



Research Article

Contrastive Analysis Hypothesis (CAH) of College Freshmen Students in Navigating Difficulty of the Target Language

April Joy Acosta ^{1,*} 

¹ Iloilo State University of Fisheries Science and Technology – Dingle Campus, Philippines

* Correspondence: ajacosta@isufst.edu.ph

<https://doi.org/10.59652/60bqjd85>

Abstract: The contrastive analysis hypothesis (CAH) serves as a preliminary principle linked to second language acquisition (SLA) inquiry which conjectures that the crucial challenge in embracing the target language originates from the essential discrepancies between a student's native language (L1) as well as the target language. This paper explores how L1 intervene with the target language (L2) influencing heavily students' linguistic proficiency as well as encountered difficulty, principally linguistic challenges along vocabulary stockpile, main idea identification, grammar, making inferences, locating reference, and conveying the detailed information of texts. Leveraging a mixed-method research design, this study highlights how responsiveness of the divergences allows students to manage L2 learning more efficiently, reduce apprehension, and advance overall linguistic competency. It similarly conveys some suggestions for ESL pedagogy, approaches, signifying that CAH helps in planning syllabus and instructional resources that unravels the exclusive trials being confronted by college freshmen students. Taking into account the results, this study on CAH divulges some pedagogical considerations along the variances between learners' native tongue and L2 which, in effect, aids in identifying the learning problems. This understanding fosters a more relevant and contemporary teaching approaches, allowing college freshmen students to traverse linguistic difficulties and improve their expertise in L2.

Keywords: contrastive analysis hypothesis (CAH); first language; native tongue, second language; target language

1. Introduction

The contrastive analysis hypothesis (CAH) serves as an introductory principle connected to second language acquisition (SLA) inquiry, theorizes that the crucial challenge in assimilating the target language originates from the fundamental discrepancies between a student's native language (L1) as well as the target language (L2) (Khansir & Pakdel, 2019; Saeed Al-Sobhi, 2019). Essentially, CAH emphasizes that by methodically likening the language systems of two tongues, teachers can forecast and consequently solve a particular linguistic problem students will face. Taking into consideration this standpoint, morphological characteristics comparable to the native language are learnt effortlessly, whereas those that vary give noteworthy trials, presumably due to undesirable transfer or intervention from the native tongue (Al-Rickaby, 2023)

There are, in effect, three primary variations of CAH as far as L2 acquisition is concerned—strong, frail, and temperate types. The strong type posits that the entire L2 inaccuracies can be projected beforehand through a comprehensive evaluation of L1 and L2 components, thus allowing teachers to proactively modify instruction to fields of expected difficulty (Alahmari & Alrabai, 2024; Li, 2025; Shao, 2025). The frail variety, on the other hand, espouses a more indicative style, by means of contrastive analysis to elucidate inaccuracies after they transpire, thereby facilitating educators to comprehend the causes of students' errors instead of forecasting such linguistic occurrences in advance (Bagasala & Estremera, 2025). This type attained a wider approval and laid the underpinning for the improvement of error analysis (EA), that accentuates on classifying and labelling actual student mistakes (Köpfer, 2022; Samad, 2022). The temperate kind efforts to reunite these viewpoints, signifying that while contrastive analysis can expound some problems, it must

Received: September 9, 2025

Accepted: December 1, 2025

Published: December 30, 2025



Copyright: © 2022 by the authors.
Submitted for open access publication
under the terms and conditions of the
Creative Commons Attribution (CC BY)
license
(<https://creativecommons.org/licenses/by/4.0/>).



have been supplemented by understandings into the intellectual and progressive processes associated to language assimilation (Huong et al., 2022).

Notwithstanding, in spite of its foreseen restrictions CAH remains significant, particularly in circumstances where English is imparted as a foreign tongue. Early advocates of CAH actually recommended a ladder of difficulty, classifying possible challenges in accordance with the degree of variance between native tongue and target language features, predominantly in phonology (Ekmekci, 2018; Mwiinga & Mwanza, 2025). This background was actually envisioned to aid in instructional plan by emphasizing fields where students will most probably to find difficulty. Nevertheless, subsequent study confirmed that not all projected difficulties emerged, and some mistakes happened generally, irrespective of L1 experience. These conclusions encouraged a change towards more nuanced principles of SLA that integrate intellectual, societal, and emotional factors beyond sheer structural disparity (Jang, 2024; Wang et al., 2024).

