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FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN

ENGLISH LANGUAGE DEPARTMENT

TITLE

THE DEVELOPMENT OF THE GRAMMATICAL COMPETENCE THROUGH DIRECT CORRECTIVE FEEDBACK AMONG NINTH-YEAR STUDENTS AT UNIDAD EDUCATIVA EMILIANO ORTEGA ESPINOZA OF 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

AUTHOR

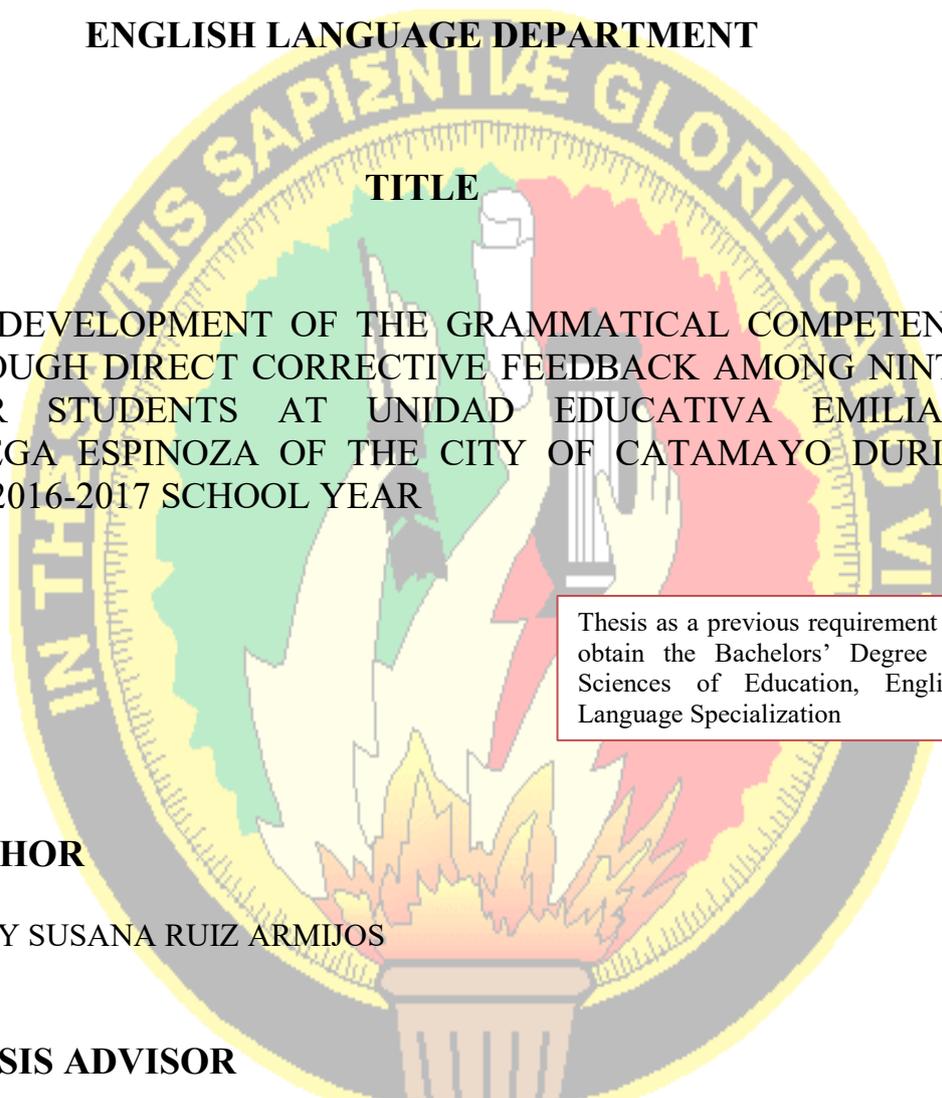
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2018



CERTIFICATION

DRA. CARMEN AURORA OJEDA PARDO, Mg. Sc. PROFESSOR
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UNIVERSIDAD NACIONAL DE LOJA.

CERTIFIES:

The present research work entitled THE DEVELOPMENT OF THE GRAMMATICAL COMPETENCE THROUGH DIRECT CORRECTIVE FEEDBACK AMONG NINTH-YEAR STUDENTS AT UNIDAD EDUCATIVA EMILIANO ORTEGA ESPINOZA OF THE CITY OF CATAMAYO DURING THE 2016-2017 SCHOOL YEAR, under the responsibility of the undergraduate student JENNY SUSANA RUIZ ARMIJOS has been thoroughly revised and fully analyzed; Therefore, I authorize the presentation of the thesis for the pertinent legal aims.

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DEDICATION

I am highly grateful to God for his daily blessings because he is always giving me his support and help at each moment of my life.

I would like to express my special thanks to my dear mother, Maria Armijos, to my brothers and my little daughter Catalina, for giving me their unconditional support to fulfill one of the best goals in my life. As well as my friends who have been there in every moment, seeing what is right or wrong for me.

I dedicate this work to my father, Marco Ruiz, because he always had been near me with his total love and moral support.

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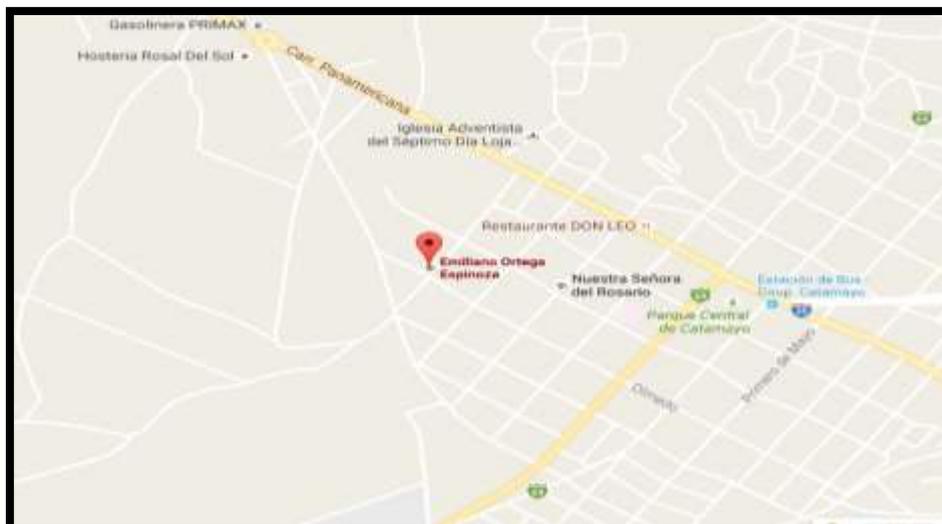
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MAPA GEOGRÁFICO Y CROQUIS UBICACIÓN GEOGRÁFICA DEL CANTÓN CATAMAYO



CROQUIS DE LA INVESTIGACIÓN UNIDAD EDUCATIVA EMILIANO ORTEGA ESPINOZA



THESIS OUTLINE

- i. COVER PAGE
- ii. CERTIFICATION
- iii. AUTORÍA
- iv. CARTA DE AUTORIZACIÓN
- v. ACKNOWLEDGEMENTS
- vi. DEDICATION
- vii. MATRIZ DE ÁMBITO GEOGRÁFICO
- viii. MAPA GEOGRÁFICO Y CROQUIS
- ix. THESIS OUTLINE
 - a. TITLE
 - b. RESUMEN
ABSTRACT
 - c. INTRODUCTION
 - d. LITERATURE REVIEW
 - e. MATERIALS AND METHODS
 - f. RESULTS
 - g. DISCUSSION
 - h. CONCLUSIONS
 - i. RECOMMENDATIONS
 - j. BIBLIOGRAPHY
 - k. ANNEXES

a.TITLE

THE DEVELOPMENT OF THE GRAMMATICAL COMPETENCE
THROUGH DIRECT CORRECTIVE FEEDBACK AMONG NINTH-YEAR
STUDENTS AT UNIDAD EDUCATIVA EMILIANO ORTEGA ESPINOZA
OF THE CITY OF CATAMAYO DURING THE 2016-2017 SCHOOL YEAR

b. RESUMEN

El objetivo general de este trabajo de investigación fue desarrollar la competencia gramatical a través de la estrategia de retroalimentación correctiva directa. Durante la investigación se utilizaron los siguientes métodos: Método Científico, Analítico-Sintético, Descriptivo, Estadístico permitidos para analizar la información recogida. Los instrumentos utilizados fueron pruebas, cuestionarios y hojas de observación que se aplicaron antes, durante y después del plan de intervención, que se diseñó para 8 semanas y se lo aplicó a 11 estudiantes de noveno año de educación básica. Los resultados mostraron después de aplicar la retroalimentación correctiva directa, que los estudiantes mejoraron los aspectos de la competencia gramatical en el uso de oraciones declarativas, preguntas sí / no, preguntas informativas, acuerdo verbal del sujeto y partes del discurso. En conclusión, la aplicación de la estrategia de retroalimentación correctiva directa fue efectiva para ayudar a los estudiantes a reconocer sus errores gramaticales y a mejorar la competencia gramatical.

ABSTRACT

The general objective of this investigation was to develop the grammatical competence through direct corrective feedback strategy, during the study the following methods were used; Scientific, Descriptive, Analytic-Synthetic and Statistical, which allowed analyze the gathered information. The instruments used to collect the data were: test, questionnaires and observation sheets, which were applied before, during and after the intervention plan. It was designed for 8 weeks and applied to 11 students at ninth-year of basic education. 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. As conclusion, the application of the direct corrective feedback strategy was effective in helping students to recognize their grammatical errors and improve their grammatical competence.

c. INTRODUCTION

English is one of the most important languages around the world, teaching grammar has always been one of the controversial and least understood aspects of language, and few teachers remain in different forms to teach grammar and correct students errors through direct corrective feedback. Students have only five periods of English classes per week, it does not permit them to practice specific strategies that facilitate the development of grammatical competence through direct corrective feedback that is the 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 some studies suggested that improvements in grammatical competence could be attributed to the type of feedback provide.

The following specific objectives were determined: to investigate the theoretical references about the direct corrective feedback as corrective strategy and its application on the grammatical competence for helping students to improve their grammar. To diagnose the issues that limit the development of the grammatical competence. To design an intervention plan based on the effective feedback as corrective strategy in order to improve the grammatical competence; to apply the most suitable techniques of the effective feedback as a corrective strategy in order to improve the grammatical competence. Finally to validate the results obtained after the application of direct corrective feedback interaction to develop grammatical competence.

The methods used were: the scientific method that provided the necessary information about the two variables, the descriptive method referred about the stages of the intervention plan; the analytical-synthetic method was employed to interpret and analyze the obtained results of the tests and questionnaires, and the statistical method was useful to make the quantitative and qualitative analysis.

The research work is organized in the following way: at the beginning, the Abstract, in this part it is written the summary of the research, it contains the general objective, the description of the principal methods, techniques and materials used, the main results obtained and conclusions. The Introduction which contains the contextualization of the problem, central problems and sub problems, the reason why the theme was chosen, the specific objectives of the study, the methodology used and the content of the thesis. The Literature Review which contains detailed information about the two variables. Materials and Methods, considers the Design of the research likewise, the Techniques and Instruments, procedures and the population who participated in this Research. The Results contain the data gathered from the instruments, which are presented qualitatively and quantitatively in tables, figures with the corresponding interpretation and analysis. The Discussion includes a general analysis about the results obtained. Finally the Conclusions and Recommendations about the research work which demonstrate that direct corrective feedback the strategy helped students to develop their grammatical competence.

d. LITERATURE REVIEW

Grammatical Competence

Definition

Grammatical competence can be defined as the knowledge of semantic rules, and the ability to use, the different parts of speech of a language. Officially rules of grammar, and phonology. Learners of English need to learn to understand the different time references of sets of words.

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. (Ellis P. R., 1994).

Importance of grammar in communication

Communicative Language Teaching (CLT) can be understood as a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning. Since three decades communicative approach to language teaching first appeared in print in the field of second language acquisition Linguists define grammar as the set of structural rules that governs the composition of clauses, phrases and words in any given natural language. The term also refers to the study of such rules and this field

includes morphology, syntax, and phonology, often complemented by phonetics, semantics and pragmatics (Katamba, 1996).

Role of Grammar in Traditional Approaches (up to the late 1960)

This first phase of language teaching gave priority to grammar as the basis of language proficiency. They were based on the belief that grammar could be learned through direct instruction and through a methodology that made use of repetitive practicing and drilling. The teaching of grammar was a deductive one; Students were presented with grammar rules and then given opportunities to practice them. Great attention to accurate mastery of grammar was stressed from the beginning stages of language learning. Methodologies known like the aural oral method was implemented, for example students first hear a model dialog, containing key structures that are the focus of the lesson. They repeat each line of the dialog, individually and in chorus. The teacher pays attention to pronunciation, intonation, and fluency and then corrects them. (Richards & Rodgers., 2001)

Role of grammar in Classic Communicative Language Teaching (1970s to 1990s)

During this season the centrality of grammar in language teaching and learning was questioned, since there was an argument that language ability involved much more than the role of grammar. While the role of grammar was needed to produce grammatically correct sentences, attention shifted to the knowledge and skills needed to use grammar and other aspects of language appropriately for different communicative purposes such as asking something or giving advices, describing wishes and needs and so on. What were needed to use language communicatively

were communicative skills. Traditional grammar and vocabulary syllabi and teaching methods did not include information of this kind. It was assumed that knowledge of this kind would be picked up informally.

Objective 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 distinguish the description of language form (competence) and language use (performance) and establish 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) states 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, according 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.

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.

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; there are 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. There are four types of sentences depending on the structure.

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

Declarative sentence:

Declarative sentences 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 expresses and also refers 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)

According Bachman and Palmer's model, organizational knowledge is composed of abilities engaged in a control over formal language structures, there are some definition of grammatical for instance, grammatical knowledge and pragmatic knowledge. This term refers to both "knowledge, or competence, and the capacity for implementing or executing that competence in appropriate contextualized communicative language use" (Bachman L. F., 1990, p. 84). Bachman suggested a framework for communicative language ability consisting of three components including: language competence, strategic competence and psychological mechanisms.

- Organizational knowledge is composed of abilities engaged in a control over formal language structures, in this case, of grammatical and textual knowledge (Bachman & Palmer, 1996).

