**Lecture 6: Approaches of Applied Linguistics**

**A/ Error Analysis**

Error analysis (EA) emerged as a reaction to the view of language learning proposed by CA which views L1 learning as a result of L1 transfer. Holding a more positive view towards learners’ errors, EA tries to account for learners’ performance in terms of the cognitive processes they make use of when learning an L2.

EA is of two types:

- theoretical: it has to do with analysing the learners’ errors and finding their sources.

- applied: that is defined in terms of its application in the field of language teaching.

**1/ Theoretical Ground**

 Under the influence of Chomsky’s theory of language acquisition, researchers started studying the speech of children learning English as L2, applying his basic claims about language acquisition. According to chomosky,

- Children are born with an inherent ability to learn any language

- Each child has a LAD that encodes the language principles

-Language acquisition is viewed a s rule formation

- Children acquire the rules, the their limitations

-children make developmental errors because they have not yet acquired the limitations of the rules

 The researchers found out that L2 learners make errors that are similar to children’s errors, developmental errors that are part of their to-be-acquired L2 (inter-language) . These should be treated as a sign of learning rather than a deficiency. Hence an error can be defined as:

« A systematic deviation from an L2 rule that signifies the learner’s language at a particular stage of the learning process.»

**2/ Inter-language**

 It refers to a transitional or intermediate stage of language development when learning an L2.

3/ **Interlingual vs. Intralingual Errors**

**T**he errors that can be traced to L1 interference are called interlingual and are explained by means of CA. Learners commit a larger number of errors that can by no means be traced to L1 interference. These are intralingual errors that are explained by EA.

**4/ EA and Language Teaching**

EA plays a crucial role in language teaching by providing insights into learners’ mistakes, helping educators understand the underlying issues, and tailoring instruction to address the challenges. It also helps the teachers to design targeted intervention to enhance language acquisition.