Contrastive Analysis
And
Error Analysis

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Contrastive Analysis

Introduction: Definition:
Contrastive Analysis means the comparison of two languages by paying attention to differences and similarities between languages being compared.

- It was first suggested by Whorf (1941) as contrastive linguistics, a comparative study which emphasizes on linguistic differences.

- The publication of Robert Lados' book ('linguistics across cultures') in 1957 was the start of modern applied contrastive linguistics. In later studies the term contrastive linguistics changed to contrastive analysis.

The branches which contrastive analysis is involved:

Translation- teaching- linguistics- textbook writing- error analysis

1. Translation:
   a- As a translator should be faithful to the text so s/he should know the exact equivalents in two languages (source and target).

   b- A translator understands that most of the differences in two languages are not semantically but culturally.

   c- She/He understands that most of these differences comes from different beliefs, different values, different patterns of thought.
2. Teaching:

Learning the second language is different from acquiring the first language. A child acquiring English as a native language makes perceptual differences about different languages, he acquires language system.

But a Persian child who is learning English as his / her second language does not have this perception about different situations, he / she just learns the language.

e.g.: the concept of the word "cousin" for an English child is completely different from that of a Persian child.

**Contrastive analysis can help teachers to:**
- design teaching and learning materials (methodology)
- engage learner in activities to be a good user of target language.(classroom activities)
- evaluate text books.
- pay attention to the structure of the texts beyond sentence level
- pay attention to conversation in its regular pattern in different situations
- pay attention to complex areas like intonation
- pay attention to different underlying rules which differ from culture to culture
- contrastive analysis does not suggest a method or teaching technique but help methodologists to pay attention to the whats of teaching and hows of teaching.
3. Linguistics
- Contrastive analysis pays attention to different languages at lexical, phonological, syntactical and semantic levels.
- Contrastive studies find similarities and differences between languages in:
  a) Grammatical structures (pronouns, articles, verbs, consonants and vowels)
  b) Sentences and constructions (interrogatives, relatives, negatives, normal phrases, syllables, diphthongs, ...)
  c) Rules of the compared languages (interrogative, passivization and etc.)

According to Richards (1971), researches show that contrastive analysis may be most predictive at the level of phonology and least predictive at the syntactic level, for this many of the common mistakes are syntactic errors in written work.

4. Principle programming for writing a textbook.

Contrastive analysis helps a textbook writer avoid using the material with a high degree of difficulty and high degree of occurrence in a same text (which makes the text more difficult) The writer should balance among the most difficult items and the least difficult items throughout the text.

5. Error analysis:
Contrastive analysis helps you to classify the errors, predict and finally avoid them. (error analysis)
Contrastive Analysis

Interference theory:

One of the important factors in studying contrastive analysis is paying attention to the definition of "interference Theory".

Base on Psycholinguistics:
You look at the second language through filter /glasses of the first language.
The rules of the first language are matched with the rules of the second language.
(You see that the rule systems of the source and target languages are different and sometimes
the rules of languages are interfered with each other). So studying contrastive analysis can help
you to understand and know these interferences.

If certain elements of a second language differed greatly from the student’s native language,
that student would likely encounter difficulties. (Lado 1957) it means sometimes your mother
tongue interferes

*Mary is interested to reading books.
  • Mary is interested in reading books.

مثال: مريم به کتاب خواندن علاقه مند است. (علاقه مندی به)

Before discussing about the different hypothesis of contrastive analysis we should be familiar with the concept of difficulty and simplicity in language study, so we look at the hierarchy (degrees of difficulty) in languages:

### Degrees of difficulty

A contrastive analyst should predict the level of difficulties in foreign language to avoid using high degree of difficulties along with a high degree of occurrences in a same text. Now we study the different levels of difficulties:

1. **Level 0: transfer**
   1) No difference or contrast is present between the two languages. (Similar sounds, lexical items or similar structures in two languages are seen (positive transfer))
   2) The learner can simply transfer (positively) a sound, a structure or lexical item form the native language to the target language.
   3) Concepts of negation and interrogation in two languages are the same.
   4) Word order in two languages has the same pattern.
   5) Such transfer makes no difficulty; hence the label of "level zero" is given to it.

