

# CONTRASTIVE LINGUISTICS

## Chapter I

1. Overview of the development process of CL
2. Determining the *agent* of CL
3. Recognizing the objects of CL
4. Specifying the role of CL in learning, teaching second language & translation
5. Analyzing the aims of CL
6. Explaining the equivalence between linguistic units

# Overview of the development process of CL

\* CL has appeared for a long time, when establishing many independent countries & when developing in science & technology.

\* *It broke out in the years of 20<sup>th</sup> century.*

\* **The reasons of the formation & development of CL:**

The need for exchanging culture, economy & the need for Teaching, Learning FL & Translation.

## 3 periods of development process of CL

1. **Early period** (Renaissance period, 17<sup>th</sup> - 18<sup>th</sup> century), CL focused on observing the *differences & similarities between FL & NL*; & on *comparing languages types*.

*Famous linguists:* Evan, Pand, Panlat with the “*Directory of known languages & remarks about their differences & similarities*”.

**2. Second period** (19<sup>th</sup> century- the period of Historical CL)

Linguistics separated & became an independent science.

**3. Third period** (the middle of 20<sup>th</sup> century): CL developed strongly. The research works contributed to the *theory & application of teaching, learning FL & Translation*.

**Famous linguists:** Polivanov, Balli, Weinreich (Language in contact), Harris (Transfer grammar), Lado (Linguistics across culture) & other comparative works.

\* In Vietnam, CL has been paying attention since the 80s of the 20<sup>th</sup> century.

- \* - The 1<sup>st</sup> work of CL is “ Contrastive Studies of languages” written by Le Quang Thiem;
- “Contrastive linguistics” written by Bui Manh Hung,
- & other research works written by Ly Toan Thang, Nguyen Van Chien....

# What is language?

- \* A system of signals;

- \* Language - a social phenomenon; not natural & not individual phenomenon);

- \* **Physical properties**

- \* Language - systems of symbols in the brain

Ex. *He had known the simple joys of listening to **babbling** of brook & the **bleating** of lambs responding to his voice.*

- \* A structure: system of symbols/units, levels, categories

# Functions of language

- + **Designed for the purposes of *Communication***;
- + *Storehouse* (storing culture, history, embodying human's ideas...)
- + *Transferring* these archives of human being from one to next generation
- Ex.** *Highland Cong Culture, Wet Rice Civilization, Cham Culture....*

## Cultural transmission

\* The process whereby a language (as culture) is passed on from one generation to the next in a community.

\* Cultural traditions & artifacts of human beings accumulate modification/change over time & can be transferred through language

*Ex. Tet holiday, Vu Lan holiday; Literary works, Sculptures works...*



\* *Lord of the Rings* - J. R. R. Tolkien

\* *The secret garden* - Frances Hodgson

Burnett

\* *Reason and affection* - Jane Austen.

\* *Romeo and Juliet* - William Shakespeare

\* *Howling windy hills* - Emily Brontë



## **MONICA LISA (Leona de Vinci)**

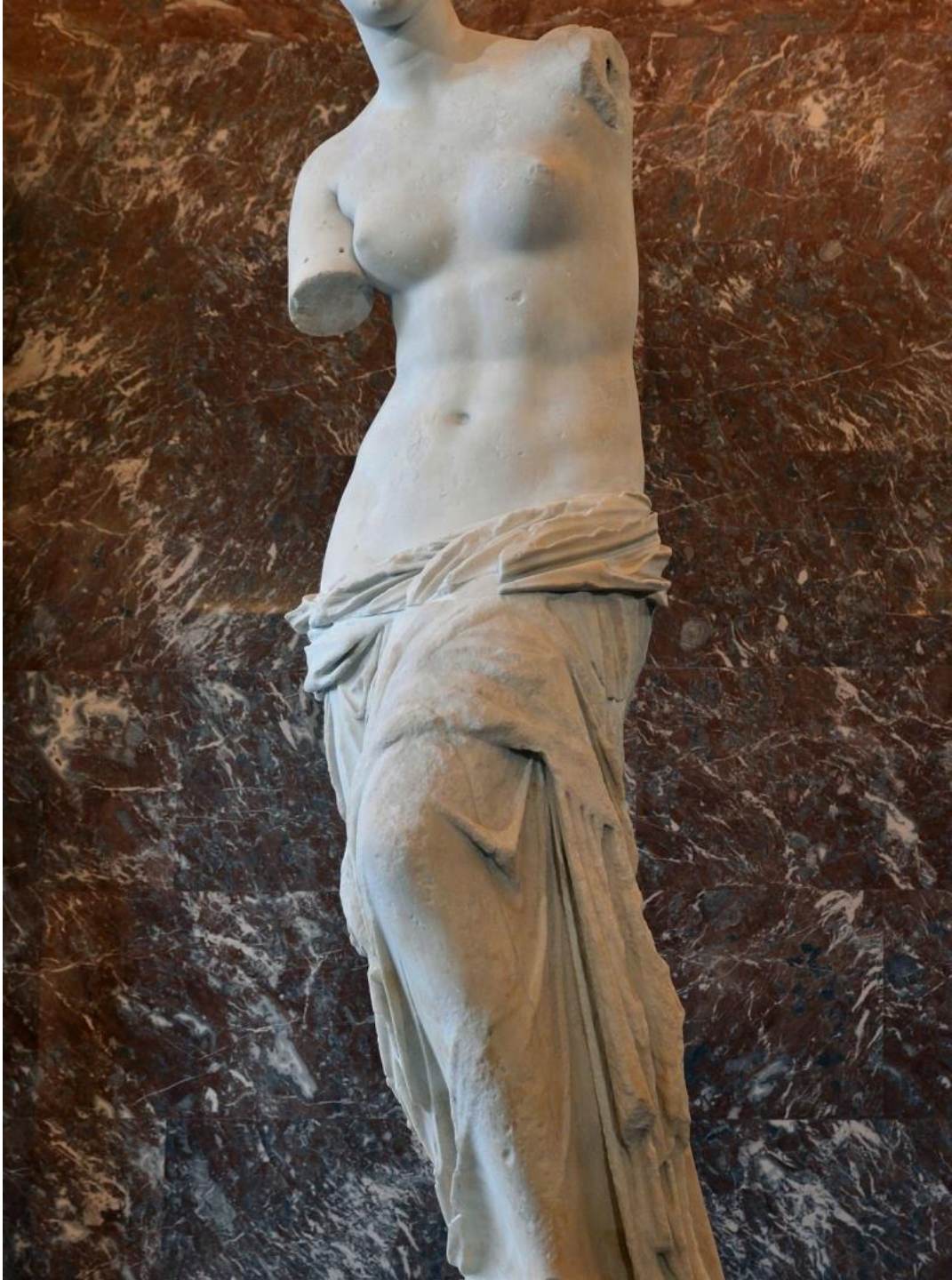
*The painting depicts a plump woman with a kind beauty, clasped hands together, the corner of her mouth with a smile. Thereby, viewers will enjoy happy moments mixed between emotions and humanity in the picture.*





# **GOLDEN SEASON** (LEVITAN)

*March, A park autumn day,  
Birch forest, Eternal tranquility,  
Russian Lake, Spring water*



The Statue of Venus of Milo (French: Venus de Milo) - a semi-naked statue with two arms, found in 1820 on the island of Milos (Greece) so named Milo. The statue is believed to date from around 130 BC, depicting the Greek goddess of **love & beauty**.





# Trends/approaches/perspectives of CL

*Traditional grammar, Structural, Generative –  
Transformational, Functional, Cognitive.*

\* **Traditional approach:** based on *universal grammatical categories comparing particular items between NL (L1) & FL (L2).*

Ex. *Comparing semantic characteristics of size adjective group between Vietnamese & English.*

\* **Structural approach:** based on this approach *particular linguistic units in various languages are compared.*

# Generative transformational approach

Based on generative grammar -

transformational: **Construction/ Structures of 2 or more languages can be contrasted**

Ex. Comparing the Structure of Simple sentence of  
Vietnamese & English

# Contrastive Functional approach

Based on similarities of meaning/content & the ways/expression in which the shared meaning in different languages can be contrasted

# Cognitive approach

Based on assumption that human language **reflects the way**

**people experience:** reality, the world, human thought, perception, cognitive processing.

*Reality/item/object contains the contents described by mental images in the mind of language user*  
*> these images are idealized into concepts understood as the basic unit of language: word*

Ex. a house (images: roof, pillar, bars, windows, doors...)

*Images > Concepts > Word* *> a word is a concept*

## *Trends of contrastive studies*

\* In a time when people live in "a global village", they must answer the need of multilingual, multicultural & intra-linguistic, cultural competence.

> It is necessary to extend the scope of describing the differences, as well as the similarities between two or more languages, both interlinguistically & intralinguistically.

\* **Various linguistic models:** *Traditional grammars, Structural, Generative - Transformational, Functional, Cognitive.*

Traditional approaches based on universal grammatical categories, which considered as *tertium comparationis for comparison*.

The comparisons themselves were also based on intuitions in so far as grammarians depended on their knowledge of the compared languages in deciding on what a particular item in L1 should be compared with in L2.

\* *Structural approaches* based on the principles that particular linguistic units in various languages were matched for comparison because they meant more or less the same thing.

\* It is impossible to describe all languages within the same universal framework of grammatical categories. (It means: linguistic units in various languages can be compared because they share something in common.)



## *Generative - transformational approaches*

**Generative- Transformational grammar**, also called **Generative Grammar**, a system of language analysis that recognizes the relationship among the various elements of a sentence & among the possible sentences of a language & uses processes or rules to express these relationships.

Ex. Transformational grammar relates the active sentence “John read the book” with its corresponding passive, “The book was read by John.”

All languages share basic elements such as sentence, modality, & proposition as well as basic relationships between their components.

*Contrastive Generative Grammar* has the base of semanto-syntactic equivalence in language.

> Equivalent sentences obtain identical semantic representations. If we characterize various constructions in any 2 languages in terms of equivalence & formal correspondence, we shall observe that the compared sentences may be:

*(a) equivalent, formally different,*

*(b) equivalent, formally similar,*

*(c) non-equivalent, formally similar,*

*(d) non-equivalent, formally different. Languages share common ground of deep structure, which contrastive studies can be based on.*

## Summary

*Traditional, structural, generative-transformational, & generative contrastive studies have been so far conducted to determine similarities & dissimilarities between languages in practice & in science.*

\* **Lexeme (word)** - a fundamental unit of the lexicon (word stock) of a language.

\* *A lexeme is often, but not always an individual word.*

It is sometimes called simple lexeme or dictionary word which may have number of inflectional forms or grammatical variants:

*talk-talks-talking, talked....*

# LANGUAGE PROPERTIES

\* The main property of language: **reflexivity.**

\* Reflexivity consists of: *Displacement, Productivity, Duality, Cultural transmission, Arbitrariness*

## Displacement

**Place & time - where & when** of things or events happened.

*It shows the user's ability to make speech that suits to surrounding environment. It determines the relationship of **I-YOU-NOW-HERE**.*

## Productivity

User's **ability to make (create) new expressions** by using their linguistic resources to describe new ideas and contents.

***WAIT FOR ME, ONLY WAIT FOR ME.***

# Duality

\* Language has **2 sides** as “**2 sides of a coin**”

Human language is organized at 2 levels (or layers) simultaneously.

\* **Meaningless elements**: a **limited** inventory of sounds or phonemes, for example: b, n, l, p.....

\* **Meaningful elements**: a **limitless** inventory of words or morphemes: b-i-n > bin.

> **It means**: *With a limited set of discrete (continuous) sounds, we can produce a very large number of sound combinations (e.g. words) which are distinct in meaning.*

## Arbitrariness

In linguistics, arbitrariness - the *absence of any natural & necessary connection between a word meaning & its sound or form.*

Ex. *palanquin*

Sound > **No connection/ absence** > meaning

> *Meaning emerges not from anything logically inherent (nội tại) in words, but from the specific conventions & expectations that can change from time to time & place to place*



- \* Arbitrariness is one of the characteristics shared between all languages.

**Ferdinand de Saussure** (French - 26 November 1857–  
22 February 1913)

A Swiss linguist, semiotician & philosopher. His ideas laid a foundation for many significant developments in both linguistics & semiotics in the 20th century.

\* Each linguistic unit contains two related sides:

CONTENT & ITS LINGUISTIC EXPRESSION

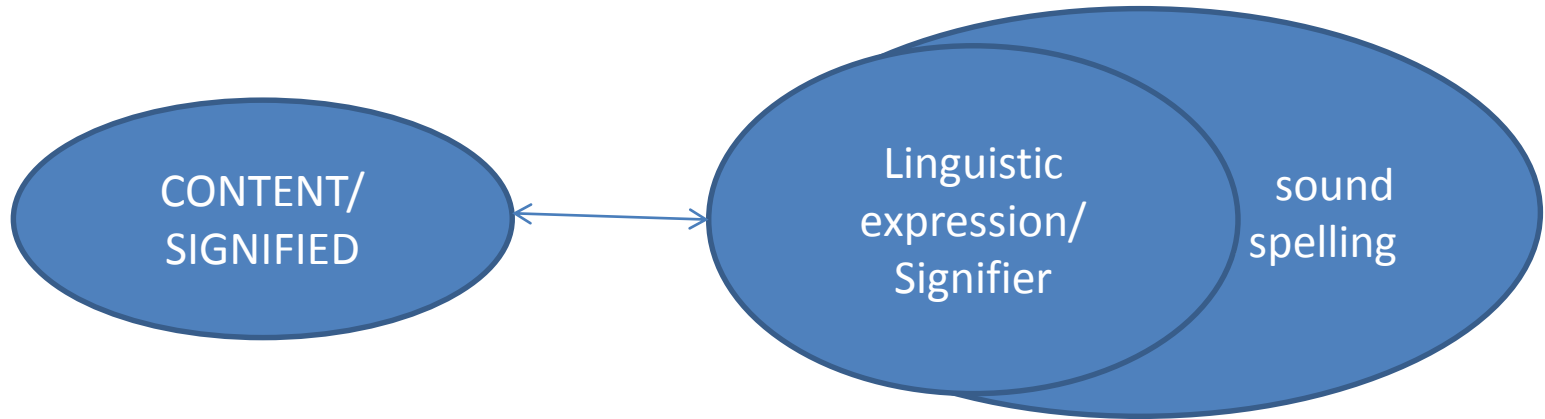
\* Content: Meaning, Concept, Idea, Image, Symbol called Signified expressed by sound & spelling (writing) (Expression)

Ex. the word: *house* (lexical meaning & /haus/- sound)

\* Expression - Signifier: all linguistic & speech units: phoneme, morpheme, word (lexeme), sentence & text

CONTENT= SIGNIFIED & EXPRESSION = SIGNIFIER

\* Relation between content & linguistic expression is dialectical/(logical, rational)





## Content (image)



## Linguistic expression

watch

часы

horloge

đồng hồ

## What is Contrastive Linguistics?

\* CL - Linguistic approach studying similarities & differences between languages; Comparison of some subsystems of two or more languages that are “socio-culturally linked”.

