

**COURSE DATA****Data Subject**

Code	44412
Name	Research in Language: Synchronic perspectives
Cycle	Master's degree
ECTS Credits	5.0
Academic year	2021 - 2022

Study (s)

Degree	Center	Acad. year	Period
2207 - M.D. in Language and Literature Research	Faculty of Philology, Translation and Communication	1	Second term

Subject-matter

Degree	Subject-matter	Character
2207 - M.D. in Language and Literature Research	2 - Advanced research in languages and literatures	Optional

Coordination

Name	Department
ALVAREZ SELLERS, MARIA ROSA	150 - Spanish

SUMMARY**1. CONTRASTIVE LINGUISTICS:**

This unit (2,5 credits) brings up the study of languages in contact –illustrated by the case of Spanish and Portuguese– from a synchronic and contrastive point of view, since it is essential to look into their distinguishing features to achieve a proper learning between related languages. This point of view is taken in order to avoid misunderstandings caused by linguistic proximity and common linguistic background, factors that foster the creation and fossilisation of an *interlingua* and highlight the need for developing and delving into a specific methodology.

2. CURRENT APPLICATIONS OF LINGUISTICS:



This unit presents the study of applied linguistics as an autonomous discipline. For that purpose, a variety of research methodologies for the aforesaid discipline will be approached, as well as its application to the different subdisciplines defining it (second language acquisition, lexicography, etc.).

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 enrolment restrictions with other subjects of the curriculum.

Recommendations for the units in this module:

- A sufficient command of Spanish in order to comprehend the oral presentation of academic contents read all sorts of academic and literary texts and manages recommended bibliography.

OUTCOMES

2207 - M.D. in Language and Literature Research

- To acquire an interest in encouraging, through academic and professional concepts, the scientific, social and cultural progress of a society based on the knowledge of the field of languages and literatures.
- To be capable of conceiving, designing and implementing a research process in the field of languages and literatures with responsibility and scientific rigour.
- To be capable of contributing through monographs and works of analysis, and mainly through the Masters thesis, to expanding the frontiers of knowledge by building up a corpus worthy of publication.
- To acquire the appropriate methodologies for scientific research in languages and literatures.
- To be capable of locating, managing and synthesising specialised bibliographic information, in both the target language used in the Masters Degree and other modern languages, either in libraries or in physical or online archives.
- To acquire the sufficient knowledge for approaching texts scientifically from different contextual perspectives.
- Students should communicate conclusions and underlying knowledge clearly and unambiguously to both specialized and non-specialized audiences.
- Students should demonstrate self-directed learning skills for continued academic growth.
- Students should possess and understand foundational knowledge that enables original thinking and research in the field.



LEARNING OUTCOMES

1. CONTRASTIVE LINGUISTICS

This unit is oriented to research training (knowledge and elaboration of specific methodologies for teaching foreign languages and/or languages in contact), but it also involves eminently practical applications.

2. CURRENT APPLICATIONS OF LINGUISTICS

This unit is oriented to research training. Through class and home practice, students will get familiarised with the available tools in each one of the applications of linguistics that will be addressed.

All the units in this module

At the end of this module, students must be able to:

- Explain and analyse texts with scientific rigour from different contextual perspectives;
- Apply methodologies and techniques that allow for an in-depth linguistic analysis of texts;
- Locate, evaluate and contrast bibliography pertinent to any topic assigned;
- Analyse and evaluate the differences between languages in all the levels of linguistic description;
- Analyse and evaluate phenomena derived from the contact between languages;
- Identify trends in synchronic and diachronic linguistics;
- Identify and explain the relationship between languages.

DESCRIPTION OF CONTENTS

1. 1. Contrastive linguistics

Phenomena of languages in contact or in contrast. Linguistic typology and variation.

- 1.1. The Romanisation of the Iberian Peninsula: linguistic impositions and delimitations.
- 1.2. Languages in contact or in contrast: morphologic, syntactic and phonetic difficulties and interferences.
- 1.3. Language in contact or in contrast: orthographic and lexical difficulties and interferences.
- 1.4. Methodology and strategies for teaching languages in contact: the case of Portuguese and Spanish.
- 1.5. Language in contact or in contrast: orthographic and lexical difficulties and interferences; the case of Portuguese and Spanish.
- 1.6. Methodology and strategies for teaching languages in contact or in contrast.



2. 2. Current applications of linguistics

Approach to Applied Linguistics as an autonomous discipline and current overview on the variety of applications of linguistics and its different methodologies.

- 2.1. Introduction to the subject: Contents, evaluation, working. Applied Linguistics as an autonomous discipline
- 2.2. Linguistics and Language Teaching
- 2.3. CLIL: Content and Language Integrated Learning
- 2.4. Translation
- 2.5. Conversational Analysis
- 2.6. Intercultural Communication
- 2.7. New professions for linguists: Consulting, Clinical and Forensic Linguistics

WORKLOAD

ACTIVITY	Hours	% To be attended
Theory classes	32,50	100
Development of individual work	31,50	0
Study and independent work	30,50	0
Readings supplementary material	10,00	0
Preparation of evaluation activities	20,50	0
TOTAL	125,00	

TEACHING METHODOLOGY

The teaching/learning methodology is structured around class and home activities.

The teaching methodology aims at encouraging students to learn actively and progressively, promoting the personal study of each one of the units through class participation. It also tries to foster the acquisition of theoretical and practical knowledge on the analysis of languages in contact and the advanced theoretical principles of linguistics and its strategies and methodologies.

