

**COURSE DATA****DATA SUBJECT****Code:** 35727**Name:** Contrastive linguistics**Cycle:** Undergraduate Studies**ECTS Credits:** 6**Academic year:** 2025-26**STUDY (S)**

Degree	Center	Acad. year	Period
1008 - Degree in Modern Languages and Literatures	Facultat de Filologia, Traducció i Comunicació	3	Second quarter

**SUBJECT-MATTER**

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

**COORDINATION**

SANCHO CREMADES PELEGRI

MARTINEZ PARICIO VIOLETA

**SUMMARY**

The general objective of this course is for students to acquire theoretical and practical knowledge about contrasting languages, paying special attention to French, Italian and German. It belongs to the subject Comparative Philology.

**PREVIOUS KNOWLEDGE****RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE**

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

**OTHER REQUIREMENTS**

It's recommended to have taken course 35665 Linguistics or possess knowledge of general linguistics.



## COMPETENCES / LEARNING OUTCOMES

### 1008 - Degree in Modern Languages and Literatures

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.

Knowledge of the trends and methodologies of linguistics and how they are applied to describe language scientifically and solve problems in this field.

Show ethical commitment in the field of language studies as regards gender equality, equal opportunities, the values of the culture of peace and democratic values and environmental and sustainability issues, and have an understanding and appreciation of linguistic diversity and multiculturalism.

The ability to interrelate different areas of philology studies and humanities.

## DESCRIPTION OF CONTENTS

### 1. Introduction to Contrastive Linguistics.

Definition, scope, and basic concepts.

### 2. Similarities and differences between languages.

Linguistic relativity. Linguistic trends and universals.

### 3. Linguistic models and contrastive analysis.

Overview of the main linguistic models from a contrastive perspective.

### 4. Phonetic-phonological contrast.

Contrastive analysis of the phonetic-phonological properties of languages, at both segmental and prosodic levels.



### 5. Morphosyntactic contrast.

Contrastive analysis of morphosyntactic categories and word order.

### 6. Lexical-semantic contrast.

Lexical-semantic contrast: the structuralist perspective and the cognivist perspective. Phraseology and contrastive phraseology.

### 7. Pragmatic contrast (Intercultural Pragmatics).

Introduction to pragmatics. Contrastive pragmatics: Speech acts, deixis, implicature, politeness, pragmatic errors, and conversational analysis from an interlinguistic and cross-cultural perspective.

### 8. Some applied fields of Contrastive Linguistics.

Spanish-Catalan-French-Italian-German contrast. Case studies.

These contents will be reflected in the following Learning Outcomes:

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

## WORKLOAD

### PRESENCIAL ACTIVITIES

Activity	Hours
Theory	45,00
Seminar	15,00
<b>Total hours</b>	<b>60,00</b>

### NON PRESENCIAL ACTIVITIES



Activity	Hours
Attendance at other activities	0,00
Individual or group project	26,00
Independent study and work	26,00
Preparation of lessons	7,00
Preparation for assessment activities	26,00
Resolution of case studies	5,00
<b>Total hours</b>	<b>90,00</b>

## 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.

In this subject the Sustainable Development Goals (SDGs) are worked on. For example, SDG number 5 will be especially taken into account and, in particular, it contributes to "ending all forms of discrimination against all women and girls worldwide". Each teacher will be able to introduce in his/her class the SDGs he/she intends to work on in particular.

## EVALUATION

The evaluation blocks are the following:

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

### Clarifications

1. For the mark of the written test (examination, block A), the minimum mark will be 4 (out of 10) to be included in the final mark and weighted with the marks obtained in the practices. The same criteria will be applied in the different practices established by the teaching staff in block B.
2. The exam is recoverable on the second call.
3. For the grades from the different practical assignments to be added in the final score, a minimum score of 4 out of 10 must be achieved in each assignment.
4. The practical assignments will include academic papers, oral presentations, and/or other activities.
5. All practical assignments are recoverable in the second assessment period, with the exception of oral presentations.
6. The teaching staff will establish at the beginning of the course the nature of the written test on the contents of the program (exam).
7. The mention of "matrícula de honor" (MH) may be awarded to the student who has obtained a grade equal to or higher than 9.0, and in strict order of grade in the grade report (ACGUV)



108/2017, Art. 17.1).

**Evaluation and qualification criteria** (*referring to the skills worked on during the course*):

1. Written test on the contents of the program (examination): Adaptation to the contents of the program will be assessed, as well as other skills (clarity of ideas, exemplification, correctness in written expression, etc.).
2. In the written tests, in addition to other skills and competences, spelling, grammar, lexical correctness, presentation, etc. will be valued. Deficiencies in these skills and competences may lead to failure in the written test in question.
3. Similarly, in oral presentations, if any, the skills and competences of academic oral presentation will be valued, in addition to content, clarity of ideas, etc.
4. In written works, if any, originality is an exclusive criterion. Plagiarism (from the Internet or other sources) can lead to failure of the written work.
5. The practices will look at the contrast between French, Italian and German, among other languages.

Intellectual honesty is vital to an academic community and for the fair evaluation of the student's work. All work submitted in this course must be originally authored by every student. No student shall engage in unauthorized collaboration or make use of ChatGPT or other AI composition software, except if its use is part of the contents of the subject and is authorized by the teaching staff who teach it.

The general grading system shall follow the regulations of the Universitat de València approved by the Governing Council on 30 May 2017. ACGUV 108/2017.

## REFERENCES

### BASIC



- Di Pietro, R. (1971). *Language Structures in Contrast*. Rowley, Mass.: Newbury House Publishers. (trad. esp. *Estructuras lingüísticas en contraste*. Madrid: Gredos, 1986).
- 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).
- Martínez-Paricio, V. & Polo, N. (2022). *La fonología de las lenguas del mundo*. Madrid: Síntesis.

## ADDITIONAL

- Escandell Vidal, Ma. V. & Amenós Pons, J. & Ahern, A. K., (eds.) (2020). *Pragmática*. Madrid: Akal.
- James, C. (1980). *Contrastive Analysis*. London: Longman.
- Hernández Sacristán, C. (1999). *Culturas y acción comunicativa. Introducción a la pragmática intercultural*. Barcelona: Octaedro.
- Julio, T. & Muñoz, R. (eds.) (1998). *Textos clásicos de pragmática*. Madrid: Arco.
- López García, Á. (2018). *El español en contraste con otras lenguas*. Madrid, Frankfurt am Main: Iberoamericana - Vervuert.
- Moreno Cabrera, J. C. (2021). *La clasificación de las lenguas*. Madrid: Síntesis.
- Odlin, T. (1989). *Language Transfer*. Cambridge: CUP.
- Söhrman, I. (2007). *La lingüística contrastiva como herramienta para la enseñanza de lenguas*. Madrid: Arco libros.
- Wierzbicka, A. (1991). *Cross-cultural pragmatics. The semantics of human interaction*. Mouton de Gruyter: Berlin/New York.