英汉语言对比分析和研究

A Contrastive Study on Chinese and English

薛 锦◎编 著

非外借

汕頭大學出版社

英汉语言对比分析和研究

A Contrastive Study on Chinese and English

薛 锦◎编 著

汕頭大學出版社

图书在版编目（CIP）数据

英汉语言对比分析和研究 / 薛锦编著. -- 汕头 : 汕头大学出版社, 2019.1
ISBN 978-7-5658-3725-8

Ⅰ. ①英… Ⅱ. ①薛… Ⅲ. ①对比语言学—英语、汉语 Ⅳ. ① H31 ② H1

中国版本图书馆 CIP 数据核字（2019）第 014245 号

英汉语言对比分析和研究　　YINGHAN YUYAN DUIBI FENXI HE YANJIU

编　　著：薛　锦
责任编辑：宋倩倩
责任技编：黄东生
封面设计：黑眼圈工作室
出版发行：汕头大学出版社
　　广东省汕头市大学路 243 号汕头大学校园内　邮政编码：515063
电　　话：0754-82904613
印　　刷：天津顾彩印刷有限公司
开　　本：710mm×1000mm　1/16
印　　张：11.5
字　　数：186 千字
版　　次：2019 年 1 月第 1 版
印　　次：2019 年 1 月第 1 次印刷
定　　价：42.00 元
ISBN 978-7-5658-3725-8

版权所有，翻版必究
如发现印装质量问题，请与承印厂联系退换

序　言

中国和英语母语国家存在不同的地理环境、生活方式、人文思想、经济制度、政治制度、历史根源、宗教信仰以及文化体系等，因此说汉语和英语的人在交际内容和方式上存在一定的差异。这种差异不仅根源于语言系统特征，也作用于语言表达和理解的种种方面。

关于汉英语言对比语言学方面的研究，一般可以从历时语言学和共时语言学两种视角来研究。历时语言学这种视角下的英汉对比研究应包括对比研究的历史、现状和发展趋势，内容可以涵盖英汉双语产生和发展的内部因素、发展历史，以及社会和文化因素等各种语言外部因素；英语语言学和汉语语言学为英汉对比语言学提供研究的基础。共时语言学的研究可以包括对照各个不同时期的汉英语言特征和变化情况。对比语言学是一门新兴学科，旨在对比两种语言的异同，涉及语音、词汇、语法、语用、篇章等领域，从而解决教、学、翻译等问题。

本书运用对比语言学的最新研究成果，对英语和汉语的构词原理、内部结构、语音表征、语义关系、篇章结构、语言信息传播、语用特点等进行对比，通过大量的言语实例以及相关的研究结果，探讨这两种语言在这些方面的差异和共性，尝试解释造成这些差异的原因。同时，本书也试图利用实证研究的范式，进一步阐释由于英汉语言系统和特征之间的差异，所引起的双语习得和加工方面差异。本书介绍汉语和英语两种语言在语言结构和特征上的差异，以期促进汉英双语学习，扩展知识并提高汉英双的知识和语言技能，特别是在发音、汉英之间的翻译技能上有进一步的提高。

目　录

Introduction **001**

0.1 The Comparative Linguistics vs. The Contrastive Linguistics 002

0.2 Areas of the contrastive study 003

0.2.1 Phonetics 004

0.2.2 Phonology 004

0.2.3 Morphology 005

0.2.4 Syntax 005

0.2.5 Semantics 006

0.2.6 Pragmatics 006

0.3 Methods to the contrastive study 006

0.4 Purpose of comparing Chinese and English 007

Chapter 1 Phonology **009**

1.1 Some terms in phonology 009

1.1.1 IPA 010

1.1.2 Phoneme 010

1.1.3 Syllable 010

试读结束，需要全本PDF请购买 www.ertongbook.com

1.1.4 Consonant 010
1.1.5 Vowel 011
1.2 Chinese and English phonology inventory 013
1.3 Contrasting phonological features between Chinese and English 015
1.3.1 Consonants 016
1.3.2 Vowels 019
1.3.3 Syllable structure 022
1.3.4 Tone 022
1.3.5 Rhythm 024

Chapter 2 Phonetics 027

2.1 Defining phonetics properties 027
2.2 Comparison of phonetic properties between Chinese and English 029
2.2.1 Chinese vs. English syllable structures 029
2.2.2 Chinese vs. English consonants 030
2.2.3 Chinese vs. English vowels 031
2.2.4 Chinese tone vs. English stress, intonation, rhythm 032
2.3 Chinese natives' difficulties in oral English production 033
2.3.1 Vowels 034
2.3.2 Consonants 034
2.3.3 Tone and stress 036
2.3.4 Words in connected speech 036
2.4 Comparative studies on phonetic features between L1 and L2 037
2.4.1 Interesting research questions, hypothesis and approaches 037
2.4.2 Comparative studies on phonetic features for Chinese-English bilinguals 043