Example:
- **door** = در
- **the wall** = دیوار
- **no** = نه
- **flower garden** = گل باگچه
- **garden flower** = گل باگچه
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2. **level 1: Coalescence**:
Two or more items in the native language become coalesced (come together) into one item in the target language. (Here, our source language is Persian and target is English)

<table>
<thead>
<tr>
<th>شما</th>
<th>you</th>
</tr>
</thead>
<tbody>
<tr>
<td>تو</td>
<td>student</td>
</tr>
</tbody>
</table>

**Level 2: Underdifferentiation**:
An item in the native language is absent in the target language.

| چندمین / مگر (در فارسی) = در انگلیسی (نه) |
| صدای [x] (در فارسی) = در انگلیسی (نه) با کیفیت دیگر بروز می‌کند |

**Level 3: Reinterpretation**:
- An item that exists in the native language (Persian) is given a new shape or distribution. It is similar to a given item in the target language (English) but not the same.

- A Persian learner overgeneralizes on the basis of similarities and make errors

| Present perfect in Persian language = present perfect in English language |
| Present progressive in English language |

- ما این کتاب را خوانده ایم (حال کامل در فارسی) |
- ما هنوز شام نخورده ایم (حال کامل در انگلیسی) |
- ما هنوز شام نخورده ایم (حال کامل در انگلیسی) |

**Level 4: Over differentiation**:
A new item in target language (English) which is absent in language (Persian).

| Initial consonants cluster like (school – student) |
| Present perfect continuous (have been + ing) in English = ? in Persian |
| Future in the past (would + infinitive without to) in English = ? in Persian |
| Past perfect continuous (had been + ing) in English = ? in Persian |
| [ð] and [θ] in English = ? in Persian |
Level 5: split

an item in the native language (Persian) refers to more than one references in target language (English)

| میز | table | Desk |
| مدرسه میتروم | I go to school | I'm going to school | I'll go to school. |
| رئیس | president- director- boss- chief- chairman- chancellor- dean-master |
| پزشک | big(mistake) | Great(man) | Large(house) | Grown up (boy) | Major (problem) |
Contrastive analysis Hypotheses (CAH):

I. Strong Version:
According to some of behavioristic psychologists the principle of transfer is at work in learning. (transfer: affecting the first language on the second one)

Positive transfer: 1) It occurs when the first language is similar to the second language. 2) The learner has no difficulty in learning language because what he has learned in the first language is positively transferred into the second one. 3) In positive transfer first language helps learning the second language.

Negative transfer: 1) It 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.) 2) Learning differences in language takes a lot of time an energy 3) The first learning inhibits (prevents) the second learning.
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Conclusion: **strong version**

- Learning similarities is easy
- Learning differences is difficult and makes interference.

**Weak point of this theory:**

This theory can only describe interlingual errors. Errors in foreign language which are caused by interferences. (just one third of errors are predicted)

II. **Weak Version**:

1) This hypothesis believes that the principle of transfer is just valid for animal learning not human learning.

2) In the learning of a second language, the native language of the student does not really "interfere" with his learning, but it plays as an "escape hatch" when the learner gets into trouble.

3) This viewpoint suggests that what will be most difficult for the learner is his lack of knowledge in the target language and his native language helps him in this regard.

For example:
Producing the interdental fricatives [ð and θ] for a Persian learner of English is difficult not because of inhabitation or transfer of first language into second, but it is because his lack of knowledge about these sounds in English. [s, t, z, d] he uses these sounds instead because he has not yet learned how to produce these English sounds.
III. Moderate Version:

- This hypothesis believes in the affect of principle of stimulus generalization in the learning of a native or foreign language.
- This theory pays attention to the learner’s errors and tries to predict it. This theory says that: more difference between two languages, more easily to learn and internalize it. (Similarities make confusion to learn language.)
- This theory can predict and categorize a large number of errors in language resulting of overgeneralization of rules either in native or target language.
How to compare languages:

1- choosing a special theoretical model.( traditional, structural or transformational)
2- then structures are compared and contrasted

Five steps for systematic comparison and contrast of two languages:

Selection- description- comparison- prediction-verification

1) **selection**:
   - it is impossible to compare every sound, word, structure and etc. of two languages, so the analyst should be limited.
   - He/she can do the selection through:
     - personal experience
     - bilingual intuition
     - error analysis
   - In this step you should decide what is to be compared with what.
   - two elements to be compared in two languages should be similar in some extent.

