Various studies have pointed out the benefit of using native Spanish speakers as tutors for non-native speakers, and these studies also, deal with lower-division classes (Quintanar-Sarellana, et al., 1997; Ugarte, 1997; Jones, 1990) and literature and culture classes (Gutiérrez, 1987). Only one previous study has noted that using native speakers in a phonetics class can benefit non-native speakers as well as native speakers (Sponsler, 1977).

There has been no formal investigation into the attitudes that Spanish speakers have toward being language coaches, their perception of their ability to be language coaches, or their feeling of accomplishment from being able to use their native language skills productively. The present investigation not only addresses those very attitudes, perceptions, and feelings, but also provides a methodology to qualitatively assess the benefit that Spanish language learners receive from their pronunciation coaches. Thirdly, it proposes a method by which all students in a phonetics class may become aware of the many dialects in the Spanish-speaking world with the help of native speakers in the class, on the university campus, and in the community.

The course

The Spanish phonetics course is usually a part of the core curriculum for a major and often a minor in Spanish. Typically an upper-division course, this course generally has three objectives. The theoretical purpose is to teach the details of the sounds of Spanish through an in-depth phonological and phonetic analysis. This is often approached by comparing the Spanish sound system to that of English (Teschner, 2000; Quilis & Fernández, 1999; Barrutia & Terrell, 1982; Barrutia & Schwegler, 1994).

The second objective of the course is to improve Spanish language learners' pronunciation of Spanish. Most texts try to accomplish this through accompanying tapes that students are supposed to listen to. They then mimic the pronunciation of the words and phrases they hear. Often there are exercises in the book that the professor is supposed to read to the class and have the students repeat in choral responses. While both of these methods certainly have their merits, they also have their shortcomings. The tapes require motivation and time on the part of the students. If the use of tapes is not required or tested in the phonetics class, one cannot be sure they will in fact be used. Choral response to selected exercises demands that students mimic the speech of the professor. A professor, however, cannot hear the pronunciation of each individual using this technique. Another method that can be used is to have students record a passage in Spanish on tape and have the professor listen to that tape with the student, pointing out specific pronunciation errors.

The third goal is to introduce students to the various dialects of Spanish and the sociolinguistic nuances present in speech patterns. Most phonetics and phonology texts include chapters or portions of chapters dedicated to these issues. The ancillary recorded materials often include speakers from various Spanish-speaking regions. However, as the purpose of this material is to concentrate Spanish-language learners' attention on the production of sounds rather than on dialectal variation, students are exposed only to limited registers and to a select few of the major dialects of Spanish. Again, while textbook descriptions accompanying tapes have their merits in increasing sociolinguistic and dialectal awareness, they also have their shortcomings. They do not reproduce real-life situations of language use nor face-to-face contact with

Spanish-speakers from various dialectal regions speaking in informal registers. Neither can they provide a wide exposure to dialects spoken in Spanish-speaking countries.

The growing number of native Spanish speakers in the Spanish phonetics course can provide a potential resource for professors in helping to achieve the second and third purposes of the phonetics course mentioned above. I have found that there is much to be gained by grouping Spanish language learners with native Spanish speakers. I have used two different books in the five phonetics classes that I have taught. Both books, *Fonética y Fonología Españolas* (Barrutia & Schwegler, 1994) and *Curso de Fonética y Fonología Españolas* (Quilis & Fernández, 1999) have exercises in the back that drill pronunciation. To implement these exercises in the classroom, I am to pronounce the words, phrases, sayings, texts, etc., and the students in the class are to repeat after me. Both books also have tapes in which these exercises are spoken by native Spanish speakers. Students seem to require a great deal of prodding to listen to these tapes, that are, in my experience, ineffective in improving Spanish pronunciation and sociolinguistic and dialectal awareness. Utilizing the Spanish speakers in the phonetics class can produce measurable results in improving the pronunciation of Spanish language learners. Simple exposure to the varieties of Spanish spoken by the Spanish speakers in the class encourages a real awareness of the different dialects and sociolinguistic registers of Spanish.

