

Contrastive Analysis

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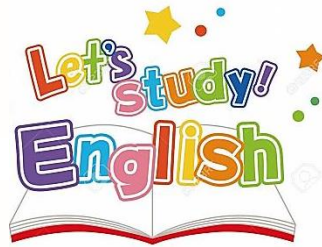
Open Learning

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Translation Department

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GOOD MORNING!

I am going to mention some points before we start working on the book.

In *phonetics*, we are concerned with number of consonants, vowels, and some certain issues related to phonology.

In *semantics*, we study the meaning of the words within a certain context.

We have also *grammar*. We have different grammatical structures, tenses and word order.

Morphology is how we get new words.

Morpheme is the smallest unit of meaning. Actually, we have two types of morphemes.

1) *Free morphemes*

Free morphemes can stand alone, and they have meaning on their own.

2) *Bound morphemes*

Bound morphemes CANNOT stand alone, and they have a grammatical meaning.

I will give you an example.

- *Books*

This word consists of two morphemes. *Book* is a free morpheme because it can stand alone and it has a meaning.

The suffix ‘-s’ does not have a meaning on its own. This type of suffixes is called *inflectional morpheme*. The suffix ‘-s’ is added to a

word to make it plural. We call them inflectional morphemes because they have grammatical meaning.

حوّلت معنى الجملة قواعدياً. لم تحول الكلمة من اسم إلى صفة مثلاً.

Student: Are inflections the same as (الحركات) in Arabic?

Professor: Yes, (الكسرة), (الفتحة) and (الضمة) are inflections in Arabic.

We have also inflectional suffixes like -ed and -ing. They have grammatical function, so they change the grammar.

We have affixes like -able, -un and -en. We call them (اشتقاقيات)¹.

If you want to learn a new language, how would you start learning it?

Ahed: I would start by learning the basics. First, I start by learning the letters and how to write them. Then, I practice how to make a sentence. After that, I try to pronounce the letters in order to speak.

Professor: Does it occur to you to compare between the language that you are learning and your mother tongue i.e., your native language? Let us say you are learning English, for example. You want to know the types of tenses that we have in English. Would you compare those tenses with the tenses that we have in Arabic?

Ahed: I think you make a comparison between them unconsciously.

Professor: Basically, you cannot avoid such a comparison whether it is consciously or subconsciously.

For example, when you start learning the letters or the sounds, you are going to compare and contrast between the letters in the language you are learning and the letters in your first language.

For example, when you want to learn the pronouns in English, subconsciously, you would say “I” means (أنا) in Arabic. You cannot prevent yourself from comparing, but is this good or bad?

Ahed: I think it is good because we will have a good comprehension of the new language. Because we are comparing between our native language and another language, it would help us. That is what happened with me, actually.

Professor: You think it is good because it will achieve a better comprehension of the language.

¹ Suffixes and prefixes are called affixes.

Aghiad: I think it depends on the language. There are no similarities between Arabic and English. It would be easier if there are similarities between them.

Professor: Whether there are similarities or differences, this would be helpful. But there would be a time when you would mix and transfer something from your native language to the language you are trying to learn. Sometimes, this transfer is good and helpful.

Sometimes, it is bad. It would lead to a lot of mistakes.

Also, when you learn the second language without drawing on your first language, there would be a time when you *overgeneralize the rules* that the target language has.

For example, if you learn how to make a singular noun plural, you would learn that you have to add an -s to the end of the word. But actually, there are a lot of words that do not follow this rule.

When you learn a second language, you do not learn all rules at once. If you apply the rule of adding -s at the end of a word to make it plural, we would say that you are overgeneralizing this rule, which leads to mistakes.

We are going to work on page 15 right now.

Mother Tongue Interference and Universal Grammar:

What does “*mother tongue interference*” mean?

This is, actually, when your mother tongue interferes with the target language. You would mix between them.

The impact of the learner's previous knowledge of the languages that s/he has encountered cannot be neglected; rather it is better to deal with it, and even make use of it to achieve better results.

