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An Error Analysis of L2 Writing: How Does Task Complexity Affect L2 Errors?

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Most task-based research examined the effects of task complexity on various aspects of L2 production, and this study aims to perform an in-depth analysis of task complexity effects on error patterns observed in L2 writing in terms of morphological, lexical, syntactic, and mechanical errors. 39 learners of English carried out one written task with three levels of task complexity, operationalized as the number of elements. Results of a series of repeated-measures ANOVAs revealed that greater task complexity led to significant increases in the amount of all four error types and the numbers of morphological, lexical, and local syntactic errors per T-unit. It was also found that learners are more likely to make errors in terms of plurality, word choice, and article use when they need to mention more elements when carrying out complex tasks.

Keywords: task complexity, L2 errors, L2 writing, morphological errors, lexical errors, syntactic errors, mechanical errors

Introduction

Writing is a substantially complex task, as rigorous cognitive processes are involved in the formulation of ideas, translation of the ideas into actual words and expressions, and revision of the output (Kellogg, 1999). For language learners, L2 writing is considered to be one of the harder skills to master, and previous studies have found that learners feel greater levels of anxiety when writing in the L2 (Abdel Latif, M. M, 2015; Atay & Kurt, 2006; Silva, 1992). Given that even L1 writing is not entirely free of errors (Yang & Sun, 2015), L2 learners are expected to commit a considerable number of errors in numerous aspects.

As an alternative to Contrastive Analysis theory, which aimed to predict L2 errors based on the assumption that errors are caused by differences in the L1 and L2, Error Analysis became popular in the 1960s, as the contrastive analysis was found to over-predict or under-predict errors (Khansir, 2012; Rustipa, 2011). In an effort to locate the sources of errors, Richards (1971) categorized errors into interference, intralingual, and developmental errors. Later, Richards (1974) re-classified errors into two groups: interlingual errors and intralingual developmental errors. However, the vague distinction between intralingual and interlingual errors faced criticism, and accordingly, Dulay and Burt (1974) categorized errors into three groups: developmental errors, interference errors, and unique errors (Heydari & Bagheri, 2012).

Task-based studies have also looked into L2 errors in order to investigate the effects of task complexity on the accuracy of L2 performance. In contrast to error analysis of L2 writing, accuracy in task-based research was mostly examined in terms of the number or percentage of error-free T-units, error-free

clauses, or error-free clauses per T-unit (Johnson, 2017). Target-like use of articles have also been employed as an additional measure of accuracy (Ishikawa, 2007). Because the majority of task-based studies have also looked into task complexity effects on other performance measures such as lexical and syntactic complexity and fluency, little attention has been paid to the various types of errors that learners make in the context of task complexity. Therefore, this study aims to fill the gap by conducting an in-depth analysis of errors found in L2 writing, while investigating the effects of task complexity on such errors at the same time.

Studies of Task Complexity Effects on L2 Writing Accuracy

In a series of studies, Kuiken and Vedder (2007, 2008) investigated the effects of task complexity (operationalized as number of elements) and L2 proficiency on L2 writing. Eighty-four Dutch learners of Italian and 75 Dutch learners of French were assigned to either a low- or high-proficiency group based on their scores on an English cloze test. Participants carried out a task in which they were required to write a letter to a friend about choosing a holiday destination. Categorizing errors into three groups according to the level of severity, Kuiken and Vedder (2008) found that both groups were significantly more accurate on the complex task, particularly with regard to first and second degree errors (minor to slightly more serious errors). Using more specific measures to analyze their data, Kuiken and Vedder (2007) investigated task complexity effects on errors in grammar, lexicon, orthography, and appropriateness. Statistical results revealed that for learners of Italian, high-proficiency learners outperformed low-proficiency learners in terms of grammar, orthography, and other errors. Furthermore, learners produced fewer lexical errors and used more frequent words in the complex task. For the L2 French learners, high-proficiency learners performed more accurately with regard to grammar, lexical, and other errors. They also made fewer lexical, orthography, appropriateness, and other errors in the complex task. Unlike the students of Italian, more infrequent words were used in the complex task.

