



DEGREE CURRICULUM

# SPANISH PHONETICS AND ORTHOLOGY

Coordination: CALERO FERNANDEZ, MA.ANGELES

Academic year 2020-21

## Subject's general information

<b>Subject name</b>	SPANISH PHONETICS AND ORTHOLOGY			
<b>Code</b>	101019			
<b>Semester</b>	2nd Q(SEMESTER) CONTINUED EVALUATION			
<b>Typology</b>	Degree	Course	Character	Modality
	Bachelor's Degree in Hispanic Philology	2	COMPULSORY	Attendance-based
	Double degree: Bachelor's degree in Applied Languages and Translation and Bachelor's degree in Hyspanic Filology	3	COMPULSORY	Attendance-based
<b>Course number of credits (ECTS)</b>	6			
<b>Type of activity, credits, and groups</b>	<b>Activity type</b>	<b>PRAULA</b>	<b>TEORIA</b>	
	<b>Number of credits</b>	3	3	
	<b>Number of groups</b>	1	1	
<b>Coordination</b>	CALERO FERNANDEZ, MA.ANGELES			
<b>Department</b>	CLASSICAL, FRENCH AND HISPANIC STUDIES			
<b>Teaching load distribution between lectures and independent student work</b>	Hybrid or mixed teaching: 1. HP: 22,5 h. 2. HNP: 127.5 h., distributed as follows: • HNP: Online classes and/or sessions with the professor's guidance: videoconferences for master classes, discussions, seminars, tutoring... Synchronous online classes and/or sessions will be held within the scheduled time for the class (22.5 h.) • HNP: Student's individual work, without the professor's guidance: reading of the required texts and/or instructional materials prepared by the professor, individual study and the completion of activities assigned by the professor. (105 h.)			
<b>Important information on data processing</b>	Consult <a href="#">this link</a> for more information.			
<b>Language</b>	spanish			

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
CALERO FERNANDEZ, MA.ANGELES	mariaangeles.calero@udl.cat	5	
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## Subject's extra information

Theoretical-practical study of the segmental and suprasegmental units of the Spanish language and its dialectal varieties, with special attention to the applications of phonetic correction.

Comments: It is informed that any exercise that has more than five spelling or construction errors will be automatically suspended, in the understanding that the presence of spelling, punctuation, morphological and / or drafting errors will always be taken into account in the time to evaluate the subject. In the subjects of a Philology degree it is essential to use the language (oral and written) with correctness and rigor.

Foreign students who come from mobility or exchange programs must bear in mind that this subject requires an oral and written knowledge of the Spanish language corresponding to an intermediate level (B2 of the Common European Framework).

## Learning objectives

- O.1. Acquire the basic notions of phonology and articulatory, auditory and acoustic phonetics on the basis of the Spanish language, as well as the rudiments of orthology and its teaching.
- O.2. Recognize the traits and segmental and suprasegmental units of Spanish and know how to represent them in the various existing systems.
- O.3. Recognize the dialectal and sociolectal varieties of Spanish in the phonetic-phonological domain.
- O.4. Assess the importance of contrastive phonetic-phonological analysis for the teaching of phonetic correction of Spanish to non-native students, and apply it.
- O.5. Develop basic skills that allow an approach to the scientific analysis of the Spanish language at its phonetic-phonological level.

## Competences

### General skills dealt with in this subject

- CG2 Develop critical reasoning.
- CG6 Develop a systemic attitude of rigor in the work.
- CG8 Properly plan the organization of work and research.
- CG11 Know how to use the terminology and techniques of the disciplinary or professional field.

### Transversal skills dealt with in this subject

- CT5 Acquire essential notions of scientific thought.

### Specific competences dealt with in this subject

- CE3 Have the ability to work in technological environments with linguistic applications.
- CE4 To know the systematic aspects of the uses of the language from different perspectives of grammatical analysis: phonetic, phonological, lexical, morphological, semantic, syntactic, discursive, pragmatic and sociolinguistic.
- CE6 Know how to analyze and reflect on the structure and functioning of the Spanish language and communication in the Spanish language, as well as how to discriminate critically between the different theories and apply them to the scientific study of the language.
- CE8 Recognize the historical, external and internal evolution of the Spanish language and the ability to understand and identify different registers and dialectal variants.
- CE9 Know how to use in a basic way specific techniques necessary to study and teach linguistic and literary texts from different eras.
- CE25 Know and know how to apply in a basic way the research procedures related to the study of the Spanish language and its literature, including the use of laboratories.