Neglected means ignored. This is another word for ‘neglected’. **EXAM questions are NOT copy-paste. I would use other words.** I might use ‘ignore’ here.

The book says here that you cannot ignore your mother language. It is better to make use of it and to take advantage of it.

This is because whenever the learner wants to use the foreign language, especially in writing, s/he tries to scan this previous knowledge, particularly the native language, in order to find similarities to what he wants to express.

They say “*especially in writing*”, but I will add “*and in speaking*”.

So, you try to draw on your background knowledge in your native language and to use it. Sometimes, it is helpful, and sometimes, it leads to a lot of mistakes.

Actually the differences between the mother tongue of the learner and the foreign language may not be the only source of errors, for there are kinds of misleading similarities.

The word for ‘pregnant’ in Spanish is ‘*embarazada*’, which is similar in writing and pronunciation to the word *embarrassed*. Somebody whose native language is Spanish and who tries to learn English would think that ‘*embarazada*’ means ‘embarrassed’, but in fact, it means *pregnant*.

This shows that having a lot of similarities between the target language and the native language does not prevent you from making mistakes.

Since the task of contrastive linguistics is to reveal the similarities and differences between languages, it is necessary to apply this kind of analysis on students’ writings to achieve an advanced understanding of the types of their errors and to find the suitable solutions. Some linguists refer to what is called “universal innate principles” that guide the forces in second language acquisition.

Student: Can you give us an exam sample?

Professor: *For example*, I would give you a true-or-false question. I would say, “*Having a lot of similarities between the first language and the second language prevents you from making mistakes.*”

The student: Should we focus on understanding or on memorization when we study this subject?

Professor:

(Concerning the EXAM...)

You have to focus on both understanding and memorization because the subject is theoretical. I might focus on details. You do not have to worry about the exam questions because they are going to be from the book. Also, you have to understand the information. I might reform some sentences.

I might give you a question that challenges your understanding, but most questions will be ordinary. They need memorization.

The questions are going to be 40 questions. 10 of them are going to be true-or-false questions, and 5 questions are going to be about grammatical errors.

Each question has 2.5 degree.

Let us continue.

Some linguists refer to what is called "universal innate principles" that guide the forces in second language acquisition.

The title of the paragraph is “*Mother Tongue Interference and Universal Grammar*”. So, this paragraph is about ‘*universal grammar*’.

❁ What do you know about ‘universal grammar’?

This theory was coined by a linguist called *Noam Chomsky*. He says that we, human beings, are born with the “LAD”. LAD means language acquisition device.

يرى أن للبشر مقدرة طبيعية على تعلم اللغات.

We are born with the ability to learn languages. We start with a specific order. Some language items are easier to acquire than others. For example, linguists think that learning to add -ing is much easier than learning to add -s.

They go further in identifying two factors that interact when the learner transfers elements from his native language to the target language.

Transfer means (نقل).

What are the items?

1. “Learner’s perception of L1 to L2 distance (learner’s psychology).

So, the learner, in his psychological factors, knows that, for example, Arabic is different from English. This perception is taken into consideration. When the learner wants to learn a language that he knows it is different from his native language, this would cause difficulties.

2. Degree of markedness in L1 structure”.

Some elements are marked more than others. For example, -ed and -s are marked, while some other elements are not marked; (غير مميزة). markedness is (التمييز).

Rita Muller in her paper Language Acquisition and Universal Grammar (2002) emphasizes the existence of a universal grammar, which is the source of the target language grammar formation, and that there is a relationship between language transfer and the level of this universal grammar on the part of the learner.

Emphasizes means stresses.

So, Rita Muller says that all languages are similar in the order of learning. Although Arabic and English are different, we learn them in the same order.

If the learner has a full access to universal grammar, then this universal grammar will be the starting point when s/he uses the target language. And if the learner has a partial access to universal grammar, the result is that her/his native language will play an important role. But if s/he has no access to universal grammar, then his/her native language will be the starting point.