> CL studies both Language & Culture

\* Types of CL: Contrastive Studies, Comparative linguistics, Contrastive Analysis, Comparative Syntax, Contrastive Lexicography, Contrastive Pragmatics, Contrastive Discourse Analysis, Contrastive Sociolinguistics.

\* CL rejoins with 2 collocations: Contrastive Studies (CS) & Contrastive Analysis (CA).

\* Languages in different type, & different in geography can be contrasted.

# Purpose of contrastive linguistics

The results of CL applied in *theoretical linguistics & in applied linguistics*.

## 1. For theoretical linguistics (General linguistics)

- \* Verifying the *universals/generals* of languages

Ex. (homophones: *so-sew*, polysemes: *get, rice*, morphemes...)

- \* Determining relationship between language & thought

- \* Clarifying relation between language & philosophy

- \* CL applied for language taxonomy/classification

- \* Riching translation theory, machine translation, digital dictionary...

## 2. For applied linguistics

- \* CL as the way/method to find out the similarities & differences between 2 or more languages that can be applied in our learning & teaching FL
- \* Teaching & learning languages: designing syllabus, teaching materials, writing textbook, course book.
- \* Specifying the relationship between NL (L1) & FL (L2), influence of native language on FL learning- their interference (positive negative)
- \* **Analyzing errors & mistakes to identify appropriate solutions to limit students' mistakes in learning.**



# LANGUAGE TAXONOMY (LANGUAGE CLASSIFICATION)

## *2 Perspectives*

### **1. Structural & Functional approaches**

#### **3 types of languages**

\* *Monosyllable/analytic languages*

+ Their word forms are unchanged

+ Syntax relationship & grammatical meaning

expressed by word order, syncategorematic words & intonation (Chinese, Vietnamese, Thai)

### \*. *Adherit (adhesive) language*

Used **affixation** to form words; These affixations express different meanings

Ex. *Turkish*: *adam + lar > adamlar; kadin + lar > kadinlar*  
(singular number > plural number)

### \*. *Inflectional/synthetic languages*

Changing vowels, consonants in morphemes to express  
grammatical & semantic meaning (English, French, Russian...):

Ex. *foot > feet; work > works, present simple, singular number, 3<sup>rd</sup> person, worked, working...*

## 2. Based on **generative, cognitive, pragmatic approaches** 5 types of languages

\* ***Social language*** (standard language): Common to the speakers in the community. (in spoken or written form)

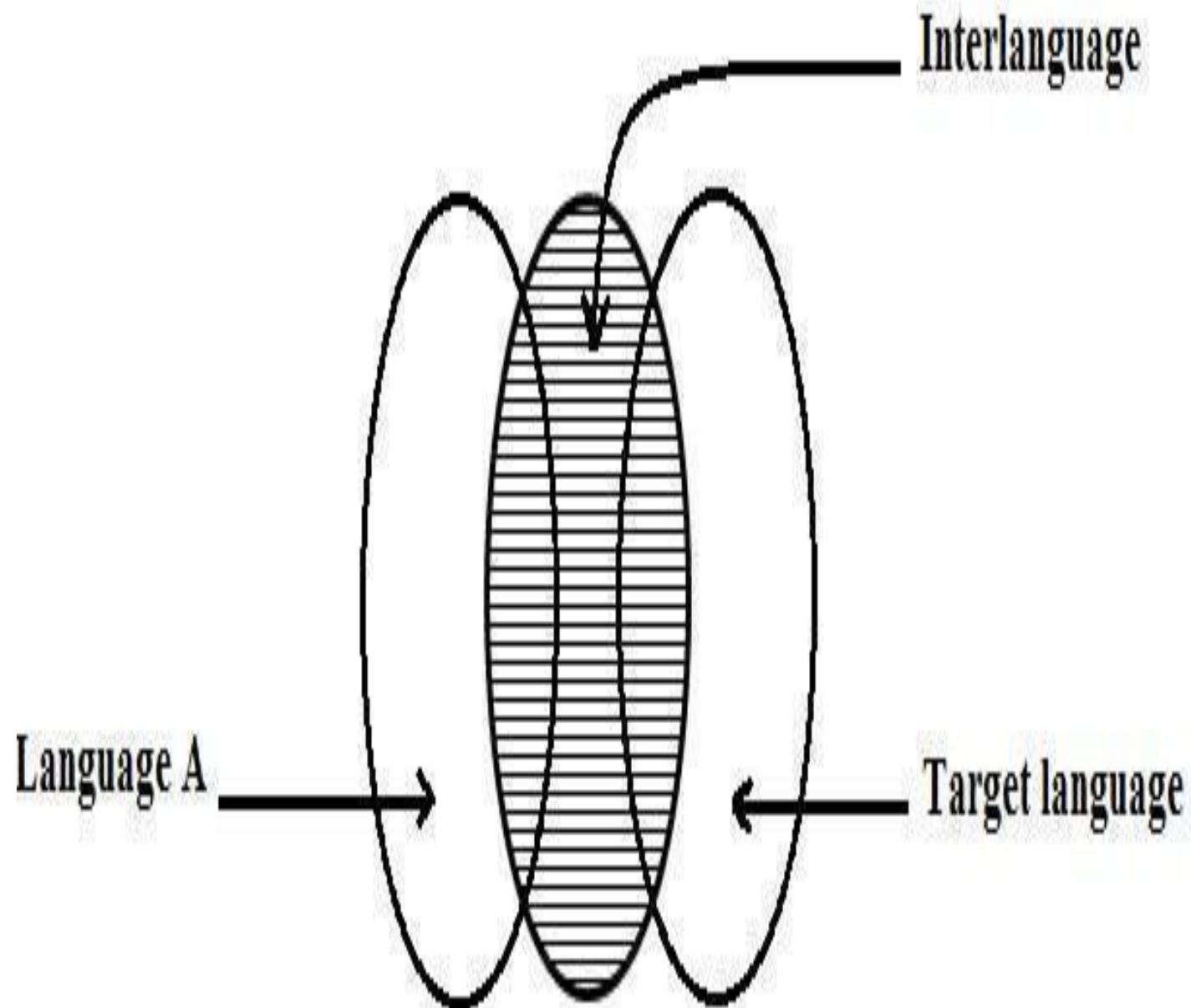
Ex. in Vietnam there are 54 languages of 54 minority nations, Vietnamese is the social/standard language

\* ***Individual language***: Every person has his/ her language formed & developed through accumulation: learning & communication.

\* **Contact language** - pidgins: People use 2 or more different languages (mixed languages) to communicate. They do not have common language. Contact language is symplified language.

\* **Dynamic languages:** Languages development through time  
**IR.4.0**

\* **Interlanguage:** The language that learners form & create for themselves when learning L2. It is intermediate language between NL & target language (foreign language that learners studying).



The interlanguage differs from native language & the target language but includes the characteristics of these 2 languages.

The interlanguage is gradually closing to the target language but it is never 100-percent target language. (show picture)

# Units, levels, categories of language

\* Units: phoneme, morpheme, word, phrase, clause, sentence, text/discourse

\* Levels: Phonology, Lexicology, Syntax, Pragmatics

\* Categories: number, gender, case, person, tense, aspect, mood, form

## Who is agent of CL?

They are polyglots & naïve & professional.

Second languages learners,

Tourists,

Language teachers,

Translators, Interpreters

Linguists.



# Objectives of CL

- Common object: *The ways of expressing the same meaning in different languages*
- Particular object: linguistic components, linguistic units
- For contrasting units of languages it must have **something in common** considered as **subjunctive** (giả định). It is ***TERTIUM COMPARATIONIS***.

## What is *Tertium Comparationis* (TC)?

The 3rd component of CL - When comparing & contrasting 2 things, it must be based on a certain **subjunctive** - *the common thing between 2 things/objects that have some similarities in some aspects/shares the concept of something in common /common measure and a background of sameness.* > **The base, foundation, platform for comparison**

Ex. When comparing US & Russian subway trains, it must be based on common factors: ***technology, speed, service, number of passengers, fare, profit, safety...***

> CL must be based on ***common language factors: categories, levels, units...***

# Patterns of CL

- \* Pattern - Equivalent systems of the languages:  
**equivalent system of units, equivalent of structures...**
- \* Languages may be *intralingual*, *interlingual*
- \* CL focuses on discovering the similarities & differences of languages based on Equivalent

## Equivalent

\* Equivalent - equal in value, function & meaning.

\* What is equivalent in CL?

Krzeszowski's concept of equivalent: *2 texts of 2 contrasted languages in spoken or in written*. They are the *original/source & the target/translation language texts*.

> **The 2 texts** make equivalent pair as materials for CL.

*Ex. - John has worked here for 3 years - John làm việc ở đây đã 3 năm. (2 texts)*

*- two new books – hai cuốn sách mới (2 texts)*

\* The equivalent - significant role in comparison: clarifying the relationship between the original & target texts & determining the proximity of these 2 texts.

## Types of equivalent: 3 types

### \* **Formal (correspondent) equivalent:**

+ Translator makes *equivalent in translation by exploiting the ability of the language or by creating new forms.*

+ Formal equivalent **focuses on the aesthetic characteristics of vocabulary, grammar, structure & style.**

>> It means: CL based on the *equivalent of word order, word function, word inflection, affixation, segmentals* (Phonemes: vowels, consonants, diphthongs), *suprasegmentals* (stress, pitch, intonation, tones).

Translate into Vietnamese: *Wait for me, only wait for me.*

**\* Semantic equivalent**

The equivalent of 2 different vocabulary data elements that have the same meaning.

**\* Pragmatic equivalent**

The equivalent to the words of both languages that affect/influence the readers.

\* *Equivalent is closely related to translation.* Translation is truly translating all that is represented in the **source text into the translation text.**

\* In order to have a perfect translation, the translator must understand the differences between source/original language & the target/translation language; must have a wide background of history, society, nature & culture.

Ex. The following translation from French into Vietnamese:

*“De ce train-là, les homes en viendront à brouter l’hebre des prés comme les brebis”.*

>> *“Cứ cái đà này, những con người rồi sẽ đến nước phải gặm cỏ nội như những con cừu cái.”.*

> The translator translated ***word to word***. The translation does ***not convey the original ideas of the source text***.

The **reason** is that the author has not fully understood the differences between Vietnamese & French, the differences between Vietnamese culture & French culture.

Ex. *les homes* does not correspond to *những con người*, it corresponds to *con người* or *người ta*. And the Vietnamese do not have to explicitly mention the gender or number in saying as the French, so they do not say “*grazing like male/female sheep*”, they can say “*graze like sheep*” (*gặm cỏ nội như những con cừu*).



*> CL & Translation practically are 2 different areas of purpose, but they have an obvious relationship: both are interested in considering the relation between the content (signified) & the expression (signifier) of the 2 texts.*

# Communicative Linguistic Competence

CLC - A *language user's grammatical knowledge of phonology, morphology, syntax & social knowledge about how & when to use speech appropriately.*

## 4 components of CC

### **Linguistic competence**

Knowing how to use grammar, syntax, vocabulary > Linguistic knowledge

### **Sociolinguistic competence**

Knowing how to use & respond to language appropriately

## **Discourse competence**

Knowing how words, phrases, sentences are put together to create conventional speech

## **Strategic competence**

Knowing how to recognize & repair communication breakdowns (failures):  
misunderstanding, gaps > **Knowing what to do then, how to express ideas.**

## **Difference between linguistic competence & communicative competence:**

- + **Linguistic competence** - Having language knowledge: Dealing with producing & understanding grammatically correct sentence; Focusing on usage of form of sentences which are contextually appropriate.
- + **Communicative competence**: The ability to relay the message using a language with clear manner; It deals with producing & understanding sentences that are appropriate & acceptable to a particular situation.

# Role of native language in second language acquisition

- \* In a second language learning situation, learners rely extensively on their native language
- \* Individual tend to *transfer the forms & meaning & the distributions of forms & meanings of their native language & culture to the foreign language & culture.*

# LANGUAGE TRANSFER

- \* The replication of rules from our first language (L1) to the second language (L2).
- \* Our knowledge & understanding of L1 impact our understanding of L2.
- \* What can be transferred? grammar, vocabulary, syntax, semantics, spelling, morphology, pronunciation, structure & culture to the L2 language.

\* Transfer (interference) consists of 2 different underlying learning processes:  
positive transfer & negative transfer.

\* Transfer based on output.

# **INPUT-INTAKE-OUTPUT**

**Communicative  
Linguistic Activities**



**Reception-  
decoding**

Receiving,  
analyzing meaning  
of language  
structures

**INPUT**

**Listening,  
Reading**

**Production-  
coding**

Designing,  
producing  
linguistic  
structures

**INTAKE**

**Critical  
thinking**

**Interaction**

Communicative  
activities

**OUTPUT**

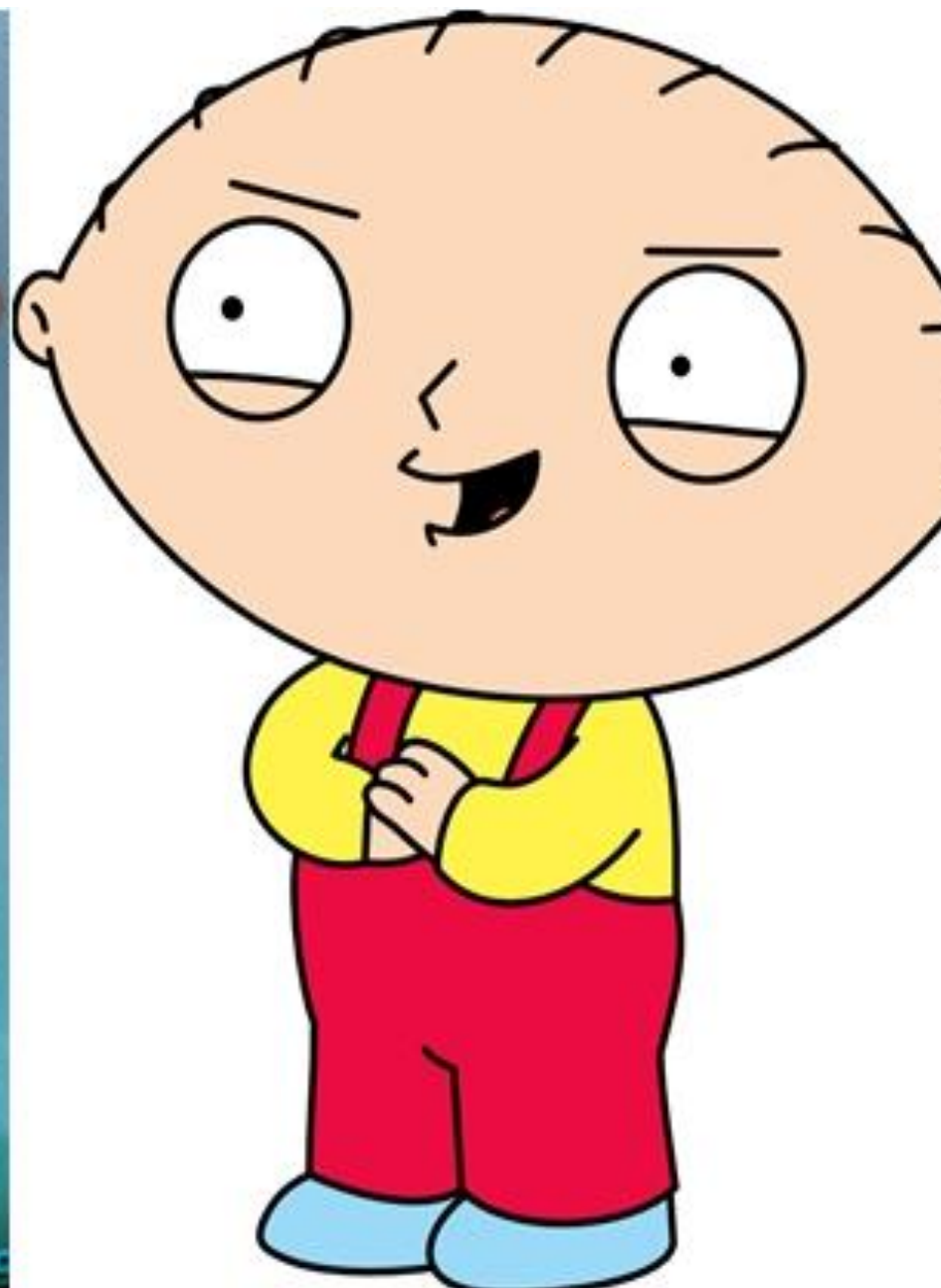
**Speaking,  
Writing**

**Input** comprises **spoken, written discourse & suggestions/questions** from the discourse serving **as criteria for comparison of social & individual languages.**

Input - social language & the source, standard in language comparison (L2).

