

An Analysis of Student's Error in English Study of Harbin University

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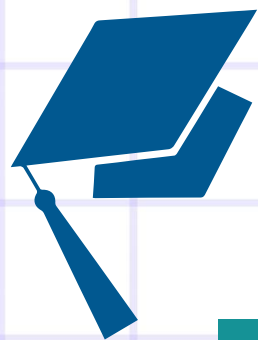
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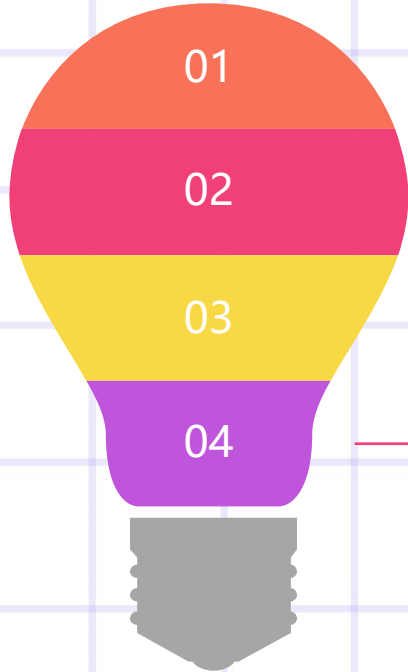
PART 01



Introduction



A Historical Perspective of Errors



1

- A classical definition was given by Corder (1973) as "breaches of code", that is, they are the signs of an imperfect knowledge of the code, for the learners have not yet internalized the formation rules of the foreign languages.

2

- Brown (1994) defines errors as a noticeable deviation from the grammar of a native speaker, reflecting the Interlanguage competence of the learner.

3

- James (2001) defines errors simply as "unsuccessful bits of language".

4

- Richards and Platt (2002) regards error as "the use of a linguistic item in a way which a fluent or native speaker of the language regards as showing faulty or incomplete learning".



► Basic assumptions (Brown)

Basic Assumptions

01

Human learning involves making errors.

02

Errors in L2 learning are unavoidable.

03

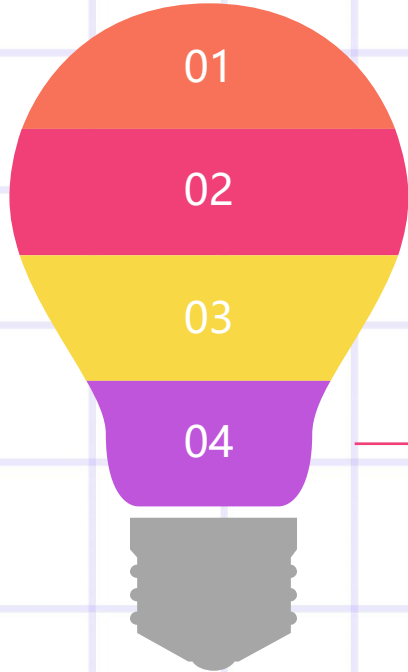
Errors made by L2 learners help understanding the process of L2 learning.

04

Errors made by L2 learners can be observed, analyzed, classified and described.



Related Literature of Error Correction



1

- Chaudron(1988): Error correction includes error handling and error correction feedback.

2

- Long (1996) supposes that in the field of SLA , corrective feedback concentrates on the simple correction of the learner's language output.

3

- Lightbown & Spada (1999) think that corrective feedback refers to any corrective move that inform the learner of the error of his /her target language output.

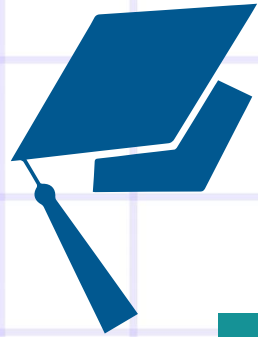
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- Ellis (2001) Corrective feedback takes the form of responses to learner utterances containing an error.



