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Error Analysis of English Essays written by Students of Southern Punjab John Benjamins Publishing
 Seminar paper from the year 2003 in the subject English Language and Literature Studies - Linguistics, grade: 1,5, Free University of Berlin (Institut für Englische Philologie), language: English, abstract:
 This research paper compares contrastive analysis with the error analysis approach in respect of their treatment of avoidance behaviour. It considers several researches on avoidance behaviour and shows that contrastive analysis predicts the avoidance phenomenon in most cases and, therefore, gives a complete

description of the areas of difficulty for learners of a second language. There exist two different approaches for the identification of possible learning problems in the second language acquisition: contrastive analysis and error analysis. A number of proponents of an error analysis approach claim that contrastive analysis cannot serve as an adequate tool for identifying the areas of difficulty for learners of a second language. But on the other hand, it has been noticed that error analysis is not able to explain the avoidance phenomenon, since error analysis registers only the errors done by learners of a second language. Avoidance behaviour represents a communicative strategy of a learner of a second language by which the learner prefers using a simpler form instead of the target linguistic element for the reason of

difficulty on the part of the target feature. Consequently, avoidance behaviour serves as a manifestation of learning problems, and its results should be definitely considered when compiling language syllabi and tests.

Research Methods in Interlanguage Pragmatics

Walter de Gruyter
 Linguistic errors are manifold, e.g. in the mother tongue, in the acquisition of foreign languages, in translations, as slip of the tongue or typo. The present compilation of all subject-related publications is a comprehensive bibliography for the field of linguistic errors. In a compact introduction, Bernd Spillner additionally provides an overview of linguistic, didactic and psycholinguistic methods of the analysis and assessment of the errors and their therapy. For the first time, publications from numerous

countries around the world were included which have not yet been considered. With the attached CD-ROM making the bibliography searchable for keywords in many languages to find relevant publications among the more than 6.000 titles, this is a very useful handbook for all linguists and teachers.

Linking up contrastive and learner corpus research Syiah Kuala University Press
In this important study, Carl James reviews the role that contrastive analysis can play in understanding and solving problems in second or foreign language learning and teaching. Using both psycholinguistic and linguistic analysis, he establishes a sound theoretical basis for CA before going on to illustrate its contribution to the study of linguistic universals, bilingualism, and language pedagogy. The book offers a range of examples to support its arguments, enabling readers to grasp the principles and then to pursue their own work in this area. Contrastive Analysis presents a successful theoretical and practical case for the value of CA as a research tool, both for those studying applied linguistics and for teachers needing to adjust their teaching to the state of knowledge of their students.
The interlanguage in the process of learning english as a foreign language VCTA

TRENDS IN LINGUISTICS is a series of books that open new perspectives in our understanding of language. The series publishes state-of-the-art work on core areas of linguistics across theoretical frameworks as well as studies that provide new insights by building bridges to neighbouring fields such as neuroscience and cognitive science. TRENDS IN LINGUISTICS considers itself a forum for cutting-edge research based on solid empirical data on language in its various manifestations, including sign languages. It regards linguistic variation in its synchronic and diachronic dimensions as well as in its social contexts as important sources of insight for a better understanding of the design of linguistic systems and the ecology and evolution of language. TRENDS IN LINGUISTICS publishes monographs and outstanding dissertations as well as edited volumes, which provide the opportunity to address controversial topics from different empirical and theoretical viewpoints. High quality standards are ensured through anonymous reviewing.

Interlanguage Error Analysis: an Appropriate and Effective Pedagogy for Efl Learners in the Arab World Routledge

The eleven essays in this book cover a

wide range of topics from the role of 'interlanguage' and the influence of external factors on the process of language learning, to the development of syntax and the methodology of error analysis. Collectively they provide a valuable perspective on the learning process, which both enriches our theoretical understanding of the processes underlying second language acquisition and suggests ways in which teaching practice may best exploit a learner's skills.
An Introduction to Second Language Acquisition Research Xlibris Corporation
Este livro é o resultado da minha pesquisa no campo da fonética e fonologia aplicadas. Nele, busquei identificar, através da análise de erros, as características das interferências interfonológicas no nível segmental e na expressão oral da interlíngua de estudantes de inglês como língua estrangeira (LE). Este livro pode ser considerado como mais uma ferramenta que busca concitar reflexões sobre a importância da proficiência oral em língua inglesa, e estimular professores a determinar prioridades fonético-fonológicas em seus currículos de ensino de inglês como LE. Os estudos da interlíngua do aprendiz convidam especialistas do ensino de LE a persistirem em suas pesquisas nesse âmbito, pois a interlíngua e a Interfonologia são ambientes propícios para a investigação de fenômenos relacionados a aprendizagem de LE.