**Intake** - the part of input which learners **attend notice while processing the input.** Input refers to the results of not only learner's knowledge, but also listening, reading, speaking, writing & critical thinking.

**Output (production)** what learners **respond** involves spoken, written discourse. It realizes what learners intake & stands for learner's **interlanguage (IL).**



# Language Transfer Types: *Positive & Negative*

- \* Positive transfer facilitates learning. **Language Similarities** between L1 & L2 can be transferred, easy for learners to understand & apply

Ex. **STRUCTURE: S-P-O-C-A**

*Positive transfer occurs when a person is learning L2 which is very similar to his or her own. In this case, the closeness of a language can assist learning & usage of the areas of pronunciation, intonation & sentence structure or lexicon.*

Ex. an Italian learning a very close language such as Spanish will likely experience lots of positive transfer, simply because the way one forms sentences in the 2 languages is very similar in terms of structure & the forms of words. Because of the similarity, & Italian speaker can often guess the meaning of Spanish words he has never explicitly learned (or vice versa).

> The crucial **language activities** that works for **common platform** in almost every **contrastive models** are **critical thinking, listening, speaking, writing & reading.**

Something (forms, structures) of  
NL is similar to the L2 is to be  
easily understood for learners

## Negative transfer **impedes learning**

- \* The differences between two languages makes negative effects.

- \* Negative transfer occurs when **L1 knowledge influences L2 understanding & results in errors.**

Ex. word choice, word order, pronunciation, & any other aspect of L2.

- \* Different **types of negative transfer**: + **Substitution**: Absence of some sounds in L1; + **Underdifferentiation**: Inability to make a distinction made in another language;+ **Simplification** is another type of negative interference



**Negative transfer** - a process occurring during L2 acquisition: a learner of L2 applies rules that do not belong to the language he is speaking or writing.

> *DEVIATION OF L2 GRAMMATICAL RULES*

Ex. Spanish grammar & English (while speaking). In Spanish the subject does not have to be always expressed in an utterance, so one might improperly say “is raining” while the English correct form would be “It is raining” with a pronoun indicating the subject that in Spanish can be omitted.

**In short,** So something of native language is different from 2<sup>nd</sup> language makes difficulties for learners.

> **Making errors/mistakes.**

Summary

## **CHAPTER II**

### **PRINCIPLE & AREAS OF CONTRASTIVE STUDIES (CS)**

- \* Recognize the methodology of CS**
- \* Specify intralingual contrastive models & their submodels**
- \* Describe the areas of CS**
- \* Analyze *Tertium Comparationis* in CS**
- \* Explain the role of language communicative competence in CS**

# Areas of Contrastive Studies

- \* Linguistic components/units & varieties of genres (phonological, lexical, syntactical & discourse)
- \* Critical thinking, listening, speaking, writing & reading (*universal domains* to L1, L2 & IL.)

# Contrastive models from the perspective of communicative activities & strategies

*Critical thinking, speaking, writing,  
listening or reading of a discourse &  
contrastive phonological, lexical, syntactic  
& discourse analysis.*

# Contrastive models from **perspectives of language types**

\* **Contrastive areas:** *Phonological, Lexical, Syntactical & Discourse actualized in Critical Thinking, Listening, Speaking, Writing & Reading*) - **universal domains (areas/fields)** to L1, L2 & IL.

\* They can be compared from the perspectives of L1, L2 & IL types – social & individual, contact & dynamic.

## The main contrastive models for L2

1. Comparison of social target language (L2) & the

social native language (L1)

> L2 & L1 (Interlingual comparison)

2. Comparison of social target language (L2) & the

second learner's language (Interlanguage/IL)

> L2 & IL > Intralingual comparison

3. Comparison of *a second learner's interlanguage (IL)* & *an individual interlanguage (IL)*

>IL & I.IL

4. Comparison of *the social learner's NL (L1)* & *the second learner's language (Interlanguage/IL)*.

>L1 & IL



*All the contrastive models studied in the related relationship between linguistic expression (sound & writing) & its content (meaning) in L2 learning & teaching.*

**CONTENT/MEANING**  **EXPRESSION/WAYS**

*Interlingual CA of social languages -  
comparison of First language (L1) & Second  
language(L2)*

- \* Interlingual CA of social languages can be *scientific or daily practical.*

*Contrastive studies in science have a basis of particular linguistic approach & large data.*

**The model of interlingual comparison of social languages actualized in contrastive questions.**

**Ex. - *Some pronunciation problems facing Vietnamese learners of English language when speaking English naturally; How the Vietnamese learners of English learn & use the future forms...***

*\* Almost of the problems conducted based on specific adopted linguistic theories & data sources.*

*They are contrastive studies in science.*

## *Intralingual CA - Comparison of L2 & IL*

- \* **Intralingual comparisons of interlanguage & the social languages**
- \* Interlanguage shares both **social & individual language**
- > Interlanguage encompasses at least two types of language, one of which becomes the social (or standard) & it should be considered the source in developing learners' communicative competence.

*Intralingual comparison can be applied in*

A case for language teacher in correcting student's work, for editor of Vietnamese, or for the learner whose Vietnamese is not efficient enough to be based on to develop L2.

*Intralingual contrastive lexical model* for learners of Vietnamese demonstrated in the terms of the exercises as

1. Name the lexical field for the following group of words: *school, student, student, teaching, program, textbook ...*

2. Điền từ để hoàn thành các thành ngữ:

*Đôi ta như khóa với....; Tre già.....mọc; No cơm ấm....*

## In sum

\* *Contrastive models* can be divided into *interlingual & intralingual comparisons*, each of them comprises *a pair of social & native language, or individual or interlanguage & social language comparisons.*

\* *Contrastive submodels can be contrastive phonological, lexical, syntactic & discourse analysis*, each of which can be investigated from various communicative activities & strategies.



## *Tertium comparationis (TC)*

\* All comparisons involve the *basic assumption*  
that the *objects to be compared share something*  
*in common.*

\* This common platform of reference called *tertium comparationis* - *common measure & a background of sameness* - necessary for any justifiable, systematic study of contrasts.

\* The *TC* means to set *criteria for comparison, to establish a shared ground for CS.*

\* *TC shares the concept of something in common, common platform, some kind of sameness, similarity & equivalent.*

## *Tertium comparationis & similarity*

\* **TC** requires *Compared objects have some similarity*

*in some aspects.*

\* **A similarity** - **Easy to be perceived between two**

**distinct linguistic units: in their contents (semantic bases),**

**or in the linguistic expression (formal bases).**

Ex. Similarities in native & second languages

*Keep an eye on her, take care of her.*

*Anh nhờ em quan tâm, chăm sóc chị ấy hộ anh.*

## In sum

\* *Similarities* in languages are in their *content* or in the *linguistic expression*.

\* Similarities in languages based on the content (meaning-based) which contrastive studies has to be.

CL studies *the ways of expressing the same meaning in different languages, are compared*.

## **Tertium comparationis & equivalence**

\* *Tertium comparationis* & equivalence required to be established in contrastive studies.

\* Krzeszowski divided CS into **two major types** (**2-text**): **systematic** (based on *langue/discourse*) & **text-bound studies** (based on *parole/utterance*).

\* The concept of "*2-text*" - "*any pair of texts, written or oral, in two languages used as data in contrastive studies*".

One member of a 2-text pair may be a translation of the other; The pair matched only in terms of genre, field, tenor/tone, mode, etc.

\* *TC & equivalence are not the same, but they can be used interchangeably.*

# 7 Krzeszowski's types of equivalence

- \* Translation equivalence
- \* Statistical equivalence,
- \* System equivalence,
- \* Semantic-syntactic equivalence,
- \* Rule equivalence,
- \* Substantive equivalence
- \* Pragmatic equivalence.



Analyze & indicate the equivalents in the following English & Vietnamese sentences.

*There were four books on the table. Each book has a different colour.*

*Có bốn quyển sách ở trên bàn. Mỗi quyển có một màu khác nhau.*

# NOTES

\* Contrastive studies use various kinds of TC based either on linguistic expression or on content/meaning.

\* Linguistic expressions include surface structure, syntactic deep structure, formal operations

(Chomsky: *Deep structure refers to concepts, thoughts, ideas & feelings whereas surface structure refers to the words / language we use to represent the deep structure*)

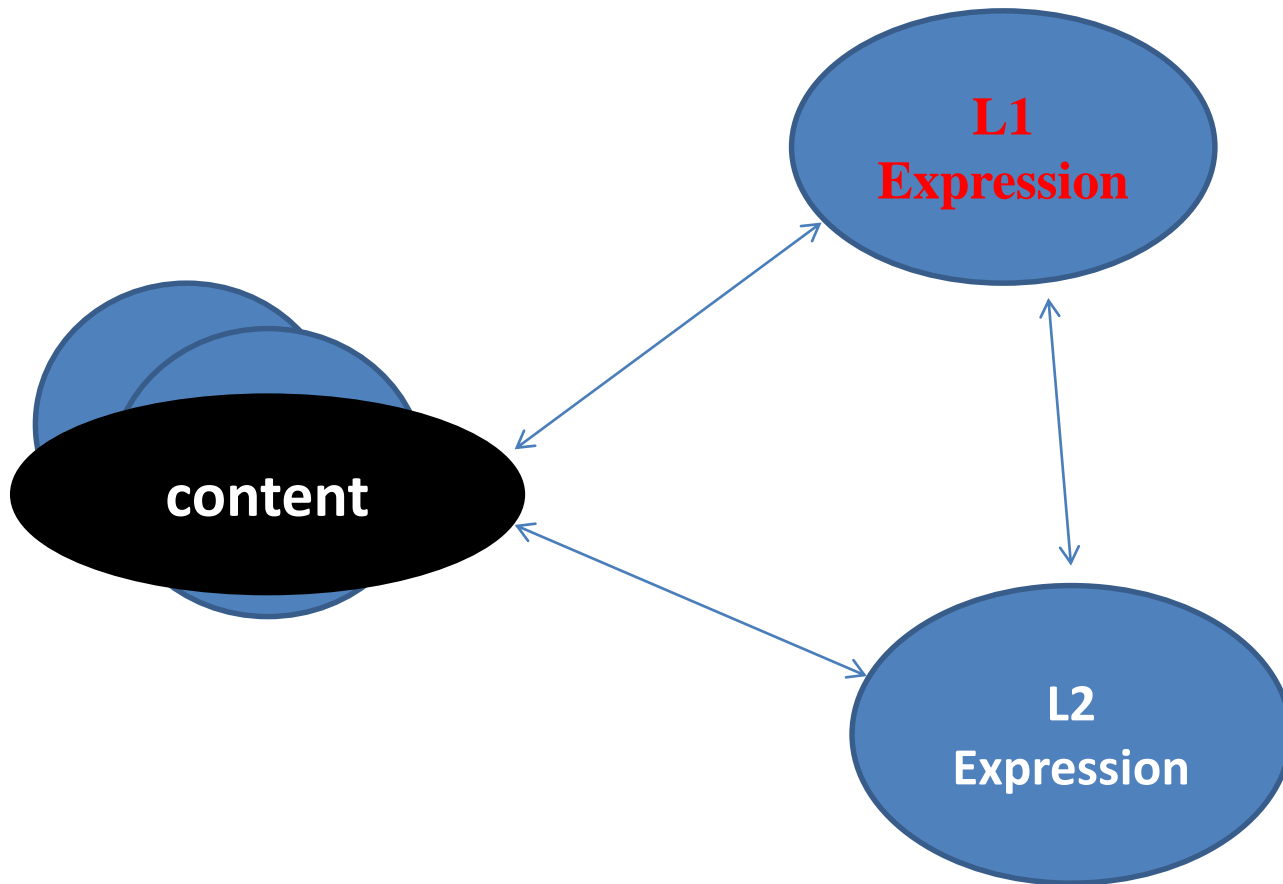
- *Formal operation* - recognizing and generalizing ideas & structuring abstractions.

\* Expression (form) & its content *constrain* each other.

> When looking at form, a semantic equivalence between grammatical terms can be assumed. In contrary, when looking at content, an equivalence in linguistic expressions can be assumed.

## *Characteristics of TC*

- \* *TC* has a complex hierarchical structure: The equivalence, the similarities of the compared units determined in their functional systems.
- \* Each contrastive unit should be seen simultaneously from two sides – content & its linguistic expression.



*Relations between content & its linguistic expression in contrastive study*

\* An expression shapes an image/idea/content that is unequal in various individuals.

\* *Each idea/meaning encloses its own expressions in various languages.*

\* **Content**, its expression in L1 expression & its expression in L2 are 3 components of a CS.

## *Establishing TC for contrastive studies*

*TC* can be either **meaning-based (based on content)** **or formal-based (based on expression)** in the relations of linguistic expression & its content.

