Journal of Nusantara Studies 2022, Vol 7(1) 441-458
Universiti Sultan Zainal Abidin
ISSN 0127-9386 (Online)
http://dx.doi.org/10.24200/jonus.vol7iss1pp441-458

ONLINE GRAMMAR CHECKERS VERSUS SELF-EDITING: AN INVESTIGATION OF ERROR CORRECTION RATES AND WRITING QUALITY

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Received: 01.05.2021 Accepted: 20.12.2021

ABSTRACT

Background and Purpose: In order to compete with native speakers, EFL and ESL students are under more pressure to produce native-like academic papers. This has led to more reliance on online grammar checkers, but these can be ineffective with regards to identifying and giving feedback on particular grammatical forms, phrasing and issues relating to style. Language learners may not be effectively correcting these errors. Hence, this study aims to examine the effectiveness of one online grammar checker, grammarly.com, with that of self-editing.

Methodology: This case study employed a descriptive approach to data analysis. 199 essays were collected from undergraduates at four universities in Kyushu, dated from April, 2019 to January, 2020. 99 essays were proofed by an online grammar checker, while 100 essays were self-edited. The English proficiency level of the participants was at the lower to intermediate range (i.e., TOEIC 300 to a TOEIC 500). The online grammar checker *Grammarly* was utilized by all participants to minimize issues relating to feedback. In the analysis of data, the complexity, accuracy, and fluency (CAF) of the essays was assessed in order to examine the significant changes between the first and other drafts, and the types of errors produced.

Findings: Results showed that there were no significant differences found in terms of the methods of editing, although the participants who employed online grammar checkers had better results. It was also shown that there were no significant differences in terms of syntactical complexity with either method

of editing. There were fewer errors committed by the participants who self-edited, but there were no significant differences in the edited drafts with regards to errors/100 ratios, error-free clauses, and error-free clause ratios. The study showed marginal differences between the two methods of proofing but indicated that online tools can be useful for identifying certain grammatical errors.

Contributions: This paper argues that educators need to work more with EFL learners on the editorial and proofing process, but online grammar checkers may be a useful pedagogical tool to help low-proficient L2 learners.

Keywords: Writing quality, editing, online grammar checkers, proofing, syntactical complexity.

Cite as: Long, R. (2022). Online grammar checkers versus self-editing: An investigation of error correction rates and writing quality. *Journal of Nusantara Studies, 7*(1), 441-458. http://dx.doi.org/10.24200/jonus.vol7iss1pp441-458

1.0 INTRODUCTION

As universities around the world have been trying to move beyond standardized markers for performance like Teaching of English as Foreign Language (TOEFL) or Test of English for International Communication (TOEIC) test scores into more performance-based tasks such as presentation and writing skills, students (and even instructors) have also found that the need for more grammatical accuracy is essential. Most journals, conferences, and company reports have little time for editing and proofing one's essays or papers; therefore, more pressure is put on English as Foreign Language (EFL) learners in having near native-like compositions and to master the basic skills for quality writing (Narita, 2012). However, to identify errors relating to tone, style, mechanics, phrasing, and overall academic formatting can be quite challenging for many EFL learners, particularly when they undergo graduate programs. Technical English can be difficult for even native speakers. While common word processing software, such as Microsoft Word can help users to identify spelling and some grammatical errors, the functions are limited.

Software engineers have realized that this is an important need and market for improved feedback on spelling and grammatical accuracy in written transmissions. Therefore, over the past several years, various computer applications have been producing advanced grammar checkers that can highlight issues such as spelling, double negatives, run-on sentences, subject-verb disagreement, split infinitives, and the incorrect use of prepositions. More sophisticated checkers can offer feedback on vocabulary and style with feedback being more varied and

complex. There are also freelancer websites that are now available for further editorial commentary.

The issue arising is whether or not users will accept or ignore these suggestions. One issue relates to how well students follow the advice given by this software on the aspects relating to parts of speech, and whether or not they ignore or minimize the more complex issues relating to syntax and style. In order to answer this question, data was collected over the academic year of 2019 to 2020 from four universities in Kyushu, Japan, in which out of the 199 papers that had been collected, 99 of them were proved by an online grammar checker; that is, grammarly.com. The paper focuses on investigating the significant changes in the EFL students' first drafts and their final edited drafts over the academic year, as well as the kinds of errors identified and missed with those using grammar online checkers, and those who were self-edited. In short, the use and development of grammar checkers in Japanese EFL writing need to be examined further to evaluate the effectiveness of grammar checkers on students' writing performance.

