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Written Corrective Feedback and the Development of L2 Learner Language

A longitudinal study of lower secondary EFL writing in Norway

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Abstract

Aiming to explore teacher written corrective feedback and learner errors qualitatively and longitudinally, the present study investigates two teachers' WCF to errors in the written production of three lower secondary EFL students in Norway over the course of three school years. The study is divided in four parts: an error analysis of the students' writing once every six months, a feedback analysis of the teachers' WCF to errors in the same samples of writing, a tracking of possible improvement in selected types of errors in subsequent writing (for error categories corrected by the teacher and revised by the student), and a semi-structured interview to include the teachers' perspective and beliefs about WCF practice, both their own and in general. The study revealed that the participating students did not work enough with revision to benefit from the learning potential of the teachers' WCF. Additionally, it seems that authentic teacher WCF is neither focused nor comprehensive, but rather somewhere in between.

"Ultimately with feedback, the students who try to understand the feedback, who make use of it, they have the energy and the will to improve … they are easy to help. But how can you make the other students get to that same point?" (Teacher 2)

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1.0   Introduction

1.1 Background

The question of whether second language (L2) learners benefit from written corrective feedback (WCF) has attracted considerable attention in fields such as second language acquisition (SLA), L2 writing research, and response research. Teachers and researchers generally support the idea that students need feedback on their performance, for learning to occur. Whether teachers should point out errors and mistakes when giving feedback is nonetheless a contentious matter. As will be discussed later, there is a common belief that excessive error correction will discourage students. In a much-debated publication, Truscott (1996) advocated the abandonment of corrective feedback to students' grammatical writing errors, claiming that the effect of feedback had been taken for granted by teachers and researchers. Since then, scholarly discussions have focused on whether WCF[1], contributes positively to language development, and to what extent it improves students' writing. More recent SLA studies of singular language items, such as definite and indefinite articles report clear advantages for students who receive WCF over control groups that received no WCF (Bitchener & Knoch, 2008, 2009, 2010a, 2010b; Ellis et al. 2005); and scholars now largely agree that there is proof of, at least, positive short-term effects of WCF. The most recent debate revolves around how applicable focused CF research is from a classroom perspective, seeing that the evidence in favor of WCF largely comes from 'focused' CF studies, which centers solely on one or few linguistic items.

Van Beuningen, 2010, claims that focused CF studies hold little ecological value because a more comprehensive or 'unfocused' approach to CF provision is closer to the correction methods used by teachers. Teachers correct student texts to improve accuracy in general, not just one grammatical feature (Ferris, 2010; Storch, 2010). Consequently, a few recent studies have made attempts to increase ecological validity of CF research by investigating comprehensive WCF; that is, to look at all or most language errors. These studies have yielded different results. While Truscott & Hsu (2008) did not find any learning effect from the WCF in subsequent learner production, Van Beuningen (2011) did.

Van Beuningen et al. (2012) call for more research on authentic CF concerned with all aspects of writing. To obtain higher ecological validity, research should investigate unfocused or

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[1] Often used interchangeably with the term corrective feedback (CF) or error correction (EC).

comprehensive CF because it is the kind of feedback that best resembles the WCF practiced in schools (Van Beuningen et al., 2012). Furthermore, to understand the long-lasting effects of WCF, more longitudinal studies are necessary (Bitchener & Storch, 2010). According to Evans et al. (2010), few studies provide insight into the teachers' perspective about WCF, which indicates a need for more studies of teacher practice and teachers' beliefs. Moreover, changes in Norwegian curricular focus on feedback practice along with diverging results in recent studies of Norwegian teacher practice point to the Norwegian L2 setting as particularly interesting.

1.2   Aims and Scope

The overall aim of the present study is to explore authentic WCF over time and in detail to further our understanding of WCF. Three theoretical frameworks, Sociocultural Theory, Motivational Theory and Cognitivist theory, will serve as a backdrop for discussion.

To address the call for longitudinal and qualitative approach in WCF research, the present case study investigates two lower secondary EFL teachers' WCF to three students' lexical, mechanical, grammatical and sentence structure errors in texts written in grade 8, 9 and 10. Using a comprehensive approach to language errors, the study examines individual differences in the teachers' WCF practice and changes in the students' error patterns as the students develop their written language. It further looks for improved accuracy in a few selected error types in the students' subsequent writing after the students have received and attended to WCF directed to the same error categories. To add the teachers' perspective, the teachers were interviewed about their approach to WCF, how they work with WCF, and their opinion about WCF.

The study does not consider other types of feedback, praise, oral communication between teacher and student. As such it makes no claims to give an account of the participating teachers' feedback practice in general. Notably no strong claims will be made about any cause and effect relationship between the WCF and improved accuracy in subsequent student writing, as there are many variables at play which may have an impact on the student's long-term language development. This will be addressed in the discussion.

In terms of design and approach, the study is entirely non-experimental, using authentic learner corpus data produced over three years in a natural setting. Longitudinal research is defined as 'emphasizing the study of change and containing at minimum three repeated observations on at least one of the substantive constructs of interest' (Ployhart and Vendenberg 2010: 97). With five consecutive observations, once every six months, the present study provides rich material for exploring the interaction between errors and feedback through document analysis. In addition to the tracking and analysis of teacher WCF and learner errors, a semi-structured interview was employed to gather data about the teachers' perspective on WCF. In applying a longitudinal approach to both WCF and L2 interlanguage, the study aims to further our understanding of authentic teacher WCF practice. Additionally, the Norwegian lower secondary EFL setting may add to recent studies of Norwegian teachers' attitudes to feedback and observed feedback practice. Three research questions were formed:

RQ1. To what extent and how do the two EFL teachers provide WCF on lexical, grammatical, mechanical, and sentence structure errors to the same students' written texts in grade 8, 9, and 10?

RQ2. Tracking different types of spelling and verb tense errors, does the students' accuracy improve in subsequent writing following WCF points they receive and revise?

RQ3. What beliefs about WCF and errors guide the two teachers' WCF practice?

1.4 Outline

Starting with chapter 1, background, aims, and scope will lead the way to the research questions of the present study. Chapter 2 introduces the reader to definitions, theoretical perspectives, and different views of WCF and L2 learner errors. Three theoretical perspectives are considered in detail: Cognitive Theory, Motivational Theory, and Sociocultural Theory, followed by Norwegian governmental guidelines. Next, different views of learner errors, a definition of error and mistake and developments in the fields of Contrastive Analysis (CA) and Error Analysis (EA) will lead to why learner language should be considered a language of its own (an Interlanguage). From this perspective learner errors are explained as the result of L1 (first language) influence, learning strategies, and/or communication strategies. Individual and contextual learner differences are then briefly explained and an overview of common errors for Norwegian learners of English is presented.

In chapter 3, the literature review will provide insight into what has been studied within the fields of ESL and EFL regarding teacher feedback (internationally and in Norway). It is followed by a review of research concerned with the effect of WCF to L2 language development and accuracy improvement in students' writing.

Chapter 4 describes the design of the study, the process of selection (for setting and participants) together with a thorough step-by-step account of how the study was conducted. The different taxonomies applied for the categorization of WCF and learner errors are explained as well as the procedures for analysis. The chapter ends with a section about reliability and validity relevant to the methodological design of the study. Chapter 5 presents the results of the study, starting with the error analysis of each student. The feedback analysis is presented together with data from the interview, followed by the results from the tracking of feedback to errors for improvement. Chapter 6 presents the discussion in three parts: one for each research question and finally the conclusion, pedagogical implications, and suggestions for future research can be found in Chapter 7.

2.0   Theoretical Perspectives

2.1 Feedback

2.1.1 Feedback

Feedback can be defined as information with which a learner "can confirm, add to, overwrite, tune, or restructure information in memory, whether that information is domain knowledge, meta-cognitive knowledge, beliefs about self and tasks, or cognitive tactics and strategies" (Winnie and Butler, 1994: 5740, in Hattie and Timperley, 2007). Its main purpose is to reduce discrepancies between current performance and a desired goal. Therefore, effective feedback answers questions of where learners are going (the goal), what level they are currently at (how well a task is performed), and where they need to go next (to reach their goal) (Hattie and Timperley, 2007).

Feedback in a school context can be provided by the teacher, parents, other students (peers), or from an automated software program. It may be written, oral, specific, general, negative (corrective), positive (encouraging), or neutral. It is dialogic, and it can be immediate or *online*, as is the case with oral feedback or *delayed* as with written feedback.
In terms of timing, feedback can be provided at all stages in a learning process; during a production phase or after a product is finished. Traditional teacher practice also includes the combined correcting and grading of student papers, in which case feedback has an added explanatory function in terms of the teacher's assessment of the student's work.

2.1.2 Written Corrective Feedback (WCF)

Written Corrective Feedback (WCF) is any procedure used to inform a learner whether an instructional response is right or wrong (Lalande, 1982:140). It is corrective in nature and provides evidence to that which is not linguistically accepted in a target language (TL). Like other types of feedback, WCF can be specific, general, negative, positive, or neutral; and even though one may not think of it as dialogic, it is a form of communication between the teacher and student within the student's text.
Ellis (2009) has identified three categories of WCF: *direct feedback*, *indirect feedback*, and *metalinguistic feedback*. Direct feedback offers the corrected version either in the text (often with the error crossed out) or in the margin as a comment. Indirect feedback does not provide the corrected version. Still, it indicates where an error is located with the use of color codes,

underlining, circling of errors, or comments in the margin. Lastly, metalinguistic feedback provides information about the error, either with the use of codes or in combination with explanations or examples of rules and usage. WCF tends to focus on grammatical errors but is sometimes used for lexical and non-grammatical errors (e.g., punctuation or spelling) (Bitchener & Storch, 2016). If the teacher or researcher focuses on a few selected types of errors (generally 1-5 types), s/he uses a *selective* or *focused* approach. In contrast, corrective feedback to many or all errors is considered *comprehensive* or *unfocused*. There are no guidelines for how many errors one must focus on to be considered unfocused. Therefore, a third option, *semi-focused*, is sometimes used in literature.

2.1.3 Feedback in SLA and L2 Writing

Although research in L2 writing and SLA often examine similar phenomena in similar ways, they do not necessarily ask the same questions (Ferris, 2010:188). L2 writing studies investigate the role that WCF may play in learners' development of editing/revision skills, and for their overall improvement in writing, also referred to as the learning-to-write dimension (Ferris, 2006). SLA research, in contrast, is more focused on the writing-to-learn perspective i.e. whether WCF can facilitate long-term acquisition of different linguistic features (e.g., Bitchener & Knoch, 2010; Sheen, 2007). It is based within the theoretical framework of psycholinguistics and cognitivism. As a result, differing theoretical and methodological traditions have developed (Ellis, 2010). In the following, three theoretical approaches to feedback will be discussed: Cognitivist Theory, Sociocultural Theory, and Motivational Theory. Each theory will be considered in detail, as these are relevant to the discussion of results.

2.1.4 Feedback in Cognitivist Theory

The Cognitive perspective in SLA is based on the idea that learning is a cognitive processing of information or input. Teacher feedback and the processing that needs to occur when learners try to understand or apply feedback points in revision or new writing, is considered the consolidation process of learning (Bitchener, 2019). A goal in ESL/EFL teaching is for the learner to obtain near-native competence in usage, production, and understanding of the L2 (Cook, 2007). In Cognitivist Theory it is believed that this competence is reached when "the learner can make a consistent, automatized, accurate and appropriate use of the target

language under online conditions in oral communicative contexts (Ellis, 2009; Ortega, 2009) (in Bitchener & Storch, 2016:12).

Krashen (1984) distinguished between two competences in SLA: acquired and learnt. Learnt competence is reached through conscious attention to TL rules, whereas acquired competence is a result of natural language exposure. According to Ellis (2009), these two competences build on different types of linguistic knowledge, implicit (for acquiring) and explicit (for learning) (Ellis, 2009). The idea is that the two types are situated in different parts of the brain, which would explain why learners seem to have difficulties with accessing learnt grammar from explicit grammar instruction in a spontaneous language situation. Theorists disagree as to whether explicit knowledge can become implicit knowledge. Those who believe that it cannot transfer hold the non-interface position, e.g. Krashen (2003) and Truscott (2004, 2007). Other theorists (DeKeyser, 1998, Ellis, 2005) hold the interface position and believe that explicit knowledge can transfer through abundant practice and feedback, which eventually enables the learner to access the knowledge subconsciously and automatically. Bitchener (2016) suggests that the nature of written CF, with its unlimited time for processing, indicates that "CF has the potential to facilitate the development of explicit L2 knowledge and, through practice, the acquisition of implicit knowledge." Bitchener' s view can be found in Skill Acquisition Theory (Andersen, 1976, 1983, 1993) and in the Information Processing Model (McLaughlin's 1978, 1987, 1990).

Looking for empirical evidence in support of the interface position, De Keyser (1997) investigated the effect of explicit and implicit form-focused instruction of two kinds of morphosyntactic rules in an artificial grammar (a made-up language). Having passed an initial metalinguistic test of grammar and vocabulary, 60 learners went through instruction and practice sessions over the course of 8 weeks. The participants received corrective feedback on their answers during practice, and following each practice session, the learners were tested for reaction time and accuracy. DeKeyser's study showed that learners gradually responded faster and more accurately, similar to the learning curve of cognitive skills other than language. This was interpreted as evidence for the transfer of explicit to implicit knowledge. Other studies have also yielded evidence in support of the interface position (see e.g., Spada and Tomita,2010; Ellis et al., 2006; and Li, 2010).
In addition to the Skill Acquisition Theory, cognitive SLA theories such as the "noticing hypothesis" (Schmidt, 1995, 2001) and the "output hypothesis" (Swain, 1985, 1995) are

relevant in the discussion of the role of WCF to L2 language development. In these theories, WCF is considered to facilitate learning because it stimulates noticing and noticing-the-gap (Sheen, 2010:170). It is believed that the first step to learning is noticing and that learners engage in output hypothesizing (testing of language production) as they communicate. To supporters of the interface position, this interaction together with CF eventually leads to acquisition.

2.1.5   Feedback in Motivational Theory

Motivation is considered another influential factor in L2 learning. Rajab et al. (2012) suggested that without motivation, "even gifted individuals cannot accomplish long-term goals; whatever the curricula and whoever the teachers are". This is important to consider when reviewing research about language development, feedback and WCF. Any study that suggests one feedback method is better than another should account for the possibility that a lack of effect may come from a lack of motivation rather than the inefficiency of the method under investigation.

Early research on motivation in language teaching was primarily based on Gardner's (1985) sociopsychological motivational theory. According to Gardner, the degree of motivation stems from the degree of positive attitudes toward different aspects of setting goals and the pursuit of goals. Motivation is divided into integrative (motivation to learn comes from wanting to integrate with the language, people and culture of the L2) and instrumental (motivation to learn comes from perceived advantages of knowing a second language such as future job opportunities, a higher salary, or recognition).

Another influential contemporary model of motivational theory is the Self-determination Theory (SDT) by Ryan and Deci (2000). SDT states that people are born with three basic psychological needs, namely the need for *competence*, *relatedness*, and *autonomy*. All three are vital for aspects of individual and societal functioning (Ryan and Deci, 2017). In SDT, motivation is interconnected to the three basic needs on a multileveled scale. The different levels span from intrinsic motivation (considered close to integrative motivation) to extrinsic motivation (close to instrumental motivation) (Ryan & Deci, 2000, 2017). Intrinsic motivation is considered to have a substantial effect on deep learning because the learner is motivated to learn for the sake of learning, whereas extrinsic motivation has a lesser effect on learning due to how it is connected to incentives of external rewards (ibid.).

SDT is applicable to the context of teaching and learning in multiple ways, and written CF may have an impact on all three. Too many corrections in a learner text may affect the

learner's need for competence negatively, and the type of corrections may affect the teacher-student relationship both negatively and positively. Feedback on choices learners make in terms of textual content may steer the learners' future decisions, which may or may not have an impact on learners' need for autonomy. Indirect feedback, which does not provide the explicit correction, may contribute to a feeling of competence when a learner is successful, and the opposite, when a learner fails to understand the feedback altogether.

It is likely that motivation has an impact on how students perceive and react to corrective feedback on their writing. If you have low motivation to begin with and struggle to see yourself using the L2 in the future, the whole process from writing to receiving feedback, to revising becomes difficult. Bitchener (2016) supports this notion, stating that: "it is the quality of the learners' engagement with the written CF that may help explain why feedback results in L2 development". (Bitchener & Storch, 2016:7)

2.1.6 Feedback in Sociocultural Theory

In Sociocultural theory, or SCT (Vygotsky, 1978, 1981), learning is considered a social phenomenon where the social factor is constitutive of cognition rather than just an important variable in learning processes (Villamil & Guerrero, 2006). Communication and feedback hold a central place which makes it relevant for research on the mediating aspects of WCF. Additionally, it is significant for the Norwegian school context, seeing that both the language curriculum and language teaching in Norway is guided by a communicative approach (Simonsen, 2010).

According to SCT, cognitive development occurs in the interaction between a learner and an "expert member of society" (e.g., an expert peer, a teacher, a parent). SCT suggests that everything we learn appear in social interaction before it becomes learner internalized. Knowledge is thus co-constructed with the expert before being processed into a learner unique resource (Storch, 2016:68). Development can be traced as the learner moves from being dependent on the expert to being an independent user of abstract concepts. This takes place through language and appropriate forms of assistance (scaffolding). WCF can function as a type of scaffolding and is presumed effective when tailored to the learner's stage of development (Sheen, 2010: 170). To be efficient, WCF needs to facilitate learners to perform beyond their current capacity. It must target the area between the learner's actual and potential level of development, also referred to as the Zone of Proximal Development (ZPD).

This aspect of SCT suggests that individual adaptations play an important part. One learner may need explicit direct assistance, and another, indirect assistance to self-correct. Similarly,

simpler language structures may need less assistance than more complex ones (Aljaafreh & Lantolf, 1994). Perhaps because of its dialogic nature, SCT research on CF for language acquisition has mainly targeted oral feedback. It is difficult to establish a co-constructive environment in the written media because of the distance between teacher and learner. However, with an increase in the use of digital tools, such as Google Docs, where teachers can follow and provide feedback at the same time as students are writing, this is about to change.

2.1.7   Feedback in Norway – Governmental Guidelines

In the Norwegian curriculum, corrective feedback is considered a subcategory of assessment which during the past 10 years has gone through a considerable change. Norway has adopted the ideas of the British Assessment Reform Group (ARG) and the concept of Assessment for Learning (AfL) also referred to as Formative Assessment (FA). FA has now been put into practice on a curricular policy level. Recent studies, however, suggest that many teachers fail to implement the practice of AfL in their everyday work with feedback and assessment (OECD, 2010; Sali-Abdulahi, 2019).

The process towards new assessment regulations started during evaluations of the previous school reform in Norway (Reform 97). According to Klette (2003), findings from the evaluation indicated that teacher feedback practice consisted of general praise, ipsative assessment (evaluation in relation to previous results), and an absence of explicit, unambiguous standards. Some teachers called for initiatives to improve general assessment practice in connection to the implementation of the new Knowledge Reform (LK06). At the same time, OECD (2005) expressed concern for Norwegian students' development, suggesting that students were not adequately monitored. The Better Assessment Practices programme was initiated in response. In 2009, the Directorate for Education and Training presented new regulations for individual assessment based on four research-based principles for formative assessment.

They concluded that students have better learning outcomes:

- When they know what they should learn and what is expected of them
- When they receive feedback on the quality of their work
- When they receive advice on how to improve
- When they are involved in their own learning through self-assessment

This echoes with the findings from the Hattie and Timperly meta-study (2007), which emphasize that students need to work with the feedback for learning to happen. The new regulations included an accentuation of formative assessment as a tool for learning; what it should focus on, minimum requirements for teacher student conferences, and a request for students to actively work with self-assessment to enhance metacognition about their own competences and development (Forskrift til opplæringslova [The Education Act] § 3-11, § 3-12, § 3-14, § 3-16).

To cater to the new regulations, the Ministry of Education and Research made a request for a new systematic programme to help bring about change in assessment practice among teachers in all of Norway. The programme, Assessment for Learning or AfL (2010-2018), continued where the previous Better Assessment programme left off. Building on the work of the ARG group (2002), motivational and sociocultural theory has become central to the understanding of how assessment and feedback can work as tools for learning. The Zone of Proximal Development (ZPD) and scaffolding (Vygotsky, Bruner) is believed to hold the key to deeper learning through continuous formative assessment and feed-forward. Most importantly, the students need to be engaged and involved in the work with assessment and feedback. This calls for a continuous productive and constructive communication between teacher and student with assessment and feedback at its core.

2.2   Learner Errors

Learner errors have long been of interest to research in L1/L2 language acquisition. From a feedback perspective, learner errors provide the context for teachers' practice and as such the study of learner errors has a natural place in feedback studies.

2.2.1   Error or Mistake

Ellis (1994) describes an error in L2 production as "a deviation of the norms of the target language" (Ellis, 2005:51). In an L2 classroom/learning setting, however, "norm" is a somewhat problematical term, since teachers and students may use different variations of English depending on their language exposure outside of school (e.g., British English, American English, or Indian English). Take the word color (American English) or colour (British English) as an example. A student accustomed to the British norm who writes *color*

could: a) not know how to spell the word, or b) know how to spell it, but has made a mistake, or c) has been exposed to American English and learned to spell the word color not knowing that there is a second option in BE. It is up to the teacher or a more knowledgeable peer to evaluate whether the learner needs help to understand why their writing is considered a deviation of the norm.

Corder (1967) argued along the same lines, suggesting that one must evaluate the writer's level of competence and understanding. He proposed that an error takes place when a deviation arises from a lack of competence. A mistake, on the other hand, occurs when learners fail to perform according to their competence (Corder, 1967). As such, mistakes can be a result of processing failures related to memory limitations, a change of plan in the middle of writing a sentence, or that the learner was tired or simply did not care.

Ellis (2003), raises the question of how to interpret cases where learners get it right and wrong in the same text:

> "… if learners sometimes use a target form and sometimes an incorrect, non-target form, it cannot necessarily be concluded that the learner 'knows' the target form and that the use of the non-target form represents a mistake. It is possible that the learner's knowledge is only partial; the learner may not have learned all the contexts in which the form in question can be used". (Ellis, 2003: 51)

So, it may seem as if the process of determining whether an error or mistake has been made according to the writer's level of competence is quite demanding. A way around this is to not separate errors from mistakes, but this may distort findings and the errors analysis, especially in quantitative studies. Bitchener and Ferris (2012) suggest that errors and mistakes (in L2 production) is that which miscommunicates the writer's intended meaning (2012:42). According to Bitchener and Ferris, the errors are most often a combination of two or more of these deviations, because students often struggle with their written language on multiple levels (ibid.). Such an approach requires an interpretation of the learner's intended meaning, which may be equally complex to the analysis of learner competence.

Fortunately, not all errors need advanced analysis: "surface errors" such as basic misspellings or missing punctuation (most often) require less interpretation.

Corder (1971), labeled easily defined surface-level errors as *overt*, whereas errors proved erroneous when read in context were labeled *covert*. Errors are further identified as either

local or *global*, where local errors affect a single word only, and global errors affect clauses, sentences, or even paragraphs (ref).

An example of a covert error from the collected data is: **They jump in the car*. Although this sentence is correct on a surface level, the actual meaning that the student was trying to convey is miscommunicated. When reading the sentence in context, it becomes clear that the student wanted to say: They get in the car (to drive to McDonald's). Because of its interpretive nature, error analysis is prone to research bias. Making the data material and methodology accessible and transparent allow readers to make up their own minds about interpretations made. When possible, it is preferable to use multiple raters of the same learner texts to enhance reliability.

2.2.2 Interlanguage

Investigating learner errors is an essential part of assessing learner progress in language development, but scholars' view of errors has changed considerably over the years. During the 1960s, behaviorists argued for a correct-everything approach to prevent fossilization (Bitchener and Ferris, 2012:14). Errors were considered flaws in acquisition; something that should be avoided at all costs. Research at the time was focused on the learner's L1, as this was considered the primary source for learner errors (ibid.). Scholars believed that by studying the differences between a student's L1 and L2, one could predict where the student would make errors and focus the instruction accordingly to avoid negative transfer and said fossilization (ibid.). This became known as Contrastive Analysis (CA). It was hypothesized that the more two languages differed, the more difficult it would be to acquire the L2. However, studies conducted in the 1970s contented the validity of CA, because learners seemed to do all kinds of errors, not just L1 related (Burt, 1975; Ervin-Tripp, 1970; George, 1972; Hendrickson, 1978). The field of Error Analysis (EA) developed as a response to CA and contributed to a deeper understanding of learner language and patterns of development. One of the pioneers of EA, Selinker (1972), suggested that learner language should be considered a mental system of its own; an "interlanguage", with rules of usage based on learners' current understanding of a TL's grammatical structure. Errors became understood as interlingual (L1 influenced) as well as intralingual (developmental). Thus, the view of errors gradually shifted from something that should be avoided and corrected at all costs, to errors as natural and expected occurrences in different stages of L2 development.

2.2.3 Errors explained: L1 influence, learning strategy and communication strategy

Even though CA was refuted as the sole explanation to learner errors, contrasting the L1 and the TL may predict or diagnose those errors that have been made because of L1 influence or transfer. To Selinker, language transfer is best understood as "a cover term for a number of behaviors, processes and constraints, each of which have to do with CLI[2], i.e. the influence and use of prior linguistic knowledge…" (1992:208). Derrick, Paquot & Plonsky (2018) maintain that current research supports how the L1 in combination with developmental universals may explain learner errors.

James (1998) defines four major categories of learner errors: interlingual, intralingual, communication strategy-based, and induced. Interlingual errors are related to the learner's L1, and they are further distinguished into two types: L1 transfer and L1 interference. L1 transfer errors (or 'borrowing') occur when the learner must use a linguistic form or word from his L1 because he does not know the TL equivalent. L1 interference errors occur when the TL equivalent is known to the learner, but he cannot access it (James, 1998:175). Intralingual learner errors occur when the TL form is under development but has not yet been mastered. Some examples of learning strategy-based errors are: *false analogy* (to wrongly assume that a rule or item applies to another item), *misanalysis* (a rule is misunderstood), *incomplete rule application* (to partially apply a rule), *hypercorrection* (the learner is over-monitoring her output and over-applies a rule to stay consistent), and *overgeneralization/system simplification* (the overuse of one form on the expense of another) (ibid. 1998:185-187). For lexis, to partially have learnt the meaning or use of a word may cause idiomatically awkward phrasing. Such sentences are not necessarily wrong, but they come across as non-TL like to the reader.

Communication strategy-based errors can be TL-based (the use of near synonyms, antonyms, or word coinage when the correct word is inaccessible) or L1-based (language switches and literal translations). Learners may also try to express something indirectly when they cannot find the right word. This talk 'around' something is called circumlocution.
The last category, induced errors, refers to learner errors "that result more from the classroom situation than from either the students' incomplete competence in English grammar (intralingual errors) or first language interference' (interlingual errors)" (Stenson, 1983:256).

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[2] CLI stands for Cross Linguistic Influence

Learners may be misled by how the teacher explain something, the examples used, or how a practice situation is organized.

2.2.4 Individual and Contextual Differences

Bitchener (2019) states that, given previous insights in SLA research, individual learner differences such as memory capacity may influence the process of L2 development. Sheen (2007) and Stefanou and Revesz (2015), suggest that learners with greater language-learning aptitude outperforms learners with less. Similarly, Storch and Wigglesworth (2010) have found that positive attitudes towards receiving WCF, or a particular preference for a specific feedback type, may have an impact on the learning potential of WCF. A less researched area concerns whether certain learner styles (e.g., kinetic, visual, audio-visual) have an impact on the efficacy of certain feedback types. Some contextual differences that may have an effect on language learners are the amount of language exposure outside of school, the level and amount of language instruction, and the nature of the relationship between teacher and student (Given & Schallert, 2008). These contextual and individual factors make it difficult to measure the impact of WCF to accuracy in students' future writing as they are difficult to control for. In being invisible variables so to speak, they distort longitudinal studies and comparisons between students (and possibly treatment groups depending on the design of the study). Another question to consider when investigating WCF in non-experimental classroom research, is to what extent it is possible to presume that the students have noticed and worked with, and ultimately understood the feedback provided.

2.2.5 Common Errors for Norwegian Learners of English

Swan and Smith (2001) provide an overview of some errors commonly observed among Norwegian, Danish, and Swedish learners of English. English phonemes not found in the Scandinavian languages may cause problems in pronunciation, which in turn can cause spelling errors. The phoneme /θ/ may be pronounced as /t/ which may result in errors such as *tree* for *three* or *tank* for *thank*. /ð/ may be pronounced /d/ which may result in *den* for *then*, or *dose* for *those*. Other examples are /ʤ/, /ʒ/, and /w/. Considering punctuation, the use of hyphens, spacing, and apostrophes differ between English and Norwegian; thus, contrasts such as its/it's may cause confusion (Davidsen-Nielsen & Harder, in Swan & Smith, 2001:25). Word order can also be a source of errors among Norwegian learners of English. Although Scandinavian languages follow the S-V-O order, they may start sentences with

other words than the subject, placing the subject after the verb to put emphasis on an object or a complement such as: *That have I not seen*. Mid-sentence adverbs are often placed after the finite verb which may lead to *Children leave often home nowadays*, and in subordinate clauses the adverb is placed before the finite verb leading to mistakes like *... that children often will leave home nowadays.* (ibid. 2001:27)

Another common problem is confusion between *it* and *there.* The existential there (i.e., "there is") is used with the pronoun *det* in Norwegian, which also means *it*. In contrast to English, *det* may be used with more verbs than just *be* as the main verb. As a result, beginners often overuse *it* as in *It is somebody at the door*, or expand the use of there to *It/There happens something strange here quite often* or *It/There was shot a man here yesterday*.

Other examples of contrasts between English and Scandinavian languages that may cause errors are:

> (a) different application of countable, uncountable, collective, and plural-only nouns (e.g., *a scissor*),
>
> (b) subject-verb agreement errors related to singular only pronouns (e.g., everybody, everyone, anybody)
>
> (c) the use of articles (e.g., *a man with hat*),
>
> (d) mistakes with adverbs of manner which are similar in form to adjectives in Norwegian (e.g., *You don't sing very good*),
>
> (e) problems with the use of who/which (as it does not have a counterpart in Scandinavian languages)
>
> (f), confusing non-corresponding use of prepositions.

Lastly, verb tense and aspect may cause several challenges. Given that Norwegian has no progressive form, it is common for Norwegians to overuse English 'simple-forms' *(*The band plays now)* or the progressive form because they have not yet understood its use (*In Scandinavia we're putting people in prison if they have struck another person*). Norwegians and Danes may form the perfect tense with the auxiliary *have* and the equivalent of *be* with the latter expressing a change of state. This may result in transfer errors such as: *They are become famous.* Passive voice is also expressed differently which may lead to under-use or transfer errors. Davidsen-Nielsen & Harder further explains how the Norwegian past tense *skulle* corresponds to several English verbs besides the equivalent should, leading to mistakes such as *She said she should do it*. (for She said she would do it) (2001:32).

