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ENGLISH LANGUAGE DEPARTMENT

TITLE

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

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THE AUTHOR

DEDICATION

I want to dedicate this thesis first to God, who gave me wisdom and perseverance every day. To my mother María Victoria, for her love and support throughout my life, teaching me the importance of values.

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ROSA DOLORES

MATRIZ DE ÁMBITO GEOGRÁFICO

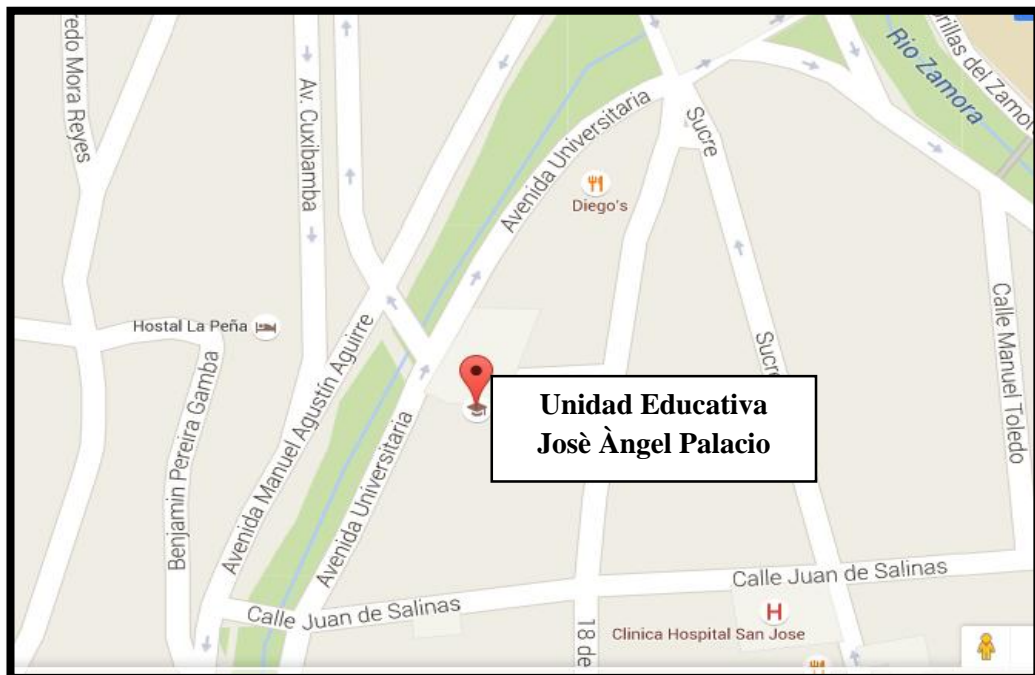
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a. **TITLE**

THE DEVELOPMENT OF THE GRAMMATICAL COMPETENCE THROUGH
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b. **RESUMEN**

El presente trabajo tuvo como objetivo general el desarrollo de la competencia gramatical a través de la retroalimentación directa, con el 9no año de educación básica en la Escuela “José Ángel Palacio, durante el período académico 2016-2017. Para llevar a cabo este trabajo de investigación, se utilizó métodos descriptivos, analítico-sintéticos, científicos y estadísticos. Adicionalmente, se aplicó pruebas y cuestionarios a 29 estudiantes al inicio y al final de la intervención como instrumentos para recopilar información sobre el nivel de los estudiantes en la habilidad de escribir y la percepción sobre el uso de la competencia gramatical. Los resultados obtenidos mostraron que la aplicación de retroalimentación correctiva directa como estrategia tuvo un efecto positivo, los estudiantes pueden hacer declaraciones afirmativas y negativas, también realizar preguntas e identificar partes del discurso. Se concluye que la retroalimentación correctiva directa ayudó a mejorar el conocimiento de los estudiantes sobre la competencia gramatical.

ABSTRACT

The present research work had as general objective the development of the grammatical competence through direct corrective feedback with the students of ninth year of basic education at “José Ángel Palacio” school, during the academic period 2016-2017. To carry out this research work, the descriptive, analytic-synthetic, scientific and statistical methods were employed. Additionally, a pre-posttest and pre-post questionnaire were applied to twenty-nine students at the beginning and at the end of the intervention as tool to gather information about the level of them in writing and the perception about the use of grammatical competence. The results showed that the application of direct corrective feedback as a tool had a positive effect, students were able to affirmative and negative statements as well as they were able to make questions and identify parts of speech. To conclude that direct corrective feedback helped improve students’ knowledge about grammatical competence.

c. **INTRODUCTION**

Grammatical competence is rather important for people to effectively communicate, to learn new words and develop new skills. It involves several rules of the language such as vocabulary, sentence structure, linguistics, as well as semantics. Generally, grammatical competence is necessary for all learners of a foreign language, specifically English.

This competence focuses on the knowledge and skills required to understand and accurately express the literal meaning of utterances in communication. Thus, grammatical competence has become a barrier for students who are either learning a new language or acquiring it. Also, it is one of the main difficulties learners face when using the language in writing or speaking. Furthermore, they do not properly manage grammar rules and feel really nervous about making mistakes when they communicate in English.

The students of ninth year of basic education, who were part of the intervention plan, faced problems in several aspects of grammar: in communicating by using grammatical structures, in asking and answering questions affirmatively or negatively, in properly assigning the subject with the verb and in recognizing parts of speech.

On account of the problems mentioned above, and in order to solve them, it was necessary to determine how direct corrective feedback develops grammatical competence. Feedback provides instructional information to the student that explains why a response was correct or incorrect. This way, students feel motivated

to participate, practice and learn new words by feeling happy, comfortable and interested in the language (Clarke, 2001).

As specific objectives, the following were determined: to investigate the theoretical and methodological references to the 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; to design an intervention plan based on direct corrective feedback as corrective strategy in order to improve grammatical competence; to apply the most suitable techniques of direct corrective feedback as a corrective strategy in order to improve the grammatical competence; to validate the result obtained after the application of direct corrective feedback interaction to develop grammatical competence.

The methods that were used to execute this research work were: the Analytic-synthetic method, which was used to analyze and interpret the obtained results through observation checklist, questionnaires and the pre-and post-test to make later on the corresponding conclusions; the statistical method, used to make quantitative statistical analysis of the quantitative data obtained from the test and the qualitative data obtained from observation checklists; the scientific method, to obtain and analyze theoretical referents as well as to develop the phases in the observations before and during the intervention plan; and the descriptive method, which helped to describe the stages of the research as well as all the resources used by the researcher.

This research work contains the following parts: first, there is the Introduction, which has the contextualization of the problem, the central problem, the reasons

why 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 that contains theory about the two variables of the research work. The part that corresponds to Materials and Methods includes the design of the research work, the methods, techniques, instruments and the group of students used as population in the investigation. The Results section displays the data, which is presented in graphs and tables and contains the respective analysis. The part of the Discussion shows an analysis of what has been discovered with the gathered data as well as general results of the research work and if it was worthy or not. The Conclusions section establishes the most outstanding findings and in Recommendations, there are some suggestions to improve students' grammatical competence based on the research.

d. **LITERATURE REVIEW**

Grammatical Competence

Definition

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 (Bradley, 1992).

Grammatical competence focuses on command of the language code, including such things as part of speech, subject-verb agreement, and types of sentences. The goal is to acquire knowledge of, and ability to use, forms of expression that are grammatically correct and accurate and it promote accuracy and fluency in second language production and increases in importance as the learner advances in proficiency, however it refers to the ability to use language appropriately in different social situations (Fiori & Rico, 2005).

Grammatical competence is the ability to recognize and produce the distinctive grammatical structure in a language and to use it effectively in communication. It can help encourage precision, detect ambiguity, and achieve the richness of expression available in English.

Teachers need to realize that grammatical forms need to be explicitly taught for students to reach higher levels of academic language proficiency. However, grammar needs to be taught in context. Larsen & Freeman V, Pedagogical Grammar

(2001) points out that we need to pay attention to the three dimensions of grammar: form, meaning and use. Simply teaching grammar rules or having students memorize verb conjugations will not help students acquire grammatical competence. Grammatical forms need to be explicitly for students to reach higher levels of academic language proficiency.

Form is associated with the way in which a grammar structure is built and organized within a text or discourse. Thus, in terms of the passive voice, the dimension of form would focus on recognizing that this grammar structure is constructed with the auxiliary verb “be” or “get”, followed by the past participle of the main verb. This affirms that the passive voice takes two forms (Larsen, 2003).

Meaning has to do with the meaning a particular grammar structure conveys. The most inherent units in this dimension are words, derivational morphemes, multiword lexical strings and notions. The meaning could be lexical or grammatical, the latter being the case of the passive voice. This grammatical structure focuses on putting the receiver of an action in a subject position and the subject is thus acted, the passive defocuses the agent and focuses construction.

Then, it follows that the meaning will remain the same regardless when the structure is used or what its form is (Keck & Kim, 2003).

Use is related with pragmatics where there is social context. It means that when we talk about use, it needs a context of how and why the language is used. When use is the challenge, it is because students have shown that they are having a hard time selecting the right structure or form for a particular context. And this becomes difficult for students, it reflects that deciding the right use of tense in some particular

situation is more difficult than only forming the forms. Thereby, besides teaching students the form or how they can make the sentences, teachers have to also be concerned with the meaning and the right use of particular situation in some tenses (Celce , 2001).

In this case, use refers to when and why English speakers decide to use one particular grammatical structure over others that could convey the same meaning, and in the context of the passive voice, this structure is used when the agent is redundant or unknown, to put emphasis on the processes and experimental procedures.

In addition to form, meaning and use, (Cotter, 2009), comments that there is another important and necessary aspect: the receptive and productive levels of students. They can recognize a word if they read or listen (receptive level), and at the same time, they cannot use it actively in their own writing or speaking (productive level). Students can understand the meaning of a word, but not know how to use it.

Regarding the CEF (Council of Europe, 2001), grammatical competence is defined as knowledge of, and ability to use, the grammatical resources of a language. Formally, the grammar of a language may be seen as the set of principles governing the assembly of elements into meaningfully labeled and bracketed strings (sentences).

Spelling is complex, irregular, and eccentric, more so than in almost any other written language. Although correct spelling should be the goal of all students at all stages of development, students characteristically use spelling approximations in

the early stages. As students learn more, correct spelling should occur with greater frequency and consistency, as it becomes progressively easier and more automatic. However, approximations of correct spelling can be an important indicator of the spelling knowledge that a student is using or still needs to be taught. Where appropriate, teachers should demonstrate spelling strategies that could be used or provide correct spelling (Boyer, 2003).

Spelling is knowing how to write words correctly. Spelling is simply a matter of reproducing, correctly, the remembered sequence of letters that make a written word, then all the stuff about the relation to the sound of language is quite beside the point.

Importance of spelling

Spelling is important for communication purposes, but how should it be taught in schools? How can teachers balance the conflicting demands of having to aim for steady improvement in children's spelling skills while at the same time allowing the children the freedom to take risks and to experiment in their writing?

Clutterbuck (2007), considers that learning to spell accurately is extremely important and that direct teaching from an early stage is necessary in order to help students master spelling principles and also argued that an individual's literacy level is often judged by others in terms of his or her ability to spell words correctly in everyday written communications.

Grammar

Grammar is the study of how words combine to form sentences. It provides us with the terminology we need to talk about language in an informed way. It enables us to analyze and to describe our own use of language. In writing, a knowledge of grammar enables us to evaluate the choices that are available to us during composition.

According to Gerald (2001), language can be rather complex. In order to communicate with the written word, you have to take into account all the nuances, intonations, and feelings associated with spoken language. And as you probably know, all spoken sentences do not have the same intent or purpose.

Just as ask questions, deliver information, make exclamations, or make a request in daily communication, the written word needs to reflect the same goals. For this reason the structural aspect of languages – the types of sentences – are divided into categories based on the purposes and form of the sentence such as declarative sentences, imperative sentences, exclamatory sentences and interrogative sentences. That's why you need to understand and master these important concepts in writing. Your words become much more engaging and interesting.

Types of Sentences

Verspoor & Sauter (2000), express that a sentence is a grammatical unit of one or more words that starts with a capital letter and ends with a full stop or it's equal and expresses an independent statement. 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.

There are rules and methods in structuring sentences. While writing, one must consider both the purpose and the structure of sentences. These types of sentences are useful to express and convey people's thoughts and feelings through written or oral communication. There are four types of sentences depending on the structure: declarative (affirmative/positive), exclamatory, imperative and interrogative.

Declarative sentence

Declarative sentences always have a subject and a predicate. The subject can be simple with a noun phrase or it can be a compound subject. Compound subjects are made of more than one simple subject combined with a conjunction.

Example: My cat plays with its tail.

Declarative sentences are used when you want to make a statement. Whether it's a bold statement or a simple fact, the sole purpose of a declarative sentence is to give information. It always ends with a simple period. The purpose of a sentence is to express different kinds of thoughts: to make a declaration, to ask a question, or to issue a command. Therefore, the role of a sentence is taught to be a thought. A declarative sentence is taught to have the declaration role, an interrogative sentence has the question role, and an imperative sentence has the command role (Sargeant, 2007).

The declarative sentence is the most important type. People can, and often will, write entire essays or reports using only declarative sentences, and always use them far more than any other type. A declarative sentence simply states a fact or argument, without requiring either an answer or action from the reader.

Exclamatory Sentence

The second type of sentence in the English language is the exclamatory sentence. An exclamatory sentence is a type of main clause that expresses strong feelings by making an exclamation. (Compare with sentences that make a statement, express a command, or ask a question.) It is also called an exclamative or an exclamative clause. An exclamatory sentence usually ends with an exclamation point (!).

For example: You broke the lamp! (declarative)

How did you break your leg?! (interrogative)

Do not open the presents until the morning! (imperative)

Imperative Sentence

The third type of sentence in the English language is the imperative sentence. An imperative sentence gives requests, demands, or instructions. They can also share wishes or invitations with others. Basically, they tell someone what to do. As one of the four main types of sentences, they have an important role in both speaking and writing. Imperative sentences make up a huge part of our everyday language and serve all kinds of purposes (Sells, 2007).

For example: Bring me some sugar.

Interrogative Sentence

The fourth type of sentence in the English language is the interrogative sentence. An interrogative sentence is simply a sentence that asks a question—that is, we use it when we interrogate someone for information. Interrogative sentences always end with question marks.

Interrogative sentences are direct questions and ask for information, confirmation, or denial of a statement. It typically begins with a question word such

as what, who, or how or an auxiliary verb such as do, does, did, can, or would. Correct punctuation is a question mark at the end. In English, an interrogative sentence normally changes the word order so that the verb or part of the verb comes before the subject (Locke , 2003).

Subject- Verb Agreement

In English grammar, subject-verb agreement is the correspondence of a verb with its subject in first, second, or third person and number singular or plural. It is also called subject-verb concord. The principle of subject-verb agreement applies to finite verbs in the present tense and, in a limited way, to the past forms of the verb to be, was and were. Problems occur in the present tense because one must add an **-s** or **-es** at the end of the verb when the subjects or the entity performing the action is a singular third person: he, she or it, or words for which these pronouns could substitute.

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 (England, 2005).

Parts of Speech

A part of speech, particularly in more modern classifications, which often make more precise distinctions than the traditional scheme does, may also be called a word class, lexical class, or lexical category, although the term 'lexical category' refers in some contexts to a particular type of syntactic category, and may thus exclude parts of speech that are considered to be functional, such as pronouns. The term form class is also used, although this has various conflicting definitions. Word classes may be classified as open or closed: open classes (like nouns, verbs and adjectives) acquire new members constantly, while closed classes (such as pronouns and conjunctions) acquire new members infrequently, if at all (Martin, 2014).

