

SPRACHWISSENSCHAFT

Error Analysis in the World

A Bibliography

Bernd Spillner

T Frank & Timme

Verlag für wissenschaftliche Literatur

Bernd Spillner
Error Analysis in the World

Bernd Spillner

Error Analysis in the World

A Bibliography

FFrank & Timme

Verlag für wissenschaftliche Literatur

ISBN 978-3-7329-0356-6

ISBN (E-Book) 978-3-7329-9680-3

ISSN 1862-6149

© Frank & Timme GmbH Verlag für wissenschaftliche Literatur
Berlin 2017. Alle Rechte vorbehalten.

Das Werk einschließlich aller Teile ist urheberrechtlich geschützt.
Jede Verwertung außerhalb der engen Grenzen des Urheberrechts-
gesetzes ist ohne Zustimmung des Verlags unzulässig und strafbar.
Das gilt insbesondere für Vervielfältigungen, Übersetzungen,
Mikroverfilmungen und die Einspeicherung und Verarbeitung in
elektronischen Systemen.

Herstellung durch Frank & Timme GmbH,
Wittelsbacherstraße 27a, 10707 Berlin.

Printed in Germany.

Gedruckt auf säurefreiem, alterungsbeständigem Papier.

www.frank-timme.de

Contents

Introduction	7
1. The notion of error.....	7
2. Errors in the mother tongue.....	7
3. Errors in communication	8
4. Errors in foreign-language acquisition	8
5. Error analysis in the foreign-language classroom	9
6. The domain of error analysis	10
7. Systematic error analysis.....	13
7.1 Identifying and localising errors	13
7.2 Error classification	14
7.3 Error causes	15
7.3.1 <i>Language</i> -related error causes	15
7.3.2 Errors caused by the L ₂ system.....	16
7.3.3 Interference errors through incorrect transfer.....	17
7.4 Error impact	17
7.5 Teaching strategies to remedy errors	18
8. Composition of the Bibliography.....	18
Bibliography.....	19
Error Analysis in the World. A Bibliography	21

Introduction

1. The notion of error

The very different forms and functions of language errors people make in the communicative process have led to extensive error analysis by a variety of disciplines using various research methods. Historical linguistics investigated errors (analogies) as the mechanism for linguistic change, an approach which found favour at the beginning of the 20th century with psychology and psycholinguistics (see, e.g. Mehringer & Mayer 1895). Descriptive linguistics discussed errors under the aspects of norm and deviation. It was not, however, until language error became the focus of applied linguistics that the subject became relevant to language teaching and teaching methodology, a relevance that continues to this day.

2. Errors in the mother tongue

Language errors can be broached first from a purely intralingual standpoint. Here, analysis concentrates on errors in the mother tongue made both by children during first-language acquisition and by adults during everyday language use. Intralingual error investigation provides valuable insight into how language functions during the language-production process and into language-specific structural problems (e.g. the relationship between phonology and orthography).

Intralingual error analysis also opens up several other research fields. One example is the psychoanalytical approach to error investigation associated with Freud, in which errors in speech, particularly spontaneous slips, provide information about (usually subconscious) mental states, anxieties, and repressed desires. This approach to error analysis is of interest to linguists in so far as it offers explanations for the origins of error and norm deviations triggered by psychological language mechanisms.

Many of the processes responsible for errors during first-language acquisition and mother-tongue communication also have a bearing on foreign-language communication and consequently need to be addressed in foreign-language teaching methods.

3. Errors in communication

Approaches that go beyond intralingual error analysis include the translingual investigation of human communication (French: *langage*) and thus belong to general linguistics. Although promising studies were conducted into the psychological conditions for general human communicative processes in the past, for example in the early 20th century (cf., among others, Mehringer & Mayer 1895; Ranschburg 1905; Weimer 1925; Kieling 1925), they have not been rigorously pursued since.

By comparing errors made by speakers in different languages, researchers can draw conclusions regarding the phonological, grammatical and lexical structures of the languages in question. Such comparisons highlight the principles of language structure and rules that emerge from the temporal sequence of spoken languages.

4. Errors in foreign-language acquisition

Interlingual studies make up the bulk of research into language errors. In simple terms, the hypothesis behind these studies is that many errors occurring during the acquisition of a foreign language are due to the incorrect transfer of structures from the mother tongue (L_1) to the foreign language (L_2) - or from a previously learned foreign language (L_2) to a new foreign language (L_3). This realisation led to the demand that, in order to prevent errors, differences (and common features) between L_1 and L_2 should be systematically collected and lists compiled of examples of possible language interference. Contrastive analyses thus aimed at pinpointing pitfalls in foreign-language learning and predicting errors that might occur during L_2 acquisition, so that they could be countered with suitable classroom material.

Contrastive linguistics and error analysis based on interference reached their height when, following in the footsteps of Lado, linguists carried out a systematic, synchronic linguistic comparison in an attempt to ascertain the similarities and differences between L_1 and L_2 , determine learning difficulties and pitfalls and counter language errors with appropriate teaching methods (cf., among others, Nickel 1972; Kaufmann 1974; Kielhöfer 1975; Corder 1981; James 1998).

5. Error analysis in the foreign-language classroom

Language teaching traditionally presumes that language learners make some errors due to lack of competence, ignorance of rules and gaps in vocabulary, and other mistakes due to acute external influences (lack of time, stress, fatigue, distraction etc.). Errors of knowledge are attributed to systematic learning deficits while occasional mistakes are momentary shortcomings despite the learner having a firm grasp of the rules. Such differentiation continues to play an important role in error assessment today. Language-teaching methods inspired by generative grammar gave this traditional distinction a new lease of life. The juxtaposing of ‘performance mistakes v. competence errors’ carelessly vested theoretical grammatical categories with a new psycholinguistic significance. The adoption of such vague terms in language teaching was facilitated by the then fashionable catchphrase “communicative competence”, which led to a whole range of didactical neologisms such as “adjective + ‘competence’”.

It is undeniable that external factors can be responsible or partly responsible for errors. However, every language error is manifest in performance and every error is associated with competence. Practical error analyses also demonstrate that occasional performance mistakes do not occur at random but in situations where difficulties are inherent in the language system or where there is no firm grasp of the rules. The distinction between these two types of error is therefore not helpful in the foreign-language classroom.

Another tradition in language teaching has been the practice of regarding error as something generally negative, as a deviation from the norm and a misdemeanour requiring remedial action. Today, on the other hand, foreign-language teachers are advised not to correct students and interrupt their flow when they are speaking. The process approach in foreign-language teaching even extends this treatment of language errors beyond conversation to written language production:

Generally, it was assumed that if students were engaged in writing about topics they had chosen themselves and were empowered to make decisions about the shaping and polishing of their own texts, final products would improve as a natural consequence of a more enlightened process. Since both teachers and students found it more stimulating and less tedious to focus on ideas than on accuracy, composition instruction entered a period of ‘benign neglect’ of errors and grammar teaching (Ferris 2002:4).

In its approach to errors, foreign-language teaching methodology should neither encourage pidginised communication nor doggedly strive towards language perfection at native-speaker level, but find a compromise between the two.

6. The domain of error analysis

For a long time error analysis has occupied an important position in applied linguistics and in foreign language teaching. Its theoretical concepts and the empirical research have been closely related both to the contrastive hypothesis and interlanguage hypothesis.

According to contrastive linguistics, errors produced during the process of foreign-language acquisition are thought to be caused largely by unconscious transfer (in the mind of the learner) of mother tongue structures to the system of the target language. According to this hypothesis, if there are considerable contrasts between the two language systems, there is a high probability of negative transfer, resulting in errors within target-language performance. Errors in the second language demonstrate existing language contrasts and thus indicate learning difficulties. Such errors, however, can also be regarded through error analysis as being caused by structural learning contrasts. Systematic contrastive analysis therefore allows the development of preventative teaching strategies and materials to counter these errors.

The interlanguage hypothesis of second-language acquisition is based on the assumption that the transition from zero knowledge to native-speaker or near-native-speaker competence is not abrupt but proceeds in typical steps, which are, to a certain degree, predictable (cf. e.g. Arabski 1979; Selinker 1992). In this approach, errors are indicative of the different stages of competence. The reason for teaching measures, such as correcting and preventing errors, is to facilitate the learner's transition from one level to the next.

These two competing theories of foreign language learning have in common that they take into account the predictability of deviant language performances during the process of acquisition; for both, empirical error analysis is an essential methodical instrument; in both cases, errors are relevant for diagnosis and the evaluation of the process of language acquisition, as well as for the development of therapeutic or corrective language teaching methods.

The importance of error analysis demands that a bibliography be compiled listing analyses of errors in many source and target languages. There is indeed no lack of empirical investigations with scrupulous documentation of error data for different learning situations, learner ages, learning material, teaching methods, source languages and target languages.

Unfortunately, a lack of data synthesis has meant that there is little proof of which linguistic-error variables have a direct bearing on success in foreign-language learning or teaching. There has also been a lack of comparative evaluation of the empirical data with regard to a general typology of errors. Even if research differs in theoretical assumptions and methodical approaches, it is still possible to compare effectively a considerable proportion of error-analysis results. For languages such as English, German, French, Italian, Spanish, Russian, we have at our disposal error data from learners of many different mother tongues; this material could be compared with regard to ‘universals of language contact’ (Spillner 1986, 154), processes such as ‘code switching’, and interlingual constants of foreign-language learning. The intention of this bibliography is to stimulate such comparative research.

But its aim reaches even further. During the controversy between ‘contrastive linguistics’ and the ‘interlanguage hypothesis’, discussions about the analogies and differences between mother-tongue acquisition and foreign-language learning largely neglected an old tradition of error analysis: the analysis of errors within the mother tongue, both in child language and in everyday adult language performance. Error analysis within this scope provides important insight into the function of language during the process of speech production (oral and written) and into structural problems of specific languages (e. g. the relationship between the phonic and graphic systems). At the beginning of the 20th century, psychological and psycholinguistic literature (e.g. Kiessling 1925, Meringer/Mayer 1895, Ranschburg 1905, Weimer 1925) published some very interesting results, especially concerning the causes of errors and their role in linguistic changes.

When intralingual error analysis is devoted to the mother tongue, it gives access to several additional research fields. One of these fields is the psychoanalytical branch of error analysis, which is closely connected with the name of Sigmund Freud and his school. In this approach, errors, especially slips of the tongue and slips of the pen, give insight into unconscious psychic dispositions, fears and repressed desires. This type of error analysis may be important for linguistics

insofar as it offers possible explanations for error causes, for psychically conditioned mechanisms of linguistic deviance.

Moving further into the field of medicine are activities of error analysis dealing with disorders of speech and language. These problems include disorders of articulation, dyslexia, aphasia, speech disorders due to psychotic disease or mental illness. For the physician and psychologist, errors are an important means of diagnosis; and for the speech therapist they form the basis of methods of individual therapy.

Errors are a major source of knowledge for the linguist. Besides the observation of language acquisition in early childhood and of language disorders in clinical linguistics, error analysis is the most important empirical method to gain information about the function of cognitive processes in language production and language perception. The failure of productive or receptive verbalization resulting in a linguistic error provides insight into the 'normal' cognitive process of speech production. Because of their importance for other types of error analysis, a selection of publications in this field has been listed in this bibliography.

The domain of general and theoretical linguistics also gains from error data. Based on a comparison of errors that speakers commit in various languages, inferences can be drawn about the phonological, grammatical and lexical structures of these languages, about general principles of language and about linguistic constants resulting from the sequential and temporal order of phonetic languages. In this respect, error analysis is relevant for systematic research in linguistic universals. Finally, error analysis is of significance in explaining linguistic change. Comparative-historical linguistics already explained spontaneous language change on the basis of the psychically caused 'analogy' as a deviance from a phonetic law. Meringer/Mayer (1895) were interested in slips of the tongue in everyday communication as a reason for diachronic language variation. It can therefore be seen that linguistic errors are of major interest to very diverse fields of linguistics.

While the contrastive and interlanguage hypotheses of foreign-language acquisition compete with each other, both have at heart that it is possible to predict deviations from the norm in language production; both theories deploy empirical error analysis as an essential methodological tool; errors are important for assessing the language-learning process and level as well as for developing therapeutic and corrective teaching strategies. This orientation has resulted in a plethora

ora of publications on error analysis, which has become almost impossible to keep track of. (Spillner 1991).

7. Systematic error analysis

A critical appraisal of the mass of publications on foreign-language error analysis shows that research has reached very different stages of development depending on the field. It is expedient to base such an evaluation on a systematic approach to error analysis. This is best accomplished inductively according to methodical steps of coherent error analysis. The table below sketches systematic steps for error analysis without giving a strict chronological order.

7.1 Identifying and localising errors

The first step of every error analysis involves identifying an error in a text (Kasper 1975). In a written class test, this step generally involves the teacher underlining with red ink part of an expression. This seemingly simple procedure, however, is preceded by two complex acts. The teacher first has to compare the entire text systematically with language norms and detect any deviations. To do so, the teacher has to call upon his/her in-depth knowledge of L₂, if necessary backed up by standard reference works (dictionaries, grammar books, specialized dictionaries of orthography, pronunciation, prosody, style). As all natural languages display diatopic, diastratic and other variations, it is sometimes difficult to distinguish between norm and variety. Moreover, the norm is fluid and is subject to language change and language reforms: what is unacceptable one day may in a few years' time be an accepted variety or norm.

The second obligatory step in localizing errors entails reconstructing speaker/writer intention. In other words, the teacher has to know or deduce what the student is trying to express. With some exercises, such as translation or dictation, the intention is fixed; when students are required to express themselves freely, however, the intention can sometimes only be ascertained through context or by asking the student. For example:

Being poor, the government took advantage of the unemployed. (Who is poor?)

This example shows that statements might be incorrect even though they do not seem to deviate from a grammatical or lexical norm. The problems language

teachers face when they try to localise errors are therefore fraught with much more difficulty than generally presumed.