Studies in Contrastive Linguistics and Error Analysis Ontario Institute for Studies in Education

The papers brought together in this volume explore, through corpus data, the link between contrastive and interlanguage analysis. Learner corpora are approached from a contrastive perspective, by comparing them with native corpora or corpus data produced by learners from other mother tongue backgrounds, or by combining them with contrastive data from multilingual (translation or comparable) corpora. The integration of these two frameworks, contrastive and learner corpus research, makes it possible to highlight crucial aspects of learner production, such as features of non-nativeness (errors, over- and underuse, unidiomatic expressions), including universal features of interlanguage, or more general issues like the question of transfer. The ten papers of this volume cover topics ranging from methodology to syntax (e.g. adverb placement, postverbal subjects), through lexis (collocations) and discourse (e.g. information packaging, thematic choice).

The languages examined include English, Chinese, Dutch, French and Spanish. The book will be of interest to a wide array of readers, especially researchers in second language acquisition and contrastive linguistics, but also professionals working in foreign language teaching, such as language teachers, materials writers and language testers.

A Non-contrastive Approach to Error Analysis Editora Dialética

First of all the author wants to make it crystal clear that the present work is of a great benefit both for the English and Arab learners of the target language either Arabic or English. This edition of the book pinpoints previous researchers' findings regarding English and Arabic phonological, morphological and syntactic similarities and differences and how all these differences result in mistakes and errors by the Arab learners of English in their learning process. These mistakes or errors are unconsciously or involuntarily made by Arab learners of English due to the differences between the system and sub-systems of the two languages. The present attempt is the result of my realization as an English language teacher as to how a teacher can minimize students difficulties in learning of English and maximize their knowledge, skills and competency of English as a foreign or second language. This is the first edition. The work is pedagogically oriented and primarily intended to make teaching-learning of English as a foreign/second language a bit easy especially for the first-year university students of English language in the Arab world: (Gulf area such as KSA, UAE, Kuwait, and the Middle East Area, such as Jordan, Syria, Lebanon and so on). The focus is on phonetic and morpho-syntactic variations in Arabic and English languages. This area of research becomes more interesting through the assumptions - (i) information about the differences and similarities between Arabic and English language is to be supplied at an early stage since this facilitates the students learning task, (ii) the differences are to be presented in pedagogically suitable format, (iii) it is useful to separate and present phonetics, morphological and syntactic categories as they function in suitable contexts and not merely abstract notions, (iv) before students may tackle contrastive analysis, they should have basic knowledge of Arabic and English languages similarities and differences and (v) pre-modification and post-modification of lexical and syntactic structures are to be explained appropriately.

Cross-language Analysis and Second Language Acquisition Routledge

Errors are information. In contrastive linguistics, they are thought to be caused by unconscious transfer of mother tongue structures to the system of the target language and give information about both systems. In the interlanguage hypothesis of second language acquisition, errors are indicative of the different intermediate learning levels and are useful pedagogical feedback. In both cases error analysis is an essential methodological tool for diagnosis and evaluation of the language acquisition process. Errors, too, give information in psychoanalysis (e.g., the Freudian slip), in language universal research, and in other fields of linguistics, such as linguistic change. This bibliography is intended to stimulate study into cross-language, cross-discipline and cross-theoretical, as well as for language universal, use of the numerous, but sometimes hard to come by, error analysis studies. 5398 titles covering the period 1578 up to 1990 (with work in more than 144 languages and language families) are cited, cross-referenced, and described. The subject areas covered are numerous. For example: Theoretical Linguistics (Linguistic Typology, Cognitive Linguistics), Historical Linguistics (Language Change), Applied Linguistics (e.g. Speech Disorders), Translation, Mother Tongue Acquisition, Foreign Language Learning (Negative Transfer, Intralingual and Interlingual Errors), Psychoanalysis (Slips of the Tongue), Typography, Shorthand, Clinical Linguistics and Speech Pathology, Reading Research, Automatic Error Detection, Contact Linguistics (Code-switching, Interference), etc.

Error Analysis Natl Foreign Lg Resource Ctr
 Errors in Language Learning and Use is an up-to-date introduction and guide to the study of errors in language, and is also a critical survey of previous work. Error Analysis occupies a central position within Applied Linguistics, and seeks to clarify questions such as 'Does correctness matter?', 'Is it more important to speak fluently and write imaginatively or to communicate one's message?' Carl James provides a scholarly and well-illustrated theoretical and historical background to the field of Error Analysis. The reader is led from definitions of error and related concepts, to categorization of types of linguistic deviance, discussion of error gravities, the utility of teacher correction and towards writing learner profiles. Throughout, the text is guided by considerable practical experience in language education in a range of classroom contexts worldwide.

