

ESL Learners' Responses to Errors in ESL Written Discourse*

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I. Introduction

There are several studies which examined native speaker(NS)s' (particularly, university professors) reactions to the instances of incorrect language use in English as a second language(ESL) learners' written works in order to determine the relative seriousness of error categories. In their study, Vann, Lorenz, & Meyer (1984) asked university faculty to rank the relative gravity of 12 typical ESL written error categories at the sentence level. The categories were selected by surveying ESL instructors with regard to the most frequent errors and sample sentences containing errors were taken out of ESL compositions. The results showed the following continuum of increasing seriousness of errors: (the least serious) spelling-1 > article > comma splice > spelling-2 > prepositions > pronoun agreement > subject-verb agreement > word choice > relative clauses > tense > It-deletion > word order (the most serious)¹⁾. In a replication study, Janopoulos (1992) used the same sentences as Vann et al. employed. The two studies had commonality in that spelling errors were on the top of the scale of seriousness. But the relative seriousness of the other errors did not match in the two studies.

Among the studies investigating professors' judgments of errors in ESL writing, some collected data by using texts instead of sentences (e.g., Santos, 1988; Tomiyama, 1980; Vann, Lorenz & Meyer, 1991). Just as the studies which used sentences taken from texts did not take into consideration the context beyond the sentence level in which the errors occurred, those studies which used full texts did not examine the subjects' judgments in the original discourse. The originality of the texts was not preserved in that they were modified to include only the

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1) Spelling-1 error refers to the use of spelling varieties different from American spelling. Spelling-2 error has to do with deletion or substitution.

target errors, that is, they excluded the non-target errors. The researchers pre-sorted the target errors after consulting with the literature of error analysis and conducting surveys of ESL instructors. Because the researchers selected target errors according to their own criteria and they turned out to be different from study to study, it is impossible to have a set of comparable data. However, the researchers acknowledge that the use of texts is a better approach than that of sentences taken out of context on condition that the texts are not altered. The studies using texts modified them for the purpose of easing the task of getting data on some error types. Regarding the problem of altering texts in the studies of error judgment, Santos (1988) states:

Artificially prepared passages allow for maximum control of the variables by the researcher, but they also sacrifice the natural quality of unaltered connected discourse Finally, selectively inserted errors give equal weight to each error type by representing them only once each, an unrealistic condition that ignores the frequent recurrence of certain error types and the relatively infrequent occurrence of others. (pp. 74-75)

Janopoulos (1992), who took the sentence-level approach, defends the use of decontextualized errors but at the same time presents his attitude toward the discourse-level approach as follows:

Sentence-level errors allow for greater ease of execution and control of such variables as error frequency. Granted, given the current orientation in ESL composition toward discourse-level research, such an approach is not optimal. Still, it must be remembered that even discourse-level research usually attempts to extrapolate generalizations based upon analysis of a single piece of writing and often involves artificial manipulation of elements within a text. (p. 111)

The insight that we can get from the two types of studies cited above (those with a sentence-level approach and those with a discourse-level approach) is that the best approach in studying subjects' reactions to incorrect language use is to use texts with no pre-modification. Turning our attention from NSs' reactions to ESL written works to non-native speaker(NNS)s' judgments of fellow NNSs' writings, there is no research which has examined NNSs' reactions to ESL written texts all of whose elements are kept untouched. No research has addressed the issues of how seriously they think their fellow NNSs' composition errors are and how accurately they judge the errors. These issues, which are significant in light of the influence of context on the learners' perception of errors, are the foci of this article.

II. The Study

The purpose of the study was to investigate ESL learners' reactions to text-level errors in an ESL composition. The following research questions were posed: (a) Is learners' grammaticality judgment of errors correlated with their tolerance for them in understanding the text?; (b) Are the learners more accurate in judging certain types of errors than they are of other types?; (c) Do the learners' levels of proficiency in the target language have an effect on their grammaticality judgment and their tolerance? Grammaticality judgment can be defined as the learners' ability to judge what's wrong with an instance of incorrect use and find a correct expression for it (Vann et al., 1991). Tolerance refers to the degree to which the respondents are bothered by the incorrect use in understanding the text (Janopoulos, 1992). If they are less bothered by an error, they are more tolerant of it and can process the flow of information regardless of the error. A close examination of the relationship between grammaticality judgment and tolerance will show whether the more they are accurate in judging the grammaticality of errors, the more tolerant they are for the errors in processing the text.

