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ELEMENTS WITHOUT PRIOR INSTRUCTION (EWPI), A NEW CATEGORY FOR ANALYSING SECOND LANGUAGE ACQUISITION: A PANORAMIC REVIEW OF ERROR ANALYSIS

Abstract: *This article presents a panoramic review of Error Analysis and Interlanguage studies, with the aim of reflecting on the need to include a new taxonomic category in said research. If formal second language teaching is an important factor in learning, there is no doubt that research on students' interlanguage should reflect this importance. This can be formulated through an operational category in formal learning contexts that allows the student's data to be classified, depending on whether the element of analysis has been previously instructed or not. This category gives great importance to the entire production and opens new paths in the dialogue with the influence of non-formal learning and with the positive impact of related languages, regardless of whether it is the mother tongue. It also highlights the importance of observing, quantifying and describing linguistic phenomena that are not necessarily produced in large absolute numbers, but that might still be relevant to explain the evolution of second language acquisition.*

Key words: *Panoramic Review, Error Analysis, Interlanguage, Foreign Language Learning, Instruction, Taxonomy.*

1. Introduction

The process of second language acquisition (SLA) is a phenomenon marked by a series of characteristics that clearly differentiate it from learning a mother tongue (L1). For this reason, the approach to understanding and researching this subject can and should be carried out from a holistic and interdisciplinary perspective. Thus, numerous factors operate and have an important impact on SLA, many of these of a

linguistic nature, such as perceived linguistic proximity (Kellerman, 1983). However, there are many other extralinguistic factors of a cognitive or affective nature such as motivation or anxiety that play a prominent role in SLA (Arnold, 2021).

In relation to language instruction, it has become clear that formal learning is a determining factor in SLA (Norris & Ortega, 2001), although greater benefits are detected at initial levels or in poor second language (L2) environments, i.e., where quality input is not abundant (Han, 2004). Likewise, this type of learning has a very different impact from that produced by incidental or informal learning, as well as that detected in language immersion contexts. Moreover, formal L2 learning involves a series of prior choices by the various actors given that there is a wide range of variables that condition or impact the development and success of L2 learning. Among these are: age of initiation in formal L2 instruction, teaching methodology, input provided and its quality, attention to form or content, type of corrective feedback, evaluation, attitudes of the learners towards the target language and cultures among others, that due to lack of space will not be dealt with, within this paper.

In this work we start from the premise that learning is a social construction, that is, from the assumptions formulated by Vygotsky (1978). Therefore, we understand that learning is a process based on interaction and collaboration with other individuals. In this interaction, the teacher must adopt a position of orienting, guiding, facilitating and creating scaffolding. According to Antón (2010:p.11) it is the tutor or expert who offers the disciple or pupil, during the interaction, an elaborate support structure that leads to the successful completion of the task. Furthermore, we understand that SLA approaches teaching as an activity in which the learner does not need to be prepared to learn something before it can be taught, but rather instruction is precisely the preparation for learning, in what has been called the Zone of Proximal Development (ZPD) (Lantolf, 2002:p.86).

Numerous linguistic research, especially applied to teaching, was based on the methodological assumptions of Error Analysis (EA), formulated by Corder (1967, 1971) and on the Interlanguage (IL) theory proposed by Selinker (1972) and still in practice (Han & Tarone, 2014). Nonetheless, the EA has been reformulated in several aspects and extended by various authors over the following decades. This linguistic research methodology can be applied to different contexts (Godin et al., 2018) other than SLA. However, it was in this field of study where it has obtained a great scope historically and where our article is inscribed. In that sense, we understand that EA is a technique of observation, identification, analysis, classification and interpretation of idiosyncratic productions of non-native speakers, in any spontaneous or controlled situation of linguistic response (Baralo, 2009).

This paper proposes a new operational or functional category for the taxonomy of learners' oral and/or written output in the context of formal L2 learning: Elements Without Prior Instruction (EWPI). This taxonomic category may encompass a whole range of structures, verb tenses, vocabulary or any other linguistic element depending on the specific objectives of the research, as long as it takes place in contexts where formal, deeply structured and sequenced instruction plays an important role. In short, the category we propose is not limited to the observation of error, but can also be operative for an analysis of the IL oral/written output of second language learners in formal learning contexts.

