

# **Comparison of formal lexical errors in English learners' written output by native Finnish and German speakers in examination settings**

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Bachelor's Thesis

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This thesis compares formal lexical errors in English learners' output by native Finnish and German speakers. The aim of this thesis is to find similarities and differences in the acquisition of English of learners from different backgrounds. The topic is of interest because lexical items are an important part of communication and language competence.

The materials used in this study included forty essays from the ICLE (International Corpus of Learner English 2020). The focus of choosing the materials was that the essays were written in examination settings where no reference tools were available.

The formal lexical errors were highlighted from the learners' essays and categorized under specific categories, following a modified version of the categorisation of formal errors of lexis by James (1998, 145–151). The results were then compared between native Finnish and German speakers and similarities and differences were brought into attention.

The findings include that English compounding, prepositions and plurality are all difficult for L1 speakers of Finnish and German. English spelling also caused great challenges for learners of both backgrounds. Finnish L1 speakers were challenged by articles, whereas German L1 speakers had difficulties with capitalization.

**Key words:** error analysis, lexical error, second language, L2, second language acquisition, SLA.

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# 1 Introduction

In this thesis, I compare native Finnish and German speakers' written formal lexical errors in English output in examination settings. Lexical errors concern incorrect lexical items, which can be single words or multi-word units (Agustín Llach 2011, 72). Classification of lexical errors varies but commonly they are divided into formal and semantic categories (Agustín Llach 2011, 75). My study concerns formal lexical errors, which concern the incorrect form of the word, and uses a modified version of Carl James' (145–151) categorisation of lexical errors.

The aim of this thesis is to contrast the similarities and differences of formal lexical errors native Finnish and German speakers commit in written English. The essays I analyse in this thesis are from the International Corpus of Learner English (ICLE; Granger et al. 2020). The essays were written in examination settings where no reference tools were allowed. This ensures that the essays showcase authentic competence of the learners' abilities.

The errors language learners produce in their second language are proof of their current language competence (Corder 1981, 66). I chose to study lexical items and errors in them because they concern everything related to words. Lexical errors should be studied because they are an important part of language especially in written contexts. Grammatically correct forms are important for relaying information, but there is no use for the grammatical rules if we do not know the vocabulary, the lexis used with it. Therefore, a deficient lexical competence decreases the basic ability to communicate.

In the next section, I present theoretical background about error analysis, lexical errors, and differences in Finnish, German and English orthographies. Then I outline the material and methods used in this study as well as which types of errors I analysed. After this, I discuss my findings in the results and discussion section. Lastly, in the conclusion, I present a summary of my findings.

## 2 Theoretical background

The theoretical background of this thesis first contains a brief survey of error analysis and cross-linguistic influence. Then I explain how mistakes differentiate from errors and how the native speaker model plays a role in this. After that I determine what a lexical error is and how they can be categorized. At last, I also discuss information about the Finnish and German orthographic features that may affect the lexical errors learners commit in English.

### 2.1 Error analysis and cross-linguistic influence

Error analysis (EA) is an area of applied linguistics and of interest in second language acquisition. It analyses the learner's interlanguage (IL), a system that shares L1 and L2's characteristics and reflects the learner's competence in L2 production (Corder 1981, 17, 66). In the past, EA was modulated by the thought that errors are a product of the learner's mother tongue's influence. However, Corder (1981, 65) claims that errors occur as random events, and are not necessarily a result of L1 influence. Furthermore, what L1 does influence, seems to be phonology (Corder 1981, 65, 71).

Despite the belief that L1's influence does not result in great errors in L2 production, it was the basis for cross-linguistic influence studies where it is researched how speaker's one acquired language affects another one. This phenomenon is called transfer, and it results from both similarities and differences between the two languages (Odlin 2020, 11). Transfer can happen between the target language (TL) and any other language that has been previously learned or acquired (Odlin 1989, 27). Therefore, transfer is not only restricted to L1 and TL. Both positive and negative transfer exist: positive transfer refers to similarities in L1 and TL that ease the learner's studies, whereas negative transfer refers to differences in L1 and TL which produces errors (Odlin 1989, 36). For this reason, negative transfer has been researched more because it is easier to detect (Odlin 2020, 13). Additionally, negative transfer often happens in vocabulary uses (*ibid.*)

EA is criticized because it is difficult to measure a learner's language competence based on their performance since learners can avoid constructions they are uncertain about (Larsen-Freeman and Long 1991, 61). Therefore, a learner's competence cannot be measured with EA because of avoidance that leads to absence of errors. Learners are more likely to use a construction in L2 if a similar construction exists in their L1 (Gass et al. 2013, 94). The more frequently these constructions are used, the greater the likelihood of an error occurring,

especially if similar constructions between L1 and L2 only slightly differ from each other (ibid.). These kinds of errors in production are difficult for learners to notice because L1 and L2 structures are thought to be the same.

Even though EA can be an effective way to detect and analyse errors, it solely focuses on errors and ignores the structures the learner can produce. However, EA can be used to achieve a general picture of what might be challenging for learners to produce in the TL. This is the reason I use EA in my thesis because I wanted to compare the learners from different backgrounds.

## **2.2 Mistakes vs. errors and native speaker model**

In EA, it is important to differentiate mistakes from errors. Mistakes are performance errors which are not from a lack of competence but imperfection during production (Corder 1981, 10; Brown 1994, 205). Mistakes can be detected by the learner, and the learner can also provide the correct form for them. A native speaker can also make mistakes but also correct them. Errors, however, reflect the learner's current language competence and learners cannot detect them (Corder 1981, 10–11). This also implies that the learner cannot self-correct errors.

Errors reflect the learner's IL which deviates from a native speaker's production (Brown 1994, 205). However, the native speaker model (NSM) in English teaching has been criticized because most speakers of English are second or foreign language speakers (Nguyen 2017). Therefore, a lot of the communication also happens between non-native speakers which makes the NSM approach outdated in English teaching. The NSM might work for teaching other languages, but not for an international language such as English with a wide range of varieties which are not mutually intelligible (Nguyen 2017). If the goal is mutual intelligibility, native speaker level proficiency is not necessary.

Another argument is that the native speaker level is too high for learners to simulate. This makes learners think they have many deficiencies in language and therefore leads to demotivation and interferes with learner's language performance (Nguyen 2017). Therefore, learners should be encouraged to aim for intelligible language skills instead. A native speaker, too, merely means a "competent user" of language (Nguyen 2017; Paikeday 1985, 392). For that reason, the aim of language competence should be a level in which the learner feels comfortable using the language.

### 2.3 Lexical errors and their taxonomies

There is difficulty in defining a lexical error, and many studies focus on identifying, describing and classifying lexical errors but not defining what the term means. Generally, a lexical error means “deviations in the learner’s production of the L2 norm” when lexical items are concerned (Agustín Llach 2011, 71). Lexical items are the smallest semantic units: single words or multi-word units, phrasal verbs, adverbial phrases or idioms. Furthermore, there is also avoidance of the term “error” which is why researchers use a wide range of terms, such as “wrong lexical choice”, “semantic deviation” and “lexical confusion” (Agustín Llach 2011, 73–74). However, the avoidance may also derive from the trend of favouring different variations of language which places less emphasis on native standards and prescriptive language.

The main challenge of determining a lexical error might be the blurry line between lexical and grammatical errors (Agustín Llach 2011, 71, 75). Lexical errors concern lexical words, such as nouns, verbs, adjectives and adverbs, whereas prepositions, articles and conjunctions are used for grammatical errors (Agustín Llach 2011, 71). However, it can be proved how grammatical rules are associated with a lexical word and thus such grammatical errors belong in lexical error studies too (Hoffman 2022, 164). These kinds of errors are sometimes called lexicogrammatical errors and include errors such as using an incorrect preposition with a verb (Hoffman 2022, 165).

Another challenge with lexical errors is the taxonomies which vary in the definition of a lexical error, classification of the errors, and the TL of the analysis (Agustín Llach 2011, 75–86). Because of this, a systematic analyzation and categorization of lexical errors is inconsistent as lexical error studies do not use the same classification of the errors (Agustín Llach 2011, 75). Furthermore, lexical error studies can include morphological, syntactic, semantic, pragmatic and stylistic errors (Agustín Llach 2011, 75–86). Therefore, the scope of lexical error studies can be broad which increases the difficulty of finding comparable studies.

