FEEDBACK TUTORIAL LETTER

2nd SEMESTER 2017

ASSIGNMENT 1 and 2

CONTRASTIVE LINGUISTICS

CTL821S
ASSIGNMENT 1 FEEDBACK

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<td>Bachelor in Communication</td>
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<tr>
<td>OBJECTIVES</td>
<td>The objective of this assignment are to:</td>
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<td></td>
<td>- conceptualize</td>
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<td></td>
<td>- interlanguage</td>
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<td>- Error analysis</td>
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<td>- second language</td>
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<td>- investigate the historical development of Constrictive Linguistics</td>
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<td>- discuss reason for studying interlanguage</td>
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<td>- discuss constructive linguistic relation to applied linguistics</td>
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<td>- demonstrate how to carry out contrastive analysis at the Macro Linguistics level</td>
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ASSIGNMENT 1

NAME OF TUTOR: EDO-OMUFO EDITH

Observation

Some students only define the below concept, it is as well expected to bring out brief explanation on the importance of these theories;

- Interlanguage
- Error analysis
- Second language
In the investigation of the historical development of contrastive linguistics date and name of those who has contributed to the success of the theory should be acknowledge, student should not just define constructive linguistics the progressive growth of the theory ought to be seen.

Question 3 requested for reasons for studying interlanguage, of what usefulness is interlanguage in the teaching and learning of second language acquisition not just the definition of interlanguage as though, some student simply define interlanguage, it goes beyond just definition. Example of how to carry out contrastive analysis at the Macro Linguistics level is explained below, some students illustrated brilliantly. Below are some suggestion how to answer each question. Although the makes are of average and few percentage above average marks.

Interlanguage

Interlanguage is a progression in learning with the ultimate aim that the learner’s language will eventually equate to the target language structure, meaning the term for an idiolect that has been developed by a learner of a second language (L2) who has not yet reached proficiency. A learner’s interlanguage preserves some features of their first language (L1). The intermediate stages that a leaner navigates between his/ her native language and the target language in the process of learning the target language. Interlanguage is a continuum between the first language and the target language along which all learners traverse. The term ‘interlanguage’ was firstly used by John Reinecke in 1935. He always used ‘interlanguage’ to refer to a non-standard variety of a first or second language, used as a means of intergroup communication.

Error Analysis

Error Analysis is an approach that seeks to identify errors made by second language speakers systematically. It is concerned with the compilation, study and analysis of errors made by second language learners and aims at investigating aspects of second language acquisition because second language learners are bound to make some mistakes. Error analysis is the study of the type and quantity of errors that occur, particularly in the fields of applied linguistics. These errors can be divided into three
sub-categories: overgeneralization, incomplete rule application, and the hypothesizing of false concepts. They reflect a learner’s competence at a certain stage and hence differ from learner to learner.

**Second Language**

Second language is a language other than the mother tongue that a person or community uses for public communication, especially in trade, higher education, and administration. It is a language that is not the native language speaker; it requires conscious learning, thus is used in the locale of a person. It is a non-native language officially recognized and adopted in a multilingual country as a means of public communication.

2. **Give a detailed description of the historical development of Contrastive Linguistics.**

Contrastive linguistics as ‘a sub discipline of linguistic concerned with the comparison of two more language or subsystems of language in order to determine both the differences and similarities between them” Fisiak 1981. Linguists have always been interested in comparing and contrasting different languages system. Its first pioneering work appeared at the end of the nineteenth century it became notable because it is a discipline across cultures focusing on the differences and similarities between two or more languages. As people migrate they tend to speak a new language, some lose their languages. Because of this, they learn the language(s) of their immediate environment in order to operate in their new adopted countries.

From the 1940’s to 1960’s Contrastive analysis constituted to the pre-occupation of second language researchers “Larsen-Freeman and Long, 1991:52” These researchers investigated the reverse situation of how the first language can bring about interference in learning a second language. In the 1970’s the development continued with the establishment of major contrastive linguistics projects. As time went on, it was observed that less attention was given to its pedagogy, the structure and features of the first
language interfering with the target language, thus causing inappropriate usage of grammatical terms, mispronunciation of words etc.

Methodology in second language learning and teaching was further introduced. James (2015) provides an explanation on this concept, and he opines Hawkins (1984) who proposes new interrelationships between the mother tongue or first language, and foreign or second language study by incorporating of simple contrastive analysis in order to raise awareness of the contrast that exists between the learner’s first language and second language. And being part of applied linguistics, applied contrastive studies depend on several other disciplines, including theoretical, descriptive and comparative linguistics, psycholinguistics, sociolinguistics, didactics and psychology of learning and teaching (Krzeszowski 1990).

