



COURSE DATA

DATA SUBJECT

Code: 46780
Name: Colloquial Spanish: Advanced Study
Cycle: Master's Degree
ECTS Credits: 3
Academic year: 2025-26

STUDY (S)

Degree	Center	Acad. year	Period
2267 - Master's Degree in Advanced Hispanic Studies: Application and Research	Facultat de Filologia, Traducció i Comunicació	1	Second quarter

SUBJECT-MATTER

Degree	Subject-matter	Character
2267 - Master's Degree in Advanced Hispanic Studies: Application and Research	Español coloquial: estudio avanzado	ELECTIVES

COORDINATION

HIDALGO NAVARRO ANTONIO

SUMMARY

In the curriculum of the Master's Degree, this subject is integrated into itinerary I (Spanish Language) and III (Hispanic Training).

This course provides an advanced description of the "informal" use of the Spanish language, that is, the unplanned use of language in everyday contexts and situations, particularly in oral communication. Priority is given to the pragmatic-linguistic description of colloquial use, focusing not only on linguistic forms but also on the strategic decisions made by the speaker at each moment. Thus, alongside the linguistic constants of the register, its pragmatic constants are studied: intensification, mitigation, etc. Due to its nature, conversational discourse is the most conducive to the development of the colloquial register, making colloquial conversation the central focus of the course, especially in its oral aspects, across various linguistic levels, both verbal and paraverbal (prosody, paralanguage, etc.).

As detailed in the volume of work, theoretical classes are complemented by practical classes. To these face-to-face training activities is added attendance at conferences and seminars organized by the Department of Spanish Philology.



In this subject the following SDGs are especially addressed: SDG4 i SDG5.

PREVIOUS KNOWLEDGE

RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

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

OTHER REQUIREMENTS

COMPETENCES / LEARNING OUTCOMES

-

Be able to conduct teaching and research activities in Hispanic philology subject areas

Be able to discuss the ideas of different theories in the field of Hispanic philology and to analyse their contributions critically in order to contextualise their achievements and contrast these with the knowledge acquired

Be able to read all types of Hispanic philological texts in a critical, analytical and competent manner, based on a pertinent method of analysis through which it is possible to draw all their implications, both in form and content

Be able to recognise the methods of analysis and the research techniques that are specific to Hispanic philology, as well as their integration into the historical tradition and their academic institutionalisation; also, become familiar with the different programmes, projects, research lines and teams operating in this master's degree, with a view to undertaking a specific research project within this framework.

Ser capaces de adquirir y saber aplicar conocimientos sobre nuevas tecnologías, lenguajes hipertextuales y las herramientas utilizadas en la producción literaria y en lengua española, multimedia y en red.

Ser capaces de aplicar en entornos profesionales los conocimientos y destrezas adquiridos, y de analizar el conjunto de variables que intervienen en el cruce entre teoría y práctica, captando conflictos y negociando soluciones, en el marco del diálogo y de la defensa de derechos y obligaciones, con criterios deontológicos y laborales.

Ser capaces de desempeñar un trabajo en equipo, fomentando las relaciones interpersonales, el diálogo, el respeto al otro y la no discriminación, ni lingüística ni social.

Ser capaces de elaborar un proyecto en el ámbito de estudio del máster y presentar sus resultados, mediante un discurso elaborado y coherente.

Ser capaces de emplear los recursos institucionales, los grandes instrumentos científicos, las técnicas, las bases de datos y bibliotecas, la bibliografía, las revistas especializadas y los nuevos recursos proporcionados por las TIC en el ámbito de estudio.



Students should apply acquired knowledge to solve problems in unfamiliar contexts within their field of study, including multidisciplinary scenarios.

Students should communicate conclusions and underlying knowledge clearly and unambiguously to both specialized and non-specialized audiences.

Students should demonstrate self-directed learning skills for continued academic growth.

Students should possess and understand foundational knowledge that enables original thinking and research in the field.

DESCRIPTION OF CONTENTS

1. Diaphasic variety and register

- 1.1. Registers as varieties of use in context.
- 1.2. The colloquial register

2. Colloquial conversation as a genuine discursive genre of the informal register

- 2.1. Verbal and nonverbal constants of colloquial Spanish in conversation.
- 2.2. Pragmalinguistic study of conversation: on the categories of mitigation, intensification and connection

3. Specialized study of the colloquial register in conversation

- 3.1. Previous methodological issues.
- 3.2. Corpus analysis and research potential.

These contents will be reflected in the following learning outcomes:

To be able to research and teach in areas related to diachronic variation and its applications, such as teaching colloquial Spanish as a second language.



