CHAPTER 3

CONTRASTIVE ANALYSIS

In this section, a brief description of the Malay expressions of time is followed by a description of the two main French past tenses, that is, the *passé composé* and the *imparfait*.

3.1 Malay Expressions of Time

The Malay verbal system is characterized by the use of prefixes or suffixes and modal auxiliaries. It does not have specific verbal inflexions typical of French tenses to translate the idea of time involving the past, the present and the future. The idea of time however is expressed in other ways rather than through verbal inflections. Malay affixes have semantic and structural functions but they are not tenses. To indicate time, auxiliary words, adverbs of time or temporal expressions are used. The auxiliary is subordinate to the main lexical verb in a verb phrase. It helps to express grammatical distinctions such as tense, mood and aspect.

Besides using aspectual auxiliaries to indicate time, or time-frames as Asmah Hj. Omar (2000:27) puts it, temporal expressions consisting of morphological combinations also indicate time but these expressions do not correspond to the notion of time as contained in the French tenses.

Malay perceives time from an aspectual point of view. Auxiliary words are used to denote temporal state or process and adverbs of time

are used to place the action in time. The idea of time can also be found in the context.

In Malay, there are 2 types of auxiliary words: aspectuals *(akan, sedang, sudah, belum, masih, pernah* and *telah)* and modals *(hendak, mahu, mesti, boleh, harus* and *dapat)* (Nik Safiah Karim, 1995:31) In this study, we are concerned with auxiliaries of aspect which provide information relating to time. These auxiliaries relate the stages in the process of action, that is whether the action indicated by the main verb is action not yet done, action being done and action already done:

Action not yet done	Action being done	Action already done
(belum)	*(sedang/masih)*	*(telah/sudah/pernah)*

However, Asmah Hj. Omar in her article entitled "Time in Malay Grammar" (2000:27) considers this schema as somewhat overgeneralised and has revised the concept of aspect verbs in Malay to represent six stages (see table on the following page). These six time-frames reflect the way action is viewed in Malay. In the first time-frame the difference between *belum* and *akan* is that *akan* carries the idea of explicit intention while *belum* has no explicit intention.

In frame 2, action expressed by *sedang* and *tengah* is an on-going process and is expected to lead to a completion. Action expressed by *masih* is in the stage of non-progression as it may not lead to completion. *Telah* expresses action that is done but may not be fully completed while *sudah* reflects action that is done and fully completed. In Malay, action is also correlated to time through the idea of having had an experience of

doing something that is expressed by the main verb. The auxiliary *pernah* expresses this notion.

Stage	Aspectual Exponent	Examples
1. Action in waiting	i. *belum* (not yet) ii.*akan* (shall)	*belum membaca* *akan membaca*
2 .Progressive Action	i. *sedang* (in the process of) ii.*tengah* (in the process of)	*sedang membaca* (in the process of reading) *tengah membaca* (in the process of reading)
3. Non-progressive Action	*masih* (in the state of)	*masih membaca* (in the state of reading)
4. Action done	*telah* (done)	*telah membaca* (has read)
5. Action completed	*sudah* (completed)	*sudah membaca* (done and completed)
6. Action experienced	*pernah* (having experienced)	*pernah membaca* (have an experience of reading)

Source: Asmah(1999)

The six time-frames

According to Asmah, besides aspectual auxiliaries, morphological combinations can also indicate temporal denotations especially those of the verb and the adverb category. These morphological structures are:

    i. prefix + root

    ii. prefix + root + suffix

    iii.prefix + root + root + (suffix)

The idea of time found in these structures is either to indicate the process of the action or its state. The process of action carries the notion of inchoativity of action and the notion of progression of action.

Inchoativity indicates the beginning of an action. Thus an action of inchoative aspect is an action that is seen as beginning. This aspect is found in the structure Pre + R, where Pre is the prefix *me* and R is the root which is a verb.

Example: i. *Dia membaca buku itu*. (He reads the book.)

ii. *Pada hari itu, dia membuka kedai barunya.* (On that day, he opened his new shop.)

The passive equivalent of *me-* is *di-* which also denotes inchoativity.

Example: i. *Surat itu dibacanya.*(The letter is/was read by him/her)

ii. *Dibacanya surat itu.*

The structure Pre + R + Suf carries the progressive aspect when the Pre is *ber*, the R is intransitive with a componential meaning [+move] and the Suf is *-an*.