This is a previous exam question. This is very **important**.

If the learner has a full access to universal grammar, then universal grammar will be the starting point when s/he uses the target language. Basically, s/he would not use his/her native language because s/he knows that languages are similar to each other and because s/he knows that in the same way s/he acquired his L1, s/he would acquire her/his L2. This is the conscious and mentality of the learner.

What do we mean by “*the learner has a full access to universal grammar*”?

هذا يعني أن المتعلم يعلم أن اللغات تكتسب بطريقة متشابهة.

Student: Can you repeat?

Professor: This means that when you have the understanding that all languages are to be learned in the same order, you do not need to draw on your first language. You would start learning the target language without looking at your L1.

But if s/he has no access to universal grammar, then his/her native language will be the starting point.

This means that if the learner does not have an access to universal grammar, s/he would, for example, say that (I) = (أنا) and (you) = (أنت).

Problems of Applying Contrastive Analysis:

Despite the fact that the above mentioned procedures for applying a contrastive analysis on languages for the purpose of predicting the similarities and differences between them seem useful, there are still some problems. The first problem is of that equivalence.

When some people learn a word in English, they do not just learn it in a context, but they also learn its equivalent (مقابلها) in Arabic.

لا يمكننا تحقيق هذا دائماً سواءً أكان هذا صحيحاً أم خاطئاً. أحياناً، يكون لدينا كلمة في اللغة العربية تقابلها كلمتين في اللغة الانجليزية والعكس صحيح. من الصعب أحياناً أن نجد مقابلاً دقيقاً للكلمة.

This is one of the problems when applying contrastive analysis.

The first problem is of that equivalence “How do we know what to compare? What is expressed in one language by, for example, modal auxiliaries could be expressed in other languages in quite different ways.

In Arabic, we do not have modal auxiliaries, while in English, we do. How can we solve this problem? We can solve it through translation.

When you translate a sentence word-for-word from L2 to L1, then the translation will be weak (ركيكة). You have to use an equivalent if there is any.

Student: The context plays an important role in translation.

Professor: Exactly! You cannot ignore the context.

Then, we do not get very far by a comparison of modal auxiliaries. That is why most contrastive linguistics make use of translation as a means of establishing a cross-linguistic relationship”.

So, to solve this problem, we use translation.

تكمّن أهمية الترجمة في تأسيس علاقة بين اللغتين.

طالبة: هناك أمثال تختلف في اللغة العربية عن اللغة الانجليزية.

Professor: Yes. In Arabic, we say (الدنيا ما خلقت بستة أيام). We have an equivalent in English, which is *Rome was not built in a day*. This is a difference in the culture.

Also, in Arabic we say (الدم ما بصير مي), while in English, they say *blood is thicker than water*.

In Arabic, we say (حية من تحت التبن) ☺. In English, they say *snake in the grass*.

Another problem is related to the determination of what is correct in language.

In English itself, we have American English, Austrian English, British English, New Zealand English, etc. We have a lot of variations.

The same applies to Arabic.

تختلف بلاد الشام عن مصر مثلاً.

We have a problem here.

“Most English-speaking nations now have a three-dimensional variation of class, region, and ethnic origin that determines individual language pattern.”

I. Variation of class

The elite use standard English, while ordinary people use a simpler language; they do not use standard English. The elite use a literary structure that can be written. This is a difference in the class.

II. Variation of region

Also, we have a difference in region.

تختلف لهجة أهل مانشستر عن لهجة أهل الجنوب.

For example, sometimes, they pronounce /s/ as /θ/.

يتحدث الشامي بطريقة مختلفة عن الحلبي مثلاً. أحد الاختلافات التي وجدتتها مع صديقاتي أنني مرة قلت لهم: (أكلنا عش البلبل). يفهم البعض أنني أقصد نوعاً من الحلويات في حين أن البعض الآخر قد يفهم أنني أكلت شيئاً يحوي لحوم.

