

A Study In Contrastive Analysis And Error Analysis

Fifteen articles are presented in this collection on contrastive linguistics: "On Syntactic Levels--One Tertium Comparison is in Contrastive Linguistics" (L.F. Jakobsen and J. Olsen); "Equivalence in Bilingual Lexicography: From Correspondence Relation to Communicative Strategy" (R.R.K. Hartmann); "How Useful Are Word Lists in Contrastive Analysis?" (J.L. Wyatt); "Coarticulatory Propensity: The Case of English and Polish Consonant Clusters" (S. Puppel); "Some General Remarks on Ulrich Blau's Interpretation of Sentences with Referential But Actually Nonreferring Expression Co-occurring with Referential Predicates" (E. Mioduszevska); "Post-transformational Stem Derivation in Fox" (I. Goddard); "Notes on Subjacency as a Syntactic Constraint in Arabic and English" (M.J. Bakir); "The Intonation of Questions in English and Arabic" (S. El-Hassan); "Some Cases of Lexicalization" (B. Korponay); "Contrastive Analysis at Discourse Level and the Communicative Teaching of Languages" (S. Marmaridou); "Connecting L1 and FL in Discourse-Level Performance Analysis" (L.S. Evensen and I.L. Rygh); "How Do Poles Perform English 'Tips of the Slung'?" (K. Dziubalska-Kolaczyk); "Contrastive Studies and the Problem of Equivalence in Translation" (G. Weise); "Accuracy Order for English as a Foreign Language in Poland" (B. Krakowian); and "A Study of Some Factors Affecting the Sequence and Rate of Acquisition of ESL by Adult Refugees in Western Pennsylvania" (M. Siudek). (LB).

The present volume is a collection of papers on Contrastive Pragmatics, involving research on interlanguage and cross-cultural perspectives with a focus on second language acquisition contexts. The subdiscipline of pragmatics is seen from a multilingual and multicultural perspective thus contributing to an emerging field of study, i.e. intercultural pragmatics which can be made fruitful to second language teaching/learning and contrastive analysis. The book is an important contribution to general linguistics, pragmatics, cross-cultural communication, second language acquisition, as well as minority issues in multilingual settings.

This book serves as an introduction to contrastive linguistics - the synchronic study of two or more languages, with the aim of discovering their differences and similarities, especially the former, and applying these discoveries to related areas of language study and practice. It discusses the principles and methods, and contrasts English, Chinese, German, and other languages at phonological, lexical, grammatical, textual, and pragmatic levels, focusing more on the useful insights contrastive analysis provides into real-world problems in fields such as applied linguistics, translation and translation studies, English or Chinese as a foreign language, and communication than on the discipline itself.

This book examines the contribution of various recent developments in linguistics to contrastive analysis. The articles range across a broad gamut of languages, with most attention going to the languages of Europe. They show how advances in theory and computer technology are together impacting the field of contrastive linguistics. Part I focuses, from a broadly functional-cognitive viewpoint, on the close link with typology, stressing the importance of embedding the treatment of grammatical categories in their contexts of use. Part II turns to methodological issues, exploring the enormous potential offered by parallel, computer-accessible corpora to contrastive linguistics and to enhancing the testability, authenticity and empirical adequacy of cross-linguistic studies. Part III is concerned with contrastive semantics, ranging from individual items to entire grammatical constructions, and shows how meanings are coupled to language-specific cognitive strategies and even to cultural differences in subjective awareness and the fashioning of personal identity.

Errors in Language Learning and Use is an up-to-date introduction and guide to the study of errors in language, and is also a critical survey of previous work. Error Analysis occupies a central position within Applied Linguistics, and seeks to clarify questions such as 'Does correctness matter?', 'Is it more important to speak fluently and write imaginatively or to communicate one's message?' Carl James provides a scholarly and well-illustrated theoretical and historical background to the field of Error Analysis. The reader is led from definitions of error and related concepts, to categorization of types of linguistic deviance, discussion of error gravities, the utility of teacher correction and towards writing learner profiles. Throughout, the text is guided by considerable practical experience in language education in a range of classroom contexts worldwide.

Vol. 1 contains papers delivered at the 2d Karpacz Conference on Contrastive Linguistics, 1971.

