

2019.11.30

International Workshop
Contrastive Interlanguage Analysis : French, Japanese, Turkish
Variations in the First Language and Interlanguage

Venue : TUFS Hongo Satellite Seminar Room 3F

Contrastive Interlanguage Analysis

-Taking into account the varieties of Interlanguage-

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Program of the presentation

- What is “CIA” ?
- CA → EA → CIA
- Two types of comparison in CIA
 - ① NL vs IL
 - ② IL vs IL
- Criticisms of CIA
 - ① Comparative fallacy
 - ② The issue of the norm
- CIA → CIA²
- Application to our research

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Contrastive Interlanguage Analysis (CIA)

- A methodology introduced by Granger(1996)
- A highly popular method in **Learner Corpus Research**(Granger 2015:7)
- **Objective : to clarify the features of Interlanguage** by comparing the learners' languages.(Ishikawa 2019 : 284)
- **The version extended of Contrastive Analysis** (ibid.)

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CA → EA → CIA

Contrastive Analysis (CA) (1940-1960)

= A method whose objective is to clarify the nature of each language by comparing two different languages. (Ishikawa 2019:284)

CA → EA → CIA

- TL ⇔ NL → similarity · difference → effective teaching methods

- Fries(1945)

The most efficient materials = based on a scientific description of TL & NL

“The most efficient materials are those that are based upon a scientific description of the language to be learned, carefully compared with a parallel description of the native language of the learner.”(ibid. 9)

CA → EA → CIA

- TL ⇔ NL → similarity · difference → effective teaching methods

- Lado(1957)

similar elements → easy to learn

different elements → difficult to learn

“Those elements that are similar to his [the learner’s] native language will be simple for him, and those elements that are different will be difficult.”(ibid. 2)

CA → EA → CIA

• TL ⇔ NL → similarity · difference → effective teaching methods

• Lado(1957)

similar elements → easy to learn

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“Those elements that are similar to his [the learner’s] native language will be simple for him, and those elements that are different will be difficult.” (ibid. 2)

Contrastive Analysis Hypotheses

Where two languages were similar → positive transfer

Where two languages are different → negative transfer

(Larsen-Freeman & Long 1991)

CA → EA → CIA

Contrastive Analysis Hypothesis

Discord with the hypothesis

“...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.” (Rustipa 2011 : 17)

“The criticism is that Contrastive Analysis hypothesis **could not be sustained by empirical evidence**. (Rustipa 2011 : 17)

→ shortcomings of CA : **poor empirical evidence**

One of the major weaknesses of contrastive studies in the past proved to be **their slim empirical foundation**. (Granger 1996 : 37)

CA → **EA** → CIA

Error Analysis (EA) (1960s~)

The contrastivist

Try to predict the learner's behavior **on the basis of linguistic distance between L1 and L2**. (Guilquin 2000 : 3)



The error analyst

Observe the errors committed by the learner and try to explain them by referring to the learner's mother tongue. (ibid.)

Error Analysis was one of the first methods used to investigate learner language (Ellis 1994 : 53)

CA → EA → CIA

Error Analysis (EA) (1960s~)

The significances of learners' errors (Corder 1982 : 10-11)

① Teachers can know ...

- how much the learner has progressed.
- what still remains for him to learn.

② Researchers can grasp...

- how language is learned or acquired
- what strategies or procedures the learner is employing

③ “making of errors = a device the learner uses in order to learn”.

CA → **EA** → CIA

< Criticism >

“avoidance” by Schachter(1974)



“ (L)earner strategy of avoiding what is difficult” (Ali 2012 : 1030)

Focusing only on errors → We can't access to the whole picture

(Larsen-Freeman & Long 1991 : 61, Ellis 2008 : 61)

CA → **EA** → CIA

< Criticism >

“avoidance” by Schachter(1974)



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Focusing only on errors → We can't access to the whole picture

(Larsen-Freeman & Long 1991 : 61, Ellis 2008 : 61)

→ Compilation of learner corpus → “**interlanguage**” (Selinker 1972)

CA → EA → **CIA**

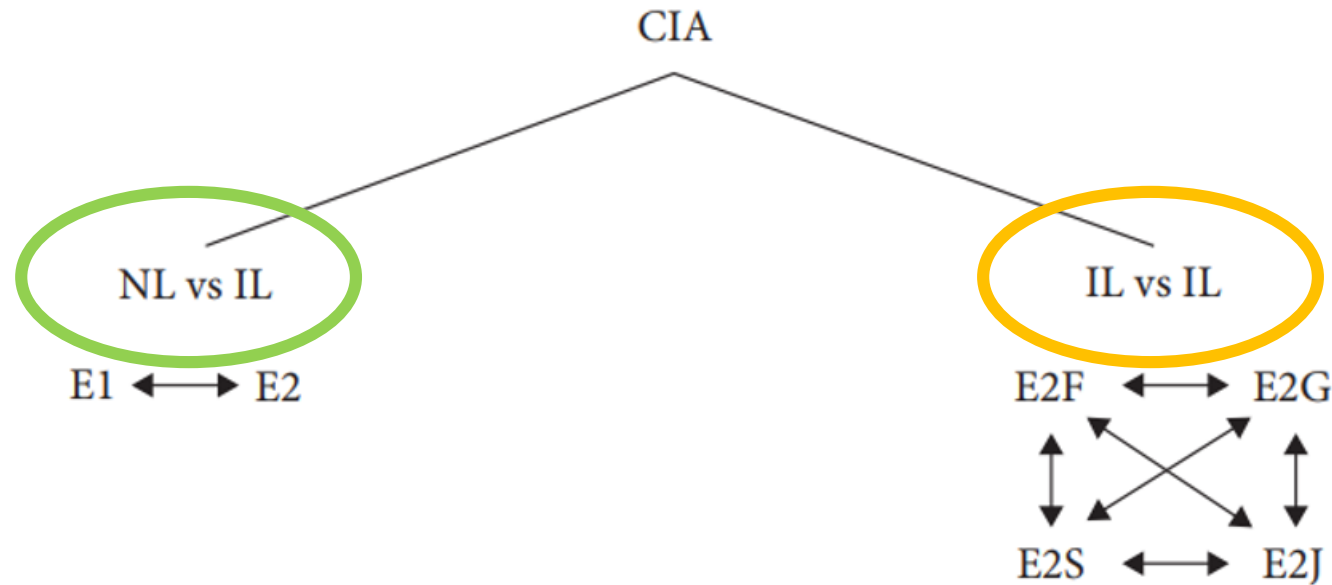
Contrastive **Interlanguage** Analysis (**CIA**)

- Comparisons between native and learner varieties of **one and the same language** (Granger 1996 : 43)

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The two types of comparisons in CIA



(Granger 1996 : 44 Figure 2)