In my study, I use James’ (1998, 145–151) categorisation for formal lexical errors because I found his main categorisation the most fitting. However, I modify his subcategories to make them suit better for a successful comparison. I also follow previously mentioned Hoffman’s lead and feature lexicogrammatical errors because they are a part of learner’s lexical knowledge (Hoffman 2022, 164). I defined a lexical error as any erroneous form in the structure of the word. I further discuss my categorisation in section 3.2.

## 2.4 Differences in Finnish, German and English orthographies

Native Finnish and German speakers begin their English studies at a different level. The main reason for this is language distance, which affects the difficulty of learning a language (Corder 1981, 95). German and English are Germanic languages, whereas Finnish comes from the Finno-Ugric language family. For this reason, English is easier for native speakers of German to learn than for native speakers of Finnish. A similar result has been conducted between Swedish L1 speakers and Finnish L1 speakers where it was realised that cross-linguistic similarities are in a favour of learners' receptive and productive competence (Ringbom 2007, 42).

English, German and Finnish orthographies differ in typology and orthographic depth, i.e. grapheme–phoneme correspondence. However, there are differences in other orthographical features such as capitalization. The typology of language, synthetic or analytic, affects the spelling because synthetic languages use bound morphemes to express grammatical functions, whereas analytic languages separate words. Table 1 lists the differences of Finnish, German and English typological features.

**Table 1** Differences in Finnish, German and English orthographies

	<b>Finnish</b>	<b>German</b>	<b>English</b>
<b>Language family</b>	Uralic (Finno-Ugric)	Indo-European (Germanic)	Indo-European (Germanic)
<b>Typology</b>	Synthetic, agglutinative	Synthetic, inflectional	Analytic (mostly), inflectional
<b>Orthographic depth</b>	Shallow	Medium	Deep
<b>Capitalization</b>	First letter Proper nouns	First letter All nouns Pronoun "Sie" and its related forms	First letter Proper nouns Pronoun "I" Nationalities Languages Days, months & holidays Historic eras Titles and headings Job titles and family members

Finnish and German are synthetic languages where words consist of morphemes (Haselow 2011, 19). English also uses morphemes but it is mostly analytic because of its usage of prepositions, and word order that assigns syntactic roles (Haselow 2011, 19; Kastovsky 2006, 56). In English, some grammatical categories are expressed synthetically with morphemes as

well, such as number and tense (Kastovsky 2006, 56). Syntheticity leads to many compound words when words merge with each other, and for this reason, there are twice as many compounds in German as there are in English (Berg 2017, 44). Furthermore, Finnish is an agglutinative language but German and English are inflectional. This means that Finnish has a wide range of grammatical cases with different affixes that represent a grammatical category, whereas German and English fuse several grammatical categories into a single morpheme (Haselow 2011, 19).

Orthographic depth in Finnish is the shallowest of these three and it has a consistent orthography where graphemes and phonemes have symmetrical correspondence. German is also consistent with grapheme-phoneme correspondence, but it is less transparent than Finnish. In German, for example, the long vowel /a:/ can present graphemes <a>, <aa> and <ah> (Görge et al. 2021). English has the deepest orthography with great inconsistencies between spelling and pronunciation. Among language learners, this leads to spelling errors because words with inconsistent letter–sound correspondence are more difficult to learn (Krepele et al. 2021, 470–471; Jubenville and Sénéchal 2014).

In capitalization, Finnish capitalizes words the least: only proper nouns and first letters in sentences. German has a wider range of capitalization as it is not only used in the beginning of sentences but also for all nouns, and the formal *Sie* (you) and its other forms. The former, capitalization of all nouns, is a unique orthographic feature of German, and it derives from the limited number of word-class endings which results in homonymous expressions (Opitz and Bordag, 2022). This has led to the phenomenon of capitalizing nouns to make them easier to identify in a text, such as *leben* ‘to live’ and *Leben* ‘a life’. English has the most extensive list of capitalization, and capitalized pronoun *I*.

The relevant features in my study are typology, orthographic depth and capitalization. Typology is relevant in the choice of prepositions because L1 can decline with cases and the case-endings may not be equivalent to the TL’s structure. Differences in L1 and TL’s orthographic depth can be the cause of misspelling. Because English has a wide range of capitalization rules, learners may be confused with them.

### 3 Material and methods

In this section, I explain the materials I chose for the study and the methods I used to analyse the lexical errors in the essays.

#### 3.1 Material

I used the *International Corpus of Learner English* (ICLE; Granger et al. 2020) to gather the essays for this research. I analysed argumentative essays produced in timed examination situations where no assistance or reference tools were available. This means that the written essays are more authentic because they are produced in an environment where the learners must depend on their language knowledge.

I selected essays written by native Finnish and German speakers who have studied English at school for 6 or more years. The median age for both groups of learners is 23 years. Table 2 consists of more details on the learners' variables.

**Table 2** Information on learners

Variable	Finnish	German
Country	Finland	Germany
Native language	Finnish	German
Ages	21 to 46	20 to 27 (4 N/A)
Median age	23	23
Years of English at school	6 or more years	6 or more years

For this study, I analysed 40 essays in total — 20 by Finnish and 20 by German speakers. However, the lengths of the essays varied greatly: the total of words in German essays was 6,925, whereas Finnish had nearly twice the amount, 12,790. Therefore, the Finnish sample had to be modified to be comparable with the German. I chose to fully analyse the Finnish essays that were less than 450 words, and from the others, I picked 300-to-450-word samples. In these samples, I favoured full paragraphs to ensure no context for the possible errors was removed. This procedure allowed me to have better comparable total word counts of 6,925 for the German essays, and 7,244 for Finnish. More information on the essays is provided in Table 3.

**Table 3** Information on essays

	Finnish essays		German essays
	Original	Edited sample	
<b>Number of essays</b>	20	20	20
<b>Total word count</b>	12,790	7,244	6,925
<b>Lowest word count</b>	393	316	200
<b>Highest word count</b>	953	421	779
<b>Average word count</b>	640	362	346

### 3.2 Methods

Lexical error taxonomies often make a distinction between formal and semantic errors (Agustín Llach 2011, 76) where formal concerns the form of the word and semantic the meaning. Carl James (1998, 129–172) also makes the distinction between formal and semantic errors. He divides formal lexical errors into misselection (further divided into confusibles, concomitants and false friends), misformations (borrowing, coinage and calque) and distortion (omission, overinclusion, misselection, misordering and blending), and semantic errors into confusion of sense of relations and collocational errors (145–154). I will use James’ formal lexical errors categories as a basis for my study, but I will modify the subcategories and add appropriate types for lexical and lexicogrammatical errors that I find from the essays.

The modification of James’ model is necessary because I also analyse errors that are traditionally considered grammatical (e.g. prepositions). These types of errors are sometimes called ‘lexicogrammatical’ (Hoffman 2022, 165) and are included in this study because they portray valuable knowledge the learner has on how grammatical aspects affect lexical words and their formations. Furthermore, the modification of the categories allowed me to accomplish a successful comparison between the errors native Finnish speakers and native German speakers produce in English.

Next, I discuss the types of errors the different categories in my study include. All of the categories are listed in Table 4 below.

**Table 4** Formal lexical errors analysed in this study

All names for main categories and sub-categories marked with \* are taken from James' (145–151) categorisation.