2) **description**:
   1- The selected materials will be linguistically described.
   2- two languages should be described within the same theory.
   3- for describing the sound systems of two languages we use structural phonology.
   4- for studying and describing syntax and morphology, there is no specific theory.
   5- The focus is on differences not similarities
3) **Comparison**: 

1- The similarities and differences are compared in three levels: 
   - form 
   - meaning 
   - distribution of items in 2 languages which have been collected 

2- no comparison is possible without a full description 

3- the basic elements and structures should be compared with each other 

4) **Prediction**: 

1- Now the contrastive analyst can predict for the differences and similarities of two languages. 

2- He/she should judge whether these similarities and differences are problematic or not (deviant structures and interference structures are predicted.) 

3- sometimes deviants reflect the structures of mother tongue. 

5) **Verification**: 

1- It is the final step in a contrastive study. 

2- To find out if the predictions made in the forth step (prediction) is true in reality or not. (Do Persian learners of English, in reality commit the errors which the contrastive analyst predict it or not?)
How to compare two syntactic /grammatical structures?

grammatical signals in languages which a contrastive analyst should pay attention in his/her comparing and contrasting languages are:

1- **First grammatical signal: WORD ORDER**:

John has a **garden flower**. (it refers to a flower)

John has a **flower garden**. (it refers to a garden).

**Comparing and contrasting two languages:**

1- **Differences of two languages**:

- "Head word" in English is the second word in a compound but in Persian "head word" is the first word.

2- **Similarity of two languages**:

Different word orders in two languages make different meanings with a different grammatical rule of "Genitive Case"

Two different word order → two different meanings
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2-second grammatical signal : INFLECTION:

✓ similarities of Inflection in two languages:
  inflections show:
  o plural morpheme: pen-pens
  o gender: actor, actress
  o tense: play, played
  o genitive case: Mary’s book
  o comparison: large, larger, largest

✓ differences of Inflection in two languages:

1) **plural morpheme** in English: -s/ -es / z
   in English (phonological rules: [s]/[ez]/[z]
   cats/ houses/dogs

   **plural morpheme in Persian**: 
   ها/ان 
   (های(دخترها- صندلی ها) 
   ان(دختران)

2) **Gender**: no sign in Persian , in English we have it just in few words:
   Like waiter/ waitess – prince/princess- actor/ actress

3) **Tense markers/ inflections** in English are very limited:
   Simple present tense= -s/ es
   Simple past tense= -d / -ed

4) **Genitive case** in English is ‘s and of but in Persian there is no inflection for genitive except 
   کسره اضافه که

5) **Comparative and superlative adjectives** in English: for one or two syllables= -er and –est are 
   used and for more than two syllables :more and the most are used
   But there is no any rule in Persian about the number of syllables
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3-third grammatical signal: CORRELATION OF FORM:

The list of the books which is on the table........(the list is on the table)
The list of the books which are on the table ........(the books are on the table)
The list of the men who are in the hall....(the men are in the hall)

Comparision:
In English there is a correlation / agreement between plural and singular subject and verb,
In Persian a plural inanimate subject can be used with a plural or singular verb

Mary has many books.
Mary has two books

A Persian learner makes errors in these cases.

This is one of the best books that have ever been written.
This is the only one of our books that has been written by an African author.

4- Fourth grammatical signal: FUNCTION WORDS:
Mary came.
She came.
The girl came.