Pedagogical Methodology

The second goal of the Spanish phonetics course is to improve the Spanish pronunciation of the Spanish language learners. In my course, the articulation of the vowels and consonants is studied in articulatory groupings, following the format of the text. The students are shown how to produce the Spanish sounds through drawings of the pertinent articulatory organs, and through pronunciation practice. Students also learn how similar sounds are articulated in English. During this process, they learn to describe sounds based upon the articulations needed to produce them, and they learn how to identify the sounds using phonetic notation.

After a particular group of sounds is described and compared to English sounds, I arrange the Spanish language learners in groups with the native speakers to practice the pronunciation of the sounds in the exercises provided by the

text and other materials. The ratio of native Spanish speakers and heritage speakers to Spanish language learners in my classes has consistently been 1:3 or 1:4. Taking advantage of small group pedagogical theory (Rivers, 1987) and the linguistic skills of my Spanish speakers, I group students so that one Spanish speaker has two to four Spanish language learners. Before starting the exercises, I ask the Spanish language learners if they are willing to have their pronunciation corrected by their Spanish-speaking classmates. This question gives the Spanish speaker the confidence and peer permission to correct the pronunciation of their fellow students. The Spanish language learners have always agreed unanimously to this type of practice.

Typically, the exercises to practice these sounds begin with isolated words and progress toward sentences and then larger segments of text containing these sounds. The native speakers are instructed to read each word, sentence, or text and to have each Spanish language learner in the group repeat after them. The native speakers are instructed to correct any pronunciation they perceive as accented or foreign by repeating the word and asking the Spanish language learner to say it again. I monitor the groups to make sure that the drills are being carried out as instructed and to encourage the native speakers to point out deficiencies in the Spanish language learners' pronunciation.

The groups of Spanish language learners are periodically shifted to a different pronunciation coach in order to maximize exposure to various dialects of Spanish. In order to measure the benefits of these pronunciation-tutoring sessions, the Spanish language learners are required to tape themselves reading a selected passage at the beginning of the semester and the same passage again at the end of the semester. The Spanish speakers are asked to listen to the first cassette tape with the Spanish language learners in their groups and to point out pronunciation errors. Additionally, I listen to each cassette and indicate pronunciation errors by circling the mispronounced vowels or consonants on the printed text and by writing an articulatory description of the correct Spanish pronunciation. During the group work, the pronunciation coaches also practice the pronunciation of the text with the Spanish language learners.

A purely subjective view of the success of this grouping methodology is that the native speakers begin to develop a certain amount of pride in their ability to help by using their Spanish, and that the

Spanish language learners are grateful to receive individualized input on their pronunciation. However, in order to test the validity of my subjective view, I thought it necessary to survey the native and heritage speakers on their perceptions of this methodology. The following is a description of the questionnaire that I gave the Spanish speakers.

Questionnaire

The questionnaire given to the Spanish speakers was divided into three sections. [See Appendix A for the complete questionnaire.] The first section was designed to elicit descriptive socio-demographic and language data. The respondents were asked questions regarding their age, birthplace, birthplace of parents and grandparents, and length of time living in the United States. They were also asked about the language spoken at home, with friends in high school, and the language they are most comfortable speaking.

The second section ascertained the respondents' perceptions of their language skills. They were asked to rate how well they believe they read, write, and understand Spanish. They were also asked to rate how well they think they speak Spanish with friends, grandparents, people they do not know well, and their Spanish professors.

The third section determined the attitudes and feelings of the respondents about their role as pronunciation coaches and about their perceptions of accents. The participants were asked to rate their degree of agreement with statements regarding this role and with statements regarding their accents and those of the Spanish language learners.

Results of Questionnaire

Description of Spanish-speaking students

The 16 Spanish speakers sampled came from a total of 31 pronunciation coaches in five phonetics classes. Four of the classes were at the University of Texas at Austin and the other at Old Dominion University in Norfolk, Virginia. From the University of Texas at Austin phonetics courses, there were a total of 23 pronunciation coaches. While the vast majority (19) were of Mexican descent, there was also one Panamanian, one Argentinean, two Spaniards, and one Colombian.

This study was developed after my teaching at the University of Texas at Austin. I sent e-mails to all of the pronunciation coaches at the University of Texas at Austin for whom I had addresses. Of the 23 pronunciation coaches, I was able to send requests to complete the question-

naire to 14. Eight of these completed the questionnaire. All of the eight pronunciation coaches at Old Dominion University answered the questionnaire.

