



## COURSE DATA

### DATA SUBJECT

**Code:** 44412

**Name:** Research in Language: Synchronic perspectives

**Cycle:** Master's Degree

**ECTS Credits:** 5

**Academic year:** 2025-26

### STUDY (S)

Degree	Center	Acad. year	Period
2207 - Master's Degree in Language and Literature Research	Facultat de Filologia, Traducció i Comunicació	1	Second quarter

### SUBJECT-MATTER

Degree	Subject-matter	Character
2207 - Master's Degree in Language and Literature Research	Advanced research in languages and literatures	ELECTIVES

### COORDINATION

ALVAREZ SELLERS MARIA ROSA

## SUMMARY

Module **44412 Research in Language: Synchronic Perspectives** is an elective module that is part of the subject *Advanced Research in Languages and Literatures*, designed as a specialization to deepen the techniques and methodologies acquired in the compulsory modules. The module will introduce students to advanced aspects of language research from a synchronic perspective. It is divided into two courses:

### 1. Contrastive Linguistics

This course focuses on the study of languages in contact, exemplified by the case of Spanish and Portuguese, from a synchronic and contrastive point of view. For effective learning between closely related languages, it is necessary to analyze their distinctive features in order to avoid confusions arising from geographic proximity and common origin. These factors favor the creation and fossilization of an interlanguage, highlighting the importance of developing and applying a specific methodology to delve into these particularities.

### 2. New Applications of Linguistics



*New Applications of Linguistics*, on the other hand, propose new perspectives in the study of linguistics in its applied dimension. To this end, different research methods in this discipline will be addressed, as well as their application in various fields such as discourse analysis, second language acquisition, lexicography, translation and interpretation, clinical linguistics, forensic linguistics, etc., with special attention to innovative areas.

## PREVIOUS KNOWLEDGE

## RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

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

## OTHER REQUIREMENTS

Recommendations for both courses:

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.

## COMPETENCES / LEARNING OUTCOMES

-

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.

The development of an ethical commitment to issues such as gender equality, equal opportunities, democratic values, non-violence, environmental and sustainability issues and an awareness of diversity and multiculturalism.

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 acquire the appropriate methodologies for scientific research in languages and literatures.

To acquire the sufficient knowledge for approaching texts scientifically from different contextual perspectives.

To be able to contribute, through monographs, analytical works, and, especially, the Master's Thesis, to expanding the boundaries of knowledge by developing a corpus worthy of publication.

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 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.

## DESCRIPTION OF CONTENTS

### Contrastive linguistics

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

1. The Romanisation of the Iberian Peninsula: linguistic impositions and delimitations.
2. Language policies in the European Union.
3. Contrastive linguistics and the teaching/learning process of foreign languages.
4. Characteristics of the teaching/learning process of languages in contact or contrast.
5. Languages in contact or in contrast: morphologic, syntactic and phonetic difficulties and interferences. The case of Portuguese and Spanish.
6. Language in contact or in contrast: orthographic and lexical difficulties and interferences. The case of Portuguese and Spanish.
7. Methodology and strategies for teaching languages in contact or in contrast.

### 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.

1. Applied linguistics
  - 1.1. Applied linguistics.
  - 1.2. Research methods in applied linguistics.
2. Applications of linguistics
  - 2.1. Second language acquisition.
  - 2.2. Discourse analysis.
  - 2.3. Translation and interpretation
  - 2.4. Computational linguistics.
  - 2.5. Clinical linguistics.
  - 2.6. Forensic linguistics.
3. Some recent applications of Linguistics

The learning outcomes of this module include the ability to locate, critically assess, and compare relevant bibliography on a given topic, as well as to analyze structural differences between languages across various levels of linguistic description. Students are also expected to identify phenomena arising from language contact, explain linguistic kinship relations, and apply reconstruction methods. Finally, they should be able to recognize and understand the main currents of synchronic and diachronic linguistics.



**WORKLOAD**

**PRESENCIAL ACTIVITIES**

Activity	Hours
Theory	32,50
<b>Total hours</b>	<b>32,50</b>

**NON PRESENCIAL ACTIVITIES**

Activity	Hours
Attendance at other activities	2,50
Individual or group project	25,00
Independent study and work	25,00
Preparation of lessons	10,00
Preparation for assessment activities	10,00
Resolution of case studies	20,00
<b>Total hours</b>	<b>92,50</b>

**TEACHING METHODOLOGY**

The teaching and learning methodology is structured around two types of activities: **in-person** and **independent (non-attendance-based)** learning tasks.

**a) In-person learning activities** include the theoretical explanation of key concepts in the subject as well as practical sessions designed to explore the areas of focus within the module. The teaching approach aims to promote active and progressive learning by encouraging students to engage in personal study of each topic, participate actively in class, and acquire both theoretical and practical knowledge on language contact analysis, as well as on advanced theoretical foundations in linguistics and its strategies and methodologies.

Accordingly, the methodology will be based on:

1. **Lectures** covering each of the programme's topics, following the specific development outlined for each one. These may be complemented, where appropriate, by the student's prior or concurrent reading of recommended texts and materials.
2. **Practical activities** (such as text analysis, discussion of readings, participation in debate forums, oral presentations, and use of linguistic corpora) aimed at applying and reinforcing the knowledge acquired.

