

# Learning from giving feedback: a study of secondary-level students

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*This article focuses on how Swedish lower secondary-level students can improve their writing ability by acting as peer reviewers. It is based on an empirical study carried out in a Swedish EFL classroom, and it addresses the implementation of a teaching unit which included negotiations of a joint criteria list, feedback training, group peer reviewing, and the production of first and final drafts of the written task. Findings suggest that the peer reviewers increased their awareness of audience and genre, and that the content of the reviewed reply letters inspired subsequent revision changes affecting writing at the macro-level in particular.*

## Introduction

Swedish teenagers today encounter the English language not only in school, where English is taught from the first school year, but also through social media and intercultural exchanges outside the school context. Consequently, their proficiency level is relatively high, especially in terms of reading and listening. This implies new challenges for EFL teachers; due to their exposure to extramural English, these teenagers are in many ways in charge of their own language learning. Thus, school instruction should cater to these students' needs by acknowledging their role as active agents in their own learning processes, while at the same time offering them possibilities for the development of their language proficiency. As a result of globalization, the ability to write has become increasingly important (Kroll 2003), and whereas receptive skills can be developed through this level of extensive input, even proficient language users need formal instruction to develop their writing ability (Cushing Weigle 2002).

One way of addressing these issues is to invite teenage students to take an active part in assessment practices, for example by implementing peer-review activities as an integral part of the teaching. The study presented in this article was carried out with 14- to 15-year-old students in two Swedish EFL classrooms, and it addresses the question: What can teenage students learn about writing from giving feedback? My aim is to provide empirical evidence by presenting an example of how peer review can reinforce teenage students' writing ability.

It is widely accepted that peer assessment can be beneficial for student writers. Plausible advantages include more opportunities for students to receive feedback, access to a supplementary audience, and the development of skills for self-assessment (Rollinson 2005). However, current discussion is partly opinion based, and most empirical studies within this field have focused on the receiver, thus neglecting the other party involved: the peer reviewer. A study conducted in a L2 writing class at university level concluded that both beginner and intermediate students who comment on their peers' writing improve their own written proficiency more than those who only received peer feedback, especially at the macro-level of writing (Lundstrom and Baker 2009). Similarly, tertiary-level intermediate EFL and ESL students have self-reported an increased awareness of the importance of global aspects of writing due to peer-review activities (Berg 1999; Min 2005; Yang, Badger, and Yu 2006). A study conducted among teenagers in Hong Kong also reported that peers' texts inspired ideas for the reviewers' own writing (Tsui and Ng 2000). In addition to the development of the students' composition skills, vocabulary as well as self-assessment skills and critical thinking were also enhanced (Min *ibid.*).

However, most of these studies were carried out at the tertiary level; the context and conditions of secondary-school instruction differ from those of university in a number of ways, such as scope, time available for a specific task, and the students' proficiency level. Hence, there is a need for studies involving secondary-level EFL learners in compulsory education.

### The study

Even though the use of peer assessment in EFL classrooms is a relatively large research field, alternative assessment practices are still underused in primary and secondary schools (Oscarson and Apelgren 2011). Perhaps, then, it is not surprising that teachers express uncertainties regarding the implementation and efficacy of student-centred assessment in the language classroom (Rollinson *op.cit.*; Oscarson and Apelgren *ibid.*).

The research context for my study was a secondary school where the students were engaged with a written task. As in all classroom research, it was important that the study did not interfere with the pupils' ordinary instruction. Therefore, the research design had a twofold objective:

- 1 to function as a teaching unit in the class;
- 2 to provide the data necessary for analysis in compliance with the aim of this study.

In order to ensure that both objectives were met, the teacher and I jointly planned the teaching unit. The written task, which constituted the core of the teaching unit, was to write an informative reply letter. The 'informative reply letter' is a genre that the students are likely to meet outside school, but it is also a typical school genre. The writing prompt, a letter from four American teenagers requesting information about everyday life in Sweden, had previously been used for the written part of the national standardized test, taken by all students during the last term in Swedish compulsory education. This meant that the task had been tested and designed to comply with the curriculum for

English. The writing prompt contained direct questions regarding topics close to the students' everyday life.

