

The Psychological Comparative Linguistics in Teaching and Learning Foreign Languages

Duong Thi Ngu

Tan Trao University, Tuyen Quang, Vietnam
duongthingu@gmail.com

Received: 21- June -2023

Revised: 12- July -2023

Accepted: 28- August -2023

Abstract: In foreign language teaching and learning, contrastive linguistics will identify facts and phenomena that have similar functions in contrastive linguistics, but also determine their place in systems by function. The term “contrastive” is often used to refer to a method or sub-discipline of study that deals primarily with two or more languages. The purpose of contrastive linguistics is to clarify the similarities and differences or only to highlight the dissimilarities of two or more languages. Foreign language teaching and learning requires more in-depth knowledge of foreign languages than teaching the mother tongue.

Keywords: Foreign language teaching and learning, contrastive linguistics.

I. Introduction

1. Language comparison

The term "language comparison" (comparative method, comparative linguistics) in linguistics has been interested in research since the 17th century with the name of Panlat with the work “Comparative vocabulary of languages and dialect ” (1787-1789) Evan and Pandu “Bibliography of Known Languages and Comments on Their Similarities and Differences” (1806-1817) The most used term is contrastive linguistics. From 1960 onwards, the term contrastive linguistics began to be commonly used, gradually replacing the term “comparative”.

In teaching and learning foreign languages, the linguistic comparison has been applied since the 60s. Authors Lado, R. (1957) *Linguistics across Cultures. Applied Linguistics for Language Teachers* [6]. Moulton WG research on *The sounds of English and German* [7]; Stockwell and Bowen (1965) *The sounds of English and Spanish* [8]; Taylor, Harvey M (1979) *Contrastive Analysis and Error Analysis in Current Language Teaching* [9]. These studies have elucidated the similarities and differences or only clarify the differences between the studied languages to help foreign language learners gain certain advantages.

In Vietnam, “Comparative Study of Languages” published by author Le Quang Thiem in 1989 Studied the process of formation and development; theoretical premises; Methods, and tactics of language comparison [11]; Nguyen Van Chien studies from the general theory of comparative linguistics: common problems, positions, tasks, purposes, methods to general principles of linguistic comparison [1]. Author Vuong Toan has published the results of a comparative study to teach and learn language similarities and differences between Vietnamese and French [10].

2 . Language matching facility

When we talk about comparison, we have to talk about the object of comparison (what is compared with what and the criteria for comparison. In objective reality, things and phenomena exist extremely rich and diverse. Therefore, the basis of comparing things and phenomena in general and language, in particular, is the existence of similarities and differences between them.

In linguistic comparison research, the structural characteristics of different languages will be the basis for the morphological classification of languages. By comparing languages, one can show the extent and nature of the influence of one language on another...

For example:- When comparing Vietnamese with Chinese or with Thai, the degree of similarity is more than comparing Vietnamese with English, Russian, or Bun. In the case of comparing languages that are very different

in type, many differences will be found in the structure and operation of the language. This difference is systematic and general (tonal in Vietnamese, manner in Russian, etc.).

- If you compare Vietnamese with English, you'll find more similarities in the languages (same analytic languages, clear sentence order, etc.). In contrasting languages, there is always a difference in grammar, semantics, or derivation routes. For example, there is a difference between Vietnamese and English words same quantity and type.

Thus, the basis for language comparison is the similarities and differences between the linguistic objects being compared.

II. METHODOLOGY

This study use mainly qualitative analysis method including synthesis, analytical and inductive methods.

III. MAIN FINDINGS

3. 1. Types of collation

3.1. 1. Based on the characteristics and relationships of the comparison objects

When comparing the objects being compared are very diverse. Objects can be in the same category or not in the same category. Depending on the purpose of comparison, we can compare objects in the same or different categories.

3.1.1. 1. Compare objects in the same category

Comparisons are generally made when the things or phenomena being compared are in the same category, that is, of the same type.