Contrastive Analysis vs. Error Analysis in

Respect of their Treatment of the Avoidance Phenomenon Walter de Gruyter GmbH & Co KG

A collection of 17 papers, most presented at the Fifth International Conference on Contrastive Projects in June 1982 in Finland, includes: "Present Trends in Contrastive Linguistics," "Contrastive Linguistics in Bulgaria," "Communicative Competence in Foreign Language Teaching: A Project Report," "From Traditional Contrastive Linguistics Towards a Communicative Approach: Theory and Applications within the Finnish-English Cross-Language Project," "Estonian-English Contrastive Studies," "Report on the English-Hungarian Contrastive Linguistics Project," "A Plea for Contrastive Psycholinguistics", "Language Variation and the Death of Language Teaching," "Grammatical Models and Contrastive Analysis," "Applied Contrastive Linguistics: In Search of a Framework", "Some Psychological Aspects of Contrastive Pragmatics or, In Search of a Cognitive Contrastive Analysis of Social Interaction (CCASI)," "A Translation-Based Model of Contrastive Analysis," "Contrastive Pragmatics and the Foreign Language Learner's Personality," "Immigrant Children in Germany: Their Grammatical Abilities in English as a Foreign Language," "Understanding Idioms in First and Second Language Acquisition: A Preliminary Analysis," "The Learning of Conventional Syntagms by Finnish Comprehensive School Pupils," and "On Simplification: Simple and Simplified Language in Examination Papers." (MSE) *Error Analysis in the World. A Bibliography* GRIN Verlag

The use of language, especially for second/third languages or foreign languages, is inseparable from errors in either oral or written use. In analyzing these language errors, the approach used is contrastively and non-contrastively. This book covers what is meant by Error and Mistake, types of language learning errors such as Global and Local Error. In its taxonomies, errors observed in the acquisition of English as a second language as 1) Overgeneralization; 2) Ignorance of rule restriction; 3) Incomplete application of rules; and 4) False concepts hypothesized. Sources of errors are divided into 1) Interference transfer; 2) Intralingual transfer; 3) Context of learning; and 4) Communication strategies. In conducting error analysis, there are several procedures that can be used as a reference: 1) Collecting a sample of learner language, 2) identifying the errors, 3) describing the errors, and 4)

explaining the errors. Analysis of these language errors, both oral and written, is needed because the results of the analysis will indicate the treatment that can be done for language learning.

Errorology in English Frank & Timme GmbH

Seminar paper from the year 2005 in the subject Didactics - English - Pedagogy, Literature Studies, grade: 1,3, Technical University of Braunschweig (Englisches Seminar), language: English, abstract: Foreign Language Pedagogy (FLP), in general, aims to convey to teachers the essential information about the role of the learner and the teacher in the process of language learning, and also provides them with theoretical, didactic methods and practical means for the foreign language classroom (FLC). We can even go a step further by claiming that the mission of FLP is to research for and establish the supreme way of a teaching a foreign language (FL) to the learners. However, within this field of research it becomes quite obvious that the learners take in a rather passive role and do not contribute very much to new research data and, hence, new approaches towards foreign language teaching (FLT). This thesis can be held true, to give just one example, when we consider the various teaching methods for the FLC. Although the role of the learner is taken into account in each method, the learners are fairly more than "testing objects" of teaching models hypothesized by didactic scientists. On the other hand, one must admit that in correspondence with the recent emergence and establishment of the communicative approach (CA), the learners preferences and demands have been taken far more into consideration and their linguistic and communicative performance serve as source for methodological research input and constructive, teacher strategies-oriented as well as learner strategies-oriented output offered by science. Recently, and paradoxically enough, it can be perceived intensive discussion concerning the question how to deal best with errors produced by learners. More precisely, there has been a shift from the formerly applied "Contrastive Analysis" (CAH) toward the occupation with "Error Analysis" (EA). (...)

An Introduction to the Concept of Error Analysis Springer

This volume deals with a variety of pragmatic issues involved in cross-language and interlanguage studies as well as second-language acquisition and cross-cultural studies. Part I contains papers dealing with general issues

stemming from contrastive work, for example, the question of tertium comparationis and its place in the development of contrastive studies as well as the applicability of generalizations proposed by speech-act theorists in contrasting concrete languages and cultures. The second part tackles a number of pragmatic issues involved in second-language learners' written productions, classroom discourse, as well as more general questions pertaining to pragmatic errors and learners' interlanguage. An Index of terms and an Index of names complete the volume.