Teaching is a challenging profession. Teachers across the world need supports as they 'grapple with the immense emotional, intellectual and social demands' of the job and cope with 'ongoing government reforms and social movements' (Day, Kington, Stobart, & Sammons, 2006, p. 614). Unfortunately, the strong need for social supports and guidance is not always adequately met by the existing sources of support.

2.0 LITERATURE REVIEW

2.1 Online Grammar Checkers

While word processing programs with built-in spelling and grammar checkers have been around since the mid-80s, online grammar checkers have become more efficient and important over the last decade. However, for a long time, grammar checkers were little more than a novelty, and reviews of grammar checkers in the 1990's expressed disappointment at the accuracy of such checkers (Cavaleri, 2016). However, as most academic writing is based on certain conventions, such as having a certain level of lexical and syntactical complexity, correct grammar and spelling, along with consistent use of verb tense is the challenge for many students to cope, especially with the learning curve that often demands them to acquire such skills fairly quickly. However, their linguistic choices may not always be relevant or correct. Myhill (2009) adds that limited linguistic development may result in an overdependence on particular features. Therefore, EFL students might rely on shorter sentence structures and simplified syntax. Further problems might relate to deciding on correct articles or prepositions

and the omission of plurals. Thus, having immediate, real-time feedback is crucial. Bitchener (2008) reveals that feedback on articles was more effective than those in a control group, and that even this level of attainment was still evident two months later.

Furthermore, in a study conducted by Ferris and Roberts (2001), 72 English as Second Language (ESL) university students' abilities were examined. The research aim was to see how they revised their texts based on comments. There were five different error categories found including verb errors, noun ending errors, article errors, word choice errors, and sentence structure errors). The success ratios of the revisions ranged from 47% (sentence structure errors) to 60% (article errors). In short, with this wider range of linguistic error categories, results showed similar significant positive effects for those groups who had received feedback. Moreover, grammar-translation has become more respectable and accurate along with websites offering grammar checkers, allowing individuals to prove their scientific work.

Nowadays, grammar checkers have both free and paid options, and others are only available by paid subscription. The attractiveness of many of these platforms is increasing among researchers and academics. Warner (2021) identifies eight of the most popular online spelling and grammar checker tools that are presently available, which include After the Deadline, Ginger, Grammar Check, Grammarly, Hemingway App, ProwritingAid, Grammar Lookup, and Language Tool. Other online checkers include Paper Rater, Spellcheck Plus, WhiteSmoke, and Textly.AI.

At the sentence level, students encounter problems with phrases and with ambiguous function words. Syntactical complexity is problematic. This was pointed out by Szmrecsanyi (2004) that complexity or the scope of the phrase or clause can be understood by either taking into account pure length, duration and size of the unit. Coffin et al. (2005) state that common grammatical errors in student writing include not putting the main verb in each sentence, ambiguous use of pronouns, lack of pronoun agreement in sentences, and inconsistent use of tenses, and problems with apostrophe usage.

2.2 Problems with Grammar Checkers

Another serious issue is that of privacy-related features, with Grammarly giving no control over privacy to its users. Grammarly has been called a keylogger because of its ability to log any information the user types on the web; furthermore, Grammarly does not value the passive voice and tries to have users eliminate it. While some online checkers like Ginger can help writers create more sophisticated sentences from simple ones, this might be more confusing for the writer as the core meaning might be distorted, or the core error might still be reflected in

the recommendation, thus distracting users with irrelevant suggestions. Warner (2021) notes that premium options are expensive and that the free versions only fix a very limited number of errors each week, and often miss many kinds of punctuation errors. Furthermore, Warner notes that many browser extensions are not very user-friendly, or do not include a plug-in for Microsoft Word, or lack any web extension or add-on options. Some software provided suggestions that were simply incorrect, and did not include detailed reports.