Words that are assigned to the same part of speech generally display similar behavior in terms of syntax and they play similar roles within the grammatical structure of sentences and sometimes in terms of morphology, in that they undergo inflection for similar properties. Commonly listed English parts of speech are noun, verb, adjective, adverb, pronoun, preposition, conjunction, interjection, and sometimes numeral, article or determiner.

Noun (names)

A word or lexical item denoting any abstract (abstract noun: e.g. home) or concrete entity (concrete noun: e.g. house); a person (police officer, Michael), place (street, London), thing (necktie, television), idea (happiness), or quality (bravery). Nouns can also be classified as count nouns or non-count nouns; some can belong

to either category. They are the most common part of the speech and they are called naming word.

Pronoun (replaces)

A pronoun is a substitute for a noun or noun phrase (them, he). Pronouns make sentences shorter and clearer since they replace nouns. Adjectives make the meaning of another word (noun) more precise.

Verb (states action or being)

A verb is a word denoting an action (walk), occurrence (happen), or state of being (be). Without a verb, a group of words cannot be a clause or sentence.

Adverb (describes, limits)

An adverb is a modifier of an adjective, verb, or other adverb (very, quite). Adverbs make writing more precise.

Preposition (relates)

A word that relates words to each other in a phrase or sentence and aids in syntactic context (in, of). Prepositions show the relationship between a noun or a pronoun with another word in the sentence.

Conjunction (connects)

A syntactic connector. It links words, phrases, or clauses (and, but). Conjunctions connect words or group of words.

Interjection (expresses feelings and emotions)

An emotional greeting or exclamation (Huzzah, Alas). Interjections express strong feelings and emotions.

Article (describes, limits)

Olson (2006), mentions that grammatical marker of definiteness (the) or indefiniteness (a, an) are not always listed among the parts of speech. Sometimes, determiner (a broader class) is used instead. Likewise in the English language, most words are uninflected, while the inflective endings that exist are mostly ambiguous: -ed may mark a verbal past tense, a participle or a fully adjectival form; -s may mark a plural noun or a present-tense verb form; -ing may mark a participle, gerund, or pure adjective or noun. Although -ly is a frequent adverb marker, some adverbs (tomorrow, fast, very) do not have that ending, while some words with that ending (e.g. friendly, ugly) are not adverbs.

Grammatical Competence is a significant ability that permits lecturers to know and understand the correct use of language forms. In addition Grammatical Competence is the classroom implication will be used when the English language learner (ELL) is beginning to become proficient. He or she will need lots of practice using grammar correctly in every aspect of language. Being corrected in a safe environment will help students realize their mistakes. When children are younger, grammatical competence is not as important because children will respond and understand one another even if the sentence is not grammatically correct (Rico, 2010).

Second language classroom materials are set up in such a way as to promote the learning of grammatical competence in second language learners. According to Canela, (1980), suggest that there is a definite distinction between grammatical competence and grammatical performance. Classroom teachers must be aware that

just because a child is aware of a grammatical rule, that does not mean that the child will use that rule in his or her daily writing or conversation.

Ways to Approach Grammar in the Second or Foreign Language Classroom

When discussing the place of grammar in English language teaching, it is important to acknowledge the existing impression among many English teachers who believe that communicative language teaching and grammar are two worlds apart and that it is unacceptable to care about grammar if you are working with a communicative methodology.

(White, 2001), points out that English is perhaps the school subject with the largest number of different methodologies. And if we consider the teaching of grammar, it has evolved as new methodologies have appeared. With the appearance of the communicative approaches, the way to deal with grammar has changed even more.

In the Colombian context for example, authors such as Roman Mendoza (2005) have conducted research studies in order to explore alternatives to develop grammar. This author studied the effects of implicit vs. explicit instruction of grammar and concluded that learners taught in explicit instruction achieve better results than those taught in implicit instruction. For many other English Language Teaching (ELT) professionals, however, what matters today is to promote our students to communicate but not necessarily accurately, and this is how grammar has been relegated in the English Language Teaching field.

Furthermore, Chris Hedges (2002) said that “the ability to communicate effectively in English is now a well-established goal in ELT.” Taking into account this idea, one can ask whether the term “effectively” does not necessarily mean accurately or properly. In other words, is it not correct or logical to expect a person who is said to communicate effectively to do it accurately, using the appropriate vocabulary, pronunciation, tense form and word order among some other conditions to express his or her ideas. In the discussion for and against grammatical instruction, there is a growing acknowledgment nowadays that grammar must be taught and this must be done in context.

Feedback

In an instructional setting, the term feedback describes one of the many procedures that inform a learner whether a response is right or wrong. In addition, feedback can be used to provide instructional information to the student that explains why a response was correct or incorrect (Clarke, 2001).

Feedback is most effective when it provides a basis for correcting mistakes or misconceptions a student may have gained during instruction, and does not appear to have much of an impact as a reinforcing tool. Researchers argue, for example, that in order for feedback to have an impact as a reinforcing agent, the likelihood of repeating correct responses on future review exercises or exams would be higher when feedback is included with initial lesson or unit assignments than it would in a non-feedback setting. However, data demonstrates that the probability of repeating an initial correct response on a delayed final exam is high, whether or not feedback

was given to the student. From this perspective, feedback plays its most important role in correcting an initial student error (Hakala & Hattie, 2014).

Feedback is information given to the learner and/or the teacher about the learner's performance relative to learning goals. It should aim to and be capable of producing improvement in students' learning. Also, immediate feedback increases information, acquisition and retention of material. It can be about the learning activity itself, about the process of activity, about the student's management of their learning, self-regulation, or (the least effective) about themselves as individuals. This feedback can be verbal, written, or can be given through tests or via digital technology. It can come from a teacher or someone taking a teaching role, or from peers Hyland & Hyland (2006).

Specific feedback is necessary for improvement and success. How teachers provide suggestions for improvement is critical to "closing the gap" for students. Teachers who combine strong subject knowledge with effective feedback can offer students rich, focused information about their learning and how to improve it. Students who are clear about their learning can monitor their progress and seek feedback to improve their learning Ellies (2009).

Grammar feedback in a second language writing does not necessarily help learners write well, but can help them write accurately. Grammar correction in a second language writing is useful because students expect it from teachers. Paiva (2011) found that the teachers considered corrective feedback on grammar in writing classes a useful activity. However, empirical evidence regarding the effectiveness of grammar-based corrective feedback on L2 writing was not

provided in the study. Thus, the researcher expressed doubts about whether grammar correction actually contributes to learners' writing development. In an attempt to shed more light on the issue, more recent studies have sought to provide empirical evidence regarding effectiveness of corrective feedback in improving writing accuracy and accurate use of grammatical structures.

Importance of Feedback

Feedback is an essential part of effective learning. It helps students understand the subject being edited or the text studied and gives them clear guidance on how to improve their learning. Academic feedback is more strongly and consistently related to achievement than any other teaching behavior. This relationship is consistent regardless of grade, socioeconomic status, race, or school setting. Feedback can improve a student's confidence, self-awareness and enthusiasm for learning. Effective feedback during the first year in university can aid the transition to higher education and may support student retention. Providing students with feedback should enhance learning and improve assessment performance (Ankbold, 2012).

According to Charles (2005), feedback on performance is so important that feedback to the students on their assignments was the single most powerful influence on student achievement. Feedback can be spoken, written, electronic or anything else. Whatever form it takes, it acts as a signpost to help the child reach her goal. Feedback can improve a student's confidence, self-awareness and enthusiasm for learning.

Good feedback not only motivates the student, but also empowers the student to further her learning. Good feedback has other qualities too. It has to be timely, because otherwise the learning opportunity will be lost, and it must help the student progress towards agreed learning outcomes (goals).

Feedback is most effective when:

Feedback is most effective when it is given at the time of the learning so that students can make improvements as they go. However, written feedback can be beneficial to learning if the following point is taken into consideration: Some students have difficulty understanding and processing written feedback. When students are presented with grades and comments, the grades can cancel the beneficial effects of the comments. Teachers often give too much feedback, which students find overwhelming and difficult to understand (Wyse, 2015).

Here are four reasons why feedback is so important.

- ✓ Feedback is effective listening. Whether the feedback is done verbally or via a feedback survey, the person providing the feedback needs to know they have been understood (or received) and they need to know that their feedback provides some value.
- ✓ Feedback can motivate. By asking for feedback, it can actually motivate students to perform better. And feedback from students and teachers can be used to motivate to build better working relations, when second language learners must attend to and notice details and differences between the target language and their interlanguage.

- ✓ Feedback can improve performance. Feedback is often mistaken for criticism. In fact, what is viewed as negative criticism is actually constructive criticism and is the best source of feedback that can help formulate better decisions to improve and increase performance.
- ✓ Feedback is a tool for continued learning. Invest time in asking and learning about how others experience working with your of school. Continued feedback is important across the entire of school in order to remain aligned to goals, create strategies, develop products and services improvements, improve relationships, and much more. Continued learning is the key to improving (Lebeyor, 2004).

Types of feedback

Feedback may involve activities and strategies such as: participation, interaction in discussion, reflection, collaboration, group, or individual work (Costello , Jane; Crane, Daph ;, 2009).

Immediate feedback Proponents of immediate feedback have developed a procedure known as the Immediate Feedback Assessment Technique, 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.

Immediate feedback uses a multiple-choice answer form somewhat similar in appearance to the machine scored answer sheet with which many students are familiar. The student scratches off an opaque, waxy coating covering an answer

space to indicate a response. If the student uncovers a symbol such as a star or asterisk, immediate feedback is received and he or she knows that a correct response had been chosen. If the answer space is blank, the student also receives immediate feedback indicating that an incorrect response was selected.

According to Brookhart (2008), when student feedback is given immediately after showing proof of learning, the student responds positively and remembers the experience about what is being learned in a confident manner. If the teacher waits too long to give feedback, the moment is lost and the student might not connect the feedback with the action. Student feedback should be given in a timely manner (Brookhart, 2008).

Delayed feedback Advocates of delayed feedback believe that it is more effective than immediate feedback because of the Delay Retention Effect (DRE). Building a period of time or delay between a learner's initial response and the receiving of feedback serves to accomplish which has been termed the interference-perseveration hypothesis.

These findings indicate that while both the timing and the type of feedback may be factors in the student learning experience, another perhaps even more insightful element might be the motivation of the individual student to use the feedback he or she receives Swindell & Walls (1993).

Oral feedback usually occurs during a task. It is sometimes underestimated because it is less formal, but it can be a very powerful and effective tool as it can be easily provided in the 'teachable moment' and in a timely way and stimulates students' thinking about their learning.

Written feedback Effective written feedback provides students with a record of what they are doing well, what needs improvement and suggested next steps. Students and teacher might use a log to monitor whether and how well the student has acted on the feedback.

Evaluative feedback In the form of grades or brief general comments, (e.g. “well done”), the teacher provides some information about learning, but does not convey the information and guidance that students can use to improve.

Descriptive feedback provides students with detailed, specific information about improving their learning. It provides students with visible and manageable ‘next steps’ based on an assessment of the work at hand and an image of what ‘good work’ looks like so that they can begin to take on the responsibility of self-assessing and self-correcting.

Peer feedback The use of structured peer conferences can provide students with the opportunity to give and receive feedback about ongoing work. A positive aspect of the peer feedback process is that students get to see other students’ work which can also deepen understanding of the learning goals.

Self- feedback This is the ultimate goal of feedback for learning. During the provision of feedback, teachers have the opportunity not only to provide direction for the students, but to teach them, through explicit modelling and instruction, the skills of self-assessment and goal setting, leading them to become more independent.

Corrective feedback is potentially of value to all students, not just to the particular student who receives it; explicit feedback can contribute to learning.

Extensive corrective feedback can also assist learning. But the teachers demonstrate a general preference for the use of recasts, a relatively implicit form of feedback; this is possibly because it is less socially threatening and intrusive; recasts, however, vary in form and can be salient to students.

Furthermore, Hamawand (2011) carried out an experimental study that investigated the effect of providing the minority and majority students with corrections, commentaries and a combination of correction and commentary. The researcher's goal was to see the effect of these types of feedback on the journal writing accuracy of the students. The two groups were randomly assigned to different feedback conditions. For both student groups, results indicated no significant difference in accuracy due to feedback conditions.

Direct corrective feedback has the advantage that it provides learners with explicit guidance about how to correct their errors, direct or explicit feedback occurs when the teacher picks out errors and gives the correct forms Brosvic & Epstein (2003).

Indirect feedback The teacher indicates that an error exists but does not provide the correction Ferris (2003), suggests that indirect feedback is indeed more effective in enabling students to correct their errors but others, for example, Ferris and Roberts' own study found no difference between direct and indirect corrective feedback. According to Guenette (2007), indirect feedback mentions the teacher's indication of errors by underlining, highlighting or coding them and then letting learners do the corrections. Indirect correction refers to situations when the teacher

marks the errors that have been made but does not supply the correct forms, requiring the learners to diagnose and correct their own errors.

Feedback Strategies

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 are still thinking about the learning goal.

Amount For real learning, what makes the difference is a usable amount of information that connects with something students already know and takes them from that point to the next level. Judging the right amount of feedback to give, how much, and on how many points requires deep knowledge.

Mode feedback Can be delivered in many modalities. Some kinds of assignments lend themselves better to written or oral feedback. For example, observing and commenting as students do math problems. Some of the best feedback can result from conversations with the student.

Audience feedback About the specifics of individual work is best addressed to the individual student, in terms the student can understand. That simple act is powerful in itself because, in addition to the information provided, it communicates to the student a sense that you care about his or her individual progress.

Focus feedback About the task has been found to be more powerful when it corrects misconceptions than when it alerts students to lack of information. If a student doesn't know something, further instruction is more powerful than

feedback. In that sense, although it contributes to better learning for the task at hand, task feedback does not contribute to further learning as much as the second type, feedback about the process used to do the task.

Comparison feedback Is student work to a learning target which is criterion-referencing, and it is the primary kind of comparison to use for good feedback. This feedback helps the student decide what the next goal should be. Feedback against clear criteria matches with the model of instruction used in most classrooms. Most teachers use an instructional model that starts with a learning target.

Valance feedback Should be positive, but being positive doesn't mean being artificially happy. Being positive means describing how the strengths in a student's work match the criteria for good work and how those strengths show what the student is learning (Brookkhart, 2008).

The Role of Immediacy of Feedback in Student

According to Canale & Sawin (1980), teachers have several roles, the primary one is to provide our students feedback, preferably in different forms.

It is clear that any informed educational practice should take into account how feedback will be provided to the students. Feedback needs to be timely and relevant to the learner's needs in order to be effective. Educators must therefore provide assessment opportunities for students with timely and relevant feedback built into the assessments or these assessments are limited in value.

There are five principles of good feedback practice in classroom:

- ✓ Helps clarify what good performance is in goals, criteria, and expected.
- ✓ Facilitates the development of self-assessment reflection in learning.

- ✓ Delivers high quality information to students about their learning.
- ✓ Encourages teacher and peer dialogue around learning.
- ✓ Provides information to teachers that can be used to help shape the teaching.

On the other hand, there are also seven principles of good practice in teaching. They indicate good practice in undergraduate education Ambrose, Bridges, Lovett , DiPietro, & Norman (2010).