## Participants

The study took place in two classes at the beginning of Year 8 in a Swedish lower secondary school, the penultimate compulsory year. The students were 14–15 years old, and all informants but one reported Swedish as their first language. All of the students had passed a proficiency test (reading and listening comprehension) intended for the last term of Year 9 in Swedish compulsory education; their proficiency level in English corresponded to levels B1 and B2 as defined by the *Common European Framework for Reference* (CEFR) (Council of Europe 2001). The English teacher who participated in the study had 19 years' experience of teaching English and described her pedagogical approach as focused on language use. The informants had not previously worked with organized peer review, but they had read each other's texts occasionally. Since the same teaching unit and lesson plan were used in the two classes, the findings from both classes have been combined. Students who were absent from one or more of the lessons were excluded from the study. The total number of participants was 26, which included 15 students from Class A and 11 students from Class B.

## Implementation of the teaching unit

This study combined a genre-based approach to writing instruction with peer review in order to provide a theoretical framework for the implementation of the teaching unit. Genre pedagogies stress the communicative and social purpose of text; thus, writing is considered a social practice, where the context, purpose, and the receiver influence the content and the structure of the text (Hyland 2004). Moreover, genre-based instruction is explicit, which provides a helpful foundation for classroom discussions involving students. The instruction, which stretched over six 1-hour classes, was characterized by teacher–student interaction, where the students were encouraged to present their ideas and examples, guided and scaffolded by the teacher (see Table 1). Initially, the students used sample texts written by former students in response to a similar writing prompt as the one used in this study (see Appendix 1) to identify different parts of the informative reply letter, such as greeting, replying, and signing off. In addition, they discussed how the writers had paragraphed their texts, which information they had included, and how they had formulated their responses. The teacher provided scaffolding in the form of questions, aiming to prompt the students to develop their responses. These discussions resulted in a list of success criteria that was later used by the students when they wrote the two subsequent drafts of their own reply letter. Since the criteria were based on the students' discussions, it was important to keep their wording in the final list (see Appendix 2). The criteria also formed an essential part of the peer-review activity ensuring that the written feedback comments were task-relevant.

The feedback training focused on identifying areas which could be improved, and the students were encouraged to explain why the identified problem was an issue, as well as suggest solutions. As suggested by Rollinson (op.cit.), the peer-review activity (Lesson 5) was carried out in consensus groups, where the students had to negotiate

Lesson	Scope	Activities	Input
1	Class	Reading letter and reply letter and discussing genre-related aspects of the reply letter, such as context, purpose, recipient/audience, structure, and lexico-grammatical features.	<ul style="list-style-type: none"> <li>■ Sample letter from British teenagers planning a school trip.</li> <li>■ Sample reply letter (response to sample letter).</li> </ul>
2	Group Class	Reading and comparing two sample reply letters and negotiating a joint criteria list for an excellent reply letter.	<ul style="list-style-type: none"> <li>■ Same reply letters as above.</li> </ul>
3	Individual	Writing the first draft of an informative reply letter.	<ul style="list-style-type: none"> <li>■ Writing prompt: letter from American teenagers working on a project about Sweden.</li> <li>■ Criteria list.</li> </ul>
4	Group Class	Practising giving feedback on strengths and weaknesses in sample reply letter. Discussing feedback etiquette.	<ul style="list-style-type: none"> <li>■ Sample reply letter (response to writing prompt).</li> <li>■ Criteria list.</li> </ul>
5	Group	Giving feedback in writing.	<ul style="list-style-type: none"> <li>■ Two draft reply letters written by classmates.</li> <li>■ Criteria list.</li> </ul>
6	Individual	Writing the final version of the reply letter.	<ul style="list-style-type: none"> <li>■ Writing prompt: letter from American teenagers working on a project about Sweden.</li> <li>■ Criteria list.</li> </ul>

TABLE 1  
Lesson plan

and jointly formulate the feedback. Each group read two first-draft reply letters and discussed strengths and weaknesses. This discussion resulted in a list of written feedback comments. Since the purpose of this project was to examine the effect of giving feedback, the students included in the study did not receive any feedback on their writing before revising their reply letter. Therefore, the only input they received was from the peer-review activity. The teacher pointed out that the purpose of the peer-review activity was not only to provide feedback, but also to give the students some ideas on how to improve their own work.

### Data collection and analysis

The data collected included the texts produced during the teaching unit (criteria list, feedback forms, first and final drafts of the students' reply letters), and the analysis was carried out in two steps. First, each student's revision changes (i.e. the alterations that they had made to their first draft of the informative reply letter) were identified and categorized according to which aspect of writing they affected (Table 2).

