UNIVERSIDAD NACIONAL DE LOJA

FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN

ENGLISH LANGUAGE DEPARTMENT

TITLE

THE DEVELOPMENT OF THE GRAMMATICAL COMPETENCE THROUGH DIRECT CORRECTIVE FEEDBACK WITH THE STUDENTS OF THIRD - YEAR OF BACHILLERATO "C" AT UNIDAD EDUCATIVA EMILIANO ORTEGA ESPINOZA, EVENING SESSION IN THE CITY OF CATAMAYO DURING THE 2016-2017 SCHOOL YEAR

Thesis as a previous requirement to obtain the Bachelors' Degree in Sciences of Education, English Language Specialization

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CERTIFIES:

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DEDICATION

I dedicate my thesis work to my parents Javier Martinez and Carmen Sarango, whose words of encouragement and tenacity have been the main motivation throughout this hard work. Also, I extend a special dedication to my brother Armando, who has always supported my studies.

I also dedicate this work to my brothers Franklin and Hernan who live in Spain and helped me with money to pay my studies, they have been very important in my life, and finally to my cousin Yaleny Vivanco, who motivated me to continue with my studies and thesis preparation.

LUIS MARTÍNEZ

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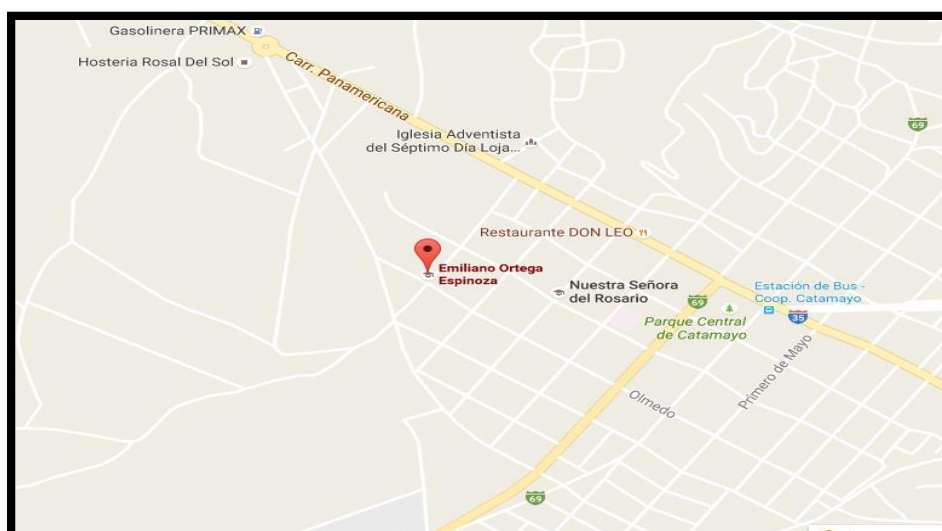
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MAPA GEOGRÁFICO Y CROQUIS
UBICACIÓN GEOGRÁFICA DEL CANTÓN CATAMAYO

CROQUIS DE LA INVESTIGACIÓN

UNIDAD EDUCATIVA EMILIANO ORTEGA ESPINOZA

THESIS OUTLINE

a. TITLE

THE DEVELOPMENT OF THE GRAMMATICAL COMPETENCE THROUGH DIRECT CORRECTIVE FEEDBACK WITH THE STUDENTS OF THIRD - YEAR OF BACHILLRATO "C" AT UNIDAD EDUCATIVA EMILIANO ORTEGA ESPINOZA, EVENING SESSION IN THE CITY OF CATAMAYO DURING THE 2016 -2017 SCHOOL YEAR

b. RESUMEN

El objetivo de la investigación fue mejorar la competencia gramatical a través de la implementación de retroalimentación correctiva directa como estrategia correctiva con los estudiantes de tercer año de bachillerato. Durante la investigación se utilizaron los siguientes métodos: científicos, descriptivos, analíticos y sintéticos permitidos para analizar la información recogida. Los instrumentos utilizados para recolectar los datos fueron: hojas de observación, pruebas y cuestionarios que se aplicaron a 39 estudiantes al inicio y al final del plan de intervención. Los principales resultados después de aplicar la retroalimentación correctiva directa fueron que los estudiantes mejoraron los aspectos de la competencia gramatical como: oraciones declarativas, preguntas sí / no, preguntas informativas, acuerdo verbal del sujeto y partes del discurso. Para concluir, la aplicación de la retroalimentación correctiva directa como estrategia fue efectiva para ayudar a los estudiantes a mejorar la competencia gramatical dentro del aula.

ABSTRACT

The purpose of the research was to improve the grammatical competence through the implementation of direct corrective feedback as a corrective strategy with students of third year of bachillerato. During the research the following methods were used: scientific, descriptive, analytic and synthetic which allowed to analyze the information gathered. The instruments used to collect the data were: observation sheets, tests and questionnaires that were applied to 39 students at beginning and at the end of the intervention plan. The main results after applying direct corrective feedback were that the students improved in the grammatical competence aspects such as: declarative sentences, yes/no questions, informative questions, subject verbal agreement and parts of speech. To conclude, the application of direct corrective feedback as a strategy was affective to help students ameliorate the grammatical competence inside the classroom.

c. INTRODUCTION

Engagement and motivation has been a challenge when teaching grammar to EFL (English as a foreign language) students who have learning difficulties; that is why teachers are constantly looking for some useful tools and innovative strategies to implement in their classes in order to satisfy their students' needs so, they can improve their level of English by producing written work using grammatical structures they have learned. Consequently, the effectiveness of the direct corrective feedback is an important issue to make students proficient in a foreign language.

Sometimes foreign language instructors become disappointed with students' results and performance in the target language. But it is also true that the methods of providing feedback to the students affect their performance in the target language. For that reason, the researcher considered important to focus on the main problem: How does the direct corrective feedback develop the grammatical competence. This theme was chosen because several previous studies suggested that improvements in grammatical competence could be attributed to the type of feedback provided.

The following specific objectives were determined: to research the theoretical and methodological references about the direct corrective feedback as corrective strategy and its application on the grammatical competence for helping to improve their grammar; to diagnose the issues that limit the development of the

grammatical competence; to design an intervention plan based on the direct corrective feedback as corrective strategy in order to improve the grammatical competence; and to reflect upon the effectiveness that the direct corrective feedback as a corrective strategy had with the students of third- year of bachillerato "C" at Unidad Emiliano Ortega Espinoza school year.

The main methods that helped to carry out this research work were: the scientific method, which was used in order to obtain and analyze theoretical referents; the descriptive method which was used to describe the current situation of the researched object; the analytic-synthetic method was used to analyze and interpret the obtained results through the tests, it also helped to draw up the conclusions; the statistical method was used to make the quantitative statistical analysis of the data obtained from the pre and post-test and the qualitative data from the pre and post questionnaires.

The present research work, includes the following parts: the Abstract contains a brief summary of the most relevant aspects of the thesis. Then, the Introduction presents the main problem that motivated the researcher to do this work, the reasons, the specific objectives, the methodology and contents of the research work. After that, the Literature Review includes the main theoretical referents in relation to the two variables grammatical competence and direct corrective feedback. Next, the Materials and Methods section includes different techniques, methods, instruments that had been applied during the intervention. Also, the Results section presents the description of the information organized in tables and figures, each table and figure has its corresponding interpretation and analysis. After that, the

Discussion describes the results considering the ones that are the most representative. Finally, it presents the Conclusions and Recommendations according to the objectives and results.

d. LITERATURE REVIEW

Grammatical Competence

According to Greenbaum (1988), students are not able to speak the language that are about to acquire and face a lot of difficulties in transmitting their thoughts and attitudes. In other words, the mastery of any language needed to be well versed about its grammatical rules. The same author gives definition to the word grammar which is "the properties and processes that underlie the use of the language-that underlie the ability of speakers to speak and understand the language." It means, the rules we use whenever we speak or write; putting words in the right position.

People who speak the same language are able to communicate with each other because they all know the grammar system and structure of that language, that is, the meaningful rules of grammar. Students who are native english speakers know english grammar, recognize the sounds of English words, the meaning of those words; and also can combine words to make meaningful sentences in different ways (Beverly, 2007)

According to Ellis (1994), grammatical competence is the skill to comprehend and say meaning by generating and identifying well-formed sentences. And, be able to make appropriate time reference when speaking or writing. Grammar teaching focuses on grammatical instruction as well as on its importance in foreign language education.

Therefore, 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 ELT professionals however, what matters today is to promote in our students communication but not necessarily an accurate one, and this is how grammar has been relegated in the ELT field.

Savignon (2001), emphasizes the necessity to care about form in communicative acts, that is why it is vital to find ways to integrate grammar teaching—where the focus is on form—with practical activities focusing on meaning, in other words, we have to promote the use of the language in a meaningful but at the same time accurate way.

In addition, Eskey (1983), mentions that in the past it was accepted that by learning the forms communication would emerge; nowadays many people believe that by attempting communication, command of the forms will develop. However, these positions represent extreme points as both communication and grammar do not necessarily take care of themselves, or at least this does not happen for many learners, and that is a fact we cannot ignore.

Hedge (2002), states that the ability to communicate effectively in English is now a well-established goal in ELT (p. 44). 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? Does grammar not play an active and elementary role in successful and effective communication? 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. There exist many proposals to deal with grammar which focus on the use of writing activities as proposed by Jago (2006), Patterson (2006), and even Celce-Murcia (as cited in Nunan, 1991).

However, Hedge (2002), claims that it is wrong to believe that communicative language teaching does not pursue "a high standard of formal correctness," (p. 47) and defends the idea of promoting accuracy while being tolerant to errors and risks as crucial steps for developing communicative competence.

In contrast, Sesnan (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 this way, Giraldo (2008), have recognized the importance of dealing with English as a second language, writing errors through appropriate techniques in order to avoid future and more complex difficulties in students at higher levels of instruction. As the purpose of this research study was to develop grammatical

competence in the context of written production, a process and genre model was followed to incorporate the teaching and practice of writing while at the same time developing grammatical competence.

The Role of Grammar

According to Azar, (2007), the role of grammar is to "help students discover the nature of language, i.e., that language consists of predictable patterns that make what we say, read, hear, and write intelligible" (p.3). As Azar stated, without grammar, people would have only individual words or sounds, pictures, and body language to communicate meaning. Moreover, effective grammar instruction can help students use this knowledge as they write. Through the connection from oral language into written language, teachers can explain abstract grammatical terminology to help students write and read with better proficiency and confidence.

As Calkings, (1980), suggests, the most helpful way to improve students' command of grammar in writing is to use students' writing as the base for teaching grammatical concepts. Research also indicated that it is more effective to teach punctuation, sentence variety, and sentence patterns in the context of writing than to access the topic by teaching unorganized skills.

According to, Hillocks (1986), grammar instruction that is separate from writing instruction is unable to enhance students' writing competence. In another research, (Weaver, 1998) proposed a similar approach to teaching grammar in the context of writing. He also mentioned five grammatical concepts that enable

students to show progress in sentence revision, style, and editing. The five grammatical concepts will be described as follows:" (Beverly, 2007)

- Teaching concepts on subject, verb, sentence, clause, phrase, and related concepts for editing.

- Teaching style through sentence combining and sentence generating.

- Teaching sentence sense through the manipulation of syntactic elements.

- Teaching both the power of dialects and the dialects of power.

- Teaching punctuation and mechanics for convention, clarity, and style, rather than teaching all grammatical instruction to all students, teachers should focus on the grammatical concepts that are more effective and essential for meaningful communication, and teachers should also be more sensitive to provide meaningful activities to help each individual student. In short, grammar plays a very significant role in second language instruction, especially in improving student's writing.

Learning the right structure to convey the intended meaning is what grammar aim to, where we can find the EFL learners who possess that ability are more likely to be a perfect performer. According to Harmer (1.999), the grammar of language can be defined as "the description of the ways in which words can change their forms and can be combined into sentences in that language" (p.12). Being grammatically accurate refers to the appropriate learners" use of the right grammatical structuring; this latter includes the length and the complexity of the sentences and the ability to use the subordinating clauses.

The purpose of grammar

The goal CLT during this time was developed within the discipline of linguistics and appealed to many within the language teaching profession, who argued that communicative skills and not simply grammatical skills should be the goal of language teaching. Activities like Mechanical, Meaningful and Communicative practices were given. Examples for mechanical practice would be repetitions drills and substitution drills designed to practice use of particular grammatical or other items. Example for meaningful practice is to practice the use of prepositions to describe locations of places. Example of communicative practice is to make students draw a map and explain it by themselves.

From the year 1990 onwards the communicative approach has been implemented all over, since it describes a set of very general principles grounded in the notion of communicative approach as the goal of second and foreign language teaching, and a communicative syllabus and methodology as the way of achieving this goal, CLT has continued to evolve as our understanding of the process of second language learning has developed. The student's communicative skill is developed by linking grammatical development to the ability to communicate. And so, Grammar is not taught in isolation but often arises out of a communicative task, thus creating a need for specific items of grammar. Opportunities are provided for both inductive and deductive learning of grammar. Grammar was taught in class along with the lessons as it was part of the syllabus. (Littlewood, 1981)

There are some of the grammatical errors which the learners commit while they communicate and they are unable to spot them because they lack proper grammatical knowledge. They translate what they are about to say directly from their mother tongue and the problem is they don't think in English; they think in their mother tongue and use a sentence pattern which contradicts English grammar.

Chomsky clearly distinguished the description of language form (competence) and language use (performance) and established that the speaker-listener's internal grammar that judges the grammaticality of sentences should be the main object of investigation for linguists. Communicative competence is "appropriateness of sociocultural significance of Utterance"

According Chomsky's underlying grammatical competence, looks at contextual relevance as one of the crucial aspects of one's knowledge of language and claims that meaning in communication is determined by its speech community and actual communicative event in question, which consists of the following components he calls speaking (a mnemonic code word): Setting, Participants, Ends, Act sequence, Key, Instrumentalities, Norms of interaction and interpretation and Genre.

The essential elements of grammar instruction can be designed to be flexible within the curriculum structure and the amount of effort and time devoted to each can be adjusted depending on learners' needs. The teacher's work load and the student's "learning burden" (Nation, 2001, p. 23), i.e., "the amount of effort required" to learn L2 grammar and the necessary lexis, are expected to be realistic but certainly not very light. While activities to develop learners' conversational

fluency or narrating personal experiences are typically less work and more fun for both teachers and students, grammar instruction that has the goal of preparing students for academic studies needs to be designed to develop learners' practical and useful skills, directly relevant to producing academic text.