In Ishikawa's (2007) study, 54 L1 Japanese high school students performed a written narrative task after seeing a cartoon strip. Task complexity was determined by the use of present/past tense and presence/absence of contextual support. The percentages of error-free clauses and error-free T-units were employed as general measures of accuracy, and the percentage of target-like use (TLU) of articles was employed as a specific measure of accuracy. It was found that those in the [- Here-and-Now] condition used significantly more TLU of articles. Moreover, a significant interaction between task complexity and L2 proficiency was found, such that the more proficient learners in the [- Here-and-Now] condition were less accurate in terms of error-free T-units, and the more proficient learners in the [+ Here-and-Now] condition were more accurate. Ishikawa speculated that this interaction effect was caused by the production measures employed, because it is easier for learners to commit errors when they are forced to produce longer and more complex output.

In a more recent study that investigated the effects of task-type (integrated vs. non-supported writing) on L2 written performance, Abrams (2019) measured the grammatical and lexical accuracy of 23 learners. Accuracy was measured in terms of error-free T-units, while lexical accuracy was measured in terms of the ratio of accurate lexical items to overall word-count. In addition, task complexity effects on accurate lexical choice was also investigated, which was defined as the ratio of contextually appropriate lexical items to the total number of words. Findings revealed that integrated writing, i.e., writing in which the content of other authentic materials is provided and allowed for use, led to greater accuracy in all three measures, indicating that the availability of complete and complex source texts when writing is beneficial for L2 development.

Research Questions

In order to conduct an in-depth analysis of errors observed in L2 writing and investigate the effects of task complexity on such errors, the present study aims to answer the following research questions:

1. What are the patterns of errors observed in L2 writing?
2. Does task complexity have an effect on errors observed in L2 writing?

Methodology

Participants

Thirty-nine learners of English (15 males, 24 females) enrolled at a university in Korea participated in the study. They were recruited from an English course taught by the researcher, which was a required course that students needed to take in order to graduate. Their mean age was 20.85 (*SD* = 1.42) at the time of the study. None of the participants majored in English Literature or English Education (see Table 1).

TABLE 1
List of Majors (Colleges) and Mean Ages

College	*N*	Mean Age
Business Administration	12	20.33
Education	1	22.00
Engineering	6	22.67
Humanities	2	21.00
Medicine	16	20.25
Natural Sciences	1	22.00
Social Science	1	23.00
Total	39	20.85

Writing Task

Participants carried out a writing task in English, which required them to choose the best hotel among a number of options for two imaginary people with specific preferences and requirements. The task had three versions that differed in the level of task complexity, operationalized as the number of task elements. The number of hotel options to choose from, the amount of information about the hotels, and the number of the travelers' preferences and/or requirements determined task complexity. For instance, the least complex version involved three hotels that the participants could choose from, the mid-complex version involved four hotels, and the most complex version involved five hotels. As mentioned in the instructions, there was only one hotel that satisfied all of the travelers' requests/preferences, and participants were asked to write about the reasons behind their choice as well as the reasons for *not* choosing the other hotel options.

Procedure

Participants met with the researcher for a one-hour session. After completing a language background questionnaire, they were presented with three versions (least complex, mid-complex, and most complex) of the same task in a random order. They were given a total of one hour to complete all three task versions. After carrying out each task version, they completed a survey that was used to measure cognitive load, whose results will be reported in a different study.

Data Analysis

In order to examine error patterns observed in L2 writing, the study adopted and slightly modified Lee's (2016) categories of errors. Table 2 displays the types of errors that the participants' errors were categorized into.