‘Structure and organization’ encompassed alterations affecting paragraphing (Example 1) or relating to the textual pattern of the reply letter genre. The pattern identified in the sample texts included greeting, acknowledging the writer, replying, ending, and signing off. An example of this category is the inclusion of an ‘ending’, thus ensuring that the letter fulfilled its purpose, as illustrated in Example 2. The category ‘Content’ included revision changes that altered the information given in response, such as substitution of content. In Example 3, for instance, ‘biggest city’ and ‘capital city’ are not considered synonymous, and therefore there has been a change in content. Content changes also comprised the inclusion of answers to questions posed by the American teenagers (Example 4), in this case ‘what are your plans for the future?’. Changes that did not alter content or organization were categorized as

Type of revision change	Example no.	First draft	Second draft <sup>a</sup>
Structure and organization	1	we can start playing like soccer with a team. I think the Swedish school system is pretty good	we can start playing like soccer with a team.// <sup>b</sup> I think the Swedish school system is pretty good (A12) <sup>c</sup>
Structure and organization	2	Please write back if it's something more you want to know about Sweden ore Swedes // Best wishes X	Please write back if it's something more you want to know about Sweden ore Swedes // <b>Good luck with your project! Hope I helped and taught you guys something about Sweden</b> // Best wishes X [emoticon for smiley face] (A12)
Content	3	I live in Stockholm the biggest city in Sweden the second biggest city in Sweden is Göteborg.	I live in Stockholm it's the <b>capital city</b> in Sweden. The second biggest city is Göteborg. (A21)
Content	4	Do you think that? // Some more questions that ...	Do you think that? // <b>I haven't decided what I want to be when I grow up, but I probably want to travel to some warm place after high school and work there. After that I don't know yet.</b> // Some more questions that ... (A20)
Vocabulary and grammar	5	Hello fellows from Ohio!	Hello <b>friends</b> from Ohio! (A12)
Vocabulary and grammar	6	We don't have a football team in school but you can join a football team after the school as a after-school activity.	We don't have a football team in school but you can join a football team after the school as <b>an</b> after-school activity. (A3)

Notes: <sup>a</sup>For the purpose of this table (and Examples 7–18), only the revision change that is focused on is in bold; <sup>b</sup>Paragraph breaks are denoted as: ‘//’; <sup>c</sup>The informants were coded with their class, A or B, as well as a number

TABLE 2  
Analysis of revision  
changes (see Notes for  
formatting conventions)

'Vocabulary and grammar' and comprised, for instance, substitutions of words for synonyms or equivalents (Example 5) and corrections to articles (Example 6). (Note that the student examples are presented as they appeared in the texts. No changes or corrections have been made.)

During the second step of the analysis, the revision changes were cross-referenced with the feedback comments produced in the students' consensus groups and also with the content of the reviewed peer letters. If the revision change could be linked to either a comment or content (see Examples 7 and 8, respectively, below), this was considered as a sign that the student had learnt something from the peer-review activity, i.e. from discussing the draft reply letters and giving feedback (for further details and more examples of the analysis of links between revision changes and peer-review activity, see [Berggren 2013](#)).

## Findings

The findings focus on what the teenage students learnt about writing from giving feedback. The study included a total of 495 revision changes; on an individual level, the number of alterations ranged from 1 to 46. Two-hundred-and-eighty-four of these revision changes, 57 per cent, could be linked to either reading or commenting on peers' texts. [Table 3](#) presents an overview of the distribution of alterations between different aspects of writing, as well as links to the peer-review activity. As the last column shows, almost all pupils contributed to the numbers of links related to 'Content', whereas fewer pupils made alterations linked to peer review in the categories 'Structure and organization' and 'Vocabulary and grammar'.

My presentation of the findings is divided into three parts, moving from macro- to micro-level aspects of writing: (1) structure and organization, (2) content, and (3) vocabulary and grammar, as defined above. The results are supported by examples of revision changes and links to feedback comments and/or content of the reviewed reply letters.