2.3 How Grammar Checkers Have Improved

There have been many kinds of improvements to online grammar checkers over the past few years that have gone beyond detecting spelling and grammatical errors. Software now has been able to give feedback on maintaining a consistent style and tone, as well as identifying overly wordy or difficult to understand information. Furthermore, most software allows the user to identify the audience, and the level of academic usage to better provide feedback. Explanations on errors have not only improved but also now help to prevent such errors from being repeated. More varied feedback can be obtained which then can be saved to one's personal dictionary. The interface of these checkers has improved with errors often being color-coded or highlighted more effectively. Helpful statistics are given about one's writing time and the number of words, which can come in a weekly report that can be compared to other online checkers that use the same software.

Technical innovations have also allowed for a dictionary that will ignore or correct words that may be commonly used by the individual. This dictionary can also be transformed into an application. Most checkers have free extensions for the popular browsers (Microsoft Edge, Chrome, Firefox and Safari) with translations in more than 60 languages being offered. Moreover, most checkers have an up-to-date thesaurus as well with a library of 1,500 commonly misused words being included along with plug-in options for self-hosted WordPress blogs. This allows the writer to directly publish his or her content to WordPress or Medium with the click of a button and to save their work in a cloud, giving the individual access to it from any device. Online checkers also have been able to access and check one's emails, social media posts, and any data typed online. Most free versions allow users to check up to 20,000 characters and can be set to reflect usage and spelling of American, British, Australian, Canadian, and South African English. In short, grammatical accuracy software has become more applicable and easier to use for any kind of academic writing and presentation in almost all kinds of formats and computer applications.

Considering that few high-school and university teachers or advisers have the time to provide feedback on grammar, style, and mechanics for their classes, the need for effective proofreading support is more important than ever. While the past research on grammar checkers has indicated mixed and often positive results, little is known about the effectiveness of online checkers as compared to self-checking with Japanese EFL students. In short, more investigation is needed into the kinds of errors that Japanese EFL students ignore, and to those that they pay attention to and attempt to correct. Furthermore, it is important to know the percentage of errors that are adequately corrected. This data will help put such tools into perspective for both EFL learners and instructors. Thus, the research questions are as follows:

1. How did complexity, accuracy, and fluency (CAF) change over an academic year?
2. What kinds of errors were identified and correct by both methods and what kinds of errors were missed by both methods of editing?

In short, is there a significant difference in grammatical accuracy (frequency of errors) between those who self-edit and those who use online grammar checkers?

3.0 RESEARCH METHODOLOGY

This study was designed as a descriptive case study. The following subsections describe the research participants, instruments, as well as data analysis.

3.1 Participants

There were 65 participants involved in the present study, and they were selected from four universities in Kyushu. The number of participants was distributed almost evenly, in which 14 participants were from International University of Kagoshima (IUK), 17 participants from Kyushu Institute of Technology (KIT), 13 participants from Kyushu International University (KIU), and 19 participants from Kitakyushu-city University. The participants were all first-year Japanese students, except for the two students originating from the Southeast Asian countries. Their age ranged from 18 to 20 years old. The universities selected differ in scope, size, and research focus. KIT focusses on engineering majors, whereas IUK trains students in language communication and intercultural studies. KIU, which is a private university, specializes in law, regional economics, and international social studies. Kitakyushu-city University specializes in economics, business administration, foreign studies, and

environmental engineering. These students, except for KIT students, were humanities or English majors.

3.2 Research Data

Data comprised 199 papers collected from the undergraduate students at the four universities; 99 papers were checked with an online grammar checker, and 100 by self-editing. In order to examine if additional practices had any impact, the participants from Kitakyushu-city University were requested to complete five essays over the academic year, whereas the other universities complete three essays. Besides, in order to have a consistent range of output of errors, the English proficiency level of these participants was set to a lower intermediate range (i.e., TOEIC 300 to a TOEIC 500) with students writing two-thirds of a page or a page for their essay. After the essay was edited, teachers did not comment on the essays, but feedback was given from the researcher himself. Fluency was measured by the number of words written in both the first and edited drafts, whereas syntactical complexity was measured with the number of clauses, mean length of sentence (MLT), clause per T-unit (C/T), and T-unit per sentence (T/S), and coordinate phrase per T-unit (CP/T). A web-based L2 syntactical complexity analyzer by Haiyang (2021) was used for this analysis.

