D. Contrastive and Error Analyses

What is the differences between contrastive analysis and error analysis?

Contrastive analysis is the systematic study of a pair of languages with a view to identifying their structural differences and similarities. Historically it has been used to establish language genealogies.

The goals of Contrastive Analysis can be stated as follows: to make foreign language teaching more effective, to find out the differences between the first language and the target *language* based on the assumptions that: (1) foreign language learning is based on the mother tongue, (2) similarities facilitate learning (positive transfer), (3) differences cause problems (negative transfer/Interference), (3) via contrastive analysis, problems can be predicted and considered in the curriculum. However, not all problems predicted by contrastive analysis always appear to be difficult for the students. On the other hand, many errors that do turn up are not predicted by contrastive analysis. Larsen, states "predictions arising from were subjected to empirical tests. Some errors it did predict failed to materialize, i.e. it over predicted." This prediction failure leads to the criticism to the Contrastive Analysis hypothesis.

The criticism is that Contrastive Analysis hypothesis could not be sustained by empirical evidence. It was soon pointed out that many errors predicted by Contrastive Analysis were inexplicably not observed in learners' language. Even more confusingly, some uniform errors were made by learners irrespective of their L1. It thus became clear that Contrastive Analysis could not predict learning difficulties.

b. Error analysis assumes that errors indicate learning difficulties and that the frequency of a particular error is evidence of the difficulty learners have in learning the particular form.

The main difference between these two is that the former tries to **predict** the errors one may make in L2 but the latter **identifies** the errors from L2 production.

Study these items well"

- ### Transfer, Interference and code-switching'

The terms 'transfer' and 'interference' are not synonymous: Transfer usually refers to the influence of L1 on L2 in both positive and negative way, whereas interference is usually used in negative sense, so it corresponds to negative transfer.

code-switching' The term 'code-switching' refers to "an active, creative process of incorporating material from both of a bilingual's languages into communicative acts. Rapid switches from one language into the other are very characteristic for code-switching.

- ### Positive and Negative Transfer

When talking about language transfer in the behaviourist interpretation of the term, we usually differentiate between two types of transfer: **'positive transfer'** and **'negative transfer'**.

Positive transfer occurs where a language item in L1 is also present in L2, so acquisition of this item makes little or no difficulty for the learner. An example could be the use of plural markers '-s' and '-es' in English and Spanish.

Negative transfer comes when there is no concordance between L1 and L2 and thus, acquisition of the new L2 structure would be more difficult and errors reflecting the L1 structure would be produced.

- **Borrowing**

Linguistic borrowing is a sociolinguistic phenomenon and a form of language interference which appears among bilingual speakers.

Most commonly borrowed items are "lexical items that express either cultural concepts that are new to the borrowing group, or notions that are particularly important in a given contact situation". For example, after discovering the American continent, English and other old European languages borrowed words from the native American languages, such as *maize, tomato, igloo*, etc.

'**Integrated borrowing**' refers to a word which was borrowed into a language and speakers of that language learn this word from each other without understanding its original meaning in the language of origin. On the other hand, *'creative borrowing'* is characterized by speakers using a word from another language to express a concept closely related to the culture of that language.

- **Fossilization**

Fossilization is defined in as "relatively permanent incorporation of incorrect linguistic forms into a person's second language competence". That means that the L2 learner continues committing certain errors, no matter how much input he or she receives, and his or her interlanguage doesn't develop anymore - it has fossilized.

E. Main Types of English language tests

Formative assessment:

The goal of formative assessment is to *monitor student learning* to provide ongoing feedback that can be used by instructors to improve their teaching and by students to improve their learning. More specifically, formative assessments:
- help students identify their strengths and weaknesses and target areas that need work
- help faculty recognize where students are struggling and address problems immediately

  Formative assessments are generally *low stakes*, which means that they have low or no point value. Examples of formative assessments include asking students to:
- draw a concept map in class to represent their understanding of a topic
- submit one or two sentences identifying the main point of a lecture
- turn in a research proposal for early feedback

Summative assessment:

The goal of summative assessment is to *evaluate student learning* at the end of an instructional unit by comparing it against some standard or benchmark.

Summative assessments are often *high stakes*, which means that they have a high point value. **Examples of summative assessments include:**

- a midterm exam , final exams
- a final project,
- a paper

Information from summative assessments can be used formatively when students or faculty use it to guide their efforts and activities in subsequent courses.