1. Subjects

The subjects of the study are non-native speaker students taking ESL classes at two American institutions. A total of 92 learners answered the questionnaire. Fifteen of them were taking ESL classes at Northern Virginia Community College (Annandale campus) and the rest were enrolled in the Intensive English Program at George Mason University. Their first language backgrounds were very diverse: Korean (27 subjects), Japanese (30), Arabic (13), Chinese (10), Thai (4), Spanish (3), Vietnamese (2), Russian (1), Indonesian (1), and Polish (1). They were aged from 17 to 56. Although the range is very broad, they were clustered around the age of 20. The gender ratio is in favor of females: 52 females and 40 males. In order to get information about their English proficiency as measured by a standardized test, the respondents were asked to provide their TOEFL scores if they had taken it. However, quite a few, one third of them, reported that they had not taken the test yet. The average scores of those who had taken the TOEFL in the paper-based format and the computer-based format were 521 and 182²⁾, respectively. If the scores of the computer-based test are converted into those of the paper-based one according to a concordance table provided by English Testing Service (2002), the average score of the whole group who took the TOEFL is 516.

2) This can be converted into the score of 512 on the paper-based format.

2. The Material

The composition used in the study was written by a non-native speaker taking an ESL writing class at Georgetown University in 2000. He was from Cameroon and placed at a high-intermediate level. The composition was a first draft with the title of "A Traditional Ceremony of Wedding in Cameroon." He wrote two more drafts after the first one. All three drafts were provided to the researcher by the teacher. Of the three drafts, the first one was selected for the study because the others were longer and contained more tokens of errors than the first one. The errors in the first draft are representative of the types of errors which have been shown to be most common among ESL students in the literature of error analysis (e.g., Tomiyama (1980) and Sheorey and Ward (1984)). In order to keep its originality, the composition was kept intact.

The composition contained 237 words in 12 sentences, which included 14 errors. Out of 12 sentences, eight sentences had a single error each and three sentences two errors. There was one sentence containing three errors. The remaining two sentences were error-free. In order to decide whether a certain word or expression is wrongly used, the text was read by five faculty members teaching in the field of linguistics or ESL at Georgetown University. They were personally seen by the researcher and were told that they should consider the composition as a piece of pre-academic work by an ESL learner who wanted to advance to a post-graduate institution in America. Only those items which were judged incorrect by more than four native speakers were selected as target expressions to be judged by the non-native speaker subjects of the study.

There were six categories of errors in the text. The error category that most frequently troubled the writer was word choice, which appeared four times (#s 1, 2, 6, 9). And possessive pronouns (#s 11, 14) and logical connectors (#s 3, 5, 13) were wrongly used twice and three times, respectively. There was only one error regarding each of verb form (# 4), there-structure (# 10), and subject-verb agreement (# 12). In presenting the text to the respondents, errors were highlighted and underlined in the text. In the case of # 11, where a possessive pronoun is omitted, an underlined blank was provided.

3. The Questionnaire and Data Collection Procedure

The questionnaire was three pages long. The first page asked for background information of the respondents. The questions were concerned about their native language, gender, age, and TOEFL score. The composition was given on the second page. For each error in the text, there was a multiple-choice question seeking the most appropriate expression for the error. The third page asked the respondents to rank each error on a 5-point tolerance scale with 1 being not bothersome at all and 5 being very bothersome.

A couple of weeks prior to the date of data collection, the researcher visited the two institutions and put notices recruiting volunteers for the study under the sponsorship of the institutions. On the date of data collection, the subjects assembled in a classroom or an auditorium at each institution. Before distributing the questionnaires, the researcher explained how to respond to the errors in the text and to the tolerance scale. There was no time limit. Only a few subjects asked questions during the session and they were concerned about the way of marking the degree of tolerance on the scale.

III. Results

The first research question asked whether grammaticality judgment of errors was correlated with tolerance for them in understanding the text. A Pearson product-moment correlation was computed using the Statistical Packages for the Social Sciences (SPSS). As shown in Table 1, the result shows that there was a statistically significant relationship between ESL learners' grammaticality judgment of errors and their tolerance for them; the correlation was significant at the 0.05 level.