**b) Independent learning activities** include the preparation of individual or group assignments on specific aspects of the syllabus. These tasks involve bibliographic research and the critical



reading of representative texts, encouraging a reflective mindset, active involvement in the construction of linguistic knowledge, autonomous learning, and the development of skills to evaluate bibliographic information and digital resources, as well as the accurate interpretation of oral and written texts related to the module's content. The **Virtual Classroom** will be used for submitting assignments, completing activities, and communicating with the teaching staff.

This course specifically takes into account Sustainable Development Goal (SDG) 4 and contributes, in particular, to "ensuring inclusive and equitable quality education for all".

This course also takes into special consideration SDG 5 and contributes to "eliminating all forms of discrimination against all women and girls everywhere".

In addition, this course aligns with SDG 16 (Peace, justice and strong institutions) and SDG 17 (Partnerships for the goals), and specifically contributes to raising awareness of the role of language in these areas.

This course will apply the teaching innovation project "Developing Critical Thinking and Intercultural Intelligence through Virtual Exchanges".

## 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.1) Contrastive linguistics:

Individual final assignment (50%). It must be 8-10 pages in length. (Times New Roman 12, line spacing 1.5. Margins: default Word settings. Citations containing more than 3 separate lines and



footnotes: font size 11 and single-spaced). The cover and any possible appendices will not count toward the page limit.

a.2) Current applications of linguistics:

b) Individual final assignment (50%). It must be 8-10 pages in length. (Times New Roman 12, line spacing 1.5. Margins: default Word settings. Citations containing more than 3 separate lines and footnotes: font size 11 and single-spaced). The cover and any possible appendices will not count toward the page number. The cover and any possible appendices will not count toward the page limit.

**b) Other assessable activities:**

b.1) Contrastive Linguistics:

1. Class attendance and participation: 10%
2. Oral presentation: 40%

**b.2) New Applications of Linguistics:**

1. Class attendance and participation: 10%
2. Oral presentation: 40%

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-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-b.2).

In "Other assessable activities" (b), activity "1. Class attendance and participation (10%)" is considered NON-RECOVERABLE, meaning that the final grade in the second examination session for students who did not attend class or did not achieve at least a 5/10 in this activity (b.1.1 & b.2.1) will depend on the final module paper submitted in the second session. The grade obtained in the



first session for the oral presentation (b.1.2) in the case of "Contrastive Linguistics" or for the in-class practical assignments (b.2.2) in the case of "New Applications of Linguistics" will be added to the final grade.

Intellectual honesty is vital to an academic community, and for the fair evaluation of students' work. All work submitted for 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, unless their use is part of the contents of the course and is authorised by the teaching staff.

*The general grading system will comply with the regulations of the University of Valencia, approved by the Governing Council on 30 May 2017. ACGUV 108/2017.*

## REFERENCES

LADO, Robert (1973). *Lingüística contrastiva: lenguas y culturas*, Madrid, Alcalá.

MONTANER MONTAVA, M. A. (1999). *Juegos y actividades para enriquecer el vocabulario*. Madrid, Arco/Libros.

MONTANER MONTAVA, M. A., M. VEYRAT (2019). Enseñar la competencia léxica Ruiz de Zarobe, Leyre, Yolanda Ruiz de Zarobe (coor.) Enseñar hoy una lengua extranjera, Barcelona, Octaedro, págs. 106-139.

MONTANER MONTAVA, M. A. (2022). La tipología lingüística como factor determinante en la traducción poética: Análisis lingüístico y estilístico de diversas traducciones de un haiku japonés a lenguas de grupos tipológicamente dispares *Hikma: estudios de traducción = translation studies*, ISSN 1579-9794, Vol. 21, N.º. 2, 2022, págs. 9-40.

MONTANER MONTAVA, M. A. (2023). Relevancia para la lingüística general del estudio contrastivo de las lenguas orales y las lenguas de signos mediante un enfoque cognitivo y perceptivo. Aportaciones desde el español y la lengua de signos española (LSE). Lucía Luque, Nadal, Lucía, Silvia Betti, Floriana Di Gesù, (ed.) *Contraste de lenguas y sus ámbitos de aplicación*, Universidad de Sevilla, págs. 163-182.

QUERALT, S. y GIMÉNEZ, R. (2019). *Soy lingüista, lingüista forense. Licencia para analizar tus palabras*, Editorial Pie de página, Madrid.

PENADÉS MARTÍNEZ, Isabel. (1999) *Lingüística contrastiva y análisis de errores (Español-portugués y español-chino)*, Madrid, Edinumen.



SANTOS GARGALLO, Isabel (1993). *Análisis contrastivo, Análisis de Errores e Interlengua en el marco de la Lingüística Contrastiva*, Madrid, Síntesis.

SIGUAN, Miquel (2001). *Bilingüismo y lenguas en contacto*, Madrid, Alianza.

SÖHRMAN, Ingmar (2007), *La lingüística contrastiva como herramienta para la enseñanza de lenguas*, Madrid, Arco Libros.