UNIVERSIDADE DA CORUÑA

Teaching Guide				
Identifying Data				2023/24
Subject (*)	Contrastive Linguistics in English		**Code**	613505111
Study programme	Mestrado Universitario en Estudos Ingleses Avanzados e as súas Aplicacións (2019)			
Descriptors				
Cycle	**Period**	**Year**	**Type**	**Credits**
Official Master's Degree	2nd four-month period	First	Optional	3
Language	English			
Teaching method	Face-to-face			
Prerequisites				
Department	Letras			
Coordinador		**E-mail**		
Lecturers	,	**E-mail**		
Web				
General description	Contrastive Linguistics, a subdiscipline of linguistics which is concerned with the comparison of two or more (subsystems of) languages, has long been associated primarily with language teaching. Apart from this applied aspect, however, it also has a strong theoretical purpose, contributing to our understanding of language typology and language universals.			

Study programme competences	
Code	**Study programme competences**
A1	E01 ? Familiarity with the main research models in linguistic research.
A2	E02 ? Familiarity with the main resources, tools and methodologies in linguistic research.
A3	E03 ? Capacity to reflect on the factors which influence the learning and acquisition of English as a foreign language.
A4	E04 ? Familiarity with cognition and processing studies within the scope of research into English linguistics.
A5	E05 ? Familiarity with studies related to English for specific purposes and their application to other subject fields.
A7	E07 ? Ability to analyse different types of discourse and discursive genres, both oral and written, in the English language
A14	E14 ? Familiarity with and application of techniques and methods of quantitative linguistic analysis
B1	CB6 ? Students should have the knowledge and understanding necessary to provide a basis or opportunity for originality in the development and/or application of ideas, often in a research context.
B2	CB7 - Students should be able to apply the knowledge acquired and a problem-solving capacity to new or lesser known areas within wider contexts (or multidisciplinary contexts) related to the study area.
B3	CB8 - Students must be able to integrate knowledge and to deal with the complexity of judgement formulation starting with information, which might be incomplete or limited, and which includes reflections on social and ethical responsibilities linked to the application of their knowledge and judgement.
B4	CB9 ? Students must be able to communicate their conclusions, as well as the knowledge and reasoning behind them, to both specialized and general audiences in a clear and unambiguous way
B5	CB10 ? Students should have the necessary learning skills to allow them to continue studying in a largely autonomous manner.
B6	G01 ?The capacity to delve into those concepts, principles, theories or models related with the different fields of English Studies is a necessary skill, as is the ability to solve specific problems in a particular field of study via appropriate methodology.
B7	G02 ? Students must be capable of applying the knowledge acquired in the multidisciplinary and multifaceted area of English Studies
B8	G03 ? An efficient use of new information technology and communication in English Studies is a necessary skill.
B9	G04 ? Students must be able to publicly present their ideas, reports or experiences, as well as give informed opinions based on criteria, external norms or personal reflection. All of this implies having sufficient command of both oral and written academic and scientific language
B10	G05 ? Skills related to research and the handling of new knowledge and information in the context of English Studies are to be acquired by students
B11	G06 ? Students should be able to develop a critical sense in order to assess the relevance of both existing research in the fields of English Studies, and their own research.
B12	G07 ?Linguistic competence (C2 level) in oral and written English must be developed and consolidated.

B13	G08 ? Students should become progressively autonomous in the learning process, and in the search for appropriate resources and information, via the use of bibliographic and documentary sources related to English Studies.
B14	G09 ? Students are expected to be able to carry out research projects of an academic nature in the different fields of English Studies
B15	G10 ? The ability to present and defend a research project using adequate terminology and resources appropriate to the field of study is a skill which should be acquired.

Learning outcomes		
Learning outcomes	**Study programme competences**	
A practice-oriented linguistic approach is offered, seeking to describe the differences and similarities between a pair of languages(English/Spanish/Galician).	AR1 AR2 AR3 AR4 AR5 AR7 AR14	BR1 BR2 BR3 BR4 BR5 BR6 BR7 BR8 BR9 BR10 BR11 BR12 BR13 BR14 BR15
Different kinds of texts will be compared in terms of register, period, context, both written and audiovisual. Topics for student research will be encouraged.	AR1 AR2 AR3 AR4 AR5 AR7 AR14	BR1 BR2 BR3 BR4 BR5 BR6 BR7 BR8 BR9 BR10 BR11 BR12 BR13 BR14 BR15

Contents	
Topic	**Sub-topic**

1.Brief history of Contrastive Linguistics 2. Terminological issues. Basic principles of theoretical and applied contrastive linguistics. 3. Types of contrastive studies. Methodology of inter-and intra-linguistic comparison. 4. Contrastive Linguistics and corpus Linguistics. 5. Practical applications of contrastive studies: a. Translation studies b. Foreign language acquisition and teaching; c. Lexicography	Readings and commentaries. Practical applications to translation studies and the teaching of foreign languages. Various themes (press, media, advertising, tourism, literature, children's literature)

Planning				
Methodologies / tests	Competencies	Ordinary class hours	Student?s personal work hours	Total hours
Supervised projects	A1 A2 A3 A4 A5 A7 A14 B1 B2 B3 B4	2	10	12
Oral presentation	B4 B8 B9 B12 B14 B15	2	10	12
Workbook	B5 B6 B7 B10 B11 B13	4	10	14
Directed discussion	B9 B11 B12	10	7	17
Seminar	A1 A2 A3 A4 A5 A7 A14 B1 B2 B3 B4 B5 B6 B7 B8 B9 B10 B11 B12 B13 B14 B15	14	0	14
Personalized attention		6	0	6

(*)The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.