TABLE 2
Type of Errors

Morphological errors	Lexical errors	Syntactic errors	Mechanical errors
· Ill-formed passives	· Wrong prepositions	· Word order errors and other hard-to-classify problems related to syntax	· Capitalization errors
· Ill-formed plurals	· Wrong choice of words	· Run-on sentences missing a conjunction	· Misuse of apostrophes
· Ill-formed comparatives/superlatives	· Misuse of words regarding part of speech	· Subordinate clauses standing alone	· Missing periods and/or commas
· Ill-formed verb inflections		· Tense errors	· Spelling errors
		· Subject Verb Agreement errors	
		· Non-target-like use of articles	
		· Wrong voice	
		· Misuse of infinitives/gerunds	

One rater (the researcher) first examined the participants' written output, categorizing errors into 19 sub-categories. The T-unit, defined as the minimal unit that consists of a main clause and any subordinate clauses embedded or attached to it (Hunt, 1964), was also included in the analysis so that comparisons could be made between participants as well as across the three levels of task complexity. A second rater examined 30% of the data, also detecting and categorizing errors. The 19 categories were then regrouped into four major error types as shown in Table 2. The two raters convened to find any differences in opinions, which were later discussed and reconciled. The percentages of the errors in each category were calculated to examine differences in error patterns along increased task complexity. The numbers of morphological, lexical, syntactic, and mechanical errors were divided by the number of T-units, whose results were added as dependent variables for a series of one-way repeated measures ANOVAs, with task complexity as a three-level independent variable (least complex, mid-complex, and most complex). The significance level was set at $p = .05$, and the Huynh-Feldt correction was used when the assumption of sphericity was violated.

Results

The overall frequency and distribution of the four types of errors for each level of task complexity are displayed in Table 3 and Figures 1-2. The distribution of error types did not seem to be greatly affected by increases in task complexity. The total sums of errors were shown to increase as the task became more cognitively challenging. Across all levels of task complexity, morphological errors occupied the smallest proportion of errors, followed by the proportion of mechanical errors. Lexical errors and syntactic errors comprised the largest proportions of errors. While syntactic errors represented the largest percentage of errors when participants carried out the least complex and most complex task versions, lexical errors occupied the largest percentage (though only by a slight difference) when they carried out the mid-complex version.

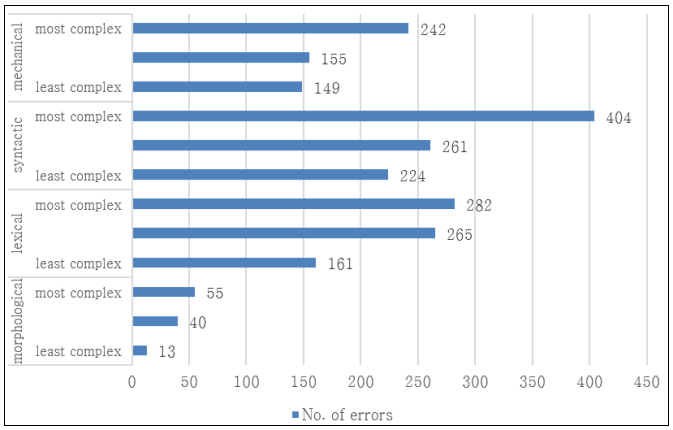

Figure 1. Overall frequency of errors by category and task complexity.