## Subject contents

### 1. General theoretical and methodological aspects.

#### 1.1. Basic concepts.

- Definition and delimitation of phonetics and phonology.
- The phoneme and the allophone.
- Graphic representation: the alphabets (RFE and AFI).

#### 1.2. The distinctive features.

- Binarism: opposition and contrast, correlation.
- Neutralization and archifonema. Phonological transcription practices.
- Relevance and redundancy. Commutation. Dephologization.
- Complementary distribution, defective distribution and free distribution.

#### 1.3. The areas of phonetics.

- Articulation phonetics: the phonetic device, production of articulated sound, characterization of sounds according to the configuration of the vocalic tract and its representation in mouths; phonetic phenomena in the phonic continuum (fonotaxis): assimilation, dissimilation, sinalefa, syncopation, gemination, inversion and metathesis. Practice of identification and representation of mouths.
- Auditory phonetics: the receiving apparatus.
- Acoustic phonetics: nature and transmission of sound, sound wave, resonance and filters, representation in oscillograms and spectrograms. Spectrogram analysis practices.

### 2. The phonetic-phonological system of Spanish.

#### 2.1. Segmental elements or phonemes

- The vowels, the semi-vowels and semiconsonants, the consonants.
- The phonological picture and the phonetic picture of Spanish and its dialectal diversity.
- Phonetic transcription practices.

#### 2.2. The syllable

- Phonetic structure, syllabic limits, typology.

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- The syllabic structure of Spanish. Behavior of Spanish consonants in syllabic distention: dialectal repercussions.
- 2.3. Suprasegmental elements or prosodemas (accent, tone and intonation).
- The accent: nature, function, typology, accentual schemes of Spanish. The intensity group and the phonic group. The rhythm of speech in Spanish.
  - The intonation: functions of the intonation (distinctive, integrative, demarcative), the tonema and its types in Spanish, the pause, intonational schemes, dialectal differences.
  - Intonative analysis practices.

### 3. Applications of phonetic studies.

- 3.1. Teaching and learning of the phonetic correction in ELE. Contrastive analysis and error analysis. The interlanguage
- 3.2. Detection and correction of speech defects.

## Methodology

### Hybrid or mixed teaching

Table of activities and hours of dedication				
Activity	Description	HP	HNP	
			HNPs	HNPa
Master class	See contents	16,5	18	15
Practices	Phonological and phonetic transcription practices, representation and identification of mouths and sound description.	3	3	24
Assignments	Contrastive analysis between the phonetic-phonological system of Spanish and another language. Prediction of errors and analysis of real errors from a speech sample from a foreign person speaking Spanish.	1	1,5	25
Evaluation (AV)*	theory exam practical exam individual and group self-evaluation	2	0	32 4 0
<b>TOTAL</b>		<b>22,5</b>	<b>22,5</b>	<b>100</b>

- HP: classroom hours for the student.
- HNPs: face-to-face hours with synchronous accompaniment.
- HNPa: hours of work at home for the student.

### Contingency plan in case of confinement

In the event that classroom hours for the student (HP) is not possible due to confinement or similar situations, the sessions will be broadcast by videoconference, respecting the same schedule settled down. The different options of the videoconferencing tool will be used so that the sessions can continue to be participatory and the same tasks can be performed planned for the classroom. The sessions may be recorded.

### Information on data protection in the audiovisual register in this subject

In accordance with current regulations on the protection of personal data, we inform you that:

- The organisation responsible for the recording and use of the image and voice is the University of Lleida - UdL (contact details of the representative: General Secretariat. Plaza Víctor Siurana, 1, 25003 Lleida; sg@udl.cat; contact details of the data protection officer: dpd@udl.cat).
- The recorded images and voices shall be used exclusively for teaching purposes.
- The recorded images and voices shall be saved and preserved until the end of the current academic year, and shall be destroyed in accordance with the terms and conditions specified in the regulations on the preservation and disposal of administrative documents of the UdL, and the documentary evaluation tables approved by the Generalitat de Catalunya (<http://www.udl.cat/ca/serveis/arxiu/>).
- The voices and images are considered necessary to teach this subject, and teaching is a right and a duty of the teaching staff of the Universities, which they must exercise under academic freedom, as provided for in article 33.2 of the Organic Law of Universities (Ley Orgánica de Universidades) 6/2001, of December 21. For this reason, the UdL does not need the consent of the students to register their voices and images with the sole and exclusive purpose of teaching in this particular subject.
- The recordings and other content of the virtual campus are protected by the intellectual and industrial property rights of the University of Lleida, in accordance with the clause included in the "Legal Notice", visible on all the websites owned by the UdL.
- The UdL shall not transfer the data to third parties, except in the cases strictly provided for by the Law.
- The student can access their data; request correction, deletion or portability; object to its processing and request its limitation, as long as it is compatible with the purposes of teaching, by writing to dpd@udl.cat. You can also submit a complaint to the Catalan Data Protection Authority, via a mail to its website (<https://seu.apd.cat>) or other non-electronic means.

