

# 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.

### 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.

### 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.

### 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.