



Universitat de Lleida

DEGREE CURRICULUM

LANGUAGES IN CONTRAST

AND IN CONTACT

Coordination: SABATE CARROVE, MARIA

Academic year 2021-22

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
	Double degree: Bachelor's degree in English Studies and Bachelor's degree in Applied Languages and Translation	3	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			
Teaching load distribution between lectures and independent student work	60 On-site Hours + 90 Off-site Hours (150 Total Hours of teaching load)			
Important information on data processing	Consult this link for more information.			
Language	English			
Distribution of credits	3 practical + 3 theoretical			

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
BAIGET BONANY, ESTER	ester.baiget@udl.cat	4	Send an email to the teacher to make an appointment
SABATE CARROVE, MARIA	mariona.sabate@udl.cat	2	Send an email to the teacher to make an appointment

Subject's extra information



Learning objectives

1. Describe basic principles of contrastive analysis and its application to English studies
2. Identify similarities and differences between English, Catalan and Spanish at a variety of levels (e.g. phonetic and phonological, grammatical and lexical, pragmatic, cultural)
3. Recognize common errors (at all levels) that Catalan and Spanish speakers of English are likely to make when learning English
4. Learn the basic principles of contact linguistics.
5. Recognize the main phenomena of language contact.
6. Raise awareness of language contact in our linguistic community.

Competences

1. General competences

- CG9 Demonstrate motivation for quality and rigor
- CG13 Apply theoretical knowledge in practice

2. Specific competences

- CE4 Define the systematic aspects of the uses of the English language from different perspectives of analysis: phonetic, phonological, lexical, morphological, semantic, syntactic, discursive, pragmatic, stylistic and sociolinguistic.
- CE3 Describe the diachronic evolution of the English language, as well as the reasons and scope of its implementation as a language of global use.
- CE13 Apply different disciplines and methodologies to the study of linguistic and communicative phenomena.

3. Transversal competences

- CT6 Apply gender perspective to tasks professionally

Subject contents

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

- **LANGUAGES IN CONTRAST (Prof. Mariona Sabaté)**

MODULE 1. Theoretical-practical introduction to concepts on contrastive linguistics in English and Spanish-Catalan. What is contrastive linguistics. Brief history of contrastive linguistics from its origins to the present. Global examples. Side (1957) and universals of language. Microlinguistics and macrolinguistics (1960s and 1970s). Exploration of the relationships between contrastive linguistics and translation (1980s). Use of linguistic corpus in contrastive linguistics (1990 to the present). Parallel corpus. Interlanguage, concept of error, differences and isomorphisms between languages.

MODULE 2. Introduction to intercultural contrasts.

Short seminar on Kindship Terminology. Intercultural contrasts on terminology related to kinship.

MODULE 3. Contrastive analysis at various levels of linguistic analysis: phonological, syntactic, grammatical, lexical, semantic and pragmatic. Emphasis on examples from Catalan, Spanish and English.

The contents of the second part of the course are divided into 4 modules:

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

MODULE 4. Introduction to language contact (2 sessions; 1h 30 m.)

1. What is contact linguistics? Global examples
2. Overview of the main language contact phenomena.
3. Language contact in monolingual, bilingual and multilingual communities.

MODULE 5. Lexical borrowing (2 sessions; 1h 30 m.)

1. What is borrowing?
2. Cultural vs core borrowing
3. Borrowing and the English language.
4. Borrowing in the students' own speech community.

MODULE 6. Code-switching and related phenomena (2 sessions; 1h 30 m.)

1. What is code-switching?
2. Perspectives on code-switching
3. Related phenomena: crossing, translanguaging, mixed codes.
4. Code-switching and related phenomena in the students' own speech community.

MODULE 7. Language contact and language shift (2 sessions; 1h 30 m.)

1. What is language shift.
2. Types of communities undergoing language shift.
3. Language shift, language death and language revitalisation.
4. Language shift and related phenomena in the students' own speech community

NOTE: These Contents are orientative. They may be subject to minor changes, of which you will be notified at the beginning of the course.

Methodology

Activity	o*	G*	HP*	HNP*
Masterclass (M)			20	

Practicals (P)			20	
Assignments (T)			20	70
Tutorials (Tut)				20
Assessment (AV)				
TOTAL			60	90

O: Objective. G: number of groups involved in the activity. HP: on-site hours. HNP: non-on-site hours.

Development plan

TIMELINE				
This timeline is ORIENTATIONAL and may vary according to the course circumstances. All changes will be duly announced.				
WEEK	MONDAY	TUESDAY	ACTIVITY	
1 – 7 February to 11 February	7 February	8 February	Course presentation and introduction to Module1	
2 – 14 February to 18 February	14 February	15 February	Module 1.	
3 – 21 February to 25 February	21 February	22 February	Module 1.	
4 – 28 February to 4 March	28 February	1 March	Module 2	
5 – 7 March to 11 March	7 March	8 March	Module 2	
6 – 14 March to 18 March	14 March.	15 March	Module 3	
7 – 21 March to 25 March	21 March	22 March	Module 3	
8 – 28 March to 1 April	28 March	29 March	END OF FIRST HALF OF THE SUBJECT. BEGINNING OF SECOND HALF OF THE SUBJECT	
9 – 4 April to 8 April	4 April	5 April	Module 4	
EASTER WEEK	11 April – 18 April (día de la Mona)			
10 – 18 April to 22 April	18 April	19 April	Module 4	
11 – 25 April to 29 April	25 April	26 April	Module 5	
12 – 2 May to 6 May	2 May	3 May	Module 5	

