

Contrastive Analysis, Error Analysis, Interlanguage¹

Paul Lennon

1. Contrastive analysis, structuralist linguistics and behaviorist psychology

The main idea of contrastive analysis, as propounded by Robert Lado in his book *Linguistics Across Cultures* (1957), was that it is possible to identify the areas of difficulty a particular foreign language will present for native speakers of another language by systematically comparing the two languages and cultures. Where the two languages and cultures are similar, learning difficulties will not be expected, where they are different, then learning difficulties are to be expected, and the greater the difference, the greater the degree of expected difficulty. On the basis of such analysis, it was believed, teaching materials could be tailored to the needs of learners of a specific first language. Lado himself was an English and Spanish bilingual, who was born in America of Spanish parents, grew up in Spain and then went to college in the USA. He was all too aware of the importance of cultural difference in mastering a foreign language. However, his appeal to compare cultures was not taken up, and in practice contrastive analysis focussed on a surface comparison of languages, starting with the sounds, then the grammar and finally - and only selectively - the vocabulary.

This emphasis reflected the focus of American linguistics at the time, which was still very much under the influence of structuralism as espoused by the great American structuralist Bloomfield in *Language* (1933). Structural linguistics viewed language as a rule-governed system which could be separated into hierarchically arranged sub-systems, each of which had its own internal patterns and structure. The lowest level in the hierarchy was phonology, then morphology, then syntax. The lexicon received scant attention from structuralists and the discursive level of language was quite ignored. In fact, structural linguistics coped best with closed or finite linguistic systems, and, for this reason, deliberately excluded semantics from its description. Bloomfield's (1933: 140) conclusion that "the statement of meanings is therefore the weak point in language study, and will remain so until human knowledge advances very far beyond its present state" is often quoted.

In the period immediately after World War II there was renewed interest in language learning and language teaching in the United States, and efforts were made at the University of Michigan to apply the ideas of structural linguistics to language teaching, perhaps most influentially by Charles Fries (1945). The approach to language teaching advocated by the Michigan School laid great emphasis on the principled selection and grading of linguistic items for instruction. It was essentially an analytic, atomistic approach, which took a language apart in order to then put the parts back together again in their logical order during the teaching process, and in this sense it claimed to be scientific. Lado himself actually studied at the University of Michigan with Fries, and contrastive analysis became the basis for the strict selection and grading of material for teaching which was characteristic of language courses at the time. Fries advocated a bottom-up approach to language learning from phonology to morphology to syntax with vocabulary being held to a minimum:

[...] the chief problem is not at first that of learning vocabulary items. It is, first, the mastery of the sound system[...]; second, the mastery of the features of arrangement that constitute the structure of the language. (Fries 1945: 3)

This structuralist emphasis of the Michigan School found its expression in audio-lingual language teaching, which sought to drill structural patterns, proceeding from the simple to the complex, while filling the slots in the patterns with a limited number of lexical items and insisting on correct pronunciation (e.g. *I brush my teeth with a tooth-brush, I brush my shoes with a shoe-brush, I brush my hair with a hair-brush*).

Contrastive analysis became associated with behaviorist psychology, which was another separate influence on language teaching, particularly on audiolingual language teaching, and especially in the United States. Behaviorism was a general theory of learning. It viewed learning as habit formation brought about by repeated patterns of stimulus, response and reinforcement. For language teaching this fitted in nicely with the pedagogue's piece of folk wisdom that "practice makes perfect". In other words, learners should be provided with a linguistic stimulus (for example a question to answer, a sentence to put into the negative form, a word to put into the plural form) and be told whether their answer was right (positive

¹ From S. Granley and V. Granley (eds) (2008) *Bielefeld Introduction to Applied Linguistics*. Bielefeld:

Journal of Applied Linguistics, 49, 1-10

Contrastive Analysis Error Analysis Interlanguage 1

RD Boyd



Contrastive Analysis Error Analysis Interlanguage 1:

Resources in Education, 1976 The Magic of Language Thomas Tinnefeld, 2020-12-28 Language is magic This magic happens when new ideas come to our minds or when we come across notions which are new to us i e when we use language productively and construct our own world The magic in the productivity of language works in various linguistic areas e g phonetics lexicology phraseology pragmatics languages for specific purposes and multilingualism In language teaching and learning this magic comes into effect when language meets content when we try to adapt our teaching to our learners needs or when we need to leave our comfort zone to take risks With contributions by Lizeta Demetriou Bessie Dendrinou Olga Dobrunoff Rashit Emini Douglas Fleming Thomas H Goetz Ourania Katsara Bernd Klewitz Katrin Menzel Torten Piske Lea P schik Ronald Kresta Nikolay Slavkov Anja Steinlen and Brikena G zim Xhaferi this edited volume features articles that cover a diversity of research findings which deal with the magic of language in various contexts and linguistic settings in Europe America and Asia Saarbr cken Series on Linguistics and Language Methodology SLLM Series Editor Prof Thomas Tinnefeld