- Textual knowledge enables comprehension and production of (spoken or written) texts. Also it covers the knowledge of conventions for combining sentences into texts, as expressed, knowledge of cohesion (ways of marking semantic relationships among two or more sentences in a written text or utterances in a conversation)
- Pragmatic knowledge refers to abilities for creating and interpreting discourse, also pragmatic knowledge is the ability to use English in social contexts in culturally appropriate way.
- Grammatical knowledge includes several rather independent areas of knowledge such as knowledge of vocabulary, morphology, syntax, phonology, and graphology. In addition pragmatic knowledge is the ability to use English in social contexts in culturally appropriate way.
- Knowledge of rhetorical organization is the way of developing narrative texts, descriptions, comparisons, classifications etc. And either conversational organization, conventions for initiating, maintaining and closing conversations.

Correcting Grammar Errors

Cowan (2008) claims that the evidences comes from research that focus on the interaction between teachers and students and how feedback from teachers can encourage students to “notice” the grammatical errors that they are making, this interaction feedback research is devoted to determining which kinds of feedback are more effective in producing a sudden moment of insight, when a student notices the difference between that he or she has said and what the grammatical

rule dictates. Many researchers in this field feel that without such moments, very little progress will be made in improving the student's grammar. A major consideration is how a teacher can get the student to notice a grammatical error and correct it without interrupting the communication that is taking place.

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 CF is probably better than indirect CF 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).

Corrective Feedback

Lalande (1982) shows that corrective feedback given by teachers help 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.

Indirect Corrective Feedback

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. (Ferris & Roberts, 2001)

As already noted, indirect feedback is often preferred to direct feedback on the grounds that it caters to 'guided learning and problem solving' (Lalande 1982) and encourages students to reflect about linguistic forms. (Lalande J. F., 1982) For these reasons, it is considered more likely to lead to long-term learning.

Teacher's role in corrective feedback

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 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 (Bitchener, 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)

According to Chandler (2003) identifies 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. However, Ellis (2009) stresses a disadvantage of direct corrective feedback,

saying 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” (p. 99).

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. Uncured 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 of Corrective Feedback

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 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 is not 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, occurs 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.

Immediate Feedback

Bjork & Linn (2006) suggests 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.

Factors affecting the effectiveness of feedback

According to Benati, Laval & Arche (2014) feedback strategies such as recasts have been usually considered to be fairly implicit in nature. Thus, one fundamental issue related such to such feedback concerned to extent to which learners can notice the targeted form in the recast. As noted earlier, it has been arguing that when learners receive recast, in communicative contexts, it is quite possible they would interpret the recast as a reaction to content rather than to form. Therefore, learners may not notice the recast as a kind a corrective

feedback. However, not all recast is the same, and in fact, they can greatly vary in terms of their degree of implications depending on how they are providing.

Recast, for example, can be provided in the form of unstressed confirmation check, in which they can be fairly. They can be used in conjunction with various interactional features such as an added stress, rising intonation or other types of verbal prompts or signals, in which case they can be considered to be more explicit. It is quite possible when recast is combined with such features, its implicitness may be enhanced and therefore the feedback can be more effectively noticed as corrective feedback.

There are a number of other factors that can influence the effectiveness of feedback such as of the linguistic target, learners' orientation to form, as other individual learner differences such as an age, language proficiency, anxiety, motivation, personality and attitude.

e. MATERIALS AND METHODS

Materials

The materials that were necessary to develop the research process successfully were: human resources who participated in the development of this research were 11 students of ninth year of basic education, the English teacher who helped to monitor student's work and thesis advisor who helped to give suggestions to develop and apply the intervention plan. The material resources used were: books, copies, and flashcard. Technical materials were: a computer that was necessary to type the information needed to develop the project.

Design of the research

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

This design of research had the aim of developing the grammatical competence through direct corrective feedback. This study 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 corrective feedback to develop the grammatical competence in the English Foreign

Language among ninth-year students at Unidad Educativa Emiliano Ortega Espinoza evening session during the academic period 2016-2017.

Methods

In this research work the researcher used different methods which helped to carry out this thesis. The following methods were applied.

The Scientific method: was effective to provide information about the two variables: grammatical competence and direct corrective feedback. The data gathered was useful to design the data collection instruments, and the lesson plans furthermore to interpret the results.

The analytical/ synthetic method: was employed 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: permitted the researcher to make the quantitative statistical analysis of the data obtained from the tests and the qualitative data from the observations and the teacher's diary.

The Descriptive method: was suitable to the researcher to describe the different stages of the study and the kinds of resources used. It assisted to the researcher to explain and analyze the object of the investigation.

Techniques and instruments

With the aim to collect worthy information for the intervention plan it was necessary to design a pre and post-test, a pre and post questionnaire, observation

checklist and a field diary, which were applied at the beginning, during and after the intervention plan.

Tests: A pre-test which contained some questions was applied to students in order to develop the grammatical competence at the beginning of the intervention plan. Furthermore the same pre-test was used a post test at the end of the intervention plan to verify if the students had an improvement learning on grammatical competence through direct corrective feedback.

Questionnaires: A questionnaire was administered to the participants to answer question related to their attitudes and feelings toward the direct corrective feedback. The same pre-test was used as a post-questionnaire it was applied at the end of the intervention plan to obtain information about students' progress the grammatical competence and their attitude about direct corrective feedback.

Field notes: The researcher used a diary to record what happened in every class a description of the events, activities, and students who intervened in the study. Also the researcher recorded the participants' behaviors, attitudes and feelings toward the direct corrective feedback in the development of the grammatical competence.

Population: The students of ninth-year were who participated in the development of this research. The participants were eleven students between boys and girls. Their ages ranged from thirteen to fourteen years old, and the teacher candidate who was taken part of the intervention plan.

f. RESULTS

In this part, the researcher shows the results obtained from the following data collection sources: A pre-test and a post-test were applied to measure the grammatical knowledge. The pre and the post questionnaire were the instruments which measured the students' behaviors and attitudes toward the Direct Corrective Feedback as a corrective strategy.

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 through the pre-test results which are shown in Table 1 and permitted the researcher to diagnose the students' limitations in the development of the grammatical competence

The third objective was accomplished through the design of the intervention plan, which included eight lessons that were developed over two months, focused on grammatical competence and direct corrective feedback.

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.

The fifth objective was achieved through the post-test findings which are shown in Table 7; which helped to verify the intervention plan proposed.

Pre- Test Results

Objective two

To diagnose the issues that limit the development of the grammatical competence among ninth-year students at Unidad Educativa Emiliano Ortega Espinoza during the 2016 – 2017 school year.

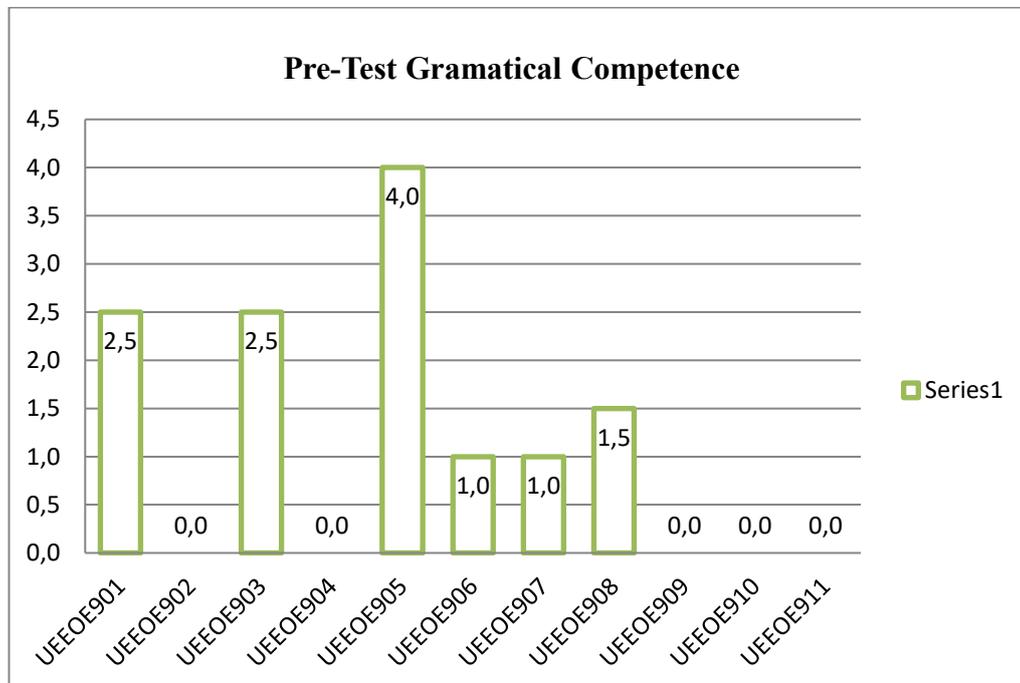
a. Table 1

Pre-test Results of Ninth- year Students on Grammatical Competence

Pre-Test Grammatical Competence						
Students code	D.	Y-N	W-Q	S.	P.S	Score
	/2	/2	/2	/2	/2	/10
UEEOE901	0	0	2.0	0.5	0	2.5
UEEOE902	0	0	0.0	0.0	0	0.0
UEEOE903	0	0	0.5	1.0	1	2.5
UEEOE904	0	0	1.0	0.0	0	1.0
UEEOE905	0	1	2.0	0.0	1	4.0
UEEOE906	0	0.5	0.5	0.0	0	1.0
UEEOE907	0	0.5	0.5	0.0	0	1.0
UEEOE908	0	0.5	1.0	0.0	0	1.5
UEEOE909	0	0	0.0	0.0	0	0.0
UEEOE910	0	0	0.0	0.0	0	0.0
UEEOE911	0	0	0.0	0.0	0	0.0
MEAN SCORE	0	0.2	0.7	0.1	0.2	1.2

Note. UEEOE= Unidad Educativa Emiliano Ortega Espinoza, 001= Students' code, D.= Declarative sentence Y-N= yes/no question W-h.Q= w-h question, S. Subject Verb Agreement P-S= parts of speech

b. Figure 1



b. Interpretation and Analysis

Based on the results presented in Table 1, the total score mean gathered from students in grammatical competence was 1.2/10, which was below the average level 7/10. The highest mean score 0.7/2 was for Wh-question and the lowest mean score 0.00/2 was for declarative statement. It is clear students had limitations using Declarative sentences, Wh-questions, Yes/No questions, Subject-Verb-Agreement and textual knowledge. It shows that students had a low level of English language, learners demonstrated they did not know how to complete a basic dialogue on daily routine, they also could not give answer (yes/no questions) using simple present tense. The findings evidenced the poor students' level about grammatical competence.

According to Canale & Swain (1980, 1981) believes that grammatical competence is always focused on concept that includes expertise in grammar, for instance: grammar, and sentence formation, vocabulary and pronunciation, thus grammatical competence has been traditionally associated with language learning, to acquire knowledge and abilities.

Comparison of the Pre and Post Questionnaire Results

Objective Four

To apply the direct corrective feedback as a corrective strategy in order to develop the grammatical competence among ninth-year students at Unidad Educativa Emiliano Ortega Espinoza during the 2016 – 2017 school year.

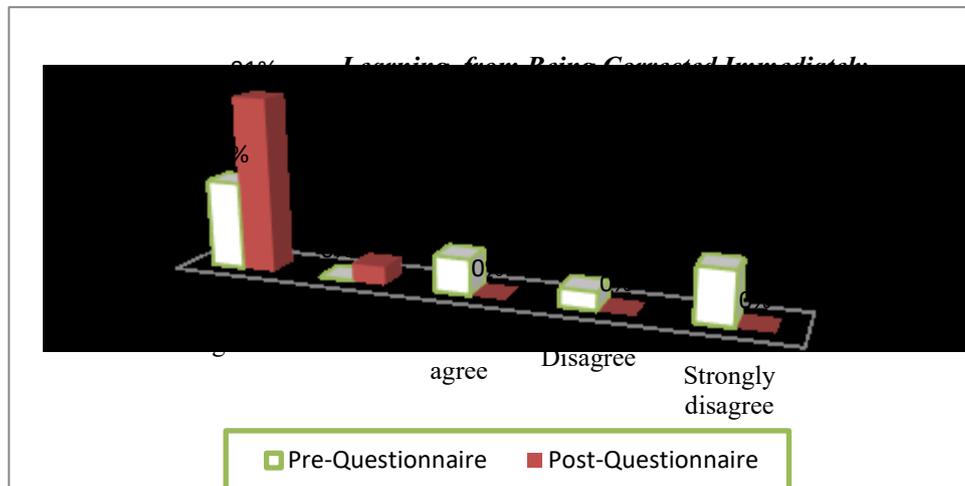
Question 1. I feel I have learnt a lot from being corrected immediately.

a. Table 2

Learning from Being Corrected Immediately.

	Pre-Questionnaire		Post-Questionnaire	
	f	%	f	%
Strongly agree	5	45	10	91
Agree	0	0	1	9
Neither agree	2	18	0	0
Disagree	1	9	0	0
Strongly disagree	3	27	0	0
Mean	11	100	11	100

b. Figure 2



c. Interpretation and Analysis

As it is shown in Table 2, the researcher before the intervention plan found that less than a half students (45%) assumed felt strongly agree of being corrected immediately and some learners (9%) answered they were disagree with this statement. These results demonstrate that most of the students like of being corrected by their teacher; it implies that they know about the strategy that will be applied to improve their grammatical competence. However, after the intervention plan the results changed meaningfully, almost all students (91%) answered strongly agree of being corrected immediately and the rest of students (9%) responded they agree with this statement. It is noticeable that direct corrective feedback helped to the students to develop their grammatical competence.

Schmidt & Frota (1986), claims the effectiveness of corrective feedback depends on multiple factors, including: the particular features of language being corrected, the conditions relating to the provision of teacher correction, the

appropriateness of the student's stage in his/her language learning process to benefit from the correction, and the ability of learners to notice a gap between what they want to say and what they can say, leading them to differentiate what they do not know from what they know only partially.

