



UNIVERSIDAD NACIONAL DE LOJA

**FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN
ENGLISH LANGUAGE DEPARTMENT**

TITLE

THE DEVELOPMENT OF THE GRAMMATICAL
COMPETENCE THROUGH DIRECT CORRECTIVE
FEEDBACK AMONG NINTH YEAR A STUDENTS AT
UNIDAD EDUCATIVA JOSÉ ÁNGEL PALACIO OF THE
CITY OF LOJA DURING THE 2016-2017 SCHOOL YEAR

Thesis as a previous requirement to
obtain the Bachelor's Degree in
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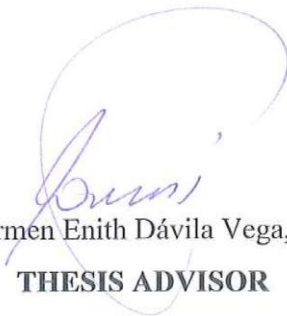
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Loja, August 25th, 2017



Dra. Carmen Enith Dávila Vega, Mg.Sc.

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DEDICATION

I want to dedicate this work to God and to my little son Nicolas, who is the main inspiration in my life. To my dear parents, Mercedes and Agustin, to my siblings, Mayra and Franklin, and to the rest of my family who have helped me during the development of this research.

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MATRIZ DE ÁMBITO GEOGRÁFICO

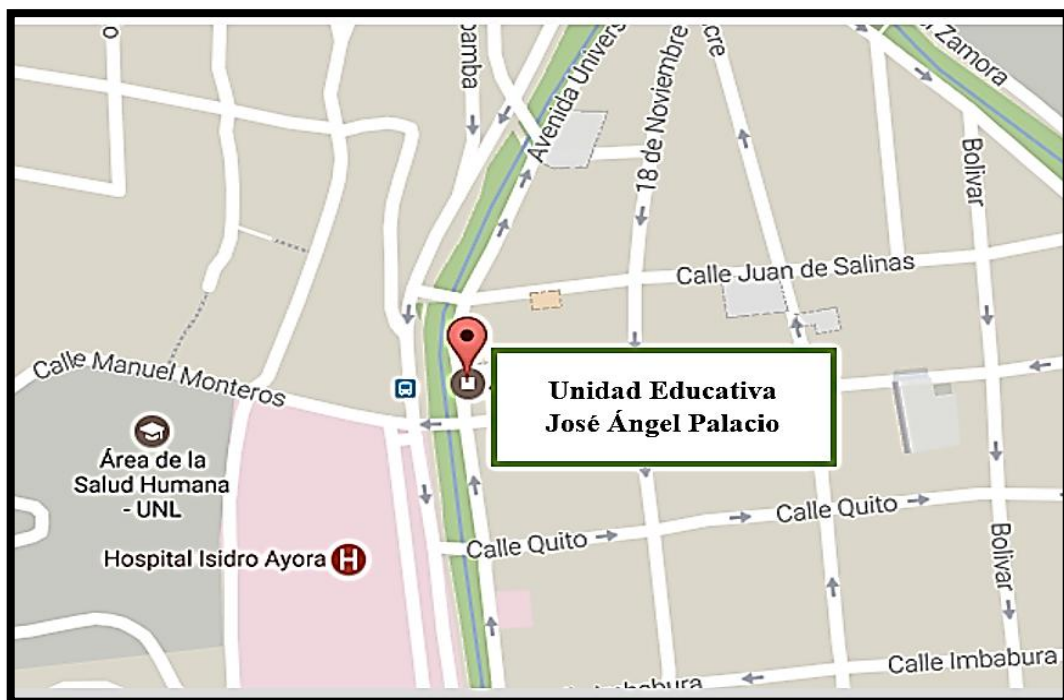
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a. TITLE

THE DEVELOPMENT OF THE GRAMMATICAL COMPETENCE THROUGH
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DURING THE 2016-2017 SCHOOL YEAR

b. RESUMEN

El objetivo del siguiente trabajo de investigación fue desarrollar la competencia gramatical a través de retroalimentación correctiva directa con los alumnos de noveno año de la Unidad Educativa José Ángel Palacio durante el año académico 2016-2017. Se utilizaron los métodos analítico-sintético, estadístico, científico y descriptivo para analizar y procesar la información. Los instrumentos utilizados para recolectar los datos fueron hojas de observación, pruebas y cuestionarios aplicados a 29 estudiantes. Los resultados indicaron que los estudiantes incrementaron sus conocimientos satisfactoriamente en el uso de las estructuras gramaticales, hacer preguntas y responderlas en forma corta o larga, reconocer las formas del verbo y diferenciar las partes del habla. En conclusión, el uso de retroalimentación correctiva directa mejoró notablemente la competencia gramatical del estudiante, permitió que expresaran sus propias ideas, entender a otros y se sientan en confianza para participar activamente y tener buen desempeño en todas las actividades desarrolladas en clase.

ABSTRACT

The aim of this research work was to develop grammatical competence through direct corrective feedback with the ninth year A students at Unidad Educativa José Ángel Palacio during the academic year 2016-2017. The analytical-synthetic, statistical, scientific and descriptive methods were used to analyze, and process information. The instruments used to collect the data were observation sheets, tests, and questionnaires, applied to 29 students. The results indicated that students increased their grammatical competence knowledge to an average level by being able to use grammatical structures easily, asking questions and answering them in short or long forms, to recognize the subject verb agreement, and differentiate the parts of speech. In conclusion, the use of direct corrective feedback improved notably student's grammatical competence, allowed them to express their own ideas, understood others and feel more confident to participate actively and to have good performance in all activities developed in class.

c. INTRODUCTION

The development of the grammatical competence is rather important, as Richards & Schmidt (2013) claim, it is concerned with the mastery of the language code (verbal or non-verbal). It also includes rules of the language such as vocabulary, word formation, sentence formation, pronunciation, spelling and linguistic semantics. Furthermore, this competence focuses on the knowledge and skills required to understand and accurately express the literal meaning of utterances in communication. Thus, grammatical competence is necessary for all students who are either learning a new language or acquiring it.

In many educational institutions grammar is not a subject of students' interest and learners have trouble using the language in writing or speaking. In speaking, students are afraid of participating in English because they do not properly manage the grammar rules and feel really nervous about committing errors. In writing, students have faults in their pieces, especially regarding grammar.

Similarly, the students of Ninth Year of Basic Education, who were part of the intervention plan faced problems in several aspects of grammar such as in communicating by using grammatical structures, in asking and answering questions affirmatively or negatively in assigning the subject and the verb form properly and in recognizing the parts of speech. All the problems mentioned above have prompted this research about how corrective feedback strategy develops grammatical competence.

This theme was chosen in order to develop the students' grammatical competence through the application of corrective feedback. This is because corrective feedback is one of the most powerful influences on learning and achievement. It aims to fill a gap between what is understood and what is supposed to be understood (Hattie and Timperley 2007).

The following specific objectives were stated: to look for the theoretical references about direct corrective feedback as a corrective strategy and its application to grammatical competence; to diagnose the issues that limit the development of the grammatical competence in the foreign language; to design an intervention plan based on the direct corrective feedback in order to improve the grammatical competence; to apply the most suitable techniques of direct corrective feedback in order to improve the grammatical competence; and, to reflect upon the effectiveness that direct corrective feedback as a corrective strategy had among students.

The methods that were used in this work are the following: the analytic/ synthetic method, which helped to analyze all the information found through the observation checklist, questionnaires and the pre-and post-test, and then to interpret and make a logical analysis to draw the conclusions. The statistical method, that helped establish an analysis in a quantitative and qualitative way about the results gathered from the research. The scientific method, which helped the researcher develop the phases in the observations before and during the intervention. Finally the descriptive method that enabled to describe the different stages of the study and the kind of resources used by the researcher.

This thesis work was divided into the following components: first, there is the Introduction, which has the contextualization of the problem, the central problem and the reasons why the theme was chosen, the specific objectives of the study, the methodology used and finally, the content of the thesis itself. Then, there is the Literature Review, which has theory about the two variables Grammatical Competence and direct corrective feedback. Finally corresponding to Materials and Methods, the designing of the research work are included as well as the methods, techniques, instruments, procedures and the group of students used as population in the investigation.

The Results section displays the data, presented in graphs and tables and containing the respective analysis. The Discussion part shows an analysis of what has been discovered with the gathered data as well as general results of the research work. The Conclusions section establishes the most outstanding findings and in the Recommendations, there are some suggestions to improve students' grammatical competence based on the research.

d. LITERATURE REVIEW

Grammatical competence

N. Chomsky 1993 as cited in Millrood & Maksimova (2014) state grammatical competence was defined, as theoretical and practical knowledge of a limited number of grammatical rules, which allow generating an unlimited number of correct sentences. It can be assumed that the grammatical competence in the context of learning a foreign language is a set of theoretical knowledge (rules) and language skills that are necessary and sufficient for students to construct correct sentences, to understand them, to monitor grammatical errors, to pass judgments about right and wrong linguistic forms, and to perform language testing tasks.

Grammatical competence is an important skill to develop as a tool to learn grammatical structures of a language and to use them effectively in communication, also (Council of Europe, 2001) argue grammatical competence is the aptitude to understand and express sense by producing and recognizing correctly phrases and sentences.

Grammatical competence is a significant ability that permits learners to know and understand the correct use of language forms. Furthermore, without knowledge of the linguistic code, communication would be absolutely impossible to accomplish (Gómez-Rodríguez, English Textbooks for Teaching and Learning English, 2009).

Grammar is the structural base of the ability to express ourselves. The more we are aware of how grammar works, the more we can derive the meaning and

effectiveness of the way we and others use the language. It can help encourage precision, detect ambiguity and achieve the richness of expression available in English. In other words, the function of grammar is to convey messages correctly.

Moore, et al. (2008) argues that grammar is the system of rules by which we form words and sentences with a logical sense to make sentences correctly. Grammar is also important for writing, reading and speaking. Furthermore, there are many strategies that help improve this competence, such as: telling stories, consciousness-raising, pictures, story narration, playing games, role play, songs and movies. All of these aspects are techniques and strategies to learn grammar in a naturally. They catch students' attention and so they obviously have more interest in class, and in thus, teacher achieve success in class.

It can be seen from the analysis above that grammatical competence is linked to the following aspects:

Sentence formation

A sentence is a grammatical unit of one or more words that starts with a capital letter and ends with a period. In academic writing, the sentence is the level at which it begin to make sense in the text, and where it can make grammatical errors. In other words, a sentence is a group of words expressing a complete thought.

Sentences can be classified in two different ways, by function and by structure. By function, there are declarative sentences, which in turn are classified in:

Declarative sentence. It is a sentence in the form of a statement in contrast to a command (imperative), a question (interrogative), or an exclamation (exclamatory). Declarative sentences are the most common type of sentence in the language. Also

called a declarative clause. In a declarative sentence, the subject normally precedes the verb. A declarative sentence almost always ends with a period (English Grammar Revolution, 2009).

Affirmative sentences

An affirmative sentence is a common term for any statement that is positive, not negative. It is also used to describe any general action, event, speech, or expression.

Structure of Affirmative: Subject+ verb+ object+ Adjunc

Example:

I want to visit the place as soon as possible.

We got the message a few days ago from John.

Negative sentences

Negative sentences usually includes the negative element "not" or the contracted negative "n't". They are used to express the negative expressions in case of daily acts, events, speeches, and so on. Example:

I do not want to visit the place.

We didn't get the message from John (Parvej, 2014).

Interrogative sentences

An interrogative sentence is a type of sentence that asks a question. These kinds of sentences are typically marked by an inversion of the subject and predicate. That is, the first verb is an auxiliary phrase that appears before the subject and of course, an interrogative sentence ends in a question mark. This kind of sentence can be:

McCarthy (2008) explain that Wh-question is a term in generative grammar for a question that is formed with an interrogative word (what, who, whom, whose,

which, when, where, why, or how) and that expects an answer other than "yes" or "no" However, Wh-questions are also called question-word and is used to find out more information about a topic.

What is used for a thing. Example: 'What is it?'

Who is used for a person. *Whose* has the same meaning but it is always followed by a noun. Example: 'Who were you talking to?' 'Whose car is that?'

Why is used for a reason. Example: 'Why were you late?'

When is used for a time or date. Example: 'When did you start working here?'

Which is used for a choice. Example: 'Which do you prefer, tea or coffee?'

Where is used for a place. Example: 'Where do you live?'

How is used for an amount or the way. Example: 'How much does it cost?'

Wh Questions Structure

Wh questions in the simple present use "do" or "be". Take a look at the structure for each of these verbs.

Do

Wh + do/does + subject + verb

examples:

Where do you work?

When does she wake up?

Who is your brother?

Be

Wh + be + subject

examples:

Where are you from?

Who is that man?

When is your class?

Yes/ No questions

In 2005, Learn English Language state that Yes / No questions are also called closed questions because there are only two possible responses: Yes or No. When forming a Yes / No question, it must include one of these verbs: BE, DO, HAVE, or a modal verb. It is impossible to ask a Yes / No question without one of these verbs. Examples:

Am I your friend? Yes. / Yes, you are. / Yes, you are my friend.

Is this a good restaurant? No. / No, it is not. / No, it is not a good restaurant.

Subject verb agreement

In English grammar, it means the subject and verb must agree in number. This means both need to be singular or both need to be plural. In singular subjects use verbs with singular endings (e.g. the dog barks; the teacher says). In plural subjects use verbs with plural endings (e.g. the dogs bark; the teachers say). The verb usually follows immediately after the subject; however, extra care should be taken in the following cases: 1. Subject and verb are separated 2. Subject has two or more parts (compound subject) 3. Subject comes after the verb 4. Subject is connected by 'or', 'nor', 'either . . . or', 'neither . . . nor' words 5. Subject is a special type of pronoun 6. Subject is a collective noun or non-count noun (The University of New England).

Examples:

My dog always growls at the postal carrier.

Basketballs roll across the floor.

Five dollars is the price of that shirt.

The gift he gave his friend was a book.

Parts of speech

Grammar is the system and structure of a language and when you're talking about grammar, it's useful to know some basic terms. The following are called parts of speech and they each have their own function.

Nouns. A noun is traditionally defined as the part of speech or word class that names or identifies a person, place, thing, quality, or activity.

Pronouns. A pronoun is a word that takes the place of a noun, noun phrase, or noun clause. It can also function as a subject, object, or complement in a sentence.

Verbs. It is the part of the sentence that tells what is happening, has happened or is going to happen.

Adjectives. These are words that describe or modify a noun or pronoun. A modifier is a word that limits, changes, or alters the meaning of another word. Adjectives are also usually placed before the noun.

Adverbs. An adverb describes, or modifies, verbs, since they simply explain most about the action. For example:

He quickly runs

She slowly walks

He happily chatters

Adverbs can also describe adjectives or other adverbs. They provide more information about that other descriptive word. For example:

He very quickly runs. In this sentence, quickly is an adverb describing the word runs. Very is another adverb, this time describing the word quickly.

Preposition. These *are* joining words, sometimes called connectives, which are used to show a time, place, or ownership relation between two nouns/pronouns or a noun and a verb.

Interjection. It is a word or group of words used to express strong feeling. It can be an actual word, or merely a sound and is followed by an exclamation mark (!) or a comma. Examples: Wow! Oh! Oh, no! Ouch! Never! Fabulous! Fantastic! Ah! No!

Conjunctions. Conjunctions are used to join words, phrases, or clauses. Conjunctions can be found in any position in a sentence except the very end (Fall, 1998).

Corrective Feedback

Feedback should open doors, not close them. In this respect, we have to be particularly careful with the words we use when giving feedback to students. Tell positive words such as 'excellent' can cause problems when feedback on the next piece of work is only 'very good'. In second language teaching, corrective feedback is an indication to a learner that his or her use of the target language is incorrect.

Corrective feedback techniques

- *Explicit correction.* Explicitly provides the learner with the correct form with an indication that his/her rendition was incorrect

– S: *The dog run fastly.

– T: “Fastly” doesn’t exist. “Fast” does not take –ly.

You should say “quickly”.

- *Recasts*. Without indicating that the student's utterance was incorrect, the teacher reformulates the student's error, or provides the correction.

– S: *Why you don't like Marc?

– T: Why don't you like Marc?

- *Clarification requests*. By using phrases like "Excuse me?" or "I don't understand," "What do you mean by...?", the teacher indicates that the message has not been understood or that the student's utterance contained some kind of mistake and that a repetition or a reformulation is required.

– T: How often do you wash the dishes?

– S: Fourteen.

– T: Excuse me. (Clarification Request)

– S: Fourteen.

– T: Fourteen what? (Clarification Request)

– S: *Fourteen for a week.

– T: Fourteen times a week? (Interrogative Recast)

– S: Yes. Lunch and dinner.

- *Metalinguistic feedback*. Without providing the correct form, the teacher poses questions or provides comments or information related to the formation of the student's utterance. This technique indicates the presence of an error and generally provides information about its locus and nature through metalinguistic clues

– S: *We look at the people yesterday.

– T: What's the ending we put on verbs when we talk about the past?

– S: /e-d/

- *Elicitation*. Refers to the use of many strategies teachers adopt to elicit the correct form from the students, pausing (e.g., “It’s a ...”), asking questions (e.g., “How do we say X in English?”), and asking Ss’ to reformulate their own utterances (example below) as examples of these strategies.

– S: *My father cleans the plate.

– T: (Excuse me), he cleans the _____?

– S: Plates?

- *Repetition*. It refers to teachers repetition of the learner’s incorrect utterance generally with a change in intonation (rising, in most cases)

– S: *I have three new toy.

– T: Three new toy? (Kartchava, 2014)

Corrective Feedback in Second Language Acquisition

Corrective feedback is a suggestion to students that his or her use of the target language is incorrect, and it includes a variety of responses that a language learner receives. Moreover, corrective feedback can be explicit (e.g. “No you should say goes, not go.”) or implicit (e.g. “Yes, he goes to school every day.”), and may or may not include meta-linguistic information (e.g. “Don’t forget to make the verb agree with the subject.”) (Lightbown & Spada, 1999).

The effectiveness of corrective feedback depends on multiple factors, including:

- The particular features of language being corrected
- The conditions relating to the provision of teacher correction
- The appropriateness of the student’s stage in his/her language learning process to benefit from the correction (timing of the process)

- The ability of learners to notice a gap between what they want to say and what they can say, leading them to differentiate what they do not know from what they know only partially (the noticing function) (Schmidt & Frota, 1986).

Corrective feedback is most beneficial when it occurs in response to naturally-occurring errors or in the context of ongoing efforts to communicate. The function of corrective feedback is to provide information that learners can actively use in modifying their behavior. The information available in the feedback allows learners to confirm, contradict, and possibly modify the hypothetical, transitional rules of their developing grammars (Ferreira, Moore, & Mellish, 2017).

