

DEPARTAMENTO DE FILOLOGÍA INGLESA

AN ANALYSIS OF INTERLANGUAGE ERRORS IN
SYNCHRONOUS / ASYNCHRONOUS INTERCULTURAL
COMMUNICATION EXCHANGES

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Presentada per:

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ABBREVIATIONS	
CA – Contrastive Analysis	
CAH – Contrastive Analysis Hypothesis	
CIA – Contrastive Interlanguage Analysis	
CMC – Computer-mediated Communication	
EA – Error Analysis	
EFL – English as a Foreign Language	
ESL – English as a Second Language	
ICLE – International Corpus of Learner English	
ICT – Information and Communication Technology	
IDEELS – Intercultural Dynamics in European Education through on-Line Simulation	
IL – Interlanguage	
L1 – First Language	
L2 – Second language	
MT - Mother tongue	
NNS – Non-native speaker	
NS – Native speaker	
SLA – Second Language Acquisition	
TL – Target language	
UCL – Université Catholique de Louvain	

ABBREVIATIONS ERROR TAGS	
FM - Form, Morphology	
FS - Form, Spelling	
FPW - Form Punctuation Wrong	
FPM - Form Punctuation Missing	
GA - Grammar, Articles	
GADJCS - Grammar, Adjectives, Comparative / Superlative	
GADJN - Grammar, Adjectives, Number	
GADJO - Grammar, Adjectives, Order	
GADVO - Grammar, Adverbs, Order	
GNC - Grammar, Nouns, Case	
GNN - Grammar, Nouns, Number	
GP - Grammar, Pronouns	
GVAUX - Grammar, Verbs, Auxiliaries	
GVM - Grammar, Verbs, Morphology	
GVN - Grammar, Verbs, Number	
GVNF - Grammar, Verbs, Non-Finite / Finite	
GVT - Grammar, Verbs, Tense	
GVV - Grammar, Verbs, Voice	
GWC - Grammar, Word Class	
LCC - Lexis, Conjunctions, Coordinating	

LCLC - Lexis, Connectors, Logical, Complex	
LCLS - Lexis, Connectors, Logical, Single	
LCS - Lexis, Conjunctions, Subordinating	
LP - Lexical Phrase	
LS - Lexical Single	
LSF - Lexical Single, False friends	
R - Register	
S - Style	
SI - Style, Incomplete	
SU - Style, Unclear	
WM - Word Missing	
WO - Word Order	
WR - Word Redundant	
XADJCO - LeXico-Grammar, Adjectives, Complementation	
XADJPR - LeXico-Grammar, Adjectives, Dependent Preposition	
XCONJCO - LeXico-Grammar, Conjunction, Complementation	
XNCO - LeXico-Grammar, Noun, Complementation	
XNPR - LeXico-Grammar, Noun, Dependent Preposition	
XNUC - LeXico-Grammar, Noun (Countable/Uncountable)	
XPRCO - LeXico-Grammar, Preposition, Complementation	
XVCO - LeXico-Grammar, Verb, Complementation	
XVPR - LeXico-Grammar, Verb, Dependent Preposition	

Introduction

The main subject of the research work carried out in the elaboration of this doctoral thesis is centred round the Latin-based verb *errare*, whose original meaning *to wander, roam or go astray* evolved to become defined in the 13th century as a *false belief*, shifting latterly to its present-day meaning of *mistake, wrongdoing*. The making of errors is a typically human characteristic, and one for which more than one proverb or saying make reference, in some cases with an explicit mention of the learning and experience to be gained from committing them, and in others, expressing our unique inclination as humans for repeating them :

Errare humanum est.

You learn by your mistakes.

Sólo el hombre tropieza con la misma piedra dos veces.

Dels homes és errar; de bèsties, no esmenar.

Gat escaldat, amb aigua tèbia en té prou.

Nul doute: l'erreur est la règle ; la vérité est l'accident de l'erreur.

In terms of language, it is generally agreed that errors are socially constructed due to the fact that the underlying rules and norms that determine the concept of

error form part of a system that is organic and changing and dependent on the culture and society in which it is embedded. Language use is a dynamic concept, and terms and expressions will change as society itself changes and evolves. Daniels (1983) gives numerous examples of what are now correct usage, but which were considered slovenly and erroneous in the 19th century such as ‘dock’ for ‘wharf’, ‘ice cream’ for ‘iced cream’ and ‘jewellery’ for ‘jewels’. These changes regarding acceptability and use can be found in all living languages and are part of their natural evolution.

As Anson (2000:7) points out, when as teachers we notice error it is as,

a product of temporal, internalised sets of rules, rules that are both, ‘out there’ in the complex and shifting norms of the language, and ‘in here’ in an individual’s knowledge of those rules, level of tolerance for their violation, and idiosyncrasies as a reader.

However, our very concept of what constitutes an error and how this should be treated is also context-dependent, variable according to multiple factors, both of a social and linguistic nature. These include social status, age, genre, level of formality, mode of communication, nature of the task, etc.

In educational environments, and in particular in the field of foreign language teaching/learning, errors formed the basis of the main teaching methodologies of the 50s, 60s, and 70s, whose objectives were principally focused on the product of the language learning and the avoidance of any structures that were deviant in form from the target language (TL). The audiolingual approach, theoretically embedded within the field of behavioural psychology, forced students to memorise dialogues, repeat grammar patterns and learn by heart a great variety

of grammatical generalisations. It was thought that 'practice would make perfect' and any successful learning carried out would be permanent as the learner's production would become semi-automatised, after a certain period of time, through intensive drilling of the target structures. Immediate negative feedback for any erroneous form was to be given, as Brooks (1960:58) prescribed:

Like sin, error is to be avoided and its influence overcome, but its presence is to be expected. (...) the principal way of overcoming it is to shorten the time lapse between the incorrect response and the presentation once more of the correct model.

Thus the aim of Contrastive Analysis (CA) was to identify interlingual differences by predicting and describing patterns that were likely to cause difficulty, eliminating these through drilling in order to bring about change in the linguistic behaviour of the learner.

As teachers realised that learning a language was a much more complicated process than simple repetition of stimulus-response drills and avoiding errors, mentalist-oriented theories gained more acceptance, understanding the language learning process as taking place in the mind and that humans had an innate capacity for acquiring it. Errors now were of interest to the researcher as they gave important clues to the internal processes involved in language acquisition. Making a parallelism with a child learning its mother tongue, Corder (1967) noted that the incorrect utterances were evidence of how the language was developing, and they showed the active role played in its development by the child. Similarly, in learning a foreign language, errors were seen as the learners testing hypotheses regarding the nature of the system of the new language, and as

such were invaluable to researchers interested in the psycholinguistic processes of second language acquisition (SLA). Hence Error Analysis became central to teaching methods in the 70s. Analysts first identified and described the errors, attempted to explain them and diagnose their causes, and concluded with ideas for remediation by making some change in syllabus design or content.

The advent of the communicative approach to language teaching in the 70s meant that there was, in general terms, a greater focus on learners and the strategies used by them to acquire foreign languages. This in turn centred research interest on the process of learning rather than the product, on fluency rather than accuracy which inevitably led to a situation where attention was actually drawn away from the linguistic study of what learners really produce, overlooking grammatical errors to a certain extent, while concentrating on meaning, with the result that linguistic accuracy suffered (Harley & Swain, 1984; Lyster, 1987; Alderson & Steel, 1994; Renou 2000). One may ask oneself, does this matter? It may be, as Hendrickson (1978:389) states, that both learners and teachers have overestimated the damaging effect of errors, as indeed there is no real agreement as regards which errors are the most serious (grammatical, pronunciation, pragmatic..?) and which are the most in need of correcting (only those that cause communication breakdowns?). It has also been suggested that looking only at error does not take into account the successful use of the TL or the fact that often errors are not produced because the learners simply avoid using certain forms and structures. To add to the controversy surrounding error analysis, if the onus now is on successful communication, whose norms are to be

followed? Nowadays the importance of English as a world language is irrefutable, but when is a person fluent? – when they speak like a native speaker? And would this native speaker be from the U.S., Scotland, New Zealand?

Nevertheless, there is one principal objective in observing and pointing out errors in the learning process and this responds to the actual stated preferences of the learners themselves. Most students in any given learning situation see error correction as an essential element in acquiring competence in the subject matter they are studying. As Hamilton (2001) rightly comments, no learner ever became frustrated by his/her success at learning a language! In a study carried out on written production in a second language, Leki (1991) found that 93% of her first year college students felt it was very important that grammatical errors be pointed out so that, as learners, they could try to correct the non-targetlike language in their production. Indeed, the specific training university students receive in an effort to prepare them for their future professional life involves attention being paid to grammatical accuracy and form, not only in their native language but also in the foreign language(s) they may be learning. Although some authors have refuted the claim made for the usefulness of corrective feedback (Semke, 1984; Truscott, 1996), research has found that it is effective and can produce observable improvements in student production in the L2, especially as regards the writing skills (Frantzen, 1995; Ferris, 1995a; 1997; Chandler, 2000). Indeed, McGirt (1984, cited in Celce-Murcia 1991:465) found that 40% of his university level English as a Second Language (ESL) writers

produced fully acceptable essays after being corrected for surface-level morphological and syntactic errors.

Certainly from a pedagogical point of view there are several different reasons for gathering data for the production of learner corpora and studying the language use therein. Basically it is with the learners in mind, and the possibilities we have for helping to improve their linguistic competence by changing syllabus design, elaborating dictionaries and glossaries of problematic areas, and ultimately, by taking full advantage of the Information and Communication Technologies (ICT) which are fast developing in this new millennium for promoting the development of computer software programmes that will act as tutor to the learners while reading or writing in the foreign language.

Following Granger (1997:13), the research work that was carried out in the preparation of this dissertation is, in essence, a Contrastive Interlanguage Analysis, involving the comparison of two or more interlanguages of learner groups with different mother tongues (MTs). We analyse the written production of learners with different First Languages (L1s) from five European Universities as they participate in a telematic simulation, the data from which is stored in electronic format on the server at one of the universities participating in the event. Since computers have been introduced into learning environments, there have been numerous projects set up all around the globe connecting geographically-distant groups of learners and research has shown that intercultural collaboration facilitates language learning and cultivates cultural

understanding (Chang, 1992; Barson et al., 1995; Ham, 1995; Kern, 1995; Liaw, 1998). We focus on the interlanguage (IL) errors of the participants in these intercultural communication exchanges, not however, from a negative point of view, but because:

Errors are an important source of information about second language acquisition, because they demonstrate conclusively that learners do not simply memorize target language rules and then reproduce them in their own utterances. They indicate that learners construct their own rules on the basis of input data, and that in some instances at least, these rules differ from those of the target language. (Ellis 1985a:9)

The written corpus we obtained from the simulation, involved both synchronous exchanges –on-line conferences held under real-time conditions– and asynchronous exchanges –e-mail type communication– which was analysed with regard to the IL errors of the participants with the following research questions in mind:

1. Are there more errors in the synchronous or asynchronous mode of communication?
2. Is there a difference in the type of error to be found in each mode of communication due to the conditions under which each is produced?
3. Do some L1 groups have more errors of some types than others?
4. Do the different groups make errors that can be associated with their particular L1, in other words, does the L1 influence the type of error predominant in any one group?
5. Which errors are salient in the Spanish L1 group?

6. Can we identify the causes of these salient errors in the Spanish L1 group?

All scientific research formulates questions which it is hoped will be answered in the course of the investigation to be carried out and which leads the researcher to identify hypotheses which are likely to mirror the expected results. In our study we hypothesised that there would be more errors (especially of a formal nature) in the synchronous mode of communication, due, above all, to the speed of the interaction and the lack of time available for planning and revising the output. As regards the type of errors made by the different groups of learners participating in the simulation, we anticipated that the Spanish L1 group would show a greater tendency to commit lexical errors, and that one of the most common causes of this type of error may be due to mother tongue interference.

We understand, that considering, as Authier & Levy (1996) note, that the students of the future are going to be doing much of their reading and writing via computer screens, and that, at present, 85% of the electronically-stored information in the world is in English, we feel our research work is making a novel contribution to that which has been done to date with regard to Computer-Mediated Communication (CMC) and its influence on learning. In our future 'knowledge society', we can only vaguely envisage, as do Costa & Liebmann (1995), the changes that are bound to take place, and the challenges that lie ahead for educational planners who should be aware that

If students are to keep pace with the rapid increase of knowledge, we cannot continue to organise the curriculum in discrete compartments (...) the disciplines as we have known

them no longer exist. They are being replaced by human inquiry that draws upon generalised transdisciplinary bodies of knowledge and relationships.(1995:23)

From this we can conclude that global cognitive processes will be called into action as a result of the requirements of the syllabi of the future, developed for learning environments in which cultures, disciplines and subjects cannot be considered as separate and isolated entities.

We will now proceed to describe the contents of this thesis, and the justification for its different sections in relation to the research questions and objectives proposed in this introduction. The first part deals with the theoretical background which involved reviewing particular features that are pertinent to the study of IL errors in foreign language learners:

- the state of the art, involving a review of the research work carried out concerning computer-aided error analysis and the elaboration of specific corpora for the study of features of learners' IL;
- the functions of language and how these are reflected in the use of language during the communicative event we study, namely telematic simulation; the focus of study of second language acquisition research especially as regards models of language learning within the communicative competence paradigm, while under this general heading we investigate certain characteristics of the communicative language teaching approach which are under debate, in particular, in relation to the notions of fluency and accuracy, and process and product, introducing lastly, the Interaction Hypothesis and

the negotiation of meaning and its benefit for the development of interactional and grammatical competence in a foreign language;

- the notion of error and its place within the field of foreign language learning from a historical perspective is discussed, which is followed by a description and classification of error types and their possible causes;
- finally there ensues a discussion related to the dynamics of Computer-Mediated Communication as regards linguistic expression and its status as a new hybrid variety of language and how this influences the output of the users, especially from the point of view of its function as a useful tool in the language learning process, with particular reference to the development of reading and writing skills. Also within the field of CMC, we review the origins and dynamics of telematic simulations, and their potential as a means for allowing learners to participate in authentic and meaningful language use;
- our empirical analysis follows, in which we explain the context of the research work, the materials and methods used in its design, the types of analyses applied in order to explain our data, followed by a detailed discussion of the results with particular reference to their relevance in relation to our initial research questions. The conclusions include suggestions for future research in this field;
- the bibliography includes all the general and specific references made in this dissertation, followed by the various appendices which we understood should be added to show specific examples from our corpus concerning the synchronous and asynchronous exchanges, the error types and how they were

tagged, the raw data of the different analyses carried out, and to clarify particular questions or explain certain aspects related to the research work.

I. THEORETICAL BACKGROUND

1. Computer Learner Corpora and Computer-Aided Error Analysis: State of the Art

Since the 1970s, trends in second or foreign language classroom research have seen a shift in focus from Program-Product relations to a focus on Process-Product or Process-Process oriented research (Chaudron, 2000:1699). Despite the affirmation of one of the most prestigious researchers in the field of Error Analysis, Carl James, that Contrastive and Error Analysis (EA) “are still going strong” (1994:179), there has not been much evidence of this in the literature in recent years. Indeed, since the heyday of Error Analysis in the 60s and 70s, there have been fewer and fewer studies dedicated to the analysis of errors in learner output in foreign language learning environments¹, which, as Leech (1998) points out, may be due to the fact that:

...the negative attitudes to Error Analysis inherited from that period have coloured many people’s thinking ever since.
(1998:xvii)

¹ Although we use the term second language (SL) at times in this dissertation, we are actually dealing with foreign language learning contexts, or what Corder (1981:65) refers to as ‘acquisition-poor environments’. Ringbom (1987) and Nickel (1989) note that the varying learning conditions i.e. learning a language in the host country or under FL conditions (artificial and restricted conditions) are often not taken into consideration when different studies are carried out.

Certainly it cannot be denied that the identification and classification of errors in a learner's IL is, in principle, a product-oriented analysis, but the useful insights that this also provides with regard to the processes involved in language acquisition, and the possibilities for developing new materials for improving foreign language pedagogy are highly relevant.

The next section will be dedicated to an overview of the literature which is pertinent to our research work, namely the use of Computer Learner Corpora in second language acquisition research, and the application of computer-aided error diagnosis programmes in the analysis of foreign language learners' IL.

Of the major developments we could mention in the investigation of language in use in the past decade, one of the most important concerns the collection of huge amounts of language data for its subsequent storage and analysis on computers. Although the use of corpora dates much further back than the invention of the word-processor, it was when computers were introduced in the field of descriptive linguistics that we first hear mention of the new research area named computational corpus linguistics (Oostdijk & de Haan, 1994). The first of its kind, the Brown Corpus was developed in the 1960s and contained one million words of edited written North American English, based on different genres including press reportage, editorials, technical writing, government documents and fiction (Meyer, 2002). The data for any written corpus is collected with much greater ease if we are dealing with large samples of electronically-written language, since otherwise, the texts must be scanned, and then undergo a thorough revision. The elaboration of corpora of spoken

production is even more time-consuming since the raw material must be transcribed in order to be machine-readable.

As regards spoken corpora, there have been several major projects set up, storing data collected from highly diverse sources, such as the CHILDES corpus (MacWhinney, 1995) which comprises transcriptions of children speaking, or the COLT corpus which involves the speech of London teenagers. One of the major projects in this field, CANCODE (Contemporary informal spoken British English), was developed at the Department of English Studies under the direction of Michael McCarthy and Ronald Carter at the University of Nottingham in the 1990s. It comprised five million words of tape-recorded and transcribed spoken English, and included interaction typical of everyday encounters involving people from all walks of life and in a variety of different situations. One of the most attractive features of corpus data, from a researcher's point of view, is the fact that we are dealing with real data i.e. actual instances of writing or speech rather than data which has been made up for study purposes. This is one of the reasons why McEnery & Wilson (1996) understand that corpus linguistics is more a methodology than a separate paradigm of linguistics. Although critics of this method of studying language claim that the information obtained from the linguistic analysis of corpora is based exclusively on performance, Leech (2000:685) argues that the distinction between competence and performance is not as great as is often claimed, "since the latter is the product of the former". If language teaching is to be effective, and suitable models offered, it can be seen that through the analysis of authentic language use, in both native speakers (NS)

and non-native speakers (NNS), we may be in a position to develop materials that are more appropriate as input rather than the pseudo-target language which is often presented in English as a Foreign Language (EFL) textbooks. In this respect, the information retrieved from the CANCODE Project served as the basis for a varied range of pedagogical materials, including EFL textbooks and grammars. Data-driven learning seems to offer an empirically-based and therefore, pragmatic approach, to the study of language and its functions within wider contexts.

The field of corpus linguistics has developed hand in hand with the production of software for the computerised analysis of the corpora, sometimes dealing with huge amounts of data, which can be investigated with regard to features such as part of speech, frequency, or the contextual characteristics of the elements.

As regards the corpus size, Leech (2000) indicates that when any type of corpus is mentioned in the literature, it is nearly always identified simultaneously with its size i.e. the Bank of English with 20 million words. However, size is not the most important characteristic of corpora, since even a small corpus can be sufficient for investigating many different features of language (Carter and McCarthy, 1995:143).

The development of Computer Learner Corpora² in the early 90s marked a new direction in the field of corpus linguistics and its relation to foreign language learning research and pedagogy. One of the first projects was the Danish PIF -

² Although originally described as 'electronic collections of spoken and written texts produced by foreign/second language learners' by Granger (1999:191), she has since commented in a more recent publication that this definition is 'fuzzy' as it 'leads to the term being used for data types which are not corpora at all' (Granger, 2002:7).

Project in Foreign Language Pedagogy (Faerch et al., 1984). Latterly, the ICLE (International Corpus of Learner English), founded and co-ordinated by Sylvianne Granger of the Université Catholique in Louvain, Belgium (Granger, 1993; 1998), is based on a large collection of essays written by undergraduates of English Language and Literature. The original project was expanded to include texts produced by language learners from a variety of different backgrounds, namely, French, German, Dutch, Spanish, Swedish, Finnish, Polish, Czech, Bulgarian, Russian, Italian, Hebrew, Japanese and Chinese. In general the sub-corpora in the ICLE are of approximately 200,000 words per nation, and are therefore much smaller than NS corpora in general.

Another experience related to the design and development of learner corpora is the HKUST (Hong Kong University of Science and Technology) corpus, (Milton & Chowdhury, 1994) which has also recently started up a joint project in collaboration with the City Polytechnic of Hong Kong and the Guangzhou Institute of Foreign Languages, with the aim of building a corpus of the English of Computer Science. Needless to say, it is anticipated that the number of corpora of learner language will multiply in the near future, above all, since they allow teaching professionals to examine their students' IL output in an empirical way, thus enabling most teachers to store their learners' output for future analysis, even if it is only on a very small scale.

1.1 Computer-Aided Error Analysis

The analysis of IL errors can be approached from two different perspectives:

- From the language learner's point of view, there are specially designed tools that help students to write or practice grammar or listen in a foreign language, and that give intelligent feedback on the learner's output.
- From the point of view of the SLA researcher, searching for ways to classify and diagnose errors in learner output with the aim of finding out more about the processes involved in learning, for identifying the instances of crosslinguistic influence, for the development of new materials, etc.

Relative to the first point, there are now many more computer tools available on the market than when Garrett (1987) wrote the following:

Most students learn no more from grammar on the computer than they do from grammar in the workbooks, because much of the commercially available offerings are of the 'wrong, try again' model which only indicates whether student-produced bits of language match the target language model stored in computer memory (sometimes also showing the correct answer) without indicating how or why the student output does not match.
(1987:174)

Nowadays the level of efficacy depends on the task the computer is expected to carry out. As regards spelling, grammar and style checking in controlled practice exercises, these have improved tenfold, and even those available for free

writing such as Correct Grammar, Grammatik or Right Writer, to name but a few, are useful tools for helping the language learner develop his/her competence in a semi-autonomous way if they can be 'customised' to suit different learner groups (Liou, 1993; Granger & Meunier, 1994; Chen & Warden, 1997). Chen (1997) mentions the programme QBL (Quick Business Letters) Tools, a text editor for writing business letters which has shown to be particularly efficient with her group of L1 learners in the Taiwan EFL context, while Krüger & Hamilton (1997) have developed a language tutoring tool (RECALL) which provides individual feedback on learner output in a role-play scenario, through the technique of Natural Language Processing applied to the analysis of the input. At present this is a fast-growing research area, and one which will undoubtedly produce more and more efficient learning materials through the development of programmes based on Artificial Intelligence models, which it is thought will be the key to perfect computer-based error correction (Chen, 1997) in the future.

With regard to the second point mentioned above, our research work was concerned with detecting, analysing and correcting errors in our IL corpus, and we will therefore mention the computer tools which can facilitate this. In the first place, it must be said that at this moment in time, there is no software available on the market which is totally efficient for carrying out the above-mentioned task. Some programmes can break up the input into individual words, check for spelling and basic combinations, but when an attempt is made to really parse the sentence, the errors stop the programme from running (Bolt, 1991). As the task

of parsing a sentence involves creating a parse tree that matches all the structures with allowable linguistic structures, if there are deviant forms in the language, these will not be recognised. Humans can guess what other humans meant to say, especially when language is contextualised, but machines obviously cannot (Chen & Warden, 1997). In this sense, one of the basic steps in creating and developing computer software for analysing IL output is to create a large data base with information containing all the possible errors that can be made so that the programme can then find a corrected form to substitute them. Thus, in spite of the claims of some new teaching methods, it is apparent that teachers, whether NNSs or NSs, are not a group in danger of extinction, since they are trained to recognise errors in student writing and are not, as yet, 'substitutable' for machines.

The first major project set up with the aim of developing computer tools for analysing learner language was headed by the Language Acquisition Research Centre at the University of Sydney, Australia. COALA (Computational System for the Linguistic Analysis of Language Acquisition Data), is made up of a combined Artificial Intelligence and data base tool which allows the user to carry out an analysis of the morphosyntactic and semantic features of IL data (Pienemann, 1992). The developers recognised that their parsing system for non-native varieties would necessarily have to differ in its architecture from other Natural Language parsers:

The parser for unknown varieties would primarily have to *discover* the rule system expressing the form-function relationships in a given set of data in a similar way to a language

learner, rather than *recognise* the instantiations of a given rule system. (1992:61)

Pienemann (1992) claims that a learner's IL is essentially an unknown language that has to be analysed *sui generis*, adding that a parser based on the English TL would tell us little about the IL. The system is only semi-automatic, since the coding of the structural and functional information in the data must be carried out by the researcher. James (1998) can foresee the potential this system has for the eventual development of a truly automatic error detection device which would be able to detect and categorise the errors in IL output in terms of the IL-TL discrepancies. The project members have worked on corpora of IL data involving English, French, German, Italian and Spanish.

COMOLA (Computerised System for the Analysis of IL Data) focuses on the provision of a formal integrated description of the syntactic development of the L2 learner output (Jagtman & Bongaerts, 1994). It must be added that the researchers involved in this project understood the term IL in terms of an independent transitional system of language, that should not be viewed as representing combinations of features of the source and target language, but as a system in its own right. Form and function is tagged, and all the relevant linguistic information is stored in subject-specific lexicons and grammars, thus permitting changes to be made as more information enters. It does not handle other operations such as frequencies.

The next project we mention concerns the computer-aided error analysis programme used in our research work, which was the result of a joint project involving the development of a tagging system by Dagneaux, Denness, Granger

and Meunier in 1996 at the Université Catholique in Louvain, Belgium, and the elaboration of the UCL Error Editor, which was written by John Hutchinson from the Department of Linguistics at the University of Lancaster, England. The Error Editor does not carry out an automatic analysis of learner language, but helps to simplify the classification and tagging of the IL by the analyst. Thus although the very time-consuming operation of error detection, classification and correction cannot be avoided, similar to error analysis research in general, the comprehensive taxonomy, and error editing software involved facilitates the process, and ensures that the data is accessible for future use. Elaborating a purely descriptive taxonomy of hierarchical error types, the main aim of the system was to ensure consistency of analysis among researchers working independently and on the output of learners with different L1 backgrounds. The classification, which makes a distinction between grammatical, lexical and lexico-grammatical errors, amongst others, has permitted a more efficient description of these categories, which in previous research work had almost always involved overlapping of different error types in order to be able to follow the classifications established which detailed two separate levels for dealing with grammatical and lexical erroneous forms.

As regards the development of computerised error analysis programmes in Spain, the project ENWIL (English Written Interlanguage) seems to have taken the first steps in the right direction. The initial phase of this programme set up at the Department of Modern Philology at the University of Alcalá in Madrid (Mancho, Valero, Flys & Cerdá, 2001) included the collection of a data base of

learner output with the aim of investigating the IL development of the students enrolled in the English Philology degree course, with particular regard to the areas of errors related to morphosyntax, lexico-semantics, discourse analysis, orthography and punctuation. Once again, the method involved in the detection, classification and correction of the IL errors is, nonetheless, manual, the goal of the programme being the facilitation of this task through a user-friendly interface for the annotation of the errors, and the production of reports on the results of the overall analysis concerning both quantitative and qualitative aspects.

From this introduction to the state of the art, it will be discernable that although the references to computer learner corpora in the literature are growing, we must consider that it has only recently been integrated as a full member in the applied linguistics field, and that there is a great potential for their use in the future in language learning environments with reference to both research and pedagogy. With regard to computer-aided error analysis, we understand it is still in its infancy, and it may be some time before researchers can offer software which will carry out this task of analysing learner language in a reasonably successful way.

In the next chapter we review the literature on the functions of language, with special reference to those which are salient in the type of computer-mediated intercultural communication exchanges we describe in this thesis.

2. Functions of Language

In keeping with its Latin root - *communicare*, related to the word “commonness”, we may describe communication as a “mutual exchange between two or more individuals, which enhances co-operation and establishes commonality” (Lobuts & Pennewell, 1989:177, cited in Oxford 1990:7). This definition provides a positive framework in which any form of communication may take place, and does not exclude non-verbal forms of communication such as the American Sign Language, or a nod or a wink. With specific reference to verbal communication, we note that, at a societal level, language functions as a “unifying element” (Saville-Troike 1982:14), though at the same time the use we make of language can create boundaries which serve to either include those who share the same linguistic characteristics, or exclude those who do not.

Saville-Troike (1982:14) adds that when referring to groups or individuals, “the functions of communication are directly related to the participants’ purposes and needs”.

Along similar lines, Schiffrin (1987) makes the following assumptions about language:

- Language always occurs in a context. These contexts include knowledge of past experience and the social and cultural environments in which individuals share common views of the world, and formulate new contexts through interaction which is viewed as a dynamic concept taking place in time.
- Language is always context-sensitive. Language, she points out, is not only sensitive to features of context, but it also “reflects those contexts because it helps to constitute them”(1987:5). This observation is relevant to our study as we shall see in the section on computer mediated communication.
- Language is always communicative. She claims that language always has a recipient, “either immediate or eventual” (1987:6), and that the addressee while decoding the verbal message must know how to interpret the words and their meaning and also the speaker’s intentions.
- Language is designed for both oral and written communication. Thus the apparent disfluencies of a person whose speech may seem redundant with many pauses, or fillers, is actually exploiting the potential underlying communication which allows for planning and the organisation of the complicated processes involved in language production.

At this point we will look at the necessary contexts Schiffrin describes, and the functions of verbal communication. Jakobson (1960), stated that, “if we take any

given act of verbal communication, (= speech event), there are six fundamental factors which must be present for it to be operable” (1960:353):

- The addresser : the person who originates the message.
- The addressee: the person to whom the message is addressed (taking as exceptional the case of eavesdroppers, and spies or politicians who bug telephones).
- The code: comprises the system or in Saussure’s terms *Langue*.
- The message: the given discourse, the text.
- The context: this in Jakobson’s terms is the referent.
- Contact: a physical channel and psychological connection between speaker and addressee.

The following six functions assume an orientation within the verbal message on one of the aforementioned situational components:

- The emotive function can be said to communicate the inner states and emotions of the speaker or addresser.
- The conative function generally seeks to affect the behaviour of the receiver of the message.
- The phatic function which Jakobson clearly relates to Malinowski’s “phatic communion”. This function “may be displayed by a profuse exchange of ritualised formulas, by entire dialogues with the mere purport of prolonging communication.” (1960:355 in Schneider 1988: 24).
- The poetic function deals with the aesthetics of the text. The particular form chosen is the essence of the message.

- The metalinguistic function where language is used to describe itself.
- The referential function which carries information.

Adapted from Jakobson (1960:353)

As illustrated below, each situational component is corresponded by a particular function:

	CONTEXT	
	[referential]	
ADDRESSOR	CONTACT	ADDRESSEE
[emotive]	[phatic]	[connative]
	MESSAGE	
	[poetic]	

When students participate in a type of activity such as the simulation we describe in this thesis, they are being exposed to a rich source of written communication which in all its varied forms, reflect at one point or another all of the above-mentioned functions of language. Thus when we describe, for instance, the opening phase of the on-line teleconference of the simulation, the participants are engaged in:

— a phatic function which opens the line of contact (e.g. ‘Good morning to all teams at the teleconference’.)

— an emotive function which conveys a need of the addressor (e.g. ‘We are glad to be participating in this simulation..’)

— a connative function which asks something of the addressee (e.g. ‘Can you tell us what your stance is on...?’)

— a referential function which makes reference to the world outside of knowledge (e.g. ‘Education in Eutropia should take on a new dimension...’)

If we focus on the stage known as the debriefing (critical appraisal of the simulation by all those involved), we note that the participants are involved in the metalinguistic function since they not only talk about the dynamics of the simulation but also the language situation, and how this was dealt with by the participants. When the learners send their asynchronous messages to one another, they employ the poetic function when they make decisions concerning the style to be used, and the way things are said i.e. ‘Dear Northland Delegation’ or choose the informal, more affective ‘Dear Northies’.

Halliday and Hasan’s (1976:26) functional-semantic components of language involve

- The interpersonal component
- The ideational component
- The textual component

The interpersonal component is “concerned with the social, expressive and connative functions of language, with expressing the speaker’s ‘angle’: his/her attitudes and judgements, encoding of the role relationships in the situation, and his/her motive in saying anything at all.” On the other hand, the same authors distinguish an ideational component which would be “that part of the linguistic system which is concerned with the expression of ‘content’ with the function that

language has of being about something” (1976:27). Lastly they mention a textual component which “comprises the resources that language has for creating text (...) for being operationally relevant” (1976:27). With particular reference to discourse analysis, it has been said that linguistic analysis has been biased towards the study of the ideational and textual components, to the neglect of the interpersonal component of language. In many language teaching contexts as well, this was extrapolated to language teaching methods and classroom environments, and unfortunately, even now, over thirty years since the first mention of communicative approaches to language teaching, it is still the case in many schools and institutions that children repeat meaningless formulas and translate irrelevant texts, instead of being given the opportunity to practise communication by doing tasks that have some meaning to them, and which give them the possibility to develop their linguistic and social skills in creative contexts.

Schiffrin (1994:20-22) points out that discourse can be analysed through two different methods of investigation. Firstly through formalist methods, in which the investigator will be concerned with the structure of the language as grammar, as an abstract code system and a mainly mental phenomenon which reflects the innate, autonomous aspects of language acquisition and use. Secondly, we can compare this paradigm with the functional approach which above all examines how people speak in different situations, taking into account all the wide variety of social variables that influence one’s performance and how language relates to its social function. We can assume from this that according to functionalist

methods, “language has functions that are external to the linguistic system, [although at the same time] external functions influence the internal organisation of that linguistic system” (Schiffrin, 1994:22). In her detailed analysis of discourse Schiffrin understands the need to not separate in a radical way these two methods as they are undoubtedly connected and interdependent. It is difficult to imagine a completely efficient analysis of discourse that only concentrates on the structural elements of that discourse. Likewise, a detailed study of the discourse would not only identify the functions therein, but would necessarily have to dedicate some space to the ‘raw material’ of linguistic expression i.e. grammar and lexis. The notion of discourse, therefore, embodies more than just the text. It is contextualised, in the broadest sense of the word, and through it, humans constitute and transform their social relations.

In our study of the interlanguage of participants in an intercultural communication exchange context, we carry out an analysis of the ‘raw material’ Schiffrin refers to, considering also the structural organisation of the communicative event, the development of the students’ interactional skills and other factors related to the interpersonal relations which contribute to the overall dynamics of the communication.

In the next section we review the origins of SLA research and its relevance as the major framework under which our analysis of IL errors was carried out.

3. Second Language Acquisition Research

It has been noted that one of the most outstanding features of human beings is their capacity for learning their mother tongue, and often one or more other languages as well. We can find documented in the literature cases of super-polyglots such as the British explorer Sir Richard Burton who was attributed to have known a total of forty different languages and dialects. For the majority of people, however, the acquisition of a second language is a much less spectacular affair, proving to be a slow and sometimes arduous task, in which the learner will rarely attain native-like competence.

Since ancient times, scholars and philosophers such as Aristoteles, Saint Augustine, or Rousseau, among others, have been interested in second language acquisition. During the last one hundred years, research has centred on the teaching of languages and the methods and materials used. With changing theories in the field of applied linguistics, the focus switched to the learner and the processes involved in the acquisition of a foreign language. While Larsen-Freeman & Long (1991) have noted that there are no less than forty different theories, models, perspectives and hypotheses related to SLA, as regards their

relation to language learning/teaching, these theories should not lead exclusively to one method or other, for as Spolsky (1989) comments:

If you look at the complexity of circumstances under which second languages are learned, or fail to be learned, you immediately see that a theory must not only be equally complex, but must also be able to account for the success and the failures of the many different methods that have been, and are used throughout the language teaching world. (1989:2)

The main aim of SLA research involves the description and explanation of the linguistic or communicative competence of the learner (Ellis, 1994:15). As Towell & Hawkins (1994) note, most of the studies that have been carried out to fulfil these objectives have investigated SLA from the following angles:

- A linguistic perspective.
- A sociolinguistic perspective.
- A psychological perspective.

From the linguistic perspective, language acquisition theory is dependent on a thorough description of the grammar of a given language, and the capacity that humans have for its development. As far as second language acquisition is concerned, there are certain structural changes involved in the process which make it different to the learning of the mother tongue. Stern (1970) understood that:

The presence of the first language in the individual as a second language learner is a factor that cannot and must not be ignored. The claim that it would be possible to repeat the first language

acquisition process in second language instruction is an illusion.

(Stern 1970, cited in Taylor 1974:29)

In second place, the sociolinguistic perspective centres on two main aspects: the attitude of the learner towards the language and culture of the target language, and the context of the learning process. Lastly, from a psychological or cognitive perspective, the task of SLA researchers is to try and find out which are the mechanisms that make a person understand, store and produce language, and how these processes relate to the acquisition of particular languages (Towell & Hawkins, 1994).

In addition to the abovementioned perspectives, these same authors identify five major areas of language behaviour for which theories of language acquisition have sought to find explanations:

1. Transfer of elements from L1 to L2.
2. Developmental stages. Learners often learn a form or structure after passing through certain transitional stages.
3. Variability as regards the intuitions the learner has with regard to the L2 and his/her competence at any one time during the language acquisition process.
4. Systematization. With any one group of learners, how L2 knowledge is consolidated and how the different stages identified in the language learning process are common to many different learners.
5. Competence, which will rarely match that of a native speaker.

Adapted from Towell & Hawkins (1994:5)

The last point mentioned will be the centre of our attention in the ensuing paragraphs of this chapter. In our research work we have analysed a corpus of

computer-assisted intercultural communication exchanges with regard to the errors the participants make. We are, in effect, examining aspects related to both fluency and accuracy in the IL output, and within a broader framework, the evidence of the learners' communicative competence in his/her foreign language production.

3.1 Communicative Competence

Our discussion of the notion of communicative competence has its starting point in the mid 60s when Chomsky (1965), in his "Aspects of the Theory of Syntax", makes a fundamental distinction between:

- Linguistic competence - the speaker-hearer's knowledge of his/her language defined by an autonomous syntactic component or kind of linguistic "blueprint" which enables users of a language to generate all the grammatical sentences of that language, and at the same time being able to understand all the utterances of their language out of context, distinguishing those that conform to the code of that language from those that do not. This "autonomous syntactic component" is not dependent on other aspects of language such as phonology, semantics or pragmatics. As Chomsky saw the matter in hand, this linguistic competence, above all, should be the object of study of the linguist.
- Linguistic performance - this accounts for the language in use, but is clearly seen as an incomplete version of linguistic competence, and as such is subject to all the limitations which this involves i.e. false starts, hesitations, memory lapses, etc. It is thus seen as a rather unsatisfactory

version of the underlying competence of all language users, and emphasises the “traditional distinction between what is known and what is actually done” (Brumfit, 1984:24)

Halliday (1973), however, rejects the utility of such a theory, and claims that Chomsky simply uses his own terminology for a distinction that had already been made by grammarians - namely referring to that which is desirable in grammatical terms and that which is not. In other words, Chomsky’s theory sets apart that which is well-formed or grammatical, from that which is ungrammatical or deviant, and is preoccupied only with those aspects of language structure which can be decontextualised and described in purely formal terms. But the study of language, isolated, without taking into account context and situation does nothing to enrich the holistic analysis of language use and its users, and the pragmatic relationship between what is said and what is really meant.

As Widdowson explains, in Chomsky’s view, “competence is grammatical knowledge as a deep-seated mental state below the level of language” (1989:129), and although he does not deny the existence of rules of use, he chooses to explore the much more abstract notion of our innate knowledge of grammar and its almost unlimited creative aspect. Certainly, one of the limitations of Chomsky’s model is that it examines sentences in isolation, without taking into account the context in which they are uttered, and the fact that very often we say one thing and mean another, or that one sentence may be ambiguous and have more than one interpretation.

In the decade of the 60s, Dell Hymes, involved in the study and research of other disciplines such as sociology and anthropology, formulated his definition of communicative competence, one that did not deny the importance of studying the formal properties of the language, but understood that it was essential to examine the 'rules of use without which the rules of grammar would be useless' (Hymes, 1971:15). So although language is seen as a resource of grammatical knowledge, our communicative competence reflects our ability to use this knowledge to communicate in all the wide variety of contexts in which language is employed. Chomsky's notion of performance (integrated in Hymes' communicative competence) 'omits almost everything of sociocultural significance' (Hymes, 1979:17).

So competence cannot be seen as simply a matter of producing well-formed units of speech. Hymes (1979:14) observed that any speaker of a language who could produce only the perfectly grammatical sentences of a language "would be likely to be institutionalized" if they actually tried to do so at all times. Here he emphasises the total lack of consideration in Chomsky's Competence Model for appropriate language use in context.

Latterly, linguists have generally come to accept the notion that there does exist a dichotomy competence - performance, but that it must be extended to "embrace all rule-systems which describe our knowledge and how to operate it" (Brumfit, 1984:24). A link has therefore been established between knowledge and competence.

Faerch and Kasper's (1984:215) definition of communicative knowledge, which we also refer to in the section on Causes of Error, can be seen to embody:

- Declarative knowledge - 'knowledge that' or knowledge of the rules and elements of language (the more abstract component of knowledge).
- Procedural knowledge - 'knowledge how' or the component which selects and combines the declarative knowledge with the aim of achieving particular communicative goals.

Canale and Swain (1980:34) have also stressed that the communicative competence that they refer to is dependent on both knowledge and skill. Knowledge refers to what one knows (consciously and unconsciously) about the language and about other aspects of communicative language use; skill refers to how well one can perform this knowledge in actual communication.

In their 1980 paper, Canale and Swain stress that communicative competence:

- refers to the underlying systems of knowledge and skill required for communication which must include both linguistic and sociolinguistic knowledge.
- actual communication which refers to the realization of such knowledge and skill under limiting psychological and environmental conditions.

With specific reference to second language learning, Spolsky (1989) proposes a number of conditions that should be fulfilled in order to build on our repertoire of knowledge and skill in the second language environment. Thus a person may be said to 'know' a second language if s/he is said to meet the following criteria:

They should possess an analysed or unanalysed, explicit or implicit knowledge of individual items which may be integrated within larger units such as functional skills that may be productive or receptive, with a specified degree of accuracy and fluency and with a specified approximation to native speaker usage. (1989:146)

Since these first deliberations on the nature of communicative competence in language learning, there have been two particularly relevant contributions made to the debate, and which built on these ideas to develop more detailed models of communicative competence.

In their seminal article, Canale & Swain (1980) initially attributed three subcompetencies to the general term of communicative competence, but this was extended to four by Canale (1983):

- Grammatical competence included the knowledge of the linguistic code i.e. features of morphology, syntax, semantics and phonology.
- Sociolinguistic competence described the knowledge required for appropriate language use in particular contexts.
- Discourse competence involved the knowledge of aspects of cohesion and coherence in language production.
- Strategic competence encompassed the knowledge of communication strategies to be employed in an effort to make communication effective.

Critics noted that, although making interesting distinctions which had not previously been dealt with in the literature, this model divided language knowledge up into neat sections, without taking into account the fact that

language use is a much more complicated matter, which relies on the delicate interweaving of multiple cognitive factors.

The work of Bachman & Palmer, along similar lines, elaborated their model of communicative language ability, which involved the following:

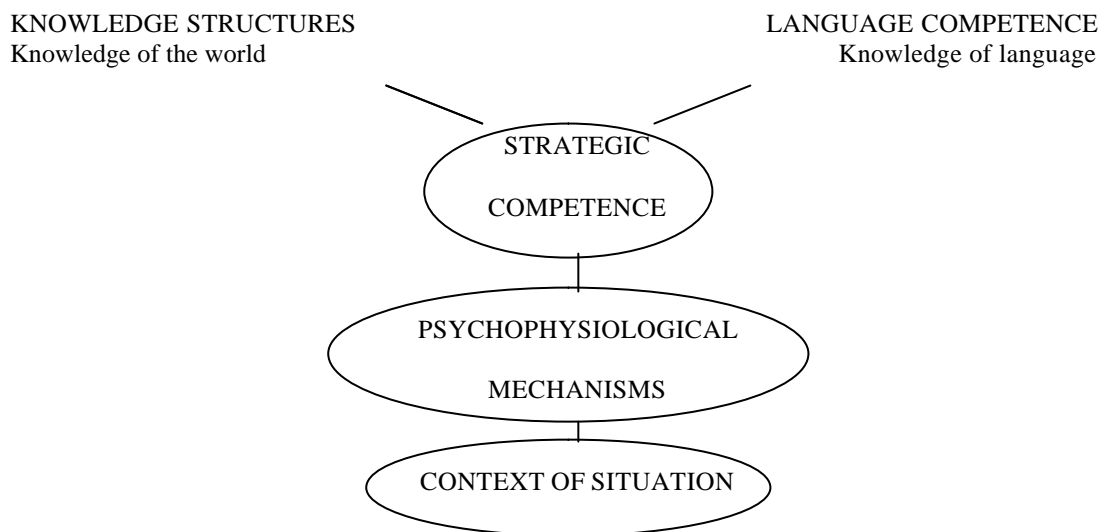


Figure 1 The Bachman model of Communicative Language Ability (1990:85)

This model has three components: language competence, strategic competence and psychophysiological mechanisms (Bachman, 1990:84-107). Language is seen as a dynamic system, in which world knowledge (knowledge structures), and language competence are fed into strategic competence, which deals with the effectiveness of the actual language use. The main components of Bachman's (1990) language competence are shown in the following figure:

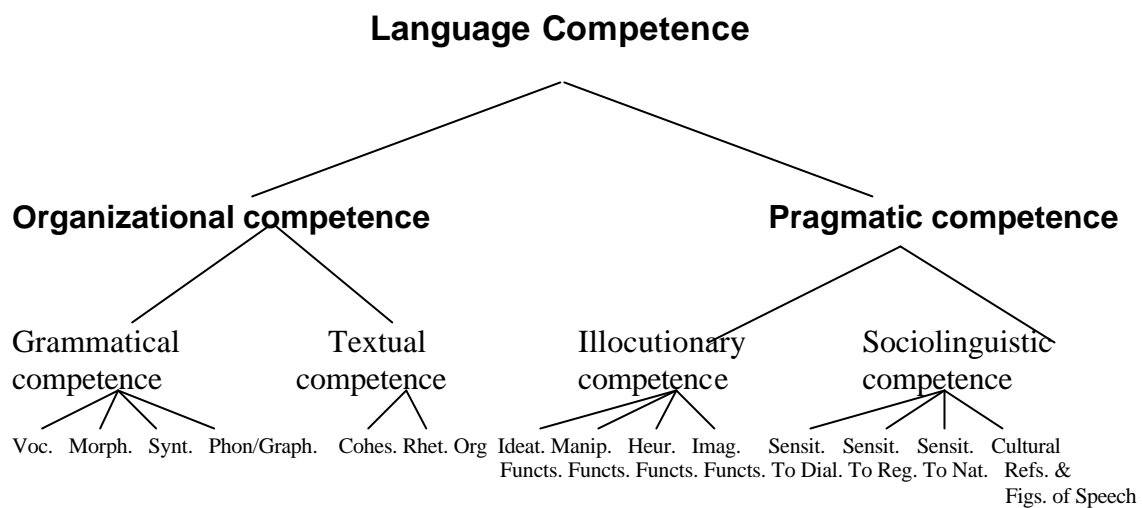


Figure 2 The components of language competence (Bachman 1990:87)

Language competence is not an isolated component dealing exclusively with the raw material of communication (the formal and structural characteristics), but envelopes a whole range of different competencies that can be seen to encompass in a more comprehensive way the complicated mechanisms involved in language production. The author himself claims that its visual representation as a ‘tree’ diagram showing the hierarchical relationships among the components is to a certain extent misleading as ‘these components all interact with each other and with features of the language use situation’ (Bachman, 1990:86).

Under further examination, the micro-components of this model of communicative competence reflect the varied knowledge required of the participants in any communicative situation, and in particular as regards language competence:

Table 1 : Areas of language knowledge (Bachman & Palmer 1996:68)

Organizational Knowledge	How utterances or sentences and texts are organized
Grammatical knowledge	How <u>individual</u> utterances or sentences are organized requiring knowledge of: <ul style="list-style-type: none"> ▪ Vocabulary ▪ Syntax ▪ Graphology/phonology
Textual knowledge	How utterances or sentences are organized to form texts, involving: <ul style="list-style-type: none"> ▪ Knowledge of cohesion ▪ Knowledge of rhetorical or conversational organization
Pragmatic knowledge	How utterances or sentences and texts are related to the communicative goals of the language user and to the features of the language use setting
Functional knowledge	How utterances or sentences and texts are related to the communicative goals of the language users
Sociolinguistic knowledge	How utterances or sentences and texts are related to features of the language use setting, showing: <ul style="list-style-type: none"> ▪ Knowledge of dialects and/or varieties ▪ Knowledge of registers ▪ Knowledge of natural or idiomatic expressions ▪ Knowledge of cultural references and figures of speech

The above-mentioned taxonomy is the result of a rigorous analysis of the different components involved in the elaboration of a global description of what knowing a language means (García-Carbonell, 2001:72). In the telematic simulation we describe in our research work, we understand that the participants are required to activate their knowledge of language encompassing all of the above areas of knowledge to a greater or lesser degree, depending on the phase of the simulation, the type of message being sent, and the recipients of those messages.

We understand that using telematic simulations as a teaching/learning strategy introduces the learners to a whole new range of related skills, not merely the development of linguistic competence as described by Chomsky (1965). Likewise, the traditional teaching-learning model which invokes the transmission of knowledge from the 'expert' teacher will no longer be applicable in the technology-enhanced learning environments foreseeable in the not-too-distant future. As Rüschoff & Ritter (2001:224) indicate, 'learning should be regarded as a process of information gathering and knowledge processing' in which the learner takes an active part in setting and achieving his/her personally meaningful goals.

We will now go on to give a brief overview of how the notion of communicative competence and the models we have mentioned led to the demands for a different approach to language learning, one which involved more than mere rote learning and formal accuracy.

3.2 Communicative Approach to Language Learning

In general terms, the communicative approach included the attainment of communicative competence as one of the main objectives of language learning (by means of the development of the four main linguistic skills) and the recognition of the interdependence of language and communication as factors to be taken into account in planning language learning programmes. As Littlewood (1981) notes:

A communicative approach opens up a wider perspective on language. In particular, it makes us consider language not only in terms of structures (grammar and vocabulary), but also in terms of the communicative functions it performs. (1981:x)

Based therefore, on the notion that language is used to express meanings, and that its structure reflects its functional and communicative purpose, the formal properties of the language were somewhat relegated to a second place in language teaching methodologies. We do not intend to review the huge amount of literature referring to the communicative approach to language teaching, but we feel it is relevant to the findings of this thesis to comment on some particular aspects, namely the notions of fluency and accuracy, process and product, and the negotiation of meaning in the language learning situation.

3.3 Fluency and Accuracy

The aim of numerous English language learning textbooks is to offer the student a way of achieving native-like fluency in the target language.

What exactly is meant by the term “fluency” has not always been well-defined by the methodologists on whose recommendations many English as a Foreign Language (EFL) textbooks are modelled. As regards oral practices, for some investigators, it may relate to the speed of speech production, or the level of phonological accuracy that a speaker may achieve. On the other hand, with specific reference to fluency achieved in speech or writing, they may be making judgements based on a rich and varied lexis or elaborate syntactic structures. In both cases the notion of fluency would seem to overlap with that of accuracy.

One view of fluency, expressed by Leeson (1975:136) in his book “Fluency and Language Teaching”, describes it as

The ability of the speaker to produce indefinitely many sentences conforming to the phonological, syntactical and semantic exigencies of a given natural language on the basis of a finite corpus of that language.

However, this definition seems to judge fluency from Chomsky’s “Idealised Competence Model” with the language user churning out grammatically correct sentences that may be infelicitous as regards contextual appropriacy.

If one of the parameters of fluency is native-like competence, then this must necessarily refer to the “native speaker’s ability to produce fluent stretches of spontaneous connected discourse” (Pawley and Syder, 1983:191), which would

include the skill of managing the connected discourse, knowing how to follow the rules of the turn-taking system, and how to open or close social encounters in an appropriate way.

Brumfit (1984:54), relates fluency to the characteristics of “speed and continuity, context-sensitivity, and creativity”, and adds that language learners should possess all of these qualities to “varying degrees”. He makes the important observation that these components of fluency “can be treated receptively as well as productively” (1984:54). Indeed he makes an interesting point here. Why should the term fluency refer exclusively to language production, since communication, after all is never a one-sided affair, so with spoken discourse (or in computer-mediated communication environments) we have the participants in a particular setting interacting with each other which involves the negotiation of meaning on the part of all those involved. Likewise, with written discourse, the writer creates a special sort of relationship with the reader of the text, which requires active participation on the part of that receiver to be able to understand what the writer wishes to say.

We understand that as language teachers, we should not neglect the development of either fluency or accuracy while elaborating learning programmes, and that it is necessary to be guided by an approach which includes these notions as basic to the development of the learner’s overall communicative competence in the foreign language.

3.4 Focus on Form – Process AND Product

In the light of research findings involving ESL learners on intensive and immersion programmes in Canada who were studying on a highly communicatively-oriented curriculum, there has been a tendency to question the efficiency of second language acquisition under communicative settings if there is no specific focus on form to enhance the performance of the learners (Lightbown & Spada, 1995). Similar results were also mentioned by Renou (2000) who claimed that ‘when second language learners’ attention was focused mainly on meaning, linguistic accuracy suffered’ (2000:168). But how, asks Swain (1995:141) can instruction focus on form in a manner that still profits from the value of a focus on meaning? Long (1991) suggests that both these aspects are compatible:

Focus on form overtly draws students’ attention to linguistic elements as they arise *incidentally* in lessons whose overriding focus is on meaning or communication. (1991:45-46)

We suggest that the methodology of simulation and gaming, and the use of ICTs in learning situations, exposes students to a rich and varied input, including both felicitous and non-felicitous forms in the TL. If the errors that are produced are analysed, materials can be elaborated, both in class and for on-line tutorials, which can train students to monitor their output and to notice discrepancies in the forms and structures in their IL output which contrasts with those of the TL.

For nearly two decades the focus has been on the process involved in acquiring competence in the different language skills, which unfortunately seemed to rule out the possibility of paying attention to the product as well. It was an ‘either or’ affair, which meant that these two aspects were considered to be incapable of co-existence. Recently, however, attitudes have changed, and as Yao & Warden (1996) point out, the process AND product paradigm is gaining momentum, as many instructors realise that we do indeed need to give students the opportunity to learn different aspects related to the total learning experience, including the formal features of the TL, and the components we mentioned in the previous section on the nature of knowledge and competence in foreign language learning. Nonetheless, when developing a programme that includes a specific focus on form, Celce-Murcia (1991) suggests that the different learner variables which intervene (age, style of learning, motivation, educational background, etc.) should also be taken into consideration.

Studies have shown that the learners themselves have a more favourable attitude to explicit grammar instruction than their teachers do (Schulz, 1996:345), finding it highly useful for learning, while just under half the subjects in the same study claim to have actually liked studying grammar, which also differed from teachers’ perceptions with only 18% thinking this were the case.

Another point related to form is the question of feedback. Several SL/FL researchers (Valette, 1991; Mings, 1993; Schulz, 1996) in tone with Allen et al. (1990:67), note that ‘the lack of consistent and unambiguous feedback is likely to have a detrimental effect on learning’. The significance of this aspect in all

learning environments is shown in particular, in the case of simulations, in the importance assigned to the debriefing stage, which involves reflecting on both the action of the simulation itself, and the linguistic output of the participants (Lederman, 1992).

At present it is not clear which particular areas of language learning are most affected by a focus on form, and more research is needed which will inform of its benefits with empirical findings, that should later be applied in a methodical way in language classrooms around the globe.

3.5 Interaction Hypothesis and Negotiation of Meaning

As we commented on in the previous section, critics of the Communicative Approach argue that there is too much emphasis placed on fluency to the detriment of accuracy. However, research into interaction in the language classroom has shown that students do benefit from task-oriented activities involving negotiation of meaning (Gass & Varonis, 1985; Long, 1980; Pica, 1996; Varonis & Gass, 1985b), and that this is also beneficial for increasing awareness of the form of the language (Gass & Varonis, 1994, Schmidt, 1990), for testing hypotheses, for the syntactic processing required for producing language and also for improving grammatical competence (Izumi et al., 1999; Pica, 1994; Swain, 1985, 1995).

The importance of interaction with peers (including those with a lower level of proficiency) should not, therefore, be underestimated, especially as many learners do not have any other opportunity for practising outside the classroom. Research has shown that prior to the widespread adoption of more communicative modes of teaching, the amount and type of typical language exposure in a traditional class was often limited to exchanges between the teacher and a student with the following pattern, first described by Sinclair & Coulthard (1975:173), and usually referred to as I+R+F (Initiation + Response + Feedback):

Teacher (initiates the exchange):	Where do you live?
Student (responds):	I live in Valencia.
Teacher (provides corrective feedback):	Yes, you live in Valencia.

Hardly an authentic model for language use outside the confines of the classroom!

In the Communicative Approach, classroom activities are designed to provide opportunities for students to use the target language to interact with their peers in a more meaningful way; to encourage more realistic language use in order to achieve those more authentic objectives which might be expected in real life. Of course, one cannot escape the fact that these activities take place and develop in a classroom; as in the theatre they require the suspension of disbelief – which in our experience all students are more than happy to engage in – nevertheless, to borrow a phrase from Skehan (1996), well-designed tasks require the language learner to operate at the ‘cutting-edge’ of his or her language proficiency.

Negotiation in a language learning context refers to the modifications or adjustments that take place during conversations between native speakers (NSs) and non-native speakers (NNSs), or exclusively between NNSs, in order to allow for a better understanding of the discourse at hand. The Interaction Hypothesis, (Long, 1980, 1981b), claimed that this negotiation process actually enhances language acquisition on all levels i.e. as regards grammar and lexis, and at the discourse and interactional levels. Whether this claim can actually be confirmed will depend on the results of empirical research carried out in the field. Certainly much work has already been done on conversational adjustments in NS/NNS (Day et al., 1984) and NNS/NNS (Long, 1981b; Varonis & Gass, 1985a, 1985b) interaction which confirms that negotiation certainly gives learners the “opportunities to attend to L2 form and to relationships of form and meaning” (Pica, 1994:520). Participants co-construct meaning using various resources such as comprehension checks, clarification requests, direct questions, repetition and non-verbal cues. Thus it was suggested that researchers investigating second language acquisition should pay more attention to how the structures of the foreign language could be learnt/acquired through actual communicative use. It has also been suggested that not only are these modifications essential for the understanding of the interaction, but also following Swain (1985), the modified output that the learner is encouraged to do during negotiation i.e. the reorganising of the syntax to make form and meaning clearer, also contributes to the acquisition of the target language. There is undoubtedly little negotiation going on in many language classrooms, even now, and therefore we maintain that the

type of intercultural communication described in our research is beneficial for language acquisition.

As noted by Pica (1994) most of the interactional modifications concern lexis, requiring changes to be made through repetition, replacement by synonyms, etc. This is certainly confirmed in the analysis of the data we present in the second part of this dissertation. We understand that in face to face interaction between learners of a foreign language, the two main incidences of actual communication breakdown involve non-target language like pronunciation, and non-recognition of the vocabulary. Very rarely would a grammatical error, such as dropping the third person singular –s, (she go* to the university³..) or the use of a non-existent form for an irregular past tense (she goed* to the university) actually impede communication. They may notice the error, and this may be beneficial, but learners will normally avoid correcting their peers unless the classroom task actually requires them to do so. It is potentially a face threatening act and participants will not purposely offend their interlocutors by showing they apparently know less than themselves.

In the section concerning the treatment of error by the participants in the simulation, we will give examples from our IL corpus of the adjustments made in our learners' interaction, and how the trouble sources are solved by the interlocutors involved.

³ Throughout the first part of this dissertation we use the symbol ‘*’ next to forms and structures that are considered deviant according to the written grammar of English as described in Quirk et al. (1985).

4. Nature of Error

4.1 Error in Foreign Language Learning

In this chapter we will be investigating the historical perspective related to both Contrastive Analysis (CA) and Error Analysis (EA), seeking to understand their growth and decline as central to theories of second language acquisition. The discussion must necessarily include past research on the characteristics of learner language as described by Corder and other researchers, as well as the distinction made between ‘error’ and ‘mistake’, and ‘covert’ and ‘overt’ error.

We will then proceed with an overview of the description and classification of error types, followed by the possible underlying causes. Error gravity, or how exactly an error is viewed by the reader or interlocutor involved in a communicative event is also discussed, and error correction is mentioned especially taking into account the increasing number of learners around the world who have access to computers and can take advantage of new technology for receiving guidance in their production in the FL.

4.2 Historical Perspective

Four hundred years ago, the foreign language most studied was Latin. It was the dominating language in politics, religion, trade and education. At that time in England, there were only just over five and a half million people who spoke English, being greatly exceeded in numbers in other countries by speakers of French, German, Spanish or Italian. Latin enjoyed this status until the 17th century, when in the reign of King Louis XIV, French superseded Latin as the language of international negotiation (Potter, 1970). Since that time the dominant language in Europe has depended on a series of factors either of a socio-political and/or economic nature. Nowadays, at the beginning of this new century, it can hardly be doubted that English has taken its place as the most widely spoken language in the world, and whether this reflects the ideology of a situation of domination, imperialism and intolerance of other languages (diffusion-of-English paradigm), or, on the contrary, English strives to take a leading role in the building of linguistic diversity world-wide by promoting multilingualism, (ecology-of-language paradigm) remains to be seen (Phillipson & Skutnabb-Kangas, 1996).

During the 19th century and until the middle of the 20th century, foreign languages were studied in the same way as Latin had been, concentrating primarily on the receptive skills. The learners became acquainted with the literature of the target language, followed by an in-depth study of its grammar. At the same time their metalanguage was developed in order to be able to describe the formal elements of the language being learnt. With this Grammar-Translation

method, the main activity was focused on written translation, and no attention was given to the actual communicative use of the language in question. As this method had been predominant for hundreds of years, Taylor (2000) suggested that this made a good case for its continuity, since it had to be the most successful ever used. However, it was the importance given, almost exclusively, to acquiring knowledge about the language rather than its actual use, that led to its decline.

As a consequence, the resulting reaction saw the development of the Direct Method, which offered the language learner a completely different outlook regarding the product of language learning. Based on the way children learn their mother tongue, learners are intensively exposed to the spoken language, repeating and practising the forms so that they are stored and made available for future use. This inductive approach offered students no rules or grammar guides, it simply supposed that the learner would pick up the language in a natural way.

Almost at the same time, there co-existed a third approach to language teaching with its roots based in the field of Structural Linguistics and greatly influenced by the publication of 'Language' (Bloomfield, 1933), which was commonly known as the Audiolingual Approach. This method combined elements of both the Grammar-translation and Direct method in that grammar was of primary importance, as was also spoken production in the target language. In fact the reasons for developing the method were not strictly speaking of a pedagogical nature, but were due more to current events such as the outbreak of the Second World War with an urgent need for the American military to

understand and speak the languages of both allies and enemy. Developed thanks to military funding, mainly oral language was taught through stimulus-response type drills carried out in language laboratories. Essentially we have a type of automatised learning which is neither creative nor based on cognitive processing skills, but which was dedicated to drilling and practice, learning by heart, and the presentation of good models, while avoiding any mistakes in production. Thus, through Bloomfieldian linguistics the audiolingual approach had strong links with Behaviourist psychology, which, in turn, led to the development of the language analysis (and/or teaching) methodology called Contrastive Analysis, proposed by Fries in the 40s, and which is related to our research interest in the analysis of errors.

4.2.1. Contrastive Analysis

Between the 1940s and 1960s, language researchers conducted contrastive analyses, comparing different languages, which, according to Fries (1945), was an indispensable requirement for the creation of language teaching materials

The most efficient materials are those that are based upon a scientific description of the language to be learned, carefully compared with a parallel description of the native language of the learner. (1945:9)

Along the same lines, in the preface to *Linguistics across Cultures*, Lado, a student of Fries explained how the method should actually work by identifying the similarities and differences between the languages, and highlighting and predicting the difficulties of the learners:

The plan of the book rests on the assumption that we can predict and describe the patterns that will cause difficulty in learning and those that will not cause difficulty, by comparing systematically the language and culture to be learned with the native language and culture of the student. (1957:vii)

and the reason why they found it essential to carry out the analysis was based on the fact that

Individuals tend to transfer the forms and meanings and the distribution of forms and meanings of their native language and culture to the foreign language and culture - both productively when attempting to speak the language and to act in the culture and receptively when attempting to grasp and understand the language and the culture as practised by natives. (Lado, 1957:2)

The reasoning behind the theory was simple: when learning a second language a person will tend to use mother tongue structures in second language production, and where L1 structures differ from the L2, mistakes will be made. In an overtly simplistic way, therefore, the identification of differences and similarities between various languages was enough to deal with the problems of teaching those languages. If two languages were similar, positive transfer occurred, if they were different the transfer would be negative. Moreover it was thought that the greater the difference between them, the more difficult they would be to acquire, whereas the more similar, the easier they would be to learn. The method consisted of predicting errors before they were made, and drilling the target language forms before negative transfer occurred. Dulay and Burt (1972:237) claimed that the Contrastive Analysis Hypothesis (CAH) maintained the following assumptions:

1. Language learning is habit formation.
2. Where L2 and L1 differ, the old habit (using L1) hinders the formation of the new habit (learning L2).

Grammatical structures were carefully sequenced from basic to more complex; mimicry of forms and memorisation of sentence patterns were used to present rules inductively. Drills were practised with the aim of preventing completely, or at least minimising the learners' errors, which were undesirable, as once integrated into the learners' repertoire they would be more difficult to eliminate (Celce-Murcia, 1991:460).

Although Fries himself did not actually apply his work to teaching materials and language teaching, his colleague Lado did, specifically comparing the phonological systems of different languages.

Contrastive studies were also carried out involving English and German, English and Spanish, and English and Italian by the Center for Applied Linguistics in the United States, some being considered to be of real pedagogical value, such as the research conducted by Stockwell, Bowen and Martin (1965a) regarding the hierarchy of difficulty for English speakers learning Spanish (Larsen-Freeman and Long, 1991:53). Nevertheless, it seems that the CAH failed to provide a scientific backing for this teaching methodology, while it also failed to respond to questions concerning the lack of uniform success in adult foreign language learners. The major flaws included:

- Despite the intention of really applying the results of contrastive studies in the actual classroom, this did not materialise and teachers became

dissatisfied with its proposals which were seen to be unpractical and over-theoretical.

- Language instructors were more interested in known difficulties rather than theoretically-predicted ones.
- Many errors are not traceable to the L1, but are common to learners with different mother tongue backgrounds.
- Many errors were underpredicted by CA and were not anticipated, whereas others were greatly overpredicted as they simply did not arise in practice at all.

It was also noted that too much attention was being paid to hypothesising about what the learner may do, to the detriment of studying what s/he actually does (Schachter, 1974). Apart from the above-mentioned reasons, classical CA's close connection to Structural Linguistics (whose basic tenet contradicted CA in the sense that each linguistic system was unique due to the nature of the relationship between its structures), and Behaviourism, also brought about its predictable downfall as regards its aspiration to form the basis of a successful, new, language teaching methodology.

In the field of first language acquisition, the question concerning whether language is innate in humans, or on the contrary, if it is learned (nature-nurture controversy), has been the object of fierce debate for centuries. Not only was it the main theme in *Cratylus*, one of Plato's Dialogues, but the matter came to the forefront once again when Chomsky (1959) published his critical review of Skinner's *Verbal Behaviour* (1957) in which he argued that language acquisition

and use amounted to a lot more than a series of habits that were acquired in the first years of a child's life. Skinner had proposed that the response produced by rats to a particular stimulus in experimental conditions could be extrapolated to humans to describe the basic mechanism for language acquisition, suggesting that we were also controlled, like the rats, by external stimuli that provoked certain physical or verbal actions

The basic process and relations which give verbal behavior its special characteristics are now fairly understood. Much of the experimental work responsible for this advance has been carried out on other species, but the results have proved to be surprisingly free of species restrictions. Recent work has shown that the methods can be extended to human behavior without serious modification. (Skinner, 1957, cited in Aitchison, 1976:17)

Chomsky, in contrast, sustained that a child possesses innate knowledge concerning the principles and rules of language and its parameters. With a relatively low input, s/he is capable of creating and understanding an infinite number of syntactic combinations

...one is able to understand an indefinite number of expressions that are new to one's experience, that bear no simple resemblance and are in no simple way analogous to the expressions that constitute one's linguistic experience (...) The normal use is, in this sense, a creative activity. This creative aspect of normal language is one fundamental factor that distinguishes human language from any known system of animal communication. (Chomsky, 1972a:100)

Therefore, first language acquisition appeared not to be simply a product of habit formation, but one of rule formation where the child took an active part in

the process. Taking up on this hypothesis, second language acquisition studies now also regarded the learner as building up his/her knowledge of the target language by actively participating in the process.

Several authors (Schachter, 1974; Wardhaugh, 1970) made a distinction between the 'strong' version of Contrastive Analysis, or CA a priori which is based on the prediction of language differences, and the 'weak' version, called CA a posteriori or diagnostic CA. As regards the former, research revealed that there was little empirical evidence to support its theoretical base (Selinker, 1961a; Nemser, 1971; Briere, 1964). After carrying out research on 2500 Japanese learners of English, Whitman and Jackson (1972) also concluded that CA was in actual fact quite inadequate for predicting the interference problems of language learners. At the same time, Long and Sato (1984) found it inadmissible that one could gain insight into such a complicated process as language learning by the mere comparison of two different languages. Lastly, as Dusková (1969) indicated, mother tongue interference explains only some of the errors involved in learner production, and it does not take into account the interference observed between the forms of the language being learnt, both in grammar and lexis (1969:25).

It was the weak version or a posteriori CA which dealt with the identification and cause of errors observed in the learners' performance which was to become the focus of research in relation to the psycholinguistics of language processing in the field of second language acquisition. However, Schachter (1974) rightly claimed that any analysis based exclusively on

production would inevitably miss the phenomenon of avoidance, which must somehow be taken into account since it may be due to some difficulty the learner has had with some aspect of the TL. Neither does CA a posteriori cater for problems related to comprehension.

Nonetheless, several authors, including James (1980) and Selinker (1992), state that the work of Fries and Lado is historically significant because it is relevant to issues that are still the focus of attention in SLA and Interlanguage studies. Selinker (1992:10) maintains that SLA thought has never abandoned some fundamental insights inherent in CA, and certainly it is true to say that many empirical investigations are in fact based on comparisons of the different levels of linguistic expression in two or more languages.

4.2.2. Error Analysis

In our analysis of the evolution of the treatment of errors in the field of language learning, there is without a doubt one highly relevant seminal article which is quoted in all subsequent studies in the field. We refer to Corder's 'The significance of learner's errors'. In this article, Corder (1974) establishes an analogy between the errors produced by a child learning his/her mother tongue and those of a second or foreign language learner. Normally an utterance made by a child in his/her L1 such as: 'This mummy chair' would not be considered incorrect or deviant. It might, nevertheless, be followed by an adult expanding

the utterance with: ‘Yes, dear, that’s Mummy’s chair’. In this case, as Corder explains

We interpret his ‘incorrect’ utterances as being evidence that he is in the process of acquiring language and indeed, for those who attempt to describe his knowledge of the language at any point in its development, it is the errors which provide the important evidence. (1974:22-23)

Similarly, in second language acquisition, Corder (1981:11) states that errors are indispensable to the learner himself, because we can regard the making of errors as a device used in order to learn, and to make hypotheses about the nature of the language being learnt. It must be added that Corder himself did not consider the word ‘erroneous’ a correct term for the deviant forms produced in a learner’s linguistic repertoire at any one stage of the learning process. This learner language, according to Selinker (1984:35)

made researchers hypothesize the existence of a separate linguistic system based on the observable output which results from a learner’s attempted production of a TL norm.

This interim language Selinker named Interlanguage, adding, without a doubt, a new dimension to the study of learner language, which beforehand with CA had meant a one-way comparison between the L1 and the TL, and which now included three main points of interest:

L1 ? ? IL ? ? TL

This dynamic system can be envisaged as a continuum on which the learner builds up, in a systematic way, his/her knowledge of the target language, and which may show features at different stages, of both L1 or any other languages

learnt and the TL, or of neither of these. This continuum was first regarded as a restructuring continuum ranging from the learners' L1 to the TL. Later it was seen by some authors as a re-creation continuum in which the learner continuously adds to and refines the complexity of the system (Mizuno, 1999:129).⁴

Thus the errors that are detected in the learner's IL provide us with evidence of several different types:

1. They reveal in his/her performance the rule-governed system of the language and what has been learnt or how far s/he has progressed.
2. Which strategies or procedures are employed in the language learning experience.
3. How the learner is continually testing hypotheses about the nature of the language.

As claimed by Schachter & Celce-Murcia (1977)

The newly elaborated methodological tool, Error Analysis, follows closely the psycholinguistic research for an alternative to the behaviorist habit-formation theory of language acquisition – one that attempts to explain the essentially creative nature of the language acquisition process. (1977:442)

Essentially considered an 'approach' to the study of learners' language, EA has been used for three main purposes, according to Olsen (1999:91):

1. In second language acquisition studies.

⁴ The terms 'approximative system' (Nemser, 1971:55) and 'transitional competence' (Corder, 1981:67) have also been applied to this phenomenon, although with slightly different connotations. The former lays more emphasis on the learner language being a deviant system whose goal is to gain perfect proficiency in the TL, whereas the latter borrows the term 'competence' in the Chomskian sense of the learner's underlying knowledge of the language as a system.

2. As evidence for the study of L1 influence in the learner's IL.
3. For pedagogical reasons, pointing out problematic areas to be focused on in the teaching syllabus.

However, EA, as a method of research, has been said to lack methodological rigour, and is limited in its scope (Ellis, 1994:67). Certainly, regarding the first point, as we shall investigate in the following sections, the identification and classification of errors poses particular problems, while there is also a lack of agreement among researchers concerning the cause of errors. As Larsen-Freeman & Long (1991:61) have pointed out, there is a certain ambiguity in the following sentence that makes it difficult to decide with certainty whether we are dealing with a case of overgeneralization of TL norms, or a developmental error similar to the type made by children learning English as their L1.

*The doges ran home

Bell (1974, cited in James, 1998:17), also criticises EA for its poor statistical inference, and the problematic interpretation of many types of errors. Indeed, how the deviant forms, once identified, should then be evaluated poses an additional problem which involves the judgement of certain characteristics which are highly subjective such as grammaticality, appropriateness, and irritability, among others.

Regarding the limited scope of EA, several researchers including Corder (1971), Enkvist (1973), and Hammarberg (1974) have pointed out the negative attitude reflected in its analysis of 'what is wrong' or deviant in the learners' IL, while ignoring the achievements.

In a similar way, the question of avoidance is a highly relevant aspect of learner language, but it is one which EA does not account for. Comparing four groups of learners with different L1s, Schachter (1974) found that some groups of students produced few errors of certain types compared with others. When investigated, it was discovered that the apparent absence of errors was due to the students' deliberately avoiding certain forms and structures, which in some cases they did not feel competent to use, either because there was no equivalent in their mother tongues, or because their TL knowledge was lacking, although at other times this avoidance could be attributed to neither of the above-mentioned reasons.

Although in SLA studies errors were generally considered positive and of great interest to researchers, in a typical foreign language learning environment, i.e. the classroom, errors are penalised, causing learners to be failed in exams and reprimanded, in the case of children, by their caretakers and parents. This, in turn, may lead to certain observed attitudes in adulthood that make students feel they have to actually apologise for their mistakes, especially in oral communication or reading aloud in the class. Therefore in the teaching environments too preoccupied with eradicating errors, students tend to avoid making them, and in this way they are also dissuaded from being creative. However, if it is communicative competence that is being measured, surely, as Enkvist (1973:19) suggests

the grading of errors should be done according to the degree in which each error actually interferes with communication.

This important point will be taken up later on when we discuss the results of our error analysis.

Having terminated this overview of the historical perspective of EA within the field of applied linguistics in language teaching, we will proceed with the theoretical background to this thesis and what James (1998:1) describes as the aims of EA, which includes ‘the process of determining the incidence, nature, causes and consequences’ of learner errors in foreign language learning.

4.3 Definition and Types of Error

As is often the case, when a method or approach to language learning falls out of favour, there is usually a period of time, when it fails to be mentioned in the literature and the very term may become no less than taboo. The research work carried out on error analysis in second or foreign language learning was at its height in the 1970s and 80s. Since then, though, it has played a more discreet although it must be added, constant role, perhaps not as a theory of language learning, but on a day-to-day basis with teachers continuing to correct errors and improve syllabi, and researchers working more on matters related to error gravity, and causes of error, in particular, transfer or crosslinguistic influence. In this sense, it has never totally disappeared from the language learning scenario, continuing to be a more widespread practice than it is duly given credit for (James, 1998:18).

In many cases regarding the definition of error in language learning, there has been a reference made to the native speaker's competence, fluency or knowledge of the language including its rules and their usage, and learner forms that do not meet the target language requirements. Some definitions would not nowadays be wholeheartedly accepted due to the connotations underlying the idealised models they represent for the learner to imitate, as in Liski & Putnanen (1983)

An error occurs where the speaker fails to follow the pattern or manner of the speech of *educated people* in English speaking countries today. (cited in Lennon, 1991:182, my italics)

On the other hand, Hendrickson (1978) takes a view on error from the teaching and error correction angle, defining it as

an utterance, form or structure that a particular language teacher deems unacceptable because of its inappropriate use or its absence in real-life discourse. (1978:387)

Underlying this definition is the idea that the language teacher is the ultimate decider of what is right or wrong, and thus implies a high degree of subjectivity. This criteria has been undermined somewhat by research which has shown that there is considerable disagreement by both NS and NNS teachers, and non-teachers, concerning the detection and identification of errors. However, it must be said that most researchers whose L1 is the TL of the learners, (the present researcher included), admit to using their NS intuitions and knowledge of the language gained through teaching experience when detecting the errors made by the students.

Lennon (1991) claims to offer a more cautious definition, describing an error as

a linguistic form or combination of forms which, in the same context and under similar conditions of production, would, in all likelihood, not be produced by the speaker's NS counterparts. (1991:182)

In this account we believe that Lennon makes the relevant reference to context, and one which is pertinent to our later analysis of learner language on computer. It may not be totally accurate however, when considering the phonological system of the native speaker. As an example, we could give the word 'but' which in a large area of the north of England would be pronounced as /but/ and whose pronunciation as such would be considered an error if uttered by a language learner. Not that we imply with this that the students should be taught non-standard forms, simply it proves a point – that many NS counterparts will pronounce the word 'erroneously'. Indeed, in another study reported by Green & Hecht (1985) in which German learners of English exchanged letters with students from schools in England whose L1 was English, the idealised model of NS competence is called into question. Mistakes were quite frequently made by the latter group, with the following distribution, according to broad categories:

15% - grammatical errors

12% - lexical errors

33% - errors of style

40% - errors of spelling

Chun et al. (1982:538) use the term error to indicate the use of a linguistic item in a way which, according to the fluent users of the language, indicates faulty or incomplete learning. Here the NS is not the only model being considered as competent.

In the context of the work carried out for this thesis, and considering the NS characteristics of the researcher, we would define error as:

- a form or structure in the learner's production which is identifiable as being deviant, to a greater or lesser extent, in comparison to a NS or a fluent user of the TL attempting to say the same in an identical, or similar, linguistic and communicative context.

Before actually describing the different taxonomies regarding errors in language learning, there are several issues that need to be discussed due to their relevance to the error classification adopted in our research work.

Corder (1981) made a distinction between the phenomenon of error and mistake. In the learners' IL, he understood that deviant forms of performance (mistakes) were unsystematic, whilst deviant forms of competence (errors) were to be classified as systematic. The former are of no significance to the process of language learning and are not unlike the mistakes NSs make. They are due to processing failures involving memory lapses, slips of the tongue, tiredness, etc. and do not show there is a defect in the language that has been learnt. According to Corder (1981), if they were pointed out to the learner s/he could correct them without any difficulty. On the contrary, errors are of importance and the learner would not normally be able to correct them as s/he has an incomplete knowledge of the TL structure involved. However, Vázquez (1991) notes that merely being able to correct oneself does not necessarily mean that the form or structure has been integrated on a permanent basis within the interlanguage system of the learner. Indeed, if this were the case, there would be no such thing as the

phenomenon of fossilisation. Also critical of this distinction, Hamilton (2001) claims that Corder overstates the existence of ‘systematic’ errors and does not give any examples of these to clarify this point, thus doubting whether “his assertion should be viewed as an empirical generalisation” (2001:76). Nearly half a century before, in the field of philosophy, Wittgenstein (1958) had already argued that there was no sharp distinction between a random mistake and a systematic one.

Similarly, Moerman and Sacks (1988, cited in Hamilton, 2001:86) make the observation that

the notion of error or violation is often a weak one in the social sciences, for the mistake may be the analyst’s and not the actor’s. For example, we now all realise that the speaker who says “it’s me” is not thereby violating a rule of English by which he should say, “it’s I”. Rather the mistake belongs with the grammarian who calls it an error.

If, as Ellis (1994:51) points out, a learner sometimes uses a correct form and sometimes incorrect, is it a mistake or an error? Can we not consider the idea that the learner’s knowledge may simply be partial, and not be aware as yet of the different contexts in which a form may be used? Taylor (1986:154) states that an error can be distinguished from a mistake only by investigating the writer’s semantic and structural intentions. However, the learners are not normally available to be interviewed about their production a posteriori in order to try and find out whether they can correct a form and if not, why not. In our research work we had no opportunity for doing this, and even in the case of what appeared to be typing errors, we could not always claim that these were what Corder

would classify as mistakes. The mere repetition of a particular deviant form does not always mean that it is a systematic error in the learner's IL – it indicates that under certain conditions, where students have to comprehend and produce language at high speed, they may be paying more attention to meaning than to form. James (1994:77) further adds that the matter of intentionality should be taken into consideration when identifying errors since – “an error occurs when there was no intention to commit one”. However, a mistake or deviant piece of language may or may not be intentional. Language is often knowingly used in a different way from the standard norm, i.e. poetic language, advertising. Language learners will try not to make mistakes while sitting an examination, but under different working conditions, for instance, while taking part in intercultural communication with other non-native speakers, errors may be due more to the mode of communication (e.g. casual conversation, on-line synchronous exchanges) than to any deficiency in their linguistic competence. In the analysis of certain categories of error we have tried to make a distinction between error and mistake, for instance, in spelling (a mistake would be a simple typing error), but on the whole, in many other cases, we feel that this is a fuzzy notion and as such cannot be applied in a rigorous enough way to our corpus.

Another important related aspect to be considered is the distinction also first made by Corder (1981) between ‘overt’ and ‘covert’ error. A form or structure that appears to be well-formed may not guarantee that it is error-free:

... we have to distinguish between sentences which are *overtly erroneous* i.e. are superficially erroneous, and those which are

covertly erroneous, i.e. apparently acceptable, but so by chance, or which are inappropriate in one way or another. (1981:42)

In this sense the linguistic and extralinguistic contexts must be taken into account to make judgements which often lead to detection of errors of a more pragmatic or discursual nature. In our corpus we have certainly found cases of covert error types, although they are by no means always easy to detect and classify since they are often only observable by looking above the levels of phrase or sentence.

We also add here that the production of a correct form does not necessarily imply that the particular form has been acquired, since the learner may simply be repeating in a mechanical way an utterance previously heard or drilled without having really understood its form or function.

4.4 Detection and Classification of Errors

Following Corder (1974), the procedure involved in the analysis of errors is as follows:

The researcher selects a corpus of a particular example of learner language, either spoken or written, involving one or several different modes of communication.

The errors are located following either NS/NNS knowledge and/or intuitions and/or by using a comprehensive grammar of the target language.

1. The errors are classified.

2. Explanations are formulated of the psycholinguistic causes of the errors.
3. An evaluation of error gravity, or ranking of errors is carried out.
4. As a pedagogical outcome, teaching materials may be revised or improved.

We will now proceed with what we call a top-down approach to the analysis of how errors can be detected and classified in the learner's IL.

The simple location of error is not always a straightforward affair. In oral language it is more difficult than written, unless the former is transcribed. It is also more problematic locating errors on the computer screen than on paper, and certainly one's own errors are more difficult to recognise than those of others (James, 1998).

The first stage of detection of errors is achieved, logically, by comparing what was said or written with what the researcher thinks the learner meant to say or write. Corder (1981) explains it as follows:

We identify errors by comparing original utterances with what I shall call reconstructed utterances, that is, correct utterances having the meaning intended by the learner. (1981:37)

This point related to intended meaning has been the subject of great debate in the literature referring to the analysis of errors. How can we be sure of what the learner meant to say? Having analysed in our research work an 85,000-word corpus of learner language, we can confirm that both the linguistic context and the topic sequence were decisive in helping to detect and classify those errors which could be classed as problematic, and it must be noted that only a very

small percentage proved to be of this nature. This observation is similar to Dušková (1969) who found that only 4% of her corpus of errors were difficult to identify. In the cases in our corpus where non-nativelike language was used, and it was difficult to pinpoint the exact nature of the error, the tags (S) for Style and its subcategories (SI = style incomplete, and SU = style unclear) were used.

Errors tend to be identified and classified more or less easily depending on the level of deviance of the form. In this respect, when there is a low level of deviance, judges will be more likely to disagree on the exact nature of the error. It is, nevertheless, crucial that we make the correct interpretation, as Corder (1981) puts it, “since the success of our description depends entirely on the correctness of our interpretation of the learner’s intention or meaning” (1981:37).

Another important factor related to the detection and classification of errors concerns the judge’s knowledge of the learner’s L1. The more familiar s/he is with the nuances of the language and culture, the more likely a correct interpretation of meaning can be achieved. This point may, nevertheless, have its disadvantages, since the person with near-native fluency in the learners’ L1 may also be affected by the phenomenon of language attrition, making some structures seem target language-like when they are not.

Lastly, there are cases where the intended meaning is understood, but there may also be several different but equally plausible ways of reconstructing the deviant form. Ellis (1994:57) gives the following example:

*I am worried in my mind

Could either be reconstructed as:

I am feeling worried.

I have a problem on my mind.

He adds that the description of the error will depend on its reconstruction, but in the corpus we present, the errors are always classified according to the grammatical category of the deviant form or expression, and not according to the category of the correction, which may or may not coincide.

Continuing our overview of the classification of learner errors on a general level, Burt & Kiparsky (1974) distinguished between the global and local distribution of errors. What they call local mistakes are to be found within a limited linguistic domain – i.e. involving the word or clause and affecting specific items such as articles, verb and noun agreement, etc. On the other hand, global mistakes tend to be located within the relations between clauses, or sentences, or over longer stretches of discourse, and typically include connectors, relative pronouns, tense continuity, word order, etc. Hence the lexical errors in our corpus are local, whilst the grammatical errors may be either local or global, depending on each particular case. Several researchers (Tomiyama, 1980; Hughes & Lascaratou, 1982; Davies, 1985; Celce-Murcia, 1991) claim that global errors are more likely to impede successful communication and are judged as being more serious by NS teachers. Tomiyama (1980), studied the relationship between grammatical errors and communication breakdown. The variables examined in the experiment involved articles (representative of local errors) and connectors (representative of global errors). Communication breakdown was more likely to occur if a NS teacher was not able to correct the error, or if the

correction distorted the intended meaning of the learner, which happened with much greater frequency in the global errors. Burt (1975, cited in Hendrickson, 1978) claims, in fact, that the correction of one global error in a complex sentence clarifies the intended message more than the correction of several local errors in the same sentence.

e.g. *It were dark as we approached to the hause. (This sentence contains 4 errors. Nevertheless it is quite intelligible)

*The English language use many people. (Incorrect word order impedes the immediate comprehension of this sentence)

*I didn't question his decision yet I trusted him completely. (The logical connector should be 'because')

(Adapted from Celce-Murcia, 1991:469)

Although Dulay, Burt & Krashen (1982) note that there are two main ways of categorising learners' errors into:

- Linguistic categories (morphology, syntax, etc.)
- Surface structure taxonomies (omission, addition, etc.)

in actual fact many classifications are hybrid versions such as Corder (1981) who records errors of omission, addition, selection, and ordering on one level, and at the same time distinguishes between errors made on the grammar, lexico-semantic and graphology/phonology levels. Corder himself is critical of using the surface structure taxonomy exclusively because it is not sufficiently deep or systematic. As he shows with the following example:

*I am waiting here since three o'clock.

Nothing is really explained by stating that the error involves a wrong selection and an omission. It is more important for the learner to know s/he has simply made a tense error (1981:37).

One of the studies using a more general taxonomy is by Politzer & Ramírez (1973) whose categories include

- Morphology
- Syntax
- Vocabulary

or as in Green & Hecht (1985) focusing on the four main categories of

- Grammar
- Vocabulary
- Style
- Spelling

Each of which are subdivided into more specific categories in the students' written production. For instance, the category 'Style' includes 'inappropriacy' and 'discourse organisation', resulting in a total of nine subcategories altogether.

As a last example of a taxonomy used in the research literature on written work, we turn to Olsen (1999) who once again distinguished very general categories of errors:

- Orthography
- Morphology
- Syntax
- Lexis

From a corpus of spoken language, Chun et al (1982), distinguished five categories:

- Discourse errors (errors beyond the sentence level and including structural/pragmatic aspects including inappropriate openings and closings, incorrect topic switches, inappropriate refusals, etc.)
- Factual errors (including those concerning the factual knowledge or truth value of an utterance).
- Word choice errors (incorrect choice or addition of a noun, verb, adjective, adverb, preposition, etc.)
- Syntactic errors (tense agreement, morphology, word order, etc.)
- Omissions (involving the incorrect omission of nouns, verbs, auxiliaries, articles, etc.)

In our research we aimed to carry out an exhaustive analysis of the linguistic errors, trying to define each category in great detail and thus avoiding cases of overlap, as far as possible. There are seven main categories, which, subdivided further, produce a total of forty error categories. Since part of our corpus is composed of synchronous exchanges on computers, we also saw the need for identifying those interactional aspects typical of spoken discourse which have been identified in computer mediated communication, such as negotiation of meaning, openings and closings, the use of punctuation to express non-verbal communication, and other pragmatic aspects of the discourse. We have also carried out a surface structure analysis in some categories, i.e. articles, (concentrating mainly on omission and addition); lexical errors (focusing on

formal, semantic or collocational aspects, codeswitching, misselection, misordering, etc.)

The following table summarises some of the research carried out on the quantitative results of error analysis in second or foreign language learning.

Table 2. A summary of research work on the quantitative analysis of errors

Study	Subjects	Measure/Method/Procedure	Main results
Green & Hecht (1985)	60 German EFL Learners	Letters written in English to pupils in English schools. Production corrected and graded by 3 German L1 teachers and 5 NS teachers.	(% of all errors) 54% grammar errors 24% vocabulary 7% style 15% spelling
Olsen (1999)	39 lower secondary school learners in Finmark, Norway, divided into 3 groups A= 8 subjects B = 16 subjects C = 15 subjects	Compositions written in English for an examination.	Group A 37% Orthography 45% Morphology 9% Syntax 9% Lexis B 46% Orthography 41% Morphology 5% Syntax 8% Lexis C 46% Orthography 42% Morphology 6% Syntax 6% Lexis
Meziani (1984)	Students at final year of High School in Rabat, Morrocco.	Free composition. 50 essays chosen at random from 200.	(% of all errors) 39.20% tense 17.90% prepositions 17.72% articles 9.60% form 3% concord 2.82% pronouns 2.82% singular/plural 1.88% word order Rest 3.18% surrogate subject; voice; adjective and miscellaneous.

Study	Subjects	Measure/Method/Procedure	Main results
Lennon (1991)	Advanced German learners of English	Spoken performance -longitudinal study made over 6 month period.	23% lexical choice 22% preposition and adverb particle choice 21% intra-verbal group ⁵ 12% intra-noun phrase ⁶
Dusková (1969)	50 postgraduate students of Sciences.	Recurrent systemic errors (those made by a number of learners). Task: 1. Request for a correction of a letter in English. 2. Write about their last journey abroad 3. Write the conclusion of a scientific article.	(Analysis of grammar and lexis only) Number of errors per total errors Morphology 166 Modal verbs 16 Tenses 50 Articles 228 Word order 31 Syntax 54 Construction/Government 54 Prepositions 19 Lexis 138 Total errors 756
Morrissey (1983)	Advanced German learners of English	Free conversation and essays – errors classified into 8 general categories.	% of all errors Noun phrase 31% Verb phrase 26% Complementation 9% Prepositional phrase 18% Adverbials 8% Pronouns and other pro-forms 3% Negation and non-assertion 3% Comparison 2%

⁵ Errors of tense and aspect. This category does not include verb morphology errors.

⁶ Errors of determiner, adjectival choice, N + N combinations, noun phrase post modification, etc.

A number of studies, when investigating the results of quantitative analyses of learner errors, have made an almost obligatory reference to error gravity. This is a natural consequence, since, as we have seen, concerning the distinction made between global and local distribution, some errors are certainly more serious than others in that they impede easy and instant comprehension. In this sense, Ellis (1994:63) has identified three main research questions:

- Are some errors more problematic than others? In order to answer this question, and apart from the consideration of the purely linguistic characteristics of learner errors, it would be necessary to take into account several factors of an extralinguistic nature:
 - What is the context of the language use? Casual conversation; a job application letter; a composition for an examination, a power point presentation..?
 - Who are the participants in the communicative event, and what is their status, age, relationship, etc.?

According to some studies, successful communication is the most important goal of any communicative act, and therefore errors that impede this will be more serious. In relation to the above-mentioned distinction of global and local mistakes, Tomiyama (1980), found that global errors were judged more negatively after an achievement judgement analysis was carried out, due to the increased demand made on processing in order to try and understand the intentions of the writer. Kramsch (1986) suggests that this aspect is highly relevant as most pedagogical grammars

pay little attention to suprasentential aspects of syntax (1986:369). Burt (1975) concluded that word order error hinders communication most, whereas Nickel (1973), Olsson (1973), Chastain (1980), James (1977) Johansson (1978) and Dordick (1996) all found lexical errors were more serious for comprehending the message. As a result, several researchers including Judd (1978), Hatch (1978), and Chun et al. (1982) have called for a re-examination of the treatment of vocabulary in language learning programmes. Lastly, Green & Hecht (1985) and Kramersch (1986) suggest that errors made at the discourse level are those that most block comprehension.

- How do the evaluations of these errors vary with NS and NNS judges? Once again, results of research in this field have offered conflicting results. McCretton & Rider (1993) did not report any significant differences between NS and NNS teacher judgements. Within both groups, lexical errors were considered the least serious, whilst the most serious were related to verb forms and concord. This contrasts with a similar study by Hughes & Lascaratou (1982), whose NS teachers considered lexis and verb form errors to be the most serious, while in the same study the NNS teachers coincided with McCretton & Rider's subjects in qualifying verb forms and concord as the more serious errors. Hughes & Lascaratou (1982) included in their study not only NS and NNS teachers, but also NS non-teachers, as they "are the 'linguistically naive' native speaker whom we are often presumed to be preparing our students

to communicate with” (cited in McCretton & Rider 1993:178). This last group of judges (NS non-teachers) claimed that errors of spelling and vocabulary mattered most. The majority of the studies carried out in this line of research (e.g. James, 1977; Santos, 1987; Porte, 1999, among others) have found NNS teachers tend to mark their learners’ output paying more attention to the forms and structures of the discourse and are more severe in judging its acceptability, while NS teachers look more closely at intelligibility and on the whole are more lenient.

3. Lastly, what criteria are applied in judging errors? Enkvist (1973) proposed the criterion of grammaticality, acceptability and appropriateness. Corder (1981) coincided with these three points, but added that the last two criteria would vary greatly depending on the context. Other researchers have added the ‘irritability’ factor (James 1998), while Olsson (1977) and Lennon (1991) found that the frequency of a given error in the learners’ discourse can influence the perceived gravity. James (1998) associates Chomsky’s competence with grammaticality, and performance with acceptability. However, we consider this distinction somewhat irrelevant since the only observable linguistic behaviour we can count on for investigation is that of performance.

Nowadays researchers have access to larger computer corpora which allow for more accurate frequency counts of errors in both individual and different groups. Nonetheless, criticism has been levelled at the above criteria by several authors. Davies (1985) points out that error gravity judgements have involved, more often

than not, the use of isolated sentences with no contextual situation included and the degree of unintelligibility associated with an error when it is judged in this way may bear little relation to its comprehensibility in the context where it is actually made (1985:68).

Rifkin & Roberts (1995) share the same view, and add that error gravity research has shown serious design flaws concerning the lack of objectivity involved with using judgement criteria such as acceptability, intelligibility, or irritability, while ignoring the other extralinguistic factors involved in the communicative context which may be more relevant. Gorosch (1973) indicates that the notion of 'acceptability' is a

pre-scientific term (...) more primitive than either 'grammatical' or 'meaningful' in the sense that, unlike these terms, it does not depend upon any technical definitions or theoretical concepts of linguistics. (1973:145)

Dordick (1996) adds that this criteria is "inherently weak" due to its "indirectness and subjectivity" concluding that the relative gravity of errors should be judged according to their "communicative interference value"(1996:300).

In the analysis of our corpus of learner language we have found that in some cases where ungrammaticality was difficult to pinpoint we have turned to the criteria of appropriateness in order to categorise the errors. In other cases, especially with the advanced learner's production, and coinciding with Morrissey (1981:279), when attempting to classify the error according to a particular grammatical rule, we were forced to admit that language textbooks and reference

grammars often fall short of giving comprehensible and comprehensive explanations concerning correct usage.

In the next section of this thesis we investigate some of the causes of deviant learner language, with particular attention being paid to the question of interlingual and intralingual errors.

4.5 Cause of Errors

It is the systematicity of language which makes its acquisition an ‘all or nothing’ achievement. As Corder (1973:283) explains, in a sense, nothing is ‘fully’ learnt until everything is ‘fully’ learnt since there is an absolute interdependence involving all the different levels of language, its structures, and the hierarchies to be found within the system. It is therefore inevitable that during the course of the learning experience errors will be made while this system is being perfected, and these, in turn, have various causes. A learner is exposed to a given *input* (potentially processible language data made available to the learner), which may or may not become actual *intake* (what the learner is ready to process and really takes in and turns into knowledge of a particular kind), and subsequently s/he may gain the ability to use the language in the appropriate way either in comprehension or production (Sharwood Smith, 1997:8). However, the input which has been processed by the learner and may have been understood is not necessarily available in an automatic way for use in production. In fact, comprehension is, to most learners, an easier task due to the way the incoming

information is processed, most probably in a top-down fashion, with the emphasis on gaining access to meaning, whereas production seems to involve greater processing constraints. This would explain why incoming information is not immediately integrated into the learner's IL. At this point we feel it would be convenient to mention again, in the context of this section related to error causes, the distinction originally made in philosophy by Ryle (1949), and which was later adopted by Faerch & Kasper (1984), referring to the two types of knowledge formulated in the human mind. In language production, a form or structure may be integrated into the learner's declarative knowledge, but s/he may not be aware of how or when to use this knowledge and therefore will be said to be lacking in procedural knowledge to actually create his/her own TL output. Psycholinguists maintain that declarative knowledge cannot be employed directly but is dependent on certain procedures to activate it (Ringbom 1992:94). Although declarative knowledge can develop from just being told, procedural knowledge, on the other hand, is acquired only gradually through practice (Anderson, 1976, cited in Ringbom, 1992:94). Thus, in the process of language learning, whilst the IL is being developed we find an imperfect system in operation, within which many different types of errors can be manifested while TL knowledge is being construed, which in turn, may be due to single or multiple causes. Indeed, the same error may be due on one occasion to one particular cause, but in a different context may be attributed to another very different cause. As Abbott (1980) points out

No one can claim to know precisely what causes a particular student to make a particular mistake. The cause may be very complicated or there may be more than one cause. (1980:3)

Within the framework of the present research work, we review the literature concerning the causes of errors in the field of foreign language learning, with a special reference to those errors caused by interference from the learners' L1, since this appears to be one of the main causes of error detected in our subanalysis of the Spanish L1 learners' formal and lexical errors in our corpus.

In broad terms, Faerch et al.(1984) attribute learner errors to two main causes which result from both internal and external factors. The internal factors deal with the motivation of the learners, the capacity they have for studying, and their attitude to the target language and culture. For instance, the phenomenon of fossilisation can be a result of the lack of development in the language learning process caused by internal factors. On the other hand, external factors tend to be teaching or teaching materials induced errors (over-emphasis on fluency to the detriment of form, confusion caused by providing learners with too much information e.g. give too many synonyms for a concept which is given out of context or giving quite simply the wrong information).

A more useful diagnosis of causes with a view to attempting to develop pedagogically-oriented materials would be the distinction made by Taylor (1986) which identifies psycholinguistic, sociolinguistic, epistemic and discourse structure sources. Of these, most research has concentrated on the psycholinguistic causes concerning the nature of the L2 knowledge system and the differences learners have in using it in production. There have been several

major distinctions made according to different authors, although on a general level it is agreed that the main causes are of an interlingual or intralingual nature:

Interlingual errors are those which may be traced back to the learner's knowledge of the L1 or another language previously acquired.

Intralingual errors are those which have been identified as being caused through incorrect applications of specific rules to other forms and structures of the target language, thus causing internal conflict and 'non-targetlanguage-like' behaviour. According to Richards (1974:174), they are those

which reflect the general characteristics of rule learning, such as faulty generalisation, incomplete application of rules, and failure to learn the conditions under which rules apply.

In both cases we may say that some sort of interference has been caused, although it must be said that in the case of transfer, the application of L1 forms, rules or structures does not necessarily or always lead to the making of errors. Indeed it is a useful and much used strategy to apply knowledge of the L1 to the comprehension and production of the L2, and when it is successful it is referred to as positive transfer. When these same rules from the L1 cannot be applied to the L2, negative transfer is produced and errors are made.

Although there have been many studies carried out into the causes of error, there has been little agreement concerning the weight to be assigned to each of these main sources, thus two extremes have been observed involving those who deny that interference even exists and that it is irrelevant to the study of language acquisition, contrasting with those who maintain it is highly significant, although basing their claims on studies which may not have been carried out under the

most rigorous conditions (Andersen, 1984:126). Certainly evidence suggests that, similar to the classification of the errors themselves, the identification of their causes is not always a clear cut matter. As Swan (1997:161) indicates, if an English L1 learner of French confuses *fenêtre*, *vitre*, *vitrine* and *vitrail* (words for different types of window), is this due to interlingual causes since the English system does not offer so many forms, or on the contrary, is it intralingual because the French lexical system is complicated and there are in fact no English terms to transfer? Dušková (1969) maintained that the lack of an article system in her subjects' L1 (Czech) led initially to a classification of this frequent type of error in her data to interlingual causes, which later on, when learners went beyond the beginner level, were attributed to intralingual causes as the learner became familiar with the TL system and the confusions of use or, as she puts it, 'interference from the other terms of the article system and their functions' (1969:18) became more salient. On the contrary, although dealing with the same grammatical item, Arabski (1979) understood that the article errors made by his Polish L1 students could not be classified as interlingual since the mother tongue does not have articles there is therefore nothing to transfer. A terminological solution proposed by Meriö (1978), but which really boils down to the same debate, relates to the basic notion of the term interference, which, in his research work refers to 'all those errors which are not made by a monolingual' (1978:27) and which implies that our learners' deviant forms will always be caused by some form of interference which may be due to either the 'primary language' (L1) or the secondary language (target language).

These inherent difficulties in establishing what is interlingual and what is due to other causes is problematic, so much so, that the research carried out on interlingual errors, for instance, has concluded that interference is the cause of between as little as 3% (Dulay & Burt, 1973) and as much as 80% (Nickel, 1981) of the total errors committed. The disparity shown in the results may be attributed to several main reasons:

- The studies were carried out on learners with very different L1s who were learning English as a second language or foreign language. As we have mentioned previously, the context of the learning experience is relevant to the research design and above all, the results, since these will differ depending on whether the TL is being learnt in the country where it is actually spoken, or if the learner's exposure to the TL is only within the confines of the FL classroom.
- The learners involved in the research had varying levels of competence in the L2, (James (1998) found there is evidence to suggest that transfer is a strategy used more by beginners and very advanced learners, although we will comment on this finding further on).
- The task types involved in the research design were very different as, say, translation will show more cases of transfer than free composition (LoCoco, 1976).

In addition to these points, there has been a fair amount of criticism aimed at the lack of a more rigorous methodology in the research that has been carried out

on this subject and the criteria used for its identification. In this sense, Jarvis (2000) remarks on the

gross inconsistencies among findings related to L1 influence (which) make one wonder whether transfer researchers have truly been investigating the same phenomenon. (2000:247)

In 1980 Flick commented that the results of much of the research work have been ‘based on individual biases and point of view of the researcher’ (1980:60) while Kellerman, writing ten years on was still found to observe that ‘the field turns out to be in some confusion and has not yet settled down to a consensus view on L1 influence’ (1984:98). Yet another ten years later, Ellis (1994:29) notes that there has certainly been a ‘lack of well-defined and broadly-accepted criteria for establishing which grammatical utterances are the result of language transfer’.

Both Ellis (1994) and Jarvis (2000) conclude that there should be more agreement among investigators concerning the identification of the incidences of language transfer. This problem is highlighted in Dechert and Raupach’s (1989) introduction to *Transfer in Language Production* in which they comment that ‘in spite of three decades of intensive research (...) there is still no generally accepted agreement of what language transfer actually is’, and cite the volume *Language Transfer in Language Learning* by Gass & Selinker (1992) in which there are no less than 17 different interpretations of the term. At times a ‘notion’ or ‘concept’, at others a ‘process’, ‘strategy’ or ‘ability’, it is used to describe the ‘positive’ or ‘negative’ ‘interaction’, ‘influence’ or ‘effect’ of the MT, or other language, in the ‘acquisition’, or ‘structures’ of second or additional foreign

languages. It may be the case that until, as Odlin (1989:2) suggests, adequate definitions of other related concepts for the terms ‘strategy’, ‘process’, and ‘simplification’ materialise, we may not be able to formulate an acceptable definition of transfer. Indeed, is it a ‘process’ (Selinker, 1966), a constraint (Schachter, 1984), a strategy (James, 1998), or a facilitator for learning (Ard & Homburg, 1992), or perhaps all of these?

In our research work, we follow Odlin’s (1989) definition of language transfer as:

... the influence resulting from similarities and differences between the target language and any other language that has been previously (and perhaps imperfectly) acquired. (1989:27)

This definition may pinpoint the cause of transfer, but it does not help us to identify which errors are to be classified as interlingual. In the section relating to Method in this thesis we will investigate this matter further, while proposing a broad working definition for identifying cases of crosslinguistic transfer in the formal and lexical errors in the corpus we analysed in our research work.

4.5.1. Crosslinguistic influence

The term ‘interference’ in the field of linguistics was first used by Sandfield in the 4th. International Conference of Linguistics during which he admitted:

il n’y a pas de domaine linguistique ou une influence étrangère ne puisse pas se faire sentir (1938, cited in Rodríguez Medina, 2001 :735).

Previously, Sapir (1927) had noted that there existed a mutual influence between languages, whilst Bloomfield (1933) had already coined the expression ‘borrowing’. However, it was in the publication by Weinreich in 1953 of *Language in Contact* that this author laid the foundations for the study of the phenomenon of interference in the context of bilingualism, examining it as a sociocultural aspect of languages in contact. Weinreich clarifies certain concepts regarding the notion of both *languages in contact* and *interference* respectively:

Two or more languages will be said to be in contact if they are used alternately by the same persons [...]

Those instances of deviation from the norms of either language which occur in the speech of bilinguals as a result of their familiarity with more than one language i.e. as a result of language contact. (1979:3-4)

As we have pointed out in the chapter concerning the historical background to error analysis, the terms interference and transfer had been associated with behaviourist theories of learning involving habit formation and the negative influence of the learner’s mother tongue, without also taking into account the phenomenon as being a positive strategy. Indeed, L1 influence does not ‘manifest itself exclusively, probably not even primarily, in errors’ as Ringbom (1987:58) notes, since not all errors are due to transfer, and not all the instances of transfer lead to error (1987:69). For this reason Corder (1992) objects to the term ‘interference’, since

no process appropriately called interference takes place, if by that we mean that the mother tongue actually inhibits, prevents or

makes more difficult the acquisition of some feature of the TL.

(1992:18)

He does, however, admit that there is ‘a clear relation between speed of acquisition and so-called language distance’ (1992:21). This does not mean that learning a language very different from the MT will cause inhibition or interference. On the contrary, it simply means that there is less facilitation. Along these lines, Swan (1997) mentions that research has shown that Swedish and Spanish speaking learners of English acquire vocabulary faster than Arabic and Finnish students, mainly due to the fact that the former share lexical similarities with English as regards their high incidence of Graeco-Latin vocabulary, although learners often need specific training in order to recognise these cognates in their input. Of a different nature is the English phonological system, which poses greater problems for Spanish speakers, due, amongst other features, to the presence of consonant clusters, the wide range of English vowel sounds, and its very particular rhythm and sentence stress. There are, needless to say, many other aspects which contribute to making a language more, or less difficult to learn, some being dependent on linguistic factors (concept of markedness and difficulty), while others are dependent on extralinguistic factors such as cultural distance, motivation and age. For the learners involved in the task, however, comparisons are inevitably made between the L1 and the TL, whether consciously or subconsciously, and this almost certainly facilitates the growth of his/her IL system (Sharwood Smith 1984).

With regard to the terminological problem posed by the use of the term ‘interference’, it has been suggested that the alternative superordinate term proposed by Sharwood Smith and Kellerman (1986) – crosslinguistic influence – be more appropriate as it is

theory-neutral, allowing one to subsume under one heading such phenomena as ‘transfer’, ‘interference’, ‘avoidance’, ‘borrowing’ and L2-related aspects of language loss and thus permitting discussion of the similarities and differences between these phenomena. (1986:1)

Although some researchers have employed this term, in general, the more widely-used ‘transfer’ has been predominant, especially since the publication of what has been one of the main authorities on this phenomenon, *Language Transfer* (Odlin 1989) and which includes the study of the different crosslinguistic aspects involved in language learning described by Sharwood Smith and Kellerman above.

Ellis (1994:62) maintains that transfer errors are more frequent on the phonological and lexical levels, adding that some areas of grammar are more likely than others to be influenced by the structure of the learner’s L1. Green and Hecht (1985) investigated their interference errors by breaking them down into different categories and found that 69% were grammatical; 26% were errors of vocabulary and 5% due to incorrect style. Within the first category, the impact of L1 transfer was greatest in the sub-category of tense usage – amounting to a total of 36%, and syntax, which accounted for 29% of the grammatical errors. Dušková (1969), found that errors of word order and syntax were often due to L1 influence, and the area least affected by the learners’ L1 involved morphological

errors. Finally, Grauberg (1971, cited in Ellis 1994:62), noted that 25% of the lexical errors, 10% of the syntactic errors and none of the errors related to morphology produced by German L1 learners of English could be attributed to interference. In the section of this thesis which deals with the discussion of our results we compare our findings with other studies, and comment on the incidence of crosslinguistic influence in our corpus of errors.

4.5.2. Intralingual errors

Many errors which learners make can be attributed to inherent difficulties and/or irregularities in the TL. In the late 60s and early 70s, several researchers (Dušková, 1969; Selinker, 1969; Richards, 1974; Bhatia, 1974) focused their attention on those errors which were not traceable to MT patterns and which could only apparently be explained as resulting from a strategy of target language syntactic overgeneralization (Taylor, 1975:74). Jakobovits (1970) defines generalizations as

the use of previously available strategies in new situations-. In second language learning some of these strategies will prove helpful in organizing the facts about the second language but others, perhaps due to superficial similarities, will be misleading and inapplicable. (1970:111-112)

As is often the case, until the proponents of two different views come to a mutual agreement that recognizes the importance of taking into account both ends of the pendulum, i.e. L1 interference and intralingual interference, there have been dramatic swings from one extreme to the other, which serve at best, to

cause confusion among applied linguists working in the field of SLA. Dulay, Burt & Krashen (1982:96) claimed that ‘the first language has long been considered the villain in second language learning’. To a certain extent this was true, in the sense that the behaviourist learning theories, as we have discussed previously, conditioned the teaching methods in such a way that the learners’ MT was, in effect, to be ‘written over’. However, attitudes to error changed, and as Nickel (1989:296) points out, although CA ‘has been fed by different streams and sources’, which explains why research in different countries has been based on different assumptions, the resulting theory, EA, adopted a more balanced view with regard to the role of the MT in second language learning environments.

Intralingual errors are liable to be committed by learners from all around the globe regardless of their L1. Within this group investigators have made different classifications regarding their causes, although there are not always clear-cut boundaries between the varying types.

Larsen-Freeman & Long (1991:59), in their summary of intralingual errors, identify four main types:

1. Overgeneralisation (Richards, 1974) which is caused by the learners’ failure to observe the boundaries of a rule as in **I wonder where are you going*. The speaker has probably overgeneralised the rule of subject-verb inversion and applied it to an embedded WH-question.
2. Simplification (George, 1972) where, for example, a learner fails to add a plural marker to a noun when preceded by a cardinal number of more than one, such as: **I studied English for two year*. It has also been named

‘redundancy reduction’ since the number already signals plurality and therefore no information is really lost.

3. Communication-based errors (Selinker, 1972) usually derive from the learners’ attempts to communicate a particular form or structure by using certain strategies which may result in error although the communication has been successful as when a learner uses **airball* for balloon.
4. Induced errors (Stenson, 1974, cited in Larsen Freeman & Long, 1991: 59) are caused by the incorrect sequencing or presentation of an item in such a way as to create confusion in the learners’ IL grammar. The example given: **She cries as if the baby cries* instead of ‘She cries like a baby’, owing to the teacher defining ‘as if’ meaning ‘like’ without explaining the linguistic context for its correct usage.

James (1998) has formulated a similar classification involving making a distinction between learning strategy-based errors, and communication strategy-based errors. In the former, the learner sets about trying to learn the needed item by:

- False analogy. The learner wrongly assumes that if the plural for ‘boy’ is ‘boys’, the plural for ‘child’ should be **childs*.
- Misanalysis. In this case the learner makes an incorrect hypothesis, producing: **They are carnivorous plants and its name comes from...* The false concept operating here is that adding an *-s* to the singular ‘*it*’ should produce the possessive plural, *its*. A

misanalysis has been carried out which in other contexts in the TL would produce a correct form.

- Incomplete rule application. The opposite of overgeneralization, James gives the following example: **Nobody knew where was Barbie*. The learner has applied the subject-verb inversion for interrogative formation although this is not required with this type of construction.
- Exploiting redundancy. Advanced learners are often accused of ‘verbosity’ and of thus sounding more non-native like in their attempts to seem competent. Other learners succeed in detecting the many redundancies in the language and try to dispense with some of them to make the learning task easier.
- Overlooking co-occurrence systems. As an example we are given: **I would enjoy to learn about America*. In this case the learner has overlooked the fact, or does not know, that ‘enjoy’ is followed by another verb in the gerund. This would include the collocation errors where, for example we can speak about a strong and weak coffee but not a **strong/weak car*.
- Hypercorrection or monitor overuse. Learners try to be consistent and often over-monitor in their attempts to do so. The example given by James (1998:186) involves a learner error using French L2: **Il est descendu et est attendu*.

- Overgeneralisation or system simplification. In the following example the relative pronoun is generalised: **Bill, that had a great sense of unconventional morality*. There are other examples which often can be paired in the sense that one term is overused causing the other to be underused. In this example ‘that’ is used when it should have been ‘who’. Other such pairs might be ‘other/another’, ‘much/many’, ‘some/any’, etc.

In communication strategy-based errors, James (1998) identifies:

- Holistic strategies. The learner presumes that if X can be said, then Y must be possible as well. Thus if s/he needs to use a particular form or structure and this is not known, then a near equivalent should be acceptable. For instance, an L1 French speaker of English may substitute the cognate *credibility* for the intended word *truth*. They may also try to coin a word as in: **Until you be unconscious to lose your sensities*.

Almost at once it becomes apparent that this classification is confusing and most probably totally impractical. Identification of error causes using this criteria would be time-consuming and inconclusive as there would be so many instances of overlap and doubtful cases.

In his article ‘A non-contrastive approach to error analysis’ Richards (1974) focuses on those errors which do not derive from transfer from another language, such as

- *did he comed**

- *What you are doing**
- *He coming from Israel**

which reflect the learner's competence at a particular stage and illustrate some of the general characteristics of language acquisition. Thus he claims, when the TL is English, the origins of these errors

are found within the structure of English itself, and through reference to the strategy by which a second language is acquired and taught. (1974:173)

However, the distinction he makes between intralingual and developmental errors in his 1971 paper, would appear to be somewhat unmanageable and irrelevant. As a result we only give details concerning Richards' (1974) four main intralingual causes of error:

- o Errors caused by over-generalisation where learners create a deviant structure on the basis of their knowledge or experience of other structures in the TL e.g. **He can sings* or **She write a long letter*. Within this group he includes redundancy reduction which allows the learner to reduce processing burden and is exemplified with the *-ed* marker of the past simple in English, seemingly redundant, as 'pastness' is usually indicated lexically, and is in fact not needed for the message to be put across as in: **Yesterday I go to the university and I meet my new professor*. Certain teaching techniques lead to error and increase the frequency of over-generalisation in the learners' IL. For

instance, many pattern drills lead to error as the learner is required to transform an item or items of language which can easily be confused:

Teacher	Instruction	Student
<i>He walks quickly</i>	Change to the continuous form	<i>He is walks quickly</i>

- Ignorance of rule restriction. The learner fails to observe the restrictions of existing structures and tends to apply rules to contexts where errors are produced e.g. **The man who I saw him.*
- Incomplete application of rules. In this case the deviant language represents the degree of development of the rules required to produce acceptable forms. For instance, the use of question forms can create systematic difficulties for learners from different L1s. Having ‘mastered’ the inverted interrogative form, they may omit the ‘do’ auxiliary, or typically the learners will insert an auxiliary even in the context of an embedded question. These errors, according to Richards (1971b) frequently come about due to the faulty presentation of these structures either in the teaching process or in inappropriate materials.
- False concepts hypothesised. These errors are due to the faulty comprehension of distinctions in the TL. The form *was*, for

example, is sometimes understood to be a marker of the past tense, thus producing: **One day it was happened*. It has also been noted that the teaching of the present continuous can lead to confusion and false hypotheses. This may well be due to the fact that the professionals who develop language learning textbooks do not previously carry out in-depth studies of the language that native speakers really use, but instead divide the book into neat compartments following their intuitions, deciding in a somewhat arbitrary way about what to introduce in the grammar sections while overlooking the actual context of use (MacDonald, 1999).

However, it must be said that if it is already a difficult task distinguishing between two broader groups such as interlingual and intralingual errors, it is an even more arduous task attempting to identify instances of the intralingual errors that Richards proposes.

Likewise, Dulay & Burt (1974a) propose three broad categories after their study of Spanish L1 children learning English in the U.S.A.:

1. Developmental errors – similar to those that are found in the acquisition data of the L1 of the learner's TL . For example, **he took her teeths off*.
2. Interference errors which reflect the structure of the learner's L1 and are not to be found in the L1 acquisition data of the TL. For example, **hers pyjamas*

3. Unique errors, which belong to a group which are neither developmental nor interference. For example, **He name is Victor*.

In fact, both Richards and Dulay & Burt place greater emphasis on the intralingual cause of errors from a more mentalist creative-construction point of view as opposed to the association made in the 70's of the habit formation behaviourist account of L2 acquisition with its emphasis on the negative effect of language transfer. Nowadays there is a somewhat more balanced view which recognises that interference tends to co-occur with other causes of error which are attributed to the confusions and false hypotheses formulated by the learner as regards the forms and structures of the TL system itself.

In the following section of this dissertation we discuss aspects related to computer-mediated communication and its role in learning environments, especially those which concern us in our research work, namely with respect to telematic simulations, and the language used in the synchronous and asynchronous communication modes employed in their interactional exchanges.

5. Computer-mediated Communication

5.1 Computers in Learning Contexts

In the last two decades, the advances made in communication technologies and their integration into teaching-learning environments have resulted in enormous changes in the educational system, not only with respect to the accessibility of information, but in how teaching and learning take place and in the use and delivery of educational resources.

We focus at this point, on the computer, as the medium which has probably made the greatest impact of all to date. The proliferation of computer-related journals reporting on research work being carried out in a multitude of different fields reflects the way in which computers have revolutionised our society at the beginning of this new millennium. We cannot imagine to what extent this influence will consolidate or what directions it will take in the not-too-distant future.

Originally designed for the manipulation of data and still used nowadays for mainly written production, the computer has, perhaps surprisingly, extended the

possibilities for, and become a facilitator of, social and professional interaction and collaboration (e-mail, chat, teleconferencing, discussion groups, etc.). In a computer assisted language learning context, several basic metaphorical distinctions can be made as regards the function of the computer in the learning process. It will be enough for our purposes to mention just two of these. The first relates to human-computer interaction, where the computer is the ‘provider’ of interactive exercises and activities, and gives guidance and feedback to the learners in response to their output. Here the computer functions as a ‘tutor’. The second case is where the computer is used as a tool for human-human interaction; in other words, where it is the medium of communication in the target language and normally provides no overt correction or feedback.

5.2 Computer-mediated Classrooms

Computer-mediated communication (CMC) has been defined by Herring (1996:1) as communication that takes place between human beings via the instrumentality of the computer. According to Cech & Condon (1998), CMC actually encompasses a wide variety of different systems, each with its own distinctive features.

For research purposes, this new mode of communication has created numerous new fields of investigation from a social, linguistic and psychological perspective. Computers have also been instrumental in bridging cultural and geographical gaps by providing opportunities for international collaboration, and

for deepening mutual understanding between different nations and cultures. As Shetzer & Warschauer (1996) note:

(The) advantages of being able to communicate with groups of people all over the world, simultaneously, at little cost and in an archived format that allows us to record, reflect on, and refine our previous words as well as those of our interlocutors, computer mediated communication serves as an intellectual amplifier, bringing about a revolution in human interaction and cognition. (1996:173)

Although there are already several studies available documenting the positive effects of computer mediated communication in language learning contexts in particular, we do not, as yet, know what the long term results will show. Several researchers (Bump, 1990; Beauvois, 1992; Kern, 1995; Sullivan & Pratt, 1996; Warschauer, 1996, among others) have noted that the amount and type of language production increases, especially in comparison with face to face activities or with group work carried out in the classroom.

Secondly, power structures also differ, and factors which might otherwise influence face to face communication, such as gender, race, ethnicity, physical handicap or pronunciation no longer bear on the interaction (Selfe & Meyer, 1991; Tella, 1991; Beauvois, 1992; Kelm, 1992; Sullivan & Pratt, 1996). When working in groups, CMC promotes a spirit of collaboration amongst peers, encourages fluency in both reading and writing and enhances students' interactional skills (Bump, 1990; Chun, 1994). It is not difficult to imagine how much more (and more meaningful) language is produced in the relatively anxiety-free environment provided by networked computers when compared

with the I+R+F (Initiation-Response-Feedback) dynamics of traditional language classrooms. Indeed, Kern (1995) has observed that students in electronic discussions use a wide variety of discourse structures and notes that this variety is greater in the electronic than in the oral discussions he investigated. Finally, CMC, being written down, is semi-permanent, and therefore provides researchers with a rich source for investigation of many different aspects of authentic language production.

Naturally, CMC is not without its drawbacks. One is that there can be a tendency for a lack of coherence in the structure of the 'dialogue', more so when there are many participants, so that following the different threads of the sequences is not always straightforward. The difficulty is increased when we take into account the fact that the participants are trying to follow the flow of interaction in a language that is not their mother tongue. There are also some individuals who engage in anti-social behaviour. It seems the anonymity or use of pseudonyms encourages rudeness and results in the phenomenon of 'flaming' i.e. saying obnoxious things that would probably not be said in face to face interaction with people you hardly know. On the other hand, anti-social students exist in more traditional classrooms, too. A further criticism of CMC is that participants cannot make use of the nonverbal behaviour which is such a fundamental part of face to face communication. However, computer users have indeed found ways of expressing emotion in less formal communicative situations by using smileys or emoticons, and certain punctuation marks and diminutives which can, to a certain extent substitute for the paralinguistic

features that would otherwise be missing when using this medium. Lastly, the increased fluency required of the participants to keep up with the pace of the postings can obviously affect the grammatical accuracy or choice of vocabulary. Kern (1995:470) has found that 'stylistic improvement and global coherence (...) are not well served by classroom networked discussions'. In the same research paper, Kern noted that 'grammatical accuracy suffers and consequently learners read defective French', which implies that students are being exposed to a large amount of negative input. This result was not confirmed in the work of either Porter (1986) or Blake (2000), who observed that incorrect forms which had actually been passed on from one learner to another were extremely rare. On the contrary, Lee (1998) found that learners tended to copy useful vocabulary, expressions, and linguistic aspects from others and use them later in their own output.

Without a doubt, having a written record of the learner production (both errors and correct forms) can be used a posteriori to analyse the language used and design materials to bring any language points requiring clarification to the students' notice.

Two main forms of CMC have been identified. Synchronous communication involves the use of different systems that allow for simultaneous interaction such as that used in Internet Relay Chat where the screen is divided into two parts and the receiver can actually see what is being written by his/her interlocutor(s) as this appears on the screen. An example of this type of communication is Ytalk, a UNIX software programme.

Asynchronous communication is not necessarily so immediate, due to the delayed nature of turns. The most typical example is electronic mail where texts may be sent and received almost immediately or after a lapse of several weeks or even months.

Technically speaking, there is also a third quasi-synchronous mode where the participants are online but where the message can be written out and edited before sending, which, in theory, allows for more monitoring and correction prior to actually sending. In the telematic simulation we describe in this thesis, the on-line teleconferences are of this type⁷, taking place under real time conditions, although the use of language by the participants is more formal than that usually found in synchronous chat environments. Asynchronous messages are also being sent from one team to another during all the different stages of the simulation.

Studies that have been carried out on the type of language produced in human-human interaction mediated through the computer suggest that we are dealing with a new variety of language which shows characteristics typical of both spoken and written forms (Ferrara, Brunner & Whittemore, 1991; Collot & Belmore, 1993). Indeed, research over the last few decades has shown that there is no clear cut division between speaking and writing, but rather that we are dealing with the extremes of a continuum. This view reflects the overlap existing between the characteristics of each, depending on the channel or mode of communication and their variable nature. In the case of a teleconference held during a telematic simulation like the one we describe in this dissertation,

⁷ Despite the distinction made here, in the discussion of the findings in our corpus we refer to either synchronous or asynchronous modes of communication exclusively.

although the discourse is written, in many instances structures and forms typical of oral interaction are used. As Johanyak (1997) notes, in many computer mediated activities, students engage in ‘writing’ discussions in which multiple conversations occur almost simultaneously, switching from a more formal writing mode, to more colloquial, informal chatting from one turn to another. He also points out that the medium used, in this case computer technology, limits to a certain extent the language users’ rhetorical options for communication, although the writing itself is still determined by the participant’s own textual constructions, based on the individual, cognitive and contextual experiences they have brought to the technology (1997:93) and, more important in our case, to the simulation i.e. the context in which the electronic interaction takes place.

5.3 Reading and Writing on the Computer

The process of reading on a computer screen is, in essence, the same as reading on paper or any other material although research has shown that readers become tired more quickly, partly due to the fact that it proves to be between 10% and 30% slower than reading on paper. In general, most people prefer reading on paper, especially when dealing with more extensive documents such as scientific texts or academic articles, theses, and of course, novels and the like (Kumiawan & Zaphiris, 2001, cited in Perry, 2003:45).

Computers can show us a great deal about the processes involved in writing (and reading), and how these are dependent on the medium and the type of task

that is to be carried out. Traditional views of writing as a solitary, non-involved activity, lacking in an immediate receiver, are rapidly changing to what Ferrara, Brunner and Whittemore (1991:10) term a new variety of language in use, namely 'interactive written discourse' (IWD). This IWD is noted for the following characteristics:

1. It is a naturally occurring register (although perhaps one that is reduced).
2. It is a hybrid language variety, displaying characteristics of both oral and written discourse.
3. The norms of its use are in the process of becoming conventionalized.

Ferrara et al. (1991:10)

Writing has traditionally provided a means of demonstrating learning (it was generally the last phase of learning units in different textbooks, i.e. the consolidation stage), rather than for the communication of ideas and meanings (Hyland, 1990). Although findings from research carried out into the benefits of using computers in NS writing have been positive (Neu & Scarcella, 1990), more research is needed in order to confirm whether the learner's overall linguistic and communicative competence is really enhanced through learning with computers (Hyland, 1993). Nonetheless, from the learners point of view, it has been observed that motivation is increased and students find the tasks more interesting (Neu & Scarcella, 1990; Kern, 1995; Sullivan & Pratt, 1996). When engaged in computer writing, individuals have a feeling of audience (Skinner & Austin, 1999), and a greater sense of purpose, especially compared with the routine

production of language learners whose output is normally only for the teacher to read, score with a red pen and hand back to the producer.

Writing on a computer basically involves the same psycholinguistic processes as writing on paper. As regards the macro-phases, Hayes and Flowers (1980) identified three: planning, writing and revising. In the simulation we describe in our research work, each mode of communication, and each stage involved will show different amounts of the three different phases just mentioned. Sometimes there is more planning of the writing going on and less production, which is typical of all the asynchronous messages sent, whilst at other times there is very little planning or revising of the output, which is apparent in the synchronous or on-line communication during the teleconferences.

Learners tend to transfer their knowledge of writing in their L1 to the foreign language writing which in itself is a positive strategy, although too great a dependency on the L1 may inhibit SL writing performance (Kobayashi & Rinnert, 1992). The fact that they often work in groups when writing on computers as they do in the simulation described in this research work, has added advantages, as Dam et al. (1990) remark:

We believe that producing texts in small groups is one of the most efficient ways to promote writing abilities, and that it is also, at the same time, an excellent interactional activity.
(1990:325)

We end this part of the thesis which has dealt with a review of the literature pertinent to aspects related to our research work by briefly mentioning the type

of computer-mediated communication from which we obtained our IL corpus, namely, telematic simulations.

5.4 Telematic Simulation

One of the many activities that can be carried out on the computer nowadays concerns telematic simulations, and within the field of language learning this combination, -computer and simulation- is proving to be a potentially very powerful methodology (Crookall et al., 1990). One of the main characteristics of the dynamics of simulations involves the secondary role of the instructor, and the fact that:

the teacher is only a facilitator of learning, and that firsthand experience, active involvement, and enjoyment underlie all effective learning. (Crookall et al., 1990:167)

Ortega (1997) stresses the positive value of authentic communication for motivation:

The communicative investment and the meaningfulness and relevance achieved in many computer assisted classroom discussions appear to provide for a context in which opportunities for language development are enhanced, since students are motivated to stretch their linguistic resources in order to meet the demands of real communication in a social context. (1997:83)

One of the first initiatives to involve computers in simulations was the POLIS Project developed by Professor Robert Noel at the University of California at Santa Barbara in the early 1970s. Integrating political strategy analysis with the

added novelty of the interactive dimension of communicating on a network, the system was initially used for intra-campus communication, but it was latterly extended to include students from various tertiary education institutions in North America logged on through the network ARPANET from their respective campuses (García-Carbonell, 1998:212).

Following this initiative, the Project ICONS (International COmmunication and Negotiation Simulation), and IDEALS (International Dimension in Education via Active Learning and Simulation) were set up to ‘offer large-scale multi-site interactive educational experiences in a variety of fields related to international and global concerns’ (Crookall & Landis, 1992:107). The first project, ICONS, at the University of Maryland, was started in the early 80s, and involved the analysis of issues in international politics, centring on real or hypothetical strategic problems, with the added feature that it had a more interdisciplinary outlook on learning, including language learning and subjects related to the Social Sciences, and the Physical and Environmental Sciences. It responded to a need for ‘internationalising’ the curriculum in order to prepare students to face up to, and accept the responsibility for, the many challenges it was anticipated the new millennium would bring (García-Carbonell, 1998:214). Both the above-mentioned projects are based on the principles of experiential learning and collaborative teamwork, and are highly motivating because the participants are interacting in a real communicative event. Students take on roles representing different countries, usually as high level officials, who are involved in negotiations concerning issues of current interest in the world. Messages

between teams are sent on a daily basis through the computer network, and in addition, there are real-time teleconferences which connect students from all around the world. All the communication is carried out in English, which, as Crookall & Wilkenfield (1985:255) suggest, implies that the setting can almost be compared to a language immersion situation since, whilst the simulation lasts, the participants become quite 'saturated' by the sheer amount of reading and writing that is done in the official language through their contacts with the other teams.

Student feedback concerning their participation in computer-assisted simulations is nearly always positive. Amongst the comments they make, they state that they find it:

- Motivating to have a real audience.
- Interesting to be in touch with other cultures through the network.
- Helpful for learning from one another.
- Anxiety-free as regards both writing in a foreign language and error production (as the general feeling is that everyone is the same, i.e. they all make errors, and as one student remarked, the computer system allows you to repair the error before sending).
- Enhances personal confidence.

Skinner & Austin (1999:272)

Project IDEALS, originated at the University of Alabama, in 1989, can be considered a third generation of network gaming (Crookall & Landis, 1992), offering a similar learning environment, whose ultimate aim is for teams to negotiate an agreement related to some international concern, say, the emissions

of CFC, the use of the ocean's resources, the future of Antarctica, from different dimensions with regard to the social, technological, ethical, or economic implications.

After these first telematic simulation projects, all supported by the US Department of Education, the idea was transported to Europe in 1997 under the denomination of Project IDEELS⁸. It is the corpus generated in IDEELS telematic simulations in 1999 and the year 2000, which is the object of the analysis presented in this dissertation. In the second part of this thesis, concerned with the analysis of our IL data, we give a more detailed account of the dynamics of the telematic simulation used in our research work, and the benefits to be reaped from its inclusion in the tertiary education curriculum, and especially with relation to language learning programmes.

⁸ IDEELS stands for Intercultural Dynamics in European Education through on-Line Simulation.

II. DATA ANALYSIS

6. Telematic Simulation: Project IDEELS

6.1 Structure of the IDEELS Simulation

The Universidad Politécnica de Valencia, Spain, has participated since 1997 as founding partner in Project IDEELS a Curriculum Design Initiative which was set up under the auspices of the European Commission's Socrates programme, and whose main goals included the development of a series of telematic simulations for educational purposes. Coordinated by Dr. Janet Sutherland at the University of Bremen in Germany, the interdisciplinary, intercultural communication project originally involved eight project members from four different European countries. At present, as the year 2003 draws to a close, the participants in IDEELS⁹ simulations have multiplied and diversified, having involved over the past few years more than fifteen different nationalities from practically every corner of the globe - Eastern and Western Europe, North and South America, Asia and the Middle East, and whose academic backgrounds range from degrees in the Humanities, Social Sciences, Engineering, Computer Science and Law (Sutherland 2002). Educational policy, environmental issues, human rights, immigration, and information and communication technology are

⁹ The web page for the IDEELS Telematic Simulation is: <http://www.ideels.uni-bremen.de>

amongst the central themes that have been dealt with in the simulations to date. Its direct predecessors and inspiration can be traced back to the previously-mentioned ICONS, directed by Jonathan Wilkenfield at the University of Maryland, and the Project IDEALS, developed by David Crookall in the early 1990's at the University of Alabama.

The objectives of the IDEELS project include:

- The development of a series of simulation packages which can be implemented in different kinds of tertiary education institutions.
- A user-friendly telematic learning environment to support simulation and gaming activities.
- The implementation of collaborative, learner-centred education.
- The building of mutual trust, understanding and respect among all those involved in the project.

Following the simulation rationale, the participants take on specific roles, negotiate, and make an attempt to deal with the problems that the fictitious federation, Eutropia, faces, through discussion and cooperation firstly, within their own groups, and latterly with others, in order to come to an agreement on a general policy statement.

In our research, we were privileged to have access to the data base which has been stored from the simulations, and which we are convinced is a hugely rich source for investigating many aspects of intercultural communication, not only as regards the linguistic expression and the benefits of participating in

virtual communities, but also from the point of view of pragmatics, group dynamics, and affective factors, among others.

At the Universidad Politécnica de Valencia, under the guidance of Dr. Watts and Dr. García-Carbonell, both English Language lecturers at the Telecommunications School, the students have been given the opportunity to use their English language knowledge to debate about issues of interest to the students both as users of their respective tertiary education services, and on a wider scale, as concerned citizens in a real-life scenario involving the integration of new and varied cultures in the construction of a new European identity.

As far as the time schedule is concerned, the simulations that have been organised until now consist of a first, more intensive type of format, that lasts between one and two weeks, and a second more extensive type lasting three to five weeks.

6.1.1. Stages in the IDEELS Simulation

According to Sutherland et al. (2002) there are normally three phases in an IDEELS simulation.

The first phase involves information-gathering, the assignation of roles and the setting of realistic objectives. The members of each group are responsible for preparing their team for the negotiations, familiarizing themselves with the scenario and simulation schedule, making decisions regarding group organization and the distribution of tasks, and developing their team's strategy. At this stage, as regards the language skills being used, both extensive reading and writing are

required. The participants have at their disposition a large virtual library and links to many sites so that they can gather enough information on the topic of the simulation and related issues. Their writing skills are called on for communicating through the message centre with other groups and for making contact with other teams who may share the same interests and goals. By the end of the first phase, students have written two documents, one of which is for internal consumption only and which expresses the team's goals and strategies (Internal Briefing Document), and a second, public document (Policy Statement) which expresses their team's policy and positions on the issues agenda of the simulation. Students whose mother tongue is not English also have an opportunity at this stage to prepare themselves for the linguistic challenges ahead through language awareness activities, specific vocabulary input, and communicative activities which promote and practice both the speaking and listening skills. Additionally there is a need to acquaint the participants with the dynamics of negotiation, problem-solving and decision making strategies.

In the second phase, the action takes place. The various teams, which are usually geographically distant from one another, send their messages through a web browser to log onto to the OPUSi conferencing software on a server located at the University of Bremen. Asynchronous communication is used for publishing opening positions and for bilateral and multilateral negotiations, preparing the way for the on-line teleconference, smoothing out, where possible, differences and making alliances with other teams who share common objectives. In addition, they also participate in moderated synchronous teleconferences

which have a pre-arranged schedule in order to ensure the participation of the maximum number of participants. The goal of this phase is to produce and ratify a jointly-written document that addresses the problems and issues set forth in the scenario.

Phase three is the debriefing stage in which students reflect on the learning experience and assess their performance as a team in the simulation dynamics, while at the same time, they exchange ideas on the outcome of the negotiations, the advantages (and drawbacks) of communicating through computers, and comment on any other relevant aspects. Debriefing is done in both a final, post-simulation plenary teleconference, in which students reveal their true identities, and in a series of debriefing sessions within each team. The students at the Telecommunications School also have to prepare their own portfolio which will be presented at a future date to the other members of the class, and which contains the student's overall impression of the simulation, along with the written material s/he has helped to produce during its development either at the conferences, or during, or outwith, class time.