EVALUATION

The assessment system for this module is based on the students' command of the skills and knowledge acquired, and also takes into account attendance, class participation and the follow-up work on the activities proposed in class. Additionally, students must prepare a final assignment on one of the units in the module, which is freely chosen.



- The assessment of the final assignment will take into consideration the requirements specific to a research project (either written or oral), as well as presentation and grammatical accuracy.
- Assignments not submitted within their due date and manner will not be accepted. The minimum mark required for the final assignment will be 5/10 to get an average mark with the rest of assessable activities.
- Any plagiarism detected and misuse of bibliographic sources in any exercise will result in a fail.

Type of assessment and breakdown:

- a) Individual final assignment (80%). It must be 12-15 pages in length. (Times New Roman 12, line spacing 1.5. Citations containing more than 3 separate lines and footnotes: font size 11 and single-spaced).
- b.1) Contrastive linguistics: Attendance and class participation, plus oral presentation (15%).
- b.2) Current applications of linguistics: Attendance and participation (5%)

Other aspects to be noted:

- The final mark includes the percentage sum between the marks obtained in the final assignment (a), either written or oral, and the rest of activities (b). The average is calculated only if the student has obtained at least 5/10 in both the final assignment and the rest of activities (b. 1 and b. 2).
- If any student fails to submit the final assignment or obtain the minimum mark required in the first call, they will have to submit or repeat it in the second call.
- The marks obtained in other activities (b) in the first call will be carried over to the second call as long as the mark obtained is at least 5/10 in both parts (b.1 and b.2).

These activities cannot be repeated. Therefore, the mark obtained in the second call by those students that have failed to attend classes (80%) or obtain at least 5/10 in each activity (b.1 and b.2) will rely exclusively on the final assignment presented in the second call (maximum 8/10).

REFERENCES

Basic

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- ALMEIDA FILHO, José Carlos P. e LOMBELLO, Leonor C. (Org.) (1992). Identidade e caminhos no ensino de português para estrangeiros, Campinas, Pontes.
- BAYNHAM, M. (2001) Applied linguistics: imagining the future. Applied Linguistics Association of Australia Newsletter, new series 44, 26-8.
- BLAZQUEZ, José María (1975). La romanización, Madrid, Istmo.



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- CORDER, S. P. (1973). Introducing applied linguistics. Harmondsworth: Penguin.
- CUENCA, M^a Josep (1992). Teories gramaticals i ensenyament de llengües, València, Tàndem.
- DAVIES, A. (1999). An introduction to applied linguistics: from practice to theory. Edinburgh: Edinburgh University Press.
- DENZIN, N. K. & Lincoln, Y. S. (2000). Handbook of qualitative research. Thousand Oaks, CA: Sage.
- GEE, J. (1999). An introduction to discourse analysis. London: Routledge.
- GASS, S.M./S. Makoni (eds.) (2004): World Applied Linguistics. AILA Review 17. Amsterdam/Philadelphia: John Benjamins
- KAPLAN, R. B. (ed.) (2002). The Oxford handbook of applied linguistics. Oxford: Oxford University Press.
- KNAPP, K. et al. (eds.) (2011): Angewandte Linguistik. Basel: UTB Franke.
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- MEDINA LÓPEZ, Javier (1997). Lenguas en contacto, Madrid, Arco.
- NEWMAN, I. & Benz, C. R. (1998). Qualitative-quantitative research methodology: exploring the interactive continuum. Carbondale, IL: Southern Illinois University Press.
- SALA, Marius (1988). El problema de las lenguas en contacto, México, Universidad Nacional Autónoma de México.
- SANTOS GARGALLO, Isabel (1999). Lingüística aplicada a la enseñanza/aprendizaje del español como lengua extranjera, Madrid, Arco.
- SCHIFFRIN, D. (1994). Approaches to discourse. Oxford: Blackwell.
- SIGUAN, Miquel (2001). Bilingüismo y lenguas en contacto, Madrid, Alianza.
- SMIT, U./E. DAFOUZ (eds.) (2012): Integrating Content and Language in Higher Education. AILA Review 25. Amsterdam/Philadelphia: John Benjamins.
- WEINREICH, Uriel (1974). Lenguas en contacto. Descubrimientos y problemas, s.l., Ediciones de la Biblioteca de la Universidad Central de Venezuela.

Additional

- GARCÍA BENITO, Ana Belén (2006). Diccionario de expresiones idiomáticas (Español-Portugués), Mérida, Junta de Extremadura, [2^a ed. ampliada y mejorada].
- HOUAISS, Antonio (2001). Dicionário Houaiss da Língua Portuguesa, Rio de Janeiro, Objetiva ed.
- SILVA, Mendes (2000). Português contemporâneo, Lisboa, Publicações Dom Quixote.
- Encyclopaedia of Language and Linguistics (disponible en la biblioteca de nuestra universidad en formato electrónico).



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 included in the teaching guide are maintained

2. Workload and teaching schedule

The weight of the different activities that add up to the hours of dedication in ECTS credits marked in the original teaching guide is maintained

3. Methodology

Theoretical/practical (presential) class + BBC synchronous video conference

Theoretical/practical (classroom) class + AV tasks

4. Assessment

Assessment tests through academic work (100%)

5. Bibliography

The bibliography initially included in the teaching guide is maintained

DISTANCE (ONLINE) LEARNING

1. Contents

The contents initially included in the teaching guide are maintained

2. Workload and teaching schedule

The weight of the different activities that add up to the hours of dedication in ECTS credits marked in the original teaching guide is maintained

3. Methodology

BBC synchronous video conference

4. Assessment



Assessment tests through academic work (100%)

5. Bibliography

The bibliography initially included in the teaching guide are maintained