- ✓ encourages Student-Faculty Contact and Cooperation
- ✓ encourages Active Learning
- ✓ gives Prompt Feedback
- ✓ emphasizes Time on Task
- ✓ communicates High Expectations
- ✓ respects Diverse Talents and Ways of Learning

If we view the analogy of learning a physical act, we can see how obvious it is that timely feedback is important. Although feedback from the learning of sport, or even the act of walking is not necessarily directed by teacher, the very world around us provides us with feedback. If we fail to walk properly, we fall down! Kick the ball with your toe, and it is sure to go over the goal. We learn physical actions very quickly because we receive lots of timely feedback about every one of our actions. The only physical actions which are difficult to learn for some people, assuming capability of performing the action, are the ones where the feedback is delayed.

It is clear that any informed educational practice should take into account how feedback will be provided to the students. Feedback needs to be timely and relevant

to the learner's needs in order to be effective. Educators must therefore provide assessment opportunities for students with timely and relevant feedback built into the assessments or these assessments are limited in value.

e. **MATERIALS AND METHODS**

Materials

In this research work, three types of resources were used: human, material and technical. The human resources were: the researcher who made an intervention plan and implemented it, twenty nine students of ninth-year, the thesis advisor who gave suggestions to carry out the intervention plan, and the teacher who controlled the class and helped when it was necessary. The material resources were beneficial to impart each lesson. The office supplies, the book, posters, work sheet and notebook helped to introduce and carry out the activities successfully. Finally, the technical resources like the computer and project were used to show the videos about grammar.

Design of the research

This research work was designed based on the theory of Action Research developed by Burns (2010), which aims to understand, evaluate and change a situation. It involved diagnosing the problem about the development of grammatical competence, planning a change through the design of an intervention plan with the application of direct corrective feedback strategy, acting and observing the processes, as well as the consequences and results gathered through the corresponding evaluation.

Methods

The information collected from the application of the intervention plan was analyzed through the following methods:

The Analytic-Synthetic method was used to analyze all information collect

through the observation checklist, pre and post-test and questionnaires, and was also used to make the interpretation and logical analysis of the data and to draw up 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 given to students and then to 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. It also assisted during the prediction of the possible solutions and with gathering the data to make relevant predictions and the analysis.

The Descriptive method permitted the researcher to describe the diverse stages of the research and the kind of resources used as well as the object of the investigation.

Techniques and instruments

To gather the information, pre- and post-tests, pre- and post-questionnaires, observation checklist and field notes were designed and applied at the beginning, middle and end of the application of the intervention plan.

Tests

Two kinds of tests with five multiple choice questions were implemented. The pre-tests were useful to measure the performance of grammatical competence that students had and it was applied at the beginning of the intervention plan. The same

test was applied as a post-test to measure the improvement achieved by the students at the end of the intervention plan.

Questionnaire

The questionnaire was given to the participants to answer five multiple choice questions related to their attitudes and feelings toward the direct corrective feedback as strategy. A pre-questionnaire was applied at the beginning and the same post-questionnaire was applied at the end of the intervention plan. Furthermore, the data collected by the questionnaires was supported by the test results.

Observation sheet

The researcher used an observation sheet to record the participants' behaviors demonstrated on the performance of the basic grammatical competence. This observation sheet is a self-developed instrument that describes accurately and comprehensively the indicators as well as all the relevant aspects of the dependent variable.

Field notes

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

The students who participated in the development of this research were twenty nine students of ninth-year b of Basic Education, 20 boys and 9 girls. They were between thirteen and fourteen years old. They received five hours of English per week with a certified teacher.

f. **RESULTS**

This section of the research presents in detail how the objectives were completed.

Objective one was to research the theoretical and methodological references about the grammatical competence and direct corrective feedback, taking into account the most appropriate information provided by those authors. This theoretical reference was the basis to design the intervention plan and the instruments, it was also useful to analyze the results and give some suggestions.

Objective two was accomplished with the pre-test results that are presented in Table 1, and allowed the researcher to diagnose the students' limitations in English grammar.

Objective three was fulfilled through the design of the intervention plan. It was designed with eight lessons. Each one included different games: broken telephone, the mime, scavenger hunt, scrabble, guess the word and memory. This intervention plan was executed over two months with ninth year students of basic education.

Objective four was accomplished through the implementation of direct corrective feedback and the questionnaires whose results are shown in Tables 2 to 8.

Objective five was achieved with the post-test results that are shown in Table 8, which helped to verify if students improved their knowledge about grammar competence.

Pre-test Results

Objective two: To diagnose the issues that limit the development of the grammatical competence amongst ninth-year B students at Unidad Educativa José Ángel Palacio during the 2016-2017 school year.

a. Table 1

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

Students' Code	DS (2)	Y/N (2)	WH (2)	SVA (2)	PS (2)	Score (10)
UEJAP9A01	0.00	0.50	2.00	0.25	0.00	2.75
UEJAP9A02	1.00	0.00	1.50	0.00	0.00	2.50
UEJAP9A03	0.00	1.00	1.00	0.50	0.00	2.50
UEJAP9A04	0.00	0.00	2.00	0.00	0.80	2.80
UEJAP9A05	1.00	0.25	1.00	0.00	0.00	2.25
UEJAP9A06	0.00	1.25	1.00	0.25	0.00	2.50
UEJAP9A07	0.50	0.25	0.25	0.00	0.00	1.00
UEJAP9A08	0.00	0.25	2.00	0.00	0.25	2.50
UEJAP9A09	1.00	0.00	0.00	0.50	0.00	1.50
UEJAP9A10	0.00	0.00	1.00	0.00	0.00	1.00
UEJAP9A11	1.75	0.00	0.25	0.25	0.00	2.25
UEJAP9A12	0.50	0.00	0.25	0.50	0.00	1.25
UEJAP9A13	1.00	1.00	0.00	0.00	0.00	2.00
UEJAP9A14	0.00	0.50	0.50	0.25	0.00	1.25
UEJAP9A15	1.00	0.00	0.00	0.25	0.00	1.25
UEJAP9A16	0.00	0.50	0.75	0.00	0.00	1.25
UEJAP9A17	0.50	1.25	2.00	0.25	0.25	4.25
UEJAP9A18	0.25	0.00	1.00	0.00	0.00	1.25
UEJAP9A19	0.00	0.75	2.00	0.00	0.00	2.75
UEJAP9A20	0.00	0.00	1.25	0.50	0.25	2.00
UEJAP9A21	1.00	0.25	0.50	0.00	0.75	2.50
UEJAP9A22	0.00	0.50	0.50	0.00	0.50	1.50
UEJAP9A23	0.50	0.00	2.00	0.25	0.00	2.75
UEJAP9A24	0.25	0.50	0.00	0.00	0.25	1.00
UEJAP9A25	1.00	0.25	2.00	0.25	0.25	3.75
UEJAP9A26	0.25	0.25	0.00	1.00	0.00	1.50
UEJAP9A27	0.50	0.25	0.00	0.00	0.00	0.75
UEJAP9A28	0.50	0.00	0.25	0.50	0.00	1.25
UEJAP9A29	0.50	1.00	2.00	0.00	0.50	4.00
MEAN	0.45	0.36	0.93	0.19	0.13	2.06

Note. UEJAP = Unidad Educativa José Ángel Palacio; 01= Student's Code; DS= Declarative Sentence; Y/N= Yes/No Questions; Wh= Wh-Questions; SVA= Subject Verb Agreement; PS= Part of Speech.

b. Interpretation and Analysis

As it can be seen in Table 1, the total mean score gathered in grammatical competence was 2.06/10, which shows that students had a low level of English knowledge (see grading scale page 156). Students had problems in all the aspects of grammar that were evaluated, nevertheless, the highest mean score gotten was for Wh-question at 0.93/2, which indicates that students had problems in identifying the word order to form questions using who, what and how. Therefore, it is clear that students are not able to ask and answer questions appropriately. On the other hand, in the aspect of subject -verb agreement, students got the lowest mean score, which was 0.19/2. This is because students had serious difficulties in assigning the correct grammatical subject in accordance with the verb. Consequently, it is evident that students faced limitations using English grammatical patterns, especially in subject- verb agreement.

According to Diaz-Rico & Weed (2010), as cited in Fiori (2005), grammatical competence focuses on command of the language code, including such things as parts of speech, subject-verb agreement, and types of sentences. The goal is to acquire knowledge of, and ability to use, forms of expression that are grammatically correct and accurate.

Comparison of pre-questionnaire and post-questionnaire results

Objective four: To apply the most suitable techniques of the direct corrective feedback as a strategy to improve grammatical competence.

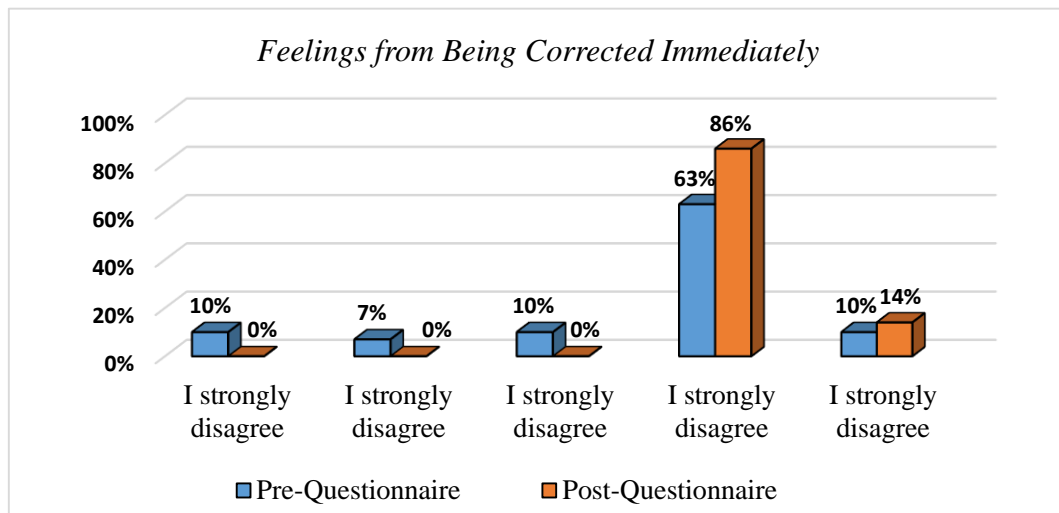
Question 1: I feel I have learned a lot from being corrected immediately

a. Table 2

Feelings from being corrected immediately

	Pre-Questionnaire		Post-Questionnaire	
	f	%	f	%
I strongly disagree	3	10	0	0
I disagree nor disagree	2	7	0	0
I neither agree	4	10	0	0
I agree	17	63	25	86
I strongly agree	3	10	4	14
Total	29	100	29	100

b. Figure 1



c. Interpretation and Analysis

The data displayed from this question stated that more than half of students, represented by 63% answered that they agreed that they learned a lot from being corrected immediately, which indicates students felt good and learn more when they are corrected immediately in class. However, after the intervention plan the results changed, many learners, represented by 86%, responded positively and expressed that they felt comfortable being corrected. This was because feedback was given immediately in order to solve students' doubts, and in this way their performance improved considerably.

Brookhart (2008), states feedback can be a precise influence if done correctly. Respectable feedback provides learners information they require. In this manner they can comprehend where they are in their learning and what to do next.

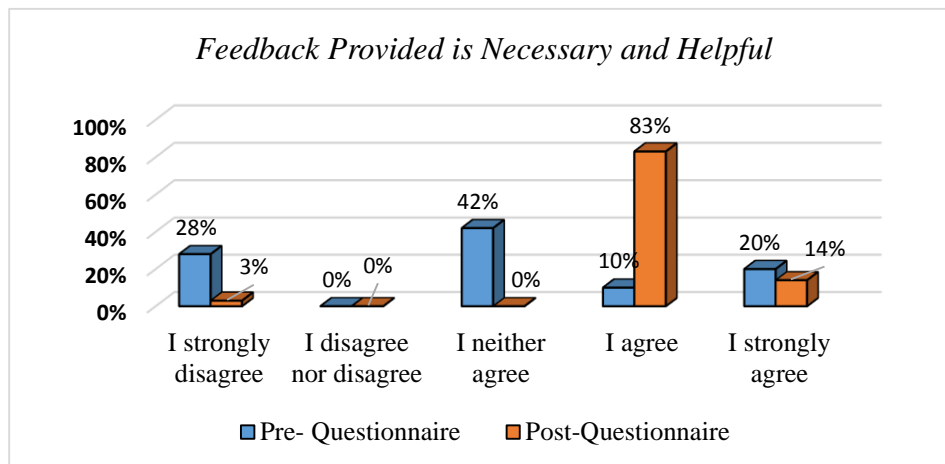
Question 2 : I think that the feedback provided is necessary and helpful.

a. Table 3

Feedback provided is necessary and helpful.

	Pre- Questionnaire		Post- Questionnaire	
	F	%	f	%
I strongly disagree	8	28	1	3
I disagree nor disagree	0	0	0	0
I neither agree	12	42	0	0
I agree	3	10	24	83
I strongly agree	6	20	4	14
Total	29	100	29	100

b. Figure 2



c. Interpretation and Analysis

Based on the data shown in Table 3, several learners, which corresponds to 42%, answered that they did not agree that feedback is necessary and helpful to learn a language, which indicates students have little knowledge about what feedback is. This is because the way students received feedback did not help them to improve their learning. However, after the intervention plan the results changed, the majority of learners represented by 83%, responded that they agreed that through direct corrective feedback the contents of the subject were easy to understand and useful to do the tasks in class and gave them opportunities to perform and to learn.

As Lebeyor (2004), says feedback is necessary for improvement and success. How teachers provide suggestions for improvement is critical for students. Moreover good feedback is also constructive, and point's students to ways in which they can improve their learning and achievement and also learners who are clear about their learning can monitor their progress and seek feedback to improve their learning.

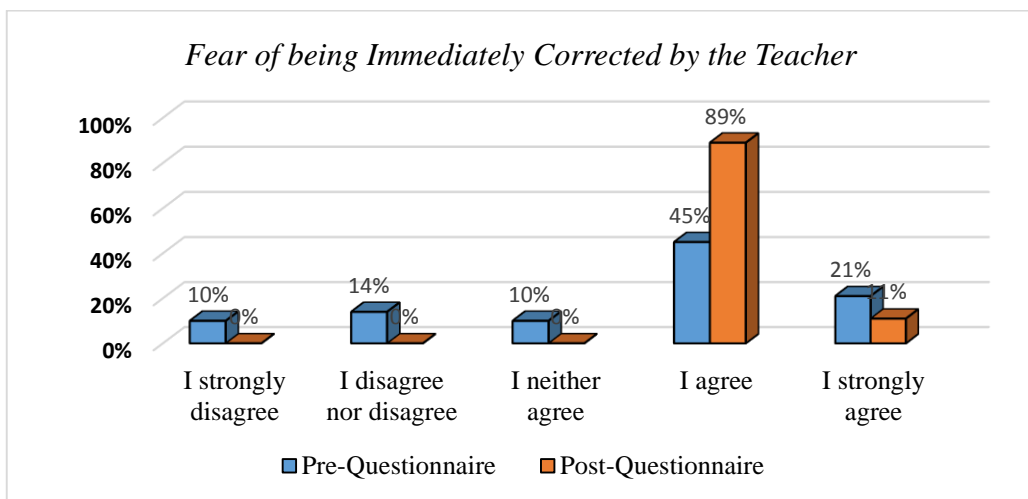
Question 3: I am afraid that my English teacher is ready to correct every mistake that I make in class.

a. Table 4

Fear of being immediately corrected by the teacher

	Pre-Questionnaire		Post-Questionnaire	
	f	%	f	%
I strongly disagree	3	10	0	0
I disagree nor disagree	4	14	0	0
I neither agree	3	10	0	0
I agree	13	45	26	89
I strongly agree	6	21	3	11
Total	29	100	29	100

b. Figure 3



c. Interpretation and Analysis

The data collected from this question stated that many students 45% said that they were afraid of being immediately corrected by the teacher in the English class, which indicates students lack confidence around the teacher and they were ashamed when they made a mistake. Thus, students did not have enough opportunities to

learn. Nevertheless, after the application of the intervention plan, by using direct corrective feedback as a strategy, 89% of learners indicated they did not feel afraid anymore of being corrected because the relationship between teacher and student improved and there was more interaction between classmates. Therefore, students showed positive attitude in class participation and their performance improved.