Chapter 3 Morphology 073

3.1 Chinese and English as two typologically different languages 074

3.2 Comparing English and Chinese morphological structures 075

3.2.1 Derivational morphology 077

3.2.2 Inflectional morphology 078

3.2.3 Compound morphology 078

3.3 Comparing English vs. Chinese morphological awareness 080

3.3.1 Development of English morphological awareness 080

3.3.2 Development of Chinese morphological awareness 082

3.4 Transfer effects on morphological awareness and reading development 084

3.4.1 Morphological awareness and monolingual reading 086

3.4.2 Morphological awareness and bilingual reading 091

3.5 Reading proficiency effects on the relationship between morphological awareness and literacy development 102

3.5.1 Reading Disability and Morphological Impairment in English ... 103

3.5.2 Reading Disability and Morphological Impairment in Chinese .. 104

3.5.3 Reading proficiency effects on morphological development for Chinese-English bilinguals 106

Chapter 4 Syntax 109

4.1 General Chinese and English syntactic features 109

4.2 Detail comparison on Chinese and English syntactic features 111

4.2.1 Basic sentence structures 111

4.2.2 Zero-subject structure 113

4.2.3 Nouns and pronouns 114

4.2.4 Number 115

4.2.5 Case 115

4.2.6 Gender 116
4.2.7 Modifiers 116
4.2.8 Relative clauses 117
4.2.9 Some specific syntactic structures 118
4.3 Syntactic structure problems encountered by Chinese-English bilinguals 118
4.3.1 Subject-verb agreement 119
4.3.2 Juxtaposed sentence structures 119
4.3.3 Missing subjects 120
4.3.4 Topic-Comment structure in English 120
4.3.5 Inappropriate choice or missing of relative pronouns 120
4.3.6 Head-last relative clauses 121
4.4 Topics for research regarding Chinese vs. English syntactic features 122
4.4.1 Cognitive-neural differences during sentence processing 122
4.4.2 Translation Strategies in alternating sentence structures 125

Chapter 5 Semantics 127

5.1 Semantic relations between Chinese and English 128
5.1.1 Semantic correspondence 128
5.1.2 Semantic non-correspondence 129
5.1.3 Semantic Zero 129
5.2 Semantic comparison between Chinese and English 130
5.2.1 Chinese and English idioms containing color words 130
5.2.2 Different lexical encoding on the same concept 132

Chapter 6 Pragmatics 136

6.1 Areas of interest in pragmatics 137
6.2 Theories of Pragmatics 137
6.2.1 Michael Silverstein's "pure" indexes 138

6.2.2 J. L. Austin's concept of the performative 138
6.2.3 Roman Jakobson' s six functions of language 139
6.3 Pragmatic failures for Chinese vs. English bilinguals 141
6.3.1 Situation 1: Compliment and Response 141
6.3.2 Situation 2: Invitation and Acceptance 142
6.3.3 Situation 3: Refusal 143
6.3.4 Situation 4: Apology Strategies 147
6.3.5 Some other situations 148
6.4 Causes for pragmatic failures 148
Chapter 7 Rhetorical Devices 151
7.1 Semantic rhetorical devices 151
7.1.1 Metaphor and Simile 151
7.1.2 Metonymy 152
7.1.3 Irony 153
7.1.4 Personification 153
7.1.5 Oxymoron 154
7.2 Phonological rhetorical devices 156
7.2.1 Alliteration 156
7.2.2 Rhyme 157
7.2.3 Assonance 158
7.2.4 Onomatopoeia 158
References 160

Introduction

Chinese belongs to the Sino-Tibetan language family (Norman, 1988). This family includes over four hundred languages (including dialects). Chinese is a language that occurs at a very early period of human development. This language possesses the most users in the world. The varieties of Chinese are usually described by native speakers as dialects of a single Chinese language, but linguists note that they are as diverse as a language family. The diversity covers Southwestern Mandarin, Wu by Shanghainese, Min by Southern Min, Yue by Cantonese, etc. These varieties of Chinese are usually referred as dialects by native people. Most of them are mutually unintelligible. This book deals with standard Chinese (or Putonghua), which is the Beijing dialect of Mandarin and described as a standardized form of spoken Chinese.

English belongs to the Indo-European family, which includes more than one hundred languages. More than half of the world populations take English as their mother tongue. And it is used as an international language that circulates worldwide. English is now a global lingua franca and is either the official language or one of the official languages in almost 60 sovereign countries. English, a Germanic language within the Indo-European language, is a typologically distant language from Chinese. Modern English grammar has experienced a gradual change. The language is not as typical as the Indo-European language, which has dependent marking pattern, a rich inflectional morphology and relatively free word order. Modern English is

characteristics of a relatively analytic in nature. It has relatively fewer inflections and a typical syntactic structure of Subject-Verb-Object in terms of word order.