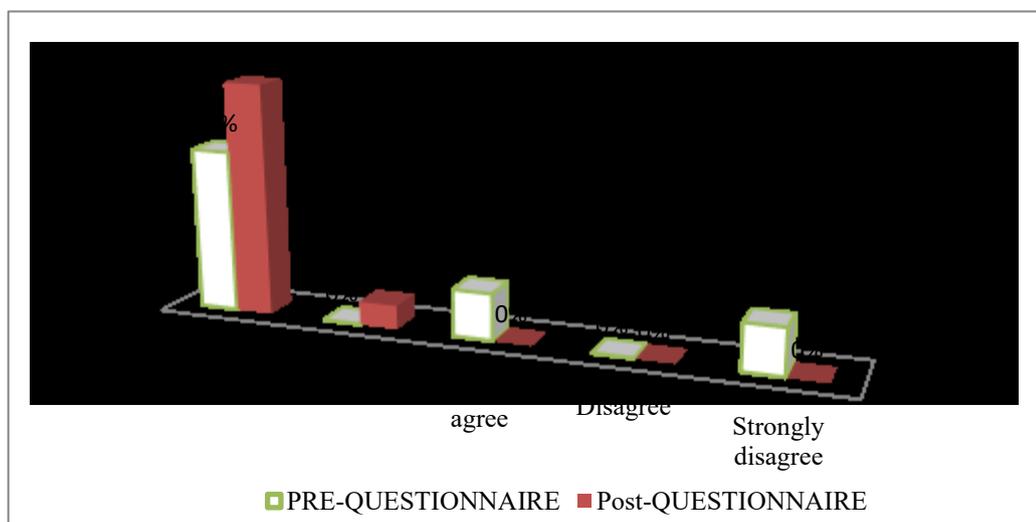
Question 2. I think that the feedback provided is necessary and helpful.

a. Table 3

The Feedback Provided is Necessary and Helpful

	Pre-Questionnaire		Post-Questionnaire	
	f	%	f	%
Strongly agree	7	64	10	91
Agree	0	0	1	9
Neither agree	2	18	0	0
Disagree	0	0	0	0
Strongly disagree	2	18	0	0
Mean	11	100	11	100

b. Figure 3



c. Interpretation and analysis

As it can be observed in Table 3, before the intervention plan the results shown that more than half of learners (64%) indicated strongly agree that direct corrective feedback is necessary and helpful in their English classes; while few respondents (18%) manifested felt strongly disagree to this statement. This data shows that students were familiar with this strategy because of their teacher used it. On the contrary, after carrying out the intervention the result change significantly, a vast of majority of students (91%) answered strongly agree that the feedback is necessary and helpful in their English classes; moreover, (9%) manifested felt agree to this statement. It demonstrates an important change in the students' behavior and attitude toward this strategy. It is evident that the strategy and activities applied in class were suitable to develop the grammatical competence, allowing students to use and combine structures to form words and sentences.

Lalande (1982) shows that corrective feedback given by teachers help 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.

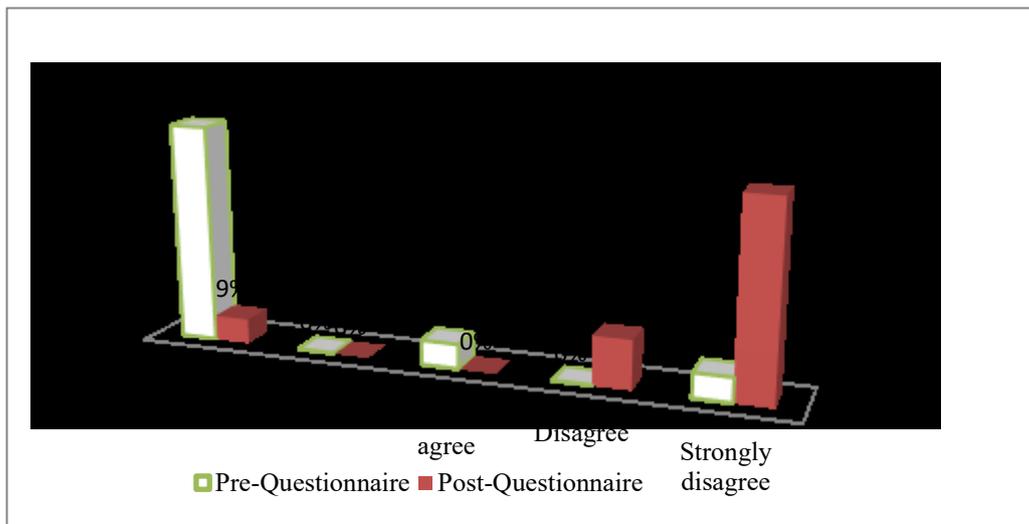
Question 3: I am afraid that my English teacher is ready to correct every mistake that I make in class.

a. Table 4

Feeling Afraid of Being Corrected in Class

	Pre-Questionnaire		Post-Questionnaire	
	f	%	f	%
Strongly agree	9	82	1	9
Agree	0	0	0	0
Neither agree	1	9	0	0
Disagree	0	0	2	18
Strongly disagree	1	9	8	73
Mean	11	100	11	100

b. Figure 4



c. Interpretation and Analysis

As it can be seen in Table 4, before the intervention plan, a vast majority of students (82%) answered strongly agree, which means, they felt afraid of being corrected in class and few students (9%) indicated felt strongly disagree to this statement. This data reflects that students' attitudes of being corrected are not enough to motivate students to participate in classes and provide a good

environment for correcting them. On the other hand, after the intervention plan, the results changed in a significantly way, findings showed that more than a half of the students (73%) replied felt strongly disagree to this question; However, few students (9%) answered felt strongly disagree to this statement. It indicates the students did not feel afraid of being corrected immediately. Therefore, results demonstrated that students learnt better when they were corrected in the same moment they made the error.

Chandler (2003), replays there are 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.

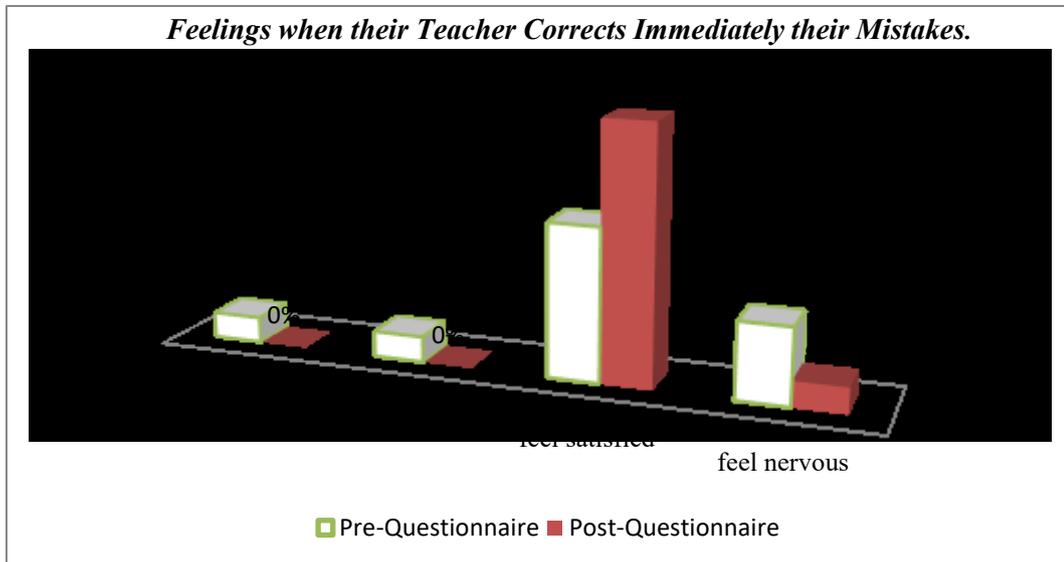
Question 4: How do you feel when the teacher immediately corrects your mistake?

a. Table 5

Feelings when their Teacher Corrects Immediately their Mistakes.

	Pre-Questionnaire		Post-Questionnaire	
	f	%	f	%
feel angry	1	9	0	0
feel sorry	1	9	0	0
feel satisfied	6	55	10	91
feel nervous	3	27	1	9
Mean	11	100	11	100

b. Figure 5



c. Interpretation and Analysis

The data collected from Table 5, showed that before the intervention plan more than a half of respondents (55%) answered they felt satisfied on being corrected immediately by their teacher; while, some students (9%) answered they felt angry about their teacher`s immediate correction. It demonstrates that most of learners think that direct corrective feedback helps them to recognize their mistakes and learn from them. After the intervention plan, these results changed in a magnificent way, there was a noticeable increment because almost all students 91% indicated they felt satisfied of being corrected immediately and only few students (9%) manifested they felt nervous on being corrected immediately by their teacher. As a result, the findings showed that the applied strategy was well accepted by the participants.

Jacobs (1998) argues that 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.

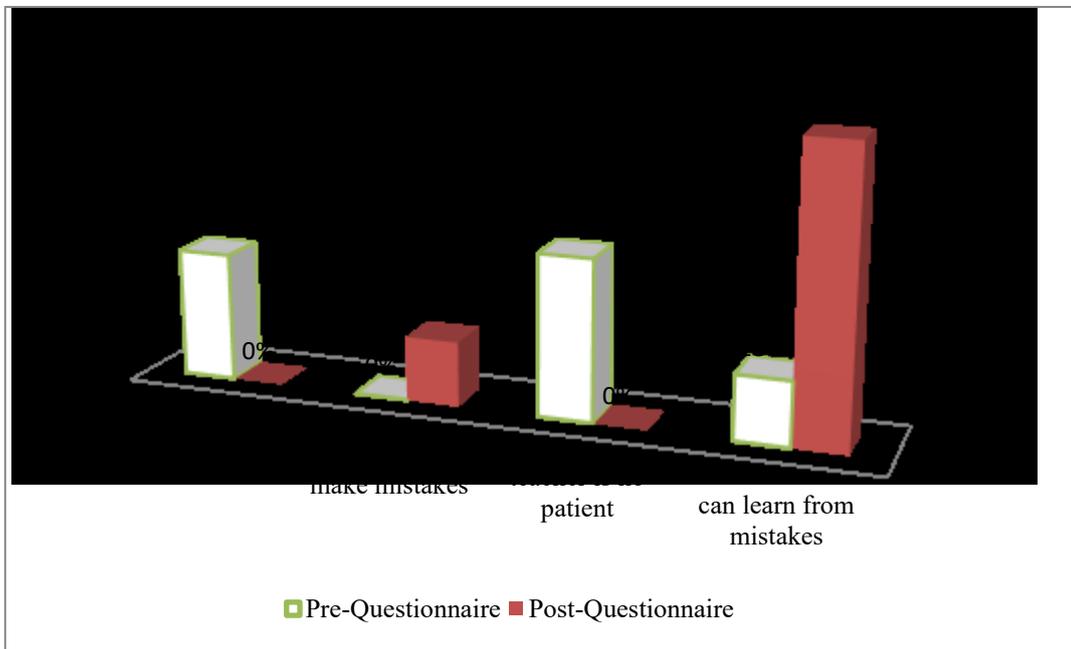
Question 5: What do you think and what do you do after the teacher's immediate correction?

Table 6

a. Thoughts after the Teacher's Immediate Correction.

	PRE-QUESTIONNAIRE		POST-QUESTIONNAIRE	
	f	%	f	%
wish no have more English	4	36	0	0
reason why make mistakes	0	0	2	18
teacher is no patient	5	45	0	0
can learn from mistakes	2	18	9	82
Mean	11	100	11	100

b. Figure 6



c. Interpretation and Analysis

In the Table 6 is showed the responses to the question What do you think and what they do after the teacher’s immediate correction, results demonstrated that before the intervention plan, several students (45%) answered teacher is no patient and some students (18%) manifested they could learn from their mistakes. This data shows that the strategy is not being well used by their teacher, the teacher’s attitude to correct them must be kind and friendly, to let students ask and learn from their mistakes. After the Intervention Plan, the findings showed that a vast majority of students (82%) considered they can learn from their mistakes and some students (18%) answered reasons why they made mistakes. The highest percentage demonstrates that most of the students were working at the high expected level, this data indicate that all students were more willing to work and

learning from their mistakes. Confirming that direct corrective feedback as a corrective learning strategy had supported meaningfully to the students to avoid making mistakes.

Ellis (2009) argues that although feedback on error can be provided in a wide variety of ways, the fact that learners also perceive and respond to corrective feedback in different ways, teachers need to adapt and adjust flexibly a wide variety of corrective feedback techniques to the particular learner's cognitive and affective needs, it does not necessarily mean that teachers can correct all students in the same way. In fact, feedback on errors should be individualized, even though this evidently involves a challenge for teachers.

Post-Test Results

Objective Five: To validate the results obtained after the application of direct corrective feedback interaction to develop grammatical competence with ninth-year students at Unidad Educativa Emiliano Ortega Espinoza during the 2016 – 2017 school year.

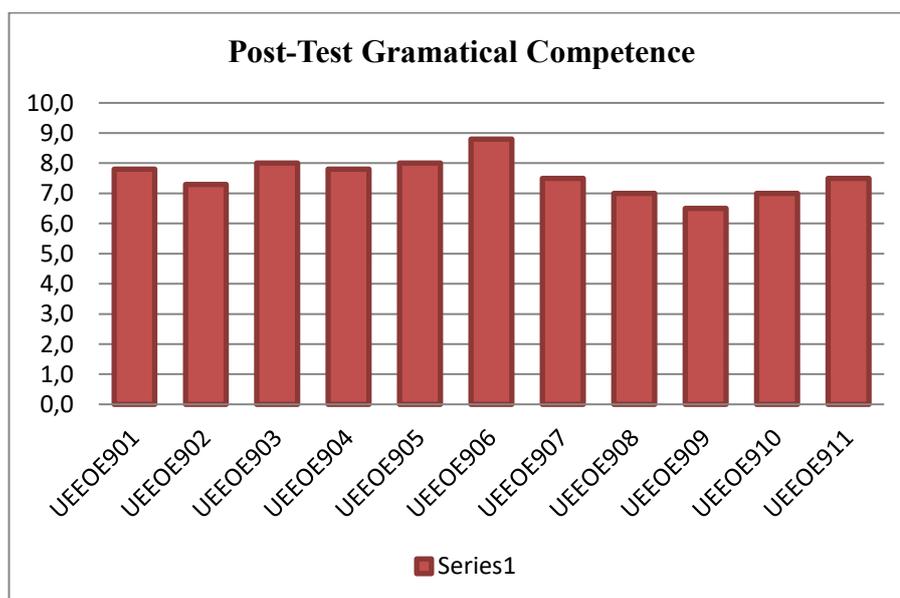
a. Table 7

Post-Test Results on Grammatical Competence

Post-test grammatical competence						
Students code	D.	Y-N-A	W-Q	S.	P.S	TOTAL
	/2	/2	/2	/2	/2	/10
UEEOE901	1,5	2	1,5	1,3	2	7,8
UEEOE902	1,5	1,8	2	1	1	7,3
UEEOE903	1	2	2	1	2	8,0
UEEOE904	2	1,8	2	1	1	7,8
UEEOE905	0,5	2	2	1,5	2	8,0
UEEOE906	2	1,8	2	1	2	8,8
UEEOE907	0,5	2	2	1	2	7,5
UEEOE908	2	1	1	1	2	7,0
UEEOE909	1	2	2	1	1	6,5
UEEOE910	1,5	2	1,5	1	1	7,0
UEEOE911	1,5	1,5	1,8	1,8	1	7,5
MEAN SCORE	1,4	1,8	1,8	1,1	1,5	7,5

Note: UEEOE= Unidad Educativa Emiliano Ortega Espinoza, 001= Students' code, D.= Declarative sentence Y-N-= yes/no question W-h.= information questions S.subject verb agreement P.S parts of speech

Figure 7



b. Interpretation and Analysis

A post-test was conducted in order to observe the effects of direct corrective feedback strategy on the grammatical competence of the students. As exhibited in table and figure 7, the total mean score was 7.5 out of 10. Based on the findings of the post-test, results revealed an important progress in all aspects as learners accomplished the given tasks. Taking it into account, learners improved considerably their grammar skills, demonstrating that the direct corrective strategy applied throughout two months helped the learners to develop their grammatical knowledge focused on using Wh-questions, yes/no questions, declarative statements, subject-verb-agreement, as well as trying to write new sentences in a context as in the case of the parts of speech. The highest score was for yes/no questions (1.8/2) and the lowest score was for subject-verb-agreement (1.1/2). Therefore, it was demonstrated the success of using direct corrective feedback as a corrective strategy to teach grammar, these findings revealed an important development of the students' grammatical skills taking into account their prior knowledge and the low mean score gotten (1.2/10) before the intervention plan.

