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FACULTAD DE LA EDUCACIÓN, EL ARTE Y LACOMUNICACIÓN

ENGLISH LANGUAGE DEPARTMENT

TITLE

THE DEVELOPMENT OF THE GRAMMATICAL COMPETENCE THROUGH DIRECT CORRECTIVE FEEDBACK WITH NINTH-YEAR "C" STUDENTS AT ESCUELA DE EDUCACIÓN BÁSICA MIGUEL RIOFRÍO AFTERNOON SESSION OF THE CITY OF LOJA DURING THE 2016-2017 SCHOOL YEAR

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

AUTHOR

SERGIO IVÁN CHOCHO TAPIA

THESIS ADVISOR

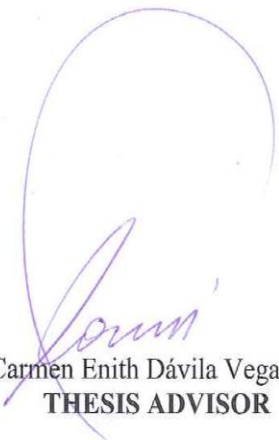DRA. CARMEN ENITH DÁVILA VEGA, MG.SC.

LOJA-ECUADOR

2018

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DRA. CARMEN ENITH DÁVILA VEGA, Mg. Sc. PROFESSOR OF THE ENGLISH LANGUAGE DEPARTMENT OF THE UNIVERSIDAD NACIONAL DE LOJA,

CERTIFIES

The present research work entitled THE DEVELOPMENT OF THE GRAMMATICAL COMPETENCE THROUGH DIRECT CORRECTIVE FEEDBACK WITH NINTH-YEAR "C" STUDENTS AT ESCUELA DE EDUCACIÓN BÁSICA MIGUEL RIOFRÍO AFTERNOON SESSION OF THE CITY OF LOJA DURING THE 2016-2017 SCHOOL YEAR, under the responsibility of the undergraduate student: SERGIO IVÁN CHOCHO TAPIA has been thoroughly revised and fully analyzed; therefore, I authorize the presentation of the thesis for the pertinent legal aims.

Loja, March 29th, 2018

Dra. Carmen Enith Dávila Vega, Mg. Sc.
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DEDICATION

I dedicate my thesis work to my parents Ruben Chocho and María Tapia, who always have been worried about my well- being as student and as a human being. They stimulated me to believe that education is an important way to overcome my limitations and they were my inspiration to finish the thesis and accomplish my goals as a student.

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SERGIO IVÁN CHOCHO TAPIA

MATRIZ DE ÁMBITO GEOGRÁFICO

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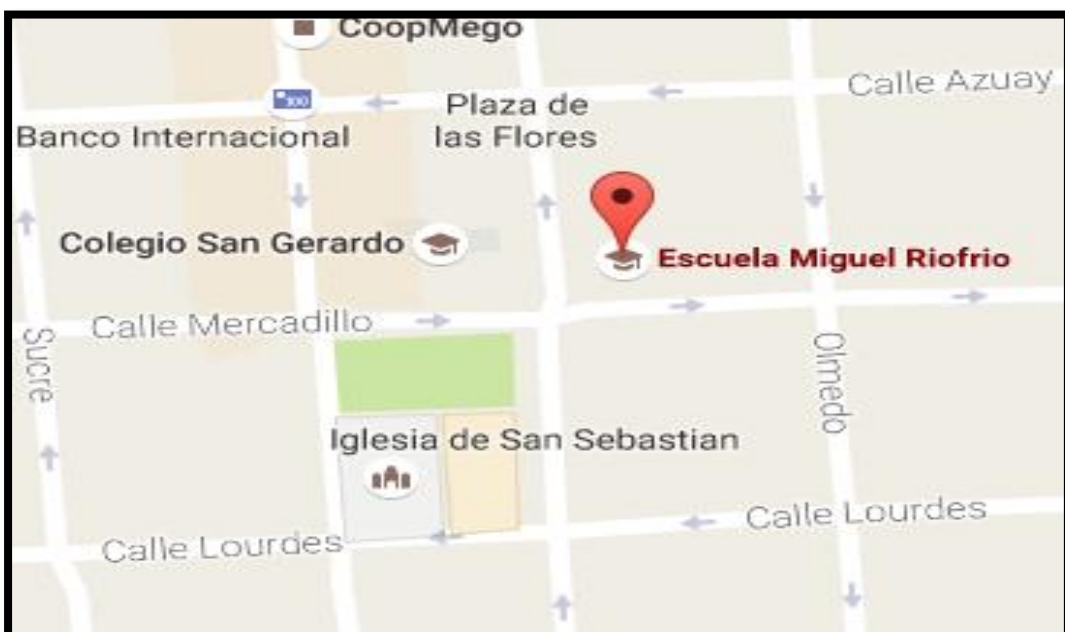<td>CD</td>
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MAPA GEOGRÁFICO Y CROQUIS

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a. TITLE

THE DEVELOPMENT OF THE GRAMMATICAL COMPETENCE THROUGH DIRECT CORRECTIVE FEEDBACK WITH NINTH-YEAR "C" STUDENTS AT ESCUELA DE EDUCACIÓN BÁSICA MIGUEL RIOFRÍO AFTERNOON SESSION OF THE CITY OF LOJA DURING THE 2016-2017 SCHOOL YEAR

b. RESUMEN

El objetivo de esta investigación fue mejorar la competencia gramatical a través de la retroalimentación correctiva directa con los estudiantes de 9no año de Educación Básica en la Escuela "Miguel Riofrío" durante el período académico 2016-2017. Los métodos utilizados durante este estudio fueron el científico, descriptivo, analítico-sintético y el estadístico, los cuales permitieron analizar la información. También, se aplicaron pruebas y cuestionarios a 20 estudiantes al inicio y al final del plan de intervención para recolectar la información y determinar el avance de los estudiantes en la competencia gramatical. Los resultados mostraron que los estudiantes lograron un importante mejoramiento en la comunicación, tomando en cuenta el sujeto y el verbo y las partes del habla. En conclusión, a través del uso de la retroalimentación correctiva directa los estudiantes desarrollaron la competencia gramatical, mejoraron sus habilidades para comunicar ideas y el entusiasmo por aprender la gramática del inglés.

ABSTRACT

The objective of this research was to improve the grammatical competence through the direct correct feedback with the ninth year students of Basic Education at "Miguel Riofrío" school, during the academic period 2016-2017. The methods used during this investigation were the scientific, descriptive, analytic-synthetic, and statistics, which allowed to analyze the data. Tests, and questionnaires were also applied to twenty students at the beginning and at the end of the intervention plan to collect information and determine the students' progress in the grammatical competence. The results showed the important improvement that the students achieved in the communication, taking into account the subject verb agreement and parts of speech. In conclusion, through the use of direct corrective feedback students developed the grammatical competence, they improved their abilities to communicate ideas and their enthusiasm to learn English grammar.

c. INTRODUCTION

   Communication is a strong point of human beings. However, around the world people have different problems to understand the message that other people transmit. These difficulties occur in verbal and no verbal communication. For these issues, to learn a language is a challenge for students who have a limited knowledge about essential English grammar like different parts of speech, subject verb agreement and different types of sentences, which do not allow them to improve their ability of communicating in a real conversation. Thus, they usually have many problems to understand spoken English and compose their writing tasks successfully.

   Likewise, at Escuela de Educación Básica Miguel Riofrío most of students of ninth- year "C" of Basic Education have difficulties in four aspects of English grammar, they cannot make interrogative and declarative sentences using the correct grammar structure, they are not able to use the correct form of the verb, and identify the parts of speech. These problems students are facing motivated the researcher to search how does the application of direct corrective feedback improve the grammatical competence?

   The theme has been chosen because the direct corrective feedback is a useful strategy to identify the error and then overtly corrects it. Furthermore, this type of feedback has the advantage of providing the learner with clear information about how to correct the error. (Nassaji & Fotos, 2011)

The specific objectives that are related to the present research are: to research the theoretical and methodological references about the feedback as learning strategy and its application for improving grammatical competence; to diagnose the issues that limit the development of grammatical competence; to design an intervention plan based on the feedback as a learning strategy in order to improve the grammatical competence; to apply the most suitable techniques of the feedback as a learning strategy in order to improve the grammatical competence; and, to validate the result obtained after the application of direct corrective feedback interaction to develop grammatical competence with ninth – year "C" students at Escuela de Educación Básica Miguel Riofrío   afternoon session of the city of Loja during the 2016 – 2017 school year?

The main methods that helped to carry out this research work were, the Scientific method which facilitated the study of the direct corrective feedback strategy to improve the grammatical competence in English Foreign Language. It helped to develop the phases in the observations before and during the intervention. This method also helped during the prediction of the possible solution and it assisted to make relevant predictions and the analysis of it; the Analytic/ Synthetic method which helped to analyze all the information found through 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 Statistical method was used to analyze the information gotten from the questionnaires and tests applied to students to then give a quantitative and qualitative analysis and interpretation according to the theoretical reference

and draw up the respective conclusions; the Descriptive method was used to describe the different stages of the study and the kind of resources used by the researcher. It served to explain and analyzed the object of the investigation.

The present work contains the following parts:

The **Abstract**, which contains the general objective of the research work, the description of the principal methods, techniques and materials used, the main results obtained and conclusions. Then, the **Introduction** which describes the contextualization of the problem and the reasons why the theme was chosen, the specific objectives, the methodology and contents of the research work. After that there is the **Literature review**, which details information about the two variables: grammatical competence and direct corrective feedback. Next, **Materials** and **Methods** section that comprises the materials, methods, techniques and instruments that were used and the population who participated in this research. Afterwards, the **Results** section, that presents the description of the information organized in tables and figures. Each table and figure has its corresponding interpretation and analysis. Next, there is the **Discussion**, which includes a general analysis about the results obtained and finally there are the **Conclusions** and **Recommendations** obtained after analyzing the problematic around this research.

d. LITERATURE REVIEW

Grammatical Competence

   Grammatical competence can be defined as the knowledge of, and the ability to use the different parts of speech of a language. Officially, the rules of a dialect can be understood as the group of standards leading the gathering of components into significant branded and connected words (senses). Grammatical competence, is the skill to comprehend and say meaning by generating and identifying well-formed sentences and judgments in an agreement with these principles, (Language Policy Unit , 2007).

   Yule (2010) says grammatical competence involves the accurate use of words and structures such as: part of speech, subject-verb agreement, and types of sentences.

Parts of Speech

   Wren & Martin (1979) state that words are 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; as,

- *The rose* smells sweet.

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

- He is a ***brave*** boy.

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,

- The girl ***wrote*** a letter to her cousin.

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,

- There is ***a*** cow in the garden.

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

- Two ***and*** two make four.

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

- ***Hurrah!*** We have won the game.

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

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.

Use a singular verb if the subject is a singular noun. For example, the subjects 'my dad' or 'our school', or any of the pronouns he, she or it, require a singular verb. Most singular verbs end in s. Look at the subject and its verb in the example.

- She **eats** bananas for breakfast.

This form of the verb is called the third person singular. You use it when the subject of the verb is not you or the person you are speaking to, but some other person—a third person—or a thing.

Here are some more third person singular verbs that end in s.

| **plays** | **sings** | **shines** | **rides** | **draws** | **smiles** |

The third person singular form of some verbs is made by adding es at the end. Some examples are verbs that end in sh, ch, ss, x, zz and o.

| **brushes** | **watches** | **kisses** | **fixes** | **buzzes** | **does** |

Most verbs that end in y, you usually just change the y to an i and then add es.

carry – carries   **hurry – hurries**   **copy – copies**

Some verbs that end in y have a vowel before the y. Just add an s at the end of these verbs to make the third person singular form.

buy – buys   **say – says**   **pray – prays**

If the subject of a verb is a plural noun, such as "Mom and Dad" or "our teachers", use a plural verb. Do not add s, es or ies to plural verbs. Plural verbs are also used with the pronouns I, we, you and they.

- <u>Mom</u> and <u>Dad</u> **love** us.

Suppose the subject of a noun refers to a group of people. Depending on the meaning of the sentence, you may use either a singular or a plural verb.

The class has thirty students.

The class are handing in their papers.

Measure expressions.

Expressions like ten days, twenty dollars, etc., are plural in form bat the quantity or measure they denote can be conceptualized as a single abstract entity, and this singular conceptualization can override the plural form in determining the form of the verb. So the following examples have plural subject with a singular agreement form of the verb.

- Ten days is a long time to be in your own.

Quantificational nouns

There are few nouns expressing quantification which can occur in the singular as head of an NP whose number for agreement purposes is determined by a smaller NP embedded within it:

SINGULAR	PLURAL
A <u>lot</u> of <u>money</u> <u>was</u> wasted.	A <u>lot</u> of things <u>were</u> wasted.

Collective nouns

Nouns such as board, committee, jury, staff, and team are collective nouns in that they denote a collection, or set, of individuals.

Singular: The committee has interviewed her.

Plural: The members of committee have interviewed her.

The choice of a plural verb focuses on the individuals that make up the collection, on the members of the committee or jury or whatever, rather than on the collection as a unit, the official body that the members constitute.

Any, no, none, either, neither

We also find alternation between singular and plural verb agreement in the followings examples:

    <u>None</u> of <u>the objections</u> <u>was </u>valid.   <u>None</u> <u>the objects</u> <u>were</u> valid.

Huddleston & Pullum (2005) conclude that subject with any, no, and none occur freely with either singular or plural agreement.

Sentence formation

Acording to Thornbury (2002) from a learner's perspective, the ability both to recognize and to produce well-formed sentences is an essential part of learning a second language. But there are a number of problems. First, as we shall see, there is a great deal of debate as to how this ability is best developed. Second, it is not entirely clear what 'well-formed' really means, when a lot of naturally occurring speech seems to violate strict grammatical rules, for example, in many English-speaking Contexts "We aren't at home" would be preferred to "We are not at

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home", yet, only the letter has made in into the grammar books. Third, an exclusive focus on sentences, rather than on texts or on words, risks under-equipping the learner for real language use.

The parts of a sentence

A sentence has both a subject and a predicate and expresses a complete thought.

The Subject

Olson (2006) declares that the part of the sentence that names the person, thing, or idea is called the subject. The complete subject consists of a person, thing, or idea and all of its modifiers, such as adjectives and adverbs.

- *A loud argument* broke out at the game.

The Predicate

The part of the sentence that contains the verb that explains something about the subject is called the predicate. The complete predicate consists of the verb or the verb and all of its modifiers. The complete predicates are highlighted in each of the following sentences.

- A loud argument *broke out at the game.*

Sentence Types

Nelson (2001) mentions; there are four major sentence types: declarative, interrogative, imperative, and exclamation sentences.

Declarative sentence. - A declarative sentence is typically used to convey information or to make a statement. In declarative sentences, the subject usually comes first, and it is followed by the verb.

This is Gladstone Park.

Interrogative sentences. - An interrogative sentence is used in asking a question, and in seeking information:

Is this Gladstone Park?

What time do you go to school?

