I. TITLE: Structural Analysis of English And Spanish

II. CODIFICATION: INGL 4235

III. NUMBER OF CREDITS: 3 Credits/3 conference hours Per Week/45 Hours Per Semester/3 Credits Per Professor

IV. PREREQUISITES: Phonetics and Phonemics of American English/INGL 3227 Morphology and Syntax/INGL 4206

V. COURSE DESCRIPTION:

This course will compare and contrast the linguistic structure (phonology, morphosyntax and discourse levels of English and Spanish and will apply such knowledge to teaching English as a second language (ESL) to native speakers of Spanish.

VI. COURSE OBJECTIVES:

Upon completion of the course, students will be able to:

A. Explain and critique the theoretical underpinnings of the Contrastive Analysis Hypothesis (CAH), with particular reference to its utility and limitations in current foreign language teaching methodology.

B. Describe the phonological, morphosyntactic and discourse level similarities and differences between the English and Spanish languages, utilizing appropriate linguistic terminology.

C. Analyze oral and written samples of ESL production and describe the possible sources of language errors.

D. Prepare, adapt and carry out ESL lessons and materials on the basis of knowledge obtained from the course.

VII. COURSE CONTENT AND TIME DISTRIBUTION:

The 45 contact hours (15 weeks) will be distributed in covering the following topics:

<table>
<thead>
<tr>
<th>Course Content</th>
<th>Time Distribution</th>
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<tbody>
<tr>
<td>I. Introduction</td>
<td>2 weeks total</td>
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<tr>
<td>A. General Introduction: Language and Linguistics</td>
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<tr>
<td>1. Language and linguistics</td>
<td>1 week</td>
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<tr>
<td>2. Comparing and contrasting languages</td>
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<thead>
<tr>
<th>Course Content</th>
<th>Time Distribution</th>
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<tbody>
<tr>
<td>I. Introduction (Con’t.)</td>
<td>2 weeks total</td>
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<tr>
<td>B. What is Contrastive Analysis?</td>
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<tr>
<td>1. A working definition</td>
<td>1 week (con’t.)</td>
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<tr>
<td>2. A historical sketch</td>
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</table>
3. Errors, mistakes, and other useful points  
4. The place of CA in linguistics  
5. CA as interlanguage study  
6. CA as “pure” or “applied” linguistics  
7. CA and bilingualism  
8. Some general pedagogical implications  

C. The Native Language Factor  
1. Main Critiques of CA  
2. Transfer and Interference  

D. Performing CA  
1. Detecting errors  
2. Micro CA  
3. Macro CA  

E. CA and the teacher  
1. CA and teaching  
2. Error correction in the classroom  

II. Phonology  
2 weeks total  

A. Introduction to Phonology  
1. Phonology vs. Orthography  
2. Review of Phonetics  

B. Phonemes, allophones, and rules  
1. Phonemes  
   a. Consonants  
   b. Vowels and diphthongs  
   c. The combing of syllables and words  
2. Phonemic vs. orthographic representation  

C. Phonological Rules  
1. Types of rules  
2. Spanish rules  
3. English rules  

D. Stress and Intonation  
1. Stress  
2. Intonation  

Course Content Time Distribution  

III. Morphosyntax  
10 weeks total  

A. Basic word order in English and Spanish  
B. Basic sentence structure in English and Spanish  
C. The verbal forms of English and Spanish  
1. English Regulars Verbs  
2. English Irregulars Verbs  
3. English Auxiliaries  
5. Spanish Irregular Verbs  

D. Verb Morphology  
1. Verb forms and their nomenclatures  
2. Spanish finite verb forms  
3. English finite verb forms and modals  
4. Nonfinites and compound forms  

1 week  
2 weeks  
2 weeks  
3.5 weeks
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<tr>
<th>Course Content</th>
<th>Time Distribution</th>
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<tr>
<td>III. Morphosyntax (Con’t.)</td>
<td>10 weeks total</td>
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<tr>
<td>11. Expressions of comparison</td>
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<td>12. Affirmative words and their negative counterparts</td>
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<td>13. Spanish integrated vs. English separable interrogatives</td>
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<td>14. Sentences with indefinite subjects</td>
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<td>15. Reflexive and reciprocal actions</td>
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<td>16. Passive constructions</td>
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<td>17. English and Spanish contractions</td>
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<td>18. Elliptical verbal usages and verification tags</td>
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<td>19. The Spanish and English imperative systems</td>
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<td>20. Ser vs. estar and similar contrasts</td>
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<td>21. Por vs. Para</td>
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<td>22. The Spanish imperfect vs. the preterite</td>
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<td>23. Verbal expressions using Spanish dar, hacer, tener, gustar and faltar</td>
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<td>24. Spanish and English conditional sentences and unreal comparison</td>
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<td>25. The Spanish subjunctive</td>
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<td>IV. Lexicon</td>
<td>1 week total</td>
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<tr>
<td>A. Words and their Meanings</td>
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<tr>
<td>1. The lexicon</td>
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<td>2. Derivational morphology</td>
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<tr>
<td>(Guide to Spanish suffixes)</td>
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<td>3. Cognates: true friends or false?</td>
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<tr>
<td>4. Dialect differences in vocabulary</td>
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<td>5. Different lexicons, different meanings</td>
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<td>B. Idioms</td>
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<tr>
<td>(2001 Spanish and English Idioms)</td>
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VIII. Instructional Strategies:

Class activities will consist of the discussion of assigned readings as well as practical applications of the material, including evaluation of ESL textbooks within a CA framework. In-class analysis of ESL oral production will also be performed using audiotapes of authentic ESL speech. Students will prepare research projects and present them orally in class. There may also be an Internet component of the course of WebCT or other medium, including synchronous and asynchronous communication among students and the instructor and presentation of supplementary course materials.

IX. Learning Resources:

A. The text for the class will be


B. Students will need access to the computer lab for Internet research and/or WebCT or other resources the instructor may request.

X. Evaluation:

- Careful preparation of daily assignments (75 points).
- Active participation in class discussion and activities, including attendance (75 points)
- Completion and in-class presentation of a project involving some CA-related concept, explaining the concept and its applications in the ESL classroom (150 points).
- Comprehensive midterm exam* (100 points).
- Comprehensive final exam* (100 points).
- Any number of quizzes, both announced and unannounced* (100 points).

XI. Grading System:

Students will be evaluated on their completion of the above course requirements. The final grade for the course will be calculated on a point system by dividing the total number of points possible into the total number of points earned. The resulting percentage will fall into one of the following letter grades:

| 90 - 100 = A | 80 - 89.9 = B | 70 - 79.9 = C | 60 - 69.9 = D | 0 - 59.9 = F |

XII. Bibliography:

A. Principal Text:

B. SUPPLEMENTARY TEXTS (On Reserve In The Library Or Instructor’s Office):


Revised by: Dr. Mark Darhower, Prof. Elizabeth Hodges; English Department, March 2002