Teachers need to realize that grammatical forms need to be explicitly taught for students to reach higher levels of academic language proficiency. However, grammar needs to be taught in context. Simply teaching grammar rules or having student memorize verb conjugations will not help students acquire grammatical competence. (Larsen-Freeman, 2001)

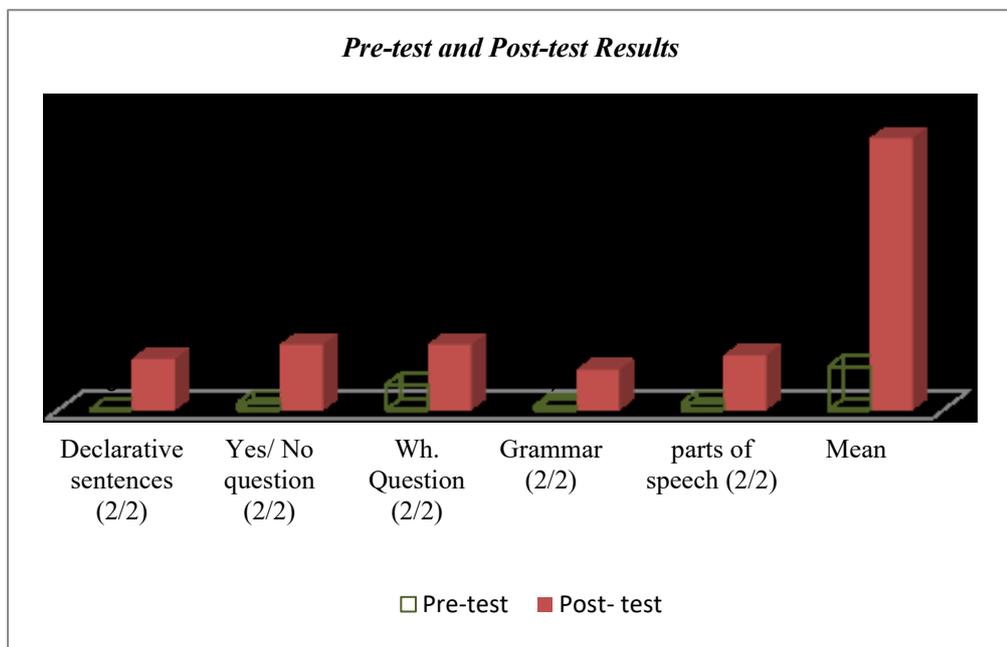
Comparing Pre and Post-Test Results

a. Table 8

Pre-Test and Post-Test Results

Indicators	Pre-test	Post- test
Declarative sentences	0	1,4
Yes/ no question	0,2	1,8
w-h question	0,7	1,8
grammar	0,1	1,1
parts of speech	0,2	1,5
Mean	1,2	7,5

b. Figure 8



c. Interpretation and analysis

The table and figure 8 displayed the contrast between the pre-and post-tests. The results have shown a considerable difference in comparison with the pre-test. It is evident that the treatment of direct corrective feedback strategy improved the students' knowledge on grammar getting a significant average. Before the intervention plan the pre-test results showed that the mean score was (1.2/10). Whereas, after the intervention plan, findings revealed an important students' achievement; the mean score was (7.5/10). As a result, the post-test displayed a real substantial progress of the whole group. The total mean score changed meaningfully from (1.2/10) to (7.5/10). Therefore, it was demonstrated an important students' development in their grammatical competence, attributed to the implementation of direct corrective feedback as a corrective strategy.

Bitchener (2008), claims that many students, believe that direct corrective feedback is and will be valuable in developing student`s writing proficiency. The primary argument supporting this claim is that direct corrective feedback can and should promote the development of the most studied area, including fluency and grammatical accuracy in writing in a second language; it also applies to foreign language learning.

g. DISCUSSION

The direct corrective feedback as a corrective learning strategy to develop grammatical competence amongst students of ninth year at Unidad Educativa Emiliano Ortega Espinoza during the 2016-2017 has been a suitable tool to develop meaningfully the grammatical competence in the students. The findings of the post questionnaires showed the substantial progress students gotten. The results from the research showed that now students are able to use an acceptable grammatical structure with all their parts, by following a useful strategy which helped to develop students' grammar by making a general plan to write sentences and short paragraphs of two or three sentences correctly.

The designed instruments such as pre and post-tests were applied with the purpose of identifying students' knowledge in grammatical competence before the intervention plan and afterwards. Regarding the indicators considered to evaluate students' performance were declarative sentences, wh-questions, yes/no questions, subject-verb-agreement and parts of speech. Afterwards, findings represented an improvement in development of students' grammar abilities to write accurate sentences. It is concluded that the research was a success. It displayed that whether teachers apply the direct corrective feedback strategy in their daily lessons there will be a substantial improvement in students' grammatical competence.

The application of the direct corrective feedback as a learning corrective strategy was an important tool that helped students learning. The pre-test mean

score was low (1.2/10) which showed that students had serious problems in grammatical competence but after the intervention plan it changed; the post-test mean score was higher (7.5/10) which demonstrated that the grammatical competence difficulties in the students were overcome in a great level. These findings showed an excellent result in the ninth year students because they were able to write accurately, following a word order, avoiding grammatical mistakes, using correct punctuation and using correctly parts of speech in their tasks.

The findings in the pre and post-tests questionnaires revealed an important change in the behavior and perception of the students on direct corrective feedback. The pre questionnaire showed that most of the students did not practice direct corrective feedback strategy in the class; as a Nassaji J. , (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. the results changed noticeable in the post questionnaire this ideology was different, it means that results accomplish the expectative, in other words the practice of direct corrective feedback was very useful in some aspects as a good attitude of the students to be corrected, recognize where the mistakes are to then work on their grammatical needs.

At the beginning of this intervention the students' attitude was not the best because they did not pay attention, and showed shyness with the teacher

candidate, however, during the process the students pay more interest in the classes, their participation and interaction were more productive; it showed the strengths of the class. On the other hand, the students showed an utter weakness like the excessive use of cellphones inside the classroom.

Finally, the Direct Corrective Feedback as a corrective strategy to develop grammatical skills in the group of students, contributed substantially to achieve the research's objective. After the intervention plan the results allowed recognizing the improvement of grammar capabilities to write simple sentence, the activities applied through the Direct Corrective Feedback allowed improving the knowledge process in students that were overcome positively. As a conclusion through direct corrective feedback the students were motivated to write simple sentence in English.

h. CONCLUSIONS

- The issue that limited the development of the students' grammatical competence was reflected at the moment that students were asked to write simple sentences in their English class, which was evidence with the mean score gotten at the beginning the intervention plan, due to students faced serious limitations in their grammatical competence, such as subject, verb and complement. Learners present a little knowledge in grammar structure.
- The planning of the intervention considered some activities to develop the grammatical competence throughout the direct corrective feedback as a corrective strategy; so, their knowledge on basic grammatical structures improved significantly, they wrote correctly sentences in the simple present tense. Furthermore, they were able to write short paragraphs of three sentences without mistakes using correct grammar; additionally, the students were able to recognize the mistakes they had made, this strategy allowed them to recognize their errors and participate in the development of the assigned tasks.
- The effectiveness of Direct Corrective Feedback was identified through the post-test in which the results demonstrated an important increase of students' grammatical competence. Consequently, the students were able to apply all their knowledge in order to write short sentences in the simple present tense correctly, all of this, motivated the students to participate and interact actively in the given activities, helping their own progress.

i. RECOMMENDATIONS

- Teachers should be aware of the limitations that pupils present at the beginning of the academic period; these allow them to identify the students' weaknesses in order to create an action plan that works appropriately on the students' needs. It might help to motivate students to learn and participate more, and create a comfortable environment while they learn English.
- Teacher should be able to employ various strategies; techniques and materials for teaching English that allow them to make more tasks easier and comprehensible, the tasks should be given to the students based on the students' needs, age and level of English. In addition, it is important to consider suitable processes and resources to develop writing during the English Language learning. On the other hand, teachers should monitor students when they work in pairs or in groups in order to determine if students' are developing their grammar.
- Teachers should work most of the time on the development of grammatical competence, because it helps the learners to create contexts in the language according to each aspect of grammar. The researcher suggests implementing activities using new strategies, to help students feeling confident to work in groups and write thoughts and ideas easily by practicing grammar

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k. ANNEX



UNIVERSIDAD NACIONAL DE LOJA
ÁREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN
ENGLISH LANGUAGE DEPARTMENT

THEME

THE DEVELOPMENT OF THE GRAMMATICAL COMPETENCE
THROUGH DIRECT CORRECTIVE FEEDBACK AMONG
NINTH-YEAR STUDENTS AT UNIDAD EDUCATIVA
EMILIANO ORTEGA ESPINOZA OF 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.

AUTHORA

JENNY SUSANA RUIZ ARMIJOS

LOJA – ECUADOR

2016

a. THEME

THE DEVELOPMENT OF THE GRAMMATICAL COMPETENCE
THROUGH DIRECT CORRECTIVE FEEDBACK AMONG
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EMILIANO ORTEGA ESPINOZA OF THE CITY OF CATAMAYO
DURING THE 2016-2017 SCHOOL YEAR.

b. PROBLEM STATEMENT

Background

The present research will be developed at Unidad Educativa Emiliano Ortega Espinoza during the academic year 2016-2017. This prestigious high school was founded in 1980 by Dr. Emiliano Ortega Espiniza and Dr. Jaime Roldos Aguileral.

This high school started to work with name Basic Level of Catamayo, but on June 7th 1983 it was publish 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 Licdo. 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 session high school curriculum.

The academic work began on September with 2054 registered students with different types, (912 women and 1142 men) and 105 teachers in the administrative staff and 3 employees of service staff and 20 people working in the administrative 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 from 10th EGB with an A2 level.

Consequently, learners in their 8th, 9th and 10th grades will be taught what they have already learned in terms of grammar and vocabulary, with new, context-specific vocabulary being added. One of the main reasons for this, is the gap between learners with different levels of English proficiency, due to the students come from different primary schools. Moreover, they also experience important changes in methodology and teaching approaches, as primary learners, they are instructed mainly through games, songs, rhymes, and playful activities.

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

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

Research problem

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

HOW DOES THE DIRECT CORRECTIVE FEEDBACK DEVELOP THE GRAMMATICAL COMPETENCE AMONG NINTH-YEAR STUDENTS AT UNIDAD EDUCATTIVAEMILIANO ORTEGA ESPINOZA OF 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 Street.

Participants

The participants of this research work are the ninth-year students at Unidad Educativa Emiliano Ortega Espinoza who are all about thirteen to fourteen years

old; they are fifteenth students, and the teacher candidate of this study who is going to take part in the intervention plan.

Sub problems

- What theoretical and methodological references about the direct corrective feedback as strategy are adequate for improving grammatical competence amongst ninth-year students at Unidad Educativa Emiliano Ortega Espinoza during the 2016 – 2017 school year?
- What are the issues that limit the development of the grammatical competence amongst ninth-year students 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 amongst ninth-year students at Unidad Educativa Emiliano Ortega Espinoza during the 2016 – 2017 school year?
- Which feedback strategy is implemented to improve grammatical competence amongst ninth-year students 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 amongst ninth-year students 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 amongst Ninth-year students at Unidad Educativa Emiliano Ortega Espinoza evening session during the school year 2016 – 2017.

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

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

d. OBJECTIVES

General

- To improve grammatical competence through the direct corrective feedback as a corrective strategy amongst ninth-year students 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 as corrective strategy and its application on the grammatical competence.
- To diagnose the issues that limits the development of the grammatical competence amongst ninth-year students at Unidad Educativa Emiliano Ortega Espinoza during the 2016 – 2017 school year.
- To design an intervention plan based on the direct corrective feedback as corrective strategy in order to improve the grammatical competence amongst ninth-year students at Unidad Educativa Emiliano Ortega Espinoza during the 2016 – 2017 school year.
- To apply the most suitable techniques of the direct corrective feedback as a corrective strategy in order to improve the grammatical

competence amongst ninth -year students at Unidad Educativa Emiliano Ortega Espinoza during the 2016 – 2017 school year.

- To validate the results obtained after the application of direct corrective feedback interaction to develop grammatical competence amongst ninth -year students at Unidad Educativa Emiliano Ortega Espinoza during the 2016 – 2017 school year.

e. THEORETICAL FRAMEWORK

Grammatical Competence

In today's Language acquisition researchers seek to understand when and how communicative competence is learned. Some studies on the language of children suggest that by the age of three or five, children are already varying their register defined as systematic language patterns used in specific types of situations, to meet the demands of context. (Anderson, communicative competence, 1990) in addition it is essential to understand the influence of communicative competence accurately in order to fully grasp the notion however, it might be useful to distinguish the terms competence, as it have been used quite often in discussions of communicative competence.

Recent theoretical and empirical research on communicative competence is largely based on three models of communicative competence: the model of Canale & Swain, the model of Bachman and Palmer, and the description of components of communicative language competence in the Common European Framework (CEF).

