

**William Paterson University  
College of Humanities and Social Sciences  
Department of Languages and Cultures**

**COURSE OUTLINE**

**1. TITLE OF COURSE AND COURSE NUMBER**

**TBED 642 Contrastive Analysis of Native and Target Languages**

**2. DESCRIPTION OF THE COURSE**

This course is an introduction to the study of contrastive analysis and presents issues of language transfer, language interference and error analysis, particularly as they are relevant to the bilingual and second language teacher. This course covers the basic techniques for analyzing phonological and grammatical structures of the target language and the methods for comparing and contrasting native and target languages.

**3. COURSE PREREQUISITES**

none

**4. COURSE OBJECTIVES**

1. To understand basic concepts of Contrastive Linguistics.
2. To analyze the phonological, morphological, and sentence patterns of English.
3. To examine the phonological, morphological, and sentence patterns of students' native languages.
4. To explore causes and effects of interference and positive language transfer between the two languages studied.
5. To develop transcription skills necessary to identify learners' spoken language errors.
6. To examine a variety of second language teaching techniques.
7. To foster students' mastery of New Jersey Professional Teaching Standards (NJPTS) 1 (Subject Matter Knowledge), 2 (Human Growth and Development), 3 (Diverse Learners), 4 (Instructional Planning and Strategies), 7 (Special Needs), and 8 (Communication).

**5. STUDENT LEARNING OUTCOMES**

At the completion of the course, students are expected to

1. demonstrate knowledge of the basic issues of contrastive analysis, error analysis, and transfer studies.
2. evaluate teaching approaches with regard to contrastive analysis, error analysis, and transfer studies.
3. compare and contrast English and one other language.
4. demonstrate ability to code and transcribe student production.

5. display skills needed for analyzing student production in terms of positive and negative transfer.
6. broaden perspectives in the study of interlanguage and developmental errors.
7. demonstrate increased mastery of New Jersey Professional Teaching Standards (NJPTS) 1 (Subject Matter Knowledge), 2 (Human Growth and Development), 3 (Diverse Learners), 4 (Instructional Planning and Strategies), 7 (Special Needs), and 8 (Communication).

## **6. TOPICAL OUTLINE OF THE COURSE CONTENT**

Unit One: The nature of Language and Human Behavior

1. Linguistic competence and communicative competence
2. Language universals and creative aspects
3. Monolingual speakers and bilingual/multicultural speakers

Unit Two: Concepts of Contrastive Linguistics

1. basic concepts of contrastive linguistics
2. concepts of contrastive developmental psycholinguistics as applied bilingualism
3. concepts of contrastive sociolinguistics as applied bilingualism

Unit Three: Phonetics and Phonology: English and other target languages

1. Place and manner of articulation and voicing
2. Vowel discrimination and prosodic features
3. Phonemes, allophones, phonological rules, free variation, and complementary distribution
4. Distinctive features and minimal pairs

Unit Four: Morphology and Syntax: English and other target languages

1. Open and closed classes of words
2. Morphemes, allomorphs, and morphophonemic rules and word formation
3. Deep structure, surface structure and phrase structure rules

Unit Five: Contrastive Error Analysis

1. Techniques for contrastive and error analysis
2. Differentiation of interlingual and intralingual errors
3. Analysis of students errors
4. Refinement of techniques

Unit Six: Contrastive Analysis and its Pedagogical Implications

1. Contrastive linguistics and classroom practice
2. Variety of teaching techniques

## **7. GUIDELINES/SUGGESTIONS FOR TEACHING METHODS AND STUDENT LEARNING ACTIVITIES**

Lecture and discussion  
Videotape presentations

Analysis of speech samples  
Group work

## **8. GUIDELINES/SUGGESTIONS FOR METHODS OF STUDENT ASSESMENT (STUDENT LEARNING OUTCOMES)**

Students will be assessed using the following activities.

1. Homework completion including reading and written activities as well as gathering samples of language production.
2. Midterm examination.
3. In-class mini-analyses.
4. Oral and written presentation of term project.

## **9. SUGGESTED READINGS, TEXTS, OBJECTS OF STUDY**

Danesi, M. and R. J. Di Pietro, 1991: Contrastive Analysis for the Contemporary Second Language Classroom. Toronto: Ontario Institute for Studies in Education.

Odlin, T., 1989: Language Transfer: Cross-linguistic influence in language learning. New York: Cambridge University Press.

Richards, J.C., J. Platt, and H. Platt, 1992: Longman Dictionary of Language Teaching & Applied Linguistics. London: Longman.

Swan, M. and B. Smith, 1987: Learner English: A teacher's guide to interference and other problems. New York: Cambridge University Press.

## **10. BIBLIOGRAPHY OF SUPPORTIVE TEXTS AND OTHER MATERIALS**

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Altman, H. B., 1980: "Foreign language teaching: focus on the learner", in H. B. Altman and C. V. James, eds., Foreign Language Teaching: Meeting Individual Needs, Oxford: Pergamon, pp. 1-16.

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**11. PREPARER'S NAME AND DATE:** Dr. Keumsil Kim Yoon 6/1/91

**12. ORIGINAL DEPARTMENTAL APPROVAL DATE:** 10/1/91

**13. REVISER'S NAME AND DATE** Dr. Thomas Ihde 1/3/00, Prof. Maurizio Santoro 11/01/02, Dr. Bruce Williams 12/8/04.

**14. DEPARTMENTAL REVISION APPROVAL DATE**