2. Methodological Considerations

Firstly, this paper presents an overview (Guirao Goris, 2015) of EA as a research methodology in second language learning and IL analysis. The aim of this review is to present the basic concepts of EA, the different proposals and works that followed this methodology and the most important limitations that, to date, were evident in this type of research.

This panoramic review is set out to answer our research question (RQ):

RQ: Do EA studies evaluate instruction and take it into account when examining the study findings?

With this objective in mind, we prepared, on the one hand, a panoramic review of the foundations, characteristics and limitations of EA based on a search for studies indexed in WoS, Scopus or appearing in Google Scholar. In view of the considerable number of published works, we have chosen to base ourselves not only on classic authors, but we also chose to refer to a wide diversity of empirical studies, highlighting the most recent ones. However, we included works not indexed in WoS or Scopus because we are aware that this type of research is very prolific in theses or other types of work, as can be seen in one of the few meta-analyses in this area carried out by Santos Gargallo and Alexopoulou (2021).

Similarly, it is possible that there is an overabundance of examples or references from the Spanish-speaking world, given that we only have the meta-analysis referred to and circumscribed to the Spanish setting and the research languages used by the author. However, this possible bias in the review was alleviated by selecting empirical articles that take into consideration very diverse language pairs that cover different regions of the planet and that were carried out in different circumstances (linguistic abilities, mother tongues, different ages, etc.).

Our panoramic review provides a mapping of key concepts in an analytical, synthetic and as diverse and current manner as possible with a double objective: 1) To identify a possible gap, in clear correspondence with the initial question of our research and; 2) To develop a methodological or conceptual approach that can fill this possible gap in future works, which will be developed in the section on discussions and conclusions.

3. A Panoramical Review: Error Analysis

Although the proposal of EA as a methodology was put forward by Corder decades ago (1967, 1971, 1981), it is still completely valid today and has undergone a significant development towards different postulates, taxonomies and approaches (Muñoz-Bassols & Bailini, 2018; Santos Gargallo & Alexopoulou, 2021), as well as the incorporation of a wide range of mother tongues and/or learning languages from different parts of the world (Luste-Chaâ, 2010; Al-Khresheh, 2015; Yang, 2019; Anatolievna Lebedeva, 2023).

In relation to EA, Corder (1971) established only three steps in the EA methodology: i) error identification; ii) error description, and; iii) error explanation. However, there is currently a certain consensus in pointing out the following steps: data collection, error identification, error cataloging or classification, error description, error explanation and proposed error therapies to solve the errors if the EA has a didactic or pedagogical perspective.

3.1. Data collection

In terms of data collection, these are determined by the following factors or criteria (De Alba Quiñones, 2009; Santos Gargallo, 2016):

- L1 and geographical origin. EA studies can be carried out from the observation of groups of learners with the same L1 (Arcos Pavón, 2009; Tarigan et al., 2023) or, on the contrary, the comparison between learners with different L1 (Amenós Pons et al., 2019; Kazazoğlu, 2020; Babić, 2022). Although it is also important to take into consideration other possible languages they previously learned, as there are often transfers from L2 to L3 (Woll, 2018; Aribas & Cele, 2021).
- The size of the sample or data collection. Longitudinal studies usually have a smaller number of informants and, on the contrary, cross-sectional studies usually have a more representative sample of the population to be studied.

- Linguistic ability. De Alba Quiñones (2009) points out that most studies focus on the two production skills, especially on writing, by means of different procedures: tests, questionnaires or different types of writing (Halim, 2013; Catabay, 2019; Manyasa, 2021). Solís García (2006:p.617) exposes that most publications focus on written expression, leaving aside issues such as oral interaction and, in addition, they give great prominence to questions of a grammatical nature (Santos Gargallo & Chaparro, 2014). However, there are already studies that combine several language skills through tests of different kinds (Fogliani, 2016; Spišiaková et al., 2023).

- Extension of the analysis. Initially, studies were mainly focused on specific grammatical categories or a competence or subcompetence (De Alba Quiñones, 2009), but although most of them are still focused on these aspects, there are also studies that deal with sociolinguistic competence or that include discursive errors (Sánchez Iglesias, 2003) or the relationship with corrective feedback (Tajabadi et al., 2023), just to mention a few other topics.

