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From Error Analysis to Pedagogy: Learner-Specific Error Typologies in EFL Teacher Education

Devorah Amar

Alexandru Ioan Cuza University of Iasi, Romania

Abstract

This study examines the role of error typologies in promoting awareness of spoken language errors and improving spoken English accuracy among Israeli pre-service English as a Foreign Language (EFL) teachers. The research employed a four-stage design. During the first three stages, participants' spoken English was recorded, transcribed, analyzed, and classified into an error typology. In the final stage, the resulting typology was introduced to 38 Hebrew-speaking pre-service EFL teachers, who utilized it throughout one academic semester. Pre- and post-intervention questionnaires examined participants' perceptions of their spoken English development, self-correction, and language awareness. The findings suggest that participants regarded the error typology to be an effective tool for increasing awareness of recurring errors, facilitating self-correction, and improving spoken accuracy. Participants also viewed the typology as a valuable pedagogical resource that could be used in their future EFL classrooms. Although the study is limited by its relatively small, context-specific sample and the short duration of the intervention, the findings suggest that incorporating learner-specific error typologies into language instruction may provide an effective means of reducing recurring errors, promoting self-correction, and supporting spoken English accuracy.

Keywords: Error Analysis; Error Typology; Language Awareness; Pre-Service EFL Teachers; Spoken English