Methodical steps of error analysis

Steps	Identification of error	Description of error	Cause of error	Impact of error	Teaching strategies to remedy the error
Analysis aims	Localisation in text	Linguistic taxonomy	Identification of source of error	Impact on communication	Pedagogical error description
Methods	Comparison with norm; reconstruction of intention of communication	Description and classification according to linguistic categories	Identification of external influences; hypotheses on psycholinguistic processes	Identification of reactions to communicated message and of disapproval	Correction; diagnosis; evaluation; constructive comment; therapy; prevention
Heuristic question	Where in the text? Deviates from what?	Where in the language system?	Why?	What are the questions regarding understanding?	Evaluation from pedagogical stance? What teaching methods?
Relevant disciplines/ fields	Linguistics; communication sciences; linguistic prescription Code switching	Descriptive linguistics	Psychology; psycholinguistics	Communication sciences; sociolinguistics; pragmatics; docimology	Foreign-language teaching methods; psychology; language-teaching research Corrective feedback

7.2 Error classification

A browse through the over 9000 studies on language errors published to date reveals that around 80 percent of them deal with the description and linguistic classification of isolated errors. Errors are grouped taxonomically in categories such as syntax, prepositions, aspect, lexical error, orthography and pronunciation. These categories generally also appear in the correction comments.

Although such classification within the language system may shed light on linguistic problems, for example typological questions, it is of little use in the foreign-language classroom and of no use to the learner. At best, the teacher can

use it as a tool in order to compile error statistics for every exercise or class test and thus determine where the main problems lie or see whether there is a correlation between the errors and class materials or group of learners.

7.3 Error causes

Errors have many different causes. External influences such as stress, noise, lack of time and alcohol consumption are enough to make the normal speaker commit mistakes which under ‘normal’ circumstances he/she would not have uttered. It can, however, be presumed that the errors a speaker makes when subjected to external influences do not occur at random but at points of inherent language difficulty. It goes without saying that errors can also be caused or at least encouraged by teaching itself, when, for example, teaching materials are poorly organised, the teaching method is faulty or teaching behaviour wanting.

Those engaged in error analysis must also bear in mind that it is very difficult to reconstruct psycho-cognitive processes. Questioning the speaker retrospectively is also often unhelpful. Humans in general make very difficult laboratory subjects: even under identical conditions, language production can never be replicated.

It is therefore only possible to forward hypotheses on the causes of errors. These hypotheses, however, become more plausible if they can stand up in different contexts and with different speakers (Spillner 1977). The main categories of study into the causes of error – other than the external influences already mentioned – are the structures and comparisons of the languages in question (mother tongue, target language, perhaps existing knowledge of another foreign language) and the cognitive strategies of the speaker/writer and learner.

The hypotheses that help determine the cause of language errors are therefore those that depict the mental processes involved in human language production.

7.3.1 *Language-related error causes*

Some language errors are caused by the very nature of human language and the general processes of language production. These can be traced back to the linear, sequential arrangement of spoken and written language. In such cases, the mental time shift between language planning and realisation can lead to errors due to continuing response to language segments (perseveration) and the expectation of language segments (anticipation). For example:

*Außendienstmitarbeiter (... mitarbeiter)

*Que *fait-on* avec un stylo? *Écrit-on* dans le cahier. (On écrit...)

***Brandbreite** (Bandbreite)

***bycycle** (bicycle)

In addition to syntactic errors, mental slips can arise through semantic, phonetic or graphemic similarities. For example:

*He suffers from hypotension (hypertension).

Another type of error occurs when similar language segments are blended (contamination). For example:

*Er machte einen schlechten Sperz (Spaß/Scherz).

Such error causes, which are often neglected in the analysis of errors, are not only common in everyday conversation but also very present in the foreign-language classroom.

7.3.2 Errors caused by the L₂ system

Individual languages have their particular system-related difficulties that can lead to errors both in first-language and foreign-language acquisition – though with some differences. Such difficulties can be found in complicated morphology (irregular conjugations or plurals of nouns), interfixes in German compounds, the semantic difference between *ser* and *estar* in Spanish, the complex forms of address in Japanese, the syntax of modal particles in German, etc. A particularly problematic area is the relationship between written and spoken forms. In French, the rules governing spelling-to-sound correspondences are relatively simple, whereas the sound-to-spelling rules are very complicated. A learner therefore finds it relatively easy to read out a written French text but very difficult to write down a spoken text, for example in dictation. In Spanish, both directions are comparatively simple, whereas in English they are highly complex and the potential for error considerable. Such language-specific structural problems must be recognized as potential error causes in foreign-language teaching. They are, however, generally independent of the learner's first language and can therefore not be treated as contrastive.

7.3.3 Interference errors through incorrect transfer

Errors made during foreign-language acquisition and practice often have an interlingual root. Comparisons between the mother tongue and foreign language can cause linguistic interference. The learner is subconsciously aware of mother-tongue structures and transfers these, sometimes incorrectly, to the target language. For example:

L₁: Spanish L₂: German

*Phot**maschine** (< máquina fotográfica)

*Hier verkauft **sich** Brot (< Aquí se vende pan)

L₁: Italienisch L₂: German

*P**ub**blikum (< pubblico)

L₁: French L₂: German

*Die Mutter brachte **seine** Kinder jeden Tag in die Schule (ihre)

L₁: German L₂: English

*She **had** her book **lost** (...lost her book)

* his creative **phantasy** (imagination)

Errors in the foreign-language classroom can also be explained by interference from L₂ on L₃.

L₁: German L₂: English L₃: French

*example (exemple)

L₁: Spanish L₂: English L₃: German

*seine Schuhe (shoes)

Though not all errors of this type can be predicted by contrastive analysis, hypotheses on language interference provide in many cases a plausible explanation.

7.4 Error impact

Error analysis largely fails to address the communicative consequences of language that deviates from the norm. The most important question is whether the

error in question interferes with communication and causes misunderstanding. If in doubt, the researcher can test responses empirically by the use of questionnaires. Sometimes errors are unintentionally funny or socially inappropriate (for example incorrect form of address, ‘du’ instead of ‘Sie’ in German, use of taboo or loaded vocabulary, impoliteness). If errors interfere with meaning or are very inappropriate, they have to be included in the teacher’s error evaluation.

7.5 Teaching strategies to remedy errors

The steps outlined above form the basis for evaluating and applying the findings of error analysis in the classroom, in particular the methodical reflections on error identification, the hypotheses on error causes and – for the subsequent assessment of the error – the above-mentioned criteria of error impact. The complex task of developing a teaching strategy to remedy errors can be systematically structured according to the following key terms:

- *Error correction* with comments on error causes and impact.
- *Error diagnosis* (learner oriented, teacher oriented, method oriented, teaching-materials oriented).
- *Error evaluation* (consideration of causes and communicative impact, teacher reflection on norms and deviations, proximity to norm, persistence of error).
- *Error therapy* (learner-specific practice: awareness of error causes, comparison of languages).
- *Error prevention* (methods and materials to prevent or reduce future errors)
- *Reflections* on teaching methods, teaching materials, curriculum, teaching behaviour, learner behaviour
- *Corrective feedback*

8. Composition of the Bibliography

This bibliography is the continuation of the first volume published with Benjamins in 1991.

Some older publications on error analysis included in this second volume were not accessible in 1990. Unlike the 1991 volume, this new volume contains many publications dealing with code switching and corrective feedback.

Today, open-access publications allow the publication of papers from many more countries than before. It is also very easy to find publications on the internet.

For example, universities and colleges in China publish hundreds of periodicals. Although they are written in Mandarin, most of the journals concerning foreign language teaching are also published in English or have at least an English abstract. On the internet they are accessible under **<http://en.cnki.com.cn>**. In most cases, this error bibliography provides a direct link to the English version. For instance, the article ‘Native Language’s Negative Transfer in College English Writing and its Pedagogical Implications’ written by Zhang, Chung-liang can easily be accessed under: **http://en.cnki.com.cn/Article_en/CJDTTotal-DBDS20070615** .

Bibliography

Arabski, J. (1979). *Errors as indications of the development of interlanguage*. Katowice, Uniwersytet Śląski.

Corder, P. (1981). *Error analysis and interlanguage*. Oxford, Oxford University Press.

Ferris, D. R. (2002). *Treatment of error in second language student writing*. Ann Arbor, The University of Michigan Press.

James, C. (1998). *Errors in language learning and use: exploring error analysis*. London, Longman.

- Kasper, G. (1975). *Die Problematik der Fehleridentifizierung: Ein Beitrag zur Fehleranalyse im Fremdsprachenunterricht*. Bochum, Zentrales Fremdspracheninstitut der Ruhr-Universität.
- Kaufmann, G. (1974). *Der Fehler im Französischunterricht. Verstöße gegen Morphologie und Syntax der französischen Elementargrammatik in schriftlichen Arbeiten deutsch-schweizerischer Schüler*. Frankfurt a.M., Peter Lang.
- Kielhöfer, B. (1975). *Fehlerlinguistik des Fremdsprachenerwerbs. Linguistische, lernpsychologische und didaktische Analyse von Französischfehlern*. Kronberg/Ts., Scriptor.
- Kiessling, A. (1925). *Die Bedingungen der Fehlsamkeit*. Leipzig, Klinkhardt.
- Lado, R. (1958). *Linguistics across cultures: applied linguistics for language teachers*. Ann Arbor, The University of Michigan Press.
- Meringer, R. & Mayer, K. (1895). *Versprechen und Verlesen. Eine psychologisch-linguistische Studie*. Stuttgart, Göschen.
- Nickel, G. (ed.) (1972). *Fehlerkunde: Beiträge zur Fehleranalyse, Fehlerbewertung und Fehlertherapie*. Berlin, Cornelsen-Velhagen & Klasing.
- Ranschburg, P. (1905). Über die Bedeutung der Ähnlichkeit beim Erlernen, Behalten und bei der Reproduktion, in: *Journal für Psychologie und Neurologie* 5, 94-127.
- Selinker, L. (1992). *Rediscovering interlanguage*. London, Longman.
- Spillner, B. (1977). Sprachliche Fehlleistungen als Problem der Psycholinguistik, in: Bausch, K.-R. & Kühlwein, W. (eds.). *Kongreßberichte der 7. Jahrestagung der Gesellschaft für Angewandte Linguistik. Bd. IV: Kontrastive Linguistik und Fehleranalyse, Psycholinguistik*. Stuttgart, Hochschul-Verlag, 109-124.
- Spillner, B. (1986). Universalien des Sprachkontaktes. Untersuchungen auf der Grundlage sprachlicher Interferenz, in: Gendron, J.-D. / Nelde, P. H. (eds.). *Plurilinguisme en Europe et au Canada. Perspectives de Recherche*. Bonn, Dümmler 151-169.
- Spillner, B. (1991). *Error Analysis. A comprehensive bibliography*. Amsterdam/Philadelphia, John Benjamins.
- Weimer, H. (1925). *Psychologie der Fehler*. Leipzig, Klinckhardt.

ERROR ANALYSIS IN THE WORLD. A BIBLIOGRAPHY

Aalto, Eija / Sirkku Latomaa / Minna Suni:

Suomi toisena ja vieraana kielenä – tutkittua ja keskusteltua, in: **Virittäjä** (Helsinki) 101 (1997) 530-562.

Aarsland, Dag / Torleiv Høien / Jan P. Larsen / Marit Oftedal:

Lexical and Nonlexical Spelling Deficits in Dementia of the Alzheimer Type, in: **Brain and Language** 52, 3 (1996) 551-563.

Aarts, J.J.C.T.:

Taal van journalisten, in: **Onze Taal** (Amsterdam) 55, 10 (1986), 132.

Abadikhah, Shirin / Azadeh Ashoori:

The Effect of Written Corrective Feedback on EFL Learners' Performance after Collaborative Output, in: **Journal of Language Teaching and Research** 3, 1 (2012) 118-125.

Abalhassan, Khalid M. / Hamdan G. Alshalawi:

Code-switching Behaviour of Arab Speakers of English as a Second Language in the United States, in: **Intercultural Communication Studies** 10, 1 (2000) 179-188.

Abbasi, Mehdi / Amin Karimnia:

An Analysis of Grammatical Errors among Iranian Translation Students: Insights from Interlanguage Theory, in: **European Journal of Social Sciences** 25, 4 (2011) 525-536.

Abbasian, Gholam-Reza / Poopak Bahmani:

Retrospective vs. Prospective Corrective Feedback Impacts on Developing EFL Learners' Writing Ability and Learners Autonomy, in: **Theory and Practice in Language Studies** 4, 6 (2014) 1243-1250.

Abbasian, Gholam-Reza / Parya Parsarad:

Different Effectiveness of Corrective Feedback Techniques on the Development of Advanced Iranian EFL Learners' Grammar Ability, in: **ELT Voices – India. International electronic journal for the teachers of English** 3, 6 (2013) 62-70.

Abd-Kadir, Jan / Frank Hardman / Jeffrey Blaize:

Dialect Interferences in the Writing of Primary School Children in the Commonwealth of Dominica, in: **L1 Educational Studies in Language and Literature** 3 (2003) 225-238.

Abdel-Moneim, Mahmoud Mohammed:

Error-based Interlinguistic Comparisons as a Learner-centred Technique of Teaching English Grammar to Arab Students, PhD Thesis University of Salford 1991.

Abdulfanova, A.A.:

Leksiko-grammatičeskaja interferencija v ruskoj reči baškir (Na materiale reči učeščichsja IV-VIII kl.), in: Ivanov, Valerij Vasil'evič / Viktorija Aleksandrovna Ivanova / Natal'ja Georgievna Michajlovskaja (edd.): **Grammatičeskaja interferencija v uslovijach nacional'no-russkogo dvujazyčija**, Moskva: Nauka 1990, 169-173.

Abdul-Fattah, Hussein S.:

The Acquisition of English Dative Constructions by Arab Learners of English: The Role of Markedness and L1 Transfer, in: **Indian Journal of Applied Linguistics** (New Delhi) 30, 1 (2004) 11-41.

Abdullah, Faisal H.:

Some Linguistic and Pedagogical Implications of Errors Made by Arab Learners of English as a Foreign Language, in: **Mağallat Kuliyat al-Luğāt wa t-Tarğama^h** (Kairo: Al Azhar Universitāt) 20 (1989) 71-96.

Abe, Hajime:

Gaikokugo-gakushuu ni okeru imihattatsu-riron to imi-ten'isetsu: Sono seiyaku to mondaiten o megutte, in: **Dokkyo University Studies in English** (Soka) n° 28 (1986) 117-136.

[=Theorie der Bedeutungsentwicklung und Bedeutungstransfer-Hypothese beim Fremdspracherwerb: Ihre Grenzen und ihre Probleme]

Abe, Hajime / Shigenori Tanaka:

A Study on Semantic Transfer: Acquisition of Spatial Uses of English Prepositions by Japanese ESL Students in Input-rich Environments, in: **Dokkyo Daigaku Soka. Dokkyo University Studies in Foreign Language Teaching** (Tokyo) n° 5 (1986) 81-100.

