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Dynamic Written Corrective Feedback: Achieving Manageability

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ABSTRACT

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Achieving Manageability

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This thesis provides reflections on a practice of corrective feedback known as dynamic Written Corrective Feedback (dynamic WCF). First addressing 20 years of concerns regarding the highly-debated topic of feedback in second language (L2) writing and then outlining dynamic WCF as a pedagogical practice founded on four principles, the thesis finally introduces a recently developed handbook for instructors. This handbook presents the four foundational principles of dynamic WCF (*timeliness*, *manageability*, *meaningfulness*, and *constancy*) to first-time instructors and supports the implementation of dynamic WCF to optimize benefit and enhance manageability in written corrective feedback.

Keywords: feedback, accuracy, WCF, dynamic, manageability

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Introduction

For those concerned with improving language learner accuracy in writing English as a second language, there is relevant and crucial research of which they ought to be aware. Accuracy, in this case, is indicative of *linguistic* accuracy, including syntactical, lexical and mechanical accuracy, as opposed to other writing skills such as organization of ideas, rhetoric, etc. When focusing on grammatical accuracy, one controversial aspect of pedagogy for second language writing is error correction, or feedback. To mark, or not to mark? That has been the question. Actually, that is only the beginning of the questions when it comes to feedback in second language writing. When to mark, how to mark, and what to mark, along with something as seemingly insignificant as what color of ink to use when marking become viable issues in the research of error correction in second language writing (Semke, 1984; Dukes & Albanesi, 2013). This thesis gives a brief review of research regarding feedback in second language (L2) writing, discusses concerns and conclusions of that research, reviews dynamic Written Corrective Feedback (dynamic WCF) as a practice refined by time and supported by research, and introduces a newly developed handbook as a resource to promote manageability.

Review of Literature

Questions and theories regarding corrective feedback in English as a Second Language (ESL) writing have long been considered. Truscott (1996) put a spotlight and a microscope on this area of research when he posed what were later criticized as rather rash and absolute statements regarding corrective feedback (CF). Truscott put himself out on a limb when he stated that "the consistent failure of grammar correction probably cannot be attributed to any particular form of instruction" (p. 335). After reviewing the research studies done by Kepner (1991), Semke (1984), and Sheppard (1992), Truscott arrived at the overall conclusion that "teachers can

best [help students] by abandoning grammar correction" (Truscott, 1996, p. 359). The responses to these bold statements came, both in conferences and publications alike, particularly from Dana Ferris (Ellis 1998; Ferris, 1999, 2009; Ferris & Hedgcock, 1998). Ferris (1999) began analysis of Truscott's conclusion with a sort of skeptical hope. While instructors generally found Truscott's ideas counter-intuitive—*of course we must correct their mistakes!*—Ferris knew that if Truscott's conclusions were correct, instructors would be free of one of the most time-consuming and laborious burdens of their job. However, after critical reviews of Truscott's work done by both Ferris and many of her graduate students, Ferris could not agree with Truscott's conclusions. Her findings only generated more questions on the topic.

Ferris sensibly responded that Truscott's statement had been "premature and overly strong … [although] he made several compelling points" (Ferris, 1999, p. 2). How can one say *all* corrective feedback is completely useless unless *every* form and variation of corrective feedback has been tried? Truscott in turn responded that he was not speaking for *all* forms of grammar correction, just the ones thus far used; he conceded that research in this area still has many possibilities and needs a change in focus. Truscott directed that the goal and purpose of future research in this area "should be to search for those special, hypothetical circumstances under which correction might not be a bad idea" (Truscott, 1999, p. 121).

In search of such special and hypothetical circumstances, many aspects of the field were called into question. Traditionally, instructors feel obligated to correct errors and learners *expect* to be corrected. Corrective feedback often provides learners with a sense of personal growth which has the potential to contribute to learner motivation, improving the language acquisition process from a psychological angle. Learners feel dissatisfied and discouraged when no feedback is given, and teachers feel that corrective feedback is an obvious necessity in what it means to be

a teacher. Though Truscott (1999) urges instructors to question tradition, meeting learner expectations is important in supporting learner motivation (Evans, Hartshorn, & Tuioti, 2010a; Evans, Hartshorn, McCollum, & Wolfersberger, 2010b; Lee, 2009). This alone provides a solid argument against Truscott's initial push to abandon corrective feedback.

Furthermore, possible variations and operationalizations on how and when and what to correct in the field of feedback continue to be explored. Two basic categories that have been used to differentiate between types of corrective feedback are those of direct and indirect feedback (Bitchener, Young & Cameron 2005; Bitchener, 2008; Bitchener & Knoch, 2008, 2009a,b, 2010; Ferris 1995; Ferris & Hedgcock 1998; Lalande 1982; Robb, Ross, & Shortreed, 1986; Sheen, 2007). Direct feedback is feedback that directly informs learners about their errors are and how to correct them. On the other hand, indirect feedback is a type of feedback that gives limited information regarding an error other than to indicate that an error was made, i.e. circling or underlining. This is done with the intention of pushing learners to diagnose and resolve their errors with minimal guidance.

Contemporary to Bitchener's research, Van Beuningen published articles related to the effects of different types of CF in L2 writing which are relevant here. Van Beuningen (2008) joined the CF debate with research regarding direct versus indirect feedback. Part of the purpose of this research was to consider particular concerns of short-term and long-term efficacy. Van Beuningen concluded from the results that while both types of feedback seem to show improvement in L2 learners' written accuracy, it was only direct feedback that showed benefits in regards to long-term effects. Van Beuningen (2010) later pursued an analysis of two dichotomies in CF research: focused versus unfocused and direct versus indirect. While Van Beuningen considers a variety of aspects regarding CF, the overall conclusion of this analysis

was that "by offering learners opportunities to notice the gaps in their developing L2 systems, test interlanguage hypotheses, and engage in metalinguistic reflection, written CF has the ability to foster SLA and to lead to accuracy development" (p. 21). Furthermore, research done by Van Beuningen et al. (2012) relative to whether CF ought to be comprehensive rather than targeting specific language features concluded that "comprehensive CF is a useful educational tool that teachers can use to help L2 learners improve their written accuracy over time" (p. 2).

Initially, there seems to be some disagreement of theories and insights between research done by Van Beuningen and Bitchener. Bitchener et al. (2005), after analyzing results of studies of his own as well as others (Ferris, 2001, 2002; Ferris & Roberts, 2001; Frantzen, 1995; Lalande, 1982; Lee, 1997; Robb et al. 1986), concluded that "contrary to surveys which reveal that both students and teachers have a preference for direct, explicit feedback rather than indirect feedback, several studies report that the latter leads to either greater or similar levels of accuracy over time" and Bitchener further concluded from these studies that "students who received indirect feedback reduced their error frequency ratios substantially more than those who received direct feedback," (p. 193-194).

While Van Beuningen's (2008) conclusion clearly contradicts Bitchener's (2005) results, Bitchener's later study, which contains different variations on corrective feedback, have produced results that perhaps brings them closer together. Bitchener and Knoch (2010) analyzed learner performance with focus on the definite and indefinite usage of articles by four groups, each with a different method of feedback applied. The results of this study turned out to be rather compelling. The first group was only supplied with written metalinguistic feedback; the rules for definite and indefinite articles provided and each error identified with an asterisk. The second group received only indirect feedback, circling errors without giving any further information.

The third group received both written metalinguistic feedback and oral form-focused feedback regarding the rules provided in the written feedback. The fourth group was a control group that was given no feedback other than a response to the quality of writing. The long-term results showed significant differences in performance for both the first and third groups, which received the written metalinguistic feedback, but the greatest improvement was seen in the third group, which received both written metalinguistic *and* form-focused feedback.

Due to Bitchener's previous expectations of *indirect* feedback's greater efficacy (2005), this result may be surprising, but brings a bit of agreement to Van Beuningen. Reflections from Bitchener and Knoch (2010), following their extensive research, publications, and forums, have resulted in the following insights on corrective feedback:

> Advanced L2 writers were able to make further gains in accuracy as a result of targeted written CF … We now know that there is potential for written CF to also be effective in targeting certain types of errors made by advanced L2 writers… For advanced L2 writers, it is clear that one treatment on one error category can help them improve the accuracy of their writing. If written CF were to be given on several [items], it is likely that they would be able to make effective use of it and reduce the error frequency of the targeted categories … [Teachers may] well find that they can add new targeted features quite frequently …We are not implying, though, that all error categories will be equally amenable to one or a few feedback treatments. For some error domains and categories, even advanced writers may need additional input (e.g. explicit instruction). (p. 215)

Dynamic Written Corrective Feedback, A Practice with Growing Support in Research

At that time, many of the conclusions Bitchener and Knoch (2010) presented in the previous quote were fundamental elements already included in a then up-and-coming practice for

written corrective feedback known as dynamic Written Corrective Feedback (dynamic WCF). This method was designed, developed and refined by Evans years prior to Bitchener and Knoch's article. However, it wasn't given official recognition in the academic world until researched, tested and given a name in Hartshorn's 2008 dissertation (Hartshorn, 2008; Lee, 2009).

As part of its development, dynamic WCF was used in applied grammar classes with the purpose of improving academic writing. Presently, there are many schools which implement advanced L2 writing courses with the objective of helping learners prepare for writing in academic environments. If instructors were to accept one simple perspective regarding academic-level writing, which has become part of dynamic WCF's core, it could have a large impact on how they approach instruction in the classroom. This one simple perspective is to view academic-level writing as a skill.

Writing is a Skill

Academic-level writing is arguably the pinnacle of second language skills as it requires a high level of competency in grammar, vocabulary, organization, and rhetoric with cultural implications as well. Some of the refinements of dynamic WCF included reflections by Evans and Hartshorn who made the connection between problems in L2 writing and one fundamental perspective: it is a *skill* (Evans et al. 2010b; Evans, personal communication, March 16, 2012). As such, it was logical to consider applying DeKeyser's (2007) skill acquisition theory (SAT) to reinforce how dynamic WCF is meant to build language learners' writing as a skill. This theory provides a model for learner progress over the course of acquiring skills, whether they are cognitive or psychomotor in nature. To understand how dynamic WCF can help learners improve their writing skills, it is important to understand SAT.

SAT addresses applications in a variety of settings, both in and out of the classroom. SAT illustrates the pattern of skill acquisition through a process that is initiated by a period of presentation, or declarative knowledge, followed by a period of practice, or procedural knowledge (turning knowledge and understanding into performance), which eventually develops into the final stage of automatic production, or automaticity. Research to support SAT shows a clear learning curve in the proceduralization of a skill, indicating that practice over time decreases both the number of errors and the reaction time, eventually reaching a production level that would be considered automatic (DeKeyser, 2007; Mehrnoosh, Manijah & Daryoush, 2013).

An important point DeKeyser implies, however, is that the well-known adage 'practice makes perfect' is a fallacy. It is impractical and unfair to expect perfection since another common adage counters that 'to err is human.' It is not practical to expect perfection, even from native speakers, so it would be unwise to hold ESL learners to such a standard. Though perfection is beyond actualization, studies such as those done by Gray, Mulhern, and Neil (2000); Hodges and Williams (2004); and Friedrich (2002) continue to show that *practice* is part of the process of acquiring *any* skill. Whether learning an instrument, a sport, a dance, surgery, mathematics, and yes, even a language, with practice, it *is* possible to see significant progress toward automaticity. Though SAT doesn't account for the order of acquisition in second language learning, it is arguable that just as one learns addition and subtraction before algebra, there could be some inherent order to acquiring language as well. Therefore, DeKeyser's principles of skill acquisition and skill-development model only provides further support for Evans' theory of corrective feedback, which was developed with two main goals: optimize the benefit and minimize the burden (DeKeyser, 2007; Evans et al. 2010a,b; Hartshorn et al. 2010; Mehrnoosh, Manijah & Daryoush, 2013).

The Four Principles of Dynamic WCF to Optimize and Minimize

Among the concerns debated in accuracy and feedback for L2 writing, recurring issues of burden and benefit include practicality, efficacy, long-term efficacy, time management, what to mark, when to mark, and how to mark. To optimize benefit and minimize burden, the framework of the skill acquisition model was applied and over a decade of Evans' time was spent refining this method. He continually focused his corrective feedback on four main principles, insisting that this method be *meaningful*, *timely*, *constant*, and *manageable* (Evans et al. 2010; Hartshorn et al., 2008, 2010; Evans, personal communication, March 16, 2012).

