

# An Error Analysis of College Composition (2) : Native and Non-native Speaker Reaction to Errors: Part One

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## An Error Analysis of College Composition ( 2 ) —Native and Non-native Speaker Reaction to Errors: Part One—

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### **Abstract:**

With a view to improving composition classes, this research aimed to study the error gravity of composition errors in terms of Comprehension Hindrance and Irritation rated by native speakers (NS) as contrasted with non-NS ratings. An unedited 616-word essay written by a Japanese college student was rated by 125 NSs—44 Students, 42 Teachers, and 59 Others—and 26 Japanese Teachers (JT). The raters were asked to single-underline any part where they felt comprehension hindrance and to double-underline any part that they found irritating. The results were: (1) NSs' overall Comprehension Hindrance rating (22.0%) was more than three times as high as that of Irritation (6.6%). (2) NSs' overall error gravity rating was 28.6% with a wide range from 85.5% to 1.4%, differentiating individual errors well. (3) Semantic errors drew more severe reaction than grammatical errors. (4) Mechanical errors were always rated by far the lowest. (5) In grammatical errors, verb-related errors topped the list, followed by pronoun reference problems. (6) In semantic errors, Poor Expression and Word Choice were the main problems. (7) The NS Teachers responded less than the NS Students or Others in Comprehension Hindrance and Error Gravity, but more in Irritation. (8) The NS age groups of 30's and 50's responded to errors more severely than the other groups. (9) The JTs responded less severely than the NSs in Comprehension Hindrance, but much more in Irritation, and accordingly in total Error Gravity. (10) The JTs responded almost equally to both grammatical and semantic errors, while the NSs emphasized semantic factors. (11) The NSs' general evaluation of the essay tended to become more favorable as the age increased. These findings, together with

those from the error correction-related Part 2 of this study (to be compiled at a later date), will hopefully serve as the basis for further study and practice.

### 1. Rationale

As was stated in our previous article, Fujieda and Mann (1990), this series of error analyses of college composition aims, in three phases,

- (1) to grasp the general trend of writing errors of Japanese college students,
- (2) to know the error gravity in terms of NS response to such errors,
- (3) to provide an effective "Error-Free Composition Manual" for our composition students based upon the above data.

In the first phase we collected 2,201 error samples, made an overall quantitative analysis of them, and found that in college composition, semantic errors numbered about the same as grammatical errors.

The present task being the research of NS response to writing errors, some other recent literature dealing with this same issue will be surveyed in terms of the subjects and the error samples.

Kanaya and Takanashi (1978) compared NS undergraduates, Japanese undergraduates, and Japanese teachers (JT) in their ratings of erroneous sentences modeled after Japanese high school EFL errors. Tomiyama (1980) had two 200 word passages, with articles and connectors mutilated, assessed by NS graduate students. Chastain (1980) used 35 isolated sentences, samples artificially created by non-NS teachers to be rated by NSs of Spanish. Chastain (1981) also studied the native speaker reaction to 10 paragraphs, portions of college student compositions. Davies (1983) contrasted 43 Moroccan teachers of English and 43 non-teacher NSs in their evaluation of 82 invented, erroneous (some non-erroneous) sentences. Vann, Meyer, and Lorenz (1984) studied the assessment by 164 faculty members of 12 typical ESL sentence-level errors. Khalil (1985), aware of the methodological weaknesses of "isolated", "constructed" sentence-level error analysis "without validation" of NS responses, had 240 NS undergraduates evaluate the intelligibility of 30 grammatically and semantically deviant utterances, both in a 3-sentence context and without context. Sheorey (1986) used 20 constructed sentences containing 8 types of college level ESL errors and compared the evaluations of them by NS and non-NS (Indian) ESL teachers of English.

The previous studies, briefed above, all brought about some findings of linguistic

and educational significance in their own way, but as Ludwig and Khalil admitted, most error samples were *isolated* sentences without context and often they were *constructed* or *edited* rather than taken from real L2 writing. This may possibly have made the errors “stand out more than might be the case in normal, everyday language use,” and distorted the NS reaction to some extent. Another important factor is the background of NS raters in terms of occupation and age. Many preceding researchers used NS students or teachers as subjects, some used both, but other types of audience have not been used as often, and little comparison has been made between a wider spectrum of groups.

Our concern, therefore, is the reaction of various types of NSs, in contrast with those of JTs, to an authentic EFL writing with enough discourse universe to be representative of our college compositions. Accordingly, the purposes of the present study are to see

- (1) what kinds of errors in a complete essay will be rated more severely in terms of Comprehension Hindrance, Irritation, and total Error Gravity,
- (2) how the NS groups will differ from each other in their response depending on occupation and age,
- (3) how the NSs' responses will differ from the JTs'.

The first question involves responses to three classification levels—error categories, error types, and error units, which will be separately defined later. Comparison of the rater groups as proposed in the second and the third questions will be made in conjunction with each error classification.

## 2. Procedure

### 2.1. Sample Text

Considering the feasibility of carrying out the experiment, we decided to pick out only one of *The Kuzuryu Memoirs* essays, which usually contain 600-700 words per work. The essay should represent *The Kuzuryu Memoirs* or our college compositions in terms of the variety and the amount of errors and also in the composition quality and the interest level of the topic. Out of the 23 sample essays analyzed in our previous study, we selected *What I Got*, a 616-word essay which met the above requirements. (See the Appendix.)

The errors in the essay were defined beforehand not necessarily word by word, but unit by unit; an error unit may consist of a few words which are fused into an erro-

neous chunk which defies any further categorization. In total, there were 134 such error units in the text.

The essay was retyped without any editing, with the following instructions:

INSTRUCTIONS

This is an essay written by a Japanese college student. Please read it and underline any word or part that you think hinders understanding, and double-underline any part that you find especially irritating. (Though it is not required, we welcome you to write in any corrections or comments as you like. If you happen to have it, colored ink is preferable.)

The interpretation of “understanding (or comprehension) hindrance” and “irritation” was left to the raters, because such criteria would differ from person to person and we wanted to obtain as natural a response as possible.

A brief questionnaire was also attached to the text to know the reader’s overall understanding, the level of appeal, as well as each responder’s age, educational status, and occupation.

2.2. Subjects

Through the kindness of our friends and acquaintances, 145 NSs and 26 JTs responded to our request between March and June, 1991. The NS responders, mostly American and partly Canadian and British, consisted of 44 college and graduate “Students”, 42 college “Teachers”, mostly of language, and 59 “Others”, including 25 executives and businessmen, about 10 secretaries and engineers, the rest ranging from park ranger to nurse. The educational background of the Others was unexpectedly high. As for the matter of age, adequate distribution is seen except for the 10’s group. (See Table 1.)

Table 1  
Educational Background and Age of the Responders  
(Number of cases, and \* years of age)

		Education				Total	Age					
		H.S.	Col.	Grad.	Doc.		10s	20s	30s	40s	50s	Aver. *
NS	Students	1	36	7	0	44	5	29	10	0	0	26.5
	Teachers	0	4	32	6	42	0	13	8	14	7	38.6
	Others	4	16	38	1	59	0	12	17	18	12	40.1
	Total	5	56	77	7	145	5	54	35	32	19	35.5
Jap. Teachers		0	8	17	1	26	0	2	4	9	11	46.5

### 2.3. Data Processing

In most cases, the underlining done by the raters exceeded the erroneous parts, but to get a general view of the total responses, all the single underlines for Comprehension Hindrance and the double underlines for Irritation were separately registered into the computer on the basis of one point per item, that is, word or punctuation mark. To facilitate comparison between groups of different sizes, the sum of responses to each item was then transferred into percentage to the group population. (The Appendix, Tables 3 and 4 were prepared on this basis.)