Grammar Constructions

Grammar teaching even at the intermediate levels of student proficiency can begin with an examination and analysis of structures in formal academic writing. Early on, the objective of instruction is to develop learners' awareness and noticing of common grammatical features, and then building on this foundation, the regularities in grammar structures can be explicitly addressed and practiced in the production of academic writing (Celce-Murcia, 2002)

As important distinctions between conversational and formal written register, should represent ongoing instructional objectives at all levels of proficiency. In grammar learning, becoming aware of how structures are used, combined with explicit teaching, can provide an additional benefit because learners can notice structures that otherwise they may simply miss (Ellis R. , 1997).

Grammatical competence is the system of rules by which we form words and sentences. Grammar is important for skills: writing, reading and speaking. (Group, 2008) Sentence Construction includes rules and methods for writing. The structure of a sentence includes the use of nouns, verbs, adverbs, adjective, pronoun, preposition, conjunction and interjection.

Parts of Speech

Wren & Martin (1979) state that word is divided into different kinds or classes, called Parts of Speech, according to their use and work they do in a sentence. The parts of speech are eight in number: noun, adjective, pronoun, verb, adverb, preposition, conjunction and interjection.

A Noun is a word used as the name of a person, place, or thing. The word thing includes (i) all objects that we can see, hear, taste, touch, or smell; and (ii) something that we can think of, but cannot perceive by the senses.

- Let's go to the **beach**.

An Adjective is a word used to add something to the meaning of a noun; as,

- They live in a **beautiful** house

A Pronoun is a word used instead of a noun; as,

- John is absent, because *he* is ill.

A Verb is a word used to express an action or state; as,

- They **ran** all the way home

An Adverb is a word used to add something to the meaning of a verb, an adjective, or another adverb; as,

- This flower is *very* beautiful.

A Preposition is a word used with a noun or a pronoun to show how the person or thing denoted by the noun or pronoun stands in relation to something else; as,

- The spider ran **across** the table

A Conjunction is a word used to join words or sentences; as,

- Men and women, wind or weather

An Interjection is a word which expresses some sudden feeling; as,

- Oh, how pretty! Ah! How wise!

On the other hand, acording to Language Policy Unit (2007), syntax deals with the organization of words into sentences in terms of the categories, elements, classes, structures, processes and relations that are involved. The ability to organize sentences to convey meaning is the main aspect of communicative competence.

Sentence Construction

In English, the structure of a basic sentence is relatively easy to teach because English has a rigid word order, e.g., the subject is followed by a verb, which is followed by an object. Although many variations of this skeletal structure are possible, the additions also adhere to somewhat inflexible patterns. (Ellis R. , 1997)

A sentence is a collection of words assembled in such an order that they present a complete thought or idea. A sentence begins with a capital letter and ends with a punctuation mark. The type of punctuation mark terminating the sentence indicates the kind of sentence. Also a sentence contains a subject and a predicate.

The subject is the noun (person, place, or thing) doing or being something. The object in a sentence is involved in an action but does not carry it out; the object comes after the verb. (Kierzek & Gibson, 1965)

Sentence Types

Nelson (2001), (Nelson, 2001) mentions; four major sentence types: declarative, interrogative, imperative, and exclamation sentences. There are rules and methods in structuring sentences, while writing, one must consider both the purpose and the structure of sentences. For example: Declarative sentences,

interrogative sentences exclamatory sentences, and imperative sentences. These types of sentences are useful to express and convey people's thoughts and feelings through written or oral communication.

Declarative sentences.

Declarative sentences also referred to as a statement; states an idea or presents information. This type of sentences can be expressed in an interrogative, imperative, and exclamatory form. A declarative sentence usually ends in a period the subject normally precedes the predicate, and though it may end in an exclamation point. (Kierzek & Gibson, 1965)

Subject+ Verb + (object + adverb +adjective + complement)

- She studies English at global world

Interrogative sentence.

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. (Angela & Locke, 2003).

Av + subject + verb+ rest of the sentence

Do you like this?

What time do you go to school?

Imperative sentences:

Imperative sentence express and also referred to as an order; requests or commands, advice, and suggestion, someone to do something.

Example:

"Please". It is better to say "Please, come here." than just "Come here."

The simplest English sentences are imperative sentences with a single verb such as, "Help".

Exclamatory sentence:

Exclamatory sentence referred to as an exclamation; a sentence that expresses a strong feeling and is spoken with the same strong emotion or intensity. An exclamatory sentence is normally punctuated with an exclamation point at the end. (Andersen & Spring, 2014)

Example:

I love soccer! (Love)

It's a brilliant game! (Happiness)

I can't find the key! (Confusion)

Subject -Verb Agreement

Subject and Verb Agreement a subject should agree with its verb in number. In other words, if a subject is singular, the verb must be singular; if the subject is plural, the verb must be plural (Olson, 2006). According to Sangeant (2007) when you use a verb, you have to say who or what is doing the action. This 'who or what' is the subject of the verb. The subject and the verb match each other. On the other hand if we are unsure whether a verb is singular or plural, apply this simple test.

Filling the blanks in the two sentences that follow with the matching form of the verb. The verb form that best completes the first sentence is singular. The verb form that best completes the second sentence is plural. (Judith, 2006)

Example

He looks. He does. He was. [Singular]

They look. They do. They were. [Plural]

Direct Corrective Feedback

Direct corrective feedback has the advantage that it provides learners with explicit guidance about how to correct their errors. This is clearly desirable if learners do not know what the correct form is (i.e. are not capable of self-correcting the error). Ferris & Roberts (2001), suggest direct correct feedback is probably better than indirect correct feedback with student writers of low levels of proficiency. However, a disadvantage is that it requires minimal processing on the part of the learner and thus, although it might help them to produce the correct form when they revise their writing, it may not contribute to long-term learning

Definition

Feedback is an important component of the teaching-learning process. Hattie (1999), (Hattie, 1999) described feedback as one of the most influential factors in learning, as powerful as the quality and quantity of instruction.

Moreno (2004), regarded feedback as crucial to improving knowledge and skill acquisition. In the field of education, feedback should provide students with

information regarding their learning process, so that they can understand what they have just learned and what they need to learn or improve.

Direct Corrective Feedback

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In the case of direct corrective feedback the teacher provides the student with the correct form. As Ferris (op. cit.) notes, this can take a number of different forms—crossing out an unnecessary word, phrase, or morpheme, inserting a missing word or morpheme, and writing the correct form above or near to the erroneous form. (Ferris D, 2006)

Indirect Corrective Feedback

However, Ferris & Roberts (2001), indirect corrective feedback involves indicating that the student has made an error without actually correcting it. This can be done by underlining the errors or using cursors to show omissions in the student's text (as in the example below) or by placing a cross in the margin next to the line containing the error. In effect, this involves deciding whether or not to show the precise location of the error.

Corrective Feedback

Lalande (1982), shows that corrective feedback given by teachers helped students to improve the accuracy of their language skills. corrective feedback is most beneficial when it occurs in response to naturally-occurring errors or in the context of ongoing efforts to communicate. In cognitive terms, the function of corrective feedback is to provide information that learners can actively use in modifying their behavior. The information available in the feedback allows learners to confirm, disconfirm, and possibly modify the hypothetical, transitional rules of their developing grammars. However, these effects depend on the learner's developmental stage and ability to notice the information available in the feedback.

Teacher's role in corrective feedback

According, Jacobs (1998), mentions a number of possible roles for the teacher: modeling collaboration, observing and monitoring the students' performance, and intervening when a group is experiencing obvious difficulty. Also a teacher can function as a task participant, sitting with students to do the task. The problem with this latter role, however, is that many students find it difficult to react to the teacher as a group member rather than as an instructor.

Formative feedback

Feedback given as part of formative assessment enables learners to consolidate their strengths, identify their weaknesses (Brown, 1997) on the other hand formative feedback should have a range of qualities also in order to promote

learning and skill outcomes, discuss and review these key quality attributes and explain that feedback needs to be.

Ferris and Roberts (2001), distinguish two modes of corrective feedback; direct and indirect. Direct (or explicit) feedback is when the exact correct form is provided for the learner by the teacher, and if revision is asked, the learner just has to transfer the correct form into the final draft (Bichener, 2008; Bitchener, & Knoch, 2008). Another form of direct feedback is "written meta-linguistic explanation (the provision of grammar rules and examples at the end of a student´s script with a reference back to places in the text where the error has occurred and/or oral meta-linguistic explanation" (Bitchener & Knoch, 2008)

Chandler (2003) mentions three arguments in favor of direct modes of feedback. First, it has been stressed that direct feedback is more helpful to learners because of the reduction of misunderstanding and confusion. Second, learners are provided with more information for resolving the complex errors. And third, immediate feedback is provided to learners based on their hypotheses.

Indirect feedback is provided to indicate that there is an error, but it is not corrected, leaving the learner to discover and to solve it (Bitchener, 2008; Ferris, & Roberts, 2001). Generally, the different forms of providing indirect feedback might be: underlining errors and specifying what type they are, and noting the number of errors in the margins of each line (Bitchener, & Knoch, 2008).

Coded feedback is one that specifies the exact location of an error and indicates the type of error with a code. Uncoded feedback, on the other hand, refers to

instances when the teacher underlines or circles an error, or places an error tally in the margin, but, in each case, leaves the student to diagnose and correct the error (Bitchener, Young, & Cameron, 2005)

Importance

In the process of writing, it is quite common for learners to make errors and for teachers to correct learners" errors. Such errors have always been of interest to teachers, syllabus designers, and test developers (Keshavarz, 2008). The issue of how to treat such errors, however, has not been fully resolved yet. On the one hand, there is the claim that if errors are not identified and corrected, they can become ingrained or fossilized in learners" writing. On the other hand, there are people who stress that too much negative cognitive feedback will result in the shutdown of the learners" attempts. (Brown H. D., 2000).

Corrective feedback can be both explicit and implicit. Explicit feedback clearly indicates to the learner that his utterance in no target like, such as direct correction (e.g. Don't say leaved, say left.). Implicit is indirect and provides only an implicit indication as to the presence of a linguistic problem, such as he what? in response to leaved. In the letter case, the feedback does not tell the learner explicitly what the problem is but provides a hint that the previous utterance was erroneous (Nassaji, 2015).

Corrective feedback can be both oral in response to oral errors and written in response to written errors. Oral feedback is often more immediate. Written feedback is often delayed and is usually more direct. Therefore, there might be differences in

the way these two types of feedback may assist language acquisition. Oral feedback often focuses on accuracy of form. Written feedback considers improvement of learners' overall writing skills.

Error correction

In some studies of human memory and learning of educationally relevant materials, reinforcement principles are not at issue. Even so, a compelling argument for why immediate feedback might result in superior performance can be made: If an error is allowed to stand uncorrected, it may be rehearsed, consolidated, and strengthened and may be more likely to recur than if it were immediately corrected. If feedback is given immediately, the correct answer, rather than an error, can then be rehearsed and consolidated. (Anderson & Pelletier, 1995)

The delayed feedback for the questions on which the students had made errors in the first session, however, occurred a few moments before the immediate feedback given to the errors that the students had made to questions on the second session, and the delayed feedback to the errors that the students had made during the second session was given during the third session, just before the immediate feedback to the errors made on the third session. . (Anderson & Pelletier, 1995)

Explicit feedback

As the name suggests, explicit feedback falls at the explicit end of corrective feedback spectrum. This kind of error correction therefore, is characterized by an overt and clear indication of the existence of an error and the provision of the target-like reformulation and can take two forms, i.e. explicit correction and metalinguistic feedback (Ellis, Loewen , & Erlam, 2006).

In explicit correction, the teacher provides both positive and negative evidence by clearly saying that what the learner has produced is erroneous, while in metalinguistic feedback he or she only provides students with "comments, information, or questions related to the well-formedness"(p.47) of their utterances (Lyster & Ranta, 1997).

The communicatively intrusive nature of explicit feedback amplifies the provision of both negative and positive evidence, potentially aiding learners in noticing the gap between their interlanguage and the target-like form. However, in providing the target-like reformulation, explicit error correction reduces the need for the learner to produce a modified response. Thus, explicit error correction, because it supplies the learner with both positive and negative evidence, facilitates one type of processing, the noticing of an interlanguage/target language difference, but reduces another type of processing, the modified production of an interlanguage form to a more target-like form.

Examples of Explicit Feedback:

Example 1

Learner: He kiss her

Researcher: Kiss—you need past tense

Learner: He kissed her

Example 2

Student: I goed to the movies yesterday.

Teacher: We don't say "goed," we say "went."

Metalinguistic Feedback

Much like explicit error correction, metalinguistic feedback falls at the explicit end of the corrective feedback spectrum. Lister & Ratna (1997) a categorize metalinguistic feedback as comments, information, or questions related to the well-formedness of the student's utterance, without explicitly providing the correct form. Unlike its name, the inclusion of metalanguage is not its deterministic characteristics; rather the encoding of evaluations or commentary regarding the non-target-like nature of the learner's utterance is considered as the defining feature. Metalinguistic feedback is divided into three subcategories: metalinguistic comments, metalinguistic information and metalinguistic questions (Lyster & Ranta, 1997).

The least informative one is metalinguistic comments which only indicate the occurrences of an error. But the next subcategory, i.e. metalinguistic information not only indicates the occurrences or location of the error but also offers some metalanguage that alludes to the nature of the error. Metalinguistic questions, the last identified subcategory of metalinguistic feedback, "point to the nature of the error but attempt to elicit the information from the student" (Lyster & Ranta, 1997, p. 47). This kind of metalinguistic feedback requires learner to reconsider their assumptions regarding the target language form while metalinguistic information applies metalanguage to mark the nature of the error.

Examples of Metalinguistic Feedback

Example 1

Student: Yesterday, I bought a car red.

Immediate Feedback

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.

e. MATERIALS AND METHODS

Materials

In this research, the employed resources were: the human resource; with the students of third - year of bachillerato "C" at Unidad Educativa Emiliano Ortega Espinoza school year were the fundamental part to carry out the study. The materials resources; such as worksheets, the student´s book and workbook helped students to perform specific task to improve the process of the development of grammar skills. The teacher's book served as a guide to practice revision of grammar. Electronic materials like laptop, printer, projector and internet connection, pen drives were used to develop the lesson plans, without the aid of these resources the research would not have been done successfully. In order to carry out the lessons the researcher used Audio CDs, CD player and charts to get from students a better understanding.