Abe, Hajime / Shigenori Tanaka / Saiki Kawade:

The Problem of Language Transfer in Second Language Acquisition, in: **Dokkyo University Studies in English** (Soka) n° 26 (1983) 1-53.

Abeywickrama, Priyanvada:

Do We Codeswitch or Codemix in Sri Lanka?, in: **Journal of multilingual discourses** (London u.a.) 2, 1 (2007) 63-77.

AbiSamra, Nada:

An Analysis of Errors in Arabic Speakers' English Writings, Beirut: American University 2003 [<http://abisamra03.tripod.com/nada/languageacq-erroranalysis.html>].

Abliz, Gulchihre / Shamsikamar Pazil:

Hñnz u õququqilar uyoqur tili tavux lirini õginix davamida asan sadir. Kìlidiõqan kismhñ hatalìqlar vñ uni tüzitix usulliri [= The mistakes which Chinese students easily make in learning Uyghur phonemes and solutions to them], in: **Yuyan yu fanyi/Language and Translation: Uyghur** (Urumqi) 26,1 (2007) 84-87.

Abou-Hatab Khaled, Mohammed:

Ausspracheprobleme für Araber beim Erlernen der deutschen Sprache und ihre Überwindung im Unterricht, Kairo 1977.

Abraham, Suzanne:

Using a Phonological Framework to Describe Speech Errors of Orally Trained, Hearing-Impaired School-Agers, in: **Journal of Speech and Hearing Disorders** 54, 4 (1989) 600-609.

Abraham, Ulf:

Verbesserung statt Korrektur, in: **Diskussion Deutsch** no. 24 (1993) 464-472.

Abrahamsson, Niclas:

Some Observations of Child-Adult Differences in Second Language Pronunciation, in: **Scandinavian Working Papers on Bilingualism** 9 (1994) 1-15.

Abu-Ghararah, Ali Hamzah:

Syntactic Errors Committed by Arabic EFL Learners, in: **Linguistica Communicatio. Revue Internationale de Linguistique Générale** (Dar al Baida) 1, 2 (1989) 112-123.

Abuhakema, Ghazi / Reem Faraj / Anna Feldman / Eileen Fitzpatrick:

Annotating an Arabic Learner Corpus for Error, in: **Proceedings of the Sixth International Conference on Language Resources and Evaluation (LREC '08)**. 2008 May, 28-30, Marrakech, Morocco, European Language Resources Association 2008, 1347-1350.

Abuhamdia, Zakaria A.:

Coordination in ESL writing: Is its use culture-specific?, in: **Multilingua. Journal of Cross-Cultural and Interlanguage Communication** (Berlin) 14 (1995) 25-37.

Abu-Hatab Khaled, Mohammad:

Zu einigen Schwierigkeiten der deutschen Phonetik im Deutschunterricht für Araber, in: **Mağallat Kulliyat al-Luğāt wa t-Tarğama^h** (Kairo: Al Azhar Universität) 2 (1978) 3-33.

Abu-Hatab Khaled, Mohammad:

Zu Möglichkeiten und Grenzen des Sprachvergleichs: Deutsch-Arabisch, in: **Mağallat Kulliyat al-Luğāt wa t-Tarğama^h** (Kairo: Al Azhar Universität) 3 (1980) 3-28.

Abuhl, Jonathan B.:

Final devoicing and orthographical interference in German, M.A. Diss. Michigan State University 1992 [AAT 1350302].

Abul'mažunova, A. N.:

Teoretičeskie problemy sopostavitel'nogo jazykoznanija, in: Al'-farabi atynology Kazak Ulttik Universiteti/Kazachskii Nazional'nyi Universitet Imeni Al'-farabi (ed.): **Filologja Serijasy/Serija Filologičeskaja** n° 6 (78). 1992 scgyldan schyga bastady Bykaralyl alparat kuralyn tirkeu turaly kualik n° 956-Sch. Kuryltaischylar: - Al'farabi atyndagy Kazak Ulttik Universiteti. Filologija Fakulteti. – Redakcija Uschymy, Almaty 2004, 195-197.

Abu-Melhin, Abdel-Rahman Husni:

Communication across Arabic dialects: Code-switching and linguistic accommodation in informal conversational interactions, Ph.D. Texas A&M University 1992 [Abstract: **DAI** 53, 8 (1993) 2790-A].

Abu-Rabia, Salim:

The influence of culture and attitudes on reading comprehension in SL: The case of Jews learning English and Arabs learning Hebrew, in: **Reading Psychology: An International Quarterly** 17, 3 (1996) 253-271.

Abu-Rabia, Salim / Haitham Taha:

Reading and Spelling Error Analysis of Native Arabic Dyslexic Readers, in: **Reading and Writing: An Interdisciplinary Journal** 17, 7/8 (2004) 651-689.

Abu-Rabia, Salim / Haitham Taha:

Phonological Errors Predominate in Arabic Spelling Across Grades 1-9, in: **Journal of Psycholinguistic Research** 35, 2 (2006) 167-188.

Abu-Rabia, Salim / Wael Shakkour / Linda Siegel:
Cognitive Retroactive Transfer (CRT) of Language Skills Among Bilingual Arabic-English Readers, in: **Bilingual Research Journal: The Journal of the National Association for Bilingual Education** 36, 1 (2013) 61-81.

AbuSeileek, Ali / Awatif Abualsha'r:
Using Peer Computer-Mediated Corrective Feedback to Support EFL Learners' Writing, in: **Language Learning & Technology** 18, 1 (2014) 76-95.

Abushihab, I. / A. H. El-Omari / M. Tobat:
An analysis of written grammatical errors of Arab learners of English as a foreign language at Alzatoonah private university of Jordan, in: **European Journal of Social Sciences** 20, 4 (2011) 543-552.

Abushihab, Ibrahim:
An Analysis of Grammatical Errors in Writing Made by Turkish Learners of English as a Foreign Language, in: **International Journal of Linguistics** 6, 4 (2014) 213-223.

Acenas, Lori-Ann R. / Tamar H. Gollan:
What is a TOT? Cognate and Translation Effects on Tip-of-the-Tongue States in Spanish-Tagalog-English Bilinguals, in: **Journal of Experimental Psychology Learning Memory and Cognition** 30, 1 (2004) 246-269.

Achesse:
Erros Tipográficos, de Distração e outros, in: **A Bem da língua portuguesa** (Lisboa) 2 (1951) 280-281.

Achunzjanov, Ėnvar Machmudovič:
Dvujažyčie i leksiko-semantičeskaja interferencija, Kazań: Izdatel'stvo Kazanskogo Universiteta 1978 [1979].

Ackermann, Tess / Andrew W. Ellis:
Case Study: Where do aphasic perseverations come from ?, in: **Aphasiology** 21, 10/11 (2007) 1018-1038.

Adamcová, Livia:
Phonetische Fehler im Prozeß des Spracherwerbs, in: **Pedagogická Univerzity Komenského. Philologia** 12 (1994) 23-31.

Adamcová, Livia:
Zur Problematik der Bewertung phonetischer Felleistungen im Deutschen, in: **Sprache & Sprachen** 23/24 (2000) 57-60

Adamcová, Livia:
Kontrastive Analyse der Lautsysteme des Deutschen und des Slowakischen und ihre Bedeutung im Prozess des Spracherwerbs, in: **Zeitschrift für Interkulturellen Fremdsprachenunterricht** (Edmonton, Alberta) 12, 2 (2007) 9 S.

Adamo, Judith:
A comparison of linguistic errors in autistic and DLD preschoolers, Ph.D. Diss. Yeshiva University 1996 [AAT 9713467].

Adams, Arlene:

The Oral Reading Errors of Readers with Learning Disabilities: Variations Produced within the Instructional and Frustrational Ranges, in: **RASE. Remedial and Special Education** 12, 1 (1991) 48-55 & 62.

Adegbija, Efurosibina:

Greeting norms in Nigeria and Germany: their place in intercultural understanding and misunderstanding, Duisburg: L.A.U.D. 1993 [= Series B, Paper 241].

Adendorff, Ralph:

Codeswitching amongst Zulu-speaking teachers and their pupils: Its functions and implications for teacher education, in: **Language and Education** (Clevedon) 7, 3 (1993) 141-162.

Adendorff, Ralph D.:

The functions of code switching among high school teachers and students in KwaZulu and implications for teacher education, in: Kathleen M. Bailey / David Nunan (edd.): **Voices from the language classroom: qualitative research in second language education**, Cambridge / New York: Cambridge University Press 1996, 388-406.

Adetuyibi, A. O.:

Error Analysis and its Implications for Remedial Language Teaching: A Case Study of Letters Written by Nigerian Secondary School Leavers, in: **Ilorin Journal of Education** (Ilorin, Nigeria) 14 (1994) 134-142. [unilorin.edu.ng]

Adjei, Amma Abrati

Analysis of Subordination Errors in Students' Writings: A Study of Selected Teacher Training Colleges in Ghana, in: **Journal of Education and Practice** 6, 8 (2015) 62-77.

Aejmelaeus, Salme:

Ylioppilasaineiden tyylivirheistä/Des fautes de style dans les compositions finnoises pour le baccalauréat, in: **Virittäjä. Kotikielen seuran aikakauslehti** (Helsinki) 64 (1960) 112-119.

Afolayan, Abedisi:

Errors and The Teaching of English, in: Jankowsky, Kurt R. (ed.): **Scientific and humanistic dimensions of language**, Amsterdam 1985, 3-14.

Agarwala, Surila:

Relative Efficacy of Word-Supply and Sentence Repeat Method in the Modification of Oral Reading Errors, in: **Psycho-lingua** 29, 2 (1999) 97-100.

Agathopoulou, Eleni:

On Functional Features in Second Language Acquisition of Nominal Compounds: Evidence from the Greek-English Interlanguage, in: Licerias, Juana M. / Helmut Zobl / Helen Goodluck (edd.): **Proceedings of the 6th Generative Approaches to Second Language Acquisition Conference (GASLA 2002)-L2 Links**, Somerville, MA 2003, 1-8.

Agel, Vilmos:

Grammatische Korrektheit als typologisches Problem. Zugleich ein Plädoyer für eine neue "linguistische Weltanschauung" im Sprachunterricht, in: **Deutsch-ungarische Beiträge zur Germanistik** (Budapest) 10 (1991) 93-103.

Agnihotri, Rama Kant / A.L. Khanna / Aditi Mukherjee:
The Use of Articles in Indian English: Errors and Pedagogical Implications, in: **International Review of Applied Linguistics in Language Teaching (IRAL)** (Heidelberg) 12,2 (1984) 115-129.

Agomatanakahn, R.:
La dérivation préfixale et suffixale et une de ses difficultés d'emploi, in: **Cahiers de Littérature et de Linguistique Appliquée** (Kinshasa) 2 (1970) 223-238.

Agrawal, Sunita:
Common speech errors: a psycho-linguistic study, New Delhi 2009.

Aguado de Ces, Guadalupe:
Interferencias lingüísticas en los textos técnicos, in: **II Encuentros Complutense en torno a la Traducción** 1990, 163-169.

Aguas, Estrella F.:
English composition errors of tagalog speakers and implications for analytical theory, Ph.D. Diss. University of California in Los Angeles 1964.

Agustín Llach, M. P.: Lexical inconsistencies and deficiencies in English second language learners: proposal of classification, in: **Interlinguística** 15, n° 1, 83-92.

Agustín Llach, M. P.: A critical review of the terminology and taxonomies used in the literature on lexical errors, in: **Miscelánea. A Journal of English and American Studies** 31 (2005) 11-24.

Agustín Llach, María del Pilar:
The Relationship of Lexical Error and their Types to the Quality of ESL Compositions: an Empirical Study, in: **Porta Linguarum: Revista Internacional de Didáctica de las lenguas extranjeras** (Granada) n° 3 (2005) 45-57.

Agustín Llach, María P. / Almudena Fernández Fontecha / Soraya Moreno Espinosa:
Differences in the Written Production of Young Spanish and German Learners: Evidence from Lexical Errors in a Composition, in: **BELLS. Barcelona English Language and Literature Studies** 14 (2005) 1-13.

Agustín Llach, María Pilar:
Lexical errors and accuracy in foreign language writing, Bristol (etc.): Multilingual Matters 2011.

Ahmad, Badrul Hisham / Kamaruzaman Jusoff:
Teachers' Code-Switching in Classroom Instructions for Low English Proficient Learners, in: **English Language Teaching** 2, 2 (2009) 49-55.

Ahmad, Iesar / Mohammed Mahmoud Talal Mohaidat / Kesavan Vadakalur Elumalai:
Code-Switching and Code-Mixing, in: **ELT Voices – India. International electronic journal for the teachers of English** 5, 1 (2015) 45-50.

Ahmad, Iqbal / Muhammad Saeed / Muhammad Salam:
Effects of Corrective Feedback on Academic Achievements of Students: Case of Government Secondary Schools in Pakistan, in: **IJSR. International Journal of Science and Research** 2, 1 (2013) 36-40.

Ahmad, Nasir / Maqsd Alam Bukhari / Shafqat Hussain:
Error Analysis: Learning Articles and Prepositions among Secondary School Students in Pakistan, in: **Interdisciplinary Journal of Contemporary Research in Business** 2, 12 (2011) 385-391.

Ahmad, Nasir / Sarfraz Ahmed / Maqsd Alam Bukhari / Tayyab Bukhari:
The Nature of Difficulties in Learning English by the Students at Secondary School Level in Pakistan, in: **Journal of Education and Practice** 2, 10 (2011) 18-24.

Ahmadi-Azad, Shima:
The Effect of Coded and Uncoded Written Corrective Feedback Types on Iranian EFL Learners' Writing Accuracy, in: **Theory and Practice in Language Studies** 4, 5 (2014) 1001-1008.

Ahmat, Anwar:
Hazirkı zaman uyoqur adhe tilining imlasida köp. Ugraydioqan imla hatalıqliri
[= Common Errors Occuring in the Calligraphy of Modern Uighur Literary Language], in: **Yuyan yufany/Language and Translation: Uyghur** (Urumqi) 26,3 (2007) 34-37.

Ahn, Byung-kyoo:
The effects of errors on native speakers comprehension in written English discourse of Korean students, Ph.D. The University of Texas at Austin [Abstract: **DAI** 51,10 (1991) 3347-A].