Out of the above input, only the responses to the preset error units themselves were extracted to make up a new spreadsheet, also in percentage, which is the very basis of the present statistics. When an error unit consists of a number of words, each having a certain amount of response, as is seen in the Appendix, the highest response was selected to represent the responses to the error unit. To obtain the representative response value of each error category, the percentages were averaged across the error units under that category. (Tables 2 and 5, and Figures 1-6 were prepared on this basis.)

When the averages were compared between groups, *t*-tests were applied as occasion demanded.

The holistic evaluations of the essay were processed in percentage for the overall comprehension and on a 10-point basis for the general appeal. (Table 6 was prepared on this basis.)

The corrections were classified and registered for each group, but such data will be dealt with in detail as Part 2 of this study at a later date.

## 3. Results

### 3.1. Overview of the Responses in Total

The chart in the Appendix shows the whole text, the error units, their error categories and types, and the total responses to Comprehension Hindrance and Irritation even including those given to non-erroneous parts. Minimal corrections of some conspicuous errors are shown in the footnotes.

In the chart, a few facts draw our attention, besides the contrast between the NS and the JT responses, which will be discussed later. For one thing, the accumulated responses form a fluctuating flow over the different errors, which means that the raters as a whole actually reacted with varying intensity to each error.

For another, underlining was often done exceeding the real erroneous parts. When multiple errors were mingled together in one sentence, it must have been troublesome or impossible for the raters to react to or underline each error separately. When some parts have very high error gravity, it must have affected the raters' view of the foregoing and following parts that are not erroneous, a kind of "ripple effect", or "halo effect".

For still another thing, high, level "walls" of reaction are seen along some sentences

Table 2

NS & JT Responses\* to Errors in Terms of Comprehension Hindrance, Irritation, and Error Gravity [by Occupation]

Response Type	Occupation		ns.S	ns.T	ns.O	NS	JT	Significant Difference
	Category	Number	44	42	59	145	26	
Comprehension Hindrance (CH)	[MAX]	134 Error Units	68.1	57.1	67.7	63.4	53.8	S>T<O
	Overall		23.6	17.9	23.8	22.0	19.4	
	[MIN]		0.0	0.0	0.0	0.68	3.54	
	(SD)		15.6	13.2	16.5	14.5	12.5	
	Grammar	70	23.4	17.4	24.0	21.9	20.6	
	(SD)	14.6	11.5	15.2	13.0	11.3		
	Semantics	51	27.6	22.0	27.7	26.0	21.0	
	(SD)	16.1	14.4	17.5	15.4	13.0		
	Mechanics	13	8.4	4.8	7.8	7.1	6.8	
	(SD)	6.3	5.3	6.2	5.1	8.9		
Irritation (IR)	[MAX]	134	36.3	57.1	38.9	40.6	50.0	S<T>O
	Overall		6.2	9.0	5.1	6.6	15.9	
	[MIN]		0.0	0.0	0.0	0.0	0.0	
	(SD)		7.2	10.3	6.7	7.3	11.8	
	Grammar	70	5.8	7.9	4.5	5.9	17.0	T>O
	(SD)	6.4	8.0	5.4	5.9	11.5	NS<JT	
	Semantics	51	7.8	12.2	7.1	8.8	16.7	S<T>O
	(SD)	8.2	13.0	8.2	9.0	12.4	NS<JT	
	Mechanics	13	1.4	2.4	1.0	1.5	7.1	NS<JT;T<JT
	(SD)	2.4	2.6	1.3	1.3	6.7		
Error Gravity (CH+IR)	[MAX]	134	86.3	95.2	86.4	85.5	88.4	NS<JT;T<JT
	Overall		29.7	26.9	29.0	28.6	35.3	
	[MIN]		0.0	0.0	0.0	1.4	0.0	
	(SD)		21.1	22.4	21.6	20.7	21.9	
	Grammar	70	29.3	25.3	28.5	27.8	37.6	NS<JT;T<JT
	(SD)	19.1	18.6	19.1	17.8	19.3		
	Semantics	51	35.4	34.2	34.9	34.8	37.7	
	(SD)	22.7	25.9	24.0	23.3	23.8		
	Mechanics	13	9.8	7.1	8.9	8.6	13.9	
	(SD)	8.2	6.8	6.3	6.0	15.3		

Figure 1

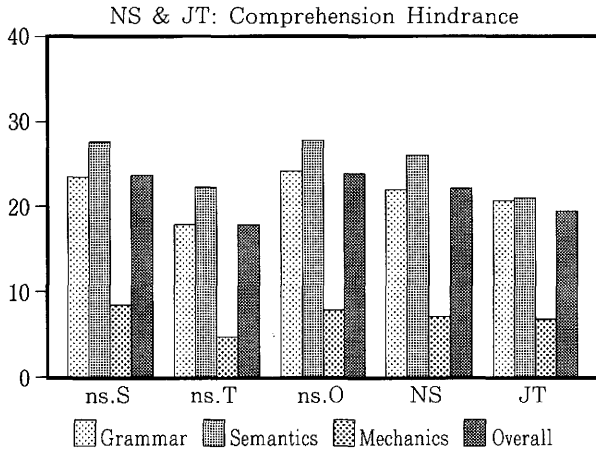


Figure 2

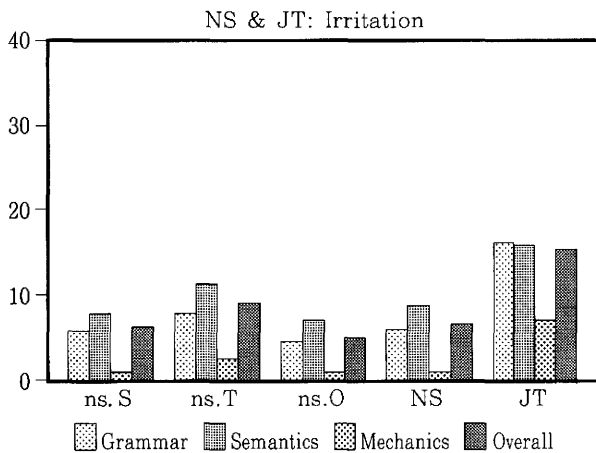
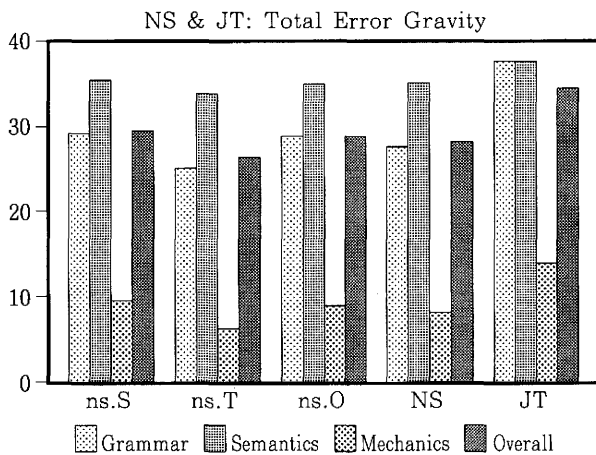


Figure 3



such as S5 and S8. It is surmised that because such sentences involve a number of error units of high gravity, their effects were compounded so as to engulf the non-erroneous parts within their territory.

Whatever the interpretations may be, we must recognize such phenomena as part of the actual responses to an authentic EFL composition and they are exactly part of what we aimed to see in this experiment.

### 3.2. General Tendency of the NS Responses to the Error Units

Table 2 and Figures 1-3 show the general results. In terms of Comprehension Hindrance, the NSs' response rate was 22.0% with the range from MAX (63.4%) to MIN (0.68%). In Irritation, however, the NSs' rate was only 6.6% or less than a third of the rate of Comprehension Hindrance, although their maximum Irritation registered 40.6%. After all, the NSs' Irritation was unexpectedly low.

Error Gravity, that is, Comprehension Hindrance and Irritation combined, amounted to the



rate of 28.6% and its range was very wide from MAX (85.5%) to MIN (1.4%). This implies the error units were well differentiated by the raters.