<Table 1> Correlation Between Grammaticality Judgment and Tolerance

	Tolerance
Grammaticality judgment	
Pearson Correlation	- .223
Sig. (2-tailed)	.033
Sum of Squares and Cross-products	-722.217
Covariance	-7.936
N	92

Two points of caution in interpreting the statistics should be noted here. The fact that the two characteristics were negatively correlated comes from the design of the 5-point Likert scale used for estimating tolerance. In the scale (see page 3 of the appendix), point 1 means the respondent was not bothered at all by an error and point 5 indicates the opposite. Because the respondents who made a correct judgment of an error correction would likely have more tolerance and choose the low-end of the scale (this will be explained later), there was a negative correlation. Another point to be mentioned is that although the p-value was statistically significant, the correlation coefficient was rather low. But if we look at how the respondents performed on each item (see Table 2), we can have a better understanding of the

relationship between the two characteristics. Table 2 shows how the respondents who correctly chose the most appropriate expressions for the errors distributed the ratings for the tolerance for the errors.

In order to find out whether or not their distribution on the Likert scale was statistically significant, Chi-square analyses were carried out. The overall Chi-square was 76.02, $df = 52$, $p < .05$, indicating that the distribution of the tolerance ratings has a statistically significant relationship with the respondents' grammaticality judgment. As a whole, the respondents' distribution of ratings from the middle to the lower end of the scale (1 and 2) was more dominant than from the middle to the higher end with the exception of items 3 and 5, whose ratings on the tolerance scale were quite evenly dispersed. This means that the correct respondents in general were not much bothered by the errors when processing the text.

<Table 2> Chi-square Statistics for the Tolerance of the Errors

Tolerance Item (number of correct responses)	1 (Not at all bothered)	2	3	4	5 (Bothered very much)	χ^2	p
1 (42)	13	9	15	11	4	8.250	.083
2 (53)	16	12	13	6	6	4.586	.332
3 (64)	17	8	11	7	21	13.111	.011
4 (57)	20	13	13	7	4	13.439	.009
5 (56)	10	11	11	9	15	1.857	.762
6 (28)	8	5	6	6	3	2.357	.670
7 (58)	18	13	14	6	7	8.724	.068
8 (54)	18	16	10	9	1	16.556	.002
9 (50)	15	7	14	9	5	7.600	.107
10 (75)	24	17	15	10	9	9.733	.045
11 (70)	21	17	16	6	10	10.143	.038
12 (25)	11	8	4	1	1	15.600	.004
13 (42)	10	12	6	8	6	3.328	.519
14 (48)	15	10	14	5	4	10.542	.032

$\chi^2 = 76.02$, $df = 52$, $p < .05$

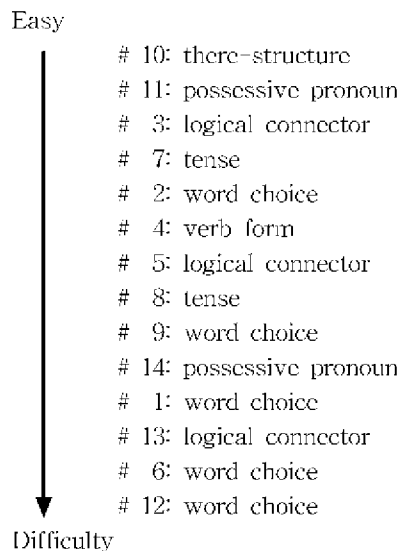
As presented in Table 2, the results of chi-square analyses for individual items show that the distribution of responses on the tolerance scale by correct respondents are statistically significant for seven items (#s 3, 4, 8, 10, 11, 12, 14) out of 14. For these items, points 1 and 2 on the scale are heavily favored over the others, meaning that the correct respondents did not have much trouble in understanding the text regardless of the incorrect uses. Of the six items, #s 3, 10, and 11 are the top three easiest ones in the overall order of difficulty on the grammaticality judgment test as shown in Table 3. And #s 4 and 8 are located in the middle of the order. Responses on the scale of tolerance for item 12, which is the most difficult one in the order (only 25 out of 92 respondents chose the correct answer), and item 14, which is the fifth most difficult one, particularly shows that as far as the correct respondents were concerned, they were not much bothered by the incorrect use regardless of their overall difficulty.

