

# Written Corrective Feedback in digital environments: applications and research

Show & Tell Presentation

Andrew J. Barnes

5<sup>th</sup> June 2021

# Overview

- Why WCF?
- The teacher perspective
- WCF styles
- Do students view take-home feedback? (Barnes, 2019)
- To Draft or not to draft? (Pilot study 1)
- Dynamic Written Corrective Feedback (Pilot study 2)
- Administration of feedback



“For many practitioners who have continued to utilize WCF, the most important question was never *whether* it was beneficial, but rather *how* to use it effectively to help their students write more accurately.”

(Hartshorn, Evans, Merrill, Sudweeks, Strong-Krause, & Anderson, 2010, p.85)

# The case against grammar correction in L2 writing classes

## Truscott (1996, 1999, 2010)

### Grammar correction:

- is not supported by theory
  - order of acquisition
- is not effective
  - data is inconclusive
- has harmful effects
  - anxiety cost
  - **time better spent**

## Ferris (1999, 2004)

- Truscott's findings are premature
- **Further research needs to be done.**

## Bruton (2009)

- **Studies need better ecological credibility**
- A communicative approach

# Theories informing WCF research

## Theoretical Perspectives from SLA (see Sheen, 2011)

- UG-Based Accounts
- Interaction Hypothesis
- Output Hypothesis
- Noticing Hypothesis
- Skill Learning Theory
- Counterbalance Hypothesis
- Sociocultural Theory
- Conversational Analysis

## Theories of WCF (see Bitchener & Storch, 2016)

- Cognitive Perspectives
  - **Cognitive Processing of Input/CF**
- Socio-cultural Perspectives
  - **Activity Theory: Feedback as an activity**



# The teacher perspective

# Ten mismatches between teachers' beliefs and written feedback practice (Lee, 2009, pp. 15-18)

- **Mismatch 1:** Teachers pay most attention to language form but they believe there's more to good writing than accuracy
- **Mismatch 2:** Teachers mark errors comprehensively although selective marking is preferred
- **Mismatch 3:** Teachers tend to correct and locate errors for students but believe that through teacher feedback students should learn to correct and locate their own errors
- **Mismatch 4:** Teachers use error codes although they think students have a limited ability to decipher the codes
- **Mismatch 5:** Teachers award scores/grades to student writing although they are almost certain that marks/grades draw student attention away from teacher feedback
- **Mismatch 6:** Teachers respond mainly to weaknesses in student writing although they know that feedback should cover both strengths and weaknesses
- **Mismatch 7:** Teachers' written feedback practice allows students little room to take control although teachers think students should learn to take greater responsibility for learning
- **Mismatch 8:** Teachers ask students to do one-shot writing although they think process writing is beneficial
- **Mismatch 9:** Teachers continue to focus on student written errors although they know that mistakes will recur
- **Mismatch 10:** Teachers continue to mark student writing in the ways they do although they think their effort does not pay off

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# WCF styles

# Styles of WCF

A typology of written  
corrective feedback types  
Rod Ellis (2009)

## Direct CF

- Two boys <sup>went</sup>~~goed~~ to school.

## Indirect CF

- Two boys goed to school.

## Metalinguistic CF

- Two boys <sup>SV</sup>goes to school.  
(SV = subject-verb agreement)

## The focus of the feedback

- Unfocused = correct everything
- Focused = one or two grammar points

## Electronic feedback

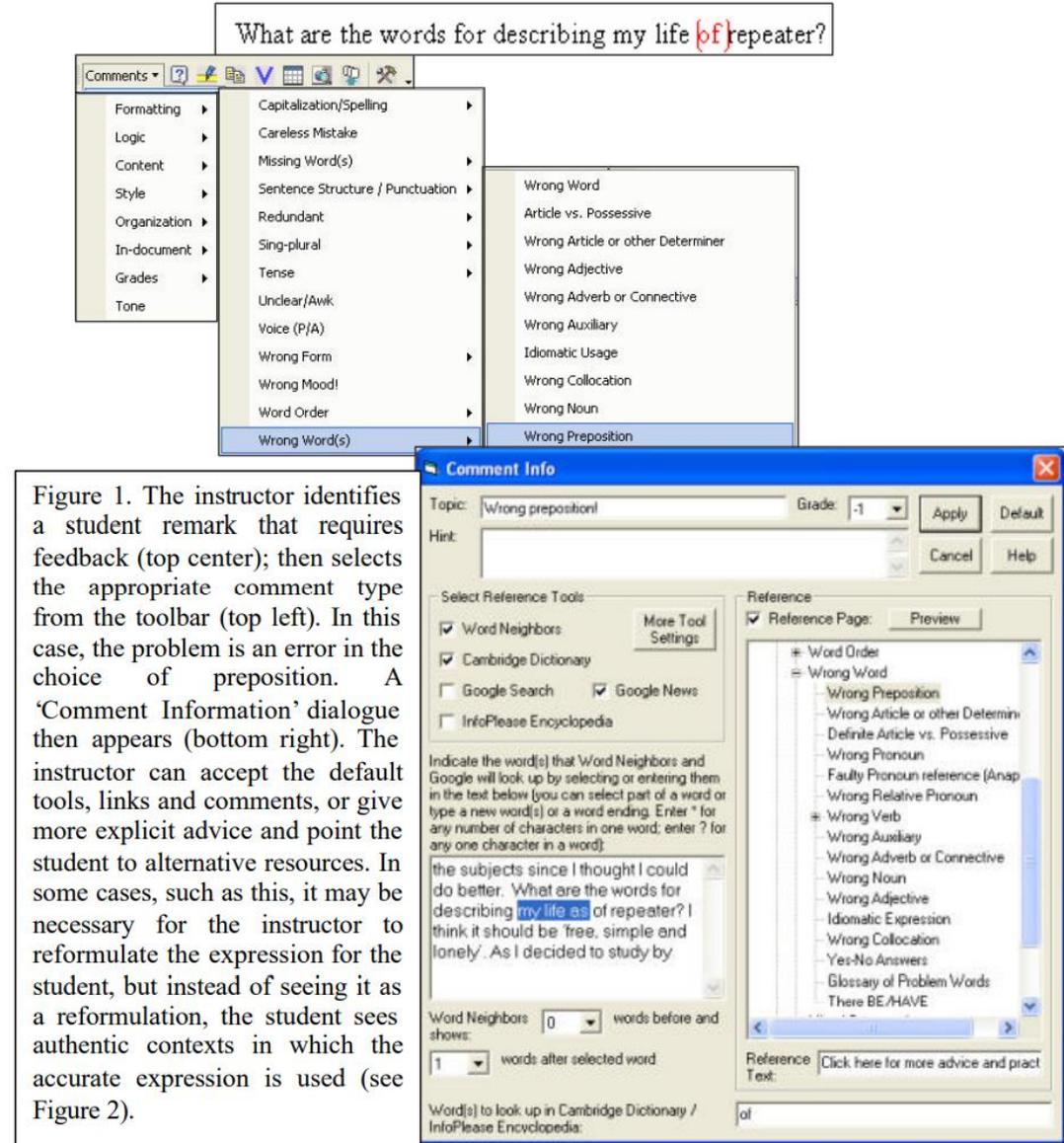
- Using technology to enhance feedback.

## Reformulation

- Rewrite the sentence for the student.