Ahn, Byung-Kyoo:
Native speaker perception versus writer intent in errors in Korean students' written English discourse, in: **Language Research** 28,1 (1992) 175-193.

Ahrenholz, Bernt:
Mündliche Korrekturen und ihre Wirkung, in: **Materialien Deutsch als Fremdsprache** no. 53 (2000) 591-611.

Ahulu, Samuel:
The evaluation of errors and 21st-century structure and usage, in: **English Today** 15, 3 (1999) 33-39.

Ahunzjanov, E[nver] M[ahmudovic]:
Dvuязычие i leksiko-semantičeskaja interferencija, Kazan 1978.

Aida, Makiko:
Omission of Postpositions in Japanese Mothers' Speech to One-Year-Old Children, in: **Sophia Linguistica** (Tokyo) 33 (1993) 313-331.

Aiking-Brandenburg, Marijke J.T.J. / Allan R. James / Willem J. Meijs:
Suffixation and second language acquisition: Morphological derivation in the English of

Dutch secondary school pupils, in: **Instituut voor Toegepaste Linguistiek (ITL)** 87/88 (1990) 65-93.

Ainsworth, W.A.:

Technical Note: theoretical and simulation approaches to error correction strategies in automatic speech recognition, in: **International Studies of Man-Machine Studies** 39 (1993) 517-520.

Ainsworth-Vaughn, Nancy:

The Acquisition of Sociolinguistic Norms: Style-switching in Very Early Directives, in **Language Sciences** 12, 1 (1990) 23-38.

Ajiboye, Tunde:

Yoruba as Mother Tongue: Implications for French as Target Language, in: **British Journal of Language Teaching** 25, 3 (1987) 153-158.

Ajiboye, Tunde:

Learners' errors in French; aspects of Nigerian evidence, in: **Review of Applied Linguistics** 101/102 (1993) 23-39.

Akahane-Yamada, Reiko / Eugen Diesch / Paul Iverson / Andreas Kettermann / Patricia K. Kuhl / Claudia Siebert:

A perceptual interference account of acquisition difficulties for non-native phonemes, in: **Cognition** 87 (2003) B47-B57.

Akbari, Elham / Reza Kheirabadi:

A Linguistic Analysis of Errors in News Agencies and Websites of Iran, in: **Theory and Practice in Language Studies** 5, 11 (2015) 2340-2347.

Åkermalm, Åke:

Om markering av fel i svenska uppsatser, in: **Årsskrift för Modersmålslärnarsförening**, Lund 1960, 164-178.

Akkaya, Ahmet:

6. sınıf öğrencilerinin yazım yanlışları sıklığı ve yazım yanlışlarının nedenlerine ilişkin öğretmen görüşleri / 6th grade students' frequency of orthographic mistakes and teachers' view about the reasons for orthographic mistakes, in: **Turkish Studies** 8, 4 (2013) 33-52.

Aksornjarung, Patama:

An ex-post facto study of the acquisition of English pronominal anaphora by Thai EFL learners: A UG-based transfer analysis, Ph.D. Diss. Indiana University of Pennsylvania 1997 [AAT 9811004].

Aktas, Tahsin:

Schwierigkeiten türkischer Deutschlerner/-innen beim Erwerb grammatischer Strukturen, in: **Muttersprache** 115, 3 (2005) 242-252.

Akulenko, V.V. et al.:

English-Russian and Russian-English dictionary of misleading words, Moskau 1969.

Alabi, Victoria:

Errors of testing: A focus on the examination paper, in: **Ilorin Journal of Education** (Ilorin, Nigeria) 18 (1998) 1-9.

Aladeyomi, S.A.: Errors of Segmental Phonemes in the Spoken English of Nigerian Television Newscasters, in: Rotimi Taiwo / Akin Odebunmi / Akin Adetunji (edd.): **Perspectives on Media Discourse**, München: LINCOM 2007, 182-197.

Al-Ali, Mahmoud:

Hauptschwierigkeiten jordanischer Studenten beim Erwerb der deutschen Sprache, in: **Nouveaux Cahiers d'allemand** (Nancy) 12, 4 (1994) 377-388.

Alam, Qaiser Zoha:

Code-Mixing Urdu-English, in: **Language Forum** 15 (1989) 47-55.

Alamin, Abdulamir / Sawsan Ahmed:

Syntactical and Punctuation Errors: An Analysis of Technical Writing of University Students Science College, Taif University, KAS, in: **English Language Teaching** 5, 5 (2012) 2-8.

Alarcón Navío, Esperanza:

Traducción automática *versus* traducción humana: tipología de errores, in: Muñoz Martín, Ricardo (ed.): **I AIELT. Actas del I Congreso Internacional de la Asociación Ibérica de Estudios de Traducción e Interpretación. Granada 12-14 de Febrero de 2003**, Granada 2003, 721-738.

Al-Arishi, Ali Yahia:

Subsequences of Self-initiated Selfrepair Repetition in the Speech of Arab EFL Students, in: **Review of Applied Linguistics** 113/114 (1996) 221-244.

Alavi, Moghaddam Seyyed Behnam / Masume Kheirabadi:

Linguistic Analysis of Writing Errors in Non-Persian Speaking Iranian Students: Evidence from Audiences of Roshd Magazines, in: **Journal of Educational Innovations** 11 (2012) 43-59.

Alba Quiñones, Virginia de:

El análisis de errores en el campo de ELE. Algunas cuestiones metodológicas, in: **Revista Nebrija de Lingüística Aplicada a la Enseñanza de las Lenguas** 5 (2009) 1-16.

Al-Bayati, Wiaam Abdul-Wahab Taha:

Errors made by Iraqi EFL undergraduates in the use of prepositions, in: **Bulletin of the Transilvania University of Braşov**. Series IV: Philology and Cultural Studies 6 (55), 1 (2013) 41-56.

Albakry, Mohammed / Patsy Hunter Hancock:

Code switching in Ahdaf Soueif's *The Map of Love*, in: **Language and Literature** 17, 3 (2008) 221-234.

Albakry, Mohammed A. / Dominic M. Ofori:

Ghanaian English and code-switching in Catholic churches, in: **World Englishes** 30, 4 (2011) 515-532.

Alba-Salas, Josep:

Voice Onset Time and Foreign Accent Detection: Are L2 Learners Better Than Monolinguals?, in: **Revista Alicantina de Estudios Ingleses** 17 (2004) 9-30.

Alber-Morgan, Sheila R. / Ellen Matheson Ramp / Lara L. Anderson / Christa M. Martin: Effects of Repeated Readings, Error Correction, and Performance Feedback on the Fluency and Comprehension of Middle School Students With Behavior Problems, in: **The Journal of Special Education** 41,1 (2007) 17-30.

Albrecht, Helga / Irene Zoch:

Fehler bei der Adjektivdeklinaton, in: **DaF. Deutsch als Fremdsprache** 28 (1991) 116-117.

Albrecht, Irmtraud:

Vorüberlegungen zur Erstellung von phonetischem Übungs- und Korrekturmateriel für japanische Deutschlerner, in: **Dokyo University Studies in Foreign Language Teaching** (Soka) 14 (1995) 7-29.

Albrecht, Irmtraud:

Analyse phonetischer Schwierigkeiten und Konsequenzen für die Unterrichtspraxis (am Beispiel japanischer Deutschlerner), in: **Deutsch als Fremdsprache** 25 (1998) 31-36.

Albrechtsen, Dorte / Birgit Henriksen / Claus Færch:

Native speaker reaction to learners' spoken interlanguage, in: **Language Learning** 30 (1980) 365-396.

Al-Buanain, Haifa:

Subject-Verb concord in the Interlanguage of some Arabic learners of English, in: **Indian Journal of Applied Linguistics** 18, 1 (1992) 1-28.

Albuquerque, A. Tenorio de:

Falsos brasileirismos (argentinismos e americanismos erradamente apontados como brasileirismos), Rio de Janeiro s.d. [1945].

Alcock, Katherine J. / Damaris Ngorosho:

Learning to Spell a Regularly Spelled Language Is Not a Trivial Task - Patterns of Errors in Kiswahili, in: **Reading and Writing: An Interdisciplinary Journal** 16, 7 (2003) 635-666.

Al Dubib, Dalal Abdul Aziz:

Error Analysis of Subject-Verb Agreement in the Writing of EFL Saudi Female Students: A Corpus-Based Study, M.A. Thesis Imam Mohammad bin Saud University 2013 [<http://www.awej.org/images/Theseanddissertation/DalalAl-Dhobai>].

Alencar, Renato de:

Corruptores da língua portuguesa, in: **Boletim da Sociedade de língua Portuguesa** (Lisboa) 16 (1965), 293-395.

Al-Enazi, Mohamed H.:

The syntactic form and social functions of Saudi Arabic-English code-switching among bilingual Saudis in the United States, Ph.D. Diss. Indiana University of Pennsylvania 2002 [AAT 3045740].

Alenezi, Farah H.:

Formal constraints on Arabic/English code-switching: A lexically-based approach, Ph.D. Diss. The University of Kansas 2006 [AAT 3222176].

Alexander, Michael / Sheila E. Blumstein / Kathleen M. Kurowski:

The Foreign Accent Syndrome: A Reconsideration, in: **Brain and Language** 54, 1 (1996) 1-25.

Alexiadis, Georgios:

"Ist das Fest idiotisch?". Griechische "falsche Freunde" im deutschen Wortschatz, in: **Sprachreport** (Mannheim), 1993, n° 2, 13-15.

Alexieva, B.:

Error analysis Bulgarian learners of English, Sofia 1988.

Alexopoulou, Angelica:

El Error. Un concepto clave en los estudios de adquisición de segundas lenguas, in: **RLA - Revista de lingüística teórica y aplicada** (Concepción, Chile) 43, 1 (2005) 75-92.

Alexopoulou, Angelica:

Análisis de errores seudolongitudinal en la interlengua escrita de hablantes no nativos de español de origen griego, in: Mourón Figueroa, Cristina / Teresa Moralejo Gárate (edd.): **Studies in contrastive linguistics: proceedings of the 4th International Contrastive Linguistics Conference, Santiago de Compostela, September 2005**, Santiago de Compostela: Univ. de Santiago de Compostela 2006, 31-43.

Alfaiti, Abdullah / Eric Atwell / Ghazi Abuhakema:

Error Annotation of the Arabic Learner Corpus: A New Error Tagset, in: **Language Processing and Knowledge in the Web. Lecture Notes in Computer Science** vol. 8105 (2013) 14-22.

Al-Faki, Ibrahim Mohamed / Ahmed Gumaa Siddiek:

Techniques Used by Teachers in Correcting Students' Oral Errors in an Omani Boys School, in: **Theory and Practice in Language Studies** 3, 10 (2013) 1770-1783.

Al-Faki, Ibrahim Mohammed / Ahmed Gumaa Siddiek:

The Effect of Timely Interference of English Language Teachers on the Improvement of Learners' Oral Performance, in: **International Journal of Applied Linguistics and English Literature** 2, 6 (2013) 222-235.

Alfonzetti, Giovanna:

Per un approccio polifunzionale al code switching, in: **Bollettino della Società di Linguistica Italiana (SLI)** 8, 2 (1990) 24-27.

Alfonzetti, Giovanna:

Italiano e dialetto nel discorso: modalità sintattiche del contatto, in: **Bollettino della Società di Linguistica Italiana (SLI)** 9, 1-2 (1991) 91-96.

Alfonzetti, Giovanna:

Per un approccio polifunzionale al 'code switching' italiano-dialetto, in: Gobber, Giovanni (ed.): **La linguistica pragmatica. Atti del XXIV congresso della Società di Linguistica Italiana, Milano, 4-6 settembre 1990**, Roma 1992, 163-207.

Alfonzetti, Giovanna:

Intergenerational variation in code switching. Some remarks, in: **Rivista di Linguistica** (Ospedelatto/Pisa) 17, 1 (2005) 93-112.

Alhaisoni, Eid M. / Khalid M. Al-Zuoud / Dava Ram Gaudel:

Analysis of Spelling Errors of Saudi Beginner Learners of English Enrolled in an Intensive English Language Program, in: **English Language Teaching** 8, 3 (2015) 185-192.

Al Harrasi, Kothar Talib Sulaiman:

The Most Common Spelling Errors among Omani Learners, in: **Arab World English Journal** 3, 2 (2012) 96-116.

Alhaysony, Maha:

An Analysis of Article Errors among Saudi Female EFL Students: A Case Study, in: **Asian Social Science** 8, 12 (2012) 55-66.

Al-Hazemi, Hassan:

Lexical Attrition of Some Arabic Speakers of English as a Foreign language: A study of Word Loss, in: **The Internet TESL Journal** 6, 12 (2000) [<http://iteslj.org/Articles/Al-Hazemi-Attrition/>] [non pag.].

Ali, Abdul:

Investigating Collocation Errors of Pakistani EFL Learners, in: **IJLLALW. The International Journal of Language Learning and Applied Linguistics World** 2, 4 (2013) 28-31.

Ali, Sally Y.M.:

A case grammar and style complexity approach: A stepping-stone from error analysis towards writing pedagogy Ph.D. Diss. Georgetown University 1994 [Abstract: **DAI** 55, 11 (1995) [non pag.].

Ali Grami, Grami Mohammad / Mohammed Ghanim Alzughaibi:

L1 Transfer MONG Arab ESL Learners: Theoretical Framework and Practical Implications for ESL Teaching, in: **Theory and Practice in Language Studies** 2, 8 (2012) 1552-1560.

Aliakbari, Mohammed / Arman Toni:

On the Effects of Error Correction Strategies on the Grammatical Accuracy of the Iranian English Learners, in: **Journal of Pan-Pacific Association of Applied Linguistics** 13, 1 (2009) 99-112.

Alimohammadi, Bitā / Dariush Nejadansari:

Written Corrective Feedback: Focused and Unfocused, in: **Theory and Practice in Language Studies** 4, 3 (2014) 581-587.

Alimov, Vjačeslav V.:

Interferencija v prevode na materiale professional'no orientirovannoj mežkul'turnoj komunikacii i prevoda v sfere professional'noj komunikacii, Moskva: KomKniga 2005.

Al-Jarf, Reima:

Grammatical Agreement Errors in L1/L2 Translations, in: **IRAL** 38 (2000) 1-15.