According to Ankhbold (2012), academic feedback is more strongly and consistently related to achievement than any other teaching behavior. This relationship is consistent regardless of grade, socioeconomic status, race, or school setting. Feedback can improve a student's confidence, self-awareness and enthusiasm for learning.

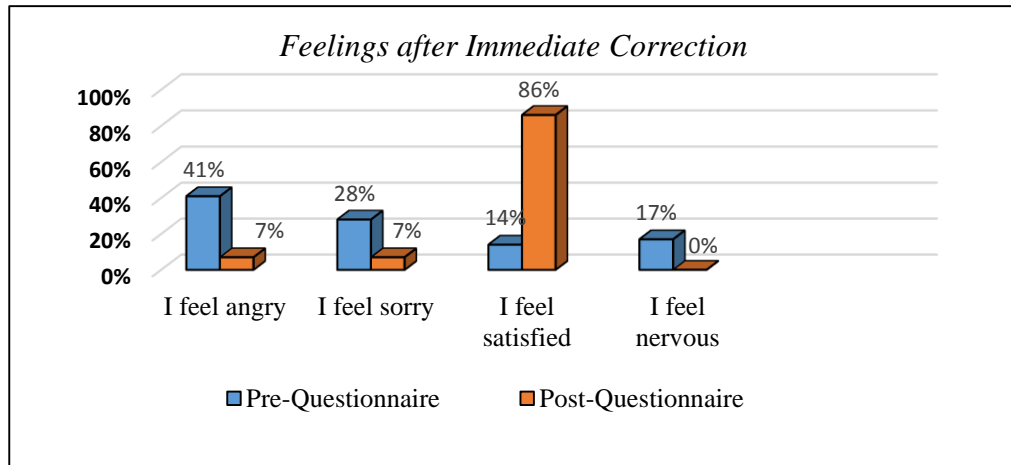
Question 4: How do you feel when the teacher immediately corrects your mistakes?

a. Table 5

Feelings after Immediate Correction

	Pre- Questionnaire		Post- Questionnaire	
	f	%	f	%
I feel angry	12	41	2	7
I feel sorry	8	28	2	7
I feel satisfied	4	14	25	86
I feel nervous	5	17	0	0
Total	29	100	29	100

b. Figure 4



c. Interpretation and Analysis

In accordance with the results of Table 5, many students, which correspond to 41% manifested that they felt angry when the teacher immediately corrected them. Thus it showed that positive feedback did not cause an effective impact on English students. However, after the intervention plan, most of the students, represented by 86%, expressed that they felt satisfied to work with direct corrective feedback in the class. The students were not nervous or afraid anymore when teacher corrected their mistakes by providing them an efficient feedback; this led to a teaching and successful English learning.

As Ankhbold (2012), mentions feedback is part of what teachers call “assessment for learning” Teachers give feedback when they describe what the student has done, help the student decide what to do next, and provide opportunities for the student to do it. Good feedback not only motivates the student, but also empowers the student to further their learning.

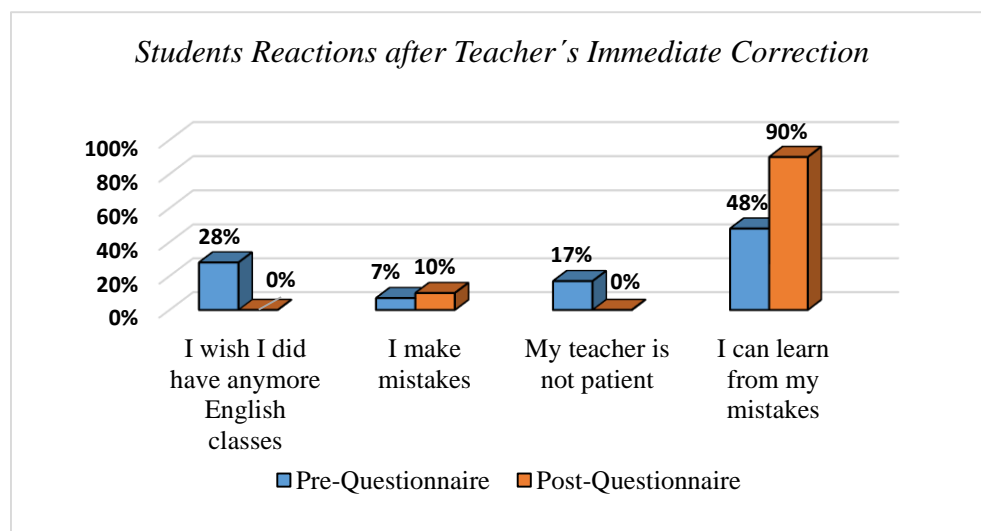
Question 5: What do you think and what do you do after the teacher's immediate correction?

a. Table 6

Students reactions after the teacher's immediate correction

	Pre-Questionnaire		Post-Questionnaire	
	f	%	f	%
I wish I did have anymore English classes	8	28	0	0
I make mistakes	2	7	3	10
My teacher is not patient	5	17	0	0
I can learn from my mistakes	14	48	26	90
Total	29	100	29	100

b. Figure 5



c. Interpretation and Analysis

The data collected from this question affirms that almost half of the students (48%) thought that they could learn from their mistakes when they are learning another language. It was proved that when the teacher corrected the mistakes, learners realized that they were improving their learning. But, after the intervention

plan, this process showed a notable change, the majority of the students (90%) thought that the best way to learn is when their teacher corrected their mistakes. This was because direct corrective feedback was applied in all classes, making the students notice the mistakes they made and clarifying the doubts they had.

Canale & Sawin (1980), argue that corrective feedback given by teachers helped students to improve the accuracy of their language skills. Corrective feedback is an indication to a learner that his or her use of the target language is incorrect, and includes a variety of responses that a language learner receives.

Post-test Results

Objective five: To validate the result obtained after the application of direct corrective feedback interaction to develop grammatical competence

a. Table 7

Post-Test Scores of Students of Ninth Year School in Grammatical Competence

Student's Code	D(2)	Y/N (2)	WH (2)	S VA (2)	PS (2)	Score (10)
UEJAP9B01	2.00	1.50	2.00	1.50	2.00	9.00
UEJAP9B02	2.00	1.50	2.00	1.50	1.50	8.50
UEJAP9B03	1.50	1.50	2.00	1.50	2.00	8.50
UEJAP9B04	2.00	2.00	1.50	1.50	1.50	8.50
UEJAP9B05	1.75	1.50	2.00	1.50	2.00	8.75
UEJAP9B06	2.00	1.50	2.00	2.00	2.00	9.50
UEJAP9B07	2.00	2.00	1.00	1.60	1.20	7.80
UEJAP9B08	1.50	2.00	2.00	1.00	2.00	8.50
UEJAP9B09	2.00	1.50	1.50	1.50	1.50	8.00
UEJAP9B10	2.00	2.00	1.00	1.00	2.00	8.00
UEJAP9B11	2.00	1.50	1.50	1.50	1.50	8.00
UEJAP9B12	1.50	2.00	2.00	1.50	2.00	9.00
UEJAP9B13	2.00	1.50	2.00	1.00	2.00	8.50
UEJAP9B14	1.50	2.00	1.50	1.50	2.00	8.00
UEJAP9B15	2.00	2.00	1.50	2.00	2.00	9.50
UEJAP9B16	1.50	1.50	2.00	1.50	2.00	8.50
UEJAP9B17	2.00	2.00	1.00	1.50	1.50	8.00
UEJAP9B18	1.50	1.50	1.50	1.00	2.00	7.50
UEJAP9B19	2.00	2.00	2.00	1.00	2.00	9.00
UEJAP9B20	1.50	2.00	1.50	2.00	2.00	9.00
UEJAP9B21	2.00	1.50	1.50	1.50	1.50	8.00
UEJAP9B22	2.00	2.00	1.00	1.50	2.00	8.50
UEJAP9B23	1.50	0.00	2.00	1.50	2.00	7.00
UEJAP9B24	2.00	1.50	2.00	2.00	1.00	8.50
UEJAP9B25	1.50	1.00	1.50	1.50	2.00	7.50
UEJAP9B26	2.00	2.00	2.00	1.50	1.50	9.00
UEJAP9B27	1.00	1.00	2.00	1.00	2.00	7.00
UEJAP9B28	0.00	1.50	1.50	1.50	1.50	6.00
UEJAP9B29	1.50	2.00	1.00	1.00	2.00	7.50
MEAN	1.7	1.6	1.7	1.5	1.8	8.2

NOTE: UEJAP = Unidad Educativa José Ángel Palacio; 01= Student's Code; DS= Declarative Sentence; Y/N= Yes/No Questions; Wh= Wh-Questions; SVA= Subject Verb Agreement; PS= Part of Speech.

b. Interpretation and Analysis

The results in Table 7 showed students got a mean score of 8.2/10 in grammatical competence, which indicates that students are at an average level, (see grading scale page 156). Students improved in all aspects of grammar. On the other hand, the highest improvement was in Parts of Speech, whose mean score is (1.8/2). This indicates that learners understood how words should be connected to make sentences grammatically. In Declarative Sentences and Wh-questions, they got the same score 1.7/2, and Yes /No questions was 1.6/2, which was considered satisfactory too. On the other hand, the lowest mean score was in Subject-Verb Agreement at 1.5/2, because they were still not able to match the subject with its corresponding verb. Thus, it was demonstrated that students increased their level in those grammatical aspects, not to 100%, but their progress was excellent. Consequently, students increased their grammatical competence, their interest and their motivation to learn grammar.

Bradley (1992), mentions that grammatical competence is concerned with 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 a communication.

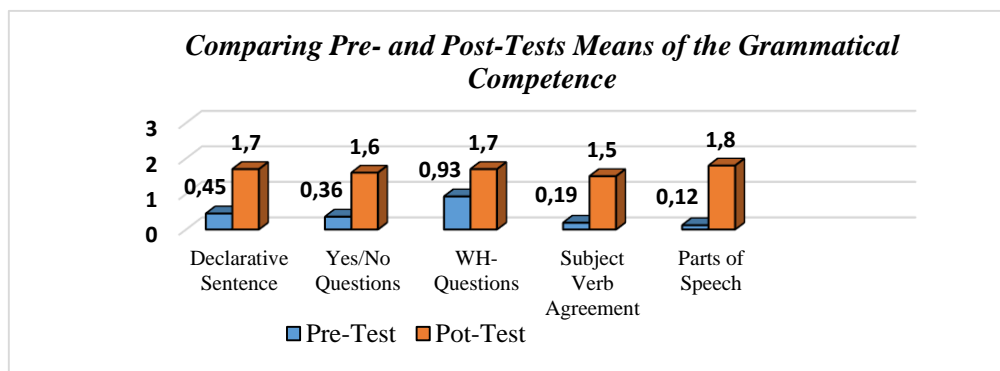
Comparing Pre-Post Means

a. Table 8

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

Aspect	Pre- Test	Post-Test
Declarative Sentence	0.45	1.7
Yes/No Questions	0.36	1.6
WH-Questions	0.93	1.7
Subject Verb Agreement	0.19	1.5
Part of Speech	0.12	1.8
Mean	2.06	8.2

b. Figure



c. Interpretation and Analysis

The information in Table 8 shows the results of the pre-test and post-test. So, it indicates that when direct corrective feedback was applied, it had a good influence on developing students' grammatical competence. As it can be noticed, all aspects were improved, in declarative sentence they changed the mean score from 0.45/2 to 1.7/2, in Yes/No-question from 0.36/2 to 1.6/2, in Wh-question from 0.93/2 to 1.7/2, in subject-verb agreement from 0.19/2 to 1.5/2 and in parts of speech from 0.50/2 to 1.8/2. Thus, the development of the grammatical competence was successful. The improvement was really considerable, increasing from a mean of

2.6/10 to 8.2/10. As a result, the strategy implemented during the development of this work had a meaningful impact on the students' grammar knowledge and also it helped identify, associate and make correct sentences using the structure learned.

g. **DISCUSSION**

The results of this investigation showed that the development of grammatical competence through the use of the direct corrective feedback as strategy had a positive effect on the improvement of students' English grammar. This effect was presented in the findings in the pre- and post-tests, which were applied at the beginning and at the end of the intervention to twenty nine students of ninth year of Basic Education at "José Angel Palacio" School. The outcomes in the pre- and post-tests, pre- and post-questionnaires, the researcher's field notes and the observation sheet, demonstrated the significant effect that this strategy produced on students' grammar. The intervention plan focused on direct corrective feedback and changed the grammatical competence knowledge of learners from a low level to a high one. This adjustment can be seen in the great increase of the students' mean scores from the pre-test, which was 2.06/10, to the post-test, which was 8.2/10. These results were consistent with Brookhart (2008), who suggested that feedback can be precisely influential if done correctly. Respectable feedback provides learners information they require, in this manner they can comprehend where they are in their learning and what to do next.

The pre-test showed that most of the students had problems in all aspects of grammatical competence. In declarative sentences, they had problems in making sentences. In Yes/No and WH questions, learners could not identify or recognize the questions. In subject-verb agreement, students had trouble with knowing how to structure a sentence, and finally in the parts of speech, students had difficulties

with associating the words. In the post-test after the intervention plan, the findings indicated that there was an improvement in all aspects of grammar. For example, they were able to make affirmative and negative sentences, they could use grammatical structures easily, make questions and answer them either in short or long forms, as well as they be able to identify and recognize the subjects that agree with certain verbs and associate the words for each aspect in parts of speech. In conclusion, through direct corrective feedback, students increased their knowledge about grammatical competence.

Through the application of the intervention plan, the students' attitudes towards the use of direct corrective feedback was excellent, taking into account the problems that students faced at the beginning in all the aspects of grammar. The learners' improvement was slow in the first stages, but then during the process the students step by step started improving their knowledge about grammar. Consequently, at the end of the process, the results were positive because this strategy not only helped to improve each aspect of grammar, but also to develop positive attitudes towards learning English.

Additionally, this research had certain strengths and limitations during the intervention that influenced the students' progress. Some of strengths in the intervention were that students were so emotional to participate in class and had a lot of interest in all the instructions. Also, the period used for every class was enough for achieving their participation because they used the grammar structures as much as they could. Nevertheless, there was a limitation of this research, which was that learners did not have classes every day. Some learners missed classes and

were very distracted, and for that reason some days it was difficult to apply the intervention plan.