For context, the current inquiry, strives to reexamine the analytical influence of CAH within the modern ESL classroom of Iloilo State University of Fisheries Science and Technology, Dingle Campus, academic year 2023-2024. These students have been exposed to Ilonggo as their native language and now venturing into college life expected to have possessed good command of the target language, at a certain degree. By concentrating on college freshmen entrants, this study targets to gauge the degree to which contrastive analysis can precisely conjecture the tasks and difficulty that these students face when assimilating English. In the process, the analysis will evaluate the soundness of CAH's forecasts alongside actual student performance, while making an allowance for the role of L1 transmission, the usefulness of the ladder of difficulty, and the relationship between syntactical variances and other learning components. In this hereby, this study will not just subsidize to the continuing theoretical discourse on SLA; nevertheless, it will likewise provide practical discernments for language teachers in quest of optimizing their instructional approaches in bilingual or multiracial classroom backgrounds. Thus, this study is anchored on the following research questions: (1) What is the extent of the difficulty encountered by freshmen students in terms of vocabulary, main idea, grammar structure, idioms, making inference, locating reference, and detailed information of the target language? (2) Are there significant variances in the mean scores of the identified linguistic variables? (3) What program intervention may be proposed based on the upshot of the study?

2. Materials and Methods

The study used the mixed-method research design which involves the use of qualitative and quantitative data in a single research project. It represents an alternative methodological approach, combining qualitative and quantitative research approaches (Poth, 2023). The quantitative method was used to determine the reading comprehension difficulties encountered by freshmen students from the five programs namely Bachelor of Science in Agriculture, Bachelor of Elementary Education, Bachelor of Secondary Education, Bachelor of Science in Information Technology, and Bachelor of Science in Hospitality Management. The qualitative research design involves focus group discussion (FGD). Its focused was to provide accurate descriptions of problems they might encountered on reading comprehension and their suggestions on how to overcome them without attempting to treat or employ statistical tools to solve or describe.

The CAH was explored at the Iloilo State University of Fisheries Science and Technology – Dingle Campus, Iloilo. The subjects of the study were the first year Bachelor of Science in Agriculture, Bachelor of Elementary Education, Bachelor of Secondary Education, Bachelor of Science in Information Technology, and Bachelor of Science in Hospitality Management students who officially enrolled in the first semester, academic year 2022-2023. Eighty (80) freshmen students from the five programs chosen randomly were involved in the quantitative data gathering. On the other hand, the qualitative data gathering employed FGD composed of ten (10) participants with two (2) representatives per program. Probability sampling technique (Ahmed, 2024) specifically stratified proportionate random sampling was employed in the study. In the final selection of the respondents, simple random by draw lots was applied.

To gather the needed data for this study, the researcher-made questionnaire checklist was used composed of 42 statements covering the seven (7) areas. The research instrument was validated by three (3) experts in terms of its appropriateness to measure what it was supposed to measure in the study using the eight-point criteria. and further subjected to



reliability test applying Cronbach alpha. The result of the reliability test was 0.997 hence the research instrument was highly reliable and suited for the study. In the last portion of the research instrument three open ended questions were posted to gather information relevant to the study and to substantiate the result of the quantitative data.

The researcher secured permission to conduct the study from the Campus Administrator. The Deans of the respective programs were furnished a copy of the approved permit to allow the researcher to meet the identified subjects of the study and set the date and place for the actual data gathering. For those students not available for the face-to-face data gathering were sent the research instrument in Google form and requested them to answer and return immediately. The researcher informed the subjects that their participation was voluntary and they can back out anytime. The data collected were recorded, statistically processed, analyzed, and interpreted. The researcher identified the two representatives per program involved in the FGD and arranged the venue and time for the conduct of the discussion observing the minimum health protocols issued by the IATF. All the responses were treated confidential and only the researcher have accessed to the data gathered. The answers of the participants were consolidated, classified per question, and summarized.

A FGD is an in-depth discussion of a small group of respondents numbering from 5 to 12 under the guidance of the facilitator which talks about the topics or issues that are important in the study (Ning, 2024). This is a qualitative social science research method that was popularized by the commercial market research organization. FGD is usually informal yet structured discussions in which a small number of participants are involved guided by a facilitator who talk about topics of importance to the present study. The discussion is observed and recorded which provides the basis from which information and recommendations are obtained.