### 3.3. Responses to the Error Categories

The first question of this study, "What kinds of errors will receive more response?", will be probed first in terms of error categories — Grammatical, Semantic, and Mechanical errors — as rated by the NSs.

In terms of Comprehension Hindrance, Semantics (26.0%) received more response than Grammar (21.9%) and both were excessively higher than Mechanics (7.1%). In Irritation also, Semantics (8.8%) was significantly higher than Grammar (5.9%), while Mechanics (1.5%) was extremely low.

In view of total Error Gravity, therefore, Semantics (34.8%) was distinctly higher than Grammar (27.8%), and Mechanics (8.6%) was again by far the lowest. (See Table 2 and Figures 1-3.)

### 3.4. Responses to the Error Types

Table 3 shows how different error types such as Tense and Word Choice were responded to by the NSs and the JTs. As seen in the Appendix, many error units were defined with more than one error type; for example, the error unit S1-1 "Got" was labeled "Word Choice" as the first type and "Verb" as the second. Each being an independent factor, all of these different types were included in the basis for the statistics in Table 3. Therefore, the results shown there are good for relative comparison between the error types and the rater groups rather than absolute assessment.

If we focus only on the NS reactions, in terms of Part of Speech, Auxiliaries (39.7%) and Verbs (37.9%) received the most intense response, followed by Pronouns (36.7%), Prepositions (33.2%), Adverbs (31.3%), Conjunctions (30.2%), and Nouns (27.6%). Adjectives (20.9%) and Articles (17.7%) showed only about a half of the error gravity Verbs did. Comparative emphasis on Verbs and Pronouns is also seen in the Grammar category, where Voice (82.1%), (Verb-related) Negation (51.4%), (Pronoun) Reference (50.3%), Verb Pattern (44.1%), and Verbals (41.0%) ranked at the top part of the error gravity list. In Semantics, Illogicality (61.0%) is prominent, followed by the second group—Poor Expression (40.2%), Word Choice (37.2%), Collocation (35.6%), and Contradiction (35.5%). Redundancy (28.3%) stood at the third rank, while Insufficient Word-ing (17.5%) and Coherence (15.7%) showed the lowest response.

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Table 3

Responses to Error Types

(% of the population)

EC	ET	N	Comp. Hindr.		Irritation		Total Error Gravity				
			NS	JT	NS	JT	NS.S	NS.T	NS.O	NS	JT
G	VOI	1	63.4	26.9	18.6	26.9	81.8	83.3	81.4	<b>82.1</b>	53.8
G	NEG	2	41.0	36.5	10.3	32.7	56.8	51.2	47.5	<b>51.4</b>	69.2
G	REF	5	37.2	29.2	13.1	26.2	51.8	47.6	51.2	<b>50.3</b>	55.4
G	PSP	3	32.4	32.1	15.2	30.8	45.5	47.6	49.2	<b>47.6</b>	62.8
G	VPT	3	34.5	25.6	9.7	24.4	52.3	39.7	41.2	<b>44.1</b>	50.0
G	VBL	2	36.2	28.8	4.8	17.3	46.6	35.7	40.7	<b>41.0</b>	46.2
G	AGR	3	28.0	23.1	10.1	30.8	32.6	43.7	38.4	<b>38.2</b>	53.8
G	WOD	9	28.1	23.9	8.3	20.1	36.1	31.5	40.1	<b>36.4</b>	44.0
G	TNS	14	24.8	23.9	6.7	18.1	30.8	31.3	32.0	<b>31.4</b>	42.0
G	QPT	1	24.1	23.1	6.9	15.4	29.5	33.3	30.5	<b>31.0</b>	38.5
G	MOD	1	15.2	26.9	13.8	34.6	22.7	23.8	37.3	<b>29.0</b>	61.5
G	RLT	3	22.5	28.2	4.4	19.2	46.2	17.5	19.2	<b>26.9</b>	47.4
G	NMB	4	18.1	13.5	2.8	10.6	27.8	12.5	21.6	<b>20.9</b>	24.0
G	RON	2	14.8	25.0	4.1	25.0	22.7	19.0	16.1	<b>19.0</b>	50.0
G	FRG	5	13.4	8.5	5.2	14.2	21.8	13.3	20.0	<b>18.6</b>	22.7
15G	TOT	58	27.0	23.7	8.0	21.1	37.1	32.3	35.4	<b>35.0</b>	44.8
G (P)	AUX	5	29.8	26.2	9.9	21.5	37.7	37.1	43.1	<b>39.7</b>	47.7
G (P)	V	31	29.4	23.3	8.5	18.9	38.3	36.2	38.8	<b>37.9</b>	42.2
G (P)	PRN	14	27.9	25.5	8.8	19.8	42.5	34.0	34.4	<b>36.7</b>	45.3
G (P)	PRP	9	25.4	24.4	7.7	19.9	32.3	32.0	34.7	<b>33.2</b>	44.2
G (P)	ADV	12	23.8	14.1	7.5	11.5	32.0	27.6	33.5	<b>31.3</b>	25.6
G (P)	CNJ	4	25.2	22.1	5.0	17.3	32.4	27.4	30.5	<b>30.2</b>	39.4
G (P)	N	8	20.3	19.7	7.3	14.9	31.8	25.6	25.8	<b>27.6</b>	34.6
G (P)	ADJ	3	18.4	14.1	2.5	7.7	21.2	24.6	18.1	<b>20.9</b>	21.8
G (P)	ART	13	14.1	14.2	3.6	12.7	17.0	19.2	17.1	<b>17.7</b>	26.9
9P	TOT	99	24.9	20.9	7.4	16.8	33.5	30.7	32.5	<b>32.3</b>	37.7
S	ILG	2	43.8	40.4	17.2	30.8	70.5	51.2	61.0	<b>61.0</b>	71.2
S	PEX	13	29.5	24.3	10.6	16.9	40.9	43.6	37.2	<b>40.2</b>	41.1
S	WCH	24	27.8	19.4	9.6	15.9	36.8	35.7	39.1	<b>37.4</b>	35.3
S	COL	3	30.1	21.8	5.5	16.7	47.7	30.2	30.5	<b>35.6</b>	38.5
S	CNT	2	28.3	19.2	7.2	23.1	30.7	44.0	33.1	<b>35.5</b>	42.3
S	RDD	1	22.1	19.2	6.2	11.5	27.3	28.6	28.8	<b>28.3</b>	30.8
S	ISW	3	14.9	9.0	2.5	6.4	19.7	12.7	19.2	<b>17.5</b>	15.4
S	COH	5	13.0	20.0	2.8	16.2	20.9	13.8	13.2	<b>15.7</b>	36.2
8S	TOT	53	26.8	21.0	8.7	16.4	36.8	34.7	35.0	<b>35.5</b>	37.4
M	CAP	6	13.4	14.1	4.9	13.8	23.1	11.5	19.8	<b>18.4</b>	27.9
M	SPL	7	13.5	14.3	2.6	11.0	17.5	15.0	15.7	<b>16.1</b>	25.3
M	PNC	16	11.8	9.1	3.6	10.7	19.0	11.3	15.6	<b>15.4</b>	19.8
3M	TOT	29	12.6	11.4	3.6	11.4	19.5	12.2	16.5	<b>16.2</b>	22.8
SUM	TOTAL	239	26.9	22.3	8.2	18.7	53.1	46.0	49.9	<b>35.1</b>	41.0

Legnd: EC=Error Category G=Grammar (P=Part of Speech),  
 S=Semantics, M=Mechanics, ET=Error Type (As for kinds of Error  
 Units, refer to the Appendix.) NS=Native Speakers, JT=Jap. Teachers  
 S=Students, T=Teachers, O=Others

In Mechanics, there is little difference between Capitalization (18.4%), Spelling (16.1%), and Punctuation (15.4%), and all of them stood at the same level as the least grave error type in Grammar and Semantics. If we look separately at the Comprehension Hindrance column and the Irritation column, we can observe certain irregularities in the tapering effect. Only Agreement (10.1%) and Modals (13.8%) were conspicuously high, and Verbals (4.8%) and Number (2.8%) were low in the flow of the list.