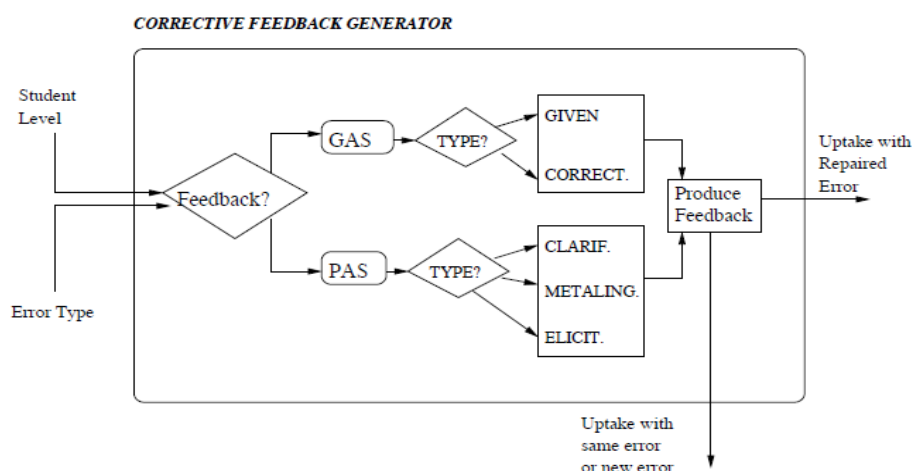


Fig.2. Model of Corrective Feedback Generation.

(Ferreira, Moore, & Mellish, 2017).

Corrective feedback

Corrective feedback can be used to draw learners' attention to mismatches between the learners' production and the target-like realization of these hard-to-learn forms. However, second language learners must attend to and notice details and differences between the target language and their interlanguage and its

representation in their grammar production or output. Corrective feedback, by juxtaposing learning output with input, can assist the acquisition of certain hard-to-learn forms by increasing the likelihood that they will be noticed.

Corrective feedback in Second Language Acquisition is a corrective response to a language learner's non-targetlike production (Li, 2010 as cited in Bower & Kawaguchi, 2001). Corrective feedback has the potential to draw language learner attention to non-targetlike aspects of language output.

Feedback

Feedback is one of the most powerful influences on learning and achievement. It is abstracted as data provided by a teacher, concerning aspects of one's understanding or performance. Furthermore, feedback wants to give material precisely concerning the task or process of learning that fills a gap between what is understood and what is aimed to be understood. There are diverse ways to do this like affecting procedures such as amplified work, incentive, or engagement.

Feedback is any response made in relation to students' work, such as an assessment task, a performance or product. It can be given by a teacher. However, feedback is intended to acknowledge the progress students have made towards achieving the learning outcomes of a unit. Moreover, good feedback is constructive and points students to ways in which they can improve their learning and achievement.

Feedback is intended to strengthen and consolidate learning. We need to look carefully at how we can best make critical feedback equal empowering to learners.

Feedback could be done personally by praising students for the effort related to performance on the task. Examples of such feedback include “You are a great student” and “That’s an intelligent response, well done” (Hattie & Timperley, 2007).

Feedback may be given after the episode, through the occasion, or both. Moreover, “feedback can be provided even in the absence of any learning action, and may even cause a learning event to take place thereafter” Race,(2001). In other words feedback can ideally cause learning-by-doing and even create some motivation in order to have positive feedback.

Feedback Strategies

Timing. - The sooner the better; the purpose of giving immediate or only slightly delayed feedback is to help students hear it and use it.

Intimate and individual. - Feedback needs to fit each student's achievement, individual nature.

Amount. - Making a judgment about the amount of feedback requires that your feedback should give students a clear understanding of what to do next on a point or points so that they can see they need to work on.

Mode. - Feedback can be delivered through many modalities. Some kinds of assignments lend themselves better to written feedback, others to oral feedback and some to demonstrations, but the best feedback can result from conversations with the student.

Audience. - Feedback works better when it has a solid and proper sense of the audience.

Feedback Principles

- Promote dialogue and conversation around the goals of the assessment or task
- Emphasize the instructional aspects of feedback and not only the correctional dimensions
- Remember to provide feed forward to indicate what students need to think about in order to bring their task performance closer to the goals
- Specify the goals of the assessment task and use feedback to link student performance to the specified assessment goals
- Engage the students in practical exercises and dialogue to help them to understand the task criteria
- Design feedback comments that invite self-evaluation and future self-learning management
- Enlarge the range of participants in the feedback conversation-incorporate self and peer feedback (Spiller, 2009)

Kinds of feedback

Explicit Feedback

In 2005 Bitchener et al. (as cited in Andersson, 2011) argue direct, or explicit, feedback in writing refers to a teacher who detects an error and writes the correct form beside the error. Indirect feedback refers to a teacher who instead indicates to the student that one or several errors have been made and gives the grammatical rules for the error, the student will thereby find the error themselves and correct them

Consistent Feedback

Feedback must be consistent. Teachers need to look at student work together, becoming more consistent over time and formalizing their judgments in highly descriptive rubrics supported by anchor products and performances. By extension, if we want student-to-student feedback to be more helpful, students have to be trained to be consistent the same way we train teachers, using the same exemplars and rubrics. (Educational Leadership, 2012)

Comprehensive feedback

Comprehensive feedback is what most ESL and EFL teachers practice and it refers to a teacher who corrects all the errors in a learner's written work (Andersson, 2011).

Selective feedback

Selective feedback refers to a teacher who selects specific errors to be corrected and ignores other errors. Selective feedback can be specified to one error type (e.g. errors in the use of the past simple) or “target more than one error type but will still restrict correction to a limited number of pre-selected types (e.g. simple past tense; articles; prepositions)” (Andersson, 2011).

Varnosfadrani and Basturkmen (2009), as cited in Anongnad Petchprasert (2012), argue that explicit corrective feedback in general is “the process of providing the learner with direct forms of feedback.” They explained further that this feedback can be the crossing out of a word, phrase, or morpheme, the provision of grammar rules, or the oral clarification of written metalinguistic explanations.

Positive and developmental feedback

Positive Feedback applies where the person has performed well. You use it to highlight why or how the job was done well, and how it linked to expected outcomes or behaviors. Developmental Feedback applies where a person has not performed behaved in line with expectations. You use it to highlight where and why performance was not up to expectations and explore how they might do it better next time (Blenkiron, 2012).

Training Students to Use Feedback

To make sure students respond in the best way possible, there are two critical elements that we must train our students on: reflection and goal-setting, and we must give them time in class to do them.

Student Reflection. First, students must be given time in class to review the feedback they receive. Encourage students to review their own work in addition to looking at the feedback provided. Encourage students to look at the grade, the rubric, and the standards all together so they get a clear sense of how they performed. Perhaps even provide students with an opportunity to look at other previous assignments as well so they get a more comprehensive view of their progress.

Student Goal-Setting. On formative work, it is essential that students take the feedback they receive and leverage it for their improvement. In addition to just reflection, have the students each set a small, reasonable goal for their next opportunity. This will allow students to respond to their feedback by identifying one particular area they would like to improve for next time (Catapano, 2009).

Giving immediate feedback to student responses, correcting and clearing up inconsistencies in student logic, and asking for explanations to answers increases student performance. Immediate feedback increases the probability of correctly answering a question in the future, especially if answered incorrectly and corrected in the first iteration (Center for Leadership and Innovation in Medical Education, 2016).

Delayed feedback. Advocates of delayed feedback believe that it is more effective than immediate feedback because of the Delay Retention Effect, a phenomenon in which learners who have feedback delayed for some period purportedly recall significantly more than subjects who see the feedback immediately following a learning assessment activity (Lemley, 2005).

Direct corrective feedback has the advantage that it provides learners with explicit guidance about how to correct their errors. Also, direct corrective feedback is probably better than indirect corrective feedback with students who have a low level of proficiency in writing. However, direct corrective feedback can be effective in promoting acquisition of specific grammatical features (Jalaluddin, 2015).

S. Jay & Wu (2004), says that immediacy of feedback is important because it provides students with information about how well they are doing. If the behavior is incorrect, the immediate feedback allows the learners to make corrective modifications and prevents continued practice of the incorrect behavior. On the other hand, if the behavior is correct, immediate feedback can motivate students to continue. In addition, feedback gives learners information about the progress they are making towards their goals.

e. MATERIALS AND METHODS

Materials

In the present research work, the following human, material and technical resources were used. The human resources were twenty-nine students in ninth grade, the researcher who applied the intervention plan, and the teacher, who monitored the students' work. The thesis advisor who assisted the researcher concerning to the application of the intervention plan. In material resources, paper was used to print the project and to make copies of some activities for students, as well as students' book was also used. The technical resources used were the computer, which was helpful to type the information, the printer to produce the worksheets, the internet to research the information and finally, the projector and CD player that were used to give explanations about the theme of the study work

Design of the research

This research work was based on the theory of Action Research developed by Burns (2010), who establishes that it is a general approach for research done by undergraduate practitioners and postgraduate students. Action Research has the potential to make a substantial impact on the process of teaching and learning.

The model mentioned above implicates identifying a problem with grammatical competence, planning a change through the application of an intervention plan with the use of corrective feedback, acting and observing the processes as well as the consequences and reflecting on the results gathered through the corresponding evaluation.

Methods

The following general methods were applied during the research:

The Analytic/ Synthetic Method was used to analyze all the information found through the observation checklist, questionnaires and pre- and post-tests, also it was used to make the interpretation and logical analysis of the data and to draw the conclusions.

The Statistical Method was used to collect and analyze all the answers, which were represented in graphs to indicate the percentages and results gotten in the questionnaires, checklists and tests applied to students, and then give a quantitative and qualitative analysis.

The Scientific Method facilitated the study of direct corrective feedback as a learning strategy to improve the basic grammatical competence in English Foreign Language. It helped in the observation phases done before and during the intervention. This Method also assisted during the prediction of the possible solutions; it assisted with the gathering of the data to make relevant predictions and the analysis of them.

The Descriptive Method enabled the researcher to describe the different stages of the study and the kind of resources used. It served to explain and analyze the object of the investigation.

Techniques and instruments

Quantitative and qualitative research techniques such as: pre-and post-tests, pre-and post-questionnaires, observation checklist and field notes were selected for data collection and were applied at the beginning, middle and end of the intervention.

Tests: The test allowed students to perform cognitive tasks in relation to basic grammatical skills.

A **pre-test and a post-test** were given at the beginning and at the end of the intervention plan; the pre-test contained five questions designed to measure the performance of grammatical competence that students had; and, at the end, the post-test assisted to determine if students had improved in grammatical competence with direct corrective feedback.

The questionnaires given to the participants had five questions related their attitudes and feelings towards the direct corrective feedback as strategy. A pre-and a post-questionnaire were given to make a comparison between the results. Furthermore, the data collected by the questionnaires was supported by the test results.

The researcher used an observation sheet to monitor the students' performance of the basic grammatical competence. This observation sheet was a self-developed instrument that describes accurately and comprehensively the indicators as well as all the relevant aspects of the dependent variable, grammatical competence.

Field notes were useful for the researcher to record a description of the events, activities and participants' behaviors, as well as attitudes and feelings during the intervention.

Population

In the present research work, there were twenty-nine students of ninth year of basic education A of Unidad Educativa José Ángel Palacio. Composed by 16 boys and 13 girls.

f. RESULTS

This section points out how the objectives of the present Action Research work were accomplished.

Objective One was fulfilled through the investigation of suitable theoretical references about grammatical competence and direct corrective feedback, taking into account the most appropriate information some authors discussed. This theoretical reference was the basis of designing the intervention plan and the instruments, it was also useful to analyze the results gathered and to give some suggestions.

Objective two was achieved through the pre-test results that are shown in Table 1 and permitted the researcher to diagnose the students' limitations in grammatical competence.

Objective three was accomplished through the design of the intervention plan, which included eight lessons that were executed over two months with ninth year students of Basic Education.

Objective four was achieved through the application of direct corrective feedback and the results gathered from the questionnaires, presented in Tables 2-6.

Objective five was verified with the post-test findings that are shown in Table 7, which were useful to confirm the effectiveness of direct corrective feedback on students' achievements.

Pre-Test Results

Objective two: To diagnose the issues that limit the development of the grammatical competence amongst ninth year A students at Unidad Educativa Jose Angel Palacio during the 2016 – 2017 school year.

a. Table 1

Pre-Test Scores of 9th Year A of Basic Education in Grammatical Competence

Students' Code	DS (2)	Wh (2)	Y/N (2)	SVA (2)	PS (2)	Score (10)
UEJAP9A01	0.00	2.00	0.50	0.00	0.00	2.50
UEJAP9A02	0.00	2.00	2.00	0.00	0.00	4.00
UEJAP9A03	0.00	2.00	0.00	0.00	0.00	2.00
UEJAP9A04	0.00	2.00	0.50	0.25	0.00	2.75
UEJAP9A05	1.00	2.00	1.00	0.00	0.00	4.00
UEJAP9A06	1.00	1.00	1.00	2.00	0.00	5.00
UEJAP9A07	1.00	2.00	1.00	0.00	0.00	4.00
UEJAP9A08	1.00	2.00	1.00	0.00	0.00	4.00
UEJAP9A09	1.00	1.00	1.00	2.00	0.00	5.00
UEJAP9A10	1.00	1.00	1.00	2.00	0.00	5.00
UEJAP9A11	0.00	2.00	0.75	0.00	0.00	2.75
UEJAP9A12	0.00	2.00	0.00	0.00	2.00	4.00
UEJAP9A13	0.00	2.00	0.50	0.00	0.00	2.50
UEJAP9A14	2.00	2.00	1.00	0.00	0.00	5.00
UEJAP9A15	0.00	2.00	0.00	0.00	0.00	2.00
UEJAP9A16	0.00	2.00	0.00	0.00	0.00	2.00
UEJAP9A17	1.00	1.00	2.00	0.00	0.00	4.00
UEJAP9A18	2.00	2.00	0.00	0.00	0.00	4.00
UEJAP9A19	2.00	1.00	0.00	0.00	2.00	5.00
UEJAP9A20	1.00	2.00	1.00	0.00	2.00	6.00
UEJAP9A21	2.00	0.25	0.00	2.00	2.00	6.25
UEJAP9A22	2.00	0.50	0.00	2.00	2.00	6.50
UEJAP9A23	0.00	2.00	1.50	0.00	0.00	3.50
UEJAP9A24	2.00	2.00	0.75	0.00	2.00	6.75
UEJAP9A25	0.00	2.00	2.00	0.00	0.00	4.00
UEJAP9A26	2.00	2.00	0.75	0.00	2.00	6.75
UEJAP9A27	2.00	0.50	0.50	2.00	0.00	5.00
UEJAP9A28	2.00	2.00	0.50	0.00	0.00	4.50
UEJAP9A29	2.00	0.25	2.00	0.00	2.00	6.25
MEAN	0.97	1.60	0.77	0.42	0.55	4.31

Note. UEJAP=Unidad Educativa José Ángel Palacio; 01= Students Code; DS=Declarative sentences; Wh= Wh questions; Y/N= Yes/No questions; SVA= Subject Verb Agreement; PS= Parts of Speech.

b. Interpretation and Analysis

As it is showed in table 1, the total mean score obtained by students in grammatical competence was 4,31 out of 10, which shows that the students had a failing level of English knowledge (see Grading Scale p.137). However, the highest mean score obtained was for Wh- questions 1.60/2, which indicates that students used different kinds of questions, but they were not correctly used, when students read the answer, which was a clue to find the right question, they were able to identify and relate answers with their appropriate question. On the other hand, in the aspect of subject-verb agreement, students got the lowest mean score, which was 0.42/2. It means that students had difficulties in assigning the correct grammatical person in accordance with the verb.

Consequently, it is evident that students faced limitations using English grammatical patterns, especially in subject-verb agreement. According to Council of Europe (2001) mentions that grammatical competence is an important skill to develop as a tool to learn grammatical structures of a language and to use them effectively in communication, also grammatical competence is the aptitude to understand and express sense by producing and recognizing correctly phrases and sentences.

Comparison of the Pre and Post Questionnaire Results

Objective Four: To apply the most suitable techniques of direct corrective feedback as a strategy in order to improve the grammatical competence among ninth year A students at Unidad Educativa José Angel Palacio during the 2016 – 2017 school year.

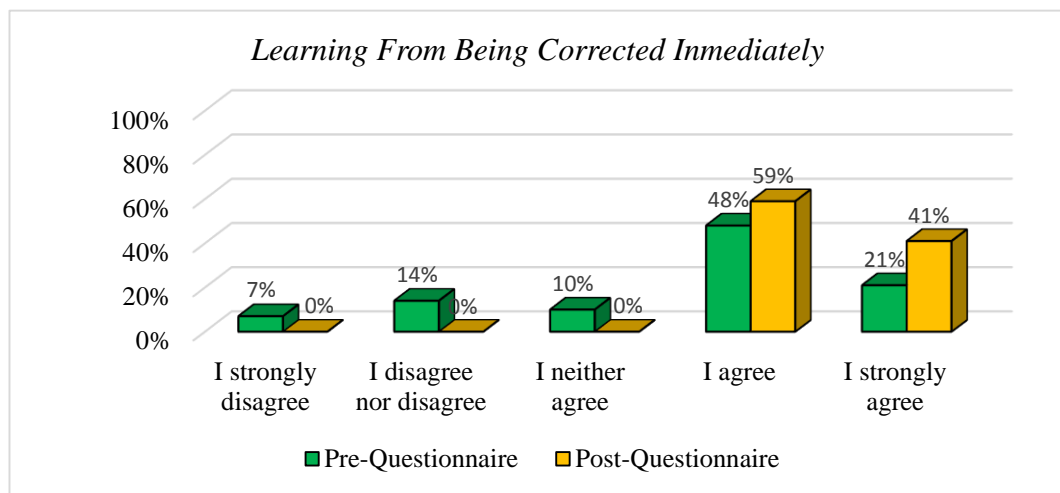
Question 1: I feel I have learnt a lot from being corrected immediately.

a. Table 2

Learning From Being Corrected Immediately

	Pre-Questionnaire		Post-Questionnaire	
	f	%	f	%
I strongly disagree	2	7	0	0
I disagree nor disagree	4	14	0	0
I neither agree	3	10	0	0
I agree	14	48	17	59
I strongly agree	6	21	12	41
TOTAL	29	100	29	100

b. Figure 1



c. Interpretation and Analysis.

As it is shown in Table 2, before the intervention several students (48%) answered that they agreed that they learn from being corrected immediately. This indicates that students learnt when the teacher pointed out their mistakes during English class. However, after the intervention plan in the post-questionnaire, the results changed, and more than half of the students (59%) thought that they learned a lot and increase their grammatical knowledge. This is because feedback was given

immediately in every class to solve students' questions and through this, their performance improved considerably. Thus, giving immediate feedback to student responses, correcting and clearing up inconsistencies in student logic and asking for explanations to answers increases student performance. Immediate feedback increases the probability of correctly answering a question in the future, especially if answered incorrectly and corrected in the first interaction (Center for Leadership and Innovation in Medical Education, 2016).