PART 02

Present situation and research goal



Method



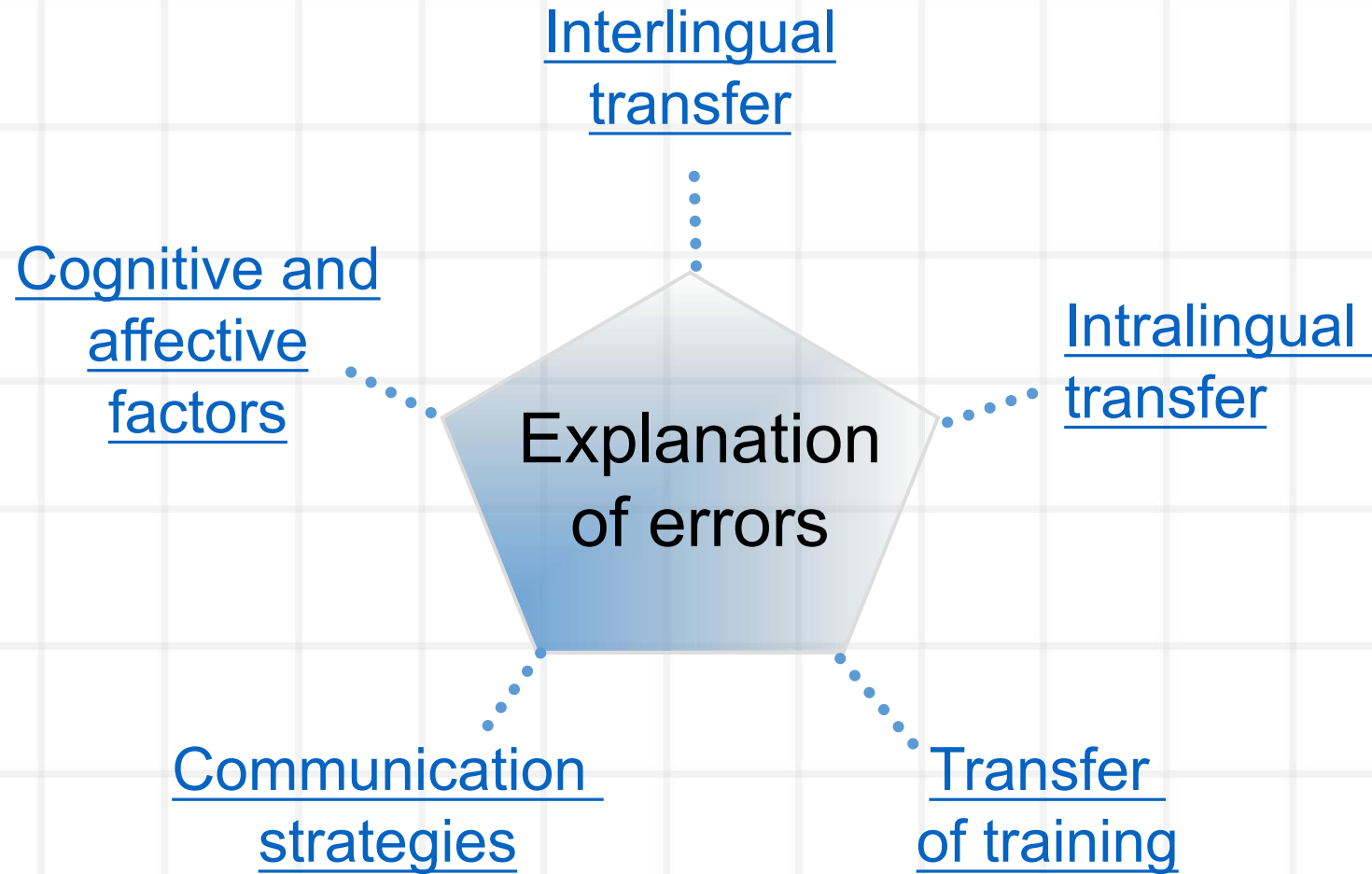
The Value of Errors

CORDER

pointed out that errors have theoretical and practical significance.

- They provide **the teacher** with information about how much the learner had learnt indicating to them the effectiveness of the teaching materials and techniques.
- They provided **the researcher** with evidence of how language was learnt;
- They served as devices by which **the learner** discovered the rules of the target language.

Explanation of Errors---Why Are Errors Made?