## *TC in science/theoretical purpose*

To identify the similarities & differences between languages in a systematic way requires a reliable TC grounded in the following systems:

*\* Structural similarities & differences among languages;*

*\* Perceived similarities of meaning & the ways they are expressed in languages;*

*\* The way people experience the world.*



## *TC in daily practice/practical purpose*

*In daily CA, TC based on both content & its expression depending on the purpose of comparison.*

\* *Purpose of communication* : > Object is comparisons of Social language (L2) & interlanguage (IL).  
> *The general communication themes are various in our life*: (1) personal identification, (2) house & home, (3) environment, (4) daily life, (5) entertainment, (6) travel & transport, (7) relations with other people, (8) health, (9) education, (10) shopping, ....

## Common platform (criteria) for comparisons

\* Linguistic materials: phonetics/phonology, vocabulary, grammatical rules/syntax

\* Skills: listening, speaking, writing, reading, critical thinking

> *All of these presented in term of exercises/tasks are tertium comparationis for comparisons of L2- social language & IL - interlanguage.*

Common platform for **intralingual contrast** based on sound, writing (deep structure), semantics, or both of deep structure & semantics.

# Stages/steps of a contrastive study

1. Selecting question (linguistic unit) in contrast
2. Reviewing the literature,
3. Designing the contrastive study,
4. Collecting primary data against which hypotheses are to be tested,

5. Establishing comparability criteria based on a perceived similarity of any kind,

6. Defining the nature of similarity and formulating the initial hypothesis,

7. Testing the hypothesis,

8. Interpreting the results.

## ***1. Selecting the problem (question) in contrast***

\* Primary data in L1 & L2 raise some **similarities & differences** which suggests some **questions** to be compared for learners, teachers & translators.

\* The contrastivists should know **why** they do it, understand the purpose of their comparison & recognize **what & how** they contrast. (*similarities, differences between 2 languages, which linguistics units can be contrasted, which perspectives is used...*)

## *2. Reviewing the literature*

It helps *to understand the primary data & the problem more systematically & have an important & useful background* to understand:

- \* The question & the primary data; The system of the contrastive units, terms, & concepts; The theoretical background for the comparison.
- \* CS conducted based on various theoretical approaches: structural, generative, functional, cognitive, etc.

### *3. Designing contrastive studies*

CS requires a specific **design of procedure**.

Based on the aim & the type of the comparison to decide *what methods to be used, what data will be gathered, how, where, when & from whom they will be collected.*



## *Determine the type of comparison*

### 2 main types

The parallel contrast & the contrast in which one language is the source & the other is the target.

- a. **Parallel contrast (or parallel texts)** refer to pair of texts (**L2 text & its Translation**), written or oral in L1 & L2 used as data in contrastive studies.

## **b. Source & Target language comparison**

- \* One language chosen as source & the other is the target.
- \* Source language (standard) - the language which is based on in comparison.
- \* The target language - the language which is explained or from which some characteristics are to be specified.
- \* This type is frequently used in learning & teaching second language.

## *Planning procedure*

\* Procedure deals with *instruments of data collection: survey & exploitation of corpora*. The survey in the form of a questionnaire, interview, observation, etc. is one of the most common methods of collecting data on attitudes & opinions from a large group of participants who should be planned: number, age, education, place of living & educating, etc.

\* Contrastivists should arrange suitable place & time to conduct each of subproblems as well as the whole problem.

## *4. Collecting data*

\* Data can be collected by **questionnaire, interview, survey** from varieties of texts, parallel & computer-accessible corpora/literature source, including translated texts. All of them are seen in synchronization.

\* Data must be appropriate for the comparison & productive enough to be organized in meaningful ways.

## 5. *Establishing comparability criteria*

- \* The starting-point for an analysis - a perception of a similarity between language A-speakers' use of their language & language B-speakers' use of theirs.
- \* The similarity may be of idea (or content) or linguistic expression.
- \* **Establishing TC** for a CS - a *significant step* for a language learner, a translator or a linguist.

## *6. Defining the nature of similarity*

- \* Defining the relation between idea/content with the ways of expressing them in language A and language B.
- \* The starting point is usually the similarities assumed to be universal in semantics. Then the similarities & differences between languages are specified in other sides.

## 7. *Testing the hypothesis*

- \* Testing the initial *hypothesis* - the central process in contrastive study.
- \* The tested data are utterances & instances of language use. We survey the forms used to express the same content by speakers of language A & speakers of language B & the conditions under which the forms used.
- \* From the survey we deduce the systems & their meanings.

## *8. Interpreting the results*

\* The results should be formulated in many ways, depending on description used. They consist of similarities, differences & overlapping features that are interpreted in 3 main classes: meaning, syntactic forms, & conditions of use.

\* *Interpreting the results*: a form of assessment & evaluation about proficiency of the second language user.



## CHAPTER III

### CONTRASTIVE SYNTAX ANALYSIS

- 1. Syntactic units from the perspectives of  
GENERATIVE/STRUCTURAL GRAMMARS**
- 2. Syntactic units from the perspectives of  
FUNCTIONAL GRAMMARS**
- 3. Main contrastive objectives in syntax;**
- 4. Semantic types of predications for contrastive  
studies;**
- 5. Describe *tertium comparationis* for contrastive  
studies on syntactic constituents.**

# Overview

Syntax - the set of grammatical structures that combine words together to form phrases, clauses & sentences to state, negate, question, command, & describe what “he” needs.

## Linguistic theories in CS analysis

- \* Contrastive studies on *syntactic units* based on various linguistic theories/approaches: structural, universal, functional & cognitive.
- \* The popular approaches for Vietnamese learners of English in learning syntax: *formal/structural & functional*.

\***Formal/Structural theories** specify the similarities & differences in syntactic structures *independently* of function.

\*Functional theories determine the equivalent in the functions of appropriate *syntactic units* in two languages.

**The linguistic model based on formal/structural theories must satisfy requirements:**

\* **Containing a semantic base, generating universal semantic representations.**

> **The semantic base serves as *tertium comparationis* for establishing semant syntactic equivalence.**

\* The **semantic input** must **contain information about reference** since reference - a relevant concept in establishing semanto-syntactic equivalence of sentences across languages.

The **contrastive model of functional theories** goes from **content to expression**.

\* It has **3 components**: a set of possible semantic structures; a set of forms; & a set of conditions governing the distribution of the various forms.

> *The linguistic theories - the starting-point for common platform of a contrastive syntactic unit analysis.*

## *Syntactic constituents* & *Contrastive syntactic units*

\* **Phrases**: Noun phrase, Adjective phrase, Prepositional phrase, Verb phrase

\* **Clauses**: Containing *intransitive, transitive, & ditransitive verbs & their core arguments.*



**Sentence** formed by

- **Combining clauses** (Coordinating clauses)

*Ex. John got up early so he came to school on time.*

- **Subordinating a clause**

*Ex. She came to the bank which is located by the bank of Thames River.*

**> Phrase, clause, sentence serve TC for contrastive studies.**

## **Phrases as contrastive units**

*Phrase - a small group of words standing together as a conceptual unit, typically forming a component of a clause.*

**NOUN PHRASE**

**ADJECTIVE PHRASE**

**PREPOSITIONAL PHRASE**

**VERB PHRASE**

\* Noun phrases, prepositional phrases & verb phrases, Adjective phrases – universal types in the world's languages, including English & Vietnamese.

\* The sentences & their constituents are **equivalent in meaning** (content) but they are **different in some aspects of linguistic expressions**.

# The noun phrase

\* *A grammatically syntactic constituent* containing **a head noun** or **a pronoun** & its **modifiers/dependent elements**.

\* Typical modifiers: *article, demonstrative, possessor, adjective, numeral, quantifier, prepositional phrase, & relative clause*. They are universal for most languages including English & Vietnamese.

Ex. *White House; that house; the house where they live*

## The prepositional phrase

- \* A prepositional phrase - a syntactic constituent consisting of **a preposition as the head & a dependent noun phrase.**
- \* The preposition precedes the noun phrase.
- \* In most languages, **the order between the head position & the noun phrase is fixed.**

It has the collocation of **PREP - NP**

Ex. June is **at the supermarket**

# The verb phrase

\* A syntactic constituent consisting of **a verb - head of the phrase & optional dependents**

*(noun phrases [direct & indirect objects], adverbs, adjectives, & prepositional phrases.*

\* Verb phrase contains a predicate which plays the role of the structural center of the clause.

**Ex.** Jim drew a small package from his overcoat pocket.

*\* The order of elements within a **verb phrase** is **relatively fixed** & the phrase can be replaced with **auxiliary verb do**.*

*\* A special type of verb is **BE** denoting a **relation between two noun phrases or between a noun phrase & an adjective**. The noun or adjective that follows **be** is called the **complement**.*

*Phrases & their types are common to languages.*

*They serve as linguistic units for comparison in learning & teaching second language & translation.*



**Identify the number and type of phrases in the following 2 texts.**

*He has made a triumphal entry into the city in a huge convoy.*

*Ông ta ca khúc khải hoàn vào thành phố giữa đoàn hộ tống dày đặc.*

## Clauses as contrastive units

\* A *group of words* containing a subject & predicate & functioning as a member of a complex or compound sentence

\* The clause is **built by the combination of phrases**.

\* *A clause is a syntactic unit typically consisting of a verb, its noun phrase arguments, & optional adverbial elements* (usually adverbs & prepositional phrases).

## *Constituents of clause (based on grammatical relationships)*

\* Constituents of clause can be **verbs**. Their **functions** - **predicate** describing the **act** & their **arguments**.

\* *Verbs can be: intransitive (one argument); transitive (two core arguments); ditransitive (three core arguments).*

**Intransitive:** smile, go, fall...: *James smiled and came out.*

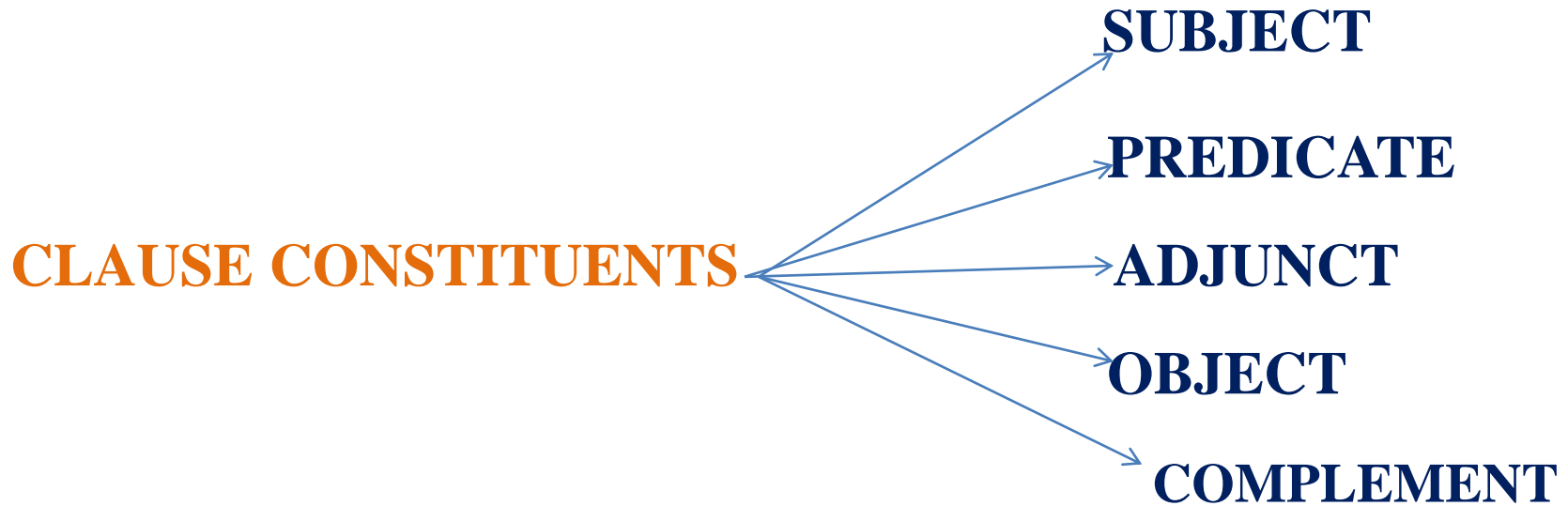
**Transitive:** learn, play, see...: *They learn French.*

**Ditransitive:** tell, give, send...: *David told children a story.*

\* The arguments of verbs referred to as **subjects or/ & objects of the clause**. (objects can be direct, indirect)

\* **Clause & the phrases are grammatical universal constituents for most languages.**

\* *Clause & phrase can serve as TC for comparison in the perspective of structural & generative grammar.*



*Subject as a contrastive unit*

**Subject** (people or things) - the core constituent in a simple sentence.

*The features & functions of subject serve a common platform for contrastive analysis of subject.*

## Examples:

Carol lives with her parents. Carol sống cùng bố mẹ.

- The children are playing in the garden. Bọn trẻ đang chơi ngoài vườn.

- The bridge was built last year. Cây cầu được xây dựng năm ngoái.

# Predicate

The core part of a sentence **which states or asserts something about the subject** that *expressed by verbs, verb phrases.*

*Ex. Fred Williams worked in a factory; Alfred and his family live in Sydney; The book costs £25.*

## Constituents of clause (*based on grammatical relationships*)

- \* Constituents of clause can be verbs.
- \* Verbs' functions are the predicate of the clause describing the act & their arguments.



# ARGUMENTS

- The **arguments** of verbs are *referred* to as **subjects** or/and **objects** of the clause
- **Objects** can be **direct** or **indirect**.

## Verbs can be:

- \* Intransitive (one argument-**SUBJECT**)
- \* Transitive (**two** core arguments:  
**SUBJECT & DIRECT OBJECT**)
- \* Ditransitive (three core arguments:  
**SUBJECT & DIRECT & INDIRECT OBJECT**)

# *Object*

\*An **object** - a noun (or pronoun) that is governed by a verb or a preposition.

\* 3 kinds of object

+ Direct Object: I know *him*.

+ Indirect Object: Give *her* the prize.

+ Object of a Preposition:

Sit with *them*. (these tourists)

## *Object as a contrastive unit*

The common platform for the type of comparison:

*object is the complement of a transitive verb or preposition, & expressed by a noun, a noun phrase, a pronoun or a clause, & it can be either direct or indirect.*

Ex. *Marta sent a letter to her mother = Marta sent her mother a letter. = Marta đã gửi một lá thư cho mẹ chị ấy./Marta đã gửi cho mẹ chị ấy một lá thư.??*

## AUXILIARY

\* **Auxiliaries** - syntactic constituent/units giving grammatical information, not main constituents of a sentence

\* Auxiliary verbs: *be, do, have, seem* . We use do to make negatives (do + not), question forms & the verb more emphatic.

They are different in English & Vietnamese sentences, especially in interrogative & negative sentences.

Ex. *She doesn't come home; What Do you do? Do go out!*

# Adjuncts

\* **Adjuncts** - One of the 5 major elements of clause structure. (subject (s), verb (v), object (o) and complement (c), adjunct (a)).

\* **Adjuncts** - some times called **adverbials**.

\* An **adjunct** - A phrase which is **not necessary** (optional) to the structure of the clause, *adding some extra meaning to it*.

