

LICENCIATURA EN FILOLOGÍA INGLESA							
DEPARTAMENTO		FILOLOGÍA MODERNA					
ÁREA DE CONOCIMIENTO		FILOLOGÍA INGLESA					
ASIGNATURA		ANÁLISIS CONTRASTIVO (INGLÉS-ESPAÑOL)					
CÓDIGO	33260	CURSO	3º y 4º	CICLO	2º	AÑO	2009-2010
CRÉDITOS ACTUALES	6	TEÓRICOS	3	CRÉDITOS ECTS			5
		PRÁCTICOS	3	EQUIVALENCIA EN HORAS			135
TIPO DE ASIGNATURA		OPTATIVA		CUATRIMESTRE		2º	
IDIOMA EN QUE SE IMPARTE		INGLÉS					
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COURSE DESCRIPTION

This course examines the most relevant methodological approaches to contrastive analysis, as well as its applications. As the subject focuses on the contrast between English and Spanish some selected aspects of every plane of the linguistic systems will be compared and contrasted in order to provide students with a general overview of the main analogies and divergences between both languages.

PRE-REQUISITES

Activities in this course are conducted in English, so students are expected to have at least a C1 level of English (Common European Framework). Students must also be proficient in Spanish. This is especially important for students whose mother tongue is other than Spanish, as the subject is not supposed to be a course in Spanish, but a comparison of the two languages, which involves excellent command of both of them.

COURSE AIMS

Knowledge

- To acquire the basic terminology needed to describe linguistic processes and see how they operate in English and Spanish.
- To review the knowledge of some basic linguistic concepts.
- To get to know the main methodological frameworks for contrastive analysis.
- To identify and reflect on the analogies and differences in structure and use between English and Spanish.
- To acquire a deeper command of both systems at all levels of linguistic analysis.

Specific Skills

- To be able to understand and describe linguistic processes in English and Spanish.
- To compare English and Spanish system within a coherent methodological framework.
- To develop the ability to define the problems students find when comparing two languages.
- To develop the ability to find solutions to the problems students encounter when comparing English and Spanish systems.

Attitudes

- To raise students' sensitivity of the diversity of forms and awareness of the differences and similarities in the linguistic use in English and Spanish.
- To increase students' understanding, appreciation and enjoyment of contrastive language analysis.
- To awaken in students an interest for the contrastive analysis between two languages and for the pragmatic and cultural models behind them.
- To promote tolerance, self-consciousness and respect for both linguistic systems and for others.
- To promote some values, such as tolerance, sensitivity and respect for the linguistic and cultural diversity as well as for other opinions and ways of living.

Transferable Skills

- To develop students' autonomy as learners, with appropriate time management.
- To use web-based and other bibliographical sources to find out reliable information.
- To develop the skills of analysis, argumentation, inference and abstract thinking.

COURSE CONTENTS

Lectures

1. Basic Principles of Contrastive Linguistics and its Applications.
 - Definition and objectives.
 - Bilingualism and language universals.
 - Applications of contrastive studies.
2. Descriptive and Contrastive Study of the Phonographic Level.
 - English and Spanish phonological systems in contrast.
 - Punctuation and spelling in contrast.
3. Descriptive and Contrastive Study of the Grammatical Level.
 - The noun phrase.
 - The verb phrase.
 - Other grammar differences.
4. Descriptive and Contrastive Study of the Lexical and Semantic Level.
 - Degrees of similarities between words.
 - Restrictions on the use of lexical units.
 - Semantic relations between lexical items.
5. Descriptive and Contrastive study of the Sociolinguistic and Pragmatic Level.
 - The sociolinguistic component.
 - The pragmatic component.

Seminars

In order to put into practice the theoretical knowledge presented in the theory sessions, specific material contained in De la Cruz Cabanillas (2008) will be used:

1. Exercises on errors and their typology.
2. Exercises on the phonographic system.
3. Exercises on the noun phrase, the verb phrase and on other grammar differences.
4. Exercise on categorization; antonyms, synonyms, homonyms and other word relations.
5. Exercise on pragmatics.
6. Analysis and translation of some contemporary texts.

CLASS TIMETABLE

The following is only a provisional schedule of classes, which may be changed during the course of the semester. It is students' responsibility to keep track of the changes to the timetable, which will be regularly announced in class.