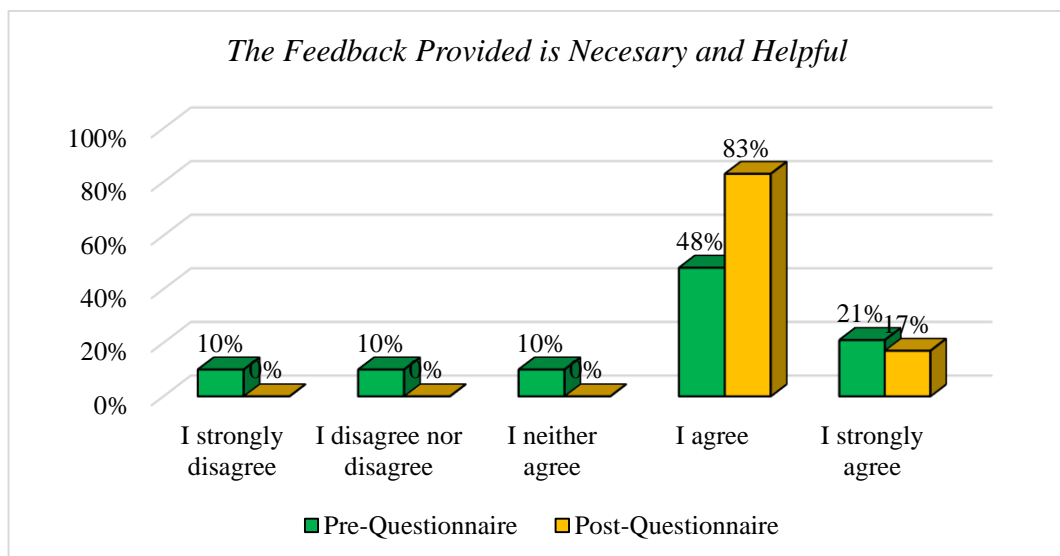
Question 2: I think that the feedback provided is necessary and helpful.

a. Table 3

The Feedback Provided is Necessary and Helpful.

	Pre-Questionnaire		Post-Questionnaire	
	f	%	f	%
I strongly disagree	3	10	0	0
I disagree nor disagree	3	10	0	0
I neither agree	3	10	0	0
I agree	14	48	24	83
I strongly agree	6	21	5	17
TOTAL	29	99	29	100

b. Figure 2



c. Interpretation and Analysis

As it is indicated in Table 3, a number of students (48%) agree that direct corrective feedback is necessary and helpful. It suggests that the way that they receive feedback helps improve students' learning. Then, after applying corrective feedback, the results changed, most of the students (83%) understood the class better, obtained good results and they were able to do their assignments well.

In relation to what has been mentioned, feedback is intended to acknowledge the progress students have made towards achieving the learning outcomes of a unit. Moreover, good feedback is also constructive, and points students to ways in which they can improve their learning and achievement (Hattie & Timperley 2007).

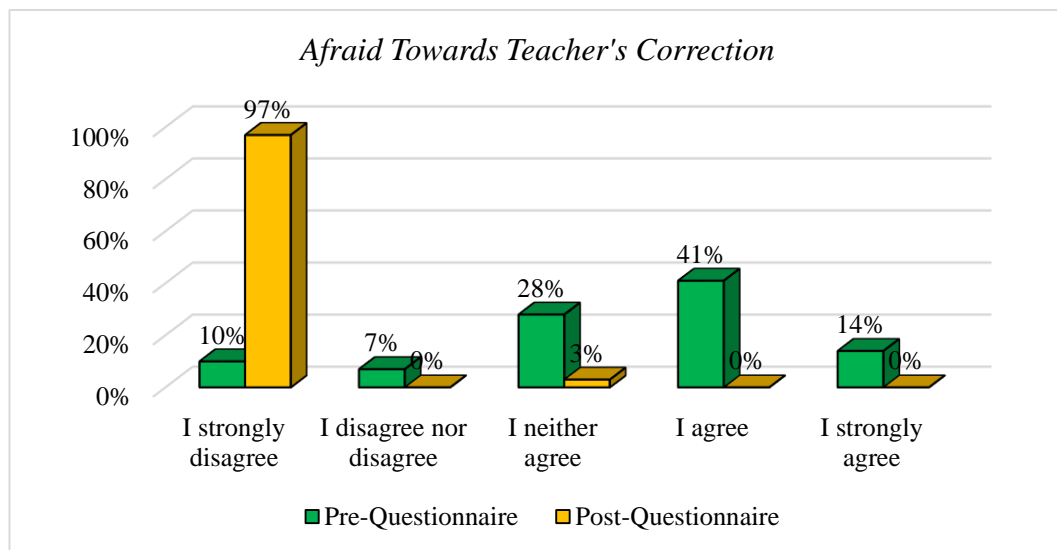
Question 3: I am afraid that my English teacher is ready to correct every mistake that I make in class.

a. Table 4

Afraid Towards Teacher's Correction.

	Pre- Questionnaire		Post-Questionnaire	
	f	%	f	%
I strongly disagree	3	10	28	97
I disagree nor disagree	2	7	0	0
I neither agree	8	28	1	3
I agree	12	41	0	0
I strongly agree	4	14	0	0
TOTAL	29	100	29	100

b. Figure 3



c. Interpretation and Analysis

The information displayed in Table 4 showed that several students (41%) felt afraid of being corrected by their English teacher on every mistake they made in class. Thus, the poor communication is shown between the teacher and students in this target group. Nevertheless, after the application of the intervention plan, almost all learners (97%) indicated they did not feel afraid anymore of being corrected on their mistakes, because the way in which the feedback was given helped students to improve their English knowledge. Therefore, students showed positive attitudes in class participation and good performance, and in that way, they learned better. In this sense, Hattie & Timperley (2007) suggest that feedback is intended to strengthen and consolidate learning. We need to look carefully at how we can best make critical feedback equally empowering to learners.

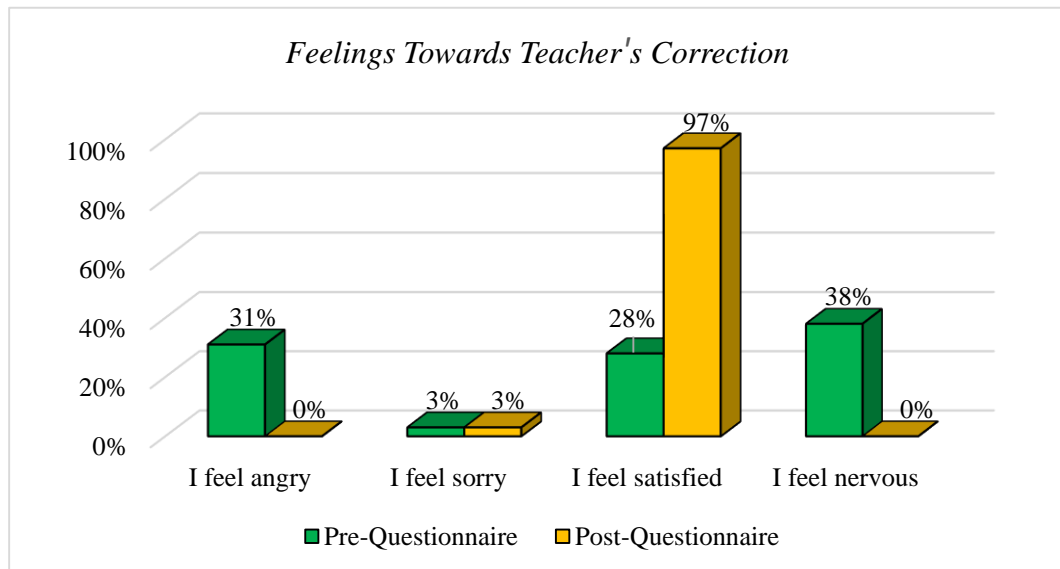
Question 4: How do you feel when the teacher immediately corrects your mistakes?

a. Table 5

Feelings Towards Teacher's Corrections

	Pre-Questionnaire		Post-Questionnaire	
	f	%	f	%
I feel angry	9	31	0	0
I feel sorry	1	3	1	3
I feel satisfied	8	28	28	97
I feel nervous	11	38	0	0
TOTAL	29	100	29	100

b. Figure 4



c. Interpretation and Analysis

According to the information shown in Table 5, it can be seen that (38%) answered that they felt nervous when the teacher immediately corrected them. Thus, it shows that positive feedback has little practice. After the intervention plan, most of the students (97%) expressed that they felt satisfied to work with direct corrective feedback in the class. Thus, the attitude of students towards being corrected by the teacher became positive, due to the confidence that the teacher offered the students. They felt more comfortable when the teacher corrected their mistakes, thus teaching

and learning was successful. Therefore, feedback could be done personally by praising students for the effort related to performance on the task. Examples of such feedback include “You are a great student” and “That’s an intelligent response, well done” (Hattie & Timperley, 2007).

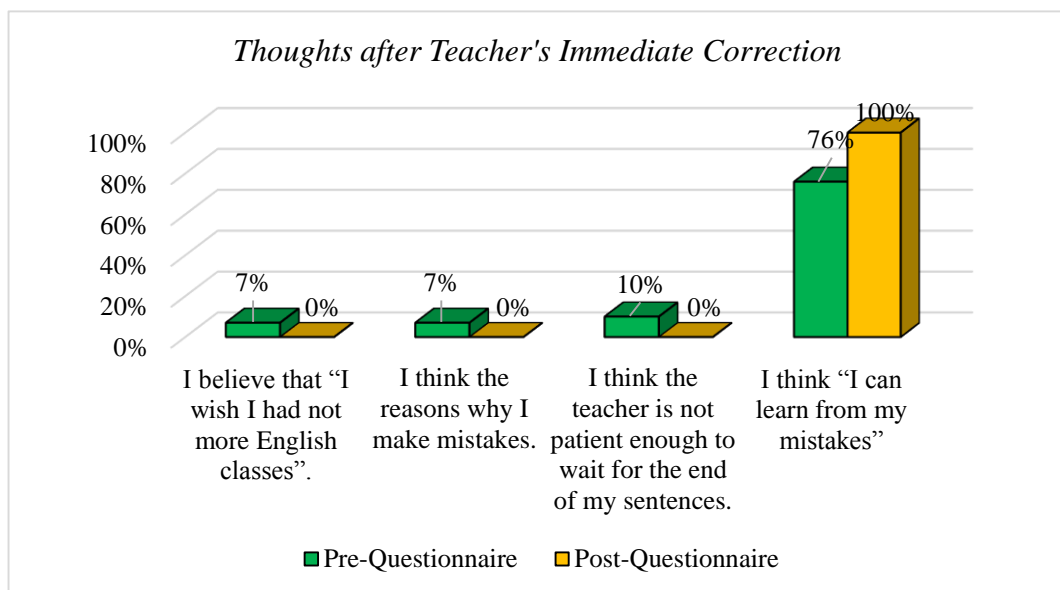
Question 5: What do you think and what do you do after the teacher’s immediate correction?

a. Table 6

Thoughts after Teacher’s Immediate Correction

	Pre-Questionnaire		Post-Questionnaire	
	f	%	f	%
I believe that “I wish I had not more English classes”.	2	7	0	0
Reasons why I make mistakes.	2	7	0	0
I think the teacher is not patient enough to wait for the end of my sentences.	3	10	0	0
I think “I can learn from my mistakes”	22	76	29	100
TOTAL	29	100	29	100

b. Figure 5



c. Interpretation and Analysis

Table 6 indicates in the pre-questionnaire that more than half of the students (76%) thought that they could learn from their mistakes. However, not all of them agreed with that premise because other students pointed out that the teacher was not patient enough or that they even wished they did not have any more English classes. It showed that after the application of direct corrective feedback as a teaching strategy, the students' attitude toward teachers' correction was positive.

As a consequence of this process, the post-questionnaire showed a notable change, since all students (100%) thought that they learn a lot from mistakes. If students make mistakes and the teacher corrects it, they learn; if not, they continue making the same mistakes.

Direct corrective feedback has the advantage that it provides learners with explicit guidance about how to correct their errors. Also, direct corrective feedback is probably better than indirect corrective feedback with students who have a low level of proficiency in writing. However, direct corrective feedback can be effective in promoting acquisition of specific grammatical features (Jalaluddin, 2015).

Post-test results

Objective Five: To reflect upon the effectiveness of the direct corrective feedback as a corrective strategy amongst ninth year A students at Unidad Educativa Jose Angel Palacio during the 2016 – 2017 school year

a. Table 7

Students' Code	DS (2)	Wh (2)	Y/N (2)	SVA (2)	PS (2)	Score (10)
UEJAP9A01	1.50	2.00	2.00	1.50	2.00	9.00
UEJAP9A02	1.50	2.00	2.00	2.00	2.00	9.50
UEJAP9A03	1.50	2.00	1.50	1.50	2.00	8.50
UEJAP9A04	2.00	1.00	2.00	1.50	2.00	8.50
UEJAP9A05	1.00	0.00	0.00	0.00	1.00	2.00
UEJAP9A06	2.00	2.00	2.00	1.00	2.00	9.00
UEJAP9A07	2.00	1.00	2.00	1.00	2.00	8.00
UEJAP9A08	2.00	2.00	2.00	2.00	2.00	10.00
UEJAP9A09	2.00	1.00	1.00	0.00	1.00	5.00
UEJAP9A10	2.00	1.00	1.00	1.50	2.00	7.50
UEJAP9A11	1.50	2.00	1.00	2.00	0.50	7.00
UEJAP9A12	1.50	2.00	2.00	1.50	2.00	9.00
UEJAP9A13	2.00	2.00	2.00	2.00	2.00	10.00
UEJAP9A14	2.00	2.00	2.00	2.00	2.00	10.00
UEJAP9A15	1.50	2.00	1.00	2.00	2.00	8.50
UEJAP9A16	1.50	2.00	2.00	1.50	2.00	9.00
UEJAP9A17	1.50	2.00	1.00	1.50	2.00	8.00
UEJAP9A18	2.00	1.50	2.00	2.00	2.00	9.50
UEJAP9A19	2.00	2.00	2.00	0.50	2.00	8.50
UEJAP9A20	1.50	1.00	1.50	1.00	1.00	6.00
UEJAP9A21	2.00	2.00	2.00	0.00	1.00	7.00
UEJAP9A22	2.00	1.00	1.00	2.00	2.00	8.00
UEJAP9A23	2.00	2.00	2.00	1.00	2.00	9.00
UEJAP9A24	1.00	2.00	1.00	1.50	1.00	6.50
UEJAP9A25	1.50	1.50	2.00	1.00	1.00	7.00
UEJAP9A26	2.00	1.50	2.00	2.00	2.00	9.50
UEJAP9A27	1.50	0.50	1.50	2.00	0.50	6.00
UEJAP9A28	1.50	2.00	2.00	2.00	2.00	9.0
UEJAP9A29	2.00	2.00	1.00	2.00	0.50	7.50
MEAN	1.72	1.62	1.60	1.43	1.64	8.02

Note. UEJAP= Unidad Educativa José Ángel Palacio; 01= Student Code; DS=Declarative sentences; Wh= Wh questions; Y/N= Yes/No questions; SVA= Subject Verb Agreement; PS= Parts of Speech.

b. Interpretation and Analysis

The findings in Table 7, showed an improvement in the students' English grammatical competence demonstrated with the mean score of 8,02/10. It means

that students increased their knowledge in grammatical competence to an average level, which is not to 100%, but their progress was noteworthy. Particularly, the highest mean score was for declarative sentences (1,72/2), where students were able to construct affirmative sentences and label pictures. Consequently, students reduced the problems concerning grammar, and the lowest scores were for subject-verb agreement (1.43/2), because they had difficulties in matching the subject with its corresponding verb. In the same sense, Richards & Schmidt (2013) claim that grammatical competence is concerned with the mastery of the language code (verbal or non-verbal). It also includes rules of the language such as vocabulary, word formation, sentence formation, pronunciation, spelling and linguistic semantics. Furthermore, this competence focuses on the knowledge and skills required to understand and accurately express the literal meaning of utterances in communication.

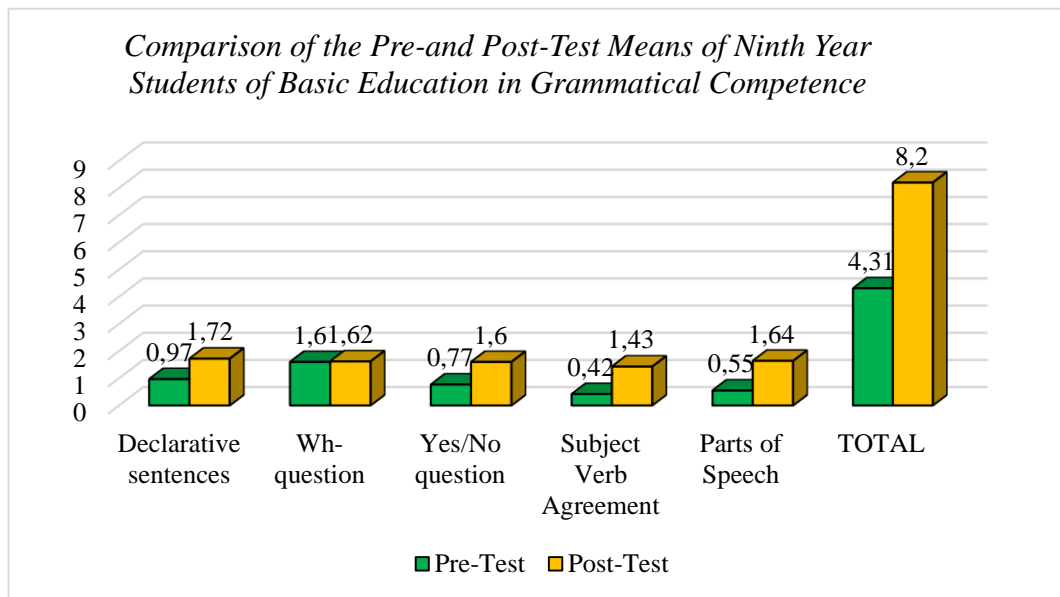
Comparing Pre-and Post-Test Means

a. Table 8

Comparison of the Pre-and Post-Test Means of ninth Year Students of Basic Education in Grammatical Competence

	Pre-Test	Post-Test
Declarative sentences	0,97	1,72
Wh-question	1,60	1,62
Yes/No question	0,77	1,60
Parts of speech	0,55	1,64
Subject Verb Agreement	0,42	1,43
TOTAL	4,31	8,02

b. Figure 6



c. Interpretation and Analysis

The findings in Table 8 show that students meaningfully improved in almost all the aspects, evidenced by the increase of mean scores from 4, 31 to 8, 02. The results demonstrated that the use of direct corrective feedback as a strategy in class encourages students to improve to an average level in some aspects of grammatical competence. Thus, in sentence construction, in asking and answering questions, in recognizing the parts of speech and finally, in subject-verb agreement, students could increase their grammatical knowledge, which is why they got a high score on the post-test.

g. DISCUSSION

Based on the findings of this research, results demonstrate that it had a significant impact on the development of the ninth year students' grammatical competence at Unidad Educativa José Ángel Palacio. The significant progress those students had in English grammatical competence was reflected in their grades, 4,31/10 on the pre-test and 8/10 points in the post-test. In the same way, the findings in the pre-and post-questionnaires, the researcher's field diary and the observation sheet indicate the meaningful changes students had while they worked in class. Their participation increased, they no longer felt bad about being immediately corrected, they were sure to respond in the best way and completed their assignments well. As Hattie and Timperley (2007) say, feedback is one of the most powerful influences on learning and achievement, it fills a gap between what is understood and what is aimed to be understood.