Who came?
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5- fifth grammatical signal : INTONATION:

Mary is a student. مريم دانشجو ست
No difference
Mary is a student? مريم دانشجو ست؟
3
When did John arrive? (rising –falling)
John کی رسید؟
(rising –falling)
John کی رسید؟ (falling-rising)

6- sixth grammatical signal: STRESS:
It is the rising of pitch on a syllable in a word.
Function words: prepositions, pronouns, conjunctions ( no stress)
Nouns, verbs, adjectives, and adverbs ( take stress)
1. When did Mary go to college?
2. Mary went to college 'yesterday.
3. Where did Mary go yesterday?
4. Mary went to college 'yesterday.
5. Who went to college yesterday?
6. 'Mary went to college yesterday.

7- Seventh grammatical signal :PAUSE:
The length of silence between words or group of words.(in writing it is shown by comma.)
آگر امروز نمی آبی پس فردا بیا.
ببخش لازم نیست اعدامش کنید.

***********************************************************************************************
- **Contrastive analysis at Lexical level of two languages:**

  Studying the lexical relationship among the languages through contrastive analysis helps the learner or translator to choose the best vocabulary he needs in order to convey the meaning. Contrastive analysis looks at the formal, semantic and pragmatic properties of the word in two languages.

Patterns of similarities and differences which cause problems in vocabulary or translation of a text:

1. Cognate = false cognate
2. words similar in meaning but different in form
3. words with strange meaning
4. idioms
5. words that have different connotations in the two languages
6. geographically-restricted words

**1- cognates** = **False or deceptive cognates**

These words have similar pronunciation and meaning in two languages:

- door = در
- the wall = دیوار

Use of Excusez moi instead of pardon by a native English speaker who is learning French.

Using “commence” instead of “start or begin” in oral conversation.

According to discourse, cognates are the easiest types of words and their learning is so easy. The difficulty of this type of word is the frequency of the use of word and the restriction imposed on it.
2- Words similar in meaning but different in form:  
The degree of difficulty for learning these words is normal.  

Friend = دوست

Although the meaning of these words is similar but the exact cultural aspects of languages towards this word may be different in two languages.

3- Words with strange meanings:  
The degree of difficulty here is high and it makes a lot of misunderstanding in two languages.

اول = طبقه اول  
هـمکف = طبقه همکف

Two or more items in the native language become coalesced (come together) into one item in the target language. Here our source language is Persian and target is English (split / divergence) an item in the native language (Persian) refers to more than one references in target language (English)

<table>
<thead>
<tr>
<th>Persian</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>پسرخاله</td>
<td>cousin</td>
</tr>
<tr>
<td>پسرعمه</td>
<td>cousin</td>
</tr>
<tr>
<td>دخترخاله</td>
<td>cousin</td>
</tr>
<tr>
<td>دخترعمو</td>
<td>cousin</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Persian</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>پسرنبوغ</td>
<td>big</td>
</tr>
<tr>
<td>پسرنبوغه</td>
<td>Great</td>
</tr>
<tr>
<td>پسرنبوغه</td>
<td>Large</td>
</tr>
<tr>
<td>پسرنبوغه</td>
<td>Grown up</td>
</tr>
<tr>
<td>پسرنبوغه</td>
<td>Major</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Persian</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>زبان</td>
<td>language</td>
</tr>
<tr>
<td>زبان</td>
<td>tongue</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Persian</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>زبان</td>
<td>do you know English tongue?</td>
</tr>
<tr>
<td>زبان</td>
<td>I have a hard disease (instead of serious)</td>
</tr>
</tbody>
</table>
Contrastive Analysis

4-Idioms:
Idioms are phrasal verbs or metaphoric expressions.

Dull knife= چاقوی کند  
Dull color=  رنگ تار  
Dull pain= درد میهم  
Dull book= كتاب خسته كننده  
He’s dull= آدم كودن

 call= صدا زدن/ تلفن كردن
 call up= تلفن زدن
 call on= سر زدن

5-Words with different connotations:
Sometimes using words in translation should meet the cultural favorites of target language, it means that some words may be neutral meaning in our native language but they bear some offensive or immoral connotation in target language.

Pub using this word in a text should be very careful.

6-Geographically- restricted words
Some words or expressions use differently in different dialects

Petrol(in Britain)=gasoline(in America)
Lift( in Britain)= elevator ( in America)
Different kinds of contrastive analysis:

According to different views toward communication we have two approaches of contrastive analysis:

1- **classical contrastive analysis**:

   a) Language is a self-contained system
   b) It believes in Code linguistics.
   