### Learning about structure and organization

Overall, revision changes affecting structure and organization were relatively few and consequently used by a small number of informants. Indeed, most informants had already grasped the generic structure of the informative reply letter in their first draft. Nevertheless, peer reviewing seemed to have prompted the majority of these changes. The alterations comprised, for instance, insertions of paragraph breaks (//) to indicate the treatment of different topics in response to feedback comments about paragraphing (Example 7). Moreover, inspired by similar suggestions in their peers' writing, some pupils added genre-specific information, such as greetings or acknowledging the writers,

TABLE 3  
Distribution of  
revision changes and  
links to peer review

Aspect of writing	No. of revision changes	No. of links to peer review (%)	No. of pupils with links
Structure and organization	30	25 (83)	17
Content	268	162 (60)	24
Vocabulary and grammar	197	97 (49)	19

thus ensuring that the letter fulfilled its purpose (Example 8). (See Notes in Table 2 for formatting conventions.)

### Example 7

#### Excerpt from student first draft:

... you about Sweden. Sweden is a country ...

#### Feedback comment or content of reviewed sample letter:

You had very good paragraphing (Comment)

#### Excerpt from student second draft:

... about Sweden and answer your questions. // Sweden is a country ... (A13)

### Example 8

#### Excerpt from student first draft:

Hi, dear frinds in the US, I'm a 14 year old girl ...

#### Feedback comment or content of reviewed sample letter:

How nice that you wrote to me (Content); I hope this letter will answer your questions (Content)

#### Excerpt from student second draft:

Hi, dear friends from the US, // I'm really glad that you wrote to me, and I hope that you will find my answers helpful to your European project. // I'm a 14 year old girl ... (B11)

## Learning about content

Not surprisingly, most of the revision changes to the final version of the reply letter, 54 per cent, affected the content, especially additions in the form of elaborations on ideas and answers already introduced in the first draft. Content also accounted for the highest number of links to the peer-review activity, spread across the class population. For example nearly half of the revision changes that elaborated or clarified content from the first draft seemed to be influenced by the peer-review activity, including comments encouraging the writer to elaborate or explain a point (see Examples 9 and 10, respectively). Since the letters the pupils wrote contained information about Sweden and Swedish culture, and the recipients were American teenagers, the importance of explanations, such as the status of certain cities, and clear descriptions was emphasized in class.

### Example 9

#### Excerpt from student first draft:

... a really popular sport here.

#### Feedback comment or content of reviewed sample letter:

You could be a bit more specific (Comment)

#### Excerpt from student second draft:

... a really popular sport here. Many people have favourite football-teams. (A1)

### Example 10

#### Excerpt from student first draft:

I live in Stockholm.

#### Feedback comment or content of reviewed sample letter:

Your explanation was really good (Comment)



**Excerpt from student second draft:**

I live in Stockholm, **the capital of Sweden**. (B12)

Information included in peers' writing was also transferred, affecting, for example, personal description (Example 11).

**Example 11****Excerpt from student first draft:**

I'm a regular girl who going in ...

**Feedback comment or content of reviewed sample letter:**

and I'm 14 years old (Content)

**Excerpt from student second draft:**

I'm a regular **14 years old** girl who goes in ... (B19)

Most of the additions in the form of new answers and new questions to the American teenagers also seemed to be inspired by the peer-review activity. The inclusion of new answers, that is the information that the recipients specifically asked for, could be the result of both the consensus group discussions and the feedback (Example 12), and transfer of content from the peer-reviewed first draft letter (Example 13). Interestingly, all of the revision changes resulting in new questions for the four American teenagers were similar to questions or information found in the reviewed letters, and some of them could also be related to feedback comments (Example 14).

**Example 12****Excerpt from student first draft:**

... and what they think is important. What do people ...

**Feedback comment or content of reviewed sample letter:**

It was good that you answered all the questions (Comment)

**Excerpt from student second draft:**

... and what they think is important. **I talk about different things whit my friends almost every day, it depends on how big the subject is.** What do people ... (B4)

**Example 13****Excerpt from student first draft:**

... in most videogames. I don't know much about ...

**Feedback comment or content of reviewed sample letter:**

I love to watch your TV-series (Content)

**Excerpt from student second draft:**

... in sports and videogames. [...] // **I have watched some American TV shows, and I love them.** I don't know much about ... (A3)

**Example 14****Excerpt from student first draft:**

... like to know. In the future ...

**Feedback comment or content of reviewed sample letter:**

It was good that you ask a question back (Comment); I would love to hear more about the US (Content)

**Excerpt from student second draft:**

... to know more. **Please tell me about how it is to live in your county!** // In the future ... (B12)



Revision changes affecting vocabulary and spelling were mainly surface changes that did not alter meaning. In this sense, these types of changes did not affect the quality of the final version to the same extent as the macro aspects which have been accounted for thus far in this section. None the less, these aspects are important for the overall quality of a piece of writing. Grammar, for example, encompassed corrections to subject/verb agreement (Example 15) and the indefinite article (Example 16). This group displayed a large quantity of links to comments; however, only a few of the informants contributed to this number.

