



COURSE DATA

Data Subject

Code	35727
Name	Contrastive linguistics
Cycle	Grade
ECTS Credits	6.0
Academic year	2021 - 2022

Study (s)

Degree	Center	Acad. Period	year
1008 - Degree in Modern Languages and Literatures	Faculty of Philology, Translation and Communication	3	Second term

Subject-matter

Degree	Subject-matter	Character
1008 - Degree in Modern Languages and Literatures	14 - Contrastive linguistics	Obligatory

Coordination

Name	Department
MONTANER MONTAVA, MARIA AMPARO	340 - Language Theory and Communication Sciences
PRUÑONOSA TOMAS, MANUEL	340 - Language Theory and Communication Sciences
SANCHO CREMADES, PELEGRI	340 - Language Theory and Communication Sciences

SUMMARY

The general objective of this course is for students to acquire theoretical and practical knowledge about contrasting languages.



PREVIOUS KNOWLEDGE

Relationship to other subjects of the same degree

There are no specified enrollment restrictions with other subjects of the curriculum.

Other requirements

There are no specified enrollment restrictions with other subjects of the curriculum.

COMPETENCES (RD 1393/2007) // LEARNING OUTCOMES (RD 822/2021)

1008 - Degree in Modern Languages and Literatures

- The development of knowledge in the area of linguistic, literary and cultural studies.
- Knowledge of the trends and methodologies of linguistics and how they are applied to describe language scientifically and solve problems in this field.
- The ability to interrelate different areas of philology studies and humanities.
- Critical capacity in the study of phenomena related with cultural diversity.
- General knowledge of humanistic areas related to the field of studies of modern languages and their literatures.

LEARNING OUTCOMES (RD 1393/2007) // NO CONTENT (RD 822/2021)

The study of this matter aims to achieve:

1. Delve into the general content that develops what has already been advanced in the basic training subjects of Linguistics.
2. Know the fundamental theories and methods of contrastive analysis.
3. Acquire the ability to analyze and assess the phenomena of contact between languages.

DESCRIPTION OF CONTENTS

1. Introduction to Contrastive Linguistics

2. Similarities and differences between languages



3. Linguistic models and contrastive studies

4. Contrastive analysis

5. Phonetic-phonological contrast

6. Morphological contrast

7. Syntactic contrast

8. Lexical and semantic contrast

9. Pragmatic contrast (Intercultural Pragmatics)

10. Some applied fields of Contrastive Linguistics

WORKLOAD

ACTIVITY	Hours	% To be attended
Theory classes	45,00	100
Seminars	15,00	100
Development of individual work	26,00	0
Study and independent work	7,00	0
Preparation of evaluation activities	26,00	0
Preparing lectures	26,00	0
Resolution of case studies	5,00	0
TOTAL	150,00	



TEACHING METHODOLOGY

The teaching methodology combine the theoretical classes and the realization of practices and / or activities of application and extension of the contents of the subject.

EVALUATION

The evaluation blocks are the following:

- Block A: Written test on the contents of the program (exam) 60%
- Block B: Practices 40%

REFERENCES

Basic

- Di Pietro, R. (1971). *Language Structures in Contrast*. Rowley, Mass.: Newbury House Publishers. (trad. esp. *Estructuras lingüísticas en contraste*. Madrid: Gredos, 1986).
- Fisiak, J. (ed) (1984). *Contrastive Linguistics: Prospects and Problems*. Berlin: Mouton.
- Gargallo, I. S. (1993). *Análisis contrastivo, análisis de errores e interlengua en el marco de la lingüística contrastiva*. Madrid: Síntesis.
- Krzeszowski, T.P. (1990). *Contrasting Languages. The Scope of Contrastive Linguistics*. Berlin: Mouton de Gruyter.
- Lado, R. (1957). *Linguistics Across Cultures. Applied Linguistics for Language Teachers*. Ann Arbor, Michigan: Michigan University Press. (trad. esp. *Lingüística contrastiva: Lenguas y culturas*. Madrid: Alcalá, 1973).
- Söhrman, I. (2007). *La lingüística contrastiva como herramienta para la enseñanza de lenguas*. Madrid: Arco libros.

Additional

- Cartagena, N. (2016). «Linguistique contrastive et traduction dans les pays de langue romane». En Jörn Albrecht et René Métrich (eds.), *Manuel de traductologie* (pp. 129-167). Berlin, Boston: De Gruyter.
- James, C. (1980). *Contrastive Analysis*. London: Longman.
- López García, Á. (2005). *Gramática cognitiva para profesores de español L2*. Madrid: Arco/Libros.
- López García, Á. (2018): *El español en contraste con otras lenguas*. Madrid / Frankfurt am Main: Iberoamericana / Vervuert.



- Martín Morillas, J. (1997). «La lingüística contrastiva: desarrollo histórico, abarque, orientaciones, problemas y métodos», en Juan de Dios Luque Durán y Antonio Pamies Beltrán (eds.), *Panorama de la Lingüística actual (153-171)*, Granada: Granada Lingvistica.
- Odlin, T. (1989). *Language Transfer*. Cambridge: CUP.
- Ping Ke (2019). *Contrastive Linguistics*. Beijing, China - Singapore: Peking University Press - Springer Nature Singapore
- El profesorado establecerá para cada tema otras referencias bibliográficas complementarias.
El professorat establirà per a cada tema altres referències bibliogràfiques complementàries
The teaching staff will establish other complementary bibliographic references for each topic.

ADDENDUM COVID-19

This addendum will only be activated if the health situation requires so and with the prior agreement of the Governing Council

HYBRID LEARNING MODE (BLENDED)

1. Contents

The contents initially collected in the teaching guide are maintained.

2. Workload and teaching schedule

Maintenance of the weight of the different activities that add up to the hours of dedication in ECTS credits marked in the original teaching guide.

3. Methodology

1. Publication of materials in the virtual classroom for part of the contents. Resolution of doubts in the regular class (videoconference and face-to-face).
2. BBC synchronous videoconference and face-to-face teaching.
3. Incorporation into the virtual tutorials or videoconference tutorials program.
Each teacher will indicate their preference.

4. Assessment

The evaluation is maintained as established in the teaching guide. The proportion between theory, assessable in the exam (60%), and practical (40%) is maintained.

5. Bibliography



The references recommended in the teaching guide are maintained.

DISTANCE (ONLINE) LEARNING

1. Contents

The contents initially collected in the teaching guide are maintained.

2. Workload and teaching schedule

Maintenance of the weight of the different activities that add up to the hours of dedication in ECTS credits marked in the original teaching guide.

3. Methodology

1. Publication of materials in the virtual classroom for part of the contents. Resolution of doubts in the regular class (videoconference).
2. BBC synchronous videoconference.
3. Incorporation into the virtual tutorials or videoconference tutorials program.
Each teacher will indicate their preference.

4. Assessment

- Evaluation The proportion between theory (initially assessable in the exam, 60%) and practical (40%) is maintained.
- The exam is replaced by online tests, such as academic papers, essays, personal elaboration of questions, reviews, etc. The practices will be delivered online.
- For the second call, the evaluation criteria of the first call are maintained.

5. Bibliography

The references recommended in the teaching guide are kept in part. The manuals are partly replaced by the notes given or the materials uploaded to the virtual classroom, which are part of the bibliography of the subject.

The following reference is added:

Aikhnvald, A. Y. & Dixon, R. M. W. (2007): *Grammars in contact. A cross-linguistic typology*. New York: Oxford University Press [Available at Trobes+]