   **Code linguistics deals with language as an abstract system, using grammatical competence to distinguish syntax, semantics, phonology and lexicon.**
   d) It is a linguistically- oriented approach
   e) It is static
   f) The focus is on linguistic elements so the teaching materials focused on presenting and practicing the linguistic materials which differ in two languages.

2- **Modern Contrastive analysis**:

   a) Language is a means of communication
   b) It believes in Human linguistics.
   
   **Human linguistics deals with language as a concrete system, using communicative competence to describe the process of human communication. It falls within the domain of pragmatics (holistic interpretation of language).**
   c) it is a communicatively- oriented approach or participant- oriented approach.
   d)It is a dynamic approach.
   e) the focus is on the process of development of discourse as the basis for communication.
   F) the discourse analyst studies the relationship between language and the context in which it is used.( it concerns with how people use real language)
Advantages of modern contrastive analysis:

- **Static approach** unlike the **Dynamic approach** is insufficient in comparing and contrasting the languages because:
- It cannot predict all the errors in producing the language, and also it cannot predict all the linguistic interferences in language because some of these interferences related to the process of communication. But Dynamic approach (modern approach) can predict the errors:

  *Why don't you call your mother?*
  Request for information
  Suggestion

  نیاید مه من ژنگ می‌زید.
  Threatening
  Suggestion /offer
  Order

  نباید بیرون بی‌نی‌یم (اجازه نداری) ممانعت
  Prohibition
  Confirmation
  Threatening
  Surprise
  Stating

  تو لازم نیست بی‌رون (علی‌مه ره) خیر

**Dynamic approach leads contrastive analysis towards pragmatics and discourse**
Contrastive Analysis

Discourse Analysis

Studying language forms without paying attention to language use is incomplete, so contrastive analysis goes beyond the limitations of structure and analyzes the use of language in a socio cultural setting.

So all the models of contrastive analysis which neglect the influence of extra-linguistic factors in speech are defective.

There are some factors, beside linguistic rules which help the transmission of meaning between the two participants in a conversation:

1- what the speaker thinks the listener knows.
2- The listener attitudes/ behaviors in conversation
3- Mutual agreement or disagreement between participants
4- Shared knowledge
5- Giving a number of verbal and non-verbal cues for mutual understanding
Contrastive analysis at Discourse level (discourse analysis):

We have two kinds of language: spoken (conversation) and written (text).

The difference between written discourse and spoken discourse:

- Most of the time in conversation or spoken language it is impossible to decide the exact function of participants or their different feedbacks in talking.
- But in written language the writer unlike speaker has the time to think about what to write and how to write. For this reason the sentences are usually well-formed.

It seems in any oral conversation there are three parts:

- first, a question,
- an answer and
- a comment (feedback) which in some languages the feedback can have some “follow-up” like e.g.:

  - what time is it?
  - Five past six.
  - Thank you.

  A - what time is it?
  B - five past six.
  A - good! Clever girl
  A – Do you think it’s the time for coming to class?

Pragmatic aspects of language according to discourse analysis:

For creating a dialogue we should have some basic elements:

1-Presupposition
2-Context
3-Deictic expressions
4-Ellipsis
5-Substitution
6-Propositions
7-Speech acts (illocutionary act)
8-Cohesion (cohesive tie)
9-Coherence
1-Presupposition:
It means that the speaker and listener have some shared knowledge, presupposition is what speaker assumes to be true or to be known to the hearer.
In contrastive studies a teacher should instruct the students in this area.

For example:
A: at last I bought it.
B: really! How nice to hear it. Is it large or small?
A: not large, but very comfortable!
B: is it expensive?
A: you know all apartments are expensive!

2-Context:
linguistic context (there are some clues in sentence to help us to understand the speaker).