Accordingly, Chinese and English differ in various aspects, including the phonetic realization, syntactic rules, morphological structures, etc. The book will make a comparative study on various aspects mentioned above.

0.1 The Comparative Linguistics vs. The Contrastive Linguistics

From the perspective of linguistics, there are two approaches to the comparative study: the Comparative Linguistics and the Contrastive Linguistics. The former is a branch of historical linguistics concerning with comparing languages to establish their historical relatedness. The Comparative Linguistics aims to construct language families, to reconstruct proto-languages and specify the changes that have resulted in the documented languages. Among others, one main research interest is to find relations between languages, or to demonstrate the historical developments of the languages. Contrastive linguistics is a practice-oriented approach seeking an systematic analysis on the structural similarities and differences between two or more languages at levels of phonetics, phonology, syntactic, semantic, pragmatics etc.

The modern contrastive linguistics intends to show in what ways the two respective languages differ, and to help find solution to practical problems. Namely, Contrastive linguistics is a practice-oriented linguistic approach that seeks to describe the differences and similarities between a pair of languages.

Contrastive descriptions can occur at every level of linguistic structure: from speech sounds (phonology), written symbols (orthography), word-formation (morphology), to word meaning (lexicology) and collocation (phraseology),and to larger units of sentence structure (syntax) and complete discourse (textology).

试读结束，需要全本PDF请购买 www.ertongbook.com

Contrastive linguistics has much to do with various aspects of applied linguistics, including having implications to avoid interference errors in second or foreign language learning, facilitating cross-language transfer in the process of language learning, or even in translation from one language into another.

The contrastive studies between Chinese and English in domestic have experienced at least five periods (候广旭 & 孙雁冰 , 2013). The year of 1989 is the beginning of contrastive studies in China. The important works include Ma Jianzhong (1898)'s "Basic Principles for Writing Clearly and Coherently". The pioneering period is the first half of the 20th century. In this period, the scholars include Yen Fuh of Peking University, Chao Yuen Ren of a Chinese American linguist and others. They compared and exemplified the similarities and differences between Chinese and English with conceptions and theories. The third period covers 1950s and 1960s. In this period, Lv Shuxiang's *English Learning for Chinese Speakers* (1947) and Wang Li's "On the Relationship between Native Language Learning and Foreign Language Learning" are worth mentioning. The restoration period (1970s and 1980s) is represented by Lv Shuxiang's speech "Study Grammar by Way of Contrasts" in 1977. This is a landmark in the history of contrastive linguistics studies in China. From 1990 to present stage is called the prosperous stage, when the contrastive studies prosper as an independent discipline.

0.2 Areas of the contrastive study

A wide range of differences exist between Chinese and English. The book will center on linguistic features, including phonetics, phonology, morphology, syntax, semantics as well as pragmatics. Some explanations for those important terms would be helpful for understanding the description and comparison of Chinese and English linguistic systems. The following defines the scopes of the specific studies.

0.2.1 Phonetics

Phonetics is a branch of linguistics that comprises the study of the sounds of human speech. It is concerned with the physical properties of speech sounds or signs (phones): their physiological production, acoustic properties, auditory perception, and neurophysiological status. Namely, it deals with the articulatory and acoustic properties of speech sounds, how they are produced, and how they are perceived. In the case of oral languages there are three basic areas of study:

Articulatory phonetics: the study of the production of speech sounds by the articulatory and vocal tract by the speaker.

Acoustic phonetics: the study of the physical transmission of speech sounds from the speaker to the listener. Acoustic properties of sound are related to sound or sense of hearing. They are represented in pitch, loudness, duration, and vowel realization/reduction. A commonly-used acoustic analysis tool ("Praat") can be downloaded for free here: http://www.fon.hum.uva.nl/praat/.

Auditory phonetics: the study of the reception and perception of speech sounds by the listener. As part of this investigation, phoneticians may concern with the physical properties of meaningful sound contrasts or the social meaning encoded in the speech signal (socio-phonetics) (e.g. gender, sexuality, ethnicity, etc.).

0.2.2 Phonology

Phonology, on the other hand, is concerned with the abstract, grammatical characterization of systems of sounds or signs. Phonology is a branch of linguistics concerned with the systematic organization of sounds in languages. In contrast to phonetics, phonology is the study of how sounds and gestures pattern in and across languages, relating such concerns with other levels and aspects of language. It has traditionally focused largely on the study of the systems of phonemes in particular

languages (and therefore used to be also called phonemics, or phonetics), but it may also cover any linguistic analysis either at a level beneath the word (including syllable, onset and rime, articulatory gestures, articulatory features, mora, etc.) or at all levels of language where sound is considered to be structured for conveying linguistic meaning.