The element of feedback being *meaningful* is based on the importance of the learner's ability to understand and utilize the feedback given. If the learner either doesn't understand the feedback or doesn't use it to further his learning, the feedback becomes meaningless. The element of the feedback being *timely* is in regards to the necessity for the learner to receive the feedback quickly so that it is easier to connect one's performance to one's errors. The principle of *constancy* is necessary in skill acquisition. Essentially, constancy speaks to the necessity of *practice* in skill development; repetition is key. The fourth principle, *manageability*, is absolutely essential for matters of practicality. If either teacher or student cannot manage the method, then the method will not be useful.

To make feedback *meaningful*, coded feedback was incorporated in the method, which was previously classified as indirect feedback because, rather than just overtly providing the correct form for the error, learners' attention is only directed to the location and type of error. Bitchener's (2010) classification differs from this stating the following:

> …in earlier research (see Ferris, 2003), the provision of a code to show the category of error also tended to be included within the indirect category. However, we do not

consider this to be an indirect form of feedback because it supplies additional meta-linguistic information about the type of error from a linguistic perspective. (p. 209)

Though there is no clear agreement on whether dynamic WCF ought to be categorized as direct or indirect, it is arguable that perhaps direct and indirect feedback are not dichotomous categories, but rather they are two extremes on a spectrum and coded feedback, such as what is used in this method, is perhaps located somewhere in between. This is perhaps one limitation of the analysis of CF done by Van Beuningen (2010), who focused on these as a dichotomy rather than a continuum.

Once learners are informed of the codes and their interpretations for the purpose of feedback, utilizing coded feedback makes feedback *meaningful* to learners. Dynamic WCF uses specific symbols to code for 20 different error categories. These categories, and the symbols used to code them, are relatively standard for symbols used in editing, i.e., mark *d* for determiner, *p* for punctuation, *pp* for preposition, etc. When an instructor finds an error, he marks it with its corresponding error symbol based on the category of the error. Both instructor and learner need to be familiar with these symbols and their meanings so that when the instructor codes a learner's writing, it is indeed *meaningful* to the learner. A complete table of the coding symbols used in dynamic WCF is included in Appendix A with coded example sentences to illustrate how they are to be used in Appendix B (Evans et al. 2010a,b; Hartshorn 2008, et al. 2010).

The framework to which this coded feedback is applied is essential to maintaining the other three principles of *timeliness, manageability* and *constancy*. The coded symbols are used to identify errors for students, which answers *how* and *what* to mark, but as for *when* to mark, dynamic WCF maintains the *constant* practice of learners and the *timeliness* of feedback by guiding learners to write daily, and instructors to code and return writing pieces by the next class.

To make this possible, or *manageable*, learners are only given a 10-minute window to respond in paragraph form to a short, simple prompt. Ten minutes is long enough to get a good sample of a learner's writing, but short enough that the instructor can manage coding responses from multiple learners. Learners should be instructed to structure their response in the form of a paragraph. An instructor coding 10–20 multipage essays per day is certainly unmanageable, but when the amount of time for learners' written responses is restricted to just 10 minutes and the writing samples take paragraph form, coding 10–20 writing samples per day becomes much more *manageable*, allowing instructors to provide learners with *timely* feedback (Evans et al. 2010a,b, 2011; Hartshorn, 2008, et al. 2010).

How Instructors and Learners Can Utilize the Corrective Feedback

To end the process there, however, would undermine the efficacy of the method. It is not very effective for learners to simply see and understand the coded feedback. In this method, it is important to the learning process for the learners to *utilize* this feedback, to internalize it and learn from their errors. After receiving a coded draft, learners then have the responsibility to record their mistakes by category, using tally sheets and error lists (see Appendix C and D). Once errors are recorded, learners have one week to continue the cycle of fixing and resubmitting new drafts, utilizing any further feedback from the instructor until an error-free draft is achieved. At any time during the course, instructors can utilize the learners' logs as needed to assess weaknesses and progress, which in turn provides the instructor with invaluable insights that can guide future lessons.

The benefits to be gained from shaping a class around these principles applied in this framework can be exciting for instructors who have faced the challenges of providing written corrective feedback. One of the best benefits this method offers is that learning is *individualized*.

Learners have a more active role in the feedback process. Learners receive *constant, timely,* and *meaningful* feedback specific to *their* needs and abilities and are more actively involved as they are required to attend to their errors. The individualization of learning comes as learners observe their personal error trends. Being able to identify their own weaknesses gives learners direction on where to focus their study and practice. Learners also benefit from the authenticity of this activity, making connections between errors they are actually making in their own second language usage, rather than focusing on theoretical forms being presented from a text according to a scheduled syllabus. In this process, yet another benefit is that time in the classroom no longer need be dictated by a schedule, but rather, the instructor can gain important insights into the class' overall error trends and utilize that information to guide grammar instruction in the classroom (Evans et al. 2011; Hartshorn, 2008, et al. 2010).

How Dynamic WCF Addresses the Issues of Corrective Feedback

As described before, some of the more serious recurring issues of burden and benefit in corrective feedback include what to mark, when to mark and how to mark, along with practicality, short-term efficacy, long-term efficacy, and time management. The outline of dynamic WCF given above illustrates the points of what to mark, how to mark and when to mark. Moreover, a growing body of research shows continued support as to the efficacy, including long-term efficacy, of this practice.

As for the issue of time management, Truscott (1996) expressed the concern that "correction of grammar errors can absorb an enormous amount of a teacher's time, time that could be spent more productively … thus, concern with grammar correction is harmful if it diverts class resources from more appropriate tasks" (p. 355-256). Addressing this concern, Evans has postulated that rather than use dynamic WCF during time allotted for writing

instruction, integration with grammar instruction would provide added guidance, purpose and increased individualized learning to time allotted for grammar instruction. Dynamic WCF can guide grammar instruction according to learner needs rather than abstract instruction. It can be a very effective *complement* to grammar instruction (Lee, 2009; Evans, personal communication, March 16, 2012).

Three Important Points of Agreement

Furthermore, the design of dynamic WCF is harmonious with conclusions Bitchener arrived at after over a decade of his own research seeking to address issues in L2 writing. While the various research that has grown independently from both Bitchener and Evans over the years may not agree on every point, there seems to be some similar conclusions on the following three major points which are included in Bitchener's (2010) quote previously seen on page four:

> (1) Advanced L2 writers were able to make further gains in accuracy as a result of targeted written CF. . .We now know that there is potential for written CF to also be effective in targeting certain types of errors made by advanced L2 writers, even when their existing levels of accuracy are quite high, and that these can be targeted successfully with one feedback treatment. . . . (p. 209)

Where Bitchener and Knoch's (2010) findings support the idea that targeted written CF is beneficial for more advanced students, research regarding dynamic WCF has focused on intermediate to advanced students for learners "who possess enough grammar knowledge to produce a fair paragraph in 10 minutes and the linguistic competence to self-correct" (Lee, 2009, p. 67). While Hartshorn (2008) did not state that particular rationale, his research directed attention toward advanced writers, addressing their need to challenge the advanced-learner

language plateau and to close the writing skill gap between non-native ESL writers and native English speakers.

> (2) For advanced L2 writers, it is clear that one treatment on one error category can help them improve the accuracy of their writing. If written CF were to be given on several discreet, rule-based items, it is likely that they would be able to make effective use of it and reduce the error frequency of the targeted categories. … Teachers of advanced writers may well find that they can add new targeted features quite frequently … In these ways, we believe it is possible to focus on a wide range of errors in students' writing. (p. 209)

The idea that instructors could increase the number of targeted features in order to "focus on a wide range of errors in students' writing" (p. 209) maintains compatibility with dynamic WCF. Dynamic WCF provides supporting results for Bitchener and Knoch's hypothesis of increasing the number of targeted features with the multiple research studies that have already successfully implemented up to 20 error types (Evans et al. 2010a,b; Hartshorn, 2008, et al. 2010; Hartshorn & Evans; 2012; Lee, 2009).

> (3) We are not implying, though, that all error categories will be equally amenable to one or a few feedback treatments. For some error domains and categories, even advanced writers may need additional input (e.g. explicit instruction). (p. 209)

While Bitchener and Knoch had some hesitation regarding which error categories would be best for treatment, they stipulated that explicit instruction would fill in the gaps. Dynamic WCF specifies 20 targeted features, allowing instructors to focus on a wide range of errors with the understanding that grammar instruction be used to complement the method. This integration of dynamic WCF and grammar instruction provides the instructor with insight to overall learner

progress and guides the topics for explicit instruction during class time. (Lee, 2009; Hartshorn, 2008)

With all of these issues addressed thusly, it would seem that dynamic WCF has an answer for everything. Truscott's original concerns of efficacy are no longer concerns with the positive results shown in the multiple studies regarding dynamic WCF. Questions of what to mark, how to mark, and when to mark are well accounted for within the practice of dynamic WCF. Also, concerns of time management are addressed so that other areas of instruction are not stinted.

Potential Limitations to Dynamic WCF

For all these answers, however, there remain two concerns regarding manageability for dynamic WCF. First, one of Truscott's (1999) most valid concerns is his argument for "teachers who must deal with large numbers of students" (p. 118). It doesn't matter how you arrange the research, an instructor having to correct original and follow-up drafts for 20 plus students on a daily basis would certainly threaten manageability. A possible solution for instructors with large class sizes is supplying instructors with an assistant for marking the paragraphs, but assistants are not always economically possible and, even with an assistant, concerns may arise that instructors will be less aware of learners and their needs when they are not personally familiar with their writing.

The second concern is that in a teaching environment with limited resources, such as technological limitations, instructors and learners then face obstacles such as handwritten paragraphs, lack of paper, etc. Manageability is threatened if instructors are bogged down trying to decipher different styles of handwriting, and learners are faced with an added burden and monotony if they must handwrite each and every draft for submission. In a typical semester, each learner will have 30+ original drafts with anywhere from one to four follow-up drafts for each

original paragraph. Therefore, dynamic WCF provides solutions to many of the concerns in corrective feedback for L2 writing, but is more practical in teaching environments that maintain a reasonable class size (maximum 15 students) and sufficient resources for the practice (Maximum Class Size, 2010).

Hit the Ground Running

After reading to this point, hopefully one would gain confidence that corrective feedback can be not only effective, but *manageable*. There are multiple studies that have substantiated the efficacy of dynamic WCF and those are the legs upon which this method will continue to stand (Hartshorn, 2008, et al. 2010, 2012; Lee, 2009; Evans et al. 2010a,b, 2011). For those seeking to better understand how dynamic WCF would be in practice, there still may be doubts regarding manageability, however. While the efficacy of dynamic WCF is supported by research, this thesis goes beyond the efficacy, detailing just *how* instructors can ensure its manageability. To this end, this thesis introduces a newly developed handbook that outlines the practice of dynamic WCF in a simplified, step-by-step way.

Introducing the Handbook

The handbook supplies first-time instructors with the essential information they need to understand dynamic WCF and how to put it into practice in a manageable manner so they can hit the ground running. Authored by an instructor who experienced the bumps and bruises of learning the method the hard way, reviewed by the creator of the method and other experts in the method, piloted by two first-time instructors of this method, and refined for training purposes, this handbook has been approved for and highly recommended to anyone interested in boosting learners' progress in L2 writing. Furthermore, the future purpose for this handbook is for use as a training manual to be used as a supplement for instructor training workshops. The following

description of this resource for teachers integrates the outline of the handbook with a more detailed description of dynamic WCF in practice to facilitate a better understanding of the method and introduce how the handbook can be an effective tool for instructors.

The Handbook

Simply put, the handbook outlines the *why*, *what*, and *how* of dynamic WCF. The *why* is found in the research presented in the review of literature and in the research studies that support the positive effect of dynamic WCF on English language learners. (Hartshorn, 2008; et al. 2010; Lee, 2009; Evans et al. 2010a,b, 2011). The *what* and *how* are outlined in the handbook as the pedagogical explanation and application of dynamic WCF. Within those areas, the handbook provides the four principles of dynamic WCF to solidify in instructors' minds the need for feedback to be meaningful, timely, constant, and manageable. Based on these four principles, it introduces the method's framework with its coding symbols that the instructor is to use in the method's cycle of feedback and correction between instructor and learner.

With the aid of the handbook, instructors are walked through the cycle of coding, scoring, and returning writing pieces to learners by the following class session, reinforcing the principles of *timeliness* and *meaningfulness* since it is still fresh in the learners' minds. Instructors are further coached on how to introduce learners to the cycle and what is expected of them: utilizing the coded feedback by keeping records of errors with materials provided. The handbook expresses the importance of this process to instructors by explaining the benefits of individualizing learning, requiring added attention to errors from learners, etc. The tally sheet and error list used in this cycle can be found in Appendix C and D respectively.