I**mperative sentences. -** Imperative sentences are used to issue orders or instructions. They usually have no subject. However, the subject you may sometimes be included for emphasis:

- Wait a minute.
- Don't you believe it.

Exclamation sentences. - Exclamation sentences are exclamations, and they are introduced by what or how; what is used to introduce noun phrases, while how introduces all other types:

- What a fool I've been!

Approaches to Teach Grammar

There are many different approaches to teach grammar, and I am describing the most important ones according to what I have researched.

Deductive approach

Widodo (2006) says that a deductive approach is derived from the notion that deductive reasoning works from the general to the specific. In this case, rules, principles, concepts, or theories are presented first, and then their applications are treated. Dealing with the teaching of grammar, the deductive approach can also be called rule driven learning.

Eisenstein (1987) suggests that with the deductive approach, learners are in control during practice and have less fear of drawing an incorrect conclusion related to how the target language is functioning. In this regard, learners are expected to engage with it through the study and manipulation of examples. It is really important to take into account that: The rules should be true; they should show clearly what limits are on the use of a given form, they also ought to be simple and make use of concepts already familiar to the learners; and finally, they ought to be relevant.

Inductive approach

An inductive approach comes from inductive reasoning stating that a reasoning progression proceeds from particulars, that is, observations, measurements, or data to generalities (for example, rules, laws, concepts or theories).

In the case of pedagogical grammar, most experts argue that the inductive approach can also be called rule-discovery learning. It suggests that a teacher teach grammar starting with presenting some examples of sentences. In this sense, learners understand grammatical rules from the examples. The presentation of

grammatical rules can be spoken or written. Eisenstein (cited in Long & Richards, 1987) that it maintains that the inductive approach tries to utilize the very strong reward value of bringing order, clarity and meaning to experiences. This approach involves learners' participating actively in their own instruction. In addition, the approach encourages a learner to develop her/his own mental set of strategies for dealing with tasks. In other words, this approach attempts to highlight grammatical rules implicitly, in which the learners are encouraged to conclude the rules given by the teacher (Widodo, 2006)

Techniques for Teaching Grammar

Wickham (2012) says that these strategies provide some interesting ways to practice the rules - which they need to know in order to pass their exams.

Stories. - The KSSR is built on three broad themes – The World of Self, Family and Friends, The World of Stories, and The World of Knowledge. But that does not mean that stories can only be used in lessons related to "The World of Stories" theme.

Songs and Chants. - Some songs tell a story, and some stories contain a song. Learning a story song can have the same benefits of a story with the added advantage that somehow when we learn something that includes music we remember it better, it 'sticks' in your mind.

Games. - The purpose of playing games is to practice drilling as well as encourage some automatic response, natural language in an exciting, often

competitive, atmosphere so that the children are motivated and concentrating on the game itself rather than stressing about the rules.

Nursery Rhymes and Poems. - Nursery Rhymes are essentially very old poems that have become traditional and lasted the test of years mostly because of their rhythmic quality. Some of them have tunes and have become traditional songs for children, and some of them are traditionally chanted. As with the traditional songs we looked at, the rhythms, tunes and words are simple and easily adapted to suit our Grammar needs for the purpose of:

- Having fun, motivating students

- Practicing natural rhythmic language

- Providing a structure for practicing Grammar rules (in order to pass exams!)

Plays and Dialogues. - Plays do not have to be a major production involving costume, stage and props. Students generally love acting or playing a part. Any story can be dramatized, giving opportunities for children to repeat sections of natural dialogue, which demonstrates a particular point. Plays can be easily created from the stories we looked at earlier, and the dialogues changed and adapted to bring out a particular point.

Correcting Grammar Errors

Cowan (2008) claims that the evidences comes from research that focused 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 mayor 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**.**

Corrective feedback.

According to Brookhart (2008) feedback can be very powerful if it is done well. Good feedback gives students information they need so they can understand where they are in their learning and what to do next—the cognitive factor. Once they feel they understand what to do and why, most students develop a feeling that they have control over their own learning—the motivational factor.

Nassaji & Kartchava (2017) say corrective feedback refers to utterances that indicate the learner that his or her output is erroneous in some way

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

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.

Oral corrective feedback.	*Written corrective feedback*
Corrective force may not always be clear	Corrective force is usually clear
The feedback is publically available	Feedback only on one's own errors
The feedback is provided online and offline (I, e immediate and delayed)	The feedback is provided only offline (I, e it is delayed)
Relatively straightforward focus (I, e. target language form)	Considerable complexity of focus (I, e. many aspects of second language written)
Both input-providing (e, g. recast) or output-inducing (e, g. clarification request)	Both input-providing (direct correction) output-inducing (indirect correction corrective techniques are available
The feedback can be explicit (overt) as well as implicit (covert)	The feedback can only be explicit (overt) as the intervention is evident

In an extended discussion, Sachs and Polio noted that various strands of SLA evidence point to two conclusions: (1) corrective feedback of various types (oral/written, more/ less explicit) helps learners to notice gaps between the target language and their own output, to analyze those mismatches, and to make repairs not only to their immediate output but to their still-developing language knowledge; and (2) if evidence suggested that oral corrective feedback can yield these types of benefits for SLA, it makes sense that written CF would do so also,

and perhaps even more so because learners have more processing and reflection time in writing tasks that in oral production (Ferris & Bitchener, 2012).

Scherer, (2016) argues that, the more feedback students can receive in real time, the better their ultimate performance will be. Thus, they know that the key to substantial improvement is that the feedback is both timely and ongoing. When people fail, they can immediately start over—sometimes even right where they left off—to get another opportunity to receive and learn from their mistakes.

Written corrective feedback

Tabatabaei & Habibzadehmeibodi (2017) argues when the learners receive feedback in the form of comments or corrections on their written texts, it is called written corrective feedback. This kind of feedback has two main types which are direct and indirect.

Direct written corrective feedback

The provision of the correct form or structure by teachers by means of substitution, insertion, deletion or reformulation on learners' texts is called written corrective feedback. In this kind of feedback, the teacher directly shows the error to the students and writes the correct form and linguistic information next to the error.

Indirect written corrective feedback

If teachers merely indicate or imply that an error has been made and they make the opportunity for the learners to self-edit their texts, indirect written corrective feedback takes place.

Shafaei (2012) says direct corrective feedback has the advantage of providing learners with the explicit guidance about how to correct their errors, especially in the cases that learners are not capable of self-correcting and do not know the correct form of their errors.

Clark (2013) argues that when feedback is specific and direct, there is a good chance that the person getting the feedback will be motivated to begin, continue or stop behaviors that impact effectiveness.

According to Jalaluddin (2015) the direct and indirect corrective feedback are the most common methods used by the instructors to respond, comment and correct grammatical errors on students' written works. Direct corrective feedback is provided when the teacher writes the correct form on the student's paper, while indirect feedback is provided when the teacher indicates the location of the error on the paper by underlining, highlighting or circling it without providing the correct form.

Benati, Laval, & Arche (2014) indicate that feedback strategies that do not apply the correct form are more effective than these that provide the correction. This then suggests that teachers should use or a least begin with feedback

strategies that encourage learners to self-correct themselves. This provides a discovery-based approach to error correction, which can be considered as not only motivating but also helping learners to make inferences, and test their hypothesis, about the target language forms

Corrective feedback in the classroom

Lyster & Ratna (1997) point out that feedback does not tell the learner explicitly what the problem is but provides a hint that the previous utterance was erroneous. Most traditional approaches in L2 introduction have focused in explicit and more direct forms of error correction whereas more resent investigations have also considered the possibility of more implicit forms of feedback. The latter type is essential as it can also provide learners with important information about their errors or what has been known in the literature as negative evidence.

Lister & Ratna (1997) argue that one of the most cited pieces of work in corrective feedback, indentifying six mayor types of feedback: explicit correction, recasts, clarification recuest, metalinguistic feedback, elicitation and repetition.

Explicit correction refers to the explicit prevision of the correct form as the teacher provides the correct form (Lightbown & Spada, 2013). He or she clearly indicates that what the student has said was incorrect (for example, 'Oh, you mean…,''you should say …').

- S   The dog run fastly.

- T 'Fastly' doesn't exist. 'Fast' does not take –ly. That's why I picked 'qguickly'

Recast involved the teacher's reformulation of all of part of a student's utterance, minus the error. Recasts are generally implicit and they are not introducing by 'you mean', 'Use this word' or 'you should say.'

Clarification request indicate to students either that their utterance has been misunderstood by the teacher or that the utterance is incorrect in some way and that a repetition or a reformulation is required. A clarification request includes phases such as 'Pardon me…'it may include repetition of the error as in 'What do you mean by…?'

- T   How often do you wash the dishes?
- S   Fourteen
- T   Fourteen what? (Clarification request)
- S   Fourteen for a week.
- T   Fourteen times a week? (Recast)
- S   Yes, Lunch and dinner.

Metalinguistic feedback contains comments, information, or question related to the correctness of the student's utterance, without explicitly providing the correct form. Metalinguistic comments generally indicate that there is an error somewhere (for example, 'Can you find your error?'). Also, metalinguistic information generally provides either some grammatical terminology that refers to the nature of the error (for example, 'It's masculine') or a word definition in the case of lexical errors. Metalinguistic questions also point to the nature of the error

but attempt to the elicit the information from the student (for example, Is it feminine').

- S   We look the people yesterday.
- T   What's the ending we put in verbs when we talk about the past?
- S   e-d

Elicitation refers to at least three techniques that teachers use to directly elicit the correct from the students. First, teachers elicit completion of their own utterance (for instance, 'It's a…'). Second, teachers use questions to elicit correct form (for instance … 'How do we say x in English?'). Third, teachers occasionally ask students to reformulate their utterance.

- S   My father cleans the plate.
- T   Excuse me, he cleans the____?
- S   Plate?

Repetition refers to the teacher's repetition of the student's erroneous utterance. In most cases, teachers adjust their intonation so as to highlight the error.

- In this example, the repetition is following by a recast:
- S   He's the bathroom.
- T   Bathroom? Bathroom. He's in the bathroom.

In the next example, the repetition is followed by metalinguistic comment and explicit correction:

- S   We is…

- T   We is? But isn't two people, right? You see you mistake? You see the error? What it's   plural it's 'we are'.

Lyster and Ranta found that all teachers in the content-based French immersion classes they observed used recast more than any other type of feedback. Indeed, recasts accounted for more than half of the total feedback provided in the four classes. Repetition of errors was the least frequent feedback type provided. The other type of corrective feedback fell in between. Student uptake was least likely to occur after recast and more likely to occur after clarification request, metalinguistic feedback not only resulted in more uptake, they were also more likely to lead to a corrected form of the original utterance (Lightbown & Spada, 2013).

Nonverbal Feedback

Nassaji & Fotos (2011) conclude that feedback can also be provided nonverbally using body movements and signals such as gestures, facial expressions, head, hand, and finger movement. For instance, shaking the head or frowning could be used to indicate the presence of an error. Arms, hand, or finger movement could be used to indicate the nature of the error.

- **Student**: My mom cooks always good food.

- **Teacher**: Crosses over arms in front of the body to indicate word order.

When using nonverbal feedback, it might be useful if the teacher familiarizes students in advance with the kinds of body movements he or she might use.

Studies that have examined the effectiveness of interactional feedback have found that in general such feedback is beneficial for L2 learning. However, they have also found that the effectiveness of interactional feedback depends on a variety of factors, including the nature of the feedback, the type of linguistic form focused on as well as the context in which the feedback is provided.

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 which 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.

Suggestion for teachers

Nassaji & Fotos (2011) states no matter what kind of strategies teachers use, they should be careful not to overuse corrective feedback, as excessive corrective feedback can have negative consequences leading to learners' disappointment and discouragement.

e. MATERIALS AND METHODS

Materials

The materials that were necessary to develop the research process successfully were: human, material and technical. The human resources who participated in the development of this research were 20 students of ninth year, paralel "C" of Basic Education, the English teacher who helped to monitor student's work, and the thesis advisor who facilitated to carry out the intervention plan giving suitable suggestions. The material resources used were: books, copies, folders, and flashcards that was useful to practice and use the English grammar. The technical resources were a computer to type all the information and projector to present the Power Point Presentation, internet to search for useful information and the speakers to produce the sounds of the recordings and songs.

Design of the research

This research work was developed following the principles of action research proposed by Burns (2010) who says the main goal of action research is to identify a problematic situation, that the participants consider worth looking into more deeply and systematically. Action Research was adopted as the design of this study and was integrated within the development of the research, to gather quantitative and qualitative data in order to diagnose the students' knowledge in grammatical competence; to design an intervention plan and applies it. Then analyze and reflect on the results that were derived from the application of direct corrective feedback strategy with ninth-year students at Escuela de Educación

General Básica Miguel Riofrío afternoon session of the city of Loja during the academic period 2016-2017.

Methods, techniques and instruments

Methods

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

The Statistic method was used to collect and analyze the information gotten from the questionnaires and tests applied to students to then give a quantitative and qualitative analysis and interpretation according to the theoretical reference and draw up the respective conclusions;

The Analytic/ Synthetic method helped to analyze all the information found through the observation, 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 Scientific method facilitated the study of the direct corrective feedback strategy to improve the grammatical competence in English Foreign Language. It helped the researcher to develop the phases in the observations before and during the intervention. This method also assisted during the prediction of the possible solution; it will assist with gathering data to make relevant predictions and the analysis of it; **The Descriptive method** was used to describe the different stages of the study and the kind of resources used by the researcher. It served to explain and analyze the object of the investigation.

The following general methods was applied along the Research:

Techniques and instruments

Data collection instruments

To collect the data, tests, questionnaires, observation sheets, and field notes were designed and applied at the beginning, during and after the application of the intervention plan.

Tests

Two kinds of tests were applied. A pre-test that was used to diagnose the level of students' knowledge about grammatical competence, at the beginning of the intervention plan. The same pre-test was used as post-test and applied at the end of the intervention plan, to obtain information about students' progress on grammatical competences. The test was conducted in class and the researcher gave students a clear explanation and clarified all queries raised.

Questionnaires

A questionnaire with five multiple choice have been applied to obtain information from students about the use of direct corrective feedback to develop grammatical competence. The pre-questionnaire was applied at the beginning of the intervention plan and the same instrument was used as a post-questionnaire at the end of it.

Observation sheet

Observation sheet was used to record the participants´ behaviors shown on the performance of the grammatical competence.

Field notes

The researcher used field notes to record a description of the events, activities, and the participants´ behaviors, attitudes and feelings toward the treatment to improve the grammatical competence.

Population

The participants of this research work were 20 students of Escuela de Educación General Básica Miguel Riofrío, afternoon session who were all about thirteen to fourteen years old, and the teacher candidate of this study who was part of the intervention plan.

f. RESULTS

The first objective was achieved through the investigation of appropriate theoretical references about grammatical competence and direct corrective feedback, taking into account the most appropriate information some authors discussed, in order to design the intervention plan and the instruments. It was also useful to analyze the results gathered and to give suggestions.

The second objective of the research work was achieved with the pre-test results that are shown in Table 1 and permitted the researcher to diagnose the students' limitations in grammatical competence.