Contrastive Linguistics is the first book written by a linguist from mainland China on the histories and principles of comparing and contrasting Chinese and Western languages, specifically English. From Wilhelm von Humboldt's initial study in comparative linguistics to the present day, traditional scholarship in contrastive linguistics has taken a Western perspective and shown how foreign languages relate to the Indo-European language family. However, such a view has a limited scope, and there is an alternative history to contrastive linguistics. This book is an attempt by Professor Wenguo Pan to redress the balance in contrastive linguistics, comparing Western languages to Chinese, rather than vice versa. He provides a survey of contrastive linguistics in China throughout the past century, and aims to open a window for the world to see what the new generations of Chinese linguists are doing in this exciting field, and to start a dialogue between scholars of different backgrounds and linguistic traditions. Contrastive Linguistics looks at the history of this discipline both in Europe and in China. Professor Pan presents a survey of the historical, philosophical and methodological foundations of the discipline, but also examines its scope in relation to general, comparative, anthropological and applied linguistics. This book will be of interest to academics interested in a new perspective on contrastive linguistics or Chinese linguistics.

After a period of crisis in the 1960s, Contrastive Analysis has now regained its firm position, although in a different form and with broader goals. This collection of papers reflects the scope of research and the range of interest of linguists who are involved in contrastive linguistics research. The volume contains 35 contributions by 37 authors from 13 different countries and includes an Index of names and an Index of terms.

Seminar paper from the year 2005 in the subject English - Pedagogy, Didactics, Literature Studies, grade: 1,3, Technical University of Braunschweig (Englisches Seminar), language: English, abstract: Foreign Language Pedagogy (FLP), in general, aims to convey to teachers the essential information about the role of the learner and the teacher in the process of language learning, and also provides them with theoretical, didactic methods and practical means for the foreign language classroom (FLC). We can even go a step further by claiming that the mission of FLP is to research for and establish the supreme way of a teaching a foreign language (FL) to the learners. However, within this field of research it becomes quite obvious that the learners take in a rather passive role and do not contribute very much to new research data and, hence, new approaches towards foreign language teaching (FLT). This thesis can be held true, to give just one example, when we consider the various teaching methods for

the FLC. Although the role of the learner is taken into account in each method, the learners are fairly more than "testing objects" of teaching models hypothesized by didactic scientists. On the other hand, one must admit that in correspondence with the recent emergence and establishment of the communicative approach (CA), the learners preferences and demands have been taken far more into consideration and their linguistic and communicative performance serve as source for methodological research input and constructive, teacher strategies-oriented as well as learner strategies-oriented output offered by science. Recently, and paradoxically enough, it can be perceived intensive discussion concerning the question how to deal best with errors produced by learners. More precisely, there has been a shift from the formerly applied "Contrastive Analysis" (CAH) toward the occupation with "Error Analysis" (EA). (...)

Much of the new wave of contrastive linguistics has focused on aspects of the grammatical system, examining phonological, morphological, lexical and syntactic similarities and differences across two or more languages. As with many other areas of linguistics, there exists a renewed interest in discourse perspectives in the study of languages in contrast, and much of that work uses corpora and corpus linguistics techniques to study language. This volume provides examples of cutting-edge research in contrastive analyses of different languages. The papers have been organized around four themes: studies of discourse markers; information structure; registers and genres; and phraseology. The languages included (Dutch, English, French, German, Italian, Spanish and Swedish) cover a range of European languages, showing not only diversity in their grammatical structures, but also subtle differences that are the focus of many of the papers. The techniques used, from concordancing and careful annotation to painstaking qualitative analysis, showcase the variety of approaches to the study of languages in contrast and include contributions from discourse, corpus and functional perspectives.

The volume focuses on the interaction of different levels of linguistic analysis (syntax, semantics, pragmatics) and the interfaces between them, on the convergence of different theoretical models in explaining linguistic phenomena, and on recent interdisciplinary approaches to linguistic analysis. Its theoretical importance lies in bringing out and highlighting some of the common trends and directions found in recent theoretical frameworks which focus on themes traditionally downplayed by mainstream 20th century linguistics. It further familiarizes the reader with the methodology used in such frameworks and shows how methodology developed in different theoretical perspectives can often converge in yielding similar results. While representing different traditions, all papers in this volume assume a necessity for the study of language to be paired with the study of cognition and for linguistics to develop more substantive links to other disciplines, thereby creating converging trends into the new century. The structure of this volume reflects this assumption along a cline of theoretical models and methodologies, starting from those that view language as part of cognition and ending with those that consider the language faculty to be distinct from general cognition. Thus the volume is divided into five parts: (I) relaxing level boundaries, (II) focusing on level interaction, (III) drawing on different theories, (IV) exploring field interaction, and (V) interdisciplinary perspectives on modularity. The volume is of particular relevance to scholars and students who are interested in an in-depth overview of 20th century linguistics outside/beyond the generative paradigm, and in exploring the development of 20th century legacy into current work.

