

Error Types of Japanese Learners Corpus of English and NTNU/ TUFS Online Dictionary of Misused English

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Outline

1. The Error Corpus
2. Findings
3. Future plans

Purpose 目的

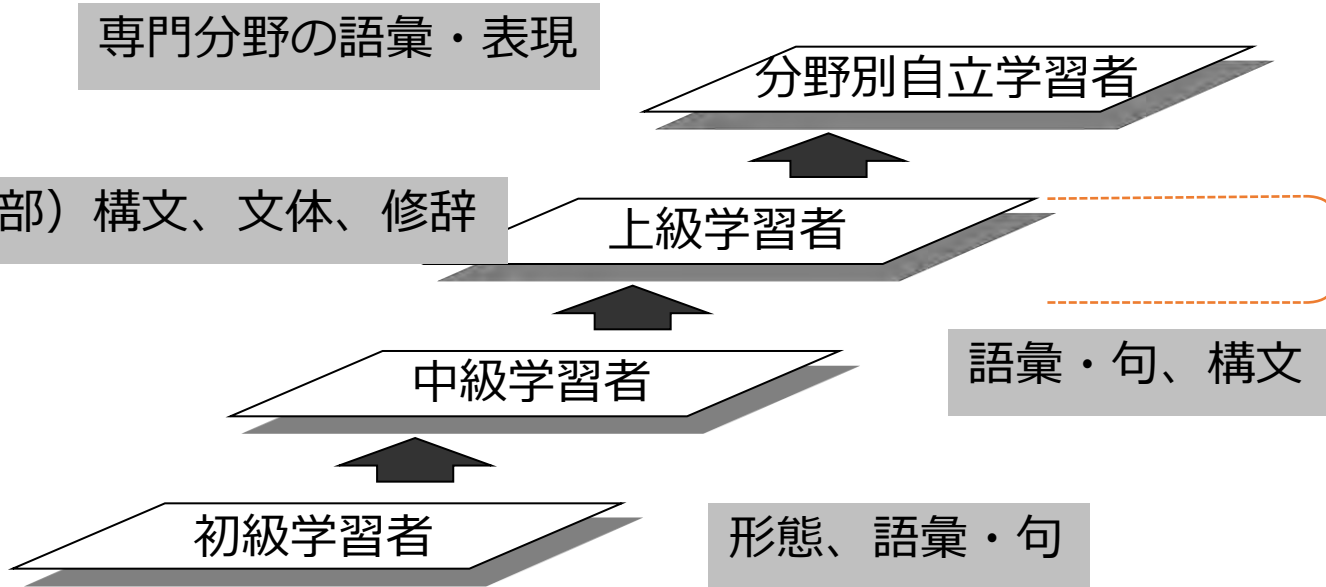
- Analysis of English Learners feature
 - stage : Advanced learners
 - find difficulties for learners
 - Contribute to teaching method : study cultural dependency and universality
 - it can help learning efficiency (速習や学習時間の細分化) (母語と外国語の意識化)
 - discussions from the perspective of contrastive linguistics
 - Upgrading knowledge of language
 - buildup meta-knowledge (error knowledge)

The Error Corpus

- English Learners' Error Corpus of 120 students (NNS: Japanese)
 - 26 students (NNS: Taiwanese)
- Data collected
 - 1,189 compositions (NNS: Japanese)
 - 78 compositions (NNS: Taiwanese)