For example:

- Two tables can be compared because they belong to the same class of things. Because they belong to the same type of things, there are common points between them to compare, for example, size, material, shape...

- C can compare main and minor compound words and isotropic compound words because they belong to the same category as compound words. Because the same category is a compound word, they all have things in common for comparison, for example, compound method, compound morpheme, compound word structure, etc.

This type of comparison aims to find out the similarities and differences between things or phenomena.

3.1.1.2. Compare objects that are not in the same category

Can compare things or phenomena for the purpose of proving or highlighting a certain feature of things or phenomena. In this case, the things or phenomena being compared may belong to different categories and categories.

For example: - F. de Saussure compares a linguistic mechanism to a chessboard, or the estimated value of a linguistic signal to a chess piece. This type of comparison mainly pays attention to the similarities between the comparison objects with little attention to the differences between them.

- Can compare levels of word language: phoneme, morpheme, word, sentence with trapezoid.

It can be seen that when comparing objects that are not in the same category, they are less interested in the differences of the objects but only interested in the similarities between them.

In summary: Of these two types of comparison, the first type of comparison is objective, so it should be used as the main research method in comparative linguistics in particular, as well as in comparative linguistics in general. In other words, in comparative linguistics, the elements being compared are always of the same kind. Kindness is a prerequisite of comparison/contrast.

3. 1. 2. Based on comparison purposes

Depending on the purpose of comparison, linguistic comparison can be divided into two subtypes: quantitative comparison and qualitative comparison.

3. 1. 2.1. Quantitative comparison

Quantitative comparison: A type of comparison to determine the differences in the number of linguistic elements according to a certain comparison criterion.

For example: + Compare the number of vowels or the number of color words in Vietnamese and English. This type of comparison helps identify “holes” in the structure of one language compared to another.

3. 1. 2.2. Qualitative comparison

Qualitative comparison is a type of comparison to find out the features (similarities and differences) between equivalent linguistic elements of two languages.

For example: - Compare the accents of Vietnamese and English. This type of collation is closely related to the first type of collation.

- When comparing nouns between English and Vietnamese, people have pointed out the similarities and differences as follows:

+ Same:

In general, Vietnamese and English nouns have a noun structure as the main word (central noun).

Vietnamese and English both have a prefix. However, Vietnamese has the following subtitles that English does not.

Vietnamese and English both have nouns as nouns (no auxiliary components).

Both Vietnamese and English have cases where a noun is composed of two nouns.

+ Different:

The number of nouns in Vietnamese is 23; English is 19.

In Vietnamese, adjectives come after nouns, while in English, adjectives usually come before nouns.

In English nouns, the nominative adjective is at the beginning of the noun, this type of equivalent in Vietnamese is the pointing word at the end of the noun.

3. 2. Language comparison criteria

3.2.1. The concept of language comparison criteria

The common point or basis for comparing linguistic phenomena is called the comparison criterion. The comparison criteria will determine the comparison results.

For example: - When comparing to classify languages based on word order patterns in modern Chinese, modern English, French, and German, the preferred order is: subject, predicate, complement (SVO); meanwhile, in Japanese and Turkish, it is more about order: Subject, complement, and predicate (SOV). At the same time, this comparison reflects another feature in the use of languages in the above languages. An SOV-ordered language certainly has auxiliary objects that come before the central noun, has particles that follow the main preposition, has postpositions instead of prepositions, and has a rich stylistic system for nouns. In contrast, a VSO language often has auxiliaries that follow nouns, have particles before their verbs, have prepositions, and have no manner.

- When comparing the consonant /s/ and the consonant /t/, we can rely on many criteria and accordingly each criterion will give different results: if considering the method of pronunciation, these two consonants are different. are completely different, but in terms of pronunciation position, these two consonants are tongue

consonants. The comparison criterion is considered as a metalanguage, not belonging to any one of the compared languages.