# Other notable styles and implementations

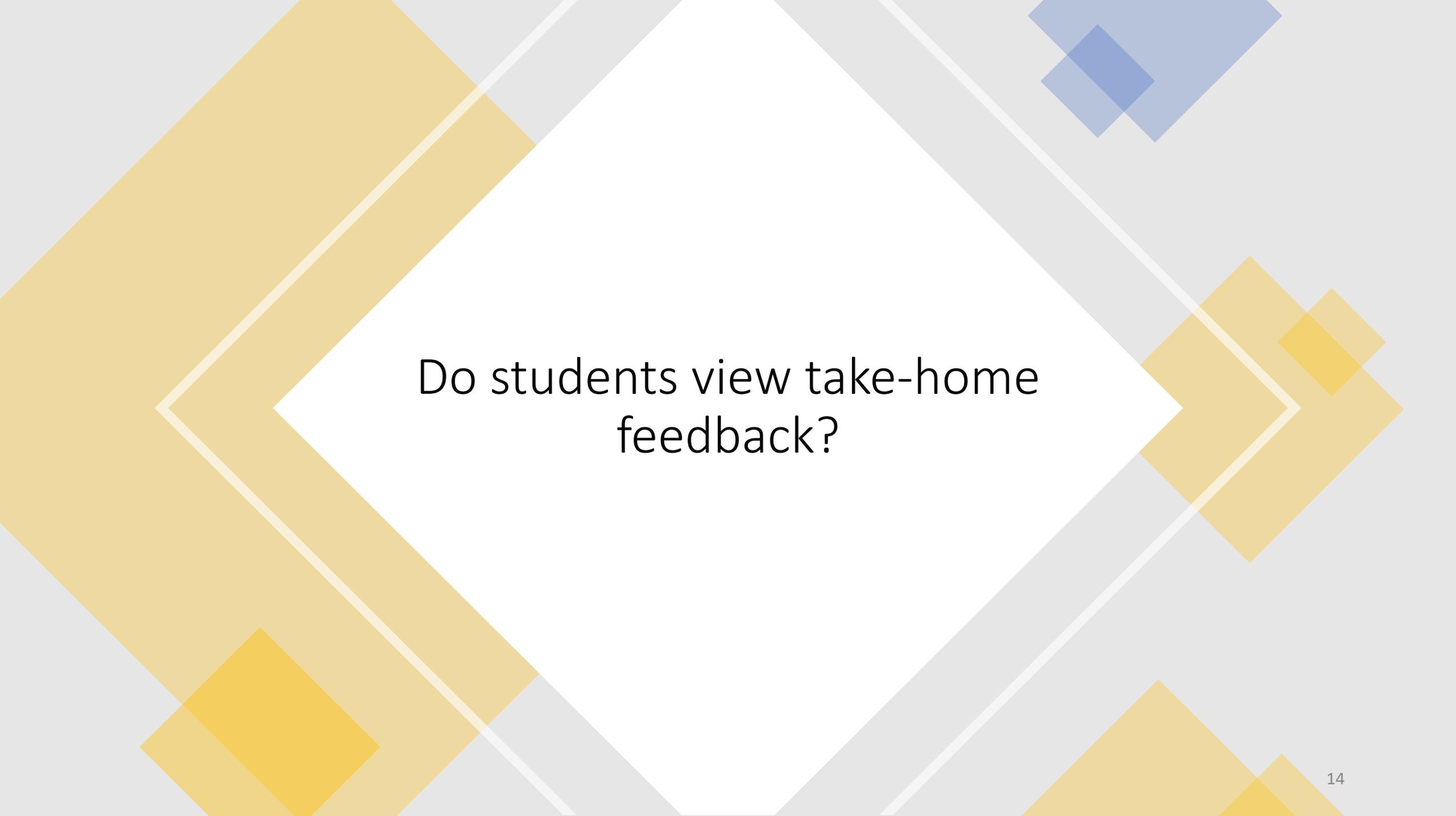
- **CALL implementations**
- Focus on Grammar through Interactional Feedback (Oral feedback)
- Peer feedback
- **Dynamic Written Corrective Feedback**



# Other notable styles and implementations

- **CALL implementations**
- Focus on Grammar through Interactional Feedback (Oral feedback)
- Peer feedback
- **Dynamic Written Corrective Feedback**

The screenshot shows a student's submission in a web browser. The submission text is: "What are the words for describing my life of [JM2]^[JM3]repeater?". A yellow box highlights the error: "Wrong preposition! Look up more contexts of the correct word(s) in Google Search. Click here for more advice and practice on this error." Below this, a Google search results page is shown for "my life as". A Cambridge English Grammar Guide window is open, titled "Preposition choice", which provides guidelines for using prepositions. The guide states: "Review the guidelines for using prepositions: using the wrong preposition is one of the most common errors made by learners of English." It lists two points: 1. "The choice of which preposition to use is usually determined by the word before or the word after the preposition. If you are not sure what preposition to use (or whether to use any preposition), always look up the context of the word with Word Neighbors." 2. "The choice of preposition is also often determined by the word class of the word (e.g., is it a noun...". A yellow box highlights the first point, and a blue box highlights the second point. A caption below the screenshot explains the process: "Figure 2. The student's submission is automatically saved as a web document and appears on the appropriate web page for marking; the instructor then opens the document and inserts comments using the marking tool, Mark My Words. When the assignment is returned to the student via the web, the student sees relevant pop-up comments, from which resources such as Google, Word Neighbors and the English Grammar Guide can be accessed."



Do students view take-home  
feedback?

# Effectiveness of take-home WCF? (Barnes, 2019)

## Administration: Moodle

- Content Management System
- Educational Focus
- **Teachers can set-up course materials and give assignments**
- Students can participate in online activities and complete assignments
- Teachers can provide e-feedback
- Teachers can monitor student activity

The image shows a sequence of three screenshots from the Waseda Law Online System Moodle interface, illustrating the navigation process:

- Top Screenshot:** The login page. A blue arrow points to the "Log in" button. The "Log in" form includes fields for "Username" (containing "a barnes") and "Password" (masked with dots), a "Remember username" checkbox, and a "Log in" button. A "Log in" label is placed above the form.
- Middle Screenshot:** The user's dashboard. A blue arrow points to the "Society Today 1 (4)" course link in the "COURSE OVERVIEW" section. A "Log in" label is placed above the dashboard.
- Bottom Screenshot:** The course page for "Society Today 1 (4)". A blue arrow points to the "S00A.2 ASSIGNMENT" link in the "NAVIGATION" sidebar. A "Log in" label is placed above the course page.

Additional text annotations include "You are not logged in. Home" above the middle screenshot and "Click on the link below" next to the arrow pointing to the course link. "Click on the weekly assignment" is placed below the arrow pointing to the assignment link.

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The image shows two screenshots of a Moodle assignment page. The top screenshot displays the 'Week 2 Assignment' overview, including a submission status table and an 'Add submission' button circled in red. A large blue arrow points down to the second screenshot, which shows the 'Edit submission' page with a rich text editor and a 'Save changes' button also circled in red.

Assignment: x  
Secure | https://waseda.freepgs.com/mod/assign/view.php?id=388  
Wasoda Law Online System | Andrew Barnes Student

Society Today 1 (4)  
Dashboard > Semester 1, 2016 > Society\_1\_4\_2017 > Topic 2 > Week 2 Assignment

NAVIGATION  
Dashboard  
Site home  
Site pages  
Current course  
Society\_1\_4\_2017  
Participants  
Badges  
General  
Topic 1  
Topic 2  
Discussion Topics: Education 1  
Learning English  
Week 2 Class Participation  
Webquest: Free University Education  
Week 2 Assignment  
Topic 3  
Topic 4  
Topic 5  
Topic 6  
Topic 7

Week 2 Assignment  
Do you think that English education should be changed in Japan? Why or why not? What problems do you think there are? What do you think could be done better?