<b>Misselection</b>	<b>Misformation</b>	<b>Distortion</b>
Confusibles*	Borrowing*	Omission*
Concomitant*	Coinage*	Overinclusion*
False friends*	Calque*	Misordering*
Compounding	Incorrect affixes	Blending*
Capitalization	Deformity	Other misspelling
Articles		
Preposition		
Plurality		
-s suffix		
Other incorrect verb forms		
Pronoun errors		

In my categorisation, misselection errors include incorrectly selected forms for words or incorrect choices of lexicogrammatical formation. Confusibles are L2 words that are similar in spelling or sound (James 1998, 145) and cause confusion for the learner. Concomitants (James 1998, 147) are words where one word class of the word replaces another class. False friends are words that resemble each other in L1 and L2 but vary in meaning (ibid.). Compounding errors are a result of wrong choice of compounding: words falsely written separately or together. Capitalization errors result from over-capitalization or non-capitalization. Errors with articles and prepositions are wrong choices of them, overinclusion or omission. Plurality errors concern concord, different perception of plurality and erroneous spelling. Errors with the -s suffix include its erroneous plural and possessive and verb inflection constructions — incorrect verb forms include the rest of the errors with verbs. Pronoun errors are about wrong choices or forms of pronouns.

The key idea in misformations is that they are constructions that are non-existent in the TL. In borrowing, the L1 word is taken and directly used in L2 (James 1998, 150). Coinage means taking L1 form and reforming it to fit L2 (ibid.). Calque means taking an L1 word and translating it directly into L2 (ibid.). Incorrect affixes consider the wrong affixation. Deformity includes words that have major misformation such as two wrong affixes and are difficult to decipher because of the erroneous form of the word.

Distortion section includes different categories of misspelling. In omission, a letter is omitted, and in overinclusion, a letter is added (*ibid.*). Misordering means that the letters are arranged incorrectly (*ibid.*). In blending, two expressions have been blended with each other (*ibid.*). Then there is a general category for misspelling which includes mistakes that have more misspellings than just a single letter but are still easily deciphered (cf. deformity class in misformations).

For reasons of space, I did not analyse punctuation errors or errors deriving from style or mixing the spellings of different standard dialects (e.g. British and American English) in the same essay. Neither did I analyse semantic errors, such as collocation and incorrect word choices.

I read the essays and highlighted formal lexical and lexicogrammatical errors. To determine whether something was an error or not, I referred to the Longman Student Grammar of Spoken and Written English (Biber et al. 2002) and Oxford English Dictionary (OED; 2025). The use of a grammar allowed me to process borderline cases of errors, like James suggested (1998, 65). Then I created a table with the taxonomies and categorised the highlighted errors under the different sub-categories. Categorisation was a challenging part in this study because the categories had to be as limiting as possible to ensure an error could not be categorized in several ways. However, some errors could still be categorized in several ways depending on how the error was treated. Another limit of this study is the distinction between an error and a mistake because I cannot determine whether an erroneous structure was an error or mistake, so I had to assume that all erroneous forms and spellings are errors.

Because the sample sizes were rather small, I decided to include the same errors a single learner made. However, this might make some error categories more prominent than they were. For example, in the misspellings this was visible due to a single person spelling the same word wrong many times.

## 4 Results and discussion

In this section, I will discuss the results of my research and examine the similarities and differences of the errors between the Finnish L1 speakers (from now on referred to as FL1) and German L1 speakers (GL1). Combined, 296 errors were found in this study: 163 by FL1s and 133 by GL1s. In Table 5, we can see that most of the errors belong to the misselection (68%) and distortion (29%) categories. The least errors are in the misformation (3%) category. We can also see that FL1s and GL1s produced relatively similar percentual number of errors for each main category, but some differences are found in the subcategories according to error types.

**Table 5** Number and percentages of formal lexical errors

Error category	Error type	Finnish		German		Errors combined	%
		Error count	%	Error count	%		
<b>Misselection</b>	Confusibles	8	5%	2	2%	10	3%
	Concomitant	1	1%	2	2%	3	1%
	False friends	—	—	3	2%	3	1%
	Compounding	41	25%	45	34%	86	29%
	Capitalization	2	1%	12	9%	14	5%
	Articles	18	11%	—	—	18	6%
	Prepositions	16	10%	11	8%	27	9%
	Plurality	11	7%	8	6%	19	6%
	-s suffix	3	2%	7	5%	10	3%
	Other wrong verb forms	4	2%	2	2%	6	2%
	Pronoun errors	1	1%	3	2%	4	1%
<b>Total of misselection errors</b>		<b>105</b>	<b>64%</b>	<b>95</b>	<b>71%</b>	<b>200</b>	<b>68%</b>
<b>Misformation</b>	Borrowing	—	—	—	—	—	—
	Coinage	1	1%	—	—	1	1%
	Calque	—	—	—	—	—	—
	Incorrect affixes	5	3%	1	1%	6	2%
	Deformity	3	2%	—	—	3	1%
<b>Total of misformation errors</b>		<b>9</b>	<b>6%</b>	<b>1</b>	<b>1%</b>	<b>10</b>	<b>3%</b>
<b>Distortion</b>	Omission	11	7%	5	4%	16	5%
	Overinclusion	9	6%	14	11%	23	8%
	Misordering	2	1%	1	1%	3	1%
	Blending	—	—	2	2%	2	1%
	Other misspelling	27	17%	15	11%	42	14%
<b>Total of distortion errors</b>		<b>49</b>	<b>30%</b>	<b>37</b>	<b>28%</b>	<b>86</b>	<b>29%</b>
<b>Total of errors</b>		<b>163</b>	<b>100%</b>	<b>133</b>	<b>100%</b>	<b>296</b>	<b>100%</b>

#### 4.1 Misselection

According to Table 5, compounding and preposition errors occurred persistently with both FL1s and GL1s. Other commonly shared errors occurred with plurality. The greatest

differences were in categories of articles and capitalization where FL1s had challenges with articles but GL1s issues concerned capitalization. Other misselection errors occurred with varying amounts, and, for example, false friends and concomitants were rare.

#### 4.1.1 Compounding

The most striking result was the number of compounding errors both FL1s and GL1s made. Compounding errors were quantitatively the most common error type for both backgrounds. In Table 5, we can see that when the results are combined and compared to the total of all errors, the compounding errors nearly amount to one third of all errors which is a great number for a single error type.

Both FL1s and GL1s mostly committed errors of over-compounding. Additionally, both backgrounds had great difficulties with the overuse of hyphen. These imply that both backgrounds are influenced by their synthetic L1s and their frequent compounding. However, non-compounding seemed to be an issue as well because some compound words were written separately such as a FL1's error *against the \*main stream*, and a GL1's *\*mail box*.

#### 4.1.2 Prepositions

FL1s and GL1s made around the same number of errors with prepositions. In Table 6, we notice that for both backgrounds most of the errors concern the choice of the preposition. Since German is similarly inflectional like English with a system for prepositions, they are easier for GL1s to learn. This is supported by Ringbom (2007, 8) who states that cross-linguistic similarity is important in the aspects of grammar because it helps learners to establish one-to-one correspondences easier. Since the prepositional system in Finnish is usually conducted with case suffixes, the FL1s could have made a greater number of errors with them. Considering that, prepositions seem to be learned well by the FL1s. However, this result differs from previous studies where Finland's English language matriculation examination's national examiner states that FL1s frequently omit English prepositions (Ringbom 1985, 24). It should be noted though, that matriculation examination takers in Finland are usually 19-year-olds so the learners in my study are older and have studied English for longer as well.

**Table 6** Amounts of preposition errors by FL1s and GL1s

	Finnish	German
<b>Incorrect preposition</b>	10	9
<b>Omission</b>	1	1
<b>Overinclusion</b>	5	1
<b>Total</b>	16	11

In incorrect prepositions, FL1s commonly mixed the prepositions *in* and *at*. Below, I have provided examples of this mixing:

- (1) ... force them to stay \*at one place.  
(... stay in one place.)
- (2) ... a teenager \*in a certain age...  
(... a teenager at a certain age...)

The error in Example 1 is interesting. The learner opted to use the erroneous *at* preposition when *in* is right and Finnish would use a similar construction too as the Finnish inessive case with *-ssa/ssä* case suffix roughly equals to the English preposition *in*. Therefore, there was no L1 transfer in Example 1. However, Example 2 shows that the error made by FL1 point to the likelihood that their L1 case system can influence the choice of prepositions in TL. The error in Example 2 is explained by the perception that the Finnish inessive case with *-ssa/ssä* case suffix is usually expressed with the English preposition *in* but in this context, it is an error.

