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# Error Analysis Corder

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Error Analysis in the Classroom  
Errors in Language Learning and Use  
Der Erwerb des deutschen Modalverbssystems  
Der Einfluss der Erstsprache auf den Erwerb der Zweitsprache  
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Error Analysis and Interlanguage  
Fehler

## JILLIAN OSCAR

### Error Analysis in the Classroom

Multilingual Matters

Studienarbeit aus dem Jahr 2010 im Fachbereich Anglistik - Linguistik, Note: 1,3, Johannes Gutenberg-Universität Mainz, Sprache: Deutsch, Abstract: Error Analysis, used in second language analysis, studies the errors learners make in speech and writing. It also studies the different types of errors and why they were made. In this term paper two different types of learners will be considered who perform spontaneously with the help of a picture story. There will be a special focus on the differences and similarities of their errors. There are various possibilities how samples of learner language can be influenced: Firstly, the learner and his proficiency level have to be described and it is important if he speaks or learns other languages irrespective of the MT and the target language that is considered in the analysis. The way of instruction plays also an important role because instructed language learning provides a different error background as if the learner tries to learn the language naturalistically. The second part that has to be described is the language itself. The medium can either be oral or written. Generally, the oral production consist of a more colloquial English for the simple reason that the learner has not as much time to think about formulation than in written speech. Therefore, the Genre and the content of the language production is Error Evaluation and Error correction are additional parts that have not to be included in every Error Analysis.

According to the dictionary of Linguistics the error analysis is subdivided and classified in modality, levels of linguistic description, form, type and cause.

### Errors in Language Learning and Use

Walter de Gruyter

This short guide to modern error analysis is primarily intended to be used in undergraduate laboratories in the physical sciences. No prior knowledge of statistics is assumed. The necessary concepts are introduced where needed and illustrated graphically. The book emphasises the use of computers for error calculations and data fitting.

### Der Erwerb des deutschen

Modalverbsystems John Benjamins

Publishing

Recently, many SLA researchers have adopted a postmodernist approach which challenges the assumption that SLA research is a rationalist, scientific endeavour. The resulting epistemological arguments, plus problems of theory proliferation, contradicting theories, and theory domain, hinder progress towards a unified theory of SLA. "Theory Construction in SLA" addresses these problems by returning to first principles; it asks whether there is such a thing as reliable knowledge, what is special about scientific method, and how we can best explain SLA. It is the first book to use the philosophy of science in order to examine the epistemological underpinnings of SLA research and evaluate rival theories of SLA. Part One explores the central issues in the philosophy of science, defends rationality against relativists, and offers Guidelines for theory assessment. Part Two examines different theories of SLA and evaluates them in terms of how well they stand up to the Guidelines.

Der Einfluss der Erstsprache auf den

Erwerb der Zweitsprache Multilingual Matters

Problems after each chapter

**Error Analysis** A&C Black

Der Fehlerbegriff kann vielseitig interpretiert und bewertet werden: Von der falschen Handlung in Bezug auf das angestrebte Ziel bis zur schrittweisen Erreichung des erwünschten Effekts im Sinne eines Lernens aus Fehlern. Das eine eher negativ und zufällig im Sinne eines Fehlgriffs, eines Lapsus, unter Umständen einer Dummheit, das andere eher positiv und systematisch als ein Lernprozess im Sinne von Versuch und Irrtum. Fehler gehören offensichtlich zum Leben – und zur Forschung, die von Fehlern nicht nur betroffen sein kann, sondern Fehlerarten, Fehleranalyse und -bereinigung sowie

Vermeidungsstrategien in ihren Fachgebieten zum

Forschungsgegenstand macht und kreativ nutzt. The notion of error can be interpreted and rated in various ways. It can be defined as a wrong action regarding one's aim or defined as an act of reaching the requested effect gradually while we are learning from our errors. On the one hand, an error can be considered negatively or as something done by accident, in the sense of a blunder, a lapse or even a stupidity. On the other hand, it can be regarded in a positive and systematic manner, as a learning process in the sense of try and error. Obviously, errors are part of every day's life – and also part of research which is not only affected by mistakes but also makes error types, error analysis and trouble-shooting as well as strategies for avoiding errors a subject of research in their respective research fields and uses it in a creative way.