Design of the Research

This model research had the aim to develop the grammatical competence through the application of direct corrective feedback. This Action Research assisted the researcher to conduct this study and find immediate solution to the issue of grammatical competence in which the students showed some problems due to the lack of implementation of a feedback learning strategy such as the use of direct corrective feedback.

Methods, techniques and instruments

Methods

In this research work the researcher used different methods which helped to carry out this investigation. The following general methods were applied along the descriptive research:

The analytic/ synthetic method

Helped 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 collected and analyzed all the answers which were represented in graphs. It was used to make the quantitative and qualitative statistical analysis of the data obtained from the questionnaires and tests.

The scientific method

Facilitated the study of the direct corrective feedback learning strategy to improve the basic grammatical skills in English. It helped the researcher to develop the phases in the observation before and during the intervention.

The descriptive method

Was useful to describe the different stages of the study and the kind of resources used by the researcher. It served to explain and analyze the objectives of the investigation.

Techniques and instruments

Data collection

Since this work is an action research, elements of both quantitative and qualitative research were selected for data collection. Quantitative research considered variables and statistics whereas qualitative research considered an understanding of words and action. Qualitative and quantitative instruments were self-developed by the researcher considering the principles of question construction.

Tests

The test allowed students to perform cognitive tasks in relation to the basic grammatical skills. Therefore, tests yielded a numerical score by which the researcher calculated the mean to compare the pre-and post-test result.

Pre-test- Post-test

Were given at the beginning and at the end of the intervention plan, at the beginning a pretest was given to measure the performance grammatical skills that students had; and, at the end a posttest to measure the performance of the grammatical skills achieved by the students after the intervention plan designed in

this research with the activities applied with the direct corrective feedback learning strategy in order to make a pretest-posttest comparison of the cognitive dimension of the performance of grammatical skills of the participants being treated.

Questionnaires

Were 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 was given to make a comparison between the results.

Observation

Let the researcher to know the facts in a participative and non-participative way. The observation was developed through an observation sheet and a field note sheet. It occurred in a natural environment as lived by the students at Unidad Educativa Emiliano Ortega Espinoza during their English classes. There were two types of observation as detailed below.

Observation sheet

During the nonparticipant observation, the researcher needed an observation sheet to record the participants´ behaviors shown on the performance of the grammatical competence. This observation sheet was a self-developed instrument that described accurately and comprehensively the indicators all the relevant aspects of the dependent variable.

Participant observation

The researcher became a part and a participant in the situation being observed. The researcher participated deliberately in the problematic situation by means of the direct corrective feedback learning strategy in order to improve the basic grammatical skills with the third - year of bachillerato students. The instrument of this participant observation was the field note sheet.

Field notes

The researcher recorded a description of the events, activities, and people (e.g., what happened). The researcher recorded the participants´ behaviors, attitudes and feelings toward the treatment to improve the grammatical competence (the issue), that was the direct corrective feedback learning strategy

Participants

The participants of this research were 39 students of the third - year of bachillerato C at Unidad Educativa Emiliano Ortega Espinoza evening session who were about seventeen to twenty years old.

f. RESULTS

This section details how the objectives of the action research were accomplished.

The first objective was achieved with the Literature Review on the two variables grammatical competence and direct corrective feedback, which facilitated the elaboration of the data collection instruments, lesson plans and the analysis of the results obtained

The second objective was fulfilled with the pre-test results that are showed below in table one, this information permitted to diagnose students' limitations in English grammar.

The third objective was achieved with the design of the intervention plan that was applied in two months, it contained twenty-four lessons, focused on grammar and feedback as a corrective strategy in order to improve students' grammar skills.

The fourth objective was accomplished with the results gathered from questionnaires presented below in tables and graphs from 2 to 8, the questions were directly addressed to the principles of direct corrective feedback.

Finally, the fifth objective was fulfilled with the post- test findings that are showed below in table and figure 8, to evaluate the effectiveness of direct corrective feedback on grammar learning.

Pre- test results

Objective two

To diagnose the issues that limit the development of the grammatical competence with the students of third - year of bachillerato "C" at Unidad Educativa Emiliano Ortega Espinoza during the 2016 – 2017 school year.

a. Table 1

Pre- Test Result

Students code	D (2)	Y/N (2)	WH(2)	SVA (2)	P (2)	Score
UEEOESN3C1	0,00	1,00	2,00	0,00	0,00	3,00
UEEOESN3C2	0,00	2,00	1,00	0,00	0,00	3,00
UEEOESN3C3	0,00	2,00	0,25	0,25	0,00	2,50
UEEOESN3C4	1,50	2,00	2,00	1,00	0,25	6,75
UEEOESN3C5	0,50	0,00	2,00	0,00	0,00	2,50
UEEOESN3C6	0,00	1,00	2,00	0,00	0,00	3,00
UEEOESN3C7	0,00	0,00	1,00	0,00	0,00	1,00
UEEOESN3C8	2,00	2,00	2,00	1,00	2,00	9,00
UEEOESN3C9	2,00	1,50	2,00	0,00	1,00	6,50
UEEOESN3C10	0,00	1,50	2,00	0,00	2,00	5,50
UEEOESN3C11	0,00	2,00	2,00	0,25	0,00	4,25
UEEOESN3C12	0,00	2,00	2,00	0,00	0,25	4,25
UEEOESN3C13	0,50	1,00	2,00	0,00	0,00	3,50
UEEOESN3C14	0,00	0,25	0,25	0,00	0,00	0,50
UEEOESN3C15	0,00	0,00	0,00	0,00	0,00	0,00
UEEOESN3C16	1,00	2,00	1,00	0,50	1,00	5,50
UEEOESN3C17	0,00	2,00	2,00	0,00	1,00	5,00
UEEOESN3C18	0,00	0,25	1,00	0,00	0,00	1,25
UEEOESN3C19	1,00	0,25	2,00	0,00	0,00	3,25
UEEOESN3C20	0,00	1,50	2,00	0,00	2,00	5,50
UEEOESN3C21	0,00	1,00	0,50	0,00	0,00	1,50
UEEOESN3C22	0,00	0,25	0,00	0,00	0,00	0,25
UEEOESN3C23	0,00	2,00	2,00	0,00	0,00	4,00
UEEOESN3C24	0,25	1,50	2,00	0,00	0,00	3,75
UEEOESN3C25	0,00	1,00	0,25	0,00	1,00	2,25
UEEOESN3C26	0,00	2,00	2,00	0,00	2,00	6,00
UEEOESN3C27	0,00	1,50	2,00	0,00	2,00	5,50
UEEOESN3C28	1,00	2,00	1,00	0,00	1,00	5,00
UEEOESN3C29	0,00	0,00	1,00	0,00	2,00	3,00
UEEOESN3C30	1,50	0,25	2,00	1,00	0,00	4,75
UEEOESN3C31	0,00	1,00	0,00	0,00	0,00	1,00

UEEOESN3C32	1,00	2,00	2,00	0,00	1,50	6,50
UEEOESN3C33	1,00	1,00	2,00	0,25	2,00	6,25
UEEOESN3C34	0,25	2,00	2,00	0,00	1,50	5,75
UEEOESN3C35	1,00	1,50	2,00	0,00	1,00	5,50
UEEOESN3C36	1,00	1,00	1,00	0,00	1,00	4,00
UEEOESN3C37	1,00	1,00	1,00	0,00	2,00	5,00
UEEOESN3C38	1,00	2,00	1,00	0,00	0,25	4,25
UEEOESN3C39	1,00	1,00	1,50	0,00	1,00	4,50
TOTAL MEAN SCORE	**0,45**	**1,25**	**1,44**	**0,11**	**0,67**	**3,92**

Note. UEEOE= **Unidad Educativa" Emiliano Ortega Espinoza** " **3C**= third- year of bachillerato parallel C ; **01**= students' code; **D**= Declarative sentences; **Y/N**= Yes/No questions; **Wh**= information questions; **S**= Subject-Verb-Agreement; **P**= Parts of speech.

b. Interpretation and Analysis

Based on the results presented in Table 1, the total mean score gotten by the students in the development of the grammatical competence was 3.92/10 which was below the expected level 7/10. Analyzing the findings, the highest score was for the aspect Wh- questions 1.44/2 which reflected that the students made few mistakes and ordered some questions correctly. However, the lowest mean score was for as subject verb agreement 0.11/2; followed by declarative sentences 0.45/2; parts of speech 0.67/2; and yes/no question 1.25/2. It is evident that the students made a lot mistakes, showing that their grammatical competence was really limited. It means, they did not know how to order sentences correctly at the time of writing, or answering information questions. The findings of the data clearly demonstrated the lack of grammatical competence in the students. This was the problem which motivated the researcher to conduct this action research, and to design and execute an intervention plan to improve third - year of bachillerato "C" students' grammatical competence.

According to Ellis (1994), grammatical competence is the skill to comprehend and say meaning by generating and identifying well-formed sentences. And, be able to make appropriate time reference when speaking or writing. Grammar teaching focuses on grammatical instruction as well as on its importance in foreign language education.

Comparison of the Pre and Post Questionnaire Results

 Objective Four.

To apply the most suitable techniques of the direct corrective feedback as a corrective strategy in order to improve the grammatical competence with the students of third - year of bachillerato "C" at Unidad Educativa Emiliano Ortega Espinoza during the 2016 – 2017 school year.

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

a. **Table 2**

Learning from being corrected immediately.

	Pre-Questionnaire		Post-Questionnaire	
	f	**%**	**f**	**%**
Strongly agree	7	18	24	62
Agree	4	10	12	31
Neither agree nor disagree	5	13	2	5
Disagree	21	54	0	0
Strongly disagree	2	5	1	3
TOTAL	**39**	**100**	**39**	**100**

b. Figure 2

Learning a lot from being corrected immediately

[Figure 2: Bar chart comparing Pre-Questionnaire and Post-Questionnaire responses]

- Strongly agree: Pre-Questionnaire 18, Post-Questionnaire 62
- Agree: Pre-Questionnaire 10, Post-Questionnaire 31
- Neither agree nor disagree: Pre-Questionnaire 13, Post-Questionnaire 5
- Disagree: Pre-Questionnaire 54, Post-Questionnaire 0
- Strongly disagree: Pre-Questionnaire 5, Post-Questionnaire 3

■ Pre-Questionnaire   ■ Post-Questionnaire

c. Interpretation and Analysis

As displayed in Table 2 and illustrated in Figure 2, before the intervention plan more than a half of students (54%) stated they disagreed. That means they didn't feel they had learnt from being corrected immediately. These results changed substantially after the intervention plan, because more than a half of them (62%) mentioned they strongly agree with this statement. In other words, students recognized the usefulness of being corrected immediately.

In the case of direct corrective feedback the teacher provides the student with the correct form. As Ferris (op. cit.) notes, this can take a number of different forms—crossing out an unnecessary word, phrase, or morpheme, inserting a missing word or morpheme, and writing the correct form above or near to the erroneous form. (Ferris D, 2006)

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

a.   **Table 3**

The feedback provided is necessary and helpful

	Pre-Questionnaire		Post-Questionnaire	
	f	**%**	**F**	**%**
Strongly agree	3	8	20	51
Agree	2	5	16	41
Neither agree nor disagree	4	10	3	8
Disagree	17	44	0	0
Strongly disagree	13	33	0	0
TOTAL	**39**	**100**	**39**	**100**

b.   **Figure 3**
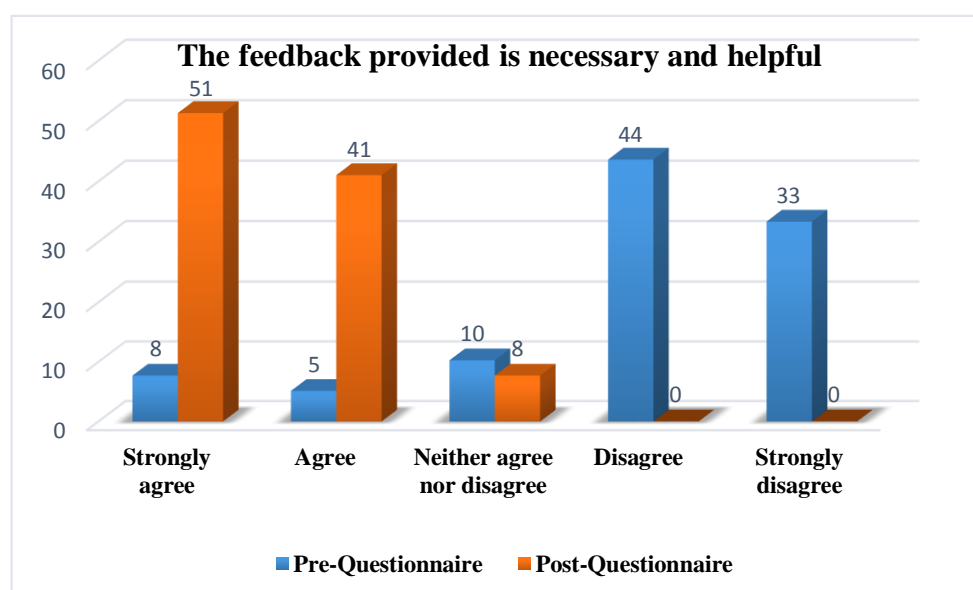
c.   **Interpretation and Analysis**

As seen, in the Table 3 results obtained before the intervention plan, students (44%) manifested disagree that the feedback provided is necessary and helpful in their English classes. On the other hand, after the intervention plan, there was a

noticeable positive increment, most learners (51%) indicated that the feedback provided was necessary and helpful. Consequently the students recognized direct corrective feedback as necessary and helpful.

Lalande (1982), shows that corrective feedback given by teachers helped students to improve the accuracy of their language skills. Taking this into account, the techniques used for applying the corrective feedback as a corrective strategy produced a positive effect in the classroom learning environment due to students could develop their tasks being corrected when they needed, as well as recognize where is the error and how to correct it.

