ENGE 3600 Contrastive Linguistics

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Course description

The aim of the course is to introduce students to the basic concepts in contrastive linguistics through a comparative study of English and Chinese. The course will begin by introducing students to language transfer for a better understanding of the role of L1 in second language learning. English and Chinese will then be compared on phonological, morphological and lexical levels. Different skills required in reading English and Chinese will also be introduced. Next, we move on to conceptual metaphors and will look at the use of metaphorical expressions in the two languages. In the lecture on contrastive pragmatics, we will explore how politeness strategies differ across cultures, with the focus on compliment response strategies. Then the major grammatical, syntactic and textual features of English and Chinese will be presented and some salient contrasts between them will be highlighted. The findings of such an English-Chinese contrastive analysis will be highly relevant to language teaching and learning as differences between the two languages are commonly reflected in errors made by second language learners.

Learning outcomes:

After completing this course, students should:
- understand the basic theories and concepts in contrastive linguistics
- be able to appreciate the similarities and differences between English and Chinese
- be able to conduct basic contrastive analyses of English and Chinese
- understand the applicability of contrastive linguistics to language learning and teaching

Assessment:

Attendance/participation	10%
Presentation	20%
Quiz	30%
Essay	40%

Details:

Attendance/participation: Students are expected to attend and participate in the learning activities conducted in both lectures and tutorials.

Group presentation (8 minutes):

Starting in Week 4, in groups of three, you will give a short presentation on an assigned topic at the beginning of lecture each week. In the presentation, you need to:
1) Introduce yourselves clearly
2) Present the linguistic concept briefly
3) Use **examples** to help your classmates appreciate the linguistic feature presented
4) Use Powerpoint and prepare handouts for the whole class as necessary

Quiz: To be held in Week 13. Details to be announced later. (If the quiz cannot be conducted in a f2f setting, it will be conducted via Zoom and Blackboard.)

Essay (10 pages)

Purpose:
1) Analyze a phonetic, phonological, morphological, lexical, pragmatic, syntactical, grammatical or textual phenomenon in English and Chinese to show the similarities and differences between the two languages.

2) Relate your analysis to possible practical issues or problems that the differences between the two languages may cause in second language teaching and learning and/or inter-lingual communication.

Late submission of assignments will be penalized HALF A POINT for EACH DAY LATE.

Tentative Schedule

Week / Date	Lecture topic/ Student presentation topic
Week 1	**Course overview** 1. **Introducing contrastive linguistics**
Week 2	2. **Using corpora in contrastive linguistics** 3. **English and Cantonese phonology in contrast**
Week 3	4. **Words in English and Chinese** 5. **Reading English and Chinese**
Week 4	Group presentation 1: Rhythm – Stress-timed vs. syllable-timed Group presentation 2: Pinyin input system and Chinese reading 6. **Metaphors in English and Chinese**
Week 5	Group presentation 3: Shared metaphorical expressions 7. **Contrastive pragmatics**
Week 6	Group presentation 4: English and Chinese greetings Group presentation 5: Chinese and American refusal strategy 8. **Subject and topic** 9. **Passive voice**
Week 7	Group presentation 6: Topic-comment constructions in Chinese 10. **Tense and aspect in English and Chinese** **Modals in English and Chinese**
Week 8	*Holiday – no class*
Week 9	Group presentation 7: Serial verb constructions in Chinese 11. **Articles and classifiers**
Week 10	Group presentation 8: Question formation in contrast 12. **Noun phrases and relative clauses**
Week 11	Group presentation 9: Response to negative questions in E and C 13. **Text and rhetoric**
Week 12	Group presentation 10: Adverse Europeanization **Looking at other language pairs**
Week 13	**Quiz**
	Essay due at 5pm in FKH Building or on Blackboard

Readings (*for group presentations only) (#extended readings)