6.1.2. Asynchronous and synchronous communication

As regards the asynchronous communication, if we are dealing with intra-team messages, these are identified by author and subject, similar to e-mail, and are sent using the Internal Memos facility. Incoming messages from other teams can likewise be stored, retrieved and replied to when the need arises. Although the Policy Statements can initially be made up of draft proposals prepared by

individuals in any one team, the final paper is the result of teamwork and joint collaboration. When sending messages to other teams, the sender will be identified, the subject defined and the date and time included. Most of the asynchronous messages have a general layout similar to the letter format, containing the linguistic formulae typical of this genre as regards the opening and closing sequences (Dear / Yours sincerely....). The writers may sign the message either by using their team name or a fictitious one¹⁰.

The synchronous communication is similar to that used in IRC (Internet Relay Chat) for simultaneous interaction, although in the case of the IDEELS interface, the participants do not send the message until it is completely written. When the different teams log on to the conference, they are connected through internet to the OPUSi server, and barring any technical hitches, they are able to join in the discussion relative to the points which have been proposed for that day's agenda. As regards the format of the screen itself, the postings sent by other participants appear on the left-hand side. When there is a lot of activity and interaction, the postings scroll down at a very fast rate, which means the receivers have to use such strategies as scanning and skimming in order to keep up with the discussion¹¹. In the right hand frame, there is a text window where the participants can compose, edit and send their own contributions. There is also an option whereby instead of sending the message to all the teams, they can choose to send a private message (whisper) to one group in particular, or to

¹⁰ See Appendix I for extracts of the synchronous and asynchronous exchanges.

¹¹ Comment on the speed of interaction by participant (the turn has not been tagged for errors as yet): <2:3:632:446:#3> it goes a lot faster than sending a letter (I mean e-mailing) but this is a kind of confusing, it goes to fast. I think there are too many participants because you don't really know who is answering whom

certain members of their own team. The EuCom (Eutropian Commissioner) takes the role of moderator, making sure that students stay on the topic, summing up, and focussing the debate on particularly interesting issues that arise during the interaction.

6.1.3. Eutropia and the scenarios of the simulation.

Eutropia is made up of different regions (Bardland, Coastland, Highland, Midland, Northland and Southland) which are centred around the capital, Eutropolis.

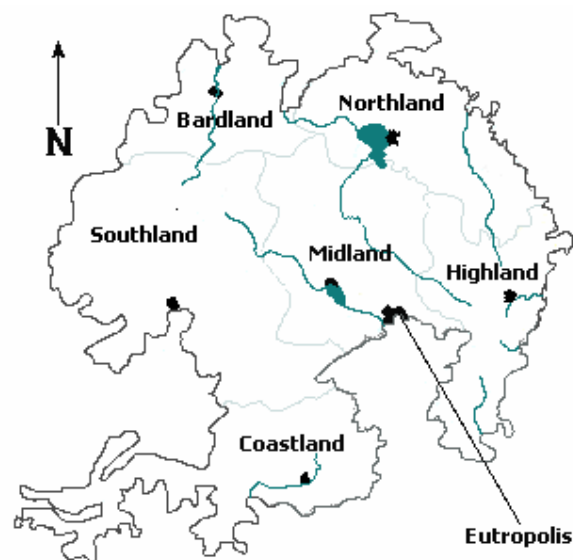


Figure 3. Map of Eutropia.

Each area has its own socio-economic profile, history and identity, and the participants should reflect this in their attitudes and opinions concerning the main issues on debate in the federation. There are also other participant groups representing non-governmental organizations, CoCo (CopyRight-CopyWrong), Free Speech (Digital Free Speech Movement), InfoWatch (Information Rights

Watch Group), EdforE (Education for Everyone!), and EuGlobe (The Eutropian Globe), the Federation's newspaper, whose role is to keep all groups informed of the events in Eutropia as well as the developments taking place in the negotiations. In keeping with the dynamics of simulations in general, the participants do not know anything about the 'real' people on the receiving end of their messages, since each group acts out their roles throughout the negotiations until the debriefing phase, when, in a more informal mode, the students have an opportunity to guess each other's true identity.

We understand that it is essential to describe the background details and context in which the simulations were held, the first in November 1999 related to the theme of Tertiary Education Policy, and the scenario used as a backdrop to the year 2000 simulation, dealing with Human Rights in Eutropia, which was also held in the month of November. For each new simulation there is a huge amount of preparation carried out, above all in Bremen, in order to ensure that the participants have access to all the documents they need so that they are able to contribute to the ensuing discussion with well-informed arguments.

The participant universities in the simulations we have used for our research work were from Germany, Norway, Spain, Latvia and France. In the first simulation, concerning Tertiary Education Policy in Eutropia, the aim was to achieve a unitary agreement on aspects related to the Federation's policy regarding tertiary education, i.e. issues concerning funding systems, (fees and state financing), which degrees to offer and what the curricula should include, student intake, entry requirements, and how the policy makers should go about

integrating information and communication technology into university life for the benefit of all of the student population.

In the year 2000 simulation, the main concern of the Task Force was the development of the Human Rights charter of the Eutropian Constitution. The agenda for the on-line teleconferences was as follows:

- Human Rights: Goals and Priorities.
- Personal and Community Rights.
- Information Rights.
- Economic Rights.
- Final Teleconference.

6.1.4. Learning objectives in IDEELS simulations.

Apart from the linguistic benefits gained from participating in an intercultural communication project in which the lingua franca is English, there are several other factors which can be pointed to as enriching the total learning experience.

Among the main objectives of the simulation, we would mention those related to the development of interpersonal and communication skills, with particular regard to the following aspects:

- Team work. The participants belong to groups, and their role as a team and within the team must take into account the goals and policy of its members. The intra-group contacts are essential for creating this

working environment, and involving everyone in the dynamics of the simulation.

- Decision-making and problem-solving strategies are developed, but with the added value of putting these skills into practice while taking part in an authentic activity, with the resulting increase in motivation on the part of the students.
- Intercultural awareness. The participants can come into contact with students from very different academic and sociocultural backgrounds, not, however, in a context of conflict, but with the purpose of engaging in a discussion involving common objectives, and finding solutions that are acceptable for all the participants. Wilkenfield (1998:27) has stated that the participants in intercultural simulations “show a greater sensitivity to cultural and linguistic differences and a greater understanding of the different perspectives that nations bring into negotiating situations”. It is to be hoped that these values will remain with our students on a life-long basis, well after leaving behind their experience in the tertiary education environment.
- It is learner-centred. The participants have to organize themselves, and to a certain extent, the action and the outcome of the simulation depends entirely on them. The typical teacher-fronted classroom is no longer perceived, although the instructors are with them throughout all the different phases of the simulation, their presence is much more discreet, their main function being to facilitate learning.

From the point of view of the development of language skills, Garcia-Carbonell (1998:142) notes that simulations offer one of the most realistic contexts in which foreign languages can be learnt in a classroom. They can be seen to bridge the distance between a controlled learning situation and the external world outside the classroom.

The following aspects related to the development of language skills and communicative competence can be observed in the simulation:

- Speaking and listening skills are developed through engaging in the pre-simulation activities organized by the facilitators from each institution; the intra-group discussions held throughout the simulation, and especially before the negotiations begin in which students prepare their internal briefing document. The participants also give an oral presentation of their completed portfolios when the simulation has finished.
- Reading skills (both intensive and extensive) are called on throughout the activity, the students being required to read not only the messages they receive either by asynchronous or synchronous communication, but also the huge amount of input from the documents available through the Participant's Resources Page¹². In the act of reading they are also required to grasp the meaning of what is written, essential for the ensuing response to what they have read, thus involving processing skills which may be of a top-down nature. As we are dealing with students from a tertiary education environment, the amount of reading involved in the simulation contributes towards the improvement of their reading speed and the comprehension of the academic articles and texts they are assigned to read for their degree courses. What is more,

¹² See Appendix II for Participant's Resources Web Page.

they are being presented with a wide variety of different genres including official documents, treaties, international agreements, reports, etc. (Garcia-Carbonell, 1998:191).

- Writing skills. On a global level, participants should pay attention to matters of coherence and cohesion in their discourse, of maintaining a certain level of politeness, and use the appropriate rhetorical devices and expressions depending on who the message is to be sent to. At a more local level, they are encouraged to monitor their output, taking care with details such as a correct presentation, spelling, and other formal features. Although the students are often writing under pressure, (as regards the speed of the interaction in the synchronous mode, or against a deadline for an official group statement in the asynchronous mode), their output is not going to be ‘marked’ with a pass or fail as in a normal classroom writing situation. In this case the writing flows in a more natural way, possibly due to the more authentic context of the interaction. Scarcella & Crookall (1990:227) note that “simulation helps students overcome writer’s block, producing a high degree of student involvement rarely found in ESL writing activities”.
- Lastly, if we examine other areas of language competence, the learners have an opportunity to greatly extend their knowledge of lexis in the L2, increase their pragmatic competence through being exposed to a variety of different speech acts, and, through becoming more familiar with certain aspects related to the development of interactional skills, will gain more confidence when using the foreign language. This last point will be dealt with in the next section concerning the structure of the IDEELS simulation.

6.2 Remarks on the Teleconference Dynamics

Although a medium that uses writing on a screen as the main transmitter of ideas and communication, we understand that students will also develop their interactional skills through their participation in the simulation, at the same time as they seek ways of establishing and maintaining interpersonal relations with the other participants through the medium of language. In the synchronous mode, the participants have to use their knowledge concerning the structural aspects of face-to-face communication, whilst finding ways of substituting non-verbal features through the use of the tools they have at hand – the keyboard and the screen.

6.2.1. Interactional aspects and the structural organization of the teleconferences.

Like other types of social interaction that have been studied, we have found that a teleconference is a mode of communication with certain structural characteristics which mirror those of face to face interaction, in the sense that they are rule-governed and the participants create meaning through language and through the individual interpretation of the interaction as it develops on the screen. Conversation Analysis, in its original sense, was a method of enquiry developed by a group of sociologists and ethnomethodologists, whose aim was to describe the features that underlie face to face interaction, not with any pre-established theories about what goes on, but by analysing the participants own

observations and the moves they make in collectively constructing the event. In the following section we give examples of how the participants in this on-line teleconference organise their linguistic behaviour, and how it is to a certain extent conditioned by the medium they are using and the type of event they are participating in, but how they actually use different strategies to try and overcome any apparent difficulties.

➤ **Turn-taking.**

In face to face interaction, turn taking is usually organized so that the present speaker can either give up or maintain a turn at a transition relevant place, or talk can be taken over by another participant who self appoints him/herself as next speaker. This often comes about through certain interactional devices such as question-answer, and greeting-response pairs, when one speaker asks another a question the turn is given to the interlocutor in order that s/he may respond to the first part. Signals that also may be given in face to face interaction to indicate speaker change include a whole range of non-verbal signs involving gaze, body posture, etc. Due to the absence of non-verbal signals in CMC, we have noted that the participants in the teleconference used the following strategies to indicate speaker change, although technically speaking when a participant presses 'enter' s/he is giving up the floor:

When one participant makes a direct question to the whole group:

- <2:449:1>¹³ This is a test from Team D – Anybody out there?
- <220:491:5> Who wants to evaluate the Bardland paper? Any volunteers?

Turns are also passed on by asking a question or making a comment to a previously specified message number as in:

- <1077:491:31> **#27**

And how about the students of 30 years of age or over?

Indeed, due to the very fast apparition of postings on the screen, which can, nevertheless, be paused by participants in order to look more closely at a turn, the dynamics of the interaction probably make it necessary to write a reference to whom the message is addressed, in order to maintain some sort of coherence. This is due to the complicated multiple threads of sequences going on at any one time during the conference.

However, unlike face to face interaction we have found numerous examples where the first part of an adjacency pair of the type question-response, never actually gets answered:

- <1138:491:64> #60 How is your suggestion about measuring 'life-experience'? Shouldn't we rather be talking about 'work-experience'?

On the other hand, there may often be several responses to a first part comment as can be seen in the following example:

¹³ The code we have used to identify the turns or messages sent during this part of the simulation, show that in <2:449:1>, the first number '2' refers to the line number; '449' identifies the team number of the sender/s, and the last number, '1' indicates that this was the first message sent in that teleconference.

- <1218:490:101> Changing into statement 5, we believe that three years are enough for a good education in the most of degrees and one for job internship

1. <1225:491:105> #101 Three years- without the practical semester and the exam phase? Do you think this is a good idea? Cathy
2. <1226:486:106> #101 4 years + 1 year practice + half year preparing the finnal exam
3. <1232:485:110> #101 It depends on what you study (issue) ?

We also note that unlike conversation between two or more participants, the second part of an adjacency pair may not be answered, due to the time lag, until several turns later, the average being between 5 and 10 turns,

- <1278:486:139> #137 we think everyone should study that he wants and can choose his subject combination
- <1287:491:144> to 139 Does this include extremely useful combinations like Ethnology, Hebrew and Fine Arts?

and the maximum we have found was twenty-seven turns later with the following sequence:

- <2621:1180:106> in Nice the university of letter has too much students so the department of psychology has moved away that's why a
- <2667:1198:133> that's why what?

However this question does not get answered as the topic has moved on and participants probably do not know what this turn actually refers to.

The following is an example of a ‘whisper’ where a group member sends a message to another person in the same group which is not seen by any of the other groups, and curiously enough we do have an example here of adjacency, in fact the number of the postings actually coincides, meaning there was a split second between turns:

- <1172:491:82> Can I answer to #80? Nicola?
- <1173:491:82> sure, go on.

When one participant makes a question to certain members of their own group they are passing on turns to their conference-mates:

- <227:491:5> Nicola and Anne! What shall we do?
- <232:491:15> to sven from gayle. your answer please

Another way in which the medium influences the turns is that in face-to-face interaction the person who is giving up their turn would never have a need to identify themselves. Whilst sending secret messages, however, this is a necessary requirement in this sense, making it more like written communication in a letter or e-mail:

- <236:491:12> Anne: sorry Ce, was me

The participant identification, however, can be confusing from the researchers point of view, as the name of the sender is sometimes written before the turn, as in the last example, or after as in the next:

- <234:491:10> I would do the Northland paper. Rebus

➤ **Interruptions.**

A common feature of face to face interaction is the phenomenon of interruption. Normally, participants cannot interrupt one another as it is technically impossible to respond to a message when it hasn't actually been finished and sent by another participant (Wilkins, 1991; Herring, 1999). A turn can last for as long as one person wishes to write, although in our data the turns were, in general, short during the teleconferences, except when a group was sending its Opening or Policy statement which was nearly always prepared in advance by the team. It is interesting, therefore, to observe that the participants themselves can perceive that interruptions do take place as in the following:

- <2940:1190:63> tO ALL GROUPS, PLEASE TRY TO FOLLOW THE CONVERSATION. dON'T INTERRUPT
- <2949:1980:67> #63 we're so sorry!

This particular message also gives the impression the participant is angry – punctuation, as we shall comment on later, can show varying degrees of emotion in the writer – also making up for the lack of nonverbal cues in this type of conference.

➤ **Topic Sequence.**

In conversation ideally there is no gap between turns and no overlap. In the teleconference, as we have noted, there are gaps in the synchronous mode and there is a definite tendency for overlap, not as Herring (1999) points out in the form of temporal overlap, but as regards the different exchanges. The rapid

scrolling down of the messages from the multiple users puts great pressure on the participants who have to read the messages as quickly as possible before they disappear from the screen. They then have to compose their responses, conscious of the fact that several other messages may have come into view related to different topics by the time theirs is actually written and sent. In the following we give an example of this, which happens continually in our data, where there are various exchanges interwoven in the discourse:

- <1235:491:111> Dear Nordies. We like your idea of 102 that the Öbitür must be valued higher than an entrance exam. Jasmine
- <1236:490:112> To #100: We must take care of our resources, because if not we would be cheating us and we wil not be able to put in practice our education
- <1238:578:113> *What should be taught, when should it be taught, and for how long? We have two proposed models: 1) short-cycle education, with closely defined programmes and 2)3 or 4 years, plus an internship and 6 months to prepare for exams.*
- <1239:410:114> #106: We disagree with the final exam when you end your studies, because in the University you have done a lot of exams and you have already shown your knowledge. (...)
- <1240:486:115> #114 when you have that much knowlege it should not be a problem to repeat it in a final test, or?
- <1241:491:116> #104 Taught/Learned: subject(s) which the student has collected experiences for or has natural skills for; when: when she/he is able and willing to do it (sure regard must be paid to her/his age)...

In the above case we have written in italics the attempt at changing the topic by the Moderator. However the participants carry on with the original topic for several more turns. Each message here is answering a previous message, but the result is a confusing and fragmented presentation of the sequencing of the discourse, and an apparent lack of coherence.

➤ **Opening and closing sequences.**

In interaction there are certain rituals that open and close the different types of communicative encounters we have. These vary depending on the type of communication (telephone calls, service encounters, e-mail, public speech, etc.), and tend to be culturally bound. At the beginning of each teleconference the teams have to have an opportunity to say they are ‘present’, identify themselves, and greet the other participants:

- <990:486:2> Hi everybody! Coastlanders are here.
- <992:490:3> Hello every country of Eutropian Federation:

Likewise, the closings follow similar patterns with the pre-closing and closing sequence often in the same turn:

- <1392:491:217> Time is up! Let’s continue the discourse through message center! Midlanders would like to say ‘bye-bye’ to all the other delegations and we hope to hear from you soon! Keep up with messages and memos!

However, interaction continues with the following:

- <1400:485:219> goodbye. We have a snowstorm to attend
- <1402:486:220> Lucky you!

- <1404:486:222> Bye bye! The Coastlanders

➤ **Expressing emotion.**

We would like to mention a feature observable in our data which has been the subject of debate when the affective factors involved in CMC are taken into account. Due to the lack of non-verbal cues in the interaction, participants have developed strategies to show their emotions using the most obvious means they have at hand – the keyboard. We will review the use of some of these and show how the medium need not be as impersonal as it has been attributed to be.

- Punctuation

According to Martens & Goodman (1993:37), ‘punctuation is the conventionalised means by which a writer shares with a reader the necessary information about meaning or language structure not contained in the words of the text’. Like all other features of language, it is a system that undergoes constant change, and we have found that CMC is a medium which has also adopted these signs, giving them, in some cases, new meanings and functions, and serving, moreover, as a substitute for non-verbal language, and as such, has become a feature of the pragmatics of the written medium.

- 1) Exclamation marks. These are used very frequently and seem to ‘lighten’ the discourse, making it more immediate. They express surprise, and happiness and we have observed they are often used to mitigate turns expressing disagreement:

- <3297:1182:278> I don't think so!

Or denial:

- <1177:486:84> #79 we have never said it!

Or they emphasise intentions:

- <1868:491:11> I'll do my very best!!! Nicola

Question marks are not only used for enquiry, but for expressing doubt and sarcasm

- <3942:1401:86> #48 pardon?
- <1726:491:93> ...and the screeet of sepllinge???

There are however fewer full stops than would be expected and commas are hardly used at all. Uppercase letters are used, as the very participants perceive them, to express shouting in the sense of anger or frustration, as in:

- <3151:1198:191> PLEASE SAY TO WHO YOU ARE ANSWERING OTHERWISE WE WON T GET OUT OF HERE!!
- <3161:1189:195> OOOOOOOOOOOH DON'T SHOUT YOU ARE NOT ALONE AND CAN YOU TALK NICELY PLEASE ☺

They are also used to mitigate criticism as in:

- <2232:491:134> OOOOOOHHHHH wee little northies....

Finally ellipsis points are very frequent in the teleconference, sometimes for indicating that the present turn is giving up the floor, after certain expressions as in written language (hmm.../yeah...)

- <398:486:20>any volunteers? i already wrote the opening statement...
- <164:449:30> hmm... that's probably the best way to keep a secret!

Lastly, as regarding expressing emotion, we mention the phenomenon of emoticons or smileys. These are frequently used by the participants, and in many different contexts. We have observed they express agreement, solidarity, irony, amusement, sadness, etc.:

- <4754:447:56> indeed ☺
- <1516:486:20> Irene... okay...that was our first step. I am proud of you☺
- <1908:491:26> Dear Northies, You really do agree with all statements, sounds kind of boring. ;-))
- <3531:1182:401> hehehe ☺
- <3505:1189:395> The best is having fewer students and for that it means more fees...:-(

➤ **Orality and virtual ‘presence’.**

Although dealing with the written medium, the participants in the teleconferences make numerous comments which show characteristics of interlocutor presence as in face to face interaction, and these are rarely challenged, implying that it is a mutually acceptable characteristic of this type of CMC.

- Situational reference through use of deictics or prepositions:

<2:1:119:1398:1624:A_C> It's nice to see you **here**!

<2:7:2233:1405:S_R> kind of quiet **here**, isn't it ?

<2:5:1388:1625:S_K> This is not a real conference, is it? Northland are you still **there**?

<2:2:313:447:#5> hello? Am I **in**?

- Use of verbs related to oral communication

<2:1:29:448:#9> does anyone **hear** what Michael is **talking** about?

<2:1:258:1401:S_B> #48 **pardon**?

<2:5:1767:1402:1403:W_R> We're sorry to **see** you leave...:(

<2:6:1987:1402:M_W> Bardland had a **german accent**!!

<2:5:1817:1402:W_R> Bye everyone! It was a pleasure to **talk** to you all.

In the following exchange in the debriefing, the participants are trying to guess where the different teams come from. They have just been discussing Midland:

<2:7:2332:1402:N_M> #88 and #90 I've already **told** you!

<2:7:2334:1398:K_B> Sorry maybe we were not **here** or we are **deaf**

- Challenges orality

<2:7:2281:1402:N_M> Do we **sound** German?

<2:7:2283:1398:I_K> That is not so easy- to **hear** you, Midland!!!

- Reference to written medium

<2:1:39:447:#6> # ssshhh, he can **read** that

<2:3:1155:1401:O_H> Yes, thank you, it was fun. **Read** you Monday, Bye

With these extracts from our corpus we have set out to demonstrate that the participants in CMC often use expressions that are more typical of spoken interaction involving much greater interlocutor -although virtual- presence than any other written medium. It is another characteristic of the synchronous communication that makes it differ from the asynchronous exchanges we have studied in our corpus.

7. Materials and Method

7.1 Profile of the Subjects

The subjects involved in the research work were students at five tertiary education institutions in Europe:

1. University of Bremen, Germany.
2. Nord-Trøndelag College, Norway.
3. The Universidad Politécnica de Valencia, Spain.
4. University of Riga, Latvia.
5. University of Nice, France.

There was a total of 126 students from the above universities, who were studying the following degrees:

- University of Bremen, Germany: the participants were attending courses in the Humanities and Social Sciences.
- Nord-Trøndelag College, Norway: Humanities, Social Sciences and Computer Science.
- Universidad Politécnica de Valencia, Spain: Telecommunications
- University of Nice, France: Humanities and Social Sciences.
- University of Riga, Latvia: Humanities and Social Sciences.

The level of their competence in English ranged from Intermediate to Advanced, the difference being apparent when analysing the errors that the students from the University of Bremen had made, who were studying, in some cases, English Language and Literature, and by observing their total output in which they used expressions which could be attributed to speakers with an advanced level of the TL.

The study was carried out on a more aggregate level due to the difficulty we had in the exact identification of the individuals who were actually doing the writing at any one computer at any time during the simulations. On occasions working in groups, and at others working individually, there was, nevertheless, a clear distribution of the subjects as regards the country they represented and thus we concentrated on the comparison of the different groups of learners rather than try to analyse individual contributions to the interactional exchanges¹⁴. In a sense, as research methods usually indicate, it is the salient characteristics common to the members of any one group which can give information of a more general nature which can be more easily extrapolated to other similar situations.

7.2 Data Collection Method

The data obtained for the elaboration of the IL corpus used in this dissertation, was retrieved from the data base at the OPUSi server at the University of Bremen

¹⁴ We mention that there were a few students taking part who were on Socrates Exchange Programmes. However, the numbers were insignificant and it was concluded that their presence would not affect the overall results.

in Germany. As stated in the IDEELS Project web page, OPUSi, designed and developed at the University of Bremen itself, is

an ergonomically-designed simulation software platform (...) which uses a graphical interface and can be accessed using a Web browser such as Internet Explorer or Netscape (Version 4.x or newer); it can be accessed by participants using a PC or workstation with Internet access, regardless of computer's operating system (Windows 95/98, Windows NT, Unix, etc.). OPUSi provides a variety of functions, including individual, password protected user accounts, intragroup messaging (Internal Memos), collaborative writing space (Papers), resource library (Library), intergroup messaging (Message Centre), and teleconferencing (Conferences). In addition, the software maintains a database of all communication which takes place during a simulation and supports a variety of analytical functions for project-related research activities. (<http://www.ideels.uni-bremen.de>)

Thus all the messages that were either sent through the message centre to other groups, or posted during the on-line teleconferences, all passed through OPUSi and were saved there for future research work¹⁵. As the data base proved to be unmanageable in its original form, it was transferred to the programme Microsoft Excel for its subsequent analysis.

¹⁵ Students' permission was requested prior to their participation in the simulation.

7.3 Description of the IL Corpus

The corpus was composed of the synchronous and asynchronous messages sent by the participants in the IDEELS simulations organized in 1999 and the year 2000.

The entire corpus was made up of a total of 120,269 words¹⁶ although the actual corpus we worked on with our computer-aided error analysis was lower since we subtracted all the turns that belonged to either the Moderator, or the Facilitators¹⁷ of the different teams. Thus, in actual fact these factors lowered the number of words substantially, as the Moderator, with all the functions she had, intervened on many occasions in the synchronous communication mode above all. There were also many messages sent that contained ‘included messages’, and these were not recounted, analysed or tagged for errors except the first time they had been written and sent. Lastly, we also took out of the final corpus the private mini-conferences that were held outwith the main simulation by the groups in Bremen. We made an effort to ensure that we had approximately the same amount of words in both modes. We did not initially know which teams the participants belonged to, and this explains the fact that the German L1 group are more represented than the others. On the other hand, it is also true to say that they were the most numerous participants in the simulations, and it is therefore

¹⁶ Within the grammatical hierarchy, morphemes are the lowest unit. The term ‘word’ as it is used in this thesis, consists of one or more morphemes. Words are the units which function to relate the grammar of a language to its lexicon. (Quirk et al. 1985: 43)

¹⁷ The facilitators were actually the teachers of the participants in their respective universities.

inevitable that there should be a difference in the contributions made to the corpus by each L1.

The corpus comprises:

1. Synchronous communication:

- 42,059 words
- 2,906 turns

2. Asynchronous communication:

- 42,625 words
- 250 turns

From this it can be observed straight away that there must be a great difference in the length of turns when dealing with one or other mode. In effect, the synchronous postings tended to be short, containing anything from a minimum electronic utterance such as an exclamation mark to a longer message containing, say, a team's Opening Statement, whilst the asynchronous messages were, on the whole, much longer with both the language and format showing characteristics of a more formal genre of writing.

Once we transferred the data base to Microsoft Excel, we proceeded to carry out an analysis of a small sample of the simulation, aware that it would necessarily take time to become familiarized with the error tagging system, and to ensure the most reliable intra-rater results.

As we had anticipated that there may be problems of retrieval with the layout of turns in the synchronous exchanges, we decided to insert an identification code at the beginning of each line, instead of each turn, in order to be able to determine with exactitude the exact identity of each participant.

144		Good morning to all delegations!				<2:1:120:1400:R_L_L> Good morning to all delegations!
145		The coastland delegation is looking forward to partisipate in this conferenses about human rights.				<2:1:120:1400:R_L_L> The coastland delegation is (XVCO) looking (FS) forward \$forward\$ to (FS) partisipate \$partisipate\$ \$looking forward to participating\$ in this (FS) conferenses \$conferenses\$ (GNN) conferenses \$conference\$ (LS) about \$on\$ human rights.
146	1400	Human rights is a very important subject, and we hope to come to an agreement on the behaf of the eutropian citizens	10	-1	Randi Jule Lian	<2:1:120:1400:R_L_L> Human rights is a very important subject, and we hope to come to an agreement (LP) on the (FS) behaf \$behalf \$ \$on behalf of\$ of the eutropian citizens

As the above extract shows, the same participant writes this whole message. It is a single turn, but as the student pressed enter three times, it would count as three separate turns if we used the automatic counting tools on Excel. This is why we inserted the identification code at the beginning of each line which we explain below:

<2:1:120:1400:R_L_L> From left to right. The '2' indicates that we are dealing with the year 2000 simulation. This is followed by the number '1' which indicates that this message belongs to the first teleconference. The '120' refers to the number of the turn, and this is followed by '1400' which is the team identification number (Coastland). Lastly, in the synchronous mode, we inserted the first letters of the name that corresponded to this participant (R_J_L: Randi Jule Lian). In the asynchronous mode the format of the messages was identical:

Wetzel	1646	EuGlobe	I've just send a little letter to the globe. I mentioned that Highland, Northland and Coastland agreed on our plan to provide connectivity for every citizen. I think our "experts"; on these nations should write them a message as well.	1677	<A:3:278:1678:1646> I've just (FM) send \$sent\$ a little letter to the globe. I mentioned that Highland, Northland and Coastland agreed on our plan to provide (GWC) connectivity \$connection\$ for every citizen. I think our "experts"; on these nations should write them a message as well.
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<A:3:278:1678:1646> In this case the code indicated approximately the same, except that the 'A' at the beginning indicates that this is asynchronous, and as the off-line messages were normally sent by teams, we do not insert the initials of the individual names but give the information as: '1678' the team code for one of the teams in the German L1 group, followed by '1646' indicating that the message is a whisper (secret message) to his/her L1 group.

7.4 Types of Analysis

In our analysis of the IL errors in our corpus, we initially carried out comparative analyses using the error taxonomy we describe in the section Error Tagging Method, and by calculating the percentages of the total errors made by the participant groups for each error category. We have analysed the data going from a more general perspective, i.e. compare general categories of errors (Form, Grammar, Lexico-grammar, Lexis, etc.) in both synchronous and asynchronous modes of communication, followed by a more specific analysis of the errors according to their subgroups (FM – Formal errors of derivation and inflection;

FS – Formal errors of spelling; GA – Grammar articles, etc.). This was followed by the analysis of the error frequency of the different category types per L1 group in both synchronous and asynchronous modes of communication. These results were also obtained by calculating the percentages of each error type per total errors.

The next objective was to study the relative incidence of errors according to the L1 of the participant groups in order to determine if there were notable differences in the categories of errors which could be related to specific L1s. In order to do this, a relationship had to be established between the different errors and the different L1s. The application of the method known as Correspondence Analysis allowed us to investigate the relationship between the different variables and their effect on the type and frequency of errors in the corpus, the calculations being carried out using the SPSS 11.5 software package.

Correspondence Analysis is known as a descriptive/exploratory technique which is designed to analyze simple two-way and multi-way tables containing some measure of correspondence between the rows and columns. The results provide information which is similar in nature to those produced by Factor Analysis techniques, as they allow one to explore the structure of categorical variables included in a table. It then transforms the nonmetric data to a metric level and performs dimensional reduction and perceptual mapping. One way to state the goal of a Correspondence Analysis is to represent the entries in the table of relative frequencies in terms of the distances between individual rows and/or columns in a low-dimensional space. When interpreting the variables in a two-

way table, the programme will first compute the relative frequencies for the frequency table, so that the sum of all table entries is equal to 1.0 (each element will be divided by the total). In the terminology of Correspondence Analysis, the row and column totals of the matrix of relative frequencies are called the row mass and column mass, respectively. The correspondence between the variables and the relative frequencies can be shown on a two- or three-dimensional map, and relationships can be established through the proximity or distance of certain variables, in our case, participants' L1, in relation to the different error types.

This method was originally developed primarily in France by Jean-Paul Benzécri in the early 1960's and 1970's (Benzécri, 1973; Lebart, Morineau & Tabard, 1977), but more recently has gained increasing popularity in English-speaking countries (Carrol, Green & Schaffer, 1986; Hoffman & Franke, 1986, among others).

7.5 Error Tagging Method

As we mentioned previously in the chapter referring to the State of the Art, at present there is no reliable software on the market for the computerised error detection of IL discourse. Having read in the literature of the research work carried out at the Centre for English Corpus Linguistics (CECL) at the Université Catholique in Louvain (UCL), Belgium, we made contact with the leading researcher, Professor Sylvianne Granger, with the aim of purchasing the UCL Error Editor (version 0.1) which they had co-developed with John Hutchison at

the Linguistics Department of Lancaster University, and the possibility of adapting it for use with our corpus. The research group at Louvain have spent several years using computerized corpus analysis methods to investigate the language patterns in the IL of learners from a number of different linguistic backgrounds. Indeed the International Corpus of Learner English (1990) has proved to be a highly dynamic source for the investigation of many different features of learner language.

The UCL Error Editor is an MS Windows programme which was designed to facilitate the insertion of error tags and their formatted corrections as used by researchers at the Centre for English Corpus Linguistics (CECL) in their analysis of learner corpora. It offers none of the usual functions associated with a word processor, and few of those found in text editors, because the designers sought to develop a simple programme, free from proprietary file formats. Certainly, under inspection, it became apparent that it was the most comprehensive error tagging system available, and one that catered for all categories of error with a minimum of overlap. This was a novel aspect related to error detection and correction since most research work has concentrated on either the major categories alone (Grammar, Lexis, Syntax, Morphology, etc.), and in a general sense, or specific aspects such as article errors, verb form errors, etc. without attempting to analyse the whole discourse for all types of errors.

To accompany the Error Editor there is a manual which was written in order to guide the researcher concerning the identification and classification of the different error types. We followed this taxonomy, although we added categories

of our own, in order to deal with aspects that were particular to our learner corpus and which we understood to be relevant for our research purposes.

At this point we must mention an important aspect related to interrater reliability in our error analysis. Other studies, according to Polio (1997:102), ‘have rarely reported intra- and interrater reliabilities, which can call into question’ the conclusions reached in the research results, and certainly ‘make replication of a study’ in a different context, somewhat problematic. The experimental design of our research, which called for the identification and tagging of the IL errors in our whole corpus, was carried out by one NS of English, (of Scottish origin), although 10% of the same corpus was also analysed by another NS (of English origin) in order to test interrater variability. The potential variations in coding due to the effects of rater characteristics were minimized through involving raters of similar backgrounds in education (university degreed), and professional experience (more than twenty years of teaching English as a foreign language). Both raters were given specific preparation for the task in work sessions with the aim of becoming acquainted with the tagging system and thus ensuring uniformity in its application. The results are shown in Appendix III.

With respect to intrarater consistency, and conscious of the importance of this aspect as regards the results of the research work, a preliminary pilot study was carried out so that the main researcher could become accustomed to the tagging method and reach a point where the error tagging was consistent. Following this, a few changes were made regarding the criteria used for the classification of

some errors (mainly related to capitalization and punctuation). In spite of this, there were still a handful of errors which proved difficult to tag, either because the exact nature of the error was difficult to pinpoint, or due to the fact that they could fall into two different categories, or the error class could only be distinguished by looking at the discursal relations across different turns, or when participants are found to be playing with language¹⁸.

The UCL Editor is based on a structural taxonomy of IL errors. The authors, Dagneaux, Denness, Granger & Meunier (1996) developed codes which classified the deviant forms according to their surface linguistic description, only classifying the source of the error in the case of the false friends category. There are seven main types and forty specific error tags, the first letter of the tag indicating the error category:

- The first category involves formal errors (F*).
- The second is devoted to grammatical errors (G*).
- The third main category deals with lexico-grammar (X*). It includes errors where the morpho-syntactic properties of a word have been violated.
- The fourth category groups errors involving the semantic properties of single words and lexical phrases (L*).
- The other categories include: (1) Register (R), (2) Style (S*), (3) Word Redundant (WR), Word Missing (WM) and Word Order (WO).

¹⁸ In Appendix IV we provide some samples of errors that were more problematic to categorise.

Nearly all of these major categories are divided into sub-categories. The second letter generally indicates the sub-category whereas the following letters give more precision about the type of error. For instance, there are a number of tags that begin with (G*) for grammatical errors. To distinguish word classes which begin with the same letter one or two additional letters have been added to indicate the exact nature of the error. Thus A stands for article, ADJ for adjective, ADV for adverb. The following letters indicate the type of error: O stands for Order, CO for complementation, PR for dependent preposition, etc. The tags were developed according to the definition of the word classes described in the International Corpus of English Tagging Manual (Greenbaum 1991).

There are several points to note as regards the procedure involved in the error tagging:

1. The tag should be chosen according to the erroneous form used and therefore does not depend on the word class or form of the corrected version.

e.g. <2:2:385:1646:1665:J_P> so when a poor (GP) one \$person\$ wants to buy a CD, his rich neighbour (GVT) is coming \$comes\$ to the shop and (GVT) paying \$pays\$ his "Gema"-Fee???

Thus in the above example, the (GP) tag indicates that the error is due to the incorrect use of the pronoun 'one' although the correction involves inserting a noun.

2. The tag should normally be inserted before the error that needs to be corrected.

i.e. <3:879:490:J_P_J> Religious education is a good option, but everybody should be able to choose (GP) his \$their\$ religion as a subject and nobody should impose it.

There are some exceptions to this rule, such as the category of errors involving complementation and dependent prepositions, in which case the tag should be inserted before the word (or words) that triggers the erroneous complementation:

e.g. <5:1430:491:578:C_O> Dear EuCom- is there a (XNCO) possibility to prolong \$possibility of prolonging\$ the conference? There are only five minutes left and we haven't even (LS) reached \$finished\$ our agenda.

3. The proposed correction of the language users' intended meaning should be placed immediately after the erroneous form. For retrieval purposes, the authors suggest that the corrected version be placed between dollar signs (\$)

i.e. <1:305:491:J_A> #39 The campus will be set up in the suburbs of Eutropolis- students can use the public (FS) transsport \$transport\$ to use the city's cultural infrastructure.

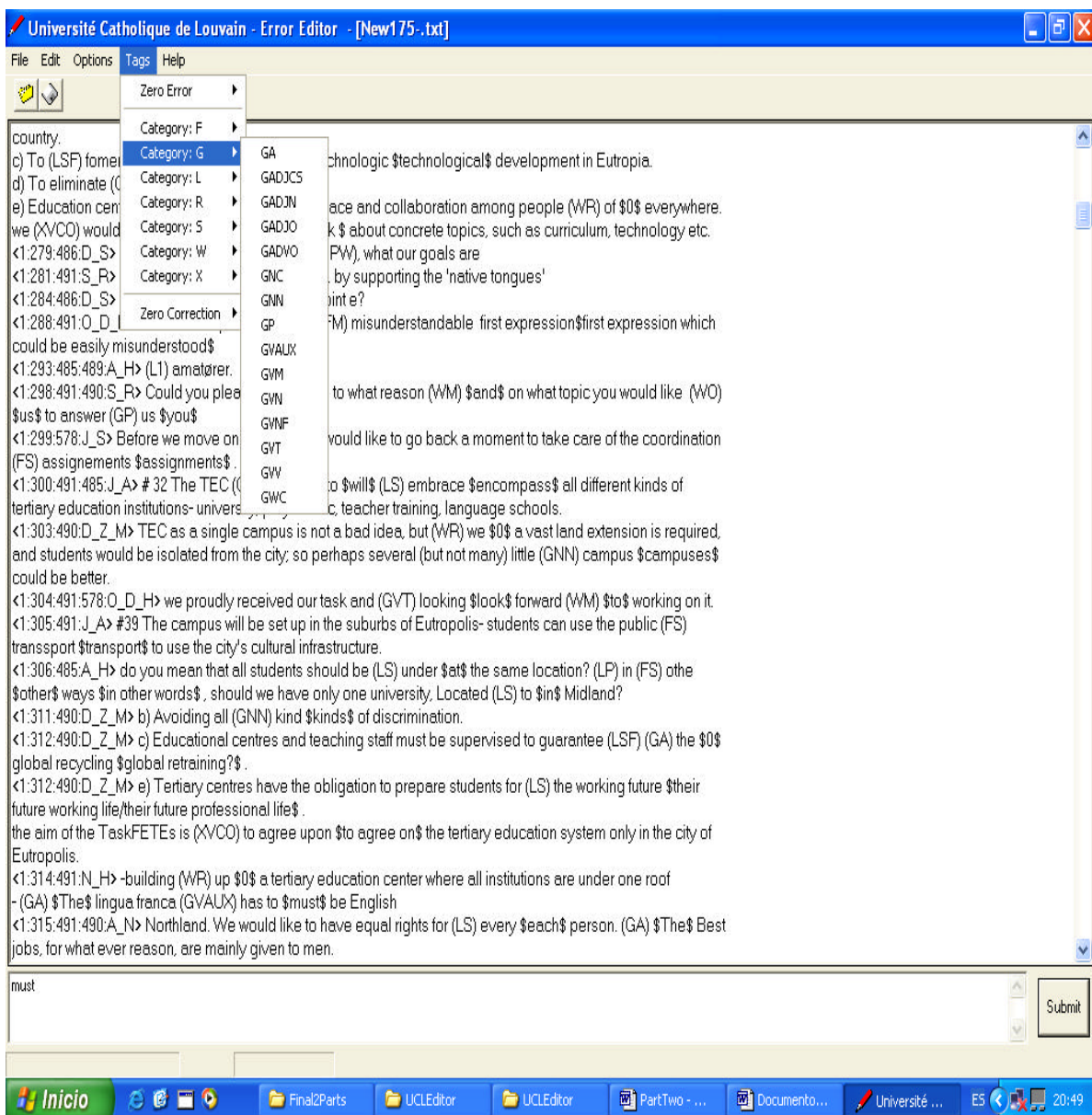
4. When there is more than one error in a word or phrase, it must be tagged twice

i.e. <5:1392:491:O_D_H> (but maybe (FS) expansiver \$more expensive\$ (GADJCS) expansiver \$more expensive\$) technologies.

5. A zero (0) is used to indicate missing words, or a correction that consists of the deletion of a word or phrase

i.e. <2:468:486:486:S_L> Hi everybody. Sorry I am not a big help today (like most (WM) 0 \$of\$ the time:-))... but I think you have everything under control...

The following is an example of the Error Editor screen:



We will now proceed to describe the error tagging system, giving examples from our corpus of each type. As we mentioned previously, the code at the beginning of each example locates the error in a certain place in the corpus.

FORM : (F*)

This category groups together words that include errors of a strictly formal nature. Although they are normally recognisable, this category usually includes non-existent forms in English.

Morphology : (FM)

(FM) is the tag used for errors of derivation and inflection. Inflectional errors refers to those that show errors in the grammatical morphemes, such as verb forms, plurals, genitive forms, comparative and superlative adjectives, etc., while derivational errors are due to the addition of erroneous affixes which also result in non-existent words.

Inflectional errors

- Erroneous simple present 3rd person singular morpheme

e.g. <2:2:344:1403:J_E> (GP) he \$she\$ (FM) cans \$can\$.¹⁹ perfectly decide if
(GP) he \$she\$ (GVM) want \$wants\$ to disconnect the mechanism.

- Erroneous simple past morpheme

e.g. <2:2:485:1665:1401:E_R> or should we (FM) sent \$send\$ messages
later?

¹⁹ In order to facilitate the localization of the tagged error in each category we have marked these with a dotted line.

- Erroneous past participle morpheme

e.g. <2:4:1319:1665:1665:J_Ne> if (GP) he \$they\$ (GVT) won't get \$weren't
to get\$ (FM) payed \$paid\$ for it.

- Erroneous plural morpheme

e.g. <2:2:539:1400:R_J_L>The access to internet in (FM) librarys \$libraries\$,
schools, work-places etc.

- Erroneous irregular comparatives/ superlatives

e.g. <5:1385:490:A_M_P> Could we please be (FM) quicklier \$quicker\$.

Derivational errors

e.g. <5:1172:490:J_B_S> we should (FM) considerate \$consider\$ (S) each
situation of all the students\$ the situation of each student\$.

<5:1454:490:A_M_P> If no one participates that would show the PUSM is
(FM) unuseful \$useless\$.

Spelling : (FS)

(FS) includes all spelling errors. It is also used for errors involving contracted
forms without the apostrophe.

<1:354:578:J_S> This would include university, college, (FS) politechnic
\$polytechnic\$, vocational, adult, continuing, and on-the-job education and
training.

<2:443:491:S_R> Teacher's knowledge in this case (FS) referrs \$refers\$ to
his experience in administration.

<4:1014:486:486:S_L> Sweetie.... (FS) Ill \$I'll\$ be right back.

<5:1123:485:489:A_H> (SU) Due to some technical problems \$?\$, we are now online. (FM) we'er \$we're\$ (FS) shure \$sure\$ that.

- o Letters missing – probably simply typographical errors, not due to a lack of linguistic competence.

<189:491:J_A> we should (FS) end \$send\$ them a message today - that will give them more time. Sven.

<1:260:489:V_F> We are available to answer the (FS) questinos \$questions\$ you might have.

Initially we tagged all the errors involving non-use of capital letters in the corpus. However it soon became apparent that there were far too many and tagging all of them would have been a tremendously time-consuming affair. We therefore established the following criteria for classifying the errors in this category with a certain amount of flexibility in the on-line teleconferences due to taking into account the conventions of the medium and the lack of time that the participants had for writing their messages.

Errors that were tolerated and not tagged:

- Sentence initial missing capital letters.
- Names of other participants (mainly used when participants of the same group send private messages to each other).

<233:491:S_M> to sven- problem is- neither have (FS) i \$I\$ there is IRC on my computer, but I still have not figured out how to use it cathy.

Errors that were not tolerated:

- Names of countries, nationalities and languages.

<3:867:485:R_N> we want only (FS) english \$English\$.

- Days of the week and months of the year.

<2:625:489:S_G> (FS) wednesday \$Wednesday\$ next week...

- The use of the pronoun 'I' in lower case.

<2:569:491:491:C_O> can (FS) i \$I\$ answer 157? cathy.

Punctuation missing: FPM

This category is used for cases where the punctuation is missing.

<187:491:A_N> When and (FS) were \$where\$ is the best place to meet.
(FPM) \$?\$.

Punctuation wrong: FPW

If the wrong punctuation marks were inserted this tag was used. It was particularly useful for the identification of relative clause problems.

<2:267:1403:R_G> Would the Commissioner (FPW), \$0\$ please (FPW), \$0\$ clarify what the (FS) responsibilities \$responsibilities\$ for each section entail?

<2:4:1315:1665:J_Ne> moving to the countries (FPW), \$0\$ where (LS) less \$fewer\$ taxes (GVV) were to pay\$ are paid\$ or.

GRAMMAR : (G)

The rules and norms of English grammar that have been violated in the IL output are classed in this main category type. There are several sub-categories, which we describe as follows:

Articles : (GA)

(GA) involves all problems of definite, indefinite or zero article, including misuse, omission or overinclusion.

Definite Articles

e.g. <3:780:491:A_N> #114 Isn't it common in (GA) the \$0\$ academic (LS) circles \$life\$ to finish your university education with either an MA.

Indefinite Articles

e.g. <3:812:486:491:P_K> Yes, if he thinks that is (GA) a \$the\$ right (LS) way \$combination\$.

Zero Article

e.g. <1:325:489:V_F> (LS) At \$Concerning\$ the questions about (GA) 0. \$the\$ campus we (GVT) will inform \$inform\$ you that by using IT.

NOUNS : (GN)

Noun case : (GNC)

This category includes:

- uses of the genitive ('s) where it should not have been used. This is an error which is also very common among writers whose L1 is English too.
- and uses of the 'Noun + Noun' or 'Noun of Noun' combination instead of the genitive.

e.g. <4:920:490:D_G_B> information technologies and their applications (depending on the needs of each person), will develop (GNC) the intelligence of the people \$people's intelligence\$.

<2:5:1555:1401:1646:O_H> dear (GNC) info's \$infos\$, don't you know how to whisper, or was that meant for all of us to read?

Noun number : (GNN)

(GNN) is the tag which classes errors caused by the addition or omission of the plural morpheme.

Singular for plural

e.g. <2:518:490:J_V_G> Also, we think enterprises must collaborate economically with (GNN) university \$universities\$.

Plural for singular

e.g. <2:2:329:1400:R_J_L> If a person is terminally ill (WR) of a mortal disease \$000\$ medical personnel should be allowed to help him/her to shorten his/ (GP) hers \$her\$ (GNN) sufferings \$suffering\$.

Pronouns : (GP)

(GP) Although this category is only for pronouns, we added those errors related to adjectives, and which couldn't be categorised in the Adjective class, which only contemplated errors of number, order and degree. This tag thus groups together errors concerning demonstrative, interrogative, personal, possessive and quantifying adjectives and pronouns, as well as reciprocal, reflexive, relative and indefinite pronouns. The proforms (*one/ones, so*) are also included in this sub-category.

e.g. <4:996:489:489:V_F> (GP) All \$Everyone\$ should be able to use word-processing tools, and programs like Excel.

<3:774:490:J_O_D> We must take care of our resources, because if not we would be (LS) cheating \$deceiving\$ (GP) us \$ourselves\$ and we (FS) will \$will\$ not be able (XVPR) to put in practice \$to put into practice\$ our education.

<2:6:2207:1403:1665:S_A> Ok, (FS) i \$I\$ haven't said (GP) nothing \$anything\$ "dangerous".

Reference problems are also dealt with in this sub-category:

<2:4:1244:1398:B_A> We mentioned our ideas in our (LP) position paper \$policy statement\$. Should we repeat (GP) it \$them\$?

ADJECTIVES : (GADJ)

Adjective order : (GADJO)

(GADJO) is the tag used for categorising errors of adjective position. In the following example, the tag classifies a word-order error when two or more adjectives precede the noun.

e.g. <5:1151:491:491:S_R> Yes we will eat and drink until we will see (GADJO) blue little \$little blue\$ dots

It also includes errors caused by confusion of attributive and predicative functions of adjectives.

e.g. <2:3:768:1665:S_U> #100 - development of software is very expensive - and high quality is only guaranteed with (GADJO) payed software \$software that is paid for\$.

Adjective number : (GADJN)

(GADJN) consists of any errors which show the learner has used a plural morpheme with an adjective.

e.g. <2:6:2072:1413:A_R_R> As we were saying, all (GADJN) pretties \$pretty\$ women are invited to our great party (LS) of \$on\$ the last day (we promise you it is going to be a party "(CS)que se cagara la perra (Spanish col.)").

Comparative / Superlative : (GADJCS)

(GADJCS) consists of errors which either involve the wrong formation or misuse of comparatives and superlatives.

Wrong formation

e.g. <2:7:2320:1398:I_K> No, sorry but we have much (GADJCS) more sweeter \$sweeter\$ dreams.

Misuse

e.g. <2:4:1315:1665:J_Ne> where (LS) less \$fewer\$ taxes (GVV) were to pay \$are paid\$ or (FS) were \$where\$ poorer people work for (GADJCS) lower \$less\$ money. It must be a (SU) term \$?\$ of the Eutropan Constitution to develop a ministry of (FS) regualtion \$regulation\$ to protect and to control that.

Those forms of comparative and superlative that do not exist in English are tagged as (FM).

ADVERBS : (GADV)

Adverb order : (GADVO)

(GADVO) deals with problems related to adverb order.

e.g. <2:2:550:1646:J_P> You (GADVO) exactly wrote \$wrote exactly\$ what we wrote. Thank you

VERBS : (GV)

Verb number : (GVN)

(GVN) includes all errors involving number concordance between subjects and verbs.

Plural verb with singular subject

e.g. <3:738:490:J_P_J> #79: If a person over 30 (GVN) want \$wants\$ to continue his/her studies.

Singular verb with plural subject

e.g. <4:948:489:S_G> But people (GVN) doesn't \$don't\$ have the equipment to do this at home.

Singular verb with collective subject

e.g. <2:408:491:A_N> Specially trained administration staff (GVN) is \$are\$ essential.

Verb Morphology : (GVM)

Existing verb forms that are misused are included in this category (e.g. a simple past form instead of a past participle, an infinitive instead of a past participle, etc.).

e.g. <3:850:491:A_N> We want to encourage our students to spend some semesters abroad, and, as mentioned in our paper, ideally have them (GVM) taken \$take\$ their practical semester in (GA) an other \$another\$ (FS) Eurtopian \$Eutropan\$ country.

<4:911:490:F_M_J> Northland thinks that the main points to be (GVM) discuss \$discussed\$ in this teleconference should be:

Once again, If the verb form does not exist in English (e.g. *eated*) the error is classified as formal (FM).

Non-Finite/Finite verb forms : (GVNF)

(GVNF) is the tag used to classify errors involving non-finite and finite verb forms.

'-ing' used instead of a relative clause

e.g. <2:528:491:M_E> 3.students (GVNF) having finished \$who have finished\$ school after 10 years.

nominal use of the infinitive with 'to'

The gerund is much more frequent in English than the infinitive in subject position.

e.g. <5:1449:491:S_R> (GVNF) To state \$Stating\$ (GP) it \$things\$ (WR) out \$0\$ clearly. Midland won't accept any (LS) deminishing \$reduction\$ of final exams.

Verb voice : (GVV)

(GVV) is used to tag all errors which show confusion in the passive and active voice.

Active for passive

e.g. <3:680:490:J_P_J> However, this topic should (GVV) have studied \$have been studied\$ by another delegation (policy).

Passive for active

e.g. <A:3:298:1703:1664> 1 \$In issue #1 of the Globe\$ (GVV) is written \$it says\$ that not the constitution (FS) bur \$but\$ the declaration of human rights will be (LS) treated \$dealt with\$. So... confusing?

Verb tense : (GVT)

(GVT) tags errors of tense or aspect.

Present simple for continuous

e.g. <2:468:486:486:S_L> Hi everybody. Sorry I am not a big help today (like most (WM) \$of\$ the time:-))... but I think you have everything under control... I (GVT) try \$am trying\$ to read as much as my server allows me to read and hope.

Present continuous for simple

e.g. <2:3:978:1646:H_M_R> #235 We agree and (GVAUX) \$would\$ like to hear what the other delegations (GVT) are thinking \$think about\$ about this topic.

Present simple for simple past

e.g. <5:1144:491:491:S_R> As agreed on within the group (FS) i \$I\$ (GVT) send \$sent\$ it

Present simple for present perfect

e.g. <2:2:512:1403:O_O> We (GVT) spend \$have spent\$ (WO) now 1 hour in this conference \$1 hour in this conference now\$.

Simple past for present perfect

e.g. <2:3:1159:1405:C_O> This conference (GVT) was \$has been\$ very productive!

Present perfect for simple past

e.g. <2:1:253:1665:1398:E_R> Hey Bardland. We don't want you to leave, of course. We (GVT) haven't even written \$didn't even write\$ this secret message between #72 and #73.

Present simple for future

e.g. <1:330:486:578:D_B> Yes, alright. We (GVT) try \$will try\$ to coordinate the work on policy.

Auxiliaries: (GVAUX)

(GVAUX) consists of all misuses of auxiliaries, modals and semi-auxiliaries.

e.g. <5:1177:491:486:J_A> (GVAUX) Do \$Would\$ you like to make a statement?

<2:2:344:1403:J_E> We think that each person (GVAUX) could \$should\$ decide about her own life (LS) along \$during\$ all the time that this person is living.

WORD CLASS : (GWC)

(GWC) is the tag used for cases where the learner has used the wrong word class, i.e. an adjective instead of an adverb, a noun instead of a verb, etc.

e.g. <5:1203:491:S_R> 100% state funded TEC, so you give us the TEC, we will agree on other (GWC) private \$privately\$ funded Universities in EUTROPOLIS.

<2:3:938:1646:M_R> #209 medical information is very (FM) usefull \$useful\$. But it should be published (GWC) anonymous \$anonymously\$.

LEXICO-GRAMMAR : (X)

This category allows the researcher to tag those errors which violate the morpho-syntactic properties of words. Previous studies on errors tended to leave the categorisation of particular structures such as those involving complementation of verbs, nouns, adjectives, etc. in a somewhat ambiguous way, without seeming to provide a suitable description. This lexico-grammatical tag type has greatly improved the possibility of analysing and classifying this important group of error types which previously had been somewhat elusive in nature since they were not strictly speaking either wholly lexical, or grammatical, but showed properties of both these types. It includes errors of countable and uncountable nouns, non-finite and finite

complementation of nouns, verbs, adjectives and adverbs, and dependent prepositions.

COMPLEMENTATION : (X...CO)

This category deals with errors of complementation. The tag is inserted in front of the word that triggers the trouble spot, and not in front of the erroneous word.

The following sub-categories can be noted:

(XADJCO) : erroneous complementation of adjectives

e.g. <2:566:491:583:S_R> Desperately sorry for that. We would (XADJCO) be glad hearing \$be glad to hear\$ from you after the conference again.

<A:2:273:1402:-1> that we are not (XADJCO) interested to support \$interested in supporting\$ the other countries in the Eutropian Union in any possible way.

(XCONJCO) : erroneus complementation of conjunctions

e.g. <5:1293:491:G_B> (XCONJCO) According \$According to\$ 120# TEC (FS) Teriary \$Tertiary\$ Education Center! Sorry.

<2:4:1299:1403:D_C> #107 Young people and also poor people (WR) which \$0\$ should be (GVM) back \$backed\$ by the government (XCONJCO) in order they could \$in order to\$ buy a house or something like that.

(XNCO) : erroneous complementation of nouns

e.g. <2:427:486:D_B> our (XNCO) suggestion of \$suggestion for\$ (GA) \$an\$ equal number of voices for each of the three groups?

(XPRCO) : erroneous complementation of prepositions

e.g. <A:2:252:1403:-1> punishments and penalties for drug dealers and hard drugs consumers (XPRCO) instead establish instead of establishing (GA) the death penalty.

(XVCO) : erroneous complementation of verbs

e.g. <1:334:489:491:V_F> We (XVCO) look forward to cooperate look forward to cooperating with you :-).

<A:2:172:1402:-1> Due to Midland's recent (FM) economical economic problems we are certainly (XVCO) dedicated to encourage dedicated to encouraging (GA) the economic growth.

Dependent prepositions : (X...PR)

This category includes all errors involving dependent prepositions. When dealing with errors involving independent prepositions, these are classified as lexical errors (LS) for single prepositions, or (LP) lexical phrase for multi-word units.

The sub-categories are as follows:

(XADJPR) : adjectives used with the wrong dependent preposition

e.g. <2:3:922:1646:1665:H_M_R> Coco we are impressed! you are so much (XADJPR) better in better at using simple HTML-Tags to emphasize senseless statements.

<2:6:1934:1665:E_R> We had technical problems, (XADJPR) sorry for sorry about that...

(XNPR) : nouns used with the wrong dependent preposition

e.g. <A:1:102:576:491> Hello fellow-middies and everyone else! I'm in (XNPR) charge with \$charge of\$ the technology (LS) efforts \$area\$ for the Midlandian delegation.

<A:1:148:490:-1> So we ask you for a clear (XNPR) agreement at \$agreement on\$ this issue.

(XVPR) : verbs used with the wrong dependent preposition

e.g. <2:5:1579:1398:T_K> We don't (XVPR) agree to \$agree with\$ the last sentence.

<5:1498:490:D_H_M> The Delegation of Northland wants to (XVPR) thank to \$thank\$ all the other delegations (WM) \$for\$ (GP) your \$their\$ presence in this teleconference.

Nouns: countable/uncountable : (XNUC)

(XNUC) tags errors involving countable and uncountable nouns.

The tag (XNUC) should be inserted in front of the incorrect article which accompanies the noun.

Indefinite article with uncountable nouns

e.g. <A:1:162:490:-1> Northland delegation had already understood your last message, but we still think that it is (XNUC) a nonsense \$nonsense\$.

Plural of uncountable nouns

e.g. <2:2:529:1405:S_R> What glorious (XNUC) informations \$information\$ has the internet to offer that an ordinary newspaper has not.

<4:925:490:F_M_J> improve their (XNUC) knowledges \$knowledge\$.

LEXIS : (L)

This general category deals with errors involving the conceptual or collocational properties of words or phrases. It is divided into four sub-categories: Lexical Single (LS), False Friends (LSF), Lexical Phrase (LP) and Connectives. It was considered appropriate to put all the errors involving connectors together under one sub-category for two reasons: firstly, non-native speakers of English often have difficulty using connectors and secondly, if there were no special category devoted to them, some errors would be classified as (LS) and others as (LP), since the connector may involve single terms or multi-word phrases.

Lexical single : (LS)

(LS) is used for errors concerning the conceptual or collocational properties of single words. Erroneous forms involving solid and hyphenated compounds are included in this category

Conceptual

e.g. <1:346:486:486:D_B> i think at least one of us should stay till the official end... ah i just (LS) recognised \$realised\$ that (GP) it's \$there's\$ only 5 min left... so let's stay here for 5 min.

<2:507:486:D_B> but this shouldn't be (LP) so large to \$so large as to\$ (LS) infect \$influence\$ policy-making at the universities.

Collocational

e.g. <1:329:491:489:O_D_H> we are (LS) strongly \$greatly\$ interested in a veritable partnership. If you have any interesting offer for our upcoming project please contact.

<1:319:485:491:A_H> we have misunderstood (LS) small \$a few\$ moments of the taskFETE.

False Friends : (LSF)

(LSF) Lexical errors can result from the influence of a formally similar word in the learner's mother tongue which causes confusion while searching in the mental lexicon for a word in the TL. In the corpus used for this research work almost all the false friends found were related to Spanish, the only language the researcher shares with the participants in the simulation. Undoubtedly, with further study, and in collaboration with researchers from other participant universities, many more will come to light involving other L1s.

e.g. <3:719:490:J_O_D> We propose an examination in order to control the number of students that want to enter in a specific (LSF) career \$degree course\$ (Sp. carrera universitaria).

<A:1:62:486:-1> Students, (LSF) professor \$teachers/lecturers\$ and local authorities should all have one third of votes in a suffrage

Lexical phrase : (LP)

(LP) includes errors in (semi-)fixed multi-word expressions, idioms and phrasal verbs:

e.g. <3:863:490:D_L_R> If we are not tolerant, we won't be able to develop a new city like Eutropolis (LP) made from \$made up of\$ people from 5 countries.

<A:1:104:486:-1> We would like to (LP) clear out \$make clear\$ our position expressed in the (FS) forth \$fourth\$ point of Technology.

<2:5:1798:1401:1401:O_H> Was I guilty because I ironed a plastic cover and thus destroyed the (LP) ironing machine \$iron\$? Does it make me less innocent?

<A:2:175:1406:1405> Our (FS) political \$political\$ columnist will (LP) size up \$review\$ the different statements of the different states.

Lexis, connectives : (LC*)

This sub-category consists of errors involving different types of connectives: coordinating conjunctions (LCC), subordinating conjunctions (LCS) and logical connectors (LCL). The problems may be due to: misuse, overinclusion or wrong choice.

Logical connectors : (LCL)

The (LCL) category is further subdivided in (LCLS) for single connectors and (LCLC) for complex connectors.

- Single Logical Connectors (LCLS)

e.g. <3:680:490:J_P_J> all students should have the same opportunities (LS) to access \$to gain access\$ to University, and (LCLS) then \$therefore\$ we (S) do not have to make differences according to the age \$we should not discriminate people for their age\$.

<A:2:273:1402:-1> This means that we want to ensure that an appropriate standard of living for the retired and also for our whole society (LCLS) furthermore \$0\$ becomes an inalienable right.

- Complex Logical Connectors: (LCLC)

e.g. <2:1:248:1402:1405:K_K> (LCLC) As soon if \$As soon as\$ we have further information for you, we will let you know.

Coordinating conjunctions : (LCC)

(LCC) includes all errors involving the coordinating conjunctions:

e.g. <A:1:170:490:-1> We were (FM) waitting \$waiting\$ for one more clear explanation about your last message, but we (FS) can not \$cannot\$ wait (LP) for more time \$longer\$ (LCC) and \$so\$ we have decided to (LS) say \$tell\$ you what we understood and why we disagree with you.

Subordinating conjunctions : (LCS)

(LCS) consists of errors involving subordinating conjunctions.

e.g. <A:2:189:1398:-1> Human psychology usually strives to get what is forbidden. (LCS) In case \$If\$ there is no ban, the desire is no longer so strong.

<2:3:950:1398:K_Bon> #224 That person doesn't have rights to (FS) nclaim \$claim\$ payment for the use of his or her (FS) genetyic \$genetic\$ information, (LCS) but \$although\$ this information mustn't become accessible to the (S) broad masses of people \$ population in general\$.

WORD REDUNDANT, WORD MISSING, WORD ORDER : (W*)

- Word redundant : (WR)

(WR) tags those errors which involve the addition of unnecessary, and often incorrect, words in the discourse.

It includes slips of the 'keyboard'

e.g. <A:1:168:489:-1> If the students are (FM) physical \$physically\$ disabled (WR) it \$0\$ (FS) its \$it's\$ possible to work at home.

and the redundant use of particles, prepositions, pronouns, etc.

<A:1:62:486:-1> In Coastland there (GVN) is \$are\$ a small number of private universities (GP) who \$which\$ (LS) recommend \$charge\$ high (WR) studying \$0\$ fees.

<A:3:322:1403:1400> As you can see this means that illegal people will only have medical coverage in case of (WR) sickness or \$00\$ illness.

- Word missing : (WM)

This sub-category tags errors involving the omission of words, which are shown as a '0' followed by the word that should have been used.

e.g. <241:491:S_M> have a nice weekend... enjoy (WM) 0 \$yourselves\$.

<A:2:189:1398:-1> It would contribute to (GA) \$the\$ (FM) economical \$economic\$ system of the whole (WM) 0 \$of\$ Eutropia and insure new job (LS) places \$vacancies\$.

- Word order : (WO)

These errors involve problems with word order that are not classified under the sections on Adjectives or Adverbs.

e.g. <3:771:583:490:Ö_C> That did not (WO) at all hinder Japan \$hinder Japan at all\$ from developing very fast, did it?!

<2:1:205:1400:R_J_L> Because of our tight (WR) time \$0\$ (FS) sceduale \$schedule\$, we will have (XNCO) difficulties to (FS) preaper \$prepare\$ \$difficulties preparing\$ (WO) properly (GWC) to \$the\$ (FS) confrenses \$conferences\$ \$the conferences properly\$ on fri. 10 and wed 15.

REGISTER : (R)

(R) is used for errors involving the field of discourse (e.g. jargons), the mode of discourse (e.g. speech vs writing) or the tenor of discourse (e.g. levels of formality). In our corpus this category is hardly identified at all. The nature of CMC (especially when dealing with the on-line conferences) implies that the mode of discourse is continuously changing. There are, as we have discussed beforehand, aspects of both spoken and written discourse in the corpus, and we did not see it fit to mark these as errors. Likewise, the level of formality also changes, from inter-group and intra-group communication (whispering), to the more formal language in the asynchronous messages, and from one part of the simulation i.e. initial policy statements to the de-briefing at the end. As such, we have therefore only identified cases of archaic language.

Temporal (archaic)

e.g. <A:2:176:1624:-1> (R) We (very formal/legal style), the Government of Southland, welcome all delegations to these negotiations on this important topic of human rights in Eutropia.

STYLE : (S)

This category is one that is absolutely necessary for the classification of a certain type of IL output which is not necessarily grammatically deviant, but which nevertheless sounds clumsy or foreign-sounding, and which a NS would not normally produce. This tag type may be used for whole sentences or parts of sentences or unfixed phrases, although it does not apply to the forms found in the (LP) category.

e.g. <2:498:485:A_H> The government (S) has not good enough economics. \$does not have a good enough economy\$ to pay for (GA) the \$0\$ tertiary (LS) school \$education\$.

<2:3:791:1401:O_H> The carrying out of laws should be kept within a legal frame, and (S) not given in the hands of \$and not be used for\$ personal revenge.

Incomplete (SI)

This sub-category tags IL output which includes sentences that are incomplete and which do not transmit the writer's intended meaning and goals. They may involve verbless sentences, or simply have elements missing that show the message is incomplete. It is sometimes possible, nevertheless, to provide a

potential correction. When no correction can be provided, the \$?\$ symbol is inserted.

e.g. <4:923:491:O_D_H> Overall computer literacy from the earliest age/semester possible (SI) by \$?\$.

<A:2:183:1403:-1> Our modest growth rate does not allow us to receive a (SI) larg. \$?\$. The economic contribution of Northland to the Eutropian Federation must be reviewed in depth.

Unclear (SU)

(SU) is used when nonsensical or highly ambiguous forms are used in the discourse. The symbols \$?\$ is also used in this case when it is not possible to understand what the writer wishes to say.

e.g. <2:400:490:R_L_G> Do you mean general access or by the (SU) desible \$?\$.

<2:6:2083:1403:S_A> This conference does not (SU) have have, neither feet \$?\$.

CODE-SWITCHING (CS)

Although it is generally considered to be a strategy used by bilinguals when they alternate between two languages in spoken or written discourse, we consider its use in our corpus as erroneous since the other participants may not share the knowledge of the language used, and this proves to be disruptive to the flow of communication, and flouts politeness conventions. Sometimes the code-switching involves a whole sentence:

e.g. <A:1:75:558:486> Hi david! (CS) wo bist du?es ist viertel nach 8 und ich sitze im zfn. bist du vielleicht im fb10- lab? (Ger.) kristina.

And other times part of a sentence:

e.g. <2:6:2072:1413:A_R_R> As we were saying, all (GADJN) pretties \$pretty\$ women are invited to our great party (LS) of \$on\$ the last day (we promise you it is going to be a party "(CS) que se cagara la perra" (Spanish col.).

Or a single word:

<2:5:1735:1401:1401:O_H> Do you think they have enough (CS) Sitzfleisch (German)(ham)?

<2:8:2503:1402:K_K> I'm in a christmas mood because I'm working on the (CS) Weihnachtsmarkt (Ger.) and (WO) there are the whole day \$the whole day there are\$ (FS) hristmas \$Christmas\$ (FS) charols \$carols\$ in my ears.

7.6 Subclassification of Formal and Lexical Errors in Spanish L1

Once the analysis of IL errors in the whole corpus had been carried out, it was found that a total of 44% of the Spanish L1 errors involved formal and lexical errors. It was thus decided that it would be worthwhile to carry out a sub-analysis of these errors, elaborating a more detailed taxonomy of the erroneous forms with a view to diagnosing the causes.

7.6.1. Formal errors involving morphology (FM) and spelling (FS).

These two subcategories were subjected to a further analysis since the type of error associated with them has either been ignored by some researchers (Dušková, 1969; Bhatia, 1974; Taylor, 1975; Azevedo, 1980) or categorised as lexical by others (James, 1998). We share the view as Green & Hecht (1985), Krüger & Hamilton (1997) and Olsen (1999), who feel that errors of form are important and worth analysing in order to find out why they are so frequent, and the processes that are in operation when they are made.

Formal errors are prevalent in our corpus and we therefore thought it appropriate to investigate their incidence and cause, where possible. We understand that these errors are of importance, not only due to the fact that the processes involved in the comprehension of a text with a high ratio of orthographical errors is more difficult and more prone to misunderstandings, but also from the point of view of preparing our students for the demands of an ever more competitive society which requires higher and higher standards from graduates who must be familiar, on the one hand, with the material related to their studies, and on the other, should also be conscious of the importance of a reasonable presentation of written work for intra- and inter company relations.

Concentrating on the errors of the group of participants with Spanish L1, we have attempted to make a distinction between the following aspects:

1. Errors caused by interference from the L1.
2. Errors caused by interference from L2 – intralingual causes.

3. Incorrect forms due to typographical errors.

At the same time, each of these groups was subdivided for a more meticulous identification and diagnosis of the errors, which involve d:

1. Mother tongue interference (Inter-).

The taxonomy we developed involved trying to identify the instances of L1 interference, and if this implied a distortion of the target language form due to:

- a. Influence of L1 pronunciation in the IL written form (Inter-Pron.)
- b. Direct transfer of L1 form using strategies such as borrowing (Inter-Borrowing).
- c. L1 interference as identified through:
 - i. (Inter-OM) Omission : In the cases where there was no doubling of letters when there should have been, the error was considered to be due to interference from the L1 in words with a near-identical or identical form.
 - ii. (Inter-OV) Overinclusion: The word in question has characteristics of an L1 word, but with the inclusion of letters which make it more target language-like
 - iii. (Inter-MS) Misselection: This type involves the misselection of one or more morphemes.
 - iv. (Inter-MO) Misordering: The order of the IL form mirrors that of another word in the L1, which may or may not be related in meaning.
 - v. In certain cases the cause of an error can only be diagnosed in a very tentative manner. This we have shown by writing both the possible tagging codes, such as the following case, where the cause could either be due to L1 pronunciation

interference or to a typographic error of omission:
Interference/Typo – Omission (Inter./Typo-O).

2. Intralingual causes (Intra-). Involving errors caused by confusion within the target language system, either due to insufficient knowledge, analogy, simplifications, generalizations, etc.

The identification codes included:

- a. (Intra) Errors caused by overgeneralization.
- b. L2 interference (Intra-) as identified through:
 - i. (Intra-OM) Omission: Where the word has no relation to an L1 word, and the error involves missing letters.
 - ii. (Intra-OV) Overinclusion: Likewise, a word with no L1 parallel is classed here with erroneously added letters.
 - iii. (Intra-MS) Misselection: The wrong letters have been chosen.
- c. Borderline cases where the exact diagnosis is difficult to pinpoint and may be owing to more than one cause, are identified as having an intralingual or typographical nature:
 - i. Intra/Typo-I: Intralingual or Typo due to the insertion of an erroneous letter.
 - ii. Intra/Typo-O: Intralingual or Typo due to the omission of a letter or letters.
 - iii. Intra/Typo-A : Intralingual or Typo due to anticipation.
 - iv. Intra/Typo-R: Intralingual or Typo due to reversal.
 - v. Intra-H: This class refers to erroneously hyphenated forms.

3. Typographical errors. We analysed the typographical errors according to three basic distinctions. Our taxonomy is based on Milton (1996):

- i. Misselection of a letter (Typo-M), due to unidentified causes as there does not appear to be any either spatial or temporal relationship between the target letter and the erroneous letter which was actually inserted.
- ii. Spatial error (Typo-S-) depending on the related position of the keys on the computer keyboard.
 - A. Target letter in a horizontal relation (Typo-S-H) to erroneous key.
 - B. Target letter in a vertical relation (Typo-S-V) to the erroneous key.
 - C. Target letter in a diagonal relation (Typo-S-D) to the erroneous key.
- iii. Temporal errors (Typo-I) involve the following instances:
 - A. Insertion (Typo-I): a wrong letter is inserted into the word.
 - B. Reversals (Typo-R): involve the incorrect position of adjoining letters.
 - C. Omissions (Typo-O): these may involve more than one letter missing.
 - D. Anticipations (Typo-A): describe a class of error made when the participant types out a letter which should appear later on in the word. It does not involve adjoining letters, although they may be adjoining syllables.
 - E. Repetitions (Typo-Re): involve the repetition of syllables in any one word, and may be accompanied by omissions
 - F. Delayed (Typo-D): a letter appears after it was meant to have been typed in the word.

- iv. Some errors show characteristics of two subcategories, for instance, insertion of an undesired letter, and omission of the correct one, and this would be indicated by specifying both (Typo-I-A).
- v. Lastly we have classified some errors as being associated with the medium used (Typo – Me). As noted previously, participants in CMC tend to flout some of the conventions established for writing capital letters, some of which we have included as acceptable and therefore non-errors, and others we have included as errors according to the criteria established in the section concerning the error tagging method.

Finally, there are cases where the cause of the error is not easily identifiable. We use an interrogation mark in our tagging to indicate these cases (?).

As we have mentioned already, there is a certain amount of overlap to be detected when attempting to distinguish the category of Formal errors (FM and FS) in our corpus. Nonetheless, we thought it convenient to identify the type of morphological error according to whether they show either inflectional or derivational characteristics. Following Hatch & Brown (1995), inflectional morphemes give information concerning the syntactic (or semantic) relation between words, and function as grammatical markers. Their numbers are not great, and they operate in a reasonably regular way across a large range of items. In contrast, derivational morphemes make word class assignments explicit, thus changing the underlying form of the word to produce different parts of speech.

7.6.2. Errors of lexis: (LS), (LSF), (LP) and connectors.

A discussion of the method used in the subcategorization of the lexical errors follows.

Formal criteria

1. Misselection of word(s) (F-MS-FF) In this category we include the group of words commonly known as false cognates and those referred to as false friends. In the Concise Oxford Dictionary of English Etymology, the term ‘cognate’ from the Latin *cognatus*, is defined as:
 - akin, descended from a common ancestor.

We follow the distinction made by Moss (1992:142) between these two groups of words as shown below:

1. False cognates are those words that are similar in appearance but are not descended from a common ancestor e.g. Spanish *pie* not cognate with English *pie*, or Spanish *pipa* not cognate with English *pip*.
2. False friends groups together those words that have similar ancestors but whose meanings (or some of their meanings) have diverged over time e.g. Spanish *éxito* and English *exit* or Spanish *remover* and English *remove*. At times there may only be partial semantic identity, as Odlin (1989:79) explains – as in Spanish *suceder*, and English *succeed*.

To this latter group we may add a further subdivision since in some cases an L1 form corresponds to two or more words in the L2, but only one of the

meanings is the same as the L1 word e.g. English *fatal* has several meanings in French.

When using either false cognates or false friends, the learners presume that there is both formal and semantic similarity between the familiar L1 form and the TL, and negative transfer results. Transfer can also be caused due to what the learner takes to be semantic equivalence between words, i.e. **He bit himself in the language* (in Spanish the word *lengua* means both *tongue* and *language*)

2. Misuse (F-MS-Misuse). This type of error can be caused by interlingual identifications or intralingual factors. We have used this term to apply to the following situations:

- i. When an L1 form has two in the TL, such as in the case of Spanish *hacer* and English *make/do*, learners often choose the erroneous form to express themselves in their IL. Dušková (1969) and Lott (1983) classified this error as interlingual. We also considered this to be caused by L1 interference since the problem originates with the fact that there is only one verb form equivalent in the L1, which leads to confusion when wishing to express the same meaning in the TL²⁰.
- ii. When the learners invent a compound word in their IL, creating a form whose parts exist separately as in: **money help* (financial aid) or **free-pay* (libre de pago – free)
- iii. When there are word class confusions, such as with the example of *access* which was used in our corpus as a verb on numerous occasions.

²⁰ Described by Stockwell, Bowen & Martin (1965) as the ‘split factor’, a difficult category for learners to cope with in the TL.

- iv. In some lexical phrases where one of the parts is erroneous as in **take profit of*.
3. Synforms. These are pairs of words that look and sound similar such as : *sensible – sensitive*, and *prize – price*. We had initially included this subcategory, as research has shown that learners frequently make errors of this type (Duškova, 1969; Laufer & Sim, 1985; Laufer, 1997).
 4. Misformation. This group includes mostly non-existent forms caused by interference from L1:
 - i. Borrowing – (F-MF-Borrowing) Technically speaking this should be tagged as a Code-switching error (CS). It describes the case where an L1 word is used in the TL context with no modifications made to the form.
 - ii. Coinage – (F-MF-Coinage) Duškova (1969) refers to this type of error as ‘distortions’; Ringbom (1987) calls them ‘hybrids’. The learner tailors the L1 word to suit the syntactic requirements and/or rules of the L2
 - iii. Calque – (F-MF-Calque) Ringbom (1987) refers to this type of error as ‘loan translation’. It involves the literal translation of L1 word(s).

Semantic criteria

1. Confusion of sense relations. Following Palmer (1976), we understand that ‘sense’ refers to the complex system of relationships that hold between the linguistic elements of a language i.e. the intralinguistic relations. These errors are associated with the paradigmatic aspects involved in word choice. We have distinguished the following sub-categories:

- i. Superonym for hyponym i.e. a more general term is used instead of a more specific one.
 - ii. Hyponym for superonym i.e. the learner uses too specific a term for a more general expression.
 - iii. The language user chooses the less apt of two co-hyponyms.
 - iv. Use of the wrong item from a set of near synonyms.
2. Conceptual relations can be described as those which create a link between language and the world via thought and reference (Palmer 1976). This type includes errors concerning denotative or referential meaning.
3. Collocation. This group of errors, in contrast with those that are caused by a confusion of the sense relations, involve the syntagmatic relations in the discourse. It must be mentioned, nevertheless, that there is a certain interdependence involved when attempting to interpret and classify the types in clear-cut categories. This is the case within the semantic/collocation category where the resulting situation means that word choice is dependent on the two characteristics of certain items – their syntagmatic and paradigmatic relations. We have identified four main types in our corpus:
 - i. Collocational errors caused by semantically determined word selection. Errors can often result from the wrong choice being made when dealing with near synonyms which the learner assumes will have the same collocational requirements.
 - ii. Statistically-weighted preferences which describe a form which may not be totally incorrect, but which is not the most felicitous form or structure that would be used by a NS.
 - iii. Arbitrary combinations. This type also caters for the problem of categorising the high number of preposition errors in our corpus. Those that are independent prepositions whose

function can be determined by consulting a comprehensive grammar i.e. Quirk et al. (1985) were classified as conceptual errors. However there are a large number of cases where the prepositions are found in fixed or semi-fixed phrases and these were classified as arbitrary combination errors. Despite being a closed system, prepositions pose specific problems to learners who tend to find that the application of rules in different contexts appear to be no less than haphazard.

- iv. The last category involves what are known as irreversible binomials. These are also fixed phrases which may display varying collocational constraints from one language to another i.e. in English *black and white*, Spanish *blanco y negro*.

Like de Haan (2000), we understand that some words may be placed in more than one category, as errors cannot always be unambiguously assigned to a single class.

One of the main aims in carrying out a more detailed analysis of the lexical errors in our corpus of the Spanish L1 group was to answer the research question concerning the cause of the deviant language. Hence, following the classification of the category (L*) which included errors of (LS), (LP), (LSF) and the subordinating and connecting conjunctions, we proceeded to establish the criteria for distinguishing the cases of negative transfer from the L1.

There were certain problems related to this which must be explained. Ringbom (1987) and Selinker (1992) established the following criteria for the identification of L1 influence in foreign language learner output. The feedback obtained from the results of the two different analyses would lead to a valid identification of L1 influence, and these would include:

1. Observation of differences in the use of a common L2 by learners from at least two different L1 backgrounds.
2. Observation of similarities in L1 and IL behaviour by learners from the same L1 background.

The research involved in the elaboration of our error corpus was based on a cross-sectional study of authentic IL communication. We did not use elicitation techniques which would have had much greater control over the output of the participants, and consequently, the outcome of the study. The language used in our corpus, although located within a particular framework involving the telematic simulation, is free writing, and there was no guarantee that certain forms and structures used by one group would be replicated in another.

In addition, the researcher was not familiar with any of the other L1s, meaning that a comparison could not be made to investigate whether the same errors committed in the other groups were due to the interference of their respective L1s, or if they could be attributed to common intralingual causes which would affect the IL of more than one L1. Due to these reasons, we were limited to describing and diagnosing the errors according to the second point mentioned above – through a comparison of the IL of learners with the same L1 background.

As a result of the abovementioned, we decided to follow the criteria described in Taylor (1975) and Lott (1983) for distinguishing L1 transfer as any error in the learners' IL which can be attributed to the structure of the learners' L1, in the case of our corpus, Spanish. Thus, all those cases of errors whose form could be

traced directly to the L1 of the participants through back translation were classed as being due to negative transfer. All other errors were classified as intralingual, and a small percentage were unclassifiable.

8. Results and Discussion

8.1 Synchronous and Asynchronous Modes of Communication

After carrying out the analysis of the IL corpus, the data shown in Table 3. summarises the results of the total error frequency in each mode of communication:

Table 3. Results of error analysis

Mode of communication	Total words	Total errors
Synchronous	42,059	2,360
Asynchronous	42,625	1,890
Totals	84,684	4,250

In response to our first research question concerning the differences that might result from carrying out an analysis of the IL errors in our corpus depending on the mode of communication i.e. synchronous or asynchronous communication, the following can be noted:

1. There are more errors produced in the synchronous mode of communication.

2. There are certain categories of error which are more frequent in the synchronous postings although the opposite also occurs, where a general category is quantitatively greater in the asynchronous mode.

The analysis and discussion of the findings concerning the errors in the corpus were organised such that firstly a more general category group was analysed (F*, G*, X*, etc.) followed by a more detailed analysis of the specific sub-categories themselves (FM, FS, FPM, FPW, GA, etc.).²¹

As regards the results concerning the analysis of the errors found in the two modes, there is a greater percentage of errors per total to be found in the synchronous communication. As we noted previously in the section concerning the dynamics of the IDEELS simulation, there are several reasons for this difference, notably that there are certain constraints placed on the participants when on-line (the speed of the interaction, the fast scrolling down of the other postings, the need to be able to both read and comprehend the incoming messages, then plan and compose the reply in the shortest interval of time) which mean that participants will probably pay more attention to getting meaning across and less to the formal aspects of their postings.

²¹ See Appendix V for the tables with the general and specific error categories, in the synchronous and asynchronous modes of communication.

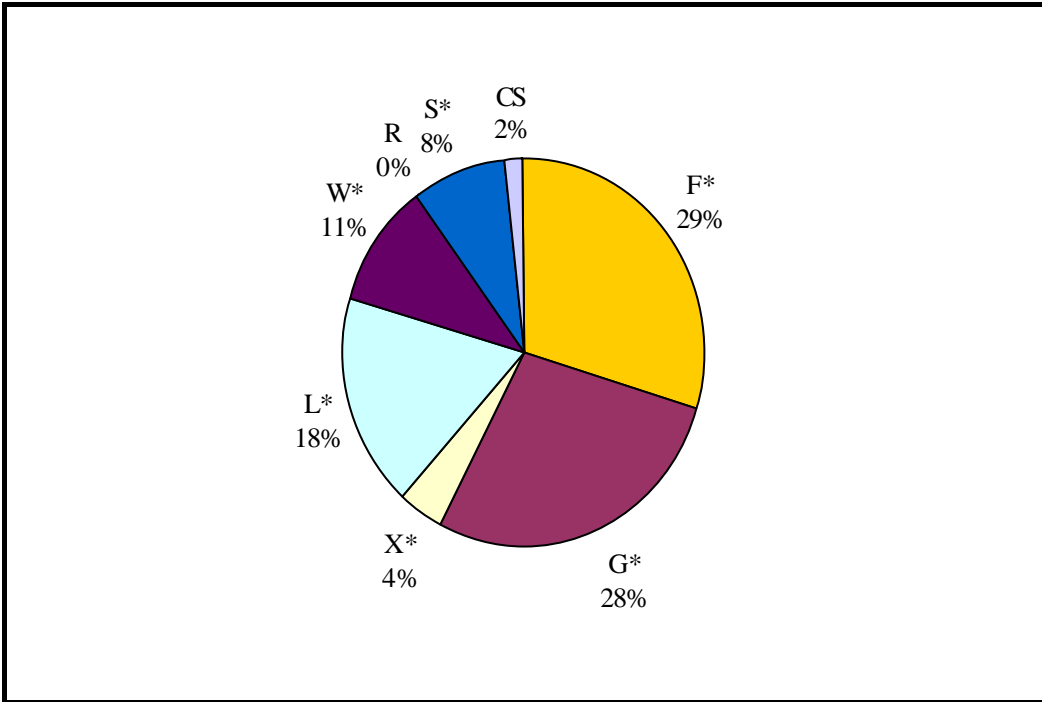


Figure 4. Main categories of errors in the synchronous mode of communication

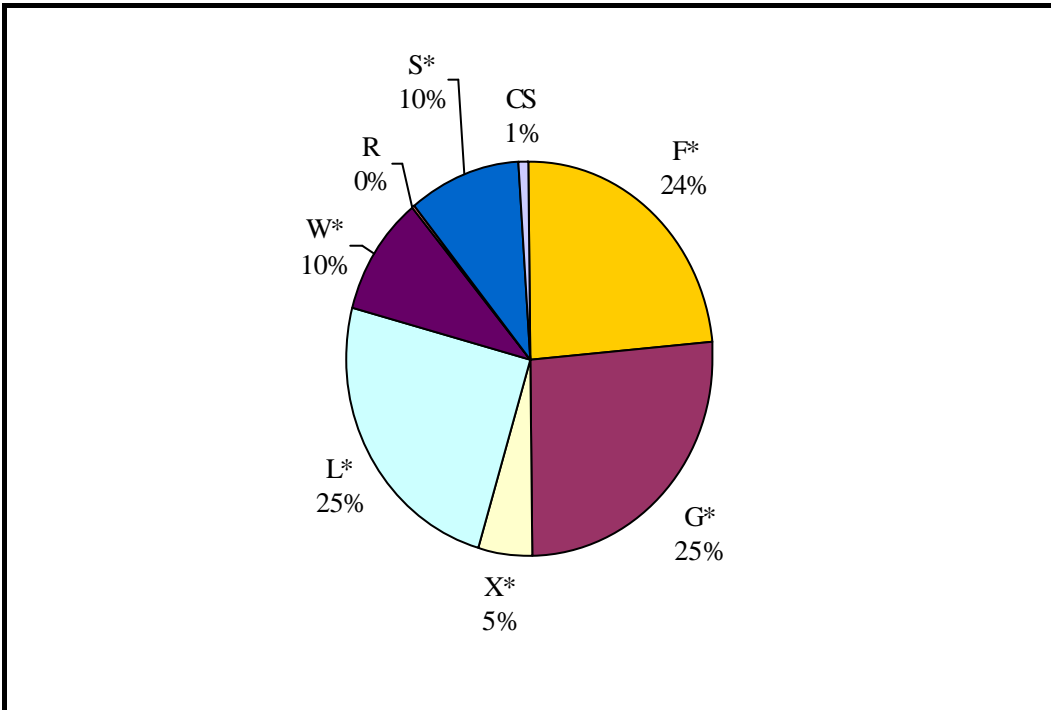


Figure 5. Main categories of errors in the asynchronous mode of communication

This is certainly true of the first main category of error (F*) that we analysed, which deals with the formal aspects of the output. As Figures 4 and 5 show, there were almost 6% more form-related errors in the synchronous mode (29% of the total errors in contrast with 24% in the asynchronous mode). As regards the second and third main categories, related to grammar (G*) and complementation (X*) almost the same percentage for both were detected in the synchronous and asynchronous modes (synchronous – (G*) 28%, (X*) 4% and in the asynchronous – (G*) 25%, (X*) 5%). The lexical group (L*), on the other hand, show the opposite result, with a greater number in the asynchronous mode (synchronous – (L*) 18% and in the asynchronous – (L*) 25%). This could be explained by examining the context in which both modes of communication are written. The first, synchronous, probably in a computer or multimedia classroom at the participants' college or university. The second, asynchronous, could have been written and sent from any computer, either at the university or college, or even from the home. It is thought that with less pressure on the students to produce language as fast as possible in real time, there is more probability of them producing more complex language with a greater lexical density than the synchronous mode. The types of messages sent in the asynchronous mode will additionally be more formal since they deal mainly with the groups' policy statements and their stance in relation to the different points on the simulation agenda.

The category which we used to refer to errors concerning word redundancy, word order or word omission (W*), shows a very slight increase in

the synchronous mode (synchronous – (W*) 11% and in the asynchronous (W*) 10%), while the error category relating to questions of style (S*) totalled in the synchronous mode 8%, and in the asynchronous, 10% of the total errors. We would tend to relate this result to that obtained in the lexical category, since a more awkward style with language learners is often manifested in their written expression through nonnative-like phrases and sentences that are not always easy to correct. The last category involved code-switching (CS), and was higher in the synchronous mode at 2%, compared with the asynchronous mode at 1% of the total.

The only other study to date which is comparable to ours is that of the research group responsible for developing the error tagging system at the Université Catholique in Louvain, Belgium, and whose results can be found in Dagneaux et al. (1998). This study involved Upper Intermediate and Advanced French L1 learners of English. As regards the larger category types, Grammar amounted to 32% of the total errors, and Lexis accounted for 30%. In our results, as we have just pointed out, both of these categories were slightly lower, Grammar in the synchronous mode at 28%, while Lexis stood at only 18%. However in the asynchronous mode Grammar totalled 25% while the frequency of Lexical errors rose to 25%. What stands out as being particularly relevant is the difference in results between the Dagneaux et al. (1998) study and ours concerning the Formal (F*) category. With the French L1 learner group, Formal errors accounted for only 9% of errors, whereas in our synchronous mode the percentage was 29%, and in the asynchronous mode it reached 24%. This may be

due to the fact that in our study the written output is entirely computer-mediated, and the task that the French L1 subjects carried out involved essay writing. However the learning context is similar in that we are dealing in both studies with university students in an EFL situation. We also reiterate that there is a high percentage of the Formal errors (those dealing with typographical errors) which cannot be directly attributed to a lack of language competence, and which may simply be owing to the time pressure exerted in the synchronous CMC. Nevertheless, our asynchronous results are also high in the Formal category, implying that within our group of learners, writing on the computer shows an overall tendency to be shoddy as regards word formation and the general presentation of the output.

In a study on the spoken performance of German L1 learners of English, Lennon (1991), shows comparative levels of error as regards Lexis (23%), although it must be said that his category relating to preposition and adverb choice in complement clauses, similar to our lexico-grammatical category (X*), was much higher at 22%, compared to our 4% in the synchronous, and 5% in the asynchronous modes. This is probably due to basic differences in the classification procedures, which highlights another problem when comparing the results of different EA studies, namely the different taxonomies used by the researchers which inevitably leads to very different levels of errors as regards the different category types.

We proceeded to analyse the results obtained for the two modes of communication, but looking in greater depth at the specific categories found. In

the first place, the errors related to formal aspects of the written exchanges such as spelling and typos were outnumbered in the asynchronous mode by the on-line communication, as was to be expected. It might be added that in two previous studies carried out by Hughes & Lascaratou (1982) and Polio (1997) involving non-teacher judges of error gravity, this type of error was considered one of the most serious. We pointed out in a previous chapter that this category of error has resulted from what is fast becoming a conventionalised norm which is characteristic of on-line communication in general, especially in the case of chat and discussion groups and which tolerates, among other features, non-capitalisation for sentence beginnings and proper names since one or two fewer keystrokes means both a faster reply and subsequent transmission of the message (Ferrara et al. 1991). However, all the participants in this simulation were asked to maintain certain standards, and were reminded to pay attention to questions of formality in their postings both on- and off-line. The formal errors in the corpus did not generally cause communication breakdowns as, for instance, the unclear style category (SU) did, but a slovenly presentation does not create a good image of the team, and a lot of misspellings in a message will make the processing involved in comprehension more laborious. As a result of their high frequency in our corpus, this category of errors within the Spanish L1 group was subjected to a more in-depth analysis, which will be commented on in due course. The two error types related to punctuation in our corpus (FPM – punctuation marks omitted, and FPW – referring to the incorrect use in context of particular punctuation marks), were both more frequently found in the asynchronous

communication. The latter case involved either the incorrect use of commas with relative clauses, or in most cases, the insertion of a punctuation mark when not required. In general, the type of punctuation used in the asynchronous mode coincided with its standard use in written communication in general. On the contrary, it was found that in the synchronous mode, punctuation was used partly as a substitution for the lack of non-verbal cues in the CMC, as was mentioned in the chapter relating to the simulation dynamics.

As regards the grammar (G*) errors, those concerning the article (omission, addition and misuse) were more frequent in the asynchronous mode, accounting for just over 10% of the total errors. However a closer look shows that article errors account for 28% of the errors in the grammar category in the synchronous mode, and 39% of the errors in the grammar category in the asynchronous mode. The former is comparable to the results reported in Dagneaux et al.(1998) which showed 27% article errors within the grammar category. Meziani (1984), whose learners of English were Moroccan, reports that a total of 17% of total errors could be attributed to problems with the article. Those deviant forms related to pronoun misuse, however, were slightly higher in the synchronous mode at 16% of the grammar errors, compared with 15% in the asynchronous mode. It may be the case that they were used more, since we have seen that the on-line mode shows greater audience involvement with the result that more words are employed to express the direct relations between the participants. Within the same category related to grammar errors, it can be seen that there are more errors related to verb forms in the synchronous than in the

asynchronous mode. Errors in verb forms total 32% of the grammar errors in the synchronous mode, which is reduced to 20% in the asynchronous mode. On the whole, of the forms that were classified as errors, the highest percentage of the total were due to the incorrect use of the tenses (35% of the verb errors in the synchronous mode and 46% of the verb errors in the asynchronous mode), while specifying that within the tense errors, the most frequent is the present tense when another verbal form should have been used. In the synchronous mode there were more than twice as many of this type of error than in the asynchronous. Dagneaux et al. (1998) also found with their French L1 learners that this was the most frequent error within this group. However the patterns to be found regarding the incorrect use of the simple past, present and past perfect, future, present continuous and other verb forms, were similar in both modes. As regards the group of auxiliary verbs and the modals, error examples were more numerous in the synchronous mode (22% of verb errors in the synchronous mode and 16% in the asynchronous). This may be due to the fact that the turns were shorter and more abbreviated than the asynchronous postings. The results in Dagneaux et al. (1998) showed that modals and auxiliaries are one of the most error-prone categories of the verb group. With reference to verb forms, in FL classrooms they often tend to be practised in isolation, out of context, without taking into account other features of tenses, such as their important function as cohesive elements in the discourse, and speakers' and writers' views with regard to aspect, which, McCarthy (1991:62) notes, vary considerably from one language to another, and are 'traditional stumbling-blocks for learners'.

Errors involving word class confusions were twice as frequent in the asynchronous mode.

In the category referring to complementation (X^*), there are fewer examples of incorrect verb complementation in the asynchronous mode, although when analysing the case of verb dependent prepositions it was the synchronous mode which had a higher percentage of errors.

The group of errors that includes the misuse of lexis (L^*) was higher in the asynchronous mode (25%) than the synchronous (18%). Once again this may be due to the lexical density of the off-line postings with a more elaborate and complex style. In keeping with this observation, it was also found that there were more connector errors in the asynchronous mode, although in general there were few errors of this nature found. This result, like all those related to the errors observed, does not give any information concerning the occasions where the forms were used correctly, thus we cannot affirm that more connectors were actually used in the asynchronous mode, although, we might add, they should have been as the mean length of the sentences was longer with more subordination. Lexical phrase errors are also more frequent in the asynchronous mode, while the cases of false friends is similar in both modes.

The results we have from our analysis of the category of (W^*) show that the mode of communication does not apparently influence this group since the percentages for each type of error involving words missing, faulty word order or word redundancy are very similar in both modes, (10% in asynchronous and 11% in synchronous).

The category relating to register variation (R), as we mentioned when explaining our error tagging method, was minimal, in the synchronous mode there were no examples (0%), and in the asynchronous there were only 3 occasions (0.16%) when it was detected.

The analysis which was carried out to identify errors of style (S) shows slight differences between each mode of communication. Firstly, those errors relating to style which made the discourse appear to be clumsy and nonnative-like were more frequent in the asynchronous mode (10% asynchronous compared to 8% synchronous). We relate this to the length of the messages once again, and their relative complexity compared with the synchronous postings. However it was also observed that the cases identified as unclear style (SU), involving what we have termed communication breakdowns, (the researcher could not understand what the participant meant to say), were slightly more frequent in the synchronous mode (4.19%, compared to 3.7% in the asynchronous mode). We feel this has also occurred as a result of the medium, and the fact that on occasions the interlocutor may not really have had time to plan, write and send a coherent message with the time constraints operating in the on-line teleconference.

Lastly, there are more examples in the synchronous mode of code switching (1.57% compared to 0.95% in the asynchronous mode), which, in effect, are also strong contenders for causing non-understandings if all the participants do not share a knowledge of the language being used. Strictly speaking, this category should not be classified as an error, since it is a strategy

used by the writer to communicate meaning. In the asynchronous mode, all the incidences of code-switching involve messages sent to members of the same L1 group, and in the synchronous mode most of the postings can be located in the part of the simulation which is the most informal – the debriefing.

Although it was Krashen (1981) with his proposal for the Monitor Model who suggested that a connection could be established between the time available for carrying out a task and grammatical accuracy, Kroll (1990) concluded in her study that patterns of error seem to be unaffected by the time factor. Her research involved 25 undergraduate ESL learners whose L1s included Arabic, Chinese, Japanese, Persian and Spanish, and who were set two different writing tasks, one to be carried out at home and the other in class time of 60 minutes. Analysing the output on two levels, syntax and discourse organization, she developed a taxonomy of 33 categories of error. Similar to our study she worked out raw frequencies by calculating the percentage of each error category in relation to the total number of errors in the corpus. Of the five language groups, the general results showed only a very slight improvement in the work done at home, which was supposedly done under less pressure than the tasks carried out in the class time.

Working with written output on the computer, Sotillo (2000) analysed syntactic complexity and discourse functions of ESL learners in both synchronous and asynchronous communication. She measured the error-free tone units per total tone units in the students' discourse, and found, perhaps surprisingly, that the synchronous mode had a higher ratio of error-free units than

the asynchronous mode. Commenting on this, Sotillo (2000:108) cites Wei, (2000) who explains that synchronous communication ‘entails different language information processing and production mechanisms’, and that learners operate ‘at the lexical-conceptual structural level, which conflates universally available semantic and pragmatic information’, thus concentrating on communication of meaning. On the other hand, participants in asynchronous communication tend to pay more attention to language forms, ‘exploiting lexical choices and syntactic structures available’, but taking risks and possibly due to this, making more errors. Certainly it appears that these two modes of communication activate different cognitive processing procedures in the learners who are using them.

In our data, there were more errors in the synchronous production, except as regards lexis and style, although differences were only notable as regards the category of formal errors (F* - 29% synchronous as opposed to 24% asynchronous), which we conclude is due to the speed of the exchanges on-line, and the focus on meaning and fluency rather than grammatical accuracy. We place synchronous communication on the spoken side of the speech and writing continuum which has been identified by several authors including Brown & Yule (1983) and Chafe & Danielewicz (1987), and which, amongst other features, emphasises the speed at which interlocutors must make their linguistic choices when communicating. As regards the characteristics attributed to asynchronous communication, like the written medium in general, it is ‘more richly varied, less hedged, and contains a more explicit use of words’ (Chafe & Danielewicz 1987:94). However, synchronous communication does differ somewhat from

face to face interaction in the sense that participants can read the comments when they choose, and if they are not too keyed up by the fast pace of the postings, they can also reply when they feel they wish to send the finished message. Some writers are undoubtedly more careful than others in any context, and probably careless writers in their mother tongue will also perform in a similar way in their L2 production. According to Uzawa & Cumming (1989), intermediate learners use two types of strategies when writing. On the one hand they mirror their L1 writing in the sense that they rehearse and organize the information, seek assistance from a teacher and revise the finished product carefully. On the other hand, they have been observed to 'lower the standard' by reducing information, simplifying syntax so they can produce fluent writing. The first strategy may be more salient in asynchronous communication, whilst the second strategy may be more related to the real-time communication. Certainly fluency and accuracy are two competing goals for most learners, and quite probably, depending on the context of communication they have to choose to pay more attention to one aspect or the other. Some studies suggest that writers of computer-written texts revise less than with a pen (Harris, 1985; Daiute 1986), they apparently find the finished products visually acceptable, not bothering on many occasions to read them over or carry out a spell check on the output. Hyland (1991:26) stresses the fact that with a word processor, 'revision is an essential and recursive activity, performed at any point in the writing process, on any text segment for any purpose', but that in general, for many students it simply involves 'last-minute tinkering'. Nonetheless, when communication takes place in real-time i.e. during

teleconferences, participants do not have enough time to check their spelling and read over what they have written. The type of interaction produced during synchronous communication, as we mentioned in the section of this dissertation dealing with computer-mediated communication, is a ‘written oral discourse’, which shares many features of both mediums.

8.2 Error types and tokens according to participants’ L1 and synchronous/asynchronous mode of communication

The next step in the analysis of our IL corpus was to ascertain the incidence of each error type according to the L1 of the participants in order to answer our next research question concerning the frequency of error types per L1, and if some L1 groups have a tendency to make more errors of one particular category than others. As the participation of the French L1 group was minimal in the on-line conferences, it was decided that they would not be included in the discussion of the results for the synchronous mode²².

Within the general category types the first error code concerns formal errors. As Figures 6 and 7 show, the Norwegian L1 group show a much higher incidence of formal errors in both the synchronous and asynchronous modes, reaching 42% of the total in the former, and 38% of the total in the latter. Likewise, Olsen (1999), with his Norwegian L1 learners of English found that 40% of total errors

²² See Appendix VI for tables of results showing general and specific category types in both synchronous and asynchronous communication.

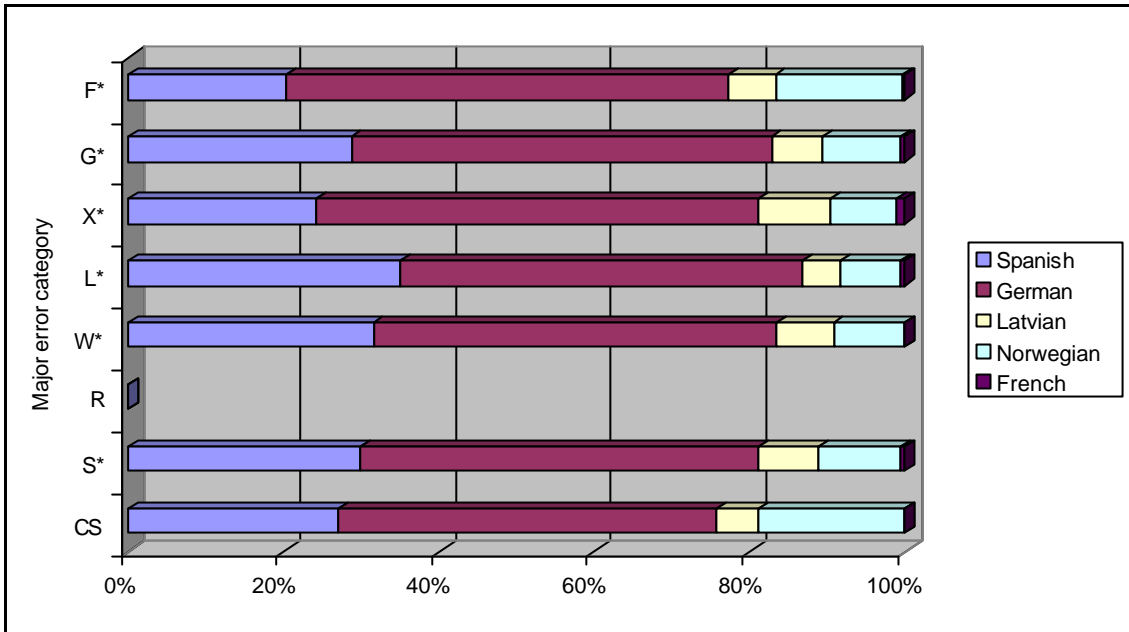


Figure 6. General error categories in synchronous mode, per L1 group

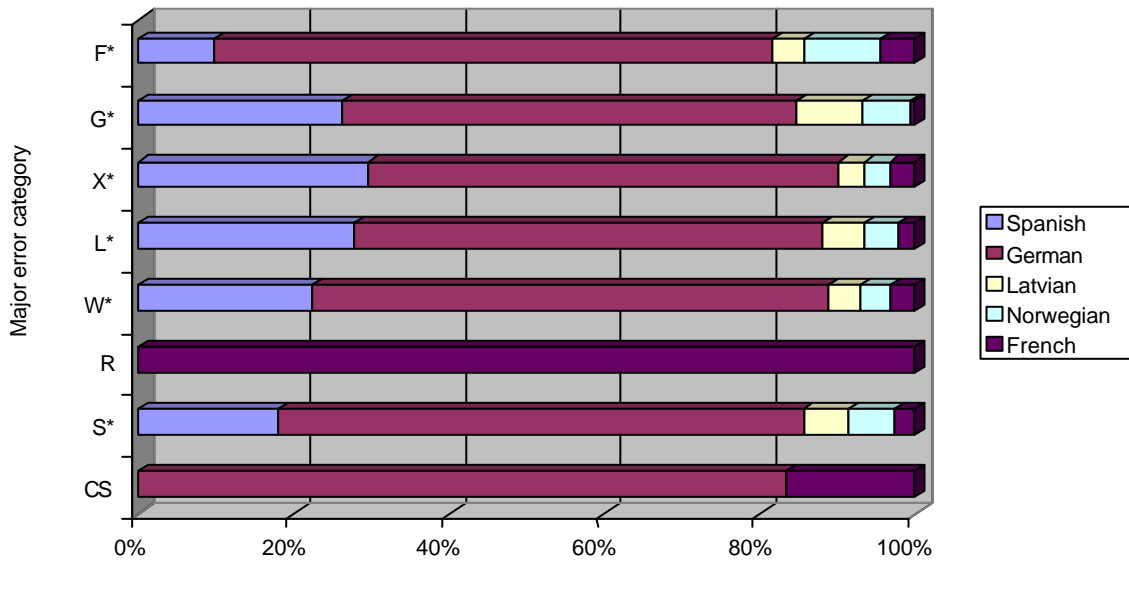


Figure 7. General error categories in asynchronous mode, per L1 group

were due to orthographical mistakes, including spelling and typos attributes many of them to crosslinguistic influence, although others are probably due to the students' generalizing TL rules owing to certain misconceptions they have as regards, for instance, consonant clusters which they tend to over-produce in their TL output (**after*, **bether*, **yahr*, etc.) thinking they are more frequent than they actually are. The Spanish L1 group, in contrast, produced more than 50% fewer formal errors in their asynchronous messages which may indicate more careful preparation and monitoring of output. The German L1 group produced similar amounts of errors in both modes, with a slightly lower amount in the asynchronous messages. The Latvian L1 group make far fewer formal errors in the asynchronous mode.

With the exception of the Latvian L1 group, whose grammar errors in the asynchronous mode outnumber the synchronous by over 10%, the quantity of grammatical errors is very similar in both modes of communication.

With reference to the complementation errors, the most notable differences are with the Spanish and Latvian L1 participants. With the former group, there are almost twice as many complementation errors in the asynchronous mode. However with the latter group the opposite can be observed and these errors are twice as frequent in the synchronous mode. The overall figures, nevertheless, are not very high, and they only account for between 2% and 6% of the total errors.

In the case of all the L1 groups, the incidence of lexical errors in the asynchronous mode is higher – 10% more in the case of the Spanish L1 group.

The Norwegian L1 has the fewest errors in this category in both synchronous and asynchronous modes. This may be due to the similarities between the Scandinavian languages and English as regards lexis.

Errors committed relative to word order, word redundancy and word omission (W*) show varying results. The German L1 group has very similar amounts for both modes of communication, whereas the Spanish and Latvian L1 participants make more of this type of error in the synchronous mode.

The Spanish, German and Latvian L1 groups show similar incidence of style-related errors (S*) in both modes of communication. The Norwegians, on the other hand predominate in this category in the synchronous mode.

Lastly, as regards the general category types, we note that neither the Latvians nor the Norwegians use the strategy of code-switching in the asynchronous mode. This may be due to the fact that the message is sent directly to another group and the senders may know that there is little chance that the receivers will share their knowledge of their L1. On the contrary, both the German and Norwegian L1 groups make use of this strategy in the synchronous mode.

The last part of this section proposes to look in greater detail at the specific categories and their incidence in each L1 group. Of the formal errors, the first category involving inflectional and derivational errors (FM) shows evidence that both Spanish L1 and Norwegian L1 have the highest incidence at around 4% each of the total errors committed in the synchronous mode. Concentrating on the

asynchronous messages, the French L1 group are highest with 13%, followed by the Latvians with 6.5%. In this mode, the Spanish L1 group had the lowest rate.

The Formal category (F*) concerning spelling and typographical errors showed a high 37.7% with the Norwegian L1 in the synchronous mode, followed by the Latvians and the Germans. Although the Spanish L1 showed the lowest in this mode, the total still accounts for 17.3% of all the deviant forms found. On the other hand, in the asynchronous mode, the Spanish L1 (FS) errors accounted for less than half those detected in the on-line postings. In a similar way, the Latvian L1 group dropped from 26% in the synchronous mode to only 8.4% in the asynchronous. The conclusion we can draw from these results is that more care was taken in general with the messages sent outside the live conferences, due to the fact, already mentioned, that the groups probably had more time to revise them and correct any salient errors. Missing punctuation accounts for under 2% of the German L1 errors, but when examining the percentages for incorrect punctuation this L1 group have higher rates than most other groups in both modes of communication with the exception of the Norwegian L1 group whose errors in the asynchronous mode exceed 5%.

Within the broad category of grammar errors (G*) we will comment on those that show a higher percentage of specific types compared to the total errors. In the first place, articles are misused in both the synchronous and asynchronous mode by the Latvian L1 group with 12.6% and 26% respectively, the latter accounting for over one quarter of all this groups' errors. The Spanish L1 group fall in second place, however, with 10% (synchronous) and 12% (asynchronous).

The question of singular and plural forms of nouns (GNN) account for 4.4% of the Norwegian L1 participants' errors in the synchronous mode. According to Swan & Smith (1987) this aspect should not pose any particular problem to users of languages in Scandinavia, except in some very specific examples relating to countable and uncountable nouns. In the asynchronous mode, the group with the highest rate of noun number errors were the Spanish L1 participants. Worth noting as regards the pronoun errors, the Spanish group stands out as having the highest rate in both synchronous (5%) and asynchronous (8%) modes. Observing the remaining results within the grammar errors category, Norwegian L1 would appear to have the most problems with subject-verb concordance (GVN) in both the synchronous and asynchronous communication, while within this same L1 group the errors of voice (GVV) run highest at 4.3% of the total errors found. Tense errors were highest with the German, Norwegian and Spanish L1 groups in the synchronous postings, although in the asynchronous it was the Latvian L1 group who scored the most errors in this category. Finally, word class errors (GWC) were highest in the asynchronous mode in the Norwegian and Latvian L1 groups.

The most frequent errors related to complementation and dependent prepositions are those involving verbs. The Spanish L1 group shows the highest percentage of errors within this category, although the levels are higher in the asynchronous mode.

Errors involving the wrong lexical choice (LS) have a high incidence with the Spanish L1 group, especially in the asynchronous mode. We comment on the

results of the further analysis of this type of error within the Spanish L1 group in subsequent sections. Suffice to say at the moment that research has shown that this type of error is considered more serious than, for instance, a grammar error, and therefore more emphasis should be given to lexis in the English language classes our students attend. On the whole this group of errors in our corpus accounted for between 8.6% and 22.7% of the total errors committed. The Spanish L1 group rates the highest percentage of false friends (LSF) in addition to the lexical phrase (LP) category. As regards the former, it would be reasonable to suppose, as we mentioned previously, that if the researcher is not familiar with the languages of the participants from the other countries, it will be more difficult to detect the false friends in their IL production. This explains the higher rate of errors of this type with Spanish L1, contrasting with zero elements with the Norwegian, Latvian and French L1 groups. The German and Latvian L1 groups have the second highest percentages in lexical phrase errors. Although the percentages are very slightly higher for the errors grouped under connectors in the asynchronous mode, their incidence is on the whole, very low in our corpus. Remarking on this absence in the synchronous mode, as the turns tend to be shorter, this observation is understandable. However, we anticipated that there would be a greater presence of connector errors in the asynchronous mode, and this was hardly the case. We may tentatively conclude from this result, that more attention needs to be paid to this aspect of written discourse, as these elements undoubtedly serve an important function in the flow of any discourse. Indeed, since Canale (1983) first used the term discourse competence, the acquisition and

use of the connectives has been regarded as one of the constituent abilities that contribute to a learner's overall competence in the TL (Bachman & Palmer 1982). In recent research work carried out by Chiang (2003), it was found that discourse features (including connectors) in a given test on writing skills were regarded by raters as more indicative of the overall quality of the output than other aspects such as syntax and morphology.

The group of errors relating to questions of word order, omission and redundancy (WO, WM and WR), obtained similar results as regards the percentage of total errors in both modes of written exchanges. The only aspect we may add to this is that the Spanish L1 group stands out as being the group with the highest rate of word order errors in both modes of communication. As Swan & Smith (1987) note, Spanish and Catalan have a much freer word order than English, implying that there are certain areas of difficulty for these particular L1 groups, as can be seen in our corpus, involving the position of adverbials, the order of elements in complementation, subject-verb order in longer sentences and in interrogative forms, etc. In our analysis of the Spanish L1 part of our corpus we discuss these features in greater detail.

The category encompassing errors of style (S) shows that the Latvian L1 group showed the highest rate in the asynchronous mode (13%). However it is the Spanish L1 group who have the same percentage in both synchronous and asynchronous messages at over 5%. Although the errors in this group were not target language-like, the intended meaning of the writer/s was normally apparent. On the contrary, the categories of incomplete style (SI) and above all, style

unclear (SU) did result in incomprehensible language which the researcher identified with an interrogation mark to show that the intended meaning of the participant was not clear. Although this class of error has not been categorised into specific speech act types, we understand them to be causing pragmatic failure in its broadest sense as defined by Blum-Kulka & Olshtain (1986:166) as when ‘two speakers fail to understand each other’s intentions’. In their empirical study on NS and NNS realization of speech acts they concluded that the latter group tended to flout Grice’s maxim of quantity by using longer utterances to carry out specific speech acts in the TL, which was English. This ‘overinformativeness’ may be linked to the need language learners often have for higher levels of contextual explicitness in their production (Blum-Kulka & Olshtain, 1986:176).

Lastly as regards the category of code switching, the Norwegian L1 group showed the highest rate in the synchronous postings, whereas the French L1 group used this strategy more in the asynchronous mode.

In the next section we show the results of the specific analysis carried out on the raw frequency data which established the incidence of the different categories of errors for each L1 group in relation to the others, and the salient errors which could be identified within specific L1 learner groups.

8.3 Comparative Results of Error Incidence According to L1

An analysis of correspondence was also carried out in order to determine the incidence and relation of certain errors with the specific L1 groups according to the mode of communication²³. As Figure 8 shows, there is a clear relationship observable as regards the type of error, mode of communication and the L1 of the different country groups. Groups 1, 2, 3, 4 and 5, (Spanish, German, Latvian, Norwegian and French L1 groups), identifiable by these numbers in Figure 8, which are situated below the dotted line, show similar tendencies in the synchronous mode with the specific category types associated with them which can be summarized as follows:

²³ See Appendix VII for the tables of the results of the Correspondence Analysis.

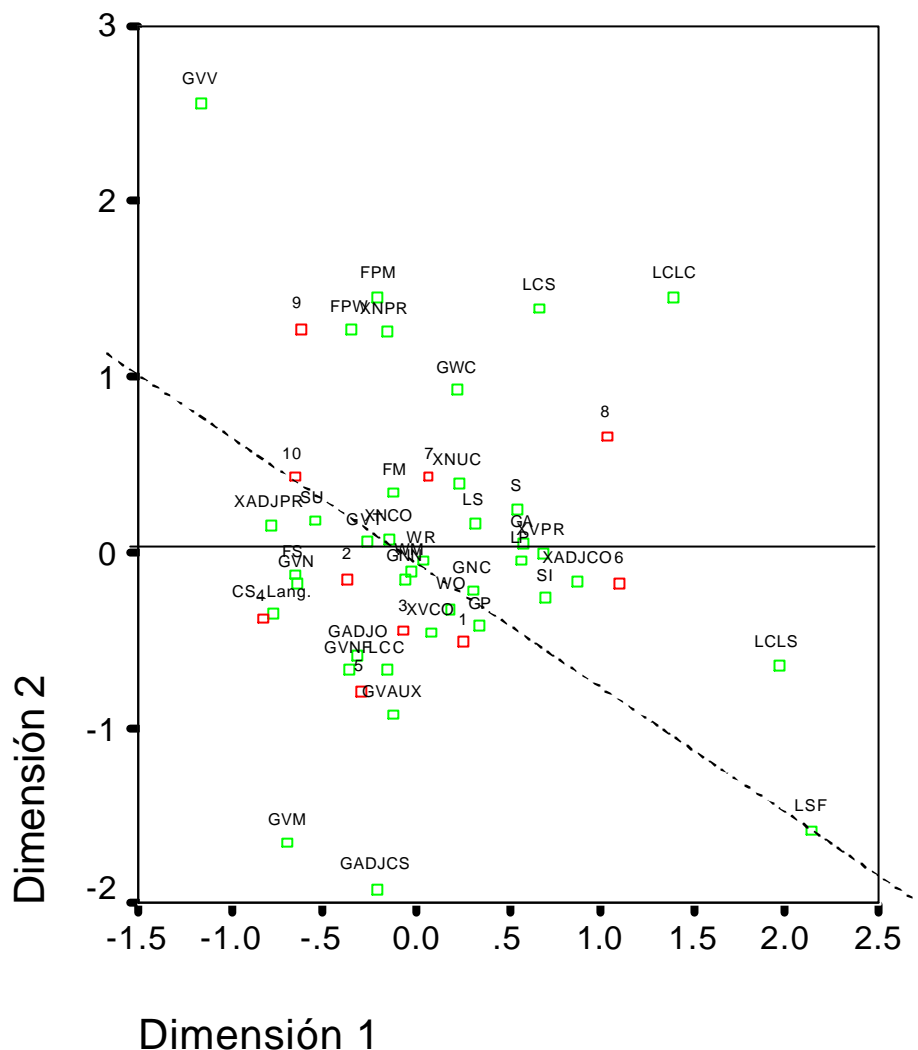


Figure 8. Correspondence Analysis synchronous/asynchronous modes

- **Formal aspects: F***
FS – Formal category dealing with spelling and typographical errors.
- **Grammar : G***
GP – Pronouns.
GNN – Noun number.
GADJO, GADJCS – Adjective order and comparative and superlative forms.
GVAUX, GVM, GVN, GVNFLCC – Errors related to verb forms as in auxiliary and modal verbs, verb morphology, subject-verb concordance, and non-finite/finite verb forms respectively.
- **Lexico-grammar: X***

XADJPR – Adjectives with the wrong dependent preposition.

XVCO – Erroneous complementation of verbs.

○ **Lexis: L***

LCC – Coordinating conjunctions.

LSF – False friends.

○ **Word order, omission, redundancy: W***

WM – Word missing.

WO – Word order.

○ **Style: S***

SU – The intended meaning is unclear.

○ **Code-switching: CS**

The results in the same table which can be seen above the dotted line show the distribution of errors in relation to the other groups in the asynchronous mode of communication. Groups 6, 7, 8, 9 and 10 (Spanish, German, Latvian, Norwegian and French L1 groups) can be distinguished in this particular part of the graph, suggesting once again that there is a direct relation between the mode of communication and the type of error. They are, nonetheless more distributed throughout this part of the graph in this mode, indicating that there are fewer categories that are common to the majority of the L1 groups as was the case with the synchronous mode.

○ **Formal aspects: F***

FM – Derivational and inflectional characteristics of words.

FPM – Missing punctuation marks.

FPW – Wrong punctuation marks used.

○ **Grammar: G***

GA – Article errors.

GVV – Incorrect uses of the passive or active voices.

- GWC – Errors where the root of the word is semantically correct, but the word class resulting is inappropriate to the linguistic context.
- **Lexico-grammar: X***
 - XADJCO – Erroneous complementation of adjectives.
 - XNUC – Errors involving count and uncountable nouns.
 - XVPR – Verbs used with the wrong dependent preposition.
 - XNCO – Erroneous complementation of nouns.
 - **Lexis: L***
 - LS – Errors involving the conceptual and collocational aspects of words.
 - LP – Errors composed of more than one word and which are located in fixed or semi-fixed lexical phrases and idioms.
 - LCLS – Single logical connectors.
 - LCS – Subordinating conjunctions.
 - LCLC – Complex logical connectors.
 - **Word order, omission, redundancy: W***
 - WR – Errors involving unnecessary inclusion of words.
 - **Style: S***
 - S – Used to describe the foreign-sounding language often produced by intermediate, upper intermediate and advanced language learners.
 - SI – When a sentence is obviously incomplete, and therefore lacking in coherence, we use this tag.

According to the results obtained from the analysis of correspondence, in the case of nearly all the groups there are categories of errors that appear to be particularly related to the L1 of the participants. In the following section we discuss each L1 separately with details of the errors that are recurrent and specific to each one of them.

The figures that appear on the following two pages (Figure 9 and 10) show the results of the Correspondence Analysis with regard to the distribution and

incidence of errors in the synchronous and asynchronous modes according to the L1 of the participants. The numbers next to the red squares refer to the L1 groups, i.e. 1 is Spanish, 2 is German, 3 is Latvian, 4 is Norwegian and 5 is French.

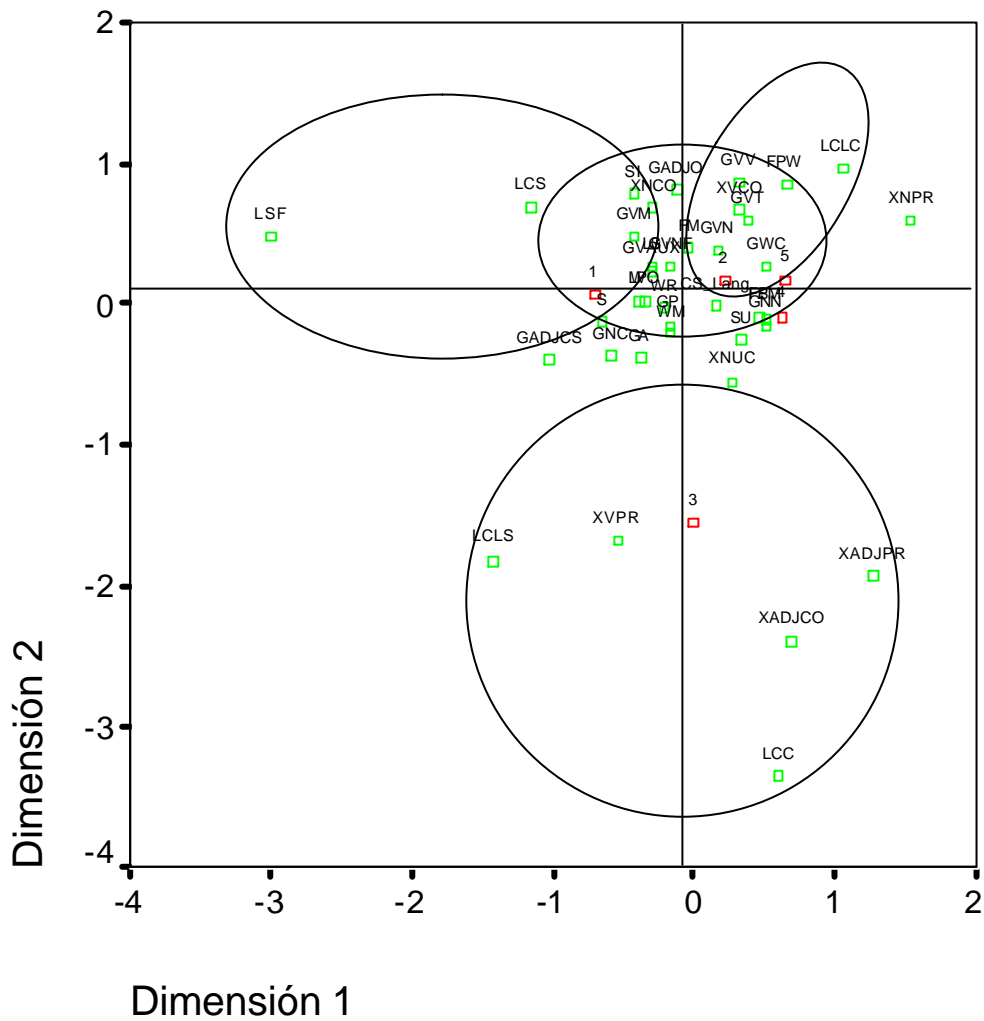


Figure 9. Distribution of errors in the synchronous mode.

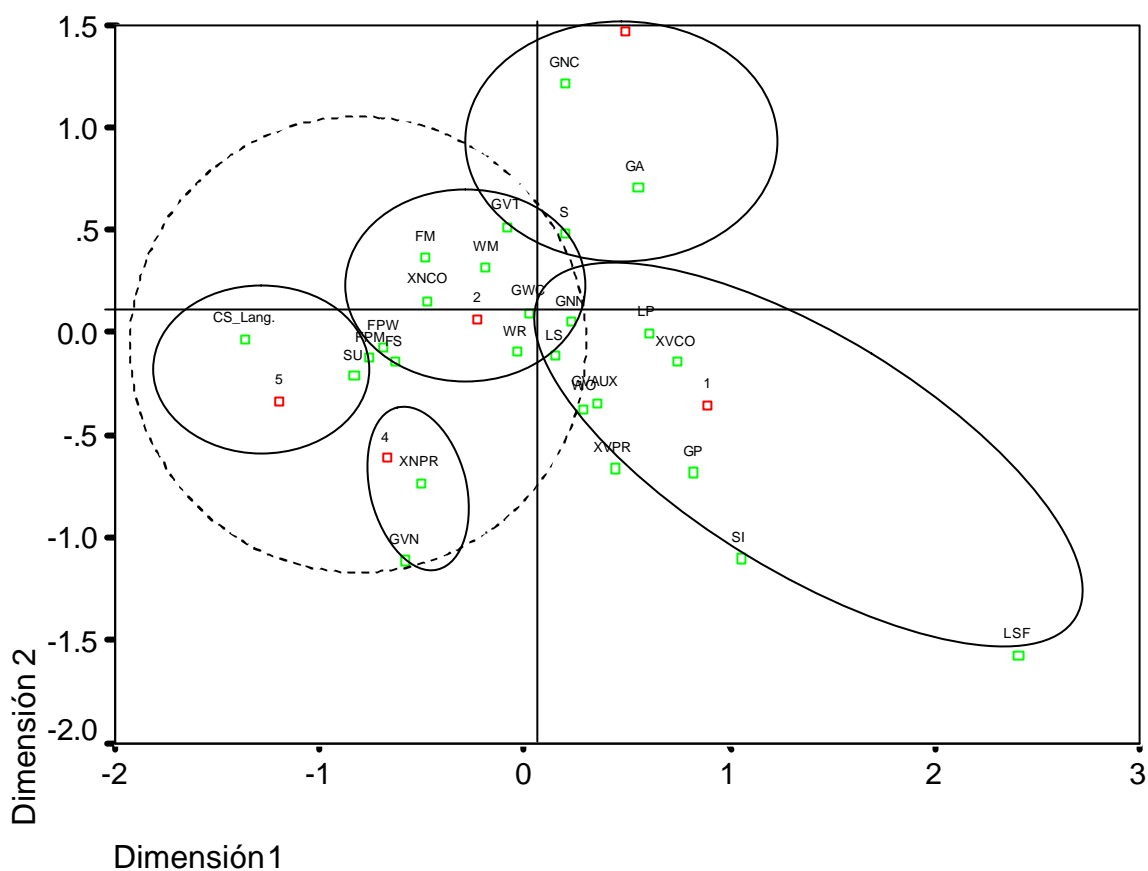


Figure 10. Distribution of errors in the asynchronous mode.

When summarising our findings for each L1 with reference to the above graphs (Figures 9 and 10) we have used the following system:

- The categories that are underlined once are errors that are pertinent to this L1 group as well as others.
- If the category is double underlined, there is a particular association observed with this error in this L1 group, although it may only be so in either one of the two modes of communication.
- The cases where the tag is more associated with one group than any other is indicated by a thicker bold-type line. It may be the case that the exclusiveness linked to one L1 group only appears as such in one of the two modes of communication.

- After the tag, we note down + *synchronous* and/or +*asynchronous* to indicate in which mode the error is more frequent in relation to that L1. In some cases the error is highly frequent in both.

Group 1 – Spanish L1

- **Formal aspects: F***

FS (+ asynchronous)

FM (+ synchronous)

- **Grammar: G***

GA (+ synchronous)

GADJCS (+ synchronous)

GP (+ synchronous + asynchronous)

GNN (+ asynchronous)

GNC (+ synchronous)

GVAUX (+ synchronous + asynchronous)

GVNF (+ synchronous)

GVN (+ synchronous)

- **Lexico-grammar: X***

XVCO (+ asynchronous)

XADJCO (+ asynchronous)

XVPR (+ asynchronous)

- **Lexis: L***

LS (+ synchronous + asynchronous)

LSF (+ synchronous + asynchronous)

LP (+ synchronous + asynchronous)

LCLS (+ asynchronous)

LCC (+ asynchronous)

LCS (+ synchronous)

- **Word order, omission, redundancy: W***

WM (+ synchronous)

WR (+ synchronous + asynchronous)

WO (+ synchronous + asynchronous)

- **Style: S***

S (+ synchronous)

SI (+ asynchronous)

SU (+ synchronous)

- **Code-switching: CS**

CS (+ synchronous)

Group 2 – German L1

- **Formal aspects: F***

FS (+ synchronous)

FM (+ synchronous + asynchronous)

FPM (+ synchronous)

FPW (+ synchronous + asynchronous)

- **Grammar: G***

GP (+ synchronous)

GNN (+ synchronous + asynchronous)

GVN (+ synchronous)

GVT (+ synchronous + asynchronous)

GVV (+ synchronous)

GVAUX (+ synchronous)

GWC (+ synchronous + asynchronous)

- **Lexico-grammar: X***

XVCO (+ synchronous)

XNCO (+ asynchronous)

- **Lexis: L***

LS (+ synchronous + asynchronous)

LP (+ asynchronous)

LCLC (+ asynchronous)

- **Word order, omission, redundancy: W***

WR (+ synchronous + asynchronous)

WM (+ synchronous + asynchronous)

WO (+ synchronous)

- **Style: S***

S (+ asynchronous)

SU (+ synchronous + asynchronous)

- **Code-switching: CS**

CS (+ synchronous + asynchronous)

Group 3 – Latvian L1

- **Formal aspects: F***

There are no formal errors particularly linked with this group.

- **Grammar: G***

GA (+ asynchronous)

GNC (+ asynchronous)

GVT (+ asynchronous)

GNN (+ asynchronous)

GWC (+ asynchronous)

- **Lexico-grammar: X***

XVPR (+ synchronous)

XADJCO (+ synchronous)

XADJPR (+ synchronous)

XNUC (+ synchronous)

- **Lexis: L***

LCLS (+ synchronous)

LCC (+ synchronous)

- **Word order, omission, redundancy: W***

WM (+ synchronous + asynchronous)

- **Style: S***

S (+ asynchronous)

SU (+ synchronous)

Group 4 – Norwegian L1

- **Formal aspects: F***

FS (+ synchronous + asynchronous)

FPM (+ asynchronous)

FPW (+ asynchronous)

- **Grammar: G***

GA (+ synchronous)

GP (+ synchronous)

GNN (+ synchronous)

GVN (+ asynchronous)

GWC (+ synchronous)

- **Lexico-grammar: X***

XNPR (+ asynchronous)

- **Lexis: L***

LS (+ synchronous + asynchronous)

- **Word order, omission, redundancy: W***

WR (+ synchronous + asynchronous)

WM (+ synchronous)

- **Style: S***

SU (+ asynchronous)

- **Code-switching: CS**

CS (+ synchronous)

Group 5 – French L1

- **Formal aspects: F***

FM (+ asynchronous)

FS (+ asynchronous)

- **Grammar: G***

There are no grammatical errors particularly linked with this group.

- **Lexico-grammar: X***

There are no lexico-grammatical errors particularly linked with this group.

- **Lexis: L***

LS (+ asynchronous)

- **Word order, omission, redundancy: W***

There are no errors of this type particularly linked with this group.

- **Style: S***

SU (+ asynchronous)

- **Code-switching: CS**

CS (+ asynchronous)

The main results that have emerged in relation to the research question concerning the type and frequency of certain errors in relation to the L1 of the participants, as shown in Figures 9 and 10, can be summarised by the following:

1. The Spanish L1 group have a tendency to make more formal errors (FS) in the asynchronous mode than the synchronous. The grammatical category errors are varied, with two types that are more associated with this group than any other: Pronoun errors and Auxiliary and Modal verb errors. The article poses particular problems for the participants in the synchronous mode, as does the formation of comparative and superlative adjectives and adjective order. In the lexico-grammatical category, the Spanish L1 group show particular problems with the use of verbs with complementation and dependent prepositions. As regards the lexical errors, the corpus gives

evidence that both single lexical and lexical phrase errors are especially problematic in both the synchronous and asynchronous communication for this group of learners. There is also a direct association concerning the use of false friends in particular. Of the connectives, the graphs in Figures 9 and 10 show that the single lexical connectors and the subordinating conjunctions were more salient in the asynchronous messages, and the coordinating conjunctions in the synchronous postings. Problems with word order were also notable in the Spanish L1 group in both modes. In the synchronous messages errors concerning style are frequent, although in the asynchronous mode the salient error in this category deals with incomplete sentences and phrases that are difficult to understand. Finally, this group used code-switching in the synchronous mode, but declined from using it in the asynchronous messages.

2. The German L1 group commit a high number of formal errors in their messages in both the synchronous and asynchronous modes, especially in the category relating to derivation and inflection²⁴. They can also be particularly noted for using the wrong punctuation in their output. As regards the grammar category, there is an overwhelming misuse of the elements of the verb phrase, especially as regards subject-verb concordance and tense and voice, which all appear associated with the synchronous mode of communication. Word class errors are also a frequent category within this L1

²⁴ See Appendix VIII for the results showing the errors made by the German, Latvian, Norwegian and French L1 groups.

group in both the synchronous and asynchronous messages. The erroneous complementation of nouns are salient in the asynchronous mode, whilst the synchronous mode produces more deviant forms involving verbs. There is a very high frequency of single lexical errors in both modes, and with lexical phrases in the asynchronous messages. Exclusive to this group is the erroneous use of the complex logical connectors in the asynchronous mode. This group also stands out as having a particularly high incidence of errors involving missing words and words that are redundant in the on-line conferences and the asynchronous messages. Although general style errors were more common in the asynchronous mode, the more serious category concerning the breakdown of meaning were prominent for this group in both modes. Lastly code-switching was also used by this L1 group in both modes, although, as we mentioned before, the messages were usually sent as whispers to their own L1 group.

3. The Latvian L1 group has a relatively low participation in this simulation. However from the graphs in Figures 9 and 10, we observe that, in general, the errors that are most associated with them are highly linked to that particular group, although it appears that we are not dealing with the same categories in both modes of communication. Firstly, there are no formal errors associated in particular with this L1 group. On the other hand, the article and genitive within the grammatical category, posed particular problems to this group in the asynchronous mode. Dependent prepositions with verbs and adjectives, and adjective complementation were errors that were salient with this L1

group in the synchronous postings. Of the lexical errors we noted special difficulty with single logical connectors and coordinating conjunctions in the synchronous mode. Missing words were frequent in both modes, while errors of style were particularly notable in the asynchronous mode.

4. The Norwegian L1 group showed notably more errors than other groups as regards spelling in the formal error category in both the synchronous and asynchronous messages. Punctuation errors, however, were more frequent in the asynchronous messages. The grammar category of errors predominated in the synchronous mode, with those related to noun number showing a higher incidence in this L1 group. Lack of subject-verb concordance was also observed, although this was in the asynchronous mode only. The class of errors involving nouns and their dependent prepositions was also highly associated with this L1. Single lexical errors were to be found in both modes, and the use of redundant words was apparent in both synchronous and asynchronous modes. Once more the category indicating that the meaning of a message has not been understood and which is categorised as unclear style, shows an important distribution among this L1 group. Code-switching is also used in the synchronous mode by this group, once again, in most cases with their fellow participants from Norway.
5. The French L1 group had a minimal participation in the on-line teleconferences, and they were not included in the analysis of that part of the

corpus. However the asynchronous mode showed that there were several errors particularly associated with their group. Firstly there were formal errors, dealing with spelling and derivation and inflection, which were salient in this group, although obviously not exclusive to them. There were, however, no errors in the grammatical or lexico-grammatical categories linked in particular to these learners. Lexical single errors were found, but the most important group of errors associated with this group were identified as relating to the non-transmission of meaning or unclear style as it has been classified with the current tagging method. This L1 group also used code-switching in their asynchronous messages.