- Periodicity of data collection. The most frequent type of study is the synchronic, which consists of data collection at an exact point or time, as opposed to the diachronic (De Alba Quiñones, 2009) or longitudinal study, which analyses output at different stages or stages of learning, either with the same subjects or with different informants, although with very similar features in order to establish a comparison. Santos Gargallo (2016:p.398) also includes the category of pseudo-longitudinal when periodic intervals are established, but with different subjects in each of the stages under observation, as done by Mohamed Abd el Salam (2002) or in the study by Mahdun et al. (2022).

3.2. Identification of errors

The difference between error or lapse is a fundamental issue; in fact, some studies differentiate between persistent, systematic or fossilised errors versus transient errors (Yang, 2023). Moreover, some of the major criticism of EA focus precisely on the difficulty in identifying when it is a systematic error and when it is not (De Alba Quiñones, 2009; Richards, 2014).

It should be taken into consideration that EA gives crucial value to errors insofar as it provides information to the learner, the teacher and the person researching foreign language learning (Liceras, 1992). Finally, for the learner, error identification serves to confirm his or her hypotheses about how the target language works (Santos

Gargallo, 2016). Moreover, the results of research based on contrastive analysis, EA or the study of IL can contribute to the appropriate design of pedagogical grammars that enhance cross-linguistic reflection (Fuertes Gutiérrez, 2019) and, therefore, SLA.

3.3. Classification of errors

The wide diversity of taxonomies is probably one of the major criticism of EA. It should be taken into consideration that, despite having some more or less established taxonomies that generate a certain consensus, each researcher usually modifies these taxonomies or adapts them specifically for his or her object of study. Thus, we have some general taxonomies such as those of Taylor (1974), Ellis (1985), Larsen-Freeman & Long (1991) or Vázquez (1999). The latter author proposes one of the most complete and exhaustive general taxonomies, according to different criteria: linguistic, etiological, communicative, pedagogical, pragmatic or cultural. In turn, within the pedagogical ones, the following binomials are pointed out: a) induced - creative; b) transitory - permanent; c) fossilised - fossilisable; d) individual - collective; e) residual - current; f) congruent - idiosyncratic; g) oral production - written production, and; h) global - local.

As mentioned above, it is common for a thesis or article to create its own taxonomy, since, to a large extent, if the lexicon is studied, for example, it will be necessary to create categories that respond to the idiosyncrasies of the errors produced at this linguistic level and to those detected in the specific research. In fact, this is observed in the different taxonomies for the lexical-semantic field (Dulay & Burn, 1974; Azevedo, 1980; Bueno González, 1992; Fernández, 1991; Gutiérrez Toledo, 2001; Whitley, 2004; Rodríguez García, 2022).

One of the central points in most taxonomies is the difference between interlingual errors and intralingual errors. The former are the product of transfer from the mother tongue or other previously learned languages. Intralingual errors are, on the contrary, a consequence of the internal conflict of rules of the L2. These errors can occur in learning, as evolution and as universal strategies, independent of the L1 of the learner (Alexopoulou, 2010).

The proposal made by Alexopoulou (2006:p.29) establishes a taxonomy by etiological criterion that describes the typology of strategies that explain the causes of interlingual and intralingual errors. The author summarises that these strategies are compensatory and belong to the communication strategies (Faerch & Kasper, 1983), insofar as they are the result of the speaker's obstacles and limits to mitigate the deficiencies of his communication. In her proposal she defines, on the one hand,

as interlingual errors those produced by interference (from L1 or L2/L3), literal translation and avoidance. On the other hand, the existence of two main categories of intralingual errors: i) Reduction to a simplified system and ii) Generalisation.

Another more recent proposal for etiological criteria is that made by Ferreira Cabrera and Elejalde Gómez (2020) that delves not only into the difference between inter- and intralingual errors, but also into the type and depth of the error, i.e., which elements and/or categories of the linguistic system are affected by these errors (see Table 1). In other words, the taxonomy elaborated by these researchers also offers categories that describe the error. However, the authors themselves point out that in the process of labeling (i.e., attributing and organising the errors found in the categories established by the taxonomy) we can opt for two modalities. Both present some problems, which will not be addressed in this article.

Table 1.
Taxonomy of error by etiological criteria: type and depth
(Ferreira Cabrera & Elejalde Gómez, 2020:p.130).