The data on the extent of the reading comprehension difficulties encountered in face-to-face learning of the freshmen students were recorded, classified, processed, and analyzed using mean and Analysis of Variance (ANOVA). This was applied in determining whether significant difference existed on the extent of the reading comprehension difficulties encountered in face-to-face learning by the freshmen students when classified as to program. This test is appropriate even though the data gathered was ordinal but was converted into mean, the respondents were randomly chosen, the data were normally distributed, and categorized into five groups. All the gathered data were computer-processed using the Statistical Package for Social Sciences (SPSS) software. In rejecting or accepting the null hypotheses, a significance value of $<.01$ was declared highly significant (**) and $<.05$ was declared as significant (*). For the qualitative data analysis, it involved summarizing the mass of data collected and presenting the results in a way that communicates the most important features.

The data analysis process began with organizing and preparing the data, followed by a thorough reading of all the materials. A detailed analysis was then conducted through a systematic coding process, which was used to generate descriptive categories and identify key themes. These descriptions and themes were subsequently refined and clearly presented within the qualitative narrative, and the process concluded with interpreting the data to derive meaning and insights.

Lastly, mean was used to determine the extent of the reading comprehension difficulties in face-to-face learning of the freshmen students when taken as a whole and when classified as to program. The interpretation of the mean was based on a defined scale in which values from 4.21 to 5.00 were interpreted as very difficult, 3.41 to 4.20 as difficult, 2.61 to 3.40 as slightly difficult, 1.81 to 2.60 as less difficult, and 1.00 to 1.80 as not difficult.

3. Results

3.1. *Extent of Difficulty Encountered by Freshmen Students*

As gleaned in Table 1, the 80 respondents' have encountered "slightly difficult" (M=2.93) level in vocabulary in the text content as a whole of which inadequate knowledge in vocabulary recognition got the highest mean of 3.09 interpreted as "slightly difficult" while do not have enough vocabulary to understand the whole text obtained the lowest mean (M=2.59) or "less difficult". In terms of main idea in specific topic, the same level of "slightly difficult" (M=2.70) was encountered by the respondents" based on the overall mean, the highest mean obtained was 2.94 or "slightly difficult" on inadequate in relating and connecting ideas and the lowest mean was 2.62 also "slightly difficult" on "I could not interpret what I



read". As to the grammar structure, the overall level was "slightly difficult" (M= 2.81), they were confused when the text has many tenses got the highest mean (M=2.96) "slightly difficult" and the lowest mean (M=2.68) was 20 also "slightly difficult" on lack of grammatical knowledge. On the aspects of idioms, as a whole has a mean of 2.62 or "slightly difficult", the highest mean of 2.70 or "slightly difficult" was on limited knowledge on the cultural element of the language and the lowest mean was 2.51 or "less difficult" on the less mastery of alphabetical knowledge.

Table 1. Extent of difficulty encountered by freshmen students.