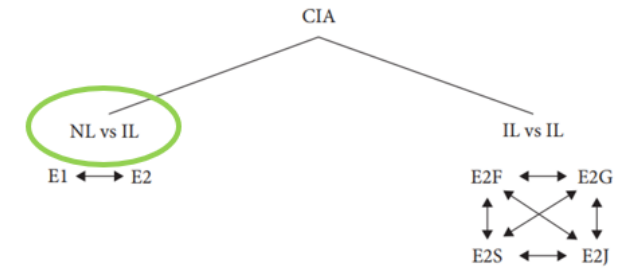
Comparison of
Native language and Interlanguage

Comparison of
Interlanguage and Interlanguage

Particularly from learners with
different mother tongue backgrounds

The two types of comparisons in CIA

① NL vs IL



- Objective :

uncover the features of non-nativeness of learner language

(Granger 2014 : 13)

- The object of comparison with NL :

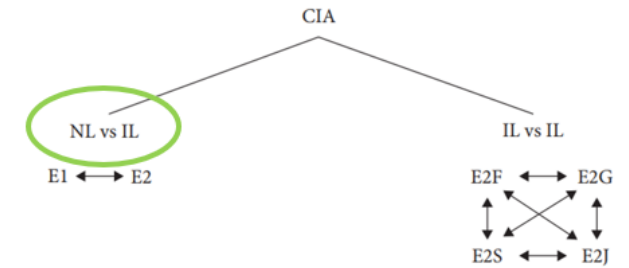
advanced learners are more suitable than beginners

(Granger 2015 : 11)

“...it makes much more sense to compare advanced learners with native speakers than do so for beginners. The gap narrower and L1-L2 comparisons are very powerful heuristic tools to circumscribe it.”(ibid.)

The two types of comparisons in CIA

① NL vs IL



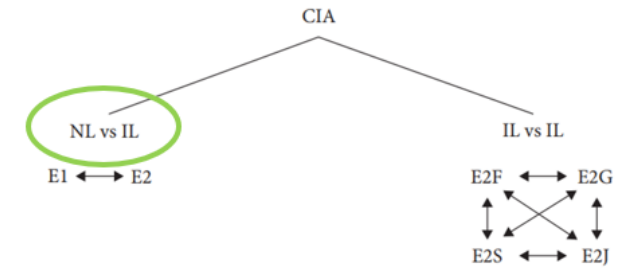
- It enabled us to investigate **a wider range of linguistic phenomena**
(**overuse, underuse** etc.)

“One of the most notable contributions of LCR, and CIA studies in particular, is **the impressive expansion of the range of linguistic phenomena investigated.**” (Granger 2015 : 10)

“Patterns of **over- and underuse** of linguistic features can readily be identified...”(ibid. 11)

The two types of comparisons in CIA

① NL vs IL



- It enabled us to investigate **a wider range of linguistic phenomena**
(overuse, underuse etc.)

<Introducing the **Computer learner corpora (CLCs)**>

✓ The size of corpus has increased

→ enabled us to pay attention not only to frequent language features but also infrequent ones

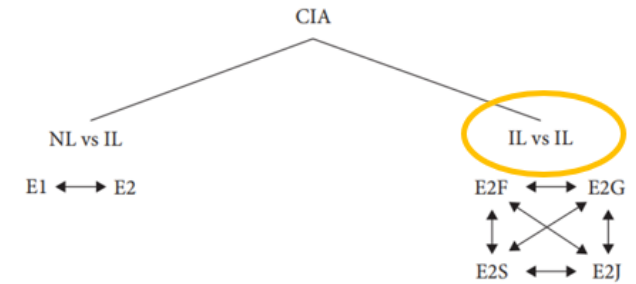
✓ The computerization of the corpus

→ provide us the process of large amount of data using language analysis tools

➔ Unlike previous EA, CLCs give us **access to learners' total interlanguage**
(Granger 2014^o: 6)

The two types of comparisons in CIA

② IL vs IL



- Objective :

Gain a better insight into the nature of interlanguage

(Granger 2014 : 13)

- Combination with CA approach (= **I**ntegrated **C**ontrastive **M**odel)

(cf. Granger 1996)

→ more clear insight of transfer phenomena(Granger 2014 : 14)

- A review of the notion of transfer on a more solid empirical basis let to a much better understanding of the workings of transfer. (Granger 2015 : 12)

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Criticisms of CIA

- ① Comparative fallacy
- ② The issue of norm

Criticisms of CIA ①Comparative fallacy

Comparative fallacy (Bley-Vroman 1983)

= comparing IL with TL → we lose sight of the IL itself

“...work on the linguistic description of learners’ languages can be seriously hindered or sidetracked by a concern with the target language. This concern I shall call—somewhat tendentiously—the « **comparative fallacy** » in interlanguage studies.” (ibid. 2)

“Committing **this fallacy** does not allow us to get to the true **units/meanings of interlanguage**; it gives us something else, knowledge of another system or knowledge of something unclear.” (Selinker 2014 : 230)

Criticisms of CIA ①Comparative fallacy

Comparative fallacy (Bley-Vroman 1983)

- *“Interlanguage as a system in its own right”* (Selinker 1972)
→ Interlanguage must be described within its own framework.
(Selinker 2014 : 230)
- It make difficult to avoid considering 「NL = success → IL = deficient」
(Larsen-Freeman 2014 : 217)
- “learners have native-speaker norms as a target”.(Hunston 2002 : 211)

Criticisms of CIA ②The issue of the norm

The issue of the norm

=What is “native”… ?

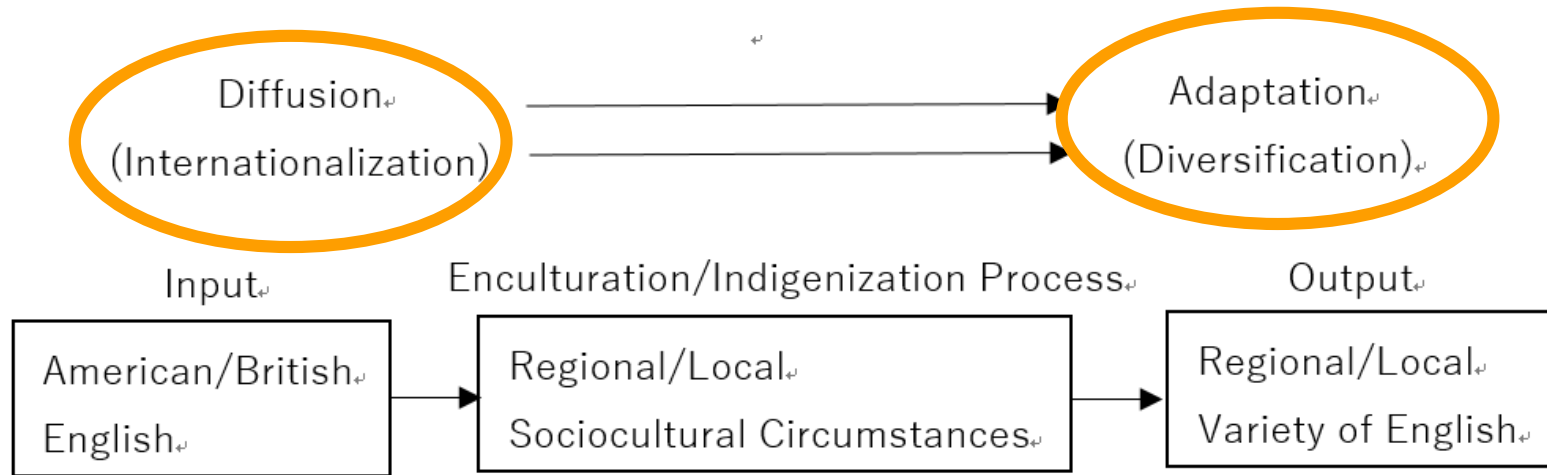
nativeness

= “a highly elusive and controversial notion” (Granger 2015 : 15)