In conclusion, there are many things to bear in mind in an error analysis, and many considerations to make before correcting learner errors. The evaluation of what needs attention, and to what extent it needs explicit or implicit explanation, is both complex and arduous.

3.0   Literature review

3.1   Research on teacher feedback: surveys and self-reported practice

Teachers often question the efficacy and value of their responses to students' writing, seeing how much time and effort they put into providing feedback, and many teachers express frustration on the matter (Ferris, Liu, & Rabie, 2011). Different fields of research have produced advice on best practice for error correction in the L2 classroom. As stated in Ferris (2014:8), some examples of such advice is: to give clear and text-specific feedback, constructive criticism alongside encouragement, to focus mainly on issues of content and organization early on in the writing process, to provide feedback on multiple drafts of student papers, not just the final graded ones. For an extensive summary of best practice suggestions, see Lee (2008).

Observational studies of teacher WCF practice have found that negative teacher comments outnumber positive ones (Connors & Lunsford, 1993), that teachers overemphasize formal aspects of writing (Hyland, K. 2003), and that teacher comments addressed to 'weaker' students focus more on surface-level problems (Ferris, 1997). Research has also shown that non-native English speaking EFL teachers are more rigorous when grading and correcting students' errors than native English speaking EFL teachers (Hyland & Anan, 2006). Survey results from Kepner (1991) and Bitchener (2008) suggest that teachers believe that the WCF they provide is effective, however, other studies indicate that teachers are unsure of the worth of their feedback (Guénette, 2007; Truscott, 1996). In a recent international survey, Evans et al. (2010) asked 1,052 L2 practitioners in 69 different countries about their WCF practice. The majority of the respondents (92%) indicated that they provide WCF because: it helps students notice/build self-editing skills/understand errors (448), students expect it (223), students need it to be understood (193), because language matters (72) and because feedback is the teacher's responsibility (51). The remaining 8 % of respondents reported that they did not correct errors because: they believe content, organization, and rhetoric are more important than linguistic accuracy (23), students should take care of grammar errors by themselves, that

error correction is not effective (10), and because they do not want to overwhelm, threaten or discourage their students (8).

Evans et al. (2010) mention that when reviewing L2 related literature on WCF, few studies provide insight into what teachers say about their WCF practices. Out of the few that did, Lee (2004), found that both teachers and students preferred comprehensive error feedback, and that teachers used a limited range of feedback strategies (Lee, 2004:285). The teachers in Ferris et al. (2011) expressed that they sincerely want their students' writing to "improve to its fullest potential" and that they want the time and effort they spend on providing feedback "for student writers to be well spent" (2011:19).

A recent Norwegian study (Saliu-Abdulahi, Hellekjær, & Hertzberg, 2017) based on classroom observations and interviews, found that most teachers organized single-draft writing with limited opportunities for further work with feedback or text revision. The dominant feedback pattern was to provide written comments in Norwegian, both in-text and as endnotes. The teachers tried to encourage students to do some work with the feedback after submission but had little time to include revision work within the regular hours of instruction. In a different Norwegian study, Horverak (2015) found her teachers to provide feedback before and after text revisions, in line with approaches of process writing. In contrast, the teachers in Nyvoll-Bø (MA-study, 2014) mainly provided post-product feedback, and Saliu-Abdulahi (2017) concluded that her teachers mainly provide feedback on graded texts. Other studies have found that feedback provision on graded texts may stand in the way of the formative function of feedback (Lipnewich & Smith, 2009; Burner, 2015).

The students' perspective on receiving WCF, another area of interest, is often investigated through surveys or interviews. In a follow-up study, Saliu-Abdulahi (2017) interviewed Norwegian students (N=39) about their perceptions of feedback. She found that the students have diverging attitudes about the forms of feedback they receive. The students were not motivated to go back and rework a text that was already finished, instead some of them would save comments and bring along to the next writing task. The Norwegian students' diverging preferences for feedback support previous research conducted in other countries (Ferris, 1995a, 1995b; Hyland, 1998). In her concluding remarks, Saliu-Abdulahi states that it is unclear whether the students in her study made any progress following the feedback they received. As her findings were based on the students' self-report, she makes a call for more studies to investigate students written work and progress over time. This makes the Norwegian setting particularly interesting.

3.2   Research on the effect of feedback

Studies of WCF are mainly concerned with questions such as: Does corrective feedback facilitate learning, and if so, how can it be applied to best help students improve their writing, and, is any CF type or approach more efficient than other types or approaches? As such, studies of WCF are relevant to educational research and to language acquisition research, but from two different points of view.

As previously mentioned, SLA research has focused on the writing-to-learn perspective and has come to measure successful learning as improvement in accuracy of the linguistic item under study whereas L2 writing research focus more on the learning-to-write perspective and measure successful learning as overall improvement in students' writing (Ferris, 2006). The two different approaches have led to differences in design and interpretation of results which is not always clear in theoretical discussions concerning CF (Ellis, 2008).

Early L2 writing research argued both for and against WCF provision. Some claimed that feedback on errors was both discouraging and unhelpful (e.g., Kepner, 1991; Semke, 1984; Sheppard, 1992), whereas the so-called revision studies found that WCF improved students' writing significantly compared to students who received no feedback (Fathman & Walley, 1990; Lee, 1997; Ashwell, 2000).

In his much debated article, The Case Against Grammar Correction in L2 Writing Classes (1996), Truscott, made a call for the abandonment of CF altogether on the grounds that grammar correction, "for both theoretical and practical reasons is ineffective and has harmful effects". In terms of harmfulness, Truscott claimed and still claims that CF makes students discouraged because it focuses on what students do wrong. Furthermore, the studies by Kepner (1991) and Sheppard (1992) had found that CF affected the complexity of students' writing. Truscott argued that CF makes students shorten and simplify their writing to avoid corrections (1996:355).

Theoretically, Truscott (who holds the non-interface position) posited that the gradual and complex development of interlanguage could not benefit from a simple transfer of error corrections and that the only valid research available (at the time) provided evidence of its ineffectiveness (Kepner, 1991; Semke, 1984; Sheppard, 1992). The revision studies, in favor of CF, were rejected because of flaws in research design: there was no real use of control groups and the designs were not longitudinal, they did not look for improvement in new pieces of writing. The argument was later clarified:

"Correcting errors in revision may have value as an editing tool, but without a comparison between two independently written works, one cannot say that it has a lasting effect. Successful revision alone is not proof of long-term learning" (Truscott & Hsu, 2008:293)

Ferris (1999, 2003, 2004) interpreted the results of the revision studies differently and published a response, which sparked a debate about the potential efficacy of WCF as a tool for learning. In short, Ferris argued that findings from revision research do show improvement of accuracy in student writing, and that error correction is an instrumental part of teaching. Representing the two different fields, SLA and L2 writing, Truscott and Ferris ultimately view proof of learning differently, but they seem to agree on the need for improvements in methodological design. Much of WCF research following the debate has focused on: a) trying to prove that WCF has an effect on L2 development, and b) to answer to the design criticism.

A series of SLA studies on singular language items, such as definite and indefinite articles, has since applied a pre-test/post-test/delayed post-test design, with the use of control groups (Bitchener & Knoch, 2008, 2009, 2010a, 2010b; Ellis et al. 2005). They report clear and consistent advantages for students who receive written CF over control groups that received no written CF. Different variables of written CF have also been examined such as whether the feedback provided is focused or unfocused (Bitchener et al., 2005; Ellis et al., 2008), direct or indirect (Ferris, 2010), provided together with error codes or in-class instruction (Ellis et al., 2008).

Again, there are different results depending on the field of research: More recent SLA studies argue the superiority of direct feedback, at least for a few targeted features (Bitchener & Knoch, 2008; Bitchener et al., 2005; Ellis et al., 2008; Sheen, 2007), in contrast, L2 writing studies claim that indirect feedback is more valuable because it fosters students' ability to edit and revise (Ferris, 2006; Hendrickson, 1980; Lalande, 1982).

Another question that has been up to debate is how applicable focused CF research is from a classroom perspective, also referred to as ecological validity for CF. Van Beuningen, 2012, claims that studies that have focused on one or a few linguistic items only (focused approach), hold little ecological value because a comprehensive or unfocused approach to CF provision is closer to the correction methods used by teachers. Teachers correct student texts to improve accuracy in general, not just one grammatical feature (Ferris, 2010; Storch, 2010). Moreover, Bruton (2009) raises concerns about focused CF studies because the WCF may be perceived

as grammar exercises rather than authentic writing tasks. A clear focus on one grammatical structure makes the students monitor the target feature more consciously, which makes it difficult to evaluate the effect of the feedback (Xu, 2009).

A few recent studies have made attempts to increase ecological validity in CF research by investigating comprehensive WCF (to all or most language errors). Truscott & Hsu (2008) investigated 47 ESL learners. They provided comprehensive feedback to half the group and no feedback to the other half. Truscott & Hsu found that even though the feedback improved students' accuracy in revision there was no learning effect from the WCF in subsequent learner production. Bruton (2009) pointed out that this could be due to a "ceiling effect"; that is, the participating students made such few errors in the first place that measuring improvement became difficult. Bruton decided to make a detailed re-analysis of Truscott & Hsu's (2008) data. He found that when investigating the learner errors in detail, there was evidence of a "carry-over effect" from the first corrected text to the following new text. This was hidden in the original report as Truscott and Hsu compared global error ratios between the CF group and the control group: the numbers for comparison did not differentiate between repeated errors and new errors. Bruton maintains that this explains how comparing global error rates between texts can be problematic for the investigation of CF and learner uptake (Bruton, 2009). A qualitative approach to the error analysis may solve this issue.

Responding to Bruton's claims and Storch and Wigglesworth's (2010) call for more qualitative CF studies, Van Beuningen (2009) designed a qualitative case study of a small number of Dutch students. Van Beuningen compared and calculated error ratios to measure accuracy development from one text to a revised text and further in two completely new texts. The teacher's corrections from the first text were tracked in the following texts to trace evidence of successful feedback uptake.

Van Beuningen concluded that her qualitative investigation of the learner texts provided a different picture of CF uptake, one which would have been "hidden behind the numbers in a quantitative approach" (Van Beuningen, 2009:121). Results from Van Beuningen's study suggest that direct CF only promotes improvement in grammatical accuracy, and indirect CF non-grammatical accuracy. It also revealed individual differences in CF uptake between the participants. Limitations to the study is the small number of participants, that the participants only received feedback once and that a longitudinal perspective possibly could have had an impact on the results in the indirect feedback group (Van Beuningen, 2009:89).

3.3 Summary

WCF research so far has provided a better understanding of the different aspects of WCF. The studies made indicate that there is great short-term learning potential in focused WCF, and that CF has a positive effect on improved accuracy in revisions. Whether WCF has the same positive impact in the long-term and on new pieces of writing is still not clear. Van Beuningen, De Jong, and Kuiken (2012) call for more research on authentic CF concerned with all aspects of writing. They and other scholars stress the need for more evidence that CF improves accuracy in new pieces of writing (Truscott and Hsu, 2007; Hartshorn et al., 2010). To aim for higher ecological validity, research should investigate unfocused or comprehensive CF because it is the kind of feedback that best resembles the WCF practiced in schools (Van Beuningen et al., 2012) and to be able to understand the enduring effects of WCF, more longitudinal studies are necessary (Bitchener & Storch, 2010). As CF scholars call for more qualitative studies of comprehensive WCF, there seems to also be a need for further investigation of authentic teacher WCF practice. Diverging results in recent studies of Norwegian teacher practice and current changes in Norwegian curricular focus and understanding of feedback point to the Norwegian L2 setting as particularly interesting.

4.0   Method

4.1   Aim and scope

Following the suggestions for future research, as pointed out by scholars in both SLA and L2 writing, the main aim of this study is to explore authentic teacher WCF longitudinally in a Norwegian setting. Three questions were formed to: (a) investigate how two teachers provide WCF on lexical, grammatical, mechanical, and sentence structure errors to the same students' written texts in grade 8,9, and 10; (b) explore a selected number of error categories to see whether the students' accuracy improved in subsequent writing following WCF points they received and revised; and (c) to investigate beliefs about WCF and errors that guide the two teachers' WCF practice.

4.2   Design

A longitudinal case study consisting of a document analysis and a semi-structured interview was considered best suited to answer the research questions for practical and theoretical reasons: first, access to several years of student texts with teacher feedback had already been granted at the outset of the study through the corpus project TRAWL at the University of Agder. Second, case studies "[w]hen done well, display a high degree of completeness, depth of analysis and readability and they are effective in generating new hypotheses, models and understandings about the nature of language learning or other processes" (Duff, 2008:46). Third, the longitudinal comprehensive approach and the authentic classroom setting fill a gap in WCF research as pointed out by Storch and Wigglesworth (2010) and Van Beuningen (2010).

An error- and feedback analysis was deemed most suitable to obtain in-depth understanding of the teachers' WCF practice in its primary form. Both types of analyses are necessary as feedback must be considered in the context of the learner language to which it responds. The comprehensive approach to error analysis means to look at all errors, which is challenging and time consuming. At the same time, it is beneficial to do so to fully understand the context for teachers' work with WCF.

In literature, longitudinal research is defined as "emphasizing the study of change and containing at minimum three repeated observations on at least one of the substantive

constructs of interest" (Ployhart and Vendenberg 2010:97). This study contains five repeated observations of between 600 to 1300 words in each text for each of the three students. The total amount of words for error analysis is approximately 14,000 which provides rich material for exploring the interaction between feedback and errors.

Consequently, the present study started out as a case study using document analysis but grew to include the teachers' perspective on WCF. During work with the error and feedback analysis, questions about the teachers' practice started to emerge which could not be answered merely through the investigation of their in-text WCF. An attempt was made to get in contact with the two teachers and once it was clear that they agreed to participate in person, a third research question was added to include their perspective. It is, however, the investigation of teacher WCF and learner errors in the students' texts that make out the main part of the study.

4.2.1   The five-step error analysis

A five-step error analysis was performed according to the model for error analysis by Corder (1974) and further developed by Ellis (1994):

1. Collection of a sample of learner language
2. Identification of errors
3. Description of errors
4. Explanation of errors
5. Evaluation of errors

Ellis points out that when collecting samples for error analysis one must take into consideration factors that may influence the errors learners make. For instance, the topic will influence vocabulary, and the genre may influence level of formality, style, and structure. Likewise, it is important to make clear whether the samples of learner language reflect natural, spontaneous language use, or whether they are elicited in some way (Ellis, 1994: 49). Point 4 and 5 (explanation and evaluation of the errors) were not the focus of the study, mainly because it is challenging to make interpretations of why an error has been made and to evaluate its gravity. Error gravity heavily depends on the reader's experience with trying to understand the text. Instead, the steps were included to support the categorization of errors, to see what types of errors that affected communication the most, and to make it easier to obtain a detailed picture of the teachers' WCF practice. Three broad categories where used for the

error explanation: Developmental, L1 influence, and Ambiguous (Dulay and Burt, 1974b). Dulay and Burt originally used the term Unique for the third category. Another three categories were used for evaluation of errors following Johansson's (1973) suggestion to focus on level of comprehensibility: Acceptable, Problematic, and Serious.

When identifying, counting, and tracking different error types, a decision must be made as to what should be defined as an error. In this study, all mistakes and errors are counted as errors only, however, clear slips on the keyboard (i.e. *søn for son) are not. Instances of stylistic problems have not been included when the word is considered grammatically correct, whereas certain cases of informal language, e.g., 'fuck,' 'shit,' 'gotta,' have been. Not differing between errors and mistakes is in direct relation to the feedback focus of the teachers. The participating students also seem to shift tense back and forth within the same narrative, something the teachers point out. Because of this, tense shifting has been marked but not counted as errors when such a shift appears in a new sentence. Cases with in-sentence tense shifts, on the other hand, are counted as erroneous.
Ambiguous cases have been marked for more than one category but only count as their most likely error type. Repeated errors of the same type in the same text, have been counted separately, which will have an impact on tables showing general overviews of errors and feedback. The results, on the other hand, will be presented more in-depth. For transparency, all original texts, error-tagged texts, and lists of errors can be found in the appendix.

4.2.2 Error taxonomy

With a comprehensive approach to the error analysis, the attempt is to include all types of form-related errors such as mechanical (i.e. spelling and punctuation), lexical (word choice), and grammatical (i.e. wrong use/missing article, subject-verb agreement, and more). Doing so includes as much as possible of the learner language context to which the teachers focus their WCF. Irrefutably, both the number of categories used for categorization and the presentation of results will decide the level of detail in the analysis of the learner errors for discussion. Previous research on the effectiveness of written CF (e.g. Chandler, 2003; Truscott & Hsu, 2008; Van Beuningen, 2009) has calculated and compared error ratios according to the formula: (number of form-related errors/total number of words) times 10 or 100, to measure learners' global accuracy development. As pointed out by Bruton (2009), such global accuracy measurements do not differentiate between reoccurring errors and new types of

errors. This implies that a more detailed tracking of occurring and reoccurring errors could give a better picture of the potential impact of WCF to accuracy improvement.

With this in mind and following the advice of James (1998) to combine different taxonomies, a detailed taxonomy was created based on the Eckstein & Ferris (2017) linguistic categories and the Surface Structure Taxonomy (Dulay, Burt, and Krashen, 1982). Eckstein & Ferris (2017) used 9 major linguistic categories for the analysis of 1st year college students L1 and L2 writing:

Major error category	Brief description
Punctuation	Missing/unnecessary commas, semicolons, apostrophes, quotation marks
Mechanics	Spelling/typing errors, capitalization, missing/incorrect hyphens on compounds
Nouns/noun phrases	Missing/unnecessary/incorrect plural markers, possessive markers, articles/determiners
Subject-verb agreement	Error in the noun/verb phrase
Verbs/verb phrases	Incorrect tense/aspect, passive voice incorrectly formed, modal auxiliary incorrect
Sentence structure	Run-ons, comma splices, fragments, word order, missing/unnecessary words
Word form	Wrong word form for context, including verb form errors not covered in verb category
Pronoun usage	Unclear pronoun reference/incorrect pronoun form
Incorrect word choice	Any lexical error; including preposition errors

Table 1: Error Taxonomy (Eckstein & Ferris, 2017)

When a linguistic taxonomy says something about where an error is located within the system of the TL "based on the linguistic item which is affected by the error" (Dulay et al., 1982: 146), the Surface Structure Taxonomy (Dulay, Burt, and Krashen, 1982) categorizes how and why a word or a sentence is erroneous in terms of how the learner has altered or left out the target form. There are four main types of alterations in the Surface Structure Taxonomy:

The Surface Structure Taxonomy (Dulay, Burt, and Krashen, 1982)

a)	Omission errors: something is missing
b)	Addition errors: something has been added that is not supposed to be there
c)	Misformation errors: wrong form of a morpheme or a structure in an utterance
d)	Misordering errors: incorrect placement of a morpheme or a structure in an utterance.

Table 2

When combining the two taxonomies, a word form error could be marked under the word form category or as a misformation error within its linguistic category. When categorized under the linguistic category first and the misformation category second, a more detailed picture of wordform errors emerged. Therefore, the wordform category was omitted. The linguistic categories were expanded on to include adjectives and adverbs. In the end, not all combinations of linguistic categories and Surface Structure categories were in use.

Error taxonomy in the present study

Level 1: Main Categories (4)	Level 2: Subcategories (40)
Mechanical	**M1.** Spelling, **M2.** Capitalization, **M3.** Hyphens **P1.** Punctuation
Grammatical Nouns	 **N1**. Plural Marker, **N2.** Possessive Marker, **N3.** Articles/Determiners, **N4.** NP
Pronoun Use	**PU1.** Subjective, **PU2.** Objective, **PU3.** Unclear Reference, **PU4.** Other
Adjectives	**AA1.** Adjective, **AA2.** Comparative, **AA3.** Adjective for Adverb
Adverbs	**AD1.** Adverb, **AD2.** Adverb for Adjective
Prepositions	**PP1.** Preposition
SV-agreement	**SV1.** Error in the NP, **SV2.** Error in the VP
Verbs	**V1.** Tense/Aspect Regular Verb, **V2.** Tense/Aspect Irregular Verb, **V3.** 3rd Person Present Tense -s, **V4.** Passive Voice, **V5.** Progressive -ing, **V6.** Modal Auxiliary, **V7.** Mixing Past and Present, **V8.** Negation, **V9.** Interrogative
Sentence Structure	**SS1.** Run-on-sentence, **SS2.** Word order, **SS3.** Missing/unnecessary/wrong word, **SS4.** Comma splices, **SS5.** Relative clause, **SS6.** Other/subordinate that clause, **SS7.** Conjunction

Word Choice (Lexical Errors)	**WC1.** Lexical Transfer/L1 Influence, **WC2.** Lexical Intralingual/Developmental Errors, **WC3.** Word/Expression Made up (does not exist in L1 or L2), **WC4.** Other
Level 3	**Explanatory**
Surface Structure Taxonomy (for grammar and mechanical errors)	**1**. Omitted **2**. Added **3**. Misformed **4**. Misordered **5**. Other
Added Categories for Spelling	**6**. Incorrect **7**. Phonological **8**. Homophones **9**. L1 influence
Categories for Word Choice	**10**. Direct Translation **11**. False Friends **12**. Preposition Error in a Phrasal Verb, L1 influence **13**. Idiomatically incorrect **14**. Idiomatically incorrect and direct translation of a L1 expression/word **15**. Wrong Meaning for Context **16**. Other

Table 3: Error Taxonomy in the present study

An extensive mark-up of all punctuation errors was considered too time consuming, mainly due to the proficiency level of the students. Simple cases of added commas where no comma was needed, or missing comma, or a comma instead of a full stop, were marked and corrected, but not analyzed further. Run-on-sentences and comma splices were categorized under Sentence Structure. Because a large part of the Sentence Structure errors consisted of run-on-sentences, in turn an extended question of poor punctuation, the category of punctuation was considered together with Sentence Structure for parts of the analysis. To provide a clear picture of the different categories, an extensive list with examples from the students' texts was put together. The list can be found in the Appendices.

4.2.3 Feedback categories

To track the WCF alongside the learner errors, the teachers' WCF was categorized and marked for in the same spreadsheet as the errors. Following Ellis (2009) taxonomy of feedback types, the two variables direct and indirect were used. Any comments alongside the WCF, typically in the margin, including metalinguistic clues or explanations, were noted in a teacher comment section, which was included in the analysis of the teachers' feedback practice. The two teachers did not use error codes or numbers with grammatical descriptions at the bottom of the text.

Type of feedback	Description
Direct feedback	Teacher provides the student with the correct form
Indirect feedback	The teacher indicates that an error exists but does not provide the correction
a) indicating + locating	Teacher underlines and uses cursors to show error
b) indication only	Teacher notes in margin that errors are present
Metalinguistic feedback	The teacher provides some kind of metalinguistic clue as to the nature of the error
a) use of error code	Teacher writes codes in margin (e.g., *ww* for wrong word, or art for article)
b) brief grammatical description	Teacher numbers errors with a grammatical description at the bottom of the text
Reformulation	A reworking of the student's text to make the language seem as native-like as possible while keeping the content of the original intact.

Table 4: Ellis Taxonomy of Feedback Types (2009)

Notably, feedback concerning content and general praise or personal comments have not been included in the analysis. Cases of form-related general remarks in end-comments have not been counted as points of WCF related to one specific error in the text but are included in the note taking following the process of analysis.

4.3   Setting and participants

Participants for the study were recruited from a lower secondary school situated in the South of Norway. The school was chosen because of its status as a partner school in an already existing corpus linguistic research project, TRAWL UiA, at the University of Agder. The project is led by Kristine Hasund from the Department of Foreign Languages and Translation, and the candidate has been working as an assistant, collecting, and anonymizing learner texts since the beginning of the project (2016). Written learner corpus research collects samples of learner language to enable research on all aspects of language usage and development. After a series of processes of anonymization and coding, the many individual learner texts become a body (a corpus) of texts which functions as a searchable lexicon of authentic written learner usage. The corpus can be used for research on anything related to learner language. In addition to learner texts, the TRAWL corpus includes teachers' WCF, which makes combined studies of learner language and teacher feedback an additional area of interest. Access to the TRAWL data is what made the longitudinal approach possible, as regular timeframes for MA studies does not allow for years of collecting.

A benefit with using a corpus, is the access to pupil and text metadata already collected. Additionally, all forms of consent from students, the students' guardians, and the teachers, have already been signed and NSD (the Norwegian Center for Data collection) had approved the collecting of learner texts, teacher corrections, and background information about the participants. A disadvantage is that the participating students are no longer available for follow-up questions or interviews, as they have already moved on to different upper secondary schools. The teachers, however, were still working at the school.

4.3.1 Selection

At the outset of the study, only two schools had contributed with student texts and teacher WCF and done so for several years. A random choice was made between the two. While the specific school and class were chosen out of convenience (Punch, 2005), the participants were chosen purposively (Cronin, 2008; Wellington & Szczerbinski, 2007). Because this study investigates each student individually, it was essential to select a group of students that was as homogenous as possible in terms of L1 background, exposure to English, and level of proficiency. At the same time, their written production needed to be on a level that required WCF. With higher-level students, there is a risk of a ceiling effect (Bruton, 2009), and with lower-level students, it can be a challenge to decipher what they are trying to communicate. Lower-level texts make an error analysis too dependent on the interpretation of the student's intended meaning. With access to the teachers' holistic rating of each student's mock exam on all five occasions and information about language background and self-reported exposure to English outside of school, a selection process started with the aim to narrow the students down to a manageable number.

Out of the original 16 participating students in the class, three students were ruled out because of their language background. Another six students were non-selectable because they had not submitted all five mock exams and/or revised versions. Finally, four students were cut off because they were either lower-level students or higher-level students. The remaining three were all holistically rated either grade 4, or slightly below 4 on all five occasions by the teachers. The Norwegian scale for grading ranges from 1 to 6, where 6 is the top mark. The selected participants, two girls and one boy, all have Norwegian language background. They have attended the same schools since first grade, have not visited any English-speaking countries for vacations, and they spend a comparable amount of time per week watching tv/reading books/chatting in English.

For comparable measures, the first 500 words of the students' text from grade 8 were run through Textinspector, an online tool developed by Stephen Bax. The analysis includes a Lexical Profile © Score and an estimated CEFR (the Common European Framework of Reference) level of the student's writing. The students scored between A1+ and C2+ on average words per sentence, between B2+ and C2 on lexical sophistication (BNC at the 10-20 K level), and A1 on Lexical Diversity (MTLD). On an average of 14-17 metrics they were rated B2, B2 and B2+. As student C's higher score on average words per sentence was a result of poor punctuation and several cases of run-on-sentences, a more valid evaluation is that all three students score high on lexical sophistication, low on lexical diversity and low to medium low on average sentence length. They are between a beginner and an intermediate level according the CEFR scale.

The teachers

It is quite normal for lower secondary schools to make changes within the teaching staff from one school year to another, as was the case for the students and teachers involved in this study. Teacher 1, a female, responsible for the students in grade 8 and 9, has a major in English while Teacher 2, a male, responsible for the same students in grade 10, does not have the proper credentials to teach English. However, teacher 2 has more than 25 years of teaching experience and has been teaching English on several occasions and for several years.

4.4 Data collection

The student texts (15 original and 9 revised versions of the originals) have been written under timed conditions (during obligatory mock exams) approximately every six months for a total of three school years following this timeline:
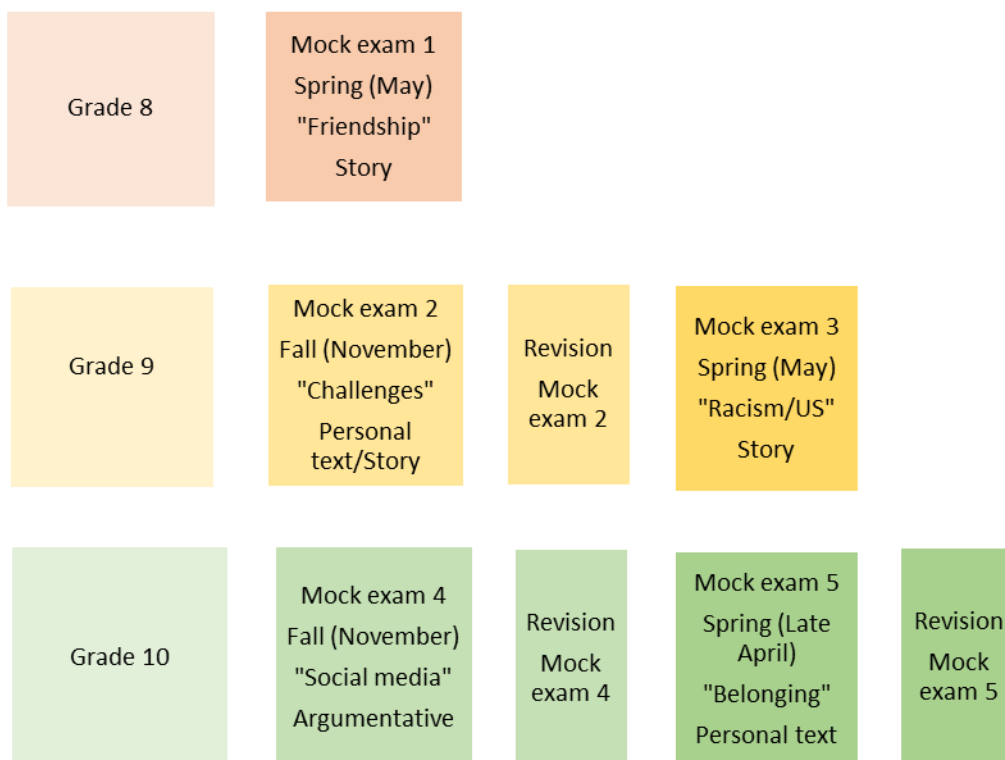
Figure 1: Timeline for collection of data

The students have 5 hours to answer two to three short questions and one final task where they are requested to write a longer text. This type of mock exam is common all over the country and is used as a long-term preparation for the final written exam by the end of grade 10 (at least it was until the new changes in exams as of 2020). The conditions for writing are the same each time, which is ideal as it contributes to a certain degree of control rarely found in non-experimental research. It is only the long answer text that has been used in this study and it should be mentioned that the students have used similar genres when writing each exam. See the above figure for an overview of types of genres and which of the exams that have been revised after feedback from the teacher. The timed aspect and the potentially stressful situation must be considered as there is no knowing how little or much impact the conditions may have had on the students' ability to write. At the same time, it is possible that students get more accustomed to the situation following each new occasion, which may counter some of the stress.