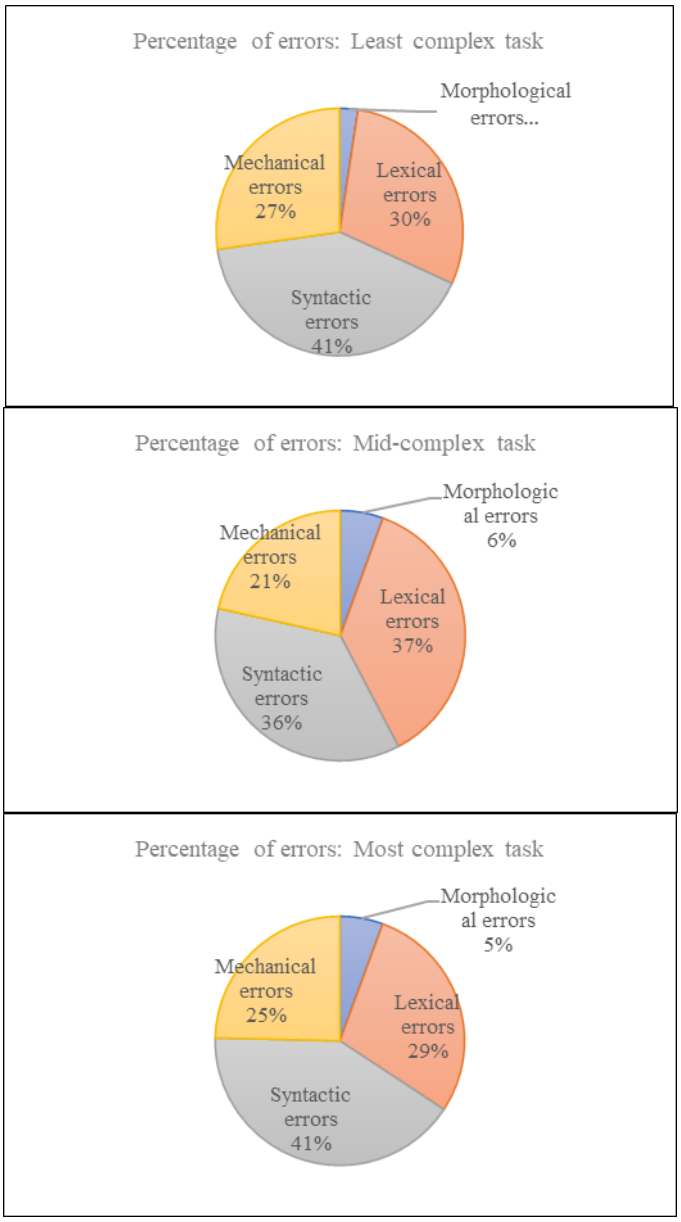

Figure 2. Distribution of error types by task complexity.

Results of two separate repeated measures ANOVAs with the numbers of tokens and T-units as dependent variables revealed that task complexity had a significant impact on text length, $F(2, 76) = 28.815$, $p < .0005$, $\eta_p^2 = .431$ for the number of tokens, and $F(1.811, 68.800) = 44.724$, $p < .0005$, $\eta_p^2 = .541$ for number of T-units. Pairwise comparisons showed that there was a significant difference in text length between all three levels of task complexity for both variables ($p < .05$). As such, it was deemed necessary to employ a measure that took text length into consideration. Put simply, because more complex task versions elicited longer texts, it was considered highly likely that the longer texts would contain more errors. Table 3 shows the difference between the means of the total numbers of error types across the three levels of task complexity and such numbers divided by the total number of T-units.

Regarding the mean number of errors in each category, statistical analyses revealed that there were significant effects of task complexity on all categories: $F(2, 76) = 10.840$, $p < .0005$, $\eta_p^2 = .222$ for morphological errors; $F(2, 76) = 13.800$, $p < .0005$, $\eta_p^2 = .266$ for lexical errors; $F(2, 76) = 16.933$, $p < .0005$, $\eta_p^2 = .308$ for syntactic errors; and $F(2, 76) = 6.835$, $p = .002$, $\eta_p^2 = .152$ for mechanical errors. Simple effects tests revealed that significant differences in morphological errors and lexical errors were found between the least complex versions and the more complex versions ($p < .05$), whereas the significant differences in syntactic errors and mechanical errors were found between the most complex version and the less complex versions ($p < .0005$). Put simply, the more complex the task was, the written output by each participant contained significantly more errors in all four categories.

However, when such measures were divided by the total number of T-units, different results were obtained from the statistical analyses. Task complexity was not found to have a significant impact on the numbers of syntactic errors per T-unit and mechanical errors per T-unit, $F(2, 76) = 1.424$, $p = .247$, $\eta_p^2 = .036$, and $F(2, 76) = .652$, $p = .524$, $\eta_p^2 = .017$, respectively. On the other hand, significant effects of task complexity were found on the numbers of morphological errors per T-unit and lexical errors per T-unit, $F(2, 76) = 6.595$, $p = .002$, $\eta_p^2 = .148$, and $F(2, 76) = 4.189$, $p = .019$, $\eta_p^2 = .099$, respectively. Pairwise comparisons revealed that the more complex task versions elicited significantly more morphological errors per T-unit than the least complex version ($p < .05$), and that the mid-complex version elicited significantly more lexical errors per T-unit than the least complex version ($p < .05$).

