University of South Carolina

Monday, April 22, 2013

**Student Error Types in L1 & L2 Composition Studies**

**Listed in Order of Frequency**

|  |  |
| --- | --- |
| Lunsford & Lunsford (2008)(U.S. college students) | Ferris (2006)(ESL university students in California) |
| 1. Wrong word
2. Missing comma after an introductory element
3. Incomplete or missing documentation
4. Vague pronoun reference
5. Spelling error
6. Mechanical error with a quotation
7. Unnecessary comma
8. Unnecessary or missing capitalization
9. Missing word
10. Faulty sentence structure
11. Missing comma with a non-restrictive element
12. Unnecessary shift in verb tense
13. Missing comma in a compound sentence
14. Unnecessary or missing apostrophe
15. Fused (run-on) sentence
16. Comma splice
17. Pronoun-antecedent agreement
18. poorly integrated quotation
19. Unnecessary or missing hyphen
20. Sentence fragment

(Table 7, p. 795) | 1. Sentence structure
2. Word choice
3. Verb tense
4. Noun endings (singular/plural)
5. Verb form
6. Punctuation
7. Articles/determiners
8. Word form
9. Spelling
10. Run-ons
11. Pronouns
12. Subject-verb agreement
13. Fragments
14. Idiom
15. Informal

(Appendix, p. 103; from Chaney, 1999, p. 20) |

Ferris, D. R. (2006). Does error feedback help student writers? New evidence on the

short- and long-term effects of written error correction. In K. Hyland & F.

Hyland (Eds.), *Feedback in second language writing: Contexts and issues* (pp.

81-104).Cambridge: Cambridge University Press.

Lunsford, A.A., & Lunsford, K.J. (2008). "Mistakes are a fact of life": A national comparative study. *College Composition and Communication, 59*, 781-806.

**Effective Error Correction in L2 Writing**

***The Goals of Error Feedback:***

* Progress, not perfection
* Increased student autonomy

**Error Feedback: Best Advice from Research**

1. Be *selective*, not comprehensive (or mark excerpt comprehensively).
2. Focus on *patterns* of error for each student text.
3. Give *indirect* feedback (possible exceptions for error types or learner level).
4. Add *summary comments* about patterns of errors you marked.
5. Provide *explanations* and/or opportunities for students to ask *questions*.
6. Offer *error conferences* where feasible/needed.
7. Require students to *apply* error feedback (charting, rewriting, analysis).