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Can a learner-led contrastive analysis be conducted in the L2 classroom?

One of the well-known applications of contrastive linguistics to second language (L2) learning and teaching is Contrastive Analysis (CA). It aims at "producing inverted […] two-valued typology" (James 1996b, p. 3) by identifying systematic structural differences between languages to predict or explain errors induced by L1 (mother tongue). Early CA was suggested as a tool for developing teachers' awareness of learners' difficulties (Kramsch 2007, p. 141), guiding curriculum design, and supporting L2-only policy within the general trend toward protecting learners from contrasting/confusing L1 and L2 (Butzkamm/Caldwell, 2009, p. 101). CA turned towards the learner and cross-linguistic L2 instruction with the emergence of the *Cognitive Turn in Contrastive Analysis* (Kupferberg 1999), under the influence of (neuro)cognitive conceptions viewing L2 acquisition as a brain transformation process based on "cross-linguistic interaction" (Herdina/Jessner 2002, p. 29). CA has been redefined as a cognitive process that occurs "when two languages come into contact in the bilingual brain" (James 1996a, p. 143), while traditional teacher-focused pedagogical application of CA has been extended to an explicit instructional method dubbed "*contrastive teaching*" (CT). In CT, the teacher engages students in comparing L2 and L1 features to facilitate the development of cross-lingual awareness (James 1996b, Chap. 6.3.3; Kivistö-de Souza 2015). James (n.d.) even claims that "now **the learner can become her own contrastivist** since the two languages coincide in one individual at this cognitive […] level" (p. 14). However, in CT, as described in the literature, it is the teacher who provides learners with cross-linguistic information, and, to our knowledge, CA has never been described as a *learner-led practice*.

Can a learner-led contrastive analysis be conducted in the L2 classroom?

We suggest an affirmative answer relying on our experience of implementing a **foreign accent modelling activity based on learner-led phonetic-phonological CA** in Russian L2 classrooms taught to French-speaking learners (Bondarenko 2023). During the activity, learners act as language experts on a movie set and advise an actor who plays a role in which he speaks learners' L1 (French) with a Russian accent (learners' L2). Learners must conduct a CA of L1/L2 phonetic-phonological systems to identify the differences inducing possible negative interferences and produce a list of practical advice for the actor. The activity lets students deepen their previous knowledge of L2 phonetics within a real-life problem-solving context through reinforcing their phonetic-phonological awareness and increasing their self-esteem as bilingual persons by capitalizing on their expertise in L1 and L2. Classroom observation and data from learner experience surveys demonstrate the positive students' attitude towards using such activities in L2 classrooms.

This paper focus on **linguistic rationales of the *learner-led phonetic-phonological CA***. We explore transfer errors typology (Odlin 2022; Weinreich 1953/2011) and compare the "phoneme-and-allophone" (or structural) CA and the "generative phonology" CA model (Kenstowicz/Kisseberth 1979; Wardhaugh 1967) in terms of their compatibility with the principles of the explicit CT of L2 phonetics.

We conclude that for a learner-led context, the most suitable is a simplified eclectic version of phonetic-phonological CA that combines features of both the "phoneme-and-allophone" model (contrasting the L1 and L2 repertoires of phonemes) and "generative phonology" models (contrasting phonological features and generative rules), and mainly focused on substitution errors.

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