Criticisms of CIA ②The issue of the norm

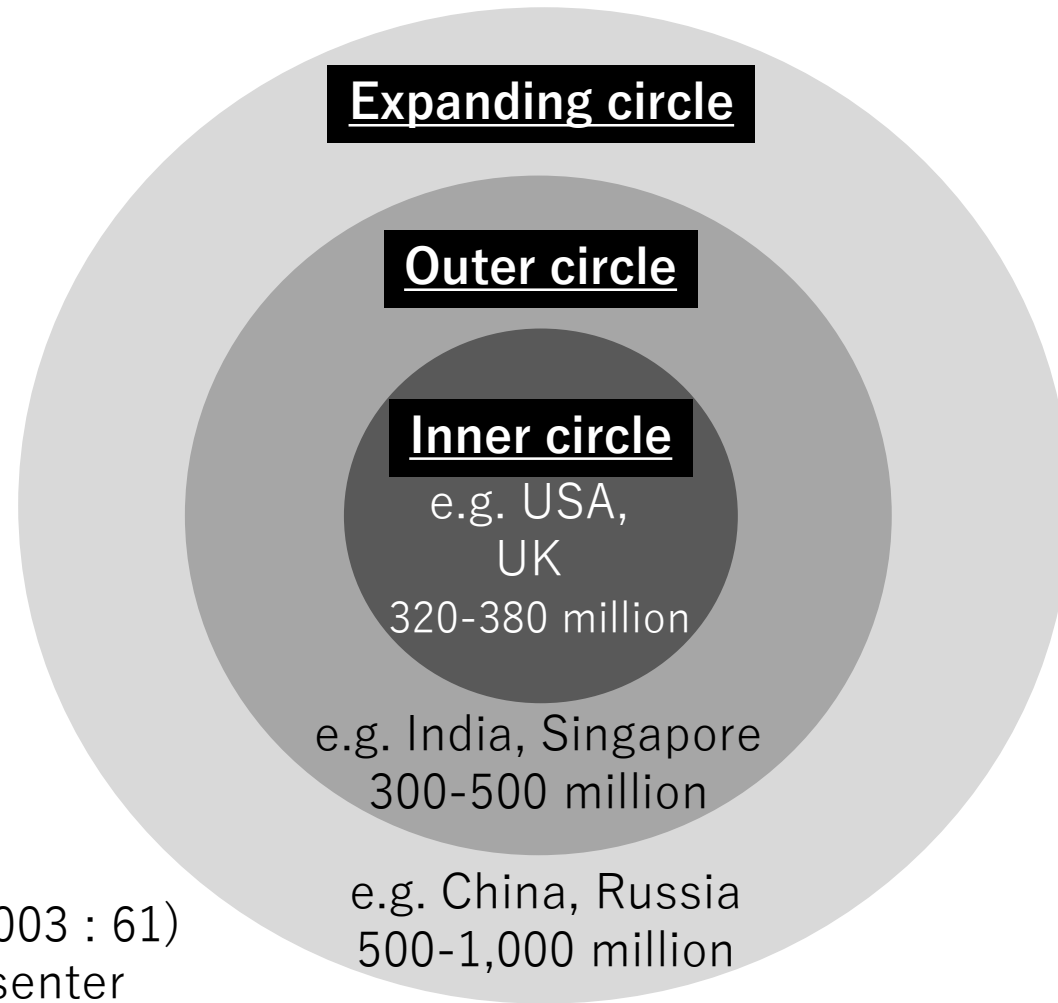
The issue of the norm

“If there is to be diffusion, there has to be diversification” (Honna 2008 : 10)



Diffusion and Adaptation (Honna 2008 : 7)

Criticisms of CIA ② The issue of the norm



The three 'circles' of English (Crystal 2003 : 61)
(cf. Kachru 1985 : 12) Modified by presenter

Criticisms of CIA ②The issue of the norm

The issue of the norm

- World Englishes (WEs) :

varieties of English used in diverse sociolinguistic contexts. (Bhatt 2001 : 527)

- English as a Lingua Franca(ELF) :

communication among non-native users of English with different first languages rather than with native speakers (Granger 2015)

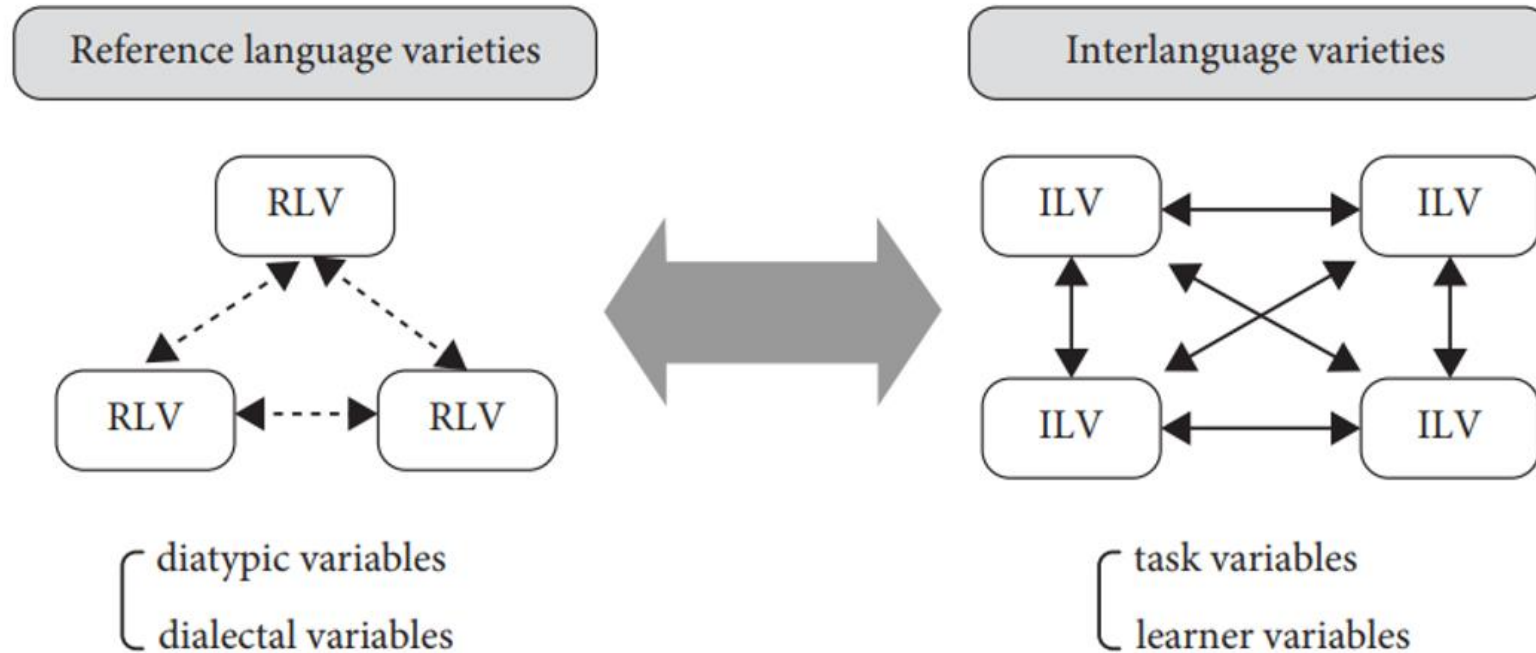
“the more English becomes an international language, the more the division of its speakers into ‘native’ and ‘non-native’ becomes inconsistent” (Brutt-Griffler & Samimy 2001 : 105)