Statement 3. I am afraid that my English teacher is ready to correct ever mistake that I make in class.

a. **Table 4**

Feeling afraid to be corrected

	Pre-Questionnaire		Post-questionnaire	
	f	**%**	**f**	**%**
Strongly agree	5	13	0	0
Agree	3	8	0	0
Neither agree nor disagree	7	18	0	0
Disagree	16	41	8	20
Strongly disagree	8	21	31	80
TOTAL	**39**	**100**	**39**	**100**

b. Figure 4

Feeling afraid to be corrected

Legend: ■ Pre-Questionnaire   ■ Post-questionnaire
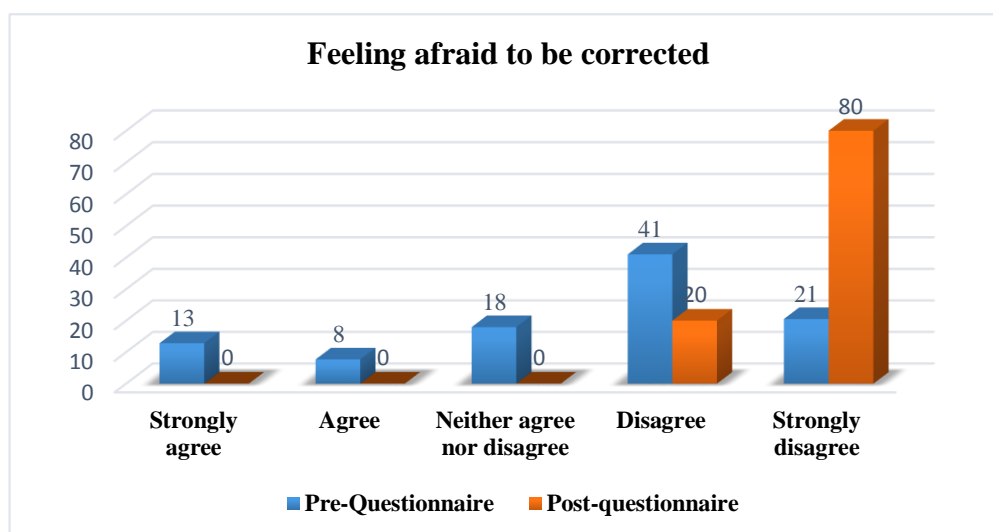
c. Interpretation and Analysis.

Based on the results presented in Table 4, before the intervention plan, results reported less than a half of students (41%) answered disagree with this statement. Nonetheless, after carrying out the intervention plan the results changed significantly, a vast majority of students (80%) answered they strongly disagree with this statement, which represents a great impact of acceptation to be corrected when they needed a rectification which means, they did not feel afraid of being corrected immediately. It implies that students accepted the direct corrective feedback as a useful strategy for being corrected at the same moment they made the mistake.

Chandler (2003), mentions three arguments in favor of direct modes of feedback. First, it has been stressed that direct feedback is more helpful to learners because of the reduction of misunderstanding and confusion. Second, learners are

provided with more information for resolving the complex errors. And third, immediate feedback is provided to learners based on their hypotheses.

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

a. **Table 5**

Feelings when their teacher corrects immediately their mistakes.

	Pre-Questionnaire		Post-Questionnaire	
	F	**%**	**f**	**%**
Angry	1	3	0	0
Sorry	2	5	1	3
Satisfied	23	59	35	90
Nervous	13	33	3	8
Total	**39**	**100**	**39**	**100**

b. **Figure 5**
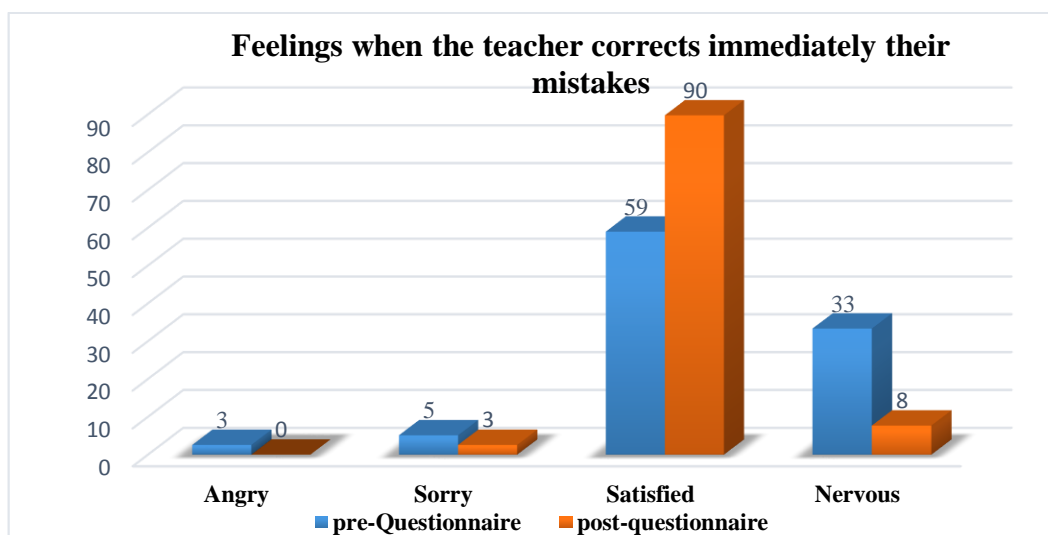
c. **Interpretation and Analysis**

The findings in Table 5 with respect to the emotional responses derived from the direct corrective feedback process, it can be seen that before the intervention plan

more than half of students (59%) answered "feeling satisfied". These results changed in a magnificent manner at the end of the application of the intervention plan, the findings showed that almost all students (90%) were very satisfied of being corrected immediately. Therefore, the technique applied correcting the mistakes immediately was well accepted by the students.

According to Jacobs (1998), a number of possible roles for the teacher: modeling collaboration, observing and monitoring the students' performance, and intervening when a group is experiencing obvious difficulty. Also a teacher can function as a task participant, sitting with students to do the task. The problem with this latter role, however, is that many students find it difficult to react to the teacher as a group member rather than as an instructor.

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

a. **Table 6**

Thoughts after the teacher's immediate correction.

	Pre-Questionnaire		Post Questionnaire	
Pre-questionnaire	**f**	**%**	**f**	**%**
Wish no more English clases	3	8	0	0
Reasons why I make mistakes	0	0	5	13
Teacher is no patient	8	21	2	5
Learn from my mistakes	28	72	32	82
TOTAL	**39**	**100**	**39**	**100**

b. Figure 6

Thoughts after the teacher's immediate correction

(Bar chart with categories: Wish no more English classes, Reasons why I make mistakes, Teacher is no patient, Learn from my mistakes; Pre-Questionnaire values: 8, 0, 21, 72; Post Questionnaire values: 0, 13, 5, 82)

Legend: ■ Pre-Questionnaire ■ Post Questionnaire
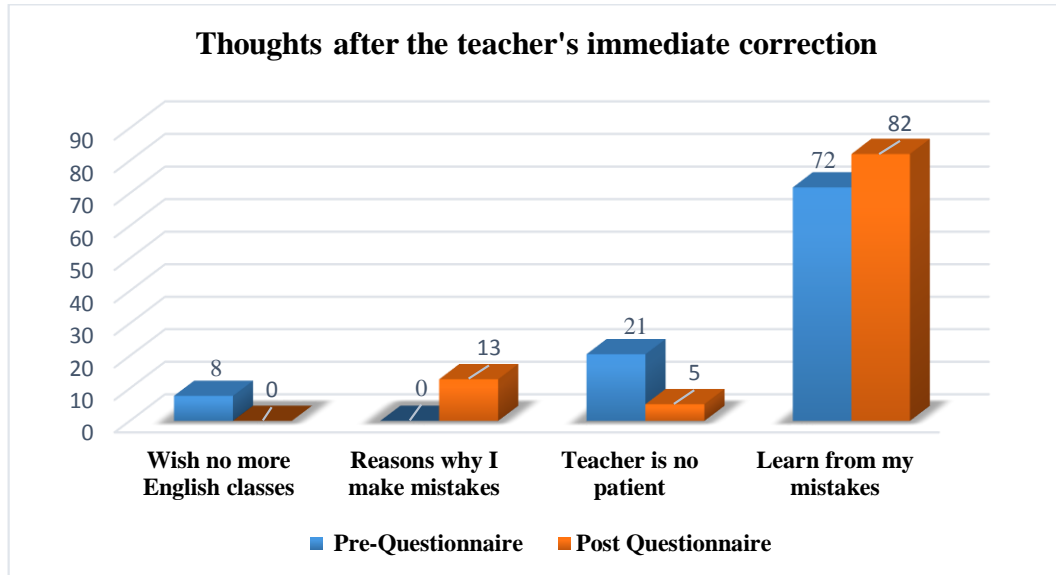
c. Interpretation and Analysis.

Table 6 illustrates the responses to the question of what learners thought and what they do after the teachers´ immediate correction, several options were also assessed. As it can be seen more than a half (72%) indicated the option they learn from their mistakes. However, after the intervention plan, almost all the participants (82%) manifested they learn from their mistakes. It is notable that students were more willing to cooperate and work taking into account the reasons of their mistakes. It is remarkable that the techniques for applying direct corrective feedback as a corrective learning strategy had supported meaningfully to the students, they understood that immediate correction reinforced their learning to avoid making errors.

Objective Five.

To validate the results obtained after the application of direct corrective feedback interaction to develop grammatical competence with the students of third - year of bachillerato at Unidad Educativa Emiliano Ortega Espinoza during the 2016 - 2017 school year, was verified with the post- test findings that are showed below.

a. **Table 7**

Post – test Result

Students code	D (2)	Y/N (2)	WH (2)	SVA (2)	PS (2)	Score
CLD9A01	2,00	2,00	2,00	1,00	0,00	7,00
CLD9A02	1,00	2,00	2,00	2,00	1,00	8,00
CLD9A03	1,00	2,00	2,00	2,00	1,00	8,00
CLD9A04	2,00	2,00	1,00	2,00	2,00	9,00
CLD9A05	1,75	2,00	2,00	2,00	2,00	9,75
CLD9A06	2,00	1,75	2,00	1,75	2,00	9,50
CLD9A07	1,00	2,00	2,00	1,75	1,00	7,75
CLD9A08	1,00	2,00	2,00	1,75	1,00	7,75
CLD9A09	1,00	2,00	2,00	1,75	1,00	7,75
CLD9A10	2,00	2,00	2,00	2,00	2,00	10,00
CLD9A11	1,00	2,00	2,00	2,00	0,00	7,00
CLD9A12	2,00	1,75	2,00	2,00	1,00	8,75
CLD9A13	2,00	2,00	2,00	2,00	2,00	10,00
CLD9A14	1,75	2,00	0,00	0,00	1,00	4,75
CLD9A15	1,00	2,00	1,00	1,00	1,00	6,00
CLD9A16	1,75	2,00	2,00	2,00	2,00	9,75
CLD9A17	1,75	2,00	2,00	2,00	1,00	8,75
CLD9A18	2,00	2,00	2,00	2,00	1,00	9,00
CLD9A19	1,00	2,00	1,00	2,00	2,00	8,00
CLD9A20	2,00	2,00	1,00	2,00	1,00	8,00
CLD9A21	2,00	2,00	1,50	2,00	2,00	9,50
CLD9A22	1,75	1,75	2,00	1,00	2,00	8,50
CLD9A23	1,00	1,75	1,00	2,00	2,00	7,75
CLD9A24	1,50	2,00	1,00	2,00	2,00	8,50
CLD9A25	2,00	1,50	2,00	1,50	1,00	8,00
CLD9A26	1,50	2,00	2,00	2,00	1,00	8,50

CLD9A27	2,00	0,00	2,00	1,00	1,00	6,00
CLD9A28	1,75	2,00	2,00	2,00	2,00	9,75
CLD9A29	1,00	1,75	2,00	1,00	0,00	5,75
CLD9A30	2,00	2,00	2,00	1,75	0,00	7,75
CLD9A31	1,75	2,00	1,00	1,75	2,00	8,50
CLD9A32	1,75	0,25	1,00	2,00	1,00	6,00
CLD9A33	1,75	1,00	1,00	2,00	2,00	7,75
CLD9A34	2,00	2,00	1,75	2,00	2,00	9,75
CLD9A35	2,00	2,00	2,00	2,00	2,00	10,00
CLD9A36	0,50	2,00	2,00	2,00	1,00	7,50
CLD9A37	2,00	1,00	2,00	1,00	2,00	8,00
CLD9A38	0,50	2,00	2,00	2,00	1,00	7,50
CLD9A39	2,00	2,00	2,00	2,00	0,00	8,00
TOTAL MEAN SCORE	1,60	1,80	1,68	1,73	1,35	8,16

Note. UEEOE= **Unidad Educativa" Emiliano Ortega Espinoza** " **3C**= third- year of bachillerato parallel C ; **01**= students' code; **D**= Declarative sentences; **Y/N**= Yes/No questions; **Wh**= information questions; **S**= Subject-Verb-Agreement; **P**= Parts of speech.

b. Interpretation and Analysis

As showed in Table 7, the total mean score was 8.16 out of 10. Based on the findings of the post test, results revealed a significant progress in grammatical skills, learners accomplished the given tasks. Indeed, these results revealed that students of third - year "C" of bachillerato improved meaningfully their grammatical competence since they were able to accomplish the given task with a correct use of grammar in the following aspects: yes/no questions; wh-questions; declarative sentences; subject-verb agreement and parts of speech. The highest mean score was for yes/no questions (1.80/2); and the lowest mean score (1.35/2) was for parts of speech. It is evident that direct correct feedback implemented during the development of this research work had a great impact on the improvement of the grammatical competence.

According to Beverly (2007), people who speak the same language are able to communicate with each other because they all know the grammar system and structure of that language, that is, the meaningful rules of grammar. Students who are native English speakers know English grammar, recognize the sounds of English words, the meaning of those words; and also can combine words to make meaningful sentences in different ways.

