

Contrastive analysis can help teachers to :

- 1.Design teaching and learning materials (methodology)
- 2.Engage learner in activities to be a good user of target language.(classroom activities)
- 3.Evaluate text books.
- 4.Pay attention to the structure of the texts beyond sentence level
- 5.Pay attention to conversation in its regular pattern in different situations
- 6.Pay attention to complex areas like intonation
- 7.Pay attention to different underlying rules which differ from culture to culture

In foreign language learning, error correction has become one of the important teaching processes. But actually, few teachers know a lot about error analysis and some related theories. They often take so negative attitudes toward errors that they could not tolerate any errors and tend to correct them as soon as they could find any.

As a result, although they think they have been working hard enough and spend much time and energy working on error correction, their effort is not effective and the students do not believe they have benefited a lot.

On the contrary, the students often feel upset, for they have found that there is a great gap between themselves and their teachers in dealing with errors and understanding of error correction.

Contrastive analysis hypothesis (CAH) has been stated in two versions:

a) Strong (predictive) version

It is the early formulation of the CAH which starts with a cross-linguistic **comparison of two languages**. This version, supported by Lado (1957) and Fries (1972), claims that **prediction of difficulties in learning L2 could be based upon a comparison of two languages**, i.e., L2 errors can be predicted by identifying the differences between L1 and L2, and that the source of those errors is attributed to L1 interference. **====** the strong version predicts that the majority of **L2 errors are due to negative transfer**.

b)Weak (explanatory) version

The formulation of the weak version is to identify which errors are the result of L1 interference, and thus, it explains the errors after they are made. **This version also admits the existence of other possible sources of errors other than those resulting from L1,** and aims at formulating a diagnosis instead of a priory prediction.

Wardhaugh 1970 maintains that the weak version starts with the evidence provided by linguistic interference and uses such evidence to **explain the similarities and differences** between them

However, both the strong and weak versions have been criticized in their approaches.

For Wardhaugh (1970: 13) the strong version relies on a weak linguistic theory; similarly, the weak version is unsatisfactory because it does not predict anything except its identification of the already occurred errors. Besides, the empirical evidence accumulated in the mid- and late 1970s points out that the strongest CAH version that

“all errors made in learning could be attributed to interference by L1” could not be sustained because many errors predicted by CA are not observed in learners’ language.

Other linguists do not totally reject CA in error investigation, yet they minimize its role. Richards states that Despite the negative reaction of several analysts to CAH weaknesses, contrastive studies remain an important procedure in the description of learner errors. Language teaching has obtained considerable outcomes from the application of CA which remains one of the important theories in the field of L2 acquisition.

“Contrastive analysis has proved valuable in locating areas of interlanguage interference. Many errors, however, derive from the strategies employed by the learner in language acquisition and the mutual interference of items within the target language. These cannot be accounted for by CA.

(1971a: 214)

During the 1960s and 1970s, Stephen Pit Corder and his colleagues established Error Analysis to supplant Contrastive Analysis because Contrastive Analysis was not adequate for the study of SLA as it was not able to predict a great major of errors.

The emergence of Error Analysis showed that L2 difficulties were responsible for error experienced by the learners and it is then known as intralingual.

Human learning is an undeniable process which involves the making of error . Broughton et al. (2003) believe that a learner will always make error as an **unavoidable and necessary** part of the learning process, so errors are not the bad thing but visible proof that learning is taking place.

In SLA and learning process, error does occur as an **indication** of a learning process itself. However, it is really significant to analyze error to attain an appropriate perspective about error and to increase the quality of L2 acquisition and learning process.

DEFINITION OF 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)

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.

