

UNIVERSIDAD NACIONAL DEL COMAHUE

FACULTAD DE LENGUAS

ASIGNATURA: ANALISIS CONTRASTIVO

ORDENANZA/S PLAN DE ESTUDIOS: PROFESORADO DE INGLÉS ORD. 430/2009

AÑO: 2023

REGIMEN: ANUAL

CARGA HORARIA: 4HS SEMANALES

CARGA HORARIA ANUAL: 128

DEPARTAMENTO: LINGÜÍSTICA

ÁREA: LINGÜÍSTICA TEÓRICA

ORIENTACIÓN: LINGÜÍSTICA COMPARADA

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1. Rationale

The traditional Contrastive Analysis (CA) approach developed by Lado (1957) was based on the idea that in a second language learning situation, learners rely extensively on their native language. As a result, it was necessary to do a contrastive analysis of the native language and the target language. This entailed making detailed comparisons between the two languages in order to determine similarities and differences. However, the CA approach of the 1940s to 1960s was not adequate for the study of second language acquisition (SLA), in part, because it overemphasized the role of interference as a source of errors and was too undifferentiated with respect to other factors that may influence the process of acquisition, such as innate principles of language, attitude, motivation, aptitude, age, other languages known, and so forth. Besides, certain errors recur among language learners of various L1 backgrounds. Many problems are shared, irrespective of the mother tongue.

This subject will be based on the conception that the system of knowledge about a second language is primarily an abstract system of underlying rules or principles. Second Language Acquisition (SLA) occurs progressively through a series of systematic stages. There are intermediate stages of a learner's language as it moves towards the target L2 (Interlanguage (IL)). Selinker (1972) considered the development of the IL as a creative process, driven by inner forces in interaction with environmental factors, influenced by both the L1 and input from the target language. Following Saville-Troike (2006), development of L2 knowledge manifests itself in a cline of linguistic performance which sometimes shows abrupt changes in the interlanguage system. This indicates reorganization takes place from time to time during the process of SLA,

presumably because L2 input cannot be accommodated within the learner's existing system of knowledge. As a result, we can state that some innate capacity must be postulated to account for learning, given that learners are not passive recipients of input.

Contrastive linguistics is the systematic comparison of two or more languages, with the aim of describing their similarities and differences. Moreover, contrastive linguistics plays an important role in the creation of language awareness (cf. Kortmann 1996, James 2005, Mair 2005). In particular, advanced learners can profit from a direct comparison of their native language with the language to be learned, thus making their implicit knowledge of the differences explicit. Thus the explicit and systematic comparison of English and Spanish will constitute a useful tool for students to make relevant generalizations about their underlying rules. As a result, they will be better equipped with certain cognitive and metacognitive strategies that will enable them to monitor their productions, identify the source of their errors and improve their performance in the TL. Besides, the contrastive analysis of both languages, conceived in this way, will help students as would-be professionals. As teachers they will be able to describe, discuss, explain and compare the structure of their mother tongue and the language they will teach. Consequently, this conscious grammatical knowledge will enable teachers to: (1) systematize the relevant grammatical properties of both languages, (2) anticipate errors of transfer and areas of difficulties for students, (3) provide the right type of input, and (4) design a lesson plan and a set of activities to deal with the problematic or difficult areas.

In brief, this subject is intended to optimize the acquisition of English as a L2 through the development of strategies of abstraction and deduction. In this way, students will succeed in acquiring an abstract, implicit and explicit knowledge of the L2 as a system of rules and reorganize their IL. No matter the approach to SLA that teachers adopt, a metalinguistic analysis of the relevant grammatical properties of the L2 in contrast to the L1 will not only foster the development of strategies on the part of the students but also its systematization and subsequent acquisition.

2. Objectives

To enable students

- To deepen their knowledge of the syntax of English and Spanish both descriptively and theoretically;
- To systematize, describe and explain the differences and similarities between both languages;

- To understand the modern contrastive theory;
- To apply the theoretical contents and practical aspects acquired in this course to the teaching of English;
- To develop learning strategies leading to more autonomous learning;
- To hypothesise, work out solutions for some syntactic problems and account for their answers;
- To use deduction and inference;
- To analyse and correct the errors that may appear in their own productions;
- To analyse, classify and explain errors that crop up in the course of acquisition of English as a second language;
- To question or back up theoretical assumptions or proposals;
- To be critical when reading bibliography;
- To get familiar with some basic translation patterns;
- To grasp a way of thinking and reasoning that will help them as students and would-be professionals;
- To integrate the knowledge gained in other subjects with the contents learnt in this course;
- To analyse the presentation and practice of certain topics in different course books.
- To analyse and criticize certain didactic sequences that present the different topics introduced in the units of the syllabus.
- To design activities to present certain topics introduced in the subject that are likely to pose problems for learners.