Fields of language difficulty	Mean	Description
Vocabulary in the text context		
Limited knowledge about words.	3.05	slightly difficult
Inadequate knowledge in vocabulary recognition.	3.09	slightly difficult
Insufficient knowledge in giving meaning to the words I read.	3.00	slightly difficult
Most of the text having vocabulary are strange to me.	2.90	slightly difficult
Do not have enough vocabulary to understand the whole text.	2.59	less difficult
Cannot guess the meaning of new words.	2.96	slightly difficult
Main idea in specific topic		
Inadequate in relating and connecting ideas.	2.94	slightly difficult
Cannot figure out the main concept based on the information I read.	2.69	slightly difficult
Could not interpret what I read.	2.62	slightly difficult
Cannot give new meaning to the text I read.	2.68	slightly difficult
Cannot recognize key features in the text.	2.64	slightly difficult
Cannot extract information from what I read.	2.64	slightly difficult
Grammar structure		
Lack grammatical knowledge.	2.68	slightly difficult
Not knowledgeable of common text structure.	2.76	slightly difficult
Not confident in strategic processing and metacognition.	2.95	slightly difficult
Confused when the text has many tenses.	2.96	slightly difficult
Disoriented when I read complex text.	2.71	slightly difficult
Difficulty in understanding the structure of the text.	2.80	slightly difficult
Idioms		
Low phonological awareness.	2.64	slightly difficult
Less mastery of alphabetical knowledge.	2.51	slightly difficult
Low mastery of phonics.	2.61	slightly difficult
Limited knowledge on the cultural element of the language.	2.70	slightly difficult
Not familiar with the use of common idioms.	2.69	slightly difficult
Cannot determine the meaning of idioms based on the context.	2.60	slightly difficult
Making inference		
Not so capable in inferring from the text I read.	2.79	slightly difficult
Cannot generalize the meaning of a paragraph.	2.49	slightly difficult
Confused from varied sources of information I read.	2.79	slightly difficult
Cannot identify the purpose of the narrative I read.	2.64	slightly difficult
Not confident in giving insights on what I read.	2.66	slightly difficult
Cannot integrate different views that I read.	2.68	slightly difficult
Locating reference		
Limited knowledge in identifying the sources of the concepts presented.	2.75	slightly difficult
Not so capable in validating the authenticity of what I read.	2.74	slightly difficult
Confused when tracing the sources of the text I read.	2.75	slightly difficult
Not proficient in searching for more references.	2.84	slightly difficult
Not exposed in using technology when looking for references.	2.62	slightly difficult
Limited skills when searching for more sources from online references.	2.78	slightly difficult
Detailed information		
Cannot thoroughly explain specific information from the given sources.	2.66	slightly difficult
Not capable of conveying accurate information from what I read.	2.70	slightly difficult
Cannot extract complete facts from what I read.	2.76	slightly difficult
Not confident when giving my own version of what I read.	2.75	slightly difficult
Find it difficult to give specific details from what I read.	2.76	slightly difficult



Poor learning retention.		2.58	less difficult
	Σ/N	2.74	slightly difficult

Moreover, the respondents in making inference as a whole encountered “slightly difficult” problem (M=2.68), a tie in the highest mean of 2.79 also “slightly difficult” which concerns on not so capable in inferring from the text I read and confused from varied sources of information I read, while “less difficult” (M=2.49) on cannot generalize the meaning of a paragraph. When locating reference as a whole, the level was “slightly difficult” (M=2.75), same with the highest mean on not proficient in searching for more references (M=2.84) as well as the lowest mean of 2.62 on not exposed in using technology when looking for references. For the detailed Information as a whole was “slightly difficult” (M= 2.70), a tie in the highest mean of 2.76 or “slightly difficult” on cannot extract complete facts from what I read and find it difficult to give specific details from what I read, while “less difficult” on poor learning retention (M=2.58).

Finally, the total respondents” from the five programs reading comprehension difficulty level was “slightly difficult” as revealed by a grand mean of 2.74. The results show that the level of reading comprehension difficulty of the respondents” range from “less difficult” to “slightly difficult”. This implies that the difficulty of the respondents” in reading comprehension is not too alarming but need to be remedied to further improve their academic performance.

3.2. *Significant Difference in the Mean Scores*

The data (figure 1) implies that there is no significant difference (F=2.307; S.V.=0.066) leading to acceptance of null hypothesis that there is no significant difference on the reading comprehension difficulty level of the respondents taken as a whole and when classified as to program. The result likewise denotes that the reading comprehension difficulty level of the freshmen students do not vary from the five programs. This further presupposes that the level of reading comprehension difficulty among freshmen students are comparable. The result implies that program is not a factor on the reading comprehension difficulty level of the freshmen students as a whole. The data in the seven areas when subjected to the Analysis of Variance resulted to no significant differences in the reading comprehension difficulty level in terms of vocabulary (F=2.054; S.V.=0.095), main idea (F=1.682; S.V.=0.163) grammar structure (F=1.785; S.V.=0.141), making inference (F=2.140; S.V. 0.084), and locating reference (F=1.645; S.V. 0.172), thereby not rejecting the null hypothesis which states that there is no significant difference on the reading comprehension difficulty level of the respondents in terms of vocabulary, main idea, grammar structure, making inference, and locating reference when classified as to program.

