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**Responding to extended writing electronically: tricks and tips**

Technology-enhanced marking not only saves time but also saves paper. This presentation aims to share a system for responding electronically to extended writing. Although many teachers use correction codes and concise comments, research (e.g. Hyland & Hyland, 2006) shows that students who are working alone frequently misunderstand such comments. This integrated system solves that problem by drawing eclectically on a variety of tools. The Microsoft insert comment function is used for facilitative responses. By adding shortcut codes and corresponding comments to the autocorrect function, detailed unambiguous feedback can be generated in a few keystrokes. Mistakes are categorized into one of three categories *slips*, *errors* and *attempts* (Edge, 1990). *Slips* are simply identified for writers to correct themselves. More detailed guidance is provided for *errors* via inserted comments, hyperlinks or objects, such as sound or video files while the track change function is used to provide the correct form for *attempts*. Templates and the Microsoft spike tool are also used to add end comments.

Edge, J. (1990). *Mistakes and correction (Longman Keys to Language Teaching)*. Harlow: Longman.

Hyland, K. & Hyland, F. (2006). Feedback on second language student's writing. *Language Teaching*, 39 (2), 83-101.