



Contrastive analysis and error analysis in respect of their treatment of the avoidance phenomenon

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English, abstract: Introduction There exist two different
approaches for the identification of possible learning problems
in the second language acquisition: contrastive analysis and
error analysis. A number of proponents of an error analysis
approach claim that contrastive analysis cannot serve as an
adequate tool for identifying the areas of difficulty for learners
of a second language. But on the other hand, it has been
noticed that error analysis is not able to explain the avoidance
phenomenon, since error analysis registers only the errors
done by learners of a second language (Schachter 1974).
Avoidance behaviour represents a communicative strategy of
a learner of a second language by which the learner prefers
using a simpler form instead of the target linguistic element for
the reason of difficulty on the part of the target feature.
Consequently, avoidance behaviour serves as a manifestation
of learning problems, and its results...



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