This is related to the region.

III. Variation of ethnic origin

For example, the English of black people is different from that of white people. Black people are better rappers than white people because of their accent.

Nevertheless, there is not only a tacit but an overt acceptance of the existence of ‘standard X English’, where X=UK, US, Australian, etc.

We have different dialects in British English, but when a foreigner wants to learn British, they learn RP², which is the standard British English.

Some people think that the standard English is British, but this is incorrect. The book says “***standard X English***”.

² RP stands for Received Pronunciation.

Questions of 'correctness' and 'error' relate to the degree of approximation to the standard type the native speaker or the learner has adopted.

So, you use the standard language in order to know what is correct.

In other words, we may describe an error as: an utterance which a native speaker of the standard national form of the language would note, and might allow to pass uncorrected in a spoken standard version, but would not be accepted in formal written forms of the language”.

For example, in colloquial English, they say ‘ain’t’ instead of ‘aren’t’. This is not standard English. In standard English, this is considered to be bad or incorrect. You can say it in colloquial English.

Sometimes, they say ‘she do not’ instead of ‘she does not’.

The point is that we can say it in speaking, but we CANNOT use it in formal written English. This is acceptable in speaking, but not in writing.

Go to page 80.

Diab's Study:

Since the purpose of this research is to reveal the difficulties which face Arab students during the process of learning English as a foreign language, it is important to throw light on some of the errors that result from the interference of Arabic in English language learning.

Interference means (التداخل اللغوي). This is when you use, for example, incorrectly an item from your L1 and apply it on the L2.

This study is concerned with highlighting the similarities and differences between the two languages, as far as language skills are concerned. Nuwar Diab (1996) made a case study on a limited number of Arab students, and the results would be explained on various aspects: phonological grammatical, lexical, and syntactical.

أجرى دياب هذه الدراسة على عددٍ من الطلاب العرب.

A- On the Phonological Level:

"The Arabic and English phonological systems vary extensively, not only in the range of sounds used, but also in the relative importance of vowels and consonants in expressing meaning".

A comparison between the phonological system of Arabic and English will show that:

1. *English has 22 vowels and diphthongs to 24 consonants, while Arabic has only eight vowels and diphthongs to 32 consonants.*

So, English has more vowels than Arabic, and Arabic has more consonants than English.

2. *English has consonant clusters:*

a- *Initial two-segment clusters such as: pl, pr, gr, sp.*

b- *Initial three-segment clusters such as: spr, skr, str, spl.*

We have the word '*spring*', for example. It starts with three consonants sounds. We call them consonant cluster. It has three-segment clusters.

We have also a word like *bread*. It has two-segment clusters.

We have the word *month*. It has three-segment clusters, but they come at the end of the word.

What is a consonant cluster?

It is a combination of consonants sounds occurring either at the beginning or at the end of a word.

As far as initial clusters, Arabic has no equivalents, but has few clusters, which appear at the end of words. Errors, which result from Arabic language interference in this field, take place when learners tend to insert short vowels in order to "assist pronunciation".

Examples:

- '*pirice*' for price.

- '*sipring*' for spring.

- '*arrangid*' for arranged.

- '*monthiz*' for months.

We do not have initial consonants clusters in Arabic, and this creates mistakes in pronunciation, sometimes.

We have few clusters that appear at the end of the words in Arabic.

3. *Arabic spelling system is simple and virtually phonetic, where letters stand directly for their sounds.*

In Arabic, we write as we pronounce.

However, in English, there are clusters, which pronunciation is different from their spelling. Errors in pronunciations result when Arab learners attempt to apply the Arabic phonetic methodology on English words.

In addition to that, the absence of equivalents for some English consonants such as 'p' leads students to pronounce a word such as: 'stopped' as 'istobbid'.

In English, we have clusters whose pronunciation is different from their spelling like "ph", "sh", "ch", etc.

As discussed above, the differences in the phonological system between Arabic and English may result in errors in Arab learners' pronunciation of English words and sentences.