Submission status

Attempt number	This is attempt 1.
Submission status	No attempt
Grading status	Not graded
Last modified	-
Submission comments	Comments (0)

Add submission  
Make changes to your submission

Topic 2 > Week 2 Assignment > Edit submission

Week 2 Assignment  
Do you think that English education should be changed in Japan? Why or why not? What problems do you think there are? What do you think could be done better?

Online text

Please write your answer here.  
Please write 150 words - 250 words.  
Please record how many minutes you spend writing.

Save changes Cancel

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### Feedback

Grade 2.00 / 2.00

Graded on Monday, 14 May 2018, 9:47 AM

Graded by  Andrew Barnes

Countable and uncountable

Feedback comments

I think that the Japanese education system for teaching English must change. I have [three reason](#) for this, firstly we don't get [enough times](#) to talk, secondly not [all teacher](#) can speak English well, thirdly there are too [many lesson](#) grammar.

In my experience, in high school English class we spent [a lot of times](#) on listening, reading and writing. This means that when we try to speak English we are not confident.

My teachers were excellent at English grammar, but they didn't have much experience outside of Japan, so [a lot of my teacher](#) did not have good pronunciation. So that means it is difficult to learn good pronunciation.

Though learning grammar is important. When I went to study abroad in Boston [many classmate](#) had bad grammar, but they were not afraid to speak up. I had the opposite problem. I think confidence is important when learning.

So, I think students in Japan should practice speaking more in class, should have [more conversation times](#) and our teachers should have experience of living of working abroad a little.

Well Done Andy,

This is a well-structured piece of writing, with a clear introduction, body and conclusion. But maybe you could give some more examples of what you would want to be taught in class. Do you think it is possible to study grammar and speaking at the same time?

Overall, good job.

Please review the below grammar

[Countable and Uncountable Nouns](#)

# Effectiveness of take-home WCF? (Barnes, 2019)

## Administration: Moodle

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### Countable and Uncountable Nouns

#### Nouns

#### Form

1 Nouns are either countable or uncountable. **Countable nouns** have a single and plural form. Uncountable nouns have one form.

**Countable nouns:** *room (rooms), bus (buses), city (cities)*

**Uncountable nouns:** *time, money, information, coffee*

2 Most plural **countable nouns** end in -s but some are irregular.

*person → people      woman → women      child → children*

3 Use *a* or *an* with singular plural **countable nouns** and uncountable nouns.

*some money      some information*

4 Singular **countable nouns** use a singular verb form.

*Is there **an express train** to the airport?*

*Our **professor is** late.*

Plural **countable nouns** use a plural verb form.

***Are there many students** in the library?*

*The **textbooks aren't** cheap.*

Uncountable nouns use a singular verb form.

*Is there **time** for us to grab some lunch?*

*Your **money is** already in the bank.*

5 Sometimes a speaker may make an uncountable noun countable.

# Effectiveness of take-home WCF? (Barnes, 2019)

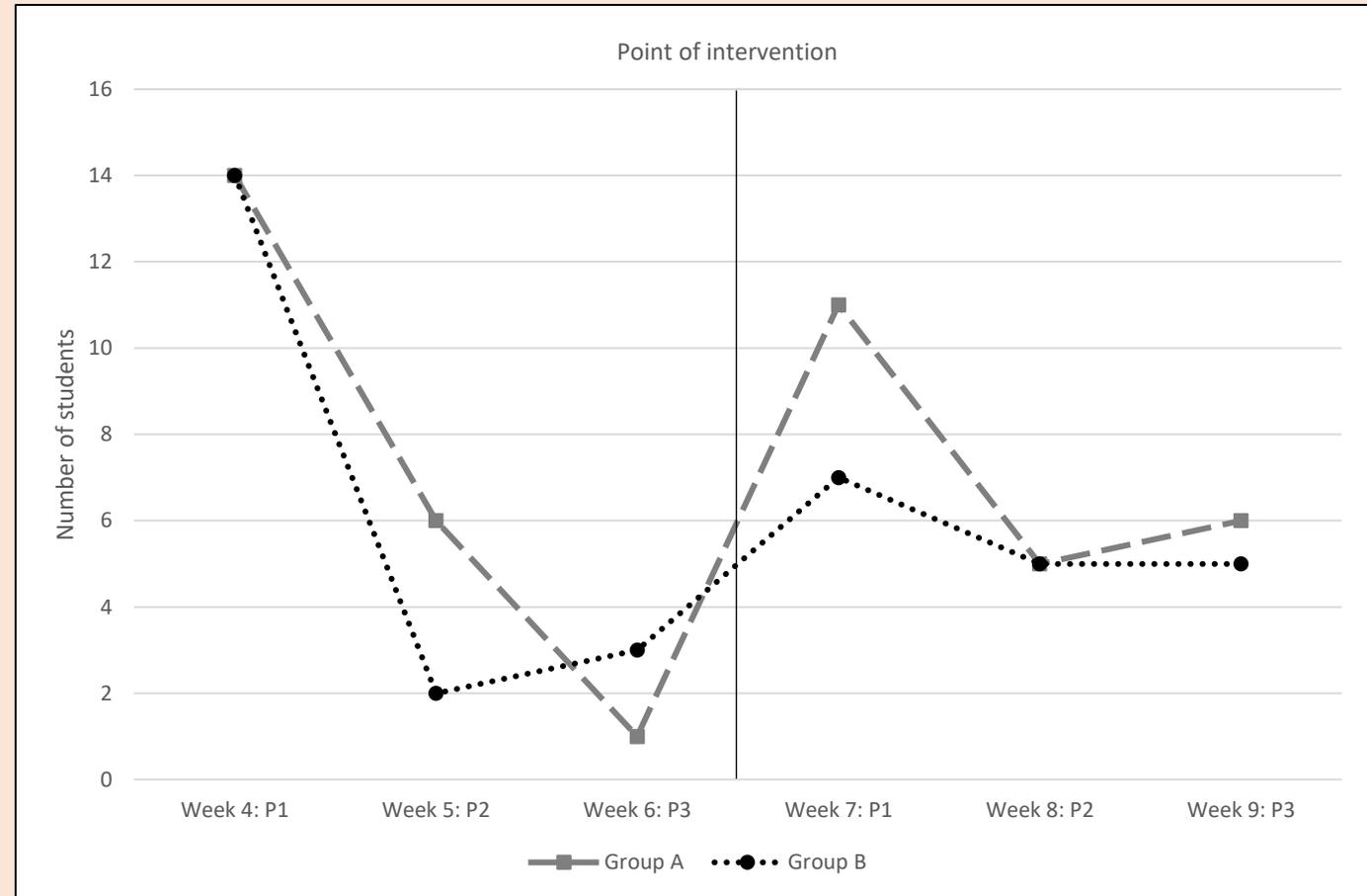
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- **Teachers can monitor student activity**