This result means that in the five (5) areas freshmen students reading comprehension difficulty were parallel. The result implies that the said programs where the respondents where officially enrolled did not influenced the level of their reading comprehension difficulty level. The data on the idioms when process using the Analysis of Variance divulged a significant result (F=2.597; S.V.=0.043) same with that of the detailed information (F=2.595; S.V.=0.046). This result means that in the two areas of the reading comprehension difficulty level mentioned above, the freshmen students’ difficulty level varied. This implies that freshmen students’ level of reading comprehension difficulty level is influenced by the programs they enrolled in terms of idioms and detailed information only. The significant difference in idioms when further subjected to Post Hoc test disclosed significant differences between Bachelor of Secondary Education and Bachelor of Science in Agriculture (S.V.=0.003), Bachelor of Science in Information Technology (S.V.=0.014), and Bachelor of Science in Hospitality Management (S.V.=0.001) freshmen students.

The figure means that the Bachelor of Secondary Education freshmen students’ level of reading comprehension difficulty in terms of idioms was significantly lower compared to students of Bachelor of Science in Agriculture, Bachelor of Science in Information Technology, and Bachelor of Science in Hospitality Management. Another significant difference in detailed information when further subjected to Post Hoc test resulted to significant differences between Bachelor of Secondary Education freshmen students and Bachelor of Science in Agriculture (S.V.=0.014), and Bachelor of Science in Hospitality Management (S.V.=0.035), and also significant between Bachelor of Science in Information Technology and Bachelor of Science in Agriculture students (S.V.=0.029). This data means that Bachelor of Secondary Education freshmen students reading comprehension difficulty level in terms of detailed information were significantly different from those of the Bachelor of Science in Agriculture and Bachelor of Science in Hospitality Management so as those

between Bachelor of Science in Information Technology and Bachelor of Science in Agriculture students.

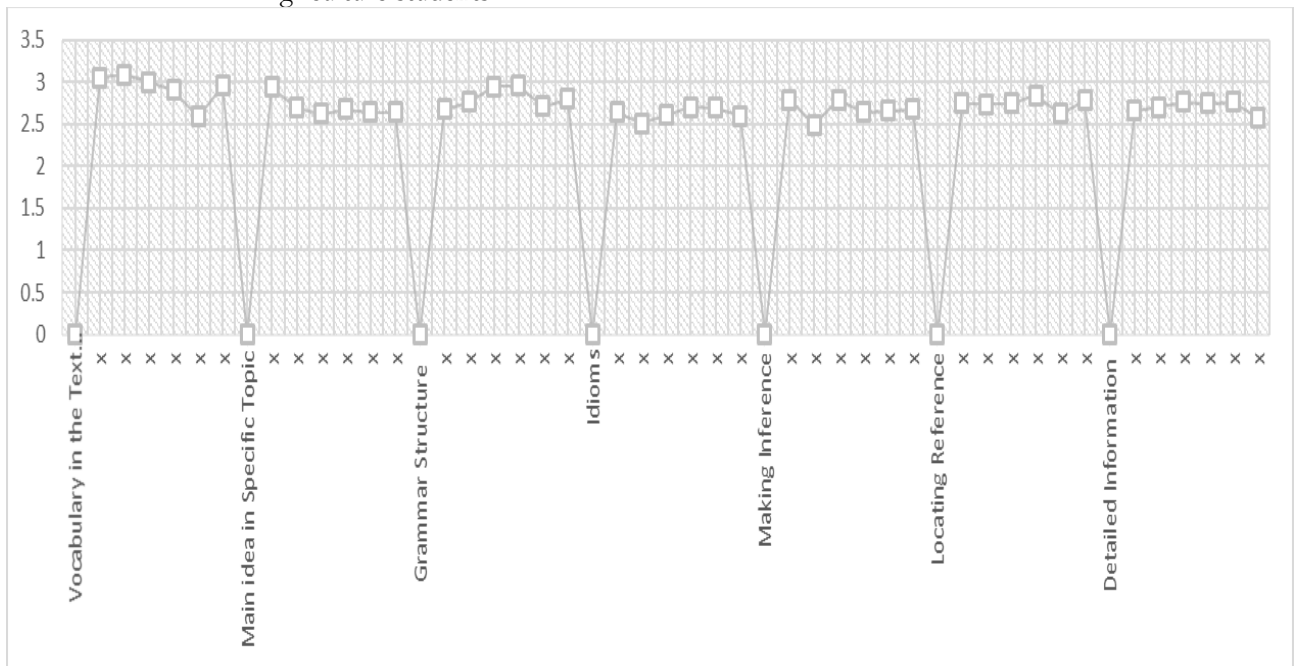


Figure 1. Variances in the mean scores.