TABLE 3
Means and Standard Deviations of Error Types by Task Complexity

	Task complexity		
	Least complex	Mid-complex	Most complex
Morphological errors	.33 (.62)	1.03 (1.22)	1.41 (1.55)
Lexical errors	4.13 (2.76)	6.79 (4.52)	7.23 (4.88)
Syntactic errors	5.74 (3.86)	6.69 (3.29)	10.36 (5.21)
Mechanical errors	3.82 (3.22)	3.97 (4.21)	6.21 (5.28)
Morphological errors per T-unit	0.03 (0.06)	0.08 (0.09)	0.08 (0.09)
Lexical errors per T-unit	0.43 (0.25)	0.59 (0.40)	0.49 (0.37)
Syntactic errors per T-unit	0.63 (0.40)	0.62 (0.40)	0.73 (0.41)
Mechanical errors per T-unit	0.43 (0.42)	0.37 (0.44)	0.42 (0.35)

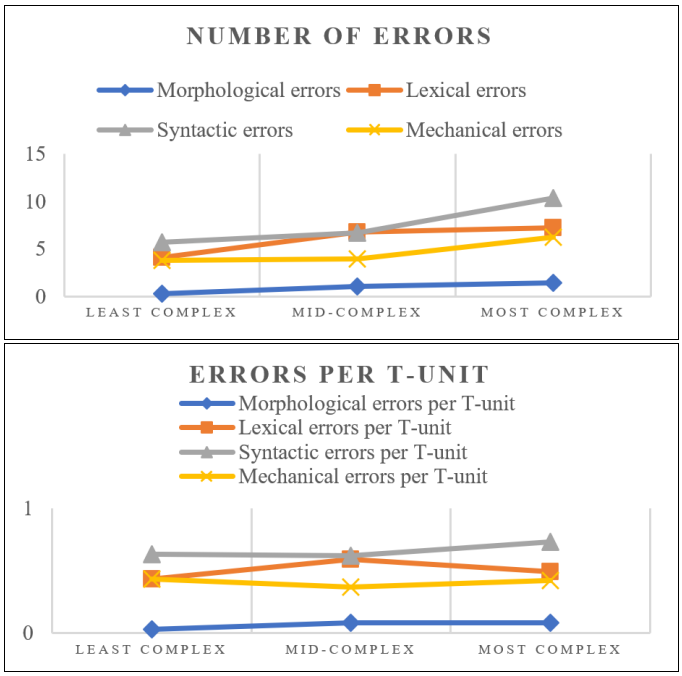

Figure 3. Number of errors and number of error per T-unit by task complexity.

Because significant results were not found for syntactic errors per T-unit, despite its seemingly drastic increase when participants performed the most complex task version, it was deemed necessary to take a closer look at the measure, especially because the syntactic error category included a higher number of subcategories than the other three major categories. As such, syntactic errors were further divided into two groups: global syntactic errors and local syntactic errors. Global errors included word order errors and other hard-to-classify problems related to syntax, subordinate clauses standing alone, and misuse of voice (e.g., using the active voice when the passive voice was needed, and vice versa). Local syntactic errors involved run-on sentences missing a conjunction, tense errors, subject verb agreement errors, non-target-like use of articles, and misuse of infinitives and gerunds.

TABLE 4
Descriptive Statistics for Local vs. Global Syntactic Errors by Task Complexity

	Task complexity		
	Least complex	Mid-complex	Most complex
Local syntactic errors	3.95 (3.10)	4.90 (3.10)	8.67 (4.56)
Local syntactic errors per T-unit	0.42 (0.30)	0.44 (0.32)	0.59 (0.31)
Global syntactic errors	1.79 (1.77)	1.79 (1.38)	1.69 (1.67)
Global syntactic errors per T-unit	0.21 (0.22)	0.18 (0.20)	0.13 (0.17)