Ex. *They waited outside for ages*. The phrases *outside* & *for ages* add extra meaning to *waited*. They tell us **where** & **for how long**, the people **waited**. *They are adjuncts*

**Identify the type of clause and its constituents/elements in the following two texts.**

The question is to prevent contraband goods and set up customs barrier with a view to protecting domestic products.

*Vấn đề là phải ngăn ngừa hàng lậu thuế và thiết lập hàng rào thuế quan để bảo vệ sản phẩm nội địa.*

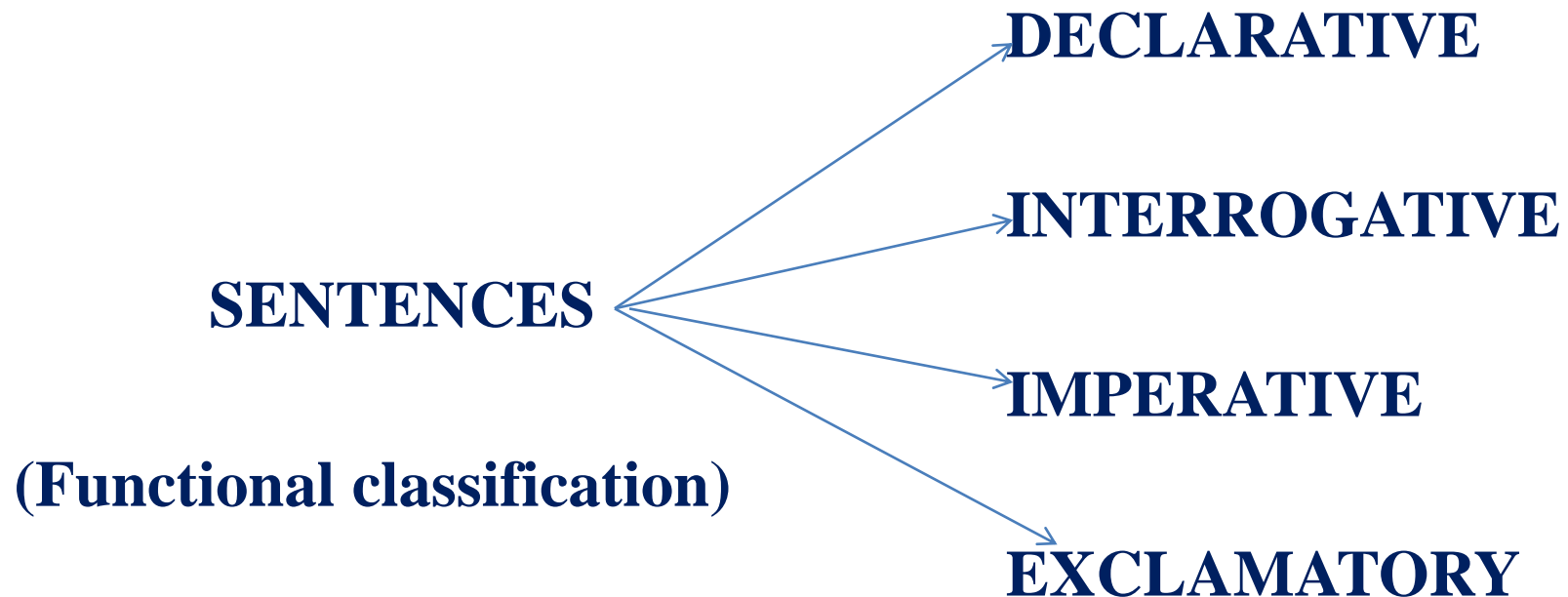
## **Sentence constructions as contrastive units**

*Sentence - a set of words that is complete in itself, typically containing a subject & predicate, conveying a statement, question, exclamation, or command, & consisting of a main clause & sometimes one or more subordinate clauses.*



## Sentence types based on **functional classification**

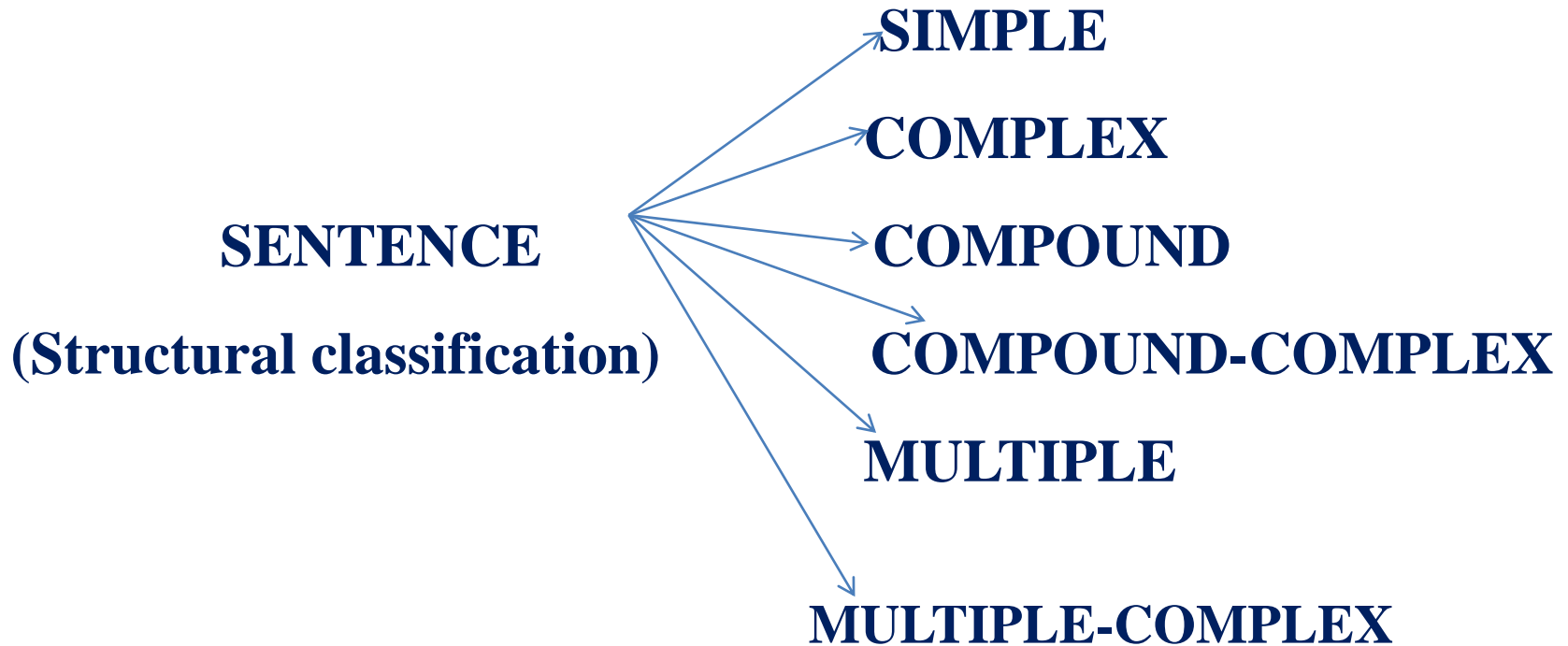
Based on the functional classification of sentences, 4 main types of sentences:



A sentence - an integrated syntactic unit consisting of at least one clause & optionally adverbials that have scope over the sentence as a whole.

> *The definition is one of common platforms for comparing sentences & their types in languages.*

# Sentence types based on **structural classification**



> The types of sentences & their subtypes are objects of contrastive analysis

## MULTIPLE SENTENCE

\* A multiple sentence is a sentence which has **three or more main, independent or alpha clauses with no subordinate or dependent clause.**

Each of these clauses can stand on its own as a simple sentence.

Ex. *David cleared the living room, washed the dirty cars & later went to the gym to play football.*

## MULTIPLE - COMPLEX SENTENCE

\* A multiple-complex sentence has *three main, independent or alpha clauses plus at least one subordinate, dependent or beta clause.*

*Ex. I came, I saw, and I conquered because I was determined since no assistance was forthcoming.*

The mentioned syntactic units & their characteristics are common in semantics for languages. They serve as *tertium comparationis* for seeking equivalence at the level of syntax in communication, & at the same time they work as contrastive units in learning & teaching second languages & translation.

Compare, analyze the 2 sentences in Vietnamese & English, indicating the similarities & differences in the structure & function of the constituents in the sentence.

*Marta is learning at a university of education that is located in the centre of London.*

*Mac-ta đang học tại trường đại học sư phạm nằm ở trung tâm Luân Đôn.*

## CHAPTER IV: LEXEMES

Chapter IV focuses on **lexemes & the lexical components** which serve as *Tertium Comparationis* for linguistic comparison.



\* **Definition:** **Lexeme** (lexical item) - *the smallest unit in the meaning system of a language.*

\* Like a word, Lexeme *can be separated from other units in utterances*; Lexeme *has meaning & takes place in both spoken & written forms.*

She **is** a doctor.

# *Lexeme & word difference*

\* *Lexeme - the set of inflected forms taken by a single word.*

*Ex. the lexeme run including as members "run" (lemma/lexical entry- dictionary form), "running" (inflected form), or "ran" & excluding "runner" (derived term)*

\* *Word - the fact or action of speaking, as opposed to writing or to action.*

\* Lexeme (word) - a fundamental unit of the lexicon (word stock) of a language.

\* A lexeme is often, but not always an individual word. It is sometimes called simple lexeme or dictionary word which may have number of inflectional forms or grammatical variants: *talk-talks, talking, talked*

\* **LEXEME = A WORD + ITS FORMS.**

\* **THE DIFFERENCES BETWEEN WORD & LEXEME:**

\* **WORD INDICATING FACT or ACION, LEXEME IS  
THE SET OF INFLECTED FORMS.**

Ex. Give > gives, gave, giving, given

*\* The ways to study meaning of lexemes:*

*Semantic roles, Semantic properties, Semantic fields, Semantic primaries, Cognitive concepts.*

*\* Fundamental lexical **semantic topics** for*

*Vietnamese learners of English are **general***  
***meaning of word class/parts of speech, lexeme,***  
***semantic fields, cognitive concepts.***

\* *Meaning of each lexeme is comprised of some semantic primaries (original meaning).*

\* One of the semantic primaries is the meaning of word class (parts of speech) which is common grammatical categories for languages.

\* > Each part of speech shares some general contents & common morphological categories (expressions-forms).

Morphological categories refer to *synthetic languages*

(*inflectional languages*, such as English, French, Russian).

*Words in synthetic languages are formed by affixing a given number of dependent morphemes to a root morpheme.*

Ex. *work* > *works*, *working*, *worked*; *book* > *books*;

> *The word changes it's form by adding affixations.*

Morphological categories (Expression) in analytic languages (monosyllabic languages such as Vietnamese, Thai & Chinese) *hides in word collocation* (combination).

Ex. đang làm việc, *nhiều* cuốn sách... (cuốn, quyển, cái, chiếc...)(từ chỉ loại/classifier) *working*



Each part of speech has its general meaning  
(content) & its form (morphological expression).

English lexemes share both synthetic &  
analytic characteristics.

In English, *lexical categories demonstrated*  
*throughout morphological expressions - suffixes.*

Ex. The general meaning **of verb expressed by:**

*-ate, -en, -fy, -ize, -ise; of noun by: -ance, -ence, -eer, -er, -ion, -ity, -ment, -ness, -or, -sion, -ship; of adjective by: -able, -ible, -al, -ant, -ful, -ic, -ious, -ous, -ive, -less, -y; & of adverb by: -ly, -ward, -wise.*

*The English morphological categories differ from Vietnamese. The difference is what makes the Vietnamese difficult in English communication, especially in forming interrogative or negative sentences.*

*In English there are many lexemes that share the same forms, but differ in parts of speech, i.e. differ in some aspect of meaning.*

*Ex. **answer** can be a noun, a verb*

**Exercise:** Analyse an English sentence & its Vietnamese equivalent: *Each team must have five people.* *Mỗi đội phải có năm người.*

They are *equivalent in semantics*. English sentence is comprised of *six words in basic forms*. There are *two syntactical constituents* in each sentence: *a predicate & a subject*. The subjects are *noun phrases*. The *predicates* are *verb phrases* with *head verbs & sub-verb phrases*. The process of specifying parts of speech (or the similarities in syntactic **positions of word classes**) is described.

It is easy to realize *nominal & verbal expressions*. In the third stage, *team* & *đội* are recognized as nouns; *must* & *phải* are verbs.

In the fourth stage *have* & *có* – verbs. & in the fifth – *people* & *người* – nouns.

The mentioned lexical categories are determined by the relationship between syntactical constituents of "Each team must have five people" & "Mỗi đội phải có năm người".

# Subtypes of word classes

*Each part of speech is divided into subtypes according to their general meanings & their morphological expressions.*

Ex. **Noun** (part, class, or group of words) includes  
**Proper & Common nouns.**

Common nouns divided into **concrete, abstract, count &  
mass nouns.**

**Verbs** (class, or group of words): **transitive, intransitive,  
ditransitive & auxiliary verbs.**

*Subtypes of word class can work for objects of contrastive  
studies.*

## Contrastive lexeme analysis

Each lexeme is comprised of its meaning (content) & expression (form).

*Meaning usually serves as Tertium  
Comparationis for contrastive studies.*

Contrastive studies on lexemes can be conducted in the perspective of structural, generative, or functional approaches.



## *Similarities & differences in lexemes in the perspective of language variants*

Many words that are *similar or relate to each other in meaning or in sound*: **hyponyms, synonyms, homonyms, antonyms.**

**Hyponyms** - A term which is **more specific** than some other term & **has a narrower denotation.**

Ex. **Animal**: *cat, dog, tiger, elephant, horse...* (*hyponyms*)

**Homonyms** - Lexemes or expressions that share **the same** form (in spelling, in pronunciation) but have different senses.

Ex. “*hear /hiə/*” & “*here /hiə/*”; “*bow /bau/ = bend at the waist*” & “*bow /bəu/ = weapon*.”

**Synonym** - Two or more lexemes or other expressions with the **same meaning**: *lover – sweetheart – boyfriend - girlfriend, ...*

**Antonyms** - Two or more lexemes or other expressions with **opposite meanings**: *short-tall, beautiful-ugly, ...*

*> All of hyponyms, synonyms, homonyms,  
and antonyms are objectives of Intralingual  
& Interlingual contrastive studies.*

## *Similarities & differences in lexemes in different languages*

*A word in language A has its equivalent in language B. They share nearly the same meaning, differ in writing.*

Ex. word *table* has the following *equivalents* in Vietnamese: 1. *cái bàn*; 2. *thức ăn dọn trên bàn*; 3. *bảng số*; 4. *bảng*; 5. *liệt kê sự kiện*; 6. *mặt phẳng*; 7. *bảng gỗ, đá*; 8. *chữ ghi trên bảng*.

