



COURSE DATA

DATA SUBJECT

Code: 35744

Name: Spanish phonetics and phonology

Cycle: Undergraduate Studies

ECTS Credits: 6

Academic year: 2025-26

STUDY (S)

Degree	Center	Acad. year	Period
1000 - Degree in English Studies	Facultat de Filologia, Traducció i Comunicació	4	First quarter
1001 - Degree in Catalan Studies	Facultat de Filologia, Traducció i Comunicació	4	First quarter
1008 - Degree in Modern Languages and Literatures	Facultat de Filologia, Traducció i Comunicació	4	First quarter
1013 - Degree in Classical Philology	Facultat de Filologia, Traducció i Comunicació	4	First quarter

SUBJECT-MATTER

Degree	Subject-matter	Character
1000 - Degree in English Studies	Minor in Hispanic studies: Spanish language and literature	ELECTIVES
1001 - Degree in Catalan Studies	Minor in Hispanic studies	ELECTIVES
1008 - Degree in Modern Languages and Literatures	Minor in Hispanic studies: Spanish language and literature	ELECTIVES
1013 - Degree in Classical Philology	Minor en Estudios Hispánicos	ELECTIVES

COORDINATION

QUILIS MERIN MERCEDES

SUMMARY

Spanish Phonetics and Phonology is a course within the Spanish Language module and the subject area of *Descriptive Spanish Grammar*. It is designed as a general training course within the Degree in Hispanic Studies, and it is also part of the Minor in Hispanic Studies for students enrolled in the degrees in English Studies, Catalan Philology, Classical Philology, and Modern Languages and Literatures.

The main objective of this course is to provide essential and foundational knowledge in the disciplines of general phonetics and phonology from a synchronic and multilingual perspective, in order to address both the theoretical description and practical applications of the phonetic and



phonological levels of the Spanish language, which constitute the core content of the course.

The course will cover key concepts in general phonetics and phonology, with particular focus on the functioning of the standard Spanish phonetic and phonological systems, both vocalic and consonantal. It will also address notions related to stress and intonation in Spanish. In addition, the course will examine problematic issues at these levels of linguistic description and explore their relationship with the morphological and syntactic levels of Spanish components of the *Descriptive Spanish Grammar* subject area thus enabling a comprehensive description of the Spanish grammatical system, from the smallest distinctive units to the most complex combinatory units, such as sentences and texts.

In this subject the following SDGs are especially addressed: SDG4

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

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Apply information and communication technologies and computer tools to language studies.

Apply quality criteria at work in the field of English Studies.

Apply quality criteria in philological work.

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

Demonstrate, within the field of English Studies, an ethical attitude that focuses on aspects such as gender equality, equal opportunities, the values of the culture of peace and democracy and a sensitiveness regarding environmental problems and sustainability while, at the same time, knowing about and being able to appreciate linguistic diversity and multiculturalism.

Have the ability to communicate orally and in writing in the native languages.

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 apply their knowledge to their work or vocation in a professional manner and have



acquired the competences required for the preparation and defence of arguments and for problem solving in their field of study.

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.

Students must have the ability to gather and interpret relevant data (usually in their field of study) to make judgements that take relevant social, scientific or ethical issues into consideration.

Work and learn autonomously, and plan and manage ones workload.

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

Work as a team in the environment of modern languages and literatures.