	A	C	D	E	F	G
	Time	Affected user	Event context	Component	Event name	Description
2	26/06/18, 13:35	-	Page: Determiners and The Definite Article: The	Page	Course module viewed	The user with id '22' viewed the 'page' a
3	12/06/18, 11:00	-	Page: Determiners and The Definite Article: The	Page	Course module viewed	The user with id '17' viewed the 'page' a
4	11/06/18, 08:40	-	Page: Determiners and The Definite Article: The	Page	Course module viewed	The user with id '18' viewed the 'page' a
5	11/06/18, 07:24	-	Page: Determiners and The Definite Article: The	Page	Course module viewed	The user with id '20' viewed the 'page' a
6	10/06/18, 22:05	-	Page: Determiners and The Definite Article: The	Page	Course module viewed	The user with id '21' viewed the 'page' a
7	10/06/18, 21:32	-	Page: Determiners and The Definite Article: The	Page	Course module viewed	The user with id '17' viewed the 'page' a
8	10/06/18, 21:15	-	Page: Determiners and The Definite Article: The	Page	Course module viewed	The user with id '29' viewed the 'page' a
9	8/06/18, 18:17	-	Page: Determiners and The Definite Article: The	Page	Course module viewed	The user with id '28' viewed the 'page' a
10	4/06/18, 22:48	-	Page: Determiners and The Definite Article: The	Page	Course module viewed	The user with id '29' viewed the 'page' a
11	4/06/18, 14:28	-	Page: Determiners and The Definite Article: The	Page	Course module viewed	The user with id '23' viewed the 'page' a
12	4/06/18, 14:23	-	Page: Determiners and The Definite Article: The	Page	Course module viewed	The user with id '23' viewed the 'page' a
13	4/06/18, 13:53	-	Page: Determiners and The Definite Article: The	Page	Course module viewed	The user with id '26' viewed the 'page' a
14	4/06/18, 11:57	-	Page: Determiners and The Definite Article: The	Page	Course module viewed	The user with id '32' viewed the 'page' a
15	4/06/18, 10:17	-	Page: Determiners and The Definite Article: The	Page	Course module viewed	The user with id '28' viewed the 'page' a
16	4/06/18, 10:14	-	Page: Determiners and The Definite Article: The	Page	Course module viewed	The user with id '16' viewed the 'page' a
17	4/06/18, 10:13	-	Page: Determiners and The Definite Article: The	Page	Course module viewed	The user with id '16' viewed the 'page' a
18	14/05/18, 10:18	-	Page: Determiners and The Definite Article: The	Page	Course module viewed	The user with id '31' viewed the 'page' a
19	14/05/18, 10:18	-	Page: Determiners and The Definite Article: The	Page	Course module viewed	The user with id '31' viewed the 'page' a
20	14/05/18, 10:17	-	Page: Determiners and The Definite Article: The	Page	Course module viewed	The user with id '27' viewed the 'page' a
21	14/05/18, 10:16	-	Page: Determiners and The Definite Article: The	Page	Course module viewed	The user with id '34' viewed the 'page' a
22	14/05/18, 10:15	-	Page: Determiners and The Definite Article: The	Page	Course module viewed	The user with id '27' viewed the 'page' a
23	14/05/18, 10:15	-	Page: Determiners and The Definite Article: The	Page	Course module viewed	The user with id '25' viewed the 'page' a
24	14/05/18, 10:15	-	Page: Determiners and The Definite Article: The	Page	Course module viewed	The user with id '34' viewed the 'page' a
25	14/05/18, 10:15	-	Page: Determiners and The Definite Article: The	Page	Course module viewed	The user with id '21' viewed the 'page' a
26	14/05/18, 10:15	-	Page: Determiners and The Definite Article: The	Page	Course module viewed	The user with id '27' viewed the 'page' a
27	14/05/18, 10:12	-	Page: Determiners and The Definite Article: The	Page	Course module viewed	The user with id '21' viewed the 'page' a
28	13/05/18, 17:53	-	Page: Determiners and The Definite Article: The	Page	Course module viewed	The user with id '23' viewed the 'page' a
29						

# Effectiveness of take-home WCF? (Barnes, 2019)

- Training was provided to the students
  - Group A ( $n = 17$ ,  $M_{age} = 20.0$ ,  $SD = 0.35$ )
  - Group B ( $n = 16$ ,  $M_{age} = 20.0$ ,  $SD = 0.37$ )
- Students reported positively about the WCF in post-test questionnaires
- **Activities logs told a different story**
- Ultimately, there was a lack of engagement
- **How can we ensure students engage with feedback?**



## Example of question with hyperlink added (intervention)

### Week 7 Assignment

If you could have any type of artificial intelligent tool, what would you like to have? Describe what it would do and why you would like it.

- Please review your teacher feedback for [Week 5 Assignment](#) before answering the above question.
- Please time yourself, and include how many minutes you took at the end of your writing, e.g. (22 minutes)



To Draft or not to draft?

# Drafting in WCF studies

- Writing as a process: involves the drafting and redrafting of a document. (e.g. Van Beuningen, De Jong, & Kuiken, 2012)
- Studies without drafting (e.g. Sheen et al., 2009)
- The effectiveness of drafting. (Chandler, 2003; Shintani, Ellis, and Suzuki, 2014)
- As a function of learner engagement (see Barnes, 2019)

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- As a function of learner engagement (see Barnes, 2019)

**Drafting necessitates learner engagement with WCF**

# Drafting approach to WCF: Pilot Study 1

- **Highly motivated student. Tokyo, female, retired.**  
**Started learning English because of professional needs.**
- Indirect feedback, followed by direct feedback on a subsequent draft.
- Feedback style was negotiated throughout.
- Errors were discussed in an ad-hoc manner on request.
- Student achieved personal goals in relation to Eiken pre-1.
- External examiner graded Week 2 writing (Eiken: 5.5) and Week 90 writing (Eiken: 7).
- Long-term investment of time and study commitment.

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# Pilot Study 1: Implementation

- Indirect feedback provided as e-feedback
- Direct feedback provided as e-feedback
- Administration through e-mail

## ACADEMIC WRITING

## 2018 DISCUSSION

From <https://breakingnewsenglish.com/2018/180102-2018.html>

The year 2018 will be the best ever. Discuss.

I think the year 2018 will not be worse, but will not be better than the year 2017.

Following the recent economic condition, we can predict that.

In addition, over the past few years, various disasters have occurred, such as earthquakes, volcano eruptions and floods.

X The only important thing that we should never forget is the abdication of the Emperor.

He will retire from his position in the spring of 2019, so the preparation will progress through 2018.

It means generation change, in other words the old generation hands mental and cultural treasures to the young generation.

X We expect the coming of a new era.

X = missing word(s)

— = word choice / other error

January 10, 19:20 ~ 19:52 pm

Level 6

2018 to be a great year - 2nd January 2018

Level 6

More free lessons at [breakingnewsenglish.com](https://breakingnewsenglish.com) - Copyright Sean Barville 2018

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# Pilot Study 1: Implementation

- Indirect feedback provided as e-feedback
- **Direct feedback provided as e-feedback**
- Administration through e-mail

I think the year 2018 will **not be worse, but will not be better** than the year 2017.

be neither worse nor better

*this is the common word order for this phrase, but good job!*

Following the recent economic conditions, we can predict **that**.

**them.**

*the above.*

In addition, over the past few years, various disasters have occurred, such as earthquakes, volcanic eruptions and floods.

*Furthermore, one very*

*^* ~~The only~~ important thing that we should never forget is the abdication of the

**✖ I'm sorry, but I don't understand the missing word.**

Emperor.

