

UNIVERSITI SAINS MALAYSIA

Peperiksaan Semester Kedua

Sidang 1987/88

HET 402 - Analisis Kontrastif dan Kekhilafan

Tarikh: 7 April 1988

Masa: 9.00 pagi - 12.00 tengahari  
(3 jam)

Answer only **FOUR(4)** questions.

1. It was with the advent of Contrastive Analysis and its claim to predict and explain (some major types of) errors that serious interest began to be taken in Error Analysis. Discuss this statement in light of Lado's and Fries's position taken on Contrastive Analysis Hypothesis.
2. Teacher's of English most often than not have to take a stand when dealing with errors. Are errors part of the learning of English as a second language? Should errors be condoned or should pupils be penalised for committing those errors. State your stand in light of the above statements.
3. Critics of the Contrastive Analysis Hypothesis have opposed the theory under two headings: (a) criticisms of the predictions made by contrastive analysis and (b) criticism of the theoretical basis of Contrastive Analysis. Discuss.
4. Write short notes on any **four(4)** of the following. (Give examples where necessary)
  - (a) The strong version of the Contrastive Analysis Hypothesis
  - (b) Interlanguage
  - (c) Overgeneralization errors
  - (d) Developmental errors
  - (e) Intralingual errors
  - (f) Idiosyncratic dialect

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5. The contrastive method has not been developed to its fullest implications, its authors virtually ignoring the logical contrasts between the target language and the successive transitional (interlanguage) stages. Discuss.
6. The literature on the correction of second language errors is quite speculative and relatively scant. Nevertheless, some general and specific implications for error correction can be drawn from the information reported therein. Discuss briefly the implications which respond directly to questions concerning whether, when, which, how, and by whom the student errors should be corrected.

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