

## Language Comparison

Code: 100224  
ECTS Credits: 6

Degree	Type	Year	Semester
2500245 English Studies	OB	3	2
2501902 English and Catalan	OT	3	0
2501902 English and Catalan	OT	4	0
2501907 English and Classics	OT	3	0
2501907 English and Classics	OT	4	0
2501910 English and Spanish	OT	3	0
2501910 English and Spanish	OT	4	0
2501913 English and French	OT	3	0
2501913 English and French	OT	4	0

The proposed teaching and assessment methodology that appear in the guide may be subject to changes as a result of the restrictions to face-to-face class attendance imposed by the health authorities.

## Contact

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## Use of Languages

Principal working language: english (eng)  
Some groups entirely in English: Yes  
Some groups entirely in Catalan: No  
Some groups entirely in Spanish: No

## Prerequisites

The knowledge learnt in the first-year subject "Gramàtica descriptiva" (Descriptive Grammar), and the second-year subjects "Fonètica i fonologia angleses I & II" (English Phonetics and Phonology I & II) and "Gramàtica anglesa" (English Grammar) will be taken for granted. THEY WILL NOT BE EXPLAINED AGAIN.

The course requires an initial level of English between C1 (Advanced) and C2 (Proficiency) (*Common European Framework of Reference for Languages: Learning, Teaching, Assessment*). Students with C1 can understand a wide range of demanding, longer texts, and recognise implicit meaning; they can express themselves fluently and spontaneously without much obvious searching for expressions; they can use language flexibly and effectively for social, academic and professional purposes; they can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices. With C2 students can understand almost everything they read or hear without effort; they can summarise information from different oral and written sources, reconstruct facts and arguments and present them in a coherent way; they can express themselves spontaneously, with fluency and precision, distinguishing subtle nuances of meaning even in the most complex situations.

INFORMATION FOR INTERNATIONAL STUDENTS. This is a contrastive course (English & Spanish /Catalan). Only those students with an excellent command of Spanish or Catalan (preferably both) can take it. All those interested should contact the teachers before enrolling.

## Objectives and Contextualisation

This subject consists in an introduction to contrastive analysis. This knowledge is then applied to noun and verb morphology, the lexical level, NPs and VPs and constructions in English, Catalan and Spanish.

By the end of the course, the student will be able to:

- Define the main elements of contrastive analysis.
- Recognise the main differences in noun and verb morphology, the lexical level, NPs and VPs, word order and constructions in English, Catalan and Spanish.
- Formulate differences between the three languages, different from the ones explained in class.

## Competences

### English Studies

- Describe synchronously the main grammar units, constructions and phenomena of the English language.
- Students have the ability to gather and interpret relevant data (normally within their study area) to issue judgments that include reflection on important issues of social, scientific or ethical.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Utilising new technologies in order to capture and organise information in English and other languages, and applying it to the personal continued training and to the problem-solving in the professional or research activity.
- Working in an autonomous and responsible way in a professional or research environment in English or other languages, in order to accomplish the previously set objectives.

### English and Catalan

- Describe synchronously the main grammar units, constructions and phenomena of the English language.
- Students have the ability to gather and interpret relevant data (normally within their study area) to issue judgments that include reflection on important issues of social, scientific or ethical.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.

### English and Classics

- Describe synchronously the main grammar units, constructions and phenomena of the English language.
- Students have the ability to gather and interpret relevant data (normally within their study area) to issue judgments that include reflection on important issues of social, scientific or ethical.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.

### English and Spanish

- Describe synchronously the main grammar units, constructions and phenomena of the English language.
- Students have the ability to gather and interpret relevant data (normally within their study area) to issue judgments that include reflection on important issues of social, scientific or ethical.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.

English and French

- Describe synchronously the main grammar units, constructions and phenomena of the English language.
- Students have the ability to gather and interpret relevant data (normally within their study area) to issue judgments that include reflection on important issues of social, scientific or ethical.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.

## Learning Outcomes

1. Applying the acquired methodologies of work planning to work in an environment in the English language.
2. Applying the acquired scientific and work planning methodologies to the research in English.
3. Applying the information in English that is available on the Internet, in databases, etc. to the work and/or research environments.
4. Communicating in the studied language in oral and written form, properly using vocabulary and grammar.
5. Define and explain the basic concepts of interlinguistic comparison and applying them to Catalan, Spanish and English.
6. Defining and explaining the basic concepts of interlinguistic comparison and applying them to Catalan, Spanish and English.
7. Describe contrastive aspects between Catalan, Spanish and English use the correct terminology and the appropriate grammar description tools.
8. Describing contrastive aspects between Catalan, Spanish and English using the correct terminology and the appropriate grammar description tools.
9. Effectively communicating and applying the argumentative and textual processes to formal and scientific texts.
10. Issue appropriate critical assessments based on the comprehension of relevant information about social, scientific or ethical issues related to linguistics.
11. Locating and organising relevant information in English that is available on the Internet, in databases, etc.
12. Recognising and explaining the particular linguistic characteristics of Catalan, Spanish and English texts.
13. Recognize and explain the grammatical, phonological, orthographic and lexical characteristics of the various historical stages of the English language.

