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**To Err Is Human,
To Forgive Is Divine.**

Preface

Human learning is fundamentally a process that involves the making of mistakes, and language learning is no exception. As Brown (2000) says, learning to swim, to play tennis, to type, or to read all involve a process in which success comes by profiting from mistakes, by using mistakes to obtain feedback from the environment, and with that feedback to make new attempts which successfully more closely approximate desired goals. Language learning, in this sense, is like any other human learning. In fact, making mistakes is a necessary and inevitable part of the language-learning process.

Many scholars in the field of error analysis have stressed the significance of second-language learners' errors to the teacher, since by analyzing errors they would be able to discover the students' difficulties and help them overcome those difficulties. As Corder (1973) points out, errors tell the teacher something about the effectiveness of his teaching materials and his teaching techniques, and show him what parts of the syllabus he has been following have been inadequately learned or taught and need further attention. They enable him to decide whether he can move on to the next item on the syllabus or whether he must devote more time to the item he has been working on. This is the day-to-day value of errors, but, in terms of broader planning and with a new group of learners, they provide information for designing a remedial syllabus or a program of reteaching. (See also Richards, 1971; Jain, 1974; Dulay, Burt & Krashen, 1982; Brown, 2000).

Accordingly, it has been the author's intention in writing this book to provide a practical text for the error analysis course now widely taught at the

university level in Iran. The book is also intended to provide practicing teachers and prospective teachers of English with guidelines about how to deal with their students' errors, which constitute part of their daily professional life.

The book is organized in seven chapters.

Chapter One serves two purposes: (a) to provide a historical background to error analysis, and (b) to introduce some fundamental concepts in the field.

Chapter Two provides a discussion about different hypotheses of error analysis, namely interlanguage hypothesis, approximative systems hypothesis, and idiosyncratic dialect.

In Chapter Three, techniques and procedures of error analysis are presented. First, data-collecting procedures will be discussed. Then, the methodology for identification and interpretation of errors will be presented.

Chapter Four is devoted to the classification of errors. Different types of classification are presented in this chapter and illustrative examples from authentic data collected by the author will be provided.

Chapter Five deals with the psycholinguistic analysis and classification of errors. That is, different sources of errors will be discussed in this chapter and a comprehensive taxonomy will be presented.

Chapter Six discusses the communicative aspects of error analysis. Errors related to different communicative tasks as well as the reaction of native speakers towards different types of errors will be discussed.

Finally, Chapter Seven presents implications of error analysis for EFL teachers, syllabus designers, and test developers. Error correction and attitudes towards errors will also be discussed.

In all seven chapters important terms and concepts are listed, and each chapter ends with some study questions.

It is hoped that this book, with all its shortcomings, will be found useful by English students and teachers.

Abbreviations

ASH	Approximative Systems Hypothesis
CA	Contrastive Analysis
CAH	Contrastive Analysis Hypothesis
EA	Error Analysis
EFL	English as a Foreign Language
ESL	English as a Second Language
ID	Idiosyncratic Dialect
IL	Interlanguage
L1	First Language
L2	Second Language
MT	Mother Tongue
NL	Native Language
TL	Target Language