3.3 Selected Software

Due to its marketing and technical support, Grammarly has become the most commonly known and used online writing support tool. Grammarly is able to identify over 250 or more types of errors in writing, structure, format, sentences, vocabulary, and wordiness. It also can provide a report, generate automatic citations, and help writers to get their text aligned with either APA, the Chicago style, or the MLA style, all of which are globally accepted by international publishers (Gain, Mahabaleshwara, & Bhat, 2019).

3.4 Data Analysis

Descriptive statistics were used in addition to regression analysis for identifying significance. A calculated trend line slope was used to estimate long-term trend changes for the data. The date in formulating the slope was calculated by measuring how a unit change in X will approximately change Y. For the second question, 65 of the first essays (collected in June) from the four universities were analyzed due to time considerations. Comparing the two sets of papers, the self-editing papers were analyzed manually as well as with an online grammar checker in order to identify the number and kinds of errors that were both identified and missed.

Similarly, the essays that were edited with an online grammar checker were analyzed in this manner as well. Tabulations were then carried out in order to identify the frequencies of errors that were both identified and corrected, and those which were missed.

4.0 ANALYSIS AND DISCUSSION

4.1 Analysis

Based on the analysis, no significant differences were found for the first research questions related to methods of editing although the users of online grammar checkers had better results, see tables 1-5 and figures 1-4.

Table 1: CAF change over an academic year

Variables	Paper 1	Paper 2	Paper 3	Paper 4	Paper 5	Slope
Accuracy	30.49	27.28	28.81	30.04	33.50	0.88
Complexity	37.75	38.22	39.87	41.69	44.50	1.70
Fluency	44.58	35.08	49.26	37.67	47.75	0.89

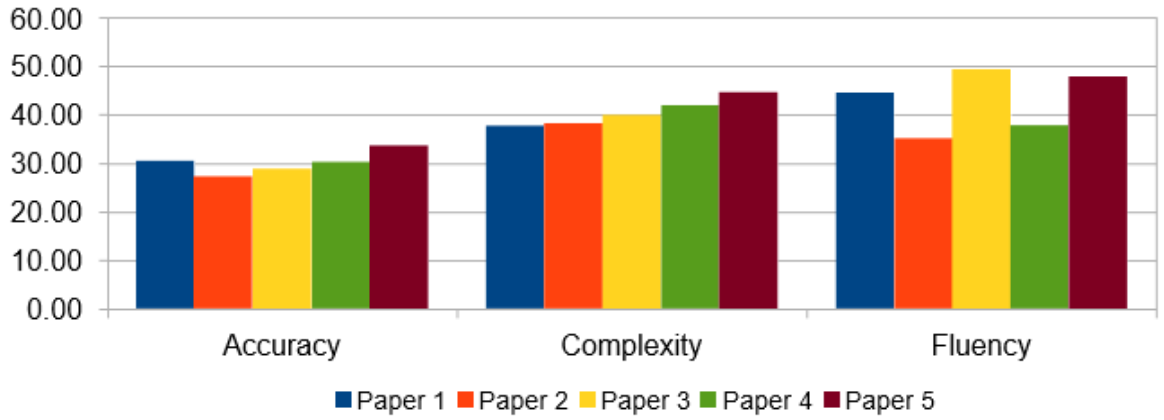

Figure 1: CAF change over the academic year

As for the second research question, of any significant changes between the first draft and edited drafts, as shown in Tables 2 and 3, that there were none.

Table 2: CAF change from the first draft to edited draft

	First Draft	Edited Draft
Accuracy	27.13	27.84
Complexity	31.29	30.19
Fluency	40.58	42.69

Variables	Paper 1	Paper 2	Paper 3	Paper 4	Paper 5	Slope
Self-editing	34.88	33.88	35.02	34.58	0	0.02
Use of grammar checker	37.43	34.61	39.68	39.35	41.19	1.23