The third objective was accomplished with the design of the intervention plan, which included eight lessons that were executed over two months with ninth- year "C" students of Basic Education.

The fourth objective was achieved with the application of direct corrective feedback and the results gathered from the questionnaires results, presented in Tables 2 to 6.

The fifth objective was verified with the results of the post-test, which are shown in Table 7 and helped to verify the effectiveness of the intervention plan.

Pre-test Results

Objective two: To diagnose the issues that limits the development of grammatical competence with ninth- year "C" students.

a. Table 1

Pre-Test Score of the Ninth- Year "C" Students in Grammatical Competence

Students' code	SVA	IS	PS	DS	SCORE
	2/	4/	2/	2/	10/
EEBMR9C01	0	3.5	0	0	3.5
EEBMR9C02	0	0.5	0	0	0.5
EEBMR9C03	0	4	0	0	4
EEBMR9C04	1	2	1	1	5
EEBMR9C05	0	1.5	0	0.5	2
EEBMR9C06	0	2	0	0	2
EEBMR9C07	0.5	2	0	0	0
EEBMR9C08	0.5	3	0	0	3.5
EEBMR9C09	0	0	0	0	0
EEBMR9C10	0.5	2.5	0	0	3
EEBMR9C11	0	1	0	0.5	1.5
EEBMR9C12	0	0	0	0	0
EEBMR9C13	0	1	0	0.5	1.5
EEBMR9C14	0.5	0.5	0	0	1
EEBMR9C15	0	0	0	0	0
EEBMR9C16	0	2	0	0.5	2.5
EEBMR9C17	0	0.5	0	0	0.5
EEBMR9C18	0	2	0	0.5	2.5
EEBMR9C19	0	3	0	0.5	3.5
EEBMR9C20	0	0.5	0	0	0.5
MEAN	0.2	1.6	0.1	0.2	1.9

NOTE. EEBMR= Escuela de Educación Básica Miguel Riofrío, 01 =student's code, SVA = Subject Verb Agreement, IS = Interrogative Sentences, PS = Parts of Speech, DS= Declarative Sentences.

b. Interpretation and Analysis

The mean score 1.9/10, obtained in the pre-test demonstrates that students who participated in the research got a failing qualitative score range (see grading scale, p. 152). The highest mean score was for interrogative sentences (1.6/4) which indicated that students could not understand questions very well and answer them with many mistakes. On the other hand, the lowest scores obtained were for the other indicators whose means are less than 0.1/2. This indicated that the students

were not able to remember, to identify or to use the different parts of English grammar. Consequently, students faced serious limitations in learning grammar. Most of them could make interrogative sentences writing the words in the correct order but not the declarative sentences, subject-verb agreement and parts of speech. Thus, they got the lowest score in these aspects. According to Meyer (2009) all languages need procedures that stipulate how structures are made, and norms that regulate how these structures are really used. Procedures are joined with ability -the essential mental information of a language that will be used by a communicator.

Comparison of the pre and post questionnaire results

Objective four: To apply the most suitable techniques of the feedback as a learning strategy in order to improve the grammatical competence
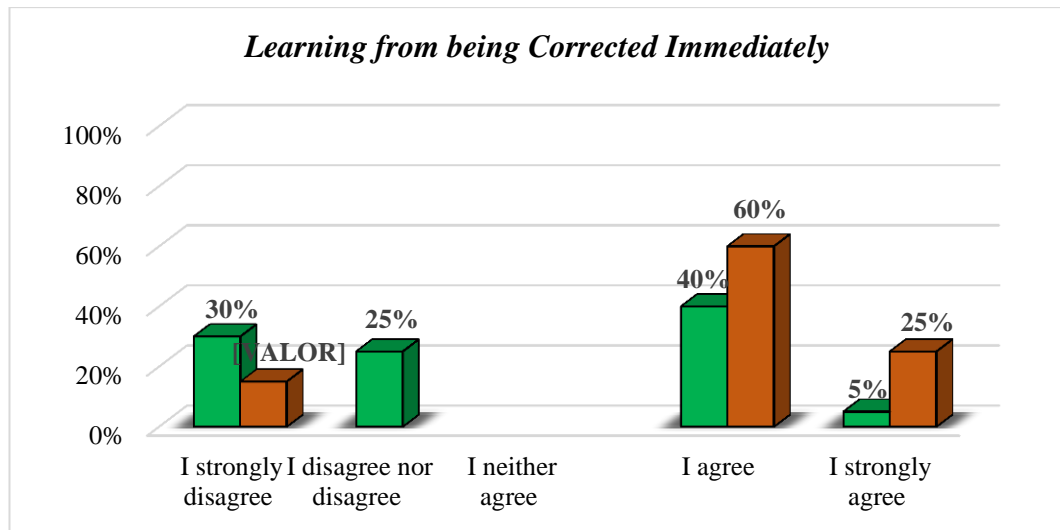
Question 1: I feel I have learnt a lot from being corrected immediately.

a. Table 2:

Learning from Being Corrected Immediately.

	Pre Questionnaire		Post Questionnaire	
	f	%	f	%
I strongly disagree	6	30	3	15
I disagree nor disagree	5	25	0	0
I neither agree	0	0	0	0
I agree	8	40	12	60
I strongly agree	1	5	5	25
Total	20	100	20	100

b. Figure 1

Learning from being Corrected Immediately

c. Analysis and Interpretation

The information gathered in Table 2, reflects that several students (40%) agree that immediate correction helped them to learn English grammar in a good way. However, after the intervention plan, more than half of students (60%), which represented 12 individuals agreed that they have learnt a lot from being corrected immediately. It demonstrated how direct corrective feedback helps students to correct their writing and oral mistakes. Consequently, they felt self-confident and improved their grammatical competences. According to Brookhart (2008), good feedback gives students information they need so they can understand where they are in their learning and what to do next—the cognitive factor. Once they feel they understand what to do and why, most students develop a feeling that they have control over their own learning—the motivational factor.
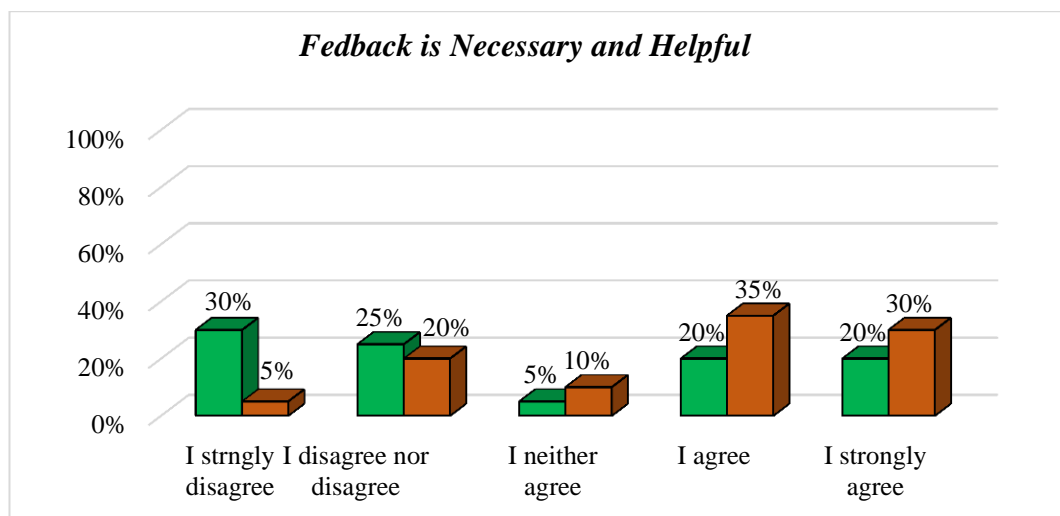
Question 2: I think that the feedback provided is necessary and helpful.

a. Table 3:

Feedback is Necessary and Helpful

	Pre Questionnaire		Post Questionnaire	
	f	%	f	%
Strongly disagree	6	30	1	5
Disagree nor disagree	5	25	4	20
Neither agree	1	5	2	10
Agree	4	20	7	35
Strongly agree	4	20	6	30
Total	20	100	20	100

b. Figure 2

c. Analysis and Interpretation

The data collected from this question demonstrated that students had different opinion about this question. Nevertheless, it indicated that several students (30%) strongly disagree that the feedback provided was not necessary and helpful, as a result, they had different problems to concentrate and correct their grammar mistakes. On the other hand, after the intervention, some students (35%) thought

that the feedback provided was necessary and helpful. It displayed that students are conscious that direct corrective feedback helped them to improve their grammatical competences, consequently they used this strategy to overcome their limitations in English grammar. And as Nassaji & Fotos (2011) say, direct correction refers to feedback that identifies the errors and then overtly corrects it. Direct corrective feedback has the advantage of providing information about how to correct the error.

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

a. Table 4:

Teacher Corrects Every Mistakes

	Pre Questionnaire		Post Questionnaire	
	f	%	f	%
Strongly disagree	6	30	2	10
Disagree nor disagree	3	15	7	35
Neither agree	4	20	0	0
Agree	4	20	6	30
Strongly agree	3	15	5	25
Total	20	100	20	100

b. Figure 3

Teacher Correct Every Mistakes
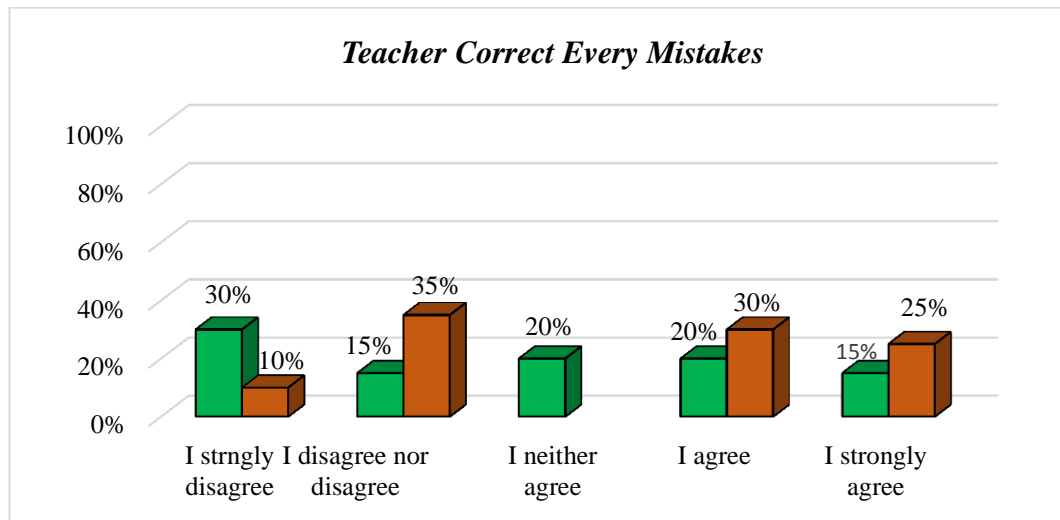
c. Analysis and Interpretation

The information gathered in Table 4 reflected that some students (30%) strongly disagreed that the English teacher is ready to correct every mistake that they make in class. It indicated that they were afraid when teacher corrects all their grammar errors. However, after the intervention, several students (35%) indicated that they neither disagreed nor disagreed that their English teacher was ready to correct every mistake that they made in class. It demonstrated a little change in students' attitude about professors' correction. It meant that learners were uncomfortable when they made a mistake. Nassaji & Fotos (2011) teachers should be careful when they provide corrective feedback, because an excessive corrective feedback can have negative consequences leading to learners' disappointment and discouragement.

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

a. **Table 5:**

Students' Feelings when the Teacher Corrects Immediately

	Pre Questionnaire		Post Questionnaire	
	f	%	f	%
I feel angry	2	10	2	10
I feel sorry	4	20	5	25
I feel satisfied	11	55	10	50
I feel nervous	3	15	3	15
Total	20	100	20	100

b. Figure 4

Students' Feelings when the Teacher Corrects Inmediately
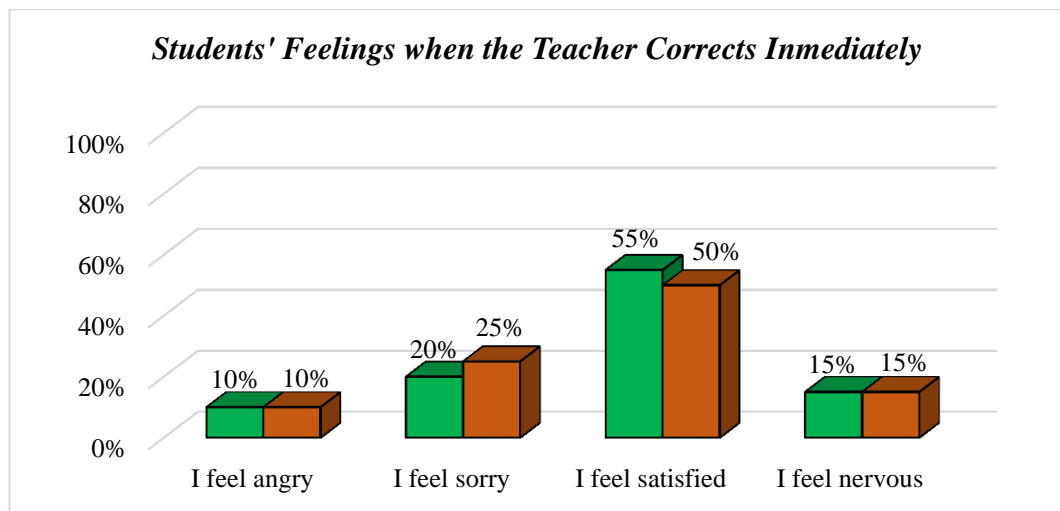
a. Analysis and Interpretation

The data displayed from this question indicated that more than half of students (55%) answered that they felt satisfied when the teacher corrected their errors immediately. It demonstrated that students were conscious that teachers' correction can help them to optimize the learning specially when they do not

understand the class. However, after the intervention the students' satisfaction decreased. Hence, half of students (50%) felt satisfied when the teacher corrected their mistakes immediately. It reflected that the students' knowledge improved, consequently they could correct and learn from their errors. Ferris & Bitchener (2012) indicate that corrective feedback of various types (oral/written, more/ less explicit) helps learners to notice gaps between the target language and their own output, to analyze those mismatches, and to make repairs not only to their immediate output but to their still-developing language knowledge.