GL1s were also influenced by their L1 and its prepositions. Such errors occurred in the following examples:

- (3) ... \*in the 9<sup>th</sup> floor...  
(... on the 9<sup>th</sup> floor...)
- (4) The [driver] lost control \*over his [vehicle].  
(... lost control of...)

In Example 3, a GL1 uses *in* preposition as it would be used in their L1. In Example 4, preposition *over* is used as the equivalent for the L1 preposition *über*.

The only error of omitting a preposition a FL1 committed was in the structure *opt out of*, where the *of* was omitted. Similarly, the only omission error a GL1 committed was the

omission of the *for* preposition in the structure *to search for something*. The reason for this is that in German the verb *suchen* ‘to search’ is used without a preposition.

Learners from both backgrounds struggled with *despite* because the incorrect structure *\*despite of* was used. FL1s produced the structure correctly once, but the incorrect one was produced twice. GL1s only constructed the structure once, and erroneously. In the data, neither background used the *in spite of* construction which requires the preposition *of*.

#### 4.1.3 Plurality

Learners of both backgrounds were challenged by plurality. Most of the errors committed by FL1s broke the concord for plurality, whereas GL1s seemed to have more challenges with the perceptual idea of the plural words in English. Table 7 showcases these numbers for different errors.

**Table 7** Plurality error types

	Finnish	German
<b>Concord</b>	7	2
<b>Different perception of plurality</b>	3	5
<b>Erroneous spelling</b>	1	1
<b>Total</b>	11	8

For example, a FL1 broke the subject–verb concord in the following example:

- (5) Ethical problems *\*is* what I am most concerned about.  
(Ethical problems are what...)

L1 affected both backgrounds in plural constructions. A FL1 constructed the following example:

- (6) ... different games and *\*sport* are basically a form of violence.  
(... different games and sports are...)

In this Example 6, a FL1 had a different perception of the plurality of *sports* which derives from the fact that in Finnish, sports are singular in the context of the example. A GL1 had a similar different perception of plurality in the construction

- (7) During our last \*holidays in the Near East...  
(During our last holiday...)

In the context, the GL1 refers to the last singular holiday spent in the Near East. However, the word *die Ferien* ‘holiday’ is always a plural in German. Therefore, the GL1 erroneously expressed the holiday in the plural form.

Erroneous and non-existent plural spellings by a FL1 were \**medias*, and a GL1 \**lifes*. These are both irregular forms which increases the likelihood of an error.

#### 4.1.4 Confusibles

FL1s and GL1s produced around the same number of confusibles percentually. FL1s altogether committed eight confusibles errors. Among the errors, the verb *to affect* was confused twice with the noun *effect*. FL1s used the *to affect* verb correctly seven times, and the *effect on* structure once. Despite some successful instances, this pair of words are challenging for learners to differentiate possibly because of their similar spelling and overlapping definitions. Similarly, the economy-related adjective *economic* was also confused twice with another adjective *economical* which refers to something that saves money. Other confusibles errors committed by FL1s are the confusion between similar sounding words such as *carrier* and *career*. Another instance was the usage of bird breed *pheasants* instead of the word *peasant* for a person with a low social position. Most of the confusibles were, however, very individual instances and cannot be generalized.

GL1s committed only two confusibles errors. The more distinctive one was confusing the very similar verbs *to differ* and *to differentiate*. The other GL1 confused *massage* with *message*, but this, however, could also be a misspelling.

#### 4.1.5 Articles

FL1s struggled with articles, whereas — perhaps even surprisingly — GL1s did not commit any article errors. The reason for the difference most likely is that Finnish does not have articles and thus the whole system of articles is more difficult for a FL1 to learn than for a GL1 who already has a very similar system in their L1. This argument is supported by Ringbom (2007, 68) who has found that when TL system differs from L1 system, learning and comprehension of the system is slower. Therefore, before a FL1 can learn the appropriate usage of articles, they must comprehend the system for articles first. GL1s, on the other hand,

who had no errors concerning articles, may have benefited from the similar system and experienced a positive transfer of their L1 German into TL English.

The most common article error for FL1s was the omission of an article. The omission of the articles by FL1s has previously also been found to be frequent (Ringbom 1985, 26) so my study supports this phenomenon. FL1s omitted definite articles from abbreviations functioning like specific nouns, such as *\*USA*, and indefinite ones from phrases like *[twenty-four] hours \*day*. The omission of the articles could imply that FL1s are not accustomed to their use as their L1 Finnish does not have them.

#### 4.1.6 Capitalization

GL1s made far more capitalization errors than the FL1s. What makes this particularly interesting is that most of the GL1s' errors concerned weekdays and nationalities which FL1s were able to spell correctly even though weekdays and nationalities are not capitalized in either L1. FL1s, however, did not use weekdays in their essays, but successfully capitalized nationalities 36 times. Among the GL1s, the erroneous capitalization with nationalities was also an issue of minority of learners if the errors are compared with correct spelling (6 errors; 13 correct). Interestingly, the only capitalization error FL1s made was *\*Ozone layer*, probably with a misconception that it is a proper noun. This error was committed twice by the same FL1.

#### 4.1.7 -s suffix

Errors with -s suffix occurred in learners from both backgrounds. FL1s made three mistakes with the -s suffix, all concerning concord in verb conjugation, whereas GL1s made six mistakes of which two related to concord in verb conjugation. The other -s suffix errors among the GL1s concerned the genitive formation, such as *\*each others voice* and *my \*sisters [newborn] [baby boy]*. The reason for this is that in German, the genitive marker is the same -s suffix but no apostrophe is used before it: *Schwesters kleiner Junge* 'my sister's baby boy'. Two GL1s also made the following similar error:

- (8) ... hear and smell all the [hustle and bustle] of *\*everyday's* traffic...  
(... bustle of everyday traffic...)
- (9) ... he has to get to the city for *\*everyday's* work...  
(... for work every day... OR ... for daily work...)

Based on Examples 8 and 9, it seems that there is confusion between the adjective *everyday* and the noun *every day*, as here the adjective appears to take an erroneous noun-like genitive construction. The usage of genitive in Example 8 is probably explained by the fact that it is a genitive formation in German: *des täglichen Verkehrs* ‘everyday traffic’. However, the structure for Example 9 would be similar to the correct English version. In English, neither of these examples necessarily require the -s suffix construction, as is seen in my corrections.

#### 4.1.8 Other incorrect verb forms

FL1s struggled more with verb forms than GL1s (also seen in -s suffix errors). The FL1s had four different verb form errors, displayed below:

- (10) I began to pay attention to some small things that \*stroke me as different...  
(... things that struck me...)
- (11) Most of the car man[u]facturers have \*began to compete...  
(... have begun...)
- (12) Wealthy people with their soldiers and servants often \*liven in one place in the winter...  
(... often lived in...)
- (13) But what would it be like if there \*was no social pressure [...]?  
(...if there were no...)

In Example 10, the verb *to strike* has been conjugated incorrectly. In Example 11, there is an error in the perfect aspect where the ed-participle has been replaced with the past tense *began*. The Examples 10 and 11 both concerned irregular verbs which might be a challenge for FL1s but they have been otherwise learned well. In Example 12, an erroneous past tense form of *to live* has been used, but this could, however, also simply be a misspelling. Example 13 describes a hypothetical scenario so a subjunctive verb *were* should be used (Biber et al. 261). However, this is prescriptive and dictates how the grammar should be used (Biber et al. 7) but usually native speakers also use *was* instead. Based on these results, FL1s appear to have some challenges with different verb formation. In a bigger data sample, this might become a more prominent problem.

GL1s committed two verb form errors which are the following:

- (14) I had \*stand the initial difficulties...  
(... had stood...)
- (15) The Joneses next door \* ever since wanted to represent the upper class.  
(... have ever since...)

In Example 14, the verb *to stand* has an error in its past tense. In Example 15, the auxiliary verb *have*, which marks perfect aspect, has been omitted. Based on the GL1s results, nothing much can be said because they were very individual problems. Furthermore, when it comes to irregular verbs, German has similar irregular verbs that alternate with stem vowels (*drink : drank : drunk; trinken : trank : getrunken*) so the English irregular verbs may be more easily learned by GL1s.