The second research question was to find out whether the respondents were more accurate in judging certain types of errors than they were of other types. In other words, it dealt with the issue of the order of difficulty of the errors in the composition. Table 3 shows the mean scores and standard deviations for the errors in the grammaticality judgment test. In interpreting the mean scores, .60, for example, means that 60 percent of 92 respondents provided the correct answer. Item 10 was the easiest item and item 12, which had a far lower mean score than any other item, was the most difficult one. There is a very little increase in difficulty among the items in the middle of the hierarchy (from 7 to 2, 2 to 4, 4 to 5, and 5 to 8). However, from the two easiest items (#s 10 and 11) to the middle group items, and also from the middle group items to the three most difficult items (#s 13, 6, 12) there is a sharp increase in difficulty.

<Table 3> Order of Difficulty of the Errors

	10	11	3	7	2	4	5	8	9	14	1	13	6	12
Mean	.815	.761	.685	.630	.630	.620	.609	.587	.543	.522	.520	.457	.304	.272
SD	.390	.429	.467	.485	.485	.488	.491	.495	.501	.502	.500	.501	.463	.447

Figure 1 is an alternative form of the order of difficulty arranged according to the error types. The analyses of the order of difficulty exhibit word choice was the most difficult category; three out of five word choice errors (#s 12, 6, 1) belonged to the top five most difficult items. Particularly, the most difficult item and the second most difficult one were both the same type. The easiest type was the there-structure (# 10) with the mean score of .815. In the case of possessive pronoun, which had two instances of incorrect use, one item was rather difficult (# 14) and the other (# 11) was located towards the easier end. The two items of the tense category (#s 7, 8) stayed close to the middle of the order. There were three logical connector items (#s 3, 5, 13) and they were distributed in the order of difficulty at intervals keeping a similar distance among them; there were three items between #s 3 and 5, and four between #s 5 and 13.

[Figure 1]**Order of Difficulty of the Error Categories**

In order to examine if there is any relationship between the order of difficulty and the order of tolerance, the means and standard deviations for the tolerance of the items were computed. In Table 4, the left most item was the least tolerable one (the score 5 is the maximum level of intolerability) and the right most item was the most tolerable one. According to the mean scores, with the exception of item 3, there is a very much gradual decrease from one item to another in the continuum of tolerance; the largest mean difference between two items (#s 13 and 11) is .11. The mean scores of seven items (#s 11, 6, 2, 9, 7, 14, 10) are clustered around 2.65, which means that they have a similar level of tolerance and that the level is in almost the middle of the scale of tolerance.

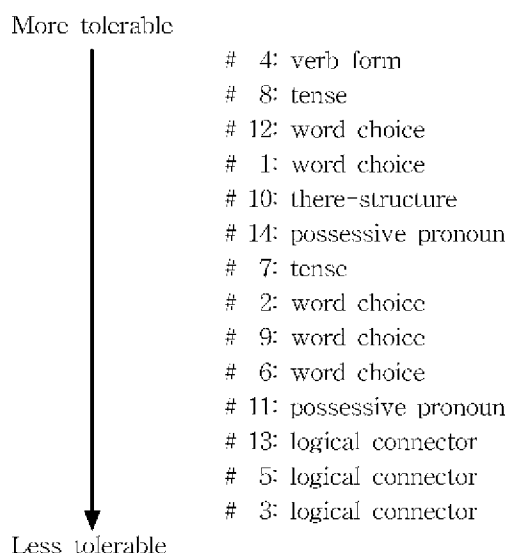
<Table 4> Order of Tolerance

	3	5	13	11	6	2	9	7	14	10	1	12	8	4
Mean	3.19	2.89	2.79	2.68	2.67	2.66	2.66	2.65	2.63	2.61	2.55	2.52	2.46	2.44
SD	1.47	1.37	1.25	1.39	1.29	1.28	1.31	1.29	1.34	1.38	1.27	1.18	1.15	1.26

The order of tolerance in accordance with the error types is figuratively shown in Figure 2. Compared with the order of difficulty, the order of tolerance has a major difference in that although the three logical connector items were dispersed on the order of difficulty scale, all of them came together at the low end of the tolerance scale. In addition to this, there are a lot of mismatches between items in the order of difficulty and those in the order of tolerance. The

most difficult item (# 12) was the third most tolerable one, and the fourth most difficult one (# 1) had a reverse position in the order of tolerance, that is, the fourth most tolerable one. There-structure was the easiest error type in the order of difficulty but it was located in the middle of the order of tolerance.

