

Analyzing L1 traces in the errors of Japanese EFL learners' written English

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Abstract:

The purpose of this paper is to analyze L1 traces in the errors of Japanese EFL learners' written English. A total of 178 essays (5978 words) written by Japanese junior college students enrolled in an EFL course were used (91 argumentative essays and 87 narrative essays). Four error types were selected which were identified as influences of L1 (Japanese), and the distribution of four error types as well as error frequency were analyzed according to the students' levels from the beginner to the pre-intermediate levels. The results showed that: 1) the distribution of errors found in the English or L2 essays reflected differences according to students' proficiency from the beginner to the pre-intermediate levels and that the choice of essay topic may be a factor; 2) in argumentative essays, errors with the sentence-initial *because* fragment are prevalent in all proficiency levels; 3) in narrative essays, the error frequency of the anomalous use of the *be* verb decreases as proficiency increases; and 4) students at the low proficiency level tend to make errors of limited error types repeatedly and did not commit errors of other error types due to their limited knowledge of sentence variations.

1. Introduction

The current study investigates how typical errors in English essay writing by Japanese students are distributed according to their English proficiency levels. It has been pointed out that errors which are assumed to be influenced by transfer from their first language (L1) persist for a long time if they are not modified in the initial stages of developing interlanguage (Seki, 2006, 2007). This paper focuses on error types in L2 (English) writing which are identified as L1 (Japanese) transfer or borrowing from L1. Both narrative and argumentative essays produced by students from three class

levels will be examined, first to determine the prevalent error types then to analyze the distribution of error types in the different levels.

We started research on general English education for our junior college in 2014 (Mita et al., 2015). Since 2015, we have conducted research on several topics that reflected differences based on students' proficiency levels: self-regulated learning (Mita et al., 2016); teachers' collaboration (Mita et al., 2017); and corrective feedback in L2 writing (Mita et al., 2018). The 2018 study revealed that some of the low-proficiency students did not appreciate the native teacher's direct/indirect error correction because of a lack in English comprehension. After examining essays produced by low-proficiency students, we found that a lot of errors appeared to be influenced by their L1, particularly the topic-comment structure of Japanese. It was evident that these students require intensive instruction to help them understand the structural differences of L1 and L2 clearly and in order for error feedback by teachers to become more effective.

We will analyze some of the error types which are assumed to be influenced by L1 and constantly committed by students from junior high school until their college years, i.e., the anomalous uses of the copula *be* and the subordinator *because*. Based on the research results, we hope to develop effective learning materials to help students reduce errors associated with L1 influence.¹⁾

2. Previous studies

2.1. Anomalous use of copula *be*

2.1.1. [X *wa* Y] (L1) = [X *be* Y] (L2) type error

In discussing the influence of L1 in L2 learning, Corder (1992) recommends the use of the word “borrowing” instead of “transfer” or “interference” since the latter terms are not “carefully redefined” (p.19). As the study of L2 progresses and interlanguage develops, erroneous borrowing from L1 decreases (Corder, 1992, p.28). Still, if the interlanguage is not developed enough, errors occur due to incorrect judgments on how and to what extent the L1 features can be borrowed.

The correspondence of a copula sentence between Japanese and English is tricky. In the examples below, the direct translation of (1a) and (2a) are both acceptable, wherein the topic-comment structure of Japanese corresponds with the subject-predicate structure of English.

- (1) a. [Kare] -wa [totemo isogashii] (topic-comment structure, Japanese)
 Topic Topic Marker Comment
 He very busy
 b. He is very busy. (correct direct translation of (1a))
 c. [He] [is very busy]. (subject-predicate structure, English)
 Subject Predicate
- (2) a. [Karera] -wa [sutekina fuufu da] (topic-comment structure, Japanese)
 Topic Topic Marker Comment
 They a nice couple
 b. They are a nice couple. (correct direct translation of (2a))
 c. [They] [are a nice couple] (subject-predicate structure, English)
 Subject Predicate
- (cf. Yamauchi & Uchida, 2011, p.47)