We will now move on to discuss the errors made by the Spanish L1 group firstly in the synchronous mode, followed by the asynchronous. We then analyse the formal and lexical errors of this group with a view to determining the causes of the deviant forms.

8.4 Spanish L1: Errors in the Synchronous and Asynchronous Mode

As mentioned previously, a more detailed sub-analysis was carried out to investigate the incidence of deviant forms related to the formal errors (specifically those tagged FM, involving derivation and inflection, and FS, concerning spelling and typographical errors), and lexis (single lexical errors - LS, false friends - LSF, and lexical phrases - LP categories) regarding certain

aspects such as word formation, word choice, collocation and the semantic characteristics of words, as well as the possible causes of these high frequency errors. This will be dealt with in detail in the following section of this dissertation.

8.4.1. Synchronous communication

In this section we comment on the linguistic patterns observed in the most salient errors made by the Spanish L1 group²⁵ in the simulations. Figure 11 shows the distribution of error types in the synchronous communication mode.

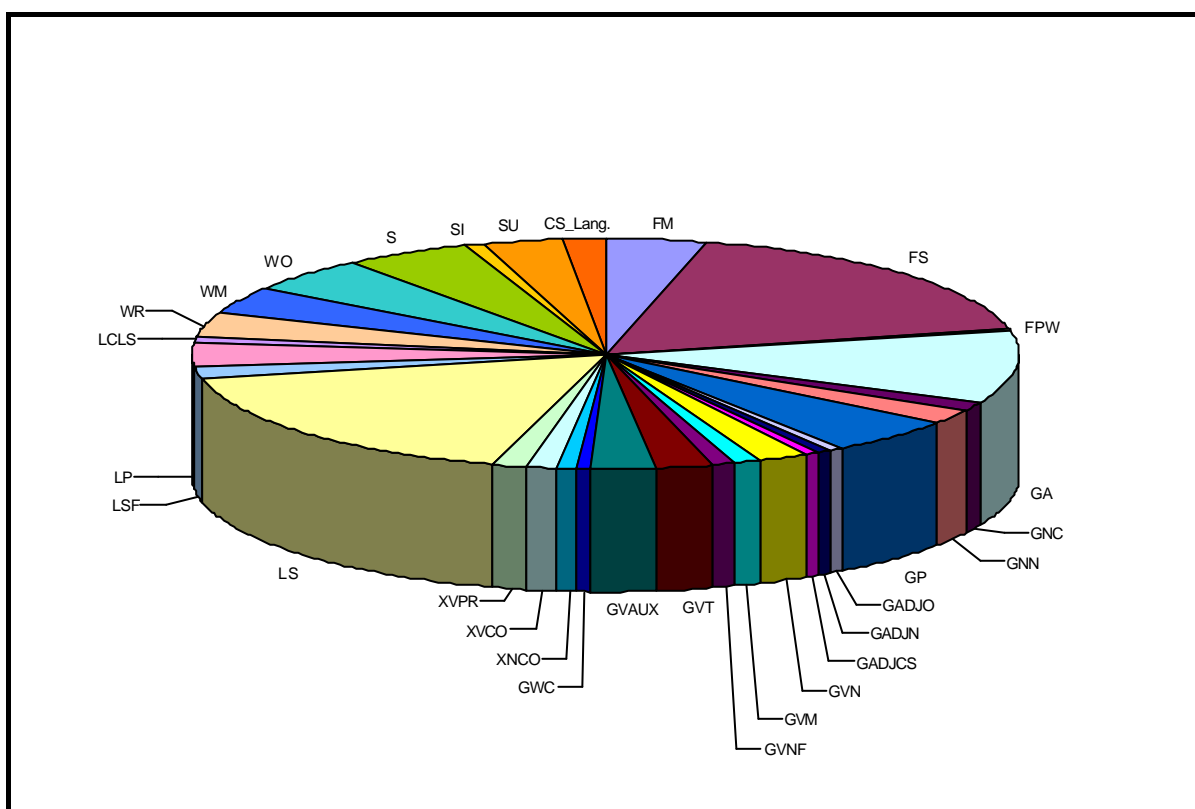


Figure 11. Synchronous errors Spanish L1

²⁵ See Appendix IX for the tables showing the errors committed by the Spanish L1 group.

Formal Errors

Missing Punctuation (FPM) (0.15% of synchronous errors)

In the following example the participant did not add the sign of interrogation, which may be due to the speed of the interaction, which in the synchronous exchanges is so fast, that time does not always permit the insertion of this 'extra' element. The word order in the sentence leaves no doubt that it is a question, and is, therefore, strictly speaking, not really necessary for understanding the intended meaning of the sender:

- <3:749:490:J_O_D> If you do not want (S) a limitation of \$to limit\$ the number of students, how do you control your resources (FPM). \$?\$.

Punctuation Wrong (FPW) (0.46% of synchronous errors)

We noted that most cases deal with the overuse of commas.

- <2:4:1374:1403:D_C> So perhaps (FPW), \$?\$ we must leave the conference now...

The next category relates to grammar (G*) and has a total of 189 tokens of the different tag types.

Article errors (GA) (9.98% of synchronous errors)

As Swan & Smith (1987:83) point out, in Spanish the definite article goes with mass nouns and plural count nouns when used with a general meaning, whereas in English this is not the case. Also there are certain contexts in English (i.e. with single count nouns) where articles are needed, and are not required in Spanish e.g. **Do you have bicycle (¿Tienes bicicleta?)* or in the following case: **My sister is teacher (Mi hermana es profesora).*

The article errors are shown in Table 4 below. In the synchronous mode there are 65 tokens. As regards the omission or overinclusion of the definite article, the number of errors is the same.

Table 4. Article errors in the synchronous mode Spanish L1 group.

Type	Error	Correction	Number of cases
1	the	∅	23
2	∅	the	23
3	the	a/an	3
4	a	the	1
5	a	∅	4
6	an	a	0
7	a	an	2
8	∅	a/an	8

Type 1	the	∅
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- <1:267:490:D_Z_M> c) To (LS) foment \$promote\$ (GA) the \$0\$ (FM) technologic \$technological\$ development in Eutropia.
- <1:267:490:D_Z_M> d) To eliminate (GA) the \$0\$ illiteracy.
- <3:856:490:D_L_R> Tolerance is absolutely needed in a world that advances (LS) to \$towards\$ (GA) the \$0\$ globalization.
- <4:920:490:D_G_B> Furthermore we think that (GA) the \$0\$ learning (LS) of \$about\$ the information technologies and their applications.
- <2:2:386:1403:J_E> We agree with Midland about (GA) the \$0\$ Euthanasia.
- <2:3:864:1403:S_C> Personal information includes every document and record which refers to (GA) the \$0\$ personal identity.
- <2:6:2092:1403:J_N> (FM) Been \$Being\$ (FS) respectfull \$respectful\$ to (GA) the \$0\$ others is (LP) over any discussion \$unquestionable\$.

Type 2 Ø the

- <3:851:490:J_P_J> We are making the Educational System for Eutropolis and not for (GA) 0 \$the\$ Eutropan Federation, according to this we prefer teaching in English.
- <5:1462:490:485:J_F_F> We think that (GA) 0 \$the\$ Middish delegation (LP) have a narrow mind \$are narrow-minded\$.
- <2:2:397:1403:J_E> In (GA) 0 \$the\$ case of terminal illnesses, this right would be broken.
- <2:2:478:1403:J_E> (LP) In our mind \$In our opinion\$, we do consider that (GA) 0 \$the\$ death penalty is (SU) out of the point and must be banned \$?\$.
- <2:4:1219:1403:J_B> All people have the right to work, but (GA) 0 \$the\$ (FS) Goverment \$Government\$ (FS) can not \$cannot\$ guarantee a (WR) place of \$00\$ job.

Type 3 the a/an

- <3:738:490:J_P_J> He (GVN) have \$has\$ (LS) to make \$to do\$ (Sp. hacer un exámen) (GA) the \$an\$ (LS) admittance \$entrance\$ exam.
- <3:776:490:J_P_J> We disagree with (GA) the \$a\$ final exam when you (LS) end \$finish\$ (LS) your studies.
- <2:6:2116:1403:S_A> I think that it's better to speak with people face to face, (FS) abn \$and\$ if it is (FS) imposible \$impossible\$, maybe the best solution could be to have (GA) the \$a\$ photo.

Type 4 a the

- <4:1080:490:F_M_J> #102, Encryption is in (GA) a \$the \$ (FM) developping \$developing\$ phase now, so we recommend (SU) to search \$?\$ in this field.

Type 5 a Ø

- <5:1474:490:D_H_M> This is good written on (GA) a \$\$ paper but it would not work in real life because one month is too short to really know all of the subjects.
- <2:3:905:1403:S_C> No agency should be allowed to sell or share personal information without (GA) a \$\$ permission (LS) of \$from\$ them.

Type 6 an a

There are no examples in the synchronous exchange of this type of error.

Type 7 a an

- <2:560:490:P_H_V> We prefer (GA) a \$an\$ entrance exam.
- <3:824:490:J_P_J> 151# If you are going to work in (GA) a \$an\$ enterprise you need to be a good social communicator and to know.

Type 8 Ø a/an

- <3:897:490:D_L_R> (GA) 0 \$\$ Tolerance subject should deal with (WM) \$having\$ respect for other people, and (SU) (GVNF) to learn \$learning\$ (XVCO) feeling.
- <5:1329:490:J_B_S> We propose a written exam we only disagree about (GA) 0 \$an\$ oral exam.
- <2:4:1274:1403:D_C> If someone (GVN) take \$takes\$ money from (GA) 0 \$\$ bank account which is not his, the bank should return the money.
- <2:6:2186:1403:1665:S_A> Do you have (GA) 0 \$\$ (FS) movil \$mobile\$ phone?

Rosansky (1976) and Andersen (1977, 1978) both claim that interference from Spanish played a significant role in the acquisition of articles in their research. Their subjects made fewer errors with the definite article compared with the indefinite article. Meziani's (1984) results, also involving Spanish L1 learners, contrast with ours. Although *the* used where the zero article 'Ø' was required coincides as being the most frequent error in both data, (43% in his subjects), the second most frequent article error in his data was the indefinite article 'a' used instead of the zero article 'Ø' which amounted to 21% of the total article errors. In our data, this error, classed as Type 5 was infrequent. Also our second most frequent in the synchronous mode, 'Ø' zero article instead of the definite article *'the'*, accounted for only 4% of his examples. Our findings do however coincide with the results reported in Dalglisch (1984) which show that Spanish L1 subjects made article errors in 10% of their total error output, and one of our most frequent types in the synchronous exchanges also involved the overuse of the definite article.

Noun Case (GNC) (1% of synchronous errors)

This category deals with the genitive and 'noun + noun' or 'noun of noun' combinations:

- <4:920:490:D_G_B> Information technologies and their applications (depending on the needs of each person), will develop (GNC) the intelligence of the people \$people's intelligence\$.
- <5:1480:490:486:J_F_F> Are you there? You are not saying anything. What do you think about this (GNC) discussion issue \$issue of the discussion\$?
- <2:3:820:1403:A_C> #136 It is an important question for (GNC) children \$children's\$ development.
- <2:5:1618:1403:1402:T_D> (GNC) pepperoni's \$pepperonis\$.
- <2:6:2223:1403:1413:S_A> (S) I want to excuse me \$I would like to ask you to excuse me\$ because (FS) i \$I\$ was the troublemaker who (GVT) take \$took\$ (LS) (GNC) the login \$the password\$ of Athena \$Athena's password\$.

Noun number concordance (GNN) (2.1% of synchronous errors)

Error Type	GNN
singular for plural	9
plural for singular	5

Our findings were similar to Dalglish (1984) which also showed that the erroneous use of the singular instead of the plural were the most frequent error of this type.

Singular for plural:

- <1:311:490:D_Z_M> b) Avoiding all (GNN) kind \$kinds\$ of discrimination.
- <2:518:490:J_V_G> Also, we think enterprises must collaborate economically with (GNN) university \$universities\$.

Plural for singular:

- <3:781:490:J_P_J> -1 year (2 semesters): (GNN) Basics \$Basic\$ Studies.
- <4:920:490:D_G_B> These are: introversion, that is, lack of communication with the rest of (GA) the \$0\$ society (family, friends), (GNN) damages \$damage\$ to our health (radiation, mental disorders) and to the environment (devices that are not already used).
- <2:2:579:1403:J_E> (GA) The \$0\$ freedom of expression (S) have the boundary \$must have a limit\$ when you insult other people or other (GNN) organization \$organizations\$.
- <2:4:1359:1403:I_M> We think we should reach some agreement about all these topics, because it is one of the (GNN) goal \$goals\$ of the conference.
- <2:4:1318:1403:D_C> If there was another institution to supervise (FS) financial \$financial\$ (GNN) institution \$institutions\$. Who will take care of that (GWC) supervisor \$supervising\$ organism.
- <2:6:2014:1403:S_A> #39, you are lucky, here there is one (GNN) boys \$boy\$ who is 19 and 3 months.

- <2:6:2098:1403:S_A> Here we have a lot of sun (LS) on \$in\$ summer. If you want to come for a (GNN) holidays \$holiday\$, you can come (ONLY FOR WOMEN).

Pronoun errors (GP) (4.9% of synchronous errors)

It was noted that the Spanish L1 group had a particularly high incidence of this type of error. Most errors in this category involve incorrect choice of personal pronouns and possessive adjectives. This may be due to the fact that subject pronouns are mostly unnecessary in Spanish since the verb inflection indicates person and number.

Singular for plural:

- <2:542:490:A_B_M> Have an oral examination (GP) he \$they\$ could have it.
- <3:879:490:J_P_J> Religious education is a good option, but everybody should be able to choose (GP) his \$their\$ religion as a subject and nobody should impose it.

Eight cases involve confusion in the use of personal pronouns:

- <2:2:344:1403:J_E> We think that if that person has enormous physical (LS) troubles \$problems\$, and her illness is going on for years, if this ill (WM) \$person\$ could never (LS) reach his \$lead a\$ normal life, (GP) he \$she\$ (FM) cans \$can\$.
- <2:2:344:1403:J_E> Perfectly decide if (GP) he \$she\$ (GVM) want \$wants\$ to.

Missing pronoun:

- <3:828:490:J_O_D> They are also necessary because (GP) 0 \$they\$ make (WO) healthy people \$people healthy\$.
- <3:872:490:D_L_R> We can teach tolerance to children, (GP) 0 \$it\$ is very important for personal education.
- <5:1345:490:J_B_S> In a written exam (GP) 0 \$it\$ is more difficult.

Relative pronoun:

As Swan & Smith (1987:85) indicate, Spanish does not distinguish between personal and non-personal relative pronouns. Moreover, relative pronouns cannot be deleted in Spanish, which means that Spanish L1 learners always include them, even when they are not necessary. The zero relative pronoun also causes problems of comprehension for Spanish speakers.

- <2:382:490:R_L_G> First of all , the Delegation of Northland (FM) want \$wants\$ to greet all countries (GP) which \$who\$ (GVT) participate \$are participating\$ in this teleconference.

Problems of reference:

- <1:372:490:D_Z_M> To everybody, we will discuss (GP) it \$things\$ by mail.

The indefinite pronoun *all* is used instead of *every*. In this context there is interference caused between the different syntactical constraints in Spanish and English, and the fact that *all* is used with plural nouns for quantities of more than two :

- <2:3:785:1403:A_C> Children should go to the church (GP) all \$every\$ Sunday.

The negative form *nothing* is used instead of the non-assertive form *anything*, as in:

- <2:6:2207:1403:1665:S_A> Ok, (FS) i \$I\$ haven't said (GP) nothing \$anything\$ "dangerous".

The non-assertive *anything* is used in place of the assertive *something*:

- <2:6:2002:1403:S_A> Come on guys! I know you are able to say (GP) anything \$something\$ intelligent.

The non-assertive *any* is used instead of the indefinite article *a*:

- <2:2:344:1403:J_E> If (GP) any \$a\$ person has the right to live, it seems logical that this person (GVAUX) could \$should\$ also enjoy the right to death.

Adjective Number (GADJN) (0.5% of synchronous errors)

The first error shows a common confusion among Spanish L1 learners with the use of 'other'.

- <5:1498:490:D_H_M> It has been a pleasure to discuss these subjects with the (GADJN) others \$other\$ delegations.

The incorrect plural form of adjectives, as shown in the following example, is more frequent in elementary or intermediate levels:

- <2:6:2150:1403:S_A> No, it has been very interesting, because everyone had a (FS) diferent \$different\$ culture and (FS) diferents \$different\$ laws (GADJN) diferents \$different laws\$.

Comparative and superlative adjectives (GADJCS) (0.6% of synchronous errors)

In Spanish the comparative and superlative adjectives are formed with the equivalents of the English '*more* + adjective' and '*most* + adjective' forms.

Errors involving comparative adjective forms:

- <4:920:490:D_G_B> We want technology to contribute to the development of our society in general, that is, to make daily activity easier and allow all (GA) the \$0\$ enterprises to achieve their objectives in some way (GADJCS) more efficient \$more efficiently\$ and (GADJCS) quicker \$more quickly\$.
- <4:920:490:D_G_B> and (GADJCS) quicker \$more quickly\$; so, they can (LS) get \$become\$.
- <2:2:344:1403:J_E> First of all, we consider the right to death (GADJCS) such important like \$as important as\$ the right to live.
- <2:2:449:1403:J_E> dear delegation, we would guarantee (GADJCS) more freedom \$as much freedom as\$ the law can provide for a living person.

Errors affecting the verb phrase

Verb Number (GVN) (1.8% of synchronous errors) include errors of concord between a subject and its verb.

The following examples deal with singular forms being used instead of plural:

- <3:738:490:J_P_J> #79: If a person over 30 (GVN) want \$wants\$ to continue his/her studies,
- <3:738:490:J_P_J> he (GVN) have \$has\$ (LS) to make \$to do\$ (Sp. hacer un exámen) (GA) the \$an\$ (LS) admittance \$entrance\$ exam.
- <5:1441:490:D_H_M>  The objective of the final exam that Midland (GVN) propose \$proposes\$ is to show that students have a (LS) strong \$good\$ knowledge (LS) in \$of\$ their (WM) \$subject\$ areas,
- <2:4:1181:1403:J_B> But what do you mean with "standard of living"? What does it (GVN) involves \$involve\$?
- <2:5:1553:1403:R_P> Please, anyone (GVN) knows \$know\$ the telepizza's telephone?
- <2:6:2139:1403:1665:S_A> (GVN) Is \$Are\$ there any girls at this (FS) momment \$moment\$ in the teleconference?

The following cases relate to the use of the plural form of the verb when the singular was required:

- <2:2:584:1403:O_O> I mean (LS) with \$by\$ "servers" the place which (GVN) are \$is\$ supposed to be the brain of a data base.
- <2:4:1199:1403:J_B> Answering your question we think asylum (GVN) have \$has\$ to be demanded before entering in the country.
- <2:4:1210:1403:J_B> We disagree with Highland. We think that there (GVN) have \$has\$ to be a limit (LS) in \$to\$ the (GWC) adequated \$adequate\$ standard of living.

Verb Morphology (GVM) (1% of synchronous errors)

- <3:788:490:J_P_J> #118: In the job Internship (GVM) you applying \$you apply\$ (S) your studies to the employment \$what you have learned to a specific job\$ and then when you finish (LSF) the career \$your degree\$.
- <4:911:490:F_M_J> Northland thinks that the main points to be (GVM) discuss \$discussed\$ in this teleconference should be.

Non-Finite and Finite Verb Forms (GVNF) (0.9% of synchronous errors)

Of the examples we have identified of this type of error, four deal with the incorrect use of the *-ing* form:

- <3:676:490:J_P_J> We think that you must be more specific (LS) in \$with\$ the topics and (GVNF) trying \$try\$ to (LSF) treat \$deal with them\$ (Sp.Tratar) (LP) one to one \$one by one\$.
- <3:824:490:J_P_J> 151# If you are going to work in (GA) a \$an\$ enterprise you need to be a good social communicator and to know (GVNF) hearing \$how to listen to\$ everybody. Several points of view are always good.

The following is a typical example of the Spanish use of the infinitive as a noun, corresponding to the English *-ing* form

- <2:5:1666:1403:1402:J_N> (GVNF) Ski \$Skiing\$ 90-60-90.

Verb Voice (GVV) (0.1% of synchronous errors)

In general, Spanish speakers tend to underuse the passive when writing in English, especially, we note, when dealing with the correction of our colleagues' research papers to be presented at congresses and for publication in the different specialist journals.

- <3:680:490:J_P_J> However, this topic should (GVV) have studied \$have been studied\$ by another delegation (policy).

Verb Tense (GVT) (2.1% of synchronous errors)

Present tense used instead of past simple. This was the most frequent type of error within the verb tense forms, coinciding with both Dagneaux et al. (1997) and Dalglisch (1984):

- <2:1:243:1403:R_G> Northland accepts the (FS) assignments \$assignments\$ as (GVT) express \$expressed\$ in message n°74.
- <2:6:2223:1403:1413:S_A> (S) I want to excuse me \$I would like to ask you to excuse me\$ because (FS) i \$I\$ was the troublemaker who (GVT) take \$took\$ (LS) (GNC) the login \$the password\$ of Athena \$Athena's password\$.

Past simple used instead of present simple:

- <2:2:512:1403:O_O> and we (GVT) got \$get\$ the impression that we (LS) got \$have\$ some problems (WR) in \$0\$ talking all together about the same
- <2:2:344:1403:J_E> Another case is that the ill (WM) \$person\$ (GVT) was \$is\$ not able to decide (LS) about \$for\$ himself; in that situation.

Present simple for present perfect:

- <2:2:512:1403:O_O> We (GVT) spend \$have spent\$ (WO) now 1 hour in this conference \$1 hour in this conference now\$.

Simple present instead of the simple future, as in:

- <1:257:490:D_Z_M> Our comission hopes that the (LSF) exposition \$open/public discussion\$ (Sp. Exposición) of different points of view (GVT) help \$will help\$ everybody (LS) to reach \$to come to\$ the best solution.
- <1:331:490:A_G_C> As we are going to coordinate the technology in Eutropolis we (GVT) send \$will send\$ (WO) to you our main ideas (LS) in \$on\$ this topic: \$our main ideas on this topic to you:\$.
- <4:1083:490:D_G_B> We (GVT) ask \$will ask\$ for more information about the video circuit suggested. Thank you.

Two examples of the verb 'to be' in the wrong tense:

- <2:531:490:J_V_G> We don't want money (GVT) were \$to be\$ a problem (LS) to access \$to gain access\$ to university.
- <3:769:490:J_P_J> We propose a more specific education to reduce the years (FS) or \$of\$ study because it is useful (WR) in order \$00\$ to have specific professionals that (GVT) were \$are\$ able (S) to enter in the market place.

Past perfect for present perfect. The perfective aspect in Spanish is similar in form to English, but may not always share the same distinctions of meaning:

- <2:499:490:P_H_V> Sorry, we (GVT) had had \$have had\$ a lot of problems with the computers. Good morning again.

Auxiliary Verbs and the Modals (GVAUX) (2.5% of synchronous errors)

There is a general tendency that shows that the participants do not fully understand the different uses and functions of the modal verbs. This may be due to the fact that Spanish has only one category of verb and the equivalents of the modal verbs do not have the same meanings, uses and functions (Swan & Smith 1987).

The majority of cases involve the modal *should* as the target form:

- <4:1016:490:F_M_J> #64, We think the basic computer literacy (GVAUX) would \$should\$ be learnt in the High School.
- <4:1044:490:F_M_J> #84, We agree with this point, but we (GVAUX) would \$should\$ discuss (WR) about \$0\$ the possibility (XNCO) to build \$of building\$ a broadband network that links the local network in Eutropia.
- <4:1031:490:D_G_B> #75 #77 We think that disabled or geographically remote learners (GVAUX) would \$should\$ have full access to the university network. This is a necessity to improve their learning possibilities.

- <2:2:344:1403:J_E> If (GP) any \$a\$ person has the right to live, it seems logical that this person (GVAUX) could \$should\$ also enjoy the right to death.
- <2:2:344:1403:J_E> We think that each person (GVAUX) could \$should\$ decide about her own life (LS) along \$during\$ all the time that this person is living.
- <2:4:1226:1403:D_C> We think we (GVAUX) must \$should\$ clarify our positions on the immigrants topic in order to be more specific in the next points:
- <2:4:1274:1403:D_C> (FS) Customers \$Customers\$ (GVAUX) shall \$should\$ have a security number and if someone (GVN) take \$takes\$ money from (GA) \$a\$ bank account which is not his, the bank should return the money.

Could and *can* also seem to cause problems as in:

- <2:510:490:J_V_G> We think that (GA) the \$0\$ education must be free for everybody, so everyone (GVAUX) could \$can\$ (LS) access to \$have access to\$ university.
- <2:533:490:A_B_M> We do not agree with (GA) \$an\$ oral exam ,because you (GVAUX) could \$can\$ get nervous. We prefer written.
- <2:4:1270:1403:1414:J_B> Please, (GVAUX) shall \$could\$ you tell us what has happened when we were (LP) out of line \$disconnected\$?
- <2:4:1309:1403:J_B> There should exist a law to regulate if both parts (GVAUX) should \$can't\$ reach an agreement (WR) to regulate \$00\$ when the terms of a contract are violated.

Grammar Word Class (GWC) (0.6% of synchronous errors)

Although in the research carried out by Dalglish (1984) part of speech errors amounted to 7% of all errors, in the synchronous mode the frequency within the Spanish L1 learners was low:

- <2:4:1210:1403:J_B> We disagree with Highland. We think that there (GVN) have \$has\$ to be a limit (LS) in \$to\$ the (GWC) adequate \$adequate\$ standard of living.
- <2:4:1238:1403:I_M> Answering (GA) the \$0\$ message #52, we think that message (sent by us) was a bit (GWC) confuse \$confusing\$, we are going to clarify it.

Lexico-grammatical errors (X*)

Errors of Complementation (XVCO) (1.2% of synchronous errors)

The Spanish subjunctive forms allow for the expression of certain meanings that in English may involve Vb + complement with/without gerund or infinitive.

Within the Spanish L1 group most of the errors involved verb complementation (XVCO):

- <4:925:490:F_M_J> -workers that (XVCO) want \$want to\$.
- <5:1202:490:J_B_S> No, we ask for public education and we do not accept (XVCO) to prohibit private university \$that private universities be prohibited\$.
- <5:1220:490:J_B_S> We firmly support the (GNC) Eutropian (FS) Comissioner \$Commissioner\$ \$Eutropian Commissioner's\$ proposal and (XVCO) suggest to be quicklier \$suggest we move more quickly\$ because we are running out of time.
- <4:979:490:491:F_M_J> But what about people that (XVCO) want learn \$want to learn\$ Philology, Fine Arts and so on.
- <3:897:490:D_L_R> (GA) \$A\$ Tolerance subject should deal with (WM) \$having\$ respect for other people, and (SU) (GVNF) to learn \$learning\$ (XVCO) feeling \$to feel\$ not better or worse, (LS) otherwise \$just\$ different.
- <5:1172:490:J_B_S> as (WO) all we \$we all\$ know, (LP) each people is a world \$each case must be considered separately\$ (Sp. cada persona es un mundo) and if we (XVCO) want that somebody pay \$want somebody to pay for\$ their studies,

And the erroneous use of dependent prepositions after verbs (XVPR) (1.2% of synchronous errors):

- <3:774:490:J_O_D> We must take care of our resources, because if not we would be (LS) cheating \$deceiving\$ (GP) us \$ourselves\$ and we (FS) wil \$will\$ not be able (XVPR) to put in practice \$to put into practice\$ our education (WM) \$policy\$.

- <5:1498:490:D_H_M> The Delegation of Northland wants to (XVPR) thank to \$thank\$ (Sp. Dar las gracias a) all the other delegations (WM) \$for\$ (GP) your \$their\$ presence in this teleconference.
- <5:1172:490:J_B_S> We know that people over 30 should have worked and if they want to study they will have money to (XVPR) pay \$pay for\$ their studies.
- <5:1237:490:J_B_S> #84 No, we (XVPR) agree in \$agree with\$ (GA) \$the\$ fourth point.

Confusion caused by the system of count and uncountable nouns (XNUC) (0.15% of synchronous errors):

- <4:925:490:F_M_J> improve their (XNUC) knowledges \$knowledge\$.

Errors of Lexis (L*)

Single Lexical Errors (LS) (17% of synchronous errors)

There are no less than 11 examples of errors involving the word *access* either as a verb or noun respectively:

- We don't want money (GVT) were \$to be\$ a problem (LS) to access \$to gain access\$ to university.
- To 44# University (LS) access \$entrance\$ examination which accounts for 40% of the final mark.

We give details of errors in this section according to the part of speech. The number in brackets indicates the times this particular error is repeated. Swan & Smith (1987) mention prepositions as an example of an area that creates particular problems for Spanish speakers, and cites 'in', 'on', 'at', and 'as' and 'like' as among the most frequently confused.

1. Prepositions. The most frequent involve:

- *in* for *on* (5)
- *in* for *with* (2)
- *on* for *in* (3)
- *on* for *to*

- *at* for *in*
- *at* for *on*
- *at* for *in the*
- *in* for *to*
- *in* for *at*
- *in* for *of*
- *by* for *of*
- *by* for *through*
- *of* for *for*
- *of* for *about*
- *of* for *from*
- *to* for *toward*
- *to* for *of*
- *for* for *to be given to*
- *into* for *to*
- *during* for *for*
- *along* for *during*
- *about* for *for*
- *of* for *from*
- *of* for *concerning*
- *above* for *over*
- *with* for *by*

2. Verbs – the verb on the left is the deviant term, followed by the correction that was more appropriate in that particular context.

- *reach* – *come to*
- *foment* – *promote*
- *prepare* – *train*
- *access to* – *have access to*
- *access* – *get access to*
- *to access* - *to gain access to* (5)

- *promediate – work out the average*
- *make – do*
- *request – seek*
- *end – finish (2)*
- *cheating – deceiving*
- *earn – get*
- *get – become*
- *placed – situated*
- *approach to – develop*
- *bring – send*
- *give – pay*
- *acknowledge – knowledge (change of word class)*
- *overflows for drains*
- *increase for improve*
- *brokes for goes bankrupt*
- *tell for say*
- *missed for needed*
- *enter for discuss in more detail*
- *flow for be made available*
- *depilate for shave*
- *found a lot of friends for made a lot of friends*
- *express for say*
- *got for have*
- *reach for lead*

3. Nouns -

- *global recycling – global retraining*
- *working future – their future working life/ their future professional life*
- *school – education*
- *finantion – financing*
- *access – entrance (exam) (4)*

- *sponsor – fund*
- *raise of taxes – tax increase*
- *conditions – opportunities*
- *admittance – entrance (exam)*
- *an only frame – one unique frame*
- *world – market*
- *financing – financial help*
- *acknowledgements – level*
- *number of employment for jobs*
- *laboral for work*
- *treatment for conditions (2)*
- *places to work for jobs*
- *the login for password*
- *troubles for problems*
- *ills for patients*
- *pederast for paedophiles*
- *tube for test-tube*

4. Other types

Adjectives

- *several – different*
- *long – great*
- *placed – situated*
- *strong – good*
- *deep for satisfactory*
- *roughest for most controversial*

Adverbs/ adverbial phrases

- *earlier – more quickly*
- *otherwise – just*
- *in all – throughout*
- *according for referring*
- *so for such*

Salutations

- *Greetings – Farewell*

False Friends (LSF) (1.7% of synchronous errors)

- <1:331:490:A_G_C> The role of Information Technology is becoming more and more important in our society. Therefore, its integration (S) in education \$into the education system\$ (LSF) has been converted into \$has become\$ a necessity.(Sp. se ha convertido en) We have proposed two main objectives:
- <1:331:490:A_G_C> (S) Education of (LSF) professors \$teachers/lecturers\$ (Sp. profesores) and pupils on what technologies are available and how to use them. \$Both lecturers and pupils should be informed of the different technologies available and how they are to be used\$.
- <3:676:490:J_P_J> We think that you must be more specific (LS) in \$with\$ the topics and (GVNF) trying \$try\$ to (LSF) treat \$deal with them\$ (Sp.Tratar) (LP) one to one \$one by one\$.
- <3:713:490:J_P_J> To 61# We think that is a good idea but it is not necessary (WO) to study (LSF) a career \$a degree course\$ (Sp. carrera universitaria) for a person over 30 \$for a person over 30 to study a degree course\$.
- <3:788:490:J_P_J> #118: In the job Internship (GVM) you applying \$you apply\$ (S) your studies to the employment \$what you have learned to a specific job\$ and then when you finish (LSF) the career \$your degree\$ (Sp. Carrera universitaria) you will have a diploma with your studies finished.
- <3:824:490:J_P_J> Several points of view are always good to reach an agreement and you should know (WM) \$how\$ (LSF) to treat about \$to deal with\$ (Sp. tratar) it,
- <3:719:490:J_O_D> We propose an examination in order to control the number of students that want to enter in a specific (LSF) career \$degree course\$ (Sp. carrera universitaria).
- <2:2:557:1403:J_E> We think that any publisher can (LSF) attempt \$commit crimes\$ (Sp. atentar) against personal integrity. And we agree with #160.
- <2:2:456:1403:D_G> We think that the death penalty should not be allowed in any case because if we consider special cases like (WM) \$serious\$ crimes or (LSF)

violations \$rape\$ (Sp. violación) and we kill them that implies we are (LS) at \$on\$ the same level as them.

- <2:3:818:1403:S_C> Basic grants allow people to study at the university, but extra-curricular activities would require additional (LSF) taxes \$fees\$ (Sp. tasas) to be paid by those who are interested in them.

Lexical Phrases (LP) (3.5% of synchronous errors)

Lexical phrases, in general, and idioms can be more or less fixed in different languages, their forms and meanings varying greatly from one language to another. Learners often presume that literal translations will be transferrable to the L2, and errors result.

Noun phrase errors:

- <1:331:490:A_G_C> With the purpose of achieving these general aims, we would like to set forth the following (LP) lines of action \$plan of action\$.
- <2:514:490:P_H_V> We think that firms should collaborate with indirect (LP) money help \$financial support\$, that is, training: seminars, etc.
- <3:676:490:J_P_J> We think that you must be more specific (LS) in \$with\$ the topics and (GVNF) trying \$try\$ to (LSF) treat \$deal with them\$ (Sp.Tratar) (LP) one to one \$one by one\$.

Verb phrase errors:

- <3:863:490:D_L_R> If we are not tolerant, we won't be able to develop a new city like Eutropolis (LP) made from \$made up of\$ people from 5 countries.
- <4:920:490:D_G_B> However, there will be some problems that we will have (LP) to face up \$to face up to\$, prevent and solve.
- <4:945:490:D_G_B> This technology should be established as soon as (FS) possible \$possible\$, so that we can (LP) take benefit from \$take advantage of\$ it when the new Education System gets going.

- <4:981:490:D_G_B> We think every country has satellite communications and it is not very expensive to (LP) take profit from \$take advantage of\$ (Sp. Beneficiarse de) them for the universities.
- <5:1462:490:485:J_F_F> We think that (GA) \$the\$ Middish delegation (LP) have a narrow mind \$are narrow-minded\$. They do not accept any changes in their position. They are hard (FS) negociators \$negociators\$.
- <5:1289:490:A_M_P> We (FS) disaagree \$disagree\$ with oral exams.And we are not going to (LP) hand over \$give in on\$ this point.
- <5:1464:490:A_M_P> Why should a final exam be (LP) made \$taken\$.
- <2:2:344:1403:J_E> And this includes people that suffer machine dependence (LP) to deal \$to deal with\$ their illnesses.
- <2:4:1309:1403:J_B> There should exist a law to regulate if both parts (GVAUX) should \$can't\$ reach an agreement (WR) to regulate \$00\$ when the terms of a contract are violated. The Authorities will (LP) take care \$make sure\$ that contracts will not include abusive clauses.
- <2:5:1679:1403:R_P> We have also (WO) discussed for a long time, and it was very hard to (LP) take a decision \$make a decision\$ on this point\$ discussed this point for a long time,
- <2:6:2131:1403:S_A> I would like to know why Bardland (LP) had square head \$was so stubborn\$, becuase everybody was against (GA) \$the\$ death penalty except them, and they didn't change their opinion.

Connectors. The connectors that involve more than one word are, on the whole, more difficult to acquire as the learner has to memorise a longer term whose different parts are completely arbitrary i.e. *Por otra parte* (Sp.) On the other hand. These are what Nattinger & de Carrico (1992) describe as ‘strings of specific lexical items which allow no paradigmatic or syntagmatic substitution’ (1992:36) :

- <5:1456:490:D_H_M>  (LP) For our part \$As far as we are concerned\$ (Sp. por nuestra parte), we think that (GA) \$the \$ University (S) has the obligation of \$is obliged to\$ (Sp. tiene la obligación de).
- <5:1172:490:J_B_S> We accept the proposal from Coastland if it refers to (S) all people an each situation \$everybody and in every situation(?)\$, (LP) in other way \$if this is not the case\$ (Sp. de otra manera) we disagree.
- <2:2:478:1403:J_E> (LP) In our mind \$In our opinion\$, we do consider that (GA) \$the\$ death penalty is (SU) out of the point and must be banned \$?\$.

Fixed expressions:

- <5:1172:490:J_B_S> But, as (WO) all we \$we all\$ know, (LP) each people is a world \$each case must be considered separately\$ (Sp. cada persona es un mundo).

Others:

- <2:4:1270:1403:1414:J_B> Please, (GVAUX) shall \$could\$ you tell us what has happened when we were (LP) out of line \$disconnected\$?
- <2:6:2092:1403:J_N> (FM) Been \$Being\$ (FS) respectfull \$respectful\$ to (GA) the \$others is (LP) over any discussion \$unquestionable\$.

Connectives (LCLS, LCLC, LCC, LCS) (0.2% of synchronous errors)

- <3:680:490:J_P_J> all students should have the same opportunities (LS) to access \$to gain access\$ to University, and (LCLS) then \$therefore\$ we (S)do not have to make differences according to \$we should not discriminate perople for their age\$ the age.
- <2:2:354:1403:D_G> (LCLS) Aswell \$Also\$ we think that Euthanasia should be allowed.
- <3:802:490:J_O_D> We think that (WM) \$those\$ kind of subjects (social & educational) should be (FS) supplementary \$supplementary\$ programmes (LCS) but \$although\$ they are needed for a multi-ethnic society.

The next main category (W*), includes errors involving omission, word order, and redundancy.

Word redundant (WR) (3.7% of synchronous errors)

There is no one word class that predominates. These errors are sometimes due to interlingual causes since the redundant word would be used in the learners' L1 in that context. There are examples of various types:

Prepositions:

- <1:267:490:D_Z_M> e) Education centres should promote solidarity, peace and collaboration among people (WR) of \$0\$ everywhere.
- <2:2:512:1403:O_O> we (GVT) got \$get\$ the impression that we (LS) got \$have\$ some problems (WR) in \$0\$ talking all together about the same topic.
- <4:1044:490:F_M_J> #84, We agree with this point, but we (GVAUX) would \$should\$ discuss (WR) about \$0\$ the possibility (XNCO) to build \$of building\$ a broadband network that links the local network in Eutropia.
- <5:1432:490:D_H_M> We would like to discuss (WR) on \$0\$ points 6 and 8.

Nouns:

- <2:3:925:1403:S_C> We are opposed to publishing (LS) pederast \$paedophiles\$ (WR) people \$0\$ and corrupted doctors lists in Internet.

Verbs:

- <2:4:1309:1403:J_B> There should exist a law to regulate if both parts (GVAUX) should \$can't\$ reach an agreement (WR) to regulate \$00\$ when the terms of a contract are violated.

Pronouns:

- <2:4:1299:1403:D_C> #107 Young people and also poor people (WR) which \$0\$ should be (GVM) back \$backed\$ by the government (XCONJCO) in order they could \$in order to\$ buy a house or something like that.

Articles:

- <3:761:490:J_P_J> Changing (LS) into \$to\$ statement 5, we believe that three years are enough for a good education in (WR) the \$0\$ most (WR)of \$0\$ degrees and one for job internship.

Word Missing (WM) (3.8% of synchronous errors)

Errors of form:

One third are repetitions of the same error (involving interference) in the form used by the participant in their IL. The word *ill* has been used to mean *ill persons* which is possible in Spanish with the word *enfermos*.

- <2:2:344:1403:J_E> Another case is that the ill (WM) 0 \$person\$ (GVT) was \$is\$ not able to decide (LS) about \$for\$ himself.

Errors of semantics:

In the following case, the word has been added to give the whole sentence what the researcher considered to be the appropriate or intended meaning:

- <2:2:456:1403:D_G> We think that the death penalty should not be allowed in any case because if we consider special cases like (WM) 0 \$serious\$ crimes or (LSF) violations \$rape\$ (Sp. violación).
- <1:267:490:D_Z_M> b) An official common (WM) 0 \$language\$, but always respecting the culture, language and customs of each country.
- <3:781:490:J_P_J> To #113:The reduction of study (WM) 0 \$time\$ is as follows:
- <3:824:490:J_P_J> Several points of view are always good to reach an agreement and you should know (WM) 0 \$how\$ (LSF) to treat about \$to deal with\$ (Sp. tratar) it.

- <3:762:490:J_O_D> We propose that academic qualifications in High School (SI) must be higher \$be considered more important\$ than (WM) 0 \$the\$ (LS) access \$entrance\$ examination:
- <3:774:490:J_O_D> We must take care of our resources, because if not we would be (LS) cheating \$deceiving\$ (GP) us \$ourselves\$ and we (FS) wil \$will\$ not be able (XVPR) to put in practice \$to put into practice\$ our education (WM) 0 \$policy\$.
- <3:802:490:J_O_D> We think that (WM) 0 \$those\$ kind of subjects (social & educational) should be (FS) supplementary \$supplementary\$ programmes (LCS) but \$although\$ they are needed for a multi-ethnic society.
- <4:1095:490:F_M_J> We think for short distances (WM) 0 \$it\$ is better to use optical fiber (it is (FM)echological \$ecological\$ and faster) and for long distances satellite communications are the best.
- <5:1441:490:D_H_M> ¶1623; The objective of the final exam that Midland (GVN) propose \$proposes\$ is to show that students have a (LS) strong \$good\$ knowledge (LS) in \$of\$ their (WM) 0 \$subject\$ areas, but this aim is also (FM) reach \$reached\$ with our proposal, with the practical year focused (LS) in \$on\$ enterprises, solicitors, medical-care centres, I+D projects, etc.
- <5:1456:490:D_H_M> so students have to have as many practical training (WM) 0 \$sessions\$ as possible to be better prepared.
- <5:1498:490:D_H_M> The Delegation of Northland wants to (XVPR) thank to \$thank\$ (Sp. Dar las gracias a) all the other delegations (WM) 0 \$for\$ (GP) your \$their\$ presence in this teleconference.

Word Order (WO) (4.6% of synchronous errors)

Word order errors were the most numerous of this (W*) group. They usually require a much longer correction, as the erroneous word order often affects bigger chunks involving more than simple noun or verb phrases.

- <3:713:490:J_P_J> To 61# We think that is a good idea but it is not necessary (WO) to study (LSF) a career \$a degree course\$ (Sp. carrera universitaria) for a person over 30 \$for a person over 30 to study a degree course\$.

- <3:882:490:D_L_R> We think that in (FS) eutropolis \$Eutropolis\$ (WO) should be spoken (FS) Midish \$Middish\$ \$Middish should be spoken\$ because (GP) \$it\$ is in Midland and English (WR) because \$0\$ is the common language.
- <4:1027:490:D_G_B> allow (WR) the possibility \$0\$ (WO) (GVNF) of working \$to work\$ at home to disabled people and geographically remote learners \$disabled people and geographically remote learners to work from home\$.

We have noted ten cases of word order errors which occur after a verb phrase, and in 80% of these cases the verb in question is *have* either functioning as auxiliary or as a full verb:

- <2:2:512:1403:O_O> We (GVT) spend \$have spent\$ (WO) now 1 hour in this conference \$1 hour in this conference now\$ and we (GVT) got \$get\$ the impression that we (LS) got \$have\$ some problems.
- <2:3:672:1403:S_C> Everyone should have (WO) guaranteed the total control of his/her personal data \$the total control of his/her personal data guaranteed\$.
- <2:5:1679:1403:R_P> We have also (WO) discussed for a long time, and it was very hard to (LP) take a decision \$make a decision\$ on this point \$discussed this point for a long time, and it was very hard to make a decision\$ but at last we found a satisfactory solution that was wonderfully included on the agenda, so we have decided to vote YES.
- <2:5:1733:1403:R_P> Yes, (FS)i \$I\$ have said (WO) you it \$it to you\$ because I'M SO RELAXED.

Adverbs (mainly adverbs of frequency) are also affected:

- <2:2:541:1403:O_O> We think that the internet has a (FS) variaty \$variety\$ of information the newspaper (WO) never will have \$will never have\$.
- <2:6:2169:1403:1665:S_A> I have sent an e-mail to you. I have not written anything, but you (WO) have now \$now have\$ my e-mail.
- <2:589:490:A_B_M> Yes if we want to (LS) sponsor \$fund\$ (WO) completely the educational system \$the educational system completely\$ we have to raise taxes.

- <5:1172:490:J_B_S> We know that people over 30 should have worked and if they want to study they will have money to (XVPR) pay \$pay for\$ their studies. But, as (WO) all we \$we all\$ know, (LP) each people is a world \$each case must be considered.
- <4:945:490:D_G_B> The use of (WO) fiber optical \$optical fiber\$ would be the best option:

Style (S) (5.2% of synchronous errors)

A certain amount of the errors related to the Style category can also be said to overlap with the category of lexical errors. Thus in the following examples there are both semantic and collocational errors:

- <2:2:572:1403:O_O> We should (S) make the difference \$distinguish\$ between rights and obligations.
- <2:2:580:1403:O_O> I (S) wanted to say \$meant to say\$ (Sp. quería decir) "hacker".
- <2:2:599:1403:O_O> We hope this debate has brought you (S) good and clear \$positive\$ conclusions and has solved the (LS) roughest \$most controversial\$ issues.
- <2:2:579:1403:J_E> (GA) The \$0\$ freedom of expression (S) have the boundary \$must have a limit\$ when you insult other people or other (GNN) organization \$organizations\$.
- <2:3:1091:1403:S_C> Children could develop their personality without (S) following the religion lines \$needing to be religious\$.
- <2:3:1023:1403:A_C> The right to privacy (S) goes first than \$should have priority over\$ the right to information.
- <2:6:2030:1403:S_A> #56, please, do not (S) make us be bored \$bore us\$ with (LS) so \$such\$ long phrases.
- <2:6:2223:1403:1413:S_A> (S) I want to excuse me \$I would like to ask you to excuse me\$ because (FS) i \$I\$ was the troublemaker who (GVT) take \$took\$ (LS) (GNC) the login \$the password\$ of Athena \$Athena's password\$.

These errors also tend to produce long corrections as very often the whole content of the sentence must be changed.

- <1:331:490:A_G_C> On the one hand, (S) to accelerate the entry of schools in the information society \$to speed up the integration of schools in the information society\$.
- <1:331:490:A_G_C> (S) Education of (LSF) professors \$teachers/lecturers\$ (Sp. profesores)and pupils on what technologies are available and how to use them. \$Both lecturers and pupils should be informed of the different technologies available and how they are to be used\$.
- <2:382:490:R_L_G> We represent the illusion of our citizens to build a great Eutropia , for this reason (S) we have the obligation of getting \$we are obliged to choose\$ the best Education Policy for Eutropolis.
- <2:423:490:R_L_G> But, Midland, we think that teachers should participate also in these administrative tasks, because they have a lot of experience (S) in how this world works \$with the university environment\$.
- <2:581:490:P_H_V> We (S) think that there isn't any problem \$don't think there is any problem\$ (XNCO) in \$with\$ (LS) finantion \$financing\$. Just indirect taxes.
- <2:637:490:P_H_V> First of all, the Delegation of Northland want to thank the (S) effort of the other delegations for getting an agreement in \$other delegations for their effort in coming to an ageement on\$ education policy.
- <2:637:490:P_H_V> Finally, we expect (S) that we can see a great Eutropia in not much time \$to see a great Eutropia in the not-too-distant future\$.
- <2:639:490:A_B_M> Finally, we expect (S) that we can see a great Eutropia in not much time \$to see a great Eutropia in the not-too-distant future\$.
- <3:680:490:J_P_J> \$therefore\$ we (S) do not have to make differences according to \$we should not discriminate perople for their age\$ the age.
- <3:689:490:J_P_J> We think that everybody (GVM) has \$should have\$ the same (LS) conditions \$opportunities\$, and (S) never is late if you can improve your knowledge \$it is never too late to improves one's knowledge\$.
- <3:769:490:J_P_J> We propose a more specific education to reduce the years (FS) or \$of\$ study because it is useful (WR) in order \$00\$ to have specific professionals

that (GVT) were \$are\$ able (S) to enter in the market place \$to become integrated into the labour market\$, where they have a really real experience.

- <3:776:490:J_P_J> #61623;#106: We disagree with (GA) the \$a\$ final exam when you (LS) end \$finish\$ (LS) your studies, because (LS) in \$at\$ (GA) the \$0\$ University you have done a lot of exams and you have already (S) hown your knowledge \$demonstrated what has been learnt\$.
- <5:1279:490:J_B_S> instead of acknowledgment we (S) want to say \$meant to say\$ (Sp.querer decir) knowledge.
- <5:1400:490:491:A_M_P> we (S) wanted to say \$meant\$ (Sp. querer decir) IT (Information Technology).

Incomplete Style (SI) (0.77% of synchronous errors)

- <1:333:490:D_Z_M> Regarding the 24 hour availability of TEC, (SI) we propose that only security guards work. \$we propose that only security guards have to work 24 hours/round the clock\$.
- <3:762:490:J_O_D> We propose that academic qualifications in High School (SI) must be higher \$be considered more important\$ than (WM) \$the\$ (LS) access \$entrance\$ examination:
- <2:2:548:1403:J_E> But (GA) \$the\$ government must guarantee that people who (FS) can not \$cannot\$ (XVPR) pay \$pay for\$ a computer (SI) the acces to information \$to have access to information\$.
- <2:6:2211:1403:1665:S_A> How (FS) maby \$many\$ people are (SI) \$there with\$ you?

Unclear style (SU) (3% of synchronous errors)

This category involves communication breakdowns, and as such is probably the most serious error, if we understand successful communication to mean the transmission of a speaker's or writer's intended meaning. In some

cases we made an attempt to correct the deviant form, but in others it was not possible.

- <2:637:490:P_H_V> education policy. (SU) It is the best that we can resolve? it is the best solution we can come to?. It has been a pleasure to discuss (GA) the \$0\$ education policy with the other delegations.
- <2:597:490:L_C_T> In a reasonable way, that is: (SU) What rate per cent of all Eutropia? \$?\$.
- <4:1080:490:F_M_J> #102, Encryption is in (GA) a \$the\$ (FM) developing \$developing\$ phase now, so we recommend (SU) to search \$?\$ in this field.
- <2:400:490:R_L_G> Do you mean general access or by the (SU) desible \$?\$.
- <2:402:490:R_L_G> (SU) ? \$?\$.
- <4:1089:490:F_M_J> #110, The problem is very difficult (SU) avoid the access nowadays \$?\$.
- <5:1264:490:D_H_M> In our opinion, students who have (LS) ended \$finished\$ work training should have the possibility of getting a degree in that field closely related to their (FS) work-experienced \$work experience\$ (FM) work-experienced \$work experience\$ and (SU) not having only access to the subjects related \$?\$.
- <5:1435:490:D_H_M> About admission policy In our opinion, students who have (LS) ended \$finished\$ work training should have the possibility of getting a degree in that field closely related to their (FS) work-experienced \$work experience\$ (FM) work-experienced \$work experience\$ and (SU) not having only access to the subjects related \$?\$.
- <5:1276:490:J_B_S> We disagree on (FS) point \$point\$ 4: There is not any country that has the (SU) main substructure \$?\$ to make a fair oral exam. A written exam is equal for everybody, we know that it is not the best way to check the (LS) acknowledgements.
- <2:2:344:1403:J_E> Another case is that the ill (WM) \$person\$ (GVT) was \$is\$ not able to decide (LS) about \$for\$ himself; in that situation, and respecting the right to death of each one, his family (it could be determined what (SU) type \$?\$ of them) would be able to take the decision.
- <2:2:478:1403:J_E> (LP) In our mind \$In our opinion\$, we do consider that (GA) \$the\$ death penalty is (SU) out of the point and must be banned \$?\$.

- <2:4:1231:1403:J_B> We would like to guarantee the right to work, but we (FS) can not \$cannot\$ if there are not enough (LS) number of employment \$jobs\$; (FS) althoug \$although\$ we have the compromise to do what (WR) it \$0\$ is possible in order to (SU) cover it \$?\$.
- <2:5:1722:1403:1403:R_P> Sorry, but you are hacking our conference, if you want to (SU) do a french \$?\$ i have something for you, baby!
- <2:5:1727:1403:1403:T_D> tsss, (SU) relahate \$?\$!!!!
- <2:6:1895:1403:T_D> (SU) wesh \$?\$ southland, (CS) ca va ou bien(French)?

8.4.2. Asynchronous communication

The following figure shows the distribution of errors within the Spanish L1 group in the asynchronous mode of communication.

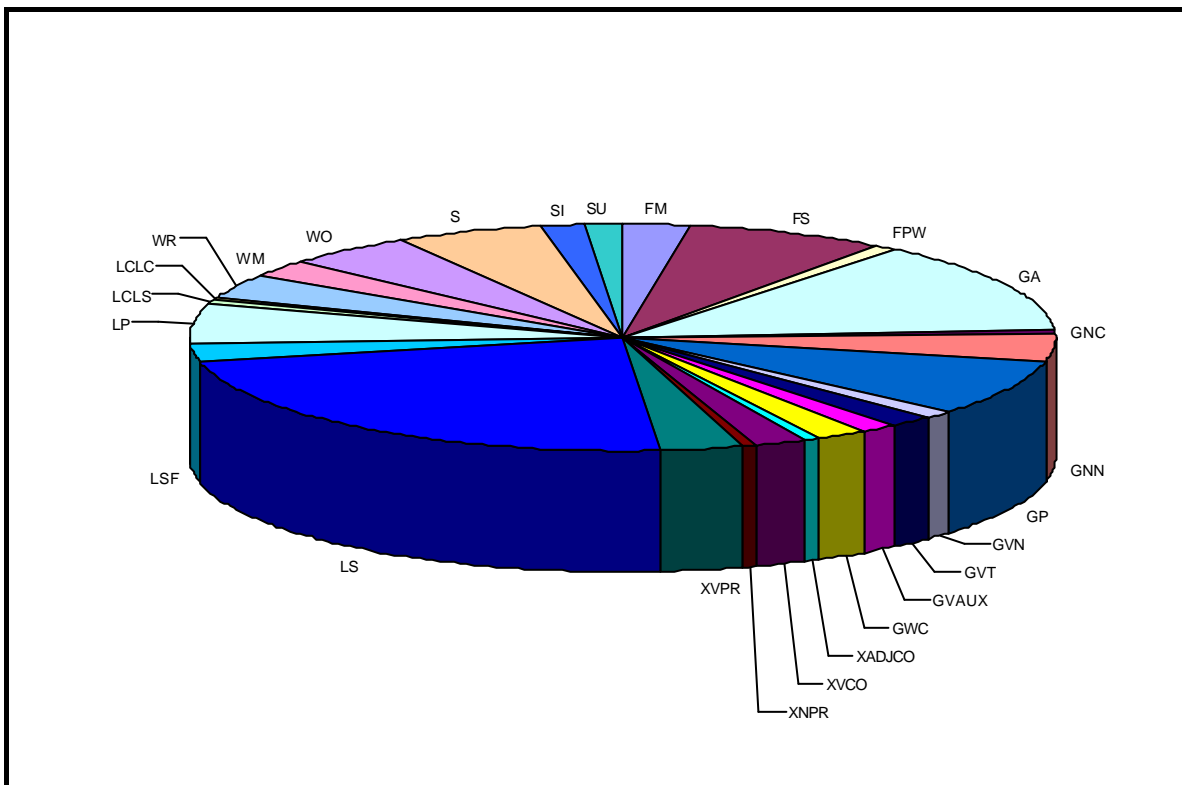


Figure 12. Asynchronous errors Spanish L1

Formal Errors

Missing Punctuation (FPM) (0.25% of asynchronous errors)

The comma is missing, which may be due to the speed of the interaction, putting a greater strain on participants' production skills.

- <A:1:170:490:-1> In addition (FPM) \$,\$ (LS) out \$outside\$ (WR) of \$0\$ Eutropolis this enterprise would not have (GA) \$a\$ domain.

Punctuation Wrong (FPW) (0.74% of asynchronous errors)

Incorrect use of comma and full stop.

- <A:1:170:490:-1> if it is new (GP) \$it\$ is going to be a waste for the (FS) ederation \$Federation\$ (FPW), \$. \$ it (GVT) is going to \$will\$ have (GA) \$a\$ (FS) defficit \$deficit\$.
- <A:1:171:490:-1> We must respect the local culture, that is why both (FPW), \$0\$ Middish and English.
- <A:1:171:490:-1> Middish and English (FPW), \$0\$ must be present in Tertiary Education.

General category Grammar (G*)

Article errors (GA) (12.8% of asynchronous errors)

The most numerous group involves the omission of the definite article.

We give examples of each type below in Table 5:

Table 5. Article errors in asynchronous mode

Type	Error	Correction	Number of cases
1	the	∅	12
2	∅	the	25
3	a	∅	2
4	∅	a	5
5	the	a/an	2
6	a	an	2
7	an	a	4

Type 1	the	∅
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- <A:2:191:1403:-1> achieve a better standard of living and improve (GA) the \$0\$ society.
- <A:2:191:1403:-1> Basic grants allow people to study at (GA) the \$0\$ university,
- <A:1:56:490:-1> To encourage (GA) the \$0\$ technological development in Eutropolis.
- <A:1:113:490:-1> tertiary centres must have a Numerus Clausus to avoid (GA) the \$0\$ overcrowding in Universities.

Due to the nature and use of the article in English and the differences with Spanish, it might be expected that this type of error be the most frequent. However, in our corpus this was not the case, as in fact, there were twice as many cases of Type 2 compared to Type 1 in the asynchronous communication.

We understand that the high rate of this type of error would be more expected in the on-line conferences, and not in the off-line messages. We can

only hypothesize that as students are communicating via computers, it is thought that the participants miss out aspects they do not feel are necessary, such as punctuation, capital letters, articles, etc.

Type 2: Ø the

- <A:1:86:490:-1> show which are the main points on (GA) Ø the\$ Curriculum.
- <A:1:87:490:-1> must collaborate with (GA) Ø the\$ (FS) Univerity \$University\$.
- <A:1:89:490:-1> Should (GA) Ø the\$ University be private or public?
- <A:2:252:1403:-1> we also think that (GA) Ø the\$ death penalty would not be a solution.
- <A:2:252:1403:-1> Bardland proposes (GA) Ø the\$ death penalty for drug dealers.

Type 3: the a/an

- <A:1:148:490:-1> create the links (LS) of \$for\$ (GA) the \$a\$ global network.
- <A:1:167:490:-1> We have received (GA) the \$an\$ answer (LS) of \$from\$ Midland.

Type 4: Ø a/an

- <A:1:170:490:-1> \$will\$ have (GA) 0 \$a\$ (FS) defficit \$deficit\$ because giving.
- <A:1:170:490:-1> Regarding your proposal, it would be (GA) 0 \$a\$ better solution that university provides.

Type 5: a Ø

- <A:1:149:490:-1> So we ask you for (GA) a \$0\$ further clear information.

In this case the error can be attributed to the fact that the participant has not taken into account the syntactic restrictions of the word *information* and its characteristic of being a non-count noun. Or in the following case where the singular indefinite article is used with a plural noun:

- <A:2:249:1403:-1> \$look forward to being in touch and to having\$ (GA) a \$0\$ (LS) nice \$fruitful\$ (GNN) negotiations.

Type 6: an a

- <A:4:335:1403:-1> to enrol in\$ (GA) an \$a\$ specific university,
- <A:4:335:1403:-1> what is (GA) an \$a\$ riot and what is (GA) an \$a\$ legal demonstration?
- <A:4:335:1403:-1> what is (GA) an \$a\$ legal demonstration?

With the first error example of this type, we understand that the learner has used the *an* form of the indefinite article due to the following word beginning with an “s”, which would be a case of phonological interference. However, with the other cases, it is not clear why the writer typed in the “an”. Whatever the reason, the three examples here are written by the same person, and are to be found within the same message.

Type 7: a an

- <A:1:151:490:-1> any kind of veto-right in (GA) a \$an\$ organization.
- <A:2:256:1403:-1> very important and (GA) a \$an\$ essential part of the education (WM) \$system\$

Type 8: Ø a/an

- <A:1:170:490:-1> \$will\$ have (GA) 0 \$a\$ (FS) defficit \$deficit\$ because giving.
- <A:1:170:490:-1> would not have (GA) 0 \$a\$ domain.
- <A:2:256:1403:-1> a service like (GA) 0 \$a\$ telephone or an entertainment media.
- <A:2:252:1403:-1> (GA) 0 \$a\$ medical commission would decide which are soft.

Noun Case (GNC) (0.5% of asynchronous errors)

- <A:1:112:490:-1> We are making the Educational System for Eutropolis and not for (GA) \$the\$ Eutropian Federation, according to this we prefer teaching in English and in Middish ((GNC) the capital language \$the language of the capital\$)
- <A:1:170:490:-1> First of all, if you (XVCO) want use \$want to use\$ the TEC (LS) like \$as\$ (GNC) an enterprise of telecommunication \$a telecommunications enterprise\$ that provides Internet services.

Noun number concordance (GNN) (3.7% of asynchronous errors)

Of the fifteen errors relating to noun number, there was a greater tendency to add the plural marker –s where it was not required than what would normally be expected i.e. plural marker was found in ten cases where it was not needed.

Error Type	GNN
singular for plural	5
plural for singular	10

Singular for plural:

- <A:1:85:490:-1> We hope that future discussions will lead to a comfortable capital for all (GNN) citizen \$citizens\$ of Eutropolis.
- <A:2:248:1403:-1> Secondly, we think that (GNN) school \$schools\$ should offer the students a computer room where they can have access to Internet,

Plural for singular: It may seem unusual to find that this case has 50% more errors since we would expect the plural form to be marked and therefore requiring more effort to produce.

- <A:1:148:490:-1> This Organism will be composed of one (GNN) ministers \$minister\$ or (SU) technician members \$?\$ of each country,
- <A:1:148:490:-1> make a global network (free network or University network), and the government of each (GNN) countries \$country\$ (LS) makes \$does\$ (LS) that \$what\$ (GP) he \$it\$ (GVN) want \$wants\$ to obtain this money.

Pronoun errors (GP) (8.1% of asynchronous errors)

These errors were found to be particularly associated with the Spanish L1 group.

➤ Use of the pronoun *every* instead of *all* in three different places where the following noun is in the plural (3 examples):

- <A:1:87:490:-1> we want to invite (GP) every \$all\$ countries to discuss the topic of Education Policy.
- <A:1:112:490:-1> We agree with you about having a common (LS) building \$campus\$ for (GP) every \$all\$ University Studies,
- <A:1:164:490:-1> (avoiding sex distinctions in (GP) every \$all\$ documents)

➤ Use of the demonstrative *this* instead of *these* (6 examples)

- <A:1:114:490:-1> (GP) This \$These\$ (GNN) basics \$basic\$ skills you talk about.
- <A:1:150:490:-1> to keep students and teachers out of (GP) this \$these\$ tasks.
- <A:1:156:490:-1> collaborate indirectly, that is, with (GP) this \$these\$ job related activities,
- <A:1:170:490:-1> All (GP) this \$these\$ things could be studied in the context of.
- <A:3:322:1403:1400> It is difficult not to be in agreement (LS) in\$on\$ (GP) this \$these\$ topics.
- <A:3:322:1403:1400> (WM) \$in order\$ to achieve all (GP) this \$these\$ important goals?

➤ Use of *that* instead of these as in:

- <A:1:150:490:-1> We allow private universities, but (GP) that \$these\$ universities must (LS) follow \$offer\$

➤ Pronoun confusions observed in:

- use of *he* for *it*

- <A:1:148:490:-1> (LS) that \$what\$ (GP) he \$it\$ (GVN) want \$wants\$ to obtain this money.

- use of *his* for *its* where the writer is dealing with inanimate nouns:

- <A:1:148:490:-1> (LP) in function of \$according to\$ (GP) his \$its\$ GDP.

In these cases the writer is consistent with the incorrect application of the masculine singular to an inanimate object.

➤ Use of the pronouns:

- *other* for *another*

- <A:1:170:490:-1> The ""TEC enterprise"" could compete as (GP) other \$another\$ provider.

- *others* for *other*

- <A:1:170:490:-1> would (WM) \$mean\$ disloyal competition and the (GP) others \$other\$ enterprises could.
- Missing pronoun:
 - Ø for *it*
- <A:1:170:490:-1> if it is new (GP) \$it\$ is going to be a waste for the (FS) ederation \$Federation\$.
- Anaphoric reference where *it* is used instead of *this* where it is required for referring to a whole clause.
- <A:1:163:490:-1> there are many reasons that support (GP) it \$this\$ in our policy statement.
- The incorrect use of the relative pronoun *which*
- <A:2:191:1403:-1> Students must pass a final exam (GP) which mark \$the mark of which\$ gives them priority of access.
- <A:2:252:1403:-1> (GA) \$the\$ death penalty for drug dealers (GP) which it \$which\$ (SU) is out of our principles for personal rights \$?\$.
- Use of *it* when reference involves a whole clause or when the plural *them* should have been used, as in:
 - <A:4:335:1403:-1> Despite (GP) it \$this\$, an adequate system of grants.
 - <A:3:322:1403:1400> we do not consider (GP) it \$them\$ important or honest,
- Use of *others* when singular was required
 - <A:4:334:1403:-1> Looking forward to (GP) others \$other\$ questions.

Errors affecting the verb phrase

Verb Number (GVN) (0.99% of asynchronous errors)

This group includes errors of concord between a subject and its verb.

- <A:1:87:490:-1> Firms (GVN) informs \$inform\$ about the market's needs.

- <A:1:148:490:-1> (LS) makes \$does\$ (LS) that \$what\$ (GP) he \$it\$ (GVN) want \$wants\$ to obtain this money.
- <A:1:156:490:-1> People specialized in Curriculum (GVN) is \$are\$ going to talk about this. Maybe today in the conference.
- <A:2:256:1403:-1> Although we think Internet skills (GVN) is \$are\$ very important and (GA) a \$an\$ essential part of the education (WM) \$system\$.

Non-Finite and Finite Verb Forms (GVNF) (0.25% of asynchronous errors)

- <A:2:252:1403:-1> (why not (GVNF) creating \$create\$ an agency like interpol?) to have (WO) under control the problem of drugs (LS) traffic \$smuggling\$.

Verb Voice (GVV) (0.25% of asynchronous errors)

We observe that it is the same case as the example we gave with this tag in the synchronous mode.

- <A:1:112:490:-1> However, this topic (GVV) should have studied \$should have been studied\$ by another group (policy).

Verb Tense (GVT) (1.72% of asynchronous errors)

1. Past tense for present:

- <A:1:114:490:-1> have specific professionals that (GVT) were able \$are able\$ to.

2. Present continuous for present simple due to restriction concerning class of verb that can be used in a continuous form:

- <A:1:156:490:-1> administrative matters which (GVT) are not CONCERNING \$do not CONCERN\$.

3. *going to* form for *will*:

- <A:1:170:490:-1> it (GVT) is going to \$will\$ have (GA) \$a\$ (FS) defficit \$deficit\$.

- <A:1:170:490:-1> the entreprise (GVT) is not going to \$will not\$ (LS) gain \$make\$ money.
- <A:1:170:490:-1> the problem is to (LS) select \$choose\$ an enterprise that (GVT) is going to \$will\$ be forced to (LS) suffer \$have\$.

4. The use of the past participle in the case of the form *to be born*, which only needs the single verb *nacer* in Spanish.

- <A:3:307:1413:-1> Life is the most important right everybody has since we (GVT) born \$were born\$

Auxiliary Verbs and the Modals (GVAUX) (1.2% of asynchronous errors)

Similar to the results found in the synchronous mode, the main problems seem to centre on the modal *should*.

- <A:1:114:490:-1> \$These\$ (GNN) basics \$basic\$ skills you talk about (improving typing speed, use of internet, etc) must be taught in secondary school and skills we want in tertiary education (GVAUX) must \$should\$ be advanced ones.
- <A:1:156:490:-1> The size of this board is not so important for us, but maybe it could be a good idea that there (GVAUX) would \$should\$ be one student, one teacher and one (WM) \$person\$.
- <A:1:156:490:-1> We think that firms (GVAUX) must \$should\$ collaborate indirectly, that is, with (GP) this \$these\$ job related activities,
- <A:1:170:490:-1> We mean outside the university all eutropolis students could have full free Internet access, but the rest of the people (GVAUX) would \$should\$ pay the (LS) suitable \$right\$ amount of money.
- <A:2:191:1403:-1> On the other hand, doctors think that abortion after two months of pregnancy (GVAUX) would \$could\$ be dangerous for the mother.

Grammar word class (GWC) (2% of asynchronous errors)

- <A:1:88:490:-1> We could use IT to make possible that disabled people and (GWC) geographical \$geographically\$ remote learners study from their homes.

- <A:1:170:490:-1> Both disabled (FS) learners \$learners\$, old people and working people would have a very good and (GWC) realist \$realistic\$ (XNCO) chance to acced to \$chance of gaining access to\$ (GA) the \$0\$ university.

1. Wrong choice of noun form

- <A:2:256:1403:-1> But in our opinion, the commission for the development of Internet guidelines must be integrated by a (GWC) representation \$representatives\$ (LS) of \$from\$ each country's government and non-governmental delegations.

2. Confusion between noun and adjectival form

- <A:2:256:1403:-1> Finally we agree with the restrictions (LS) of \$on\$ (WO) Internet free access \$free internet access\$ in order to protect (GWC) youth \$young\$ people.

3. A case of over-generalization where participant produces a form such as *raping* instead of *rape*, perhaps presuming that the nominalization is formed by the addition of the suffix *-ing* in this case as it is in many other cases.

- <A:3:311:1413:-1> as well as the importance of subjects like (GWC) raping \$rape\$, health danger for the mother or child or extreme poverty.

Lexico-grammatical errors (X*)

In the asynchronous mode the incidence of this type of error was similar to the synchronous mode, but slightly higher when dealing with the dependent preposition errors.

Verb complementation (XVCO) (2% of asynchronous errors)

- <A:1:87:490:-1> Firms collaborate economically, offering seminars,job (FS) intenships \$internships\$, conferences about subjects (FS) the \$they\$ (XVCO) want the students improve \$want the students to improve\$.

- <A:1:148:490:-1> We (XVCO) recommend use \$recommend using\$ optical fibre links to improve the local networks and (WR) \$0\$ use satellite links.
- <A:1:162:490:-1> (XVCO) Looking forward to hear \$Looking forward to hearing\$ from you again.
- <A:1:163:490:-1> As we prefer to suppose you do not get it, we are going to explain it: our proposal is clear, we only (XVCO) want that students \$want the students to\$ learn useful contents for their future.
- <A:1:170:490:-1> First of all, if you (XVCO) want use \$want to use\$ the TEC (LS) like \$as\$ (GNC) an enterprise of telecommunication \$a telecommunications enterprise\$ that provides Internet services
- <A:1:170:490:-1> In contrast you did not (XVCO) seem agree \$seem to agree\$ with our proposal (LS) of \$for\$ including in a common fund the (FM) financing \$financing\$ of one inter-university network.
- <A:2:249:1403:-1> We (XVCO) look forward to being in touch to have \$look forward to being in touch and to having\$ (GA) a \$0\$ (LS) nice \$fruitful\$ (GNN) negotiation \$negotiations\$.
- <A:4:334:1403:-1> Some topics are dangerous and do not (XVCO) contribute to develop \$contribute to developing\$ (S) people personality and the society.

Dependent prepositions following verbs (XVPR) (3% of asynchronous errors)

As can be observed in the examples below, there are several cases involving the verb *agree* and its related forms:

- <A:1:114:490:-1> We have read your policy statement and we want to underline some points that we (XVPR) disagree \$disagree with\$.
- <A:1:151:490:-1> First of all we are going to start with the points that we both (XVPR) agree \$agree on\$:
- <A:1:151:490:-1> We agree with the employment policy, the point where you say that the questions like: We (XVPR) agree in \$agree with\$ (GA) \$the\$ (LS) next \$following\$ points:
- <A:1:151:490:-1> We also (XVPR) agree in \$agree with\$ the proposal of (GA) \$the\$ students' involvement in (GP) this \$these\$ tasks,

- <A:1:170:490:-1> As you know, our objective is to achieve agreements, and we need you tell to us (S) in what \$which\$ of our proposals you (XVPR) agree \$agree with\$.
- <A:1:148:490:-1> so all countries will (XVPR) participate of \$participate in\$ the decisions of this Organism.
- <A:2:252:1403:-1> Increase information about drugs at any level, including school and university(We (XVPR) agree with Bardland at \$agree with Bardland on\$ this point) .
- <A:4:334:1403:-1> We would like to make (WO) clear our position \$our position clear\$ on some topics which you asked us to (XVPR) comment \$comment on\$. 'No school fees' must be guaranteed to every child in a (LSF) public \$state\$ (Sp.pública) school.

The misuse of uncountable nouns (XNUC) (0.24% of asynchronous errors)

- <A:1:162:490:-1> Northland delegation had already understood your last message, but we still think that it is (XNUC) a nonsense \$nonsense\$.

Lexical errors (L*)

Single lexical errors (LS) (22.7% of asynchronous errors)

The category of lexical error concerns the wrong choice of a particular word in relation to its collocational and/or conceptual constraints. We have divided this class once again into grammatical sub-types as follows:

1. Prepositions
 - *to* instead of *for* (2)
 - *of* instead of *on* (4)
 - *on* for *in*
 - *in* for *on* (2)
 - *in* for *with*
 - *in* instead of *at*

- *in* instead of *regarding*
- *for* instead of *on*
- *about* instead of *from*
- *about* instead of *in*
- *of* for *in* (3)
- *of* for *from* (3)
- *about* for *on*
- *about* for *concerning*
- *during* for *for*
- *before* for *up to*
- *of* instead of *for*(2)

2. Nouns

- *taxes* for *fees* (2)
- *taxes* for *rates* (2)
- *entrance* for *arrival*
- *entrance* for *immigration*
- *discoveries* for *information*
- *traffic* for *smuggling*
- *development* for *assistance*
- *access exam* for *entrance exam*
- *building* for *campus*
- *collectives* for *groups*
- *work* for *job*
- *method* for *proposal*
- *survey* for *editorial*
- *benefits* for *profits*
- *education* for *teaching*

3. Verbs

- *get* for *reaching*
- *apply* for *offer*

- *proposes* for *gives support to*
- *accessing* for *gaining access to*
- *approached* for *similar*
- *access* for *gain access to*
- *request* for *apply for*
- *follow* for *offer*
- *notice* for *draw your attention to*
- *happen* for *are offered*
- *get* for *finalize*
- *remark* for *outline*
- *say* for *tell*
- *profit from* for *take advantage of*
- **suppose* for *mean*

4. Other lexical errors

- *all* for *everything*
- *nice* for *fruitful* (collocational)
- *accurate* for *methodical*
- *wide* for *universal*
- *like* for *as* (teaching induced?)
- *few* for *little*
- *next* for *following*
- *suitable* for *right*
- *hard* for *difficult*
- *bit* for *slight*
- *finally* for *in the long run*
- *earlier* for *more quickly*
- *concrete* for *specific*
- *out* for *outside*
- *all* for *the whole of*

False friends (LSF) (2.2% of asynchronous errors)

In a markedly systematic manner, the error caused by the confusion between the Spanish *carrera universitaria* – *university degree* (course) and the false friend in English *career* is repeated 5 times. The other incidence involves the word **inversion* instead of *investment*.

This group includes two tokens of the error made by confusion of *public* for *state* as applied to the education system.

- <A:4:334:1403:-1> 'No school fees' must be guaranteed to every child in a (LSF) public \$state\$ (Sp.pública) school (parents must force their children to (XVPR) attend to \$attend\$ school).

In the second example the participant confuses the Spanish *exponer* with the false cognate in English *expose* as in:

- <A:4:333:1403:-1> On the other hand, you (LSF) exposed your position \$manifested your opinion\$ about the commission which has to control the flow of information.

Lexical Phrases (LP) (5.4% of asynchronous errors)

1. There are two examples of errors in this group which were amusing due to the lack of knowledge on the part of the participant concerning the sexual connotations involved with the expression '*on the job*' in the English language.
 - <A:2:183:1403:-1> guarantees (GA) the \$0\$ universal rights to work and equal treatment (LP) on the job \$in the workplace\$.
2. The almost direct translation of the expression in Spanish *perder el tren de* seems to be the cause of the following error, although the writer uses the verb *catch* instead of *miss* or the incorrect *lose*.

- <A:2:191:1403:-1> An authentic revolution is starting up and it is very important for Eutropia to (LP) catch the train of \$participate as a pioneer in the developments in\$ Information Technology.
3. The following example appears to be an exact dictionary translation for the Spanish term *apostar por*, but is incorrectly used here in this context.
- <A:4:334:1403:-1> The delegation of Northland (LP) bets for \$gives its wholehearted support to\$ a (LS) wide \$universal\$ access to information.
4. Another example of confusion is caused by the semi-fixed expression *make sense* which the learner has managed to use only partly correctly:
- <A:4:335:1403:-1> Centralised exams at school or at university (LP) have not much sense \$do not make much sense\$ (it depends on the subject and the teacher).

Most of the lexical phrase errors concern verbs :

- A:1:76:490:-1> We hope that we will (LP) get an agreement \$come to an agreement\$.
- <A:1:82:490:-1> we are very pleased to have (LP) found out \$found\$ several (FS) similaritites \$similarities\$ in both our policies.
- <A:1:111:490:-1> We want to (LP) comment \$comment on\$ several points (LS) about \$in\$ your message:
- <A:1:151:490:-1> We think that we could (LP) have a disagreement in \$disagree with\$ the administrative structure.
- <A:1:151:490:-1> supported by the government, (WM) \$which\$ we want to (LP) build up \$set up\$ in Eutropolis.
- <A:1:156:490:-1> He has been (FM) hardly \$hard\$ scolded (WO) hardly scolded \$scolded hard\$ for (LP) making antics \$getting up to his antics\$.
- <A:1:163:490:-1> When you (LP) talk about \$quote us on the idea that\$ ""university"" should be ""updated on the market needs" nouns and.
- <A:1:150:490:-1> Another point we want to discuss with you is the sponsorship of the (LP) industrial training \$training schemes in industry\$.

- <A:1:151:490:-1> but (GP) that \$these\$ universities must (LS) follow \$offer\$ the same (LP) studies plan \$curriculum\$ connectors.
- <A:1:148:490:-1> Make a free network where each country pays (LP) in function of \$according to\$ (GP) his \$its\$ GDP.

Connectives

As we have mentioned, there are very few connectors used in the corpus in general, regardless of L1. We expected the participants to use more in the asynchronous exchanges since those messages tended to be more formal and more extensive. They did in fact show twice as many errors in this mode, but still there are very few, in the case of the Spanish L1 there are only six.

Coordinating Conjunctions (LCC) (0.25% of asynchronous errors)

- <A:1:170:490:-1> We were (FM) waiting \$waiting\$ for one more clear explanation about your last message, but we (FS) can not \$cannot\$ wait (LP) for more time \$longer\$ (LCC) and \$so\$ we have decided to (LS) say \$tell\$ you what we understood and why we disagree with you.

Complex Logical Connectors (LCLC) (0.5% of asynchronous errors)

The two examples that follow are from different simulations, but they are quite typically found in Spanish L1 learners.

- <A:1:170:490:-1> (LCLC) By the other hand \$On the other hand\$, 'to propose a 100%-physically disabled learners' access to the TEC buildings' is a (LS) few \$little\$ ambiguous.

- <A:2:191:1403:-1> Students can learn the second foreign language optionally, but they will have to begin to learn the first one in their first five years at school. (LCLC) By the other hand \$On the other hand\$, (GA) \$the\$ final exam can be negotiated in order to achieve a compromise with the other countries.

Single logical connectors (LCLS) (0.74% of asynchronous errors)

- <A:1:112:490:-1> If we want to live in an equal system, all students should have the same opportunities to (LS) access \$gain access\$ to University, and (LCLS) then \$therefore\$ we do not have to make differences according to (GA) the \$0\$ age.
- <A:1:163:490:-1> To EuGlobe We are very pleased (LCLS) because \$that\$ our work has been recognised . But in your last (LS) survey \$editorial\$ there are several points we do not understand at all.
- <A:3:318:1413:-1> Life is the best present that is given to us, (LCLS) then \$so\$ we can't (LS) steal \$take\$ (GP) \$it\$ (LS) to \$from\$ (GP) somebody \$anybody\$.

The next main category (W*), includes errors involving omission, word order, and redundancy.

Word redundant (WR) (3.2% of asynchronous errors)

Prepositions:

- <A:1:83:490:-1> What topic (WR) about \$0\$ do you want to discuss now?"
- <A:1:86:490:-1> An (LS) access \$entrance\$ examination to enter (WR) in \$0\$ tertiary education.
- <A:1:148:490:-1> Each country pays (WR) as \$0\$ a tax to the fund (LP) in function of \$according to\$ (GP) his \$its\$ GDP to make a global network.
- <A:1:170:490:-1> In addition(FPM) \$,\$ (LS) out \$outside\$ (WR) of \$0\$ Eutropolis this enterprise would not have (GA) \$a\$ domain.

Nouns:

- <A:3:322:1403:1400> As you can see this means that illegal people will only have medical coverage in case of (WR) sickness or \$00\$ illness.

Pronouns:

- <A:1:56:490:-1> help (WR) us \$0\$ draw us closer together as members of the Eutropian Federation.

Verbs:

- <A:1:148:490:-1> We (XVCO) recommend use \$recommend using\$ optical fibre links to improve the local networks and (WR) use \$0\$ satellite links to interconnect all networks.

Word Missing (WM) (2.5% of asynchronous errors)

There is no particular subcategory in the asynchronous mode that stands out in our data.

- <A:2:247:1403:-1> So, we would (WM) 0 \$ask\$ you to send us a brief summary of your position in order to reach an agreement.
- <A:2:256:1403:-1> we find (WM) 0 \$it\$ unviable to (LS) apply \$offer\$ free Internet access to all citizens (LS) of \$in\$ Eutropia.
- <A:1:112:490:-1> You asked us about the age of (WM) 0 \$students wishing to enter\$ tertiary education and we think that (GP) \$it\$ is better to start it at 18,
- <A:1:150:490:-1> In this message we would like to comment (WM) 0 \$on\$ some points (LS) of \$in\$ the teleconference about education policy.
- <A:1:151:490:-1> the same (LP) studies plan \$curriculum\$ and (FM) mark \$marking\$ (GNN) criterias \$criteria\$ as the public university, supported by the government, (WM) 0 \$which\$ we want to (LP) build up \$set up\$ in Eutropolis.
- <A:1:156:490:-1> We do not know exactly which tasks (WM) 0 \$you\$ are referring to (WR) that \$0\$, but, anyway, we agree that teachers and professors have to be free of any responsibility

- <A:1:156:490:-1> one teacher and one (WM) 0 \$person from the\$ administrative staff of each country. What do you think?
- <A:1:170:490:-1> (one state-supported enterprise would not compete with other private ones because it would (WM) 0 \$mean\$ disloyal competition and the (GP) others \$other\$ enterprises could (FS) desappear \$disappear\$).

Word Order (WO) (4.7% of asynchronous errors)

Involving the position of adverbs in 3 cases:

- <A:1:76:490:-1> At the moment we are reading (WO) carefully your Policy Statements \$your Policy Statements carefully\$. Please, write to us if you have any question or doubt about our Policy Statement.
- <A:1:156:490:-1> with (GP) this \$these\$ job related activities, but never (WO) with money directly \$directly with money\$.
- <A:1:156:490:-1>He has been (FM) hardly \$hard\$ scolded (WO) hardly scolded \$scolded hard\$ for (LP) making antics \$getting up to his antics\$.

Affirmative word order in a question:

- <A:1:170:490:-1> (WO) The enterprise is new or old \$Is the enterprise new or old?\$\$?

Finally, question word order in an embedded question:

- <A:1:151:490:-1> could you clarify what (WO) means for you administrative structure \$administrative structure means for you\$?

Of these errors, a high percentage involve a sentence structure which is formed by verb phrase + incorrect word order. We note that of these verbs there are certain patterns involving the verbs *make*, and once again *have* as we noted in the section on word order in the synchronous postings:

- .<A:2:251:1403:-1> We want you to make (WO) clear that particular point \$that particular point clear\$. Another point that we would like to discuss is the age of starting school.
- <A:2:252:1403:-1> We should improve health (LS) development \$assistance\$ to make (WO) more efficient the attention (LS) on \$in\$ hospitals to people affected by drugs \$the attention in hospitals to people affected by drugs more efficient\$.
- <A:4:333:1403:-1> Dear members of FreeSpeech: We would like to make (WO) clear our position about free internet connection \$our position about free internet connection clear\$.
- <A:4:335:1403:-1> Dear members of EdForE: We would like to make (WO) clear our position \$our position clear\$ on some topics which you asked us to (XVPR) comment \$comment on\$.
- <A:2:183:1403:-1> Northlanders are supposed to have the highest (WO) expectancy of life \$life expectancy\$ as well as an enviable standard of living because of the mixed system of high-tech capitalism.
- <A:2:245:1403:-1> Dear delegation, We have to (WO) discuss seriously \$seriously discuss\$ (XVPR) discuss seriously about \$seriously discuss\$ your policy statement.
- <A:2:252:1403:-1> \$create\$ an agency like interpol?) to have (WO) under control the problem of drugs (LS) traffic \$smuggling\$ \$to have the drugs smuggling problem under control\$.

Style

Style (S) (5.4% of asynchronous errors)

This is possibly the error type which relies most on native-speaker intuition for its identification, and one's idiosyncratic way of seeing the language as it is used by others. Some examples may seem simply non-nativelike, while at the same time the researcher has difficulty in pinpointing the exact erroneous phrase or word. In the case of both S (style) and SI (style incomplete), after some deliberation, a suitable alternative can usually be found.

- <A:1:90:490:-1> The delegation of educational policy in Northland want to discuss (S) about the suppot of the \$your attitude to\$ religious activities.
- <A:1:111:490:-1> We think that developing the tertiary education of Eutropolis is a very important task and (S) a higher seriousness is necessary \$we should have a more serious attitude\$.
- <A:1:112:490:-1> students should have a (S) good level of knowledge \$good academic level\$.
- <A:1:150:490:-1> we also think that the three (LS) collectives \$groups\$ should have (S) the same number of voices \$equal representation\$.

Incomplete Style (SI) (1.7% of asynchronous errors)

- <A:1:88:490:-1> Firstly we propose its integration in the educational system. (SI) For this \$To do this\$, we have considered two points as the most important issues to discuss:
- <A:1:88:490:-1> To endow Universities with local networks which will be interconnected. (SI) For this \$To do this\$ we have to decide two important issues: One of them is how to finance the global network:
- <A:2:183:1403:-1> Our modest growth rate does not allow us to receive a (SI) larg \$?\$ The economic contribution of Northland to the Eutropan Federation must be reviewed in depth.
- <A:3:312:1403:-1> We have read your message and we do not have (SI) clear \$a clear idea of\$ what you mean by giving free access to Internet.

Style Unclear (SU) (1.2% of asynchronous errors)

However, SU (style unclear) is usually the one class of error in which it is really difficult to understand the writer's intentions, and no alternative has been offered in most cases.

- <A:1:148:490:-1> This Organism will be composed of one (GNN) ministers \$minister\$ or (SU) technician members \$??\$ of each country, so all countries will (XVPR) participate.
- <A:1:148:490:-1> Optical fibre link is the best solution (LS) in \$for\$ short (GNN) distance \$distances\$ and is cheaper if you don't have any satellite (SU) before \$?\$\$, but satellite is cheaper to use with a faster communication and you don't have to worry about.
- <A:1:151:490:-1> That is, what are the tasks that (SU) an administrative \$??\$ will have to develop in the Eutropolis University?
- <A:2:251:1403:-1> Bardland proposes (GA) \$the\$ death penalty for drug dealers (GP) which it \$which\$ (SU) is out of our principles for personal rights \$?\$. We think that the best solution would be.

8.4.3. Formal errors

The results of the analysis carried out to determine the exact nature and causes of the Formal errors of the Spanish L1 group in our corpus are presented, followed by a detailed explanation of the findings with sample items of each category and a discussion of the results.²⁶

The following aspects were identified:

1. Errors caused by interference from the L1.
2. Errors caused by interference from the TL – intralingual causes.
3. Incorrect forms due to typographical errors.

As regards the first category:

1. Mother tongue interference (Inter-).
 - Identification of the instances of L1 interference, and if this implied a distortion of the target language form due to:

²⁶ See Appendix X for the full tables showing the sub-analysis of the Formal errors of the Spanish L1 group.

i. Influence of L1 pronunciation in the IL written form (Inter-Pron.) e.g.
<2:2:574:1403:O_O> Yes to the right to information, no to the (FS)
(Inter/Pron) jackers \$hackers\$!!!

ii. Direct transfer of L1 form using strategies such as borrowing: e.g.
<2:6:2186:1403:1665:S_A> Do you have (GA) \$a\$ (FS) (Inter-
Borrowing) movil \$mobile\$ phone?

iii. L1 interference as identified through:

a. (Inter-OM) Omission : <2:6:2150:1403:S_A> No, it has been
very interesting, because everyone had a (FS) (Inter-OM) diferent \$different\$
culture.

b. (Inter-OV) Overinclusion: <A:3:319:1403:-1> it was a bit
difficult to (FM) (Inter-OV) interpretate \$interpret\$ your point of view or your
goals.

c. (Inter-MS) Misselection: In the example that follows, the Spanish
prefix *des-* is erroneously used: <A:1:170:490:-1> circumstances of each (FS)
(Inter-MS) disabled \$disabled\$.

d. (Inter-MO) Misordering: The order of the IL form mirrors that of
another word in the L1, which may or may not be related in meaning:
<2:4:1274:1403:D_C> (FS) (Inter-MO) Costumers \$Customers\$ (GVAUX)
shall \$should\$ have a security number.

iv. In certain cases the cause of an error can only be diagnosed in a very
tentative way. We have shown this in the following case, where the cause could
either be due to L1 pronunciation interference or to a typographic error of
omission:

- <A:1:87:490:-1> job (FS)(Inter/Pron./Typo-O)intenships \$internships\$
- <A:3:320:1413:-1> they can't (XVPR) pay \$pay for\$ a private school
and the (FS) (Inter/Pron./Typo-O) goverment
\$government\$ should give.

2. L2 Interference (Intralingual causes)

The identification codes included:

- i. (Intra) Errors caused by overgeneralization – in the following example due to extension of the rule that the auxiliary or modal verb is normally separated from the adverbial negation when it is used in its full uncontracted form e.g. <A:1:170:490:-1> but we (FS) (Intra) can not \$cannot\$ wait.
- ii. L2 interference (Intra-) as identified through the misapplication of a TL rule as regards:
 - a. (Intra-OM) Omission: <2:6:2034:1403:S_A> who has (FM) (Intra-OM) writen \$written\$ this sentence?
 - b. (Intra-OV) Overinclusion whereby the rule concerning the doubling of the last consonant depending on the word stress is either ignored or not known.: <4:1062:490:F_M_J> #95, Midland, we agree with the idea of (FM) (Intra-OV) opening \$opening\$ the field of (FS) copy-righths \$copyrights\$ to all countries in Eutropia.
 - c. (Intra-MS) Misselection: <2:4:1318:1403:D_C> If there was another institution to supervise (FS) (Intra-MS) financial \$financial\$ (GNN) institution \$institutions\$.
- iii. Borderline cases due to more than one possible cause are identified as having an intralingual or typographical nature:
 - a. Intra/Typo-I: In the following case the typo indicates there has been insertion of an erroneous letter: <A:1:149:490:1> Dear delegation from (FS) (Intra/Typo-I) Middland \$Midland\$.
 - b. Intra/Typo-O: Omission of a letter: <A:1:111:490:-1> consensus with all (GA) \$the\$ (FS) (Intra/Typo-O) countris \$countries\$ that form Eutropia.

- c. Intra/Typo-A : The error could be caused by confusion within the L2 since the initial 'wh-' of English words can be difficult for Spanish speakers to grasp. It may also be due to a typo, and thus we specify the category of a possible anticipation (-A) in the case of the 'h' <2:2:588:1403:J_E> But then we are not ABSOLUTELY free (FS) (Intra/Typo-A) whit \$with\$.
- d. Intra/Typo-R: In the following case it is also difficult to distinguish the cause of the error. It may be due to a common confusion among the group of Spanish L1 concerning the '-ght' ending, or it may be owing to a typo. It must be added, however, that the same error is repeated by three different participants, implying that it is not exclusive to the idiosyncratic performance of one learner: <4:1062:490:F_M_J> #95, Midland, we agree with the idea of (FM) opening \$opening\$ the field of (FS) (Intra/Typo-R) copy-righths \$copyrights\$ to all countries in Eutropia.
- e. Intra-H: This class refers to erroneously hyphenated forms as in : <5:1447:490:D_H_M> (LS) financing \$financial help\$ from the government, (FS) (Intra-H) specific-courses \$specific courses\$ from enterprises, business and support from.

3. Typographical errors (typos) are numerous in our corpus, as could be anticipated. Although these errors do not reflect the learners' linguistic competence, we feel that formal errors of this type are important in communication in general, even in one's own native language. Too often, as teachers we receive work with a shoddy presentation, although it should be considered an important aspect of a writers' discourse competence. We also hypothesised that there would be a greater amount of typos in the synchronous communication, and this was verified by our data. We analysed the typographical errors according to three basic distinctions:

- o Misselection of a letter (Typo-M) for no apparent cause, possibly related to temporal or spatial characteristics:

- a. <A:1:111:490:-1> We would like to report that the (FS) (Typo-M) Police \$Policy\$ Statement of Bardland is poor.
 - b. Examples where the error may be due to anticipating letters in an adjoining word: <A:2:191:1403:-1> Bilingual education is mandated (FS) (Typo-M) is \$in\$ schools.
- o Spatial error (Typo-S-) depending on the related position of the keys on the computer keyboard.
 - a. Target letter in a horizontal relation to erroneous key (Typo-S-H): <2:2:354:1403:D_G> We also suggest that a woman should have the right to decide (FS) (Typo-S-H) om \$on\$ abortion.
 - b. Target letter in a vertical relation to the erroneous letter (Typo-S-V): <A:1:114:490:-1> to reduce the years (FS) (Typo-S-D) or \$of\$ study because.
- o Temporal errors (Typo-I) involving the following instances:
 - a. Insertion (Typo-I): <5:1289:490:A_M_P> We (FS) (Typo-I) disaagree \$disagree\$ with oral exams. And we are not going to (LP) hand over \$give in on\$ this point.
 - b. Reversals (Typo-R) involve the incorrect position of adjoining letters: <2:2:450:1403:J_E> We agree with Highland about (GA) \$the\$ (FS) (Typo-R) deaht \$death\$ penalty.
 - c. Omissions (Typo-O): <2:428:490:P_H_V> We (FS) (Typo-O) tink \$think\$ teachers and students should be involved in the administrative structure.
These may involve more than one letter missing as in: <5:1390:490:491:A_M_P> (FS) (Typo-O) nk \$thank\$ you for your being so fast, Midland.
 - d. Anticipations (Typo-A) <2:3:727:1403:A_C> #65 Yes, because it can hurt their (FS) (Typo-A) sensitivity \$sensitivity\$.
 - e. Repetitions (Typo-Re) involve the repetition of syllables in any one word: <A:1:82:490:-1> several (FS) (Typo-Re) similaritites \$similarities\$ in both our policies.

- f. Delayed (Typo-D) : <2:6:2179:1403:1665:S_A> I know people (FS) (Typo-D) fomr \$from\$ France, (FM) German \$Germany\$, Peru, Nigeria, Ukrania, etc.
- g. Some errors show characteristics of two subcategories (insertion of an undesired letter, and omission of the correct one, as in: <2:6:2116:1403:S_A> I think that it's better to speak with people face to face, (FS) (Typo-I+O) abn \$and\$.
- h. Lastly we show some examples of errors associated with the medium used. Participants have flouted certain conventions which include the non-use of capital letters either for place names: <2:6:1884:1403:F_L> Actually Northland is a (FS) (Typo-Me) european \$European\$ brain trust or in the case of the first person pronoun 'I': <2:6:2106:1403:S_A> I would like to see the faces of everybody, because (FS) (Typo-Me) i \$I\$ think that it would be funnier.

There are cases where the cause of the error is not easily identifiable. The following example shows the participant was regular with his/her erroneous form. As the error was not traceable to L1 (unless s/he was a Catalan speaker) we assume that it is owing to intralingual causes. However, we cannot rule out the possibility of a typographical error, since most computer users know that often, to our great annoyance, we get stuck and repeat the same error over and over again.

1. <2:4:1341:1403:J_B> You can go to an institution and then make a patent so nobody else can use the idea you (FS) (?) Registered \$registered\$ without your permission.
2. <2:4:1358:1403:J_B> # 166 You can (FS) (?) registre \$register\$ whatever you want if you pay the taxes.

The morphological errors (FM) show either inflectional or derivational characteristics. We note a few of these from our corpus:

1. Derivational errors: <A:1:156:490:-1> He has been (FM) (Gram.Derivation) hardly \$hard\$.

- Likewise, rules governing the formation of adverbs are not followed in the next example:

- <5:1385:490:A_M_P> Could we please be (FM) quicklier \$quicker\$?

- The productive prefix *un-* is not applicable to the case of *useful*

- <5:1454:490:A_M_P> If no one participates that would show the PUSM is (FM) unuseful \$useless\$.

- The following example is from a learner who is unsuccessful in his/her attempts to derive TL words from roots already known in Spanish:

- <1:267:490:D_Z_M> c) To (LS) foment \$promote\$ (GA) the \$0\$ (FM) technologic \$technological\$ development in Eutropia.
- <3:776:490:J_P_J> if he is able to apply his (FM) theoretic \$theoretical\$ knowledge.
- <4:936:490:491:F_M_J> Retired citizens should have access to (FM) universitary \$university\$ education in their free time.
- <4:1095:490:F_M_J> We think for short distances (WM) \$it\$ is better to use optical fiber (it is (FM) echological \$ecological\$ and faster).
- <5:1172:490:J_B_S> we should (FM) considerate \$consider\$ (S) each situation of all the students \$the situation of each student\$.

2. Inflectional errors: <2:382:490:R_L_G> First of all, the Delegation of Northland (FM) (Gram.Inflexion) want \$wants\$ to greet all countries (GP) which \$who\$ (GVT) participate \$are participating\$

The following tables summarise, in quantitative terms, the results of our analysis of the causes of the formal errors in the Spanish L1 group:

Table 6. (FM) Derivational and inflectional errors (synchronous and asynchronous)

Error Type - FM	Synchronous	Asynchronous
Grammatical - Derivation	5	2
Grammatical - Inflection	6	1
Grammatical – Comp./Superl. ADJ	1	0
Grammatical – Verb tense	1	0
Total	13	3

Table 7. (FS) Interlingual errors (synchronous and asynchronous)

Cause and Type of Error	Synchronous	Asynchronous
Interference/Pronunciation	4	0
Interference/Pronunciation ?	1	0
Interference/Typo – Omission	1	0
Interference-Pron./Typo-Omission	0	3
Interference – Derivation	1	0
Interference – Misordering	1	0
Interference – Misselection	5	6
Interference – Misselection?	1	0
Interference - Misselection + Omission	1	0
Interference – Omission	12	3
Interference - Omission + Overinclusion	1	0
Interference – Overinclusion	2	2
Unidentifiable	2	0
Researcher’s mistake	2	0
Total	34 (24%)	14 (35%)

Table 8. (FS) Intralingual errors (synchronous and asynchronous)

Cause and Type of Error	Synchronous	Asynchronous
Intralingual	5	1
Intralingual – Hyphenated	5	0
Intralingual – Misselection	1	0
Intralingual – Omission	1	0
Intralingual – Overinclusion	8	5
Intralingual – Overinclusion + misselection	1	0
Intralingual/Typo – Anticipation	1	0
Intralingual/Typo – Insertion	1	3
Intralingual/Typo – Omission	4	4
Intralingual/Typo – Reversal	3	0
Total	30 (22%)	13 (32%)

Table 9. (FS) Typographical errors (synchronous and asynchronous)

Cause and Type of Error	Synchronous	Asynchronous
Typo - Pronunciation	1	0
Typo - Anticipation	2	0
Typo - Delayed	1	0
Typo - Insertion	6	0
Typo – Insertion + Omission	1	0
Typo - Misselection	3	3
Typo - Medium	16	0
Typo - Omission	22	5
Typo - Reversal	5	0
Typo - Repetition	1	1
Typo – Spatial - Horizontal	3	0
Typo – Spatial - Vertical	1	0
Typo – Spatial - Diagonal	0	1
Total	62 (44%)	10 (27%)

As regards the FM (inflection and derivation) category, Table 6 show that the deviant forms are fairly evenly distributed either as derivational or as inflectional errors.

Referring to Tables 7, 8, and 9, in the synchronous mode, a total of 46% of the FS category (spelling errors) were identified as being due to either interference (24%) or intralingual causes (22%), whereas 44.6% were attributed to typographical errors. The high incidence of typographical errors in this mode was to be expected due to the nature of the medium itself. As could be anticipated, as the results in the tables mentioned above show, in the asynchronous mode, there were far fewer errors of a typographical nature, 27%, compared with a total of 67% attributed to both interlingual and intralingual causes. Although the results are still high, this indicates that there was indeed a more careful presentation of the discourse when the participants were not under time pressure, that they had time for revision and this was done to a certain extent, showing also that the students are aware of the need to take care of what might seem to be superficial matters related to writing in a foreign language. The class of error in the typographical group that was most salient were those that included errors of omission of letters (35% of the total typos), and those we identified as being due to the medium i.e. those that 'conformed' to the norms of CMC writing which tends to accept the lack of capitalization in sentence initial position and for proper names (25% of the total typos). Milton (1996) describes results obtained in his project SPEEDCOP (Spelling Error Detection and Correction Project) involving a large corpus of 25 million words of English

scientific texts. Single omission errors were most frequent at 34%, very similar to our rates, followed by insertion errors, which, in our study, took third place behind the 'Medium' category. Certainly, as Kern (1995:450) points out, the degree of formal accuracy varies considerably from one student to another. Urgency makes some pay less attention to formal aspects, while others will reread their output and correct what is noticed as wrong before sending. As regards capitalization, Ferrara et al. (1991:26) mention that participants in interactive written discourse are actually unsure whether to capitalize or use lower case for, say, sentence beginnings and proper names, which corroborated with our data. In their research only 30% of their subjects conformed to standard capitalization norms, whereas the remaining 70% were either consistent with their non-use, or inconsistent, changing apparently in an arbitrary way from one posting to the next.

Students do not take advantage of the correcting facilities when writing on computers. It is not only the fact that the use of grammar is often careless - the students do not notice most errors even if they do review what they have written, but neither are they aware of simple typing errors which would improve greatly the quality of the writing. Murray (1991:51) identified two sub-processes in reviewing written work,,: revising and evaluating. Revision is restricted to the immediately preceding linguistic context, is usually carried out very quickly, and attends more to questions of comprehensibility rather than accuracy. Most errors and typos remain unedited if they do not affect meaning. We understand that students also need to evaluate their work by carrying out a proper revision,

attending to both form and fluency. However, one thing is making spelling mistakes, which happens to NSs too, another is carelessness. It should be noted, nevertheless, that many spelling errors that L2 learners make are similar to, and as frequent as, those made by NSs of English. Indeed, most of us who were brought up in the 60s remember the dreaded weekly spelling tests, which included scribbling out such memorable terms as ‘Loughborough’, ‘Leicester’, ‘scissors’, and ‘rhododendron’, to name but a few. Although spelling tests are artificial in the sense that we are often asked to prove we know how to write words we may never use, they do show us how irregular the English language is as regards form to sound correspondence. In a study carried out on NS fifteen-year-olds, it was found that of 172 subjects, only 51% produced the correct spelling of the word ‘scissors’ producing some forms that range from the normal to the downright bizarre, such as: *sissors; *siccors; *scisers; *cezzous; *scisous; or *scissocers (Milton 1996:54).

The incidence of what we have termed negative transfer in the synchronous mode shows that the subgroups with the highest rate of errors are due to the omission of letters (35%) or the misselection of letters in words (14.7%). As we explained in the previous section, it was not always an easy task identifying the causes of the errors, and indeed there were several cases of overlapping where it was impossible to assign the error to one cause or another. This explains the cases of categorisation with more than one element. We found two cases where the cause of the error was quite unidentifiable, as we explained

and exemplified above. We also found two occasions in which the researcher had tagged an error which in fact was not an error in one of the cases as in:

- <3:776:490:J_P_J> if he is able to apply his (FM) (My mistake) theoretic \$theoretical\$ knowledge.

and in the other case the sentence proved to be ambiguous and it was not clear whether in theory the participant was talking about one or several teachers. In the first instance this had not been observed by the researcher, and on subsequent readings it was noted:

- <2:6:1992:1403:J_Pa> she is so pretty, our (FS) (My mistake?) Teachers \$teacher's\$ told us.

The results found in our analysis indicate that our Spanish learners tend to overuse the strategy of L1 transfer since on many occasions this leads to negative transfer and errors result. Similar to the results reported in Lott (1983) we feel that this data provides a useful insight into the learners' IL and the processes and strategies they use when attempting to communicate in the TL. Writing is a complex process which involves several sub-skills, including the 'mastery' of spelling and pronunciation, in conjunction with the demands already made on the writer concerning formal accuracy, explicitness and organizational skills (Ringbom 1992:104). It seems somewhat surprising that in a study on error gravity carried out by McCretton & Rider (1993) that both NS and NNS teachers find spelling the second least important aspect of learners' errors, just in front of lexical errors which the subjects in this study found to be the least important of all. This finding contrasts with the results, already mentioned in this dissertation, from Hughes and Lascaratou (1982), whose NS non-teachers found spelling and

lexical errors the most important of all category types. We are convinced, however, that with new outlooks on teaching and learning, which include a curriculum in tertiary education of a more interdisciplinary nature, preparing our undergraduates for their future professional life, it is our responsibility to deal with all types of error, even those related to typos, and what might be called in Corder's terms, slips of performance.

It may be that more attention needs to be paid to our learners' errors and their causes in order to design new materials and methods for teaching certain areas of the TL, especially those involving lexical forms that are more liable to make our students fall back on their L1 and transfer those structures into the TL.

8.4.4. Lexical errors

The data obtained from the analysis of the lexical errors made by the Spanish group in our corpus led to a further sub-classification with the aim of trying to identify their underlying causes.²⁷

Once the taxonomy for classifying the type of error with regard to formal and semantic characteristics had been defined, we then proceeded to establish a criteria for diagnosing the errors according to whether there was a crosslinguistic influence detectable or if, on the contrary, the error could be identified as being intralingual, due to interference from the system and rules of the TL itself. The part of speech of the deviant forms was also identified and the results can be seen in the following table:

²⁷ See Appendix XI for the tables showing the results of the sub-analysis of the Spanish L1 lexical errors.

Table 10. Part of speech lexical errors

Part of speech of error type	Synchronous	Asynchronous
Noun	28	22
Verb	37	24
Preposition	35	31
Other ²⁸	18	23
Lexical Phrase - Noun	-	5
Lexical Phrase - Verb	13	9
Lexical Phrase - Other	5	8
False Friend - Noun	7	5
False Friend - Verb	4	1
Total	147	128

There is a high incidence of errors involving nouns, verbs and above all prepositions with a total of 23% in the synchronous mode, and 24% in the asynchronous mode. This result compares with Bueno et al.(1992) and Dalglis (1984) whose studies also found a high frequency of preposition errors. Verb errors predominated in the Lexis (LS) category in the synchronous mode (25%). As regards Lexical Phrases (LP), the most frequent part of speech involves the verb, with a similar incidence in both modes of communication.

In the following section we will discuss the findings and give examples from the corpus of the subclassification of the lexical error types. In brackets next to the correction we include the number of tokens of this particular error, if it occurs more than once. Throughout the presentation of the research work in

²⁸ This group includes connectors, adjectives, pronouns, adverbs, pronouns and determiners.

this dissertation we have separated the synchronous from the asynchronous. We follow the same dynamic in this part although this implies repeating errors used in both modes.

Formal criteria

i. Misselection of word(s) (F-MS-FF) In this category we include the group of words commonly known as false cognates and those referred to as false friends. We understand that these errors are due to L1 interference.

o Synchronous

professors	\$teachers/lecturers\$
access	\$entrance\$ (4)
treat	\$deal with\$ (2)
a career	\$a degree course\$ (3)
attempt	\$commit crimes\$
violations	\$rape\$
taxes	\$fees\$
laboral	\$work\$

o Asynchronous

access	\$entrance\$
concrete	\$specific\$
remark	\$outline\$
benefits	\$profits? \$
supose	\$mean\$
career	\$degree\$(5)
in function of	\$according to\$ (2)
taxes	\$fees\$ (4)
exposed your position	\$manifested your opinion\$
public	\$state\$ (2)

ii. Misuse (F-MS-Misuse). As we explained in the section on method, this category is also due to L1 influence since they deal in some cases with words that either have two forms in English and only one in the learners L1; or when the learners invent a compound word in their IL, creating a form whose parts exist but separately; or when there are word class confusions; and finally in some lexical phrases where one of the parts is erroneous.

o Synchronous

in	\$on\$ (4)
money help	\$financial support\$
to access	\$to gain access \$ (7)
raise of taxes	\$tax increase\$
to make	\$to do\$
get	\$become\$
by	\$through\$
of	\$from\$
take profit from	\$take advantage of\$ (2)
ended	\$finished\$ (2)
made	\$taken\$ (2)
make	\$take\$
on	\$in\$ (3)
of	\$from\$
during	\$for\$
tell	\$say\$
take a decision	\$make a decision\$
In	\$at\$
so	\$such\$

o Asynchronous

access	\$gain access\$
makes	\$does\$

that	\$what\$
like	\$as\$ (4)
of	\$from\$ (3)
work	\$job\$
say	\$tell\$
out	\$outside\$
few	\$little\$
approach	\$bring closer\$
all	\$the whole of the\$
free-pay	\$free\$
traffic	\$trafficking/smuggling\$

iii. Synforms. Pairs of words that look and sound similar.

- o Synchronous

acknowledge	\$knowledge\$
-------------	---------------

- o Asynchronous

None were found in the IL corpus of Spanish L1. Under the heading of formal errors (FM) there were several examples of synforms dealing mainly with problems of word class technologic \$technological\$ / physically \$physical\$.

iv. Misformation. This group includes mostly forms which may also be non-existent, and appear to be caused by interference from the L1:

1. Borrowing – (F-MF-Borrowing) an L1 word is used in the TL context with no modifications made to the form.

- o Synchronous

que se cagara la perra	\$fantastic\$
------------------------	---------------

- o Asynchronous

inversion \$investment\$

2. Coinage – (F-MF-Coinage) The learner tailors the L1 word to suit the syntactic requirements and/or rules of the L2

o Synchronous

foment \$promote\$
finantion \$financing\$
to promediate \$work out the average together \$
pederast \$paedophiles\$
depilate \$shave\$

o Asynchronous

collectives \$groups\$

3. Calque – (F-MF-Calque) It involves the literal translation of L1 word(s).

o Synchronous

global recycling \$global retraining?\$.
has been converted into \$has become\$ a necessity.
lines of action \$plan of action\$
money help \$financial support\$
raise of taxes \$tax increase\$
one to one \$one by one\$
an only frame \$one unique frame\$
world \$market\$.
approach to \$develop\$
take benefit from \$take advantage of \$
Greeting \$Farewell\$
For our part \$As far as we are concerned\$

each people is a world	\$each case must be considered separately\$
in other way	\$if this is not the case\$
enter	\$discuss in more detail\$
along	\$during\$
ills	\$patient\$
number of employment	\$jobs\$
places to work	\$jobs\$
over any discussion	\$unquestionable\$.
had square head	\$was so stubborn\$

o Asynchronous

gain	\$make\$
studies plan	\$curriculum\$
for more time	\$longer\$
entrance	\$arrival\$
entrance	\$immigration\$
catch the train of	\$participate as a pioneer in the developments in\$
bets for	\$gives its wholehearted support to\$
priority of access to	\$first choice to enrol in\$
have not much sense	\$do not make much sense\$
arrive to	\$be an option for\$

Semantic criteria

1. Confusion of sense relations.

i. Superonym for hyponym:

o Synchronous

- o Asynchronous

tube	\$test-tube\$
building	\$campus\$ (2)
education	\$teaching\$
comment	\$comment on\$

ii. Hyponym for superonym:

- o Synchronous

No examples were found.

- o Asynchronous

found out	\$found\$
-----------	-----------

iii. The language user chooses the less apt of two co-hyponyms :

- o Synchronous

to	\$towards\$
----	-------------

- o Asynchronous

No examples were found.

iv. Use of the wrong item from a set of near synonyms :

- o Synchronous

to reach	\$to come to\$
sponsor	\$fund\$
admittance	\$entrance\$
into	\$to\$
end	\$finish\$
cheating	\$deceiving\$
in all	\$throughout\$
placed	\$situated\$

got	\$have\$
troubles	\$problems\$
Aswell	\$Also\$
above	\$over\$
o Asynchronous	
access	\$entrance\$
like	\$as\$ (4)
requests	\$applies for\$
next	\$following\$
bit	\$slight? \$
concrete	\$specific\$
work	\$job\$
hard	\$difficult\$
out	\$outside\$
select	\$choose\$
few	\$little\$
approach	\$bring closer\$
suitable	\$right\$
all	\$the whole of the\$
entrance	\$arrival\$
before	\$up to\$
all	\$everything\$
to	\$for\$
of	\$from\$
about	\$concerning\$
proposes	\$gives support to\$
public	\$state\$ (2)

v. Conceptual relations concerning denotative or referential meaning.

- Synchronous

school	\$education\$
in	\$on\$ (3)
acknowledge	\$knowledge\$
in	\$with\$ (2)
by	\$of\$
for	\$to be given to\$
to prepare	\$to train\$
on	\$during\$
of	\$for\$
conditions	\$opportunities\$
into	\$to\$
request	\$seek\$
earlier	\$more quickly\$
then	\$therefore\$
several	\$different\$
cheating	\$deceiving\$
but	\$although\$
otherwise	\$just\$
made from	\$made up of\$
earn	\$get\$
to	\$of\$
of	\$about\$
long	\$great\$
by	\$through\$
of	\$from\$
bring	\$send\$
in	\$of\$
financing	\$financial help\$

give	\$pay\$
acknowledgements	\$level\$
hand over	\$give in on\$
with	\$by\$
roughest	\$most controversial\$
enter	\$discuss in more detail\$
along	\$during\$
reach his	\$lead a\$
about	\$for\$
on	\$in\$ (3)
In our mind	\$In our opinion\$
flow	\$be made available\$
of	\$concerning\$
overflows	\$drains\$
out of line	\$disconnected\$
take care	\$make sure\$
treatment	\$conditions\$ (2)
increase	\$improve\$
According	\$Referring\$
breaks	\$goes bankrupt\$
deep	\$satisfactory\$
on	\$to\$
missed	\$needed? \$
found a lot of friends	\$made a lot of friends\$
express	\$say\$
the login	\$the password\$
of	\$on\$

- o Asynchronous

of	\$for\$ (2)
of	\$in\$ (2)
about	\$from\$
about	\$in\$
earlier	\$more quickly\$
good	\$beneficial\$
in	\$for\$
understand	\$envisage\$
finally	\$in the long run\$
of	\$from\$
of	\$on\$
in	\$regarding\$
follow	\$offer\$
notice	\$draw your attention to\$
happen	\$are offered\$
get	\$finalize\$
method	\$proposal\$
survey	\$editorial\$
face	\$go against?\$
suffer	\$have\$
build up	\$set up\$
talk about	\$quote us on the idea that\$
then	\$therefore\$
because	\$that\$
and	\$so\$
entrance	\$immigration\$
to	\$for\$
during	\$for\$
discoveries	\$information about inventions \$

in	\$with\$
approached	\$similar\$
development	\$assistance\$
on	\$in\$
apply	\$offer\$
of	\$in\$
accurate	\$methodical\$
wide	\$universal\$
steal	\$take\$
right	\$certainly\$
then	\$so\$

2. Collocation. We have identified four main types in our corpus:

- Collocational errors caused by semantically determined word selection. Errors can often result from the wrong choice being made when dealing with near synonyms which the learner assumes will have the same collocational requirements.

o Synchronous

sponsor	\$fund\$
long	\$great\$
placed	\$situated\$
strong	\$good\$
troubles	\$problems\$
deep	\$satisfactory\$

o Asynchronous

access	\$entrance\$
get	\$finalize\$
hard	\$difficult\$

gain	\$make\$
approach	\$bring closer\$
suitable	\$right\$
nice	\$fruitful\$
wide	\$universal\$

- Statistically-weighted preferences.

o Synchronous

request	\$seek\$
end	\$finish\$
ended	\$finished\$ (2)

o Asynchronous

next	\$following\$
on the job	\$in the workplace\$ (2)

- Arbitrary combinations. In a sense, language is completely made up of these elements. In this case we mean that words with similar meanings are restricted to certain uses depending on the company they keep. This group includes prepositions.

o Synchronous

about	\$for\$
in	\$with\$
to make	\$to do\$
admittance	\$entrance\$
in	\$at\$
several	\$different\$
made from	\$made up of\$
to face up	\$to face up to\$
take profit from	\$take advantage of\$

have a narrow mind	\$are narrow-minded\$
in	\$of\$
in	\$on\$ (2)
hand over	\$give in on\$
made	\$taken\$
make	\$take\$
roughest	\$most controversial\$
about	\$for\$
to deal	\$to deal with\$
at	\$on\$
Aswell	\$Also\$
of	\$from\$
above	\$over\$
at	\$in the\$
in	\$to\$
out of line	\$disconnected\$
during	\$for\$
tell	\$say\$
take a decision	\$make a decision\$
so	\$such\$

o Asynchronous

for	\$on\$
in	\$on\$
in	\$at\$
requests	\$applies for\$
bit	\$slight? \$
say	\$tell\$
out	\$outside\$

few	\$little\$
of	\$for\$
get an agreement	\$come to an agreement\$
comment	\$comment on\$
have a disagreement	\$disagree with\$
making antics	\$getting up to his antics\$.
because	\$that\$
By the other hand	\$On the other hand\$
during	\$for\$
in	\$with\$
all	\$everything\$
to	\$for\$
get	\$reaching\$
of	\$on\$
about	\$on\$
in	\$on\$
proposes	\$gives support to\$
on the job	\$in the workplace\$ (2)
in no circumstances	\$under any circumstances\$

- Irreversible binomials. In our corpus there were no examples of this type of error.

There were certain forms whose characteristics could be identified with more than one category. Such is the case with:

raise of taxes	\$tax increase\$	Misuse and calque
request	\$seek\$	Conceptual and statistical preference

and especially in the case of the prepositions, where most of these were classified as arbitrary combinations (AC) which are determined by the grammar of the language.

in \$with\$ Conceptual and arbitrary combination

In answer to our research question concerning the causes of the errors in the lexis of the Spanish L1 group, we obtained the following results:

Table 11. Cause of lexical errors

Cause	Synchronous	Asynchronous
Negative transfer L1	89 (60%)	77 (60%)
Intralingual	49 (33%)	36 (28%)
?Intralingual	2 (0.01%)	0 (0%)
Unidentifiable	7 (0.04%)	13 (0.1%)
Error researcher	0 (0%)	2 (0.01%)
Total	147	128

The results show that a large number of errors (60% in both modes of communication) may be attributed to L1 interference. This is comparable to the research work carried out by Lott (1983).

Despite the observations we have made with respect to CMC in our intercultural simulations and the characteristics of the output which show features of both spoken and written language, we cannot overlook the fact that the participants are producing written texts requiring the activation of certain cognitive processes associated with this medium, the finished product of which is recorded on the computer screen. Research has shown that vocabulary is one of the most important aspects that determines the quality of students' writing (Uzawa & Cumming, 1989; Leki & Carson, 1994). Indeed, a lack of vocabulary contributes in a major way to a foreign language learners' sense of writing difficulty (Santos, 1987; Lee, 2003). Likewise, Kobayashi & Rinnert (1992)

identified three kinds of error which were most likely to interfere with a writer's intended meaning: lexical choice, awkward form (phrases and sentences), and transitional problems. Thus, due to the importance of lexical production in learner output we understood that the next step in our research would be to make an attempt to discover the causes of the errors produced within this category. Kellerman (1984:115) has noted that 'there are enormous quantities of evidence for the influence of the L1 on IL when it comes to lexis' but that this fact has largely been ignored owing to 'our obsession with syntax, morphology and discourse'. Ard & Homburg (1992) voice the same opinion, claiming that 'there is abundant evidence for native language influence in lexical learning' (1992:62), adding that once better measures are used to investigate this phenomenon, they predict that 'the effects of one's native language will be shown to be pervasive in second language performance and competence' (1992:63).

Although interference can be manifest on all levels of language (de Haan, 2000; Benson, 2002), the scope of this part of our contrastive IL analysis was to study lexis and form since together they made up 44% of synchronous errors, and 42% of the asynchronous, among the Spanish L1 subjects. In the chapter referring to EA, we noted that error gravity has been established by taking into account different criteria, such as grammaticality, frequency of the error, type of error, comprehensibility, and irritability, among others. Green & Hecht (1984) reported that of the 10% incidence of L1 transfer errors in their German subjects which impeded communication, a rather high 76% involved vocabulary or style. When analysing the output of our Spanish L1 learners, it was difficult to

ascertain if, or to what extent, the lexical errors actually cause communication breakdowns. Questions and comments, especially in the synchronous communication, are often left unanswered, which makes it harder to see if this is due to not understanding the other participants' postings, or if they are simply ignored for a wealth of other reasons. In dyadic, face to face conversation this would not occur, as during the course of the interaction it is the participants themselves who analyse what is going on, each one orienting his/her responses according to what has been understood from the on-going conversation, rarely leaving turns unresponded. In this sense, the fact that the researcher shared the Spanish participants' knowledge of their L1 was, on the one hand, a disadvantage, as the writers' intentions were quite easily understood, and therefore the perspective of the other participants with different L1s was not fully appreciated. For instance, when Spanish students continually use the word *career* instead of *degree course* or translate the phrase *each people is a world* in a literal way into English, it is understood by the researcher but was probably not understood by other participants, at least the first time these erroneous forms were used. On the other hand, sharing the Spanish students' linguistic code facilitated greatly the identification of the incidences of negative L1 transfer.

Another point to note concerns the level of competence in the TL in relation to the high frequency of crosslinguistic influence. In several studies, this phenomenon has been associated primarily with beginners (Taylor, 1975; Flick, 1980; Fathman & LoCoco, 1989) or to a lesser extent, advanced level (James, 1998), although Benson (2002:69) comments that it is the *nature* of the L1

interference that is different with higher levels. Flick (1980) found that L1 transfer led to 40% of the errors produced by his Spanish-speaking beginners of English, although the frequency dropped to 18% at level four. It should be added that in this study we are given no information concerning the criteria used for identifying L1 transfer, nor are we offered any examples, which means that it is not comparable to our data. Nevertheless, it has been suggested that due to the differences apparent in research results, there may be other variables apart from proficiency level which determine the use of transfer as a communication strategy common to most learners at one time or another during the learning experience (Kellerman 1984:121). Our findings show that among intermediate and upper-intermediate learners of Spanish L1, the patterns and structures of the MT are frequently transferred to their IL output. In research carried out by Meriö (1978), similar frequencies of L1 interference were reported. His subjects were Finnish students who were asked to do an exam in Swedish, and it was found that the incidence of L1 transfer reached 66%, although when studying the Swedish L1 learners when writing in Finnish, levels were considerably lower. Thus different learner groups show different tendencies as regards transfer. Fathman & LoCoco (1984) noted that their Spanish L1 group were more likely to use transfer when translating from Spanish to English than their English L1 peers when translating from their MT into Spanish. Benson (2002:69) also notes that there is more evidence of L1 transfer in 'careful, monitored, form-focused style', in contrast to 'unmonitored, spontaneous and meaning-oriented discourse'. She does not, however, refer to any specific studies, and certainly our data does not

confirm this contrast if it is, as we understand, comparable to the synchronous and asynchronous contexts of production reported in our research, as the frequency of L1 transfer was similar in both modes.

From the above analysis of results concerning the incidence of L1 transfer in formal and lexical errors, we understand that it is an area of language learning that requires more attention, above all, as Nickel (1973:27) states if: ‘communication is based more on lexical than grammatical items’. Research carried out by Chastain (1980), Blake (2000), and Toyoda & Harrison (2002) among others, has shown that the vocabulary breakdowns are those which constitute the most obvious barrier in learner-learner discussions. As one of Blake’s (2000:10) subjects commented in a post-test attitude survey on lexical negotiation: “It gave me a wake-up call that vocabulary means everything”. Kroll (1990) also found that her Spanish subjects’ errors were mainly related to word choice and form, and de Haan (2000), working on the Spanish part of the ICLE (International Corpus of Learner English) noted L1 interference, very similar to our observations, which was observed in the use of:

- L1 lexis-related rules, e.g. *mean* instead of *means*, or the use of *the *poors*.
- L1 morphology-related rules, e.g. **different*s instead of *different*, **computerizated*.
- L1 spelling-related rules, e.g. **possible*, **confort*, **profesional*, etc.
- L1 pronunciation-related rules, e.g. **Batican*, confusing the /v/ and /b/ which is represented in Spanish by the voiced labial phoneme /b/.

In the section dealing with Materials and Method, we mentioned the ‘split factor’ as being relevant to our analysis of certain features of L1 interference observed in the lexical errors data. Like Martínez & Neff (2001), we also found that the overuse of certain prepositions was directly related to the fact that there was only one equivalent form in the L1. For example, *en* in Spanish can be translated into English as *in* or *on* depending on the context. In this case there is an overuse of *in*, which, it has been suggested may be due to the fact that for Spanish speakers it is phonetically more similar to the Spanish *en* (Martínez & Neff, 2001:144). We also observed another case of overuse with the Spanish *de* equivalents *of* and *from* in English.

Other studies that have dealt with the frequency of L1 interference among Spanish speakers show lower levels than the results presented in this dissertation. Carrió (2002) recorded 32% L1 transfer in lexical errors analysed in scientific articles written by Spanish-speaking researchers to be presented at congresses and in specialist journals. Bueno et al. (1992) reported that interference was one of the three most frequent causes of error (33.4%) in their subjects who were students of English studying at institutes in Spain, and of these cases, just over a quarter were what they term ‘semantically relevant’ (1992:64) in the sense that they could easily lead to misunderstandings.

In the day to day analysis and correction of our students’ output we notice the frequent use of the strategy of transfer, and the results of this study show that there seems to be a high incidence amongst the Spanish L1 group, certainly within the formal and lexical categories. The use of this strategy has been

associated with certain levels of competence, as we have mentioned, namely, either beginners or the very advanced. However, these participants were mostly intermediate and upper intermediate, which means that the L1 is not just something to fall back on for learners who have an elementary level in the foreign language, and for whom the use of transfer helps to fill the gaps in their emergent and developing IL.

Until 1970, specific vocabulary teaching was secondary to the study of the grammatical elements of the TL. Even in the wake of the communicative approach to language learning, Dubin & Olshtain (1986) note that

Lexis has failed to receive enough attention either in older grammatical syllabuses, or in more recent communicative approaches. In fact, lay people believe that ‘knowing’ a language consists of knowing words, while modern linguistic theories have placed little emphasis on vocabulary, focusing more on structures, functions, notions and communicative strategies. (1986:111-112)

However, at the beginning of the 90s, various authors (McCarthy, 1990; Vermeer, 1992; Gass & Selinker, 1994; Lewis, 1993) began to draw attention to the importance of vocabulary in the process of FL acquisition, and following this, more pedagogically-oriented materials were published dealing specifically with vocabulary, and based more and more on the results of computer-assisted corpus research.

We understand that despite the fact that more attention has been paid to the study of lexis in recent years, learners should be exposed to more authentic models of communicative language use, and although not suggesting a return to

the days of CA *a priori*, it is thought that students would benefit from being made more aware of the differences and similarities that exist between their L1 and the TL being learnt.

8.5 Treatment of error by participants

In our IL corpus we observed that there are not many occasions in which the participants overtly correct each other with regard to grammatical or factual errors. In dealing with the question of error we focus on the synchronous communication mode, which involves the participants in a more immediate interaction which allows for the use of such strategies of negotiation of meaning.

8.5.1. Negotiation of meaning

The negotiation of meaning during the simulation can be seen to follow the pattern described by Varonis & Gass (1985a) in the structure of negotiation sequences. There is normally a word or expression that *triggers* the need for negotiation. This is followed by an *indicator* on the part of the interlocutor that there is a communication problem. A *response* ensues which attempts to clear up the problem and this may be followed by an optional *reaction to the response* (1985a:74-77)

In our data we have found the following instances of negotiation:

- <2325:490:193> nk you for being do fast Midland (**trigger**)
- <2329:491:195> What exactly does nk mean ? ;-) (**initiator**)
- <2332:490:195> Sorry we meant thanks. (**response**)

In our next example of this type of negotiation, the structure differs, as there is no direct response to the trigger:

- <2900:1199:35> Yes, if they have passed an exam and they have enough money to pay fees (**trigger**)
- <2901:**1180**²⁹:35> what means fees? (**initiator**)

There is no immediate response forthcoming, until six turns later

- <2907:1192:41> Yes, everibody can go to the university if they can pay the registration fees (**response**)
- <2908:**1180**:42> How much do you pay to study in Spain?

So we gather from 1180's subsequent question that they have indeed understood in the end, probably due to the indirect help in 2907.

In the following case we have a clarification request:

- <2650:1180:121> We think the number of students mustn't depend of the fact that they are rich or not. Here we don't need to pass an exam to go to university we only need the "baccalaureat"
- <2655:1191:124> What is "Baccalaureat"?
- <2658:1180:127> "Baccalaureat" is high school exit exam

In fact this question is answered by three different messages giving an idea of the cooperation that actually goes on while negotiating meanings.

Explanation requests are slightly different and require more elaboration, such as in the following:

²⁹ The number in bold type is the identification code of the group sending the message.

- <1081:486:33> #27 students over 30 can of course study, but under different conditions
- <1086:491:37> #33 Please specify 'different conditions'!

As we mentioned above, there are very few examples of grammatical errors being corrected in this negotiation process. The following is one of these:

- <2916:1197:49> For 30. if there are fewer student in university there are no selection for enter, but less students can't enter in the university. Are you agree?
- <2925:1190:54> To Oliver: speak correctly, please. We're not agree, we just agree

This second message was first sent as a whisper and then immediately to all the groups. In neither case was it responded to. Contrary to previous research carried out into the negotiation of meaning in CMC (Pellettieri, 2000; Blake, 2000; Toyoda & Harrison, 2002) we have found in fact very few instances of it in our teleconference. The type of sequence we have found more frequently relates to comprehension checks and clarification requests concerning the ideas or content, and were not seemingly triggered through non-understandings, or misunderstandings from a strictly linguistic point of view. Gass (1997) has indicated that during interaction semantic comprehension probably occurs prior to syntactic comprehension, and in the teleconference this is decisive in the sense that if a word is understood in the context, its morphological characteristics take second place as regards meaning. This is another indication, most probably, of the authenticity value that can be attributed to the simulation environment, where students use language for real purposes of communication. On the other hand

when students are engaged in other tasks, such as information gap, jigsaw activities, the task is actually designed so that negotiation must be carried out in order to complete it.

8.5.1.1. Aspects of repair

In conversational interaction, repair follows patterns depending on who initiates the repair and who actually carries this out (Sacks et al. 1974). During the IDEELS conference we have observed the following types of repair in our data:

a) Other-initiated other repair, in this case the error is pointed out by one group and the actual repair is carried out by another.

- <2585:1189:81> #69, Nowadays, the situation is better than before about university access but the buildings are destroyed
- <2586:1201:82> destroyed?
- <2594:1198:88> #82 destroyed = in poor repair

The initiator is somewhat ambiguous and it is not clear if the participant is actually prompting a grammatical correction due to the deviant spelling, or if they really do not understand the meaning of the word, or if it is simply not understood in that context.

b) The more frequent type of repair, though, is other initiated self repair, as in:

- <2:2:574:1403:O_O> Yes to the right to information, no to the (FS) jackers \$hackers\$!!!
- <2:2:577:1646:1403:M_R> What are "jackers"?
- <2:2:580:1403:O_O> I (S) wanted to say \$meant to say\$"hacker"

c) In the case of self-initiated self repair, which was almost as frequent as other initiated self repair, the writer has seen the mistake and sends a message to do the repairing for him/herself. The first is a spelling mistake:

- <2729:1180:172> #163 ,like this God will give you all you need and in addition the CHRETIENTY !!!!!
- <2740:1180:176> Sorry “CHRISTIANITY”

and the second example is a mistake similar to the type a NS might make, a slip of the keyboard:

- <4:928:491:490:S_R> In what way do you think IT relates to IT?
- <4:930:491:490:S_R> Sorry, IT to old people.

d) Sometimes the trouble spot is indicated but no repair is carried out. This may be due to the fact that it is not managed ‘locally’, i.e. repair in face to face conversation is normally carried out in the same or immediately subsequent turns, and if it is left too long it is simply ignored:

- <3121:1182:172> Will you oay more fees?
- <3127:1181:176> #172 What is oay?

Speaking in quantitative terms, we found a total of thirty-one incidences of repair, of which sixteen were other-initiated self repair, one involved other initiated other repair, and fourteen were self-initiated self repair. Of these, only thirteen are specifically related to errors of morphology, syntax or spelling.

As regards the formal markers of repair in the IL corpus we have found that when dealing with self repair, there is an overwhelming preference for the use of ‘sorry’ at the beginning of the repaired turn. In this case, the repairer uses capital letters to emphasise what the error concerns:

- <2:5:1730:1401:1401:K_S> sorry, I mean I DO think....

If the repair is other initiated, this is triggered on almost all occasions with a question:

- <2:3:863:1403:A_C> Virus programmers (FS) shouldn't \$shouldn't\$ be punished
- <2:3:867:1665:S_U> #172 why (WM) \$is\$ that ? that makes no sense.
- <2:3:873:1403:S_C> Sorry, Virus programmers should be punished

Although at times this is done with a certain hint of sarcasm as in the following example:

- <5:1394:491:490:S_R> Dear Northlandian Delegation, would you please be so kind and specify (WM) ICT \$what ICT is\$?

Burt & Kiparsky (1974, cited in Lennon 1991:183), identified several types of 'local' errors in their corpus of SL writing, and we found examples in our corpus of each of these:

1. Morphological/syntactic trouble sources:

- <2:3:736:1403:S_C> (GVAUX) **Do** \$Does\$ **anyone want** to talk about education?
- <2:3:740:1403:S_C> Sorry, **Does anyone want** to talk about education?

2. Lexical trouble sources:

- <2:4:1217:1665:J_Ne> (...) There will be no (LS) common \$unified\$ and (FM) justice \$just\$ Eutopia if there is only **a majority** of people who can count on having a job.
- <2:4:1218:1665:J_Ne> sorry, we meant **minority**

In these two cases, self repair is carried out. Students notice themselves that there are errors in their output, a fact we feel is beneficial to the learning process.

3. Simple truth – related to the truth value of an utterance (in our case an electronic utterance) in relation to the co-text or the outside world.

- <5:1260:486:578:D_B> **which "point 6" do you mean?** we only have 5 points in our table of contents.
4. Pragmatically inappropriate uses of the TL. In this case the writer used the word 'Greetings' to actually round off his/her turn in a somewhat infelicitous way:
- <2:3:904:1625:1405:S_Kl> There's no doubt a person has to be punished for a (GVNF) committed crime \$crime that has been committed\$! we are talking about spreading information about these people. Punishment is (FS) impotent \$important\$ to save the personl rights of the other members of a (FS) democatic \$democratic\$ society. But would you mind discussing this point in the message centre later on? We are (LS) highly \$great\$ (WO) highly under (time) pressure \$under great pressure\$ (I'm all alone and have to leave the conf. at 4pm.) Greetings

Infelicitous repair

As MacDonald & Atkinson (2000) noted in their research on repair in oral exam interviews, there are cases of participants carrying out repair, but still getting the target form wrong, as in:

- <5:1303:491:A_N> (... (FS) wther \$whether\$ you have the ability to study in general...)
- <5:1306:491:A_N> sorry (FS) wether \$whether\$

Overt and covert repair

We use these terms to describe repair that is either direct or indirect. Most of the above examples deal with direct repair, but in the following cases, we noted that it was indirect, perhaps not wishing to carry out a face threatening act,

although when read after, it seems almost more impolite to carry out the repair this way.

- <2:7:2248:1402:N_M> Where is the real (GNN) headquarter \$headquarters\$ of the Globe ?
- <2:7:2251:1405:S_R> The GLOBE's (GNN) 'headquarter' \$headquarters\$ is (LS) at \$in\$ Bremen, Germany.

In this case the trouble spot is placed between inverted commas, but is not overtly corrected, and the senders of the 'trigger' do not realise it is a mistake for it remains uncorrected.

Likewise in the following situation a similar incidence occurs:

- <2:1:67:446:#2> are these definitions (FS) appropriate \$appropriate\$ for real (GWC) live \$life\$?
- <2:1:69:447:#7> can real life be defined?

In theory, some of these examples of repair (the strictly linguistic errors) should have been taken out of the corpus of IL errors made by the participants in the simulation. However, the total amount, as we mentioned at the beginning of this section, is very low. In general it is hard to see if the participants are conscious of other's grammatical errors i.e. if they are noticed, and simply not corrected, since the focus during the teleconference is on meaning and on carrying out the negotiations successfully, not on correcting each other's mistakes.

9. Conclusions

The research work involved in the elaboration of this thesis was developed with several main objectives:

- Using a corpus of intercultural communication exchanges (telematic simulations), the aim was to analyse the Interlanguage of the participants and establish a typology of the linguistic errors that were made. This work involved the manual detection and classification of the errors, although the actual tagging process was facilitated by the use of an error editor.
- A contrastive Interlanguage analysis was carried out in order to answer the research questions which were identified in the Introduction to this dissertation. The study involved carrying out a quantitative, cross-sectional analysis with a group of 126 subjects, with different first language backgrounds and which involved the written discourse produced by the participants in the two modes of communication associated with computer environments, synchronous and asynchronous modes of communication, while interacting in the course of a simulation with their geographically distant peers.