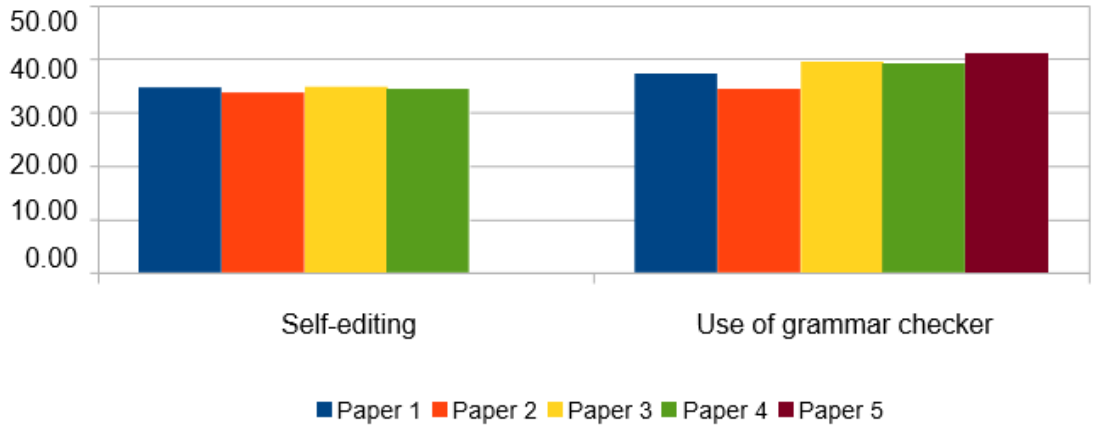

Figure 2: CAF – Editing method

As to whether or not syntactical complexity of the essays changed before and after editing, results showed that the most significant change was noticed on the variables of mean length of T-units and clauses (7.35% and 4.70%) respectively, see Figure 3.

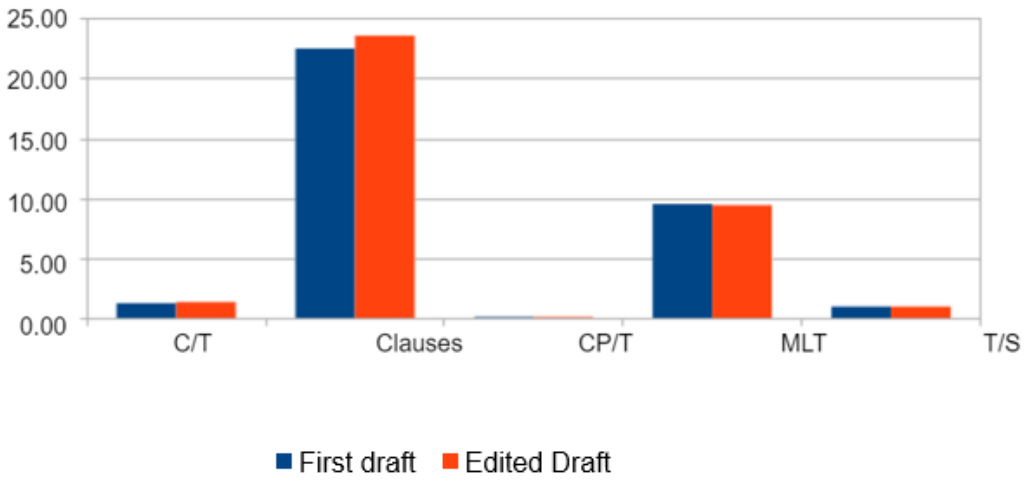

Figure 3: Syntactical complexity between drafts

As for a possible significant difference in grammatical accuracy (frequency of errors) between those who self-edit and those who use online grammar checkers, results showed no significance (see Tables 4 and 5, and Figure 4).

Table 4: CAF change – Editing method

Variable	Paper 1	Paper 2	Paper 3	Paper 4	Paper 5	Slope
First draft	35.77	34.92	36.73	37.89	42.28	1.60
Edited draft	36.41	33.53	37.73	36.83	40.11	1.07
% change	1.80%	-4.00%	2.72%	-2.79%	-5.12%	0