Aptitude Test Definition

 Aptitude test: A test which is designed to measure a student's learning potential by evaluating abstract concepts such as logical reasoning and problem-solving.

Examples: Scholastic Assessment Test (SAT), Preliminary SAT/ National Merit Scholarship Qualifying Test (PSAT/NMSQT)

The definition of **aptitude** is an innate, learned or acquired ability. It is part of the psychometric tests at the assessment centre (the other part being personality tests, personal abilities, attitude and more). Aptitude tests are mainly made to assess **intelligence and knowledge**. Aptitude tests most commonly consist of numerical reasoning, verbal reasoning, abstract reasoning, speed, accuracy abilities, and more.

Purpose of Aptitude Tests
The purpose of the aptitude test is to test your work related perceptions, judgment and reasoning.
The aptitude test will consist of various parts. These parts include an Abstract Reasoning Test, Verbal Reasoning Test, Numerical Reasoning Test, Spatial Reasoning Test and Mechanical Reasoning Test.

Definition of Diagnostic Testing

Diagnostic testing is individually administered tests designed to identify weaknesses in the learning processes. Usually these are administered by trained professionals and are usually prescribed for elementary, sometimes middle school, students.
 It enables the teacher to know the strong and weak points of a student.

Achievement Tests

Achievement tests measure how much students have already learned. These tests help learners measure their current knowledge and skills.

Achievement test: A test, typically standardized, which is designed to measure subject and grade-level specific knowledge. Achievement tests are frequently used as a way to determine at what level a student is performing in subjects such as math and reading.

Examples: Metropolitan Achievement Test, Weschler Individual Achievement Test, Standford Achievement Test, National Assessment of Educational Progress,TerraNova

An achievement test is an exam designed to assess how much knowledge a person has in a certain area or set of areas. Schools use these tests with some regularity to both place students

into appropriate grade levels and skill groupings and to assess teacher efficiency. Achievement tests may also be used by private schools and elite institutions as admissions benchmarks, and sometimes appear in the workplace, too — particularly when it comes to determining whether certain employees have what it takes to assume greater responsibilities or to transition to different leadership areas.

Basic Premise

The main goal of any achievement test is to ascertain what sort of information the test-taker *already knows*. This makes it somewhat different from aptitude or abilities tests, both of which are designed to gauge how much potential a person has for later learning. Looking only at achievement can give administrators a good idea of where the test taker is at the present moment when it comes to knowledge of a specific topic or subject area. Most tests are designed to be straightforward for this reason, and they tend to present material in a clear and unambiguous way.

Proficiency test

A proficiency test measures a learner's level of language. It can be compared with an achievement test, which evaluates a learner's understanding of specific material, a diagnostic test, which identify areas to work on, and a prognostic test, which tries to predict a learner's ability to complete a course or take an exam. Proficiency tests are uncommon within the classroom but very frequent as the end aim (and motivation) of language learning.

A proficiency Test also measures an individual's abilities and skills in a domain or subject to know how well he/she has learned, understood and internalized the related concepts and principles. Such a test in language e.g. may assess a student's skills in reading, writing, listening, speaking or vocabulary. Similarly a test in Science may focus on assessing students' abilities to apply concepts and principles to analyze a given situation, solve a given problem and conduct practical work efficiently. A test in Mathematics may similarly assess problem solving abilities and skills of mathematical thinking, mathematical reasoning and procedural techniques followed by students. Thus, the proposed *Proficiency Test* will mainly focus on assessing students' abilities and skills to apply knowledge and understanding of any subject to new and unfamiliar everyday life situations.

The *core* testing element of such a test will include observing, comparing, classifying, solving, translating, interpreting, analyzing, synthesizing, creating, composing, deducing, justifying and judging/evaluating.

Example
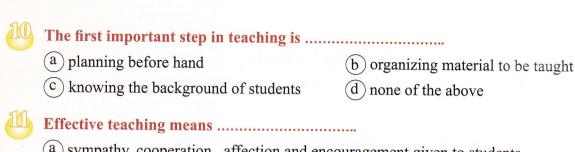IELTS and TOEFL are examples of proficiency tests.

In the classroom
Proficiency tests often have a significant backwash effect on the classroom, as learners' focus narrows to preparing the test items. One way to make practice for exams more meaningful is by asking learners to prepare their own practice questions for the group.