4.5 Data analysis

To reply to R1 and R2, the learner errors and the teacher WCF were analyzed in steps. First, each learner text was read through without marking. Secondly, the text was marked for all

errors and a suggested corrected version of each erroneous sentence was written in parentheses in an error-tagged version. At this stage, anonymized versions of the three students' first exam were read and marked for errors by four other people (two teachers, one research assistant, and a fellow teacher student). They too wrote corrected versions, and the different suggestions were compared to the first one for inter-rater reliability. None of the other markers disagreed with the original marking, but one marked fewer errors than the others. After that, every error was classified, categorized, and explained following the taxonomy of error types (see Table 3).

As the analysis progressed, some adaptations had to be made to make the categories work for the students' level of English. At the same time, as the student text was error analyzed, the same version with teacher WCF was checked line by line. A tracking system for both errors and WCF was created using an excel spreadsheet and notes were taken throughout the process.

The first part of the tracking system includes Error Id, the error in context, Category, Suggestion for correction, attempted explanation (Developmental, L1 influence, Ambiguous), and the word in Norwegian when this was considered important for the sake of L1 influence.

Error id	Error	in context	Errortype	Category	Suggestion for corre	Explain	Norwegian
A1001	god	I am not a GOD driver	Error	M1.6	I am not a good driv	Amb	god
A1002	taken	I don't have TAKEN	Error	WC3.14	I don't have	L1	jeg har ikke
A1003	(a)	(Ø) driver licence	Error	N3.1	a driver licence	Amb	

Figure 2: Example of Spread Sheet for Errors and WCF

The second part involves an evaluation as to how severe the error was for the sake of communication, type of WCF provided, Teacher correction in comment, Previous WCF on the same error (yes/no), second draft (yes/no), successful revision (yes/no), additional comments or remarks:

Evaluate	written CF	teacher correction	previous CF	second draft	successful	additional comment
Acceptable	Indirect		2	2		this can be
Problematic	Indirect		2	2		
Acceptable	None		2	2		

Figure 3: Example of Spread Sheet for Errors and WCF, second part

The most ambiguous learner errors were discussed with a fellow colleague in the research group TRAWL .

All errors and teacher WCF were sorted according to category and later plotted into tables providing overviews of the changes in error patterns and WCF focus.

In the second part of the analysis, errors in three subcategories of Mechanics and Verbs were tracked from one text to the next. To increase the likelihood that the students had noticed the WCF, all categories had been provided with one or more points of WCF which had also been revised by the students. Exam 2 was selected as the starting point. The spelling errors were counted and compared to the number of tokens in each text. Additionally, the verb errors were subject to an obligatory occasion analysis to test whether this would change the impression of improvement. All errors related to the present perfect, the simple past, and the past perfect tense were counted and sorted in tables. The obligatory occasions for each verb tense was counted manually following another close reading of the student texts. See the appendices for all error-tagged original texts, texts with teacher WCF and detailed tables of errors and feedback.

4.6   Interview and questionnaire

As the study proceeded, it was considered useful to gain some insight into the teachers' views on WCF and their own feedback practice. Both teachers were invited to participate in an interview based on the assumption that their self-report could provide a better understanding of their feedback/corrections in the text material explained in section 4.4 and 4.5. A semi-structured interview guide was created based on questions that gradually emerged as the candidate worked with the collected data. Only teacher 2 was available for a face-to-face interview. This interview was conducted in Norwegian as per request by the teacher. It was recorded with a laptop and the content was transcribed. Teacher 1 answered the same questions in email, which was followed by a brief phone conversation for clarifications. A general inductive approach (Thomas, 2006) was applied to condense the raw data into a summary format. The content was sorted according to the different themes of the questions since the teachers' answers sometimes overlapped from one theme to the other. The restructured version of the interview with Teacher 2 was then translated into English. Interview data and quotes from the two teachers will be presented alongside the findings from the error and feedback analysis in a narrative manner. All questions and answers from the teachers can be found in the appendices.

4.7 Ethical considerations

The teachers, students, and the students' guardians have all knowingly, voluntarily, and intelligently given their consent to participate in the TRAWL corpus. At any point in time, the students were able to withdraw from participation and each student was free to decide not to share a text during the phase of data collection. A careful process of anonymization was conducted to ensure that the students' identity could not be linked, nor can be linked to the collected texts in the corpus. This means that all personal names of family members, pets, family specific places, sports teams, institutions, and so on, have been replaced with codes i.e. NAME_PERSON_1M and NAME_INSTITUTION_1. Selecting participants with backgrounds that did not stand out, was also a part of the safeguarding of subject anonymity. In terms of ethical considerations concerning the analysis of the two teachers' WCF, it is important to stress that under no circumstance may the collected data be interpreted as a representation of the teachers' overall feedback practice. WCF is but one small part of providing feedback to students, and so everything that was communicated in the classroom, during conferences, and even as positive remarks about content in the collected data, has not been "included" in the analysis and discussion of the present study. Likewise, personal opinions about the specific school, mentions of colleagues, and other personal opinions that did not concern the focus of the study were excluded from the analysis of the interview with Teacher 2. Another important part of ethical consideration concerns responsible research conduct. With this in mind, the process from writing the literary review to error-tagging, to analyzing and presenting the results, has been conducted with the attempt to honor the research community. Fully aware that the lack of previous research experience, expert knowledge of learner errors and English grammar may have an undesirable impact on the quality of the work presented, the candidate attempts to share as much as possible of the collected data and a detailed description of the work done so that any reader may go through the data to draw their own conclusions.

4.8 Reliability and validity

In document analysis, the question of validity refers to whether the observations made can be considered representative of the data, and whether the data is representative of the topic under investigation (here WCF and learner errors). Observations are influenced by internal and external variables related to the researcher, and researcher bias is therefore a potential threat to validity. For an error analysis of close to 1400 errors combined with a feedback analysis,

the analyst is prone to make mistakes or overlook something due to reading fatigue. Because the present study applies a comprehensive approach to error analysis, it is also possible that there are inconsistencies in the error categorization (since categorizing involves interpretations of every error in its textual context). All analyses in the present study have been performed by one person only, and this is a limitation which should be taken into consideration when looking at the results.

However, to improve reliability of procedures and interpretations, and to assess whether the initial interpretation of learner errors was valid, the first text of each student was sent to four external raters: two teachers, one research assistant, and one fellow teacher student. An inter-rater reliability score was not calculated, but none of the external raters disagreed with the original marking of errors except one (who marked fewer errors than the other three). On two occasions, the thesis was presented as work in progress to employees at the Department of Foreign Languages and Translation at the University of Agder. They contributed to the final design of methodology and provided suggestions of scholars and research literature that could be relevant to the project. Additionally, a colleague in the TRAWL research group was consulted to identify potentially ambiguous cases of error categorization. To further improve the quality of the work, parts of the material was re-analyzed for comparison, three months after the first analysis. Lastly, for each table in the results chapter, the texts were read-line-by-line and side-by-side with teacher comments and the spread sheets. This was done to identify inconsistencies. To make the study replicable, every step of categorization and analysis was described as clearly and detailed as possible; and all data material and taxonomies for categorizations have been included in the appendices. The students' level of English was assessed on their first text using the CEFR system so that they may be compared to other students of the same level. Furthermore, the participants share language background and educational exposure to English with most Norwegian students the same age, which adds to the study's external validity (even though the study only investigates three students). In terms of representativeness, the longitudinal design, and amount of data adds to the reliability and quality of the present study. According to Dörnyei (2007), longitudinal research serves two primary purposes: to describe patterns of change and to explain causal relationships (2007:79). Dörnyei further notes that there have been few truly longitudinal studies within the field of linguistics despite the fact that the time variable is essential in studies of language development (ibid: 80). In the present study, the five different points for collection of data, together with the amount of text and feedback, provides a 'thick' description of both teacher practice and learner development. Since the data material is non-experimental and collected

from a classroom setting, the study offers authentic examples WCF and learner errors. The study thus holds high ecological validity even though the results may not extend to other groups or situations. As previously mentioned, (section 2.2.5) an issue with non-experimental classroom research is that it is difficult to say whether students have noticed, worked with, and ultimately, understood the feedback provided. This is especially true when the students are not available to provide their perspective. Therefore, one cannot draw conclusions about errors unless they have been revised (which would indicate that the student has both seen and acted on the feedback). Lastly, to gain a better understanding of the teachers' practice, a semi-structured interview was employed so as to include the teachers' own perspective. This contributed to the reliability of the observations and understandings of the teacher's work with WCF.

5.0   Results

The presentation of results starts with an overview of the kind of errors the three students make in writing. Examples with quantifications of the collected data will accompany the overview, mainly focusing on the areas with the most errors. Second, the two teachers' observed and self-reported WCF practice will be described narratively with the aid of tables and figures showing descriptive statistics of the collected data. The observed practice is the analysis of WCF and teacher comments as it was originally provided to each student's text. The self-reported practice is based on answers the teachers gave to questions asked about their approach to WCF, how they work with WCF and their opinions about WCF. Third, the tracking of accuracy development in spelling errors and verb errors targeted with WCF will be presented in tables.

5.1   Error Context

5.1.1   Overview all errors

Table 5 provides an overview of all the errors counted across all student texts. The numbers in bold for errors and feedback represent every single error counted, which means that if a student repeatedly writes 'i' for I or makes the same punctuation error over again, it affects the total number of errors in the category in question. Therefore, a secondary count of all errors was performed which does not include multiple occasions of the same error (in the same text). Those numbers are represented under E2 right next to the original error count. The total number of tokens are 13,940 and the total number of errors are 1,380.

Table 5: Overview All Errors by Category, Text, Student and Exam

All Students	Exam 1 Y08 Teacher 1			Exam 2 Y09 Teacher 1			Exam 3 Y09 Teacher 1			Exam 4 Y10 Teacher 2			Exam 5 Y10 Teacher 2		
Student	A	B	C	A	B	C	A	B	C	A	B	C	A	B	C
Genre	Story	Story	Story	Pers	Pers	Story	Story	Story	Story	Artic	Artic	Artic	Pers	Story	Story
Tokens	1155	889	1210	780	1222	861	1129	1573	966	615	545	693	658	622	1022
Errors (E1)	150	77	114	89	96	80	122	178	82	56	44	79	63	73	77
E excl. Rep (E2)	108	54	87	63	69	50	84	96	57	45	35	42	48	37	42
points of WCF	50	21	52	9	17	19	21	48	35	7	5	30	5	32	20
WCF excl. Rep	39	13	43	8	17	15	18	45	27	7.	5.	19	4.	17	15

Errors	E1	E2	E1	E2	E1	E2	E1	E2	E1	E2	E1	E2	E1	E2	E1	E2	E1	E2	E1	E2	E1	E2	E1	E2	E1	E2	E1	E2	E1	E2
Word Choice	50	47	36	28	16	16	25	21	22	22	12	10	29	25	32	26	12	12	5	5	6	6	9	9	12	11	8	8	14	12
Mechanics	37	23	9	5	14	14	7	7	9	7	25	5	30	11	45	17	10	7	14	7	9	6	37	17	7	6	21	6	30	15
Verbs	18	13	11	6	12	9	15	7	22	13	14	12	22	14	18	13	15	14	9	7	4	4	2	1	10	4	6	6	7	6
Nouns	18	11	5	4	11	7	9	5	5	4	5	4	5	4	3	2	6	2	4	3	1	1	4	4	6	4	2	2	2	2
Sent. Structure	7	6	13	9	22	12	6	6	13	6	13	8	8	8	40	14	16	9	9	9	11	5	16	3	9	6	23	7	11	3
Punctuation	6	2	3	2	10	7	11	2	9	5	2	2	7	4	14	6	4	3	3	3	2	2	1	1			4	1	3	1
SV-agreement	6	6			8	5			7	5	3	3	2	2	5	2	2	2	4	3	2	2	6	5	4	2	2	1	6	2
Pronoun Use	4	3			8	4	3	3	2	2	4	4	6	5	4	4	12	3	7	7	3	3	2	2	3	3			1	1
Adjectives	2	2			1	1	3	3	1	1	1	1	1	1	6	4					2	2	1	1	1	1				
Prepositions	2	2			8	8	9	8	5	3			10	8	8	2	4	4	1	1	2	2			11	9	3	3	3	1
Adverbs					4	4	1		1	1	1	1	2		3	2	1	1			2	2	1	1			4	3		

Genre: Story - Narrative, Pers - Personal text often in a narrative format, Artic - Article or 5-paragraph, descriptions/opinions
Tokens: number of words in the text
E1: number of errors in the text (all categories)
E2: number of errors when i.e. 20 errors of i for I only count as 1 error.
points of WCF: number of WCF points in the text (all categories)
WCF excl. Rep: number of WCF points when i.e. 5 corrections of i for I only count as 1 WCF point

As table 5 shows, the number of errors varies both between student and texts. Looking at the errors in Exams 1-3, one sees that Student A and B each produced more than half as many Word Choice errors as those of Student C. However, in Exam 4 and 5, Student C made more Word Choice errors than Student A and B. All three students struggle with Sentence Structure to some degree, mainly due to an overuse of comma instead of full stop (which at times makes it difficult for the reader to understand what the students are trying to say), but also because of incomplete sentence structures (missing or unnecessary words).

Verb tense and inflection is another area of difficulty. Many of the students' errors stem from malformations of the past tense, much used in storytelling (the simple past, the present perfect, and the past perfect), and so as Exam 4 was written in present tense, the number of errors decreased. In Exam 3, Student C, who mainly writes 1st person narratives in past tense, tried to tell a story from a 3rd person perspective, but ended up mixing the perspectives. As a result, there were several pronoun errors. When performing an error analysis, it is important to bear in mind the external factors that may influence the students' writing. In Exam 3, Student B failed to capitalize the pronoun 'I' when situated within sentences. This is interesting as no such errors were found in the previous two exams. Perhaps a change of computer (with a Norwegian spell checker) could be an alternative explanation.

As expected, the longest texts have the highest number of errors, which makes it interesting to recalculate the number of errors into comparable units. When calculating global error ratios (number of errors / number of tokens x 100), without considering reoccurring errors vs new errors or development within the different categories, the students' error ratios come across like this:

Table 6: Global Error Ratio, all students, and exams

	Exam 1	Exam 2	Exam 3	Exam 4	Exam 5
Student A	9,30 %	8,00 %	7,40 %	7,30 %	7,20 %
Student B	6,00 %	5,60 %	6,10 %	6,40 %	5,90 %
Student C	7,20 %	5,80 %	5,90 %	6,00 %	4,10 %

The percentages above suggest that Student A and C improved in accuracy from the first exam to the last, while Student B improved less. It should be noted that Exam 5 was Student C's second longest text (1022 tokens) and still the text with the lowest error rate. However, as Van Beuningen (2012) discusses, global error ratios may hide the real picture of improvements in learner language. In what follows, a more detailed overview of each student's errors is presented.

5.1.2 Student A: Errors and Examples

Table 7 displays all errors found in Student A's texts. For clarity, a third row was added counting new errors (NE) in addition to the previous E1 (all errors) and E2 (errors only counted once). Information about genre, tense perspective (whether the student writes in the present or the past) and from what point of view (P.O.V) she writes, has been added at the top. The different colors represent the different grades (red = grade 8, yellow = grade 9, and green = grade 10).

Table 7: Student A, Errors by Category

Student A	Exam 1 Y08 Teacher 1			Exam 2 Y09 Teacher 1			Exam 3 Y09 Teacher 1			Exam 4 Y10 Teacher 2			Exam 5 Y10 Teacher 2		
Genre	Narrative			Personal			Narrative			5 paragraph			Personal		
Tense	present - mixed			past			past			present			present/mixed		
P.O.V	1st person			1st person			1st person			1st person			1st person		
Words	1155			780			1129			615			658		
Errors	150			89			122			56			63		
Feedback	50			9			21			7			5		
Errors/CF	E1	E2	NE	E1	E2	NE	E1	E2	NE	E1	E2	NE	E1	E2	NE
Mechanics	37	23		7	7	5	30	11	9	14	7	6	7	6	5
Punctuation	6	2		11	2	1	7	4	2	3	3	1			
Sent. Struct	7	6		6	6	6	8	8	5	9	9	8	9	6	6
total	50	31		24	15	12	45	23	16	26	19	15	16	12	11
Nouns	18	5		9	5	2	5	4	3	4	3	1	6	4	2
Pronoun use	4	3		3	3	3	6	5	5	7	7	5	3	3	2
Prepositions	2	1		9	8	8	10	8	6	1	1	1	11	9	7
Adjectives	2	2		3	3	3	1	1	1				1	1	1
Adverbs				1	1	1	2	2	2						
total	26	11		25	20	17	24	20	17	12	11	7	21	17	12
Verbs	18	13		15	7	3	22	14	12	9	7	5	10	4	2
S-V Agreement	6	6					2	2	2	4	3	3	4	4	3
total	24	19		15	7	3	24	16	14	13	10	8	14	8	5
Word Choice	50	47		25	21	20	29	25	21	5	5	5	12	11	11
	150	108		89	63	52	122	84	68	56	45	35	63	48	39

E1: Error total (all errors) **E2**: Number of errors -repetitions **NE**: New errors

The error analysis of Student A's texts reveals that she makes most errors in her first text in grade 8 (n=150), and that she improved her writing in each exam leading up to the last (n=63). By looking at the numbers only, the category Word Choice shows the most improvement. Errors in Mechanics suggest that when in doubt, she writes the way she believes a word sounds, as in: *I am afraid <u>a</u> have some bad news (I) (A1081), or *The <u>tree</u> white boys (three) (A3121), or *if it was worth all <u>dose</u> hours (those) (A4051).* This further implies that her phonological competence is under development. She has some difficulties with double vowels as in *god* for *good* (A1001, A1109) and *to* for *too* (A1093, A1126, A3035, A4044). Words such as their/there/they're, bye/buy, of/off, deed/dead, who/how, whit/with, and look/lock are often mixed up.

The category with most errors (in total, individual and new errors) is Word Choice. This was also the category with the largest numbers of errors that were difficult to comprehend (from a reader's point of view). Some examples of Word Choice errors are:

(WC1.10) *_The clock was so much_ (A3074) (It was so late, N 'klokken var så mye').

(WC1.11) *under the _dune_ (A1077) (under the cover, N 'dyne')

(WC1.11) *I _winked_ goodbye (A3043) (I waved goodbye, N 'vinket')

(WC1.13) *It was good to _get_ it out (A1117) (It was good to let it out, talking about emotions)

(WC1.14) *I almost peed on myself (A3014) (N 'Jeg tisset nesten på meg')

WC1.12 (preposition errors in a phrasal verb, L1 influence) may be considered together with PP1.1 (preposition omitted), PP1.2 (preposition added), and PP1.3 (preposition misformed) as they are all largely related to contrasts between Norwegian and English use of prepositions. Some examples from the texts are:

(WC1.12) *Dad _locked_ back _on_ me (A3033) (look at)

(WC1.12) *We stopped _on_ a grocery store (A3059) (stop at a store)

(PP1.1) *I was just (Ø) home (A2067) (at home)

(PP1.2) *I looked _at_ him in the eyes (A3107) (looked him in the eyes)

(PP1.3) *ice cream … with sprinkles _at_ the top (A3052) (sprinkles on top).

In the verb category, Student A struggles with most verb forms and continuously mixes past and present tense within sentences and from one sentence to another. In grade 8, she does not yet fully know how to form the present perfect, the past perfect, or how or when to use the present continuous/present progressive and the past perfect continuous tense. Strong forms of simple past are also problematic. Errors such as: *Me and my dad have _practice_ (A1007), *We had _pack_ all the things (A3015), *_A_ noticed that it _hurted_ (A2003), *I _swimed_ 1000 meters, and *after we had _drove_ (A3088) are quite common in Exam 1, 2 and 3. Because Exam 4 and 5 are written in the present tense, it is difficult to say whether the student has improved or not. Instead, Student A makes a number of errors in 3rd person present tense, which was not as visible in the previous texts (written in past tense).

5.1.3 Student B: Errors and Examples

Student B writes texts of various lengths. She has produced the longest of all texts (1573 tokens) and the shortest (545 tokens). Her first work (Exam 1) is a love story written in past tense. As table 8 shows, this text has relatively few errors in total (n=77), but the sentences are short, and the language is rather simple. As she attempts to write longer texts (i.e., Exam 2 and 3), the number of errors increase and it becomes evident that she struggles with both Sentence Structure and Punctuation as the following sentence illustrates: *We started walking to the supermarked suddenly someone passed by, some children.* (B3029)

Table 8: Student B, Errors by Category

Student B	Exam 1 Y08 Teacher 1			Exam 2 Y09 Teacher 1			Exam 3 Y09 Teacher 1			Exam 4 Y10 Teacher 2			Exam 5 Y10 Teacher 2		
Genre	Narrative			Personal			Narrative			Article			Narrative		
Tense	past			past (mix)			past/present			present			past		
P.O.V	1st person			1st person			1st person			1st person			1st person		
Words	889			1222			1573			545			622		
Errors	77/54			96/69			176/96			44/35			73/37		
Feedback	21.			18			48			5			32		
Errors/CF	E1	E2	NE	E1	E2	NE	E1	E2	NE	E1	E2	NE	E1	E2	NE
Mechanics	9	5		9	7	6	45	17	13	9	6	4	21	6	3
Punctuation	3	2		9	5	4	14	6	3	2	2	1	4	1	
Sent. Struct	13	9		13	6	5	40	14	13	11	5	2	23	7	1
total	25	16		31	18	15	99	37	29	22	13	7	48	14	4
Nouns	5	4		5	4	4	3	2	1	1	1		2	2	
Pronoun use				2	2	2	4	4	2	3	3	3			
Prepositions				5	3	3	8	8	8	2	2	2	3	3	2
Adjectives				1	1	1	6	4	4	2	2	2			
Adverbs				1	1	1	3	2	2	2	2	2	4	3	1
total	5	4		14	11	11	24	20	17	10	10	9	9	8	3
Verbs	11	6		22	13	10	18	13	9	4	4	3	6	6	4
S-V Agreement				7	5	5	5	2	2	2	2	1	2	1	1
total	11	6		29	18	15	23	15	11	6	6	4	8	7	5
Word Choice	36	28		22	22	21	32	26	20	6	6	6	8	8	7
	77	54		96	69	62	178	98	77	44	35	26	73	37	19

E1: Error total (all errors) **E2**: Number of errors -repetitions **NE**: New errors

The overview in Table 8 shows that Sentence Structure is the category with the largest amount of total errors followed by Mechanics, Word Choice and Verbs. However, as Sentence Structure errors are largely related to poor punctuation and; as many as 40 of the 93 errors in Mechanics stem from missing capitalization of 'i', Word Choice is the category with

the most errors when one does not include repeated errors in the same text. It is followed by Verbs, Mechanics (not counting the i-s), S-V Agreement (concord), and Prepositions.

A closer look at Mechanics reveals many repeated misspellings. Student B mixes where/were/wer're, their/they're, this/these, and then/than. As previously pointed out, missing capitalization for the pronoun 'I' suddenly appears in Exam 3, which points to an explanation other than the student's interlanguage. Most of the spelling errors in Exam 5 are lower case i (n=16). In the Word Choice category, most errors are L1 related as in:

(WC1.10): *he said I could <u>pack out</u> (B1020) (he said I could unpack, N 'å pakke ut')

(WC1.10): *After observing him for over an hour I <u>took myself together</u>… (B5010) (pulled myself together, N 'å ta seg sammen')

(WC1.11): *<u>In periods</u> he always has something to argue about (B2058) (At times he always has something to argue about, N 'I perioder').

(WC1.13): *<u>to reach</u> the school bus the next day (B3053) (to catch the school bus the next day, N 'å rekke bussen')

But there are also intralingual (developmental) errors which have more to do with how the student has yet to comprehend all the different uses, nuances, or boundaries of a word:

(WC2.13) *I started to walk towards the <u>opening.</u> (B1004) (the entrance)

Errors in the verb category are related to concord (SV-Agreement), missing auxiliary *had* in the past perfect and wrong application of continuous (progressive) verb forms. The student writes:

(V1.3) *When they <u>(Ø)</u> finished (B3026) (when they had finished)

(V1.3) *I was leaving very early the next day (B1061) (I was going to leave very early the next day),

(V5.2) *It's always ending with a discussion or a fight (B2061) (It always ends with a discussion or a fight)

Student B made 61 verb errors across all texts. Of these, 26 errors are related to the progressive tense (either underuse or overuse). However, when looking at both numbers and errors in detail, Student B seems to improve from the first exam to the last.

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Of all errors found, poor punctuation has the most negative impact on the comprehensibility of her texts.

5.1.4   Student C: Errors and Examples

Student C's vocabulary seems more varied and advanced compared to the other two students. He uses words such as 'lurking', 'embarrassed', 'gloomy', and expressions like 'I pinched my arm'. Much like Student A, he seems to have practiced storytelling, specifically how to write in the past tense from a first-person perspective. An overview of Student C's errors is provided in Table 9.

Table 9: Student C, Errors by Category

Student C	Exam 1 Y08 Teacher 1			Exam 2 Y09 Teacher 1			Exam 3 Y09 Teacher 1			Exam 4 Y10 Teacher 2			Exam 5 Y10 Teacher 2		
Genre	Narrative			Narrative			Narrative			Article/Gaming			Narrative		
Tense	past			past, present			past			present			past		
P.O.V	1st person			1st person			3rd person			1st person			1st person		
Words	1210			861			966			693			1022		
Errors	114			80			82			78			77		
Feedback	52			19			36			30			20		
Errors/CF	E1	E2	NE	E1	E2	NE	E1	E2	NE	E1	E2	NE	E1	E2	NE
Mechanics	14	14		25	5	5	10	7	5	36	17	14	30	15	11
Punctuation	10	7		2	2	1	4	3		1	1	1	3	1	
Sent. Struct	22	12		13	8	1	16	9	6	16	1		11	3	1
total	46	33		40	15	7	30	19	11	53	19	15	44	19	12
Nouns	11	7		5	4	4	6	2	2	4	4	2	2	2	2
Pronoun use	8	4		4	4	3	12	3	4	2	2	1	1	1	1
Prepositions	8	8					4	4	2				3	1	
Adjectives	1	1		1	1	1				1	1	1			
Adverbs	4	4		1	1	1	1	1	1	1	1	1			
total	32	24		11	10	9	23	10	9	8	8	5	6	4	3
Verbs	12	9		14	12	10	15	14	6	2	1	1	7	6	1
S-V Agreement	8	5		3	3	2	2	2		6	5	3	6	2	
total	20	14		17	15	12	17	16	6	8	6	4	13	8	1
Word Choice	16	16		12	10	8	12	12	12	9	9	9	14	12	10
	114	87		80	50	36	82	57	38	78	42	33	77	43	26

E1: Error total (all errors) **E2**: Number of errors -repetitions **NE**: New errors

Like the other two students, he struggles with sentence structure and poor punctuation.

In terms of the category Mechanics, (spelling errors), there are many cases of errors related to then/than, of/off, their/there, but also some reoccurring errors in how to use the word 'clothes' and 'people' (Student C writes *clothe and *peoples). The teachers point out the errors on several occasions, but Student C only manages to revise the word when provided with direct WCF. He continues to write *peoples in the subsequent text. The lack of improvement could be a case of not understanding the feedback (and simply copying what the teacher wrote), or a matter of fossilization. Similarly, the teachers' WCF and explicit advice about how to use the search function to replace all lower case 'i' (for I) is followed in the text where the comment was provided, but not in subsequent texts. Nevertheless, the error count in subsequent texts point to an overall improvement: from 21 errors in Exam 2, to no errors in Exam 3 (the pronoun was not in use), three errors in Exam 4 and five errors in Exam 5. Even though the Student fails to follow up on the teachers' advice, the changes suggests an increased awareness on the student's part.

Errors in the Verb category are mainly concerned with the use of the progressive and partially how to apply auxiliaries 'have' and 'do'. Concord errors are related to anybody, everybody, someone, and anyone. In the Word Choice category, numbers are rather constant following Exam 1, at the same time, most of the errors in subsequent texts are new compared to previous exams. Below are three examples of Word Choice errors made by Student C:

(WC1.11) *not that kind of fame you <u>will</u> have (D1101) (want to have, N 'vil ha')
(WC1.11) *she was about to <u>go in</u> the shower (D3066) (get into, N 'å gå i dusjen')
(WC1.14) *but they are only <u>pecking</u> on Andrew and his mom (D3076) (N 'å hakke på noen')

As mentioned earlier, a change of perspective from 1st to 3rd person, generates some problems with pronouns in Exam 3. Thus, both tense shift and shift of perspective have revealed new types of errors, and made it difficult to track improvement (e.g., past tense for Student A). This indicates that when the students write within their 'comfort zone' in terms of genre, tense, and perspective, the reader may get a false impression of their competence.

5.2 Teacher WCF

At the time of the study, the school had participated in a project to implement the previously mentioned new regulations of AfL (see section 2.1.7). The teachers were encouraged to provide WCF during the students' writing process rather than post-production and had the opportunity to give feedback as the students wrote their mock exams. Hence, some of the feedback was provided digitally, and in direct communication between the teacher and the student, as the student took the exam.

5.2.1 Teacher WCF overview

In the selected student texts, Teacher 1 has used the commenting function in Word to provide feedback after the students have submitted their exams. Teacher 2 has provided WCF at the same time as the student was writing in a shared Google document. It was necessary to use the 'track changes' tool (in Exam 4 and 5), to access original texts with teacher comments alongside the students' revised version. As a result, it was easier to see the timeline of student writing – teacher feedback – student revision, in the data collected from Teacher 1. A detailed description of the two teachers' practice will follow this brief presentation of general observations.

Table 10: WCF and WCF to Error Ratio

	Y08 spring Teacher 1		Y09 fall Teacher 1		Y09 spring Teacher 1		Y10 fall Teacher 2		Y10 spring Teacher 2	
	All WCF	Ratio to E1	All WCF	Ratio to E1	All WCF	Ratio to E1	All WCF	Ratio to E1	All WCF	Ratio to E1
Student A	50	33 %	9	10 %	21	17,20 %	7	12,50 %	5	7,90 %
Student B	21	27 %	17	17,70 %	48	26,90 %	5	11,30 %	32	43,80 %
Student C	52	45,60 %	19	23,75 %	35	42,60 %	30	37,90 %	20	25,90 %

In Table 10, the numbers describe the total number of WCF and how that number relates to the total number of errors in each text. Percentages were calculated accordingly (total number of WCF points/total number of errors x 100). As can be seen, Student C receives most feedback attention in both number of feedback points and compared to the total amount of errors, while Student A receives plenty of feedback on her first exam followed by lesser

amounts in the remaining four exams. Viewing all students and exams in one table gives an impression of a feedback practice with a great deal of variation. On three occasions, Teacher 1 provides just about 50 WCF points to the students she corrects. In contrast, Teacher 2 provides his students with much less: 5, 5, and 7 feedback points on three of the exams. When adding more information for each student and each exam, we get a more detailed overview (see Table 11).

