Name:_____

CEFR Range level: _____   **CEFR Coherence level:** _____   **CEFR Accuracy level:** _____

Instructions on How to Interpret the Feedback you have Received

A study of error by Andrea Lunsford and Robert Connors shows that **twenty different mistakes comprise 91.5 percent of all errors in student language production**[1]. If you can begin to manage these twenty errors, you will go far in formulating academic production that is correct and clear. This feedback sheet is designed to enable you to see patterns of error in your language production so that you can begin to develop an individual strategy of elimination.

Error elimination strategy

1. Establish whether the error is a matter of carelessness or a genuine error

E.g. Spelling errors are, of course, examples of carelessness as you should always both spellcheck and proofread before submitting assignments. Only you truly know which other errors are careless.

2. Categorize your errors

Put the errors into categories. In this way, you will immediately see a pattern of error which will make the task of elimination manageable. Begin by checking off (tallying) the **(1)** type of and **(2)** number of errors you have made in the tally total column on the reverse side. For example:

9	Comma after introductory word or phrase	┼┼┼ ┼┼┼ ┼┼┼ IIII
8	Informal style	┼┼┼ ┼┼┼ I
13	Preposition problem	IIII

3. Prioritize your errors

Determine which problems are either most frequent or most serious and list them accordingly.

4. Eliminate your errors

Please note that you risk damaging your academic credibility by producing repeated errors. Therefore, it is your responsibility to take the learning process to the next stage and work on your individual strategy to eliminate errors.

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[1] Connors, Robert J., and Andrea A. Lunsford. "Frequency of Formal Errors in Current College Writing, or Ma and Pa Kettle Do Research." *CCC* 39.4 (1988): 395-409

Enhancing Autonomous Learning through a Virtual Learning Environment. McKinney, M. G. and Comadina Granson, A. R. O. 2011. *Autonomie und Motivation, Erträge des 2. Bremer Symposions zum autonomen Fremdsprachenlernen*

Self-correction Error Log: A strategy to improve range, coherence and accuracy

	Error type (Click on link for explanation and practice)	Additional links Click to open			Tally total 1	Tally total 2
1	Adverb/adjective confusion	1	2	3		
2	Apostrophe use problem	1	2	3		
3	Article problem – a(n), the	1	2	3		
4	Countable or uncountable?	1	2	3		
5	Comma splice or run-on sentence	1	2	3		
6	Fragment / incomplete sentence	1	2	3		
7	-ing word form required	1	2	3		
8	Informal style inappropriate /// Use Academic Word List	1	2	3		
9	Comma after introductory word or phrase	1	2	3		
10	Transition word faulty/required	1	2	3		
11	Use of numbers faulty					
12	New Paragraph required /// No paragraph	1	2	3		
13	Preposition problem	1	2	3		
14	Make subject(s) agree with verb(s)	1	2	3		
15	Verb tense problem	1	2	3		
16	Awkward: Review sentence word order	1	2	3		
17	Wrong word, collocation or word form	1	2			
18	Meaning unclear: reformulate	1	2	3		
19	Missing word	1	2	3		
20	Verbose: omit word(s)	1	2			
21	Misspelling					