Research has shown that telematic simulations,³⁰ including the one that we describe as Project IDEELS (Intercultural Dimensions in European Education through on-Line Simulation), help to develop not only the learners' language skills, but also their interactional competence, and intercultural awareness (Crookall & Oxford, 1990; Garcia-Carbonell, 1998; Rising, 1999). As regards specific language skills, García-Carbonell (1998) reported notable improvements in a controlled study comparing the pre- and post-test grades of her advanced English groups studying at the Telecommunications School at the Universidad Politécnica de Valencia, which involved two different methodological approaches:

- Experimental groups: Telematic simulation approach.
- Control groups: Conventional classroom approach.

The results confirm that the experimental groups showed a 31% improvement in listening comprehension skills; a 44% improvement as regards grammatical competence; a 96.8% improvement of reading skills; and a 395% improvement of writing skills, compared to the control groups.

Compared to traditional classroom environments, the participants are using the target language to generate ideas and transmit meanings which involves the functional aspects in the communicative use of language as described in Halliday & Hasan (1976):

- Ideational function for the transmission of meanings in discourse.

³⁰ Project IDEALS – International Dimension in Education via Active Learning and Simulation, and Project ICONS – International Communication through Negotiation and Simulations.

- Interpersonal function which makes use of language to establish and maintain social relations.
- Textual function which allows for the creation of discourse that is relevant to particular contexts.

The varied nature of the discourse in the simulation provides multiple models, in the form of input, which the participants can identify and incorporate into their own writing, especially those features they may find either useful or effective (Biber, 1988). This study shows that the type of language used in the simulation varies according to the different stages of the simulation and whether the participants are communicating via the synchronous or asynchronous modes.

As regards the answers to the research questions formulated in the Introduction to this dissertation, firstly, there were indeed more errors in the synchronous mode of communication than the asynchronous, as we hypothesised, although when examining the exact types of errors, there were some categories more frequent in the synchronous mode (formal and grammatical errors, among others), while in the asynchronous, the types of errors with a greater frequency were errors of style and lexis. We concluded that this difference was due to the delayed nature of the asynchronous mode, which involved, in general, more complex language, longer sentences, with a high information content. The asynchronous messages were of a more formal nature, including long policy statements, or reasoned arguments concerning the stance of the groups with respect to different points on the agenda.

A further analysis of the raw data revealed that the frequency of error types varied within each different L1 group participating in the simulation, and when a Correspondence Analysis was carried out, it revealed that statistically relevant associations could be determined as regards the relation between participants' L1 and specific error types. After examining the results, it can be concluded that the L1 of the learners does in fact influence the type of error made.

Following this comparative analysis of Interlanguage errors, we focused on the errors in the corpus made by the Spanish L1 group, classifying them, and commenting on their nature and frequency.

Finally we carried out a sub-analysis of two error types in the Spanish L1 group, the formal and lexical errors, with a view to making a more specific classification, and possible identification of the causes of the errors. With reference to the formal errors (FM and FS), we made a distinction between errors caused due to interference from the L1, and those which could be attributed to intralingual causes, i.e. confusions caused by the learners' incomplete knowledge of the rules and structures of the TL system. We distinguished these two causes from those errors of a typographical nature. This last type proved to be by far the most numerous group, and comparing the two modes of communication, there were six times as many in the synchronous mode as the asynchronous. Interference from the L1 and intralingual causes each showed similar amounts in the synchronous and asynchronous modes.

Lastly, we carried out a sub-classification of the lexical errors, paying particular attention to their formal and semantic characteristics. Once the words

or phrases had been classified according to the criteria we described in the Materials and Method chapter relating to the diagnosis of errors, it was found that there was a high incidence of negative transfer of L1 forms and meanings. As regards this high level of interference errors in the lexical category, the results are similar to those found in a study carried out by Lott (1983). Nonetheless, the results of this part of the analysis would need to be corroborated by comparing the type of errors made by other L1 groups in order to confirm that the errors we identified as being due to interference, were in fact particular to the Spanish L1 group, or if they were replicated in the output of the participants with different L1s, as recommended in Jarvis (2000).

In short, throughout this dissertation one of our prime objectives has centred on the interpretation of the results obtained from our analysis of Interlanguage errors with the aim of responding, in the most rigorous manner, to the research questions formulated at the outset. As a consequence, these results, in turn, have indicated several future lines of research which we enumerate as follows:

- As regards the Project IDEELS corpus of IL output used in the present research work:
 - With collaboration from partner universities who participate in the Project IDEELS simulations, it would be worthwhile investigating the levels of interference among subjects with different L1 backgrounds. This would require the participation of the facilitator-teachers who share the L1 of the participants in each country involved.

- Looking in more detail at the company the errors in our corpus keep, i.e. are certain errors more likely to occur with others? It is most likely that this analysis could be carried out using text analysis software such as Wordsmith.
- Investigate pragmatic aspects related to agreement and disagreement in the corpus, expressed directly or indirectly, and identify which markers are used for mitigation, and if there are differences which can be related to particular L1 groups. Ideally, this would lead to the development of an additional tagging system which would facilitate the identification of the pragmatic errors observed in the learners' output, above all as research indicates that this type of error is the most likely to damage the positive image of the language user (Thomas, 1983; Riley, 1989; Kreuz & Roberts, 1993; Reynolds, 1995).
- Elaboration of specific materials related to the simulation which would include developing vocabulary, and reading and writing skills, with particular attention being paid to the formal aspects of the output, encouraging students' to monitor their writing, stressing the importance of a careful revision of the finished product. This important pedagogical consequence of the research work would, at the same time, require follow-up studies to investigate the efficiency of these measures and also the effect

that corrective feedback has on the learner output and if this leads to a consequent reduction in the number of errors.

- Development of a learner corpus related to the output of students who are studying Language for Specific Purposes, not only with English in mind, but encompassing the spoken and written production of students who are studying other languages included in the curriculum. This corpus, tagged for learner errors, would form the basis for the development of pedagogical materials, especially software for on-line tutorials, since one of the basic requirements for such a development, as we explained in this study, involves the elaboration and storage of a large data base with examples of possible error types with their respective corrections.
- Another area of future investigation involves using the error tagging method described in this study to compare the type of errors made by students engaged in writing different genres, i.e. narrative essays and scientific articles among others. It would also be of interest the comparison of errors and causes of errors involving subjects with different levels of competence, since previous research has indicated that interference is more frequent with either beginners or advanced level students (James, 1998).
- Our corpus of errors could also be employed for verifying the effectiveness of the different grammar checkers that are available on the market such as Grammatik, Correct Grammar, Bilingual PC Proof,

CorrecText and Power Editor, among others, indicating in which areas of language use they most need to be improved after observing which errors were flagged and which were not.

Computer-mediated Communication provides almost unlimited possibilities for the study of language as it is used in virtual learning communities around the globe. More and more in the coming years we shall witness a foreseeable upsurge in the integration of Information and Communication Technologies (ICT) in learning environments, coupled, most probably, with inevitable changes in teaching practices. Simulations, and especially computer-assisted simulations, as different empirical studies show, present a wealth of opportunities for authentic and meaningful communicative activities which enhance learning, not only with respect to language skills and interactional competence, but also for the development of cultural awareness, problem solving, critical thinking and group collaboration.

However, it is difficult to predict how soon computer programmes will be able to analyse the interlanguage of our learners, evaluating the output and its appropriateness in different situations, or carry out a careful diagnosis of the difficulties learners encounter with a view to reducing them. The development of error-tagged learner corpora will continue to make an important contribution to SLA research owing to its inherent potential for describing IL developmental processes, and as such, it encompasses the phenomenon of transfer; the identification of both over- and underuse of certain TL forms and structures; the

classification of errors which may be either L1 specific, developmental, or intralingual and universal; whilst giving evidence of the L2 lexicon, and if, as it has been suggested, it is similar to that we have in the L1. The study of learner corpora, therefore, emerges as a valid instrument for verifying theories and hypotheses related to different models of language learning. As regards the field of ELT, a learner corpus can offer information on language in use leading to changes in syllabus design and materials development, while giving learners the opportunity to become conscious of their errors through analysing their own output and that of their peers, heightening the students' awareness of the differences that exist between their L1 and the TL.

In the research design presented in this thesis, a rigorous method has been used in the analysis, treatment and interpretation of the different variables, which has allowed us to present the results of what we understand to be a novel study within the field of Applied Linguistics, concerning the IL errors made by learners with different L1 backgrounds, in telematic simulations, using synchronous and asynchronous communication modes.

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Resumen de la Tesis Doctoral

AN ANALYSIS OF INTERLANGUAGE ERRORS IN SYNCHRONOUS/ASYNCHRONOUS COMMUNICATION EXCHANGES

La investigación que nos ocupa presenta el objetivo fundamental de abordar un análisis exhaustivo de los errores interlingua acaecidos en un tipo de comunicación intercultural donde el discurso es de tipo síncrono –en tiempo real– y asíncrono –en diferido–. Este estudio culmina una investigación iniciada en 1999. Plantea el análisis científico del discurso desde la perspectiva de la producción de textos escritos en combinación con las Tecnologías de la Información y Comunicación (TIC).

Se investiga los errores de tipo gramatical desde la perspectiva de la morfología y léxico; de igual modo, se analizan los errores de tipo ortográfico y de puntuación. Este trabajo, además, aborda un estudio comparativo entre la producción escrita de forma síncrona y asíncrona; analizando un corpus que procede de la intercomunicación escrita entre grupos multidisciplinares, que participan en una simulación telemática –a distancia– a nivel internacional. Este del que parte el análisis llevado a cabo muestra una dualidad clara del discurso analizado. Por un lado, se analiza lo que podemos llamar un corpus más formal, producto, mayoritariamente, de la comunicación asíncrona, elaborado con todos los recursos y material lingüístico necesario. Por otro lado, se analiza una parte del corpus que produce registros menos formales, puesto que se produce en un

entorno más espontáneo, donde el discurso escrito se caracteriza por estar a medio camino entre la producción escrita y oral, el cual deriva de la comunicación síncrona.

La Universidad Politécnica de Valencia y, más concretamente, la Unidad Docente de Idiomas de la Escuela Técnica Superior de Ingenieros de la Telecomunicación (ETSIT) cuenta con la experiencia de doce años en el uso de la simulación telemática como estrategia docente. El corpus que analizamos corresponde a la producción escrita de participantes en la simulación telemática Proyecto IDEELS³¹ que proceden de diferentes áreas de conocimiento y entidades académicas y profesionales. Los participantes proceden de la Universität of Bremen, Alemania; Nord-Trondelag College, Noruega; Universidad Politécnica de Valencia, España; University of Riga, Latvia y Université Sophie Antipolis, Nice, Francia.

El corpus que analizamos procede de los siguientes temas tratados en las simulaciones de 1999 y de 2000:

- Políticas relacionadas con el sistema educativo universitario en Eutropia, país ficticio que sirve como trasfondo geo-político y que mantienen un perfil e infraestructura similar al entorno europeo para las simulaciones.
- La ‘Carta Magna’ que servirá de base para la constitución de los derechos humanos en Eutropia.

³¹ Las siglas del Proyecto IDEELS corresponde a Intercultural Dynamics in European Education through on-Line Simulation.

A los participantes se les asignan papeles concretos en las simulaciones, por lo que pueden representar gobiernos, organizaciones no-gubernamentales, y medios de comunicación, entre otros. Los participantes pasan por las tres fases que caracterizan a toda simulación: la primera fase, o fase de información (*briefing*), la fase de acción (la simulación propiamente dicha), y la tercera fase, o fase de evaluación y puesta en común (*debriefing*).

En la fase de preparación, los alumnos se responsabilizan de hacer la investigación necesaria para llegar a formular una posición negociadora sobre los temas que van a ser abordados en la fase de acción. Ello les obliga a conocer y comprender tanto las cuestiones internas y limitaciones del gobierno que van a representar, como la posición en política exterior que su gobierno ha mantenido en el pasado sobre ciertos asuntos y sus planteamientos actuales y de futuro.

Como la simulación requiere que los participantes negocien, tienen que informarse sobre las posiciones de los países con los que van a tratar para poder determinar la estrategia a seguir. Esta información y la posición negociadora que hayan formulado se reúne en un documento inicial, denominado *documento de estrategias*, el cual será el marco de actuación del equipo durante toda la simulación. Este documento se envía a los controladores o coordinadores de la simulación, *Simcon*, quienes lo revisan y lo utilizan para evaluar la lógica y valía de los mensajes que cada equipo produce.

La fase de la acción dura de tres a cinco semanas, tiempo durante el cual se interacciona utilizando como vía de diálogo las redes de comunicación. El diálogo que se establece entre los equipos se efectúa bajo tres formas básicas,

mensajes, comunicados y teleconferencias: los mensajes son la forma más informal y ágil, la herramienta más frecuente de contacto y discusión entre los diferentes equipos. Los comunicados son declaraciones públicas oficiales, de tipo político y sobre aspectos específicos, elaborados por cada país y normalmente difundidos entre los demás países; a diferencia de los mensajes que pueden ser más restringidos. Las teleconferencias son foros de debate donde todos los países participantes, a través de acceso remoto, conectan en tiempo real. Moderados por un coordinador o controlador de la simulación, tratan de forma conjunta los temas sobre los que se ha ido discutiendo y negociando en diferido y de forma más restringida entre los diferentes países (García-Carbonell y Watts, 1997: 195-196).

El mensaje escrito vertebra la simulación ya que es la vía de comunicación y de negociación por excelencia. Los participantes tratan de pensar y expresarse con claridad, conscientes de que sus mensajes no sólo se van a leer por otros equipos, sino también formarán la base del desarrollo de sus estrategias. El trabajo en equipo obliga a los participantes a alcanzar, en primer lugar, un consenso local –cara a cara– que posteriormente proyectan a nivel internacional. Como ya hemos apuntado, los acuerdos locales se llevan a cabo fundamentalmente de forma hablada, lo que también permite una práctica intensa de las destrezas orales, que en algún momento producen interferencias, tal y como veremos más adelante.

La simulación concluye con la puesta en común y evaluación (*debriefing*). Esto brinda al profesor-facilitador y a los alumnos-participantes la oportunidad

de evaluar de modo sistemático su actuación durante la simulación y llegar a conclusiones sobre los logros y carencias. Todos los mensajes intercambiados entre los países están disponibles en la base de datos del servidor central ubicado en la Universidad de Bremen, Alemania, desde donde se coordina todo el intercambio de información a través de una conexión remota de los equipos participantes, usuarios del mencionado servidor.

Aunque los precedentes del Proyecto IDEELS son simulaciones que tratan de temas de interés internacional, la lengua inglesa es la *lingua franca* de IDEELS. Este hecho supone la creación de un entorno lingüístico de una riqueza extraordinaria para los alumnos que aprenden la lengua inglesa como idioma extranjero. Según Crookall y Wilkenfeld (1985: 254), puede considerarse a IDEELS una especie de entorno de semi-inmersión en el que mientras dura la simulación los alumnos se “saturan” de la lengua extranjera.

Las dos macrodestrezas lingüísticas que más se trabajan son la lectura y la escritura. En la primera fase de una simulación IDEELS, se investigan y estudian los diferentes temas de debate y se elaboran en inglés los documentos de posición política (*Opening Statement*) y de estrategias (*Position Paper*), que determinarán las líneas fundamentales de actuación de cada equipo-país. En la segunda fase, la simulación propiamente dicha se intercambian miles de mensajes en inglés en los que se discute, se reflexiona y se negocia, basándose en la información obtenida en la fase previa. La tercera fase, es la fase de reflexión, puesta en común y evaluación de las fases precedentes, tanto a nivel local como internacional, donde además cada uno de los participantes elabora un *portfolio* o carpeta docente, del

que, además, hará una presentación y defensa oral (García Carbonell y Watts, 1997: 196).

A lo largo de varios años los objetivos de IDEELS han ido evolucionando en función de un enfoque internacional. Estos objetivos se pueden resumir en seis puntos fundamentales.

1. El enfoque IDEELS facilita el diseño y puesta a prueba de estrategias para la negociación. Se debate y consensúa sobre temas y con unas estrategias que reproducen modelos de la vida real.
2. IDEELS facilita la mejora en las destrezas comunicativas, tanto en la lengua madre como en la extranjera. La necesidad de expresar objetivos y estrategias en un lenguaje conciso y claro es un reto para los alumnos.
3. IDEELS promueve la comprensión de la interdependencia de temas internacionales. Mientras que un individuo dentro de su equipo-país se especializa en temas específicos como la economía, el comercio, el control de las armas, los derechos humanos, el medioambiente, etc. por medio de su interacción con otros equipos-países, aprende a valorar cómo encajan estos temas en los sistemas complejos en los que se mueve el mundo real.
4. Los participantes aprenden a interpretar y a flexibilizar posturas frente a las diferencias culturales en el enfoque de los problemas del mundo. Comprenden cómo la cultura, la lengua y la tradición afectan el comportamiento, al representar las perspectivas de un país distinto o de su propio país, a la vez que negocia a fondo con otros. La increíble complejidad del sistema internacional se hace aparente.
5. Los alumnos que participan en IDEELS trabajan en equipo y, al hacerlo, descubren tanto los beneficios como las dificultades de esta forma de trabajo. Aunque la incorporación a un equipo de trabajo es característico del mundo laboral, raramente el sistema educativo prepara a los alumnos para tal entorno. La participación en un equipo

significa tomar la responsabilidad de un tema específico y que otros dependan del cumplimiento de tu tarea.

6. Finalmente, los participantes en IDEELS adquieren experiencia práctica en la utilización de protocolos de comunicación con fines comunicativos y de investigación. Sea al utilizar Internet para conectar con bases de datos en cualquier parte del mundo o, simplemente, al preparar un mensaje en un procesador de textos para mandarlo por la red, el alumno incorpora la tecnología a su formación (Wilkenfeld y Kaufman, 1993: 468-469).

Del Proyecto IDEELS surge el análisis de errores interlingua que presentamos y que se sustenta sobre unos postulados teóricos que, tras hacer un repaso del estado de la cuestión en el campo, plantea el análisis por ordenador de errores de un corpus extraído de la producción escrita en el ejercicio de intercomunicación llevado a cabo por un número X de sujetos. Se analiza y selecciona los patrones lingüísticos obtenidos a través de la investigación, acotando de forma específica el estudio de la competencia comunicativa –reglas y normas de uso–. Dentro de este mismo planteamiento, nos adentramos en la enseñanza de una lengua desde el punto de vista comunicativo, donde se pone a debate el concepto de fluidez y corrección gramatical. Otro aspecto argumentado es el concepto de proceso-producto junto a la hipótesis de la interacción y la negociación del significado. El apartado ‘Naturaleza del Error’ investiga el concepto de error en el aprendizaje de una segunda lengua, presentando la perspectiva histórica del análisis contrastivo y el análisis de errores. Se define, se describe y se clasifica los distintos tipos de errores y sus causas, incluyendo la influencia positiva y negativa de la lengua materna, así como los errores intralinguales. Otro de los aspectos importantes que se aborda en el

planteamiento teórico es la comunicación a través del ordenador (*Computer-Mediated Communication, CMC*) y su aspecto de oralidad que lo convierte en un híbrido de la comunicación. Se revisan las estructuras lingüísticas de las secuencias de apertura y cierre, organización de toma de turno, y la corrección de errores, entre otros. Abordamos, además, la utilización del ordenador como herramienta de trabajo para el desarrollo de la destreza de la escritura y la lectura de una segunda lengua. El individuo tradicionalmente está sometido a un proceso de adquisición de conocimiento donde los procesos cognitivos suelen ser aislados, específicos de cada área de conocimiento que el individuo adquiere. En el trabajo que presentamos, el proceso cognitivo es global; las destrezas adquiridas, basadas en la tarea, responden a una interacción entre el conocimiento y su aplicación real, produciéndose una interacción entre lo aprendido y su aplicación en contexto. La primera parte del trabajo finaliza con una descripción de la simulación telemática, sus principios teóricos, y su filosofía lingüística.

La segunda parte del estudio que nos ocupa muestra el análisis empírico llevado a cabo. Sus orígenes arrancan de la investigación llevada a cabo en un estudio previo finalizado en el verano de 2001, en la Universidad de Lancaster, Reino Unido. Dicho estudio analiza los errores de un corpus que aglutina unos 5.000 términos producidos por los participantes y extraídos, como hemos mencionado anteriormente, de la simulación telemática Project IDEELS. Este corpus se ha ampliado a un total de 85.000 términos, donde el objetivo principal es establecer el criterio para la identificación y análisis de los errores en la

interlingua de los participantes, analizando y clasificando éstos según las características estructurales de las formas erróneas. Para ejecutar este trabajo, tal y como se expone en el apartado 2, Materiales y Método, se ha utilizado el programa UCL Error Editor desarrollado conjuntamente por la Universidad de Lancaster y la Universidad Católica de Louvain, en Bélgica para facilitar el trabajo de etiquetación de los errores. Cabe mencionar, que hasta la fecha los programas informáticos tales como *CLAWS*, *Tosca*, *BRILL Tagger*, entre otros, tiene su utilidad práctica para muchas aplicaciones relacionadas con el análisis lingüístico de corpora, pero no se ha demostrado una eficacia probada en la identificación y análisis de errores, ya que la mayoría de programas están diseñados para analizar la producción de hablantes nativos de una lengua dada, y no son competentes para detectar los fallos de los individuos aprendices. Por eso, el análisis que proponemos es costoso, puesto que es imprescindible identificar los errores uno por uno, categorizarlos y, además, para que sirva en un futuro en la elaboración de programas tutoriales para la producción escrita, es necesario incluir después del error, la corrección más factible en ese contexto particular.

La clasificación de errores se ha definido según siete categorías principales:

- 1) errores de tipo formal (F)
- 2) errores gramaticales (G)
- 3) errores lexico-gramaticales (violación de propiedades morfo-sintácticas) (X)
- 4) errores léxicos (L)
- 5) errores de registro (R)
- 6) errores de estilo (S)
- 7) irregularidades en el uso de términos (W)

Uno de los principales problemas a la hora de identificar los errores es el solapamiento, cuestión que hemos tratado de evitar con las sub-categorías que definen mejor y con más detalle el tipo de error exacto. Por lo tanto, en la primera categoría, por ejemplo, los errores formales (F) identifican las palabras que no existen en la lengua inglesa; (FM) son las siglas que representan una subcategoría de errores morfológicos que resultan de la derivación o inflexión; (FS), en cambio, se aplica a todos los errores que hacen referencia a la forma o el significado del término deletreado, incluyendo los relacionados con la mayusculación, homófonos, entre otros. De esta categorización de error, se desprende la necesidad de ampliar las subcategorías formales con el fin de incluir los errores tipográficos (aunque no sean estrictamente de índole lingüística), los errores de ortografía y de signos de puntuación en la producción escrita en la segunda lengua (L2).

En la siguiente categoría, (G), donde los errores se deben al incumplimiento de las normas de la gramática inglesa, las subcategorías incluyen:

- 1) artículos (GA) – definidos, indefinidos y sin artículo.
- 2) sustantivos (GN) – caso (GNC), número (GNN) y pronombres (GP).
- 3) adjetivos (GADJ) – orden (GADJO), número (GADJN), comparativo y superlativo (GADJCS)
- 4) adverbios (GADV) – orden (GADVO)
- 5) verbos (GV) – número (GVN), morfología (GVM), otras formas verbales gerundio, infinitivo, etc. (GVNF), voz (GVV), tiempo (GVT), auxiliares (GVAUX).
- 6) clase de palabras – utilización de un adjetivo en vez de un adverbio – (GWC).

A continuación, se detallan las subcategorías (X) dentro de la categoría principal léxico-gramatical:

- 1) complementación – de adjetivos (XADJCO), de conjunciones (XCONJCO), de sustantivos (XNCO), de preposiciones (XPRCO) y verbos (XVCO)

- 2) preposiciones cuya elección depende de la/s clase/s de palabras contiguas – adjetivos (XADJPR), sustantivos (XNPR) y verbos (XVPR)
- 3) sustantivos (contable y no-contable) (XNUC)

La categoría (L) trata errores relacionados con las propiedades semánticas de las palabras o frases. Planteamos tres subcategorías:

- 1) léxico, una palabra (LS) y ‘amigos falsos’ (LSF)
- 2) frases y expresiones que pueden ser fijas o semi-fijas (LP)
- 3) conectores (LC) – conjunciones coordinadas (LCC), conjunciones de subordinación (LCS), conectores lógicos (LCL), subdividido a su vez, en sencillos (LCLS) y complejos (LCLC).

La categoría (W) trata:

- 1) errores de ausencia de palabras; palabras redundantes o que violan las normas de orden sintáctico (WM), (WR), (WO).

La categoría (R) identifica errores relacionados con el registro del discurso *field, tenor, mode* (Halliday 1987).

La categoría (S) se debe a errores de estilo producidos por registros o expresiones que, aunque quizás no sean errores de gramática, sí ponen en evidencia que el sujeto no es nativo y utiliza un lenguaje no apropiado, resultando:

- 1) incompleto (SI)
- 2) confuso (SU)

Por último, la etiqueta (CS) se refiere al uso de la estrategia de cambio de código cuando el sujeto utiliza su lengua materna para expresar una forma o estructura que no conoce o no recuerda en la segunda lengua.

Respecto al apartado 3.- Análisis de resultados de esta investigación se consiguió cuantificar el 100% de los errores del total del corpus (85.000 palabras) con un total de 4.250 errores. De forma resumida, los resultados son los que aparecen en la tabla siguiente:

Categoría de error	Síncrona (nº y % total de errores)	Asíncrona (nº y % total de errores)
Formal (F)	700 (29.6%)	447 (23.6%)
Gramatical (G)	658 (27.8%)	492 (26%)
Léxico-gramatical (X)	95 (4%)	91 (4.8%)
Léxico (L)	423 (17.9%)	464 (24.5%)
Registro (R)	0 (0%)	3 (0.1%)
Estilo (S)	197 (8.3%)	188 (9.9%)
Cambio de código (CS)	37 (1.5%)	18 (0.9%)
Irregularidades en el uso de términos (W)	250 (10.5%)	187 (9.8%)
Número total de errores	2360	1890

En resumen, los diferentes análisis llevados a cabo se centran en:

1. Análisis comparativo de errores en la comunicación síncrona y asíncrona con el fin de averiguar si se producen más errores y si hay tipos de errores que son más frecuentes en uno u otro modo de comunicación.
2. Análisis comparativo de errores en función de la lengua materna de los grupos participantes en la simulación y el modo de comunicación.
3. Análisis de los errores léxicos y formales de sujetos con el español como LM, cuyo objetivo es establecer las causas de dichos errores ya que suman el 47,5% y el 48,1% de los errores síncronos y asíncronos respectivamente.

Los resultados obtenidos de estos análisis han sido sometidos a un tratamiento estadístico de Análisis de Correspondencia. Dicho análisis es una técnica descriptivo-exploratoria diseñada para analizar la medida de correspondencia entre las coordenadas en tablas de doble y múltiple entrada.

Los resultados proveen información de naturaleza similar a la que ofrece

la técnica de Análisis Factorial, que permite explorar la estructura de las variables incluidas.

La figura 1.- resume el resultado obtenido del análisis comparativo de errores en la comunicación síncrona y asíncrona.

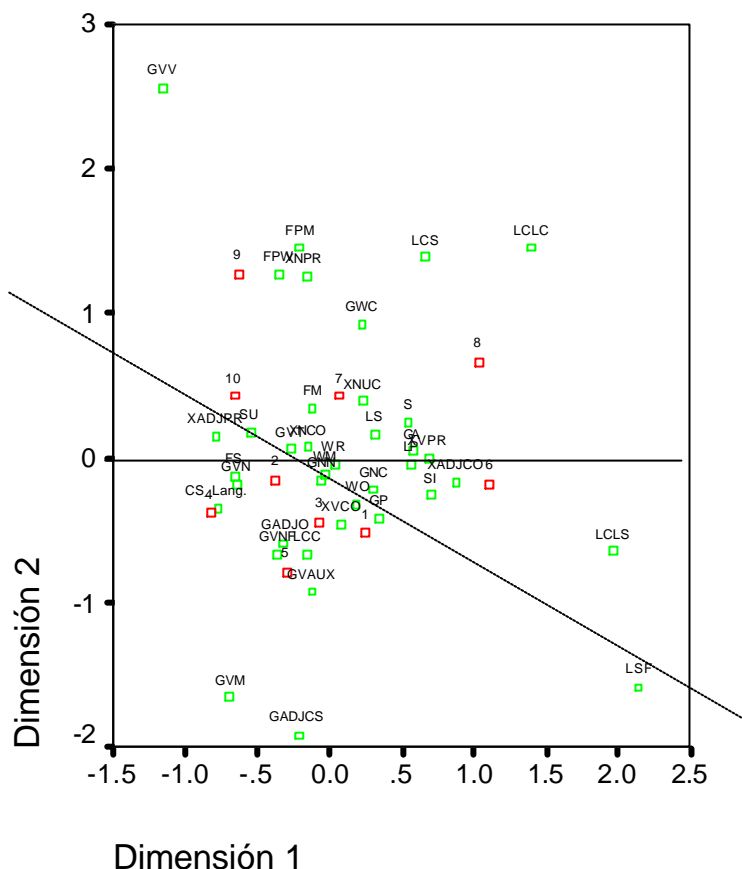


Figura 1.- Resultado del Análisis de Correspondencia

En los resultados obtenidos en el primer análisis comparativo de errores en función del modo de comunicación se observa que el modo síncrono demuestra un número mayor de errores en las categorías referentes a forma (F), gramática (G), irregularidades en el uso de términos (W) y en la de cambio de código (CS). En el modo de comunicación asíncrono se observa que existe un número mayor de errores en las categorías referentes a léxico (L) y estilo (S).

En la figura 2.- se resume el resultado del análisis comparativo de errores en función de la lengua materna y el modo de comunicación.

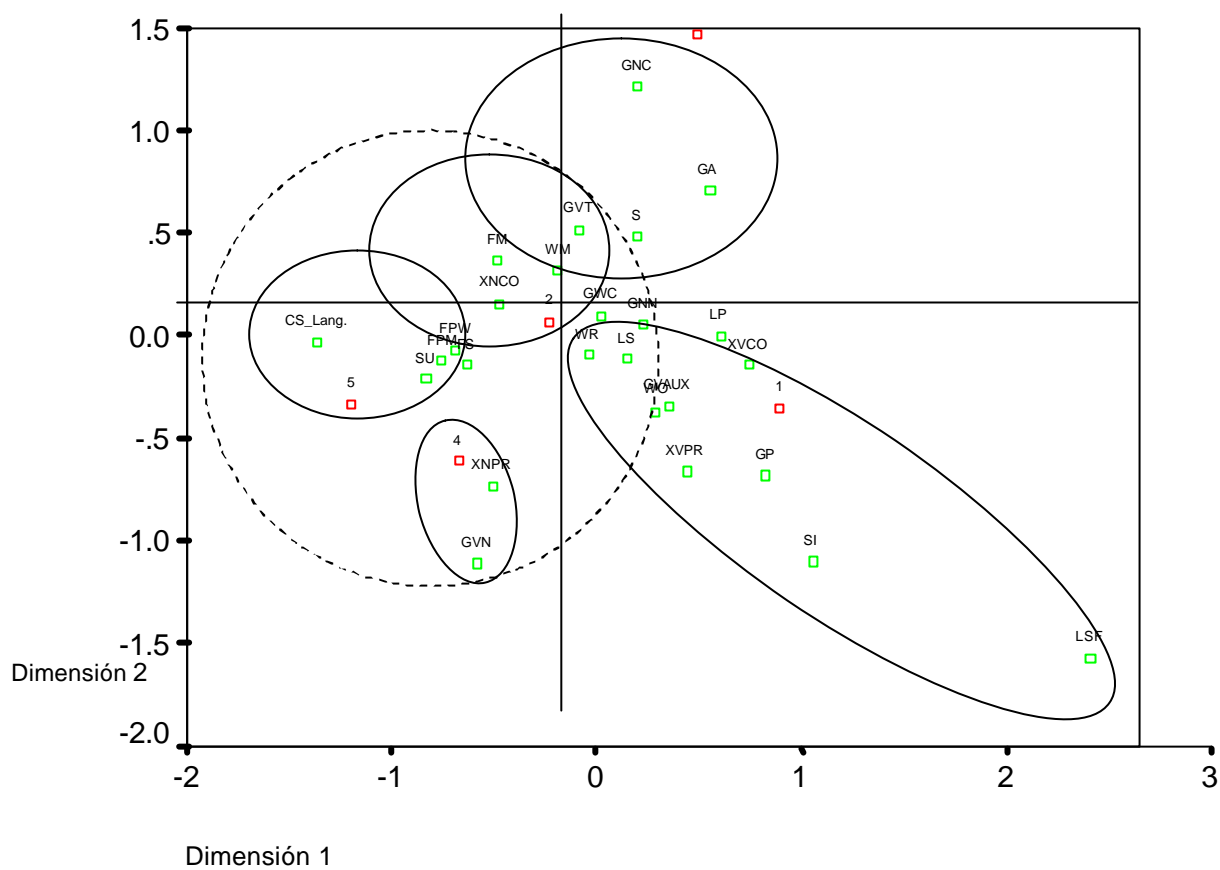


Figura 2.- Resultado del Análisis de Correspondencia – Asíncrono

En los resultados obtenidos en el segundo análisis de errores en función de la lengua materna se observa que existe una clara distribución entre los distintos tipos de error, el modo de comunicación y la lengua materna de los sujetos sometidos a estudio. En el modo asíncrono de comunicación, los grupos de participantes españoles, alemanes, latvios, noruegos y franceses demuestran tendencias significativamente similares en diferentes categorías. En la categoría formal (F) con las subcategorías de palabras derivadas (FM), errores de puntuación (FPM) y (FPW); en la categoría gramatical (G) con las subcategorías de artículo (GA), voz activa y pasiva (GVV), categoría gramatical (GVC); en la categoría léxico-gramatical con las subcategorías de adjetivos, sustantivos y verbos con preposición adjunta errónea (XADJCO), (XNCO) y (XVPR) respectivamente y la subcategoría de sustantivos contables e incontables; en la categoría léxico (L) con las subcategorías de error de palabra (LS) y error de

palabras (LP) junto con las subcategorías de distintos tipos de conectores (LCLS, LCS y LCLC); en la categoría irregularidades en el uso de términos (WR) y, por último, la categoría estilo con las subcategorías (S) y (SI).

En la figura 3.- se resume el resultado del análisis comparativo de errores en función de la lengua materna y el modo de comunicación.

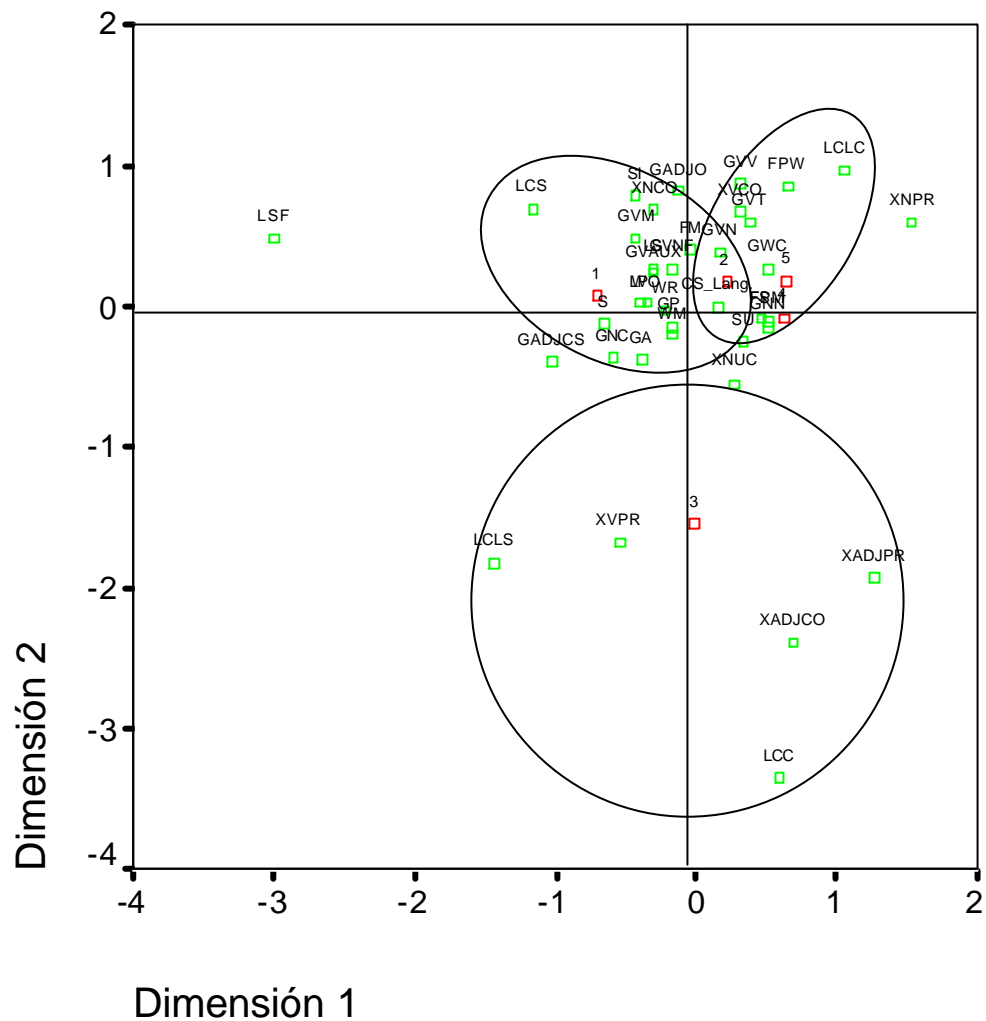


Figura 3.- Resultado del Análisis de Correspondencia – Asíncrono

Los grupos de participantes españoles, alemanes, latvianos, noruegos y franceses demuestran tendencias significativamente similares en el modo síncrono de comunicación en diferentes categorías. En la categoría formal (FS); en la gramatical (G) con las subcategorías pronombres (GP), concordancia (GNN), orden de adjetivos (GADJO), comparativo y superlativo (GADJCS),

errores relacionados con las formas verbales: auxiliares y modales (GVAUX), morfología verbal (GVM), concordancia (GVN) y las formas indefinidas (GVNF); en la categoría léxico-gramatical (X) con las subcategorías de adjetivos y verbos con preposición adjunta errónea (XADJPR) y (XVCO) respectivamente; en la de léxico (L) con las subcategorías de conjunciones (LCC) y falsos amigos (LSF); en la categoría Irregularidades en el uso de términos (W) con las subcategorías de ausencia de término (WM) y orden de palabras (WO); en la categoría estilo (S) con la subcategoría (SU) relacionada con la falta de claridad en las intenciones del sujeto y, por último, la categoría de cambio de código (CS).

En el tercer análisis se indaga sobre los errores léxicos y formales de los sujetos con español como lengua materna (LM), que nos revelan las causas principales de dichos errores.

Causas	Síncrona	Asíncrona
transferencia negativa de la LM	89 (60.5 %)	77 (60.1 %)
intralingua	49 (33.3 %)	36 (28.1 %)
intralingua dudosa	2 (1.3 %)	0 (0 %)
no identificable	7 (4.7 %)	13 (10.1 %)
error del investigador	0 (0 %)	2 (1.5 %)
Total	147	128

Los resultados que aparecen en la tabla previa muestra las causas y el número de términos y sus porcentajes correspondientes obtenidos en el mencionado análisis.

A modo de conclusión, podemos decir que el estudio en su conjunto demuestra que existen ciertos tipos de errores que se repiten con mayor

frecuencia en la producción del discurso escrito en el modo síncrono de comunicación y viceversa. De igual modo, se demuestra que cierto tipo de error se repite con mayor frecuencia dependiendo de la lengua madre (LM) de los sujetos participantes en la simulación telemática. Lo anteriormente expuesto prueba la hipótesis de que existe un número mayor de errores en el modo síncrono de comunicación y que éstos plantean diferencias notables en el tipo de error en la comunicación asíncrona.

El primer corpus mecanizado data del año 1960 (Brown Corpus) y, desde entonces, ha crecido el interés de estudio en este campo, no sólo con respecto a la lingüística, sino también en el campo de la enseñanza de lenguas extranjeras. Existen ya muchas bases de datos que recogen grandes cantidades de información de producción escrita y hablada. La Universidad de Lancaster y, más concretamente, el Dpto. de Lingüística ha sido pionero en esta labor. Ha coordinado numerosos proyectos (*Lancaster Corpus*, *Lancaster/IBM Spoken Corpus*, *Lancaster Parsed Corpus*, *Lancaster-Oslo- Bergen (LOB) Corpus*) y desarrollado diferentes programas para el análisis de bases de datos con un gran número de registros. La mayoría de los primeros *corpora* proporcionaron información empírica sobre el uso de la lengua inglesa por nativos y en diferentes géneros (textos del inglés antiguo, textos periodísticos, textos literarios, etc.). Sin embargo, en el año 1995 se creó el primer *corpus* de inglés producido por sujetos aprendices de una segunda lengua, coordinado por la Dra. Sylvianne Granger en la Universidad Católica de Louvain, Bélgica. Este proyecto tiene un sub-corpora que incluye ejemplos de producción escrita en una segunda lengua de hablantes españoles. Lo que no existe todavía es un corpus relacionado con el campo del aprendizaje de lenguas para fines específicos. La creación de una base de datos que contenga un corpus con errores identificados, clasificados y corregidos supondría el primer paso en la elaboración de materiales didácticos derivados de esta investigación, convergiendo de este modo investigación y docencia.

Entendemos que la presente investigación tendría que completarse con una investigación futura centrada en una comparación con otros géneros de la producción escrita de los sujetos aprendices que tienen el español como lengua

materna, para determinar el número de errores en las distintas categorías. De igual modo, sería muy útil hacer un análisis comparativo de los errores de los sujetos aprendices con diferentes niveles en el dominio de la competencia lingüística.

En la elaboración del estudio que presentamos hemos seguido un proceso riguroso de análisis, tratamiento e interpretación de variables que nos permite acotar por primera vez el tipo de errores que predominan en la comunicación intercultural e interdisciplinar asistida por ordenador, en tiempo real y diferido.

Appendix I: Synchronous and Asynchronous Messages

Extracts synchronous postings

- <4:921:486:I_S> Coastland wants to achieve:
 <4:921:486:I_S> *direct and fast communication
 <4:921:486:I_S> *learning about other cultures
 <4:921:486:I_S> *support in writing essays, homework and reports
 <4:921:486:I_S> *Computer literacy
 <4:921:486:I_S> *tele-teaching
 <4:921:486:I_S> *distributed learning
 Information a -1 Irene Schröder <4:921:486:I_S> *distance learning
 <4:922:578:J_S> Coastland, that's a very interesting list. Would anyone like to add other
 Information a -1 Janet Sutherland technology-related goals to the list?
 <4:923:491:O_D_H> -Overall computer literacy from the earliest age/semester possible
 (SI) by \$\$
 <4:923:491:O_D_H> -IT on every level of education (‘soft‘ invention on
 primary level?)
 <4:923:491:O_D_H> -The highest level of students’ access to IT through pre-
 university programs (e.g. PUSM)
 <4:923:491:O_D_H> - (LS) An overall \$Open/General\$ access to IT for people unable to
 afford their own IT systems

 Information a -1 Orphéo Dominiqu<4:923:491:O_D_H> Nick
 Information a 489 Janet Sutherland <4:924:578:J_S> Great statement, InfoTech. Good work!
 <4:925:490:F_M_J> We want to achieve:
 <4:925:490:F_M_J> -To enhance cultural exchange and linguistic diversity.
 <4:925:490:F_M_J> -To facilitate university access for:
 <4:925:490:F_M_J> -disabled people.
 <4:925:490:F_M_J> -workers that (XVCO) want \$want to\$ improve their (XNUC)
 knowledges \$knowledge\$.
 <4:925:490:F_M_J> -old people.
 <4:925:490:F_M_J> -geographically remote learners.
 Information a -1 Francisco Javier N<4:925:490:F_M_J> -etc.
 Information a 486 Sabrina Lange <4:926:486:486:S_L> Irene... okay...that was our first step. I am proud of you:-)
 Information a 486 Irene Schröder <4:927:486:486:I_S> Thank you!:-)
 <4:928:491:490:S_R> In what way do you think IT (GVN) relate \$relates\$ to IT?
 Information a 490 Sven Richter <4:928:491:490:S_R> Midland

 <4:929:578:J_S> Thank you, Midland. Other aims anyone would like to mention? I see
 both Midland and Coastland are concerned about access -- for geographically remote and
 Information a -1 Janet Sutherland financially disadvantaged people. What about people with physical disabilities, as In
 Information a 490 Sven Richter <4:930:491:490:S_R> Sorry IT to old people.
 Information a 491 Catharina Oppitz <4:931:491:491:C_O> sorry, I am late- my computer wouldn't work... Cathy
 <4:932:491:S_R> As Midland sees it a main aim in using IT should (WM) \$be\$ the
 Information a -1 Sven Richter integration of disabled people.
 <4:933:491:O_D_H> to 21: In our opinion, the main lectures should be available live on
 the internet
 Information a -1 Orphéo Dominiqu<4:933:491:O_D_H> Nick
 Information a 491 Michael Claridge <4:934:491:491:M_C> Hey - don't knock us old people... M O'H
 <4:935:491:491:S_R> Morning Cathy you have not missed (FS) to \$too\$ much - besides
 us
 Information a 491 Sven Richter <4:935:491:491:S_R> s.
 <4:936:490:491:F_M_J> Retired citizens should have access to (FM)
 Information a 491 Francisco Javier N<4:936:490:491:F_M_J> university\$university\$ education in their free time.
 <4:937:489:S_G> #23

 <4:937:489:S_G> This requires fast and expensive solutions

 Information a -1 Stig Gjoen <4:937:489:S_G> ITU
 <4:938:578:J_S> Thank you all for your thoughtful comments. Now let's talk about what
 technologies we want to use. Midland, in what form, using what technologies, should
 Information a -1 Janet Sutherland lectures be made available? Good point, InfoTech.
 <4:939:491:490:S_R> Don't you think that this might be a kind of waste of resources?
 Information a 490 Sven Richter Sven
 <4:940:491:O_D_H> we thought about using web-cams
 Information a -1 Orphéo Dominiqu<4:940:491:O_D_H> Nick.

Extracts synchronous postings

- Information a -1 Janet Sutherland <4:941:578:J_S> So you would use the Internet-based technologies, rather than traditional video conferencing, is that right, Midland?
<4:942:491:O_D_H> Yes, because digital (FM) technic \$techniques\$ (GVN) is \$are\$ improving and (GVN) offers \$offer\$ better quality
- Information a -1 Orphéo Dominiqu <4:942:491:O_D_H> Nick.
- Information a 491 Francisco Javier M <4:943:490:491:F_M_J> Is Learning a waste of resources?
<4:944:578:J_S> InfoTech, is that a good idea? Does the Federation have enough bandwidth to support that?
<4:945:490:D_G_B> -With regard to the technologies to be used:
<4:945:490:D_G_B> We propose the creation of a local network that interconnects all the University centres in Eutropolis.
<4:945:490:D_G_B> The use of (WO) fiber optical \$optical fiber\$ would be the best option:
<4:945:490:D_G_B> -it provides the highest transmission speed,
<4:945:490:D_G_B> -it is reliable and ecological.
- Information a -1 David Griol Barre <4:945:490:D_G_B> This technology should be established as soon as (FS) possible \$possible\$, so that we can (LP) take benefit from \$take advantage of \$ it when the new Education System gets going.
- Information a -1 Irene Schröder <4:946:486:I_S> #25 In our opinion the most important technologies in Eutropolis should be computers and Internet.
- Information a -1 Janet Sutherland <4:947:578:J_S> Northland, that sounds interesting. Do all Eutropian Federation countries have this technology? There seems to be general agreement that Internet-based technologies should be used. Are there any other technologies we should be looking at?
<4:948:489:S_G> It is easier to use the traditional (FS) videoconferenses \$videoconferenses\$ because the cables are already there. But people (GVN) doesn't \$don't\$ have the equipment to do this at home
- Information a -1 Stig Gjoen <4:948:489:S_G> #29
<4:948:489:S_G> Not today
- Information a 490 Sven Richter <4:949:491:490:S_R> Well as we see it the TEC should be designed to work effeciently > Educate a high-profile (GNC) tomorrow's workforce \$workforce for the future\$.
<4:949:491:490:S_R> Sure elderly people have a right to learn (FPW), too \$,\$ but in other institutions - not in the TEC
- Information a 489 Janet Sutherland <4:949:491:490:S_R> Sven
<4:950:578:489:J_S> re #29: perhaps you could give that some thought in the next few days.
<4:951:491:486:J_A> Hey Coasties,
<4:951:491:486:J_A> we agree with you in 31. Good Point!
- Information a 486 Jasmin Abbas <4:951:491:486:J_A> Jasmine
- Information a -1 Janet Sutherland <4:952:578:J_S> Does Coastland have the infrastructure for videoconferencing?
<4:953:486:491:I_S> Great to hear that!
- Information a 491 Irene Schröder <4:953:486:491:I_S> Brian
<4:954:489:578:S_G> Sorry!!
- Information a 578 Stig Gjoen <4:954:489:578:S_G> We (FM) ment \$meant\$ we didn't have the bandwidth (FS) requiered \$required\$ today
<4:955:578:J_S> InfoTech, you mention that people don't have the equipment for home video conferencing. Would Internet video-conferencing be a viable alternative for learners at home?
- Information a 491 Catharina Oppitz <4:956:491:491:C_O> Have those half-wits from EuGlobe already been in? cathy
<4:957:490:F_M_J> So we propose to invest in this area (LS) in all \$throughout\$ the Federation.
- Information a -1 Irene Schröder <4:958:486:I_S> #34 I don't think so. Our technology infrastructure isn't very good.
<4:959:491:491:S_R> Do you have any problems with them - (SU) besides no \$?\$.
- Information a 491 Sven Richter <4:959:491:491:S_R> S.
<4:960:578:489:J_S> no problem -- we all have to work with our limitations. That's why
- Information a 489 Janet Sutherland I think today's discussion is so important. :-)
<4:961:489:S_G> #35
<4:961:489:S_G> Yes, but as we mentioned earlier it is (GA) \$a\$ very expensive (GNN) solutions \$solution\$
- Information a -1 Stig Gjoen

Extracts synchronous postings

- Information a 486 Sabrina Lange <4:962:486:486:S_L> Did you answer Midland? And what about videoconferencing? We do not have the infrastructure yet, do we?
- Information a -1 Orphéo Dominiqu <4:963:491:O_D_H> to 38: Progress (FS) produces \$produces\$ costs!
<4:963:491:O_D_H> Nick.
<4:964:578:J_S> In other words, Coastland, if you are to benefit from all our proposals, the Federation might need to provide some kind of assistance to you to improve your infrastructure, right?
- Information a -1 Janet Sutherland <4:965:486:486:I_S> Yes I did answer Midland. I don't have a clue!
- Information a 486 Irene Schröder <4:966:486:I_S> Yes, that would be great. Is that possible?
- Information a -1 Irene Schröder <4:967:578:J_S> InfoTech, which is more expensive, traditional video-conferencing, or Internet-based?
- Information a -1 Janet Sutherland <4:968:489:S_G> Internet-based, because we need a very high bandwidth
- Information a -1 Stig Gjoen I see... you already answered:-) And no...our infrastruture is not that good.
- Information a 486 Sabrina Lange <4:969:486:486:S_L> Sabrina
<4:970:490:F_M_J> If old people in Eutropolis want to (LS) earn \$get\$ a degree, they have to go to a tertiary institution (TEC).
- Information a 491 Francisco Javier M <4:971:491:O_D_H> to 43: But internet-based technology (FM) is improveable \$can be improved\$, the classical video-conference system (WM) \$can\$ not!
- Information a -1 Orphéo Dominiqu <4:971:491:O_D_H> N.
<4:972:489:S_G> #42, #43
<4:972:489:S_G> (LS) Traditional videoconferences use the (FS) existing \$existing\$ phone lines
- Information a -1 Stig Gjoen <4:973:491:S_R> Good point, but what use does a degree in tertiary education have (LS) to \$for\$ elderly people - they can do pottery classes.
- Information a 490 Sven Richter <4:973:491:S_R> S
<4:974:578:J_S> Thank you, InfoTech, for that information. Maybe we should ask another question that also affects what we decide we want to implement: do we want students to be in traditional classrooms, watching passively, or would these be fully interac
- Information a -1 Janet Sutherland <4:975:486:486:S_L> But I feel much better today. This time I know what we are talking about! And you are great...
- Information a 486 Sabrina Lange <4:976:578:J_S> Midland, that's also a point worth considering: Internet technology is not as mature as traditional telephony and land-based videoconferencing. What about satellite up-links for videoconferences? Are they also worth considering?
- Information a -1 Janet Sutherland <4:977:491:O_D_H> As we stated before, we suggest transmitting the main lectures for geographically remote learners/ (GA) \$the\$ disabled.
- Information a -1 Orphéo Dominiqu <4:977:491:O_D_H> N.
<4:978:578:J_S> Do the delegates see a connection between the learning methods and communication models used and the technologies we invest in?
- Information a -1 Janet Sutherland <4:979:490:491:F_M_J>But what about people that (XVCO) want learn \$want to learn\$ Philology, Fine Arts and so on.
- Information a 491 Francisco Javier M <4:980:486:486:I_S> Do you have an answer to this question?
- Information a 486 Irene Schröder <4:981:490:D_G_B> #32
<4:981:490:D_G_B> We think every country has satellite communications and it is not very expensive to (LP) take profit from \$take advantage of\$ (Sp. Beneficiarse de) them for the universities. Optical fiber is a good substitute when the distance is not to Northland, giving profits from satellite earnings to universities is an interesting idea.
- Information a -1 David Griol Barre <4:982:578:J_S> If there is no further discussion at the moment on point #4 of the agenda, let's move on to a consideration of what we mean when we say "computer or technology literacy."
- Information a -1 Janet Sutherland <4:983:489:489:V_F> (CS) Hallo Stig og Espen! Får dere net send meldingene mine eller???
- Information a 489 Victoria Frostis <4:984:491:O_D_H> to 49:We would like to provide students with the best available educational system to prepare them adequately for the world market.
- Information a -1 Orphéo Dominiqu <4:984:491:O_D_H> N.
- Information a 489 Stig Gjoen <4:985:489:489:S_G> NO
<4:986:578:J_S> Midland, are you saying that if students leave tertiary institutions with good computer skills, they will have an advantage on the job market?
- Information a -1 Janet Sutherland <4:987:491:O_D_H> That's exactly (FPW), \$0\$ what the empirical data says.
- Information a -1 Orphéo Dominiqu <4:987:491:O_D_H> N.
- Information a 486 Sabrina Lange <4:988:486:486:S_L> Hold on a sec.

Extracts synchronous postings

- Information a 489 Victoria Frostis <4:989:489:489:V_F> I'm awfully sorry about that.... I've (FS) sent you a lot of messages and it says that (WR) that the messages (GVT) is sent. Have been sent.
- Information a -1 Janet Sutherland <4:990:578:J_S> Let's define what we mean by computer literacy, then.
- Information a -1 Francisco Javier M <4:991:490:F_M_J> #51 it is answered in #16
- Information a -1 Janet Sutherland <4:992:578:J_S> What, exactly, should students be able to do with computers?
<4:993:490:491:D_G_B> Elderly people can perfectly attend more things than pottery classes. But (WO) now we do not have to focus on this point. We do not have to focus on this point now.
- Information a 491 David Griol Barre this point now.
- Information a -1 Irene Schröder <4:994:486:I_S> #51 Coastland has the lowest level of computer literacy. We believe Eutropolis needs a higher level of computer literacy because as many people as possible should be able to work (FS) with a computer for their (SU) own support. Own good.
<4:995:491:O_D_H> We want
- Information a -1 Orphéo Dominiqu <4:995:491:O_D_H> -Overall computer literacy from the earliest age/semester possible (LS) by using intensive courses on information technology for absolute beginners and <4:995:491:O_D_H> -advanced courses for students with basic knowledge
<4:996:489:489:V_F> (GP) All everyone should be able to use word-processing tools, and programs like Excel.
- Information a 489 Victoria Frostis <4:996:489:489:V_F> They should also be able to find relevant info on the Internet
- Information a -1 Janet Sutherland <4:997:578:J_S> Can you be more specific? Is it enough to be able to type one's assignments on a computer?
<4:998:489:489:S_G> Just tell them :)
- Information a 489 Stig Gjoen <4:998:489:489:S_G> ITU
- Information a 486 Sabrina Lange <4:999:486:486:S_L> Alright... forget the question for the moment. Answer the next point. We have an answer, right?!
- Information a -1 Orphéo Dominiqu <4:1000:491:O_D_H> Certainly not! Basic knowledge includes the ability to use the main programs (LS) on a high advanced level.
<4:1000:491:O_D_H> N.
<4:1001:489:V_F> #57
<4:1001:489:V_F> (GP) All everyone should be able to use word-processing tools, and programs like Excel
- Information a -1 Victoria Frostis <4:1001:489:V_F> They should also be able to find relevant info on the Internet
- Information a 486 Irene Schröder <4:1002:486:486:I_S> What are you talking about? I already answered.
<4:1003:491:490:S_R> Sorry, I have been busy. Well, the problem concerning elderly/retired people in tertiary education is:
<4:1003:491:490:S_R> 'what use (GVAUX) does it have a (FS) Master's or BA (WR) have it to them - and what does it cost (GA) the society?
- Information a 490 Sven Richter <4:1003:491:490:S_R> As mentioned before retired people (WO) usually already have had a job (WO) of which they could retire (WR) from it. They won't be able to work in their 'new' job. So, what use does it have -
<4:1003:491:490:S_R> S.
- Information a -1 Francisco Javier M <4:1004:490:F_M_J> #53, Midland, We agree with you
<4:1005:578:J_S> InfoTech, thank you. You want students to learn to use computers as a tool, is that right?
<4:1005:578:J_S> Midland, what should be the relationship between theory and hands-on practice? Should people learn how computers work, or should the emphasis be on learning how to use them to perform various tasks?
- Information a 486 Sabrina Lange <4:1006:486:486:S_L> (FS) I'm sorry... (FS) that's the problem with my computer... you get my answers much later than (FS) I've sent them. Sorry about that.
- Information a -1 Francisco Javier M <4:1007:490:F_M_J> #59, Midland, it is a good idea!

Extracts synchronous postings

- <4:1008:491:O_D_H> In our opinion it is not (WO) (anymore) necessary \$necessary (anymore)\$ to know how computers work, we should leave that to InfoTech, but students should be able to use them with all (GA) \$the\$ facilities (FS) beeing \$being\$ offered!
- Information a -1 Orphéo Dominiqu <4:1008:491:O_D_H> N.
- Information a -1 Irene Schröder <4:1009:486:I_S> We agree with you Midland!
<4:1010:489:V_F> #64
<4:1010:489:V_F> Yes, all children should be used to computers and be able to use them to (WM) \$carry out\$
- Information a -1 Victoria Frostis <4:1010:489:V_F> "useful" tasks in addition to computer games
- <4:1011:491:491:M_C> To secret exchange with Northies: Don't forget the possibility of using old people e.g. as supplementary teachers in schools - something discussed by
- Information a 491 Michael Claridge TaskFETE 1. They also have miore time e.g. to work on committees and consider import
<4:1012:489:489:V_F> I'm just sending out what I feel can be an answer, let me know if
- Information a 489 Victoria Frostis you think it is wrong
<4:1013:490:491:D_G_B> We agree with you, but we think this is an issue to discuss
- Information a 491 David Griol Barre (LS) by \$through\$ messages and not in the teleconference
- Information a 486 Sabrina Lange <4:1014:486:486:S_L> Sweetie.... (FS) Ill \$I'll\$ be right back
- <4:1015:578:J_S> Let me try to sum up the comments on computer literacy: 1) students should be able to use more than one standard computer application, such as Word and Excel; 2) they should be able to use computers and the Internet to find information; a
- Information a -1 Janet Sutherland <4:1016:490:F_M_J> #64, We think the basic computer literacy (GVAUX) would
- Information a -1 Francisco Javier M \$should\$ be learnt in the High School.
<4:1017:491:485:S_M> Bardland are you still there. Do you agree with the points mentioned until now?
- Information a 485 Silke Müller <4:1017:491:485:S_M> Celia
- Information a 578 Victoria Frostis <4:1018:489:578:V_F> we do agree to #69?
<4:1019:489:S_G> (FS) Wee \$We\$ agree with 69
- Information a -1 Stig Gjoen <4:1019:489:S_G> ITU
<4:1020:578:J_S> Northland, we can add your point to the list: 4) computer literacy is the responsibility of the schools, not tertiary institutions. OK, let's go on to the question of
- Information a -1 Janet Sutherland technological support for disabled learners.
<4:1021:486:I_S> We recommend distributed learning, distance learning and tele-teaching.
- Information a -1 Irene Schröder <4:1022:578:J_S> InfoTech, could you give us some examples of how we can support people with various kinds of disabilities? How can blind students be given full access to
- Information a -1 Janet Sutherland Internet-based learning?
- Information a 489 Victoria Frostis <4:1023:489:489:V_F> Speaking computers, (FS) spesial \$special\$ keyboards?
<4:1024:578:J_S> Do the necessary support technologies for physically disabled learners
- Information a -1 Janet Sutherland exist, or will we need to develop them?
<4:1025:489:E_H> #74
<4:1025:489:E_H> You can use programs designed for this use!
- Information a -1 Espen Haugan <4:1025:489:E_H> Like Speaking computers, (FS) spesial \$special\$ keyboards
<4:1026:491:O_D_H> Some exist (elevators, (GADJO) pro-disabled rooms \$rooms for the disabled\$, toilets) others must be improved (internet lectures etc.)
- Information a -1 Orphéo Dominiqu <4:1026:491:O_D_H> N.
<4:1027:490:D_G_B> #73 Tele-teaching would be a useful tool to improve learning methods, and to
<4:1027:490:D_G_B> allow (WR) the possibility \$0\$ (WO) (GVNF) of working \$to work\$ at home to disabled people and geographically remote learners \$disabled people and geographically remote learners to work from home \$.
<4:1027:490:D_G_B> To provide this service, each university should have a classroom
- Information a -1 David Griol Barre:with the necessary equipment (cameras, microphones...)
- Information a 491 Nicole Hoppe <4:1028:491:491:N_H> Cathy, are you still there or (GVAUX) are \$have\$ you gone with the Bardies? Nicola

Extracts synchronous postings

- <4:1029:578:J_S> Thank you all for your thoughtful comments on disabled learners. One final question before we move on to the next point on the agenda: Would materials developers need special guidelines so they could write materials that can easily be integrated into the university network? Would materials developers need special guidelines so they could write materials that can easily be integrated into the university network? Would materials developers need special guidelines so they could write materials that can easily be integrated into the university network?
- Information a -1 Janet Sutherland <4:1030:490:F_M_J> #75, Northland thinks we need to develop them.
- Information a -1 Francisco Javier M <4:1030:490:F_M_J> #75, Northland thinks we need to develop them.
- <4:1031:490:D_G_B> #75 #77 We think that disabled or geographically remote learners (GVAUX) would \$should\$ have full access to the university network. This is a necessity to improve their learning possibilities. The university would give an excellent (FM) <4:1032:491:491:C_O> Sure, we are waiting for all of you to join us for a drink at the bar!
- Information a -1 David Griol Barre <4:1032:491:491:C_O> Sure, we are waiting for all of you to join us for a drink at the bar!
- <4:1032:491:491:C_O> Seriously, My computer keeps breaking down... Some messages I have written did not make it on the screen... Cathy
- Information a 491 Catharina Oppitz <4:1032:491:491:C_O> Seriously, My computer keeps breaking down... Some messages I have written did not make it on the screen... Cathy
- <4:1033:489:E_H> #80
- Information a -1 Espen Haugan <4:1033:489:E_H> Many programmes for this use exist already!
- Information a 491 Sven Richter <4:1034:491:491:S_R> Cathy, Well, fix some stiff drinks then, we will be right over. S <4:1035:491:486:O_D_H> Dear Brian, <4:1035:491:486:O_D_H> do you think (GA) \$the\$ university should offer the opportunity to meet in chat-rooms?
- Information a 486 Orphéo Dominiqu <4:1035:491:486:O_D_H> Jasmine
- Information a -1 David Griol Barre <4:1036:490:D_G_B> #79 Yes, we think it is necessary to do it. <4:1037:486:491:I_S> Dear Jasmine, <4:1037:486:491:I_S> that could be a good idea. Do you want to chat just for fun, or to exchange thoughts with other student about special topics?
- Information a 491 Irene Schröder <4:1037:486:491:I_S> Brian
- <4:1038:491:491:M_C> Cathy, it could be that your modem isn't fast enough to handle the insanely rapid refresh rate. I suggest you consult Jan S and give her all the information - she can then identify if that's where the gremlins are, and/or point you in the right direction.
- Information a 491 Michael Claridge <4:1038:491:491:M_C> Cathy, it could be that your modem isn't fast enough to handle the insanely rapid refresh rate. I suggest you consult Jan S and give her all the information - she can then identify if that's where the gremlins are, and/or point you in the right direction.
- <4:1039:578:J_S> To sum up the discussion on disabled learners: 1) ICT can reach disabled learners where they are by providing distance learning opportunities; 2) special technologies exist and more can be (FS) develop \$developed\$ to support different kinds of learners. <4:1040:486:I_S> #84 Yes, we think that's a good summary. <4:1041:578:J_S> Good. Let's move on to point #7 on the agenda: What concerns do we need to address in the areas of privacy and security? <4:1042:491:O_D_H> We (FS) highly \$highly\$ appreciate your summary!
- Information a -1 Janet Sutherland <4:1042:491:O_D_H> We (FS) highly \$highly\$ appreciate your summary!
- Information a -1 Irene Schröder <4:1042:491:O_D_H> N. <4:1043:491:O_D_H> -Improvement of the IT password-access system (e.g. Access Control Devices such as magnetic-/chip-card systems, key-code or fingerprint systems & #8211; explicitly for security reasons, not for surveillance!) <4:1043:491:O_D_H> -Copyright/Registration issues regarding individual creation of written texts/essays/etc.
- Information a -1 Orphéo Dominiqu <4:1043:491:O_D_H> N. <4:1044:490:F_M_J> #84, We agree with this point, but we (GVAUX) would \$should\$ discuss (WR) about \$the\$ possibility (XNCO) to build \$of building\$ a broadband network that links the local network in Eutropia. <4:1045:489:E_H> #88 <4:1045:489:E_H> Well done Midland
- Information a -1 Espen Haugan <4:1045:489:E_H> ITU <4:1046:486:I_S> #88 That's almost exactly what we wanted to recommend. So thank you Midland for typing it so fast.
- Information a -1 Irene Schröder <4:1046:486:I_S> #88 That's almost exactly what we wanted to recommend. So thank you Midland for typing it so fast.
- <4:1047:490:D_G_B> #86 We propose to use logins and passwords every time a student wants to use a PC. So, the personal information of each student would be secret and he would be the only person that could (LS) access \$get access\$ (Sp. acceder) to it.
- Information a -1 David Griol Barre <4:1047:490:D_G_B> #86 We propose to use logins and passwords every time a student wants to use a PC. So, the personal information of each student would be secret and he would be the only person that could (LS) access \$get access\$ (Sp. acceder) to it.

Extracts synchronous postings

- Information R 1646 Reichel, Milena <2:3:890:1646:M_R> #174 The right of privacy should be limited whenever a person is involved in criminal activities.
- Information R 1403 Sergio Candela <2:3:891:1403:S_C> #188 We don't agree with it
<2:3:892:1398:K_Bon> Government agencies have no right to sell or share pers.inform.
- Information R 1398 Karina Bondare <2:3:893:1665:S_U> #190 - could you please specify your opinion ?
- Information R 1646 Meyer-Rieke, Hanjo <2:3:894:1646:H_M_R> #186 hackers are able to get information which should be protected under the right of privacy and without punishing them every privacy law is useless
- Information R 1405 Catharina Oppitz <2:3:895:1405:1646:C_O> Why do you regard cameras in the workplace as a suitable way of reinforcing discipline?
Information R 1401 Sandra Bösch <2:3:895:1405:1646:C_O> Pauline Pot
<2:3:896:1401S_B> #192: yes!
<2:3:897:1402:K_K> Our legal system tries to impose restrictions on Internet contents because we believe that every Internet Service Provider has to know what is being published under its sites.
<2:3:897:1402:K_K> We think hacking is an interference to privacy.
- Information R 1402 Konstanze Kendel <2:3:898:1646:1665:M_R> not for you
Information R 1646 Reichel, Milena <2:3:899:1400:R_J_L> #188: We agree
Information R 1400 Randi Jule Lian
- Information R 1664 Bielenberg, Kai <2:3:899:1664:K_B> what do you think about the privacy rights concerning medical information which could be useful for the development of new (GNN) medicine \$medicines\$?
Information R 1405 Catharina Oppitz <2:3:900:1405:1400:C_O> #189 will NOT get a job, hopefully? ;-)
- Information R 1646 Reichel, Milena <2:3:901:1646:1405:M_R> Why do you censor your newspaper?
- Information R 1665 Uhde, Sven <2:3:902:1665:1646:S_U> your messages make no sense. sorry.
<2:3:903:1401:S_B> #198: Studies of such things can be done if the (GVNF) affected (FS) perons \$persons\$ \$persons who are affected\$ agree.
- Information R 1398 Karina Bondare <2:3:904:1398:K_Bon> Commercial enterprises don't have the right to sell or share personal information about their customers.
- Information R 1625 Simone Klaffke <2:3:904:1625:1405:S_Kl> There´s no doubt a person has to be punished for a (GVNF) committed crime \$crime that has been committed\$! we are talking about spreading information about these people. Punishment is (FS) impotent \$important\$ to save the personl rights of the other members of a (FS) democatic \$democratic\$ society. But would you mind discussing this point in the message centre later on? We are (LS) highly \$great\$ (WO) highly under (time) pressure \$under great pressure\$ (I´m all alone and have to leave the conf. at 4pm.) Greetings
Information R 1403 Sergio Candela <2:3:905:1403:S_C> No agency should be allowed to sell or share personal information without (GA) a \$0\$ permission (LS) of \$from\$ them.

Extracts synchronous postings

- <2:3:906:1414:J_S> Bardland has brought up an interesting point regarding government or commercial sale or sharing of personal information. How do the delegates feel about companies selling the contents of their customer databases?
- Information R 1414 Janet Sutherland
- <2:3:907:1646:H_M_R> #198 you could publish and exchange the results but it shouldn't contain personal data
- Information R 1646 Meyer-Rieke, Hanjic
- Information R 1646 Reichel, Milena <2:3:908:1646:1665:M_R> it does. you simply don't get it
- Information R 1400 Randi Jule Lian <2:3:909:1400:R_J_L> #189:SORRY!!! They will NOT get a job!
- <2:3:910:1405:1646:C_O> What do you mean by censoring? Since its establishment, the Globe has been an (FM) organ \$organism\$ of free speech!
- Information R 1405 Catharina Oppitz
- <2:3:911:1646:1405:J_P> In our opinion a camera at a workplace is (XADJCO) suitable to keep \$suitable for keeping \$ the worker from doing illegal things. "The one who is without guilt does not fear the eyes of the law." George W. Bush
- Information R 1646 Panhoff, Jan <2:3:912:1402:K_K> #198 Only with the agreement of the patient whose medical record will be used.
- Information R 1402 Konstanze Kendel
- Information R 1405 Catharina Oppitz <2:3:913:1405:1400:C_O> ;-)
- Information R 1665 Uhde, Sven <2:3:914:1665:1646:S_U> SHUT UP NOW
- Information R 1646 Panhoff, Jan <2:3:915:1646:1665:J_P> <blink>nananananana</blink>
- Information R 1405 Catharina Oppitz <2:3:916:1405:1646:C_O> "The one who is without votes will not be president." Al Gore
- <2:3:917:1646:1405:M_R> you never publish letters or (FS) articles \$articles\$ from NGO(FS)' \$0\$ s and delegations.
- Information R 1646 Reichel, Milena
- Information R 1646 Panhoff, Jan <2:3:918:1646:J_P> <small>lalelu</small>
- Information R 1400 Randi Jule Lian <2:3:919:1400:1405:R_J_L> Thank you!
- Information R 1646 Panhoff, Jan <2:3:920:1646:J_P> sorry for our last comment it was (FS) ment \$meant\$ to be secret
- Information R 1398 Inese Kause <2:3:921:1398:I_K> (FS) enterpris \$enterprises\$ selling personal inform.must be punished by law.
- Information R 1646 Meyer-Rieke, Hanjic <2:3:922:1646:1665:H_M_R> Coco we are impressed! you are so much (XADJPR)better in \$better at\$ using simple HTML- Tags to emphasize senseless statements
- Information R 1646 Meyer-Rieke, Hanjic <2:3:923:1665:1414:S_U> Information Rights Watch Group is writing disturbing secret messages. could you please remind them of the rules here ?!
- Information R 1665 Uhde, Sven <2:3:924:1414:J_S> FreeSpeech has also posed an interesting question regarding medical records and research leading to the development of new treatments. Do patients who give permission to use their medical records have a claim to the profits made as a result?
- Information R 1414 Janet Sutherland <2:3:925:1403:S_C> We are opposed to publishing (LS) pederast \$paedophiles\$ (WR) people \$0\$ and corrupted doctors lists in Internet.
- Information R 1403 Sergio Candela <2:3:926:1400:R_J_L> "208: Bardland, what kind of information are we talking about?
- Information R 1400 Randi Jule Lian <2:3:927:1401:N_H> (GP) It \$?\$ shouldn't be allowed to sell or share personal information.
- Information R 1401 Nicole Hoppe <2:3:928:1402:K_K> #209 They don't have a claim to the profits.
- Information R 1402 Konstanze Kendel

Extracts synchronous postings

- Information R:1414 Janet Sutherland <2:3:929:1414:1665:J_S> I'm sorry, but I do not see secret messages that are not directed at me. If they are being offensive, and if the simulation moderator agrees that they are being offensive, they will not be invited to the next teleconference. You are free to tell them that.
- Information R:1646 Panhoff, Jan <2:3:930:1646:J_P> we agree with #208, but only if the person doesn't know about and does not agree with the data-exchange
 Information R:1625 Simone Klaffke <2:3:931:1625:S_Kl> #209 why should they?
- Information R:1401 Sandra Bösch <2:3:932:1401:S_B> Data should not be sold for commercial reasons at all. Data material for studies should be (FS) recieved \$received\$ for fees, profit should not be involved in this. #209 we agree.
- Information R:1665 Uhde, Sven <2:3:933:1665:S_U> Everybody has the (SU) rights on \$right to control \$ the data collected about (GP) him \$them\$.
 Information R:1414 Janet Sutherland <2:3:934:1414:J_S> Are there any more comments on limitations to the free flow of information?
 Information R:1400 Randi Jule Lian <2:3:935:1400:R_J_L> #213:We agree
 Information R:1664 Bielenberg, Kai <2:3:936:1664:K_B> #210 this is related to the privacy rights of those people. where do their privacy (GNN) right \$rights\$ end and public interest to (LS) know \$be informed\$ (GVN) starts \$start\$?
 Information R:1401 Sandra Lueke <2:3:937:1401:S_L> <I>#214 we agree</I>
 Information R:1646 Reichel, Milena <2:3:938:1646:M_R> #209 medical information is very (FM) usefull \$useful\$. But it should be published (GWC) anonymous \$anonymously\$.
- Information R:1646 Meyer-Rieke, Hanja <2:3:939:1646:H_M_R> #216 Data(information) exchange is the (FM) basic \$basis\$ of (GP) every \$all\$ scientific work
 Information R:1414 Janet Sutherland <2:3:940:1414:J_S> If a person has a rare disease, and information about his genetic makeup helps researchers develop a cure, does that person have a right to claim payment for the use of his or her genetic information?
- Information R:1405 Catharina Oppitz <2:3:941:1405:1646:C_O> If delegations and NGOs wrote letters worth publishing... We have to maintain a certain standard. What contribution to any discussion (GVAUX) \$do\$ (WO) offer statements such as "Democracy and Information <2:3:941:1405:1646:C_O> is the best for every nation!" \$statements such as "Democracy and Information is the best for every nation!" offer\$?
 Information R:1401 Ole Herlyn <2:3:941:1405:1646:C_O> (SU) Such a decision is in the least connected to censorship \$?\$. And apart from that, there are only very few letters to the editor from the national teams!
 Information R:1401 Ole Herlyn <2:3:941:1405:1646:C_O> Pauline Pot
 Information R:1401 Ole Herlyn <2:3:942:1401:O_H> #223 but not all scientific work is beneficial for humankind and the earth...
 Information R:1401 Sandra Bösch <2:3:943:1401:S_B> #223 That's why there should be no dependency on profit, so there can a guarantee for access to these data.
 Information R:1400 Randi Jule Lian <2:3:944:1400:R_J_L> #224:No,we don't think so
 Information R:1664 Bielenberg, Kai <2:3:945:1664:1664:K_B> Hello Ferit!
 Information R:1664 Bielenberg, Kai <2:3:945:1664:1664:K_B> what's going on?

Extracts synchronous postings

Information R 1402	Konstanze Kendel	<p><2:3:946:1402:K_K> #223 Free flow of scientific information between the countries of Eutropia in order to allow every Eutropian citizen the same participation in medical, scientific, technological progress</p>
Information R 1665	Uhde, Sven	<p><2:3:947:1665:S_U> #223 - but the rights of the authors have to be protected.</p> <p><2:3:948:1664:K_B> #224 how can (GP) \$it\$ be guaranteed that the genetic (or other) information won't be used for other purposes?</p>
Information R 1664	Bielenberg, Kai	<p><2:3:949:1400:R_J_L> #228: We agree</p>
Information R 1400	Randi Jule Lian	<p><2:3:950:1398:K_Bon> #224 That person doe&#353;n't have rights to (FS) nclaim \$claim\$ payment for the use of his or her (FS) genetyic \$genetic\$ information, (LCC) but \$although\$ this information mustn't become accessible to the (S) broad masses of people \$ population in general\$, (LCLS) so \$but\$ (GP) it \$0\$ should be used ONLY for scientific purposes</p>
Information R 1398	Karina Bondare	<p><2:3:951:1403:S_C> Child or animal pornography should not be allowed. Legal and controlled pornography should be allowed only for people (LS) above \$over\$ eighteen.</p>
Information R 1403	Sergio Candela	<p><2:3:952:1664:K_B> #227 why?</p>
Information R 1664	Bielenberg, Kai	<p><2:3:953:1398:I_K> Child and animal pornography should be persecuted.</p>
Information R 1398	Inese Kause	<p><2:3:954:1401:1401:N_H> (GVAUX)Do \$Will\$ you reply to #224?</p>
Information R 1401	Nicole Hoppe	<p><2:3:955:1665:S_U> data should be free for educational purposes - but should be protected if its used for commercial purposes.</p>
Information R 1665	Uhde, Sven	<p><2:3:956:1398:A_U> We also agree with #233</p>
Information R 1398	Anastasija Usachov	<p><2:3:957:1664:K_B> are we discussing (WO) already no. 4</p>
Information R 1664	Bielenberg, Kai	<p>\$no.4 already\$??</p>
Information R 1625	Simone Klaffke	<p><2:3:958:1625:S_Kl> We have to leave. Bye.</p>
Information R 1401	Ole Herlyn	<p><2:3:959:1401:O_H> #233 all pornography and occultism should be banned from internet and other accessible media.</p>
Information R 1401	Sandra Bösch	<p><2:3:960:1401:S_B> #239 Bye.</p>
Information R 1400	Randi Jule Lian	<p><2:3:961:1400:R_J_L> #233: We are pleased to see that our suggestion (LS) towards \$for\$ not allowing animal pornography either (GVT) is \$has been\$ aknowledged. We agree with the statement</p>
Information R 1646	Meyer-Rieke, Hanjc	<p><2:3:962:1646:H_M_R> #228 That's a very good and important point. That's one way to lessen the digital (FM) devide \$division\$ in Eutropia.</p>
Information R 1414	Janet Sutherland	<p><2:3:963:1414:J_S> Thank you all for your interesting comments on limitations to the free flow of information. Again, this is a complex set of issues, and you can probably guess what my recommendation is: Continue the discussion via the Message Centre.</p>
Information R 1414	Janet Sutherland	<p><2:3:963:1414:J_S> It is time now to move on to the last topic: Obligations and Responsibilities</p>
Information R 1414	Janet Sutherland	<p><2:3:964:1414:J_S> Who is responsible for protecting an individual's privacy?</p>
Information R 1401	Ole Herlyn	<p><2:3:965:1401:O_H> # 236 CoCo, how would you use data for educational purposes? What kind of data were (FS) aou \$you\$ thinking of?</p>

Extracts synchronous postings

- Information Ri 1646 Reichel, Milena
<2:3:966:1646:1405:M_R> The sentence you refer to was something like an advertising spot. (SU) You don't seem to know something like this \$?\$. well..perhaps you (GVAUX) \$will\$ learn a bit about PR.
<2:3:966:1646:1405:M_R> But there was another (FS) article \$article\$ we wrote and we wrote letters to the editor. I don't think that a good newspaper has the right to demand "quality" in letters to the editor.
<2:3:967:1403:S_C> To summarize:

<2:3:967:1403:S_C> Free flow of information must not be allowed if it (XVPR) incites to \$incites\$ violence.
<2:3:967:1403:S_C> Author rights must be guaranteed .
<2:3:967:1403:S_C> Each person should be allowed to decide which kind of information about himself can (LS) flow \$be made available\$ in the network.
- Information Ri 1403 Sergio Candela
<2:3:968:1646:J_P> (FS) Referring \$Referring\$ to topic 5

<2:3:968:1646:J_P> We demand free public internet-terminals, computers, software and (LS) periphery \$peripheral devices\$ e.g. in libraries, schools, universities, stations
<2:3:968:1646:J_P> People living on welfare have to get cheap internetaccounts
- Information Ri 1646 Panhoff, Jan
<2:3:969:1405:1403:C_O> Dear delegation from Northland-
<2:3:969:1405:1403:C_O> you are aware that a (XNPR) ban of \$ban on\$ pornography will not mean an end (LS) of \$to\$ it? It is illegal to consume drugs, still the drugmarket is flourishing. Drunk-driving is a crime, but...
- Information Ri 1405 Catharina Oppitz
<2:3:969:1405:1403:C_O> Pauline Pot
<2:3:970:1398:K_Bon> In cases where the right to information collides with the right to privacy, the right to privacy has to have a priority
- Information Ri 1398 Karina Bondare
- Information Ri 1401 Ole Herlyn
<2:3:971:1401:O_H> #247 good points, Northland, we agree
<2:3:972:1400:R_J_L> #240: We don't agree. "Regular" pornography should be allowed, as long as the (FS) participants \$participants\$ (WO) all are \$are all\$ in it voluntarily and not under 18 years
- Information Ri 1400 Randi Jule Lian

<2:3:973:1664:B_S> The state must guarantee unhindered
<2:3:973:1664:B_S> information access to its citizens. The obligations resulting from that guarantee (GVN) has \$have\$ to be assumed by the state.
<2:3:974:1665:S_U> #246 Highland.
- Information Ri 1664 Söhle, Bettina

<2:3:974:1665:S_U> We think that research and education (GVN) needs \$need\$ full access to all available data for free. so that they can work with (LS) full \$greater\$ efficiency.
<2:3:975:1402:K_K> #233,#235,#244
- Information Ri 1665 Uhde, Sven

<2:3:975:1402:K_K> We think that the Eutropean Federation needs information controllers who take care of what is published illegally, e.g. pornographic/ paedophilic sites (LS) in \$on\$ the Internet, in order to protect minorities.
- Information Ri 1402 Konstanze Kendel
- Information Ri 1414 Janet Sutherland
<2:3:976:1414:J_S> What recourse should an individual have when s/he feels his or her right to privacy has been violated?

Extracts synchronous postings

Information R 1665 Uhde, Sven <2:3:977:1665:S_U> #251 - how do you define - "regular" ?
<2:3:978:1646:H_M_R> #235 We agree and (GVAUX)
\$would\$ like to hear what the other delegations (GVT) are

Information R 1646 Meyer-Rieke, Hanjc thinking \$think about\$ about this topic.
<2:3:979:1398:K_Bon> The access to information should be
guaranteed to everyone (including handicapped and

Information R 1398 Karina Bondare economically disadvantaged people)

Information R 1403 Sergio Candela <2:3:980:1403:S_C> We agree with #251
<2:3:981:1414:J_S> Re:#254: Would these "information
controllers" be government employees, citizens' groups, church

Information R 1414 Janet Sutherland groups, or what?
<2:3:982:1401:O_H> #253 Coco...but you are talking about

Information R 1401 Ole Herlyn personal data, right?

<2:3:983:1401:S_B> #245: The states should make laws that
inhibit violation of (GA) \$an\$ (FM) individuals \$individual's\$
privacy. These laws should protect the individual from other
individuals and also from institutions that have (LS) (raised)

Information R 1401 Sandra Bösch \$collected\$ data about the individual.
<2:3:984:1403:S_C> The government should allow poor and
physically handicapped people to have access to information and

Information R 1403 Sergio Candela internet.
<2:3:985:1646:H_M_R> Hey, we are on (LP) one \$the same\$
side.

Information Ri 1646 Meyer-Rieke, Hanjo<2:3:985:1646:H_M_R> LET'S CELEBRATE!!!

Information R 1403 Antonio Castro <2:3:986:1403:1405:A_C> We agree with #258
<2:3:987:1665:S_U> we agree with #258

Information Ri 1665 Uhde, Sven <2:3:987:1665:S_U> but the authors rights have to be protected.
<2:3:988:1646:H_M_R> #257 we were of course (FS) referring

Information R 1646 Meyer-Rieke, Hanjc \$referring\$ to #253 not #235

Information R 1646 Panhoff, Jan <2:3:989:1646:J_P> we agree with #263
<2:3:990:1664:K_B> #254 we agree with the (XNCO) idea to
set up \$idea of setting up\$ a commission as we already proposed

Information R 1664 Bielenberg, Kai in our policy paper.
<2:3:991:1402:K_K> If we get free public internet terminals, we
have to put a great emphasis on the (LS) prevention \$outlawing\$
of illegal sites.

Information R 1402 Konstanze Kendel <2:3:992:1403:A_C> We agree with #258

Information R 1403 Antonio Castro

Information R 1665 Uhde, Sven <2:3:993:1665:1646:S_U> please stop with that.

<2:3:994:1414:J_S> What obligations or responsibilities should
the individual have in regard to information and privacy?

Information R 1414 Janet Sutherland

Information R 1400 Randi Jule Lian <2:3:995:1400:R_J_L> Are we in?
<2:3:996:1664:K_B> #260 we want an (FS) indepedent
\$independent\$ commission (LS) where \$in which\$ as (GP)
much \$many\$ social and cultural groups as possible are (FM)
involved \$involved\$.

Information R 1664 Bielenberg, Kai #260

Information Ri 1402 Konstanze Kendel <2:3:997:1402:K_K> government employees

Information R 1646 Panhoff, Jan <2:3:998:1646:1646:J_P> <marquee>we stop this</marquee>
<2:3:999:1401:O_H> #254 + #260 we agree to Midland's
suggestion. But we think this should be controlled on a national

Information R 1401 Ole Herlyn level by state governed groups

Information R 1646 Panhoff, Jan <2:3:1000:1646:1665:J_P> <marquee>we stop this</marquee>

Extracts asynchronous messages

<A:2:254:1404:-1> Dear Highland delegates, (WO) Your questions I can answer as follows \$I can answer your questions as follows\$: Article 2.5 of the draft constitution would be interpreted in a way, (GP) that it \$that\$ guarantees the freedom of compulsory labour as a subjective and public right (LS) to \$for\$ everybody. Compulsory labour means the obligation to do a service (SU) personally \$?\$\$. In this respect labour is every action (FPW), \$0\$ which requires (GA) an \$a\$ significant amount of (LS) both \$effort\$, and which is usually suitable for gainful employment.- (GA) \$a\$ service is work in (GA) \$the\$ economy or society (FPW) , \$0\$ which is not meant to produce goods. An exception to the ban of article 2.5 is the service the individual has to do within the framework of conventional, general and equal, public duty of service. In this context conventional means that enlisting people for this task is allowed and customary. Changes in the sociological circumstances in the affected area are to be considered. The obligation is general, if the work has to be done by (SU) everyone of the affected \$?\$

Legal Consultants Your question: and can be done without problems. (S) Equality of the duty for service requ

<A:2:255:1401:-1> Letter to the editor. Dear Pauline Pot, we would like to (LS) give \$make\$ a statement referring to your article. Is Highland denying the opposition a voice?. We are surprised by your emotional misinterpretation of our amended bill of terrorism. However, in contrast to your picturesque account of the implications of the bill we certainly do not intend to deny (LS) voices \$free speech\$, but violence. This bill of terrorism serves not to criminalize different opinions. Its aim is to prevent (S) beliefs being put forward by brutal outbursts \$people from expressing personal beliefs through violent outbursts\$. From our point of view all arguments can be settled peacefully. We believe that opposition to any kind of violence is of great importance to the whole of Eutropia to ensure safety (LS) of \$for\$ all nations and their citizens. Your sincerely, Paula, Chris,

Delegation from Highl terrorism bill Sam and Juba Delegates of Highland

<A:2:256:1403:-1> Dear members of FreeSpeech: After we have read your policy statement there are some points we would like to discuss. Although we think Internet skills (GVN) is \$are\$ very important and (GA) a \$an\$ essential part of the education (WM) \$system\$, we find (WM) \$it\$ unviable to (LS) apply \$offer\$ free Internet access to all citizens (LS) of \$in\$ Eutropia. If someone wants to use a service like (GA) \$a\$ telephone or an entertainment media, they must (XVPR) pay \$pay\$ for\$ it. Internet is not essential for daily life and nowadays economical and technological infrastructures do not permit a massive use of this service. Finally we agree with the restrictions (LS) of \$on\$ (WO) Internet free access \$free internet access\$ in order to protect (GWC) youth \$young\$ people. But in our opinion, the commission for the development of Internet guidelines must be integrated by a (GWC) representation \$representatives\$ (LS) of \$from\$ each country's government and non-governmental

Delegation from North Information ri; delegations. Sincerely, Delegation from Northland

Extracts asynchronous messages

<A:2:257:1401:-1> Good day. The Highland delegation would be pleased if your organisation could send us some statements as to your views on personal rights as they are stated in the draft constitution. We are interested to see what issues appear to be of most importance and relevance to the coming conference (Friday). Since this conference is very soon, we would be grateful if an answer could be given as soon as possible. After all, we have the task to prepare for the conference, and the opinions of all parties involved are of great importance to gain a clear picture of the tendencies in human rights debates. We are looking forward to a lively and agreeable discussion on Friday. With greetings, Paula, delegate of
Delegation from Highl Personal Right Highland

<A:2:257:1508:1401> hi highlanders. HuchHuch! I have (FM) send \$sent\$ messages to all countries and ngo's asking them to give more detailed statements about their views on personal rights. Also I have sent Bardland a longer letter, asking them about their statements, and giving them some of our views on scientific advancements, assuming that they agree with the separation of tasks that we suggested. I hope this is (FS) allright \$alright\$, because we really need to get (FS) goin \$going\$. By the way, we dealt with the Globe article on terrorism as well, sent a letter conference 10- to the editor!
Ole Herlyn HALlo
Piltz, Florian <A:2:258:1668:1665> (CS) Wie geht's (Ger.)?

<A:2:259:1672:1665> (CS) gut! hast schon den neuen eu-globe gelesen?
Neumann, Marc RE: HALlo Begin of included message. Wie geht's ? End of included message(Ger.).

<A:2:260:1681:1646> I think we should split in groups so that some of us can specialize in different nations and/or ngo's and the newspaper.
Reichel, Milena Task Forces

<A:2:261:1676:1646> (CS) ich werde mich mit coastland befassen (Ger.).
Lorenz, Thomas No Subject
Panhoff, Jan Ich will North <A:2:262:1683:1646> Hi, (CS) ich will Northland hab'n(Ger.)
Wetzel Bardland <A:2:263:1678:1646> I want Bardland.
Meyer-Rieke, Hanjo i want highlan <A:2:264:1682:1646> see subject

<A:2:265:1681:1646> This message has no content.This text was generated automatically by OPUSi. Diese Nachricht hat keinen Inhalt.Dieser Text wurde automatisch vom OPUSi-System generiert
Reichel, Milena Roland takes t
<A:2:266:1681:1646> hanjo - highland. thomas - coastland. janne, kerstin, mfb, jan - southland, midland. japan - northland. milena - bardland. richie
Reichel, Milena subject press. roland - NGO's

<A:2:267:1683:1646> Hi, Northland is interestesd in an international education (LS) of \$for\$ its students. They have to learn (FS) to \$two?\$ foreign languages. Northland (XVCO) wants that every student has \$wants every student to have\$ access to a computer and has to prove (GP) its \$their\$ computer-knowledge before getting a (FS) univernity \$university\$ - degree. We could win Northland as a partner for freedom of information-exchange between different countries. Northland has the worst (FS)
Panhoff, Jan Memo on Nor formatted \$formatted\$ documents ever, so be warned. CU. japan

Extracts asynchronous messages

<A:2:268:1643:1625> Hello to everyone. As we recieved a message from Highland concerning the teleconference on friday we should make up our minds about our main statements and opinions. I just had a (LS) short \$quick\$ look at the draft version of the Eutropian Constitution and I think we should concentrate on: 2.4. No one shall be (FM) hold \$held\$ in slavery or servitude.3.2.- Everybody shall have the right (LS) of \$to\$ freedom of opinion and expression, including the freedom to hold opinions and to receive and import information and ideas of all kinds and through all media without interference by public,authorities (...) 5.1.- Everyone shall have the right of self-determination.(...) freely determine their political status and freely (FS) persue \$pursue\$ their economic, social and cultural development.5.2.- free choice of employment (equal pay for equal work. equal treatment at work) 5.12.- Everyone shall have the right of education. Edu. shall be free at least in the elementary and fundamental stages. Elementary edu. shall be (FS) compulsory \$compulsory\$. Higher ed

Simone Klaffke MESSAGA FI

<A:2:269:1402:-1> To the delegation of Southland:We collected those (FS) oppinions \$opinions\$ on the information rights which Eutropian delegations and organisations basically seem to agree on.Please send us your opinion (LS) to \$on\$ those topics and tell us how you think we can organize our cooperation for the teleconference next wednesday.1. The right to (FS) recieve \$receive\$ and impart information through any media is indispensable as long as (GA) \$the\$ rights, freedom and security of others are not endangered. Everyone should have the right to obtain (FS) trueful \$truthful\$ information under (GA) \$the\$ guarantee of (GA) \$a\$ public media. 2. Right to privacy that can only be limited by police based on court orders. 3. Free flow of scientific information between the countries of Eutropia in order to allow every Eutropian citizen the same participation in progress. - What's your position on the question, if the right to education belongs to information rights?- Referring to CoCo's Policy Statement we (GVAUX) \$would\$ like to know your opinion on their detailed suggestions.- We (GVAUX) \$would\$ like to discuss the intro

Delegation from Midla Cooperation O

<A:2:270:1643:1625> Good day to you.As it is our aim to create an adequate school system in cooperation with you and all other Eutropian members, we will clearly concentrate on the following (FS) articals \$articles\$:2.4.- No one shall be held in slavery or servitude. Literacy is the first step towards freedom. 3.1.- (...) protection of the rights and (XNUC) freedoms \$freedom\$ of others.We think an adequate education has to care not only for (FS) intelectual \$intellectual\$ but also for (FS) ehtical \$ethical\$ and social competences of young people e.g. to respect other human beings regardless (LS) from \$of\$ (GP) there \$their\$ cultures, financial situations, religions, etc. School can and has to help children find the right way to (WM) \$have\$ respect for the dignity of other human beings.3.2.- Everyone shall have the right (LS) of \$to\$ freedom of opinion and expression, including freedom to hold opinions and to recieve and import information and ideas of all kinds and through all media without interference by public, authorities (...)In our opinion a person is only able to use (S) the whole lot of information and media \$all the information and

Simone Klaffke No Subject

<A:2:271:1643:1625> Please do me a favour and read my last memo as soon as possible. If you agree with it (it is just a very rough version) we can send it to Highland tomorrow. I guess they are (S) highly under pressure \$under a lot of pressure\$. Greetings to all of you, Simone. P.S.: I'd like to quit this whole stuff.

Simone Klaffke No Subject

Extracts asynchronous messages

<A:2:272:1665:-1> Hello Highland, thank you for your (GNN) interests \$interest\$ in our position. We would like to deal with our issues (SI) more detailed \$in greater detail\$ at the teleconference on friday. Would you like to send us meanwhile more (LS) explanation \$details\$ concerning your opinion about the security aspects in (WR) use of the \$000\$ personal rights context ? We would also like to know your position concerning copyrights. We are looking forward to a stimulating discussion with you. Best regards.
The CoCos

CopyRight-CopyWron; Response

<A:2:273:1402:-1> Dear Ms Paula, With reference to your letter (LS) from \$of\$ 8.11.00 we wish to inform you about our statements (XVPR) referring \$referring to\$ (GA) the \$0\$ Personal Rights. As you will know, our overall policy goals are to take the first step to enforce the right to work and to observe that our senior citizens have social support and security in their old ages. This means that we want to ensure that an appropriate standard of living for the retired and also for our whole society (LCLS) furthermore \$0\$ becomes an inalienable right. This (S) includes that anybody \$means that any person,\$ independent of (GP) its \$their\$ race, colour, gender, financial matters, etc. has the right to be unique and a human being(FPM) \$,\$ to (LS) get \$have\$ (GA) \$the\$ same rights as anybody else in the society. Fortunately, we don't have (GP) such \$as many\$ drug problems as some other countries might have, but this doesn't mean(FPW) , \$0\$ that we are not (XADJCO) interested to support \$interested in supporting\$ the other countries in the Eutropian Union in Delegation from Midla Personal Right any possible way to solve such basic, social and economical problems as a u

Delegation from Midla Personal Right any possible way to solve such basic, social and economical problems as a u

<A:2:274:1665:-1> Good day,we would be pleased if you could send us some statements regarding your opinion of copyright. It would also be kind of you if you could say something more about the free internet access and the evaluation-system. It is an interesting idea you (LP) brought out \$brought up\$. Perhaps it might be possible that your system could cooperate with our system regarding (GA) the \$0\$ copyright. What do you think? With kind regards The CoCo's

CopyRight-CopyWron; Your position

<A:2:275:1665:-1> Dear coastlander, (LCLC) Next to \$Apart from\$ other important topics, you deal in your policy statement with everyone's` right to liberty and security, social security and social insurance. In this (FS) contex \$context\$ you may also think about the protection of the rights of authors, musicians and artists. Only rigorous laws of copyright can guarantee their income. We are looking for an (FS) exiting \$exciting\$ discussion on friday and a constructive business connection with you. the CoCo's

CopyRight-CopyWron; discussion on c

<A:2:276:1665:-1> Dear (FM) Southlands \$\$Southland/Southlanders\$, (LCLC) Next to \$Apart from\$ other important (GNN) topic \$topics\$ you deal in your policy statement with the point: "every Eutropian citizen has priority access to employment". <<In this contex we may also think about the protection of the rights of authors, musicians and artists. Only rigorous laws of copyright can guarantee their income. We looking forward to exciting discussions on friday and a constructive business connection with you.>> the CoCos

CopyRight-CopyWron; copyright and , you.>> the CoCos

Extracts asynchronous messages

<A:3:277:1646:-1> Dear EuGlobe, today's TC has been a bit chaotic but nonetheless we were able to mention one or two points which are very important to us. It's good to see that the (FS) Eutropean \$Eutropean\$ countries seem to realize the importance of information and the access to it. Especially Coastland (computers for schools and (FM) libraries \$libraries\$), Northland and Highland agreed on this topic quite quickly. Best regards, Stanislav (FS) Lopéz \$López\$ press officer
Information Rights Watch Group

Information Rights Watch Letter to the E

<A:3:278:1678:1646> I've just (FM) send \$sent\$ a little letter to the globe. I mentioned that Highland, Northland and Coastland agreed on our plan to provide (GWC) connectivity \$connection\$ for every citizen. I think our "experts"; on these nations should write them a message as well.

Wetzel EuGlobe

<A:3:279:1512:1401> Dear (FS) CoHighlandies \$CoHighlandies\$. During and after yesterday's conference we were sent a few questions by the Globe. For some reason they (GVT) have not shown up \$did not show up\$ when I entered OPUSi this morning. Do you have them? If so, could you please send them again via memo? Can someone explain to me why they (GVT) have been \$were\$ there yesterday (although it was not my own computeraccount)and they are gone today? Is there some black magic going on? Did I dream? Am I dreaming now? So many questions and only such a short life to find the answers.....) Thanks! Jubes

Christine Kluck EU Globe que:

CoHighlandies During and after yesterday's conference we were sent a few questions by the Globe. For some reason they have not shown up when I entered OPUSi this morning. Do you have them? If so, could you please send them again via memo? Can someone explain to me why they have been there yesterday (although it was not my own computeraccount)and they are gone today? Is there some black magic going on? Did I dream? Am I dreaming now? So many questions and only such a short life to find the answers.....) Thanks! Jubes >> End of included message. Dear Juba, (FS) hear \$here\$ are the questions from EuGlobe: Don't you think social circumstances may justify an abortion-teenage pregnancy, poverty, drug adiction etc.? Would you please define "emergency-case" (LP) in regards to \$with regards to\$ abortion? Will you allow abortion by medical indication? Will a victim of rape have the right to abort the child? I hope I (GVAUX) could \$have been able to\$ help you, but perhaps you've got them from another one of our team. Have a nice week

Silke Müller RE: EU Globe

<A:3:281:1689:1664> Hello FreeSpeech, I found an article about [pre]censorship in china in today's newspaper. You can find it in the workspace section in the folder 'articles'. I think it is interesting as it reflects how freedom of expression is interpreted in some states of the real world. It should encourage us to fight against censorship like it is mentioned in the article. FOR A BETTER EUTROPIA! Bob P.S.: The article is written in german but i hope you will understand it anyway :o)

Zacher, Marc [pre]censorshi

Extracts asynchronous messages

<A:3:281:1664:-1> Dear delegation of Midland, at the teleconference (LS) at 5pm on Friday, you (GVT) have shown strong agreement to our position regarding the freedom of expression and its limits. So maybe we can discuss this a little bit more. What did you think about our whole policy-statement. Maybe, we could find more things we have in common, our opinions match. We think (FPW), we could! And what did you think of our message from the 9th of November? We hope for soon a quick response. Yours, Thorsten Jonas, from the FreeSpeech-Organisation

Digital Free Speech Meeting Teleconference

<A:3:282:1693:1664> Dear members of free speech, I agree with Bob. We (WR) have to prevent a new Eutopian of Eutropia being built under such conditions! I've sent a new message to the Midland delegation, trying to discuss possible matches with their coincidences of opinion, (SU) respectively respectfully trying to convince them of our goals. You can read this in the papers. TJ

Jonas, Thorsten midland-comm

<A:3:283:1400:-1> Dear Eutopian Commissioner, (GA) The Delegation of Coastland agree that there should be limitations to the freedom of expression. This includes: 1. Production and spreading of child pornography (and animal pornography). 2. Expression of physical and psychological aggression or violence towards named persons or ethnical, religious, national or social groups. We don't want this to include artists, authors and musicians performing their art. Yours sincerely, Delegation from Coastland

Delegation from Coast Limitations to

<A:3:284:1401:-1> Dear EG, Here are the answers to your questions. The social circumstances you are talking about certainly are very serious problems. But life is given by god and can only be taken by god. This is the (GWC) fundament of fundamental idea behind our policy and even more of our society. As we said during the conference, there are certain circumstances when abortion can be justified, but this has to remain exceptional and each individual case needs a separate decision to be considered separately. Such circumstances are only emergencies (LCS) in case if a life is threatened. Adverse social conditions are no emergency. To kill a child cannot be a solution here. It is the duty of society to offer every mother (GA) the ample adequate means to be able to raise her children. To answer your second and your third questions, if an unborn child has to be killed in order to save the life of the mother, abortion is justified. This is in fact a medical indication and an emergency. As you might see, pregnancy as a result of rape is not an emergency. Everything must be done to help this woman and her child. It is

Delegation from High your questions

Appendix II: Participants' Resource Pages

Project IDEELS

Intercultural Dynamics
in European Education through onLine Simulation

Resources for Participants

About Project IDEELS	Guides & Schedules:	Technical Requirements	OPUSi User Guide
How IDEELS Simulations Work		Internal Briefing Document Guide	Policy Statement Guide
Resources for Participants		Model Resolution	Checklist: Are you ready?
Resources for Facilitators		Simulation Schedule	Teleconference Schedule
Site Map		Shared Learning Objectives	Specific Learning Objectives
	Activities:	Pre-Simulation Survey	Post-Simulation Survey
IDEELS Home		Keirsev Temperament Sorter	Portfolio
	<i>Team- building:</i>	Getting to Know You...	Narg Island
		A Fictitious Election	

Language:

Language Functions

Yes or No?

What They Said & What They Meant

Thinking Tools:

About CoRT Thinking Tools

CoRT Thinking Tool: PMI

CoRT Thinking Tool: CAF

CoRT Thinking Tool: C & S

CoRT Thinking Tool: APC

CoRT Thinking Tool: OPV

Culture:

The Anthropologists

Culture Shock

Human Rights:

Local and National Human Rights Issues

Contingency Matrix

Information Resources:

Human Rights Research Links

General Research Links

Background Information: Human Rights Declarations

"Getting to Yes"

Language Resources:

Language Functions Bank

Glossary

Cambridge Reference Tools

Wordsmyth

Webster's Dictionary Search:

Webster's Thesaurus Search:

Human Rights Research Links

Jump directly to [Human Rights Documents](#), [Human Rights Organizations](#)

General Human Rights Resources

[Massive collection of links to documents, websites, organizations, etc. related to human rights](#)

[Many links on the subject of human rights, ranging from general to specific Human Rights links, grouped by type of document](#)

[For European documents](#)

[For other international links including United Nations & NGOs](#)

[Links to British papers and to sites with regional human rights issues](#)

[Political science links](#)

[Links to other documents](#)

Human Rights Documents

[Charter of the United Nations \(1945\)](#)

[Council of Europe Conventions home page](#)

[Complete list of the Council of Europe's treaties](#)

[European Council site relating to revision of Maastricht Treaty and working towards Amsterdam Treaty. Functions as a retrospective database - useful site for EU & EU Members' documents etc](#)

[The Amsterdam Treaty](#)

[A guide to the Amsterdam Treaty](#)

["On the Record" EU site for official EU documents](#)

[Council of Europe European Convention on Human Rights](#)

[European Convention on Human Rights and Fundamental Freedoms](#)

[Summary of European Convention on Human Rights](#)

[British Home Office guide for public authorities in the context of the new UK Human Rights Act \(comes into force on 2nd October, 2000\)](#)

[Constitutions of just about every country in the world, either here or via links to other pages](#)

[Resolution of the UN General Assembly adopted 02/2002 on the International convention on the Protection of the Rights of All Migrant Workers and Members of Their Families](#)

[Declaration of fundamental principles and rights at work \(1998\)](#)

Human Rights Organizations

[The United Nations](#)

Official home page of the United Nations, with links to the various departments and bodies within the organization.

[U.N. General Assembly](#)

All 191 Member States are represented in the General Assembly, the largest of the three main organs of the United Nations. General Assembly Sessions are available live via webcast.

[U.N. Economic and Social Council](#)

As one of three major organs, the Council coordinates the economic and social work of the United Nations and its agencies and institutions.

[UN High Commissioner for Human Rights site, including links to the various UN human-rights treaties](#)

[UN Human Rights Today. Includes several chapters of this UN publication on human rights, as well as a link to the full texts of the UN Universal Declaration of Human Rights and other UN human rights documents.](#)

[European Council site with topic-related links on policies](#)

[Amnesty International's home page](#)

[Amnesty International UK - Leicester branch](#)

[UK Foreign & Commonwealth Office Human Rights in Foreign Policy home page](#)

[Charter 88 is the most important group in the UK working towards a written constitution for Britain](#)

[British Home Office Human Rights Unit home page](#)

[British Home Office index page](#)



[About Project IDEELS](#) | [IDEELS Simulations](#)
[Participant Resources](#) | [Facilitator Resources](#) | [Site Map](#) | [Home](#)

Research Links

[Maastricht Treaty](#)
[Multilaterals Project \(source for international treaties and conventions\)](#) [International Organizations](#)

[Council of Europe](#)

[European Union](#)

[Group of Seven G7](#)

[North Atlantic Treaty Organization NATO](#)

[Organization for Security and Cooperation in Europe OSCE](#)

[BBC Front Page](#)

[CNN Interactive](#)

[On-Line Intelligence Project](#)

[NexusNews \(A UN Radio, and UNEP Broadcasting Site\)](#)

[Atlas of the World incl maps of Europe and Cities](#)

[International Affairs Network](#)

[International simulation resources](#)

[The Environmental Atlas](#)

[Linkages \(International Institute for Sustainable Development\)](#)

[Natural Resources Defense Council](#)

[UN Environment Programme](#)

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Appendix III: Interrater Results

Interrater Variability - Tagging Results

The following table shows the results of the interrater consistency as regards 10 categories of error. The second rater (D.P.) analysed 10% of the whole corpus, which amounted to 8,843 words and involved sections chosen in a totally arbitrary way. It shows the percentage of errors of each type, for each of the raters, in the same sections of the corpus.

TAG	RATER 1 – P.M.	RATER 2 – D.P.
(FS) - Spelling	24.8%	23.7%
(G) - Grammar	5.8%	6.3%
(GA) – Articles	6.9%	9.4%
(GP) – Pronouns	4.5%	3.5%
(GV) – Verbs	8.9%	7.9%
(X) – Lexico-grammar	6.7%	7.6%
(L) – Lexis	24.9%	24.8%
(S) – Style	7.6%	7.5%
(W) – Word wrong, redundant or missing	6.5%	6.3%
(R) - Register	0%	0.3%
(CS) – Code-switching	3.4%	2.9%

The main difference that can be observed involves the detection of article errors, which rater 2 justified by commenting that he may be more influenced by the American usage, and therefore more prone to overlook their underuse in the corpus. On the other hand, the group of errors referring to lexis were almost identical in number. The question of error gravity on the one hand, and error detection and classification on the other, as seen through the eyes of different raters, though an intriguing subject, is beyond the scope of this dissertation.

Appendix IV: Problematic Categorisations

Problematic Categorisation of Error Items

A. Examples of errors which proved to be difficult to pinpoint, classify and/or correct:

- <A:1:53:491:-1>As mentioned before we should use this one off chance **offered to act innovative and farsighted.**
- <A:1:170:490:-1> but in this case the private sector would **press for obtaining a piece of the cake.**
- <A:2:241:1409:1405> **Bardland is still leaving the board of the Eutropian Globe dangling in the uncertain** concerning their controversial drug campaign.
- <2:382:490:R_L_G> Finally the Delegation of Northland hope to get a global agreement , or **in the worst case some particular agreements.**
- <2:408:491:A_N> **The whole beraucracy** should become as simple as possible.
- <2:417:486:D_B> concerning the decisions-making, we would like to see every group of the three **have the same number of voices** in the power structure.
- <2:423:490:R_L_G> But, Midland, we think that teachers should participate also in these administrative tasks, because they have a lot of experience in **how this world works**
- <2:496:486:486:S_L> **As I can see so far**, this conferences is much better than the opening one, isn t it?
- <3:756:491:C_J_W> Continue studies when over 30? Different conditions? This is all far to vague! **If you want to keep a fruitful discourse, please specify...**
- <3:791:491:A_N> 10 #124: Could you please **specify the statement?** Cathy
- <5:1248:491:491:N_H> Sometimes I have problems with the net, **they kick me out.**If you don` t hear anything from me, then I have been thrown out completely. Nicola
- <2:1:262:1398:1405:B_T_F> Im very sorry to admit it but you seem to be not very welcoming to any innovations we try to introduce. **Are you so stick to traditional measures?**
- <2:4:1291:1665:1665:J_N> **The equal treatment by** financial institutions is another important challenge of Eutropia. Only equal treatment by financial institutions will prevent employees from moving to the countries, where less taxes were to pay or were poorer people work for lower money. It must be a term of the Eutropian Constitution to develop a ministry of regulation to protect and to control that.

B. Erroneous forms that are not totally straightforward to tag:

i. The error may come under two different categories:

(FS) spelling or (GP) pronoun:

<2:6:2175:1665:1403:D_K> Thanx for **you** mail, Santiago.

(GWC) word class or (FS) spelling:

<2:5:1521:1646:1646:W> I think I was **to** fast... ;-)

(GWC) word class; (FS) spelling; (FM) derivation

<A:1:53:491:-1> To what **extend** is the old traditional...

ii. Discoursal relations:

Example A

<2:6:1854:1414:J_S:#8> Has everyone started their debriefing process?

Reply 1:

<2:6:1857:1401:S_B> #8 **We did so.**

Reply 2:

<2:6:1860:1402:M_W> #8 : **So did we**

Reply 2 is not perhaps erroneous if it responds to S_B in Reply 1. However if it is the response to J_S #8, then it is certainly not correct.

Example B

<2:1:130:1405:1398:C_O> Dear delegation from Bardland- may I ask you for an interview after the conference?

<2:1:131:1398:S_T> **I am glad to** speak with you

iii. Playing with language

<A:2:225:1405:-1> Dear readers,this is the weekend edition of the EUTROPIAN GLOBE.We havesome thrilling insight in the **muddle-headed views** of TaskForce members on human rights

<3:701:491:C_J_W> All **righty** then!

<A:1:47:553:491> Don't worry, be Middie!

Appendix V: Tables of Results – Synchronous and Asynchronous

Table of Results – Synchronous and Asynchronous (General Categories)

	F*	G*	X*	L*	W*	R	S*	CS	Total Errors
SYNC	700	658	95	423	250	0	197	37	2360
%Total Errors	29,7	27,9	4	17,9	10,6	0	8,3	1,57	
ASYNC	447	492	91	464	187	3	188	18	1890
%Total Errors	23,7	26	4,8	24,6	9,89	0,16	9,9	0,95	

**General Categories per L1 Group – Synchronous and Asynchronous
(with percentage of error per total errors)**

SYNC	F*	G*	X*	L*	W*	R	S*	CS	
Spanish	143	189	23	148	79	0	59	10	651
%	21,97	29,03	3,53	22,73	12,14	0,00	9,06	1,54	
German	398,00	356,00	54,00	219,00	130,00	0,00	101,00	18,00	1276
%	31,19	27,90	4,23	17,16	10,19	0,00	7,92	1,41	
Latvian	42,00	43,00	9,00	21,00	18,00	0,00	15,00	2,00	150
%	28,00	28,67	6,00	14,00	12,00	0,00	10,00	1,33	
Norwegian	115,00	66,00	8,00	33,00	23,00	0,00	21,00	7,00	273
%	42,12	24,18	2,93	12,09	8,42	0,00	7,69	2,56	
French	2,00	4,00	1,00	2,00	0,00	0,00	1,00	0,00	10
%	20,00	40,00	10,00	20,00	0,00	0,00	10,00	0,00	
ASYNC									
Spanish	44,00	129,00	27,00	129,00	42,00	0,00	34,00	0,00	405
%	10,86	31,85	6,67	31,85	10,37	0,00	8,40	0,00	
German	321,00	288,00	55,00	280,00	124,00	0,00	127,00	15,00	1210
%	26,53	23,80	4,55	23,14	10,25	0,00	10,50	1,24	
Latvian	18,00	42,00	3,00	25,00	8,00	0,00	11,00	0,00	107
%	16,82	39,25	2,80	23,36	7,48	0,00	10,28	0,00	
Norwegian	44,00	30,00	3,00	20,00	7,00	0,00	11,00	0,00	115
%	38,26	26,09	2,61	17,39	6,09	0,00	9,57	0,00	
French	20,00	3,00	3,00	10,00	6,00	3,00	5,00	3,00	53
%	37,74	5,66	5,66	18,87	11,32	5,66	9,43	5,66	

Table of Results (Synchronous) – Percentage of specific error categories per total errors

SYNC	Spanish	German	Latvian	Norwegia	French	Totals/cat.	% of total errors
FM	26	49	2	11		88	3,73
FS	113	317	39	103	2	574	24,32
FPM	1	8	1			10	0,42
FPW	3	24		1		28	1,19
GA	65	84	19	19	1	188	7,97
GNC	7	9	2	1		19	0,81
GNN	14	43	6	12	2	77	3,26
GP	32	59	9	9		109	4,62
GADJO	4	11				15	0,64
GADJN	3					3	0,13
GADJCS	4	4	1			9	0,38
GADVO		3				3	0,13
GVN	12	26	1	7		46	1,95
GVM	7	7		3		17	0,72
GVNF	6	13	1	1		21	0,89
GVV	1	5				6	0,25
GVT	14	52	1	7		74	3,14
GVAUX	16	24	2	4	1	47	1,99
GWC	4	16	1	3		24	1,02
XADJCO		2	1			3	0,13
XCONJCO	1	1				2	0,08
XNCO	5	9		1		15	0,64
XPRCO							0,00
XVCO	8	22		4	1	35	1,48
XADJPR		2	1	1		4	0,17
XNPR		3		1		4	0,17
XVPR	8	10	6	1		25	1,06
XNUC	1	5	1			7	0,30
LS	111	179	13	27	2	332	14,07
LSF	11	1				12	0,51
LP	23	32	4	6		65	2,75
LCL						0	0,00
LCLS	2	1	1			4	0,17
LCLC		1				1	0,04
LCC		4	3			7	0,30
LCS	1	1				2	0,08
WR	24	39	5	8		76	3,22
WM	25	42	7	9		83	3,52
WO	30	49	6	6		91	3,86
R						0	0,00
S	34	35	6	8		83	3,52
SI	5	10				15	0,64
SU	20	56	9	13	1	99	4,19
CS_Lang.	10	18	2	7		37	1,57
Total Errors	651	1276	150	273	10	2360	
Turnos	596	1777	247	277	9	2906	
Total Words	9020	27095	2451	3408	85	42059	

Table of Results (Asynchronous) – Percentage of specific error categories per total errors

ASYNCR	Spanish	German	Latvian	Norwegian	French	Totals/cat	% of total errors
FM	10	58	7	4	7	86	4,55
FS	30	218	9	32	12	301	15,93
FPM	1	18		2		21	1,11
FPW	3	27	2	6	1	39	2,06
GA	52	103	28	8	1	192	10,16
GNC	2	9	2			13	0,69
GNN	15	40	3	1	1	60	3,17
GP	33	38	2	5		78	4,13
GADJO	1	4				5	0,26
GADJN	1					1	0,05
GADJCS							0,00
GADVO							0,00
GVN	4	11		5	1	21	1,11
GVM		1				1	0,05
GVNF	1	6				7	0,37
GVV		4		5		9	0,48
GVT	7	35	4	2		48	2,54
GVAUX	5	12				17	0,90
GWC	8	25	3	4		40	2,12
XADJCO	2	2				4	0,21
XCONJCO							0,00
XNCO	1	11				12	0,63
XPRCO	1					1	0,05
XVCO	8	13	1			22	1,16
XADJPR		3				3	0,16
XNPR	2	6		1	1	10	0,53
XVPR	12	15	1	2	2	32	1,69
XNUC	1	5	1			7	0,37
LS	92	229	17	17	10	365	19,31
LSF	9	2				11	0,58
LP	22	37	5	3		67	3,54
LCL							0,00
LCLS	3	1	1			5	0,26
LCLC	2	5	1			8	0,42
LCC	1	2				3	0,16
LCS		4	1			5	0,26
WR	13	38	3	4	2	60	3,17
WM	10	44	4	1	3	62	3,28
WO	19	42	1	2	1	65	3,44
R					3	3	0,16
S	22	68	10	3	1	104	5,50
SI	7	6		1		14	0,74
SU	5	53	1	7	4	70	3,70
CS_Lang.		15			3	18	0,95
Total Errors	405	1210	107	115	53	1890	
Turnos	52	163	4	15	16		
Total Words	9.332	28.181	1.480	2562	1070		

Table of Results – Error items - Synchronous

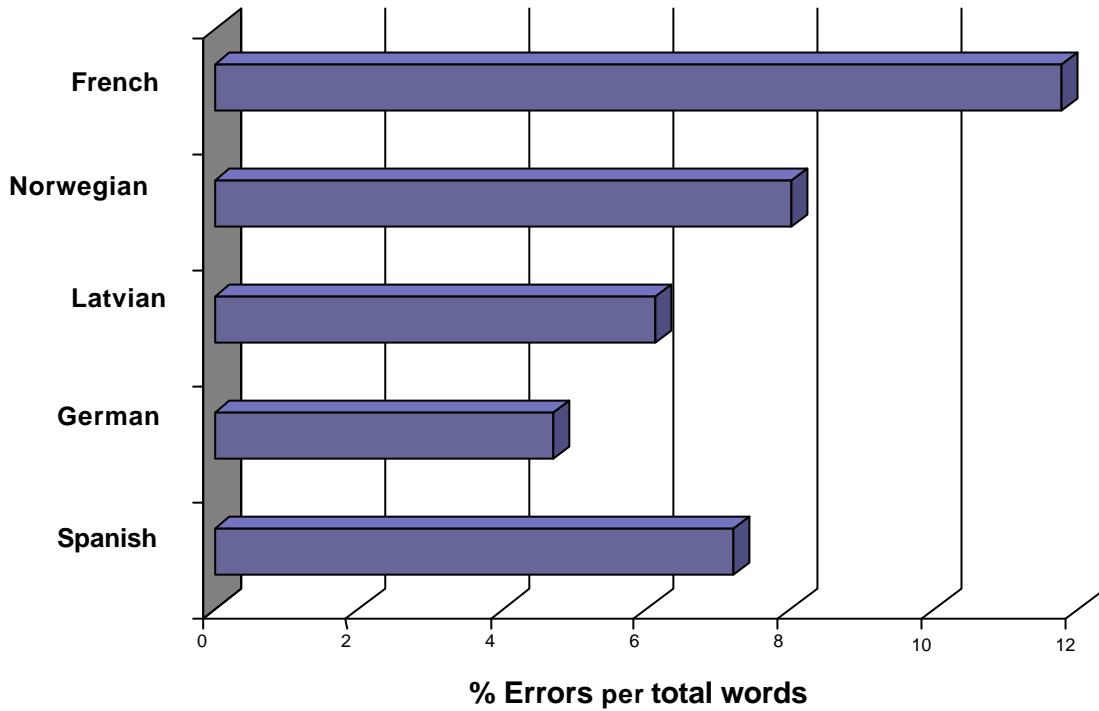
	Spanish	German	Latvian	Norwegian	French
FM	26	49	2	11	0
FS	113	317	39	103	2
FPM	1	8	1	0	0
FPW	3	24	0	1	0
F*	143	398	42	115	2
GA	65	84	19	19	1
GNC	7	9	2	1	0
GNN	14	43	6	12	2
GP	32	59	9	9	0
GADJO	4	11	0	0	0
GADJN	3	0	0	0	0
GADJCS	4	4	1	0	0
GADVO	0	3	0	0	0
GVN	12	26	1	7	0
GVM	7	7	0	3	0
GVNF	6	13	1	1	0
GVV	1	5	0	0	0
GVT	14	52	1	7	0
GVAUX	16	24	2	4	1
GWC	4	16	1	3	0
G*	189	356	43	66	4
XADJCO	0	2	1	0	0
XCONJCO	1	1	0	0	0
XNCO	5	9	0	1	0
XPRCO	0	0	0	0	0
XVCO	8	22	0	4	1
XADJPR	0	2	1	1	0
XNPR	0	3	0	1	0
XVPR	8	10	6	1	0
XNUC	1	5	1	0	0
X*	23	54	9	8	1
LS	111	179	13	27	2
LSF	11	1	0	0	0
LP	23	32	4	6	0
LCL	0	0	0	0	0
LCLS	2	1	1	0	0
LCLC	0	1	0	0	0
LCC	0	4	3	0	0
LCS	1	1	0	0	0
L*	148	219	21	33	2
WR	24	39	5	8	0
WM	25	42	7	9	0
WO	30	49	6	6	0
W*	79	130	18	23	0
R	0	0	0	0	0
R	0	0	0	0	0
S	34	35	6	8	0
SI	5	10	0	0	0
SU	20	56	9	13	1
S*	59	101	15	21	1
CS Lang.	10	18	2	7	0
CS	10	18	2	7	0
Total Errors	651	1276	150	273	10
Turnos	596	1777	247	277	9
Total Words	9020	27095	2451	3408	85

Table of Results – Error Items – Asynchronous

	Spanish	German	Latvian	Norwegian	French
FM	10	58	7	4	7
FS	30	218	9	32	12
FPM	1	18	0	2	0
FPW	3	27	2	6	1
F*	44	321	18	44	20
GA	52	103	28	8	1
GNC	2	9	2	0	0
GNN	15	40	3	1	1
GP	33	38	2	5	0
GADJO	1	4	0	0	0
GADJN	1	0	0	0	0
GADJCS	0	0	0	0	0
GADVO	0	0	0	0	0
GVN	4	11	0	5	1
GVM	0	1	0	0	0
GVNF	1	6	0	0	0
GVV	0	4	0	5	0
GVT	7	35	4	2	0
GVAUX	5	12	0	0	0
GWC	8	25	3	4	0
G*	129	288	42	30	3
XADJCO	2	2	0	0	0
XCONJCO	0	0	0	0	0
XNCO	1	11	0	0	0
XPRCO	1	0	0	0	0
XVCO	8	13	1	0	0
XADJPR	0	3	0	0	0
XNPR	2	6	0	1	1
XVPR	12	15	1	2	2
XNUC	1	5	1	0	0
X*	27	55	3	3	3
LS	92	229	17	17	10
LSF	9	2	0	0	0
LP	22	37	5	3	0
LCL	0	0	0	0	0
LCLS	3	1	1	0	0
LCLC	2	5	1	0	0
LCC	1	2	0	0	0
LCS	0	4	1	0	0
L*	129	280	25	20	10
WR	13	38	3	4	2
WM	10	44	4	1	3
WO	19	42	1	2	1
W*	42	124	8	7	6
R	0	0	0	0	3
R	0	0	0	0	3
S	22	68	10	3	1
SI	7	6	0	1	0
SU	5	53	1	7	4
S*	34	127	11	11	5
CS Lang.	0	15	0	0	3
CS	0	15	0	0	3
Total Errors	405	1210	107	115	53
Turnos	52	163	4	15	16
Total Words	9.332	28.181	1.480	2562	1070

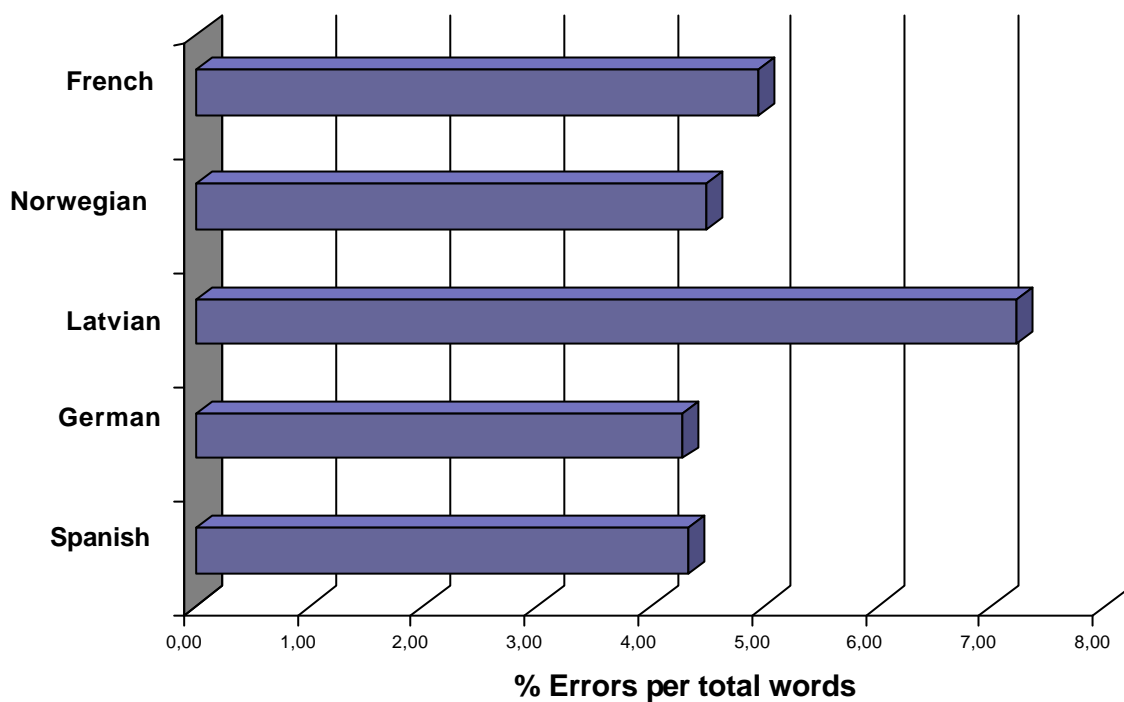
Appendix VI: Tables of Results – L1 Groups

Results (Synchronous) – Percentage of Errors per Total Words per L1 Group



	Spanish	German	Latvian	Norwegian	French
Total Errors	651	1276	150	273	10
Turnos	596	1777	247	277	9
Total Words	9020	27095	2451	3408	85
% Errors Total words	7,22	4,71	6,12	8,01	11,76

Results (Asynchronous) – Percentage of Errors per Total Words per L1 Group



	Spanish	German	Latvian	Norwegian	French
Total Errors	405	1210	107	115	53
Turnos	52	163	4	15	16
Total Words	9.332	28.181	1.480	2562	1070
% Errors Total words	4,34	4,29	7,23	4,49	4,95

Table of Results (Synchronous) – L1 Groups – Specific Categories

(Percentage given per total errors/group)

SYNC	Spanish	%	German	%	Latvian	%	Norwegian	%	French	%
FM	26	3,99	49	3,84	2	1,33	11	4,03		0
FS	113	17,36	317	24,84	39	26,00	103	37,73	2	20
FPM	1	0,15	8	0,63	1	0,67		0,00		0
FPW	3	0,46	24	1,88		0,00	1	0,37		0
GA	65	9,98	84	6,58	19	12,67	19	6,96	1	10
GNC	7	1,08	9	0,71	2	1,33	1	0,37		0
GNN	14	2,15	43	3,37	6	4,00	12	4,40	2	20
GP	32	4,92	59	4,62	9	6,00	9	3,30		0
GADJO	4	0,61	11	0,86		0,00		0,00		0
GADJN	3	0,46		0,00		0,00		0,00		0
GADJCS	4	0,61	4	0,31	1	0,67		0,00		0
GADVO		0,00	3	0,24		0,00		0,00		0
GVN	12	1,84	26	2,04	1	0,67	7	2,56		0
GVM	7	1,08	7	0,55		0,00	3	1,10		0
GVNF	6	0,92	13	1,02	1	0,67	1	0,37		0
GVV	1	0,15	5	0,39		0,00		0,00		0
GVT	14	2,15	52	4,08	1	0,67	7	2,56		0
GVAUX	16	2,46	24	1,88	2	1,33	4	1,47	1	10
GWC	4	0,61	16	1,25	1	0,67	3	1,10		0
XADJCO		0,00	2	0,11	1	0,40		0,00		0
XCONJCO	1	0,15	1	0,08		0,00		0,00		0
XNCO	5	0,77	9	0,71		0,00	1	0,37		0
XPRCO		0,00		0,00		0,00		0,00		0
XVCO	8	1,23	22	1,72		0,00	4	1,47	1	10
XADJPR		0,00	2	0,16	1	0,67	1	0,37		0
XNPR		0,00	3	0,24		0,00	1	0,37		0
XVPR	8	1,23	10	0,78	6	4,00	1	0,37		0
XNUC	1	0,15	5	0,39	1	0,67		0,00		0
LS	111	17,05	179	14,03	13	8,67	27	9,89	2	20
LSF	11	1,69	1	0,08		0,00		0,00		0
LP	23	3,53	32	2,51	4	2,67	6	2,20		0
LCL		0,00		0,00		0,00		0,00		0
LCLS	2	0,31	1	0,08	1	0,67		0,00		0
LCLC		0,00	1	0,08		0,00		0,00		0
LCC		0,00	4	0,31	3	2,00		0,00		0
LCS	1	0,15	1	0,08		0,00		0,00		0
WR	24	3,69	39	3,06	5	3,33	8	2,93		0
WM	25	3,84	42	3,29	7	4,67	9	3,30		0
WO	30	4,61	49	3,84	6	4,00	6	2,20		0
R		0,00		0,00		0,00		0,00		0
S	34	5,22	35	2,74	6	4,00	8	2,93		0
SI	5	0,77	10	0,78		0,00		0,00		0
SU	20	3,07	56	4,39	9	6,00	13	4,76	1	10
CS_Lang.	10	1,54	18	1,41	2	1,33	7	2,56		0
Total Errors	651		1276		150		273		10	
Turnos	596		1777		247		277		9	
Total Words	9020		27095		2451		3408		85	

Table of Results (Asynchronous) – L1 Groups – Specific Categories

(Percentage given per total errors/group)

ASYNCR	Spanish	%	German	%	Latvian	%	Norwegian	%	French	%
FM	10	2,47	58	4,79	7	6,54	4	3,48	7	13,21
FS	30	7,41	218	18,02	9	8,41	32	27,83	12	22,64
FPM	1	0,25	18	1,49	0	0,00	2	1,74	0	0,00
FPW	3	0,74	27	2,23	2	1,87	6	5,22	1	1,89
GA	52	12,84	103	8,51	28	26,17	8	6,96	1	1,89
GNC	2	0,49	9	0,74	2	1,87	0	0,00	0	0,00
GNN	15	3,70	40	3,31	3	2,80	1	0,87	1	1,89
GP	33	8,15	38	3,14	2	1,87	5	4,35	0	0,00
GADJO	1	0,25	4	0,33	0	0,00	0	0,00	0	0,00
GADJN	1	0,25	0	0,00	0	0,00	0	0,00	0	0,00
GADJCS	0	0,00	0	0,00	0	0,00	0	0,00	0	0,00
GADVO	0	0,00	0	0,00	0	0,00	0	0,00	0	0,00
GVN	4	0,99	11	0,91	0	0,00	5	4,35	1	1,89
GVM	0	0,00	1	0,08	0	0,00	0	0,00	0	0,00
GVNF	1	0,25	6	0,50	0	0,00	0	0,00	0	0,00
GVV	1	0,25	4	0,33	0	0,00	5	4,35	0	0,00
GVT	7	1,73	35	2,89	4	3,74	2	1,74	0	0,00
GVAUX	5	1,23	12	0,99	0	0,00	0	0,00	0	0,00
GWC	8	1,98	25	2,07	3	2,80	4	3,48	0	0,00
XADJCO	2	3,85	2	1,23	0	0,00	0	0,00	0	0,00
XCONJCO	0	0,00	0	0,00	0	0,00	0	0,00	0	0,00
XNCO	1	0,25	11	0,91	0	0,00	0	0,00	0	0,00
XPRCO	1	0,25	0	0,00	0	0,00	0	0,00	0	0,00
XVCO	8	1,98	13	1,07	1	0,93	0	0,00	0	0,00
XADJPR	0	0,00	3	0,25	0	0,00	0	0,00	0	0,00
XNPR	2	0,49	6	0,50	0	0,00	1	0,87	1	1,89
XVPR	12	2,96	15	1,24	1	0,93	2	1,74	2	3,77
XNUC	1	0,25	5	0,41	1	0,93	0	0,00	0	0,00
LS	92	22,72	229	18,93	17	15,89	17	14,78	10	18,87
LSF	9	2,22	2	0,17	0	0,00	0	0,00	0	0,00
LP	22	5,43	37	3,06	5	4,67	3	2,61	0	0,00
LCL	0	0,00	0	0,00	0	0,00	0	0,00	0	0,00
LCLS	3	0,74	1	0,08	1	0,93	0	0,00	0	0,00
LCLC	2	0,49	5	0,41	1	0,93	0	0,00	0	0,00
LCC	1	0,25	2	0,17	0	0,00	0	0,00	0	0,00
LCS	0	0,00	4	0,33	1	0,93	0	0,00	0	0,00
WR	13	3,21	38	3,14	3	2,80	4	3,48	2	3,77
WM	10	2,47	44	3,64	4	3,74	1	0,87	3	5,66
WO	19	4,69	42	3,47	1	0,93	2	1,74	1	1,89
R	0	0,00	0	0,00	0	0,00	0	0,00	3	5,66
S	22	5,43	68	5,62	10	9,35	3	2,61	1	1,89
SI	7	1,73	6	0,50	0	0,00	1	0,87	0	0,00
SU	5	1,23	53	4,38	1	0,93	7	6,09	4	7,55
CS_Lang.	0	0,00	15	1,24	0	0,00	0	0,00	3	5,66
Total Errors	405		1210		107		115		53	
Turnos	52		163		4		15		16	
Total Words	9.332		28.181		1.480		2562		1070	

Appendix VII: Correspondence Analysis

Correspondence Analysis – Tables of Results

SYNCHRONOUS AND ASYNCHRONOUS

Summary

Dimension	Singular value	Inertia	Chi square	Percentage of inertia		Confidence interval	
				Proportion Explained	Cumulative Proportion	Standard error	Correlation
							2
1	.256	.066		.375	.375	.014	.041
2	.179	.032		.183	.558	.016	
3	.143	.021		.118	.676		
4	.129	.017		.096	.772		
5	.110	.012		.070	.841		
6	.108	.012		.067	.908		
7	.090	.008		.047	.955		
8	.065	.004		.024	.979		
9	.061	.004		.021	1.000		
Total		.175	740.723	1.000	1.000		

Examination of row coordinates

Row	Marginal Profile	Store		Contribution		
		1	2	Contribution of dimension to the inertia of each row		
				1	2	Total
1	.153	.256	-.516	.160	.454	.614
2	.300	-.365	-.145	.655	.073	.727
3	.035	-.060	-.438	.002	.077	.079
4	.064	-.828	-.379	.602	.088	.690
5	.002	-.294	-.785	.009	.045	.054
6	.095	1.111	-.172	.840	.014	.854
7	.286	.069	.435	.024	.676	.700
8	.025	1.032	.666	.354	.103	.457
9	.027	-.627	1.276	.121	.352	.473
10	.012	-.656	.428	.120	.036	.155
Total	1.000					