Table 11: Overview Feedback, WCF amount and type

Student A

	Y08 spring Teacher 1					Y09 fall Teacher 1					Y09 spring Teacher 1					Y10 fall Teacher 2					Y10 spring Teacher 2				
	E1	WCF	Cat Rat	Ind	Dir	E1	WCF	Cat Rat	Ind	Dir	E1	WCF	Cat Rat	Ind	Dir	E1	WCF	Cat Rat	Ind	Dir	E1	WCF	Cat Rat	Ind	Dir
	150	50	%			89	9	%			122	21	%			56	7	%			63	5	%		
M	18	48	18		M	3	43	3			V	10	45	10		M	2	14	1	1	M	4	57	2	2
WC	13	26	12	1	V	3	20	3			M	4	13	4		SV	2	50	2		SV	1	25		1
V	10	55	9	1	N	2	22	2			WC	4	14	3	1	WC	1	20	1						

(Student A: first data row M | 18 | 48 | 18; second WC | 13 | 26 | 12 | 1; third V | 10 | 55 | 9 | 1 — Y08 spring; Y09 fall: M 3/43/3, V 3/20/3, N 2/22/2; Y09 spring: V 10/45/10, M 4/13/4, WC 4/14/3/1; Y10 fall: M 2/14/1/1, SV 2/50/2, WC 1/20/1; Y10 spring: M 4/57/2/2, SV 1/25/1)

Student B

	Y08 spring Teacher 1					Y09 fall Teacher 1					Y09 spring Teacher 1					Y10 fall Teacher 2					Y10 spring Teacher 2				
	E1	WCF	CR	Ind	Dir	E1	WCF	CR	Ind	Dir	E1	WCF	CR	Ind	Dir	E1	WCF	CR	Ind	Dir	E1	WCF	CR	Ind	Dir
	77	21	%			96	17	%			178	48	%			44	5	%			73	32	%		
WC	7	19	3	4	SS	3	23		3		M	11	24	11		SS	2	18	1	1	M	20	95	16	4
M	5	55	5		V	3	13	1	2		SS	10	25	7	3	M	1	11		1	SS	3	13		3
V	3	27	3		WC	2	9		2		WC	6	18	4	2	PP	1	50		1	WC	2	25	1	1

(Student B — Y08 spring: WC 7/19/3/4, M 5/55/5, V 3/27/3; Y09 fall: SS 3/23/3(Dir), V 3/13/1/2, WC 2/9/2(Dir); Y09 spring: M 11/24/11, SS 10/25/7/3, WC 6/18/4/2; Y10 fall: SS 2/18/1/1, M 1/11/1(Dir), PP 1/50/1(Dir); Y10 spring: M 20/95/16/4, SS 3/13/3(Dir), WC 2/25/1/1)

Student C

	Y08 spring Teacher 1					Y09 fall Teacher 1					Y09 spring Teacher 1					Y10 fall Teacher 2					Y10 spring Teacher 2				
	E1	WCF	CR	Ind	Dir	E1	WCF	CR	Ind	Dir	E1	WCF	CR	Ind	Dir	E1	WCF	CR	Ind	Dir	E1	WCF	CR	Ind	Dir
	114	52	%			80	19	%			82	35	%			78	30	%			77	20	%		
M	9	64	9		M	5	20	4	1	V	8	53	5	3	M	20	55	5	15	M	8	26	1	7
V	8	66	6	2	V	5	35	4	1	PU	7	58	6	1	SS	7	43	3	4	V	4	57		4
SV	8	100	8		SV	2	66	2		M	6	60	3	3	N	2	50		2	SV	3	50	1	2
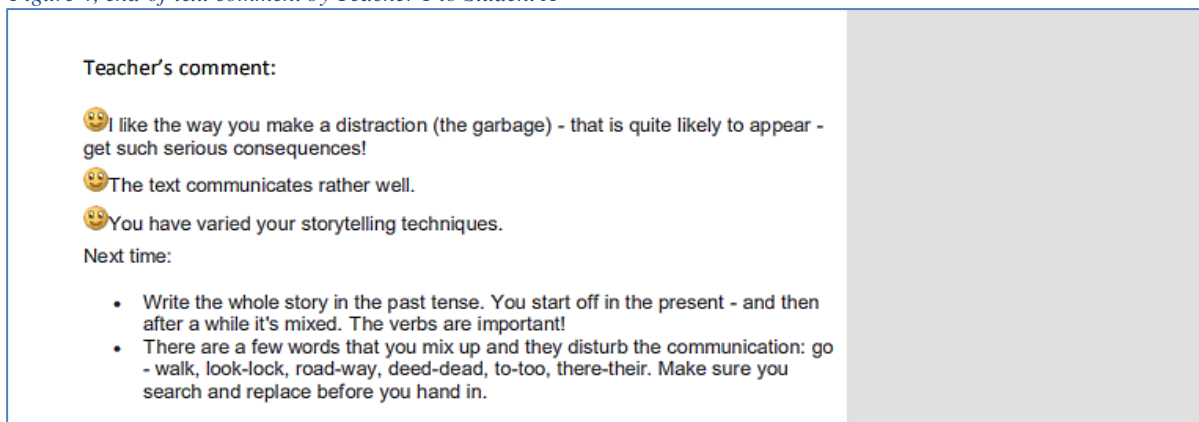
Error categories in Table 11: M = Mechanics, N = Nouns, PU = Pronouns, SS = Sentence Structure, SV = Subject Verb Agreement V = Verbs, WC = Word Choice

In Table 11, 'E1' shows the total number of errors in each text and 'WCF' the total number of feedback points. 'Cat Rat' (CR) stands for Category Ratio and was calculated following the formula: (number of WCF points in a category/total amount of errors in the same category x 100). The CR percentages indicate to what extent the teacher has targeted a category according to its error frequency. 'Ind' stands for Indirect WCF and 'Dir' for Direct WCF. The letters in the left column represent different error categories. They represent the three categories with the highest amount of feedback points in each text. As Table 11 shows, Teacher 1 mainly provides indirect feedback. She corrects most or all the SV-agreement (concord) errors and many errors related to spelling (Mechanics). Teacher 2 provides less WCF, and when he does, he mixes between indirect and direct WCF. In the three exams where he provided more WCF, the feedback was mainly focused on one or two reoccurring spelling errors.

5.3 Teacher 1: Observed and self-reported practice

Teacher 1 reports that when it comes to providing feedback in general, content is the most important, followed by structure, then errors on a sentence level, then grammar errors, word errors and last spelling. This does not mean that she ignores spelling errors, but they need to affect communication for her to point them out. She does however say that she often highlights words that are misspelt so that students can 'fix it' before handing in a final draft. For end-of-text comments, Teacher 1 explains that she mainly focuses on what the students achieve, and that she notes a few points on areas of improvement. Figure 4 shows an example of Teacher 1's end-of-text comments.

Figure 4, end-of-text comment by Teacher 1 to Student A

Without access to the student's perspective, it is not possible to determine how comments such as '*the text communicates rather well*' was perceived by the student. From an objective reader's point of view, the points for improvement seem more constructive and explicit than the comments of praise. Because there is no revised version of Exam 1, it is difficult to presume whether the student has read and understood the teacher's feedback or not.

5.3.1 Feedback focus, type, and timing

When talking about timing, Teacher 1 says that for process writing she provides most of the feedback on the first drafts:

> "I try to enter the text as early as possible into the process. I want to cheer and point out what they need to do well right away – to give them a boost and make them feel good about writing".

Teacher 1 also admits that despite her efforts to focus her WCF on the first drafts, she sometimes ends up commenting on finished texts:

> *"I try to only give a comment on the final draft, but I sometimes end up correcting and highlighting on the last draft too – especially if the student appreciates it and I think he or she will learn from it."*

Table 12 presents a more detailed record of Teacher 1's approach to WCF in the collected data: WCF focus, WCF type, and timing for providing WCF.

Table 12: Teacher 1, WCF focus, type, and timing

Student A	Exam 1	Exam 2	Exam 3
Amount of WCF	50 WCF points, 150 errors total	9 WCF points, 89 errors in total	21 WCF points, 122 errors in total
Focus	22 different error types	6 different error types	12 different error types
WCF Type	mainly indirect	indirect	mainly indirect
Timing	after finished product	after finished product	after finished product
Student B			
Amount of WCF	21 WCF points, 77 errors in total	17 WCF points, 96 errors in total	48 WCF points, 178 errors in total
Focus	13 different error types	15 different error types	21 different error types
WCF Type	mainly indirect	direct and indirect	mainly indirect
Timing	after finished product	after finished product	after finished product
Student C			
Amount of WCF	52 WCF points, 114 errors in total	19 WCF points, 80 errors in total	36 WCF points, 82 errors in total
Focus	26 different error types	14 different error types	19 different error types
WCF Type	60/40 indirect/direct	indirect/direct	indirect/direct
Timing	after finished product	after finished product	after finished product

Table 12 shows that for mock exams all feedback is provided after the finished product has been handed in, in contrast to Teacher 1's self-reported practice. This is perhaps an indication that the work with WCF on mock exams requires a different approach because it does not adhere to a process writing format. Table 12 does however support the general overview in Table 1: it describes a practice that varies between students and texts, one which mainly uses indirect WCF. When asked about whether she prefers to use direct or indirect WCF, Teacher 1 says:

> *"I try to point out the errors first, so that the students can figure out what to do themselves. If they don't manage on their own, I try to help them".*

Thus, the observations in the collected data coincide with the teacher's self-report of feedback type. To add more detail to the feedback focus, Table 13 depicts the total amount of WCF to each student according to error category.

Table 13: Teacher 1 Feedback focus by error category

Student A Category	WCF	Indirect	Direct	Student B Category	WCF	Indirect	Direct	Student C Category	WCF	Indirect	Direct
Mechanics	25	25		Mechanics	19	18	1	Verbs	21	15	6
Verbs	23	22	1	Word Choice	16	10	6	Mechanics	20	16	4
Word Choice	18	14	4	Sentence Struct	15	9	6	Pronouns	12	11	1
Nouns	7	5	2	Verbs	10	8	2	SV-agreement	12	12	
Pronouns	3	2	1	Nouns	6	4	2	Word Choice	12	5	7
SV-agreement	2	2		Punctuation	4	4		Sentence Struct	9	6	3
Punctuation	1	1		Prepositions	4	3	1	Nouns	7	2	5
Sentence Struc	1	1		SV-agreement	4	4		Punctuation	8	3	5
				Adjectives	3	3		Prepositions	4	2	2
				Pronouns	3	2	1	Adjectives	1		1
				Adverbs	2	1	1	Adverbs	1	1	
	80	72	8		86	66	20		107	73	34

Looking at Table 13, most error categories have been targeted at some point, although most feedback points are found in the error categories Mechanics (spelling), Verbs, Word Choice, and Sentence Structure. It becomes clear that Student C receives less feedback to fewer types of errors and with less direct WCF compared to Student B and C, even though she made the most errors (n=480) out of the three students (Student B, n=468) and Student C, n=431). The numbers indicate that Teacher 1 adjusts the amount, focus and type of WCF to each student individually, but not according to the amount of errors made. Considering how Teacher 1 claims to consider word errors and spelling errors last, it is interesting that the feedback points to Word Choice and Mechanics collectively amount to 40 % of all WCF points she provides to the students. A final note is how the Word Choice category is targeted with the highest numbers of direct WCF in contrast to Mechanics with the highest numbers of indirect WCF. It seems Teacher 1 considers spelling errors self-correctable whereas Word Choice errors need more explicit explanation.

5.3.2 Amount of feedback

The total amount of WCF points suggests that Teacher 1's feedback practice is somewhere between semi-focused and comprehensive, given that the definition of comprehensive WCF is to provide feedback to most or all errors in a text. As Table 10 and Table 12 shows, Teacher 1 provided feedback to between 10 % and 45 % of the errors in the students' texts.

Additionally, almost all the different error categories present in the students' texts have been targeted with WCF at some point. In the interview, Teacher 1 explains that there are limitations to the amount of WCF one may provide:

> "Error correction may be experienced as criticism and they can only take so much. A clever student who is ambitious – I try to give as much feedback as possible. A student who struggles, is only given what is necessary to be able to communicate".

Judging from this statement, it may seem that the many WCF points provided to Student C, suggests that Teacher 1 considers him the most ambitious. This may also explain why Student A was provided with the least amount of feedback, however, the difference between the students is not large enough to draw any conclusions.

5.3.4 Beliefs

When asked about her beliefs concerning WCF and how effective error correction is to help improve students' writing, Teacher 1 says:

> "I am not sure. I don't think it is very motivating to only focus on errors. Then again... If the student is really motivated, perhaps it works?"

> "I don't believe giving the correct spelling gives them good strategies for learning. Sometimes, with some students, it feels right, though. They are so different – and you must use your gut feeling when it comes to these things.

5.4 Teacher 2: Observed and self-reported practice

As seen in Table 10 and Table 11, Teacher 2 provided less WCF points and more direct WCF than Teacher 1. When talking about his own WCF practice, Teacher 2 voices concerns about how an observer may interpret the way he works, and that only looking at a few texts may not provide the full picture. This concern is reasonable especially considering the case design of the study and the fact that Teacher 2's comments and WCF are only found in the grade 10 texts.

> "...but then again, it could be that the text you read is my 10th text from the same student. And if I have commented on the same error eight times in a row, and they know what it is about, right. But nothing happens ... then I may come to a point where

I don't feel like pointing it out will make a difference ... just so you know when you look at my feedback".

Teacher 2 further explains that he adapts the feedback to the level of the student in terms of explicitness (direct or indirect WCF) and language of communication:

"I work differently with different students. I explain more to weaker students, but for the higher-level ones I may just write a question mark or NB! In the margin."

Figure 5 shows how Teacher 2's WCF may look in a student's text. For all texts with and without WCF, see appendices.

of your friends if they have heard of the person. You may sometimes think it's a 16 year old boy you are talking to, but instead it's a 45 year old grown up man who is trying to take use of you, get pictures and maybe meet and rape you. How would you feel if you found out it was a 45 year old man? What would you do? This is not to scare anyone, but just be aware of it. It don't always have to be a 45 year old man it can be the 16 year old boy. That bring us to an advantage.

Author
Uklar engelsk

Author
Pass på
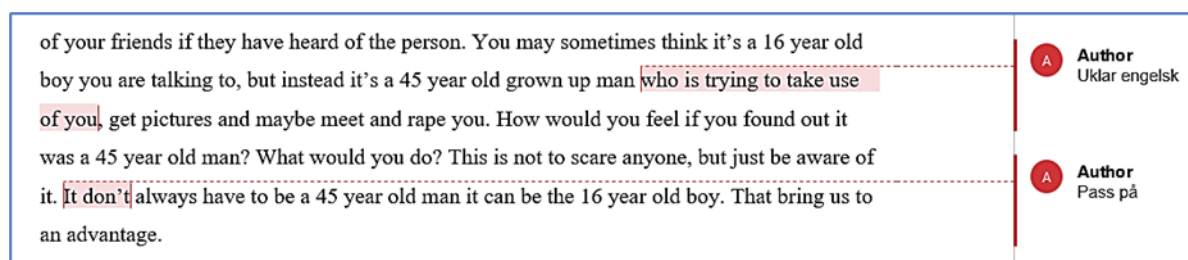
When asked about using Norwegian for comments, Teacher 2 explains that it is important for him that students understand what he tries to tell them, and that for higher-level students he may comment in English. When elaborating on the matter, he expresses a concern for the weaker students. He explains that the way he works and the choices he makes have to do with trying to make students who struggle with English feel safe. He often tells them that it is ok to make errors.

5.4.1   Feedback focus, type, and timing

In terms of timing, Teacher 2 says that it largely depends on how much time they have at hand. During the recent period of home schooling, he had more time to work with process writing and to give feedback. He started using writing prompts and to only look at content in one text and then specific language features in another. Otherwise, he provides feedback both as the students are writing (sometimes in shared Google documents) and after the students' writing has been graded:

"But I tend to correct on the last version too, even though I know that they are most likely not going to revise it… I do it so that those who want to revise can do so."

"I also experience that if I do not mark errors, the students don't understand the grade they get if the text looks error-free."

Table 14 provides a more detailed record of Teacher 2's approach to WCF in the collected data: WCF focus, WCF type, and time for providing WCF.

Table 14: WCF focus, WCF type, WCF timing, Teacher 2

Student A	Exam 4	Exam 5
Amount of WCF	7 WCF points, 56 errors in total	5 WCF points, 63 errors in total
Focus	6 different error types	4 different error types
WCF Type	mainly indirect	direct and indirect
Timing	during writing and after	during writing and after
Student B		
Amount of WCF	5 WCF points, 44 errors in total	32 WCF points, 73 errors in total
Focus	4 different error types	13 different error types
WCF Type	direct	mainly direct (except for one category)
Timing	during writing and after	during writing and after
Student C		
Amount of WCF	30 WCF points, 78 errors in total	20 WCF points, 77 errors in total
Focus	9 different error types	10 different types
WCF Type	mainly direct	mainly direct
Timing	during writing and after	during writing and after

Table 14 shows that Teacher 2 has been providing WCF during the exam and after (in end-of-text comments accompanying assessment and grade). The number of different error types and the total amount of WCF points, differ between student, texts, and compared to the approach of Teacher 1. When describing his approach to providing WCF and to which feedback type he prefers, he says:

"When we did corrections by hand I sometimes used error codes, but it gets too complicated to do it digitally … so now if I see the same error many places, I may mark all of them but only comment on one. The way I correct, I insert comments on the side (in the margin), and I write and explain… there=der, or there/their".

Teacher 2's answer above explains the higher numbers of WCF points to Student B (Exam 5) and Student C (Exam 4), where he had marked or corrected all of one to two types of spelling errors.

Table 15: Teacher 2 Feedback focus by error category

Student A Category	WCF	Indirect	Direct	Student B Category	WCF	Indirect	Direct	Student C Category	WCF	Indirect	Direct
Mechanics	7	4	3	Mechanics	21	15	6	Mechanics	28	7	21
SV-Agreement	3	2	1	Sentence Struct	5	1	4	Sentence Struct	7	2	5
Punctuation	1	1		Punctuation	2		2	SV-Agreement	4	1	3
Sentence Struct	1	1		Prepositions	2		2	Verbs	4	1	3
Word Choice	1	1		SV-Agreement	2		2	Word Choice	3	2	1
				Word Choice	2	1	1	Nouns	2		2
				Adjectives	1		1	Prepositions	2		2
	13	9	4		35	17	18		50	13	37

At times, the feedback focus targets such low number of error types that it comes close to a focused approach, however it is difficult to say whether those are signs of a conscious strategy or simply a result of the amount of feedback. When asked whether he selects a few specific errors for WCF focus, he says:

> *"No, I can't select like that … but on a few occasions … on short texts … I have told them I will only look at verbs."*

5.4.2 Amount of feedback

Looking at Table 14 and Table 15, Teacher 2 provides rather small amounts of WCF to the three students' texts. However, when comparing the feedback points between texts and students, there is a variation in focus and amount that speaks for an individually adapted practice (much like Teacher 1 reported). Teacher 2 expresses concern for what the students prefer and of how they may react to the amount of WCF:

> *"It depends on the student. If I know that this is a student that wants to have all the errors corrected, then I correct more. But then it depends on the number of errors … I don't want it to look too bad when the students get their paper back."*

5.4.3 Beliefs

Teacher 2 believes that teaching English has changed lately, that there is more focus on writing now, and that they way English is taught in Norwegian schools is getting closer to how they teach Norwegian. He is worried that this will make it harder for the weaker students. He also believes that one of the biggest challenges to teaching English, and for the possible effect of WCF, is the difference between weaker students and higher-level students:

> *"It's effective for those who already know… The ones you try to help, are the most difficult to help… and the ones who need your help the least are the ones who benefits the most."*

And when talking more about how WCF may help students improve, Teacher 2 mentions aspects of motivation:

> *"Ultimately with feedback, the students who try to understand the feedback, who make use of it, they have the energy and will to improve … they are easy to help. But how can you make the other students get to that same point? I think you have to make it interesting … and that thing with errors … you have to make them understand that it is ok to try and to fail. That an error is not such a big thing".*

5.5 Tracking improvement in subsequent texts following teachers' WCF

To track improvement in subsequent texts is a simpler task when considering errors that are rule based compared to errors in spelling or word choice. This has to do with how words or expressions of low frequency often relate to topic, setting, and genre. Thus, if the subsequent text is concerned with a different topic or setting, the misspelled words are less likely to reappear. Therefore, it makes more sense to track general improvement in these categories. In Table 16, the frequency of errors in category M1 (spelling) has been calculated against the total number of tokens in each text. The starting point was Exam 2, as this was the first exam where the students could revise and turn in a second version of their text.

Table 16 Longitudinal tracking of improvement of errors in spelling

Mechanics	Exam 2					Exam 3					Exam 4					Exam 5				
Student A	Error	Tokens	%	WCF	Rev	Error	Tokens	%	WCF	Rev	Error	Tokens	%	WCF	Rev	Error	Tokens	%	WCF	Rev
M1.6	6			2	1	3			1	no	9			2	3	3			1	3
M1.7	1			1	0	3				no	1			1	1	1			1	1
M1.8						1				no						3			2	3
M1.9						9				no										
Total	7	780	0,9	3	1	17	1129	1,5			10	615	1,6			7	658	1,1		
Student B	Error	Tokens	%	WCF	Rev	Error	Tokens	%	WCF	Rev	Error	Tokens	%	WCF	Rev	Error	Tokens	%	WCF	Rev
M1.6	3				0	4			2	no	2			1	1					
M1.7						2			2	no										
M1.8	4			1	1	9			5	no	1					2			2	0
M1.9	1				0	3				no	1									
Total	8	1222	0,7			18	1573	1,14			4	545	0,7			2	622	0,3		
Student C	Error	Tokens	%	WCF	Rev	Error	Tokens	%	WCF	Rev	Error	Tokens	%	WCF	Rev	Error	Tokens	%	WCF	Rev
M1.6	3				0	7			4	no	5			3	2	14			6	6
M1.7										no						1				
M1.8	1			1	1	2			2	no	10			7	5					
M1.9										no	3			2	2					
Total	4	861	0,5			9	966	0,93			18	693	2,5			15	1022	1,5		

E = total amount of errors, Tokens = number of words in the text, % = errors in relation to tokens, WCF = both direct/indirect, Rev = Revised

Three things are worth mentioning about Table 16. First, the students clearly only revise errors that have been pointed out to them. Student A seems to revise all reoccurring errors even when the teacher has only provided one point of WCF, whereas Student B and C do not. Second, tracking for improvement in the M category revealed how difficult a task it is, and why global error ratios sometimes are problematic and sometimes necessary: vocabulary is very topic dependent. Last, with low numbers, the question of how to count the errors will have an impact on the measurements. In Table 16 above, all errors were counted even if an error appeared multiple times in the same text.

A close reading of the errors in the spread sheet, reveals that the students mostly make revisions after direct WCF. To provide a few examples: Student B, writes 'their' for they're in Exam 2, receives indirect WCF and successfully revises the text. In Exam 3 there are no similar errors, but in Exam 4, she makes the same error again. Student A, writes 'to' for 'too', which is pointed out in Exam 3 (indirect WCF). Because she does not attempt to correct the error, she may not have noticed it. In Exam 4, there were no errors related to their/they're. In Exam 5, she makes the same error again. This time after having received direct WCF, she manages to self-correct.

A second way to investigate the possible impact of WCF on improvement in accuracy, is to include when the student is successful. This provides a different view of the error frequency and ultimately the trajectory of improvement. An obligatory occasion analysis accounts for all the occasions where a language item or rule must be present. It thus enables a comparison between when the student gets something right and when he gets something wrong. This approach was applied for the verb errors in Table 17.

Table 17 Obligatory Occasion Analysis

Verbs	Exam 2					Exam 3					Exam 4					Exam 5				
Student A	OC	Error	%	WCF	Rev	OC	Error	%	WCF	Rev	OC	Error	%	WCF	Rev	OC	Error	%	WCF	Rev
Present perfect																				
regular						1	0			no										
irregular	3	0				2	0			no	7	2			0					
Simple past																				
regular	22	2		1	1	35	0			no										
irregular	47	8		2	6	47	2		1	no	6	0				1	0			
Past perfect																				
regular	1	0				3	3		1	no										
irregular						7	6		6	no	1	0								
total	73	10	13,6			95	11	12			14	2	14,2			1	0			

Verbs	Exam 2					Exam 3					Exam 4					Exam 5				
Student B	OC	Error	%	WCF	Rev	OC	Error	%	WCF	Rev	OC	Error	%	WCF	Rev	OC	Error	%	WCF	Rev
Present perfect																				
regular	2	1		1	0	1				no	3					3				
irregular	5					1				no	4									
Simple past																				
regular	17					65				no	1					39	1			1
irregular	57	1			0	87	1			no	4					27				
Past perfect																				
regular	2	2			0	4	2			no										
irregular	2	1			0	4	3		1	no						1				
total	85	5	5,9			162	6	3,7			12	0				70	1	1,4		

Verbs	Exam 2					Exam 3					Exam 4					Exam 5				
Student C	OC	Error	%	WCF	Rev	OC	Error	%	WCF	Rev	OC	Error	%	WCF	Rev	OC	Error	%	WCF	Rev
Present perfect																				
regular	1	1								no	1					1				
irregular	3	1		1	1	1				no	4					2				
Simple past																				
regular	33	2			0	35	2		1	no	1					17				
irregular	67					54	1		1	no	5					40				
Past perfect																				
regular	1					4	4		2	no						3				
irregular	3	1		1	1	4				no						1	1			
total	108	5	4,6			98	7	7,1			11	0				64	1	1,5		

OC = Obligatory occasion, Error = all errors , % = number of errors/number of obligatory occasions x 100, WCF = all types, Rev = Revised

Table 17 shows how errors in different verb tenses change from Exam 2, to Exam 5. The table includes present perfect, simple past, and past perfect (in both passive and active form). All three tenses were found in the subcategories V1.3 and V2.3. A second close reading of all texts and the lists of errors enabled a detailed analysis of the original categories. Therefore, the numbers do not compare to those found in Tables 5, 7, 9, 11, and 13. When looking at the

error count only, all three students seem to make major improvements. In the error analysis of Student A (section 5.1.2), it has already been pointed out that the change of tense from past to present, made it difficult to look for improvement in the verb category. Exam 4 differed from the other exams in that the students chose to discuss internet and social media in a factual and reflective manner. All three students wrote most of Exam 4 in present tense. In Exam 5, Student B and C returned to writing in past tense. With the added numbers for obligatory occasion, both Student B and C show improvement. Understanding just how much the students have improved comes from the comparison of right vs erroneous use of the verbforms in question. The analysis in Table 17 further supports that it was impossible to draw any conclusions about Student A's potential improvements in the verb category, seeing how there was only one occasion in Exam 5 that required he past tense (irregular simple past). In summary, the obligatory occasion analysis contributes with information about a student's competence which general overviews or global error analysis cannot provide. The obligatory occasion analysis is vital for a fuller understanding of accuracy improvement; however when attempting to apply it to different types of spelling errors and word choice errors it became evident that it is not applicable to categories with many new errors and few reoccurring errors. Global accuracy measures and obligatory occasion analysis thus complement each other.

5.6 Summary

The results from the error analysis and the WCF analysis show that the teachers in the study focus on all types of errors, but to varying degrees. The two teachers differ in their approach to WCF. Firstly, Teacher 1 provides more WCF overall and uses mainly indirect feedback (especially for the categories Mechanics, Verbs, and Subject-Verb agreement). She believes that providing students with the correct spelling does not give them good strategies for learning. Teacher 2 provides less WCF and uses mainly direct WCF, especially for the category Mechanics. Secondly, the two teachers differ in timing as Teacher 2 mainly provided WCF during the students' writing process (with access to a shared Google Document), while Teacher 1 provided WCF on the finished graded test. Teacher 2 focuses less on Word Choice errors and more on surface errors such as misspellings, punctuation, and Subject-Verb Agreement. Both teachers confirm that they are concerned with how the students will be affected by their feedback, that it must not come across as too negative, and they agree in how they adapt both amount and feedback type to each student individually. Teacher 1 claims to provide more WCF to ambitious learners, and Teacher 2 says he explains more to weaker

students (with direct feedback and the use of Norwegian in comments). Both teachers also admit that even though they know that most students do not revise a finished text, they tend to correct and give feedback on the last version too. Teacher 1 provides late WCF when her students have expressed that they want her to, and when she believes that the students will learn from it. Teacher 2 provides feedback on the last version so that students who want to revise can do so. Additionally, Teacher 2 says that some students do not understand the grade they receive if their text looks error-free.

The error analysis reveals that even though the students appeared to be on a similar level, they differ once their writing was studied in detail. Student A was still learning how to use different verb tenses, and produced more L1 influenced misuse of prepositions and 'Norwenglish' expressions than Student B and C. Student A was also the one who improved the least according to the global error ratio calculated for all 5 exams. Student B showed great command of the simple past and the present perfect but had yet to learn the past perfect and the use of progressive. All three students had issues with how to use punctuation to properly structure sentences. In one exam, punctuation errors were addressed explicitly both in the text, in the margins, and in the end-of-text comment (Student B, Exam 3), but other than that, punctuation issues were not the main focus of the two teachers' WCF. When given the attention, punctuation errors have largely been targeted with indirect WCF (marked with a color), or with 'red-ink' direct corrections. The direct corrections of punctuation were difficult to notice because of their size (tiny).

When reading the students' writing, it became clear that they were more comfortable writing 1st person narratives in the past tense, than reflecting or arguing their own opinions in more factual texts. As a result, the lesser practiced genre proved difficult for the students. This suggests that their level of English was perhaps lower than it appeared to be in the narrative genre. The shifting topics also made it difficult to track certain error categories for improvement.

6.0　Discussion

6.1　Research Question 1 (Observations of the teachers WCF practice)

Many scholars view authentic teacher WCF as predominantly concerned with students'
overall improvement in writing (Van Beuningen et al., 2012; Ferris, 2006), which is why they
discuss teacher feedback practices as 'comprehensive'. The examples of WCF provided by
the two teachers in this study suggest that this may not be the case. The number of different
error types targeted with WCF, indicates a comprehensive approach, but the varying amounts
of WCF points do not. At times, Teacher 2 comes closer to a focused approach (because of
the low amount of WCF). Both teachers express that they adapt their WCF practice according
to the students' level, and preferences. The feedback analysis supports this. The teachers point
out between 7 % and 45 % of all errors in the students texts, and counter to their self-reported
WCF focus, spelling errors (category M in the study), receives the most attention (n=116),
followed by verbs (n=54), word choice (n=35) and sentence structure (n=25). The analysis of
teacher WCF further suggests that in terms of amount, some surface errors (capitalization) are
provided with repeated corrections in the same text while most other errors are pointed out
just once or twice. As Teacher 1 stated, her approach to WCF is different when she and her
students work with process writing, and so the general tendencies in the above results are only
representative of how the teachers worked with WCF in these specific examples of single-
draft writing (under timed test conditions).