**Comparison of the Pre and Post-Test Means**

a. Table 8

Comparing of the Pre and Post-Test Means of third- year of bachillerato "C"

Aspects	Pre test	Post test
Declarative sentences	0,45	1,6
yes/no question	1,25	1,8
Wh-question	1,44	1,68
Subject-Verb-Agreement	0,11	1,73
Parts of speech	0,67	1,35
MEANS	3,92	8,16

b. Figure 8

Comparing of the Pre and Post-Test Means of third- year of bachillerato "C
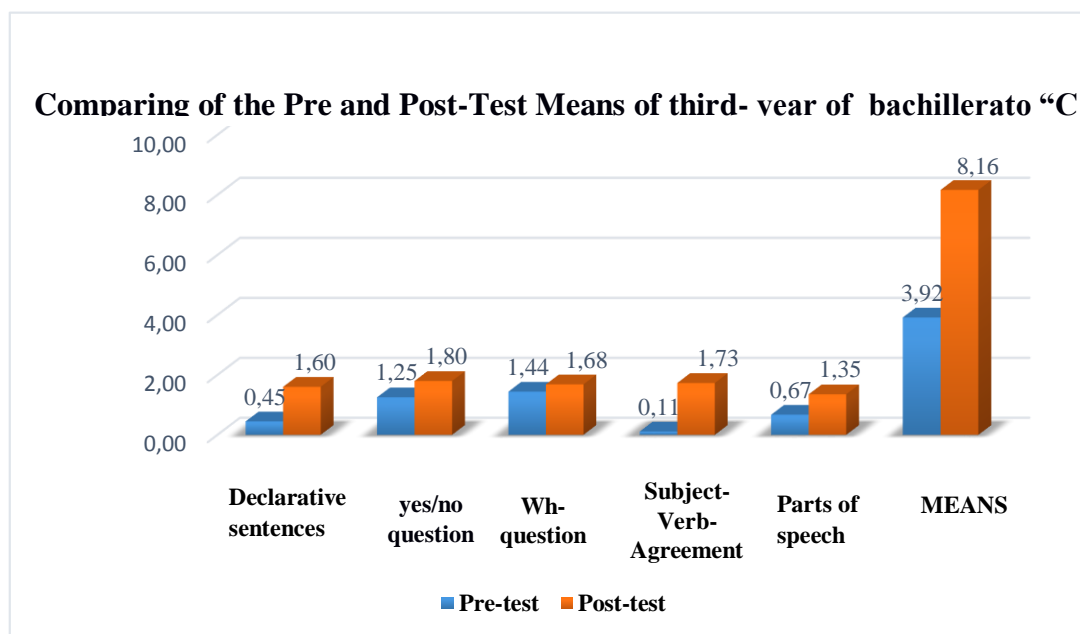
Interpretation and Analysis

Based on the results presented in Table 8 and figure 8, in order to know the effectiveness that direct corrective feedback had on the students grammatical competence, they were assessed on the same items at the end of the intervention. Consequently, the results pointed the noticeable progress that the entire population got throughout the intervention, since all of them rose their scores in the following aspects: declarative sentences from 0.45/2 to 1.60/2; yes/no questions from 1.25/2 to 1.80/2; wh- questions from 1.44/2 to 1.68/2 and subject-verb-agreement from 0.11/2 to 1.73/2 and parts of speech from 0.67/2 to 1.35/2. Finally, the total score mean changed meaningfully from 3.92/10 to 8.16/10 which represents a significant improvement in students' grammatical competence. It was demonstrated the positive progress in the students´ achievements attributed to the implementation of direct corrective feedback strategy during the intervention plan.

Direct corrective feedback has the advantage that it provides learners with explicit guidance about how to correct their errors. This is clearly desirable if learners do not know what the correct form is (i.e. are not capable of self-correcting the error). Ferris & Roberts (2001), suggest direct correct feedback is probably better than indirect correct feedback with student writers of low levels of proficiency.

g. DISCUSSION

The results of the research work revealed that the application of direct corrective feedback had a positive impact on students, grammatical competence. This impact is shown in the results of the pre and post tests, which were applied at the beginning and at the end of the intervention plan to 39 students of the third - year of bachillerato "C" at Unidad Educativa Emiliano Ortega Espinoza. The results in the pre and post-tests, pre and post questionnaires, revealed the significant impact of the direct corrective feedback in students' grammatical competence. These results were consistent. Moreno (2004), regarded feedback as crucial to improving knowledge and skill acquisition. In the field of education, feedback should provide students with information regarding their learning process, so they can understand what they have just learned and what they need to learn or improve.

The intervention plan applied made positive changes in the student's grammatical competence. These changes can be seen in the significant increase in the mean scores from 3.92 / 10 in the pre-test to 8.16 / 10 in the post-test. Thus, the pre-test showed that the students had problems in the grammatical aspect. In fact, students faced problems in grammar. In that sense, students did not know how make positives and negatives sentences correctly at the time of writing, answer simple yes/no questions and information questions. In the post-test the results indicated that students improved in all aspects of grammatical competence. That is, the students gain knowledge on basic grammatical structures they were able to write simple sentences in the simple present tense accurately, also they could identify

and make correct word associations. Therefore, through the use of direct corrective feedback, students were able to increase their grammatical skills meaningfully.

Through the implementation of the intervention plan, the student's attitude towards the application of direct corrective feedback improved in a positive way, it was gradually refined, having considered the problems that the students faced at first in all grammatical aspects. Student improvement was slow and difficult, but in the process, they started to produce simple words, short sentences, answer simple yes/ no questions and information questions, also to identify the correct structure of a sentence. Consequently, at the end of the process the results were acceptable because this strategy helped them to improve each grammatical aspect and the students feel satisfied and enthusiastic when using grammatical structures to make correct sentences.

In addition, this research work had some strengths and limitations during the intervention that enriched and affected the development of direct corrective feedback. Some of the strengths in the application were that students were motivated to be corrected immediately so they could improve their grammar. Students paid attention all the time, were willing to participate, wanted to continue practicing more, and were not afraid to practice grammar in English. However, there were limitations to consider, one was the time it was not enough to practice grammar more, and the big number of students. Therefore, it is necessary to take into account the improvement in the grammatical competence that the students had after the implementation of the direct corrective feedback. Students were motivated and happy to improve their grammatical competence and spent more time practicing

grammar in the classroom. For this reason, they increased their grammar in English

which is shown in the latest results obtained in the post-test and questionnaires.

h. CONCLUSIONS

- The issue that limited the improvement of the grammatical competence of third year students was the lack of exposure to learn grammar with a strategy that enable the learning of it. As a result, the data given showed that students had difficulties in the following aspects: declarative sentences, yes / no questions, information questions, subject verb agreement and parts of speech they could not make a single sentences, they could not answer yes / no questions and information questions.

- The use of direct corrective feedback in classroom activities reduced the students´ limitations in English grammatical competence. Their knowledge on basic grammatical structures improved significantly, they wrote simple sentences in the simple present tense accurately. Furthermore, in each lesson was applied the direct corrective feedback, this strategy allowed them to recognize their errors. Consequently, the intervention plan improved their grammatical competence.

- The use of direct corrective feedback in the classroom was successful due to the fact that students improved meaningfully the grammatical competence, this strategy helped them to make sentences and the students demonstrated they felt more confident to participate in classes. Their motivation to learn English increased inside and outside the classroom since

students were able to identify their own mistakes when they were making

sentences.

i. RECOMMENDATIONS

- Teachers should identify the weaknesses that students present in grammar learning to plan activities based on the students´ interests and needs with new techniques that facilitate students to learn grammar in a pleasant way. In addition, teachers should monitor students´ work in order to determine if learners are improving their English grammar.

- The researcher suggests implementing activities using new strategies like direct corrective feedback as part of the lesson plans in order to draw students' attention while they are learning grammar in an enjoyable way. In addition, the material implemented should be appropriate and interesting for the students.

- Teachers ought to work all the time with direct corrective feedback to improve students' grammatical skills. This strategy is effective and easy to apply while they work in the classroom. This way, students feel confident making sentences using grammar properly.

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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 WITH THE STUDENTS OF THIRD - YEAR OF BACHILLERATO "C" AT UNIDAD EDUCATIVA EMILIANO ORTEGA ESPINOZA, EVENING SESSION IN THE CITY OF CATAMAYO 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:

LUIS ALBERTO MARTÍNEZ SARANGO

LOJA – ECUADOR

2016

a. THEME

THE DEVELOPMENT OF THE GRAMMATICAL COMPETENCE THROUGH DIRECT CORRECTIVE FEEDBACK WITH THE STUDENTS OF THIRD - YEAR OF BACHILLRATO "C" AT UNIDAD EDUCATIVA EMILIANO ORTEGA ESPINOZA, EVENING SESSION IN THE CITY OF CATAMAYO DURING THE 2016 -2017 SCHOOL YEAR

b. PROBLEM STATEMENT

Background

The research will be carried at Unidad Educativa "Emiliano Ortega Espinoza" school year during the academic year 2016-2017. It prestigious high school was founded in 1980 by Dr. Emiliano Ortega Espinoza and Dr. Jime Roldos Aguilera.

This high school started to work with name Basic Level of Catamayo, but on June 7th 1983 it was publishing in the official register by Mr. Emiliano Ortega Espinoza continued with the education work. It is located at Eugenio Espejo and Olmedo streets.

The principal of the institution is Licd. Joofre Edmundo Cevallos Ludeña who has collaborated in the development of this high school. Vice rector is Lic. Delia Cordova Sarango and the inspector is Lic. Jose Fabian Bermeo.

The Unidad Educativa Emiliano Ortega Espinoza has three sessions: the morning session is working with students in the basic level (children), the afternoon session and evening section school curriculum.

The academic work began on September with 2054 registered students with different types, (912 women, 1142 men and 105 teachers) in the administrative staff and 3 employees of service staff and 20 people working in the admistrative offices.

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 graduating from 10th Educacion General Básica with an A2 level.

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

In response to this problem, this action research project proposes to investigate several options for making the students of third-year of Bachillerato 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 with the students of third - year of Bachillerato "C" at Unidad Educativa Emiliano Ortega Espinoza, evening session in the city of Catamayo 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 carried out at Unidad Educativa Emiliano Ortega Espinoza which is a public school located in the city of Catamayo at Eugenio Espejo and Olmedo Streets.

Participants

The participants of this research work are the students of third-year of Bachillerato "C" at Unidad Educativa Emiliano Ortega Espinoza who are all about nineteen to twenty years old; they are thirty-nine students, and the teacher candidate of this study who is going to take part in the intervention plan.

Subproblems

- What theoretical and methodological references about the direct corrective feedback as strategy are adequate for improving grammatical competence with the students of third-year of Bachillerato "C"at Unidad Educativa Emiliano Ortega Espinoza during the 2016 – 2017 school year?

- What are the issues that limit the development of the grammatical competence with the students of third-year of Bachillerato "C"at Unidad Educativa Emiliano Ortega Espinoza 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 with the students of third-year of Bachillerato "C" at Unidad Educativa Emiliano Ortega Espinoza high school during the 2016 – 2017 school year?

- Which feedback strategy is implemented to improve grammatical competence with the students of third-year of Bachillerato "C" at Unidad Educativa Emiliano Ortega Espinoza during the 2016 – 2017 school years?

- How effective was the application of direct corrective feedback interaction to develop the grammatical competence with the students of third-year of

Bachillerato at Unidad Educativa Emiliano Ortega Espinoza 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 with the students of third-year of Bachillerato "C" at Unidad Educativa Emiliano Ortega Espinoza, evening session 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 Bachillerato 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 objective

- To improve grammatical competence through the directive corrective feedback as a corrective strategy with the students of third-year of Bachillerato "C" at Unidad Educativa Emiliano Ortega Espinoza evening session during the 2016 – 2017 school year

Specific objectives

- 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 limits the development of the grammatical competence with the students of third-year of Bachillerato "C" at Unidad Educativa Emiliano Ortega Espinoza evening session 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 with the students of third-year of Bachillerato "C" at Unidad Educativa Emiliano Ortega Espinoza evening session 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 with

the students of third-year of Bachillerato "C" at Unidad Educativa Emiliano Ortega Espinoza evening session during the 2016 – 2017 school year.

- To validate the results obtained after the application of direct corrective feedback interaction to develop grammatical competence with the students of third-year of Bachillerato "C" at Unidad Educativa Emiliano Ortega Espinoza, evening session during the 2016 – 2017 school year.

e. THEORETICAL FRAMEWORK

Grammatical Competence

According to Greenbaum (1988), students are not able to speak the language that are about to acquire and face a lot of difficulties in transmitting their thoughts and attitudes. In other words, the mastery of any language needed to be well versed about its grammatical rules. The same author gives definition to the word grammar which is "the properties and processes that underlie the use of the language-that underlie the ability of speakers to speak and understand the language." It means, the rules we use whenever we speak or write; putting words in the right position.

People who speak the same language are able to communicate with each other because they all know the grammar system and structure of that language, that is, the meaningful rules of grammar. Students who are native English speakers know English grammar, recognize the sounds of English words, the meaning of those words; and also can combine words to make meaningful sentences in different ways (Beverly, 2007)

According to Ellis (1994), grammatical competence is the skill to comprehend and say meaning by generating and identifying well-formed sentences. And, be able to make appropriate time reference when speaking or writing. Grammar teaching focuses on grammatical instruction as well as on its importance in foreign language education.

Therefore, 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 ELT professionals however, what matters today is to promote in our students communication but not necessarily an accurate one, and this is how grammar has been relegated in the ELT field.

Savignon   (2001), emphasizes the necessity to care about form in communicative acts, that is why it is vital to find ways to integrate grammar teaching—where the focus is on form—with practical activities focusing on meaning, in other words, we have to promote the use of the language in a meaningful but at the same time accurate way.

In addition, Eskey (1983), mentions that in the past it was accepted that by learning the forms communication would emerge; nowadays many people believe that by attempting communication, command of the forms will develop. However, these positions represent extreme points as both communication and grammar do not necessarily take care of themselves, or at least this does not happen for many learners, and that is a fact we cannot ignore.

Hedge (2002), states that the ability to communicate effectively in English is now a well-established goal in ELT (p. 44). 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? Does grammar not play an active and elementary role in successful and effective communication? 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. There exist many proposals to deal with grammar which focus on the use of writing activities as proposed by Jago (2006), Patterson (2006), and even Celce-Murcia (as cited in Nunan, 1991).

However, Hedge (2002), claims that it is wrong to believe that communicative language teaching does not pursue "a high standard of formal correctness," (p. 47) and defends the idea of promoting accuracy while being tolerant to errors and risks as crucial steps for developing communicative competence.

In contrast, Sesnan (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 this way, Giraldo (2008), have recognized the importance of dealing with English as a second language, writing errors through appropriate techniques in order to avoid future and more complex difficulties in students at higher levels of instruction. As the purpose of this research study was to develop grammatical

competence in the context of written production, a process and genre model was followed to incorporate the teaching and practice of writing while at the same time developing grammatical competence.