3. Justify the importance of studying Interlanguage

Interlanguage refers to the separateness of a second language learner’s system, a system that has structurally intermediate status between the native and target language. Interlanguage is neither the system of the native language nor the system of the target language, but instead falls between the two; it is a system based upon the best attempt of learners to provide order and structure to the linguistic stimuli surrounding them. By a gradual process of trial and error and hypothesis testing, learners slowly and tediously succeed in establishing closer and closer approximations to the system used by native speakers of the language (Selinker, 972). Interlanguage is the type of language produced by second and foreign language learners who are in the process of learning a language. In language learning, learners’ errors are caused by several different processes. These include: borrowing patterns from the mother tongue; extending patterns from the target language; expressing meanings using the words and grammar which are already known (Richards 1992).
The reasons for studying interlanguage are: to evaluate student transfer, whether it is a positive transfer or negative transfer. To provide a prerequisite for validation claims as well as investigating learners’ behaviour towards their achievements. To enable teachers to give appropriate feedback after checking out learners interlanguage. Learners need not worry so much about making mistakes. They can assume that making mistakes is a procedure of development from mother tongue to Second Language.

4. **Contrastive Linguistics is related to Applied Linguistics. Discuss.**

Contrastive analysis is the systematic study of a pair of languages with a view to identifying their structural differences and similarities. Often used to reconstruct historic language trees, showing how whole language families developed and diverged. For example, we look at how French, Italian, Spanish, and Portuguese say “to make/do” and draw some assumptions on how they’re related to one another. Applied Linguistics helps in the prediction of L2 learners’ errors; it provides insights to at least some of the major mistakes that are frequently made by L2 learners irrespective of their L1, thus raising awareness in the teaching methods and hierarchical learning teaching curriculum. *Applied linguistics* is an interdisciplinary field of linguistics that investigates and offers solutions to language-related real-life problems. It is concerned with the systematic study of language structure, the acquisition of first and subsequent languages, the role of language in communication, and the status of language as the product of particular cultures and other social groups.

Applied Linguistics include speech therapy, communicative interactions-essential, the relationship of power and language; language planning and policy; language in education and language teaching and learning. Contrastive linguistics is connected to applied linguistics in the last two areas of interest, that is, Language in Education and language teaching and learning. Thus this brings about the relationship between AL and CL. Contrastive Linguistics is also related to Applied Linguistics because they aid in speech pathology and the patients’ corresponding treatment.
5.
With the aid of examples, illustrate how to carry out Contrastive Analysis at the Macro Linguistic level (i.e., the three levels of language analysis)

Phonological
Morphological
Grammar

Macro linguistics focuses on communicative competence; stresses the three areas of language description, that is; phonology - the sound system, lexis - vocabulary at is techniques in a body of words used in a particular language as well as morphology the inflections of words and syntax - how words how words are arranged to for a sentence,

Student should give examples to the best of their understanding

ASSIGNMENT 2 FEEDBACK

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<td>• account for the advantages and the disadvantages of Error Analysis</td>
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<td>• evaluate the argument for and against contrastive analysis</td>
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Observation

After the contact lecture, more light was shared on ways and manner questions should be answer, as a result, students are better performed with clearer explanation. Assignment 2 can be said to be above average

- better understanding
- comprehensive enough
- more of practical application

Student can be assisted with the following guides on more of what is expected in the question.

1. The advantages and disadvantages of Error Analysis?
   Support your discussion with examples

Error analysis is one of the few techniques with the potential to measure the importance of word and context based language cues as these interact in a reading task. Findings could become of theoretical
interest in addressing the issue of the balance of conceptually and data-driven components of reading over development. Because the technique closely reflects a natural classroom situation, even to the use of passages from school materials, results may be inferred to reflect strategies typically used as children read. It is appropriate to use with readers of a wide variety of ages and abilities

Advantages:

‘The significance of learners’ errors by James (2015). Errors reflect the learners’ inbuilt syllabus or what they have taken in, but not what the teachers’ input. So there is a difference between ‘input’ and ‘intake’. Errors show that both learners of L1 and L2 develop an independent language system - a ‘transitional competence’. The terms ‘error’ and ‘mistake’ shouldn't be used interchangeably. L1 acquisition and L2 learning are parallel processes, they are ruled by the same mechanisms, procedures and strategies. Learning an L2 is probably facilitated by the knowledge of the L1. Errors are important because they (a) tell the teacher what he or she should teach, (b) are a source of information for the researcher about how the learning proceeds, and (c) allow the learners to test their L2 hypotheses.