Teaching Foreign Language Skills Wilga M. Rivers, 2018-06-29 Since its original publication in 1968 Rivers s comprehensive and practical text has become a standard reference for both student teachers and veteran instructors All who wish to draw from the most recent thinking in the field will welcome this new edition Methodology is appraised followed up by discussions on such matters as keeping students of differing abilities active evaluating textbooks using language labs creatively and preparing effective exercises and drills The author ends each chapter of this new edition with questions for research and discussion a useful classroom tool and provides an up to date bibliography that facilitates further understanding of such matters as the bilingual classroom *Learner Corpora in Language Testing and Assessment* Marcus Callies, Sandra Götz, 2015-04-15 The aim of this volume is to highlight the benefits and potential of using learner corpora for the testing and assessment of L2 proficiency in both speaking and writing reflecting the growing importance of learner corpora in applied linguistics and second language acquisition research Identifying several desiderata for future research and practice the volume presents a selection of original studies covering a variety of different languages It features studies that present very thoroughly compiled new corpus resources which are tailor made and ready for analysis in LTA new tools for the automatic assessment of proficiency levels and new methods of self assessment with the help of learner corpora Other studies suggest innovative research methodologies of how proficiency can be operationalized through learner corpus data The volume is of particular interest to researchers in applied corpus linguistics learner corpus research language testing and assessment as well as for materials developers and language teachers **Community Series: Spanish Psycholinguistics, volume II** Isabel Fraga, Pilar Ferré Romeu, Jon Andoni Dunabeitia , Mikel Santesteban, 2025-12-05 This Research Topic is the second volume of Research Topic Community Series Spanish Psycholinguistics Please see the first volume here Spanish is the second most widely spoken language in the world used by more than 400 million people on the planet This being the case it

is not surprising that the beginning of the 21st century has represented a clear transition towards the professionalization of experimental research in Spanish psycholinguistics. Hundreds of research groups from different countries have focused their activity on Spanish as a target language and more and more scientific studies based on Spanish shed light on the cognitive processes that underlie the acquisition, learning, perception or production of language. It is not difficult to find centers specialized in the psycholinguistic or neurolinguistic study of people who speak Spanish as their first language just as it is not difficult to find laboratories that explore the learning and processing of Spanish as a second language, additional language, heritage language or foreign language. Besides the last decades have witnessed the progressive emergence and consolidation of research groups and centers with their laboratories and main scientific actions based in the Spanish territory and regardless of the specific target language used in their daily research agenda together they have contributed to establishing Spain as a key player in the international psycholinguistic arena. The current Community Series is aimed at enhancing visibility of the psycholinguistic research done by groups, laboratories and centers whose main research activity is carried out in Spain or whose target language in their investigations is Spanish or any of the other languages spoken in Spain: Catalan, Galician, Basque or other regional languages. This volume will contribute to boosting scientific outreach of the psycholinguistic community working in Spain or on Spanish. This Community Series volume is open to submissions from researchers from any country that study Spanish either as a native or non native language from a psycholinguistic perspective. Also this volume accepts submissions of any research group exploring psycholinguistics and set in Spain regardless of the language they use as target of research be it a majority or a minority or minoritized language. This extends to Spanish laboratories and research teams working on Basque, Catalan or Galician among others. We welcome all types of articles. Special consideration will be given to the following article types: Systematic Review, Review and Mini Review along with experimental studies presenting empirical data in the form of Brief Research Report, Registered Report, Original Research or Data Report.

Scholarship and Commitment Omoko, Peter E., 2018-06-14. Professor Darah turned seventy on Wednesday November 22 2017 and to celebrate his very productive career his colleagues and many of those he has mentored thought it appropriate to mark his official exit from the university in a dignified way by commissioning for publication in the now acceptable festschrift tradition the highly compelling and outstanding collection of essays titled *Scholarship and Commitment: Essays in Honour of G G Darah*. The book is a ground breaking collection of essays some are couched as tributes to the ebullient celebrant there are others on more serious discourses in the areas of literary theories and criticism, language and linguistics, popular literature and politics, the African woman, identity and contemporary realities, oral literature, the news media and cultural studies. The essays on their own attest to the vivacity and liveliness as well as the encouraging state of health of publishing in the Nigerian academia which in this collection alone parades forty two essays in different fields or discourses.

Encyclopedia of Bilingual Education Josue M. Gonzalez, 2008-06-05. With articles on Spanglish and Spanish

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