Such examples may cause beginner level students to think that the topic-comment structure of Japanese is similar to the subject-predicate structure of English. Thus, they tend to make direct translations of L1 into L2 carelessly, which result in sentences such as the following examples:

- (3) a. [Shoogatsu] - wa [isogashii] (topic-comment structure, Japanese)
 Topic Topic Marker Comment
 New year busy
 b. *New year is busy. (erroneous direct translation of (3a))
 c. [We] [are very busy in the new year]. (subject-predicate structure, English)
 Subject Predicate
- (4) a. [Watashi] -wa [haado sukejyuu da] (topic-comment structure, Japanese)
 Topic Topic Marker Comment
 I hard schedule
 b. *I am hard schedule. (erroneous direct translation of (4a))
 c. [My schedule] [is tight]. (subject-predicate structure, English)
 Subject Predicate

(cf. Yamauchi & Uchida, 2011)

The statement in (3b) is the erroneous direct translation of (3a), in which the subject noun-phrase (NP) is not grammatically or semantically related to the predicate in English. In (4b), we see the erroneous direct translation of (4a) wherein the subject's condition is described by the NP, which is not an acceptable structure in English (Yamauchi & Uchida, 2011).

The combination of X and Y in [X *be* Y] in English is strictly controlled by its argument structure and semantic categories, while in Japanese, “the topic selection is independent of the verb,” and “the speaker has considerable freedom in choosing a NP regardless of the meaning of the verb” (Shibata, 2006, p.1). Shibata comments that the similarity of Japanese and English copular sentences “camouflages” the topic marker *wa* as the subject marker (p.4), and this demonstrates that “Japanese EFL learners assume that any topicalized NP freely comes to the subject position regardless of their semantic relationship to a lexical verb in English as occurs in their L1” (p.23).

Seki (2007) also observed in her study that junior high school students in the lower proficiency group continued to commit typical errors after a year due to the topic-comment structure language, and referring to Matsui (1979) and Rutherford (1983), she argues that such L1 interferences remain until they become college students.

We call the error type described above the “Be-basic” error type, i.e., an error created by borrowing [X *wa* Y] in L1 (Japanese) into L2 (English) as [X *be* Y]. From the students’ essays, we managed to extract specific types of Be-basic errors which are explained below, and used some of these types for our analysis.

2.1.2. Heavy-subject error

The ‘heavy-subject’ error occurs when the subject of a *be*-verb sentence is a clause without a noun-clause marker. Rutherford (1983) identified that heavy-subject errors are used by Mandarin speakers with low English proficiency, but Seki (2007) found this type of error in essays by Japanese junior high school students in all levels of proficiency.

- (5) a. *[I’m alone to go many country] is little worrying.
- b. *[I meet many birds around the world] is my dream.

(Seki, 2006, p.188)

Yamauchi and Uchida (2011) offered the following samples as typical examples of treating the *be* verb like the topic marker *wa*.

- (6) a. *My favorite movie is Tonarinetotoro. [I watched a movie] is four weeks ago.
(Heavy subject)
b. It was four weeks ago that I watched the movie. / I watched the movie four weeks ago. (correct English)
- (Yamauchi & Uchida, 2011, p.48)

Yamauchi and Uchida (2011, p.48) also give the following examples in which the predicate part is “heavy”:

- (7) a. *Because convenience store is [various commodities are sold].
b. *The story is [a girl encounters a kidnapping, and a diplomat solves a case]

In essays used for our survey, this last error type was found in only 4 cases among the narrative essays, and none in the argumentative essays, so it is not included in our analysis.

2.1.3. Serial-verb error

This error occurs when the *be* verb is inserted between the subject and the ordinary verb.

- (8) a. *I’m study hard in English and other subjects. (Seki, 2007, p.98)
b. *Japanese are like rice. (=Japanese like rice. Tono, 2006, p.137)

Yamaguchi and Uchida (2011) also gives examples such as “*is excites me, isn’t drink, is sounds good, am enjoy, am agree, am belong*” (p. 50-51). Tono (2007, p.138) notes that this grammatical error type persists from the first year of junior high school up to the third year of senior high school. We call this the “serial-verb” error type in our research.