All of the eight students who answered the questionnaire from the University of Texas at Austin were born in Texas and have either parents, grandparents, or both who were born in Mexico. Of the eight Old Dominion University pronunciation coaches, two were born in Puerto Rico, two in Spain, one in Peru, one in Nicaragua, and two were born in the United States of parents from Spanish-speaking countries.

Of all the respondents, only two felt most comfortable speaking Spanish; the majority, ten, felt comfortable speaking both Spanish and English, and four of the respondents, all from Texas, felt most comfortable speaking English. All but two of the respondents reported that they speak Spanish or both Spanish and English at home. Twelve are Spanish majors, two are Spanish minors, and two took Spanish phonetics for interest or to improve their knowledge of Spanish. All of the students have taken three or more classes in upper-division Spanish. Although I did not ask students on the questionnaire, I know that approximately 50% of the respondents are currently Spanish teachers or intend to be Spanish teachers in our public schools. Table 1 gives a profile of the heritage and native speakers who participated in the study.

Perception of Language Skills

The items on this section of the research questionnaire were designed to determine how the native and heritage speakers perceived their own language skills. All students reported that they could understand spoken Spanish on television and in movies “perfectly” or “very well.” However, the students’ perceptions of their speaking ability varied somewhat. All students but one perceived their ability to speak Spanish with friends, grandparents, professors, and people they do not know well from “perfectly” to “very well” to “well.” The exception reported that she spoke Spanish with “some difficulty.” Table 2 reports all of the responses to the questionnaire items concerning the students’ own perception of their Spanish-language skills. These ratings provide a certain measure of the language-skill qualifications of the pronunciation coaches.

Role as Pronunciation Coaches

In this section of the questionnaire a Likert scale with a range from one to five was used to poll the respondents regarding their feelings toward their role as language coaches. In this section they were

Table 1. Profile of the Heritage and Native Speakers Participating in the Study.

Birthplace of Respondent	Spanish-speaking country (including Puerto Rico)	6
	Texas	8
	Other in the United States	2
Birthplace of Parents	Both Spanish-speaking country	12
	One in Spanish-speaking country	2
	Both in United States (Texas)	2
Birthplace of Grandparents	More than two in Spanish-speaking country	15
	Two or fewer in Spanish-speaking country	1
Language Most Comfortable Speaking	Spanish	3
	Spanish and English	9
	English	4
Language Spoken at Home	Spanish	13
	Spanish and English	2
	English	1
Language Spoken with Friends	Spanish	4
	Spanish and English	8
	English	4
Major	Spanish	12
	Other but Spanish minor	2
	Other	2

Table 2. Self-perception of Specific Spanish-language Skills.

Skill	Self-reported Degree of Ability				
	Perfectly	Very well	Well	With some difficulty	Not well
Read formal Spanish	9	5	1	1	0
Write formal Spanish	7	7	2	0	0
Understand Spanish on television and in movies	14	2	0	0	0
Speak Spanish to people whom they do not know	8	6	1	1	0
Speak Spanish to friends	12	1	2	1	0
Speak Spanish to grandparents	12	3	0	1	0
Speak Spanish to Spanish professor	7	5	3	1	0

also asked to respond to statements about accents. The participants were asked to indicate their degree of agreement in five gradations ranging from “strongly agree” to “strongly disagree” to the various statements. Despite the Spanish speakers’ varying perceptions of their Spanish-speaking ability, all of them disagreed or strongly disagreed that they have an English accent when they speak Spanish. This detail was the most important criterion for their jobs as language coaches, as it is precisely this unaccented Spanish that we want the Spanish language learners to imitate. All of the respondents strongly agreed or agreed with the statement that they could tell if the Spanish language learners spoke Spanish with an English accent. Only three of the respondents agreed that hearing Spanish spoken with an English accent was disagreeable to them. Five of them disagreed with this statement. The remaining eight did not offer an opinion.

Of special interest to this study is a series of questions regarding the ramifications of the native speakers’ being pronunciation coaches. Fortunately, all but two of the Spanish speakers felt capable of being pronunciation coaches for the Spanish language learners at the beginning of the course. Seven strongly agreed with this statement and seven agreed; two had no opinion. The students were also asked if they felt capable of being pronunciation coaches at the end of the course, after having performed their assignments as language coaches. Ten strongly agreed and four agreed. Three of the language coaches reported a positive change in their ability to be a language coach from the beginning of the course to the end of the course.