Example: *Matanya berkelipan.* (Her eyes keep/kept on winking.)

The root can also duplicate to become *berkelip-kelipan.* In certain cases the suffix *-an* is not obligatory. The Pre in this structure can either be *ber-* or *me-*.

Example: i. *Matanya berkelip-kelip.*(Her eyes keep/kept on winking.)

ii. *Dia bertanya-tanya khabar kawannya.* (He keeps/kept on asking the news of his friend)

iii. *Semangatnya menyala-nyala.* (His spirits keep/kept on burning.)

To express the notion of continuity of time, the structures Pre + R + R and Pre + R + R + (Suf) can also be used. In the first structure, the R can be the hour, day, week, month, year and century.

Example: i. *berjam-jam* (for hours on end)

ii. *berhari-hari* (for days on end)

In the second combination, the Pre is *se-*, the R is the nouns for the day and the night and the Suf is *–an*.

Example : *sehari-hari* or *sehari-harian* (all day long)

The notion of state is in the structure Pre + R, where Pre can be either *ber-* or *ter-*.

Example: i. *Dia berehat sebentar.* (He is resting for a while.)

ii. *Dia terpukul dahan yang patah.* (He was hit by a broken branch.)

To summarize, Malay verbs do not give any indication of the situation in time in relation to the time of speaking. Malay structures and verbs can be made less ambiguous in this aspect when expressions of time such as adverbs of time and temporal prepositions and conjunctions are attached to the sentence. Some frequently used adverbs to refer to the past are:

Semalam (Yesterday)

Kelmarin (Yesterday / The day before yesterday)

Malam tadi / Malam semalam (Last night)

Tadi (Just now)

Minggu lalu / Minggu lepas (Last week)

Tempoh hari (Recently)

Bulan lalu / Bulan lepas (Last month)

Minggu lalu / Minggu lepas (Last month)

Pada and *di* are temporal prepositions, which conveys the notion of point of time. Prepositions that indicate frame of time are dalam, dari/daripada...hingga/sampai, sejak/semenjak...hingga/sampai, (di)antara...dengan/dan. Temporal conjunctions can be subordinative (e.g. ketika, apabila, bila, pada masa, pada waktu, semasa, sewaktu) or co-ordinative (lalu, sambil, dan). When the subordinative clause is used with a temporal conjunction, it functions as the adverb of time to the main clause. This adverb of time refers to the point or frame of time.

Example: Dia datang ketika Ali sedang bekerja.

(He came when Ali was working)

Malay and French do not perceive time in the same way. The time of an action indicated by aspect verbs in Malay is seen in the context of stages of action or time frames and not in relation to the time one is speaking. Although aspect verbs are used to refer to the past, the present and the future, the time of action is seen in terms of whether the action is waiting to happen, in the process of happening, is done, and so on. In French, tenses relate the time of action to the time of speaking. Time provides the context in tenses. In Malay aspect verbs, the stages of happening is predominant.

3.2   French Tenses

One of the functions of French verbs is to express distinctions in time. Tenses, which serve to express time i.e. to situate events as taking place in the present, past or future, also express aspect, the stage reached by the action or its duration. In French, time and aspect are fused and expressed in various tense forms that do not correspond with English tenses.

To express time, French verbs take different forms in their endings and sometimes even in their radical e.g. Je parle, Je parlerai; Je suis, Je serai. We can distinguish between simple tenses e.g. the *présent* and the *imparfait* and compound tenses e.g. the *passé composé* and the *plus-que-parfait*.

French has a rich tense system with seven tense forms to talk about the past. In addition to these tenses, there are also auxiliaries of time (e.g. *venir de*) and auxiliaries of aspect (e.g. *finir de* and *cesser de*) that can be used to refer to the past.

The five main past tenses are:

i.   the imperfect or *imparfait* (*Je **lisais** un livre*)

ii.   the perfect or compound or *passé composé* (*J'**ai lu** un livre*)

iii.   the past historic or simple past or *passé historic* (*Je **lus** un livre*)

iv.   the pluperfect or *plus-que-parfait* (*J'**avais lu** un livre*)

v.   the past anterior or *passé antérieur* (*J'**eus lu** un livre*)

3.2.1 Conjugation

French verbs take many forms and are marked for person, number, gender, tense and mood. The list of possible forms of a verb with these modalities is called conjugation. (Choi, 1986:270)

Malay verbs on the other hand do not express the person, the number and the gender. The modalities possible are the aspect and the mode. They are however characterized by the use of affixes and they rely upon aspectual and modal auxiliaries, and expressions of time to indicate the time. Malay verbs are grouped into eight classes (Asmah & Rama, 1985:7) which generally take prefixes or suffixes or both. Another class does not take any. They do not make use of conjugated verbal forms of various tenses typical of the French system.