3.2.2.2 . Notes when choosing comparison criteria

In linguistic comparison, only similar objects can be compared with each other. Through comparison and contrast, we can identify the similarities and differences between equivalent linguistic units or structures.

For example, + The word "aunt" in Vietnamese and the word "aunt" in English are the same in the sense of "father's sister"; in addition, the word aunt also has meanings corresponding to the meanings of the words aunt, aunt, and uncle in Vietnamese; conversely, the Vietnamese word she has other meanings that the word aunt does not have, such as a girl or young woman, usually unmarried; words to call teachers or teachers used to address students; words used in dialogue to call women as their aunts with the meaning of love and respect; a word used to call her sister with respect (calling her daughter).

+ Or the breed category in Russian and French are equivalent categories, but the Russians distinguish 3 varieties and the French distinguish only two varieties. Meanwhile, comparing the similarity category in Russian and Vietnamese will not be possible because there is no equivalent category in Vietnamese.

– Each level or level of language has its comparison criteria. On the phonetic level, it is the same pronunciation of all people in the world; on the lexical-semantic level, it can be the similarity of objective reality or the content of thought; On the sentence level, the similarity of the relationship: subject-action-object will be the comparison criterion...

Example: Based on typological properties, people divide world languages into different typological groups. The similarities and differences between languages are considered at any of their levels. Each level has its criteria:

Phonological typologies are based on common phonetic features or phonetic patterns that are characteristic of their phonological systems.

Phonological typology is based on phonemes, the phonetic features of languages organized in phonological systems.

Types of grammar based on the predominant features of their grammatical systems

Type of texture geometry based on word textures.

The semantic typology is based on different semantic features that make up the semantic systems of different languages. Accordingly, the classification can be based on two types of meaning: lexical meaning and structural meaning.

It is thanks to this tertium comparationis. This allows us to learn each other's languages and translate texts from one language to another. Because learning a mother tongue is learning the first language experience while learning a second or foreign language only begins in people who already use another language. Teaching and learning a second or foreign language requires more in-depth knowledge of the language than teaching a mother tongue. Therefore, finding similarities and differences in learning a second or foreign language with a mother tongue with clear specific criteria will help teaching and learning achieve high results.

3. 3. The principles of language comparison

When comparing languages to ensure objectivity, the accuracy of the results requires four basic principles: ensuring comprehensiveness; ensuring systematicity; considering language factors on both levels: in the system and communication activities; ensure consistency.

3.3.1. The principles of language comparison

3.3.1.1 Ensure comprehensiveness

Once the linguistic elements to be compared have been identified, those linguistic elements must be fully described. The comparison is made based on those descriptions.

3.3.1.2. Systematic Guarantee

When comparing linguistic elements, they must be placed in the system, not just on their own.

3. 3.1.3. Not only consider the linguistic factors in the system but also consider them in communication activities

3. 3.1.4. Ensure consistency

Must describe elements of two languages with the same method

For example: (1) When comparing vowels, author Le Dinh Tu has adhered to strict linguistic comparison principles. The following are some examples of ensuring the above principles.

1. How to describe consonants according to phonetic characteristics

In terms of phonetic characteristics, consonants are described according to three basic criteria:

– Criterion 1: According to the manner of articulation. According to this criterion, we distinguish:

* stop consonants, for example: [t], [d], [k], [b]

* fricative consonant, e.g. [f], [v], [s], [z], [l]

* affricate consonant, e.g. [ts], [dz], [tʃ]

* vibrating consonants: [r] or [R].

- Criterion 2: According to sound structure position. According to the pronunciation position, we distinguish the following basic consonants:

* lip consonants, which again distinguish two-lip consonants (e.g. [b], [p], [m]), and lip-tooth consonants (e.g. [v], [f]).

* lingual-upper-tooth consonants: [t], [n]

* lingual-lower consonants: [s], [z].