Hyme's ideas about communicative competence were later developed by Canale & Swain in 1980 who introduced a theoretical model of communicative competence. Their concept of communicative competence refers to "the relationship and interaction between grammatical competence, or knowledge of

the rules of grammar and sociolinguistic competence, or knowledge of rules of language use” (Canale & Swain, 1980)

The theoretical framework/model which was proposed by Canale & Swain, (1980, 1981) has at first three main components, i.e. fields of knowledge and skills: grammatical, sociolinguistic and strategic competence. In addition this model, Canale (1983, 1984) transferred any elements from sociolinguistic competence into the fourth component which he named discourse competence.

According, Canale & Swain (1980, 1981), grammatical competence is mainly defined in terms of Chomsky’s linguistic competence, which is why some theoreticians (Savignon, 1983), whose theoretical and/or empirical work on communicative competence was largely based on the model of Canale & Swain, use the term (linguistic competence) for (grammatical competence).

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

This researcher compared the development of communicative competence in native speakers to language learners in order to identify and understand existing differences. Besides, communicative competence is a theory that seeks to

understand an individual's ability to effectively convey meaning within given contexts.

According to the widely-cited framework produced (Canale & Swain, 1980, 1981) here are some components of communicative competence. There are sociolinguistic competence, discourse competence, strategic competence, and grammatical competence. For the same reason the four areas function together in language production (Lyster, 1996).

Sociolinguistic competence is the knowledge of the rules and conventions which underlie the appropriate comprehension and language use of the appropriateness of language in different contexts, sociolinguistic competence that allows us to be polite according to the situation we are be able to infer the intentions of others. In fact everyday life we vary the kind of language, we use according to levels of formality and familiarity the expression and understanding of appropriate grammatical forms for different communicative functions in different sociolinguistic context in this case, which are used in specific situations to achieve actions like thanking, greeting, requesting, responding, the competence object and model may be combined to provide more integrative activities for learners.

Moreover discourse competence, is the ability to construct longer sentences in discourse to form a meaningful whole. In this case asks: how are words, phrases and sentences put together to create conversations, speeches, email messages or newspaper articles.

As a consequence discourse competence also includes understanding how texts relate to the context or situation in which they are used. For example, what is the meaning of the word "in" in the following sentence? To take another example, the car is in the driveway, the pencil is in the cup, because we have practical knowledge that completes our understanding of language use, we know that the pencil is surrounded by the cup, but that the car is probably not embedded in the driveway.

Strategic competence is the composed of knowledge component will be made up of verbal and non-verbal communication strategies that may be called into action to compensate for breakdowns in communication due to performance variables or to insufficient competence. Other strategies will be one of two main types: those that relate primarily to grammatical competence (e.g. how to paraphrase grammatical forms that one has not mastered or cannot recall momentarily) and those that relate more to sociolinguistic competence (various role playing strategies, how to address strangers when unsure of their social status) (Canale & Swain, 1980, 1981)

The propose of studies on grammatical competence is interested in the presentation of the knowledge and understanding one of the reason is the fact that students have an easier to understand and imitated what they learn, considering that student are closer to the age at which naturally learn and try to take advantage of this favorable research.

Grammatical competence is the knowledge of semantic rules, and rules of grammar, and phonology. Although, learners of English need to learn to

understand the different time references of sets of words such as, give, gave, given, and to be able to make appropriate time reference when speaking or writing. For example involves knowledge of the language code (grammar rules, vocabulary, pronunciation, spelling, etc.).

This research on grammatical competence at an early age should be based on psychological preparation. It could help students discover that different concepts form to ensure successful learning by the way the program focuses on receiving and sharing information through component.

For instance grammar teaching focuses on grammatical instruction as well as on its importance in foreign language education. Some research focuses on conscious attention to form or noticing in any language educational program is essential.

Grammar assessment has recently been playing a pivotal role in teaching and learning languages. The place of grammar in the curriculum and its nature in teaching are two rather debated issues in the field of language learning and teaching (Ellis P. R., 1994).

Regarding alternative assessment, vocabulary and grammatical features in grammar materials and the language used in the real world, the need to study authentic materials in grammar becomes more evident. Authentic materials as TV broadcasts, newspapers or native speaker dialogues are all real language, created with not a purpose of language teaching in mind (Widdowson, 1996).

According to Bachman and Palmer's model, organizational knowledge is composed of abilities engaged in a control over formal language structures, there are some definitions of grammatical for instance, grammatical knowledge and pragmatic knowledge. This term refers to both "knowledge, or competence, and the capacity for implementing or executing that competence in appropriate contextualized communicative language use" (Bachman L. F., 1990, p. 84). Bachman suggested a framework for communicative language ability consisting of three components including: language competence, strategic competence and psychological mechanisms.

- Grammatical knowledge includes several rather independent areas of knowledge such as knowledge of vocabulary, morphology, syntax, phonology, and graphology. In addition pragmatic knowledge is the ability to use English in social contexts in a culturally appropriate way.
- Pragmatic knowledge refers to abilities for creating and interpreting discourse, also pragmatic knowledge is the ability to use English in social contexts in a culturally appropriate way.
- Organizational knowledge is composed of abilities engaged in a control over formal language structures, in this case, of grammatical and textual knowledge (Bachman & Palmer, 1996).
- Textual knowledge enables comprehension and production of (spoken or written) texts. Also it covers the knowledge of conventions for combining sentences into texts, as expressed, knowledge of cohesion (ways of

marking semantic relationships among two or more sentences in a written text or utterances in a conversation)

- Knowledge of rhetorical organization is the way of developing narrative texts, descriptions, comparisons, classifications etc. And either conversational organization, conventions for initiating, maintaining and closing conversations.

To continue with some studies about grammatical knowledge include several rather independent areas of knowledge such as knowledge of vocabulary, morphology, syntax, phonology, and graphology. They enable recognition and production of grammatically correct sentences as well as comprehension of their propositional content.

Grammatical competence is the process of building and sharing meaning through of grammatical that involves on the context.

According Canale & Swain (1980, 1981) grammatical competence is always focused on concept that includes expertise in grammar, for instance: vocabulary, pronunciation, grammar, letters relationship, intonation, stress, meaning, spelling, and sentence formation, grammatical competence has been traditionally associated with language learning, to acquire knowledge and abilities, furthermore to use the form express correctly, and understand the structure of English accurately, which contributes to their fluency.

The focus of the present study is seeks to investigate the reasons behind high school EFL students, in this perspective field work research suggests that the lack

of vocabulary competence affects tremendously students in to learn new vocabulary which is essential for language proficiency. Also, teachers and students that L2 vocabulary, important as it is, can be best learned by training students on the most effective strategies that can be used for learning vocabulary successfully.

Morphology = study of word structure ("Morph" is a recent verb for taking one thing and changing its image to that of another, it's from a Greek word meaning 'shape'. So, morphology is about the shape of the words themselves.) (Anderson & Stephen, A-morphous Morphology., 1992)

Syntax = study of sentence structure ("syn" as in "synthesis" and "synchronize" means something like "togetherness". So, syntax is about putting words together.) (Chomsky & Noam, 1965)

Semantics = study of meaning expressed by elements of any language, characterize able as a symbolic system.

Phonetic is about sound of language, phonology about systems of language phonetics is a descriptive tool necessary to the study of the phonological aspects of a language. Phonology is concerned how sounds function in relation to each other in a language also the study of phonology gives as insight into how the human mind works. Well as phonetic and phonology both deal with sounds, and as English spelling and English pronunciation is two very different things it is important that you keep in mind that we are not interested in letters here, but in sounds. For instance, English has not 5 or 6 but 20 different vowels, even if these

vowels are all written by different combinations of 6 different letters, “a, e, i, o, u, y” (Haman & Schmitz 2005)

Phonology

- Pronunciation of lexical items in connected speech
- Word stress in connect speech
- Normal word stress
- Emphatic or contrastive word stress
- Intonation patterns in connect speech
- Normal intonation for different clause types (imperative, declarative, interrogative)
- Emphatic or contrastive information patterns for different clause types

Orthography

- Graphemes
- Spelling convention (including accents) for :
- Individual lexical items
- Compounds (e.g. Use of hyphens as in un tire-bouch
- Punctuation conventions.

Vocabulary

- Common vocabulary related to topics selected according to analysis of learners’ communicative needs and interest.
- Basic meaning of content vocabulary items in context

- Gender of nouns and pronouns
- Meaning of idioms in context
- Basic meaning of other vocabulary items in context (that is, grammatical function words such as preposition and articles)

Word formation

- Inflection in context of:
 - Nouns for numbers and gender
 - Adjective for number and gender
 - Verbs for person, number, tense
- Agreement in context of:
 - Pronouns with nouns (number and gender)
 - Nouns / pronouns, with verbs (person and number for verb, case for pronouns)
- Derivation at new words (e.g. referee from faire)

Sentence formation

- Common sentence and sub sentence, structure selected according to analysis of learners communicative needs and interests.
- Form of a given structure in context.
- Literal meaning of a sentence having a given structure (with vocabulary) in context.

Sentences construction

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)

Example: the boy climbed a tree.

In order to say more about the subject or the object it is possible to add an adjective

Example: the young boy climbed a tall tree.

In order to say more details about how he climbed the tree it is to use an adverb.

Example: the young boy quickly climbed a tall tree.

The sentence becomes more interesting as it gives the reader or listener more information.

Grammatical competence is the system of rules by which we form words and sentences. Grammar is important for 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, etc.

People form sentences in order to:

- Make statements or requests.

- Asking questions.
- Exclaim a powerful feeling or emotion.

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

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

Declarative sentence:

Declarative sentences 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. (Kierzek & Gibson, 1965)

A declarative sentence usually ends in a period the subject normally precedes the predicate, and though it may end in an exclamation point.

Formation, positive sentences:

subject	Verb	Rest of the sentence (object + adverb + adjective + complement)
She	Study	English at global world.

Formation, negative sentences:

Subject	AV + not	Verb	Rest of the sentence (object + adverb + adjective + complement)
She	Does not	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)

There are two types of interrogative sentences.

Yes/No interrogative: Yes/ No question usually will be answered by yes or no.

Formation, Yes/No interrogative sentence:

AV	subject	verb	Rest of the sentence (object + adverb + adjective + complement)
Do	You	like	This?

Information question: information question are used to ask about specific kinds of information. They are also called Wh questions because many of the words that are used to ask this type of question begin with Wh.

Formation, Wh-interrogative sentence:

QW	AV	Subject	verb	Rest of the sentence (object + adverb + adjective + complement)
Where	Do	You	learn	English?

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)

Strategies and techniques for developing grammatical competence

Building contextual

Building contextual is to be partly understood as activating existing schemata in the mind of learners knowing that the activation of these schemata will facilitate the processing of new information by increasing the learners' ability to engage in hypothesis formation and to make predictions and inferences (Mendelsohn, 1994).

In the field of grammar, activating students prior knowledge facilitates the acquisition of new structures because when students make mental connections with what already know, grammar structures can be internalized. In ESL classes while teaching grammar, teachers directly go straight into the lesson.

Moreover is necessary to prepare the learner for the lesson. Teachers need to engage the students first. They need to give students an idea about their lesson by asking them some guiding questions that will lead them into the lesson. In order to elicit the target language, get the students really interested in, for example, a character, a situation (this process will vary according to the profile of each class).

But, use language that is easy for the students to understand. Make the situation clear enough for the students to hazard a guess about the target language. And do make it clear that you want the students to come up with the target language! Finally, be sure to spend enough time on the 'tease' – don't jump in too early with providing the target language yourself.

Using knowledge phases

To facilitate language acquisition, it's necessary to organize lessons in learning phases or phases of instruction (Cloud, Genesee, & Hamayan, 2000, p. 122). Organizing lessons in learning phases is absolutely essential to ensure students' learning. To support ESL and EFL teachers as they work to promote linguistic - grammatical development among language learners, a model of instruction has been proposed in which three fundamental phases are distinguished: Activation (before), Connection (during), and Affirmation (after) (Herrera, Kavimandan, & Holmes, 2011).

In each of these phases, the teacher assumes different roles that work together to support student learning. In the Activation phase, the teacher uses activities and prompts that have been purposefully designed to access the knowledge and experiences that students bring to the topic and/or key vocabulary or structures of the lesson.

In the Connection phase, the teacher serves as a facilitator for student learning. He or she promotes the engagement of students, builds classroom community, and supports their retention of new material. In the Affirmation phase of the lesson, the teacher uses authentic assessment to document student progress, keeping in mind the varying linguistic starting points of the learners in the classroom. The teacher affirms the progress made at both the individual and collective levels.

Framework

The notion of “Framework” is key to effective grammar instruction. Scaffolding is the term given to the provision of appropriate assistance to students in order that they may achieve what alone would have been too difficult for them. Scaffolding is a concept based on the theory proposed by Vygotsky,(1978), known as, 'Zone of Proximal Development (ZPD)'.

It is one of the most popular teaching methods in education. In this mode of instruction a teacher helps the student initially, to learn a new concept/structure and offers maximum assistance. Gradually, the teacher sets up never tasks for the students to perform and apply their knowledge independently. The zone of proximal development literally means the distance between what children can do on their own and what they can do when assisted by an adult. Scaffolding in education is a strategy in which a knowledgeable person equips the student and provides him with all the information and support to acquire or learn a particular thing, in the case of grammar a particular structure.

Contextualizing grammar

Research has shown consistently that grammatical structures will become internalized only if the learners use the structures for meaningful, communicative purposes. Classes that focus on language form for the purpose of increasing comprehension and meaning have been shown to result in greater language gains than classes in which no focus on form is available or in which forms are learned as meaningless structures, not connected to any meaningful communicative act or

applied in any way (Lighthown & Spada, 2000). That is, focus on form is only useful if this knowledge can be used by the learners in a new way at a later time.

According to (Shrum & Glisan, 1994) language that is introduced and taught in context presents real situations that encompass the physical setting, the purpose of the exchange, the roles of the participants, and the socially acceptable norms of interaction, in addition to the medium, topic, tone, and register of the exchange.

On the other hand grammatical structures that might otherwise be devoid of context become an integral part of the communicative acts that occur in contexts. Contextualization involves meaningful language use for real communicative purposes and helps students to understand how meaning is constructed by language users (be they writing, speaking, reading, or listening) depending upon context.

Providing Meaningful Input

For periods, scholars in the field of language education have cited the central role of “comprehensible input” (Krashen, 1982; 1985; among others) in the process of second language acquisition. Input is considered “comprehensible” when it is slightly above the current proficiency level of the learner (“ $i + 1$ ”).

