

Areas of Contrastive Analysis between Chinese and English for Purpose 2 of the Bridge: Contrastive Analysis

Author: Ying (Fiona) Du

Carver- Lyon Language Immersion Elementary School
2100 Waverly St. Columbia, SC 29204

The purpose of the chart is to help Chinese biliteracy teachers conduct contrastive analysis between English and Chinese in part II of Bridge lessons, after part I focused on transfer. To coordinate with Spanish biliteracy Bridge lesson, I followed the format in *Four Areas of Contrastive Analysis* between English and Spanish (Beeman & Urow, 2013. pp.142) and provided detailed linguistic analysis in the same four domains: phonology, morphology, syntax & grammar, and pragmatics.

Because the chart is meant for quick references by Chinese biliteracy teachers at K-5G levels, all the examples used here are embedded in the social and content languages that the language immersion students of this age group need to learn.

Lastly, these are the main linguistic similarities and differences between the two languages that I have encountered during my past teaching and learning experiences. Naturally, I might have left out some contrastive usages that will also be helpful to Chinese biliteracy or language immersion teachers. Therefore, this is a growing document, and you are welcome to add your contribution by contacting me at:

yingfdu@gmail.com. I will greatly appreciate your feedback!

Elements and Areas of Focus	Examples
<p>Phonology (sound system)</p> <ul style="list-style-type: none"> • Sounds that are different in the two languages 	<p>1. English is an <i>alphabetic language</i> (字母语言) and one word can have up to five syllables—<i>multi-syllables</i> (多音节).</p> <p>winter (win-ter, 2 syllables) demonstration (de-mon-stra-tion, 4 syllables)</p> <p>2. Chinese is an <i>ideogramic language</i> (表意语言) with four <i>tones</i> (四声) and each <i>word</i> (字) has only one syllable—<i>mono-syllable</i> (单音节). <i>Compound words</i> (词) are composed with two-four individual words (字).</p> <p>冬 (dōng, 1 syllable, 字, winter)</p> <p>冬天 (dōng tiān, 2 syllables, 词, winter) 示范 (shìfàn, 2 syllables, 词, demonstration)</p> <hr style="border-top: 1px dashed black;"/> <p>1. <i>Phonetic loanwords</i> 外来语音词 from English to Chinese and vice versa</p>
<ul style="list-style-type: none"> • Sounds that are similar in 	<p style="text-align: center;">from English to Chinese</p>

<p>the two languages</p>	<p>bus 巴士 sofa 沙发 McDonald's 麦当劳 jazz 爵士 T-shirt 体恤衫 hamburger 汉堡 marker 马克笔 soda 苏打(饮料) chocolate 巧克力</p> <p>from Chinese to English</p> <p>功夫 kung fu 茶具 china</p>																				
<p>Morphology (word formation)</p> <ul style="list-style-type: none"> Formations that are different in the two languages Formations that are similar in the two languages 	<p>1. English words are made of twenty-six alphabets that designate certain meanings—<i>arbitrary designation</i> (任意指定). The alphabets themselves do not have meanings.</p> <p>table forest love home meal</p> <p>2. About 80% Chinese words are <i>pictophonetic</i> (形声)—with one element, mostly <i>radicals</i> (部首) indicating meanings or associations of meanings (形部) and the other element, sound (声部).</p> <p>桌子 森林 爱 家 饭</p> <p>3. About 8% Chinese words are completely <i>pictographic</i> (象形)—each word depicts a picture.</p> <p>人 山 日 月 木 水 火</p> <hr/> <p>1. Some English and Chinese words have similar <i>morphological pattern</i> (词形组合).</p> <table border="0"> <tr> <td>computer (compute+er)</td> <td>计算机 (计算+机)</td> </tr> <tr> <td>teacher (teach+er)</td> <td>教师 (教+师)</td> </tr> <tr> <td>writer (write+er)</td> <td>作者 (作+者)</td> </tr> <tr> <td>actor (act+or)</td> <td>演员 (演+员)</td> </tr> <tr> <td>classroom (class+room)</td> <td>教室 (教+室)</td> </tr> <tr> <td>playground (play+ground)</td> <td>操场 (操+场)</td> </tr> <tr> <td>hardware (hard+ware)</td> <td>硬件 (硬+件)</td> </tr> <tr> <td>software (soft+ware)</td> <td>软件 (软+件)</td> </tr> <tr> <td>television (tele+vision)</td> <td>电视 (电+视)</td> </tr> <tr> <td>birthday (birth+day)</td> <td>生日 (生+日)</td> </tr> </table> <p>2. The <i>prefix</i> (前缀) and <i>suffix</i> (后缀) in English have the similar function as the <i>radicals</i> (部首) in Chinese. All of them are standard components of</p>	computer (compute+er)	计算机 (计算+机)	teacher (teach+er)	教师 (教+师)	writer (write+er)	作者 (作+者)	actor (act+or)	演员 (演+员)	classroom (class+room)	教室 (教+室)	playground (play+ground)	操场 (操+场)	hardware (hard+ware)	硬件 (硬+件)	software (soft+ware)	软件 (软+件)	television (tele+vision)	电视 (电+视)	birthday (birth+day)	生日 (生+日)
computer (compute+er)	计算机 (计算+机)																				
teacher (teach+er)	教师 (教+师)																				
writer (write+er)	作者 (作+者)																				
actor (act+or)	演员 (演+员)																				
classroom (class+room)	教室 (教+室)																				
playground (play+ground)	操场 (操+场)																				
hardware (hard+ware)	硬件 (硬+件)																				
software (soft+ware)	软件 (软+件)																				
television (tele+vision)	电视 (电+视)																				
birthday (birth+day)	生日 (生+日)																				

certain meanings that are used repeatedly to form words in both languages.