The majority (88%) were in agreement or strong agreement that the Spanish language learners appreciated their help. A majority (81%) also felt that the Spanish

language learners benefited from their help. Two of the respondents were neutral and one disagreed with this statement. Twelve of the 16 pronunciation coaches agreed or strongly agreed that they felt better about their Spanish speaking abilities because they were asked to be a language coach. Three of the respondents said they were neutral and only one disagreed. However, the neutral respondents had generally positive perceptions of their Spanish speaking ability to begin with, and therefore, being asked to be a language coach presumably did not change their perceptions of this ability. The student who disagreed with this statement was the same one who felt that she spoke Spanish “with some difficulty.” Table 3 details the responses to statements regarding the participants’ views concerning non-native accents and their roles as pronunciation coaches.

Measuring the Progress of Spanish Language Learners

The success of using Spanish-speaking students as pronunciation coaches was obvious to me as the phonetics instructor. Particularly encouraging to the language learners and coaches were exclamations by the language learners such as “I finally rolled my r’s!”

The recording of the texts that the Spanish language learners were asked to submit at the beginning of the semester provided a baseline for measuring improvement in pronunciation. After practicing the pronunciation of these texts with the pronunciation coaches throughout the semester, the Spanish language learners were asked to

submit a second cassette of the same reading. I listened to this second recording while comparing it to the copy of the text with the previously marked pronunciation errors. If the initial pronunciation error was not made in the second recording, I placed a check mark beside the original marked error on the text. In all cases there was significant improvement in the pronunciation of the Spanish language learners from the first to the second recording in terms of phonetic subtleties.

In order to increase dialectal awareness, the heritage and native speakers in the phonetics classes were asked to give brief presentations to the class about their Spanish backgrounds. Native speakers from various regions of Spain, Argentina, and Peru were invited to the classes to speak about their countries and languages. Additionally, film clips from various countries were shown to further expose students to various dialects. At Old Dominion University, in addition to listening to guest speakers from various Spanish-speaking countries, students were asked to interview a native speaker and write a paper of three to five pages identifying the phonetic characteristics of the language of their interview subjects. While this, per se, was not part of the present investigation, it provided all students—Spanish speakers and Spanish language learners alike—more exposure to various dialects of Spanish.² This interview project was very successful in many respects.

The students at Old Dominion University were assigned to record an interview with a native speaker of Spanish and analyze

their language data, both phonetically and sociolinguistically. The interview involved three parts. First, the class, in collaboration, designed a socio-demographic questionnaire to elicit extra-linguistic information that may affect speech registers, such as educational level, employment, provenance, etc. The second was a text that I chose for the students to ask their research subjects to read. The third part was a question with emotional importance that the students asked their subjects to respond to. Given the fact that this class took place during the fall of 2001, we decided to ask a question about Bin Laden and the September 11 attacks. I hoped that students would find a difference, in terms of register, between the response to this question and the formal reading. The students were to write a paper either examining the differences between the formal register (the text read aloud) and the informal one (a spontaneous response to the Bin Laden question). They also had the option of giving a phonetic description of the dialectal and sociolinguistic features of the speech of the interviewee. The instructions for this project are found in Appendix B. Appendix C contains the interview questions, the text, and the Bin Laden question.

The success of this project was evident in the enthusiasm and attention to detail that students demonstrated in undertaking it. As they chose their own native speaker to interview, usually somebody they knew, they were emotionally invested in the outcome. Since the students had to use Spanish in the interview that was recorded, they were aware of their own pronunciation. Because they were to report their findings to the class, the students had to pull all facts together and show to the other members of the class what they had done. The class, as a whole, benefited in turn from these reports because they were exposed to a wide range of sociolinguistic and dialectal diversity.

Conclusions:

The results of this investigation suggest that taking advantage of the language resources provided by the ever-increasing numbers of Spanish-speakers in our phonetics classes not only achieves the goals of the course, but also enhances the self-esteem of these Spanish speakers in regard to their language skills. The goal of refining the Spanish language learners’ pronunciation of Spanish with the help of the pronunciation coaches was accomplished by small group practice sessions headed by the native and heritage speakers. The improvement in the Spanish language learners’ pronunciation of Spanish after having been

Table 3. Perception of Accents and of Roles as Language Coaches.