3.3. Focus Group Discussion Extracts

Taking into consideration the FGD, two extracts categorized into codes were deemed essential from freshmen students among the five programs who voluntarily participated. In fact, the students involved in the FGD all responded that they know idioms but when further asked if they are familiar with idioms only five say yes and one responded not really. The participants' reply when they are asked what they did when words have deep meaning is captured below.

Extract 1: I try to understand and search its meaning if I'm not familiar with it (Student 1). I try to understand it better. (Student 2). I analyze it and understand it word by word (Student 3). Get curious especially when I have never got to encounter them and I do my research. (Student 4). Research them using google platform (Students 5 & 6).

The participants responses in terms of idioms showed that all of them know idioms but there was one who was not so familiar. Once they did not understand the words, they analyzed and look for the meaning. They used their initiative when they cannot understand idioms by reading more literature, ask those who is familiar or do research. On the aspect of detailed information, the participants responses on were they able to remember parts of the text they read and how.

Extract 2: Yes, I am an attentive person, I always listen and understand a thing or situation and I can remember this for a long period of time. (Student 1). Yes, because I usually heard (Student 2). Yes, because I read it carefully and I tried to understand it (Student 3). Likewise, yes, texts which I feel the most relatable to and I remember them and I use them in my essays. (Student 4). Yes, because most of the common idioms are familiar to me (Student 5) while no, because I have slightly difficulties to understand some important parts or details (Student 6).

Collectively, the responses of the participants in terms of detailed information they could remember the part that they read when they heard and use them and they could identify the problem and solution in the text because they could comprehend what was read. They could remember what they read about the main character and if it is relevant to their life. They emphasized that if ever they have difficulty in extracting detailed information from what they read they read it again and again, ask someone who understand it, ask a teacher or do research. Finally, the participants suggested that reading comprehension could be enhanced through improving of vocabularies, always read because reading could sharpen the brain.

4. Discussion



Deducing from the numerical data presented, this paper has explored how students' L1 intervene with L2 influencing heavily their linguistic proficiency as well as encountered difficulty, principally linguistic challenges along vocabulary stockpile, main idea identification, grammar, making inferences, locating reference, and conveying the detailed information of texts. Anchoring this finding in CAH, the students have verified difficulty in navigating the target language may be attributed to the huge differences and structural gaps between L1 and L2 differing languages (Estremera & Gilbas, 2022). Pedagogically, by scientifically contrasting these tongues, ESL teachers can foresee where students might encounter difficulties and adapt teaching accordingly (Alahmari & Alrabai, 2024; Li, 2025; Shao, 2025).

As for the college students, who are naturally navigating into more forward-thinking and self-directed language acquisition, this study highlighting CAH offers a background to categorize explicit dialectal difficulties connected to their natural language forms (Asne & Estremera, 2025; Gersalia & Estremera, 2025). For instance, variances in syntax, articulation, or composition between L1 and L2 may be caused by interfering linguistic-errors, making some features of L2 more complicated to be learnt and achieve both fluency and proficiency in the long run. Based on the results, this paper confirms why there are students who find difficulty in particular linguistic structures while others students experience the other way (Köpfer, 2022; Samad, 2022).

Interestingly, this study may further scrutinize how responsiveness of these divergences allows students to manage L2 learning more efficiently, reduce apprehension, and advance overall linguistic competency. It may similarly converse the suggestions for ESL pedagogy, approaches, signifying that CAH helps in planning syllabus and instructional resources that unravels the exclusive trials being confronted by college freshmen students (Lopez & Estremera, 2025; Baliwas & Estremera, 2025). Generally, this investigation accentuates the significance of considering dialectal differences in facilitating conducive classroom experiences achieving efficacious language learning procedures (Ekmekci, 2018; Mwiinga & Mwanza, 2025; Laut & Estremera, 2025).

Overall, the findings of this study underscore the vital role of contrastive analysis in informing responsive ESL instruction that not only addresses linguistic challenges but also fosters inclusive, effective, and learner-centered language education.