The pre-test demonstrated that a big quantity of students faced problems in the aspects concerning grammatical competences. Thus, they had trouble in using grammatical structures, in asking and answering questions affirmatively or negatively, in assigning the subject with the verb properly and in recognizing the parts of speech. However, after the intervention plan, in the post-test learners had relevant growth in the aspects of grammatical competence. They use grammatical structures easily, make questions and answer them either in short or long forms. They are able to recognize those subjects that agree with certain verbs and also, most of them could differentiate the different parts of speech. So, the use of direct

corrective feedback was very helpful, not only to improve students' grammatical competence, but also to clarify doubts and facilitate their understanding.

The attitude of the students during the intervention was really good, at the beginning they were a little bit nervous or afraid when the researcher corrected them for their mistakes, which was understandable because they did not practice this strategy all the time. During the application, they could gradually see the advantages of feedback, they even raised their hands to participate and to be corrected. At the end, learners felt satisfied and motivated about the application of direct corrective feedback and increased their knowledge about the English language.

This work faced some limitations but was also enriched with its strengths. During the application of the intervention plan, students collaborated responsibly to complete the activities, and the majority of them liked to be corrected in order to improve their English knowledge. The teacher was very cooperative and provided students with support when it was necessary. Also, the time was enough to work with the activities planned. However, the limitations of this research were the size of the classroom, which was not adequate for 29 students; the physical conditions of it were not suitable for teaching. Moreover, some students missed classes and then they were behind the rest of the group and had difficulties in understanding the new topics regarding grammar. Despite of all these situations, both researcher and students felt satisfied with the results obtained at the end of the intervention plan.

The use of the direct corrective feedback strategy contributed to developing the students' grammatical competence. It helped the students to notice their errors,

learn better and increase their English performance. Learners felt enthusiastic and excited to learn. They participated without fear of being wrong in the activities planned by the researcher. Therefore, with this strategy, students were able to become active in class, do their tasks without problems and to engage with the learning process.

h. CONCLUSIONS

- Students of ninth year A at Unidad Educativa José Ágel Palacio faced difficulties that limit the development of grammatical competence. Thus, students had trouble in communicating clearly, they were unable to handle the structure of the sentences, and to recognize and differentiate the parts of speech. They also had problems in asking questions and answering affirmatively or negatively using the correct words and grammar structures in order to communicate the information accurately.
- The application of direct corrective feedback techniques minimized the learners' limitations regarding their performance in grammatical competence. These techniques as explicit correction, recast, clarification request and metalinguistic feedback helped students to improve their communication in class. They learned a lot and felt satisfied from been corrected, they clarified doubts and increased their knowledge participating and doing assignments well without fear of make mistakes, demonstrating a meaningful difference from the beginning.
- The use of direct corrective feedback was effective, students improved notably their grammatical competence knowledge. The improvement in grammar allowed them to express their own ideas and understood others, so their interest in learning increased. This strategy makes students to feel more confident to participate actively and to have good performance in all activities developed in class.

i. RECOMMENDATIONS

- Teachers should diagnose the level that students have in English language learning and specially in grammatical competence in order to be aware of their strengths and weaknesses. Teachers should design a plan based on the students' needs and grammatical issues to overcome their learning difficulties that limit their progress.
- Teachers should consider the use of the direct corrective feedback techniques in classes. These techniques are very helpful to make students realize the mistakes they make, also they stimulate students to be more careful and pay attention on their subject. Directive corrective feedback must be done clearly, in good terms without offending or denigrating learners, correcting students in a subtle way, so students learn to use grammatical structures correctly.
- Teachers ought to evaluate periodically the techniques applied in class. This allows teachers to know if those techniques were effective or not in the development of their classes. Teachers also should continue applying Direct Corrective Feedback techniques, it helps encourage students to improve their learning, also motivate them to participate and collaborate in the development of all activities in class.

j. BIBLIOGRAPHY

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k. ANNEXES



1853

UNIVERSIDAD NACIONAL DE LOJA

ÁREA DE LA EDUCACIÓN EL ARTE Y LA COMUNICACIÓN

ENGLISH LANGUAGE DEPARTMENT

THEME

THE DEVELOPMENT OF THE GRAMMATICAL COMPETENCE
THROUGH DIRECT CORRECTIVE FEEDBACK AMONG NINTH
YEAR A STUDENTS AT UNIDAD EDUCATIVA JOSÉ ÁNGEL
PALACIO OF THE CITY OF LOJA DURING THE 2016-2017
SCHOOL YEAR

Thesis project as a previous requirement to
obtain the Bachelor's Degree in Science of
Education, English Language Specialization.

AUTHOR

MÓNICA ROCÍO JUNCAY GUANUCHE

LOJA – ECUADOR

2016

a. THEME

THE DEVELOPMENT OF THE GRAMMATICAL COMPETENCE
THROUGH DIRECT CORRECTIVE FEEDBACK AMONG NINTH
YEAR A STUDENTS AT UNIDAD EDUCATIVA JOSÉ ÁNGEL
PALACIO OF THE CITY OF LOJA DURING THE 2016-2017
SCHOOL YEAR

b. PROBLEM STATEMENT

Background

The present research work will be carried out at Unidad Educativa José Ángel Palacio during the academic year 2016-2017. This prestigious institution was named like the famous benefactor and philanthropist José Ángel Palacio, who was noted for his literary works, skills humanism, and citizenship at the service of the Loja's society and especially of poor children who study at this institution. This institution has been functioning since October 1938 with the name of Jose Angel Palacio; the Municipio of Loja donated the land to the Government of Ecuador for the only and exclusive purpose of construction of a school, as recorded in a Public Deed, on July 11, 1956.

Nowadays, the school functions in the evening section and it has with over 300 students, 20 teachers, a principal and special teachers for laboratories of Natural Sciences, Computer Science, English Language and practical options. Because of the enthusiasm and pedagogical work of their teachers, the campus has acquired prestige and respectability within the educational community of Loja

Current situation of the problem.

One of the goals of the Education Curriculum for English as Foreign Language for Educación General Básica Media (2016) is “To develop the personal, social, and intellectual skills needed to achieve their potential to participate productively in an increasingly globalized world that operates in English”. In addition, students are expected to reach a certain level of English when graduating from Educación General Básica Media, in this case graduating from 10th EGB with an A2 level.

Consequently, learners in their first years of secondary education will be taught what they have already learned in terms of grammar and vocabulary, with new, context-specific vocabulary being added. One of the main reasons for this being the case is the gap between stronger and weaker learners, which increases in secondary education, due to the coming together of students from different primary schools. It also needs bearing in mind that when learners move from primary to secondary school, they also experience important changes in methodology and teaching approaches. As primary learners, they are instructed mainly through games, songs, rhymes, and playful activities.

In response to this problem, this research project proposes to investigate several options for making the ninth-year students aware of the importance of the grammatical competence which will allow them to communicate better using grammatical structures such as declarative sentences, interrogative sentences, subject-verb agreement and parts of speech. The researcher will consider some effective feedback strategies such as direct corrective feedback that will enhance

students learning in order to ‘close the gap’ and take learning forward and improve their performance.

Research problem.

Considering the aforementioned elements, it is essential to research the following problem:

HOW DOES THE DIRECT CORRECTIVE FEEDBACK DEVELOP THE GRAMMATICAL COMPETENCE AMONG NINTH YEAR A STUDENTS AT UNIDAD EDUCATIVA JOSÉ ÁNGEL PALACIO OF THE CITY OF LOJA DURING THE 2016-2017 SCHOOL YEAR?

Delimitation of the research

Timing

This research will be developed during the 2016-2017 school year.

Location

The present project will be applied at Unidad Educativa José Angel Palacio which is a public school located in the north of the city of Loja.

Participants

The participants of this research work are the ninth year A students at Unidad Educativa José Angel Palacio who are all about thirteen to fourteen years old; they are twenty-nine, sixteen boys, thirteen girls, and the teacher candidate of this study who is going to take part in the intervention plan.

Subproblems

- What theoretical and methodological references about direct corrective feedback as strategy are adequate for improving grammatical competence amongst ninth year A students at Unidad Educativa José Angel Palacio during the 2016 – 2017 school year?
- What are the issues that limit the development of the grammatical competence amongst ninth year A students at Unidad Educativa José Angel Palacio during the 2016 – 2017 school year?
- What are the phases of the intervention plan that help the current issues to achieve a satisfactory outcome on developing the grammatical competence amongst ninth year A students at Unidad Educativa José Ángel Palacio during the 2016 – 2017 school year?
- Which feedback strategy is implemented to improve grammatical competence amongst ninth – grade students A at Unidad Educativa José Ángel Palacio during the 2016 – 2017 school year?
- How does the direct corrective feedback as a corrective strategy reduce the difficulty to develop the grammatical competence amongst ninth year A students at Unidad Educativa José Ángel Palacio during the 2016 – 2017 school year?

c. JUSTIFICATION

Grammatical competence is a pre requisite factor of communicative competence. It involves knowing how to use the grammar and vocabulary of the language to achieve communicative goals, and knowing how to do this in a socially appropriate way. Therefore, the role of grammar in second language teaching is that it enables the teacher to breakdown the language into many pieces; That is to say, basic, fundamental rules and structures, for the student to pick up and understand, so that the learner could reassemble them in real communication.

This is the reason why grammar correction has received so much attention on the part of researchers, and teachers in the recent decades. In the classroom, teacher feedback on grammar may be a useful pedagogical device to enhance the accuracy of grammatical competence. Consequently, the objective of this project is to use the direct corrective feedback as a learning strategy to develop the grammatical competence amongst ninth year A students at Unidad Educativa Jose Angel Palacio during the school year 2016 – 2017.

In addition to this, the implementation of this strategy during this investigation will let the researcher collect data in order to demonstrate how direct corrective feedback can be used to create a relaxing environment in the classroom in which students are willing to learn without feeling afraid to be corrected.

Finally, it is a previous requirement, in order to get the Bachelor's Degree in Sciences of Education, English Language specialization.

d. OBJECTIVES

General

- To improve the grammatical competence through the direct corrective feedback as a corrective strategy amongst ninth year A students at Unidad Educativa Jose Angel Palacio during the 2016 – 2017 school year.

Specific

- To research the theoretical and methodological references about the direct corrective feedback as corrective strategy and its application on the grammatical competence.
- To diagnose the issues that limit the development of the grammatical competence amongst ninth year A students at Unidad Educativa Jose Angel Palacio during the 2016 – 2017 school year.
- To design an intervention plan based on the direct corrective feedback as corrective strategy in order to improve the grammatical competence amongst ninth year A students at Unidad Educativa José Angel Palacio during the 2016 – 2017 school year.
- To apply the most suitable techniques of the direct corrective feedback as a corrective strategy in order to improve the grammatical competence amongst ninth year A students at Unidad Educativa José Angel Palacio during the 2016 – 2017 school year.

- To reflect upon the effectiveness that the direct corrective feedback as a corrective strategy had amongst ninth year A students at Unidad Educativa Jose Angel Palacio during the 2016 – 2017 school year?

e. THEORETICAL FRAMEWORK

Grammatical Competence

Grammatical competence is an important skill to develop as a tool to learn grammatical structures of a language and to use them effectively in communication. Council of Europe, (2001) states grammatical competences is understood as “knowledge of, and the ability to use, grammatical resources of a language”. Also grammatical competence is the ability to understand and express meaning by producing and recognizing well-formed phrases and sentences.

In 1980, 1981 Canale and Swain (as reported in Bagarić & Mihaljević Djigunović, 2007) argue grammatical competence is concerned with mastery of the linguistic code (verbal or non-verbal) which includes vocabulary knowledge as well as knowledge of morphological, syntactic, semantic, phonetic and orthographic rules. This competence enables the speaker to use knowledge and skills needed for understanding and expressing the literal meaning of utterances.

In addition to that, morphological knowledge refers to the rules for combining morphemes into words

- Syntactic knowledge, is the study of the rules of sentence formation.
- Semantic knowledge, Is the study of the relation between form and meaning.
- Phonetic knowledge, It is concerned with how sounds are produced, transmitted and perceived, furthermore phonology is concerned with how sounds function in relation to each other in a language.

Grammatical competence is an important skill that permits speakers to know and understand the correct use of language forms. On the other hand without knowledge

of the linguistic code, communication would be absolutely impossible to accomplish. (Canale and Swain, 1983 as cited in Gómez-Rodríguez, 2009).

Richards & Schmidt (2013) claims grammatical competence is concerned with mastery of the language code (verbal or non-verbal), also include rules of the language such as vocabulary, word formation, sentence formation, pronunciation, spelling and linguistic semantics. Furthermore, this competence focusses on the knowledge and skills required to understand and express accurately the literal meaning of utterances in a communication.

It can be seen from the above analysis that, grammatical competence is linked with the following aspects:

Amep Research Centre (2012) argues pronunciation talk about to the construction of sounds that we use to make meaning. It includes attention to the particular sounds of a language, aspects of speech beyond the level of the individual sound, such as intonation, stress, timing, rhythm, how the voice is projected and, in other words, attention to gestures and expressions that are carefully related to the way we speak a language.

Department of Education and Training (1998) states english spelling is a useful system which integrates phonetic and morphemic patterns to make meaning in writing. Understanding phonetic patterns enables writers to spell those words that have predictable sound-letter relationships.

Semantics is defined as that part of linguistics that study how languages organize and express meanings

According to the authors grammatical competence is a fundamental area of communicative competence that refers to knowledge of syntax, meaning, vocabulary, and mechanics. This type of competence is relevant, because it give as skills and knowledge, so students can learn to be understood in speaking and writing, and grammatical competence become more important as the proficiency increases.

In addition Valin states syntax knowledge it refers to the branch of grammar dealing with the ways in which words, with or without appropriate inflections, are arranged to show connections of meaning within the sentence. Furthermore, syntax deals with how sentences are constructed, and users of human languages employ a striking variety of possible arrangements of the elements in sentences

Filip (2008) argues meaning refers to the aboutness' of natural language , In this ways mentions a noise that I make when I speak or a scribble that I produce when I write words in English or a sign-language gesture I make are physical objects that convey meanings, they are about something

Multicultural & ESOL Program Services Education (2007) claims vocabulary refers to the knowledge of stored information about the meanings and pronunciations of words necessary for communication. Vocabulary development is also a primary determinant of reading comprehension. Readers cannot understand the content of what students are reading unless they understand the meaning of the majority of words in the text.

As a conclusion vocabulary is the knowledge of words and their meanings. This means that without establishing a solid vocabulary first, understanding and use of a

language will not be accomplished. In addition, the student should be able to distinguish words, and know their meanings correctly. Thus, when a student is effectively capable to identify and use a word in, speak, write, pronounce the word correctly, she/he has the knowledge and meaning of that word.

What is grammar?

Dalil (2013) claims grammar is a process composed of many interconnected components that ensure accuracy and meaning, also is the skill of writing and speaking a language in a correct way. On the other hand is the mental system of rules and categories that permits people to form and perform the words and sentences of a language.

Alghrouz states the term grammar is a relevant point referred to the art of writing in a communicative language, as compared to rhetoric the art of speaking. This skill is used today by many teachers and learners, grammar is loosely understood to be a set of rules that govern language, primarily its morphology and syntax.

Grammar is the structural foundation of the ability to express ourselves. The more we are aware of how grammar works, the more we can monitor the meaning and effectiveness of the way we and others use language. It can help foster precision, detect ambiguity, and exploit the richness of expression available in English. In other words the function of grammar is to convey messages in a correct way (Crystal, 2004 as cited in Şik, 2014).

Grammar Types

Prescriptive grammar is the grammar type that distinguishes between different forms of language as “grammatical or not. Prescriptive grammarians tend to classify

between correct and incorrect use of language. Therefore, Şik (2014) argues prescriptive grammar focuses on the rules as they should be used. However, in daily use of language, native speakers may use the grammatical rules in different ways. A prescriptive grammarian strictly limits the usage of the rules about the structure of a language.

Descriptive Grammar

Descriptive grammar looks at the way a language is actually used by its speakers and then attempts to analyse it and formulate rules about the structure. Descriptive grammar does not deal with what is good or bad language use; forms and structures that might not be used by speakers of Standard English would be regarded as valid and included. It is a grammar based on the way a language actually is and not how some think it should be.

Traditional Grammar

Traditional grammar uses meaning as the primary tool of linguistic analysis. Total meaning of a language cannot be analyzed in the present stage of our knowledge. Meaning is a complex entity for the understanding of which a formal description of a language should form the base.

Structural Grammar

Structural grammar is a type of grammar that analyses how elements of sentence are put together like phonemes and morphemes. The main structures that are used in fully grammatical sentences are the main focus of the structural grammar

Punctuation.

Punctuation is the application of characters to composition as a guide to the sense “The word punctuation is derived from the latin language, and signifies to point” Punctuation is used to break words and sentences and in this way makes writing clear and easier to understand (Consul Willshire Butterfield, 2010). He also argues without characters of punctuation, the meaning of a sentence may be imprecise

Authenticated Government Information (2008) argues punctuation is used to clarify the meaning of written or printed language. However well-planned word order requires a minimum of punctuation. The trend toward less punctuation calls for skillful phrasing to avoid ambiguity and to ensure exact interpretation.

In 2007, Sargeant claims punctuation refers about a series of conventions that make it easier for readers to follow your train of thought, correct punctuation is vital for clear and effective writing, thought a correct use of punctuation we can make sense to the sentences these punctuations are: periods, commas, question marks all this aspects are important to indicate the way in with a sentence should be written.

Periods

Periods are used to divide text and create boundaries by marking the end of a sentence.

Commas

Commas are used to divide up groups of words within a sentence. This helps to clarify understanding and avoids frustrating the reader.