Clasificación	Tipo	Profundidad	Nivel	Descripción LO
Interlingüístico	Transferencia directa	Categorías gramaticales	Palabra	Omisión, adición, falsa selección y forma errónea
		Concordancia sintáctica	Oración	
		Estructura morfológica	Palabra	
		Léxico	Palabra	
		Coherencia textual	Párrafo/texto	
		Cambio de código	Palabra	
		Falsos cognados	Palabra	
		Traducción literal	Oración	
		Interferencia de otras lenguas aprendidas	Palabra	

Clasificación	Tipo	Profundidad
Intralingüístico	Neutralización	
	Sobregeneralización	
	Hipercorrección	
	Simplificación	Aplicación incompleta de la regla
		Aplicación incorrecta de la regla
		Desconocimiento de la regla
	Léxico creado por derivación	

Currently, there is a great diversity of taxonomies in studies on EA or classifying learners' IL oral/written output. In that sense, there are studies that employ more traditional taxonomies (Halim, 2013; Kazemi, 2014) and others that employ some

taxonomies of their own, as already seen in the case of lexical-semantic errors, for example, in research such as that of Rodriguez Garcia (2021) or Enesi & Trifoni (2023).

3.4. Description and explanation of errors

Frequently, these two steps are often confused and united in a single point in the investigations, where the features that characterise the error, i.e., in which aspects a deviation from the norm has occurred, are explained under the same heading as the causes of said error. This confusion is, therefore, one of the major criticisms of EA (Dulay, Burt & Krashen, 1982; Solís García, 2006; De Alba Quiñones, 2009; Alexopoulou, 2010).

Given that we set criteria and a taxonomy of errors in the previous step, there is a predisposition to attribute a single cause to a specific error. However, it is not so easy to demonstrate that each error is due to a single cause, since an error can be produced by a set of sources or factors (Durão, 2007:p.21; Santos Gargallo, 2016:p.405), especially if we focus on the etiological criterion (Alexopoulou, 2010).

3.5. Limitations of EA

In addition to the problems already mentioned, especially those related to the confusion between description and explanation of the error, Schachter & Celce-Murcia (1977) examine some problematic aspects they detected in the frequent EA of the seventies and that continued to manifest themselves to some extent in the following decades. Firstly, EA cannot be limited to cataloging a corpus of errors, isolated from the rest of the production, i.e., that which is communicated correctly, in relation to the L2. Consequently, not only should this output not be ignored, but also everything that the learner decides to avoid precisely because it involves a certain difficulty or an excessive difficulty in which scaffolding/ZDP can no longer operate. Ringbom (2011:p.151) is of the same opinion when he points out that EA "it cannot cope very well with the problem of avoidance: how and why learners avoid particular words, phrases and constructions". Thus, Alexopoulou (2010) also reasons in a similar way when she points out that not only errors can be taken into consideration, but also avoidance or even the phenomenon of frequency (Echeverría Arriagada, 2016).

Secondly, Schachter and Celce-Murcia (1977) show that the data from the EA should preferably be relative, i.e., the absolute number of an error in a given corpus is not relevant information if it is not related to the number of times the word, structure or rule appeared, and also, the corpus extension needs to be taken into

account. For this reason, it is important to always have a relative reference, such as the number of words in a written text or the seconds in an oral discourse. Bustos Gisbert (1998:p.16) goes into this question in greater depth, as he points out that it is necessary to check and compare incorrect usage in relation to the number of correct usages and the number of evasions that can be detected, for example.

Finally, these authors emphasise on aspects already highlighted, such as the frequent biases in the performance of EA, as well as the difficulty of determining the cause of a specific error because of a "large numbers of learner errors that are ambiguous as to whether they are interlingual or developmental" (Schachter & Celce-Murcia, 1977:p.447).

4. Discussion

The panoramic review of EA methodology yields a clear answer: instruction, despite being a fundamental element in SLA, is invisible in the different taxonomies of error or learner output. This variable is not contemplated in a transcendental way in EA, but rather other requirements or perspectives prevail. Nevertheless, we note the enormous flexibility of this methodology to include new taxonomies that adapt to objectives, contexts or samples with their own characteristics. Therefore, despite this gap in theoretical research (and in empirical studies as we will see below), we believe it is possible to provide a new methodological approach by means of the proposal we formulate below. In this sense, firstly, we intend to explain the taxonomic category and, secondly, to identify and verify its viability through dialogue with empirical studies of different kinds.