For the next step in the process, correcting the coded draft, the handbook advises instructors to emphasize to students *not* to revise. The specific goal is to practice grammatical

accuracy, so the focus is on *editing* present errors without adding new ideas, as is often the case in revising. After editing the written piece according to the codes given, the learner is to submit a second draft to the instructor by the very next class, after which the instructor identifies any new or remaining errors for another quick return to the learner.

The handbook makes it clear to instructors that this cycle of marking and correcting drafts between instructor and learner is to last for *only* one week, in which, ideally, the learner achieves an error-free and final draft. This day-to-day cycle maintains the principles of *timeliness* and *constancy* within the method. However, to further solidify the *constancy* in this method, the handbook pushes instructors to have learners creating and submitting new writing samples each class, so it is very likely that each learner will have as many as four drafts at various points in the cycle of achieving a final draft on any given day during the course.

At first exposure, this method may sound overwhelming to both instructor and learner alike. However, the handbook is meant to clarify the roles of both instructor and learners to ensure the *manageability* of this method, which is its particular purpose in helping instructors. It clarifies the entire framework of the method to protect the integrity of the method, and also, to protect instructors from overcomplicating things and becoming overwhelmed. The handbook emphasizes and reinforces the aspects of the method that are put in place to enhance *manageability*.

First, learners have only 10 minutes to write a paragraph response to a simple writing prompt to keep the amount of writing to be coded *manageable* for the instructor. Also, instructors are only to code the original paragraphs and then use more indirect feedback (simply circling or underlining errors) on all drafts after the original. Coding symbols may be used on later drafts if the instructor feels the added hint provided by the code is necessary for the learner

to understand and resolve the error, but the general guideline is that coding is mainly used for original drafts. The indirect coding for following drafts is another way to save time, keeping the method *manageable*.

Another element to manageability worth noting at this point is the duration of the drafts. As mentioned, there is a one week limit given to learners to achieve a final draft. This is another way the method maintains its *manageability*, which is further reinforced as instructors are able to focus their time on coding while it is the responsibility of the *learner* to tally, record and track errors for each paragraph submitted. Having the learners tally and track their own errors allows for a division of labor and frees instructors from an unreasonable workload. This goes a long way in solving Truscott's (1999) objections to Ferris' expectations for

> teachers to keep track of their students' most serious and most frequent errors (apparently for each individual student) and correct those errors specifically. The time and energy required for this work is clear, especially for those teachers who must deal with large numbers of students. (p. 118)

The handbook further helps instructors' understanding of the method by explaining the benefits that are optimized in this process. Instructors are free from excessive burden as learners take responsibility to track their own errors, and instructors can *individualize* learning by using the information provided by the records to create lessons directed at learner errors. Rather than teaching a textbook, you can teach *your students* what they actually need by focusing your lesson plans on their areas of weakness.

Once established, the rhythm of the method keeps the course progressing throughout the semester, so the handbook focuses primarily on the start-up period of a course using dynamic WCF. The initial weeks are essential for setting the foundation for the dynamic element to take

hold. For those initial weeks, the handbook outlines the most essential points of the method and how to implement it, and it further provides tips and suggestions to smooth out the transition between introducing the method and actually applying the method in the classroom. There's a significant learning curve, but using the handbook can help in the early weeks while establishing the rhythm.

Yes, corrective feedback can be overwhelming, but putting this method into practice shows instructors that there is another way. This method is really just a matter of familiarizing learners with the system and getting into a rhythm of cycling papers between instructor and learner. At present, dynamic WCF has been successfully implemented in the curriculum of an intensive English school in Provo, Utah, the English Language Center (ELC), and due to the learning curve for instructors who will be utilizing this method for the first time, this handbook was designed as a beginning teacher's guide to dynamic WCF.

This handbook was designed specific to the needs and resources of teachers at the institution where dynamic WCF is currently in practice, so there are some elements of the handbook that may not apply universally. Some schools have integrated curricula, oversized class-sizes, less frequent class sessions, or limited technological resources that that may require unique adaptations of the handbook. Also, start-up ideas for class instruction are based on a typical semester schedule of the ELC, including diagnostic tests held the first week, and therefore scheduling would likely have differences from school to school. However, the handbook is still a conveniently brief and comprehensive outline of dynamic WCF and would serve as a helpful resource for anyone exploring the practice of this method. A copy of the handbook has been included in Appendix F.

Future Research

While Truscott (1999) triggered the debate of whether instructors should provide corrective feedback, research done by academics such as Ferris, Evans, Hartshorn, and Bitchener has consistently been able to defend the efficacy of CF (Ellis 1998; Ferris, 1999, 2009; Ferris & Hedgcock, 1998; Evans et al. 2010a; Evans et al. 2010b; Lee, 2009; Bitchener et al. 2005; Bitchener, 2008; Bitchener & Knoch, 2008, 2009a,b, 2010; Hartshorn, 2008). With that in mind, it seems that future research would be better off leaving the question of *if* CF is effective and focus on the questions of *what type* of CF is effective and what could be *more* effective. This question of increased efficacy also applies within a method; for example, is there a way to make dynamic WCF *better*? Dynamic WCF would certainly benefit from continued research to compare other practices of corrective feedback for relative efficacy.

Current research by Brooke Eddington (2014), graduate student of Brigham Young University, shows a new variation of dynamic WCF, with results that indicate potential as another possible application of dynamic WCF. Modifying dynamic WCF raises concerns for comparison with original research in areas such as differences in coding symbols, whether the feedback is becoming too direct and therefore not requiring as much active learning, and concerns regarding whether or not it is still effectively maintaining the four principles of dynamic WCF: *timeliness*, *manageability*, *meaningfulness* and *constancy.* Because of concerns like these, dynamic WCF is also likely to benefit from further research for refinement in application as instructors seek to respond to needs specific to their circumstances.

The growing research to support both the demand and efficacy of certain methods of corrective feedback in ESL is undeniable. However, while there is still room to explore a possibly infinite number of operationalizations in the field of corrective feedback, it is partially

the slight variations and variables in different studies that are to blame for inconsistent results from one study to the next, making it difficult to definitively conclude ultimate efficacy in debates such as direct versus indirect feedback (see page 8). These variations and variables can include anything from different teaching styles between instructors to the attitudes and levels of motivation between learners. It really is impossible to construct a perfect research design in educational settings since there will always be variables that cannot be controlled or easily measured. Therefore, as we change the focus of research from one variable to another, the possibilities for future research are endless.

Summary

Truscott (1999) rationally argued against instructors blindly following the general practice of corrective feedback and encouraged instructors everywhere to question the traditions of feedback. Though his position has been rather intensely argued against, it has pushed research regarding corrective feedback. Since then, research in this field has brought forward a degree of clarity to corrective feedback.

Dynamic WCF is part of that body of research that challenges Truscott's position. It is a practice with its roots in the frustration of the time-consuming burden of feedback and the inexplicable lack of learner progress. This method is intended for use with more advanced learners since they are better able to interpret feedback and self-correct; this ability is necessary for the process of writing and editing drafts, a constant practice within the method. Studies have shown significant improvement for more advanced learners, giving hope to instructors and learners that may have struggled with the plateau that often threatens language-learner progress.

Dynamic WCF has been refined over recent years through several research studies already referenced and real-life application in teaching. Dynamic WCF addresses many of the

widely-debated concerns in L2 writing today, and provided that the teaching environment maintains a manageable number of students per class with sufficient resources, its efficacy is backed by research that suggests a clear benefit to learners.

The response to Truscott continues to grow. However, the question in research seems to have shifted from whether corrective feedback is effective to how will instructors optimize the efficacy of corrective feedback to benefit learners. Corrective feedback is frequently considered the most burdensome part of teaching; however, to many instructors and learners, it is the most important part of teaching. While instructors certainly have many options to consider when choosing a method of corrective feedback to practice, research and results regarding dynamic WCF have shown merit.

This thesis uses dynamic WCF to address the concerns of corrective feedback in L2 writing and further addresses the concerns of dynamic WCF by introducing the accompanying handbook. For instructors seeking the type of learner improvement found in the results of dynamic WCF research, the accompanying handbook makes this practice more accessible for implementation. By introducing the research succinctly, solidifying the principles clearly, and providing suggestions for common pitfalls simply, this handbook's principle aim is to help manage the workload of dynamic WCF for instructors.

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Appendix A

Coding Symbols

Coding Symbols Used to Mark Student Writing in Dynamic WCF

1. D = Determiner	11. S/PL = Singular/Plural
2. SV = Subject Verb Agreement	12. C/NC = Count/Noncount
3. VF = Verb Form	13. ? = Meaning is not clear
4. ro = Run-on Sentence	14. AWK = Awkward Wording
5. inc = Incomplete sentence	15.  = Word Order
6. VT = Verb Tense	16. C = Capitalization
7. PP = Preposition	17. P = Punctuation
8. SPG = Spelling	18. = Omit
9. WF = Word Form	19. ʌ = Something is missing
10. WC = Word Choice	20. ¶ = New Paragraph

Appendix B

Sample Sentences Using Coding Symbols

Error Samples	Correction
1. The climber slowly ascended to top.	*A determiner is needed before* top.
2. She think he will win the race.	*She thinks he will win the race.*
3. Eat pizza at parties is fun for us.	*Eating pizza at parties is fun for us.*
4. He bought pizza she came by they ate it.	*These independent clauses need to be separated or combined properly.*
5. Because inflation had risen so sharply.	*An independent clause is required.*
6. Yesterday she dive to Provo.	*Yesterday she drove to Provo.*
7. He was always studying in 7:00 AM.	*He was always studying at 7:00 AM*
8. She was exceptional at mathematics.	*She was exceptional at mathematics.*
9. He truly was a very diligence student.	*He truly was a very diligent student.*
10. She typed the paper on her calculator.	*She typed the paper on her computer.*
11. He bought five apple with the money.	*He bought five apples…*
12. She breathed in the fresh airs.	*She breathed in the fresh air.*
13. The desk (walked to the eat door.)	*(requires clarification)*
14. My family has 1 bother and 1 sister.	*I have one brother and one sister.*
15. She ran two times the marathon.	*She ran the marathon two times.*
16. then mr. white came home.	*Then Mr. White came home*
17. She said I am so happy	*She said, "I am so happy."*
18. I will very study very hard.	*I will study very hard.*
19. After class did all my homework.	*After class I did all my homework.*

Appendix C

Tally Sheet

											Total
D											
SV											
VF											
VFger.											
VFinf.											
SS											
ro											
SS inc											
VT											
PP											
SPG											
WF											
WC											
adv.											
S/PL											
C/NC											
?											
AWK											
W O											
C											
P											
omit											
^											
¶											
Total											

Appendix D

Error List

Name: _____
Current to date: _____

Error List

Determiners (D)
1.
Subject Verb Agreement (SV)
1.
Verb Form (VF)
1.
Run-on Sentence (ro)
1.
Sentence Structure (SS it)
1.
Incomplete Sentence (SS inc)
1.
Verb Tense (VT)
1.
Preposition (PP)
1.
Spelling (SPG)
1.
Word Form (WF)
1.
Word Choice (WC)
1.
Singular/Plural (S/PL)
1.
Count/Noncount (C/NC)
1.
Awkward Wording (AWK)
1.
Word order
1.
Capitalization (C)
1.
Punctuation
1.
Omit
1.
Something is missing
1.
New Paragraph
1.

Appendix E

Edit Log

NAME_____

Edit Log

TOPIC					SCORE
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					
16.					
17.					
18.					
19.					
20.					
21.					
22.					

TOPIC					SCORE
23.					
24.					
25.					
26.					
27.					
28.					
29.					
30.					
31.					
32.					
33.					
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43.					
44.					

Appendix F

Handbook

HIT THE GROUND RUNNING...

A TEACHER'S GUIDE TO

Linguistic Accuracy

By Angela Shelley

Introduction

If you're reading this, there's a good chance you're preparing to teach Linguistic Accuracy, the applied grammar course at Brigham Young University's English Language Center (ELC). When I first started teaching Linguistic Accuracy, I was told that teaching the course had a rough learning curve, was handed a CD full of documents in no particular order and was told good luck. I sought clarification on the methodology but didn't fully understand it or its research. I didn't know what I was in for and definitely felt overwhelmed that first semester, especially the first few weeks. As a new teacher of Linguistic Accuracy, I wanted to hit the ground running, but by rumor and my own experience, many first-time teachers just hit the ground: splat. The goal of this handbook is to provide a thorough understanding of the method and eliminate some unnecessary bumps and bruises for first time teachers like you.

