

**COURSE DATA****DATA SUBJECT****Code:** 35516**Name:** Spanish dialectology and sociolinguistics**Cycle:** Undergraduate Studies**ECTS Credits:** 6**Academic year:** 2026-27**STUDY (S)**

Degree	Center	Acad. year	Period
1003 - Degree in Hispanic Studies, Spanish Language and Literature	Facultat de Filologia, Traducció i Comunicació	3	First quarter

**SUBJECT-MATTER**

Degree	Subject-matter	Character
1003 - Degree in Hispanic Studies, Spanish Language and Literature	Language contact and varieties of Spanish I	COMPULSORY

**COORDINATION**

CABEDO NEBOT ADRIAN

**SUMMARY**

This subject presents the epistemological and empirical bases necessary for the knowledge of the diatopic, diastratic and diaphasic variation of the Spanish language, with special attention to the process and mechanisms of linguistic change. The subject has a theoretical-practical nature and aims to provide basic theoretical support as well as initial practical training in research of the different lines dialectological and sociolinguistics (methodology of field, techniques of obtaining of data, statistical analyses, comparative studies of various linguistic phenomena to understand the dynamism of current Spanish in different speech communities, etc.). Based on various corpora on spoken Spanish, some geolects of Spanish will be analyzed and the sociolectal stratification will be deepened through the analysis of various linguistic phenomena (attitudes, yeísmo, impersonal 'haber' concordances, verbal periphrasis, lexical variation, condolence formulas, etc.).

The subject can be related to several Sustainable Development Goals (SDGs) of the UN Agenda 2030 due to its focus on the study of language in its social context and its cultural, educational and inclusion implications. For example, it is linked to SDG 4 (Quality Education) by contributing to an education that values linguistic and cultural diversity, promoting inclusive pedagogical practices. It also relates to SDG 5 (Gender Equality) by analyzing how language reflects and perpetuates gender inequalities, helping to combat stereotypes and linguistic discrimination. Likewise, SDG 10 (Reduced Inequalities) is addressed by studying how linguistic variations are linked to social and economic factors, promoting the social inclusion



of marginalized communities. Sociolinguistics also contributes to SDG 11 (Sustainable Cities and Communities) by promoting language policies that encourage diversity and strengthen social cohesion. Finally, SDG 16 (Peace, Justice and Strong Institutions) is supported by the promotion of the use of inclusive and respectful language, essential to promote peace and justice, and by the study of sociolinguistics that helps to understand and reduce linguistic conflicts, promoting more effective and fair communication.

## PREVIOUS KNOWLEDGE

### RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

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

### OTHER REQUIREMENTS

None

## COMPETENCES / LEARNING OUTCOMES

### 1003 - Degree in Hispanic Studies, Spanish Language and Literature

Be able to work and learn autonomously and to plan and manage work time.

Knowledge of the internal and external history of the Spanish language.

Knowledge of the linguistic variations of the Spanish language.

Know the grammar and develop communicative competences in Spanish.

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.

Students must be able to communicate information, ideas, problems and solutions to both expert and lay audiences.

Students must have acquired knowledge and understanding in a specific field of study, on the basis of general secondary education and at a level that includes mainly knowledge drawn from advanced textbooks, but also some cutting-edge knowledge in their field of study.

Students must have developed the learning skills needed to undertake further study with a high degree of autonomy.

The ability to identify problems and subjects for research and assess their importance in the field of Spanish language, literature and theatre.

The ability to make a critical judgement of the style of a text and make alternative proposals.

Work as a team in the environment of language studies and develop interpersonal relations.



## DESCRIPTION OF CONTENTS

### 1. Language variation

- 1.1. Language and variability (language-dialect-speech- register)
- 1.2. Linguistic community and speech community.
- 1.3. Dialectology: concept, object and method.
- 1.4. Sociolinguistics: concept, object and method.
- 1.5. The (socio)linguistic norm of Spanish.

### 2. Geographic variation

- 2.1. Geography.
  - 2.1.1. methodology.
  - 2.1.2. Linguistic and ethnographic atlas. Isoglosses.
- 2.2. Linguistic characterization of Spanish in various peninsular areas.

### 3. Linguistic change

- 3.1. Introduction. Objectives and lines of research of Spanish Sociolinguistics.
- 3.2. Variationism.
  - 3.2.1. Linguistic variation. Concepts.
  - 3.2.2. Types of sociolinguistic variables.
  - 3.2.3. Patterns.
- 3.3. Phonological, morphosyntactic and lexical variation.
- 3.4. Analysis & methodology.
  - 3.5.1. Basic rules, data collection techniques.
  - 3.5.2. General approach to the research.