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

a. **Table 6:**

Opinions about the Immediate Correction

	Pre Questionnaire		Post Questionnaire	
	f	%	f	%
I believe that "I wish I had not more English classes".	8	40	2	10
I think the reasons why I make mistakes.	1	5	4	20
I think the teacher is not patient enough to wait for the end of my sentences.	3	15	4	20
I think "I can learn from my mistakes"	8	40	10	50
Total	20	100	20	100

Opinions about the Immidiate Correction
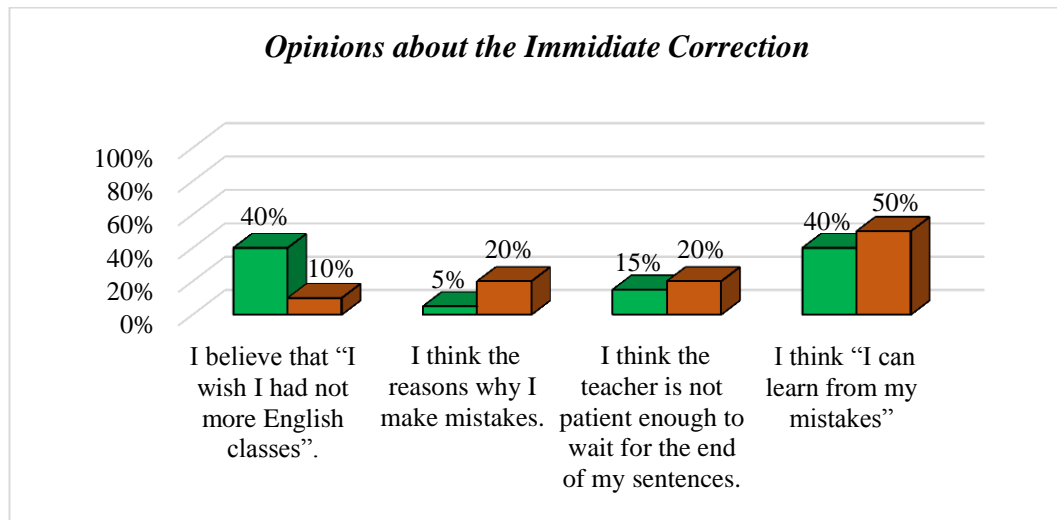
c. Analysis and Interpretation

The data collected from this question stated that 40% of students answered that they could learn from their mistakes. Also, several students (40%) said that they wished they did not have more English classes. It indicated that the learners' attitude toward professors' correction was not the same. Nevertheless, after the intervention, half of the students (50%) thought that they could learn from their mistakes. Thus, they changed their attitude about the error correction. Also, they expressed that the teachers' correction is an excellent opportunity to learn English grammar correctly. Scherer (2016) argues that the more feedback students could receive in real time, the better their ultimate performance will be. Thus, they know that the key to substantial improvement is that the feedback is both timely and ongoing. When people fail, they can immediately start over—sometimes even right where they left off—to get another opportunity to learn from their mistakes.

Post-test Results

Objective five: To validate the result obtained after the application of direct corrective feedback interaction to develop grammatical competence with ninth – year "C" students.

a. **Table 7**
Post-Test Score of the Ninth- Year "C" Students in Grammatical Competence.

Students' code	SVA	IS	PS	DS	SCORE
	2/	4/	2/	2/	10/
EEBMR9C01	2	2	2	1	7
EEBMR9C02	1.5	3.5	0	1	6
EEBMR9C03	2	3.8	1	0	6.8
EEBMR9C04	2	4	0.5	0.5	7
EEBMR9C05	1.5	3.5	0.5	0	5.8
EEBMR9C06	1.5	3.3	1.5	1	7.3
EEBMR9C07	2	4	2	2	10
EEBMR9C08	2	3.5	1	1	7.5
EEBMR9C09	2	2.5	1.3	1	6.8
EEBMR9C10	1.5	4	1	1	7.5
EEBMR9C11	2	3	1.3	1	7.3
EEBMR9C12	1.5	4	1.5	1	8
EEBMR9C13	1	1	0	0.5	3.3
EEBMR9C14	2	4	1	0.5	7.5
EEBMR9C15	1	4	1.3	0.5	6.8
EEBMR9C16	1	2.8	0	0	3.8
EEBMR9C17	1.8	4	1.5	2	9.3
EEBMR9C18	1.5	3.5	0.3	1	6.3
EEBMR9C19	2	4	1.5	1	8.5
EEBMR9C20	2	4	1	1	8
MEAN	1.7	3.4	1	0.9	7

NOTE. EEBMR= Escuela de Educación Básica Miguel Riofrío, 01 =student's code, SVA = Subject Verb Agreement, IS = Interrogative Sentences, PS = Parts of Speech, DS= Declarative Sentences**.**

b. **Analysis and Interpretation**

The results in Table 8 show an acceptable progress for the students in English grammar, which was demonstrated with the mean score of 7/10. It indicated that students who participated in the research got the range average (see grading scale, p. 152). The highest mean score was for interrogative sentences (3.4/4), which

showed that students could write questions and answer them almost correctly. However, the lowest score obtained was for declarative sentences (0.9/2), this showed that students had problems in recognizing the meaning of the sentences and in using it to express the message correctly. In fact, the students in grammatical competence was acceptable. Students achieved an important improvement in subject verb agreement, interrogative sentences, declarative sentences and parts of speech. The Language Policy Union (2007) states grammatical competence is the skill to comprehend and say meaning by generating and identifying well-formed expressions and judgments in an agreement with these principles.

Comparison of the Pre and Post-Test Means

Comparison of the Pre and Post-Test Means of the Ninth- Year "C" Students.

a. **Table 8**

Aspects	Pre test	Post test
Subject verb agreement	0.2	1.7
Interrogative sentences	1.6	3.4
Parts of speech	0.1	1
Declarative sentences	0.2	0.9
Mean	1.9	7

b. Figure 6

Comparison of the Pre and Post-Test Means of the Ninth-Year 'C'' Students
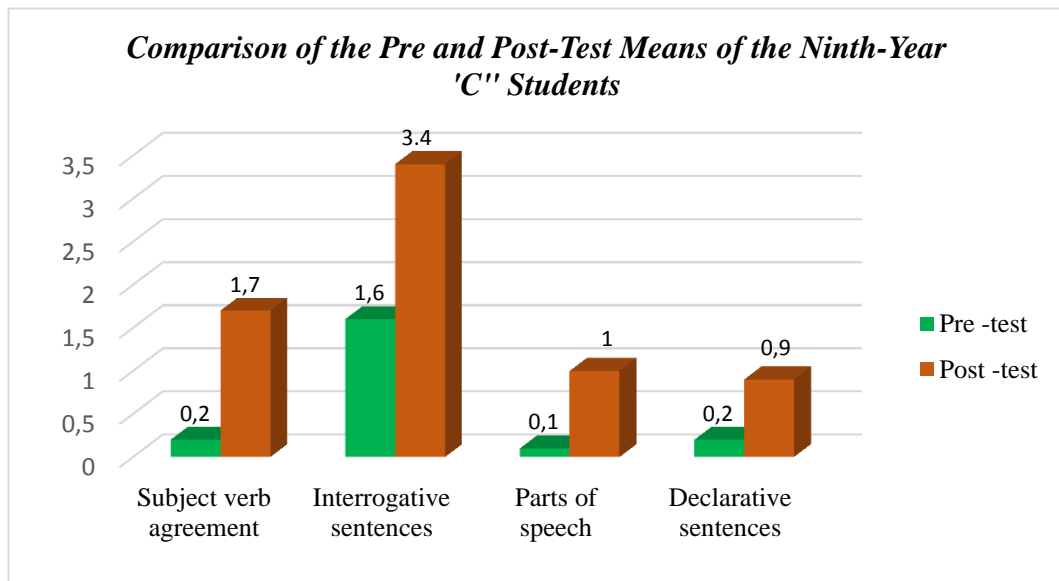
c. Analysis and Interpretation

The results in figure 6, showed the important improvement that students achieved in English grammatical competence, which is demonstrated with the mean scores 1.9/10 to 7/10. In interrogative sentences the mean score changed from 1.6/4 to 3.4/4; in subject verb agreement from 0.2/2 to 1.7/2; in parts of speech from 0.1/2 to 1/2, and in declarative sentences from 0.2/2 to 0.9/2. In fact, the implementation of direct corrective feedback as a strategy was positive to develop students' grammatical competence, because after the intervention plan the students wrote sentences using subject verb agreement almost correctly. Furthermore, they also wrote sentences better than before, taking into account the correct use of the parts of speech.

g. DISCUSSION

The use of direct corrective feedback to improve the grammatical competence was the strategy used in this study. The research carried out with 20 students of ninth-year "C" at Escuela de Educación Básica Miguel Riofrío showed that students' knowledge about grammar changed considerably after the intervention plan. The findings gotten in the pre and post-tests, pre and post questionnaires indicated the development that students had in their grammatical competence by using direct corrective feedback. The results were consistent with Jalaluddin (2015), who states the direct and indirect corrective feedback are the most common methods used by the instructors to respond, comment and correct grammatical errors on students' written works. Direct corrective feedback is provided when the teacher writes the correct form on the student's paper.

The findings of the research revealed a satisfactory change in the improvement of students' grammar. This change could be seen in the increase of students' mean score from the pre-test (1.9/10) and the post-test (7/10). Hence, the pre-test showed that most of the students had problems in the four aspects of grammar. In interrogative and declarative sentences, students faced some problems in recognizing the grammar structures; in subject verb agreement, the learners had difficulties in identifying the correct form of the verb; in parts of speech, they showed a low knowledge about this aspect of English grammar. In the post-test the results indicated that students improved in all aspects of grammar. This was, students wrote sentences using the correct grammar structure and subject verb

agreement. Moreover, they used the parts of speech almost correctly. In conclusion through the use of direct corrective feedback, students were able to increase their grammatical competence. These findings were consistent with Shafaei (2012), who says direct corrective feedback has the advantage of providing learners with the explicit guidance about how to correct their errors, especially in the cases that learners are not capable of self-correcting and do not know the correct form of their errors.

During the development of the intervention plan, the student's attitude was positive about direct corrective feedback. Their attitude improved lesson by lesson, overcoming the difficulties that they had at the beginning in all aspects of grammar. The students' knowledge improved slowly, but in the process, they started to form correct sentences choosing the correct parts of speech and subject verb agreement. Consequently, at the end of the process the results were satisfactory because direct corrective feedback helped to improve each aspect of grammar and made that the students can communicate their ideas in a better way.

Furthermore, this investigation had some strengths and limitations whereas the intervention was applied that enhanced and affected the development of grammatical competence. Some strengths in the application were that students felt motivated to work without fear to make errors. The teacher was very collaborative giving the tools, such as a projector in order to accomplish all the activities planned. However, the teacher never used extra information or worksheets; she always used the book and power point presentation. In addition, some students did not have the enough material to work in class, for that reason at the end of the

intervention was not possible to develop all activities planned. Despite of all these difficulties during the intervention, the changes were positive. The changes can be seen through the grammar post-test scores which showed a significant increase.

The use of the direct corrective feedback strategy contributed to develop the students' grammatical competence. It facilitated that students correct their errors with clear information. Learners also changed their attitude and they were motivated to learn. They felt more confident to participate in all activities that the researcher designed for them. Students were involved in the learning process. Consequently, they increased their English grammar knowledge considerably.

h. CONCLUSION

The difficulties that limited the grammatical competence of ninth - year "C" students of basic education were in the four aspects assessed; in interrogative sentences students had problems in asking questions and identifying the correct answer for each question. In declarative sentences, they dealt in recognizing the meaning of expressions in order to complete the message. Also, in subject verb agreement they did not know how to change the form of the verb for third singular person if they end in sh, ch, ss, x, zz and o, or in y; in parts of speech, they could not change adjectives to comparative and superlative. Furthermore, the students were unmotivated and bored during the class presentation.

The use of direct corrective feedback helped to overcome the students' limitations in grammatical competence. This strategy allowed students to identify where the mistakes are in their oral and written communication. This kind of feedback helped students to have control over their own learning and correct their grammar errors using explicit information. Students learned a lot from being corrected. They felt more self-confident to communicate with others expressing their ideas spontaneously.

The use of direct corrective feedback in the class allowed students to achieve an acceptable progress in the development of their grammatical competence. Students improved considerably their abilities to communicate their ideas making affirmative and negative statements, asking questions and giving answers or writing sentences using the correct grammar structures. Therefore, their enthusiasm to learn English grammar changed positively.

i. RECOMMENDATIONS

Teachers should evaluate the level that students have in English grammar using tests and questionnaires in order to determine the students' needs, strengths and weaknesses in the development of their grammatical competence and. Teachers should design their lesson plans to overcome their limitations. Furthermore, teachers should motivate students to learn English using worksheets, PowerPoint presentations, flashcards and body language, taking into account the different grammar structures, the form of the verb for third singular person and the words' function in a sentence.

Schoolteachers should continue using the direct corrective feedback in their classes in order to develop the students' grammatical competence. Direct corrective feedback encourages students to know and correct their common errors. Also, this strategy helps students to be more careful paying attention during the learning process. It facilitates students to achieve better results in less time.

Educators should apply direct corrective feedback in their classes in order to accomplish a significant improvement in the students' performance. This strategy allows students to learn from their mistakes, making corrections not only to their immediate output but to their still-developing language knowledge. Also, this kind of feedback helps students to overcome their fear of failing and encourage them to develop their grammatical competence.

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k. ANNEXES

UNIVERSIDAD NACIONAL DE LOJA

ÁREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN

ENGLISH LANGUAGE DEPARTMENT

THEME

THE DEVELOPMENT OF THE GRAMMATICAL COMPETENCE THROUGH DIRECT CORRECTIVE FEEDBACK WITH NINTH-YEAR "C" STUDENTS AT ESCUELA DE EDUCACIÓN BÁSICA MIGUEL RIOFRÍO AFTERNOON SESSION OF THE CITY OF LOJA DURING THE 2016-2017 SCHOOL YEAR

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

AUTHOR

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LOJA – ECUADOR

2016

a. THEME

THE DEVELOPMENT OF THE GRAMMATICAL COMPETENCE THROUGH DIRECT CORRECTIVE FEEDBACK WITH NINTH-YEAR "C" STUDENTS AT THE ESCUELA DE EDUCACIÓN BÁSICA MIGUEL RIOFRÍO AFTERNOON SESSION OF THE CITY OF LOJA DURING THE 2016-2017 SCHOOL YEAR

b. PROBLEM STATEMENT

Background

The present research work will be carried out at the Escuela de Educación Básica Miguel Riofrío during the academic year 2016-2017. In 1871, During the government of Garcia Moreno the religious congregation (Hermanos lasallanos), arrived to Loja and with the help of the governor created this prestigious and traditional institution, which began to work with 210 students.

In June 5 of 1895 in Guayaquil the popular and liberal sectors proclaimed to Eloy Alfaro as chief of state. It was the beginning of the Liberal Revolution where little by little all people in Ecuador felt themselves identified with that revolution. Loja couldn't the exception, in June 16 the same year the militaries were revolted against the government's employers and in June 19 they designated to Dr. Manuel Benigno Cueva as Governor of Loja, who in October 12 of 1895 decided to take the school instead the will of the Bishop Macía, and since that day the school was established as a laic institution.

In 1916 the prestigious school was named as Escuela Miguel Riofrio, begging its first director the Dr. Benjamín Rafael Ayora Armijos, who was the father of the great man of the State, President Isidro Ayora Cueva. They were two of the artifice to the first laic school of the region. During the 145 years since its creation, the Escuela de Educación Básica Miguel Riofrío had been the cradle and sustenance of great thinkers who with their intellect had contributed with the

economic, social, cultural and politic development of the city and province of Loja.

