

Error Analysis

Learners and their errors

Reflection

- Which one is correct?
 - a. I want to stay with her.
 - b. I want stay with her
 - c. I want staying with her

Find the error

- I am is Tiffani. I am is from Bantul.
- The student is enjoyable to learn English.

The shift: CA to EA

- A movement from behaviorism to mentalism
- CA has its basis in behaviourist learning Theory
- EA (Dulay and Burt) is pervaded by Chomskyan ideas (mentalist)

Internal vs external syllabuses

- Chomsky's LAD---- internal syllabus for FL acquisition
- "A program in the learner's head"

Learner language and errors

- Why is CAH problematic?

A number of SLA research studies show that

- Errors are not always “**bi-directional**” when differences between L1 and L2 exist.
- Learners have **intuitions** that certain features of their L1 are less likely to be transferable than others. For example, they believe that **idiomatic** or **metaphorical** expressions cannot simply be translated word for word.

III. Learner language and errors

- During the 1970s:
 - The research goal was to **discover what learners really know about the TL**. Their errors reflect their **current understanding** of the rules and patterns of the TL.
 - **Error analysis replaced contrastive analysis**. It did not set out to predict L2 learners' errors; rather, it aims to **discover and describe different kinds of errors** in an effort to understand how learners process the L2.
 - **Error analysis** is based on the assumption that L2 learner language is a **system in its own right** – one which is **rule-governed** and **predictable**.

Error analysis

- Human learning is fundamentally a process that involves the making of mistakes.
- They form an important aspect of learning virtually any skill or acquiring information.
- Language learning is like any other human learning.
- L2 learning is a process that is clearly not unlike L1 learning in its trial-and-error nature. Inevitably, learners will make mistakes in the process of acquisition, and that process will be impeded if they do not commit errors and then benefit from various forms of feedback on those errors.
- Corder (1967) noted: "a learner's errors are significant in that they provide to the researcher evidence of how language is learned or acquired, what strategies or procedures the learner is employing in the discovery of the language."

The procedures of EA

1. A corpus language is selected
2. The errors in the corpus are identified
3. The errors are classified
4. The errors are explained
5. The errors are evaluated

(Corder: 1974)

EA informs us:

- 2 kinds of information about interlanguage:
 1. Linguistic type of errors produced by L2 learners
 2. Psycholinguistic type of errors produced by L2 learners

Cause of Error?

- Although there are considerable problems about coding errors in terms of categories (such as developmental or interference), a study of errors reveal conclusively that there is no single or prime cause of errors (as claimed by CAH)

Cont.

- EA also provides clues about the kinds of strategies learners employ to simplify the tasks of learning L2

Richard's error types

- Richard (1974) identifies various strategies associated with developmental or intralingual errors

1. Overgeneralization

A device used when the items do not carry any obvious contrast for the learners

E.g.: -ed----yesterday (explicitly)
Did she wanted the red apple?

Over-generalization

- It" includes where the learner creates a deviant structure on the basis of his experience of other structure in the TL"

e.g.

*He can sings

(The learner know *He sings, He wants, etc*)

Ignorance of rule restriction

- Occurs when rules are extended to contexts where in TL usage do not apply. This can be resulted from the rote learning of rules.
- “failure to observe the restrictions of existing structure”
- E.g. *I made him to do it.

Incomplete application of rules

- Involves a failure to learn the more complex types of structure because the learner finds he can achieve effective communication by using relatively simple rules.
- “The occurrence of structures whose deviancy represent the degree of development of the rules required to produced acceptable utterances”

cont

- E.G. spoken utterances:

*You want to eat?

*You speak English?

False concept hypothesized

- Errors derived from faulty understanding of TL distinctions

e.g. He is speaks Bahasa Indonesia ('is' may be treated as general marker of present tense)

* One day it was happened....

cont

- Errors derived from the learner's need to exploit the redundancy of language by omitting elements that are non essential for the communication of meaning.

causes

- George and Richards implicitly argued that at least some of the causes of the errors are universal.
- Errors analysis can be used to investigate various processes that contribute to interlanguage development

Contributions of EA

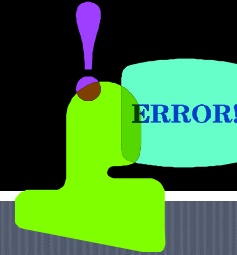
- It takes apart in the reassessment of CAH
- It is successful in elevating the status of errors from undesirability to that of guide to inner workings of language learning process

Errors = evidence

As a result of interlanguage theory and the evidence accumulated from EA, errors were no longer seen as unwanted forms but as evidence of learner's active contribution to SLA.

SLA, like L1 acquisition, was universal in nature
---there was a natural route of development

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 (Does John can sing?)

Mistakes and errors

- The fact that learners do make errors, and these errors can be analyzed, led to a surge of study of learners' errors, called error analysis.
- Error analysis became distinguished from contrastive analysis by its examination of errors attributable to all possible sources, not just those resulting from negative transfer of the native language.