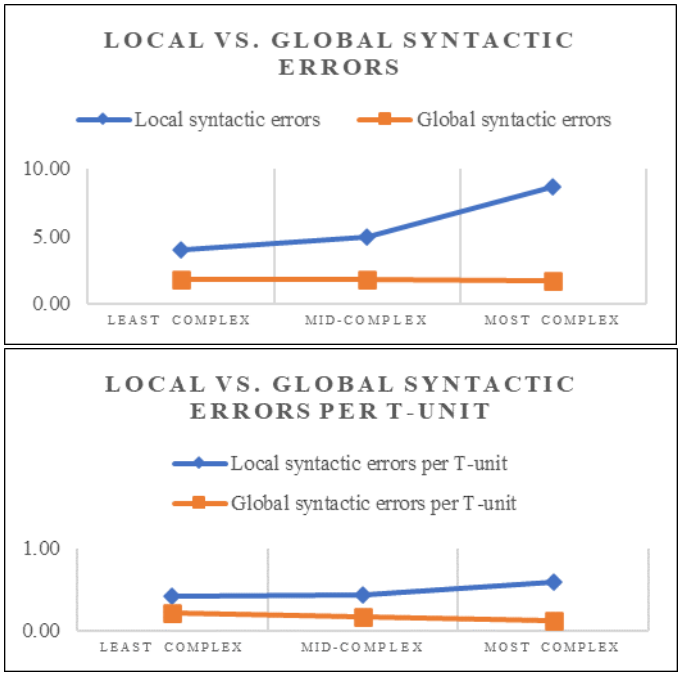

Figure 4. Global vs. local syntactic errors.

As shown in Table 4 and Figure 4, although there didn't seem to a significant relationship between global syntactic measures and task complexity, there appeared to a substantial increase in the numbers of the two local syntactic measures when task complexity was at the highest level. Results obtained from statistical analyses confirmed this, in that significant task complexity effects were found on the number of local syntactic errors and the number of local syntactic errors per T-unit: $F(2, 76) = 26.640$, $p < .0005$, $\eta_p^2 = .412$, and $F(2, 76) = 7.069$, $p = .002$, $\eta_p^2 = .157$, respectively. Simple effects tests revealed that the most complex task version elicited significantly greater numbers of local syntactic errors ($p < .005$) and local syntactic errors per T-unit ($p < .05$) than the other two versions. On the other hand, non-significant results were found for the number of global syntactic errors and the number of global syntactic errors per T-unit, $F(2, 76) = 0.056$, $p = .946$, $\eta_p^2 = .001$, and $F(2, 76) = 1.648$, $p = .199$, $\eta_p^2 = .042$, respectively.

Discussion and Conclusion

The purpose of the present study was to look into the patterns of errors observed in L2 writing and find out if learners made significantly more errors when the complexity of the task was increased. Thirty-nine participants carried out the same task with three levels of task complexity, operationalized as the number of elements. The errors that they made in their writing were categorized into morphological, lexical, syntactic, and mechanical errors. The distribution of errors was fairly consistent across the three levels of task complexity, with the majority of the errors being syntactic and lexical errors, followed by mechanical and then morphological errors. The mean number of errors in each category significantly increased along increases in task complexity, such that the most complex task version elicited the most morphological, lexical, syntactic, and mechanical errors in their written output. When dividing such numbers by the number of T-units, increasing task complexity was also found to lead to greater amounts of morphological and lexical errors per T-unit, whereas such effects were not found for the other two types of errors. Further examination revealed that when the task was very complex, participants made significantly more local syntactic errors. On the other hand, global syntactic errors were not affected by increases in task complexity.

More specifically, the most complex version elicited significantly more morphological and local syntactic errors, while the number of lexical errors increased significantly when comparing the least complex version and the mid-complex version. Such findings are also reflected in the proportions of the four error categories, as the percentage of lexical errors was found to occupy the largest portion when participants carried out the mid-complex task version. As shown in Table 5, many of the lexical errors that the participants made were due to negative L1 transfer, in that the errors were caused by direct translations of Korean expressions, e.g., 'there,' 'use,' 'contain,' 'unable,' 'is,' etc. In the writing process, the participants seemed to have formulated their ideas in Korean first, and then tried to express their ideas into words by translating from Korean to English. As a result, words and expressions that would have otherwise been acceptable in Korean resulted in awkward or incorrect English words/expressions.