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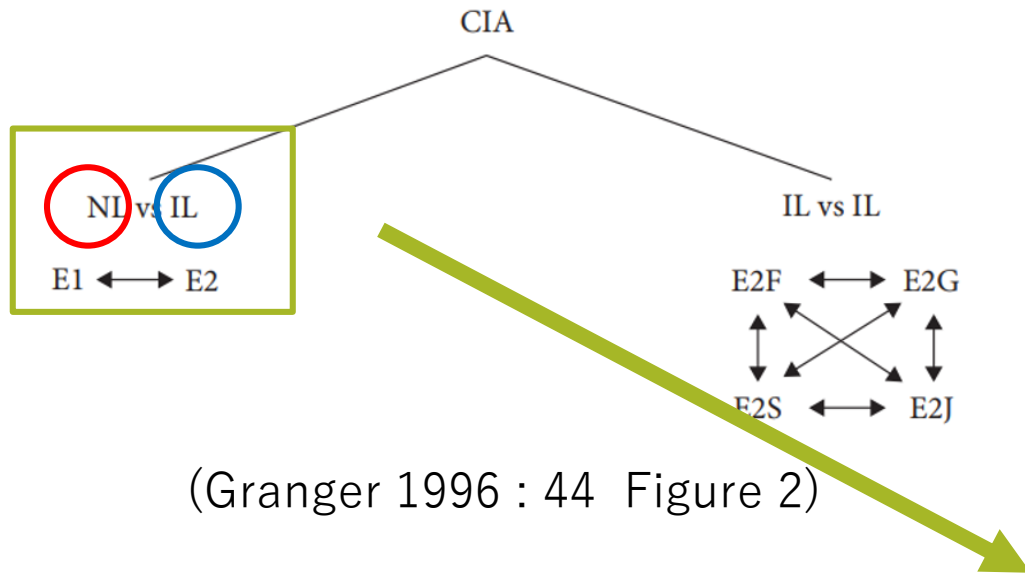
CIA → CIA²

The new CIA



(Granger 2015 : 17 Figure 2)

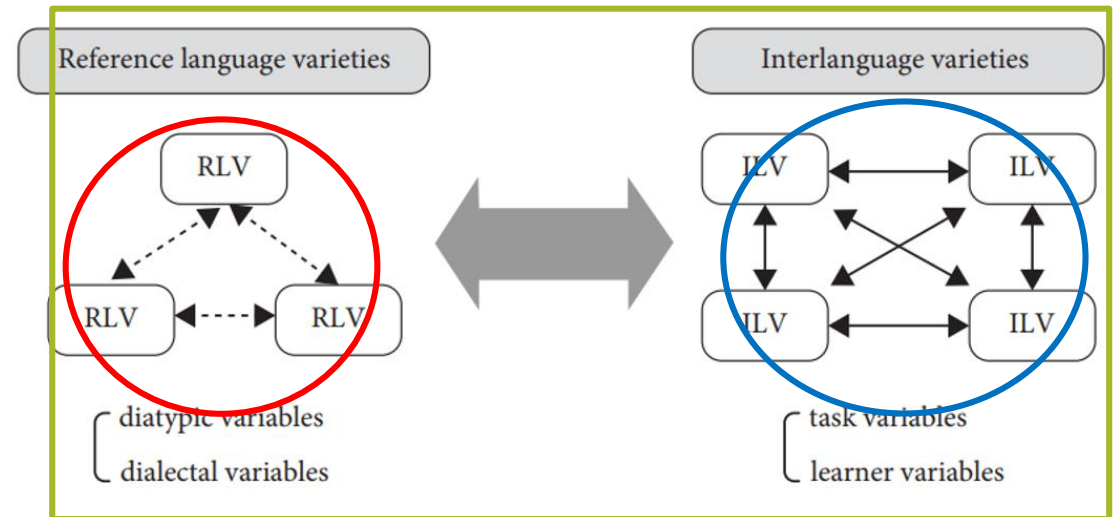
CIA → CIA²



(Granger 1996 : 44 Figure 2)

