

GUÍA DOCENTE

1. COURSE OVERVIEW

B.A.	Translation and Interpreting
Course	Contrastive Grammar (English-Spanish)
Unit	English
Department	Language Studies and Translation
Semester	second semester
ECTS	3
Year	2
Course status	Elective course
Language	English

Course design	C1	
a. Lectures		50%
b. Assignments and self-study		50%
c. Extramural activities		

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2. TEACHING STAFF

Course coordinator	
Name:	Montserrat Martínez
School:	School of Humanities
Department:	Language Studies and Translation
Department unit:	English
Status	Professor
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3. Curricular rationale

3.1. Objectives

The main goal of this course is introduce students to the methodology of contrastive linguistics and teach them analytic reasoning through the analysis of linguistic data. Students will be taught the major phonological and morphosyntactic differences between English and Spanish and their translational equivalents. The focus will be on English grammar from a native Spanish speaker's perspective.

3.2. Prior knowledge and assumed skills

Advanced level of English and familiarity with English descriptive grammar.

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4. Key Competencies And Skills

4.1 Degree competencies

- To develop language skills and monitor the individual learning process.
- To work cooperatively and pursue learning goals in a team-work spirit.
- To develop problem-solving skills and ability to work independently.

4.2. Area competencies

- To develop a capacity for metalinguistic awareness.
- To produce, revise and present translations.
- To develop a capacity for providing grammaticality judgements of English sentences.
- To improve knowledge and understanding of English grammar.

4.3. Course competencies

- To understand and learn the principles of Linguistic Theory applied to the study of the phonology, morphology, syntax and semantics of both languages.
- To interpret and contrast the morphosyntactic and semantic properties of both languages and solve problems of translation.
- To contrast morphosyntactic and semantic properties of English and Spanish using both theoretical and practical criteria.

4. SYLLABUS

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1. Introduction to contrastive linguistics. Scope, aims and methods. Error analysis. Interlanguage.
2. Phonological, morphological, semantic and syntactic contrasts.
3. Contrastive analysis applied to translation.

5. METHODOLOGY

The course combines theoretical and practical sessions.

The scope of theoretical topics includes: the definition and aims of contrastive linguistics, the concepts of grammar, tertium comparationis, interference, and the description of the major differences in phonology, morphology and syntax.

Practical sessions will be devoted to the resolution of practical exercises on selected grammatical categories (e.g. grammatical gender, verb tense and aspect, word formation) with a special emphasis on translation.

Reading material, online resources and worksheets will be posted on the platform throughout the course. Students are required to check their WebCT weekly, download this material and print it out to work on during classes.

6. ASSESSMENT

Assessment is based on students' active participation in classes and the result of a final examination.

- 60% for classroom active participation and practical task completion
- 40% for theory examination based on requirements of the theory syllabus.

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7. REFERENCES

Obligatory course readings will be uploaded to the WebCT platform throughout the course.

Optional Reading:

- Alba Juez, Laura y Chacón Beltrán, Rubén (2013) A grammar companion to lengua inglesa. Madrid: Universidad Nacional de Educación a Distancia.
- Alcaraz, E. y B. Moody (1984) Morfosintaxis inglesa para hispanohablantes. Alcoy: Marfil.
- Corder, S. (1981) Error Analysis and Interlanguage, Oxford: Oxford University Press.
- Danesi, M. & Di Pietro, J. (1991). Contrastive Analysis for the Contemporary Second-Language Classroom. Toronto: Toronto UP.
- De la Cruz Cabanillas, I. (2009) English and Spanish in Contrast. Alcalá de Henares: el marco de la Lingüística Contrastiva. Madrid: Síntesis.
- Fisiak, J. (Ed.) (1980) Theoretical Issues in Contrastive Linguistics. Amsterdam: John Gelderen, Elly van (2010) Introduction to the Grammar of English. Amsterdam: John Benjamins.
- Givón, Talmy (1993) English Grammar, Volume 1: A Function-Based Introduction. Amsterdam: John Benjamins.
- Greenbaum, S. y R. Quirk (1990) A Student's Grammar of the English Language. Londres: Longman.
- Hill, S. y W. Bradford (1991) Bilingual Grammar of English-Spanish Syntax. A manual with Exercises. Lanham, MD: University Press of America.
- James, C. (1987). Contrastive Analysis. London: Longman.
- Krzeszowski, Tomasz P. (1990) Contrasting Languages. The Scope of Contrastive Linguistics. Berlín: Mouton de Gruyter.
- Mackenzie, J.L. y E. Martínez Caro (2012) Compare and Contrast: An English Grammar for Speakers of Spanish . Granada: Comares.
- Martínez Vázquez, M. (ed.) (1996) Gramática Contrastiva Inglés-Español. Huelva: Servicio de Publicaciones de la Universidad de Huelva.
- Sánchez Benedito, F.; A. S. Dawson y E. Lavín (1991) English Grammar for Spanish Speakers. Madrid: Alhambra.
- Stockwell, Robert P.; J. Donald Bowen y John W. Martin (1965) The Grammatical structures of English and Spanish. Chicago: University Press.
- Teschner, Richard V. y Evans, Eston E. (2007) Analyzing the Grammar of English. Georgetown University Press.
- Whitley, M. Stanley. (1986) Spanish/English Contrasts. Washington, D.C.: Georgetown University Press.