Physical context (there are some signs in environment or setting which can help you to understand the speaker)
This is another aspect of language which is problematic and should be considered by contrastive analysis.

e.g.:
I went to the bank. (it is not linguistic context because we don’t have any clues to understand which bank the speaker means)
I went to the bank to cash my cheque. (It is linguistic context because the sentence has some signs to show the concept of the word bank)
I saw a pupil in the hospital. (it is not linguistic context)
I saw a pupil in the hospital and talked to him.
In physical context the sign of bank is fit on the wall of a building, so we easily understand the word bank here is a financial institution.
3- Deictic expressions:
Deictic expressions are the words which can never be interpreted unless the physical context (reference) of the speaker is known.
- Pronouns
- Possessive adjectives (My,..)
- Demonstratives (this, that..)
- Some adverbs (here, yesterday..)

she went there with her mother.
John met Marry in front of her home.
They went to the movies together.

4- Ellipsis:
It is a voluntary grammatical omission in sentence. As ellipsis is a universal feature of language and these omissions occur in most of languages, the place of omission may be problematic.

John will carry the large boxes, Mary the small boxes

5- Substitution:
Substitution is also a universal feature in grammar of all languages. And it is problematic for translation.

John chose a novel; Mary chose the same.
6-Conjunctions:
Conjunctions are the signals between segments of the discourse. Discourse analysis tries to find the role of conjunctions in different languages.
(Conjunctions like: and, but, although, consequently ...)
The bad feeling was a consequence of the teacher’s attitudes towards the students.

7-Propositions:
There is one thought in sentence, a central idea in a sentence which is called proposition. By producing a sentence we do two things:
expressing a proposition
Perform an illocutionary act(speech act)

8-Speech acts( illocutionary act):
direct speech acts request
Indirect speech acts giving information
Apologizing
Order
Showing surprise
Threatening

Speech acts deals with syntax and they show the functions of language.
The class is not over.(Giving information)
Come here.(Order/ request)
What good students you are.(Showing surprise.)
Can you pass the sugar? (Form: question and the function request)
She said that her husband would return the parcel tomorrow

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9-Cohesion: (cohesive tie)
Cohesion is overt (observable) links and connections between the sentences and clauses in a text. Texts often contain signals which help a reader to interpret them and find the relations between segments.

A: what did the police do.
B: they arrested the demonstrators
B: the pigs arrested them.

My father once bought a Lincoln convertible. He did it by saving every penny he could. That car was very expensive. He loved it, however; he sold it to help pay for my college education. Sometimes I think I'd rather have the convertible!

10-Coherence:
Coherence is the covert relationship/link between the sentences (propositions) which can be interpreted through illocutionary act.

Nancy: that's the telephone!
Bob: I'm in bath.
Nancy: ok

In these sentences there is no clear connection but we can find the links
Error Analysis

Because of shortcomings of the contrastive Analysis to clarifying the second-language errors, researchers began to look for another approach which was both theoretical and practical; this approach is called Error Analysis.

The difference between errors and mistakes:

1. Errors are rule-governed, they are systematic and show the lack of knowledge of learners.
2. Mistakes are random deviations, unrelated to any system.
3. Mistakes may occur in writing of native speaker, or during speech, such as slips of tongue, slips of pen, slips of the ear. Mistakes happen because of strong emotion, memory limitations, lack of concentration or tiredness.
4. Sometimes the distinguishing between mistakes and errors is difficult, but according to linguistics, mistakes have a rather low frequency but errors have high frequency and they are systematic.

Errors can be described in three dimensions:

1. Types of errors
2. Levels of errors
3. Stages of errors
## Contrastive Analysis

### 1-Types of errors:

#### 1- addition:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1-</td>
<td>*does can he go to college?</td>
</tr>
<tr>
<td>2-</td>
<td>*he will to go home.</td>
</tr>
<tr>
<td>3-</td>
<td>*he entered into the class room.</td>
</tr>
<tr>
<td>4-</td>
<td>*they always discuss about different matters.</td>
</tr>
<tr>
<td>5-</td>
<td>*Please answer to my letter soon</td>
</tr>
<tr>
<td>6-</td>
<td>*Good writing is depends on several factors</td>
</tr>
<tr>
<td>7-</td>
<td>*he was going to home when I saw him.</td>
</tr>
</tbody>
</table>