#### Example 15

**Excerpt from student first draft:**

... some is interested in music.

**Feedback comment or content of reviewed sample letter:**

But you may want to check the spelling and gramma (Comment)

**Excerpt from student second draft:**

... some **are** interested in music. (B4)

#### Example 16

**Excerpt from student first draft:**

... as a activity. In our ...

**Feedback comment or content of reviewed sample letter:**

Have an activity outside school (Content)

**Excerpt from student second draft:**

... as **an** activity. But of ... (B15)

Regarding both vocabulary and grammar, most of the feedback comments were rather general, for example 'check the spelling and gramma'; thus, linking them to revision changes might be a case of the researcher 'over-interpreting' the data. However, these comments may still have functioned as reminders to the writer to carefully proofread the text (Examples 15 and 17). A few pupils also transferred spelling from the reviewed letter into their own final drafts (Example 18).

#### Example 17

**Excerpt from student first draft:**

... any other fun finng like clubs ...

**Feedback comment or content of reviewed sample letter:**

and had no misspellings (Comment)

**Excerpt from student second draft:**

... any other fun **things** like clubs ... (B15)

#### Example 18

**Excerpt from student first draft:**

... wrong impression of Usa trough tv-series and movies.

**Feedback comment or content of reviewed sample letter:**

in U.S.A (Content)

**Excerpt from student second draft:**

... wrong impression of **U.S.A.** trough TV-series and movies. (A12)

My study has investigated the implementation of peer review as a means of developing proficient teenage students' L2 writing. In terms of the aspects of writing that improved due to peer review, the results correspond with the findings in studies carried out in secondary- and tertiary-level education, such as the increased focus on global aspects of writing, the raised awareness of genre, and the transfer of ideas (for example Tsui and Ng op.cit.; Lundstrom and Baker op.cit.). It is recognized that identification with the reader is a trait of experienced writers (Cho and MacArthur 2011); similarly, macro-level revision changes and sensitivity to genre-related aspects of writing, such as awareness of purpose and recipient, are considered characteristic of expert L1 writers (Sommers 1980). In other words, implementing peer review can result in an enhancement of the students' ability to write.

Formal aspects of writing, such as grammar and spelling, did not seem to benefit particularly from peer reviewing. This may be explained by the focus on learning to write rather than learning language in this study. Moreover, discussing and formulating feedback comments concerning these aspects demand some declarative knowledge, a joint meta-language necessary to discuss these issues. It is clear that the students focused more on adapting their writing for the readers than attending to accuracy.

My findings can to a large extent be explained in terms of raised audience awareness. The peer-review activity provided an opportunity to change roles; the student writers acted as readers which imparted an opportunity to view their writing from a different perspective. However, a comprehensive approach to student-centred assessment, entailing an invitation to the students to contribute to teaching and their own learning process, is important for a successful outcome. In this study, the genre-based approach ensured that the pupils were involved: from the deconstruction of sample texts resulting in a list of success criteria, to the use of the same criteria as a basis for providing feedback and improving their own writing. Much of their extramural language learning is implicit, whereas the full potential of learning from peer review implies a certain degree of explicit learning.

It has been suggested that student-derived criteria do not expand students' thinking (Orsmond, Merry, and Reiling 2000), which would imply that both students' writing and their feedback-giving are restricted. However, by carefully choosing sample texts and providing effective scaffolding, the teacher can help in stretching the understanding of the genre and, consequently, ensure the construction of challenging criteria.

## Conclusion

The purpose of this article was to present an example of how peer review can be implemented and used in order to enhance the writing ability of teenage students already proficient in English. As opposed to previous studies that relied on self-reports to present students' learning from giving feedback (for example Tsui and Ng op.cit.; Min op.cit.), my study drew on a text-based analysis of the actual revision changes. However, my findings should be considered tentative since the study was conducted with a relatively small group of students and the results are based on one single teaching unit. It is true that more than half of the revision changes

could be linked to the peer-review activity, but the remainder of the changes were self-initiated by the pupils. By using think-aloud protocols or interviewing the pupils in direct relation to the revisions, the links to the peer-review activity could have been further clarified.

The key contribution of my findings is that they suggest that peer review can be implemented effectively in school, despite the challenges in terms of demanding curricula and limited time; moreover, it is clear that teenage students' L2 writing can benefit from giving feedback. Specifically, acting as peer reviewers seems to provide the student writers with an additional perspective on their own writing, and thus reinforce their audience awareness, which is a key feature of writing as a social practice. The students in my study were relatively few, but, like many teenagers today, they are growing up surrounded by English. Nowadays, exposure to English outside the classroom necessitates that students contribute to their own learning; thus, it makes sense that they also contribute to their assessment for learning in school.

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## Appendix 1

### Sample text 1

Dear friends in London,

I am so glad you wrote to me, and I really hope we can meet when you come to Sweden! In Sweden there's really not very many places where teenagers hang out, besides cafés and the shopping areas. We often go to each other's homes instead, and hang out there!

If you are interested in art and culture, I think you should visit the museum of photographic and 'Kaknesstornet' which is a tall tower where you can sometimes eat and look at the beautiful view. Other places I think you should visit is the 'old town' which is the oldest part of Stockholm. 'Djurgården' is a large green area, with lots of forests, cafes, gardens and places to visit! Some examples is 'Skansen' where you can look at all kinds of Swedish animals, and eat Swedish candy. 'Gröna Lund', Stockholm's amusement park and 'Rosendal' a great garden, with many kinds of flowers and trees and a big café and restaurant. Otherwise you can go to one of the many cafes or go shopping!

My school is called 'Flodskolan' and there are both girls and boys studying here, I think it's good that we have mixed schools here in Sweden. We don't wear school uniforms in Sweden, and we are allowed to wear both makeup and jewellery! I think that it's good, and bad! There is great to be able to wear what you want, but in the same time, some people I think can't afford the 'cool' clothes and then feel a lot of pressure. You are very welcome to come visit our school when you visit Stockholm

In Sweden many teenagers have some kind of activity after school, and I think it is mostly different kinds of sports, I don't think we have any national sports, like you do. I don't do any sports for the moment, which is bad, because I would like to have something to do with my time! ☺

I don't think a teenager in Sweden knows very much about Great Britain, apart from what is seen in movies, at least I don't. I listen to lots of music, some from your country, but from other parts of the world too.

I really hope my letter will help you and I hope that you will have a great stay here in Sweden! Please contact me when you are coming so that we can meet!

Best wishes,

Mirja

### Sample text 2

Greeting, English friends

Greeting, Keira, Nora and Felicity. I'm going in 'Flodskolan' we don't wear any school uniforms and we are allowed to wear makeup and jewelry, I don't know how it feels to be in a school where it just are boys or girls but I like the fact that we are mixed, how is it too to be in a school where it's just girls?

I would recommend a tourist to go to a Tivoli that are called 'Gröna Lund' it's a where nice Tivoli with a lot of attractions and on the night they got concerts with a lot of famous stars. I would also recommend the national history museum and the nature museum at the history museum you can learn a bit about Sweden and at the nature museum it's about animals and history and a lot more. And if you would like to learn more about Sweden you can go to 'Skansen' it's like a zoo but it got old Swedish history to.

I don't really know where you can meet peoples in your own age so I can't really help you with that, sorry☹. Our national sport would perhaps be soccer. We are changing sport at our sport lessons in the school. I'm training two times in the week and I often have a match in the week. I'm going to start running soon in the morning. I would say that we think that your country has a lot of things to see like for example the eye but your climate is pretty much like ours with the winters and the summers. Infact I have never been in Great Britain, but I would love to know stuff about it. Could you tell that in your next letter? Well I do watch master chef but I think that's all. Do you see a lot of British TV? I don't listen to any British music at all. Can you tell me any British songs that are famous?

I hope that you will have fun.

BYE, BYE

Tyra

## Appendix 2

Criteria list:  
Class B

Try to keep these things in mind when you write your reply letter:

### Content and organization

- Greeting
- Introduction/acknowledging the writer
- Answering/replying to the questions
- Ending
- Signing off.
- Think about the organization
- Tell the recipient about yourself
- Ask questions
- Give good explanations.

### Language

- Sentences shouldn't be too long or too short
- Divide the texts into paragraphs
- Check your grammar
- Check your spelling
- Be polite
- Don't repeat yourself, vary the vocabulary
- Find a flow in your text.