In English, we have something called allophones. Allophone is different realizations of the same phoneme. A phoneme is the smallest meaningful unit of sound.

For example, we have light /l/ as in the word "light" and dark /ɫ/ as in the words "soul" and "fall".

We have allophones in Arabic also. Look at these two words.

- الله & بالله.

اللام في كلمة "الله" مفخمة بينما مرقة في كلمة "بالله".

Another example of allophones in English is that the way we pronounce the plosives as /p/ at the beginning of the word is different from the way we pronounce them at the end of the word.

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GOOD MORNING!

We are on page 18.

Techniques of Contrastive Analysis:

After browsing the theoretical discussion about how languages are contrasted, it is important to see the application of contrastive linguistics which is presented through various techniques. One of them is the traditional way of contrasting two or more languages. In this way, linguists tend to study every feature of a language on its own, and then compare it with its parallel feature in the other language.

Here, we have contrasting between two parallel features. Let us say that we are studying the adjectives in Arabic and English, for example. One feature related to adjectives in Arabic is that we, sometimes, make adjectives plural.

I want to study its parallel in English. We do not have such a thing in English. We cannot use the adjective in its plural form. But in some cases, we can. When we use the noun as an adjective, we can use it in its plural form.

- *Women doctor*

Women is plural, and it is an adjective. So sometimes, we can, especially when we use nouns as adjectives.

So, the first technique is to study a feature of a language on its own, and then compare it with its parallel feature.

*Another technique of making a contrastive analysis between languages is the one which most linguists adopt. They make use of **translation** as a means of establishing cross-linguistic relationship, that is, the contrastive analysis will be between the original text and its translation language.*

Actually, we said that in order to solve the problem that we have regarding using the equivalents, we can use the translation.

I might have a text about, *for example*, what is going on here in Syria from the New York Times (*a newspaper*). This is the original text in English. I might translate this text into Arabic. Then, I might study the structure and the use of words.

Student: What does *cross-linguistic relationship* mean?

Professor: It means (علاقة بين اللغتين). It is a relationship that exists between two languages.

This is how we use translation as a means to conduct a contrastive-analysis study to find the similarities and the differences between them. You might be surprised to know that we have similar expressions when we want to express an idea.

Maybe, they would use the passive voice in a report. When you want to translate it, you avoid using the passive voice.

This is when you are trying to establish a relationship between the original language and the target language.

The reason behind choosing translation to be used in the contrastive analysis is the fact that translation is not a matter of 1:1 correspondence,

Sometimes, you may need more than one word to express a certain idea expressed in a single word.

but "one structure may have several corresponding structures in the target language, or that certain elements of the mother tongue may have several corresponding counterparts in the target language whatsoever.

قد يترجم كل شخص منا نصًا ما بطريقة مختلفة. لا نقول أن ترجمة هذا الشخص خاطئة تمامًا وترجمة الآخر صحيحة. هناك ترجمة أفضل من أخرى لكن لا يوجد ترجمة خاطئة تمامًا.

For example, I saw a post in a translation group on Facebook. It was a legal text. If you know the legal terminology, you would translate (المدعي) into the *plaintiff* and (المدعى عليه) into the *defendant*. But there was someone who translated them into the *accuser* and the *accused*.

المقصد هنا أنه هناك طرق مختلفة للترجمة وحتى صياغة الجمل تختلف. لاحظت أن البعض بسط الجمل في حين أن البعض الآخر عقدها مستخدمًا ترجمة منقمة جدًا فأصبح مستوى الجمل أعلى من مستواها في النص الأصلي. كلا الأسلوبين صحيح.

Also, I noticed a difference in the structure. Some used a simple structure, while others used a complicated structure.

You cannot say that this sentence is the only translation for this sentence. You might have more than one translation for the same text.

In this way, a kind of multilingual data will be in hand, with a lot of the features of the two languages that can be identified easily. This is instead of choosing a feature in one language and searching for its equivalent which may not exist in the other language, especially on the syntactic level.

