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According to Carl James, (1980:3), Contrastive Analysis is a linguistic enterprise aimed at producing inverted two-valued typologies, and founded on the assumption that languages can be compared. Meanwhile (Baker, 1998:48) said that contrastive analysis

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James, Carl. Contrastive analysis is viewed as an interlinguistic, bidirectional phenomenon which is concerned with both the form and function of language. As such, contrastive analysis must view language psycholinguistically and sociolinguistically as a system to be both described and acquired. Due to the need for a psychological component in the analysis, the notion of transfer is discussed.

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The theoretical foundations for what became known as the contrastive analysis hypothesis were formulated in Robert Lado 's *Linguistics Across Cultures* (1957). In this book, Lado claimed that "those elements which are similar to [the learner's] native language will be simple for him, and those elements that are different will be difficult".

Contrastive analysis - Wikipedia

In this important study, Carl James reviews the role that contrastive analysis can play in understanding and solving problems in second or foreign language learning and teaching. Using both psycholinguistic and linguistic analysis, he establishes a sound theoretical basis for CA before going on to illustrate its contribution to the study of linguistic universals, bilingualism, and language pedagogy.

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James, Carl. (1980/Ninth impression 1990). Contrastive Analysis . Harlow, Essex: Longman. Krzeszowski, T. (1990). Contrasting Languages: The Scope of Contrastive Linguistics , Berlin: Mouton De Gruyter. Kupferberg, I. and E. Olshtain. (1996). 'Explicit contrastive instruction facilitates the acquisition of difficult L2 forms'.

Contrastive Linguistics | LLAS Centre for Languages ...

About the author (1998) The book is written by Carl James, Senior Lecturer in the Linguistics Department at the University of Wales, Bangor, who is author of Contrastive Analysis and co-editor of...

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What is contrastive analysis? - The psychological basic of contrastive analysis - The linguistic components of contrastive analysis - Microlinguistic contrastive analysis - Macrolinguistics and contrastive analysis - Pedagogical exploitation of contrastive analysis - Some issues of contention.

In this important study, Carl James reviews the role that contrastive analysis can play in understanding and solving problems in second or foreign language learning and teaching. Using both psycholinguistic and linguistic analysis, he establishes a sound theoretical basis for CA before going on to illustrate its contribution to the study of linguistic universals, bilingualism, and language pedagogy. The book offers a range of examples to support its arguments, enabling readers to grasp the principles and then to pursue their own work in this area. Contrastive Analysis presents a successful theoretical and practical case for the value of CA as a research tool, both for those studying applied linguistics and for teachers needing to adjust their teaching to the state of knowledge of their students.

Errors in Language Learning and Use is an up-to-date introduction and guide to the study of errors in language, and is also a critical survey of previous work. Error Analysis occupies a central position within Applied Linguistics, and seeks to clarify questions such as 'Does correctness matter?', 'Is it more important to speak fluently and write imaginatively or to communicate one's message?' Carl James provides a scholarly and well-illustrated theoretical and historical background to the field of Error Analysis. The reader is led from definitions of error and related concepts, to categorization of types of linguistic deviance, discussion of error gravities, the utility of teacher correction and towards writing learner profiles. Throughout, the text is guided by considerable practical experience in language education in a range of classroom contexts worldwide.

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TRENDS IN LINGUISTICS is a series of books that open new perspectives in our understanding of language. The series publishes state-of-the-art work on core areas of linguistics across theoretical frameworks as well as studies that provide new insights by building bridges to neighbouring fields such as neuroscience and cognitive science. TRENDS IN LINGUISTICS considers itself a forum for cutting-edge research based on solid empirical data on language in its various manifestations,

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including sign languages. It regards linguistic variation in its synchronic and diachronic dimensions as well as in its social contexts as important sources of insight for a better understanding of the design of linguistic systems and the ecology and evolution of language. TRENDS IN LINGUISTICS publishes monographs and outstanding dissertations as well as edited volumes, which provide the opportunity to address controversial topics from different empirical and theoretical viewpoints. High quality standards are ensured through anonymous reviewing.

This book serves as an introduction to contrastive linguistics - the synchronic study of two or more languages, with the aim of discovering their differences and similarities, especially the former, and applying these discoveries to related areas of language study and practice. It discusses the principles and methods, and contrasts English, Chinese, German, and other languages at phonological, lexical, grammatical, textual, and pragmatic levels, focusing more on the useful insights contrastive analysis provides into real-world problems in fields such as applied linguistics, translation and translation studies, English or Chinese as a foreign language, and communication than on the discipline itself.

Contrastive Linguistics, roughly defined as a subdiscipline of linguistics which is concerned with the comparison of two or more (subsystems of) languages, has long been associated primarily with language teaching. Apart from this applied aspect, however, it also has a strong theoretical purpose, contributing to our understanding of language typology and language universals. Issues in theoretical CL, which also feature in this volume, are the choice of model, the notions of equivalence and contrast, and directionality of descriptions. Languages used for illustration in this volume include English, German, Danish, and Polish.

The Routledge Language Family Series is aimed at undergraduates and postgraduates of linguistics and language, or those with an interest in historical linguistics, linguistics anthropology and language development. With close to 100 million speakers, Tai-Kadai constitutes one of the world's major language families. The Tai-Kadai Languages provides a unique, comprehensive, single-volume tome covering much needed grammatical descriptions in the area. It presents an important overview of Thai that includes extensive cross-referencing to other sections of the volume and sign-posting to sources in the bibliography. The volume also includes much new material on Lao and other Tai-Kadai languages, several of which are described here for the first time. Much-needed and highly useful, The Tai-Kadai Languages is a key work for professionals and students in linguistics, as well as anthropologists and area studies specialists. ANTHONY V. N. DILLER is Foundation Director of the National Thai Studies Centre, at the Australian National University. JEROLD A. EDMONDSON is Professor of Linguistics at the University of Texas Arlington and a member of the Academy of Distinguished Scholars. YONGXIAN LUO is Senior Lecturer in the Asia Institute at the University of Melbourne and a member of the Australian Linguistic Society.

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Language Awareness in the Classroom addresses the central educational question of the impact that explicit language knowledge has on learning and language learning. A substantial Introduction defines the issues and key concepts and relates them to contemporary educational policy and practice in Europe and internationally. The papers are organised into four thematic sections: the extent and nature of language awareness in teacher education; school-based language awareness programmes; tertiary education initiatives and modes of evaluation of language awareness programmes.

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