Multiple Choice Questions: Teaching Methods
Choose the Best Answer:

1 In brainstorming teaching method what is most important?
- (a) Practical thinking
- (b) Creative thinking
- (c) Critical thinking
- (d) All of the above

2 Advantage of buzz session is to...............................
- (a) To discover new ideas
- (b) To give everyone a chance to speak
- (c) To know each other
- (d) a and b

3 Colloquy is a modified version of ....
- (a) Discussion group
- (b) Group meeting
- (c) Committee
- (d) Panel

4 Colloquy involves...............................
- (a) Audience and speaker
- (b) Speaker and resource experts
- (c) Coordinator and speaker
- (d) Audience and resource experts

5 Which teaching method engages the audience the most?
- (a) Colloquy
- (b) Buzz session
- (c) Skit
- (d) Discussion group

6 The teacher in the class should keep the pitch of his voice.......
- (a) high enough
- (b) moderate
- (c) low
- (d) sometime low and sometime high

7 If the students are not able to follow ,you should ....
- (a) give them prompt
- (b) make the matter easy
- (c) illustrate with examples
- (d) all the above

8 If some students fail in the examination it is the fault of...............................
- (a) the teacher
- (b) the principal
- (c) pupils themselves
- (d) text books

9 Micro teaching is useful to students of ....
- (a) primary classes only
- (b) junior classes only
- (c) higher classes and primary classes both
- (d) all adults

9

10 The first important step in teaching is ....

(a) planning before hand (b) organizing material to be taught

(c) knowing the background of students (d) none of the above

11 Effective teaching means ....

(a) sympathy, cooperation , affection and encouragement given to students

(b) corporal punishment given to students at the time of moral offences

(c) individualized instruction and open classroom discussion

(d) both a and c

12 A teacher will become an effective communicator if

(a) he uses instructional aids

(b) he helps students get meaning out of what he teaches

(c) he asks questions between teachings

(d) he helps students get correct answers to the questions on the topic

13 A good teacher is one who is capable of

(a) finishing the course in time

(b) inducing the students to learn

(c) giving a good result

(d) Helping students in preparing good notes.

14 Which of the following combination of subjects would help a teacher to develop good pedagogical methods?

(a) Sociology and Philosophy (b) Philosophy and Psychology

(c) Psychology and Sociology (d) None of these .

15 To gain popularity among students, teacher should

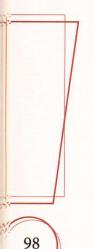(a) personally helps them in their studies

(b) frequently organize tours

(c) dictates notes while teaching

(d) maintains good social relations.

16 A student tries to solve a problem without any help from a teacher. The teacher should

(a) advise him/her to take help from his/her colleagues

(b) pays no attention to him/her

(c) scolds him/her for foolishness

(d) appraises his/her individual effort.

17 Which of the following is/are true about Modern Annual Examination System?

(a) It encourages attaining knowledge by cramming

(b) It does not encourage the habit of regular study

(c) It does not encourage students to attend their classes regularly

(d) All of the above

18 Which one of the following is an indicative of the quality of teaching?

(a) Period of maintaining peace in the classroom.

(b) Standard of questions raised by students in the classroom.

(c) Standard of answers replied by students in the classroom.

(d) Pass percentage of the students.

19 The main purpose of teaching is:

(a) Development of thinking power   (b) Development of reasoning power

(c) Both a and b   (d) Giving information only

20 A teacher needs to study philosophy of education because of.....................

(a) Understanding theory inherited in philosophy

(b) Being acquainted with abstract knowledge

(c) Setting aims and objectives of curriculum

(d) Getting ideas to control teaching behaviour

21 'Values are inherent in every human being' is reflected in...........................

(a) Realism   (b) Pragmatism

(c) Naturalism   (d) Idealism

22 Development of human values which are universal in nature means...........

(a) Indoctrination   (b) Adoption

(c) Imitation   (d) Manifestation

23 Listening to the lecture delivered by the lecturer in the classroom is...........

(a) Informative audition   (b) Assessed audition

(c) Added audition   (d) None of the above

24 In a classroom, ideal situation is that in which:.............................

1. The lecturer delivers his lecture with full confidence as he prepares himself for the lecture before coming in the classroom.

2. Students come in the classroom with full. Preparedness and discuss with each other on the subject in the presence of the lecturer.