This idea is related to the work of (Vygotsky, 1978), who argued that real learning only occurs when the learner is presented with new concepts (structures in the case of grammar) that are just beyond his/her grasp. It is over the interaction and assistance of a “more capable peer” that the learner progresses. In order to lead to language and content learning, input (be it oral or written) should be

authentic. An reliable text is one that is not originally produced for language-teaching purposes but rather for the purpose of communicating meaning.

Maximizing Production

Though comprehensible input is key for second language acquisition, it is not sufficient. What we know is that learners must use language in meaningful interaction in order to learn it. At the onset of immersion programs in Canada in 1965, it was believed that all that was necessary for second language acquisition was to "immerse" learners in a language bath.

However, have resolutely established that this focus on comprehensible input in the immersion context has inhibited language growth in the learners. It is now understood that teachers need to balance the provision of comprehensible input with opportunities for learners to produce "output," that is, to use language in meaningful ways to communicate meaning (Swaim, 1985)

Using images

According to (Akapo) “The purpose of visual aids is to motivate, to stimulate and guide the student” He furthermore explains that “graphic material often improves comprehension and performance if it helps to elucidate difficult content, adds meaning to a very short or boring test, or is used to compare and contrast”.

Educators can give examples in the form of pictures, or images, drawings or objects and then explain grammar structure through those examples. If teachers show them pictures and physical objects, students can not only listen but also visualize the examples. This visualization will reinforce what they listen and therefore grammar teaching will be more meaningful and consequently effective.

Find the Difference for these activity students can work in pairs and each couple is given two different pictures, for example, picture of boys playing football and another picture of girls playing tennis. Students in pairs discuss the similarities and/or differences in the pictures.

Role-play

“Role play is a way of bringing situations from real life into the classroom” (Doff, 1990, p. 232). In role play, students need to imagine a role, a context, or both and improvise a conversation. The context is usually determined, but students develop the dialogue as they proceed (Doff, 1990). Role play is an ideal technique to teach language because it prepares learners for the unpredictabilities of real-life communication, teaches appropriateness, and boosts self-confidence. Once students know any grammar structure they need to practice it in different contexts. Role-play can serve this purpose of practice and revision.

Include reading and writing

The best grammar instruction includes extensive reading and writing. This includes the teacher reading aloud to students of all ages. When students hear and see what is proper, they incorporate it into their own writing. This means that teachers need to provide extensive opportunities for students to read and write in the classroom. The writing process itself teaches grammar. As students proofread, edit and revise their own work, they learn about the proper use of grammar.

Teaching grammar through stories

Everyone loves a story. Stories can be used for both eliciting and illustrating grammar points. The former employs inductive reasoning, while the latter requires

deductive thought, and it is useful to include both approaches in lesson planning.

In addition, a well-told story is the perfect context for a structure-discourse match, but the technique can also be used effectively for a structure-social factor match. Storytelling is one of these extremely versatile techniques, and once you get the hang of it, it can be a convenient and natural grammar teaching tool. You may even find that it is the technique that holds students' attention best, as well as the one they enjoy most.

Grammar points can be contextualized in stories that are absorbing and just plain fun if they are selected with the interest of the class in mind, are told with a high degree of energy, and involve the students. Students can help create stories and impersonate characters in them. Students will certainly appreciate and respond to your efforts to include them in the storytelling process, but they will also enjoy learning about you through your stories. (How to teach grammar?)

Story telling

Students can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates. Story telling fosters creative thinking. It also helps students express ideas in the format of beginning, development, and ending, including the characters and setting a story has to have. Students also can tell riddles or jokes. For instance, at the very beginning of each class session, the teacher may call a few students to tell short riddles or jokes as an opening. In this way, not only will the teacher address students' speaking ability, but also get the attention of the class.

Suggestions for teaching grammar

Thornbury (1999) presents the following suggestions to teach grammar:

- The rule of context: Teach grammar in context.
- The rule of use: Teach grammar as a means to facilitate comprehension and production of language in real life situations.
- The rule of appropriateness: Take care of the factors such as level, needs, expectations and styles of students while teaching any grammar points.
- The rule of relevance: Teach only those grammar points that the learners need.
- The rule of nurture: Teaching does not necessarily lead to learning. Therefore provide the suitable conditions for learning rather than clinging to the notion of teaching.

Effective feedback

Is important to mention it in this review some important concepts and researches made on feedback. Effective corrective feedback is an important component of the teaching-learning process in other words described feedback as one of the most influential factors in learning.

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 stated that “Feedback is information with which a learner can confirm, add to, overwrite, tune, or restructure information in memory, whether that information is domain

knowledge, meta-cognitive knowledge, beliefs about self and tasks, or cognitive tactics and strategies” (p. 5740) (Winner & butler, 1994).

Corrective feedback

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

However, there is growing evidence that corrective feedback can influence acquisition. This evidence is considered in the section dealing with corrective feedback below.

- Explicit instruction may be more effective than implicit instruction when learning is measured in test-like performance
- Consciousness-raising tasks catering for discovery-based explicit instruction are as effective as didactic explicit instruction at developing explicit L2 knowledge and also afford opportunities for meaning-centered communication if performed in the L2.
- Irrespective of whether input-processing instruction is more effective than production-based instruction, structured input clearly contributes to L2

learning and may prove a useful option for introducing new structures and for the development of self-instructional materials.

- Functional grammar teaching results in learning whether this is measured in test-like or more communicative performance.
- Disagreement exists regarding whether corrective feedback contributes to learning.

Corrective feedback is potentially of value to all students, not just to the particular student who receives it; explicit feedback can contribute to learning. Extensive corrective feedback can also assist learning. But the teachers demonstrate a general preference for the use of recasts, a relatively implicit form of feedback; this is possibly because it is less socially threatening and intrusive, moreover, vary in form and can be salient to students.

The effectiveness of corrective feedback depends on multiple factors, including: the particular features of language being corrected, the conditions relating to the provision of teacher correction, the appropriateness of the student's stage in his/her language learning process to benefit from the correction, and the ability of learners to notice a gap between what they want to say and what they can say, leading them to differentiate what they do not know from what they know only partially. (Schmidt & Frota, 1986).

Moreover, 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.

There is some difference between the effect of oral and written corrective feedback (CF) on learners' accurate use of English articles. To this end, the current research presents the results of a quasi-experimental study with a pretest, immediate posttest, delayed-posttest design, using 12 intact intermediate English-as-a-second-language classes with adult learners of various first language backgrounds.

There are two different for the oral CF groups, students were asked to retell a story during which CF was provided. For the written CF groups, students were first asked to rewrite a story and then given CF. the acquisition of English articles was measured by means of a speeded dictation test, a written narrative test, and an error correction test.

The role of different types of corrective feedback in language learning has already been investigated by a considerable number of researchers. Cohen & Robbins are known as the first researchers who addressed this issue in 1976. They conducted an error analysis of verb forms of written drafts of three advanced ESL university students.

For the same reason, their goal was to investigate the effect of error correction done by the teachers on the accuracy and eradication of errors. They found no relationship between the provision of the teacher feedback and improvement of

the students' accuracy in writing. The study showed that correction in written drafts was neither systematic nor enlightened enough to influence the students' accuracy.

Similarly, as mentioned before, Truscott (1999) not only rejected the efficacy of teacher feedback but also stated that this type of feedback should be abandoned since it is harmful. In addition, he believed that grammar correction limited the students to surface level structures of their written drafts, diverge the students from development of ideas and deviated their attention from focusing on the content and organization of their writings.

Furthermore, Fazio (2001) in an experimental study investigated the effect of providing the minority and majority students with corrections, commentaries and a combination of correction and commentary. The researcher's goal was to see the effect of these types of feedback on the journal writing accuracy of the students. The two groups were randomly assigned to different feedback conditions. For both student groups, results indicated no significant difference in accuracy due to feedback conditions.

On the contrary, Lalande (1982) showed that corrective feedback given by teachers helped students to improve the accuracy of their language skills. Yet in another study, some investigated the relationship between feedback and acquisition. Eight classes, with a total of 207 students, were observed and the feedback episodes were transcribed. Class-specific tests, in which there were

many task types that the students were required to complete, were administered to the students. Havranek, (2003)

The tests included as many errors from the feedback episodes as possible. There were two groups participating in the study, one involved in feedback episodes and the other not. The results of the tests suggested that more than half of the time, the students who made mistakes and were then corrected could use the structure correctly on the test.

Moreover, Chandler's (2003) study can be referred to as a study the result of which supported error correction. Chandler used the experimental and control groups' data and showed that students' correction of grammatical and lexical errors between assignments reduced such errors in their subsequent writing. Furthermore, the findings revealed that both direct correction and simple underlining of errors were more effective than describing the type of error. In fact, direct correction was effective in the production of accurate revisions. Finally, it was found that both students and teachers preferred direct correction since it was an easy and fast approach to error correction.

Most people would agree that helping students learn new information through a mixed method design, studied the Brazilian EFL teachers' beliefs about grammar-based corrective feedback on L2 writing and the relatedness of their beliefs to their pedagogical practices in their classes. The teachers in the study believed that Grammar correction in L2 writing is necessary in writing classes.

Providing corrective feedback on learners' writing is time consuming but valuable.

Grammar feedback on L2 writing does not necessarily help learners write well, but can help them write accurately. Grammar correction in L2 writing is useful because students expect it from teachers. Found that the teachers considered corrective feedback on grammar in writing classes a useful activity.

Moreover, empirical evidence regarding the effectiveness of grammar-based corrective feedback on L2 writing was not provided in the study. Thus, the researcher expressed doubts about whether grammar correction actually contributes to learners' writing development. In an attempt to shed more light on the issue, more recent studies have sought to provide empirical evidence regarding effectiveness of corrective feedback in improving writing accuracy and accurate use of grammatical structures.

Error Correction

Error correction have derived from the idea of error avoidance and providing the quick and direct error correction before the 1960s, and that was condemned as harmful and unnecessary in the late 1960s, and the need of error correction in the 1970s and 1980s.

As a have noted many teachers correct the students' written errors in the hope that this will help them improve the long-term quality of their writing that Truscott considers it as a misguided endeavor to achieve this objective. However, Although Truscott's argument is a powerful one, there is no conclusive evidence

about the ineffectiveness of error correction is found. The important concern that takes the researchers' attention is not "not to correct" or "to correct", but rather "what to correct" and "how to correct". (Hendrickson & Leki, 1978; 1991).

Some researchers, following behaviorist tenets that reinforcements need to be given quickly to be effective, have thought that it is essential to give feedback immediately.

For example:

Pressey, (1950) stated, such immediate feedback has been implemented in state-of-the-art computer-based instructional technology, called cognitive tutors, and is considered "the best tutorial interaction style".

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)

For this reason a number of studies have reported better performance when feedback was given immediately, For instance, Kulik & Kulik, (1988) reported a meta-analysis of 53 studies that varied widely in the methodologies used. The conclusion to the meta-analysis was that although delayed feedback was often found to produce better results in laboratory studies, immediate feedback resulted

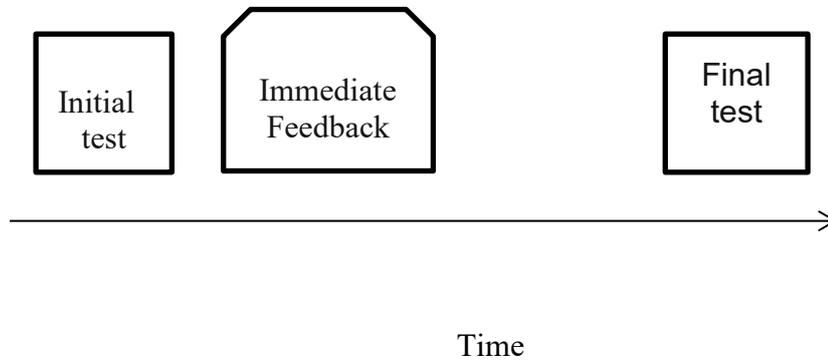
in better performance in applied studies in actual classrooms, and Kulik & Kulik implied that it might be the classroom setting itself that was the key factor.

According to Butler & Roediger,(2007) protested that the breakdown of studies into those done in the classroom and those done in the laboratory is unsatisfying as an explanation and instead suggested that there might have been a difference in the learners' processing of the feedback in these studies. They noted that, in many of the classroom situations, the learners may not have paid as careful attention to the feedback when it was given at a delay as when it was given immediately and that this difference in processing of the feedback may have accounted for the sometimes-seen superiority of the immediately given feedback.

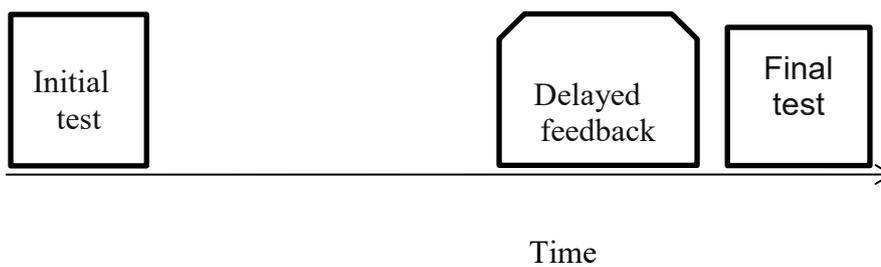
Furthermore it is, important that studies investigating differences in the timing of feedback take special care to ensure that the feedback is processed and attended to by the participants to the same extent whether that feedback is given immediately or at a delay. Other researchers have proposed other reasons for why delayed feedback might enhance later memory.

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

Immediate Feedback



Delayed Feedback



To investigate the timing of feedback, we needed a design in which the lag to test was the same in the immediate feedback and delayed feedback conditions, on the other hand, we designed a four-session experiment in which the sessions were spaced a day or two apart.

There were three sets of to-be-learned materials. (Kulhavy & Anderson, 1972) After studying and being tested on a set of questions, the participants were given immediate feedback (which they then had to type into the computer themselves) on some of the questions on which they had made errors, delayed feedback on some (which, again, had to be typed in), and no feedback on some.

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.

Finally, on the fourth session, all items that had been incorrect were tested. By comparing performance on the questions that had been given feedback on Session 2 (i.e., items that were Session 1 questions being given delayed feedback, as well as items that were Session 2 questions. being given immediate feedback), we could look at the effect of immediate versus delayed feedback while keeping lag to test constant. (Kulhavy & Anderson, 1972).

Strategies for providing CF strategies for providing written CF can be identified, with a number of options associated with some of them.

Direct Corrective Feedback

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).