### 3.5. Error Units of Higher Error Gravity

With a view to providing a workable display of error response, 50 error units of higher error gravity are presented in the order of the NS ratings—26 under Grammar and 24 under Semantics, in Table 4.

Interestingly, among the most highly rated semantic error units, we can find the two which seem to be perfect constructions, semantically and grammatically, but were in fact detected as serious errors in the full context of this essay: S32-7 “*as if there is someone behind us*” and S13-2 “*he (=my father) was out of hand.*” They would not have been recognized as errors in a sentence-level error analysis. (See the Appendix for the corrections.)

It is also intriguing to note that nine error units out of those 50 in Table 4 received higher response from the NSs than from the JTs against the general trend and four of them, S13-3, S13-4 “*the chief ran hurry*”, S16-2 “*my father could have been taken measure*”, and S13-2, the above latter example, showed a more than 20% rater gap. Especially S13-2 is the only case in which the NSs’ Irritation (20.7%) was much higher than the JTs’ (7.7%). In the EFL situation in Japan, these errors deserve close attention and study.

### 3.6. Comparison of Error Response between the NS Groups by Occupation

How will the NS groups differ from each other in their response to errors? This was the second question of this study. As the first step, the NS groups by occupation will be focused on—Students, Teachers, and Others.

The most remarkable thing back in Table 2 is that in the Overall Comprehension Hindrance the NS Teachers (17.9%) were significantly lower than the Students (23.4%) or the Others (24.0%), and this tendency persists in all the categories—Grammar, Semantics, and Mechanics. In terms of Irritation, however, the reverse effect took place

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Table 4

50 Error Units of Highest Error Gravity Rated by NSs

(% of the population)

ERROR#	Key Word	EC	ET1	ET2	ET3	C.NS 145*	C.JT 26*	I.NS 145*	I.JT 26*	T.NS 145*	T.JT 26*
S13-4	hurry	G	^ POS	ADV		55.2	38.5	29.0	23.1	84.1	61.5
S16-2	taken measures	G	VOI	WCH		63.4	26.9	18.6	26.9	82.1	53.8
S27-1	don't	G	TNS	AGR		47.6	38.5	20.7	34.6	68.3	73.1
S27-2	still	G	WOD	ADV		48.3	30.8	20.0	19.2	68.3	50.0
S8-1	He	G	REF			41.4	23.1	20.0	38.5	61.4	61.5
S8-2	also	G	WOD			36.6	15.4	20.0	30.8	56.6	46.2
S5-5	would	G	TNS			46.9	42.3	9.0	38.5	55.9	80.8
S23-4	to tell	G	VPT	VBL		48.3	30.8	6.2	26.9	54.5	57.7
S36-1	do	G	VPT	-PRN		30.3	15.4	17.9	30.8	48.3	46.2
S41-6	it	G	REF			36.6	26.9	9.7	19.2	46.2	46.2
S5-3	pains	G	NMB			37.9	38.5	7.6	26.9	45.5	65.4
S41-5	make	G	TNS	-AUX		36.6	23.1	8.3	23.1	44.8	46.2
S23-3	absolutly	G	WOD	SPL		35.9	23.1	6.2	7.7	42.1	30.8
S9-8	something	G	^ PRN			35.9	42.3	5.5	15.4	41.4	57.7
S5-2	who	G	RLT	-PNC		34.5	42.3	6.2	26.9	40.7	69.2
S29-3	doesn't	G	TNS			32.4	23.1	6.2	7.7	38.6	30.8
S39-5	one only	G	WOD			29.7	42.3	8.3	26.9	37.9	69.2
S2-1	In	G	^ PRP			33.8	46.2	2.8	19.2	36.6	65.4
S5-6	get over	G	WOD			26.9	38.5	5.5	19.2	32.4	57.7
S39-3	irresponsibly	G	^ PSP			25.5	38.5	6.9	30.8	32.4	69.2
S35-2	it	G	^ PRN	CAP		20.7	26.9	10.3	7.7	31.0	34.6
S24-1	they said	G	QPT	-AUX		24.1	23.1	6.9	15.4	31.0	38.5
S12-5	duty	G	RON	-CNJ		24.1	30.8	6.2	34.6	30.3	65.4
S29-2	had died	G	TNS			27.6	19.2	2.8	11.5	30.3	30.8
S33-3	who	G	RLT	-PNC		23.4	23.1	6.2	19.2	29.7	42.3
S33-2	me	G	VPT	-PRP		24.8	30.8	4.8	15.4	29.7	46.2
S4-1	error	S	PEX	^ PRP	REF	60.0	42.3	25.5	34.6	85.5	76.9
S20-6	judicialy	S	WCH	^ N		42.8	30.8	40.7	46.2	83.4	76.9
S13-3	ran	S	WCH	^ V		55.2	38.5	26.9	23.1	82.1	61.5
S32-7	as if	S	PEX			51.0	53.8	29.0	34.6	80.0	88.5
S8-3	had thought	S	ILG	TNS		51.7	38.5	28.3	34.6	80.0	73.1
S13-2	out of hand	S	PEX			45.5	34.6	20.7	7.7	66.2	42.3
S41-3	for life	S	WCH	^ PRP		43.4	34.6	20.0	26.9	63.4	61.5
S41-2	will	S	WCH	^ AUX		43.4	38.5	17.2	26.9	60.7	65.4
S17-1	did....stay	S	CNT	-NEG		46.2	30.8	14.5	38.5	60.7	69.2
S27-3	come...end	S	WCH	^ V		42.8	23.1	16.6	19.2	59.3	42.3
S17-2	though	S	^ CNJ			49.0	26.9	8.3	23.1	57.2	50.0
S41-7	be alive	S	WCH	^ V		44.1	38.5	12.4	42.3	56.6	80.8
S8-4	regrets	S	WCH			36.6	15.4	16.6	11.5	53.1	26.9
S22-1	randam	S	PEX	SPL		34.5	38.5	13.8	42.3	48.3	80.8
S5-1	death of	S	PEX	COL	REF	37.9	34.6	9.0	34.6	46.9	69.2
S5-4	couldn't	S	ILG	+NEG		35.9	42.3	6.2	26.9	42.1	69.2
S28-2	only	S	PEX			31.0	15.4	10.3	15.4	41.4	30.8
S30-3	given up	S	WCH	^ V		34.5	26.9	6.2	23.1	40.7	50.0
S41-4	happen	S	ISW	-ADV		32.4	11.5	6.9	11.5	39.3	23.1
S23-1	Specially	S	WCH	^ ADV		29.0	19.2	9.0	11.5	37.9	30.8
S11-3	day	S	PEX			27.6	15.4	10.3	7.7	37.9	23.1
S23-2	don't	S	WCH	^ AUX		29.7	19.2	3.4	7.7	33.1	26.9
S17-4	was	S	COH	-ADV		25.5	15.4	6.9	23.1	32.4	38.5
S41-1	Anyhow	S	WCH	^ ADV	-PNC	22.8	0.0	8.3	7.7	31.0	7.7

Legend: EC=Error Category, ET=Error Type, C=Comprehension Hindrance,  
I=Irritation, T=Total (=Error Gravity), NS=Native Speakers,  
JT=Japanese Teachers, \*=Number of Subjects

across all the categories: in the Overall Irritation, the NS Teachers (9.0%) exceeded the Students (6.2%) and Others (5.1%) with significant difference, and this tendency is especially remarkable in Irritation to Semantic errors (12.2% vs. 7.8% and 7.1%).

