

## 28047 - Spanish Sociolinguistics

### Información del Plan Docente

Academic Year	2016/17
Academic center	103 - Facultad de Filosofía y Letras
Degree	427 - Degree in Spanish
ECTS	6.0
Course	
Period	Half-yearly
Subject Type	Optional
Module	---

### 1. Basic info

#### 1.1. Recommendations to take this course

#### 1.2. Activities and key dates for the course

### 2. Initiation

#### 2.1. Learning outcomes that define the subject

#### 2.2. Introduction

### 3. Context and competences

#### 3.1. Goals

#### 3.2. Context and meaning of the subject in the degree

#### 3.3. Competences

#### 3.4. Importance of learning outcomes

### 4. Evaluation

### 5. Activities and resources

#### 5.1. General methodological presentation

See "Learning activities " and "Syllabus".

More information will be provided on the first day of class.

#### 5.2. Learning activities

- Theoretical lectures.
- Practical lectures.
- Individual work.

## 28047 - Spanish Sociolinguistics

- Personal study.
- Assessment activities.

### 5.3. Program

#### Syllabus (or programme)

The learning process designed for this subject is based on:

--Firstly, the syllabus offered below: First part: basic concepts and methodology. 1. Introduction to sociolinguistics. The concept of sociolinguistics. Differences and similarities between sociolinguistics and dialectology. Differences and similarities between sociology, sociology of language, sociolinguistics and linguistics.- 2. Main trends in the study of sociolinguistics: a) Variationist, quantitative and Labovian sociolinguistics.- b) Studies of languages in contact (bilingualism and diglossia).- c) The ethnography of communication.- d) Analysis of linguistic attitudes.- 3. Basic concepts in sociolinguistic studies: linguistic variety, linguistic community and speech community; linguistic variable (phonic, morphological, syntactic, lexical, informative) and linguistic variants; extralinguistic variables (biological, sociocultural, of geographical origin, ethnographic, etc.); the sociolinguistic variable =< bilingualism and diglossia: relationships and differences; speech events and code-switching; mixed languages; linguistic attitude: linguistic beliefs and behaviour; linguistic prestige => language change.- 4. Methodological questions: the determination of the sample subject to analysis and its types; data collection methods: questionnaires (and their types); surveys; interviews (and their types); quantification and presentation of results.-

Second part: practical applications. 5. Variationist analysis of sociolinguistic variables in the Hispanic domain.- 6. Analysis of situations of contact of languages in the Hispanic domain: bilingualism with diglossia in Spain and in Spanish America; mixed languages (Palenquero, Papiamentu, etc.).- 7. Ethnographic analysis: code-switching in speech events in communities in the Hispanic domain.- 8. Linguistic planning aspects in the Hispanic domain.- 9. Linguistic attitudes, linguistic prestige and language changes in progress in the Hispanic domain.

--Secondly, the acquisition of said contents, mainly based on reading the following set of essential works within the discipline (along with explanations and guidance given in class): U. Ammon, N. Dittmar y K. Mattheier (eds.), *Sociolinguistics / Soziolinguistik* (2 vols.), Berlin, De Gruyter, 1987 / 1988 (1.<sup>a</sup> ed.); 2001 (2.<sup>a</sup> ed.).- J. L. Blas Arroyo, *Sociolingüística del español*, Madrid, Cátedra, 2005.- M. Díaz-Campos (ed.), *The handbook of Hispanic sociolinguistics*, Oxford, Blackwell, 2012.- R. A. Hudson, *La sociolingüística*, Barcelona, Anagrama, 1981.- H. López Morales, *Sociolingüística*, Madrid, Gredos, 2003 (3.<sup>a</sup> ed.).- F. Moreno Fernández, *Metodología sociolingüística*, Madrid, Gredos, 1990.- F. Moreno Fernández, *Principios de sociolingüística y sociología del lenguaje*, Barcelona, Ariel, 1998.- K. Rotaetxe Amusatagi, *Sociolingüística*, Madrid, Síntesis, 1988.- B. Schlieben-Lange, *Iniciación a la sociolingüística*, Madrid, Gredos, 1974.- C. Silva Corvalán, *Sociolingüística. Teoría y análisis*, Madrid, Alhambra, 1989.- C. Silva Corvalán, *Sociolingüística y pragmática del español*, Washington, Georgetown University Press, 2001.

--Thirdly, students must carry out a field work project consisting of a) determining a topic for analysis within the speech community of Zaragoza (phonic, for example: intonation; or morphological: the formation of diminutives, for example =< or syntactic: the rules for the use of the "le" "la" "lo" pronouns, for example =< or lexical: the use of certain Aragonese or regional Spanish forms -like "maño", etc.- for example) (the subject is chosen collectively in class); b) determining the way to carry it out (through the preparation of a questionnaire or the execution of interviews, etc.); c) planning its execution (collectively in class with each student then entrusted with their corresponding part); d) summarising the overall results (collectively, in class); e) drafting a personal report on the work carried out personally including the materials obtained, which are also handed in on the day of the totalling confirmatory test.

### 5.4. Planning and scheduling

See the academic calendar of the University of Zaragoza (<http://academico.unizar.es/calendario-academico/calendario>) and the website of the Faculty of Philosophy and Arts ( *Schedule of classes* : <https://fyl.unizar.es/horario-de-clases#overlay-context=horario-de-clases>; Examination schedule: <https://fyl.unizar.es/calendario-de-examenes#overlay-context=>)

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### **5.5. Bibliography and recommended resources**