Al-Jarf, Reima Sado:

SVO Word Orders in English-Arabic Translation, in: **Meta. Journal des traducteurs** 52, 2 (2007) 299-308.

Al-Jarf, Reima:

Sources of spelling errors in EFL Arab college students, College of Languages and Translation, King Saud University 2008 [1-14]

[<http://faculty.ksu.edu.sa/aljarf/Publications/Papers/Sources%20of%20Spelling%20Errors%20in%20EFL%20Arab%20College%20Students%20-%20paper.pdf>].

Al-Jarf, Reima:

Listening-Spelling Strategies in EFL Arab College Students [2009] [1-16]

[<http://hdl.handle.net/123456789/7716>].

Al-Jarf, Reima:

Spelling error corpora in ELF, in: **Sino-US English Teaching** 7, 1 (2010) (Serial No. 73) 6-15.

Al-Jumaily, Samir:

Interference as a Source of Difficulty for Iraqi and Arab pupils Learning English as a Second/ Foreign Language, in: **Indian Journal of Applied Linguistics** (New Delhi) 31, 1 (2005) 75-97.

Al-Khresheh, Mohammad Hamad:

Interlingual Interference in the English Language Word Order Structure of Jordanian EFL Learners, in: **European Journal of Social Sciences** 16, 1 (2010) 105-116.

Al-Khresheh, Mohammad Hamad:

An investigation of interlingual interference in the use of 'and' as a syntactic coordinating structure by Jordanian EFL learners, in: **European Journal of Social Sciences** 18, 3 (2011) 426-433.

Allah Arabi, Hamid Abd:

Explication of Conjunction Errors of Written Discourse by Sudanese English Majors, in: **Arab World English Journal** 5, 4 (2014) 111-130.

Allan, Diana:

Tape journals: bridging the gap between communication and correction, in: **English Language Teaching** 45, 1 (1991) 61-66.

Allanson, Chuck / Chongming Zhou: Chinglish 2 English, in: **CELEA Journal. China English Language Education [Teaching English in China]** 27, 6 (2004) 3-18.

Allen, Andrew S.:

Blends, in humorous language, in: **LACUS (Linguistic Association of Canada and the United States) Forum** (Columbia, S.C.) 19 (1992) 366-370.

Allen, John R.:

The Ghost in the Machine: Generating Error Messages in Computer Assisted Language Learning Programs, in: **CALICO Journal. Computer Assisted Language Learning and Instruction Consortium** 13, 2/3 (1995/96) 87-103.

Allen, Melissa:

The Poetry of ESL Error, in: **Teaching English in the Two-Year College** 21, 2 (1994) 120-124.

Allen, Paul D.:

A psycholinguistic analysis of the substitution miscues of selected oral readers in grades two, four, and six and the relationship of these miscues to the reading process: a descriptive study, Wayne State Uni., Diss., Detroit, Michigan 1969.

Allen, Paul D.:

Findings of research in miscue analysis. Classroom Implications, Urbana, Ill 1976.

Allinder, Rose M. / Douglas Fuchs / Lynn S. Fuchs / Carol L. Hamlett:

An Analysis of Spelling Curricula and Teachers' Skills in Identifying Error Types, in: **RASE. Remedial and Special Education** 11, 1 (1990) 42-52.

Allison, Desmond / Ip Kung Sau:

Misreading viewpoints: Reading problems among ESL university students in Hong Kong, in: **Hongkong Papers in Linguistics and Language Teaching** 14 (1991) 33-50.

Allué, Fina / Grahame J. Evans:

Diccionari de paranyes de traducció: angles – català: false friends, Barcelona 1999.

Al-Mubaid, Hisham:

Identifying Inadvertent Semantic Errors in English Texts [Abstract: **DIA** 61, 6 (2000) 3126-B].

Al Mulla, Mohamed Ali A.:

Avoiding Misunderstanding in Diplomatic Communication: A Sociolinguistic Analysis of Empirical Data, Abu Dhabi 1992.

Alonso, Loar Chein:

Erro pragmático? Que bicho é esse?, in: **Letras de Hoje** (Porto Alegre) 18, 4 (1985) 63-76.

Alonso Alonso, María Rosa:

Language transfer: interlingual errors in Spanish students of English as a foreign language, in: **Revista alicantina de estudios ingleses** 10 (1997) 7-14.

Alonso Alonso, María Rosa:

The role of transfer in second language acquisition, Vigo: Universidade de Vigo 2002.

Alpi, Walter / Anne-Solveig Lepoire / Isabelle Tolle:

Remédiation aux difficultés en expression écrite des étudiants de 1ère année d'université: Compte-rendu d'expérience, in: **Mélanges CRAPEL** (Nancy) n° 21 (1993) 17-41.

Al-Qadi, Nassir Saleh:

Testing the acquisition of English productive and non-productive derivatives by native-Arabic speakers, in: **Review of Applied Linguistics** 113/114 (1996) 203-220.

Al-Qinai, Jamal:

Code-switching and style shift in translation, in: Mourón Figueroa, Cristina / Teresa Moralejo Gárate (edd.): **Studies in contrastive linguistics: proceedings of the 4th International Contrastive Linguistics Conference, Santiago de Compostela, September 2005**, Santiago de Compostela: Univ. de Santiago de Compostela 2006, 45-57.

Alroe, Michael John:

Error Correction of L2 Students' Texts – Theory, Evidence and Pedagogy, in: **Asian EFL Journal. Professional Teaching Articles** 50 (2011) 34-69.

Al-Shormani, Mohammed Q.:

Sources of Syntactic Errors in Yemeni Learners' English Compositions: A Psycholinguistic Analysis, in: **Arab World English Journal** 3, 4 (2012) 275-296.

Al-Sindy, Hizbullah A.:

Analysis of syntactic interference errors in the writing of English by Saudi adult students, Ph.D. Diss. The Pennsylvania State University 1994 [AAT 9428053].

Altaha, Fayez M.:

Grammatical Errors Made by Saudi University Students Majoring in English, in: **INTERFACE. Journal of Applied Linguistics** 9, 1 (1994) 3-13.

Altaha, Fayez M.:

Pronunciation Errors made by Saudi university students learning English: analysis and remedy, in: **ITL. Review of Applied Linguistics** n° 109/110 (1995) 110-123.

Altaha, Fayez M. / Babikir I. El-Hibir:

Tips for Dealing with Spelling Errors, in: **English Teaching Forum. A Journal for the Teacher of English outside the United States** (Washington, D.C.) 31, 1 (1993) 41-42.

Altamimi, Omar:

Dynamic Written Corrective Feedback: A Critique and an Improved Model, in: **Arab World English Journal** 5, 3 (2014) 180-189.

Altmann, Gerry T.M. / Alan Garnham / Yvette Dennis:

Avoiding the Garden Path: Eye Movements in Context, in: **Journal of Memory and Language** 31 (1992) 685-712.

Alvares Ribeiro, Maria de Lourdes:

Sonoplastia dos erros fonéticos. Sua relação com a psicologia topológica, in: **Lingua Portuguesa** (Lisboa) 28 (1977) 103-106 & 108.

Alvarez, Alexandra:

Creole Interference in Venezuelan Spanish: The Absence of Ser/Estar, in: Hirschbühler, Paul / Konrad Koerner (edd.): **Romance Languages and Modern Linguistic Theory** Amsterdam (1992) 1-10.

Alvarez, Celia:

The social significance of code-switching in narrative performance, Ph.D. University of Pennsylvania 1988 [Abstract: **DAI** 49, 6 (1988) 1441-A].

Alvarez-Cáccamo, Celso:

Rethinking conversational code-switching: codes, speech varieties, and contextualization, in: Hall, Kira / Jean-Pierre Koenig / Michael Meacham / Sandra Reinman / Laurel A. Sutton (edd.): **Proceedings of the Sixteenth Annual Meeting of the Berkeley Linguistic Society, February 16-19, 1990: General Session and Parasession on the Legacy of Grice**, Berkeley 1990, 3-16.

Alvarez-Cáccamo, Celso:

Para um modelo do “code-switching” e a alternância de variedades como fenómenos distintos: dados do discurso galego-português/espanhol na Galizia, in: **Estudios de Sociolingüística** (Vigo) 1, 1 (2000) 111-128.

Alvre, Paul / Paul Vodja:

Pulma poikineen. Virolais-suomalainen vertailusanankirja, Porvoo u.a. 1993.

Al-Wahy, Ahmed S.:

Idiomatic false friends in English and Modern Standard Arabic, in: **Babel** 55, 2 (2009) 101-123.

Amador Dominguez, Nidia:

Diez errores usuales en la traducción de artículos científicos, in: **Panace @. Revista de Medicina, Lenguaje y Traducción** 8, 26 (2007) 121-128.

Amara, Talal M.:

Review of the Effectiveness of Written Corrective Feedback in an ESL Context, in: **ELT Voices – India. International electronic journal for the teachers of English** 5, 1 (2015) 34-44.

Amat, Munawar:

‘Til ixlitix hataliki’ ni xhrhlhx vh til ixlitix. Iktidarini yetildürüx toqrisida [= Defining of Errors in Language Usage and Fostering of Language Using Ability], in: **Yuyan yufanyi/Language and Translation: Uyghur** (Urumqi) 26, 3 (2007), 81-83.

Ambridge, Ben / Caroline Rowland / Anna L. Theakston / Michael Tomasello:

Comparing different accounts of inversion errors in children’s non-subject wh-questions: ‘What experimental data can tell us?’, in: **Journal of Child Language** (London u.a.) 33,3 (2006) 519-557.

Ambros, Arne A.:

"Sprachfehler" als Indikatoren von Sprachwandel im Maltesischen der Gegenwart, in: **Zeitschrift für arabische Linguistik** 29 (1995) 51-58.

Ambroso, Serena:

Descrizione degli errori di Germanofoni nelle produzioni di IT. Il certificato di competenza generale in Italiano come L2 dell’Università di Roma tre, in: P. Cordin / M Illiescu / H. Siller-Ruggalder (edd.): **Parallela 6. Italiano e Tedesco in contatto e a confronto**, Trento 1998, 303-319.

Amieva, H. / J.F. Dartigues / C. Fabrigoule / S. Lafont:
Selective Attention in Alzheimer's Disease: Analysis of Errors in Zazzo's Cancellation Task,
in: **Brain and Cognition** 40 (1999) 26-29.

Ammon, Ulrich / Uwe Loewer:
Schwäbisch, Düsseldorf 1977 [= **Dialekt/Hochsprache - kontrastiv. Sprachhefte für den Deutschunterricht**, 4].

Amoke, Mathew Okwudili:
Syntactic Deviations in the Narrative Composition of College of Education Students in Enugu State Occaionednby Poor Verb Usage, M.A. Thesis Department of English and Literary Studies, University of Nigeria, Nsukka 2011
[<http://unn.edu.ng>].

Amokrane, Saliha:
Du lien entre la maîtrise du système phonologique et les compétences orthographiques, in:
Dubois, Maud / Alain Kamber / Carine Skupien Dekens (edd.): **TRANEL. Travaux Neuchâtelois de Linguistique** (Neuchâtel) n° 54 (2011) 49-61.

Amorouayach, Essafia:
Typologie d'erreurs par contamination linguistique dans des productions écrites d'étudiants en situation bilingue, in: **Synergies Algérie. Revue du GERFLINT**
n° 8 (2009) 25-32.

Amrhein, Hannah R.:
Written Corrective Feedback: What do Students and Teachers think is Right and Why?, in:
Canadian Journal of Applied Linguistics (CJAL) / Revue canadienne de linguistique appliquée (RCLA) 13, 2 (2010) 95-127.

Amunzu, Dominic S.Y.:
L'enseignement de l'orthographe française au Ghana, in: **Dialogues et cultures** 34 (1990) 67-80.

Amuzu, Evershed K.:
The composite matrix language in mixed possessive construction in Ewe-English codeswitching, in: **MULP. Monash University Linguistics Paper** (Victoria, Australia) 4, 2 s.d. [2007?] 11-28.

Amuzu, Evershed Kwasi:
A Comparative Study of Bilingual Verb Phrases in Ewe-English and Gengbe-French Codeswitching, in: **Journal of Language Contact** 7, 2 (2014) 250-287.

An, Kun:
An investigation of error correction in the zone of proximal development: Oral interaction with beginning learners of Chinese as a foreign language, Ph.D. Diss. University of Pittsburgh 2006 [AAT 3223939].

An, Rupan:
Changyong yufa cuowu lixi, Shijiazhuang 1986.

An, Wu Yi:

Code-mixing by English-Chinese bilingual teachers of the People's Republic of China, in: **World Englishes** 4, 3 (1985) 303-317.

An, Zhan-feng / Wen-ge Yang:

Analysis of the Errors Made by the Han Students in Learning Uyghur Language's Genitive Case, in: **Yu yan yu fan yi: ji kan / Language and Translation** 2011, no. 4
[http://en.cnki.com.cn/Article_en/CJFDTOTAL-YYFY201104022.htm].

Anagboso, Uzochukwu Lucy:

An Error Analysis of the Written English of the First Year Students of the University of Nigeria, Nsukka, M.A. Thesis Department of English and Literary Studies, University of Nigeria, Nsukka 2010 [<http://unn.edu.ng>].

Anan, Eri / Ken Hyland:

Teachers' perceptions of errors: The effects of first language and experience, in: **System** 34 (2006) 509-519.

Anasiudu, Benett Nnaemeka:

Error analysis: A positive source of information for language teachers, in: **Journal of Liberal Studies. JOLS** 1 (1983) 123-138.

Anasiudu, Benett Nnaemeka:

The technique of error analysis, in: O. S. Ogwueleka / Y. A. Babatunde / Wale Osisanwo (edd.): **Effective English usage for tertiary education**, Lagos: Green Publishers 1996, 132-141.

Ancker, William:

Errors and corrective feedback: Updated theory and classroom practice, in: **English teaching forum: a journal for the teacher of English outside the United States** 38, 4 (2000) 20-24.

Antil, Dominic:

Portrait des erreurs lexicales d'élèves de 3^e secondaire en production écrite et proposition de pistes didactiques, in: **Pratiques: théorie, pratique, pédagogie** n° 155/156 (2012) 7-30.

Ander, Süheyla / Özgür Yıldırım:

Lexical errors in elementary level EFL learners' composition, in: **Procedia. Social and Behavioral Sciences** 2, 2 (2010) 5299-5303.