In contrast, Vietnamese word **bàn** has the following meanings:

**Bàn.** Đồ dùng thường bằng gỗ có mặt phẳng và chân đứng, để bày đồ đạc, thức ăn, để làm việc,...*Bàn viết.*

**Bàn.** Làn tính được, thua trong trận đấu bóng. *Ghi một bàn thắng. Làm bàn (tạo ra bàn thắng).*

**Bàn.** Trao đổi ý kiến về việc gì hoặc vấn đề gì. *Bàn công tác. Bàn về cách làm.*

*Each lexeme (or word) expresses certain content (experience) in language user's mind.*

Accordingly, each language community encompasses their own concept of a thing.

EX. Concept expressed by *wood* in English shares the meaning with other linguistic items described as in *Table*

## *Intralingual contrast*

\* Learners compare words & phrases in particular contexts.

Ex.1: Circle the correct answer.

*I hope to go on a trip round the **world** / **earth** one day.*

(**World** indicates a place or the area within the planet **earth**. **World** can indicate a place or area that **is** outside planet **earth** too if humans happened to live there. ... The word **earth** indicates the planet called the **Earth**.)

\* Common platform for the contrast is the meaning of lexeme

*Intralingual contrast takes place between **not only two linguistic units but also more units.***

## Interlingual contrast

- \* Each lexeme has a certain meaning that can be interpreted from one language to another.
- \* Each lexeme reflects language user's perception & experience.
- \* A lexeme in language A is not absolutely equivalent to its translation in language B.
- \* Specifying the differences between lexemes in different languages helps understanding sociocultural linguistic characteristics & improving communicative language competence.



\* **TC** for *interlinguistic CS* on *lexemes* is *their translation equivalent*.

\* English shares both *synthetic & analytic* characteristics.  
Forms of an English word is changed/inflected

\* Vietnamese is **analytic** (form of a word is not changed).

> *Contrastive studies on English & Vietnamese lexeme are usually based on translation equivalent.*

## Contrastive concept analysis

- \* CS on lexemes can be conducted in the perspective of cognitive theory.

- \* Linguistic cognitive approach studies how people comprehend & represent the world around them through language & emphasizes on individual's active construction of understanding.

\* Linguistic meaning - a property of the utterance, lexical representations consist of the mental abstractions & must be stored as part of the language user's knowledge of language.

\* **Words are only as contextual expressions** embedded in utterance & its meaning is variable across language use.

From the theoretical approach, **lexical conceptual unit, lexical profile & lexical representation** serve as common platforms for contrastive studies.

**Lexical concept** - a bundle of various types of schematic knowledge conventionally associated with a unique phonological vehicle in a symbolic unit. Lexical concepts are stored in the linguistic system & can facilitate access to conceptual structure.

**Lexical conceptual unit** - an integrated unit of linguistic content which is the result of lexical concept integration.

**Lexical profile** - the **selection tendencies** which form part of the linguistic content encoded by a lexical concept, & which is unique to any given lexical concept.

**Lexical representation** - the primary substrate in linguistically mediated meaning construction. Lexical representation is made up of **symbolic unit & cognitive model**.

Many cognitive researchers suggest their terms, but they are equivalents.

**In contrastive studies, *lexical concept refers content (or idea), & lexical representation refers to linguistic expression.***

**Cognitive model:** Mô hình nhận thức là một tài khoản mô tả hoặc trình bày tính toán về suy nghĩ của con người về một khái niệm, kỹ năng hoặc lĩnh vực nhất định

***Prototype*** (*tiền mẫu/nghĩa tiêu biểu/ kiểumẫu xác định đối tượng mới*)

The typical conceptual units are called prototypes which are the “best example” of a conceptual category.

The less typical units are seen as its peripheral (ngoại vi) members.

Ex. a ***prototype*** of a *bird* - like a *parrot*, a *sparrow*, or a *dove*, a *penguin*, or a *kiwi*...



## *Lexical concept*

\* **Lexical concepts are cognitive entities that are based on perceptual experience, which means that they are embodied.**

\* **CONCEPTS ARE COMMON IN MEANING *but it is expressed in different ways in different languages***

*Concepts of time in English, Russian, Vietnamese, etc. are common in meaning, but it is expressed in different ways.*

In English, there are Present Simple Tense, Present Perfect, Past Continuous, etc., & they are expressed in different forms, but

Vietnamese does not have such fine distinction of tenses & aspects as in English.

*\* People are born with a conceptualizing capacity. However, different communities may have unalike conceptual systems due to their different experiences.*

*Ex. The spatial concepts of “trên” & “dưới” & the corresponding verbs “lên” & “xuống” in Vietnamese belong to the basic conceptual systems as they can be projected to social relationships.*

\* When someone is promoted, he is said to be “*lên chức*”. If he is downgraded, he is “*xuống chức*”. Such examples can be extensively found in Vietnamese.

\* *Rice* is very familiar to Vietnamese, hence the different categories “*lúa*”, “*gạo*”, “*cơm, thóc*”.

\* *Nonetheless, it is not native to English speakers, & thus it has only one word “rice” to represent the 4 concepts as conceptualized by Vietnamese.*

## *Semantic primes/semantic primitive*

The authors of “**natural semantic metalanguage**” approach suggest the **universal semantic primes for many languages** (including Russian, Polish, French, Spanish, Danish, Chinese, Japanese, Korean, Lao, Malay, Mbula/Mangaaba-Mbula, Koromu, PNG, Tok Pisin, Amharic, Arabic, East Cree, Finnish, & many others)

## *Lexical cognitive concept*

Concepts are based on perceptual experience. It means, they are grounded in our daily experience.

## *Conceptual metaphors*

*Conceptual metaphor - a set of correspondences between a more physical source domain & a more abstract target domain.*

Conceptual metaphors are grounded in our physical & cultural experience.

\* **Metaphors** *is to name things, or this phenomenon by name of things, other phenomenon have similarities with the effect of increasing evocative & sensual.*

**Functions of Metaphor:** *Enriches the vocabulary of a language; Creates new ways of speaking; Makes speaking concise, Lets the speaker express all levels of their emotions & attitudes. Since the essence/nature of the metaphor is comparison, so the cognitive function of comparison is the cognitive function of the metaphor.*

\* Characterized by the formula *A is B*, in which **a target domain A understood in terms of a source domain B.**

\* **The most common source domains by Kovecses:**

(1) The Human Body, (2) Health and Illness, (3) Animals, (4) Plants, (5) Buildings and Construction, (6) Machines and Tools, (7) Games and Sport, (8) Money and Economic Transactions (Business), (9) Cooking and Food, (10) Heat and Cold, (11) Light and Darkness, (12) Forces, and (13) Movement and Direction.



\* **The common target domains are** (1) Emotion, (2) Desire, (3) Morality, (4) Thought, (5) Society / Nation, (6) Politics, (7) Economy, (8) Human Relationships, (9) Communication, (10) Time, (11) Life and Death, (12) Religion, and (13) Events & Actions.

*Người Cha mái tóc bạc*

*Đốt lửa cho anh nằm*

*The silver-haired Father*

*Fires the fire for him to lie down*

Conceptual metaphors characterized by common models in almost languages. They are common platform for contrastive studies.

## **Contrastive analysis on concepts in English & Vietnamese**

### **\* Experiencing- feeling/emotion in English & Vietnamese**

One of the exponents of *feel* in both of English & Vietnamese is to experience one's emotion. The concept expressed by various linguistic forms.

Ex. Examining the *idea of experiencing feeling/emotion* demonstrated by words *heart* in English & *lòng* in Vietnamese.

The **TC** for the contrast is concept of  
experiencing emotion.

*Experiencing emotion expressed by 'heart'.*

**Heart** - The thing that controls one's emotion.

The idea can be seen in English proverbs:

*A blithe heart makes a blooming visage (face sight); The  
joy of the heart makes the face fair; It is a poor heart that  
never rejoices; Fear is the prison of the heart.*

*Heart* in idioms & colloquial expressions with *heart* represent various aspects of feeling/emotion: *love, joy, hatred, fear & jealousy.*

Ex. \* ‘**break someone’s heart**’ (*làm tan nát tim ai*),

\* ‘**eat your heart out**’ (*dẫn vật mình (vì ghen tuông, ghen tị, hối hận, tiếc ...)*)

\* ‘**gladden the/(one’s) heart**’ (*làm cho ai vui lòng*),

\* ‘**heart breaks**’ (*buồn xé ruột*),

\* ‘**heart skips a beat**’ (*thần kinh vững*),

\* ‘**heavy heart**’ (*trĩu lòng/ héo ruột*),

\* ‘**melt (one’s) heart**’ (*chân tay bủn rủn/ hôn xiêu, /thót tim*),

\* ‘**nearly gave (one) a heart attack**’ (*làm thót tim, làm người ta sợ hết hồn*),

\* ‘**heart leaps**’ (*sương rơn người*).

> *As above illustration, in English, heart in different collocations can indicate various states of emotion.*

## *Experiencing emotion expressed by 'lòng'*

\* **Lòng** in Vietnamese - a **physical part of body/ internal organs**.

\* The expression used to describe various aspects of emotion:

*mát lòng, đau lòng, phải lòng, yên lòng, lòng bồi hồi, lòng*

*thương...*

*Lòng bồi hồi nao nao/ Con đường xưa còn đó/ Mà người xưa  
có còn không?;*

*Lòng xao xuyến mỗi khi hoa phượng rơi.*

*Một năm mới đang về/ Thấy vui trong lòng, dáng xuân mơ mộng.*

**Lòng** has its components such: *tim, gan, mật, bụng, ruột...*

**They can be used to represent emotion:**

‘giận bầm *gan*, tím *ruột*’, ‘sợ vỡ *mật*’, ‘sợ thót *tim*’, ‘cười đau cả *bụng*’, ‘tức lộn *ruột*’ ...

*Similarities & differences between experiencing  
emotion expressed by **heart** & **lòng***

## **The similarities**

Both English *heart* & Vietnamese *lòng* (& its  
exponents) can be used as mental entities to  
indicate various aspects of psychological status.

## The differences

Experience of emotion explained by different parts of human body in English & Vietnamese. When a status of emotion is indicated in English by only *heart* referring to a part of the body, it is interpreted in some Vietnamese expressions that do not always refer to the *heart*, but to the other internal organs: *liver, gallbladder, stomach, intestin (large & small) etc.*



Some psychological aspects of emotion expressed by Vietnamese *tim, lòng, tim, gan, mặt, bụng, dạ, ruột...* are not always interpreted by English *heart*: *lòng thương* – *compassion*, *lòng căm thù* – *hatred*, *lòng ghen tị* - *envy*, *vui lòng, hả dạ* - *have stars in one's eyes*, *bầm gan tím ruột* - *black in the face (with rage)*, etc.

The above illustration - the evidence for Kovecses's suggestion:

\* Emotions are commonly said to be private & heavily culturally dependent experiences that are inaccessible to others.

\* For this reason, the language & underlying conceptualization of emotional experience are expected to be highly culture-specific.

## *Conceptual metaphors in English & Vietnamese*

Describe a contrastive study on conceptual metaphor

**MARRIAGE IS A UNITY OF TWO COMPLEMENTARY PARTS –**

A case in English & Vietnamese proverbs & folk verses.

Marriage - one of the most pervasive topics “in our ordinary everyday way of thinking, speaking & acting” (Lakoff &

Johnson, 1980, p. 453), the metaphors for marriage might

regularly occur among conventional metaphors. The *tertium*

*comparationis* for the contrast in two languages is “*marriage is*

*a unity of two complementary parts*”.

Developing additional structure in marriage that derives from *love*, Kovecses suggests that marriage is conceptualized as a particular kind: a physical unity of two complementary parts, which yields the complex metaphor ***MARRIAGE IS A PHYSICAL AND/OR BIOLOGICAL UNITY OF TWO COMPLEMENTARY PARTS.***

*MARRIAGE IS A UNITY OF TWO COMPLEMENTARY PARTS*

*in Vietnamese*

The data from Vietnamese proverbs & folk verses on marriage indicate that *unity of complementary parts in Vietnamese marriage* data signifies all components of the source domain in Kovecses's marriage metaphor.

*Vợ chồng như đũa có đôi* - A couple is like a *pair* of chopsticks.

*Đôi tay nâng lấy cơi trầu/ Miếng trầu không là vợ/ miếng cau là chồng* - The piece of betel leaf is symbol of wife, the piece of areca is husband.

*Vợ chồng như khóa với chìa* - A couple is *a lock & a key*.

*Đôi ta như cúc với khuy/ Như kim với chỉ, bỏ đi sao đành* – We are the *unity* of a *button & the buttonhole* in a piece of clothing.

*The above unities of complementary (useful or attractive together) parts have the meaning of*

- (1) the two physical parts,
- (2) the physical joining of the parts,
- (3) the physical/biological unity,
- (4) the physical fit between the parts,
- (5) the physical functions of the parts in the unity,
- (6) the complementariness of the functions of the parts,

- (7) the whole physical object consisting of the parts,  
(8) the function of the whole object.

However, they refer to Vietnamese sociocultural details such as *chopsticks*, *trầu cau* (betel & areca), *the Moon & the Moon Man*, ect.



## **MARRIAGE IS A UNITY OF TWO COMPLEMENTARY**

**PARTS** in Vietnamese indicates particular characteristics connected with (a) the role of Nguyệt Lão (God of marriage & love), Nhân Duyên (fate in marriage),; (b) requirement of a unity of two complementary parts in marriage.

*Similarities & differences between the metaphors  
in English & Vietnamese*

The concept of marriage can be expressed by the metaphor MARRIAGE IS A UNITY OF TWO COMPLEMENTARY PARTS in English & Vietnamese. However, it is **reflected in different ways in two languages**. The differences depend on the **particular parts in the source domain**, i.e. the ways of mapping from the source to the target domains.

Marriage in Vietnamese folk beliefs is a union of various gender who are compatible with each other, sharing the belief in fate & affinity, perform different but complementary roles in the relationship.

## SUMMARY

\* Lexeme - a unit of syntactic and reflective meanings. Each lexeme belongs to a particular grammatical category (word class) & subcategory (subtypes of word class).

\* Lexemes, word classes & their subtypes are universal units which serve as *Tertium Comparationis* in comparison between languages including interlanguage.

Lexemes in languages can be compared in the perspective of cognitive theory which considers that human experience is embodied & language is embodiment. Therefore, meaning is viewed in terms of conceptualization & mental spaces, & concepts are considered to be common unit for languages.

\* Concepts integrate semantic primes from semantic-conceptual domains & each integrated concept is a lexical conceptual unit (the result of lexical concept integration).

\* Lexical conceptual units consist of lexical profiles which select and form part of the linguistic content encoded by a lexical concept. Lexical conceptual units & profiles are continuous objects of intralingual comparison as well as learning and teaching second language, & translation.