When both effects were combined as Error Gravity, they canceled each other, but the NS Teachers' Overall Error Gravity (26.9%) was still slightly lower than the other two NS groups' (29.7% and 29.0%). In both Grammatical and Mechanical Error Gravity, the NS Teachers ranked lower, but noticeably in Semantic Error Gravity they were almost on the same level as the others.

Viewed from the subcategories as shown back in Table 3, all of the three NS subgroups, on the whole, reacted to the individual error types with almost the same intensity except for a few isolated cases where Students and Teachers responded more highly.

**Table 5**  
NS Responses\* to Errors in Terms of Comprehension Hindrance,  
Irritation, and Error Gravity [by Age]

(\* % of each population)

Response	Category	Age	10s	20s	30s	40s	50s	Significant Difference
		Number	5	54	35	32	19	
Comprehension Hindrance (CH)	Overall	134	21.6	19.0	26.2	22.8	21.4	20s<30s; 50s<30s
	(SD)		23.4	12.9	17.9	15.8	16.6	
	Grammar	70	19.7	18.9	26.7	22.7	20.8	20s<30s; 10s<30s
	(SD)		20.4	11.7	17.1	14.7	14.6	
	Semantics	51	23.9	22.7	30.1	27.0	25.9	20s<30s
(SD)		26.6	13.5	18.0	16.3	18.6		
	Mechanics	13	23.1	5.1	8.4	6.7	6.9	10s>50s, 40s, 20s
(SD)		24.6	3.6	7.6	5.7	6.7		
Irritation (IR)	Overall	134	1.2	7.7	6.2	5.2	7.8	10s<20s~50s;
	(SD)		4.7	8.7	7.8	6.6	10.2	40s<20s; 40s<50s
	Grammar	70	1.4	7.1	4.9	4.8	7.1	40s<50s, 20s
	(SD)		5.2	7.6	6.1	5.0	8.1	
	Semantics	51	1.2	10.0	9.3	6.7	10.0	10s<20s~50s
(SD)		4.7	10.0	9.6	8.5	13.1		
	Mechanics	13	0.0	1.3	1.5	1.4	2.8	10s<20s~50s
(SD)		0.0	2.1	2.1	2.0	3.3		
Error Gravity (CH+IR)	Overall	134	22.8	26.7	32.5	28.0	29.1	10s<30s, 50s;
	(SD)		23.6	20.1	23.5	20.7	23.6	20s<30s
	Grammar	70	21.1	26.1	31.6	27.5	27.8	10s<30s
	(SD)		20.5	17.6	20.7	18.5	19.6	
	Semantics	51	25.1	32.8	39.4	33.7	35.9	10s<30s
(SD)		26.8	22.1	25.8	22.8	27.8		
	Mechanics	13	23.1	6.4	9.9	8.2	9.7	10s>40s, 20s
(SD)		24.6	4.7	8.2	5.9	8.5		

Figure 4

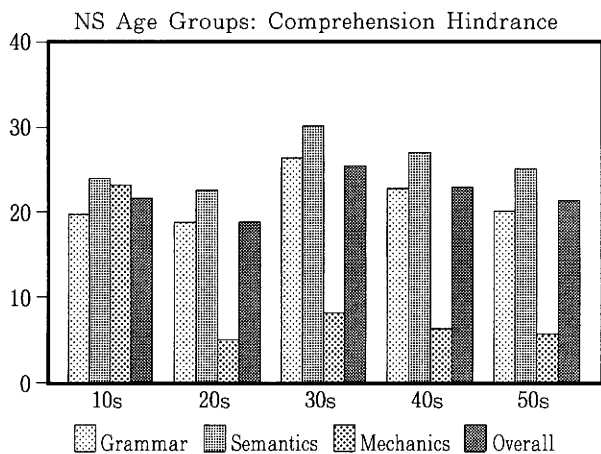


Figure 5

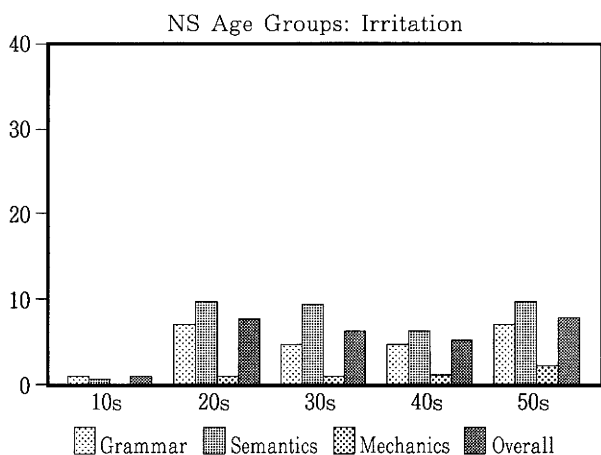
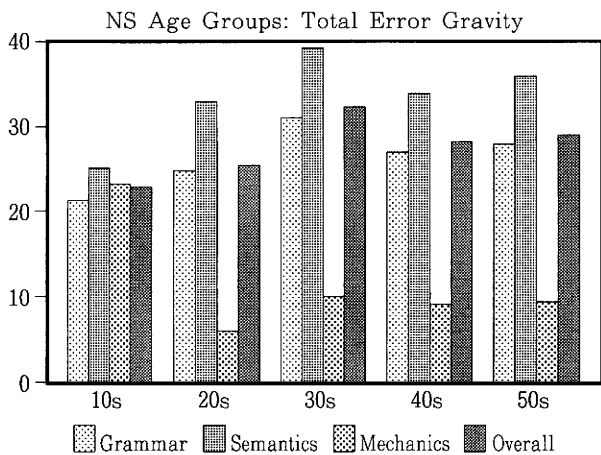


Figure 6



### 3.7. Comparison of Error Response between the NS Groups by Age

Table 5 and Figures 4-6 present data for comparison of the NSs on the basis of age. In the response type of Comprehension Hindrance, the 30's (26.2%) were most reactive in the Overall phase, followed by the 40's (22.8%), the 10's (21.6%), the 50's (21.4%), and the 20's (19.0%). This ranking is maintained in the categories of Grammar and Semantics, but as for Mechanical errors, the 10's (23.1%) showed far stronger response than the other groups (8.4%-5.1%).

In terms of Irritation, the severest responder groups were the 50's (7.8%) and the 20's (7.7%) throughout the categories of Grammar and Semantics, and Overall. In Mechanics, response was very slight except for the case of the 50's (2.8%).

In total, the overall intensity of reaction to Error Gravity was as follows:

the 30's>the 50's>the 40's>the 20's>the 10's  
 (32.5%) (29.1%) (28.0%) (26.7%) (22.8%)

This pattern remains the same in Grammar and Semantics; only in Mechanics the 10's leaped forward to the top.

### 3.8. Comparison of Error Responses between the NSs and the JTs

The third task of our research was to compare the error response tendencies of the native speakers and the Japanese teachers. Back again in Table 2 and Figures 1-3, it is clear that in terms of Error Gravity the JTs' Overall (35.3%) was significantly higher than the NSs' (28.6%), and so was it in Grammar (37.6% vs. 27.8%). Also in Mechanics (13.9% vs. 8.6%) and Semantics (37.7% vs. 34.8%), the same trend can be traced, only the differences were not large enough to be significant. It should be noted that this tendency had a main contribution from the category of Irritation, where the JTs' reaction (15.9%) was more than double the NSs' (6.6%). Even the NS Teachers' response (9.0%), the highest among the NS groups, was much less than the JTs'. In the category of Comprehension Hindrance, however, the JTs (19.4%) responded less than the NSs (22.0%). These facts imply that the JTs understood the errors more, but got more irritated at them than the NSs.

It should be noted that the JTs responded almost equally to the grammatical and semantic errors across Comprehension Hindrance, Irritation, and Error Gravity, while the NSs rated the semantic errors more severely.