4.1. Proposal: Elements Without Prior Instruction (EWPI)

The taxonomic category we propose in this paper encompasses linguistic elements of any type or even, if desired, the uses or values of certain linguistic structures as long as they have not been the object of formal instruction and have not been part of the input provided in the context of formal learning. This proposal is, thus, closely related to instruction, insofar as the researcher can focus on a grammatical category or a linguistic competence (lexical, semantic, etc.) over which s/he exercises absolute control of his/her instruction and its sequencing in formal learning. We consider that the ideal settings to apply this taxonomic category are, on one hand, when linguistic contact with the L2 is limited to the formal language learning in the classroom (in which case the influence of the L1 plays a larger role) or, on the other hand, when despite formal learning there is/has been

external linguistic contact with the L2 (eg. short or prolonged stay/residence in a country of the L2 (Garau, 2008; Hernández, 2010), regular contact with L2 outside the classroom (Peters et al., 2019) or non formal learning like Mobile Learning (Shafirova & Cassany, 2017)). Each of these cases would provide data with different interpretations (and hypothesis formulations) which we will outline below.

By including this category in a taxonomy, we can quantify the oral/written output of certain linguistic elements that are often overlooked because they have not been the object of instruction. In fact, one of the limitations of EA and, in general, of IL studies is that they focus too much on analysing errors or productions of elements that were previously instructed. Similarly, certain errors acquire great relevance in several studies because they take as the object of analysis several frequent linguistic elements (the article, the placement of pronouns, etc.), but without referring to relative numbers. On the contrary, the EWPI category would give greater visibility to phenomena that are not necessarily very frequent or numerous, but which, in any case, are noteworthy in qualitative terms.

This category can be applied to EA or to IL analysis, with different extensions of data collection, i.e., it can be used in cross-sectional, pseudo-longitudinal or even longitudinal studies, insofar as formal language learning is strongly regulated and takes several years to reach a C1-C2 level, according to the CEFR.

4.2. Feasibility of including EWPI as a taxonomic category

We consider that there are numerous recent studies on SLA in which, for different methodological reasons, it would be difficult to apply our taxonomic category. Thus, in the work of Mavrou & Chao (2023) the sample is composed of learners in a linguistic immersion context, but not all of them have had formal learning. In addition, there is no strict and rigorous knowledge of what content was taught or what the sequencing followed in this instruction was. In other cases, it is due to a sample belonging to different levels of instruction (Ali et al., 2023) or with very different sample characteristics in relation to the L1 or L3 each learner has (Hermas, 2023). In these cases, our category may offer data of little relevance or of difficult interpretation due to the characteristics of the informants themselves.

Other studies on IL or of EA start their research from elements as elementary as the article. Consequently, it is practically unfeasible to speak of a moment prior to instruction (Cerda Oñate et al., 2017; León González et al., 2017). In other cases, the research does not make explicit whether it is an instructed structure or item and, consequently, the data was collected later, as inferred in numerous works (Gong, 2019; Jiang et al., 2019; Mahdun et. al., 2022). There is another profile of studies in

which the linguistic distance between the L1 and L2 is very large (Li & Kankakee, 2022). For that reason, there may be enormous difficulty in producing in writing or orally a given item prior to instruction. However, it would not be unreasonable for our category to be able to quantify or gauge the impact of incidental learning. This could occur with learners who are only able to have oral/written interaction or comprehension after some extended time of instruction, after which learners outside of the formal learning context learn vocabulary, structures or values through interactions or consumption of cultural products in that target language.

There are a considerable number of studies on IL and EA based on the description of the output (and errors) of a small sample, same L1 and having received instruction in the L2 in a formal learning context. Examples of this type of research are those elaborated by Aziz et al. (2020), Spišiaková et al. (2023) or Al-Hamzi et al. (2023), just to mention a few recent ones. In this type of research, we start from intermediate-superior levels, where it is assumed that all collected errors have undergone instruction. In principle, our taxonomic proposal would have no possibility of existence in this type of study. However, on the one hand, we believe that indicating whether or not each of the errors collected has indeed been the subject of instruction could provide scientific soundness and rigor. On the other hand, by not including our proposal it would mean the researchers assume there is no production of creative solutions or elements that were not part of the instruction (including the input). This is not a minor issue, because, for example, it is difficult to understand that in studies conducted on the acquision of English as a foreign language there is not any kind of influence or contact with the target language through native speakers or cultural products.