Current situation of the problem.

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

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

In response to this problem, this research project proposes to investigate several options for making the ninth-year students aware of the importance of the grammatical competence which will allow them to communicate better using

grammatical structures such as declarative sentences, interrogative sentences, subject-verb agreement and parts of speech. The researcher will consider some effective feedback strategies such as immediate 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 WIHT NINTH-YEAR "C" STUDENTS AT ESCUELA DE EDUCACIÓN BÁSICA MIGUEL RIOFRÍO AFTERNOON SESSION OF THE CITY OF LOJA DURING THE 2016-2017 SCHOOL YEAR?

Delimitation of the research

Timing

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

Location

The present project will be applied at Escuela de Educación Básica Miguel Riofrío which is a public school located in the city of Loja at Alonso de Mercadillo and José Joaquín de Olmedo Street.

Participants

The participants of this research work are the ninth- year" C" students at Escuela de Educación Básica Miguel Riofrío who are all about thirteen to fifteen years old; they are seventeen boys and five girls 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 with ninth- year "C" students at Escuela de Educación Básica Miguel Riofrío afternoon session of the city of Loja during the 2016-2017 school year?

- What are the issues that limit the development of the grammatical competence with ninth- year "C" students at Escuela de Educación Básica Miguel Riofrío afternoon session of the city of Loja during the 2016-2017 school year?

- What are the places of the intervention plan that help the current issue to achieve a satisfactory outcome on developing the grammatical competence with ninth- year "C" students at Escuela de Educación Básica Miguel Riofrío afternoon session of the city of Loja during the 2016-2017 school year?

- Which direct corrective feedback is implemented to improve grammatical competence with ninth- year "C" students at Escuela de Educación Básica Miguel Riofrío afternoon session of the city of Loja during the 2016-2017 school year?

- How direct corrective effective was the application of direct corrective feedback interaction to develop the grammatical competence with ninth- year "C" students at Escuela de Educación Básica Miguel Riofrío afternoon session of the city of Loja during the 2016-2017 school years?

c. JUSTIFICATION

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

This is the reason why grammar correction has received so much attention on the part of researchers, and teachers in the recent decades. In the classroom, teacher feedback on grammar may be a useful pedagogical device to enhance the accuracy of grammatical competence. Consequently, the objective of this project is to use the direct corrective feedback as a learning strategy to develop the grammatical competence with ninth-year "c" students at Escuela de Educación Básica Miguel Riofrío afternoon session of the city of Loja during the 2016 – 2017 school year.

Furthermore, this research project is important because it will help to determine if the direct corrective feedback is an appropriate strategy in order to improve and develop grammatical competence with the students of ninth year of the school before mentioned. In addition to this, the implementation of this strategy during this investigation will let the researcher collect data in order to

demonstrate how direct corrective feedback can be used to create a relaxing environment in the classroom in which students are willing to learn without feeling afraid to be corrected.

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

d. OBJECTIVES

General

- To improve grammatical competence through the direct corrective feedback as a learning strategy with ninth- year "C" students at Escuela de Educación Básica Miguel Riofrío afternoon session of the city of Loja during the 2016-2017 school year.

Specific

- To research the theoretical and methodological references about the feedback as learning strategy and its application for improving grammatical competence.

- To diagnose the issues that limits the development of grammatical competence with ninth- year "C" students at Escuela de Educación Básica Miguel Riofrío afternoon session of the city of Loja during the 2016-2017 school year.

- To design an intervention plan based on the feedback as a learning strategy in order to improve the grammatical competence with ninth- year "C" students at Escuela de Educación Básica Miguel Riofrío afternoon session of the city of Loja during the 2016-2017 school year.

- To apply the most suitable techniques of the feedback as a learning strategy in order to improve the grammatical competence with ninth-

year "C" students at Escuela de Educación Básica Miguel Riofrío afternoon session of the city of Loja during the 2016-2017 school year.

- To validate the result obtained after the application of direct corrective feedback interaction to develop grammatical competence with ninth – year "C" students at Escuela de Educación Básica Miguel Riofrío   afternoon session of the city of Loja during the 2016 – 2017 school year?

e. THEORETICAL FRAMEWORK

Grammatical Competence

According to Berns (2013) communicative competence is the ability to make oneself understood, without hesitation and inhibitions, by linguistics means which the individual comprehends and has learned to assess in terms of their effects, and the ability to comprehend communicative intentions even when they are expressed in code which the speaker him or herself does not yet know well enough to use and is only partially available in his or her own idiolect. (Language Policy Unit , 2007) Communicative competence in this tighter sense has the next elements: Linguistic competences; Sociolinguistic competences and Pragmatic competence.

Linguistic competences

According to Byram (1997) Linguistic competence: is the skill to create and describe significant sounds which are made according with the guidelines of the language worry and tolerate their conservative connotation…that meaning inborn talkers would usually attach to an sound once the used in insolation.

Sociolinguistic competence

According to Language Policy Unit (2007) sociolinguistic competence is involved with the understanding and abilities essential to distribute with the public measurement of language use. As was commented with respect to sociocultural competence, since tongue is a sociocultural phenomenon, much of what is

included in the Framework, principally in esteem of the sociocultural, is of importance to sociolinguistic competence. The elements given now are those specifically concerning to tongue use and not agreed with in another place: linguistic indicators of public relations; polite- ness conferences; terms of folk-wisdom; record changes; and tongue and intonation.

According to Richards & Rodgers (2001) sociolinguistic competence mentions to the comprehension of the social background in where message is transmitted, containing part association, the shared data of the members, and the communicative objectives for their communication.

Pragmatic competences

According to Bachman (2003) pragmatic competences are the skills debated consequently distant relate to the association of the linguistic gestures that are used in message, and how these signals are used to refer to people, things, thoughts, and sensations. That is, they concern the relationships among sings and their referents Dijk (1977).

Grammatical competence

Grammatical competence can be defined as knowledge of, and ability to use, the linguistic abilities of a language. Officially, the rules of a dialect can be understood as the group of standards leading the gathering of components into significant branded and connected words (senses). Grammatical competence is the skill to comprehend and say meaning by generating and identifying well-formed expressions and judgments in an agreement with these principles (as opposed to

remembering and replicating them as secure formulations). The grammar of any tongue in this judgment is very difficult and so far challenges decisive or meticulous handling (Language Policy Unit , 2007).

Grammatical competence refers to a learner's ability to use the lexical items, as well as the rules constraining morphology, sentence structure, and the sound system. Canales and Swain note that there are many linguistic theories that made do the job for describing this system of rules (Geeslin & Yim Long, 2014).

Study of language

Acording to Meyer (2009) all languages need procedures that stipulate how structures are made, and norms that regulate how these structures are really used. Rules are joined to ability: the mental essential information of a language that one talker will have. Norms are united to presentation: in what way we practice the constructions that norms produce. Therefore, if you are learning rules of syntax, you are learning linguistic competence: our understanding of in what way we put words organized to structure phrases and clauses, not our understanding of how to study of communication; and as communication becomes more and more crucial factor in social organization, the need to understand it becomes more and more pressing. Semantics is also at the central of the study of the human mind-thought processes, cognition, conceptualization-all these are intricately bound up with the way in which is classified and conveyed the experience of the world through language.

Phonology

According to Kelly (2001) phonology is primarily concerned with how interpret and systematic sounds. Phonology deals with the system and pattern of the sounds which exist within particular languages. The study of the Phonology of English looks at the vowels, consonants and suprasegmental features of the language. We use these constructions once they've been made.

Morphology

According to Kracht (2000) morphology is the study of the minimal meaningful units of language. It studies the structure of words, however from a semantic viewpoint rather than from the viewpoint of sound. Morphology is intimately related to syntax. For everything that is larger than a word is the domain of syntax. Thus within morphology one considers the structure of words only, and everything else is left to syntax.

In linguistics morphology refers to the mental system involved in word formation or to the branch of linguistics that deals with words, their internal structure, and how they are formed (Aronoff & Fudeman, 2011).

Parts of Speech

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

A Noun is a word used as the name of a person, place, or thing; as, Akbar was a great King.

- The rose smells sweet.
- The sun shines bright.

Note: 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.

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

- He is a brave boy.
- There are twenty boys in this class.

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

- John is absent, because he is ill.
- The book is where you left them

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

- The girl wrote a letter to her cousin.
- Iron and copper are useful metals.

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.
- She pronounced the word quite correctly.

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,

- There is a cow in the garden.

- A fair little girl sat under a tree.

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

- Two and two make four.

- I ran fast, but missed the train.

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

Hurrah! We have won the game. Alas! She is dead.

According to Wren & Martin (1979) some modern grammars include Determine among the parts of speech. Determiners are words like a, an, the, this, that, these, those, every, each, some, any, my, his, one, two, etc., which determine or limit the meaning of the nouns that follow. In this book, as in many traditional grammars, all determiners except a, an, and they are classed among adjectives.

As words are divided into different classes according to the work they do in sentences, it is clear that we cannot say to which part of speech a word belongs unless we see it used in a sentence.

Syntax

Acording to Language Policy Unit (2007) syntax deals with the organization of words into sentences in terms of the categories, elements, classes, structures, processes and relations involved, often presented in the form of a set of rules. The syntax of the language of a mature native speaker is highly complex and largely unconscious. The ability to organize sentences to convey meaning is a central 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. You say that the subject and the verb *agree* when they match each other.

Use a singular verb if the subject is a singular noun. For example, the subjects 'my dad' or 'our school', or any of the pronouns he, she or it, require a singular verb. Most singular verbs end in s. Look at the subjects and their verbs in these examples.

- She **eats** bananas for breakfast.
- Mom **walks** to work every day.

This form of the verb is called the third person singular. You use it when the subject of the verb is not you or the person you are speaking to, but some other person—a third person—or a thing.

Here are some more third person singular verbs that end in s.

Plays   sings   shines   rides   draws   smiles

The third person singular form of some verbs is made by adding es at the end.

Some examples are verbs that end in sh, ch, ss, x, zz and o.

brushes   watches   kisses   fixes   buzzes   does

How do you make the third person singular form of most verbs that end in y?

Usually, you just change the y to an i and then add es (Sangeant, 2007).

carry – carries	**hurry – hurries**	**copy – copies**
cry – cries	**fly – flies**	**marry – marries**

Some verbs that end in y have a vowel before the y. Just add an s at the end of these words to make the third person singular form.

buy – buys	**say – says**	**pray – prays**
pay – pays	**annoy – annoys**	**stay – stays**

If the subject of a verb is a plural noun, such as "Mom and Dad" or "our teachers", use a plural verb. Do not add s, es or ies to plural verbs. Plural verbs are also used with the pronouns I, we, you and they.

- <u>Mom</u> and <u>Dad</u> **love** us.
- <u>I</u> **like** juicy hamburgers.
- <u>We</u> **learn** interesting things at school.
- <u>You</u> all **know** the words to this song, children.
- <u>They</u> always **walk** home from school together.

Suppose the subject of a noun refers to a group of people. Depending on the meaning of the sentence, you may use either a singular or a plural verb.

The audience was enjoying the play.

The audience have all gone home.

The class has thirty students.

The class are handing in their papers.

The band is performing until midnight.

The band were arguing among themselves

According to Bok Kim & Sells (2008) the subject and the verb need to have an identical number value; and the person value is also involved in agreement relations, in particular when the subject is a personal pronoun:

- You **are/*is** the only person that I can rely on.
- He **is/*are** the only person that I can rely on.

According to Huddleston & Pullum (2005) number is the mayor factor involved in Subject –verb agreement

Compare:

Singular subject	**Plural subject**
a. The dog eats a lot.	b. Their dogs eat a lot.
a. The dog was eating.	b. Their dogs were eating.

As we change from a singular subject I (a) to a plural subject I (b) the inflectional form of the verb changes too, and the verb is accordingly said to agree with the subject. The agreement applies in the present tense with all verbs except the modal auxiliaries. In the preterit, only the verb be displays agreement: others preterits such as ate occur in the same form with all kind of subjects (Huddleston & Pullum, 2005).

Subject –verb agreement involves person as well as number, for 1st person I, although singular, required eat, with all others: i.e. plurals, 1st person I, or 2nd person you. But most of the complexities regarding agreement arise with respect to number, and that is why we will now focus on number in more detail. There are four special cases to be noted.

Measure expressions.

Expressions like ten days, twenty dollars, etc., are plural in form bat the quantity or measure they denote can be conceptualized as a single abstract entity, and this singular conceptualization can override the plural form in determining the form of the verb. So the following examples have plural subject with a singular agreement form of the verb.

a. Ten days is a long time to be in your own.
b. Twenty dollars seems far too much to pay for a takeaway pizza.
a. That ten days we spend together in Paris was wonderful.
b. Another three eggs is all we need.

Ten days can be seen as a single block of time; twenty dollars is a price; three eggs can be viewed as a single quantity of food. Note that in the 2nd cases the measure expressions not only take a singular verb, it even occurs with a determiner that normally selects a singular head (cf, that, day, another, egg).

Quantificational nouns

There are few nouns expressing quantification which can occur in the singular as head of an NP whose number for agreement purposes in determined by a smaller NP embedded within it:

SINGULAR	PLURAL
A <u>lot</u> of <u>money</u> <u>was</u> wasted.	A <u>lot</u> of things <u>were</u> wasted.
The <u>rest</u> of <u>the meat</u> is over there.	The <u>rest</u> of <u>the eggs</u> are over there.
(not possible)	A <u>number</u> of <u>faults</u> were found.

The head of the bracketed NP in each case is marked by double underlining. Notice that each head is singular, bat the form of the verb deepens on the single-underlined NP that is complement to the preposition of. The meaning of number is such that the embedded NP must be plural, so the bottom left position in the table can't be filled.

Collective nouns

Nouns such as board, committee, jury, staff, and team are collective nouns in that they denote a collection, or set, of individuals. When they occur in the singular as head of the subject NP the verb can, especially in BrE, be either singular or plural, though AmE clearly favours the singular.

Singular verb

    a.   The committee has interviewed her.
    a.   The jury is still deliberating.
    a.   The board consists entirely of men.

Plural verb

    b.   The committee have interviewed her.
    b.   The jury are still deliberating.
    c.   The crew are all over forty.

The choice of a plural verb focuses on the individuals that make up the collection, on the members of the committee or jury or whatever, rather than on the collection as a unit, the official body that the members constitute.

The examples in 3 are cases in which variation would be less likely. In 3a the property of consisting entirely of men can only apply to the board as a whole; it can't apply to any individual member of the board, so a plural verb is much less likely (through not all BrE speakers would dismiss the board consist entirely of men as impossible). In 3b by contrast, the property of being forty or older can apply only the individual member of the crew, not the crew as a whole, and the adjunct all reinforces the focus on the individuals; so 3b which is plural agreement is much more likely that. The crew is all over forty (through in AmE the letter might nonetheless occur).

Any, no, none, either, neither

We also find alternation between singular and plural verb agreement in the followings examples:

a. <u>None</u> of <u>the objections</u> <u>was</u> valid.   b. <u>None</u> <u>the objects</u> <u>were</u> valid.