This handbook is composed of five sections. Section 1 simply outlines the ideas behind the research so you know *why* this method has been put into place and *why* you will be doing what this method requires. In Section 2, you will see the outline of the pedagogy as developed from the research so you understand *what* you are expected to do. Section 3 will provide the framework for *how* you will use this method. Section 4 follows up with insights and suggestions on *how* to apply this to your class as smoothly as possible. And finally, in Section 5, you will have a chance to practice the method in preparation for your class.*

The appendices and other files accompanying this manual contain a myriad of resources, some of which are necessary for implementing the method and others will be helpful to reference until you are comfortable with the overall method. Your success in Linguistic Accuracy begins with an understanding that the feedback method must be *dynamic*, *written feedback* based on the four main underlying principles: ***manageability, timeliness, meaningfulness and constancy***. It is important to notice the interaction and balance of these four principles throughout the method as explained in this manual. Learning to maintain this balance throughout the class is essential to your success.

*See the companion thesis, Dynamic Written Corrective Feedback: Achieving Manageability, for full details and references to research regarding Dynamic Written Corrective Feedback and other statements in this handbook.

Section 1: The Research, The Why

For those who are concerned with improving language learner accuracy in writing English as a second language (which is the basic objective of the class), there is crucial, relevant research of which one ought to be aware. When I say 'accuracy', it is indicative of *linguistic* accuracy, including syntactical, lexical, and mechanical accuracy, as opposed to other writing skills such as organization of ideas, rhetoric, etc.

With our focus on grammatical accuracy, one controversial aspect of pedagogy for second language writing is error correction, or feedback. To mark, or not to mark? That has been the question. Actually, that is only the beginning of many questions when it comes to giving feedback in second language writing. When to mark, how to mark, and what to mark—along with something as seemingly insignificant as what color pen to use when marking—become viable questions in the research of error correction in second language writing. Teachers are left scratching their heads when they repeatedly mark the same kinds of errors, but no significant improvement follows. If it isn't effective why waste time marking papers at all?

Linguistic Accuracy was developed through extensive research based on the process of skill development. Learning accurate, academic writing, especially in a second language, is a skill, so the process of skill development applies. As an instructor in the Linguistic Accuracy program, you can help your students develop this skill by following the methodology developed through this research. Every step of the process involved in dynamic WCF (Dynamic Written Corrective Feedback) is supported by research. Therefore, it is critical that you follow this method carefully, so your students get the full benefits.

Section 2: The Pedagogy, The What

Skill acquisition theory dictates that practice is necessary for improvement. So how are the students to *practice* their grammar? Pedagogical practices used in Linguistic Accuracy are derived from the methodology referred to as dynamic WCF. In this method of correction, the teacher's markings indicate the *types* of grammatical errors without giving the answer to fix the errors. Research shows that the majority of students don't take the time to review or understand their errors if teachers simply mark assignments and return them without any follow-up. This is one of many reasons written corrective feedback is often criticized. Therefore, dynamic WCF includes not only a specialized method of marking, but it also requires the students to follow-up on their errors by editing their writing according to the feedback provided.

The pedagogy developed to apply this method was built on the foundation of four main principles: feedback has to be *manageable*, *constant*, *timely*, and *meaningful*. It will not matter how *meaningful* a method is if it isn't *manageable*. If it overwhelms either the teacher or the student, it's not going to work. Likewise, the *meaningfulness* is undermined if the feedback isn't *timely* and *constant*. The students need the feedback in a *timely* and *constant* manner so they can make *meaningful* connections with their writing and the feedback that goes with it, as they *constantly* and consistently practice grammar. As one can understand from this brief explanation, the balanced interplay of these four principles is essential for student and teacher success.

The ELC has a four-day class week, and your students typically attend four classes per day: Reading, Writing, Listening/Speaking, and Linguistic Accuracy. In Linguistic Accuracy, accuracy of grammar in writing is emphasized over the rhetoric and organization taught in their writing class. Now that you've heard some of the basic ideas and principles behind dynamic WCF, let's get into what it actually is, what it looks like, and how you'll be using it.

Section 3: The Framework, The How

Generally, you will have your students write four 10-minute paragraphs every week. There are four key parts to that statement. First, GENERALLY. It may not always be practical or wise to do a paragraph *every* day of the semester. Life happens. Of course you will adjust as needed for your class, but your goal for the class brings me to the second point: FOUR. Students write every day of their four-day week in class. Third, 10 minutes: this gives them a minute or two to think about the prompt, several minutes to write, and a minute or two to review what they have written. Usually students want to type till the last minute, but going longer than 10 minutes will affect other principles of the methodology such as *manageability*. Which brings me to the fourth point: PARAGRAPHS, not essays. To keep the process *manageable* and practical, the students should focus on writing paragraphs. A couple of sentences don't provide an adequate sample of the student's skill, while a lengthy essay undermines the *manageability* (in keeping up the rigorous pace of this method throughout the semester).

Subsection 3a begins with a figure that outlines the step-by-step process of how the paragraphs are used in the method. The subsection then continues with more detailed explanations of each step of the process. Explanations for each step will familiarize you with the records you and your students will be using, so it's important to make sure you understand each piece.

Section 3a: Step by Step

Each paragraph your students write will go through a repeating cycle seen here:

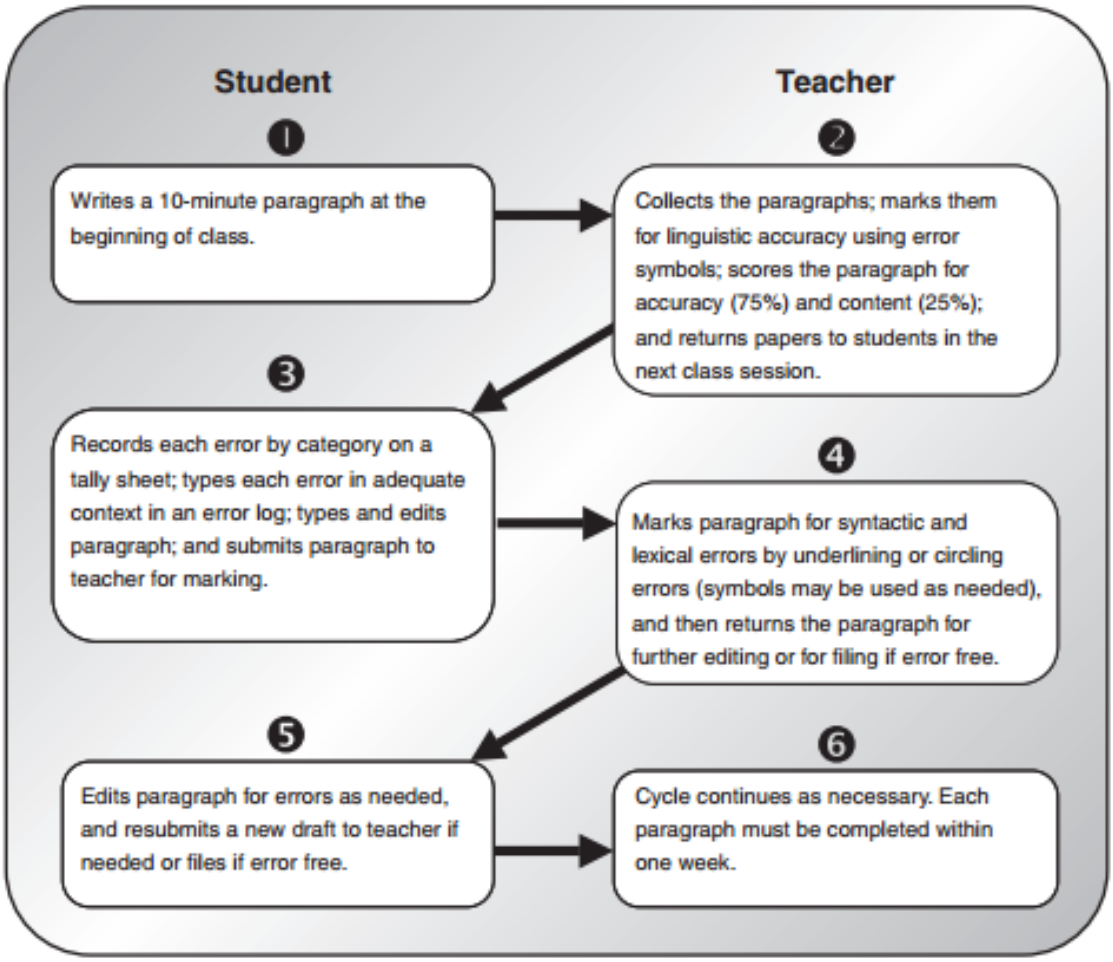


Figure 1. Dynamic cycle of paragraph process in dynamic WCF. (Evans et al. 2010*[1])

Step 1, your students will write a 10-minute paragraph. Step 2, you collect the paragraphs, code them using the specific set of coding symbols established by dynamic WCF, and score them based on the rubric provided. Then, to keep the feedback *timely*, it is returned to the students *the very next class period*. You must familiarize the students with the marking symbols before you start using them so your feedback will be *meaningful* to the students because they will then be responsible to keep records of their errors as can be seen in Step 3. After correcting their paragraphs, they submit their new drafts, which takes us to Step 4 where you, the teacher, underline and circle remaining errors and again return the drafts to your students. Your students begin Step 5, editing as needed and resubmitting another draft. Step 6 simply shows that the process continues for up to one week if necessary. When a final draft is achieved, students file it into their portfolio. Now that you've seen a brief outline of the process, it's time to expand on the different steps.

* Evans, N. W.; Hartshorn, K. J.; McCollum, R. M.; and Wolfersberger, M. (2010b). Contextualizing corrective feedback in second language writing pedagogy. *Language Teaching Research 14, 1-19*.

Step 1 is simple enough. You will give your students a writing prompt at the beginning of each class and time them for 10 minutes. There are two important things to remember here. One is prompts and the other is at the beginning of class.

1. The prompts you use for the 10-minute paragraph are supposed to be short—just one or two words of accessible vocabulary—allowing students freedom to take it in any direction. You will likely want to have a lesson early on about how to work with simple topics. A topic can be as simple as "music", "education", "technology", or "competition". Take time during the first week to **discuss** with your class how to turn these into an idea that they feel strongly about. For example, if the topic were "competition", you can ask "Is competition good or bad?" "Can it be both?" "Is competition important? Why?" Feel free to come up with whatever topics you feel are appropriate for your class. There is a list of possible topics in the supplementary resources if you struggle to find topics. If students feel stuck on what to write (doesn't happen often, but in case it does), I try to get a little discussion going so they can hear different viewpoints. To mix things up every now and then, if the topic calls for an opinion I have sometimes challenged students to write for the *opposite* argument; getting a little discussion going on the topic is especially helpful then.
2. This point is a little more self-explanatory, but still important to remember. Unless you have some kind of build-up that will lead in to your writing prompt and make it more meaningful, it will be easier to keep your class on schedule if you complete the writing activity at the beginning of class.

Tips for paragraphs and prompts…

DO the paragraphs at the very beginning of each class, so you aren't pressed for time trying to do it at the end of class.

DO consider an eight-day deadline instead of one week. There are only four classes per week, so students only have time for two drafts after the original; eight days allows time for a third.

DO use a variety of topics for their writing prompts, and try to use topics that will keep the students' interest.

DO find opportunities to coordinate topics with your students' other teachers. This will help them with schema, vocabulary and recycling.

DON'T make yourself crazy trying to follow another teacher's topics. You will be giving them four writing prompts every week, so trying to coordinate every prompt might threaten *manageability*.

Step 2 is where the process really begins for you as the teacher. Once you have all the students' original paragraphs, you will need to code them using a specific set of symbols, provide a score based on the rubric, and have them ready to return by the *very next class*. The following chart lists the symbols you will use to code students' paragraphs:

Chart of Coding Symbols Used in dynamic WCF

D	= Determiner	S/PL	= Singular/Plural
SV	= Subject Verb Agreement	C/NC	= Count/Noncount
VF	= Verb Form	?	= Meaning is not clear
ro	= Run-on Sentence	AWK	= Awkward Wording
inc	= Incomplete sentence		= Word Order
VT	= Verb Tense	C	= Capitalization
PP	= Preposition	P	= Punctuation
SPG	= Spelling		= Omit
WF	= Word Form		= Something is missing
WC	= Word Choice	¶	= New Paragraph

Figure 2. Dynamic WCF coding symbols. (*Images on pages 6-9 are all found i[2]n Hartshorn's 2008 dissertation)

Examples of sentences marked with some of these symbols can be seen in the image below. More example sentences are provided in Appendix B. Coding the errors in this manner draws the students' attention to the problem, making the feedback *meaningful*, without explicitly providing the correction for the students.