#### 4.1.9 False friends

There were very few false friends — only two errors by two GL1s. The first one was a *\*briefcase* was mistaken to mean *wallet*. The error derives from the German word *die Brieftasche* ‘a wallet’. Second one was caused by a different perception of the word in English and German, where the word *\*parking lot* was used to refer to a singular *parking spot*. The reason for this error is that the German word *der Parkplatz* refers to both: a whole parking lot and singular spot. This error was committed twice by the same GL1.

I originally thought there would be more of false friends, mostly by GL1s because their German L1 words can be falsely close with English equivalents. However, it may be the case that simply warning the learners and making them conscious and aware of these possible falsely associated words helps learners to avoid these errors (James 1998, 102). This might be the case with these results too. The learners in this study were already comfortable with English so learners on a lower level might be more easily deceived by the false friends.

#### 4.1.10 Concomitant

Concomitants were not frequent errors in either group of learners. A FL1 wrote *in her previous \*live*, which could also be a misspelling, but I counted it as a concomitant because of the clear difference between the spelling of the noun *life* and the verb *to live*. GL1s wrote *\*fashionable dressed* and *a semi-detached house \*nearby the Joneses* where both errors were concomitant errors of using a similar word but of another word class. I suppose that

concomitants are errors that lower-level learners might commit more but as I previously mentioned, concomitant errors might also be simply misspellings or even a mistake in deduction.

#### 4.1.11 Pronoun errors

There were a few pronoun errors. The only pronoun error FL1s produced is the following:

- (16) Some of us turned out to become the horrors of the streets \*that fought with each other.  
(... who fought with each other.)

In Example 16, an incorrect relative pronoun *that* has been used in a relative clause when *who* should have been used instead with reference to people (Biber et al. 2002, 33).

GL1s seem to be influenced by their L1, which was detected in their three pronoun errors:

- (17) This happened to me in 1987. \*In this year, in August...  
(That year...)
- (18) We were afraid that his car could break down and \*he really did.  
(... and it really did.)
- (19) ... I was washing \*me thoroughly...  
(... washing myself...)

In Example 17, there is an error with the demonstrative pronoun *this* as the phrase should be *that year*. In German, however, the similar construction *in diesem Jahr*, literally ‘in this year’, is acceptable. In Example 18, German L1 has interfered with the production as a person referring personal pronoun *he* has been used to refer to an inanimate *car*. In English, the pronoun *it* should be used instead, whereas in German the pronoun third person singular pronoun *er* can refer to people and things. Example 19 is interesting because an accusative form of a personal pronoun *I* has been used instead of the reflexive pronoun *myself*. The verb structure *to wash oneself* with a reflexive pronoun is a similar one to the German *sich waschen* but the learner failed to use the pronoun in the right form.

## 4.2 Misformation

There was a minimal amount of misformation errors, nine by FL1s and 1 by GL1s. This may imply that learners who have studied English for more than six years rarely succumb to these creations. FL1s committed notably more errors in this section than GL1s.

There was one coinage by an innovative FL1 who constructed the word *\*revire* to mean *territory*. This error was derived from the Finnish word *reviiri* ‘territory’ and reformed to fit the English spelling better. FL1s also committed deformity errors where the formation errors lead to difficulty of deciphering the meanings. Other examples of deformity errors found in the FL1s errors are:

- (20) Some *\*animous* instincts to kill remain...  
(Some animalistic...)
- (21) Since an *\*untarmsued* reputation and ranking among the best schools would be a priority, discipline and performance orientation would probably improve.  
(Since an untarnished (?) reputation...)

Example 20 could be considered as an error of affixation where the -ist and -ic suffixes have been replaced by an erroneous -ous suffix. However, even then some letters from the middle remain absent. Other affix related errors occurred in the forming of words such as *\*inofficial* and *\*unefficiency*. Example 21 with *\*untarmsued* is an interesting one as the word is so deformed, deciphering the meaning is almost impossible. The learner may have tried to write a word based on the way it is pronounced but has failed. My assumption is that they meant *untarnished* as it is suitable in the context and some of the sounds and graphemes produced in their formation. It could also be possible that the error has been committed because of external causes. During the digital production of the ICLE, someone might have been unable to read the learner’s handwriting since <ni> could easily be read as <m>.

The only misformation error committed by GL1s was an incorrect choice of affixes: *\*encorporating* for *incorporating*. Based on these errors both backgrounds made, word creation in English with a wide variety of affixes might be a challenge for both FL1s and GL1s.

### 4.3 Distortion

Misspelling was a common issue among both FL1s (30% of errors) and GL1s (28%), and it seems that learners of both backgrounds were influenced by their L1 but in different ways. Therefore, it can be said that based on the results of this study, there is transfer of the L1 system's spelling. This section is divided into separate sections for FL1s and GL1s.

#### 4.3.1 Misspellings by FL1s

Spelling errors by FL1s were often caused by the inconsistent letter–sound correspondence English has. This study therefore supports the theory that words with inconsistent letter–sound correspondences are more difficult to learn (Krepel et al. 2021, 471) and that they lead to spelling errors (Jubenville and Sénéchal 2014). FL1s were influenced by the shallow grapheme–phoneme correspondence that Finnish has. Because of this, FL1s spelled the words the way they would be spelled with a shallower grapheme–phoneme correspondence which is more customary in Finnish. For example, *\*rools* (rules) and *\*periferic* (peripheral) both simplify the spelling to correspond to a simplified phonology better. However, these spelling patterns can be overgeneralization as complex structures are replaced by less complex ones (James 1998, 115) and are correct in the same environment in different words.

FL1s' errors of grapheme values appeared in consonant sounds and resulted in errors such as *\*dvindle* and *\*propably*. These scenarios are difficult to differentiate in English spelling. FL1s also mixed the <s> and <c> graphemes, perhaps because there is no phonemic distinction between them in Finnish. Errors with vowel structures had similar challenges with values, such as *\*deseases*, and *\*manufactures*. Misspelling errors were also committed because of phonetic similarity, for example *\*ultraviolate*, where the adjective *violet* and verb *to violate* are mixed. There were also instances which were influenced by the Finnish L1 spelling: *\*alkohol* (*alkoholi* in Finnish) and *\*parlament* (*parlamentti*).

There was also an interesting misordering of letters in *\*bycycle*, where <y> and <i> are disarranged. It seems that preposition *by* and prefix *bi* were mixed, which would imply that the written form of a bicycle, two-wheeled vehicle, had not been acquired by the writer. It might be the case that the learner knows the word but chose the wrong vowel placements or simply mistook the diphthong with a <y>. It might also be the case that the learner was aware that the word has an <i> somewhere, so instead of writing *\*bycycle* (with only one spelling

error), the missing <i> grapheme was moved to the *cycle*, resulting in wrong vowels for both places.

FL1s were challenged by graphemes that are not represented in the pronunciation and therefore are more difficult to perceive. This was visible in both omission and overinclusion. FL1s omitted letters in words like *\*succesful* and *\*heros*, where the latter one also simplifies the complexity of the plural form. In overinclusion, especially the value of a consonant sound proved challenging in words such as *\*rescently* and *\*opportunities*.

#### 4.3.2 Misspellings by GL1s

The misspellings by GL1s were more influenced by the L1 spelling. This included words such as *\*metall* (in German *das Metall*) and *\*welcommed* (*willkommen*). There was also a case of *\*im Capital letters* where the preposition *in* confused with the German variant *im*.

For GL1s, many of the overinclusion errors were caused by the similar L1 spelling but also because of graphemes that are not represented in the pronunciation, such as *\*immediatelly* and *\*apartment*. Interestingly, there were both errors of *\*prononce* and *\*pronunciation* committed by two different learners. The latter error appeared in an essay with the verb *to pronounce* spelled correctly which might have influenced the spelling error for the other related lexical item. The difference in such spelling instances might be difficult for learners to differentiate without being made aware of it.