He will retire from his position in the spring of 2019, so the **preparation** will progress through 2018. **preparations**

It means **generation change**, in other words the **old** generation hands mental and a change of generation **older**

cultural reassures to the **young** generation.

**younger**

# Pilot Study 1: Implementation

- Indirect feedback provided as e-feedback
- Direct feedback provided as e-feedback
- Administration through e-mail

Write about amusement parks for 10 minutes.

I would like to describe the impact of the coronavirus infection on the relationship between amusement parks and entertainment.

Amusement Parks, Tokyo Disneyland and Universal Studios Japan are well known in Japan, and they were restarted after the facility had been closed. Guidelines have been released in those facilities to protect users and staff from virus infection. Since they are outdoor facilities, even if ventilation is not a problem, it is necessary to keep a constant physical distance among users, or to avoid screaming or shouting due to fear.

Entertainment is meaningful not only for the person to enjoy it as an individual, but also for sharing the enjoyment with others. It is clear that main users of these facilities are families, couples and groups.

Considering the needs of such users, is social distance, wearing masks and keeping quiet still an entertainment?

Given that entertainment at Amusement Parks is participatory and experiential, it is natural for users to express excitement and hug and share emotions with their companions. Therefore, I think it would be premature to restart the facility while suppressing the emotions of those users.

6/15/2020  
186 words

**AJ Andrew J. Barnes**  
Plural error

**AJ Andrew J. Barnes**  
“out of fear” might be the phrase you are looking for.

**AJ Andrew J. Barnes**  
relative pronoun error

**AJ Andrew J. Barnes**  
demonstrative pronoun error

**AJ Andrew J. Barnes**  
missing article  
“that \_\_\_ main users of...”

**AJ Andrew J. Barnes**  
Please remember this rule when listing examples:  
Either every verb in a list uses the “-ing” form, or they all use the infinitive form.  
We can’t mix and match.

**AJ Andrew J. Barnes**  
Article error

# Pilot Study 1: Implementation

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- **Direct feedback provided as e-feedback**
- Administration through e-mail

**Write about amusement parks for 10 minutes.**

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**The** Amusement Parks, Tokyo Disneyland and Universal Studios Japan are well known in Japan, and they were restarted after the facilities had been closed. Guidelines have been released in those facilities to protect users and staff from corona virus infection. Since they are outdoor facilities, even if ventilation is not a problem, it is necessary to keep a constant physical distance among users, or to avoid screaming or shouting out of fear.

Entertainment is meaningful not only for the person who enjoys it as an individual, but also for sharing that enjoyment with others. It is clear that the main users of these facilities are families, couples and groups.

Considering the needs of such users, is we should ask whether keeping social distance, wearing masks and keeping quiet is still entertainment?

Given that entertainment at Amusement Parks is participatory and empirical, it is natural for users to express excitement and hug and share emotions with their companions. Therefore, I think it would be premature to restart the facility while suppressing the emotions of those users.

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We can't mix and match.
- Andrew J. Barnes**  
Article error

# Pilot Study 1: Implementation

- Indirect feedback provided as e-feedback
- Direct feedback provided as e-feedback
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(see Tafazoli, D., Nosratzadeh, H., & Hosseini, N., 2014)

Homework :Writing Week 85 & 83 Inbox x

to me Mon, Oct 12, 2020, 11:09 AM ☆ ↶ ⋮

Good morning Andrew,

I will send you Writing Week 85 & 83.  
I can't say that I clearly understood AJB3 and AJB5 in your comments on Indirect correction 83.  
I also feel the difference between English and Japanese culture.  
Considering the relationship between language and culture, learning a foreign language is extremely difficult.

Yours sincerely,

**2 Attachments** ↓ 🗑️

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# Dynamic Written Corrective Feedback

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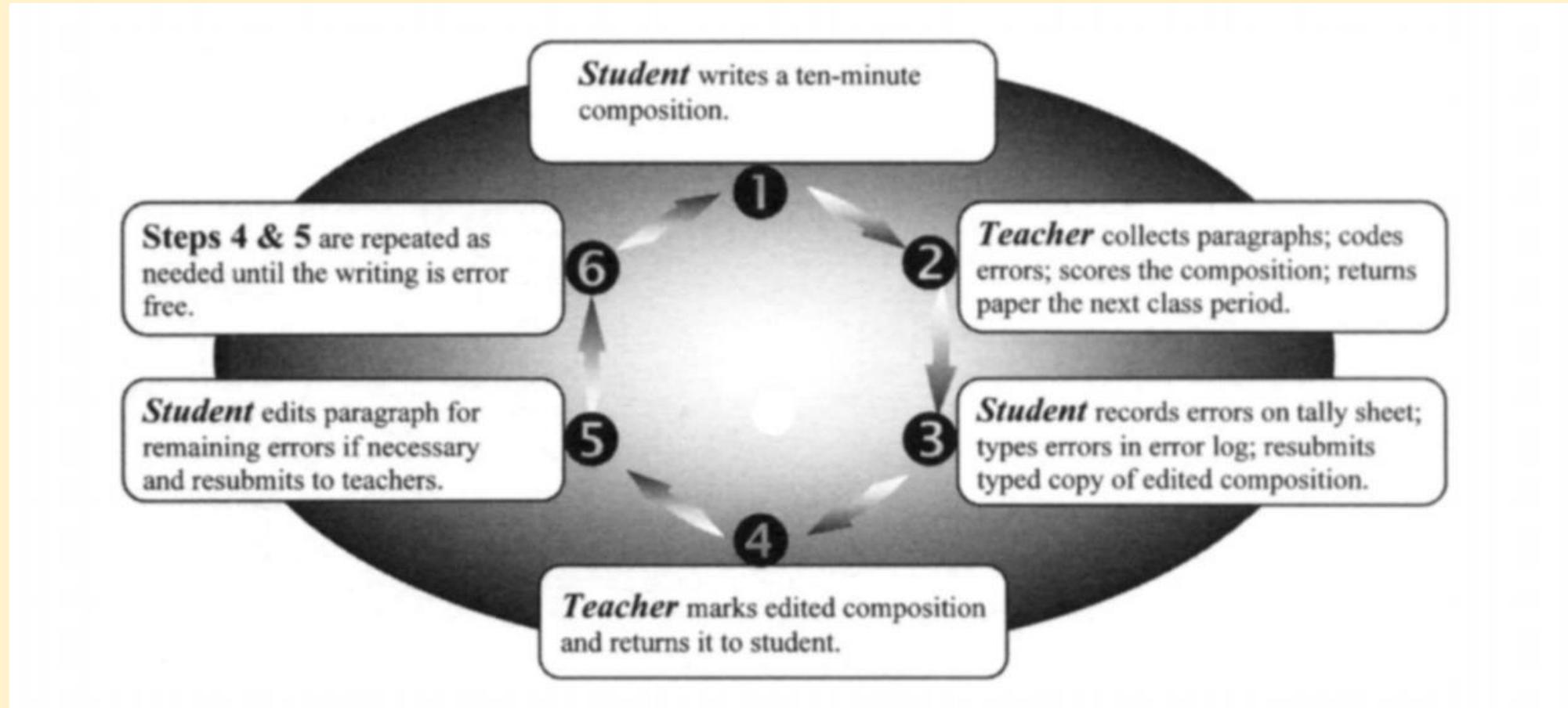
- A methodology for providing WCF.
- Research coming out of Brigham Young University (Hartshorn, et al., 2010; Evans, Hartshorn & Krause, 2011; Hartshorn & Evans, 2015)
- Base on Skill acquisition theory (DeKeyser, 2007)
- **Paragraph drafts corrected using indirect feedback: metalinguistic error codes**
- **Students track errors on tally sheets**
- Students keep a log of errors

