

DEFINITION OF ERROR

Error

- An error according to Corder , takes place when the deviation arises due to lack of knowledge. An error cannot be self-corrected.
(Ellis,1994)



ERROR ANALYSIS



DEFINITION OF ERROR ANALYSIS

- Corder (1974) defines EA as

What has come to be known as error analysis has to do with the investigation of the language of second language learners.

WHAT IS ERROR ANALYSIS/BACKGROUND

- Error analysis is linguistic analysis that focuses on the errors learners make by comparing between the errors made in the target language (TL) and that TL itself.
 - Error analysis is an important source of information to teachers
 - It provides information on students' errors
 - Helps teachers to correct students' errors
 - Improves the effectiveness of teachers, students, researchers
- Michaelides(1990:30)

AN ARTICLE BY CORDER

- Pit Corder (1967) 'Father' of Error Analysis through his article 'The significance of Learner Errors' that Error Analysis took a new turn.

SIGNIFICANCE OF EA

Error analysis helps teachers to

- assess the remedial work necessary for English as a Second Language (ESL) students preparing for an English Language test and to help students avoid the most common errors

TWO JUSTIFICATIONS OF EA

Corder, (1981:112) suggests that there are two justifications for studying learners' errors:

- its relevance to language teaching.
- the study of the language acquisition process.

TWO OBJECTS OF EA

According to Corder (1974) error analysis has two objects: one theoretical and another applied.

- The theoretical object deals with what and how a learner learns when he studies a second language.'
- The applied object enables the learner 'to learn more efficiently by manipulating knowledge of his vernacular for academic purposes'.

CORDER'S EXPLANATION OF ERROR

Corder (1974) distinguishes between systematic and non-systematic errors

- Nonsystematic errors occur in one's native language.
- L2 errors are systemic

WHY EA IS DONE?

Sercombe, (2000) explains that EA serves three purposes.

- Firstly, to find out the level of language proficiency the learner has reached.
- Secondly, to obtain information about common difficulties in language learning
- Thirdly, to find out how people learn a language.

MISTAKES AND ERRORS

- ▶ In order to analyze learner language in an appropriate perspective, it is crucial to make a distinction between *mistakes* and *errors*, technically two very different phenomena.
- Mistake -refers to a performance error that is either a random guess or a "slip", in that is a failure to utilize a known system correctly. Native speakers make mistakes. When attention is called to them, they can be self-corrected.
- ▶ Error -a noticeable deviation from the adult grammar of a native speaker, reflects the competence of the learner

ERRORS (E)

E -> Level of Competence which a learner has achieved

An **error** cannot be self-corrected, according to James (1998),

while the **errors** are a result of one's systematic competence (the learner's system is incorrect). i.e. likely to occur repeatedly and not recognized by the learner. Hence, only the teacher or researcher would locate them, the learner would not (Gass and Selinker, 1994).

> error reflects gaps in a learner's knowledge

Mistakes (M)

Limitations of Performance which a learner would be able to correct

while **mistakes** can be self-corrected if the deviation is pointed out to the speaker.

Mistakes are referred to as *performance errors* (the learner knows the system but fails to use it)

> mistake reflects occasional lapses in performance

Models for Error Analysis

STEPS IN ANALYSING LEARNERS ERRORS

Corder (1967) identified a model for error analysis which included these stages:

1. Collection
2. Identifying
3. Describing
4. Explaining
5. Evaluating/correcting the errors

LEARNER ERRORS

CORDER (1974) SUGGESTS THE FOLLOWING STEPS IN ERROR ANALYSIS (EA) RESEARCH:

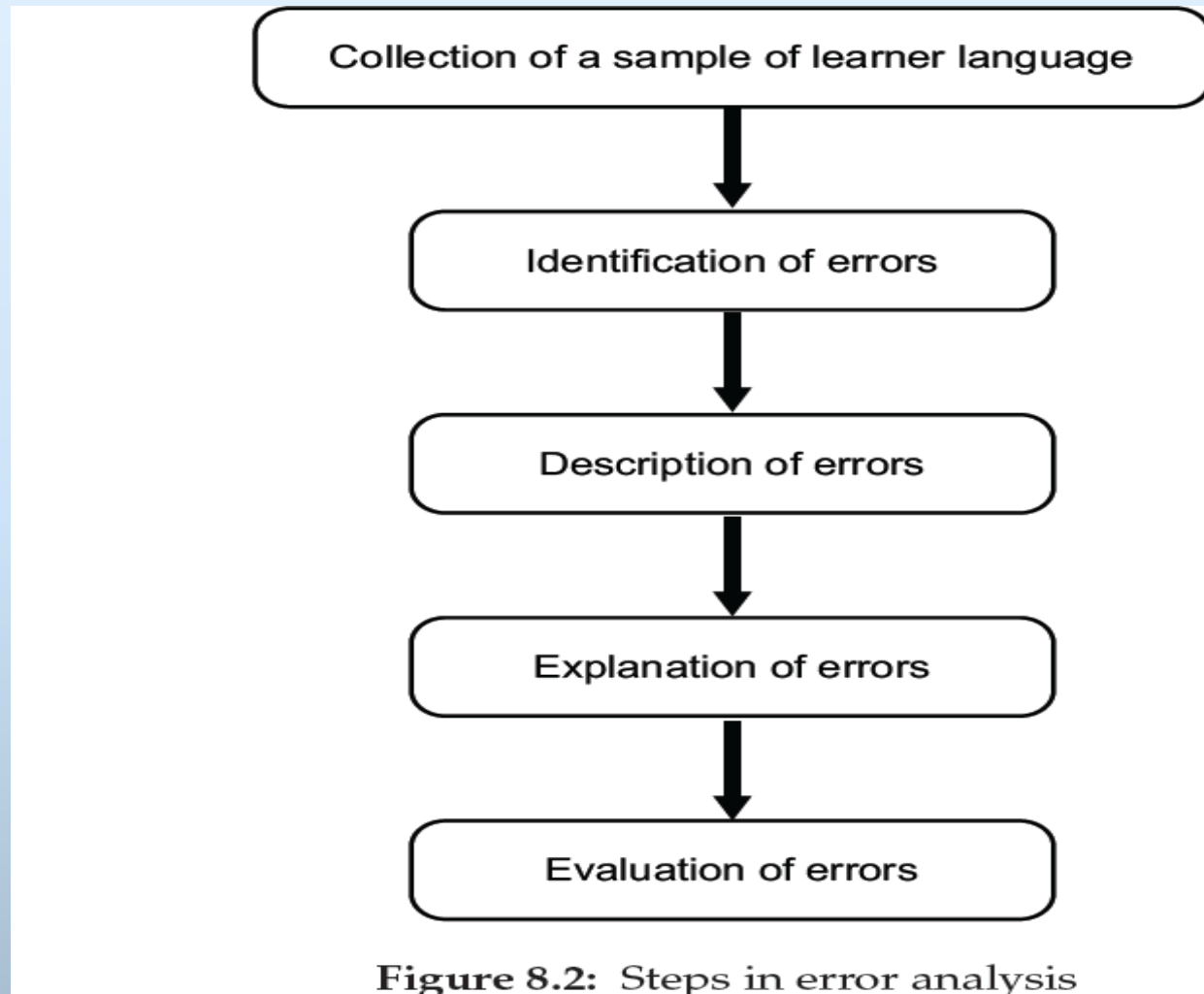


Figure 8.2: Steps in error analysis

STEP 1

- (a) **Collection of a Sample of Learner Language**
- The starting point in EA is deciding what samples of learner language to use for the analysis and how to collect these samples.
- A massive sample involves collecting several samples of language use from a large number of learners in order to compile a comprehensive list of errors, representative of the entire population.
- A specific sample consists of one sample of language use collected from a limited number of learners.
- Incidental sample involves only one sample of language use produced by a single learner.