3.2.2 Conjugation of the *imparfait* (imperfect)

To conjugate an *imparfait*, the stem is formed from the first person plural of the present tense.

Example: Nous **av**ons - Nous **parl**ons - Nous **finiss**ons

To this stem, the following endings are added:

_ais, _ais, _ait, _ions, _iez, _aient

Examples:

	avoir	*parler*	*finir*
J'avais		parlais	finissais
Tu avais		parlais	finissais
Il/Elle avait		parlait	finissait
Nous avions		parlions	finissions

| Vous aviez | parliez | finissiez |
| Ils/Elles avaient | parlaient | finissaient |

There are a few irregularities. The verb *être* has an irregular stem but with regular endings. For reasons of pronunciation, a stem which ends in c becomes ç before an a (e.g. je commençais) and when it ends in g, the g takes an e (ge) before an a (je mangeais).

3.2.3 Conjugation of the *passé composé*

The *passé composé* is formed by using an appropriate form of the present tense of an auxiliary i.e. *avoir* or *être* and the past participle of the verb in question. Most verbs take the auxiliary *avoir* to form the compound tense. A limited number, especially the verbs of motion form their *passé composé* with the verb *être*. They are:

descendre, retourner, arriver, partir, entrer, rester, sortir,

venir, aller, naître, mourir, monter, tomber, passer

plus their compounds such as

rentrer, revenir, devenir, advenir, survenir, etc.

However, some of the above *être* verbs may also form their *passé composé* with *avoir* if they are used transitively (i.e if they are used with a direct object) e.g *sortir* (to take/bring out); *monter* (to take/bring up); *descendre* (to take/bring down); *rentrer* (to take/bring in); *passer* (to spend the time/the holidays; to take an examination)

Example: J'ai sorti les clés de ma poche.

The verbs *monter* and *descendre* when used in expressions such as *descendre/monter l'escalier (l'echelle / la rue, etc.)* also take the auxiliary *avoir*.

All pronominal verbs form their *passé composé* with *être*.

The past participle of regular verbs are formed as follows:

i.   For _er verbs (e.g. écouter), the past participle is formed by adding _é to the stem (écout_) of the verb: écouter → écouté

ii. For ir verbs (e.g. partir), the past participle is formed by adding **i** to the stem (part_) of the verb: partir → parti

iii. For _re verbs (e.g. descendre) the past participle is formed by adding **u** to the stem (descend_) of the verb: descendre → descendu.

There are a number of irregular past participles. They fall into six categories namely:

i.   _it (e.g. dire→dit; écrire→écrit; faire→fait)

ii. _is (e.g. asseoir→assis; mettre→mis; prendre→pris)

iii. _i (e.g. rire→ri; suivre→suivi; suffire→suffi)

iv   _rt (e.g.ouvrir→ouvert;offrir→offert; mourir→mort)

v   _u (verbs ending in _voir e.g. avoir→eu; voir→vu; savoir→su; recevoir→reçu; devoir→dû; pleuvoir→plu; pouvoir→pu)

     (verbs ending in _loir e.g. falloir→fallu; vouloir→voulu)

     (verbs ending in _ir e.g.courir→couru; tenir→tenu; venir→venu)

     (verbs ending in _re e.g.boire→bu; plaire→plu; paraître→paru; lire→lu; connaître→connu; vivre→vecu)

vi. irregular endings (e.g. être→été; naître→né; résoudre→résolu;)

The past participle of the *passé composé* formed with *avoir* does not agree with the subject of the verb. It agrees with any preceding direct object in gender and number. The preceding direct object may be a personal pronoun (e.g. *le, la*), a relative pronoun (e.g. *que, lequel*), the interrogative adjectif (e.g. *quel, quelle*) or *combien de*:

Je l'ai mangée. (J'ai mangé la pomme)

Les femmes que tu as vues....

Quels livres as-tu achetés?

Combien de lettres as-tu écrites?