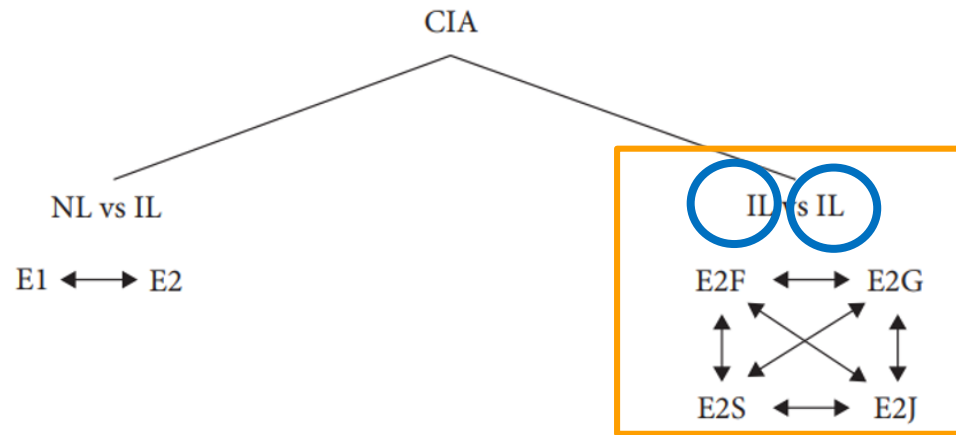
Old version

New version



(Granger 2015 : 17 Figure 2)₃₂

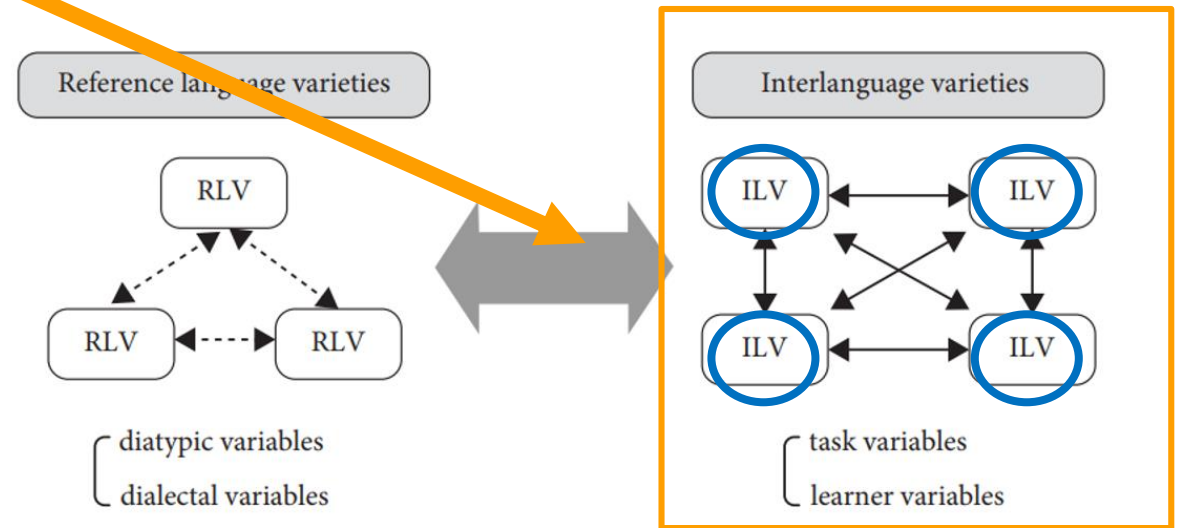
CIA → CIA²



(Granger 1996 : 44 Figure 2)

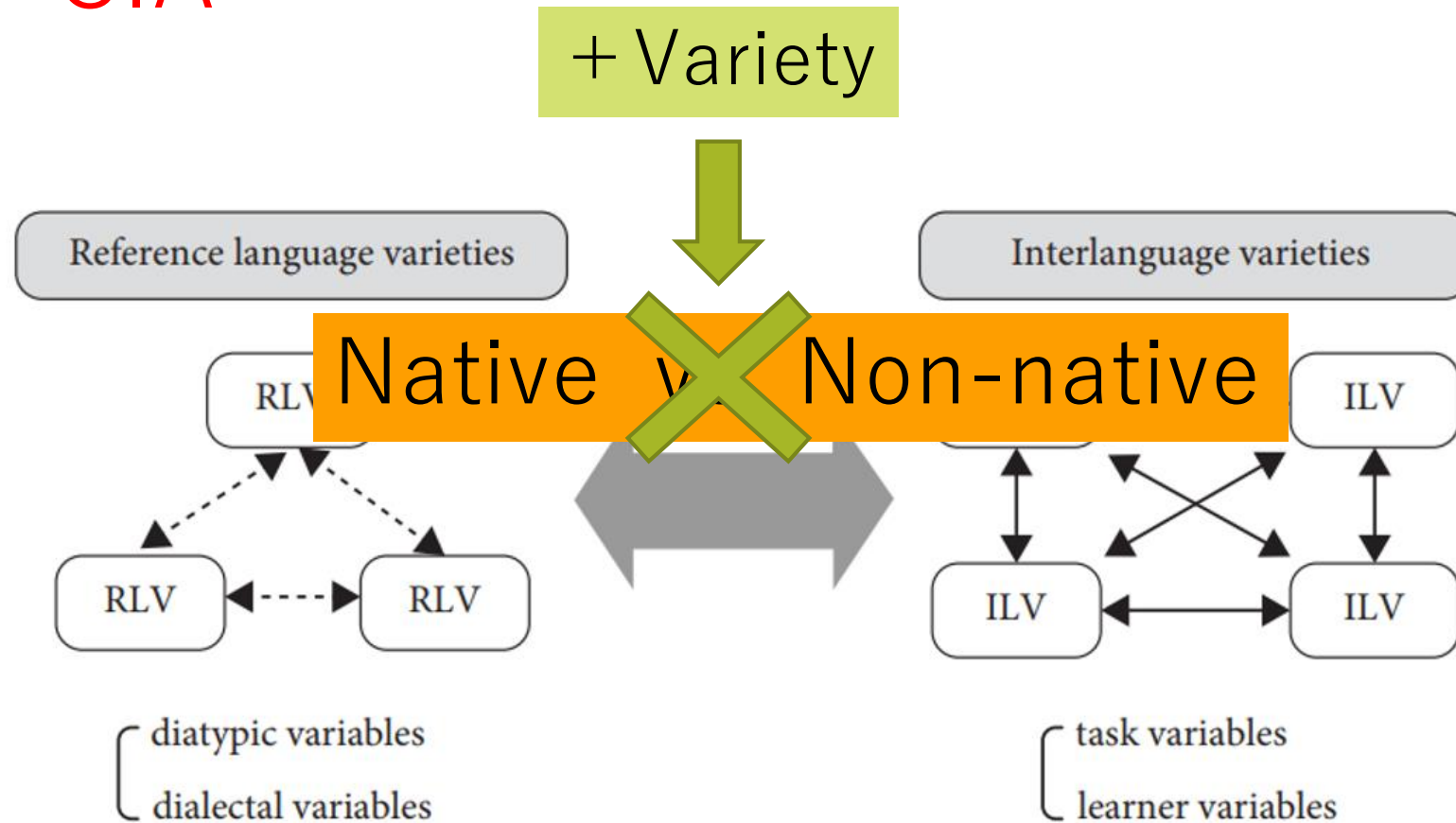
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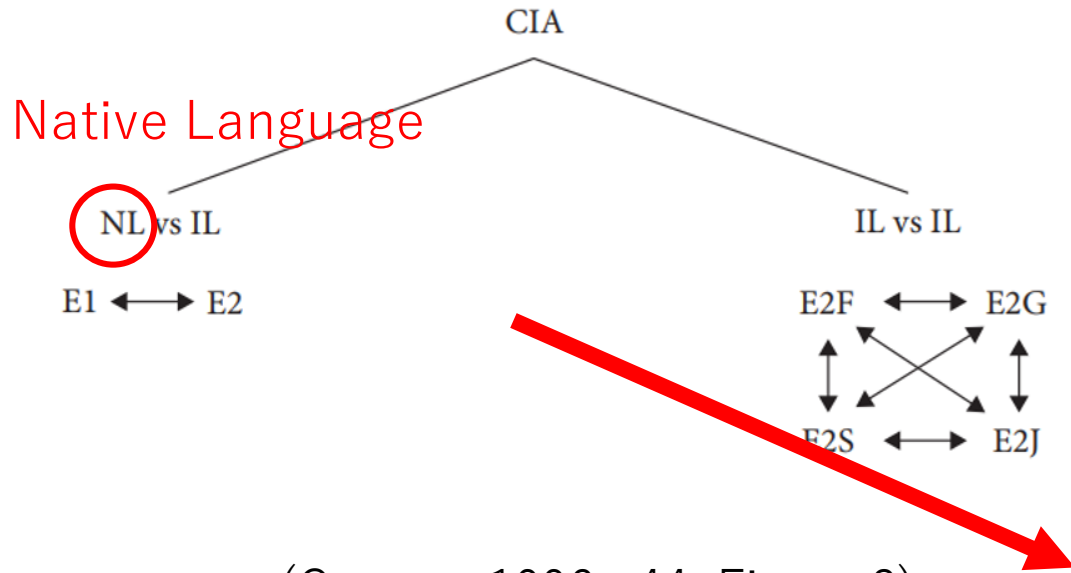
(Granger 2015 : 17 Figure 2)₃₃