3. Lecturer and the students discuss on the subject.

4. While delivering the lecture, the lecturer uses audio-visual means.

(a) 1 and 3   (b) 3 and 4

(c) Only 2   (d) Only. 4

25 **In order to understand his students, a teacher should be well versed in which of the following?**

(a) Child psychology

(b) Inclination towards understanding the children

(c) Opinion of the students towards the subject matter

(d) All of the above

26 **The practical process of imparting education is:...........................**

(a) very credible, authentic and regular

(b) not credible

(c) Credible but or regular

(d) None of the above

27 **Which method of teaching encourages the maximum use of knowledge?**

(a) Problem Solution Method   (b) Laboratory Method

(c) Self-Study Method   (d) Team-Study Method

28 **Books and documents are the main Sources:...........................**

(a) for data of Historical Research.

(b) for data of Participation Research.

(c) for data of Medical Research.

(d) data for Research going on Laboratory.

29 **In which of the following important features is a open book exam 1ethod?**

(a) Students remain serious.

(b) If increases attendance in the class-room.

(c) It reduces the worry of students related to examination.

(d) It compels student for thinking.

30 **Effective teacher is:**

(a) who has control over the class.

(b) who can deliver more information in limited period.

(c) who inspires students how to learn.

(d) Amends carefully the assignment.

31 First, the teacher presents the present perfect. Next, the students try using it in structured exercises. Finally, the students try to have a conversation together using the present perfect

(a) PPP   (b) TTT

(c) SSS   (d) All the above

32 Students learn English by translating to and from their native language. They memorize irregular verb forms by writing them down over and over. Speaking skills are not a main focus .

(a) The Communicative Approach

(b) The Audio Lingual Method

(c) The Grammar Translation Method

(d) None of the above

33 Students listen to a dialogue between a taxi driver and passenger. They fill in gaps and then practise a dialogue with a partner. Tomorrow they will go outside and practise asking for directions.

(a) The silent way   (b) The Communicative Approach

(c) Immersion   (d) All the above

34 The teacher only uses English, but the students can use English or their first language. The teacher does not correct mistakes when his students speak English. Students can start speaking English when they are ready.

(a) The Natural Approach   (b) Task- based Learning

(c) The Lexical Syllabus   (d) All the above

35 The students learn patterns of language by repeating model sentences that the teacher provides. They memorize set phrases and receive positive reinforcement from their teacher when they perform drills correctly.

(a) The Total Physical response

(b) The Communicative Approach

(c) The Audio Lingual Method

(d) All the above

36 ESL students at the school take all subjects in English. They take part in class and school activities with native English students their own age.

(a) Community Language Learning .   (b) Task- based Learning

(c) Immersion   (d) All the above

99

37 First, students learn how to say words properly. Next, they learn to read and write. They use colour charts and rods to help with the pronunciation of sounds. Teacher talking time is minimal.

(a) Community Language Learning   (b) The silent way
(c) The colour method   (d) All the above

38 The teacher says commands and acts them out. The students try to perform the action. The teacher repeats by saying the command without acting it out. The students respond. The roles are then reversed.

(a) The direct Approach   (b) Total Physical response
(c) The Natural Approach   (d) All the above

39 First the teacher finds a way for the students to engage with a subject emotionally. Then students focus on studying the construction of the target language. Then learners activate what they learned through engaging activities .

(a) ESA   (b) The Natural Approach
(c) The Audio Lingual Method   (d) All the above

40 The teacher introduces grammatical structures and rules by showing a video. The students practise the grammar in context. The teacher gives lots of meaningful examples to demonstrate the grammar.

(a) The Inductive Approach   (b) The Deductive Approach
(c) The Reductive Approach   (d) All the above

41 The over-learning of patterns through choral repetition and drilling is the key to learning a target language.

(a) Grammar-Translation   (b) Direct Method (Berlitz)
(c) Audio-lingual Method   (d) None of the above

42 The target language is exclusively used to maintain a cultural island in the class-room. Grammar is inductively taught. Learning is habit formation.

(a) Grammar-Translation   (b) Direct Method (Berlitz)
(c) Communicative Language Teaching   (d) Audio-Lingual Method

Key answers

#	Answer		#	Answer
1	b		22	d
2	d		23	a
3	d		24	a
4	d		25	d
5	b		26	a
6	a		27	b
7	c		28	a
8	c		29	d
9	c		30	c
10	c		31	a
11	d		32	c
12	b		33	b
13	b		34	a
14	c		35	c
15	a		36	c
16	d		37	b
17	d		38	b
18	d		39	a
19	c		40	a
20	a		41	c
21	d		42	d

101