STEP 2

1. IDENTIFYING ERRORS

- question arises whether the error is overt or covert
- An overt error is easy to identify because there is a clear deviation in form, as when a learner says:
 1. "I runned all the way."
 2. I hungry!

- A covert error occurs in utterances that are superficially well-formed but which do not mean what the learner intended them to mean. For example, the utterance from (Corder, 1971 a): "It was stopped." is apparently grammatical until it becomes clear that "it" refers to "the wind".

STEP 3

2. DESCRIBING ERRORS

- It is categorizing errors grammatically.
- Trying to identify general ways in which the learners utterances differ from target-language utterances.
- Corder (1973) proposed four major categories:

category	description	example
Omission	leaving out items which are required for grammatical correctness	1. She sleeping. 2. He went bus stop.
Addition	The presence of an item that must not appear in well formed utterances	1. Does he can swim?
Misinformation:	use of one grammatical form instead of another	1. The dog ated the chicken.
Misordering:	putting words in a wrong order	1. What daddy is doing?

- Corder distinguishes three types of errors according to their systematicity:
- (i) Pre-systematic errors occur when the learner is unaware of the existence of a particular rule in the target language. These are random.
- (ii) Systematic errors occur when the learner has discovered a rule but it is the wrong one.
- (ii) Post-systematic errors occur when the learner knows the correct target language rule but uses it inconsistently (i.e. makes a mistake).

STEP 4

○ Explanation of Errors

- Explanation is concerned with establishing the source of the error, i.e. accounting for why it was made. This stage is the most important for SLA research as it involves an attempt to establish the processes responsible for L2 acquisition.
- Taylor (1986), points out that, the error source may be psycholinguistic, sociolinguistic, or may reside in the discourse structure.
- Psycholinguistic sources concern the nature of the L2 knowledge system and the difficulties learners have in using it in production. Sociolinguistic sources involve such matters as the learners' ability to adjust their language in accordance with the social context.
- while discourse sources involve problems in the organisation of information into a coherent 'text'.

TASK OF TRACING THE SOURCE OF ERROR.

Systematic Errors

L2 learners create rules on their own, different to the rules of the target language.

Universal Errors

L2 learners commit the same grammatical errors.

Overgeneralized Errors

L2 learners overgeneralize form that they find easy to learn and process.

Transfer Errors

L2 learners attempt to make use of their L1 knowledge

STEP 5

ERRORS EVALUATION

- Purpose: to help learners to learn an L2.
- Global errors (violate the overall structure of a sentence)
- Local error (affect only a single constituent in a sentence)



EXAMPLE OF ERROR AND ERROR ANALYSIS

One day an Indian gentleman, a snake charmer, arrived in England by plane. He was coming from Bombay with two pieces of luggage. The big of them contained a snake. A man and a little boy was watching him in the customs area. The man said to the little boy: 'Go and speak with this gentleman'. When the little boy was speaking with the traveller, the thief took the big suitcase and went out quickly. When the victim saw that he cried 'Help me! Help me! A thief! A thief!' The policeman was in this corner whistle but it was too late. The two thieves escape with the big suitcase, took their car and went in the traffic. They passed near a zoo and stop in a forest. There they had a big surprise. The basket contain a big snake.

[French native speaker]

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[French native speaker]



SOURCES OF ERRORS

They can be categorized in two domains:

1. Interlingual transfer
2. Intralingual transfer

INTERLINGUAL TRANSFER:

Errors due to the influence of the native language in learning L2 are called interlingual errors. Interlingual errors are also called transfer or interference errors

Interlingual Transfer is a significant source for language learners.

Dictionary of language Teaching and applied Linguistics (1992) defines:

“Interlingual errors are the result of language transfer which is caused by the learners' first language (MT).”



