



## COURSE DATA

### DATA SUBJECT

**Code:** 35386  
**Name:** Catalan phonetics and phonology  
**Cycle:** Undergraduate Studies  
**ECTS Credits:** 6  
**Academic year:** 2025-26

### STUDY (S)

Degree	Center	Acad. year	Period
1001 - Degree in Catalan Studies	Facultat de Filologia, Traducció i Comunicació	2	Second quarter

### SUBJECT-MATTER

Degree	Subject-matter	Character
1001 - Degree in Catalan Studies	Grammar of the Catalan language and applications to language advice	COMPULSORY

### COORDINATION

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## SUMMARY

This course, included in the subject-matter Grammar of the Catalan and Applications in linguistic counseling, deepens in the ability of the students to recognize the different sounds of the Catalan and to analyze and think about the phenomena affecting them.

The goals of the course are:

- To know the characteristics of the Catalan phonetic and phonological system, with special attention to inventory and distribution issues
- To deepen in the knowledge of the variety standard and the individual traits of the variety of each student
- To master the phonetic transcription in standard Catalan
- To know how to install and use phonetic fonts
- To learn to use, at a basic level, the functions of the *Praat* program



## PREVIOUS KNOWLEDGE

### RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

There are no specified enrollment restrictions with other subjects of the curriculum.

### OTHER REQUIREMENTS

This course presupposes a thorough domain of the Catalan language norms.

## COMPETENCES / LEARNING OUTCOMES

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Advanced communicative competences in the Catalan language.

Advanced knowledge of the grammar of the Catalan language and its parts.

Compare and analyse the constituents of one's own language with those of other languages.

Know the grammar and develop communicative competences in Catalan.

Poseer conocimientos de las herramientas, los programas y las aplicaciones informáticas específicas del área de filología catalana.

Ser capaz de localizar, manejar y sintetizar información bibliográfica en el área de la filología catalana.

Show ethical commitment in the field of language studies as regards gender equality, equal opportunities, the values of the culture of peace and democratic values and environmental and sustainability issues, and have an understanding and appreciation of linguistic diversity and multiculturalism.

The ability to communicate and teach the knowledge acquired in the area of Catalan philology, taking into account the different teaching levels and contexts of Catalan language and literature.

The ability to find, handle and make use of the information contained in databases and other software and Internet tools in the field of Catalan philology.

The ability to receive, understand and transmit scientific production in the languages studied.

## DESCRIPTION OF CONTENTS

### 1. Introduction to phonetics and phonology

1.1. Grammatical descriptions: normative, descriptive and predictive



- 1.2. General concepts
  - 1.2.1. Sounds and phonemes
  - 1.2.2. Phonetics and phonology

## 2. The production and the perception of sounds

- 2.1. The production of sounds
  - 2.1.1. Respiratory period
  - 2.1.2. Phonatory period
  - 2.1.3. Articulatory period

## 3. Consonants

- 3.1. The production of consonants
- 3.2. General inventory and basic dialectal differences
- 3.3. Syllable structure and distribution of consonants
  - 3.3.1. The syllable
  - 3.3.2. The syllabic constituents
  - 3.3.3. The syllabic types
  - 3.3.4. Restrictions on the appearance of consonants
- 3.4. Phenomena with a phonetic-phonological basis
  - 3.4.1. Place Assimilation
  - 3.4.2. Voice assimilation
  - 3.4.3. Spirantization
  - 3.4.4. Rhotic consonants
  - 3.4.5. Continuous sounds contact
  - 3.4.6. Final consonant groups
  - 3.4.7. Elision of approximants

## 4. Vowels

- 4.1. The production of vowels
- 4.2. Stressed and unstressed systems
  - 4.2.1. Inventory and distribution
  - 4.2.2. Basic dialectal differences
  - 4.2.3. Phenomena related to vowel reduction
- 4.3. Phenomena related to syllable structure
  - 4.3.1. Vowel insertions
  - 4.3.2. Vowel elisions
  - 4.3.3. Diphthongs and hiatuses