According to Seki (2007, p.97), although the errors with the anomalous use

of copula are still highly frequent in essays of low- and middle-level students after they move up from the 1st to the 2nd year, the number of the Be-basic error decreases whereas the number of the heavy-subject and the serial-verb types increases, which may indicate that the students overcome the error of copula in the beginner level.

2.2. Anomalous use of the subordinator *because*

Another error type which we selected for our research is a sentence fragment beginning with the subordinator *because*. Kobayashi (2009) analyzed this type of error using corpus data of essays written by students in the junior high school, senior high school, and university levels (9,848 essays in total). He reported that the use of the sentence-initial *because* as a fragment prevails in the work of students all through junior high school to college, accounting for more than 80% of the total use of *because* fragments in essays by junior high school students (93.10%), high school students (88.31%), and college students (83.03%). In other words, the use of the sentence-initial *because* is erroneous in nearly all cases (p. 15).

Kobayashi (2009) argues that this type of error is influenced by L1, since the fragment structure is acceptable in Japanese. As seen below, (9b) as the direct translation of (9a) is grammatically correct as a full Japanese sentence, while (9a) is an erroneous fragment in English except for such cases as replying to a ‘why’ question in spoken register (p.17).

(9) a. *Because I like summer. (the sentence initial *because* fragment)

b. Nazenara watashi-wa natsu-ga suki desu. (correct Japanese sentence)

Because I summer like

Tono (2007, p.92) also observes a high frequency of the sentence-initial *because* in corpus data of 10,038 essays produced by junior high school students and high school students: 77.2% of the total usage of *because* in essays of junior high school students and in 54.7% of essays by high school students are sentence-initial *because* constructions. For our survey, we call this type of error (i.e., *because* in the sentence-initial position of subordinate clause which lacks a main clause) the “*because* fragment” error type.

Kobayashi (2009) provides the following examples as specific cases of the because error type wherein the *because* fragment is followed by a coordinate clause, or an *if* clause.

- (10) a. *Because I like reading, and reading is very good thing. (followed by a coordinate clause)
- b. *Because if we learn English we could expand our own world. (followed by an *if* clause)

In essays for our survey, the error shown in (10a) was found only once in the essays on the topic, “hometown” and none for the topic, “favorite places.” Also, errors such as (10b) did not appear at all in the essays, so we did not include it in our analysis.

3. Research question

How are L1-influenced errors in L2 writing distributed according to the students’ English levels?

4. Method

4.1. Participants

The participants are all first-year Japanese female students from Department A in a junior college in Tokyo, mostly aged 18, who were admitted in 2016 and in 2017. They took the standardized English placement test (ELPA, full score: 300) in April and were required to take a general English course jointly handled by a native English teacher and a Japanese teacher in the fall term of their freshman year, from September to January the following year. The average scores of the tests were about the same in both 2016 (130.72) and 2017 (133.71), each of which was about 20 points below the average score of college students in Japan (around 150). The students of Department A were placed into classes of three levels according to their scores on the placement test, and the three levels were used for our survey: High, Middle, and Low. Table 1 shows the average placement test scores of the participants who produced the essays. It must be noted that the label “High” does not indicate the students’ absolute proficiency but simply means a higher level than those in the Middle and Low levels. All participants

are basically classified into beginner to pre-intermediate levels (CEFR Level A1, A2). For our research, we collected argumentative essays produced by the students in 2016 on the topic, “favorite places,” and narrative essays produced by students in 2017 on the topic, “hometown” and used these for our analysis.

Table 1 *Average Test Scores of Students According to Levels*

	Topic: Favorite places		Topic: Hometown	
	n	Average Score	n	Average Score
High	32	158.6	30	161.5
Middle	32	128.5	30	129.7
Low	27	105.0	27	109.9
Mean	—	130.7	—	133.7

Note. The total score of the placement test: 300.