Week / Date	Topic and Readings
Week 1	**1. Introducing contrastive linguistics** Fisiak, J. (1981). Some introductory notes concerning contrastive linguistics. In Fisiak, J. (ed). *Contrastive linguistics and the language teacher*. Oxford: Pergamon Institute of English. Odlin, T. (1989). Some fundamental problems in the study of transfer. In Odlin, T. *Language transfer: Cross-linguistic influence in language learning*. Cambridge: CUP.
Week 2	**2. Using corpora in contrastive linguistics** Granger, S. (2003). The corpus approach: A common way forward for contrastive linguistics and translation studies? In Granger. S., Lerot, J. & Petch-Tyson, P. (eds). *Corpus-based approaches to contrastive linguistics and translation studies*. Amsterdam: Rodopi. 17-30 **3. English and Cantonese phonology in contrast** Chan, A. Y. W. & Li, D. C. S. (2000). English and Cantonese phonology in contrast: Explaining Cantonese ESL learners' English pronunciation problems. *Language, Culture and Curriculum, 13*(1), 67-85.
Week 3	**4. Words in English and Chinese** --- **5. Reading English and Chinese** Shu, H. & Anderson, R. C. (1999) Learning to read Chinese: The development of metalinguistic awareness. In Wang, J., Inhoff, A.W. & Chen, H-C (eds). *Reading Chinese script: A cognitive analysis*. Mahwah, NJ: Lawrence Erlbaum. Wang, M. &Geva, E. (2003). Spelling acquisition of novel English phonemes in Chinese children. *Reading and Writing: An Interdisciplinary Journal , 16,* 325-348. *Tan, L. H., Spinks, J. A., Eden, G. F., Perfetti, C. A., & Siok, W. T. (2005). Reading depends on writing, in Chinese. *Proceedings of the National Academy of Sciences of the United States of America*, *102*(24), 8781-8785. *Tan, L. H., Xu, M., Chang, C. Q., & Siok, W. T. (2013). China's language input system in the digital age affects children's reading development. *Proceedings of the National Academy of Sciences*, *110*(3), 1119-1123.
Week 4	**6. Metaphors in English and Chinese** #Boroditsky, L. (2001). Does language shape thought? Mandarin and English speakers' conceptions of time. *Cognitive psychology*, *43*(1), 1-22. Chun, L. (2002). A cognitive approach to Up/Down metaphors in English and Shang/Xia metaphors in Chinese. In Alternberg, B. & Granger, S. *Lexis in contrast: Corpus-based approach*. Amsterdam: John Benjamins.

Week 5	**7. Contrastive pragmatics** #Gu, Y. (1990). Politeness phenomena in modern Chinese. *Journal of pragmatics*, *14*(2), 237-257. Chen, R. (1993). Responding to compliments A contrastive study of politeness strategies between American English and Chinese speakers. *Journal of pragmatics*, *20*(1), 49-75. #Ma, R. (1996). Saying "yes" for "no" and "no" for "yes": A Chinese rule. *Journal of Pragmatics*, *25*(2), 257-266. #Yu, M. C. (2003). On the universality of face: Evidence from Chinese compliment response behavior. *Journal of Pragmatics*, *35*(10), 1679-1710. #Tang, C-H & Zhang, G. Q. (2008). A contrastive study of compliment responses among Australian English and Mandarin Chinese speakers. *Journal of Pragmatics*, *41*, 325-345. *Li, W. (2009). Different communication rules between the English and Chinese greetings. *Asian Culture and History*, *1*(2), 72-74. *Guo, Y. (2012). Chinese and American refusal strategy: A cross-cultural approach. *Theory and Practice in Language Studies*, *2*(2), 247-256.
Week 6	**8. Subject and topic** Li, C. N. & Thompson, S. A. (1976). Subject and topic: A new typology of language. In Li, C. N. (ed). *Subject and topic*. New York: Academic Press. **9. Passive voice** Xiao, R., McEnery, T., & Qian, Y. (2006). Passive constructions in English and Chinese: A corpus-based contrastive study. *Languages in contrast*, *6*(1), 109-149.
Week 8	**10. Tense and aspect in English and Chinese** **11. Modals in English and Chinese** ---
Week 9	**12. Articles and classifiers** Xiao, R. & McEnery, T. (2010). Quantifying constructions in English and Chinese. In Xiao, R. & McEnery, T. *Corpus-based contrastive studies of English and Chinese*. New York, London: Routledge
Week 10	**13. Noun phrases and relative clauses** Chan, A. Y. W. (2004). Noun phrases in Chinese and English: A study of English structural problems encountered by Chinese ESL students in Hong Kong. *Language, culture and curriculum, 17*(1), 33-47. Chan, A. Y. W. (2004). Syntactic transfer: Evidence from the interlanguage of Hong Kong Chinese ESL learners. *The modern language journal*, 88(1), 56-74.
Week 11	**14. Text and rhetoric** Chien, S. C. (2007). The role of Chinese EFL learners' rhetorical strategy use in