er, or (person 者)

teacherer workerer composerer designerer
professoror actoror janitoror conductoror

tion (verb to noun 由动词转化的名词)

introductiontion organizationtion preparationtion implementationtion

木 (tree/wood)

林 森 桌 椅

心 (heart)

想 思 慈 感

Syntax and Grammar
(sentence structure)

- Syntax & Grammar that are **different** in the two languages

1. English uses *verb conjugations (动词变位)* to denote different tenses, voices, modes and singular vs plural. Chinese has no verb conjugations. Instead, it uses *time phrases (时间短语)* and *particles (助词)* or *auxiliary verbs (助动词)* to denote above differences.

Tense 时态

I go to school every day. (present tense 现在式)

I went to the school yesterday. (past tense 过去式)

I am going to the school right now. (continuous tense 进行时)

I have been to the school for six years. (present perfect tense 现在完成时)

I will go to school next week. (future tense 将来时)

我每天都上学。(助词--都)

我昨天上学了。(时间短语--昨天, 助词--了)

我正在去学校。(助词--正在)

我上了六年学了。(助词--了)

我下个星期要上学。(时间短语--下个星期, 助动词--要)

Voice 语态

I turned off the light a moment ago. (active voice 主动式)

The light was turned off by someone a moment ago. (passive voice 被动式)

The light has been turned off already. (passive voice 被动式)

我刚才关灯了。

灯刚才被人关掉了。(助词-被)

灯已经被关掉了。(助词-被)

Mode 语气

I would have been at the school if I were not sick yesterday.
(subjunctive mode 虚拟语气)

如果我昨天没有生病就会来上学了 (我昨天没来上学)。
(助动词--会, 助词--就,了)

Singular vs Plural 单复数

I go to school every day. (first person singular 第一人称单数)

We go to school every day. (first person plural 第一人称复数)

You go to school every day. (second person singular or plural 第二人称单数或复数)

She goes to school every day. (third person singular 第三人称单数)

They go to school every day. (third person plural 第三人称复数)

我每天上学。

我们每天上学。

你每天上学。

你们每天上学。

她每天上学。

他们每天上学。

2. English and Chinese have different *sentence order* (语序) when it comes to *interrogative sentences* (疑问句), *adverbs/adverbial phrases of time, place and manner* (时间, 地点, 方式状语).

Interrogative Sentences (疑问句)

Is this answer correct? (subject and verb reversal 主谓逆转)

这个答案对吗? (no subject and verb reversal 主谓不逆转)

Who are you? (subject and object reversal 主宾逆)

你是谁? (no subject and object reversal 主宾不逆转)

When did you come? (subject and adverb reversal 主状逆转)

你什么时候来的? (no subject and adverb reversal 主状不逆转)

Adverbs of Time, Place and Manner (时间, 地点, 方式状语)

I eat breakfast at 7:15 every morning. (adverbial phrase of time is after verb)

我每天上午 7:15吃早饭。(时间状语在动词前面)

I eat breakfast in my classroom every morning. (adverbial phrase of place is after verb)

我每天上午在教室里吃早饭。(地点状语在动词前面)

I eat breakfast with my classmates every morning. (adverbial phrase of manner is after verb)

我每天上午和同学们一起吃早饭。(方式状语在动词前面)

3. English uses *clauses* (从句) to denote the attributive qualities to subjects or objects whereas Chinese uses *particle* 的 (助词, 的) to denote the same relationships.

The student who is sitting next to the teacher is a 4th grade student. (attributive clause of subject 主语定语从句)

那个坐在老师旁边的学生是一个四年级学生。(的定语短语)

I love to read books that tell stories about African-American children. (attributive clause of object 宾语定语从句)

我喜欢看讲非裔孩子故事的书。(的定语短语)

He will go outside to play when/after he cleans up his table. (attributive clause of adverb 状语定语从句)

他把桌子清干净以后就可以出去玩了。(状语前置)

4. English denotes a *plural noun* (复数名词) by adding "s" to the noun whereas there is no distinction between singular and plural nouns themselves in Chinese. Instead, it uses a *number + measure words* (数词+量词) to indicate the number of the object.