Steps to Identify Errors



step 1

Identifying overt and covert errors



step 2

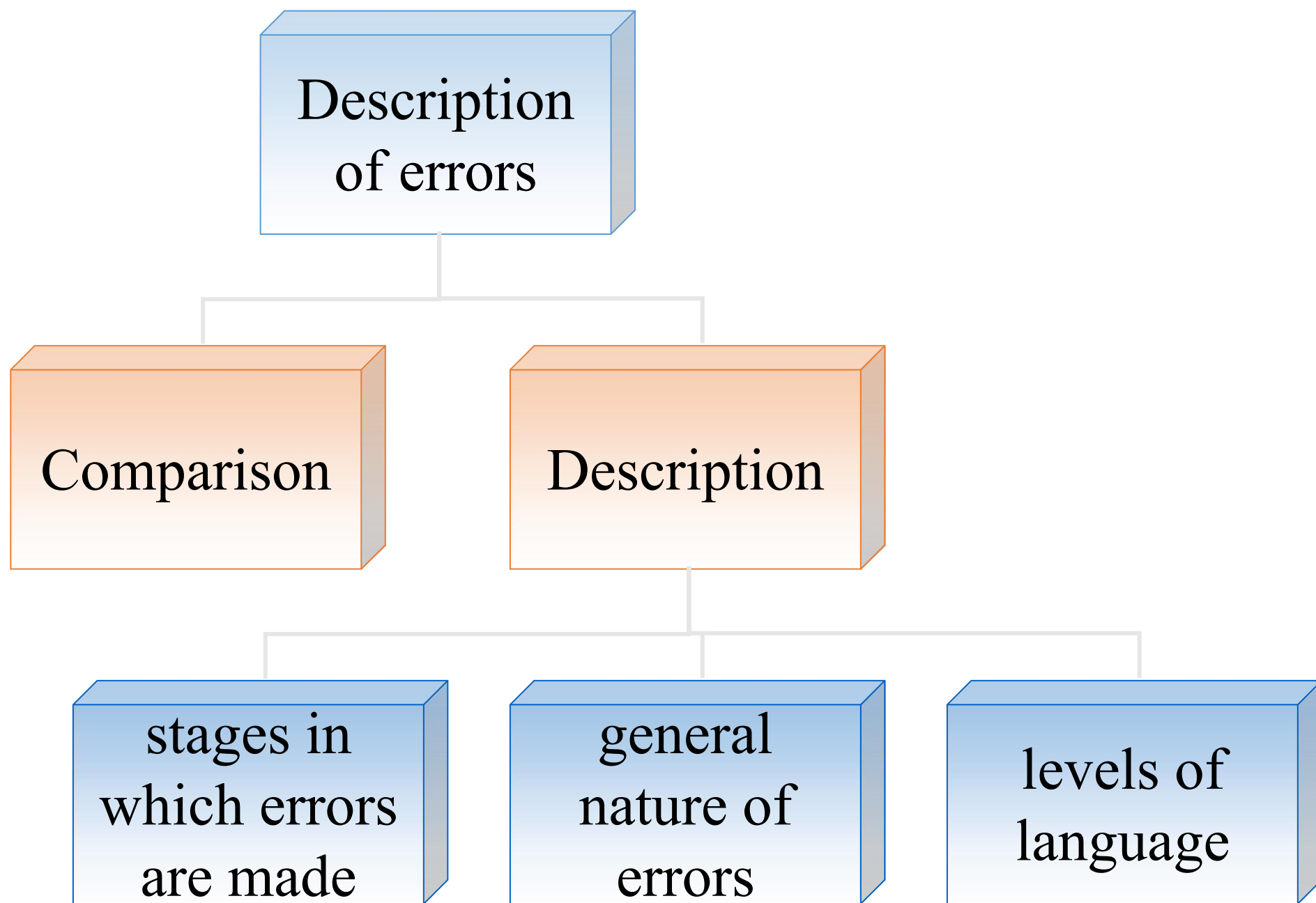
Providing interpretations and constructing well-formed sentences in the target language



step 3

Providing pairs of ill-formed or inappropriate sentences and reconstructed well-formed sentences in the target language for comparison

Corder proposed an elaborate procedure for identifying errors in a second language.



Collection

Description

Evaluation

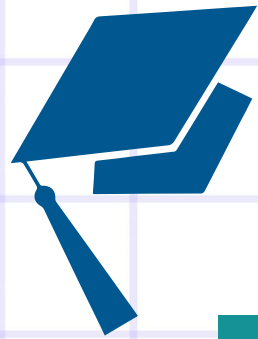
Identification

Explanation

Corder (1974) suggests the following steps in EA research

PART 03

Research methods and processes



Procedures & Results





Collection of a sample of English learners

Size of the sample

- **Massive sample**

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.

- **Specific sample**

Specific sample consists of one sample of language use collected from a limited number of learners.