The Role of Grammar

According to Azar, (2007), the role of grammar is to "help students discover the nature of language, i.e., that language consists of predictable patterns that make what we say, read, hear, and write intelligible" (p.3). As Azar stated, without grammar, people would have only individual words or sounds, pictures, and body language to communicate meaning. Moreover, effective grammar instruction can help students use this knowledge as they write. Through the connection from oral language into written language, teachers can explain abstract grammatical terminology to help students write and read with better proficiency and confidence.

As Calkings, (1980), suggests, the most helpful way to improve students' command of grammar in writing is to use students' writing as the base for teaching grammatical concepts. Research also indicated that it is more effective to teach punctuation, sentence variety, and sentence patterns in the context of writing than to access the topic by teaching unorganized skills.

According to, Hillocks (1986), grammar instruction that is separate from writing instruction is unable to enhance students' writing competence. In another research, (Weaver, 1998) proposed a similar approach to teaching grammar in the context of writing. He also mentioned five grammatical concepts that enable

students to show progress in sentence revision, style, and editing. The five grammatical concepts will be described as follows:" (Beverly, 2007)

d. Teaching concepts on subject, verb, sentence, clause, phrase, and related concepts for editing.

e. Teaching style through sentence combining and sentence generating.

f. Teaching sentence sense through the manipulation of syntactic elements.

g. Teaching both the power of dialects and the dialects of power.

h. Teaching punctuation and mechanics for convention, clarity, and style, rather   than teaching all grammatical instruction to all students, teachers should focus on the grammatical concepts that are more effective and essential for meaningful communication, and teachers should also be more sensitive to provide meaningful activities to help each individual student. In short, grammar plays a very significant role in second language instruction, especially in improving student's writing.

Learning the right structure to convey the intended meaning is what grammar aim to, where we can find the EFL learners who possess that ability are more likely to be a perfect performer. According to Harmer (1.999), the grammar of language can be defined as "the description of the ways in which words can change their forms and can be combined into sentences in that language" (p.12). Being grammatically accurate refers to the appropriate learners" use of the right grammatical structuring; this latter includes the length and the complexity of the sentences and the ability to use the subordinating clauses.

The purpose of grammar

The goal CLT during this time was developed within the discipline of linguistics and appealed to many within the language teaching profession, who argued that communicative skills and not simply grammatical skills should be the goal of language teaching. Activities like Mechanical, Meaningful and Communicative practices were given. Examples for mechanical practice would be repetitions drills and substitution drills designed to practice use of particular grammatical or other items. Example for meaningful practice is to practice the use of prepositions to describe locations of places. Example of communicative practice is to make students draw a map and explain it by themselves

From the year 1990 onwards the communicative approach has been implemented all over, since it describes a set of very general principles grounded in the notion of communicative approach as the goal of second and foreign language teaching, and a communicative syllabus and methodology as the way of achieving this goal, CLT has continued to evolve as our understanding of the process of second language learning has developed. The student's communicative skill is developed by linking grammatical development to the ability to communicate. And so, Grammar is not taught in isolation but often arises out of a communicative task, thus creating a need for specific items of grammar. Opportunities are provided for both inductive and deductive learning of grammar. Grammar was taught in class along with the lessons as it was part of the syllabus. (Littlewood, 1981)

There are some of the grammatical errors which the learners commit while they communicate and they are unable to spot them because they lack proper grammatical knowledge. They translate what they are about to say directly from their mother tongue and the problem is they don't think in English; they think in their mother tongue and use a sentence pattern which contradicts English grammar.

Chomsky clearly distinguished the description of language form (competence) and language use (performance) and established that the speaker-listener's internal grammar that judges the grammaticality of sentences should be the main object of investigation for linguists. Communicative competence is "appropriateness of sociocultural significance of Utterance".

According Chomsky's underlying grammatical competence, looks at contextual relevance as one of the crucial aspects of one's knowledge of language and claims that meaning in communication is determined by its speech community and actual communicative event in question, which consists of the following components he calls speaking (a mnemonic code word): Setting, Participants, Ends, Act sequence, Key, Instrumentalities, Norms of interaction and interpretation and Genre.

The essential elements of grammar instruction can be designed to be flexible within the curriculum structure and the amount of effort and time devoted to each can be adjusted depending on learners' needs. The teacher's work load and the student's "learning burden" (Nation, 2001, p. 23), i.e., "the amount of effort required" to learn L2 grammar and the necessary lexis, are expected to be realistic but certainly not very light. While activities to develop learners' conversational

fluency or narrating personal experiences are typically less work and more fun for both teachers and students, grammar instruction that has the goal of preparing students for academic studies needs to be designed to develop learners' practical and useful skills, directly relevant to producing academic text.

Grammar Constructions

Grammar teaching even at the intermediate levels of student proficiency can begin with an examination and analysis of structures in formal academic writing. Early on, the objective of instruction is to develop learners' awareness and noticing of common grammatical features, and then building on this foundation, the regularities in grammar structures can be explicitly addressed and practiced in the production of academic writing (Celce-Murcia, 2002).

As important distinctions between conversational and formal written register, should represent ongoing instructional objectives at all levels of proficiency. In grammar learning, becoming aware of how structures are used, combined with explicit teaching, can provide an additional benefit because learners can notice structures that otherwise they may simply miss (Ellis R. , 1997).

Grammatical competence is the system of rules by which we form words and sentences. Grammar is important for skills: writing, reading and speaking. (Group, 2008) Sentence Construction includes rules and methods for writing. The structure of a sentence includes the use of nouns, verbs, adverbs, adjective, pronoun, preposition, conjunction and interjection.

Parts of Speech

Wren & Martin (1979) state that word is divided into different kinds or classes, called Parts of Speech, according to their use and work they do in a sentence. The parts of speech are eight in number: noun, adjective, pronoun, verb, adverb, preposition, conjunction and interjection.

A Noun is a word used as the name of a person, place, or thing. The word thing includes (i) all objects that we can see, hear, taste, touch, or smell; and (ii) something that we can think of, but cannot perceive by the senses.

- Let's go to the **beach**

An Adjective is a word used to add something to the meaning of a noun; as,

- They live in a **beautiful** house

A Pronoun is a word used instead of a noun; as,

- John is absent, because *he* is ill.

A Verb is a word used to express an action or state; as,

- They **ran** all the way home

An Adverb is a word used to add something to the meaning of a verb, an adjective, or another adverb; as,

- This flower is *very* beautiful.

A Preposition is a word used with a noun or a pronoun to show how the person or thing denoted by the noun or pronoun stands in relation to something else; as,

- The spider ran **across** the table

A Conjunction is a word used to join words or sentences; as,

- Men and women, wind or weather

An Interjection is a word which expresses some sudden feeling; as,

- Oh, how pretty! Ah! How wise!

On the other hand, acording to Language Policy Unit (2007), syntax deals with the organization of words into sentences in terms of the categories, elements, classes, structures, processes and relations that are involved. The ability to organize sentences to convey meaning is the main aspect of communicative competence.

Sentence Construction

In English, the structure of a basic sentence is relatively easy to teach because English has a rigid word order, e.g., the subject is followed by a verb, which is followed by an object. Although many variations of this skeletal structure are possible, the additions also adhere to somewhat inflexible patterns. (Ellis R. , 1997)

A sentence is a collection of words assembled in such an order that they present a complete thought or idea. A sentence begins with a capital letter and ends with a punctuation mark. The type of punctuation mark terminating the sentence indicates the kind of sentence. Also a sentence contains a subject and a predicate.

The subject is the noun (person, place, or thing) doing or being something. The object in a sentence is involved in an action but does not carry it out; the object comes after the verb. (Kierzek & Gibson, 1965)

Sentence Types

Nelson (2001), mentions; four major sentence types: declarative, interrogative, imperative, and exclamation sentences. There are rules and methods in structuring sentences, while writing, one must consider both the purpose and the structure of sentences. For example: Declarative sentences, interrogative sentences exclamatory

sentences, and imperative sentences. These types of sentences are useful to express and convey people's thoughts and feelings through written or oral communication.

Declarative sentences.

Declarative sentences also referred to as a statement; states an idea or presents information. This type of sentences can be expressed in an interrogative, imperative, and exclamatory form. A declarative sentence usually ends in a period the subject normally precedes the predicate, and though it may end in an exclamation point. (Kierzek & Gibson, 1965)

Subject+ Verb + (object + adverb +adjective + complement)

- She study English at global world

Interrogative sentence.

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. (Angela & Locke, 2003).

Av + subject + verb+ rest of the sentence

Do you like this?

What time do you go to school?

Imperative sentences:

Imperative sentence express and also referred to as an order; requests or commands, advice, and suggestion, someone to do something.

Example:

"Please". It is better to say "Please, come here." than just "Come here."

The simplest English sentences are imperative sentences with a single verb such as, "Help".

Exclamatory sentence:

Exclamatory sentence referred to as an exclamation; a sentence that expresses a strong feeling and is spoken with the same strong emotion or intensity. An exclamatory sentence is normally punctuated with an exclamation point at the end. (Andersen & Spring, 2014)

Example:

I love soccer! (Love)

It's a brilliant game! (Happiness)

I can't find the key! (Confusion)

Subject -Verb Agreement

Subject and Verb Agreement a subject should agree with its verb in number. In other words, if a subject is singular, the verb must be singular; if the subject is plural, the verb must be plural (Olson, 2006). According to Sangeant (2007) when you use a verb, you have to say who or what is doing the action. This 'who or what' is the subject of the verb. The subject and the verb match each other. On the other

hand if we are unsure whether a verb is singular or plural, apply this simple test. Filling the blanks in the two sentences that follow with the matching form of the verb. The verb form that best completes the first sentence is singular. The verb form that best completes the second sentence is plural. (Judith, 2006)

Example

He looks. He does. He was. [Singular]

They look. They do. They were. [Plural]

Direct Effective Feedback

Definition

Feedback is an important component of the teaching-learning process. Hattie (1999), described feedback as one of the most influential factors in learning, as powerful as the quality and quantity of instruction.

Moreno (2004), regarded feedback as crucial to improving knowledge and skill acquisition. In the field of education, feedback should provide students with information regarding their learning process, so that they can understand what they have just learned and what they need to learn or improve.

Direct Corrective Feedback

Direct corrective feedback has the advantage that it provides learners with explicit guidance about how to correct their errors. This is clearly desirable if learners do not know what the correct form is (i.e. are not capable of self-correcting the error). Ferris & Roberts (2001), suggest direct correct feedback is probably

better than indirect correct feedback with student writers of low levels of proficiency. However, a disadvantage is that it requires minimal processing on the part of the learner and thus, although it might help them to produce the correct form when they revise their writing, it may not contribute to long-term learning.

In the case of direct corrective feedback the teacher provides the student with the correct form. As Ferris (op. cit.) notes, this can take a number of different forms—crossing out an unnecessary word, phrase, or morpheme, inserting a missing word or morpheme, and writing the correct form above or near to the erroneous form. (Ferris D, 2006)

Indirect Corrective Feedback

However, Ferris & Roberts (2001), indirect corrective feedback involves indicating that the student has made an error without actually correcting it. This can be done by underlining the errors or using cursors to show omissions in the student's text (as in the example below) or by placing a cross in the margin next to the line containing the error. In effect, this involves deciding whether or not to show the precise location of the error.

Corrective Feedback

Lalande (1982), showes that corrective feedback given by teachers helped students to improve the accuracy of their language skills. corrective feedback is most beneficial when it occurs in response to naturally-occurring errors or in the context of ongoing efforts to communicate. In cognitive terms, the function of corrective feedback is to provide information that learners can actively use in modifying their behavior. The information available in the feedback allows learners

to confirm, disconfirm, and possibly modify the hypothetical, transitional rules of their developing grammars. However, these effects depend on the learner's developmental stage and ability to notice the information available in the feedback.

Teacher's role in corrective feedback

According, Jacobs (1998), mentions a number of possible roles for the teacher: modeling collaboration, observing and monitoring the students' performance, and intervening when a group is experiencing obvious difficulty. Also a teacher can function as a task participant, sitting with students to do the task. The problem with this latter role, however, is that many students find it difficult to react to the teacher as a group member rather than as an instructor.

Formative feedback

Feedback given as part of formative assessment enables learners to consolidate their strengths, identify their weaknesses (Brown, 1997) on the other hand formative feedback should have a range of qualities also in order to promote learning and skill outcomes, discuss and review these key quality attributes and explain that feedback needs to be.

Ferris and Roberts (2001), distinguish two modes of corrective feedback; direct and indirect. Direct (or explicit) feedback is when the exact correct form is provided for the learner by the teacher, and if revision is asked, the learner just has to transfer the correct form into the final draft (Bichener, 2008; Bitchener, & Knoch, 2008). Another form of direct feedback is "written meta-linguistic explanation (the provision of grammar rules and examples at the end of a student"s script with a

reference back to places in the text where the error has occurred and/or oral meta-linguistic explanation" (Bitchener & Knoch, 2008)

Chandler (2003), mentions three arguments in favor of direct modes of feedback. First, it has been stressed that direct feedback is more helpful to learners because of the reduction of misunderstanding and confusion. Second, learners are provided with more information for resolving the complex errors. And third, immediate feedback is provided to learners based on their hypotheses.

Indirect feedback is provided to indicate that there is an error, but it is not corrected, leaving the learner to discover and to solve it (Bitchener, 2008; Ferris, & Roberts, 2001). Generally, the different forms of providing indirect feedback might be: underlining errors and specifying what type they are, and noting the number of errors in the margins of each line (Bitchener, & Knoch, 2008).

Coded feedback is one that specifies the exact location of an error and indicates the type of error with a code. Uncoded feedback, on the other hand, refers to instances when the teacher underlines or circles an error, or places an error tally in the margin, but, in each case, leaves the student to diagnose and correct the error (Bitchener, Young, & Cameron, 2005)

Importance

In the process of writing, it is quite common for learners to make errors and for teachers to correct learners" errors. Such errors have always been of interest to teachers, syllabus designers, and test developers (Keshavarz, 2008). The issue of how to treat such errors, however, has not been fully resolved yet. On the one hand,

there is the claim that if errors are not identified and corrected, they can become ingrained or fossilized in learners" writing. On the other hand, there are people who stress that too much negative cognitive feedback will result in the shutdown of the learners" attempts. (Brown H. D., 2000).