3. CONTENTS ACCORDING TO THE CURRICULUM (ORD. 430/2009)

Objetivos:

- Introducir a los alumnos a un análisis comparativo del inglés y español.

Contenidos mínimos:

- el orden de los constituyentes en las dos lenguas
- tipos de oraciones: pasivas, impersonales y ergativas
- la estructura del Sintagma Nominal en ambas lenguas

4. SYLLABUS

Set 1: Approaches to Second Language Learning (SLL)

Set 2: Tense morphology in English and Spanish: problems for English L2 acquisition

Set 3: Argument Structure: unaccusativity. Problems for English L2 Acquisition

Set 4: Argument Structure: transitivity alternations: anticausative and passive constructions. Problems for English L2 Acquisition

5. CONTENTS

Set 1: Approaches to Second Language Learning (SLL)

Contrastive Analysis (CA): basic tenets and shortcomings of the CA approach. Error Analysis (EA): basic tenets and shortcomings of the EA approach. Interlanguage: characteristics and processes that shape IL.

Set 2: Tense morphology in English and Spanish: some problems for English L2 acquisition

English L2 Morpheme Acquisition Order: some studies and determinants. Tense in English: processes involved: affix-hopping, V-raising and do support in affirmative, negative and interrogative sentences with auxiliary and main verbs. Tense in Spanish: V-raising, affirmative, negative and interrogative sentences. Strong I vs weak I. Variability in the acquisition of English tense morphology. Some proposals for the acquisition of Tense in L2 English: *The Missing Surface Inflection Hypothesis vs The Grammatical Impairment Hypothesis*. Teaching Tense morphology: some approaches to develop metalinguistic reflection.

Set 3: Argument Structure: unaccusativity. Some problems for English L2 Acquisition

Argument structure: unaccusatives vs unergatives. Semantic and syntactic properties of both types of predicates in English and Spanish. Tests to distinguish unaccusative verbs from

unergative verbs in English: *There* insertion, the resultative construction, the *X's way* construction and the cognate object test. Unaccusative IL structures: *unaccusative verb + NP, it + unaccusative verb + NP*, passivization of unaccusative verbs. Proposals for the acquisition of unaccusativity in English as a L2. Teaching unaccusative verbs: some proposals.

Set 4: Argument Structure: transitivity alternations: anticausative and passive constructions. Some problems for English L2 Acquisition

The causative/ ergative alternation in both languages: externally caused eventualities vs internally caused eventualities. Ergative *se*: properties, restrictions and possible English counterparts. The periphrastic passive in both languages: characteristics and restrictions. Passive *se*: characteristics and restrictions. Differences with the periphrastic passive construction. Impersonal *se*: main properties and main differences with the passive *se* construction. Possible English equivalents for the passive and impersonal *se* constructions. Contexts where these constructions can be used. Similarities and differences between the ergative and passive construction. Some tests: agent-oriented adverbs, *by*-phrases, purpose clauses and structures compatible with ergative verbs (*by itself, on its own, by means of*). Possible IL structures: overpassivation of ergative verbs, transitivization of intransitive anticausative verbs. Proposals for the acquisition of passive constructions and the causative alternation in English as a L2.

6. EVALUATION

For students to become "regular" they need to have

- passed 70% of graded written assignments
- passed both term-exams or their make-ups (passing mark 4)
- passed a final research paper on a topic assigned by the teachers (passing mark 4)

For students to get "Promoción" they need to have

- passed 80% of graded written assignments
- passed both terms exams with 7 or more
- passed a final research paper on a topic assigned by the teachers with 7 or more.

FINAL EXAM

- 1) **Regular students** must give an oral exam. The oral exam will consist of theoretical questions on the different contents of the units presented in class and a practical part where students are expected to analyse some data provided by the teachers.
- 2) **Extra mural students** must sit for a written and oral exam. The written part consists of a paper which students must hand it in 72 hours before the final exam. If they pass this written part, they sit for an oral exam where they will be tested on the different contents of the units included in the syllabus. Students will be asked theoretical questions and will also analyse and explain some data provided by the teachers.

7. SCHEDULE

Marzo	Abril	Mayo	Junio	Agosto	Septiembre	Octubre	Noviembre
Unidad 1	Unidad 1 y principio de la 2	Unidad 2	Unidad 2 y principio de la 3	Unidad 3	Unidad 4	Unidad 4	Integración

8. BIBLIOGRAPHY

Set 1: Approaches to Second Language Learning (SLL)

Compulsory bibliography

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Set 2: Tense morphology in English and Spanish: problems for English L2 acquisition

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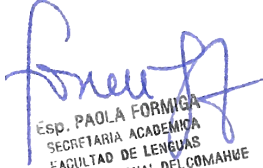
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