The past participle does not agree with the object *en*:

Elle en a mangé trois.

The past participle of verbs formed with *être* agrees in number and gender with the subject: Je suis allé(e)...

Il est allé...

Elles sont allées...

For pronominal verbs, the agreement of the past participle depends on the category of the pronominal verbs. In real reflexive verbs where the doer of the action is both the subject and the object of the verb, the past participle agrees with the preceding direct object i.e. **se**:

Elle s'est lavée

When the reflexive pronoun is not the direct object of the verb, but the indirect object, then the past participle does not agree with the preceding pronoun:

Il s'est lavé les mains.

Elle s'est lavé les mains.

In reciprocal verbs, where two or more people are doing something to each other, the past participle agrees with **se** if it is the direct object. It does not agree with **se** if it is indirect:

Elles **se** sont rencontrées. (**se** is the direct object)

but   Elles **se** sont parlé. (**se** is the indirect object)

For pronominal verbs which do not have a reflexive interpretation (e.g. se lever, se mettre), the past participle agrees with the subject:

Ils se sont levés.

Elles se sont levées.

3.2.4 Negation of the *imparfait* and the *passé composé*

a. Verbs in the *imparfait* are made negative by placing **ne** before the verb and **pas** after it:

- Il **ne** savait **pas** la reparer.

b. Verbs of the *passé composé* are made negative by placing the **ne** before and **pas** after the auxiliary verb *avoir* or *être*.

- Je **ne** suis **pas** allé à la plage.

c. For reflexive verbs in *passé composé*, **ne** is placed before the reflexive pronoun and **pas** is placed after the auxiliary.

- Je **ne** me suis **pas** levé à 6 heures.

3.2.5 Elision

In written French, **e** or **a** are dropped before a word which begins with a vowel or a mute *h*, and they are replaced by an apostrophe:

- Je étais... → J'étais...

- Je ai regardé... → J'ai regardé...

- Il ne a pas fait...→ Il n'a pas fait...

3.2.6 Use of the *imparfait*

a. • This tense is used to describe an event in progress in the past without reference to the beginning or the end of the action. It is the equivalent of the present in the past:

- J'attendais des amis.

- Saya sedang menunggu kawan-kawan.

- I was waiting for friends.

In Malay, the aspectual auxiliary "sedang" is used with the main verb to show the progressive nature of the action while the past continuous tense is used in English. However in Malay, there is no indication of the time, whether it is in the past or the present, in the verbal group **sedang menunggu.** To avoid ambiguity, an expression of time such as an adverb of time can be used.

• In narratives, the French *imparfait* provides the background of continuous or prolonged events against which punctual actions are carried out. In written narratives, the punctual actions or completed events will either be in the *passé composé* or the *passé simple*. In spoken narratives, the *passé composé* is used:

- Pendant qu'il se reposait sur la plage, il a rencontré une amie.

- Semasa dia sedang berehat di pantai, dia (telah) bertemu
  seorang kawan.

- While he was resting on the beach, he met a friend.

In Malay, the background of ongoing events or the state can be expressed by the auxiliary *sedang or tengah* and the punctual action by the auxiliary *telah* which indicates action accomplished. Both the aspectuals can be dispensed with and an adverb or expression of time added without changing much the idea that the event happened in the past, although the use of the aspectuals would give a clearer picture. For the punctual action, French uses the perfect (*passé composé*) which can indicate time and aspect as well while in English the simple past tense is used. English uses the past progressive (was/were Verb + ing) to indicate an event in progress in the past for which French uses the imperfect (*imparfait*).

• The imperfect is used to describe the state of affairs in the past: - La semaine dernière, comme Luc avait trois jours de congé, il
     est allé à la plage.

   - Minggu lepas, oleh kerana Luc ada tiga hari cuti, dia (telah)

pergi ke pantai.

- Last week, as Luc had three days of leave, he went to the beach.

In the example above, Malay uses a simple generic verb **ada** to describe the state of affairs and the adverbial phrase **minggu lepas** to indicate the time. In French and English, besides the adverbial phrase, time is also incorporated in the tenses. However they do not use the same tense. French uses the imperfect to describe the state of affairs while English uses the simple past tense.