Error Samples	Correction
1. The climber slowly ascended to D top.	*A determiner is needed before* top.
2. She think SV he will win the race.	*She thinks he will win the race.*
3. Eat VF pizza at parties is fun for us.	*Eating pizza at parties is fun for us.*
4. [He bought pizza ro she came by they ate it.]	*These independent clauses need to be separated or combined properly.*

Figure 3. Sample sentences using coding symbols for dynamic WCF.

Tip!
DO check the paragraphs right after class (as opposed to later in the evening or cramming it in before class). If you're using the NEOs, which is likely, you will have to save the paragraphs to the server, reformat each, and print before you can code them.

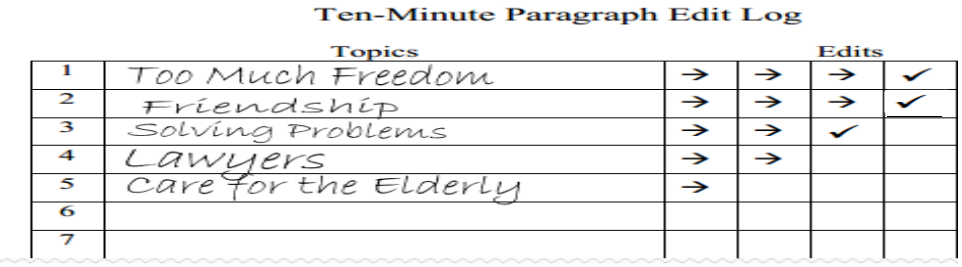
*Hartshorn, K. J. (2008). *The effects of manageable corrective feedback on ESL writing accuracy.* (Doctoral dissertation). Brigham Young University, Provo, UT. Retrieved from contentdm.lib.byu.edu/cdm/singleitem/collection/ETD/id/1526/rec/1

Once you have coded the original drafts, you will need to provide each writing sample with a score. You will only need to provide a score on original drafts. The score is meant to provide your students with regular feedback regarding their proficiency. It is important for both you and your students to understand that the score is weighted: 75% accuracy, 25% content. The main portion of the rubric can be seen below and the full rubric can be found in Appendix A:

Score	General Descriptor	Syntactic/Lexical Accuracy (75%)	Content (25%)	Comments
8.5 – 9.0	University ready without question	• Very few if any syntactic and or lexical errors. Any errors that may occur will be minor, and local in nature. • Sentences demonstrate ease of language use and show no signs of grammatical avoidance.	A paragraph in this category is extremely well developed. Content development is sophisticated and extensive.	Very few paragraphs fall into this category. Less than 2% (30 out of 2,051) of all paragraphs have been scored at this level.
8.0 – 8.4	University-ready	• Syntactic and lexical errors will occur at this level. They are, however, generally local and infrequent. Meaning is never obscured by errors. • Sentences are well written and demonstrate strong command of grammar. Few if any signs of grammatical avoidance. • Writing is adequate, for university entry-level work.	Content is strong, insightful, interesting. and may be strong enough to override a slight weakness in syntax	Paragraphs in this band are good, solid examples of university-ready writing. A student writing in this category is ready for university work at the entry level—Freshman English.
7.7 – 7.9	University Prep	• Frequency of local errors keeps this writing from the next level (8.0); global errors seldom, if ever, occur; there may be some awkward wording, but meaning is not obscured. • Sentence variety and complexity are very good. May be some signs of avoidance, but it is not distracting.	Content is generally good; there is support for the topic but it may be somewhat lacking—"shallow".	Writing at this level is approaching the top of advanced student writing.
7.4 – 7.6	Academic B	• Local errors are frequent and sometimes distracting; some global errors may occur at this level. • Sentences show some signs of being overly simple probably due to avoidance.	Demonstrates a developing support structure of examples, and details which a are generally simple but apparent	Most students entering Academic C write at this level. This is solid Advanced low writing. Writing is better than Intermediate high, but noticeably below Advanced high.
7.0 – 7.3	Academic A	• Writing at this level is generally understandable but has many syntactic and lexical errors. Global errors that obscure meaning are not uncommon. At the lower end of this band, control of syntax may occasionally seem to be almost out of control. • Sentences are predominantly simple. Avoidance is apparent at this level.	While the message is generally understandable, the support, examples, and details, are limited. Writing lacks depth, and general interest. These features are often indicated by the short length of the paragraph.	Paragraphs in this band are indicative of writing that is just barely in the advanced low range. The lack of syntactic control and shallow content both suggest students are almost out of their linguistic element. This is especially true of writing at the lower end of this band.
6.9 ↓	Not Academic B writing.	Too short or error-filled to score. Not academic-level writing		

Figure 4. Rubric designed for dynamic WCF. (Modified ELC rubric)

Step 3 is the responsibility of the students and begins once they have returned the coded original paragraphs. Actually there are four parts to Step 3. In Step 3a, the student will track the draft on an edit log. The image below is an example of tracking drafts with the topic, the draft, and a check to indicate a final draft:



Ten-Minute Paragraph Edit Log

	Topics	Edits			
1	Too Much Freedom	→	→	→	✓
2	Friendship	→	→	→	✓
3	Solving Problems	→	→	✓	
4	Lawyers	→	→		
5	Care for the Elderly	→			
6					
7					

Figure 5. Sample edit log as used in dynamic WCF.

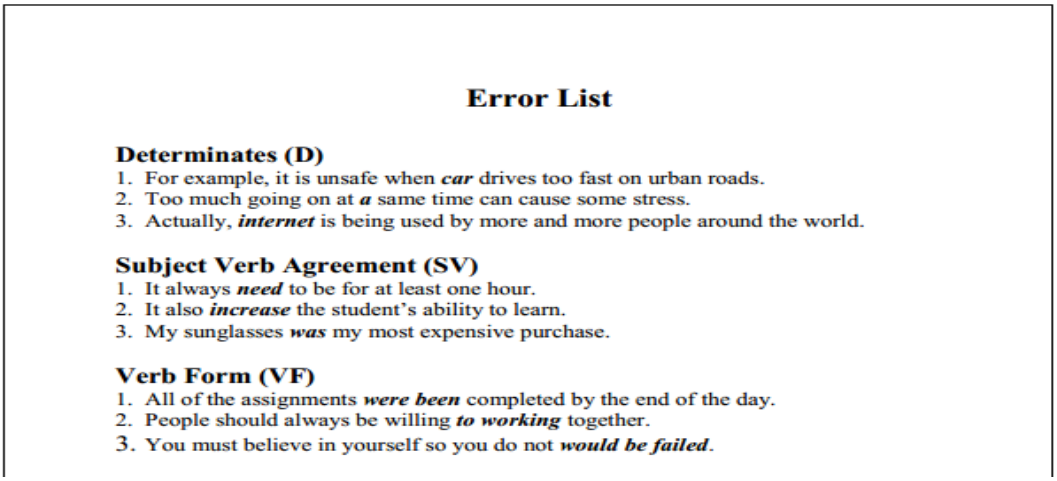
Tip!
DO instruct your students to use the Edit Log as a Table of Contents for their semester-end portfolio. Edit logs will help them track which paragraphs are complete during the semester, but this helps them stay organized both during the semester and for their final portfolio!

In Step 3b, the students need to review the marked errors and tally the types of errors on their Tally Sheet. Tallying their error types directs their attention (and yours) to the major grammatical weaknesses of each student, which individualizes the learning experience as they become aware of their major weaknesses and you use their weaknesses to guide instruction in the classroom. There is also a line at the bottom of the form for students to record the rubric-based score you provide for each original draft as discussed in Step 2. An example of this tally sheet and how to track errors and proficiency scores is shown here:

	Too Much Freedom	Friendship	Solving Problems										Total
D	3	4	2										9
SV	1	1											2
VF	1	1	1										3
RO													
inc		1											1
VT	1	1											2
PP	3	4	3										10
SPG	3	2	3										8
WF	2	1	2										5
WC	3	1	1										5
S/PL	1	2	2										5
C/NC		1	1										2
?		1	1										2
AWK	1		1										2
WO	1												1
C													
P	1	2	3										6
omit		1	1										2
Insert	1	1	1										3
¶													
Score	7.3	7.2	7.4										

Figure 6. Tally sheet used in dynamic WCF.

Once errors have been tallied, students are ready to complete Step 3c: correct the coded original and record the erred text with corrections on their Error List. Recording the erred sentences and their corrections in the error list makes the feedback *meaningful* because it calls attention to their errors and it gives them the opportunity to have *meaningful* practice, as can be seen below:



Error List

Determinates (D)
1. For example, it is unsafe when ***car*** drives too fast on urban roads.
2. Too much going on at ***a*** same time can cause some stress.
3. Actually, ***internet*** is being used by more and more people around the world.

Subject Verb Agreement (SV)
1. It always ***need*** to be for at least one hour.
2. It also ***increase*** the student's ability to learn.
3. My sunglasses ***was*** my most expensive purchase.

Verb Form (VF)
1. All of the assignments ***were been*** completed by the end of the day.
2. People should always be willing ***to working*** together.
3. You must believe in yourself so you do not ***would be failed***.

Figure 7. Sample error list as used in dynamic WCF.

Once the edit logs, tally sheets, and error lists are completed, the students can then submit their new draft (Step 3d) to you for Step 4. Your responsibility is still to mark the paragraphs and return them by the next class, but there is a small yet significant difference. In Step 4, you don't code their errors. Instead, you simply circle or underline errors. You can still use codes if you feel the extra hint is necessary to resolve the error. This will also save you a little time for all drafts that follow the original.

When you return subsequent drafts, students complete Step 5: edit log, correct and resubmit. This continues as needed, as seen in Step 6, for *one week* by which time they are to achieve an error-free, final draft, so it is essential to keep the cycle *timely* and *constant*. The week starts the day you return the original draft. Drafts aren't accepted after one week. No error free draft means no final draft.

Tip!
DO push your students to focus on ***EDITING***, not rewriting. This isn't a composition class. I instruct them not to make any changes or additions that aren't intended to correct the marked grammar errors.

DO make sure the students are on top of the *day-to-day* cycle of turning in their drafts (which means you need to be as well). This is important for reasons of *timeliness* and *constancy*: the paragraph is fresh in their minds and it's easier to track drafts. For "Citizenship" grades, I track their original and final drafts only. You also need to mark their *original drafts* with a proficiency score (see rubric) which your students will track on their tally sheet.

Side note: I sometimes mark a draft as final if it only has a couple of *minor* errors that would be nitpicking and unhelpful. I still mark those minor errors and make a note to review, but not redo, the draft. More serious that are important to their language mastery are always marked and returned for correction. Students are clearly instructed that if I haven't written FINAL at the bottom of their paragraph, they need to correct it again. They only have ONE week to work toward a final draft, after which the paragraph won't be accepted.

Section 3b: The Benefits

For you as the teacher, there are some important benefits of having students write daily paragraphs and tally their error types. It allows you to clearly see where students are making the bulk of their errors. Through this, you can ascertain what instruction the students are most likely to benefit from. Rather than teaching strictly from a textbook, you can teach *your students* what they actually need by focusing your lesson plans on their demonstrated weaknesses. You also have a better chance of holding your students' attention if you can *show* them connections between the errors they are currently making and the content you are teaching them. Also, this can help your students become more aware of their own individual needs, so they can focus on what will help their language skills improve most. Furthermore, you can build rapport and create a good classroom environment by getting to know your students through their writing.

Section 4: The Application, The How For Your Class

In any given semester, writing a paragraph each day will result in each student writing at least 30 paragraphs. If you have an average of 15 students in your class, you'll have 15 original drafts to mark every day. As the subsequent drafts come in, you'll have 15 original drafts for the current day plus 15 corrected drafts from the day before, and likely 10-20 more follow-up drafts from the days before that. There's a lot going on for both teacher and student. You might be starting to understand that you will have a lot of papers to mark on top of other teacher responsibilities, e.g. compiling grades, lesson planning, supplemental assignments, etc. This cycle of drafts is challenging, but *possible*. For those who are unprepared, this is usually when a lot of teachers go splat. This handbook will prepare you.

Section 4a: Where to Begin

The first few weeks are *very* important. They set the tone for the class. During this time, you will use the diagnostic activities, found in *Suggestions for Week 1*, to confirm their level, procure an assessment of their needs, and prepare them for the rest of the semester. Also found in *Suggestions for Week 1* are some sample syllabi and calendars that you can refer to use as templates for your own if desired.