[Figure 2] Order of Tolerance



The third research question was to examine whether the learners' levels of proficiency had an effect on the grammaticality judgment and the tolerance. The respondents were grouped into three in accordance with their TOEFL scores. Those with scores lower than 500 were placed in the upper-beginning group and those whose scores were between 500 and 550 in the intermediate group. The upper-intermediate group respondents had scores of 550 or above. Table 5 shows that the mean scores of the grammaticality judgment test increased as the respondents' levels of proficiency advanced. The upper-beginning group on average correctly judged 6 items out of 14 whereas the upper-intermediate group correctly chose 3 items more than the upper-beginning group. With regard to the scale of tolerance, there seems to be not much difference in the mean scores among the groups.

In order to find out whether the mean scores of the two sections by the group are statistically different from one another, a one-way ANOVA for each dependent variable was carried out. The results of the analyses as given in Table 6 show that the three groups are significantly different from one another in the mean scores of the grammaticality judgment test. This means that the respondent's level of proficiency can be an indicator of his/her performance on the grammaticality judgment test. In other words, the higher the learners' level of proficiency is, the better they judge the grammaticality of incorrect language use. On the other hand, as there was a minimal difference among the mean scores for tolerance, the

statistical analysis of the comparison of the means shows that there is no statistically significant difference.

<Table 5> Mean Scores of the Grammaticality Judgment and Tolerance by Group

	Groups		
	Upper-beginning (N=27)	Intermediate (N=34)	Upper-intermediate (N=31)
Grammaticality judgment	6.16	8.61	9.18
Tolerance	38.16	37.38	36.70

<Table 6> The Results of ANOVA

	Sum of squares	df	Mean square	F	Sig
Grammaticality judgment					
Between groups	155.529	2	77.765	10.709	.000
Within groups	646.297	89	7.262		
Total	801.826	91			
Tolerance					
Between groups	30.876	2	15.438	.105	.901
Within groups	13105.853	89	147.257		
Total	13136.728	91			

IV. Discussion and Directions for Further Research

To summarize, this study yielded the following results: 1) there was a correlation between ESL learners' grammaticality judgment of errors and their tolerance for them. The learners who made correct responses in the grammaticality judgment test were in general not much bothered by the incorrect use in processing the written text; 2) according to the order of difficulty, word choice was the most difficulty type of error; 3) there was a large gap between the order of difficulty and the order of tolerance; 4) ESL learners' level of proficiency had an influence on their grammaticality judgment but not on their tolerance for the errors.

The finding that the group of learners who provided correct answers could understand the text regardless of the errors may lead to an assumption which can not be inferred from the studies of learner reaction at the sentence level. That is, if they reach a certain level of grammaticality judgment, they can process the text as a whole without being stuck by an error at the sentence level, i.e., there will be a smooth transitional process of information. In a sentence-level study, because each sentence under examination has no textual relationship with other sentences, it is impossible to investigate how some sentences each of which contains an error have a coherent relationship with regard to the grammaticality judgment and the tolerance and the correlation between the two.

With regard to the order of difficulty, a major finding that word choice is the most difficult error has an important pedagogical implication. That is, sections on vocabulary building and lexical selection should be incorporated into ESL/EFL writing courses. Building up the vocabulary repertoire has tended to be a neglected part in most academic classes and instead it has been understood as a personal task, which is mostly true in EFL instruction in Korea. But the results of this study indicate that this is a focal area which needs closer attention. There are so many ways of enhancing learners' vocabulary. A few of them are: through keeping a vocabulary log based on the readings and lectures; through vocabulary exercises such as cloze and word origin exercises; through the elicitation of synonymous or antonymous forms of expression; and most of all, through extensive reading, that is, reading all kinds of written materials.