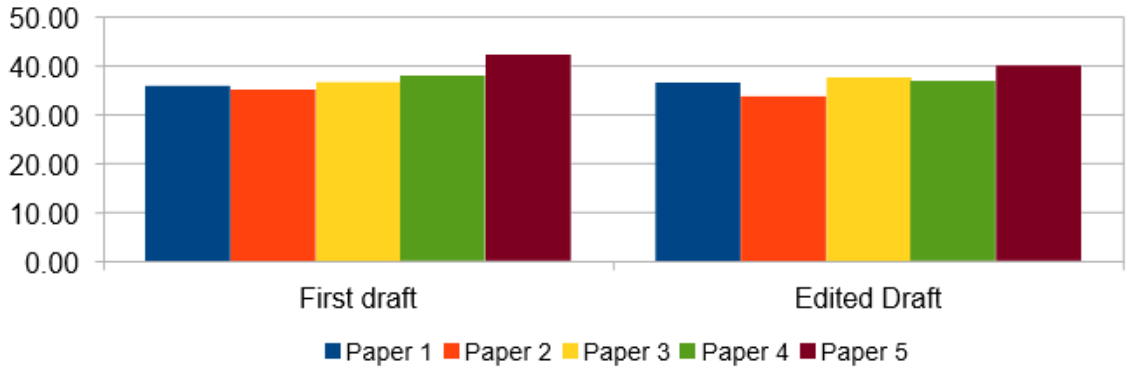

Figure 4: CAF change - Editing method

Table 5: Comparison of self-editing with the use of an online grammar checker

	Self-editing	Use of Grammar Checker
Edited draft	31.04	30.55
First draft	31.43	30.43
Error correction	98.75%	100.40%

In examining the second question concerning error identification and correction, the descriptive data in Tables 6 and 7 show that students were able to correct issues relating to spelling, article omissions, and some phrasing, but these three issues also proved to be the most problematic as well as errors relating to plurals, verb usage, and starting sentences with a conjunction.

Table 6: Errors that were identified and corrected by both methods of editing

Types of Errors	Frequency
Spelling	43
Possessive pronouns	1
Article omission (corrected)	26
Article insertion (incorrectly-used / added)	1
Verb usage / tense	2
Subject-verb agreement	12
Capital letters	10
Prepositions	5
Phrasing	27
Plurals	5
Starting a sentence with a conjunction	0
Adjective / adverb usage	0
Commas / Marks of punctuation	1

Table 7: Errors that were missed by both methods of editing

Types of Errors	Frequency
Spelling	31
Possessive pronouns	3
Article omissions	48
Article insertion (incorrectly-used / added)	8
Verb usage / tense	41
Subject-verb agreement	9
Capital letters	61
Prepositions	28
Phrasing	198
Plurals	41
Starting a sentence with a conjunction	26
Adjective / adverb usage	8
Commas / Marks of punctuation	29

It is clear that online grammar checkers has helped users to easily identify spelling errors, and often articles that have been omitted. However, the fact that these two errors are still being missed may imply that either the software is not flagging certain expressions, users are not simply not paying attention, or they are not self-edited well enough. Issues relating to phrasing can be problematic so far that corrections may lead to further correction, and that online checkers may not be sophisticated enough to identify issues relating to semantics and style. Furthermore, the fact that participants missed issues relating to capital letters (words that were incorrectly capitalized), along with starting sentences with a conjunction, or incorrectly using a mark of punctuation is also problematic.

4.2 Discussion

These results show that there were no real differences between the two types of editing, though participants using online grammar checkers did have better results. McCarthy, Roscoe, Likens, and McNamara (2019) found similar results, showing that while the availability of spelling and grammar checking did provide some improvements in regard to essay quality (i.e., conclusion, organization, voice, mechanics, word choice), other aspects were unaffected. Furthermore, these tools had no effect on holistic essay scores. Therefore, this study clearly showed that both methods of editing did address errors that were related to spelling and phrasing, and articles omissions. The errors that were missed by a large margin also included spelling, as well as

article omissions, verb usage, incorrect usage of capital letters, prepositions, and phrasing and plurals. This indicates that EFL teachers still need to help students focus on how ideas can be expressed, and to continue to focus on helping students identify these errors, as well as correct them. As for syntactical complexity, which did not change significantly from both kinds of editing, teachers should spend more time addressing syntax, and help students feel more confident with writing longer and more complex sentences. Students need more practice working with various kinds of syntactic patterns in order to express similar meaning. Furthermore, more explanation could be provided about the four types of sentences (simple, compound, complex, and compound-complex). In short, as syntax controls the meaning in any language, it is important for students to have more exposure to the grammatical arrangement of words, so that they can use, for example, adverbial and adjectival modifiers, present perfect progressive, gerunds as subjects, gerunds as a direct object or as subject complements correctly. In short, much remains to do in writing classes around the world.