When creating your syllabus and calendar, there is essential information you will receive from the ELC that needs to be included (everything from textbooks and course objectives to ELC policies and grades). The calendar the ELC sends you includes a schedule of tests at the ELC. These tests are for all the classes, but the tests that apply to your class are the 30-minute timed essays. The ELC requests that you utilize your students' 30-minute essays in your Linguistic Accuracy class. You are your students' only chance at feedback on these essays, and since this is essentially practice for the TOEFL, the students will especially want feedback here. Personally, I don't schedule any other tests to avoid overloading the students and to optimize how I use my time for the class as well. I find it more efficient to use the essays to achieve class objectives rather than spending time creating and correcting other tests. I will, however, do in-class quizzes when I feel they will be beneficial for student learning.

The ELC recommends you do at least one or two practice 30-minute timed essays in class before the ELC exams start. I try to space the practice essays two weeks apart to balance timing, so their first essay will generally fall on the 2nd or 3rd week of the semester. If you ever have questions about other tasks assigned by ELC curriculum, you will have a supervisor available to help you.

Tips for essays…

DO code and return the first in-class practice essay with a score and general feedback, but without having them redo it. Have them tally their errors because it requires them to utilize the feedback and gives them more error data, individualizing the process and keeping the element of *meaningful* feedback. After that first practice essay, however, don't mark their essays; give each student their essay to try mark as you would, and then they are responsible to turn in TWO drafts: their self-edited, marked draft *and* the correction of their self-edited draft.

DON'T have students do a 10-min paragraph when their self-edited 30-minute timed essays are due.

Note: I recommend making the essay due Thursday and not doing a paragraph that day (or even the day before) so you have a weekend to work on their essays without a full load of paragraphs.

Now, it's time to look at how to start your class. There is no one way to teach a class, so of course you have to follow your best judgment, but consider the following sample schedule:

Suggested Schedule for Week 1

Monday	Tuesday	Wednesday	Thursday
Brief introductions **Intro** to the class -syllabus -calendar -show the graphic from page 4 of this manual to explain the process of the class **Extra time:** Discuss "simple prompts" and have a mini-lesson on how to use them. **Homework:** buy books	**10-min writing** diagnostic (sample prompt: "education") **Grammar exam** for diagnostics **Extra time:** Start lessons on writing good paragraphs, i.e. topic sentences **Note:** code their 10min sample and look for overall error patterns to guide future lessons	**30-minute essay** for writing diagnostics **Lesson** on coding symbols (have handouts of the symbols ready) **Activity**: return the 10min writing diagnostic from day 1 to demo the coding symbols **Extra time:** Lesson on writing good paragraphs, i.e. unity **Homework**: correct the writing sample and bring both original and 2nd draft tomorrow. **Note**: correct their grammar exams	Provide tally sheets, edit logs and blank paper for a practice error list. **Activity**: students use their 1st and 2nd drafts. Walk them through the process. (tally sheet, edit log, error list) **Extra time:** Lesson on how to write good paragraphs, i.e. coherence **Homework**: study for coding symbols quiz **Note**: review diagnostics to confirm placement

There are many good ideas here to help you on your first week, but I want to emphasize here and now that some of the **MUST DOs!**

1) **T**each students *every step* of the process. Using the graphic seen on page 4 can help. Explain *why* you use codes on original drafts and indirect feedback on follow-up drafts. You can discuss the importance of not using direct feedback and having them *practice* and self-correct. I always tell my students the brain is like a muscle. If they suddenly try to lift 200 pounds, they will get squashed and tear muscles. It is through consistent effort and progressively increasing weights that you get stronger.

2) Teach *what* a good paragraph is and does before expecting them to produce one! You might consider taking 20 minutes of class on multiple days in week 1 and 2 to reinforce elements of a paragraph including writing topic sentences, supporting sentences, coherence, cohesion, etc. By emphasizing the need for solid paragraph structure, you can show them how learning to write good paragraphs makes for good writing in general.
***Note:** utilize the *resource library* at the ELC for this and other lessons. In particular, the following texts are excellent for lessons on paragraphs and shouldn't be overlooked: *Writing Clearly*, *Developing Composition Skills*, and *Sentence to Paragraph*.

3) Teach a lesson about how to approach the short prompts. Some students may prefer TOEFL topics since they are likely preparing for it, but by teaching them how to approach the topics, they can actually improve their critical thinking. Explain this and model this for them. For example, if the topic is school uniforms, ask "Is this good or bad? Important or not? What effect do they have?" You might even challenge them to argue the opposite side of their opinion.

Tips for the first week…

DO make copies ahead! Be prepared with the grammar test, coding handouts/quiz, tally sheets, edit log, etc.

NOTE: Make the tally sheets double-sided and make plenty of extra copies.

NOTE: Don't do copies of error lists; *email* them since they will add to the document on the computer. I have them print this twice—1) mid-semester portfolio check (doing it and doing it right?), and 2) final portfolio.

*****Inform the students that you will send emails so they don't overlook your emails. One group of students created a Facebook page for the class which was extremely useful for sharing assignments, due dates, and study helps.

Tips for technology…

DO use the computer lab or NEO lab to have the students type any and all writing samples, whether for diagnostics, essays, or 10-minute paragraphs. You have enough to do without adding deciphering handwriting to the list. If you have students do hand-written first drafts, make sure they know to write legibly and that subsequent drafts must be typed.

Side note: If you are not familiar with the NEO lab, GET FAMILIAR before the semester begins. The NEO lab consists of a set of portable keyboards and a transmitter for students to submit their paragraphs wirelessly from keyboard to laptop.

DO use ONLY the computer lab for *essays* and NOT the NEOs, and have the students use the TextEdit program so Word doesn't tip off spelling or grammar mistakes.

Note: There is a computer program designed for the 10-minute paragraphs, but those working in the lab need to set it up *after* week 1. **Program benefits:** 10 minute timer and automatically assigns paragraphs to folders for the students to access anytime. **Lab use concerns:** ties up the lab daily for a short activity, students walking to/from the lab wastes time, students pay to print that first draft.

NEO Benefits: saves time, frees up the lab for others, and integrates easily into the flow of class.

NEO Concerns: takes a little more of *your* time after class since you will need to reformat, double-space, print, and save each paragraph in the Classes folder so they can access it later for editing.

Note: attending a NEO lab workshop is recommended, or you can ask someone for a private tutorial. It's not too difficult, so don't feel intimidated, but it's not self-explanatory either.

Tip for how to use different aspects of dynamic WCF during the semester...

DO pay attention to error trends that can be used for classroom instruction. When I see a pattern of errors (i.e. ten different students had run-on errors), I often create overheads with those sentences to use in an activity for the next day's lesson.

DO individual writing conferences with your students at least once during the semester. This helps rapport and increases motivation as you give individual feedback and suggestions for what to work on. Also, I have the students show me their portfolio in the conference (ALL records as well as paragraphs/essays and ALL drafts or final drafts). This helps the students know what organization I expect for the final portfolio, so I can avoid end-of-semester panic.

Alternative for tracking records/grades. Another option is to inform your students that a "pop-check" of their tally sheet is always possible. This encourages students to keep their records current.

Tip for the textbook…

DO use the assigned Azar textbook (Understanding and Using English Grammar, aka Blue Betty) in class. This is the textbook your students are instructed to buy, and they are excellent resources with easy-to-understand explanations and examples along with follow-up activities that integrate different skills and reinforce the grammar presented. Make sure they purchase the right books, not part A or B or a different edition and the workbook should be unmarked. Since they have to buy them, not using it can be frustrating for students. Show them how useful they can be!

Section 4b: How to Continue

Once your students have gotten through the first week and are a little more familiar with **dynamic WCF**, there are a few other things you need to prepare for and also a few day-to-day tips that can help you keep your momentum. You've already seen a suggested schedule for Week 1, but what about Week 2? One of the benefits mentioned regarding this method is the ability to individualize learning by focusing on your students' actual weaknesses. This can start from Week 1. Consider the most salient errors from their diagnostics. Often it is verb tense that requires attention early on in the semester. Of course you need to give adequate time to establish what a good paragraph is since the method revolves around your students' ability to write a good paragraph, so hopefully you found some time to start giving mini-lessons as suggested in Week 1, but it is likely those lessons will spill over into your first day or two of Week 2. Therefore, Week 2 might look something like this:

Monday	Tuesday	Wednesday	Thursday
10min paragraph (Prompt idea: English) **Coding Symbol Quiz** **Lesson** on sentence types and paragraph structure. **Homework:** correct current paragraphs and supplemental homework on sentence types and paragraphs (**Teacher**: code today's paragraphs.)	**10min paragraph** (Prompt idea: Big cities) **Check homework** **Lesson** on sentence types and paragraphs. **Homework**: correct current paragraphs and supplemental homework on sentence types and paragraphs (**Teacher**: code paragraphs)	**10min paragraph** (Prompt idea: music) **Check homework** **Lesson:** verb tense and time **Homework**: correct current paragraphs and supplemental homework on verb tenses (**Teacher**: code paragraphs)	**10min paragraph** (Prompt idea: school uniforms) **Lesson:** verb tense **Extra time?** Do a AWL (academic word list) review for the weekly AWL tests. **Homework**: correct current paragraphs and supplemental homework on verb tenses (**Teacher**: code paragraphs, track citizenship grades for grade reports due Monday)

Tip!
DO use the quiz on correction symbols to motivate the students to familiarize themselves with the symbols early on. If they can't recognize the symbols quickly and accurately, they will waste time correcting the wrong mistake or spend a lot of time trying to figure out the type of error rather than spending time working to fix it.

Section 5: Training

In this section, there are samples of paragraphs that have been coded and given a score according to the rubric. The first two paragraphs have been coded and scored by three different teachers using the coding system and rubric introduced in this manual. The purpose here is two-fold: first it helps you see how the codes and rubric have been used on authentic student writing samples, and second, you can see that different teachers may code and score some things differently. There is no absolute correct way to code and score, but the goal is this: try to understand the mistake of the student. For example, in coding, if a student writes "I need to buy a sugar", do you code for the omission of the determiner, the need to insert something else (i.e. a *bag of* sugar), the determiner, or a count/non-count error? In this case, I would lean toward coding a count/non-count error to draw the student's attention to their use of a singular determiner with a non-count noun.

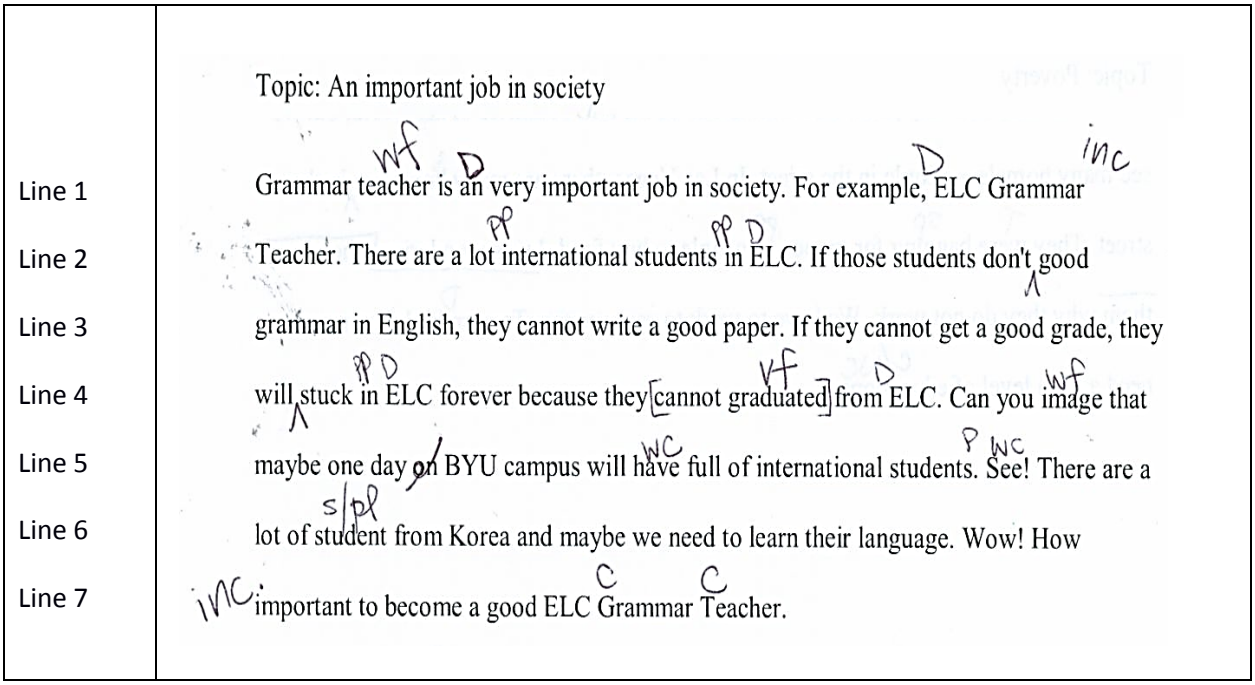
Section 5a: Coding

For further understanding, read the following two paragraphs and look at how coders A, B, and C addressed the errors in each paragraph. Pay particular attention to variations in marking styles. Notice that while there are many times when the appropriate code will be obvious, there is no hard and fast rule for every error. Coding is not an exact science! The most important thing for you to remember is that however you code, code *consistently*.