Corrective feedback can be both explicit and implicit. Explicit feedback clearly indicates to the learner that his utterance in no target like, such as direct correction (e.g. Don't say leaved, say left.). Implicit is indirect and provides only an implicit indication as to the presence of a linguistic problem, such as he what? in response to leaved. In the letter case, the feedback does not tell the learner explicitly what the problem is but provides a hint that the previous utterance was erroneous (Nassaji, 2015).

Corrective feedback can be both oral in response to oral errors and written in response to written errors. Oral feedback is often more immediate. Written feedback is often delayed and is usually more direct. Therefore, there might be differences in the way these two types of feedback may assist language acquisition. Oral feedback often focuses on accuracy of form. Written feedback considers improvement of learners' overall writing skills.

Error correction

In some studies of human memory and learning of educationally relevant materials, reinforcement principles are not at issue. Even so, a compelling argument for why immediate feedback might result in superior performance can be made: If an error is allowed to stand uncorrected, it may be rehearsed, consolidated, and

strengthened and may be more likely to recur than if it were immediately corrected. If feedback is given immediately, the correct answer, rather than an error, can then be rehearsed and consolidated. (Anderson & Pelletier, 1995)

The delayed feedback for the questions on which the students had made errors in the first session, however, occurred a few moments before the immediate feedback given to the errors that the students had made to questions on the second session, and the delayed feedback to the errors that the students had made during the second session was given during the third session, just before the immediate feedback to the errors made on the third session. . (Anderson & Pelletier, 1995)

Explicit feedback

As the name suggests, explicit feedback falls at the explicit end of corrective feedback spectrum. This kind of error correction therefore, is characterized by an overt and clear indication of the existence of an error and the provision of the target-like reformulation and can take two forms, i.e. explicit correction and metalinguistic feedback (Ellis, Loewen , & Erlam, 2006).

In explicit correction, the teacher provides both positive and negative evidence by clearly saying that what the learner has produced is erroneous, while in metalinguistic feedback he or she only provides students with "comments, information, or questions related to the well-formedness"(p.47) of their utterances (Lyster & Ranta, 1997).

The communicatively intrusive nature of explicit feedback amplifies the provision of both negative and positive evidence, potentially aiding learners in noticing the gap between their interlanguage and the target-like form. However, in

providing the target-like reformulation, explicit error correction reduces the need for the learner to produce a modified response. Thus, explicit error correction, because it supplies the learner with both positive and negative evidence, facilitates one type of processing, the noticing of an interlanguage/target language difference, but reduces another type of processing, the modified production of an interlanguage form to a more target-like form.

Examples of Explicit Feedback:

Example 1

Learner: He kiss her

Researcher: Kiss—you need past tense

Learner: He kissed her

Example 2

Student: I goed to the movies yesterday.

Teacher: We don't say "goed," we say "went."

Metalinguistic Feedback

Much like explicit error correction, metalinguistic feedback falls at the explicit end of the corrective feedback spectrum. Lyster and Ranta (1997) categorize metalinguistic feedback as comments, information, or questions related to the well-formedness of the student's utterance, without explicitly providing the correct form. Unlike its name, the inclusion of metalanguage is not its deterministic characteristics; rather the encoding of evaluations or commentary regarding the non-target-like nature of the learner's utterance is considered as the defining feature.

Metalinguistic feedback is divided into three subcategories: metalinguistic comments, metalinguistic information and metalinguistic questions (Lyster & Ranta, 1997).

The least informative one is metalinguistic comments which only indicate the occurrences of an error. But the next subcategory, i.e. metalinguistic information not only indicates the occurrences or location of the error but also offers some metalanguage that alludes to the nature of the error. Metalinguistic questions, the last identified subcategory of metalinguistic feedback, "point to the nature of the error but attempt to elicit the information from the student" (Lyster & Ranta, 1997, p. 47). This kind of metalinguistic feedback requires learner to reconsider their assumptions regarding the target language form while metalinguistic information applies metalanguage to mark the nature of the error.

Examples of Metalinguistic Feedback

Example 1

Student: Yesterday, I bought a car red.

Immediate Feedback

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.

f. METHODOLOGY

Design of the research

Action research in education involves finding out immediate solutions in the grammatical competence. According to Burns (2010) the main aim of action research was 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 the aim of improving the basic grammatical skills through the application through direct corrective feedback such as foldable. Action Research allowed the teacher candidate became a participant to study aspects in the problematic situation, analyze and reflect on the results that were derived from the application of direct formative feedback to improve the basic grammatical competence in the English Foreign Language with the students of third-year of Bachillerato "C" at Unidad Educativa Emiliano Ortega Espinoza, High school during the academic period 2016-2017.

Action Research assisted the teacher candidate, who was 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 showed a lack of implementation of direct corrective feedback.

Methods, techniques and instruments

Methods

In this research work different methods were used which helped the researcher to carry out this project. The following general methods were applied along the descriptive research:

The analytic/ synthetic method: help the researcher to analyze all the information found through of the observation checklist, questionnaires and the pre and posttest, 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 collected and analyze all the answers which was represented in graphics to indicate the percentages and 4 results gotten from the questionnaires, checklist and tests applied to students to then gave a quantitative and qualitative analysis and interpretation according to the theoretical reference and draw up the respective conclusions.

The scientific method: facilitated the study of the foldable as a cooperative learning strategy to improve the direct corrective feedback in English Foreign Language. It will help the researcher to develop the phases in the observations before and during the intervention. This method also during the prediction of the possible solution; it gathered data to make relevant predictions and the analysis of tithe Descriptive method: enabled to describe the different stages of the study and the kind of resources used by the researcher. It served 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 was selected for data collection. Quantitative research considers variables and statistics whereas qualitative research considers an understanding of words and action. Qualitative and quantitative instruments were self-developed by the researcher taking into account the principles of question construction. The researcher gathered the necessary information from paper and pencil methods (tests) which were quantitative and qualitative data instruments came from questionnaires and observations sheets.

Tests*:* The test allowed students to perform cognitive tasks in relation to the grammatical competence. Therefore, tests yield a numerical score by which the researcher calculated the mean to compare the pre and post-test result.

Pretest- Posttest: was given at the beginning and at the end of the intervention plan; at the beginning it was given to measure the performance of grammatical competence that students have; and, at the end to measure the performance of the grammatical competence 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 of Bachillerato "C" at Unidad Educativa Emiliano Ortega Espinoza being treated.

Questionnaires: was given to the participants to answer questions related to their attitudes and feelings toward the direct corrective feedback. A pre and posttest questionnaire was given to make a comparison between the results. Furthermore, the data collected by the questionnaires was supported the test results.

Observation: let the researcher to know the facts in a participative and no participative way. The observation was developed through an observation sheet and a field note sheet. The observation was during a natural environment as lived by the students of third-year of Bachillerato "C" at Unidad Educativa Emiliano Ortega Espinoza, evening session during their English classes. There were two types of observation as detailed below.

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

Observation sheet: During the nonparticipant observation, the researcher needed an observation sheet to record the participants´ behaviors shown on the performance of the grammatical competence. This observation sheet was a self-developed instrument that described accurately and comprehensively the indicators all the relevant aspects of the dependent variable.

Participant observation*:* In the participant observation, the researcher became a part and a participant in the situation being observed. The researcher will participate deliberately in the problematic situation by means of the grammatical competence through direct corrective feedback with the third-year of Bachillerato "C"at Unidad Educativa Emiliano Ortega Espinoza during the academic period 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 direct corrective 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.

Subtest: will be given every two weeks to know students´ progress in grammatical competence performance according to the specific topic, through the intervention plan made by the researcher.

The subtest will consist in worksheets that will contain questions like multiple choices, matching, completing, etc.

Participants

The participants of this research work are the students of third-year of Bachillerato "C" at Unidad Educativa Emiliano Ortega Espinoza evening session who are all about nineteen to twenty years old; they are thirty-nine students, and the teacher candidate of this study who is going to take part in the intervention plan.

Intervention plan description

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

Activation

The affirmation Phase (after). In each phase, the teacher will take on a slightly different role. In the Activation Phase, students will respond to activities and prompts that will allow the teacher to activate and pre-assess students' background knowledge (Bauer & Manyak). In BDI, background knowledge is conceptualized as encompassing three knowledge systems: funds of knowledge (home), prior knowledge (community), and academic knowledge (school). The teacher will serve as a silent observer, purposefully observing students as they document (using L1, L2, and non-linguistic representations) and will discuss with peers their background knowledge. As students will work, the teacher will record insights that might be useful for bridging between what students already know and the target concepts and vocabulary of the lesson.

Connection

In the Connection Phase, the teacher will use his or her overall knowledge of students' biographies as well as insights into their background knowledge (that were gathered in the Activation Phase) to facilitate their construction of knowledge. The teacher "devoices" (Forman, Larreamendy-Joerns, Stein, & Brown, 1998) student will contribution to advance both content and language learning. As students engage in activities that integrate speaking, listening, reading, and writing, the teacher will also use pairs and small groups that maximize students' biographies to capitalize on the multifaceted benefits of cooperative learning.

Affirmation

In the Affirmation Phase the teacher uses authentic assessment to document student gains in content and language. The teacher recognizes each learner's linguistic and academic starting point, and the teacher's feedback communicates a valuing of both incremental progress and demonstrated understanding by the students. The teacher also guides learners to (a) identify ways their background knowledge served as a foundation for their learning during the lesson and (b) reflect on ways they either strengthened or revised their schemas, in light of their new learning. (Diaz-Rico &Weed, 2006)

Period

This intervention plan will be carried into effect throughout the months of October- February during the academic period 2016-2017

Intervention and Observation Plan

Week 1

RESEARCH PROBLEM	How does direct corrective feedback develop the grammatical competence with the students of third-year of Bachillerato "C"at Unidad Educativa Emiliano Ortega Espinoza evening session during the 2016-2017 school year?
GOALS	By the end of this intervention plan, students will be able to communicate distinctive grammatical structure such as declarative, interrogatives in order to use them effectively in communication.
LEARNING OBJECTIVES	• By the end of this lesson students will be able. • talk about news • Announce a piece of news that has happened recently. • Share life experiences.
CONTENTS	• UNIT 1. Breaking news • Lesson 1: Have you read the news • Pages 10-11 • The present simple tense • The simple tense • Vocabulary • Key expressions
INSTRUCTIONAL FOCUS	• **Activation**: warm up (5min) • Students listen a songs about where have you been. • Tingo Tingo Tango. • **Connection:** (30min) • Ask students complete the excersie1 • Students read listen to the conversations about recent news. Then complete the chart • Presentations, explanation, meaning and form of present perfect tense and simple present. • Students make one sentence applying the present simple tense and simple tense with declarative, negative, interrogative question information and yes no questions. • Student complete the sentence. They have to use the word bank in the simple present tense and the present tense. • Students make sentences using expressions already and yet.

	Affirmation: (5 min)
	• Teacher ask question with present simple tense. • Students answer orally. • Students complete their work-book lesson 1.
CLASSROOM RESOURCES	• 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 3: Feld notes
SUPPORT	Coaching and guidance from our thesis advisor
TIME	Week 1: November 7-11, 2016

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 with the students of third- year of Bachillerato "C" at Unidad Educativa Emiliano Ortega Espinoza, evening session during the 2016-2017 school year?
GOALS	By the end of this intervention plan, students will be able to communicate distinctive grammatical structure such as declarative, interrogatives in order to use them effectively in communication.
LEARNING OBJECTIVES	By the end of this lesson students will be able. • Talk about news. • Announce a piece of news that has happened recently. • Share life experiences.
CONTENTS	UNIT 1 Breaking news Lesson 2 From the inside of a newspaper! Pages 12-13 • Past simple tense • Past tense • vocabulary .

INSTRUCTIONAL FOCUS	**Activation**: warm up (5min)
	Word's Bingo: students listen to teacher and complete the table according the word they hear.
	Connection: (30min)
	- Students look at the pictures and guess the roles of the people involved in newspaper production. Then, listen and check. - Student listen and complete the interview with words in exercise 1 - Presentation, explanation, meaning and form of use the past perfect tense and simple past tense. - Students write declarative sentences, negative, interrogative, information question and yes/no questions. - Students work pars to complete the interview with the verbs in parentheses. Use the simple past and the past perfect tenses then, they listen and check.
	Affirmation:
	- Students complete some sentences in the worksheet about past perfect tense and the simple tense. - Students complete their workbook lesson 2
CLASSROOM RESOURCES	- 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 3: Feld notes
SUPPORT	Coaching and guidance from our thesis advisor
TIME	Week 2: November 14-18, 2016

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.

CLASSROOM RESOURCES	• 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 3: Feld notes
SUPPORT	Coaching and guidance from our thesis advisor
TIME	Week 2: November 14-18, 2016

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 with the students of third-year of Bachillerato "C" at Unidad Educativa Emiliano Ortega Espinoza evening session during the 2016-2017 school year?
GOALS	By the end of this intervention plan, students will be able to communicate distinctive grammatical structure such as declarative, interrogatives in order to use them effectively in communication.
LEARNING OBJECTIVES	- By the end of this lesson students will be able. - Talk about news. - Announce a piece of news that has happened recently. - Share life experiences.
CONTENTS	UNIT 1. Breaking news Lesson 3: Hit the headlines! Pages 14-15 - Vocabulary related sport - Reading about sport
INSTRUCTIONAL FOCUS	**Activation**: warm up (5min) - Lyric song: Students listen a song to identify new words and expressions. - Bingo words **Connection:** (30min) - Students match the concepts with their definitions exercise number 1. - Ask student circle the new vocabulary about sport reading to identify the part of speech. - Students take turn to read the text about sports. - Students develop exercise 2, 3 - Students identify the secondary ideas in the article and the complete the chart. **Affirmation:** (5 min) - Students write a short article about the most recent even at your school.
CLASSROOM RESOURCES	- Teachers' guide. - Student's notebook. - Student's book. - Student's workbook. - Board, markers. - Cd player.