Anderman, Gunilla/Margaret Rogers:

What is That Translation For? A Functional View of Translation Assessment from a Pedagogical Perspective: A Response to Hans G. Höning, in: **Current Issues in Language and Society** (Clevedon) 4, 1 (1997) 56-63.

Anders, Kerstin:

Einflüsse der russischen Sprache bei deutschsprachigen Aussiedlern. Untersuchungen zum Sprachkontakt Deutsch-Russisch. Mit Transkriptionen aus fünf Gesprächen, Universität Hamburg: Germanisches Seminar/Deutsch als Fremdsprache, Arbeitsstelle Mehrsprachigkeit 1993 [= Arbeiten zur Mehrsprachigkeit 44].

Anders, Petra:

„Bitte eine Portion fehlerfrei!“ Rechtschreibung in Speisekarten korrigieren, in: **Deutsch. Unterrichtspraxis für die Klassen 5 bis 10** (Velber) n° 10 (2007) 10-13.

Andersen, Margarethe Heidemann:

Compound errors in the new media and in schools, in: Carmen Spiegel / nDaniel Gysin (edd.): **Jugendsprache in Schule, Medien und Alltag**, Frankfurt am Main: Peter Lang 2016, 139-148.

Andersen, Roger W.:

An Error Analysis of the Writing of Tanzanian University Students, Occasional Paper n° 2, Dar es Salaam: University of Dar es Salaam, Department of Foreign Languages and Linguistics 1976.

Anderson, David Robert:

Syntactic interference among Cantonese speakers learning German, M.A. Thesis. Hong Kong: Hong Kong University, Language Studies 1978.

Anderson, Kristine F.:

An Analysis of the Spelling Errors Made by Three College Students in Essay Writing, in: **Journal of Research and Development in Education** 20, 2 (1987) 50-58.

Anderson, Kristine F. / Kathy Aspden:

An Analysis of the Spelling Errors of College Students on Four Complex Word Patterns, in: **Forum for Reading** 18, 1 (1986) 21-30.

Anderson, Richard C. / Ian Wilkinson / Jana M. Mason / Larry Shirey / Paul T. Wilson:

Do Errors on Classroom Reading Tasks Slow Growth in Reading?, Champaign, Ill./Cambridge, MA. 1987 [= University of Illinois at Urbana-Champaign, Center for the Study of Reading, **Technical Report**, n° 404], [später erschienen in: **The Elementary School Journal** 88, 3 (1988) 266-280].

Anderson, Tyler Kimball:

Spanish-English bilinguals' attitudes toward code-switching: Proficiency, grammaticality and familiarity, Ph.D. Diss. The Pennsylvania State University 2006 [AAT 3231800].

Anderson-Hsieh, Janet / Kenneth Koehler:

The Effect of Foreign Accent and Speaking Rate on Native Speaker Comprehension, in: **Language Learning** 38, 4 (1988) 561-613.

Anderson-Hsieh, Janet / Ruth Johnson / Kenneth Koehler:

The Relationship Between Native Speaker Judgments of Nonnative Pronunciation and Deviance in Segmentals, Prosody, and Syllable Structure, in: **Language Learning** 42, 4 (1992) 529-555.

Andersson, Paula:

Finns and Americans in Sweden: Patterns of linguistic incorporation from Swedish, in: Extra, Guus / Ludo Verhoeven (edd.): **Immigrant Languages in Europe**, Clevedon/Philadelphia/Adelaide 1993, 249-269.

Andersson, Sven-Gunnar:

Interferenz als Expressivität? Zur Sprache im schwedischen Frühwerk des Peter Weiss, in: **Iwasaki, Eijiro (ed.): Akten des VIII. Internationalen Germanisten-Kongresses Tokyo 1990, Bd. 3: Begegnung mit dem ‚Fremden‘ Grenzen-Traditionen-Vergleiche**, München 1991, 215-222.

Ando, Yuka:

Japanese language instruction and the question of „correctness“, in: **International Journal of the Sociology of Language** n° 175/176 (2005) 272-284.

Andrade, Fernando Gil de / Ebal Bolacio:

Kontrastive Phonetik - Deutsch / brasilianisches Portugiesisch. R-Laute: Willst du deine Rose oder deine Hose waschen?, in: **DaF - Brücke. Zeitschrift der Deutschlehrerinnen und Deutschlehrer Lateinamerikas** n° 7 (2005) 21-23.

Andreas, Reinhard / Angelika Hillen:

Englisch an der Hauptschule - wie verlässlich sind die Fehlerkorrekturen?, in: **Englisch** 26, 4 (1991) 121-126.

Andrejewicz, Urszula:

Koń się śmieje, czyli czy istnieją błędy frazeologiczne?, in: **Poradnik Językowy** 2015, no.2, 44-50.

Andres, Julia:

Code Switching in Latina Literature, in: Stephan Gramley / Vivian Gramley (edd.): **Bielefeld Introduction to Applied Linguistics. A Course Book**, Bielefeld: Aisthesis-Verlag 2008, 329-336.

Andrews, Daniela:

I falsi amici - false cognates in Italian and English, Sydney, Macquire University 1997.

Andrews, David R.:

American intonational interference in emigré Russian: a comparative analysis of elicited speech samples, in: **The Slavic and East European Journal** 37,2 (1993) 162-177.

Andrianova, Z.A. / A.M. Mezenko:

Nekotorye osobennosti russkoj reči radio- i teleperedáč Belorussii, in: Ivanov, Valerij Vasil'evič / Viktorija Aleksandrovna Ivanova / Natal'ja Georgievna Michajlovskaja (edd.): **Grammatičeskaja interferencija v uslovijach nacional'no-russkogo dvujazyčija**, Moskva: Nauka 1990, 145-150.

Androutsopoulos, Jannis K.:

Non-standard spellings in media texts: The case of German fanzines, in: **Journal of Sociolinguistics** 4, 4 (2000) 514-533.

Androutsopoulos, Jannis K.:

jetzt speaking about italiano. Sprachliche Kreuzungen im Alltagsleben, in: **Osnabrücker Beiträge zur Sprachtheorie** n° 65 (2002) 79-109.

Angermeyer, Philipp Sebastian:
Lexical Cohesion as a Motivation for Codeswitching: Evidence from Spanish-English bilingual speech in court testimonies, in: Sayahi, Lotfi (ed.): **Selected Proceedings of the Third Workshop on Spanish Sociolinguistics**, Somerville, MA 2003, 112-122.
[www.lingref.com, document #1014]

Angermeyer, Philipp Sebastian:
Speak English or what? Codeswitching and interpreter use in New York small claims court, New York 2006.

Angerstein, Joh. Carl:
Anweisung, die gemeinsten Schreib- und Sprachfehler im Deutschen zu vermeiden, Stendal 1793.

Anisman, Paul H.:
Some aspects of code switching in New York Puerto Rican English, in: **The Bilingual Review/La Revista Bilingüe** (New York) 2, 1/2 (1975) 56-85.

Anjum, Tanveer:
Urdu-English code-switching in the speech of Pakistani women in Texas, Ph.D. Diss. The University of Texas at Austin 1991 [Abstract: **DAI** 52 (1992) 4311-A].

Anna, Luigi de:
Anomalie grammaticali francesi, Bari 1931.

Annamalai, E.:
The anglicized Indian languages: A case of code mixing, in: **International Journal of Dravidian Linguistics** (Trivandrum) 7, 2 (1978) 239-247.

[anon.]:
Errors of Pronunciation and improper expressions used frequently by the inhabitants of London. To which are added those in similar use, chiefly by the inhabitants of Paris, London 1817.

[anon.]:
Ein auch bei guten Schriftstellern nicht selten vorkommender grober Fehler wider die Sprachlehre, in: **Zeitschrift für deutsche Sprache** 1 (1888) 33-37.

[anon.]:
Locutions et prononciations vicieuses usitées en Belgique, Bruxelles 1889.

[anon.]:
Correction de textes, in: **Langue et Administration** n° 1 (1962) - n° 33 (1965) IV-1 - IV-133.

[anon.]:
Guerre aux Fautes!, in: **Langue et Administration** n° 24 (1964) II-58 - II-65.

[anon.]:
Les Erreurs de Prononciation, in: **Cahiers de pédagogie pratique de langage** (Paris: Institut de Linguistique appliquée d'Abidjan) n° 5 [=La Prononciation du Français. Tome I: Partie théorique] (s.d. [1968]) 22-31.

[anon.]:
Prologo, in: Granda, German de (ed.): **Transculturación e Interferencia lingüística en el Puerto Rico contemporáneo (1898-1968)**, Bogotá 1968, 1-23.

[anon.]:
Resultados del proceso de interferencia lingüística, in: Granda, German de (ed.): **Transculturación e Interferencia Lingüística en el Puerto Rico Contemporáneo (1898-1968)**, Bogotá 1968, 158-181.

[anon.]:
English false friends / Palabras inglesas engañosas. English Linguistics Study Group, s.l. [Madrid] 1997.

[anon.]:
El Bilingüismo puertorriqueño - Resultados del Proceso de interferencia lingüística, in: Granda, German (ed.): **Transculturación e Interferencia Lingüística en el Puerto Rico Contemporáneo (1898-1968)**, Bogotá ² 2003, 158-181.

[anon.]:
Language Mistakes by Interpreters Blamed for Medical Errors, in: **Patient Care Management** 19, 3 (2003) 8.

[anon.]:
A interferência inglesa nos negócios de Portugal, Farmington Hills, Mich. 2006.

[anon.]:
English false friends / Palabras inglesas engañosas: a handbook of English confusing words for Spanish-speaking students, Madrid ⁴2007.

[anon.]:
Anti-fautes d'Allemand, Paris 2008.

[anon.]:
Anti-fautes d'Anglais, Paris 2008.

[anon.]:
Anti-fautes de conjugaison, Paris 2008.

[anon.]:
Anti-fautes d'Espagnol, Paris 2008.

[anon.]:
Anti-fautes d'Italien, Paris 2008.

[anon.]:
Anti-fautes d'orthographe, Paris 2008.

[anon.]:
Boss or Chef? Test your knowledge of false friends, Planegg 2011.

Anson, Chris M.:

'Errors' and 'Endeavors': A Case Study in American Orthography, in: **International Journal of Lexicography** 3,1 (1990) 35-63.

Anson, Chris M.:

Response and the social construction of error, in: **Assessing Writing** 7 (2000) 5-21.

Antelmi, Donella:

Linguaggio giovanile e interferenza: la dimensione internazionale, in: Giuliana Garzone / Anna Cardinalatti (edd.): **Lingua, mediazione linguistica e interferenza**, Milano: Franco Angeli 2004, 85-104

Antonio Martínez, Ramón:

"Do they even know that they do it?": Exploring Awareness of Spanish-English Code-Switching in a Sixth-Grade English Language Arts Classroom, in: **Bilingual Research Journal: The Journal of the National Association for Bilingual Education** 37, 2 (2014) 195-210.

Anton, Reinhold:

Falsches, Unsinniges, Geschmackloses in der heutigen deutschen Schrift- und Vortragssprache. Anhang: Fehlerhafte Aussprache häufig gebrachter Fremdwörter, Leipzig 1936.

Anton-Mendez, Ines:

Gender Bender: Gender Errors in L2 Pronoun Production, in: **Journal of Psycholinguistic Research** 39, 2 (2010) 119-139.

Antonov, S.:

K voprosu ob interferencii pri ovladenii russkoj reč'ju bolgarami na urovne stilistiki, in: Meždunarodnaja asociacija prepodavatelej russkogo jazyka i literatury. Obščestvo rusistov v Bolgarii (ed.): **Lingvističeskie osnovy i metodičeskie problemy interferencii pri izučenii russkogo jazyka slavjanami (Materialy meždunarodnogo simpoziuma, sostojavšegosja v aprele 1971 g. v g. Veliko Tyrnovo)**, Sofija 1973, 232-235.

Anwar Siddiqui, Malika:

Evaluating Capitalization Errors in Saudi Female Students' EFL Writing at Bisha University, in: **Arab World English Journal** 6, 1 (2015) 232-250.

Ao, Qun:

A descriptive study of teachers' error correction of Chinese tones during Chinese as a foreign language instruction: A sociocultural perspective, Ph.D. Diss. University of Pittsburgh 1999 [AAT 9945093].

Aoyama, Katsura:

An 'NP' and 'OT' Analysis: Japanese Speakers' Production of English Nasal Phonemes, in: **Working Papers in Linguistics** (Honolulu) 29 (1997) 1-16.

Apeli, Charity U.:

Phonological Interference in the Spoken English Performance of the Izon Speaker in Nigeria: A Product of Systemic and Interlanguage Factors, in: **AFRREV LALIGENS. An**

International Journal of Language, Literature and Gender Studies (Bahir Dar, Ethiopia) 2, 2, Serial No 6 (2013) 173-189.

Appleford, Gines:

Creative Error Correction, in: **Language Teacher** (Dublin) 2, 2 (1989) 31-34.

Appiah-Kubi, Marian:

Spelling and dyslexia: A phonological analysis of the spelling errors of students with dyslexia, M.F.A., Southern Illinois University at Carbondale 2006 [AAT 1435555].

Arabski, Janusz:

Błąd językowy w badaniach nad przyswajaniem języka polskiego, in: Małgorzata Kita / Maria Czempka / Magdalena Ślawska (red.): **Błąd językowy w perspektywie komunikacyjnej**, Katowice: Wydawnictwo Wyższej Szkoły Zarządzania Marketingowego i Języków Obcych 2008 [non pag.].

Arai, Kiwa:

Listening for meaning: English phoneme perception by Japanese students, in: **Sophia Linguistica. Working Papers in Linguistics** (Tokyo) n° 26 (1988) 185-192.

Arani, Mahmoud Tabatabai:

Error analysis: the types and the causes of nthe major structural errors made by Iranian university students when writing expository and imaginative prose, PhD Thesis State University of New York at Buffalo 1985 [DAI-A 46/12, p. 3634, 1986].

Aramendi, Koro/ Teresa Carballés:

Algunos aspectos de interferencia lingüística entre el alemán como L1 y el español como L2, in: **Hispanorama** n° 102 (2003) 89-90.

Araujo, Luisa:

Code-Switching Among a Portuguese-English Bilingual Family: A Case Study, in: **Delaware Working Papers in Applied Linguistics** n° 3 (1991) 23-40.