5.0 CONCLUSION

This paper has found that online tools can be useful for identifying grammatical errors relating to general wording or phrasing. It remains clear that educators need to work more with EFL learners on the editorial and proofing process, but online grammar checkers may be a useful pedagogical tool to help low-proficient L2 learners. One of the more important issues that the EFL teachers need to focus on is the issue of overall sentence complexity, phrasing, mechanics, and syntax. Many grammar teachers fail to grasp how grammatical forms can cluster or influence other forms, particularly concerning verb phrasing requiring specific prepositions, and phrasal coordination that is dependent on noun clauses, etc. Furthermore, students need more exposure to writing a variety of simple, compound, and compound-complex sentences, along with various transitional signals and marks of punctuation such as colons, semicolons, brackets, dashes, and parenthetical comments. These online grammar checkers are able to flag issues of awkward phrasing or wordiness, but they are not able to identify issues relating to sentence structure, lexical or syntactical complexity. This study contributes to the university and high school students in terms of prioritizing writing classes, so that they will have more opportunities to learn the skills of editing and proofing.

ACKNOWLEDGMENT

This paper has been funded by the KAKENHI (Japanese Science Grant foundation, No.: 19K00824).

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Journal of Nusantara Studies 2022, Vol 7(1) 441-458 ISSN 0127-9386 (Online)
http://dx.doi.org/10.24200/jonus.vol7iss1pp441-458

APPENDIX

Sample Essays

First Draft	Edited Draft (Self-editing)
Paper 1 I'd like to introduce myself, my family and life's lesson. Firstly, my name is Yohei Higuchi. I'm 18 years old. I'm studying English at The International University of Kagoshima. My hometown is Taniyama in Kagoshima. I like to play sports such as tennis, badminton and swimming because it makes me more interesting and enthusiastic. Secondly, my brother name is Junpei Higuchi. He's job is teacher at elementaly school in Miyazaki. He's major field is Japanese. I respect him so I decided to become teacher. Finally, my life's lesson is There is no accounting for taste. I have a reason why I choose it. This saying gives me important things. For example , I should love others. So I choose this saying.	Paper 1 I'd like to introduce myself, my family and life's lesson. Firstly, my name is Yohei Higuchi. I'm 18 years old. I'm studying English at The International University of Kagoshima. My hometown is Taniyama in Kagoshima. I like to play sports such as tennis, badminton and swimming because it makes me more interesting and enthusiastic. Secondly, my brother name is Junpei Higuchi. He's job is teacher at elementaly school in Miyazaki. He's major field is Japanese. I respect him so I decided to become teacher. Finally, my life's lesson is There is no accounting for taste. I have a reason why I choose it. This saying gives me important things. For example , I should love others. So I choose this saying.

Syntactical Complexity	Your Evaluation	Advanced Learner (TOEIC 950)
Clause	18	40
Mean length of sentence (MLT)	8.46	15.9
Clause per T-Unit (C/T)	1.20	1.48
Accuracy Errors / 100	5/122 = 4.09	0
Error-free clauses	EFC 14 /18 = 0.77	0
Fluency (Words Written in 30 minutes)	122	430

Paper 2	Paper 2
Today, I introduce myself, my family and my friends. First, about myself. I'm Kuga Ando. I'm from Shizuoka prefecture where is famous for tea leaves and Mt.Fuji. My high school is Fujieda higashi high school where is famous for a strong soccer team and high education level. Because we were always playing soccer in P.E. class. By the way, I love tennis and origami. Now, I play tennis in tennis club in this university. My high school's tennis level was little low, but this university is very high! Now I'm excited to play with my club mates every time. When I was in kindergarten, my teacher taught me how to do origami. From that I made many origami arts. Though I can't consider to anything, but only when I do origami I can consider to one thing. Second, about my family. I have two parents, two big brothers and many cousins.	Today, I introduce myself, my family and my friends. First, about myself. I'm Kuga Ando. I'm from Shizuoka prefecture where is famous for tea leaves and Mt.Fuji. My high school is "Fujieda higashi high school" where is famous for a strong soccer team and high education level. So we were always playing soccer in P.E. class. And incredibly girls, too. By the way, I love tennis. Now, I play tennis in tennis club in this university. My high school's tennis level was little low, but this university is very high! Now I'm excited to play with my club mates every time. I also love origami because when I was in kindergarten, my teacher taught me how to do origami. From that I made many origami arts. Though I can't consider to anything, but only when I do origami I can consider to one thing. Second, about my family. I have two parents, two big brothers and many cousins. My brothers, including me, like kinds of cat animals. My