# Dynamic Written Corrective Feedback

- A methodology for providing WCF.
- Research coming out of Brigham Young University (Hartshorn, et al., 2010; Evans, Hartshorn & Krause, 2011; Hartshorn & Evans, 2015)
- Base on Skill acquisition theory (DeKeyser, 2007)
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- Students keep a log of errors

***Meaningful, timely, constant, manageable***

# Feedback cycle for dynamic written corrective feedback (Hartshorn, et al., 2010, p. 90)



# Feedback cycle for dynamic written corrective feedback (Hartshorn, et al., 2010)

- Students received Dynamic WCF on drafts on a daily basis.
- Issues of practicality (Polio and Friedman, 2017)
- rhetorical competence, writing fluency, writing complexity - **largely unaffected**
- **significant improvement** for writing accuracy

# Dynamic Written Corrective Feedback in Developmental Multilingual Writing Classes (Kurzer, 2018)

- ESL developmental writing program (Beginner/Intermediate/Advanced)
- Timed writing exercises in class.
- Dynamic WCF in unison with traditional grammar instruction.
- Grouped error codes: global, local, and mechanical
- Multilingual students **improved self editing skills.**
- Accuracy: “largely significant results across all error types” (p. 5)
- Questions of timing and implementation.

# Dynamic WCF

## Pros

- Significant positive effect on accuracy
- **Students can track their strengths/weaknesses.**
- Tailor lesson plans to students needs
- End of term meetings become clear and evidence based

## Cons

- Significant training time required
- Potentially overwhelming number of error codes
- **Time demand - teachers and students**
- Suitability for beginners?

# Dynamic WCF (Pilot 2)

## Adapted to fit hybrid learning environments

Assignments corrected with error codes.

Students provided with individual spreadsheets.

Tally Sheets alert students of persistent errors.

Make the process as simple and easy to manage as possible.

	A	G	H	I	J	K	L	M	N	O	P
1	<b>Week</b>	6	7	8	9	10	11	12	13	14	15
2	<b>Date</b>	04/06/2021	11/06/2021	18/06/2021	25/06/2021	02/07/2021	09/07/2021	16/07/2021	23/07/2021	30/07/2021	06/08/2021
3	<b>Task</b>	Submit 91 Draft 3									
4		Submit 92 Draft 2	Receive Correction 92 Draft 2	Submit 92 Draft 3							
5		Submit 93 Draft 1	Receive Correction 93 Draft 1	Submit 93 Draft 2	Receive Correction 93 Draft 2	Submit 93 Draft 3					
6			<b>Assignment Writing 94</b>	Submit 94 Draft 1	Receive Correction 94 Draft 1	Submit 94 Draft 2	Receive Correction 94 Draft 2	Submit 94 Draft 3			
7					<b>Assignment Writing 95</b>	Submit 95 Draft 1	Receive Correction 95 Draft 1	Submit 95 Draft 2	Receive Correction 95 Draft 2	Submit 95 Draft 3	
8							<b>Assignment Writing 96</b>	Submit 96 Draft 1	Receive Correction 96 Draft 1	Submit 96 Draft 2	Receive Correction 96 Draft 2
9									<b>Assignment Writing 97</b>	Submit 97 Draft 1	Receive Correction 97 Draft 1
10											<b>Assignment Writing 98</b>
11											
12											
13											
14											

# Dynamic WCF (Pilot 2)

Adapted to fit hybrid learning environments

**Assignments corrected with error codes.**

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Draft 1: Narrative Writing Task (Week 91)

**Tell me a story about the last time you were on a ship. What happened? (include details such as Who, What, Where, When, Why, How)**

**Please write between 150 – 250 words.**

When I was in a third-year student in junior high school, I went to Hokkaido on a school trip. There are 9 classes in the 3rd grade of our school, and we started the trip in 3 groups of 3 classes each. From Morioka to Aomori, we took a night train. Led by the teachers, 150 students in 3 classes were to act in groups.

About 4 hours from Aomori to Hakodate was a voyage by Seikan Ferry. The students joked that the phrase "We are traveling abroad!" Hokkaido was located on the opposite bank across the Tsugaru Strait, and was truly overseas. Until the opening of the Seikan Tunnel in 1988, the ferry was the only passenger and cargo transportation way connecting Honshu and Hokkaido. Before boarding, we watched trains and passenger cars being loaded onto a large ferry. We were thrilled and at the same time worried that the ferry might sink.

The cabin assigned to us was the ordinary cabin on the first floor. Fortunately, the weather was nice, and the Tsugaru Strait was calm. Invited by the announcement on board, I went out to the deck with my friends. Then I saw a school of dolphins swimming near the ship. The dolphins showed us a beautiful form of swimming in a group, jumping out of the sea and sneaking around, as if chasing our ship.

Thus, we could see the dolphins on the way out, but not on the way back. Speaking of school trips, I strongly remember Seikan Ferry and the dolphins.

a.barnes	θ
a.barnes	VT
a.barnes	WC
a.barnes	?
a.barnes	The flow of this paragraph is a ▼
a.barnes	S/PL
a.barnes	TW
a.barnes	AWK
a.barnes	PP
a.barnes	Λ
a.barnes	Λ
a.barnes	WC
a.barnes	con
a.barnes	TW
a.barnes	D
a.barnes	AWK
a.barnes	WC
a.barnes	Λ
a.barnes	TW

