



Book review

Error Analysis in the world: a bibliography.

Bernd Spillner (2017). Sprachwissenschaft. Band 37. Berlin: Frank & Timme, 579 p.

ISBN 978-3-7329-0356-6, ISBN (E-Book) 978-3-7329-9680-3, ISSN 1862-6149

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The present bibliography by the German polyglot linguist Bernd Spillner is a sequel to the first volume, *“Error Analysis. A comprehensive bibliography”*, published by Benjamins in 1991. In this extended bibliography about error analysis in several source and target languages, both intralingual and interlingual, Spillner first sets out the importance of error analysis in the mother tongue acquisition and communication for understanding errors in the foreign language acquisition (see p. 7). He further explains his principal reason for its publication: despite the great number of studies analysing the errors that learners make in acquiring a foreign language, there is as yet no satisfactory overview summarising them. Regarding this, he underlines the great necessity to effectively compare the already excitable big amount of error analysis results.

The book cites more than 6000 publications about error analysis written in English, German, French, Italian, Spanish and Russian. The titles are listed in alphabetical order (in the authors’ last names) and they focus mainly on the topics of ‘code switching’ and ‘corrective feedback’. The attached CD-ROM, which contains all the titles of the publications cited in the book, provides a useful digital tool for keyword searching.

Finally, Spillner highlights the importance of systematic error analysis to all linguists, theoretical and practical, consisting of the following methodical steps: 1. Identification of the errors, 2. Classification of the errors, 3. Causes of the errors, 4. Impact of the errors and 5. Teaching strategies to remedy the errors (see pp. 13-18). He appeals also to teachers, whom he perceives as practical linguists, who have to use error analysis in their everyday work: the book puts at their disposal a useful tool together with a large collection of error-examples.

The bibliography will be of interest to all linguistic researchers, regardless their theoretical orientation, who study the means of acquisition of a foreign language. This is evident since the ultimate goal of all methodological approaches concerned with acquiring a foreign language is one, namely to arrive at a scientifically justified explanation for the errors that students make, an explanation which provides a foundation to develop language teaching methods (see pp. 8, 10, 12).