CIA → CIA²



(Granger 2015 : 17 Figure 2)

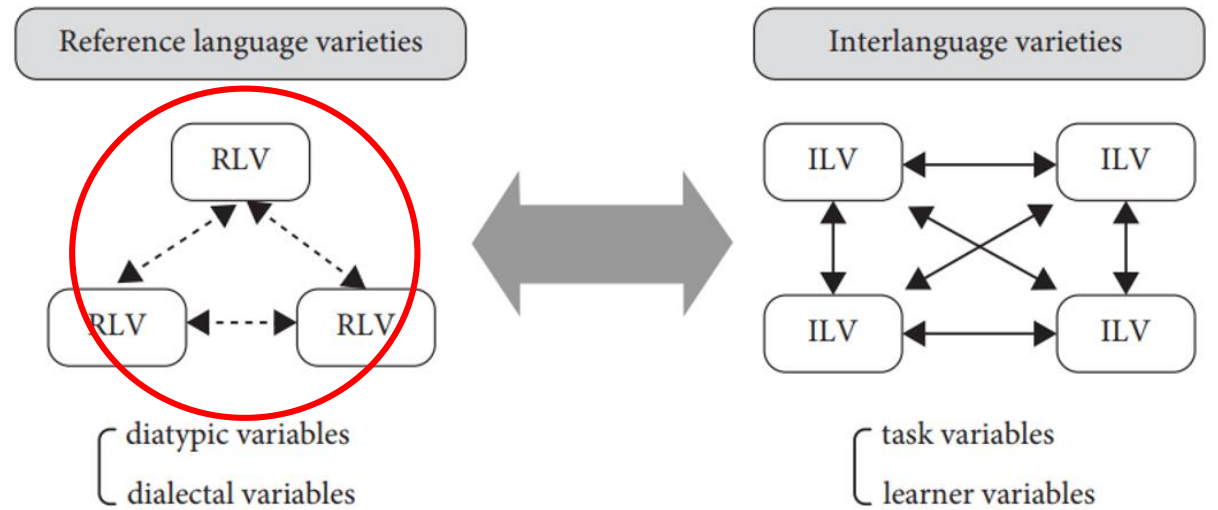
CIA → CIA²



(Granger 1996 : 44 Figure 2)

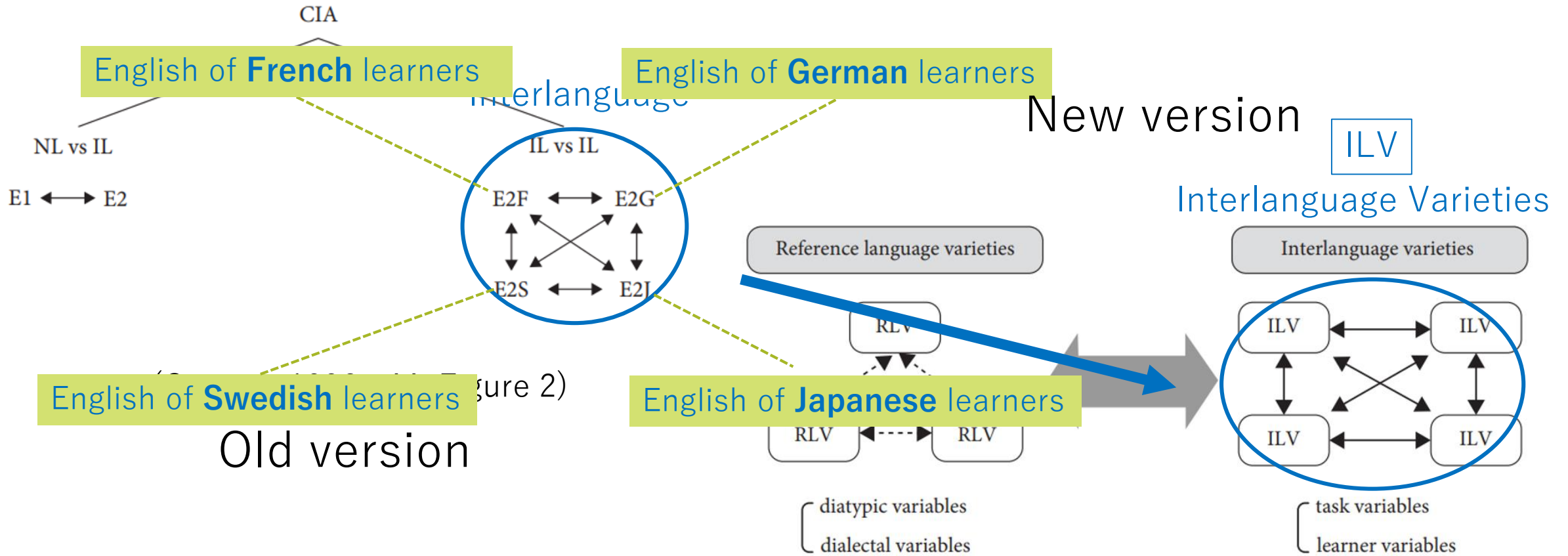
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RLV New version
Reference Language Varieties



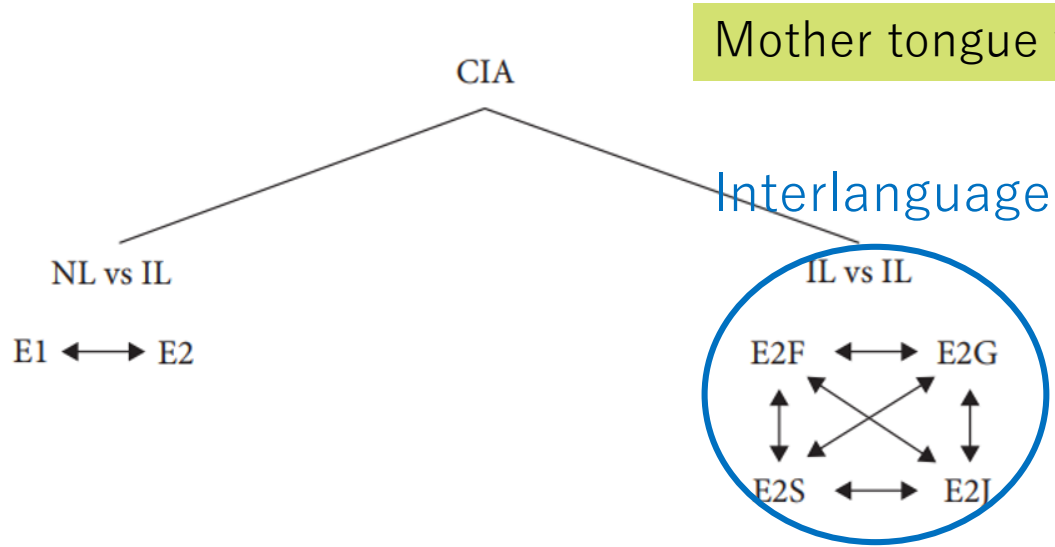
(Granger 2015 : 17 Figure 2)