Question	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
I speak Spanish with an English accent.	8	8	0	0	0
I could tell if the Spanish language learners in my group spoke Spanish with an English accent.	11	3	1	1	0
Hearing Spanish spoken with an English accent is disagreeable to me.	2	1	8	4	1
At the beginning of the course I felt capable of being a language coach for the Spanish language learners.	7	7	2	0	0
At the end of the course I felt capable of being a language coach for the Spanish language learners.	10	4	2	0	0
I think that the Spanish language learners that I was coaching appreciated my help.	6	8	1	1	0
I think that the Spanish language learners benefited from my help.	5	8	2	1	0
I feel better about my Spanish language speaking abilities because I was asked to be a language coach.	5	7	3	1	0

coached by the native and heritage speakers was evident in the second taped reading they turned in. The goal of making students aware of the sociolinguistic and dialectal diversity in the Spanish language was achieved in part by exposing students to the dialects spoken by their language coach peers, and also by asking them to interview a native speaker for the term paper.

The enhanced self-esteem of the native Spanish speakers in regard to their Spanish language abilities as a result of their duties as pronunciation coaches is apparent in their responses to the questionnaire. Fourteen (87%) of the Spanish speakers believed that the Spanish language learners appreciated their help. Thirteen (81%) believed that the Spanish language learners benefited from their help. Twelve (75%) of the language coaches agreed that they felt better about their Spanish language speaking abilities because they were asked to be pronunciation coaches. Three (19%) of the Spanish speakers registered a positive change in their agreement of their self-perceived capabilities of being a language coach from the beginning of the course to the end of course.

Spanish speakers have a language skill that is becoming increasingly valuable in the economic, political, and educational spheres of United States society (Brecht & Ingold, 1998). Former United States Secretary of Education Richard Riley (2000) points out that heritage speakers as teachers are very important as educators as the increasing number of heritage students enter our schools. It is therefore necessary that we tap the Spanish-speaking resources available in our institutions of higher learning and impress upon them the value of the language they inherently possess.

As a nation striving to accept and value ethnic and linguistic diversity, the Spanish phonetics classroom can also contribute in a small way. It can introduce to students—heritage or native speakers as well as Spanish language learners—to an appreciation and acceptance of the dialects and sociolinguistic registers of the Hispanics who make up a significant portion of U.S. society and of the Spanish speaking world.

NOTES

1 In this paper, and in accord with the common definition, a heritage speaker is one who was born in the United States and whose family or extended family uses Spanish as a common mode of communication. A native speaker is one who was born and educated in a Spanish-speaking country.

Throughout this paper I use "Spanish speaker" to refer to both heritage and native speakers, but note the specific group when it is necessary.

- 2 There seems to be much debate on which type of Spanish to teach in the classroom. Lipksi (1997) argues that Spanish speakers and Spanish language learners need to be taught, or at least made aware of, the linguistic norms of the "economically powerful cities and nations" (p. 131). Torreblanca (1997) believes that the Spanish of Mexico City, being a universally understood and acceptable variety, is the dialect to teach. Others such as Bills (1987) and Rodríguez Pino (1997) claim that in order to deal effectively with the language varieties that we have in the United States, sociolinguistic diversity needs to be recognized and not devalued.

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Appendix A

Questionnaire

Utilizing our resources: Native speakers as pronunciation coaches in the Spanish phonetics class

I really appreciate you being a part of this study. The goal of this study is to show how native Spanish speakers such as you can be of tremendous benefit in a Spanish phonetics class. By using your innate ability to speak Spanish with a native "accent" you can help Spanish language learners improve their pronunciation of Spanish. Your name will not appear in any publication and you will remain anonymous. Your answers will not affect your relationship with the University of Texas at Austin or Old Dominion University in any way.

After you have completed the questionnaire, please e-mail it back to me at cdunlap@odu.edu.

If this article is published and you want a copy, please let me know.

Part I. Socio-demographic data.