	relation to their achievement in English writing. *English Teaching*, *6*(1), 132.
Week 12	**15. Adverse Europeanization** *Li, D. C. S. & Luk Z. Pei-sui. (2017). *Chinese-English Contrastive Grammar: An Introduction.* Hong Kong: HKU Press, 110-122.

Reference readings:

Alternberg, B. & Granger, S. (2002). *Lexis in contrast: Corpus-based approach*. Amsterdam: John Benjains.

Cheung, H-N S. (1994). *A practical Chinese grammar*. Hong Kong: The Chinese University Press.

Di Peitro, J. R. (1971). *Language structures in contrast.* Rowley, Massachusetts: Newbury House.

Fisiak, J. (ed). (1981). *Contrastive linguistics and the language teacher.*Oxford: Pergamon Institute of English.

Gass, S. M. & Selinker, L. (eds). (1983). *Language transfer in language learning*. Rowley, Massachusetts: Newbury House.

Gilquin. G; Papp, S, & Díez-Bedmar, M. B. (2008).*Linking up contrastive and learner corpus research*. Amsterdam: Rodopi.

Granger. S., Lerot, J. & Petch-Tyson, P. (eds) (2003). *Corpus-based approaches to contrastive linguistics and translation studies*. Amsterdam: Rodopi.

James, C. (1980). *Contrastive Analysis*. Harlow, Essex: Longman.

James, C. (1998). *Errors in language learning and use: Exploring error analysis*. New York: Longman.

Krzeszowski, T. P. (1990).*Contrasting languages: The scope of contrastive linguistics*. Berlin, New York: Mouton de Gruyter.

Lado, R. (1957). *Linguistics across cultures*. Ann Arbor: University of Michigan Press.

Li, D. C. S. & Luk Z. Pei-sui. (2017). *Chinese-English Contrastive Grammar: An Introduction*. Hong Kong: HKU Press.

Odlin, T. (1989). *Language transfer: Cross-linguistic influence in language learning*. Cambridge: Cambridge University Press.

Setter, J, Wong, C., & Wong, B. (2010).*Hong Kong English*. Edinburgh: Edinburgh University Press

Wang, J., Inhoff, A.W. & Chen, H-C (eds) (1999). *Reading Chinese script: A cognitive analysis*. Mahwah, NJ: Lawrence Erlbaum.

Yip, V. (1995). *Interlanguage and learnability***.** Amsterdam, Philadelphia: J. Benjamins.

Yip, V. & Matthews, S. (2000).*Basic Cantonese: A grammar and workbook*. London: Routledge.

Xiao, R. & McEnery, T. (2010). *Corpus-based contrastive studies of English and Chinese*. New York: Routledge

Feedback for evaluation:

Students will be asked to complete Course Evaluations for both the lectures and tutorials of ENGE3600 at the end of the semester. Comments and suggestions about the course content, teaching method and learning tasks are most welcome at any time during the semester.

