



Universitat de Lleida

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

Coordination: SABATE CARROVE, MARIA

Academic year 2022-23

Subject's general information

<b>Subject name</b>	LANGUAGES IN CONTRAST AND IN CONTACT			
<b>Code</b>	101283			
<b>Semester</b>	2nd Q(SEMESTER) CONTINUED EVALUATION			
<b>Typology</b>	<b>Degree</b>	<b>Course</b>	<b>Character</b>	<b>Modality</b>
	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
<b>Course number of credits (ECTS)</b>	6			
<b>Type of activity, credits, and groups</b>	<b>Activity type</b>	PRAULA		TEORIA
	<b>Number of credits</b>	3		3
	<b>Number of groups</b>	1		1
<b>Coordination</b>	SABATE CARROVE, MARIA			
<b>Department</b>	ENGLISH AND LINGUISTICS			
<b>Teaching load distribution between lectures and independent student work</b>	60 On-site Hours + 90 Off-site Hours (150 Total Hours of teaching load)			
<b>Important information on data processing</b>	Consult <a href="#">this link</a> for more information.			
<b>Language</b>	English			
<b>Distribution of credits</b>	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

- **Information on plagiarism:**

Any assignment with evidence of plagiarism or fraudulent behaviour will be graded zero <0>. This will result in a mark of zero <0> for the subject, as per regulations in *Normativa de l'Avaluació i la Qualificació de la Docència en els Graus i Màsters de la UdL* (3.1.10). In addition, the subject lecturer or professor will inform the student and will issue a report to the head of the department.

- **Additional information on Alternative Assessment:**

\*In the event that a student is unable to attend the activities scheduled as part of the continuous assessment (due to paid work, second or subsequent enrolment in the subject), he/she may opt for a single test to validate skills and knowledge that will take place on the day and at the time established in the degree assessment calendar for the final test of the ordinary assessment. This test will consist of an exam and an oral presentation. The application for this modality must be made by documentary evidence and once established, it cannot be modified.

\*In accordance with article 3.1. of the UdL Assessment Regulations, students may not use, under any circumstances, during the assessment tests, non-permitted means or fraudulent mechanisms related to the test and/or use non-permitted electronic devices, must abandon the exam/test, and will be subject to the consequences set out in these internal regulations of the UdL.

- **Information on data protection in the audiovisual recording of the subject**

In accordance with current legislation on the protection of personal data, we inform you that:

Responsibility for the recording and use of the image and voice is Universitat de Lleida - UdL- (contact details: Secretaria General. Plaça Víctor Siurana, 1, 25003 Lleida; sg@udl.cat; contact details of data protection: dpd@udl.cat).

The recorded images and voice will be used exclusively for the purposes inherent to the teaching of the subject.

The recorded images and voice will be kept until the end of the current academic year and will be destroyed in accordance with the terms and conditions set out in the regulations on conservation and elimination of administrative documents of the UdL and the documentary evaluation tables approved by the Generalitat de Catalunya (<http://www.udl.cat/ca/serveis/arxiu/>).



## 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 part of the course are divided into 4 modules:

## LANGUAGES IN CONTACT (Prof. Ester Baiget)

MODULE 1. Introduction to language contact (2 sessions; 2 hours each.)

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

MODULE 2. Lexical borrowing (2 sessions; 2 hours each.)

- What is borrowing?
- Cultural vs core borrowing
- Borrowing and the English language.
- Borrowing in the students' own speech community.

MODULE 3. Code-switching and related phenomena (2 sessions; 2 hours each.)

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

MODULE 4. Language contact and language shift (2 sessions; 2 hours each.)

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

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

## LANGUAGES IN CONTRAST (Prof. Mariona Sabaté)

MODULE 5. 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. Lado(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 6. Introduction to intercultural contrasts.

- Short seminar on Intercultural contrasts.

MODULE 7. Contrastive analysis at various levels of linguistic analysis: phonological, syntactic, grammatical, lexical, semantic and pragmatic.

- Emphasis on examples from Catalan, Spanish and English.

**NOTE: These Contents are orientative. They may be subject to minor changes, of which you will be duly notified.**

## Methodology

Activity	o*	G*	HP*	HNP*
Masterclass (M)			20	
Practicals (P)			20	20
Assignments (T)			20	60
Tutorials (Tut)				10

<b>Assessment (AV)</b>				
<b>TOTAL</b>			60	90

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

## Development plan

### DEVELOPMENT PLAN

TIMELINE			
This timeline is ORIENTATIONAL and may vary during the semester. Changes will be duly announced.			
SEMANA	LUNES	MARTES	ACTIVIDAD
1 – 6 February to 10 February	6 February	7 February	Course presentation and introduction to Module 1
2 – 13 February to 17 February	13 February	14 February	Module 1
3 – 20 February to 24 February	20 February	21 February	Module 1
4 – 27 February to 3 March	27 February	28 February	Module 2
5 – 6 March a 10 March	6 March	7 March	Module 3
6 – 13 March to 17 March	13 March.	14 March	Module 4
7 – 20 March to 24 March	20 March	21 March	Oral presentations in class
8 – 27 March to 31 March	27 March	28 March	<b>Module 5 – 27 March starts the 2nd half of the course</b>
<b>EASTER WEEK - 3 April – 7 April</b>			
9- 10 April to 14 April	10 April (día de la Mona, non-teaching day)	11 April	Module 5
10 – 17 April to 21 April	17 April - Workshop Intercultural contrasts	18 April - Workshop intercultural contrasts	Module 6
11 –24 April to 28 April	24 April	25 April	Module 6
12 – 1 May to 5 May	1 May (Labour day)	2 May	Module 7
13 – 8 May to 12 May	8 May	9 May	Module 7

14 – 15 May to 19 May	15 May	16 May	Module 7
15 – 22 May to 26 May	22 May	23 May	Oral presentations in class
16, 17 i 18 – 29 May to 23 June	Assessment and correction weeks		

## Evaluation

Evaluation mechanism	Activity	%*
Specialized workshop on a specific topic (workshop)	Solving a practical activity: Activity in Sakai	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
<b>TOTAL</b>		100

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](mailto: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 in Linguistics. Studies and Monographs 51
- \*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<sup>a</sup> Pilar (1985): La Composición Escrita en Inglés: Método y Ejercicios Gramaticales. PPU: Barcelona
- Mott, Brian. (1993): A course in Semantics and Translation for Spanish Learners of English. PPU:Barcelona.
- **\*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](https://ddd.uab.cat/pub/tfg/2015/141238/TFG_raquelsanchez.pdf)**
- Steel, Brian (1979): Translation from Spanish: An Introductory Course. SGEL:Madrid

## Languages in contact

- 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