When the above general statistics are broken down into smaller components, error types and error units, the same trend can be seen from these minute angles. The ratings of all the error types in the Irritation column of Table 3 were greater on the side of the JTs, while those in the Comprehension Hindrance column tended to be higher on the side of the NSs with just a few exceptions.

As a matter of course, the NSs differed more in error response from the JTs than the three NS groups by occupation did from each other.

### 3.9. Overall Evaluation of the Sample Essay

The results of the overall evaluation of the essay are represented in Table 6. The NSs and the JTs felt they understood the essay as a whole virtually at the same rate (about 78%) and among the NS groups, Students' comprehension (71.2) was significantly lower than the Teachers' (84.6) or the Others' (85.4). The lower half of Table 6

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Table 6

Overall Evaluation of the Sample Essay in Terms of Comprehension and Appeal

Group by Occuaption	nsS	nsT	nsO	NS	JT
Number of Responses	41	42	57	140	26
Comprehension (%)	71.2	84.6	85.4	78.2	78.7
(SD)	19.4	11.0	10.9	15.4	14.7
Number of Responses	39	38	54	131	25
Appeal (10-point basis)	3.0	7.2	6.3	6.2	5.8
(SD)	2.8	1.6	2.0	2.3	2.2
Group by Age	ns10s	ns20s	ns30s	ns40s	ns50s
Number of Responses	5	53	29	35	18
Comprehension (%)	54.0	79.5	80.2	82.9	90.8
(SD)	38.0	15.2	14.4	13.9	6.8
Number of Responses	5	52	27	31	16
Appeal (10-point basis)	3.6	5.5	6.8	6.6	7.1
(SD)	3.5	2.5	2.0	1.5	1.6

Legend: NS(ns) = Native Spekrer(s), S = Students, T = Teachers, O = Others, JT = Japanese Teachers

indicates a steady increase of comprehension rate as the rater's age increases. This fact corresponds to the Students' low rating as mentioned above.

As for the general appeal of the essay, the NSs' assessment (6.2 on the 10-point basis) was slightly higher than the JTs' (5.8). Within the NSs, the NS Teachers' rating (7.2) was significantly higher than the Students' (3.0) or the Others' (6.3). Among the NS age groups, there was also a tendency of increase with age (3.6 to 7.1).

To sum up, the older the raters, the more favorable impression they tend to have of the essay.

#### 4. Discussion

To make discussion easier, the main findings will be listed first:

- 1) NSs' overall Comprehension Hindrance rating (22.0%) was more than three times as high as that of Irritation (6.6%).
- 2) NSs' Error Gravity rating was 28.6% in the overall phase, but had a wide range from 85.5% to 1.4%, differentiating individual errors well.
- 3) Semantic errors were reacted to more severely by NSs than grammatical errors in all phases of the analysis.
- 4) Mechanical errors were always rated by far the lowest.
- 5) In grammatical errors, verb-related errors topped the list, followed by pronoun



reference problems.

- 6) In semantic errors, Poor Expression and Word Choice were main problems, constituting about two thirds of the entire semantic errors.
- 7) Among the NS subgroups, Teachers responded less than Students or Others in Comprehension Hindrance and the total Error Gravity, but more in Irritation.
- 8) Among the NS age subgroups, the severest raters were the 30's, followed by the 50's, the 40's, the 20's, and the 10's.
- 9) The Japanese Teachers' Comprehension Hindrance rating was lower than the NSs', but they responded much more severely in Irritation, and accordingly also in the total Error Gravity.
- 10) The JTs responded almost equally to both grammatical and semantic errors, while the NSs emphasized semantic errors.
- 11) The NSs' general evaluation of the essay tended to become more favorable as the age increased.

Findings 1 and 9 imply that NSs are more tolerant than non-NSs as indicated by Sheorey (1986) and other studies. However, considering that Ludwig (1982) says comprehensibility and irritation are intricately linked and that irritation is hard to rate objectively, we had better take the above results, Irritation and all, as relative indicators of error gravity, not as absolute values, paying special attention to those error types and error units which received comparatively high responses.

Findings 3 and 10, NSs' sensitivity to semantic errors, conform to Sheorey (1986), Khalil (1985), and Chastain (1980). The implication is, as Shoerey explains, "lexical nuances of the language may not be grasped as well by non-NSs," which was already commented on in 3.5 with the example, S13-2 "*out of hand.*" As for Finding 6, analysis of Poor Expression and Word Choice will be done in Part 2 of this research.

Findings 7 and 9 revealed the peculiarity of teachers. It seems that they have more insight into errors and therefore they are more sensitive to them than students or people of other occupations. They may also react to errors as a personal affront, feeling indirectly responsible for students' deficiencies. These findings seem to indicate that the matter of audience is an important factor in teaching writing, especially in EFL situations. We tend to think "NS Others" can be a good audience providing invaluable input for both EFL writers and teachers.

Finding 8 apparently contradicts the finding of Vann, Meyer, and Lorenz (1984),

which says that the least tolerant group was the 45-54 year-old category, while the most tolerant were in the 55 and older group. But they dealt with sentence-level errors and the raters were all faculty members. These facts imply that, since audience response also changes depending on age, it is preferable to get a wide range of readers for research into effective written communication.

## 5. Conclusion

Despite the handicap of uncontrolled variables scattered in the unedited text, we found it meaningful to assess a good number of NSs' and JTs' responses to such real-life language usage. It was within the context of the total essay that they differentiated individual errors well, even revealing latent grammatical and semantic errors; if such errors had been imbedded in separate sentences, error gravity rating would have been considerably different from the results we got.

We do not intend at all to deny the value of those simulated, tactful methods of error analysis which have been carried out so far. On the contrary, the total responses to the whole body of an intact discourse should be the very basis to make such experiments really successful, and they should be the homeground one has to return to after such analyses, just as seeing the patient himself is the beginning and the end of any medical experiment in the hospital.

It is hoped that the present second phase of our research, including Part 2 which will analyze the error corrections, will serve the above purpose in every possible way.

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APPENDIX

A Chart of Error Responses by Native Speakers and Japanese Teachers

Legend: ET=Error Type | =Grammatical Error || =Semantic E. : =Mechanical E.  
 NS=Native Speaker JT=Japanese Teacher  
 0=Comprehension Hindrance \* =Irritation  
 (The first '0' or '\*' indicates 5.1%-14.9% of the raters, the following marks each representing the next 10% range.)

Legend for Error Units

ADJ	adjective
ADV	adverb
AGR	agreement
ART	article
AUX	auxiliary
CAP	capitalization
CNJ	conjunction
CNT	contradiction
COH	coherence
COL	collocation
FRG	fragmentary sentence
ILG	illogical
ISW	insufficient wording
MOD	modal
N	noun
NEG	negation
NMB	number
PEX	poor expression
PNC	punctuation
PRN	pronoun
PRP	preposition
PSP	part of speech misuse
QPT	question pattern
RDD	redundant
REF	reference
RLT	relative
RON	run-on sentence
SPL	spelling
TNS	tense
V	verb
VBL	verbal
VOI	voice
VPT	verb pattern
WCH	word choice
WOD	word order
(.)	=and
(/)	=end of the error unit
(+)	=wrongly added
(-)	=missing
(^)	=selection problem

[S1]	ET	NS	JT
	What	0	
	I	0	
	Got    WCH,	0	
[S2]	^ V		
	In ^ PRP/	000	000000**
	2nd WOD	00	000**
	September	00	00*
	,	0	0
	1989		0
	,		
	an		
	unbelievable : SPL	0	0*
	accident		
	happened	0	
	.		
[S3]			
	My		*
	father   RLT,		0*
	who -PNC	0	00*
	had	0	0*
	been	0	00*
	high-spirited	0	000**
	and    COH/	0	00**
	undergone   TNS	00	00**
	an	0	00**
	operation	0	00**
	the	0	000*
	previous	0	000*
	day	0	000*
	left	00	0**
	this WCH,	00	0**
	world ^ V	00	0**
	after	00	**
	the	0	**
	operation	0	**
	.		