4.2. Procedure

4.2.1. Essay instruction and topics

A writing test was administered in the first session of the native teacher’s class in both 2016 (“favorite places”) and 2017 (“hometown”). Each was a 10-minute freewriting test with the following instructions:

Argumentative essay topic (“favorite places”): *Please write about where you would like to visit. Why or why not? Give three reasons.*

Narrative essay topic (“hometown”): *Write about your hometown, giving examples about the local people, food, festivals, famous places, etc.*

The prompt of the argumentative topic “favorite places” was made intentionally to elicit students’ reasons for their choice of place. The topic “hometown” was chosen for the simple reason that it is typically used in narrative essays.

4.2.2. Error types

We focused on four error types. The first three types (Be-basic, Heavy-subject, and Serial-verb) are anomalous uses of copula *be*, and the last one is the anomalous use of subordinator *because*.

- 1) Be-basic: the [X *wa* Y]=[X *be* Y] error type excluding 2) and 3)
- 2) Heavy-subject: the subject of the *be*-verb sentence is a clause without a noun clause marker
- 3) Serial-verb: the *be* verb is inserted between the subject and the ordinary verb
- 4) *Because* fragment: *because* is in the sentence-initial position of a subordinate clause which lacks a main clause

Examples of each error type extracted from students' essays are shown in Table 2.

Table 2 *Examples of Each Error Type*

Error Type	Example
1. Be-basic	The place is a lot of visitors. My hometown is many mountains.
2. Heavy-subject	Ryugasaki City has very cute character is "Mairyu." I like Yokohama Places is MinatoMirai.
3. Serial-verb	Takeshi was lived in Nerima. People who wearing nice kimono are often enjoy site seeing weekend.
4. <i>Because</i> fragment	Because I want to study English there. Because I like food in Hokkaido.

4.2.3. Error frequency

There are several ways of measuring accuracy in L2 writing, which are listed comprehensively in Polio & Shea (2014), e.g., holistic scale, error free T-units/total T-units, error free clauses/total clauses, errors/T-units, errors/words, errors/100 words, etc. The number of errors divided by words is the formula used for calculating error frequency in the studies of Ashwell (2000), Chandler (2003), Storch (2005), Storch (2009) and Truscott & Hsu (2008), as introduced in Polio & Shea (2014). We followed this measurement for error frequency as adopted by Chandler (2003) in his study that uses data with mostly Asian participants.

In the survey for this study, a total of 178 essays on the two topics, "favorite places" (91 essays) and "hometown" (87 essays) were used. The data size was 2973

words (“favorite places”) and 2955 words (“hometown”), while the average length was 32.65 words (“favorite places”) and 32.47 words (“hometown”). The data size and average length according to students’ proficiency levels are shown in Tables 3 and 4.

Table 3 *Data Size and Average Length of the Argumentative Essays (“favorite places”)*

	n	Data Size	Average Length of Essay
High	32	1183	36.97
Middle	32	921	28.78
Low	27	869	32.19
Total	91	2973	—

Table 4 *Data Size and Average Length of the Narrative Essays (“hometown”)*

	n	Data Size	Average Length of Essay
High	30	1228	38.38
Middle	30	838	26.19
Low	27	889	32.93
Total	87	2955	—

5. Results

The error types and number of errors committed in the argumentative essays (“favorite places”) are shown in Table 5 according to the students’ level of proficiency, and Table 6 shows data for the narrative essays (“hometown”) respectively.

