

Raising Language Awareness through Error Typologies: Insights from Israeli Pre-Service EFL Teachers

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Abstract

This study builds on earlier research that documented and categorized recurrent spoken English errors among Israeli pre-service EFL teachers and developed an error typology aimed at raising awareness and supporting more accurate spoken production. The current stage investigates whether presenting this typology to student teachers can enhance their awareness of common errors, promote self-monitoring and correction, and ultimately contribute to greater accuracy in oral language. Thirty-eight Israeli pre-service teachers participated in a brief online intervention during which the typology was introduced and discussed. Data from pre- and post-study questionnaires indicate that engagement with the typology increased participants' awareness of both general and individual errors, encouraged more conscious self-correction, and was perceived as useful for avoiding errors. Participants consistently endorsed the typology as a practical tool for their own development and as a potential classroom resource. Although limited by the small and relatively homogeneous sample and by the short duration of the intervention, the study highlights the potential of error typologies as effective instruments for enhancing spoken English in teacher education programs. The presentation will outline the key findings, and implications for integrating such tools into EFL teacher training and for extending this work to broader contexts.

Keywords: spoken english errors; EFL teacher education; error typology; language awareness; self-correction