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 or four, 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.

Essay (10-12 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.
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<th>Lecture topic/ Student presentation topic</th>
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<td>Course overview</td>
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<td>1. Introducing contrastive linguistics</td>
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<td>Week 2 (Sept 14)</td>
<td>2. Using corpora in contrastive linguistics</td>
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<td>3. English and Cantonese phonology in contrast</td>
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<td>Week 3 (Sept 21)</td>
<td>4. Words in English and Chinese</td>
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<td>5. Reading English and Chinese</td>
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<td>Week 4 (Sept 28)</td>
<td>Group presentation 1: Rhythm – Stress-timed vs. syllable-timed</td>
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<td>Group presentation 2: Pinyin input system and Chinese reading</td>
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<td>6. Metaphors in English and Chinese</td>
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<td>Week 5 (Oct 5)</td>
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<td>7. Contrastive pragmatics</td>
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<td>Week 6 (Oct 12)</td>
<td>Group presentation 4: English and Chinese greetings</td>
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<td>Group presentation 5: Chinese and American refusal strategy</td>
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<td>8. Subject and topic</td>
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<td>9. Passive voice</td>
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<td>Week 7 (Oct 19)</td>
<td>Group presentation 6: Topic-comment constructions in Chinese</td>
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<td>10. Tense and aspect in English and Chinese</td>
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<td>Modals in English and Chinese</td>
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<td>Week 8 (Oct 26)</td>
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<td>Group presentation 8: Question formation in contrast</td>
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<td>12. Noun phrases and relative clauses</td>
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<td>Week 10 (Nov 9)</td>
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<td>14. Looking at other language pairs</td>
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<td>Week 12 (Nov 23)</td>
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<td>Dec 11 (Friday)</td>
<td>Essay due at 5pm in FKH Building</td>
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**Readings** (*for group presentations only) (#extended readings)

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<tr>
<th>Week / Date</th>
<th>Topic and Readings</th>
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| Week 1      | **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**  
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**5. Reading English and Chinese**  
| Week 4      | **6. Metaphors in English and Chinese**  
Week 5

7. Contrastive pragmatics


Week 6

8. Subject and topic


9. Passive voice


Week 8

10. Tense and aspect in English and Chinese

11. Modals in English and Chinese

Week 9

12. Articles and classifiers


Week 10

13. Noun phrases and relative clauses


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.

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<th>Week 12</th>
<th>15. Adverse Europeanization</th>
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**Reference readings:**


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.