# Dynamic WCF (Pilot 2)

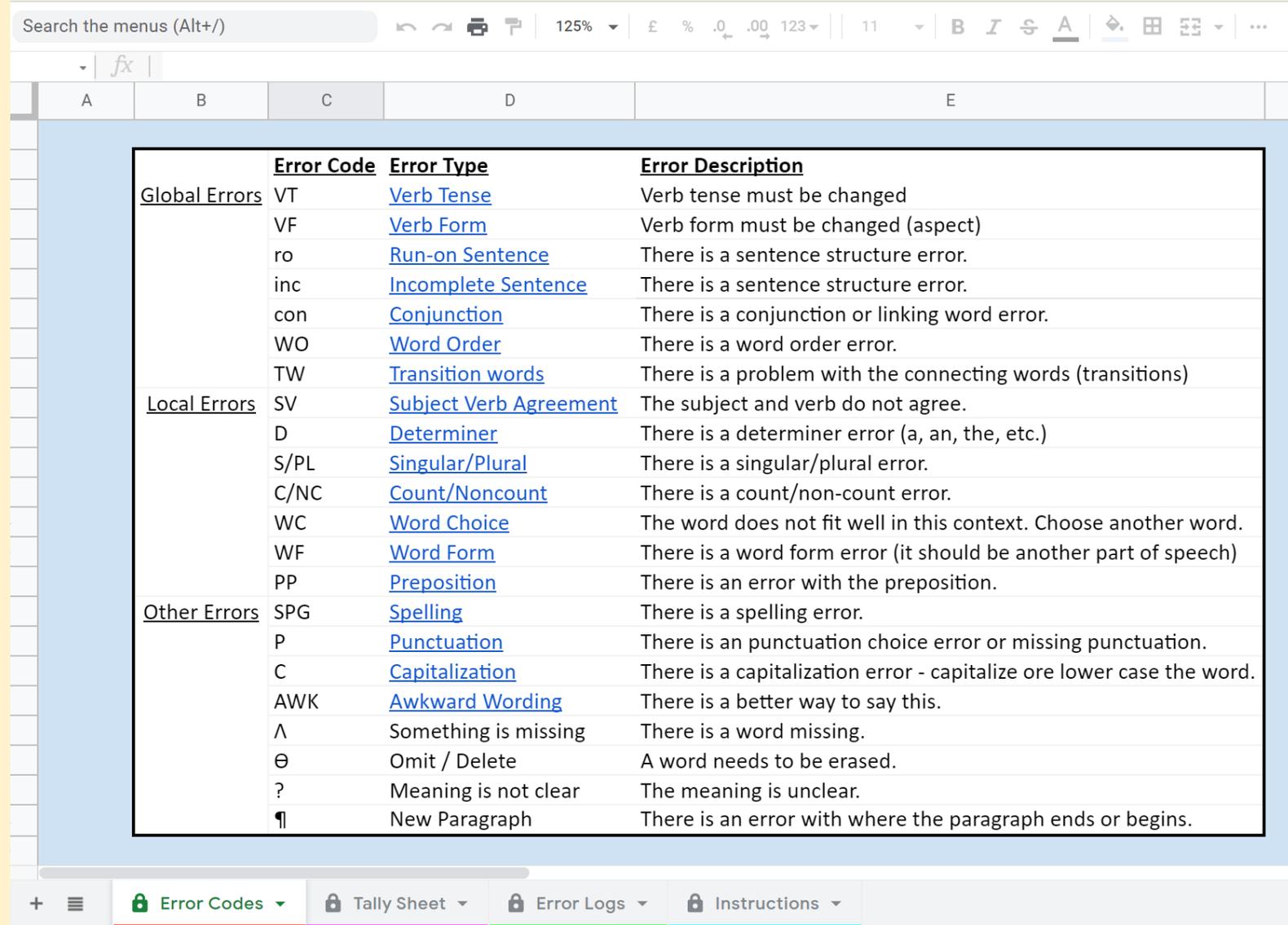
Adapted to fit hybrid learning environments

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Make the process as simple and easy to manage as possible.



The screenshot shows a spreadsheet application interface. At the top, there is a search bar and various tool icons. The spreadsheet has columns labeled A through E. A table is displayed with the following data:

	<u>Error Code</u>	<u>Error Type</u>	<u>Error Description</u>
<u>Global Errors</u>	VT	<a href="#">Verb Tense</a>	Verb tense must be changed
	VF	<a href="#">Verb Form</a>	Verb form must be changed (aspect)
	ro	<a href="#">Run-on Sentence</a>	There is a sentence structure error.
	inc	<a href="#">Incomplete Sentence</a>	There is a sentence structure error.
	con	<a href="#">Conjunction</a>	There is a conjunction or linking word error.
	WO	<a href="#">Word Order</a>	There is a word order error.
	TW	<a href="#">Transition words</a>	There is a problem with the connecting words (transitions)
<u>Local Errors</u>	SV	<a href="#">Subject Verb Agreement</a>	The subject and verb do not agree.
	D	<a href="#">Determiner</a>	There is a determiner error (a, an, the, etc.)
	S/PL	<a href="#">Singular/Plural</a>	There is a singular/plural error.
	C/NC	<a href="#">Count/Noncount</a>	There is a count/non-count error.
	WC	<a href="#">Word Choice</a>	The word does not fit well in this context. Choose another word.
	WF	<a href="#">Word Form</a>	There is a word form error (it should be another part of speech)
	PP	<a href="#">Preposition</a>	There is an error with the preposition.
<u>Other Errors</u>	SPG	<a href="#">Spelling</a>	There is a spelling error.
	P	<a href="#">Punctuation</a>	There is a punctuation choice error or missing punctuation.
	C	<a href="#">Capitalization</a>	There is a capitalization error - capitalize ore lower case the word.
	AWK	<a href="#">Awkward Wording</a>	There is a better way to say this.
	Λ	Something is missing	There is a word missing.
	⊖	Omit / Delete	A word needs to be erased.
	?	Meaning is not clear	The meaning is unclear.
¶	New Paragraph	There is an error with where the paragraph ends or begins.	

At the bottom of the spreadsheet, there is a navigation bar with several tabs: Error Codes, Tally Sheet, Error Logs, and Instructions. The 'Error Codes' tab is currently selected.

Search the menus (Alt+/) 125% £ % .0 .00 123 11 B I S A

	A	B	C	D	E	F
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Local Errors	WO	<a href="#">Word Order</a>	There is a word
	TW	<a href="#">Transition words</a>	There is a probl
	SV	<a href="#">Subject Verb Agreement</a>	The subject and
	D	<a href="#">Determiner</a>	There is a deter
	S/PL	<a href="#">Singular/Plural</a>	There is a singul
Other Errors	C/NC	<a href="#">Count/Noncount</a>	There is a count
	WC	<a href="#">Word Choice</a>	The word does n
	WF	<a href="#">Word Form</a>	There is a word
	PP	<a href="#">Preposition</a>	There is an erro
	SPG	<a href="#">Awkward Wording</a>	There is a better
	Λ	Something is missing	There is a word
	Θ	Omit / Delete	A word needs to
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	¶	New Paragraph	There is an erro

Cambridge Dictionary Dictionary Translate Grammar Thesaurus +Plus English (UK) Search

Prepositions Grammar English English-Japanese

## Prepositions

Grammar > Prepositions and particles > Prepositions

from [English Grammar Today](#)

### Prepositions: uses

We commonly use prepositions to show a relationship in space or time or a logical relationship between two or more people, places or things. Prepositions are most commonly followed by a noun phrase or pronoun (underlined):

*The last time I saw him he was walking down the road.*

*I'll meet you in the cafe opposite the cinema.*

*It was difficult to sleep during the flight.*

*It was the worst storm since the 1980s.*

*Give that to me.*

There are over 100 prepositions in English. The most common single-word prepositions are:

<i>about</i>	<i>beside</i>	<i>near</i>	<i>to</i>
<i>above</i>	<i>between</i>	<i>of</i>	<i>towards</i>

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FT FINANCIAL TIMES THE NEW AGENDA

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Contents ADJECTIVES AND ADVERBS EASILY CONFUSED WORDS NOUNS, PRONOUNS AND DETERMINERS PREPOSITIONS AND PARTICLES To top

# Dynamic WCF (Pilot 2)

Adapted to fit hybrid learning environments

Assignments corrected with error codes

Students provided with individual spreadsheets.

**Tally Sheets alert students of persistent errors.**

Make the process as simple and easy to manage as possible.

