

CA & SLA: Master's Module Conceptual Map

Contrastive Analysis & Second Language Acquisition
For M1 Students in Language Sciences

📅 First Semester: Contrastive Analysis (CA)

📖 Introduction to Contrastive Analysis

Historical Background

Origins in the 1940s-50s with structural linguistics; pioneered by Charles Fries and Robert Lado

Theoretical Foundation

Based on structural linguistics and behavioral psychology; systematic comparison of languages

Scope and Purpose

Comparing phonological, morphological, syntactic and lexical systems across languages

📚 Contrastive Analysis Hypothesis (CAH)

Strong Version

Differences between L1 and L2 always lead to difficulties and errors; predictive approach

Weak Version

Explanatory rather than predictive; explains some errors after they occur

Transfer Theory

Positive transfer (facilitation) and negative transfer (interference) between languages

Limitations of CAH

Fails to predict all errors; ignores developmental and universal factors in SLA

⚠️ Error Analysis

Methodological Framework

Identifying, describing, explaining and evaluating learner errors

Types of Errors

Interlingual (L1 influence) vs. intralingual (developmental) errors

Error vs. Mistake

Systematic errors (competence) vs. performance slips (mistakes)

👥 Taxonomies of Errors

Linguistic Category

Phonological, morphological, syntactic, lexical, semantic, and pragmatic errors

Surface Strategy

Addition, omission, substitution, and misordering of linguistic elements

Comparative Analysis

Developmental, interlingual, ambiguous, and unique errors

Communicative Effect

Global errors (affecting communication) vs. local errors (not impeding understanding)

🗨️ Interlanguage

Selinker's Theory (1972)

The learner's developing L2 system as a separate linguistic system

Characteristics

Systematic, dynamic, variable, and rule-governed nature of learner language

Processes

L1 transfer, overgeneralization, simplification, and communication strategies

Fossilization

Permanent cessation of IL development before reaching target-like competence

📅 Second Semester: Second Language Acquisition (SLA)

📌 Definition of SLA

Scope of the Field

Study of how second languages are learned; interdisciplinary approach

Acquisition vs. Learning

Subconscious process similar to L1 vs. conscious knowledge of language rules

Key Terminology

L1, L2, FL, TL, input, intake, output, competence, performance, proficiency

Research Methods

Longitudinal studies, cross-sectional studies, experimental designs, case studies

🧠 Psychological Explanations

Behaviorist Perspective

Language learning as habit formation; emphasis on imitation and reinforcement

Cognitivist Approach

Language learning as mental processes; information processing and schema building

Interactionist View

Combining innate abilities with environmental influences; social interaction

Sociocultural Theory

Vygotsky's approach; learning through social interaction and scaffolding

Connectionism

Neural networks and pattern recognition in language learning

💡 Krashen's Hypotheses

Acquisition-Learning Hypothesis

Distinction between subconscious acquisition and conscious learning

Monitor Hypothesis

Learned system acts as a monitor or editor for output from acquired system

Natural Order Hypothesis

Grammatical structures are acquired in a predictable sequence

Input Hypothesis

Comprehensible input ($i+1$) is necessary and sufficient for acquisition

Affective Filter Hypothesis

Emotional variables affect the success of language acquisition

Criticisms of Krashen

Lack of empirical evidence; vague definitions; undervaluing output

🔗 Cummins' Hypotheses

Interdependence Hypothesis

L1 and L2 academic proficiency are interdependent; transfer of cognitive skills

Threshold Hypothesis

Need for minimum threshold competency in both languages for cognitive benefits

BICS vs. CALP

Basic Interpersonal Communication Skills vs. Cognitive Academic Language Proficiency

Contextual Continuum

Context-embedded vs. context-reduced communication; cognitively demanding vs. undemanding tasks

Common Underlying Proficiency

Single source of proficiency underlying bilingual performance; "dual iceberg" model

Educational Implications

Support for bilingual education; importance of L1 maintenance and development

🔗 Connections Between CA and SLA

Theoretical Evolution

The development from structural CA to more complex cognitive and social theories of SLA reflects the evolution of linguistic theory and research methodology in understanding language learning processes.

Error Sources

The progression from CA's focus on L1 interference to SLA's recognition of multiple sources of errors (developmental, universal, individual) represents a more comprehensive approach to learner language.

Interlanguage as Bridge

The concept of interlanguage serves as a bridge between CA and SLA, evolving from error analysis to a comprehensive theory of learner language development with its own systematic rules.

Pedagogical Applications

Both fields contribute to language teaching methodologies, with CA informing contrastive teaching techniques and SLA research supporting communicative and task-based approaches to language instruction.