

## Error Analysis

### Error Analysis

- Making errors is inevitable part of learning.
- **Studying learners' errors serve tow major purposes:**
  - 1- it provides data from which inferences about the nature of the language learning process can be made,
  - 2- it indicates to teachers and curriculum developers which part of the target language students have most difficulty producing correctly and which error types detract most from a learner's ability to communicate effectively.
- Error analysis has yielded insights into L2 acquisition process that have stimulated major changes in teaching practices.
- **Among the most common errors are:**
  - Omitting grammatical morphemes, which are items that do not contribute much to the meaning of sentences, as in **He** *hit* **car**.
  - Double marking:  
a semantic feature (e.g. past tense) when only one marker is required, as in **She** *didn't* **went** **back**.
- Regularizing rules, as in **womans** for **women**.
- Using archiforms: one form in place of several, such as the use of **her** for both **she** and **her**, as in **I see her yesterday. Her dance with my brother**.
- Using two or more forms in random alternation even though the language requires the use of each only under certain conditions, as in the random use of **he** and **she** regardless of the gender of the person of interest.
- Misordering items in constructions that require a reversal of word-order rules that had been previously acquired, as in what you are doing?, or misplacing items that may be correctly placed in more than one place in the sentence, as in They are all the time late.

### Samples of Errors

- **a** used for **an** before vowels ( a ant)
- **an** used for **a** ( an little ant)
- Omission of **'s** ( the man feet)
- failure to attach **-s** ( He write letters)
- Wrong attachment of **-s** ( The apple fall downs)
- Omission of **-ed** ( She play tennis yesterday)
- Adding **-ed** to past tense ( They calleded)
- regularizing by adding **-ed** ( He putted the cookie there)
- Omission of **to be** ( He in the water) ( She going) ( They studying)
- Replacement of **-ing** by the simple verb form ( The bird was shake his head)
- Subject verb agreement ( It rain in December)
- Subject number agreement ( The apples was coming down)
- Subject tense agreement ( I didn't know what it is)
- Subject pronoun used as a redundant element ( My brother he go to Mexico)
- Use me as a subject ( me forget it)
- Omission of preposition ( He came ( to ) the water)
- Formation of **no** and **not** without 'do' ( He not play anymore)
- Multiple negation ( They won't have no fun)

### Major Findings of Error Analysis Studies

- Error analysis studies claim that the majority of learner's errors were intralingual ( caused by the structure of L2) rather than interlingual ( caused by L1 transfer).
- The major contribution of error analysis to language teaching was seen as an intensive contrastive study of the systems of the second language and the mother tongue of the learner; out of this would come an inventory of the areas of difficulty which the learner would encounter and the value of this inventory would be to direct the teacher's attention to these areas so that he/she might devote special care and emphasis in his/her teaching to the overcoming, or even avoiding, of these predicted difficulties.
- Error analysis advocates claim " you can't learn without goofing"

## Major Findings of Error Analysis Studies

- **Causes of errors:**

- 1- Language transfer
- 2- Intralingual factors
- 3- Transfer of training
- 4- Learning strategies

- **Classification of errors:**

- 1- Omission, addition, substitution, word order
  - 2- Errors of phonology, morphology, syntax, and vocabulary
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- In the field of methodology, there have been two schools of thought in respect to learners' errors.
  - Firstly the school which maintains that if we were to achieve a perfect teaching method, the errors would never be committed in the first place, and therefore the occurrence of errors is merely a sign of the present inadequacy of our teaching techniques.
  - The philosophy of the second school is that we live in an imperfect world and consequently errors will always occur in spite of our best efforts.
  - Our ingenuity should be concentrated on techniques for dealing with errors after they have occurred.

## Shortcomings of Error Analysis.

- 1- Stressing on learner's errors
- 2- Overstressing of production data
- 3- Focusing on specific language rather than viewing universal aspects of languages.

Notes: