FEEDBACK TUTORIAL LETTER

2nd SEMESTER 2019

ASSIGNMENT 2

CONTRASTIVE LINGUISTICS

CTL821S
Observation

- For the question one, most students understood it very well, however, some could have provided more examples.
- For Question 2, it was very well done.
- Some of the students need to also explain how they understand the quotes in their own words when providing a quoted explanation.
- Lastly, the students need to work on their APA Referencing style as some just listed the references used, without them being in Alphabetical order nor the proper APA Style.
- Some students also need to focus on grammar, punctuation as well as concord.
Assignment 02

Question 1

- **Mistakes** - A mistake refers to a performance error that is either a random guess or a “slip,” in that it is a failure to utilise a known system correctly. Mistakes are what researchers have referred to as performance errors (the learner knows the system but fails to use it) while the errors are a result of one’s systematic competence (the learner’s system is incorrect). For example, a learner may mix up words that sound the same yet different in meaning. E.g. Instead of writing, I am older *than* you, they would write, I am bigger *then* you.

- **Errors** - An error, is a noticeable deviation from the adult grammar of a native speaker, reflects the competence of the learner. Errors are also a result of one’s systematic competence (the learner’s system is incorrect). According to James (1998), an error cannot be self-corrected. An example of an error would be the tenses and addition of *ed* to all past tense words. For example, a native learner learning English would say *I goed* to school instead of *I went*.

- **Interlingual errors** are said to occur due to the interference of L1 into L2. In this case, previous learned structures create problems for the learner to learn new language. Interlingual errors are said to be caused by transferring rules from mother tongue and applying them to the target language.

- **Intralingual errors** are those errors that occur due to the faulty or partial learning of the TL such as overgeneralization and oversimplification and are caused by second language processing in its own terms. For example, being taught that one adds –s in order to pluralise a noun, the learner adds s to foot and make it foots instead of feet.

- **English as a Second Language** is where English is taught to students in a country where English is the primary language. An example of this is where a Chinese student is learning English in Australia.

- **English as a Foreign Language** is where the teacher teaches English to students in a country where English isn’t the native language. For example, a Chinese student learning English in China would fall under this category.

**Micro Linguistics**

- Concerned solely with the structures of the language system in itself and for itself. It deals with the branches of linguistics; Phonetics, Phonology, Morphology, Syntax and Semantics.

- **Phonetics** is the scientific study of speech sounds. It studies how speech sounds are articulated, transmitted, and received.

- **Phonology** is the study of how speech sounds function in a language, it studies the ways speech sounds are organized. It can be seen as the functional phonetics of a particular language.

- **Morphology** is the study of the formation of words. It is a branch of linguistics which breaks words into morphemes. It can be considered as the grammar of words as syntax is the grammar of sentences.

- **Syntax** deals with the combination of words into phrases, clauses and sentences. It is the grammar of sentence construction.

- **Semantics** is a branch of linguistics which is concerned with the study of meaning in all its formal aspects. Words have several types of meaning.

- **Pragmatics** can be defined as the study of language in use in context.
**Macro Linguistics**

- Concerned with the way languages are acquired, stored in the brain and used for various functions; interdependence of language and culture; physiological and psychological mechanisms involved in language behaviour. It deals with broader fields of linguistics such as Psycholinguistics, Sociolinguistics, Neurolinguistics, Discourse Analysis, Computational Linguistics and Applied Linguistics
- Sociolinguistics studies the relations between language and society: how social factors influence the structure and use of language.
- Psycholinguistics is the study of language and mind: the mental structures and processes which are involved in the acquisition, comprehension and production of language.
- Neurolinguistics is the study of language processing and language representation in the brain. It typically studies the disturbances of language comprehension and production caused by the damage of certain areas of the brain.
- Discourse analysis, or text linguistics is the study of the relationship between language and the contexts in which language is used. It deals with how sentences in spoken and written language form larger meaningful units.
- Computational linguistics is an approach to linguistics which employs mathematical techniques, often with the help of a computer.
- Applied linguistics is primarily concerned with the application of linguistic theories, methods and findings to the elucidation of language problems which have arisen in other areas of experience.
- Forensic linguistics, legal linguistics, or language and the law, is the application of linguistic knowledge, methods and insights to the forensic context of law, language, crime investigation, trial, and judicial procedure. It is a branch of applied linguistics.
- There are principally three areas of application for linguists working in forensic contexts: understanding language of the written law, understanding language use in forensic and judicial processes, and the provision of linguistic evidence.

**Strong Version**

This version is associated with Robert Lado (1975) and argues that:

- All errors are caused by interference, the linguistic features of L1 interfere with the acquisition of L2.
- The assumption is that, we can predict and describe the errors made by the L2 learner if we make a linguistic analysis of L1 and L2 by looking at both the similarities and differences.
- By comparing features at all levels, that is, phonology, phonetics, morphology, syntax, semantics and pragmatics, we can predict patterns that will cause difficulty in learning and those that will not cause difficulty.
- With predictions done, we can then devise a syllabus which will make it easy to learn the target language.

**Weak Version**

Starts with an analysis of learners recurring errors. It argues that:

- Not all errors are caused by interference. This means that, sometimes, the errors could be a psychological problem.
- Contrastive Analysis can identify which errors are caused by interference and which ones are not.
- CA cannot determine which errors are easy to learn and dismisses the idea of prediction as heresy.
- Thus, it recognizes that L1 and L2 have similarities and differences which will make it easy to construct a syllable of the learner.

Question 2

This term was coined by Larry Selinker in 1972 and is defined as the language between the L1 (mother tongue) and the TL (that which a learner creates). It is often based on borrowing terms from the Mother tongue. For interlanguage, the learner creates their own rules which are changeable because they can be altered, added and or deleted.

The process of interlanguage happens through the transfer process, which can either be positive and or negative, overgeneralization and fossilization.

Overgeneralisation happens when a learner makes their own rules of language. The act or process of over-generalizing happens when the process of extending the application of a rule from Second Language Example: I walked to produce forms like *I goed or *I rided.

Positive and Negative Transfer

Positive transfer occurs when the first language is similar to the second language. The learner has no difficulty in learning language (because what he has learned in the first language is positively transferred into the second one. In positive transfer first language helps learning the second language.

Negative transfer is problematic, because of interference of the first language on the second one. (It occurs when the first language is different from the second language.) Learning differences in language takes a lot of time an energy, thus, the first learning inhibits (prevents ) the second learning.

FOSSILIZATION PROCESS happens when errors that learners make are not rectified in time and they become part and parcel of their vocabulary. For example, second language speakers have normalized the word irregardless and or gret instead of greeted with regards to morphology. In the instance of syntax, learners often fossilize words such as alot instead of writing it as two words. Semantics, the learner might fossilize the meaning of words such as then and than or their and they’re. Because they do not know the difference in meaning and the errors were not rectified, they end up using it often.

Fossilisation then occurs when certain mistakes seem to be impossible to correct in spite of the ability and motivation, learners cannot rectify and replace it with correct usage.

Transfer of Training is the lack of formal instruction in English Fossilization of incorrect language forms Result of initial learning process on the performance of the later activities Fossilization due to certain features found in the instruction via which the learner is taught the SL

Language Transfer is done when the errors in the use of L2 result mainly from L1, and the difference between L1 and the L2 is the reason for the occurrence of errors Positive transfer or Negative transfer.

IL is a beneficial process because it helps with identifying errors that the learners make. It also allows the teacher to see how much the learners know. In addition, it also assists the teachers with knowing what parts to rectify and thus, they will have an idea on how to set up the syllabus.