## 5. Suprasegmental features: stress and intonation

- 5.1. Stress



- 5.1.1. Definition
- 5.1.2. Word-level
- 5.1.3. Phrase-level
- 5.2. Intonation
  - 5.2.1. Definition
  - 5.2.2. Basic tonal contours of Catalan
  - 5.2.3. Intonation and speech

## Learning outcomes

By the end of this course students should be able to:

- Describe the basic aspects of the production and perception of the sounds of the Catalan language, with special attention to the sounds that pose the most problems in learning Catalan as an L2.
- Recognize the correspondence relationships between the sounds and spellings of the Catalan language.
- Transcribe texts in the standard variety of Catalan with the international phonetic alphabet.
- Analyse from a phonetic and phonological point of view the fundamental characteristics of the standard variety of the Catalan language and individual variety of each student.
- Know how to compare the phenomena of Catalan phonology with those of the languages known and studied by the student.
- Install and use phonetic fonts on a computer.
- Use *Praat* speech analysis program.

## WORKLOAD

### PRESENCIAL ACTIVITIES

Activity	Hours
Theory	30,00
Classroom practices	30,00
<b>Total hours</b>	<b>60,00</b>

### NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	0,00
Individual or group project	12,00
Independent study and work	20,00
Preparation of lessons	52,00
Preparation for assessment activities	6,00
Resolution of case studies	0,00
<b>Total hours</b>	<b>90,00</b>

## TEACHING METHODOLOGY



The course is structured around one weekly theoretical session and one weekly practical session held in the classroom. For both, the lecturer will provide students with a working dossier. Active student participation will be encouraged in both theoretical and practical classes.

Practical activities will include:

- a. reinforcement exercises on orthographic knowledge directly related to phonology;
- b. exercises to recognise the correspondence between Catalan sounds and letters;
- c. phonetic transcription exercises;
- d. application of the Praat software to analyse an aspect of Catalan phonetics (individually or in pairs/small groups of two or three students).

During the practical sessions, the lecturer will announce the dates for carrying out the exercises in blocks a), b) and c), as well as the tests related to blocks b) and c), whose evaluation will contribute to the final grade. The lecturer will also guide students through the process of preparing the practical project (d), indicating deadlines for submission and dates for feedback and review. A calendar of activities, including the dates of assessments and submission deadlines, will also be made available on the virtual learning platform.

The course lecturers will ensure the presentation and discussion of the assessment rubrics provided by the consolidated teaching innovation groups GESOLCAT and TREFINCAT. A non-graded practice task focusing on oral and/or written expression, aligned with these rubrics (and adapted where necessary), will be carried out. This task will serve as a monitoring tool to track each student's progress. The results must be recorded so that they can be shared with the teaching staff responsible for follow-up courses or, where appropriate, with the TFG coordinators.

The lecturer and students will use the virtual learning platform and email to communicate updates, details regarding practical sessions, and other relevant information. However, attendance at face-to-face tutorials is recommended for discussing individual or specific questions. Tutorials will not be used to repeat content already covered in class, whether general aspects of the course (e.g., syllabus topics) or more specific practical matters (e.g., the use of Praat software or installing phonetic fonts).

As part of the cycle "Authors in the Classroom", sessions with guest speakers may be organised. At the beginning of the teaching period, information will be provided about any planned complementary activities and their potential impact on teaching and assessment.

This course provides complementary materials to those used in the classroom, prepared for the student's autonomous study and framed in the concept of e-learning, which responds to the students diverse learning methods and pace. In addition, methodological and instrumental alternatives are offered for students with special educational needs. Therefore, this course seeks to work on various sustainability objectives of the 2030 Agenda, especially SDG 4 and 10: Quality education and Reduction of inequalities.