* tongue-to-gum consonant: [l] [d] (in Vietnamese)

*stiff-tongue-head consonants: [ʃ], [ʒ]

* tongue-faced consonants: [c], [ɲ], consonant-tongue: [t̚] (Vietnamese)

* soft tongue-root consonants: [k], [g], [ŋ]

* throat consonants: [h], [x]

– Criterion 3: According to the bar. According to this criterion, we distinguish:

* Voiced consonants, for example: [b], [d], [g]...

* Voiceless consonants, for example: [p], [t], [k]...

Points to note when comparing consonants

– Inflated consonants: There are languages with aerated consonants but there are languages without these consonants. On the other hand, the characteristics of airtight consonants can also vary between languages. For example, Vietnamese has a consonant [t̚], but its expression is not the same as that of the corresponding consonant in English. These are consonants that can cause interference errors.

– Consonants: These are also consonants that can make it difficult to learn a foreign language. For many people, consonants are often not recognized correctly, so are often pronounced close to a certain consonant of the mother tongue. For example, the consonant [ɰ] in English is often recognized by Vietnamese as [u] and is therefore often mispronounced.

– Approximate consonants: Are consonants whose pronunciation has both similarities and slight differences with the corresponding correct consonants. These are consonants that are easily identified by foreign language learners with correct consonants. For example, [r] in English or the consonant [ɺ] in Vietnamese are approximate consonants.

Distribution of consonants:

– The distribution of consonants in relation to larger units, i.e. syllables. Therefore, before comparing the distribution of consonants in the two languages, it is necessary to compare their syllable structure. The descriptions of syllable structure need to show the system of beginning and ending consonants of the syllables in the language. For example: In Vietnamese, there are consonants appearing in the first consonant system but not in the last consonant system, such as: /s/; /z/; /f/, or vice versa, like /p/.

– The distribution position of inner consonants often leads to phonetic changes due to the phenomenon of assimilation or phonetic adaptation of the phonemes. Phonological assimilation or adaptation phenomena may not be the same in different languages and thus may be the cause of errors in foreign language learning. For example: The phenomenon of unvoicing of voiced consonants at the position of the last sound of a word or after a voiceless consonant in Russian or Polish, or the phenomenon of lipization of the final consonants of Vietnamese syllables such as 'learning', 'general', 'he' are easily misrepresented by learners.

-When comparing consonants in terms of distribution, it is necessary to distinguish between obligatory phonemic variations and free variations. In learning a foreign language, forced variations (called associative variations) are valuable in training speaking and listening skills, while free variations are valuable in training listening skills. For example: The "smack" variant of the phoneme /t/ at the end of the syllable (eg all) or the lipized variant (eg me) in Vietnamese must be expressed correctly, while that the slight variation [t'] at the beginning of a syllable is only a variation expressed by some individuals (possibly due to English influences or personal habits).

- Consonants in particular and phonemes in general are also influenced by intonation phenomena such as stress, tone, and intonation, so the comparison of intonation phenomena in the two languages also needs to be set up, especially for languages that share the same tonal phenomena.

- In Vietnamese and English, the position of the components of a sentence plays an important role in the sentence structure. Changing the position of the predicate (the main information carrier of the sentence) with respect to the subject, that is, changing the word order in the sentence structure often leads to the message content of the sentence being changed. , moreover, can lead to a change in both the form of the sentence structure and its nuance .

The position of the predicate with respect to the subject can be very diverse in different languages . This comparison is not limited to the two languages Vietnamese - English. Research can be extended to other languages so that on this basis learners can develop comparative research not only for Vietnamese and English languages , but also for other languages. .