Keshavarz (2012:168) asserts that EA is

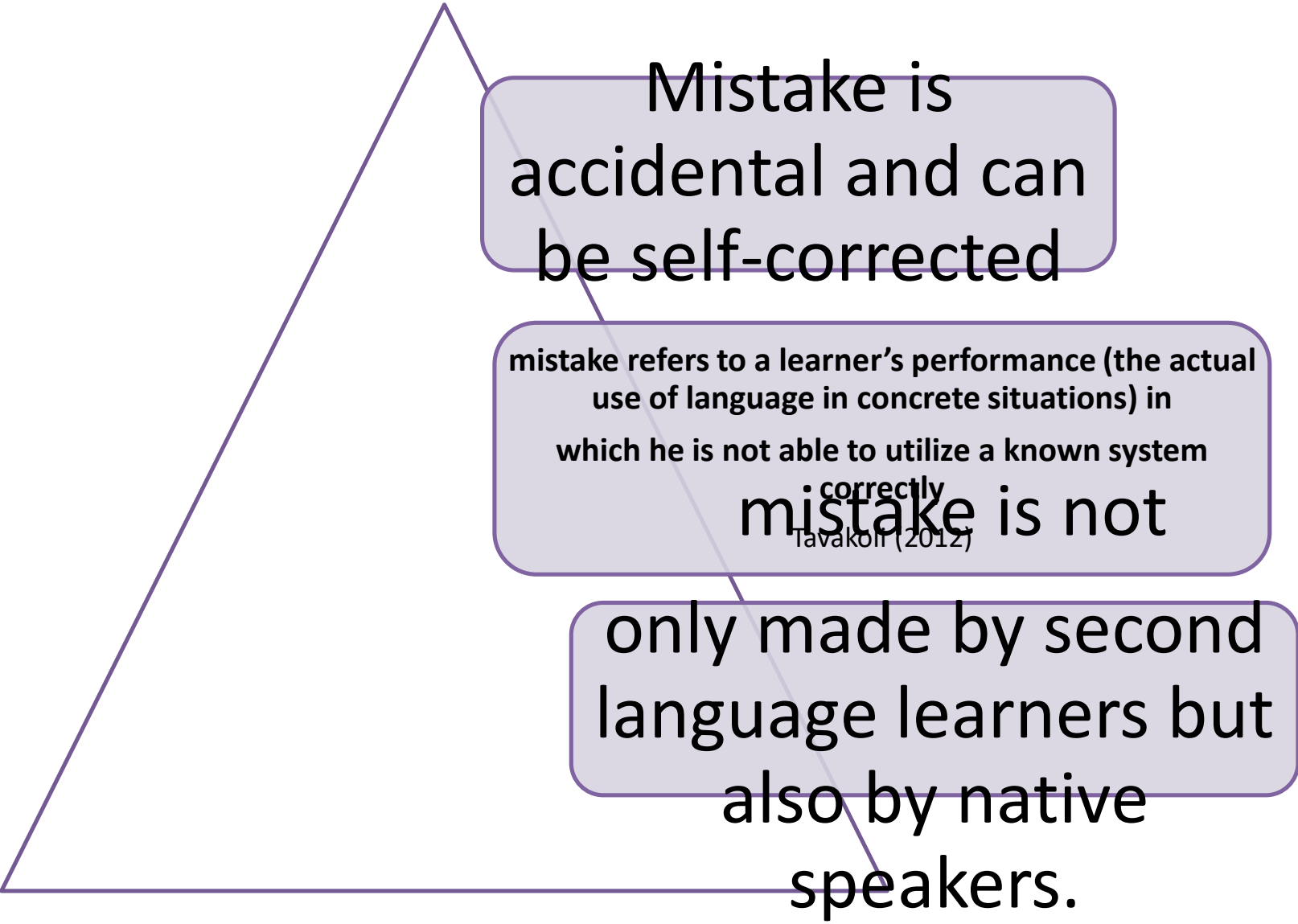
“a procedure used by both researchers and teachers which involves collecting samples of learner language , identifying errors, classifying them according to their nature and causes ,and evaluating their seriousness”.

What is Error in SLA?

error occurs because the learner does not know what is correct; it reflects gaps in

error is systematic as it is likely to occur repeatedly and is not recognized by the learner as an error. (Gass and Selinker, 2008)

an evidence of lack of learning. (VanPatten & Williams)



Mistake is
accidental and can
be self-corrected

mistake refers to a learner's performance (the actual
use of language in concrete situations) in
which he is not able to utilize a known system

^{correctly}
mistake is not
Tavakoli (2012)

only made by second
language learners but
also by native
speakers.