Through electronic corpora we can observe patterns which we were unaware of before or only vaguely glimpsed. The availability of multilingual corpora has led to a renewal of contrastive studies. We gain new insight into similarities and differences between languages, at the same time as the characteristics of each language are brought into relief. The present book focuses on the work in building and using the English-Norwegian Parallel Corpus and the Oslo Multilingual Corpus. Case studies are reported on lexis, grammar, and discourse. A concluding chapter sums up problems and prospects of corpus-based contrastive studies, including applications in lexicography, translator training, and foreign-language teaching. Though the main focus is on English and Norwegian, the approach should be of interest more generally for corpus-based contrastive research and for language studies in general. Seeing through corpora we can see through language.

Contrastive Linguistics, like other linguistic disciplines, is becoming more and more data-oriented, relying increasingly on the statistical analysis of corpus data to reveal and investigate the similarities and dissimilarities between languages. This title illustrates this trend with a representative sample of contrastive linguistic case studies.

This volume presents original comparative and contrastive research into various aspects of information structure (topic, focus, contrastivity, givenness, anaphoricity) as well as into forms and structures whose realisation depends on information-structural factors (clefts, dislocations, reflexives, null subjects, prosodic features, interrogatives) in a number of different languages (Catalan, English, French, Georgian, German, Hebrew, Hungarian). Each contribution emphasises differences or commonalities between the languages under investigation with respect to the realisation of information structural categories or with respect to the information structural implications of a given form or structure. The specific comparative-contrastive perspective of the volume makes a substantial contribution towards a better understanding of language specific and universal aspects of information structure. It raises significant questions and provides solutions for the formal representation and the functional properties of information structural categories.

Shows how a person's first language and culture influence writing in a second language.

This is a book about comparison in linguistics in general, rather than 'contrastive analysis' as a distinct branch of linguistics. It addresses the question 'Does the analytical apparatus used by linguists allow comparisons to be made across languages?' Four major domains are considered in turn: derivational morphology, syntax, semantics & pragmatics, and discourse. Contributions cover a broad spectrum of linguistic disciplines, ranging from contrastive linguistics and linguistic typology to translation studies and historical linguistics.

Seminar paper from the year 2003 in the subject English Language and Literature Studies - Linguistics, grade: 1,5, Free University of Berlin (Institut für Englische Philologie), language: English, abstract: This research paper compares contrastive analysis with the error analysis approach in respect of their treatment of avoidance behaviour. It considers several researches on avoidance behaviour and shows that contrastive analysis predicts the avoidance phenomenon in most cases and, therefore, gives a complete description of the areas of difficulty for learners of a second language.

This book presents a contrastive analysis of various forms of address used in English and Italian from a cultural semantics perspective. The analysis investigates the different cultural values underlying address practices in English and Italian and emphasizes the risks of miscommunication caused by differences in intercultural interactions.

This book takes a corpus-based approach, which integrates translation studies and contrastive analysis, to the study of translational language. It presents the world's first balanced corpus of translational Chinese, which, in combination with a comparable native Chinese corpus, provides a reliable empirical basis for a comprehensive account of the macro-statistic, lexical, and grammatical features of translational Chinese in English-to-Chinese translation – a significant contribution to Descriptive Translation Studies. The research findings based on these two distinctly different languages have important implications for universal translation research on the European tradition.

Using different theoretical approaches and frameworks, this book addresses a broad range of themes in contrastive linguistics, including inflection, derivation and compounding, tense, wh-questions, post-

verbal subjects, focus and clitics, among others. Comparing English, German, Greek, Romance, Slavic and South Pacific languages, the book highlights the significance of the contrastive perspective for language-specific description and general interface issues, casting light on contrasts between languages at the levels of morphology and syntax. In this respect, it makes a valuable contribution to our understanding of language typology and language universals.

Contrastive Linguistics, roughly defined as a subdiscipline of linguistics which is concerned with the comparison of two or more (subsystems of) languages, has long been associated primarily with language teaching. Apart from this applied aspect, however, it also has a strong theoretical purpose, contributing to our understanding of language typology and language universals. Issues in theoretical CL, which also feature in this volume, are the choice of model, the notions of equivalence and contrast, and directionality of descriptions. Languages used for illustration in this volume include English, German, Danish, and Polish.

Contrastive Linguistics (CL), Translation Studies (TS) and Machine Translation (MT) have common grounds: They all work at the crossroad where two or more languages meet. Despite their inherent relatedness, methodological exchange between the three disciplines is rare. This special issue touches upon areas where the three fields converge. It results directly from a workshop at the 2011 German Association for Language Technology and Computational Linguistics (GSCL) conference in Hamburg where researchers from the three fields presented and discussed their interdisciplinary work. While the studies contained in this volume draw from a wide variety of objectives and methods, and various areas of overlaps between CL, TS and MT are addressed, the volume is by no means exhaustive with regard to this topic. Further cross-fertilisation is not only desirable, but almost mandatory in order to tackle future tasks and endeavours.}

An account of the development of research and thinking in the field of learner language. Draws on wide-ranging research into contrastive analysis, bilingualism, theoretical linguistics and experimental psychology.

