

# Sharing is Caring: Advantages of Sharing a Language Background with Learners as an Annotator of Learner Data in UD

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## Abstract

This paper looks at the impact of annotators sharing a language background with learners when annotating learner data using the Universal Dependencies (UD) framework. We perform a study comparing annotations by two different annotators working on sets of L2 Swedish sentences (learner sentences and target corrections) from the Swedish Learner Language corpus (SweLL) written by learners for whom French is a main writing language. The annotators are both L2 speakers of Swedish but have different knowledge of French: one is a native French speaker and the other has no knowledge of French. We find high annotator agreement, which may indicate a non-significant impact, though we qualitatively observe an advantage in sharing language background.

## 1 Introduction

The Universal Dependencies (UD) framework has been developed in the past years to create a consistent annotation model across languages which includes information about both individual tokens (POS, morphological features) and the grammatical relations between them (de Marneffe et al., 2021). It is an ongoing project nourished by an active community which has developed and clarified both general and language-specific guidelines. The community has also contributed with treebanks, gathering annotated datasets in different languages; as of November 2025, version 2.17 — the last official release at the time of writing — included 339 treebanks across 186 languages (Zeman et al., 2025).

The use of UD as an annotation standard for learner corpora was proposed by Lee et al. (2017b), who argue that rich morphosyntactic annotation can replace explicit error labeling, allowing research on a broader range on L2 phenomena without prejudicing classic error retrieval. To ensure the latter, Lee et al. recommend representing learner data

as parallel L1-L2<sup>1</sup> treebanks composed of learner sentences on one hand, and target corrections on the other. They argue that using these parallel treebanks rather than traditional error-tagged corpora also improves corpus reuse and interoperability.

On this basis, a number of learner treebanks — some parallel, some not — has been developed, e.g. for learner Chinese (Lee et al., 2017a), English (Berzak et al., 2016; Kyle et al., 2022), Italian (Di Nuovo et al., 2022), Greek (Klironomou et al., 2026), Korean (Sung and Shin, 2024) and Swedish (Masciolini et al., 2025a). As is the case for all UD treebanks, learner texts in these datasets are segmented into sentences, tokenized, lemmatized, POS-tagged and annotated for dependencies. Dependency annotation consists of head-dependent links tagged with a *relation type*, which indicates the syntactic role of the dependent with respects to its head. In addition, some of the above mentioned treebanks provide the morphological analysis of each token and/or additional domain-specific annotations and metadata, such as error labels and learner proficiency levels.

Applying the UD framework to learner productions, however, also comes with some challenges related to the idiosyncrasies of interlanguage. This has prompted each annotation effort to develop its own internal annotation guidelines, which in turn led to some inconsistencies between learner treebanks. These are described by Masciolini et al. (2025b), who advocate for harmonized annotation guidelines that take into account learner errors while remaining faithful to UD principles and promoting cross-language comparability.

The annotators of learner data are not always native speakers of the language, but may be L2 speakers themselves. For example, UD\_Swedish-SweLL (Masciolini et al., 2025a), a treebank of

<sup>1</sup>In this paper, we will use L1 to refer to someone's native language, and L2 to refer to their non-native language(s), whether it is their second, or third (and so on) language.

learner Swedish, has been entirely annotated by L2 Swedish speakers, rather than native Swedish annotators. In this study, we continued the annotation of the treebank under the same setup in order to investigate whether having a similar linguistic background between annotator and learners impacts annotation quality.

We devised the following research questions:

- How does the annotator’s native language, as compared to the learners’ main writing language, impact their annotation of learner data and ability to identify causes of errors?
- Can the errors made by learners be identified as being significantly caused by their main writing language?

To answer these questions, we used sentences extracted from the SweLL (Swedish Learner Language) corpus (Volodina et al., 2026). This corpus comprises sentences from adult learners of Swedish with different linguistic background. We focused here on those written by learners who have their highest written proficiency in French.

Two annotators — one whose native language is French and the other who has no prior knowledge of French, and who are both L2 speakers of Swedish — were tasked with annotating sentences of L2 Swedish learners whose main writing language (or one of) is French.

We hypothesize that an annotator whose native language is the same as the learners’ will be able to produce more informed annotations than an annotator who has no knowledge of the learners’ native (or best writing) language.