The cognitivist perspective of learning suggests that WCF facilitates learning when it makes
the learner notice gaps in their competence (Sheen, 2010). The process when learners try to
understand and apply feedback points in revision or new writing, is considered the
consolidation process of learning (Bitchener, 2019). Interface theorists who argue for the
transfer of explicit to implicit knowledge, believe that abundant practice and feedback
eventually enable the process of acquisition (DeKeyser, 1998; Ellis, 2005). A scattered
feedback focus (in terms of amount or, when plenty, in terms of number of error categories)
does not suggest an abundant focus on any of the error categories. Will drawing attention to
an error once be sufficient for the student to notice? Looking at the students' texts, there are
examples where the students notice (i.e., they try to revise), but this does not necessarily lead
to learning as there are other examples of how the student continues to produce the same error
post WCF and successful revision. On the opposite end, to target many different types of

errors may result in information overload, which may affect the students' ability to notice, as well as their level of motivation. In terms of preferred feedback type, the two teachers differ. Teacher 1 uses indirect WCF more than Teacher 2, and especially for spelling errors (M), but her practice differs between the students and texts. For Student C, she targets verb errors, punctuation errors, and nouns with direct feedback while Student A and B receives little or no direct WCF attention. Teacher 2 uses more direct WCF and generally provides less feedback. The theory of ZPD states that for WCF to be efficient, it needs to enable learners to perform beyond their current capacity (Sheen, 2010). This aspect of SCT supports individual differentiation in WCF focus and type (indirect, direct, or metalinguistic). A learner may need more explicit instructions for one type of language error compared to other types of errors. The question then, is what should be considered the learners' ZPD in terms of language errors in writing? Are self-correctable spelling errors beyond the students' current capacity, and do they need teacher assistance to improve? Or should the teacher focus on an area where the student repeatedly produces the same type of errors? From a teacher's point of view, the fact that a student does not improve after having provided WCF on many occasions, may be perceived as laziness or unwillingness to make an effort rather than as a sign of not being able to understand the feedback (something outside of the ZPD).

Another difference between the two teachers is their approach to timing for when to provide WCF. The participating school had worked to implement the new governmental guidelines of AfL and at some point, they had started to work with Google Classroom. Teacher 2 therefore provided WCF in his students' texts as the students were writing. This was supplied with additional corrections and end-of-text comments together with grades. Teacher 1 only provided WCF after the students had finished writing and the students received the feedback on their graded paper. Both teachers said that there was not enough time to work with revisions, but that they would try to let the students work with correcting papers after getting them back. Teacher 2's approach naturally must lead to a greater degree of noticing from the students. This is interesting because WCF provided as the learner is writing, becomes more mediating and closer to oral feedback. Norwegian guidelines for good feedback practice, states that learners need to be involved in the work with assessment and feedback to achieve better learning outcomes. The idea of learner involvement is important in motivational theory and cognitivist theories as well. As previously mentioned, it is the attempt to understand and apply feedback that is most important for the consolidation process of learning. From a motivational perspective, learner engagement can facilitate feelings of autonomy and competence: at least if the learner is able to see her own improvements.

6.2 Research Question 2: (Tracking accuracy improvement in error frequencies)

At the very start of the procedure for tracking different errors from one text to the next, it became clear that not all errors were equally easy to track. It was especially challenging in categories where many new errors appeared in the subsequent text. To exemplify, Student A made a total of 41 different M errors in all exams combined, and out of those, 25 were uniquely new. The analysis of errors and re-reading of the students' texts revealed that errors were highly dependent on topic, genre, tense, and perspective. This made the tracking of improvement difficult. Rule-based errors worked better for measurements of improvement because they were easier to count and there were more examples to compare against. After having analyzed the development of mechanical errors (M) with a general measurement of error frequency to total number of tokens in each text, the numbers suggest that none of the Students showed consistent improvement. Instead, they made a few errors in one text, more in another next, and then back to fewer errors again. A close reading of the spread sheets further revealed that the student almost only corrected errors after direct feedback and never for indirect WCF.

In the three verb categories, an obligatory occasion analysis was applied. It showed that Student A did not know how to form the past perfect, and that she had some issues with irregular forms in the simple past. Student B and C showed great improvement from Exam 3 to Exam 5. Thanks to the obligatory occasion analysis it was possible to see how the student mainly used the present tense in Exam 4. The greatest discovery when tracking and analyzing the patterns of development, was how much the results were related to topic, genre, tense, and perspective. For future comprehensive research of authentic student writing, this must be accounted for.

6.3 What beliefs about WCF and errors guide the two teachers' WCF practice?

Teacher 1 wants to help the students become good writers. She does not want to focus to much on errors in students' texts because it may be perceived as criticism. Instead she prefers more process writing approaches so that she can cheer her students on from the start, to make them feel good about writing. To her, providing students with the correct spelling of a word, is not a good learning strategy.

Teacher 2's main concern is to make sure that students who struggle with English feel safe. He tries to create an environment where it is ok to make errors. He explains more to weaker

students and because it is important for him that the students understand the WCF he provides, he often uses Norwegian in comments as well as direct feedback.

Both Teacher 1 and 2 say that too little time affects how much feedback they provide to their students, and how much their students work with feedback and revision during class. Even though they both know that students do not necessarily revise corrections on a final draft, both teachers find themselves providing WCF to finished or graded texts.

7.0　Conclusion

7.1　Summary of key findings

The aim with the present study was to explore authentic WCF over time and in detail to further our understanding of WCF. The longitudinal and qualitative approach contributed to a detailed account of authentic teacher practice of WCF and to a thick description of errors learners make. When performing a detailed analysis of the data, it became clear that much information about errors are lost from a global perspective. This supports Van Beuningen's (2012) argument for qualitative studies of learner errors. The feedback analysis revealed that the teachers' approach was somewhere between focused and semi-focused in amount but comprehensive in terms of the different types of errors targeted with WCF. Furthermore, students did not spend much time with revision. If any, points of direct WCF were attended to more than indirect WCF. Considering how the learning potential of WCF according to the three theoretical frameworks, depends on learners actively trying to understand, revise or apply points of WCF in writing, the classroom reality for work with WCF cannot be expected to show much evidence either for or against WCF. The collected data describes how the two teachers provide WCF on the three students' mock exams, but not how they work with WCF during other types of writing activity, however the interviews contributed with some interesting information about the choices teachers make and what they think about WCF. As Teacher 2 points out:

> *"Ultimately with feedback, the students who try to understand the feedback, who make use of it, they have the energy and the will to improve … they are easy to help. But how can you make the other students get to that same point?"*

7.2　Contribution to theory/research?

The attempt to track errors and improvement longitudinally in learner texts, suggest that certain error categories are more suitable for the kind of investigation researchers have called for. Another thing to point out is how dependent measurements for improvement are to topic, genre, tense, and perspective. Seeing that scholars have pointed to more studies of authentic learner texts; these implications should be taken into consideration.

7.3 Pedagogical implications

Following a deep-dive into research literature and different theoretical frameworks relevant to the field of WCF, this thesis has contributed to a deeper understanding for the different contextual and individual differences in learners that may have an impact on the effect of WCF to language learning. Most of all, the notion that without active processing of the WCF, theories in support of WCF fall short, which stresses how important it is for teachers to make room for work with feedback and revision.

7.4 Limitations of the study

The quality of the study could have been further heightened by including a larger number of texts per student across all three school years: and texts from different types of writing processes (for example un-timed, un-graded, and texts of different genres). As regards the teachers, the quality of the analysis of their feedback would have benefitted from more examples of WCF in other types of settings. Furthermore, Teacher 2 only participated in grade 10 which makes it more difficult to make generalizations about his WCF practice. At the same time, it was considered interesting to study potential differences between the two teachers' approaches to WCF. The most pressing limitations of the study are concerned with possible research bias, seeing that there was no proper inter-rater reliability established for the categorization and analysis of the data.

7.5 Suggestions for future research

More longitudinal research with different designs is needed to build a better knowledge base for how to study authentic non-experimental data over time. Another suggestion for future research is to investigate WCF delivered under online conditions in shared document settings, especially since many schools have started to use Google Classroom as a platform. This type of feedback seems different to traditional feedback provision, somewhere in between oral and written CF. And lastly, more research on teachers' WCF practice is needed to evaluate where Norwegian teachers' practice is in relation to the AfL program initiative.

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Appendices

Appendix 1: All texts Student A, first original, then error tagged

Student A Exam 1 original

The little road trip

I sneak out of bed, put on some clothes and my shoes. I am going to pick up some of my friends in my dad's car. I am not a god driver because I don't have taken driver licence, but a can drive a little bit. Me and my dad have practise together for about 6 weeks. He thinks I am a very good driver for only practise in 6 weeks.

I pick up the key and go slowly out the door and head over to the car. I open the door, turn on the car and slowly drive out of the garage. I turn to left and speed up a bit. Now I am driving in 50. I it not so long to drive over to NAME_PERSON1_M. NAME_PERSON1_M, NAME_PERSON2_M and NAME_PERSON3_M are waiting for me there.

I speed up even more, up to 60. Now it's going really fast. I turn to the right and I see NAME_PERSON1_M, NAME_PERSON2_M and NAME_PERSON3_M. I speed up to 70 just to be cool. I start driving winding. It is hard but a managed to do it over to them. When I stop right in front of them I think about all off the times I almost hit a car or a garbage can. Maybe it is a good idea to let any of the other drive.

- Hey, what´s up, ask NAME_PERSON3_M.
- Hey, how are you guys doing? Ready for a ride?
- Yes, of course! Shout NAME_PERSON2_M

They jump in the car and started to scream of joy. I started to drive towards the highway. It is pretty long to the highway, but I am going to show that I can drive fast. I have never drive over 80. Tonight I am going to drive over 120.

Suddenly I realise that I drive down a garbage can. All of the trash fell out. It was a full garbage can so there are a lot of garbage on the way. I locked back on the trash and I did not realise that there is a car coming against us.

Everybody scream. I turn my head around to see what they were screaming for. I was not able to see anything. I just saw two white light. I lost the wheel and put my hands I front of my eyes. Everything went black.

White, voices, white, voices and white everywhere. I just heard move, move and move. I managed to open my eye a little bit. I saw two ambulance people running beside me. They have a worried expression in there face. I tried to move, but I can't feel anything. I can´t feel my body. They stop running and some other people locked at me and said that I got to have a surgery. I did not hear more.

I woke up because someone open my eyes and took a strong light right in my eyes. I tried to close my eyes, but someone took away the light. When I got my sight back I saw a nurse. She smiled to me. I tried to smile back but I could not manage to do that.

I looked down my body. My arms are hanging up words to the roof. They were covered whit plaster. I looked on my legs. One of them where under the dune and the other were also covered whit plaster. I looked up on the nurse.

-        Hey, my name is NAME_PERSON4_F.

I tried to say hey, but I just could not do it.

-        I am afraid a have some bad news. Okey, we can start whit your arms. You have broken both of your arms. One is worse than the other.

No this can't be true. How am I supposed to swim now? I can´t swim whiteout my arms.

-        Your leg is also broken. It is not bad just a little bone is broken.

My leg. How can I brake my arms and one of my leg? Can it be worse than that?

-        You have also puncture your lung.

Yes, it can be worse. Now I just have one lung. Great!

-        I am afraid I have some bad news about friends to.

Please don´t say that I have killed they. Just let them be hurt but not deed.

-        NAME_PERSON2_M is worst. He almost died. If we had come 10 minutes later he had bin deed by now.

Ooo yes! He is not deed. That means nobody died.

-        NAME_PERSON2_M has three broken rib and one of then stabbed his lung. He has one broken arm and one broken leg.

I feel that I almost have to cry. One tear fell out of the eye. One more and one more. I have almost never cried I my life, but it feels god to cry.

-        NAME_PERSON1_M has just one arm broken and concussion in the head. He will be alright fast.

That was good to hear. Not so bad, but bad.

-        NAME_PERSON3_M has a bad concussion in the head and has some broken fingers.

Now I was really crying. It was so good to get it out. When I was finished my parents brace in the door. The started to cry when they saw me. I just smiled to them. They smiled back. The nurse told them what I had broken and what had happened.

Mom come over to me and stroke her hand over my hair. She just sat there and smiled.

-         What were you thinking? she asked.

-         I don't know.

-         Can you promise that you never will do anything like that anymore? She said

-         Yes, I promise.

I went out of the hospital 18 days after the accident. So did NAME_PERSON1_M and NAME_PERSON3_M to. I sit in a wheelchair, because I can´t go or move my arms so much. In 2 months I am going to take of the plaster on one arm. That is going to be lovely.

NAME_PERSON2_M is not alive anymore. He died of a bleeding in the brain one week after the accident. It was not the accident how give him the brain bleeding, it started 3 days before. The doctor say that it is a mystery how he manages to live so long after the brain bleeding started. His funeral is on Monday. Everyone at school are going to be there. I miss him very much.

NAME_PERSON1_M is completely fresh. He has just a little bit painful head. His army is okey. He is going to take of the plaster same day as me. He is looking forward to that.

NAME_PERSON3_M is also fine. He can´t write at school because of his fingers, but he is using an pc. He thinks that works very well. He thinks I is much better to write on pc and not whit is hand. He is writing very fast on pc.

Student A, Exam 2 original

Challenges in life

Right now my challenge in life is my body. I have been in so much pain for about 3 years, because of swimming and handball. It first started with my shoulders. A noticed that it hurted a little bit and thought it would go over, but it didn't. I asked my trainer why my shoulder hurted and he said it was noting it would probably go over. A week or later I asked again why my shoulder hurted because it was worse than last time. He said "I don't know, if it hurt you can just use your legs rest of the training". I took on my fins, got a board and swimed about 2000 meters' legs on 1 hour. I just used my legs for over 2 months. The bad thing about just

use your legs and your arm foreword on the board is that your legs get cramps all the time and your shoulder is uptight. Sometimes after practise my legs were like stone and it hurted so bad.

My mom decided to take me to a chiropractor to check my shoulders. The chiropractor said was in a protective mode almost all the time. She gave me some exercise I needed to do before every training. I did that for 3 months and it still wasn't better. We were at the chiropractor one more time and she said I needed to go to a physiotherapist. We did and she gave me some other exercise, but I still needed to do the old. Now I needed to the all the exercise every day, even twice a day if I could. I did not get better of that either.

Because I didn't get better my mom and another trainer decided that I would train with him twice a week. He thought I would get better by train less and not so hard. All I was going to swim was 400 meters' crawl, 150 meters' backstroke and 150 meters' breaststroke. If my shoulder hurted before I was finish, I needed to stop. If it did not hurt, I would swim 300 meters more. I did this in about 6 months and was not getting better. Since it was hard to swim I started at handball. I also played handball twice a week. I was only going to play handball until I was good in the shoulder and could train normal again. I still play it and I am not going to quite.

Since I had tried something else for so long mom decided to take a ultrasound scan. We called NAME_PERSON1_M to get an appointment. When I took the ultrasound scan he said my shoulders hurted because I was growing so fast that my muscle could not keep up. I just need to be careful and not overload my shoulders. I tried to be careful, but it was hard since I was train addicted. I did not take it easy on the training. I had also started to train more, 4 or 5 times a week with the swimming and 3 times a week with handball. I did this for about 1,5 years.

When I started in 8th grade we went to NAME_PERSON1_M again to take and ultrasound scan. This time he said I was overload and overtrained in my whole body. I was forbidden to train in 6 months maybe a year, but did I lisent? No, I didn't, but because I was so devastated I did not train in 5 weeks I was just home. After those 5 weeks I started training again, but this time I took it easy because I may never be good if I didn't. I had 2 swim trainings and 2 handball trainings a week. I swimed 1000 meters and on the handball training I almost did nothing. After Christmas in 8th grade handball was funnier than swimming so I gambled on that.

Today my body still hurts, but not as much as before. Sometimes, not often I need to stop in the middle of the training because my shoulder hurt so bad. I do exercise every day for my shoulder. This time I have exercise that work and if I do it every day it is not painful to play handball, but I can feel little bit pain in the end of the training. I can live with that.

There you have my challenge of life. To use one word to descript my challenge I would use "training". I know I could do many things different to be good in my body, but I chose not to. Actually I don't regret what I have done, because I have had fun.

Student A, Exam 3, original

The new house and life

Today, today is the day. We are going to move to Montgomery, Alabama. In wyoming here we are going to move from snow and cold winters to sun all year long. Mom and dad would say why we are going to move but i think it's because all the white people in the street we lived on. We are the only black family living there and the white people don't like that. Sometimes they would say really mean things to us. Mom just said that we gotta close our ears and come home. One time I was in the garden playing a white boy, probably 15 years old throwed a mud clump on me and said some really bad and mean things to me. I started crying and ran in to mom. Mom was completely devastated. Later that night when I should have been a sleep I heard mom and dad talking about moving, because they had get enough.

I was so excited I almost peed on myself. My brother was also excited but not as much as me. We had pack all the things we had in a big truck. It was so big I almost got sick by looking to the top of it. I am really glad the nice man drive it and not me. The nice man helped us get everything in the truck and the little things in the car we were going to drive. It takes so long time to drive to Montgomery that we gotta stop at night and sleep on a hotell. I'm really looking forward to sleep on a hotell. I am really curious how it looks. I have only slept on a hotell one time in my life.

"Come on, get in the car" said mom. I run to the car and jumped in. Dad was in the front seat mom in the front seat but the other of course and me and my brother in the back seat. Dad looked back on me and smiled. I smiled back the biggest smile I had. I think he was very excited to but won't show it. In my teori grown up people won't show their feelings, especially the happy feeling, those feeling you get when you are really excited.

Dad started the motor and we drove out of the house yard. I winked goodbye to the house and smiled. The big truck with all of our things had already drove. I guess it was a half hour before us. Since the tour take 18 hours mom and dad had promise us we would stop every hour if we didn't sleep and bye some food or candy or maybe an ice cream. I really love ice cream. The best ice cream is with banana flavor and chocolate sprinkles at the top.

"Mom, how long have we been drove?"
"We have drove for about 55 minutes so we all gotta look for a place to stop."
"Can we buy ice cream?"
"Of course we can."
I just smiled and looked out of the window. It was so beautiful, espasially now because it's summer. All the green trees, children like me playing outside and all the smiles and laughter.

We stopped on a grocery store to buy an ice cream. They had my favorit and I was so happy. We went outside to sit down and eat it but it was not any place for the black to sit, but it was edge on the ground we could sit on. We sat down and eat up all we had bought and got into the car again. I love sleeping in the car. It's so quiet and pleasant to sleep so I am going to sleep. I will try to sleep all the way to the hotell. My brother he had already fell asleep.

"Wake up, wake up beautiful we are with the hotell." mom said.
When I heard "hotell" I was wide awake. I jumped out of the car and looked at the hotell. The hotel was not so big, but it was really beautiful. The clock was so much that we just had to go to bed. "How long did we drive today?" I asked mom.
"We drove about 12 hours today" she answered.
Since we had drove very long today we don't need to drive so long tomorrow. "
I wasn't really tired but i fell asleep fast.

"Good morning" said mom to everybody.

We all responded "good morning" back. We packed our things and got in the car. We had bought some food yesterday we were going to eat in the car. I got a sandwich with ham and cheese. After i had eat up the sandwich and was going to sleep, because it was early in the morning and i was really tired. I fell asleep after we had drove about 15 minutes.

"I think you have to wake up now! We have arrived the new house" said mom

I didn't quite understand what she said, but slowly started to open my eyes. When i had open them a little bit i saw the big truck. When i saw that i understand where we was. We are with the new house. We all got out of the car and looked up on the house. My brother and I looked at it for 5 minutes. When i turned around it stood tree boys there with a dog. The dog was so cute, but it barked at us. I looked at him in the eyes and he stopped.

The tree boys just stood there and looked at us. We looked back at them. I smiled to one of them. He smiled back. Then i smiled to all of the boys and all of them smiled back to me. I look up on my brother and he smiled to them as well.

"Hey! I am charles and this is my friends. We wondered if you wanted to play baseball with us?"

"Yes, of course we want that, but we are black. Is that okay for you?"

"In this neighborhood we are all the same. No matter if you are black or white."

"Okay, i am just going to tell my mom."

I ran into the house and i was so happy. No more mean words and mud in my face.

"Mom, mom! Tree white boys asked us if we wanted to play baseball with them."

"Ohh, so fun! You and your brother can go, but be carefull!"

I ran out of the house and over to the boys. We all walked to the place they were playing baseball. We had so much fun that mom had to come and get us when it was time for bed.

Student A, Exam 4, original

Task 2a

There is many advantages and disadvantages of meeting someone online. What do really happen when you start talking to a complete stranger or maybe with someone you have heard of but don't know them. I am going to use example of advantages and disadvantages to try to make you more aware of what could happen.

The first thing we are going to look at is a disadvantage. One disadvantage is, you really don't know how is behind that screen. You always need to be careful of how you talk to. Sometimes you could check if the person has Facebook or Instagram, maybe even ask some of your friends if they have heard of the person. You may sometimes think it's a 16 year old boy you are talking to, but instead it's a 45 year old grown up man who is trying to take use of you. How would you feel if you found out it was a 45 year old man? What would you do? This is not to scare anyone, but just be aware of it. It don't always have to be a 45 year old man it can be the 16 year old boy. That bring us to an advantage.

If the 16 boy actually is who he says he is it's a really good thing. You might have found yourself a good friend or even maybe a boyfriend. There is more people than you think, who met online. Many girls have a online best friend. They often live far apart from each other, but some may meet after a long period of talking. Many people have a girlfriend or boyfriend online. In many cases the other person can be from another country. As we see in the booklet it has been a survey of how many people who have meet romantic partner online and 8% had met a romantic partner online.

Another advantage can for instance be you may feel more apart of something online. If you are three people who met randomly, you would make a groupchat. Often can you talk to them about anything, because you know they won't tell anybody else, since you don't have common friends. "Why virtual friends can be so much better than the real thing" by Mary McLaurine is a good text. It shows us that people you talk to online, example that groupchat with three people, can be really important to you. They don't have any idea about how you look, if you're skinny or fat, black or white, Republican or Democrat and none of that matter. They talk to you, because they know you don't know anything about them either. None of you can judge or be judged by one another. You and them don't know the real story.

In the booklet there's a poem called "look up". "Look up" is all about not spending to much time on your phone and rather be with real people. If you meet a interesting person online you would probably spend hours talking to each other. That will take you away from your real life and you would be spending less time and maybe show less interest in your real live friends. After you have heard the poem you should take a step back and try to realise who much time you have spend on your phone. Realise if it was worth all dose hours, even if you are talking to somebody.

The conclusion of meeting someone online can be both good and bad. You can actually met your love of life online, but you can also met people who want to take advantage of you. Try to be aware of how many hours you are spending on your phone. Put the phone away when you are talking to a real live person, listen and respond. Put away the phone when you are out for a walk. Especially put down the phone when you are with little children.

Sources:
How we connect online and offline - booklet

Student A, Exam 5, original

Your true identity and the place you always belong.

In swimming there is a lot of different people. They come from all places of the city and longer. Swimming is a place where mostly everyone feel included by one another. You always have someone to be with and talk to, even though their not your best friend or go on the same school as you. Swimming is a place where you can be yourself and no one cares. The others don't need to know your story. I'm gonna write about my own experience by being a swim coach. How people feel they belong and be their true self.

I am the swim coach to a little group of 10 people. The age difference is from people who are 9 years old to people who are 14 years old. I don't think everybody on the group knows the age to the one another and it looks like they couldn't care at all. The age is not a subject, but

we talk about school, vacations and what they do beside swimming. All of them talk and tell us about it. In the text "The beautiful game" is says "Football friends" are different from friends in other walks of life". That's really true if we replace football friends with friends at swimming. Friends at swimming is not the same as other friends. You can almost tell everything to them because they don't go to the same school as you or know any of the people you know.

It's especially one girl who is older than the others. I can tell by looking and talking to her that she is not the same as people at her age. She doesn't have a lot of friends and struggle a bit at school. When she is at swim practise she can be her true self and the others doesn't care. They must think she is at their age and not older than them. I really think swimming is her escape from school and the hard word their and lack of friends. I think she feels like she belong, both with the people their and the feeling of accomplishment.

She laugh, talk and play with the others. I think she also feel like she is being seen, because she is always in a good mood when she comes and leave the training. It looks like she is very happy. Both because she can show her real identity, be herself and doesn't need to think or stress about school. That's what's really good with swimming. Everything just float away as you splash in the water. Although things just float away, you have a lot of time to think. When you swim you can't talk to anyone because they also swim, so you have a lot of time for yourself. You can plan the next day based on what you are going to to and need to do. In that way you don't need to stress next day, because you have it all planned out.

The swimming pool is just like Miss Peregrine's home for peculiar children. The text "Miss Peregrine's home for peculiar children" is about Miss Peregrine who ran a home for children. A home for peculiar children actually. She ran the home for children in their need for a place to belong. It's the same with the swimming pool. That's their second home, the home to be with people you aren't with as usual, the home to think of the day and the next day. The home where you feel connected to in a different way as your house. The second home yøu belong to and can relive your true identity.

The little road trip

 I sneak out of bed, put on some clothes and my shoes. I am going to pick up some of my friends in my dad's car. I am not a god (A1001: good) driver because I don't have taken (A1002: don't have) (A1003: a) driver (A1004: 's) licence (A1005: license), but a (A1006: I) can drive a little bit. Me and my dad have practise (A1007: have practised) together for about 6 weeks. He thinks I am a very good driver for only practise (A1008: having only practiced) in (A1009: for) 6 weeks.

I pick up the key and go (A1010: walk) slowly out the door and head over to the car. I open the door, turn on the car (A1011: ignition, I start the car?) and slowly drive (A1012: drive slowly) out of the garage. I turn to left (A1013: the left) and speed up a bit. Now I am driving in 50 (A1014: at) (A1015: km/h). I it not (A1016: It is not) so long (A1017: that far) to drive over to NAME_PERSON1_M. NAME_PERSON1_M, NAME_PERSON2_M and NAME_PERSON3_M are waiting for me there.

 I speed up even more, up to 60 (A1018: km/h). Now it's going really fast. I turn to the right and I see NAME_PERSON1_M, NAME_PERSON2_M and NAME_PERSON3_M. I speed up to 70 (A1019: km/h) just to be cool (A1020: to seem cool/to show off). I start driving winding (A1021: steering from side to side). It is hard but a (A1022: I) managed to do it over (A1023: make it over) to them. When I stop right in front of them (A1024: ,) I think about all off (A1025: of) the times I almost hit a car or a garbage can. Maybe it is a good idea to let any of the other (A1026: one of the others) (A1027: others) drive.

- Hey, what´s up, ask (A1028: asks) NAME_PERSON3_M.
- Hey, how are you guys doing? Ready for a ride?
- Yes, of course! Shout (A1029: shouts) NAME_PERSON2_M

They jump in the car (A1030: get in the car) and started (A1031: start) to scream of (A1032: with) joy . I started (A1033: start) to drive towards the highway. It is pretty long (A1034: far) to the highway, but I am going to show (A1035: them) that I can drive fast. I have never drive(A1036: driven) over 80 (A1037: more than) (A1038: 80 km/h). Tonight I am going to drive over 120 (A1039: above/more than/faster than) (A1040: 120 km/h).

Suddenly I realise that I drive down (A1041: hit) a garbage can. All of the trash fell (A1042: falls) out. It was a full garbage can so there are (A1043: is or was) a lot of garbage on the way (A1044: road). I locked (A1045: looked) back on (A1046: at) the trash and I did not realise that there is a car coming against (A1047: towards) us.

Everybody scream (A1048: is screaming). I turn my head around to see what they were (A1049a: are) screaming for. I was (A1049b) not able to see anything. I just saw (A1049c) two white light (A1050: s). I lost (A1051: let go of) the wheel (A1052: steering wheel) and put my hands I (A1053: in) front of my eyes. Everything went (A1054: turns) black.

White (light), voices, white (light), voices and white (light) everywhere. I just heard (A1055: All I hear is) move, move and move. I managed to open my eye a little bit. I saw (A1056: see) two ambulance people (A1057: paramedics) running beside me. They have a worried expression in there (A1058: their) face (A1059: They look worried). I tried (A1060: try) to move, but I can't feel anything. I can´t feel my body. They stop running and some other people locked (A1061: have a look) at me and said (A1062: say) that I got to have a (A1063; nothing) surgery. I did not hear more.

I woke up because someone open (A1064: ed) my eyes and took (A1065: directed) a strong light right in my eyes. I tried to close my eyes, but someone took away the light. When I got my sight back (A1066: ,) I saw a nurse. She smiled to (A1067: at) me. I tried to smile back but I could not manage to do that (A1068: nothing/do so/do it).

I looked down (A1069: at) my body. My arms are (A1070: were) hanging up words (A1071: upwards) to the roof (A1072: ceiling). They were covered whit (A1073: with) plaster. I looked on (A1074: at) my legs. One of them where (A1075: were) (A1076: was) under the dune (A1077: duvet/cover) and the other were (A1078: was) also covered whit (A1079: with) plaster. I looked up on the nurse (A1080: I looked at the nurse/My eyes turned to the nurse).

- Hey, my name is NAME_PERSON4_F.
I tried to say hey, but I just could not do it.

- I am afraid a (A1081: I) have some bad news. Okey (A1082: Okay), we can start whit (A1083: with) your arms. You have broken both of your arms. One is worse than the other.
No this can't be true. How am I supposed to swim now? I can´t swim whiteout (A1084: without) my arms.

- Your leg is also broken. It is not bad (A1085: ,) just a little bone is broken.

My leg. (A1086: ,) How can I brake (A1087: break) my arms and one of my leg (A1088: legs)?

Can it be worse than that (A1089: Can it get any worse)?

- You have also puncture (A1090: punctured) your lung.

Yes, it can be (A1091: get) worse. Now I just have one lung. Great!

- I am afraid I have some bad news about (A1092: your) friends to (A1093: too).

Please don´t say that I have killed they (A1094: them). Just let them be hurt but not deed

(A1095: dead).

- NAME_PERSON2_M is worst (A1096: off). He almost died. If we had come (A1097:
  arrived) 10 minutes later he had bin (A1098: would have) (A1099: been) deed
  (A1100: dead) by now.

Ooo (A1101: Oh) yes! He is not deed (A1102: dead). That means nobody died.

- NAME_PERSON2_M has three broken rib (A1103: s) and one of then (A1104: them)
  stabbed his lung. He has one broken arm and one broken leg.

