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CONSULTATION BEHAVIOR IN L1 ERROR CORRECTION

An exploratory study on the use of online resources in the Norwegian context

Abstract   This think-aloud study charts the use of online resources by five final-year MA students in a Nordic languages and literacy program based on the analysis of screen and audio recordings of an error-correction task. The article briefly presents some linguistic features of Norwegian Nynorsk that are not common in the context of other European languages, that is, norm optionality with regards to inflection and spelling. While performing the task, the participants were allowed to use all digital aids. This article examines their resource consultation behavior, and it makes use of Laporte/Gilquin's (2018) annotation protocol. The following research questions are posed: What online resources are used by the students? What characterizes the use? Are online resources helpful? This study provides new insights into an as yet little explored topic within the Norwegian context. The findings demonstrate that the participants relied heavily on the official monolingual dictionary Nynorskordboka. Indeed, the dictionary was helpful in the vast majority of the searches, either resulting in error improvement or the validation of a word; that is, many of the searches considered correct words. The findings suggest severe norm insecurity and emphasize the need to improve norm knowledge and metalinguistic knowledge as prerequisites for better utilization of aids. It is also suggested to include necessary information on norm optionality and other commonly queried issues in the dictionary architecture.

Keywords   Consultation behavior; L1 error correction; dictionary use; online resources; Norwegian Nynorsk

Reference

Laporte, S./Gilquin, G. (2018): Annotating the use of online writing resources in a video corpus of written process data in ELAN. Annotation manual version 1.1. http://hdl.handle.net/2078.1/204351.

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