TABLE 5
Examples of Lexical Errors

Task complexity	Lexical error (underlined)	Intended word/expression
Mid-complex	The other way, I don't recommend 'the urban' hotel.	On the other hand,
	but it is too long to access bus, subway, etc. on foot.	Takes
	So, there is not good.	The Imperial; that hotel
	And The Urban and The Echo's check-out deadline is before afternoon.	Time
	And the checkout time is not P.M.	in the afternoon
	And it is included brakefast fee in the all pay for the hotel using.	entire bill; final bill
	but they can't use internet access.	Get
	I like containing breakfast because It's annoying me to buy something to eat.	breakfast included
	John and Peters have to use two beds and can use $250 a day.	Spend
	So the Imperial hotel is too expensive to use.	book; stay at; reserve
	Because you prefer walking to public transportation, The Urban hotel is too short to walking tour.	close to walk
	fourth reason is that there have two beds	they; that hotel; The Utopia hotel
	The Utopia has all infrastructure what John and Peter wants to.	the facilities that
	and internet is $4 per megabyte.	Costs
	but it's not matter because they prefer walk sightseeing.	a problem … walking
	First, the daily rate seems proper to them since their budget is limited to $250.	Acceptable
	So I except these hotel.	Eliminated
	The Imperial takes $300 a day.	Charges
Most complex	Therefore they can launder their clothes.	Wash
	however it has two defficits.	Disadvantages
	All the while it doesn't have breakfast	Furthermore… provide
	And the room cervices is unable after 12 a.m.	Unavailable
	And It doesn't contain brakefast.	Include
	Also, it is the earliest building than all of them.	Oldest
	and you can't use room service at dawn.	order; call
	The Echo is fit for them	Good
	and they can't use internet access	Get
	And this hotel doesn't have a breakfast.	provide; give
	Monica and Chandler have to use $300 a day,	Spend
	fifth reason is there offer breakfast.	they; this hotel
	The Imperial is expensive daily rate	Has
	When we look at the other hotels they are all good for approaching the public transportation.	Accessing
	The Royal hotel doesn't apply Internet	have; provide

Note. The examples include all types of errors that the participants made.

It seems that when the complexity of the task increased, especially from the least complex version to the mid-complex version, participants made unsuccessful attempts at diversifying their vocabulary in their writing, leading to significantly more lexical errors. For similar reasons, they made more lexical errors when performing the most complex task, although not to a statistically significant extent. Because task complexity was operationalized as the number of elements in the present study, the more elements (e.g., daily rate, internet access, public transportation, number and size of beds, budget, etc.) that had to be mentioned so that participants could provide reasons for choosing a certain hotel, the higher the likelihood of making lexical errors.

Despite the considerable difference between the amount of morphological errors and local syntactic errors, similar findings were obtained regarding task complexity effects on these two types of errors. Looking closer at the subtypes of morphological errors, it was found that over 90% of the errors across all task complexity levels were plurality errors, such as the omission of the plural marker *-s* or marking a noun plural when it should be singular. Because plural marking in Korean is unique in that it is optional under certain circumstances and mandatory under other conditions (Song, 1975), and that there are two types of plural markings (intrinsic and extrinsic) that share the same morphological suffix *-dul* (Hwang & Lardiere, 2013), plurality in English may be difficult for Korean native speakers to master. Such differences in the L1 and L2 are believed to have led to plurality errors that are shown in Table 6. Similar to lexical errors, the more details that the participants had to include in their explanations, the more they needed to use nouns in their sentences. Because the participants had not mastered English plurality completely, they inevitably made significantly more plurality errors (and thus, more morphological errors) when they carried out the most complex task version.