Clause	18
Mean length of sentence (MLT)	8.46
Clause per T-Unit (C/T)	1.20
Accuracy Errors / 100	5 errors / 122 = 4.09
Error – free clauses	14 error free clauses / 18 = 0.77
Fluency	122

My brothers, including me, like kind of cat animals. My biggest brother's name is Taiga derives from tiger. My bigger brother's name is Reo derives from lion. And my name is Kuga derives from cougar. Finally, about my friends. I have about 30 friends in this university. My friends are quite characteristic. For example, loves anime, loves idol, loves programing and so on. I'm very happy now because I can live with these friends. Complexity	biggest brother's name is Taiga derives from tiger. My bigger brother's name is Reo derives from lion. And my name is Kuga derives from cougar. Finally, about my friends. I have about 30 friends in this university. My friends are quite characteristic. For example, loves anime, loves idol, loves programing and so on. I'm very happy now because I can live with these friends in dormitory. I want to study hard and spend a whole day with full smiles! Thank you. Complexity

	Clause	31		Clause	36
	Mean length of sentence (MLT)	9.32		Mean length of sentence (MLT)	9.17
	Clause per T-Unit (C/T)	1.24		Clause per T-Unit (C/T)	1.21
				T-Unit per sentence (T/S)	1.03
	T-Unit per sentence (T/S)	1.04			
	Coordinate phrase per T-Unit (CP/T)	0.28		Coordinate phrase per T-Unit (CP/T)	0.25
	Accuracy Errors / 100	17 errors / 225 = 0.07		Accuracy Errors / 100	14 errors / 249 = 0.056
	Error – free clauses	14 error free clauses / 31 = 0.45		Error – free clauses	22 error free clauses / 36 = 0.61
	Fluency	225		Fluency	249

Paper 3	Paper 3
My name is Hinako Goto. I'm 19 years old. I go to Kyushu Internanional university. My hobby is to read books and to see movies. First why to read books because I like mystery very much. So I read novels when go to bed and free time. Second about to see movie. I like movie seater very much. I go to there with my friends and alone. My favorite movie is horre very much. Next, I introduce about my family. My family is father,mother,and young sister. My parents are 47 years old, my sister 13 years old. My sister name is Usa. This is very rea name. She's very cute. So I like her. But,she's taller than me! I'm little sad. She's good at to play the piano very nice. She want to be a pianist in the future, so I cheering her every day. I think she younger than 7years, but she	My name is Hinako Goto. I'm 19 years old. I go to Kyushu International university. My hobby is to read books and to see movies. First why to read books because I like mystery very much. So I read novels when go to bed and free time. Second about to see movie. I like movie theater very much. I go to there with my friends and alone. My favorite movie is horror. Next, I introduce about my family. My family is father, mother, and sister. My parents are 47 years old, my sister 13 years old. My sister name is Usa. This is very rare name. She's very cute. So I like her. But, she's taller than me. I'm sad. She's good at to play the piano very nice. She want to be a pianist in the future, so I cheering her every day. I think she younger than 7years, but she

looks exciting girl. I want to think exciting old sister for Usa.	looks exciting girl. I want to think exciting old sister for Usa.

Clause	23
Mean length of sentence (MLT)	6.72
Clause per T-Unit (C/T)	0.92
Accuracy Errors / 100	16 errors / 164 9.75
Error – free clauses	10 error free clauses / 23 = 0
Fluency	164

Clause	23
Mean length of sentence (MLT)	6.72
Clause per T-Unit (C/T)	0.92
Accuracy Errors / 100	16 errors / 164 = 9.75
Error – free clauses	10 error free clauses / 23 = 0.43
Fluency	164