## EVALUATION

The assessment of the learning of the student includes two items:

1) 30% of the grade corresponds to three kinds of activities that students work in their practices.

a) Firstly, there is a set of activities to reinforce spelling knowledge related to the course. These exercises consist of a set of questionnaires that students must answer, through the virtual classroom, on the dates indicated in class and in the virtual classroom. This part constitutes a maximum of 5% of the final grade.

b) Secondly, there is an activity in which students must show that they know which sounds correspond to the different Catalan spellings. This activity, recognition of spellings, corresponds to a maximum of 15% of the grade. In the activity, students who identify all the spellings correctly have 1.5 points in their final grade; that have a mistake, 0.75 points, and the that have two, 0 points. The students with two mistakes or more have a failing grade in the course, regardless of the grade of the others. parts.

The students can carry out this activity three times during the course, through a questionnaire in the virtual classroom, in the dates that the teacher indicates in class and in the classroom virtual, and, if in some of the occasions get 1.5 points, pass this part and do not need to repeat it again on the day of the final exam.

c) Finally, the students prepare a practical task in which they use the Praat program to analyse a phonetic issue of the Catalan language. This part constitutes, at most, 10% of the final grade. (Students can find in an annex to the teaching guide in the virtual classroom the specific details of the report corresponding to each year.)

2) 70% of the grade corresponds to a final test that evaluates theory and practical skills.

The proof consists of a transcription phonetic (30% of the final grade) and of several questions related to the topics covered during the course, which may have a format of short questions or a format of multiple response questions through a virtual classroom questionnaire (40% of the final grade). The students have the opportunity to make the phonetic transcription in class in the last week of the year, in the date that the teacher indicates in class and in the virtual classroom; if they achieve a minimum grade of 1.8 points in this previous test, they have overcome this part and do not need to repeat it the day of the exam final.

The minimal grade to get over this final test is of 3.5 points (out of a maximum of 7 points). In all the final test it is necessary to demonstrate a good knowledge of the Catalan formal standard. According to criteria agreed by the Department of Catalan Philology, making grammatical mistakes will entail the grade of No pass, regardless of the content of the test.



Except the activity of reinforcement of the spelling knowledge, all parts are recoverable in the second call.

**Summary of the assessment:**

Assessment	% of the grade
1) Activities and exercises  1.1) Reinforcement of the orthography (5%) 1.2) Recognition of spellings (15%) 1.3) Praat task (10%)	30%
2) Final test  2.1) Phonetic transcription (30%) 2.2) Written test (theoretical and practical questions) (40%)	70%

Intellectual honesty is essential within academic communities and for the fair assessment of student work. All work submitted on this course must be original. Simply replacing cohesive elements (such as connectors) or using synonyms in a source text does not prevent the result from constituting plagiarism. Assignments that involve fraudulent collaboration or are composed with the help of artificial intelligence tools (such as ChatGPT or others) will not be accepted, unless such use is part of the course content and has been explicitly authorized by the teaching staff.

The general grading system will follow the regulations of the Universitat de València as approved by the Consell de Govern on 30 May 2017 (ACGUV 108/2017).

**REFERENCES**

**Basic references**

- Acadèmia Valenciana de la Llengua (2006): *Gramàtica normativa valenciana*. València, Acadèmia



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- BONET, Eulàlia, & Maria Rosa LLORET (1998): *Fonologia catalana*. Barcelona, Ariel. [Available at <http://diposit.ub.edu/dspace/handle/2445/66052>]
- Institut d'Estudis Catalans (2005): *Proposta per a un estàndard oral de la llengua catalana, I: Fonètica*. 3 ed., 4 reimpr. Barcelona, Institut d'Estudis Catalans. [Available at <http://www.iec.cat>]
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## Complementary references

- BORDEN, Gloria J.; HARRIS, Katherine, S., & Lawrence J. RAPHAEL (1994): *Speech Science Primer: Physiology, Acoustics, and Perception of Speech*. Baltimore, Williams & Wilkins. 3 ed.
- CUENCA, Maria Josep, & Manuel PÉREZ SALDANYA (red.) (2002): *Guia d'usos lingüístics. (1) Aspectes gramaticals*. València, Institut Interuniversitari de Filologia Valenciana. [Available at <http://www.ua.es/institutos/inst.filovalen/Guiausos.pdf>]
- GIL FERNÁNDEZ, Juana (1990): *Los sonidos del lenguaje*. Madrid, Síntesis.
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