Table 5 *Errors in the Argumentative Essays (“favorite places”)*

	Be-basic	Heavy-subject	Serial-verb	Because fragment	Sum
High (n=32)	3	0	2	26	31
Middle (n=32)	8	0	9	29	46
Low (n=27)	2	0	0	16	18
Total (n=91)	13	0	11	71	95

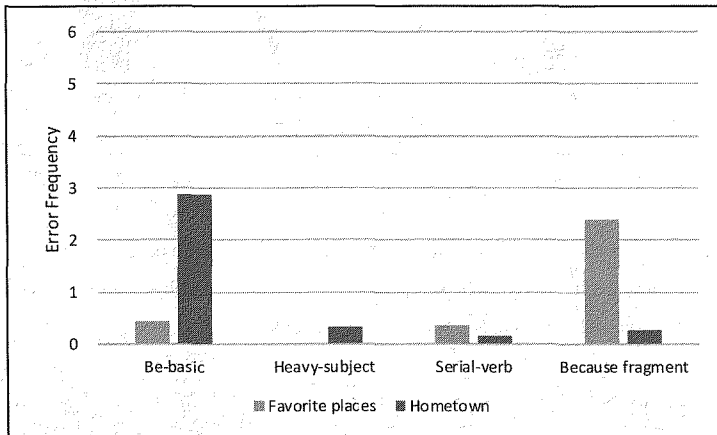
Table 6 *Errors in the Narrative Essays ("hometown")*

	Be-basic	Heavy-subject	Serial-verb	<i>Because</i> fragment	Sum
High (n=30)	14	5	1	4	24
Middle (n=30)	22	2	1	3	28
Low (n=27)	49	3	3	1	56
Total (n=87)	85	10	5	8	108

Table 7 presents the error frequency (errors for every 100 words) of the four error types in essays by the students in all levels. Figure 1 illustrates the error frequency data based on Table 7.

Table 7 *Error Frequency of the Four Error Types for Each Essay Topic*

	"favorite places"	"hometown"
Be-basic	0.437	2.876
Heavy-subject	0	0.338
Serial-verb	0.370	0.169
<i>Because</i> fragment	2.388	0.271
Total	3.195	3.655

Fig 1 *Error Frequency of the Four Error Types for Each Essay Topic*

In Table 8, the error frequency and standard deviation (SD) of the four error types in the argumentative essays (“favorite places”) are seen according to the different levels. Figure 2, meanwhile, illustrates the error frequency data presented in Table 8.

Table 8 Error Frequency and SD of the Four Error Types in the Argumentative Essays (“favorite places”)

	Be-basic		Heavy-subject		Serial-verb		Because fragment	
	Frequency	SD	Frequency	SD	Frequency	SD	Frequency	SD
High (n=32)	0.224	0.725	0	—	0.137	0.564	2.650	2.613
Middle (n=32)	0.696	1.321	0	—	1.290	3.144	3.122	3.093
Low (n=27)	0.390	2.026	0	—	0.000	0	1.898	3.369
Mean	0.437	—	0	—	0.476	—	2.557	—

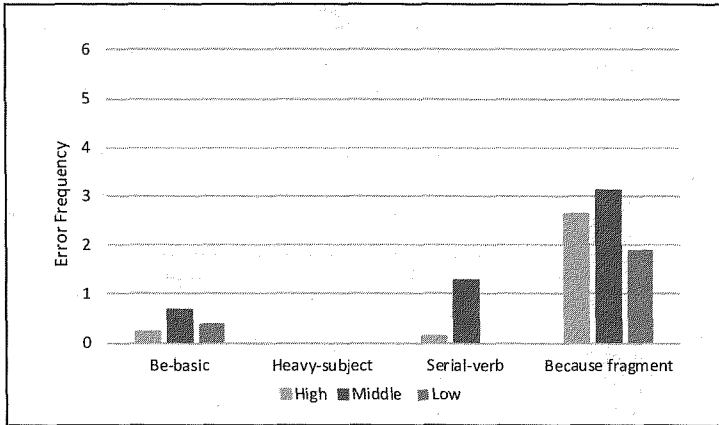


Fig 2 Error Frequency of Error Types in the Argumentative Essays (“favorite places”)

Table 9, on the other hand, shows the error frequency and SD of the four error types for the narrative essays (“hometown”) according to the different levels while Figure 3 illustrates the error frequency data of Table 9.