Disadvantages

According to James (.2015), the EA data are of only poor statistical inference, errors are usually interpreted subjectively and it lacks predicative power. Schachter (year?) observes that EA does not take into consideration the strategy of avoidance. More criticism comes from Dulay et al. (1982: 141-143) who point out that EA confuses explanatory and descriptive aspects, in other words the process and the product; and also that error categories lack precision and specificity. (The above are also weaknesses) One needs to investigate non-errors as well as errors to get the full picture of learners’ competence. Because error analysis focuses only on learners’ production, some important features of learners’ competence may not be apparent by the structures they avoid. The investigator may not identify correctly the structure that the learner was actually trying to produce. The cause of errors often appears to be indeterminate: “ambiguous goofs”
2. Evaluate the arguments for and against Contrastive Analysis Hypothesis (CAH)

Arguments in favour of CAH

The strongest evidence in favour of Contrastive Analysis Hypothesis lies in the numerous publication support by data hypothesis on pronunciation and phonological approach in the 1960s and early 1970’s. It also helps teachers to detect the problems of their students and help students to detect their language problems; how teachers can find useful insight in understanding the students’ problems; and also find a way to correct adult speakers’ pronunciation errors etc. Some critics counter against non-reliability of predicted errors in L2 and Contrastive Analysis only observes interference from L1 to L2 because [CAH aimed at L2 learning its interest is in the teaching of the L2 not L1). It is time consuming in some complex schemes employed. The Contrastive Analysis Hypothesis came under heavy criticisms mainly because of its strong version which was viewed as inadequate for what it claims to achieve in line with psycholinguistically and pedagogically.

Teachers discovered that the contrastive description to which they have been exposed to was only able to predict part of the learning problems encountered by their learners, and that those points of potential difficulty that were identified seemed to cause various and variable problems among different learners, and between the production and perception of language. The objections to this version of Contrastive Analysis Hypothesis can be classified as linguistic, psychological, procedural (methodology) and pedagogical. The term ‘interference’ here refers to “any influence from the L1 which would have an effect on the acquisition of L2” (Powell). The assumptions about L1 interference were supported by the evidence from speakers’ performance in their second language. As Brown states, “it is quite common, for example, to detect certain foreign accents and to be able to infer, from the speech of the learner alone, where the learner comes from.” Lado’s practical findings were based on his own experience and family background. Being an
immigrant to the USA and a native speaker of Spanish, he observed what difficulties his Spanish-speaking parents had with learning English and how interference was evident in their speech. Another linguist supporting the strong version of the CAH was Fries. In his opinion, “the most effective [teaching] materials are those that are based upon a scientific description of the language to be learned, carefully compared with parallel description of the native language of the learner” (Powell 1998).

**Argument against CAH:**

As a reaction to the criticism of the strong version of the CAH, Wardhaugh (1970) offered a ‘weak version’. The weak version simply considered the pure level of language (the phonological, Lexis and syntax). Recognizes the significance of interference across languages, the fact that such interference does exist, the strong version of the CAH would predict the contrary, i.e. more difficulties on the part of the learners who had to acquire a new writing system. Brown (1980: 159) concludes that interference is more likely to occur when there is similarity between the items to be learned and already known items than in the case of learning items which are entirely new to the learner. He also points to the fact that most of the errors committed by L2 learners are ‘intralingual’ errors, i.e. errors which result from L2 itself and not from L1. Besides the problem of inappropriate predictions, Towel and Hawkins (1994: 18-19) state two other problems. One of them is that “not all areas of similarity between an L1 and an L2 lead to immediate positive transfer” The other problem, they argue, is that only a small number of errors committed by L2 learners could be unambiguously attributed to transfer from L1. Thus, the strong version of the CAH has been proved inadequate, except for the phonological component of language, where it is quite successful in predicting the interference between the L1 and L2 in pronunciation in the early stages of L2 acquisition. Dulay, Burt and Krashen 1982 similarly conclude that “present research results suggest that the major impact the first language has on second language acquisition may have to do with accent, not with grammar or syntax” The weak version is not satisfactory because it is only able to offer an explanation for certain errors. The only version which remains acceptable is the moderate version.
3. Briefly discuss the practical application of Contrastive Analysis (AC), Error Analysis (EA) and Interlanguage (IL) to second language learning and teaching

Educational instruction either from the viewpoint of teaching or learning is indeed relevant to Contrastive Analysis, Error Analysis and Interlanguage. James 1980 suggests that Contrastive Analysis (CA) can predict pre-identity what aspects will cause problems, it is viewed as a device for predicting areas of difficulty and some of the error that learners are like to make and the tenacity of certain errors, which can only be eradicated through time and teaching. Beside CA can predict error that occurs only as a result of interference. He demonstrates the usefulness of grading and evaluation with scales of diagnosis of error and testing, he specifies in methodology and uses this method to translate to instructional strategy rather than technique. He applies this method in the theories of the nature of human language how it’s acquired and how it’s put to use.