TABLE 6
Examples of Morphological Errors and Local Syntactic Errors

Error type	Examples (underlined)	Intended word/expression
Morphological	And there is 2 bed.	beds
	You have to search for detail.	details
	The other hotel is okay.	hotels
	That is satisfying nine condition.	conditions
	You can do the laundries,	laundry
	Its daily rates are $330.	rate
Local syntactic	They can check out at afternoon.	the afternoon
	There is washing machine.	a washing machine
	Bus station is ten minute walk from hotel.	The/A bus station is a ten minute walk from the hotel.
	It is impossible for the people to use Internet in the Royal.	the Internet
	I recommend The Castle to two people.	the two people

With regard to local syntactic errors, it was found that the majority of them (around 62-65% across all task complexity levels) were caused by the suppliance of a bare article in non-obligatory contexts, followed by errors in subject verb agreement (approximately 13-15%). Examples of such errors are presented in Table 6. Compared to percentages of cases in which participants supplied an indefinite or definite article in non-obligatory contexts (2-8% for the incorrect suppliance of an indefinite article and 8-9% for the incorrect suppliance of a definite article), most of the errors regarding article use were caused by the failure to provide an indefinite or definite article when they were required. Combined with the participants' incomplete knowledge of the English article system, the need to include more nouns in their writing when carrying out the most complex task version resulted in more errors in article use. In other words, because task complexity was manipulated such that participants had to process more elements when carrying out more complex tasks, a greater number of errors that stemmed from producing more nouns was found.

As opposed to local syntactic errors, global syntactic errors are more serious because they interfere with communication and understanding of the meaning of an utterance, making it difficult for a native speaker of English to comprehend the message or leading to misinterpretation of the message (Burt &

Kiparsky, 1972; Hendrickson, 1978; Touchie, 1986). Although the errors that were categorized as global syntactic errors in the present study were not incomprehensible, they were more serious errors than those grouped as local errors. Table 7 provides a few examples of such global errors. Most of the global syntactic errors observed in participants' writing involved hard-to-classify errors related to syntax, and the whole sentence needed to undergo reconfiguration in order to be grammatically correct. Such errors do not seem to be caused by negative L1 transfer. In addition, task complexity was not found to have a significant effect on the two global syntactic measures. This may indicate that the participants' English proficiency was high enough for them to avoid making such serious errors.

TABLE 7
Examples of Global Syntactic Errors

Examples (underlined)	Intended word/expression
The Royal takes 5 minutes on foot to get to subway.	It takes 5 minutes on foot to get to a subway station.
The Square opens early year, hasn't breakfast, uses subway stations.	The Square was built a long time ago, doesn't provide breakfast, and is close to subway stations.
But the Royal is impossible to use the wifi.	But it is impossible to use Wi-fi at The Royal.
The other hands, The Square and The Royal are not available bus	On the other hand, it is impossible to take a/the bus at The Square or The Royal.
The Royal is not available Internet.	The Internet is not available at The Royal.
The square hotel and The Echo hotel have to pay some money.	You have to pay some money at The Square Hotel and The Echo Hotel.
It is not check-out time for p.m.	You cannot check-out in the afternoon.
The Urban is not available on the Internet.	The Internet is not available at The Urban.
You can provide room service until 4 a.m.	Room service is provided until 4 a.m.
For these, I don't want to be chosen this hotel.	For these reasons, I don't want to choose this hotel.

Finally, although much previous research did not focus on mechanical errors and have even overlooked errors in spelling and punctuation (Lee, 2016), learners should be made aware of capitalization and punctuation rules, as these are the basic formats that should be followed in writing. Because capitalization does not exist in the Korean language, it is relatively easy for English learners to forget the simple rule that every sentence must start with a capitalized letter. Furthermore, capitalization errors are also likely to increase when learners forget to end their sentences with a period. Although English teachers do not tend to emphasize such rules as learners advance to higher levels, it seems that there is a need for learners to be reminded of these simple rules when writing in English.

The present study is unique in that it takes a closer look at the effects of task complexity on errors in L2 writing. It employed three levels of task complexity, which helped to capture significant differences in the amount of various errors produced by the participants. However, the following points should be addressed for future investigations. First, task complexity was operationalized in terms of the number of elements in the study, and different results could be obtained if it was manipulated in a different way. Second, at least two tasks should be used to generalize the findings, as the results could have been caused by the nature of the task used in the study. Lastly, this study focused on written production, but it would also be interesting to see if error patterns and task complexity effects would change in spoken production.

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