She has a book.
She has two books. (“s” for plural)

她有一本书。
她有两本书。（两+本表明多少）

5. English and Chinese have reversed sentence order regarding *space and time* (相反的时空语序)

Space (空间/地点)

2100 Waverly St, Columbia, SC 29204, USA (from small to large location 从小到大的地点)

美国南卡罗来纳州哥伦比亚市微弗利路 2100 号 (从大到小的地点)

Time (时间)

Monday, February 14th, 2022 (from small to large time period 从小到大的时间段)

二零二二年二月十四日，星期一 (从大到小的时间段)

6. English and Chinese *existential sentence* (存在句) have different sentence structure. English usually uses *There is/There are structure* to state existence whereas Chinese uses *place word + proposition* (地点词+介词) to denote existence.

There is a child on the playground. (There is structure)

操场上有个孩子。(地点词+介词做主语)

There are two tables, ten chairs and three cabinets in the classroom. (There are structure)

教室里有两张桌子, 十张椅子和两个柜子。(地点词+介词做主语)

7. Whenever “It” is used as the subject of a sentence in English, Chinese simply leaves out the subject.

It is raining!

下雨了！

It is twelve o’clock now!

现在十二点钟了。

<ul style="list-style-type: none"> Syntax & Grammar that are similar in the two languages 	<p>8. Chinese always uses a <i>measure word</i> (量词) after a number whenever enumerating objects (nouns) whereas English often connects a number with a noun directly when counting.</p> <table border="0"> <tr> <td>two teachers</td> <td>两位老师</td> </tr> <tr> <td>one bird</td> <td>一只鸟</td> </tr> <tr> <td>two fish</td> <td>两条鱼</td> </tr> <tr> <td>four desks</td> <td>四张桌子</td> </tr> <tr> <td>four chairs</td> <td>两把椅子</td> </tr> <tr> <td>one pencil</td> <td>一枝铅笔</td> </tr> </table> <hr/> <p>1. English and Chinese use the same <i>measure words</i> (量词) when counting.</p> <table border="0"> <tr> <td>one <u>group</u> of children</td> <td>一群孩子</td> </tr> <tr> <td>two <u>pieces</u> of paper</td> <td>两张纸</td> </tr> <tr> <td>three <u>bottles</u> of water</td> <td>三瓶水</td> </tr> <tr> <td>four <u>boxes</u> of chocolate</td> <td>四盒巧克力</td> </tr> <tr> <td>five <u>bouquets</u> of flowers</td> <td>五束花</td> </tr> <tr> <td>eight <u>slices</u> of pizza</td> <td>八片披萨</td> </tr> <tr> <td>a <u>period</u> of time</td> <td>一段时间</td> </tr> <tr> <td>two <u>teams</u> of football players</td> <td>两队球员</td> </tr> </table> <p>2. English and Chinese have the same sentence structure when it comes to <i>simple affirmative and negative sentences</i> (简单肯定和否定句, 主+谓+宾)</p> <p>I am a teacher. 我是老师。</p> <p>He likes to eat pizza. 他喜欢吃比萨饼。</p> <p>She has read ten books. 她读了十本书。</p> <p>She does not speak English. 她不说英文。</p> <p>They did not go to that party. 他们没去那个派对。</p>	two teachers	两位老师	one bird	一只鸟	two fish	两条鱼	four desks	四张桌子	four chairs	两把椅子	one pencil	一枝铅笔	one <u>group</u> of children	一群孩子	two <u>pieces</u> of paper	两张纸	three <u>bottles</u> of water	三瓶水	four <u>boxes</u> of chocolate	四盒巧克力	five <u>bouquets</u> of flowers	五束花	eight <u>slices</u> of pizza	八片披萨	a <u>period</u> of time	一段时间	two <u>teams</u> of football players	两队球员
two teachers	两位老师																												
one bird	一只鸟																												
two fish	两条鱼																												
four desks	四张桌子																												
four chairs	两把椅子																												
one pencil	一枝铅笔																												
one <u>group</u> of children	一群孩子																												
two <u>pieces</u> of paper	两张纸																												
three <u>bottles</u> of water	三瓶水																												
four <u>boxes</u> of chocolate	四盒巧克力																												
five <u>bouquets</u> of flowers	五束花																												
eight <u>slices</u> of pizza	八片披萨																												
a <u>period</u> of time	一段时间																												
two <u>teams</u> of football players	两队球员																												
<p>Pragmatics (language use)</p> <ul style="list-style-type: none"> Cultural norms or contexts that are 	<p>1. Respect for old people in Chinese culture is reflected in the use of 您 instead of 你</p>																												

reflected in language use

2. Some traditional Chinese writings are done vertically from top to bottom, and some should be read from right to left.
3. To indicate a family or close relationship, the possessive particle 的 can be omitted.

我爸爸, 我妈妈, 我家, 我女朋友 instead of 我的爸爸, 我的妈妈, 我的家, 我的女朋友

- Use of overlapping cultural norms in a bilingual context

-
1. Chinese uses *radicals* 部首 to denote gender difference and plural while English uses different words to denote these differences.

Gender 性别

他	he
她	she

Singular and Plural 单复数

我	I
我们	we