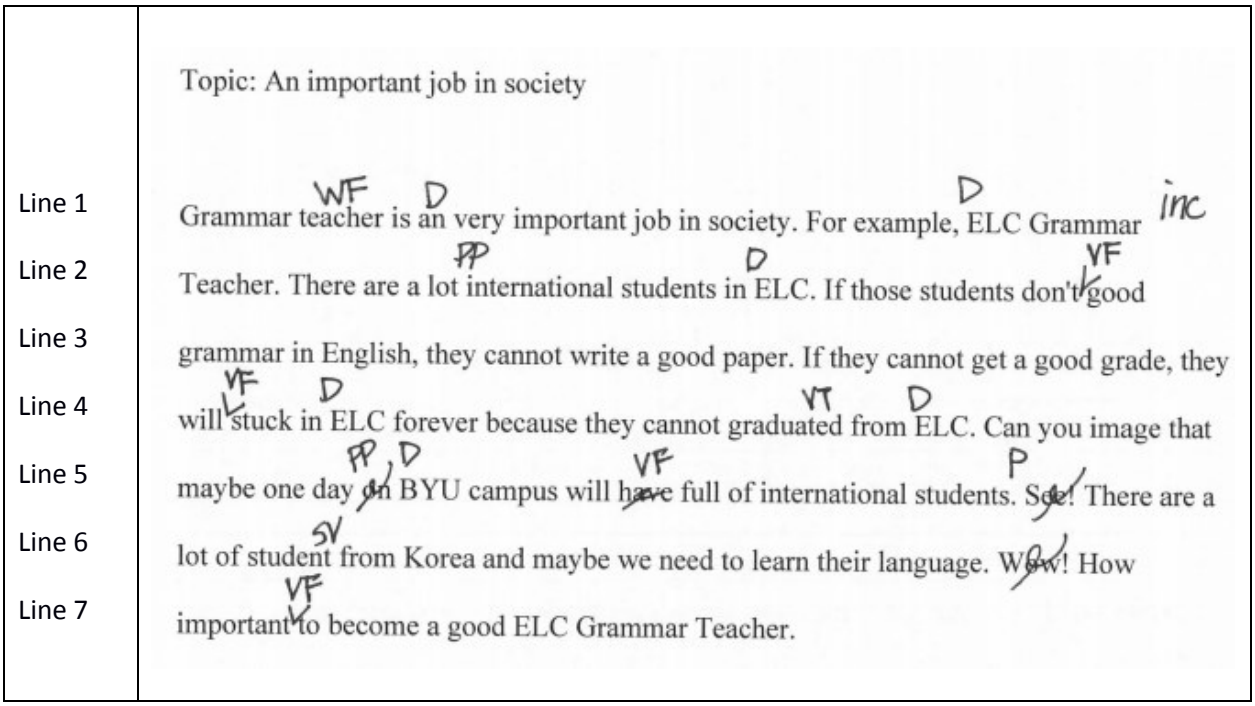
Paragraph 1:

	Topic: An important job in society
Line 1	Grammar teacher is an very important job in society. For example, ELC Grammar
Line 2	Teacher. There are a lot international students in ELC. If those students don't good
Line 3	grammar in English, they cannot write a good paper. If they cannot get a good grade, they
Line 4	will stuck in ELC forever because they cannot graduated from ELC. Can you image that
Line 5	maybe one day on BYU campus will have full of international students. See! There are a
Line 6	lot of student from Korea and maybe we need to learn their language. Wow! How
Line 7	important to become a good ELC Grammar Teacher.

Coder A:



Coder B:



Coder C:

	Topic: An important job in society
Line 1	Grammar teacher is an very important job in society. For example, ELC Grammar
Line 2	Teacher. There are a lot international students in ELC. If those students don't good
Line 3	grammar in English, they cannot write a good paper. If they cannot get a good grade, they
Line 4	will stuck in ELC forever because they cannot graduated from ELC. Can you image that
Line 5	maybe one day on BYU campus will have full of international students. See! There are a
Line 6	lot of student from Korea and maybe we need to learn their language. Wow! How
Line 7	important to become a good ELC Grammar Teacher.

As you can see, many coding choices match, such as uses of determiners and prepositions as seen in lines 1-5, but there are some variations to consider. For example, where Coder A codes with the insertion code on lines 2, 4, and 7, Coder B adds a verb form code as well to hint at what the student needs to insert, and Coder C is more overt in some places by providing the actual preposition needed to correct the error on line 2 and also adds the verb form code on line 7. Also, Coder A and C coded for a singular/plural concern on line 6 where Coder B coded for subject/verb agreement. Capitalization coding varies for all three coders. Furthermore, Coder A is the only one that marked for punctuation on line 5 to indicate the sentence should perhaps be presented as a question according to the grammar presented. Let's review the paragraph and possible corrections in a second example.

Paragraph 2:

	Topic: Poverty
Line 1	Some countries are very poor. The U.S. is one of the rich countries in the world, but we
Line 2	see many homeless people in the street. In Las Vegas, there are many homeless in the
Line 3	street. They were bagging for money to people to buy food. I was wondering when I saw
Line 4	them why they do not work. We have to work to earn money. To earn high income, we
Line 5	need a high level of educations.

Coder A:

	Topic: Poverty
Line 1	Some countries are very poor. The U.S. is one of the rich countries in the world, but we
Line 2	see many homeless people in the street. In Las Vegas, there are many homeless in the
Line 3	street. They were bagging for money to people to buy food. I was wondering when I saw
Line 4	them why they do not work. We have to work to earn money. To earn high income, we
Line 5	need a high level of educations.

Coder B:

	Topic: Poverty
Line 1	Some countries are very poor. The U.S. is one of the rich countries in the world, but we
Line 2	see many homeless people in the street. In Las Vegas, there are many homeless in the
Line 3	street. They were bagging for money to people to buy food. I was wondering when I saw
Line 4	them why they do not work. We have to work to earn money. To earn high income, we
Line 5	need a high level of educations.

Coder C:

	Topic: Poverty
Line 1	Some countries are very poor. The U.S. is one of the rich countries in the world, but we
Line 2	see many homeless people in the street. In Las Vegas, there are many homeless in the
Line 3	street. They were bagging for money to people to buy food. I was wondering when I saw
Line 4	them why they do not work. We have to work to earn money. To earn high income, we
Line 5	need a high level of educations.

In Paragraph 2, you will again notice similarities and discrepancies among Coders A, B, and C. Though the coders agree on word form on line 1, Coder A indicates an insertion on line 2 where Coder B and C do not. Also, Coder A and C codes for a spelling error on line 3 where Coder B favors a correction in word choice. Coder A's word order coding at the end of line 3 is also a matter of preference that Coder B and C do not share. Coder C didn't code for tense on line 3 where both Coders A and B did. And again, Coder B uses the code for insertion on line 4 simultaneously with the determiner code to add a hint of what is missing. Finally, on line 5, where Coder A and C coded 'educations' as a count/noncount error, Coder B chose to code with word form.

On a side note, you may have noticed that where Coder A uses 'T' to code for tense, Coder B uses 'VT' (verb tense), and Coder A uses 'sp' instead of 'spg' like the other two for spelling simply to have a little less to write while coding. As long as you are consistent and your students are aware of how you intend to represent the error codes so that the feedback is *meaningful* to them, you will be fine. There will always be *minor* variations from teacher to teacher, but you need to remember that *major* changes to the system need to be avoided in the interest of avoiding corruption to the method and in order to maintain the reliability of this research-supported method.

As you saw in this section, coding is not an exact science, and truly, as you find yourself coding your pile of paragraphs each day, you will need to balance both efficiency and accuracy. You will soon become familiar and comfortable with coding and find your rhythm, so a little more practice should have you just about ready for your first semester of Linguistic Accuracy.

On the following page, you will be presented with five paragraphs. PRINT THESE ***NOW*** AND CODE THEM based on your understanding of the coding system thus far. For comparison, these same five paragraphs have been coded by Coder A and are located in Appendix C. They are not contained within the body of the text here to avoid distraction before you have attempted to code them on your own.

Topic: Poverty

What is the definition of poverty? I think the word " poverty " contains many meanings, such as the lack of money, nutrition or edcuation .In Africa, there are millions of people who live in poverty. They can not afford the expenses of the education for their children, they do not have money to buy food and cloth, and they can not produce any agricultural prodution on many lands in Africa. There is a special group of person by whom we can also say that they live in poverty. Most of them lead the lavish lives but they are lack of the knowledges or even the basic living skills.

Topic: Technology

Today technology extrimly reaches the top of a progressive future. Everywere we can see how things changed their qualities depenting to people needs. Computers is one of the progressive things in our days. There are verailty of different type, size, features. Depending on person's needs cars also increase in making drivng for person comfortable and safty. Such a good invention is cell phones that make communication possible in any timeand distance. People by technology. . .

Topic: A Strong Economy

A country that has a strong economy is a country that has low percentages of poverty and a moderate income per person. Also the population of a country with strong economy have to have good conditions of life. It means that people can't live in extreme poverty, the income per day of the families has to satify their needs as food, cloth and housing. In addition, a country with strong economy has to have a positive balance between their exports and imports. It means to have more export products than import products.

Topic: Too Much Freedom

Freedom is one of the most important rights of human. Throught history, many people have struggled to get freedom. America is a simbol of freedom. Many American respect the freedom of press, speech, relegion, study and politics. However, some people confuse the freedom and irresponsibility these days. For example, KKK violated many black people pursuing their own idea.

Topic: Preventing Crime

Recently, There are many people who committed crime because of the corruption and iniquity. Therefore Government must release the rules in order to prevent Crime. What should the Government do in order to prevent the Crime? There are many strategies that government can do to reduce crime. First of all is to make a strict rules of not commiting crime. And if somebody still commit the crime, government should put them in the prison for entire life. For example, in north korea no one their to commit crime. On the other hand, if they do it, they will lose their life.

Section 5b: Scoring with the Rubric

The rubric you will use for scoring your students' paragraphs in Linguistic Accuracy is provided here:

Applied Grammar Scoring Rubric

Score	General Descriptor	Syntactic/Lexical Accuracy (75%)	Content (25%)	Comments
8.5 – 9.0	**University ready without question**	• Very few if any syntactic and or lexical errors. Any errors that may occur will be minor, and local in nature. • Sentences demonstrate ease of language use and show no signs of grammatical avoidance.	A paragraph in this category is extremely well developed. Content development is sophisticated and extensive.	Very few paragraphs fall into this category. Less than 2% (30 out of 2,051) of all paragraphs have been scored at this level.
8.0 – 8.4	**University-ready**	• Syntactic and lexical errors will occur at this level. They are, however, generally local and infrequent. Meaning is never obscured by errors. • Sentences are well written and demonstrate strong command of grammar. Few if any signs of grammatical avoidance. • Writing is adequate, for university entry-level work.	Content is strong, insightful, interesting. and may be strong enough to override a slight weakness in syntax	Paragraphs in this band are good, solid examples of university-ready writing. A student writing in this category is ready for university work at the entry level—Freshman English.
7.7 – 7.9	**University Prep**	• Frequency of local errors keeps this writing from the next level (8.0); global errors seldom, if ever, occur; there may be some awkward wording, but meaning is not obscured. • Sentence variety and complexity are very good. May be some signs of avoidance, but it is not distracting.	Content is generally good; there is support for the topic but it may be somewhat lacking—"shallow".	Writing at this level is approaching the top of advanced student writing.
7.4 – 7.6	**Academic B**	• Local errors are frequent and sometimes distracting; some global errors may occur at this level. • Sentences show some signs of being overly simple probably due to avoidance.	Demonstrates a developing support structure of examples, and details which a are generally simple but apparent	Most students entering University Prep write at this level. This is solid Advanced low writing. Writing is better than Intermediate high, but noticeably below Advanced high.
7.0 – 7.3	**Academic A**	• Writing at this level is generally understandable but has many syntactic and lexical errors. Global errors that obscure meaning are not uncommon. At the lower end of this band, control of syntax may occasionally seem to be almost out of control. • Sentences are predominantly simple. Avoidance is apparent at this level.	While the message is generally understandable, the support, examples, and details, are limited. Writing lacks depth, and general interest. These features are often indicated by the short length of the paragraph.	Paragraphs in this band are indicative of writing that is just barely in the advanced low range. The lack of syntactic control and shallow content both suggest students are almost out of their linguistic element. This is especially true of writing at the lower end of this band.
6.9 ↓	**Not Academic writing.**	Too short or error-filled to score. Not academic-level writing		