5. Conclusions

Taking into account the results, this study on CAH divulges some pedagogical considerations along the variances between learners' native tongue and L2 which, in effect, aids in identifying the learning problems. This understanding fosters a more relevant and contemporary teaching approaches, allowing college freshmen students to traverse linguistic difficulties and improve their expertise in L2. Based on data quantitative presented, researcher concludes that CAH efficiently anticipates error patterns, such as negative transfer in grammar and pronunciation, among beginner students navigating unacquainted linguistic systems. Strong version predictions held for overt divergences, while the moderate version better explained subtle confusions from similarities, urging tailored pedagogies. This underscores utility of CAH in curriculum design for freshmen, highlighting preemptive contrastive exercises to lessen interference. Thus, educators across the globe may leverage CAH for targeted interventions, like comparative drills and error analysis, nurturing awareness of L1-L2 contrasts. Integrating weak CAH approaches post-error observation augments diagnostic accuracy over blanket predictions. In diverse schoolrooms, this promotes inclusive strategies, aligning with constructivist philosophies by building on learners' existing language schemas. Most significantly, while CAH illumines transfer effects, intralingual errors and developmental influences limit its scope, as noted in critiques. Future research should explore longitudinal data and technology-aided tools for real-time contrastive feedback. Eventually, refining CAH refines language navigation for freshmen, connecting theory and practice in second language acquisition.

As a recommendation, language professors through their respective schools should conduct preemptive L1-L2 awareness sessions to boost freshmen self-efficacy in navigating target language difficulties. Longitudinal studies tracking error patterns over semesters will refine predictive accuracy of CAH, integrating intralingual features. Collaboration with socio-linguists to adapt CAH for multilingual Philippine contexts has also been necessary to foster inclusive teaching strategies. If possible, the development of mobile apps for real-time contrastive feedback, transforming L1 interference into learning frameworks will also help linguistic difficulty encountered by the freshmen college students.



Author Contributions: Author solely borne the responsibility of accomplishing the study including formatting, editing, and publishing.

Funding: The expenses in the conduct of this study was solely handled by the author.

Institutional Review Board Statement: This study has gone through rigorous review of the panel of evaluators during thesis defense.

Informed Consent Statement: Permit letters and other protocols were accordingly followed.

Acknowledgments: Author extends her gratitude to her co-instructors and students of Dingle Campus.

Conflicts of Interest: No potential conflict of interest will or has arisen in the accomplishment of this study.

