A computer-aided error analysis of a Korean learner corpus: procedures, findings and pedagogical applications

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This paper reports the results of a computer-aided error analysis (CEA) of a Korean secondary school students’ corpus and makes a case for taking a DDL approach when teaching writing and grammar in the Korean ELT classroom. The CEA was conducted on a small corpus (19,610 words) of writing in English produced by Korean secondary school students. The analysis identified the most common errors the students made using the error-tagging software tool, UCLEE (Dagneaux, et al., 1996).

Based on the CEA results, concordance-based and DDL materials were designed to remedy the students’ most frequent error types, using activities similar to those which featured in the studies of Gaskell & Cobb (2004), Granger & Tribble (1998), Sripicharn (2002), etc., and tried out on Korean secondary English classes. Questionnaires and in-depth interviews were employed to investigate the students’ attitudes to DDL, and the teachers who observed the classes were also interviewed. The findings show both the students and teachers displayed relatively positive responses to the approach. The paper ends with a discussion of the pedagogical implications of these findings.

References