IV. Conclusion

In foreign language teaching and learning, the comparison of languages will show that the more similar linguistic phenomena are, the more similarities in the structure and operation of the compared language. The subject matter contrasted in the language is not limited to traditional consideration but extends to both text and discourse. This ensures that the review and description of the collated objects are complete and accurate. This is an important basis for learners to conclude the characteristics of the target language: Seeing the characteristics of the categories in the studied language such as time, form, definite, indefinite, gender category, number, manner, polysemy, homonym, synonym, antonym ... Compare the similarity of languages in terms of characteristics of the phoneme, morpheme, word types, syntax; the operation and function of phenomena, linguistic categories within the limits of levels; functional styles

Acknowledge: *This research is funded by Tan Trao University in Tuyen Quang, Vietnam*

REFERENCES

1. Nguyen Van Chien. "Comparative and Contrasting Linguistics of Southeast Asian Languages". 1992. Hanoi: University of Foreign Language Education
2. Bally. Ch. La linguistique général et la linguistique Français. Paris. 1932.
3. Iuxunov YK Problems of contrastive linguistics. Tasken. 1980
4. Serba LB Linguistic system and speech activities. 1974
5. Lado, R. Linguistics across Cultures. Applied Linguistics for Language teachers. University of Michigan Press. 1957.
6. Le Moulton WG (1962), *The sounds of English and German* , University of Chicago Press.
7. Stocwell and Bowen (1965), *The sounds of English and Spanish* , University of Chicago Press.
8. Taylor, Harvey M (1979), *Contrastive Analysis and Error Analysis in Current Language Teaching*. In Harvey M. Taylor (ed), *English & Japanese in Contrast*. New York, Regents.
9. Vuong Toan (1997), *Comparing for language teaching and learning similarities and differences between Vietnamese and French*, Scientific report, Scientific conference: "Comparative study of languages", University of Science Social and Humanities, Hanoi National University, Hanoi, p. 97-98.
10. Le Quang Thiem. Comparative study of languages. Hanoi. 1989. 36
11. Hanh, N. T. T., Hang, N. T., Nhung, P. T. H., Thao, N. T. P., Han, L. T., & Sang, D. T. (2021). General Solutions for Enhancing Quality of Teachers During Globalization in Emerging Markets Including Vietnam-and Some Pedagogy Psychological Issues. *Psychology and Education Journal*, 58(4), 2343-2349.
12. Van, P. N., & Ha, N. T. T. (2021). Education and computer skill enhancing for Vietnam laborers under industry 4.0 and evfta agreement. *Ilkogretim Online*, 20(4), 1033-1038.
13. Hoang, N. T et al. (2021). Determining factors for educating students for choosing to work for foreign units: Absence of self-efficacy. *JETT*, 12(2), 11-19.
14. LT Hieu et al. (2021). Identifying learners' behavior from videos affects teaching methods of lecturers in Universities, *Design Engineering*, 11146- 11157
15. M Fannakhosrow et al. (2022). A Comparative Study of Information and Communication Technology (ICT)-Based and Conventional Methods of Instruction on Learners' Academic Enthusiasm for L2 Learning, *Education Research International* 2022
16. NT Hang et al. (2022). Further Analysis on Internet of Things (IOT) Applications in Emerging Markets and Vietnam, *Ambient Communications and Computer Systems*, 407-416
17. Thi Hang, N., Thi Tinh, D et al. (2021). Educating and training labor force Under Covid 19; Impacts to Meet Market Demand in Vietnam during Globalization and Integration Era. *Journal for Educators, Teachers and Trainers*, 12(1), 179-184. doi: 10.47750/jett.2021.12.01.023
18. Thi Hoa, N., Hang, N. T et al. (2021). Human resource for schools of politics and for international relation during globalization and EVFTA. *Ilkogretim Online*, 20(4), 1386-96.
19. Trong, H., & Ngoc, C. N. M. (2008). *Analysis of research data with SPSS*. Hong Duc Publishing House, Ho Chi Minh City.
20. TH Le et al. (2021). Recognition of user activity with a combined image and accelerometer wearable sensor, *Design Engineering*, 6407-6421
21. TH Le, H Vu et al. (2021). Human machine interaction and meanings of machine learning-a case of hand posture recognition from wrist-worn camera, *Des Eng (Toronto)* 7, 11174-11187