

Error Analysis: Its Historical Progression and its Characteristics

Misuzu MIYAKE

Kurashiki, 701-0194, Japan

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Abstract

Error analysis flourished in the 1970's and 1980's as one of the first ways to investigate L2 acquisition but then declined in popularity. However, recently it has made a comeback in a more specific way. Error analysis gives language teachers and learners the strategies to overcome or minimize their disabilities and the disabling effect of their ignorance. This paper provides a description of the historical progression of the analysis of learner errors in order to understand Error Analysis more clearly and the characteristics of Error Analysis including the classification of errors and error treatment. In the concluding section, the author gives concrete suggestions on classroom instruction for Japanese college students through the results of the author's small study of the error analysis practiced at an ESL classroom at Central Washington University, Washington, USA.