In French if the verb refers to an ongoing action rather than to a state of affairs, the imperfect may combine with the auxiliary of aspect *être en train de* to stress the idea of progress:

- Hier, à trois heures, il était en train de travailler.
- Semalam, pada pukul tiga dia tengah bekerja.
- Yesterday, at three o'clock he was busy working.

b. The imperfect is also used to express a habitual action or a repetition in the past. In English, such actions are generally described through the use of the forms *used to* or *would*:

- Jean-Marc était très ponctuel: tous les jours sauf le weekend il sortait de chez lui à 8 h 25 pour prendre le métro.
- Jean-Marc tepat pada masa: setiap hari kecuali hujung minggu, dia keluar dari rumahnya pada pukul 8.25 untuk menaiki metro.
- Jean-Marc was very punctual: everyday except on weekends, he would come out of his house at 8.25 to take the métro.

In the above example, the first imperfect *était* describes the state of affairs while the second *sortait* describes the habitual. In English the first verb used is the simple past tense, while the second takes the form of *would* to describe the habitual. This is not the conditional *would* but one which can be replaced by *used to*. In Malay, simple generic verbs are used. The idea of the past is to be found in the context and the habitual is in the adjectival expression *setiap hari*.

    c. The imperfect expresses the simultaneity of all the actions, processes or states of affairs that took place in the past:

- Jean-Marc était un grand distrait et pourtant un monsieur très sérieux. Il avait trente deux ans, il était marié avec trois enfants et il occupait un poste de directeur du personnel.

- Jean-Marc sangat pelupa, pada hal ia seorang yang serius. Ia berusia tiga puluh dua tahun, telah berkahwin dan mempunyai tiga orang anak dan memegang jawatan ketua personel.

- Jean-Marc was very absent-minded and yet a serious man. He was thirty-two years old, married with three children and held the post of personnel manager.

    d. The imperfect tense is also used when a continuous but completed action in the past is expressed together with the time it began or together with its duration:

- Il pleuvait depuis deux jours.

- Hari hujan selama dua hari suntuk.

- It had been raining for two days.

- Ils habitaient à Paris depuis combien de temps?

- Mereka tinggal di Paris sudah berapa lama?

- How long had they been living in Paris?

e. The imperfect has also stylistic uses. The *imparfait dramatique* or *imparfait de narration* is used to give greater immediacy or impact to completed past events by replacing the speaker or writer in the middle of the action as if it were in progress e.g. Albert Camus mourait accidentallement en 1960. (Jubb & Rouxeville, 1998:14)

f. The imperfect can also express modalities such as a condition (e.g. si j'étais riche), a regret (e.g. si j'étais belle!), politeness (e.g. je voulais vous dire que...), a suggestion (e.g. si je le faisais pour vous), a discretion (e.g. je venais vous parler de ses enfants), a conjecture (e.g. un pas de plus, elle tombait).

3.2.7 Use of the *passé composé* (compound past / perfect tense)

Of all the past tenses, the perfect tense is the most widely used, in spoken, written , formal and informal contexts.

a. The *passé composé* is used to express an action or event that is completed without any implication of its duration:

- Il a décidé d'aller à la plage.

- Dia (telah) mengambil keputusan untuk pergi ke pantai.

- He decided to go to the sea.

Very often a precise time or day is given:

- Il est parti à sept heures.

- Dia (telah) bertolak pada pukul tujuh.

- He left at seven o'clock.

b. The *passé composé* also expresses a series of completed actions or events:

- Comme sa voiture marchait, il est rentré chez lui, il a pris de l'argent et il est retourné au garage.

- Memandangkan keretanya boleh berjalan, dia telah pulang ke rumah, mengambil duitnya dan balik ke bengkel kereta.

- As his car worked, he went home, took his money and went back to the workshop.

To give a clearer picture of the sequence of the actions or events, adverbs such as *d'abord, ensuite, puis, enfin* may be used:

- D'abord, elle a regardé rapidement autour d'elle, puis, elle s'est assise sur le petit escalier....

- Mula-mula dia (telah) memandang sekelilingnya dengan cepat, kemudian dia (telah) duduk di tangga...

- At first she looked around her quickly, then she sat on the steps...

In the above example, the *passé composé* functions as a definite past in place of the *passé simple* (past historic) to describe completed events in the past whose relevance continue into the present. The *passé simple* places a completed action squarely in the past and the action does not have consequences continuing into the present from the perspective of the writer. It is not used in spoken French. It is a tense for "story-telling". The *passé composé* is used both in spoken and written French. When it is used as a definite past in place of the *passé simple* it is translated by the simple past tense in English.

    c. The *passé composé* also functions as the English perfect tense either to describe a completed action or to describe anteriority. When it is used in a main or independent clause, it describes the events as completed in relation to the present and therefore it is relevant to the present: - J'ai mangé.