Mistakes vs errors

- Errors reflect gaps in a learner's knowledge ; learner does not know what is correct
- Mistakes reflect occasional lapses in performance, they occur because in particular instance, the learner is unable to perform what she/he knows.

How do we know?

- Check for the consistency of learner's performance

Fossilization

- Occurs in most language learner and cannot be remedied by further instruction
- Fossilized structures can be realized as errors or correct TL forms.

- If, when fossilization occurs, the learner has reached a stage of development in which feature x in his interlanguage has assumed the same form as in the TL, the fossilization of the correct form will occur.
- If, however, the learner has reached a stage in which feature y still does not have the same form as the TL, the fossilization manifests itself as error.

- Fossilized structure is not persistent
 - may succeed in producing TL
 - may “backslide” toward his true interlanguage form (e.g. if the focus is on meaning or deals with difficult subjects)

causes

It occurs because learners believe that they do not need to develop their interlanguage any further in order to communicate effectively whatever they want to

Or

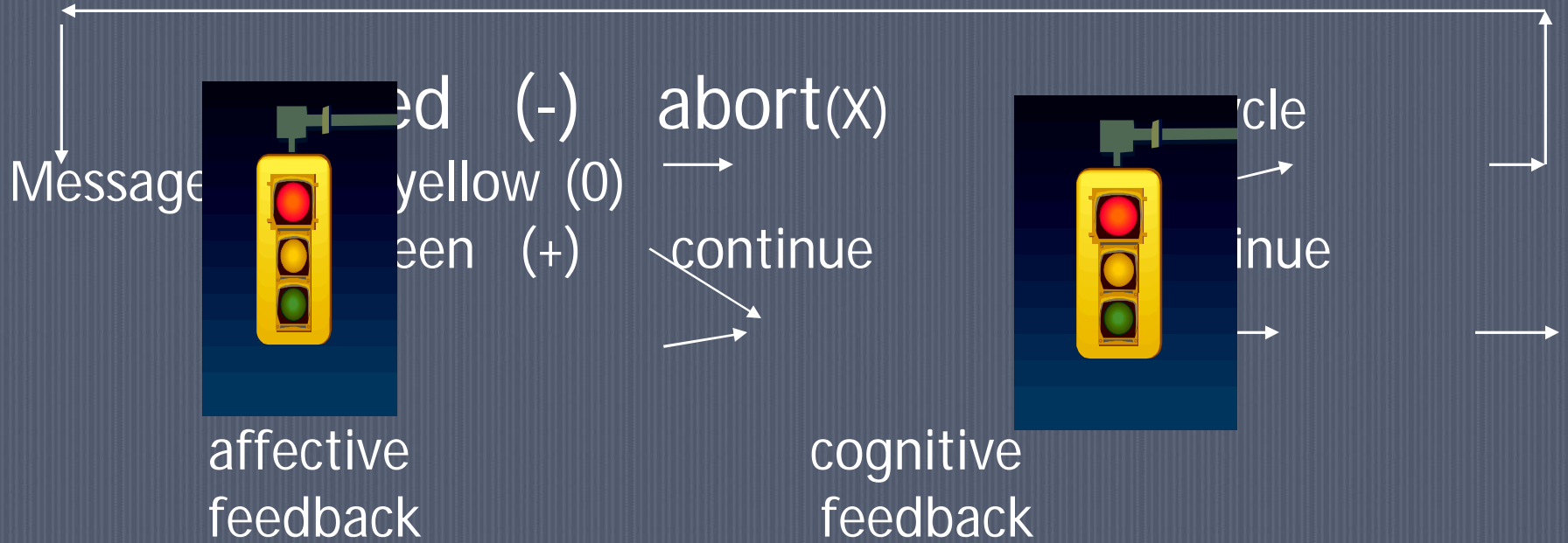
It can occur because of changes in the neural structure of their brain as a result of age restrict the operation of the hypothesis-testing mechanism.

Error treatment

- Should errors be treated? How they should be treated? When?
- Vigil and Oller (1976) provided feedback about these questions with the following model:
- Fossilization may be the result of too many green lights when there should have been some yellow or red lights.

Affective/cognitive feedback for error treatment

Does John can sing?



Feedback

■ Affective

1. (positive) Keep talking; I'm listening
2. (neutral) I'm not sure I want to continue this conversation.
3. (negative) This conversation is over

■ Cognitive

1. (pos.) I understand your message; it's clear.
2. (neutral) I'm not sure if I correctly understand you or not.
3. I don't understand what you are saying; it's not clear.

Bailey (1985) recommended a useful taxonomy for error treatment classification; 7 basic options complemented by 7 possible features

■ BASIC OPTIONS

1. To treat or to ignore
2. To treat immediately or delay
3. To transfer treatment (other learners) or not
4. To transfer to another individual, subgroup or the whole class
5. To return , or not, to original error maker after treatment
6. To allow other learners to initiate treatment
7. To test for efficacy of the treatment

■ POSSIBLE FEATURES

1. Fact or error indicated
2. Location indicated
3. Opportunity for new attempt given
4. Model provided
5. Error type indicated
6. Remedy indicated
7. Improvement indicated
8. Praise indicated