#### 2- Omission / deletion:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1-</td>
<td>*I went to movie.</td>
</tr>
<tr>
<td>2-</td>
<td>*My father is # doctor</td>
</tr>
<tr>
<td>3-</td>
<td>*I am learn # English well.</td>
</tr>
<tr>
<td>4-</td>
<td>*I bought three new book# yesterday.</td>
</tr>
<tr>
<td>5-</td>
<td>*what # you want to do now?</td>
</tr>
</tbody>
</table>

#### 3- Ordering / Reordering:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>1-</td>
<td>*I to the cinema went.</td>
</tr>
<tr>
<td>2-</td>
<td>*We last night went to the cinema.</td>
</tr>
<tr>
<td>3-</td>
<td>*He comes always late to school.</td>
</tr>
<tr>
<td>4-</td>
<td>*My brother is a driver fast.</td>
</tr>
<tr>
<td>5-</td>
<td>*I don't know why is he late</td>
</tr>
</tbody>
</table>

#### 4- Substitution:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1-</td>
<td>*I lost my road.(way)</td>
</tr>
<tr>
<td>2-</td>
<td>*I goed home.(went)</td>
</tr>
<tr>
<td>3-</td>
<td>*I am not afraid from dogs.( of)</td>
</tr>
<tr>
<td>4-</td>
<td>*He was angry form his bad marks.(at)</td>
</tr>
<tr>
<td>5-</td>
<td>*His bigger brother is a teacher.(elder)</td>
</tr>
<tr>
<td>6-</td>
<td>*I always do many mistakes in spelling(make)</td>
</tr>
</tbody>
</table>
Contrastive Analysis

2-Levels of errors:
- phonology (orthography)
- grammar (syntax)
- lexicon (vocabulary)
- discourse

a- phonology/ orthography error:

I went to school.
*I went to skul.
He is happier than Mary.
* he is happyer than Mary.

b- grammar/ syntax:

He has been in London since 1960.
*He was in London since 1960. (level: grammar-Type: substitution)
*I to the cinema went.(level: grammar-Type: ordering)

C- lexicon(vocabulary);

*I lost my road.(level: lexicon-Type: substitution)
*I drank a glass of lion yesterday.(level: lexicon-Type: substitution)
*I enjoyed from the film.(level: lexicon-Type: addition)

d- discourse: it is beyond sentence level.

A: How are you?
B: the crops were destroyed by the rain!(no cohesion and coherence)
Contrastive Analysis

3- stages of errors:
1- presystematic stage
   a- random errors
   b- emergent errors
2- Systematic stage
3- Post systematic stage

1- Presystematic stage:
a- Random errors:
   • Learner has no any definite rule in his mind. He can’t explain his error and naturally cannot correct it.
   • He/she doesn’t know where he should use the rules and how. He has no any system in mind.

* John cans sing.
* John can to sing.
* John can singing.

b- Emergent errors:
   • In these kinds of errors, the learner tries to make a rule and internalize a system in his mind.
   • These rules may not be correct but they are legitimate in the mind of the learner.
   • Again in this stage the learner cannot correct the errors and even after correcting the native speaker he doesn’t understand his errors.
   • Avoidance of structures and topics can be seen here. e.g.:

Learner: I go to New York.
Native speaker: You are going to New York?
Learner: (doesn’t understand) what?
Ns: You will go to New York?
L: yes
Ns: when?
L: 1999
Ns: oh, you went to New York in 1999.
L: yes, I go 1999. (again he doesn’t understand the correction of native speaker.)
2-Systematic errors:

- In this stage learner is more master on language and he has some rules in his mind although these rules may not be well-formed.
- The system in his/her mind is very near to the native speaker’s
- In this stage the learner is able to correct his /her errors whenever a native speaker mention them.
- He/ she tries to convey his idea through paraphrasing (changing words to convey the message)

| Learner: Many fish are in the lake. These fish are serving in the restaurants near the lake. |
| Native speaker: (laughing) the fish are serving? |
| Learner(laughing) oh, no, the fish are served in the restaurant. |

Learner: I lost my road.
Native speaker: what?
Learner: I got lost. (paraphrasing and avoiding the use of structure)

3- post-systematic errors: (stabilization)

- In this stage the learner has a few errors and has mastered the system
- The learner is self-controlled on his/ her errors without waiting for feedbacks from someone else.

| learner-*I lost my road, I mean I lost my way. |

Fossilization:

- If the learner in this stage makes some errors it means his errors has been fossilized and correcting these kinds of errors will be very difficult, these errors are permanent.
**Source of errors:**

1- **Interlingual transfer**
Interlingual errors result from the transfer of the elements of the learner’s mother tongue to the learning of the target language.