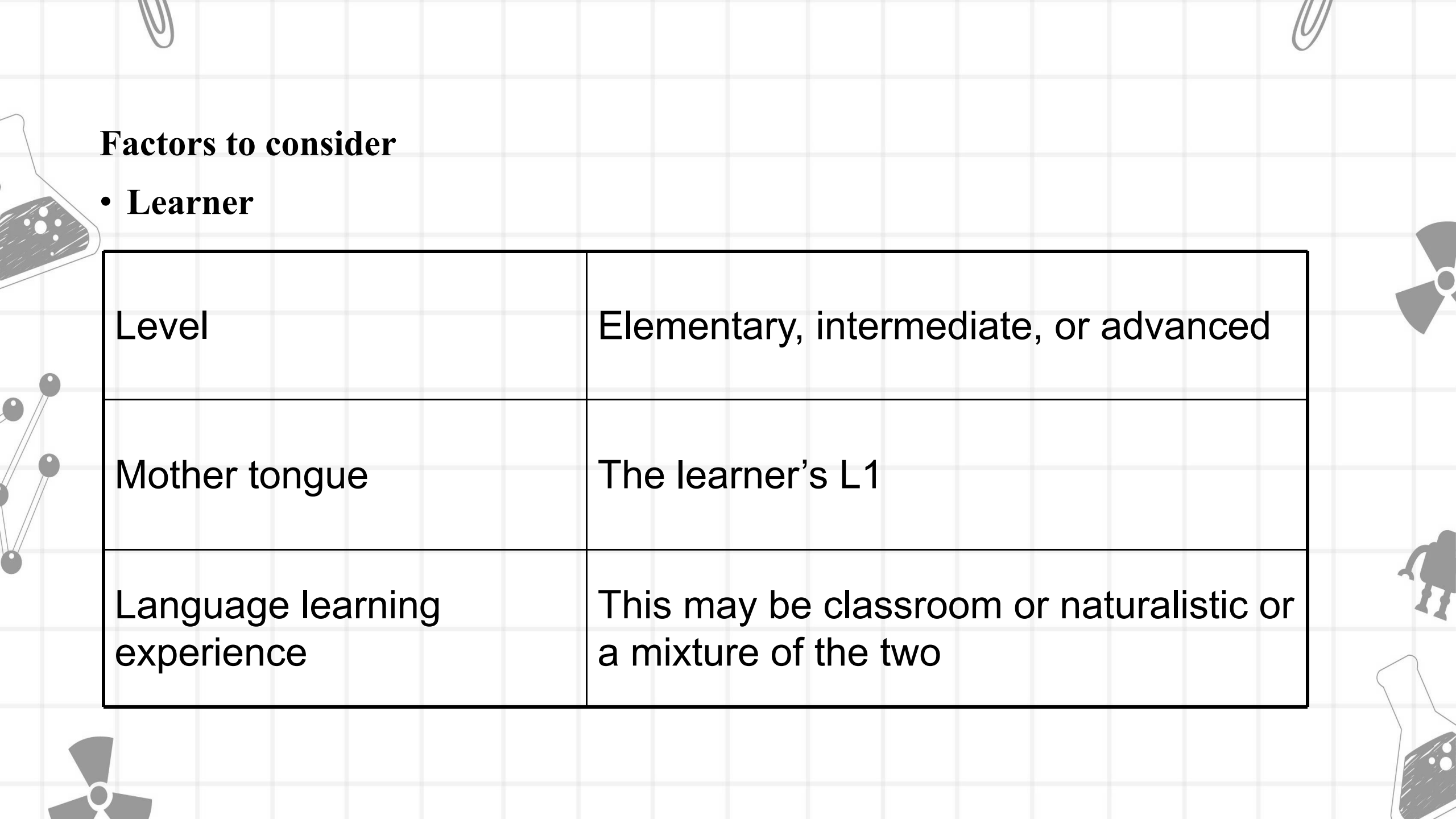
- **Incidental sample**

Incidental sample involves only one sample of language use produced by a single learner.

Factors to consider

- **Language**

Medium	Learner production can be oral or written
Genre	Learner production may take the form of a conversation, a lecture, an essay, a letter
Content	The topic the learner is communicating about



Factors to consider

- **Learner**

Level	Elementary, intermediate, or advanced
Mother tongue	The learner's L1
Language learning experience	This may be classroom or naturalistic or a mixture of the two



Factor to consider

- **Manner of collection**
- **Natural sample**



Natural samples are generally preferred.