## CHAPTER V

### CONTRASTIVE ANALYSIS AT THE LEVEL OF PHONOLOGY

1. **Questions for CS & Determine TC for CS** at the level of phonology;
2. Explain **similarities & differences** between V. & E. suprasegmental phonemes: stress, intonation, tones, assimilation, elision, liaison;
3. Explain **similarities & differences** between V. & E. segmental phonemes: vowels, consonants, allophones, distributions of phonemes;
4. Analyze **similarities & differences** between E. & V. learner interlanguage phonological problems.

# PHONETICS

- \* Definition. Phonetics - Study of physical properties of speech sounds.
- \* *Discovery of how speech sounds produced & used in spoken, written language, symbols, & how different speech sounds are heard & recognized.*
- \* Phonetics concerns with *description & classification of speech sounds.*
- > *Phonetics studies properties of speech sounds (vocal tract: lungs, trachea, mouth, nose...*



## \* ARTICULATION OF SPEECH SOUND

**LUNGS ACT** (BREATHING: *INHALING & EXPELLING*)

- > **PUSHING AIR THROUGH THROAT, NOSE, MOUTH**
  - > *MAKING SPEECH SOUND*

\* *THE BRAIN AUTOMATICALLY REGULATES BREATHING*

> *CREATING PAUSES AT GRAMMATICALLY CONVENIENT*

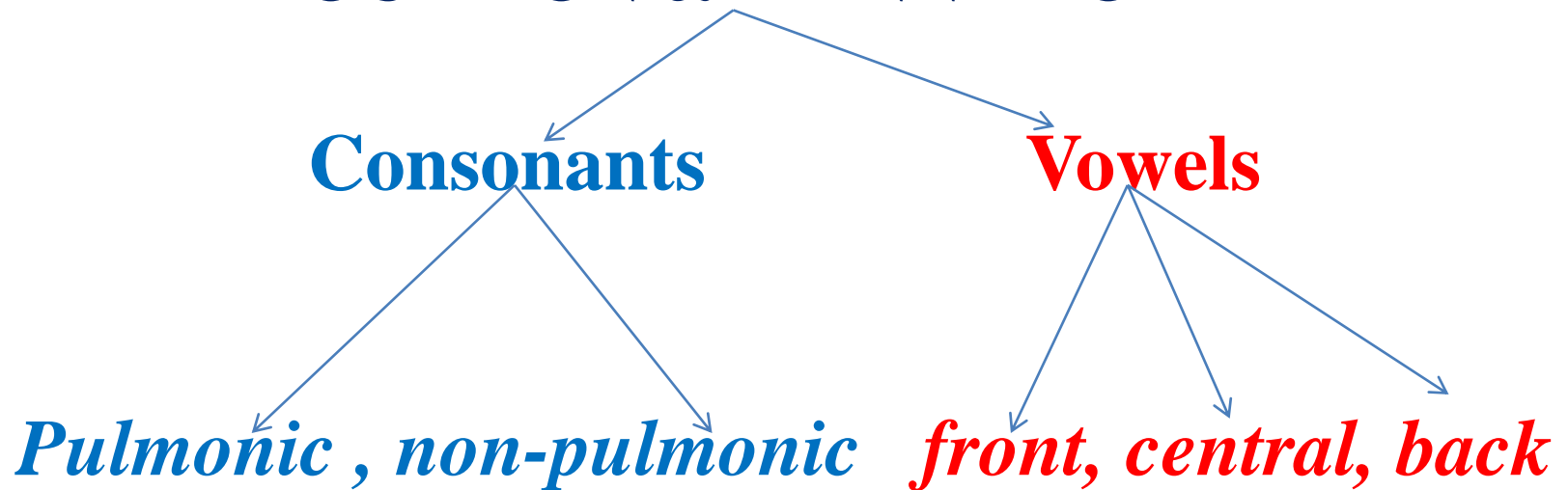
*PLACES IN UTTERANCE (PHRASE, CLAUSE, SENTENCE)*

**Practise:** *Marta is a doctor on probation. She was born & grew up in London.*

The differences between **SOUND** – **LETTER**; **SOUND** – **PHONEME** ?

# IPA – INTERNATIONAL PHONETIC ALPHABET

## LOCATION & MANNER OF IPA



# Phonology

\* **Phonology** - *Study of the distribution & patterning of speech sounds in a language & the tacit (hidden) rules governing pronunciation.*

\* *Phonology describes the way sounds function within a given language or across languages to encode meaning & it belongs to theoretical linguistics.*

It means ***Phonology studies the sound system of a language, including sound establishment & description.***

# The units of sound system of a language

**Phoneme.** \* A **basic meaningless unit** of a language.

\* The *smallest (meaningless) sound segment* combined with other phonemes to form meaningful units, morphemes.

\* **2 types of phonemes:** + Segmental phonemes: vowel & consonant sounds

+ Supra-segmental phonemes: stress, pitch, intonation, tone, syllable...

that can make one word different from the other

Ex. /p/ in *pop* & /t/ in *top*; Increase (noun) with stress on the 1st syllable and *In*crease (verb) with stress on the 2nd syllable **do not share the same meaning:** they are **noun & verb.**

## SYLLABLE

\* Very **important unit in speech** which is often **longer than a sound & smaller than a whole word**.

\* A sound segment ***formed by a peak (normally a vowel) & its surrounding consonants***. These vowels **can form a syllable on their own**, or can be the **center of a syllable**.

thom, ðã, beauty, beautiful

Ex. ***aware*** is a ***two-syllable word*** consists of the first syllable /ə'-/ by itself & the second syllable /-weə/ with a consonant /w/ & a diphthong /eə/.

\* ***Consonants are at the beginning or at the end of a syllable.***

# STRESS

- \* The *pronunciation of a word or syllable with more force than the surrounding syllables or words.*
- \* A stressed word or syllable produced by **using more air from the lungs**. (often heard as being *louder* than the surrounding unstressed ones; on a higher pitch & with higher duration (*longer*)).
  - \* **4 main levels of stress:**  
*primary stress (main stress, full tonic stress), secondary stress (substress), half stress, unstress.*

## *Word stress*

\* Word stress **is placed on syllables within words.**

Ex. gentility /**djen'tiliti**/, beauty /**'bju:ti**/

\* The importance of word stress if **wrong stress:**

> ***Difficult for hearing; Changing the meaning; Feeling uncomfortable understanding or type of the word in communication***

## 4 levels of English word stress

**Unstressed** - *Unemphasied*

**Tertiary** - *Unemphasied*

**Primary** - *Content, emphasied*

**Secondary** - *extra stress*



\* *Most words made up of more than one syllable.*

\* *In long words, more than one syllable often required.*

Ex. the word *indivisibility* / in.dɪ vɪz.ə 'bɪl.ə.ti/

(has more than one stressed syllable)

The syllable bil - *primary stress*. The in - *secondary stress*,  
vi - *micro syllable* - *tertiary stress*.

## Common rules for E. word stress

- \* **Most two-syllable nouns/adjectives have stress on the 1<sup>st</sup> syllable**

Ex.: *father* /'fɑ:ðə/, *clever* /'klevə/, *happy* \_/'hæpi/.....

- \* **Most two - syllable verb have stress on the second syllable**

Ex: *collect* /kə'lekt/, *decide* /di'said/.....

- \* **Words ending in –ic, -tion,-ity, - aphy...have stress on the preceding syllable.**

Ex: *biology* \_/bai'ɔlədʒi/, *information* /,infə'meɪnʃn/...

# ALLOPHONE

- \* *Allophones - variants of phonemes derived from the same phoneme in different distributions.*
- \* The crucial distinction between phonemes & allophones - substituting one phoneme for another will result in a word with *different meaning & different pronunciation.*
- Ex. /**p**/ in **pan** & /**p**/ in **span** not pronounced in the same way. /p/ in **pan** & /p/ in **span** - allophones of phoneme /**p**/.

# Velarization

\* A secondary articulation of consonants by which the back of the tongue is raised toward the velum during the articulation of the consonant.

Ex. The lateral /**l**/ becomes velarized [**ɫ**] when it follows a vowel & precedes a consonant (as in *fil**l**m*, *hel**l**p*), or when it is preceded by a vowel & at the end of a word (as in *fil**l**e*, *boil**l***).

*File* [f**ail**], *milk* [milk], *dealt* [d**elt**], *boil* [b**oil**]

# ASSIMILATION

- \* A phonetic process by which *one speech sound* (assimilating sound) *influences an adjacent sound* (assimilated sound), *making it resemble or become identical with the neighboring sound.*
- \* Assimilation may occur within a word & between words.
- \* Two types of assimilation: *progressive (đồng hóa xuôi)* & *regressive (đồng hóa ngược)*.

\* In **progressive assimilation**, the preceding sound affects the following sound.

Ex. *would you* /wud ju:/ > /wud zu:/;  
*soldier* /səʊldjə/ > /səʊldzə/

\* In **regressive assimilation**, the following sound influences the preceding sound.

Ex. *this shop* /ðis ʃɒp/ > /ðɪf ʃɒp/ (ʃ is identical)

*monkey* /mʌnki/ becomes /mʌŋki/ (ŋ & k are both velars)

# Elision

\* *The omission of one or more sounds (a vowel, a consonant, or a whole syllable) in a word or *phrase*. Sometimes sounds elided to make a word easier to pronounce & elision is typical of rapid & casual speech.*

Ex. /ə/ can be omitted after /p, t, k/: *potato* /pə'teɪtəʊ/- /**p**'teɪtəʊ/; *tonight*: /tə'naɪt/ - /**t**'naɪt/; *asked*: [ɑ:s**kt**] - [ɑ:s**t**]

## Liaison (linking)

*The linking of words in speech when the second word begins with a vowel.*

The most common case is the linking of /r/.

Ex. *number eight* /'nʌm.bə<sup>r</sup>(r)eɪt/

*Open it;*



## INTONATION

- \* The way the voice goes up & down in pitch when people speaking.
- \* The way to express our own thoughts & to understand those of others & gives us clues about the speaker's attitude, or how he feels about what he is saying.

Ex. *We can get a good idea as to whether someone is interested, bored, being kind, being honest or lying.*

You are a teacher, aren't you?

# Homophone

The words have the same pronunciation but have different meanings & spelling.

Ex. *buy, by, bye* /bai/

# Homographs

The words that have the same spelling (writing) & pronunciation but different in meaning

Ex. "Bow" meaning the front of a ship;  
"bow" meaning a loop made in a string or ribbon, &  
"bow" meaning a device used to shoot arrows (**are all homographs**).

# Homonyms

The words that have the same writing & pronunciation but have multiple different meaning.

Ex. *saw* (a cutting tool) & *saw* (the past tense of see); The '*book*' is very interesting; I would like to '*book*' a flight to Spanish; We are trying to '*train*' our dog. / The '*train*' will be here soon.

# Heteronym

a word that has the same spelling as another word, but different pronunciation & meaning.

Ex. We live in the '*desert*'/'dezot/. / You should never '*desert*'/'di'zot/ a friend at a time of need.

I saw a '*tear*' in her eye. / She wanted to '*tear*' the letter.

## CS of segmental phenomena in E. & V.

In L2 learning contrastive phonetics & phonology consist  
of 2 major areas of analysis between L1 & L2:  
*segmental (phonemes & phoneme variants) &*  
*suprasegmental (stress, intonation, rhythm).*

*They are **universals** & serve as **tertium**  
**comparationis***

A CA of segmental phenomena in English & Vietnamese  
primarily focuses on the phonetic systems, *allophones* &  
*their distributions in speech events.*

It aims to answer the questions:

- 1) *Which phonemes are found in both languages?;*
- 2) *Are the allophones in the two languages similar or different?;*
- 3) *Do the phonemes & allophones have the same distributions?*

## 3 steps for CA

Step 1: *Determining the phonetic systems in the two languages based on the International Phonetic Alphabet (IPA) to find out the similarities & differences.*

English phonemes consist of consonants & vowels.

V. comprises 3 types of phonemes: consonants, vowels & tones.

A CA of the two languages shows that E. & V. have **17 similar consonants**. Tones do not occur in E. , but they considered as phonemes in V. since a change in tone indicates a change in meaning.

Ex. *mua* “buy” & *múa* “dance”: two distinct words & only differ in tone (level tone & rising tone).

<b>Phonemes</b>		<b>English</b>	<b>Vietnamese</b>
Consonants		24	22
Vowels	Monophthongs	12	11
	Diphthongs	8	32
	Triphthongs	5	13
Tones		0	6
<b>Total number of phonemes</b>		49	84

Step 2: *Determining the allophones in each language & finding out similarities and differences.*

*Some E. phonemes have allophones in different distributions. This phenomenon is not seen in V.*

Ex. The phoneme /t/ can have several allophones as follows: /t/ is aspirated in initial position of a stressed syllable as in “take” & it is unaspirated after /s/. Thus, the same /t/ is pronounced differently in “take” & “stake”.



**Step 3: *Contrasting the distributions of phonemes , allophones.***

The phonemes in the two languages are *not only contrasted on the paradigmatical axis, but also on the syntagmatic axis*, (how it may be combined with other phonemes to form meaningful words).

Ex. Take the sound /ŋ/. **In E**, this sound only **occurs after vowels** as in “*dining*”, “*king*”, etc. **In V**, it **occurs in both initial & final positions of a syllable**, as in “ngoan”, “ngùng”, etc.

By contrast, the sound /l/ is only found **in initial position of a syllable in V**, but it can occur in both distributions in **E**, as in “leap” & “meal”.

## CA of suprasegmental phenomena in E. & V.

\* *Suprasegmental aspects of speech are universal*

concepts in languages which include *syllable structure, stress, tone, intonation & length.*

\* They are *characteristics of speech* that can distinguish words, phrases or sentences & *can serve as tertium comparationis* for CS on *suprasegmental questions* in languages.

## *Contrastive analysis of syllable structure*

\* *Syllable is a unit of speech formed minimally of one vowel.*

\* *Syllable is used to talk about the pronunciation of word, not writing.*

Ex. in writing, *chocolate* can be divided into *cho-co-late*.

But it is pronounced with only two parts.

\* *A word can be monosyllabic, disyllabic or multisyllabic.*

Ex. English word *cut* is monosyllabic; *confident* /**CON***fid***ent**/ is multisyllabic.

\* *The Vietnamese syllable has 4 components:  
tone, initial consonants, vowel & final  
consonant.*

The *initial & final consonant can be absent,*  
*but the tone & vowel are necessary.*

*There are some similarities & dissimilarity  
between V. & E. syllables. Most Vietnamese  
words are monosyllabic.*

## *Contrastive analysis of stress*

*\* In Indo-European languages, stress pattern is variable & unpredictable. The placement of stress in a multisyllabic word can mark a difference of the meaning of the word.*

Ex. English words *cóntent* (that which is contained) differs from *contént* (satisfy someone); *récord* (anything that is preserved as evidence) & *recórd* (to write down or to tape something).

*\* If a word is multiple syllable, stress is given to one of the syllables. The syllable given by the stress made longer, louder & higher.*

\* Stress of a word can be shown circle

\* Each circle is a syllable & the bigger circle shows the syllable which has the stress: *September* is **oOo**.