Moreover, it is important to notice the progress in grammar learning that the students experienced with regard to direct corrective feedback as strategy. Learners felt motivated and pleased to learn English grammar. They were enthusiastic and participated in the way the researcher asked them to and improved their knowledge. Consequently, they increased their English grammar knowledge, which was proved in the last results obtained in the post-test and post-questionnaires.

h. CONCLUSIONS

- ✓ The issues that limited the development of grammatical competence of ninth year B students at Unidad Educativa José Ángel Palacio were in relation to grammar. They had difficulty in communicating accurately. They were not able to identify the word order to form questions and in assigning the correct grammatical person in accordance with the verb. Another issue was that students were not motivated to participate in class so the communication was not understood.
- ✓ The implementation of direct corrective feedback techniques contributed to overcome the English grammar difficulties that students had. Their knowledge about grammatical competence improved positively. They could make affirmative and negative statements as well as they were able to ask questions and identify parts of speech, demonstrating a meaningful difference from the beginning. Students accepted direct corrective feedback as part of their learning process and their performance improved considerably in English grammar.
- ✓ The use of the direct corrective feedback as a strategy was effective, to the fact that it contributed to the improvement of the development of students' grammatical competence. This strategy helped students to feel more motivated to learn, their interest to participate during the class was satisfactory, and their confidence to share with partners increased.

i. **RECOMMENDATIONS**

- ✓ Teachers should implement extra activities using direct corrective feedback as part of a lesson plan with the purpose to overcome the difficulties that students have. Teachers should recognize the problems that their students have in language learning mainly in grammar knowledge by giving tests, making observations and applying questionnaires. The information gathered from these tools should be taken into account to change the teaching and learning methods in order to motivate students to learn, participate more, and create a comfortable environment while they learn English grammar.
- ✓ Teachers ought to work most of the time using direct corrective feedback in order to increase the development of the grammatical competence and encourage students to learn. The feedback given should be an encourage tool for students and must be done in good terms. Direct Corrective Feedback allows the teacher to recognize the progress students have and give students the opportunity to learn. Moreover, good feedback is also constructive, and points students to ways in which they had progress in their learning.
- ✓ Teachers should apply the direct corrective feedback since this strategy provides students with insight that helps them to improve their performance. This kind of strategy challenges students to work individually and help to develop their cognitive ability, eliminates the fear of failing and encourages students to use the words learned while they take pleasure of the English learning.

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k. ANNEXES



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 B 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 Sciences of
Education, English Language Specialization

AUTHOR

ROSA DOLORES CHAMBA CHAMBA

**LOJA-ECUADOR
2016**

a. THEME

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

b. PROBLEM STATEMENT

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 de 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 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 research 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 from 10th EGB with an A2 level.

Consequently, learners in their 8th, 9th and 10th grades 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, is the gap between learners with different levels of English proficiency, due to the students come from different primary schools. Moreover, 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 NINE-YEAR B STUDENTS AT UNIDADA 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 Ángel 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 b students at Unidad Educativa José Ángel Palacio who are all about thirteen and fourteen years old; they are twenty nine students, twenty boys and nine girls and the candidate teacher of this study who is going to take part in the intervention plan.

Sub problems

- ✓ What theoretical and methodological references about feedback as strategy are adequate for improving grammatical competence amongst ninth- year b students at Unidad Educativa José Ángel Palacio during the 2016-2017 school year?
- ✓ What are the issues that limit the development of the grammatical competence amongst ninth-year b students at Unidad Educativa José Ángel 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 b students at Unidad Educativa José Ángel Palacio during the 2016-2017 school year?
- ✓ Which feedback strategy is implemented to improve grammatical competence amongst ninth-year b students 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 grammatical competence amongst ninth-year b 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 b students at Jose Ángel Palacio high school during the 2016 – 2017 school year.

Furthermore, this research project is important because it will help to determine if the direct corrective feedback is an appropriate strategy in order to improve and develop grammatical competence with the students of ninth-year b of the school before mentioned. 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 b students at Unidad Educativa José Ángel 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 b students at Unidad Educativa José Ángel 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 b students at Unidad Educativa José Ángel 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 b students at Unidad Educativa José Ángel Palacio during the 2016-2017 school year.
- ✓ To validate the result obtained after the application of direct corrective feedback interaction to develop grammatical competence amongst ninth-year b students at Unidad Educativa José Ángel Palacio during the 2016-2017 school year.

e. THEORETICAL FRAMEWORK

Grammatical Competence

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. Language teaching has traditionally been aimed at developing this competence above all others (Canale and Swain, 1980 as cited in Bradley, 1992).

Grammatical competence focuses on command of the language code, including such things as part of speech, subject verb agreement, and type of sentences. The goal is to acquire knowledge of, and ability to use, forms of expression that are grammatically correct and accurate and it acts to promote accuracy and fluency in second language production and increases in importance as the learner advances in proficiency, however it refers to the ability to use language appropriately in different social situations. It is true to say that there is no correct way to use language; however, we can certainly define therefore is appropriate use of language in different circumstances (Diaz-Rico & Weed, 2010 as cited in Fiori, 2005).

Teachers need to realize that grammatical forms need to be explicitly taught for students to reach higher levels of academic language proficiency. However, grammar needs to be taught in context. We need to pay attention to the three dimensions of grammar: form, meaning and use.

✓ **Form**

It is about how the patterns in some structure are formal. Form is associated with the way in which a grammar structure is built and organized within a text or discourse. Thus, in terms of the passive voice, the dimension of form would focus on recognizing that this grammar structure is constructed with the auxiliary verb *be* or *get*, followed by the past participle of the main verb and also affirm that the passive takes two forms: the long passive where the agent is expressed in a *by*-phrase, and the short passive where the agent is left unexpressed (Larsen, 2003).

There are inherent disciplines in this dimension such as phonology, morphology, graphology and syntax which play an essential role in teaching and learning the language forms.

✓ **Phonology**

Phonology is the term used for the study of the speech sounds used in a particular language. The distinctive accents that many learners of English have are due to differences between the phonological system of their language and that of English. From birth, and possibly before, we learn to recognize and produce the distinctive sounds of our own language. We do not need to give any thought to how to have the lips, tongue, teeth, etc. working together to produce the desired sounds. The physical structures of parts of the sound system are adapted to produce native-language sounds.

English has some speech sounds phonemes that do not exist in other languages. It is no surprise, therefore, that native speakers of those languages have difficulties producing or even perceiving such sounds. This is particularly true for

speakers from language families other than the Germanic one to which English belongs (Nordquist, 2011).

Phonology is also, sometimes, an experimental science, though it also involves a fair degree of formal analysis and abstract theorizing. The primary data on which phonological theory rests are phonetic data, that is, observations of the phonetic form of utterances. The goal of phonology is to understand the tacit system of rules that the speaker uses in apprehending and manipulating the sounds of her language. Since phonological data are phonetic, and since (as we will see) the very nature of phonological rules depends on phonetics, it is appropriate for beginning students to study phonetics first. In particular, a phonologist who tries to elicit data from native speakers without prior training in the production and perception of speech sounds will be likely to have a hard time. The material that follows can be taken to be a quick review of phonetics, or else a very quick introduction that can be amplified with reading and practical training from materials.

In principle a phonologist should understand all three of the areas of phonetics listed above: production, acoustics, and perception of these, production probably has the greatest practical importance for the study of phonology (Gussmann, 2002).

The Aim of Phonology

The aim of phonology is to discover the principles that govern the way sounds are organized in languages and to explain the variations that occur. We begin by analyzing an individual language to determine which sound units are used and which patterns they form--the language's sound system. We then compare the

properties of different sound systems, and work out hypotheses about the rules underlying the use of sounds in particular groups of languages. Ultimately, phonologists want to make statements that apply to all languages (Hayes, 2009).

✓ **Morphology**

Morphology refers to the study of the internal structure of words, and of the systematic form-meaning correspondences between words, a basic distinction has been made between morphology (which is primarily concerned with the internal structures of words), including the ways new words are coined in the languages of the world and the way forms of words are varied depending on how they're used in sentences, and syntax (which is primarily concerned with the ways in which words are put together in sentences) The purpose of morphology was the study of morphemes and their arrangements in forming words (Matthews, 2002).

The Aims of Morphology

Morphology is an essential subfield of linguistics. Generally, it aims to describe the structures of words and patterns of word formation in a language. Specifically, it aims to define the principles for relating the form and meaning of morphological expressions, explain how the morphological units are integrated and the resulting formations interpreted, and show how morphological units are organized in the lexicon in terms of affinity and contrast. The study of morphology uncovers the lexical resources of language, helps speakers to acquire the skills of using them creatively, and consequently express their thoughts and emotions (Hamawand, 2011).

Two Branches of Morphology

For English, [morphology] means devising ways of describing the properties of such disparate items as, horse, took, indescribable, washing machine, a widely recognized approach divides the field into two domains: lexical or derivational morphology studies the way in which new items of vocabulary can be built up out of combinations of elements; inflectional morphology studies the ways words vary in their form in order to express a grammatical contrast (Crystal, 2003)

The distinction between words and lexemes provides the basis for the division of morphology into two branches: inflectional morphology and lexical word-formation.

Inflectional morphology, deals with the inflectional forms of various lexemes. It has something of the character of an appendix to the syntax, the major component of the grammar. Syntax tells us when a lexeme may or must carry a certain inflectional property, while inflectional morphology tells us what form it takes when it carries that inflectional property.

Lexical word-formation, by contrast, is related to the dictionary. It describes the processes by which new lexical bases are formed and the structure of complex lexical bases, those composed of more than one morphological element. The traditional term is simply 'word-formation (Pullum, 2002).

✓ Graphology

The term graphology is derived from the Greek words for "writing" and "study." In linguistics, the term graphology is sometimes used as a synonym for

graphemics, the scientific study of the customary ways in which spoken language is transcribed.

Graphology is the analysis of the physical characteristics and patterns of handwriting purporting to be able to identify the writer, indicating psychological state at the time of writing, or evaluating personality characteristics. It is generally considered a pseudoscience (Simmer & Goffin, 2005).

The purpose of graphology is to examine and evaluate personality and character. And while handwriting can provide insight into the writer's past and current state of mind, abilities, and compatibility with others, it cannot predict when he or she will meet a soul mate, accumulate wealth, or find peace and happiness

The relationship between the heights of the letters defines the proportionality of the writing. If all of the letters are approximately the same height, then the writing is proportional. The dimension is defined as the ratio of the height to the width of the letters, and has two major end members. The form of the writing is determined by the shape of the letters. The pressure is simply the force the writer puts on the writing utensil when he/she is composing the words. As with pressure, characteristic gestures are exactly what they sound like. Lastly, the occupation of space defines how the writer makes use of the area given for writing. Other features that are examined are the slant of the letters and the orientation of the words with respect to the horizontal (this is used more commonly in signature analysis). According to graphological theory, these simple signs, on their own, only present a limited view of the writer's personality. Complex signs and the law of resultants are much more important (McMeel , 2003).

✓ **Syntax**

Syntax is the branch of linguistics that covers the grammatical arrangements of words within sentences, and how we use speech in communication. In linguistics, syntax is the set of rules, principles, and processes that govern the structure of sentences in a given language, specifically word order. The term syntax is also used to refer to the study of such principles and processes. The goal of many syntacticians is to discover the syntactic rules common to all languages (Miller, 2009).

Syntax is the study of the principles and processes by which sentences are constructed in particular languages. Syntactic investigation of a given language has as its goal the construction of a grammar that can be viewed as a device of some sort for producing the sentences of the language under analysis. It is syntax that gives the words the power to relate to each other in a sequence to carry meaning of whatever kind as well as glow individually in just the right place (Chomsky, 1982).

In this part grammar is about form and one way to teach form is to give students the rules, however, grammar is about much more than forms, and its teaching is ill served if students are simply given rules. Form is structure which contains lexical and phonological forms that tell us how a particular grammar structure is constructed and how it is sequenced with other structures in a sentence or text. It means that form is the one which leads students into patterns of structure. In this dimension, they will taught how they should form structural format of particular tense. In the book entitled *Explaining English Grammar* by George Yule describes that English has two forms, present and past tense, which are indicated in the verb.

Verb is the main point of a sentence pattern. It show how tense changes in relation to times and aspect of the sentence.

✓ **Meaning**

Meaning has to do with the meaning a particular grammar structure conveys. The most inherent units in this dimension are words, derivational morphemes, multiword lexical strings and notions and, the meaning could be lexical or grammatical”, the latter being the case of the passive voice. This grammatical structure focuses on putting the receiver of an action in subject position and the subject is thus acted, the passive defocuses the agent and focuses construction”. Then it follows that the meaning will remain the same regardless when the structure is used or what its form is (Larsen, 2003).

If the teacher has decided that the challenge of a particular structure lies in the semantic dimension, then a different sort of practice activity should be planned. It would seem that meaning would call for some sort of associate learning, where students have opportunities to associate the form and the meaning of the particular target structure. It reflects that to get use with the meaning, teacher should arrange some practices and activities to the students, so that they can apply the new language, not only form it, but they know why they should use some particular tenses (Goddard, 2002).

✓ **Use**

Use refers to when and why English speakers decide to use one particular grammatical structure over others that could convey the same meaning. It follows

then that some relevant units here are social functions and discourse patterns (Larsen, 2003).

In the context of the passive voice, this structure is used when the agent is redundant or unknown, when the speaker is being evasive or tactful, and to provide objectivity similarly draw attention to other uses of the passive such as “to put emphasis on the processes and experimental procedures” as in scientific writing and “to avoid what would otherwise be a long active subject (Murphy, 1999).

Use is related with pragmatics where there is social context. It means that when we talk about use, it needs a context of how and why the language is used. When use is the challenge, it is because students have shown that they are having a hard time selecting the right structure or form for a particular context. And this becomes the difficult by students, it reflects that deciding the right use of tense in some particular situation is more difficult than only forming the forms. Thereby, besides teaching students the form or how they can make the sentences, teachers have to also concern with the meaning and the right use of particular situation in some tenses (Celce, 2001).

Simply teaching grammar rules and/or having student memorize verb conjugations will not help students acquire grammatical competence (Larsen, 2003).

Grammatical competence is the ability to recognize and produce the distinctive grammatical structure at a language and to use the effectively in communication, the propose of studies on interested in the presentation of the

knowledge and understanding one of the reason is the fact that students have an easier to understand and imitated.

Regarding to the CEF (Council of Europe, 2001), grammatical competence is defined as knowledge of, and ability to use, the grammatical resources of a language. Formally, the grammar of a language may be seen as the set of principles governing the assembly of elements into meaningful labeled and bracketed strings (sentences) these are pronunciation, spelling.

✓ **Pronunciation**

Pronunciation refers to the production of sounds that we use to make meaning. It includes attention to the particular sounds of a language (segments), aspects of speech beyond the level of the individual sound, such as intonation, phrasing, stress, timing, rhythm (suprasegmental aspects), how the voice is projected (voice quality) and, in its broadest definition, attention to gestures and expressions that are closely related to the way we speak a language. Surveys of student needs consistently show that our learners feel the need for pronunciation work in class (Marks, 2007).

The pronunciation corresponding to the different sequences in which the letter is involved show similar variation for a detailed description of context-sensitive graphemes. The alphabetic writing system represent information about the pronunciation and sound of words. Words is regular consistent spelling-sound (Ortlepp, 2010).

A phonetic alphabet made it possible to accurately represent the sounds of any language because, for the first time, there was a consistent one to one relationship between a written symbol and the sound it represented.

Pronunciation is taught through intuition and imitation; students imitate a model the teacher or a recording and do their best to approximate the model through imitation and repetition. Pronunciation is the act or manner of pronouncing words; utterance of speech, a way of speaking a word, especially a way that is accepted or generally understood, and a graphic representation of the way a word spoken, using phonetic symbols.

Important Pronunciation

The way we speak immediately conveys something about ourselves to the people around us. Learners with good pronunciation in English are more likely to be understood even if they make errors in other areas, whereas learners whose pronunciation is difficult to understand will not be understood, even if their grammar is perfect! Such learners may avoid speaking in English, and thus experience social isolation, employment difficulties and limited opportunities for further study, which may affect their settlement in Australia. We also often judge people by the way they speak, and so learners with poor pronunciation may be judged as incompetent, uneducated or lacking in knowledge, even though listeners are only reacting to their pronunciation. Yet many adult learners find pronunciation one of the most difficult aspects of English to acquire, and need explicit help from the teacher (Baker, 2008).