To be able to describe the colloquial register of Spanish and its various manifestations across different mediums (oral or written), as well as establish the pragmatic foundations that govern discursive progression in everyday communication in Spanish.

To be able to debate the ideas of different linguistic theories on the advanced study of the colloquial register and critically analyze their contributions in order to contextualize their achievements and contrast them with acquired knowledge.

To employ institutional resources, major scientific instruments, techniques, databases and libraries, bibliographies, specialized journals, and new resources provided by ICT in the field of Hispanic linguistics within the framework of Spanish discourse analysis, both in a guided and autonomous manner.

To be able to apply acquired knowledge and resolve problems in new or unfamiliar environments within broader contexts related to media or specialized genres, among others

WORKLOAD

PRESENCIAL ACTIVITIES

Activity	Hours
Theoretical and practical classes	20,00
Total hours	20,00

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	3,00
Individual or group project	0,00
Independent study and work	52,00
Preparation of lessons	0,00
Preparation for assessment activities	0,00
Resolution of case studies	0,00
Total hours	55,00

TEACHING METHODOLOGY

Lectures (presentation of content based on theoretical developments) using various resources (texts, audiovisual materials, etc.).

Participatory practical classes (exercises, presentations, debates, tests, etc.), conducted in groups and/or individually.



Use of deductive procedures and strategies in applying acquired knowledge: problem detection and resolution, individual or group activities (exercises, reading and critical commentary on various texts, writing assignments and/or oral presentations of results, etc.) based on prior content exposition.

Use of inductive procedures and strategies in applying acquired knowledge: problem detection and resolution, individual or group activities (exercises, reading and critical commentary on various texts, writing assignments and/or oral presentations of results, etc.) based on basic guidelines to formulate subsequent theoretical development.

EVALUATION

a) Assessment of active participation in the classroom and/or tutorials (exercises, readings, activities, debates, presentations, etc.). 20%. Up to 2 points. Non-recoverable face-to-face activities in the second call. The grade will be kept in second call.

b) Assessment of written works, essays, practical exercises, tasks, quizzes, etc., in non-face-to-face hours, demonstrating the skills acquired. 80%. Up to 8 points. Recoverable in second call.

Note: to pass the subject and for the grades of the two parts (a and b) of the assessment system to be added, students will have to obtain at least 5 total points in the non-face-to-face tasks (that is, part b).

Both in examinations and coursework, orthographic, grammatical, and lexical accuracy will be required. Each spelling or language error will result in a reduction of the final mark, which may lead to a failing grade.

As a means for the evaluation and for the communication of the results of this, the Virtual Classroom platform can be used.

Intellectual honesty is vital in academic communities, and for the fair evaluation of student work. All work submitted in this course must be original authorship. Papers that make use of fraudulent collaboration or composition with the help of artificial intelligence (ChatGPT or others) will not be accepted, except if their use is part of the course content and is authorized by the faculty teaching the course.

The assessment and the overall grading system will follow the regulations of the University of Valencia approved by the Governing Council on 30/5/2017-ACGUV108/2017.

REFERENCES



Basic

ALBELDA, M.; BRIZ, A. et ál. (2014): «Las unidades del discurso oral. La propuesta Val.Es.Co. de segmentación de la conversación (coloquial)», *Estudios de Lingüística del Español* 35, 13-73.

BEINHAUER, W. (1929, 1991): *El español coloquial*, Madrid, Gredos.

BRAVO, D. (2001): «Sobre la cortesía lingüística, estratégica y conversacional», *Oralia* 4, 299-314.

BRIZ, A. (1996): *El español coloquial: situación y uso*. Madrid, Arco-Libros.

BRIZ, A. (1998): *El español coloquial en la conversación. Esbozo de pragmagramática*. Barcelona, Ariel.

BRIZ, A. y GRUPO VAL.ES.CO. (2000): *¿Cómo se comenta un texto coloquial?*, Barcelona, Ariel-Practicum.

BRIZ, A. y GRUPO VAL.ES.CO. (2002): *Corpus de conversaciones coloquiales*. Anejo de la Revista *Oralia*. Madrid, Arco-Libros.

BROWN, R. y LEVINSON, A.G. (1978, 1987): *Politeness. Some Universals in Language Use*. Cambridge, Cambridge University Press.

ESCANDELL, M.V. (1993, 1996): *Introducción a la pragmática*, Barcelona, Ariel.

HAVERKATE, H. (1994): *La cortesía verbal. Estudio pragmlingüístico*. Madrid, Gredos.

HIDALGO, A. (1997): *La entonación coloquial. Función demarcativa y unidades de habla*. Anejo XXI de Cuadernos de Filología. València, Universidad de Valencia.