Even though in the previous studies we saw the difficulties of introducing the category we proposed, we have different studies where it would be perfectly feasible and could contribute with new data and hypotheses. For example, in several investigations (Boillos Pereira, 2019; García Martínez, 2021) the researchers could have gone deeper in their analysis by distinguishing which errors were committed in instructed elements and which in elements that had not been instructed, given that data from different levels were analysed. Likewise, other works where the category we propose could be useful and applied are those of cross-sectional or pseudo-longitudinal cut where there is a comparison of the errors made by informants of at least two different levels (Pavlovic, 2020; Babić, 2022). Other studies where the EWPI category could be feasible are those where it is not made explicit whether all the output or errors collected in the investigations were part of the instruction or input of formal L2 learning (Campillos Llanos, 2012; Gerveni, 2014; Manyasa,

2021; Rodríguez García, 2021). Moreover, it may also be an interesting category to include when analysing the production of learners at certain CEFR levels, since we can observe cases in which learners at a given level already use structures or elements of supposedly higher levels, as is the case of *todavía* in Matute's (2021) study.

However, the use of the EWPI category in EA based on the learner corpus presents some methodological problems. For example, both in the previous study and in those carried out by Olaya Aicart (2021), Sapiña (2022) or Yang (2023), research is carried out with applicants who took tests at different levels of the *Instituto Cervantes*. However, we lack related information on whether those informants had instruction and, especially, up to which CEFR level. This is relevant because an applicant has not necessarily had formal instruction or may even choose to present at a higher or lower level than what s/he has done in a formal L2 course. Thus, similar methodological problems occur in other studies that are based on the collection of production in institutionalised tests (Cardoso & Zambra, 2022). Consequently, it is not possible to control for the instruction variable so that our taxonomic proposal can provide relevant information.

We consider that the EWPI category can also be very useful if we incorporate it into studies in related languages (Torijano Pérez, 2016), in which positive transfer acquires special relevance, even when the very similar language is the L3 (Alvarado Gutiérrez, 2018). In relation to related languages, we observed in the study of Sapiña (2021) the appearance of the subjunctive before its instruction and that the use of this verb mode, which is determinant in Romance languages, manifests itself differently in the oral and written output of the learners, in coherence with the study of Vasylets et al. (2019). As an example, in the longitudinal study of Sapiña (2021:p.435), regarding the oral interactions at level B1, one out of three times the subjunctive mode was applied in different types of sentences, when it had not been instructed beforehand. Likewise, in said oral corpus, students use other subjunctive verb tenses that weren't taught previously either.

In the same study it can be verified that EWPI also appear in written essay exams (Sapiña, 2021:p.379). Although it is not an important phenomenon in numerical terms, students of levels B1 to C1 use conjunctions, connections and subordinate clauses of all types without these having been the subject of prior instruction, as can be seen in Figure 1.

For the reasons explained above, the EWPI category seems to be very useful in large-scale studies on interlanguage in related languages, such as the one formulated by Bailini (2016).

Figure 1.

Written essay exams: number and percentage of uninstructed use of subjunctive in different types of clauses. (Sapiña, 2021:p.380)

Gráfico 21.

Producción escrita: número y porcentaje de contextos sintácticos de selección de subjuntivo no instruidos
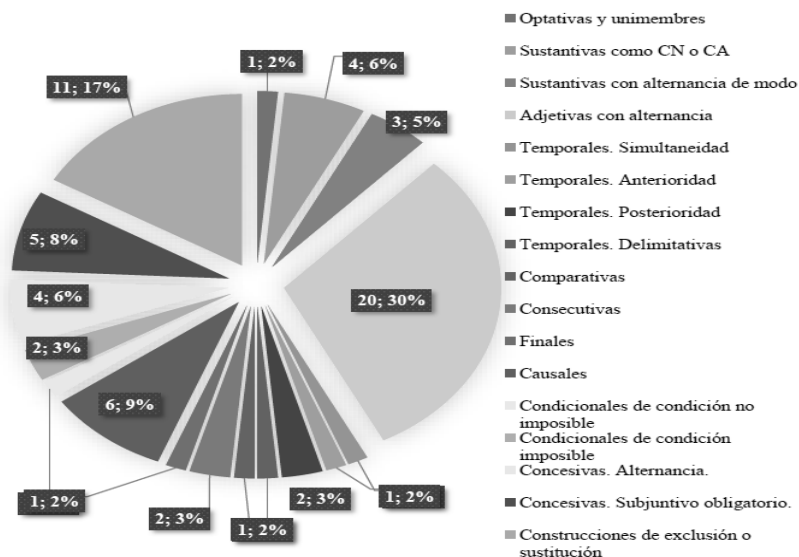
Nota. Los porcentajes se muestran sin decimales y redondeados.