- **Elicitation**

Elicitation is not to be confused with testing. Corder identifies two kinds of elicitation:



1) Clinical elicitation

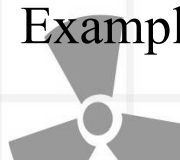
Clinical elicitation involves getting the informant to produce data of any sort.

Example: interview, ask learners to write a composition

2) Experimental methods

Experimental methods involve the use of special instruments designed to elicit data containing the linguistic features which the researcher wishes to investigate.

Example: Bilingual Syntax Measure

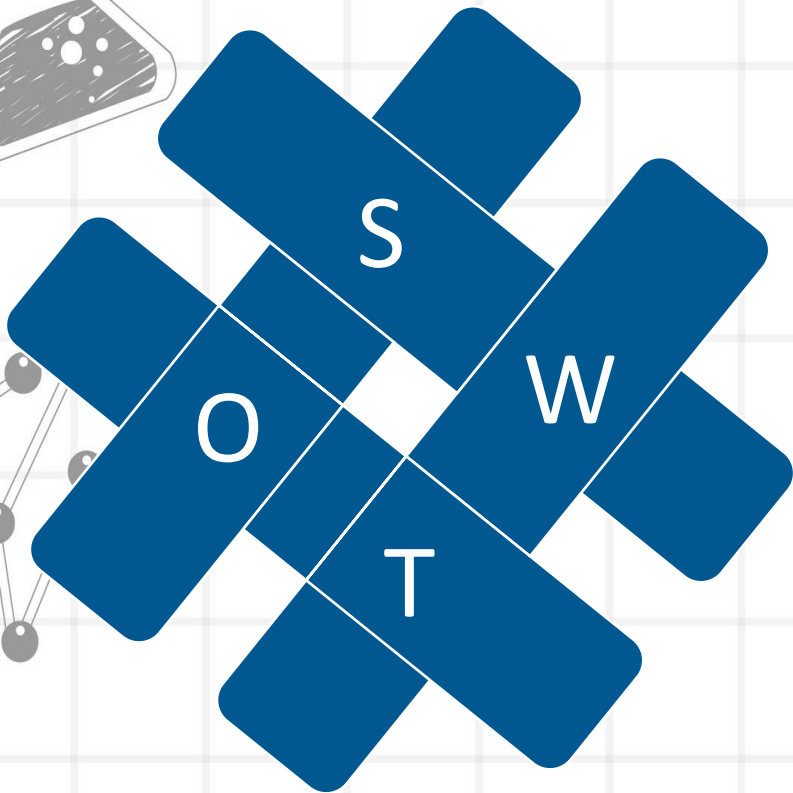


Written Corrective Feedback

Written Correction Feedback by Chinese learners of English.

- ◆ 19-years old
- ◆ studying at Harbin University, Heilongjiang, China
- ◆ majoring in Education
- ◆ 10-year English learning experience
- ◆ Write 80 words in 30 minutes
- ◆ Essay: 1. Teenager Smoking 2. Online learning

The Result and Analysis of Research



Omission is the **absence** of an item that must appear in a well formed utterance.



Addition is the presence of an item that must **not** appear in **well-formed** utterances. e.g. we didn't went there



Misinformation is the use of **wrong form** of the morpheme or structure. e.g. studit, wes