Table 9 Error Frequency and SD of Error Types in the Narrative Essays ("hometown")

	Be-basic		Heavy-subject		Serial-verb		Because fragment	
	Frequency	SD	Frequency	SD	Frequency	SD	Frequency	SD
High (n=30)	1.32	2.296	0.33	0.930	0.10	0.553	0.20	0.550
Middle (n=30)	3.33	4.426	0.33	1.273	0.08	0.445	0.44	1.412
Low (n=27)	5.29	6.046	0.28	1.443	0.13	0.469	0.00	0.000
Mean	3.31	—	0.31	—	0.10	—	0.21	—

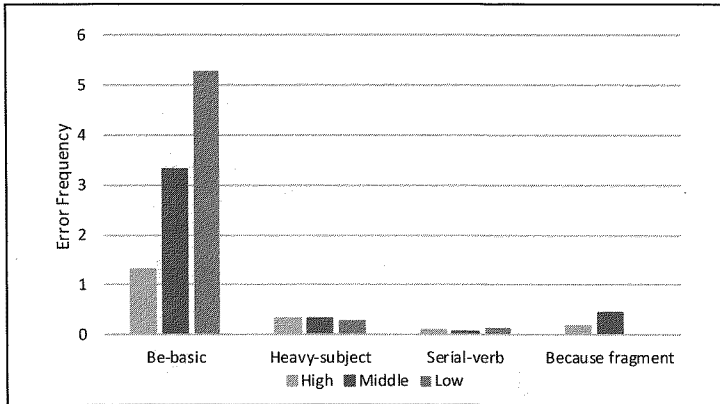


Fig 3 Error Frequency of Error Types in the Narrative Essays ("hometown")

In Table 10, the error rates of the four error types for each essay topic are indicated and broken down according to level (for similar analyses, see Seki, 2007; Kitamura, 2011). Figures 4 to 6 illustrate the error rates shown in Table 10.

Table 10 Error Rates of Error Types in Each Essay Topic

	High (%)		Middle (%)		Low (%)	
	"favorite places"	"hometown"	"favorite places"	"hometown"	"favorite places"	"hometown"
Be-basic	7.4	68.0	13.6	79.5	17.0	92.9
Heavy-subject	0	16.8	0.0	8.0	0	4.9
Serial-verb	4.5	5.2	25.3	1.9	0	2.2
Because fragment	88.0	10.0	61.1	10.6	83.0	0
Total	100	100	100	100	100	100