The factors which turn out to be important for accurate pronunciation are those which teachers have the least influence on. Native language, the most important factor, results from historical accident. Similarly, the learner's ability to imitate foreign sounds is beyond the control of the instructor. Similarly, length of residence in a country where the second language is spoken natively is largely beyond the instructor's control. Finally... the learner's concern for pronunciation accuracy is often the result of personal motivations and attitudes established well before the student enters the classroom (Muller, 2013).

(Harmer, 2008), states that it is important to teach, because pronunciation is a basic sub skill in speaking. Therefore, good pronunciation avoids misunderstanding in communication. When people say, for example, “soap” in a situation such as a restaurant where they should have said “soup,” the inaccurate production of a phoneme can lead to misunderstand. It happens because Indonesian students have difficulties in pronouncing English words due to influence of students’ seventh language and environment. States that concentrating on sounds, showing where they are made in the mouth, making students aware of where words should be stressed all things give them extra information about spoken English and help them achieve the goal of improved comprehension and intelligibility. Teaching pronunciation is teaching about aspects that influence meanings of sentences through segmental phonemes.

✓ **Spelling**

Spelling is knowing how to write words correctly. Spelling is simply a matter of reproducing, correctly, the remembered sequence of letters that make a written word, then all the stuff about the relation to the sound of language is quite beside the point. Or perhaps it is a marginal and quite separate matter, a question of having rules for sounding written language. There is no necessary link between reading and spelling: there are many people who have no difficulty in reading, but who have a major persistent handicap in spelling--this may be as many as 2% of the population. There seems moreover to be a neuro-anatomical basis for the distinction, for there are brain-damaged adults who can read but not spell, and viceversa (Ibrahim, 2007).

Spelling is complex, irregular, and eccentric, more so than in almost any other written language. Although correct spelling should be the goal of all students at all stages of development, students characteristically use spelling approximations in the early stages. As students learn more, correct spelling should occur with greater frequency and consistency, as it becomes progressively easier and more automatic. However, approximations of correct spelling can be an important indicator of the spelling knowledge that a student is using or still needs to be taught. Where appropriate, teachers should demonstrate spelling strategies that could be used or provide correct spelling (Yousef, 2003).

Importance of spelling

An alternative viewpoint considers that learning to spell accurately is extremely important and that direct teaching from an early stage is necessary in order to help students master spelling principles. It is argued that an individual's literacy level is often judged by others in terms of his or her ability to spell words correctly in everyday written communications, such as in letters, notes, reports and applications form (Clutterbuck, 2007).

Spelling is important for communication purposes, how should it be taught in schools? How can teachers balance the conflicting demands of having to aim for steady improvement in children's spelling skills while at the same time allowing the children the freedom to take risks and to experiment in their writing? (Clutterbuck, 2007).

Approaches to spelling

Evaluation of instruction approaches to spelling, such as the natural learning method is necessary because ineffective programs may result in arrested spelling development. Arrested spelling development in turn may constrain other aspects of literacy. The acquisition of spelling knowledge, for example, enhances Reading acquisition by extending and reinforcing children's phonemic, orthographic and morphemic knowledge (Waugh, 2015).

Spelling relies on the ability to connect sounds in language with visual symbols and is an essential component of everyday functioning, writing involves the process of transferring sounds into symbolic signs that carry meaning.

✓ **Types of Sentence**

A sentence is a grammatical unit of one or more words that starts with a capital letter and ends with a full stop or its equal (! or ?) and expresses an Independent statement. 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. It is very helpful when you are composing, editing and proofreading to be able to identify the following sentence types (Verspoor, 2000).

There are rules and methods in structuring sentences, while writing, one must consider both the purpose and the structure of sentences. There are four types of sentences depending on the structure.

For example: A simple sentence (structure of single noun and verb) declarative (affirmative/positive), exclamatory, imperative and interrogative. These types of sentences are useful to express and convey people's thoughts and feelings through written or oral communication.

Declarative sentence:

Declarative sentences are used when you want to make a statement. Whether it's a bold statement or a simple fact, the sole purpose of a declarative sentence is to give information. It always ends with a simple period. And if you'd like to see an example of a declarative sentence, you don't need to look any further. Actually, every sentence in this paragraph is a declarative sentence.

The purpose of a sentence is to express different kinds of thoughts: to make a declaration, to ask a question, or to issue a command. Therefore, the role of a sentence is taught to be a thought. There are several different kinds of thought roles,

each corresponding to a different kind of sentence. A declarative sentence is taught to have the declaration role, an interrogative sentence has the question role, and an imperative sentence has the command role. To respond to a thought after understanding its purpose, the program may carry out the intent of a declaration, respond to the query of a question, or execute the order of a command (Sargeant, 2007).

Structure

Subject + Predicate

Formation, positive and negative sentence

Declarative sentences always have a subject and a predicate. The subject can be simple with a noun phrase or it can be a compound subject. Compound subjects are made of more than one simple subject combined with a conjunction.

Example

My coat is red.

Simple Subject – My coat

Predicate – is red.

Interrogative Sentence

Interrogative is a term used in grammar to refer to features that form questions. Thus, an interrogative sentence is a sentence whose grammatical form indicates that it is a question.

Interrogative sentences can serve as yes–no questions or as wh-questions, the latter being formed using an interrogative word such

as who, which, where or how to specify the information required. Different languages have different ways of forming questions, including the use of different word order and the insertion of interrogative particles. Questions are also frequently marked by intonation, in particular a rising intonation pattern – in some languages this may be the sole method of distinguishing a yes–no question from a declarative statement.

Interrogative sentences are generally divided between yes–no questions, which ask whether or not something is the case (and invite an answer of the yes/no type), and wh-questions, which specify the information being asked about using a word like which, who, how, etc. An intermediate form is the choice question, disjunctive question or alternative question, which presents a number of alternative answers, such as Do you want tea or coffee?

Negative questions are formed from negative sentences, as in aren't you coming? And why does he not answer? Tag questions are questions "tagged" onto the end of sentences to invite confirmation, as in "She left earlier, didn't her?"

Indirect questions (or interrogative content clauses) are subordinate clauses used within sentences to refer to a question (as opposed to direct questions, which are interrogative sentences themselves). An example of an indirect question is where Jack is in the sentence "I wonder where Jack is." Note that English and many other languages do not use inversion in indirect questions, even though they would in the corresponding direct question where is Jack? (Sells, 2007).

Interrogative sentence - also referred to as a question. Interrogative sentences are direct questions and ask for information, confirmation, or denial of a

statement. It typically begins with a question word such as what, who, or how or an auxiliary verb such as do, does, did, can, or would. Correct punctuation is a question mark at the end.

In English, an interrogative sentence normally changes the word order so that the verb or part of the verb comes before the subject. (Locke, 2003).

Imperative Sentence

The third type of sentence in the English language is the imperative sentence. An imperative sentence gives requests, demands, or instructions; or, shares wishes or invitations for others. Basically, they tell someone what to do! As one of the four main types of sentences, they have an important role in both speaking and writing. Imperative sentences make up a huge part of our everyday language and serve all kinds of purposes!

For example: Do Not Enter

Please be quiet in the library.

Come with me.

Be nice!

Help me!

Part of Speech

A part of speech (abbreviated form: PoS or POS) is a category of words (or, more generally, of lexical items) which have similar grammatical properties. Words that are assigned to the same part of speech generally display similar behavior in terms of syntax—they play similar roles within the grammatical structure of sentences—and sometimes in terms of morphology, in that they

undergo inflection for similar properties. Commonly listed English parts of speech are noun, verb, adjective, adverb, pronoun, preposition, conjunction, interjection, and sometimes numeral, article or determiner (Vachula, 2008).

A part of speech – particularly in more modern classifications, which often make more precise distinctions than the traditional scheme does – may also be called a word class, lexical class, or lexical category, although the term lexical category refers in some contexts to a particular type of syntactic category, and may thus exclude parts of speech that are considered to be functional, such as pronouns. The term form class is also used, although this has various conflicting definitions.¹ Word classes may be classified as open or closed: open classes (like nouns, verbs and adjectives) acquire new members constantly, while closed classes (such as pronouns and conjunctions) acquire new members infrequently, if at all. (Martin, 2000).

English words have been classified into eight or nine parts of speech (this scheme, or slight expansions of it, is still followed in most dictionaries).

Noun (names)

A word or lexical item denoting any abstract (abstract noun: e.g. home) or concrete entity (concrete noun: e.g. house); a person (police officer, Michael), place (street, London), thing (necktie, television), idea (happiness), or quality (bravery). Nouns can also be classified as count nouns or non-count nouns; some can belong to either category. The most common part of the speech; they are called naming words.

Pronoun (replaces)

A substitute for a noun or noun phrase (them, he). Pronouns make sentences shorter and clearer since they replace nouns.

Ad A modifier of a noun or pronoun (big, brave). Adjectives make the meaning of another word (noun) more precise, describes, limits.

Verb (states action or being)

A word denoting an action (*walk*), occurrence (*happen*), or state of being (*be*).

Without a verb a group of words cannot be a clause or sentence.

Adverb (describes, limits)

A modifier of an adjective, verb, or other adverb (*very, quite*). Adverbs make your writing more precise.

Preposition (relates)

A word that relates words to each other in a phrase or sentence and aids in syntactic context (*in, of*). Prepositions show the relationship between a noun or a pronoun with another word in the sentence.

Conjunction (connects)

A syntactic connector; links words, phrases, or clauses (*and, but*). Conjunctions connect words or group of words

Interjection (expresses feelings and emotions)

An emotional greeting or exclamation (*Huzzah, Alas*). Interjections express strong feelings and emotions.

Article (describes, limits)

A grammatical marker of definiteness (*the*) or indefiniteness (*a, an*). Not always listed among the parts of speech. Sometimes determiner (a broader class) is used instead.

English words are not generally marked as belonging to one part of speech or another; this contrasts with many other European languages, which use inflection more extensively, meaning that a given word form can often be identified as belonging to a particular part of speech and having certain additional grammatical properties. In English, most words are uninflected, while the inflective endings that exist are mostly ambiguous: -ed may mark a verbal past tense, a participle or a fully adjectival form; -s may mark a plural noun or a present-tense verb form; -ing may mark a participle, gerund, or pure adjective or noun. Although -ly is a frequent adverb marker, some adverbs (tomorrow, fast, very) do not have that ending, while some words with that ending (e.g. friendly, ugly) are not adverbs.

Many English words can belong to more than one part of speech. Words like neigh, break, outlaw, laser, microwave, and telephone might all be either verbs or nouns. In certain circumstances, even words with primarily grammatical functions can be used as verbs or nouns, as in, "We must look to the hows and not just the whys." The process whereby a word comes to be used as a different part of speech is called conversion or zero derivation. (Olson, 2006).

Classroom Implication for Developing Grammatical Competence

Grammatical Competence: The classroom implication will be used when the English language learner (ELL) is beginning to become proficient. He or she will need lots of practice using grammar correctly in every aspect of language. Be corrected in a safe environment will help students realize their mistakes. When children are younger grammatical competence is not as important because children will respond and understand one another if the sentence is not grammatically correct.

As teachers we will need to be understanding that until an English language learner (ELL) has made a lot of progress in learning language, it will be a difficult task to use grammar correctly. Teaching grammar as a whole class would be a great lesson to do often. Not only will the English Language Learner (ELL) have more understanding of grammar but also the other students in the classroom get practice with writing using proper grammar. Today we have the problem of "texting language" that teaching grammar to everyone would be a good use of time in the classroom (Rico, 2010).

Second language classroom materials are set up in such a way as to promote the learning of grammatical competence in second language learners. They go on to suggest that there is a definite distinction between grammatical competence and grammatical performance. Classroom teachers must be aware that just because a child is aware of a grammatical rule, that does not mean that the child will use that rule in his or her daily writing or conversation. In addition, teachers must also be aware of those students who are using correct grammar in their daily oral language

performance, but do not have the competence of the rule. For example, a student may learn a phrase and use it flawlessly on a daily basis, but at the same time not understand the grammatical rules, and go on to use the same grammar in inappropriate ways (Canale, 1980).

FEEDBACK

In an instructional setting, the term feedback describes one of the many procedures that inform a learner whether a response is right or wrong. In addition, feedback can be used to provide instructional information to the student that explains why a response was correct or incorrect (Clarke, 2001).

Feedback is most effective when it provides a basis for correcting mistakes or misconceptions a student may have gained during instruction, and does not appear to have much of an impact as a reinforcing tool. Researchers argue, for example, that in order for feedback to have an impact as a reinforcing agent, the likelihood of repeating correct responses on future review exercises or exams would be higher when feedback is included with initial lesson or unit assignments than it would in a no-feedback setting. However data demonstrates that the probability of repeating an initial correct response on a delayed final exam is high whether or not feedback was given to the student. From this perspective, feedback plays its most important role in correcting an initial student error (Hakala & Hattie, 2014).

Because of its corrective nature, feedback is considered to be critically important in distance learning settings in these settings a teacher is not physically present to provide instructional direction. Also students do not commonly have the

opportunity to come together in a study group setting. Instead, they generally work at their own determined pace. For these reasons, feedback, in a sense, assumes the role of teaching assistant by helping to correct initial student errors and misunderstandings, by indicating where errors were made, and by providing additional information that clarifies a topic or subject matter (Ellis, 2009).

Feedback is information given to the learner and/or the teacher about the learner's performance relative to learning goals. It should aim to and be capable of producing improvement in students' learning. Feedback redirects or refocuses either the teacher's or the learner's actions to achieve a goal, by aligning effort and activity with an outcome. It can be about the learning activity itself, about the process of activity, about the student's management of their learning or self-regulation or (the least effective) about them as individuals. This feedback can be verbal, written, or can be given through tests or via digital technology. It can come from a teacher or someone taking a teaching role, or from peers (Hyland & Hyland, 2006).

Feedback is conceptualized as information provided by an agent for example teacher, peer, book, parent, self, experience regarding aspects of one's performance or understanding. A teacher or parent can provide corrective information, a peer can provide an alternative strategy, a book can provide information to clarify ideas, a parent can provide encouragement, and a learner can look up the answer to evaluate the correctness of a response. Feedback thus is a "consequence" of performance.

Specific, descriptive feedback is necessary for improvement and success. How teachers provide suggestions for improvement is critical in “closing the gap” for students. Teachers who combine strong subject knowledge with effective feedback can offer students rich, focused information about their learning and how to improve it. Students who are clear about their learning can monitor their progress and seek feedback to improve their learning (Lebeyor, 2004).

Importance of Feedback

Feedback is an essential part of effective learning. It helps students understand the subject being edited text studied and gives them clear guidance on how to improve their learning. Academic feedback is more strongly and consistently related to achievement than any other teaching behavior this relationship is consistent regardless of grade, socioeconomic status, race, or school setting.' Feedback can improve a student's confidence, self-awareness and enthusiasm for learning. Effective feedback during the first year in university can aid the transition to higher education and may support student retention. Providing students engage with feedback, it should enhance learning and improve assessment performance.