N.B. The footnoted corrections aim to preserve the author's text and intent as much as possible.

[S3] My father, who had been high-spirited, underwent an operation the previous day and died after the operation.

[S4]	ET	NS	JT	[S6]	ET	NS	JT
The		0		of			0
immediate		0		course			0
cause		0	*	,			0
was		00*	0*	my			0
clearly		000**	00**	mother			0
error	PEX,	000000***	0000***	,			0
of	^ PRP,	000000***	0000***	my			0
it	REF	000000***	0000***	sister			0
.		0		and			0
				my			0
				relative	NMB	0	0
				must		0	0*
				think	WCH,	0	00*
				so	^ V	0	0*
				,		0	
				too		0	
				.	FRG,		
					^ PNC,		
				[S7] Especially	CAP	0	0
				,		0	
				my		0	
				Mother	CAP	0	0*
				.			
				[S8]			
				He	REF/	0000**	00****
				also	WOD	0000**	00***
				,		000**	00***
				who		0000**	00***
				had		0000**	00***
				thought		0000***	00***
				that	ILG,	00000***	000***
				he	TNS	00000***	0000***
				had		00000***	0000***
				not		00000***	0000***
				died		00000***	0000***
				,		000**	0*
				would		0000**	0*
				have	TNS	0000**	0*
				had		0000**	00*
				regrets		000**	00*
				.....	^ PNC	0	*

[S4] The immediate cause was clearly *an error made by his doctor*.

[S5] *I can't get over the death of my father, who had been in great pain and would never again experience the delights and pleasures of living.*

[S8] *My father, who never expected to die, would also have regrets.*

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[S9]	ET	NS	JT		ET	NS	JT
This				the	0	00	
may				hospital	0	000	
be				structure	00	0000*	
only				and ^ N			
an	ADJ	0	00	an ^ ART	00	0*	
instance		0	0	attitude	0	0*	
out			0	of	0		
of			0	doctors	-ART	0	
many		0	0	later	0	0	
,				became	00	0*	
but		0	*	problem	NMB	00	0*
sadness	-ART	0	0				
of		0	0				
his	COH	0	000**	[S11]			
family		0	00	First			
is		0	00*	of			
so		0	0	all			
big	WCH	00	00	,			
that	^ ADJ		0	about	^ PRP	0	0*
for			0	the		0	0
a			0	hospital		0	00*
while			0	structure	WCH,	0	00*
they	COH/	0	00**	,	^ N		
have	TNS	0	000*	the		00*	00*
no		0	000*	night		00*	00*
drive		00	000*	of		000*	000*
for		00	000*	the		000*	00
doing	VBL/	00	000*	day		000*	00
something	^ PRN	0000*	0000**	when	PEX	0	
.			0*	he		0	
				was		0	0
[S10]				operated		0	0
In				on		0	0
this				,			
case				there	WOD,	000	0**
,				wasn't	+ADV	000	0**
not				the		00	0*
only		0		chief		00	00*
errors	PEX,	00	*	physician		00	00*
of	-ART,	00	0*	in		0	0
operation	^ PRP	00	*	the		0	0
but				hospital		0	0
also				.			

[S9] This may be only *one* instance out of many, but *the* sadness of *our* family is so *great* that for a while *we* have *had* no drive to *do anything*.

[S10] In this case, not only *the* errors made *during the* operation, but also the hospital *system* and *the* attitude of *the* doctors later became *problems*.

[S11] First of all, *regarding* the hospital *administration*, the night *following* the *operation*, the chief physician *wasn't* in the hospital.

[S12]	ET	NS	JT	[S14]	ET	NS	JT
After				In			
the				the			
operation				meantime			
my			0*	,			
father			0*	my			
took				father's			
a				blood			
sudden				pressure			
turn			0	went			
for			0*	down		0	*
the			0	about	-PRP	00	0*
worse			0	0		0	0*
,	RON,		*	,		0	
however	^ PNC,	0	00**	and		0	
,	CAP			once	WOD	0	0*
there		0	0*	his		0	
is	TNS/	00	00**	breath		0	
the	+ART	0	00**	stopped		0	
only		0	0*				
one		0	0*	[S15]			
doctor	SPL	0	0**	At			
on		0	*	once			0
night		0	*	he			
duty	RON,	00*	*	was			0
his	-CNJ	00*	000***	operated			
speciality		00	0*	on			0
is	TNS	00	0**	again			
internal		0	*				
medicine		0	*	[S16]			
.		0		If			
[S13]				the			
It		0	0	chief			
took		0	0	physician	SPL	0	0
one		0	0	had			
hour		0	0	stayed			
till	^ CNJ	00	00*	in			
he		00*	00	the			
found		00*	000	hospital			
that		00*	00	,			
he		000*	00**	my		00	00*
was		000*	000*	father		000	00*
out	PEX	00000**	000*	could		000*	00*
of		00000**	000*	have		00000*	00*
hand		00000**	000*	been		000000*	00**
and		000*	0*	taken	VOI	000000**	000***
the		0000**	000*	measures	WCH	000000**	000***
chief		00000**	000*	.		00	
ran	WCH/	000000***	0000**				
hurry	ADV	000000***	0000**				
.		0*					

[S13] It took one hour *before* he found that *my father's condition* was out of hand and *then* the chief came in a hurry.

[S16] If the chief *physician* had stayed in the hospital, my father could have been *saved*.

An Error Analysis of College Composition (2)

[S17]	ET	NS	JT	[S21]	ET	NS	JT
Why		00	0***	They		0	
on		000	0***	started		0	
earth		000*	0***	to		0	
did		0000*	00*****	tell		0	
the	CNT,	0000*	00***	a	WCH,	0	
chief	-NEG/	0000*	00***	lie	^ V/	0	
stay		00000*	000****	;	COH,	0	
though	^ CNJ	00000*	000**	my	-V	0	0*
a		000*	0**	father		0	0*
patient		000*	0**	was		0	0*
who		00*	0**	past		0	00*
had		00*	0**	hope		0	00*
undergone		00*	0**	though		00	00
a		00	0**	before		0	00
big	WCH,	00	0**	the		0	00
operation	^ ADJ	00	0**	operation		0	00
was	COH,	000*	00**	they		0	0
in	-ADV	00*	00**	had		0	0
the		00*	00**	said		0	0
hospital		00*	00**	he		0	0
?		00	0	would		0	00*
[S18]				have	TNS/	0	00**
Secondly	-PNC/	0		made		0	00**
about	FRG/	0	00*	a	^ ART/	0	0*
attitudes	-ART/	0	0*	80		0	0*
of	-ART	0	*	-	CNT	0	0*
doctors	SPL	0*	00**	90		0	0*
[S19]				%		0	0*
They				complete		0	0*
would		0		recovery		0	0*
never	WCH,			[S22]			
admit	^ ADV,			They		0	00**
their	NEG			are		0	000***
guilt			0	men		00	000***
[S20]				who		0	000***
Even	FRG,			talk	PEX,	00*	0000****
such	^ PNC,	0*	00****	at		000*	0000****
a	CAP/	00*	00****	randam	SPL	000*	0000****
easy	-PRP/	00*	00****	.		0	0
thing	^ ART/	00*	00****				
which	^ PSP,	00*	00****				
we	WOD	00*	00****				
understand		00*	00****				
without	-MOD	00*	00****				
a		000**	000***				
judicially	WCH,	0000****	000****				
anatomy	^ N	0000****	000****				
		0*					

[S17] Why on earth *didn't* the chief stay *when* a patient who had undergone a *major* operation was *still* in the hospital?

[S19] They would *not* admit their guilt.

[S20] *even* about such a thing which we *can* *easily* understand without *an* *autopsy*.