Examination of column coordinates

Column	Marginal Profile	Store		Contribution to inertia		
		Dimension 1	Dimension 2	Contribution of dimension to the inertia of each column		
				1	2	Total
FM	.041	-.117	.342	.029	.174	.203
FS	.207	-.649	-.131	.906	.026	.932
FPM	.007	-.206	1.458	.018	.631	.649
FPW	.016	-.349	1.270	.081	.753	.834
GA	.090	.585	.044	.574	.002	.576
GNC	.008	.301	-.223	.132	.051	.183
GNN	.032	-.050	-.152	.006	.037	.043
GP	.044	.353	-.416	.250	.242	.492
GADJO	.005	-.313	-.586	.058	.141	.199
GADJCS	.002	-.214	-1.916	.009	.505	.514
GVN	.016	-.633	-.180	.422	.024	.446
GVM	.004	-.689	-1.656	.130	.524	.654
GVNF	.007	-.359	-.672	.132	.325	.458
GVV	.004	-1.153	2.563	.091	.314	.405
GVT	.029	-.262	.062	.147	.006	.153
GVAUX	.015	-.122	-.923	.015	.594	.609
GWC	.015	.234	.928	.069	.754	.823
XADJCO	.002	.876	-.163	.198	.005	.203
XNCO	.006	-.140	.071	.024	.004	.028
XVCO	.013	.084	-.460	.008	.162	.170
XADJPR	.002	-.788	.157	.197	.005	.202
XNPR	.003	-.160	1.259	.009	.399	.408
XVPR	.013	.688	-.006	.289	.000	.289
XNUC	.003	.239	.394	.048	.091	.139
LS	.165	.323	.162	.576	.101	.676
LSF	.005	2.139	-1.582	.547	.209	.756
LP	.031	.570	-.047	.871	.004	.875
LCLS	.002	1.963	-.642	.698	.052	.750
LCLC	.002	1.403	1.459	.446	.337	.783
LCC	.002	-.153	-.670	.003	.035	.037
LCS	.002	.668	1.392	.099	.301	.400
WR	.032	.038	-.043	.043	.038	.081
WM	.034	-.030	-.110	.006	.054	.060
WO	.037	.190	-.318	.164	.321	.485
S	.044	.540	.251	.600	.090	.691
SI	.007	.700	-.262	.316	.031	.347
SU	.040	-.548	.178	.699	.051	.750
CS_Lang.	.013	-.771	-.356	.407	.061	.467
Total	1.000					

SYNCHRONOUS

Summary

Dimension	Singular value	Inertia	Chi square	Proportion of inertia		Confidence interval	
				Proportion explained	Cumulative Proportion	Standard error	Correlation
							2
1	.209	.043		.440	.440	.019	-.028
2	.171	.029		.295	.735	.029	
3	.131	.017		.174	.909		
4	.095	.009		.091	1.000		
Total		.099	232.334	1.000	1.000		

Examination of row coordinates

Row	Marginal Profile	Store		Inertia	Contribution of row points to the inertia of each dimension		Contribution of dimension to the inertia of each row point		
		1	2		1	2	1	2	Total
1	.275	-.703	.073	.030	.652	.009	.955	.008	.963
2	.541	.220	.163	.012	.126	.084	.449	.201	.650
3	.064	-.004	-1.553	.027	.000	.901	.000	.978	.978
4	.116	.619	-.087	.021	.213	.005	.449	.007	.456
5	.004	.646	.174	.009	.009	.001	.040	.002	.042
Total	1.000			.099	1.000	1.000			

Examination of the column coordinates

Column	Marginal profile	Store		Contribution		
		1	2	Contribution of dimension to the inertia of each row point		
				1	2	Total
FM	.037	-.038	.389	.009	.773	.782
FS	.244	.461	-.093	.773	.026	.798
FPM	.004	.506	-.102	.142	.005	.146
FPW	.012	.650	.848	.214	.298	.513
GA	.080	-.380	-.390	.514	.444	.958
GNC	.008	-.588	-.374	.681	.225	.906
GNN	.033	.518	-.150	.350	.024	.374
GP	.046	-.175	-.150	.308	.185	.493
GADJO	.006	-.125	.816	.013	.449	.462
GADJCS	.004	-1.032	-.396	.801	.097	.898
GVN	.020	.169	.377	.132	.539	.670
GVM	.007	-.430	.480	.194	.199	.393
GVNF	.009	-.169	.257	.099	.186	.285
GVV	.003	.318	.869	.055	.334	.389
GVT	.031	.385	.582	.251	.470	.720
GVAUX	.020	-.291	.225	.175	.086	.261
GWC	.010	.512	.266	.647	.143	.790
XADJCO	.001	.697	-2.396	.065	.626	.691
XNCO	.006	-.292	.683	.165	.737	.902
XVCO	.015	.321	.670	.095	.341	.436
XADJPR	.002	1.265	-1.924	.340	.644	.984
XNPR	.002	1.534	.590	.849	.103	.951
XVPR	.011	-.543	-1.685	.105	.828	.933
XNUC	.003	.270	-.556	.045	.156	.201
LS	.141	-.299	.267	.557	.365	.922
LSF	.005	-3.003	.472	.910	.018	.928
LP	.028	-.401	.015	.927	.001	.928
LCLS	.002	-1.427	-1.822	.423	.564	.987
LCLC	.000	1.056	.957	.274	.184	.458
LCC	.003	.595	-3.354	.030	.772	.802
LCS	.001	-1.158	.692	.754	.220	.974
WR	.032	-.212	-.026	.733	.009	.742
WM	.035	-.161	-.210	.336	.466	.802
WO	.039	-.349	.023	.688	.002	.691
S	.035	-.651	-.128	.878	.028	.906
SI	.006	-.420	.780	.163	.460	.623
SU	.042	.335	-.256	.557	.266	.823
CS_Lang.	.016	.163	-.007	.096	.000	.097
Total	1.000					

ASYNCHRONOUS

Summary

Dimension	Singular value	Inertia	Chi-square	Percentage of inertia		Confidence interval	
				Proportion Explained	Cumulative Proportion	Standard error	Correlation
							2
1	.287	.082		.563	.563	.021	.138
2	.176	.031		.213	.775	.023	
3	.142	.020		.137	.912		
4	.113	.013		.088	1.000		
Total		.146	267.783	1.000	1.000		

Examination of row coordinates

Row	Marginal Profile	Store		Inertia	Contribution				
		1	2		Contribution of row points to the inertia of each dimension		Contribution of dimension to the inertia of each row point		
					1	2	1	2	Total
1	.214	.898	-.353	.055	.602	.152	.905	.086	.992
2	.642	-.229	.061	.013	.118	.013	.737	.032	.769
3	.056	.497	1.470	.028	.048	.690	.140	.755	.896
4	.060	-.674	-.611	.025	.095	.128	.310	.157	.467
5	.027	-1.198	-.338	.025	.137	.018	.454	.022	.476
Total	1.000			.146	1.000	1.000			

Examination of column coordinates

Column	Marginal profile	Store		Inertia	Contribution				
		1	2		Of dimension to the inertia of each row		Of dimension to the inertia of each point		
					1	2	1	2	Total
FM	.047	-.483	.360	.008	.038	.035	.400	.137	.537
FS	.165	-.631	-.146	.021	.228	.020	.911	.030	.941
FPM	.011	-.760	-.130	.004	.023	.001	.541	.010	.551
FPW	.021	-.692	-.071	.005	.036	.001	.576	.004	.580
GA	.105	.551	.703	.021	.111	.294	.441	.440	.881
GNC	.007	.194	1.212	.002	.001	.059	.039	.934	.973
GNN	.033	.227	.056	.001	.006	.001	.342	.013	.355
GP	.043	.828	-.688	.012	.102	.114	.691	.294	.985
GVN	.011	-.580	-1.117	.007	.013	.081	.155	.354	.510
GVT	.026	-.080	.509	.002	.001	.039	.023	.572	.595
GVAUX	.009	.356	-.346	.002	.004	.006	.202	.117	.319
GWC	.022	.021	.093	.001	.000	.001	.002	.025	.027
XNCO	.007	-.472	.149	.002	.005	.001	.187	.011	.199
XVCO	.012	.744	-.146	.002	.023	.001	.804	.019	.823
XNPR	.005	-.506	-.732	.002	.005	.017	.263	.338	.601
XVPR	.018	.445	-.665	.004	.012	.044	.254	.350	.604
LS	.200	.144	-.115	.002	.014	.015	.509	.198	.707
LSF	.006	2.413	-1.576	.013	.122	.085	.769	.202	.971
LP	.037	.610	-.001	.004	.047	.000	.968	.000	.968
WR	.033	-.038	-.094	.000	.000	.002	.142	.548	.689
WM	.034	-.191	.310	.002	.004	.019	.149	.243	.392
WO	.036	.288	-.371	.003	.010	.028	.306	.312	.619
S	.057	.198	.484	.003	.008	.076	.199	.736	.935
SI	.008	1.054	-1.101	.004	.030	.053	.594	.399	.992
SU	.038	-.830	-.219	.008	.092	.010	.959	.041	1.000
CS_Lan	.010	-1.361	-.032	.011	.064	.000	.485	.000	.485
g.Active	1.000			.146	1.000	1.000			
Total						0			

Appendix VIII: Error Items – German, Latvian, Norwegian and French Groups

German L1 Error Items (Synchronous)

ID Code	Pre-context	Error Categ	Error	Correction	Post-context
<141:491:N_H>	Nicola: I think the best way is to	(FS)	devide	Sdivide\$	the groups acco
<159:491:N_H>	We have to	(FS)	devide	Sdivide\$	into the (SU) m
<1:351:491:N_H>	Tertiary education begins when	(FS)	compulsary	Scompulsory\$	education stops
<3:885:491:491:N	Can I send a message to Bardland	(FS)	referring	Sreferring\$	to #206?
<4:1071:491:578:N_H>		(FS)	Dar	SDear\$	EuCom,
<175:491:N_H>	to celia and anne: what (WR) ´s \$0\$ (GA)	(GA)	the	\$0\$	coastland it sou
<201:491:N_H>	To Celia and Anne: we could (WR (GA)	(GA)	an	Sour\$	own conference
<1:314:491:N_H>		(GA)		0 \$The\$	lingua franca (G
<5:1380:491:491:|	What about support by enterprises? (GVM)	(GVM)	mentioned	Smention\$	it? Nicola
<5:1361:491:485:|	Why	(GVT)	haven` t you said	Sdidn` t you say\$	something befor
<1:314:491:N_H>	(GA) \$The\$ lingua franca	(GVAUX)	has to	Smust\$	be English
<4:1028:491:491:|	Cathy, are you still there or	(GVAUX)	are	Shave\$	you gone with tl
<190:491:N_H>	I think each group should have a m	(XNPR)	for	Samong\$	themselves.Nicc
<211:491:N_H>	To Anne and Celia: My problem is	(LS)	yet	Sstill\$	.too. Nicola
<3:674:491:N_H>	Try to	(LS)	pass	Smake\$	this conference :
<5:1233:491:491:|	What (WR) ´s \$0\$ about the Bardie	(LS)	by	Suntil\$	now. Nicola
<5:1482:491:491:|	Is the EuGlobe (WO) enough objec	(LP)	make	Sdo\$	the Final Report
<175:491:N_H>	to celia and anne: what	(WR)	´s	\$0\$	about (GA) the
<201:491:N_H>	To Celia and Anne: we could	(WR)	have the possibilit	\$0\$	start (GA) an \$c
<1:314:491:N_H>	-building	(WR)	up	\$0\$	a tertiary educat
<3:709:491:491:N	Shall I answer	(WR)	\$0\$	to #60? Nicola	
<5:1233:491:491:|	What	(WR)	´s	\$0\$	about the Bardie
<3:674:491:N_H>	Special greetings to all participants	(WO)	all have	Shave all\$	read the pre-inf
<5:1482:491:491:|	Is the EuGlobe	(WO)	enough objective	Sobjective enough\$	to (LP) make \$c
<5:1248:491:491:|	Sometimes I have problems with tl	(S)	they kick me out	S! get disconnected\$	.
<5:1248:491:491:|	If you don` t hear anything from me	(S)	thrown out	Scut off\$	completely. Nic
<159:491:N_H>	We have to (FS) devide Sdivide\$ i (SU)	(SU)	main	S?\$	groups
<159:491:N_H>	and then every group has to contac	(SU)	fits	S?\$	best. Nicola
<3:843:491:A_N>	We suggest a wide range of state-fi	(FM)	multi-ethnical	Smulti-ethnic\$	classes from pri
<3:843:491:A_N>	language training,	(FM)	multi-ethnical	Smulti-ethnic\$	excursions and
<5:1292:491:A_N	We disagree. Oral exams might be	(FM)	usefull	Suseful\$	, for example to
<187:491:A_N>	When and	(FS)	were	Swhere\$	is the best place
<2:408:491:A_N>	The whole	(FS)	beraucracy	Sbureaucracy\$	should become :
<2:408:491:A_N>	Teachers (WR) and professors \$0\$	(FS)	nor	Snot\$	directly related
<3:682:491:A_N>	#33 What do you mean exactly by '	(FS)	differend	Sdifferent\$	cond.'?
<3:768:491:A_N>	Coastland- we	(FS)	thoroughly	Sthoroughly\$	agree with you
<3:801:491:A_N>	to 131 In our paper we have	(FS)	oulined	Soutlined\$	the possibilities
<3:839:491:A_N>	to 167 But the education programn	(FS)	Helath	SHealth\$	
<3:850:491:A_N>	Dear	(FS)	Eurtopian	SEurtopian\$	
<3:850:491:A_N>		(FS)	Commissioner	SCommissioner\$	
<3:850:491:A_N>	(GA) an other \$another\$	(FS)	Eurtopian	SEurtopian\$	country. Cathy
<3:858:491:A_N>	to 185 But you (WM) \$?\$ at the dc	(FS)	extremly	Sextremely\$	important qualif
<5:1303:491:A_N	(...)	(FS)	wther	Swhether\$	you have the abi
<5:1306:491:A_N	sorry	(FS)	wether	Swhether\$	
<5:1457:491:A_N	#239 You participate because YOU	(FS)	wether	Swhether\$	you are on the ri
<187:491:A_N>	When and (FS) were \$where\$ is th	(FPM)		S?\$	Will there be a r
<188:491:A_N>	Sorry:Where Anne	(FPM)		S?\$	
<3:858:491:A_N>	to 185 But you (WM) \$?\$ at the d	(FPM)		S,\$	language skills
<213:491:A_N>	I` d suggest everbody (GVM) is pri	(FPW)	?	\$0\$	Anne
<1:315:491:490:A	Northland. We would like to have	(GA)		0 \$The\$	Best jobs, for w
<2:408:491:A_N>		(GA)		0 \$The\$	Administration
<3:780:491:A_N>	#114 Isn't it common in	(GA)	the	\$0\$	academic (LS) c
<3:850:491:A_N>	\$take\$ their practical semester in	(GA)	an other	Sanother\$	(FS) Eurtopian :
<5:1457:491:A_N	#239 You participate because YOU	(GA)	0	Sthe\$	university and (l
<2:502:491:A_N>	#91From our point of view these	(I (GNN)	trainings	Straining\$	, including all se
<5:1457:491:A_N	(FS) wether \$whether\$ you are on	(GP)	0	Sit\$	would be stupic
<2:408:491:A_N>	Specially trained administration sta	(GVN)	is	Sare\$	essential.
<213:491:A_N>	I` d suggest everbody	(GVM)	is preparing	Sprepares\$	one paragraph(F
<3:850:491:A_N>	We want to encourage our students	(GVM)	taken	Stake\$	their practical se
<2:433:491:A_N>	From our point of view, teachers ar	(GWC)	administration	Sadministrative\$	tasks which are
<3:791:491:A_N>	10 #124: Could you please	(XVCO)	specify	Sspecify what you mean b	the statement? (
<3:822:491:A_N>	#150 Would you	(XVCO)	mind to explain	Smind explaining \$	to us what exact
<3:825:491:A_N>	to #154 Those programmes are des	(XVCO)	improving	Simprove\$	students' social :
<5:1292:491:A_N	We disagree. Oral exams might be	(XVCO)	check to	Scheck\$	language abilitie
<135:491:A_N>	Anne is	(LS)	there	Shere\$	as well.
<1:315:491:490:A	Northland. We would like to have	(LS)	every	Seach\$	person. (GA) \$I
<2:477:491:491:A	There is no	(LS)	line	Sorganized topic developi	in this conferen

German L1 Error Items (Synchronous)

ID Code	Pre-context	Error Categ	Error	Correction	Post-context
<2:502:491:A_N>#91	From our point of view these	(LS)	trainings	\$training\$ programmes\$	should be called job-related (GN
<3:780:491:A_N>#114	Isn't it common in (GA) the	(LS)	circles	\$life\$	to finish your university educati
<5:1152:491:491.>	You just be patient. There are inter	(LS)	made	\$negotiated\$	before...
<2:408:491:A_N>	Teachers (WR) and professors	\$0\$ (LP)	knowledge	\$field of knowledge\$	and/or responsibility
<2:433:491:A_N>	From our point of view, teachers an	(LP)	knowledge	\$field of knowledge\$	
<3:839:491:A_N>	to 167 But the education programm	(LP)	cut off	\$stopped\$	at the university level, will they'
<2:408:491:A_N>	Teachers	(WR)	and professors	\$0\$	should not be involved in any ac
<5:1284:491:491.>	Not a	(WR)	single	\$0\$	clue...A.
<161:491:A_N>	anne:	(WM)		0 \$IS\$	agree, nicola!
<3:822:491:A_N>#150	Would you (XVCO) mind to	(WM)		0 \$is\$	between traffic and gender equal
<3:858:491:A_N>	to 185 But you	(WM)		0 \$?\$	at the doorstep to the 21st centu
<2:408:491:A_N>	(GA) \$The\$ Administration must	(S)	completely separat	\$separately and in an efficient manner\$.	
<3:711:491:A_N>#60		(S)	How is your sugg	\$How do you suggest we	'life-experience'? Shouldn't we r
<207:491:S_M>	Celia : A conference	(FS)	Would	\$would\$	be fine for me because I could '
<220:491:S_M>	to sven- but then we will have to w	(FS)	i	\$IS\$	have to work from 13.30-18.30,
<220:491:S_M>	or (GVT)	(FS)	i	\$IS\$	do \$I'll do\$ it in the evening
<229:491:S_M>	we are meeting tonight and sometir	(FS)	negociate	\$negotiate\$	our statement? right cathy
<233:491:S_M>	to sven- problem is- neither have	(FS)	i,	\$IS\$	there is IRC on my computer, t
<192:491:S_M>	Celia: So when and where shall we	(FPM)		\$?\$	.
<237:491:S_M>	to sven- seems like	(GP)	0	\$it\$;-))
<2:626:491:S_M>	Please read	(GP)	them	\$it\$	so that we can have a better stru
<155:491:S_M>	so they (GVM) could \$can\$ find ou	(GP)	we	\$they\$	agree most.
<155:491:S_M>	Celia: But every group is (XVCC	(GVM)	could	\$can\$	find out (WR) the best \$0\$ with
<220:491:S_M>	to sven- but then we will have to w	(GVT)	i do	\$I'll do\$	(FPM) i \$IS do \$I'll do\$ it in the
<155:491:S_M>	Celia: But every group is	(XVCO)	informed best	\$informed in the best way	about their topic so they (GVM),
<155:491:S_M>	Celia: But every group is (XVCC	(WR)	the best	\$0\$	with which country (GP) we \$th
<241:491:S_M>	have a nice weekend... enjoy	(WM)		0 \$yourselves\$	
<5:1445:491:491.>	On Monday we will meet in our cla	(WO)	yet about a meetin	\$about a meeting tonight .	But we will tell you if there is ;
<168:491:S_M>	Celia:to sven	(SU)	I knew nothing to	\$?\$	because my English is not good
<223:491:M_E>	I would suggest each group works	(FS)	sent	\$send\$	them
<223:491:M_E>	\$send\$ them	(FS)	altogether	\$altogether\$	Rebus
<2:506:491:M_E>	to #96: Why not tax-supported or r	(FS)	whwere	\$where\$	needed or possible? Rebus
<2:631:491:M_E>	Can anyone summarise	(FS)	today's	\$today's\$	decisions, please!
<3:722:491:M_E>	Diagnostic	(FS)	entance	\$entrance\$	exam means <3: that the student;
<2:511:491:M_E>	to #103: Yes,	(GA)	the	\$0\$	industry should be allowed to of
<3:759:491:M_E>		(GNN)	Resource	\$Resources\$	is a matter of policy not curricul
<5:1463:491:M_E>	point 11 is designed to keep the	(GNN)	rates	\$rate\$	of students who change subjects
<166:491:M_E>	Have you seen the Bardland paper,	(GP)	that's	\$it's\$	a joke. Rebus
<2:528:491:M_E>	2. students	(GVNF)	having attended	\$who have attended\$	school for 10 years and (GVT) s
<2:528:491:M_E>	3.students	(GVNF)	having finished	\$who have finished\$	school after 10 years
<2:528:491:M_E>	and eained at least 3 vears of work	(GVNF)	to face	\$will have to face\$	written assessment which refers
<2:528:491:M_E>	2. students (GVNF) having attende	(GVT)	spent	\$have spent\$	3 years abroad can enter languag
<2:547:491:M_E>	We	(GVAUX)	would	\$could/should\$	also agree on written assessment
<3:835:491:M_E>	To #163.#165: Yes, it is important,	(GWC)	working	\$work\$	. Rebus
<3:707:491:M_E>	Midland would like to make a prop	(XVCO)	We would like to see these entrance exams	\$to\$	We would like (SU) a diagnost
<2:472:491:M_E>	Coastland, we mean private	(LS)	finance	\$financing\$	of students' overall access to IT
<2:495:491:M_E>	We agree on basic state funding of	(LP)	lack in	\$lack of\$	state funding should (WO) then
<210:491:M_E>	I'm not online,	(LCC)	too	\$either\$	. I would prefer a meeting. Rebu
<218:491:M_E>		(WM)		0 \$IS\$	agree. Rebus
<2:528:491:M_E>	1. Öbitür students	(WM)		0 \$Shave\$	to pass an additional oral assessi
<2:495:491:M_E>	We agree on basic state funding of	(WO)	then the industrial	\$the industrial sector then be allowed to support tertiary ec	
<3:722:491:M_E>	Diagnostic (FS) \$entrance\$ entance	(S)	their plans of stuc	\$about studying again\$	. Rebus
<5:1463:491:M_E>	To attend a block seminar before th	(S)	an effort that can e	\$something that can be done with a bit of effort\$.	
<3:707:491:M_E>	Midland would like to make a prop	(SU)	a diagnostic chara	\$?\$	. Rebus
<180:491:J_A>	To cathy and gayle, yes. As far as I	(FS)	tu	\$to\$	us -
<189:491:J_A>	To Gayle and Cathy: Clearly during	(FS)	Perhapes	\$Perhaps\$	we should
<189:491:J_A>	we should	(FS)	end	\$send\$	them a message today - that will
<195:491:J_A>	Cathy Gayle	(FS)	Sunday	\$Sunday\$	morning will be fine.
<217:491:J_A>	We will write a statement to Bardl	(FS)	sunday	\$Sunday\$	
<217:491:J_A>		(FS)	ar.	\$around\$	1200
<222:491:J_A>	but I will be back in HB this evenin	(FS)	eevening	\$evening\$	Sven
<230:491:J_A>	Where, I mean do you know a virtu	(FS)	practise	\$practice\$	in it but..
<234:491:J_A>	Proposal: Every other team should	(FS)	use	\$us\$	before monday.
<1:305:491:J_A>	#39 The campus will be set up in th	(FS)	transsport	\$transport\$	to use the city's cultural infrastr
<1:322:491:578:J_A>	We want to avoid any kind of mist	(FS)	explanation	\$explanation\$	.
<1:322:491:578:J_A>		(FS)	Sincerely	\$sincerely\$	yours,
<219:491:J_A>	Rebus: to what	(FPM)		\$?\$	Sven

German L1 Error Items (Synchronous)

ID Code	Pre-context	Error Categ.	Error	Correction	Post-context
<151:491:J_A>	It's rather	(GA)	the	\$a\$	(WR) very \$0\$ short version. Di
<164:491:J_A>		(GP)	No one	\$None\$	of us has commented on our ow
<217:491:J_A>	I	(GVM)	summarise,	\$will summarise,\$	
<1:300:491:485:J_# 32 The TEC		(GVT)	is going to	\$will\$	(LS) embrace \$encompass\$ all c
<4:1094:491:486: Okay, I am very busy but I		(GVT)	try	\$will try\$	. (SI) Pls start \$?\$.
<5:1177:491:486:J_A>		(GVAUX)	Do	\$Would\$	you like to make a statement?
<1:312:491:485:J_ the aim of the TaskFETEs is		(XVCO)	to agree upon	\$to agree on\$	the tertiary education system on
<140:491:J_A> jasmin: hi gayle, what do think		(LS)	about	\$of\$	the bardland paper
<1:300:491:485:J_# 32 The TEC (GVT) is going to \$		(LS)	embrace	\$encompass\$	all different kinds of tertiary edu
<5:1140:491:491: what do you think about EuComm' (LS)		(LS)	action	\$performance\$?
<156:491:J_A> Anyone of us should		(LP)	get into touch	\$get in touch\$	with the other teams over the w
<180:491:J_A> As far as I am concerned the Bardic		(LP)	to come into	\$to make\$	contact with them first
<151:491:J_A> It's rather (GA) the \$a\$		(WR)	very	\$0\$	short version. Did They do their
<185:491:J_A> jasmine: do we meet this weekend? (WM)		(WM)		0 \$not\$???
<1:337:491:490:J_#55 Thanks for your interest in our (WM)		(WM)		0 \$can\$	organize a private conference
<5:1140:491:491: Let's discuss		(WM)		0 \$this\$!
<1:374:491:J_A>		(S)	we just say	\$we just want to say\$	thank you for joining the first tel
<4:1057:491:486: Brian, I think that chatting is a was		(S)	Or not	\$Or is that not the case\$	, Brian?
<3:716:491:491:J_ Hi Nicole, we are still discussing (6 (SI)		(SI)	If you have a clue	\$?\$	.
<4:1094:491:486: Okay, I am very busy but I (GVT) (SI)		(SI)	Pls start	\$?\$	.
<154:491:C_O> thanks, but I just found it out after (FM)		(FM)	sended	\$sent\$	it
<5:1178:491:C_O access to University must not be (FM)		(FM)	depending	\$dependent\$	on the financial situation of the t
<5:1218:491:490: We are not being (FM)		(FM)	unpolite	\$impolite\$	we only want to reach (LP) rest
<5:1298:491:490: Northland-what is your problem? V (FM)		(FM)	can not	\$cannot\$	see any contradictions!
<158:491:C_O> I agree (XVCO) to \$with\$ your pc (FS)		(FS)	Monday	\$Monday\$	
<170:491:C_O> to sven-		(FS)	i	\$I\$	had this server-problem... could
<170:491:C_O> (GADVO) once again the policy (FS)		(FS)	papaer	\$paper\$	\$once again\$? cathy
<183:491:C_O> to sven.what (GADVO) does this e (FS)		(FS)	eman?	\$mean?\$	
<183:491:C_O> when are we going to (FS)		(FS)	cotact	\$contact\$	them?
<191:491:C_O> how about (FS)		(FS)	Saturday	\$Saturday\$	
<191:491:C_O> / (FS)		(FS)	subnday	\$sunday\$	
<191:491:C_O> (FS)		(FS)	subnday	\$sunday\$	moming?
<204:491:C_O> (FS)		(FS)	osterdeich	\$Osterdeich\$	33
<2:483:491:C_O> Coastland. We strongly agree with (FS)		(FS)	traing	\$straining\$	(64)- but what (WO) do you exa
<2:569:491:491:C can		(FS)	i	\$I\$	answer 157? cathy
<2:577:491:C_O> 157 Don't you think the entrance es (FS)		(FS)	qualification	\$qualifications\$	are once more already (LS) enst
<4:1064:491:C_O #99 Could you please (FS)		(FS)	futher	\$further\$	outline this point?
<5:1247:491:C_O We (FS)		(FS)	highly	\$highly\$	appreciate this
<202:491:C_O> Sorry I can't (XVPR) attend to \$att (FPW)		(FPW)	,	\$0\$	because I'll be very busy
<4:1076:491:C_O Dear InfoTech-thank you very muc (GA)		(GA)	0	\$the\$	clarification
<2:483:491:C_O> what (WO) do you exactly mean \$e (GNN)		(GNN)	museum	\$museums\$	, theatres..) ?
<170:491:C_O> to sven- (FS) i\$ had this server-pi (GADVO)		(GADVO)	once again the pol	\$the policy paper once again\$	
<183:491:C_O> to sven.what (GADVO)		(GADVO)	does this exactly	\$exactly does this\$	
<5:1178:491:C_O Dear Delegation of Northland- wha (GVN)		(GVN)	state	\$states\$	as follows: "Studying fees are no
<5:1450:491:C_O 234 But if it (GVT)		(GVT)	will be	\$is\$	optional, nobody (GVAUX) wo
<5:1450:491:C_O 234 But if it (GVT) will be \$is\$ opt (GVAUX)		(GVAUX)	would	\$will\$	ever participate.
<5:1430:491:578: Dear EuCom- is there a (XNCO)		(XNCO)	possibility to prolo	\$possibility of prolonging\$	the conference? There are only
<158:491:C_O> I (XVCO)		(XVCO)	agree to	\$agree with\$	your point, but we have to hurry
<165:491:C_O> I (XVCO)		(XVCO)	agree to	\$agree with\$	you, but I think each group sho
<202:491:C_O> Sorry I can't (XVPR)		(XVPR)	attend to	\$attend\$	your meeting at the weekend (FPW), because I'll l
<158:491:C_O> I agree (XVCO) to \$with\$ your pc (LS)		(LS)	until	\$by\$	(FS) Monday\$Monday\$
<2:483:491:C_O> what (WO) do you exactly mean \$t (LS)		(LS)	with	\$by\$	Industrial training- does it also i
<2:536:491:C_O> 125 Yes, but in order to enter tertia (LS)		(LS)	by	\$with\$	an exam- Öbitür
<2:577:491:C_O> His general (FS) qualification \$qua (LS)		(LS)	ensured	\$guaranteed\$	by the Öbitür.
<5:1430:491:578: There are only five minutes left an (LS)		(LS)	reached	\$finished\$	our agenda.
<2:452:491:C_O> Coastland. does your idea about co (LP)		(LP)	distant learners'	\$distance learning\$	programs?
<5:1218:491:490: We are not being (FM) unpolite \$ir (LP)		(LP)	results	\$an agreement\$	...
<2:540:491:491: CI am sorry to have to dwell on this ' (LCS)		(LCS)	although	\$because/0\$	it does not really have any refer
<5:1178:491:C_O> (WR)		(WR)	We	\$0\$	We also basically agree with the
<2:483:491:C_O> Coastland. We strongly agree with (WO)		(WO)	do you exactly me	\$exactly do you mean\$	(LS) with \$by\$ Industrial trainin
<2:398:486:D_B> Finally we lay high value on the (FM)		(FM)	improve	\$improvement\$	of communication among studer
<1:272:486:486: D any volunteers? (FS)		(FS)	i	\$I\$	already wrote the opening stater
<2:398:486:D_B> (LP) in our eyes \$in our opinion/as (FS)		(FS)	ot	\$of\$	the Tertiary Education Institutio
<2:398:486:D_B> Also quite important (GVN) are \$i: (FS)		(FS)	pricate	\$private\$	Universities,
<2:466:486:D_B> (FS)		(FS)	could	\$could\$	you specify your question, midk
<2:550:486:D_B> in our country, access refers to curr (FS)		(FS)	wbout	\$about\$	you?
<5:1176:486:D_B concerning access (LS) of \$for\$ pe (FS)		(FS)	i	\$I\$	think this refers to curriculum.

German L1 Error Items (Synchronous)

ID Code	Pre-context	Error Categ.	Error	Correction	Post-context
<2:398:486:D_B>	The most important part of	(GA)		0 \$the\$	policy is (LP) in our eyes \$in ou
<2:427:486:D_B>	\$opinion of\$ our (XNCO) suggesti	(GA)	0	\$an\$	equal number of voices for each
<2:427:486:D_B>	So what is (GP) every \$each\$	(GNC)	countries	\$country's\$	(XNCO) opinion to \$opinion of
<2:417:486:D_B>	concerning the	(GNN)	decisions-making	\$decision-making\$	(S) , we would like to see ever,
<2:427:486:D_B>	So what is	(GP)	every	\$each\$	(GNC) countries \$country's\$ (X
<1:346:486:486:D_i	think at least one of us should stay	(GP)	it's	\$there's\$	only 5 min left.. so let's stay her
<2:398:486:D_B>	Also quite important	(GVN)	are	\$is\$	the relation (LS) of \$between\$
<1:330:486:578:D	Yes, alright. We	(GVT)	try	\$will try\$	to coordinate the work on polic
<2:437:486:486:D(	I	(GVT)	try	\$am trying\$	to stick to the agenda. david)
<5:1495:486:D_B	Dear fellow delegates! Sorry we	(GVT)	had	\$have had\$	many server problems in the last
<2:591:486:D_B>	we don't want to raise taxes at all. I	(GVAUX)	\$would\$	like to arrange (SU) studying fees	fees \$?\$ for people over the
<5:1214:486:D_B	We propose to (LS) take \$accept\$	(GVAUX)	let's	\$we should\$	(LS) find \$come to\$ a comprom
<2:391:486:D_B>	Our idea is to review the teleconfer	(GWC)	its end	\$it has ended\$	and then (LS) compound \$draw
<5:1376:486:491:	I don't take it too	(GWC)	serious	\$seriously\$	: we were just kidding!
<2:427:486:D_B>	So what is (GP) every \$each\$ (GN	(XNCO)	opinion to	\$opinion of\$	our (XNCO) suggestion of \$sug
<2:427:486:D_B>	our	(XNCO)	suggestion of	\$suggestion for\$	(GA) \$an\$ equal number of voi
<1:276:486:D_B>	we	(XVCO)	would prefer talki	\$would prefer to talk \$	about concrete topics, such as c
<1:256:486:486:D	hey coastlanders! who will be the t	(LS)	of	\$amongst\$	us?
<1:346:486:486:D	i think at least one of us should stay	(LS)	recognised	\$realised\$	that (GP) it's \$there's\$ only 5 mi
<2:391:486:D_B>	Our idea is to review the teleconfer	(LS)	compound	\$draw up\$	the main points in a new paper c
<2:398:486:D_B>	Also quite important (GVN) are \$i	(LS)	of	\$between\$	state-funded and (FS) private \$p
<2:507:486:D_B>	but this shouldn't be (LP) so large t	(LS)	infect	\$influence\$	policy-making at the universitie:
<2:515:486:D_B>	#108: the (S) influence of firms \$in	(LS)	of	\$for\$	limiting their financial involvem
<2:541:486:D_B>	I've got the impression that everyth	(LS)	in	\$at\$	the moment?
<5:1176:486:D_B	I think that there was no consensus	(LS)	installing	\$setting up\$	a "TEC". I propose to leave this
<5:1176:486:D_B	concerning access	(LS)	of	\$for\$	people over 30, (FS) i \$I\$ think
<5:1196:486:D_B	#48 we agree	(LS)	to	\$on\$	this point, too.
<5:1214:486:D_B	We propose to	(LS)	take	\$accept\$	(LS) the formulation \$the prop
<5:1214:486:D_B>		(LS)	the formulation	\$the proposal\$	as it is in the final paper; maybe
<5:1214:486:D_B	(GVAUX) let's \$we should\$	(LS)	find	\$come to\$	a compromise on private univers
<2:419:486:D_B>	(WO) meaning the three groups \$	(LSF)	professors	\$lecturers\$	
<2:398:486:D_B>	The most important part of (GA) \$	(LP)	in our eyes	\$in our opinion/as we see	the power structure (FS) of \$of\$
<2:507:486:D_B>	by generally state-funded, we mean	(LP)	so large to	\$so large as to\$	(LS) infect \$influence\$ policy-n
<2:436:486:D_B>	We want to build	(WR)	up	\$0\$	more high-standard state-funded
<2:436:486:D_B>	We want to build (WR) up \$0\$ mo	(WM)		0 \$systems\$	among students.
<2:419:486:D_B>		(WO)	meaning the three	\$the three groups meanin	: students, administrative and te
<2:417:486:D_B>	concerning the (GNN) decisions-m	(S)		\$we would like all three g	in the power
<2:515:486:D_B>	#108: the	(S)	influence of firms	\$influence firms exert\$	should not get too high, that's th
<2:448:486:D_B>	In order to improve communicatio	(SU)	that refers to techn	\$?\$	.
<2:591:486:D_B>	we don't want to raise taxes at all. I	(SU)	studying fees	\$?\$	for people over the age of 30.
<4:1079:491:S_R	\$protected\$ from misuse - financial	(FM)	exploitation	\$exploitation\$	etc.
<1:262:491:485:S	Comments	(FS)	wellcome	\$welcome\$	.
<1:281:491:S_R>	b)	(FS)	english	\$English\$	as lingua franca, by supporting t
<2:443:491:S_R>	Teacher's knowledge in this case	(FS)	refers	\$refers\$	to his experience in administrati
<2:462:491:S_R>	Midland thinks of the TEC not onl	(FS)	Telecommunicatio	\$telecommunications\$	Enterprise. >
<2:580:491:S_R>	Midland is very glad about the	(FS)	EuGlobe'	\$EuGlobe's\$	interest in our postion.
<2:580:491:S_R>	We (GADJO) already have made \$	(FS)	afetr	\$after\$	the conference,
<2:580:491:S_R>	as we are too busy (LS) by \$with\$	(FS)	negotitions	\$negotiations\$	now
<2:610:491:S_R>	due to the (LS) narrow \$tight\$ sch	(FS)	Midland	\$Midland\$	likes to propose to call extra pre
<2:610:491:S_R>	instead of	(FS)	cutting	\$cutting\$	time off conferences.
<4:935:491:491:S	Morning Cathy you have not misse	(FS)	to	\$too\$	much - besides us
<4:1003:491:490:	'what use (GVAUX) does \$is\$ a	(FS)	Mater	\$Master\$	or BA (WR) have \$0\$ to them -
<4:1049:491:486:	It is the secret of	(FS)	copy	\$copy\$	and paste.-:))
<4:1086:491:490:	Well, yes, as we want to guarantee	(FS)	circuit	\$circuit\$	TV to prevent the TEC
<5:1116:491:S_R	Midland is glad to see you are all	(FS)	without	\$with us\$,
<5:1144:491:491:	As agreed on within the group	(FS)	i	\$I\$	(GVT) send \$sent\$ it
<5:1209:491:S_R>		(FS)	Coastlan	\$Coastland\$	: , untrue!
<5:1330:491:S_R	EuCOM NO!!! we	(FS)	haven't	\$haven't\$	any objections (LS) on \$about\$
<5:1414:491:S_R	Do you mean access to technology	(FS)	ther	\$there\$	aren't any objections
<4:949:491:490:	Sure elderly people have a right to	(FPM)		\$,\$	but in other institutions - not in
<4:1003:491:490:	So, what use does it have - (GVAU	(FPM)	.	\$?\$	
<4:949:491:490:	Sure elderly people have a right to	(FPW)	,	\$0\$	too (FPM) \$,\$ but in other insti
<2:462:491:S_R>	Midland thinks of the TEC not only	(GA)	a	\$an\$	Internet provider but as (WR) a
<4:1003:491:490:	'what use (GVAUX) does \$is\$ a (F	(GA)	the	\$0\$	society?
<5:1263:491:S_R	No chance (XNPR) to \$of\$	(GA)	0	\$a\$	compromise?
<4:949:491:490:	S Well as we see it the TEC should b	(GNC)	tomorrow's workf	\$workforce for the future.	.
<1:336:491:490:	S We apologize for not being able to	(GNN)	details	\$detail\$	- we will come to that later.

German L1 Error Items (Synchronous)

ID Code	Pre-context	Error Categ.	Error	Correction	Post-context
<5:1116:491:S_R>	Dear other	(GNN)	Delegation	\$Delegations\$,
<5:1455:491:S_R>	as the students are supposed to fini	(GNN)	semester	\$semesters\$	they will hardly have time to do
<5:1449:491:S_R>	(GVNF) To state \$Stating\$	(GP)	it	\$things\$	(WR) out \$O\$ clearly. Midland v
<5:1119:491:485>	great	(GP)	your	\$you're\$	with us once again
<1:298:491:490:S>	Could you please clarify (SU) to w	(GP)	us	\$you\$	
<2:580:491:S_R>	We	(GADJO)	already have made	Shave already made\$	an appointment with EuGlobe to
<4:1079:491:S_R>	#104, As we see it, yes. The	(GADJO)	developed learning	\$learning materials that h	have to be (LS) prohibited \$pro
<5:1151:491:491:.	Yes we will eat and drink until we v	(GADJO)	blue little	\$little blue\$	dots
<4:928:491:490:S>	In what way do you think IT	(GVN)	relate	\$relates\$	to IT?
<5:1193:491:S_R>	As we	(GVM)	deal	\$are dealing \$	with only around 700.000 peopl
<4:1086:491:490>	Well, yes, as we want to guarantee	(GVNF)	damage	\$being damaged\$	etc.
<5:1449:491:S_R>		(GVNF)	To state	\$Stating\$	(GP) it \$things\$ (WR) out \$O\$ c
<2:526:491:S_R>	Some messages might	(GVT)	got	\$get\$	lost
<5:1144:491:491:.	As agreed on within the group(FS)	(GVT)	send	\$sent\$	it
<4:1003:491:490:.	'what use	(GVAUX)	does	\$is\$	a (FS) Mater \$Master\$ or BA (V
<4:1003:491:490:.	They won't be able to work in their	(GVAUX)	won't	\$wouldn't\$	you say that this is a waste of re
<5:1193:491:S_R>	additional , especially	(GWC)	private	\$privately\$	funded universities are not accep
<5:1203:491:S_R>	100% state funded TEC, so you giv	(GWC)	private	\$privately\$	funded Universities in EUTROF
<2:566:491:583:S>	Desperately sorry for that. We wou	(XADJCO)	be glad hearing	\$be glad to hear \$	from you after the conference ag
<5:1173:491:S_R>	As it is not	(XVPR)	stated out	\$stated\$	100% clearly
<2:580:491:S_R>	We (GADJO) already have made \$	(LS)	by	\$with\$	(FS) negotiations \$negotiations\$
<2:610:491:S_R>	due to the	(LS)	narrow	\$tight\$	schedule (FS) Miidland \$Midlar
<4:973:491:S_R>	Good point, but what use does a de	(LS)	to	\$for\$	elderly people - they can do pott
<4:1072:491:490:.	#97> This is to	(LS)	prevent	\$protect\$	the TEC from physical damage l
<4:1079:491:S_R>	developed learning materials \$learn	(LS)	prohibited	\$protected\$	from misuse - financial (FM) ex
<5:1173:491:S_R>	The Tertiary Education Center TE(	(LS)	engagement	\$investment\$	should be avoided
<5:1330:491:S_R>	EuCOM NO!!! we (FS) ahven't \$h	(LS)	on	\$about\$	point 4 - the real one !!!
<5:1449:491:S_R>	(GVNF) To state \$Stating\$ (GP) it	(LS)	deminishing	\$reduction\$	of final exams.
<5:1341:491:S_R>		(LP)	So is life	\$Such is life\$	, #158
<2:462:491:S_R>	In order to be able to finance the st	(WR)	own	\$O\$	profit orientated (FS) Telecomm
<4:1003:491:490:.	'what use (GVAUX) does \$is\$ a (F	(WR)	have	\$O\$	to them - and what does it cost (
<4:1003:491:490:.	As mentioned before retired people	(WR)	from	\$O\$	. They won't be able to work in
<5:1366:491:486:.	sHALL WE CONSIDER THIS	(WR)	AS	\$O\$	A DECLARATION OF WAR f
<5:1449:491:S_R>	(GVNF) To state \$Stating\$ (GP) it	(WR)	out	\$O\$	clearly. Midland won't accept an
<5:1455:491:S_R>	as the students are supposed to fini	(WR)	that	\$O\$	long internship.
<1:298:491:490:S>	Could you please clarify (SU) to w	(WM)		0 \$and\$	on what topic you would like ('
<4:932:491:S_R>	As Midland sees it a main aim in us	(WM)		0 \$be\$	the integration of disabled peopl
<5:1278:491:S_R>	our sacred capital. other countries	(WM)		0 \$such\$	as yours certainly have their ow
<5:1394:491:490:.	would you please be so kind and	(WM)	ICT	\$what ICT is\$?
<5:1455:491:S_R>	as the students are supposed to fini	(WM)		0 \$such \$	a (WR) that \$O\$ long internship
<1:298:491:490:S>	Could you please clarify (SU) to w	(WO)	to answer us	\$us to answer you\$	
<1:336:491:490:S>	we would be very grateful to hear	(WO)	on this from you	\$from you on this\$	later; after this conference perh
<2:566:491:583:S>	Midland would like to ask you to ic	(WO)	later again	\$again later\$	. We appreciate your
<4:1003:491:490:.	As mentioned before retired people	(WO)	usually already hav	\$have usually already had\$	
<4:1003:491:490:.	a job	(WO)	of which	\$from which\$	they could retire (WR) from \$O\$
<1:298:491:490:S>	Could you please clarify	(SU)	to what reason	?\$	(WM) \$and\$ on what topic you
<2:526:491:S_R>		(SU)	Midland suffers fr	?\$	. Sorry for that
<4:959:491:491:S>	Do you have any problems with the	(SU)	besides no	?\$	.
<5:1286:491:S_R>	We will have to come back to the p	(SU)	at the latest	?\$	.
<2:562:486:P_K>	#151 they should start	(FM)	practicing	\$practising\$	
<2:605:486:P_K>	#187 we don't	(FS)	wnat	\$want\$	to kick them out,
<2:605:486:P_K>	we just want them to pay more, if t	(FS)	rally	\$really\$	want to study!
<2:608:486:P_K>	#188 please meet us (LS) on \$at\$ (	(FS)	wednesday	\$Wednesday\$!
<3:652:486:P_K>	- about the	(FS)	finnal	\$final\$	exam
<3:652:486:P_K>	after	(FS)	secondary	\$secondary\$	education
<3:684:486:P_K>	#33	(FS)	conditions	\$conditions\$:	
<3:684:486:P_K>	- they should attend special classes	(FS)	fpr	\$for\$	ex. evening classes)
<3:715:486:P_K>	3.	(FS)	ecexam	\$exam\$	(S) about future studyng area \$r
<3:767:486:P_K>	#101 4 years + 1 year practice + ha	(FS)	finnal	\$final\$	exam
<3:842:486:P_K>	#169 in our opinion (LS) versatile	(FS)	offered	\$ffered\$	to students
<3:842:486:P_K>	who want to know about (GA) the	(FS)	countries	\$countries\$	culture, history and people
<3:868:486:P_K>	(GA) a \$O\$ constant	(FS)	developmenet	\$development\$	<3:868:486:P_ and cooperation
<2:608:486:P_K>	#188 please meet us (LS) on \$at\$	(GA)	0	\$the\$	teleconference on (FS) wednesd
<3:652:486:P_K>	- about	(GA)	0	\$the\$	(LS) access \$entrance\$ exam
<3:723:486:P_K>	the students should know what (GF	(GA)	0	\$the\$	subject (GP) he \$they\$ wants to
<3:812:486:491:P>	Yes, if he thinks that is	(GA)	a	\$the\$	right (LS) way \$combination\$
<3:832:486:P_K>	#163 yes, it is important for	(GA)	the	\$O\$	(WM) \$a good education\$ educ

German L1 Error Items (Synchronous)

ID Code	Pre-context	Error Categ.	Error	Correction	Post-context
<3:842:486:P_K>	students who want to know about	(GA)	the	\$0\$	other (FS) countries \$countries\$
<3:868:486:P_K> #196		(GA)	the	\$0\$	language knowledge is very imp
<3:868:486:P_K>	in our society of	(GA)	a	\$0\$	constant (FS) development
<3:868:486:P_K>	\$development\$ and cooperation	(F)	the	\$0\$	language learning in Tet. Educa
<5:1135:486:P_K>	of course,	(GA)	0	\$a\$	long time before
<3:652:486:P_K>		(GNN)	Coastlands	\$Coastland\$	(LS) propose \$has proposals to
<3:684:486:P_K>	- pay higher	(GNN)	fee	\$fees\$	(' cause they are possibly workin
<3:803:486:P_K> #137	we think everyone should stu	(GP)	we he	\$they\$	wants and
<3:803:486:P_K>	can choose	(GP)	his	\$their\$	subject combination
<3:730:486:P_K> #77	'cause (LP) for ex.\$for exam	(GP)	\$some\$	knowledge	(LS) in \$of\$ biology and chemi:
<3:723:486:P_K>	the students should know what	(GP)	he	\$they\$	want to study and should have
<3:723:486:P_K>	basic knowledge in (GA) \$the\$ sub	(GP)	he	\$they\$	wants to study
<2:456:486:P_K> #62	yes, we would like to give a ch	(GP)	that 's	\$who's\$	far away, too, to have a chance
<2:523:486:P_K> #117	sorry, what	(GVN)	means Öbitur	\$does Öbitur mean\$???
<3:803:486:P_K> #137	we think everyone should stu	(GWC)	that	\$what\$	(GP) we he \$they\$ wants and ca
<3:779:486:P_K> #116	coastland	(XVPR)	agree on	\$agree with\$	the point how long
<3:782:486:P_K> #118	good statement! you need	(XNUC)	a paper	\$a piece of paper\$	afterall!
<2:608:486:P_K> #188	please meet us	(LS)	on	\$at\$	(GA) \$the\$ teleconference on (F
<3:652:486:P_K>	(GNN) Coastlands \$Coastland\$	(LS)	propose	\$has proposals to make\$:	
<3:652:486:P_K>	- about (GA) \$the\$	(LS)	access	\$entrance\$	exam
<3:695:486:P_K>	- a good grammar school	(LS)	conclusion	\$record?\$	
<3:695:486:P_K>	- (WR) successfully \$0\$ passed	(LS)	entering	\$entrance\$	exam (or maybe 2 : oral & writt
<3:721:486:P_K> #70		(LS)	close	\$limited\$	number of students?
<3:726:486:P_K> #76	coastland agrees with	(LS)	close	\$limited\$	number of students
<3:730:486:P_K> #77	'cause (LP) for ex.\$for exam	(LS)	in	\$of\$	biology and chemistry
<3:812:486:491:P_	Yes, if he thinks that is (GA) a \$the	(LS)	way	\$combination\$	
<3:842:486:P_K> #169	in our opinion	(LS)	versatile	\$?\$	seminars and classes should be (
<3:730:486:P_K> #77	'cause	(LP)	for ex.	\$for example/e.g.\$	if he wants to study medicine, h
<2:551:486:P_K>	but what if you get nervous (WR) t	(LCC)	and	\$or\$	in an oral exam??
<2:551:486:P_K>	but what if you get nervous	(WR)	by	\$0\$	writing an exam (LCC) and \$or\$
<3:695:486:P_K>		(WR)	successfully	\$0\$	passed (LS) entering \$entrance\$
<3:881:486:P_K> #205		(WR)	there	\$0\$	(WO) should be offered religiou
<3:832:486:P_K> #163	yes, it is ímportant for (GA) t	(WM)		\$0 \$a good education\$	education, it means getting more
<3:881:486:P_K> #205	(WR) \$0\$ there	(WO)	should be offered	\$religious classes should l, but they should be optional	
<3:708:486:P_K>	yes, but	(S)	is not always know	\$this does not always involve having knowledge of scienti	
<3:715:486:P_K>	3. (FS) excam \$exam\$	(S)	about future study\$	\$related to proposed field of study\$	
<1:279:486:D_S>	I think	(FPW)	,	\$0\$	everybody knows(FPW), what c
<1:279:486:D_S>	everybody knows	(FPW)	,	\$0\$	what our goals are
<1:284:486:D_S>	can we get details	(LS)	to	\$for\$	point e?
<1:288:491:O_D_	we have to apologize for the	(FM)	misunderstandable	\$first expression which could be easily misunderstood\$	
<1:348:491:489:O	To keep up with the world standarc	(FM)	technic	\$technology\$	
<1:367:491:490:O	vocational school, work and	(FM)	afterward	\$afterwards\$	go to university
<3:735:491:O_D_H>		(FM)	Additional	\$Additions\$	to 76:
<4:942:491:O_D_	Yes, because digital	(FM)	technic	\$techniques\$	(GVN) is \$are\$ improving and (
<4:971:491:O_D_	to 43: But internet-based technolog	(FM)	is improveable	\$can be improved\$	, the classical video-conference
<1:348:491:489:O_D_H>		(FS)	Than	\$Thank\$	You,
<3:735:491:O_D_	(you may have read some	(FS)	explanation	\$explanation\$	in our paper) for the next semes
<4:963:491:O_D_	to 38: Progress	(FS)	pruduces	\$produces\$	costs!
<4:1008:491:O_D	to use them with all (GA) \$the\$ fac	(FS)	beeing	\$being\$	offered!
<4:1042:491:O_D	We	(FS)	highly	\$highly\$	appreciate your summary!
<4:1104:491:O_D	we really appreciated today's confe	(FS)	friday	\$Friday\$,
<5:1126:491:491:O_D_H>		(FS)	wo	\$who\$	could that be...
<5:1336:491:491:O	I changed our upcoming party's nai	(FS)	es	\$as\$ -	much-as-u-can-after-conference
<5:1392:491:O_D	(but maybe	(FS)	expansiver	\$more expensive\$	(GADJCS) expansiver \$more ex
<5:1492:491:O_D	Dear	(FS)	partizipating	\$participating\$	delegates,
<4:987:491:O_D_	That's exactly	(FPW)	,	\$0\$	what the empirical data says.
<3:668:491:O_D_	3. Exam for people who have work	(GA)	0	\$a\$	long time
<3:696:491:O_D_	3. Exam for people who have work	(GA)	0	\$a\$	long time
<4:977:491:O_D_	As we stated before, we suggest tra	(GA)	0	\$the\$	disabled.
<4:1000:491:O_D	Certainly not! Basic knowledge inc	(GA)	0	\$an \$	advanced level.
<4:1008:491:O_D	students should be able to use them	(GA)	0	\$the\$	facilities (FS) beeing \$being\$ of
<4:1035:491:486:	(do you think	(GA)	0	\$the\$	university should offer the oppo
<4:1026:491:O_D	Some exist (elevators,	(GADJO)	pro-disabled room	\$rooms for the disabled\$,	(toilets) others must be improve
<5:1392:491:O_D	Midland wants to strongly (XVCO	(GADJCS)	expansiver	\$more expensive\$	) technologies.We agree.
<4:942:491:O_D_	Yes, because digital (FM) technic \$	(GVN)	is	\$are\$	improving and (GVN) offers \$o
<4:942:491:O_D_	\$are\$ improving and	(GVN)	offers	\$offer\$	better quality
<1:304:491:578:O	we proudly received our task and	(GVT)	looking	\$look\$	forward (WM) \$to\$ working on

German L1 Error Items (Synchronous)

ID Code	Pre-context	Error Categ.	Error	Correction	Post-context
<5:1392:491:O_D	Midland wants to strongly	(XVCO)	recommend to inv.	Srecommend investing\$	in more future-orientated (but m
<3:742:491:583:O	Can we	(XVPR)	subscribe	\$ subscribe to\$	the EuGlobe?
<1:329:491:489:O	we are	(LS)	strongly	\$greatly\$	interested in a veritable partners
<1:348:491:489:O	Our goal is to provide all students w	(LS)	Furthergoing	\$further\$	ideas are a free Laptop-Comput
<1:367:491:490:O	One could have gone directly after	(LS)	visit	\$go to\$	vocational school, work and (FN
<2:461:491:O_D_	How to finance it? What is your	(LS)	point to	\$view on\$	this issue?
<2:538:491:489:O	we could've	(LS)	needed	\$used\$	your computer stuff before...
<2:538:491:489:O	but nevertheless as we stated in the	(LS)	strongly	\$highly\$	interested in upgrading our syte
<3:735:491:O_D_	In order to	(LS)	allow	\$help\$	the students (WM) Schoose\$ the
<4:923:491:O_D_	H>	(LS)	An overall	\$Open/General\$	access to IT for people unable to
<4:995:491:O_D_	-Overall computer literacy from the	(LS)	by	\$with\$	intensive courses on informatior
<4:1000:491:O_D	Certainly not! Basic knowledge inc	(LS)	on	\$at\$	(GA) \$an \$ advanced level.
<3:735:491:O_D_	In order to (LS) allow \$help\$ the s	(LP)	best fitting	\$most suitable\$	subject(s) we'll introduce our PU
<1:304:491:578:O	we proudly received our task and (	(WM)		0 \$to\$	working on it.
<3:735:491:O_D_	In order to (LS) allow \$help\$ the s	(WM)		0 \$choose\$	the (LP) best fitting \$most suita
<4:971:491:O_D_	to 43: But internet-based technolog	(WM)		0 \$can\$	not!
<4:1008:491:O_D	In our opinion it is not	(WO)	(anymore) necessa	\$necessary (anymore)\$	to know how computers work, v
<4:1104:491:O_D	We really appreciated today's confe	(WO)	again from you	\$from you again\$	on (FS) friday \$Friday\$,
<5:1147:491:491:!	When and where will	(WO)	be our after-confes	\$our after-conference-eat-?	
<3:696:491:O_D_	2.	(S)	Exam in evening cl	\$?S	
<4:923:491:O_D_	-Overall computer literacy from the	(SI)	by	\$?S	
<3:668:491:O_D_	here is a	(SU)	shortened schedule	\$summary\$	of what we think is of primary i
<3:668:491:O_D_	2.	(SU)		\$?S	Exam in evening classes
<4:1109:486:I_S>	See you on	(FS)	Friday	\$Friday\$!
<4:994:486:I_S>	#51 as many people as possible shc	(FS)	eith	\$the\$	computer for their (SU) own su
<4:994:486:I_S>	#51 Coastland has the lowest level	(SU)	own support	\$own good(?)\$	.
<4:908:486:486:S	Yes,	(FS)	Im	\$I'm\$	here...Sabrina
<4:1006:486:486:S_L>		(FS)	I m	\$I'm\$	sorry..
<4:1006:486:486:S_L>		(FS)	that s	\$that's\$	the problem with my puter... you
<4:1006:486:486:!	answers much later than	(FS)	I ve	\$I've\$	sent them. Sorry about that.
<4:1014:486:486:!	Sweetie....	(FS)	Ill	\$I'll\$	be right back
<2:496:486:486:S	(LP) As I can see so far \$As far as	(GNN)	conferences	\$conference\$	is much better than the opening
<2:468:486:486:S	Hi everybody. Sorry I am not a big	(GVT)	try	\$am trying\$	to read as much as my server all
<2:442:486:486:S	Yes, I'm at home... sorry, my serv	(LS)	all	\$every\$	five minutes. Who's there?
<2:496:486:486:S_L>		(LP)	As I can see so far \$As far as I can see\$	0 \$of\$	, this (GNN) conferences \$conf
<2:468:486:486:S	Hi everybody. Sorry I am not a big	(WM)		0 \$of\$	the time:-)).... but I think you h
<3:664:486:N_R>	and who (GVT) passed \$has passer	(FM)	entering	\$entrance\$	exam
<3:656:486:N_R>	- to	(FS)	immatriculate	\$matriculate\$	(GP) any \$all\$ university studer
<3:656:486:N_R>		(FS)	Accademic	\$Academic\$	(GNN) qualification \$qualificati
<3:664:486:N_R>	16# Everyone who (GVT) had \$has	(FS)	Grammer	\$Grammar\$	school exam and who (GVT) pa
<2:387:486:N_R>	Hello everybody.Sorry, but we had	(GNN)	troubles	\$trouble\$	with our computers.
<3:656:486:N_R>	2. (FS) Accademic \$Academic\$	(GNN)	qualification	\$qualifications\$	of students
<3:770:486:N_R>	- Minimum subjects that should be	(GNN)	Mathematic	\$Mathematics\$	, Computer Science, Electrical a
<3:816:486:N_R>	- In (LS) that \$the\$ university cam	(GNN)	students	\$student\$	activities such as (LP) music ch
<3:799:486:N_R>	#132 We don't agree with	(GP)	it	\$this\$.	
<3:656:486:N_R>	- to (FS)immatriculate \$matriculat	(GP)	any	\$all\$	university students have to finis
<3:664:486:N_R>	16# Everyone who	(GVT)	had	\$has\$	(FS) Grammer \$Grammar\$ schc
<3:664:486:N_R>	and who	(GVT)	passed	\$has passed\$	the (FM) entering \$entrance\$ ex
<3:816:486:N_R>	- In	(LS)	that	\$the\$	university campus (GNN) stude
<3:816:486:N_R>	drama and	(LS)	debate	\$debating\$	groups, (SU) so as \$?\$ different
<3:816:486:N_R>	- In (LS) that \$the\$ university cam	(LP)	music chorus	\$choral groups\$	and bands, drama and (LS) debc
<3:656:486:N_R>	least 12 years) and they must take t	(WR)	any	\$OS\$	Grammar School
<3:656:486:N_R>	- they will have to pass some qualif	(S)	from their future s	\$related to the degree course they are taking.\$	
<3:790:486:N_R>		(SU)	#122 What is wor	\$?S	
<3:816:486:N_R>	- In (LS) that \$the\$ university cam	(SU)	so as	\$?S	different sports have to be offer
<2:521:491:G_B>	#106 education must be free. we	(C)	we	\$We\$	will give you one example(FPM
<2:521:491:G_B>		(FS)	after	\$After\$	(GA) \$the\$ Öbitur students are
<5:1293:491:G_B	(XCONJCO) According \$to\$ 120	(FS)	Tertiary	\$Tertiary\$	Education Center! Sorry
<5:1359:491:491:!	(see you on	(FS)	Monday	\$Monday\$	
<2:521:491:G_B>	#106 education must be free. we	((		\$.\$	(FS) after \$After\$ (GA) \$the\$ (
<2:521:491:G_B>	but only in (GA) that \$the\$ subject	(FPW)	,	\$OS\$	(GP) which \$OS\$ they want to st
<2:521:491:G_B>	\$We\$ we will give you one exam	(GA)		0 \$the\$	Öbitur students are obliged to ta
<2:521:491:G_B>	but only in	(GA)	that	\$the\$	subject(FPW), \$OS\$ (GP) which
<5:1221:491:486:!	(please give us	(GA)	a	\$OS\$	more details (XNPR) \$as to\$ w
<5:1287:491:G_B	IN addition for the	(GNN)	one	\$ones\$	who still don't know the meanin
<2:521:491:G_B>	but only in (GA) that \$the\$ subject	(GP)	which	\$OS\$	they want to study
<2:521:491:G_B>	#106 education must be free. we	(GVT)	decided	\$Shave decided\$	(SI) three ways \$in which this c:

German L1 Error Items (Synchronous)

ID Code	Pre-context	Error Categ./Error	Correction	Post-context
<2:460:491:G_B>	We agree that every student must h	(GWC) emphasise	Semphasis\$	on administration policy
<5:1293:491:G_B>		(XCONJCO) According	\$ According to\$	120# TEC (FS) Tertiary \$Tertiar
<5:1221:491:486:(please give us (GA) a \$0\$ more det		(XNPR)	\$as to\$	why you are against the TEC
<2:446:491:G_B>	#49coastland what do you mean (LS)	with	\$by\$	industrial training
<2:624:491:G_B>	we don#t want to talk about it agai (LS)	on	\$during\$	a conference, because we would
<2:624:491:G_B>	we don#t want to talk about it agai (WM)		0 \$so\$	as well!
<2:521:491:G_B>	#106 education must be free. we (C (SI)	three ways	\$in which this can be done\$	
<2:584:491:G_B>	students should be obliged (SU)	to inform	\$?\$	themselves after each semester
<2:624:491:G_B>	we don#t want to talk about it agai (SU)	more precisely	\$?\$	and we hope you will do (WM)
<5:1211:491:G_B>	Although other countries don't war (SU)	it is not said that it \$?\$		
<5:1277:491:G_B>		Northland try to fu \$?\$		
<5:1277:491:G_B>		otherwise we can't \$?\$		
<3:692:491:C_J_V>	In my opinion this is (FS)	to	\$too\$	general, as not every individual
<3:727:491:C_J_V>	It is not necessary for a person ovei (FS)	thoroughly	\$thoroughly \$!
<3:741:491:583:C_I>	I would like to (XVPR) subscribe fc (FS)	suscribe	\$subscribe to\$	the EuGlobe, immediately!
<3:756:491:C_J_V>	Continue studies when over 30? Di (FS)	to	\$too\$	vague!
<3:778:491:C_J_V>	but if the conditions of life do not a (FS)	occasions	\$ocasions\$	should (GVV) be present \$be pr
<3:811:491:C_J_V>	promote the ability to communicat (FS)	\$differences\$	differences without the interaction of (LS) thirds \$third p	
<3:887:491:C_J_V>	Time is up! Let's continue the disc (FS)	message	\$message\$	center!
<3:792:491:C_J_V>	(LS) see \$look at\$ the underqualifi (FPW)	,	\$0\$	where they are usually employe
<3:727:491:C_J_V>	Sure, not every person over 30 is in (GA)	the	\$a\$	position to study, but you canno
<3:820:491:C_J_V>	preparation for living in (GA)	an	\$a\$	multi-cultural society and envirc
<3:887:491:C_J_V>	Time is up! Let's continue the disc (GA)	0	\$the\$	(FS) message \$message\$ cente
<3:712:491:C_J_V>	Life (GNN)	experiences	\$experience\$	can hardly be measured!
<3:870:491:C_J_V>	In Eutropolis/Eutropia (WR) there (GP)	much	\$many\$	languages as possible \$should be
<3:778:491:C_J_V>	but if the conditions of life do not a (GVV)	be present	\$be presented\$!
<3:646:491:C_J_V>	We would like to ask another deleg (GVT)	has problems	\$is having problems\$	(LP) \$getting on-line\$ to enter t
<3:792:491:C_J_V>	Sure one year of basics is (GWC) t (GVAUX)	can	\$may\$	(WO) be not \$not be\$ enough (!
<3:792:491:C_J_V>	one year of basics is (GWC)	to	\$too\$	little, (LP)in some respect \$in s
<3:741:491:583:C_I>	I would like to (XVPR)	suscribe for	\$subscribe to\$	(FS) suscribe \$subscribe to\$ tl
<3:692:491:C_J_V>	In my opinion this is (FS) to \$too\$ (LS)	of	\$in\$	life!
<3:756:491:C_J_V>	Continue studies when over 30? Di (LS)	keep	\$maintain\$	a fruitful discourse, please speci
<3:778:491:C_J_V>	but if the conditions of life do not a (LS)	education	\$start\$	, then other (FS) occasions \$oca
<3:792:491:C_J_V>	(Social studies, educational studies (LS)	see	\$look at\$	the underqualified teachers and)
<3:792:491:C_J_V>	creating (LS)	surplus	\$extra\$	problems in areas (FPW), \$0\$ w
<3:811:491:C_J_V>	I would like to add the following st (LS)	by	\$with\$	computers!), meaning to promot
<3:811:491:C_J_V>	to solve (FS) \$differences\$ differ (LS)	thirds	\$third parties\$	, and also (SU) common educati
<3:820:491:C_J_V>	Supplementary programs could incl (LS)	jurisdictional	\$jurisdictional\$	institutions, with state boards ar
<3:646:491:C_J_V>	We would like to ask another deleg (LP)	to enter the net	\$getting on-line\$	
<3:792:491:C_J_V>	Sure one year of basics is (GWC) t (LP)	in some respect	\$in some respects\$	even two years (GVAUX) can \$
<3:827:491:C_J_V>	If you talk about drugs and social p (WR)	on	\$0\$	(secondary) ed. or earlier)?
<3:870:491:C_J_V>	In Eutropolis/Eutropia (WR)	there	\$0\$	(WO) should be spoken as (GP)
<3:820:491:C_J_V>	and preparation for living in (GA) t (WM)		0 \$for\$	future generations!
<3:727:491:C_J_V>	It is not necessary for a person ovei (WO)	discuss this topic (\$thoroughly discuss this t!		
<3:792:491:C_J_V>	Sure one year of basics is (GWC) t (WO)	be not	\$not be\$	enough (Social studies, educatio
<3:870:491:C_J_V>	In Eutropolis/Eutropia (WR) there (WO)	should be spoken t \$as many languages as po,		but English and/or Middish coi
<3:778:491:C_J_V>	Taught/Learned: subject(s) which t (S)	collected experienc \$acquired some experienc		or has natural skills for; when: w
<3:778:491:C_J_V>	Taught/Learned: subject(s) which tl (SU)	sure	\$?\$	regard must be paid to her/his ag
<3:811:491:C_J_V>	I would like to add the following st (SU)	common education \$?\$		, in which these aims could be tr
<3:806:583:578:ÖI>	I'll be leaving for the "Uni", so (FS)	may be	\$maybe\$	I'll see some of you people then
<3:771:583:490:ÖNorthland (#93): Just have a look a (WR)		would	\$0\$	enter universities.
<3:771:583:490:ÖThat did not (WO)		at all hinder Japan \$hinder Japan at all\$		from developing very fast, did it
<2:3:1024:1665:S okay. (FS)		lets	\$let's\$	start.
<2:6:1978:1665:S no, i think bardland is from (FS)		letvia	\$Latvia\$	
<2:6:1984:1665:S Who is the Eutropian (FS)		Commisioner	\$Commissioner\$?
<2:3:933:1665:S_> Everybody has the (SU) rights on \$ (GP)		him	\$them\$.	
<2:3:768:1665:S_#100 - development of software is v (GADJO)		payed software	\$software that is paid for\$.	
<2:3:974:1665:S_> We think that research and educati (GVN)		needs	\$need\$	full access to all available data f
<2:3:974:1665:S_> We think that research and educati (LS)		full	\$greater\$	efficiency.
<2:3:867:1665:S_#172 why (WM)			0 \$is\$	that ? that makes no sense.
<2:3:1150:1665:S_> Perhaps the atheists should do soci (WM)			0 \$on\$	sundays.
<2:3:933:1665:S_> Everybody has the (SU)		rights on	\$right to control \$	the data collected about (GP) hi
<2:6:1961:1665:S_U> (CS)		halöle	(?)!	
<2:6:1964:1665:S_U> (CS)		geht hier heute noc (Ger.)?		
<2:1:244:1405:13'An open door to the (FM)		abolisment	\$abolition\$	of teaching the theory of evoluti
<2:1:264:1405:14'we were simply shocked to hear thi (FM)		totalitaristic	\$totalitarian\$	measures are about to be introd
<2:3:910:1405:16'What do you mean by censoring? S (FM)		organ	\$organism\$	of free speech!

German L1 Error Items (Synchronous)

ID Code	Pre-context	Error	Category	Correction	Post-context
<2:1:186:1405:C_	Thank you EuCom- I am (LS) very (FS)	hoepfully	(FS)	\$hoefully\$	finally starting...
<2:1:236:1405:13	Bardland- how do you	intent	(FS)	\$intend\$	
<2:1:236:1405:13	how do you (FS) intent \$intend\$ tr (FS)	finace	(FS)	\$finance\$	this (LS) warfare \$war\$ on drug
<2:1:244:1405:13	Does your concept of Reduction of (FS)	scholls'	(FS)	\$school's\$	
<2:1:257:1405:13	How do you want (WR) to want \$C\$ (FS)	finace	(FS)	\$finance\$	an increase of the police forces c
<2:1:309:1405:14	Midland- thanx for your contributi (FS)	untill	(FS)	\$until\$	4?Pauline Pot
<2:1:310:1405:13	Can I expect your reply (FS)	untill	(FS)	\$until\$	4?Pauline Pot
<2:3:728:1405:16	The public has a right to know abt (FS)	ceratin	(FS)	\$certain\$	matters...
<2:3:759:1405:C_	their personal records,	wheras	(FS)	\$whereas\$	individuals(FPW), \$O\$ who hav
<2:3:803:1405:14	Shall I regard this statement(#119) (FS)	relious	(FS)	\$religious\$	fundamentalism in Northland
<2:3:842:1405:14	#139 Do you think that a sentence ' (FS)	lengthh	(FS)	\$length\$	(GNN) prevent \$prevents\$ sex c
<2:3:875:1405:16	"And we mustn't blame anybody fc (FS)	comitted	(FS)	\$committed\$	for example
<2:3:887:1405:14	Any compromises in sight between (FS)	innocent	(FS)	\$innocent\$	people and preventing new crim
<2:3:1031:1405:C	Christian values (FS)	strenghten	(FS)	\$strengthen\$	children's personalities
<2:3:1102:1405:C	you need more churches, churches (FS)	latar	(FS)	\$altar\$	- more crosses!)
<2:3:759:1405:C_	So you will grant so called "norma (FPW)	,	(FPW)	\$O\$	who have committed a crime ag
<2:3:759:1405:C_	who have committed a crime agair (FPW)	,	(FPW)	\$O\$	are now losing this right of self
<2:1:214:1405:16	this means we will not have to call (GA)	an other	(GA)	\$another\$	conference.
<2:1:286:1405:13	Could we hold the interview throug (GA)	an other	(GA)	\$another\$	conference
<2:3:743:1405:C_	Could any of the teams please outli (GA)	0	(GA)	\$the\$	significance military records (#7
<2:3:1066:1405:C_	O>		(GA)	\$The\$	christian god of revenge is not a
<2:3:842:1405:14	#139 Do you think that a sentence ' (GNN)	prevent	(GNN)	\$prevents\$	a sex offenders from committing r
<2:1:282:1405:14	I hope (GP)	any	(GP)	\$some\$	of the teams turns up (LS) to \$f
<2:1:102:1405:C_	Good morning to all the (GADJO)	joining teams	(GADJO)	\$teams that are joining\$	
<2:3:696:1405:C_	the collection of data (GVN)	seem	(GVN)	\$seems\$	to be very important for all of yc
<2:3:1159:1405:C	This conference (GVT)	was	(GVT)	\$has been\$	very productive!
<2:1:210:1405:13	Didn't you read today's issue? Do y (GVAUX)	should	(GVAUX)	\$would\$	(XVCO) help shaping \$help to s
<2:3:941:1405:16	What contribution to any discussio (GVAUX)		(GVAUX)	\$do\$	(WO) offer statements such as "
<2:1:210:1405:13	Do you think that a state based on (XVCO)	help shaping	(XVCO)	\$help to shape\$	Eutropia? Pauline Pot
<2:3:969:1405:14	you are aware that a (XNPR)	ban of	(XNPR)	\$ban on\$	pornography will not mean an ei
<2:1:117:1405:C_	Now that all the teams have finally (LS)	from	(LS)	\$of\$	the Eutropian Globe will be out
<2:1:186:1405:C_	Thank you EuCom- I am (LS)	very	(LS)	\$really\$	delighted to be at the conference
<2:1:236:1405:13	Bardland- how do you (FS) intent \$ (LS)	warfare	(FS)	\$war\$	on drugs then? More taxes? Pau
<2:1:244:1405:13	parents (LP) have a saying in \$have (LS)	schedule	(LP)	\$programme\$?
<2:1:269:1405:13	Bardland- apologies if we might hav (LS)	regard	(LP)	\$way\$.	
<2:1:282:1405:14	I hope (GP) any \$some\$ of the tea (LS)	to	(GP)	\$for\$	the interview, otherwise you wil
<2:3:875:1405:16	"And we mustn't blame anybody fc (LS)	in	(LS)	\$on\$	the Internet"-
<2:3:969:1405:14	you are aware that a (XNPR) ban o (LS)	of	(XNPR)	\$to\$	it?
<2:1:244:1405:13	Does your concept of Reduction of (LP)	have a saying in	(LP)	\$have a say in\$	the (FS) scholls' \$school's\$ (LS)
<2:1:257:1405:13	How do you want (WR)	to want	(WR)	\$O\$	to increase your economy in suc
<2:3:743:1405:C_	Could any of the teams please outli (WR)	which	(WR)	\$O\$	(GA) \$the\$ significance milita
<2:3:941:1405:16	If delegations and NGOs wrote lett (WO)	offer statements su	(WO)	\$statements such as "Derr ?	
<2:3:1031:1405:C	Christian values (FS) strenghten \$si (WO)	will them make	(WO)	\$will make them\$	fall prey to crime and drugs less
<2:3:696:1405:C_	Different kinds of data require diff (S)	grades of securing .	(S)	\$security needs as regards	the protection of the informati
<2:3:875:1405:16	"And we mustn't blame anybody fc (SU)	blaming in the inte	(SU)	\$S\$	"spreading information about an
<2:3:941:1405:16	46: C_O>	Such a decision is	(SU)	\$S\$	. And apart from that, there are c
<2:1:136:1401:14	(will we proceed? Who will write th (FS)	nex	(FS)	\$next\$	so we do not all write (WR) wo
<2:1:137:1401:14	(will we proceed? Who will write th (FS)	nex	(FS)	\$next\$	so we do not all write (WR) wo
<2:1:138:1401:14	(will we proceed? Who will write th (FS)	nex	(FS)	\$next\$	so we do not all write (WR) wo
<2:1:140:1401:14	(will we proceed? Who will write th (FS)	nex	(FS)	\$next\$	so we do not all write (WR) wo
<2:1:141:1401:14	(will we proceed? Who will write th (FS)	nex	(FS)	\$next\$	so we do not all write (WR) wo
<2:1:142:1401:14	(will we proceed? Who will write th (FS)	nex	(FS)	\$next\$	so we do not all write (WR) wo
<2:1:143:1401:14	(will we proceed? Who will write th (FS)	nex	(FS)	\$next\$	so we do not all write (WR) wo
<2:1:136:1401:14	(will we proceed? Who will write th (WR)	worse	(WR)	\$O\$	contradictory statements
<2:1:137:1401:14	(will we proceed? Who will write th (WR)	worse	(WR)	\$O\$	contradictory statements
<2:1:138:1401:14	(will we proceed? Who will write th (WR)	worse	(WR)	\$O\$	contradictory statements
<2:1:140:1401:14	(will we proceed? Who will write th (WR)	worse	(WR)	\$O\$	contradictory statements
<2:1:141:1401:14	(will we proceed? Who will write th (WR)	worse	(WR)	\$O\$	contradictory statements
<2:1:142:1401:14	(will we proceed? Who will write th (WR)	worse	(WR)	\$O\$	contradictory statements
<2:1:143:1401:14	(will we proceed? Who will write th (WR)	worse	(WR)	\$O\$	contradictory statements
<2:1:124:1402:K_	Dear (FS)	delegations	(FS)	\$delegations\$	, NGOs, consultants and journal
<2:1:124:1402:K_	The (FS)	delagation	(FS)	\$delegation\$	of Midland is delighted to take f
<2:3:1069:1402:K_	fathers who work all week except (FS)	sundays	(FS)	\$Sundays\$	, won't see their children anymo
<2:6:2128:1402:1_	You are the best (FS)	Comissioner	(FS)	\$Commissioner\$	we ever had!!!!
<2:8:2503:1402:K	What about #20? Would (FS)	You	(FS)	\$you\$	please please print out for me th
<2:8:2503:1402:K	\$the whole day there are\$ (FS)	hristmas	(FS)	\$Christmas\$	
<2:8:2503:1402:K	\$Christmas\$ (FS)	charols	(FS)	\$scarols\$	in my ears.

German L1 Error Items (Synchronous)

ID Code	Pre-context	Error Category	Error	Correction	Post-context
<2:1:124:1402:K_	Yours	(FPW)	,	\$0\$	sincerely
<2:1:270:1402:16:	Please keep in touch through the m	(GNN)	suggestion	\$suggestions\$	about our teamwork.
<2:6:2110:1402:K	Hey! What about the German	(GNN)	woman	\$women\$?
<2:3:869:1402:14	The danger in publishing photos lie	(GP)	it	\$0\$	has happened in England.
<2:3:1118:1402:K	Please could all of you send us a br	(GP)	their	\$your\$	main points on information right
<2:8:2512:1402:K	Hi Janet!	(XVCO)	Would you mind t	\$Would you mind printin	the paper: What needs to be in y
<2:1:220:1402:K	We	(XVPR)	agree with	\$agree to\$	working on information rights.
<2:1:302:1402:14	We will send you a detailed explan	(LS)	this day	\$today\$.	
<2:3:868:1402:14	It's a difficult topic. First of all, we	(LS)	psychologically	\$by a psychologist\$	.
<2:3:975:1402:K_	We think that the Eutropian Federa	(LS)	in	\$on\$	the Internet, in order to protect
<2:3:991:1402:K_	If we get free public internet termin	(LS)	prevention	\$outlawing\$	of illegal sites.
<2:1:248:1402:1405:K_	K_>	(LCLC)	As soon if	\$As soon as\$	we have further information for
<2:3:753:1402:K_	#84	(LCC)	so do we.	\$neither do we\$	
<2:8:2503:1402:K	I'm working on the (CS)Weihnacht: (WO)	(WO)	there are the whol	\$the whole day there are\$ (FS)	hristmas \$Christmas\$ (FS)
<2:8:2503:1402:K	I'm in a christmas mood because I'n	(CS)	Weihnachtsmarkt (Ger.)		and (WO)there are the whole d
<2:1:202:1401:C_	Highland (XVCO) would like to vc	(FS)	peronaal	\$personal\$	rights regarding life, death
<2:1:202:1401:C_	Highland	(XVCO)	would like to volu	\$would like to volunteer t	the draft for (FS) peronaal \$pers
<2:1:202:1401:C_	personal\$ rights regarding life, de;	(LS)	security of person	\$personal security\$.	
<2:1:285:1401:14	(if I was a Bardie I would be pissed	(LS)	what	\$which\$	might be part of the strategy - ri
<2:1:170:1401:14	o.k. Celia, Juba for	(CS)	draftskirchen	(Ger?)	
<2:3:983:1401:S_	#245: The states should make laws	(FM)	individuals	\$individual's\$	privacy.
<2:3:1041:1401:S_	They can't do anything	(FM)	harmfull	\$harmful\$,
<2:1:139:1401:S_	Hello fellow Highlanders.Are we g	(FS)	tak	\$stalk\$	
<2:1:198:1401:13	In your message center (WM) Sthei	(FS)	time table	\$timetable\$	of the things we intend to do too
<2:3:696:1401:S_	This is one of our main points regai	(FS)	Infromation	\$Information\$	rights.
<2:3:704:1401:S_	#39: Where is the	(FS)	boarder	\$border\$	between "public" and "private" c
<2:3:724:1401:S_	#55 Any kind of information about	(FS)	control	\$control\$	what's said about them
<2:3:876:1401:S_	A person should be able to	(FS)	control	\$control\$	the things said about him or her.
<2:3:903:1401:S_	#198: Studies of such things can be	(FS)	perons	\$persons\$	\$persons who are affected\$ agre
<2:3:932:1401:S_	Data should not be sold for comm	(FS)	recieved	\$received\$	for fees, profit
<2:3:1042:1401:S_	Can spend a	(FS)	hole	\$whole\$	day learning about religion,
<2:3:1042:1401:S_	the streets are free, they are under	(FS)	control	\$control\$	
<2:3:1062:1401:S_	They don't get fresh air, they move	(FS)	controll	\$control\$	, it's probably boring
<2:3:1104:1401:S_	The church would have to think ab	(FS)	it's	\$its\$	role in society.
<2:3:1115:1401:S_	Churches, temples,	(FS)	synagoges	\$synagogues\$	, mosques...
<2:4:1208:1401:S_	The well being of especially immig	(FS)	wich	\$which\$	they are treated
<2:4:1216:1401:S_	to support their personal developm	(FS)	healt	\$health\$.	
<2:4:1254:1401:S_	If there should be	(FS)	programms	\$programmes\$	to create work places, and if (S)
<2:3:795:1401:S_	In educational institutions the basic	(FPW)	,	\$0\$	that digital competencies belong
<2:3:983:1401:S_	#245: The states should make laws	(GA)		\$an\$	(FM) individuals \$individual's\$
<2:4:1254:1401:S_	Do we want to have	(GA)	a	\$0\$	"free competition"
<2:4:1254:1401:S_	"free competition" between	(GA)	the	\$0\$	companies?.
<2:5:1455:1401:S_	Whether you take it strictly (WR) i	(GA)		\$the\$	case of threatening (LS) death \$
<2:4:1322:1401:S_	Hey, Coco, what about the	(GNC)	authors	\$author's\$	rights?
<2:3:831:1401:S_	#115 All these data should be avail	(GNN)	thirds	\$third\$	(WM) \$parties\$ if the (GADJO)
<2:6:1922:1401:1:	One has	(GP)	it's	\$one's\$	sources, (GVAUX) haven't we !
<2:4:1335:1401:S_	#146 by publicising	(GP)	0	\$it\$?
<2:4:1290:1401:1:	Sheep (SU) s' \$?\$ certainly stink w	(GP)	Someone	\$Anyone\$	ever burned a woolen pullover?
<2:3:831:1401:S_	#115 All these data should be avail;	(GADJO)	affected person	\$person who is affected\$	before
<2:3:831:1401:S_	and should only be given to (GNN)	(GADJO)	affected	\$person affected \$	agrees.
<2:3:903:1401:S_	#198: Studies of such things can be	(GVNF)	affected persons	\$persons who are affecte	agreee.
<2:5:1398:1401:1:	It can easily	(GVV)	changed	\$be changed\$	(LP) by the way of \$according t
<2:6:1922:1401:1:	One has (GP) it's \$one's\$ sources,	(GVAUX)	haven't we	\$doesn't one\$?
<2:4:1227:1401:S_	According to the legal consultant tl	(XVCO)	prevent persons (li	\$prevent persons (like e.g in their job.	
<2:3:795:1401:S_	In educational institutions the basic	(LS)	techniques	\$skills needed\$	for our cultural life should be ta
<2:3:983:1401:S_	These laws should protect the indiv	(LS)	raised	\$collected\$	data about the individual.
<2:5:1398:1401:1:	Whether you take it strictly (WR) i	(LS)	death	\$life\$	
<2:5:1398:1401:1:	case of threatening (LS) death \$life	(LS)	broader	\$in a wider sense\$	to include other things like caree
<2:5:1455:1401:S_	Whether you take it strictly (WR) i	(LS)	death	\$life\$	
<2:5:1455:1401:S_	case of threatening (LS) death \$life	(LS)	broader	\$in a wider sense\$	to include other things like caree
<2:5:1398:1401:1:	It can easily (GVV) changed \$be c	(LP)	by the way of	\$according to\$	how you define the life of the m
<2:5:1455:1401:S_	Your ideas can easily be made a nat	(LP)	by the way of	\$depending on\$	how you define the life of the m
<2:5:1398:1401:1:	Whether you take it strictly	(WR)	just	\$0\$	in (GA) \$the\$ case of threatenin
<2:5:1455:1401:S_	Whether you take it strictly	(WR)	just	\$0\$	in (GA) \$the\$ case of threatenin
<2:1:198:1401:13	In your message center	(WM)		0 \$there\$	is a (FS) time table \$timetable\$
<2:3:831:1401:S_	#115 All these data should be avail	(WM)		0 \$parties\$	if the (GADJO) affected \$persor
<2:4:1266:1401:S_	#85 We wanted to point out that ne	(WM)		0 \$as being\$	too positive just because they he

German L1 Error Items (Synchronous)

ID Code	Pre-context	Error Category	Error	Correction	Post-context
<2:6:1954:1401:S	We are completely confused. Would	(WM)		0	Sas\$ to explain what's going on here?
<2:3:705:1401:S_	Thanks	(S)	the same	\$to you too\$!
<2:4:1254:1401:S	If there should be (FS) programmes	(S)	there is the aim	\$the aim is\$	to have full employment there's
<2:4:1266:1401:S	They	(S)	are connected to	\$have been associated wit	a number of risks we can't judge
<2:3:755:1401:S	#77 Information about persons shot	(SU)	There should be or	\$There should only be a f.	
<2:4:1290:1401:1	Sheep	(SU)	s'	\$?S\$	certainly stink when they burn...
<2:5:1398:1401:1	We received various comments on	(SU)	ealized	\$?S\$	by the different countries.
<2:5:1455:1401:S	We received various comments on	(SU)	realized	\$?S\$	by the different countries.
<2:3:1090:1401:S	they do not have	(FS)	freetime	\$free time\$	... no (S) possibility to achieve
<2:3:1137:1401:S	Will	(FS)	threr	\$there\$	be classes like at school?
<2:3:713:1401:S_	#46 We do think that the	(GNN)	right	\$rights\$	of the children (GVN) is \$are\$
<2:3:713:1401:S_	#46 We do think that the	(GNN) rj	is	\$are\$	more important. Children should
<2:3:1090:1401:S	they do not have (FS)freetime	\$frec(S)	possibility to achi	\$chance of being creative\$	
<2:2:326:1401:K_	We are (LP) looking forward to w	(FS)	o	\$on\$	today's topics and are hoping fo
<2:2:326:1401:K_	Here is our	(FS)	atement	\$statement\$	on the topic of life:
<2:2:459:1401:K_	Every member of the FEderation sl	(FS)	ove	\$move\$	freely throughout the Federation
<2:2:493:1401:K	We generally agree with the points	(FS)	artiola	\$article\$	on
<2:2:493:1401:K	data	(FS)	mtransfer	\$transfer\$	WITHIN the federation
<2:2:593:1401:K	It gives us a lot of material to work	(FS)	claryfing	\$clarifying\$	discussion
<2:5:1474:1401:1	it actually was but we decided it w	(FS)	sophsticated	\$sophisticated\$	for the other countries
<2:5:1836:1401:K	We want to thank all the participan	(FS)	negotations	\$negotiations\$	.
<2:2:442:1401:K_	We are against	(GA)	o	\$the\$	death penalty because it doesn't
<2:5:1492:1401:K	The right to life and to death are	(GA)	a	\$o\$	very complex (GNN) issue \$iss
<2:5:1830:1401:1	But we cannot send you our votes l	(GA)		\$the\$	only two Highlanders left at the
<2:5:1836:1401:K	We want to thank all the participan	(GA)		\$the\$	(LS) good \$positive\$ cooperat
<2:5:1492:1401:K	The right to life and to death are	(C(GNN))	issue	\$issues\$	and (GVN) needs \$need\$ a gre
<2:2:592:1401:K_	thank you for the lively discussion i	(GP)	that	\$this\$	conference
<2:5:1492:1401:K	The right to life and to death are	(C(GVN))	needs	\$need\$	a great amount of consideration
<2:5:1830:1401:1	We are (GA) \$the\$ only two Hiehla	(GVT)	had not	\$have not had\$	(WO) yet the time \$the time yet
<2:2:442:1401:K	We are against (GA) \$the\$ death	(XVCO)	help reducing	\$help to reduce\$	the crime rate, which should be
<2:4:1286:1401:1	if we burn the needs we can	(WO):	sheeps	\$sheep\$	\$burn sheep as well\$...
<2:1:147:1401:14	Do you agree	(LS)	on	\$to\$	volunteering for writing the draf
<2:1:147:1401:14	(life, death, liberty, privacy,	(LS)	security of person	\$personal security\$)?
<2:2:459:1401:K_	Everyone shall have the right	(WO)(LS)	save	\$unless\$	they have the potential to endan
<2:2:493:1401:K_	We generally agree with the points	(LS)	of	\$in\$	the draft constitution but we wo
<2:4:1264:1401:1	we would be very grateful if you cc	(LS)	until	\$before\$	tonight so that we can incorpora
<2:5:1836:1401:K	We want to thank all the participan	(LS)	good	\$positive\$	cooperation and constructive (F
<2:2:326:1401:K_	We are	(LP)	looking forward to	\$looking forward to work	with you (FS) o \$on\$ today's toj
<2:2:459:1401:K	Everyone shall have the right	(WO)	freely to share	\$to share freely\$	in scientific advancement and it
<2:4:1286:1401:1	if we burn the needs we can	(WO)	as well burn	(XNU) \$burn sheep as well\$	...
<2:5:1805:1401:1	We think that employers only have	(WO)	certificate of health	\$health certificate\$	from the future employee if his
<2:5:1814:1401:K	We think that employers only have	(WO)	certificate of health	\$health certificate\$	from the future employee if his
<2:5:1830:1401:1	But we cannot send you our votes l	(WO)	Monday late	\$late Monday\$	afternoon because we are (GA)
<2:5:1830:1401:1	because we are (GA) \$the\$ only tw	(WO)	yet the time	\$the time yet\$	to discuss the rest of the Inform
<2:5:1814:1401:K	We think that employers only have	(S)	is of any dangerou	\$can have an adverse effe	other people.
<2:5:1814:1401:K	We think that employers only have	(S)	is of any dangerou	\$can have an adverse effe	other people
<2:5:1390:1401:K	We received various comments on	(SU)	realized	\$?S\$	by the different countries
<2:5:1787:1401:1	You can come any time and have a	(CS)	Frauentee	(German)	!
<2:2:485:1665:14	or should we	(FM)	sent	\$send\$	messages later? We would be in
<2:2:502:1665:E	And he does not behave	(FM)	illegal	\$illegally\$.	
<2:5:1845:1665:1	We don't know if we are engaged i	(FS)	march	\$March\$	.
<2:6:2217:1665:E	Or did you just begin to read	(FS)	an	\$and\$	then (GVT) found \$find\$ that th
<2:7:2387:1665:E	# Most of us are between 20 and 2	(FS)	litle	\$little\$	ben older
<2:7:2451:1665:E	But the	(FS)	facilitatirs	\$facilitators\$	of each group are able to see the
<2:2:543:1665:E_	The internet is an open network, w	(FPW)	,	\$o\$	than in a newspaper.
<2:7:2394:1665:E	I think that an entire semester wou	(FPW)	,	\$o\$	that I know the countries very v
<2:2:517:1665:14	the prohibition of the spreading	(W(GA))	the	\$o\$	personality rights
<2:5:1831:1665:E	The fees for copyrighted material h	(GA)	an	\$a\$	central governmental organisati
<2:4:1340:1665:E	as long as the	(GNC)	authors	\$author's\$	own intellectual work is recogni
<2:2:457:1665:E_	Free access to information is O.K.,	(GNN)	right	\$rights\$	is ensured and illegal (GWC) co
<2:2:485:1665:14	Do you want to discuss the tonic o	(GNN)	right	\$rights\$	and copyright in this conference
<2:5:1831:1665:E	and banal	(GNN)	one	\$ones\$	.
<2:6:2212:1665:1	Now they have all gone... but	(GP)	it	\$there\$	(GVT) had been \$were\$ about t
<2:2:517:1665:1414	E_R>	(GP)	This	\$The\$	(LS) argument \$example\$ of #1
<2:2:485:1665:14	We would be interested in (WM) \$	(GP)	it	\$this\$.	
<2:5:1831:1665:E	The fees for copyrighted material h	(GADJO)	collected money	\$money that has been col.	
<2:1:253:1665:13	Hey Bardland. We don't want you t	(GVT)	haven't even writt	\$didn't even write\$	this secret message between #72

German L1 Error Items (Synchronous)

ID Code	Pre-context	Error Category	Error	Correction	Post-context
<2:6:2208:1665:E	because we	(GVT)	haven't heard	Shadn't heard\$	much (LS) of \$f
<2:6:2212:1665:1	Now they have all gone... but (GP)	(GVT)	had been	\$were\$	about three.
<2:6:2217:1665:E_R>		(GVT)	Has everybody rea	\$Did everybody read\$	all messages carefully?
<2:6:2217:1665:E	Or did you just begin to read (FS) :	(GVT)	found	\$find\$	that they were not interesting en
<2:7:2387:1665:E	Yes we found it very hard, because (GVT)	(GVT)	have not answered	\$did not answer\$	all our messages, so we had the
<2:7:2394:1665:E	If we	(GVT)	have had	\$had had\$	more time, we would have been
<2:2:457:1665:E	Free access to information is O.K., (GWC)	(GWC)	copy	\$copying\$	is prohibited.
<2:2:379:1665:16	Information access for everyone, s (XVCO)	(XVCO)	do illegal copy	\$do illegal copying\$	.
<2:6:1934:1665:E	We had technical problems, (XADJPR)	(XADJPR)	sorry for	\$sorry about\$	that...
<2:2:336:1665:E	We think that every person should (LS)	(LS)	enabled	\$able to have\$	an appropriate social life
<2:2:517:1665:14	(GP) This \$The\$ (LS)	(LS)	argument	\$example\$	of #118 would be an example of
<2:2:517:1665:14	Every eutropan citizen must have t (LS)	(LS)	to	\$for\$	the protection of basic human ri
<2:5:1797:1665:E	we have suggested several points (LS)	(LS)	in	\$on\$	the topic of copyright - perhaps
<2:5:1831:1665:E	a) It must (LS)	(LS)	concern	\$involve\$	a creation, e.g. that an author m
<2:6:2208:1665:E	because we (GVT) haven't heard \$l (LS)	(LS)	of	\$from\$	them during the simulation..
<2:7:2394:1665:E	If we (GVT) have had \$had had\$ r (LS)	(LS)	in	\$on\$	our points.
<2:2:485:1665:14	We would be interested in (WM)	(WM)		0 \$knowing\$	your opinion about (GP) it \$this
<2:2:517:1665:14	the prohibition of the spreading (WM)	(WM)		0 \$of\$	child pornography and for the p
<2:5:1831:1665:E	c) The factory must be non-standar (WO)	(WO)	stand out thereby	\$thereby stand out\$	against the mass of the ordinary
<2:2:353:1665:E	We disagree with your opinion reg: (S)	(S)	of living or dying	\$about the life or death \$	of another person.
<2:5:1831:1665:E	Material has (S)	(S)	to fit several rules	\$has to come up to a certain standard in order to be given	
<2:5:1831:1665:E	b) It must (SU)	(SU)	prove a mental cor	\$? \$	.
<2:6:1879:1665:1	We just wanted to say that our gro: (SU)	(SU)	for ourselves	\$? \$	. We don't want to complain.
<2:7:2412:1665:E	We will forgive you, no problem.) (SU)	(SU)	justify for this	\$? \$	.
<2:3:938:1646:M	#209 medical information is very (FM)	(FM)	usefull	\$useful\$	. But it should be published (GW
<2:1:177:1646:M	We are (XVCO) looking forward i (FS)	(XVCO)	successfull	\$successful\$	conference
<2:2:324:1646:M	The right to life includes the right ((FS)	(FS)	i.d.	\$e.g.?\$	free access to soft- and hardwar
<2:2:464:1646:M	We agree with Highland on the topi (FS)	(FS)	scientifv	\$scientific\$	developments as they will streng
<2:2:527:1646:M	#136 We think that it's quite impor (FS)	(FS)	knowledge	\$knowledge\$	
<2:3:716:1646:M	free public internet-terminals, com: (FS)	(FS)	perepherie	\$peripherals\$	e.g. in libraries, schools, univers
<2:3:859:1646:16	you don't even know what (FS)	(FS)	religion	\$religion\$	is
<2:3:917:1646:14	you never publish letters or (FS)	(FS)	articels	\$articles\$	from NGO(FS)' \$0\$ s and deleg
<2:3:966:1646:14	But there was another (FS)	(FS)	artichel	\$article\$	we wrote
<2:3:1063:1646:M	nobody should be forced to (FS)	(FS)	belive	\$believe\$	in a (LS) special \$particular\$ rel
<2:3:1151:1646:M	#405 perhaps there are other things (FS)	(FS)	sunday	\$Sunday\$.	
<2:2:464:1646:M	they will strengthen (GA)	(GA)	0	\$the\$	whole (WM) \$of\$ Eutropia
<2:1:249:1646:14	we are an information (GNN)	(GNN)	right	\$rights\$	organisation.
<2:3:1001:1646:1	That's right. Of course we demand (GVNF)	(GVNF)	filtering software	\$software that has been fi	and so on to prevent (WO) the u
<2:1:228:1646:16	we (GVT)	(GVT)	work	\$worked\$	on a ++ script to do it
<2:1:249:1646:14	We're sorry. Of course we share y: (GVT)	(GVT)	deal	\$are dealing\$	with.
<2:3:966:1646:14	(SU) You don't seem to know som (GVAUX)	(GVAUX)		\$will\$	learn a bit about PR.
<2:3:1141:1646:M	the family's influence will decrease (GVAUX)	(GVAUX)	don't	\$won't\$	meet so often.
<2:3:938:1646:M	#209 medical information is very (I (GWC)	(GWC)	anonymus	\$anonymously\$	.
<2:1:177:1646:M	We are (XVCO)	(XVCO)	looking forward in	\$looking forward to\$	having a (FS) successfull \$succes
<2:1:277:1646:16	no censorship. But in some cases es (XNUC)	(XNUC)	informations	\$information\$	.
<2:1:277:1646:16	no censorship. But in some cases es (LS)	(LS)	hurt	\$involved\$	we have to protect our Eutropiar
<2:2:324:1646:M	The right to life includes the right (LS)	(LS)	of	\$to\$	free access to all information
<2:2:324:1646:M	((FS) i.d. \$e.g.?\$ free access to sof (LS)	(LS)	education	\$straining\$	in how to use it).
<2:2:461:1646:M	That is what we demand (LS)	(LS)	for	\$as regards\$	information. Free Movement ovi
<2:3:821:1646:16	copyrights (LS)	(LS)	to	\$of\$	the bible!GEMA fees for the pri
<2:3:1040:1646:M	children meet other people (LS)	(LS)	from	\$of\$	the same age and can communic
<2:3:1063:1646:M	nobody should be forced to (FS) be (LS)	(LS)	special	\$particular\$	religion
<2:2:464:1646:M	We agree with Highland on the topi (WM)	(WM)		0 \$of\$	Eutropia
<2:2:527:1646:M	#136 We think that it's quite impor (WM)	(WM)		0 \$of\$	how to use it.
<2:1:177:1646:M	We know that some of you are suff (WO)	(WO)	we hope together	\$together we hope\$	we will be able to solve them.
<2:1:221:1646:16	Yes (WO)	(WO)	is then today alrea	\$is today already xmas th?	
<2:2:570:1646:M	# 171 The state should not only prc (WO)	(WO)	as well the knowle	\$the knowledge to use this connectivity (e.g. courses on tl	
<2:3:1001:1646:1	That's right. Of course we demand (WO)	(WO)	the use fo illegal si	\$illegal sites from using it .	
<2:2:338:1646:M	Does the right to life include the ri: (SI)	(SI)	social	\$? \$?
<2:3:1012:1646:M_R>		(SI)	yo	\$? \$	
<2:3:966:1646:14	The sentence you refer to was som: (SU)	(SU)	You don't seem to	\$? \$	. well..perhaps you (GVAUX) !
<2:1:189:1664:K_	are we \$we are\$ expecting (FM)	(FM)	an enriching	\$an enriching\$	(LS) enriching \$a fruitful\$ coop
<2:2:545:1664:K_	That is exactly what FreeSpeech st (FM)	(FM)	precensorship	\$pre-censorship\$!
<2:3:996:1664:K_	(LS) where \$in which\$ as (GP) mu: (FM)	(FM)	envolved	\$involved\$.	
<2:3:1004:1664:K	#272 we want to have government: (FM)	(FM)	envolved	\$involved\$	in (GNN) votings \$voting\$.
<2:1:209:1664:K_B>		(FS)	Simom	\$Simon\$	says:
<2:1:227:1664:1646:K_B>		(FS)	sasy	\$says\$	Chr. Daum

German L1 Error Items (Synchronous)

ID Code	Pre-context	Error Category	Error	Correction	Post-context
<2:1:293:1664:16>Please mail us your view (LS) of \$c	(FS)		because	\$because\$	we can't see much
<2:2:516:1664:K_ Good statement! Everyone	(FS)		should	\$should\$	
<2:2:516:1664:K_ be able to access the	(FS)		InterNet	\$Internet\$.	
<2:3:848:1664:14\what actually is the topic we are di	(FS)		mow	\$now\$???
<2:3:996:1664:K_ #260 we want an	(FS)		independent	\$independent\$	commission (LS) where \$in whi
<2:3:1009:1664:K_ B>	(FS)		allright	\$alright\$!
<2:2:372:1664:16-everybody's internet - access (GVN (GA)	(GVN (GA)		0	\$the\$	state, but everybody must be abl
<2:2:399:1664:16(everybody's internet - access (GVN (GA)	(GVN (GA)		0	\$the\$	state, but everybody must be abl
<2:2:516:1664:K_ that doesn't mean that everybody's i	(GA)		0	\$the\$	state, but everybody must be abl
<2:2:561:1664:K_ (GVN) has \$have\$ to bear the cons	(GA)		0	\$the\$	law
<2:2:516:1664:K_ Good statement! Everyone (FS) sh	(GNN)		have	\$has\$	to be paid by (GA) \$the\$ state, l
<2:3:692:1664:K_ The principles that should guide th	(GNN)		recommendation	\$recommendations\$	for human rights should be that i
<2:3:899:1664:K_ what do you think about the privacy	(GNN)		medicine	\$medicines\$?
<2:3:936:1664:K_ #210 this is related to the privacy ri	(GNN)		right	\$rights\$	end and public interest to (LS) k
<2:3:1004:1664:K #272 we want to have governmenta	(GNN)		votings	\$voting\$	.
<2:3:996:1664:K_ #260 we want an (FS) independent \$	(GP)		much	\$many\$	social and cultural groups as pos
<2:3:692:1664:K_ as well as the unlimited right to vie	(GP)		your	\$one's\$	organization), as well as the unli
<2:2:561:1664:K_ Everybody is allowed to publish wl	(GP)		he	\$they\$	(GVN) wants \$want\$
<2:2:561:1664:K_ but	(GP)		he	\$they\$	(GVN) has \$have\$ to bear the c
<2:2:561:1664:K_ to bear the consequences if	(GP)		he	\$they\$	(GVN) violates \$violate\$ (GA) :
<2:3:948:1664:K_ #224 how can	(GP)		0	\$it\$	be guaranteed that the genetic (c
<2:3:1032:1664:K parents could sleep	(GADJCS)		long	\$longer\$	.
<2:2:372:1664:16-let us form a coalition for free inter	(GVN)		have	\$has\$	to be paid by (GA) \$the\$ state, l
<2:2:399:1664:16\what do you think about free acces	(GVN)		have	\$has\$	to be paid by (GA) \$the\$ state, l
<2:2:561:1664:K_ Everybody is allowed to publish wl	(GVN)		wants	\$want\$	but (GP) he \$they\$ (GVN) has \$
<2:2:561:1664:K_ but (GP) he \$they\$	(GVN)		has	\$have\$	to bear the consequences
<2:2:561:1664:K_ if (GP) he \$they\$	(GVN)		violates	\$violate\$	(GA) \$the\$ law.
<2:3:936:1664:K_ #210 this is related to the privacy ri	(GVN)		starts	\$start\$?
<2:1:293:1664:16>Please mail us your view (LS) of \$c	(GVNF)		differencing	\$which is different \$	to ours,
<2:2:414:1664:16>We don't think we will get to topic	(GWC)		internal	\$internally\$	.
<2:3:742:1664:K_ (S) right of education in IT-techn	(GWC)		elder	\$elderly\$	(LS) persons \$people\$ too.
<2:3:990:1664:K_ #254 we agree with the	(XNCO)		idea to set up	\$idea of setting up\$	a commission as we already pro
<2:1:189:1664:K_ B>	(XVCO)		Looking forward	\$Looking forward to\$	communicating with you, (WO)
<2:3:742:1664:K_ (S) right of education in IT-techn	(XVPR)		provided to	\$provided for\$	(GWC) elder \$elderly\$ (LS) per
<2:3:692:1664:K_ maximum guarantee of access and i	(XNUC)		informations	\$information\$	kept on oneself (or (GP) your \$c
<2:1:189:1664:K_ (WO) are we \$we are\$ expecting (	(LS)		enriching	\$a fruitful\$	cooperation and negotiation.
<2:1:235:1664:16>We would like to congratulate one	(LS)		to	\$on\$	her birthday. Happy Birthday Ee
<2:1:293:1664:16>Please mail us your view	(LS)		of	\$on\$	ensorship (GVNF) differencing
<2:2:446:1664:K_ We (LP) feel sorry for \$are sorry al	(LS)		not	\$none\$	of our buisness and we suggest
<2:3:742:1664:K_ (S) right of education in IT-techn	(LS)		persons	\$people\$	too.
<2:3:858:1664:K_ we would like the further discussio	(LS)		straightly	\$strictly\$	. it is very confusing to follow y
<2:3:936:1664:K_ #210 this is related to the privacy ri	(LS)		know	\$be informed\$	(GVN) starts \$start\$?
<2:3:996:1664:K_ #260 we want an (FS) independent \$	(LS)		where	\$in which\$	as (GP) much \$many\$ social an
<2:3:1061:1664:K children are	(LS)		pressed	\$forced\$	to visit church
<2:3:1080:1664:K no	(LS)		space	\$time\$	for playing on sundays
<2:2:446:1664:K_ We	(LP)		feel sorry for	\$are sorry about\$	our last statement. It should rem
<2:3:1027:1664:K they are prevented from	(WM)		0	\$staking\$	drugs.
<2:1:189:1664:K_ (XVCO) Looking forward \$Look	(WO)		are we	\$we are\$	expecting (FM)an enriching Sar
<2:3:742:1664:K_ we don't want the internet commun	(WO)		just people	\$people just\$	up to 30-something.
<2:3:957:1664:K_ are we discussing	(WO)		already no. 4	\$no.4 already\$??
<2:1:245:1664:16>We would like to cooperate	(S)		on our issues about	\$with you on the issues cc, because we think, that we may	
<2:3:742:1664:K_	(S)		right of education	\$A right to IT education\$should be (XVPR) provided to \$	
<2:3:1103:1664:K child paintings on the church walls	(S)		interior look	\$surroundings\$	
<2:3:692:1664:K_ as well as the unlimited right to vie	(SU)		according this	\$?\$	
<2:4:1241:1664:1\alert("InfoWatch	(CS)		ist doof	(Ger.)!";	
<2:5:1423:1664:1\AHREF= javascript: parent. locatic	(CS)		Klick hier!	(German)	</A>
<2:5:1425:1664:1\AHREF= javascript: parent.location	(CS)		Klick hier	(German)	!</A>
<2:5:1491:1664:1664:K_ B>	(CS)		Sind Sie doof?	(Ger.)	
<2:5:1502:1664:1665:K_ B>	(CS)		Sind Sie doof?	(Ger.)	
<2:4:1282:1646:K They are also important for the dev	(GA)			\$the\$	economy (e.g. for medical care)
<2:5:1527:1646:1\And we are	(GA)		a	\$0\$	kind of slow! :)
<2:2:477:1402:A_ We wanted to	(FM)		clarify	\$clarify\$	that we will move on to the nex
<2:8:2496:1402:A I probably could offer chicken in a	(FM)		sweety	\$sweet\$	orange sauce, lamb with (SU) ri
<2:2:411:1402:A_ in (GA) \$the\$ case of	(FS)		abortion	\$abortion\$	the women decide about " a han
<2:2:569:1402:A_ Any citizen	(FS)		shoul	\$should\$	have the possibility to protest ag
<2:2:575:1402:A_ Northland:	(FS)		Pleas	\$please\$	explain your statement. What dc
<2:2:411:1402:A_ the sick person decides about his/hc	(GA)		0	\$the\$	case of (FS) abortin \$abortion\$:

German L1 Error Items (Synchronous)

ID Code	Pre-context	Error	Category	Error	Correction	Post-context
<2:2:411:1402:A_In		(GA)		0	\$the\$	case of the death penalty someb
<2:2:445:1402:A_We would like to know (GP) who		(GA)		0	\$the\$	death penalty
<2:2:471:1402:A_Is the discussion on		(GA)		0	\$the\$	death penalty already over?
<2:2:506:1402:A_We strongly agree with #118. Chil		(GA)		0	\$the\$	subject or (GA) \$the\$ object of
<2:2:587:1402:A_S>		(GA)		0	\$The\$	civil service might be as importa
<2:2:587:1402:A_		(GA)		0	\$The\$	military service as you are helpi
<2:8:2501:1402:A Each year I like to get presents. I tl		(GA)			\$a\$	voucher for having breakfast in
<2:8:2501:1402:A having breakfast in a nice restauran		(GA)		an	\$a\$	vegetarian
<2:2:445:1402:A_We would like to know		(GP)		who	\$which\$	of the delegations agree with (G
<2:2:331:1402:A_ Dear participants, the right (LS) of		(GP)		anybody	\$everybody\$	in our society has the right to an
<2:2:587:1402:A_ (GA) \$The\$ civil service might be		(GVT)		don't kill	\$not killing \$	them...)
<2:2:331:1402:A_ Dear participants, the right		(LS)		of	\$to\$	life is an inalienable right.
<2:8:2488:1402:A Hmm... who is		(LS)		doing	\$Shaving\$	a Christmas party? I could prep:
<2:2:377:1402:A_euthanasia: the sick person should t		(LP)		in full consciousne	\$fully conscious\$.	
<2:8:2496:1402:A I probably could offer chicken in a		(SU)		ricin	\$?\$	and rice with tasty Gewürzen an
<2:5:1469:1625:1(and how one can avoid the		(FM)		publication	\$publication\$	of personal data.
<2:5:1754:1625:1(Did you have		(FM)		negociations	\$negotiations\$	with the delegations of any cour
<2:3:695:1625:S_ very		(FS)		impotant	\$important\$	that children get familiar with th
<2:3:746:1625:14 we were just talking about		(FS)		informtion	\$information\$	about honest
<2:3:746:1625:14(and		(FS)		innocennt	\$innocent\$	, so called "normal" people.
<2:3:792:1625:14(And we mustn't blame anybody fo		(FS)		comitted	\$committed\$	for example (LS) in \$on\$ the In
<2:3:853:1625:14(What do you think about blaming		(FS)		some one	\$someone\$	first and find out later on that s/l
<2:3:853:1625:14(The personal damage a		(FS)		persin	\$person\$	would suffer from couldn't be r
<2:3:853:1625:14(an innocent man cannot leave his h		(FS)		be	\$by\$	neighbours.
<2:3:904:1625:14(Punishment is		(FS)		impotant	\$important\$	to save the personl rights of
<2:3:904:1625:14(the other members of a		(FS)		democratic	\$democratic\$	society
<2:5:1548:1625:1(How are you going to control		(FS)		some one	\$someone\$	who publishes illegal stuff (LS)
<2:5:1566:1625:14 But you are lucky: we aren't even a		(FS)		soory	\$sorry\$	: no telepizza number).
<2:5:1754:1625:1(We see you got developed ideas		(FS)		om	\$on\$	these items.
<2:5:1825:1625:1(Best regards and: looking forward		(FS)		haring	\$hearing\$	from you one day.
<2:3:679:1625:S_ Greetings to all of you. And sorry		(FPW)		:	\$0\$	we have to leave at about 15.45
<2:3:695:1625:S_ In our opinion everyone should hav		(GNN)		kind	\$kinds\$	of information that (GVAUX) d
<2:3:904:1625:14(There's no doubt a person has to b		(GVNF)		committed crime	\$crime that has been com	! we are talking about spreading
<2:3:695:1625:S_ In our opinion everyone should hav		(GVAUX)		don't	\$doesn't\$	(LS) hurt \$invade\$ the privacy c
<2:3:746:1625:14(Dear Pauline Pot. We		(GVAUX)		weren't	\$aren't\$	talking about crime yet, we wer
<2:5:1548:1625:1(How are you going to control		(FS)		shall	\$will\$	this increase in the future?
<2:3:695:1625:S_ In our opinion everyone should hav		(LS)		hurt	\$invade\$	the privacy of another human be
<2:3:792:1625:14(And we mustn't blame anybody fo		(LS)		in	\$on\$	the Internet.
<2:3:904:1625:14(We are		(LS)		highly	\$great\$	(WO) highly under (time) press
<2:5:1548:1625:1(How are you going to control		(FS)		in	\$on\$	the Internet?
<2:5:1548:1625:1(computer specialists and even if thi		(LS)		sure	\$certain\$	you'll find anyone who has publi
<2:5:1621:1625:1(Well we don't know how to fight a		(LS)		in	\$on\$	the net
<2:5:1621:1625:1(because we aren't specialists		(LS)		on	\$in\$	this area
<2:5:1688:1625:S We strongly agree with you that th		(LS)		larger	\$greater\$	than the danger (as it is one of o
<2:5:1694:1625:S Sorry for the last statement, it was		(LS)		by	\$in\$	public...
<2:3:904:1625:14(We are (LS) highly \$great\$		(WO)		highly under (time	\$under great pressure\$	(I'm all alone and have to leave
<2:2:407:1646:16#your idea of a Gema, that is only		(FM)		payed	\$paid\$	by the rich is a joke.
<2:2:590:1646:16#186 but how shall we		(FS)		control	\$control\$	thousands of (FS) interent \$inte
<2:2:590:1646:16(thousands of		(FS)		interent	\$internet\$	-pages???
<2:3:888:1646:J_F#187,		(FS)		cammera	\$camera\$	control of workspace only if the
<2:3:920:1646:J_F sorry for our last comment it was		(FS)		ment	\$meant\$	to be secret
<2:3:968:1646:J_P>		(FS)		Referring	\$Referring\$	to topic 5
<2:6:1989:1646:J_Coco is from the (GA) \$the\$		(FS)		caribbean	\$Caribbean\$	islands...
<2:6:1994:1646:J_P>		(FS)		realy	\$really\$	? do you have a photo?
<2:6:1997:1646:J_Aren't we all little		(FS)		commisioners	\$commissioners\$?
<2:6:2090:1646:J_ We don't have prejudices (LS) on		(FS)		whine	\$wine\$	-drinking, baguette-eating peopl
<2:6:2180:1646:J_ before the		(FS)		government	\$government\$	(LP) kicks us \$kicks us out\$ of
<2:2:334:1646:16(we want free Information-access n		(FPW)		,	\$0\$	who can pay for it.
<2:3:706:1646:J_I we only agree with #47 if the perso		(FPW)		,	\$0\$	who gives his/her data knows a
<2:6:2114:1646:J_ #234 if you have a look at what is		(FPW)		,	\$0\$	that it has been better not to kn
<2:6:1989:1646:J_Coco is from the		(GA)			\$the\$	(FS) caribbean \$Caribbean\$ island
<2:6:2184:1646:1(the most important thing we found		(GA)			\$the\$	simulation was that the marquee
<2:6:2187:1646:1(the most important thing we found		(GA)			\$the\$	simulation was that the marquee
<2:2:523:1646:J_ If everybody has the right to access		(GNC)		violations of the h	\$Human Rights violations	are more difficult to hide.
<2:2:540:1646:J_I Have a look at the		(GNN)		election	\$Selections\$	in the USA to see how fast new:
<2:3:683:1646:J_F Greetings from our		(GNN)		Headquarter	\$Headquarters\$	in the capital of Northland.
<2:3:701:1646:J_I Is the right of the parents for anony		(GNN)		right	\$rights\$	of the children?

German L1 Error Items (Synchronous)

ID Code	Pre-context	Error	Category	Error	Correction	Post-context
<2:2:392:1646:16	so everybody will have to	(LS) exp	(GP)	his	\$their\$	tax-data to the public,
<2:2:392:1646:16	so that		(GP)	0	\$it\$	can be decided if
<2:2:392:1646:1665:J_P>			(GP)	he	\$they\$	(GVN) is \$are\$ rich enough
<2:2:392:1646:16	to pay the Gema for		(GP)	his	\$their\$	poor neighbour
<2:2:385:1646:16	so when a poor		(GP)	one	\$person\$	wants to buy a CD, his rich neig
<2:2:550:1646:J_F	You		(GADVO)	exactly wrote	\$wrote exactly\$	what we wrote. Thank you
<2:2:392:1646:16	so everybody will have to	(LS) exp	(GVN)	is	\$are\$	rich enough to pay the Gema for
<2:3:788:1646:J_Fre #119	does this		(GVM)	has	\$have\$	something to do with free inform
<2:3:750:1646:J_Fre.#86.	Should a computer-educati		(GVNF)	been	\$be\$	included?
<2:2:385:1646:16	so when a poor	(GP) one	(GVT)	is coming	\$comes\$	to the shop
<2:2:385:1646:16	and		(GVT)	paying	\$pays\$	his "Gema"-Fee???
<2:3:738:1646:J_F#73,	we		(GVT)	think	\$are thinking\$	of internet-terminals in public bu
<2:6:2152:1646:J_P>			(GVAUX)	Had anyone	\$Did anyone have\$	a look at our homepage???
<2:3:911:1646:14	In our opinion a camera at a workp	(XADJCO)	(XADJCO)	suitable to keep	\$suitable for keeping \$	the worker from doing illegal th
<2:2:376:1646:14	when will the topic		(LS)	of	\$on\$	the right
<2:2:376:1646:14	\$on\$ the right		(LS)	on	\$to\$	free access to information be dis
<2:2:392:1646:16	so everybody will have to		(LS)	expose	\$reveal\$	(GP) his \$their\$ tax-data to the
<2:3:968:1646:J_F	We demand free public internet-ter	(LS)	(LS)	perepherie	\$peripheral devices\$	e.g. in libraries, schools, univers
<2:6:2090:1646:J.	We don't have prejudices		(LS)	on	\$against\$	red- (FS) whine \$wine\$ -drinkir
<2:2:505:1646:J_F	But we want to point out that every	(LP)	(LP)	access	\$gain access to\$	this information.
<2:3:686:1646:14	are we only allowed to		(LP)	tell our opinion	\$give our opinion\$	if we are asked for it.
<2:6:2180:1646:J_	<marquee><a href="http://selab44.	(LP)	(LP)	kicks us	\$kicks us out\$	of the webspace...</marque
<2:2:582:1646:J_F	But if in one country something is i	(LCC)	(LCC)	but	\$and\$	the information can be accessed
<2:2:566:1646:J_F#164	we		(WO)	agree strongly	\$strongly agree\$	, what about all other countries
<2:2:403:1646:1665:J_P>			(S)	the same I want to ..	\$I say the same to you\$	
<2:2:394:1646:1664:J_P>			(SU)	they wrote this, bu	\$? \$	.
<2:6:2161:1646:J_P>			(CS)	Njet	(Russian)	, we thought that nobody visited
<2:2:519:1405:14	Will a victim of rape have the right	(FM)	(FM)	aborte	\$abort\$	the 'child'?
<2:7:2233:1405:S.	kind of quiet here,		(FM)	isn't it	\$isn't it\$?
<2:2:519:1405:14	would you please		(FS)	bee	\$be\$	so kind (WM) \$as\$ to answer th
<2:7:2271:1405:1-	Good god, what a headline - the si	(FS)	(FS)	gorgeous	\$gorgeous\$	girls from g.... -
<2:7:2271:1405:1-	a		(FS)	norwegian	\$Norwegian\$	city beginning with g?? :-))
<2:7:2441:1405:1-	, while our beloved Pauline has to s	(FS)	(FS)	liverpool	\$Liverpool\$.	
<2:7:2447:1405:1-	afraid		(FS)	i	\$i\$	am not.
<2:2:422:1405:14	yes		(GA)	a	\$an\$	exchange via the message center
<2:7:2356:1405:1-	Midland, first letterof your home-c	(GA)	(GA)	a	\$an\$	'L'
<2:7:2439:1405:1-	Yes we do. All		(GA)	the	\$O\$	three of us.
<2:2:448:1405:14	(Don't you think that due to	(GWC)	(GNN)	dealer	\$dealers\$	are responsible for other people
<2:7:2251:1405:S.	The GLOBE's '		(GNN)	headquarter	\$headquarters\$	' is (LS) at \$in\$ Bremen, Germa
<2:7:2393:1405:1-	well our senior editor must have	(L)	(GVN)	is	\$are\$	... but the female
<2:7:2447:1405:1-	we are in the GLOBE's		(GVN)	headquarter	\$headquarters\$	, enjoying a hot cup of tea
<2:2:481:1405:S_	in 1999 the US High Court has rev.	(GVT)	(GVT)	were executed alre	\$had already been execut	(WO) were executed already \$h
<2:7:2232:1405:S	thank you - sorry we		(GVT)	haven't made	\$didn't make it\$	for the earlier conference
<2:2:448:1405:14	(Don't you think that due to	(GWC)	(GWC)	the supply of	\$supplying\$	drugs the (GNN) dealer \$dealer
<2:2:529:1405:S_	What glorious		(XNUC)	informations	\$information\$	has the internet to offer that an c
<2:2:481:1405:S_	would like to remind the Members	(LS)	(LS)	to	\$of\$	TaskForceHR of the following:
<2:2:519:1405:14	Will you allow abortion		(LS)	by	\$following\$	
<2:2:519:1405:14	by \$following\$medical		(LS)	indication	\$recommendation\$?
<2:7:2251:1405:S.	The GLOBE's ' (GNN) headquarter	(LS)	(LS)	at	\$in\$	Bremen, Germany
<2:7:2393:1405:1-	well our senior editor must have	(LS)	(LS)	attended	\$participated in\$	WW1 - the rest of us (GVN) is :
<2:2:519:1405:14	Would you please define 'emergenc	(LP)	(LP)	in regards to	\$as regards\$	abortion.
<2:2:519:1405:14	would you please	(FS) bee	(WM)	0 \$as\$		to answer these questions as soc
<2:2:481:1405:S_	in 1999 the US High Court has rev.	(WO)	(WO)	were executed alre	\$had already been execut	
<2:7:2450:1405:1-	well it is very		(CS)	schade	(German)	indeed... perhaps another time?
<2:2:420:1401:C_	(GP) hers \$her\$ own or another	(FS)	(FS)	ones	\$one's\$	life.
<2:2:429:1401:C_	. But even in cases of rape the		(FS)	childs	\$child's\$	life has to be protected
<2:2:451:1401:14	#secret message:a		(FS)	mothers	\$mother's\$	life has to be protected if she is j
<2:2:490:1401:16	#secret message:we suggest that th	(FS)	(FS)	issui	\$issue\$	of
<2:2:490:1401:16	the		(FS)	copy right	\$copyright\$	(GNC) issui of the copy right \$c
<2:2:490:1401:16	#secret message:we suggest that th	(GNC)	(GNC)	issui of the copy ri	\$copyright issue\$	has to be discussed in the telec
<2:2:460:1401:C_#79	We do not agree that any hum	(GP)	(GP)	an other ones	\$another's\$	life.
<2:2:420:1401:C_#45:	we believe that life itself shoul	(GP)	(GP)	hers	\$her\$	own or another (FS) ones \$one's
<2:2:525:1401:14	(Thank you for your questions. We	(GVT)	(GVT)	are	\$will be\$	happy to answer you as soon as
<2:2:490:1401:16	#secret message:we suggest that th	(LS)	(LS)	of	\$on\$	information. Do you agree?
<2:2:495:1401:C_#111	We		(WO)	agree strongly	\$strongly agree\$!
<2:2:363:1625:1625:I_Ka>			(FS)	hy	\$hi\$	.
<2:2:363:1625:16:			(FS)	it'm	\$it's\$	ingo where are you???

German L1 Error Items (Synchronous)

ID Code	Pre-context	Error Category	Error	Correction	Post-context
<2:2:375:1625:K_F>		(FS)	May be	\$Maybe\$	it would be better to discuss just
<2:2:417:1625:K_ In our opinion abortion should be le		(FS)	self.determined	\$self-determined\$	life - as well as the right to choo
<2:2:417:1625:K_ as well as the right to choose		(GA)	0	\$the\$	time of one's own death.
<2:2:375:1625:K_ (FS) May be \$Maybe\$ it would t		(SI)	don't switch	\$not switch around all the.	
<2:2:468:1401:O_#93 We do not (XVPR) agree on \$		(FM)	epidemies	\$epidemics\$.	
<2:3:1064:1401:O the diversity of		(FM)	believe	\$beliefs\$	seems endangered...
<2:3:1136:1401:O394 they might be		(FM)	enjoying	\$enjoying\$	funparks without having to stan
<2:2:398:1401:O_#42: Yes, we agree that there is an		(FS)	Bardlands	\$Bardland\$	task to prepare
<2:2:513:1401:14. and		(FS)	Coastland	\$Coastland\$	on the other hand is very eager t
<2:2:581:1401:O_ Yes, we believe taxes are a (LS) sta		(FS)	citicens	\$citizens\$.	
<2:3:691:1401:O_re #26 access to data:		(FS)	e	\$We\$	believe it is a great risk to publi
<2:3:709:1401:O_ \$threaten\$ our cultural and		(FS)	moreal	\$moral\$	understanding of the world.
<2:3:726:1401:O_ This is an area where public and		(FS)	privat	\$private\$	(GNN) sphere \$spheres\$ are har
<2:3:764:1401:O_ The question is whether they are ot		(FS)	whthter	\$whether\$	they all have the same rights
<2:3:764:1401:O_ and equal		(FS)	acees	\$access\$	to schools and other means of ec
<2:3:764:1401:O_ Let's not get lost in details, which tl		(FS)	reulate	\$regulate\$	on a national basis.
<2:3:791:1401:O_re'108 No! The publication of		(FS)	pictires	\$pictures\$	and personal details does nothin
<2:3:965:1401:O_ # 236 CoCo, how would you use d.		(FS)	aou	\$you\$	thinking of?
<2:3:1065:1401:O more		(FS)	poeple	\$people\$	are necessary
<2:3:1065:1401:O to take care of the		(FS)	children	\$children\$	
<2:3:1079:1401:O they are deprived of their free choic		(FS)	hhow	\$how\$	to spend their time
<2:3:1095:1401:O sweet pictures or (GVNF) clean \$c		(FS)	chiurch	\$church\$	floor?
<2:3:1129:1401:O if they spend their		(FS)	sunday	\$Sunday\$	in the zoo
<2:3:1129:1401:O or		(FS)	wherever	\$wherever\$	else
<2:5:1416:1401:O we have technical problems at time		(FS)	bare	\$bear\$	with us in case we can't speak fc
<2:5:1544:1401:1: we don't intend to lock up a happily		(FS)	be	\$by\$	their (FS) dilusions \$delusions\$
<2:5:1544:1401:1: \$by\$ their		(FS)	dilusions	\$delusions\$	...
<2:5:1712:1401:O_H->		(FS)	Midland	\$Midland\$	, what exactly do you want to ex
<2:5:1753:1401:1: What kind of		(FS)	ensor ship	\$ensorship\$	would you suggest?
<2:3:880:1401:O_ in the computer lab...we're going tr		(FPW)	,	\$0\$	which we have prepared this w
<2:2:581:1401:O_ Yes, we believe taxes are a (LS) st		(GA)	0	\$the\$	military service
<2:2:581:1401:O_ military service is		(GA)	a	\$the\$	duty of all (FS) citicens \$citizen
<2:5:1555:1401:1:dear		(GNC)	info's	\$infos\$	, don't you know how to whispe
<2:2:594:1401:O_ #190 We agree with the (LS) instit		(GNN)	services	\$service\$	.
<2:3:691:1401:O_re #26 access to data: (FS) e \$We\$		(GNN)	sorts	\$sort\$	. Even if it is to remain anonym
<2:3:726:1401:O_ This is an area where public and (F		(GNN)	sphere	\$spheres\$	are hard to differentiate.
<2:3:1095:1401:O what should the kids be doing all d		(GVNF)	read	\$reading\$	the bible,
<2:3:1095:1401:O_H->		(GVNF)	draw	\$drawing\$	sweet pictures
<2:3:1095:1401:O or		(GVNF)	clean	\$cleaning\$	the (FS) chiurch \$church\$ floor'
<2:5:1798:1401:1:err...I do not understand what you :		(GVT)	discuss	\$are discussing\$	this now, and did not get into thi
<2:2:398:1401:O_ Furthermore, we believe we		(GVAUX)	could	\$can\$	find an agreement which enable:
<2:2:352:1401:O_ We believe that all life is sacred, ar		(GWC)	safe	\$save\$	another life. We would not sup
<2:3:791:1401:O_re'108 No! The publication of (FS) (XVCO)		(XVCO)	to prevent those cr	\$to prevent those crimina	their crimes again.
<2:5:1741:1401:OI would		(XVCO)	suggest to change	\$suggest changing\$	the Phrase to ...sources...just for
<2:2:468:1401:O_#93 We do not		(XVPR)	agree on	\$agree with\$	7.4.d. Locking away people for
<2:3:1092:1401:O who will		(XVPR)	pay	\$pay for\$	the extra work and buildings?
<2:2:436:1401:O_ #61 As we declared, all life is sacre		(LS)	for	\$due to\$	sheer unwillingness, but onl
<2:2:581:1401:O_ Yes, we believe taxes are a		(LS)	stable	\$permanent\$	obligation, also (GA) \$the\$ mili
<2:2:594:1401:O_ #190 We agree with the		(LS)	institution	\$substitution\$	of social services instead of mili
<2:3:691:1401:O_ We believe personal data should nc		(LS)	by	\$to\$	the public.
<2:3:726:1401:O_ If people		(LS)	of	\$with\$	public responsibility contradict t
<2:3:791:1401:O_ It only serves to		(LS)	start	\$provoke\$	hysteria and scapegoat hunting.
<2:3:1050:1401:O children could help to make nice lit		(LS)	on	\$at\$	the church festivals..
<2:5:1525:1401:1:Midland, if not		(LS)	for	\$to\$	everyone, can you at least explai
<2:5:1544:1401:1: Dear delegates, we		(LS)	formulated	\$expressed\$	quite clearly in the article that p
<2:3:726:1401:O_#52 Bardland, often someone who l		(LP)	stand as an exam	\$give an example\$.	
<2:5:1798:1401:1: Was I guilty because I ironed a pla		(LP)	ironing machine	\$iron\$	? Does it make me less innocent
<2:3:697:1401:13#34 It is another issue that is debat		(LCLS)	furthermore	\$further\$	with all other countries, but may
<2:3:691:1401:O_ Even if it is to remain anonymous, :		(WR)	gives	\$0\$	gives rise to speculations and ru
<2:5:1651:1401:O#189 It is meant		(WR)	to grant the possib	\$0000\$	to make other religions known,
<2:2:352:1401:O_ We believe that all life is sacred, ar		(WM)	0	\$from when\$	it is necessary to (GWC) safe \$s
<2:3:691:1401:O_ We believe personal data should n		(WM)	accessible	\$made accessible\$	(LS) by \$to\$ the public.
<2:3:1079:1401:O they are deprived of their free choic		(WM)	0	\$as regards\$	(FS) hhow \$how\$ to spend thei
<2:5:1717:1401:1: I think some delegations should be		(WM)	0	\$should\$	gather for a solemn meal and fe:
<2:3:709:1401:O_ We believe that artificially conceive		(S)	stand for a danger	\$threaten\$	our cultural and (FS) moreal \$m
<2:3:791:1401:O_ The carrying out of laws should be		(S)	not given in the ha	\$and not be used for\$	personal revenge.
<2:3:1100:1401:O what if a child does not like the chu		(SU)	whoever takes car	\$? \$?