I feel that (A1105: like) I almost have to cry. One tear fell out of (A1106: from) the (A1107:

my) eye. One more and one more. I have almost never cried I (A1108: in) my life, but it feels

god (A1109: good) to cry.

- NAME_PERSON1_M has just one arm broken (A1110: one broken arm) and (A1111:
  a) concussion in the head (A1112: nothing). He will be alright fast (A1113: He will
  soon be alright).

That was good to hear. Not so bad, but bad (A1114: ?).

- NAME_PERSON3_M has a bad concussion in the head (A1115: nothing) and has
  (A1116: nothing) some broken fingers.

Now I was really crying. It was so good to get (A1117: let) it out. When I was finished my

parents brace in (A1118: enter abruptly, storme inn) the door. The (A1119: they) started to

cry when they saw me. I just smiled to them. They smiled back. The nurse told them what I

had (A1120: was) broken and what had happened.

Mom come (A1121: came) over to me and stroke her hand over my hair (A1122: stroke my

hair/stroke her fingers over my hair). She just sat there and smiled.

- What were you thinking? she asked.
- I don't know.
- Can you promise that you never will (A1123: will never) do anything like that
  anymore (A1124: again)? She said
- Yes, I promise.

I went out of (A1125: left) the hospital 18 days after the accident. So did NAME_PERSON1_M and NAME_PERSON3_M to (A1126: too). I sit (A1127: am) in a wheelchair, (A1128: nothing) because I can´t go (A1129: walk) or move my arms so much (A1130: that much). In 2 months (A1131: ,) I am going to take of (A1132: take off/remove) the plaster on one arm. That is going to be lovely.

NAME_PERSON2_M is not alive anymore. He died of a bleeding in the brain (haemorrhage) one week after the accident. It was not the accident how (A1133: that) give (A1134: gave) him the brain bleeding, it started 3 days before. The doctor (A1135: s) say that it is a mystery how he manages(A1136: managed) to live so long (A1137: stay alive so long) after the brain bleeding started. His funeral is on Monday. Everyone at school are (A1138: is) going to be there. I miss him very much.

NAME_PERSON1_M is completely fresh (A1139: recovered). He has just a little bit painful head (A1140: a slight headache). His army (A1141: arm) is okey (A1142: okay). He is going to take of (A1143: take off/remove) the plaster (A1144: the) same day as me. He is looking forward to that.

NAME_PERSON3_M is also fine. He can´t write at school because of his fingers, but he is using an (A1145: a) pc. He thinks that (A1146: it) works very well. He thinks I(A1147: it) is much better to write on pc (A1148: on a pc/keyboard) and not whit (A1149: with) is (A1150: his) hand. He is writing (A1151: writes) very fast on pc (A1152: on the keyboard).

Student A, Exam 2, Error tagged

Challenges in life

Right now (A2001: ,) my challenge in life is my body. I have been in so much pain for about 3 years, because of swimming and handball. It first started with my shoulders. A (A2002: I) noticed that it hurted (A2003: hurt) a little bit and thought it would go over (A2004: pass/go away), but it didn't. I asked my trainer why my shoulder hurted (A2005: hurt) and he said it was noting (A2006: nothing) (A2007: ,) (A2008: that) it would probably go over (A2009:

pass/get better). A week or (A2010: nothing) later I asked again why my shoulder hurted (A2011: hurt) because it was worse than last time. He said (A2012: ,) "I don't know, if it hurt (A2013: s) you can just use your legs (A2014: the) rest of the training". I took (A2015: put) on my fins, got a board and swimed (A2016: swam) about 2000 meters' legs on (A2017: in) 1 hour. I just used my legs for over (A2018: more than) 2 months. The bad thing about just use (A2019: using) your legs and your arm foreword (A2020: foreward) on the board is that your legs get cramps all the time and your shoulder is (A2021: gets/becomes) uptight (A2022: tense). Sometimes after practise (A2023: ,) my legs were like stone (A2024: felt like rocks) and it hurted(A2025: hurt) so bad.

My mom decided to take me to a chiropractor to check my shoulders. The chiropractor said (A2026: my body) was in a protective mode (A2027: defensive mode) almost all the time. She gave me some exercise (A2028: s) I needed to do before every training. I did that for 3 months and it still wasn't (A2029: didn't get any) better. We were at (A2030: went to) the chiropractor one more time and she said I needed to go to a physiotherapist. We did and she (A2031: the chiropractor or the physiotherapist?) gave me some other exercise (A2032: s), but I still needed to do the old (A2033: previous ones). Now I needed (A2034: had) to the (A2035: do) all the exercise (A2036: s) every day, even twice a day if I could. I did not get better of that (A2037: from that) either.

Because I didn't get (A2038: any) better my mom and another trainer decided that I would train with him twice a week. He thought I would get better by train (A2039: training) less and not so hard. All I was going to swim was 400 meters' crawl, 150 meters' backstroke and 150 meters' breaststroke. If my shoulder hurted (A2040: hurt) before I was finish (A2041: ed), I needed (A2042: had) to stop. If it did not hurt, I would swim 300 meters more. I did this in about (A2043: for about) 6 months and (A2044: but) was not getting better. Since it was hard to swim (A2045: ,) I started at handball (A2046: I started playing handball). I also played handball twice a week. I was only going to play handball until I was good in the shoulder (A2047: better in the shoulder) and could train normal (A2048: regularly/like normal) again. I still play it (A2049: handball) and I am not going to quite (A2050: quit).

Since I had tried something else (A2051: many things?) for so long (A2052: ,) mom decided to take a (A2053: an) ultrasound scan. We called NAME_PERSON1_M to get an appointment. When I took the ultrasound scan he said my shoulders hurted (A2054: hurt)

because I was growing so fast that my muscle could not keep up. I just need (A2055: needed/had) to be careful and not overload (A2056: strain) my shoulders. I tried to be careful, but it was hard since I was train addicted (A2057: addicted to exercise/training). I did not take it easy on the training (A2058: during training). I had also started to train more, 4 or 5 times a week with the (A2059: nothing) swimming and 3 times a week with (A2060: doing/playing) handball. I did this for about 1,5 years.

When I started in 8th grade we went to NAME_PERSON1_M again to take and (A2061: an) ultrasound scan. This time he said I was overload (A2062: overloaded/hypertense) and overtrained in my whole body. I was forbidden to train in (A2063: exercise for) 6 months maybe a year, but did I lisent (A2064: listen)? No, I didn't, but because I was so devastated (A2065: ,) I did not train in 5 weeks (A2066: .) I was just (A2067: at) home (A2068: run-on-sentence). After those 5 weeks I started training again, but this time I took it easy because (A2069: I knew) I may never be good (A2070: get better) if I didn't. I had 2 swim trainings (A2071: sessions) and 2 handball trainings a week. I swimed (A2072: swam) 1000 meters and on (A2073: during) the handball training I almost did nothing (A2074: didn't do anything). After Christmas in 8th grade (A2075: ,) handball was funnier (A2076: more fun) than swimming so I gambled on that (A2077: decided to focus on that).

Today my body still hurts, but not as much as before. Sometimes, not often (A2078: ,) I need to stop in the middle of the (A2079: nothing) training because my shoulder hurt (A2080: s) so bad. I do exercise (A2081: s) every day for my shoulder. This time I have exercise (A2082: s) that work and if I do it (A2083: them) every day it is not painful to play handball, but I can feel (A2084: a) little bit (A2085: of) pain in (A2086: by) the end of the training. I can live with that.

There you have my challenge of (A2087: in) life. To use one word to descript (A2088: describe) my challenge I would use "training". I know I could do many things different (A2089: differently) to be good (A2090: become better) in my body, but I chose not to. Actually (A2091: ,) I don't regret what I have done, because I have had fun.

The new house and life

Today, today is the day. We are going to move to Montgomery, Alabama. In wyoming (A3001: Wyoming) here we are going to move from snow and cold winters to sun all year long (We are going to move from the snow and cold winters of Wyoming to sun all year long). Mom and dad would say (A3002: would/will not say) why we are going to move but i (A3003: I) think it's because (A3004: of) all the white people in the street we lived on (A3005: where we live). We are (our family is) the only black family living there and the white people don't like that. Sometimes they would say really mean things to us. Mom just said that we gotta close our ears and come home. One time (A3006: when) I was in the garden playing (A3007: ,) a white boy, probably 15 years old throwed (A3008: threw) a mud clump (A3009: clump of dirt) on (A3010: at) me and said some really bad and mean things to me. I started crying and ran in to mom (A3011: ran to mom). Mom was completely devastated. Later that night when I should have been a sleep (A3012: asleep) I heard mom and dad talking about moving, because they had get (A3013: they had gotten/had) enough.

I was so excited I almost peed on myself (A3014: wet myself). My brother was also excited but not as much as me. We had pack (A3015: had packed) all the things we had (A3016: owned) in a big truck. It was so big I almost got sick by (A3017: from) looking to the top of it. I am really glad the nice man (A3018: who?) (A3019: would) drive it and not me. The nice man helped us get everything in the truck and the little things in the car we were going to drive. It takes so (A3020: such) long time to drive to Montgomery that we gotta stop at night and sleep on (A3021: in) a hotell (A3022: hotel). I'm really looking forward to sleep (A3023: sleeping) on (A3024: in) a hotell (A3025: hotel). I am really curious (A3026: about) how it looks. I have only slept on (A3027: in) a hotell (A3028: hotel) one time in my life.

"Come on, get in the car" (A3029: ,) said mom. I run (A3030: ran) to the car and jumped (A3031: got) in. Dad was in the front seat (A3032: ,) mom in the front seat but the other of course and me and my brother in the back seat. Dad looked back on (A3033: looked back at)

me and smiled. I smiled back (A3034: at him with) the biggest smile I had. I think he was very excited to (A3035: too) but won't (A3036: wouldn't) show it. In my teori (A3037: theory?) (mind) grown up people won't show their feelings, especially the (A3038: nothing) happy feeling (A3039: feelings), those feeling (A3040: feelings) you get when you are really excited.

Dad started the motor (A3041: engine) and we drove out of the house yard (A3042: driveway). I winked (A3043: waved) goodbye to the house and smiled. The big truck with all of our things had already drove (A3044: left). I guess it was a half hour (A3045: half an hour) before (A3046: ahead of) us. Since the tour (A3047: trip) take (A3048: was) 18 hours (A3049: ,) mom and dad had promise (A3050: promised) us we would stop every hour if we didn't sleep and bye (A3051: buy) some food or candy or maybe an ice cream. I really love ice cream. The best ice cream is with banana flavor and chocolate sprinkles at the (A3052: on) top.

"Mom, how long have we been drove (A3053: driving)?"
"We have drove (A3054: been driving) for about 55 minutes so we all gotta look for a place to stop."
"Can we buy (A3055: some) ice cream?"
"Of course (A3056: ,) we can."
I just smiled and looked out of the window. It was so beautiful, espasially (A3057: especially) now because it's (A3058: it was) summer. All the green trees, children like me playing outside and all the smiles and laughter.

We stopped on (A3059: at) a grocery store to buy an ice cream. They had my favorit (A3060: favorite) and I was so happy. We went outside to sit down and eat it but it was (A3061: there was) not any place for the black (A3062: blacks) to sit, but it was (A3063: there was) (A3064: an) edge on the ground we could sit on (A3065: where we could sit). We sat down and eat (A3066: ate) up all we had bought and got into the car again. I love sleeping in the car. It's so quiet and pleasant to sleep so I am going to sleep. I will try to sleep all the way to the hotell (A3067: hotel). My brother he had already fell (A3068: fallen) asleep.

"Wake up, wake up beautiful (A3069: ,) we are with (A3070: at) the hotell (A3071: hotel)."
mom said.

When I heard "hotell (A3072: hotel)" I was wide awake. I jumped out of the car and looked at the hotell (A3073: hotel). The hotel was not so big, but it was really beautiful. The clock was so much (A3074: It was so late) that we just had to go to bed. "(A3075: For) How long did we drive today?" I asked mom.

"We drove about 12 hours today" she answered.

Since we had drove (A3076: drove) very long (A3077: far) today we don't need to drive so long (A3078: that far) tomorrow. "

I wasn't really tired but i (A3079: I) fell asleep fast.

"Good morning" said mom (A3080: mom said) to everybody.

We all responded "good morning" back (A3081: We all responded with "good morning").

We packed our things and got in the car. We had bought some food yesterday (A3082: that) we were going to eat in the car. I got a sandwich with ham and cheese. After i (A3083: I) had eat up (A3084: eaten/finished) the sandwich and (A3085: I) was going (A3086: back) to sleep, because it was early in the morning and i (A3087: I) was really tired. I fell asleep after we had drove (A3088: been driving) about 15 minutes.

"I think you have to wake up now! We have arrived (A3089: at) the new house" said mom (A3090: .)

I didn't quite understand what she said (A3091: was saying), but (A3092: I) slowly started to open my eyes. When i(A3093: I) had open (A3094: opened) them a little bit (A3095: ,) i(A3096: I) saw the big truck. When i(A3097: I) saw that(A3098: it) i(A3099: I) understand (A3100: understood) where we was (A3101: were). We are with (A3102: at) the new house. We all got out of the car and looked up on (A3103: looked at) the house. My brother and I looked at it for 5 minutes. When i(A3104: I) turned around it stood (A3105: there were) tree (A3106: three) boys there with a dog. The dog was so cute, but it barked at us. I looked at (A3107: nothing) him in the eyes and he stopped.

The tree (A3108: three) boys just stood there and looked (A3109: looking) at us. We looked back at them. I smiled to one of them. He smiled back. Then i(A3110: I) smiled to all of the

boys and all of them smiled back to(A3111: at) me. I look up on (A3112: at) my brother and he smiled to them as well.

"Hey! I am charles (A3113: Charles) and this (A3114: these) is (A3115: are) my friends. We wondered (A3116: were wondering) if you wanted to play baseball with us?"

"Yes, of course we want that (A3117: to), but we are black. Is that okay for (A3118: with) you?"

"In this neighborhood we are all the same. No matter if you are black or white."

"Okay, i(A3119: I) am just going to tell my mom."

I ran into the house and i(A3120: I) was so happy. No more mean words and mud in my face.

"Mom, mom! Tree (A3121: Three) white boys asked us if we wanted to play baseball with them."

"Ohh, so (A3122: how) fun! You and your brother can go,(A3123: nothing) but be carefull!"

I ran out of the house and over to the boys. We all walked to the place they were playing baseball (A3124: at). We had so much fun that mom had to come and get us when it was time for bed.

Student A, Exam 4, error tagged

Task 2a

There is (A4001: there are) many advantages and disadvantages of (A4002: with/to?) meeting someone online. (A4003: But) What do (A4004: nothing/does) really happen when you start talking to a complete stranger or maybe with someone you have heard of but don't know them (A4005: nothing/in person) (A4006: ?). I am going to use example (A4007: s) of advantages and disadvantages to try to make you more aware of what could happen.

The first thing we are going to look at is a disadvantage. One disadvantage is,(A4008: no comma) you really don't know how (A4009: who) is behind that screen. You always need to be careful of how (A4010: who) you talk to. Sometimes you could check if the person has Facebook or Instagram, (A4011: or) maybe even ask some of your friends if they have heard of the person. You may sometimes think it's a 16 year old (A4012: 16-year-old) boy you are talking to, but instead it's a 45 year old (A4013: 45-year-old) grown up man who is trying to

take use (A4014: take advantage) of you. How would you feel if you found out it was a 45 year old (A4015: 45-year-old) man? What would you do? This (A4016: unclear reference) is not to scare anyone, but just be aware of it (A4017: unclear pronoun reference). It don't (A4018: doesn't) always have to be a 45 year old (A4019: 45-year-old) man it can be the 16 year old (A4020: 16-year-old) boy. That (A4021: this/Which) bring (A4022: brings) us to an advantage.

If the 16 boy (A4023: 16-year-old boy) actually is who he says he is it's a really good thing. You might have found yourself a good friend or even maybe a boyfriend. There is (A4024: there are) more people than you think, who met (A4025: meet) online. Many girls have a (A4026: an) online best friend. They often live far apart from each other, but some may meet after a long period of talking. Many people have a girlfriend or boyfriend online. In many cases the other person can be from another country. As we see in the booklet it (A4027: there) has been a survey of how many people (A4028: the number of people) who have meet (A4029: met) (A4030: a) romantic partner online and 8% had met a romantic partner online.(A4031: run-on-sentence)

Another advantage can for instance be you (A4032: can for instance be how you) may feel more apart (A4033: part) of something online. If you are three people who met (A4034: meet) randomly, you would (A4035: could/can) make a groupchat (A4036: group chat). Often can you (A4037: You can often) talk to them about anything, because you know they won't tell anybody else, since you don't have common friends (A4038: friends in common). "Why virtual friends can be so much better than the real thing" by Mary McLaurine is a good text. It shows us that people you (A4039: we) talk to online, (A4040: for) example that groupchat (A4041: group chat) with three people, can be really important to you (A4042: us). They don't have any idea about how you look, if you're skinny or fat, black or white, Republican or Democrat and none of that matter. They talk to you, because they know you don't know anything about them either. None of you can judge or be judged by one another. You and them (A4043: they) don't know the real story.

In the booklet there's a poem called "look up". "Look up" is all about not spending to (A4044: too) much time on your phone and rather be with real people. If you meet a (A4045: an) interesting person online (A4046: ,) you would probably spend hours talking to each other. That will take you away from your real life and you would be spending less time and

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maybe show less interest in your real live friends. After you have heard the poem you should take a step back and try to ==realise== (A4047: realize? reflect over) ==who== (A4048: how) much time you have ==spend== (A4049: spent) on your phone. ==Realise== (A4050: Realize/Consider) if it was worth all ==dose== (A4051: those) hours, even if you ==are== (A4052: were) talking to somebody.

The conclusion ==of== (A4053: is that) meeting someone online can be both good and bad. You can actually ==met== (A4054: meet) ==your love of life== (A4055: the love of your life) online, but you ==can== also ==met==(A4056: can meet) people who want to take advantage of you. Try to be aware of how many hours you ==are spending== (A4057: spend) on your phone. Put the phone away when you are talking to a real live person, listen and respond. Put away the phone when you are out for a walk. Especially put down the phone when you are with little children.

Sources:

How we connect online and offline - booklet

Student A, Exam 5, error tagged

Your true identity and the place you always ==belong== (to).

In swimming ==there is== (A5002: there are) a lot of different people. They come from all ==places== of the city (A5003: all parts of the city) and ==longer== (A5004: further away). ==Swimming is a place where== (A5005: At the swim club – svømming er et sted hvor…) mostly everyone ==feel== (A5006: s) included by one another. You always have someone to be with and talk to, even though ==their== (A5007: they're) not your best friend or ==go on== (A5008: go to/attend) the same school as you. ==Swimming is a place where== (A5009: At the swim club) you can be yourself and ==no one cares== (A5010: no one judges you). The others don't need to know your story. I'm ==gonna== (A5011: going to) write about my own experience ==by being== (A5012: of being) a swim coach. How people feel they belong and ==be== (A5013: can be) their true ==self== (A5014: selves).

I am the swim coach ==to== (A5015: of) a ==little== (A5016: small) group of 10 people. The age difference is from people who are 9 years old to people who are 14 years old. I don't think everybody ==on== (A5017: in) the group knows the age ==to== (A5018: of) ==the== (A5019: nothing) one

another and it looks like they couldn't care at all (A5020: don't care at all). The (A5021: nothing) age is not a subject, but (A5022: instead) we talk about school, vacations and what they do beside (A5023: besides) swimming. All of them talk and tell us about it (A5024: what?). In the text "The beautiful game" is (A5025: it) says "Football friends" are different from friends in other walks of life". That's really true if we replace football friends with friends at (A5026: from) swimming. Friends at swimming (A5027: at the swim club) is (A5028: are) not the same as other friends. You can almost tell everything to them (A5029: tell them everything) because they don't go to the same school as you or know any of the people you know.

It's especially one girl who is older than the others. I can tell by looking (A5030: at her) and talking to her that she is not the same as people at (A5031: nothing) her age. She doesn't have a lot of friends and struggle a bit at school. When she is at swim practise (A5032: practice) she can be her true self and the others doesn't (A5033: don't) care. They must think she is at their age and not older than them (A5034: they are). I really think swimming is her escape from school and the hard word (A5035: world) their (A5036: there) and (A5037: the) lack of friends. I think she feels like she belong (A5038: s) (on the swim team), both with the people their (A5039: there) and (A5040: with) the feeling of accomplishment.

She laugh (A5041: s), talk (A5042: s) and play (A5043: s) with the others. I think she also feel (A5044: s) like she is being seen (A5045: people see her), because she is always in a good mood when she comes and leave (A5046: s) the training. It looks like she is very happy. Both because she can show her real identity, be herself and doesn't need to think or stress about school. That's what's really good with swimming. Everything just float (A5047: s) away as you splash in the water. Although things just float away, you have a lot of time to think. When you swim you can't talk to anyone because they also swim, so you have a lot of time for (A5048: to) yourself. You can plan the next day based on what you are going to to (A5049: do) and need to do. In that way you don't need to stress (A5050: the) next day, because you have it all planned out.

The swimming pool is just like Miss Peregrine's home for peculiar children. The text "Miss Peregrine's home for peculiar children" is about Miss Peregrine who ran a home for children. A home for peculiar children actually. She ran the home for children in their need for (A5051: who needed) a place to belong. It's the same with the swimming pool. That's (A5052: It's)

their (A5053: unclear reference) second home, the (A5054: a) home to be (A5055: where you can be) with people you aren't with as usual (A5056: you don't normally spend time with) (A5057: usually), the home to think (A5058: where you can think) of the day (A5059: today) and the next day. The (A5060: A) home where (A5061: nothing) you feel connected to in a different way as (A5062: than) your house. The second home yøu (A5063: keyboard mistake) belong to and (A5064: where you) can relive (A5065: leve ut? express) your true identity.

All errors by category for Student A on next page

Error id	Error	in context	Errortype	Category	Suggestion for correction
A3055	(some)	Can we buy (Ø) ice cr	Error	AA1.1	Can we buy some ice cream
A1092	(your)	I have som bad news	Error	AA3.1	I have some bad news about
A1096	(off)	X is worst Ø.	Error	AA2.3	X is worst off.
A2018	over	I just used my legs for	Error	AA2.3/WC1.	I just used my legs for more
A2048	normal	and could train NORM	Error	AA3/AD1.3	and could train normally
A2089	different	I could do many thing	Error	AA3/AD1.3	I could do many things differ
A5057	usual	with people you aren'	Error	AA3	usually
A3086	(back)	was going (Ø) to sleep	Error	AD1.1	was going back to sleep
A2038	(any)	Because I didn't get b	Error	AD1.1	Because I didn't get any bett
A3026	(about)	I am really curious ho	Error	AD1/SS3	I am really curious about hov
A4047	realise	After you have read tl	Not an error	M1.5	After you have read the poer
A1001	god for good	I am not a GOD driver	Error	M1.6	I am not a good driver
A1005	licence	driver licence	Error	M1.6	driver's license
A1016	I it not	I IT not	Mistake	M1.6	It is not
A1045	locked	I LOCKED back	Error	M1.6	I looked back
A1053	I for in	hands I front of my ey	Mistake	M1.6	in front of
A1061	locked	some other people LC	Error	M1.6	some other people look at m
A1071	up words	hanging UP WORDS	Error	M1.6	hanging upwards
A1073	whit	covered WHIT plaster	Error	M1.6	covered with plaster
A1079	whit	covered WHIT plaster	Error	M1.6	covered with plaster
A1082	Okey	OKEY, we can start wi	Error	M1.6	Okay, we can start with
A1083	whit	we can start WHIT	Error	M1.6	we can start with
A1084	whiteout	I can't swim WHITEOL	Error	M1.6	I can't swim without my arm
A1093	to for too	your friends TO	Error	M1.6	your friends TOO
A1095	deed for dea	let them be hurt but r	Error	M1.6	let them be hurt but not dea
A1100	deed for dea	he had been DEED	Error	M1.6	he had been dead
A1101	Ooo	Ooo yes!	Error	M1.6	Oh yes!
A1102	deed for dea	he is not DEED	Error	M1.6	he is not dead
A1104	then for ther	one of THEN	Mistake	M1.6	one of them
A1108	I for in	never cried I my life	Mistake	M1.6	never cried in my life
A1109	god for good	it feels GOD to cry	Error	M1.6	it feels good to cry
A1119	the for they	THE started to cry	Error	M1.6	they started to cry
A1126	to for too	so did X and X TO	Error	M1.6	so did X and X too
A1141	army for arm	His ARMY is okey	Error	M1.6	His arm is okey
A1142	okey	His arm is OKEY	Error	M1.6	His arm is okay
A1147	I is for it is	He thinks I is much be	Mistake	M1.6	He thinks it is much better
A1149	whit	and not WHIT his han	Error	M1.6	an not with his hand
A1150	is for his	and not with IS hand	Error	M1.6	and not with his hand
A2006	noting	he said it was NOTING	Error	M1.6	he said it was nothing
A2020	foreword	use your legs and you	Error	M1.6/M1.7	foreward
A2050	quite	I am not going to QUI	Error	M1.6	I am not going to quit
A2061	and for an	to take AND ultra scar	mistake	M1.6	to take an ultrasound scan
A2064	lisent	did I LISENT	Error	M1.6	did I listen
A2088	descript	one word to DESCRIP	Error	M1.6	one word to describe
A3012	a sleep	I should have been A	Error	M1.6	I should have been asleep
A3035	to for too	very excited to	Error	M1.6	very excited too
A3057	espasially	ESPASIALLY now	Error	M1.6	especially now

A4009	how for who	HOW is behind that s	Error	M1.6	Who is behind that screen
A4010	how for who	be careful of HOW yo	Error	M1.6	be careful of who you talk to
A4025	met for mee	more people than you	Error	M1.6(V7)	more people than you think
A4033	apart	feel more APART of s	Error	M1.6/SS3.5	feel more part of something
A4036	groupchat	make a GROUPCHAT	Error	M1.6	make a group chat
A4041	groupchat	that GROUPCHAT with	Error	M1.6	that group chat with three p
A4044	to for too	not spending TO muc	Error	M1.6	not spending too much time
A4048	who for how	realise WHO much tin	Error	M1.6	realise how much time
A5025	is for it	In the text… IS says	mistake	M1.6	In the text… it says
A5032	practise	at swim practise	Error	M1.6	at swim practice
A5049	to for do	what you are going to	Error	M1.6	what you are going to do
A1006	a	but A can drive	Error	M1.7	but I can drive
A1022	a	A managed to	Error	M1.7	I managed to
A1081	a	I am afraid A have sor	Error	M1.7	I am afraid I have some bad
A1099	bin	ha had BIN	Error	M1.7	he had been dead
A2002	A	A noticed that it	Error	M1.7	I noticed
A3106	tree	TREE boys	Error	M1.7	three boys
A3108	tree	The TREE boys	Error	M1.7	The three boys
A3121	Tree	TREE white boys	Error	M1.7	Three white boys
A4051	dose	if it was worth all DOS	Error	M1.7	if it was worth all those hour
A5035	word	the hard WORD	Error	M1.7	the hard world
A1143	of for off	He is going to TAKE O	Error	M1.8	He is going to take off/remov
A1132	of for off	TAKE OF the plaster	Error	M1.8	take off the plaster
A1075	where for we	One of them WHERE	Error	M1.8	One of them were under
A1025	off for of	all OFF the times	Error	M1.8	all of the times
A1058	there for the	expression in THERE f	Error	M1.8	expression in their faces
A1087	brake for bre	How can I BRAKE my a	Error	M1.8	How can I break my arms…?
A3051	bye for buy	BYE some food	Error	M1.8	buy some food
A5007	their for they	even though THEIR nc	Error	M1.8	even though they're not you
A5036	their for ther	the hard word THEIR	Error	M1.8	the hard word there
A5039	their for ther	with people THEIR	Error	M1.8	with people there
A3022	hotell	sleep in a HOTELL	Error	M1.9	sleep in a hotel
A3025	hotell	sleep in a HOTELL	Error	M1.9	sleep in a hotel
A3028	hotell	only slept in a HOTELL	Error	M1.9	only slept in a hotel
A3037	teori	In my TEORI	Error	M1.9	In my theory/In my mind
A3060	favorit	They had my FAVORIT	Error	M1.9	They had my favorite
A3067	hotell	the HOTELL	Error	M1.9	the hotel
A3071	hotell	the HOTELL	Error	M1.9	the hotel
A3072	hotell	HOTELL	Error	M1.9	hotel
A3073	hotell	the HOTELL	Error	M1.9	the hotel
A3001	wyoming	In wyoming	Error	M2.1	In Wyoming
A3003	i	but i think	Error	M2.1	but I think
A3079	i	i fell asleep	Error	M2.1	I fell asleep
A3083	i	After i had	Error	M2.1	After I had
A3087	i	i was really tired	Error	M2.1	I was really tired
A3093	i	When i had open ther	Error	M2.1	When I had open them
A3096	i	i saw the big truck	Error	M2.1	I saw the big truck
A3097	i	When i saw	Error	M2.1	When I saw
A3099	i	i understand	Error	M2.1	I understand
A3104	i	When i turned around	Error	M2.1	When I turned around
A3110	i	Then i smiled	Error	M2.1	Then I smiled
A3113	charles	I am charles	Error	M2.1	I am Charles
A3119	i	i am just	Error	M2.1	I am just