<u>a.</u> <u>Neither</u> of <u>them seems</u> valid.   b. <u>Neither</u> of <u>them</u> <u>seem</u> valid.

According to Huddleston & Pullum (2005) subject with any, no, and none occur freely with either singular or plural agreement. With neither, and even more with either, singular agreement is usually; plural agreement is informal, and condemned by prescriptivists. The difference in that any and no can function as determiner to both singular and plural nouns: both No objection was valid and No objections were valid are grammatical. Either and neither occur only with singular: Neither objection was valid is grammatical, but Neither objection was valid is definitely not.

Sentence formation

Acording to Thornbury (2002) from a learner's perspective, the ability both to recognize and to produce well-formed sentences is an essential part of learning a second language. But there are a number of problems. First, as we shall see, there is a great deal of debate as to how this ability is best developed. Second, it is not entirely clear what 'well-formed' really means, when a lot of naturally occurring speech seems to violate strict grammatical rules, for example, in many English-speaking Contexts We aren't at home would be preferred to We are not at home yet only the letter has made in into the grammar books. Third, an exclusive focus on sentences, rather than on texts or on words, risks under-equipping the learner for real language use.

There is more to language learning than the ability to produce well-formed sentences. Texts and words also have grammar, in the sentence that there are rules governing how both texts and words are organized, but it is not always clear where, sentence grammar ends and either word grammar or text grammar begins. Acording to Eastwood (2002) these are the elements of an English sentence and the kinds of phrase that we can use for each element.

The parts of a sentence

A sentence has both a subject and a predicate and expresses a complete thought.

The Subject

According to Olson (2006) the part of the sentence that names the person,

thing, or idea is called the subject.

The subject can be one word or several words. The complete subject consists of

the person, thing, or idea and all of its modifiers, such as adjectives and adverbs.

The complete subjects are highlighted in each of the following sentences.

- A loud argument broke out at the game.

- The young, worried pilot read the storm warning.

The Predicate

The part of the sentence that contains the verb that explains something about

the subject is called the predicate. The predicate can be one word or several

words. The complete predicate consists of the verb and all of its modifiers. The

complete predicates are highlighted in each of the following sentences.

- A loud argument broke out at the game.

- The young, worried pilot read the storm warning.

Sentence types

Acording to Nelson (2001) there are four major sentence types: declarative,

interrogative, imperative, and exclamative sentences.

Declarative sentence

A declarative sentence is typically used to convey information or to make a

statement: declarative sentences.

- This is Gladstone Park.

- David is listening to music.

- Simon bought a new house.

- James retired in 1998

In a declarative sentence, the subject usually comes first, and it is followed by the verb. Declarative sentences are by far the most common type. All the sentences we have looked at so far have been declarative sentences.

Interrogative sentences

- An interrogative sentence is used in asking a question, and in seeking information:

- Is this Gladstone Park?

- Have you found a job yet?

- Did you receive my e-mail?

- Do you take sugar?

Specifically, these are called yes–no interrogatives, because they expect either yes or no as the response.

Alternative interrogatives sentence

Alternative interrogatives offer two or more alternative responses:

- Do you want tea or coffee?

- Is that a Picasso or a Dali?

Wh-interrogatives are introduced by a word beginning with *wh*, and they expect an open-ended response:

- What happened?

- Where do you work?

- Who won the UEFA Cup in 1999?

The word *how* may also introduce an interrogative:

- How do you forward an e-mail?

- How can I get to Charing Cross?

- How is your mother?

Imperative sentences

An imperative sentence is used to issue orders or instructions:

- Wait a minute.

- Take the overnight train from King's Cross.

- Release the handbrake.

- Cut the meat into cubes.

Imperative sentences usually have no subject, as in these examples. However, the subject *you* may sometimes be included for emphasis:

- Don't you believe it.

- You fix it (if you're so clever).

Exclamative sentences

Exclamative sentences are exclamations, and they are introduced by what or how:

- What a fool I've been!

- What a lovely garden you have!

- How true that is!

- How big you've grown!

In exclamative sentences, *what* is used to introduce noun phrases, while *how* introduces all other types.

Fragments and non-sentences

Acording to Nelson (2001) all the sentences we have looked at so far have been grammatically complete. Grammatically complete sentences typically contain at least a subject and a verb. However, a great deal of communication consists of incomplete sentences or **fragments**. In conversation, for instance, speakers often omit the subject, especially when the subject is *I*:

- Must set my alarm clock tonight.

- Caught the early train.

- Can't see anything.

In these cases, the subject *I* is understood.

Explicit knowledge

According to Ellis (2004) in a practical definition, explicit knowledge deals with language and the uses to which language can be put. (Widodo, 2006) This knowledge facilitates the intake and development of implicit language and it is useful to monitor language output. Explicit knowledge is generally accessible

through controlled processing. In short, it is conscious knowledge of grammatical rules learned through formal classroom instruction. In this respect, a person with explicit knowledge knows about language and the ability to articulate those facts in some way (Brown, 2000).

Implicit knowledge

According to Widodo (2006) implicit knowledge is automatic and easily accessed and provides a great contribution to building communicative skills. Implicit knowledge is unconscious, internalized knowledge of language that is easily accessed during spontaneous language tasks, written or spoken (Brown, 2000). Implicit knowledge is gained in the natural language learning process. It means that a person applies a certain grammatical rule in the same way as a child who acquires her/his first language (for example, mother tongue). According to Brown (2000), the child implicitly learns aspects of language (for example, phonological, syntactical, semantic, pragmatic rules for language), but does not have access to an explanation of those rules explicitly.

Approaches to Teach Grammar

Deductive approach

According to Widodo (2006) a deductive approach is derived from the notion that deductive reasoning works from the general to the specific. In this case, rules, principles, concepts, or theories are presented first, and then their applications are

treated. In conclusion, when we use deduction, we reason from general to specific principles.

Dealing with the teaching of grammar, the deductive approach can also be called rule driven learning. In such an approach, a grammar rule is explicitly presented to students and followed by practice applying the rule. (Widodo, 2006) This approach has been the bread and butter of language teaching around the world and still enjoys a monopoly in many course books and self-study grammar books (Fortune, 1992). The deductive approach maintains that a teacher teaches grammar by presenting grammatical rules, and then examples of sentences are presented. Once learners understand rules, they are told to apply the rules given to various examples of sentences. Giving the grammatical rules means no more than directing learners' attention to the problem discussed (Widodo, 2006).

Eisenstein (1987) suggests that with the deductive approach, learners be in control during practice and have less fear of drawing an incorrect conclusion related to how the target language is functioning. To sum up, the deductive approach commences with the presentation of a rule taught and then is followed by examples in which the rule is applied. In this regard, learners are expected to engage with it through the study and manipulation of examples.

1. The rules should be true;

2. The rules should show clearly what limits are on the use of a given form;

3. The rules need to be clear;

4. The rules ought to be simple;

5. The rules needs to make use of concepts already familiar to the learners; and

6. The rules ought to be relevant.

Inductive approach

According to Widodo (2006) an inductive approach comes from inductive reasoning stating that a reasoning progression proceeds from particulars (that is, observations, measurements, or data) to generalities (for example, rules, laws, concepts or theories) (Felder & Henriques,1995). In short, when we use induction, we observe a number of specific instances and from them infer a general principle or concept.

In the case of pedagogical grammar, most experts argue that the inductive approach can also be called rule-discovery learning. It suggests that a teacher teach grammar starting with presenting some examples of sentences. In this sense, learners understand grammatical rules from the examples. The presentation of grammatical rules can be spoken or written. Eisenstein (cited in Long & Richards, 1987) maintains that the inductive approach tries to utilize the very strong reward value of bringing order, clarity and meaning to experiences. This approach involves learners' participating actively in their own instruction. In addition, the approach encourages a learner to develop her/his own mental set of strategies for dealing with tasks. In other words, this approach attempts to highlight grammatical rules implicitly in which the learners are encouraged to conclude the rules given by the teacher. (Widodo, 2006)

Proposed Procedure for Teaching Grammar

1. The proposed procedure was derived from the notion that in teaching grammar, in the context of EFL in particular, teachers conventionally start explaining the rule without commencing to encourage learners to be involved in communicative tasks both written and spoken. In other words, the teachers generally explain the rules along with the examples. Even though such a way is economical and straightforward, I believe this activity hinders the learners from communicating the rules actively. For example, if the teacher would like to present continuous tense, s/he may directly explain the verb form of the tense along with examples. When this approach is used, I think that the learners will feel that the rules are separated from the communicative tasks (that is, speaking and writing). They may think that making mistakes in speaking or writing is tolerable as long as the messages or utterances are easily understood. This perception could hinder the learners from learning grammar intensively and applying the rule in the communicative tasks. (Widodo, 2006)

2. Further, on the basis of my teaching experience and peer classroom observations at public colleges and schools, I have seen that teachers have relied heavily upon self-study grammar and grammar course books. In other words, the teachers followed activities presented in books. They seemed to think that such books could meet students' needs and expectations about learning the system of language (that is, grammar).

My view is that teachers themselves should re-design and develop the materials from books, since self-study grammar and grammar course books have some

strengths and weaknesses. By doing this, teachers are required to assess the strengths and weaknesses of the materials themselves and to design innovative and continually evaluated materials. In this way, the teachers can creatively select the materials so that the rules can be taught without separating the rules from the context of communicative purposes.

3. I am also concerned with the fact that most English teachers, for example in Indonesia, treat grammar separately and teach it as part of local and national examination preparation, particularly at secondary schools. They give some grammar lessons to the students since this component is tested in the local or even final national examinations. For this reason, the teachers teach the rule intensively along with passive exercises (such as choosing correct answers in the multiple questions). Consequently, students are used to doing multiple choice-based grammar exercises; when they are faced with complicated grammatical items, the students feel frustrated. I think such an activity is monotonous and boring for them.

4. Furthermore, when teaching writing and having an interview with the students in English, I have witnessed the fact that the students often wittingly or unwittingly make mistakes about the use of tenses. For example, when talking about their experience, they use present tense, or when expressing continuous activity, the students use simple present tense. The students feel confused about applying the rules when writing and speaking, although they have been learning English since secondary school. In addition, they feel that grammar (that is tense and modality) is very complicated or hard to apply. (Widodo, 2006)

Five-step procedure

According to Widodo (2006) on the basis of the rationales above, I would like to propose a procedure for teaching grammar in which the activities involve five steps:

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1. Building up students' knowledge of the rule or rule initiation;

2. Eliciting functions of the rule or rule elicitation;

3. Familiarizing students with the rule in use through exercises or rule practice;

4. Checking students' comprehension or rule activation; and

5. Expanding students' knowledge or rule enrichment.

Techniques for Teaching Grammar

According to Wickham (2012) these strategies provide for some more interesting ways to practice the rules - which they need to know in order to pass their exams.

Stories

The KSSR is built on three broad themes – The World of Self, Family and Friends, The World of Stories, and The World of Knowledge. But that does not mean that stories can only be used in lessons related to "The World of Stories" theme. (Wickham, 2012)

Songs and Chants

Some songs tell a story, and some stories contain a song.

Learning a story song can have the same benefits of a story with the added advantage that somehow when we learn something that includes music we remember it better, it 'sticks' in your mind. (Wickham, 2012)

Games

The purpose of playing games is to practice drilling as well as encourage some automatic response, natural language in an exciting, often competitive, atmosphere so that the children are motivated and concentrating on the game itself rather than stressing about the rules. **(Wickham, 2012)**

Nursery Rhymes and Poems

Nursery Rhymes are essentially very old poems that have become traditional and lasted the test of years mostly because of their rhythmic quality. (Wickham, 2012) Some of them have tunes and have become traditional songs for children, and some of them are traditionally chanted. As with the traditional songs we

looked at already, the rhythms, tunes and words are simple and easily adapted to suit our Grammar needs for the purpose of

- Having fun, motivating students

- Practicing natural rhythmic language

- Providing a structure for practicing Grammar rules (in order to pass exams!)

Plays and Dialogues

Plays do not have to be a major production involving costume, stage and props. Students generally love acting or playing a part. Any story can be dramatized, giving opportunities for children to repeat sections of natural dialogue which demonstrates a particular point. Plays can be easily created from the stories we looked at earlier, and the dialogues changed and adapted to bring out a particular point.

Types of Feedback and Their Purposes

According to Brookhart (2008) feedback can be very powerful if done well. The power of formative feedback lies in its double-barreled approach, addressing both cognitive and motivational factors at the same time. Good feedback gives students information they need so they can understand where they are in their learning and what to do next—the cognitive factor. Once they feel they understand what to do and why, most students develop a feeling that they have control over their own learning—the motivational factor.

Feedback Strategies Can Vary In . . .	In These ways . . .	Recommendations for Good Feedback
Timing	• When given • How often	• Provide immediate feedback for knowledge of facts (right/ wrong). • Delay feedback slightly for more comprehensive reviews of student thinking and processing. • Never delay feedback beyond when it would make a difference to students. • Provide feedback as often as is practical, for all major assignments.
Amount	• How many points made • How much about each point	• Prioritize—pick the most important points. • Choose points that relate to major learning goals. • Consider the student's developmental level.
Mode	• Oral • Written • Visual/demonstration	• Select the best mode for the message. Would a comment in passing the student's desk suffice? Is a conference needed? • Interactive feedback (talking with the student) is best when possible. • Give written feedback on written work or on assignment cover sheets. • Use demonstration if "how to do something" is an issue or if the student needs an example.
Audience	• Individual • Group/class	• Individual feedback says, "The teacher values my learning." • Group/class feedback works if most of the class missed the same concept on an assignment, which presents an opportunity for reteaching.

(Brookhart, 2008)

Feedback Essentials

According to Scherer (2016) whether feedback is just there to be grasped or is provided by another person, helpful feedback is goal-referenced; tangible and transparent; actionable; user-friendly (specific and personalized); timely; ongoing; and consistent.

Goal-Referenced

Effective feedback requires that a person has a goal, takes action to achieve the goal, and receives goal-related information about his or her actions. I told a joke—why? To make people laugh. I wrote a story to engage the reader with vivid language and believable dialogue that captures the characters' feelings. I went up to bat to get a hit. If I am not clear on my goals or if I fail to pay attention to them, I cannot get helpful feedback (nor am I likely to achieve my goals).

Information becomes feedback if, and only if, I am trying to cause something and the information tells me whether I am on track or need to change course. If some joke or aspect of my writing *isn't working*—a revealing, nonjudgmental phrase—I need to know.

Tangible and Transparent

Any useful feedback system involves not only a clear goal, but also tangible results related to the goal. People laugh, chuckle, or don't laugh at each joke; students are highly attentive, somewhat attentive, or inattentive to my teaching.

Even as little children, we learn from such tangible feedback. That's how we learn to walk; to hold a spoon; and to understand that certain words magically yield food, drink, or a change of clothes from big people. The best feedback is so tangible that anyone who has a goal can learn from it (Scherer, 2016).

