| General comments | Genre | Coherence | Cohesion | Vocabulary | Sentence grammar | Spelling |
|---|---|---|---|---|---|---|
| | Genre: IG post (recount in the context of social media) | Pictures and captions compliment each other | Appropriate connectives | Appropriate vocabulary use | Inconsistent: subject-verb agreement (Interlanguage variables) | Sound-symbol correspondence: wen, giv |
| | The text fulfills the purpose of the genre - To tell what happened through text, photo, video and emoticons. | Learner uses the questions to produce answers and elaborates (Discourse competence) | *Anna is my favourite person,* very implicit inference. Is Anna a person the learner watches the Christmas calendar with, or is Anna a character on the show? | Simple word use from the semantic field of everyday life (which is expected from the genre) | Incorrect use of tense: + simple present - past events | Homophones: *hole, by* |
| | The learner shows understanding of various modalities | The series of posts all add to the overall presentation of the learner's everyday life | | Level of formality in relation to genre: + *mum, dad* - *television* | | Interference: *salat, friday* |
| | The learner communicates clearly through both captions and pictures (specific information). | The series of events are presented appropriately | Correct use of pronouns | High-frequent words | A old house (intralingual error) | Intralingual: *everyday* |
| | Balances the personal element of the genre (>< private) | The learner describes the what, where and when in the captions | Elaborates on answers | Interference errors: *Salat, pebbernuts. crowns* | Strategic competence: Achievement strategy - Use of questions to formulate answers (Produce wrong tense) | Autocorrect: *i Can by Christmas?* (Capital) *i?* |
| | | Presents additional information | | Semantic variety: *Family: mum, dad, brother. Food: salat, pebbernuts* | | |
| | | Emoticons refer and relate to caption and picture | | Low frequent words: *Cousin, mess, favourite* (internalised from input) | | |

**Feedback and feedforward**

Based on Kvithyld & Aasen (2011) - *5 approaches to functional feedback*

<u>When?</u>

- **During the process**, not finished products (even though they have the pictures and texts)
- During the lesson while the learners work with it (realistic in terms of time)

<u>How?</u>

- Through a **dialogic approach** - development supported and scaffolded by a competent other
- **Comprehensible feedforward** - The feedforward needs to be addressed with an editing purpose, the intentions in the feedforward need to be clear, functional focus on more than the sentence grammar level, positive feedforward - critical feedforward needs to be specific and relevant in the communicative context.

<u>What?</u>

- **Functional focus** - focus on the macro levels before micro levels
- **Motivational feedforward** - Emphasis on the potentials, motivation to edit - purpose behind editing (Communicative context)
- **Selective feedforward** - specific and with focus on potentials/achievements
- What is the learner able to achieve with help from a competent other (ZPD)

- Could focus on:

  - Subject-verb agreement
  - Tense - Past simple & Present perfect
    (*Today I meet.... I live here my hole life...*)
  - 4. How to explain, translate or elaborate culturally embedded words (Before exchanging)

  - Why have we chosen this aspect?
    The learner shows understanding of simple present (conjugation)
    She is trying to express more than simple present (she wants to and tries (risk-taker), but fails)