



Universitat de Lleida

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

Coordination: SABATE CARROVE, MARIA

Academic year 2023-24

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	FOREIGN LANGUAGES AND LITERATURES			
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 (C1)			
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	3	Send an email to the teacher to make an appointment
SABATE CARROVE, MARIA	mariona.sabate@udl.cat	3	Send an email to the teacher to make an appointment

Subject's extra information

- **ACADEMIC FRAUD OR SPONTANEOUS COPYING**

If academic fraud or spontaneous copying is detected, we will apply what is established in the Regulations for the Assessment and Grading of Student Learning in UdL Bachelor's and Master's Degrees.

- **ALTERNATIVE ASSESSMENT**

Students who want to ask for alternative assessment must submit an employment contract or justify, in a letter addressed to the dean, the reasons that make it impossible for him/her to carry out the continuous assessment within five (5) days after the beginning of the semester. For information, please send an e-mail to lletres.secretariacentre@udl.cat or ask for information at the Faculty's academic office (Secretaria Acadèmica de la Facultat de Lletres).

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

- 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

- 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

- 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

- 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 and practical introduction to concepts of contrastive linguistics in English, Spanish-Catalan and other languages.

What is contrastive linguistics. Brief history of contrastive linguistics from its origins to the present day. Global examples. Lado and universals of language. Microlinguistics and macrolinguistics. Exploring the relationship between contrastive linguistics and translation. Talmy and semantics: How languages structure concepts.

MODULE 6. Contrasting languages and how gender is dealt with: gender bias. Case studies.

MODULE 7. Contrasting languages and interculturality. Linguistic and cultural contrasts in today's world. Negotiation strategies between different languages and cultures. The social dimension of interculturality.

- We will include a talk in hybrid format by Professor Lorena Baudo, from the National University of Córdoba,

Argentina, on "Community Interpreting. Asylum seekers and refugees", followed by a practical workshop on strategies and situations for the interpreter-translator in the socio-political context of intercultural mediation. The exact dates will be notified during the semester.

- **NOTE: These Contents are orientational. 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	20
Assignments (T)			20	60
Tutorials (Tut)				10
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 during the semester. Changes will be duly announced.			
WEEK	MONDAY	TUESDAY	ACTIVITY
Week 1: 5 to 9 February	5 February	6 February	Course presentation and Introduction to Module 1
Week 2: 12 to 16 February	12 February	13 February	Module 1
Week 3: 19 a 23 February	19 February	20 February	Module 2
Week 4: 26 February to 1 March	26 February	27 February	Module 2
Week 5: 4 to 8 March	4 March	5 March	Module 3
Week 6: 11 to 15 March	11 March	12 March	Module 4
Week 7: 18 to 22 March	18 March	19 March	Oral presentations in pairs, 18th and 19th March. Submission of Assignment in pairs, Languages in contact: 19th March

EASTER HOLIDAYS				
Week 8: 1 a 5 April	1 April (día de la Mona, festive)	2 April	Module 5	
Week 9: 8 to 12 April	8 April	9 April	Module 5	
Week 10: 15 to 19 April	15 April	16 April	Module 6	
Week 11: 22 to 26 April	22 April	23 April	Module 6	
Week 12: 29 April to 3 May	29 April	30 April	Module 7. Submission of Resolution of a practical case, in pairs: 5th May	
Week 13: 6 to 10 May	6 May	7 May	Module 7.	
Week 14: 13 to 17 May	13 May	14 May	Module 7. Submission of Assignment in pairs, Languages in contrast: 19th May	
Week 15: 20 to 24 May	20 May	21 May	Oral presentations in pairs, 20th and 21st May.	
Weeks 16, 17 and 18: 3 to 27 de June	Evaluation and correction weeks			

Evaluation

Evaluation mechanism	Activity	%*
Specialized workshop on a specific topic (workshop)	Resolution of a practical case, in pairs:(sakai > Activitats)	20
Autonomous learning	2 individual assignments, originals, in pairs (20% each assignment) (sakai > Activitats)	40 (20% + 20%)
Projects: development and final product	2 oral presentations, in pairs, in class (20% each oral presentation)	40 (20% + 20%)
TOTAL		100

*Alternative assessment: 1 oral presentation and 1 written assignment (50% each). As soon as you have the official approval of the Alternative Assessment, make an appointment with the teachers to know about the details.

Bibliography

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

Languages in contrast (Compulsory readings will be uploaded in Resources)

- 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>
- Junyent, Carme (Ed.) (201): Som dones, som lingüistes, som moltes i diem prou. Eumo editorial.
- Krzeszowski, 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>
- Mansilla, Matilde (2015): El Modo, la Modalidad y la Oración Temporal: Análisis Contrastivo en Español e Inglés de la Oración Subordinada Temporal.
- Morrison, Terry & Conaway, Wayne A. (1995): Kiss, Bow, or Shake Hands: The Guide to Doing Business in More Than 60 Countries. Avon.
- 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