A close look at the mismatch between the order of difficulty and the order of tolerance indicates that the order of difficulty was strongly affected by single sentence-level processing but the order of tolerance by the processing of pretty long sentences or beyond the single-sentence level. The most difficult error category was word choice as mentioned above. The three instances of word choice topped the order of difficulty. In the case of word choice, the learners' attention in choosing the correct answer could be confined to the sentence which contained it. For example, in the following incorrect use of word choice, the learners didn't have to go beyond the sentence or even the clause in search of an appropriate expression: *Cameroon is a country with big (# 1) cultural diversity, depending on where you are.*

The order of tolerance, on the other hand, was affected by the amount of information to be processed. That is, the more information there was to be processed, the less tolerable the incorrect use of language was. The three instances of the error category which were located at the least tolerable end, i.e., logical connector, were all concerned with the connection of some piece of information with another. For instance, item 5 in the following sentence requires understanding the connection with the previous sentence: *... in Cameroon, weddings are celebrate (# 4) on Saturday only. So (# 5), the traditional wedding happens the day before, on Friday.*

The fact that the learners' level of proficiency had an impact on the grammaticality judgment of the errors means that the level of proficiency can be used as a reliable indicator of their judgment about language use in written discourse. Accordingly, in future research, the level of

proficiency can be used effectively in designing the methodology. For instance, if the researcher wants to know in advance the most critical errors on the part of the learners in a composition mainly for the development of a test (e.g., cloze test), he/she can give the composition to the learners of various levels to pre-sort the errors.

Further research is needed in the area which tests the conformity between grammaticality judgment and real production. The questionnaire of the study raised the level of self-consciousness of the subjects with regard to errors, but they might not apply that when they are assigned to write a composition. That is, it is certain that we cannot be assured of identical patterns of practice in the perceptive and productive situations. Some learners may do well in grammaticality judgment but not so in actual writing tasks while others may have the same level of accuracy both in perception and production. While in this study only the level of proficiency was taken as a variable and it had a statistically significant relationship with grammaticality judgment, it is expected that a variety of variables such as learners' first languages, the genres of texts, the previous exposure to written texts, and many others would have an effect in shaping the learners' responses to written texts. With a larger group of subjects and several written texts, many learner factors can be taken into consideration in the methodology of future studies and insight into ESL learners' error responses in connected discourse will be much more enhanced.

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Appendix: The questionnaire

Page 1:

This survey is a part of research on error recognition by language learners. All the information from this survey will be kept confidential and used solely for research purposes. Before you go on to the next page, please answer the following questions.

1. What is your native language? _____
2. What is your gender? male, female
3. How old are you? _____
4. What is your TOEFL score? _____

Page 2:

The following passage is an ESL student's composition. Each underlined part in the passage contains an instance of incorrect language use. Please choose the most appropriate expression for each one. When you are finished, please go on to the next page.

Cameroon is a country with big(#1) cultural diversity, depending on where you are. Today, I would like to talk about a traditional wedding ceremony in the part of the country where I originate(#2) from: western Cameroon.

First avoid(#3), I would like to mention that usually, in Cameroon, weddings are celebrate(#4) on Saturday only. So(#5), the traditional wedding happens the day before, on Friday. Secondly, it is between the representing(#6) of the two families such as the father, mother, grandparents and so on. The ceremony is taking(#7) place in the bride's house and her family is cooking(#8) to receive(#9) the guests. When the groom's family arrives, the bride is in a bedroom and she has to stay out of sight. While there is(#10) a lot of negotiations, she can only be assisted by some close friends of her or Ø(#11) sister.

When the bride at the end comes out, everybody is singing, dancing, and the groom family must present some gifts. As an example, the clothes she is wearing that day comes(#12) from the groom together(#13) some other items such as jewelry, watches, shoes, clothes, and other expensive things. She must leave her house for her husband one(#14) and usually, the separation goes on with a lot of crying, but also with a lot of joy because it's a new life which begins for her. Finally, it is like a big game that everybody enjoys: old and young people.