## 2 Materials and methods

### 2.1 The SweLL corpus

The data we used consists of sentences written by French speakers extracted from the SweLL (Swedish Learner Language) corpus (Volodina et al., 2019, 2025, 2026). This dataset includes sentences taken from essays written by adult learners of Swedish as an L2. Each essay is pseudonymized, error annotated and associated with a correction hypothesis, i.e. a normalized version of the essay, minimally edited so that it adheres to the norms of contemporary standard Swedish.<sup>2</sup> In addition, the corpus comes with information about the language

<sup>2</sup>See respectively Rudebeck and Sundberg (2021) and Rudebeck et al. (2021) for the complete error annotation and normalization guidelines.

background of each learner, as well as about their proficiency in the target language.

In terms of language background, learner metadata specifies both the native language(s) of learners and their best written language(s) (i.e., the language(s) in which the learner has the best written proficiency). A learner can have one or multiple such languages, which often, but not necessarily, coincide with their native language(s). In the case of French, mismatches between L1 and best writing language are particularly frequent: only 59 sentences are authored by French native speakers, while including all sentences where French is listed among the learner’s writing languages leads to a substantially bigger sample (142 sentence pairs).<sup>3</sup> Even so, it should be noticed that French is not one of the dominant languages in SweLL, where the most represented L1 is by far Arabic (117 essays), followed by Kurdish, English, Dari and Persian (34-47 essays). Rather than on the amount of data available, our choice of language was based on the linguistic competence of the annotators.

As for proficiency, each learner is assigned an approximate proficiency level (*Nybörjare* ‘beginner’, *Fortsättning* ‘intermediate’ or *Avancerad* ‘advanced’). Our French subcorpus mostly consists advanced-level productions (89 sentence pairs). The remaining 56 pairs are beginner-level, meaning that intermediate level is not represented at all. In-progress work on the SweLL corpus, however, includes the CEFR labeling of each text, intended to provide further nuance and improve cross-language comparability.

### 2.2 Annotation

Two annotators participated in this project. Both have English and Swedish as L2s. The native language of one of them (AnF) is French while the other (AnI) has no prior knowledge of that language, their native language being Italian. AnI was more experienced in UD annotation than AnF.

We decided to automatically pre-parse and annotate the data with UDPipe 2 (Straka, 2018) with the 2.15 Talbanken model (the most recent model at the time of the study), then went through the annotations manually. Each annotator worked on their own files, to keep a trace of both annotations even after annotation conflict resolution. As for the rest of the SweLL treebank, manual work mainly

<sup>3</sup>In the resulting subcorpus, L1s other than French are Albanian, Arabic, Berber languages (not further specified), Kirundi and Somalian.



with the full text context, before it was split into individual sentences.

Sentence (2), *Det tar tid för att förklara vad lycka är* [‘It takes time (for) to explain what happiness is’], brought up questions around the relation between *förklara* and the root token *tar*. We reflected that the redundant preposition could have been added as an interference from French, in which a natural translation could be *Il faut du temps pour expliquer* [‘It needs time for explaining’] and agreed on *advcl*<sup>8</sup> because of the preposition *för*, whereas the analysis of the correction uses the label *csubj*<sup>9</sup>.

While both original and correction are arguably grammatical in sentence (3) (the form of the verb *styr* [‘to rule’] is the same for singular and plural), the use of the word *trenden* [‘the trend’, definite singular] rather than the more idiomatic indefinite plural form *trender* suggested in the correction can be seen as a reflection of the French *la mode* [lit. ‘the fashion’]. However, both AnF and AnI noticed this parallel, as the same construction (*la moda*) also exists in Italian.

There was some discussion about whether to add the *Foreign=Yes*<sup>10</sup> feature to *persons* (4). This token is in place of the Swedish plural form of *person* [‘person’], *personer*. While AnI considered it to be a loan from English, AnF thought it may have been an attempt to create a plural form from the Swedish singular and the French plural formation (which most often adds *-s* at the end of the word). We ultimately agreed on the latter interpretation, thus not adding the *Foreign* feature. This could hint at a need for a more specific feature tag to mark foreign inflection; however, it remains to be seen whether this phenomenon is sufficiently common and well defined to justify a new tag. Similarly, the misspelling *temperature* (instead of *temperatur* (5)) may be a transfer from English, or from the French *température*. Since English is not among the learner’s top-proficiency languages, we annotated it with *Foreign=Yes* and *Lang=fr*<sup>11</sup>.