CIA → CIA²



(Granger 2015 : 17 Figure 2)

CIA → CIA²



(Granger 1996 : 44 Figure 2)

Old version

Mother tongue variables



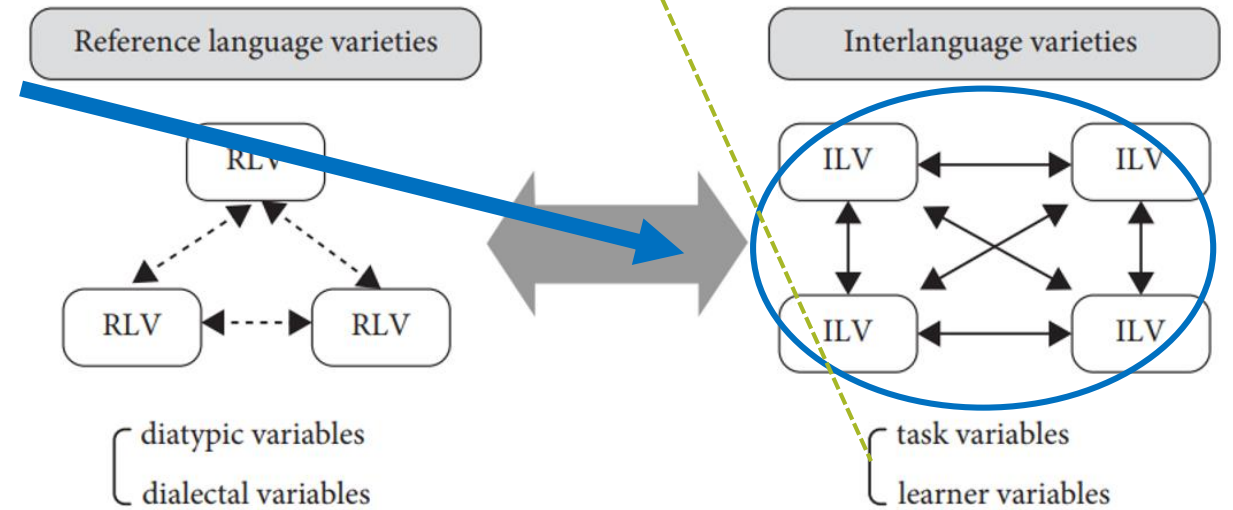
Task variables

Learner variables

New version

ILV

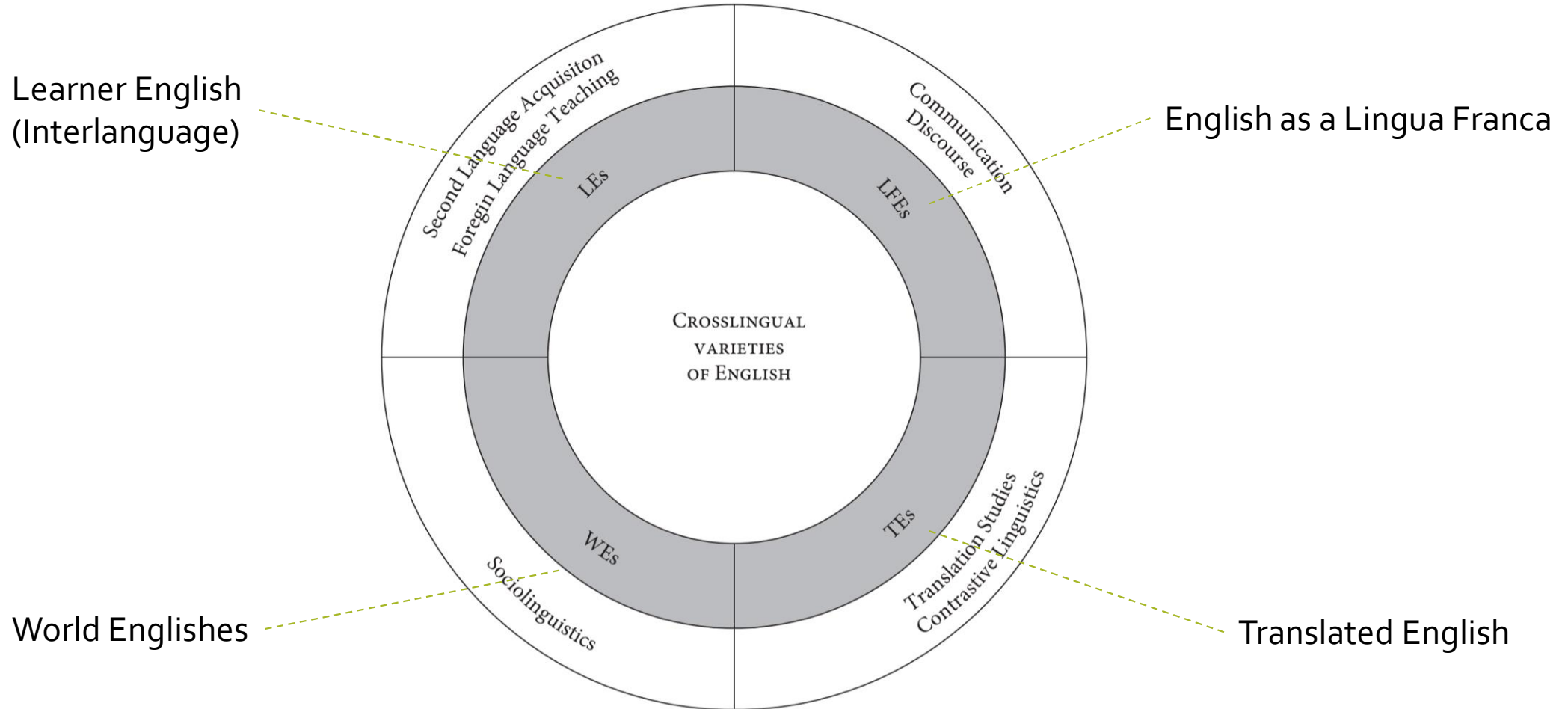
Interlanguage Varieties



(Granger 2015 : 17 Figure 2)