[S23]	ET	NS	JT	[S26]	ET	NS	JT
Specially	WCH,	000*	00*	Is			
,	^ ADV/	00	0	it			
I	^ AUX	000	0*	so			
don't	WCH/	000	00*	important			
absolutely	WOD,	0000*	00*	to			
forgive	SPL	000	00*	maintain			
them		0000	00**	their			
to		00000*	000***	reputation	NMB		
tell	VPT,	00000*	000***	and			
a	VBL	0000	000***	their			
lie		0000	000***	positions			0
.		00	00*	?			
[S24]				[S27]			
Why		00	0*	Legal		00*	00*
they	QPT,	00*	00**	judgement	AGR	00*	00*
said	-AUX	00*	00**	don't	TNS/	00000**	0000***
such		00	00*	still	WOD	00000**	000**
a		0	0*	come		0000**	00**
thing		0	0*	to	WCH,	0000**	00**
?		0	0	an	^ V	0000**	00**
[S25]				end		0000**	00**
I				,		00*	00
was				but		00*	0*
present	PEX		0	it		00*	0*
at			0	is	WCH,	00*	0*
my			0	useless	^ V	00*	0*
father's			0	whatever		0*	0*
operation			0	they	REF	00*	00*
and			0	might		00*	0*
then			0	say		0*	0*
heard			0	.	FRG,	0	
their			0	[S28]	^ PNC,		
explanation			0	Because	CAP/	00	*
about			0	the		00	0**
his			0	truth		00*	0**
condition			0	is	PEX	00*	0**
.			0	the		000*	00**
				only		000*	00**
				one		000*	00**
				.		0	

[S23] *I especially can't forgive them for lying.*

[S24] *Why did they say such a thing?*

[S25] *I was present in the hospital during my father's operation and then heard their explanation about his condition.*

[S27] *Legal judgement still hasn't been decided, but it doesn't matter whatever the doctors might say,*

[S28] *because there is only one truth.*

An Error Analysis of College Composition (2)

	ET	NS	JT		ET	NS	JT
[S29]	However	SPL	00	000***	has		
	,			*	already		
	he			*	been		
	had	TNS	000	00*	transferred	SPL	
	died		00	0*	somewhere	ISW,	
	and		00	*	and	-ADV	0
	doesn't	TNS	000*	00*	also		0**
	come		00	*	has		00**
	back		00	*	been		00**
	again		00	*	given	WCH,	000**
	,		00		up	^ V	000**
	whatever		00	0	by		00*
	I		00	0	his		0*
	might		00	0*	university		0*
	say		00	0	.		
	,	-CNJ	00		[S31]		
	whether		00	0	We		
	we		00		must		
	might		00		live	PEX	
	win		00	0	positively		0
	a	^ ART	00	000	,		
	suit		00	0	and		
	or		00	0	I		*
	not		00	0	don't		*
	.				want		*
[S30]					to		*
	That				remember		*
	doctor				this	AGR	0***
	who				disagreeable		00**
	operated				things		00***
	on				,		*
	him				but		*
	(				this		*
	the				is		0*
	word				accident	-ART	00
	,				which		0**
	doctor				I		
	,				can't		
	may				forget		
	be				...	^ PNC	
	unsuitable				I		
	for				must		
	him				not		
	)				forget		
					.		

[S29] *However*, he *has died* and *won't* come back again, whatever I might say or whether we might win *the* suit or not.

[S30] The doctor who operated on him (the word "doctor" may be unsuitable for him) has already been *transferred* somewhere *else* and also has been *dismissed* by his university.

[S31] We must live *with a positive attitude*, and I don't want to remember *these* disagreeable things, but this is *an* accident which I can't forget—I must not forget.

[S32]	ET	NS	JT		ET	NS	JT
In				who		00*	00**
the				went		00	00*
year				on		00	00*
when				to		00	00*
I				the	+ART/	00	00*
entered				medical	WCH,	00	00*
this	+PRN/	0		department	^ N	00	00*
Fukui				?		0	0
Medical				[S34]			
School				Before			
-	+PNC			his			
to				operation			
become				he			
a				said			
doctor				he			*
-	^ PNC/			wished			*
he	REF	0	00	I			*
died		0	0*	had	ISW,	0	0*
by	^ PRP	0	00*	become	-ADV		0*
a		0	00*	a			*
doctor's		0	00*	doctor			*
errors		00*	000**	,			*
of	PEX,	00*	000*	and			*
a	^ ART	00*	000*	that			0*
operation		00*	000*	he		0	*
,		0*	0	was	TNS	0	00*
as		0000***	00000***	operated		0	*
if		0000***	00000***	on		0	*
there	PEX	00000***	00000***	by		0	*
is		00000***	00000***	me		0	*
someone		00000***	00000***	.			
behind		00000***	00000***	[S35]			
us		00000***	00000***	Then	RDD,	00*	00*
.		00*	00*	"	+ADV/	00*	0*
[S33]				it	^ PRN,	00*	000*
What		0	00	is	CAP	00*	00*
did		0	00*	an		00*	00*
the		00	000*	unreasonable		00*	000*
death	PEX,	00	000*	demand		00*	00*
of	COL,	000	000*	.		00*	0*
him	PRN/	000	00				
leave	VPT,	00	00*				
me	-PRP/	00	000**				

[S32] ....., my father died because of a doctor's errors during an operation, as if by a twist of fate.

[S33] What did my father's death leave with me who went on to medical school?

[S35] "That is an unreasonable demand.

An Error Analysis of College Composition (2)

	ET	NS	JT		ET	NS	JT
[S36]	After	00*	*	a	0	0**	
	ten	00*	*	person's	0	0**	
	years	00*	*	death	0	0**	
	,	00*	*	as	00	00**	
	I	000*	0**	one	000*	0000***	
	will	000**	0**	only	WOD 000*	0000***	
	do	000**	00***	death	00*	000**	
	many	-PRN 000**	00***	of	00	000**	
	times	000**	00***	many	00	000**	
	.	FRG, 00*	*	?	0		
	"	^ PNC 0					
[S37]	I			[S40] Such	0	00**	
	said			a	0	00**	
	and			thing	0	00**	
	laughed			I	0	00*	
	.			have	TNS 0	00*	
[S38]				already	0	00*	
				understood	0	00**	
				.....	^ PNC 0		
[S38]	Ironically	0		[S41] Anyhow	WCH, 00*	*	
	,			^ ADV,			
	however	0		I	-PNC 00*	**	
	,			experienced	00*	**	
	such	0	**	what	0000**	0000***	
	a	00	**	will	WCH, 0000**	0000***	
	bad	00	**	not	^ AUX 0000**	0000***	
	result	00	**	happen	0000**	0000***	
	was	WCH, 00	**	for	WCH, 0000**	0000***	
	produced	^ V/ 00	0**	life	^ PRP 0000**	0000***	
	.....	^ PNC		-	000*	0*	
[S39]	Did	0	*	must	000*	0*	
	he	0	*	not	000*	0*	
	want	PEX, 00	0*	happen	ISW, 000*	0*	
	to	COL 00	0*	-	-ADV 000	0*	
	mean	00	0*	,	000		
	that	0	0	so	000*	00**	
	I	0		I	000*	00**	
	must	0		make	TNS, 0000*	00**	
	not	0		good	-AUX 0000*	00**	
	be	0		use	0000*	00**	
	such	0		of	0000*	00**	
	a	^ ART/ 0	0*	it	REF 0000*	000**	
	irresponsibly	^ PSP 000*	0000***	and	0000*	00**	
	doctor	0	**	will	0000*	0000****	
	who	0	*	be	WCH, 0000*	0000****	
	look	AGR 00	0***	alive	^ V 0000*	0000****	
	upon	00	0**	.	00	0	

[S36] After ten years, I will do so many times,"

[S41] Anyway, I experienced what should not happen—must not happen again in my life, so I will make good use of this lesson and will go on living.