Araujo Carreira, Maria Helena de:

Alternância e mistura de línguas (português-francês) em discursos escritos de adolescentes portugueses escolarizados em França, in: **Actas do encontro da Associação Portuguesa de Linguística** 1990, no. 6, 43-60.

Arboleda Arboleda, Argemiro / Ángela Yicely Castro Garcés:

The Accented EFL Teacher: Classroom Implications, in: **PPROFILE. Issues in Teachers' Professional Development** (Universidad Nacional de Columbia, Bogotá) 14, 2 (2012) 45-62.

Ardila, Alfredo:

Errors Resembling Semantic Paralexias in Spanish-Speaking Aphasics, in: **Brain and Language** 41,3 (1991) 437-445.

Ardila, Alfredo / Mónica Rosselli:

Language Deviations in Aphasia: A Frequency Analysis, in: **Brain and Language** 44 (1993) 165-180.

Argenter, Joan A.:

Code-switching and dialogism: Verbal practices among Catalan Jews in the Middle Ages, in: **Language in Society** 30 (2001) 377-402.

Argyle, Susan B.:

Miscue analysis for classroom use, in: **Reading Horizon** (Kalamazoo, Mich.) 29, 2 (1989) 93-102.

Argynbayev, Arman / Dana Kabybekova / Yusuf Yaylaci:

Teaching Culture and Identifying Language Interference Errors through Films, in: **English Language Teaching** 7, 9 (2014) 49-56.

Ariffin, Kamisah / Misyana Susanti Husin:

Code-switching and Code-mixing of English and Bahasa Malaysia in Content-Based Classrooms: Frequency and Attitudes, in: **The Linguistics Journal** 5, 1 (2011) 220-247.

Ariyapitpun, Sumon:

An analysis of phonological errors in the pronunciation of English consonants and vowels by selected native speakers of Thai, Ed.D. University of Georgia 1988 [Abstract: **DAI** 50, 2 (1989) 428-A – 429-A].

Armán Lomba, Luisa:

Interferencias en el aprendizaje de la pronunciación entre la lengua francesa y la lengua gallega, in: **Anales de Filología Francesa** (Murcia) 9 (1998/2000) 7-21.

Arnaud, Pierre J. L.:

Target-error resemblance in French word substitution speech errors and the mental lexicon, in: **Applied Psycholinguistics** 20 (1999) 269-287.

Arndt, Elissa J. / Barbara R. Foorman:

Second Graders as Spellers: What Type of Errors Are They Making?, in: **Assessment for Effective Intervention** 36, 1 (2010) 57-67.

Arnhold, Hermann:

Zur Aussprache des *n* in Fremdwörtern, in: **Deutsch als Fremdsprache** 19, 5 (1982) 290-293.

Arnold, George:

Correcting common syntax errors, in: **Quill and Scroll** (Iowa City) 75, 3 (2002) 8-9.

Arnold, George:

Ten language skills problems that cause frequent errors by both student, professional writers, in: **Quill & Scroll** (Iowa City) 75, 2 (2001) 8-9.

Arntz, Reiner:

Überlegungen zur Methodik einer "Kontrastiven Textologie", in: Arntz, Reiner / Gisela Thome (edd.): **Übersetzungswissenschaft. Ergebnisse und Perspektiven**, Tübingen 1990, 393-404.

Arntz, Reiner:

"Interlinguale Vergleiche von Terminologien und Fachtexten", in: Baumann, Klaus-Dieter / Hartwig Kalverkämper (edd.): **Kontrastive Fachsprachenforschung**, Tübingen 1992, 108-122.

Aronin, Larissa / Lynne Toubkin:

Language Interference and Language Learning Techniques Transfer in L2 and L3 Immersion Programmes, in: **International Journal of Bilingual Education and Bilingualism** 5, 5 (2002) 267-278.

Arteagoitia, Igone / Elizabeth R. Howard / Mohammed Loguit / Valerie Malabonga / Dorry M. Kenyon:

The Spanish Developmental Contrastive Spelling Test: An Instrument for Investigating Intra-Linguistic and Crosslinguistic Influences on Spanish-Spelling Development, in: **Bilingual Research Journal: The Journal of the National Association for Bilingual Education** 29, 3 (2005) 541-560.

Artes, C. / F. Ferreres / E. Lago / A. Mathieu / C. Mestreit / M. Pendanx:

Analyse d'erreurs: proposition de fiches de travail, in: **Travaux de Didactique du Français Langue Étrangère** 15 (1986) 87-102.

Arthur, Jo:

Code Switching and Collusion: Classroom Interaction in Botswana Primary Schools, in: **Linguistics and Education** (Norwood, N.J.) 8, 1 (1996) 17-33.

Artur, Faria:

Erros a corrigir, in: **A Bem da língua portuguesa** (Lisboa) 9 (1958) 258-263.

Arx, Jacqueline von:

German-English false friends. Learning and teaching in the classroom, Lic.phil. Univ. Zürich 2003.

Arya, Poonam:

The Effects of Varying Text Length on the Oral Reading Miscues of Good and Poor Readers in Grade Two, Ph.D. State University of New York at Buffalo [Abstract: **DAI** 59, 9 (1999) 3390-A].

Arzán, Angel M.:

LODES of grammar: Syntactic error analysis for intelligent computer-assisted language instruction, Ph.D. Diss. New York University 1992 [Abstract: **DAI** 53 (1993) 3826-A].

Asencios Espinoza, F.:

Vocalismo e interferencia lingüística, in Samaniego Samaniego, Antenor/ Feliciano Asencios Espinoza: **Divulgación Lingüística** [=Documento de trabajo n° 3], Lima: Universidad Nacional Federico Villarreal 1976, 65-80.

Askari, Nusha:

Priming Effects on Tip-of-the-Tongue States in Farsi-English Bilinguals, in: **Journal of Psycholinguistic Research** 28, 2 (1999) 197-212.

Askedal, John Ole:

Topologisk feltanalyse, koderingssystemer og pragmatiske funksjoner. En kontrastiv fremstilling på grunnlag av norsk, tysk, japansk og russisk, in: **NyS. Nydanske Studier & Almen Kommunikationsteori** n° 16/17 (1986) 18-55.

Assbeck, Johann:

Correct me if I'm wrong. Peer Correction: Texte von Mitschülern korrigieren, in: **Der fremdsprachliche Unterricht. Englisch** 41 (2007) [n° 88] 22-26.

Aßbeck, Johann:

Noch immer das ewige Dilemma: die mündliche Fehlerkorrektur, in: **Der fremdsprachliche Unterricht. Französisch** 35 (2001) [n° 52] 28-31.

Astell, Arlene J. / Trevor A. Harley:

Tip-of-the-Tongue States and Lexical Access in Dementia, in: **Brain and Language** 54, 2 (1996) 196-215.

Astolfi, Jean Pierre:

L'erreur, un outil pour enseigner, Paris 1997.

Atari, Omar F.:

A Text-oriented Procedure for EFL Writing: A Corrective Feedback, in: **Indian Journal of Applied Linguistics** (New Delhi) 27, 1 (2001) 111-118.

Atoye, Raphael O.:

On the Sources of Interlanguage Phonology: Some Evidence from Yoruba-English, in: **Revista Alicantina de Estudios Ingleses** 7 (1994) 37-46.

Atsu, Maria Eunice:

Transfer Effects of Mother Tongue on Target Language: A Contrastive Study of the Endocentric Noun Phrase in Bette and English, PhD Thesis University of Nigeria 1989 [<http://unn.edu.ng>].

Attavirivanupao, Korakoch:

Ausspracheabweichungen im Hochdeutsch thailändischer Immigranten in der Deutschschweiz, in: **Linguistik Online** 26, 1 (2006) 15-30.

Attí Figueira, Rosa:

Erro e enigma na aquisição da linguagem, in: **Letras de hoje** 30, 4 (1995) 145-162.

Au, Kathryn H.:

An Analysis of Oral Reading Errors and Its Implications for Improvement of Reading Instruction, Technical Report n° 50, Honolulu, Hawaii: Kamehameha Schools 1976 [= ERIC ED 159590].

Auberge, Véronique / Nadia Ghneim / Rabia Belrhali:

Analyse du corpus orthotel: apport du traitement automatique à la classification des déviations orthographiques, in: **Langue Française** n° 124 (1999) 90-103.

Auckle, Tejshree / Lawrie Barnes:
Code-switching, language mixing and fused lects: Emerging trends in multilingual Mauritius,
in: **Language Matters: Studies in the Language of Africa** 42, 1 (2011) 104-125.

Auer, J.C.P.:
**Zweispachige Konversation. Code-switching und Transfer bei italienischen
Migrantenkindern in Konstanz**, Diss. Konstanz 1983.

Auer, Peter:
The pragmatics of code-switching: a sequential approach, in: Milroy, Lesley / Pieter Muysken
(edd.): **One speaker, two languages. Cross-disciplinary perspectives on code-switching**,
Cambridge 1995, 115-135.

Auer, Peter (ed.):
Code-switching in conversation: language, interaction and identity, London [etc.]:
Routledge 1998.

Auer, Peter:
From codeswitching via language mixing to fused lects: Toward a dynamic typology of
bilingual speech, in: **International Journal of Bilingualism** 3, 4 (1999) 309-332.

Auer, Peter / Raihan Muhamedova:
Embedded language and matrix language in insertional language mixing: Some problematic
cases, in: **Revista di Linguistica** 17, 1 (2005) 35-54.

Auger, Julie:
Two French accents in English - with special reference to metalinguistic awareness, in:
Burmeister, Hartmut / Patricia L. Rounds (edd.): **Variability in Second Language
Acquisition. Proceedings of the tenth meeting of the Second Language Research Forum,
Volume I**, Eugene, Oregon 1990, 133-150.

Auger, Pierre:
Le correcteur grammatical et stylistique PROSE, in: **L'Actualité terminologique** (Ottawa)
24, 2 (1991) 14-16.

Augst, Gerhard / Helmuth Feilke:
Schreiben, Schreibschwächen und Grammatik in der Schule, oder: Der gewendete "rote
Pollover", in: **Der Deutschunterricht** 45, 2 (1993) 90-96.

Augst, Gerhard:
Philipp's "roter Pullover" - ein Konsilium, in: **Der Deutschunterricht** 46, 2 (1994) 4-5.

Augusto, Marina:
Recognizing 'then' as an Adverb: An Experiment with Brazilian Learners of English, in:
Goodluck, Helen / Liceras, Juana M. / Helmut Zobl (edd.): **Proceedings of the 6th
Generative Approaches to Second Language Acquisition Conference (GASLA 2002)-L2
Links**, Somerville, MA 2003, 9-16.

Aurtova, Pauli:
Lingua perfecta, grammatica imperfecta, in: **La Flèche. Bulletin de liaison des professeurs
de français** (Helsinki) n° 10 (1985) 37-40.

Austin, Christopher / Peter Garrett:
The English genitive apostrophe: Judgements of errors and implications for teaching, in:
Language Awareness 2, 2 (1993) 61-75.

Avakova, A. S.:
O neobchodimosti predotvraščeniya nekotorykh ošibok slovoobrazovatel'nogo charaktera, in:
Russkij jazyk v armjanskoj škole (Erevan) 1979, no. 5, 42-45.

Avram, Andrei:
Cîteva cazuri de hipercorrectitudine aparenta în limba româna, in: **Studii si Cercetari Lingvistice** 44, 1 (1993) 45-58.

Avram, Mioara:
Fautes/Innovations Communes au Roumain et au Français, in: **Revue Roumaine de Linguistique** 38, 4 (1993) 335-345.

Avram, Mioara:
Corectitudine de limbă și corectitudine de gândire, in: **Limba și literatura română** (București) 31, 3 (2002) 3-5.

Awwad, Mohammad:
Error analysis and some problems in learning Arabic as a foreign language, in: **Arab Journal of Language Studies. Journal of the Khartoum International Institute of Arabic** 1, 2 (1983) 257-264.

Ayan, Sabit:
Lexikalisch-semantische Lernschwierigkeiten bei der Vermittlung des deutschen Verbsystems an türkische Deutschlerner, in: **Germanistische Linguistik** n° 119-120 (1993) 7-44.

Ayedh Alqahtani, Abdulmuhsen / Eihab Khaled Al-enzi:
EFL Teachers' Feedback to Oral Errors in EFL Classroom: Teachers' Perspectives, in: **Arab World English Journal** 2, 1 (2011) 214-232.

Ayres-Bennett, Wendy / Janice Carruthers:
'Une regrettable et fort disgracieuse faute de français?': The description and analysis of the French 'Surcomposés' from 1530 to the present day, in: **Transactions of the Philological Society** 90, 2 (1992) 219-257.

Azuma, Shoji:
Conversational Code-Switching in Japanese/English - A Study on Japanese Americans, in:
JACET Bulletin. Japanese Association of College English Teachers n° 18 (1987) 1-19.

Azuma, Shoji:
Processing and intrasentential code-switching, PhD. The University of Texas at Austin 1991 [Abstract: **DAI** 52, 4 (1991) 1307-A].

Azuma, Shoji:
The frame-content hypothesis in speech production: evidence from intrasentential code switching, in: **Linguistics** 31, 6 (1993) 1071-1094.

Azuma, Shoji:
Lexical Categories and Code-Switching: A Study of Japanese/English Code-Switching in Japan, in: **The Journal of the Association of Japanese** 31, 2 (1997) 1-24.

Azuma, Shoji:
Meaning and form in code-switching, in: Jacobson, Rodolfo (ed.): **Codeswitching worldwide** [Selected rev. papers from two sessions of the XIII World Congress of Sociology, held 1994 at the University of Bielefeld, Bielefeld, Germany, with other studies included], Berlin / New York: Mouton de Gruyter 1998, 109-123.

Azuma, Shoji:
Functional categories and codeswitching in Japanese/English, in: Jacobson, Rodolfo (ed.): **Codeswitching worldwide II** [Chiefly papers presented at the 14th World Congress of Sociology, held 1998, University of Montreal], Berlin / New York 2001, 91-103.

Azuma, Shoji / Richard P. Meier:
Open Class and Closed Class: Sentence-Imitation Experiments on Intrasentential Code-Switching, in: **Applied Psycholinguistics** 18, 3 (1997) 257-276.

Azzam, Rima:
The Nature of Arabic Reading and Spelling Errors of Young Children: A Descriptive Study, in: **Reading and Writing: An Interdisciplinary Journal** 5, 4 (1993) 355-385 [Abstract: **DAI** 51,12 (1991) 4042A-4043A].