HIDALGO, A. (2002): *Comentario fónico de textos coloquiales*. Madrid, Arco-Libros.

HIDALGO, A. (2006): *Aspectos de la entonación española: viejos y nuevos enfoques*. Madrid, Arco Libros.

HIDALGO, A. (2019): *Sistema y uso de la entonación en español hablado. Aproximación interactivo-funcional*. Santiago de Chile, Universidad Alberto Hurtado Ediciones.

MARTÍN ZORRAQUINO, M.^a A. y E. MONTOLÍO, (coords.) (1998): *Los marcadores del discurso*.



Teoría y análisis. Madrid, Arco/Libros.

MARTÍN ZORRAQUINO, M.^a A. y J. PORTOLÉS (1999): «Los marcadores del discurso», en Bosque, I. y V. Demonte (eds.), *Gramática descriptiva de la lengua española*, vol. 3, 4051-4213.

NARBONA, A. (1989): *Sintaxis española: nuevos y viejos enfoques*. Barcelona, Ariel.

PORTOLÉS, J. (1998): *Marcadores del discurso*. Barcelona, Ariel Practicum.

POYATOS, H. (1994): *La comunicación no verbal. Paralenguaje, kinésica e interacción*. Madrid, Itsmo.

VIGARA, A. M.^a (1980), *Aspectos del español hablado. Aportaciones al estudio del español coloquial*. Madrid, SGEL.

VIGARA, A. M.^a. (1992): *Morfosintaxis del español coloquial. Esbozo estilístico*. Madrid, Gredos.

Additional

CABEDO, A. (2007): «Marcas prosódicas del registro coloquial en la conversación», *Cauce*, 30: 41-56.

CANTERO, F. J. y D. FONT (2007): «Entonación del español peninsular en habla espontánea: patrones melódicos y márgenes de dispersión», *Moenia*, 13: 69-92.

CORTÉS, L. y A. BAÑÓN (1997a): *Comentario lingüístico de textos orales I. Teoría y práctica (La tertulia)*. Madrid, Arco-Libros.

CORTÉS, L. y A. BAÑÓN (1997b): *Comentario lingüístico de textos orales II: el debate y la entrevista, II*. Madrid, Arco-Libros.

GÓMEZ CAPUZ, J. (2001): *Anglicismos léxicos en el español coloquial: análisis semántico de los anglicismos y sus equivalentes españoles en el corpus de lengua hablada*. Universidad de Cádiz, Servicio de Publicaciones.

HERRERO, G. (1991): «Procedimientos de intensificación-ponderación en el español coloquial», *Español Actual*, 46, 39-42.



HIDALGO, A. (2000): «Las funciones de la entonación», en A. Briz y Grupo Val.Es.Co. (2000), págs. 264-284.

HIDALGO, A. (2009): «Modalización (des)cortés y prosodia: estado de la cuestión en el ámbito hispánico», *Boletín de Filología*, 44/1: 161-195.

HIDALGO, A. (2011a): «Humor, prosodia e intensificación pragmática en la conversación coloquial española», *Verba*, 38: 271-292.

HIDALGO, A. (2011b): «La investigación de la entonación coloquial: hacia un estado de la cuestión en el ámbito hispánico», *Oralia*, 14: 15-45

HIDALGO, A. (2013): «La Fono(des)cortesía: marcas prosódicas (des) corteses en español hablado. Su estudio a través de corpus orales», *Revista de Lingüística Teórica y Aplicada*, 51-2: 127-149. Universidad de Concepción (Chile).

HIDALGO, A. (2015): «Prosodia y partículas discursivas: sobre las funciones de atenuación, intensificación como valores (des)corteses en los marcadores conversacionales», *CLAC* 62: 76-104.

HIDALGO, A. (2017): «Nuevas aportaciones al estudio funcional de la entonación coloquial: propuesta ecléctica de integración de modelos de análisis», *Estudios Filológicos*, 60: 127-150.

HIDALGO, A. y A. CABEDO (2014): «On the importance of the prosodic component in the expression of linguistic im/politeness», *Journal of Politeness Research*, 10.1: 5-27

PADILLA, X. (2000): «El orden de palabras», en A. Briz y Grupo Val.Es.Co. (2000), págs. 221-242.

PONS, S. (2000): «Los conectores», A. Briz y Grupo Val.Es.Co. (2000), págs. 193-220.

RODRÍGUEZ, F. (ed.) (2002): *El lenguaje juvenil*. Barcelona, Ariel.

RUIZ, L. (1998): *La fraseología del español coloquial*. Barcelona, Ariel Practicum.

SANMARTÍN, J. (1998): *Diccionario de argot*. Madrid, Espasa Calpe.