CIA → CIA²

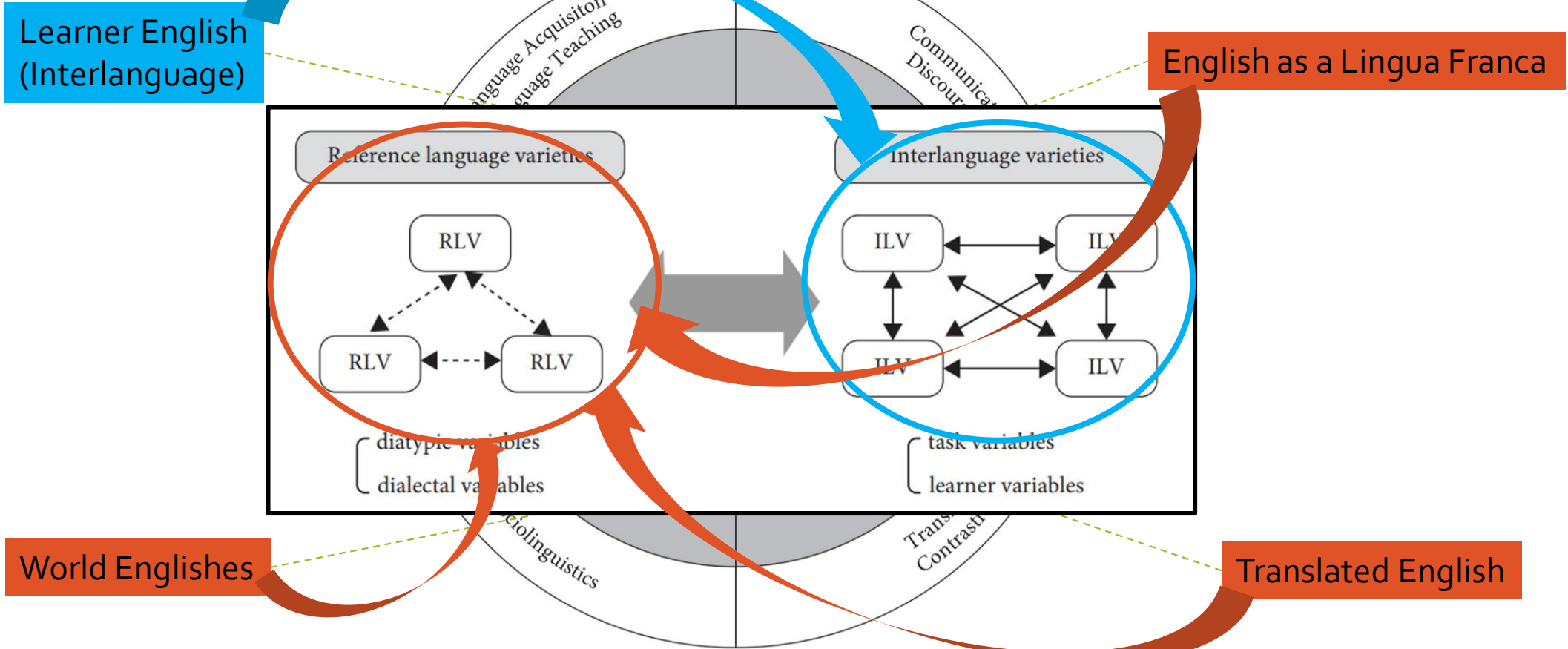
Positioning of Interlanguage



(Granger 2015 : 20 Figure 3. Crosslingual varieties of English)

CIA → CIA²

Positioning of Interlanguage



(Granger 2015 : 20 Figure 3. Crosslingual varieties of English)

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Application to our research

- Interpretation of **overuse** and **underuse**

=neutral terms → They don't represent the level of learner.

“the terms ‘**overuse**’ and ‘**underuse**’ are **descriptive, not prescriptive, terms**: they merely refer to the fact that a linguistic form is found significantly more or less in the learner corpus than in the reference corpus” (Gilquin & Paquet 2008 : 38)

“the term *overused* is a purely statistical term – there are no prior assumptions that all such overused items necessarily represent bad writing practice.” (Lee & Chen 2009 : 153)

Application to our research

- *overuse, underuse* : negative connotation



All quantitative differences = undesirable (?)

something that learners should learn not to do (?)

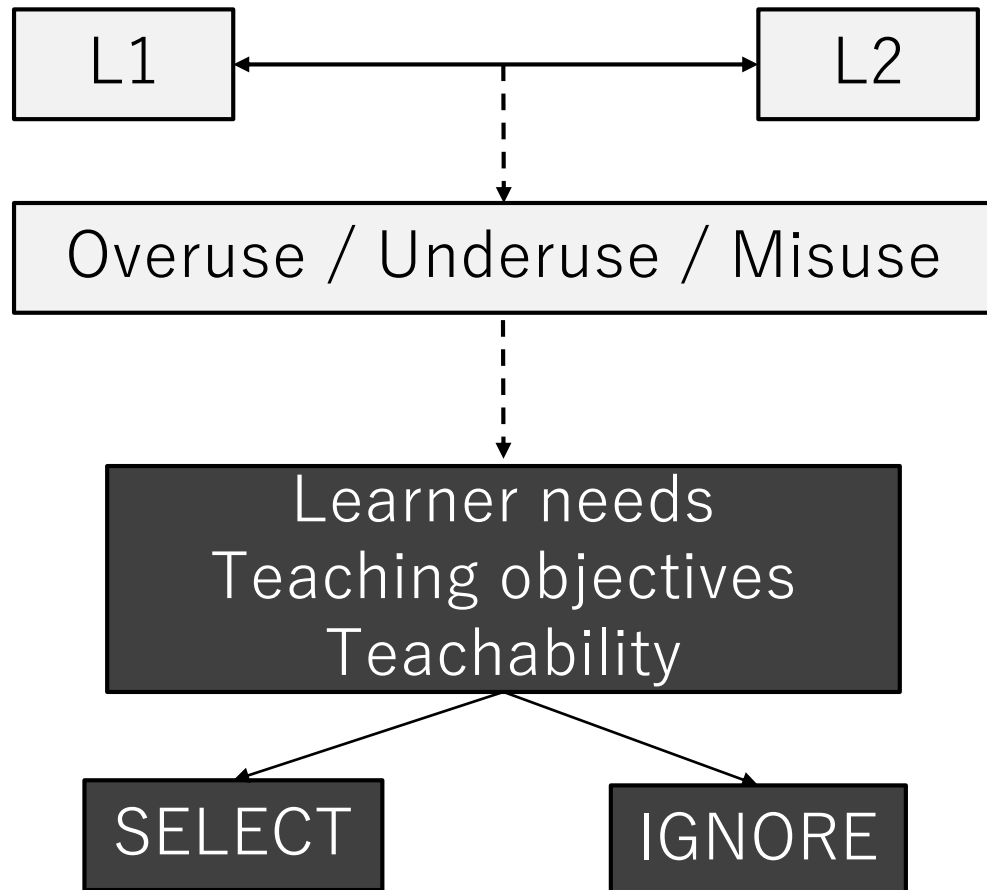
(Aston 2008 : 350, 2011 : 11)

= desirable feature of learner language

(Granger 2015 : 19)

In short, (...) **the definition of success as conformity to native speaker norms is problematic.** (Larsen-Freeman 2014 : 210)

Application to our research



CIA = method
≠ theory of SLA

(Granger 2015 : 19-20)

(Granger 2009 : 23 “Figure 4. From learner corpus analysis to language teaching”)

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Thank you for your attention

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