### 4. Crosslinguistic variation

- 4.1. Introduction. Concepts.
- 4.2. Consequences of language contact. Types of transfers.



- 4.3. The code change. Exchange rates. Code mixing.
- 4.4. Spanish in contact with other languages.
- 4.5. Bilingualism and multilingualism. Concepts and classifications.
  - 4.5.1. Individual/ social bilingualism.
  - 4.5.2. Diglossia and linguistic conflict.
  - 4.5.3. Choice, maintenance and replacement of languages.
- 4.6. attitudes.

These contents are based on the following learning outcomes:

- Have the ability to handle relevant, specialized and updated bibliographic information.
- Be able of elaborate correct and properly texts oral and writings of different guy in Spanish.
- Be able of organize of manner autonomous a project own of reflection either research within the area.
- Be able of lean on in the tradition philological and linguistics criticism for grasp texts of reflection and linguistic research.
- cooperative work.
- Be able to assume different roles in the development of team projects.
- Be able of defend a approach and of use properly, of manner oral and written, discursive mechanisms of a persuasive nature.
- diatopic , diastratic and diaphasic differences in Spanish.
- Be able of apply the knowledge about the variety of the Spanish to the world labor (publishing industry, advice on text correction in other varieties, forensic identification, etc.)
- Be able of transmit knowledge about the varieties linguistic and the diversity with an ethical commitment.
- Have the ability of obtain and interpret the information relevant about any issue of The matter.
- Be able of solve issues of manner criticism, creative and collaborative, about all related to the identification and solution of problems individually and in groups.
- Be able of drive the tools and apply the knowledge basic for can join the professional field of linguistic analysis and advice, linguistic planning, etc., or continue training in it.

## WORKLOAD

### PRESENCIAL ACTIVITIES

Activity	Hours
Theoretical and practical classes	60,00
<b>Total hours</b>	<b>60,00</b>

### NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	0,00
Individual or group project	0,00
Independent study and work	0,00
Preparation of lessons	0,00



Preparation for assessment activities	90,00
Resolution of case studies	0,00
<b>Total hours</b>	<b>90,00</b>

## TEACHING METHODOLOGY

The development of the subject is structured around two axes:

a) face-to-face classes: theory and practice.

b) performance of non-present time activities. These activities aim to collect the student's work from the reading or critical reflection on specialized texts and, also, through the application of theory through the commentary or analysis of practical cases. These activities will be done in the virtual classroom in the form of quizzes or tasks.

In class, specific content questions about dialects or sociolects of peninsular Spanish will be addressed. The theoretical content will be taught through the reading and commenting of particular texts and the presentation of documents or oral presentations. The practical sessions that are applied in person in the classroom are intended to serve as learning so that the student can later complete the tasks or activities that are presented in the virtual classroom.

## EVALUATION

The evaluation of this subject is based on the control of the skills and knowledge that the student must achieve. The final grade will be the sum of the following sections:

### 1. First call

- 70% activities. It is necessary to reach half of the qualification in this section in order to be able to add the exam grade (35% out of 100% of the course).
- 30% exam. It is necessary to achieve half of the qualification for this section in order to be able to add the grade for the activities (15% out of 100% of the course).

### 2. Second call

70% activities. If the student has approved activities, but not the exam, the activities grade obtained in the first call will be maintained. It is necessary to reach half of the qualification in this section in order to be able to add the exam grade (35% out of 100% of the course).



30% exam. If the student has passed the exam in the first call, but has not reached the minimum required in the activities, he can keep the grade of the first call. It is necessary to achieve half of the qualification for this section in order to be able to add the grade for the activities (15% out of 100% of the course).

It is necessary to reach 50% between activities and exam in order to pass the course in both the first call and the second call.

The evaluation system also takes into account the skills that the student must acquire, among which are those of writing and proofreading in Spanish. Therefore, if the student makes mistakes in spelling, orthotypography or expression, each mistake will lead to a reduction in the grade obtained. A total of five faults will mean that the exam will be evaluated with zero points; likewise, the exam may also be suspended if the number of faults is less than five, but the responsible teaching staff considers that the seriousness justifies this.

The system general of ratings will follow the normative of the University of Valencia approved by the Governing Council of 5/30/2017-ACGUV108/2017.

Intellectual honesty is vital in academic communities, and for the fair evaluation of student work. All works presented in this course must be original. Work that uses fraudulent collaboration or composition with the help of artificial intelligence (ChatGPT or others) will not be admitted, except if its use is part of the contents of the subject and is authorized by the teaching staff.

## REFERENCES

### Basic works

Alvar, Manuel (ed.) (1996): *Manual de dialectología hispánica. El español de España*. Barcelona: Ariel Lingüística.