*a) transfer of phonological elements of the Mother tongue:*

* /eskul/ instead of /skul/

*b) transfer of morphological elements:*

* three clever student instead of three clever students

*c) transfer of grammatical elements*

* I am going to university at 8 o'clock every day.
  In Persian: simple present tense = present progressive

*d) transfer of Lexico- semantic elements*

  two different concepts in Persian are used with the same word which makes interference in English:
  * I can’t study in the dormitory because some students open their radios loudly.
  * He had a quarrel with his woman.
  * My father bought a new machine last week.
  * He smokes a lot of cigar.
  * It was my chance to be in your class

*e) transfer of stylistic and cultural elements*

* Mr. Alavi are a good teacher.*

* آقای علی‌آبادی معلم خوبی هستند.*
Contrastive Analysis

2-Intralingual transfer
The learner applies one rule in target language for other structures in target language inappropriately.

a) Overgeneralization
I always try to study.
We always go to cinema on Saturdays.
Mary and Ali always play the piano every night
* He always try to help me.
-----------------------------------
* I don't know how did they find my address. (subject-verb inversion)

b) Ignorance of Rule Restriction
the Persian learner doesn't know the restriction and exceptions of a general rule in English.
* There are many fishes in the lake.
* Teachers always give us good advices.

c) False Analogy
It refers to the use of certain elements in inappropriate contexts through analogy.
* I think she should remain home and grow up her child.

3-Language- Learning strategies
It refers to strategies used by the learners in dealing with the target language:
a) overgeneralizaton
b) transfer of rules from the mother tongue
c) simplification: (we discuss in here)
in this strategy learner tries to simplify the rules of target language form himself:
* I am student English language.
* I begin my work afternoon usually.
4- Communication strategy

It is used when the learner is forced to express himself with the limited linguistic resources.

1- Paraphrase:
"Pipe " (ﻟﻮﻝّ ﺍب) instead of "water pipe" (وﺎﺕ’ ﻭﺱ ﻭﻙ)
"Airball" (which the learner makes it himself) instead of "balloon"

2- Borrowing:
* Don’t be tired. Instead of Don’t work hard. (the learner translates word for word from the native language.)

3- Appeal for assistance:
* _ What is this? What called? (the learner asks for the correct term)

4- Mime:
Clapping his hands instead of applause (using nonverbal action in place of lexical items)

5- Avoidance:
Lexical avoidance:
- I lost my road.
- You lost your road?
- Uh,... I lost. I lost. I got lost.
( the learner tries to avoid the lexical item 'road', not being able to come up with the word 'way' at that point)

Syntactic avoidance:
- he finished his homework; he went to bed. (instead of "Having finished his homework, he went to bed.

Contrastive Analysis
Contrastive Analysis

6- prefabricated patterns;
The learners memorizes certain stock phrases or sentences:
- where is the toilet?
- how much does it cost?
- where is this address?

7- language switch:
Finally, when all the strategies fail, learners may resort to language switch. that is, they may simply use their native language whether the hearer knows it or not.

5-context of learning:
The source of error here is teacher or text book. For example wrong or unsuitable usage of a rule by teacher or using dialogues in a text book without mentioning the formality or informality of occurrences may cause some errors for learning.

6-Nonlinguistic errors: (Idiosyncratic errors):
These kinds of errors are specialized to individuals or a small group of learners who had the same teacher, used the same textbook, shared identical learning strategies, but the learners do not have a specific methodology for learning and can not make a generalization for designing a textbook or give the students a specific learning activity.