	LECTURES	SEMINARS	TUTORIALS
Week 1	Unit 1. Basic Principles.	Introduction to the subject.	
Week 2	Unit 1. Basic Principles.	Analysis and translation of a text.	
Week 3	Unit. 2. Phonological Contrast.	Exercises on common errors and their categorization.	1 st Tutorial: Selection of a text and guidance on how to analyse it.
Week 4	Unit. 2. Phonological Contrast.	Exercises on spelling and pronunciation	
Week 5	Unit. 2. Phonological Contrast.	Other phonographic exercises.	
Week 6	Unit 3. The Noun Phrase.	Exercises on the noun phrase.	
Week 7	Unit 3. The Noun Phrase.	Exercises on the noun phrase.	
Week 8	Unit 3. The Verb Phrase.	Exercises on the verb phrase.	
Week 9	Unit 3. The Verb Phrase.	Exercises on the verb phrase.	2 nd Tutorial: Oral presentations of work in progress.
Week 10	Unit 3. Other grammatical differences.	Other grammatical exercises.	
Week 11	Unit 4. Lexico-semantic level.	Exercise on categorization; antonyms, synonyms, homonyms and other word relations.	
Week 12	Unit 4. Lexico-semantic level.	Exercise on fixed expressions: collocations, idioms, proverbs, similes and others.	
Week 13	Unit 4. Lexico-semantic level.	Exercise on fixed expressions: collocations, idioms, proverbs, similes and others.	
Week 14	Unit 5. Pragmatics and Culture.	Exercise on pragmatics	3 rd Tutorial: Correction of papers.
Week 15	Questions.	Questions and extra time to finish any remaining exercises.	

TEACHING AND LEARNING METHODS

The course consists of theory and practice sessions (1-hour each per week), as well as self-study periods and tutorials:

1. In the theory sessions, terminology and concepts related to contrastive linguistics as well as Spanish and English linguistic systems are explained and special attention is paid to the contrast between the two languages.
2. In the self-study periods, students are asked to review and expand the theoretical explanations by reading the book by De la Cruz Cabanillas (2008). All problems that may arise from the independent work will be dealt with in the following theoretical session.
3. The practical sessions will focus on the application of the knowledge gained in the theoretical sessions to the analysis of the different aspects presented in previous sessions. Students will be provided with a set of exercises to be corrected at the practical sessions. The exercises are of a varied nature:
 - Short answers
 - Gap filling
 - Multiple choice exercises
 - Matching

- Ordering of elements to form a sentence

Occasionally students will also be asked to analyse and translate some texts to become aware of the differences between Spanish and English linguistic and cultural-pragmatic systems. Discussion and comment on those aspects will be favoured in the practical classes. As the course is taught in English, students are expected to be able to carry out these debates in English as well as other tasks such as taking notes, asking questions, and giving short presentations in this language.

4. Students will also have 3 tutorials in small groups (5 students per group) during the semester. These tutorials will provide information on how to plan and write the paper that students will have to submit for assessment. Appointments for these tutorials will be arranged early in the course by agreement with the lecturers.

Students will be expected to have prepared the activities and the paper before they are corrected, commented and discussed in practice sessions and tutorials. They are also expected to attend the practice sessions regularly and all the three one-hour tutorials.

ASSESSMENT

Students may opt, before the beginning of the third week, between: a) following the continuous assessment system; or b) taking a final exam at the end of the semester.

a) For those who opt for continuous assessment, there will be a final exam on the theoretical contents, which will be worth 50% of the final mark.

For the practice part written assignments will be taken into account according to the following distribution:

- 1 paper on a specific text selected by students with the supervision of the lecturer: 40%
- Active participation in class: 10%.

These activities should be completed with at least 50% degree of success. Otherwise, students will be invited to take a final practical exam, as well. Students must obtain a score of 5/10 in each part. Besides, this option involves regular attendance to seminars (a minimum of 80% is required).

b) For those who opt for the final exam, it will consist of two parts: questions about the theoretical contents and a text to translate and analyse in the practical part, as well as other exercises. Each half of the course is worth 50% of the final mark and students must obtain a score of 5/10 in each part.

Regardless the option students may opt for, since this is a course which deals with English and Spanish, students' language performance (in grammar, lexis and spelling in both languages) will be taken into account for the final mark.

BIBLIOGRAPHY

- De la Cruz Cabanillas, I. (2008) *English and Spanish in Contrast*. Alcalá de Henares: Universidad de Alcalá.
- Fisiak, J. (Ed.) (1980) *Theoretical Issues in Contrastive Linguistics*. Amsterdam: John Benjamins.
- Krzeszowski, T. (1990) *Contrasting Languages: The Scope of Contrastive Linguistics*. Berlin: Mouton de Gruyter.
- Santos Gargallo, I. (1993) *Análisis Contrastivo, Análisis de Errores e Interlengua en el marco de la Lingüística Contrastiva*. Madrid: Síntesis.
- Stockwell, R. P. (1965) *The Sounds of English and Spanish*. Chicago: The University of Chicago Press.
- Stockwell, R. P., J. D. Bowen and J. W. Martin (1965) *The Grammatical Structures of English and Spanish*. Chicago: The University of Chicago Press.

STUDENT WORKLOAD

Class sessions	
Lectures	15
Seminars	15
Tutorials	3
Exam	2
Subtotal	35
Independent study	
Self-study periods	15
Study of theoretical contents	30
Preparation for practical activities	15
Either a) Preparation for exercises and writing of the paper b) Preparation for the practical exam (including 1 hour exam)	40
Subtotal	100
Total	135