13 – 9 May to 13 May	9 May	10 May	Module 6	
14 – 16 May to 20 May	16 May	17 May	Module 6	
15 – 23 May to 27 May	23 May	24 May	Module 7 Oral presentations in class	
16, 17 and 18 – 30 May to 23 June	Assessment and marking weeks			

Evaluation

Evaluation mechanism	Activity	%*
1-2 Specialized seminars on a specific topic	Report on the seminars (10% each report)	20
Autonomous learning	2 individual assignments, originals, for homework (20% each assignment) (sakai > Activitats)	40
Projects: development and final product	2 oral presentations (online) (20% each oral presentation)	40
TOTAL		100

IMPORTANT NOTE:

Continuous assessment. Those students who combine studies and full-time work are entitled to ask for alternative assessment within 5 dies from the beginning of the semester. For further information, send an email to academic@lletres.udl.cat or contact Secretaria de Facultat de Lletres. Alternative assessment consists of an exam with contents from both parts of the subject (25% + 25% of the final mark), a written assignment (25%) and an oral presentation (25%).

In accordance with article 3.1. of the UdL assessment regulations, students cannot use electronic devices not allowed or fraudulent mechanisms during exams. Students who use any fraudulent means related to the test and / or carry electronic devices not allowed will have to leave the exam, and will be subject to the consequences provided in this regulation or in any regulations of the internal regime of the UdL.

Bibliography

Languages in contrast (* Recommended readings)

- Beeby Lonsdale, Allison (1996): Teaching Translation from Spanish to English: Worlds beyond Words. University of Ottawa Press:Ottawa.
- Delabastita, Dirk (ed.) (1997): Essays on Punning and Translation. St.Jerome Publishing:Suffolk.
- *Gast, Volker (2015): Contrastive Analysis. Available in <http://www.personal.uni-jena.de/~mu65qev/papdf/CA.pdf>
- Forge & Puskas (1987,2005 update): <http://es.slideshare.net/leonardito24/english-phonology-11637937>
- *Krzyszowski, Tomasz P. (1991): Contrasting Languages. The scope of contrastive linguistics. Trends

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- *Lado, Robert (1956): A Comparison of the Sound Systems of English and Spanish. Hispania, Vol 9:1. pp. 26-29. <https://www.jstor.org/stable/335188>
- *Lavandeira, Sonia (2015): A Comparative Linguistic Analysis of English and Spanish Advertising Discourse. In <https://dialnet.unirioja.es/servlet/tesis?codigo=46273>
- Lunn, Patricia V. And Lunsford, Ernest J. (2003): En otras palabras. Perfeccionamiento del español por medio de la traducción. Georgetown University Press:Washington D.C.
- *Mansilla, Matilde (2015): El Modo, la Modalidad y la Oración Temporal: Análisis Contrastivo en Español e Inglés de la Oración Subordinada Temporal. In <https://cv.udl.cat/access/content/group/101283-1819/LANGUAGES%20IN%20CONTRAST%20-%20SABATE/READINGS/6TH%20READING%20-%20MANSILLA%2CMATILDE-time%20clauses%20in%20Spanish%20and%20English.pdf>
- Mott, Brian & García Fernández, M^a Pilar (1985): La Composición Escrita en Inglés: Método y Ejercicios Gramaticales. PPU: Barcelona
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- *Ramon García, Noelia (2002): *Contrastive Linguistics and Translation Studies Interconnected: The Corpus-based Approach*. Linguistics Anterpiensia. New Series. Themes in translation studies. In <https://lans-tts.uantwerpen.be/index.php/LANS-TTS/article/view/27>
- Rojo, Ana (2009): Step by Step. A Course in Contrastive Linguistics and Translation. Peter Lang:Bern.
- *Sánchez Bartomeu, Raquel (2015): Syntactic Mismatches between English and Spanish: A Descriptive Analysis and Classification. In https://ddd.uab.cat/pub/tfg/2015/141238/TFG_raquelsanchez.pdf
- Steel, Brian (1979): Translation from Spanish: An Introductory Course. SGEL:Madrid

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- Gardner-Chloros, P. (2009): Code-switching. Cambridge: Cambridge University Press.
- Hickey, R. (ed) (2012): The handbook of language contact. Oxford: Blackwell.
- Holmes, J. (2008): An introduction to sociolinguistics. Harlow: Pearson/ Longman.
- Lim, L. & U. Ansaldo. (2016): Languages in contact. Cambridge: Cambridge University press.
- Matras, Y. (2009): Language contact. Cambridge: Cambridge University Press.
- Sebba, M. (1997): Contact languages. Pidgins and creoles. Basingstoke: Macmillan
- Thomason, S. (2012): Language contact: an introduction. Edinburgh University Press.
- Winford, D. (2003): An introduction to contact linguistics. London: Blackwell