Fasold, Ralph. (1996): *La sociolingüística de la sociedad. Introducción a la sociolingüística*. Madrid, Visor.

García Mouton, Pilar (2007): *Lenguas y dialectos de España*, 5ª ed., Madrid, Arco Libros.

Gimeno, F. (1990): *Dialectología y Sociolingüística españolas*. Universidad de Alicante.

López Morales, Humberto (2004): *Sociolingüística*. Madrid, Gredos.

Moreno, Francisco (2005): *Principios de sociolingüística y sociología del lenguaje*. Barcelona, Ariel Lingüística. 2ª edición.



Moreno, Francisco (2009): *La lengua española en su geografía*. Madrid, Arco Libros.

Silva Corvalán Carmen (2001): *Sociolingüística y pragmática del español*. Washington, D.C., Georgetown University Press.

Zamora Vicente, Alonso (1974): *Dialectología Española*. Madrid, Gredos

### Complementary works

Appel, René y Pieter Muysken (1996): *Bilingüismo y contacto de lenguas*. Barcelona, Ariel Lingüística.

Blas, José Luis (2005): *Sociolingüística del español*. Madrid, Cátedra

Cano, Rafael (coord.) (2004): *Historia de la lengua española*. Barcelona, Ariel

Gómez Molina, José Ramón (1998): *Actitudes lingüísticas en una comunidad bilingüe y multilectal*. Publicaciones de la Universitat de València.

Gómez Molina, José Ramón (2000): "Transferencia y cambio de código en una comunidad bilingüe: área metropolitana de Valencia", *Contextos* 33-36: 309-360

Gregory, Michael y Susan Carroll (1982): *Lenguaje y situación. Variedades del lenguaje y sus contextos sociales*. México, F.C.E.

Hernández, Juan Manuel y Manuel Almeida (2005): *Metodología de la investigación sociolingüística*. Málaga, Comares.

Labov, William (1983): *Modelos sociolingüísticos*. Madrid, Cátedra.

Labov, William (1994): *Principles of Linguistic Change*. Oxford, Blackwell. Trad. esp. (1996): *Principios del cambio lingüístico*. 2 vols. Madrid, Gredos.

López Morales, Humberto (1994): *Métodos de investigación lingüística*. Salamanca, Ediciones del Colegio de España.

Moreno, Francisco (1990): *Metodología sociolingüística*. Madrid, Gredos.



Penny, Ralph (2004): *Variación y cambio en español*. Madrid, Gredos.

Romaine, Susan (1994): *Language in Society*. Trad. esp. (1996), *El lenguaje en la sociedad. Una introducción a la Sociolingüística*. Barcelona, Ariel Lingüística.

Weinreich, Uriel (1953): *Languages in Contact. Findings and Problems*. The Hague. Mouton, 6th edition. Trad. esp. (1974), *Lenguas en Contacto. Descubrimientos y problemas*. Venezuela. Ediciones de la Universidad Central.

### Course readings

Rona, José Pedro (1974): "La concepción estructural de la sociolingüística", en Paul L. Garvin y Yolanda Lastra (eds.) (1984): *Antología de estudios de etnolingüística y sociolingüística*. México, UNAM, 2ª edición, págs. 203-216 (Tema 1)

Caravedo, Rocío (1998): "Dialectología y Sociolingüística: propuesta integradora", *Revista La Torre*, 7-8, 75-87. (Tema 1)

Gómez Molina, José R. (2001): "Proyecto de investigación", en Gómez Molina, José Ramón (coord.): *El español hablado de Valencia. Materiales para su estudio*. Publicaciones de la Universitat de València, págs. 13-41 (Tema 3).

Gómez Molina, José Ramón (2000): "Transferencia y cambio de código en una comunidad bilingüe: área metropolitana de Valencia", *Contextos* 33-36, 309-360 (Tema 4).

Duranti, Alessandro. (1990): "La etnografía del habla: hacia una lingüística de la praxis", en F. J. Newmeyer (ed.): *Panorama de la Lingüística moderna*. Tomo IV, El lenguaje: contexto socio-cultural. Madrid, Visor. págs. 253-273 (Tema 4)

### Websites

Sobre PRESEEA: <http://preseea.linguas.net>

Sobre estudios empíricos del proyecto (Valencia): <http://www.uv.es/preseval>

Sobre variación léxica del español: <http://gamp.c.u-tokyo.ac.jp/~ueda/varilex/index.php>



Sobre variantes del español: <http://www3.unileon.es/dp/dfh/jmr/>

Sobre español coloquial: <http://www.uv.es/valesco/>