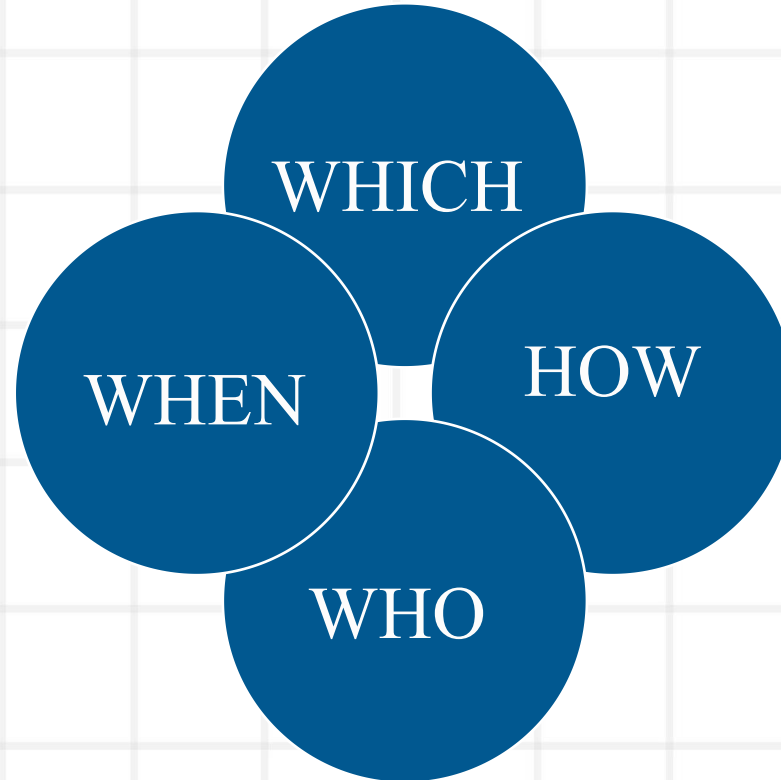


Misordering is the **incorrect placement** of a morpheme or group of morphemes in an utterance. e.g. more like

Error Analysis

	Omission	Addition	Misinformation	Misordering	Total
Essay 1: C					
I	10	3	14	4	31
Essay 2: C					
I	8	2	10	3	23

Questionary Analysis on Error Correction



**Should Learner
Errors Be Corrected**

**Which Learner Errors
Should Be Correct**

**When Should Learner
Errors Be Corrected**

**How Should Learner
Errors Be Correct**

**Who Should Learner Errors
Be Corrected**

Should Learner Errors Be Corrected

		Q1	Q2	Q3
N	Effective	130	130	130
	defect	0	0	0
Mean Value		4.90	4.56	4.82
Median		5.00	5.00	5.00
Mode		5	5	5

Q1: I think it is necessary to correct mistakes in class.

Q2: I think every mistake that students make in class should be corrected by teachers.

Q3: I think correcting students' mistakes can help students learn English better.

Who Should Correct Learner Errors

		Frequency	Effective Percentage	Cumulative percentage
Effective	Teacher	47	36.2	36.2
	Peer	15	11.5	47.7
	Self	68	52.3	100
	Mode	130	130	130

Q9: Who would I prefer to correct my mistakes.

A. Teacher B. Companion C. Myself

When Should Learner Errors Be Corrected

		Frequency	Effective Percentage	Cumulative percentage
Effective	when mistakes occur	10	7.7	7.7
	after the speech	94	72.3	80
	after class	26	20	100
	Mode	130	130	130

Q10: For the mistakes I made, I would prefer the teacher to correct them in what way.

A.when mistakes occur B. after the speech C. correct after class

The classification of corrective feedback

Lyster and Ranta (1991) classified corrective feedback into six types:

- Explicit correction
- Recast
- Clarification request
- Repetition
- Elicitation
- Metalinguistic feedback

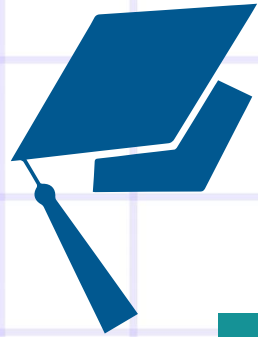


Which & How Should Learner Errors Be Corrected

	Explicit correction	Recast	Request Clarification	Metalinguistic feedback	Guide	Repetition	Body language or expression tips
Phonetics	34 26%	16 12.6%	9 7.1%	17 13.4%	39 29.7%	7 5.5%	8 5.8%
Mophology	39 29.9%	19 14.7%	7 5.5%	18 13.9%	29 22.3%	8 6.3%	9 7.3%
Syntax	38 28.9%	16 12.1%	8 6%	17 13.4%	35 27%	11 8.4%	5 4.2%
Discourse	33 24.9%	1 9.2%	9 6.6%	14 10.5%	38 29.4%	15 11.3%	11 8.1%

PART 04

The conclusion of this study



Implications



Pedagogical Implications

01

Teachers should get to know the students well and pay special attention to students' different needs of error

02

The corrective actions recognized in the questionnaire are different from those implemented in the actual classroom. Thus, all of the teachers and students should rectify the understanding of errors.

03

Teachers' attitudes and ways of error correction affect students' emotional experience and the purpose is to create a relaxing teaching environment for the student.

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Thank you

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