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-

the effects of these two indirect types of corrective feedback on whether they have any effect on accuracy in new pieces of writing. (Ferris & Roberts, 2001)

A dog stole X bone from X butcher. He escaped with X having XX bone. When the dog was going X through X X bridge over X the X river he found X dog in the river

Metalinguistic Corrective feedback

Metalinguistic corrective feedback involves providing learners with some form of explicit mention about the nature of the errors they have made. The explicit comment can take two forms. By far the most common is the use of error codes. These consist of abbreviated labels for different kinds of errors. The labels can be placed over the location of the error in the text or in the margin.

Furthermore, it is commonly accepted that although task-based teaching needs to ensure that learners are principally focused on meaning, it must also find ways of helping learners to attend to form. In addition attention to form can be induced through the design of tasks (as discussed above) and also methodologically (e.g. by providing opportunities for strategic and on-line planning) (Newton & Kennedy, 1996).

Corrective Feedback

The corrective feedback supplied by teachers and, to a lesser extent, by students has attracted considerable attention from researchers. The theoretical motivation for this interest lies in the claim that L2 learning (unlike L1 learning) requires negative evidence as well as positive evidence (i.e. learners need to be shown what is NOT correct as well as provided with examples of what IS correct). Besides theoretical support for corrective feedback can be found in

Schmidt, (1994) claim about the importance of noticing and noticing-the gap in L2 acquisition.

Corrective feedback may help learners to notice linguistic forms that they might otherwise ignore and to identify how their deviant utterances differ from the linguistic norms of the language. Corrective feedback, then, is hypothesized to play an important role in developing accuracy in the L2. The bulk of the studies, however, have been descriptive; that is, they have not attempted to show that correcting learners' errors results in Acquisition.

In this perspective, research demonstrated the complexity of error correction. It showed that teachers are more likely to correct some errors than others, that they vary greatly in how frequently they correct errors and also in the manner in which they correct them. In general, teachers' correction is characterized by imprecision and inconsistency.

They have been observed to use the same overt behavior (e.g. 'repetition') to both correct an error and to reinforce a correct student response. Nystrom (1983) noted that 'teachers typically are unable to sort through the feedback options available to them and arrive at an appropriate response'. Inconsistency is evident in the fact that teachers correct some students but not others (even for the same error).

More studies about Feedback is an essential component in all learning contexts and serves a variety of purposes including evaluation of students' achievements, development of students' competences and understanding, and elevation of students' motivation and confidence. (Hyland, 2000) Within teaching and learning

activities in a higher education setting, feedback can be perceived as any information communicated to the learner as a result of a learning-oriented action (Race, 2001). Nonetheless, formal feedback is provided in response to students' work on formative assessment such as essays, assignments and projects.

In order to be effective, feedback on formative assessment needs to possess a number of qualities: it needs to be timely, constructive, motivational, personal, manageable and directly related to assessment criteria and learning outcomes (Race, learning, 2006). But formative feedback is very important since the method selected may discourage or draw students' attention in the feedback process.

In the same way effective feedback can be communicated to students in a number of different ways, but, a number of more practical matters that teachers can attend to in order to foster student cooperation in group/pair work. It should be noted, however, that there is little L2 research available that has directly addressed these issues. They include:

Students' orientation to the task

For groupwork to be effective students need to be convinced that the task is worthwhile and not simply an opportunity for some 'fun' (as Foster (1998) suggests was the case in the learners she investigated – see Chapter 6). Students, then, need to be serious and committed towards obtaining the best outcome possible for the task.

Individual accountability

Each student needs to be made accountable for his/her own contribution to the completion of the task. One way in which this can be achieved is by giving each group member a specific role to perform (Jacobs, 1998). Another is by asking each student to make an explicit comment on their personal contribution in the post-task report.

Physical arrangement of students

According to Jacobs (1998) students need to be seated in a way that they can easily talk together and maintain eye contact, share resources, talk quietly and take up less space.

Collaborative skills

Teachers can provide training in the strategies needed to engage in effective collaboration (e.g. how to disagree and how to negotiate meaning). The extent to which students are able to use these strategies in groupwork needs to be constantly monitored.

Group permanence and cohesion

Cooperative learning requires that students have time to consider how their group is functioning and find ways of working together effectively. If groups are constantly changing, students will not have the opportunity to develop the 'positive interdependence' (Johnson & Holubec, 1993) considered essential for group cohesion. The ability to work effectively with others is a process that requires time.

Teacher's role

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:

- **Timely:** feedback is more effective if it is provided timely since students can still recall how they addressed each assessed task (Race, learning, 2006) Timely feedback is important because it allows students to apply it to future learning and assessments. It is also important that the feedback timeframe is clearly communicated to the students.
- **Motivational:** feedback may have positive or negative effect on student motivation and self-esteem. It affects students' personal feelings which, in turn, affect their engagement in the learning process (Juwah, 2004). As a

result, formative feedback should be empowering and constructive in order to aid student motivation and encouragement.

- Individual/personal: each student has unique strengths and weaknesses. As a result, in order to be effective and enable students to improve their competences, formative feedback must fit each student's achievements. It needs to be personalizing and tailored to individual students' strengths and weaknesses.
- Manageable: feedback should certainly be detailed enough to ensure that students understand their strengths and weaknesses. Nevertheless, over-detailed feedback forms are too many.
- Comments can result in confusing students and making it hard for them to separate the important feedback. Consequently, feedback should be manageable and allow students to easily interpret and benefit from the feedback they need the most (Race, learning, 2006)

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 is to identify a problematic situation that the participants consider worth looking into more deeply and systematically. Action research can be undertaken by undergraduate and postgraduate students' assisted or guided by professional researchers, with the aim of improving their strategies, practices and knowledge of the surroundings within which they practice.

This action research has the aim of improve the grammatical competence through direct corrective effective feedback. Action Research will allow the teacher candidate become a participant to study aspects in the problematic situation, analyze and reflect on the results that will be derived from the application of direct correct feedback to improve the grammatical competence in the English Foreign Language amongst ninth-grade students at Unidad Educativa Emiliano Ortega Espinoza evening session during the academic period 2016-2017.

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

Methods, techniques and instruments

Methods

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

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

The Statistics method will be used to make the quantitative statistical analysis of the data obtained from the tests and the qualitative data from the observations and teacher's diary.

The scientific method will facilitate the study of grammatical competence through direct corrective feedback. Also, it helps in the observations done before and during the intervention. This one will support with gathering data to make relevant predictions about the possible solution.

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

Techniques and Instruments

Data collection

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

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

Pretest- Posttest will be given at the beginning and at the end of the intervention plan. The same pre-test will be used as a post-test and applied at the end of the intervention plan, to obtaining information about students' improve grammatical competence through direct corrective feedback during the intervention plan. The test will be conducted in class and the researcher will give students a clear explanation and clarify all queries raised.

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

Observation will let the researcher to know the facts in a participative and no participative way. The observation will be developed through an observation sheet and a field note sheet. The observation will be during a natural environment by the ninth-grade students at Unidad Educativa Emiliano Ortega Espinoza during their English classes. There will be two types of observation as detailed below.

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

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

Participant observation. In the participant observation, the researcher will become a part and a participant in the situation being observed. The researcher will participate deliberately in the problematic situation by means of the grammatical competence through direct corrective feedback among ninth-year

students at Unidad Educativa Emiliano Ortega Espinoza during 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 improve grammatical on the questionnaire or test, the researcher will exclude them from competence 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 consists in worksheets that will contain questions like multiple choices, matching, completing, etc.

Participants

The participants of this research work are the ninth-year students at Unidad Educativa Emiliano Ortega Espinoza evening session that are all about thirteen to fourteen years old; they are fifteenth 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

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

Connection

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

Affirmation

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

Period

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

Intervention Plan and Observation

Week 1

RESEARCH PROBLEM	How does direct corrective feedback develop the grammatical competence among Ninth-year students at Unidad Educativa Emiliano Ortega Espinoza during 2016 -2017 school year?
GOALS	By the end of this intervention plan, students will be able to communicate producing distinctive grammatical structures such as declarative sentences, interrogatives in order to use them effectively in communication.
LEARNING OBJECTIVES	By the end of this lesson students will be able: <ul style="list-style-type: none"> ▪ Describe people’s personality. ▪ Talk about lifestyles and free time activities. ▪ Express likes and dislikes.
CONTENTS	<p>UNIT 1. My family and me. Pages 10-13</p> <ul style="list-style-type: none"> ▪ Personal Information ▪ Routines ▪ Free Time Activities ▪ Vocabulary <p>Words related to personality and free time activities</p> <ul style="list-style-type: none"> ▪ Grammar <p>Simple Present tense with the verbs to be, love, like and prefer</p>
INSTRUCTIONAL FOCUS	<p>Activation: Warm up. (5 min) Ask students to describe the pictures on page 9. Ask a couple of questions like: How many people are there? How old are they? What are they doing? Do you like karaoke? Do you like to cook? Do you like soccer? and so forth. Write their answers on the board.</p> <p>Connection: (30 min) Match the antonyms. Use the glossary if necessary. Before tackling the exercise, scramble the letters of the ten adjectives and write them on the board. Have students unscramble and spell them. Listen and complete the descriptions. Prepare students for the reading and listening exercise by helping them focus their attention on the Useful Expressions. Give them additional examples like: She is relaxed / She is a relaxed person. Complete the survey with the verbs in the Word Bank. Then, answer it by selecting one option. Ask students to raise their hands if these questions address their personalities: Are you a hobbyist? Are</p>

	<p>you quiet? Are you energetic? Are you artistic? Now, focus students' attention to the Word Bank by asking them to read each word after you to practice pronunciation. Encourage some volunteers to come up to the board and draw a picture representing each verb. After that, invite students to work on the survey.</p> <p>To help students internalize the newly learned vocabulary, divide the class into two big teams and give each one 25 small white pieces of paper. Ask each team to write 10 vowels and 15 consonants on the back of the papers. Encourage them to form as many verbs as they can with the letters they have and invite them to stick them on the board.</p> <p>Ask for a volunteer to read the instructions. Focus students' attention on the photograph and encourage them to speculate about their ages, origins and professions. Let students know the importance of using imagery to predict both the topic and the content of a text/reading passage. Emphasize that a topic is a subject, an issue or a matter that people write, study or discuss. For example, if we talk about rap, pop and reggae, then the topic is music</p> <p>Affirming: (5 minutes)</p> <ul style="list-style-type: none"> ▪ Teacher asks questions randomly. Students answer orally. ▪ Students have to complete their workbook exercises 1-2.
CLASSROOM RESOURCES	<ul style="list-style-type: none"> ▪ Teachers' guide ▪ Student's notebook ▪ Student's book. ▪ Student's workbook. ▪ Board, markers. ▪ Cd player. ▪ Class audio Cd.
DATA COLLECTION SOURCES	<p>Data source 1: pretest</p> <p>Data source 2: pre questionnaire</p> <p>Data source 3: field notes</p>
SUPPORT	Coaching and guidance from our thesis advisor
TIME	Week 1: November 7-12

Adapted from D'Ann Rawlinson & Mary Little. (2004). Improving Student Learning through Classroom Action Research. Daytona Beach. Project CENTRAL.
Herrera, S., Holmes, M. & Kavimandan, S. (2011). Crossing the vocabulary bridge. New York: Teacher college press.

Week 2

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

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

DATA COLLECTION SOURCES	Data source 1: Field notes.
SUPPORT	Coaching and guidance from our thesis advisor
TIME	Week 2: November 14 - 18

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

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

Week 3

RESEARCH PROBLEM	How does direct corrective feedback develop the grammatical competence among Ninth-year students at Unidad Educativa Emiliano Ortega Espinoza during 2016 -2017 school year?
GOALS	By the end of this intervention plan, students will be able to communicate producing distinctive grammatical structures such as declarative sentences, interrogatives in order to use them effectively in communication.
LEARNING OBJECTIVES	By the end of this lesson students will be able: <ul style="list-style-type: none"> ▪ Identifies people's customs from around the world. ▪ Recognizes nationalities, greetings, clothing, food, and celebrations from diverse cultures. ▪ Distinguishes between people's habitual actions, routines and temporary actions that are marked with time expressions.
CONTENTS	UNIT 2. Cultures around the world Pages 22-24 <ul style="list-style-type: none"> ▪ Greetings ▪ Clothes ▪ Food ▪ Celebrations and Holidays ▪ Grammar Simple Present Tense with adverbs of frequency. Present Progressive.
INSTRUCTIONAL FOCUS	Activation: Warm up. (5 min) <ul style="list-style-type: none"> ▪ Ask students if they know any greetings that people use in other parts of the world. Write on the board the greetings they mention. Draw a table with two columns,

	<p>and fill it with the rest of greetings by mimicking, naming and writing them on the board.</p> <p>Connection: (30 min)</p> <ul style="list-style-type: none"> ▪ Complete the text with the corresponding country. Use the Word Bank. Then, listen and check. To promote the interpersonal, linguistic and visual-spatial intelligences, invite students to work in pairs to take part in a swift contest. Ask them to identify the picture that shows: A church, utensils people use to eat, a special celebration, a present or a gift, greeting, and special clothes or clothing. Then, ask students: Do you go to church? When do you go to church? What utensils do you use to eat? Do you celebrate Christmas Eve and New Year? What do you do on New Year's Eve? ▪ Invite students to follow the example given on the board to write their own sentences about a celebration they know of, making use of the adverbs of frequency and other time expressions. ▪ Bring in some pictures in which people from different cultures are celebrating with temporary actions and stick them on the board. ▪ Tell them you will point at the picture and dictate some sentences for completion ▪ Draw students' attention to the example given in Andres and Nicole's conversation, by calling on two volunteers to read the short dialogue. ▪ <p>Affirming:</p> <ul style="list-style-type: none"> ▪ Students have to make sentences describing different things that their classmates are doing in the moment.
<p>CLASSROOM RESOURCES</p>	<ul style="list-style-type: none"> ▪ Teachers' guide ▪ Student's notebook ▪ Student's book. ▪ Student's workbook. ▪ Board, markers. ▪ Cd player. ▪ Class audio Cd.
<p>DATA COLLECTION</p>	<p>Data source 1: Field notes.</p>

SOURCES	
SUPPORT	Coaching and guidance from our thesis advisor.
TIME	Week 3: November 21 - 25

Adapted from D'Ann Rawlinson & Mary Little. (2004). Improving Student Learning through Classroom Action Research. Daytona Beach. Project CENTRAL.
Herrera, S., Holmes, M. & Kavimandan, S. (2011). Crossing the vocabulary bridge. New York: Teacher college press.

Week 4

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

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

Adapted from D'Ann Rawlinson & Mary Little. (2004). Improving Student Learning through Classroom Action Research. Daytona Beach. Project CENTRAL.
Herrera, S., Holmes, M. & Kavimandan, S. (2011). Crossing the vocabulary bridge. New York: Teacher college press.