Again, translation solves the problem of not having equivalence.

A further technique is the one confined to the use of the computer. The computer corpora means "a collection of texts in machine-readable form".

This is the third technique.

Machine-readable form means when you, ***for example***, use Word to open a file.

The basis of this way is to use a multilingual corpora, and can be applied on various levels such as grammar, lexicon, discourse analysis, etc., for the purpose of making a contrastive analysis. The benefits of using a computer corpora can be seen in:

1- *"They give new insights into the languages compared to insights that are likely to be unnoticed in studies of monolingual corpora.*

2- They can be used for a range of comparative purposes and increase our understanding of language-specific, typology, and cultural differences, as well as of universal features.

I do not think that this is related only to the computer corpora.

Monolingual means one language.

3- They illuminate differences between source texts and translations, and between native and non-native texts.

I think we can do this using the second technique.

4- They can be used for a number of practical applications, e.g. in lexicography, language teaching and translation”.

Again, the second technique can be used in teaching and translation.

We do not need to read the rest of the paragraph.

Donald's Concept of Error Correction

Donald was a teacher, and his ideas come from the fact that he was a teacher. His idea about error correction was an idea of how a teacher should deal with their students' errors.

Errors Vs. Mistakes

Speaking of errors, what is the difference between an error and a mistake?

Student: An error is unintentional. Maybe, we can make it without realizing that. Maybe, mistakes are more tangible like grammar mistakes. You know the rule, and you make a mistake.

Professor: You said, “*You know the rule, and you make a mistake.*” This is, actually, a good point about the difference between a mistake and an error.

When you make a mistake, you know the rule. *For example*, you might say, “*I did not ~~went~~ to the cafe.*” You know the rule; you know that you have to use the zero form of the main verb after “did”, but you forgot to apply it. You might be stressed or tired, so you make mistakes, and you know that you are making mistakes.

When you make an error, you do NOT know the rule. *For example*, you do not know that the verb ‘enjoy’ should be followed by the -ing form.

So, the main difference between an error and a mistake is that when you make a mistake, you know the rule, but you fail to apply it because of stress or because of being tired (due to environmental factors).

On the other hand, when you make an error, you do not know the rule. So, you make an error without realizing that.

Student: How can we know whether it is a mistake or an error if it is in a written sentence?

Professor: Maybe, the student has been taught the rule, but they applied it incorrectly. This is a mistake. We are speaking of a situation where you have a student and a teacher. This is the only way you can differentiate between a mistake and an error.

If you are evaluating a text, you do not know the writer. You say, “*There are some mistakes.*”

Actually, if you do not know the writer, you cannot say that this is an error or a mistake unless it is repeated over and over again.

إذا كان الكاتب أحد طلابكم فأنتم تعلمون ما درسه وتعلمه. قد يرتكب الطالب خطأ كان قد اجتازه في المرحلة السابقة من التعليم.

We call this *backsliding*; (ارتكاب أخطاء ماضية). This is because of lack of practice. We call them mistakes, not errors.

Sometimes, the student would write and try to impress their teacher. They might make a lot of mistakes and errors. How would you deal with the errors and the mistakes? Would you correct each little mistake or error? Would it not be so frustrating when the student has their homework all covered in red?

Student: No, you should note to all his mistakes.

Professor: Some students would not be able to produce even a sentence if they see that they are terrible in writing although they think that they have made great effort in producing this piece of writing. How should we deal with this physiologically?

Student: I would correct them using some nice words.

Professor: So, you would correct each little mistake, and after that, you write “*You did a great job, but pay attention to your mistakes.*”

Student: I would write: “*You need to improve yourself and to work more about yourself.*”

Professor: But the student already thinks that he has made great effort in writing this piece of writing.

The student: We cannot sugarcoat the things they made because they would be under the illusion that they are good.

Professor: Sometimes, you have to enhance your student's self-esteem just in order for them to be encouraged to produce the language.