学習者集団とその特徴

学習者レベルと習得知識の考え方



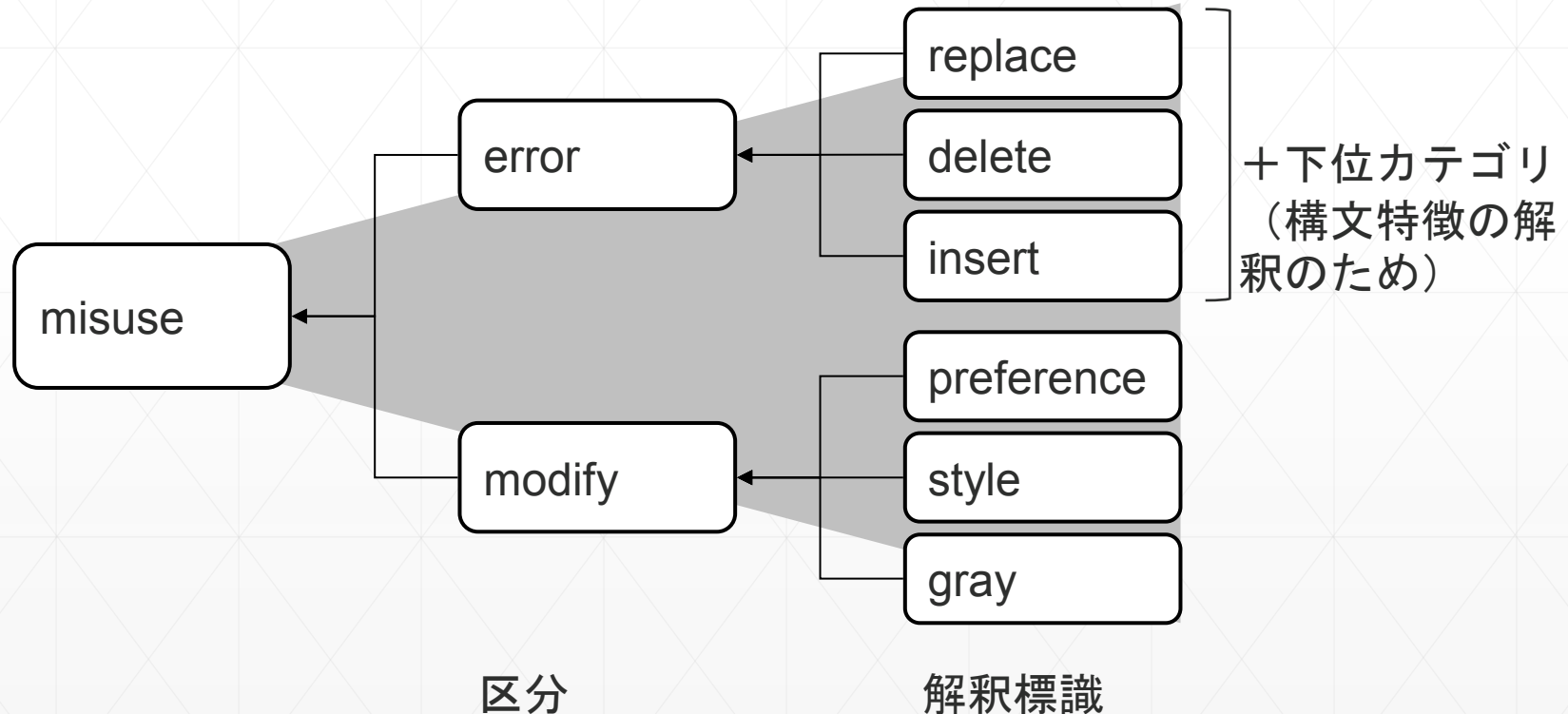
本プロジェクトにおける **学習者 (コーパス) の母集団**

Features of Corpus Design

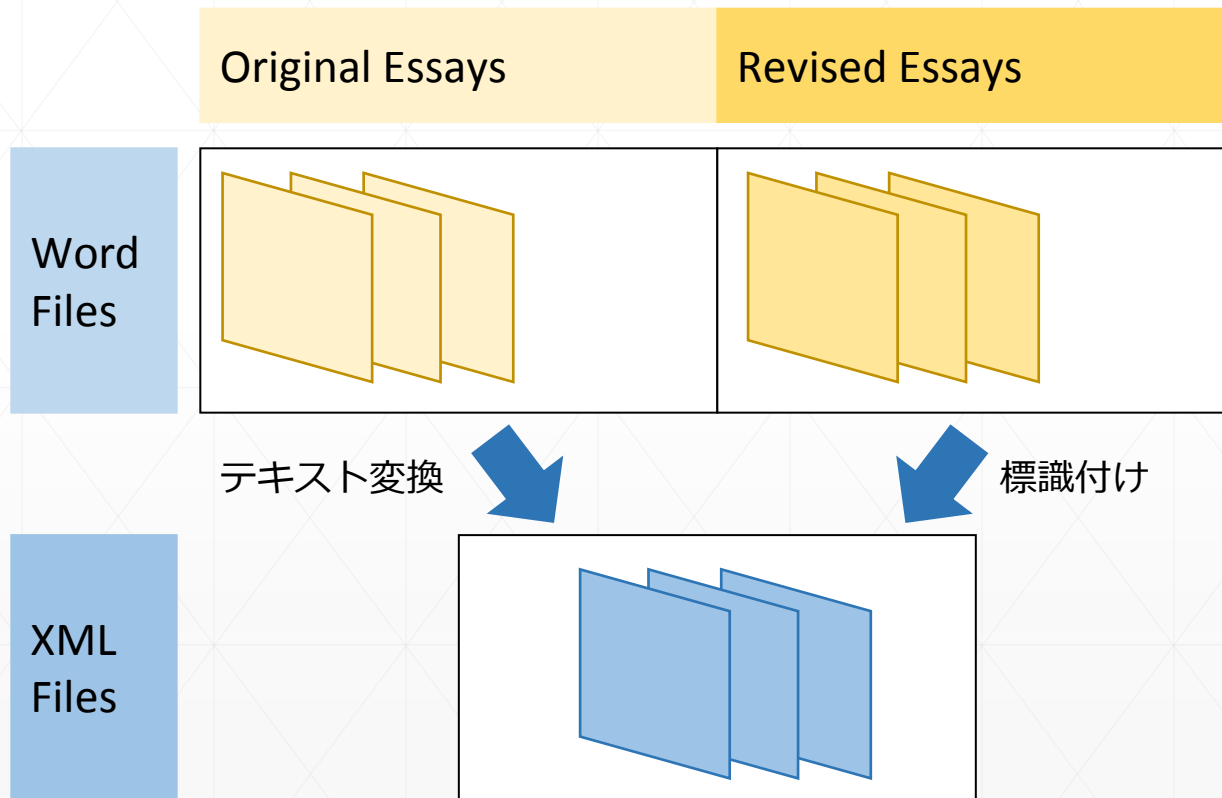
- Population features :Advanced Learners
 - First year students of the English Department, Tokyo University of Foreign Studies
(composition lessons (regular classes), with a specialization in humanities)
- Learners' attributes
 - Task categories, age, gender, achievement level (TOEIC score), education history (years of studies), mother tongue, overseas study experience, language of education