- | | | | |
|-------------------------|----------------|----------------|------------------|
| # 1: (a) broad | (b) few | (c) small | (d) widely |
| # 2: (a) originated | (b) am | (c) arrive | (d) Ø |
| # 3: (a) place | (b) thing | (c) off | (d) of all |
| # 4: (a) celebrating | (b) celebrates | (c) celebrated | (d) celebrations |

- | | | | | |
|-------|-------------------|-------------------|----------------|---------------|
| # 5: | Ⓐ However | Ⓑ Therefore | Ⓒ Nevertheless | Ⓓ Still |
| # 6: | Ⓐ representations | Ⓑ representatives | Ⓒ represents | Ⓓ represent |
| # 7: | Ⓐ took | Ⓑ has taken | Ⓒ takes | Ⓓ will take |
| # 8: | Ⓐ will cook | Ⓑ cooks | Ⓒ cooked | Ⓓ was cooking |
| # 9: | Ⓐ meet | Ⓑ have | Ⓒ invite | Ⓓ serve |
| # 10: | Ⓐ seems | Ⓑ goes | Ⓒ have | Ⓓ are |
| # 11: | Ⓐ her | Ⓑ hers | Ⓒ their | Ⓓ friend's |
| # 12: | Ⓐ came | Ⓑ come | Ⓒ coming | Ⓓ is coming |
| # 13: | Ⓐ along | Ⓑ but also | Ⓒ like | Ⓓ as well as |
| # 14: | Ⓐ husband house | Ⓑ husband one's | Ⓒ husband's | Ⓓ husband |

Page 3:

Now for each underlined part, please answer the following question by circling a number in each scale: How much does the incorrect language use bother you in understanding the text?

- | | |
|-----|-----------------------------------|
| # 1 | 1 ----- 2 ----- 3 ----- 4 ----- 5 |
| | Not at all Very much |
| # 2 | 1 ----- 2 ----- 3 ----- 4 ----- 5 |
| | Not at all Very much |
| # 3 | 1 ----- 2 ----- 3 ----- 4 ----- 5 |
| | Not at all Very much |
| # 4 | 1 ----- 2 ----- 3 ----- 4 ----- 5 |
| | Not at all Very much |
| # 5 | 1 ----- 2 ----- 3 ----- 4 ----- 5 |
| | Not at all Very much |
| # 6 | 1 ----- 2 ----- 3 ----- 4 ----- 5 |
| | Not at all Very much |
| # 7 | 1 ----- 2 ----- 3 ----- 4 ----- 5 |
| | Not at all Very much |
| # 8 | 1 ----- 2 ----- 3 ----- 4 ----- 5 |
| | Not at all Very much |
| # 9 | 1 ----- 2 ----- 3 ----- 4 ----- 5 |
| | Not at all Very much |
| #10 | 1 ----- 2 ----- 3 ----- 4 ----- 5 |
| | Not at all Very much |
| #11 | 1 ----- 2 ----- 3 ----- 4 ----- 5 |
| | Not at all Very much |
| #12 | 1 ----- 2 ----- 3 ----- 4 ----- 5 |

Not at all Very much
 #13 1 ----- 2 ----- 3 ----- 4 ----- 5
 Not at all Very much
 #14 1 ----- 2 ----- 3 ----- 4 ----- 5
 Not at all Very much
 THANK YOU VERY MUCH FOR YOUR HELP WITH THIS RESEARCH PROJECT!

초록

ESL 작문상의 오류에 대한 ESL 학습자들의 반응 연구

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이 연구는 어느 ESL 학습자의 작문에 주어진 오류에 대한 92명의 동료 ESL 학습자들의 반응을 분석하였다. 다음 세 가지가 연구문제이었다: 1) 오류에 대한 ESL 학습자들의 문법성 판단력은 글을 이해하는데 있어 그 오류에 대한 인내력과 상관관계를 지니는가?; 2) ESL 학습자들은 특정 유형의 오류를 다른 유형의 것들보다 더 정확하게 판단하는가?; 3) ESL 학습자들의 영어 능숙도가 문법성 판단력과 인내력에 영향을 미치는가?

자료분석에서 나타난 연구결과를 요약하면 다음과 같다: 1) ESL 학습자들의 오류에 대한 문법성 판단력과 인내력은 서로 상관관계를 지니고 있다; 2) 오류에 대한 문법성 평가 결과 나타난 난이도 순서에 의하면, 단어선택 (word choice) 이 가장 어려운 유형의 오류이었다; 3) 오류들의 난이도 순서와 그들에 대한 인내력의 순서간에는 많은 차이가 있다; 4) 학습자들의 영어 능숙도가 오류에 대한 문법성 평가에는 영향을 끼치지만, 인내력에는 별 영향을 끼치지 않는 것으로 나타났다.

Key Words : ESL written discourse, grammaticality judgment, tolerance, sentence-level approach, discourse-level approach