GL1s were also somewhat influenced by phonology. In a previous study, however, it was found how especially young GL1s' errors in English are mostly phonological (Mlakar et al. 2024). In the present study, the effect of phonological influence was visible in spelling errors such as *\*enomous* and *\*hecticly*. In *\*enomous*, the <r> grapheme is not represented in the pronunciation in British English, which might be the reason for the misspelling. In *\*hecticly*, the English word *hectically* is pronounced like the erroneous spelling. However, the spelling might also be influenced by L1 adjective and adverb of *hektisch*, too.

## 5 Conclusion

This study showed that the acquisition of English prepositions and compounding is difficult for both native FL1s and GL1s. Another general challenge was the notorious English spelling with a great difference in grapheme–phoneme correspondence which caused nearly a third of errors for both FL1s and GL1s.

In the present study, articles were notably difficult for FL1s. This has also been the case in previous studies (Ringbom 1985, 24). However, in this study FL1s errors with prepositions was quite minimal compared to previous studies, where they have been frequently omitted (*ibid.*) GL1s may have benefitted from the similarity of English and German in grammatical aspects such as articles. However, capitalization caused notably more errors for GL1s.

In teaching, focus on the challenges the study presented could be beneficial for learners to improve their fluency. For example, active revision and use of prepositions in tasks could improve their acquisition. Previously, it has been suggested how teaching of spelling such target areas that are known to cause many errors, namely English phonology and the grapheme–phoneme correspondence (Mlakar et al. 2024). The present study proved the demand for this. The understanding of the relationship between graphemes and phonemes could be improved with writing practices but also listening and reading the heard input simultaneously. Explicit pronunciation practice and phonics instruction could also prevent such errors (*ibid.*). This might not, however, improve comprehension but could serve as an aid for the disparate grapheme–phoneme correspondence in English.

One limitation of this study is the low number of essays examined. However, I think that the results of the present study already show the main direction of the possible errors FL1s and GL1s make. Other limitations of this study are that some errors can be categorized in many sections, and that some of the misspellings can simply be mistakes since we do not know for sure.

In future research, language learners of lower levels could be studied to see if their errors are similar to more advanced learners. Lower-level learners could show more results in the categories that now remained rather empty (e.g. false friends, misformations) in this study. However, the time and effort spent on an EA is probably not beneficial, as categorizing errors is a time-consuming task. Furthermore, error categories are highly limiting, and a single error can be categorized in several ways.

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## Appendices

Lists of formal lexical errors found in FL1 and GL1 essays on the ICLE (Granger et al. 2020).

### Appendix 1 Errors by FL1s

Error type	Error (marked with *)	Intended word/expression
<b>Confusibles</b>	<i>An international company with a lot of economic power may *effect the whole structure of society by forcing foreign attitudes and values in the host country.</i>	affect
	<i>...thousands of things *effect our doings.</i>	affect
	<i>...academically less talented children may discourage the pupils and prevent them from pursuing an academic *carrier.</i>	career
	<i>Another question is *weather children are capable of understanding the importance of many social issues...</i>	whether
	<i>There were *phesants and *beggars who never had the opportunity to travel...</i>	peasants beggars
	<i>...the European Union aims at *economical and political cooperation...</i>	economic
	<i>...people's lives were affected by [...] *economical depression...</i>	economic
	<i>...in many places public transport *nets are quite good.</i>	network
<b>Concomitant</b>	<i>...she must have done something very evil in her previous *live...</i>	life
<b>False friends</b>		
<b>Compounding</b>	<i>...Finnish *business men do not want to talk to their partners from other countries...</i>	businessmen
	<i>...the problem behind the *business men not knowing languages lies on teaching methods...</i>	businessmen
	<i>...it is quite natural that children learn the language of computers, *pop-music and most of the films first.</i>	pop music

<i>Furthermore, we see violence on TV *everyday in news...</i>	every day
<i>...society [puts] pressure and restrictions [on] our lives *everyday.</i>	every day
<i>What if we do not regard *videogames based on violence as entertaining?</i>	video games
<i>In my *day-dreams young people with more knowledge will be more tolerant towards others...</i>	daydreams
<i>...it need not be anything more than a piece of *ryebread somewhere in England...</i>	rye bread
<i>The *key word to [successful] cooperation is adaption.</i>	keyword
<i>Culture never comes to a *stand-still or reaches its peak.</i>	stand still
<i>Today people get food from the *super market shelves...</i>	supermarket
<i>...it would be impossible to go against the *main stream.</i>	mainstream
<i>...people above social pressure usually get more respect than the ones in the *main stream.</i>	mainstream
<i>...in the field of *freetime and hobbies</i>	free time
<i>Computers and television have changed the way children and also adults spend their *freetime.</i>	free time
<i>Our society is deeply and in much the same way rooted in *everyone of us...</i>	every one
<i>Pupils suffering from disabilities or *learning-difficulties...</i>	learning difficulties
<i>...organising pupils in certain *study-groups according to their academic abilities...</i>	study groups
<i>...the problem of pupils distracting *eachother.</i>	each other
<i>...the weakening of the [o]zone layer causes *skincancer.</i>	skin cancer
<i>...who can make a *carmodel that uses the least petroleum.</i>	car model
<i>...the number of the private *motor-cars grow.</i>	motor cars

<i>The private *motor-car is also a risk to [traffic] safety.</i>	motor car
<i>...do naturally not involve only private *motor-cars...</i>	motor cars
<i>...private *motor-cars make the biggest group in relation to other [traffic].</i>	motor cars
<i>...the private *motor-car is very comfortable...</i>	motor car
<i>...owning a private *motor-car there is very understandable.</i>	motor car
<i>...they increase the **green house effect**...</i>	greenhouse
<i>...arises a question of the *representationwork affecting their education...</i>	representation work
<i>A *20th-century-woman also has a wider selection of careers and jobs...</i>	20th-century woman
<i>...information on different areas *twenty four hours [a] day...</i>	twenty-four
<i>...industries would have to adapt to new *playrules...</i>	play rules
<i>...to be privatized and allowed to *opt-out' [of] the national curriculum...</i>	opt out
<i>The 'core-curriculum' should consist of subjects which pupils otherwise might easily *opt-out'...</i>	opt out
<i>...the pupils start studying the *so called A-language...</i>	so-called
<i>...there are still many *so called [peripheric] areas...</i>	so-called
<i>...but some of those *abovementioned also go out to the streets...</i>	abovementioned
<i>Television and radio offer the most *up to date news...</i>	up-to-date
<i>...newspapers [...] offer the reader more *indepth analysis...</i>	in-depth
<i>A big part of the pollution comes from the *ever growing [traffic]...</i>	evergrowing
<i>Maybe the Finns do not feel so comfortable in *face to face situations...</i>	face-to-face

<b>Capitalization</b>	<i>...gases also affect the *Ozone layer...</i>	ozone
	<i>...the weakening of the *Ozone layer causes [skin cancer].</i>	ozone
<b>Articles</b>	<i>*The child has * capacity of learning many languages...</i>	A child the capacity
	<i>[every day] in * news</i>	the news
	<i>...some western European country, or * USA...</i>	the USA
	<i>With or without * EU...</i>	the EU
	<i>...a minor part of * world's population...</i>	the world's
	<i>...I never felt [...] left out or among * wrong people.</i>	the wrong people
	<i>...it will be available to *all public in the same manner as television...</i>	the public
	<i>... to go to * Swedish school...</i>	a Swedish school
	<i>... a woman, who is weaker than * man...</i>	a man
	<i>...an endless [number] of issues of * similar kind.</i>	a similar kind
	<i>[twenty-four] hours * day</i>	a day
	<i>... it is * proof [...] that you are ugly.</i>	a proof
	<i>...I believe that all *the individuals are offered the same basic opportunity...</i>	no article
	<i>...to think about *the nature...</i>	no article
	<i>...feeling of not really belonging in Sweden grew into *the accepting the role of an outsider.</i>	no article
	<i>...whether we have *a low self-esteem or not.</i>	no article
	<i>I think that *a concept of "national identity" is by no means meaningless.</i>	the concept of...
	<i>... issues of * similar kind.</i>	a similar kind
<b>Preposition</b>	<i>Teaching languages *at schools...</i>	in
	<i>...pupils [...] *on the third grade...</i>	in
	<i>...Finnish identity [...] will be put *on jeopardy.</i>	in
	<i>...the EU will transform us *to some grey...</i>	into