Measurements and Their Uncertainties

Psychology Press

This book offers a corpus-based comparative study of an almost entirely unexplored set of multi-word lexical items serving pragmatic or text-structuring functions. Part One provides a descriptive account of multi-word discourse markers in written English, French and German, focussing on discussion of interlingual equivalence. Part Two examines the use of multi-word markers by non-native speakers of English and discusses lexicographical and pedagogical implications.

*Lehrsequenzen für den*

*Zweitspracherwerb* Routledge

Band 1.

**Introduction To Error Analysis** GRIN

Verlag

"The aim of this volume is to cater to a wide range of audiences associated with the field of Computer Assisted Language Learning (CALL). In a true cross-disciplinary fashion it brings together instances of research in second language acquisition, language awareness, computer assisted language learning, artificial intelligence and natural language processing. It is intended for language teachers, students of applied linguistics and language engineering as well as for applied linguists in general."--BOOK JACKET.

**Fehlerlinguistik und**

**Zweitspracherwerb** V&R Unipress

In diesem Buch berichte ich von einem komparativen Experiment zur Lernmaterialkonstruktion, das ich an Schulen in den Kreisen Konstanz, Paderborn und Detmold durchführen konnte. Ohne die geduldige, manchmal auch begeisterte und begeisternde Mitarbeit der Schöler, die Unterstützung ihrer Lehrer und das Verständnis der Schulleiter der Realschulen in Konstanz, Radolfzell, Singen, Gottmadingen, Schloß Neuhaus und Detmold wäre diese Arbeit

unmöglich gewesen. Profitiert habe ich bei meinem Vorhaben auch von Anregungen, Ratschlägen und Kritik von Freunden und Kollegen, vor allem von Annelie Knapp-Potthoff, Gotz Wienold, Aldo di Luzio und Eberhard Pause. Ihnen allen gilt mein Dank, ebenso auch Karl-Heinz Kischkl, der mir die Computerprogramme schrieb, so wie Armin von Stechow und Peter Hartmann für die Aufnahme meines Buches in diese Reihe. Das Experiment wurde im Frühjahr 1975 durchgeführt, das Manuskript im Frühjahr 1977 abgeschlossen. Spätere Literatur konnte nur in Ausnahmefällen bei der Drucklegung noch berücksichtigt werden. Düsseldorf, im April 1979 K.K.

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**Error Analysis** Gunter Narr Verlag  
 This book forms an invaluable reference work for all teachers of second languages and researchers in the field of L2 acquisition. It discusses the contribution that modern research into L2 acquisition makes to the curriculum development process. It also provides the reader with arguments for and

against the various approaches to teaching.

**Errors of Creativity** Concept Publishing Company

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.

*Non-native Speech in English Literature*  
Wydaawnictwo UJ

Foreign accents in fiction are a common stylistic instrument of marking a character as the 'Other' and conveying national stereotypes in literature. This study investigates in a qualitative analysis the linguistic characteristics of non-native fictional speech, with a specific focus on the English Renaissance, the Victorian Age and the 20th-century war decades. After examining the concept of national identity and the image of the foreigner in these eras, the study undertakes an in-depth linguistic analysis of a literary corpus of drama and prose. Recurring patterns in non-native fictional speech are uncovered and set into relation with the socio-cultural background of the respective work, which leads to intriguing findings about the changing image of the foreigner and the phenomenon of linguistic stereotyping in English literature.