Week 5

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

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

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

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

Week 6

RESEARCH PROBLEM	How does direct corrective feedback develop the grammatical competence among Ninth-year students at Unidad Educativa Emiliano Ortega Espinoza during 2016 -2017 school year?
GOALS	By the end of this intervention plan, students will be able to communicate producing distinctive grammatical structures such as declarative sentences, interrogatives in order to use them effectively in communication.
LEARNING OBJECTIVES	By the end of this lesson students will be able: <ul style="list-style-type: none"> ▪ Ask and answer about favorite leisure and introduce them by using informal greetings. ▪ Talk about their daily routine. ▪ Express preferences using their information.
CONTENTS	UNIT 3: Amazing abilities Pages: 39 - 41 <ul style="list-style-type: none"> ▪ Simple present tense

	<ul style="list-style-type: none"> ▪ How often? Preposition of frequency adverbs ▪ Daily routines
INSTRUCTIONAL FOCUS	<p>Activation: Warm up. (5 min)</p> <ul style="list-style-type: none"> ▪ The teacher presents the test to evaluate knowledge - grammar. ▪ The teacher presents the first's project a snapshot of a class classmate about daily routine. ▪ The researcher tells students that for this project they will work with a partner. <p>Connection: (30 min)</p> <ul style="list-style-type: none"> ▪ The teacher gives to the students the instruction about the unit test and the learners develop it. ▪ The teacher divides the class in groups and explains the tasks; the students will interview each other about their leisure activities. ▪ The teacher monitors students and finally, the researcher will give students a clear explanation and clarify all questions. ▪ Teacher must use direct corrective feedback by writing the correct forms in the place of the errors. <p>Affirming: (10 minutes) Students will present in front of the class their activity and tell what happen in their favorite leisure.</p>
CLASSROOM RESOURCES	<ul style="list-style-type: none"> ▪ Teachers' guide ▪ Student's notebook ▪ Student's book. ▪ Student's workbook. ▪ Board, markers. ▪ Cd player. ▪ Class audio Cd.
DATA COLLECTION SOURCES	Data source 1: Field notes Data source 2: Test unit 1
SUPPORT	Coaching and guidance from our thesis advisor
TIME	Week 6: December 12 - 16

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

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

Week 7

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

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

Adapted from D'Ann Rawlinson & Mary Little. (2004). Improving Student Learning through Classroom Action Research. Daytona Beach. Project CENTRAL.
Herrera, S., Holmes, M. & Kavimandan, S. (2011). Crossing the vocabulary bridge. New York: Teacher college press.

Week 8

RESEARCH PROBLEM	How does direct corrective feedback develop the grammatical competence among Ninth-year students at Unidad Educativa Emiliano Ortega Espinoza during 2016 -2017 school year?
GOALS	By the end of this intervention plan, students will be able to communicate producing distinctive grammatical structures such as declarative sentences and interrogatives in order to use them effectively in communication.
LEARNING OBJECTIVES	By the end of this lesson students will be able: <ul style="list-style-type: none"> ▪ Compares people’s attributes abilities. ▪ Expresses personal opinions about people’s attributes and abilities.
CONTENTS	UNIT 3. Amazing Abilities <ul style="list-style-type: none"> ▪ Adjectives related to physical description ▪ Modal verb Can ▪ Comparative and Superlative adjectives
INSTRUCTIONAL FOCUS	<p>Activation: Warm up. (5 min) Look for some radio or TV news clips about sportsmen like Rafael Nadal, Ussain Bolt and Asafa Powell or Tyson Gay. Ask students: Why are they unique? Why are they famous for? Where are they from? How old are they? and so on. Elicit as much information as you can and write it down on the board. Finally, praise them for their contributions.</p> <p>Connection: (30 min)</p> <ul style="list-style-type: none"> ▪ Teacher divides the students into groups of four and on the teacher’s signal, each group should write as many comparative and superlative statements about the people in the room as they can. At the end of the time period, have one group share their sentences. If another group has the same sentence as the first group, both groups should cross that statement off their list. Continue until all groups have read all of their statements and any duplicates are eliminated. The group with the most statements remaining wins. ▪ On page 40. Have students look at the grammar chart. Call on students to read each section aloud. ▪ Have students work individually to complete grammar on page 40 exercise 4. Check answers orally. ▪ Use the board to explain other key points about the grammar chart, such as the use

	<p>comparative and superlative adjectives and how to use them in a sentence.</p> <ul style="list-style-type: none"> ▪ Have students work individually in their workbooks and write their sentences. Walk around and monitor as they write; look for common errors in the sentences, such as comparatives and superlative adjectives. ▪ Teacher must use direct corrective feedback by writing the correct forms in the place of the errors. ▪ On page 41. Read the instructions aloud. Allow student a minute to look at the pictures and complete the missing words in sentences on the example 5 remember as many superlatives as they can. ▪ In pairs, student A has to look at his map and ask three questions about the places on the map. Student B answer the questions. Then change rolls. ▪ On page 41. Read the instructions aloud and then go over the useful language with the class. On the board write What can you do ____? You can ____ Give some examples such as What can you do at the zoo? You can see lions and bears. ▪ Students have to complete the grammar exercises of the page. <p>Affirming: (15 minutes) Have students to complete workbook Exercises 9-13 and grammar Builder Exercises 4-5</p>
CLASSROOM RESOURCES	<ul style="list-style-type: none"> ▪ Teachers' guide ▪ Student's notebook ▪ Student's book. ▪ Student's workbook. ▪ Board, markers. ▪ Cd player. ▪ Class audio Cd.
DATA COLLECTION SOURCES	<p>Data source 1: posttest. Data source 2: postquestionnaire. Data source 3: Field notes.</p>
SUPPORT	Coaching and guidance from our thesis advisor
TIME	Week 8: January 02 – 06

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

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

h. BUDGET AND FINANCING

RESOURCES	COST
Internet connection	\$100.00
Print of reports	\$ 80.00
Print of the project	\$ 80.00
Print of the report and thesis	\$100.00
Unexpected expenses	\$150.00
Total	\$510.00

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

ORGANIZATIONAL AND MANAGEMENT OF THE RESEARCH

Resources

Human

- The researcher

- The 9th year of Basic Education
- The teacher
- The thesis advisor

Material

- Book
- Scripts
- Paper
- Tape
- Cardboard and flash card
- library

Technical

- Computer
- Projector
- Printer
- Internet
- CD player

i. BIBLIOGRAPHY

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ANNEXES

Annex 1: Observation sheet



Observation sheet of Grammatical Competence

Indicators: Sentence formation

Researcher:

Date:

Year: Ninth Year of Basic Education (Thirteen- Fourteen years old)

Type of observation. Nonparticipant

		Levels of Acceptability				Remarks
		Perfectly Acceptable	Acceptable	Unacceptable	Totally Unacceptable	
Things to be observed						
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
ÁREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN
ENGLISH LANGUAGE DEPARMENT

DATA COLLECTION SOURCE: FIELD NOTES

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

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



UNIVERSIDAD NACIONAL DE LOJA

ÁREA DE LA EDUCACIÓN EL ARTE Y LA COMUNICACIÓN

ENGLISH LANGUAGE DEPARTMENT

DATA COLLECTION SOURCE: PRE TEST/ POST TEST

Pre/ Posttest

Data collection source: Test

Researcher:

Year: Ninth Year of Basic Education

Code:

Date:

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

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

2.- Unscramble the questions. Then write a short affirmative or negative answer. (2 points) yes/no question.

Ex: German/ he/ speak / Can /?

a) Can he speak German?

(Yes) Yes, he can.

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

a) _____
b) (No) _____

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

a) _____
b) (No) _____

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

a) _____
b) (Yes) _____

D. Sing / English / Can / they /?

a) _____
b) (Yes) _____

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

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

Example: Tim: What do you do on Sundays?

Maria: Nothing much. I usually get up late.

Tim: (1) _____

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

Tim: (2)

Maria: I usually have cereal and orange juice.

Tim: (3)

Maria: Not many. About two hours.

Tim: (4)

Maria: I usually go to bed at ten.

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

Adjective	Comparative	Superlative
slow	slower than	the slowest
strong		
attractive		
good		
fat		

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

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

a. _____ Pete,

b. _____

c. _____

I'm having a great time here in Puebla, Mexico.

Right now I'm eating delicious "quesadillas."

Today is my roommate's birthday so we're

Having a piñata party. Everybody is really happy.

We're dancing and singing "rancheras" It's fun

d. _____ our mom. Tell her I'm fine.

e. _____ Jane

THANKS FOR YOUR COLLABORATION ☺

Annex 4. Pre and Post Questionnaire



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

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

Student's Code:

.....

Date:

.....

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

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

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

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

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

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

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

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

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

- a. I feel angry
- b. I feel sorry
- c. I feel satisfied
- d. I feel nervous

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

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

- a. I believe that "I wish I had not more English classes".
- b. I think the reasons why I make mistakes.
- c. I think the teacher is not patient enough to wait for the end of my sentences.
- d. I think "I can learn from my mistakes"

THANKS FOR YOUR COLLABORATION ☺

Annex 5: Research Matrix

Theme: The development of grammatical competence through direct corrective feedback among ninth-year students at Unidad Educativa Emiliano Ortega Espinoza of the City of Catamayo during the 2016-2017 school year.

Problem	Objectives	Theoretical frame	Methodological design (Action Research)	Techniques and instruments
<p>General</p> <p>How does the direct corrective feedback develop the grammatical among ninth-year students at Unidad Educativa Emiliano Ortega Espinoza of the City of Catamayo during the 2016-2017 School Year?</p> <p>Specific</p> <ul style="list-style-type: none"> • What theoretical and methodological references about the direct corrective feedback as strategy are adequate for improving grammatical competence among ninth-year students at Unidad Educativa Emiliano Ortega Espinoza of the City of Catamayo during the 2016-2017 school year? • What are the issues that limit the development of the grammatical among ninth-year students at Unidad Educativa Emiliano Ortega Espinoza of the City of Catamayo during the 2016-2017 school year? • What are the phases of the 	<p>General</p> <ul style="list-style-type: none"> • To improve the grammatical competence through the direct corrective feedback among ninth-year students at Unidad Educativa Emiliano Ortega Espinoza of the City of Catamayo during the 2016-2017 School Year. <p>Specific</p> <ul style="list-style-type: none"> • To research the theoretical and methodological references about the direct corrective feedback and its application on the grammatical competence. • To diagnose the issues that limit the development of the grammatical competence among ninth-year students at Unidad Educativa Emiliano Ortega Espinoza of the City of Catamayo during the 	<p>Dependent variable</p> <ul style="list-style-type: none"> • Grammatical Competence • Sentence Formation (Declarative sentences: Affirmative & Negative. Interrogative questions: Who & Yes/No questions. Subject - Verb- Agreement. Part of speech. <p>Independent variable</p> <p>Feedback and English Foreign Language teaching.</p> <ul style="list-style-type: none"> • Principles and strategies of corrective feedback. • Types of corrective feedback. 	<p>Preliminary Investigation</p> <ul style="list-style-type: none"> • Observing the English Classes • Stating the background of the problem • Describing current situation • Locating and reviewing the literature • Creating a methodological framework for the research • Designing an intervention plan <p>Intervention and Observation</p> <ul style="list-style-type: none"> • Administering test and questionnaires • Observing and 	<ul style="list-style-type: none"> • Observation sheet • Pre and Post test • Pre and Post questionnaires • Field Notes

<p>intervention plan that help the current issues to achieve a satisfactory outcome on developing the grammatical competence among ninth-year students at Unidad Educativa Emiliano Ortega Espinoza of the City of Catamayo during the 2016-2017 school year?</p> <ul style="list-style-type: none"> • Which direct corrective feedback is implemented to improve grammatical competence among ninth-year students at Unidad Educativa Emiliano Ortega Espinoza of the City of Catamayo during the 2016-2017 school year? • How does the direct corrective feedback reduce the difficulty to develop the grammatical competence among ninth-year students at Unidad Educativa Emiliano Ortega Espinoza of the City of Catamayo during the 2016-2017 school year? 	<p>2016-2017 school year</p> <ul style="list-style-type: none"> • To design an intervention plan based on the direct corrective feedback in order to improve the grammatical competence among ninth-year students at Unidad Educativa Emiliano Ortega Espinoza of the City of Catamayo during the 2016-2017 school year. • To apply the most suitable techniques of the direct corrective feedback in order to improve the grammatical competence among ninth-year students at Unidad Educativa Emiliano Ortega Espinoza of the City of Catamayo during the 2016-2017 school year. • To validate upon the effectiveness that the effective corrective had among ninth-year students at Unidad Educativa Emiliano Ortega Espinoza of the City of Catamayo during the 2016-2017 school year? 	<ul style="list-style-type: none"> • Direct corrective feedback. 	<p>monitoring students' performance according to the intervention plan</p> <ul style="list-style-type: none"> • Presentation of research findings • Reflecting, analyzing and answering the proposed inquires <p>Organizing the final report</p>	
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Annex 6. Grading Scales

Grammatical Competence

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

Direct corrective feedback strategy

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

INDEX

COVER PAGE.....	i
CERTIFICATION.....	ii
AUTHOR.....	iii
LETTER OF AUTHORIZATION.....	iii
DEDICATION.....	v
ACKNOWLEDGEMENTS.....	vi
MATRIZ DE ÁMBITO GEOGRÁFICO.....	vii
MAPA GEOGRÁFICO Y CROQUIS.....	viii
THESIS OUTLINE.....	ix
a. TITLE.....	1
b. RESUMEN.....	2
ABSTRACT.....	3
c. INTRODUCTION.....	4
d. LITERATURE REVIEW.....	6
Grammatical Competence.....	6
Objective of grammar.....	8
Sentence Construction.....	12

Correcting Grammar Errors.....	16
Formative feedback.....	19
e. MATERIALS AND METHODS	24
f. RESULTS.....	27
g. DISCUSSION	44
h. CONCLUSIONS.....	47
i. RECOMMENDATIONS	48
j. BIBLIOGRAPHY	49
k. ANNEX.....	53
a. THEME	54
b. PROBLEM STATEMENT	55
c. JUSTIFICATION	59
d. OBJECTIVES	60
e. THEORETICAL FRAMEWORK.....	62
f. METHODOLOGY	101
g. TIMELINE	123
h. BUDGET AND FINANCING.....	124
i. BIBLIOGRAPHY	126
ANNEXES	130
INDEX	140