5. Conclusion and future directions

Firstly, after presenting this panoramic review, we conclude that the EA methodology neglected in both theory and empirical studies the possibility of contemplating the impact of prior instruction on learners' oral/written output. This especially occurred due to the fact that most of the analyses were carried out, on the one hand, without paying attention to which elements were the object of instruction in samples that had formal L2 learning. On the other hand, when these empirical studies focus on any specific element, they only contemplate it as a possibility of production after instruction.

These constraints confirm the limitation we highlighted in this panoramic review. Thus, after confirming this methodological flaw, we advocate the inclusion of the EWPI category in future works. This taxonomy can contribute to a better understanding of SLA, especially in relation to the impact of formal learning and the dialogue that is established in certain communities of speakers who have some kind

of contact with the L2 of learning. This is because this category can quantify certain positive impacts, for example, on lexical availability or other skills, before formal instruction occurs. There is no doubt that further longitudinal studies analysing learner output along these lines can provide interesting results in multilingual communities, with heritage languages or in other situations of linguistic-cultural contact between the L1 and the L2.

Likewise, this category shifts the focus of interest to the elements produced (erroneously or not) that are picked up prior to their instruction and that, consequently, are due to the learner's learning of certain linguistic structures or values through non-formal contact, as mentioned above, or for other reasons. Among these other reasons, we can highlight the positive influence of a related language, not necessarily the L1, but another L3. Along these lines, we consider it productive to point out that the positive transfer of non-instructed elements can be an important and present element in the scaffolding of the tutor/learner. This category makes it possible to measure, quantify and, especially, calibrate this positive influence on the IL of certain learners.

Even though since the 1970s EA has been criticised for the need to provide relative error data and raised the question of avoidance, this category aims to deepen the need to carry out longitudinal studies on the IL of learners, paying attention not only to the elements that are instructed, but to the output as a whole. In other words, attention should be paid to everything that a learner comes to use orally or in writing even though he/she was not instructed or, on the contrary, to everything that has been instructed and that learners use very little or not at all. We also consider these last points to be particularly relevant since there are indications that EWPIs are used strategically by learners according to the data collection instrument and according to the textual genre and other conditions, as we saw in the few studies that include this perspective in some way.

Finally, we believe that this category can be of great importance for analysing the output of digitised corpus of learners composed of a large number of informants. In these corpora it should be possible to filter according to relevant elements, such as, for example, the L1 or the previous stay/residence in a country of the L2 or even other variables, especially the ones related to previous instruction. In short, a condition *sine qua non* for the operability of this taxonomic category is the control of instruction, both in terms of content and sequencing.

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ЕЛЕМЕНТИ БЕЗ ПРЕТХОДНОГ ПОДУЧАВАЊА, НОВА КАТЕГОРИЈА ЗА АНАЛИЗИРАЊЕ УСВАЈАЊА ДРУГОГ ЈЕЗИКА: ОПСЕЖАН ПРЕГЛЕД АНАЛИЗЕ ГРЕШАКА

Резиме

Чланак представља опсежан преглед анализе грешака и међујезичких студија у циљу промишљања о потреби да се нова таксономска категорија укључи у поменуто истраживање. Ако је формално подучавање другог језика важан фактор у учењу, нема сумње да би истраживање о међујезику који студенти користе требало да одрази овај значај. Ово се може изразити кроз неку оперативну категорију у контекстима формалног подучавања која би допустила да се студентски подаци класификују, зависно од тога да ли је елемент анализе раније подучаван или не. Ова категорија даје на важности цијелој језичкој производњи и отвара нове путеве у дијалогу са утицајем неформалног учења и са позитивним утицајем сродних језика, без обзира на то да ли се ради о матерњем језику. Поред тога, она наглашава важност посматрања, квантификовања и описивања језичких појава који нужно не настају у великом броју, али који би ипак могли да буду битни приликом објашњавања еволуције усвајања другог језика.

► *Кључне ријечи*: опсежан преглед, анализа грешака, међујезик, учење страног језика, подучавање, таксономија.