Feedback is part of what teachers call “assessment for learning” (which is different from assessment of learning). Teachers give feedback when they describe what the student has done, help the student decide what to do next, and provide opportunities for the student to do it. Good feedback not only motivates the student, but also empowers the student to further her learning. Good feedback has other qualities too. It has to be timely, because otherwise the learning opportunity will be

lost, and it must help the student progress towards agreed learning outcomes (goals). It must be differentiated for the individual learner, and it takes a lot of time. But as Grant Wiggins tells us, “Decades of education research support the idea that by teaching less and providing more feedback, we can produce greater learning. Feedback can be spoken, written, electronic or anything else. Whatever form it takes, it acts as a signpost to help the child reach her goal. It is as important in the home (for example, think of how you help your children speak politely, learn to read, and have good table manners) as it is in the classroom (Ankbold, 2012).

According to (Charles, 2005), argue feedback on performance is so important that feedback to the students on their assignments was the single most powerful influence on student achievement. In fact, an item about the importance and quality of feedback shows up on almost all student evaluations of teaching. So in this chapter we will look at some strategies for giving students feedback in ways that will be the most helpful in improving their learning. In a technical psychological sense, there is little learning without feedback. However there is more learning if the following conditions surround it:

- ✓ Feedback contributes to learning when it is noticed.
- ✓ Feedback contributes even more to learning when the learner reflects on the lessons for next time.
- ✓ Feedback containing advice originating from the student's own recent work is more likely to be given attention, understood and acted upon.
- ✓ Feedback can fuel constructive reflection by the learner.

Feedback is most effective when:

- ✓ Initiated by the student in conjunction with self and /or peer assessment.
- ✓ Teachers carefully gauge when feedback is needed to promote learning.
- ✓ Teachers use the kind of feedback prompt that best meets the need of the students, at the level of support they need.
- ✓ Teachers provide strategies to help the student to improve.
- ✓ Teachers allow time for, and students can independently act on, feedback to improve their learning.
- ✓ Feedback takes place as a conversation.
- ✓ Teachers check the adequacy of the feedback with the students.

Feedback is most effective when it is given at the time of the learning so that students can make improvements as they go. However, written feedback can be beneficial to learning if the following points are taken into consideration:

- ✓ Some students have difficulty understanding and processing written feedback.
- ✓ When students are presented with grades and comments, the grades can cancel the beneficial effects of the comments.
- ✓ Teachers often give too much feedback, which students find overwhelming and difficult to understand.

These negatives of written feedback can be avoided if there is good communication between teacher and student, so that the student can say if the feedback is helpful or not in providing paths for improvement.

Feedback in the classroom can be defined as information allowing a learner to reduce the gap between what is evident currently and what could or should be the case. But real-world scenarios do not always live up to this ideal. According to Hattie and Yates there might be an empathy gap (Wyse, 2015).

Teachers claim they routinely give a lot of helpful feedback to their students.

- ✓ Trained classroom observers see very low levels of teacher-to-student feedback.
- ✓ **Students** report very little feedback from their teachers, “a few seconds a day.”
- ✓ They receive more feedback from their peers, but much of it is incorrect.

Here are five reasons why feedback is so important.

- ✓ Feedback is always there. If you ask someone in your organization when feedback occurs, they will typically mention an employee survey, performance appraisal, or training evaluation. In actuality, feedback is around us all the time. Every time we speak to a person, employee, customer, vendor, etc., we communicate feedback. In actuality, it's impossible not to give feedback.
- ✓ Feedback is effective listening. Whether the feedback is done verbally or via a feedback survey, the person providing the feedback needs to know they have been understood (or received) and they need to know that their feedback provides some value. When conducting a survey, always explain

why respondents' feedback is important and how their feedback will be used.

- ✓ Feedback can motivate. By asking for feedback, it can actually motivate employees to perform better. Employees like to feel valued and appreciate being asked to provide feedback that can help formulate business decisions. And feedback from client, suppliers, vendors, and stakeholders can be used to motivate to build better working relations
- ✓ Feedback can improve performance. Feedback is often mistaken for criticism. In fact, what is viewed as negative criticism is actually constructive criticism and is the best kind of feedback that can help to formulate better decisions to improve and increase performance.
- ✓ Feedback is a tool for continued learning. Invest time in asking and learning about how others experience working with your organization. Continued feedback is important across the entire organization in order to remain aligned to goals, create strategies, develop products and services improvements, improve relationships, and much more. Continued learning is the key to improving.

Types of feedback

- ✓ Immediate feedback.
- ✓ Delayed feedback.
- ✓ Oral feedback
- ✓ Written feedback
- ✓ Evaluative feedback

- ✓ Descriptive feedback
- ✓ Informal feedback
- ✓ Formal feedback
- ✓ Peer feedback
- ✓ Self- feedback
- ✓ Corrective feedback
- ✓ Direct feedback
- ✓ Indirect feedback

Immediate feedback, proponents of immediate feedback have developed a procedure known as the Immediate Feedback Assessment Technique, the immediate feedback, 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.

The immediate feedback uses a multiple-choice answer form somewhat similar in appearance to a machine scored answer sheet with which many students are familiar. The student scratches off an opaque, waxy coating covering an answer space to indicate a response. If the student uncovers a symbol such as a star or asterisk, immediate feedback is received and he or she knows that a correct response had been chosen. If the answer space is blank, the student also receives immediate feedback indicating that an incorrect response was selected. If an incorrect selection was made, the student, following a multiple-try feedback format, then reviews the

remaining selections and continues to respond until the correct answer is uncovered. At this point the student moves on to the next question (Brookhart, 2008).

(Brosvic & Espstein , 2003), agree with Brookhart’s earlier findings and purport that a test procedure that does not employ immediate feedback is more likely to promote misconception rather than further learning. Final exam results in a study comparing the effects of varying delays in providing student feedback on the retention of material presented in a classroom setting indicate that immediate feedback enabled students to recall more of their initial (unit test) responses and to be more confident in the identification of those responses. Their findings indicate that immediate feedback, coupled with an answer-until-correct multiple-try feedback format in unit tests, was the preferred arrangement and promoted the “most learning and retention, facilitated the most involvement in the testing process, and corrected the most inaccurate assumptions”

(Brosvic & Espstein , 2003), Epstein, and Cook (2004) followed this initial study with one that examined the proactive use of feedback during academic test preparation and a second study that reviewed the differential effects of immediate and delayed feedback during preparation for academic testing. In both of these studies, exams were prepared using publisher-supplied test banks that were designed to test a learner’s recognition and discrimination skills. The findings indicated that the likelihood of identifying a test item on a final exam and responding correctly to it after responding correctly to the same item on the initial unit test were highest when immediate feedback was provided during unit tests. The likelihood of responding with a correct response on the final exam after responding

incorrectly on a unit test was also higher when immediate feedback was provided during unit tests. Finally, the likelihood of an incorrect response on a final exam item after responding correctly on a unit test was lowest when immediate feedback was provided during the unit tests.

Delayed feedback, advocates of delayed feedback believe that it is more effective than immediate feedback because of the Delay Retention Effect (DRE), 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. These proponents hypothesize that DRE occurs essentially because the memory of an original incorrect response acts to block or interfere with a learner's ability to grasp the correct answer when corrective feedback is presented. If the learner is first given the opportunity to forget those initial incorrect responses, however, it becomes more certain that the learner will be able to substitute the correct response for the original incorrect one. Building a period of time or delay between a learner's initial response and the receiving of feedback serves to accomplish this that have termed this the interference-perseveration hypothesis (Swindell & Walls , 1993).

They were also quick to emphasize that delayed feedback is most beneficial in long-term retention, which they claimed was of greater educational interest than providing a rapid response to students by means of immediate feedback. Additionally, in a study partly designed to re-examine DRE, compared the results of both immediate feedback and delayed feedback groups across different types of verification and elaboration feedback. They found that students in the group that

received delayed feedback performed significantly better on a delayed test than those students who had received immediate feedback (Swindell & Walls , 1993).

(Brosvic & Espstein , 2003), argue also reasoned that their study data indicated incorrect responses are not forgotten. Rather they argued that the memory of these initially incorrect responses facilitate the student's acquisition of correct responses during a feedback phase. These findings indicate that, while both the timing and the type of feedback may be factors in the student learning experience, another perhaps even more insightful element might be the motivation of the individual student to use the feedback he or she receives.

Oral feedback, usually occurs during a task. It is sometimes underestimated because it is less formal, but it can be a very powerful and effective tool as it can be provided easily in the 'teachable moment' and in a timely way. Asking "What do you notice about?" or "How does this match the criteria?" stimulates students' thinking about their learning.

Written feedback, effective written feedback provides students with a record of what they are doing well, what needs improvement and suggested next steps. Students and teacher might use a log to monitor whether and how well the student has acted on the feedback.

Written feedback needs to be:

- ✓ Timely so that it is paired as closely as possible with the event.
- ✓ Written in a manner that is understandable for the student.
- ✓ Actionable so that the student can make revisions.

Written feedback needs to include:

- ✓ where the student has met the learning intentions and/or success criteria
- ✓ where the student still needs to improve
- ✓ a way to think through the answer for themselves.

Evaluative feedback, in the form of grades or brief general comments, (e.g. “well done”), provides some information about learning, but does not convey the information and guidance that students can use to improve. It can make the good students feel better (and at times complacent) and the less able students feel worse (and more certain that they will never be able to succeed). In attempting to create a positive climate for learning.

Many teachers increase the level of praise that they give during feedback sessions.

Research shows, however, that praise needs to be realistic if the feedback is to be more meaningful. Regular, excessive praise often does more harm than good, leading to delusion or even frustration and resentment. To be really effective, praise needs to confirm a child’s own sense of reality. The impact of feedback on learning achievement has been found to be low when it is focused on praise, rewards and punishment (Hakala & Hattie, 2014).

Descriptive feedback, provides students with detailed, specific information about improving their learning.

This descriptive feedback is:

- ✓ Linked to the learning that is expected where am I going?

- ✓ Addresses faulty interpretations and lack of understanding, How am I going?.
- ✓ provides students with visible and manageable ‘next steps’ based on an assessment of the work at hand and an image of what ‘good work looks like’ so that they can begin to take on the responsibility of self-assessing and self-correcting (Charles, 2005).

Informal feedback, ‘Check ins’ are vitally important to providing effective feedback.

- ✓ "Check ins’ occur when the teacher visits students as they are engaged in a task to make sure they are on the right track. ‘Check ins’ can quickly and effectively steer students in the right direction or enhance learning.
- ✓ "Check ins’ can also occur when students approach the teacher to seek feedback. For longer projects these could be determined in advance with allocated times for students to check.

Formal feedback, can be provided through structured conferences with specific goals. Teachers can meet with a few students a day or a week depending on specific projects, deadlines, and individual student needs. It is important to set up these conferences in a structured way with a focus on individualized goals so both teacher and student make good use of their time. When teachers use formal conferencing along with informal feedback, students are better protected from failure and set up for success.

Peer feedback, the use of structured peer conferences can provide students with the opportunity to give and receive feedback about ongoing work, especially

when the focus is on providing rather than grading. A positive aspect of the peer feedback process is that students get to see other students' work which can also deepen understanding of the learning goals. Left to their own devices to give feedback many students will use the time to chat, criticize the other students' work or get nothing done.

Teachers need to:

- ✓ model and role play how to give feedback in a constructive way
- ✓ Explicitly teach students how to provide effective feedback to each other.
- ✓ Hold students accountable for the comments, suggestions and feedback they give one another.
- ✓ Use scaffolds like peer feedback forms, which can be checked by the teacher to provide more structure to peer conferences. This also keeps students focused on giving the right kinds of feedback and lets them know what the expectations are for peer conferences.

Once students have had time to practice, know what the requirements are, and are aware of expectations, peer conferences can be an integral part of the feedback process.

As with teacher feedback, peers can offer suggestions and comments on:

- ✓ What has been done well in relation to the learning intention/success criteria?
- ✓ what still needs to be done in order to achieve the learning intention/success criteria
- ✓ How to achieve that improvement.

Self- feedback this is the ultimate goal of feedback for learning, during the provision of feedback, teachers have the opportunity not only to provide direction for the students, but to teach them, through explicit modelling and instruction, the skills of self-assessment and goal setting, leading them to become more independent.

To help students reach autonomy teachers can:

- ✓ explicitly identify, share, and clarify learning goals and success criteria
- ✓ model the application of criteria using samples
- ✓ provide guided opportunities for self-feedback
- ✓ teach students how to use feedback to determine next steps and set goals
- ✓ allow time for self-feedback/reflection

Corrective Feedback, instruction consists of feedback responding to students' efforts to produce the targeted structure; the feedback models the correct form without explicitly indicating that the student has made an error. The feedback makes it clear to the student that an error has been made. The role of corrective feedback in L2 acquisition is controversial. Truscott(1999), for example, has argued that correcting learners' errors has no effect on learners' acquisition of new L2 forms. Negative feedback has been examined in both descriptive and experimental studies.

Corrective feedback is potentially of value to all students, not just to the particular student who receives it; explicit feedback can contribute to learning. Extensive corrective feedback can also assist learning. But the teachers demonstrate a general preference for the use of recasts, a relatively implicit form of feedback;

this is possibly because it is less socially threatening and intrusive; recasts, however, vary in form and can be salient to students.

Furthermore, (Hamawand, 2011), argue in an experimental study investigated the effect of providing the minority and majority students with corrections, commentaries and a combination of correction and commentary. The researcher's goal was to see the effect of these types of feedback on the journal writing accuracy of the students. The two groups were randomly assigned to different feedback conditions. For both student groups, results indicated no significant difference in accuracy due to feedback conditions.

On the contrary, (Canale & Sawin, 1980), argue showed that corrective feedback given by teachers helped students to improve the accuracy of their language skills. Yet in another study, some investigated the relationship between feedback and acquisition. Eight classes, with a total of 207 students, were observed and the feedback episodes were transcribed. Class-specific tests, in which there were many task types that the students were required to complete, were administered to the students (Baker, 2008).

Direct Feedback, the teacher provides the student with the correct form (Lalande, 1982 and Robb et al. 1986). Direct corrective feedback has the advantage that it provides learners with explicit guidance about how to correct their errors. (Rod Ellis). Ferris and Roberts (2001) suggest that direct corrective feedback is probably better than indirect corrective feedback with students having low levels of proficiency in writing.

A recent study by Sheen (2007) indicates that direct corrective feedback can be effective in promoting acquisition of specific grammatical features. Guenette (2007) defines direct feedback that it refers to the teacher's correction of errors. According to Lee (2004), direct or explicit feedback occurs when the teacher picks out errors and gives the correct forms. (Lan Anh, 2008).

There are some types of errors that might prove that direct feedback is better than indirect feedback. For example, if student writes 'I goed to the school' instead of 'I went to the school' and teacher has introduced only the formation of regular past tense verb rules in the class but he has not taught yet irregular past tense verbs. So in such a situation it is best to provide the direct feedback with explanation of the unknown concept.

Indirect feedback, the teacher indicates that an error exists but does not provide the correction. Lanlande (1982) suggests that indirect feedback is indeed more effective in enabling students to correct their errors but others, for example, Ferris and Roberts' own study found no difference between direct and indirect corrective feedback. Guenette (2007) states that indirect feedback mentions the teacher's indication of errors by underlining, highlighting or coding them and then letting learners do the corrections. According to Lee (2004), indirect correction refers to situations when the teacher marks that errors have been made but does not supply the correct forms, requiring the learners to diagnose and correct their errors. *Error Correction*, Error correction have derived from the idea of error avoidance and providing the quick and direct error correction before the 1960s, and that was

condemned as harmful and unnecessary in the late 1960s, and the need of error correction in the 1970s and 1980s.

Despite the argument about this issue, the controversy over error correction has been remained unresolved among the researchers.