	<i>Despite *of this fact...</i>	<i>no preposition</i>
	<i>Despite *of the coming triumph...</i>	<i>no preposition</i>
	<i>...it is [a] proof *of that you are ugly.</i>	<i>no preposition</i>
	<i>...study and work abroad instead of staying *at the nearest town or city.</i>	<i>in</i>
	<i>...force them to stay *at one place.</i>	<i>in</i>
	<i>...people *in the beginning of the 20th century...</i>	<i>at</i>
	<i>I never felt *of being really left out...</i>	<i>I never felt really left out... I never really felt left out... I never really felt like left out...</i>
	<i>...a teenager *in a certain age...</i>	<i>at</i>
	<i>*In this age you also have to have a boyfriend.</i>	<i>at</i>
	<i>Competition *of pupils is not a bad idea in itself. Schools would be compelled to employ the most competent teachers, to buy the best material[s] and try to reach certain standards.</i>	<i>for</i>
	<i>...to be privatized and allowed to [opt out] * the national curriculum...</i>	<i>opt out of</i>
	<i>...I will discuss the *of opportunity and choice...</i>	<i>no preposition</i>
<b>Plurality</b>	<i>Somehow the Finns prefer writing to speaking, and this *phenomena then again leads us back to our schools</i>	<i>phenomenon</i>
	<i>For example different games and *sport are basically a form of violence.</i>	<i>sports</i>
	<i>Violence has always been a part of our *life...</i>	<i>lives</i>
	<i>Even the lives of adults *is pretty far determined by society...</i>	<i>are</i>
	<i>...an endless *amount of issues...</i>	<i>number</i>
	<i>... that we are [supposedly] provided with better *opportunity than our ancestors...</i>	<i>opportunities</i>
	<i>They would be able to compile their own *curricula and add</i>	<i>curriculum / it curricula / them</i>

	<i>unusual or highly specialized topics to *it.</i>	
	<i>... most of the news offered by these two *are always relatively new, whereas those of the newspapers *are in a sense already oldish when they reach the reader.</i>	is is
	<i>Ethical problems *is what I am most concerned about</i>	are
	<i>Schools would be compelled to employ the most competent teachers, to buy the best *material and try to reach certain standards.</i>	materials
	<i>...leave behind all the other *medias.</i>	media
<b>-s suffix</b>	<i>... violence still *exist in a kind of natural form...</i>	exists
	<i>Petrol and [diesel fuel] *toxicates and *kills nature...</i>	toxicate kill
<b>Other incorrect verb forms</b>	<i>I began to pay attention to some small things that *stroke me as different from what I had got used to in Finland</i>	struck
	<i>Most of the car man[u]facturers have *began to compete...</i>	begun
	<i>Wealthy people with their soldiers and servants often *liven in one place in the winter...</i>	lived
	<i>But what would it be like if there *was no social pressure [...]?</i>	were
<b>Pronoun</b>	<i>Some of us turned out to [be] the horrors of the streets *that fought with each other...</i>	who
<b>Borrowing</b>		
<b>Coinage</b>	<i>It is *revire they are fighting for.</i>	territory
<b>Calque</b>		
<b>Deformity</b>	<i>Some *animous instincts to kill remain...</i>	animalistic
	<i>Since an *untarmsued reputation and ranking among the best schools would be a top priority, discipline and performance orientation would probably improve.</i>	untarnished?
	<i>*supposingly</i>	supposedly
<b>Incorrect affixes</b>	<i>We need *inofficial [rules]...</i>	unofficial

	<i>Some may even be born with *misformations.</i>	malformations
	<i>...this would lead to *inefficiency.</i>	inefficiency
	<i>...[so-called] *periferic areas...</i>	peripheral
	<i>...a somewhat *periferic area is Lapland...</i>	peripheral
<b>Omission</b>	<i>*succesful</i>	successful
	<i>... [evergrowing] trafic ...</i>	traffic
	<i>... *trafic safety...</i>	traffic
	<i>... *trafic accedents...</i>	traffic
	<i>...all *trafic...</i>	traffic
	<i>...in relation to other *trafic...</i>	traffic
	<i>...only group in *trafic...</i>	traffic
	<i>...films with *heros...</i>	heroes
	<i>*eg.</i>	e.g.
	<i>... *parlament for children.</i>	parliament
	<i>...in the *parlament...</i>	parliament
<b>Overinclusion</b>	<i>...a week all *across the world...</i>	across
	<i>I rescently heard a speech...</i>	recently
	<i>... *necessary for forming statements</i>	necessary
	<i>...common history and *experencijs</i>	experiences
	<i>...a wide variety of choices and *opporturnities</i>	opportunities
	<i>...more *opportunities</i>	opportunities
	<i>...the increase in choices and *opportunities</i>	opportunities
	<i>...the *priviledged classes</i>	privileged
	<i>I am sure that whoever will set one's mind on "exploring" the national identity will find that it *enrichens one's views of life enormously.</i>	enriches
<b>Misordering</b>	<i>...historical *bakcground</i>	background
	<i>...going to work by *bycycle</i>	bicycle
<b>Blending</b>		
<b>Other misspelling</b>	<i>At *his point one might wonder...</i>	this
	<i>... *it we realise the underlying similarity of cultures..</i>	if

<i>The movies have even *eggaterated this violent behaviour.</i>	exaggerated
<i>...one punch *kan kill a man...</i>	can
<i>...we still have *choises...</i>	choices
<i>... social *"rools" to follow...</i>	rules
<i>... *rools and social pressure...</i>	rules
<i>...there are *"rools"</i>	rules
<i>... *"rools are made to be broken"</i>	rules
<i>...we like the *"rools"...</i>	rules
<i>... the level of general knowledge will *dvindle...</i>	dwindle
<i>*propably</i>	probably
<i>... polluted plants get *deseases...</i>	diseases
<i>...polluted animals get *deseases...</i>	diseases
<i>...in car *accedents...</i>	accidents
<i>...most of the car *manufacturers...</i>	manufacturers
<i>...less *advantageous...</i>	advantageous
<i>...the very dangerous *ultraviolete radiation...</i>	ultraviolet
<i>...behind the *steering wheel...</i>	steering
<i>...[so-called] *periferic areas...</i>	peripheral
<i>...a somewhat *periferic area is Lapland...</i>	peripheral
<i>...no *concensus on opinions...</i>	consensus
<i>...during *1930'ies and 1940'ies.</i>	1930s and 1940s
<i>In this essay *it I have tried to...</i>	omission
<i>...free will and *self-determing...</i>	self-determining
<i>... *beggars who never had the opportunity to travel...</i>	beggars
<i>...to drink *alkohol...</i>	alcohol

## Appendix 2 Errors by GL1s

Error type	Error (marked with *)	Intended word/expression
Confusibles	<i>That's what *differs them so much from the Colbys.</i>	differentiates
	<i>... a phone conveyed the sad *massage...</i>	message

<b>Concomitant</b>	<i>... a typical [S]panish girl, often very *fashionable dressed...</i>	fashionably
	<i>... living in a semi-detached house *nearby the Joneses.</i>	near
<b>False friends</b>	<i>The bill tears a big hole in your *brief-case...</i>	wallet
	<i>... all the drivers [hectically] searching [for] a *parking-lot...</i>	parking spot
	<i>... looking for a free *parking lot...</i>	parking spot
<b>Compounding</b>	<i>... she wears a hair slide or a *pony-tail...</i>	ponytail
	<i>The person, whom I admire most is my *girl-friend</i>	girlfriend
	<i>...dark coffee and "Axe" *after shave made my nose tingle</i>	aftershave
	<i>... she talked about her *home town...</i>	hometown
	<i>It was really hard to say *good-bye...</i>	goodbye
	<i>...crazy *motor-cyclists and *car-drivers...</i>	motor cyclists car drivers
	<i>... *parking-meters and *lollipop-men...</i>	parking meters lollipop men
	<i>...no *noise-pollution, no *exhaust-fumes, and no more injuries caused by *car-accidents...</i>	noise pollution exhaust fumes car accidents
	<i>... on a little *electro-train...</i>	electric train
	<i>... died because of *lung-cancer...</i>	lung cancer
	<i>... full-time job of a *house-wife...</i>	housewife
	<i>... this *vast-spread vehicle is the destruction of our environment.</i>	vast spread
	<i>... the next *mail box.</i>	mailbox
	<i>... without being afraid of dying of *lung-cancer.</i>	lung cancer
	<i>But the latest fashion of *mountain-bikes...</i>	mountain bikes
	<i>Our day[s] there were filled with visiting museums, *sight-seeing, *round-trips, going shopping ...</i>	sight seeing round trips
	<i>... standing and waiting at *traffic-lights...</i>	traffic lights