German L1 Error Items (Synchronous)

ID Code	Pre-context	Error Category	Error	Correction	Post-context
<2:5:1507:1401:1401:O_H>		(SU)	Huch HUch, I'm h \$?\$		, I'm telling ya!
<2:5:1651:1401:O #189 It is meant (WR) to grant the (SU)		(SU)	recruitment	\$?\$	. For instance, we learned in sch
<2:5:1707:1401:O What is a peaceful association? Or i (SU)		(SU)	compelled	\$?\$?
<2:5:1735:1401:1 Do you think they have enough (C\$ (SU)		(SU)	a lot	\$a long time\$	to read through this, did they?
<2:5:1735:1401:1 Do you think they have enough (CS)		(CS)	Sitzfleisch	(German)	(ham)?
<2:5:1800:1401:1 Sorry girls. Innocent and charming (CS)		(CS)	Huch	\$?\$!
<2:2:424:1665:16 but (GWC) richer \$the rich\$ more (GA)		(GA)	0	\$the\$	poor.
<2:2:424:1665:16 We (XVCO) want that everyone h\$ (GWC)		(GWC)	richer	\$the rich\$	more than (GA) \$the\$ poor.
<2:2:424:1665:16 We think that you've misunderstoo (XVCO)		(XVCO)	want that everyone\$	\$want everyone \$	to contribute to the fees, but (G'
<2:2:434:1665:M_ That should be classified by income (LP)		(LP)	in respect of	\$with respect to\$	taxes.
<2:2:576:1664:T_ But although this means (FPW)		(FPW)	,	\$0\$	that there will be this illegal stu
<2:2:530:1664:T_ But this problem can only be solve (GA)		(GA)	an	\$a\$	censoring of all material that is f
<2:2:484:1664:T_ Everybody has the right to proclaim (GP)		(GP)	his	\$their\$	opinion, as long as the protectio
<2:2:484:1664:T_ Everybody has the right to proclaim (LS)		(LS)	saved	\$safeguarded\$	. That should be regulated by ex
<2:2:576:1664:T_ But although this means (FPW), \$0\$ (LS)		(LS)	in	\$on\$	the net for a while, we want no j
<2:2:498:1664:B_ the prohibition of the spreading (W (GA)		(GA)	the	\$0\$	personality rights.
<2:3:973:1664:B_ information access to its citizens. T (GVN)		(GVN)	has	\$have\$	to be assumed by the state.
<2:2:498:1664:B_ but this right should be limited by k (LS)		(LS)	to	\$for\$	the protection of basic human ri
<2:2:498:1664:B_ the prohibition of the spreading (WM)		(WM)	0	\$of\$	child pornography and for the p
<2:3:690:1401:14 Yes, (FM)		(FM)	anonym	\$anonymus\$	person. Who are you?
<2:3:784:1401:14 What do you think about (FS)		(FS)	criinal	\$criminal\$	records? I think it's a very sensib
<2:3:927:1401:N_H> (GP)		(GP)	It	\$?\$	shouldn't be allowed to sell or si
<2:3:954:1401:1401:N_H> (GVAUX)		(GVAUX)	Do	\$Will\$	you reply to #224?
<2:3:675:1401:N_ I'm at home and I have no (SU) co (WO)		(WO)	of Highland is in t\$	\$who is in the conference ?	
<2:3:675:1401:N_ I'm at home and I have no (SU)		(SU)	concept	\$?\$	. Do You have one ? Who (WO)
<2:3:800:1664:1664:F_C> (FS)		(FS)	i	\$I\$	guess: not so much!
<2:3:761:1646:H_ #83 only free access to the sourcec (FM)		(FM)	discoverage	\$discovery\$	and elimination of safetyproblen
<2:3:939:1646:H_ #216 Data(information) exchange i (FM)		(FM)	basic	\$basis\$	of (GP) every \$all\$ scientific w
<2:3:962:1646:H_ #228 That's a very good and impor (FM)		(FM)	devide	\$division\$	in Eutropia.
<2:6:2147:1646:1 Not really. Titanic is a (FM)		(FM)	satiric	\$satirical\$	magazine
<2:3:815:1646:H_ #127 Good point Northland. We ha (FS)		(FS)	devide	\$divide\$,
<2:3:815:1646:H_ so everyone should have the (FS)		(FS)	oppurtunity	\$opportunity\$	to enhance
<2:3:815:1646:H_ (GP) his \$their\$ (FS)		(FS)	knwoledge	\$knowledge\$	(e.g. (GP) his \$their\$ computer
<2:3:870:1646:H_ #172 such hackers have to be puni (FS)		(FS)	beacause	\$because\$	they harm
<2:3:870:1646:H_ (or destroy or (FS)		(FS)	manipulatae	\$manipulate\$	) information with their viruses
<2:3:988:1646:H_ #257 we were of course (FS)		(FS)	refering	\$referring\$	to #253 not #235
<2:6:2124:1646:1 Enjoy (GP)		(GP)	0	\$it\$!
<2:3:815:1646:H_ so everyone should have the (FS) o (GP)		(GP)	his	\$their\$	(FS) knwoledge \$knowledge\$
<2:3:815:1646:H_ to enhance (GP) his \$their\$ (FS) kr (GP)		(GP)	his	\$their\$	computer skills)
<2:3:939:1646:H_ #216 Data(information) exchange i (GP)		(GP)	every	\$all\$	scientific work
<2:3:978:1646:H_ #235 We agree and (GVAUX) \$w (GVT)		(GVT)	are thinking	\$think about\$	about this topic.
<2:3:978:1646:H_ #235 We agree and (GVAUX)		(GVAUX)		\$would\$	like to hear what the other deleg
<2:3:922:1646:16 Coco we are impressed! you are sc (XADJPR)		(XADJPR)	better in	\$better at\$	using simple HTML-Tags to em
<2:3:761:1646:H_ #83 only free access to the sourcec (LS)		(LS)	quick	\$rapid\$	
<2:3:761:1646:H_ guarantee the (LS) quick \$rapid\$ (LS)		(LS)	discoverage	\$location\$	(FM) discoverage \$discovery\$ a
<2:3:985:1646:H_ Hey, we are on (LP)		(LP)	one	\$the same\$	side.
<2:3:793:1646:H_ #116 So Windows (WM)		(WM)	0	\$is\$	much better and more stable tha
<2:3:860:1646:H_ #162 and to (S)		(S)	build up	\$develop\$	your mind you have the need for
<2:3:844:1646:J_ #151 We agree with (FS)		(FS)	northland	\$Northland\$	! Lets talk about education!
<2:3:1075:1646:J_ they perhaps (FS)		(FS)	wont	\$won't\$	try a different religion
<2:5:1781:1646:1(We could also write (FPW)		(FPW)	,	\$0\$	that many countries seem to
<2:4:1220:1402:M On work rights: As we had some p (FS)		(FS)	equal	\$equal\$	job opportunities for women an
<2:4:1381:1402:M Bye everyone! Have a nice day! Se (FS)		(FS)	Friday	\$Friday\$!!
<2:6:1987:1402:M Bardland had a (FS)		(FS)	german	\$German\$	accent!!
<2:4:1283:1402:M On the other hand e.g. young peopl (LS)		(LS)	to	\$sunder\$	fair conditions) to build (SI) an
<2:4:1283:1402:M On the other hand e.g. young peopl (WM)		(WM)	0	\$to ask\$	for a credit ((LS) to \$sunder\$ fa
<2:4:1178:1402:M_W> (S)		(S)	with the guarantee	\$if work is guaranteed\$	people will most likely be able t
<2:4:1283:1402:M On the other hand e.g. young peopl (SI)		(SI)	an existence	\$a life for themselves\$	.
<2:4:1212:1402:M We agree with #40. That way the (SU)		(SU)	take care	\$?\$	of an appropriate standard of liv
<2:4:1174:1401:S Highland is of the opinion that ever (FS)		(FS)	od	\$of\$	living and should be guaranteed
<2:5:1521:1646:1(I think I was (FS)		(FS)	to	\$too\$	fast... ;-)
<2:5:1540:1646:1 Let's say (FS)		(FS)	im	\$I'm\$	a close friend o a close friend of
<2:5:1563:1646:1(" We are willing to keep an eye on t (FS)		(FS)	contens	\$contents\$	of Websites by means of
<2:5:1581:1646:1(We are willing to keep an eye on th (FS)		(FS)	contens	\$contents\$	of Websites by means of
<2:5:1643:1646:1(One (XNCO) possibility to (FS)		(FS)	fith	\$fight\$	\$possibility of fighting\$
<2:5:1643:1646:1(\$possibility of fighting\$ (FS)		(FS)	agaisnt	\$against\$	it would be the installation of sc
<2:5:1654:1646:1(One (XNCO) possibility to (FS)		(FS)	fith	\$fight\$	\$possibility of fighting\$

German L1 Error Items (Synchronous)

ID Code	Pre-context	Error Category	Error	Correction	Post-context
<2:5:1654:1646:1	{possibility of fighting\$	(FS)	againgt	\$againgt\$	it would be the installation of sc
<2:5:1714:1646:1	public terminals (if it contains illeg	(FS)	contens	\$contents\$).
<2:5:1738:1646:1	public terminals (if it contains illeg	(FS)	contens	\$contents\$).
<2:5:1776:1646:1	We have talked to the other	(FS)	delegations	\$delegations\$	and they all agreed on public ter
<2:5:1776:1646:1	We are willing to keep an eye on th	(FS)	contens	\$contents\$	of Websites by means of
<2:5:1803:1646:1	We have talked to the other	(FS)	delegations	\$delegations\$	and they all (of them who answe
<2:5:1803:1646:1	We are willing to keep an eye on th	(FS)	contens	\$contents\$	of Websites by means of
<2:5:1808:1646:1	We have talked to the other	(FS)	delegations	\$delegations\$	and they all (of them who answe
<2:5:1808:1646:1	We are willing to keep an eye on th	(FS)	contens	\$contents\$	of Websites by means of
<2:5:1833:1646:1646:W>		(FS)	la	\$IS\$	am going to send a message to e
<2:5:1505:1646:1	This has to be controlled - like ever	(GA)		\$the\$	personal data of other people, ar
<2:5:1521:1646:1	I thought you	(GVT)	have	\$had\$	left the TC
<2:5:1521:1646:1	and	(GVT)	are	\$were\$	doing something else...
<2:5:1714:1646:1	Anyone who finds an illegal websit	(GVAUX)	should	\$would\$	be welcome to do so) so that thi
<2:5:1738:1646:1	Anyone who finds an illegal websit	(GVAUX)	should	\$would\$	be welcome to do so) so that thi
<2:5:1563:1646:1646:W>		(XNCO)	task to find out	\$task of finding out\$	those who visit illegal sites on th
<2:5:1581:1646:1625:W>		(XNCO)	task to find out	\$task of finding out\$	those who visit illegal sites on th
<2:5:1643:1646:1	One	(XNCO)	possibility to (FS)	\$possibility of fighting\$	(FS) againgt \$againgt\$ it would l
<2:5:1654:1646:1	One	(XNCO)	possibility to (FS)	\$possibility of fighting\$	(FS) againgt \$againgt\$ it would l
<2:5:1563:1646:1	a great effort (S) of the information	(LS)	on	\$with\$	the main
<2:5:1581:1646:1	a great effort (S) of the information	(LS)	on	\$with\$	the main
<2:5:1643:1646:1	We think the benefits of such termi	(LS)	larger	\$greater\$	than the danger of visiting illega
<2:5:1654:1646:1	We think the benefits of such termi	(LS)	larger	\$greater\$	than the danger of visiting illega
<2:5:1714:1646:1	so that this site can be	(LS)	tested	\$accused\$	of containing illegal content and
<2:5:1738:1646:1	Anyone who finds an illegal websit	(LS)	tested	\$accused\$	of
<2:5:1776:1646:1646:W>		(WO)	As well there shou	\$There should be an indej:	
<2:5:1776:1646:1646:W>		(WO)	a great effort of th	\$The information controllers should make a great effort or	
<2:5:1803:1646:1646:W>		(WO)	As well there shou	\$There should be an indej:	
<2:5:1803:1646:1646:W>		(WO)	a great effort of th	\$The information controllers should make a great effort or	
<2:5:1808:1646:1625:W>		(WO)	As well there shou	\$There should be an indej:	
<2:5:1808:1646:1625:W>		(WO)	a great effort of th	\$The information controllers should make a great effort or	
<2:5:1563:1646:1	a great effort	(S)	of the information	\$should be made by the ir (LS) on \$with\$ the main	
<2:5:1581:1646:1	a great effort	(S)	of the information	\$should be made by the ir (LS) on \$with\$ the main	
<2:4:1300:1401:R	(SU) A guaranteeing Economy fo	(FS)	intresting	\$interesting\$	idea but not unprecedented:
<2:4:1215:1401:R_W>		(SU)	Huch	?\$!
<2:4:1300:1401:R_W>		(SU)	A guaranteeing Ec	?\$	is an (FS) intresting \$interesting
<2:4:1217:1665:J	There will be no (LS) common \$un	(FM)	justice	\$just\$	Eutropia if there is only a major
<2:4:1319:1665:1	if (GP) he \$they\$ (GVT) won't get	(FM)	payed	\$paid\$	for it.
<2:4:1324:1665:J	if (GP) he \$they\$ (GVT) won't ge	(FM)	payed	\$paid\$	for it.
<2:4:1217:1665:J	Everybody should have the right to	(FS)	therefor	\$therefore\$	that the environment
<2:4:1291:1665:1	moving to the countries(FPW), \$0\$	(FS)	were	\$where\$	poorer people work
<2:4:1291:1665:1	It must be a (SU) term \$?\$ of the E	(FS)	regualtion	\$regulation\$	to protect and to control that.
<2:4:1315:1665:J	moving to the countries(FPW), \$0	(FS)	were	\$where\$	poorer people work for (GADJC
<2:4:1315:1665:J	It must be a (SU) term \$?\$ of the E	(FS)	regualtion	\$regulation\$	to protect and to control that.
<2:5:1498:1665:1	sorry that	(FS)	i	\$IS\$	am not available at the momen
<2:4:1291:1665:1	Only equal treatment by financial ir	(FPW)	,	\$0\$	where (LS) less \$fewer\$ taxes t
<2:4:1315:1665:J	Only equal treatment by financial ir	(FPW)	,	\$0\$	where (LS) less \$fewer\$ taxes t
<2:4:1291:1665:1665:J_Ne>		(GA)	The	\$0\$	equal treatment by financial inst
<2:4:1315:1665:J_Ne>		(GA)	The	\$0\$	equal treatment by financial inst
<2:4:1217:1665:J	Everybody should have the right to	(GNC)	it's	\$its\$	Laws protect that aim and that t
<2:5:1498:1665:1	hi	(GNC)	coco's	\$cocos\$,
<2:4:1345:1665:1	climaxes are the best way to relax .	(GP)		\$0 Sit\$	
<2:4:1324:1665:J	nobody would be interested any mc	(GP)	he	\$they\$	(GVT) won't get \$weren't to ge
<2:4:1319:1665:1	nobody would be interested any m	(GP)	he	\$they\$	(GVT) won't get \$weren't to ge
<2:4:1319:1665:1	Authors, (SU) Developers \$?\$ mus	(GADJO)	developed product	\$products being develope	(Music, Video, Software etc)
<2:4:1324:1665:J	Authors, (SU) Developers \$?\$ mus	(GADJO)	developed product	\$products being develope	(Music, Video, Software etc)
<2:4:1291:1665:1	where (LS) less \$fewer\$ taxes (GV	(GADJCS)	lower	\$less\$	money. It must be a (SU) term \$
<2:4:1315:1665:J	where (LS) less \$fewer\$ taxes (G	(GADJCS)	lower	\$less\$	money. It must be a (SU) term \$
<2:4:1319:1665:1	Piracy	(GVN)	endanger	\$endangers\$	this development.
<2:4:1319:1665:1	A ministry of regulation which	(GVN)	regulate	\$regulates\$	the fees would be necessary to p
<2:4:1324:1665:J	Piracy	(GVN)	endanger	\$endangers\$	this development. If this (GVT)
<2:4:1324:1665:J	A ministry of regulation which	(GVN)	regulate	\$regulates\$	the fees would be necessary to p
<2:4:1291:1665:1	moving to the countries(FPW), \$0\$	(GVV)	were to pay	\$are paid\$	or (FS) were \$where\$ poorer pe
<2:4:1315:1665:J	Only equal treatment by financial	(GVV)	were to pay	\$are paid\$	or (FS) were \$where\$ poorer pe
<2:4:1319:1665:1	Piracy (GVN) endanger \$endanger:	(GVT)	would be	\$were\$	the (WO) generally case \$case g
<2:4:1319:1665:1	if (GP) he \$they\$	(GVT)	won't get	\$weren't to get\$	(FM) payed \$paid\$ for it.A mini
<2:4:1324:1665:J	Piracy (GVN) endanger \$endanger:	(GVT)	would be	\$were\$	the (WO) generally case \$case g

German L1 Error Items (Synchronous)

ID Code	Pre-context	Error Cate	Error	Correction	Post-context
<2:4:1324:1665:J_	nobody would be interested any mc	(GVT)	won't get	\$weren't to get\$	(FM) paid \$paid\$ for it.
<2:4:1217:1665:J_	There will be no	(LS)	common	\$unified\$	and (FM) justice \$just\$ Eutropia
<2:4:1291:1665:1_	(GA) The \$0\$ equal treatment by	(LS)	of	\$for\$	Eutropia.
<2:4:1291:1665:1_	Only equal treatment by financial in	(LS)	less	\$fewer\$	taxes (GVV) were to pay \$are p
<2:4:1315:1665:J_	(GA) The \$0\$ equal treatment by	(LS)	of	\$for\$	Eutropia.
<2:4:1315:1665:J_	Only equal treatment by financial in	(LS)	less	\$fewer\$	taxes (GVV) were to pay \$are p
<2:5:1498:1665:1_	Sorry that (FS) i\$ \$ am not availab	(LS)	agreement	\$discussion/argument\$	.. would like to be with you ... b
<2:4:1319:1665:1_	Authors, (SU) Developers \$?\$ mus	(WR)	level	\$0\$	standard of (GADJO) develop
<2:4:1324:1665:J_	Authors, (SU) Developers \$?\$ mus	(WR)	level	\$0\$	standard of (GADJO) develop
<2:4:1319:1665:1_	Piracy (GVN) endanger \$endanger:	(WO)	generally case	\$case generally\$	, nobody would be interested an
<2:4:1324:1665:J_	Piracy (GVN) endanger \$endanger:	(WO)	generally case	\$case generally\$	, nobody would be interested an
<2:4:1217:1665:J_	Everybody should have the right to	(SU)	submit that	\$?\$	. There will be no (LS) common
<2:4:1291:1665:1_	(FS) were \$where\$ poorer people v	(SU)	term	\$?\$	of the Eutropan Constitution to
<2:4:1315:1665:J_	It must be a	(SU)	term	\$?\$	of the Eutropan Constitution to
<2:4:1319:1665:1_	Authors,	(SU)	Developers	\$?\$	must be protected by law. Copy:
<2:4:1324:1665:J_	Authors,	(SU)	Developers	\$?\$	must be protected by law. Copy:
<2:5:1655:1402:1_	What	(GVT)	do you do	\$are you doing\$	afterwards?
<2:5:1809:1402:W	Sorry but we have to leave the con	(GVT)	left	\$have left\$	our remaining votes with the cor
<2:5:1503:1402:1_	Well, we are still drunk and want t	(LS)	in	\$to\$	our beds... ;o)
<2:5:1550:1402:W	We would like to change from NO	(LS)	from	\$in\$	message #97
<2:5:1709:1402:W	Yes, peacefully	(SU)	compelled	\$?\$	.
<2:5:1704:1402:1403:W_R>		(CS)	D'accord	(French).	
<2:5:1711:1402:1403:W_R>		(CS)	On n'est pas des Fr	(French).	
<2:5:1545:1646:1_	ok, this should be enough info to be	(FS)	strang	\$strange\$	close friend!
<2:5:1514:1646:1_		(GP)	0	\$It\$	is ok
<2:5:1652:1646:1_	great idea!we are	(XVPR)	impressed about	\$impressed with\$	our mighty destroyer!
<2:5:1832:1646:1_	good job	(SU)	garados	\$?\$	! we will quit as well!
<2:5:1672:1401:C	We think the term teaching	(GVT)	is	\$has been\$	misunderstood. Anyway we vot
<2:6:2175:1665:1_	Thanx for	(FS)	you	\$your\$	mail, Santiago.
<2:6:2197:1665:1_	Could I get	(GP)	you	\$your\$	number
<2:6:2183:1665:1_	It's OK.	(GP)	0	\$I\$	Like to meet people, too.
<2:6:2039:1665:D	what	(GVT)	do you make	\$are you doing\$	do you (LS) make \$are you doir
<2:6:2164:1665:1_	raveschnitte@gmx.de I'll send you	(GVT)	got	\$get\$	yours.
<2:6:2039:1665:D	what (GVT) do you make \$are you	(LS)	make	\$are you doing\$	this evening, Northland?
<2:6:2033:1665:D_K>		(CS)	Geht da noch was	(German)	?
<2:6:2041:1664:M#69	then post some pictures in the	(FS)	prove	\$prove\$	it
<2:7:2435:1402:N	But you're not	(FM)	interesting	\$interested\$	in reading what we have whisp
<2:7:2245:1402:N	Are there any	(FS)	french	\$French\$	people?
<2:7:2253:1402:N	So if Southland was	(FS)	french	\$French\$,
<2:7:2253:1402:N	Northland might have been	(FS)	spanish	\$Spanish\$!
<2:7:2404:1402:N_M>		(FS)	Th	\$The\$	preparation should be clearer an
<2:7:2446:1402:N	Greet	(FS)	today	\$today's\$	midnight sun!
<2:7:2295:1402:N	First we are German, then we are s	(FPW)	,	\$0\$	we're losing our identity!
<2:7:2248:1402:N	Where is the real	(GNN)	headquarter	\$headquarters\$	of the Globe ?
<2:7:2425:1402:1_	Well our English sounds English...:	(GNN)	headquarter	\$headquarters\$	in Northland.
<2:7:2397:1402:1405:N_M>		(GVN)	Does your country	\$Does your country have a "border" (LS) to \$with\$ Franc	
<2:8:2471:1402:N	Maybe we should make a list of ev	(GVV)	included	\$be included\$	.
<2:7:2263:1402:N	I thought	(GVT)	it's	\$it was\$ Coastland!	
<2:7:2291:1402:N#56	So Highland is German. At fir	(GVT)	is	\$was\$	so close to us.
<2:7:2460:1402:1_	Hey, we	(GVT)	see	\$will see\$	each other in Cologne some day
<2:7:2381:1402:1_	Is there any	(XNCO)	possibility to send	\$possibility of sending\$	photos of each group....?
<2:7:2388:1402:N	It's just hard to get things done in ti	(LS)	how	\$what\$	it should look like.
<2:7:2397:1402:1_	(GVN) Does your country has \$Do	(LS)	to	\$with\$	France?
<2:8:2508:1402:N	I would have given my portfolio (tl	(LS)	of	\$from\$	last semester!!!!) to you, if I alre
<2:7:2273:1402:N_M>		(S)	We are ten	\$There are ten of us\$	...
<2:7:2257:1402:N#22		(SI)	no clue	\$Haven't got a clue\$	, sorry. Give a little hint, please!
<2:7:2388:1402:N	It's just hard to get things done in ti	(SI)	have no clue	\$haven't got a clue\$	what exactly you'll have to do a
<2:7:2343:1402:1_	P.S.	(SU)	Told tell	\$?\$	the commissioner!
<2:7:2408:1402:1_	Well, normally I would have said y	(SU)	I don't	\$?\$	.
<2:7:2448:1402:1405:N_M>		(CS)	Schade	(Ger.)!	
<2:8:2494:1402:T	still three weeks to go. I am busy	(FM)	figureing	\$figuring\$	out what presents (WM) \$to buy
<2:8:2510:1402:T	don't forget that this is a WINDOW	(FS)	experience	\$experience\$	similar (FS) tequical \$technical
<2:8:2510:1402:T_P>		(FS)	tequical	\$technical\$	(FS) difficulties \$difficulties\$
<2:8:2510:1402:T_P>		(FS)	dificulties	\$difficulties\$	regularly, so that I know what is
<2:8:2487:1402:T	TI	(GVT)	finally joined	\$have finally joined\$	the conference after having fille
<2:8:2494:1402:T	still three weeks to go. I am busy (l	(WM)	0	\$to buy\$	for my family.
<2:8:2498:1402:J_	I am really crazy about Christmas tl	(FS)	apartment	\$apartment\$	

German L1 Error Items (Synchronous)

ID Code	Pre-context	Error Category	Error	Correction	Post-context
<2:8:2498:1402:S_I am really crazy about Christmas t		(SU)	You did	\$? \$	
<2:8:2513:1402:S_I'd also		(FS)	lke	\$like \$	to have it. SR
<2:8:2500:1402:S_I'm not in		(GA)	a	\$an \$	x-mas mood and I'm a vegetari

Latvian L1 Error Items (Synchronous)

ID Code	Pre-context	Error	Correction	Post-context
<2:6:1869:1398:L	sorry we	(LP) hurried up a little bit	Shave jumped the gun\$!!
<2:4:1297:1398:N	Who is to	(FS) controll	\$control\$	financial institutions if there are
<2:4:1320:1398:N	There should exist some independ	(FS) controll	\$control\$	the Governmental agency
<2:4:1320:1398:N	\$control\$ the Governmental agenc	(FS) controls	\$controls\$	financial (GNN) institution \$ins
<2:4:1344:1398:N	We think that getting a patent is th	(FS) intellectual	\$intellectual\$	properties of minor importance?
<2:1:106:1398:M	We are pleased to join all the state	(GA) 0	\$the\$	media (LS) on \$in\$ the confere
<2:4:1344:1398:N	We think that getting a patent is th	(GA) 0	\$a\$	patent for (FS) intellectual \$intel
<2:4:1320:1398:N	There should exist some independ	(GNN) institution	\$institutions\$	.
<2:4:1307:1398:N	Unfair operations(taking money fr	(GWC) intention	\$intending\$	to return it,not paying taxes etc.
<2:4:1354:1398:N	For ex. research	(XNUC) works	\$work\$	carried out by students.
<2:1:106:1398:M	We are pleased to join all the state	(LS) on	\$in\$	the conference.
<2:4:1331:1398:N	Where are the (SU) frames \$?\$ of	(WO) one can	\$can one \$	prove that it's his?
<2:4:1331:1398:N	Where are the	(SU) frames	\$?\$	of the term "intellectual property
<2:3:950:1398:K	#224 That person doešn't h	(FS) nclaim	\$claim\$	payment for the use of
<2:3:950:1398:K	_ for the use of his or her	(FS) genetyic	\$genetic\$	information,
<2:3:1011:1398:K	<_Bon>	(FS) lets	\$let's\$	do it!!!!!!
<2:3:1033:1398:K	children have a	(FS) possibilitu	\$possibility\$	(LS) possibilitu \$chance\$ to cor
<2:7:2272:1398:K	<_Bon>	(FS) Hej	\$Hi?\$	Coastland
<2:7:2278:1398:K	We study	(FS) swedish	\$Swedish\$	and (S) we are 7 in a group \$the
<2:7:2287:1398:K	Highlanders are	(FS) german	\$German\$	
<2:7:2360:1398:K	What do You think(FPM) \$?\$	(FS) is	\$Is\$	(GA) \$the\$ Eutropian (FS) Cor
<2:7:2360:1398:K	\$Is\$ (GA) \$the\$ Eutropian	(FS) Commisioner	\$Commissioner\$	(WR) is \$0\$ a woman or a man?
<2:7:2386:1398:K	We liked to get to know	(FS) others	\$others\$	opinions on our thoughts.
<2:7:2421:1398:K	<_Bon>	(FS) Whats	\$What's\$	the weather (WM) \$like\$
<2:7:2421:1398:K	\$like\$ in	(FS) Your	\$your\$	countries?It quite ok. (WO) tod:
<2:7:2360:1398:K	What do You think	(FPM) \$?\$	\$?\$	(FS) is \$Is\$ (GA) \$the\$ Eutropi
<2:7:2360:1398:K	What do You think(FPM) \$?\$ (FS	(GA) \$the\$	\$the\$	Eutropian (FS) Commisioner \$C
<2:7:2406:1398:K	#152 more time for getting ready!	(GP) \$each other\$	in order not to be shy later	
<2:7:2306:1400:K	We form	(GP) it	\$the picture\$	according to temperament and v
<2:7:2264:1398:K	One part of the team is having an	(GP) us	\$them\$.	
<2:3:950:1398:K	(LCLS) so \$but\$	(GP) it	\$0\$	should be used ONLY for scient
<2:7:2289:1398:K	<_Bon>	(XADJPR) Sorry for	\$Sorry about\$	that!
<2:3:1006:1398:K	#269 Responsibilities of an indivic	(LS) follow	\$abide by\$	state laws that regulate this ques
<2:3:1033:1398:K	children have a (FS) possibilitu	(LS) \$r	\$chance\$	to communicate, to get to know
<2:7:2333:1398:K	When You start something it shou	(LS) led	\$carried through\$	till the end,not exactly my opinio
<2:7:2350:1398:K	Sorry that was meant only for You	(LS) cheat	\$deceive\$	him
<2:7:2403:1398:1	It	(LS) a	\$is\$	just a capital nothing more
<2:3:950:1398:K	this information mustn't become a	(LCLS) so	\$but\$	(GP) it \$0\$ should be used ONI
<2:1:109:1398:K	We hope that you (S) got acquaint	(LCC) and	\$0\$	we would like to hear your opin
<2:3:950:1398:K	#224 That person doešn't h	(LCC) but	\$although\$	this information mustn't become
<2:7:2421:1398:K	(FS) Whats \$What's\$ the weather	(LCC) but	\$except for\$	the wind.
<2:7:2360:1398:K	What do You think(FPM) \$?\$ (FS	(WR) is	\$0\$	a woman or a man?
<2:7:2421:1398:K	(FS) Whats \$What's\$ the weather	(WM) 0 \$like\$	\$0\$	in (FS) Your \$your\$ countries?!
<2:7:2376:1398:K	#124 We agree and we	(WO) even could not	\$could not even\$	decide among ourselves what to
<2:7:2421:1398:K	(FS) Whats \$What's\$ the weather	(WO) today here	\$here today\$	(LCC) but \$except for\$ the win
<2:1:109:1398:K	We hope that you	(S) got acquainted	\$have become familiar\$	with our policy statement (LCC
<2:3:950:1398:K	(LCC) but \$although\$ this inform	(S) broad masses of peopl	\$population in general\$	, (LCLS) so \$but\$ (GP) it \$0\$ s!
<2:7:2278:1398:K	We study (FS) swedish \$Swedish\$	(S) we are 7 in a group	\$there are seven of us in the group\$	
<2:7:2313:1398:K	<_Bon>	(S) The picture might cor	\$The picture might comp\$	so that it is much easier to comm
<2:7:2324:1398:K	Midland You cant imagine how cu	(SU) German language sim	\$a country where a langu\$?
<2:7:2346:1398:K	Should we	(SU) act	\$?\$	again?
<2:7:2285:1398:K	<_Bon>	(CS) Varsågod	(Swedish)	
<2:1:135:1398:O	_I	(GVT) don't receive	\$am not receiving\$	your messages,what's happennin
<2:6:2157:1398:S	Hey....We're sorry to join the conf	(FS) wouldn't	\$couldn't\$	earlier
<2:6:2194:1398:S	It wouldn't be	(FS) ineresting	\$interesting\$	then
<2:6:2188:1398:S	In	(GA) a	\$0\$	real life we're against (GA) \$the
<2:6:2188:1398:S	we're against	(GA) \$the\$	\$the\$	death penalty.....don't think we'r
<2:1:156:1398:S	_J Thats ok, it seems that we all are h	(GNN) problems	\$problem\$	
<2:5:1820:1398:S	Sorry....we just want to	(LP) speed it	\$speed it up\$	a little bit
<2:1:276:1398:14	In our opinion	(WR) is that	\$00\$	we should all work together to s
<2:6:2203:1398:S	Not alone....here	(WM) 0 \$there\$	\$0\$	are a few of us
<2:6:2222:1398:S	Yes, but we have a huge test in 40	(WM) 0 \$here\$	\$0\$	till the end
<2:1:276:1398:14	In our opinion (WR) is that \$00\$	(SU) transshipping	\$?\$	problem more than using them.
<2:1:171:1398:K	Well, we	(FS) logged	\$logged\$	out most of our computers and l

Latvian L1 Error Items (Synchronous)

ID Code	Pre-context	Error	Category	Correction	Post-context
<2:1:146:1398:K_	We have problems with	(GA) 0		\$the\$	computers but we hope everythi
<2:1:129:1398:A_	We really have some	(LS) problems with technic		\$Technical problems\$	, but I hope this situation will ch
<2:1:131:1398:S_	I	(GVAUX)am		\$will be\$	glad to speak with you
<2:2:421:1398:K_	Hello!At last we got	(FS) threw		\$through\$	.So we will also try to stay with
<2:2:421:1398:K_	Actually,we think that a woman h	(FS) weather		\$whether\$	to have a child or not.
<2:2:421:1398:K_	However, a child also has a right t	(GNC) women		\$women's\$	decision.
<2:2:421:1398:K_	However, a child also has a right t	(LS) of		\$for\$	the (GNC) women \$women's\$ c
<2:3:802:1398:B_	No rights to	(FS) chose		\$choose\$	
<2:3:802:1398:B_	whether to	(FS) believe		\$believe\$	(XVPR) believe to \$believe in\$ (
<2:4:1180:1398:B	We agree with	(FS) Midland		\$Midland\$	
<2:4:1202:1398:B	(GNN) Asylums \$Asylum\$ (WM)	(FS) guaranteed		\$guaranteed\$	special care
<2:4:1303:1398:B	(XVPR) Thank you Northland of :	(FS) doubtful		\$doubtful\$	things <2:4:130(LS) upon \$abo
<2:3:735:1398:B_	#74,	(GA) the		\$0\$	(GNN) request \$Requests\$ from
<2:3:735:1398:B_A>		(GA) 0		\$the\$	police...
<2:3:1154:1398:B	The best way would be attending :	(GA) the		\$0\$	day long, so the with families fri
<2:4:1250:1398:B	In order to solve the problem of ui	(GA) the		\$the\$	education system, new technolo;
<2:4:1260:1398:B	Is	(GA) the		\$0\$	communism a burning need of s
<2:3:735:1398:B_	#74, (GA) the \$0\$	(GNN) request		\$Requests\$	
<2:3:735:1398:B_	from	(GNN) employer		\$employers\$	, (GA) \$the\$ police...
<2:4:1202:1398:B_A>		(GNN) Asylums		\$Asylum\$	(WM) \$seekers\$ should be (FS)
<2:4:1303:1398:B	new (FS) technologies \$technolog	(GP) it		\$they\$	also increase the (SU) level \$?\$
<2:4:1244:1398:B	We mentioned our ideas in our (L	(GP) it		\$them\$?
<2:4:1175:1398:B	Should the government guarantee	(GP) every		\$each\$	citizen's clothing and food?
<2:3:732:1398:B_	#70, if they want to reveal	(GP) it		\$themselves\$	and to advertize themselves - th
<2:3:802:1398:B_	No rights to (FS) chose \$choose\$	(XVPR) believe to		\$believe in\$	God/Budda/... or not?
<2:4:1195:1398:B	We	(XVPR) agree to		\$agree with\$	Northland about illegal persons
<2:4:1224:1398:B	We fully	(XVPR) agree to		\$agree with\$	#48. That's why we paid a great
<2:4:1303:1398:B_A>		(XVPR) Thank you Northland		\$Thank you Northland fr	understanding that there are not
<2:4:1187:1398:B	Clothing and food is a personal m	(LS) of		\$for\$	everyone.
<2:4:1187:1398:B	The government should provide ci	(LS) work places		\$jobs\$	
<2:4:1235:1398:B	#62 In this case you have to consi	(LS) seek		\$look for\$	ways of solving it
<2:4:1303:1398:B	(XVPR) Thank you Northland of :	(LS) upon		\$about\$	new (FS) technologies \$technolo
<2:4:1244:1398:B	We mentioned our ideas in our	(LP) position paper		\$policy statement\$.	Should we repeat (GP) it \$them
<2:3:845:1398:B_	We think that it is not possible to	(WR) of		\$0\$	years (S) have been argued upon
<2:3:823:1398:B_	May we remind	(WM) 0 \$everyone\$			that (SU) choosing the decision
<2:3:1154:1398:B	The best way would be attending :	(WM) 0 \$but\$			not all (GA) the \$0\$ day long, s
<2:4:1202:1398:B	(GNN) Asylums \$Asylum\$	(WM) 0 \$seekers\$			should be (FS) guaranteed \$guar
<2:3:845:1398:B_	We think that it is not possible to	(S) have been argued upo		\$of discussion have not s	- Do we expect to find the answ
<2:3:823:1398:B_	May we remind (WM) \$everyone\$	(SU) choosing the decision		\$??\$	IS the right of EVERY PERSON
<2:4:1257:1398:B	The government SHOULD consid	(SU) burning		\$??\$	needs of society.
<2:4:1303:1398:B	(XVPR) Thank you Northland of :	(SU) level		\$??\$	of the country and the working
<2:3:921:1398:I_K>		(FS) enterpris		\$enterprises\$	selling personal inform.must be j
<2:3:1067:1398:I	It might be	(FS) boarin		\$boring\$!
<2:3:1082:1398:I	Religious beliefs are imposed on c	(FS) younge		\$young\$	to choose religion
<2:7:2316:1398:I	One month we lived in "dream'cou	(FS) seperate		\$separate\$	the real and imagined countries.
<2:7:2339:1398:I	As far as we	(FS) knoww		\$know\$	, very close to Germany
<2:7:2339:1398:I	Germany are:	(FS) Danmark		\$Denmark\$	, Czechoslovakia
<2:7:2362:1398:I	O.K. (SU) The cards are opened \$	(FS) misterious		\$mysterious\$	.....
<2:7:2367:1398:I_K>		(FS) Coud		\$Could\$	you (FS) introcuce \$introduce\$
<2:7:2367:1398:I	\$Could\$ you	(FS) introcuce		\$introduce\$	(GP) ourselves \$yourselves\$?
<2:7:2424:1398:I	Well, I was in Cologne this summ	(FS) meat		\$meet\$?
<2:7:2427:1398:I	We liked the teleconference about	(FS) rirhts		\$rights\$	. Really.
<2:7:2339:1398:I	As far as we (FS) knoww \$know\$	(GNN) The Netherland		\$The Netherlands\$	.Are you, Middies from any of t
<2:7:2367:1398:I	(FS) Coud \$Could\$ you (FS) intr	(GP) ourselves		\$yourselves\$?
<2:7:2320:1398:I	No, sorry but we have much	(GADJCS) more sweeter		\$sweeter\$	dreams.
<2:3:1048:1398:I_K>		(GVNF) To pray		\$Praying\$	is a good thing!
<2:7:2331:1398:I	Middies-	(LS) Holanders		\$Dutch\$?
<2:7:2383:1398:I	Because of this high speed during	(WR) in		\$0\$	working as a
<2:7:2325:1398:I	That is good. Being calm	(S) gives possibility for mt		\$makes it possible for pe!	
<2:3:1117:1398:I	More civilized,more cultured,and	(SU) anyway church have r		\$??\$	
<2:7:2362:1398:I	O.K.	(SU) The cards are opened		\$??\$	.Midland, you were so (FS) mist
<2:7:2358:1398:I	Let us try once again.	(CS) Sind Sie aus Deutchla (Ger.)			?
<2:3:1132:1398:A	We	(FM) totally		\$totally\$	agree with (GNC) Northland \$N
<2:3:1054:1398:A	then they'll have a chance to choos	(FS) weather		\$whether\$	(WM) \$to\$ believe or not.

Latvian L1 Error Items (Synchronous)

ID Code	Pre-context	Error Cate	Error	Correction	Post-context
<2:3:1071:1398:A	(WR) for \$0\$ all Sunday, it shoulc	(GA)	the	\$a\$	shorter time.
<2:3:1132:1398:A	we (FM) totaly \$totaly\$ agree wit	(GNC)	Northland	\$Northland's\$	idea #387
<2:3:1054:1398:A	Children will get to know what (W	(GVN)	is	\$are\$	God and religion \$God and relig
<2:3:1071:1398:A	It's too	(XADJCO)	hard for them listen	\$hard for them to listen\$	
<2:3:1071:1398:A	hard for them listen \$hard for then	(XVPR)	listen about	\$listen to\$	this theme (WR) for \$0\$ all Sun
<2:3:1071:1398:A	It's too (XADJCO) hard for them l	(WR)	for	\$0\$	all Sunday, it should be done in
<2:3:1054:1398:A	Children will get to know what (W	(WM)		0 \$to\$	believe or not.
<2:3:1054:1398:A	Children will get to know what (WO)		(GVN) is \$are\$ God	:\$God and religion are\$	and then they'll have a chance to
<2:5:1487:1398:T	Do you mean that one has a right t	(FM)	uncurable	\$incurable\$	diseases?
<2:5:1419:1398:T	Let's start	(GA)		\$the\$	discussion
<2:5:1487:1398:T	Do you mean that one has a right t	(GA)		\$the\$	case of (FM) incurable \$incurat
<2:5:1746:1398:T	We also don't agree that	(GA)		\$the\$	individual is guaranteed the unli
<2:5:1746:1398:T	(state authorities, like	(GA)		\$the\$	police (WO) still must
<2:5:1746:1398:T	\$must still\$ have	(GA)		\$the\$	right to collect and store inform:
<2:5:1579:1398:T	We don't	(XVPR)	agree to	\$agree with\$	the last sentence.
<2:5:1746:1398:T	We don't agree to there	(WO)	no being	\$being no\$	media censorship.
<2:5:1746:1398:T	(state authorities, like (GA) \$the\$	(WO)	still must	\$must still\$	have (GA) \$the\$ right to collect
<2:5:1468:1398:E	We think that (GA) \$the \$ mother	(FS)	wheather	\$whether\$	or not to
<2:5:1468:1398:E	We think that	(GA)		\$the \$	mother
<2:5:1468:1398:E	the \$ mother not	(GA)		\$the \$	state (GVAUX) could \$should\$
<2:5:1468:1398:E	We think that (GA) \$the \$ mother	(GVAUX)	could	\$should\$	decide (FS) wheather \$whether!
<2:5:1468:1398:E	We think that (GA) \$the \$ mother	(LP)	make an abortion	\$have an abortion\$.	

Norwegian L1 Error Items (Synchronous)

ID Code	Pre-context	Error Cate	Error	Correction	Post-context
<1:247:485:A_R	We agree to a lot of the Mi	(FS)	possibilities	\$possibility\$	(XNPR) possibilities in \$possit
<1:247:485:A_R	Looking	(FS)	forward	\$forward\$	to hearing from you!
<3:651:485:A_R	2. (GVT) Worked s	(FS)	through	\$through\$	a test.
<1:247:485:A_R	This is an issue	(GP)	that	\$about which\$	we would like to hear your opin
<1:247:485:A_R	We agree to a lot of the Mi	(GVM)	lays	\$lie\$	in the (FS)possibilities \$possibilit
<3:651:485:A_R	1.	(GVT)	Finished	\$Finish\$	primary and secondary school.
<3:651:485:A_R	2.	(GVT)	Worked s	\$Work\$	several years and go (FS) trougl
<1:247:485:A_R	We agree to a lot of the Midl	(XNPR)	possibilities in	\$possibility of\$	a common
<3:651:485:A_R_M>		(LS)	Expected	\$necessary\$	qualifications
<1:247:485:A_R_M>		(LP)	Your sincerely	\$Yours sincerely\$	Bardland
<1:260:489:V_F>	We are available to answer tl	(FS)	questinos	\$questions\$	you might have. We (XVCO) lc
<1:349:489:V_F>	Just a question,	(FS)	is'nt	\$isn't\$	Highland
<1:349:489:V_F>	Highland	(FS)	present	\$present\$	in this simulation?
<1:366:489:491>	'We recomend the use of GS	(FS)	satelite	\$satellite\$	stations.
<1:366:489:491>	'This solution	(FS)	wil	\$will\$	be very expensive...
<4:989:489:489>	'I'm awfully sorry about that..	(FS)	sendt	\$sent\$	you a lot of messages and it say
<4:996:489:489>	'They should also be	(FS)	abel	\$able\$	to find relevant info on the Inter
<4:1001:489:V_F>	'They should also be	(FS)	abel	\$able\$	to find relevant
<4:1023:489:489>	Speaking computers,	(FS)	spesial	\$special\$	keyboards?
<1:325:489:V_F>	(LS) At \$Concerning\$ the c	(GA)		0 \$the\$	campus we (GVT) will inform !
<4:996:489:489:V_F>		(GP)	All	\$Everyone\$	should be able to use word-proc
<4:1001:489:V_F>		(GP)	All	\$Everyone\$	should be able to use word-proc
<1:334:489:491>	'Please make	(GP)	you	\$your\$	wishes clear in (SU) short terms
<1:325:489:V_F>	(LS) At \$Concerning\$ the c	(GVT)	will inform	\$inform\$	you that by using IT you don't h
<4:989:489:489>	'I'm awfully sorry about that..	(GVT)	is send	\$have been sent\$	
<1:260:489:V_F>	We are available to answer tl	(XVCO)	look forward to work	\$look forward to working	with you, and hope that we can l
<1:334:489:491>	'We	(XVCO)	look forward to coop	\$look forward to cooperat	with you :-)
<1:325:489:V_F>		(LS)	At	\$Concerning\$	the questions about (GA) camp
<1:366:489:491>	'Do you want to buy laptops	(LS)	to	\$for\$	ALL Eutropan students?
<4:1100:489:489>	I'm leaving	(LS)	know	\$now\$	, see you at SO502
<4:989:489:489>	'I'm awfully sorry about that..	(WR)	that	\$0\$	the messages (GVT) is send \$ha
<4:1010:489:V_F>	Yes, all children should be ur	(WM)		0 \$scary out\$	
<1:339:489:V_F>	We are very interested in you	(S)	Please bring your ide	\$Please tell us about your ideas\$.	
<1:334:489:491>	'Please make (GP) you \$your	(SU)	short terms	\$?\$	and we will help you
<4:983:489:489:V_F>		(CS)	Hallo Stig og Espen!	!(Nor.)	
<5:1123:485:489	(SU) Due to some technical	(FM)	we'er	\$we're\$	(FS) shure \$sure\$ that InfoTech
<1:306:485:A_H>	do you mean that all students	(FS)	othe	\$other\$	ways \$in other words\$
<1:338:485:489>	are you having a thinking	(FS)	prosess	\$process\$?
<2:457:485:A_H>	Costland!	(FS)	I	\$In\$	what way (GP) I what way \$Ho
<2:488:485:A_H>	Common	(FS)	classromm	\$classroom\$	is a physical room at school.
<2:539:485:A_H>	We are agree with written	(FS)	examenations	\$examinations\$.	
<2:575:485:A_H>	#157 We agree with Northlai	(FS)	evenyone	\$everyone\$.	
<2:628:485:A_H>	Goodbye everyone, see you c	(FS)	wednesday	\$Wednesday\$!
<3:679:485:A_H>	Bardland: We suggest that pe	(FS)	nuber	\$number\$	o f years should have the possib
<3:729:485:489>	We need	(FS)	som	\$some\$	advice from you.
<3:789:485:A_H>	(SU) teachers studies \$?\$ do	(FS)	scedual	\$schedule\$.	
<3:798:485:A_H>	130 each study (WM) \$prog	(FS)	whithin	\$within\$	the 4 years (SU) used to \$?\$ a M
<3:815:485:A_H>	everyone should have the abi	(FS)	secondary	\$secondary\$	
<3:834:485:A_H>	161 health issues (GVN) is \$	(FS)	students	\$students\$	own business. not a (LS) school
<5:1123:485:489	(SU) Due to some technical	(FS)	shure	\$sure\$	that
<5:1123:485:489	InfoTech has a very	(FS)	god	\$good\$	explanation why our computer s
<5:1252:485:485	Why ? I	(FS)	stongly	\$strongly\$	recommend you to join us at B-
<5:1269:485:485	Renate ! You decide when w	(FS)	wote	\$vote\$	
<5:1353:485:A_I>	Bardland disagrees	(FS)	wiht	\$with\$	(GA) \$an\$ oral examination
<2:498:485:A_H>	The government (S) has not .	(GA)	the	\$0\$	tertiary (LS) school \$education\$
<3:729:485:489>	We need (FS) som \$some\$ a	(GA)	an	\$a\$	university, how much knowlegd
<3:821:485:A_H>	these supplementary (WM) \$	(GA)	the	\$0\$	(GNN) school \$schools\$,
<3:830:485:A_H>	156 to coastland why not? Is	(GA)	the	\$0\$	education?
<5:1353:485:A_I>	Bardland disagrees (FS) wiht	(GA)	0	\$an\$	oral examination
<2:498:485:A_H>		(GNN)	Student	\$Students\$	should be able to search for (S)
<2:498:485:A_H>	should be able to search for (	(GNN)	loan	\$loans\$	.
<2:613:485:A_H>		(GNN)	Student	\$Students\$	over 30 should be able to study
<3:821:485:A_H>	these supplementary (WM) \$	(GNN)	school	\$schools\$	, but (WM) \$are\$ not important

Norwegian L1 Error Items (Synchronous)

ID Code	Pre-context	Error Categ	Error	Correction	Post-context
<5:1131:485:A_INo		(GNN)	question	\$questions\$	from Bardland.
<2:498:485:A_H: School should be 100% tax-f		(GP)	which	\$to\$	cover copying and stuff like that
<3:691:485:A_H: We can not exclude students		(GVN)	benefit	\$benefits\$	younger students.
<3:834:485:A_H: 161 health issues		(GVN)	is	\$are\$	the (FS) students \$students'\$
<1:306:485:A_H: do you mean that all students		(LS)	under	\$at\$	the same location? (LP) in (FS)
<1:306:485:A_H: should we have only one uni		(LS)	to	\$in\$	Midland?
<1:319:485:491: we have misunderstood		(LS)	small	\$a few\$	moments of the taskFETE.
<2:412:485:A_H: We also want to include that		(LS)	main	\$governing\$	board should include representa
<2:498:485:A_H: The government (S) has not ;		(LS)	school	\$education\$.	
<3:679:485:A_H: Bardland: We suggest that pe		(LS)	work	\$job\$.	
<3:815:485:A_H: everyone should have the abi		(LS)	of	\$for\$	supplementary programmes is lo
<3:821:485:A_H: these supplementary (WM) \$		(LS)	supported	\$provided \$	by (GA) the \$0\$ (GNN) school
<3:830:485:A_H: I 156 to coastland why not? Is		(LS)	to	\$for\$	(GA) the \$0\$ education?
<3:834:485:A_H: 161 health issues (GVN) is \$		(LS)	school	\$university\$	problem, this is for primary and
<1:306:485:A_H: do you mean that all students		(LP)	in othe ways	\$in other words\$	
<2:412:485:A_H: We		(WR)	do	\$0\$	strongly agree with the proposal
<3:751:485:489: We haven't been using IT for		(WR)	be able to	\$0\$	know. (WO) Software and hard
<1:327:578:A_H: yes, but tell us more		(WM)		0 \$about\$	what we have to do.
<3:798:485:A_H: I 130 each study		(WM)		0 \$programme\$	can be different (FS) within \$v
<3:821:485:A_H: these supplementary		(WM)		0 \$programmes\$	should be (LS) supported \$prov
<3:821:485:A_H: these supplementary (WM)\$		(WM)		0 \$are\$	not important to tertiary educati
<3:751:485:489: We haven't been using IT for		(WO)	Software and hardwa	\$i.e. software and hardwa ?	
<2:422:485:A_H: We agree with Coastland.		(S)	Same numbers of voi	\$Equal representation for all groups\$.	
<2:457:485:A_H: Coastland! (FS) I \$In\$ what w		(S)	I what way	\$How\$	should each student connect to .
<2:498:485:A_H: (GNN) Student \$Students\$		(S)	stipend	\$?\$	and (GNN) loan \$loans\$.
<2:498:485:A_H: The government		(S)	has not good enough	\$does not have a good enc	to pay for (GA) the \$0\$ tertiary
<3:789:485:A_H: this we don't need to discuss		(SU)	behave	\$?\$	of each study. (SU) eks \$?\$ eco
<3:789:485:A_H: this we don't need to discuss		(SU)	eks	\$?\$	economics and (SU) teachers stu
<3:789:485:A_H: this we don't need to discuss		(SU)	teachers studies	\$?\$	don't have to be in the same (FS
<3:798:485:A_H: 130 each study (WM) \$prog		(SU)	used to	\$?\$	a Master Degree.
<5:1123:485:489:A_H>		(SU)	Due to some technica	\$?\$	, we are now online. (FM) we'e
<1:293:485:489:A_H>		(CS)	amatører	(Nor.)	
<1:370:485:489:A_H>		(CS)	hadet for faen	(Nor.)	
<2:625:489:S_G: Info Tech		(FM)	greet	\$greet\$	you
<4:913:489::S_G If the students are		(FM)	physical	\$physically\$	disabled (WR) it \$0\$ (S) its pos
<4:913:489::S_G (WO) will we \$we will\$ tr		(FM)	satisfying	\$satisfactory\$	bandwidth, access, and speed
<4:954:489:578: We		(FM)	ment	\$meant\$	we didn't have the bandwidth (F
<2:534:489:491: we can provide you with ni		(FS)	computert	\$computers\$	if you like...
<2:625:489:S_G: We have been following		(FS)	today's	\$today's\$	conference and we find many to
<2:625:489:S_G: We (WO) still are \$are still\$		(FS)	avaible	\$available\$	for any technical questions.
<2:625:489:S_G: We look forward to the next		(FS)	conferene	\$conference\$	
<2:625:489:S_G>		(FS)	Wednesday	\$Wednesday\$	next week...
<2:625:489:S_G: We have been following		(FS)	today's	\$today's\$	conference and we find many to
<2:625:489:S_G: We (WO) still are \$are still\$		(FS)	avaible	\$available\$	for any technical questions.
<2:625:489:S_G: We look forward to the next		(FS)	conferene	\$conference\$	<2:625:489:S_G>
<4:913:489::S_G -shorter distance: use the «		(FS)	excisting	\$existing\$	» coaxcable
<4:948:489:S_G: It is easier to use the traditio		(FS)	videoconferenses	\$videoconferences\$	because the cables are already th
<4:954:489:578: We (FM) ment \$meant\$ we		(FS)	requiered	\$required\$	today
<4:972:489:S_G: (LS) Traditional videoconfer		(FS)	exsisting	\$existing\$	phone lines
<4:1019:489:S_G>		(FS)	Wee	\$We\$	agree with 69
<4:961:489:S_G: Yes, but as we mentioned ear		(GA)	0	\$a\$	very expensive (GNN) solutions
<4:913:489::S_G Lectures and that kind of		(GNN)	documents	\$document\$	should be available 24-hours on
<4:961:489:S_G: Yes, but as we mentioned ear		(GNN)	solutions	\$solution\$	
<4:948:489:S_G: But people		(GVN)	doesn't	\$don't\$	have the equipment to do this at
<2:534:489:491:S_G>		(XADJPR)	Sorry for	\$Sorry about\$	your computer problems...
<4:913:489:S_G> (mouse, touch-screen, custor		(LS)	to	\$for\$	disabled learners.
<4:913:489:S_G> The lectures shall be given		(LS)	to	\$at\$	certain times, and maybe have d
<4:913:489:S_G> We recommend the use of i		(LS)	at	\$for\$	shorter distances combined with
<4:913:489:S_G> communications		(LS)	in	\$for\$	longer distances and in difficult
<4:913:489:S_G: disabled		(WR)	it	\$0\$	(S) its possible to \$they may\$ w
<2:625:489:S_G: We		(WO)	still are	\$are still\$	(FS) available \$available\$ for any
<4:913:489:S_G>		(WO)	will we	\$we will\$	try to add the necessary equipm
<4:913:489:S_G: disabled (WR) it \$0\$		(S)	its possible to	\$they may\$	work at home. It is also possible
<3:753:489:485: (SU) Do \$If\$ you want to kn		(GVN)	is	\$are\$	needed, I think this is a matter tl

Norwegian L1 Error Items (Synchronous)

ID Code	Pre-context	Error Cate	Error	Correction	Post-context
<3:753:489:485:T_E>		(GWC)	Serious	\$seriously\$:
<3:753:489:485:(SU) Do \$If\$ you want to kn		(WR)	that	\$0\$	(GVN) is \$are\$ needed, I think
<3:753:489:485:T_E>		(SU)	Do	\$If\$	you want to know what comput
<3:753:489:485:'I think this is a matter the Eu		(SU)	politically	?\$	...
<5:1469:489:489:T_E>		(CS)	Stig, er du våken?	(Nor.)	
<5:1469:489:489:T_E>		(CS)	Tor følger med fra M	(Nor.)	
<3:874:485:R_N:201 language of instruction.(		(FM)	taught	\$taught\$	in primary and secondary schoo
<3:880:485:R_N:religious education should be		(FM)	taught	\$taught\$	in primary and secondary school
<3:848:485:R_N:everyone should have a com		(FS)	differenses	\$differences\$	, and respect (GP) it \$them\$.
<3:867:485:R_N:we want only		(FS)	english	\$English\$.	
<3:890:485:R_N:		(FS)	goodbye	\$goodbye\$	. we have a snowstorm to attent
<5:1200:485:485 i cant i (GVM) working \$am		(FS)	her	\$here\$	with school work
<5:1245:485:485:R_N>		(FS)	wote	\$vote\$	no!
<3:848:485:R_N:everyone should have a com		(GP)	it	\$them\$	
<5:1200:485:485 i cant i		(GVM)	working	\$am working\$	my ass off (FS) her \$here\$ with
<5:1225:485:485:R_N>		(GVAUX)	are	\$do\$	you agree with #66?
<3:890:485:R_N: (FS) goodbye \$goodbye\$.		(WM)		0 \$to\$	.
<5:1225:485:485 how much		(SU)	knowledge	?\$	do we need to know?
<5:1273:485:485:R_N>		(SU)	Follow with now	?\$!!
<4:1025:489:E_FLike Speaking computers,		(FS)	spesial	\$special\$	keyboards
<4:1081:489:E_F Yes, we think		(FS)	soo	\$so\$	.
<4:1081:489:E_F Only the students in the		(FS)	spesific	\$specific\$	class have access to the informa
<4:1091:489:E_F In (GA) \$the\$ case of interne		(FS)	teleconference	\$teleconference\$	
<4:1091:489:E_F In		(GA)	0	\$the\$	case of internet-based (FS) telec
<4:1091:489:E_F In (GA) \$the\$ case of interne		(GNN)	teleconference	\$teleconferences\$	many countries need to upgrad
<4:1091:489:E_F many countries need to upg		(GP)	It	\$This\$	is very expensive, maybe they n
<4:1070:489:E_F When people (GVM) workin		(GP)	you	\$they\$	need to hide the information the
<4:1070:489:E_F When people		(GVM)	working	\$are working\$	at home (GP) you \$they\$ need t
<5:1486:485:490:J_I>		(FS)	Wiht	\$With\$	loves (LP) Wiht loves \$With lov
<5:1437:485:J_I> we (GVAUX) are \$0\$ disagr		(GA)	the	\$0\$	examinations
<5:1381:485:J_I> #184 we		(GVAUX)	are	\$0\$	agree
<5:1422:485:J_I> #213 we		(GVAUX)	are	\$0\$	agree with point 5
<5:1437:485:J_I> we		(GVAUX)	are	\$0\$	disagree with (GA) the \$0\$ exam
<5:1486:485:490: (FS) Wiht \$With\$ loves		(LP)	Wiht loves	\$With love\$	, Bardland
<5:1486:485:490: Thank you for		(WM)		0 \$your\$	co-operation :)
<5:1466:485:490 we think so too.		(SU)	But we are standing f	?\$	.
<2:2:539:1400:R The access to internet in		(FM)	librarys	\$libraries\$	, schools, work-places etc shoul
<2:3:843:1400:R Yes, it is a right to		(FM)	practice	\$practise\$	no religion.
<2:3:1126:1400:I#384 go		(FM)	atheism	\$atheist\$!...
<2:7:2382:1400:I#134 We had trouble too, bec		(FM)	specialy	\$specially\$	(FS) buzzy \$busy\$ time at scho
<2:1:120:1400:R The coastland delegation is		(FS)	foreward	\$forward\$	to
<2:1:120:1400:R (XVCO) looking (FS) forew.		(FS)	partisipate	\$participate\$	\$looking forward to participatin
<2:1:120:1400:R_J_L>		(FS)	conferenses	\$conferences\$	(GNN) conferenses \$conference
<2:1:120:1400:R Human rights is a very impoi		(FS)	behaf	\$behalf\$	(LP) on the behaf \$on behalf of\$
<2:1:205:1400:R Re:		(FS)	responseibilities	\$responsibilities\$	for coordination
<2:1:205:1400:R The coastland delegation re		(FS)	comferense	\$conference\$	on mon 20.Because of
<2:1:205:1400:R Because of our tight (WR) ti		(FS)	sceduale	\$schedule\$,
<2:1:205:1400:R we will have (XNCO) difficu		(FS)	preaper	\$prepare\$	\$difficulties preparing\$ (WO) p
<2:1:205:1400:R (WO) properly (GWC) to \$tl		(FS)	conferenses	\$conferences\$	\$the conferences properly\$ on f
<2:1:306:1400:R we are looking forward to th		(FS)	conferense	\$conference\$	. bye for now.
<2:2:351:1400:1' We		(FS)	can not	\$cannot\$	see that mercy killing can be use
<2:2:437:1400:R We do not (XVPR) agree on		(FS)	dath	\$death\$	penalty for drug dealers, the crir
<2:2:601:1400:R Dear		(FS)	delagations	\$delegations\$	
<2:3:719:1400:R unless the parents agree that		(FS)	cildren	\$children\$	should get this information
<2:3:972:1400:R #240: We don't agree. "Regu		(FS)	partifipants	\$participants\$	
<2:3:1081:1400:R_J_L>		(FS)	Childre	\$Children\$	get forced to go to church
<2:3:1081:1400:R_J_L>		(FS)	Parenths	\$Parents\$	(FS) can not \$cannot\$ see their
<2:3:1081:1400:IParenths \$Parents\$		(FS)	can not	\$cannot\$	see their children
<2:3:1093:1400:Ishowing cartoons in the		(FS)	chirch	\$church\$	
<2:3:1139:1400:I#394		(FS)	ore	\$or\$	(FS) Whatch \$watch\$ cartoons.
<2:3:1139:1400:F(FS) ore \$or\$		(FS)	Whatch	\$watch\$	cartoons. (at home)
<2:4:1247:1400:I#67:What incentives should		(FS)	compitition	\$competition\$	between the companies?
<2:4:1311:1400:I#120:The bank should be res		(FS)	deposites	\$deposits\$	
<2:4:1317:1400:I#124:Re:109 This bank will		(FS)	conditiones	\$conditions\$	

Norwegian L1 Error Items (Synchronous)

ID Code	Pre-context	Error	Category	Correction	Post-context
<2:5:1399:1400:I	we hope to (LP) reach to an	(FS) agreement	agreement	\$agreement\$	\$reach an agreement\$
<2:5:1399:1400:I	\$reach an agreement\$	(FS) to day	to day	\$today\$.	
<2:5:1531:1400:R_J_L>		(FS) Shouldn't	Shouldn't	\$\$Shouldn't\$	Midland be
<2:5:1531:1400:I	given the	(FS) opportunity	opportunity	\$opportunity\$	
<2:5:1531:1400:I	to	(FS) rephrase	rephrase	\$rephrase\$	1.1.3
<2:5:1557:1400:I	#122	(FS) please	please	\$please\$	note #119
<2:5:1647:1400:I	We propose to	(FS) remove	remove	\$remove\$	the word teaching
<2:5:1736:1400:I	We would like to change the	(FS) frase	frase	\$phrase\$	
<2:5:1736:1400:I	change the (FS) frase	(FS) \$sphrase\$	sources	\$sources\$	
<2:5:1769:1400:I	bye Northland :)	(FS) Exellent	Exellent	\$excellent\$	Work
<2:5:1818:1400:I	Would you like our votes in (	(FS) senter	senter	\$center\$	also, since there are so few dele
<2:5:1842:1400:I	Bye to everybody, We are se	(FS) senter	senter	\$center\$	.
<2:6:1862:1400:I	We have our	(FS) theories	theories	\$theories\$	about that
<2:6:1907:1400:I	Our (my)	(FS) telefon	telefon	\$telephone\$	- costs (GVT) grow \$are growir
<2:7:2274:1400:I	Bardland?Are you	(FS) SWEEDISH	SWEEDISH	\$\$swedish\$?
<2:7:2284:1400:I	#51: That was for Bardland,	(FS) stydyng	stydyng	\$studying\$	
<2:7:2284:1400:R_J_L>		(FS) swedish	swedish	\$\$swedish\$	
<2:7:2284:1400:R_J_L>		(FS) swedish	swedish	\$\$swedish\$	
<2:7:2286:1400:I	#54: In	(FS) norwegian	norwegian	\$\$Norwegian\$	: (CS) Vær så god (Norwegian)
<2:7:2311:1400:I	\$do they correspond to \$ the	(FS) representent	representent	\$represent\$?
<2:7:2382:1400:I	#134 We had trouble too, bec	(FS) buzzy	buzzy	\$busy\$	time at school.
<2:7:2402:1400:I	#145 Working with this proje	(FS) periode	periode	\$period\$	would be nice. But won't there b
<2:7:2422:1400:I	# 155 #161 We think that we	(FS) conference	conference	\$conference\$	
<2:7:2422:1400:R_J_L>		(FS) where	where	\$were\$	(GVN) where \$was\$ so extensiv
<2:7:2422:1400:I	(but of	(FS) cource	cource	\$course\$	interesting)
<2:7:2443:1400:I	We have to leave the	(FS) conferance	conferance	\$conference\$	now. (sorry).
<2:7:2392:1400:I	# Working as a team	(FPW) ,	,	\$0\$	made the people involved in thi
<2:2:437:1400:R	Death penalty: For some seri	(GA) 0	0	\$the\$	death penalty can be defended.
<2:2:437:1400:R	We do not (XVPR) agree on	(GA) 0	0	\$the\$	(FS) dath \$death\$ penalty for d
<2:2:452:1400:R	(LS) concidering \$as regards	(GA) 0	0	\$an\$	education and work
<2:2:489:1400:R	Personal security: We feel th	(GA) the	the	\$0\$	children are an important topic
<2:2:553:1400:R_J_L>		(GA) The	The	\$0\$	(GNN) individual \$Individuals\$
<2:2:571:1400:R	#168: Everyone has	(GA) the	the	\$0\$	freedom of expression, and to w
<2:2:601:1400:R	We thank you for	(GA) a	a	\$an\$	interesting conference and look
<2:4:1247:1400:I	#67:What incentives should t	(GA) the	the	\$0\$	free (FS) compitition \$competit
<2:5:1818:1400:I	Would you like our votes in	(GA) the	the	\$the\$	message (FS) senter \$center\$ al
<2:7:2374:1400:I	#124 it is very hard to expres	(GA) an	an	\$a\$	foreign language!!
<2:4:1294:1400:I	We feel that the government	(GNC) it's	it's	\$its\$	own bank for special areas,for e
<2:1:120:1400:R	The coastland delegation is (	(GNN) conferences	conferences	\$conference\$	(LS) about \$on\$ human rights.
<2:2:329:1400:R	If a person is terminally ill (V	(GNN) sufferings	sufferings	\$suffering\$	.
<2:2:489:1400:R	Personal security: We feel th	(GNN) right	right	\$rights\$	of (GA) the \$0\$ children are ar
<2:2:553:1400:R	(GA) The \$0\$	(GNN) individual	individual	\$Individuals\$	should have to pay their taxes ai
<2:2:329:1400:R	If a person is terminally ill (V	(GP) hers	hers	\$her\$	(GNN) sufferings \$suffering\$.
<2:4:1317:1400:I	#124:Re:109 This bank will t	(GVN) needs	needs	\$need\$	special (FS) conditones \$condit
<2:5:1406:1400:I	coastland understands, and	(GVN) are	are	\$is\$	ready to start.
<2:7:2422:1400:I	# 155 #161 We think that we	(GVN) where	where	\$was\$	so extensive(but of (FS) cource
<2:5:1662:1400:I	#189 that is ok, We do not ag	(GVNF) preach	preach	\$preaching\$	in school REMOVE
<2:3:961:1400:R	#233: We are pleased to see t	(GVT) is	is	\$has been\$	acknowledged. We agree with th
<2:6:1907:1400:I	FreeSpeech	(GVT) runs out	runs out	\$is running out\$	of money.
<2:6:1907:1400:I	Our (my) (FS) telefon \$telep	(GVT) grow	grow	\$are growing\$	rapidly. See you later!
<2:1:205:1400:R	we will have (XNCO) difficu	(GWC) to	to	\$the\$	(FS) confremses \$conferences\$
<2:3:691:1400:R	Individuals and groups shoul	(GWC) lawful	lawful	\$lawfully\$	collected by the police for invest
<2:1:205:1400:R	Because of our tight (WR) ti	(XNCO) difficulties to	difficulties to	(FS) pr \$difficulties preparing\$	(WO) properly (GWC) to \$the
<2:1:120:1400:R	The coastland delegation is	(XVCO) looking	looking	(FS) forewar \$looking forward to partic	in this (FS) conferenses \$confer
<2:1:240:1400:R	We are	(XVCO) looking forward to w	looking forward to w	\$looking forward to worki	with Northland on economic rig
<2:2:437:1400:R	Death penalty: For some seri	(XVPR) agree on	agree on	\$agree with\$	(GA) \$the \$ (FS) dath \$death\$ t
<2:1:120:1400:R	\$looking forward to particip	(LS) about	about	\$on\$	human rights.
<2:2:351:1400:I	We (FS) can not \$cannot\$ se	(LS) named	named	\$given\$	in our statement
<2:2:452:1400:R	#75: We think that the borde	(LS) concidering	concidering	\$as regards\$	where to live, get (GA) \$an\$ ed
<2:2:539:1400:R	Everybody should have the	(LS) to	to	\$for\$	everyone.
<2:3:961:1400:R	#233: We are pleased to see	(LS) towards	towards	\$for\$	not allowing animal pornograph
<2:4:1247:1400:I	#67:What incentives should t	(LS) save	save	\$safeguard\$	(GA) the \$0\$ free (FS) compitit
<2:4:1261:1400:I	However we support econon	(LS) to	to	\$for\$	new ideas
<2:4:1294:1400:I	so that they get better conditi	(LS) establish	establish	\$set up\$	their first home

Norwegian L1 Error Items (Synchronous)

ID Code	Pre-context	Error Cate	Error	Correction	Post-context
<2:7:2443:1400:I	Coastlanders	(LS)		\$from\$	Norway. :-)
<2:1:120:1400:R	Human rights is a very impor	(LP)	of	\$on behalf of\$	of the eutrobian citizens
<2:5:1399:1400:F	we hope to reach to an (FS) :	(LP)	reach to an aggreem	\$reach an agreement\$	(FS) to day \$today\$.
<2:7:2422:1400:I#	155 #161 We think that we	(LP)	came short of time	\$were short of time\$	because the subject of the (FS) :
<2:1:205:1400:R	Because of our tight	(WR)	time	\$0\$	(FS) sceduale \$schedule\$, we v
<2:2:329:1400:R	If a person is terminally ill	(WR)	of a mortal disease	\$000\$	, medical personnel should be al
<2:4:1261:1400:I#	80:It is still wrong to give s	(WR)	to	\$0\$	others.
<2:3:684:1400:R	Hello again, and a special we	(WM)		0 \$the\$	Delegation from Bardland. We z
<2:3:889:1400:R	Privacy issues: For some job	(WM)		0 \$not\$	get a job in a kindergarden etc
<2:1:205:1400:R	Because of our tight (WR) tii	(WO)	properly (GWC) to \$t	\$the conferences properly'	on fri. 10 and wed 15.
<2:3:972:1400:R	#240: We don't agree. "Regu	(WO)	all are	\$are all\$	in it voluntarily and not under 1!
<2:7:2238:1400:I	Exams?	(WO)	Already forgotten	\$Forgotten already\$!
<2:2:396:1400:R	#42: We feel that everyone sl	(S)	have the choice of	\$make choices regarding\$	their own life or death.
<2:7:2311:1400:I	Are the opinions you've expr	(S)	formed after	\$do they correspond to \$	the countries you were suppose
<2:2:329:1400:R	Expression of physical or psy	(SU)	named	\$?\$	persons or ethnical , religious, n
<2:2:504:1400:R	We agree with Highland, we	(SU)	garther	\$?\$	our Federation. We would like t
<2:7:2279:1400:R	_J_L>	(CS)	Tack hemst mycket	(Swedish)	!
<2:7:2286:1400:I#	54: In (FS) norwegian \$Nor	(CS)	Vær så god	(Norwegian)	

French L1 Error Items (Synchronous)

ID Code	Pre-context	Error Category	Error	Correction	Post-context
<2:1:166:1624:N	We saw in (SU) lot of \$?\$ the poli (FS)		witch	\$which\$	deal in the same way (LS) of \$with\$ one of our
<2:1:231:1624:N	southland is ready for information (FS)		riths	\$rights\$	
<2:1:251:1624:N	southland is OK with	(GA)	the	\$0\$	#74 !
<2:1:166:1624:N	Hello to all of the	(GNN)	delegation	\$delegations\$!
<2:1:166:1624:N	We saw in (SU) lot of \$?\$ the poli (GNN)		point	\$points\$:
<2:1:204:1624:1	IT	(GVAUX)	would be	\$is\$	OK!
<2:1:166:1624:N	Ps:	(XVCO)	pardon for	\$pardon for being\$	late
<2:1:166:1624:N	We saw in (SU) lot of \$?\$ the poli (LS)		of	\$with\$	one of our (GNN) point \$points\$:
<2:1:305:1624:N	see you	(LS)	on	\$in\$	the message center ...
<2:1:166:1624:N	We saw in	(SU)	lot of	\$?\$	the policy statements some points (FS) witch \$w

German L1 Error Items (Asynchronous)

ID Code	Pre-context	Error Cate	Error	Correction	Post-context
<A:1:38:564:486>	I was able to change my passw	(FM)	loged	\$logged\$	in twice..
<A:1:38:564:486>	...does this make	(FS)	sence	\$sense\$?
<A:1:38:564:486>	I was able to change my passw	(FPM)	Im	\$I'm\$	(FM) loged \$logged\$ in twice...does this make (
<A:1:138:575:491>	The	(FM)	freshs	\$freshmen\$	' won't be given
<A:1:138:575:491>	the	(FM)	immatriculated	\$unmatriculated\$	students
<A:1:128:575:491>	Dear	(FS)	Catharina	\$Catharina\$,
<A:1:138:575:491>	I	(FS)	ahve	\$Shave\$	
<A:1:138:575:491>	When do the staff have	(GNN)	than	\$then\$	
<A:1:138:575:491>	won't be given the	(FS)	chanbce	\$chance\$	
<A:1:138:575:491>	to set up a more	(FS)	effiently	\$efficiently\$	
<A:1:138:575:491>		(FS)	workin	\$working\$	tutorial system
<A:1:138:575:491>		(FS)	soory	\$sorry\$	I have to hurry
<A:1:138:575:491>	When do the staff have	(GNN)	holiday	\$Holidays\$	(FS) than \$then\$ and perhaps more important -
<A:1:138:575:491>	I	(FS)	ahve	\$Shave\$	in class last monday
<A:1:138:575:491>	You wrote that during these	(LS)	trainings	\$Straining sessio	or simulation months
<A:1:138:575:491>	what use	(LS)	has	\$Sis\$	a simulation without senior students?
<A:1:138:575:491>	that is why I do not know whet	(SU)	broad based	\$? \$	idea or not.
<A:1:138:575:491>	The ' (FM) freshs \$freshmen\$ ' (SU)		say they only ge	\$? \$	.
<A:1:138:575:491>	As far as I am concerned it wo	(SU)	ground	\$? \$	course students.
<A:1:128:575:491>	Doventorsteintor 37/39 it is co	(CS)	'arbeitsfrühstück	(Ger.)	.see you soon and have a nice weekend Sven
<A:1:53:491:-1>	Is it	(FM)	desireable	\$desirable\$	to lay more stress on future (FM)student's \$stud
<A:1:53:491:-1>	to lay more stress on future	(FM)	student's	\$students'\$	personal abilities than on their grades
<A:1:53:491:-1>	Highly innovative technology	(FM)	programmms	\$programs\$	are (FM) inavoidable \$unavoidable\$
<A:1:53:491:-1>	are	(FM)	inavoidable	\$unavoidable\$	
<A:1:53:491:-1>	will be focused on (FS) intoduc	(FM)	usefull	\$useful\$	for
<A:1:53:491:-1>	The TEC is designed as a secu	(FM)	wellcome	\$welcome\$	to
<A:1:53:491:-1>	the bureaucratic obstacles, givi	(FM)	pre-graduates	\$undergraduates\$	
<A:1:70:491:-1>	ideas (FS) conerning \$concerni	(FM)	developpment	\$development\$	of
<A:1:139:491:-1>	Students can	(FM)	chose	\$choose\$	very freely
<A:1:139:491:-1>	There will be two ways of	(FM)	chosing	\$choosing\$	subjects
<A:1:139:491:-1>	students will be able to	(FM)	chose	\$choose\$	from a wide range of subjects
<A:1:139:491:-1>	the new	(FM)	Eutopolitan	\$Eutopian\$	tertiary education system
<A:1:139:491:-1>	They can	(FM)	chose	\$choose\$	the subject
<A:1:53:491:-1>	As mentioned before we shoul	(FS)	one off	\$one-off\$	chance
<A:1:53:491:-1>	within the TEC, it has to be	(FS)	excellently	\$excellently\$	
<A:1:53:491:-1>	To what	(FS)	extend	\$extent\$	
<A:1:53:491:-1>	1. 3	(FS)	Virtuell	\$Virtual\$	Access
<A:1:53:491:-1>	digital based remote learner's	(FS)	programm	\$program\$	.
<A:1:53:491:-1>	graduates one should think at	(FS)	programmms	\$programs\$	
<A:1:53:491:-1>	(LS)post-pregnany \$postnatal	(FS)	programmms	\$programs\$	
<A:1:53:491:-1>	will be focused on	(FS)	intoducing	\$introducing\$	
<A:1:53:491:-1>	Therefore we would like to em	(FS)	ecolocigal	\$ecological\$	
<A:1:53:491:-1>	a fully	(FS)	recycable	\$recyclable\$	computer
<A:1:70:491:-1>	Our two	(FS)	contires	\$countries\$	do not only share
<A:1:70:491:-1>	but also ideas	(FS)	conerning	\$concerning\$	
<A:1:70:491:-1>	the Midlandian team is also	(FS)	thouroughly	\$thoroughly\$	dedicated to a close cooperation
<A:1:70:491:-1>	Yours	(FS)	sincerely	\$sincerely\$,
<A:1:118:491:-1>	Eutopian-wide to	(FS)	Eutropolis	\$Eutropolis\$	-wide.
<A:1:118:491:-1>	not a EUTROPIAN	(FS)	Terciary	\$Tertiary\$	Education Center
<A:1:127:491:-1>	Yours	(FS)	sincerley	\$sincerely\$	Sven,
<A:1:139:491:-1>	enter (LP) work-life \$the job n	(FS)	earlier-on	\$earlier on\$	
<A:1:139:491:-1>	Yours	(FS)	sincerly	\$sincerely\$	
<A:1:53:491:-1>	their subjects. In order to be pi	(FPW)	. Every	\$every\$	student has to do at least one practical semester,
<A:1:118:491:-1>	this will guarantee both	(FPW)	,	\$0\$	a 100 % free Internet access for students, scienti
<A:1:53:491:-1>	we propose free access to	(GA)		\$the\$	public transport
<A:1:53:491:-1>		(GA)	the	\$their\$	future (LS) job \$profession\$
<A:1:53:491:-1>	The head of	(GA)		\$the\$	university
<A:1:53:491:-1>	will be (LS) suggested \$voted\$	(GA)		\$a\$	secret ballot
<A:1:53:491:-1>	these criteria will play absolute	(GA)		\$the\$	(LS) first \$initial\$ consideration of applicants.
<A:1:53:491:-1>		(GA)		\$The\$	University administration should be completely :
<A:1:53:491:-1>	separated from	(GA)		\$the\$	whole body of teachers
<A:1:53:491:-1>		(GA)		\$The\$	Administration should be organized
<A:1:139:491:-1>	we will deal with questions cor	(GA)	the	\$0\$	access to university

German L1 Error Items (Asynchronous)

ID Code	Pre-context	Error	Category	Correction	Post-context
<A:1:139:491:-1>	We want to introduce	(GA) an		\$a\$	Eutropian Credit System
<A:1:139:491:-1>	all those grades will then be ac	(GA)		\$the\$	TEC.
<A:1:139:491:-1>	as they will receive	(GA) a		\$0\$	specialized training in companies
<A:1:139:491:-1>	will not be able to leave	(GA)		\$the\$	TEC before obtaining their final degree.
<A:1:157:491:-1>	students (LS) of \$from\$ all	(GA)		\$the\$	countries of Eutropia.
<A:1:53:491:-1>	To avoid the loss of the most	(GNN) students		\$student\$	graduates one should think about
<A:1:53:491:-1>	depending on their own	(GNN) interest		\$interests\$	
<A:1:53:491:-1>	Comments and	(GNN) question		\$questions\$	(GVT) are \$will be\$ highly appreciated.
<A:1:53:491:-1>	Elections will be held every twi	(GP) Every		\$Each\$	candidate can participate in an unlimited number
<A:1:53:491:-1>	possibility to hold \$possibility	(GVNF) make		\$to make\$	it easier and less bureaucratic to become a lectur
<A:1:157:491:-1>	necessary that the courses or st	(GVT) will be held		\$be held\$	in English.
<A:1:139:491:-1>	This time	(GVAUX) shall		\$will\$	(XVPR) consist from \$consist of\$ 8 semesters o
<A:1:139:491:-1>	Students who do not want to st	(GVAUX)		\$would\$	rather enter (LP) work-life \$the job market\$ (FS
<A:1:139:491:-1>	This	(GVAUX) shall		\$will\$	improve both their language and their inter-cult
<A:1:53:491:-1>	Due to the narrow schedule we	(GWC) fair		\$in a fair way\$	in order to reach our primary goal
<A:1:53:491:-1>	\$ecological\$	(GWC) ecologically		\$ecologically\$	orientated technology- sciences, as environment
<A:1:53:491:-1>	The Midlandian TaskFORCE v	(GWC) attendance		\$attention\$	.
<A:1:139:491:-1>	A) 2 major subjects which the :	(GWC) pursuit		\$pursue\$	throughout the 4 years of studying.
<A:1:53:491:-1>	the bureaucratic obstacles, gr	(XNCO) possibility to hc		\$possibility of h	lectures (GVNF) make \$to make\$ it easier and l
<A:1:53:491:-1>		(XNCO) we will see for \$seeing to \$		\$it that (LS) individual \$private\$	transport is mir
<A:1:127:491:-1>	Dear Eu Globe, as I am the per	(XNCO) in charge to ans		\$in charge of ar (WR) to \$0\$	your questions
<A:1:53:491:-1>	As mentioned before we shoul	(XVCO) to act innovativ		\$to act in an im .	
<A:1:53:491:-1>	be of secondary importance an	(XVCO) suggest to simp		\$suggest simply	the points of first name, gender, religion and nat
<A:1:118:491:-1>	We would like	(XVCO) to propose to t		\$to propose we	about the TEC as a geographically-remote learn
<A:1:127:491:-1>	If yes I would highly	(XVCO) appreciate to ge		\$appreciate get	your questions soon.
<A:1:139:491:-1>	enter (LP) work-life \$the job n	(XVCO) possibility to fir		\$possibility of f	after three years with their BA
<A:1:53:491:-1>	system for every student	(XNPR) in exchange		\$in exchange fo	we will (LP) see for it \$see to it\$
<A:1:139:491:-1>	This time (GVAUX) shall \$wil	(XVPR) consist from		\$consist of\$	8 semesters of studying at the university, 2 pract
<A:1:53:491:-1>	As mentioned before we shoul	(LS) use		\$take\$	this (FS) one off \$one-off\$ chance
<A:1:53:491:-1>	not every new and so-called in	(LS) money		\$investment\$	
<A:1:53:491:-1>	Due to the	(LS) narrow		\$tight\$	schedule
<A:1:53:491:-1>	we should negotiate	(LS) fast		\$quickly\$	and (GWC) fair \$in a fair way\$
<A:1:53:491:-1>	the	(LS) chamber		\$association\$	of handicrafts etc
<A:1:53:491:-1>	within the TEC, it has to be (F	(LS) excellantly		\$very\$	well structured
<A:1:53:491:-1>	graduates and scientists to	(LS) level		\$minimise\$	the problems arising from motherhood
<A:1:53:491:-1>	we propose English as the maj	(LS) tongue		\$language\$	in TEC.
<A:1:53:491:-1>	(XNCO)we will see for \$seein	(LS) individual		\$private\$	transport is minimized.
<A:1:53:491:-1>		(LS) post-pregnany		\$postnatal\$	re-integration (FS) programm\$ \$programs\$
<A:1:53:491:-1>	The	(LS) time		\$duration\$	of the studies in the `Tertiary Education Institut
<A:1:53:491:-1>	(GA) the \$their\$ future	(LS) job		\$profession\$.	
<A:1:53:491:-1>	Two of these five candidates w	(LS) into		\$onto\$	the main board.
<A:1:53:491:-1>	will be	(LS) suggested		\$voted\$	in (GA) \$a\$ secret ballot in which all members c
<A:1:53:491:-1>	play absolutely no role in (GA	(LS) first		\$initial\$	consideration of applicants.
<A:1:53:491:-1>	Teachers and professors shoul	(LS) addressed with		\$obliged to car	tasks
<A:1:70:491:-1>	(FM) developpment \$developn	(LS) As		\$like\$	your team,
<A:1:127:491:-1>	may have caused	(LS) to		\$for\$	your work.
<A:1:139:491:-1>	students will have to take exam	(LS) in		\$for\$	each course.
<A:1:139:491:-1>	medicine will	(LS) form		\$be considered	an exception
<A:1:152:491:-1>	we would like to clarify our id	(LS) of		\$regarding\$	administrative structure
<A:1:157:491:-1>		(LS) Remind		\$remember\$	that in Eutropolis
<A:1:157:491:-1>	\$there\$ will be students	(LS) of		\$from\$	all (GA) \$the\$ countries of Eutropia.
<A:1:157:491:-1>	We are waiting for other	(LS) possibilities		\$suggestions\$	concerning language in tertiary education.
<A:1:53:491:-1>	system for every student (XN	(LP) see for it		\$see to it\$	
<A:1:70:491:-1>	It would be interesting for both	(LP) get into contact		\$get in contact	before the next conference
<A:1:139:491:-1>	get their MA and (GVAUX) \$	(LP) work-life		\$the job market (FS) earlier-on \$earlier on\$	
<A:1:53:491:-1>	Gender equality among employ	(LCS) \$although\$			it should only be of secondary importance
<A:1:53:491:-1>	As mentioned before we shoul	(WR) offered		\$0\$	(XVCO) to act innovative and farsighted \$to act
<A:1:53:491:-1>	To avoid the loss of the most g	(WR) and		\$0\$	(GNN) students \$student\$
<A:1:53:491:-1>	a certain extent	(WR) and		\$0\$	and will be coordinated by a commissioner.
<A:1:70:491:-1>	In our policy paper you will fir	(WR) asked		\$0\$	.
<A:1:127:491:-1>	I am the person (XNCO) in ch	(WR) to		\$0\$	your questions I would like to apologize
<A:1:157:491:-1>	It seems t be that English will	(WR) reason		\$0\$	it is absolutely necessary that the courses or stuc
<A:1:157:491:-1>	You can't hold the courses in f	(WM) \$there\$			will be students (LS) of \$from\$ all (GA) \$the\$ c

German L1 Error Items (Asynchronous)

ID Code	Pre-context	Error	Category	Correction	Post-context
<A:1:53:491:-1>	should not	(WO)	longer take	Stake longer\$	than six semesters. Part two, the main studies, st
<A:1:139:491:-1>	This system will	(WO)	it also make	\$also make it\$	much easier for TEC students to study some sen
<A:1:53:491:-1>	society the Midlandian TaskFI	(S)	to you to use th	\$you take advai	circumstances to establish a modern
<A:1:53:491:-1>	be	(S)	a fixed point	\$at set times\$	in the schedule. In the basic studies students
<A:1:53:491:-1>	Student's Union will enjoy	(S)	much integratio	\$greater participj	the university's policy making.
<A:1:109:491:-1>	The Midlandian Delegation suj	(S)	the freedom of	\$Citizens are fre	and no single religion will be supported or supp
<A:1:117:491:-1>	referring to your message on g	(S)	point out our st	\$Clarify a point in our statement\$	.
<A:1:118:491:-1>	a 100 % free Internet access fr	(S)	state-finance-fr	\$non state-fund	communication network
<A:1:118:491:-1>	a geographically-remote learne	(S)	from the backgr	\$Considering ot the TEC as a future communication enterprise	
<A:1:139:491:-1>	We want to introduce (GA) an (S)	(S)	get more transp	\$make the students' qualifications more transparent\$	.
<A:1:152:491:-1>	It took over one semester for tl	(S)	rearrange this n	\$resolve this problem\$	.
<A:1:127:491:-1>	Again sorry for any possible tr	(SI)	inavailability	\$not being avail may have caused (LS) to \$for\$ your work.	
<A:1:53:491:-1>	The tertiary education-system c	(SU)	model-characte	\$? \$?	in the best sense of the word - old but reliable st
<A:1:53:491:-1>	All students and all employees	(SU)	franchise	\$? \$?	. The head of (GA) \$the\$ university will be (LS
<A:1:53:491:-1>	(GA) \$The\$ Administration s	(SU)	departure for its	\$? \$?	with administrators who are specially trained for
<A:1:118:491:-1>	The TEC will use its first rate c	(SU)	to politics	\$? \$?	as well as sciences to build up its own wireless c
<A:1:63:558:486>	bye,	(FS)	Kritina	\$Kristina\$	.
<A:1:75:558:486>	Hi david!	(CS)	wo bist du?es is (Ger.)		kristina."
<A:1:98:556:486>	we are asked to coordinate the	(FS)	negotiations	\$negotiations\$	
<A:1:107:556:486>	have just read the	(FS)	adenda	\$agenda\$	for the conference
<A:1:107:556:486>	what specific policies do the	(FS)	tsakfete	\$taskFETES\$	delegates
<A:1:107:556:486>		(FS)	Univerisity	\$University\$	
<A:1:131:556:486>	as	(FS)	anounced	\$announced\$	before and in friday's teleconference
<A:107:556:486>	i have just read the (FS) adend:	(FPM)	coastlands	\$Coastland's\$	opening statement and
<A:107:556:486>		(FPM)	coastlands	\$Coastland's\$	opinions on point 3 and 4:
<A:1:98:556:486>	put together all	(GA)	the	\$the\$	ideas of all countries
<A:1:98:556:486>	draft paper on policy"" or som	(GNC)	policy's	\$policy\$	(GNN) paper \$papers\$ (WR) part on policy \$OO
<A:1:98:556:486>	draft paper on policy"" or som	(GNN)	paper	\$papers\$	(WR) part on policy \$OOO\$,
<A:1:59:556:486>	i (we) got it done. the documer	(GVT)	find	\$will find\$	it in the ""papers"" section
<A:107:556:486>	could you tell me who else of c	(GVT)	is	\$will be\$	there?
<A:1:69:556:491>	are you doing any other prepar	(LS)	than	\$apart from\$	just reading the stuff?
<A:1:98:556:486>	\$the\$ ideas of all countries (G	(WR)	part on policy	\$OOO\$,
<A:107:556:486>	what specific policies do the (I	(WM)		\$have? \$?	... ?
<A:107:556:486>	they are responsible for points	(WM)		\$it so \$?	that we have opinions on these subjects tomorro
<A:1:131:556:486>	Hi delegates of Coastland! I	(WO)	have just, as (F)	\$Have just, written and sent the "draft paper..." as (FS) announced	
<A:1:59:556:486>	you (GVT) find \$will find\$ i i	(SU)	get along with i \$? \$?		. thanx for your patience. see you, hear from you
<A:1:62:486:-1>	drama and	(FM)	debate	\$debating\$	groups
<A:1:62:486:-1>		(FM)	busses	\$buses\$	and trains
<A:1:62:486:-1>	The power structure of the tert	(FM)	educational	\$education\$	system
<A:1:104:486:-1>	very often	(FM)	unimployed	\$unemployed\$	
<A:1:136:486:491>	but	(FM)	finnaly	\$finally\$	here is our answer
<A:1:144:486:-1>	What kind of journalism are (V	(FM)	practicing	\$practising\$?
<A:1:62:486:-1>	has to be increased	(FS)	aswell	\$as well\$	as the number
<A:1:62:486:-1>	As the university will tend to b	(FS)	ethic	\$ethnic\$	
<A:1:92:486:-1>	full access to everybody who	(FS)	whishes	\$swishes\$	to study
<A:1:92:486:-1>	full	(FS)	comonation	\$communication\$	between students of different universities
<A:1:95:486:-1>	should be open to everyone wl	(FS)	whishes	\$swishes\$	to take part
<A:1:100:486:-1>	we need more information abo	(FS)	opticl	\$optical\$	fibre links
<A:1:104:486:-1>	our position expressed in the	(FS)	forth	\$fourth\$	point of Technology
<A:1:104:486:-1>	a certain kind of	(FS)	courses	\$courses\$	
<A:1:104:486:-1>		(FS)	Coastlan's	\$Coastland's\$	team working on Education Policy
<A:1:136:486:491>	what about those 2 years of ""r	(FS)	intesification	\$intensification\$	
<A:1:136:486:491>		(FS)	what ever	\$whatever\$	that may be?
<A:1:136:486:491>		(FS)	rally	\$really\$	have that knowledge at the end
<A:1:136:486:491>	to repeat it for the	(FS)	finnal	\$final\$	exam
<A:1:136:486:491>	Thank you very much for	(FS)	colaborating	\$collaborating\$	
<A:1:141:486:-1>	As you can see from the profile	(FS)	Costland	\$Coastland\$	
<A:1:143:486:-1>	must be completely	(FS)	separate	\$separate\$	and efficient
<A:1:144:486:-1>	Take your time	(FS)	an	\$and\$	read through
<A:1:145:486:-1>	the profile of	(FS)	Costland	\$Coastland\$	
<A:1:153:486:-1>	about the	(FS)	finnal	\$final\$	exam
<A:1:153:486:-1>	after	(FS)	secondary	\$secondary\$	education
<A:1:62:486:-1>	To matriculate	(FPM)		\$,\$	any university students (GVN) have to \$has to\$
<A:1:62:486:-1>	language	(FPM)		\$,\$	students will have to learn about religious educa

German L1 Error Items (Asynchronous)

ID Code	Pre-context	Error	Category	Correction	Post-context
<A:1:62:486:-1>	- In (GP) that \$the\$ universi	(FPM)		,\$	(GNN) students \$student\$ activities such as (LP
<A:1:62:486:-1>	As the university will tend to b	(FPW)	,	\$0\$	too, (LS) beside \$besides\$ English
<A:1:100:486:-1>	We think	(FPW)	,	\$0\$	that we will agree with it, but we need more det
<A:1:136:486:491>	Do you think they all (WO) pe	(FPW)	,	\$0\$	(WM) \$well\$ what they want to be?
<A:1:62:486:-1>		(GA)	A	\$0\$	table of contents
<A:1:62:486:-1>	The number of	(GA)	the	\$0\$	teaching (LS)personal \$staff\$
<A:1:62:486:-1>		(GA)	A	\$0\$	table of (GNN) content \$contents\$
<A:1:62:486:-1>	All	(GA)		\$the\$	different universities should be built (LS) on \$in\$
<A:1:62:486:-1>		(GA)		\$the\$	one same area, close to each other
<A:1:62:486:-1>	a small University Village whic	(GA)		\$the\$	suburbs of Eutropolis
<A:1:95:486:-1>	very important to (LS) proove	(GA)		\$the\$	student's knowledge level.
<A:1:95:486:-1>		(GA)		\$The\$	Exception is that the non-regular students (over
<A:1:143:486:-1>	the main points of	(GA)		\$the\$	discussion \$
<A:1:143:486:-1>		(GA)		\$The\$	Administration must be completely (FS) separat
<A:1:143:486:-1>	limit the influence of enterprise	(GA)		\$the\$	Universities' policy-making
<A:1:153:486:-1>	about	(GA)		\$the\$	access exam
<A:1:62:486:-1>	they should have	(GNC)	English knowl	\$knowledge of	and the third exam will be from their future
<A:1:62:486:-1>	and the third exam will be fron	(GNC)	studying area	\$area of study\$	
<A:1:136:486:491>	We would make differences ac	(GNC)	student age	\$age of the stud ,	because (S) we think people all ages should no
<A:1:62:486:-1>	(GA) A \$0\$ table of	(GNN)	content	\$contents\$:
<A:1:62:486:-1>	wider possibilities to	(GNN)	student	\$students\$	, teachers and everyone involved in that educati
<A:1:62:486:-1>		(GNN)	Mathematic	\$Mathematics\$	, Computer Science, Electrical and Mechanical E
<A:1:62:486:-1>	Extra English courses will be o	(GNN)	course-beginnin	\$beginning of tl ,	(SU) so
<A:1:62:486:-1>	In (GP) that \$the\$ university c	(GNN)	students	\$student\$	activities such as (LP) music chorus \$musical ch
<A:1:95:486:-1>	we agree with your four	(GNN)	year	\$years\$	of education, but we would like to ask you, wh
<A:1:101:486:-1>	Dear Info-Technologists!As wr	(GNN)	negotiation	\$negotiations\$	, we would like (WO) you to ask \$to ask you\$
<A:1:62:486:-1>	a small number of private univ	(GP)	who	\$which\$	(LS) recommend \$charge\$
<A:1:62:486:-1>		(GP)	What	\$Which\$	technologies are to be used, when, by whom,
<A:1:62:486:-1>	In	(GP)	that	\$the\$	university campus (FPM) \$,\$ (GNN) students \$:
<A:1:95:486:-1>	and especially Midland,	(GP)	which	\$who\$	is coordinating Curriculum!
<A:1:136:486:491>	we think that	(GP)		\$it\$	is better to start it at 18,
<A:1:143:486:-1>	This paper (GVT) is being writ	(GADJO)	responsibles	\$people respon: for	Educational Policy (LS) of \$for\$ Coastland
<A:1:143:486:-1>	As (WM) \$regards?\$ entrance	(GADJO)	passed examina	\$an examination	at the end of school education has to be (GWC)
<A:1:62:486:-1>	In Coastland there	(GVN)	is	\$are\$	a small number of private universities (GP) who
<A:1:62:486:-1>	To matriculate(FPM) \$,\$ any u	(GVN)	have to	\$has to\$	finish a certain school grade
<A:1:97:486:-1>	What	(GVN)	are	\$is\$	the most important information? Where can we
<A:1:104:486:-1>	As far as your proposals on Pol	(GVN)	is	\$are\$	concerned, we (LS) prove \$approve of\$ the idea
<A:1:143:486:-1>	In order to make the bureaucra	(GVN)	is	\$are\$	needed.
<A:1:136:486:491>	Going to school until	(GVNF)	being	\$you are\$	19 or 18 makes a big difference at that age.
<A:1:142:486:-1>	nor appear in the ""sent messa	(GVT)	try	\$will try\$	it again with this test message.
<A:1:143:486:-1>	This paper	(GVT)	is being written	\$has been writt by the	(GADJO) responsibles
<A:1:143:486:-1>	(LS) of \$for\$ Coastland who	(GVT)	try	\$are trying\$	to coordinate the work on this issue
<A:1:143:486:-1>	we	(GVT)	try	\$will try\$	to sum up (WO) here the main points
<A:1:143:486:-1>	free of any responsibility for ad	(GVT)	are not concern	\$do not concern them	directly
<A:1:143:486:-1>	teaching faculty, students -	(GVT)	are going to	\$will\$	(S) have the same number
<A:1:143:486:-1>	(LS) Studying \$Tuition\$ fees ε	(GVT)	be depending	\$depend\$	on the financial situation
<A:1:95:486:-1>	Hello but we would like to ask	(GVAUX)	means this divis	\$does this divis ?!	
<A:1:141:486:-1>	Dear Delegates from Northlan	(GVAUX)	could	\$can\$	do us a favour!
<A:1:145:486:-1>	Dear Delegates from Northlan	(GVAUX)	could	\$can\$	do us a favour!
<A:1:62:486:-1>	more	(GWC)	youngster	\$young\$	students need to have access to high-standard ur
<A:1:62:486:-1>	fees have to become	(GWC)	standard	\$standardised\$	. The number o We would like (GWC)
<A:1:143:486:-1>	As (WM) \$regards?\$ entrance	(GWC)	obligate	\$obligatory\$	
<A:1:153:486:-1>	Hello to everybody,we are lool	(GWC)	discuss	\$the discussion!	about curriuculum and our aims:
<A:1:95:486:-1>	we	(XVCO)	agree to have	\$agree to havin an	(LS) access \$entrance\$ examination to enter
<A:1:95:486:-1>	we have been	(XVPR)	wondering on	\$wondering abt your statement on ""	compulsory education from:
<A:1:101:486:-1>	We hope that you will agree w	(XNUC)	informations	\$information\$	we asked for. "
<A:1:62:486:-1>	The communication facilities b	(LS)	several	\$various\$	tertiary educational institutions
<A:1:62:486:-1>	The most important goal is to r	(LS)	several	\$various\$	institutions,
<A:1:62:486:-1>	a small number of private univ	(LS)	recommend	\$charge\$	
<A:1:62:486:-1>	The number of (GA) the \$0\$ te	(LS)	personal	\$staff\$	
<A:1:62:486:-1>	Students should have the	(LS)	possibilities	\$chance\$	to work with computers
<A:1:62:486:-1>	We	(LS)	strongly	\$firmly\$	want to support the disabled students
<A:1:62:486:-1>	All (GA) \$the\$ different unive	(LS)	on	\$in\$	(GA) \$the\$ one same area
<A:1:62:486:-1>	close to each other,	(LS)	building	\$comprising\$	a small University Village
<A:1:62:486:-1>	English should become the	(LS)	central	\$main\$	language

German L1 Error Items (Asynchronous)

ID Code	Pre-context	Error	Category	Correction	Post-context
<A:1:62:486:-1>	As the university will tend to b (LS)	beside		\$besides\$	English
<A:1:62:486:-1>	different sports have to be offe (LS)	extend		\$broaden\$	(WO) general student \$student general\$ knowle
<A:1:92:486:-1>	students should have full partic (LS)	governice		\$governing board\$	
<A:1:95:486:-1>	we (XVCO) agree to have \$ag (LS)	access		\$entrance\$	examination
<A:1:95:486:-1>	because it is very important to (LS)	prove		\$test\$	(GA) \$the
<A:1:104:486:-1>	we (LS)	prove \$		\$approve of\$	the idea of collaboration between Firms and Un
<A:1:143:486:-1>	the (GADJO) responsables \$pe (LS)	of		\$for\$	Coastland
<A:1:143:486:-1>	want to make a first step (LS)	into		\$in\$	the direction of the final paper.
<A:1:143:486:-1>	Private / Public Universities - (LS)	Studying		\$Tuition\$	Fees
<A:1:143:486:-1>	(LS)	Studying		\$Tuition\$	fees are not to be introduced: access to Universi
<A:1:143:486:-1>	State-funded Universities gene: (LS)	billing		\$funding\$	from the government.
<A:1:143:486:-1>	Job-related training or practica (LS)	happen		\$are arranged\$	outside thertiary education institutions
<A:1:144:486:-1>	We hope you´ve (LS)	found		\$got\$	it during the second conference
<A:1:144:486:-1>	Any (LS)	statement		\$comment\$	
<A:1:62:486:-1>	That educational system shoulc (LSF)	professor´s		\$teaching\$	degree + they should have (GNC) English
<A:1:62:486:-1>	Students, (LSF)	professor		\$teachers/lectur	and local authorities should all have one third of
<A:1:104:486:-1>	We would like to (LP)	clear out		\$make clear\$	our position expressed in the (FS) forth \$fourth\$
<A:1:104:486:-1>	Usually, such Institutions , whi (LP)	set		\$set up\$	to a greater extent for grown-ups (very often (F)
<A:1:62:486:-1>	In (GP) that \$the\$ university c: (LCLC)	so as		\$as well as\$	different sports have to be offered to (LS) exten
<A:1:62:486:-1>	In Coastland there (GVN) is \$ε (LCC)	but		\$and\$	for the majority of our school leavers it's import
<A:1:142:486:-1>	(well, I'm not sure with the 2nc (LCC)	nor		\$0\$	, I (GVT) try \$will try\$ it again with this test me
<A:1:62:486:-1>	In Coastland there (GVN) is \$ε (WR)	studying		\$0\$	fees.
<A:1:62:486:-1>	One possibility to do that is tel: (WR)	is a mandatory		\$000\$	because it is necessary to reach all students, espe
<A:1:62:486:-1>	There should be special rooms (WR)	in		\$0\$	where students can use the internet or do wor
<A:1:141:486:-1>	We asked the InfoTech Group (WR)	of a		\$00\$	help.
<A:1:143:486:-1>	they should (WO) \$generally b (WR)	of studying fees:		\$000\$	.
<A:1:104:486:-1>	Nevertheless, if you have more (WM)			\$on\$	how to achieve this, please, let us know.
<A:1:136:486:491>	sorry for our short delay. We v (WM)			\$faced with a\$	lack of time, but (FM) finnaly \$finally\$ here is o
<A:1:136:486:491>	Do you think they all (WO) pe (WM)			\$well\$	what they want to be? Going to school until (G)
<A:1:136:486:491>	If we want to live in an equal s (WM)			\$gain\$	access to University, and then we do not have to
<A:1:143:486:-1>	access to Universities should (V (WM)			\$regards?\$	entrance requirements, a (GADJO) passed exam
<A:1:144:486:-1>	What kind of journalism are (WM)			\$you\$	(FM) practicing \$practising\$?
<A:1:62:486:-1>	As the computer literacy rate (WO)				is the lowest of \$in Coastland it ,
<A:1:62:486:-1>	(LCLC) so as \$as well as\$ dif (WO)				general student \$student genera knowledge
<A:1:101:486:-1>	Dear Info-Technologists!As we (WO)				you to ask \$to ask you\$ whether you could provide us with information :
<A:1:136:486:491>	Do you think they all (WO)				perfectly know \$know perfectly (FPW) , \$0\$ (WM) \$well\$ what they want to be
<A:1:142:486:-1>	As it has now (WO)				TWICE appear \$appeared to m that a message sent by me did neither reach the :
<A:1:143:486:-1>	we (GVT) try \$will try\$ to sun (WO)				here the main p \$the main point and want to make a first step (LS) into \$in\$ the
<A:1:143:486:-1>	they should (WO)				\$generally be fi be generally free (WR) of studying fees \$000\$
<A:1:143:486:-1>	Taking up the previous point, ε (WO)				be generally \$generally be\$
<A:1:62:486:-1>	- The power structure of the tei (S)				get re-organizet \$be reorganized in order to be more democratic\$
<A:1:62:486:-1>	should be free to decide about (S)				still fits unto \$is still in accor the minimum
<A:1:62:486:-1>	students who live on their own (S)				be money-supp \$receive financial support\$
<A:1:141:486:-1>	we (S)				have only little \$don't know much \$ about technology.
<A:1:143:486:-1>	professors, administrative staf (S)				have the same n \$participate in an equitative way in decision-making processes\$
<A:1:143:486:-1>	their financial participation mu: (S)				held small \$minimal\$.
<A:1:143:486:-1>	to guarantee that Universities (S)				stay free of stud \$maintain free tuition fees\$.
<A:1:145:486:-1>	we (S)				have only little \$don't know much \$ about technology.
<A:1:62:486:-1>	The number of (GA) the \$0\$ te (SU)				for avoiding a g \$?\$
<A:1:62:486:-1>	- Extra English courses will be (SU)				so as parallel \$?\$
<A:1:95:486:-1>	We would like to (SU)				point here on o: \$?\$
<A:1:136:486:491>	because some of them might h: (SU)				What we could \$?\$
<A:1:73:574:491>	students can (FM)				registrate \$register\$ their names
<A:1:73:574:491>	to improve (FS)				themselve \$themselves\$ we demand equal rights for them.
<A:1:73:574:491>	Students with children will hav (FS)				Quote \$Quota\$ regulations
<A:1:73:574:491>	so we will have to create a full (FS)				recycable \$recyclable\$ computer
<A:1:73:574:491>	Structure of (FS)				die \$the\$ University Board
<A:1:73:574:491>	(FS)				two \$two\$ will be elected
<A:1:73:574:491>	(FS)				No \$no\$ role in(GA) \$the\$ (LS) first \$initial\$ considerati
<A:1:73:574:491>	The Midlandian (FS)				TaskEETE \$TaskFETE\$ would like to thank you
<A:1:73:574:491>	Let (FS)				tbe \$the\$ negotiations be fast and fair,
<A:1:84:574:491>	All the others may take it as a (FS)				mnemonic \$mnemonic\$ aid
<A:1:84:574:491>	The text is (FS)				devivded \$divided\$ into two parts.
<A:1:84:574:491>	The negotiation strategy was (FS)				differnt \$different\$ from team to team

German L1 Error Items (Asynchronous)

ID Code	Pre-context	Error	Category	Correction	Post-context
<A:1:84:574:491>		(FS) May be		\$Maybe\$	I will add some extras to this 'feeling' paper
<A:1:73:574:491>	Every participating country's M (FPM)			\$. \$	(FS) two \$Two\$ will be elected (LS) into \$onto
<A:1:73:574:491>	Students who have attended sc (FPW)	,		\$0\$	after they have passed a written assessment in w
<A:1:73:574:491>	Students with children will hav (FPW)	,		\$. \$	a commission has to be made up of 50% female
<A:1:73:574:491>	, so these criteria will play abs (FPW)	.		\$0\$	(FS) No \$no\$ role in(GA) \$the\$ (LS) first \$init
<A:1:84:574:491>	Basically all other teams had k (FPW)	,		\$0\$	the other teams' policy papers as well as the scen
<A:1:73:574:491>	that might be useful for (GA)	the		\$their\$	future job
<A:1:73:574:491>	so these criteria will play absol (GA)			\$the\$	(LS) first \$initial\$
<A:1:73:574:491>	should be completely separatec (GA)			\$the\$	whole body of teachers and professors
<A:1:73:574:491>	(GA)			\$The\$	Administration should be organized in (SU) an e
<A:1:73:574:491>	The (GNC)	studying period		\$period\$	of stud' should be limited to around 12-14 semesters
<A:1:73:574:491>	To give women (GP) all \$ever (GNN)	chances		\$chance\$	to improve (FS) themselfe \$themselves\$ we der
<A:1:73:574:491>	To give women (GP)	all		\$every\$	(GNN) chances \$chance\$ to improve (FS) them
<A:1:73:574:491>	the Midlanders (GVN)	proposes		\$propose\$	(WM) \$taking advantage of\$ the positive circum
<A:1:84:574:491>	This (GVM)	lead		\$led\$	to (LS) nearly \$rather\$ rude and sometimes ann
<A:1:73:574:491>	Students who (GVT)	finished		\$finish\$	school
<A:1:73:574:491>	ten years and (GVT)	gained		\$gain\$	at least three years of (LS) working \$work exp
<A:1:73:574:491>	Comments and Questions (GVT)	are		\$will be\$	highly appreciated.
<A:1:19:574:491>	sent them back- I (GVT)	only tell		\$am only telling\$	you right now.
<A:1:73:574:491>	The Midlandian (FS) TaskEET (GWC)	attendance		\$attention\$	. Comments and Questions (GVT) are \$will be\$
<A:1:84:574:491>	(FS) May be \$Maybe\$ I will ac (GWC)	Cordial		\$Cordially\$	\$ven"
<A:1:73:574:491>	We (XNCO)	suggest to simp		\$suggest simply\$	the points of first name, gender, religion and nati
<A:1:73:574:491>	(GVT) gained \$gain\$ at least tl (LS)	working		\$work experier\$	in one area
<A:1:73:574:491>	must do a written (LS)	assessment		\$exam\$	
<A:1:73:574:491>	attend practical training outsid (LS)	already		\$seven\$	during the first semesters.
<A:1:73:574:491>	In return they should hold sem (LS)	semesters		\$students?\$	
<A:1:73:574:491>	which means that almost every (LS)	on		\$with\$	a high level when he enters the TEC
<A:1:73:574:491>	We would like to (LS)	emphasize		\$place emphasis\$	on
<A:1:73:574:491>	orientated technology-sciences (LS)	as		\$such as\$	environmental sciences
<A:1:73:574:491>	(FS) two \$Two\$ will be electe (LS)	into		\$onto\$	the main board.
<A:1:73:574:491>	The head of university will be (LS)	suggested		\$voted\$	in secret ballots in which all members of the mai
<A:1:73:574:491>	The main board will (LS)	furthermore		\$also\$	include three representatives
<A:1:73:574:491>	Every student should be able tc (LS)	in		\$of\$	the Union as well as (WM) \$having\$ a vote.
<A:1:73:574:491>	No \$no\$ role in(GA) \$the\$ (LS)	first		\$initial\$	consideration of applicants..
<A:1:73:574:491>	Teachers and professors should (LS)	addressed with		\$obliged to\$	can tasks which lie outside of their field of knowled
<A:1:84:574:491>	This (GVM) lead \$led\$ to (LS)	nearly		\$rather\$	rude and sometimes annoying statements esp.Cc
<A:1:119:574:491>	don't want the poor Northland (LS)	reached		\$taken aback\$	by a flood of messages
<A:1:71:574:491>	we have started trying to (LP)	get into contact		\$get in contact\$	with the Bardlanders
<A:1:71:574:491>	It-classeswill be (LP)	a fixed point		\$held at set tim\$	in the schedule
<A:1:73:574:491>	Talented female students need (WR)	need		\$0\$	special support concerning motherhood and equ
<A:1:73:574:491>	During the main studies the prt (WR)	into		\$0\$	software that might be useful for (GA) the \$thei
<A:1:73:574:491>	We have to be aware of the ne; (WR)	progress		\$0\$	could have on our environment
<A:1:73:574:491>	the Midlanders (GVN) propos (WM)			\$taking advant\$	the positive circumstances to establish a modern
<A:1:73:574:491>	Every student should be able tc (WM)			\$having\$	a vote.
<A:1:73:574:491>	Gender equality among employ (WM)			\$but\$	it should only be of secondary importance and s
<A:1:73:574:491>	Depending on the study subjec (WM)			\$for\$	2-4 hours per week.
<A:1:84:574:491>	All the others may take it as a (WM)			\$as to\$	what the first conference was like. This is the 'fe
<A:1:73:574:491>	We won't lose our most gifted (WO)	for them attract		\$attractive for tl\$	.
<A:1:73:574:491>	The basic studies, which shoul (WO)	no longer take t		\$stake no longer\$	six semesters.
<A:1:73:574:491>	There will be three ways to get (S)	the permission t		\$access to further education\$:
<A:1:73:574:491>	Students are obliged (S)	to inform them		\$to get information\$	about job perspectives after each semester\$
<A:1:73:574:491>	(S)	It assures them		\$It will guarant\$	TEC policy.
<A:1:73:574:491>	Students who (GVT) finished \$ (SU)	consistently		?\$	must do a written (LS) assessment \$exam\$ for s
<A:1:73:574:491>	All students and all employees (SU)	franchise		?\$	. The head of university will be (LS) suggested \$
<A:1:73:574:491>	(GA) \$The\$ Administration sh (SU)	an efficient dep.\$?		?\$	with administrators who are specially trained for
<A:1:91:571:491>	(FM)	referred		\$referred\$	to policy
<A:1:74:571:491>	The studies are (FS)	devided		\$divided\$	into two parts
<A:1:74:571:491>	(FS)	improving		\$improving\$	their typing speed, use of the internet,
<A:1:74:571:491>	The basic (FS)	subjets		\$subjects\$	like maths, language, natural sciences,
<A:1:91:571:491>	(FS)	costums		\$costoms\$	of each country
<A:1:91:571:491>	(FS)	conserning		\$concerning\$	the TEC system.
<A:1:91:571:491>	it starts after (FS)	compulsary		\$compulsory\$	education.
<A:1:134:571:491>	(FS)	Therefore		\$Therefore\$	

German L1 Error Items (Asynchronous)

ID Code	Pre-context	Error	Category	Correction	Post-context
<A:1:134:571:491>	they have to	FS	ppass	\$pass\$	an exam
<A:1:134:571:491>	After (GA) the \$0\$ (LS) visit \$ (FPM)			,\$	which will have a curriculum
<A:1:134:571:491>	a curriculum like a grammar sc (FPM)			,\$	they have to pass a final exam which can be cor
<A:1:74:571:491>	This schedule is (LS) build \$de (GA)		the	\$such a \$	way that
<A:1:74:571:491>	Every student who (LS) visits \$ (GA)			\$the\$	courses in his schedule
<A:1:74:571:491>	will have all (GA)			\$the\$	certificates he needs at the end of the semester.
<A:1:74:571:491>	introducing software that might (GA)		the	\$their\$	future job
<A:1:134:571:491>	at the end of (GA)		the	\$0\$	grammar school.
<A:1:134:571:491>	people who haven't (LS) visite (GA)		the	\$0\$	grammar school
<A:1:134:571:491>	After (GA)		the	\$0\$	(LS) visit \$attending\$ (WR) of \$0\$
<A:1:134:571:491>	Exam for people who have wo (GA)			\$a\$	long time
<A:1:74:571:491>	To (S) improve the knowledge (GNN)		semester	\$semesters\$	would be better.
<A:1:134:571:491>			(GP)	\$They\$	are mostly people who have worked for some ye
<A:1:91:571:491>	there was a misunderstanding ((GVNF)		locating	\$the location of	the TEC
<A:1:74:571:491>	Because of the fact that the stu (GWC)		full	\$fully\$	financed by the state, the time of the studies in ti
<A:1:134:571:491>	People who want to make up fi (XNCO)			possibility to (L \$possibility of z	evening classes.
<A:1:134:571:491>	People who have worked for a (XNCO)			possibility to st	\$possibility of s a subject which has got something to do
<A:1:91:571:491>			(XNPR)	respect of	\$respect for\$ culture
<A:1:91:571:491>	It will be helpful for those who (XVPR)			take part into	\$take part in\$ the conference.
<A:1:91:571:491>	all members of the TaskFETE (XVPR)			taken part into	\$taken part in\$ the conference
<A:1:74:571:491>	In this new campus-village all (LS)			institutions	\$learning environments\$
<A:1:74:571:491>	\$learning environments\$ (LS)		like	\$such as\$	the university, evening classes, polytechnics and
<A:1:74:571:491>	To make life easier for student (LS)		account	\$number\$	of semesters
<A:1:74:571:491>	This schedule is (LS)		build	\$designed\$	in (GA) the \$such a \$ way
<A:1:74:571:491>	Every student who (LS)		visits	\$completes\$	all (GA) \$the\$ courses in his schedule with succ
<A:1:74:571:491>	As we want students to be prep (LS)		on	\$for\$	working with modern information technology,
<A:1:74:571:491>	the IT-Classes should be (LS)		educated	\$given\$	(WM) \$for\$ 2-4 hours per week
<A:1:74:571:491>	The number of weekly lessons (LS)		like	\$as\$	in grammar schools in secondary educations
<A:1:91:571:491>	after reading the summary you (LS)		a view	\$an idea\$	about what was going on.
<A:1:91:571:491>	there was a misunderstanding (LS)		of	\$with\$	Bardland concerning
<A:1:134:571:491>	Everybody who has (LS)		made	\$completed\$	his (CS) Öbitür(Ger.)
<A:1:134:571:491>	can go to university no matter (LS)		if	\$whether\$	
<A:1:134:571:491>	the (LS)		degree	\$mark\$	was good or bad.
<A:1:134:571:491>	The preparation phase (LS)		to	\$for\$	this exam will last two years
<A:1:134:571:491>	where the pupils are (LS)		forced	\$obliged\$	to do (S) self-organized working in connection
<A:1:134:571:491>	the (XNCO) possibility to (LS)		visit	\$attend\$	\$possibility of attending\$ evening classes
<A:1:134:571:491>	an opportunity for people who (LS)		visited	\$attended\$	(GA) the \$0\$ grammar school
<A:1:134:571:491>	After (GA) the \$0\$ (LS)		visit	\$attending\$	(WR) of \$0\$ the evening classes
<A:1:134:571:491>	have to (FS) ppass \$pass\$ an e (LS)		contains	\$includes\$	questions
<A:1:134:571:491>	questions (LS)		to	\$on\$	the specific subject.
<A:1:154:571:491>	Try to (LS)		pass	\$make?\$	this conference as productive as possible
<A:1:74:571:491>	IT-classes will be a (LP)		fixed point	\$set time\$	in the schedule
<A:1:74:571:491>	The curriculum for the adult gr (WR)		nearly	\$0\$	similar to the curriculum of the secondary educa
<A:1:134:571:491>	After (GA) the \$0\$ (LS) visit \$ (WR)		of	\$0\$	the evening classes(FPM) \$,\$ which will have a
<A:1:91:571:491>	All delegations were (WM)			\$of\$	the opinion that it starts after (FS) compulsory \$
<A:1:134:571:491>	People who want to make up fi (WM)		the	\$not doing the (	have the (XNCO) possibility to (LS) visit \$atten
<A:1:134:571:491>	There \$They\$ are mostly peop (WM)			\$have\$	now decided to study. After (GA) the \$0\$ (LS) .
<A:1:154:571:491>	Special greetings to all particip (WO)		all have	\$have all\$	read our pre-information paper about today`s th
<A:1:74:571:491>	One pratical semester is the mi (S)		improve the kn	\$further the exp , two (GNN) semester \$semesters\$	would be be
<A:1:134:571:491>			(S)	Passed is passee	\$A pass means you are apt\$
<A:1:134:571:491>	where the pupils are (LS) forc		(S)	self-organized v	\$work that they look for themselves connected with a subject at
<A:1:74:571:491>	The (SU)		requests	\$?\$	in all courses at one time will always be the sam
<A:1:74:571:491>	The subjects will be the same v (SU)		depending the a	\$?\$	. The basic (FS) subjets \$subjects\$ like maths, k
<A:1:134:571:491>	Everybody who has (LS) made (CS)		Öbitür	(Ger.)	in grammar school will have access to university
<A:1:134:571:491>	The (CS)		Öbitür	(Ger.)	is the final exam at the end of (GA) the \$0\$ gr
<A:1:102:576:491>	Hello fellow-middies and every (XNPR)		charge with	\$charge of\$	the technology (LS) efforts \$area\$ for the Midla
<A:1:102:576:491>	I'm in (XNPR) charge with \$cl (LS)		efforts	\$area\$	for the Midlandian delegation
<A:1:102:576:491>	and especially to (LS)		realize	\$carry out?\$	`goals and priorities` of the (SU) latter \$?\$
<A:1:102:576:491>	As you all know, information t (SU)		latter	\$?\$!
<A:1:120:583:-1>	the delegations` ideas (FS)		ant	\$and\$	thoughts
<A:1:120:583:-1>	there are some points within th (FPW)		,	\$0\$	that need some critical evaluation.
<A:1:120:583:-1>	promote the use of computers (GA)			\$a\$	true means of communication within and betwee
<A:1:120:583:-1>	The first teleconference and th (GVN)		has shown	\$have shown\$	that some of the teams gave utterance to a casca
<A:1:120:583:-1>	Their paper as well as their cor (GVN)		has	\$have\$	to be described as poor and unprofessional

German L1 Error Items (Asynchronous)

ID Code	Pre-context	Error Cate	Error	Correction	Post-context
<A:1:120:583:-1>	They want a ""University Boar	(XVPR)	comprising of	\$comprising\$	members from all over Eutropia to be establishe
<A:1:120:583:-1>	hindered from studying by havi	(LS)	tuitions	\$tuition fees\$	.
<A:1:120:583:-1>	there are some points within th	(LS)	catalogue	\$list\$	(FPW), \$0\$ that need some critical evaluation.
<A:1:120:583:-1>	Since it is impossible to summa	(WR)	up	\$0\$	in just a few short lines at this early stage of the
<A:1:120:583:-1>	They want to force people to u	(WR)	forms of	\$00\$	means of transportation.
<A:1:120:583:-1>	Well, maybe you guys (and gir	(WR)	in	\$0\$	""University, Inc.""?
<A:1:120:583:-1>	The first teleconference and th	(WM)		\$policy\$	statement papers (GVN) has shown \$have show
<A:1:120:583:-1>	Do I here	(WM)		\$have\$	reminiscences of the late 1960's
<A:1:120:583:-1>	late 1960's	(WM)		\$when there w	saying that you shouldn't trust a man who turne
<A:1:120:583:-1>	Although the Bardlandian prog	(WM)		\$there is\$	less emphasis on students' grades,
<A:1:120:583:-1>	Some	(S)	sources to this r	\$of this paper's	described the Bardlandian paper as being rather
<A:1:120:583:-1>	And again we can see the	(S)	rays of a Centra	\$!\$	of presumably well-intentioned ideas and sugges
<A:1:120:583:-1>	Last but not least	(S)	it should be con	\$we should con ,	if the dropping of all ""criteria""
<A:1:120:583:-1>	They want mandatory schedule	(SI)	experiencing	\$gaining experi	during their studies.
<A:1:120:583:-1>	some of the teams gave utteran	(SU)	very	\$?\$	ideas and thoughts.
<A:1:120:583:-1>	Developments in the United St	(SU)	lifting	\$imposition\$	of ""affirmative action"" schemes that had been
<A:1:132:568:491>		(FM)	informatics	\$computer science\$	
<A:1:132:568:491>		(FS)	mathmatics	\$mathematics\$	
<A:1:132:568:491>		(FS)	technomathmati	\$technomathematics\$	
<A:1:132:568:491>	Everybody should have an intr	(LS)	into	\$to\$	computers in his first semester.
<A:1:132:568:491>	medicine/psychology/social ed	(LS)	nursery	\$nursing\$	
<A:1:132:568:491>	4.	(WO)	technician on pr	\$roduction tec	/business management engineering/metal-technol
<A:1:132:568:491>	8. sociology/geography/history	(SU)	polocy	\$?\$	
<A:1:132:568:491>	12. educational studies/studies	(CS)	öbitur	(Ger.)	
<A:1:130:567:491>	Hi middish Cathy, pls	(LS)	notice	\$note\$	that Rebus, Gayle and I have the print-out
<A:1:130:567:491>	Rebus wants to collect the mai	(LS)	that	\$them\$	on
<A:1:130:567:491>	Will you be with us??? That w	(CS)	Allora, ci vedai	(Ital.)	? Jasmine
<A:1:135:570:491>	It's possible to either take part	(FS)	activley	\$actively\$	in a lecture
<A:1:135:570:491>		(FS)	aswell	\$as well\$	as students
<A:1:139:570:491>	As there are only	(FS)	representative	\$representative\$	
<A:1:139:570:491>	even if it is	(FS)	to	\$too\$	late
<A:1:135:570:491>	During the (LS) mentioned \$at	(FPM)		,\$	the (GNN) applicant \$applicant\$ (WR) student
<A:1:135:570:491>	the (GNN) applicant \$applican	(FPW)	,	\$0\$	needed for their studies.
<A:1:135:570:491>	(S) show the diverse features o	(FPW)	,	\$0\$	pupils may (WO) haven't \$not have\$
<A:1:135:570:491>	pupils may (WO) haven't \$not	(FPW)	,	\$0\$	yet
<A:1:135:570:491>	students \$0\$ ought to get all	(GA)		\$the\$	information
<A:1:135:570:491>	The purpose of	(GA)		\$the\$	P.U.S.M. is to
<A:1:139:570:491>	not necessarily all	(GA)		\$the\$	(LS) professors \$teachers\$
<A:1:135:570:491>	During the (LS) mentioned \$at	(GNN)	applicant	\$Applicants\$	(WR) students \$0\$ ought to get all (GA) \$the\$ i
<A:1:135:570:491>	Attending the university while	(GNN)	vacations	\$vacation\$,
<A:1:135:570:491>	the	(GNN)	applicant	\$Applicants\$	(WR) students \$0\$ find a simulated university si
<A:1:135:570:491>	A selection of	(GNN)	subject	\$subjects\$	representing courses and lectures with the regul
<A:1:135:570:491>	(SU) even with already regist	(GNN)	applicant	\$Applicants\$	(WR) students \$0\$.
<A:1:135:570:491>	(LS) Within \$During\$ the P.U.	(GNN)	applicant	\$Applicants\$	(WR) students \$0\$ have to register for their (LS
<A:1:135:570:491>	students are (LS) in \$on\$	(GP)	their	\$0\$	(GNN) vacations \$vacation\$,
<A:1:135:570:491>	No	(GWC)	later	\$late\$	registration will be accepted.
<A:1:139:570:491>	Senior students are present, be	(XVPR)	participate on	\$participate in\$	the PUSM twice (S) in their whole studies \$duri
<A:1:135:570:491>	have to	(LS)	absolve	\$participate in\$	P.U.S.M.to get access
<A:1:135:570:491>	all registered students are	(LS)	in	\$on\$	(GP)their \$0\$ (GNN) vacations \$vacation\$
<A:1:135:570:491>		(LS)	Professors	\$Lecturers\$	(FS) aswell \$as well\$ as students
<A:1:135:570:491>	addressed with questions direc	(LS)	afterward	\$after\$	the sessions
<A:1:135:570:491>	the sessions.	(LS)	Professors	\$Lecturers\$	have to be at the P.U.S.M.
<A:1:135:570:491>	each time for one week.	(LS)	Within	\$During\$	the P.U.S.M. all
<A:1:135:570:491>	students \$0\$ have to register fc	(LS)	desired	\$chosen\$	subjects
<A:1:135:570:491>	attract students to	(LS)	join	\$enrol in\$	underrated subjects; -
<A:1:139:570:491>	not necessarily all (GA) \$the\$	(LS)	professors	\$teachers\$	
<A:1:139:570:491>		(LS)	Patterns	\$Schedules\$	could be like with the senior students
<A:1:135:570:491>	have to (LS) absolve \$particip	(WR)	permission	\$0\$	to university.
<A:1:135:570:491>	the (GNN) applicant \$applican	(WR)	students	\$0\$	ought to get all (GA) \$the\$ information(FPW) ,
<A:1:135:570:491>	the (GNN) applicant \$applican	(WR)	students	\$0\$	find a simulated university situation:
<A:1:135:570:491>	(GNN) applicant \$applicant\$	(WR)	students	\$0\$	. It's possible to either take part (FS) activley \$ac
<A:1:135:570:491>	all (GNN) applicant \$applicant	(WR)	students	\$0\$	have to register for their (LS) desired
<A:1:135:570:491>	(S) show the diverse features o	(WO)	haven't	\$not have\$	considered (FPW), \$0\$ yet
<A:1:135:570:491>		(S)	show the divers	\$give informati	the subjects(FPW), \$0\$ pupils may (WO) haven
<A:1:135:570:491>	because in our opinion, student	(S)	good level of kr	\$good academic level\$	.

German L1 Error Items (Asynchronous)

ID Code	Pre-context	Error	Category	Error	Correction	Post-context
<A:1:135:570:491>	Do you really think, that people	good knowledge	(S)	\$a good academic when they are 18?		
<A:1:135:570:491>	because	we think people	(S)	\$we don't think people of all ages should be able to study under		
<A:1:139:570:491>	maybe	I formulated it	(S)	\$I put things in a very complicated way\$:		
<A:1:139:570:491>	they have to (XVPR)	in their whole	(S)	\$during their de, each time for one week		
<A:1:139:570:491>	Teachers are another problem:	quite understand	(S)	\$in a comprehensible way\$:		
<A:1:135:570:491>	A selection of (GNN)	even with	(SU)	\$applicant \$applicants\$, are open to the (GNN) applicant \$applicants\$		
<A:1:135:570:491>	It's possible to either take part	some impressio	(SU)	.\$?		
<A:1:135:570:491>	so that every student can be	regularly	(SU)	.\$?		starts. No (GWC) later \$late\$ registration will be
<A:1:135:570:491>	The purpose of (GA)	uncertain	(SU)	.\$?		students before attending university regularly
<A:1:135:570:491>		enhance admini	(SU)	.\$?		"
<A:1:155:569:491>	Our proposal of a	separated	(FM)	\$separate\$ administration		
<A:1:155:569:491>	should also include student	representation	(FM)	\$representatives\$		
<A:1:155:569:491>	Coastland seem to be keen on	entrance	(FS)	\$entrance\$ examinations		
<A:1:155:569:491>	industrial training was not fully	was not fully	(GVT)	\$has not been fully clarified yet\$		
<A:1:155:569:491>	The point	of	(LS)	\$on\$ industrial training		
<A:1:155:569:491>	not fully	cleared	(LS)	\$clarified\$ (GVT) was not fully clarified		
<A:1:155:569:491>	private investments when	clearly	(LS)	\$precisely\$, but there was a clear agreement		
<A:1:155:569:491>		industrial traini	(LP)	\$practical training in industry\$		
<A:1:155:569:491>	Dear fellow Midlanders,I wish		(WM)	\$About\$ what agreements were reached during the second telec		
<A:1:155:569:491>	All delegations agreed that	be represented	(S)	\$have equal representation\$		
<A:1:155:569:491>	All groups will	receive equal	(S)	\$be entitled to the same number of votes\$.		
<A:1:155:569:491>	The question of entrance	in what way	(SU)	wa\$? , although both Northland and Coastland seem t		
<A:2:172:1402:-1>	Due to Midland's recent	economical	(FM)	\$economic\$ problems		
<A:2:172:1402:-1>	establishing a	for	(FS)	\$to\$ every member of our society.		
<A:2:231:1402:-1>	We are pleased to see such	great	(FS)	\$great\$ interest in our work		
<A:2:231:1402:-1>	Eutropian citizens ought to	receive	(FS)	\$receive\$ the latest news		
<A:2:231:1402:-1>	at your disposal for further	uestions	(FS)	\$questions\$		
<A:2:231:1402:-1>	Yours	sincerely	(FS)	\$sincerely\$		
<A:2:269:1402:-1>	We collected those	opinions	(FS)	\$opinions\$ on the information rights		
<A:2:269:1402:-1>	The right to	receive	(FS)	\$receive\$ and impart information		
<A:2:269:1402:-1>	have the right to obtain	trueful	(FS)	\$truthful\$ information under (GA) \$the\$ guarantee		
<A:2:273:1402:-1>	to (GVNF) develop	substitute	(FS)	\$substitute\$ (GVNF) substitute \$substituting\$		
<A:2:172:1402:-1>	We are opposed to the	\$,\$	(FPM)	\$,\$ hiring policies, such as the reluctance to hire wo		
<A:2:273:1402:-1>	has the right to be unique and	\$,\$	(FPM)	\$,\$ to (LS) get \$have\$ (GA) \$the\$ same rights as an		
<A:2:273:1402:-1>	but this doesn't mean	,	(FPW)	\$0\$ that we are not (XADJCO) interested to support		
<A:2:273:1402:-1>	We will be pleased	,	(FPW)	\$0\$ if we can (LS) give \$share\$ our experiences reg		
<A:2:172:1402:-1>	(XVCO) dedicated to	the	(GA)	\$0\$ economic growth and		
<A:2:269:1402:-1>	indispensable as long as	\$the\$	(GA)	\$the\$ rights, freedom and security		
<A:2:269:1402:-1>	(FS) trueful	\$the\$	(FS)	\$the\$ guarantee		
<A:2:269:1402:-1>	of	\$a\$	(GA)	\$a\$ public media		
<A:2:273:1402:-1>	(XVPR) referring	the	(GA)	\$0\$ Personal Rights.		
<A:2:273:1402:-1>	to (LS) get	\$the\$	(GA)	\$the\$ same rights as anybody else in the society		
<A:2:273:1402:-1>	We will be pleased	teenager	(FPW), \$0\$ (GNN)	\$teenagers\$ and young (LP) grown-up person \$adults\$		
<A:2:273:1402:-1>	independent of	its	(GP)	\$their\$ race, colour, gender		
<A:2:273:1402:-1>	Fortunately, we don't have	such	(GP)	\$as many\$ drug problems as some other countries might ha		
<A:2:273:1402:-1>	neighbours in the	develop	(GVNF)	\$developing\$		
<A:2:273:1402:-1>	or (FS) substitute	substitut	(GVNF)	\$e \$substituting\$ their own strategies to avoid these kind of subst;		
<A:2:172:1402:-1>	we	struggle	(GVT)	\$are struggling\$ to reach a unique national identity.		
<A:2:269:1402:-1>	Referring to	\$would\$	(GVAUX)	\$would\$ like to know your opinion on their detailed sugg		
<A:2:269:1402:-1>	We	\$would\$	(GVAUX)	\$would\$ like to discuss the introduction of special protect		
<A:2:172:1402:-1>		Momentarily	(GWC)	\$At the momen our retirement insurance system is about to colla		
<A:2:273:1402:-1>	that we are not	(XADJCO),	(XADJCO)	interested to su\$interested in si the other countries in the Eutropian Union in any		
<A:2:172:1402:-1>	The delegation of	chances finding	(XNCO)	\$chances of finc jobs and their place in our society		
<A:2:172:1402:-1>	Due to Midland's recent	dedicated to	(FM), (XVCO)	\$dedicated to en\$ (GA) the \$0\$ economic growth		
<A:2:172:1402:-1>	and	get back	(XVCO)	\$getting back\$ to the stability we once had.		
<A:2:172:1402:-1>	We want to	replace the	(XVPR)	\$replace the pre more flexible ones		
<A:2:273:1402:-1>	we wish to inform you	referring	(XVPR)	\$referring to\$ (GA) the \$0\$ Personal Rights.		
<A:2:273:1402:-1>	We hope that our	referring	(XVPR)	\$referring to\$ Personal Rights will give you an idea to prepare		
<A:2:172:1402:-1>	the government using	possibilities	(LS)	\$skinds\$ of punishment		
<A:2:172:1402:-1>	We are planning to	hearten	(LS)	\$encourage\$ women to enter the IT sector.		
<A:2:269:1402:-1>	Please send us your	to	(LS)	\$on\$ those topics and tell us how you think		
<A:2:273:1402:-1>	With reference to your	from	(LS)	\$of\$ 8.11.00 we wish to inform you about our statem		
<A:2:273:1402:-1>	to	get	(LS)	\$have\$ (GA) \$the\$ same rights as anybody else in the s		
<A:2:273:1402:-1>	We will be pleased	give	(FPW), \$0\$ (LS)	\$share\$ our experiences		

German L1 Error Items (Asynchronous)

ID Code	Pre-context	Error Cate	Error	Correction	Post-context
<A:2:273:1402:-1>	against drugs	(LS)	to	Swith\$	our neighbours Eutropian Unio (LS)
<A:3:301:1402:-1>	Please let us know your statem	(LS)	until	Sbefore\$	14.11.00, 12 o'clock.
<A:2:172:1402:-1>	our retirement insurance system	(LP)	For the short ter	\$In the short ter	we need to ensure
<A:2:273:1402:-1>	protecting our (GNN) teenage	(LP)	grown-up persc	\$adults\$	against drugs
<A:2:273:1402:-1>	This means that we want to en:	(LCLS)	furthermore	\$0\$	becomes an inalienable right.
<A:2:231:1402:-1>	Certainly we are of the opinior	(WO)	as well get the c	\$get the chance .	
<A:2:172:1402:-1>	In order to keep our retirement	(S)	a population gr	\$a growth of the population is desirable\$.	
<A:2:172:1402:-1>	persecuted by the government	(S)	offered by law	\$available in the ; surely our main interest is to prevent any discri	
<A:2:273:1402:-1>	This	(S)	includes that an	\$means that any independent of (GP) its \$their\$ race, colour, gen	
<A:2:175:1406:14C	the importance of the negotiati	(FS)	capitol	\$capitol\$.	
<A:2:175:1406:14C	Our	(FS)	political	\$political\$	columnist will (LP) size up \$review\$ the differer
<A:2:175:1406:14C	We regard	(GA)	an	\$a\$	Eutropian Community- divergent
<A:2:175:1406:14C	After the policy statements	(GVT)	will have been	\$have been pub - today at noon	
<A:2:175:1406:14C	We are well	(XVPR)	aware	\$aware of\$	the importance of the negotiations (LS) to \$for\$
<A:2:173:1406:14C	we will publish at least three	(LS)	numbers	\$issues\$	a week.
<A:2:175:1406:14C	the importance of the negotiati	(LS)	to	\$for\$	our (FS) capitol \$capitol\$
<A:2:175:1406:14C	will contribute to an even wide	(LS)	portrayal	\$coverage of events\$	
<A:2:175:1406:14C	\$coverage of events\$	(LS)	of	\$in\$	the Eutropian Federation.
<A:2:175:1406:14C	(GA) an \$a\$ Eutropian Comm	(LS)	by	\$as regards\$	cultural ideas and political positions,
<A:2:175:1406:14C	every single decision	(LS)	from	\$taken by\$	the Eutropian Commission,
<A:2:175:1406:14C	Our (FS) political \$political\$ cc	(LP)	size up	\$review\$	the different statements of the different states
<A:2:173:1406:14C	The regular issues are publishe	(SU)	point to	\$?\$	the following dossier / extra issue / interviews.
<A:2:192:1506:14C	compulsory military service"" i	(FS)	od	\$of\$	""compulsory labour""
<A:2:192:1506:14C	enjoy the arts and to share in	(FS)	sscientific	\$scientific\$	advancement and its benefits
<A:2:192:1506:14C	""...to share in	(FS)	scientific	\$scientific\$	advancement and its benefits
<A:2:192:1506:14C	against	(FS)	pornographie	\$pornography\$	and occultism (LS) in son\$ the Internet
<A:2:192:1506:14C	including freedom to	(FS)	nold	\$hold\$	opinions
<A:2:192:1506:14C	and to	(FS)	receitive	\$receive\$	and impart information and ideas
<A:2:192:1506:14C	The exercise of	(FS)	thes	\$these\$	freedoms carries with it duties and responsibiliti
<A:2:192:1506:14C	We would like to include an ar	(FS)	explicitly	\$explicitly\$	to data-transfer within the Federation
<A:2:192:1506:14C	fundamental respect for human	(GA)	a	\$the\$	basis of the Eutropian Federation
<A:2:192:1506:14C	But as the Federation is	(GA)	a	\$an\$	""organization of States""
<A:2:192:1506:14C	(a democratic society must hav	(XNCO)	means of to ave	\$means of aven, a crime)	
<A:2:192:1506:14C	but we strongly recommend a)	(XNCO)	opportunity to l	\$opportunity fo abortion	
<A:2:192:1506:14C	delegates of the Task Force on	(LS)	of	\$from\$	the country of
<A:2:192:1506:14C	quelling a riot or a	(LS)	resurrection	\$insurrection\$	when lives are endangered
<A:2:192:1506:14C	against (FS) pornographie \$por	(LS)	in	\$on\$	the Internet (3.2)
<A:2:192:1506:14C	We	(LS)	emphasize	\$place emphasi on the protection of life	
<A:2:192:1506:14C	but we strongly recommend a)	(LP)	to be taken in	\$it be included\$ because it opens the (XNCO) opportunity to leg	
<A:2:192:1506:14C	Everyone shall have the right	(WO)	freely to partici	\$to participate f in the cultural life of the community,	
<A:2:192:1506:14C	individual articles on human ri;	(S)	too restrictivel	\$phrased in a restricting way\$.	
<A:2:193:1401:-1>	Therefore we think that	(FM)	intentional	\$intentional\$	deprivation of life is morally
<A:2:193:1401:-1>	we still consider the self-determ	(FS)	individuell	\$individual\$	countries indispensable
<A:3:292:1401:-1>	Could you please describe your	(FS)	moew	\$more\$	precisely?
<A:3:292:1401:-1>	We hope to	(FS)	staay	\$stay\$	in further contact with you
<A:3:292:1401:-1>	(Highland	(FS)	deldelegate	\$delegate\$)
<A:3:293:1401:-1>	'serious enough' (your #71)to	(FS)	invoce	\$invoke\$	(GA) \$the\$ death penalty
<A:3:293:1401:-1>	The issues raised within persor	(FS)	tough	\$tough\$	the basis
<A:3:305:1401:-1>	We would be very grateful if y	(FS)	couls	\$could\$	send us your answers soon
<A:3:308:1401:-1>	we are currently working on th	(FS)	persnal	\$personal\$	rights,
<A:3:313:1401:-1>	Yours sincerely. Louise (deleg	(FS)	fro	\$from\$	Highland)
<A:2:193:1401:-1>	fundamental respect for human	(GA)	a	\$the\$	basis of the Eutropian Federation
<A:3:284:1401:-1>	duty of society to offer every n	(GA)		\$the\$	(LS) ample \$adequate\$ means to be able to raise
<A:3:293:1401:-1>	About	(GA)		\$the\$	death penalty:
<A:3:293:1401:-1>	Since you are in favour of	(GA)		\$the\$	death penalty
<A:3:293:1401:-1>	to (FS) invoce \$invoke\$	(GA)		\$the\$	death penalty
<A:3:295:1401:-1>	ask your opinion about	(GA)		\$the\$	death penalty.
<A:2:193:1401:-1>	there	(GVT)	had been	\$have been\$	some difficulties
<A:2:193:1401:-1>	only coped with	(GVT)	only coped with	\$have only just coped with\$.	
<A:4:345:1401:-1>	(you	(GVT)	were	\$are\$	the only country so far...)
<A:3:284:1401:-1>	This is the	(GWC)	fundament of	\$fundamental ic our policy and even more of our society.	
<A:3:284:1401:-1>	It is not the unborn child's fault	(GWC)	beastly	\$like beasts\$.	
<A:4:345:1401:-1>	We considered your	(GWC)	critics	\$criticism\$	and changed our draft in a way we hope you car
<A:3:305:1401:-1>	Would you	(XVPR)	agree on	\$agree with\$	the statement that ""deprivation of life is accepta
<A:3:305:1401:-1>	Do you	(XVPR)	agree on	\$agree with\$	the alteration of 7.4.d into ""...diseases, and of f

German L1 Error Items (Asynchronous)

ID Code	Pre-context	Error	Category	Correction	Post-context
<A:2:255:1401:-1>	Letter to the editor. Dear Pauli	give	(LS)	\$make\$	a statement referring to your article.
<A:2:255:1401:-1>	we certainly do not intend to do	voices	(LS)	\$free speech\$	, but violence
<A:2:255:1401:-1>	to ensure safety	of	(LS)	\$for\$	all nations and their citizens
<A:3:284:1401:-1>	duty of society to offer every r	ample	(LS)	\$adequate\$	means to be able to raise her children.
<A:3:284:1401:-1>	If the mother cannot	stand	(LS)	\$bear\$	to raise this child or is psychologically too unsta
<A:3:292:1401:-1>	could then also be extended	onto	(LS)	\$to\$	other human beings
<A:3:292:1401:-1>	We believe that clarification	in	(LS)	\$on\$	these points will help us all greatly
<A:3:292:1401:-1>	you reduce the decision taking	ill	(LS)	\$sick\$	person only
<A:3:293:1401:-1>	In your statements in favour of	personel	(LS)	\$staff\$	
<A:3:293:1401:-1>	power to decide about the life	ill	(LS)	\$sick\$	person
<A:3:293:1401:-1>	Can you define more closely h	taking	(LS)	\$making\$	' in such cases of terminal illness?
<A:3:293:1401:-1>	How would you describe the r	ill	(LS)	\$sick\$	person her/himself?
<A:3:295:1401:-1>	Somehow, we could not	gather	(LS)	\$guess\$	your (WM) \$point of\$ view
<A:3:295:1401:-1>	The debate about personal righ	touches	(LP)	\$touches on\$	the very foundation of our understanding of hum
<A:3:284:1401:-1>	Such circumstances are only en	in case	(LCS)	\$if\$	a life is threatened.
<A:3:292:1401:-1>	could then also be extended	about	(L WR)	\$o\$	your destiny?)
<A:3:295:1401:-1>	Somehow, we could not		(L S) (WM)	\$point of\$	view from your statements at the conference.
<A:3:292:1401:-1>	some questions we would like	the draft into fu	(WO)	\$into words the .	We would be very obliged to you
<A:2:255:1401:-1>	Its aim is to prevent	beliefs being pu	(S)	\$people from expressing personal beliefs through violent outbur\$	
<A:3:284:1401:-1>	each individual case needs	a separat decisi	(S)	\$to be considered separately\$	
<A:2:194:1665:-1>	radio stations (GVAUX) need	percental	(FM)	\$percentage\$	fee.books/print
<A:2:276:1665:-1>	Dear	Southlands	(FM)	\$Southland/Southlanders\$	
<A:2:194:1665:-1>	and also the national and	Eutropean	(FS)	\$Eutropean\$	trust right, in particular for (GNN) telecommuni
<A:2:194:1665:-1>	They have to pay taxes on rece	hifi	(FS)	\$hi-fi\$	components
<A:2:235:1665:-1>	Yours	sincerely	(FS)	\$sincerely\$	CoCos
<A:2:275:1665:-1>	In this	contex	(FS)	\$context\$	you may also think
<A:2:275:1665:-1>	We are looking for an	exiting	(FS)	\$exciting\$	discussion on
<A:3:287:1665:-1>		Your's	(FS)	\$Yours\$	(FS) sincerly \$sincerely\$ The CoCo's
<A:3:287:1665:-1>	(FS) Your's \$Yours\$	sincerely	(FS)	\$sincerely\$	The CoCo's
<A:3:289:1665:-1>	the player has an individual ID	gurantee	(FS)	\$guarantee\$	
<A:3:289:1665:-1>		Sincerely	(FS)	\$sincerely\$	yours The CoCo's
<A:2:194:1665:-1>	To assure that		(FPM)	,\$	we have to deal with the following topics:topics
<A:2:194:1665:-1>	today amp's movies	the	(GA)	\$o\$	illegal copying will decrease the quality
<A:2:194:1665:-1>	We demand that		(GA)	\$the\$	violation (LS) against \$of\$ one of the articles
<A:2:274:1665:-1>	our system regarding	the	(GA)	\$o\$	copyright
<A:3:289:1665:-1>	develop a new billing-system w	a	(GA)	\$o\$	secure (GWC) paying \$payment\$
<A:2:194:1665:-1>	also the national and (FS) Eutr	telecommunicat	(GNN)	\$telecommunicat	.main statement.
<A:2:194:1665:-1>	The user has to pay taxes on ar	Consequence	(GNN)	\$consequences\$	. We demand that
<A:2:272:1665:-1>	Hello Highland, thank you for	interests	(GNN)	\$interest\$	in our position. We would like to deal with our i
<A:2:276:1665:-1>	Dear (FM) Southlands \$South	topic	(GNN)	\$topics\$	you deal in your policy statement with the point:
<A:2:194:1665:-1>	The Programmers are not allo	their developed	(GADJO)	\$the software it\$	as open source.
<A:2:194:1665:-1>	According to the frequency of	played song	(GADJO)	\$song that is pl\$	radio stations (GVAUX) need to \$should\$ pay
<A:3:287:1665:-1>	In the past fifty years CoCo	was	(GVT)	\$has been\$	able to influence the government in several majc
<A:3:291:1665:-1>	but most of you	did not answer	(GVT)	\$have not answe\$	yet.
<A:2:194:1665:-1>	According to the frequency of	need to	(GVAUX)	\$should\$	pay a (FM) percental \$percentage\$ fee.books/pr
<A:3:287:1665:-1>	Since	the founding	(GWC)	\$its foundation\$	in 1950, the organization of CoCo represents an
<A:3:289:1665:-1>	a new billing-system which gu	paying	(GWC)	\$payment\$	.
<A:3:289:1665:-1>	the player has an individual ID	paying	(GWC)	\$payment\$	.
<A:2:194:1665:-1>	All digital images must have a	protects the ima	(XVPR)	\$protects the irr	being modified and distributed
<A:2:194:1665:-1>	introduction. Copyright	represents	(LS)	\$provides\$	a substantial basis for the protection of the (WO
<A:2:194:1665:-1>	download material without per	by	(LS)	\$from\$	the author
<A:2:194:1665:-1>	Due to the high production	budget	(LS)	\$cost\$	of today
<A:2:194:1665:-1>	The	consequence	(LS)	\$aim\$	is to develop a secure standard to prevent illegal
<A:2:194:1665:-1>	We demand that (GA) \$the\$ vi	against	(LS)	\$of\$	one of the articles above
<A:3:287:1665:-1>	To assure that you are (WO) ir	completely	(LS)	\$properly\$	\$properly informed\$ we are sending you the ori
<A:3:289:1665:-1>	via internet to the music-server	parallel	(LS)	\$at the same tin\$	to the billing-server
<A:3:291:1665:-1>	we request your answer	till	(LS)	\$by\$	wednesday
<A:2:194:1665:-1>	(GA) the \$o\$ illegal copying w	on long term	(LP)	\$in the long term\$.	
<A:2:274:1665:-1>	It is an interesting idea you	brought out	(LP)	\$brought up\$	
<A:3:289:1665:-1>	Because the system is still	in development	(LP)	\$under develop\$	we can only describe some main facts:
<A:2:275:1665:-1>	Dear coastlander,	Next to	(LCLC)	\$Apart from\$	other important topics, you deal in your policy s
<A:2:276:1665:-1>	Dear (FM) Southlands \$South	Next to	(LCLC)	\$Apart from\$	other important (GNN) topic \$topics\$ you deal
<A:2:194:1665:-1>	For this reason the web brows	be able to	(WR)	\$o\$	display the source code of the website.