Error Marks

「（一部）構文、文体、修辞」等の誤りを、産出された文字列上で解釈するための区分と標識



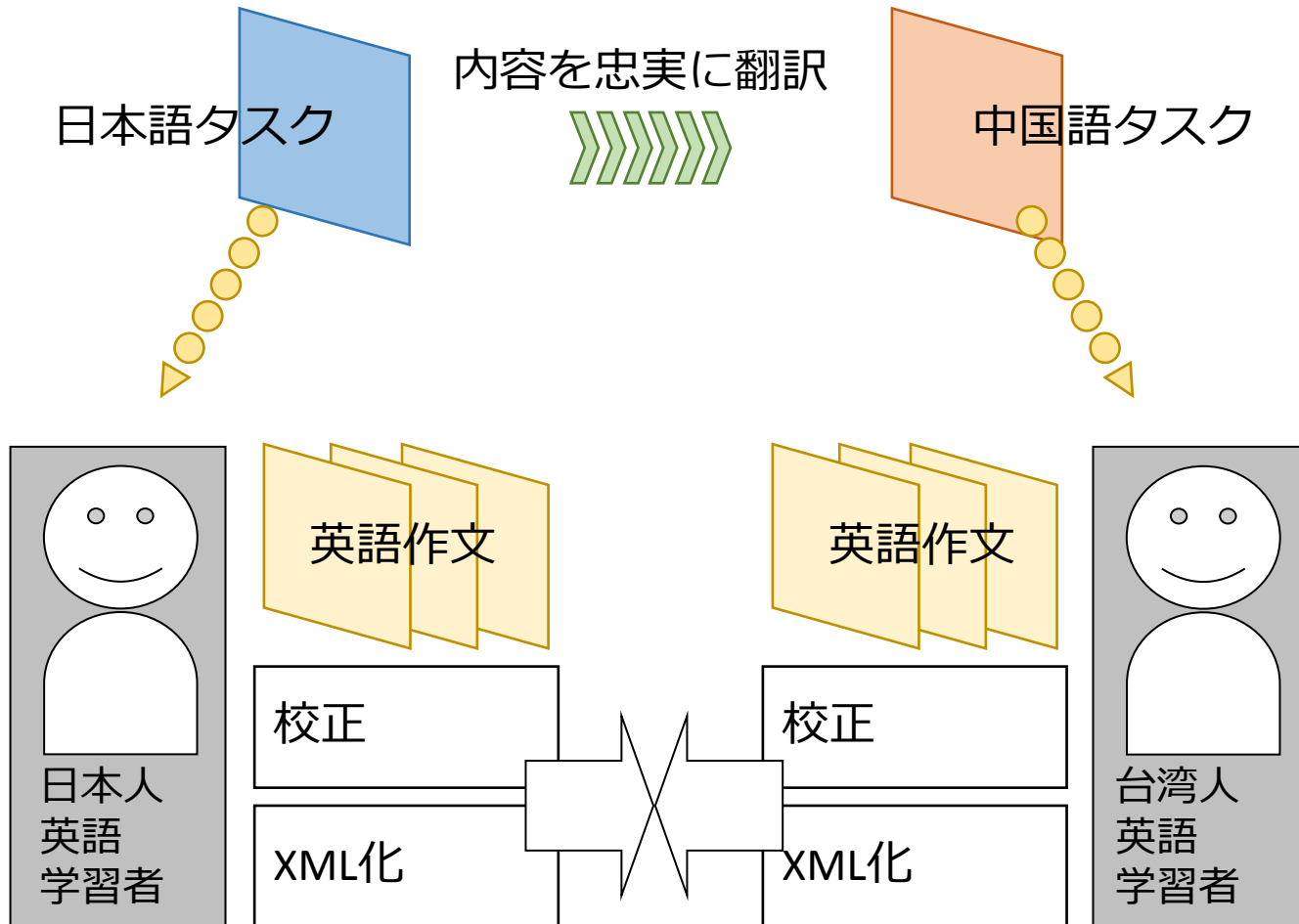
Correct essays and make data for corpus



Information about Corpus

- Original Essays
 - Format : Word (.doc), Text (.txt)
 - Year : 2011, 2012, 2013 (Spring, Fall)
 - Number of Files: 2011(325), 2012(556), 2013(295)
- Revised Essays
 - Format : Word (.doc)
 - Year : 2011, 2012, 2013
 - Number of Files: 2011(176), 2012(533), 2013(287)
- XML Files
 - Format : plain text
 - Learners' ID (information)

学習者対照 (同等の条件で)



誤用分布の比較・検討
(文化依存性と普遍性の検証)

Sample

TUFS_01_2013⁴

↵

Culture of “Entertainment”: China, England and Taiwan (1)⁴

↵

At Tokyo University of Foreign Studies (TUFS), I teach not only Japanese students but also exchange students from Taiwan University, the University of Leeds, and the School of Foreign Languages, Peking University. When the students from these universities get accustomed to their new lives after coming to Japan, I always make it a rule to invite them to my house. ↵

When I serve a meal the contents of it are always sushi, dim sum steamed in a steaming basket, sandwiches, pumpkin salad, assorted fruits and grape juice. It is true that they are all simple because I can make them just by assorting what I bought at the store. In fact, they can be called “global food” because the students from all over the world can eat them regardless of their taste in food. Above all, I think the vivid impression of having sat around the table at my house, surpassing that of having a meal at a luxurious restaurant, would be a precious memory of studying abroad. ↵

Revised Essay

TUFS_01_2013

Culture of "Entertainment": China, England and Taiwan (1)

At Tokyo University of Foreign Studies (TUFS), I teach not only Japanese students but also exchange students from Taiwan University, the University of Leeds, and the School of Foreign Languages, Peking University. When the students from these universities get accustomed to their (new) lives after coming to Japan, I always make it a rule to invite them to my house.

When I serve (a meal) the contents of it are always sushi, dim sum steamed in a steaming basket, sandwiches, pumpkin salad, assorted fruits and grape juice. It is true that (they are all) simple because I can make them just by assorting what I bought at the store. In fact, they can be called [global food] because the students from all over the world can eat them regardless of their taste (in food). Above all, I think the vivid impression of having sat around the table at my house, (surpassing) that of having a meal at a luxurious restaurant, would be a precious memory of studying abroad.

During my 20s and 30s, I visited Beijing, Shanghai, London and Taiwan. A (particular) memory of when I studied abroad is of when my teachers invited me to their

- 作成者 Preference: 'Lives' is too
- 作成者 Error: Have suggests a
- 作成者 削除: with
- 作成者 削除: have
- 作成者 Preference - When suggeste
- 作成者 削除: When ...hen I serve
- 作成者 Gray ... They are all is
- 作成者 削除: each of them is ... (they
- 作成者 Error- The Insertion of
- 作成者 Preference - eat is a
- 作成者 削除: have ...at them
- 作成者 Agreement error: If
- 作成者 削除: which ...urpassing)
- 作成者 'studying abroad' is a
- 作成者 削除: have ...isited Beijing
- 作成者 Preference - Particular
- 作成者 削除: I remember ...s the

Correction Mark Rules <error>

| | |
|------------------------|---|
| <p><replace></p> | <p>↵</p> <hr/> <p>Using cell phones <u>is</u> are so easy.↵</p> <hr/> <p>Write strike-through “are” on the error word(s) and change color.↵</p> <p>Write the correct word(s) by coloring function.↵</p> |
| <p><delete></p> | <p>↵</p> <hr/> <p>They are often have a bad influence on us.↵</p> <hr/> <p>Write strike-through “are” on the error word(s) and change color.↵</p> |
| <p><insert></p> | <p>↵</p> <hr/> <p>Students have to pay <u>a</u> tuition fee.↵</p> <hr/> <p>Write the correct word(s) by coloring function.↵</p> |

Correction Mark Rules <modify>

| | |
|---------------------------|---|
| <p><preference></p> | <p><preference> means that the word(s) is not incorrect. However, the different word is better.↵</p> <hr/> <p>However, I do not think that education should be treated <u>(in the same way)</u> as other kinds of services.↵</p> <p>After using “track change”, add parenthesis ().↵</p> |
| <p><style></p> | <p><style> means that the word(s) is not incorrect. However, the word is not used in the style of the essay.※Academic Writing↵</p> <hr/> <p>They <u>((do not))</u> don't pay a tuition fee.↵</p> <p>After using “track change”, add double parenthesis (()).↵</p> |
| <p><gray></p> | <p><gray> means that the correction is difficult to classify into the other categories.↵</p> <p><gray> includes the case that you can't understand what the writer want to express.↵</p> <hr/> <p>I have had <u>only</u> a few opportunities to <u>(#spend my life living-)live</u> abroad and to speak English, so I don't think I'm a good English speaker.↵</p> <p>After using “track change”, add parenthesis and hash (#).↵</p> |

Annotated Original Essay (XML)

```
<?xml version="1.0" encoding="UTF-8"?>
- <composition>
  - <body>
    <id>TUFS_01_2013</id>
    <task>Task1</task>
    - <learner_data>
      <toeic>TOEIC:820</toeic>
      <length_of_learning>英語学習歴:7</length_of_learning>
      <experience_of_living_overseas>海外滞在歴:なし</experience_of_living_overseas>
      <native_language>母語:日本語</native_language>
      <first_educational_language>第一教育言語:日本語</first_educational_language>
      <second_educational_language>第二教育言語:なし</second_educational_language>
    </learner_data>
    <title>Self-Introduction</title>
  - <paragraph>
    Hi! I'm ○○. Everybody calls me ○○-chan. I think it is easier to call my family name
    because '○○' is shorter than my given name. So please call me ○○. I was born and
    bred in Tokyo. I have only a few opportunities to spend my life living abroad and
    speaking English, so I don't think I'm a good English speaker.Hi! I'm ○○. Everybody
    calls me ○○-chan. I think it is easier to call
    <error category="category1" revised="" type="insert"> </error>
    my family name
    <error category="category1" revised="" type="insert"> </error>
    because '○○' is shorter than my given name. So please call me ○○. I was born and
    bred in Tokyo. I have
    <error category="category1" revised="" type="insert"> </error>
    only a few opportunities to
    <modify category="gray" revised="">spend my life living</modify>
    abroad and
    <modify category="" revised="">speaking</modify>
    English, so I don't think I'm a good English speaker.
  </paragraph>
```


Error Category

| | |
|-----------------|---------------------------|
| verb (動詞) | aspect (アスペクト) |
| | tense (テンス) |
| | voice (ヴォイス) |
| | verb lexical (動詞語彙) |
| | agreement (一致) |
| adjective (形容詞) | comperison (比較) |
| | adjective lexical (形容詞語彙) |
| noun (名詞) | number (数) |
| | noun lexical (名詞語彙) |

| |
|-------------------------------|
| demonstrative pronoun (指示代名詞) |
| noun phrase (名詞句) |
| adverb (副詞) |
| article (冠詞) |
| conjunction (接続) |
| intrrogative (疑問) |
| modality (モダリティ) |
| preposition (前置詞) |
| clause (節) |
| negattive (否定) |
| others (その他) |

Sample display (error tag)

Tax or Collapse!

Japan is facing a big problem now. Surprisingly, the sum of Japan's debt is twice as much as GDP and it's bigger than that of Greek. Our country needs more money because we need the money for reconstructing the Tohoku district, social security system, and so on. So the Japanese Government *offered* → *has suggested/proposed* (*replace*) that we should raise the consumption tax to 10 percent by 2015. I think so many people are saying that they do not want *raise* → (*delete*) the consumption tax → *to be raised* (*insert*). In my opinion, however, we should follow the government if we want to live a good life.

Some people may say if we raise the tax, the economy will *go bad* → *worsen* (*replace*), and in fact, this is true. But we have to think about the future of Japan. The government thinks that if we raise the tax suddenly, it may harm the economy, so they will raise it more gradually. *Now* → *At the moment* (*replace*) the consumption tax of Japan is 5 percent, and they will raise it to 8 percent at first. I think it will lessen the damage on the economy.

Raising the consumption tax may hit the poor's family budget because the price of → *the* (*insert*) necessities of life influences it. But it will not be *so big trouble* → *very troublesome/so severe* (*replace*) if we take *an* → *some* (*replace*) appropriate action. So the government suggests that they will give some kind of financial aid to the poor. It will help them to consume and the economy will not *go such bad* → *go* (*replace*).

Some people may say that we do not need to raise the tax immediately, but we cannot delay it because the Japanese society is one of the most aged societies. According to the Ministry of Internal Affairs and Communications, the percentage of Japanese people who are 65 years old and over is estimated to be 26.0 percent in 2015. Because of that, we need a great deal of money for the social security system. The Japanese national budget for the social security system will be more and more big in the near future. We need to assemble a huge amount of money efficiently. Raising the consumption tax is the most efficient way *to do* → *of doing* (*replace*) that.

We have no time to hesitate. When we *see* → *look at* (*replace*) the survey of public opinion conducted by Kyoudoutsushin-sha in August 2012, we notice that nearly half of the examinees agree with the tax increase. It may be because they have perceived that our future would disappear without raising the consumption tax. *How* → *What* (*replace*) do you think? Do you think the finances of our country are stable? It is time to endure the hardships.

Sample display (error tag & modify tag)

Tax or Collapse!(Revised2)

Japan is facing a big problem now. Surprisingly, the sum of Japan's debt is twice as much as *its GDP and* bigger than that of Greek. Our country needs more money *in particular* for reconstructing the Tohoku district, *improving/expanding the social security system*. So the Japanese Government *has suggested/proposed* that *the consumption tax should be raised* to 10 percent by 2015. I think *there must be many people who* do not want the consumption tax *to be raised*. In my opinion, however, we should *comply with the government if we want to improve the quality of our lives*.

Some people may say *that, if the tax is raised*, the economy will *worsen*, and in fact, this is true. *However, we need to think* about the future of Japan. The government thinks that if *the tax is raised* suddenly, it may harm the economy, so they *propose raising* it more gradually. *At the moment Japan's consumption tax of* is 5 percent, and *the plan is first to raise* it to 8 percent at first. I think *this* will lessen the damage on the economy.

Raising the consumption tax may hit the *family budget of the poor* because the price of *the necessities of life will be affected* by it. *Nevertheless, this* will not be *very troublesome/so severe if/as long as some* appropriate action *is taken*. *Consequently* the government suggests that they will give some kind of financial aid to the poor. It will help them to *continue buying necessary consumer goods, and, as a result*, the economy will not *go deteriorate to the extent that it otherwise might*.

Some people may say that we do not need to raise the tax immediately, but we cannot delay it because the Japanese society is one of the most aged societies. According to the Ministry of Internal Affairs and Communications, the percentage of Japanese people who are 65 years old and over is estimated to be *reach* 26.0 percent in 2015. Because of *this, a great deal of money will be needed from* the social security system. The Japanese national budget for the social security system *become bigger and bigger* in the near future. *We/The country, therefore, need to amass* a huge amount of money *in as efficient a way as possible*. Raising the consumption tax is the most efficient way *of doing that*.

We have no time to hesitate. When we *look at* the survey of public opinion conducted by Kyoudoutsushin-sha in August 2012, we notice that nearly half of *those questioned* agree with the tax increase. *They* may be because they have perceived that our future would disappear without raising the consumption tax. *What* do you think? Do you think the finances of our country are stable? It is time to endure the hardships *for the sake of the future*.

What is possible?

- **Analysis about essays' feature**
(learners' feature, error classification)
- **Error analysis, Expression analysis**
- **Construction of learners' (error) corpus**
- **Development corpus search system**

2. Findings<1> -Misuses of Prepositions-

- Choosing the correct preposition : one of the major difficulties for learners



[TUFS_32_2012]



(1) The insides of trains **of** Japan are ideal, because they are air-conditioned in the summer and heated in the winter.

‘Of’ and ‘-NO’

- The most frequent : incorrect use of the preposition ‘of’
→ oversimplified translation from Japanese ‘Noun-1 *no* Noun-2’ ?
(N1) (N2)

(2) 日本の 電車の 中

nihon-no densha-no naka

Japan-GEN. train-GEN. inside

‘the insides **of** trains in Japan’

★ ‘*no*’ : connecting a nominal modifier and a noun (i.e. *nihon-no* modifies *densha*)

- ‘*no*’ displays various semantic connections

- The most frequent error pattern : ‘of’ to be corrected as ‘in’

Table 1: Misused ‘of’ in our corpus

Trains **in** Japan 😊

error

revision

number of errors

the most frequent

Trains **of** Japan ☹️

of



| | | |
|----|---------|----|
| 1 | in | 35 |
| 2 | ∅ | 16 |
| 3 | for | 14 |
| 4 | about | 13 |
| 5 | at | 5 |
| 6 | within | 4 |
| 7 | during | 3 |
| 8 | on | 3 |
| 9 | to | 3 |
| 10 | from | 2 |
| 11 | between | 1 |
| 12 | by | 1 |
| 13 | on / in | 1 |
| 14 | with | 1 |

22

total

103

- The opposite is also true : many misused 'in', where 'of' was actually correct

during the long time in the

Edo period ☹️

Table 2: Errors to be revised as 'of'

during the long time **of** the Edo period 😊

| | error | revision | number of errors |
|----|--------------|--------------------------|------------------|
| 1 | in | the most frequent | 21 |
| 2 | ∅ | | 17 |
| 3 | about | | 7 |
| 4 | for | | 3 |
| 5 | at | | 2 |
| 6 | from | → of | 2 |
| 7 | to | | 2 |
| 8 | around | | 1 |
| 9 | on | | 1 |
| 10 | that | | 1 |
| | total | | 57 |

<2> Repetition and Omission of the Subject

- Repetition of the subject at the beginning of sentences:
 - e.g. “My brother, he is a doctor.”
 - -- My brother is a doctor.
 - -- My brother, who is a doctor, is...
 - -- My brother, a doctor, is ...
- Omission of the subject in adverbial clauses:
- e.g. Since lecturing at the Tokyo University of Foreign Studies, I have often invited foreign exchange students...
 - Since I started lecturing at TUFS, I’ve often had the chance

Present tense for Habits versus the 1st Conditional and Adverbs of frequency

- e.g. Every time these exchange students arrive in Japan and settle down,
 - -- I will invite them to my house.
(我会請留学生来我家、我就会邀請他們来我家)
 - -- I invite them to my house.
 - -- I always invite them to my house.
 - -- I often invite them to my house.
- e.g. Every time I look back and remember my student life in a foreign country,
 - -- I always think of the time I visited my teacher.
 - -- I think of the time I visited my teacher.

Present tense for Habits versus the 1st Conditional and Adverbs of frequency

- E.g. Professor Tan publishes a lot of famous books on the study of Linguistics in English, Chinese, and Japanese. Every time he gave me one of his books, he would write down...
 - Every time he gives me one of his books as a present, he will write down, “Keiko, make haste slowly.”
 - Every time he gave me one of his works as a present, he would inscribe the words, K-chan, make haste slowly.
 - Every time he gave me his works, he wrote down the line below himself, “make haste slowly.”
 - Every time he gave me his works, he used to write “K-chan, make haste slowly” on it.
-

2. Findings<3> Some Examples of Difficulties in Japanese-English Translation

— with reference to the essay,
『おもてなしの文化』

Japanese

- 私は、東京外国語大学で、台湾大学、英国リーズ大学そして北京大学外国語学院からの交換留学生の指導教員もしています。
- * Japanese often implies what is imagined to be understood by the reader. This is not so of English.