## Content

UNIT 1. Introduction to contrastive analysis

UNIT 2. Noun and verb morphology in English, Catalan and Spanish

UNIT 3. The lexicon in English, Catalan and Spanish

UNIT 4. NP in English, Catalan and Spanish

UNIT 5. VP and constructions in English, Catalan and Spanish

In this subject, gender perspective will be taken into account in the following aspects:

- 1) Making students aware of the sexist uses of language, and provide non-sexist alternatives.
- 2) Not allowing a sexist use of language in the students' oral and written contributions.
- 3) Guaranteeing in the classroom an atmosphere respectful with the diversity and plurality of ideas, people and politics.
- 4) Avoiding gender stereotypes in examples.

- 5) Including gender-related material in the following units: morphology and lexicon.
- 6) Including texts about gender in the compulsory readings.
- 7) Writing, in the references, the full names of authors, instead of only the initial.

## Methodology

The teaching methodology is based on:

- Directed (33% - 2 cr.)
- Supervised (17% - 1 cr.)
- Autonomous (33% - 2 cr.)
- Assessment (17% - 1 cr.)

## Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Practical classes	20	0.8	6, 8, 12
Theoretical classes	30	1.2	6, 8, 12
Type: Supervised			
Paper writing	15	0.6	6, 8, 11, 12
Preparation of oral presentation	10	0.4	6, 8, 12
Type: Autonomous			
Exercises	10	0.4	8
Information search	10	0.4	3, 11
Personal study	20	0.8	2, 11, 12
Readings	10	0.4	10, 12

## Assessment

The final grade will be calculated as follows:

- Final exam: 35%
- Midterm: 25%
- Written paper: 20%
- Oral presentation: 10%
- Homework and in-class activities: 10%

Important issues

- 1) The final exam, the oral presentation and the paper are COMPULSORY, together with 80% of the homework and in-class activities.
- 2) The minimum grade required in the two exams and the paper (+ oral presentation) is 4.

3) The handing in of 30% of items excludes the possibility of obtaining a No avaluable as a final grade of the course.

4) The level of English will be taken into account when correcting exams and in the final assessment.

5) In the event of a student committing any irregularity that may lead to a significant variation in the grade awarded to an assessment activity, the student will be given a zero for this activity, regardless of any disciplinary process that may take place. In the event of several irregularities in assessment activities of the same subject, the student will be given a zero as the final grade for this subject.

#### Procedure for Reviewing Grades Awarded

On carrying out each evaluation activity, lecturers will inform students (on Moodle) of the procedures to be followed for reviewing all grades awarded, and the date on which such a review will take place.

#### Reassessment

Re-assessment for this subject requires a content-synthesis test, for which the following conditions are applicable:

- The student must previously have obtained an average overall grade equal to or higher than 3.5.
- The student must previously have passed 60% of the subject's assessment requirements.
- The maximum grade than can be obtained through re-assessment is 6.

#### Evaluation Activities Excluded from Reassessment

The following activities are not eligible for reassessment: homework and in-class assignments, paper and oral presentation. Activities in which there has been some irregularity will also be excluded from reassessment.

#### NOTA BENE

In the event that tests or exams cannot be taken onsite, they will be adapted to an online format made available through the UAB's virtual tools (original weighting will be maintained). Homework, activities and class participation will be carried out through forums, wikis and/or discussion on Teams, etc. Lecturers will ensure that students are able to access these virtual tools, or will offer them feasible alternatives.

### Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Final exam	35%	2	0.08	2, 3, 6, 5, 8, 7, 9, 4, 11, 12, 13
Homework and in-class acitivites	10%	5	0.2	3, 6, 8, 4, 11, 12
Midterm exam	25%	2	0.08	2, 3, 6, 8, 9, 4, 11, 12
Oral presentation	10%	7.5	0.3	6, 8, 4
Paper	20%	8.5	0.34	1, 2, 3, 6, 8, 10, 9, 4, 11, 12

### Bibliography

Mackenzie, J. Lachlan & Elena Martínez Caro. 2012. *Compare and Contrast: An English Grammar for Speakers of Spanish*. Granada: Editorial Comares.

Quirk, Randolph et al. 1985. *A Comprehensive Grammar of the English Language*. London: Longman.

Real Academia de la Lengua Española. 2009. *Nueva gramática de la lengua española*. Madrid: Espasa Calpe.

Solà, Joan et al. 2008. *Gramàtica del català contemporani*. Barcelona: Editorial Empúries.

Specific references for each unit will be provided throughout the semester.