The practice of comparing languages has a long tradition characterized by a cyclic pattern of interest. Its meeting with corpus linguistics in the 1990s has led to a new sub-discipline of corpus-based contrastive studies. The present volume tackles two main challenges that had not yet been fully addressed in the literature, namely an empirical assessment of the nature of the data commonly used in cross-linguistic studies (e.g. translation data versus comparable data), and the development of advanced methods and statistical techniques suitably adapted to contrastive research settings. The papers collected in this volume endeavour to find out what (new) types of data are most useful for what kind of contrastive questions, and which advanced statistical techniques are most suited to deal with the multidimensionality of contrastive research questions. Answers to these questions are provided through the contrastive analysis of various language pairs or groups, and a wide variety of phenomena situated at almost all linguistic levels. In sum, this book provides an update on new methodological and theoretical insights in empirical contrastive linguistics and will stimulate further research within this field.

Bachelor Thesis from the year 2017 in the subject English Language and Literature Studies - Linguistics, grade: 2,0, University of Mannheim, language: English, abstract: In this thesis, the accuracy of the Common European Framework of Reference for Languages (CEFR) is explored with the help of a study investigating the German L2 morphosyntactic competence of 15 English L1 speakers in two settings: a language assessment test setting as well as in online processing. Within this thesis L2 morphosyntactic competence was limited to the two investigated areas of subject-verb-agreement (SVA) as well as the distinctive verb placement in German main and subordinate clauses. Previous research has identified these two linguistic areas as being especially prone to error in adult L2 acquisition of German. Since all test takers varied in their German language proficiency levels (encompassing a range from A2 to B2 according to the CEFR) it was hypothesised that L2 learners of a B2 language proficiency level generally outperform L2 learners of a lower language proficiency level (B1 and A2) in all investigated areas. However, this hypothesis could not be affirmed since the study did not find significant differences in the morphosyntactic competence of English German L2 learners between test takers of distinctive CEF language proficiency levels.

Corpus Studies in Contrastive Linguistics John Benjamins Publishing

What is contrastive analysis? - The psychological basic of contrastive analysis - The linguistic components of contrastive analysis - Microlinguistic contrastive analysis - Macrolinguistics and contrastive analysis - Pedagogical exploitation of contrastive analysis - Some issues of contention.

Contrastive Linguistics is the first book written by a linguist from mainland China on the histories and principles of comparing and contrasting Chinese and Western languages, specifically English. From Wilhelm von Humboldt's initial study in comparative linguistics to the present day, traditional scholarship in contrastive linguistics has taken a Western perspective and shown how foreign languages relate to the Indo-European language family. However, such a view has a limited scope, and there is an alternative history to contrastive linguistics. This book is an attempt by Professor Wenguo Pan to redress the balance in contrastive linguistics, comparing Western languages to Chinese, rather than vice versa. He provides a survey of contrastive linguistics in China throughout the past century, and aims to open a window for the world to see what the new generations of Chinese linguists are doing in this exciting field, and to start a dialogue between scholars of different backgrounds and linguistic traditions. Contrastive Linguistics looks at the history of this discipline both in Europe and in China. Professor Pan presents a survey of the historical, philosophical and methodological foundations of the discipline, but also examines its scope in relation to general, comparative, anthropological and applied linguistics. This book will be of interest to academics interested in a new perspective on contrastive linguistics or Chinese linguistics.

This book is organized in three sections. The three articles in Section one introduce the disciplines of Contrastive Linguistics (CL) and Translation Studies (TS), tracing their evolution in recent history and outlining the role played by the computer corpus in revitalising and redirecting research in each discipline. The six articles in Section two are a series of case studies, showing the range of variables that have to be taken into consideration in CL and TS. The four articles in Section three all deal with practical issues of corpus exploitation, both the software tools that can be used to support analysis and the ways in which multilingual and monolingual corpora can be used to improve teaching and translation materials. -- pref.

In this important study, Carl James reviews the role that contrastive analysis can play in understanding and solving problems in second or foreign language learning and teaching. Using both psycholinguistic and linguistic analysis, he establishes a sound theoretical basis for CA before going on to illustrate its contribution to the study of linguistic universals, bilingualism, and language pedagogy. The book offers a range of examples to support its arguments, enabling readers to grasp the principles and then to pursue their own work in this area. Contrastive Analysis presents a successful theoretical and practical case for the value of CA as a research tool, both for those studying applied linguistics and for teachers needing to adjust their teaching to the state of knowledge of their students.

[Copyright: ad4e2b61b9345d505f67b3081619b490](#)