## Development plan

See **Methodology**.

## Evaluation

### GENERAL CRITERIA

1. Any exercise (practice, exam, work, report) that presents more than five spelling or construction errors will be automatically suspended, in the understanding that the presence of spelling, punctuation, morphological and / or drafting errors will always be taken in account at the time of evaluating the subject and may adversely affect the rating. In subjects of a Philology degree it is essential to use the language (oral and written) with correctness and rigor.

2. Any work that contains any degree of plagiarism will also be automatically suspended, as well as the exam, if it is perceived that there are fragments copied. Applicable to all tasks that are delivered.

### SPECIFIC CRITERIA

There are two types of evaluation: **ordinary** and **alternative**.

### ORDINARY EVALUATION

The evaluation is **continuous**.

It is distributed as follows.

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EVALUATION MECHANISMS	DESCRIPTION OF THE CRITERIA	OBSERVATIONS	%
Evaluation workshop (TE) (Exam)	Theoretical exam	Virtual exam The acquisition of the concepts and theories that sustain the subject is evaluated. It is a requirement to pass the exam to apply the qualification percentages.	35%
Presentation	Oral presentation by videoconference.	Exposure to any of the topics of the course.	15%
Practices	Phonological and phonetic transcription practices, representation and identification of mouths and description of sounds.	The practices may be electronic or on paper. In the event that they can not be evaluated from the virtual campus platform, a final practical test will be carried out on the same day as the theoretical exam. You can divide between practices in the classroom (10%) and practices in the platform (20%). Although practices in web (or practical exam) does not reach 30% of the note, should be repeated if not approved.	30%
Report	Contrastive analysis between the phonetic-phonological system of Spanish and another language. Prediction of errors. Analysis of real errors from a speech sample from a foreign person speaking Spanish.	The report guide will be hung on the Virtual campus <b>Activities</b> tool. The student will deliver the report by the same tool. Written expression is also evaluated.	20%
<b>TOTAL</b>			100%

## Contingency plan in case of confinement

In case of confinement, only the practical exam would be affected (if the practices could not be evaluated through the web), which is intended to be carried out in the classroom. In this circumstance, it will be replaced by a virtual practical exam through the Virtual Campus **Activities** tool.

## ALTERNATIVE EVALUATION

Students who combine their studies with a full-time job have the right to request an alternative evaluation within 5 days of the beginning of the semester. For more information, an email can be sent to [letras.secretaria@udl.cat](mailto:letras.secretaria@udl.cat), or contact the Secretary of the Faculty of Arts.

It is distributed as follows.

EVALUATION MECHANISMS	DESCRIPTION OF THE CRITERIA	OBSERVATIONS	%
Evaluation workshop (TE) (Exam)	Theoretical-practical exam	Virtual exam The acquisition of the concepts and theories that sustain the subject is evaluated, as well as the skills of phonological and phonetic transcription, identification of mouths, spectrograms and intonation schemes.	85%
Presentation	Oral presentation by videoconference.	Exposure to any of the topics of the course.	15%
<b>TOTAL</b>			100%

## Contingency plan in case of confinement

In the case of confinement, only the exam that is intended to be carried out in the classroom would be affected. In this circumstance, it will be replaced by a virtual exam through the Virtual Campus **Activities** and **Test** tools.

## Bibliography

At the beginning of the course the compulsory readings will be established, as well as other complementary readings for the accomplishment of the collaborative learning activities.