Question mark

Question mark it is used at the end of a question.

Capella University argue punctuation is derived from unique cultural and language conventions. Although many languages may have similarities, each language has its own set of punctuation rules. Punctuation was not always a part of languages, but now it is fundamental. It helps to better organize and define language communication. On the other hand without punctuation, sentences would be confusing, and meaning would be misconstrued. It gives structure and foundation to language. Punctuation is an important aspect of the English language.

Sentence formation

A sentence is a grammatical unit of one or more words that starts with a capital letter and ends with a full. In academic writing, the sentence is the level at which you begin to make sense in your writing, and where you can make grammatical mistakes. In other words a sentence is a group of words expressing a complete thought.

Sentences can be classified in two different ways: by function and by structure.

Function: Four kinds of sentences

Declarative sentence

Declarative sentence makes a statement. A declarative sentence ends with a period.

Example: The house will be built on a hill.

Interrogative sentence

Interrogative sentence asks a question. An interrogative sentence ends with a question mark.

Example:

How did you find the card?

Imperative sentence

Imperative sentence gives a command.

Example: Stop talking! I'm trying to listen!

Exclamatory sentences

An exclamatory sentence shows strong feeling., also ends with an exclamation mark. Example: The monster is attacking!

Structure: Basic sentence patterns.

A simple sentence

Simple sentence consists of one independent clause. It has one subject and one verb, either or both of which may be compound. Example: Matt plays hockey for Matheo.

Compound sentence

Compound sentence has two or more independent clauses. The clauses may be joined by a co-ordinate conjunction (and, but, for, or, nor, so, yet) preceded by a comma, or by a semi-colon without a conjunction.

IND. clause C IND. clause
e.g., I like all sports, but swimming is my favorite.

- She wanted to go on vacation, **so** she saved up her money.
- I like apples, **but** my sister loves bananas.

A complex sentence contains one independent clause and one or more dependent clauses. A complex sentence will include at least one subordinating conjunction.

Examples

- She went to class **even though** she was sick.
- **As** John was arriving to work, he realized he forgot his lunch.

A compound-complex sentence combines complex sentence and compound sentence forms. Also contains one or more independent clauses and one or more dependent clauses.

Examples

- **Although** she felt guilty for missing her friend's birthday, she took her out to dinner the next day, **and** they had a great time.
- I try to eat healthy food, **but because** fast food is so convenient, I cannot maintain a healthy diet.

According to Saddler, (2012) argue sentences represents the convey of communication that are tiny compositions. A sentence is a group of words that makes correct sense and has a least one clause, when writers produce sentences, they are converting ideas and intentions into systematically acceptable written forms in charge of transmitting particular messages.

Remedia Publications (2008) claims a sentence is a group of words that tell as a complete thought also all sentences begin with a capital letter. Moreover a sentence that just tells somethig ends with a period. There are differents kinds of sentences, the most common are:

1. Declarative sentence tells something and ends with a period (.).

Example: I like swimming.

2. Interrogative sentence asks something, ends with a question mark (?)

Example: What is it?

3. Imperative sentence makes a polite request or give a command (!)

Example: Turn off the computer right now!

Declarative sentences:

Affirmative sentences

Affirmative sentence is a traditional term for any statement that is positive, not negative. Also known as an assertive sentence or affirmative proposition.

examples: Birds fly. Rabbits run. Fish swim. Flowers bloom. Trees bear fruit.

Negative sentences

Negative sentence which commonly includes the negative particle not or the contracted negative n't contradicts—or negates—all or part of the meaning of a sentence. Example of a negative sentence is Rabbits don't fly. A sentence that lacks a positive meaning is sometimes called non-assertive or non-affirmative. (Nordquist, 2016)

Affirmative sentence means the sentences which are used to describe any general action, event, speech, or expression.

Example:

I want to visit the place as soon as possible.

We got the message a few days ago from John.

Structure of Affirmative: Subject+ verb+ object+ Adjunc

Negative sentence means the sentences which are used to express the negative expressions in case of daily acts, events, speeches, and so on. Example:

I do not want to visit the place as soon as possible.

We didn't get the message a few days ago from John. (Parvej, 2014)

Interrogative sentences:

Who questions

Who questions it is only used when referring to people. (= I want to know the person) Example:

Who is the best football player in the world?

Who is that strange guy over there?

Yes/ No questions

Yes / No questions are those questions that expect 'yes' or 'no' as answer. These questions do not take the question words when, what, where etc, also this questions are used to check information or ask for confirmation.

'Are you coming with us?' 'Yes.'

'Has he returned the car?' 'No, he hasn't.'

'Do you live in Chicago?' 'No, I don't.' (English Grammar, 2014)

Subject verb agreement

Subject verb agreement.- Subjects and verbs must agree in number. Singular subjects use verbs with singular endings (e.g. the dog barks; the teacher says). Plural subjects use verbs with plural endings (e.g. the dogs bark; the teachers say). The verb usually follows immediately after the subject; however, extra care should be taken in the following cases: 1. Subject and verb are separated 2. Subject has two

or more parts (compound subject) 3. Subject comes after the verb 4. Subject is connected by 'or', 'nor', 'either . . . or', 'neither . . . nor' words 5. Subject is a special type of pronoun 6. Subject is a collective noun or non-count noun (The University of New England)

Parts of speech

Grammar is the system and structure of a language and when you're talking about grammar, it's useful to know some basic terms. The following are called parts of speech and they each have their own function.

EXAMPLES OF NOUNS			
PEOPLE		Cashier	Carol boys
PLACES:		Province	New Brunswick lake
THINGS:	ANIMALS	Cat	Dalmatian bug
	OBJETCS	Fork	television car
	SUBSTANCES:	Iron	air gold
	ACTIONS:	(a) Race	(the) dance (the) hits
	MEASURES:	Kilograms	centimeter day
QUALITIES:		Happies	honesty beauty

Pronouns

Pronouns refer to and replace nouns (the names of people, places, and things) that have already been mentioned, or that the speaker/writer assumes are understood by the listener/reader. For example, "I want you to read this again." The words I, you, and this are pronouns. Example:

She saw it when they bought it.

(e.g. Sue saw the dog when the boys bought the dog.

Verbs

Verbs the third part of speech presented in this module is the verb, one of the main parts of every sentence

- A sentence is not a sentence without at least one verb.
- Verbs usually tell about an action.
- Verbs are often found in the middle of sentences.
- Verbs may consist of one word.
- Verb phrases may have up to five words.
- Verb phrases can be interrupted by small words like not, never, always.
- Verbs change their form to tell about actions taking place at different times.

Adjectives

Adjectives are word which describes or modifies a noun or pronoun. A modifier is a word that limits, changes, or alters the meaning of another word. Therefore, an adjective limits, changes, or alters the meaning of a noun or pronoun. Adjectives are usually placed before the noun.

Examples the white, puffy clouds a happy, carefree child some tall, stately trees

Adverbs

Adverbs modify verbs, example: He is driving; modify adjectives: The campers saw a beautiful sunset and modify other adverbs example: The dog ate quickly.

Preposition

Prepositions are joining words, sometimes called connectives, which are used to show a time, place, or ownership relation between two nouns/pronouns or a noun and a verb. Prepositions and the nouns/pronouns that follow them are always grouped together and treated as a single grammar unit, called prepositional phrases.

Prepositions are always the first word in a prepositional phrase. Prepositional phrases are used to add more detail to a sentence. The following sentence gives no details about the person or her actions: The girl walked.

Interjection

Interjection is a word or group of words used to express strong feeling. It can be an actual word, or merely a sound and is followed by an exclamation mark (!) or a comma. Unlike all the other parts of speech, the interjection is not linked in any way to any other word in the sentence. Following are some examples of interjections: Wow! Oh! Oh, no! Ouch! Never! Fabulous! Fantastic! Ah! No! Wow!

Conjunctions

Conjunctions, like prepositions, are also joining words or connectives. Conjunctions are used to join words, phrases, or clauses. Conjunctions can be found in any position in a sentence except the very end. (Fall, 1998)

Techniques, strategies and resources for teaching grammatical competence.

Moore, et al. (2008) argues grammar is the system of rules by which we form words and sentences with a logical sense to make sentences correctly, also grammar is important for writing, reading and speaking. Furthermore there are many

strategies that helps to improve this competence, such as: Know the Parts of Speech, Know How to Use Nouns, Know When to Use Capitalization, Know How to Use Pronouns, Know How to Use Verbs, Know How to Use Adjectives and Adverbs, Know How to Use Punctuation.

Telling stories

Murcia & Hilles, (1999) states stories can be used for illustrating grammar points, it can be convenient an natural grammar teaching tool, also it is technique that support student's attention best, as well as the one they enjoy most. On the other hand grammar points can be reflected in stories that are fascinating and well planned also selected with the interest of the class mind, are a tool with a high grade of energy and involve students, the time duration of stories should be from 1 to 5 minute in order to do not create a boring environment in class.

Consciousness-raising

In 2002, Ellis (as cited in Widodo, 2006) defines consciousness-raising as an “attempt to equip learners with an understanding of a specific grammatical feature, to develop declarative (describing a rule of grammar and applying it in pattern practice drills) rather than procedural (applying a rule of grammar in communication) knowledge of it”. On the other hand Richards, Plat, and Plat (1992) as cited in Widodo (2006) claims consciousness-raising as “an approach to the teaching of grammar in which instruction in grammar is viewed as a way of raising learner's awareness of grammatical features of the language”. Consciousness-raising approach is contrasted with teaching of grammar in which the goal is to instill correct grammatical patterns and habits directly

Pictures.

According to Murcia & Hilles, (1999) pictures are flexible and very useful resources for teaching several aspects of grammar, furthermore pictures constitute specially effective resources, they can be used in all phases of grammar lesson, also used interesting or entertaining pictures can catch students attention and motivate learners to respond positively in the activities that teacher has already planned.

Story narration

Papinaidu & Prskash (2014) states story narration is really helpful for learning the grammar very effectively. We ask students to narrate a story by using the names of something that they like most or with sports, pets, something like that. As all these words are familiar to them, they come forward to write and narrate a story which enhances their competence in communication as well as competitive English. Surprisingly, students come forward with a story incorporating fun.

Wickham (2012) claims playing games makes learning easier and students absolutely love playing games. Moreover games have a strong motivational impact on learning and also stimulate students' minds. Not only will games stimulate students it will also create and reinforce a feeling of community. However playing helps to develop social skills and therefore it has a double purpose in lessons. Furthermore, using games will allow your students to use grammar in a real communicative context and by practicing they will internalize the grammatical rules. There are a wide variety of games available depending on what you want to teach your students. Board races, card games, dice games, memorizing games,

scrabble, bingo, role plays, gap-fill information tasks, detective games among others can be used to reinforce the use of language.

Card games

In addition to that card games means that students are encouraged to speak short sentences or words in English.

Memory games

Memory games means students only have to recognize something and not produce them.

Scrabble

Scrabble it is a fun game that help students to develop their skills, also facilitate self-learning.

Bingo games

Bingo games provide fast-paced practice in key areas of your language arts curriculum. Students build word-recognition skills, develop their understanding of grammar concepts, and strengthen their spelling skills.

Role play

Role play is a way of bringing situations from real life into the classroom, role play, students need to imagine a role, a context, or both and improvise a conversation also is helpful for practicing structures.

Songs

Using songs is consequently a brilliant tool to practice grammar. Music expresses feelings, emotions and by singing the lyrics students learn a lot without even noticing it. You need to choose your song carefully according to what you want to teach taking into account the knowledge level of the students. However, songs are usually great fun and a wonderful way to practice grammar while avoiding monotony (Wickham, 2012).

Movies

Learning grammar through movie making really helps the students to get a great command over on it. Papinaidu & Prskash (2014) argues students are really very much fascinated in using electronic gadgets especially for movie making and documentaries. If we ask them to use grammatical structures in the part of making a short film, they really will come forward to incorporate in it.

History telling

Musserotte stes story telling is an efficient technique to bring grammar to our students in an authentic way. We may use pictures as stimuli to have them imagine the background of the story or predict what is going to happen, Whatever the type of activity you chose don't underestimate this tool that can allow introducing a grammar point or review some previously taught language.

Puppets

Rangarajan (2011) claims puppets are ideal ways to encourage oral communication in English, it can be used with virtually any dialogue from units in

your textbook, or with original dialogues and stories created by you or your students. They engage children's interest and appeal equally to visual, auditory, tactile, and kinesthetic learners. Finger puppets can be used for controlled practice, for open-ended conversations, for clarification and correction of target vocabulary and grammar, and for review before oral interviews or tests.

On the other hand most of the time we made a lot of mistakes to communicate correctly and one of the most suitable way to improve this is through feedback that is one of the most powerful influences on learning and achievement also feedback is among the major influences to improve our communication between people, the type of feedback and the way it is given can be differentially effective. Finally, in this graft we will analyze and suggest ways in which feedback can be used to enhance its effectiveness in classrooms and every daily communication.

Feedback

Feedback is one of the most powerful influence on learning and achievement, it is abstracted as data providing by a manager, concerning aspects of one's understanding or performance. On the other hand feedback wants to give material precisely concerning to the task or process of learning that fills a gap between what is understood and what is aimed to be understood in order to do this there are diverse ways like affecting procedures, such as amplified work, incentive, or engagement. (Hattie & Timperley, 2007)

Feedback is any response made in relation to students' work such as an assessment task, a performance or product. It can be given by a teacher. However

feedback is intended to acknowledge the progress students have made towards achieving the learning outcomes of a unit. Moreover good feedback is also constructive, and points students to ways in which they can improve their learning and achievement.

Race argue feedback usually occurs as a product about learning-oriented act. Feedback may be given after the episode, or through the occasion, or both. On the other hand, “feedback can be provided even in the absence of any learning action, and may even cause a learning event to take place thereafter”. In other words, an ideally cause learning-by-doing and even create some motivation in order to have a positive feedback.

We need to select the best strategies to give students a correct feedback. For example, feedback needs to be:

Timely - the sooner the better. There has been plenty of research into how long after the learning event it takes for the effects of feedback to be significantly eroded. Ideally feedback should be received within a day or two, and even better almost straightaway, as is possible (for example) in some computer-aided learning situations, and equally in some face-to-face contexts.

- Intimate and individual. Feedback needs to fit each student's achievement, individual nature, and personality. Global ways of compiling and distributing feedback can reduce the extent of ownership which students take over the feedback they receive, even when the quality and amount of feedback is increased. Each student is still a person.

- Empowering. If feedback is intended to strengthen and consolidate learning, we need to make sure it doesn't dampen learning down. This is easier to ensure when feedback is positive of course, but we need to look carefully at how best we can make critical feedback equally empowering to learners. We must not forget that often feedback is given and received in a system where power is loaded towards the provider of the feedback rather than the recipient - for example where we are driving assessment systems.

- Feedback should open doors, not close them. In this respect, we have to be particularly careful with the words we use when giving feedback to students. Clearly, words with such 'final language' implications as 'weak' or 'poor' cause irretrievable breakdowns in the communication between assessor and student. To a lesser extent, even positive words such as 'excellent' can cause problems when feedback on the next piece of work is only 'very good' - why wasn't it excellent again? In all such cases it is better to praise exactly what was very good or excellent in a little more detail, rather than take the short cut of just using the adjectives themselves.

- Manageable. There are two sides to this. From our point of view, designing and delivering feedback to students could easily consume all the time and energy we have - it is an endless task. But also from students' point of view, getting too much feedback can result in them not being able to sort out the important feedback from the routine feedback, reducing their opportunity to benefit from the feedback they need most.

Brookhart, (2008) states feedback can be precise influential if done correctly. “The power of formative feedback lies in its double-barreled approach, addressing both cognitive and motivational factors at the same time”. Respectable feedback provides learners information they require in this manner they can comprehend where they are in their learning and what to do then—the cognitive factor. One time they perceive and appreciate what to do and why, most scholars elaborated a sensation that they can monitor their individual learning—the motivational factor. Feedback strategies: timing, amount, mode, and audience:

Timing

The purpose of giving immediate or only slightly delayed feedback is to help students hear it and use it. Feedback needs to come while students are still mindful of the topic, assignment, or performance in question. It needs to come while they still think of the learning goal as a learning goal—that is, something they are still striving for, not something they already did. It especially needs to come while they still have some reason to work on the learning target. Feedback about a topic they won't have to deal with again all year will strike students as pointless. In order to Understand better there are good and bad timing:

Good timing

Returning tests and assignments promptly. A teacher gave a multiple-choice test, scored it later that day, and returned the test to students the next day. After she handed back the scored tests, she spent class time going over the answers. In educational psychology terms, this is “knowledge of results.” Even this simple feedback about the outcome is good—and is good to do promptly.

Bad timing

Delaying the return of tests and assignments. We can all remember those times in school when we thought, “Is she ever going to return that report?” I encourage you to recall those incidents and the accompanying feelings of frustration and of being ignored and use that energy to spur yourself to return your students’ work promptly. It should be your regular practice to do that, and students should know it and be able to count on it. If students do experience regular, timely feedback, they will most likely be understanding if an emergency arises and you take longer than usual to return an assignment

Amount

Making a judgment about the amount of feedback requires considering all three simultaneously. Your feedback should give students a clear understanding of what to do next on a point or points that they can see they need to work on. This requires you to know your students; for some students, simply getting clarity and improvement on one point would be sufficient, whereas others can handle more.

Mode

Feedback can be delivered in many modalities. Some kinds of assignments lend themselves better to written feedback some, to oral feedback; and some, to demonstrations. Some of the best feedback can result from conversations with the student.

Audience

The example about the bad choice of mode also provides a lesson about audience. Like all communication, feedback works best when it has a strong and

appropriate sense of the audience. Feedback about the specifics of individual work is best addressed to the individual student, in terms the student can understand.

Good Feedback Principles

- Promote dialogue and conversation around the goals of the assessment task
- Emphasise the instructional aspects of feedback and not only the correctional dimensions.
- Remember to provide feed forward indicate what students need to think about in order to bring their task performance closer to the goals
- Specify the goals of the assessment task and use feedback to link student performance to the specified assessment goals
- Engage the students in practical exercises and dialogue to help them to understand the task criteria
- Engage the students in conversation around the purposes of feedback and feed forward
- Design feedback comments that invite self-evaluation and future self-learning management .
- Enlarge the range of participants in the feedback conversation-incorporate self and peer feedback (Spiller, 2009)

Explicit feedback

In 2005 Bitchener et al. (as cited in Andersson, 2011) argue direct, or explicit, feedback in writing refers to a teacher who detects an error and writes the correct form beside the error. Indirect feedback refers to a teacher who instead indicates to the student that one or several errors have been made and gives the grammatical

rules for the error, the student will thereby find the error themselves and correct them

Metalinguistic feedback

Metalinguistic feedback refers to a teacher who does not simply write the correct target form instead the teacher provides “some kind of metalinguistic clue as to the nature of the error that has been committed and the correction needed” Ellis et al. (2008, p. 356) as cited in Andersson, (2011) claims metalinguistic feedback helps the learner to understand the nature of the error which has been committed and usually gives some examples of the correct version.