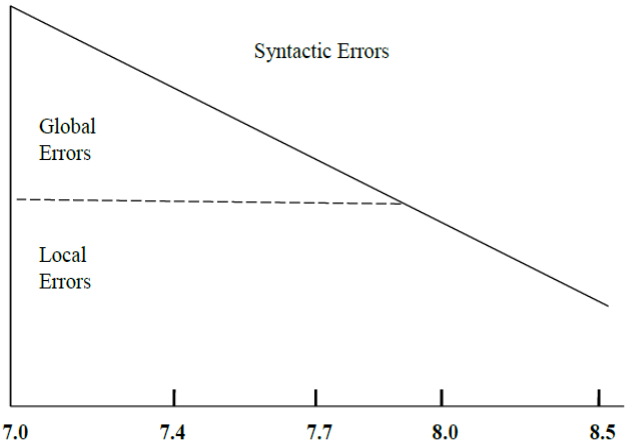
Background

Several factors must be kept in mind as you score these paragraphs. First the focus of Linguistic Accuracy is on grammatical accuracy. Second, the quality of a paragraph cannot be judged exclusively on syntactic precision. Fluency and accuracy are complimentary aspects of writing; one is not without the other. With this in mind, the following rubric and procedure has been developed for Linguistic Accuracy paragraph scoring. Figure 1 gives a rough approximation of error type (local, global) and frequency. This is only an approximation.

Scoring Procedure

1. Read the paragraph once for a general overall impression of its quality of syntactic, lexical accuracy, and depth and quality of content.
2. Identify a band for the paragraph by selecting the **General Descriptor** that most closely describes the paragraph you have just read.
3. Next decide if this paragraph falls at the bottom, middle or top of that band by finding Syntactic/Lexical (S/L) and content descriptors that most accurately describe the paragraph; assign a score accordingly.

This rubric was developed to score ten-minute paragraphs written by Linguistic Accuracy students at the beginning of each class session. Students are given a topic, usually several words (Too Much Freedom, Preventing Crime, A Strong Economy etc), and are asked to write a paragraph in ten minutes. The paragraphs are then marked and scored by the teacher. Errors are marked using the coding symbols provided in the handbook. All frequent (local and global), and serious (global) errors are marked. Errors that students are not likely to be able to understand or correct should be marked directly (give the correction). Examples of this would be prepositions, or word choice. The paragraph is then assigned a score using this rubric. Students then must edit the paragraph for errors and resubmit until all syntactic and lexical errors are corrected.



"Global errors are usually the most serious because they generally affect more than just a small part of a sentence and impede the reader's understanding of the writer's ideas."

"Local errors are less serious because they usually affect a small part of the sentence, and while they are distracting, generally do not affect the reader's understanding."

Lane, J., Lange, E. *Writing Clearly: An Editing Guide* 2nd Ed. p. xv

The second page of the rubric outlines scoring procedures. Step 1: read the writing sample for an overall impression. Step 2: choose a level according to the descriptions. Consider the accuracy column first when determining the level, or band, that the writing sample falls into. Step 3 is where you determine whether the writing is at the top, middle or bottom of that level. The content and comments columns can further help you fine tune your scoring. Also, the descriptors use the terms 'global' and 'local', defined in the rubric's scoring procedure portion, to help you decide the severity of the errors.

As can be seen in the rubric, the scores are arranged by level and then broken down to the decimal. It can help to ask questions like, "Is this Academic A or B? Possibly University Prep? "How easy is it to understand the meaning despite syntactic and lexical errors? How complex are the sentences? Is there any evident avoidance? How are the supporting details? Does their message lack overall depth?" Whatever the score you assign, you need to be able to defend it with language from the rubric. This can help to keep you focused on the rubric for more consistent scoring.

The rubric scores are 75% accuracy while the remaining 25% accounts for content. Even the most perfect grammar cannot make up for shallow, meaningless content, so despite our focus on accuracy, some consideration is given to content and organization. To help you, the following chart provides the Coders' scores for Paragraphs 1 and 2 in Section 5a:

Paragraph 1		**Paragraph 2**	
Coder A:	**7.3**	**Coder A:**	**7.2**
Coder B:	**7.3**	**Coder B:**	**7.4**
Coder C:	**7.1**	**Coder C:**	**7.3**

Comparing these scores, you can again see that, once again, this is not an exact science. While these scores show that there won't be exact agreement among instructors, you can see by these scores, as well as the scores in Appendix C, that six out of seven paragraphs were given scores within the same level. While these instructors maintained some disagreement on what decimal to assign, you will notice that there was general agreement on what level each writing sample belonged to.

Now you try. Look at your five paragraphs that you coded from the coding section. Using the rubric on page 22, provide a score for each paragraph. Once again, so as not to distract you before you have a chance to try on your own, scores are provided in Appendix C for comparison. This time there are sample scores from all three coders to give you a better idea of how your scores compare. Look for patterns of rater severity or generosity in your scores, but just remember: be consistent!

Section 5c: Training Summary

You have now had some practice coding and scoring with the above five paragraphs. Imagine that these are paragraphs written by your students. What error trends did you notice that you could incorporate into your upcoming lessons? That is the question you need to ask yourself every time you read writing samples from your students. Using the actual erred sentences in class activities is one of many ways that you can use your coding time to help you plan your future lessons. This helps to make every aspect of your teaching more *meaningful* and *manageable.*

Conclusion

At any point in the teaching process, remember to follow the method and balance the four principles of dynamic WCF. This manual provides you with many insights into how to have a successful semester. It will be up to you to determine how to run your classroom in a manageable way. Anything that greatly undermines manageability is simply impractical.

Every ELC class comes with an extra set of tasks beyond the scope of your actual subject matter. That will challenge manageability. These tasks may include things like weekly grade reports, lessons for school-wide vocabulary tests (AWL), etiquette and excellence lessons, etc. Program requirements such as these will come and go, but mostly come. The best suggestion I have for managing these tasks is to take advantage of all available resources. Talk to your mentor and other teachers regularly, get to know the people who work in the lab, and consider the office staff to be your new best friends. This handbook would probably be quadruple in length if it tried to contain it all. Therefore, it is designed for elements specific to Linguistic Accuracy alone. For a more complete and referenced explanation of the research and pedagogy depicted in this handbook, see the related thesis: *Dynamic Written Corrective Feedback: Achieving Manageability*.

Appendix A

Rubric

Applied Grammar Scoring Rubric

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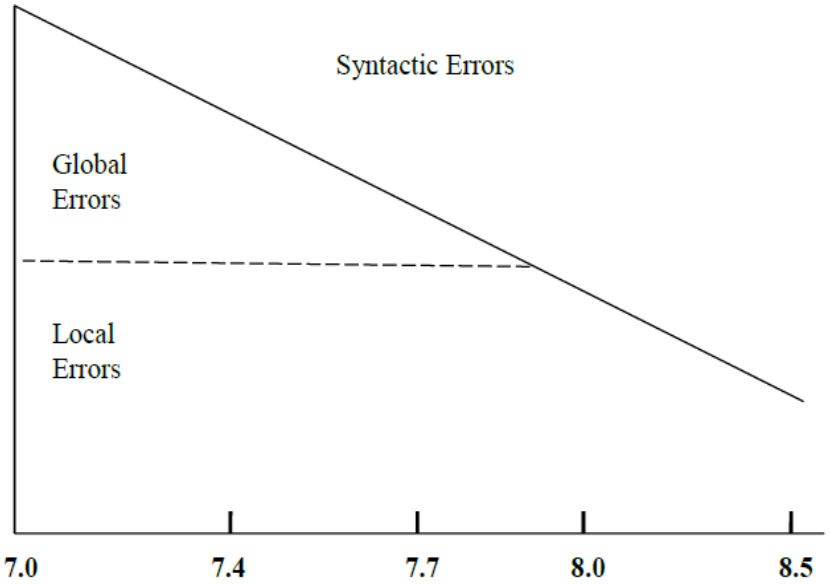

"Global errors are usually the most serious because they generally affect more than just a small part of a sentence and impede the reader's understanding of the writer's ideas."

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Lane, J., Lange, E. *Writing Clearly: An Editing Guide* 2nd Ed. p. xv

Appendix B

Coded Sample Sentences

Error Samples	Correction
1. The climber slowly ascended to top.	*A determiner is needed before* top.
2. She think he will win the race.	*She thinks he will win the race.*
3. Eat pizza at parties is fun for us.	*Eating pizza at parties is fun for us.*
4. He bought pizza she came by they ate it.	*These independent clauses need to be separated or combined properly.*
5. Because inflation had risen so sharply.	*An independent clause is required.*
6. Yesterday she dive to Provo.	*Yesterday she drove to Provo.*
7. He was always studying in 7:00 AM.	*He was always studying at 7:00 AM*
8. She was exceptional at mathematics.	*She was exceptional at mathematics.*
9. He truly was a very diligence student.	*He truly was a very diligent student.*
10. She typed the paper on her calculator.	*She typed the paper on her computer.*
11. He bought five apple with the money.	*He bought five apples…*
12. She breathed in the fresh airs.	*She breathed in the fresh air.*
13. The desk (walked to the eat door.)	*(requires clarification)*
14. My family has 1 bother and 1 sister.	*I have one brother and one sister.*
15. She ran two times the marathon.	*She ran the marathon two times.*
16. then mr. white came home.	*Then Mr. White came home*
17. She said I am so happy	*She said, "I am so happy."*
18. I will very study very hard.	*I will study very hard.*
19. After class did all my homework.	*After class I did all my homework.*

*Images on p.6-9 from Hartshorn's dissertation. Writing cycle image on p.4 is from his 2010 LTR article.

Appendix C

Topic: Poverty

What is the definition of poverty? I think the word "poverty" contains many meanings, such as the lack of money, nutrition or edcuation. In Africa, there are millions of people who live in poverty. They can not afford the expenses of the education for their children, they do not have money to buy food and cloth, and they can not produce any agricultural produtions on many lands in Africa. There is a special group of person by whom we can also say that they live in poverty. Most of them lead the lavish lives but they are lack of the knowledges or even the basic living skills.

Topic: Technology

Today technology extremly reaches the top of a progressive future. Everywere we can see how things changed their qualities depenting to people needs. Computers is one of the progressive things in our days. There are verailty of different type, size, features. Depending on person's needs cars also increase in making drivng for person comfortable and safty. Such a good invention is cell phones that make communication possible in any time and distance. ~~People by technology.~~ . .

Topic: A Strong Economy

A country that has a strong economy is a country that has low percentages of poverty and a moderate income per person. Also the population of a country with strong economy have to have good conditions of life. It means that people can't live in extreme poverty, the income per day of the families has to satify their needs as food, cloth and housing. In addition, a country with strong economy has to have a positive balance between their exports and imports. It means to have more export products than import products.

Topic: Too Much Freedom

Freedom is one of the most important rights of human. Throught history, many people have struggled to get freedom. America is a simbol of freedom. Many American respect the freedom of press, speech, relegion, study and politics. However, some people confuse the freedom and irresponsibility these days. For example, KKK violated many black people pursuing their own idea. not well-connected to the TP

Topic: Preventing Crime

Recently, There are many people who committed crime because of the corruption and iniquity. Therefore, Government must release the rules in order to prevent Crime. What should the Government do in order to prevent the Crime? There are many strategies that government can do to reduce crime. First of all is to make a strict rules of not commiting crime. And if somebody still commit the crime, government should put them in the prison for entire life. For example, in north korea no one their to commit crime. ~~On the other hand,~~ if they do it, they will lose their life.

Paragraphs 1 and 2 were coded and scored within the handbook for training purposes. The following table contains scores for the five paragraphs (paragraphs 3-7 respectively) in this appendix which were provided for practice and comparison purposes:

Coder	Paragraph 3	Paragraph 4	Paragraph 5	Paragraph 6	Paragraph 7
A	7.5	7.2	7.4	7.3	7.1
B	7.5	7.1	7.5	7.2	7.3
C	7.6	7.0	7.4	7.1	7.3