References

- Ahmed, S. K. (2024). How to choose a sampling technique and determine sample size for research: A simplified guide for researchers. *Oral Oncology Reports*, 12, 100662. <https://doi.org/10.1016/j.oor.2024.100662>.
- Alahmari, A., & Alrabai, F. (2024). The predictive role of L2 learners' resilience in language classroom engagement. *Frontiers in Education*, 9. <https://doi.org/10.3389/educ.2024.1502420>
- Al-Rickaby, A. (2023). The Survival of Contrastive Analysis Hypothesis: A Look Under the Hood. *Theory and Practice in Language Studies*, 13(1), 1-7. <https://doi.org/10.17507/tpls.1301.01>
- Asne, F. S., & Estremera, M. L. (2025). The Role of Vocabulary and Grammar in Second Language Reading Comprehension: A Systematic Literature Review. *BRU ELT Journal*, 3(2), 187-200. <https://doi.org/10.14456/bej.2025.13>
- Bagasala, G. L., & Estremera, M. L. (2025). A Systematic Literature Review of Task-Based Language Teaching (TBLT) in L2 Context. *International Journal for Multidisciplinary Research*, 7(3), 1-12. <https://doi.org/10.36948/ijfmr.2025.v07i03.44186>
- Baliwas, R. A., & Estremera, M. (2025). Language, Identity, and SLA Inclusivity: A Systematic Literature Review of Multilingual Education. *Bulletin of Language and Literature Studies*, 2(2). <https://doi.org/10.59652/blls.v2i2.577>
- Ekmekci, E. (2018). Target versus Native Language Use in Foreign Language Classes: Perspectives of Students and Instructors. *International Education Studies*, 11(5), 74-84. <https://doi.org/10.5539/ies.v11n5p74>
- Estremera, M., & Gilbas, S. (2022). Written and oral codeswitching prevalence: Functions and Didactic Implications in ESL context. *Advanced Education*, 9(20), 97-107. <https://doi.org/10.20535/2410-8286.257173>
- Gersalia, A., & Estremera, M. (2025). A Systematic Literature Review of Bilingual Education Models: Approaches and Educational Outcomes. *International Journal of Language Teaching and Education*, 9(2), 1-12. <https://doi.org/10.22437/ijolte.v9i2.44428>
- Huong, L. V. L., Tuyet, N. T., Van, D. T. T., & Ngoc, T. H. (2024). An Analysis of Common Errors Made by Grade 7 Students in Writing English Paragraphs at a Secondary School in Hanoi, Vietnam. *Theory and Practice in Language Studies*, 14(11), 3579-3587. <https://doi.org/10.17507/tpls.1411.27>
- Jang, J. (2024). Exploring Emotional Vulnerability and Sense of Agency in the Digital Realm: A Three-Year Case Study of an EFL Teacher in South Korea. *Education Sciences*, 14(9), 950. <https://doi.org/10.3390/educsci14090950>
- Khansir, A. A., & Pakdel, F. (2019). Contrastive Analysis Hypothesis and Second Language Learning. *Journal of ELT Research: The Academic Journal of Studies in English Language Teaching and Learning*, 4(1), 35-43. https://doi.org/10.22236/JER_Vol4Issue1pp35-43
- Köpfer, P. (2022). Teachers' perspectives on dealing with students' errors. *Frontiers in Education*, 7. <https://doi.org/10.3389/educ.2022.868729>
- Lauta, L. C., & Estremera, M. (2025). Code-switching in Second Language Acquisition: A Systematic Literature Review on Benefits and Challenges. *ELE Reviews: English Language Education Reviews*, 5(1), 99-121. <https://doi.org/10.22515/elereviews.v5i1.11666>
- Li, M. (2025). Teaching, learning, and growing: the construction of a novice L2 writing teacher's personal practical knowledge. *Asian-Pacific Journal of Second Foreign Language Education*, 10, 5. <https://doi.org/10.1186/s40862-024-00308-7>
- Lopez, B., & Estremera, M. (2025). Collaborative Learning Approaches to Promote Peer Interaction and Support among L2 Learners: A Systematic Literature Review. *BRU ELT Journal*, 3(2), 174-186. <https://doi.org/10.14456/bej.2025.12>
- Mwiinga, C., & Mwanza, D. S. (2025). Challenges Teachers Face When Applying Mother Tongue Based Multilingual (MTB-MLE) Education Strategies in Lower Grades of Chongwe District. *Asian Journal of Education and Social Studies*, 51(5), 795-806. <https://doi.org/10.9734/ajess/2025/v51i51960>
- Ning, X., Liu, Y., Miao, J. L., & Li, W. L. (2024). Enhancing the Potentials of the Focus Group Discussion – Engaging Frequently Neglected but Essential Situational Factors for Analyzing Data. *International Journal of Qualitative Methods*, 23. <https://doi.org/10.1177/16094069241306332>
- Poth, C. N. (Ed.). (2023). *The Sage handbook of mixed methods research design*. Sage Publications Ltd. <https://doi.org/10.4135/9781529682663>
- Saeed Al-Sobhi, B. (2019). The Nitty-gritty of Language Learners' Errors – Contrastive Analysis, Error Analysis and Interlanguage. *International Journal of Education and Literacy Studies*, 7(3), 49-60. <https://doi.org/10.7575/aiac.ijels.v.7n.3p.49>
- Samad, M. A. (2022). Understanding EFL Learners' Errors in Language Knowledge in Ongoing Assessments. *English Language Teaching*, 15(9), 1-8. <https://doi.org/10.5539/elt.v15n9p1>
- Shao, W. (2025). Perceived Teacher Clarity and Willingness to Communicate in L2: The Mediating Effect of Enjoyment. *Psychology in the Schools*, 62(9), 3066-3078. <https://doi.org/10.1002/pits.23520>
- Wang, P., Ganushchak, L., Welie, C., & van Steensel, R. (2024). The Dynamic Nature of Emotions in Language Learning Context: Theory, Method, and Analysis. *Educational Psychology Review*, 36, 105. <https://doi.org/10.1007/s10648-024-09946-2>