Baars, Bernard J. (ed.):
Experimental Slips and Human Error. Exploring the Architecture of Volition, New York/London 1992.

Baars, Bernard J.:
The Many Uses of Error. Twelve Steps to a Unified Framework, in: Baars, Bernard J. (ed.): **Experimental Slips and Human Error. Exploring the Architecture of Volition**, New York/London 1992, 3-34.

Baars, Bernard J.:
A New Ideomotor Theory of Voluntary Control, in: Baars, Bernard J. (ed.): **Experimental Slips and Human Error. Exploring the Architecture of Volition**, New York/London 1992, 93-120.

Baars, Bernard J.:
A Dozen Competing-Plans Techniques for Inducing Predictable Slips in Speech and Action, in: Baars, Bernard J. (ed.): **Experimental Slips and Human Error. Exploring the Architecture of Volition**, New York/London 1992, 129-150.

Baars, Bernard J. / Jonathan Cohen / Gordon H. Bower / Jack W. Berry:
Some Caveats on Testing the Freudian Slip Hypothesis. Problems in Systematic Replication, in: Baars, Bernard J. (ed.): **Experimental Slips and Human Error. Exploring the Architecture of Volition**, New York/London 1992, 289-313.

Baars, Bernard J. / M.T. Motley / D. MacKay:
Output Editing for Lexical Status in Artificially Elicited Slips of the Tongue, in: **Journal of Verbal learning and Verbal Behavior** 14, 4 (1975) 382-391.

Babbitt Gonsalves, Marcia / Rennie Gonsalves:
Second Language Lexical Errors: Production and Recognition, in: **LACUS Forum** 21 (1994) 513-525.

Baber, C. / K. S. Hone:
Modelling error recovery and repair in automatic speech recognition, in: **International Journal of Man-Machine Studies** 29, 3 (1993) 495-515.

Babov, K.G.:
Lingvističeskie i metodičeskie problemy interferencii pri izucenii russkogo jazyka v bolgarskoj skole, in: Meždunarodnaja asociacija prepodavatelej russkogo jazyka i literatury. Obščestvo rusistov v Bolgarii (ed.): **Lingvističeskie osnovy i metodičeskie problemy interferencii pri izucenii russkogo jazyka slavjanami (Materialy meždunarodnogo simpoziuma, sostojavšegosja v aprele 1971 g. v g. Veliko Tyrnovo)**, Sofija 1973, 78-84.

Bach, Emmon / Colin Brown / William Marslen-Wilson:
Crossed and nested dependencies in German and Dutch: A psycholinguistic study, in: **Language and Cognitive Processes** 1, 4 (1986) 249-262.

Bacha, Nahla Nola:
Teacher Corrective Feedback on EFL Writing in the Disciplines: An Exploratory Study, in: **The Linguistics Journal** 7, 1 (2013) 294-319.

Backus, Ad:
Pattern of Language Mixing. A study in Turkish-Dutch Bilingualism, Wiesbaden 1992.

Backus, Ad:
Turkish-Dutch code-switching and the Frame-Process Model, in: Extra, Guus / Ludo Verhoeven (edd.): **Immigrant Languages in Europe**, Clevedon/Philadelphia/Adelaide 1993, 223-235.

Backus, Ad:
Turks-Nederlandse codewisseling, in: **Nederlandse Taalkunde** 3 (1998) 2-17.

Backus, Ad:
The role of semantic specificity in insertional codeswitching: Evidence from Dutch-Turkish, in: Jacobson, Rodolfo (ed.): **Codeswitching worldwide II** [Chiefly papers presented at the 14th World Congress of Sociology, held 1998, University of Montreal], Berlin / New York 2001, 125-154.

Backus, Ad:
Codeswitching and language change: one thing leads to another?, in: **International Journal of Bilingualism** (London) 9, 3/4 (2005) 307-340.

Backus, Ad / Margreet Dorleijn:
Loan Translations versus Code-Switching, in: Barbara E. Bullock / Almeida Jacqueline Toribio (edd.): **The Cambridge Handbook of Linguistic Code-Switching**, Cambridge u.a. 2012, 75-93.

Bacz, Barbara:

Why do Polish immigrant children in French Canada make errors in the use of the possessive pronoun "swoj"? On possessives in Polish, French and English, in: **LACUS (Linguistic Association of Canada and the United States) Forum** (Columbia, S.C.) 15 (1988) 557-566.

Baddock, Barry:

Grammar Pairs: An Error-Spotting Exercise, in: **English Teaching Forum. A Journal for the Teacher of English outside the United States** (Washington, D.C.) 26, 2 (1988) 40-41.

Baddock, Barry:

Self-correction in business-letter writing, in: **Zielsprache Englisch** n° 4 (1994) 19-21.

Badecker, William:

Lexical Composition and the Production of Compounds: Evidence from Errors in Naming, in: **Language and Cognitive Processes** 16, 4 (2001) 337-366.

Badecker, William / Argye Hillis / Alfonso Caramazza:

Lexical morphology and its role in the writing process: Evidence from a case of acquired dysgraphia, in: **Cognition** 35, 3 (1990) 205-243.

Bader, Yousef:

Lexical Code-Switching in the Speech of an Arabic-English Bilingual Child, in: **INTERFACE. Journal of Applied Linguistics** 13, 1 (1998) 3-17.

Bader, Yousef / Radwan Mahadin:

Arabic borrowings and code-switching in the speech of English native speakers living in Jordan, in: **Multilingua. Journal of Cross-Cultural and Interlanguage Communication** (Berlin) 15, 1 (1996) 35-53.

Bader, Yousef / Denise D. Minnis:

Morphological and syntactic code-switching in the speech of an Arabic-English bilingual child, in: **Multilingua. Journal of Cross-Cultural and Interlanguage Communication** 19, 4 (2000) 383-403.

Badger, Richard / Martha Eleftheriadou:

Some aspects of repair in native and non-native speaker conversations in English, in: **I.T.L.Review of Applied Linguistics** 125-126 (1999) 253-275.

Baek, Jookyung Park:

Language choice and codeswitching behaviour of eight Korean bilingual children at home and at school, Ph.D. Texas A&M University 1992 [Abstract: **DAI** 53, 6 (1992) 1787-A].

Baer, William P. / Harris Winitz:

Acquisition of /v/ in "Words" as a Function of the Consistency of /v/ Errors, in: **Journal of Speech and Hearing Research** 11, 2 (1968) 316-333.

Bagana, Z.:

Morfološko-sintaksičeskaja interferencija v uslovijah franko-kongolezskogo bilingvizma, in: **Voprosy Jazykoznaniija** (Moskva) n° 5 (2005) 102-122.

Baggett, Patricia / Lorana Jinkerson:

Spell Checkers: Aids in Identifying and Correcting Spelling Errors, in: **Journal of Computing in Childhood Education** 4, 3/4 (1993) 291-306.

Baharuddin, Bin Abu Kassim:

An analysis of students' syntactical errors, based on a contrastive analysis of English and Malay sentence patterns, Singapore: Regional English Language Centre 1970.

Bahloul, Noureddine:

Les erreurs contextuelles et pragmatiques chez les scripteurs arabophones en FLE, in: **Synergiés Algérie** n° 1 (2007) 66-75.

Bahns, Jens:

What did you bought? Explaining a typical error in the acquisition of English, in: **International Review of Applied Linguistics** 29, 3 (1991) 213-228.

Bahr, Reiner:

Laut- und Wortbildungsfehler bei sprachentwicklungsbehinderten Kindern, in: **Sprache - Stimme - Gehör. Zeitschrift für Kommunikationsstörungen** (Stuttgart) 9, 3 (1985) 76-80.

Bahumaid, Showqi Ali:

Lexical interference of English in colloquial Aden Arabic, Ph.D. Diss. University of Exeter (United Kingdom) 1990 [Abstract: **DAI** 52, 4 (1991) 1307-A].

Bai, Feng-xin:

On the Native Language Transfer in the Second Language Acquisition, in: **Cangzhou Shifan Zhuanke Xuexiao xuebao / Journal of Cangzhou Teachers' College** 2007, no. 2 [http://en.cnki.com.cn/Article_en/CJFDTotat-CSZX200702033.htm].

Baillet, Laura Lyons / G. Reid Lyon:

Deficient Linguistic Rule Application in a Learning Disabled Speller: A Case Study, in: **Journal of Learning Disabilities** 18, 3 (1985) 162-165.

Bailey, Benjamin:

Social/interactional functions of code switching among Dominican Americans, in: **Pragmatics** 10, 2 (2000) 165-193.

Baillargeon, Renee / Aguiar, Andrea:

Toward a general model of perseveration in infancy, in: **Developmental science** 1 (1998) 190-192.

Bajtu'eva, G. I.:

Tipičnye ošibki v ruskoj reči studentov kazachov, in: Ivanov, Valerij Vasil'evič / Viktorija Aleksandrovna Ivanova / Natal'ja Georgievna Michajlovskaja (edd.): **Grammatičeskaja interferencija v uslovijach nacional'no-russkogo dvujazyčija**, Moskva: Nauka 1990, 173-178.

Bąk, Beata:

The tip-of-the tongue phenomenon: a Polish view, in: **Polish Psychological Bulletin** (Warszawa) 18, 1 (1987) 21-27.

Bąk, Paweł:

Rhetorisch falsche Freunde im Alltag und im Mediendiskurs als Problem deutsch-polnischer Sprachkontakte, Flensburg 2010.

Baker, Anne / Beppie van den Bogaerde:

Code-Mixing in Moeder-Kind Interactie in Dove Families, in: **Toegepaste taalwetenschap in artikelen** 2002, no. 2 [=no. 68], 49-65.

Baker, Bettina / William Labov:

What is a Reading Error?, in: **Applied Psycholinguistics** 31, 4 (2010) 735-757.

Baker, Philip:

Writing the wronged, in: **Journal of Pidgin and Creole Languages** (Amsterdam) 6, 1 (1991) 107-122.

Baker-Van den Goorbergh, Lea:

CLEAR: computerized language-error analysis report, in: **Clinical Linguistics & Phonetics** (London) 4, 4 (1990) 285-293.

Balaban, Oded:

The use of error as an argument in the language of human sciences: The dogmatic use of error, in: **Semiotica** 120, 1/2 (1998) 139-159.

Bálázs, János:

Störungen und Missverständnisse im Gebrauch der Anredeformen, in: **Forum Linguistica** (Lake Bluff, Ill) 8, 1 (1984) 31-38.

Balci, Tahir:

Linguistisch-didaktische Bearbeitung sprachlicher Interferenzfehler bei fortgeschrittenen Lernern des Deutschen als Fremdsprache unter den Sprechern des Türkischen, unveröffentlichte Diss. Klagenfurt 1990.

Balci, Tahir:

Methoden, Ziele und Ergebnisse der Dissertation "Linguistisch-didaktische Bearbeitung sprachlicher Interferenzfehler bei fortgeschrittenen Lernern des Deutschen als Fremdsprache unter den Sprechern des Türkischen", in: **Alman Dili ve Edebiyatı Dergisi. Studien zur Deutschen Sprache und Literatur** (Istanbul) 8 (1993) 269-273.

Balčiūnienė, Ingrida:

Parental reactions to the morphologically correct and incorrect utterances of children, in: **Eesti Rakenduslingvistika Ühingu Aastaraamat / Estonian Papers in Applied Linguistics** (Tallinn) 3 (2007) 47-55.

Baldinger, Kurt:

'Stupide' bei Rabelais: "faux amis" in der Übersetzung, in: **Pöckel, Wolfgang (ed.): Europäische Mehrsprachigkeit. Festschrift zum 70. Geburtstag von Mario Wandruszka**, Tübingen 1981, 349-357.

Baldini, Massimo:

Epistemologia e pedagogia dell'errore, Brescia 1986.

Baldwin, Janet P.:

Aspects of intelligibility and the interlanguage phonology of Japanese English, in: **Working Papers of the Speech Hearing and Language Research Centre. School of English and Linguistics. Macquarie University** (North Ryde, New South Wales, Australia) 10 (1989) 33-69.

Baleghizadeh, Sasan / Dadashi Mehdi:

The Effect of Direct and Indirect Corrective Feedback on Students' Spelling Errors, in: **PROFILE. Issues in Teachers' Professional Development** 13, 1 (2011) 129-137.

Baliashvili, Tengiz:

Interferenciya kak problema dvujazyčija, Tbilisi: Izd-vo Tbilisskogo Universiteta 1988.

Balicka, Małgorzata:

Italiano, Francese, Polacco: Nel Triangolo delle Bermuda dell'Interferenza Linguistica, in: Tomaszewicz, Teresa (ed.): **Studia Romanica Posnaniensia** (Poznań) n° 36 (2006) 3-14.

Ballard, Michel:

Wordplay and the Didactics of Translation, in: **The Translator. Studies in Intercultural Communication** (Manchester) 2, 2 (1996) 333-346.

Ballard, Michel:

Les faux amis, Paris 1999.

Ballardini, Elio:

Interferenze linguistiche nella traduzione a vista del francese in italiano: appunti a margine di un corso di interpretazione di trattativa, in: Giuliana Garzone / Anna Cardinalatti (edd.): **Lingua, mediazione linguistica e interferenza**, Milano: Franco Angeli 2004, 273-286.

Ballesteros, Francisco:

The ICLE error tagging project: analysis of Spanish EFL writers, in: Mourón Figueroa, Cristina / Teresa Moralejo Gárate (edd.): **Studies in contrastive linguistics: proceedings of the 4th International Contrastive Linguistics Conference, Santiago de Compostela, September 2005**, Santiago de Compostela: Univ. de Santiago de Compostela 2006, 89-97.

Ballestracci, Sabrina:

Analisi delle interferenze lessicali dell'Italiano L1 sul Tedesco L2 contenute in 22 elaborati di studenti universitari principianti della lingua tedesca, in: **Studi Linguistici e Filologici Online. Rivista Telematica del Dipartimento di Linguistica dell'Università di Pisa** 2, 1 (2004) [1-39].

Balma, Pierre-Alain:

Pour une approche transversale de l'enseignement des langues, in: **TRANEL. Travaux Neuchâtelois de Linguistique** (Neuchâtel) n° 31 (1999) 155-165.

Bamiro, Edmund O.:

The politics of code-switching: English vs. Nigerian languages, in: **World Englishes** (Oxford u.a.) 25, 1 (2006) 23-37.