Finally, the phrase *som av de* [lit. ‘who/which/that of they’] (6) clearly shows interference from English (‘some of them’). Metadata, where we can see that English is also one of this learner’s writing languages alongside French, also supports this hypothesis. We therefore annotate following the guidelines for English (cf.

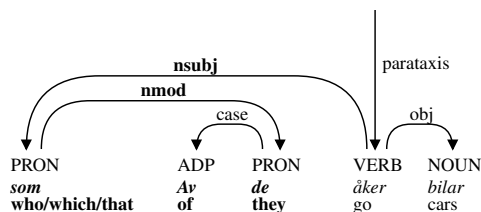


Figure 2: Fragment of sentence (6). The literal translation of the phrase is difficult to analyze, but we argue that *som av de* mimics the English construction ‘some of them’ and annotate accordingly: the relative pronoun *som* is treated as a subject *åker* and the subtree *av de* becomes its nominal modifier.

Figure 2), and including the miscellaneous tag *CalquedLang=en*<sup>12</sup>.

## 4 Discussion

The scores of the annotator disagreement metrics show a strong agreement between the two annotators. It is important to note that the sample under consideration is relatively small (only 139 sentences), which makes generalization difficult.

Common disagreements arose due to AnF’s lesser experience with UD. For example, the disagreements about punctuation heads was often due to AnF’s lack of familiarity with the UD conventions in that regard (i.e., to connect the punctuation to the dependent). Other disagreements of that sort are linked to corner cases using semi-mandatory dependency subtypes (e.g. *nsubj:outer*<sup>13</sup>).

If we take this into consideration, paired with the high agreement observed, this may indicate that the annotators’ different native languages do not significantly impact their annotation as much as their experience in annotating, as relatively few differences are spotted.

From our qualitative analysis, we can see that learner errors due to language interference stem not only from French but also other languages. Sentences (1) to (3) we consider as having interference from French, while sentences (4) and (5) show interferences from a language that could be French or another (such as English). We consider the interference in sentence 6 to have been from English.

Furthermore, there were only few sentences for which these errors led to annotator disagreement. This may show a limited advantage of having a native French annotator as opposed to someone who

<sup>8</sup>[universaldependencies.org/u/dep/advcl](https://universaldependencies.org/u/dep/advcl)

<sup>9</sup>[universaldependencies.org/u/dep/csubj](https://universaldependencies.org/u/dep/csubj)

<sup>10</sup>[universaldependencies.org/u/feat/Foreign](https://universaldependencies.org/u/feat/Foreign)

<sup>11</sup>[universaldependencies.org/misc.html#lang](https://universaldependencies.org/misc.html#lang)

<sup>12</sup>The inclusion of this tag in the official UD documentation is currently under discussion; see [github.com/UniversalDependencies/docs/issues/1181](https://github.com/UniversalDependencies/docs/issues/1181).

<sup>13</sup>[universaldependencies.org/u/dep/nsubj-outer](https://universaldependencies.org/u/dep/nsubj-outer)

has no knowledge in French, though we cannot say that this advantage is inexistent: for sentences (1) or (4), knowledge of French grammar and syntax led to a better understanding of the errors.

Language learning and teaching is a complex process of which errors are a necessary part. Our research shows that a learner's L2 Swedish written production can be influenced by their linguistic background as a whole, and not only by their main writing language. This adds to the findings in [Długosz \(2023\)](#), which show that L1 Polish learners of Swedish as a third (or fourth) language produce gender assignment errors which are due to misconstrued gender in their L2 German. In trilingual speakers, non-native languages seem to interfere with each other more than with their native language ([de Bruin et al., 2023](#)).

[Bartolotti and Marian \(2017\)](#) found evidence that vocabulary building when learning a new language depends on each previously known language, which could also explain why some errors (like sentence 5) are difficult to identify as coming from one language or another, especially when the terms in all languages are similar.