Actionable

Effective feedback is concrete, specific, and useful; it provides *actionable* information. Thus, "Good job!" and "You did that wrong" and *B+* are not feedback at all. We can easily imagine the learners asking themselves in response to these comments, What *specifically* should I do more or less of next time, based on this information? No idea. They don't know what was "good" or "wrong" about what they did.   Actionable feedback must also be accepted by the performer. Many so-called feedback situations lead to arguments because the givers are not sufficiently descriptive; they jump to an inference from the data instead of simply presenting the data.

Such care in offering neutral, goal-related facts is the whole point of the clinical supervision of teaching and of good coaching more generally. Effective supervisors and coaches' work hard to carefully observe and comment on what they observed based on a clear statement of goals.

User-Friendly

Even if feedback is specific and accurate in the eyes of experts or bystanders, it is not of much value if the user cannot understand it or is overwhelmed by it.

Highly technical feedback will seem odd and confusing to a novice. Describing a baseball swing to a 6-year-old in terms of torque and other physics concepts will not likely yield a better hitter. Too much feedback is also counterproductive; better to help the performer concentrate on only one or two key elements of performance than to create a buzz of information coming in from all sides (Scherer, 2016).

Timely

In most cases, the sooner I get feedback, the better. I don't want to wait for hours or days to find out whether my students were attentive and whether they learned, or which part of my written story works and which part doesn't. I say "in most cases" to allow for situations like playing a piano piece in a recital. I don't want my teacher or the audience barking out feedback as I perform. That's why it is more precise to say that good feedback is "timely" rather than "immediate."

A great problem in education, however, is untimely feedback. Vital feedback on key performances often comes days, weeks, or even months after the performance—think of writing and handing in papers or getting back results on standardized tests. As educators, we should work overtime to figure out ways to ensure that students get more timely feedback and opportunities to use it while the attempt and effects are still fresh in their minds.

Ongoing

Adjusting our performance depends on not only receiving feedback but also having opportunities to use it. What makes any assessment in education *formative*

is not merely that it precedes summative assessments, but that the performer has opportunities, if results are less than optimal, to reshape the performance to better achieve the goal. In summative assessment, the feedback comes too late; the performance is over.

Thus, the more feedback I can receive in real time, the better my ultimate performance will be. This is how all highly successful computer games work. If you play Angry Birds, Halo, Guitar Hero, or Tetris, you know that the key to substantial improvement is that the feedback is both timely and ongoing. When you fail, you can immediately start over—sometimes even right where you left off—to get another opportunity to receive and learn from the feedback (Scherer, 2016).

Consistent

To be useful, feedback must be consistent. Clearly, performers can only adjust their performance successfully if the information fed back to them is stable, accurate, and trustworthy. In education, that means teachers have to be on the same page about what high-quality work is. Teachers need to look at student work together, becoming more consistent over time and formalizing their judgments in highly descriptive rubrics supported by anchor products and performances. By extension, if we want student-to-student feedback to be more helpful, students have to be trained to be consistent the same way we train teachers, using the same exemplars and rubrics (Scherer, 2016).

Which kind of feedback?

According to Harmer (2012) teachers have to decide on which kind of feedback (or follow up) we want to use.

- If the students are involved in drills or controlled practice, teachers often use evaluation feedback.

- When they are involved in more genuine communication, we often ask for clarification, comment or use intonation to show that want to hear more.

- There are many occasions, however, when any of the types of feedback and follow up might useful for students. We have to decide instantly which is more useful for a) their accuracy b) their creative use of the languages or c) getting then to remember languages they know but aren't using match.

What Is Effective Feedback?

According to Clark (2013) the key to effective feedback is the ability to create and deliver a specific message based on observed behavior. This kind of message enables the receiver to walk away understanding exactly what he or she did and what impact it had on you. When feedback is specific and direct, there is a good chance that the person getting the feedback will be motivated to begin, continue, or stop behaviors that impact effectiveness. Think about statements you have made to others concerning their behavior, and ask yourself: what did they do that made you think they were good learners? What did they say and how did they say it to make you think they communicate well? What did they do that made you conclude their thinking wasn't strategic enough?

Corrective feedback

According Richards (2001) to teachers need to be told when are doing well and when there are problems with their performance. Good teaching sometimes goes unnoticed. In the case of negative feedback, ways need to be found for providing constructive and non-threatening feedback. Feedback can be face-to-face, in writing, or on the telephone, depending on the kind of feedback it is.

According to Harmer (2012) when teacher says Goog, she is giving feedback. She is telling Guido that he said the question correctly. This kind of evaluation feedback is stremely common and useful, but there are others many ways of responding to students' work to responding to students' work

Corrective Feedback and SLA

According to (Saurio (2009) corrective feedback, however, can be used to draw learners' attention to mismatches between the learners' production and the target-like realization of these hard-to-learn forms. For instance, a teacher may correctly reformulate the difficult form in a recast of the learner's initial utterance, in a sense juxtaposing input and output. By drawing a learner's attention to mismatches between input and output or between learner output and the target-like norm, corrective feedback can facilitate the occurrence of noticing, Schmidt (2001) claims is "the first step in language building" (p. 31).

According to Schmidt (1990) Noticing Hypothesis, for learning to occur, second language learners must attend to and notice details and differences

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

However, beyond facilitating the noticing of hard-to-learn forms, it has also been suggested that certain types of corrective feedback may also promote L2 processing. Panova & Lyster (200) argue, for instance, that corrective feedback which contains positive evidence about the target language (e.g., recasts) may be useful in the internalization of new forms, while corrective feedback which does not contain a full reformulation but instead requires that learners attempt self-repair or output modification may require deeper processing and thereby enhance control of already internalized L2 forms (Saurio, 2009)

Corrective feedback in the classroom

According to Lyster & Ratna (1997) development observation schemes which describer different types of corrective feedback teachers give on errors and also examine student uptake-and indication that the student has noticed the feedback. This scheme was developed in French immersion classrooms where second language student learn the target language via subject-matter instruction (Lightbown & Spada, 2013). It has also been used to describe feedback in other types of second language instruction. (Nassaji J. , 2015)

According to Nassaji (2015) corrective feedback can be both explicit and implicit. Explicit feedback clearly indicates to the learner that his utterance in no

target like, such as direct correction (e.g. Don't say leaved, say left.). Implicit is indirect and provides only an implicit indication as to the presence of a linguistic problem, such as he what? in response to leaved.

In latter case, the feedback does not tell the learner explicitly what the problem is but provides a hint that the previous utterance was erroneous. Most traditional approaches in L2 introduction have focused in explicit and more direct forms of error correction whereas more resent investigations have also considered the possibility of more implicit forms of feedback. The latter type is essential as it can also provide learners with important information about their errors or what has been known in the literature as negative evidence.

According to Jalaluddin (2015) the direct and indirect corrective feedback are the most common methods used by the instructors to respond, comment and correct grammatical errors on students' written works. Direct corrective feedback is provided when the teacher writes the correct form on the student's paper, while indirect feedback is provided when the teacher indicates the location of the error on the paper by underlining, highlighting or circling it without provid-ing the correct form.

According to Shafaei (2012) direct corrective feedback has the advantage of providing learners with the explicit guidance about how to correct their errors, especially in the cases that learners are not capable of self-correcting and do not know the correct form of their errors.

Explicit correction refers to the explicit prevision of the correct form. As the teacher provides the correct form (Lightbown & Spada, 2013). He or she clearly indicates that what the student has said was incorrect (for example, 'Oh, you mean…,''you should say …').

- S   The dog run fastly.
- T 'Fastly' doesn't exist. 'Fast' does not take –ly. That's why I picked 'quickly'

Recast involved the teacher's reformulation of all of part of a student's utterance, minus the error. Recasts are generally implicit in they are not introduce by 'you mean', 'Use this word' or 'you should say.'

- S1   Why you don't like Marc?
- T   Why don't you like Marc?
- S2 I don't know, I don't like him.

Note this example the teacher that does not seem to aspect uptake from S1. It seems she is merely reformulating the question S1 has asked S2.

Clarification request indicate to students either than their utterance has been misunderstood by the teacher or that the utterance is incorrect in some way and that a repetition or a reformulation is required. A clarification request includes phases such as 'Pardon me…'it may include repetition of the error as in 'What do you mean by…?'

- T   How often do you wash the dishes?
- S   Fourteen
- T   Excuse me. (Clarification request)
- S   Fourteen

- T   Fourteen what? (Clarification request)
- S   Fourteen for a week.
- T   Fourteen times a week? (Recast)
- S   Yes, Lunch a dinner.

Metalinguistic feedback contains comments, information, or question related to the correctness of the student's utterance, without explicitly providing the correct form. Metalinguistic comments generally indicate that there is an error somewhere (for example, 'Can you find your error?'). Also, metalinguistic information generally provides either some grammatical terminology that refers to the nature of the error (for example, 'It's masculine') or a word definition in the case of lexical errors. Metalinguistic questions also point to the nature of the error but attempt to the elicit the information from the student (for example, Is it feminine').

- S   We look the people yesterday.
- T   What's the ending we put in verbs when we talk about the past?
- S   e-d

Elicitation refers to at least three techniques that teachers use to directly elicit the correct form from the students. First, teachers elicit completion of their own utterance (for instance, 'It's a…'). Second, teachers use questions to elicit correct form (for instance … 'How do we say x in English?'). Third, teachers occasionally ask students to reformulate their utterance.

- S   My father cleans the plate.
- T   Excuse me, he cleans the___?
- S   Plate?

Repetition refers to the teacher's repetition of the student's erroneous utterance. In most cases, teachers adjust their intonation so as to highlight the error.

- In this example, the repetition is following by a recast:
- S   He's the bathroom.
- T   Bathroom? Bathroom. He's in the bathroom.

In the next example, the repetition is followed by metalinguistic comment and explicit correction:

- S   We is…
- T   We is? But isn't two people, right? You see you mistake? You see the error? What it's   plural it's 'we are'.

Lyster and Ranta found that all teachers in the content-based French immersion classes they observed used recast more than any other type of feedback. Indeed, recasts accounted for more than half of the total feedback provided in the four classes. Repetition of errors was the least frequent feedback type provided. The other type of corrective feedback fell in between. Student uptake was least likely to occur after recast and more likely to occur after clarification request, metalinguistic feedback not only resulted in more uptake, they were also more likely to lead to a corrected form of the original utterance (Lightbown & Spada, 2013).

Interactional feedback Reformulation strategies

Recasts

According to Benati, Laval & Arche (2014) recasts refer to utterances following the learner's erroneous utterance that reformulates the whole or part of that utterance into a correct form without changing the overall meaning. This kind of feedback is usually implicit in nature, as it does not provide clear and explicit indications that the learner's utterance contains an error. Therefore, they are considered to provide feedback in an unobtrusive way and without interrupting the flow of communication.

Direct correction

According to Nassaji & Fotos (2011) direct correction refers to feedback that identifies the error and then overtly corrects it. This type of feedback has the advantage of providing the learner with clear information about how to correct the error. However, since the feedback supplies the correction, it does not provide the learner with an opportunity to self-repair. Thus, the feedback may not result in any negotiation or learners' active participation in the feedback process (Lyster, 1998; Lyster & Ranta, 1997). The following provides an example of a direct correction.

- **Student:** He has catch a cold.
- **Teacher:** Not catch, caught. (Direct correction)
- **Student:** Oh, ok
- **Elicitation strategies**

Clarifications requests

According to Benati, Laval & Arche (2014) clarification requests refer to the feedback that occurs when the teacher or an interlocutor does not fully understand and learner's utterance and ask for clarifications. It usually occurs through phases such us "pardon me?" "Sorry?" and "excuse me?". And important characteristic of clarification requests as feedback is that they do not provide the correct form, and therefore they provide the learner with opportunities to self-correct (Lyster 1998, 2004).

- **Student:** I want to practice today, today
- **Teacher:** I'm sorry? (Clarification request)

Repetition

Repetition refers to feedback that repeat all or part of the learner's erroneous utterances with a rising intonation. Similar to clarification request, this kind of feedback does not provide the correct form. Therefore, it is provides an opportunity for self-repair (Benati, Laval, & Arche, 2014).

- **Student:** Oh my God, it is too expensive, I pay only 10 dollars.
- **Teacher:** I pay? (Repetition with rising intonation)
- **Student:** Okay let's go

Metalinguistic feedback

Metalinguistic feedback refers to feedback that provides the learners with metalinguistic information. This can include comments about language rules or structures and how it works or statements or question about grammaticality of the

students' utterance. Metalinguistic feedback can be providing in the form of metalinguistic clues without providing the correct form, which can then promote self-repair. It can also be combined with correction, in which case it does not provide opportunities for self-repair (Benati, Laval, & Arche, 2014).

- **Student:** I see him in the office yesterday.
- **Teacher:** You need a past tense. (Metalinguistic clue)
- **Student:** He catch the fish.
- **Teacher:** Caught is the past tense. (Metalinguistic feedback with correction)

Nonverbal Feedback

According to Nassaji & Fotos (2011) feedback can also be provided nonverbally using body movements and signals such as gestures, facial expressions, head, hand, and finger movement. For instance, shaking the head or frowning could be used to indicate the presence of an error. Arms, hand, or finger movement could be used to indicate the nature of the error.

- **Student**: My mom cooks always good food.

- **Teacher**: Crosses over arms in front of the body to indicate word order.

When using nonverbal feedback, it might be useful if the teacher familiarizes students in advance with the kinds of body movements he or she might use. For instance, the teacher may inform students that when he or she crosses over his or her arms in front of the boy, it indicates a problem with word order.

Studies that have examined the effectiveness of interactional feedback have found that in general such feedback is beneficial for L2 learning. However, they have also found that the effectiveness of interactional feedback depends on a variety of factors, including the nature of the feedback, the type of linguistic form focused on as well as the context in which the feedback is provided.

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 which 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 a age, language proficiency, anxiety, motivation, personality and attitude.

Which kind of feedback?

According to Harmer (2012) teachers have to decide on which kind of feedback (or follow up) we want to use.

- If the students are involved in drills or controlled practice, teachers often use evaluation feedback.

- When they are involved in more genuine communication, we often ask for clarification, comment or use intonation to show that want to hear more.

- There are many occasions, however, when any of the types of feedback and follow up might useful for students. We have to decide instantly which is more useful for a) their accuracy b) their creative use of the languages or c) getting then to remember languages they know but aren't using match.

Improve the Quality of Writing

According to I. S. P. Nation, (2009) the teacher used the provide feedback to learners on their writing can differ over a range of factors.

- **Source of feedback.** The feedback can come from the teacher, from peers, and from the learners themselves in self-assessment. The use of peer

feedback can reduce the teacher's load but is also very valuable in helping writers develops a sense of audience. The use of self-assessment encourages metacognitive awareness of the writing process and the qualities of good writing.

- **Mode of feedback.** Feedback can be written or spoken or a combination of these. Spoken feedback allows a dialogue to exist between the writer and the source of feedback. It may also more effective in getting the writer's attention than written feedback. Written feedback provides a lasting record which can be used to measure progress and to act as a reminder.

- **Size of the audience.** A teacher can give feedback to the whole class, to small group or to individuals. Where there are common problems in the class, feedback to the whole class can save a lot of time. Working at the individual level, as in conferencing, can provide an opportunity to explore issues as well as give feedback.