### 1.- General references

- Alarcos Llorach, Emilio. 1981. *Fonología española*. Madrid: Gredos, 1950<sup>1</sup>. (806.0-4 ALA)
- Gili Gaya, Samuel. 1971. *Elementos de fonética general*. Madrid: Gredos, 5ª ed. corregida y ampliada. (801.4 GIL)
- Hála, Bohuslav. 1966. *La sílaba. Su naturaleza, su origen y sus transformaciones*. Madrid: CSIC.
- Hidalgo Navarro, A. y M. Quilis Merín. 2004<sup>2</sup>. *Fonética y Fonología españolas*, Tirant lo Blanch.
- Juliá, Joan. 2000. *Diccionari de fonètica. Terminologia de les ciències fonètiques*, Barcelona: Edicions 62. (801.4 JUL)
- Martínez Celadrán, Eugenio y Ana Mª Fernández Planas. 2007. *Manual de fonética española: articulaciones y sonidos del español*, Barcelona: Ariel.
- Martínez Celadrán, Eugenio. 1983. *Fonética*, Barcelona: Teide. (801.4 MAR)
- Martínez Celadrán, Eugenio. 1989. *Fonología general y española*, Barcelona: Teide. (801.4 MAR)
- Martínez Celadrán, Eugenio. 1996. *El sonido en la comunicación humana. Introducción a la fonética*, Barcelona: Octaedro.
- Prieto, Pilar. 2003. *Teorías de la entonación*, Ariel: Barcelona.
- Quilis, Antonio. 1985. *El comentario fonológico y fonético de textos*. Madrid: Arco/Libros. (806.0-4 QUI)
- Quilis, Antonio. 2002. *Principios de fonología y fonética españolas*, Madrid: Arco/Libros, 1997<sup>1</sup>. (806.0-4 QUI)
- Veiga, Alexandre. 2009. *El componente fónico de la Lengua. Estudios fonológicos*, Lugo: Axac.

## 2.- Experimental Phonetics on Spanish

- Aguilar, Lourdes. 1997. *De la vocal a la consonante*. Santiago de Compostela: Servicio de Publicaciones e Intercambio Científico. (806.0-4 AGU)
- Fernández Planas, Ana María. 2005. *Así se habla: nociones fundamentales de fonética general y española. Apuntes de catalán, gallego y euskara*. Barcelona: Horsori
- García Santos, Juan Felipe. 2002. *Cambio fonético y fonética acústica*. Universidad de Salamanca. URL: <http://books.google.es/books?id=QH-KuYzfkMQC&pg=PA63&lpg=PA63&dq=fon%C3%A9tica+combinatoria&source=bl&ots=R23jtPaSOI&sig=s7ep2dl46cAhL7qKjQCwr6WI2g8&hl=es#v=onepage&q=fon%C3%A9tica%20c>
- Harris, James W. 1983. *Syllable Structure and Stress in Spanish*. Cambridge (MAS.)-London: The MIT Press. (806.0-4 HAR)
- Llisterri Boix, Joaquim. 1991. *Introducción a la fonética: el método experimental*. Barcelona: Anthropos. (801.4 LLI)
- Martínez Celdrán, Eugenio y Ana M. Fernández Planas. 2007. *Manual de fonética española. Articulaciones y sonidos del español*. Barcelona: Ariel Practicum.
- Martínez Celdrán, Eugenio. 1998. *Análisis espectrográfico de los sonidos del habla*. Barcelona: Ariel Practicum, 2ª ed. 2007. (801.4 MAR)
- Monroy Casas, Rafael 1980. *Aspectos fonéticos de las vocales españolas*. Madrid: SGEL. (UAB, UdG)
- Navarro Tomás, Tomás. 1966. *Manual de entonación española*. México: Colegia Málaga. (806.0-4 NAV)
- Navarro Tomás, Tomás. 1982. *Manual de pronunciación española*. Madrid: CSIC, 1918<sup>1</sup>. (806.0-4 NAV)
- Prieto, Pilar, J. Mascaró y Mª Josep Solé (eds.). 2007. *Segmental and prosodic issues in romance phonology*, Amsterdam: John Benjamins.
- Sosa, Juan Manuel. 1999. *La entonación del español*, Madrid: Cátedra.
- Veiga, Alexandre. 2002. *El subsistema vocálico español*, Universidad de Santiago de Compostela, Colección Lucus Lingua.