	• Class audio Cd. • Lyric song. • Worksheet
DATA COLLECTION SOURCES	Data source 1: worksheet Data source 2: field note.
SUPPORT	Coaching and guidance from our thesis advisor
TIME	Week 3: November 21-25, 2016

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 with the students of third-year of bachillerato "C" at Unidad Educativa Emiliano Ortega Espinoza, evening session during the 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: • Speculate about lifestyles in the past. • Express opinion and possibility about past events. • Describe people, objects, and events..
CONTENTS	• UNIT 2 Healthy life Healthy world. • Lesson 1: Healthy Habits. • Pages 22-23 • Present Modal: Can and Cannot. • Pronunciation • Relative clauses: who-where-that. • Vocabulary
	• **Activation:** Warm up. (5 min) • Lyri singer Riana. • **Connection:** (30 min) • Students classify the actions in the word bank into healthy or unhealthy habits. • Students read and listen the conversation then check the correct options in the box below. • Presentation, explanation meaning and form of present Can and Cannot. • Students make a sentence apply past modal with declarative, negative, interrogative, information question, yes no question. • Students read the following situations and make guesses to complete the sentences of exercise 3

	Affirmations.
	• **S**tudents complete the worksheet using past modal: must-have-could-might • Students complete their workbook.
CLASSROOM RESOURCES	• Teachers' guide • Student's notebook • Student's book. • Student's workbook. • Board, markers. • Cd player. • Class audio Cd. • Worksheet. • Lyric song
DATA COLLECTION SOURCES	Data source 1: Field notes
SUPPORT	Coaching and guidance from our thesis advisor
TIME	Week 4: November 28 to Dicember 02, 2016

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 with the students of third-year of Bachillerato "C"at Unidad Educativa Emiliano Ortega Espinoza evening session during the 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: • Speculate about lifestyles in the past. • Express opinion and possibility about past events. • Describe people, objects, and events.
CONTENTS	• UNIT 2: Healthy Life, Healthy World. • Lesson 1: Healthy Habits. • Pages: 22 – 23 • Present Modal may and can • Vocabulary • Useful expression
INSTRUCTIONAL FOCUS	• **Activation:** Warm up. (5 min) • Lyric song: singer (Brayan Addams) • Box game: students complete the box with new word about the conversation about healthy habits. • **Connection:** (30 min) • Presentation, explanation, meaning and form of past modal. • Students make a declarative sentence and then they change to negative, interrogative and question information sentence. • Students classify the actions in the word bank into healthy or unhealthy habits. • Students read and listen to the conversation to identify the part of speech. • Teacher explains, meaning and form of present modal may and can. • Students complete the exercise 3 related healthy habits

	Affirming: (10 minutes)
	• Students will complete the work sheet using the past modal.
	• Students make sentences applying the grammar and vocabulary studied.
CLASSROOM RESOURCES	• Teachers' guide • Student's notebook • Student's book. • Student's workbook. • Board, markers. • Cd player. • Class audio Cd. • Worksheet • lyric song
DATA COLLECTION SOURCES	Data source 1: Field notes
SUPPORT	Coaching and guidance from our thesis advisor
TIME	Week 5: Dicember 05 – 09, 2016

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 with the students of third-year of Bachillerato "C" at Unidad Educativa Emiliano Ortega Espinoza evening session during the 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: • Speculate about lifestyles in the past. • Express opinion and possibility about past events. • Describe people, objects, and events.
CONTENTS	• UNIT 2: Healthy Life, Healthy World. • Lesson 2: Healthy Environment • Pages:24- 25 • Relative clause with who, that and where. • Vocabulary • Expressions.
INSTRUCTIONAL FOCUS	• **Activation:** Warm up. (5 min) • Role play: students interpret with gestures and mimicries using some adjectives like happy sad, scary. • Time to play sheet: Students play in whole to develop the time play in the whiteboard. • **Connection:** (30 min) • Ask students to circle the new vocabulary about the page 24 • Students listen to a short presentation and complete the diagram with the words in the Word Bank about healthy environment. • Students read and listen to the conversation. • Presentation, explanation, meaning and form of relative clauses. • Students makes two sentences through declarative, negative and interrogative sentences. • Tell students to make one sentence from two. Use who/that/where exercise 4

	• Students unscramble the headings and complete the statements using relative pronouns. **Affirming:** (10 minutes) • Students work in their workbook lesson 2. • Students complete the work sheet about using of relative clauses.
CLASSROOM RESOURCES	• Teachers' guide • Student's notebook • Student's book. • Student's workbook. • Board, markers. • Cd player. • Class audio Cd. • Worksheet
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: Diviember 12 – 16, 2016

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 with the students of third-year of Bachillerato "C"at Unidad Educativa Emiliano Ortega Espinoza, evening session during the 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: - Speculate about lifestyles in the past. - Express opinion and possibility about past events. - Describe people, objects, and events
CONTENTS	- UNIT 2. Healthy Life, Healthy World - Lesson 3: Smart life styles - Pages 26,27 - Reading about the environment - Use of connectors in the writing. - Vocabulary related to environment. - Key expressions.
INSTRUCTIONAL FOCUS	**Activation:** Warm up. (5 min) - Verb Game: Teacher words some verb on the board and then they identify the meaning of each verb. - Fast answers play, Students have to answers teacher requesting for example - Fruits apple, pineapple,,,,,, **Connection:** (30 min) - Students answer the survey partners and share your results. - Students complete the statements related to the environment. - Ask students to underline the new unfamiliar word to identify the part of speech. - Ask students read one by one the reading about health and environment. - Presentation, explanation, meaning of some connectors in the writing. - Ask students to identify the organization of the essay and complete the chart exercise 4. - Students choose one topic (A or B) and write a short essay.

	Affirming: (10 minutes) • Students makes 3 sentences with the part of speech about the vocabulary of health and environment • Students write a short essay through any topic.
CLASSROOM RESOURCES	• Teachers' guide • Student's notebook • Student's book. • Student's workbook. • Board, markers. • Cd player. • Class audio Cd. • Worksheet.
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: Dicember 19 – 23, 2016

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 with the students of third-year of Bachillerato "C"at Unidad Educativa Emiliano Ortega Espinoza, evening session during the 2016-2017 school year?
GOALS	By the end of this intervention plan, students will be able to communicate distinctive grammatical structure such as declarative, interrogatives in order to use them effectively in communication.
LEARNING OBJECTIVES	• By the end of this lesson students will be able. • Speculate about lifestyles in the past. • Express opinion and possibility about past events. • Describe people, objects, and events
CONTENTS	• UNIT 4 Healthy life, Healthy World. • Lesson 4: Fit as a Fiddle • Pages 28-29 • Reading related to protecting the environment. • Vocabulary. About health and environment. • Expression to give an oral presentation
INSTRUCTIONAL FOCUS	**Activation**: warm up (5min) • Role play: two teams complete the crossword on the white board related environment reading. **Connection:** (30min) • Students listen to the conversations and fill in the gaps with the expressions in the World Bank. • Teacher presents and explain the meaning of the idioms. • Ask students complete the exercise 2 and 3 pag.28 • Review about the topics • Presnt modal may and can • Use of relative pronouns like *that ,who and where* • Evaluation unite 2 **Affirmation:** (15 min) • Students complete the worksheet using present modal and relative pronouns. • Students develop the test about unite 2

CLASSROOM RESOURCES	• Teachers' guide. • Student's notebook. • Student's book. • Student's workbook. • Board, markers. • Cd player. • Class audio Cd. • Worksheet. • Sheet´s test
DATA COLLECTION SOURCES	Data source 1: protest Data source 2: field-notes Data source 3: worksheet
SUPPORT	Coaching and guidance from our thesis advisor
TIME	Week 8: Dicember 26-30, 2016

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 pres

ORGANIZATION AND MANAGEMENT OF THE RESEARCH

RESOURCES

Human

- The students of Bachillerato "C"

- The teacher candidate

- The thesis advisor

Material

- Scripts

- Book

- Paper

- Tape

- Cardboard and Foamex

Technical

- Computer

- Project

- Printer

- Internet

g. TIMELINE

ACTIVITIES	2016 (Jul–Dec)																						2017 (Jan–Aug)																															
MONTHS	Jul		Aug				Sep				Oct				Nov				Dec				Jan				Feb				Mar				Apr				May				Jun				Jul				Aug			
PHASE I: PROJECT	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	a	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Presentation of the Project	X	x																																																				
Designation of the Project Advisor			x	x	X	X																																																
Project revision and Approval											x	x	x	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																					x		X																																
a. Theme											x																																											
b. Introduction																												x																										
c. Summary																												x																										
d. Review of Literature												x	x	x													x	X																										
e. Material and methods																											x	X	x																										
f. Results (interpretation and analysis)																							X	x	x	X	x	X																											
g. Discussion																												X																										
h. Conclusions																												X																										
i. Recommendations																												X																										
j. Bibliography and Annexes																												X																										
PHASE III: REVISION AND APPROVAL																																																							
Thesis revision																																																							
Thesis presentation																															x	x	x																						
Thesis approval																																	x	x																					
PHASE IV: PHASE OF INCORPORATION																																																							
Presentation of documents																																			x	x	X	x	X	x	X	x	x	x										
Private review																																												x	x									
Corrections																																														x	x	x	x					
Public sustentation and incorporation																																																				x	x	x	x	x

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h. BUDGET AND FINANCING

RESOURCES	COSTS
Internet connection	$ 100,00
Print of reports	$ 75,00
Print of the project	$ 50,00
Print the 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

i. BIBLIOGRAPHY

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Annex 1: Observation sheet

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Observation sheet of Grammatical Competence

Indicators: Sentence formation

Researcher:

Date:

Year: Students of third-year of bachillerato "C" (nineteen- twenty years old)

Type of observation. Nonparticipant

Things to be observed		Levels of Acceptability				Remarks
		Perfectly Acceptable	Acceptable	Unacceptable	Totally Unacceptable	
SENTENCE FORMATION	Declarative sentences: Affirmative & Negative.					
	Interrogative questions: Who & Yes/ No questions					
	Subject Verb Agreement					
	Part of Speech					

Annex 2: Field notes

UNIVERSIDAD NACIONAL DE LOJA

FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN

ENGLISH LANGUAGE DEPARMENT

DATA COLLECTION SOURCE: FIELD NOTES

<table>
<tr><td colspan="3" align="center">FIELD NOTES</td></tr>
<tr>
<td>Observation #:

Topic:

Objective of the session:</td>
<td>Date/Time:

Class size:

Participants: Students of third-year of Bachillerato "C" & The researcher</td>
<td>Role of the researcher:
Participant observer

Duration of the observation:</td>
</tr>
<tr>
<td colspan="2" align="center">Description of the event</td>
<td align="center">Reflective Notes</td>
</tr>
<tr>
<td colspan="2"></td>
<td></td>
</tr>
</table>

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

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

DATA COLLECTION SOURCE: g POST TEST

Data collection source: Test
Researcher: Luis Martinez.
Year: Students of third-year of bachillerato "C"
Code:
Date:
1.- **Look at the pictures. Write what the boy does every day. (1 point)**

Affirmative sentences

Ex: _He gets up._

1. _____

2. _____

3. _____

2.   **Unscramble the questions. (2 points)**

Interrogative statements.

Ex: *German/ he/ speak / Can /?*

4. _____   *a)*   *Can he speak German?*

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

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a) _____

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

a) _____

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

a) _____

D. sing / English / Can / they / in?

a) _____

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

Questions.

~~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) _____

	• Please say hello to
	• How is school going
	• I hope you're doing well.
	• Talk to you soon,
	• Hello

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)

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

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

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

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

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

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

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

(__) 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 agree	2 = I agree	3 = I neither agree nor disagree	4 = I disagree	5 = I strongly disagree

(__) 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"

Annex 5: Research Matrix

Theme. The development of Grammatical Competence through direct corrective feedback with the students of third-year of Bachillerato "C" at Unidad Educativa Emiliano Ortega Espinoza, evening session during 2016-2017 school year.

Problem	Objectives	Theoretical Frame	Methodological design (Action Research)	Techniques and instruments
General • How does the direct corrective feedback develop the grammatical competence with the students of third- year of Bachillerato "C" at Unidad Educativa Emiliano Ortega Espinoza of the city of catamayo during the 2016-2017 school year? **Specific** • What theoretical and methodological references about the direct corrective feedback as strategy are adequate for improving grammatical competence with the students of third- year of third-year of Bachillerato" C" at Unidad Educativa	**General** • To improve the grammatical competence through the direct corrective feedback with the students of third-year of Bachillerato "C" at Unidad Educativa Emiliano Ortega Espinoza during the 2016 – 2017 school year. **Specific** • To research the theoretical and methodological references about the direct corrective feedback and its application on the grammatical competence. • To diagnose the issues that limit the	**Dependent variable** • Grammatical Competence • Sentence Formation (Declarative sentences: Affirmative & Negative. Interrogative questions: Who & Yes/ No questions. Subject -Verb Agreement. Part of speech. **Independent variable** • Feedback and English Foreign Language teaching. • Principles and strategies of direct corrective feedback. • Types of direct corrective feedback. • Direct corrective feedback.	**Preliminary Investigation** • 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 **Intervention and Observation** • Administering test and questionnaires • Observing and monitoring students'	• Observation sheet • Pre and Post test • Pre and Post questionnaires • Field Notes

Emiliano Ortega Espinoza during the 2016 – 2017 school year? • What are the issues that limit the development of the grammatical competence with students of third- year of Bachillerato "C" at Unidad Educativa Emiliano Ortega Espinoza, 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 with the students of third-year of Bachillerato "C" at Unidad Educativa Emiliano Ortega Espinoza, during the 2016 – 2017 school year?	development of the grammatical competence with the students of third-year of Bachillerato "C" at Unidad Educativa Emiliano Ortega Espinoza during the 2016 – 2017 school year. • To design an intervention plan based on the direct corrective feedback in order to improve the grammatical competence with the students of third-year of Bachillerato "C" at Unidad Educativa Emiliano Ortega Espinoza, during the 2016 – 2017 school year. • To apply the most suitable techniques of the direct corrective feedback in order to improve the grammatical competence with the students of third- year of		performance according to the intervention plan • Presentation of research findings • Reflecting, analyzing and answering the proposed inquires • Organizing the final report	

• Which direct corrective feedback is implemented to improve grammatical competence students of third-year of Bachillerato "C" at Unidad Educativa Emiliano Ortega Espinoza during the 2016 – 2017 school year? • How does the direct corrective feedback reduce the difficulty to develop the grammatical competence with the students of third-year of Bachillerato "C" at Unidad Educativa Emiliano Ortega Espinoza during the 2016 – 2017 school year?	Bachillerato "C" at Unidad Educativa Emiliano Ortega Espinoza, during the 2016 – 2017 school year. • To validate upon the effectiveness that the effective corrective had with the students of third-year of Bachillerato "C" at Unidad Educativa Emiliano Ortega Espinoza during the 2016 – 2017 school year?			

ANNEXES 6

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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