- Saya sudah/telah makan.

- I have eaten.

When the *passé composé* is used in a surbordinate clause, it expresses anteriority:

- Dès qu'il a fini son travail, il se repose.

- Sebaik sahaja dia telah meyelesaikan kerjanya, dia berehat.

- As soon as he has finished his work, he rests.

When the *passé composé* functions as a perfect tense, it is aspectual and it is translated by the English perfect tense:

- Il a lu le roman.

- Dia telah membaca novel itu

- He has read the novel.

When a length of time is used with the *passé composé*, the present progressive is used in English:

- Il a regardé la télévision toute la journée

- Dia (telah) menonton televisyen sehari suntuk.

- He has been watching television the whole day.

d. The *passé composé* is used to express actions completed in the past but were clearly repeated several times:

- Nous avons joué au tennis tous les matins.

- Kami (telah) main tenis setiap pagi.

- We played tennis every morning.

3.2.8 Differences between the *passé composé* and the *imparfait*.

The *passé composé* is often used in distinction to the *imparfait*. When this happens, the *passé composé* reports an action or event while the *imparfait* describes the background or gives an explanation:

- Quand il est parti, il faisait beau et Luc était en pleine forme.

- Ketika dia bertolak, cuaca baik dan Luc dalam keadaan segar.

- When he set off, the weather was fine and Luc was in fine form.

In the following examples the *imparfait* provides the background or describes what was taking place and continuing to take place when an event cuts across the background or took place. The punctual event is expressed by the *passé composé*:

- Il n'y avait pas beaucoup de monde. Soudain, j'ai remarqué une femme sur la place qui se trouvait en face du café.
- Di situ tiada ramai orang. Tiba-tiba, saya ternampak seorang perempuan di dataran yang berhadapan dengan kedai kopi.
- There weren't many people. Suddenly, I noticed a woman on the square situated opposite the coffee-shop.

- Il mangeait quand je suis rentré à la maison.
- Dia sedang makan apabila saya pulang ke rumah.
- He was eating when I returned home.

If the actions occurred simultaneously, the two actions are in the same tense:
- Jean est sorti et Marie est entrée.
- Jean keluar dan Marie masuk.
- Jean went out and Marie came in.

- Paul regardait la télévision pendant que Anne faisait la cuisine.
- Paul menonton televisyen sementara Anne memasak.

- Paul was watching television while his wife was cooking.

Sometimes the choice of tense depends on the idea that the speaker wishes to express. If he wishes to merely report what took place he uses the *passé composé*:

- Paul a regardé la télévison et sa femme a fait la cuisine.
- Paul menonton televisyen dan isterinya memasak.
- Paul watched television and his wife cooked.

If the speaker wishes to describe the background or what was taking place, the *imparfait* is used:

- Paul regardait la television et sa femme faisait la cusine.
- Paul menonton television dan isterinya memasak.
- Paul was watching television and his wife was cooking.
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3.3   Conclusion

Contrastive analysis is founded on the assumption that we tend to transfer our native language habits into the target language and that the similarities and differences of the two languages will decide whether the transfer is positive or negative. Though the predicting power of CA has been seriously questioned, as L1 interference is not the only source of error, many researchers support the view that CA and EA should complement each other. Sanders (1981) argued that a teacher wishing to prepare materials for a new language situation needs a reliable collected data to identify problem areas. He cannot afford to wait for his students

to make repeated mistakes before a large sample of errors is collected. The immediate findings of CA are meant for the textbook writer and the teacher, not for the learners.

According to Duškovà (1969), many errors are caused by interference from L1 and also interference from other forms of the target language. Error analysis provides information to the teacher on how much his students have learnt and also about the effectiveness of his teaching materials and procedures. It is significant to the researcher who wishes to learn about the psychological processes of second language acquisition and useful to textbook writers. However, error-based analyses cannot entirely replace contrastive analysis; instead its results can profitably supplement the other, particularly in the preparation of teaching materials. "A further improvement of teaching materials based on contrastive analysis might be achieved by the inclusion of the most common errors occurring outside the sphere predicted by contrastive analysis alone." (Dušková,1969:)