Imagine you are trying to produce a language to communicate with others. Sometimes, Safaa makes mistakes, and Samar corrects her a lot. Safaa might feel upset. Samar is so accurate, and she would not allow people to mess up with the language. How would Safaa feel about that?

😊 أنا لو محلها لصفاء ما بقا احكي ولا كلمة .

The same applies to students. If you ask your student a question and they answer it but with making a mistake, you should thank them instead of saying, “No! You should say...”.

إهمال الجانب النفسي تصرف سيء من بعض المعلمين. التحفيز مهم جدًا عندما يتعلق الأمر بتعلم اللغة الأجنبية. بالنسبة لي، يكفي أن يقدر الطالب أن يعبر عن نفسه في المحادثة أو أن لا يرتكب الأخطاء في المواضيع التي علمته إياها.

Let us see Donald's point of view.

Donald's Concept of Error Correction

*Away from all the theoretical studies done by linguists and researchers, whether resulting from the Error Analysis hypothesis or the Contrastive Analysis hypothesis, is the one stated by Rolf Donald from the Eastbourne School of English. The purpose behind presenting his view is that since he is a teacher, his experience is derived from the time spent in observing learners' errors, and searching for the suitable way to correct and **eliminate** them.*

Eliminate them means to get rid of them.

*So the ideas he suggests seem, in a way or another, closer to teachers' thoughts more than the theoretical perspectives offered by linguists. In his paper titled: Error Correction I, he describes error correction as being an individual's reaction to a student's piece of writing or **utterance**. The following lines will explain his views concerning learners' errors.*

Utterance means speaking.

Attitudes Towards Error Correction

Donald sees that the attitudes towards the concept of error correction vary among teachers and learners as well. On the part of teachers, they may be influenced by the following factors.

1- If English is their second language, then "great emphasis was placed on correctness at their teacher training college".

So, we have this mentality that the student should produce correct accurate language. We do not focus on fluency, but rather on accuracy. This is regarding teachers whose English is their second language.

2- If English is their native language, then they will face the fact that they have never used to worry about their language.

In this case, they would allow a lot of mistakes. They would not worry about the mistakes produced by the learner because they think that the purpose of the language is to get the chance to express yourself.

3- A particular approach or methodology they used to follow in considering the concept of error and its reason.

Some teachers would try to analyze the errors that are produced by the learners and the reasons behind them. This is concerned with **the error analysis hypothesis**; (نظرية تصحيح الخطأ). This hypothesis is concerned with analyzing the reasons behind making the mistakes. **For example**, did the students make the mistake because of the interference or because of the transfer between their L1 and L2?

On the other hand, students may be influenced by the approach or strategy they use in learning, in the sense that some students fear to take the risk of writing unless they are sure to be correct.

So, students would not speak up a sentence in front of their classmates unless they are sure they are correct. Sometimes, they would ask the teacher if their sentence is correct before they speak up.

Actually, "Some students take an eternity to produce a piece of writing as they are constantly rubbing out what they have written while at the opposite extreme the writing is done as fast as possible without any planning or editing".

Take an eternity means take a long time.

Sometimes, students rub out what they have written without any planning or editing.

Also, learners may develop a negative attitude towards writing because their teacher corrects all their errors. Or if she corrects few errors, they might feel that she has not spent sufficient time looking at their works.

إذا غض الأستاذ النظر عن بعض الأخطاء، قد يعتقد الطالب أن الأستاذ لم يأخذ الوقت الكافي بتصحيح ورقته ☺ (مر مرور الكرام عليها. يا حويينة هالوقت وهالجهد إللي بذلته وأنا عم اكتبك هالموضوع!).

What should we do in order not to allow this to happen? We should make the way of correction clear. The student should know what you are focusing on as a teacher. ***For example***, I would tell my students that I am going to focus on capitalization and punctuation more than other things.