1. How old are you?
2. Where were the following people born (city, state, and country)? Please give all the information that you know.
 - a. You:
 - b. Your mother:
 - c. Your father:
 - d. Your maternal grandmother:

- e. Your maternal grandfather:
 - f. Your paternal grandmother:
 - g. Your paternal grandfather:
2. If you were not born in the United States, how many years have you lived here?
 3. What is(was) your mother's occupation?
 4. What is(was) your father's occupation?
 5. Does your mother have any college education?
 6. Does your father have any college education?
 7. What language do you feel most comfortable speaking?
 Spanish English Both
 8. What language do you speak at home with your parents?
 Spanish English Both
 9. Where did you go to high school?
 10. What language do you speak with your friends?
 Spanish English Both
 11. What is your major?
 12. How many Spanish classes (not including Spanish 1-4) have you taken?
 13. Why did you take Spanish phonetics?

Part II. Perception of language skills.

How well do you think you perform the following activities in Spanish? Use the following numbering system by placing the number that corresponds to your ability at the beginning of the question. Please do not be modest.

1 = Perfectly 2 = Very well 3 = Well
4 = With some difficulty 5 = Not well

1. _____ Read Spanish literature, newspapers, magazines, and academic publications?
2. _____ Write compositions, letters, and academic papers?
3. _____ Understand spoken Spanish on television and in movies?
4. _____ Speak Spanish to people you don't know well?
5. _____ Speak Spanish to your friends?
6. _____ Speak Spanish to your grandparents?

7. _____ Speak Spanish to your Spanish professors?

Part III. In relation to the class. Please indicate your agreement to the following statements. Spanish language learners refer to the people in the class that you coached. Language coach refers to your position as a pronunciation guide. Use the following numbering system by placing the number that corresponds to your ability at the beginning of the statement.

1= Strongly agree 2=Agree 3=Neutral (no opinion) 4=Disagree 5= Strongly Disagree

1. _____ I had an advantage over the Spanish language learners in the phonetics class because I speak Spanish.
2. _____ I was surprised that I was asked to be a language coach for the Spanish language learners.
3. _____ At the beginning of the course I felt capable as language coach for the Spanish language learners.
4. _____ At the end of the course I felt capable of being a language coach for the Spanish language learners.
5. _____ Hearing Spanish spoken with an English accent is disagreeable to me.
6. _____ I could tell if the Spanish language learners in my group spoke Spanish with an English accent.
7. _____ I could not hear any difference in the accent of the Spanish language learners when they are speaking Spanish and the way that I speak Spanish.
8. _____ I think that the Spanish language learners that I was coaching appreciated my help.
9. _____ I think that the Spanish language learners benefited from my help.
10. _____ I felt better about my Spanish language speaking abilities because I was asked to be a language coach.
11. _____ The Spanish that I speak is not "standard" Spanish.
12. _____ I speak English with a Spanish accent.
13. _____ I speak Spanish with an English accent.
14. _____ I do not have a foreign accent in either language.

Appendix B

Instructions for the Term Paper

1. Length: 3 complete pages (not 2¾) minimum and not more than 5 pages maximum. The bibliography is an extra page.
2. Grammar: I will not be checking grammar but I expect that your paper will be grammatically sound. It is allowed and very advisable to have a native speaker check your grammar. This is extremely hard work so you may want to offer them payment for their services.
3. Content:
 - a. Introduction (what you are going to talk about in your paper).
 - b. Description of the speaker and the methods that we used (the questionnaire, the text, and the emotional question).
 - c. Linguistic analysis (principal part). Basically there are two approaches you can use:
 - (1) Describe their speech in terms of typical features of their region.
 - (2) Describe the differences between their reading of the passage and their "normal speech".
 - d. Conclusion.
4. References: Use our book as a reference. I have also put two books on reserve at the library that you can use (see below). Any other resources that you may use will impress la profesora.

Tomás, Navarro Tomás.(1991). *Manual de pronunciación española*. Madrid: Consejo Superior de Investigaciones Científicas. This book describes the Spanish spoken in Spain.

Lipski, John M. (1994). *Latin American Spanish*. New York: Longman. This book describes the Spanish spoken in Latin America.

Be CERTAIN that you give authors credit when necessary using appropriate notation (see example below).

Include a bibliography that is not part of your 3-5 pages.

5. Miscellaneous:

Whichever approach you decide to take in your linguistic analysis, MAKE SURE THAT YOU GIVE EXAMPLES USING PHONETIC NOTATION.