DESCRIPTION OF CONTENTS

1. PHONETICS AND PHONOLOGY

1.1. Communication and the phonic aspect of language: substance and form

1.2. Distinguishing between phonetics and phonology: fundamental concepts and units

1.3. Phonetic description and phonology description

2. ARTICULATORY PHONETICS

2.1. Description of the phonatory apparatus

2.2. Phonation and articulation

2.3. Articulatory criteria for sound classification



2.4. Classification of speech sounds

2.5. Phonetic alphabets AFI and RFE

3. ACOUSTIC PHONETICS

3.1. Sound: components and physical-acoustic principles.

3.2. Spectrographic representations and acoustic interpretation

4. PERCEPTUAL PHONETICS

4.1. Physiology of the auditory organ.

4.2. Perception

5. PHONOLOGY

5.1. Phonological units: phoneme and relevant feature.

5.2. Descriptive procedures in phonology.

5.3. Phonological oppositions. Binarism.

5.4. Structural classification of phonological oppositions.

5.5. Neutralization and archiphoneme. Defective distribution and hypophoneme.

5.6. Correlations and bundles of correlations. Correlative pairs. Correlation marker

5.7. Elements of morpho(pho)nology and phonosyntax.



6. THE SPANISH VOWEL SUBSYSTEM

6.1. Description of vowel sounds: articulatory and acoustic criteria.

6.2. Vowel combinations: diphthongs and triphthongs. Hiatus, synaeresis and sinalefa.

6.3. Vowel subsystem: vowel phonemes in Spanish. Relevant features. Vowel oppositions. Semivowels and semiconsonants.

7. THE SPANISH CONSONANT SUBSYSTEM

7.1. Description of consonant sounds: articulatory and acoustic criteria. Consonant allophones.

7.2. Consonant clusters.

7.3. Consonant subsystem. Consonantal phonemes in Spanish. Relevant features. Consonantal oppositions. Neutralisations, archiphonemes. Defective distributions, hypophonemes. Correlation bundles.

8. SILLABE AND SUPRASEGMENTALS

8.1. The phonetic syllable. The phonological syllable. Syllabic structures in Spanish.

8.2. Stress: nature, degrees and functions.

8.3. Intonation. Components of the intonation contour. Intonational units. Phonic group and intonation group. Functions of Intonation. Levels of analysis.

These contents are reflected in the following learning outcomes:

- Be able to handle relevant, specialised and up-to-date bibliographical information.
- Be able to produce oral and written texts of different types in Spanish correctly and appropriately.
- Be able to autonomously organise one's own reflection or research project within the area.
- Be able to draw on the philological and critical linguistic tradition to understand texts of linguistic reflection and research.
- Be able to apply knowledge of the grammatical system of Spanish in specialised and academic



contexts to identify research topics.

- Be able to reflect on the doubts and difficulties that arise in the current use of the language.
- Be able to identify the characteristics of the phonological system of Spanish, as well as the main problems of phonological description.

WORKLOAD

PRESENCIAL ACTIVITIES

Activity	Hours
Theory	60,00
Total hours	60,00

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	0,00
Individual or group project	0,00
Independent study and work	60,00
Preparation of lessons	30,00
Preparation for assessment activities	0,00
Resolution of case studies	0,00
Total hours	90,00

TEACHING METHODOLOGY

The teaching and learning methodology is structured around two types of activities (in-person and online):

a) IN-PERSON TRAINING ACTIVITIES (representing 30% of the ECTS credits; 1.8 credits, 45 teaching hours).

In these training activities, the teacher will focus primarily on the study of the phonetic aspects of the Spanish language, and they will form the basis for designing practical exercises and activities.

These practical activities require a small number of students, as they involve more individualized interaction. These activities will promote the skills outlined in this teaching guide:

1. Theoretical content on each program topic, supported by student reading, prior to or simultaneously with in-class explanations, of the recommended works or various provided texts.
2. Practical content, discussion of the basic bibliography, and the presentation and analysis of texts from a phonetic perspective. A series of core topics will be outlined under the supervision of the teaching staff.

b) NON-FACE-TO-FACE ACTIVITIES AND TUTORIALS (representing 70% of the workload; 4.2 credits, 105 hours).

This personal work may include the preparation of individual or group projects on phonetic topics, completing activities, and preparing for the final exam. All this work involves bibliographical consultation



and critical reading of representative texts on these topics, fostering a reflective spirit, and actively engaging the student in the process of building their knowledge of the phonetic level of the Spanish language. These activities will foster the skills outlined in this teaching guide.

The Virtual Classroom will be used to provide support materials for classes and presentations, as well as to keep students informed of any published announcements, instructions, and calls for proposals of interest.