In a context where most learners share a common native language (such as native French speakers studying Swedish in France), recognizing such mistakes may lead to the creation of useful teaching tools. However, if there is greater diversity of linguistic backgrounds (such as immigrants studying Swedish in Sweden), spotting errors specific to one's native language may be too ambitious on a class level, though it may still be beneficial at an individual level. Identifying the exact root cause of an error may thus be less important than understanding the linguistic repertoire that a learner already possesses and its possible diversity.

## 5 Conclusions and future work

In this study we looked at two annotators' annotations of L2 Swedish learner sentences and target corrections to find out if the annotator (AnF) with a similar linguistic background — in terms of being proficient in French writing — as the learners had an advantage over the annotator (AnI) without. The annotation work carried out for this study enriches the UD\_Swedish-SweLL with 134<sup>14</sup> new double-annotated sentence pairs, included in the treebank

<sup>14</sup>A few of the sentences considered in this study had already been made available as part of the treebank first release. In these cases, the new annotations were compared with the old ones and used to improve the existing dataset.

from the 2.18 UD release (May 2026).

Our analysis of the annotations found that while AnF brought valuable insight for specific cases, the overall disagreement between annotators was small. We also found that it was not simple to identify the language causing errors due to language interference, as learners could and did have non-native languages interfere with their writing production as well. We conclude by highlighting the complexity of the linguistic repertoire learners and the importance of taking the learning context into account.

One could improve on this study by involving more experienced annotators, perhaps only native Swedish speakers and native French speakers. This may limit the disagreements due to differences in UD guidelines interpretation, and narrow down the languages that may impact the interpretation and annotation of learner sentences. Likewise, limiting the sentences studied to those produced only by L1 French speakers may help in identifying how annotators' native languages matching (rather than overlapping) with learners' impacts annotation.

It would be interesting to study specific learner levels as well. At beginner levels, interference from other languages might be greater, and so more important to spot. However, at higher levels, the interference may become more subtle, and thus a better understanding of the learner's language background may be beneficial to spot it.

Finally, reproducing this study with a larger number of sentences, or looking at different native languages, may bring further insight, and help us determine whether there is a significant advantage to matching annotators' native languages to that of the learners' when annotating L2 learner data.

## Limitations

The first limitation present in this study is the difference of experience in UD annotation and linguistic analysis between the two annotators, which was the cause of some disagreements due to AnF lack of knowledge of specific dependency subtypes, for example. The number of annotators was also limited, and their native languages (French and Italian) are close linguistically, which may have lessened the influence of their difference. Both annotators were also fluent in other languages aside from Swedish and French (which were the main languages relevant in this study), which may also have had an impact on their annotation.

Another limitation was the fact that many of the

learners, while they all had French as a main writing language, also had other languages either as writing languages or their native language. Only 59/142 sentences were written by L1 French speakers, who possibly have also learned other languages (such as English) before Swedish. However, the SweLL metadata does not allow us to reliably know which additional language(s) the learners know. This may mean that, while French may influence their Swedish production and explain some of the errors, others languages (whether written or spoken) may impact it as well, which is not taken into account in this study's setup (though discussed in Sections 3 and 4).

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## A Quantitative annotation: IAA on learner sentences

Metric	Precision	Recall	F1 Score	AlignedAcc
Tokens	100.00	100.00	100.00	
Sentences	100.00	100.00	100.00	
Words	100.00	100.00	100.00	
UPOS	99.02	99.02	99.02	99.02
XPOS	99.66	99.66	99.66	99.66
UFeats	98.42	98.42	98.42	98.42
AllTags	97.61	97.61	97.61	97.61
Lemmas	99.45	99.45	99.45	99.45
UAS	94.67	94.67	94.67	94.67
LAS	92.66	92.66	92.66	92.66
CLAS	91.84	91.97	91.90	91.97
MLAS	88.78	88.90	88.84	88.90
BLEX	91.23	91.35	91.29	91.35

Table 1: Annotator agreement between AnF and AnI’s annotations of the original learner sentences. Sentences org-682-train, org-828-train, and org-1497-train have been excluded as they were split by one annotator and not the other.