As a have noted many teachers correct the students' written errors in the hope that this will help them improve the long-term quality of their writing that Truscott considers it as a misguided endeavor to achieve this objective. However, Although Truscott's argument is a powerful one, there is no conclusive evidence about the ineffectiveness of error correction is found. The important concern that takes the researchers' attention is not "not to correct" or "to correct", but rather what to correct" and "how to correct (Hendrickson & Leki, 1978; 1991).

According Bjork & Linn (2006) proposed the idea that processing difficulties at the time of encoding can enhance memory. The processing of delayed feedback may be more difficult than the processing of immediate feedback, pointed to differences in the spacing of the to-be-learned materials that obtain between immediate and delayed feedback conditions. The repetitions of the information with immediate feedback tend to be massed, whereas those with delayed feedback tend to be more dispersed or spaced (Murdock, 1974).

Feedback Strategies

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. A general principle for measure the timing of feedback is to put yourself in the students' place. When would students want to hear your feedback? When they are still thinking about the work, of course. And when they can still do something about it.

Amount

Probably the hardest decision to make about feedback is the amount to provide. A natural inclination is to want to fix everything you see. That's the teacher's-eye view, where the target is perfect achievement of all learning goals. For real learning, what makes the difference is a usable amount of information that connects with something students already know and takes them from that point to the next level. Judging the right amount of feedback to give how much, on how many points requires deep knowledge.

Mode

Feedback can be delivered in many modalities. Some kinds of assignments lend themselves better to written feedback (for example, reviewing and writing comments on students' written work); some, to oral feedback for example, observing and commenting as students do math problems as seat work; and some, to demonstrations for example, helping a kindergarten student hold a pencil correctly. Some of the best feedback can result from conversations with the student.

For example, rather than telling the student all the things you notice about his or her work, you might start by asking questions such as these: What are you noticing about this Does anything surprise you?

Audience

Feedback about the specifics of individual work is best addressed to the individual student, in terms the student can understand. That simple act is powerful in itself because, in addition to the information provided, it communicates to the student a sense that you care about his or her individual progress. The teacher actually read and thought about what I did so the first point about audience is "Know whom you're talking to—and talk to them. If the same message would benefit a group of students, providing feedback to the class or group can save time and also serve as a mini lesson or review session. If you speak to the whole class when only a subset needs the feedback, you can use the students who have mastered the concept as the "more experienced peers," helping you demonstrate the concept or skill. Or you can pull a group aside to give some feedback while others are doing something else.

Focus

Feedback about the task has been found to be more powerful when it corrects misconceptions than when it alerts students to lack of information. If a student doesn't know something, further instruction is more powerful than feedback. One problem with feedback about the task is that it may not transfer to other tasks

because it is specific to the particular assignment. In that sense, although it contributes to better learning for the task at hand, task feedback does not contribute to further learning as much as the second type, feedback about the process used to do the task.

Comparison

Comparing student work to a learning target is criterion-referencing, and it is the primary kind of comparison to use for good feedback. ("All your details support your thesis that sharks are misunderstood except this one. I don't see what it has to do with sharks.") This feedback helps the *student* decide what the next goal should be. Feedback against clear criteria matches with the model of instruction used in most classrooms. Most teachers use an instructional model that starts with a learning target (sometimes called a goal or an objective). What does the target look like? How will the students know how close they get? How close did they, in fact, get on this assignment? These are the questions that criterion-referenced feedback answers, and they are the questions students need to have answered in order to learn.

Function

Students are less likely to pay attention to descriptive feedback if it is accompanied by judgments, such as a grade or an evaluative comment. Some students will even hear judgment when you intended description. Some unsuccessful learners have been so frustrated by their school experiences that they might see even an attempt to help them as just another declaration that they are

stupid For these learners, it helps to point out improvements over their own last performance, even if those improvements don't amount to success on the assignment. Then select one or two small, doable next steps for the student; after the next round of work, give feedback on the success with those steps, and so on.

Valance

Feedback should be positive, being positive doesn't mean being artificially happy or saying work is good when it isn't. Being positive means describing how the strengths in a student's work match the criteria for good work and how those strengths show what the student is learning. Being positive means pointing out where improvement is needed and suggesting things the student could do about it. Just noticing what is wrong without offering suggestions to make it right is not helpful (Brookhart, 2008).

THE ROLE OF IMMEDIACY OF FEEDBACK IN STUDENT LEARNING

Without feedback of any kind, we would not learn at all, period. We would end up doomed to repeat the same mistakes over and over again, as the fable of Sisyphus (Canale & Sawin, 1980) argue demonstrates. As teachers then, one of our primary roles for our students is to provide opportunities for feedback, preferably in different forms. Examining the literature on student feedback, we can see that this claim is supported.

There are five principles of good feedback practice. Good feedback:

- ✓ helps clarify what good performance is goals, criteria, expected standards;
- ✓ facilitates the development of self-assessment reflection in learning.
- ✓ delivers high quality information to students about their learning;
- ✓ encourages teacher and peer dialogue around learning;
- ✓ encourages positive motivational beliefs and self-esteem;
- ✓ provides opportunities to close the gap between current and desired performance;
- ✓ provides information to teachers that can be used to help shape the teaching.

Chickering and Gamson (1987, p2) also have seven principles of good practice in practice for educativos. They indicate that good practice in undergraduate education:

- ✓ encourages Student-Faculty Contact
- ✓ encourages Cooperation
- ✓ encourages Active Learning
- ✓ gives Prompt Feedback emphasis mine
- ✓ emphasizes Time on Task
- ✓ communicates High Expectations
- ✓ respects Diverse Talents and Ways of Learning

If we view the analogy of learning a physical act, we can see how obvious it is that timely feedback is important. Although feedback from the learning of sport, or even the act of walking is not necessarily directed by teacher, the very world around us provides us with feedback. If we fail to walk properly, we fall

down! Kick the ball with your toe, and it is sure to go over the goal. We learn physical actions very quickly because we receive lots of timely feedback about everyone of our actions. The only physical actions which are difficult to learn for some people, assuming capability of performing the action, are the ones where the feedback is delayed.

It is clear that any informed educational practice should take into account how feedback will be provided to the students. Feedback needs to be timely and relevant to the learner's needs in order to be effective. Educators must therefore provide assessment opportunities for students with timely and relevant feedback built into the assessments or these assessments are limited in value.

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 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.

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 (Tenth-grade students at Jose Angel Palacio of basic education) 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 ninth-year b 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 b of Unidad Educativa José Ángel Palacio which are 29 students, 20 boys and 9 girls.

Intervention plan and description

The intervention plan is designed based on a lesson plan model that contains three stages: Activation (before), Connection (during), and Affirmation (after) (Herrera M. C., 2007). 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 M. C., 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 H. K., 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, 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.

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 b students at José Ángel Palacio high school 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 1. My family and me. Pages 10-13</p> <ul style="list-style-type: none"> ✓ Personal Information ✓ Routines ✓ Free Time Activities ✓ Vocabulary <p>Words related to personality and free time activities</p> <ul style="list-style-type: none"> ✓ Grammar <p>Simple Present tense with the verbs to be, love, like and prefer</p>
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 Expressions. Give them</p>

	<p>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 for 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 7-12

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 b students at José Ángel Palacio high school 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 and 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	Activation: Warm up. (5 min) 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, 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. Connection: (30 min) <ul style="list-style-type: none">✓ Cover the dialogue and listen the audio, 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
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	that they will work on a Gap Activity by asking appropriate questions and writing it down in the spaces given.
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 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 b students at José Ángel Palacio high school 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 <p>Simple Present Tense with adverbs of frequency. Present Progressive.</p>
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

	<p>the picture that shows: A 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 b students at José Ángel Palacio high school 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 how often they do things.✓ Practice inserting the adverbs of frequency in sentences.✓ Plan their weekly and daily activities.
CONTENTS	UNIT 2. Cultures around the world Pages 25 – 28 <ul style="list-style-type: none">✓ Simple present tense✓ How often? Positions of frequency adverbs.✓ Daily routines.
INSTRUCTIONAL FOCUS	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? Connection: (30 min) <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

	<p>that either eat or have can be used to talk about meals and snacks.</p> <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 b students at José Angel Palacio high school 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.

	<ul style="list-style-type: none"> ✓ 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. ✓ 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 b students at José Angel Palacio high school 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">✓ Ask and answer about favorite leisure and introduce them by using informal greetings.✓ Talk about their daily routine.✓ Express preferences using their information.
CONTENTS	UNIT 3: Amazing abilities Pages: 39 - 41 <ul style="list-style-type: none">✓ Simple present tense✓ How often? Preposition of frequency adverbs✓ Daily routines
INSTRUCTIONAL FOCUS	Activation: Warm up. (5 min) <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. Connection: (30 min) <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.

	<ul style="list-style-type: none"> ✓ 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 b students at José Angel Palacio high school 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	Activation: Warm up. (5 min) <ul style="list-style-type: none"> ✓ 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>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 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. ✓ 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.

	<ul style="list-style-type: none"> ✓ Board, markers. ✓ Cd player. ✓ Class audio Cd.
DATA COLLECTION SOURCES	Data source 1: Field notes Data source 2: Test unit 2
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 b students at José Ángel Palacio high school 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 and 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"> ✓ Compares people’s attributes abilities. ✓ Expresses personal opinions about people’s attributes and abilities.
CONTENTS	UNIT 3. Amazing Abilities <ul style="list-style-type: none"> ✓ Adjectives related to physical description ✓ Modal verb Can ✓ Comparative and Superlative adjectives
INSTRUCTIONAL FOCUS	<p>Activation: Warm up. (5 min) Look for some radio or TV news clips about sportsmen like Rafael Nadal, Ussain Bolt and Asafa Powell or Tyson Gay. Ask students: Why are they unique? Why are they famous for? Where are they from? How old are they? and so on. Elicit as much information as you can and write it down on the board. Finally, praise them for their contributions.</p> <p>Connection: (30 min)</p> <ul style="list-style-type: none"> ✓ Teacher divides the students into groups of four and on the teacher’s 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.

	<ul style="list-style-type: none"> ✓ 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 superlative adjectives and how to use them in a sentence. ✓ 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 a sentence 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 roles. ✓ On page 41. 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 workbook Exercises 9-13 and grammar Builder Exercises 4-5</p>
CLASSROOM RESOURCES	<ul style="list-style-type: none"> ✓ Teachers' guide ✓ Student's notebook ✓ Student's book.

	<ul style="list-style-type: none"> ✓ Student's workbook. ✓ Board, markers. ✓ Cd player. ✓ Class audio Cd.
DATA COLLECTION SOURCES	Data source 1: posttest. Data source 2: postquestionnaire. Data source 3: Field notes.
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 b students of Basic Education
- ✓ The English Teacher
- ✓ Thesis advisor

Materials

- ✓ Papers
- ✓ Scripts
- ✓ Tape
- ✓ Book
- ✓ Cardboard and Foamex

Technical

- ✓ Computer
- ✓ Cds
- ✓ Cd player
- ✓ Projector
- ✓ Internet

g. TIMELINE

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

h. BUDGET AND FINANCING

RESOURCES	COST
Internet connection	\$100,00
Print of reports	\$75,00
Print of the project	\$50,00
Print of final report and thesis	\$180,00
Unexpected expenses	\$50,00
Total	\$455,00

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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Annex 1: Observation sheet.



UNIVERSIDAD NACIONAL DE LOJA
AREA DE LA EDUCACION EL ARTE Y LA COMUNICACIÓN
ENGLISH LANGUAGE DEPARTMENT
DATA COLLECTION SOURCE: OBSERVATION SHEET

OBSERVATION SHEET						
Observation #:		Date/Time:		Role of the researcher:		
Topic:		Participants: Ninth-grade student & The researcher		Non participant Observer		
Objective of the session:				Duration of the observation:		
Things to be observed		Levels of Acceptability				Remarks
		Perfectly	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



UNIVERSIDAD NACIONAL DE LOJA
AREA DE LA EDUCACION EL ARTE Y LA COMUNICACIÓN
ENGLISH LANGUAGE DEPARTMENT

DATA COLLECTION SOURCE: FIELD NOTES

FIELD NOTES		
Observation #: Topic: Objective of the session:	Date/Time: Class size: Participants: Ninth-grade students & The researcher	Role of the researcher: Participant observer Duration of the observation:
Description of the event		Reflective Notes

Annex 3: Pre and Posttest & Scoring Guide (Rubric)



UNIVERSIDAD NACIONAL DE LOJA

ÁREA DE LA EDUCACIÓN EL ARTE Y LA COMUNICACIÓN

ENGLISH LANGUAGE DEPARTMENT

DATA COLLECTION SOURCE: PRE TEST/ POST TEST

Pre/ Posttest

Data collection source: Test


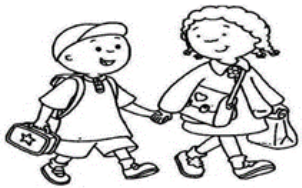



Researcher:

Year: Ninth Year of Basic Education

Student's Code: _____

Date:

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

 <p>Example 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 / in?

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)

- 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

THANKS FOR YOUR COLLABORATION ☺

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
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() 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
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() 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
-------------------------	-----------------------------	---------------------	-------------	----------------------

- 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 b students at José Ángel Palacio high school during 2016-2017 school year

Problem	Objectives	Theoretical Frame	Methodological design (Action Research)	Techniques and instruments
<p>General ✓ How does the direct corrective feedback develop the grammatical competence among ninth-year b students at José Ángel Palacio high school of the city of Loja during the 2016-2017 school year?</p> <p>Specific ✓ What theoretical and methodological references about the direct corrective feedback as strategy are adequate for improving</p>	<p>General</p> <ul style="list-style-type: none"> To improve the grammatical competence through the direct corrective feedback amongst ninth-year b students at José Ángel Palacio during the 2016 – 2017 school year. <p>Specific</p> <ul style="list-style-type: none"> To research the theoretical and methodological references about the direct corrective feedback and its application on the 	<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>Independent variable</p> <p>Feedback and English Foreign Language teaching.</p>	<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 Creating a methodological framework for the research Designing an intervention plan <p>Intervention and Observation</p>	<ul style="list-style-type: none"> Observation sheet Pre and Post test Pre and Post questionnaires Field Notes

<p>grammatical competence amongst ninth-year b students at José Ángel Palacio high school during the 2016 – 2017 school year?</p> <p>✓ What are the issues that limit the development of the grammatical competence amongst ninth-year b students at José Ángel Palacio high school during the 2016 – 2017 school year?</p> <ul style="list-style-type: none"> • 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 students at José Ángel Palacio a high school 	<p>grammatical competence.</p> <ul style="list-style-type: none"> • To diagnose the issues that limit the development of the grammatical competence amongst ninth –year b students at José Ángel Palacio high school during the 2016 – 2017 school year. • To design an intervention plan based on the direct corrective feedback in order to improve the grammatical competence amongst ninth-year b students at José Ángel Palacio high school during the 2016 – 2017 school year. 	<ul style="list-style-type: none"> • Principles and strategies of corrective feedback. • Types of corrective feedback. • Direct corrective feedback. 	<ul style="list-style-type: none"> • Administering test and questionnaires • Observing and monitoring students’ performance according to the intervention plan • Presentation of research findings • Reflecting, analyzing and answering the proposed inquires • Organizing the final report 	
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<p>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 b students at José Ángel Palacio high school during the 2016 – 2017 school year? • How does the direct corrective feedback reduce the difficulty to develop the grammatical competence among ninth-year b students at José Ángel Palacio high school during the 2016 – 2017 school year? 	<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 b students at José Ángel Palacio high school during the 2016 – 2017 school year. • To validate upon the effectiveness that the effective corrective had amongst ninth-year students at José Ángel 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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