- **Focus on the feedback.** Feedback can focus in aspects of the writing products as, for example, when marking scales are used. It can also focus on the part of the writing process. The focus can also cover a range of aspects or part of the process or it can be narrowed dawn to focus on only one or two. Having a narrow focus can make peer evaluation more effective.

- **Form of the feedback**. Feedback can be guided by the use of checklists or scales. Feedback can be uncontrolled when spoken or written comments are given on the strengths and weakness of the piece of writing without the systematic coverage of a scale. Upshur and Turner (1995) describe a way of

making scales can be used for making large quantities of test of reasonable reliability and validity.

- **Amount of the looked at.** Feedback can be given on parts of a piece of writing, for example, when someone sits next to the writer and reads what they have just written after every two or three sentences are written. Feedback can be given on the whole of a piece of writing, or a portfolio are a range of genres can be looked at, the learner's progress over time can be seen and commented on, and the assessment is likely to be more reliable and valid because of the numerous points of assessment.

Making Grammar Errors

According to I. S. P. Nation (2009) specific sections of text can be marked for grammatical accuracy, correct use of vocabulary, and spelling. This feedback can have the goal of helping learners develop knowledge and strategies for self-correction. Learners and intermediate and advanced levels appreciate such feedback and ask for it, particularly when they have to write reports, memos, and assessments that others will read.

The most effective way of giving this kind of feedback is to have a set of signals that indicate where the error occurs and what kind of errors it is. The learners then have to correct their own errors after they have been marked and show their corrections to the teacher. They do no write the piece of writing but make the corrections on the marked piece of writing. This makes the teacher's checking much easier (I. S. P. Nation, 2009).

Correcting Grammar Errors

According to Cowan (2008) the evidences comes from research that focused 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 mayor 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.

Conclusion and implications for classroom pedagogy

According to Benati, Laval & Arche (2014) he has discussed the interactional feedback as a particular way of drawing learners' attention to grammatical forms. As briefly reviewed, there is an extensive body of research that has recently examined the role of interactional feedback in SLA. Findings suggest in general; interactional feedback can facilitate L2 language acquisition. However, the effectiveness of such feedback varies depending on the number of learner-and context-related variables. Although there is still for far more research in this area to better understand how feedback works and under that condition it affects acquisition, a number of guidelines can be drawn from such research that can be helpful for classroom instruction.

First, it is now well-established that noticing is an important requirement for language learning and that the degree of effectiveness of feedback depends largely on the extent to which student are able to notice the feedback as correction. This suggests that, when providing feedback, teachers should make sure that the feedback is salient or explicit enough so that students can realize its corrective intent. This is particularly true of recasts, which due to their implicit and ambiguous nature may go unnoticed (Benati, Laval, & Arche, 2014)

Second, research seems to indicate that feedback strategies that do not apply the correct form are more effective than these that provide the correction. This then suggests that teachers should use or a least begin with feedback strategies that encourage learners to self-correct themselves. This provides a discovery-based approach to error correction, which can be considered as not only motivating but also helping learners to make inferences, and test their hypothesis, about the target language forms (see Angelovska and Hahn, this volume).

Finally, to choose the appropriate type of feedback, teachers should also take into account other factors such us nature of the error targeted, the context in which the feedback is provided and also various individual differences that exist among learners such as age, language proficiency, personality, anxiety, attitude and motivation. These factors can all play a role in facilitating feedback effectiveness (Benati, Laval & Arche, 2014).

Suggestions for teachers

Based on the literature on interactional feedback and studies that have examined its effectiveness, the following recommendations can be made:

- For interactional feedback to be effective, learners must notice the corrective force of the feedback. Therefore, teachers should make sure that the feedback is salient enough to be noticed (Nassaji & Fotos, 2011).

- Feedback may be more effective when targeting a single linguistic feature at a time rather than a wide range of forms. Thus, teachers should select specifics types of errors and target them in each lesson (R. Ellis, 2009).

- Recasts are potentially ambiguous, as learners may perceive them as feedback on content rather than on form. Recasts may become more effective if disambiguated with additional, more explicit, verbal and phonological prompts (i.e., added stress, repetition, etc.

- Elicitations may be more effective than reformulations as these feedback strategies push learners to self-correct, and therefore engage learners more actively in the feedback process than reformulations (Lyster, 2004). Therefore, when providing feedback, it might advisable to begin with an elicitation. But if the strategy fails to lead to self-correction, recasts can then be provided.

- Elicitations lead self-correction only if learners already have some knowledge of the targeted form. Therefore, elicitations may be more effective for more advanced learners who are able to recognize and correct their errors than beginner learners who are not able to do so. If the learner does not know the target form and the teacher still pushes the learner to self-correct, this may

embarrass the learner as it may publicly reveal his or her lack of knowledge (Long, 2006).

- Accoding to Nassaji & Fotos (2011) learners learn best when they are developmentally ready. Thus, the teacher should attempt to adjust the feedback to the learners' developmental level. This suggestion, however, may not easily work in practice as it is difficult to determine whether a particular learner is developmentally ready to process a particular feedback type (R. Ellis, 2005). One helpful strategy, however, would be using negotiated feedback, that is, feedback that begins with indirect hints and then gradually and progressively moves towards more direct help based on the learner's need and responses.

- Feedback that encourage uptake in more effective that feedback without uptake (recall that uptake refers to learners' immediate response following feedback). Thus, teachers should use more feedback moves that provide opportunities for uptake and modified uptake (such as elicitation or recasts in conjunction with prompts to push the learner to respond to feedback)

- The effectiveness of feedback depends on the social and instructional context in which the feedback occurs. Therefore, teachers should be aware of the differences in classroom contexts and adjust the feedback strategies they use to suit the situations in which they teach.

- Learners are different and learn in different ways Thus, teachers should be aware of individual learner differences.

- No matter what kind of strategies teachers use, they should be careful not to overuse corrective feedback, as excessive corrective feedback can have negative consequences leading to learners' disappointment and discouragement.

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 improving the basic grammatical skills through the application through effective formative feedback such as foldable. Action Research will allow the teacher candidate become a participant to study aspects in the problematic situation, analyze and reflect on the results that will be derived from the application of direct corrective feedback strategy to improve the basic grammatical competence in the English Foreign Language with ninth-year students at Escuela de Educación General Básica Miguel Riofrío afternoon sessio of the city of Loja 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 grammatical competence in which the students have showed some problems experimenting grammar competence showing a lack of implementation of direct corrective feedback.

Methods, techniques and instruments

Methods

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

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

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

Techniques and instruments

- *Data collection*

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

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

Pretest- Posttest will be given at the beginning and at the end of the intervention plan; at the beginning it will be given to measure the performance of grammatical competence that students have; and, at the end to measure the performance of the grammatical competence achieved by the students after the intervention plan designed in this research project with the activities applied with the direct corrective feedback strategy in order to make a pretest-posttest comparison of the cognitive dimension of the performance of writing skills of the participants (ninth-year students at Escuela de Educación General Básica Miguel Riofrío) being treated.

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

Observation will let the researcher to know the facts in a participative and non-participate way. The observation will be developed through an observation sheet and a field note sheet. The observation will be during a natural environment as lived by the ninth-year "C" students at Escuela de Educación General Básica Miguel Riofrío afternoon sessio of the city of Loja during their English classes. There will be two types of observation as detailed below.

Nonparticipant observation in *n*onparticipant observation, the researcher is not involved in the situation being observed. The researcher observers 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 direct corrective feedback strategy in order to improve the grammatical competence with the ninth-year "C" students at Escuela de Educación General Básica Miguel Riofrío afternoon session of the city of Loja during the academic period 2014-2015. 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 strategy.

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

Subtest: will be given every two weeks to know students´ progress in writing performance according to the specific topic, through the intervention plan made by the researcher. The subtest will consist in worksheets that will contain questions like multiple choices, matching, completing, etc.

Participants

The participants of this research work are the ninth- year students at Escuela de Educación Básica Miguel Riofrío afternoon session of the city of Loja, who are all about thirteen to fourteen years old; they are thirty-eight students, and the teacher candidate of this study who is going to take part in the intervention plan.

Intervention plan description

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

Activation

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

Connection

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

Affirmation

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

Period

This intervention plan will be carried into effect throughout the months November and December during the Academic Period 2016-2017

Intervention and Observation Plan

Week 1

RESEARCH PROBLEM	How does direct corrective feedback develop the grammatical competence with ninth-year "C" students at Escuela de Educación Básica Miguel Riofrío afternoon session of the city of Loja 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	**Students will be able:** • Asks for and gives personal information. • Describes people's personalities and routines.
CONTENTS	UNIT 1. My family and me. **Vocabulary** • Words related to personality and free time activities **Expressions** • What's s/he like? • He's like my brother • Take care **Grammar** • Simple Present tense with the verbs to be.
INSTRUCTIONAL FOCUS	**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. **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 • Ask students to read the sentences very carefully, and based on their meaning choose the adjective from the Word Bank check the boxes and write a sentence that describes the person. Have students work individually and then crosscheck answers. • Encourage some volunteers to tell the class what they are

	like with their families. Ask a volunteer to read the family description and encourage the rest of the class to say the verb form aloud. Make sure all of them get the correct form aloud. Make sure all of them get the correct form to fill in the blanks. • To challenge students and to reinforce the use of the auxiliaries do and does, ask them to do the exercise individually, as a way to strengthen the intrapersonal intelligence. **Affirming:** (5 minutes) • Teacher asks questions randomly. Students answer orally. • Students have to complete their workbook exercises 1-2.
CLASSROOM **RESOURCES**	• Teachers' guide • Student's notebook • Student's book. • Student's workbook. • Board, markers. • Cd player. • Class audio Cd.
DATA COLLECTION SOURCES	Data source 1: pretest Data source 2: pre questionnaire Data source 3: field notes
SUPPORT	Coaching and guidance from our thesis advisor
TIME	Week 1: November 7-12

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

Week 2

RESEARCH PROBLEM	How does direct corrective feedback develop the grammatical competence with ninth-year "C" students at Escuela de Educación Básica Miguel Riofrío afternoon session of the city of Loja 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	**Students will be able:** • Describes people's free time activities. • Uses the expressions like, love and prefer to refer to people's likes, dislikes and preferences.
CONTENTS	UNIT 1. My family and me. **Vocabulary** • Words related to free time activities **Expressions** • Hang out / Invite out / Take it easy **Structures** • Simple Present tense with the verbs like, love and prefer
INSTRUCTIONAL FOCUS	**Activation:** Warm up. (5 min) • Write the expression free time activities on the board. Invite students to elicit as many activities as they can think of and copy them on the board. Likewise, have them select their favorite plan for weekends with their family and friends. **Connection:** (30 min) • Have students listen to the recording, do some picture exploitation as a way to gradually develop the visual spatial intelligence. To recycle the previous lesson, and to aid the development of the interpersonal intelligence, ask half the class to ask the other half questions about age, and personality (How old is the girl in this photo? Where are they from? What are the boys like in this photo?). • Call for a volunteer to read the instructions and the Key Expressions, correct pronunciation if necessary. Have them work in pairs while listening to the audio twice and fill in the gaps? • having students do the activity, invite them to come up with definition hobbyist and of each adjective in the pictures: hobbyist, quiet, energetic, artistic. • Draw students' attention to the Speaking Strategy and discuss what they understand. Tell them that we use the expression, how about you? to invite someone to talk. As the idea is to add extra information and to address the

	interpersonal, linguistic and bodily-kinesthetic intelligences, elicit as many free time activities as they can think of and write them on the board. • 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. • 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. **Affirming:** • 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.
CLASSROOM **RESOURCES**	• Teachers' guide • Student's notebook • Student's book. • Student's workbook. • Board, markers. • Cd player. • Class audio Cd.
DATA **COLLECTION** **SOURCES**	Data source 1: 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 with ninth-year "C" students at Escuela de Educación Básica Miguel Riofrío afternoon session of the city of Loja 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	Students will be able: • Predicts the content of a text by using visual aids and background knowledge. • Scans for specific information in a text. • Writes a short text following a scheme.
CONTENTS	UNIT 1. My family and me. **Vocabulary** • Words related to professions, nationalities and free time activities **Expressions** • Work out **Connectors** • And / But
INSTRUCTIONAL FOCUS	**Activation:** Warm up. (5 min) • Bring flashcards of famous people for students to play a guessing game. Ask them about these people's names, ages, nationalities and professions. Similarly, bring a collage featuring free time activities like soccer, baseball, basketball, gym workout routines, playing guitar, playing videogames, song writing, doing homework, swimming and singing. As you show and point to the pictures, have them guess those activities and call on a volunteer to spell and write the activities on the board. **Connection:** (30 min) • 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. • Tell students they are going to listen and read the text to confirm their predictions. As soon as they finish, go back their predictions, confirm them and congratulated the students for their speculations. • Ask some volunteers to read the instructions and go over the questions in the table to help them center their

	attention on such details. Finally, mention that being able to find specific information quickly help them to develop their reading competence, which means they will have the ability to understand a text well. • Encourage students to look at the boy's photograph and guess this: Who is he? How old is he? Where is he from? Is he a singer too? Who are his parents? and so on. As soon as they have done it, invite the class to get into groups of students to complete the paragraph. • ask students to go back to the reading to identify and circle examples of these two conjunctions. Now, invite them to write the paragraph in a collaborative fashion. Try to elicit the information from them and model the paragraph by writing about yourself. **Affirming:** (5 minutes) • Students identify specific information to improve their reading comprehension.
CLASSROOM **RESOURCES**	• Teachers' guide • Student's notebook • Student's book. • Student's workbook. • Board, markers. • Cd player. • Class audio Cd.
DATA COLLECTION SOURCES	Data source 1: pretest Data source 2: pre questionnaire Data source 3: field notes
SUPPORT	Coaching and guidance from our thesis advisor
TIME	Week 3: November 21-25

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

Week 4

RESEARCH PROBLEM	How does direct corrective feedback develop the grammatical competence with ninth-year "C" students at Escuela de Educación Básica Miguel Riofrío afternoon session of the city of Loja 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	Students will be able: • Describes people's free time activities. • Uses informal language to describe people's personalities.
CONTENTS	UNIT 1. My family and me. **Vocabulary** • To be an early bird • To be a night owl • To be a busy bee • To be a couch potato
INSTRUCTIONAL FOCUS	**Activation:** Warm up. (5 min) • Before students arrive to class, hide magazines cutouts of people carrying out actions related to the vocabulary from exercise 1 like: watching TV, doing housework, talking on the phone, working on the computer, watching movies. As soon as they show up, distribute pieces of paper with these activities written on them among students. Then, ask them to stick the magazine cutouts on the board and label them with the matching cards. **Connection:** (30 min) • Keep the magazine cutouts of the warm up session on the board. Introduce the lesson by asking students to have a look at the pictures and predict which of the activities on the board they think are suitable for each person in the pictures. • Invite students to take a look at the illustrations and describe what they see. Elicit as much information as possible and write it on the board. • 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. