

# Comparison of Errors among Academic Majors:

Analyses of an English Dictation Survey Focusing on Conversational Situations

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## 1. Introduction

Japanese learners, like all learners of English as a foreign language, have very few chances of using the target language in their daily lives and public education. They lack the opportunities to encounter the language in real life, to understand it and use it to make meaning themselves, and to practice it and firmly learn it. They are equally less exposed to useful and practical vocabulary and grammatical structures. They, indeed, are less competent in recognizing them when being used around them. It is thus incumbent upon policy makers, innovators, and teachers, to create opportunities and to encourage learners to make the best use of them to augment and to bring to life the language they learn in class.

The recent 2017–2018 revision of the Education Ministry's guidelines for school curricula saw an increase and revival in vocabulary and grammatical features (present perfect progressive, subjunctive, interjection, etc.) taught in junior and senior high school English classes (Mochizuki, 2018). Mochizuki points out that the vocabulary learnt in school drastically increased to 4,000–5,000 words (600–700 in elementary school, 1,600–1,800 in junior high school, and 1,800–2,500 in senior high school) from a 2009 total of about 3,000 words. It is also pointed out that classes should be taught communicatively, with less emphasis on prescriptive grammar. It is thus assumed that current students acquire a larger vocabulary, and are more intensively trained in listening and

speaking, compared to students who studied by the former curricula.

The Institute for International Business Communication (IIBC, 2018) publishes data of their TOEIC Listening and Reading Tests, such as the number of applicants by major and school year together with mean scores. From their data, there appear to be differences between the scores among different majors. As for college freshmen, linguistics and humanities majors scored the best at the higher 400s, and non-English majors tend to score less at the lower 400s. Linguistics and humanities majors improve their scores as they proceed with their studies, whilst students in other departments tend to remain constant or even have a decline. Thus, from the IIBC (2018) data, it can be inferred that English skills are affected by study time, lesson content, and lesson frequency.

Listening and dictation exercises are often conducted in English classes. However, the whole picture of how well the students really understand the contents of what they heard is yet to be elucidated. In the Japanese English classrooms, content comprehension in listening and speaking activities is not sufficient. There is also an imbalance of activities within and among lessons. For example, there are many situations in which dictation is conducted, but does not go beyond perceiving and picking up the sounds. It is also a problem when the activities are neither appropriate nor effective for learners, according to their ability and capability.

## 2. Previous Studies

It has been suggested that beginners have more difficulty processing continuous input and that they are thus subject to more substantial errors (Ushiro & Sakuma, 2000; Oyama, 2007). In the model proposed by Ellis (2008, p. 423), explicit knowledge is important throughout language processing from input to output. In second language acquisition, where learners do not have enough implicit language knowledge, they must make use of explicit knowledge. Without such knowledge to monitor the language processing process, learners cannot efficiently comprehend the input and thus cannot formulate a suitable output.

In the course of language processing from listening to dictation, there are multiple components the input stimuli go through. In the diagram proposed by Levelt (1993, p. 2), three elements comprise the process from acoustic input to articulated speech output. Concerning our survey, and with regard to the processing from listening to dictation, speech sounds as input must be processed successfully and decoded or parsed

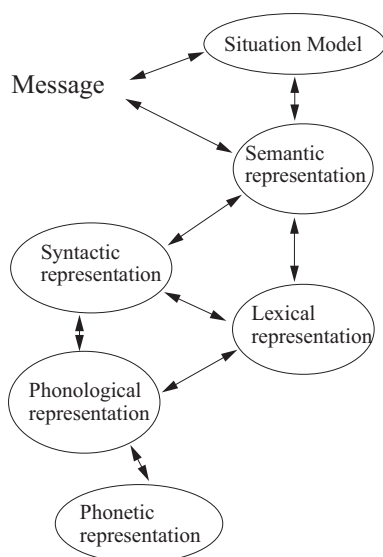


Figure 1. Elements of spoken language (adapted from Pickering & Garrod, 2004, p. 177)

phonetically and grammatically. The parsed message must be conceptualised to comprehend the intended meaning, and the comprehended meaning must be encoded to formulate a well-formed structure suitable to write down as output. Within this process, it can be assumed that the difficulty with Japanese English learners' dictation arises in the initial element of language processing. Before they can conceptualise, failure in lexical selection, phonological decoding, and grammatical decoding makes it impossible for the conceptualiser to process the inferred intention. Ssali, Akatsuka, and Doi (2019) therefore suggested the importance of the trinary elements of listening skills: lexicon, phonology, and grammar. Pickering and Garrod (2004) likewise suggest a model that shows the interrelated and inter-complementary nature of lexicon, phonology, and syntax among other elements (Figure 1).

As for dictation analyses, Ssali, Akatsuka, and Doi (2018, 2019) found the following. Among dictational errors, there were many cases where the students could not identify the words within strings of speech sounds. There were also cases in which students divided up single words, such as *work* and *shop* for *workshop*. They also tended to hear only stressed syllables, *late* for *delayed*, for example. Other errors involved the linking or assimilation of phonemes or weak forms of function words. It is clear, therefore, that prosodic changes that occur within the spoken language pose problems to speech sound processing.

Oiwa and Akatsuka (2019) conducted a survey in which the results of dictation, comprehension, and composition quizzes were compared. They found that even when a student had a correct answer in the dictation quiz, it did not necessarily mean that they understood its meaning accurately. They also found that students had more difficulty in composition than in dictation. This suggests that it is not only a problem of speech sound recognition and perception, but it is also a matter of vocabulary and grammatical understanding.

From their error analyses, they found that students could comprehend the meaning of relatively easy sentences, even when they did not have the correct answer for the dictation quiz. However, there were quite a lot of blank answers as a whole, which suggests that the students could not pick up the words and thus could not proceed to meaning procession.

The survey by Oiwa and Akatsuka (2019) only deals with single sentences, and it does not refer to sentences where the situation and condition can be conveyed, such as in conversations. Thus, if the students had been given quizzes where the context could be understood, sound perception, intelligibility, and difficulty might have changed. In that survey, it was found that there was a difference of scholastic performances among the English majors, and this could have influenced dictation scores. Thus, it can be predicted that the outcome of surveys will alter with the English ability and learning environment of those surveyed.

Furthermore, Ueda (2013) suggests that students can cope with longer dictation tasks by utilising their vocabulary and grammatical knowledge. Ueda (2013, 2015) also points out that instruction methods devoted to dictation are beneficial for middle-level learners scoring 166–330 out of 445 in the TOEIC Listening Test.

From this background, the main purpose of this study was to verify the following:

- (1) When given two different dictation quizzes (with and without easily comprehensible contexts), is there any difference in difficulty for Japanese EFL learners?
- (2) Is there any difference in scores among learners from different academic majors?

### 3. Research Design

#### 3.1. The Participants

The participants in this survey consisted of Japanese students at three universities. In the survey, two types of dictation quizzes were conducted to suit the need for the first research

question. Therefore, students who did not take either one of the quizzes were excluded from the analyses.

To suit the need for the second research question, English majors at a private University A, non-English majors at private University B, and students (mainly in the medicine and pharmacy departments) at a public University C, took part. The following table shows the derivation value information on the entrance examination difficulties (*hensachi*) calculated in 2019 by three major university preparatory tutoring schools, provided here to identify the approximate scholastic performances of the participants.

	University A	University B	University C
Kawaijuku	45–50	47.5	57.5–67.5
Tōshin	51–53	50	66–69
Benesse – Sundai	48–55	46–48	72–76

Students were asked prior to the survey whether they had the intention to participate. Only quiz answers from those who said they were willing to participate were analysed. This made a total of 95 students: 40 first and second-year English majors from University A, 40 second-year non-English majors from University B, and 15 first-year non-English majors from University C.

#### 3.2. The Method

The first dictation quiz comprised 10 single sentences without any given context. The same quiz used for the Oiwa and Akatsuka (2019) survey was adopted. However, problem #1 in their quiz was omitted to make the quiz 10 questions. See Appendix A for the complete set of questions for the first dictation quiz. The targeted sentences were chosen because they each have a somewhat basic sentence structure and constitute some distinction of phonetic minimal pairs. Also, the dictation problems had 5–6 words each, as the length of the sentence and memory faculty may have an influence on the students' performance. The targeted sentences were recorded by a native

American English speaker at a moderately natural speed. The procedure of the first dictation quiz was as follows.

First, the students listened to the recorded sentences with 10-second interval pauses, while writing down the dictated answers. They then listened to the recording again, this time with 5-second pauses. The second listening was for the students to double-check their answers, and correct them if necessary. All the recorded sentences were electronically pre-arranged with all interval pauses, so that all the participants had the same conditions with regard to the length of the pauses.

The second dictation quiz comprised 10 sentences in conversation forms. Two conversations were taken from a college textbook for first level English (JACET Listening Study Group, 2009). The first conversation takes place on an aeroplane (p. 58), and the second involves initiating a date (p. 98). See Appendix B for the set of questions for the second dictation quiz. The dictation problems had 5–6 words each. The CD recordings that come with the textbook were used for this quiz. Ten-second and 5-second interval pauses were electronically pre-arranged, so that the same procedure as the first quiz could be followed. Pauses were inserted after the sentence with the targeted segments, so as not to divide up any sentences.

Each quiz was then graded with a maximum of 30 points. Each sentence was graded on a scale of one to three, with 10 dictation problems each amounting to 30 points. If the student seemed to have perceived the sentence correctly, points were not deducted for spelling errors.

#### 4. The Results

##### 4.1. Statistical Analyses

The following results were processed statistically using IBM SPSS Statistics 25 for Windows. First, one-way ANOVA was calculated to consider the differences

of the first no-context dictation quiz among the three universities: University A ( $N = 40$ ,  $M = 10.07$ ,  $SD = 5.41$ ), University B ( $N = 40$ ,  $M = 4.10$ ,  $SD = 2.81$ ), and University C ( $N = 15$ ,  $M = 17.53$ ,  $SD = 3.54$ ). The result demonstrated statistically significant differences among the three groups ( $F(2, 92) = 59.19$ ,  $p = .001$ ). Multiple comparisons demonstrated that University C scored significantly higher than A and B, and that University A scored significantly higher than University B (see Figure 2).

Next, one-way ANOVA was calculated to consider the differences of the second conversational dictation quiz among students from the three universities: University A ( $N = 40$ ,  $M = 15.43$ ,  $SD = 3.94$ ), University B ( $N = 40$ ,  $M = 10.50$ ,  $SD = 3.26$ ), and University C ( $N = 15$ ,  $M = 22.87$ ,  $SD = 2.80$ ). The results demonstrated statistically significant differences among the three groups ( $F(2, 92) = 70.22$ ,  $p = .001$ ). Multiple comparisons demonstrated that University C scored significantly higher than A and B, and that University A scored significantly higher than University B (see Figure 2).

Also, in order to consider the correlation between the two quizzes, the correlation coefficient was calculated. The result demonstrated that there was a correlation ( $r = .84$ ) at the 1% level between the first no-context dictation quiz ( $N = 95$ ,  $M = 8.74$ ,  $SD = 6.29$ ) and the second conversational dictation quiz ( $N = 95$ ,  $M = 14.53$ ,  $SD = 5.51$ ).

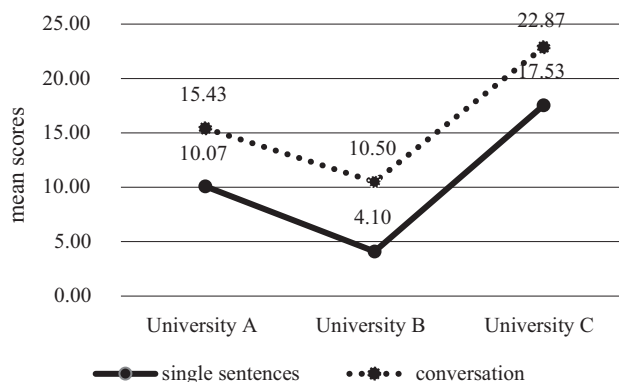


Figure 2. Comparison between the two quizzes

Therefore, it can be assumed that the single sentence quiz and the conversation quiz both tested a similar dictation ability. Finally, the score difference between the two quizzes was considered, and it was revealed that the scores for the second quiz were significantly higher than those for the first quiz ( $t(95) = 16.57, p < .01$ ).

#### 4.2. Error Analyses

In the preceding section, the quiz scores of the students and their correlation were analysed statistically. In this section, actual errors will be presented.

##### 4.2.1. Single Sentences

Many errors were seen regarding function words and affixes of grammatical functions. Contracted words such as *not* in *hasn't* and *mustn't*, or *would* in *she'd* were also subject to errors. As for phonemic minimal pairs, *vote* with a [v] was often mistaken as *boat* with a [b]. A common error involved syllable boundary: *career* [kə'ɪə] with a diphthong being quite often mistaken as *Korea* [kə'ɪ.ə] with two separate vowels in different syllables. This, however, may also be attributed to the typically Japanese tendency to pronounce *v* as *b*, and to pronounce *Korea* in a sound close to *career*.

As for grammatical items, the perfective as in *Nancy hasn't registered*; the *not* and its contracted *n't* form in negative sentences; and prepositional phrases, as in *for the spring semester*, were subject to common errors. Also, grammatical affixes were often left out including the *-ed* for past and past participle and *-s* for present-tense third-person singular. In addition, pragmatic, idiomatic, or collocational errors were found, such as *vote to* mistaken as *vote for*.

As seen above, the same tendencies as the findings from Oiwa and Akatsuka (2019) were found, especially for English majors at University A. Thus, for an extensive account of the errors, readers are advised to consult their discussion. Similar tendencies were seen for non-English

majors at University B but with more frequent blank answers. Those at University C also follow the same tendency where they make any errors.

##### 4.2.2. Conversations

Ssali et al. (2018, 2019) have pointed out problems regarding listening skills in their sequential surveys. Weak forms of function words and linking between words were among the problems that often resulted in errors, which was also the case in the above-mentioned error analysis of the single sentence dictation quiz. Error analysis for the conversation dictation quiz was conducted from the viewpoint of competency in vocabulary, grammar, and phonology. Data according to #1, #6, #8, and #10 in our second dictation quiz will be discussed below because they display the characteristic weakness of Japanese learners, and of our survey subjects (see Appendix B for the exact target sentences).

Question #1 is presented here as representing assimilation and fusion of speech sounds, where the words *thought* [θɔ:t] and *you* [ju:] come together to make [θɔ:ʃu]. Only two of all participants (2.11%) could get a perfect answer. Nine (9.47%) answered *I thought you are Japanese* being an error in that the tense is different, while two others could get *thought you* but had other errors. This makes a total of 13 students (13.68%) who could realise the fusion between *thought* and *you*, which is still a small portion of the participants. The most frequent error for question #1 was *I ... Japanese* with 10 students (10.53%), in which these students only could comprehend the first and last words of the sentence.

Question #6 represents the weak form of function words, in this case, the preposition *of*. Only six (6.32%) produced a perfect answer. There is one more student who could make out the preposition *of*, making a total of seven students (7.37%) who got it right. The commonest error was the version without *of* with 19 students (20.00%), followed by nine (9.47%) who only

could perceive the first words of the sentence *I've never*. Although being less frequent, a quintessential error for University B was committed by six (6.32%) of those who heard the word *for*, which could be a fragment of the actual word in the sentence: *before*.

Question #8 involves grammatical knowledge and weak forms of function words. Ten students (10.53%) could answer correctly. Common errors included those with *that* missing ( $n = 15$ , 15.79%), *at* missing ( $n = 8$ , 8.42%), or both *that* and *at* missing ( $n = 7$ , 7.37%).

Question #10 tests the grammatical and pragmatic knowledge of the pattern *look forward to -ing*. There were 11 correct answers (11.58%). The commonest error committed by 16 students (16.84%) was one without the gerundive (*-ing*) ending. The second commonest answer was *I'm looking for ...* with the rest of the sentence missing ( $n = 13$ , 13.68%). The appearance of the proposition *for* in this error is another instance of a word fragment occurring in a beginners' dictation answers. There are 51 more of the *for* fragments in the students' answers, which make this error a substantial one with a total of 64 students (67.37%) making the same error.

Students from each university had a distinct characteristic in the errors they made. English majors at University A tended to comprehend partial elements of the sentence and write in the vocabulary they are familiar with. They were therefore prone to making grammatical errors. Non-English majors at University B tended to write down only what they could actually hear, creating nonce words here and there. They also tended to leave blanks or write partial answers. Students at University C did not make many grammatical or vocabulary errors. Even when they made errors, they tended to make use of their wide range of extended vocabulary and choose words that would best fit the grammatical and contextual conditions. From the above, it can be concluded that students at Universities A and B resorted to their ears and wrote down what stood

out in their minds without understanding the sound alterations, whereas those at University C accurately utilised their knowledge of vocabulary and grammar to comprehend the incoming string of speech sounds.

## 5. Discussion

In this survey, the scores of a dictation quiz involving simple sentences and another involving conversations were compared to see if there were any differences when given or not given an easily comprehensible context, and if there were any differences in scores among different levels of English and scholastic proficiency.

As for the first research question, the scores of the quiz without a given context were significantly lower than the scores of that with context. Therefore, our assumption that dictation problems within a conversation would be easier than those within simple, independent sentences was confirmed. Thus, it can be presumed that the given contexts serve as clues to the dictation exercises, where students can fill in the gaps from their grammatical and background knowledge.

As for our second research question, the scores for students from University C were significantly higher than those from the other two, and those for University A were significantly higher than those for University B. This gives the following inequation, confirming our original assumption: public University C > private University A English majors > private University B non-English majors. In data provided by IIBC (2018), linguistic majors scored higher in the listening section; however, overall scholastic ability and particularly the knowledge of grammar and sufficient vocabulary seems to play a larger role than being an English major. Concerning vocabulary, when there is an error, students with higher proficiency tend to settle on words more phonemically and orthographically proximate to the actual answer, whilst those with lower proficiency tend to go for easier words.

Our error analyses suggest the following

points. The overall performance for #1 was not so good, with *thought you* making an assimilation and merging into a single [ʃ] sound. Also, in many cases, the initial [θ] sound, absent in Japanese, was substituted by [s]. Those answers with *search* or *such* seem to derive from these two factors. It is proposed that the rate of correct answers might rise when the following word was changed to a different one without an initial [j] (H. Iyoda, pers. comm., 26 Aug. 2019); it could be said that one of the two factors dissolved will lower the chance of substitution.

Many students could not answer #6 correctly, where the preposition *of* in the phrase *heard of it* appears as a reduced single [ə], itself linking with the following pronoun *it* to make [hədəvɪt̪]. English has a rhythm. And where there is a repetition of strong and weak syllables and reduction and linking occur within this rhythm, Japanese EFL students tend not to process the string of speech sounds successfully. They also tend to delete the reduced [ə].

In #8, *at* was often left out in *(be) good at tennis*. This seems to be because of the unreleased plosive [t̚] of *at* merging with the [t] in *tennis*. Even when this happens, there should be a reduced [ə] for *at*, thus making this another example of [ə] deletion. Also, for #8, there were false answers with a different word that does not actually appear in the recordings heard, such as *play* in association with *tennis* or *idea* in association with *good*. This might be attributed to the students' knowledge of collocations, *play tennis* or *good idea* both being well-formed and commonly used sets of words. Many students just could not give a correct answer for #10 leaving out the gerundive *-ing*, even though *looking forward to -ing* is a fixed expression learnt in high school. Although they acknowledge the expression as a grammatical entry they have already learnt, they delete the grammatical suffix when they process the incoming sounds.

These 'Slips of the Ear', as Field (2004) calls them, occur when different elements not

present in the Japanese language arise repeatedly throughout the string of speech sounds to be processed. Yet, it must be borne in mind that "it is not always easy to determine with certainty the cause of a slip" (p. 267).

From the viewpoint of second language acquisition, the participating students' challenges lie in the balance between 'syntactic representation', 'phonological representation', and 'lexical representation' within the elements of speech sound processing conceptualised in the aforementioned figure of Pickering and Gaddo (2004). The suggestion by Oyama (2007) and Ushiro and Sakuma (2000) that beginners have more difficulty processing input continually was also verified. In our current survey, the non-English majors with less vocabulary and grammatical knowledge tended to leave blank or partial answers, suggesting that they depended on their ears and had difficulty with processing. The students with high proficiency, on the other hand, could make use of their balanced knowledge of grammar, vocabulary, and phonology.

From all the above, it would be advised that understanding of grammar and content be provided before going on to dictation activities in order to achieve better results.

## 6. Conclusion

The results of the present research show that there is a difference in difficulty between dictation quizzes that provide no explicit context and those that provide easily comprehensible contexts. From the error analysis, it was revealed that there was a difference in scores among the different majors (or perhaps learning levels). However, the number of syllables in each question were not considered in the present research, where this could have an influence on the outcome. Also, as the error analysis presented here is a limited one, a more comprehensive analysis is recommended for future studies. As quiz scores varied across universities and majors, instructional approaches and materials best feasible for each diverse type

of students awaits to be devised; another area of possible future research.

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#### Appendix A: Set of isolated statements for the first dictation quiz (targeted parts in bold)

1. **I'll talk with the student advisor** about the matter.
2. **She'd like to see the movie** tomorrow.
3. She **began her career as a teacher**.
4. Nancy **hasn't registered for the spring** semester yet.
5. I'm sure **he is going to vote for Mary**.
6. **I doubt the train has already** left.
7. **I couldn't repair the car** without the proper tools.
8. John **seldom comes to class** late.
9. You **mustn't visit her unless you** are invited.
10. You **shouldn't have changed your original** idea.

#### Appendix B: Set of questions for the second dictation quiz (targeted parts in bold; consult JACET Listening Study Group, 2009, pp. 58 & 98, for the actual conversations)

1. **I thought you were Japanese**.
2. **I'm thinking of taking a trip** to Japan next summer.
3. What is the weather in Japan like **at that time of year?**
4. **Could you speak more slowly**, please?
5. **How's the weather in Japan** in summer?
6. **I've never heard of it before**.
7. **What do you have in mind?**
8. **I'm not that good at tennis**, but I like the outdoors.
9. I haven't had a **chance to go on a cruise** because I've been busy with my studies.
10. **I am looking forward to seeing you**, Kazu.



**Appendix C: Samples of actual errors seen in students' quiz answers**

	Students' Answers for #1	A Univ.	B Univ.	C Univ.	Total
<b>A</b>	<b>I thought you were Japanese</b>	0	0	2	2
1	I Japanese	3	6	1	10
2	I thought you are Japanese	2	0	7	9
3	I your Japanese	2	1	0	3
4	I that you Japanese	2	1	0	3
5	I watch you Japanese	2	1	0	3
6	I such a Japanese	1	2	0	3
7	I got you Japanese	2	0	0	2
8	I'm sarching Japanese	2	0	0	2
9	I'm that you Japanese	2	0	0	2
10	[BLANK ANSWERS]	1	1	0	2
11	I	1	1	0	2
12	I sarch a Japanese	1	1	0	2
13	I sarch a Japanese	1	1	0	2
14	I such you Japanese	1	1	0	2
15	I such your Japanese	1	1	0	2
16	Are about you	1	0	0	1
17	I seach you are Japanese	1	0	0	1
18	I seached Japanese	1	0	0	1
19	I search are you Japanese	1	0	0	1
20	I surch your Japanese	1	0	0	1
21	I sush in Japanese	1	0	0	1
22	I that you are Japanese	1	0	0	1
23	I thought she was Japanese	1	0	0	1
24	I thouht you a Japanese	1	0	0	1
25	I watch Japanese	1	0	0	1
26	I watched you Japanese	1	0	0	1
27	I'd the you Japanese	1	0	0	1
28	I'll got your Japanese	1	0	0	1
29	I'm such a Japanese	1	0	0	1
30	Is you a Japanese	1	0	0	1
31	You are look the Japanese	1	0	0	1
32	I a Japanese	0	1	0	1
33	I you are Japanese	0	1	0	1
34	I falt your Japanese	0	1	0	1
35	I far Japanese	0	1	0	1
36	I found Japanese	0	1	0	1
37	I from Japanese	0	1	0	1
38	I have Japanese	0	1	0	1
39	I look like Japanese	0	1	0	1
40	I sarch Japanese	0	1	0	1
41	I satch Japanese	0	1	0	1
42	I search Japanese	0	1	0	1
43	I search you Japanese	0	1	0	1
44	I serch Japanese	0	1	0	1
45	I sorch Japanese	0	1	0	1
46	I such	0	1	0	1
47	I such Japanese	0	1	0	1
48	I such you are Japane	0	1	0	1
49	I surch Japanese	0	1	0	1

50	I thought you're Japanese	0	1	0	1
51	I'll Japanese	0	1	0	1
52	I'll see that Japanese	0	1	0	1
53	Im seat yoss Japanese	0	1	0	1
54	I find to Japanese	0	0	1	1
55	I judged you Japanese	0	0	1	1
56	I search your Japanese	0	0	1	1
57	I though you are Japanese	0	0	1	1
58	I've thought you are Japanese	0	0	1	1
59	I sach is Japanese	0	0.5	0	0.5
60	I sach with Japanese	0	0.5	0	0.5
		40	40	15	95

	Students' Answers for #6	A Univ.	B Univ.	C Univ.	Total
<b>A</b>	<b>I've never heard of it before</b>	1	0	5	6
1	I've never heard it before	11	2	6	19
2	I've never	3	6	0	9
3	I've never heard before	5	1	0	6
4	I've never heard	3	2	0	5
5	I never	2	1	0	3
6	I'm never	0	3	0	3
7	I've never before	1	1	0	2
8	I've never befor	1	1	0	2
9	I've never hold	1	1	0	2
10	I've never heard the word before	1	0	1	2
11	I never	0	2	0	2
12	I'd never heard it before	1	0	0	1
13	I'm never fowlden before	1	0	0	1
14	I'm never hardly before	1	0	0	1
15	I'm never heard at before	1	0	0	1
16	I'm never holding before	1	0	0	1
17	I've neber holliday ehold	1	0	0	1
18	I've never hear that before	1	0	0	1
19	I've never heard than before	1	0	0	1
20	I've never heard that before	1	0	0	1
21	I've never herd	1	0	0	1
22	I've never here it before	1	0	0	1
23	never for	0	1	0	1
24	[BLANK ANSWER]	0	1	0	1
25	I am never	0	1	0	1
26	I have never for	0	1	0	1
27	I never been here before	0	1	0	1
28	I never hard	0	1	0	1
29	I'm	0	1	0	1
30	Im ever for	0	1	0	1
31	I'm never for	0	1	0	1
32	I'm never before	0	1	0	1
33	I'm never hard	0	1	0	1
34	I'm never hardrent for	0	1	0	1
35	I'm never hart of befor	0	1	0	1
36	I'm never holded	0	1	0	1
37	I've never	0	1	0	1
38	I've never have	0	1	0	1

Comparison of Errors among Academic Majors (Ssali, Akatsuka & Doi)

39	I've never heard for	0	1	0	1
40	I've never her	0	1	0	1
41	I've never hold before	0	1	0	1
42	I've never hotter and better	0	1	0	1
43	I've never been heard before	0	0	1	1
44	I've never heard about it before	0	0	1	1
45	I've never heard before	0	0	1	1
		40	40	15	95

Students' Answers for #8		A Univ.	B Univ.	C Univ.	Total
<b>A</b>	<b>I'm not that good at tennis</b>	6	0	4	10
1	I'm not good at tennis	0	6	9	15
2	I'm not that good tennis	5	3	0	8
3	I'm not good tennis	3	4	0	7
4	I'm not good at tennis	5	0	0	5
5	I'm not	0	3	0	3
6	I'm not good at play tennis	2	0	0	2
7	I'm not good at play tennis	2	0	0	2
8	I'm not that good play tennis	1	1	0	2
9	I'm not the good tennis	0	2	0	2
10	I'm not good at playing tennis	0	0	2	2
11	I not	1	0	0	1
12	I'm no good tennis	1	0	0	1
13	I'm not tennis	1	0	0	1
14	I'm not at good tennis	1	0	0	1
15	I'm not good a tennis	1	0	0	1
16	I'm not good that tennis	1	0	0	1
17	I'm not have good a tennis	1	0	0	1
18	I'm not it good that tennis	1	0	0	1
19	I'm not play tennis	1	0	0	1
20	I'm not that could tennis	1	0	0	1
21	I'm not that couldn't tennis	1	0	0	1
22	I'm not that good a tennis	1	0	0	1
23	I'm not that good to tennis	1	0	0	1
24	I'm not that like tennis	1	0	0	1
25	I'm not the tennis	1	0	0	1
26	I'm not there couldn't	1	0	0	1
27	[BLANK ANSWER]	0	1	0	1
28	I am not good tennis	0	1	0	1
29	I am not playing tennis	0	1	0	1
30	I don't like tennis	0	1	0	1
31	I not good tennis	0	1	0	1
32	I not good like tennis	0	1	0	1
33	I not good play tennis	0	1	0	1
34	I not the good play tennis	0	1	0	1
35	Im good tennis	0	1	0	1
36	I'm good nice	0	1	0	1
37	I'm not good play tennis	0	1	0	1
38	I'm not a good tennis	0	1	0	1
39	I'm not at good at tennis	0	1	0	1
40	I'm not good tennis	0	1	0	1
41	I'm not good idea play tennis	0	1	0	1
42	I'm not good like tennis	0	1	0	1

43	I'm not look tennis	0	1	0	1
44	I'm not that good	0	1	0	1
45	I'm not that good tennis	0	1	0	1
46	I'm not the good idea	0	1	0	1
47	I'm nota good tennis	0	1	0	1
		40	40	15	95
	Students' Answers for #10	A Univ.	B Univ.	C Univ.	Total
<b>A</b>	<b>I am looking forward to seeing</b>	0	0	0	0
<b>A'</b>	<b>I'm looking forward to seeing</b>	2	1	8	11
1	I'm looking forward to see	11	0	5	16
2	I'm looking for	1	12	0	13
3	I looking for seeing	5	0	0	5
4	I'm looking for to see	3	1	1	5
5	I'm looking for see	2	3	0	5
6	I'm looking for see	0	4	0	4
7	I'm looking for thinking	1	2	0	3
8	I looking for	1	1	0	2
9	Im looking for	1	1	0	2
10	I'm looking for thinking	0	2	0	2
11	Are you lookin for see	1	0	0	1
12	I thanks	1	0	0	1
13	I looking for a singing	1	0	0	1
14	I looking for singing	1	0	0	1
15	I looking for the	1	0	0	1
16	I'm looking for to seeing	1	0	0	1
17	I'll looking for	1	0	0	1
18	I'm looking for at thinking	1	0	0	1
19	I'm looking for to	1	0	0	1
20	I'm looking for until see	1	0	0	1
21	I'm looking for what to see	1	0	0	1
22	I'm looking for you seeing	1	0	0	1
23	I'm looking forward to seen	1	0	0	1
24	I looking sinking	0	1	0	1
25	I looking for see you again	0	1	0	1
26	I looking for thinking	0	1	0	1
27	I'm loiking for see	0	1	0	1
28	I'm lookig for to see	0	1	0	1
29	I'm looking for it thinging	0	1	0	1
30	I'm looking for see you	0	1	0	1
31	I'm looking for seen	0	1	0	1
32	I'm looking for thing	0	1	0	1
33	I'm looking for at see	0	1	0	1
34	I'm looking for seen	0	1	0	1
35	I'm looking for the singing	0	1	0	1
36	I'm looking forward to it with	0	1	0	1
37	I'm looking for at seeing	0	0	1	1
		40	40	15	95