English

- → **One of my roles** at Tokyo University of Foreign Studies is that of supervisor for exchange students from Taiwan University, Leeds University in the U.K. and the School of Foreign Languages, Peking University.

Japanese

お寿司が苦手な人もいる
ので、中国点心とサンド
イッチがあれば**安心**です。

- * Rather than translating directly (i.e. ‘it is a relief’/ ‘I can have an easy mind’) the negative rendering of the same idea in English is more natural.

English

→ Although some people do not like sushi, if there are Chinese dumplings and sandwiches, **there is [I have] no need to worry.**

Japanese

- そしてなによりも、「先生の家で楽しく食卓を囲んだ」という鮮明な**印象**が、どんな豪華なレストランにも勝る、留学生活の大切な思い出として一生残るかもしれない、と思います。
- * Different interpretation of the term**印象**. This cannot always be translated as 'impression' in English.

English

- → Moreover, what I think is more important than anything is the fact that the novel **experience** of “having had an enjoyable time together sitting around the table at their professor’s house” surpasses any lavish meal at a restaurant, and may become a precious memory of studying abroad, which will remain with the exchange students their whole lives.

Japanese

- 私は、20代から30代にかけて、北京、上海、ロンドン、台湾に留学したことがあります。
- Tense: Japanese learners of English tend to want to translate 日本語の「... ことがある」by means of the present perfect, as ‘... have + past participle’. This is not always correct. → *I have studied in ... In English, where a specific time is indicated, the present perfect is not used.

English

- → When I was in my twenties and early thirties, I myself **had the opportunity of studying [I myself studied]** in Beijing, Shanghai, London and Taiwan.

Japanese

- 今、懐かしく**思い出す**
のは、先生方のお宅に
招かれ、おもてなしを受
けた**思い出**です。
- * It is not possible to
'remember a memory'
in English.

English

- → Of all my memories
of studying abroad,
what I still now
「**remember** most fondly,
are **the occasions** [**recall**
most fondly are **the**
memories of] when I
was invited to the
homes of my professors,
and the warm
hospitality I received.

Japanese

- 論文指導は、大学に隣接する宿舎に住んでいらっしゃるご自宅の書斎兼寝室で行われました。
- * Postmodification of relative clauses in English
→ Adjectival modifiers in Japanese stand before the nouns being modified, whereas they come after the noun in English.

English

- → supervision of students' theses would be conducted in their private bedroom-cum-study in the university lodgings adjoining the university building, where they lived.

- 論文の個人指導は、蒲団がロールケーキのように巻かれ、整えられて長椅子と化した胡先生のベッドに座って行われました。
- * Postmodification of relative clauses in English → Adjectival modifiers in Japanese stand before the nouns being modified, whereas they come after the noun in English.
- → An individual guidance session on a student's thesis would be conducted seated on Professor Hu's bed, which, with the bed cover rolled up like a Swiss roll, was turned into a sofa.

Japanese

- 蒸したての八宝飯の「やさしく、柔らかく、幸福な甘さ」は、忘れることができません。
- * Different concepts of 'sweetness' in Japanese and English

English

- → I will never forget the 'gentle, delicate, blissful sweetness' of that freshly steamed *babaofan*.

Japanese

- その後、中国料理店で、
八宝飯をみつけると、
必ず注文し、胡先生の
おもてなしを思い出す
のです。
- * Necessity of inserting
emphatic adverbs in
English

English

- → Thereafter,
whenever I go to a
Chinese restaurant and
find *babaofan* on the
menu, I 「always order it
[always make a point of
ordering it], and recall
the kind hospitality
which Professor Hu
extended to me.

3. Future Plans

- Enrichment of the data (continue collecting learners' writing data + revision)
- Adding error information (append tags to the text)
- Developing the analysis
- Collaboration with multiple institutes (both data collection and analysis)

References

<日本語>

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Thank you for your attention !



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