According to Rensenburg (1983) Error Analysis (EA) provides the opportunities for the teacher to determine the need of their learners and design meaningful scheme of work for individual learners. He further identified three other areas in which EA is of pedagogical relevance such as; the problem of correction, the design of syllabuses and remedial programmes and writing of pedagogical grammars. Error analysis can, therefore, benefit the teachers, lesson planners, as well as materials developers in the lesson or material preparation and instruction. They should be aware of the errors the students are likely to make and thus put an emphasis on the areas that can be problematic for the students. The task of the teacher is to discern the optimal between the positive and negative cognitive feedback: providing
enough green lights to encourage continued communication, and providing enough red lights to call attention to those crucial errors pedagogical application enhances Contrastive Analysis, Error Analysis and Interlanguage in a real life situation to improve the teaching and learning of English.

A more effective pedagogy was believed to result when the similarities and differences between L1 and L2 were taken into account (Larsen-Freeman and Long, 1991, p.52). CA is based on the following assumptions: (i) the main difficulties in learning a new language are caused by interference from the first language or ‘language transfer’, (ii) such difficulties can be identified by contrastive analysis, and (iii) teaching materials can make use of contrastive analysis to eliminate the interference effects. In the classroom teaching, therefore, more emphasis is placed on mechanical pattern drills and an attempt to correct any errors or mistakes.

4a. Define Contrastive linguistics

Contrastive Analysis emphasizes the native language as the main factor resulting in second language learners’ errors; and it is the principal barrier to second language acquisition. An error is believed to occur when learners fail to respond correctly to a particular stimulus in the second language and serve as a negative stimulus reinforcing “bad habits”; thus, it should not be allowed to occur.

4b. Differentiate between Contrastive Linguistics, Interlanguage and Error Analysis.

There is a controversy about whether second language learners’ performances should be regarded Error analysis was an alternative to contrastive analysis. Error analysis was criticized for misdiagnosing student learning problems due to their "avoidance" of certain difficult L2 elements.

Interlanguage is a continuum between the first language and the target language along which all learners traverse. It is dynamic (constantly adapting to new information) and influenced by the learners. Thus, contrastive analysis followers suggest that teachers do contrastive analysis between the native
language and the target language so as to predict the learning problems that will be faced by the students, many errors that do turn up are not predicted by contrastive analysis.

The key finding of error analysis is that many learner errors are produced by the learners making faulty inferences about the rules of the target language. To overcome the shortcoming of contrastive analysis, it is suggested that teachers accompany contrastive analysis with error analysis. It is carried out by identifying the errors actually made by the students in the classroom. Selinker (1992) (Ho, 2003) states that errors are indispensable to learners since the making of errors can be regarded as 'a device the learner uses in order to learn.' Thus, error is a proof that the student is learning. The error is the route that the student must pass to achieve the target language. And, at this stage, the language produced by the student is called interlanguage.

As time went on, various shortcomings of the contrastive analysis approach became apparent. Firstly, although Lado (1957) sought to identify areas of language learning difficulty, in practice contrastive analysis was used to predict errors. This assumes that error and difficulty can be equated. Secondly, contrastive analysis assumed that errors derive exclusively from first language interference. Error analysis studies, however, have indicated that certain errors recur among language learners of various L1 backgrounds and seem to be more related to the intrinsic difficulty of the subsystem. Other flaws in the predictive power of contrastive analysis have been identified. Not only does contrastive analysis fail to predict some errors, it actually predicts some interlingua errors which do not occur. One category of this phenomenon is related to the uni-directionality of some contrastive errors.

5. Explain how Micro linguistics different from Macro linguistics?

Micro linguistics is a branch of linguistics that concerns itself with the study of language systems in the abstract, without regard to the meaning or notional content of linguistic expressions. In micro-linguistics, language is reduced to the abstract mental elements of syntax and phonology. It contrasts with macro-linguistics, which includes meanings, and especially with sociolinguistics, which studies how language and meaning function within human social systems. In micro-linguistics, language is reduced to
the abstract mental elements of syntax and phonology within human social systems. This field of study is concerned with language in its broadest sense and includes cultural and behavioral features associated with language.

Micro linguistics refers to the pure description of the linguistic code without any reference to the uses to which the code is put, or how message carried by this code are modified by the contexts in which they occur (James 1980:27) Macro linguistics on the other hand takes a broader perspective of linguistics beyond the pure level of language (the phonological, Lexis and syntax). Micro linguistics goes beyond this pure level of language analysis, it stresses on communicative competence of a speaker of second language. It helps in understanding the scientific process of human communication. Macro linguistics according to James (1980:100) is characterized by the following factors: A concern for communicative competence rather than linguistics competence. An attempt to describe linguistic events with their extra-linguistics settings. The search for units of organization larger than the single sentence.