## 3.- Exercises and phonetic and phonological comments on Spanish

- Bonet, Eulàlia, María-Rosa Lloret y Joan Mascaró. 1997. *Manual de transcripción fonética*. Bellaterra: UAB. (801-4 BON)
- Borrego Nieto, Julio y José J. Gómez Asencio. 1997. *Prácticas de fonética y fonología*. Salamanca: Universidad de Salamanca, 1989<sup>1</sup>. (801-4 BOR)
- Fernández Planas, Ana Mª y Josefina Carrera Sabaté. 2001. *Prácticas de transcripción fonética en castellano*. Barcelona: Salvatella. (UB, UdG, UOC)
- Hidalgo Navarro, Antonio. 2002. *Comentario fónico de textos dialectales*. Madrid: Arco/Libros. (806.0-4 HID)
- Martínez Celdrán, Eugenio. 1988. *Prácticas de fonética y fonología*, Barcelona: Promociones Publicaciones Universitarias, 2ª ed. (1984<sup>1</sup>). (UB)

## 4.- Websites

- <https://suportdocent.udl.cat/fonemas/> (Fonemas y sonidos del español. Mª Ángeles Calero. 2019) (Study and practice required)
- <http://www.studyspanish.com/pronunciation/> (Ver y oír cómo se articulan los sonidos del español, 1997-2012)
- <http://www.udg.edu/Laboratoridefonetica/Recursos/ImatgesResonanciaMagneticalRM/tabid/14216/language/ca-ES/Default.aspx> (Articulación de los sonidos a través de resonancia magnética)
- <http://apronunciar.blogspot.com/> (Diversidad dialectal de la pronunciación española)
- <http://ipa.typeit.org/full/> (Para transcribir en el ordenador con fuentes del AFI)
- <http://www.respublicae.net/lengua/silabas/index.php> (Jerónimo Armario, *Silabeador y transcriptor fonético y fonológico*, 2008)
- <http://www.aucel.com/pln/transbase.html> (Xavier López Morrás, *Transcriptor fonético automático del español*, 2004)
- <http://prosodia.upf.edu/atlasentonacion/presentacio/presentacio2.html> (Atlas interactivo de la entonación del español, 2009-2010)
- <http://prosodia.upf.edu/atlasentonacion/> (Con grabaciones de diferencias entonativas en el territorio hispanohablante)
- <http://paginaspersonales.deusto.es/airibar/Fonetica/Apuntes/Apuntes.html> (Explicaciones sobre Fonética en formato divulgativo de Alexander Iribar)
- <http://ebooks.unibuc.ro/filogie/spaniola/index.htm> (Brânza, Mircea-Doru y Joan Llinás Suau (2003): *Nociones de fonética y fonología del español*, Universidad de Bucarest, Bucureşti)
- [http://ceidis.ula.ve/cursos/humanidades/fonetica/tutorial\\_de\\_linguistica/indice.html](http://ceidis.ula.ve/cursos/humanidades/fonetica/tutorial_de_linguistica/indice.html) (*Tutorial de fonética*. Universidad de los Andes)
- <http://www.domingo-roman.net/acusticabasica.html> (Conceptos de acústica básica. Contiene audiciones)
- <http://www.xtec.cat/centres/a8019411/caixa/ondas.htm> (Las ondas sonoras. IES Bellvitge)
- [http://liceu.uab.es/~joaquim/phonetics/fon\\_esp/fonetica\\_espanol.html](http://liceu.uab.es/~joaquim/phonetics/fon_esp/fonetica_espanol.html) (Llisterri, Joaquim. *Descripción fonética y fonológica del español*.)
- <http://www.sil.org/training/capacitar/FONETICA/Fonetica.stm> (SIL International. *Materiales para la enseñanza de la fonética general*)
- [http://liceu.uab.es/~joaquim/phonetics/PUCSP\\_Esp\\_05/PUCSP\\_Esp\\_05.html](http://liceu.uab.es/~joaquim/phonetics/PUCSP_Esp_05/PUCSP_Esp_05.html) (Materiales para la enseñanza de la fonética)
- [http://prosodia.upf.edu/sp\\_tobi/en/](http://prosodia.upf.edu/sp_tobi/en/) (Tutorial SP\_ToBI)
- [http://www.domingo-roman.net/manual\\_analisis\\_acustico.html](http://www.domingo-roman.net/manual_analisis_acustico.html) (Manual de uso de Praat. Programa electrónico de grabación y análisis acústico del sonido)
- [http://liceu.uab.es/~joaquim/phonetics/fon\\_anal\\_acus/Praat\\_analisis\\_oscilograma.html](http://liceu.uab.es/~joaquim/phonetics/fon_anal_acus/Praat_analisis_oscilograma.html) (Manual de Praat. Joaquim Llisterri, 2012)