

University of Hamma Lakhdar, El-Oued

Faculty of Arts and Languages

Department of English

Correction of the Examination (Module: Contrastive Linguistics)

Task One (05pts): Write *true* or *false*, *correcting* the false statements.

1. Stimulus-response is one of the main principles of mentalism. **False**

Stimulus-response is one of the main principles of behaviorism.

2. According to mentalists, the correct response or the incorrect one does not mean that the language is done. **True**

3. Behaviorists paid too much attention to the innate capacity in learning. **False**

Mentalists paid too much attention to the innate capacity in learning.

4. Mentalists believe that language acquisition is related to performance. **False**

Mentalists believe that language acquisition is related to competence.

5. Mistakes and errors are the same in the field of language learning. **False**

Mistakes and errors are different in the field of language learning. Mistakes are attributed to performance but errors are related to competence.

Task Two (03pts): Define the following terms.

1. **Contrastive Analysis:** CA is SLA approach that compares features of L1 and L2 in order to determine the similarities and differences of both systems.

2. **Interference:** refers to the influence of L1 on L2 in the process of second language learning.

3. **Negative transfer:** refers to the differences of grammatical structure, morphology, and pronunciation compared to L1.

Task Three (03pts): What are the main objectives of contrastive analysis (CA)?

1. CA provides insights about the similarities and differences between L1 and L2.
2. Predict and explain the problems that arise in learning L2.
3. Develop materials for teaching L2.

Task Four (06pts): How can CA be useful in the field of language teaching and learning? Give examples.

It was assumed that second language learning was dependent upon transfer from the native language to the one being learned. If the languages shared the same structural elements, order, and meaning, then **positive transfer** would occur and assist in learning. However, if structural elements, order, and meaning did not translate appropriately, then this could cause **negative transfer** or **interference** which was believed to cause difficulty in learning a second language.

The idea of positive and negative transfer meant that a detailed examination of the two languages needed to be undertaken to identify where students would have problems. By examining the languages and identifying the problem areas, educators could then predict the elements of negative transfer and drill these elements to form the “correct” habit. In this way, behaviorism, structuralism, and CA all worked together to inform the educator of which components needed more attention.

Task Five (03pts): List the main weaknesses of CA.

1. Interference from L1 is not the sole source of errors in L2 learning.
2. CA Couldn't predict all the errors made by learners.
3. CA conceives interference in one direction, from L1 to L2.

Mr. DEHDA Nacer