Studies in Contrastive Linguistics and Error Analysis Xlibris Corporation

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 of English Essays written by Students of Southern Punjab* Oxford University Press

Guiding learners to acquire sufficient knowledge of grammar constitutes an interesting domain in the field of teaching English as a second language. This research-based resource book focuses on the learning of English tenses and verbal categories, which forms a huge and fascinating component of English grammar that merits attention in teachers' attempts to improve their students' English proficiency. Inspired by concepts relating to explicit learning, consciousness raising, contrastive analysis and error analysis, the author used a wealth of data derived from a set of elicitation procedures to reveal the linguistic interference encountered by

second language learners. Arguing for the need to conceptualise grammatical rules positively, this inquiry focuses on studying learners' wide-ranging responses to a large number of items designed to explore linguistic interference in the learning of English verb forms in eight major categories. The findings, explanations and illustration-based recommendations provided in this volume will give trainee teachers, instructors and researchers deeper insights into how strategies can be aptly employed to enhance learners' performance in using English verb forms and related grammatical categories, which constitute a key dimension in the learning and teaching of English as a second language.

Understanding and Interpreting Data on the Learning of English Tenses and Verb Forms Gunter Narr Verlag

VanPatten and Benati give linguistics and language students a comprehensive overview of key issues and key terms in second language acquisition.

Die Gütebestimmung kommunikativer Tests Gunter Narr Verlag

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.

GRIN Verlag

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.

Error Analysis Waxmann Verlag  
Die langjährige Sprachförderarbeit mit zweisprachig aufwachsenden Schülern ließ die Frage aufkommen, warum Kinder mit unterschiedlichen Erstsprachen in ihren zweitsprachlichen Konstruktionen unterschiedliche 'Fehlerphänomene' aufweisen. Gibt es einen Zusammenhang zwischen den unterschiedlichen Fehlerphänomenen in der Zweitsprache Deutsch und der strukturellen Beschaffenheit der jeweiligen Herkunftssprache der Schüler? Und falls ja, wie kann man diesem - bei der Konzeption sprachfördernder Maßnahmen nicht zu vernachlässigenden - Aspekt gerecht werden? Welche Bedeutung muss dabei den jeweiligen Erstsprachen der Schüler beigemessen werden? Diese Studie geht zum einen der Frage nach, ob und inwieweit die strukturellen Merkmale dreier sprachtypologisch betrachtet unterschiedlicher Sprachen (Türkisch, Kroatisch, Griechisch) den Erwerb des Deutschen als Zweitsprache förderlich bzw. hinderlich beeinflussen. Zum anderen gilt es herauszufinden, welche Rolle dem erstsprachlichen Niveau beim Erwerb der Zweitsprache zukommt und

in welchem Ausmaß gute bzw. schlechte erstsprachliche Kompetenzen den Zweitspracherwerb beeinflussen. Gibt es einen Zusammenhang zwischen den sprachlichen Fähigkeiten in der Erst- und Zweitsprache und der von den Schülern jeweils besuchten Schulform (Hauptschule vs. Gymnasium)?

### **Key Terms in Second Language Acquisition** Routledge

Das vorliegende Buch ist eine erweiterte und aktualisierte Fassung der Dissertation. Es behandelt das Problem der Fehlerentstehung bei polnischen Germanistikstudenten. Die linguistische Fehleranalyse (auch Fehlerlinguistik genannt) versucht, Fehler und deren Ursachen im Gebrauch von Fremdsprachen oft aus den Unterschieden zwischen Muttersprache und Fremdsprache zu erklären. Bis jetzt galt die sog. interlinguale Interferenz bei Übersetzungsaufgaben als wichtigste Fehlerursache. Ist die Muttersprache bei fortgeschrittener Fremdsprachenbeherrschung wirklich ein Hindernis? Wenn ja, wie kann dem entgegengewirkt werden? Welche anderen Faktoren können darüber hinaus zu Fehlern führen? Das Problem wurde von der Autorin gründlich untersucht und jeder von den Studenten begangene Übersetzungsfehler auf die möglichen Ursachen hin analysiert. Im Mittelpunkt der Untersuchung standen interferenzbedingte Fehler im lexikalischen und grammatischen Subsystem des Deutschen. Die Ergebnisse der Studie sprechen für den kognitiven und konfrontativen Einsatz der Muttersprache im Fremdsprachenunterricht.

### **Errors in Language Learning and Use** Librairie Droz

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.

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