While it is widely agreed that phonology is grounded in phonetics, phonology is a distinct branch of linguistics, concerned with sounds and gestures as abstract units (e.g., distinctive features, phonemes, morae, syllables, etc.) and their conditioned variation (via, e.g., allophonic rules, constraints, or derivational rules). Phonology relates to phonetics via the set of distinctive features, which map the abstract representations of speech units to articulatory gestures, acoustic signals or perceptual representations.

0.2.3 Morphology

Morphology is the study of words, including how words are formed, and what are the patterns of the relationship in between words. So morphology looks at the structure of words and parts of words, such as stems, root words, prefixes, and suffixes. Morphology also looks at parts of speech, intonation and stress, as well as the ways that pronunciation and meaning of a word in a specific context.

0.2.4 Syntax

Syntax analyzes the mental "rules" that are used to form phrases and sentences. For instance, the general sentence in English is composed in the order of subject-verb-object. And it is ungrammatical to say "Work the computer can do" in English, but grammatical to say "这工作计算机能做". This is because in English subjects normally precede verbs which precede the object. In contrast, Chinese sentences do not always start with the subject.

0.2.5 Semantics

Semantics is a study of meaning, concerning with the relationship between signifiers and denotation. The signifiers may be words, phrases, signs or symbols.

0.2.6 Pragmatics

Pragmatics studies the ways in which context contributes to meaning. Some theories of pragmatics like speech act theory, conversational implicature, talk in interaction provide explanations for language behavior from different perspectives, like linguistics, philosophy, sociology, anthropology.

Pragmatics is different from semantics in that semantics studies the meaning that is conventional or "coded" in a given language. In contrast, pragmatics examines how structural and linguistic knowledge, and the contexts involve in the meaning transmission. Accordingly, pragmatics seem to find solution to language ambiguity. That also explains how meaning relies on the manner, place, time etc. The ability to understand another speaker's intended meaning is called pragmatic competence.

0.3 Methods to the contrastive study

In modern linguistic research, the three major research methods are introspection, elicitation and the corpus-based, which methods have been used in linguistic comparison on different levels, including phonology, semantic, syntax, morphology, culture, etc. The corpus-based methods are convenient, available and popularized. This approach provides information on intralingual and interlingual constrastive studies. Corpus linguistic studies in China are teamwork, integrating language teaching, learning and researching. The corpus-based/driven research can

be demonstrated in "Exploring Parallel Concordancing in English and Chinese" writing by Wang Lixu (2001). In this research, Wang integrated the value of computer corpus for use in parallel concordancing for the purpose of meeting the desire to study Chinese in its natural contexts of use. The specific problems of dealing with Chinese characters in concordancing was also discussed. In a more recent study "An overview of the E-C Parallel Corpus-Based Translation Studies" in Chinese by Huang Libo & Chu Chiyu (2013) summarized the achievements in the field of English-Chinese parallel corpus-based/driven translation and translation studies in China.

0.4 Purpose of comparing Chinese and English

A learner's previous linguistic repertoire may have an influence on his or her learning of the second language. On the one hand, the second language learner will suffer some transfer effects from the mother language. Various evidence comes up as to the positive or negative transfer that might have some influence on language learning. On the other hand, learners from typologically distant languages as Chinese and English are not expected to learn both languages well as those language learners of a typologically closer language.

Some of the learner difficulties encountered by Chinese native learners of English can be explained by the differences between Chinese and English, though other sources such as L2-related factors are not ruled out. Given the differences between the two languages, in interpretation, adding unnecessary words is an apparent characteristic of China English. For instance, "actual fact" "serious chaos" "new innovation" "financial expenditure" "a great historic change" and "final completion" "firmly ban" "thoroughly eliminate" "successfully accomplish" "completely smash" "completely conquer" "extremely shameless" "fully support" "strongly advocate". In Chinese expression, a "V+N" phrase is an omnipotent Chinese verb structure, e.g. "做

出 ", Chinese natives tend to use phrases like "make an investigation" or "make an adjustment" instead of proper English "investigate" and "adjust".

Accordingly, the contrastive analysis on Chinese and English will make it explicit the differences and similarities between the two languages. The knowledge will hopefully promote the awareness of language features in both languages and thus facilitate language learning. Specifically, the contrastive study aims to help solve practical problems such as making second language learning or teaching more effective by avoiding negative transfers, promote curriculum development, assist translation strategies and promote cross-cultural competence.

试读结束，需要全本PDF请购买 www.ertongbook.com