For example: Juan muestra las tendencias típicas del habla de Buenos Aires cuando pronuncia la palabra yo. En todos los casos Juan la pronuncia [ʒo]. Los rioplatenses típicamente usan una pronunciación rehilda [ʒ] para las letras <ll> y <y> (Barrutia y Schwegler, 1994:228).

(John demonstrates a typical feature of the speech of Buenos Aires when he pronounces the word yo. In all cases John pronounces it [ʒo]. Speakers from Buenos Aires typically produce an assibilated allophone [ʒ] for the letters <ll> and <y>.)

Do not try to do too much. Concentrate on <s>, for example, and/or on another consonant. Tell me in the introduction what you are going to look at.

This project should be very interesting and fun for you. But DO NOT start it the day before class as it will take some thought, some research, and a lot of listening to your tapes.

Your final project should include:

1. The paper itself.
2. The transcription (NOT phonetic) of what you recorded.
3. The tape.

Appendix C

Interview Questions for Students' Paper

Parte I. Por favor, conteste las preguntas siguientes. (Part I. Please answer the following questions.)

1. ¿En qué ciudad de qué país nació Ud.? (Where were you born [city and country]?)
2. ¿Cuántos años tiene Ud.? (How old are you?)
3. ¿Cuánto tiempo lleva aquí en los Estados Unidos? (How long have you been in the United States?)
4. ¿Qué idioma hablaba en casa cuando era niño(a)? (What language did you speak at home as a child?)
5. ¿Qué idioma prefiere hablar? (What language do you prefer to speak?)
6. ¿En qué idioma prefiere leer y escribir? (In what language do you prefer to read and write?)
7. ¿Por qué vino a los Estados Unidos? (Why did you come to the United States?)
8. En una semana típica ¿qué porcentaje del tiempo habla español? (During a typical week, what percent of the time do you speak Spanish?)

9. ¿Con quiénes habla español ahora? (With whom do you speak Spanish now?)
10. ¿Terminó Ud. el bachillerato? ¿más? (Did you finish high school? More?)
11. ¿En qué trabaja Ud.? (What is your current job?)
12. ¿En qué trabajan sus padres? (What are your parents' jobs?)

Parte II. Por favor, léame este cuentito. (Part II. Please read me this story.)

El dios de las moscas

Marco Denevi

Las moscas imaginaron a su dios. Era otra mosca. El dios de las moscas era una mosca, ya verde, ya negra y dorada, ya rosa, ya blanca, ya purp rea, una mosca inverosímil, una mosca bellísima, una mosca monstruosa, una mosca terrible, una mosca vengativa, una mosca justiciera, una mosca joven, una mosca vieja, pero siempre una mosca. Algunos aumentaban su tamaño hasta volverla enorme como un buey, otros la ideaban tan microscópica que no se la veía. En algunas religiones carecía de alas ("Vuela—sostenían—, pero no necesita alas"), en otras tenía infinitas alas. Aquí disponía de antenas como cuernos, allá los ojos le comían toda la cabeza. Para unos zumbaba constantemente, para otros era muda pero se hacía entender lo mismo. Y para todos, cuando las moscas morían, las conducía en un vuelo arrebatado hasta el paraíso. Y el paraíso era un trozo de carroña, hediondo y putrefacto, que las almas de las moscas muertas devoraban por toda la eternidad y que no se consumía nunca, pues aquella celestial bazofia continuamente renacía y se renovaba bajo el enjambre de las moscas. Porque también había moscas malas y para éstas había un infierno. El infierno de las moscas condenadas era un sitio sin excrementos, sin desperdicios, sin basura, sin hedor, sin nada de nada, un sitio limpio y reluciente y para colmo iluminado por una luz deslumbradora, es decir, un lugar abominable.

Denevi, Marco. (1996). *Falsificaciones*. Buenos Aires: Corregidor

Parte III. Tomando en cuenta que los Estados Unidos es un país que apoya los derechos humanos, si encontramos a bin Laden ¿qué cree Ud. que debemos hacer? ¿Cómo podemos protegernos de actividades terroristas en el futuro?

(Part III. Considering that the United States is a country that supports human rights, if we find bin Laden, what do you think we should do? How can we protect ourselves from terrorist activities in the future?)