Comprehensive feedback

Comprehensive- Referred to as unfocused and extensive and selective or focused feedback both refer to teachers who give feedback on student’s writing. 4 Comprehensive feedback is what most ESL and EFL teachers practice and it refers to a teacher who corrects all the errors in a learner’s written work (Ellis et al. 2008 as cited in Andersson, 2011).

Selective feedback

Selective feedback refers to a teacher who selects specific errors to be corrected and ignores other errors. Selective feedback can be specified to one error type (e.g errors in the use of the past simple) or “target more than one error type but will still restrict correction to a limited number of pre-selected types (e.g. simple past tense; articles; prepositions)” (Ellis et al. 2008, p. 356 as cited in Andersson, 2011)

Varnosfadrani and Basturkmen (2009) as cited in Anongnad Petchprasert, (2012) argue explicit corrective feedback in general as “the process of providing the learner

with direct forms of feedback” They explained further that this feedback can be the crossing out of a word, phrase, or morpheme, the provision of grammar rules, or the oral clarification of written meta-linguistic explanations.

Research on Corrective Feedback and SLA Processes and Outcome

Corrective feedback, can be used to draw learners' attention to mismatches between the learners' production and the target-like realization of these hard-to-learn forms. However second language learners must attend to and notice details and differences between the target language and their interlanguage and its representation in their Grammar production of output. Corrective feedback, by juxtaposing learning output with input, can assist the acquisition of certain hard-to-learn forms by increasing the likelihood that they will be noticed.

The term corrective feedback refers to any type of feedback a learner may receive from a teacher or educator when the student has made a mistake or error in their writing (Russel and Spada, 2006 as cited in Andersson, 2011).

Three strands of research have investigated the effects of corrective feedback on second language process and outcomes.

(1) The noticing of target language forms, in this first strand of research, classroom based studies have documented learner responses to feedback or the ability to recall the corrective feedback as indicators of noticing.

(2) Learner responses such as pushed output, In the second strand of research, classroom studies have found that certain approaches to feedback are more likely to result in pushed output, seen for example, in learners' self or other repair such as output modification, or accuracy in repair.

(3) The learning of L2 forms, as evidenced by improvement in L2 form knowledge and production. Here, outcomes-based studies, has attempted to document the benefits of corrective feedback targeted at specific L2 forms when provided for a variety of learners and interactional contexts , for middle school aged children in a science class; for adult learners in small group interaction). Of this third strand of research, there is a growing subset of comparison studies that have begun to examine the relative effectiveness of different types of corrective feedback on the acquisition of L2 forms (Language Learning & Technology, 2009)

The Focus of Feedback: The Four Levels

The focus of feedback is analytically significant, and in this article, for that reason there are four major levels and that the level at which feedback is directed influences its effectiveness.

First, feedback can be about a task or product, such as whether work is correct or incorrect. This level of feedback may include directions to acquire more, different, or correct information, such as “You need to include more about the Treaty of Versailles.”

Second, feedback can be aimed at the process used to create a product or complete a task. This kind of feedback is more directly aimed at the processing of information, or learning processes requiring understanding or completing the task. For example, a teacher or peer may say to a learner, You need to edit this piece of writing by attending to the descriptors you have used so the reader is able to understand the nuances of your meaning, or This page may make more sense if you use the strategies we talked about earlier.

Third, feedback to students can be focused at the self-regulation level, including greater skill in self-evaluation or confidence to engage further on a task. For example, “You already know the key features of the opening of an argument. Check to see whether you have incorporated them in your first paragraph.” Such feedback can have major influences on self-efficacy, self-regulatory proficiencies, and self-beliefs about students as learners, such that the students are encouraged or informed how to better and more effortlessly continue on the task.

Fourth, feedback can be personal in the sense that it is directed to the “self,” which, we argue below, is too often unrelated to performance on the task. Examples of such feedback include “You are a great student” and “That’s an intelligent response, well done.” (Hattie & Timperley, 2007)

Feedback Essentials

Whether feedback is just there to be provided by another person, helpful feedback is goal-referenced; tangible and transparent; actionable; user-friendly (specific and personalized); timely; ongoing; and consistent.

Goal-Referenced

Effective feedback requires that a person has a goal, takes action to achieve the goal, and receives goal-related information about his or her actions. Do something nice in order that make people laugh. On the other hand learners are often unclear about the specific goal of a task or lesson, so it is crucial to remind them about the goal and the criteria by which they should self-assess. For example, a teacher might say, “The point of this task is for you to make laugh. So, when rereading your draft or getting feedback from peers, ask, How funny is this? Where might it be funnier?”

Tangible and Transparent

Any useful feedback system involves not only a clear goal, but also tangible results related to the goal. People laugh, chuckle, or don't laugh at each joke; students are highly attentive, somewhat attentive, or inattentive to my teaching. Sometimes, even when the information is tangible and transparent, the performers don't obtain it—either because they don't look for it or because they are too busy performing to focus on the effects. And we have all seen how new teachers are sometimes so busy concentrating on "teaching" that they fail to notice that few students are listening or learning.

Actionable

Effective feedback is concrete, specific, and useful; it provides actionable information. Thus, "Good job!" and "You did that wrong" and B+ are not feedback at all. Actionable feedback must also be accepted by the performer. However the behaviors included texting under desks, passing notes, and making eye contact with other students.

User-Friendly

Even if feedback is specific and accurate in the eyes of experts or bystanders, it is not of much value if the user cannot understand it or is overwhelmed by it. Too much feedback is also counterproductive; better to help the performer concentrate on only one or two key elements of performance than to create a buzz of information coming in from all sides. Expert tutors uniformly avoid overloading performers with too much or too technical information. They tell the performers one important thing they noticed that, if changed, will likely yield immediate and noticeable

improvement. They don't offer advice until they make sure the performer understands the importance of what they saw.

Timely

In most cases, the sooner I get feedback, the better. I don't want to wait for hours or days to find out whether my students were attentive and whether they learned. As educators, we should work overtime to figure out ways to ensure that students get more timely feedback and opportunities to use it while the attempt and effects are still fresh in their minds also feedback does not need to come only from the teacher, or even from people at all.

Ongoing

Adjusting our performance depends on not only receiving feedback but also having opportunities to use it. What makes any assessment in education formative is not merely that it precedes summative assessments, but that the performer has opportunities, if results are less than optimal, to reshape the performance to better achieve the goal. In summative assessment, the feedback comes too late; the performance is over, thus, the more feedback I can receive in real time, the better my ultimate performance will be.

Consistent Feedback

Feedback must be consistent. Teachers need to look at student work together, becoming more consistent over time and formalizing their judgments in highly descriptive rubrics supported by anchor products and performances. By extension, if we want student-to-student feedback to be more helpful, students have to be

trained to be consistent the same way we train teachers, using the same exemplars and rubrics. (Educational Leadership, 2012)

Summative vs. Formative Feedback

Summative feedback is the kind of feedback given to a piece of work that is considered an “end.” This might normally come at the end of a unit, end of a semester, or end of the year also summative feedback generally justifies a grade or compares performance to standards. If a student receives a “B,” for example, then the feedback is designed to provide information related to the forming of that grade. Areas students performed well in are pointed out. Areas of weakness are commented on.

Formative feedback’s objective is to point out areas of weakness or strength, *and* to encourage a focus on future improvement. The feedback shows students important areas to learn from and treats the feedback as a tool that should be utilized on students’ next opportunity.

Several Forms of Feedback

Margin Comments. We often squeeze feedback into the margins of student work. This can be perfect for targeting specific portions of their work. It can also limit what we say if there’s very little room for anything to be written down. Also, students might not necessarily keep physical copies of work for as long as might benefit them – and once it’s gone, it’s gone.

Grades and Grade Books. Grades themselves are a form of feedback; they’re a direct statement on how well students achieved a degree of mastery in relation to a standard. But how clear are the messages grades give? A letter, by itself, doesn’t

say much unless students have been clearly trained to identify what they mean. Also, grades might be the only thing parents see or students keep. If you have an electronic grade book, consider what features might be useful for communicating more about the assignment and outcomes.

Conferences. Instead of relying on written comments, sometimes thorough, personalized feedback can best be provided in a conference setting. Here, you and another student sit together, review their work, and have a conversation about the outcome. This stands the chance at being much more thorough than other feedback forms, but how much students actually remember may vary. Plus, this takes lots of time to give to an entire class.

Rubrics/Standards. Rubrics are the classic grading tool for showing students the range of standards and where exactly their work falls on the scale. Rubrics can be excellent for making sure students are graded on an identical standard and for communicating those standards, but they can lack personalized, specific information that can help individual students.

Public Examples. Sometimes it's worth it to hold up a piece of student work and tell the class it's awesome. But teachers can also create generic examples – not ones that any student wrote – and comment on them. Then students can compare the public example to their own work and ascertain for themselves how well they believe they did.

While we're talking about feedback, consider what tools might be available for providing digital feedback. It's a shame if we spend hours producing feedback only to have it lost by students. But if you have a digital forum for communicating back

to students, then that feedback could be permanently stored and accessed for future reference.

Training Students to Use Feedback

To make sure students respond in the best way possible, there are two critical elements that we must train our students on: Reflection and goal-setting. And we must give them time in class to do them.

Student Reflection. First, students must be given time in class to review the feedback they receive. Encourage students to review their own work in addition to looking at the feedback provided. Encourage students to look at the grade, the rubric, and the standards all together so they get a clear sense themselves of how they performed. Perhaps even provide students an opportunity to look at other previous assignments as well so they get a more comprehensive view of their progress.

Student Goal-setting. On formative work, it is essential that students take the feedback they receive and leverage it for their improvement. In addition to just reflection, have the students each set a small, reasonable goal for their next opportunity. This will allow students to respond to their feedback by identifying one particular area they would like to incrementally improve on for next time. (Catapano, 2009)

Key Feedback Principles

- Make it regular. Like performance development and management, giving and receiving feedback will have limited benefits, if it is a once a year event.

It needs to be frequent, ongoing, and cover both good performance and areas of performance to improve.

- Do it immediately. By giving feedback as soon as possible after an event or during project milestones, it will have greater impact. You will also find it easier to be specific as you will more readily recall the event or circumstances on which you want to give feedback!
- Be specific and clear in your communication. Avoid generalisations. Tell the person specifically what they did, or didn't do. Remember to describe and focus on the behaviour or action. Don't judge the person, as this is likely to cause a defensive or angry reaction and your feedback will not be heard.
- Location is important. Make sure the setting is appropriate for giving feedback. Avoid a few rushed moments in the corridor. Take the time it deserves to give feedback without interruption and in a setting that is private. This way you and the staff member can discuss and learn from the feedback.
- Positive before negative. Where you are seeking to improve areas of performance, don't concentrate on what went wrong. Rather, acknowledge the positive aspects and focus on what can be improved. Ask them for their view and suggestions to encourage ownership.
- Practice makes perfect! It's easy to overlook good work or extra effort, or to take it for granted. Make it a habit to give positive feedback regularly. This promotes good performance and a positive work place. Equally, some managers find it difficult to give feedback when performance is not on track.

Make it a habit to give developmental feedback as soon as it is needed. Do not keep the staff member in the dark. You can't expect them to automatically know that they need to change or improve their performance.

Types of Feedback

Positive Feedback this applies where the person has performed well. You use it to highlight why or how the job was done well, how it linked to expected outcomes or behaviors. Use it to reinforce good performance.

Developmental Feedback this applies where a person has not performed / behaved in line with expectations. You use it to highlight where and why performance was not up to expectations and explore how they might do it better next time. Use it as a positive way of improving future performance. (Blenkiron, 2012)

Immediate feedback. Proponents of immediate feedback have developed a procedure known as the Immediate Feedback Assessment Technique or IF AT. The IF AT, which utilizes previously developed teaching-testing machine technology, allows immediate feedback to be provided to a student on an item-by-item basis. This is something that is not usually possible in a classroom exam setting without the use of computer technology.

Delayed feedback. Advocates of delayed feedback believe that it is more effective than immediate feedback because of the Delay Retention Effect, a phenomenon in which learners who have feedback delayed for some period purportedly recall significantly more than subjects who see the feedback immediately following a learning assessment activity . (Lemley, 2005)

Corrective feedback

Corrective feedback in Second Language Acquisition is a corrective response to a language learner's non-targetlike production (Li, 2010 as cited in Bower & Kawaguchi, 2001). Corrective feedback has the potential to draw language learner attention to non-targetlike aspects of language output.

Types of corrective feedback

Corrective feedback can be broadly defined as responses to learner utterances that contain an error:

Clarification requests, metalinguistic clues and elicitation, are so-called negotiation of form techniques, collectively called prompts. They indicate that an error was made without providing the correct form. These feedback moves are considered to be effective because they induce learners to reprocess their output, and to produce "pushed output.

Metalinguistic feedback contains either comments, information, or questions related to the well-formedness of the student's utterance, without explicitly providing the correct form.

Elicitation: teachers try to elicit the correct form by asking for completion of a sentence, or asking questions, or asking for a reformulation.

Repetition: the teacher's repetition, in isolation, of the erroneous utterance.

Recasts: the teacher's reformulation of all or part of a student's utterance, minus the error (Penning de Vries, Cucchiarini, Strik, & van Hout, 2010).

f. METHODOLOGY

Action research in education involves finding out immediate solutions in the teaching-learning environments. According to Burns (2010) the main aim of action research is to identify a problematic situation that the participants consider worth looking into more deeply and systematically. Action research can be undertaken by undergraduate and postgraduate students' assisted or guided by professional researchers, with the aim of improving their strategies, practices and knowledge of the surroundings within which they practice.

This action research has as aim to develop the basic grammatical competence through direct corrective feedback. Action Research will allow the teacher candidate become a participant to study aspects in the problematic situation, analyze and reflect on the results that will be derived from the application of direct corrective feedback learning strategy to improve the grammatical competence in the English Foreign Language amongst Tenth-grade students A at Jose Angel Palacio of the city Loja during the 2016-2017 school year.

Action Research assists the teacher candidate, who is the researcher conducting this investigation, to find immediate solution to the issue of use of grammatical competence in which the students have showed some problems experimenting grammatical competence showing a lack of implementation of direct corrective feedback.

Methods, techniques and instruments

Methods

In this research work the researcher will use different methods which will help her to carry out this project. The following general methods will be applied along the descriptive research:

The analytic/ synthetic method will help the researcher to analyze all the information found through of the observation checklist, questionnaires and the pre and post-test, and then to make the interpretation and logical analysis of the data and to draw up the conclusions.

The statistic method through which the researcher will collect and analyze all the answers which will be represent in graphics to indicate the percentages and results got in the questionnaires, checklist and tests applied to students to then give a quantitative and qualitative analysis and interpretation according to the theoretical reference and draw up the respective conclusions.

The Scientific method will facilitate the study of direct corrective feedback as a learning strategy to improve the basic grammatical competence in English Foreign Language. It will help the researcher to develop the phases in the observations before and during the intervention. This method will also assist during the prediction of the possible solution; it will assist with gathering data to make relevant predictions and the analysis of it.

The Descriptive method will enable to describe the different stages of the study and the kind of resources used by the researcher. It will serve to explain and analyze the object of the investigation.

Techniques and instruments

Data collection

Since this work is an action research, elements of both quantitative and qualitative research will be selected for data collection. Quantitative research considers variables and statistics whereas qualitative research considers an understanding of words and action. Qualitative and quantitative instruments are self-developed by the researcher taking into account the principles of question construction. The researcher will gather the necessary information from paper and pencil methods (tests) which are quantitative and qualitative data instruments will come from questionnaires and observations sheets.

Tests: The test will allow students to perform cognitive tasks in relation to the basic grammatical skills. Therefore, tests will yield a numerical score by which the researcher will calculate the mean to compare the pre and post-test result.

Pretest- Posttest will be given at the beginning and at the end of the intervention plan; at the beginning it will be given to measure the performance of grammatical competence that students have; and, at the end to measure the performance of the grammatical competences achieved by the students after the intervention plan designed in this research project with the activities applied with the direct corrective feedback in order to make a pretest-posttest comparison of the cognitive dimension of the performance of grammatical competence of the participants (ninth year A students at Unidad Educativa José Angel Palacio) being treated.

Questionnaires will be given to the participants to answer questions related to their attitudes and feelings toward the direct corrective feedback learning strategy.

A pre and posttest questionnaire will be given to make a comparison between the results. Furthermore, the data collected by the questionnaires will support the test results.

Observation will let the researcher to know the facts in a participative and non-participative way. The observation will be developed through an observation sheet and a field note sheet. The observation will be during a natural environment as lived by the tenth-grade students at Jose Angel Palacio of basic education during their English classes. There will be two types of observation as detailed below.

Nonparticipant observation in nonparticipant observation, the researcher is not involved in the situation being observed. The researcher observes and records behaviors but does not interact or participate in the setting under study. The objective of this nonparticipant observation is to identify the issue for this action research project which will be supported through the participant observation (Gay, Mills, Airasian, 2012). The instrument for the nonparticipant observation is the observation sheet.

Observation sheet. During the nonparticipant observation, the researcher will need an observation sheet to record the participants' behaviors shown on the performance of the basic grammatical competence. This observation sheet is a self-developed instrument that describes accurately and comprehensively the indicators all the relevant aspects of the dependent variable.

Participant observation. In the participant observation, the researcher will become a part and a participant in the situation being observed. The researcher will participate deliberately in the problematic situation by means of the direct

corrective feedback as a learning strategy in order to improve the basic grammatical competence amongst the Tenth-grade students at Jose Angel of basic education during the 2016-2017. The instrument of this participant observation is the field note sheet.

Field notes. The researcher will record a description of the events, activities, and people (e.g., what happened). The researcher will record the participants' behaviors, attitudes and feelings toward the treatment to improve the grammatical competence (the issue), that is the direct corrective feedback.

Pilot Testing the questions once the questions for both the test (pre and post) and questionnaire (pre and post) have been developed under the principles of question construction, the researcher will test the questions in order to evaluate the instruments and to make the necessary changes based on the feedback from a small number of individuals who will evaluate the instruments. Because the pilot group will provide feedback on the questionnaire or test, the researcher will exclude them from the final sample or population for the study.

Population: In the present investigation, the researcher will take students of ninth year students A of Unidad Educativa José Ángel Palacio which are 29 students, 16 boys, 13 girls.

Intervention plan description

The intervention plan is designed based on a lesson plan model that contains three stages: Activation (before), Connection (during), and Affirmation (after) (Herrera, Holmes, & Kavimandan, 2011). These lesson plans will cover 40 hours of instruction in 8 consecutive weeks of treatment.