German L1 Error Items (Asynchronous)

ID Code	Pre-context	Error	Category	Correction	Post-context
<A:2:272:1665:-1>	Would you like to send us mea	(WR) use of the		\$000\$	personal rights context ?
<A:3:291:1665:-1>	Because we need to prepare fo	(WR) on		\$0\$	next monday, we request your answer (LS) till \$
<A:2:194:1665:-1>	Copyright (LS) represents \$prc	(WO) authors rights, r		\$authors, music ,	in particular their personal rights
<A:2:194:1665:-1>	In addition to that the user has	(WO) It is not allow		\$Trading/copyi	without the permission of the authors/companie:
<A:3:287:1665:-1>	To assure that you are	(WO) informed (LS) c		\$properly inform	we are sending you the original text as an attach
<A:2:272:1665:-1>	Hello Highland, thank you for	(SI) more detailed		\$in greater deta	at the teleconference on friday.
<A:2:195:1664:-1>	Each (WO) citizen	(FM) Eutropias		\$Eutropian\$	\$Eutropian citizen\$ must have basically the righ
<A:2:195:1664:-1>	This right is to apply basically	(FM) Eutropias		\$Eutropian\$	(WO) citizens Eutropias \$Eutropian citizens\$
<A:2:195:1664:-1>	Each citizen	(FM) Eutropias		\$Eutropian\$	(WO) citizens Eutropias \$ Eutropian citizen\$ ha
<A:2:195:1664:-1>	disregarding physical and ment	(FM) Eutropias		\$Eutropian\$	(WO) citizens Eutropias \$ Eutropian citizens\$,
<A:2:195:1664:-1>	To this belongs in particula	(FM) racistic		\$Racist\$	contents, which are
<A:2:195:1664:-1>	Each citizen	(FM) Eutropias		\$Eutropian\$	(WO) citizens Eutropias \$Eutropian citizen\$ has
<A:2:195:1664:-1>	Each citizen	(FM) Eutropias		\$Eutropian\$	(WO) citizens Eutropias \$ Eutropian citizen\$ ha
<A:2:195:1664:-1>	2.right to free InterNet	(FS) acces		\$Access\$	
<A:2:195:1664:-1>	At the same time we (LS) repr	(FS) acces		\$Access\$	to the network \$access\$
<A:2:195:1664:-1>	The right of free expression of	(FS) oppinion		\$opinion\$.	
<A:2:195:1664:-1>	the multi-cultural society (WM	(FS) Eutropis		\$Eutropolis\$	
<A:2:195:1664:-1>	Right to free InterNet	(FS) acces		\$Access\$	
<A:2:195:1664:-1>	basically the right to free and u	(FS) acces		\$Access\$	to the InterNet
<A:2:195:1664:-1>	The necessary technical facilitie	(FS) acces		\$Access\$	(WR) possibilities \$0\$
<A:2:195:1664:-1>	the right to free	(FS) acces		\$Access\$	to the InterNet take place only on the basis
<A:3:281:1664:-1>	What did you think about our	(FS) hole		\$whole\$	policy-statement
<A:2:195:1664:-1>	The commission has the functi	(FPM) \$,\$		\$,\$	on the basis of the points executed under 1.2. an
<A:2:195:1664:-1>	the points executed under 1.2.	(FPM) \$,\$		\$,\$	a detailed guideline (LS) catalog \$handbook\$ fo
<A:2:195:1664:-1>	The evaluation of the contents	(FPW) ,		\$0\$	that are determined (WM) \$in\$ (GA) \$the\$ (LS)
<A:3:281B:1664:-1>	We think	(FPW) ,		\$0\$	we could! And what did you think of our messa
<A:2:195:1664:-1>	(LS) to \$involving\$ the protect	(GA) the		\$0\$	human rights
<A:2:195:1664:-1>	for the protection of	(GA) the		\$0\$	personality rights.
<A:2:195:1664:-1>		(GA) A		\$The\$	monitoring of these laws
<A:2:195:1664:-1>	the basis of the law for the prot	(GA) the		\$0\$	(LS) youth \$young people\$
<A:2:195:1664:-1>	guidelines(FPW), \$0\$ that are	(GA) \$the\$		\$the\$	(LS) mentioned \$above-mentioned\$ commissio
<A:2:195:1664:-1>	and have only	(GA) \$an\$		\$an\$	advisory function in commission sessions
<A:3:281:1664:-1>	our position regarding	(GA) the		\$0\$	freedom of expression
<A:2:195:1664:-1>	1.2.2The prohibition of pornog	(GNN) picture		\$pictures\$	
<A:2:195:1664:-1>	all (WO) citizens (FM) Eutrop	(GP) whereby		\$and through which\$	
<A:2:195:1664:-1>	has to have the right to expres	(GP) its		\$his/her\$	opinion freely
<A:2:195:1664:-1>	however this right	(GVT) was		\$is\$	limited by legal regulations
<A:2:195:1664:-1>	the protection of children and	(GVT) considered		\$is considered\$	
<A:3:281:1664:-1>	you	(GVT) have shown		\$showed\$	strong agreement to our position regarding (GA
<A:2:195:1664:-1>	Through a Rating system	(GVAUX) shall		\$should\$	(WO) shall an evaluation-structure be created \$
<A:2:195:1664:-1>	Restrictions.	(XNPR) Restrictions of		\$Restrictions o	the right to free (FS) acces \$access\$ to the Inter
<A:2:195:1664:-1>	Our organization	(LS) occurs for		\$has the aim of	the right to free expression of opinion.
<A:2:195:1664:-1>	this right (GVT) was \$is\$ limit	(LS) to		\$involving\$	the protection of (GA) the \$0\$ human rights
<A:2:195:1664:-1>	prohibition of the spreading	(LS) by		\$of\$	(LP) children-pornography \$child pornography\$
<A:2:195:1664:-1>	At the same time we	(LS) represent		\$support\$	the right to free (FS) acces \$access\$ to the netw
<A:2:195:1664:-1>	\$his/her\$ opinion freely witho	(LS) pursuit		\$persecution\$	from national organisations.
<A:2:195:1664:-1>	right to free expression of opin	(LS) through		\$in\$	1.2.1Protection of human dignity
<A:2:195:1664:-1>	regulation of these points is to	(LS) from		\$of\$	guidelines,
<A:2:195:1664:-1>	protection of (GA) the \$0\$	(LS) youth		\$young people\$	
<A:2:195:1664:-1>	\$An evaluation system would l	(LS) after		\$referring to\$	categories
<A:2:195:1664:-1>		(LS) like		\$including\$	sex, (SU) force \$violence?\$, etc assesses
<A:2:195:1664:-1>	and	(LS) puts		\$makes\$	certain contents only (WM) \$available to\$ (S) fi
<A:2:195:1664:-1>	determined (WM) \$in\$ (GA) \$	(LS) mentioned		\$above-mentio	commissions
<A:2:195:1664:-1>	(FPM) \$,\$ a detailed guideline	(LS) catalog		\$handbook\$	for the legal framework of the general InterNet
<A:3:281:1664:-1>	at the teleconference	(LS) at		\$on\$	friday, you (GVT) have shown \$showed\$
<A:3:281:1664:-1>	We hope for	(LS) soon		\$a quick\$	response
<A:2:195:1664:-1>	the prohibition of the spreading	(LP) children-pornog		\$schild pornography\$	
<A:2:195:1664:-1>	disregarding physical and ment	(LP) without reputat		\$regardless\$	of race, skin colour, sex, age, faith.
<A:2:195:1664:-1>	The necessary technical faciliti	(WR) possibilities		\$0\$	must be created by (SU) national page \$??\$
<A:2:195:1664:-1>	National organs may not partic	(WR) a power of deci		\$0000\$	
<A:2:195:1664:-1>	\$and through which\$ we want	(WM) \$that\$		\$that\$	the protection of children and young people (GV
<A:2:195:1664:-1>	which are contrary to the multi	(WM) \$in\$		\$in\$	(FS) Eutropis \$Eutropolis\$.
<A:2:195:1664:-1>	and (LS) puts \$makes\$ certain	(WM) \$available to\$		\$available to\$	(S) full age persons to the disposal \$people over
<A:2:195:1664:-1>	The evaluation of the contents	(WM) \$in\$		\$in\$	(GA) \$the\$ (LS) mentioned \$above-mentioned\$

German L1 Error Items (Asynchronous)

ID Code	Pre-context	Error	Category	Correction	Post-context
<A:2:195:1664:-1>	Each	(WO)	citizen (FM) Et \$Eutropan citiz	must have basically the right to free expression c	
<A:2:195:1664:-1>	This right is to apply basically	(WO)	citizens (FM) E\$Eutropan citiz	,	
<A:2:195:1664:-1>	Range of validity. Each	(WO)	citizen (FM) Et \$ Eutropan citi	has to have the right to express (GP) its \$his/her	
<A:2:195:1664:-1>	This right is to apply disre	(WO)	citizens (FM) E\$ Eutropan citi	,	
<A:2:195:1664:-1>	Each	(WO)	citizen (FM) Et \$Eutropan citiz	has the right to free development of the personal	
<A:2:195:1664:-1>	Each	(WO)	citizen (FM) Et \$Eutropan citiz	has basically the right to free and unhindered (F	
<A:2:195:1664:-1>	Through a Rating system (GV,	(WO)	shall an evaluat \$an evaluation	, that determines (SI) allowed \$what is allowed\$	
<A:2:195:1664:-1>		(WO)	Possible would \$An evaluation	that (SI) \$looks for\$ contents (LS) after \$referri	
<A:2:195:1664:-1>		(S)	To this belongs \$In particular r	(FM) racistic \$racist\$ contents, which are contr	
<A:2:195:1664:-1>	certain contents only (WM) \$a	(S)	full age persons \$people over the age of eighteen\$		
<A:3:281:1664:-1>	Maybe, we could find more thi	(S)	our opinions m \$we have in common\$.		
<A:2:195:1664:-1>	Through a Rating system (GV,	(SI)	allowed	\$what is allowe and youth-endangering contents (SU) to fade ou	
<A:2:195:1664:-1>	Possible would be an ev:	(SI)	\$looks for\$	contents (LS) after \$referring to\$ categories (LS)	
<A:2:195:1664:-1>	We want to prevent the spread	(SU)	force-glorifying \$?\$	, abusive or debasing contents.	
<A:2:195:1664:-1>	The necessary technical faciliti	(SU)	national page	\$?\$	.
<A:2:195:1664:-1>	\$an evaluation structure shoul	(SU)	to fade out aim: \$?\$		(WO) Possible would be an evaluation-system
<A:2:195:1664:-1>	\$looks for\$ contents (LS) after	(SU)	force	\$violence?\$	, etc assesses and (LS) puts \$makes\$ certain cor
<A:3:277:1646:-1>	(computers for schools and	(FM)	librarys	\$libraries\$),
<A:3:285:1646:-1>	a different (LS) fee \$price\$ mi	(FM)	sensefull	\$sensible\$	
<A:3:286:1646:-1>	In the actual discussion it is	(FM)	planned	\$planned\$	to offer a permanent access to the internet
<A:4:342:1646:-1>		(FM)	referring	\$referring\$	to my last mail (FS) i \$I\$ want to make you the
<A:3:277:1646:-1>	It's good to see that the	(FS)	Eutropean	\$Eutropan\$	countries
<A:3:277:1646:-1>	Best regards, Stanislav	(FS)	Lopéz	\$López\$	
<A:3:285:1646:-1>	He pays a (LS) smaller \$lower	(FS)	then	\$than\$	I would.
<A:3:285:1646:-1>	(WO) It is \$Is it\$ illegal	(FPW)	,	\$0\$	(LS) when \$if\$ I recieve the CD from him?
<A:3:286:1646:-1>	We were glad to read	(FPW)	,	\$0\$	that you have the same plans.
<A:2:196:1646:-1>	without	(GA)		\$the\$	free flow of information between countries
<A:4:342:1646:-1>	both (XVCO) want that every	(GA)	an	\$0\$	access to information
<A:2:196:1646:-1>	within a system with a strong i	(GNN)	right	\$rights\$	violations (SU) or pollution \$?\$
<A:3:285:1646:-1>	If not, (WO) there might grow	(GNN)	CD	\$CDs\$	
<A:3:285:1646:-1>	In	(GP)	this	\$these\$	cases a different (LS) fee \$price\$
<A:4:342:1646:-1>	freedom of information and di	(XVCO)	want that every	\$want everybod	(GA) an \$0\$ access to information
<A:2:196:1646:-1>	democracy is the base	(LS)	for	\$of\$	a free economy- a fast growing economy needs 1
<A:2:196:1646:-1>	free access to hardware and so	(LS)	supplying	\$offering\$	money
<A:2:196:1646:-1>	\$offering\$ money and	(LS)	knowledge	\$skills\$	to developing countries
<A:3:285:1646:-1>	Dear CoCo, we have some que	(LS)	to	\$for\$	you concerning the idea of a different fee
<A:3:285:1646:-1>	An example: He pays a	(LS)	smaller	\$lower\$	(LS) fee \$price\$ (FS) then \$than\$ I would.
<A:3:285:1646:-1>	(LS) smaller \$lower\$	(LS)	fee	\$price\$	(FS) then \$than\$ I would.
<A:3:285:1646:-1>	(WO) It is \$Is it\$ illegal	(FPW)	when	\$if\$	I recieve the CD from him?
<A:3:285:1646:-1>	In (GP) this \$these\$ cases a di	(LS)	fee	\$price\$	might be quite (FM) sensefull \$sensible\$
<A:3:286:1646:-1>	our organisation (InfoWatch) h	(LS)	opinion to coop	\$intention of cc	in the case (WM) \$of\$ ""free information
<A:3:286:1646:-1>	they want to provide	(LS)	connectivity	\$internet conne	for every citizen
<A:4:342:1646:-1>	the constitution will be fixed	(LS)	till	\$by/on\$	(FS) wednesday \$Wednesday\$
<A:2:196:1646:-1>	The so-called digital divide	(LP)	stands against	\$impedes\$	the free flow of information of any kind.
<A:3:285:1646:-1>	If not, (WO) there might grow	(LP)	smaller-fee	\$low-price\$	- (GNN) CD \$CDs\$
<A:3:286:1646:-1>	Northland and our organisation	(WM)		\$of\$	""free information"". (SU) So \$?\$ they want to 1
<A:3:285:1646:-1>	He pays a (LS) smaller \$lower	(WO)	It is	\$Is it\$	illegal(FPW), \$0\$ (LS) when \$if\$ I recieve the C
<A:3:285:1646:-1>	If not,	(WO)	there might gro	\$a market migh	of (LP) smaller-fee \$low-price\$ - (GNN) CD \$C
<A:2:196:1646:-1>	are impossible to hide- it enabl	(S)	close up faster t	\$close the gap	between themselves and the\$ industrialized count
<A:2:196:1646:-1>	within a system with a strong i	(SU)	or pollution	\$?\$	are impossible to hide- it enables developing cou
<A:3:286:1646:-1>	in the case (WM) \$of\$ ""free ir	(SU)	So	\$?\$	they want to provide (LS) connectivity \$internet
<A:3:315:1517:14C. I also		(FM)	send	\$sent\$	a message to Southland and Bardland
<A:3:315:1517:140 deprivation of life in defense of		(FS)	onn	\$on\$	the alteration of 7.4.d
<A:2:198:1517:14C.... I just did		(GP)	that	\$it\$	now.
<A:3:279:1512:14C Dear		(FS)	CoHighlaandies	\$CoHighlandies\$.	
<A:3:279:1512:140 For some reason they		(GVT)	have not shown	\$did not show	when I entered OPUSi this morning
<A:3:279:1512:14C Can someone explain to me wh		(GVT)	have been	\$were\$	there yesterday
<A:2:216:1512:140I>		(CS)	das haus ist idur	(Ger.)	
<A:2:219:1512:140I>		(CS)	das haus ist idur	(Ger.)	
<A:2:226:1637:162Hi INgo,		(CS)	ich denke genat	(Ger.)	.pascal
<A:2:228:1677:164stand against the orthodox chui		(FM)	politiques	\$politics\$	
<A:2:228:1677:164The		(FS)	government	\$government\$	in Northland has a small problem with (GA) a \$
<A:2:228:1677:164Highland may support		(FS)	as	\$us\$	here , because of their lack of scientists,
<A:2:228:1677:164(SU) pollution \$?\$ are impossi		(FS)	Bardlands	\$Bardland\$	have a lot of environmental problems

German L1 Error Items (Asynchronous)

ID Code	Pre-context	Error	Category	Correction	Post-context
<A:2:228:1677:164	perhaps they don't want to	(FS) spent		\$spend\$	money for other countries
<A:2:228:1677:164	People of	(GA) the		\$0\$	Bardland are afraid of Strangers.
<A:2:228:1677:164	has a small problem with	(GA) a		\$0\$	drug (GNN) abuses \$abuse\$ in the population
<A:2:228:1677:164	infrastructure is partly state ow	(GA)		\$the\$	government can influence internet
<A:2:228:1677:164	The (FS) government \$governm	(GNN) abuses		\$abuse\$	in the population,
<A:2:228:1677:164	Our real position is between bc	(GNN) extreme		\$extremes\$	(WR) sides \$0\$, between censorship and non-c
<A:2:228:1677:164	Perhaps they want (S) a censor	(GP) who		\$which\$	stand against the orthodox church
<A:2:228:1677:164	see no advantage in this for	(GP) they		\$their\$	country
<A:2:228:1677:164	Bardland tries to create new jo	(GP) there		\$their\$	population
<A:2:228:1677:164	and to grow	(GP) there		\$their\$	economy
<A:2:228:1677:164	some of our suggestions(	(GP) those		\$they\$	can be considered just suggestions
<A:2:228:1677:164	However	(GP) those		\$they\$	have been carefully thought-out and discussed
<A:2:228:1677:164	As soon as one starts using	(GP) those		\$them\$	
<A:2:228:1677:164		(GP) he		\$one\$	would (S) unlikely stop it \$be unlikely to stop\$ \
<A:2:228:1677:164	we want our country free from	(GP) that		\$those\$	kind of drugs.
<A:2:228:1677:164	Highland may support (FS) a	(GWC) loose		\$lose\$	even more knowledge to other countries-withou
<A:2:228:1677:164	Southland does not want to	(GWC) loose		\$lose\$	its leading position in agriculture-technologies
<A:2:228:1677:164	Many people in Bardland work	(XADJPR) interested		\$interested in\$	education in this (LS) part \$area\$
<A:2:228:1677:164	a mixture between the policy	(LS) sheet		\$paper\$	and the other extreme position,
<A:2:228:1677:164	they should be (XADJPR) inte	(LS) part		\$area\$	. Southland has a lot of knowledge
<A:2:228:1677:164	we would like to receive appro	(LS) of		\$from\$	the other states before we make any steps
<A:2:228:1677:164	without medical	(LS) interference		\$intervention\$.	
<A:2:228:1677:164	quite puzzled by our suggestio	(LS) of		\$for\$	(GA) \$the\$ legalization of (GA) the \$0\$ soft dr
<A:2:228:1677:164	free to decide whether he need	(LS) harm		\$damage\$	his health or not
<A:2:228:1677:164	they won't want developing co	(LP) close up		\$close the gap\$.	
<A:2:228:1677:164	Our real position is between bc	(WR) sides		\$0\$	, between censorship and non-censorship.
<A:2:228:1677:164	Northland has a very high rate	(WM) \$per\$			worker.
<A:2:228:1677:164	Perhaps they want	(S) a censorship ag		\$to censor\$	sites (GP) who \$which\$ stand against the ortho
<A:2:228:1677:164	But we would accept compron	(S) in the upper par		\$above\$.	
<A:2:228:1677:164		(S) it enables de		\$s\$?	
<A:2:228:1677:164	Perhaps Northland has a proble	(S) closing up to th		\$closing the gap\$	(The population may fear loss of jobs)
<A:2:228:1677:164	In Midland immigrants are sup	(SU) radicalism		\$? \$	. The (FS) government \$government\$ in Northlan
<A:2:228:1677:164	international scientific or econ	(SU) as here		\$? \$	. Bardland is afraid of other countries.
<A:2:228:1677:164	within a system with a strong ii	(SU) pollution		\$? \$	are impossible to hide. (FS) Bardlands have a lot
<A:3:323:1405:-1>	to help people in difficult situa	(FM) catastrophies		\$? \$?
<A:3:323:1405:-1>	whose first priority is to help	(FM) civilists		\$civilians\$	
<A:3:323:1405:-1>	the soldiers who are risking the	(FM) lifes		\$lives\$?
<A:3:323:1405:-1>	quality of work depends on (G.	(FM) dayly		\$daily\$	condition
<A:3:323:1405:-1>	and is therefore not	(FM) relyable		\$reliable\$	
<A:2:197:1405:-1>	You understand your	(FS) intent		\$intentd\$	to (LS) invent \$introduce\$
<A:2:197:1405:-1>	You demand a	(FS) compulsory		\$compulsory\$	, but free health check-up for every citizen
<A:2:225:1405:-1>	demand capital punishment (L	(FS) may be		\$maybe\$	first degree murder
<A:2:225:1405:-1>	were not willing to get into coi	(FS) eventhough		\$seven though\$	they have been offered
<A:2:225:1405:-1>	(...)"	(FS) Eventhough		\$seven though\$	it may have been just a faux pas
<A:2:240:1405:-1>	You are presently experiencing	(FS) finacial		\$finacial\$	
<A:2:240:1405:-1>	\$finacial\$	(FS) probelems		\$problems\$	in your country
<A:3:323:1405:-1>		(FS) Sincerly		\$Sincerly\$	Pauline Pot
<A:3:323:1405:-1>	did not seem to turn out well fi	(FS) oponents		\$Sopponents\$	of (GA) \$the\$ death penalty
<A:3:323:1405:-1>	the ultra-	(FS) conservatives		\$Sconservatives\$	in abortion laws
<A:3:323:1405:-1>		(FS) Eventhough		\$SEven though\$	the liberals' influence
<A:3:323:1405:-1>	what should this army be for\$ -	(FS) defence		\$Sdefense\$	in case a war breaks out or an instrument
<A:3:323:1405:-1>	every job, especially that of a s	(FS) always		\$Salways\$	two sides
<A:3:323:1405:-1>	This former	(FS) soldiers		\$Soldier's\$	working life is already over
<A:3:323:1405:-1>		(FS) Eventhough		\$SEven though\$	some people will not like to hear this
<A:3:323:1405:-1>		(FS) Therefor		\$STherefore\$	we need not only (GA) an \$a\$ eutrobian wide la
<A:3:323:1405:-1>	Having the data is one thing - t	(FS) ist		\$Sit is\$	another.
<A:3:323:1405:-1>	companies use the data as an e	(FS) therefor		\$Stherefore\$	are able to cut the prices
<A:4:1405:-1>	I am just sitting at my desk	(FS) fishing		\$Sfinishing\$	a comment
<A:4:341:1405:-1>	for Eutrobian citizens to make	(FS) lime-light		\$Slimelight\$	, to become a filmstar- at least from 9 to 5
<A:4:341:1405:-1>	an increasing number of	(FS) Eutroipian		\$SEutroipian\$	offices.
<A:4:341:1405:-1>	Or	(FS) a		\$Sare\$	we talking about the increasing number of 'disar
<A:3:323:1405:-1>	This former (FS) soldiers \$sold	(FPM) \$-\$			mentally highly stressed due to horrible nightm
<A:3:323:1405:-1>	Having the data is one thing - t	(FPM) Using		\$'Using\$	means to (LS) do \$make\$ a personal profile first
<A:3:323:1405:-1>	This former (FS) soldiers \$sold	(FPW) ,		\$0\$	that torture him every single day,

German L1 Error Items (Asynchronous)

ID Code	Pre-context	Error	Category	Correction	Post-context
<A:4:338:1405:-1>	a comment on the rumours spr	spr	(FPW)	,\$	you will find it in the next edition of the Eutropi
<A:2:197:1405:-1>	you (FS) intent \$intendtd\$ to (	intendtd\$	(GA)	\$the\$	death-penalty for drug-dealing?
<A:2:225:1405:-1>			(GA)	\$A\$	Eutropian member state demands death-penalty
<A:2:225:1405:-1>	the (LS) invention \$introduction\$	introduction\$	(GA)	\$the\$	death penalty
<A:2:225:1405:-1>	the community should pay for		(GA)	\$the\$	private fun of their members
<A:3:323:1405:-1>	not seem to turn out well for tl		(GA)	\$the\$	death penalty
<A:3:323:1405:-1>	whether or not to re-introduce		(GA)	\$the\$	death penalty at the beginning
<A:3:323:1405:-1>	somebody whose quality of wr	the	(GA)	\$his\$	(FM) dayly \$daily\$ condition
<A:3:323:1405:-1>	(FS) Therefor \$Therefore\$ we	an	(GA)	\$a\$	eutropian wide law
<A:3:323:1405:-1>	publish illegal contents but	an	(GA)	\$a\$	world wide law
<A:3:323:1405:-1>	policy has to protect	the	(GA)	\$o\$	individuals from misuse of their personal data
<A:4:341:1405:-1>	It looks easy on	the	(GA)	\$o\$	paper;
<A:3:323:1405:-1>	our constitution has to (GVV) (GNN)	persons	(GNN)	\$people\$	responsible have to be punished.
<A:4:341:1405:-1>	And if there will be the constit	illiterates	(GNN)	\$illiterate\$	, the disabled and the ones who simply do not in
<A:2:225:1405:-1>		One	(GP)	\$he\$	says we live in the age of information.
<A:2:225:1405:-1>	to pay for their books - private	Who	(GP)	\$whoever\$	wants to know about the latest adventures of M
<A:2:225:1405:-1>	to buy the book and	who	(GP)	\$whoever\$	wants to chat with his friends on-line
<A:3:323:1405:-1>	after the first teleconference an	it	(GP)	\$things\$	did not seem to turn out well
<A:3:323:1405:-1>	Every homepage, for example,	which	(GP)	\$whose\$	contents are not in line with
<A:4:341:1405:-1>	Bosses can now (LS) survey \$	his/her	(GP)	\$their\$	employees are REALLY doing
<A:4:341:1405:-1>	for two minutes longer than	it	(GP)	\$o\$	(GVT) is \$was\$ absolutely necessary
<A:4:341:1405:-1>	In most cases the right type of	lives	(GVN)	\$live\$	far away from where they are needed.
<A:3:323:1405:-1>	As there is no longer a real lim	store	(GVNF)	\$storing\$	data it is very alluring to store information about
<A:2:225:1405:-1>	As the conference on Human R	are raising	(GVV)	\$are being raise .	
<A:3:323:1405:-1>	Every homepage, for example,	closed	(GVV)	\$be closed\$	and the (GNN) persons \$people\$ responsible ha
<A:2:225:1405:-1>	We	have	(GVT)	\$have had\$	some thrilling insight in the middle-headed view
<A:2:225:1405:-1>	Information Technology	grows	(GVT)	\$is growing\$	(S) absurdely fast \$at an absurd rate\$
<A:4:341:1405:-1>	for two minutes longer than (G	is	(GVT)	\$was\$	absolutely necessary to ask for a stapler?
<A:4:341:1405:-1>	Full employment	has last been se	(GVT)	\$was last seen\$	in the 1960s
<A:3:323:1405:-1>	We should (LP) make the fault	make the fault t	(XVCO)	\$not make the r	disgusting people such as child-molesters, racist
<A:4:341:1405:-1>	But does a (LS) steady \$consta	guarantee the w	(XVCO)	\$guarantee the	any better than if we chat with our co-workers o
<A:4:341:1405:-1>	We have to (WM) \$be\$	well aware	(XADJPR)	\$well aware of\$	the problems (LP) hiding behind \$underlying\$ tl
<A:4:341:1405:-1>	On the first pages you will find	reflections of	(XNPR)	\$reflections on\$	the last conference by Pauline Pot and an article
<A:2:197:1405:-1>	First of all -	as	(LS)	\$if\$	I understood your paper correctly
<A:2:197:1405:-1>	you (FS) intent \$intendtd\$ to	invent	(LS)	\$introduce\$	(GA) \$the\$ death-penalty for drug-dealing
<A:2:225:1405:-1>	Eutropian member state deman	on	(LS)	\$for\$	drug dealing
<A:2:225:1405:-1>	who demand capital punishmer	on	(LS)	\$for\$	drug dealing
<A:2:225:1405:-1>	but the	invention	(LS)	\$introduction\$	of (GA) \$the\$ death penalty
<A:2:225:1405:-1>	and the absurd idea of	inventing	(LS)	\$introducing\$	capital-punishment.
<A:2:225:1405:-1>	lies within the responsibility of	single	(LS)	\$individual\$	person.
<A:3:323:1405:-1>	Who else can	defeat	(LS)	\$defend\$	the life of innocent people against a terror regim
<A:3:323:1405:-1>	other men	in	(LS)	\$at\$	his age would probably go on working
<A:3:323:1405:-1>	possible to make the	whole	(LS)	\$accumulated\$	knowledge of humanity accessible to every singl
<A:3:323:1405:-1>	(FPM) Using \$'Using'\$ means	do	(LS)	\$make\$	a personal profile
<A:4:341:1405:-1>	Dear Readers, the fifth edition	finally	(LS)	\$at last\$	. On the first pages you will find an article
<A:4:341:1405:-1>	Bosses can now	survey	(LS)	\$observe\$	what (GP) his/her \$their\$ employees are REALI
<A:4:341:1405:-1>		Severe	(LS)	\$serious\$	problems arise in the fact
<A:4:341:1405:-1>	rather than a useful	help	(LS)	\$aid\$	in uncovering theft
<A:4:341:1405:-1>	But does a	steady	(LS)	\$constant\$	physical presence at the desk (XVCO) guarant
<A:4:341:1405:-1>	every single employee as a pot	uncovered	(LS)	\$found out\$	
<A:2:225:1405:-1>	As this problem concerns the v	all over	(LP)	\$a common\$	Eutropia drug policy.
<A:3:323:1405:-1>	to introduce abortion exempt fr	step into the rig	(LP)	\$step in the right direction\$.	
<A:3:323:1405:-1>	We should	make the fault	(LP)	\$make the mist	(WM) make the fault \$not make the mistakes\$
<A:4:341:1405:-1>	Pauline Pot	in the behalf of	(LP)	\$on behalf of\$	the editorial board
<A:4:341:1405:-1>	This is not to prevent	washing black-r	(LP)	\$money launde	, but rather to identify the criminal
<A:4:341:1405:-1>	Therefore it seems to be a	step into the rig	(LP)	\$step in the rigl	to declare the right to work a constitutional righ
<A:4:341:1405:-1>	We have to (WM) \$be\$ (XAD	hiding behind	(LP)	\$underlying\$	the glorious idea of full employment and the cor
<A:3:323:1405:-1>	The future Eutropolis policy ha	as well	(LCLC)	\$as well as\$	the state.
<A:2:197:1405:-1>	you intend to legalize 'soft dru		(WM)	\$you\$	please be so kind and outline your idea of soft dr
<A:2:225:1405:-1>	(GA) \$the\$ death penalty will		(WM)	\$of\$	drug addicts nor the number of dealers.
<A:3:323:1405:-1>	However, it strongly supports		(WM)	\$the idea\$	that it should be the choice of the individual to j
<A:3:323:1405:-1>	It is quite clear that		(WM)	\$it\$	is sometimes impossible to get hold of them. (F
<A:3:323:1405:-1>	We should (LP) make the fault	make the fault	(WM)	\$not make the r	(XVCO) make the fault to protect \$not make the
<A:4:341:1405:-1>	We have to		(WM)	\$be\$	(XADJPR) well aware \$well aware of\$ the prob

German L1 Error Items (Asynchronous)

ID Code	Pre-context	Error Cate	Error	Correction	Post-context
<A:3:323:1405:-1>	If we need an army in Eutropiæ (WO)		what for should \$what should th - (FS) defence \$defense\$ in case a war breaks o		on penalty by d;\$with capital punishment as the penalty\$
<A:2:197:1405:-1>	Will drug-dealing be the only c (S)		absurdely fast \$at an absurd rate\$		
<A:2:225:1405:-1>	\$He\$ says we live in the age o (S)		No one came e;\$No one ever c; every pupil and student with a free newspaper s		
<A:2:225:1405:-1>		(S)			
<A:4:341:1405:-1>	On the first pages you will find (S)		on our own beh;\$written by us\$,		
<A:4:341:1405:-1>	Exchanging views can actually (S)		process and enh;\$and inspiring process\$.		
<A:2:225:1405:-1>	Less restriction will be the righ (SI)		\$?\$		On the Right of Information by W. All Bright.
<A:2:241:1409:140>	including acts like digging up g (FM)		modifies	\$modified\$	crops
<A:4:1409:1405>	think that IT-basics should be (FM)		taached	\$taught\$	to (GA) the \$0\$ children
<A:4:1409:1405>	One solution would be free int (FM)		librarys	\$libraries\$	so everyone can use them.
<A:2:241:1409:140>	Dear fellow-editors,I now encl (FS)		lates	\$latest\$	copy of
<A:2:241:1409:140>	Looking forward to this fertile (FS)		coperation	\$cooperation\$	on Information Rights
<A:2:241:1409:140>	Highland's new legislation seer (FS)		anti-profit-orie	\$anti-profit-orie\$	activity
<A:2:241:1409:140>	Isn't freedom of speech also pa (FS)		Charta	\$Charter\$	of Human Rights?
<A:2:241:1409:140>	a time(FPW), \$0\$ when the (FS)		Smakluku	\$Samluku\$	were denied even their most basic human rights.
<A:4:1409:1405>	The Globe (FS)		can not	\$cannot\$	attend a press-conference,
<A:4:1409:1405>	eliminate the digital (FS)		devide	\$divide\$	which today
<A:2:241:1409:140>	Middish, Bardish and Northish (FPW)		,	\$0\$	when the (FS) Smakluku \$Samluku\$ were denie
<A:2:241:1409:140>	the (XNCO) importance to safi (GA)		the	\$0\$	individual rights,
<A:2:241:1409:140>	the treatment of the indigenou (GA)		a	\$0\$	clear proof that their interests
<A:4:339:1409:1405>		(GA)	The	\$0\$	freedom of speech is one of the most important
<A:4:339:1409:140>	(During the last TC I was infor (GA)		a	\$an\$	NGO that The sentence you refer to
<A:4:339:1409:140>	(IT-basics should be (FM) teac (GA)		the	\$0\$	children in school.
<A:4:339:1409:140>	glad if you could send us (GA)			\$a\$	decision before Monday
<A:2:241:1409:140>	that Human Rights and democr (GNN)		target	\$targets\$	to pursue; but who would like to live in a Eutrop
<A:2:241:1409:140>	Irreplaceable religious and cult (GNN)		museum	\$museums\$	since the early 20th century
<A:2:241:1409:140>	honestly believed that he was g (GP)		any	\$some\$	sympathy by replying that there wasn't a drug pr
<A:4:339:1409:140>	as Northland pointed (GP)		it	\$0\$	out.
<A:2:241:1409:140>	Community elders demand the (GVV)		to return	\$be returned\$	to the place of origin, where a traditional burial v
<A:2:241:1409:140>	But (GVT)		didn't they have	\$Shaven't they h;	enough time in the last 100 years to do that rese
<A:4:339:1409:140>	well..perhaps you (GVAUX)			\$Will\$	learn a bit about PR. Dear NGO, thanks for telli
<A:4:339:1409:140>	a claim we can not simply acc (GWC)		silently	\$in silence\$	. We thoroughly believe in the idea of
<A:2:241:1409:140>	belief in the equality of human: (XNCO)		importance to s	\$importance of (GA) the \$0\$ individual rights, to guarantee ever	
<A:2:241:1409:140>	Any campaigner in Highland w (XVPR)		count will	\$count on\$	less support from the law (LS) as \$than\$ any (S)
<A:2:241:1409:140>	Unfortunately I couldn't leave (XNUC)		news	\$Sitem of news\$	without my personal comment (as usual), that's v
<A:4:339:1409:140>	although we are not yet quite s (XNUC)		a	\$0\$	behaviour. We have received a letter from Infor
<A:2:241:1409:140>	a medieval form of punishment (LS)		into	\$in\$	the 21st century, one of their right-wing delegat
<A:2:241:1409:140>	(XVPR) count will \$count on\$ (LS)		as	\$than\$	any (SU) odd \$?\$ criminal who committed
<A:2:241:1409:140>	individuals who are risking a lc (LS)		have	\$make\$	their ideals come true.
<A:2:241:1409:140>	the availability of information (LS)		about	\$concerning\$	their negative effects.
<A:4:339:1409:140>	Every (LS)		chair	\$board\$	of editors has the right to select which letters
<A:4:339:1409:140>	for older people to aquire thosc (LS)		abilities	\$skills\$	as well.
<A:2:241:1409:140>	Agenda Today's initial confere (LP)		get into	\$make\$	(FS) first \$initial\$ contact with each other,
<A:2:241:1409:140>	-penalty, the synonym for (LP)		hard-wing	\$hard right-win	conservative policy is now suddenly regarded a
<A:2:241:1409:140>	After previous case files on the (LP)		get hold of	\$recuperate\$	their cultural heritage.
<A:4:339:1409:140>	Every (LS) chair \$board\$ of ec (LP)		carrying in minc	\$bearing in min	the interests of the readership
<A:4:339:1409:140>	a letter from Information Right (LP)		keep away	\$hide\$	from you.
<A:2:241:1409:140>	In the process of researching fc (WR)		are	\$0\$	have to rely on information.
<A:4:339:1409:140>	In our inaugural issue of the Et (WR)		to us	\$00\$	.
<A:4:339:1409:140>	Now one (WM)			\$of\$	the NGOs has started accusing the editors of the
<A:4:339:1409:140>	We have to guarantee a certain (WM)			\$manifested\$	in the least censorship of any kind
<A:4:339:1409:140>	We have to guarantee a certain (WO)		quality standard	\$standard of qu ,	and this is (WM) \$manifested\$ in the least cen:
<A:2:241:1409:140>	Bardland is still leaving the boæ (S)		dangling in the	\$in the dark\$	concerning their controversial drug campaign
<A:2:241:1409:140>	Is it now Highland's declared g (S)		gag any motion	\$silence any\$	opposition in the country?
<A:2:241:1409:140>	to guarantee every citizen freed (S)		of belief	\$to believe in the religion they wish\$	
<A:2:241:1409:140>	Any campaigner in Highland w (SU)		odd \$?\$	criminal who committed a crime for profit.	
<A:4:339:1409:140>	The sentence you refer to was ; (SU)		You don't seem \$?\$	.	well..perhaps you (GVAUX) \$will\$ learn a bit
<A:4:339:1409:140>	can form your own opinion abt (SU)		inciting	\$?\$	campaign they have started.
<A:4:339:1409:140>	If you should decide (SU)		in not doing so \$?\$	.	we'd be glad if you could send us (GA) \$a\$ dec
<A:4:339:1409:140>	Wouldn't cameras in this case l (SU)		Seriously-anks \$?\$	.	have cameras operating in every area where the
<A:2:268:1643:162>	No one shall be (FM)		hold	\$held\$	in slavery or servitude
<A:2:268:1643:162>	and freely (FS)		persue	\$spursue\$	their economic, social and cultural development
<A:2:268:1643:162>	Elementary edu. shall be (FS)		compulsary	\$compulsory\$	
<A:2:270:1643:162>	we will clearly concentrate on (FS)		articals	\$articles\$	

German L1 Error Items (Asynchronous)

ID Code	Pre-context	Error	Category	Correction	Post-context
<A:2:270:1643:162	to care not only for	(FS) intellectual	Sintellectual\$	but also for (FS)	
<A:2:270:1643:162	also for	(FS) ethical	Sethical\$	and social competences of young people	
<A:2:270:1643:162	because	(FS) on	Sone\$	has to find the (LP) golden middle \$balance\$	
<A:2:270:1643:162	one obviously has to	(FS) receive	Sreceive\$	an education that supports different (WR) ways	
<A:2:270:1643:162	Does this statement	(FS) hit	Sfit\$	your idea of what we should send you	
<A:2:270:1643:162	because	(FS) Sincerely	SSincerely\$	EdforE	
<A:3:304:1643:162	talked about our problems last	(FS) wasn't	SWasn't\$	necessary to meet again today.	
<A:2:270:1643:162	regardless (LS) from \$of\$	(GP) there	Stheir\$	cultures	
<A:3:304:1643:162	I'm quite sure you won't check	(GVT) \$will see\$	see each other tomorrow		
<A:3:304:1643:162	Otherwise it is quite	(XADJPR) difficult find	Sdifficult to find\$	it again.	
<A:2:270:1643:162	3.1.- (...) protection of the right	(XNUC) freedoms	Sfreedom\$	of others.	
<A:2:270:1643:162	respect other human beings reg (LS)	from	Sof\$	(GP) there \$their\$ cultures,	
<A:2:270:1643:162	Everyone shall have the right (LS)	of	Sto\$	freedom of opinion and expression,	
<A:2:270:1643:162	Also an individual look (LS)	on	Sat\$	a pupil's talents should be guaranteed	
<A:2:270:1643:162	Would you like to send us mea (LS)	explanation	Sdetails\$	concerning your opinion about	
<A:2:270:1643:162	because (FS) on \$one\$ has to f (LP)	golden middle	Sbalance\$	between integration and individuality	
<A:2:270:1643:162	Also an individual look (LS) or (LCS)	for that	Sso that\$	he or she will be able to find a decent and fullfill	
<A:2:270:1643:162	To define what individuality m (WR)	other	S0\$	individuals and their ways of living,	
<A:2:270:1643:162	For the free choice of employn (WR)	ways of	S00\$	capabilities.	
<A:2:270:1643:162	School can and has to help chil (WM)		Shave\$	respect for the dignity of other human beings.3.	
<A:2:268:1643:162	Everyone shall have the right (WO)	freely to	Sto freely\$	participate in the cultural life of the community,	
<A:2:270:1643:162	In our opinion a person is only (S)	the whole lot of	Sall the information and media at his/her disposal\$		
<A:2:271:1643:162	I guess they are	(S) highly under pr	Sunder a lot of pressure\$		
<A:2:243:1643:162		(CS) Die nauml:chstu (Ger.)			
<A:2:244:1672:166	So they will be able to support (GVN)	represents	Srepresent\$	(LS) represents \$hold\$ similar opinions.	
<A:2:244:1672:166	(GVN) represents \$represent\$	represents	Shold\$	similar opinions.	
<A:2:259:1672:1665>		(CS) gut! hast schon (Ger.)		.	
<A:3:296:1639:162	hope you check your	(FS) menos	Smemos\$	today	
<A:2:254:1404:-1>	This article is only meant to ex (FM)	burdening	Sover-burdenin\$	of individuals,	
<A:2:254:1404:-1>	This article	(FS) can not	Scannot\$	be understood in a way(FPW),	
<A:2:254:1404:-1>	Accompanying this (FPM)		\$.,\$	(GA) the \$0\$ lawful guaranteed working conditi	
<A:2:254:1404:-1>	In this respect labour is every a (FPW)	,	S0\$	which requires (GA) an \$a\$ significant amount	
<A:2:254:1404:-1>	(GA) \$a\$ service is work in (G (FPW)	,	S0\$	which is not meant to produce goods.	
<A:2:254:1404:-1>	This article (FS) can not \$cann (FPW)	,	S0\$	that the state guarantees every citizen a job,	
<A:2:254:1404:-1>	which requires (GA) an	an	Sa\$	significant amount of (LS) bother Seffort\$	
<A:2:254:1404:-1>		(GA) \$a\$	Sa\$	service is work in (GA) \$the\$ economy or societ	
<A:2:254:1404:-1>	work in	(GA) \$the\$	Sthe\$	economy or society(FPW)	
<A:2:254:1404:-1>	the claim on somebody for	(GA) an	Sa\$	principally unlimited task	
<A:2:254:1404:-1>	Accompanying this(FPM) \$,\$ (GA)	the	S0\$	lawful guaranteed working conditions	
<A:2:254:1404:-1>	Imposed honorary posts like	(GNN) juror	Sjurors\$		
<A:2:254:1404:-1>	or	(GNN) election assistan	Selection assistz	(not regarded as work) Exceptions to the ban (L	
<A:2:254:1404:-1>	be interpreted in a way,	(GP) that it	Sthat\$	guarantees the freedom of compulsory labour	
<A:2:254:1404:-1>	but it gives the individual the p (GWC)	apprentice	Sapprenticeship\$.	
<A:2:254:1404:-1>	Furthermore article 5.2 guaran (XNCO)	freedom of a ch	Sfreedom to ch\$	profession in the case of a (LS) threatening \$pos	
<A:2:254:1404:-1>	service from groups who are ct (XNPR)	Examples for	SExamples of\$	services that do not count as forced labour:	
<A:2:254:1404:-1>	subjective and public right (LS)	to	Sfor\$	everybody	
<A:2:254:1404:-1>	which requires (GA) an \$a\$ sig (LS)	bother	Seffort\$	, and which is usually suitable
<A:2:254:1404:-1>	Exceptions to the ban (LS)	of	Son\$	compulsory work	
<A:2:254:1404:-1>	general exception of the ban (LS)	of	Son\$	compulsory labour in the penal system	
<A:2:254:1404:-1>		(LS) By	SWith\$	the freedom to choose an employment the acces	
<A:2:254:1404:-1>	in the case of a	(LS) threatening	Spossible\$	loss of employment	
<A:2:254:1404:-1>	in a certain profession or	(LS) on	Sin\$	a certain place of work	
<A:2:254:1404:-1>	the freedom of how to	(LS) practise	Scarry out\$	a job.	
<A:2:254:1404:-1>	If the relevant article says men (WM)		Sdo\$	military service there has to be an explicit law th	
<A:2:254:1404:-1>	Dear Highland delegates,	(WO) Your questions	SI can answer y :		
<A:2:254:1404:-1>		(S) Equality of the	SEverybody must take an equal share of the work\$.		
<A:2:254:1404:-1>	.	(S) Protected is m	SThe decision c (	for example the decision to practise a craft
<A:2:254:1404:-1>	Compulsory labour means the (SU)	personally	S\$	.In this respect labour is every action(FPW), \$0\$
<A:2:254:1404:-1>	The obligation is general, if the (SU)	everyone of the \$'\$	\$ and can be done without problems.		
<A:2:254:1404:-1>	\$Everybody must take an equa (SU)	This prerequisite \$'\$.		
<A:2:254:1404:-1>	\$possible\$ loss of employment (SU)	exact it	S\$	.) and the freedom to give up a job.
<A:2:254:1404:-1>	does not imply a right to work (SU)	acknowledgem€ \$'\$		in a certain profession or (LS) on \$in\$ a certain	
<A:2:254:1404:-1>	This article does not	(SU) ensure anybody \$'\$			
<A:2:258:1668:166		(CS) Wie geht's (Ger.)		?	

German L1 Error Items (Asynchronous)

ID Code	Pre-context	Error Cate	Error	Correction	Post-context
<A:2:261:1676:1646>		(CS)	ich werde mich	(Ger.)	.
<A:2:267:1683:164>	They have to learn	(FS)	to	\$two\$	foreign languages
<A:2:267:1683:164>	has to prove (GP) its \$their\$ c	(FS)	university	\$university\$	-degree
<A:2:267:1683:164>	Northland has the worst	(FS)	formatted	\$formatted\$	documents ever
<A:3:290:1683:164>	Please come to the	(FS)	governmental	\$governmental\$	suicide booth
<A:3:290:1683:164>	We have to inform you	(FPW)	,	\$0\$	that you used a bad word ("millenium-") in a pr
<A:2:267:1683:164>	has to prove	(GP)	its	\$their\$	computer-knowledge
<A:2:267:1683:164>	They have to learn (FS) to \$tw	(XVCO)	wants that every	\$wants every st	access to a computer
<A:2:267:1683:164>	Hi, Northland is interested in :	(LS)	of	\$for\$	its students.
<A:2:267:1683:164>	I just had a	(LS)	short	\$quick\$	look at the draft version of
<A:2:267:1683:164>	Everybody shall have the right	(LS)	of	\$to\$	freedom of opinion and expression
<A:2:262:1683:164>	Hi,	(CS)	ich will Northla	(Ger.)	
<A:3:278:1678:164>	I've just	(FM)	send	\$sent\$	a little letter to the globe
<A:3:278:1678:164>	I mentioned that Highland, No	(GWC)	connectivity	\$connection\$	for every citizen.
<A:3:280:1514:140>	Dear Juba,	(FS)	hear	\$here\$	are the questions from
<A:3:280:1514:140>	I hope I	(GVAUX)	could	\$have been able	help you, but perhaps you've got them from ano
<A:3:280:1514:140>	Would you please define ""emc	(LP)	in regards to	\$with regards to	abortion?
<A:3:327:1693:166>	I've sent a message to	(FS)	midland	\$Midland\$	
<A:3:327:1693:166>	It seems, that the	(FS)	midland	\$Midland\$	delegation is a little bit lazy.
<A:3:282:1693:166>	trying to discuss possible	(LS)	matches with th	\$coincidences c	opinion,
<A:3:282:1693:166>	Dear members of free speech. :	(WR)	have	\$0\$	have to prevent a new (S) Eutopian of \$Eutropic
<A:3:282:1693:166>	have to prevent a new	(S)	Eutopian of	\$Eutopia being	such conditions!
<A:3:327:1693:166>	Begin of included message. Hil	(S)	to what group I	\$which group I	belong to?
<A:3:282:1693:166>	I've sent a new message to the	(SU)	respectively	\$respectfully?\$	trying to convince them of our goals.
<A:3:288:1675:166>	will be	(FS)	responsible	\$responsible\$	for Coastland and Southland
<A:3:288:1675:166>	Thomas and Eeva are public re	(GNN)	manager	\$managers\$	from CoCo Flory:
<A:3:298:1703:166>	teleconferendce \$teleconferenc	(FM)	be	\$been\$	published..
<A:3:298:1703:166>	hey folks! here we go:1. who is	(FS)	bartland	\$Bardland\$	are responsible
<A:3:298:1703:166>	not the constitution	(FS)	bur	\$but\$	the declaration of human rights will be (LS) trea
<A:3:298:1703:166>	the agenda for the	(FS)	3th	\$3rd.\$	
<A:3:298:1703:1664>		(FS)	teleconferendce	\$teleconference	about information rights we decided that no stat
<A:3:298:1703:166>	parents and other	(FS)	responsables	\$responsible\$,
<A:3:298:1703:1664>		(FS)	as	\$at\$	(FS) shoos \$schools\$ to help them to protect ct
<A:3:298:1703:166>	as \$at\$	(FS)	shools	\$schools\$	to help them to protect childrer
<A:3:298:1703:166>	issues have to be stoppped (	(FS)	generaly	\$generally\$	that (WM)
<A:3:298:1703:166>	(GVN) debase \$debases\$ hum	(FS)	beeings	\$beings\$	in any ways)
<A:3:298:1703:166>	who will be	(FS)	responsible	\$responsible\$	for the realization
<A:3:298:1703:166>	who is	(FS)	responsible	\$responsible\$	if people see their (GNN) right \$rights\$
<A:3:298:1703:166>	will there be a commission (	(FS)	governmental	\$governmental\$	
<A:3:298:1703:166>	non-	(FS)	governmental	\$governmental\$?)	
<A:3:298:1703:166>	will there be people	(FS)	responsible	\$responsible\$	(XADJCO) responsible to observe \$responsible
<A:3:329:1703:166>	in every point	(FS)	mencioned	\$mentioned\$	
<A:3:329:1703:1664>		(FS)	acording	\$according\$	(LCLC) acording \$according to\$ this
<A:3:329:1703:166>	personal information/records	(FS)	shoud	\$should\$	be protected
<A:3:329:1703:166>	it really depends what	(FS)	the	\$they\$	mean (LS) concretly \$exactly\$
<A:3:329:1703:166>	the guidelines from the Commi	(FS)	specialy	\$specially\$	created for that. point 3
<A:3:329:1703:166>	yes i don't know if i will be	(FS)	abble	\$able\$	to be in for the conference
<A:3:298:1703:166>	(WO) globe in	(GA)	the	\$0\$	issue #1 \$In issue #1 of the Globe\$
<A:3:329:1703:166>	sell or share	(GA)		\$the\$	personal information of their (GNN) citizen \$cit
<A:3:298:1703:166>	(WM) \$In\$ our meeting we de	(GNC)	the internet acc	\$access to inter	to any population group or minorities
<A:3:298:1703:166>	who is (FS) responsible \$respc	(GNN)	right	\$rights\$	(LS) offended \$violated\$?
<A:3:329:1703:166>	forbidden \$ to sell or share (G	(GNN)	citizen	\$citizens\$	or customers.
<A:3:298:1703:166>	has	(GP)	some	\$someone\$	got a (SU) definitiv \$?\$ answer?
<A:3:329:1703:1664>		(GP)	every	\$all\$	personal information/records (FS) shoud \$shoul
<A:3:329:1703:166>	the obligations resulting from t	(GVN)	has	\$have\$	to be assumed by the state point 2
<A:3:298:1703:166>	\$In issue #1 of the Globe\$	(GVV)	is written	\$it says\$	that not the constitution (FS) bur \$but\$ the decl
<A:3:329:1703:166>	\$specially\$ created for that. po	(GWC)	respecting	\$having respect	our discussion point 4: yes i don't know if i will
<A:3:298:1703:166>	will there be people (FS) respc	(XADJCO)	responsible to	\$responsible for	the net?
<A:3:329:1703:166>	as well as the unlimited right t	(XNUC)	informations	\$information\$	kept on oneself (or your organization),
<A:3:298:1703:166>	the declaration of human rights	(LS)	treated	\$dealt with\$	. so... confusing?
<A:3:298:1703:166>	no state is allowed to	(LS)	refuse	\$deny\$	(GNC) the internet access \$access to internet\$ t
<A:3:298:1703:166>	other (FS) responsables \$respo	(LS)	responsables	\$scaretakers\$	(FS) as \$at\$ (FS) shoos \$schools\$
<A:3:298:1703:166>	we defend free speech	(LS)	in	\$on\$	the net but we support some restrictions.
<A:3:298:1703:166>	if people see their (GNN) right	(LS)	offended	\$violated\$	? will there be a commission
ID Code	Pre-context	Error Cate	Error	Correction	Post-context

German L1 Error Items (Asynchronous)

<A:3:329:1703:166 what (FS) the \$they\$ mean (LS)	concretly	\$exactly\$	
<A:3:329:1703:1664>	respecting	\$keeping to\$	the guidelines from the Commission (FS) specia
<A:3:329:1703:166 as well as the unlimited right o (LCLC)	acording	\$according to\$	this. to top 2: (GP)every \$all\$ personal informa
<A:3:298:1703:1664.		\$In\$	our meeting we decided that no state is allowed
<A:3:298:1703:166 discriminating contents concer (WM)		\$which\$	(GVN) debase \$debases\$ human (FS) beeing\$ \$I
<A:3:298:1703:166 but everybody will decide abot (WO)	globe in (GA) t\$	\$In issue #1 of (GVV) is written \$it says\$ that not the constitut	
<A:3:329:1703:1664>			It should be for\$The governme to sell or share (GA) \$the\$ personal information
<A:3:298:1703:166 so... confusing? has (GP) some (SU)	definitiv	\$?\$	answer?3. the agenda for the (FS) 3th \$3rd.\$ (F
<A:3:298:1703:166 help them to protect children fr (SU)	nautiv	\$?\$	information.further we defend free speech (LS)
<A:3:300:1690:166 the two states concerned with (GA)	the	\$0\$	Information Rights
<A:3:300:1690:166 Did anyone notice that Midlan (GNC)	the Internet acc\$	\$their citizens' ?	
<A:3:310:1690:166 Hiho especially to the press sp (GNC)	midland concer\$	\$concerned peo ! please read globe #	
<A:3:300:1690:166 we do have to (XVCO)	insist to get	\$insist on gettir	our point of view into the (new) human rights ag
<A:3:317:1690:166 DEFINITIONS of the rights (LS)	like	\$as\$	we want them to be
<A:3:300:1690:166 Hi folks, especially the midlan (WO)	again the Globe\$	\$the Globe of 7 (2. The News).	
<A:3:317:1690:166 Hiho again, sorry for bothering (WO)	with always	\$always with\$	the same stuff,
<A:3:317:1690:166	with (LS) what	\$that you alreac well I guess. seems like me (S) getting a little bi	
<A:3:317:1690:166 well I guess. seems like me (S)	getting a little b\$	\$overacting a li :-)	
<A:4:330:1505:14C So, got time for a fag and (FS)	cof	\$scough\$?	
<A:4:330:1505:140 but we sat there (S)	quite long...	\$quite a long time\$	
<A:4:330:1505:14C Hey, don't you check your mer (SU)	anymore	\$?\$	, but we sat there (S) quite long... \$quite a long
<A:3:306:1625:-1> an adequate education has to c: (FS)	intellectual	\$intellectual\$	but also for
<A:3:306:1625:-1> but also for (FS)	ehtical	\$ethical\$	and social competences of young people
<A:3:306:1625:-1> (LP) regardless from \$regardle (FS)	there	\$their\$	cultures, financial situations,
<A:3:306:1625:-1> information and ideas of all kin (FPW)	,	\$0\$	authorities (...)
<A:3:306:1625:-1> help our children become (GA)	a	\$0\$	fully independent and self-determined human (G
<A:3:306:1625:-1> help our children become (GA) (GNN)	being	\$beings\$	and independence and self-determination
<A:3:306:1625:-1> Also an individual look (LS)	on	\$at\$	a pupil's talents should be guaranteed (LCS) for
<A:3:306:1625:-1> to respect other human beings (LP)	regardless from\$	\$regardless of\$ (FS) there \$their\$ cultures, financial situations, 1	
<A:3:306:1625:-1> Also an individual look (LS) oi (LCS)	for that	\$so that\$	he or she will be able to find a decent and fullfilli
<A:3:306:1625:-1> School can and has to help chil (WM)		\$Shave\$	respect for the dignity of other human beings.
<A:3:306:1625:-1> because one has to find (S)	the golden midt\$	\$a fair balance\$	between integration and individuality
<A:3:306:1625:-1> to recieve an education that su (S)	ways of capabil\$	\$skills\$.	
<A:3:306:1625:-1> In our opinion a person is only (SU)	grade	\$?\$	of guaranteed education; no one is born with a fi
<A:2:257:1508:14C hi highlanders. HuchHuch! I h (FM)	send	\$sent\$	messages to all countries
<A:3:294:1508:140 since I had some time on hand (FM)	send	\$sent\$	a letter to Northland
<A:2:257:1508:140 I hope this is (FS)	allright	\$alright\$	, because we really
<A:2:257:1508:140 really need to get (FS)	goin	\$going\$.	
<A:2:199:1508:140 They want (GA)		\$the\$	death penalty for drug dealers..
<A:3:294:1508:140 clarify some things regarding ai (GA)		\$the\$	death penalty.
<A:3:302:1508:140 their opinion (LS) about \$of\$ (GA)		\$the\$	death penalty.
<A:3:303:1508:140 I have so far sent messages to I (XVPR)	asking them	\$asking them fr	more details about abortion and euthanasia
<A:3:302:1508:140 asking them about their opinio (LS)	about	\$of\$	(GA) \$the\$ death penalty.
<A:3:303:1508:140 (their view was not explicitly (LS)	spoken	\$manifested\$).
<A:3:294:1508:140 We'll talk (WR)	about	\$0\$	more tonight on the phone, o.k.?
<A:3:294:1508:14C It's just that I didn't know whet (WO)	time enough	\$enough time\$	tonight...bye, paula
<A:3:294:1508:14C Hi Louise! I know it is very (CS)	strebsam	(?)	and out of schedule,
<A:3:328:1510:14C Have you (FS)	devided	\$divided\$	up into groups
<A:3:328:1510:14C If you (WO) already have \$hav (FS)	devided	\$divided\$	up (WM) \$the work\$
<A:3:328:1510:14C Hello Highlanders! I wasn't at (GNC)	Monday's meet	\$meeting on M\$	and so I don't know what you have discussed.
<A:3:328:1510:14C Have you (FS) devided \$divide (GVT)	have done	\$did\$	for the last conference?
<A:3:328:1510:14C I will be (WM)		\$participating\$	in the conference from home and I hope that I w
<A:3:328:1510:14C If you (WO) already have \$hav (WM)		\$the work\$	please tell me (S) to what group
<A:3:328:1510:14C If you (WO)	already have	\$have already\$	(FS) devided \$divided\$ up (WM) \$the work\$
<A:4:342:1646:-1> dear (FS)	coastland	\$Coastland\$	
<A:4:342:1646:-1> (FM) refering \$referring\$ to m (FS)	i	\$I\$	want to make you the offer
<A:4:342:1646:-1> freedom of information and di (FS)	devide	\$divide\$	
<A:4:342:1646:-1> the constitution will be fixed (I (FS)	wednesday	\$Wednesday\$	
<A:4:342:1646:-1> talk about this point on the tele (FS)	monday	\$Monday\$	

Latvian L1 Error Items (Asynchronous)

ID Code	Pre-context	Error Category	Error	Correction	Post-context
<A:2:189:1398:	The overall national policy goals are to ir	(FM)	economical	\$economic\$	
<A:2:189:1398:	To raise(GA) \$the\$	(FM)	educational	\$education\$	system of Bardland to the intern
<A:2:189:1398:		(FM)	Educational	\$Education\$	system of Bardland
<A:2:189:1398:	It would contribute to (GA) \$the\$	(FM)	economical	\$economic\$	system of the whole (WM) \$of\$
<A:2:189:1398:	(XVPR) Improving of \$Improving\$ the	(FM)	educational	\$education\$	system.
<A:2:229:1398:	Soft drugs(cocaine and marijuana) cause	(FM)	dependance	\$dependence\$	
<A:4:331:1398:	parents have too much power in (GA) \$th\$	(FM)	educational	\$education\$	system.
<A:2:189:1398:	Prepared by the	(FS)	Eutroopian	\$Eutroopian\$	(FS) Commision \$Commission\$
<A:2:189:1398:-1>		(FS)	Commision	\$Commission\$	on Constitutional Laws Informa
<A:2:229:1398:	We will gladly provide answers to your	(FS)	questions	\$questions\$	
<A:2:229:1398:	Thus (GA) \$the\$ death penalty is	(FS)	though	\$thought\$	too cruel
<A:3:324:1398:	thanks to Northland about the idea of	(FS)	Interpole	\$Interpol\$	to (LP) settle down
<A:3:324:1398:	It's a	(FS)	pitty	\$spity\$	that we didn't
<A:3:324:1398:	have the	(FS)	oportunity	\$oportunity\$	to participate in (GA) \$the\$ con
<A:3:324:1398:	whenever it (GVT) is \$was\$	(FS)	necessary	\$necessary\$	
<A:4:331:1398:	We think that parents should have some	(FS)	powre	\$power\$	in school life \$
<A:2:189:1398:	easy-to-make-money business and these r	(FPW)	,	\$O\$	who have just started taking dru
<A:2:189:1398:	(LCLS) However \$Although\$	(FPW)	,	\$O\$	unemployment is not a very seri
<A:2:189:1398:	We expect to get	(GA)		\$O\$	a support from other parts
<A:2:189:1398:	policy goals are to improve	(GA)		\$the\$	(FM) economical \$economic\$ a:
<A:2:189:1398:	to promote	(GA)	the	\$O\$	general understanding
<A:2:189:1398:	To raise	(GA)		\$the\$	(FM) educational \$education\$ s:
<A:2:189:1398:	To prevent distribution of drugs in	(GA)	the	\$O\$	society
<A:2:189:1398:	for its organisation (LS) leaves \$has\$	(GA)		\$a\$	direct influence
<A:2:189:1398:	the future of	(GA)	the	\$O\$	society
<A:2:189:1398:	each region of Eutropia to be acquainted	(GA)		\$the\$	education systems in neighbouri
<A:2:189:1398:	promote the continuing development of	(GA)		\$a\$	prosperous society
<A:2:189:1398:	More flexible	(GA)	the	\$O\$	school entering age.
<A:2:189:1398:	to reduce	(GA)		\$the\$	demand for illegal drugs
<A:2:189:1398:	to prevent	(GA)		\$the\$	inhabitants of Bardland
<A:2:189:1398:	should attempt to find	(GA)		\$a\$	solution to this problem
<A:2:189:1398:	we would seriously consider	(GA)		\$the\$	legalisation
<A:2:189:1398:	legalisation of	(GA)	the	\$O\$	soft drugs
<A:2:189:1398:	Furthermore,	(GA)		\$the\$	death penalty for dealers should
<A:2:189:1398:	the effect of drugs on	(GA)		\$the\$	human organism included
<A:2:189:1398:	It would contribute to	(GA)		\$the\$	(FM) economical \$economic\$ s:
<A:2:189:1398:-1>		(GA)		\$The\$	Geographical position of Bardla
<A:2:189:1398:	Providing	(GA)		\$the\$	possibility of studying foreign la
<A:2:189:1398:	\$the expansion\$ of	(GA)		\$the \$	job market
<A:2:229:1398:	Thus	(GA)		\$the\$	death penalty is (FS) though \$th
<A:2:229:1398:	by our suggestion (LS) of \$for\$	(GA)		\$the\$	legalization of (GA) the \$O\$ \$of
<A:2:229:1398:	legalization of	(GA)	the	\$O\$	soft drugs
<A:3:324:1398:	have the (FS) oportunity \$oportunity\$ t	(GA)		\$the\$	conference on Friday
<A:3:324:1398:	looking foward to communicating with v	(GA)		\$the\$	message center
<A:4:331:1398:	In	(GA)		\$the\$	first conference you
<A:4:331:1398:	parents have too much power in	(GA)		\$the\$	(FM) educational \$education\$ s
<A:2:189:1398:	3)Information on	(GNC)	drug effect	\$effects of drugs\$	.The policy objectives of Bardla
<A:2:189:1398:	1.	(GNC)	Developing of the	\$Agricultural Deve	(plants).
<A:2:189:1398:	By means of the position paper we will tr	(GNN)	problem	\$problems\$	in Bardland.
<A:2:189:1398:	People without (GP) that \$this\$ kind of k	(GNN)	technologies	\$technology\$	may experience certain difficulti
<A:4:331:1398:	If (S) so mandated by parents \$if the pare	(GNN)	school	\$schools\$	can opt out of local authority co
<A:2:189:1398:	People without	(GP)	that	\$this\$	kind of knowledge in the age of
<A:2:189:1398:	to stop the increasing drug-addiction.	(GP)	There	\$These\$	are the following suggestions w
<A:2:229:1398:	As far as I know some countries like Thai	(GVT)	becomes	\$is becoming\$	a very popular tourist place now
<A:3:324:1398:	The line	(GVT)	is	\$was\$	so busy
<A:3:324:1398:	that it	(GVT)	turns	\$turned\$	out to be impossible to get
<A:3:324:1398:	through whenever it	(GVT)	is	\$was\$	(FS) necessary \$necessary\$.
<A:2:189:1398:	It is essential for Bardland's national polic	(GWC)	exporting them	\$their exportation\$	to the other countries of the Fed
<A:2:189:1398:	rising professional education to the intern	(GWC)	expanding	\$the expansion\$	
<A:2:189:1398:	3.	(GWC)	Developing	\$Development\$	of new technologies.
<A:3:324:1398:	We are still looking foward to communic.	(XVCO)	participate	\$to participating\$	in the next conference, which is
<A:2:189:1398:		(XVPR)	Improving of	\$Improving\$	the (FM) educational \$educati

Latvian L1 Error Items (Asynchronous)

ID Code	Pre-context	Error Category	Error	Correction	Post-context
<A:2:189:1398:	Investing money in technical sciences,	(XNUC)	investigations	\$investigation\$	, inventions and technical innova
<A:2:189:1398:	for its organisation	(LS)	leaves	\$has\$	(GA) \$a\$ direct influence on the
<A:2:189:1398:	education has always been one of the mo	(LS)	cherished	\$relevant/important\$	issues.
<A:2:189:1398:	when a pupil or a student	(LS)	acquires	\$studies\$	
<A:2:189:1398:	not more than 3 subjects, is too	(LS)	stiff	\$rigid\$	It considerably undermines the :
<A:2:189:1398:	While determining the age of	(LS)	entering	\$starting\$	school (WR) system
<A:2:189:1398:	because the drugs are	(LS)	transhipped	\$distributed\$	to all the Federation via our cou
<A:2:189:1398:	Drugs is one of the	(LS)	burning	\$main\$	problems (LS) of \$in\$ Eutropia.
<A:2:189:1398:	Death penalty	(LS)	to	\$for\$	drug dealers
<A:2:189:1398:	this serious step can prevent many people	(LS)	making	\$getting into\$	this easy-to-make-money busine
<A:2:189:1398:	There should be special lectures	(LS)	of	\$on\$	health education
<A:2:189:1398:	(explanations	(LS)	of	\$on\$	the effect of drugs on (GA) \$the
<A:2:189:1398:	In order to prevent its possible increase a	(LS)	distribution	\$spread\$	(LS) on \$within\$ the whole terr
<A:2:189:1398:	and (LS) distribution \$spread\$	(LS)	on	\$within\$	the whole territory of Eutropia, :
<A:2:189:1398:	and insure new job	(LS)	places	\$vacancies\$.	
<A:2:189:1398:	Cultivating,	(LS)	gathering	\$harvesting\$	, processing, transporting and se
<A:2:189:1398:	\$the expansion\$ of (GA) \$the \$ job mark	(LS)	on	\$in\$	the territory of the whole Eutro
<A:4:331:1398:	what computer skills are	(LS)	thought	\$required\$	
<A:2:189:1398:	the Federation is like one body -	(LP)	as far as	\$as long as\$	one part of it is aching, the body
<A:2:189:1398:	processing, transporting and selling produ	(LP)	job places	\$jobs\$.	
<A:2:189:1398:	Factories processing agricultural products	(LP)	working places	\$jobs\$	
<A:3:324:1398:	especially thanks to Northland about the :	(LP)	settle down	\$control\$	the drug problem.
<A:4:331:1398:	but not (S) as big as \$as much as\$ they h:	(LP)	Sincerely your	\$Sincerely yours\$	, Bardlanders
<A:2:189:1398:	A. Economical rights: unemployment.1.	(LCLS)	However	\$Although\$	(FPW), \$0\$ unemployment is no
<A:2:229:1398:		(LCLC)	To my opinion	\$In my opinion\$	these measures make sense. Tha
<A:2:189:1398:	Human psychology usually strives to get	(LCS)	In case	\$If\$	there is no ban, the desire is no :
<A:2:189:1398:	While maintaining democracy, the upper l	(WR)	no one and nothin	\$000000\$	the government itself.
<A:2:189:1398:	While determining the age of (LS) enteri	(WR)	system	\$0\$	, the psychological aspect should
<A:2:189:1398:	(GA) \$The\$ Geographical position of Ba	(WR)	gathering	\$0\$	good harvests.
<A:2:189:1398:	Drugs will stop being something mysteric	(WM)		\$the denomination c	soft drugs we mean cocaine and
<A:2:189:1398:	It would contribute to (GA) \$the\$ (FM) €	(WM)		\$of\$	Eutropia and insure new job (LS
<A:2:229:1398:	Thus (GA) \$the\$ death penalty is (FS) th	(WM)		\$is a\$	helpful way to solve this probler
<A:4:331:1398:	As	(WM)		\$we mentioned \$	in our Briefing paper we think tl
<A:2:189:1398:	Every citizen should be subjected to regul	(WO)	The health of the :	\$Great attention shc .	Medical services- free of charg
<A:2:189:1398:		(S)	The choice of	\$Choosing\$	the right policy (S) leaves hope :
<A:2:189:1398:	\$Choosing\$ the right policy	(S)	leaves hope for so	\$means we may be :	the problem of unemployment
<A:2:189:1398:	The life of a 21st century person is unima	(S)	the out-of-borders	\$communicating with people outside our borders\$	
<A:2:229:1398:	As soon as one starts using (GP) those \$t	(S)	unlikely stop it	\$be unlikely to stop'without medical	
<A:2:229:1398:	countries like Thailand(which (GVT) bec	(S)	experience this m	\$has had the experience of taking this measure\$.	
<A:4:331:1398:	In (GA) \$the\$ first conference you	(S)	didn't have clear u	\$didn't really unders by 'parents power'.	
<A:4:331:1398:	In Bardland parents	(S)	are significant for	\$play a prominent r	shaping school policy today.
<A:4:331:1398:	If	(S)	so mandated by p:	\$if the parents so w	(GNN) school \$schools\$ can c
<A:4:331:1398:	We think that parents should have some	(S)	power in school li	\$some say in the running of schools\$	
<A:4:331:1398:	but not	(S)	as big as	\$as much as\$	they have now.
<A:2:189:1398:	Moreover, it is essential for each region c	(SU)	The significance c	\$?\$	.

Norwegian L1 Error Items (Asynchronous)

ID Code	Pre-context	Error Category	Error	Correction	Post-context
<A:1:51:485:-1	We strongly	(FM)	recommend	\$recommend\$	cooperation
<A:1:80:485:-1	Good morning Midland!	(FS)	ower	\$our\$	points are...
<A:1:80:485:-1	We have	(FS)	no	\$now\$	read your document
<A:1:80:485:-1	We don't want to make all our	(FS)	decisions	\$decisions\$	right now
<A:1:110:485:-1>		(FS)	structure	\$structure\$	
<A:1:110:485:-1>		(FS)	Distance	\$Distance\$	learning
<A:1:110:485:-1>		(FS)	specific	\$specific\$	studies
<A:1:110:485:-1	The	(FS)	Council	\$Council\$	of Tertiary Education
<A:1:110:485:-1	(S) Your beloved !\$,	(FS)	Barland	\$Bardland\$	
<A:1:169:485:-1	it's very	(FS)	important	\$important\$	that tertiary education
<A:1:169:485:-1>		(FS)	Sincerely	\$Sincerely\$,	
<A:1:169:485:-1>		(FS)	Bardlands	\$Bardland's\$	delegation.
<A:1:51:485:-1	Explain how important this issue is for	(FPW)	?	\$0\$	
<A:1:169:485:-1	but	(GA)		\$the\$	size of the Main Board (WO) can
<A:1:80:485:-1>		(GP)	How	\$what\$	are your plans related to spending
<A:1:169:485:-1	.....> we	(GVV)	are agree	\$agree\$	
<A:1:169:485:-1	University Power / Board structure::	(GVV)	are agree	\$agree\$,
<A:1:169:485:-1	Private / Public Universities - Studyi	(GVV)	are agree	\$agree\$,
<A:1:169:485:-1	Access to Universities / Entrance rec	(GVV)	are agree	\$agree\$	with the written entrance exami
<A:1:169:485:-1	Relationship between enterprises / ir	(GVV)	are 100 % agree	\$agree 100%\$	
<A:1:110:485:-1	you have to:1.	(GVT)	Finished	\$Finish\$	13 years.
<A:1:110:485:-1	you have to:2.	(GVT)	Been	\$Have been\$	working for a long time
<A:1:80:485:-1	You had a very long and	(GWC)	thoroughly	\$thorough\$	policy statement. We don't want
<A:1:80:485:-1	Your	(GWC)	faithfully	\$faithful\$	land, B a r d l a n d"
<A:1:110:485:-1	In Eutropolis, The (FS) Council \$Co	(GWC)	advice	\$advise\$	each institution on what kind of
<A:1:80:485:-1	We have (FS) no \$now\$ read your d	(XVPR)	agree to	\$agree with\$	a lot of your policy, and would l
<A:1:51:485:-1	Negotiating would be a main	(LS)	tool	\$strategy\$.	
<A:1:110:485:-1	could be used in very (FS) specific \$:	(LS)	studies	\$courses\$	
<A:1:110:485:-1	what kind of studies and/or subjects t	(LS)	educate	\$teach\$.	
<A:1:169:485:-1	We would like to give our	(LS)	statements	\$opinion\$	
<A:1:169:485:-1	\$opinion\$	(LS)	to	\$on\$	your Draft Paper on Educationa
<A:1:51:485:-1	Maintain our low crime rates and	(LP)	drug use	\$drug abuse\$	and political extremism.
<A:1:80:485:-1	and would like to	(LP)	have a cooperati	\$cooperate\$	with your delegation.
<A:1:110:485:-1	Before you can study at	(WR)	at	\$0\$	tertiary level, you have to:
<A:1:169:485:-1	but (GA) \$the\$ size of the Main Boa	(WO)	can we	\$we can\$	discuss later.
<A:1:110:485:-1	In	(S)	human related st	\$the Humanities\$	(i.e. doctor, teacher, nurse) pract
<A:1:110:485:-1		(S)	Your beloved	\$!\$	, (FS) Bardland \$Bardland\$.
<A:1:51:485:-1	Develop a common education syste	(SU)	as high educator \$? \$		.
<A:1:51:485:-1	Our	(SU)	which	\$? \$	for the future is better economic
<A:1:110:485:-1	All nations should	(SU)	maintain all studi	\$? \$	. (FS) Distance \$Distance\$ learn
<A:1:168:489:-1	If the students are	(FM)	physical	\$physically\$	disabled
<A:1:122:489:-1	ITC	(FS)	infra structure	\$infrastructure\$	
<A:1:122:489:-1	Computer skills and	(FS)	availability	\$availability\$	
<A:1:122:489:-1	How will you use your	(FS)	infra structure	\$infrastructure\$	and computers
<A:1:123:489:-1	The difference between cable and	(FS)	satellite	\$satellite\$	
<A:1:123:489:-1	if you don't have any	(FS)	satellite	\$satellite\$	
<A:1:123:489:-1	if you have a	(FS)	satellite	\$satellite\$	this is cheaper
<A:1:123:489:-1	if you use	(FS)	satellite	\$satellite\$	communication
<A:1:123:489:-1	by using	(FS)	satellite	\$satellite\$	you don't have to worry
<A:1:123:489:-1>		(FS)	distans	\$distance\$	and topology
<A:1:168:489:-1>		(FS)	its	\$it's\$	possible to work at home
<A:1:168:489:-1	use the «	(FS)	existing	\$existing\$	» coaxcable
<A:1:124:489:-1	computers and the Internet as	(GA)		\$a\$	true means of communication w
<A:1:123:489:-1	Dear InfoTech, (LS) in \$for\$ short	(GNN)	distance	\$distances\$	cable will be the best solution.
<A:1:123:489:-1	The difference between cable and (F	(GVN)	are	\$is\$:
<A:1:124:489:-1	In the above article your journalist	(GVN)	point	\$points\$	at a very important issue:
<A:1:123:489:-1>		(LS)	in	\$for\$	short (GNN) distance \$distances\$
<A:1:124:489:-1	no national preferences	(LS)	to	\$for\$	certain countries.
<A:1:168:489:-1	(mouse, touch-screen, customized ke	(LS)	to	\$for\$	disabled learners.
<A:1:168:489:-1	The lectures shall be given	(LS)	to	\$at\$	certain times, and maybe have d
<A:1:168:489:-1	There will be different needs for the	(LS)	regarding	\$according\$	to geographical differences
<A:1:168:489:-1	If the students are (FM) physical \$ph	(WR)	it	\$0\$	(FS) its \$it's\$ possible to work a
<A:1:124:489:-1	This statement	(WM)		\$is\$	just to ""make clear"" our positi

Norwegian L1 Error Items (Asynchronous)

ID Code	Pre-context	Error Category	Error	Correction	Post-context
<A:1:168:489:-	Thereafter	(WO)	will we	\$we will\$	try to add the necessary equipment
<A:1:168:489:-		(S)	It is a goal that al	\$One of our aims is	that everybody has access to a P
<A:1:168:489:-	Lectures and	(SI)	that kind	\$different kinds\$	of documents should be availabl
<A:1:124:489:-	We read ""the Globe"" daily and	(SU)	appropriate	?\$?	your paper!
<A:2:188:1400	This right includes adequate food, cl	(FM)	housing	\$housing\$	
<A:4:340:1400	charity organisations	(FM)	can not	\$cannot\$	be stationed in every little villag
<A:2:188:1400	conviction (LS) of \$for\$ a crime for	(FS)	wich	\$which\$	this penalty
<A:2:188:1400	this penalty is	(FS)	porvided	\$provided\$	by law.
<A:2:188:1400	Everyone has the right to liberty and	(FS)	security	\$security\$	of person
<A:2:188:1400	(GWC) direct \$directed\$ to the full	(FS)	developent	\$development\$	of the human personality
<A:2:188:1400	and the sense of its	(FS)	dignety	\$dignity\$	, and shall strengthen
<A:2:188:1400	the peaceful enjoyment of his possessi	(FS)	exept	\$except\$	lawful expropriation
<A:2:188:1400	in public	(FS)	intrest	\$interest\$	.
<A:2:188:1400	Everyone has the right to enjoy the h	(FS)	stadard	\$standard\$	of physical and mental health
<A:4:340:1400	according to the	(FS)	eutropian	\$Eutropian\$	(FS) commissioners
<A:4:340:1400		(FS)	commissioners	\$Commissioners\$	agenda.
<A:4:336:1400	Re: Abortion. Abortion should be pc	(FPM)		,\$	and only when
<A:4:336:1400	and only when	(FPM)		,\$	the mother wants an abortion.
<A:2:188:1400	Everyone has the right to enjoy the h	(FPW)	.	\$0\$	Under conditions
<A:4:336:1400	Counselling should be available in an	(FPW)	.	\$0\$	
<A:4:337:1400	Dear Eutropian Globe. We have rec	(FPW)	,	\$0\$	that (GVN)insinuate \$insinuate
<A:4:337:1400	We trust that (GA) \$the\$ Eutropian	(FPW)	,	\$0\$	when they want to express their
<A:4:340:1400	To guarantee adequate food, clothing	(FPW)	.	\$0\$	Because no one should freeze or
<A:2:188:1400	conviction or sentence reviewd by	(GA)		\$a\$	higher tribunal
<A:2:188:1400:-1>		(GA)		\$The\$	Right to liberty shall not include
<A:3:283:1400		(GA)		\$The\$	Delegation of Coastland agree tl
<A:4:337:1400	we believe that freedom of expression	(GA)	a	\$an\$	important right
<A:4:337:1400	We trust that	(GA)		\$the\$	Eutropian Globe will give Info \
<A:4:340:1400	What is	(GA)		\$an\$	adequate standard/and what we
<A:2:188:1400	No one shall be deprived of	(GP)	his	\$their\$	life intentionally
<A:2:188:1400	a sentence of a court following	(GP)	his	\$their\$	conviction (LS) of \$for\$ a crime
<A:2:188:1400	shall have the right to have his/	(GP)	hers	\$her\$	conviction or sentence reviewd
<A:4:340:1400	(GVN)isn't \$aren't\$ able to provide	(GP)	this	\$these\$	services to all who need such he
<A:4:336:1400	It should be possible up to 12 weeks	(GVN)	is	\$are\$	special medical reasons,
<A:4:337:1400	Dear Eutropian Globe. We have rec	(GVN)	insinuate	\$insinuates\$	that censorship is being carried c
<A:4:340:1400	We are concerned that charity organi	(GVN)	isn't	\$aren't\$	able to provide (GP) this \$these\$
<A:2:188:1400	No person shall be denied the right tr	(GWC)	direct	\$directed\$	to the full (FS) developent \$deve
<A:4:336:1400	Dear delegation Here is our	(XNPR)	reply on	\$reply to\$	your mails.
<A:4:336:1400	We do not	(XVPR)	agree in	\$agree with\$	the last sentence, because it may
<A:2:188:1400	following (GP) his \$their\$ convictior	(LS)	of	\$for\$	a crime
<A:2:188:1400	This right	(LS)	carries with	\$includes\$	duties and responsibilities
<A:2:188:1400	Under conditions which would	(LS)	assure	\$guarantee\$	(WR) to all \$00\$ medical servic
<A:4:336:1400	because it may be	(LS)	abused	\$distorted\$	
<A:4:336:1400	the decision should be made by the n	(LS)	in	\$after\$	counselling with at least 2 doct
<A:4:336:1400:-1>		(LS)	Like	\$such as\$	financial support, adoption, and
<A:4:336:1400	we would do the same	(LS)	on	\$with\$	our position
<A:2:188:1400	Everyone has the right to liberty and	(LP)	security	\$security\$	of person \$personal security\$
<A:2:188:1400	Under conditions which would	(LS)	to all	\$00\$	medical service and medical atte
<A:4:336:1400	The persons who	(WR)	should	\$0\$	carry this out should only be me
<A:2:188:1400	(GA) \$The\$ Right to liberty shall no	(SU)	lawful detention	?\$?	.
<A:4:336:1400	After 16 weeks it should not be possi	(SU)	isn't viable	?\$?	. Counselling should be availabl
<A:4:336:1400	(LS) Like \$such as\$ financial suppor	(SU)	relieve them	?\$?	. Etc) Re: Euthanasia. We woul

French L1 Error Items (Asynchronous)

ID Code	Pre-context	Error Category	Error	Correction	Post-context
<A:2:178:1624:-	hello,I'm JAH ,the South	(FM)	personal	\$personal\$	rights,...
<A:2:237:1624:-	I m not	(FM)	suppose	\$supposed\$	to write here,
<A:2:237:1624:-	I m	(FM)	suppose	\$supposed\$	to deal with information rights.
<A:2:180:1624:-	The	(FS)	following	\$following\$	short text outlines our main priorities
<A:2:237:1624:-	Just think about the	(FS)	eutropan	\$Eutropan\$	governments union !
<A:2:237:1624:-	mat-member of	(FS)	southland	\$Southland\$	
<A:2:237:1624:-	(FS) southland	(FS)	government	\$government\$	
<A:2:237:1624:-	If you have some	(GNN)	suggestion	\$suggestions\$	for anything ...mat-member of (FS) southland
<A:2:234:1624:-	What kind of info	(GVN)	need	\$needs\$	the "Secret" (LS) patch \$label?\$? .
<A:2:234:1624:-	As we all could say:"Inf	(XVPR)	hidden to	\$hidden from\$	the people" but there is a "but"!
<A:2:238:1624:-	I m sorry, I could not	(XVPR)	answer to	\$answer\$	your questions today. but send us some, we ll try to :
<A:2:234:1624:-	Secret"	(LS)	patch	\$label?\$	
<A:2:234:1624:-	Who can decide about tl	(LS)	patches	\$label?\$	? (FS) ect Setc\$...mat
<A:2:234:1624:-	And we think that (FS)	(WR)	on	\$o\$	this "but" .
<A:2:176:1624:-		(R)	We	(very formal/lega	, the Government of Southland, welcome all delegati
<A:2:182:1624:-1>		(R)	We	(very formal/lega	, the Government of Southland, welcome all delegati
<A:2:180:1629:-	Every Eutropan citizen	(FM)	alphabetized	\$literate\$	
<A:2:180:1629:-	Priority must be given to	(FM)	Eutropan	\$Eutropan\$	state,
<A:2:180:1629:-	(LS) expose	(FS)	following	\$following\$	policy statement:
<A:2:180:1629:-	Every Eutropan citizen	(FS)	priotity	\$priority\$	access to employment
<A:2:180:1629:-	is to be considered	(WR (GA)	an	\$a\$	Eutropan citizen.
<A:2:177:1629:1	We, the government of :	(LS)	expose	\$send\$	this policy statement
<A:2:177:1629:1	the government of Sout	(LS)	expose	\$send\$	this (FS) following \$following\$ policy statement:
<A:2:177:1629:1	every person living in th	(LS)	noticing	\$making\$	any racial, religious
<A:2:177:1629:1	Every Eutropan citizen	(LS)	on	\$in\$	the whole territory of Eutropan"
<A:2:180:1629:-	every person living in th	(WR)	as	\$o\$	(GADJCS) an \$a\$ Eutropan citizen.
<A:2:180:1629:-	Policy Statement: gover	(R)	We	(very formal/lega	, the government of Southland, (LS) expose \$send\$ tl
<A:2:224:1629:1624>		(CS)	Voici la liste des	(Fr.)	.maybe see you on monday
<A:2:190:1627:1		(CS)	Comment on fait	(Fr.)	.
<A:2:190:1627:1	I I don't speak	(CS)	Deutch	(Ger.)	!
<A:2:250:1698:1	Henceforth, we have	(FM)	developped	\$developed\$	three degrees of punishment if this law is ever to be t
<A:2:250:1698:1	with a (SU) speech bill :	(FM)	offendant's	\$offender's\$	yearly (LS) revenue \$income\$
<A:4:332:1698:1	As you may all know,	(FS)	i	\$I\$	am in (XNPR) charge for
<A:4:332:1698:1	the	(FS)	ministry	\$Ministry\$	of Truth and Information
<A:4:332:1698:1	Of course,	(FS)	i	\$I\$	am waiting for most of you slackers
<A:4:332:1698:1	if	(FS)	mathieu	\$Mathieu\$	and
<A:4:332:1698:1624>		(FS)	I	\$I\$	are going to be the only ones working in here
<A:4:332:1698:1624>		(FS)	I	\$I\$	might as well have a little fun and wreak havoc
<A:4:332:1698:1	I propose myself for th	(FPW)	,	\$o\$	to make our statements clear about 'information right
<A:4:332:1698:1	As you may all know, (I	(XNPR)	charge for	\$charge of\$	the (FS) ministry \$Ministry\$ of Truth and Informatio
<A:2:250:1698:1	speaking	(LS)	evil	\$badly\$	of our nation's leaders, and corrupting our younger m
<A:2:250:1698:1	consisting of five percer	(LS)	revenue	\$income\$	
<A:2:250:1698:1	If a	(LS)	lone	\$individual\$	person or group of under ten persons is reported to h
<A:2:250:1698:1	ten to twenty years	(LS)	of	\$in\$	jail, or half the time served
<A:2:250:1698:1	And as Southland's secu	(WM)		\$is\$	being threatened by outlaw journalists,
<A:2:250:1698:1	we were compelled to d	(WM)		\$getting\$	out of hand.
<A:2:250:1698:1	The sentence for the gui	(WM)		\$person/people\$	will be ten to twenty years (LS) of \$in\$ jail, or half tl
<A:2:250:1698:1	Simple remarks about th	(WO)	lightly paid for	\$paid for lightly\$	, with a (SU) speech bill \$?\$ consisting of five percer
<A:2:250:1698:1	while waving their all-p	(S)	dirtying	\$?\$	our nation's government. Stability is needed in each a
<A:2:250:1698:1	let it be known that the	(SU)	waling	\$?\$	towards a brighter future.
<A:2:250:1698:1	What is Freedom of Inft	(SU)	baselessly	\$?\$	our beloved president, while waving their all-powerfu
<A:2:250:1698:1	Simple remarks about th	(SU)	speech bill	\$?\$	consisting of five percent of the (FM) offendant's
<A:2:250:1698:1	Let us hope that the cur	(SU)	strongly moderat	\$?\$	with our Strong Stand on this issue, and that we may

Appendix IX: Error Items Spanish L1 Group

Spanish L1 Error Items (Synchronous)

ID Code	Pre-context	Error Category	Error	Correction	Post-context
<1:267:490:Ic>	To (LS) fomer (FM)		technologic	\$technological\$	development in Eutropia.
<1:369:490:I>	We think that the (FS)		iof	\$of\$	secondary education.
<1:267:490:Ic>	To (LS) fomer (GA)		the	\$0\$	(FM) technologic \$technological\$ development in Eut
<1:267:490:Id>	To eliminate (GA)		the	\$0\$	illiteracy.
<1:311:490:Ic>	Educational ce (GA)		the	\$0\$	(LS) global recycling \$global retraining?\$.
<1:303:490:ITEC as a single c (GNN)			campus	\$campuses\$	could be better.
<1:311:490:Ib>	Avoiding all (GNN)		kind	\$kinds\$	of discrimination.
<1:372:490:I>	To everybody, w (GP)		it	\$things\$	by mail.
<1:257:490:I>	Our comission h (GVT)		help	\$will help\$	everybody (LS) to reach \$to come to\$ the best solutio
<1:257:490:I>	Our comission l (LS)		to reach	\$to come to\$	the best solution.
<1:267:490:Ic>	To (LS)		foment	\$promote\$	(GA) the \$0\$ (FM) technologic \$technological\$ devel
<1:311:490:Ic>	Educational ce (LS)		global recycling	\$global retraining?\$.	
<1:311:490:Ie>	Tertiary centre (LS)		the working future	\$their future working life/their future professional life\$.	
<1:341:490:I>	We accept your j (LS)		about	\$for\$	a private conference, but we will arrange it via mail.
<1:358:490:I>	Could you clarif (LS)		school	\$education\$?
<1:257:490:I>	Our comission l (LSF)		exposition	\$open/public discus of different points of view (GVT) help \$will help\$ eve	
<1:267:490:Ie>	Education cen (WR)		of	\$0\$	everywhere.
<1:303:490:ITEC as a single c (WR)			we	\$0\$	a vast land extension is required, and students would b
<1:267:490:Ib>	An official cor (WM)			0 \$language\$	, but always respecting the culture, language and custc
<1:333:490:I>	Regarding the 24 (SI)		we propose that only s	\$we propose that o\$.	
<1:331:490:I>	As we are going (GVT)		send	\$will send\$	(WO) to you our main ideas (LS) in \$on\$ this topic: .
<1:331:490:I>	As we are going (LS)		in	\$on\$	this topic: \$our main ideas on this topic to you:\$
<1:331:490:I>	The role of Infor (LSF)		has been converted into	\$has become\$ a nec a necessity. We have proposed two main objectives:	
<1:331:490:I>	(S) Education c (LSF)		professors	\$teachers/lecturers\$ and pupils on what technologies are available and how	
<1:331:490:I>	With the purpose (LP)		lines of action	\$plan of action\$	
<1:331:490:I>	As we are going (WO)		to you our main ideas	\$our main ideas on this topic to you:\$	
<1:331:490:I>	The role of Infor (S)		in education	\$into the education (LSF)has been converted into \$has become\$ a neces	
<1:331:490:I>	On the one hand, (S)		to accelerate the entry	\$to speed up the integration of schools in the information society\$.	
<1:331:490:A_G_C>	(S)		Education of (LSF) pr.	\$Both lecturers and pupils should be informed of the different technologi	
<2:382:490:F>	First of all , the I (FM)		want	\$wants\$	to greet all countries (GP) which \$who\$ (GVT) partic
<2:382:490:F>	Finally the Deleg (FM)		hope	\$hopes\$	to get a global agreement ,
<2:382:490:F>	First of all , the I (GP)		which	\$who\$	(GVT) participate \$are participating\$ in this teleconf
<2:382:490:F>	First of all , the I (GVT)		participate	\$are participating\$	in this teleconference.
<2:438:490:F>	And what do you (LS)		acknowledge	\$knowledge\$	of a teacher, Midland?
<2:441:490:F>	We agree with C (LS)		in	\$with\$	these three specific policies
<2:382:490:F>	We represent the (S)		we have the obligation	\$we are obliged to \$the best Education Policy for Eutropolis.	
<2:423:490:F>	But, Midland, we (S)		in how this world work	\$with the university environment\$	
<2:400:490:F>	Do you mean gei (SU)		desible	?\$?	
<2:402:490:R_L_G>	(SU)		?	?\$?	
<2:581:490:F>	Just indirect tax (FM)		disagree	\$disagrees\$	, please?
<2:428:490:F>	We (FS)		tink	\$think\$	teachers and students should be involved in the adminis
<2:548:490:F>	(FS) Financia		l	\$Financial\$	resources are not important at all, we think.
<2:560:490:F>	We prefer (GA)		a	\$an\$	entrance exam.
<2:637:490:F>	It has been a ple (GA)		the	\$0\$	education policy with the other delegations.
<2:499:490:F>	Sorry, we (GVT)		had had	\$have had\$	a lot of problems with the computers. Good morning a
<2:571:490:F>	Updated on the n (GVAUX)		don't	\$can't\$	get a job (WM) \$afterwards\$.
<2:581:490:F>	We (S) think that (XNCO)		in	\$with\$	(LS) finantion \$financing\$. Just indirect taxes. Who (I
<2:431:490:F>	I agree with the e (LS)		by	\$of\$	the three groups
<2:548:490:F>	(FS) Financia (LS)		for	\$to be given to\$	qualifications.
<2:571:490:F>	Updated on the n (LS)		to prepare	\$to train\$	a lot of people who (GVAUX) don't \$can't\$ get a job
<2:581:490:F>	We (S) think that (LS)		finantion	\$financing\$	. Just indirect taxes. Who (FM) disagree \$disagrees\$,
<2:514:490:F>	We think that fir (LP)		money help	\$financial support\$, that is, training: seminars, etc.	
<2:571:490:F>	Updated on the n (WM)			0 \$afterwards\$	.
<2:581:490:F>	We (S)		think that there isn't an	\$don't think there is (XNCO) in \$with\$ (LS) finantion \$financing\$. Just in	
<2:637:490:F>	First of all, the D (S)		effort of the other dele	\$other delegations \$education policy.	
<2:637:490:F>	Finally, we expec (S)		that we can see a great	\$to see a great Eutropia in the not-too-distant future\$.	
<2:637:490:F>	Education policy. (SU)		It is the best that we ca	\$?it is the best solut. It has been a pleasure to discuss (GA) the \$0\$ educat	
<2:574:490:J>	-we think enterpr (FS)		professional	\$professionals\$	
<2:588:490:J>	-we should take i (FS)		qualification	\$qualifications\$	and (LS) to promediate
<2:510:490:J>	We think that (GA)		the	\$0\$	education must be free for everybody, so everyone (G'
<2:574:490:J>	-we think enterpr (GA)		0	\$the\$	university because students will be future (FS) proffess
<2:518:490:J>	Also, we think er (GNN)		university	\$universities\$	

Spanish L1 Error Items (Synchronous)

ID Code	Pre-context	Error Category	Error	Correction	Post-context
<2:531:490:J	We don't want m (GVT)		were	\$to be\$	a problem (LS) to access \$to gain access \$ to universit
<2:510:490:J	We think that (G (GVAUX)		could	\$can\$	(LS) access to \$have access to\$ university
<2:510:490:J	We think that (G (LS)		access to	\$have access to\$	university
<2:531:490:J	We don't want m (LS)		to access	\$to gain access \$	to university
<2:552:490:J	Everyone should (LS)		to access to	\$get access to\$	university, so everybody will have the same chance.
<2:588:490:J	-we should take i (LS)		to promediate	\$work out the average together \$	
<2:588:490:J	with the (LS)		access	\$entrance\$	exam
<2:594:490:J	we (S)		think it is not a good id	\$don't think it is a good idea\$	
<2:608:486:1#188	please meet (GA)		0	\$the\$	teleconference on wednesday!
<2:608:486:1#188	please meet (LS)		on	\$during\$	(GA) \$the\$ teleconference on wednesday!
<2:597:490:I	In a reasonable v (SU)		What rate per cent of a \$?		
<2:533:490:!	We do not agree (GA)			0 \$an\$	oral exam ,because you (GVAUX) could \$can\$.
<2:639:490:!	It has been a plez (GA)		the	\$0\$	education policy with the other delegations.
<2:542:490:!	Of course if (GP)		someone	\$anyone\$	would like to have an oral examination (GP) he \$they\$
<2:542:490:!	have an oral exan (GP)		he	\$they\$	could have it.
<2:533:490:!	We do not agree (GVAUX)		could	\$can\$	.get nervous. We prefer written
<2:563:490:!	(WM) \$that\$ all (LS)		access	\$gain access to\$	university
<2:582:490:!	We mean in mes: (LS)		access	\$gain access \$	to a certain university should pass the same exam.
<2:589:490:!	Yes if we want t (LS)		sponsor	\$fund\$	(WO) completely the educational system \$the educatic
<2:601:490:!	In order to have. (LS)		raise of taxes	\$tax increase\$	we count on the collaboration of firms. That's the reas
<2:563:490:!	Of course we (WM)			0 \$that\$	all people will be able to (LS) access \$gain access to\$
<2:563:490:!	Of course we (WO)		prefer to lay also	\$also prefer to lay\$	more importance on qualifications, because we defend
<2:589:490:!	Yes if we want t (WO)		completely the educati	\$the educational sy\$	we have to raise taxes
<2:639:490:!	First of all, the (S)		effort of the other dele	\$other delegations \$	education policy.
<2:639:490:!	Finally, we expec (S)		that we can see a great \$to see a great Eutropia in the not-too-distant future\$.		
<2:639:490:!	education policy. (SU)		It is the best that we ca \$?it is the best solut.		It has been a pleasure to discuss (GA) the \$0\$ educat
<3:776:490:!	if he is able to ap (FM)		theoretic	\$theoretical\$	knowledge
<3:769:490:J	. We propose a n (FS)		or	\$of\$	study because it is useful
<3:645:490:J	Hello (GP) every (GA)		0	\$the\$	Eutroplan Federation:
<3:645:490:J	Therefore, the m (GA)		0	\$an\$	agreement for all sides \$for all sides to reach ageement
<3:738:490:J	he (GVN) have \$ (GA)		the	\$an \$	(LS) admittance \$entrance\$ exam
<3:776:490:J	We disagree with (GA)		the	\$a\$	final exam when you (LS) end \$finish\$ (LS) your studi
<3:776:490:J	because (LS) in (GA)		the	\$0\$	University you have done a lot of exams and you have
<3:796:490:J	#121: So many b (GA)		an	\$a\$	specific degree
<3:824:490:J	151# If you are g (GA)		a	\$an\$	enterprise you need to be a good social communicator
<3:851:490:J	We are making tl (GA)		0	\$the\$	Eutroplan Federation, according to this we prefer teact
<3:645:490:J	We are the Nordi (GNN)		delegations	\$delegation\$	(LS) of \$for\$ the curriculum topic..
<3:645:490:J	We hope that futi (GNN)		citizen	\$citizens\$	of Eutropolis.
<3:781:490:J	-1 year (2 semest) (GNN)		Basics	\$Basic\$	Studies.
<3:879:490:J	Religious educati (GP)		his	\$their\$	religion as a subject and nobody should impose it.
<3:841:490:J	#169: Religious (GP)		his	\$their\$	religion as a subject and nobody should impose it.
<3:645:490:J	Hello (GP)		every country	\$all countries\$	of (GA) \$the\$ Eutroplan Federation:
<3:738:490:J	#79: If a person (GVN)		want	\$wants\$	to continue his/her studies,
<3:738:490:J	he (GVN)		have	\$has\$	(LS) to make \$to do\$ (Sp. hacer un exámen) (GA) the
<3:689:490:J	We think that evi (GVM)		has	\$should have\$	the same (LS) conditions \$opportunities\$, and (S) nev
<3:788:490:J	#118:In the job I (GVM)		you applying	\$you apply\$	(S) your studies to the employment \$what you have le:
<3:676:490:J	We think that y (GVNF)		trying	\$try\$	to (LSF) treat \$deal with them\$ (Sp.Tratar) (LP) one t
<3:824:490:J	151# If you are g (GVNF)		hearing	\$show to listen to\$	everybody. Several points of view are always good
<3:680:490:J	However, this to (GVV)		have studied	\$have been studied\$	by another delegation (policy).
<3:769:490:J	. We propose a n (GVT)		were	\$are\$	able (S) to enter in the market place
<3:645:490:J	We are the Nordi (LS)		of	\$for\$	the curriculum topic..
<3:676:490:J	We think that y (LS)		in	\$with\$	the topics and
<3:680:490:J	 If we (LS)		to access	\$to gain access\$	to University, and (LCLS) then \$therefore\$ we
<3:689:490:J	We think that evi (LS)		conditions	\$opportunities\$	, and (S) never is late if you can improve your knowle
<3:700:490:J	To 44# Universit (LS)		access	\$entrance \$	examination which accounts for 40% of the final mark
<3:738:490:J	#79: If a person (LS)		to make	\$to do\$	(Sp. hacer un exámen)
<3:738:490:J	(GA) the \$an \$ (LS)		admittance	\$entrance\$	exam
<3:761:490:J	Changing (LS)		into	\$to\$	statement 5, we believe that three years are enough for
<3:769:490:J	Besides, enterpri (LS)		request	\$seek\$	younger people
<3:769:490:J	because they lear (LS)		earlier	\$more quickly\$	than older ones and practical knowledge is more usefu
<3:776:490:J	#106: (LS)		end	\$finish\$	your studies, because
<3:776:490:J	your studies, bec (LS)		in	\$at\$	(GA) the \$0\$ University you have done a lot of exams
<3:796:490:J	#121: So many b (LS)		to reach	\$to attain\$	(GA) an \$a\$ specific degree.
<3:676:490:J	We think that y (LSF)		treat	\$deal with them\$	(LP) one to one \$one by one\$.
<3:713:490:J	To 61# We think (LSF)		a career	\$a degree course\$	(for a person over 30 \$for a person over 30 to study a c

Spanish L1 Error Items (Synchronous)

ID Code	Pre-context	Error Category	Error	Correction	Post-context
<3:788:490:J #118:In the job I (LSF)			the career	\$your degree\$ (Sp. you will have a diploma with your studies finished.	
<3:824:490:J Several points of (LSF)			to treat about	\$to deal with\$ (Sp. it,	
<3:676:490:J We think that yc (LP)			one to one	\$one by one\$	.
<3:680:490:J all students shoul (LCLS)			then	\$therefore\$	we (S)do not have to make differences according to \$
<3:761:490:J Changing (LS) ir (WR)			the	\$0\$	most (WR)of \$0\$ degrees and one for job internship
<3:761:490:J we believe that tl (WR)			of	\$0\$	degrees and one for job internship
<3:769:490:J. We propose a n (WR)			in order	\$00\$	to have specific professionals that (GVT) were \$are\$ e
<3:781:490:J To #113:The red (WM)				0 \$time\$	is as follows:
<3:824:490:J Several points of (WM)				0 \$how\$	(LSF) to treat about \$to deal with\$ (Sp. tratar) it,
<3:645:490:J Therefore, the m (WO)			to reach (GA) \$an\$ agr\$for all sides to reach.		
<3:713:490:J To 61# We think (WO)			to study (LSF) a career\$for a person over 30 to study a degree course\$		
<3:851:490:J We are making tl (WO)			the capital language	\$the language in the).	
<3:680:490:J #61623; If we v (S)			an equal system	\$in a political system, all students should have the same opportunities (LS)	
<3:689:490:J We think that ev (S)			never is late if you can \$it is never too late to improves one's knowledge\$.		
<3:769:490:J. We propose a n (S)			to enter in the market i \$to become integral, where they have a really real experience.		
<3:776:490:J #61623;#106: v (S)			shown your knowledge \$demonstrated what has been learnt\$.		
<3:788:490:J #118:In the job I (S)			your studies to the emp.\$what you have lea and then when you finish (LSF) the career \$your degree		
<3:728:490:J To 69#: it is a go (SI)			measure it	\$quantify their abilities\$	
<3:671:490:J We agree with th (FS)			Eutopian	\$Eutopian\$	
<3:671:490:J O_D> (FS)			comision	\$Commission\$	with the statement:
<3:774:490:J because if not w (FS)			wil	\$will\$	not be able (XVPR) to put in practice \$to put into prac
<3:802:490:J We think that (W (FS)			supplementary	\$supplementary\$	programmes
<3:749:490:J If you do not wai (FPM)			.	\$?\$	
<3:828:490:J They are also nex (GP)			0	\$they\$	make (WO) healthy people \$people healthy\$.
<3:774:490:J We must take cai (GP)			us	\$ourselves\$	and we (FS) wil \$will\$ not be able (XVPR) to put in i
<3:774:490:J We must take cai (XVPR)			to put in practice	\$to put into practice our education (WM) \$policy\$.	
<3:694:490:J To #40. Yes of c (LS)			an only frame	\$one unique frame\$ (Sp. un único marco) (WM) \$of reference\$	
<3:694:490:J to solve the (LS)			several	\$different\$	questions.
<3:719:490:J About the (LS)			access	\$entrance\$	examination:
<3:749:490:J You can reach a (LS)			world	\$market\$.	
<3:762:490:J We propose that (LS)			access	\$entrance\$	examination:
<3:774:490:J We must take cai (LS)			cheating	\$deceiving\$	(GP) us \$ourselves\$ and we (FS) wil \$will\$ not be abl
<3:719:490:J We propose an e (LSF)			career	\$degree course\$ (S .	
<3:802:490:J We think that (W (LCS)			but	\$although\$	they are needed for a multi-ethnic society.
<3:694:490:J To #40. Yes of c (WM)				0 \$of reference\$	to solve the (LS) several \$different\$ questions.
<3:762:490:J We propose that (WM)				0 \$the\$	(LS) access \$entrance\$ examination:
<3:774:490:J We must take cai (WM)				0 \$policy\$	.
<3:802:490:J We think that (WM)				0 \$those\$	kind of subjects (social & educational) should be (FS)
<3:828:490:J They are also nex (WO)			healthy people	\$people healthy\$	.
<3:749:490:J If you do not wa (S)			a limitation of	\$to limit\$	the number of students, how do you control your reso
<3:828:490:J We think that sp (S)			in the tertiary school	\$at the tertiary educ. They are also necessary because (GP) \$they\$ make ('	
<3:762:490:J We propose that (SI)			must be higher	\$be considered mor than (WM) \$the\$ (LS) access \$entrance\$ examination	
<3:872:490:I We can teach tol (FS)			secondary	\$secondary\$	school
<3:882:490:I We think that in (FS)			eutropolis	\$Eutropolis\$	
<3:882:490:I (WO) should be (FS)			Midish	\$Middish\$	\$Middish should be spoken\$ because (GP) \$it\$ is in M
<3:856:490:I Tolerance is abs (GA)			the	\$0\$	globalization
<3:897:490:D_L_R> (GA)			0	\$A\$	Tolerance subject should deal with (WM) \$having\$ re
<3:882:490:I (WO) should be : (GP)			0	\$it\$	is in Midland and English (WR) because \$0\$ is the con
<3:872:490:I We can teach tol (GP)			0	\$it\$	is very important for personal education.
<3:897:490:I (GA) \$A\$ Tolere (GVNF)			to learn	\$learning\$	(XVCO) feeling \$to feel\$ not better or worse, (LS) of
<3:897:490:I (GA) \$A\$ Tolere (XVCO)			feeling	\$to feel\$	not better or worse, (LS) otherwise \$just\$ different.
<3:856:490:I Tolerance is abs (LS)			to	\$towards\$	(GA) the \$0\$ globalization
<3:897:490:I and (SU) (GVN (LS)			otherwise	\$just\$	different.
<3:863:490:I If we are not tole (LP)			made from	\$made up of\$	people from 5 countries.
<3:882:490:I We think that in (WR)			because	\$0\$	is the common language
<3:897:490:I (GA) \$A\$ Tolere (WM)				0 \$having\$	respect for other people, and (SU) (GVNF) to learn \$l-
<3:882:490:I We think that in (WO)			should be spoken (FS)	\$Middish should be because (GP) \$it\$ is in Midland and English (WR) bec	
<4:936:490:4 Retired citizens s (FM)			universitary	\$university\$	education in their free time
<4:1062:490:#95, Midland, we (FM)			openning	\$opening\$	the field of (FS) copy-righs \$copyrights\$ to all countr
<4:1080:490:#102, Encryption (FM)			developping	\$developing\$	phase now,
<4:1095:490: We think for sho (FM)			echological	\$ecological\$	and faster)
<4:1101:490:#114, We propos (FM)			proportional	\$proportion\$	(LS) to \$of\$ (GP) his \$their\$ GDP (Gross Domestic I
<4:1062:490:#95, Midland, we (FS)			copy-righs	\$copyrights\$	to all countries in Eutropia.

Spanish L1 Error Items (Synchronous)

ID Code	Pre-context	Error Category	Error	Correction	Post-context
<4:1080:490:#102, Encryption (GA)			a	\$the \$	(FM) developing \$developing\$ phase now, so we rec
<4:1101:490:#114, We propos (GP)			his	\$their\$	GDP (Gross Domestic Product).
<4:911:490:F Northland thinks (GVM)			discuss	\$discussed\$	in this teleconference should be:
<4:1016:490:#64, We think th (GVAUX)			would	\$should\$	be learnt in the High School.
<4:1044:490:#84, We agree w (GVAUX)			would	\$should\$	discuss (WR) about \$0\$ the possibility (XNCO) to bui
<4:1044:490:#84, We agree w (XNCO)			to build	\$of building\$	a broadband network that links the local network in Et
<4:925:490:F-workers that (XVCO)			want	\$want to\$	
<4:979:490:4 But what about f (XVCO)			want learn	\$want to learn\$	Philology, Fine Arts and so on.
<4:925:490:F improve their (XNUC)			knowledges	\$knowledge\$	.
<4:957:490:F So we propose tc (LS)			in all	\$throughout\$	the Federation.
<4:970:490:F If old people in I (LS)			earn	\$get\$	a degree, they have to go to a tertiary institution (TEC
<4:1101:490:#114, We propos (LS)			to	\$of\$	(GP) his \$their\$ GDP (Gross Domestic Product).
<4:1044:490:#84, We agree w (WR)			about	\$0\$	the possibility (XNCO) to build \$of building\$ a broadt
<4:1095:490: We think for sho (WM)				0 \$it\$	is better to use optical fiber (it is (FM)echological \$ex
<4:1111:490:#116, We propos (S)			wide Eutropian plan	\$comprehensive pla.	
<4:1080:490:#102, Encryption (SU)			to search	\$?\$	in this field.
<4:1089:490:#110, The probler (SU)			avoid the access nowac	\$?\$	.
<4:1031:490: The university w (FM)			physically	\$physical\$	and remote access to all the students in general.
<4:945:490:I This technology : (FS)			possible	\$possible\$	, so that we can (LP) take benefit from \$take advantag
<4:920:490:I to make daily act (GA)			the	\$0\$	enterprises to achieve their objectives in some way
<4:920:490:I Furthermore we (GA)			the	\$0\$	learning (LS) of \$about\$ the information technologies
<4:920:490:I These are: introv (GA)			the	\$0\$	society (family, friends), (
<4:1047:490: we propose to pr (GA)			the	\$0\$	external attacks of virus and data loss.
<4:920:490:I information techn (GNC)			the intelligence of the r	\$people's intelligen.	
<4:907:490:I We hope that futi (GNN)			citizen	\$citizens\$	of Eutropolis.
<4:920:490:I These are: introv (GNN)			damages	\$damage\$	to our health (radiation, mental disorders) and to the ei
<4:920:490:I We want technol (GADJCS)			more efficient	\$more efficiently\$	and (GADJCS) quicker \$more quickly\$;
<4:920:490:I and (GADJCS)			quicker	\$more quickly\$	; so, they can (LS) get \$become
<4:1027:490: allow (WR) the p (GVNF)			of working	\$to work\$	at home to disabled people and geographically remote
<4:1083:490: We (GVT)			ask	\$will ask\$	for more information about the video circuit suggested
<4:1031:490:#75 #77 We thinl (GVAUX)			would	\$should\$	have full access to the university network. This is a nex
<4:920:490:I achieve their obje (LS)			get	\$become\$	more competitive.
<4:920:490:I Furthermore we i (LS)			of	\$about\$	the information technologies and their applications (de
<4:981:490:I Optical fiber is a (LS)			long	\$great\$	
<4:1013:490: We agree with yc (LS)			by	\$through\$	messages and not in the teleconference
<4:1047:490: he would be the c (LS)			access	\$get access\$	(Sp. acceder) to it.
<4:1047:490: We propose to in (LS)			in	\$on\$	this topic. In order to attenuate this problem
<4:1047:490: we propose to pr (LS)			of	\$from\$	(GA) the \$0\$ external attacks of virus and data loss.
<4:1047:490: It would be done (LS)			placed	\$situated\$	at the University.
<4:1068:490:#94 This questioi (LS)			approach to	\$develop\$	a very real security (WM) \$system\$: coded informati
<4:920:490:I However, there v (LP)			to face up	\$to face up to\$	, prevent and solve.
<4:945:490:I This technology : (LP)			take benefit from	\$take advantage of\$	it when the new Education System gets going.
<4:981:490:I We think every c (LP)			take profit from	\$take advantage of\$	(Sp. Beneficiarse de) them for the universities.
<4:981:490:I We think every c (LP)			take profit from	\$take advantage of\$	(Sp. Beneficiarse de) them for the universities.
<4:1027:490: allow (WR)			the possibility	\$0\$	(WO) (GVNF) of working \$to work\$ at home to disal
<4:1068:490:#94 This questioi (WM)				0 \$system\$	: coded information, digital signature, etc
<4:945:490:I The use of (WO)			fiber optical	\$optical fiber\$	
<4:993:490:4 Elderly people cc (WO)			now we do not have to	\$we do not have to .	
<4:1027:490: allow (WR) the p (WO)			(GVNF) of working	\$t \$disabled people an.	
<5:1462:490: They are hard (FS)			negociators	\$negotiators\$.	
<5:1462:490: We think that (GA)			0	\$the\$	Middish delegation (LP) have a narrow mind \$are narr
<5:1480:490: Are you there? Y (GNC)			discussion issue	\$issue of the discus ?	
<5:1371:490: We (LS)			bring	\$send\$	to you a virtual kiss for your agreement with us.
<5:1462:490: We think that (G. (LP)			have a narrow mind	\$are narrow-mindec.	They do not accept any changes in their position. The
<5:1264:490: field closely relat (FM)			work-experienced	\$work experience\$ and	
<5:1435:490: closely related to (FM)			work-experienced	\$work experience\$ and (SU) not having only access to the subjects relatec	
<5:1441:490: but this aim is al: (FM)			reach	\$reached\$	with our proposal, with the practical year focused (LS
<5:1264:490: field closely relat (FS)			work-experienced	\$work experience\$ (FM) work-experienced \$work experience\$	
<5:1307:490: We think intervie (FS)			appropriate	\$appropriate\$	for getting a job but not for entering university
<5:1424:490: Thank you again. (FS)			Barland	\$Bardland\$	
<5:1435:490: field closely relat (FS)			work-experienced	\$work experience\$ (FM) work-experienced \$work experience\$	
<5:1447:490: (LS) financing \$i (FS)			specific-courses	\$specific courses\$	from enterprises, business and support from
<5:1452:490: We agree with th (FS)			trough	\$through\$	one internship.

Spanish L1 Error Items (Synchronous)

ID Code	Pre-context	Error Category	Error	Correction	Post-context
<5:1447:490:	business and sup (GA)	0		\$the\$	university.
<5:1456:490:  (LP) F (GA)		0		\$the\$	University
<5:1474:490: This is good writ (GA)			a	\$0\$	paper but it would not work in real life because one m
<5:1498:490: The Delegation c (GP)			your	\$their\$	presence in this teleconference.
<5:1452:490: But we believe tl (GP)			it	\$0\$	(WO) would be better two semesters of practical cou
<5:1498:490: It has been a pl (GADJN)			others	\$other\$	delegations.
<5:1441:490:  The ol (GVN)			propose	\$proposes\$	is to show that students have a (LS) strong \$good\$ kn
<5:1456:490: we think that (G; (GVNF)			preparing	\$prepare\$	students for their future work, so students have to have
<5:1498:490: The Delegation c (XVPR)			thank to	\$thank\$	(Sp. Dar las gracias a) all the other delegations (WM)
<5:1264:490: In our opinion, st (LS)			ended	\$finished\$	work training should have the possibility of getting a d
<5:1435:490: About admission (LS)			ended	\$finished\$	work training should have the possibility of getting a d
<5:1441:490:  The ol (LS)			strong	\$good\$	knowledge
<5:1441:490: D_H_M> (LS)			in	\$of\$	their (WM) \$subject\$ areas, but this aim is also (FM) r
<5:1441:490: with the practica (LS)			in	\$on\$	enterprises, solicitors, medical-care centres, I+D proje
<5:1447:490:  (S) St (LS)			financing	\$financial help\$	from the government,
<5:1447:490: When students fi (LS)			give	\$pay\$	back with their work, the support received during their
<5:1498:490: D_H_M> (LS)			Greeting	\$farewell\$	to all countries of the Eutropean Federation..
<5:1456:490:  (LP)			For our part	\$As far as we are c	(Sp. por nuestra parte), we think that (GA) \$the\$ Univ
<5:1432:490: We would like tc (WR)			on	\$0\$	points 6 and 8.
<5:1447:490: When students fi (WR)			all	\$0\$	theoretical and practical knowledge
<5:1441:490:  The ol (WM)				0 \$subject\$	areas, but this aim is also (FM) reach \$reached\$ with c
<5:1456:490: so students have (WM)				0 \$sessions\$	as possible to be better prepared.
<5:1498:490: The Delegation c (WM)				0 \$for\$	(GP) your \$their\$ presence in this teleconference.
<5:1452:490: But we believe t (WO)			would be better two se	\$two semesters of r	than three months.
<5:1447:490:  (S)			Students receive durin	\$While they are stu	(LS) financing \$financial help\$ from the government, r
<5:1456:490:  (LP) F (S)			has the obligation of	\$is obliged to\$	(Sp. tiene la obligación de) (GVNF) preparing \$prepar
<5:1264:490: In our opinion, st (SU)			not having only access	\$? \$?	
<5:1435:490: About admission (SU)			not having only access	\$? \$?	
<5:1172:490: we should (FM)			considerate	\$consider\$	(Sp. Considerar)(S) each situation of all the students \$
<5:1220:490: We firmly suppo (FS)			Comissioner	\$Commissioner\$	(GNC) Eutropean Comissioner \$Eutropean Comissio
<5:1276:490: We disagree on (FS)			poit	\$point\$	4:
<5:1237:490: #84 No, we agre (GA)			0	\$the\$	fourth point.
<5:1329:490: We propose a wr (GA)			0	\$an\$	oral exam
<5:1220:490: We firmly suppo (GNC)			Eutropean Comissioner	\$Eutropean Commi	proposal and suggest (XVCO) to be quicker \$we mo
<5:1345:490: With the oral exa (GP)			it	\$him/her\$	
<5:1345:490: . In a written exa (GP)			0	\$it\$	is more difficult.
<5:1276:490: In addition to thi: (GP)			it	\$him/her\$	
<5:1276:490: . In a written exa (GP)			0	\$it\$	is more difficult.
<5:1172:490: as (WO) all we \$ (XVCO)			want that somebody pa	\$want somebody to	their studies,
<5:1202:490: No, we ask for pi (XVCO)			to prohibit private univ	\$that private universi	ties be prohibited\$
<5:1220:490: We firmly suppo (XVCO)			suggest to be quicker	\$ suggest we move	because we are running out of time.
<5:1172:490: We know that pe (XVPR)			pay	\$pay for\$	their studies.
<5:1237:490: #84 No, we (XVPR)			agree in	\$ agree with\$	(GA) \$the\$ fourth point.
<5:1276:490: A written exam i (LS)			acknowledgements	\$level\$	of a student, but it is objective and an oral exam is alw
<5:1172:490: But, as (WO) all (LP)			each people is a world	\$each case must be	(Sp. cada persona es un mundo)
<5:1172:490: We accept the pr (LP)			in other way	\$if this is not the ca	(Sp. de otra manera) we disagree
<5:1172:490: We know that pe (WO)			all we	\$we all\$	know, (LP) each people is a world \$each case must be
<5:1172:490: we should (FM) (S)			each situation of all the	\$the situation of each student\$	
<5:1172:490: We accept the pr (S)			all people an each situ	\$everybody and in €	(LP) in other way \$if this is not the case\$ (Sp. de otr
<5:1279:490: instead of acknow (S)			want to say	\$meant to say\$	(Sp. querer decir) knowledge
<5:1276:490: We disagree on (SU)			main substructure	\$? \$?	to make a fair oral exam. A written exam is equal for €
<5:1385:490: Could we please (FM)			quicker	\$quicker\$?
<5:1454:490: If no one particip (FM)			unuseful	\$useless\$	
<5:1289:490: We (FS)			disagree	\$disagree\$	with oral exams. And we are not going to (LP) hand ov
<5:1390:490: 491: A_M_P> (FS)			nk	\$thank\$	you for your being so fast, midland
<5:1464:490: Why should a fin (FS)			alrady	\$already\$	(LP) make \$take\$ specific exams for each subject duri
<5:1407:490: Our intention is t (GNN)			method	\$methods\$	in
<5:1289:490: We (FS) disaagre (LP)			hand over	\$give in on\$	this point
<5:1464:490: Why should a fin (LP)			made	\$taken\$	
<5:1464:490: if you (FS) alrady (LP)			make	\$take\$	specific exams for each subject during the 8 semesters.
<5:1471:490: Midland: Do you (LP)			made	\$taken\$	until the last semester?
<5:1407:490: a radical way. At (WR)			to	\$0\$	(WO) use computers instead of paper always \$always
<5:1296:490: #123 Only in this (WM)				0 \$do\$	we agree.
<5:1407:490: a radical way. At (WO)			use computers instead	\$always use compu	.