Studies in Contrastive Linguistics and Error Analysis: Descriptive contrastive analysis of English and German Walter de Gruyter
Master's Thesis from the year 2017 in the subject English Language and Literature Studies - Linguistics, grade: 1.5, National University of Modern Languages, Islamabad (Institute of English Studies), course: English Linguistics, language: English, abstract: It is a descriptive study based on the analysis of essays written by male and female students in two different schools of Multan, Southern Punjab. In the present research, the researcher has collected data from two different schools i.e. one government and one private. The participants for the present research are the students (boys and girls) of secondary level. The data for the present research has been collected from hundred students in the form of essays on My Favourite Personality and My Autobiography. The researcher has employed Pit Corder's (1967) model for the analysis of data. The data has been analysed, and the researcher has categorized errors committed by the students into different types i.e. verb tense, subject verb disagreement, inappropriate use of article, wrong use of preposition etc. The data is also represented in the form of pie-chart. Furthermore, the frequency of occurrence of different types of errors is also discussed along with some of the possible causes of errors. The findings of the present research highlight that students of government school commit more errors than that of private. Moreover, the findings also suggest that students commit errors not only due to their mother tongue influence, but because of other

reasons which are explained in the analysis section. These findings are valuable for academia to devise policies accordingly.

Error Analysis and Interlanguage GRIN Verlag

This book serves as an introduction to contrastive linguistics - the synchronic study of two or more languages, with the aim of discovering their differences and similarities, especially the former, and applying these discoveries to related areas of language study and practice. It discusses the principles and methods, and contrasts English, Chinese, German, and other languages at phonological, lexical, grammatical, textual, and pragmatic levels, focusing more on the useful insights contrastive analysis provides into real-world problems in fields such as applied linguistics, translation and translation studies, English or Chinese as a foreign language, and communication than on the discipline itself.

Second Language Learning GRIN Verlag

What is contrastive analysis? - The psychological basic of contrastive analysis - The linguistic components of contrastive analysis - Microlinguistic contrastive analysis - Macrolinguistics and contrastive analysis - Pedagogical exploitation of contrastive analysis - Some issues of contention.

Applications of Cross-language Analysis Routledge

Four papers on contrastive linguistics include: (1) "The Search for an Ideal Theoretical Model in Applied Contrastive Linguistics: A Wild Goose Chase" (Herman Wekker, Flor Aarts), which argues that contrastive linguists should feel free to adopt an eclectic approach to theory since no single linguistic model can be adopted in its entirety and applied consistently to all areas of language comparison; (2) "Similar Errors in the Written English of Finnish and Native Speakers" (J. J. Mary Hatakka), a comparison of slips, or accidental errors, in Finnish and British usage; (3) "Got It? Conceptions of Deviance by Finnish Students from Learning Material in English and Finnish" (Paula Kalaja), in which Finnish college students' conceptualizations of social deviance vary from the meanings intended

in an English-language sociology textbook and also its Finnish translation; and (4) "Translation Science and Contrastive Linguistics: Boundary Clearing and a Neighbourly Handshake" (Inkeri Vehmas-Lehto), a discussion of the differences and mutual contributions of the fields of translation and contrastive linguistics. (MSE)

New Approaches to Contrastive Linguistics Oxford University Press, USA

Seminar paper from the year 2015 in the subject Didactics for the subject English - Pedagogy, Literature Studies, grade: 2,0, University of Kassel (Geistes- und Kulturwissenschaften), course: Error Analysis, language: English, abstract: The significance of learners' errors and mistakes in the process of learning English as a foreign language has been widely discussed in the field of second language acquisition. This paper aims at examining how appropriate the approach of 'error analysis' is to characterize students' errors in order to be able to adapt the content of school lessons according to their difficulties. To do so, the difference of 'error' and 'mistake' will be explained and important concepts of interlanguage and fossilization will be introduced. The second part of this paper will deal with the identification and classification of errors and will show possible ways of their treatment through providing corrective feedback. Finally, an authentic student material will be analyzed according to the 'error analysis' approach, through showing what kind of errors and mistakes can be found, and how they could be corrected. Furthermore, a feedback on improvement will be formulated.

A Contrastive Analysis of Persian & English and Error Analysis John Benjamins Publishing

Understanding how people learn and fail to learn second and foreign languages is increasingly recognised as a critical social and psycholinguistic issue. Second languages are vitally important to diverse groups of people, ranging from refugees to college students facing foreign language requirements. This book provides a synthesis of empirical findings on second and foreign language learning by children and adults, emphasising the design and execution of appropriate research.

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