Methodologies	
Methodologies	Description
Supervised projects	Individual research assignment supervised by the teacher.
Oral presentation	Presentation in class of draft of research assignment.
Workbook	Reading and analysis of texts related to the subject-matter.
Directed discussion	Participation in class activities
Seminar	Teacher-guided debate of primary texts and their problems.

Personalized attention	
Methodologies	Description
Oral presentation Seminar Supervised projects	Personalised supervision in class and via the virtual platform.

Assessment			
Methodologies	Competencies	Description	Qualification
Oral presentation	B4 B8 B9 B12 B14 B15	Oral presentation of draft of the individual research work. Last class session.	20
Workbook	B5 B6 B7 B10 B11 B13	Tasks based on the reading of recommended texts.	10
Supervised projects	A1 A2 A3 A4 A5 A7 A14 B1 B2 B3 B4	Individual written research assignment.	60

Directed discussion	B9 B11 B12	Active participation in class activities, based on the comparison and analysis of relevant texts.	10

Assessment comments

Given that this degree programme is part distance learning, part actual attendance, students are required to attend the compulsory sessions, unless they have applied for exemption within the time period specified by the Academic Commission of the degree, and this exemption has been granted. This exemption will be valid provided students comply with the rules on attendance in force in the three universities participating in the programme, and provided they comply with the assessment systems which are specified in the teaching guides for each module. Students should be aware, however, that not attending certain classroom sessions may affect their final grades.

Students who have been granted exemption, as specified in the university regulations, will be assessed as follows: Activities related to the course syllabus (20%) and an individual written research paper (80%). The research paper must also be presented orally.

Students who do not submit a supervised project, or who fail to submit at least 50% of the other tasks for assessment, will be graded as absent from assessment (NP: no presentado).

Students who do not pass in the first opportunity will be able to re-sit in July, when they will be required to demonstrate that they have acquired the skills for each module:

Individual written research assignment. Submission deadline: exam date established on official calendar for second opportunity. Oral presentation of this assignment on exam date for second opportunity(60 + 20 = 80%). Exercises based on recommended reading and topics dealt with in the module (20%). Important: Any instance of PLAGIARISM will derive in the student failing this module.

Turnitin is a tool for staff to use in order to check sections of written work originating in other texts and locating the sources. It is a useful way of detecting plagiarism. Its use is optional, but students are to be warned in the teaching guide that it is able to detect pieces of work previously presented in this or any other university, including work by the same student (for any subjectmatter). If coincidences are found, this will be understood as academic fraud, and the regulations concerning academic assessment, grading and complaints on testing will be applied.   With this warning, students are hereby informed of the academic consequences.

Sources of information

Basic	- NICKEL, G. (1971). PAPERS IN CONTRASTIVE LINGUISTICS. CAMBRIDGE: CUP
	- BENSON, C. (2002). TRANSFER/CROSS-LINGUISTIC INFLUENCE. ELT JOURNAL 56.1:68-70
	- BLUM-KULKA, S. J. HOUSE, G. KASPER (1989). CROSS-CULTURAL PRAGMATICS: REQUESTS AND APOLOGIES.. N.J. NORWOOD: ABLEX
	- LADO, R. (1957). LINGUISTICS ACROSS CULTURES: APPLIED LINGUISTICS FOR LANGUAGE TEACHERS. ANN ARBOUR: UNIVERSITY OF MICHIGAN PRESS
	- OLEKSY, W. (1989). CONTRASTIVE PRAGMATICS. AMSTERDAM/PHILADELPHIA: JOHN BENJAMINS
	- TANEN, D. (1984). THE PRAGMATICS OF CROSS-CULTURAL COMMUNICATION. APPLIED LINGUISTICS 5: 189-195
	- FISIAK, J. (1981). CONTRASTIVE LINGUISTICS AND THE LANGUAGE TEACHER. OXFORD: PERGAMON PRESS
	- VALERO GARCÉS, C. (1997). A CROSS-LINGUISTIC STUDY OF THE VERBAL SYNTAGM: A CASE STUDY OF ECONOMIC TEXTS IN ENGLISH AND SPANISH. UNESCO ALSED NEWSLETTER 20.1 (43): 25-39
	- WIERZBICKA, A. (1991). CROSS-CULTURAL PRAGMATICS: THE SEMANTICS OF HUMAN INTERACTION. BERLIN/NEW YORK: MOUTON DE GRUYTER
	- WOODWARD-SMITH, E. (2002). What's on the menu? The cultural implications of terms for food and drink in English literary texts. 2nd Internacional contrastive Linguistics Conference (ISBN: 84-9750-027-X)
	- WOOWARD-SMITH, E.and; E. EYNULLAEVA. (2012). The Verbal and the Visual in Advertising Language: A Cross-cultural Analysis. Relational Designs in Literature and the Arts: Page and Stage, Canvas and Screen. RODOPI.
Complementary	

Recommendations

Subjects that it is recommended to have taken before

Subjects that are recommended to be taken simultaneously
Subjects that continue the syllabus
Other comments

(*)The teaching guide is the document in which the URV publishes the information about all its courses. It is a public document and cannot be modified. Only in exceptional cases can it be revised by the competent agent or duly revised so that it is in line with current legislation.