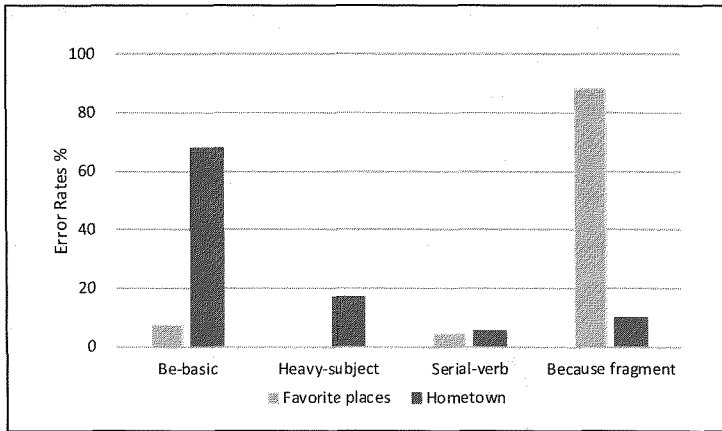


Fig 4 Error Rates in Essays Produced by High-level Students

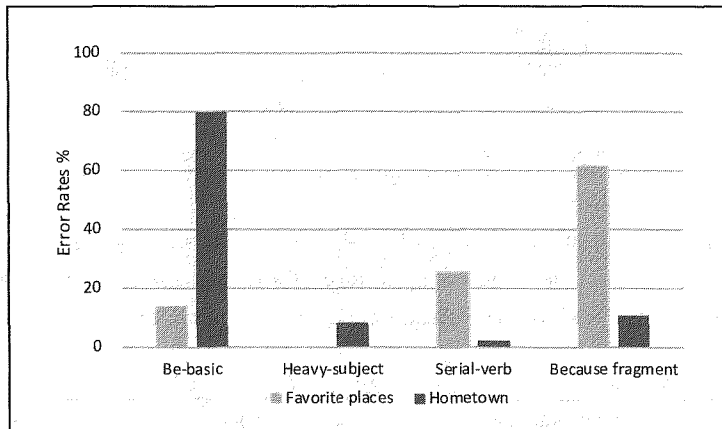


Fig 5 Error Rates in Essays Produced by Middle-level Students

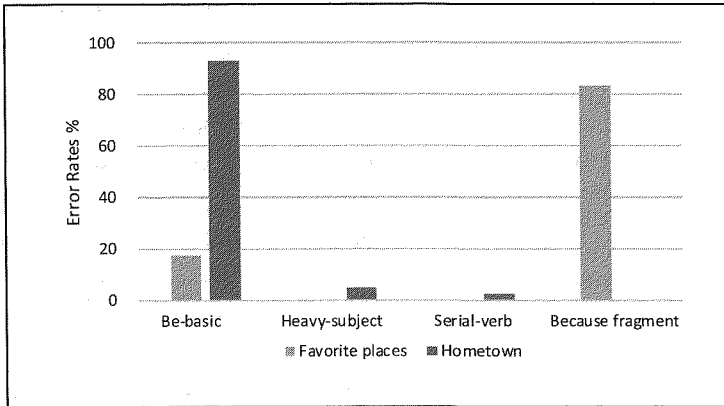


Fig 6 Error Rates in Essays Produced by Low-level Students

6. Discussion

We investigated the typical error types in L2 writing brought about by L1 influences that were prevalent in the essays and how they were distributed according to students' proficiency levels. Upon examination of the differences in distribution of error types in both argumentative and narrative essays by students in all levels, it is not surprising to find that errors of the *because* fragment type occurred very frequently, understandably because the argumentative essay topic was intentionally assigned to elicit students to write down their reasons for choosing their favorite place. The data in Table 7 and Figure 1 thus indicate that the error frequency of this type is extremely high in the "favorite places" essays (2.388) as opposed to the one for "hometown" essays (0.271).

As for the error frequency of the narrative essay topic, "hometown," Table 7 and Figure 1 show that the error frequency of the Be-basic type is very high (2.876) as opposed to the one in "favorite places" (0.437). Also, errors of the Heavy-subject error type were found only in the narrative essays and not in the argumentative essays.

Comparing the results of the argumentative essays according to students' proficiency levels, the error frequency data of the four error types presented in Table 8 and Figure 2 indicate a relatively high frequency of the *because* fragment type errors in the essays of students across the three levels. However, a closer comparison of the

three levels reveals that the error frequency of the *because* fragment type in the Low level group is the lowest (1.878), in contrast to the High level (2.650) and the Middle level (3.122). Further examination of the essays by students at the Low level reveal that lower error frequency of the *because* fragment type does not necessarily mean the students' ability to correctly use the subordinator *because*. On the contrary, quite a few students did not use subordinators or even phrases for expressing reasons at all.

Students at the Middle level committed errors of the *because* fragment type for 29 times in total, compared with students at the Low level (16 times). It appears from their writing that the Middle level students tried to respond to the essay requirement to supply their reasons for their choice of place, but they ended up committing the same errors as the Low level students because they did not know how to create sentence variations for expressing their reasons. The following are samples from essays by the Low and Middle level groups:

Sample 1 (Low level): I want to Okinawa. I want to swimming the sea. I want to eating local food. I want to go to shopping.

Sample 2 (Middle level): I want to visit in Hawaii. Because I love Japanese airtists went to in Hawai. I want to visit in Hokkaido. Because I want to eat many seafood. I want to visit in Okinawa. Because I was very happy that went to it a first time.