## B Quantitative annotation: IAA on correction hypotheses

Metric	Precision	Recall	F1 Score	AlignedAcc
Tokens	99.87	99.96	99.91	
Sentences	100.00	100.00	100.00	
Words	99.87	99.96	99.91	
UPOS	99.49	99.57	99.53	99.62
XPOS	99.79	99.87	99.83	99.91
UFeats	98.94	99.02	98.98	99.06
AllTags	98.68	98.77	98.72	98.81
Lemmas	99.74	99.83	99.79	99.87
UAS	95.24	95.32	95.28	95.36
LAS	93.66	93.74	93.70	93.78
CLAS	92.64	92.89	92.76	92.95
MLAS	91.15	91.40	91.27	91.46
BLEX	92.50	92.75	92.63	92.81

Table 2: Annotator agreement between AnF and AnI’s annotations of the corrected target sentences. Sentences trg-682-train, trg-828-train, and trg-1497-train have been excluded as they were split by one annotator and not the other. The tokens and words metrics are not 100.00 due to sentence trg-1210-train, where one of the annotators tokenized ‘second hand-butiker’ into 4 tokens while the other into 2.

## C Learner sentences showing language interference and their target corrections

- (1) ORIGINAL  
*En bra social status hjälper att anpassa sig till samhället , och med en bra utbildning kan hjälpa man att få ett bra arbete .*  
A good social status helps to adapt oneself to the.society , and **with a good education can help** one to get a good job .

CORRECTED  
*En bra social status hjälper en att anpassa sig till samhället , och en bra utbildning kan hjälpa en att få ett bra arbete .*  
A good social status helps one to adapt oneself to the.society , and **a good education can help** one to get a good job .

‘A good social status helps one to fit into society, and a good education can help one get a good job.’

- (2) ORIGINAL  
*Det tar tid för att förklara vad lycka är .*  
It **takes time for to explain** what happiness is .

CORRECTED  
*Det tar tid att förklara vad lycka är .*  
It **takes time to explain** what happiness is .

‘It takes time to explain what happiness is.’

- (3) ORIGINAL  
*Det är absolut inte trenden som styr hur jag väljer mina kläder utan varför och hur de skulle kunna skydda mig på det bästa sätt .*  
It is absolutely not **the.trend** that rules how I choose my clothes but why and how they would can protect me in the best way .

CORRECTED  
*Det är absolut inte trender som styr hur jag väljer mina kläder , utan hur de ska kunna skydda mig på bästa sätt .*  
It is absolutely not **trends** that rule how I choose my clothes , but how they will can protect me in best way .

‘It is absolutely not trends that guide how I choose my clothes, but how they will be able to protect me in the best way.’

- (4) ORIGINAL  
*Sedan ska du boka tid . Därför att de vill bara 25 persons varje dag och det är billigare .*  
Then will you book time . Because that they want only 25 **persons[misspelled]** every day and it is cheaper .

CORRECTED  
*Sedan ska du boka tid därför att de vill bara ha 25 personer varje dag och det är billigare .*  
Then will you book time because that they want only have 25 **people** every day and it is cheaper .

‘Then you will book a time because they only want to have 25 people every day and it is cheaper.’

- (5) ORIGINAL  
*De är nödvändiga , särskilt när barnen blir sjuka och deras temperatur stiger på natten och man måste aka till vårdcentralen .*  
**temperature[misspelled]** rises at night and one must drive[misspelled] to the.health.center .

CORRECTED

*Det är nödvändigt , särskilt när barnen blir sjuka och deras temperatur*  
It is necessary , especially when the children become sick and their **temperature**  
*stiger på natten och man måste åka till vårdcentralen .*  
rises at night and one must drive to the health center .

‘It is necessary, especially when the children gets sick and their temperature rises at night and you need to drive to the health center.’

(6) ORIGINAL

*Folken , kommer till fotbollsplan som Av de åker bilar eller Tar bus*  
The peoples[misspelled] , come to football.field **that Of them** drive cars or Take bus  
*eller tog . det är olika Men jag bor precis mittemot fotbollsplan .*  
or train[misspelled] . it is different But I live exactly opposite football.field .

CORRECTED

*Folk kommer till fotbollsplanen genom att åka bil eller ta buss eller tåg , det*  
People come to the football.field through at drive car or take bus or train , it  
*är olika Men jag bor precis mittemot fotbollsplanen .*  
is different But I live exactly opposite the football.field .

‘People come to the football field by driving a car or taking a bus or train, it is different but I live right across from the football field.’