A3120	i	i was so happy	Error	M2.1	I was so happy	
A4012	16 year old	it's a 16 YEAR OLD boy	Error	M3.1	it's a 16-year-old boy	
A4013	45 year old	instead it's a 45 YEAR	Error	M3.1	instead it's a 45-year-old man	
A4015	45 year old	it was a 45 YEAR OLD	Error	M3.1	it was a 45-year-old man	
A4019	45 year old	a 45 YEAR OLD man	Error	M3.1	a 45-year-old man	
A4020	16 year old	the 16 YEAR OLD boy	Error	M3.1	the 16-year-old boy	
A5063	yøu	keyboard mistake	mistake	N/A		
A1027	other	any of the other	Error	N1.1	one of the otherS	
A1050	light	two white LIGHT	Error	N1.1	two white lights	
A1088	one of my leg	...and one of my LEG?	Error	N1.1	...and one of my legs	
A1103	rib	three broken RIB	Error	N1.1	three broken ribs	
A2028	exercise	some EXERCISE	Error	N1.1	some exercises	
A2032	exercise	some other EXERCISE	Error	N1.1	some other exercises	
A2036	exercise	all the EXERCISE	Error	N1.1	all the exercises	
A2081	exercise	I do EXERCISE every d	Error	N1.1	I do exercises for my shoulde	
A2082	exercise	I have EXERCISE that	Error	N1.1	I have exercises that work ar	
A3039	feeling	especially the happy F	Error	N1.1	especially happy feelings	
A3040	feeling	those FEELING	Error	N1.1	those feelings	
A3062	black	for the BLACK to sit	Error	N1.1	for the blacks to sit	
A4007	example	I am going to use EXA	Error	N1.1	I am going to use examples c	
A5014	self	their true SELF	Error	N1.3	their true selves	
A1004	('s)	driver licence	Error	N2.1	driver's licence	
A1003	(a)	(Ø) driver licence	Error	N3.1	a driver licence	
A1013	to left	I turn to (Ø) left	Error	N3.1	I turn to the left	
A1111	(a)	X has just one arm bro	Error	N3.1	X has just one broken arm ar	
A1144	(the)	same day as me	Error	N3.1	the same day as me	
A1148	(a)	it is much better to wr	Error	N3.1/WC1.11	to write on a pc/keyboard	
A2014	(the)	use your legs REST OF	Error	N3.1	use your legs the rest of the	
A2084	(a)	but I can feel (Ø) little	Error	N3.1	but I can feel a little bit	
A3064	(an)	there was (Ø) edge	Error	N3.1	there was an edge	
A4030	(a)	who have meet (Ø) ro	Error	N3.1	who have met a romantic pa	
A5037	(the)	and (the) lack of frien	Error	N3.1	and the lack of friends	
A5050	(the)	you don't need to stre	Error	N3.1	you don't need to stress the	
A1063	a	to have A surgery	Error	N3.2	to have surgery	
A1107	the eye	one tear fell out of TH	Error	N3.2	one tear fell out of my eye	
A2079	the	stop in the middle of	Error	N3.2	stop in the middle of training	
A3038	the	especially the happy F	Error	N3.2	especially happy feelings	
A5021	the	THE age is not a subje	Error	N3.2	Age is not a subject	
A1145	an	using AN pc	Error	N3.3	using a pc	
A2053	a	A ultrasound scan	Error	N3.3	An ultrasound scan	
A4026	a	A online best friend	Error	N3.3	An online best friend	
A4045	a	if you meet A interest	Error	N3.3	if you meet an interesting pe	
A5054	the	THE home to be with	Error	N3.3	A home to be with people	
A5060	the	THE home where you	Error	N3.3	A home...	
A1015	in 50	I am driving in 50 (Ø).	Error	N4.1	I am driving at 50 km per hou	
A1018	up to 60	I speed up even more	Error	N4.1	up to 60 km/hour.	
A1019	to 70	I speed up to 70 (Ø)	Error	N4.1	I speed up to 70 km per hour	
A1038	80	over 80	Error	N4.1	over 80 km/h	
A1040	120	over 120	Error	N4.1	over 120 km/h	

A1024	(,)	When I stop right in fr	Error	P1.1	When I stop right infront of t
A1066	(,)	When I got my sight b	Error	P1.1	When I got my sight back, I s
A1085	(,)	It is not bad just a littl	Error	P1.1	It is not bad, just a little bone
A1128	(,)	I sit in a wheelchair (Ø	Error	P1.1	I sit in a wheelchair, because
A1131	(,)	In 2 months I am goin	Error	P1.1	In 2 months, I am going to ta
A2001	(,)	Right now my challen	Error	P1.1	Right now, my challenge
A2007	(,)	he said it was nothing	Error	P1.1	he said it was nothing, it wou
A2012	(,)	He said "I don't know	Error	P1.1	He said, "I don't know..."
A2023	(,)	sometimes after prac	Error	P1.1	sometimes after practice, my
A2045	(,)	Since it was hard to sv	Error	P1.1	Since it was hard to swim, I s
A2052	(,)	for so long mom deci	Error	P1.1	for so long, mom decided to
A2065	(,)	but because I was so	Error	P1.1	but because I was so devasta
A2066	(.)	I did not train in 5 we	Error	P1.1	I did not train in 5 weeks. I w
A2075	(,)	After Christmas in 8th	Error	P1.1	After Christmas in 8th grade,
A2078	(,)	Sometimes, not often	Error	P1.1	Sometimes, not often, I need
A2091	(,)	Actually I don't regret	Error	P1.1	Actually, I don't regret what
A3007	(,)	in the garden playing	Error	P1.1	in the garden playing, a whit
A3029	(,)	"Come on, get in the c	Error	<mark>P1.1</mark>	"Come on, get in the car", sa
A3049	(,)	Since the tour take 18	Error	P1.1	Since the tour take 18 hours,
A3056	(,)	Of course (Ø) we can	Error	P1.1	Of course, we can.
A3069	(,)	wake up beautiful (Ø)	Error	P1.1	wake up beautiful, we are at
A3090	(.)	We have arrived the n	Mistake	P1.1	We have arrived the new ho
A3095	(,)	...them a little bit i sav	Error	P1.1	...them a little bit, i saw the b
A4046	(,)	If you meet an interes	Error	P1.1	If you meet an interesting pe
A3123	,	You and your brother	Error	P1.2	You and your brother can go
A4008	,	One disadvantage is,	Error	P1.2/SS4	One disadvantage is you rally
A4006	.	What does really hap	Error	<mark>P1.3</mark>	What does really happen?
A1086	.	My leg.	Error	P1.4	My leg,
A2067	(at)	I was just (Ø) home	Error	PP1.1/WC1.1	I was just at home
A2085	(of)	little bit pain	Error	PP1.1	little bit of pain
A3004	(of)	because all	Error	PP1.1	because of all
A3075	(for)	(Ø) how long did we c	Error	PP1.1	For how long did we drive?
A3081	(back)	We all responded "go	Error	PP1.1	We all responded with "good
A3089	(at)	We have arrived (Ø) t	Error	PP1.1	We have arrived at the new l
A3124	(at)	the place they were p	Error	PP1.1	the place they were playing b
A5030	(at her)	I can tell by looking (Ø	Error	PP1.1/PU2.1	I can tell by looking at her
A1112	in the head	a concussion IN THE F	Issue	PP1.2	a concussion
A1115	in the head	has a bad concussion	Issue	PP1.2	has a bad concussion
A2059	with the	4 or 5 times a week W	Error	PP1.2	4 or 5 times a week swimmir
<mark>A3107</mark>	at	I looked AT him in the	Error	PP1.2	I looked him in the eyes
A5031	at	as people AT her age	Error	PP1.2	as people her age
A2058	on for during	I did not take it easy C	Error	PP1.3	I did not take it easy during v
A2017	on for in	on 1 hour	Error	PP1.3	in 1 hour
A2043	in about	I did this IN ABOUT 6	Error	PP1.3	I did this for about 6 months
A2073	on for during	and ON the handball	Error	PP1.3	and during the handball trair
A2086	in for by	IN the end of the trair	Error	PP1.3	by the end of the training
A2087	of for in	my challenge OF life	Error	PP1.3	my challenge in life
A3052	at for on	ice cream with ... spri	Error	PP1.3	ice cream with...sprinkles on

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A3070	with for at	we are WITH the hote	Error	PP1.3	we are at the hotel
A3102	with for at	We are WITH the new	Error	PP1.3	We are at the new house
A3118	for for with	Is that okay FOR you?	Error	PP1.3	Is that okay with you?
A4002	of for to	There is many advant	Error	PP1.3	There is many advantages...t
A5027	at for from	friends AT swimming	Error	PP1.3	friends from swimming
A5012	by being	my own experience B	Error	PP1.3	my own experience of being
A5015	to for of	I am the swim coach T	Error	PP1.3	I am the swim coach of a..
A5018	to for of	everybody... Knows th	Error	PP1.3	knows the age of one anothe
A5062	as for than	in a different way AS y	Error	PP1.3	in a different way than your
A5026	at for from	if we replace football	Error	PP1.3	if we replace football friends
A5023	beside	what they do BESIDE s	Error	PP1.3/M1.6	what they do besides school
A5048	for for to	you have a lot of time	Error	PP1.3/WC1.1	you have a lot of time to you
A5017	on for in	everybody ON the gro	Error	PP1.3/WC1.1	everybody in the group
A1146	(it)	He thinks THAT WORK	Error	PU1.1	He thinks that it works very v
A3092	(I)	but (Ø) slowly started	Error	PU1.1	but I slowly started to open
A1026	any	ANY of the other	Error	PU1.3	one of the other
A3114	this	and THIS is my friends	Error	PU1.3	and these are my friends
A3061	it was	IT WAS not any place	Error	PU1.3	There was not any place
A3063	it was	but IT WAS an edge	Error	PU1.3	but there was an edge
A4021	that	THAT bring us to an a	Error	PU1.3	This brings us to an advantag
A4027	it	IT has been a survey	Error	PU1.3	There has been a survey...
A4039	you	people YOU talk to on	Error	PU1.3	people we talk to online
A4042	you	can be really importa	Error	PU1.3	can be really important to us
A4043	them	You and THEM don't l	Error	PU1.3	You and they (or just you) do
A5034	them	not older than THEM	Error	PU1.3	not older than they are
A5052	That's	THAT'S their second h	Error	PU1.3	It's their second home
A1035	show	I am going to show (Ø	Error	PU2.1	I am going to show them tha
A2026	(my body)	the chiropractor said	Error	PU2.1/N4.1	the chiropractor said my bod
A1094	they	Please don't say that I	Error	PU2.3	Please don't say that I have k
A2083	it	and if I do IT every da	Error	PU2.3/WC1	and if I do them every day
A3098	that	When i saw THAT i un	Error	PU2.3/WC1	When I saw it i understand
A2031	she	We did and SHE gave	Error	PU3	We did and the physiotherap
A2049	it	I still play IT	Error	PU3	I still play handball
A3018	nice man	the NICE MAN drive it	Error	PU3	someone else drive it and no
A4016	this	THIS is not to scare ar	Error	PU3	requires a re-write
A4017	it	This is not so scare ar	Error	PU3	...but just be aware of the da
A5024	it	All of them talk and te	Error	PU3/WC10	All of them talk and tell us at
A2068	No, I didn't, l	No, I didn't, but becau	Error	SS1	run-on-sentence
A3032	(,)	Dad was in the front s	Error	SS1	
A4031	As we see in	run-on-sentence	Error	SS1	
A1012	slowly drive	and SLOWLY DRIVE ou	Error	SS2	and drive slowly out of the g
A1110	one arm bro	X has just ONE ARM B	Error	SS2	X has just one broken arm
A1112	he will be alr	He will BE ALRIGHT fa	Error	SS2	he will soon be alright
A1123	never will	Can you promise that	Error	SS2	Can you promise that you wi
A3045	a half hour	A HALF HOUR before	Error	SS2	half an hour before us
A3080	said mom	Good morning SAID M	Error	SS2	Good morning mom said to
A4037	often can yo	OFTEN CAN YOU talk t	Error	SS2	You can often talk to them
A5029	tell everythin	You can almost TELL E	Error	SS2	You can almost tell them eve
A5056	aren't with a	with people you AREN	Error	SS2/WC10.1	with people you are not usua

A1116	has	has a bad concussion	Error	SS3.2	has a bad concussion and so
A2035	the	Now I needed to THE	Mistake	SS3	Now I needed to do all the e:
A2069	(I knew)	I took it easy because	Error	SS3	I took it easy because I knew
A3002	(not)	Mom and dad would	Error	SS3	Mom and dad would not say
A3006	(when)	One time I was in the	Error	SS3	One time when I was in the g
A3034	(at him with)	I smiled back with the	Error	SS3/PU2.1	I smiled back at him with the
A3085	and	After i had eat up the	Error	SS3	After i had eat up the sandw
A4005	them	someone you have he	Error	SS3.2	someone you have heard of
A4023	16 boy	If the 16 BOY	Error	SS3.1	If the 16-year-old boy
A4040	for	(Ø) example that grou	Error	SS3.1	for example that groupchat
A4053	of	The conclusion OF me	Error	SS3.3	The conclusion is that meetin
A5019	the	to THE one another	Error	SS3	to one another
A5040	(with)	both with the people	Error	SS3	both with the people there a
A5055	to be	the home TO BE with	Error	SS3/V6.1	the home where you can be
A5058	to think	the home TO THINK	Error	SS3/V6.1	the home where you can thi
A5059	the day	the home to think of T	Error	SS3/WC4	to think of today
A5061	where	The home WHERE you	Error	SS3	The home you feel connecte
A5064	(where you)	the second home you	Error	SS3	the second home you belong
A1133	how	It was not the acciden	Error	SS5.3	It was not the accident that..
A1114	not so bad, b	NOT SO BAD, BUT BAI	Error	SS6	?
A2008	(that)	he said it was nothing	Error	SS6.1	he said it was nothing that it
A3082	(that)	We had bought some	Error	SS6.1	We had bought some food tl
A2010	or	A week OR later I...	Error	SS7.2	A week later I...
A2044	and	AND was not getting t	Error	SS7.3	but was not getting better
A4003	(but)	(Ø) what do really hap	Issue	SS7.1	But what do really happen
A4011	(or)	you could check if the	Error	SS7.1	you could check if the person
A4032	(how)	Another advantage ca	Error	SS7.1	Another advantage can for ir
A1043	are	so there ARE a lot of g	Error	SV2	so there is/was a lot of garba
A1048	scream	everybody SCREAM	Error	SV2/V5.1	everybody screams/is screan
A1076	where	One of them WHERE	Error	SV2	One of them was
A1078	were	the other WERE also	Error	SV2	the other was also
A1135	doctor say	The DOCTOR SAY	Error	SV1	The doctors say
A1138	are	Everyone at school AF	Error	SV2	Everyone at school is
A3101	was	where we WAS	Error	SV2	where we were
A3115	is	and this IS my friends	Error	SV2	and these are my friends
A4001	there is	There IS many advant	Error	SV2	There are many advantages
A4018	don't	It don't always	Error	SV2/WC5.16	It doesn't always
A4022	bring	That BRING us to an a	Error	SV2/V3.1	That brings us to an advanta
A4024	there is	THERE IS more people	Error	SV2	There are more people than
A5002	there is	THERE IS a lot of peop	Error	SV2	there are a lot of people
A5028	is	Friends... is not the sa	Error	SV2	friends are not the same
A5033	doesn't	the others DOESN'T ca	Error	SV2/V2.3	the others don't care
A5047	float	Everything just FLOAT	Error	SV2/V3.1	Everything just floats
A1007	have practice	Me and my dad have	Error	V1.3	have practiced
A1031	started to scr	STARTED to scream	Issue	V1.3	start to scream/start scream
A1064	open	I woke up because so	Error	V1.3	I woke up bc someone open
A1090	have punctul	You have also PUNCTI	Error	V1.3	You have also punctured you
A2041	finish	before I was FINISH	Error	V1.3	befored I was finished
A2062	overload	he said I was OVERLO	Error	V1.3	he said I was overloaded
A3015	had pack	We had PACK all the t	Error	V1.3	We had packed all the things
A3050	promise	mom and dad had PR	Error	V1.3	mom and dad had promised
A3094	open	When i had OPEN the	Error	V1.3	When I had opened them
A3116	wondered	We WONDERED if you	Error	V1.3	We were wondering if you w
A3091	said	I didn't quite understa	Error	V1.3/V5.1	I didn't quite understand wh
A4004	do	What DO really happe	Error	V10.3	what does really happen

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A1036	have drive	I have never DRIVE	Error	V2.3	I have never driven
A1121	come	Mom come over to m	Error	V2.3	Mom came over to me
A1134	give	It was not the acciden	Error	V2.3	It was not the accident that g
A1136	manages	how he manages	Error	V2.3	how he has managed (he's d
A2003	hurted	A noticed that it HURT	Error	V2.3	noticed that it hurt
A2005	hurted	why my shoulder HUF	Error	V2.3	why my shoulder hurt
A2011	hurted	why my shoulder HUF	Error	V2.3	why my shoulder hurt
A2016	swimed	I got a board and SWI	Error	V2.3	I got a board and swam
A2025	hurted	and it HURTED so bad	Error	V2.3	and it hurt so bad
A2040	hurted	If my shoulders hurte	Error	V2.3	If my shoulders hurt
A2054	hurted	my shoulders HURTEL	Error	V2.3	my shoulders hurt
A2072	swimed	I SWIMED 1000 meter	Error	V2.3	I swam 1000 meters
A3008	throwed	THROWED a mud clur	Error	V2.3	threw a mud clump
A3013	had get	they HAD GET enough	Error	V2.3	they had gotten enough
A3044	drove	The big truck...had alr	Error	V2.3	had already driven/left
A3066	eat	We sat down and EAT	Error	V2.3	We sat down and ate...
A3068	fell	had already FELL	Error	V2.3	had already fallen
A3076	had drove	Since we HAD DROVE	Error	V2.3	Since we drove
A3084	eat up	I had EAT UP	Error	V2.3	I had eaten up/finished eatir
A3088	drove	after we had DROVE	Error	V2.3	After we had been driving
A3100	understand	When i saw that i UNI	Error	V2.3	When i saw that i understoo
A4029	meet	who have MEET	Error	V2.3/M1.6	who have met
A4049	have spend	time you have SPEND	Error	V2.3/M1.6	time you have spent on your
A4054	can met	You CAN actually MET	Error	V2.3/M1.6	You can actually meet your l
A4056	can met	you CAN also MET pei	Error	V2.3/M1.6	you can also meet people
A1028	ask	what's up, ASK x.	Error	V3.1	what's up asks x
A1029	shout	Yes, of course! SHOUT	Error	V3.1	shouts
A2013	hurt	if it HURT	Error	V3.1	if it hurts
A5041	laugh	She LAUGH, talk and p	Error	V3.1	she laughs
A5042	talk	She laugh, TALK and p	Error	V3.1	she talks
A5043	play	she laugh, talk and PL	Error	V3.1	she plays
A5044	feel	I think she also FEEL	Error	V3.1	I think she also feels
A5046	leave	when she comes and	Error	V3.1	when she comes and leaves
A5038	belong	she BELONG	Error	V3.1	she belongs
A5006	feel	everyone FEEL include	Error	V3.1/everyor	everyone feels included
A2080	hurt	my shoulder HURT so	Error	V3.1/SV2	My shoulder hurts so bad
A5045	she is being s	like SHE IS BEING SEEI	Error	V4.5	like people see her
A1008	for only prac	... I am a good driver	Error	V5.1	having only practiced
A1151	is writing	He IS WRITING very fa	Error	V5.2	He writes very fast
A2019	use	The bad thing about j	Error	V5.1	just using
A2039	by train	I thought I would get	Error	V5.1	I thought I would get better
A3023	sleep	looking forward to SLI	Error	V5.1	looking forward to sleeping
A3053	drove	how long have we bei	Error	V5.1	how long have we been drivi
A3054	drove	we have DROVE	Error	V5.1	we have been driving
A3109	and looked	The tree boys just sto	Error	V5.1	The tree boys just stood ther
A4057	are spending	Try to be aware of ho	Error	V5.2	Try to be aware of how man
A1098	had bin	he HAD BIN dead	Error	V6.1	he would have been dead
A3019	(would)	the nice man drive it a	Error	V6.1	the nice man would drive it a
A3036	won't	he was excited too bu	Error	V6.3	he was excited too but woulc
A4035	would	you WOULD make a g	Error	V6.3	you could make a group cha
A5013	be	people feel they belor	Error	V6.1	poeple feel they belong and

A1033	started	I started to drive	Error	V7		I start to drive
A1042	fell	All the trash FELL out	Error	V7		All the trash falls out
A1049a	were	what they WERE scre	Issue	V7		what they are screaming for
A1049b	was	I was not able to see	Issue	V7		I am not able to see
A1049c	saw	I just saw two white...	Issue	V7		I just see two white lights
A1056	saw	I saw two ambulance	Issue	V7		I see two ambulance people
A1060	tried	I TRIED to move	Error	V7		I try to move
A1062	said	looked at me and SAI	Error	V7		look at me and say
A1070	are	My arms ARE hanging	Issue	V7		My arms were
A2055	need	I just need to be caref	Issue	V7		I just needed to be careful
A3030	run	I RUN to the car	Issue	V7		I ran to the car
A3048	take	Since the tour TAKE 1	Error	V7/WC4.15		Since the tour was/took
A3058	it's	because IT'S summer	Error	V7		because it was summer
A4034	met	If you are three peopl	Error	V7		If you are three people who
A4052	are	if it was worth all dos	Error	V7		if it was worth all dose hours
A5001	to	the place you always	Error	V8.1		the place you always belong
A1069	(at)	I looked down my bo	Error	V8.3/PP1.1		I looked down at my body
A2074	did nothing	I almost DID NOTHIN	Error	V9.3		I almost did not do anything
A1057	ambulance p	I saw two AMBULANC	Error	WC1.10		I saw two paramedics
A1118	brace in	my parents BRACE IN	Error	WC1.10		my parents enter abruptly
A2033	the old	I still needed to do TH	Error	WC1.10/N4.		I still needed to do the old/p
A2057	train addicte	It was hard since I wa	Error	WC1.10		It was hard since I was addic
A2060	with	3 times a week WITH	Error	WC1.10		3 times a week doing handba
A2071	trainings	I had 2 swim TRAININ	Error	WC1.10		I had 2 swim workouts/sessi
A2077	I gambled on	so I GAMBLED ON TH	Error	WC1.10		so I decided to focus on that
A3005	live on	in the street we LIVED	Error	WC1.10/(WC		in the street where we live
A3009	mud clump	threw a MUD CLUMP	Error	WC1.10		threw a clump of dirt
A3074	The clock wa	THE CLOCK WAS SO N	Error	WC1.10		It was so late...
A3105	it stood	IT STOOD tree boys th	Error	WC1.10		There were tree boys...
A5005	Swimming is	SWIMMING IS A PLAC	Error	WC1.10		At the swim club mostly ever
A5009	Swimming is	SWIMMING IS A PLAC	Error	WC1.10		At the swim club you can be
A1010	go	GO slowly out the do	Error	WC1.11		walk slowly out the door
A1017	so long	It is not SO LONG	Error	WC1.11		It is not that far
A1034	long	It is pretty LONG	Error	WC1.11		It is pretty far
A1037	over 80	I have never driven O	Error	WC1.11		I have never driven more tha
A1039	over 120	I am going to drive OV	Error	WC1.11		I am going to drive above/m
A1044	way	a lot of garbage on th	Error	WC1.11		a lot of garbage on the road
A1077	dune	under the DUNE	Error	WC1.11		Under the cover/duvet
A1129	go	because I can't GO or	Error	WC1.11		because I can't walk or move
A1137	live so long	how he manages to LI	Error	WC1.11		how he manages to stay aliv
A1140	a little bit pai	He has just A LITTLE B	Error	WC1.11		He has just a slight headache
A1152	on pc	He is writing very fast	Error	WC1.11		He is writing very fast on the
A2004	go over	and thought it would	Error	WC1.11		and thought it would pass
A2009	go over	it would probably GO	Error	WC1.11		it would probably pass
A2015	took	I TOOK ON my fins	Error	WC1.11		I put on my fins
A2027	protective m	my body was in a pro	Error	WC1.11		my body was in defensive m
A2056	overload	not OVERLOAD my sh	Error	WC1.11		not strain my shoulders
A3043	winked	I WINKED good bye	Error	WC1.11		I waved good bye
A3046	before	A half hour BEFORE u	Error	WC1.11		A half hour ahead of us
A3047	tour	Since the TOUR take 1	Error	WC1.11		Since the trip...
A3077	long	very LONG today	Error	WC1.11		very far today
A3078	so long	we don't need to driv	Error	WC1.11		We don't need to drive that
A3122	so	Oh, SO fun!	Error	WC1.11		Oh, how fun!
A4014	take use	trying to take USE of y	Error	WC1.11		trying to take advantage of y
A5004	longer	They come from all pl	Error	WC1.11		they come from all places of

A1009	in	only practice IN 6 wee	Error	WC1.12	practice for 6 weeks
A1014	in	I am driving IN 50.	Error	WC1.12	I am driving at 50.
A1032	of joy	start to scream OF joy	Error	WC1.12	start to scream with joy
A1046	on	I looked back ON the	Error	WC1.12	I looked back at the trash
A1067	to	She smiled TO me	Error	WC1.12	She smiled at me
A1074	looked on	I LOOKED ON my legs	Error	WC1.12	I looked at my legs
A1080	I looked up o	I LOOKED UP ON THE	Error	WC1.12/WC1	I looked at the nurse
A1106	of	One tear FELL OUT OF	Error	WC1.12	One tear fell from the eye
A2037	of that	I did not get better OF	Error	WC1.12/PP1.	I did not get better from that
A2063	in	I was forbidden to tra	Error	WC1.12	I was forbidden to train/exer
A3010	on	threw a mud clump O	Error	WC1.12	threw a mud clump at me
A3017	by	I almost got sick BY lo	Error	WC1.12/13/F	I almost got sick from looking
A3021	on	sleep ON a hotell	Error	WC1.12	sleep in a hotel
A3024	on	sleep ON a hotell	Error	WC1.12	sleep in a hotel
A3027	on	only slept ON a hotell	Error	WC1.12	only slept in a hotel
A3033	locked back	Dad looked back ON r	Error	WC1.12	Dad looked back at me
A3059	on	We stopped ON a gro	Error	WC1.12	We stopped at a grocery stor
A3103	looked up or	We...LOOKED UP ON t	Error	WC1.12	We looked at the house
A3111	smiled back	all of them SMILED B/	Error	WC1.12	all of them smiled back at me
A3112	look up on	I LOOK UP ON my bro	Error	WC1.12	I look at my brother
A5008	go on for go	or GO ON the same so	Error	WC1.12	or go to the same school
A1020	to be cool	I speed up ... Just TO	Error	WC1.13	I speed up... Just to show off
A1047	against	there is a car coming /	Error	WC1.13	there is a car coming toward
A1051	lost	I LOST the wheel	Error	WC1.13	I let go of the wheel
A1105	that	I feel that I almost ha	Error	WC1.13	I feel like I almost have to cry
A1117	get	It was good to GET it	Error	WC1.13	It was good to let it out
A1120	what I had b	the nurse told them V	Error	WC1.13	... What was broken
A1122	stroke her ha	STROKE HER HAND ov	Error	WC1.13	stroke her fingers over my ha
A2024	were like sto	my legs WERE LIKE ST	Error	WC1.13	my legs felt like rocks?
A2047	good	until I was GOOD in th	Error	WC1.13	until I was better in the shou
A2051	something el	I had tried SOMETHIN	Error	WC1.13	I had tried alternative things
A2070	be good	I may never BE GOOD	Error	WC1.13	I may never get better
A2090	be good	to be good in my body	Error	WC1.13	to become better in my body
A3065	we could sit	it was edge on the gro	Error	WC1.13	...edge on the ground where
A3117	that	of course we want TH	Error	WC1.13	of course we want to
A4028	how many p	there has been a surv	Error	WC1.13	there has been a survey of th
A1002	taken	I don't have TAKEN	Error	WC1.14	I don't have
A1030	jump in the c	They JUMP in the car	Error	WC1.14	They get in the car
A1041	drive down	I realise that I DRIVE [	Error	WC1.14	I realise that I hit a garbage c
A1052	wheel	I lost the WHEEL	Error	WC1.14	I lost the steering wheel
A1068	do that	I could not manage to	Error	WC1.14	I could not manage to/I could
A1097	had come	If we HAD COME	Error	WC1.14	If we had arrived
A1127	sit in a whee	I SIT in a wheelchair	Error	WC1.14	I'm in a wheelchair
A1130	so much	move my arms SO ML	Error	WC1.14	move my arms that much
A1139	fresh	X is completely FRESH	Error	WC1.14/WC:	X is completely recovered
A2030	were at	We WERE AT the chir	Error	WC1.14	We went to the chiropractor
A2046	started at	I STARTED AT handba	Error	WC1.14	I started playing handball
A3014	peed on	I almost PEED ON mys	Error	WC1.14	I almost wet myself
A3016	had	all the things we HAD	Error	WC1.14	all the things we owned
A3020	so	It takes SO long time t	Error	WC1.14	It takes such long time to dri
A3031	jumped	I ran to the car and JL	Error	WC1.14	I ran to the car and got in
A3041	motor	Dad started the MOT(	Error	WC1.14	Dad started the engine
A4038	common frie	since you don't have (	Error	WC1.14	since you don't have friends
A4055	your love of	you can actually met \	Error	WC2.13	You can actually meet the lov
A5003	places	They come from all Pl	Error	WC1.14	they come from all parts of t

A2029	it still wasn't	I did that for 3 month	Error	WC1.15	I did that for 3 months an it s
A3011	ran in to mo|	I started crying and R/	Error	WC1.15	I started crying and ran to m
A5016	little	I am the swim coach t	Error	WC1.15	I am the swim coach to a sm
A1023	do it over	DO it over	Error	WC2.13	make it over
A1065	took	someone open my ey	Error	WC2.13	someone open my eyes and
A1072	roof	hanging upwards to tl	Error	WC2.15	hanging upwards to the ceili
A1089	can it be wor	CAN IT BE WORSE TH/	Error	WC2.13	Can it get any worse?
A1091	be	Yes, it can BE worse	Error	WC2.13	Yes, it could get worse
A1113	fast	He will be alright FAST	Error	WC2.13	he will soon be alright
A1124	anymore	like that ANYMORE	Error	WC2.13	like that again
A2021	is	your shoulder IS uptig	Error	WC2.13	your shoulder becomes upti
A2022	uptight	shoulder is UPTIGHT	Error	WC2.13	shoulder is tense
A2034	needed	Now I NEEDED to do	Error	WC2.15	Now I had to do
A2042	needed	I NEEDED to stop	Error	WC2.15	I had to stop
A2076	funnier	handball was FUNNIE	Error	WC2.13/AA2	Handball was more fun than
A4050	realise	REALISE if it was wort	Error	WC2.15	Consider if it was worth all d
A5065	relive	where you can RELIVE	Error	WC2.13	where you can express your
A1021	driving windi	I start driving winding	Error	WC3	I start steering from side to s
A1011	turn on	TURN ON the car	Error	WC4.13	start the car/turn on the igni
A1054	went	Everything WENT blac	Error	WC4.13	Everything turns black
A1055	just heard	I JUST HEARD move, r	Error	WC4.14	All I hear is move, move and
A1059	expression ir	They have a worried e	Issue	WC4.13	They look worried
A1125	went out	I WENT OUT of the hc	Error	WC4.13	I left the hospital
A3042	house yard	we drove out of the H	Error	WC4.13	we drove out of the drive wa
A5010	no one cares	you can be yourself a	Issue	WC4.15	you can be yourself and no c
A5011	gonna	I'm GONNA write	Issue	WC4.16	I'm going to write
A5020	couldn't	looks like they COULD	Error	WC2.13	looks like they don't care at a
A5022	but	age is not a subject, B	Error	WC4.15/SS7	age is not a subject, instead v
A5051	in their need	for children IN THEIR	Error	WC4.13	for children who needed a p

