



Universitat de Lleida

DEGREE CURRICULUM
**LANGUAGES IN CONTRAST
AND IN CONTACT**

Coordination: SABATE CARROVE, MARIA

Academic year 2018-19

Subject's general information

Subject name	LANGUAGES IN CONTRAST AND IN CONTACT			
Code	101283			
Semester	2nd Q(SEMESTER) CONTINUED EVALUATION			
Typology	Degree	Course	Character	Modality
	Bachelor's Degree in English Studies	2	OPTIONAL	Attendance-based
Course number of credits (ECTS)	6			
Type of activity, credits, and groups	Activity type	PRAULA		TEORIA
	Number of credits	3		3
	Number of groups	1		1
Coordination	SABATE CARROVE, MARIA			
Department	ENGLISH AND LINGUISTICS			
Important information on data processing	Consult this link for more information.			

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
BAIGET BONANY, ESTER	ebaiget@dal.udl.cat	3	
SABATE CARROVE, MARIA	msabate@dal.udl.cat	3	

Subject's extra information

S'aconsella tenir nivell C1 de llengua per fer un correcte seguiment de l'assignatura

Learning objectives

1. Identify and analyze the similarities and differences between different languages at different levels of language (phonetic, syntactic, semantic, pragmatic, etc)
2. Identify and analyze similarities and differences between specific areas (for example, language of advertising, language of humor)
3. Identify and analyze the main phenomena of contact between two or more languages (for example, code-switching, pidgins, borrowing, etc)
4. Being able to analyze the phenomena of contacts in contact in oral and written productions of the student in different situations (for example, face-to-face and social contexts)
5. Being able to identify and analyze the phenomena of contact in popular culture (for example, in songs, movies, advertising, etc.)

Competences

GENERAL COMPETENCES

CG9 Showing motivation towards quality and accuracy

CG13 Putting into practice theoretical knowledge

SPECIFIC COMPETENCES

CE4 Define systematic aspects of English usage from different analytical perspectives: phonetic, phonological, lexical, morphological, semantic, syntactic, discourse-related, pragmatic, stylistic and sociolinguistic.

Subject contents

The contents of the first half of the course are divided into 3 modules:

LANGUAGES IN CONTRAST (Prof. Mariona Sabaté)

• **MODULE 1**

Introduction to theoretical and practical concepts of language contrast and focus on English and Spanish. (3 sessions; 1h 30 m. each). Various levels of linguistic analysis in English, Spanish and Catalan

1. What is contrastive linguistics. Global examples. Language universals. Robert Lado. Tertium comparationis (base de comparación). Objectives of contrastive linguistics. Error prediction. The relationship between contrastive linguistics and foreign language teaching and translation. Microlinguistics (60s) and macrolinguistics (70s and 80s). The role of corpora (computer corpora) in contrastive linguistics (90s onwards).
2. Focus on two pairs of languages: English and Spanish (and Catalan). Various levels of linguistic analysis: phonological, syntactic (grammatical), lexical semantic, pragmatic, genre
3. Phonetic and phonological contrast between English and Spanish. Vowel differences – ship/sheep, taught/tot, fool/full, Intonation patterns –syllable-timed language vs. stress-timed language – comprehension problems for native speakers
4. Lexical contrast between English and Spanish. Lexical interferences and anisomorphism

• **MODULE 2.** Grammatical, lexical contrast based on genres. Specialized languages.

- 4. Grammatical contrast (narration – presents and pasts, description, passive voice and the reflexive se, indicative and subjunctive mode).5. Lexical contrast between English and Spanish. Ways of analysing meaning. Change of meaning. Dialectal variations, registers, euphemisms. 6. Specialized languages (e.g. language of advertising, language of science and technology and legal language)

• **MODULE 3.** Cultural contrast (2 sessions; 1h 30 m.)

7. Humour

The contents of the second half of the course are divided into 6 modules:

• **LANGUAGES IN CONTACT (Prof. Ester Baiget)**

MODULE 4. Introducing language contact

- 4.1.What is contact linguistics?
- 4.2. Perspectives
- 4.3. Basic concepts: linguistic repertoire, network
- 4.3. An overview of language contact phenomena

MODULE 5: Contact and borrowing

- 5.1. Lexical vs cultural borrowing
- 5.2. Borrowing vs calque
- 5.3.Borrowings in English and in the languages in your linguistic repertoire

MODULE 6: Contact and code choice

- 6.1. Code switching
- 6.2. Mixed code as default
- 6.3. Mixing for meaning

MODULE 7: Contact and creole formation

- 7.1. Pidgins and creoles
- 7.2. Focus on lexifiers
- 7.3. Focus on substrates
- 7.4. Focus on transfer in second language acquisition

MODULE 8: Contact and shift

- 8.1. Language shift
- 8.2. Language endangerment

Methodology

Activity	O*	G*	HP*	HNP*
Master class (M)			22	
Seminars (S)				
Practicals (P)			26	
Assignments (T)				70
Tutorials (Tut)				20
Others (AA)				
Assessment (AV)			3	
TOTAL			51	90

O: Objective. G: number of groups involved in the activity. HP: face-to-face hours per student. HNP: non face-to-face hours per student.

Development plan

TIMELINE OF THE SUBJECT

WEEK	Monday	Tuesday	Activity	
1	12 February	13 February	Presentation of the subject	
2	19 February	20 February	Module 1.	
3	26 February	27 February	Module 1	
4	5 March	6 March	Module 1	
5	12 March	13 March	Module 2	
6	19 March	20 March	Module 2	
Easter Week				
7	2 April Mòdul 3	3 April	First exam	
8	9 April	10 April	Oral presentations in class	
9	16 April	17 April	Module 4	
10	23 abril	24 abril	Module 5	
11	30 April	1 May (FESTA DEL TREBALL)	Module 6	
12	7 May	8 May	Module 6	
13	14 May	15 May	Module 6	

14	21 May	22 May	Module 7	
15	28 May	29 May	Preparation of the second exam	
16	4 June	5 June	Oral presentations in class	

Evaluation

Assessment mechanism	Codification/ description- criteria / TPD typology	Notes	O*	Activity	%*
Attendance and participation (As)		Attendance to the Conference is considered an essential part of the subject and is part of the attendance assessment		Attendance (5% for each part) and active participation in the Debates (4 in total) of sakai (5%).	20
Assessment workshop (TA) (Exam)		IMPORTANT: This percentage CANNOT be resit after the deadline. 15% for each exam		2 exams (on finishing each part)	30
Report (In) / Assignment (T)		IMPORTANT: This percentage CANNOT be resit after the deadline. 15% for each assignment		2 assignments (sakai > Activities)	30
Others (A)		IMPORTANT: This percentage CANNOT be resit after the deadline. 10% for each presentation		2 oral presentations in class (one for each part, on finishing each part)	20
TOTAL					100

O: Objective. %: percentage of the final mark.

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 - Gorman, Brenda & Stubbe, Ellen (2005): *Spanish-influenced English: Typical phonological patterns in the English language learner*. In www.pediastaff.com/uploads/.../abad_0701.pdf
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 - Mott, Brian & García Fernández, M^a Pilar (1985): La Composición Escrita en Inglés: Método y Ejercicios Gramaticales. PPU: Barcelona
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