Categorization of Errors

Donald categorizes errors on two levels:

a- According to the reason of its production:

1) It is the result of a random guess (pre-systematic).

It might be the result of a random guess (أحياناً يكون الطالب عم يشلف) because the student does not know the rule. This is called pre-systematic stage. In this stage, the student does not know that we have rules. They do not know that, ***for example***, we use a certain word in a certain context.

2) It was produced while testing out hypotheses (systematic).

When they know that we have rules, then they reach the systematic stage.

For example, the student might think that all verbs in the past tense are regular. They might use 'goed' or 'eated'.

يكون لديهم جزء من القاعدة في هذه المرحلة لكنها لا تكون كاملة.

3) It is a slip of the tongue, a lapse, a mistake (caused by carelessness, fatigue, etc.) (post-systematic).

In this stage, although they know the rule, apply it and practice it, they make a mistake due to environmental factors i.e., they might be hungry, tired, etc. This is the post-systematic stage.

b- According to the linguistic type:

1) A lexical error-vocabulary.

This is when the student use a vocabulary thinking that it mean another thing. Here, the error is related to vocabs.

2) *A phonological error-pronunciation.*

For example, there are common pronunciation errors as the words *comfortable* and *vegetables*.

3) *A syntactic error-grammar.*

This is related to grammar.

4) *An interpretive error misunderstanding of a speaker's intention or meaning.*

5) *A pragmatic error failure to apply the rules of conversation.*

In the book, they say “A pragmatic error *future* to apply the rules of conversation.” It should be ‘failure’ not 'future'. Correct it.

Now, go to page 131.

A Description of Arabic

Phonology

The Arabic and English phonological systems vary extensively, not only in the range of sounds used, but also in the relative importance of vowels and consonants in expressing meaning. While English has 22 vowels and diphthongs to 24 consonants. Arabic has only eight vowels and diphthongs to 32 consonants.

We talked about this last time.

Consonant Clusters

*English has far more consonant clusters than Arabic. Some initial two-segment clusters which Arabic does not have corresponding equivalents to, include *pr, pl, gr, thr, thw, sp*.*

These clusters exist in English, but they do not exist in Arabic.

*The three-segment initial consonant clusters are entirely absent in Arabic, e.g., clusters such as *spr, skr, str, spl*.*

This means that we have some two-segment initial consonants clusters in Arabic, but we do not have three-segment initial consonant clusters at all.

Faced with the challenge of such consonant clusters, Arabic speakers will often insert short vowels in order to "assist"

pronunciation in the following manner 'perice' or 'pirice' for price 'ispring' or for spring.

To assist means to help.

*The range of consonant clusters appearing at the end of words is also much smaller in Arabic. In dramatic contrast to **English, which has 78 three-segment clusters and fourteen four-segment clusters** occurring at the end of words, **Arabic has none**. Again, faced with such terminal clusters, Arabic speakers tend to insert short vowels to assist pronunciation 'arrangid' for arranged, 'monthiz' for months, 'nexist' for next.*

Teachers will often encounter examples of such pronunciations, which also can carry over into the spelling of such English words by students whose mother tongue is Arabic.

Sometimes, pronunciation affects spelling. We might add the extra vowel that we add while pronouncing the word.

Influence of English Spelling on Pronunciation

While there are no similarities between the Arabic and English writing systems, Arabic spelling within its own system is simple and virtually phonetic.

We talked about this last time. In Arabic, we write as we pronounce.

Letters stand directly for their sounds.

For example, we write the word (قال) as we say it. We write (ق), (ا) and (ل).

Arabic speakers attempt, therefore, to pronounce English words using the same phonetic methodology.

In English, some letters are written but not pronounced. ***For example***, we have words like ***'knife'***, ***'write'***, ***'night'***, etc.

Add to this the salience of consonants in Arabic and you get severe pronunciation problems caused by the influence of the written form 'istobbid' for stopped (the 'p' sound does not exist in Arabic) 'forigen' for foreign.

I will stop here for today.

Thank you very much!