error *n*

- 1 (in the speech or writing of a second or foreign language learner), the use of a linguistic item (e.g. a word, a grammatical item, a SPEECH ACT, etc.) in a way which a fluent or native speaker of the language regards as showing faulty or incomplete learning. A distinction is sometimes made between an error, which results from incomplete knowledge, and a **mistake** made by a learner when writing or speaking and which is caused by lack of attention, fatigue, carelessness, or some other aspect of PERFORMANCE. Errors are sometimes classified according to vocabulary (**lexical error**), pronunciation (**phonological error**), grammar (**syntactic error**), misunderstanding of a speaker's intention or meaning (**interpretive error**), production of the wrong communicative effect, e.g.

types of interference or transfer,

++++++ positive transfer,
in which the structure in L1 and L2 is appropriate in both
language,

----- negative transfer happens when the
forms of the L2 and those of the learner's L1 are different
from each other .

The weaknesses of contrastive analysis are that it overemphasized the interference of the outer environment of language study, but the language learners themselves are totally neglected. While interlanguage intended to explore learning strategies based on the learners' errors, and it has become the basis of error analysis.

What is interlanguage?

It is a term that Selinker (1972) adopted from “interlingual”. It refers to the separateness of a second language learners' system that has a structurally intermediate status between the native and target language learners. A number of terms have been coined to describe the perspective which stressed the legitimacy of learners' second language system.

The most important feature of interlanguage is that it has its own legitimate system where learners are no longer looked on as producers of malformed, imperfect language replete with mistakes, but as intelligent and creative beings proceeding through logical, systematic stages of acquisition creatively acting upon their linguistic environment. The second feature is that this system is dynamic and it is based on the best attempt of learners to produce order and structure to the linguistic stimuli surrounding them. Finally, it is a linguistic system which reflects the psychological process of learning and the psychological process of foreign language learning

Error analysis and the procedures

In order to analyze learners' errors in a proper perspective, it is crucial to make a distinction between “mistake” and “error”. According to Brown (2000), a “mistake” refers to a performance error in that it is a failure to utilize a known system correctly. While an “error” is a noticeable deviation from the adult grammar of a native speaker, reflecting the interlanguage competence of the learner. This recognition process is followed by the error description process. We compare learners' sentences with the correct sentences in target language, and find the errors. Then we come to the next step—explanation stage, finding the sources of errors.

The beginning stages of learning a second language are characterized by a good deal of interlingual transfer from the native language. In the early stages, the native language is the only linguistic system upon which the learner can draw. These kinds of errors can be found in all aspects of language learning. Intralingual transfer (within the target language itself) is also a major factor.

At an intermediate level, learners' previous experience and existing subsumes begin to influence structures within the target language itself. Most of time, negative intralingual transfer or overgeneralization has occurred, and these kinds of errors are called developmental errors. We have found that overgeneralization makes it significant for us to study the psychological process of language learners.

Cultural interference can cause either linguistic errors or inappropriateness in the context. In addition, it sometimes hinders communication, so it should be taken seriously.

For example, an American lady said to a Chinese lady "what a beautiful dress!" Instead of saying: "Thank you, I'm glad to hear that", her reply "No, no." In accordance with Chinese way of receiving compliment will make the American lady feel at loss. Thus language learning is also the culture learning. Otherwise, we cannot get a good understanding of the language.

error analysis steps

Corder (1974) suggests that many of the researchers who carried out error analyses in the 1970s continued to be concerned with language teaching. Indeed, many of those who attempted to discover more about L2 acquisition thought the study of errors was itself motivated by a desire to improve pedagogy. That is why Corder proposes five steps in error analysis research in order to reach that objective. These steps are:

1. Collection of a sample of learner language
2. Identification of errors
3. Description of errors
4. Explanation of errors
5. Evaluation of errors.

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.

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).”

INTRALINGUAL

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

1. **Simplification:** Learners often choose simple forms and constructions instead of more complex ones

2. **Overgeneralization:** This is the use of one form or construction in one context and extending its application to other contexts where it should not apply.

3. **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

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

5. **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.

6. **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.

CONCLUSION

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

1. It is beneficial to both the learner and the teacher
2. It is compulsory to evaluate the current status of the learner
3. It also indicates problems and the solutions
4. It explores the reinforcement areas of the learners
5. It helps to acquire linguistic rules of second language