Student A

	Exam 1 Y08 Teacher 1	Exam 2 Y09 Teacher 1	Exam 3 Y09 Teacher 1	Exam 4 Y10 Teacher 2	Exam 5 Y10 Teacher 2
Genre	Narrative	Personal	Narrative	5 paragraph/Internet	Personal
Tense	present - mixed	past	past	present	present/mixed
P.O.V	1st person	1st person	1st person	1st person	1st person
Words	1155	780	1129	615	658
Errors	150	89	122	56	63
Feedback	50	9	21	7	5

Errors/CF	E1	E2	NE	CF	Ind	Dir	E1	E2	NE	CF	Ind	Dir	E1	E2	NE	CF	Ind	Dir	E1	E2	NE	CF	Ind	Dir	E1	E2	NE	CF	Ind	Dir
Mechanics	37	23		18	18		7	7	5	3	3		30	11	9	4	4		14	7	6	2	1	1	7	6	5	4	2	2
Punctuation	6	2					11	2	1				7	4	2	1	1		3	3	1	1	1							
Sent. Struct	7	6		1	1		6	6	6				8	8	5				9	9	8	1	1		9	6	6			
total	50	31		19	19	0	24	15	12	3	3	0	45	23	16	5	5	0	26	19	15	4	3	1	16	12	11	4	2	2
Nouns	18	5		5	3	2	9	5	2	2	2		5	4	3				4	3	1				6	4	2			
Pronoun use	4	3		2	2		3	3	3				6	5	5	1		1	7	7	5				3	3	2			
Prepositions	2	1					9	8	8				10	8	6				1	1	1				11	9	7			
Adjectives	2	2					3	3	3				1	1	1										1	1	1			
Adverbs							1	1	1				2	2	2															
total	26	11		7	5	2	25	20	17	2	2	0	24	20	17	1	0	1	12	11	7	0		0	21	17	12	0		0
Verbs	18	13		10	9	1	15	7	3	3	3		22	14	12	10	10		9	7	5				10	4	2			
S-V Agreement	6	6		1	1								2	2	2	1	1		4	3	3	2	2		4	4	3	1		1
total	24	19		11	10	1	15	7	3	3	3	0	24	16	14	11	11	0	13	10	8	2		0	14	8	5	1	0	1
Word Choice	50	47		13	12	1	25	21	20	1		1	29	25	21	4	3	1	5	5	5	1	1		12	11	11			
	150	108		50	46	4	89	63	52	9	8	1	122	84	68	21	19	2	56	45	35	7	4	1	63	48	39	5	2	3

E: Error total (all errors) **IE**: Number of individual errors **NE**: New errors (compared to previous text/texts)
CF IND: indirect WCF, **DIR**: direct WCF

M1.6 Spelling incorrect, **M1.8** Homophones, **M1.9** Spelling L1 influence, **M2.1** Capital letter omitted, **M2.2** Capital letter added, **P1.1** Punctuation omitted, **P1.2** Punctation added, **P1.3** Punctuation misformed **P1.4** Punctuation Misordered, **SS1/SS4** Run-on sentence/Comma Splice, **SS2** Word order, **SS3** Word issue (unnecessary/missing/ wrong), **SS7** Conjunction

Student A	Exam 1 Y08 Teacher 1	Exam 2 Y09 Teacher 1	Exam 3 Y09 Teacher 1	Exam 4 Y10 Teacher 2	Exam 5 Y10 Teacher 2
Genre	Narrative	Personal	Narrative	5 paragraph/Internet	Personal
Tense	present - mixed	past	past	present	present/mixed
P.O.V	1st person	1st person	1st person	1st person	1st person
Words	1155	780	1129	615	658
Errors	150	89	122	56	63
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Errors/CF	E	IE	NE	CF	Ind	Dir	IF	E	IE	NE	CF	Ind	Dir	IF	E	IE	NE	CF	Ind	Dir	IF	E	IE	NE	CF	Ind	Dir	IF	E	IE	NE	CF	Ind	Dir	IF	IE
Mechanics	37	23		18	18		#	7	7	5	3	3		3	30	11	9	4	4		3	14	7	6	2	1	1	2	7	6	5	4	2	2	3	48
M1.6	27	17			12		8	6	6	5		2		2	3	3	2		1		1	8	5	4			1	1	3	3	3			1	1	31
M1.7	4	2			2		2	1	1			1		1	3	1						1	1	1		1		1	1	1	1		1		1	4
M1.8	6	4			4		2								1	1	1												3	2	1		1	1	1	6
M1.9															9	3	3																			3
M2.1															14	3	3		3		2															3
M2.2																																				
M3.1																						5	1	1												1
Punctuation	6	2						11	2	1					7	4	2	1	1		1	3	3	1	1	1		1								6
P1.1	5	1						11	2	1					7	3	1		1		1	1	1													3
P1.2															1	1	1					1	1													1
P1.3																						1	1	1		1		1								1
P1.4	1	1																																		1
Sent. Struct	7	6		1	1		1	6	6	6					8	8	5					9	9	8	1	1		1	9	6	6					31
SS1/SS4								1	1	1					1	1						1	1													1
SS2	4	3													2	2	2					1	1	1					2	2	2					8
SS3	1	1						2	2	2					4	4	3					4	4	4		1		1	7	4	4					14
SS5	1	1			1		1																													1
SS6	1	1						1	1	1					1	1																				2
SS7								2	2	2												3	3	3												5

E: Error total (all errors)   **IE**: Number of individual errors   **NE**: New errors (compared to previous text/texts)
CF IND: indirect WCF, **DIR**: direct WCF

M1.5 Other, **M1.6** Spelling incorrect, **M1.7** Phonological, **M1.8** Homophones, **M1.9** Spelling L1 influence,
M2.1 Capital letter omitted, **M2.2** Capital letter added, **M3.1** Hyphens, **P1.1** Punctuation omitted, **P1.2** Punctuation added
P1.3 Punctuation Misformed, **P1.4** Punctuation Misordered, **SS1/SS4** Run-on sentence/Comma Splice, **SS2** Word order
SS3. Word issue (unnecessary/missing/ wrong), **SS5**. Relative clause, **SS6**. Sub. Ord. That clause, **SS7** Conjunction

Student A	Exam 1 Y08 Teacher 1	Exam 2 Y09 Teacher 1	Exam 3 Y09 Teacher 1	Exam 4 Y10 Teacher 2	Exam 5 Y10 Teacher 2
Genre	Narrative	Personal	Narrative	5 paragraph/Internet	Personal
Tense	present - mixed	past	past	present	present/mixed
P.O.V	1st person	1st person	1st person	1st person	1st person
Words	1155	780	1129	615	658
Errors	150	89	122	56	63
Feedback	50	9	21	7	5

Errors/CF	E	IE	NE	CF	Ind	Dir	IF	E	IE	NE	CF	Ind	Dir	IF	E	IE	NE	CF	Ind	Dir	IF	E	IE	NE	CF	Ind	Dir	IF	E	IE	NE	CF	Ind	Dir	IF	IE
Verbs	18	13		10	9	1	7	15	7	3	3	3		3	22	14	12	10	10		8	9	7	5					10	4	2					35
V1	4	3			3		2	2	1			1		1	5	3	2																			
V2	4	4			1		1	8	2			2		2	9	5	6		7		5	4	3	3												
V3	2	1			2		1	2	1																				7	1						
V4																													1	1						
V5	2	2				1	1	2	2	2					4	3	3		1		1	1	1	1												
V6	1	1			1		1								2	2	1		1		1	1	1	1					1	1	1					
V7	4	1			2		1								2	1			1		1	2	1													
V8	1	1																											1	1	1					
V9								1	1	1																										
V10																						1	1	1												
S-V Agreement	6	6		1	1		1								2	2	2	1	1		1	4	3	3	2	2		2	4	4	3	1		1	1	14
SV1	1	1																																		1
SV2	5	5			1		1								2	2	2		1		1	4	3	3		2		2	4	4	3			1	1	13

E: Error total (all errors)   **IE**: Number of individual errors   **NE**: New errors (compared to last text)
CF: Total number of WCF   **Ind**: Indirect WCF   **Dir**: Direct feedback

V1. Aspect/tense regular verb, **V2**. Aspect/tense irregular verb, **V3**. 3rd person present tense -s, **V4**. Passive Voice
V5. Progressive -ing, **V6**. Modal auxiliary, **V7**. Mixing present/past, **V8**. Phrasal Verb, **V9**. Negation, **V10**. Interrogative
SV1. Subject-verb agreement error in the noun phrase, **SV2**. Subject-verb agreement error in the verb phrase

Student A	Exam 1 Y08 Teacher 1							Exam 2 Y09 Teacher 1							Exam 3 Y09 Teacher 1							Exam 4 Y10 Teacher 2							Exam 5 Y10 Teacher 2							
Genre	Narrative							Personal							Narrative							5 paragraph/Internet							Personal							
Tense	present - mixed							past							past							present							present/mixed							
P.O.V	1st person							1st person							1st person							1st person							1st person							
Words	1155							780							1129							615							658							
Errors	150							89							122							56							63							
Feedback	50							9							21							7							5							
Errors/CF	E	IE	NE	CF	Ind	Dir	IF	E	IE	NE	CF	Ind	Dir	IF	E	IE	NE	CF	Ind	Dir	IF	E	IE	NE	CF	Ind	Dir	IF	E	IE	NE	CF	Ind	Dir	IF	IE
Nouns	**18**	11		5	3	2	5	**9**	5	2	2	2		1	**5**	4	3					**4**	3	1					**6**	4	2					**19**
N1.1	4	4		1	1		2	5	1	1			2	1	3	2	2					1	1	1												8
N1.2																																				
N1.3																													1	1	1					1
N2.1	1	1																																		1
N3.1	5	2		1	1		2	2	2						1	1	1					1	1						2	1						3
N3.2	2	2						1	1						1	1													1	1						2
N3.3	1	1		1			1	1	1	1												2	1						2	1	1					3
N4.1	5	1																																		1
Pronoun use	**4**	3		2	2		2	**3**	3	3					**6**	5	5	1		1	1	**7**	7	5					**3**	3	2					**18**
PU1.1	1	1													1	1																				2
PU1.3	1	1		1			1								3	2	2			1	1	5	5	4					2	2	1					8
PU2.3	2	1		1			1	1	1	1					1	1	1																			3
PU3								2	2	2					1	1	1					2	2	1					1	1	1					
PU4																																				5
Prepositions	**2**	1						**9**	8	8					**10**	8	6					**1**	1	1					**11**	9	7					**23**
PP1.1								2	2	2					5	4	2												1	1	1					5
PP1.2	2	1						1	1	1					1	1	1												1	1	1					4
PP1.3								6	5	5					4	3	3					1	1	1					9	7	5					14
Adjectives	**2**	2						**3**	3	3					**1**	1	1												**1**	1	1					**7**
AA1															1	1	1																			1
AA2	1	1						1	1	1																										2
AA3	1	1						2	2	2																			1	1	1					4
Adverbs								**1**	1	1					**2**	2	2																			**3**
AD1.1								1	1	1					2	2	2																			3
AD1.3																																				
AD1.4																																				
AD2																																				

E: Error total (all errors)   **IE**: Number of individual errors   **NE**: New errors (compared to last text)

CF Ind: Indirect WCF, **Dir**: Direct WCF

N1. Noun: Plural Marker, **N2.** Noun: Possessive Marker, **N3.** Noun: Article/Determiner, **N4.** Noun/part of NP
PU1. Subject Pronoun, **PU2.** Object Pronoun, **PU3.** Unclear Pronoun Reference, **PU4** Other (i.e relative pronoun)
PP1. Prepositions, **AA1.** Adjective, **AA2.** Adjective Comparative, **AA3.** Adjective for Adverb, **AD1.1** Adverb omitted
AD1.3 Adverb Misformed, **AD1.4** Adverb Misordered, **AD2** Adverb for Adjective

Student A	Exam 1 Y08 Teacher 1	Exam 2 Y09 Teacher 1	Exam 3 Y09 Teacher 1	Exam 4 Y10 Teacher 2	Exam 5 Y10 Teacher 2
Genre	Narrative	Personal	Narrative	5 paragraph/Internet	Personal
Tense	present - mixed	past	past	present	present/mixed
P.O.V	1st person	1st person	1st person	1st person	1st person
Words	1155	780	1129	615	658
Errors	150	89	122	56	63
Feedback	50	9	21	7	5

Column groups (each exam): E | IE | NE | CF | Ind | Dir | IF

Errors/CF	E	IE	NE	CF	Ind	Dir	IF	E	IE	NE	CF	Ind	Dir	IF	E	IE	NE	CF	Ind	Dir	IF	E	IE	NE	CF	Ind	Dir	IF	E	IE	NE	CF	Ind	Dir	IF
Word Choice	**50**	47	**13**	12	1		11	**25**	21	20	**1**		1	1	**29**	25	21	**4**	3	1	4	**5**	5	5	**1**	1		1	**12**	11	11				
L1 influence	**37**	34	**11**	11			9	**20**	17	16	**1**		1	1	**28**	24	20	**4**	3	1	4	**4**	4	4	**1**	1		1	**6**	5	5				
WC1.10	2	2		1			1	5	5	5					4	4	4												2	1	1				
WC1.11	11	8		5			3	5	4	4			1	1	6	5	4	1	1		1	1	1	1	1			1	1	1	1				
WC1.12	8	8						2	2	1					10	7	4	2	2										1	1	1				
WC1.13	7	7		2			2	5	3	3					2	2	2					1	1	1					1	1	1				
WC1.14	9	9		3			3	2	2	2					5	5	5	1		1		2	2	2					1	1	1				
WC1.15								1	1	1					1	1	1												1	1	1				
Intralingual	**7**	7		**1**		1	1	**5**	4	4												**1**	1	1					**1**	1	1				
WC2.13	6	6		1			1	3	3	3																			1	1	1				
WC2.15	1	1						2	1	1												**1**	1	1											
WC3 (Made up)	**1**	1																																	
WC4 (Other/Style)	**5**	5		**1**		1	1								**1**	1	1												**5**	5	5				

E: Error total (all errors) IE: Number of individual errors NE: New errors (compared to last text)

CF: Total number of WCF Ind: Indirect WCF Dir: Direct feedback

WC1. Word Choice L1 influence, **WC1.10** Direct translation, **WC1.11** False Friend, **WC1.12** Preposition error in a verbal phrase

WC1.13 Idiomatic error, **WC1.14** Idiomatic error and direct translation of L1 word/expression, **WC1.15** Wrong meaning for context

WC2. Intralingual, **WC2.13** Idiomatic error, **WC2.15** Wrong meaning for context. **WC3**. Word/Expression made up

WC4. Other/Style

Appendix 2

Interview guide

1. Approach

What is your approach to providing feedback on students' writing?

In student writing, what kind of errors should be given immediate attention?

2. Focused/unfocused

Do you attempt to correct all the errors/mistakes in a text?

Or do you select a few specific ones?

3. Feedback type

Do you usually provide the correct linguistic form? (the "right" answer)

Or do you locate errors (underlining, circling etc.) without providing the correct form?

Or do you use error codes?

4. Timing

How do you respond to multiple drafts?

When do you provide the students with WCF?

5. Opinion

What is the most challenging aspect of providing feedback to your students?

In your opinion, how effective is error correction in improving students' writing?

How do contextual factors (i.e., time, workload, curriculum, institutional policies) affect your approach?

Appendix 3, Questions and answers Teacher 1

Questions and Answers: Teacher 1

Briefly describe your educational background and experience as a teacher

- *I am a teacher from teacher training collage with English as main subject. I have also PE and Norwegian at a Secondary School – level. I have added more studies lately: Veiledningsped, norsk2, lesing og skrivnig som grunnleggende ferdighet 1*

6. Approach
What is your approach to providing feedback on students' writing?

- *I usually prepare students for writing by focusing on a subject. Activate knowledge and give them background information. Then, for instance when we read the novel, The Hate You Give, in class- we have writing tasks for reflection. Sometimes they write individually – in order to have something to say when discussing with fellow students – then again – they have a better starting point for longer writing tasks. When writing longer texts, I usually give them model texts, after having worked with the theme for a longer time. I also sometimes give them keywords/boxes to fill in, in order to help them get started and structure the text. I have tried to help them structuring text, by teaching them how to make a good paragraph, and of course making a five-paragraph essay.*

In student writing, what kind of errors should be given immediate attention?

- *IN my opinion - contents is most important, then structure, then sentence, then grammar, words and spelling. Of course, if the words don't communicate at all, I make the student aware!*

7. Focused/unfocused
Do you attempt to correct all the errors/mistakes in a text?

Or do you select a few specific ones?

- *Well... As I said above – it all depends on the student. A clever student who is ambitious – I try to give as much feedback as possible. A student who struggles, is only given what is necessary to be able to communicate. I try to keep their motivation by focusing mainly on what they achieve – and some things for them to improve. It depends on the whole text – and the student.*

8. Feedback type
Do you usually provide the correct linguistic form? (the "right" answer)

Or do you locate errors (underlining, circling etc.) without providing the correct form?

Or do you use error codes?

- *As I said – I first try to point it out, so that they can figure out what to do. If they don't, I try to help them find out. Sometimes I help them by linking them to a grammar site that explains the issue they need to learn. I don't believe giving the correct spelling gives them good strategies for learning. Sometimes, with some students, it feels right, though. They are so different – and you must use your gut feeling when it comes to these things. I do, however, emphasize that they should always make a list of things to remember for next time. This should be based on my feedback.*

9. Timing

How do you respond to multiple drafts?

When do you provide the students with WCF?

- *I try to enter the text as early as possible into the process. I want to cheer and point out what they do well right away – in order to make them get a boost and feel good about the writing. Then I ask questions in the text – and come with suggestions if that is necessary. I often highlight words that are misspelt so that they can fix it before handing in.*

10. Opinion

What is the most challenging aspect of providing feedback to your students?

- *Making sure they understand.*
- *Not working faaaaaar too much …* 😉

In your opinion, how effective is error correction in improving students' writing?

- *I am not sure. I don't think it is very motivating to only focus on errors. Then again... If the student is really motivated, perhaps it works? I think focusing on what the student achieves is motivating. They can only take so much criticism – which error correction may be experienced as... (sorry – bad English)*

How do contextual factors (i.e., time, workload, curriculum, institutional policies) affect your approach?

- *Well. I work a lot – and like it most of the time. The students say that they appreciate the feedback on their drafts – and when they like it – I like it. The fact that many of my colleagues work differently, doesn't affect me. If I feel that I do what is best, I can only try to motivate them to think the same, but they won't stop me from helping the students. We have, however, been able to get tradition for feedback on drafts – more than the traditional "test"- system. I don't think everybody appreciates it. Still, hopefully it will help the students writing better.*

Appendix 4, Questions and Answers Teacher 2

Questions and Answers: Teacher 2

Background: *28 years of experience in teaching, 25 years same workplace, not English teacher*

For periods of time, he has been teaching English. Right now, for the last two years.

Has studied some English during his teacher education.

It's ok to make errors – I like errors…

1. **Approach**
What is your approach to providing feedback on students' writing?

I try to do things so that the students who struggle with English, feel safe. I tell them that it is ok to make errors… that I like errors.

I adapt the feedback to the level of the student.

In student writing, what kind of errors should be given immediate attention?

Content issues: they are the most difficult ones to improve, and lexical errors.

The other types of errors are important too.

"I am old school, a bit fussy… but then again it could be that the text you read is my tenth text from the same student… and if I have commented on the same error 8 times in a row, I might have come to a point where I don't feel like pointing it out will make a difference … " just so you know when you look at my feedback.

2. **Focused/unfocused**
Do you attempt to correct all the errors/mistakes in a text? *No, I don't. (but it depends on the student)*

Or do you select a few specific ones?

No, I can't select like that … but on a few occasions … on short texts … I have told them I will only look at verbs.

If I feel like the student wants me to, then I will correct all errors… but then if there are too many errors, I don't want it to look too bad when the student gets it back.

3. **Feedback type**
Do you usually provide the correct linguistic form? (the "right" answer)

Or do you locate errors (underlining, circling etc.) without providing the correct form?

Or do you use error codes? *When we were correcting manually I did, but it gets too complicated to do it digitally … so now If I see the same error many places, I may mark all of them but only comment on one.*

They way I correct, I insert comments on the side (in the margin), and I write and explain… there=der, or there/their. (-Indirect with metalinguistic comment, note by candidate)

In Norwegian: *To me it is most important that the students understand what I try to tell them … but if it is a higher-level student, then I may comment in English.*

I also correct spelling mistakes and I tell my students to use Grammarly or other spell-check programs. (-direct feedback, note by candidate)

I work differently with different students. I explain more to weaker students, but for the higher-level ones I may just write a question mark or NB! In the margin.

4. Timing
How do you respond to multiple drafts?

It depends on how much time we have.

Lately, during home school, I gave them writing prompts and decided to only look at content in the first text. In the second I told them I would focus on language errors. But it was different, I had time to do it.

But I tend to correct on the last version too, even though I know that they are most likely not going to revise it… I do it so that those who want to revise can do so.

I also experience that if I do not mark errors, the students don't understand the grade they get if the text looks error-free.

When do you provide the students with WCF?

We use Chromebook, so I can see what the students are writing as they write, and I can be present in their text as they write… make comments. But I usually ask questions, I don't correct then. They have to correct themselves. (talking about how he provides feedback during mock exams)

5. Opinion
What is the most challenging aspect of providing feedback to your students?

That's an easy answer! It's really difficult to help them become good writers in English. I absolutely feel that the students improve, but it's not because of me… it has more to do with them becoming more mature or more passionate, or that they grow older… listen more, understand more…

In your opinion, how effective is error correction in improving students' writing?

It's effective for those who already know… The ones you try to help, are the most difficult to help… and the ones who need your help the least are the ones who benefits the most.

How do contextual factors (i.e., time, workload, curriculum, institutional policies) affect your approach?

I feel like the subject English has changed, it is more similar to the subject Norwegian now, more focused on writing and I am worried that it makes it harder for the weaker students.

I also don't have time to work a lot with feedback. For shorter texts perhaps, but not for the longer ones.

And the differences between weaker students and higher-level students is a challenge.

I also feel like I work a lot with feedback, because I want to, because I need to feel that I honor my work/that I take it seriously. And even though I suspect that a lot of the students never even read my comments, I have to provide feedback equally to all (not just the ones I believe will make use of it).

"Ultimately with feedback, the students who try to understand the feedback, who makes use of it, they have the energy and will to improve … they are easy to help. But how can you make the other students get to that same point? I think you have to make it interesting … and that thing with errors … you have to make them understand that it is ok to try and to fail. That an error is not such a big thing".

Appendix 5 Error categories

Punctuation (P)	1. punctuation	1. Omitted 2. Added 3. Misformed 4. Misordered 5. other
Mechanics (M)	1. spelling	6. incorrect 7. phonological 8. homophone 9. L1 transfer
	2. capitalization	1. Omitted 2. Added
	3. hyphens	1. Omitted 2. Added
Nouns/Noun phrases (N)	1. plural markers 2. possessive markers 3. articles/determiners 4. Noun/part of NP	1. Omitted 2. Added 3. Misformed 4. Misordered 5. other
Pronoun Use (PU)	1. subjective 2. objective 3. unclear reference 4. other	1. Omitted 2. Added 3. Misformed 4. Misordered 5. other
Adjectives (AA)	1. adjective 2. comparative 3. adjective for adverb	1. Omitted 2. Added 3. Misformed 4. Misordered 5. other
Adverbs (AD)	1. adverbs 2. adverb for adjective	1. Omitted 2. Added 3. Misformed 4. Misordered 5. other
Verbs/Verb phrases (V)	1. Tense/aspect reg. verb 2. Tense/aspect irreg. verb 3. 3rd person present tense s 4. passive voice 5. -ing (progressive) 6. modal auxiliary 7. mixing present/past 8. Phrasal verb 9. Negation 10. Interrogative	1. Omitted 2. Added 3. Misformed 4. Misordered 5. Other
Subject-verb agreement (SV)	1. error in the NP 2. error in the VP	
Prepositional phrase (PP)	1. preposition	1. Omitted 2. Added 3. Misformed 4. Misordered 5. other
Sentence structure (SS)	1. Run-on-sentence 2. Word order 3. Missing/unnecessary/wrong word 4. Comma splices 5. Relative clause 6. Other/subordinate that clause 7. conjunction	
Word choice (WC)	1. Lexical transfer/L1 influence 2. Lexical intralingual: word does not exist in L1 3. Word/expression made up, does not exist in L1 or L2 4. Other	10. Direct translation, word does not exist in L2 11. False Friend, word exists in both L1 and L2 but different meaning 12. Preposition errors in a phrasal verb, L1 influence 13. Idiomatically incorrect 14. Idiomatically incorrect and direct translation of an L1 expression/word 15. wrong meaning for context

Appendix 6

Examples of error categories from the collected data material

Category: Example

Mechanics

M1.6 (incorrect spelling)   *He said it was <u>noting</u>, let them be hurt but not <u>deed.</u>

M1.7 (phonological spelling)   *All <u>dose</u> hours (those); *<u>Tree</u> boys (Three); *He had <u>bin</u> (been)

M1.8 (homophones)   their/they're/there, brake/break, buy/bye etc.

                                   (mixing the spelling of words similar in sound)

M1.9 L1 transfer: *<u>hotell</u> (hotel), *In my <u>teori</u> (theory)

M2.1 (capitalization) omitted: *We went shopping on Bond <u>street</u> (Street), *<u>Tuesday</u> (Tuesday),

                                   *<u>i</u> was so tired (I)

M3.1 (hyphen) omitted: *A <u>16 year old</u> boy (16-year-old)

Nouns/Noun phrase

N1.1 (plural marker) omitted: *two white <u>light</u> (lights)

N1.3 (plural marker) misformed: *their true <u>self</u> (selves)

N2.1 (possessive marker) omitted: *<u>driver</u> license (driver's)

N3.1 (article/determiner) omitted: *but I can feel (Ø) little bit (but I can feel a little bit)

N3.2 (article/determiner) added: *<u>The</u> age is not a subject (Age is not a subject)

N3.3 (article/determiner) misformed: *<u>A</u> online friend (An)

N4.1 (noun/noun phrase) omitted: *I speed up to 70 (I speed up to 70 km/h).

Pronoun Use

PU1.1 (subjective) omitted: He thinks that (Ø) works very well (it), *but (Ø) slowly started to
                                   open my eyes (I)

PU1.3 (subjective) misformed: *it was not any place for them to sit (there was not any place for them to sit), *Any of the other could drive (one of the others could drive)

PU2.1   (objective) omitted: *I am going to show (Ø) that I can drive (them)

PU2.3   (objective) misformed: *Please don't say that I have killed they (them)

PU3   unclear reference   *This is not to scare anyone, but be aware of it.

(The context of the sentence did not explain what 'this' and 'it' was referring to)

Adjectives

AA2.3 (comparative)   misformed: *I just used my legs for over 2 months (more than)

AA3 (adjective for adverb)   *… and could train normal again (normally)

                               *I could do many things different (differently)

Adverbs

AD1.1 (adverb)   omitted: *I am really curious (Ø) how it looked (about)

Verb/Verb phrases

V1.3 (Tense/aspect reg. Verb)   misformed: *You have also punture your lung (punctured); *before I was finish (finished); *We had pack all the things (packed).

V2.3 (Tense/aspect irreg. Verb) misformed: *I have never drive (driven); *I noticed that it hurted (hurt); *I swimed 1000 meters (swam); *they had get enough (gotten)

V3.1 (3rd person present tense) omitted: *if it hurt (hurts); *when she comes and leave (leaves)

V4.5 (passive voice)

V5.1 (-ing) omitted: *looking forward to sleep (sleeping); *how long have we been drove (driving); *the bad thing about just use your legs (using)

V6.1 (modal auxiliary)   omitted: *people feel they belong and (Ø) be their true selves (can).

V7 (mixing present/past)   *I woke up because someone open my eyes (opened)

V8.1 (Phrasal verb) omitted: *the place you always belong (Ø) (to).

NB! Phrasal verbs with the use of wrong preposition because of L1 influence (or interpreted as such) have been categorized as WC1.12.

V9.3 (Negation) misformed: *I almost <u>did nothing</u> (did not do anything)

V10.4 (Interrogative) misordered: *How she is doing? (How is she doing?)

Subject-verb agreement

SV1 (error in the NP)   *the <u>doctor</u> say (doctors) (the context implied several doctors)

SV2 (error in the VP)   *<u>there are a lot</u> of garbage (there is); *one of them <u>were</u> (was); *where we <u>was</u> (were)

Prepositional phrase

PP1.1 (preposition) omitted: *little bit (Ø) pain (of); *I was just (Ø) home (at)

PP1.2 (preposition) added: *I looked at him in the eyes (I looked him in the eyes); *people at her age (people her age)

PP1.3 (preposition) misformed: *we are with the new house (at); *my challenge of life (in)

Sentence Structure

SS1 (Run-on-sentence): *No, I didn't, but because I was so devastated I did not train in 5 weeks I was just at home.

SS2 (Word order)   *He has just one arm broken. (He has just one broken arm); *Often can you talk to them (You can often talk to them)

SS3 (Missing/unnecessary/wrong word) *The home <u>where</u> you feel connected to.

SS4 (Comma splices)   *It was so good with some food in my stomach, the last time I eaten was plenty hours ago.

SS5 (Relative clause) misformed: *It was not the accident <u>how</u> gave him the concussion (that)

SS6 (Other/subordinate that clause) omitted: *I asked my trainer why my shoulder hurt and he said it was nothing (Ø) it would probably go over. (that)

SS7 (conjunction)

Word Choice

WC1 (Lexical transfer/L1 influence/interlingual)

WC1.10 (direct translation)   *my parents brace in the door (Norw. Å brase inn)

WC1.11 (false friend)   *It is pretty long (It is pretty far) (Norw. Far = langt vekke)

*It would probably go over (Norw. Gå over)

WC1.12 (Prep. Error in phrasal verb – L1 influence)   *I looked back on the trash (N. å se på noe)

WC1.13 (idiomatically incorrect)   * It was good to get it out (let it out)

WC1.14 (idiomatically incorrect + direct translation of L1 word/expression) *I sit in a wheelchair

WC1.15 (wrong meaning for context) *I started crying and ran into mom.

WC2 (Lexical intralingual/developmental): overgeneralization/simplification of a rule: or word does not exist in L1, used syntactically correct, but wrong meaning for context.

WC2.13 (idiomatically incorrect) *Handball was funnier than swimming.

WC2.15 (wrong meaning for context) *Hanging upwards to the roof. (ceiling)

WC3 (Word/expression made up, does not exist in L1 or L2) *I start driving winding.

WC4 (Other/Style) : *We drove out of the house yard (drive way); *Looks like they couldn't care at all. (Either 'Looks like they couldn't care less' or 'Looks like they don't care at all')