These results offer some pedagogical suggestions as to what kind of instruction should be provided for writing assignments such as argumentative essays, specifically: 1) the importance of learning and using different phrases for expressing reasons; 2) sentence variations in expressing reasons; and 3) the correct use of the subordinator *because*.

On the other hand, the error frequency data for the narrative essays in Table 9 and Figure 3 show that the error frequency of the Be-basic error type increases in inverse proportion to students' proficiency levels, going from the High level (1.32) to the Middle level (3.33) and to the Low level (5.29). Students at the Low level produced errors of the Be-basic error type multiple times in their narrative essays: 7 out of 27 students committed errors of this type more than three times and as many as eight times

per essay. The following is a sample from an essay which contains seven errors of the Be-basic type.

Sample 3 (Low level): Kawagoe is “Tokinokane”. Tokinokane is many history. Kawagoe is “Kashiwayokocho”. Kashiwa yokocho is food and garakuta. So, Kawagoe is “Hikawa jinja”. Hikawa jinnja is Huurin. It comes many people. It is very exciting!! So, October is “Kawagoe maturi”.

Comparing Figures 4 to 6 reveals that there are fewer variations in error types for students at the Low level. The two error types with extremely high frequency among these students are the Be-basic type in the “hometown” essays (92.9%) and the *because* fragment type in “favorite places” (83.0%). In contrast, there were no such errors for over 80% of students at the Middle level, and only one error type (*because* fragment) for students at the High level (88.0%). It signifies that students at the Low level possess very limited knowledge of sentence variations in describing their favorite places or hometown in English, which leads to the repeated use of same error types. This is similar to the findings of Seki (2007), who reported that the L1 transfer in the low proficiency groups is distinguished by the dominance of literal translation and the anomalous use of copula, while the high proficiency learners constructed more difficult, complex sentences, shifting from direct transfer to more diversified types.

Hinkel (2009) asserts that the language use in L2 essays are significantly affected by the writing topic, while Spaan (1993) argues that it does not affect writing quality. Our results show that, for students from the beginner to pre-intermediate levels, the choice of topics significantly affects both error types and error frequency in essays. From a pedagogical point of view, this suggests that topic selection should be carefully considered for writing tasks and that students should be given variety in writing which could include both argumentative and narrative essays or other types as necessary. This could help instructors when identifying typical errors in writing and thus enable them to provide more adequate instruction and materials in L2 writing appropriate for the students’ English level.

7. Conclusion

Our present study highlighted the following four points: (1) There are differences in the distribution of errors found in L2 essays according to students' proficiency levels, from beginner to pre-intermediate. It was also determined that the choice of the writing topic was a factor in the types of errors students committed.

(2) In the students' argumentative essays, errors of the sentence-initial *because* fragment are prevalent in all proficiency levels. (3) In the narrative essays, the error frequency of the anomalous use of the copula *be* decreases as proficiency increases. (4) Students at the low proficiency level tend to make errors of limited error types and did not commit errors of other error types because they possess limited knowledge of sentence variations.

Determining the types of L1-influenced errors students make and examining the prevalence and distribution of errors among the different levels have led us to recognize the value of providing our students with writing tasks that offer variety in terms of topic selection and writing style (argumentative, narrative, etc.), and introduce variation in expressing ideas, e.g. when describing or giving reasons. These also offer hints to teachers for giving students more specific and effective instruction and feedback in L2 writing, as well as for preparing level-appropriate material to help them to overcome these L1-influenced errors.

Only a few error types in writing were covered in this study. Therefore, further research should be conducted to look into other types of prevalent errors which are also attributed to L1 influence, such as subject, verb, and object omissions, agreement, tense, and even paragraph development.

Notes

1. Odlin (2003) points out that there remains the problem of definition with language transfer, or cross-linguistic interference. Also, there are discussions and arguments on whether L1 syntactic features are transferred to L2, e.g., Fuller and Gundel (1987), Onaha (2003), Jin (2004), and Sasaki (1990), as seen in Shibata (2006).

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