	Assignment Title 1	Assignment Title 2	Assignment Title 3	Assignment Title 4	Assignment Title 5	Assignment Title 6	Assignment Title 7	Assignment Title 8	Totals
VT	1	1	2						4
VF	0	0	1						1
ro	0	0	0						0
inc	1	0	0						1
con	2	2	1						5
WO	0	3	1						4
TW	5	0	2						7
SV	0	0	0						0
D	1	2	2						5
S/PL	1	0	0						1
C/NC	0	0	1						1
WC	3	1	2						6
WF	0	0	0						0
PP	1	1	0						2
SPG	0	0	0						0
P	0	0	0						0
C	1	0	0						1
AWK	2	0	1						3
Λ	3	3	0						6
Θ	2	2	1						5
?	2	1	0						3
¶	0	1	0						1
Score	0	0							0

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		<b>Error Type</b>	<b>Date</b>	<b>Assignment Name</b>	<b>Error as written</b> (underline the error - "Ctrl + U")
Local Error		Determiner	2021-02-28	Assignment Title 1	We saw <u>cat</u> near Harajuku station this morning.
Other Error		Omit / Delete	2021-05-25	Assignment 91 The	When I was <u>in</u> a third-year student in junior high school
Global Error		Verb Tense	2021-05-25	Assignment 91 The	There <u>are</u> 9 classes in the 3rd grade of our school
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Other Error		Awkward Wording	2021-05-25	Assignment 91 The	<u>Invited by</u> the announcement
Local Error		Word Choice	2021-05-25	Assignment 91 The	The dolphins <u>showed us</u> a beautiful form
Other Error		Something is missing	2021-05-25	Assignment 91 The	jumping out of the sea and sneaking around, <u>as</u> if chasing our ship.
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Other Error		Meaning is not clear	2021-05-25	Assignment 91 The	<u>Speaking of school trips</u> , I strongly remember
Global Error		Transition words	2021-05-27	Assignment 91 The	<u>_</u> About 4 hours from Aomori to Hakodate
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**Make the process as simple and manageable as possible.**

**! And for teachers**

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q
1																	
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3																	
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27																	

	Student 1	Student 2	Student 3	Student 4	Student 5	Student 6	Student 7	Student 8	Student 9	Student 10	Student 11	Student 12	Totals
VT	4	5	1	0	2	2							14
VF	1	2	0	0	1	0							4
ro	0	0	1	0	0	0							1
inc	1	0	1	0	1	1							4
con	5	1	1	0	2	4							13
WO	4	1	1	0	1	3							10
TW	3	1	1	0	0	5							10
SV	0	1	1	0	0	0							2
D	5	2	7	0	2	3							19
S/PL	1	1	4	0	0	1							7
C/NC	1	1	3	0	1	0							6
WC	4	2	0	0	4	4							14
WF	0	4	0	0	0	0							4
PP	2	4	2	0	2	2							12
SPG	0	1	0	0	0	0							1
P	0	0	1	0	0	0							1
C	1	1	0	0	1	1							4
AWK	3	2	0	0	1	2							8
Λ	2	1	0	0	0	6							9
Θ	4	1	1	0	2	4							12
?	3	1	1	0	0	3							8
↑	1	4	0	0	0	1							6
Average Score	5	6	5	0	6	0							





# Dynamic WCF (Pilot 2)

**Make the process as simple and manageable as possible.**

Setting up permissions is streamlined by using **Google Classroom**

Can attach Tally sheets to individual assignments (students only see their own)

# Administration: Google Classroom

The screenshot displays the Google Classroom interface for a class named 'Class 2' with the teacher 'With Andy'. The 'Classwork' tab is selected, showing a list of assignments. The first assignment is 'Article Discussion Notes by Date', edited on 1 Jun. Below it is a section for 'Written Corrective Feedback'. The first item in this section is a 'Tally Sheet' assignment, which is currently a 'Draft'. A detailed view of this assignment is shown, indicating it has 'No due date' and is assigned to '1 student'. The assignment instructions state: 'Please use the below Tally Sheet to keep a record of your written assignment errors.' The progress bar shows 0 items 'Handed in' and 1 item 'Assigned'. A 'View assignment' link is provided at the bottom of the assignment card. The assignment card also shows a thumbnail of the attached 'Tally Sheet' Google Sheet.

# Dynamic WCF (Pilot 2): Google Sheets

## Pros

- Live editing and updated documents
- **Conditional Formatting highlights points for improvement**
- Easy set-up of permissions
- **Versatility of linking to external resources**
- Works well with Google Suite (Docs, Classroom, etc.)

## Cons

- All participants require a google account.
- **Set-up time is significant.**
- Conditional Formatting easier in Excel
- Data deletion is recoverable, but messy.



# Administration of feedback

# Administration of Feedback

Pen and Paper

Microsoft Office  
(Word, Excel,  
PowerPoint, etc.)

Google G-suite  
(Docs, Sheets,  
Slides, etc.)

Email

Google  
Classroom

Moodle

# Pen and Paper



## Pros

- **Feedback: fast and flexible**
- Filing: fast and flexible
- Permanence
- Handwritten: personalised
- Timed test administration
- Absence: Spelling/Grammar checkers
- **T-unit analysis: quick and easy**
- Tactile

## Cons

- Receive and Submit items: students must be physically present; loss
- **Illegible scripts**
- Manual tracking of feedback is extremely limited.
- **Creation of tally sheets, word count etc. is very time consuming.**
- Plagiarism is difficult to spot
- **Authenticity (2021)?**

# Microsoft office (Word, etc.)



## Pros

- **Track changes**
- **Commenting**
- **Linking to external resources**
- **Word Count**
- Receive and Submit item: whenever, wherever
- Document Review History
- Shared editing permissions: OneDrive
- Analysis (local): powerful and flexible
- **Authenticity (workplace)**

## Cons

- Inclusion of spell check/grammar check (can be disabled).
- **Plagiarism: easier to do, but easier to spot.**
- Impersonal
- Analysis (local): time consuming

# Google G-suite (Docs, etc.)



## Pros

- **Track changes**
- **Commenting**
- **Linking to external resources**
- **Word Count**
- Document Review History
- **Shared editing permissions:  
GoogleDrive**

## Cons

- Inclusion of spell check/grammar check (can be disabled).
- Plagiarism: easier to do, but easier to spot.
- Impersonal
- **Analysis: limited tool set**
- **Authenticity: (workplace)?**

# Email



Apple Mail

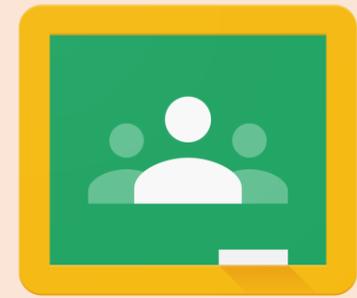
## Pros

- Quick and easy
- **Limited training required**
- Students can choose from a range of different email providers
- **Transferable skills (workplace)**

## Cons

- **Difficult to manage as student numbers increase**
- Missed deadlines
- Lack of analytics

# Google Classroom



Google Classroom

## Pros

- Easy to manage multiple classes with large numbers.
- Manageable deadlines: students and teachers
- **Quick set-up time.**
- **Ease of use with Google Docs/Google Drive**
- Google is a trusted brand: stakeholder buy-in

## Cons

- Student training required
- Authenticity (Skills don't transfer)
- **Limited analytics**

# Moodle



## Pros

- Easy to manage multiple classes with large numbers.
- Manageable deadlines: students and teachers
- **Flexibility and control of the environment.**
- **Can track student activity within the Moodle at a granular level.**
- Data security (you own the servers)

## Cons

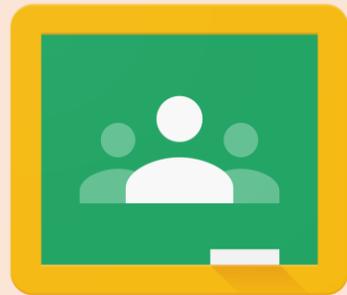
- **Set-up time can be significant**
- Student training required.
- Authenticity (Skills don't transfer)

# Ultimately...

Make the best of the tools at hand.



Apple Mail



Google Classroom



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Thank you for your time

Any questions?