

ENGE 3600 Contrastive Linguistics

Lecturer: Dr. Suzanne Wong
Email: suzanne@cuhk.edu.hk
Office: FKH324 / Phone: 3943-7011

Tutor: Miss Elaine Lin
Email: 1155131201@link.cuhk.edu.hk
Office: FKH304

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 a 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%
Pre-quiz exercise	10%
Quiz	40%
Essay	20%

Details:

Attendance/participation: Students are expected to attend and participate in the learning activities conducted in both lectures and tutorials. To apply for sick leave or special leave, 1) email your instructor *and* tutor **before class**, and 2) fill out the Google form for **leave application** (on Blackboard).

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
- 2) Present the linguistic concept clearly
- 3) Use **examples** to help your classmates appreciate the linguistic feature presented
- 4) Use Powerpoint and/or prepare handouts for the whole class as necessary

Quiz: To be held in Week 13. Details to be announced later. There will be a pre-quiz written exercise to help you review the materials and prepare for the quiz.

Essay (7-8 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.

Tentative Schedule

Week / Date	Lecture topic/ Student presentation topic
Week 1 (Sept 6)	Course overview 1. Introducing contrastive linguistics
Week 2 (Sept 13)	2. Using corpora in contrastive linguistics 3. English and Cantonese phonology in contrast
Week 3 (Sept 20)	4. Words in English and Chinese 5. Reading English and Chinese
Week 4 (Sept 27)	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 (Oct 4)	<i>Chung Yeung Festival – no class</i>
Week 6 (Oct 11)	Group presentation 3: Shared metaphorical expressions 7. Contrastive pragmatics
Week 7 (Oct 18)	Group presentation 4: English and Chinese greetings Group presentation 5: Chinese and American refusal strategy 8. Subject and topic Passive voice
Week 8 (Oct 25)	Group presentation 6: Topic-comment constructions in Chinese 9. Tense and aspect in English and Chinese Modals in English and Chinese
Week 9 (Nov 1)	Group presentation 7: Serial verb constructions in Chinese 10. Articles and classifiers
Week 10 (Nov 8)	Group presentation 8: Question formation in contrast 11. Noun phrases and relative clauses
Week 11 (Nov 15)	Group presentation 9: Response to negative questions in E and C 12. Text and rhetoric
Week 12 (Nov 22)	Group presentation 10: Adverse Europeanization Looking at other language pairs
Week 13 (Nov 29)	Quiz
Dec 12 (Monday)	Essay due at 5pm in FKH Building

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

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

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

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

Reference readings:

- Altenberg, B. & Granger, S. (2002). *Lexis in contrast: Corpus-based approach*. Amsterdam: John Benjamins.
- 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, & Diez-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.
- Krzyszowski, 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.

Sick leave, attendance and late submissions:

The Department has issued a set of guidelines on sick leave, attendance and late submissions, including acceptable reasons for application of leave and extensions, the documents required, and the maximum period of extension to be granted. Please refer to this document (available on Blackboard) for details.

Late submission of assignments will be penalized half a grade for each day late.

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. You should not submit an assignment that has been partly or wholly produced by generative AI.