

error

mistake

To arrive at a correct interpretation of the utterance, the researcher should reconstruct the correct utterance with learners' original idiosyncratic exchange

3 steps of error analysis

2 options present themselves to the researcher:-

- ① The learner is available for consultation, the researcher can have "authoritative reconstruction"
- ② The researcher should rely on his/her familiarity with the learners' L1 (T)

surface strategy for error analysis

enables the researcher to classify errors on the basis of distinction

omission = absence of

Grammatical elements: articles, auxiliaries, prepositional phrases / prepositional

omission / (b) inclusion

over inclusion = addition

misselection = misformation

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Semantic
 lexical → Collocational → all-purpose
 - non-semantic
 lexical → Confusion / misfunction / redundancy
 Al-Mahel
 pronunciation

Collocation

do test / take exam / serious sickness
 make noise

Enter the hospital (X) → collocation

have an accident / had
 make accident (X)
 made (X)

story = occur

admitted in hospital
 have = result
 do - balance
 Target = achieve

(21)

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U6

Types of aux:

1. Primary: Be, Do, have
2. Modals: can, may

ability → permission

does

He doesn't do his homework

transitive → does his homework

Verbal Complement:

- ① I felt happy.
Adj
- ② Adv. He walks slowly
- ③ object I saw Hamada
- ④ PP we saw in the class

Verbal Complement: Some thing complete the verb

He talks loudly
→ He talks very loudly
(Adj)

weakly, daily, weekly → Adj & Adverb

In perfect → [State]

State: Car

state

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