EVALUATION

The learning assessment consists of two main parts: a written examination and practical activities. The assessment of both parts is specified below for the first and second sittings.

1ST SITTING

70 % Exam (up to 7 points of the final mark). The type and structure of the final exam will consist of short and/or multiple-choice questions (5/7) and the performance of a phonetic and phonological transcription practice (2/7).

1. It is necessary to obtain a minimum mark in both parts of the exam: in the theoretical part, a minimum of 2 points out of 5. In the practical part of transcription, it is compulsory to complete both transcriptions, phonetic and phonological, and it is necessary to obtain at least 0.7 points between the two in order to average with the mark for the theoretical part.

2. It is a compulsory test. The mark obtained is only valid for the exam sitting.

30 % Practical activities (up to 3 points of the final mark). The type and number of practical activities will consist of exercises on the topics covered and phonetic and phonological transcriptions.

1. Option A. With regular attendance at the course. The practical activities programmed for each course and group will be assessed, which must be carried out during the teaching period of the subject (first four-month period), and therefore, regular attendance and participation in class will also be taken into account, as well as the recommended readings, exercises and practical activities. The mark obtained will be valid for the first and second call.

2. Option B. Without regular attendance to the course. Specific activities will be programmed to be presented on the date of the exam.

2ND SITTING

70 % Examination. The type and structure of the final exam will consist of short and/or multiple-choice questions (5/7) and the performance of a phonetic and phonological transcription practice (2/7) under the same conditions as in the first sitting.



30 % Practical. Two situations may arise:

- With the practicals passed in the first examination, the mark obtained in the first examination will be retained.
- Without practicals passed in the first examination. Specific activities will be programmed to be presented on the date of the exam.

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 commits errors in spelling, Orthography or expression, each error will lead to a reduction in the mark obtained. A total of five faults will mean that the exam will be graded with zero points; likewise, the exam may also be failed if the number of faults is less than five, but the teacher responsible considers that the seriousness of the fault justifies it.

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

Intellectual honesty is vital to an academic community and for the fair evaluation of the student's work. All work submitted in this course must be originally authored by every student. Works in which the use of fraudulent collaboration or composition with the help of artificial intelligence (*ChatGPT or others) is used are not allowed, except if its use is part of the course content and is authorized by the faculty that teaches it.

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REFERENCES

Basic works

HIDALGO, Antonio Y QUILIS, Mercedes (2012): *La voz del lenguaje: Fonética y Fonología españolas*. València. Tirant Humanidades.

Complementary works

ALARCOS, Emilio (1981): *Fonología española*. Madrid. Gredos.

CANTERO SERENA, Francisco J. (2002): *Teoría y análisis de la entonación*. Barcelona. Universitat de Barcelona.

FERNÁNDEZ PLANAS, Ana M.^a (2005): *Así se habla. Nociones fundamentales de fonética general y española. Apuntes de catalán, gallego y euskara*. Barcelona. Horsori.

FERNÁNDEZ GIL, Juana y LLISTERRI BOIX, Joaquim (coords.) (2024): *Fonética y fonología descriptivas de la lengua española*. Georgetown University Press.

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- MARTÍNEZ CELDRÁN, Eugenio (1984): *Fonética*. Barcelona. Teide.
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- NAVARRO TOMÁS, Tomás (1982): *Manual de pronunciación española*. Madrid. CSIC.
- QUILIS, Antonio (1985): *El comentario fonético y fonológico de textos*. Madrid. Arco Libros.
- QUILIS, Antonio (1993): *Tratado de fonética y fonología españolas*. Madrid. Gredos.
- QUILIS, Antonio (1997): *Principios de fonética y fonología españolas*. Madrid. Arco Libros.
- REAL ACADEMIA ESPAÑOLA (2011): *Nueva gramática de la lengua española: Fonética y fonología*. Madrid. Espasa.
- VEIGA, Alexandre (2002): *Estudios de fonología funcional*. A Coruña. Toxosoutos