Academic honesty:

The University has implemented a zero tolerance policy against plagiarism and has required all written work to be submitted via VeriGuide at http://www.cuhk.edu.hk/veriguide .

To comply with University regulations, you are therefore asked to:
1) submit your written work via VeriGuide before due date and print the receipt issued by VeriGuide
2) submit a hard copy of the work, along with the receipt from VeriGuide and the declaration of honesty (which comes with the VeriGuide receipt but is also attached here for your use).

Assignments without the receipt from VeriGuide and the signed declaration of honesty will not be graded.

Department of English

Grade A / Excellent: Outstanding performance on <u>ALL</u> learning outcomes.
Demonstrates the ability to synthesize and apply the principles or skills learned in the course in a manner that would surpass the normal expectations at this level and typical of standards that may be common at higher levels of study. The 'A' grade should be reserved for truly excellent work that exceeds the level expected for the majority of students and are expected to be achieved only by a small minority

Grade A- / Very Good: Generally outstanding performance on <u>ALMOST ALL</u> learning outcomes.
Demonstrates the ability to synthesize and apply the principles or skills learned in the course in a manner that would fully fulfill the normal expectations at this level and occasionally reaches standards that may be common at higher levels of study.

Grade B+ / Good (Plus): <u>HIGH</u> performance on all learning outcomes, OR <u>HIGH</u> performance on some learning outcomes which compensates <u>WELL</u> for slightly less satisfactory performance on others, resulting in overall substantial performance.
Demonstrates the ability to apply <u>WELL</u> the principles or skills learned in the course in a comprehensive manner that would sufficiently fulfill the normal expectations at this level <u>WELL</u>.

Grade B / Good: <u>SUBSTANTIAL</u> performance on all learning outcomes, OR <u>SUBSTANTIAL</u> performance on some learning outcomes which compensates for slightly less satisfactory performance on others, resulting in overall substantial performance.
Demonstrates the ability to apply the principles or skills learned in the course in a <u>MORE COMPREHENSIVE</u> manner that would sufficiently fulfill the normal expectations at this level.

Grade B- / Good (Minus): <u>GOOD</u> performance on all learning outcomes, OR <u>GOOD</u> performance on some learning outcomes which compensates for slightly less satisfactory performance on others, resulting in overall substantial performance.
Demonstrates the ability to apply the principles or skills learned in the course in a <u>COMPREHENSIVE</u> manner that would sufficiently fulfill the normal expectations at this level.

Grade C+ / Fair (Plus): <u>VERY SATISFACTORY</u> performance on the majority of learning outcomes.
Demonstrates the ability to apply the principles or skills learned in the course in a <u>SOMEWHAT SUSTAINED</u> manner that would meet the basic requirement at this level.

Grade C / Fair: <u>SATISFACTORY</u> performance on the majority of learning outcomes.
Demonstrates the ability to partially apply the principles or skills learned in the course in a manner that would meet the basic requirement at this level.

Grade C- / Fair (Minus): <u>SOMEWHAT SATISFACTORY</u> performance on <u>A NUMBER OF</u> learning outcomes.
Demonstrates the ability to <u>SOMEWHAT</u> apply the principles or skills learned in the course in a manner that would meet the <u>BARE</u> basic requirement at this level.

Grade D+ / Pass (Plus): <u>BARELY SATISFACTORY</u> performance on <u>A FEW</u> learning outcomes.
Addresses the course inadequately by meeting the basic requirement at this level only in some areas while responding minimally with possibly tangential content in others.

Grade D / Pass: <u>ALMOST BARELY</u> satisfactory performance on <u>VERY FEW</u> learning outcomes.
Addresses the course inadequately by meeting the basic requirement at this level only in <u>very few</u> areas while responding <u>very</u> minimally with possibly tangential content in others.

Grade F / Failure: Unsatisfactory performance on a number of learning outcomes, OR failure to meet specified assessment requirements.
Fails to address the course and likely does not understand what the course requires. In other words, the work completely misses the point.