LEVELS OF INTERLINGUAL ERRORS

It occurs at different levels:

- phonological,
- morphological,
- Grammatical.

elements of the native language (L1) into the Target Language.

INTERLINGUAL TRANSFER

- **At phonological level:** Lack of certain L2 phonemes in the learner's L1
- Differences in syllable structures in L1 and L2
- Spelling pronunciation of words
- The problem of silent letters

The sounds that do not occur in TL cause the students to mispronounce them. Indonesian learners attempt to pronounce

- 'th' of 'thank you' as 't' of 'tea'.



AT MORPHOLOGICAL LEVEL:

MORPHOLOGICAL-SYNTACTIC ERRORS

WRONG USE OF PLURAL MORPHEME

WRONG USE OF TENSES

WRONG WORD ORDER

WRONG USE OF PREPOSITIONS

ERRORS IN THE USE OF ARTICLES

THE STUDENTS TEND TO OMIT THE SUFFIX AT THE END OF THE WORD, SUCH AS

- MANY BOOK

- ONE TROUSER

AT GRAMMATICAL LEVEL:

- THESE STUDENT IS (STUDENTS ARE) COMING TO THE LIBRARY.



○ **Lexico-semantic Errors**

- (related to the semantic properties of lexical items)
- * I am working 24 o'clock each week.
- * English is alive language by which everyone can convey his ideas.



INTRALINGUAL

Interference of the student's own language (MT/L1) is not the only reason for committing errors.

Some errors seem universal, reflecting learners' attempts to make the tasks of learning and using the SL/TL/FL simpler. (Ellis,1997).

These errors are common in the speech of the SL/TL/FL learners.

INTRALINGUAL

Intralingual and developmental errors are due to the difficulty of the second/target language. Intralingual and developmental factors include the following

1. <u>Simplification:</u>	Learners often choose simple forms and constructions instead of more complex ones	
<u>Overgeneralization:</u>	This is the use of one form or construction in one context and extending its application to other contexts where it should not apply.	
Faulty teaching:	Sometimes it happens that learners' errors are teacher-induced ones.	i.e., caused by the teacher, teaching materials, or the order of presentation

5. Avoidance:

Some syntactic structures are difficult to produce by some learners. Consequently, these learners avoid these structures and use instead simpler structures

fossilization

Errors in pronunciation persist for long period and become difficult to get rid of it.

Arab ESL learners lack of distinction b/w /p/ and /b/ in English.
Pird instead of bird.

Hypercorrection

It is the process where the efforts of teacher's in correcting learners error induce learners to make mistakes.

ERROR TREATMENT

- Teachers cannot and should not correct all errors committed by their students. Besides, the frequent correction of oral errors disrupts the process of language learning and discourages shy students from communicating in the target language.
- The following are general guidelines in correcting second language learning errors:

1. Teachers should correct errors affecting intelligibility, i.e., errors that interfere with the general meaning and understandability of utterances. In this connection, teachers should concentrate on correcting global errors more than local errors.

- Error analysis helps to understand the process of SLA (second language acquisition)
- Error analysis shows the troublesome linguistic areas or errors that L2 learners encounter in learning
- The errors give valuable feedback to both teachers and learners regarding strategies and progress.
- The error also provides research with insights into the nature of SLA process



IMPORTANCE;(CONTI)

- Error analysis is useful in second language learning because it reveals to us.
- Teaching strategies
- Syllabus designing
- Textbook writers of what the problems areas are.



CONCLUSION

Error analysis is a useful technique to define the learners errors of second language.

1. It is beneficial to the learner and the teacher both
2. It is compulsory to evaluate the current status of the learner
3. It also indicate the problem areas and the solutions of them

It explores the reinforcement areas of the learners

It helps to acquire linguistic rules of second language

THANK YOU

ANY Q?

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