Activation

In the Activation phase, the teacher uses activities that have been designed to access to the topic and key vocabulary of the lesson. During the Activation phase, the teacher primarily performs the role of an observer. Students have opportunities to apply their knowledge through games, reviewing the last class, answering questions or giving opinions. The importance of activating this existing knowledge is well documented (Herrera, Murry, & Cabral, 2007).

Connection

In the Connection phase, the teacher serves as a facilitator for student learning. The teacher promotes the engagement of students, and supports their retention of new material by highlighting connections between the content and background knowledge. (Herrera, Kavimandan, & Holmes, 2011). The Connection phase allows students to confirm or disconfirm predictions about the topic, concepts, and key vocabulary that were made in the activation phase. During this phase, students interpret, question, analyze, discuss, evaluate, synthesize, and create. It will be done through personalizing, questioning, analyzing and discussing the grammatical structure.

Affirmation

In the Affirmation phase of the lesson, the teacher uses authentic assessment (Diaz-Rico & Weed, 2006) to document student progress. The teacher, acting as an agent of affirmation, supports students in recognizing ways in which their background knowledge provided a foundation for their construction of new learning and understanding. This phase will be done by creating their own grammatical skills

completing their workbook and exercises in their student books (Herrera, Kavimandan, & Holmes, 2011)

Period

This intervention plan will be carried out into effect throughout the months of November to January during the Academic Period 2016-2017.

INTERVENTION PLAN

Week 1

RESEARCH PROBLEM	How does direct corrective feedback develop the grammatical competence among ninth year A students at Unidad Educativa José Angel Palacio during 2016 -2017 school year?
GOALS	By the end of this intervention plan, students will be able to communicate producing distinctive grammatical structures such as declarative sentences, interrogatives in order to use them effectively in communication.
LEARNING OBJECTIVES	By the end of this lesson students will be able: <ul style="list-style-type: none"> • Describe people’s personality. • Talk about lifestyles and free time activities. • Express likes and dislikes.
CONTENTS	<p>UNIT 2. Cultures around the world Pages 10-13</p> <ul style="list-style-type: none"> • Personal Information • Routines • Free Time Activities • Vocabulary Words related to personality and free time activities • Grammar • Simple Present tense with the verbs to be, love, like and prefer
INSTRUCTIONAL FOCUS	<p>Activation: Warm up. (5 min) Ask students to describe the pictures on page 9. Ask a couple of questions like: How many people are there? How old are they? What are they doing? Do you like karaoke? Do you like to cook? Do you like soccer? and so forth. Write their answers on the board.</p> <p>Connection: (30 min) Match the antonyms. Use the glossary if necessary. Before tackling the exercise, scramble the letters of the ten adjectives and write them on the board. Have students unscramble and spell them. Listen and complete the descriptions. Prepare students for the reading and listening exercise by helping them focus their attention on the Useful</p>

	<p>Expressions. Give them additional examples like: She is relaxed / She is a relaxed person.</p> <p>Complete the survey with the verbs in the Word Bank. Then, answer it by selecting one option.</p> <p>Ask students to raise their hands if these questions address their personalities: Are you a hobbyist? Are you quiet? Are you energetic? Are you artistic? Now, focus students' attention to the Word Bank by asking them to read each word after you to practice pronunciation. Encourage some volunteers to come up to the board and draw a picture representing each verb. After that, invite students to work on the survey.</p> <p>To help students internalize the newly learned vocabulary, divide the class into two big teams and give each one 25 small white pieces of paper. Ask each team to write 10 vowels and 15 consonants on the back of the papers. Encourage them to form as many verbs as they can with the letters they have and invite them to stick them on the board.</p> <p>Ask a volunteer to read the instructions. Focus students' attention on the photograph and encourage them to speculate about their ages, origins and professions. Let students know the importance of using imagery to predict both the topic and the content of a text/reading passage. Emphasize that a topic is a subject, an issue or a matter that people write, study or discuss. For example, if we talk about rap, pop and reggae, then the topic is music</p> <p>Affirming: (5 minutes)</p> <ul style="list-style-type: none"> • Teacher asks questions randomly. • Students answer orally. • Students have to complete their workbook exercises 1-2.
<p>CLASSROOM RESOURCES</p>	<ul style="list-style-type: none"> • Teachers' guide • Student's notebook • Student's book. • Student's workbook. • Board, markers. • Cd player. • Class audio Cd.

DATA COLLECTION SOURCES	Data source 1: pretest Data source 2: pre questionnaire Data source 3: field notes
SUPPORT	Coaching and guidance from our thesis advisor
TIME	Week 1: November 7–11

Adapted from D'Ann Rawlinson & Mary Little. (2004). *Improving Student Learning through Classroom Action Research*. Daytona Beach. Project CENTRAL.

Herrera, S., Holmes, M. & Kavimandan, S. (2011). *Crossing the vocabulary bridge*. New York: Teacher college press.

Week 2

RESEARCH PROBLEM	How does direct corrective feedback develop the grammatical competence among ninth year A students at Unidad Educativa José Angel Palacio during 2016 -2017 school year?
GOALS	By the end of this intervention plan, students will be able to communicate producing distinctive grammatical structures such as declarative sentences, interrogatives in order to use them effectively in communication.
LEARNING OBJECTIVES	By the end of this lesson students will be able: <ul style="list-style-type: none"> • Describe people’s personality. • Talk about lifestyles and free time activities. • Express likes and dislikes
CONTENTS	UNIT 1. My family and me. Pages 14-17 <ul style="list-style-type: none"> • Words related to personality and free time activities. • Simple Present tense with the verbs to be, love, like and prefer.
INSTRUCTIONAL FOCUS	<p>Activation: Warm up. (5 min)</p> <p>Before students arrive to class, hide magazines cutouts of people carrying out actions related to the vocabulary from exercise 1 like: watching TV, doing housework, talking on the phone, working on the computer, watching movies,</p> <p>As soon as they show up, distribute pieces of paper with these activities written on them among students. Then, ask them to stick the magazine cutouts on the board and label them with the matching cards.</p> <p>Connection: (30 min)</p> <ul style="list-style-type: none"> • Cover the dialogue and listen the audio that is in page, then ask for the students to complete the activity A. Elicit the meaning of each expression or the situation in which it is used. Play the audio, pausing for students to repeat. Encourage students to mimic the intonation. • Complete the conversations. Use the expressions from the previous exercise.

	<ul style="list-style-type: none"> • Divide the class into two groups, A and B. Tell them they will take part in a competition. With their books closed, assign a conversation to each team. Remind them to read the corresponding conversation as quickly as possible to label the kind of person it describes. Likewise, tell them to shout • Check the answers and congratulate the winners. • Read the grammar chart aloud and have students repeat the example questions and statements after you. • Have students work individually to complete the exercise. Check orally. • Use the board to elicit other key points about the grammar chart, such as the sentence structures for statements, Yes/No questions, and information questions. • Read the direction aloud. Then read the activity verbs aloud and have students pronounce each after you. Depending on students' abilities and level, you may want to teach some of the new vocabulary at this point, or you may want to wait and let students guess the meanings of the terms as they complete the exercise. • Teacher must use direct corrective feedback by writing the correct forms in the place of the errors. • Play the audio. Have students listen and repeat once more, then take turns practicing the questions and answer. • Tell students to stand and interview class-mates to find a student who can do each activity. Tell them they need to write one name in the blank next to the activity. Model with several students if helpful. <p>Affirming:</p> <ul style="list-style-type: none"> • Assign students an A and B letter so that they get into in pairs. Tell them that they will work on a Gap Activity by asking appropriate questions and writing it down in the spaces given.
<p>CLASSROOM RESOURCES</p>	<ul style="list-style-type: none"> • Teachers' guide • Student's notebook • Student's book. • Student's workbook. • Board, markers.

	<ul style="list-style-type: none"> • Cd player. • Class audio Cd.
DATA COLLECTION SOURCES	Data source 1: Field notes.
SUPPORT	Coaching and guidance from our thesis advisor
TIME	Week 2: November 14 - 18

Adapted from D'Ann Rawlinson & Mary Little. (2004). Improving Student Learning through Classroom Action Research. Daytona Beach. Project CENTRAL.

Herrera, S., Holmes, M. & Kavimandan, S. (2011). Crossing the vocabulary bridge. New York: Teacher college press.

Week 3

RESEARCH PROBLEM	How does direct corrective feedback develop the grammatical competence among ninth year A students at Unidad Educativa José Angel Palacio during 2016 -2017 school year?
GOALS	By the end of this intervention plan, students will be able to communicate producing distinctive grammatical structures such as declarative sentences, interrogatives in order to use them effectively in communication.
LEARNING OBJECTIVES	<p>By the end of this lesson students will be able:</p> <ul style="list-style-type: none"> • Identifies people’s customs from around the world. • Recognizes nationalities, greetings, clothing, food, and celebrations from diverse cultures. • Distinguishes between people’s habitual actions, routines and temporary actions that are marked with time expressions.
CONTENTS	<p>UNIT 2. Cultures around the world Pages 22-24</p> <ul style="list-style-type: none"> • Greetings • Clothes • Food • Celebrations and Holidays • Grammar Simple Present Tense with adverbs of frequency. Present Progressive.
INSTRUCTIONAL FOCUS	<p>Activation: Warm up. (5 min)</p> <ul style="list-style-type: none"> • Ask students if they know any greetings that people use in other parts of the world. Write on the board the greetings they mention. Draw a table with two columns, and fill it with the rest of greetings by mimicking, naming and writing them on the board. <p>Connection: (30 min)</p> <ul style="list-style-type: none"> • Complete the text with the corresponding country. Use the Word Bank. Then, listen and check. To promote the interpersonal, linguistic and visual-spatial intelligences, invite students to work in pairs to take part in a swift contest. Ask them to identify the picture that shows: A

	<p>church, utensils people use to eat, a special celebration, a present or a gift, greeting, and special clothes or clothing. Then, ask students: Do you go to church? When do you go to church? What utensils do you use to eat? Do you celebrate Christmas Eve and New Year? What do you do on New Year's Eve?</p> <ul style="list-style-type: none"> • Invite students to follow the example given on the board to write their own sentences about a celebration they know of, making use of the adverbs of frequency and other time expressions. • Bring in some pictures in which people from different cultures are celebrating with temporary actions and stick them on the board. • Tell them you will point at the picture and dictate some sentences for completion • Draw students' attention to the example given in Andres and Nicole's conversation, by calling on two volunteers to read the short dialogue <p>Affirming:</p> <ul style="list-style-type: none"> • Students have to make sentences describing different things that their classmates are doing in the moment.
CLASSROOM RESOURCES	<ul style="list-style-type: none"> • Teachers' guide • Student's notebook • Student's book. • Student's workbook. • Board, markers. • Cd player. • Class audio Cd.
DATA COLLECTION SOURCES	Data source 1: Field notes.
SUPPORT	Coaching and guidance from our thesis advisor.
TIME	Week 3: November 21 - 25

Adapted from D'Ann Rawlinson & Mary Little. (2004). Improving Student Learning through Classroom Action Research. Daytona Beach. Project CENTRAL.

Herrera, S., Holmes, M. & Kavimandan, S. (2011). Crossing the vocabulary bridge. New York: Teacher college press.

Week 4

RESEARCH PROBLEM	How does direct corrective feedback develop the grammatical competence among ninth year A students at Unidad Educativa José Angel Palacio during 2016 -2017 school year?
GOALS	By the end of this intervention plan, students will be able to communicate producing distinctive grammatical structures such as declarative sentences, interrogatives in order to use them effectively in communication.
LEARNING OBJECTIVES	<p>By the end of this lesson students will be able:</p> <ul style="list-style-type: none"> • Talk about how often they do things. • Practice inserting the adverbs of frequency in sentences. • Plan their weekly and daily activities.
CONTENTS	<p>UNIT 2. Cultures around the world Pages 25 – 28</p> <ul style="list-style-type: none"> • Simple present tense • How often? Positions of frequency adverbs. • Daily routines.
INSTRUCTIONAL FOCUS	<p>Activation: Warm up. (5 min) Show flashcards of people doing typical everyday activities, such as brushing their teeth, eating breakfast, getting on a bus go to school. Then have students open their books and look at the picture. Ask questions to help students create a context for the reading passages: Who do you see in the picture? Where is Brian? Is it morning or evening?</p> <p>Connection: (30 min)</p> <ul style="list-style-type: none"> • Have students read the directions and then work individually to complete the exercise. Check the answers orally. • Tell students to write short answers to the questions. You may want to ask students to challenge themselves by answering the questions in this exercise without looking back at the text. • Ask students if they could guess the meanings of some of the new vocabulary. Ask which words were new to them. • Read the instructions aloud. Then read the labels on the pictures and have students say them after you. Point out that either eat or have can be used to talk about meals and snacks.

	<ul style="list-style-type: none"> • As a model, call on a student to tell the class what he or she does first, second, and third. Then have student work individually to number the activities. Number the pictures to match their own routine in preparation for Exercise B. • Direct students' attention to the grammar chart. Call on students to read the sequence aloud. Make sure students understand that first and finally come at the beginning and the end of the sequence, but that then, after that, and next are interchangeable. • Have student look at the graph in the grammar chart. Tell them that the words on the left are adverbs of frequency; that is, words that tell us how often something is done or how often something happens. Read each adverb aloud and have the class repeat. • Read the instructions aloud and elicit the answers to the first two items. Then have students work in pairs to take turns reading their sentences aloud. • Teacher must use direct corrective feedback by writing the correct forms in the place of the errors. <p>Affirming: (10 minutes) Students have to plan their daily activities.</p>
CLASSROOM RESOURCES	<ul style="list-style-type: none"> • Teachers' guide • Student's notebook • Student's book. • Student's workbook. • Board, markers. • Cd player. • Class audio Cd.
DATA COLLECTION SOURCES	Data source 1: Field notes
SUPPORT	Coaching and guidance from our thesis advisor
TIME	Week 4: November 28 – December 02

Adapted from D'Ann Rawlinson & Mary Little. (2004). Improving Student Learning through Classroom Action Research. Daytona Beach. Project CENTRAL.

Herrera, S., Holmes, M. & Kavimandan, S. (2011). Crossing the vocabulary bridge. New York: Teacher college press.

Week 5

RESEARCH PROBLEM	How does direct corrective feedback develop the grammatical competence among ninth year A students at Unidad Educativa Jose Angel Palacio during 2016 -2017 school year?
GOALS	By the end of this intervention plan, students will be able to communicate producing distinctive grammatical structures such as declarative sentences, interrogatives in order to use them effectively in communication.
LEARNING OBJECTIVES	By the end of this lesson students will be able: <ul style="list-style-type: none"> • Talk about the frequency of routines or daily activities. • Describe their typical day.
CONTENTS	UNIT 3: Amazing abilities Pages: 36– 38 <ul style="list-style-type: none"> • Simple present tense • Adverbs of frequency: always, usually, often, sometimes, rarely, seldom, never • Daily routines
INSTRUCTIONAL FOCUS	Activation: Warm up. (5 min) <ul style="list-style-type: none"> • Teacher shows flash cards about how often activities or routines people do daily. • Students role-play a short dialogue about what the students do weekly. • Teacher writes about daily routines on the board. Connection: (30 min) <ul style="list-style-type: none"> • Teacher will review useful connectors such as first, then, after that, next and after that and finally. • Students will answer teacher’s questions: How often does the student do several activities using the connectors. • Students will complete a chart. (Page. 18). Then in pairs, they have to write a short paragraph about their partners’ daily routines. • Students will think about a famous person that they like to interview, students have to write some questions using frequency adverbs. • Teacher must use direct corrective feedback by writing the correct forms in the place of the errors. • Students will complete some questions of a bar graph about their typical day: How many hours do they sleep on weekend? pag19.

	<ul style="list-style-type: none"> • Students will complete the bar graph of their typical school day, pag.19 • Students will discuss their bar graph with a partner. • Students will listen to the description of a typical day and then complete the chart, pag.20 <p>Students will listen and complete the information about Dory's routine.</p> <p>Affirming: (10 minutes)</p> <ul style="list-style-type: none"> • Students will write a short paragraph about their typical day or week.
CLASSROOM RESOURCES	<ul style="list-style-type: none"> • Teachers' guide • Student's notebook • Student's book. • Student's workbook. • Board, markers. • Cd player. • Class audio Cd.
DATA COLLECTION SOURCES	Data source 1: Field notes
SUPPORT	Coaching and guidance from our thesis advisor
TIME	Week 5: December 05 - 09

Adapted from D'Ann Rawlinson & Mary Little. (2004). Improving Student Learning through Classroom Action Research. Daytona Beach. Project CENTRAL.

Herrera, S., Holmes, M. & Kavimandan, S. (2011). Crossing the vocabulary bridge. New York: Teacher college press.

Week 6

RESEARCH PROBLEM	How does direct corrective feedback develop the grammatical competence among ninth-year students A at Unidad Educativa José Angel Palacio during 2016 -2017 school year?
GOALS	By the end of this intervention plan, students will be able to communicate producing distinctive grammatical structures such as declarative sentences, interrogatives in order to use them effectively in communication.
LEARNING OBJECTIVES	<p>By the end of this lesson students will be able:</p> <ul style="list-style-type: none"> • Ask and answer about favorite leisure and introduce them by using informal greetings. • Talk about their daily routine. • Express preferences using their information.
CONTENTS	<p>UNIT 3: Amazing abilities Pages: 39 - 41</p> <ul style="list-style-type: none"> • Simple present tense • How often? Preposition of frequency adverbs • Daily routines
INSTRUCTIONAL FOCUS	<p>Activation: Warm up. (5 min)</p> <ul style="list-style-type: none"> • The teacher presents the test to evaluate knowledge - grammar. • The teacher presents the first's project a snapshot of a class classmate about daily routine. • The researcher tells students that for this project they will work with a partner. <p>Connection: (30 min)</p> <ul style="list-style-type: none"> • The teacher gives to the students the instruction about the unit test and the learners develop it. • The teacher divides the class in groups and explains the tasks; the students will interview each other about their leisure activities. • The teacher monitors students and finally, the researcher will give students a clear explanation and clarify all questions. • Teacher must use direct corrective feedback by writing the correct forms in the place of the errors. <p>Affirming: (10 minutes) Students will present in front of the class their activity and tell what happen in their favorite leisure.</p>

CLASSROOM RESOURCES	<ul style="list-style-type: none"> • Teachers' guide • Student's notebook • Student's book. • Student's workbook. • Board, markers. • Cd player. • Class audio Cd.
DATA COLLECTION SOURCES	Data source 1: Field notes Data source 2: Test unit 1
SUPPORT	Coaching and guidance from our thesis advisor
TIME	Week 6: December 12 - 16

Adapted from D'Ann Rawlinson & Mary Little. (2004). Improving Student Learning through Classroom Action Research. Daytona Beach. Project CENTRAL.