	<i>...my [sister's] *new born *baby-boy...</i>	newborn baby boy
	<i>*Car-parking and the rapidly increasing traffic...</i>	Car parking
	<i>... Italian *life-style or the Italian language...</i>	lifestyle
	<i>... having called my *boy-friend to pick me up...</i>	boyfriend
	<i>Both my *boy-friend and I...</i>	boyfriend
	<i>It was this special *phonecall...</i>	phone call
	<i>In *inner-cities cars [diminish] the quality of living</i>	inner cities
	<i>Except the *lollypop-men and the traffic wardens...</i>	lollipop men
	<i>... out of the *mail-box...</i>	mailbox
	<i>"*Business woman" I thought at once.</i>	Businesswoman
	<i>...in one of these *so called skyscrapers...</i>	so-called
	<i>I know that she sometimes feels *home-sick...</i>	homesick
	<i>... a sleek, *darkgreen, [sporty] BMW...</i>	dark green
	<i>...now they're grey and *soot- blackened.</i>	soot blackened
	<i>I [...] went back to the *red haired girl, wearing obviously only *hand made knitted or woollen clothes...</i>	red-haired girl handmade
	<i>... a crowd of *dark haired people...</i>	dark-haired
	<i>In the *summer time it's more than likely to meet her at the local "Baggersee"...</i>	summertime
	<i>The twins [...] received two red *Austin-minis"...</i>	Austin Minis
	<i>... searching [for] a *parking- lot...</i>	parking lot
	<i>My *4-year old cousin...</i>	4-year-old
	<i>The bill tears a big hole in your *brief-case...</i>	briefcase
<b>Capitalization</b>	<i>Last *saturday the Olympic Summer Games...</i>	Saturday
	<i>... a handicapped member of the *spanish delegation...</i>	Spanish
	<i>Raquel, a *spanish girl, is a close friend of mine.</i>	Spanish

	<i>a typical *spanish girl</i>	Spanish
	<i>... we are *germans...</i>	Germans
	<i>... to understand and speak a little bit *german.</i>	German
	<i>...she is studying *english literature in Madrid...</i>	English
	<i>...especially on *sundays.</i>	Sundays
	<i>Last *saturday I went shopping with Alexander.</i>	Saturday
	<i>But as soon as you tell *aunt Martha that you will be getting married this year...</i>	Aunt Martha
	<i>... his *t-shirt revealed a part of his sportive, muscled body.</i>	T-shirt
	<i>... this sentence was printed [in] *Capital letters.</i>	capital
<b>Articles</b>		
<b>Prepositions</b>	<i>I'm living in the 9th floor...</i>	on
	<i>The [driver] [...] lost control *over his [vehicle].</i>	of
	<i>...the population is in favour *for a large pedestrian zone...</i>	of
	<i>*At one evening...</i>	On
	<i>*At the next day...</i>	On
	<i>... that my chats *at the phone won't be exposed to the public...</i>	on
	<i>... to look around despite *of the chasing traffic...</i>	no preposition
	<i>... searching * a [parking spot]...</i>	for
	<i>*In one of my first days in my new apartment...</i>	On
	<i>Manfred and I were [welcomed] at once *in the house by the whole family...</i>	into
	<i>... the "Mafia" entered *into my dream.</i>	no preposition
<b>Plurality</b>	<i>...threaten the *lives of pedestrians and cyclists</i>	lives
	<i>... to help these people get their *right.</i>	rights
	<i>Now she is earning their *livings by marketing sweets...</i>	living

	<i>Children - have you ever thought about all the *thing children need...</i>	things
	<i>[We] were spending some days in Berlin. Our *day there were filled with visiting museums...</i>	days
	<i>During our last *holidays in the Near East we once had even trouble finding a hotel room.</i>	holiday
	<i>Would the first call be my boyfriend or an insurance company which tries to sell life *insurances by telephone?</i>	insurance
	<i>...I realized that there *wasn't any taxi.</i>	weren't any taxis
<b>-s suffix</b>	<i>After noticing what the soot of the cars *destroy...</i>	destroys
	<i>...[foreign] pronunciation and intonation *causes a lot of problems...</i>	cause
	<i>to hear *each others voices</i>	each other's
	<i>my *sisters [newborn baby boy]</i>	sister's
	<i>... it was possible to get a *students' bus ticket...</i>	student's
	<i>So you see, hear and smell the [hustle and bustle] of *everyday's traffic...</i>	everyday
	<i>... he has to get to the city for *everyday's work...</i>	every day for work
<b>Other incorrect verb forms</b>	<i>I was very, very proud because I had *stand the initial difficulties...</i>	stood
	<i>The Joneses next door * ever since wanted to represent the upper class.</i>	have
<b>Pronoun</b>	<i>This happened to me in 1987. *In this year, in August</i>	That
	<i>We were afraid that his car could break down and *he really did.</i>	it
	<i>...I was washing *me thoroughly...</i>	myself
<b>Borrowing</b>		
<b>Coinage</b>		
<b>Calque</b>		
<b>Incorrect affixes</b>	<i>... namely *encorporating the honourable idea of a melting pot of nations...</i>	incorporating

<b>Deformity</b>		
<b>Omission</b>	<i>...transportation systems for *everbody?</i>	everybody
	<i>a family who does not *pronounce the words</i>	pronounce
	<i>...married *employes.</i>	employees
	<i>...a wonderful *suprise...</i>	surprise
	<i>... her *fiance Goran...</i>	fiancé
<b>Overinclusion</b>	<i>*immediatelly</i>	immediately
	<i>I have to *admitt that...</i>	admit
	<i>*pronounciation</i>	pronunciation
	<i>... “*Apartments for rent”...</i>	apartments
	<i>... *3-room-apartment</i>	apartment
	<i>...we are now in the apartment...</i>	apartment
	<i>We got the *apartment.</i>	apartment
	<i>... our dream of an own *apartment...</i>	apartment
	<i>... the parties we *organized together...</i>	organized / organised
	<i>... cars *diminish the quality of living</i>	diminish
	<i>... *metall cube on four wheels.</i>	metal
	<i>... roaring *busses...</i>	buses
	<i>Manfred and I were *welcommed at once [into] the house by the whole family...</i>	welcomed
	<i>... you would not have to *bann the cars.</i>	ban
<b>Misordering</b>	<i>*enlighthened</i>	enlightened
<b>Blending</b>	<i>... in front of their *flimmering TV screens.</i>	flickering / glimmering
	<i>a big market square, *where's always a great hustle and bustle</i>	where there's
<b>Other misspelling</b>	<i>... nowadays they work as *conducters...</i>	conductors
	<i>... a society obsessed with *persuit of profit...</i>	pursuit
	<i>*definetely</i>	definitely
	<i>... *lollypop-men and these kinds of things.</i>	lollipop men
	<i>Except the *lollypop-men...</i>	lollipop men
	<i>... in the *students' hall</i>	student halls

<i>... which is *really typical for Londoners.</i>	really
<i>... , I stayed in Margate for three *weeks at a family.</i>	weeks
<i>... because of her merry, *vivacious nature...</i>	vivacious
<i>*enormous</i>	enormous
<i>*hecticly</i>	hectically
<i>... *thirsty mouth.</i>	thirsty
<i>... this sentence was printed *in [c]apital letters...</i>	in
<i>The air is full of pure *"perfume"...</i>	perfume
<i>*curagous</i>	courageous