\* **Word stress is unfamiliar to V.** native speakers because **V. is an isolating language with lexical tones.**

> It raises essential questions for comparison between V. & E. at the level of phonology.

\* Multisyllabic words have stress pattern, which is  
lexical stress.

\* *Sentences also have a stress pattern & this is  
sentence stress or rhythmic stress.*

Ex. *Thanks a lot!* THANKS a LOT! The stress  
pattern is OoO;

*Yes, of course!* YES, of COURSE! The stress  
pattern is OoO.

It should be noted that **Vietnamese is a syllable-timed language** while **E. has stress-timed rhythm**.

It means: *stressed syllables tend to occur at relatively regular intervals* whether they are separated by unstressed syllables or not;

The *stressed-timed rhythm theory* states that the time duration from each stressed syllable to the next tends to be the same, irrespective of the number of intervening unstressed syllables.



# Contrastive study of tones

- \* Tone deals with quality of sounds to convey the meaning at the word level.
- \* *Tone is common for the Austro-Asiatic languages (including Vietnamese), but uncommon for the major European languages & their relatives.*

## **Vietnamese has 6 tones.**

Tone is shaped independently of initial consonant & rhyme. It is why the whole syllables are kept but tones change, a new word is created.

**Tones** considered as phonemes in Vietnamese since a **change** in tone indicates a **change in meaning**.

<b>Tone (thanh)</b>	<b>Mark</b>	<b>Level tone</b>	<b>Vietnamese</b>	<b>English</b>
Ngang		Unmarked/level	ma	ghost
Sắc	'	Rising tone	má	mother
Huyền	`	Falling tone	mà	which
Hỏi	ꞌ	Falling/dipping rising/creaky	mả	tomb
Ngã	~	tone	mã	horse
Nặng	.	High rising tone	mạ	rice
		Low constricted tone		seeding

## *Contrastive analysis of intonation*

*\* Intonation is crucial to human communication, supplying additional meaning to the lexical meaning.*

*\* It has the functions of focusing, attitude, grammar & discourse:*

**Focusing function:** the speaker focuses on the most significant information.

**Attitudinal function:** expresses speaker's attitude on what is being said.

**Grammatical function:** distinguishes certain syntactic relationships in the utterance.

**Discourse function:** indicates relationships between speaker & listener, & between new & old information.

## *CA of aspects of connected speech*

### *Assimilation*

A phonetic process by which one speech sound influences an adjacent sound, making it resemble or become identical with the neighboring sound.

Ex: - *would you* /wudju:/ > /wudzɜ:/; *soldier* /səʊld jə/ > /səʊldzə/; *monkey* /mʌnki/ > /mʌŋki/ (**ŋ** and **k** are both velars)

In Vietnamese, “*sáp nhập*” is often pronounced as /sát nhập/ (**t** & **n** are alveolars)

## *Liaison*

\* *The linking of words in speech when the second word begins with a vowel.* The most common case in **E.** is the linking of /r/: *number eight* /nʌmbə (r) eit/; *an egg* /ən eg/

\* *Vietnamese has six final consonants (3 voiceless sounds *p, t, k*, & 3 voiced sounds *m, n, ŋ*), **but linking does not occur in Vietnamese.***

Ex. *Không khuất phục trước uy lực kẻ thù*

# *Elision*

- \* The *omission of one or more sounds* (such as a vowel, a consonant, or a whole syllable) in a word or phrase.
  - \* Sometimes sounds are elided to *make a word easier to pronounce* & elision is typical of rapid & casual speech.
  - \* *Elision occurs in both English & Vietnamese.*
- E.** *tonight* /tənait/, *police* /pɒli:s/, *correct* /kərekt/
- V.** *đi thì đi* /đi ì đi/, *còn có một tí* /còn cơ ọm tí/



CA of phonetics & phonology involves the **knowledge & skill** in the perception & production of phonemes, syllable structure, tones, stress, rhythm, intonation.

*Some of them are universal & other are language-specific.*

- \* Phonological CS are mainly limited to the investigation of the articulatory features of speech sounds.
- \* The *similarity of articulation is one of the possible tertia comparationis.*
- \* *The lack of phonetic equivalents of some second language sounds in one's native language is one of major difficulties in learning a foreign pronunciation.*
- \* The *main methods* of contrastive studies at the level of phonology are response *recording & experimental.*

**CHAPTER VI**  
**CONTRASTIVE DISCOURSE**  
**ANALYSIS**

- \* **Contrastive units on the perspective of *speech acts***
- \* **Explain the *TC* in contrastive studies & in discourse analysis**
- \* **Key *concepts of discourse analysis: cohesion, coherence, adjacency pairs, theme & rheme;***
- \* ***Background knowledge of speech***
- \* ***New & Old Information of utterance***
- \* **Presupposition of utterance**
- \* ***Contrastive analysis of English & Vietnamese discourse.***

## DISCOURSE

- \* **Discourse** refers to units of language in use produced as the result of an act of communication: utterances, paragraph, conversations, interviews, texts.
- \* Discourse analysis is concerned with the analysis of language 'beyond the sentence'.
- > Discourse analysis looks at whole texts rather than sentences, phrases or clauses.
- \* A discourse can be *interpreted*.

## 2 types of discourse analysis

\* *Spoken Discourse Analysis*: study of *conversations, dialogues, spoken monologues*, etc.

\* *Written Discourse Analysis*: study of written texts: *essays, news, written speeches*, etc.

\* The major issues of discourse: *coherence, cohesion, adjacency pairs and exchanges, theme, rheme*.

# Contrastive discourse analysis principles

- \* Discourse studies investigating the *ways in which language is used & larger levels of language structure.*
- \* Contrastive studies on discourse focuses on *the (dis)similarities in content (or meaning) between the expressions & the (dis)similarities in textual structure in two or more languages.*

*\* L1 expression, L2 expression & their content: 3 components of a CS.*

\* **Overlapping idea/content** is what has “the same cognitive structures & the same communicative needs in speaking” in contrastive discourses.

\* **The outside parts of the overlapping idea:** the differences between contrastive units. They express sociocultural linguistic features.



## Discourse & contrastive units in the perspectives of speech

\* *Discourse encloses its content & expression  
which regulates each other.*

\* Each constituent, in turn encompasses its constituents. The distribution of hierarchical structure of discourse is drawn as

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## Linguistic expression of discourse

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### Content

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#### Spoken units

#### Written units

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**Genre**

**Communicative  
event**

**Text**

**Topic**

**Dialogue**

**Paragraph**

**Minimum idea**

**Utterance**

**Sentence**

**Pretext**

**Speech act**

**Speech act**

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# Speech Acts

- \* One important area of **pragmatics**.
- \* Speech acts - Communicative acts *conveying an intended language function.*

**Functions:** *requests, apologies, suggestions, commands, offers & appropriate responses to those acts...*

Identification of intended **speech acts**.

# Types of Speech Acts

\* Based on linguistic performance **Various types of speech acts** classified by **John Searle** (1932, American philosopher best known for his work in the philosophy of language - especially speech act theory and the philosophy of mind).

**1. Representatives** (tường giải/biểu hiện): **commit a speaker to the truth of an expressed proposition.**

Paradigm cases: ***asserting, stating, concluding, boasting, describing, suggesting.***

*I am a great singer.*  
*Bill was an accountant.*

2. Commissives (cam kết): Commit a speaker to some future action.

Paradigm cases: *promising, pledging, threatening, vowing, offering.*

*I am going to leave you.*

*I'll call you tonight.*

**3. Directives** (cầu khiến/điều khiển): *used by a speaker who attempts to get the addressee to carry out an action.*

Paradigm cases: *requesting, advising, commanding, challenging, inviting, daring, entreating.*

Ex. - *You'd better tidy up that mess.*  
- *Sit down.*

TO DARE IS TO DO

**4. Declarations** (tuyên bố): affect an immediate change of affairs.

Paradigm cases: declaring, baptizing, resigning, firing from employment, hiring, arresting

*Ex. - Congratulations on becoming a child of God from this day, God will always protect, guide and bestow many special blessings on him.*

*- We find the defendant guilty.*

*- I resign.*

**5. Expressives** (biểu cảm): *express some sort of psychological state.*

Paradigm cases: *greeting, thanking, apologizing, complaining, congratulating.*

*This beer is disgusting.*

*I'm sorry to hear that.*



# Austin's classification of speech acts

(Austin, J.L. (1962): How to do things with Words

## 3 kinds of speech acts

### 1. A locutionary act (tạo lời)

The act of saying something in the full sense of “say”, *producing an utterance form & more or less determinate meaning*. (Using linguistic elements: phonetics, vocabulary, & grammar to create words, sentence)

## 2. An illocutionary act (Tại lời)

\* The act performed in saying something,  
**conveys the speaker's intended meaning.**

(say something & how to do it & do it as soon  
as you say it).

Ex. - *Class is too noisy.* > The act of the  
word/comment is that the class is noisy;

- *Don't talk in private.* > To act on words  
is to ask students not to talk, keep quiet.

>>> **Illocutionary act is the target of the  
statement.**

### 3. A perlocutionary act (Mượn lời)

- \* The act performed by or as a ***result of saying***; the effect that illocutionary act has on the hearer.
- \* Through speech, the speaker affects thoughts & feelings of the listener. One act of word can have many different actions.

Ex. **An action in words:** Do not want to talk to someone:  
*You go home & send me to sleep* > But there may be many acts of implicatures: *What time is it ?;*  
*Tomorrow I have a class time; ....*

## *COHESION*

Cohesion is the grammatical & lexical linking (cohesive ties/connections) within a text or sentence that holds a text together and gives it meaning.

# TYPES OF COHESION

- \* **Two** main types:
  - *Grammatical cohesion*, which is based on *structural content*
  - *Lexical cohesion*, which is based on *lexical content & background knowledge*.
  
- \* A cohesive text is created in many different ways.
  
- \* **Five** general categories of cohesive devices: reference (*mention of*), ellipsis (*word omission/*), substitution (*word/phrase replacement*), lexical cohesion (*lexical items*) & conjunction (*connectors*).

# COHERENCE

\* Coherence is a Latin word, meaning “to stick together.” (*Every thing fitting together well*).

\* **Coherence** is a **literary technique** that refers to ***logical connections***, which listeners or readers perceive in an **oral or written text**.

In other words, it is a **written or spoken** piece that is not only ***consistent & logical & unified & meaningful***.

# The differences between Cohesion & Coherence

- \* **Cohesion:** In the text; Grammatical links; Clues, guides to coherence
- \* **Coherence:** In the readers's /listener's mind; The feeling that the text makes sense; The reader has to create coherence. - Example in the coursebook.
- **In fact:** *Sometimes A cohesive text (having a lot of connections) is not coherent text (difficult to interpret) – Example in the coursebook.*

\* Cohesion - the grammatical & lexical linking within a text or sentence that holds a text together & gives it meaning.

\* While cohesion is surface links that connect clauses & sentences, *coherence is the extent to which discourse is perceived to hang together rather than being a set of unrelated sentences or utterances.*



## EX. illustration the relationship between cohesion & coherence.

1. *John forgot to bring the corkscrew. The party was spoilt.*  
(There's no surface link, but it is coherent)
2. *Although Thu is a teacher, she is very honest.* (There is a formal cohesive device (conjunction “although”), but it is not coherent because the sentence does not sound right according to our common background knowledge)
3. *Hắn vừa đi vừa chửi. Chí Phèo xách một cái vỏ chai đến nhà bá Kiến.*  
(He cursed as he walked. **Chi Pheo** went to Ba Kien's house with an empty bottle in his hand).

# Reference

## 2 Types of Reference

**Anaphoric reference**, which looks **backward** in the text for its referents “she” in example above.

**Cataphoric reference**, which looks **forward** in the text for its referent as “Hải” in (3) above.

*\*A contrastive analysis of a piece of discourse between English and Vietnamese version reveals some differences in using referents.*

# Adjacency pairs

\* An adjacency pair - an example of conversational **turn-taking**.

\* An adjacency pair consists of 2 utterances by *two speakers, one after the other*.

The speaking of the first utterance (the first-pair part, or the first turn) provokes a responding utterance (the second-pair part, or the second turn).

Utterance function

*greeting* >>>>>

*congratulation* >>>>

*apology* >>>>

*infor* >

*leave-taking* >

Expected response

*greeting*

*thanks*

*acceptance*

*acknowledgement*

*leave-taking*

# Contrastive analysis of **Theme & Rheme**

A message consists of two main parts: Theme & Rheme.

**The theme - the topic**

**The rheme - the comment**

- > The **Theme** is the element which serves as the **point of departure of the message.**
- > The remainder of the message, **the part in which the theme is developed, is called the Rheme.**

1) *The cat ate the rat (the focus is the CAT).*

2) *The rat was eaten by the cat (the focus is the RAT)*

**\* There are 3 types of themes: Topical,  
Interpersonal & textual.**

*Ex. Frankly, the movie was a waste of money. However,*

*you should see it & make up your own mind.*

*Interpl.    Topical    Textual    Topical*



- \* Theme: a **nominal group, adverb group, prepositional phrases.**
- \* English & Vietnamese called ‘SVO’ languages: The declarative clause requires **a verb at its center**, **a subject before it & any object after it.**
- \* **Other languages** are **VSO’ or ‘SOV’** language (very often this basic pattern rearranged by means of *fronting devices*).
- \* When the **subject is the theme**, it is **unmarked**; when a **theme that is something other than the subject** in a declarative sentence is *marked*.

1. Giữa giường thất bảo ngồi trên một bà.

*(marked)*

2. Susan drove a Rolls Royce. (unmarked)

3. Rich they may be, but I don't think they're happy (marked: CSV, Complement-fronted)

*\* A contrastive analysis of Theme & Rheme in English & Vietnamese can be interesting & of practical values.*



# SUMMARY

- \* **DA** refers **mainly** to the **linguistic analysis** of naturally occurring *connected speech or written discourse*.
- \* **It deals with the organisation** of language above the sentence: *cohesion, coherence, adjacency pairs, conversational exchanges, theme, rheme*.
- > *Comparisons between their components can be based on topics composed of either dialogues or texts on minimum ideas composed of either utterances or sentences.*

A CA of discourse between  
English & Vietnamese can be of  
**practical & pedagogical values**  
because there are certain **common**  
**features & culture-specific** in the  
**2 languages.**

## EXERCISES

Analyze the following sentence quoted from Shakespeare's epic "Romeo and Juliet" & in translated sentence to find the pragmatic equivalences between English & Vietnamese:

Samson: "*A dog of the house of Montague moves me*".

*"Cứ thấy một thằng chó nhà Montague là tao ngứa ngứa chân tay."*

- Context: 2 families hate each other. This member calls each other member “a dog”.

-The word "move" in English means "to move/chuyển động, ..." but in the context of an enemy. "move" indicates the position they are willing to strike & attack their enemies. - "me": “tao” suitable for context because they are enemies.

Using cohesive devices to write a coherent paragraph.