Herrera, S., Holmes, M. & Kavimandan, S. (2011). Crossing the vocabulary bridge. New York: Teacher college press.

Week 7

RESEARCH PROBLEM	How does direct corrective feedback develop the grammatical competence among ninth year A students at Unidad Educativa José Angel Palacio during 2016 -2017 school year?
GOALS	By the end of this intervention plan, students will be able to communicate producing distinctive grammatical structures such as declarative sentences, interrogatives in order to use them effectively in communication.
LEARNING OBJECTIVES	By the end of this lesson students will be able: <ul style="list-style-type: none"> • Talk about abilities. • Compare people’s attributes and abilities. • Express opinions. • Talented People Vocabulary
CONTENTS	UNIT 3. Amazing Abilities <ul style="list-style-type: none"> • Words related to multiple intelligences • Adjectives related to physical description • Grammar • Modal verb Can • Comparative and Superlative Adjectives
INSTRUCTIONAL FOCUS	<p>Activation: Warm up. (5 min)</p> <p>Write the word Intelligences right in the middle of the board. Around of the board make a list of these words (making sure you mix them up): songs, music, piano, melodies, radio, rhythm, words, poems, stories, speak, novels, languages, dance, act, mimic, sporty, athletic, body movements, paint, draw, decorate, architecture, pictures, photographs, calculations, numbers, experiments, logic, strategy, science, interact, outgoing, speak in public, sociable, relationships. Make students realize that these words are all related to people’s multiple intelligences and that everybody develops. Divide the class in two groups. Ask them to associate the words with the intelligences by classifying them according to the intelligence on a piece of paper.</p> <p>Connection: (30 min)</p> <ul style="list-style-type: none"> • Prepare the students to listen by calling on two volunteers to read the Listening Strategies I and II. Make them realize that details or specific information help us make inferences (something that is not mentioned directly, but we are given hints to understand what is written between the

	<p>lines. E.g., you are good with numbers and words. = It means that you have the mathematical and the verbal intelligences. As students are already aware of the two tasks, focus the students' attention on the Reflect on Grammar 2 on page 37 and for the time being let them know that we use can to express ability. Model by saying: We can speak Spanish. You can sing songs. Invite them to work individually.</p> <ul style="list-style-type: none"> As students are already prepared to handle the affirmative and negative forms of the verb can, have them immediately complete the sentences. Then, center students' attention to the word order for the interrogative form of the verb can to ask about people's abilities. Ask additional questions relevant to the students' real life like: Can you play soccer/basketball? Can you read quickly? Can you dance? Can you jump high? and the sort. Write complete questions and answers on the board. Finally, have students work in pairs to ask each other questions about their abilities. <p>Affirming: (10 minutes)</p> <ul style="list-style-type: none"> Students have to write three affirmative sentences and change them into negative and interrogative. Teacher must use direct corrective feedback by writing the correct forms.
CLASSROOM RESOURCES	<ul style="list-style-type: none"> Teachers' guide Student's notebook Student's book. Student's workbook. Board, markers. Cd player. Class audio Cd.
DATA COLLECTION SOURCES	<p>Data source 1: Field notes Data source 2: Test unit 2</p>
SUPPORT	Coaching and guidance from our thesis advisor
TIME	Week 7: December 19 - 23

Adapted from D'Ann Rawlinson & Mary Little. (2004). Improving Student Learning through Classroom Action Research. Daytona Beach. Project CENTRAL.

Herrera, S., Holmes, M. & Kavimandan, S. (2011). Crossing the vocabulary bridge. New York: Teacher college press.

Week 8

RESEARCH PROBLEM	How does direct corrective feedback develop the grammatical competence among ninth year A students at Unidad Educativa José Angel Palacio during 2016 -2017 school year?
GOALS	By the end of this intervention plan, students will be able to communicate producing distinctive grammatical structures such as declarative sentences, interrogatives in order to use them effectively in communication.
LEARNING OBJECTIVES	<p>By the end of this lesson students will be able:</p> <ul style="list-style-type: none"> • Make comparisons. • Ask about talented people. • Talk about comparatives and superlatives. • Ask and answer questions using comparative and superlative adjectives.
CONTENTS	<p>UNIT 3. Talented people Pages 40 - 41</p> <ul style="list-style-type: none"> • Comparative and superlative Adjectives. • Vocabulary based on: Adjectives related to physical description.
INSTRUCTIONAL FOCUS	<p>Activation: Warm up. (5 min) Teacher shows some pictures which are related to the comparatives and superlatives</p> <p>Connection: (30 min)</p> <ul style="list-style-type: none"> • Teacher sticks some pictures in the board and them write example sentences for comparatives and superlatives. • Teacher divides the students into groups of four and on your signal, each group should write as many comparative and superlative statements about the people in the room as they can. At the end of the time period, have one group share their sentences. If another group has the same sentence as the first group, both groups should cross that statement off their list. Continue until all groups have read all of their statements and any duplicates are eliminated. The group with the most statements remaining wins. • On page 40. Have students look at the grammar chart. Call on students to read each section aloud. • Have students work individually to complete grammar on page 40 exercise 4. Check answers orally. • Use the board to explain other key points about the grammar chart, such as the use comparative and

	<p>superlative adjectives and how to use them in a sentence.</p> <ul style="list-style-type: none"> • Have students work individually in their workbooks and write their sentences. Walk around and monitor as they write; look for common errors in the sentences, such as comparatives and superlatives adjectives. • Teacher must use direct corrective feedback by writing the correct forms in the place of the errors. • On page 41. Read the instructions aloud. Allow students a minute to look at the pictures and complete the missing words in sentences on the example 5 remember as many superlatives as they can. • In pairs, student A has to look at his map and ask three questions about the places on the map. Student B answer the questions. Then change rolls. • On page 30. Read the instructions aloud and then go over the useful language with the class. On the board write What can you do ____? You can ____ Give some examples such as What can you do at the zoo? You can see lions and bears. • Students have to complete the grammar exercises of the page. <p>Affirming: (15 minutes) Have students to complete some exercises related to grammar in study.</p>
CLASSROOM RESOURCES	<ul style="list-style-type: none"> • Teachers' guide • Student's notebook • Student's book. • Student's workbook. • Board, markers. • Cd player. • Class audio Cd. • Flashcards
DATA COLLECTION SOURCES	<p>Data source 1: posttest. Data source 2: postquestionnaire. Data source 3: Field notes.</p>
SUPPORT	Coaching and guidance from our thesis advisor
TIME	Week 8: January 02 – 06

Adapted from D'Ann Rawlinson & Mary Little. (2004). Improving Student Learning through Classroom Action Research. Daytona Beach. Project CENTRAL.

Herrera, S., Holmes, M. & Kavimandan, S. (2011). Crossing the vocabulary bridge. New York: Teacher college press.

Organization and management of the research

Resources

Human

- The researcher
- The ninth year of Basic Education
- The teacher
- The thesis advisor

Material

- Book
- Scripts
- Paper
- Tape
- Cardboard and flash cards
- Markers
- Board
- Audio CD

Technical

- Computer
- Projector
- Printer
- Internet
- CD player

g. TIMELINE

ACTIVITIES	2016												2017																									
	MONTHS																																					
	July		August		September		October		Nov		Dec		January		February		March		April		May		Jun		July		August											
PHASE I: PROJECT	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4				
Presentation of the Project	X	X	X	X	X	X																																
Designation of the Project Advisor										X	X	X																										
Project revision and Approval										X	X	X																										
Designation of Thesis Advisor										X	X	X																										
PHASE II: ACTION PLAN																																						
Application of instruments										X	X																											
Act and observe										X	X	X	X	X	X	X	X	X	X																			
PHASE III: THESIS PROCESS																																						
Elaboration of tables and Graphs															X		X	X	X																			
a. Theme						X																																
b. Introduction																				X																		
c. Summary																			X																			
d. Review of Literature									X	X	X								X	X																		
e. Material and methods																			X	X	X																	
f. Results (interpretation and analysis)																			X	X	X	X	X	X														
g. Discussion																				X																		
h. Conclusions																				X																		
i. Recommendations																				X																		
j. Bibliography and Annexes																				X																		
PHASE III: REVISION AND APPROVAL																																						
Thesis revision																																						
Thesis presentation																			X	X	X																	
Thesis approval																				X	X																	
PHASE IV: PHASE OF																																						
Presentation of documents																				X	X	X	X	X	X	X	X	X	X									
Private review																												X	X									
Corrections																													X	X	X	X						
Public sustentation and incorporation																																		X	X	X	X	X

h. BUDGET AND FINANCING

RESOURCES	COSTS
Internet connection	\$40,00
Print of reports	\$50,00
Print of the Project	\$60,00
Print the final report and thesis	\$60,00
Unexpected expenses	\$200,00
Total	\$410,00

The financing of the expenses derived from the present research work will be assumed by the research author. All expenses related to the present research work will be assumed entirely by the researcher conducting the investigation.

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Annex1:Observation sheet.



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ENGLISH LANGUAGE DEPARTMENT**

DATA COLLECTION SOURCE: OBSERVATION SHEET

OBSERVATION SHEET						
Observation #:	Date/Time:			Role of the researcher:		
Topic:	Participants: Ninth-grade			Non participant Observer		
Objective of the session:	student & The researcher			Duration of the observation:		
Things to be observed		Levels of Acceptability				Remarks
		Perfectly Acceptable	Acceptable	Unacceptable	Totally Unacceptable	
SENTENCE FORMATION	Declarative sentences: Affirmative & Negative.					
	Interrogative questions: Who & Yes/ No questions					
	Subject -Verb- Agreement					
	Parts of Speech					

Annex 2: Field notes



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ENGLISH LANGUAGE DEPARTMENT
DATA COLLECTION SOURCE: FIELD NOTES

FIELD NOTES		
<p>Observation #:</p> <p>Topic:</p> <p>Objective of the session:</p>	<p>Date/Time:</p> <p>Class size:</p> <p>Participants: Ninth-grade students & The researcher</p>	<p>Role of the researcher: Participant observer</p> <p>Duration of the observation:</p>
<p style="text-align: center;">Description of the event</p>		

Annex 3: Pre and Post test & Scoring Guide (Rubric)



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ENGLISH LANGUAGE DEPARTMENT
DATA COLLECTION SOURCE: PRE TEST/ POST TEST
Pre/posttest

Data collection source: Test


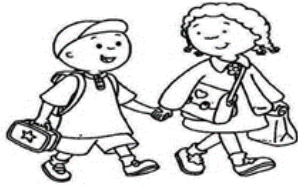



Researcher:

Year: Ninth Year of Basic Education

Student's Code:

Date:

1.- Look at the pictures. Write what the boy does every day. (2 points)

 <p>Example</p> <p>He gets up</p>	 <p>1. _____ _____ _____</p>	 <p>2. _____ _____ _____</p>
 <p>3. _____ _____ _____</p>	 <p>4. _____ _____ _____</p>	

2.- Unscramble the questions. Then write a short affirmative or negative answer (2 points)

Ex: German/ he/ speak / Can /?

a) Can he speak German?

b) (Yes) Yes, he can.

A. she / Can / piano / the / play /?

a) _____

b) (No) _____

B. board / I / erase / the / Can /?

a) _____

b) (No) _____

C. I / pen / your / Can / use /?

a) _____

b) (Yes) _____

D. Sing / English / Can / they /?

a) _____

b) (Yes) _____

3.- Complete the questions with questions from the box. (2 points)

What do you do on Sundays? What time do you get up? What time do you usually go to bed? What do you usually eat for breakfast? How many hours of TV do you watch each day?
--

Example:

Tim: What do you do on Sundays?

Maria: Nothing much. I usually get up late.

Tim: (1) _____

Maria: Oh, I never get up before 11 a.m.

Tim: (2)

Maria: I usually have cereal and orange juice.

Tim: (3)

Maria: Not many. About two hours.

Tim: (4)

Maria: I usually go to bed at ten.

4.- Complete the chart with the comparative and superlative form of the adjectives. (2 points)

Adjective	Comparative	Superlative
Slow	slower than	the slowest
Strong		
attractive		
Good		
Fat		

5.- Complete the message. Use the expressions in the box. (2 points)

- | |
|---|
| <ul style="list-style-type: none">• Please say hello to• How is school going• I hope you're doing well.• Talk to you soon,• Hello |
|---|

- a. _____ Pete,
- b. _____
- c. _____
- I'm having a great time here in Puebla, Mexico.
Right now I'm eating delicious "quesadillas."
Today is my roommate's birthday so we're
Having a piñata party. Everybody is really happy.
We're dancing and singing "rancheras" It's fun
- d. _____ our
mom. Tell her I'm fine.
- e. _____
Jane

Annex 4. Pre/ Post Questionnaire



**UNIVERSIDAD NACIONAL DE LOJA
DATA COLLECTION SOURCE: PRE POST QUESTIONNAIRE**

Dear student, answer the following questionnaire with sincerity about the English subject. Your answers will be anonymous and confidential.

Student's

Code:.....

Date:.....

Read the following statements and rate them from 1 to 5, 1 standing for “I strongly disagree” and 5 standing for “I strongly agree” with 3 being the neutral rating.

(__) 1. I feel I have learnt a lot from being corrected immediately.

1 = I strongly disagree	2 = I disagree nor disagree	3 = I neither agree	4 = I agree	5 = I strongly agree
-------------------------	-----------------------------	---------------------	-------------	----------------------

(__) 2. I think that the feedback provided is necessary and helpful.

1 = I strongly disagree	2 = I disagree nor disagree	3 = I neither agree	4 = I agree	5 = I strongly agree
-------------------------	-----------------------------	---------------------	-------------	----------------------

(__) 3. I am afraid that my English teacher is ready to correct every mistake that I make in class.

1 = I strongly disagree	2 = I disagree nor disagree	3 = I neither agree	4 = I agree	5 = I strongly agree
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4. How do you feel when the teacher immediately corrects your mistakes?

1 = I strongly disagree	2 = I disagree nor disagree	3 = I neither agree	4 = I agree	5 = I strongly agree
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- a. I feel angry
- b. I feel sorry
- c. I feel satisfied
- d. I feel nervous

5. What do you think and what do you do after the teacher's immediate correction?

1 = I strongly disagree	2 = I disagree nor disagree	3 = I neither agree	4 = I agree	5 = I strongly agree
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- a. I believe that "I wish I had not more English classes".
- b. I think the reasons why I make mistakes.
- c. I think the teacher is not patient enough to wait for the end of my sentences.
- d. I think "I can learn from my mistakes"

THANKS FOR YOUR COLLABORATION

Annex 5: Research Matrix

Theme. The development of Grammatical Competence through direct corrective feedback among students of Ninth year A students at Unidad Educativa José Ángel Palacio during 2016-2017 school year.

Problem	Objectives	Theoretical Frame	Methodological design (Action Research)	Techniques and instruments
<p>General</p> <ul style="list-style-type: none"> How does the direct corrective feedback develop the grammatical competence among ninth year A students at Unidad Educativa José Ángel Palacio of the city of Loja during the 2016-2017 school year? <p>Specific</p> <ul style="list-style-type: none"> What theoretical and methodological references about 	<p>General</p> <ul style="list-style-type: none"> To improve the grammatical competence through the direct corrective feedback amongst ninth year A students at Unidad Educativa José Ángel Palacio during the 2016 – 2017 school year. <p>Specific</p> <ul style="list-style-type: none"> To research the theoretical and methodological 	<p>Dependent variable</p> <ul style="list-style-type: none"> Grammatical Competence Sentence Formation (Declarative sentences: Affirmative & Negative. Interrogative questions: Who & Yes/ No questions. Subject -Verb- Agreement. Part of speech. 	<p>Preliminary Investigation</p> <ul style="list-style-type: none"> Observing the English Classes Stating the background of the problem Describing current situation Locating and reviewing the literature 	<ul style="list-style-type: none"> Observation sheet Pre and Post test Pre and Post questionnaires Field Notes

<p>the direct corrective feedback as strategy are adequate for improving grammatical competence amongst ninth year A students at Unidad Educativa José Ángel Palacio during the 2016 – 2017 school year?</p> <ul style="list-style-type: none"> • What are the issues that limit the development of the grammatical competence amongst ninth year A students at Unidad Educativa José Ángel Palacio during the 2016 – 2017 school year? • What are the phases of the intervention plan that help the 	<p>references about the direct corrective feedback and its application on the grammatical competence.</p> <ul style="list-style-type: none"> • To diagnose the issues that limit the development of the grammatical competence amongst ninth year A students at Unidad Educativa José Ángel Palacio during the 2016 – 2017 school year. • To design an intervention plan based on the direct corrective feedback in order to improve the 	<p>Independent variable</p> <p>Feedback and English Foreign Language teaching.</p> <ul style="list-style-type: none"> • Principles and strategies of corrective feedback. • Types of feedback • Types of corrective feedback. • Direct corrective feedback. 	<ul style="list-style-type: none"> • Creating a methodological framework for the research • Designing an intervention plan <p>Intervention and Observation</p> <ul style="list-style-type: none"> • Administering test and questionnaires • Observing and monitoring students' performance 	
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<p>current issues to achieve a satisfactory outcome on developing the grammatical competence amongst ninth year A students at Unidad Educativa José Ángel Palacio during the 2016 – 2017 school year?</p> <ul style="list-style-type: none"> • Which direct corrective feedback is implemented to improve grammatical competence amongst ninth year A students at Unidad Educativa Jose Angel Palacio during the 2016 – 2017 school year? • How does the direct corrective feedback reduce the 	<p>grammatical competence amongst ninth year A students at Unidad Educativa José Ángel Palacio during the 2016 – 2017 school year.</p> <ul style="list-style-type: none"> • To apply the most suitable techniques of the direct corrective feedback in order to improve the grammatical competence amongst ninth year A students at Unidad Educativa Jose Angel Palacio during the 2016 – 2017 school year. 		<p>according to the intervention plan</p> <ul style="list-style-type: none"> • Presentation of research findings • Reflecting, analyzing and answering the proposed inquires • Organizing the final report 	
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<p>difficulty to develop the grammatical competence amongst ninth year A students at Unidad Educativa Jose Angel Palacio during the 2016 – 2017 school year?</p>	<ul style="list-style-type: none"> • To validate upon the effectiveness that the effective corrective had amongst ninth year A students at Unidad Educativa Jose Angel Palacio during the 2016 – 2017 school year? 			
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Annex 6. Grading Scales

Grammatical Competence

Quantitative score range	Qualitative score range
10	Superior
9	Excellent
7 – 8	Average
5 – 6	Below average
4	Failing

Direct corrective feedback strategy

Quantitative score range	Qualitative score range
81-100	High level of direct corrective feedback practice
61-80	Expected level of direct corrective feedback practice
41-60	Moderate level of direct corrective feedback practice
21-40	Unexpected level of direct corrective feedback practice
01-20	Low level of direct corrective feedback practice

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