Spanish L1 Error Items (Synchronous)

ID Code	Pre-context	Error Category	Error	Correction	Post-context
<:1:1400:490:	we	(S)	wanted	\$meant\$	(Sp. querer decir) to say IT (Information Technology)
<:2:1:125:140:	Northland greets	(FS)	negociations	\$negotiations\$	will be productive
<:2:1:224:140:	Northland will w	(FS)	right	\$rights\$	, if Southland agrees to the change.
<:2:1:243:140:	Northland accept	(FS)	assignments	\$assignments\$	as (
<:2:267:1403:	Would the Comm	(FS)	responsibilities	\$responsibilities\$	for each section entail?
<:2:267:1403:	Would the Comm	(FPW)	,	\$0\$	please(FPW), \$0\$ clarify what the (FS) responsibilities
<:2:267:1403:	please	(FPW)	,	\$0\$	clarify what the (FS) responsibilities \$responsibilities\$
<:2:1:243:140:	Northland accept	(GVT)	express	\$expressed\$	in message n°74.
<:2:1:161:140:	Good Morning, I	(XVPR)	reply	\$reply to\$	us to confirm our connection.
<:2:2:321:140:	 Finally	(GA)	0	\$the\$	death penalty in (S) the drug subject \$relation to the su
<:2:2:321:140:	We (LS) wish \$h	(GVAUX)	would	\$will\$	reach agreements.
<:2:2:321:140:	We	(LS)	wish	\$hope\$	we (GVAUX) would \$will\$ reach agreements.
<:2:2:321:140:	 Finally	(S)	the drug subject	\$relation to the sub	, moreover its cogency in any case.
<:2:2:512:140:	Would it be poss	(FM)	altogether	\$altogether\$	,please
<:2:2:541:140:	We think that the	(FS)	variety	\$variety\$	of information the newspaper (WO) never will have \$v
<:2:2:574:140:	Yes to the right t	(FS)	jackers	\$hackers\$!!!
<:2:2:584:140:	I mean (LS) with	(GVN)	are	\$is\$	supposed to be the brain of a data base.
<:2:2:564:140:	We	(GVM)	are agree	\$agree\$	with #167
<:2:2:572:140:	We should (S) m	(GVM)	are mentioned	\$have mentioned\$	, but you should be careful with the websites you visit
<:2:2:512:140:	We	(GVT)	spend	\$have spent\$	(WO) now 1 hour in this conference \$1 hour in this co
<:2:2:512:140:	and we	(GVT)	got	\$get\$	the impression that we (LS) got \$have\$ some problem
<:2:2:512:140:	we (GVT) got \$g	(LS)	got	\$have\$	some problems (WR) in \$0\$ talking all together
<:2:2:584:140:	I mean	(LS)	with	\$by\$	"servers" the place which (GVN) are \$is\$ supposed to
<:2:2:599:140:	We hope this det	(LS)	roughest	\$most controversial	issues.
<:2:2:512:140:	we (GVT) got \$g	(WR)	in	\$0\$	talking all together about the same topic.
<:2:2:520:140:	It would be bette	(WR)	be allow to	\$000\$	know where we are at any moment.
<:2:2:520:140:	It would be bette	(WM)		0 \$with\$	so that everybody will (WR) be allow to \$000\$ know
<:2:2:512:140:	We (GVT) spenc	(WO)	now 1 hour in this conf	\$1 hour in this conf	and we (GVT) got \$get\$ the impression that we (LS) ;
<:2:2:520:140:	It would be bette	(WO)	is the topic we are goin	\$the topic is we are	(WM) \$with\$ so that everybody will (WR) be allow to
<:2:2:541:140:	We think that the	(WO)	never will have	\$will never have\$	
<:2:2:572:140:	We should	(S)	make the difference	\$distinguish\$	between rights and obligations.
<:2:2:580:140:	I	(S)	wanted to say	\$meant to say\$	(Sp. quería decir) "hacker"
<:2:2:599:140:	We hope this det	(S)	good and clear	\$positive\$	conclusions and has solved the (LS) roughest \$most c
<:2:2:344:140:	(GP) he \$she\$	(FM)	cans	\$can\$	perfectly decide if (GP) he \$she\$ (GVM) want \$wants'
<:2:2:400:140:	We agree	(FS)	whith	\$with\$	Coastland
<:2:2:450:140:	We agree with H	(FS)	deah	\$death\$	penalty
<:2:2:536:140:	Everybody agree	(FS)	expression	\$expression\$	, so let's change to another point
<:2:2:548:140:	(But (GA) \$the\$;	(FS)	can not	\$cannot\$	(XVPR) pay \$pay for\$ a computer (SI) the acces to in
<:2:2:588:140:	(But then we are i	(FS)	whit	\$with\$	
<:2:2:588:140:	(Swith\$ whit	(FS)	theses	\$these\$	laws
<:2:2:588:140:	(that limit what w	(FS)	wnat	\$want\$	to express
<:2:2:386:140:	We agree with M	(GA)	the	\$0\$	Euthanasia,
<:2:2:397:140:	(In	(GA)	0	\$the\$	case of terminal illnesses, this right would be broken
<:2:2:418:140:	We agree with M	(GA)	0	\$the\$	death penalty
<:2:2:450:140:	We agree with H	(GA)	0	\$the\$	(FS) deah \$death\$ penalty
<:2:2:478:140:	(LP) In our mind	(GA)	0	\$the\$	death penalty is (SU) out of the point and must be ban
<:2:2:548:140:	(But	(GA)	0	\$the\$	government must guarantee that people who (FS) can
<:2:2:579:1403:	J_E>	(GA)	The	\$0\$	freedom of expression (S) have the boundary \$must h
<:2:2:579:140:	(GA) The \$0\$ fr	(GNN)	organization	\$organizations\$	.
<:2:2:344:140:	(If	(GP)	any	\$a\$	person has the right to live, it seems logical that this pe
<:2:2:344:140:	We think that if t	(GP)	he	\$she\$	(FM) cans \$can\$
<:2:2:344:140:	perfectly decide i	(GP)	he	\$she\$	(GVM) want \$wants\$ to
<:2:2:344:140:	(disconnect the m	(GP)	him	\$her\$	and rest in peace,
<:2:2:344:140:	(stopping	(GP)	his	\$her\$	psychological and physical problems.
<:2:2:370:140:	(We defend the lil	(GADJO)	ill person	\$sick person\$	, and when we claim a free euthanasia,
<:2:2:370:140:	(it implies that the	(GADJO)	ill person	\$sick person\$	
<:2:2:344:140:	(First of all, we cr	(GADJCS)	such important like	\$as important as\$	the right to live.
<:2:2:449:140:	(dear delegation, ,	(GADJCS)	more freedom	\$as much freedom a	the law can provide for a living person
<:2:2:344:140:	(GP) he \$she\$ (F	(GVM)	want	\$wants\$	to disconnect the mechanism that supplies (GP) him \$1
<:2:2:344:140:	(Another case is	(GVT)	was	\$is\$	not able to decide (LS) about \$for\$ himself; in that sit
<:2:2:344:140:	(If (GP) any \$a\$ f	(GVAUX)	could	\$should\$	also enjoy the right to death.
<:2:2:344:140:	(We think that ea	(GVAUX)	could	\$should\$	decide about her own life (LS) along \$during\$ all the ti
<:2:2:548:140:	(But (GA) \$the\$;	(XVPR)	pay	\$pay for\$	a computer (SI) the acces to information \$to have acc
<:2:2:343:140:	(We agree with M	(LS)	in	\$on\$	all the points,
<:2:2:343:140:	(but we want to	(LS)	enter	\$discuss in more de	some topics like abortion Euthanasia

Spanish L1 Error Items (Synchronous)

ID Code	Pre-context	Error Category	Error	Correction	Post-context
<2:2:344:14C	We think that eac	(LS)	along	\$during\$	all the time that this person is living.
<2:2:344:14C	We think that if t	(LS)	troubles	\$problems\$	, and her illness is going on for years,
<2:2:344:14C	if this ill (WM) :	(LS)	reach his	\$lead a\$	normal life,
<2:2:344:14C	Another case is	(LS)	about	\$for\$	himself; in
<2:2:344:14C	a certificate writt	(LS)	on	\$in\$	these situations.
<2:2:344:14C	Then the word of	(LS)	ills	\$patient\$	.
<2:2:557:14C	We think that any	(LSF)	attempt	\$commit crimes\$	(against personal integrity. And we agree with #160
<2:2:344:14C	And this includes	(LP)	to deal	\$to deal with\$	their illnesses.
<2:2:478:1403:J_E>		(LP)	In our mind	\$In our opinion\$	, we do consider that (GA) \$the\$ death penalty is (SU
<2:2:344:14C	We think that if t	(WM)		0 \$person\$	could never (LS) reach his \$lead a\$ normal life,
<2:2:344:14C	Another case is	(WM)		0 \$person\$	(GVT) was \$is\$ not able to decide (LS) about \$for\$ h
<2:2:344:14C	One exception cc	(WM)		0 \$person\$	has a certificate written during his life about the strate
<2:2:579:14C	(GA) The \$0\$ f	(S)	have the boundary	\$must have a limit\$	when you insult other people or other (GNN) organiza
<2:2:548:14C	But (GA) \$the\$:	(SI)	the acces to informatio	\$to have access to i.	
<2:2:344:14C	Another case is	(SU)	type	\$?\$	of them) would be able to take the decision.
<2:2:478:14C	(LP) In our mind	(SU)	out of the point and mt	\$?\$	
<2:2:354:14C	We also suggest	(FS)	om	\$on\$	abortion
<2:2:354:14C	have the right to	(FS)	moth	\$month\$	of pregnancy
<2:2:438:14C	From	(FS)	Nordland	\$Northland\$	As we have said we think that everybodyhas the right
<2:2:438:14C	so that we	(FS)	can not	\$cannot\$	permit the death penalty in our country if not we woul
<2:6:2071:14	EuCo, we prefer	(GVAUX)	do	\$0\$	not (WM) \$to\$ know this
<2:2:456:14C	We think that the	(LS)	at	\$on\$	the same level as them.
<2:2:456:14C	We think that the	(LSF)	violations	\$rape\$ (Sp. violaci	and we kill them that implies we are (LS) at \$on\$ the s
<2:2:354:1403:D_G>		(LCLS)	Aswell	\$Also\$	we think that Euthanasia should be allowed .
<2:2:456:14C	We think that the	(WM)		0 \$serious\$	crimes or (LSF) violations \$rape\$ (Sp. violaci
<2:6:2071:14	EuCo, we prefer	(WM)		0 \$to\$	know this
<2:3:1046:14	They are	(FS)	no	\$not\$	in the street, and so they can't be kidnapped.
<2:3:773:14C	#100	(GA)	0	\$The\$	Government has to support the free software for schoc
<2:3:864:14C	Personal informa	(GA)	the	\$0\$	personal identity.
<2:3:905:14C	No agency shoul	(GA)	a	\$0\$	permission (LS) of \$from\$ them.
<2:3:1138:14	Religion is not	(GA)	a	\$0\$	one of ours.
<2:3:736:1403:S_C>		(GVAUX)	Do	\$Does\$	anyone want to talk about education?
<2:3:967:14C	Free flow of info	(XVPR)	incites to	\$incites\$	violence.
<2:3:905:14C	No agency shoul	(LS)	of	\$from\$	them.
<2:3:925:14C	We are opposed	(LS)	pederast	\$paedophiles\$	(WR) people \$0\$ and corrupted doctors lists in Intern
<2:3:951:14C	Child or animal r	(LS)	above	\$over\$	eighteen.
<2:3:967:14C	Each person shot	(LS)	flow	\$be made available'	in the network.
<2:3:1138:14	We think it woul	(LS)	of	\$concerning\$	information rights (WR) like that \$00\$. Religion is nc
<2:3:818:14C	Basic grants allo	(LSF)	taxes	\$fees\$(Sp. tasas)	to be paid by those who are interested in them.
<2:3:925:14C	We are opposed	(WR)	people	\$0\$	and corrupted doctors lists in Internet.
<2:3:1138:14	We think it woul	(WR)	like that	\$00\$	. Religion is not (GA) a \$0\$ one of ours.
<2:3:672:14C	Everyone should	(WO)	guaranteed the total co	\$the total control of.	
<2:3:1091:14	Children could d	(S)	following the religion l	\$needing to be religious\$.	
<2:3:1045:14#305	yes	(FM)	etical	\$ethical\$	values are very important to developo your life
<2:3:727:14C	#65 Yes, because	(FS)	senstivity	\$sensitivity\$	
<2:3:863:14C	Virus programm	(FS)	should'nt	\$shouldn't\$	be punished
<2:3:1105:14	we have good clk	(FS)	NorhtLand	\$Northland\$	
<2:3:820:14C	#136 It is an imp	(GNC)	children	\$children's\$	development
<2:3:785:14C	Children should ;	(GP)	all	\$every\$	Sunday
<2:3:737:14C	What about	(LS)	tube	\$test-tube\$	children????????
<2:3:1135:14#388	We have go	(LS)	at	\$in the\$	churches
<2:3:698:1403:A_C>		(WR)	That	\$0\$	children shouldn't know anything about their biologica
<2:3:1023:14	The right to priv	(S)	goes first than	\$should have priori	the right to information
<2:3:730:14C	we think free soft	(FS)	possible	\$possible\$	with the consent of the author.
<2:3:730:14C	We don't agree v	(WO)	free of charge access to	\$access to internet i,	and we think free software can be (FS) posible \$poss:
<2:4:1323:14	for a time that de	(FM)	invent	\$invention\$	or (FS) porduct \$product\$, a quantity of money from
<2:4:1219:14	All people have	(FS)	Government	\$Government\$	
<2:4:1219:14		(FS)	can not	\$cannot\$	guarantee a (WR) place of \$00\$ job.
<2:4:1231:14	We would like to	(FS)	can not	\$cannot\$	if there are not enough (LS) number of employment \$j
<2:4:1231:14		(FS)	althoug	\$although\$	we have the compromise to do what (WR) it \$0\$ is po
<2:4:1323:14	We defined intell	(FS)	right	\$right\$	of receiving \$right to receive\$ for a time
<2:4:1323:14	that depends on	(FS)	porduct	\$product\$	, a quantity of money from (GP) who \$whoever\$ uses
<2:4:1341:14	You can go to an	(FS)	registred	\$registered\$	without your permission.

Spanish L1 Error Items (Synchronous)

ID Code	Pre-context	Error Category	Error	Correction	Post-context
<2:4:1358:14#166	You can	(FS)	registre	\$register\$	whatever you want if you pay the taxes
<2:4:1368:14	We think these a	(FS)	oon	\$on\$	the part of the individual or group: pay taxes
<2:4:1219:14	All people have t	(GA)		\$the\$	(FS) Government \$Government\$ (FS) can not \$cannot\$
<2:4:1323:14	depends on the ty	(GP)	who	\$whoever\$	uses it
<2:4:1181:14	But what do you	(GVN)	involves	\$involve\$?
<2:4:1199:14	Answering your	(GVN)	have	\$has\$	to be demanded before entering in the country
<2:4:1210:14	We disagree with	(GVN)	have	\$has\$	to be a limit (LS) in \$to\$ the (GWC) adequated \$adeq
<2:4:1333:14	If somebody	(GVN)	violate	\$violates\$	intellectual property rights, the consequences will be fi
<2:4:1270:14	Please,	(GVAUX)	shall	\$could\$	you tell us what has happened when we were (LP) out
<2:4:1309:14	There should exi	(GVAUX)	should	\$can't\$	reach an agreement (WR) to regulate \$00\$ when the i
<2:4:1210:14	We disagree with	(GWC)	adequated	\$adequate\$	standard of living.
<2:4:1192:14	We agree with B	(XNCO)	subsidies to buy	\$subsidies for buyin	a house, and grants
<2:4:1323:14	We defined intell	(XNCO)	(FS) righth \$right\$ of re	\$right to receive\$	for a time that depends on the type of (FM) invent \$in
<2:4:1210:14	We disagree with	(LS)	in	\$to\$	the (GWC) adequated \$adequate\$ standard of living.
<2:4:1210:14	Our opinion is th	(LS)	overflows	\$drains\$	the economy of the state.
<2:4:1231:14	We would like tc	(LS)	number of employment	\$jobs\$;
<2:4:1368:14	We think these a	(LS)	laboral	\$work\$	conditions to employees....
<2:4:1270:14	Please,	(GVAUX)	out of line	\$disconnected\$?
<2:4:1309:14	There should exi	(LP)	take care	\$make sure\$	that contracts will not include abusive clauses
<2:4:1219:14	All people have t	(WR)	place of	\$00\$	job.
<2:4:1231:14	We would like tc	(WR)	it	\$0\$	is possible in order to (SU) cover it \$?\$.
<2:4:1309:14	There should exi	(WR)	to regulate	\$00\$	when the terms of a contract are violated.
<2:4:1231:14	We would like tc	(SU)	cover it	\$?\$	.
<2:4:1191:14	We think that ev	(GA)		\$a\$	person is illegal.
<2:4:1238:14	Answering	(GA)	the	\$0\$	message #52, we think that message (sent by us) was a
<2:4:1284:14#91,	we agree th	(GA)	the	\$0\$	technology \$technology is dangerous\$,
<2:4:1310:14	Answering	(GA)	the	\$0\$	message 109, it is a good idea (XNCO) the creation of
<2:4:1326:14	Nobody can use	(GA)	the	\$0\$	intellectual property
<2:4:1326:14	without	(GA)		\$the\$	permission of its owner. If somebody does that, the ov
<2:4:1359:14	We think we sho	(GNN)	goal	\$goals\$	of the conference.
<2:4:1310:14	Answering (GA)	(GADJO)	needy people	\$people in need\$	.
<2:4:1238:14	Answering (GA)	(GWC)	confuse	\$confusing\$	, we are going to clarify it.
<2:4:1310:14	Answering (GA)	(XNCO)	the creation of	\$to create\$	that bank, but it is also important to help not only you
<2:4:1223:14	We totally agree	(LS)	treatment	\$conditions\$	at work,
<2:4:1223:14	but more qualifie	(LS)	treatment	\$conditions\$.	
<2:4:1284:14	but it is totally n	(LS)	increase	\$improve\$	the country. we should be careful, but we should be in
<2:4:1238:14	We think	(WR)	i	\$0\$	(WO) is important free health-care \$free health care i
<2:4:1284:14#91,	we agree th	(WR)	it	\$0\$	is dangerous (GA) the \$0\$ technology \$technology is
<2:4:1238:14	Answering (GA)	(WO)	is important free health	\$free health care is	, but it is a complicated point because it is very expens
<2:4:1284:14#91,	we agree th	(WO)	(WR) it \$0\$ is dangero	\$technology is dangerous\$	
<2:6:1891:14	southland,	(CS)	bonjour, ça va	(French)	?
<2:4:1193:14	We agree with	(FS)	coasland	\$Coastland\$	in message 25
<2:4:1239:14#63,	these are tw	(FS)	ther	\$there\$	are not enough jobs,
<2:4:1239:14	(GA) \$the\$	(FS)	goberment	\$Government\$	should give some incentives to companies
<2:4:1239:14	in	(FS)	ordr	\$order\$	to create new (LS) places to work \$jobs\$
<2:4:1274:1403:D_C>		(FS)	Costumers	\$Customers\$	(GVAUX) shall \$should\$ have a security number
<2:4:1288:14	but everybody in	(FS)	government	\$government\$	should back their credit
<2:4:1318:14	If there was anot	(FS)	finantial	\$financial\$	(GNN) institution \$institutions\$
<2:4:1339:14#148	We	(FS)	totaly	\$totally\$	agree with you, like (GA) \$a\$ copyright, for example.
<2:4:1355:1403:D_C>		(FS)	Barland	\$Bardland\$	, we don't know what you mean by properties of minor
<2:4:1374:14	So perhaps	(FPW)	,	\$?\$	we must leave the conference now...
<2:4:1207:14	(LS) According :	(GA)		\$the\$	commisioner in #24:
<2:4:1239:14#63,	these are tw	(GA)		\$the\$	(FS) goberment \$Government\$ should give some ince
<2:4:1274:14	if someone	(GVN)	a	\$a\$	bank account which is not his, the bank should return t
<2:4:1288:14	Everyone should	(GA)		\$0\$	credit, of course financial institutions have the ultimate
<2:4:1339:14#148	We	(FS)	toi	\$a\$	copyright, for example.
<2:4:1318:14	If there was anot	(GNN)	institution	\$institutions\$	, Who will take care of that (GWC) supervisor \$superv
<2:4:1274:14	(FS) Costumers :	(GVN)	take	\$stakes\$	money from (GA) \$a\$ bank account which is not his, t
<2:4:1299:14#107	Young peo	(GVM)	back	\$backed\$	by the government (XCONJCO) in order they could \$
<2:4:1226:14	We think we	(GVAUX)	must	\$should\$	clarify our positions on the immigrants topic in order to
<2:4:1274:14	(FS) Costumers :	(GVAUX)	shall	\$should\$	have a security number and if someone (GVN) take \$t:
<2:4:1189:14	(WO) We mean l	(GWC)	guaranteee clothing	\$clothing guaranteee	(WO) guaranteee clothing \$clothing guaranteed\$, but
<2:4:1318:14	If there was anot	(GWC)	supervisor	\$supervising\$	organism
<2:4:1299:14#107	Young peo	(XCONJCO)	in order they could	\$in order to\$	buy a house or something like that

Spanish L1 Error Items (Synchronous)

ID Code	Pre-context	Error Category	Error	Correction	Post-context
<2:4:1226:14-	Immigrants wh	(XVPR)	admitted in	\$admitted\$	our country and they will have a six month period of ti
<2:4:1207:1403:D_C>		(LS)	According	\$Referring\$	to (GA) \$the\$ commisioner in #24: We think that the c
<2:4:1226:14-	Immigrants wh	(LS)	during	\$for\$	two years will be able to apply for nationality.
<2:4:1239:14(GA)	\$the\$ (FS)	(LS)	places to work	\$jobs\$	
<2:4:1274:14There	should be :	(LS)	brokes	\$goes bankrupt\$	
<2:4:1189:14(WO)	We mean l	(WR)	by	\$0\$	having a place to live and (GWC) (WO) guarantee \$gr
<2:4:1299:14#107	Young peoj	(WR)	which	\$0\$	should be (GVM) back \$backed\$ by the government (
<2:4:1371:14Coast	land, I supc	(WM)		0 \$to\$	many messages.
<2:4:1189:1403:1400:D_C>		(WO)	We mean by an adequa	\$By an adequate str	(WR) by \$0\$ having a place to live
<2:4:1189:14and	(GWC)	(WO)	guarantee \$guaranteed\$	\$clothing guarantee,	but only to eutropian citizens or legal immigrants wh
<2:4:1362:14#168		(SU)	It is out of the point	\$? \$	, of course, information should be available
<2:6:2092:1403:J_N>		(FM)	Been	\$Being\$	(FS) respectfull \$respectful\$ to (GA) the \$0\$ others is
<2:5:1640:14Grilled	mouse is	(FS)	las	\$last\$	teleconference.
<2:6:1903:1403:J_N>		(FS)	Were	\$Where\$	are you from ECAG?
<2:6:2092:14(FM)	Been \$Bei	(FS)	respectfull	\$respectful\$	to (GA) the \$0\$ others is (LP) over any discussion \$ur
<2:6:2102:14That's	the	(FS)	tinking	\$thinking\$	of a
<2:6:2102:14\$think	\$of a	(FS)	typical	\$typical\$	Spanish Man (#221)
<2:6:2092:14(FM)	Been \$Bei	(GA)	the	\$0\$	others is (LP) over any discussion \$unquestionable\$.
<2:5:1666:1403:1402:J_N>		(GVNF)	Ski	\$Skiing\$	. 90-60-90
<2:5:1607:14Not	yet, but we	(XVCO)	look forward	\$Look forward to it'!!!!!!	
<2:5:1395:14We	hope that the	(LS)	deep	\$satisfactory\$	agreement in most of the points of the conference.
<2:5:1759:14We	believe that :	(LS)	on	\$to\$	all of them.
<2:6:2092:14(FM)	Been \$Bei	(LP)	over any discussion	\$unquestionable\$.	
<2:4:1395:14We	have already	(WO)	the agenda printed	\$printed the agenda.	
<2:6:1915:1403:J_N>		(CS)	Hola	(Spanish) Midland,	nice to talk to you again!
<2:5:1386:14Why	does no-one	(LS)	tell	\$say\$	(WR) me \$0\$ anything?
<2:5:1386:14Why	does no-one	(WR)	me	\$0\$	anything?
<2:6:2013:14we	are older thar	(WM)		0 \$old\$	
<2:5:1663:14I	don't know, but	(FM)	measures	\$measurements\$?
<2:5:1733:14Yes,		(FS)	i	\$I\$	have said (WO) you it \$it to you\$ because I'M SO RE
<2:5:1528:14Sorry,	but in our	(GA)		\$it\$	is lunch-time right now, and the agenda is too long.
<2:5:1553:14Please,	anyone	(GVN)	knows	\$know\$	the telepizza's telephone?
<2:5:1633:14We	have	(XVCO)	discussed	\$discussed this poir	for a long time, and it was very hard to take a decision
<2:5:1679:14We	have also	(W LP)	take a decision	\$make a decision\$	on this point \$discussed this point for a long time,
<2:5:1679:14We	have also	(WO)	discussed for a long tir	\$discussed this poin	but at last we found a satisfactory solution that was wc
<2:5:1733:14Yes,	(FS)i \$I\$ h	(WO)	you it	\$it to you\$	because I'M SO RELAXED.....
<2:5:1722:14Sorry,	but you ar	(SU)	do a french	\$? \$	i have something for you, baby!!
<2:5:1648:14it	is a	(FS)	wonderfull	\$wonderful\$	secret experience
<2:5:1671:14what	kind of	(FM)	ski	\$skiing\$???
<2:5:1638:14has	anybody seer	(FS)	i	\$I\$	mean m of macdonalds
<2:5:1618:1403:1402:T_D>		(GNC)	pepperoni 's	\$pepperonis\$	
<2:5:1727:14tsss,		(SU)	relahate	\$? \$!!!!
<2:6:1895:1403:T_D>		(SU)	wesh	\$? \$	southland, (CS) ca va ou bien(French)?
<2:5:1708:1403:1402:T_D>		(CS)	comment cava chez vo	(French)	?
<2:5:1713:1403:1402:T_D>		(CS)	vous etes d'ou alors	(French)	?
<2:6:1895:14(SU)	wesh \$? \$	(CS)	ca va ou bien	(French)	?
<2:6:1884:14Actually	Northlai	(FS)	europian	\$European\$	brain trust
<2:6:1990:14We	think that the	(FS)	Comissioner	\$Commissioner\$	is a beautiful girl
<2:6:2015:14How	old is the	(FS)	Europian	\$Eutropian\$	
<2:6:2015:1403:F_L>		(FS)	Comissioner	\$Commissioner\$	,we are free
<2:6:2026:14Madame	Commi:	(FS)	northland's	\$Northland's\$	facilitators have confirmation from the impostors.
<2:6:1878:14and	we hope you	(LS)	mised	\$needed?\$	us
<2:6:2000:14ECAG	is	(LS)	on	\$in\$	the same country as us
<2:6:1976:14Bard	land is	(WM)		0 \$from\$	Germany
<2:6:1923:1413:J_R_M>		(LS)	In	\$at\$	which university do you study?
<2:6:2034:14who	has	(FM)	writen	\$written\$	this sentence?
<2:6:2179:14I	know people	(F FM)	German	\$Germany\$	, Peru, Nigeria, Ukrania, etc.
<2:6:2088:14Why	do	(FS)	german	\$German\$	women not (LS) depilate \$shave\$ their legs?
<2:6:2106:14I	would like to se	(FS)	i	\$I\$	think that it would be funnier
<2:6:2116:14I	think that it's	(FS)	abn	\$and\$	
<2:6:2116:14if	it is	(FS)	impossible	\$impossible\$	, maybe the best solution could be to have (GA) the \$c
<2:6:2135:14Here	in Northlan	(FS)	french	\$French\$,
<2:6:2135:1403:S_A>		(FS)	german	\$German\$	and Spanish people
<2:6:2139:14(GVN)	Is \$Are\$	(FS)	momment	\$moment\$	in the teleconference?
<2:6:2150:14No,	it has been v	(FS)	diferent	\$different\$	culture

Spanish L1 Error Items (Synchronous)

ID Code	Pre-context	Error Category	Error	Correction	Post-context
<2:6:2150:14	and (GADJN) di (FS)	diferents		\$different\$	laws
<2:6:2155:14	No, because I am (FS)	i		\$I\$	will send you whatever you want
<2:6:2179:14	Maybe you think (FS)	i		\$I\$	am crazy,
<2:6:2179:14	but not at all. I li (FS)	becua		\$because\$	they have very interesting things to (LS) express \$say\$
<2:6:2179:14	I know people (FS)	fomr		\$from\$	France, (FM) German \$Germany\$, Peru, Nigeria, Uk
<2:6:2181:14	In Spain (GP) \$i (FS)	i		\$I\$	will try to find (GP) them \$some\$ for your friends
<2:6:2186:14	Do you have (G: (FS)	movil		\$mobile\$	phone?
<2:6:2189:14	I had a lot of (FS)	problmes		\$problems\$	with netscape,
<2:6:2189:14	so (FS)	i		\$I\$	am using Explorer
<2:6:2190:14	But you should t (FS)	diplomitic		\$diplomatic\$	and agree with everybody
<2:6:2207:14	Ok, (FS)	i		\$I\$	haven't said (GP) nothing \$anything\$ "dangerous"
<2:6:2210:14	I would like to sa (FS)	communication		\$communication\$	is too slow
<2:6:2211:14	How (FS)	maby		\$many\$	people are (SI) \$there with\$ you?
<2:6:2216:14	Oh, we were (FS)	fourty		\$forty\$,
<2:6:2216:14	but (FS)	not		\$now\$	
<2:6:2216:1403:1665:S_A>	(FS)	i		\$I\$	am the only one in class
<2:6:2221:14	like a (FS)	tipycal		\$typical\$	Valencian song says. I am from Valencia (Spain)
<2:6:2223:14	(S) I want to exci (FS)	i		\$I\$	was the troublemaker <2:6:2226:1403:1665:S_A>
<2:6:2230:14	I (FS)	don		\$do\$	not have anything to do for two more hours
<2:6:2116:14	I think that it's be (GA)	the		\$a\$	photo
<2:6:2131:14	becuase everybox (GA)			\$the\$	death penalty except them, and they didn't change thei
<2:6:2186:14	Do you have (GA)			\$a\$	(FS) movil \$mobile\$ phone?
<2:6:2221:14	I am from the lan (GA)	the		\$0\$	flowers,
<2:6:2221:14	the \$0\$ flowers, (GA)	the		\$0\$	light
<2:6:2221:14	the \$0\$ light and (GA)	the		\$0\$	love, like a (FS) tipycal \$typical\$ Valencian song says.
<2:6:2223:14	(S) I want to exci (GNC)	the login		\$the password\$	of Athena \$Athena's password\$
<2:6:2014:14#39,	you are luck (GNN)	boys		\$boy\$	who is 19 and 3 months.
<2:6:2098:14	Here we have a l (GNN)	holidays		\$holiday\$	, you can come (ONLY FOR WOMEN)
<2:6:2226:14	(GP)	How many time		\$How long\$	are you going to stay in (FS) hte \$the\$ teleconference?
<2:6:2207:14	Ok, (FS) i \$I\$ ha (GP)	nothing		\$anything\$	"dangerous"
<2:6:2181:14	In Spain (GP)	0		\$it\$	is easier to find "hot" boys than girls,
<2:6:2181:14	but (FS) i \$I\$ wi (GP)	them		\$some\$	for your friends
<2:6:2168:14	Did the NGOs h: (GP)	you		\$them\$?
<2:6:2002:14	come on guys! I (GP)	anything		\$something\$	intelligent.
<2:6:1967:14	i don't want to gt (GP)			0 \$me\$	it
<2:6:2150:14	No, it has been v (GADJN)	diferents		\$different laws \$	
<2:6:2139:1403:1665:S_A>	(GVN)	Is		\$Are\$	there any girls at this (FS) momment \$moment\$ in the
<2:6:2199:14	Are you the only (GVN)	there is		\$Are there\$	a lot of people reading my messages?
<2:6:2032:14	HOT GIRL (GVT)	LOOK FOR		\$Looking for\$	A REAL MAN
<2:6:2223:14	(S) I want to exci (GVT)	take		\$took\$	(LS) (GNC) the login \$the password\$ of Athena \$Ath
<2:6:2229:14	Bye, I will see yc (GVT)	sent		\$send\$	me your photo)
<2:6:2030:14#56,	please, do n (LS)	so		\$such\$	long phrases
<2:6:2088:14	Why do (FS) ger (LS)	depilate		\$shave\$	their legs?
<2:6:2098:14	Here we have a l (LS)	on		\$in\$	summer. If you want to come for a (GNN) holidays \$h
<2:6:2101:14	I like to practice (LS)	in		\$on\$	the beach?
<2:6:2117:14	I would like to th (LS)	found a lot of friends		\$made a lot of frien	with this experience (WO) around all \$all around\$ Eur
<2:6:2179:14	meet people all a (LS)	express		\$say\$	. I know people (FS) fomr \$from\$ France,
<2:6:2223:14	the troublemaker (LS)	the login		\$the password\$	(GNC) the login of Athena \$Athena's password\$
<2:6:2131:14	I would like to ki (LP)	had square head		\$was so stubborn\$	, because everybody was against (GA) \$the\$ death per
<2:6:2117:14	I would like to th (WO)	around all		\$all around\$	Europe
<2:6:2169:14	I have sent an e-i (WO)	have now		\$now have\$	my e-mail
<2:6:2199:14	Are you the only (WO)	there is		\$is there\$	(GVN) there is \$are there\$ a lot of people reading my
<2:6:2030:14#56,	please, do n (S)	make us be bored		\$bore us\$	with (LS) so \$such\$ long phrases
<2:6:2223:1403:1413:S_A>	(S)	I want to excuse me		\$I would like to ask	because (FS) i \$I\$ was the troublemaker who (GVT) t
<2:6:2211:14	How (FS) maby (SI)			\$there with\$	you?
<2:6:2022:14	why do you (SU)	look		\$?\$	a teenager?
<2:6:2083:14	This conference (SU)	have have, neither feet \$?			.
<2:6:1919:1403:S_A>	(CS)	Wie geht's Euch im ka (Ger.)			
<2:6:1972:1403:S_A>	(CS)	il y a quelqu'un qui par (French)			?
<2:6:2151:1403:S_A>	(CS)	Adeu (Catalan)			
<2:6:1986:14	it was (FS)	Barland		\$Bardland\$	who were in favour of death penalty and the legalizati
<2:6:1992:14	she is so pretty, c (FS)	teachers		\$teacher's\$	told us
<2:6:2016:1403:J_Pa>	(FS)	sou		\$So\$	you like seniors

Spanish L1 Error Items (Synchronous)

ID Code	Pre-context	Error Category	Error	Correction	Post-context
<2:6:2031:14	we want	(GA)		\$the \$	commissioner to (SU) clarify her trends \$?\$
<2:6:2063:14#91	is so close to	(GA)		\$the\$	truth
<2:6:2018:1403:J_Pa>		(WO)	sorry so	\$So sorry\$	
<2:6:2031:14	we want	(GA)	\$t (SU)	\$?\$	
<2:6:1963:1403:J_Pa>		(CS)	halole	(?)	everybody
<2:6:2064:14	Only when I am	(FS)	yiour	\$your\$	mother
<2:6:2075:14	Sorry, you	(GVA)	(FS)	\$this\$	message
<2:6:2070:14	we study pulling	(GNC)	commissioner	\$commissioner's\$	leg
<2:6:2075:14	Sorry, you	(GVAUX)	don't must	\$mustn't\$	read (FS) thig \$this\$ message
<2:6:2055:14	We think that the	(FS)	Comissioner	\$Commissioner\$	is too old for us
<2:6:2062:14	All pretty girls in	(GADJO)	final party	\$party at the end of in Valencia	
<2:6:2072:14	As we were saying	(GADJN)	pretties	\$pretty\$	women are invited to our great party (LS) of \$on\$ the
<2:6:2072:14>	As we were saying	(LS)	of	\$on\$	the last day(we promise you it is going to be a party
<2:6:2072:14>	As we were saying	(LS)	que se cagara la perra	(Spanish col.)	"

Spanish L1 Error Items (Asynchronous)

ID Code	Pre-context	Error	Category	Correction	Post-context
<A:1:88:490: Organism to		(FM)	administrate	\$administer\$	
<A:1:111:49 search for the best		(FM)	development	\$development\$	
<A:1:148:49 The same about remote learners, (GA) \$th		(FM)	dissabled	\$disabled\$	
<A:1:151:49 and		(FM)	mark	\$marking\$	(GNN) criterias \$criteria\$
<A:1:156:49 He has been		(FM)	hardly	\$hard\$	
<A:1:170:49 including in a common fund the		(FM)	financiation	\$financing\$	
<A:1:170:49 We were		(FM)	waitting	\$waiting\$	for one more clear explanation
<A:1:171:49 We have not		(FM)	hear	\$heard\$	about your position
<A:1:82:490: several		(FS)	similaritites	\$similarities\$	in both our policies
<A:1:82:490: Yours		(FS)	sincerely	\$sincerely\$	
<A:1:85:490:-1>		(FS)	and	\$an\$	Educational System for our ne
<A:1:87:490: Firms must collaborate with (GA) \$the\$		(FS)	Univerity	\$University\$	in the
<A:1:87:490: job		(FS)	intenships	\$internships\$	
<A:1:87:490: conferences about subjects		(FS)	the	\$they\$	(XVCO)want the students imp
<A:1:89:490: all Tertiary Education centres must be plac		(FS)	are	\$area\$?
<A:1:111:49 We would like to report that the		(FS)	Police	\$Policy\$	Statement of Bardland is poor
<A:1:111:49 consensus with all (GA) \$the\$		(FS)	countris	\$countries\$	that form Eutropia
<A:1:114:49 to reduce the years		(FS)	or	\$of\$	study because
<A:1:149:49(Dear delegation from		(FS)	Middland	\$Midland\$	
<A:1:149:49 We have		(FS)	successfully	\$successfully\$	received your message
<A:1:170:49 Dear Delegation from		(FS)	Middland	\$Midland\$,
<A:1:170:49 but we		(FS)	can not	\$cannot\$	wait
<A:1:170:49 for the educational		(FS)	comunity	\$community\$	
<A:1:170:49 to be a waste for the		(FS)	ederation	\$Federation\$	
<A:1:170:49 have (GA) \$a\$		(FS)	deficit	\$deficit\$	because giving
<A:1:170:49 enterprises could		(FS)	desappear	\$disappear\$	
<A:1:170:49 (LS) suffer \$have\$ a		(FS)	deficit	\$deficit\$	
<A:1:170:49 In		(FS)	consequence	\$consequence\$	your idea
<A:1:170:49 circumstances of each		(FS)	desabled	\$disabled\$	
<A:1:170:49 is		(FS)	diferent	\$different\$	, and your suggestion
<A:1:170:49 Both disabled		(FS)	lerners	\$learners\$	, old people
<A:1:170:49(. In addition		(FPM)		,\$	(LS) out \$outsides\$ (WR) of \$
<A:1:170:49(if it is new (GP) \$it\$ is going to be a waste		(FPW)	,	,\$	it (GVT) is going to \$will\$ ha
<A:1:171:49(We must respect the local culture, that is v		(FPW)	,	,\$	Middish and English
<A:1:171:49(Middish and English		(FPW)	,	,\$	must be present in Tertiary Ec
<A:1:56:490: To encourage		(GA)	the	,\$	technological development in
<A:1:86:490: show which are the main points on		(GA)		\$the\$	Curriculum.
<A:1:87:490: must collaborate with		(GA)		\$the\$	(FS) Univerity \$University\$
<A:1:89:490: Should		(GA)		\$the\$	University be private or public
<A:1:111:49(consensus with all		(GA)		\$the\$	(FS) countris \$countries\$ that
<A:1:112:49(differences according to		(GA)	the	,\$	age.
<A:1:112:49 Eutropolis and not for		(GA)		\$the\$	Eutropan Federation,
<A:1:112:49 because (LS) in \$at\$		(GA)	the	,\$	University you have
<A:1:113:49(What do you think about		(GA)	the	,\$	access to the University
<A:1:113:49 tertiary centres must have a Numerus Clau		(GA)	the	,\$	overcrowding in Universities
<A:1:148:49(Dear delegations of		(GA)		\$the\$	Eutropan Federation
<A:1:148:49 encourage the development of IT in all		(GA)		\$the\$	countries
<A:1:148:49 of		(GA)		\$the\$	Eutropan Federation
<A:1:148:49 create the links (LS) of \$for\$		(GA)	the	\$a\$	global network.
<A:1:148:49 The same about remote learners,		(GA)		\$the\$	(FM) dissabled \$disabled\$
<A:1:149:49(So we ask you for		(GA)	a	,\$	further clear information.
<A:1:150:490:-1>		(GA)		\$The\$	First point we would like to s
<A:1:150:49 in your opinion,		(GA)		\$the\$	state must support (LP) indust
<A:1:151:49(We (XVPR) agree in \$agree with\$		(GA)		\$the\$	(LS) next \$following\$ points
<A:1:151:49 (XVPR) agree in \$agree with\$ the propos		(GA)		\$the\$	students' involvement in
<A:1:151:49(any kind of veto-right in		(GA)	a	\$an\$	organization.
<A:1:164:49 Have you read		(GA)		\$the\$	Midland proposal about gende
<A:1:167:49 We have received		(GA)	the	\$an\$	answer (LS) of \$from\$ Midlar
<A:1:170:49 \$will\$ have		(GA)		\$a\$	(FS) defcicit \$deficit\$ because
<A:1:170:49(would not have		(GA)		\$a\$	domain
<A:1:170:49 (XNCO) chance to acced to \$chance of ga		(GA)	the	,\$	university.
<A:1:170:49 Regarding your proposal, it would be		(GA)		\$a\$	better solution that university
<A:1:171:49 Which solution would you propose to avoi		(GA)	the	,\$	overcrowding in the Univerist

Spanish L1 Error Items (Asynchronous)

ID Code	Pre-context	Error	Category	Correction	Post-context
<A:1:171:49	"numerus clausus"" and	(GA) the		\$0\$	access to University
<A:1:112:49	We are making the Educational System for	(GNC) the capital language		\$the language of th	
<A:1:170:49	First of all, if you (XVCO) want use	(GNC) an enterprise of tel		\$a telecommunicat	that provides Internet services
<A:1:85:490	We are the Nordish	(GNN) delegations		\$delegation\$	(LS) of \$for\$ the curriculum t
<A:1:85:490	We hope that future discussions will lead t	(GNN) citizen		\$citizens\$	of Eutropolis.
<A:1:114:49	1 year (2 semesters):	(GNN) Basics		\$Basic\$	Studies.
<A:1:114:49	""in the basic studies students will be intr	(GNN) basics		\$basic\$	skills"".
<A:1:114:49	(GP) This \$These\$	(GNN) basics		\$basic\$	skills you talk about (improvi
<A:1:148:49	This Organism will be composed of one	(GNN) ministers		\$minister\$	or (SU) technician members \$
<A:1:148:49	make a global network (free network or U:	(GNN) countries		\$country\$	(LS) makes \$does\$ (LS) that !
<A:1:148:49	Optical fibre link is the best solution (LS) :	(GNN) distance		\$distances\$	and is cheaper if you don't hav
<A:1:150:49	\$in the long run\$ the specific training prov	(GNN) activities		\$activity\$	is a benefit to the firms and th
<A:1:151:49	the same (LP) studies plan \$curriculum\$ a	(GNN) criterias		\$criteria\$	as the public university, suppe
<A:1:86:490	Finally, we hope	(GP) we		\$to\$	reach an agreement (LS) in \$c
<A:1:87:490	we want to invite	(GP) every		\$all\$	countries to discuss the topic
<A:1:112:49	we think that	(GP)		\$it\$	is better to start it at 18
<A:1:112:49	We agree with you about having a commo	(GP) every		\$all\$	University Studies,
<A:1:114:490	-1>	(GP) This		\$These\$	(GNN) basics \$basic\$ skills yo
<A:1:148:49	(LP) in function of \$according to\$	(GP) his		\$its\$	GDP
<A:1:148:49	(LP) in function of \$according to\$	(GP) his		\$its\$	GDP,
<A:1:148:49	(LP) in function of \$according to\$	(GP) his		\$its\$	GDP
<A:1:148:49	(LS) that \$what\$	(GP) he		\$it\$	(GVN) want \$wants\$ to obtain
<A:1:150:49	to keep students and teachers out of	(GP) this		\$these\$	tasks
<A:1:150:49	proposal of (GA) \$the\$ students' involvem	(GP) this		\$these\$	tasks,
<A:1:150:49	We allow private universities, but	(GP) that		\$these\$	universities must (LS) follow !
<A:1:156:49	collaborate indirectly, that is, with	(GP) this		\$these\$	job related activities,
<A:1:163:49	there are many reasons that support	(GP) it		\$this\$	in our policy statement
<A:1:164:49	(avoiding sex distinctions in	(GP) every		\$all\$	documents)
<A:1:170:49	if it is new	(GP)		\$it\$	is going to be a waste for the (
<A:1:170:49	would (WM) \$mean\$ disloyal competition	(GP) others		\$other\$	enterprises could
<A:1:170:49	The ""TEC enterprise"" could compete as	(GP) other		\$another\$	provider.
<A:1:170:49	All	(GP) this		\$these\$	things could be studied in the
<A:1:170:49	We mean that the specific environment anc	(GADJO) desabled		\$disabled person\$	is (FS) diferent \$different\$
<A:1:163:49	Now we want to explain the sentence that	(GADJN) yours		\$your\$	complaints.
<A:1:87:490	Firms	(GVN) informs		\$inform\$	about the market's needs.
<A:1:148:49	the government of each	(GNN) countries		\$country\$	
<A:1:148:49	(LS) makes \$does\$ (LS) that \$what\$ (GP)	(GVN) want		\$wants\$	to obtain this money.
<A:1:156:49	People specialized in Curriculum	(GVN) is		\$are\$	going to talk about this. Mayb
<A:1:112:49	However, this topic	(GVT) should have studie		\$should have been by	another group (policy).
<A:1:114:49	have specific professionals that	(GVT) were able		\$are able\$	to
<A:1:156:49	administrative matters which	(GVT) are not CONCERN		\$do not CONCERN\$	
<A:1:170:49	.\$ it	(GVT) is going to		\$will\$ have	(GA) \$a\$ (FS) defficit \$deficit
<A:1:170:49	the entreprise	(GVT) is not going to		\$will not\$	(LS) gain \$make\$ money.
<A:1:170:49	the problem is to (LS) select \$choose\$ an	(GVT) is going to		\$will\$	be forced to (LS) suffer \$have
<A:1:114:49	\$These\$ (GNN) basics \$basic\$ skills you t	(GVAUX) must		\$should\$	be advanced ones.
<A:1:156:49	The size of this board is not so important f	(GVAUX) would		\$should\$	be one student, one teacher an
<A:1:156:49	We think that firms	(GVAUX) must		\$should\$	collaborate indirectly, that is, '
<A:1:170:49	We mean outside the university all eutropr	(GVAUX) would		\$should\$	pay the (LS)suitable \$right\$ a
<A:1:88:490	We could use IT to make possible that dis	(GWC) geographical		\$geographically\$	remote learners study from the
<A:1:170:49	Both disabled (FS) lerners \$learners\$, old	(GWC) realist		\$realistic\$	(XNCO) chance to acced to \$i
<A:1:76:490	We are a delegation of Northland. We are	(XADJCO) proud of collaborat		\$proud to collabor	with all of you in this simulati
<A:1:112:49	We are the curriculum group from Northla	(XADJCO) happy for receiving		\$happy to receive\$	news (LS) about \$from\$ you.
<A:1:170:49	old people and working people would hav	(XNCO) chance to acced to		\$chance of gaining	(GA) the \$0\$ university.
<A:1:87:490	Firms collaborate economically, offering s	(XVCO) want the students i		\$want the students to improve\$	
<A:1:148:49	We	(XVCO) recommend use		\$recommend using	optical fibre links to improve t
<A:1:162:49		(XVCO) Looking forward t		\$Looking forward from	you again.
<A:1:163:49	As we prefer to suppose you do not get it,	(XVCO) want that students		\$want the students	learn useful contents for their
<A:1:170:49	First of all, if you	(XVCO) want use		\$want to use\$	the TEC (LS) like \$as\$ (GNC
<A:1:170:49	In contrast you did not	(XVCO) seem agree		\$seem to agree\$	with our proposal (LS) of \$for
<A:1:148:49	So we ask you for a clear	(XNPR) agreement at		\$agreement on\$	this issue.
<A:1:114:49	We have read your policy statement and w	(XVPR) disagree		\$disagree with\$	.
<A:1:148:49	so all countries will	(XVPR) participate in\$		\$participate in\$	the decisions of this Organism
<A:1:151:49	First of all we are going to start with the p	(XVPR) agree		\$agree on\$:

Spanish L1 Error Items (Asynchronous)

ID Code	Pre-context	Error	Category	Correction	Post-context
<A:1:151:49>	We agree with the employment policy, the	agree in	(XVPR)	\$agree with\$	(GA) \$the\$ (LS) next \$follow
<A:1:151:49>	We also	agree in	(XVPR)	\$agree with\$	the proposal of (GA) \$the\$ st
<A:1:170:49>	As you know, our objective is to achieve a	agree	(XVPR)	\$agree with\$	.
<A:1:162:49>	Northland delegation had already understo	a nonsense	(XNUC)	\$nonsense\$	.
<A:1:85:490>	We are the Nordish (GNN) delegations \$d	of	(LS)	\$for\$	the curriculum topic
<A:1:85:490>	(with the help of each country	of	(LS)	\$in\$	Eutropia)
<A:1:85:490>	to reach agreement	for	(LS)	\$on\$	all sides.
<A:1:85:490>	An	access	(LS)	\$entrance\$	examination to enter (WR) in
<A:1:85:490>	Finally, we hope (GP) we \$to\$ reach an ag	in	(LS)	\$on\$	these topics.
<A:1:112:49>	(XADJCO) happy for receiving \$happy to	about	(LS)	\$from\$	you.
<A:1:112:49>	(LP) comment \$comment on\$ several pair	about	(LS)	\$in\$	your message:
<A:1:112:49>	(the same opportunities to	access	(LS)	\$gain access\$	to University,
<A:1:112:49>	We agree with you about having a commo	building	(LS)	\$campus\$	for (GP) every \$all\$ Universit
<A:1:112:49>	we need to look at communicating this	building	(LS)	\$campus\$	with Eutropolis.
<A:1:112:49>	because	in	(LS)	\$at\$	(GA) the \$O\$ University you l
<A:1:114:49>	request younger people because they learn	earlier	(LS)	\$more quickly\$	than older ones
<A:1:148:49>	for the development of the IT that is	good	(LS)	\$beneficial\$	for them
<A:1:148:49>	the government of each (GNN) countries \$	makes	(LS)	\$does\$	
<A:1:148:490>	-1>	that	(LS)	\$what\$	(GP) he \$it\$ (GVN) want \$we
<A:1:148:49>	recommend the third option	like	(LS)	\$as\$	a good idea to solve this probl
<A:1:148:49>	create the links	of	(LS)	\$for\$	(GA) the \$a\$ global network
<A:1:148:49>	fibre link is the best solution	in	(LS)	\$for\$	short (GNN) distance
<A:1:148:49>	(thus we do not	understand	(LS)	\$envisage\$	cultural interchanges if all loc
<A:1:150:49>	would like to comment (WM) \$on\$ some	of	(LS)	\$in\$	the teleconference about educ
<A:1:150:49>	we also think that the three	collectives	(LS)	\$groups\$	should have
<A:1:150:49>	should be financed by the firms because	finally	(LS)	\$in the long run\$	the specific training provided
<A:1:151:49>	We would like to clarify some points	of	(LS)	\$from\$	the last teleconference about
<A:1:151:49>	avoid discrimination when somebody	requests	(LS)	\$applies for\$	a job
<A:1:151:49>	We think that your idea	of	(LS)	\$on\$	the structure of the university
<A:1:151:49>	We (XVPR) agree in \$agree with\$ (GA) \$	next	(LS)	\$following\$	points
<A:1:151:49>	but here we have a	bit	(LS)	\$slight?\$	point of disagreement
<A:1:151:49>	We invite you to discuss that	concrete	(LS)	\$specific\$	point
<A:1:151:49>	we are going to specify our position	in	(LS)	\$regarding\$	the sponsorship
<A:1:151:49>	but (GP) that \$these\$ universities must	follow	(LS)	\$offer\$	the same (LP) studies plan \$cu
<A:1:156:49>	you have done a very good	work	(LS)	\$job\$	
<A:1:156:49>	We would like to	notice	(LS)	\$draw your attenti	some points:
<A:1:156:49>	practical semesters that	happen	(LS)	\$are offered\$	outside the tertiary education :
<A:1:156:49>	We hope that we will	get	(LS)	\$finalize\$	some agreements soon.
<A:1:162:49>	With your	method	(LS)	\$proposal\$	you only avoid the problem b
<A:1:163:49>	But in your last	survey	(LS)	\$editorial\$	there are several points we do
<A:1:163:49>	Let us	remark	(LS)	\$outline\$	some of them:
<A:1:163:49>	whether you want to make the other count	face	(LS)	\$go against?\$	us
<A:1:167:49>	We have received (GA) the \$an\$ answer	of	(LS)	\$from\$	Midland about Administrative
<A:1:170:49>	and \$so\$ we have decided to	say	(LS)	\$tell\$	you what we understood
<A:1:170:49>	if you (XVCO) want use \$want to use\$ th	like	(LS)	\$as\$	(GNC) an enterprise of teleco
<A:1:170:49>	Internet services and to	profit from	(LS)	\$take advantage of this fact	
<A:1:170:49>	you have to think about two very	hard	(LS)	\$difficult\$	problems:
<A:1:170:49>	the enterprise (GVT) is not going to \$will	gain	(LS)	\$make\$	money
<A:1:170:49>	In addition(FPM) \$,\$	out	(LS)	\$outside\$	(WR) of \$O\$ Eutropolis this e
<A:1:170:49>	if the enterprise already exists the problem	select	(LS)	\$choose\$	an enterprise
<A:1:170:49>	(GVT) is going to \$will\$ be forced to	suffer	(LS)	\$have\$	a
<A:1:170:49>	your idea about a TEC working	like	(LS)	\$as\$	an enterprise
<A:1:170:49>	if there are	benefits	(LS)	\$profits?\$	(hesitant thing),
<A:1:170:49>	a 100%-physically disabled learners' acces	few	(LS)	\$little\$	ambiguous
<A:1:170:49>	you did not (XVCO) seem agree \$seem to	of	(LS)	\$for\$	including in a common fund
<A:1:170:49>	That network could	approach	(LS)	\$bring closer\$	with only the help of a camer
<A:1:170:49>	We think using the TEC	like	(LS)	\$as\$	an enterprise that provides fre
<A:1:170:49>	the rest of the people (GVAUX) would \$s	suitable	(LS)	\$right\$	amount of money.
<A:1:170:49>	things could be studied in the context of	all	(LS)	\$the whole of the\$	Eutropean Federation
<A:1:170:49>	this would	supose	(LS)	\$mean\$	very important investments ou
<A:1:171:49>	Talking about the	education	(LS)	\$teaching\$	language
<A:1:112:49>	Dear members of Coastland: We propose :	career	(LSF)	\$degree\$	(Sp. Carrera universitaria) sub
<A:1:150:49>	specific training provided by this kind of ((	inversion	(LSF)	\$investment\$	
<A:1:151:49>	And we want to guarantee that this public	careers	(LSF)	\$degree courses\$	(Sp.).

Spanish L1 Error Items (Asynchronous)

ID Code	Pre-context	Error	Category	Correction	Post-context
<A:1:171:49	For example, one for technical	(LSF) careers	(LSF)	\$degrees\$ (Sp.),	
<A:1:171:49	another one for literature	(LSF) careers	(LSF)	\$degrees\$ (Sp.),	
<A:1:171:49	or another for biomedical	(LSF) careers	(LSF)	\$degrees\$ (Sp.), ...	
<A:1:76:490	We hope that we will	(LP) get an agreement	(LP)	\$come to an agreement\$.	
<A:1:82:490	we are very pleased to have	(LP) found out	(LP)	\$found\$ several (FS) similarities \$semi	
<A:1:111:49	We want to	(LP) comment	(LP)	\$comment on\$ several points (LS) about \$in\$	
<A:1:148:490	Make a free network where each country i	(LP) in function of	(LP)	\$according to\$ (GP) his \$its\$ GDP	
<A:1:148:490	Make a network only for the University w	(LP) in function of	(LP)	\$according to\$ (GP) his \$its\$ GDP,	
<A:1:148:490	Each country pays (WR) as \$0\$ a tax to th	(LP) in function of	(LP)	\$according to\$ (GP) his \$its\$ GDP to make a	
<A:1:150:490	Another point we want to discuss with you	(LP) industrial training	(LP)	\$training schemes in industry\$	
<A:1:150:490	(GA) \$the\$ state must support	(LP) industrial training	(LP)	\$training schemes in industry\$	
<A:1:151:490	We think that we could	(LP) have a disagreement	(LP)	\$disagree with\$ the administrative structure	
<A:1:151:490	but (GP) that \$these\$ universities must (L	(LP) studies plan	(LP)	\$curriculum\$	
<A:1:151:490	supported by the government, (WM) \$whi	(LP) build up	(LP)	\$set up\$ in Eutropolis	
<A:1:156:490	He has been (FM) hardly \$hard\$ scolded (	(LP) making antics	(LP)	\$getting up to his antics\$.	
<A:1:163:490	When you	(LP) talk about	(LP)	\$quote us on the ic ""university"" should be ""up	
<A:1:170:490	but we (FS) can not \$cannot\$ wait	(LP) for more time	(LP)	\$longer\$ (LCC) and \$so\$ we have deci	
<A:1:170:490	and to (LS) profit from \$take advantage of	(LP) free-pay	(LP)	\$free\$ access for the educational (FS,	
<A:1:112:490	If we want to live in an equal system, all st	(LCLS) then	(LCLS)	\$therefore\$ we do not have to make differ	
<A:1:163:490	To EuGlobe We are very pleased	(LCLS) because	(LCLS)	\$that\$ our work has been recognised	
<A:1:170:490:-1>		(LCLC) By the other hand	(LCLC)	\$On the other hand, 'to propose a 100%-physical	
<A:1:170:490	We were (FM) waiting \$waiting\$ for one	(LCC) and	(LCC)	\$so\$ we have decided to (LS) say \$	
<A:1:56:490	help	(WR) us	(WR)	\$0\$ draw us closer together as me:	
<A:1:83:490	What topic	(WR) about	(WR)	\$0\$ do you want to discuss now?"	
<A:1:86:490	An (LS) access \$entrance\$ examination to	(WR) in	(WR)	\$0\$ tertiary education.	
<A:1:148:490	Each country pays	(WR) as	(WR)	\$0\$ a tax to the fund (LP) in funct	
<A:1:148:490	We (XVCO) recommend use \$recommend	(WR) use	(WR)	\$0\$ satellite links to interconnect e	
<A:1:150:490	We agree with	(WR) you in	(WR)	\$00\$ the idea of the involvement of	
<A:1:156:490	We do not know exactly which tasks (WM)	(WR) that	(WR)	\$0\$, but, anyway,	
<A:1:170:490	In addition(FPM) \$,\$ (LS) out \$outside\$	(WR) of	(WR)	\$0\$ Eutropolis this enterprise wou	
<A:1:112:490	You asked us about the age of	(WM) \$students wishing	(WM)	tertiary education and we thin	
<A:1:150:490	In this message we would like to comment (WM)	(WM) \$on\$	(WM)	some points (LS) of \$in\$ the t	
<A:1:151:490	(the same (LP) studies plan \$curriculum\$ a	(WM) \$which\$	(WM)	we want to (LP) build up \$set	
<A:1:156:490	We do not know exactly which tasks	(WM) \$you\$	(WM)	are referring to (WR) that \$0\$	
<A:1:156:490	one teacher and one	(WM) \$person from the\$	(WM)	administrative staff of each co	
<A:1:170:490	(one state-supported enterprise would not	(WM) \$mean\$	(WM)	disloyal competition and the (
<A:1:76:490	At the moment we are reading	(WO) carefully your Poli	(WO)	\$your Policy Stater. Please, write to us if you hav	
<A:1:151:490	could you clarify what	(WO) means for you adn	(WO)	\$administrative str ?	
<A:1:156:490	with (GP) this \$these\$ job related activitie	(WO) with money directl	(WO)	\$directly with mon .	
<A:1:156:490	He has been (FM) hardly \$hard\$ scolded	(WO) hardly scolded	(WO)	\$scolded hard\$ for (LP) making antics \$gettin	
<A:1:170:490		(WO) The enterprise is n	(WO)	\$Is the enterprise r ?	
<A:1:76:490:-1>		(S) Many regards	(S)	\$Kind regards\$,	
<A:1:85:490	Hello	(S) every country of	(S)	\$all countries in th Eutropian Federation:	
<A:1:89:490	Should (GA) \$the\$ University be private (	(S) In what percentage terms \$?\$?	(S)		
<A:1:90:490	The delegation of educational policy in Nc	(S) about the suppot o	(S)	\$your attitude to \$religious activities	
<A:1:90:490	so it is not a good idea to support any relig	(S) hurt any sensibility	(S)	\$offend anybody\$	
<A:1:111:490	We think that developing the tertiary educ	(S) a higher seriousne	(S)	\$we should have a more serious attitude\$.	
<A:1:112:490	students should have a	(S) good level of know	(S)	\$good academic level\$.	
<A:1:114:490	We propose a more specific education to r	(S) useful in order	(S)	\$better\$ to have specific professionals	
<A:1:114:490	that (GVT) were able \$are able\$ to	(S) enter in the market	(S)	\$incorporate themselves into the employment ma	
<A:1:148:490	The money collected will be distributed to	(S) in function of the r	(S)	\$according to their needs as regards increasing th	
<A:1:150:490	we also think that the three (LS) collective	(S) the same number o	(S)	\$equal representation\$	
<A:1:150:490	But we think that here we	(S) have a point in dis	(S)	\$disagree with you because, in your opinion,	
<A:1:162:490	We think that the solution to the discrimin	(S) to not practice it	(S)	\$so that they do not discriminate\$	
<A:1:170:490	the private sector would	(S) press for obtaining	(S)	\$insist on being able to have a share of the profits	
<A:1:170:490	free access for all citizens of Eutropolis is	(S) little realist	(S)	\$an unrealistic\$ proposal because the Internet	
<A:1:170:490	and we need you tell to us	(S) in what	(S)	\$which\$ of our proposals you (XVPR)	
<A:1:171:490	And finally, we	(S) suggest to have at	(S)	\$suggest that at lea , leaving the option for enterp	
<A:1:88:490	Firstly we propose its integration in the ed	(SI) For this	(SI)	\$To do this\$, we have considered two pair	
<A:1:88:490	To endow Universities with local network	(SI) For this	(SI)	\$To do this\$ we have to decide two import	
<A:1:151:490	Now we would like to deal with some poi	(SI) in disagreement	(SI)	\$that we disagree with\$:	
<A:1:171:490	Talking about the (LS) education \$teachin	(SI) think that English	(SI)	\$don't think that English should \$ be the only one	
<A:1:148:490	This Organism will be composed of one (C	(SU) technician member	(SU)	\$? \$ of each country, so all countri	
<A:1:148:490	Optical fibre link is the best solution (LS) i	(SU) before	(SU)	\$? \$, but satellite is cheaper to use	

Spanish L1 Error Items (Asynchronous)

ID Code	Pre-context	Error	Category	Correction	Post-context
<A:1:151:49>	That is, what are the tasks that	(SU) an administrative		\$?S\$	will have to develop in the Eut
<A:3:319:14>	it was a bit difficult to	(FM) interpretate		\$interpret\$	your point of view or your g
<A:4:333:14>	unhindered internet access paying only loc	(FM) telephony		\$telephone\$	(LS) taxes \$rates\$
<A:2:191:14>	Bilingual education is mandated	(FS) is		\$in\$	schools
<A:2:191:14>	\$the mark of which\$ gives them priority of	(FS) an		\$a\$	specific university
<A:2:245:14>	we will be able to start the	(FS) negotiation		\$negotiation\$	about what we want to achiev
<A:2:251:14>	Dear members of	(FS) Bardland		\$Bardland\$	
<A:3:314:14>	Northland Group for Personal and	(FS) Community		\$Community\$	Rights.
<A:2:183:14>	we have a constitution that guarantees	(GA) the		\$O\$	universal rights to work
<A:2:183:14>	we will not be able to ensure	(GA) the		\$O\$	basic economic rights.
<A:2:183:14>	reach an agreement that will satisfy	(GA)		\$the\$	personal and community,
<A:2:191:14>	achieve a better standard of living and imp	(GA) the		\$O\$	society
<A:2:191:14>	Basic grants allow people to study at	(GA) the		\$O\$	university,
<A:2:191:1403:-1>		(GA)		\$the\$	final exam can be negotiated i
<A:2:191:14>	reach an agreement that will satisfy	(GA)		\$the\$	personal and community,
<A:2:245:14>	What you have sent us is not useful as	(GA) an		\$a\$	starting point
<A:2:249:14>	\$look forward to being in touch and to hav	(GA) a		\$O\$	(LS) nice \$fruitful\$ (GNN) ne
<A:2:252:14>	we also think that	(GA)		\$the\$	death penalty would not be a s
<A:2:252:14>	. Bardland proposes	(GA)		\$the\$	death penalty for drug dealers
<A:2:252:14>	(XPRCO) instead establish \$instead of esta	(GA)		\$the\$	death penalty.
<A:2:252:1403:-1>		(GA)		\$a\$	medical commission would de
<A:2:256:14>	very important and	(GA) a		\$an\$	essential part of the education
<A:2:256:14>	a service like	(GA)		\$a\$	telephone or an entertainment
<A:3:314:14>	we do not have anything clear from	(GA)		\$the\$	last teleconference
<A:4:334:1403:-1>		(GA)		\$The\$	Delegation from Northland an
<A:4:335:14>	it is only an option for	(GA)		\$the\$	parents
<A:4:335:14>	to enrol in\$	(GA) an		\$a\$	specific university,
<A:4:335:14>	(what is	(GA) an		\$a\$	riot and what is (GA) an \$a\$ I
<A:4:335:14>	what is	(GA) an		\$a\$	legal demonstration?
<A:4:335:14>	the same (LS) on \$with\$ our position on	(GA)		\$the\$	death penalty
<A:2:191:14>	We have a constitution that guarantees the	(GNN) rights		\$right\$	to work and equal treatment (l
<A:2:245:14>	As you should know by this time, both of r	(GNN) issue		\$issues\$	.
<A:2:248:14>	Secondly, we think that	(GNN) school		\$schools\$	should offer the students a cor
<A:2:249:14>	\$look forward to being in touch and to hav	(GNN) negotiation		\$negotiations\$	and (LS) get \$reaching\$ an ag
<A:2:191:14>	that could be dangerous for	(GP) himself		\$the baby\$	
<A:2:191:14>	as we have achieved all of	(GP) them		\$our goals\$	
<A:2:191:14>	Students must pass a final exam	(GP) which mark		\$the mark of which\$ gives them priority of access	
<A:2:252:14>	nobody is allowed to decide over	(GP) someone's		\$someone else's\$	life.
<A:2:252:14>	(GA) \$the\$ death penalty for drug dealers	(GP) which it		\$which\$	(SU) is out of our principles fr
<A:3:322:14>	It is difficult not to be in agreement (LS) ir	(GP) this		\$these\$	topics
<A:3:322:14>	(WM) \$in order\$ to achieve all	(GP) this		\$these\$	important goals?
<A:3:322:14>	we do not consider	(GP) it		\$them\$	important or honest,
<A:4:334:14>	Looking forward to	(GP) others		\$other\$	questions
<A:4:335:14>	Despite	(GP) it		\$this\$	, an adequate system of grants
<A:4:335:14>	a final centralised exam	(GP) which		\$whose\$	mark would give them (LP) pr
<A:2:256:14>	Although we think Internet skills	(GVN) is		\$are\$	very important and (GA) a \$a
<A:2:252:14>	(why not	(GVNF) creating		\$create\$	an agency like interpol?) to ha
<A:2:191:14>	On the other hand, doctors think that abort	(GVAUX) would		\$could\$	be dangerous for the mother,
<A:2:256:14>	Finally we agree with the restrictions (LS)	(GWC) youth		\$young\$	people.
<A:2:256:14>	But in our opinion, the commission for the	(GWC) representation		\$representatives\$	(LS) of \$from\$ each country's
<A:3:312:14>	Do you mean giving free	(GWC) connectivity		\$connection\$	to Internet or also paying the t
<A:3:312:14>	We agree on giving free	(GWC) connectivity		\$connection\$	or free access but not paying e
<A:3:322:14>	Of course, unemployed Eutopian citizens	(GWC) temporal		\$temporally\$	(WO) temporal economic aid :
<A:2:252:14>	punishments and penalties for drug dealers	(XPRCO) instead establish		\$instead of establis \$	(GA) \$the\$ death penalty.
<A:2:249:14>	. We	(XVCO) look forward to be:		\$look forward to b	(GA) a \$O\$ (LS) nice \$fruitful
<A:4:334:14>	Some topics are dangerous and do not	(XVCO) contribute to devel		\$contribute to dev	(S) people personality and the
<A:4:334:14>	Dear members of Information Rights Wat	(XNPR) support about		\$support for\$	our position paper.
<A:2:245:14>	Dear delegation, We have to (WO) discuss	(XVPR) discuss seriously al		\$seriously discuss\$	your policy statement.
<A:2:245:14>	When you	(XVPR) reply		\$reply to\$	this e-mail with your new poli
<A:2:252:14>	Increase information about drugs at any lev	(XVPR) agree with Bardlan		\$agree with Bardla	this point) .
<A:2:256:14>	If someone wants to use a service like	(GA) (XVPR) pay		\$pay for\$	it.
<A:4:334:14>	We would like to make (WO) clear our po	(XVPR) comment		\$comment on\$	. 'No school fees' must be gua
<A:2:183:14>	Extra-curricular activities require additiona	(LS) taxes		\$fees\$	paid by those who are interest
<A:2:183:14>	could change our situation: the	(LS) entrance		\$arrival\$	of immigrants into our countr

Spanish L1 Error Items (Asynchronous)

ID Code	Pre-context	Error	Category	Correction	Post-context
<A:2:183:14<	Because of this, we would like	entrance	(LS)	\$immigration\$	to be regulated
<A:2:191:14<	assume abortion should be legal	before	(LS)	\$up to\$	the first two months
<A:2:191:14<	basic rights, such as equal pay	to	(LS)	\$for\$	equal work, equal employmen
<A:2:191:14<	Immigrants who have been legally working	during	(LS)	\$for\$	two years will be able to apply
<A:2:191:14<	Bilingual education is mandated	is	(FS)	\$in\$	schools (LS) of \$in\$ aborigina
<A:2:191:14<	extra-curricular activities require additiona	taxes	(LS)	\$fees\$	to be paid by those who are ir
<A:2:191:14<	there are documents such as	discoveries	(LS)	\$information about\$	that should be public
<A:2:191:14<	not all the regions are ready to contribute	in	(LS)	\$with\$	an equal sum.
<A:2:245:14<	your policy statement is more	approached	(LS)	\$similar\$	to the declaration of human ri;
<A:2:247:14<	Thank you for	all	(LS)	\$everything\$	
<A:2:248:14<	access to Internet, with preference for thos	to	(LS)	\$for\$	work.
<A:2:249:14<	look forward to being in touch and to hav	nice	(LS)	\$fruitful\$	(GNN) negotiation \$negotiati
<A:2:249:14<	and	get	(LS)	\$reaching\$	an agreement .
<A:2:252:14<	have (WO) under control the problem of	traffic	(LS)	\$smuggling\$	
<A:2:252:14<	We should improve health	development	(LS)	\$assistance\$	to make (WO) more efficient
<A:2:252:14<	the attention	on	(LS)	\$in\$	hospitals to people affected
<A:2:256:14<	we find (WM) \$it\$ unviable to	apply	(LS)	\$offer\$	free Internet access
<A:2:256:14<	to all citizens	of	(LS)	\$in\$	Eutropia. If someone wants to
<A:2:256:14<	Finally we agree with the restrictions	of	(LS)	\$on\$	(WO) Internet free access
<A:2:256:14<	a (GWC) representation \$representatives\$	from	(LS)	\$from\$	each country's government
<A:3:314:14<	NGOs spent almost an hour discussing the	of	(LS)	\$on\$	the agenda
<A:3:319:14<	we are in charge of the final report	about	(LS)	\$on\$	economic rights and it was a b
<A:3:322:14<	It is difficult not to be in agreement	in	(LS)	\$on\$	(GP) this \$these\$ topics,
<A:3:322:14<	We will try to be	accurate	(LS)	\$methodical\$	, and answer you point by poi
<A:4:333:14<	paying only local (FM) telephony \$telepho	taxes	(LS)	\$rates\$	
<A:4:334:14<	send you a description of our position	about	(LS)	\$concerning\$	(WO)information access topi
<A:4:334:14<	everyone paying only local	taxes	(LS)	\$rates\$	telephony connection
<A:4:334:14<	wholehearted support to\$ a	wide	(LS)	\$universal\$	access to information
<A:4:335:14<	Our delegation	proposes	(LS)	\$gives support to\$	the option to have private sch
<A:4:335:14<	Before	accessing	(LS)	\$gaining access\$	to university, students should j
<A:4:333:14<	On the other hand, you	exposed your posit	(LSF)	\$manifested your c	about the commission which h
<A:4:334:14<	'No school fees' must be guaranteed to eve	public	(LSF)	\$state\$	(Sp.pública) school (parents n
<A:4:334:14<	Somehow, poor people should have priorit	public	(LSF)	\$state\$	(Sp.pública) schools.
<A:2:183:14<	guarantees (GA) the \$O\$ universal rights t	on the job	(LP)	\$in the workplace\$.	
<A:2:191:14<	We have a constitution that guarantees the	on the job	(LP)	\$in the workplace\$	
<A:2:191:14<	An authentic revolution is starting up and	catch the train of	(LP)	\$participate as a pi	Information Technology.
<A:4:334:14<	The delegation of Northland	bets for	(LP)	\$gives its wholehe a (LS) wide \$universal\$	access
<A:4:335:14<	students should pass a final centralised exa	priority of access t	(LP)	\$first choice to enr (GA) an \$a\$ specific	
<A:4:335:14<	Centralised exams at school or at universit	have not much sen	(LP)	\$do not make muc\$	(it depends on the subject and
<A:2:191:14<	Students can learn the second foreign lang	By the other hand	(LCLC)	\$On the other han\$, (GA) \$the\$ final exam can b	
<A:2:183:14<	The government guarantees the privacy of	only	(WR)	\$O\$	the police can know about you
<A:2:183:14<	although Northland understands that not a	in	(WR)	\$O\$	an equal sum.
<A:3:322:14<	Dear Coastland,	By	(WR)	\$O\$	reading your mail in depth, we
<A:3:322:14<	As you can see this means that illegal	sickness or	(WR)	\$O\$O\$	illness. -
<A:4:333:14<	We agree with an unhindered internet acce	connection	(WR)	\$O\$	, and we think technological fa
<A:2:247:14<	So, we would		(WM)	\$ask\$	you to send us a brief summar
<A:2:256:14<	Although we think Internet skills (GVN) i		(WM)	\$system\$,
<A:2:256:14<	we find		(WM)	\$it\$	unviable to (LS) apply \$offer\$
<A:3:322:14<	but there is something that we ask ourselv		(WM)	\$in order\$	to achieve all (GP) this \$these
<A:2:183:14<	Northlanders are supposed to have the hig	expectancy of life	(WO)	\$life expectancy\$	as well as an enviable standar
<A:2:191:14<	It is essential for the appropriate developr	safe the personal d	(WO)	\$the personal data .	
<A:2:245:14<	Dear delegation, We have to	discuss seriously	(WO)	\$seriously discuss\$ (XVPR) discuss seriously abo	
<A:2:245:14<	So you must rewrite it, because we have tc	as soon as possible	(WO)	\$our task as soon as possible\$	
<A:2:248:14<	Dear members of EuGlobe: Firstly we wot	if when you talk at	(WO)	\$when you talk ab\$,	
<A:2:251:14<	We want you to make	clear that particula	(WO)	\$that particular poi . Another point that we would	
<A:2:252:14<	\$create\$ an agency like interpol?) to have	under control the p	(WO)	\$to have the drugs smuggling problem under con	
<A:2:252:14<	We should improve health (LS) developm	more efficient the ;	(WO)	\$the attention in hospitals to people affected by d	
<A:2:256:14<	Finally we agree with the restrictions (LS)	Internet free acces	(WO)	\$free internet acces	in order to protect (GWC) you
<A:3:322:14<	Of course, unemployed Eutropian citizens	temporal economic	(WO)	\$economic aid tem , while they are looking for a j	
<A:4:333:14<	Dear members of FreeSpeech: We would l	clear our position ;	(WO)	\$our position about .	
<A:4:334:14<	Nevertheless we want to send you a descri	information access	(WO)	\$the topic of inform .	
<A:4:335:14<	Dear members of EdForE: We would like	clear our position	(WO)	\$our position clear on some topics which you ask	
<A:2:191:14<	In the case	there were	(S)	\$of there being\$ a controversial discovery,	
<A:2:252:14<		Aid in the reinforc	(S)	\$Financial aid for reinforcing our anti-drug squad	

Spanish L1 Error Items (Asynchronous)

ID Code	Pre-context	Error Category	Error	Correction	Post-context
<A:4:333:14	but we recommend a	(S)	Governmental part	\$role for the Govern	in that commission
<A:4:334:14	do not (XVCO) contribute to develop	(S)	people personality	\$personality or society\$	
<A:4:335:14	poor people should have priority	(S)	of access	\$to enrol\$	in (LSF) public \$state\$(Sp.pút
<A:2:183:14	Our modest growth rate does not allow us	(SI)	larg	?\$	The economic contribution o
<A:3:312:14	We have read your message and we do not	(SI)	clear	\$a clear idea of\$	what you mean by giving free
<A:2:251:14	Bardland proposes (GA) \$the\$ death penal	(SU)	is out of our princi	?\$	.We think that the best solutio
<A:3:320:14	they can't (XVPR) pay \$pay for\$ a private	(FS)	government	\$government\$	should give
<A:3:321:14		(FS)	Governments	\$Governments\$	should safeguard lives
<A:3:321:14	We are against	(GA)		\$the\$	death penalty.
<A:3:318:14	we can't (LS) steal \$take\$	(GP)		\$it\$	(LS) to
<A:3:318:14	\$from\$	(GP)	somebody	\$anybody\$.	
<A:3:320:14	people who haven't	(GP)		\$any\$	money and they can't
<A:3:307:14	Life is the most important right everybody	(GVT)	born	\$were born\$	
<A:3:311:14	as well as the importance of subjects like	(GWC)	raping	\$rape\$	, health danger for the mother
<A:3:320:14	The government must finance the public ed	(XVPR)	pay	\$pay for\$	a private school
<A:3:318:14	best present that is given to us, (LCLS) th	(LS)	steal	\$take\$	(GP) \$it\$ (LS) to \$from\$ (GP
<A:3:320:14	so that education may	(LS)	arrive to	\$be an option for\$	everybody.
<A:3:321:14	We think that life is	(LS)	right	\$certainly\$	number one.
<A:3:321:14	but when he is unconscious nobody can de	(LP)	in no circumstance	\$under any circumstances\$	
<A:3:318:14	Life is the best present that is given to us, (LCLS)		then	\$so\$	we can't (LS) steal \$take\$ (GI
<A:3:307:14	Life is the most important right everybody	(WO)	never can	\$can ever\$	remove that right .
<A:3:307:14	as Information Rights Watch Group said it	(SI)	?\$.	
<A:3:316:15	Just a	(SU)	prove	?\$	of that memos.

Appendix X: Formal Errors Spanish L1

Spanish L1 Group – Formal Analysis (Synchronous)

ID Code	Pre-context	Error	Categ	Cause	Error	Correction	Post-context
<1:267:490 c>	To (LS) (FM)		Gram.Deriv	technologic	\$technolog	development in Eutropia.	
<2:382:490 First of all .>	(FM)		Gram.Inflec	want	\$wants\$	to greet all countries (GP) which \$who\$ (GVT) participate \$are partici	
<2:382:490 Finally the .>	(FM)		Gram.Inflec	hope	\$hopes\$	to get a global agreement ,	
<2:581:490 Just indirec .>	(FM)		Gram.Inflec	disagree	\$disagrees\$	, please?	
<3:776:490 if he is able .>	(FM)		My mistake	theoretic	\$theoretical	knowledge	
<4:936:490 Retired citi .>	(FM)		Inter-OV	universitary	\$university\$	education in their free time	
<4:1062:49 #95, Midlai .>	(FM)		Intra-OV	opening	\$opening\$	the field of (FS) copy-righths \$copyrights\$	to all countries in Eutropia
<4:1080:49 #102, Encr .>	(FM)		Intra-OV	developpin	\$developin	phase now,	
<4:1095:49 We think fr .>	(FM)		Intra-OV/v	echologycal	\$ecological	and faster)	
<4:1101:49 #114, We pi .>	(FM)		Gram.Deriv	proportione	\$proportion	(LS) to Sof\$ (GP) his \$their\$ GDP (Gross Domestic Product).	
<4:1031:49 The univers .>	(FM)		Gram.Deriv	physically	\$physical\$	and remote access to all the students in general.	
<5:1264:49 field close .>	(FM)		Intra-H	work-exper	\$work expe	and	
<5:1435:49 closely rela .>	(FM)		Intra-H	work-exper	\$work expe	and (SU) not having only access to the subjects related \$? \$	
<5:1441:49 but this aim .>	(FM)		Gram.GVT	reach	\$reached\$	with our proposal, with the practical year focused (LS)	
<5:1172:49 we should .>	(FM)		Inter-OV	considerate	\$consider\$	(Sp. Considerar)(S) each situation of all the students \$the situation of e;	
<5:1385:49 Could we p .>	(FM)		Gram./GAI	quicklier	\$quicker\$?	
<5:1454:49 If no one p .>	(FM)		Gram.Deriv	unuseful	\$useless\$		
<2:2:512:1< Would it be .>	(FM)		Intra-OV	altogether	\$altogether	, please	
<2:2:344:1< (GP) he \$st .>	(FM)		Gram.Inflec	cans	\$can\$	perfectly decide if (GP) he \$she\$ (GVM) want \$wants\$ to disconnect th	
<2:3:1045: #305 yes .>	(FM)		Inter/Typo-	etical	\$ethical\$	values are very important to develope your life	
<2:4:1323: for a time tl .>	(FM)		Inter-OM	invent	\$invention\$	or (FS) porduct \$product\$, a quantity of money from (GP) who \$whoe	
<2:6:2092:1403:J_N> .>	(FM)		Gram.Inflec	Been	\$Being\$	(FS) respectfull \$respectful\$ to (GA) the \$0\$ others is (LP) over any dis	
<2:5:1663: I don't know .>	(FM)		Inter-Deriv:	measures	\$measurem	?	
<2:5:1671: what kind c .>	(FM)		Gram.Inflec	ski	\$skiing\$???	
<2:6:2034: who has .>	(FM)		Intra-OM	written	\$written\$	this sentence?	
<2:6:2179: I know peo .>	(FM)		Gram.Deriv	German	\$Germany\$	, Peru, Nigeria, Ukania, etc.	
<1:369:490 We think th .>	(FS)		Typo-I	iof	\$of\$	secondary education.	
<2:428:490 We .>	(FS)		Typo-O	tink	\$think\$	teachers and students should be involved in the administrative structure	
<2:548:490 .>	(FS)		Typo-Re	Finanacial	\$Financial\$	resources are not important at all, we think.	
<2:574:490 -we think e .>	(FS)		Intra-OV	professionz	\$professionals\$		
<2:588:490 -we should .>	(FS)		Typo-O	qualificatio	\$qualificati	and (LS) to promediate	
<3:769:490 . We propo .>	(FS)		Typo-S-V	or	\$of\$	study because it is useful	
<3:671:490 We agree w .>	(FS)		Typo-S-H	Eotropian	\$Eutropan\$		
<3:671:490:J_O_D> .>	(FS)		Inter-OM	comision	\$Commissi	with the statement:	
<3:774:490 because if .>	(FS)		Typo-O	wil	\$will\$	not be able (XVPR) to put in practice \$to put into practice \$ our educat	
<3:802:490 We think th .>	(FS)		Intra/Typo-	suplementa	\$supplemer	programmes	
<3:872:490 We can tea .>	(FS)		Inter-MS	secondary	\$secondary	school	
<3:882:490 We think th .>	(FS)		Typo-Me	eutropolis	\$Eutropolis\$		
<3:882:490 (WO) shou .>	(FS)		Intra/Typo-	Midish	\$Middish\$	\$Middish should be spoken\$ because (GP) \$it\$ is in Midland and Englis	
<4:1062:49 #95, Midlai .>	(FS)		Intra/Typo-	copy-righths	\$copyrights	to all countries in Eutropia.	
<4:945:490 This techn .>	(FS)		Inter-OM	posible	\$possible\$	, so that we can (LP) take benefit from \$take advantage of \$	
<5:1462:49 They are hz .>	(FS)		Inter-MS	negociator	\$negotiators\$.	
<5:1264:49 field close .>	(FS)		Intra-H	work-exper	\$work expe	(FM) work-experienced \$work experience\$	
<5:1307:49 We think ir .>	(FS)		Inter-OM	appropriate	\$appropriat	for getting a job but not for entering university	
<5:1424:49 Thank you .>	(FS)		Typo-O	Barland	\$Bardland\$		
<5:1435:49 field close .>	(FS)		Intra-H	work-exper	\$work expe	(FM) work-experienced \$work experience\$	
<5:1447:49 (LS) financ .>	(FS)		Intra-H	specific-cot	\$specific cc	from enterprises, business and support from	
<5:1452:49 We agree v .>	(FS)		Typo-O	trough	\$through\$	one internship.	
<5:1220:49 We firmly : .>	(FS)		Intra/Typo-	Comissione	\$Commissi	(GNC) Eutropan Comissioner \$Eutropan Comissioner's\$ proposal a	
<5:1276:49 We disagre .>	(FS)		Typo-O	poit	\$point\$	4:	
<5:1289:49 We .>	(FS)		Typo-I	disaagree	\$disagree\$	with oral exams.And we are not going to (LP) hand over \$give in on\$ t	
<5:1390:490:491:A_M .>	(FS)		Typo-O	nk	\$thank\$	you for your being so fast, Midland	
<5:1464:49 Why shoul .>	(FS)		Typo-O	alrady	\$already\$	(LP) make \$take\$ specific exams for each subject during the 8 semester	
<2:1:125:1< Northland § .>	(FS)		Inter-MS	negociation	\$negotiatio	will be productive	
<2:1:224:1< Northland v .>	(FS)		Intra/Typo-	rights	\$rights\$	, if Southland agrees to the change.	
<2:1:243:1< Northland : .>	(FS)		Typo-O	assigments	\$assignmen	as (
<2:267:140 Would the .>	(FS)		Inter-MS	responsabili	\$responsibi	for each section entail?	
<2:2:541:1< We think th .>	(FS)		Inter-Pron.:	variati	\$variety\$	of information the newspaper (WO) never will have \$will never have\$	
<2:2:574:1< Yes to the i .>	(FS)		Inter/Pron	jackers	\$shackers\$!!!	
<2:2:400:1< We agree .>	(FS)		Intra-OV	whith	\$with\$	Coastland	
<2:2:450:1< We agree v .>	(FS)		Typo-R	deah	\$death\$	penalty	
<2:2:536:1< Everybody .>	(FS)		Inter-OM	expresion	\$expression	, so let's change to another point	
<2:2:548:1< But (GA) \$.>	(FS)		Intra	can not	\$cannot\$	(XVPR) pay \$pay for\$ a computer (SI) the acces to information \$to hav	

Spanish L1 Group – Formal Analysis (Synchronous)

ID Code	Pre-context	Error	Category	Cause	Error	Correction	Post-context
<2:2:588:1>	But then w	(FS)	Intra/Typo-	whit	\$with\$		
<2:2:588:1>	\$with\$ whit	(FS)	Intra/Typo-	theses	\$these\$	laws	
<2:2:588:1>	that limit w	(FS)	Typo-R	wnat	\$want\$	to express	
<2:2:354:1>	We also su	(FS)	Typo-S-H	om	\$on\$	abortion	
<2:2:354:1>	have the rig	(FS)	Typo-O	moth	\$month\$	of pregnancy	
<2:2:438:1>	From	(FS)	Inter-MS?	Nordland	\$Northland	As we have said we think that everybodyhas the right to life ,	
<2:2:438:1>	so that we	(FS)	Intra	can not	\$cannot\$	permit the death penalty in our country if not we would go against our p	
<2:3:1046:	They are	(FS)	Typo-O	no	\$not\$	in the street, and so they can't be kidnapped.	
<2:3:727:1>	#65 Yes, be	(FS)	Typo-A	sensitivity	\$sensitivity\$		
<2:3:863:1>	Virus progr	(FS)	Intra	should'nt	\$shouldn't\$	be punished	
<2:3:1105:	we have go	(FS)	Typo-R	NorhtLand	\$Northland\$		
<2:3:730:1>	we think fr	(FS)	Inter-OM	possible	\$possible\$	with the consent of the author.	
<2:4:1219:	All people	(FS)	Inter/Pron	Government	\$Government\$		
<2:4:1219:		(FS)	Intra	can not	\$cannot\$	guarantee a (WR) place of \$00\$ job.	
<2:4:1231:	We would	(FS)	Intra	can not	\$cannot\$	if there are not enough (LS) number of employment \$jobs\$;	
<2:4:1231:		(FS)	Typo-O	althoug	\$although\$	we have the compromise to do what (WR) it \$0\$ is possible in order to	
<2:4:1323:	We defined	(FS)	Intra/Typo-	right	\$right\$	of receiving \$right to receive\$ for a time	
<2:4:1323:	that depend	(FS)	Typo-R	product	\$product\$	, a quantity of money from (GP) who \$whoever\$ uses it	
<2:4:1341:	You can go	(FS)	?	registred	\$registered\$	without your permission.	
<2:4:1358:	# 166 You	(FS)	?	registre	\$register\$	whatever you want if you pay the taxes	
<2:4:1368:	We think th	(FS)	Typo-I	oon	\$on\$	the part of the individual or group: pay taxes	
<2:4:1193:	We agree w	(FS)	Typo-O	coasland	\$Coastland\$	in message 25	
<2:4:1239:	#63, these z	(FS)	Typo-O	ther	\$there\$	are not enought jobs,	
<2:4:1239:	(GA) \$the\$	(FS)	Inter/Pron	goverment	\$Governme	should give some incentives to companies	
<2:4:1239:	in	(FS)	Typo-O	ordr	\$order\$	to create new (LS) places to work \$jobs\$	
<2:4:1274:	1403:D_C>	(FS)	Inter-MO	Costumers	\$Customers	(GVAUX) shall \$should\$ have a security number	
<2:4:1288:	but everybc	(FS)	Inter/Pron	government	\$governme	should back their credit	
<2:4:1318:	If there was	(FS)	Intra-MS	finantial	\$financial\$	(GNN) institution \$institutions\$	
<2:4:1339:	#148 We	(FS)	Typo-O	totaly	\$totally\$	agree with you, like (GA) \$a\$ copyright, for example.	
<2:4:1355:	1403:D_C>	(FS)	Typo-O	Barland	\$Bardland\$	, we don't know what you mean by properties of minor importance.	
<2:5:1640:	Grilled mo	(FS)	Typo-O	las	\$last\$	teleconference.	
<2:6:1903:	1403:J_N>	(FS)	Intra/Typo-	Were	\$Where\$	are you from ECAG?	
<2:6:2092:	(FM) Been	(FS)	Intra-OV	respectfull	\$respectful\$	to (GA) the \$0\$ others is (LP) over any discussion \$unquestionable\$	
<2:6:2102:	That's the	(FS)	Typo-O	tinking	\$thinking\$	of a	
<2:6:2102:	\$thinking\$	(FS)	Inter-MS	tipical	\$typical\$	Spanish Man (#221)	
<2:5:1733:	Yes,	(FS)	Typo-Me	i	\$I\$	have said (WO) you it \$it to you\$ because I'M SO RELAXED.....	
<2:5:1648:	it is a	(FS)	Intra-OV	wonderfull	\$wonderful\$	secret experience	
<2:5:1638:	has anybod	(FS)	Typo-Me	i	\$I\$	mean m of macdonalds	
<2:6:1884:	Actually No	(FS)	Typo-Me	europelan	\$European\$	brain trust	
<2:6:1990:	We think th	(FS)	Inter-OM	Comissione	\$Commissio	is a beautiful girl	
<2:6:2015:	How old is	(FS)	Typo-O	Europian	\$Eutropan\$		
<2:6:2015:	1403:F_L>	(FS)	Inter-OM	Comissione	\$Commissio	,we are free	
<2:6:2026:	Madame Ct	(FS)	Typo-Me	northland's	\$Northland\$	facilitators have confirmation from the impostors.	
<2:6:2088:	Why do	(FS)	Typo-Me	german	\$German\$	women not (LS) depilate \$shave\$ their legs?	
<2:6:2106:	I would lik	(FS)	Typo-Me	i	\$I\$	think that it would be funnier	
<2:6:2116:	I think that	(FS)	Typo-I+O	abn	\$and\$		
<2:6:2116:	if it is	(FS)	Inter-OM	imposible	\$impossible\$	, maybe the best solution could be to have (GA) the \$a\$ photo	
<2:6:2135:	Here in No	(FS)	Typo-Me	french	\$French\$,	
<2:6:2135:	1403:S_A>	(FS)	Typo-Me	german	\$German\$	and Spanish people	
<2:6:2139:	(GVN) Is	(FS)	Typo-I	momment	\$moment\$	in the teleconference?	
<2:6:2150:	No, it has b	(FS)	Inter-OM	diferent	\$different\$	culture	
<2:6:2150:	and (GADJ	(FS)	Inter-OM+	diferents	\$different\$	laws	
<2:6:2155:	No, becaus	(FS)	Typo-Me	i	\$I\$	will send you whatever you want	
<2:6:2179:	Maybe you	(FS)	Typo-Me	i	\$I\$	am crazy,	
<2:6:2179:	but not at a	(FS)	Typo-O	becua	\$because\$	they have very interesting things to (LS) express \$say\$.	
<2:6:2179:	I know peo	(FS)	Typo-D	fomr	\$from\$	France, (FM) German \$Germany\$, Peru, Nigeria, Ukrania, etc.	
<2:6:2181:	In Spain ((	(FS)	Typo-Me	i	\$I\$	will try to find (GP) them \$some\$ for your friends	
<2:6:2186:	Do you hav	(FS)	Inter-MS+	(movil	\$mobile\$	phone?	
<2:6:2189:	I had a lot c	(FS)	Typo-R	problmes	\$problems\$	with netscape,	
<2:6:2189:	so	(FS)	Typo-Me	i	\$I\$	am using Explorer	
<2:6:2190:	But you shc	(FS)	Typo-M	diplomatic	\$diplomatic	and agree with everybody	
<2:6:2207:	Ok,	(FS)	Typo-Me	i	\$I\$	haven't said (GP) nothing \$anything\$ "dangerous"	
<2:6:2210:	I would lik	(FS)	Inter-OM	comunicat	\$communic	is too slow	

Spanish L1 Group – Formal Analysis (Synchronous)

ID Code	Pre-context	Error	Category	Cause	Error	Correction	Post-context
<2:6:2211:|	How	(FS)	Typo-S-H	maby	\$many\$	people are (SI) \$there with\$ you?	
<2:6:2216:|	Oh, we wei	(FS)	Intra-OV	fourty	\$forty\$,	
<2:6:2216:|	but	(FS)	Typo-M	not	\$now\$		
<2:6:2216:1403:1665:|	I like a	(FS)	Typo-Me	i	\$I\$	am the only one in class	
<2:6:2221:|	(S) I want t	(FS)	Typo-A	tipycal	\$typical\$	Valencian song says. I am from Valencia (Spain)	
<2:6:2223:|	I	(FS)	Typo-Me	i	\$I\$	was the troublemaker	
<2:6:2230:|	it was	(FS)	Typo-I	don	\$do\$	not have anything to do for two more hours	
<2:6:1986:|	she is so pr	(FS)	Typo-O	Barland	\$Bardland\$	who were in favour of death penalty and the legalization of cocaine, wa	
<2:6:1992:|	My mistake	(FS)	My mistake	teachers	\$teacher's\$	told us	
<2:6:2016:1403:J_Pa>		(FS)	Typo/Pron	sou	\$So\$	you like seniors	
<2:6:2064:|	Only when	(FS)	Typo-I	yiour	\$your\$	mother	
<2:6:2075:|	Sorry, you	(FS)	Typo-M	thig	\$this\$	message	
<2:6:2055:|	We think th	(FS)	Inter-OM	Comissione	\$Commissi	is too old for us	

Spanish L1 Group – Formal Analysis (Asynchronous)

ID Code	Pre-context	Error	Cate	Cause	Error	Correction	Post-context
<A:1:88:490:-1>	Organism to	(FM)	Inter-OV		administrare	\$administer\$	
<A:1:111:490:-1>	search for the best	(FM)	Intra-OV		developement	\$development\$	
<A:1:148:490:-1>	The same about remote learr	(FM)	Intra-OV		dissabled	\$disabled\$	
<A:1:151:490:-1>	and	(FM)	Gram.Derivation		mark	\$marking\$	(GNN) criterias \$Criteria'
<A:1:156:490:-1>	He has been	(FM)	Gram.Derivation		hardly	\$hard\$	
<A:1:170:490:-1>	including in a common fund	(FM)	Inter-MS		financiation	\$financing\$	
<A:1:170:490:-1>	We were	(FM)	Intra-OV		waitting	\$waiting\$	for one more clear explar
<A:1:171:490:-1>	We have not	(FM)	Gram.Inflection		hear	\$heard\$	about your position
<A:3:319:1403:-1>	it was a bit difficult to	(FM)	Inter-OV		interpretate	\$interpret\$	your point of view or yc
<A:4:333:1403:-1>	unhindered internet access pa	(FM)	Inter-MS		telephony	\$telephone\$	(LS) taxes \$rates\$
<A:1:82:490:-1>	several	(FS)	Typo-Re		similaritites	\$similarities\$	in both our policies
<A:1:82:490:-1>	Yours	(FS)	Intra/Typo-O		sincerely	\$sincerely\$	
<A:1:85:490:-1>		(FS)	Typo-O		and	\$an\$	Educational System for o
<A:1:87:490:-1>	Firms must collaborate with	(FS)	Typo-O		Univerity	\$University\$	in the
<A:1:87:490:-1>	job	(FS)	Inter/Pron./Typo-O		intenships	\$internships\$	
<A:1:87:490:-1>	conferences about subjects	(FS)	Typo-O		the	\$they\$	(XVCO)want the student
<A:1:89:490:-1>	all Tertiary Education centre	(FS)	Typo-O		are	\$are\$?
<A:1:111:490:-1>	We would like to report that	(FS)	Typo-M		Police	\$Policy\$	Statement of Bardland is
<A:1:111:490:-1>	consensus with all (GA) \$the	(FS)	Intra/Typo-O		countris	\$countries\$	that form Eutropia
<A:1:114:490:-1>	to reduce the years	(FS)	Typo-S-D		or	\$of\$	study because
<A:1:149:490:-1>	Dear delegation from	(FS)	Intra/Typo-I		Middland	\$Midland\$	
<A:1:149:490:-1>	We have	(FS)	Intra/Typo-O		succesfully	\$successfully\$	received your message
<A:1:170:490:-1>	Dear Delegation from	(FS)	Intra/Typo-I		Middland	\$Midland\$,
<A:1:170:490:-1>	but we	(FS)	Intra		can not	\$cannot\$	wait
<A:1:170:490:-1>	for the educational	(FS)	Inter-OM		community	\$community\$	
<A:1:170:490:-1>	to be a waste for the	(FS)	Typo-O		ederation	\$Federation\$	
<A:1:170:490:-1>	have (GA) \$a\$	(FS)	Intra-OV		defficit	\$deficit\$	because giving
<A:1:170:490:-1>	enterprises could	(FS)	Inter-MS		desappear	\$disappear\$	
<A:1:170:490:-1>	(LS) suffer \$have\$ a	(FS)	Intra-OV		defficit	\$deficit\$	
<A:1:170:490:-1>	In	(FS)	Inter-MS		consecuence	\$consequence\$	your idea
<A:1:170:490:-1>	circumstances of each	(FS)	Inter-MS		desabled	\$disabled\$	
<A:1:170:490:-1>	is	(FS)	Inter-OM		diferent	\$different\$	, and your suggestion
<A:1:170:490:-1>	Both disabled	(FS)	Intra/Typo-O		lerners	\$learners\$	, old people
<A:2:191:1403:-1>	Bilingual education is manda	(FS)	Typo-M		is	\$in\$	schools
<A:2:191:1403:-1>	\$the mark of which\$ gives th	(FS)	Intra/Typo-I		an	\$a\$	specific university
<A:2:245:1403:-1>	Iwe will be able to start the	(FS)	Inter-MS		negociation	\$negotiation\$	about what we want to ac
<A:2:251:1403:-1>	Dear members of	(FS)	Typo-O		Barland	\$Bardland\$	
<A:3:314:1403:-1>	Northland Group for Person	(FS)	Inter-OM		Community	\$Community\$	Rights.
<A:2:191:1403:-1>	Bilingual education is manda	(FS)	Typo-M		is	\$in\$	schools (LS) of \$in\$ abor
<A:3:320:1413:-1>	they can't (XVPR) pay \$pay	(FS)	Inter/Pron./Typo-O		government	\$government\$	should give
<A:3:321:1413:-1>		(FS)	Inter/Pron./Typo-O		Goverments	\$Governments\$	should safeguard lives

Appendix XI: Lexical Errors Spanish L1

Spanish L1 Group – Lexical Analysis (Synchronous)

Error	Correction	Part of speech	Interlingual / Intralingual /Both / Doubt?	False Friend	Misuse	Synform	Borrowing	Coinage	Calque	Superonym for Hypon.	Hyponym for superon.	Co-hyponym	NearSynon.	Conceptual	Semantically Determined	Statistically-weighted Pref.	Arbitrary combinations
to reach	\$to come to\$	Verb	Intra										X				
foment	\$promote\$	Verb	Inter - fomentar					X									
global recycling	\$global retraining?\$.	Noun	Inter - reciclaje de profesores						X								
the working future	\$their future working life/their future professional life\$.	Noun	Intra		X												
about school	\$for\$ \$education\$	Prep. Noun	? propuesta sobre Intra								X			X			X
exposition in	\$open/public discussion\$ \$on\$	LSF/Noun Prep.	Inter - exposición Inter - en	X		X											
has been converted into	\$has become\$ a necessity.	LSF/Verb	Inter - se ha convertido en						X								
professors	\$teachers/lecturers\$	LSF/Noun	Inter -profesores	X													
lines of action	\$plan of action\$	Noun	Inter - lineas de acción						X								
acknowledge	\$knowledge\$	Verb	Intra			X									X		
in by	\$with\$ \$of\$	Prep. Prep.	Inter - en Inter- por / de?												X		X
for	\$to be given to\$	Prep.	Inter -para												X		
to prepare	\$to train\$	Verb	?preparar												X		
finantion	\$financing\$	Noun	Inter - financiación					X									
money help	\$financial support\$	Noun	Inter-ayuda monetaria		X				X								
access to	\$have access to\$	Verb	Inter - acceder		X												
to access	\$to gain access \$	Verb	Inter - acceder		X												
to access to	\$get access to\$	Verb	Inter - acceder		X												
to promediate	\$work out the average together \$	Verb	Inter - promedio (N)					X									
access	\$entrance\$	Noun	Inter - examen de acceso	X													
on	\$during\$	Prep.	Inter - en												X		
access	\$gain access to\$	Verb	Inter - acceder		X												
access	\$gain access \$	Verb	Inter - acceder		X												
sponsor	\$fund\$	Verb	Intra										X		X		
raise of taxes	\$tax increase\$	Noun	Inter- aumento de impuestos		X				X								
of	\$for\$	Prep.	Inter-de												X		
in	\$with\$	Prep.	Intra												X		
to access	\$to gain access\$	Verb	Inter - acceder		X												
conditions	\$opportunities \$	Noun	Inter-condiciones												X		

Spanish L1 Group – Lexical Analysis (Synchronous)

Error	Correction	Part of speech	Interlingual / Intralingual /Both / Doubt?	False Friend	Misuse	Synonym	Borrowing	Coinage	Calque	Superonym for Hypon.	Hyponym for superon.	Co-hyponym	NearSynon.	Conceptual	Semantically Determined	Statistically-weighted Pref.	Arbitrary combinations
access	\$entrance\$	Noun	Inter - examen de acceso	X													
to make	\$to do\$	Verb	Inter - hacer		X												X
admittance	\$entrance\$	Noun	Intra									X					X
into	\$to\$	Prep.	Intra									X	X				
request	\$seek\$	Verb	Intra										X		X		
earlier	\$more quickly\$	Other	?más pronto											X			
end	\$finish\$	Verb	Intra-acabar										X		X		
in	\$at\$	Prep.	Inter - en														X
treat	\$deal with them\$	LSF/Verb	Inter - tratar	X													
a career	\$a degree course\$	LSF/Noun	Inter - carrera universitaria	X													
the career	\$your degree\$	LSF/Noun	Inter - carrera universitaria	X													
to treat about	\$to deal with\$	LSF/Verb	Inter - tratar	X													
one to one	\$one by one\$	LP/Other	Inter - uno a uno						X								
then	\$therefore\$	Other	Intra											X			
an only frame	\$one unique frame\$	Noun	Inter - un único marco						X								
several	\$different\$	Other	Intra											X			X
access	\$entrance\$	Noun	Inter - examen de acceso	X													
world	\$market\$.	Noun	Inter - mundo (laboral)						X								
access	\$entrance\$	Noun	Inter - examen de acceso	X													
cheating	\$deceiving\$	Verb	Intra										X	x			
career	\$degree course\$	LSF/Noun	Inter - carrera universitaria	X													
but	\$although\$	Other	Intra											X			
to	\$towards\$	Prep.	Intra									X					
otherwise	\$just\$	Other	Intra											X			
made from	\$made up of\$	LP/Verb	Intra											X			X
in all	\$throughout\$	Other	Inter - en toda										X				
earn	\$get\$	Verb	Intra											X			
to	\$of\$	Prep.	Intra											X			
get	\$become\$	Verb	Inter - hacerse	X													
of	\$about\$	Prep.	Inter - aprendizaje de											X			
long	\$great\$	Other	Inter - larga											X	X		
by	\$through\$	Other	Inter -por	X										X			
access	\$get access\$	Verb	Inter - acceder	X													
in	\$on\$	Prep.	Inter - en	X										X			
of	\$from\$	Prep.	Inter - de	X										X			
placed	\$situated\$	Verb	Intra										X		X		
approach to	\$develop\$	Verb	?acercarse a						X								
to face up	\$to face up to\$	LP/Verb	Intra														X
take benefit from	\$take advantage of\$	LP/Verb	Inter - beneficiarse de						X								
take profit from	\$take advantage of\$	LP/Verb	Inter - aprovecharse de	X													X

Spanish L1 Group – Lexical Analysis (Synchronous)

Error	Correction	Part of speech	Interlingual / Intralingual /Both / Doubt?	FalseFriend	Misuse	Synform	Borrowing	Coinage	Calque	Superonym for Hypon.	Hyponym for superon.	Co-hyponym	NearSynon.	Conceptual	Semantically Determined	Statistically-weighted Pref.	Arbitrary combinations
take profit from	Stake advantage of\$	LP/Verb	Inter - aprovecharse de		X												X
bring	\$send\$	Verb	Intra											X			
have a narrow-minded	\$are narrow-minded\$	LP/Verb	Intra														X
ended	\$finished\$	Verb	Intra-acabar		X												X
ended	\$finished\$	Verb	Intra-acabar		X												X
strong	\$good\$	Other	Intra												X		
in	\$of\$	Prep.	Intra										X				X
in	\$on\$	Prep.	Inter - en														X
financing	\$financial help\$	Noun	Inter?-financiación											X			
give	\$pay\$	Verb	Inter - devolver											X			
Greeting	\$Farewell\$	Other	Inter - saludos						X								
For our part	\$As far as we are concerned\$	Other	Inter - por nuestra parte						X								
acknowledgements	\$level\$	Noun	Inter - conocimientos											X			
each people is a world	\$each case must be considered separately\$	LP/Other	Inter - cada persona es un mundo						X								
in other way	\$if this is not the case\$	LP/Other	Inter - de otra manera						X								
hand over	\$give in on\$	LP/Other	Intra											X			X
made	\$taken\$	LP/Verb	Inter - hacer		X												X
make	\$take\$	LP/Verb	Inter - hacer		X												X
made	\$taken\$	LP/Verb	Inter - hacer		X												X
got	\$have\$	Verb	Intra - have got/got										X				
with	\$by\$	Prep.	Inter - con											X			
roughest	\$most controversial\$	Other	Intra											X			X
in	\$on\$	Prep.	Inter - en		X												X
enter	\$discuss in more detail\$	Verb	Inter - entrar en						X					X			
along	\$during\$	Prep.	Inter - a lo largo						X					X			
troubles	\$problems\$	Noun	Intra										X		X		
reach his	\$lead a\$	Verb	Inter- alcanzar?											X			
about	\$for\$	Prep.	Intra											X			X
on	\$in\$	Prep.	Inter - en		X									X			
ills	\$patient\$	Noun	Inter - enfermos						X								
attempt	\$commit crimes\$	LSF/Verb	Inter - atentar		X												
to deal	\$to deal with\$	LP/Verb	Inter-tratar(no prep.)														X
In our mind	\$In our opinion\$	LP/Other	?Intra											X			
at	\$on\$	Prep.	Inter- al mismo nivel														X
violations	\$rape\$	LSF/Noun	Inter - violación		X												
Aswell	\$Also\$	Other	Intra										X				X
of	\$from\$	Prep.	Inter- de		X												X
pederast	\$paedophiles\$	Noun	Inter - pederasta					X									
above	\$over\$	Prep.	Intra										X				X

Spanish L1 Group – Lexical Analysis (Synchronous)

Error	Correction	Part of speech	Interlingual / Intralingual /Both / Doubt?	False Friend	Misuse	Synonym	Borrowing	Coinage	Calque	Superonym for Hypon.	Hyponym for superon.	Co-hyponym	NearSynon.	Conceptual	Semantically Determined	Statistically-weighted Pref.	Arbitrary combinations
flow	\$be made available\$	Verb	?related to 'navegar'/water											X			
of	\$concerning\$	Prep.	Intra											X			
taxes	\$fees\$	LSF/Noun	Inter - tasas	X													
tube	\$test-tube\$	Noun	Intra							X							
at	\$in the\$	Prep.	Intra - T/M.induced														X
in	\$to\$	Prep.	Inter-en														X
overflows	\$drains\$	Verb	Intra											X			
number of employment	\$jobs\$	Noun	Inter - número de empleos						X								
laboral	\$work\$	Noun	Inter - laboral	X													
out of line	\$disconnected\$	Other	Intra - off-line?											X			X
take care	\$make sure\$	Verb	?tener cuidado											X			
treatment	\$conditions\$	Noun	Intra											X			
treatment	\$conditions\$	Noun	Intra											X			
increase	\$improve\$	Verb	Intra											X			
According	\$Referring\$	Other	Intra											X			
during	\$for\$	Prep.	Inter		X												X
places to work	\$jobs\$	Noun	Inter - puestos de trabajo						X								
brokes	\$goes bankrupt\$	Verb	Intra											X			
deep	\$satisfactory\$	Other	Intra											X	X		
on	\$to\$	Prep.	Intra- en											X			
over any discussion	\$unquestionable\$	Other	Inter- encima de cualquier discusión						X								
tell	\$say\$	Verb	Inter - decir		X												X
take a decision	\$make a decision\$	Verb	Inter-tomar una decisión		X												X
missed	\$needed?\$	Verb	?Intra											X			
on	\$in\$	Prep.	Inter - en		X									X			
In	\$at\$	Prep.	Inter-En		X												X
so	\$such\$	Other	Inter - tan		X												X
depilate	\$shave\$	Noun	Inter - depilar					X									
on	\$in\$	Prep.	Inter - en		X									X			
in	\$on\$	Prep.	Inter - en		X									X			
found a lot of friends	\$made a lot of friends\$	LP/Verb	Intra											X			
express	\$say\$	Verb	Intra											X			
the login	\$the password\$	Noun	?											X			
had square head	\$was so stubborn\$	LP/Verb	Inter-tener la cabeza cuadrada						X								
of	\$on\$	Prep.	Intra											X			
que se cagara la perra	\$fantastic\$ (Spanish col.)	LP/Verb	Inter				X										

Spanish L1 Group – Lexical Analysis (Asynchronous)

Error	Correction	Part of speech	Interlingual/Intralingual/Both/ ? Doubt	False Friend	Misuse	Synonym	Borrowing	Coinage	Calque	Superonym for Hyponym	Hyponym for superonym	Co-hyponym	Near Synonym	Conceptual	Semantically Determined	Statistically-weighted preference	Arbitrary Combination
of	\$for\$	Prep.	?- <i>de</i>											X			
of	\$in\$	Prep.	?- <i>de</i>											X			
for	\$on\$	Prep.	?- <i>para</i>														X
access	\$entrance\$	Noun	Inter - <i>examen de</i>	X									X		X		
in	\$on\$	Prep.	?-en=in/on-TLrules														X
about	\$from\$	Prep.	?- <i>de</i>											X			
about	\$in\$	Prep.	Inter- <i>sobre</i>											X			
access	\$gain access\$	Verb	Inter - <i>acceso</i> N.		X												
building	\$campus\$	Noun	Intra							X							
building	\$campus\$	Noun	Intra							X							
in	\$at\$	Prep.	Inter- <i>en</i>														X
earlier	\$more quickly\$	Other	Intra											X			
good	\$beneficial\$	Other	Intra											X			
makes	\$does\$	Verb	Inter- <i>hacer</i>		X												
that	\$what\$	Other	Inter-(lo)que		X												
like	\$as\$	Prep.	Inter-como		X								X				
of	\$for\$	Prep.	Intra											X			
in	\$for\$	Prep.	Intra											X			
understand	\$envisage\$	Verb	Intra											X			
of	\$in\$	Prep.	Intra											X			
collectives	\$groups\$	Noun	Inter - <i>colectivos</i>					X									
finally	\$in the long run\$	Other	Inter - <i>finalmente/al final</i>											X			
of	\$from\$	Prep.	Inter - <i>de</i>		X									X			
requests	\$applies for\$	Verb	Inter - <i>pedir un trabajo</i>										X				X
of	\$on\$	Prep.	?- <i>de</i>											X			
next	\$following\$	Other	Intra										X				
bit	\$slight?\$	Noun	Intra										X			X	
concrete	\$specific\$	Other	Inter - <i>concreto</i>	X									X				
in	\$regarding\$	Other	Intra											X			
follow	\$offer\$	Verb	Inter- <i>siguen</i>											X			
work	\$job\$	Noun	Inter- <i>trabajo</i>		X								X				
notice	\$draw your attention\$	Verb	Intra											X			
happen	\$are offered\$	Verb	Intra											X			
get	\$finalize\$	Verb	Inter - <i>conseguir/llegar a</i>											X	X		
method	\$proposal\$	Noun	Intra											X			
survey	\$editorial\$	Noun	Intra											X			
remark	\$outline\$	Noun	Inter - <i>remarcar?</i>	X													
face	\$go against?\$	Verb	? - <i>enfrentar</i>											X			
of	\$from\$	Prep.	Inter - <i>de</i>		X												
say	\$tell\$	Verb	Inter - <i>decir</i>		X												X
like	\$as\$	Prep.	Inter - <i>como</i>		X								X				
profit from	\$take advantage\$	Verb	Inter - <i>beneficiarse/aprovecharse</i>														
hard	\$difficult\$	Other	Intra - <i>duro/difícil</i>										X		X		
gain	\$make\$	Verb	Inter - <i>ganar</i>						X						X		
out	\$outside\$	Other	Inter - <i>fuera</i>		X								X				X
select	\$choose\$	Verb	Inter - <i>seleccionar</i>										X				
suffer	\$have\$	Verb	Inter - <i>sufrir</i>											X			
like	\$as\$	Prep.	Inter - <i>como</i>		X								X				
benefits	\$profits?\$	Noun	Inter - <i>beneficios</i>	X													
few	\$little\$	Other	Inter - <i>poco</i>		X								X				X
of	\$for\$	Prep.	Inter - <i>propuesta de/para</i>														X
approach	\$bring closer\$	Verb	Inter-acercarse		X								X		X		
like	\$as\$	Prep.	Inter-como		X								X				
suitable	\$right\$	Other	Intra										X		X		
all	\$the whole of\$	Other	Inter-todo		X								X				
suppose	\$mean\$	Verb	Inter - <i>suponer</i>	X													
education	\$teaching\$	Noun	Intra							X							
career	\$degree\$	LSF/Noun	Inter - <i>carrera</i>	X													
inversion	\$investment\$	LSF/Noun	Inter - <i>inversión</i>								X						

Spanish L1 Group – Lexical Analysis (Asynchronous)

Error	Correction	Part of speech	Interlingual/Intralingual/Both/ Doubt	False Friend	Misuse	Synform	Borrowing	Coinage	Calque	Superonym for Hyponym	Hyponym for superonym	Co-hyponym	Near Synonym	Conceptual	Semantically Determined	Statistically-weighted preference	Arbitrary Combination
careers	\$degree course	LSF/Noun	Inter - <i>carrera</i>	X													
careers	\$degrees	LSF/Noun	Inter - <i>carrera</i>	X													
careers	\$degrees	LSF/Noun	Inter - <i>carrera</i>	X													
careers	\$degrees	LSF/Noun	Inter - <i>carrera</i>	X													
get an agreement	\$come to an agreement	LP/Verb	?-llegar a un acuerdo														X
found out	\$found	LP/Verb	Intra								X						
comment	\$comment on	LP/Verb	Inter-comentar						X								X
in function of	\$according to	LP/Other	Inter - <i>en función</i>	X													
in function of	\$according to	LP/Other	Inter - <i>en función</i>	X													
in function of	\$according to	LP/Other	Inter - <i>en función de</i>	X													
industrial training	\$training schen	LP/Noun	ErrorRes.														
industrial training	\$training schen	LP/Noun	ErrorRes.														
have a disagreement	\$disagree with	LP/Verb	?-estar en desacuerdo con														X
studies plan	\$curriculum	LP/Noun	Inter - plan de estudios					X									
build up	\$set up	LP/Verb	Intra											X			
making antics	\$getting up to	LP/Verb	Intra														X
talk about	\$quote us on	LP/Verb	Intra											X			
for more time	\$longer	LP/Other	Inter - para más tiempo					X									
free-pay	\$free	LP/Noun	?Inter - libre de pago/tasa	X													
then	\$therefore	Other	Intra											X			
because	\$that	Other	Intra											X			X
By the other hand	\$On the other	Other	Intra											X			X
and	\$so	Other	Intra											X			
taxes	\$fees	Noun	Inter - <i>tasas</i>	X													
entrance	\$arrival	Noun	Inter - <i>entrada</i>					X				X					
entrance	\$immigration	Noun	Inter - <i>la entrada de inmigración</i>					X						X			
before	\$up to	Prep.	?-antes de										X				
to	\$for	Prep.	Intra											X			
during	\$for	Prep.	Inter - <i>durante</i>											X			X
taxes	\$fees	Noun	Inter - <i>tasas</i>	X													
discoveries	\$information	Noun	Intra											X			
in	\$with	Prep.	Inter-en											X			X
approached	\$similar	Verb	Inter - <i>se acerca más a</i>											X			
all	\$everything	Other	Inter - <i>todo</i>										X				X
to	\$for	Prep.	?-para										X				X
nice	\$fruitful	Other	Intra												X		
get	\$reaching	Verb	Inter - conseguir/llegar a														X
traffic	\$trafficking/sm	Noun	Inter - <i>tráfico</i>	X													
development	\$assistance	Noun	Intra											X			
on	\$in	Prep.	Inter - <i>en?</i>											X			
apply	\$offer	Verb	Inter-aplicar											X			
of	\$in	Prep.	Inter - <i>de</i>											X			
of	\$on	Prep.	Inter - <i>de</i>														X
of	\$from	Prep.	Inter - <i>de</i>		X								X				
of	\$on	Prep.	Inter - <i>de</i>														X
about	\$on	Prep.	Inter - <i>sobre</i>														X
in	\$on	Prep.	Inter - <i>en</i>														X
accurate	\$methodical	Other	Intra											X			
taxes	\$rates	Noun	Inter - <i>tasas</i>	X													
about	\$concerning	Prep.	Inter - <i>sobre</i>											X			
taxes	\$rates	Noun	Inter - <i>tasas</i>	X													
wide	\$universal	Other	Intra											X	X		
proposes	\$gives support	Verb	Inter - <i>propone</i>											X			X
accessing	\$gaining access	Verb	Inter-acceso N.														
exposed your presence	\$manifested yourself	Verb	Inter - exponer	X													
public	\$state	Noun	Inter - pública	X										X			
public	\$state	Noun	Inter - pública	X										X			
on the job	\$in the workplace	LP/Other	Inter - en el trabajo												X	X	

Spanish L1 Group – Lexical Analysis (Asynchronous)

Error	Correction	Part of speech	Interlingual/Intralingual/Both/ Doubt	False friend	Misuse	Synonym	Borrowing	Coinage	Calque	Superonym for Hyponym	Hyponym for superonym	Co-hyponym	Near Synonym	Conceptual	Semantically Determined	Statistically-weighted preference	Arbitrary Combination
on the job	\$in the workpl	LP/Other	Inter - en el trabajo														
catch the train	o \$participate as	LP/Verb	Inter - coger el tren de						X							X	X
bets for	\$gives its whol	LP/Other	Inter - apuesta por						X								
priority of acces	\$first choice to	LP/Noun	Inter - prioridad de acceso						X								
have not much s	\$do not make 1	LP/Verb	Inter - no tiene mucho sentido						X								
By the other har	\$On the other 1	Other	Intra														X
steal	\$take\$	Verb	Intra										X				
arrive to	\$be an option 1	Verb	Inter - llegar a						X								
right	\$certainly\$	Other	?										X				
in no circumstan	\$under any circ	LP/Other	Intra- En ninguna circunstancia														X
then	\$so\$	Other	Intra- luego										X				

Appendix XII: ID Numbers – Groups and Participants in Simulations

ID Numbers – Groups and Participants in Simulations

Simulation name	Person ID Number	Real Name	Group ID Number
Eucap	443	Eucap Simmod	0
Eucap	485	Bardland Delegation	-1
Eucap	486	Coastland Delegation to TaskFETI	-1
Eucap	487	Glenn Munkvold	485
Eucap	488	Knut Ekker	485
Eucap	489	Information Technologies, Unlimite	-1
Eucap	490	Northland Delegation to TaskFETE	-1
Eucap	491	Midland Delegation to TaskFETE	-1
Eucap	492	Anders Heia	485
Eucap	493	Arnstein Eidsmo	485
Eucap	494	Tor Breivikas	485
Eucap	495	Renate Nilsen	485
Eucap	496	Ann-Randi Myrvang	485
Eucap	497	Jana Ivanova	485
Eucap	498	Stig Gjoen	489
Eucap	499	Espen Haugan	489
Eucap	500	Victoria Frostis	489
Eucap	501	Trygve Holte	489
Eucap	502	Tor Elnan	489
Eucap	503	Javier Agullo Martinez	490
Eucap	504	Oscar Albert Arcas	490
Eucap	505	Francisca Alcaide Soler	490
Eucap	506	Lorenzo Arce Selma	490
Eucap	507	Jaime Barba Sevillano	490
Eucap	508	Angel Belenguer Martinez	490
Eucap	509	Ana Maria Bello Sánchez	490
Eucap	510	Javier Beltran Monzo	490
Eucap	511	Sara Benet Porcar	490
Eucap	512	Lluis Ferran Bueno Pablo	490
Eucap	513	Lucas Cócera Tortajada	490
Eucap	514	Juan de la Vara Gonzalez	490
Eucap	515	Rafa Faus Alcanyis	490
Eucap	516	José Fayos Fernández	490
Eucap	517	Sergio Fernandez Romero	490
Eucap	518	Jaime Garcia Muñoz	490
Eucap	519	David García Catalá	490
Eucap	520	Asun Gomez Chantada	490
Eucap	521	David Griol Barres	490
Eucap	522	José Vicente Guaita Calatrava	490
Eucap	523	Delia Heras Martin	490
Eucap	524	Rafael Herrero Lopez	490
Eucap	525	Pedro Huelamo Valero	490
Eucap	526	Adrian Lambés García	490
Eucap	527	Sonia Laporta Baez	490
Eucap	528	Roberto Lizon Gonzalez	490
Eucap	529	Diego Vicente Llorca Rubi	490
Eucap	530	Fernando Losilla López	490
Eucap	531	Francisco Javier Macia Juan	490
Eucap	532	Antonio Marti Pulido	490
Eucap	533	Ricardo Martinez Mesas	490
Eucap	534	Jesús Martínez Molinero	490
Eucap	535	Ignacio Melón Andrés	490

ID Numbers – Groups and Participants in Simulations

Simulation name	Person ID Number	Real Name	Group ID Number
Eucap	536	Sergio Montesinos Pérez	490
Eucap	537	Jose Alberto Ortega Diaz	490
Eucap	538	Jose Vicente Pastor Jimenez	490
Eucap	539	Inma Revert Sempere	490
Eucap	540	Jose Andres Rodriguez Torregros	490
Eucap	541	Sergio Sanchez Almarcha	490
Eucap	542	Alma Maria Solar Calatayud	490
Eucap	543	Fernando Soler David	490
Eucap	544	Javier Valbuena Félix	490
Eucap	545	Rafael Ventura Galiano	490
Eucap	546	Argüello Viúdez Narciso	490
Eucap	547	David Zaplana Martinez	490
Eucap	548	Amparo Garcia Carbonell	490
Eucap	549	Frances Watts	490
Eucap	550	Knut Ekker	489
Eucap	551	Glenn Munkvold	489
Eucap	552	Arnstein Eidsmo	489
Eucap	553	Michael Claridge	491
Eucap	554	Janet Sutherland	486
Eucap	555	Alesja Avramova	486
Eucap	556	David Best	486
Eucap	557	Charlotte Coval	486
Eucap	558	Kristina Cyris	486
Eucap	559	Tian He Fleischer	486
Eucap	560	Petra Kliba	486
Eucap	561	Sabrina Lange	486
Eucap	562	Natalia Rohlje	486
Eucap	563	Irene Schröder	486
Eucap	564	Daniela Stern	486
Eucap	565	Kendra Teetz	486
Eucap	566	Öcal Cetin	486
Eucap	567	Jasmin Abbas	491
Eucap	568	Geelke Behrends	491
Eucap	569	Marcus Ebeling	491
Eucap	570	Orphéo Dominique Hipp	491
Eucap	571	Nicole Hoppe	491
Eucap	572	Silke Müller	491
Eucap	573	Anett Noster	491
Eucap	574	Catharina Oppitz	491
Eucap	575	Sven Richter	491
Eucap	576	Carl-Johan Wilder	491
Eucap	578	Eutropian Commissioner	-1
Eucap	579	Janet Sutherland	578
Eucap	583	Eutropian Globe	-1
Eucap	584	Sandra Bösch	583
Eucap	585	Öcal Cetin	583
Eucap	586	Pascal Dinslage	583
Eucap	587	Janet Sutherland	583
EuCap-Demo	444	Demo Moderator	0
Facilitators' Comr	465	Universitat Politecnica de Valencia	-1
Facilitators' Comr	466	Universität Bremen	-1
Facilitators' Comr	468	Høgskolen i Nord-Trøndelag	-1

ID Numbers – Groups and Participants in Simulations

Simulation name	Person ID Number	Real Name	Group ID Number
Facilitators' Comr	469	Université de Nice - Sophia Antipo	-1
Facilitators' Comr	470	Glenn Munkvold	468
Facilitators' Comr	471	Arnstein Eidsmo	468
Facilitators' Comr	472	Knut Ekker	468
Facilitators' Comr	473	Michael Claridge	466
Facilitators' Comr	474	Janet Sutherland	466
Facilitators' Comr	475	Amparo Garcia Carbonell	465
Facilitators' Comr	476	Frances Watts	465
Facilitators' Comr	477	Begoña Montero	465
Facilitators' Comr	478	Rafael Faus Alcaniz	465
Facilitators' Comr	479	Marti Dechesne	469
Facilitators' Comr	480	David Crookall	469
Facilitators' Comr	481	Anders Morch	467
Facilitators' Comr	482	Konrad Morgan	467
Facilitators' Comr	483	Michael Spector	467
Facilitators' Comr	484	Barbara Wasson	467
Facilitators' Comr	1530	Arnstein Eidsmo	-1
Facilitators' Comr	1531	Arnstein Eidsmo	1530
Facilitators' Comr	1532	Glenn Munkvold	-1
Facilitators' Comr	1533	Knut Ekker	-1
Facilitators' Comr	1592	Glenn Munkvold	1532
Facilitators' Comr	1593	Knut Ekker	1533
Facilitators' Comr	1594	Janet Sutherland	-1
Facilitators' Comr	1595	Michael Claridge	-1
Facilitators' Comr	1596	Jürgen Friedrich	-1
Facilitators' Comr	1597	Renate Lauber	-1
Facilitators' Comr	1598	Zigrida Vincela	-1
Facilitators' Comr	1599	Rota Bankava	-1
Facilitators' Comr	1600	Amparo Garcia Carbonell	-1
Facilitators' Comr	1601	Frances Watts	-1
Facilitators' Comr	1602	Begoña Montero	-1
Facilitators' Comr	1603	Begoña Montero	1602
Facilitators' Comr	1604	Frances Watts	1601
Facilitators' Comr	1605	Amparo Garcia Carbonell	1600
Facilitators' Comr	1606	Janet Sutherland	1594
Facilitators' Comr	1607	Jürgen Friedrich	1596
Facilitators' Comr	1608	Michael Claridge	1595
Facilitators' Comr	1609	Renate Lauber	1597
Facilitators' Comr	1610	Rota Bankava	1599
Facilitators' Comr	1611	David Crookall	-1
Facilitators' Comr	1612	David Crookall	1611
Facilitators' Comr	1613	Zigrida Vincela	1598
Facilitators' Comr	1614	Anders Morch	-1
Facilitators' Comr	1615	Konrad Morgan	-1
Facilitators' Comr	1616	Barbara Wasson	-1
Facilitators' Comr	1617	Michael Spector	-1
Facilitators' Comr	1618	Anders Morch	1614
Facilitators' Comr	1619	Barbara Wasson	1616
Facilitators' Comr	1620	Konrad Morgan	1615
Facilitators' Comr	1621	Michael Spector	1617
Eutropia	1397	Der Administrator	0
Eutropia	1398	Delegation from Bardland	-1

ID Numbers – Groups and Participants in Simulations

Simulation name	Person ID Number	Real Name	Group ID Number
Eutropia	1399	Bardland Team Facilitator	1398
Eutropia	1400	Delegation from Coastland	-1
Eutropia	1401	Delegation from Highland	-1
Eutropia	1402	Delegation from Midland	-1
Eutropia	1403	Delegation from Northland	-1
Eutropia	1404	Legal Consultants	-1
Eutropia	1405	Eutropian Globe	-1
Eutropia	1406	Sven Richter	1405
Eutropia	1407	Eutropian Globe Facilitator	1405
Eutropia	1408	Legal Consultants Facilitator	1404
Eutropia	1409	Catharina Oppitz	1405
Eutropia	1410	Coastland Team Facilitator	1400
Eutropia	1411	Anja Näke	1404
Eutropia	1412	Sandra Bösch	1404
Eutropia	1413	Eutropian Citizens' Action Group	-1
Eutropia	1414	Eutropian Commissioner	-1
Eutropia	1415	Highland Team Facilitator	1401
Eutropia	1416	Midland Team Facilitator	1402
Eutropia	1417	Northland Team Facilitator	1403
Eutropia	1418	ECAG Team Facilitator	1413
Eutropia	1419	Janet Sutherland	1414
Eutropia	1420	Liene Balode	1398
Eutropia	1421	Austra Pudane	1398
Eutropia	1422	Vlada Zubenko	1398
Eutropia	1423	Sonja Tirskiha	1398
Eutropia	1424	Olesja Churakova	1398
Eutropia	1425	Anna Chernavina	1398
Eutropia	1426	Kristine Berzina	1398
Eutropia	1427	Daiga Zosare	1398
Eutropia	1428	Tatjana Prokofjeva	1398
Eutropia	1429	Kristine Labarevica	1398
Eutropia	1430	Sandra Kalnina	1398
Eutropia	1431	Elina Reinfelde	1398
Eutropia	1432	Olga Boiko	1398
Eutropia	1433	Kristine Martinenko	1398
Eutropia	1434	Karina Prudnikova	1398
Eutropia	1435	Karina Bondare	1398
Eutropia	1436	Inese Kause	1398
Eutropia	1437	Baiba Abramovica	1398
Eutropia	1438	Anastasija Usachova	1398
Eutropia	1439	Marika Gintere	1398
Eutropia	1440	Tatjana Kuznetsova	1398
Eutropia	1441	Marija Sokolova	1398
Eutropia	1442	Renate Bjørshol	1400
Eutropia	1443	Randi Jule Lian	1400
Eutropia	1444	Nina Olstad	1400
Eutropia	1445	Linda Skålvik	1400
Eutropia	1446	Olaug Johanne Susegg	1400
Eutropia	1447	Ingunn Tøgersen	1400
Eutropia	1448	Maria Alvarez Sanchez	1413
Eutropia	1449	Eva Amoros Zornoza	1413
Eutropia	1450	Cristina Aparicio Perez	1413

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Simulation name	Person ID Number	Real Name	Group ID Number
Eutropia	1451	Inmaculada Arandis Arcon	1413
Eutropia	1452	Pilar Ballesteros Fernandez	1413
Eutropia	1453	Yolanda Maria Benlloch Fornes	1413
Eutropia	1454	María Victoria Carrascosa Peñalve	1413
Eutropia	1455	María Teresa Carratalá Ferrer	1413
Eutropia	1456	Carlos Catarineu Garcia	1413
Eutropia	1457	Maria Del Pilar Cerda Hernandez	1413
Eutropia	1458	Maria Jose Chafer Asensio	1413
Eutropia	1459	Alicia Chover Garcia	1413
Eutropia	1460	Maria Contel Bolinches	1413
Eutropia	1461	Carmen Daros Pallares	1413
Eutropia	1462	Fatima Eixau Salvador	1413
Eutropia	1463	Enrique Garcera Rayo	1413
Eutropia	1464	Josep Garcia Ferrer	1413
Eutropia	1465	Francisco Garcia Lopez	1413
Eutropia	1466	Maria Pilar Gimeno Lliso	1413
Eutropia	1467	Silvia Leyda Fornes	1413
Eutropia	1468	Susana Lopez Nogueron	1413
Eutropia	1469	María Carmen Lozano Aguilar	1413
Eutropia	1470	Ana Magraner Rosa	1413
Eutropia	1471	Lourdes Margaix Fontestad	1413
Eutropia	1472	Laura Martinez Carrasco	1413
Eutropia	1473	Julian Martinez Casas	1413
Eutropia	1474	Celeste Martinez Catalan	1413
Eutropia	1475	Francisco Jesus Martinez Galindo	1413
Eutropia	1476	Elvira Martinez Gracia	1413
Eutropia	1477	Olga Maria Minguez Lopez	1413
Eutropia	1478	Rosa Carmen Miralles Febrer	1413
Eutropia	1479	Daniel Monleon Escribano	1413
Eutropia	1480	Silvia Morales Rubio	1413
Eutropia	1481	Eva Maria Navarro Domenech	1413
Eutropia	1482	Guadalupe Navarro Monton	1413
Eutropia	1483	Maria Luisa Paniagua Buigues	1413
Eutropia	1484	Adelina Pastor Beguer	1413
Eutropia	1485	Enriqueta Planelles Riera	1413
Eutropia	1486	Miguel Angel Priego Cañes	1413
Eutropia	1487	M. Trini Ramada Dominguez	1413
Eutropia	1488	Marta Ramos Marco	1413
Eutropia	1489	Amanda Violeta Ribera Ribera	1413
Eutropia	1490	Emilio Rico Bailen	1413
Eutropia	1491	Eva Maria Rico Tormo	1413
Eutropia	1492	Manuel Rodenas Lopez	1413
Eutropia	1493	Marcos Ros Martin	1413
Eutropia	1494	Fco. Jose Rubio Montero	1413
Eutropia	1495	Vicente Sacristán Zapata	1413
Eutropia	1496	Maria Amparados Sanchez Dasi	1413
Eutropia	1497	Teresa Jose Sangros Garcia	1413
Eutropia	1498	Herminia Sanjaime Marques	1413
Eutropia	1499	Elena Sauri Rodrigo	1413
Eutropia	1500	Rafael Simon Abad	1413
Eutropia	1501	Maria Such Juanq	1413
Eutropia	1502	Maria Dolores Tello Lopez	1413

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Simulation name	Person ID Number	Real Name	Group ID Number
Eutropia	1503	Ana Zaragoza Salcedo	1413
Eutropia	1504	Caroline Amann	1401
Eutropia	1505	Melek Aslan	1401
Eutropia	1506	Sandra Bösch	1401
Eutropia	1507	Christiane Dörken	1401
Eutropia	1508	Ole Herlyn	1401
Eutropia	1509	Dominique Hipp	1401
Eutropia	1510	Nicole Hoppe	1401
Eutropia	1511	Simone Klaffke	1401
Eutropia	1512	Christine Kluck	1401
Eutropia	1513	Sandra Lueke	1401
Eutropia	1514	Silke Müller	1401
Eutropia	1515	Sinje Norden	1401
Eutropia	1516	Maike Püst	1401
Eutropia	1517	Katja Stahl	1401
Eutropia	1518	Ronja Wiechern	1401
Eutropia	1520	Birte Blascheck	1402
Eutropia	1521	Julia Brassat	1402
Eutropia	1522	Konstanze Kendel	1402
Eutropia	1523	Nina Möller	1402
Eutropia	1524	Torsten Picker	1402
Eutropia	1525	Judith Poppe	1402
Eutropia	1526	Wiebke Rutel	1402
Eutropia	1527	Ayten Sariyildiz	1402
Eutropia	1528	Iya Tsiklauri	1402
Eutropia	1529	Maike Wilpert	1402
Eutropia	1547	Santiago Amoraga	1403
Eutropia	1548	Paula Ballester	1403
Eutropia	1549	Sergio Candela	1403
Eutropia	1550	José Cardona	1403
Eutropia	1551	David Carrasco	1403
Eutropia	1552	Antonio Castro	1403
Eutropia	1553	Tony Devje	1403
Eutropia	1554	Ricardo Domínguez	1403
Eutropia	1555	Elsa Domínguez	1403
Eutropia	1556	Jorge Escriva	1403
Eutropia	1557	Ruben Garrido	1403
Eutropia	1558	Regel Gonzaléz	1403
Eutropia	1559	David Guerrero	1403
Eutropia	1560	Raúl Gutiérrez	1403
Eutropia	1561	Fabien Levailant	1403
Eutropia	1562	Javier Martínez	1403
Eutropia	1563	Raul Montejano	1403
Eutropia	1564	Ignacio Monterde	1403
Eutropia	1565	Jorge Nadal	1403
Eutropia	1566	Jorge Navarro	1403
Eutropia	1567	Onofre Ortiz	1403
Eutropia	1568	Joan Pascual	1403
Eutropia	1569	Roberto Pascual	1403
Eutropia	1570	Miguel Ribera	1403
Eutropia	1571	Juancarlos Saez	1403
Eutropia	1572	Felip Vicedo	1403

ID Numbers – Groups and Participants in Simulations

Simulation name	Person ID Number	Real Name	Group ID Number
Eutropia	1573	Juan Vilanova	1403
Eutropia	1574	Alberto Rius	1403
Eutropia	1622	Sébastien Redeker	1402
Eutropia	1623	Anett Noster	1405
Eutropia	1624	Delegation from Southland	-1
Eutropia	1625	Education for Everyone!	-1
Eutropia	1626	Antoine Perroud	1624
Eutropia	1627	Stephan Prat	1624
Eutropia	1628	Franck Dupuy	1624
Eutropia	1629	Mathieu Malignaggi	1624
Eutropia	1630	Mauk Karim Alimokhnache	1624
Eutropia	1631	Jah Masper	1624
Eutropia	1632	Clenet	1624
Eutropia	1633	Noel	1624
Eutropia	1634	Raimond	1624
Eutropia	1635	Veyrac	1624
Eutropia	1636	Vigouroux	1624
Eutropia	1637	Pascal Dinslage	1625
Eutropia	1638	Gomez	1624
Eutropia	1639	Ingo Kammeier	1625
Eutropia	1640	Gisela Gerlach	1625
Eutropia	1641	Dirk Meyer-Koop	1625
Eutropia	1642	Ruth Wilde	1625
Eutropia	1643	Simone Klaffke	1625
Eutropia	1644	Karolin Fröhling	1625
Eutropia	1645	Eutropian Federation Freedom Fo	-1
Eutropia	1646	Information Rights Watch Group	-1
Eutropia	1647	Southland Team Facilitator	1624
Eutropia	1648	Hanna, B.	1645
Eutropia	1649	Tischer, T.	1645
Eutropia	1650	Elwert, F.	1645
Eutropia	1651	Rauch, K.	1645
Eutropia	1652	Stief, A.	1645
Eutropia	1653	Doerin, A.	1645
Eutropia	1654	Sprott, J.	1645
Eutropia	1655	Brumm, M.	1645
Eutropia	1656	Busch, M.	1645
Eutropia	1657	Smieja, S.	1645
Eutropia	1658	Anding, S.	1645
Eutropia	1659	Keller, L.	1645
Eutropia	1660	Warn, N.	1645
Eutropia	1661	Amecke, C.	1645
Eutropia	1662	Stein, J.	1645
Eutropia	1663	Lauber, Renate	1645
Eutropia	1664	Digital Free Speech Movement	-1
Eutropia	1665	CopyRight-CopyWrong	-1
Eutropia	1666	Benito, José Alberto	1403
Eutropia	1667	Bohlmann, Thomas	1665
Eutropia	1668	Piltz, Florian	1665
Eutropia	1669	Uhde, Sven	1665
Eutropia	1670	Schoch, Martina	1665
Eutropia	1671	Osterloh, Anja	1665

ID Numbers – Groups and Participants in Simulations

Simulation name	Person ID Number	Real Name	Group ID Number
Eutropia	1672	Neumann, Marc	1665
Eutropia	1673	Reumann, Eeva	1665
Eutropia	1674	Riechers, Florian	1665
Eutropia	1675	Nehen, Jens	1665
Eutropia	1676	Lorenz, Thomas	1646
Eutropia	1677	Bohling, Matthias	1646
Eutropia	1678	Wetzel	1646
Eutropia	1679	Hahnau, Kerstin	1646
Eutropia	1680	Knauff, Roland	1646
Eutropia	1681	Reichel, Milena	1646
Eutropia	1682	Meyer-Rieke, Hanjo	1646
Eutropia	1683	Panhoff, Jan	1646
Eutropia	1684	Keitel, Janne	1646
Eutropia	1685	Söhle, Bettina	1664
Eutropia	1686	Lorek, Katrin	1664
Eutropia	1687	Krose, Simon	1664
Eutropia	1688	Bielenberg, Kai	1664
Eutropia	1689	Zacher, Marc	1664
Eutropia	1690	Jolk, Friederike	1664
Eutropia	1691	Cinar, Ferit	1664
Eutropia	1692	Diedrich, Malte	1664
Eutropia	1693	Jonas, Thorsten	1664
Eutropia	1694	Klingemann, Michael	1664
Eutropia	1695	CoCo Team Facilitator	1665
Eutropia	1696	FreeSpeech Team Facilitator	1664
Eutropia	1697	InfoWatch Team Facilitator	1646
Eutropia	1698	Westphal, Michael	1624
Eutropia	1699	Eutrobian Wire Service	-1
Eutropia	1700	Janet Sutherland	1699
Eutropia	1701	Hopf, Sabina	1403
Eutropia	1702	Thonel, Yannick	1624
Eutropia	1703	Alder, Simone	1664
Eutropia	1704	Krannich, Dennis	1665
Eutropia	1705	Schweder, Jan	1646
Eutropia	1973	Ehlerding, Kristiane	1664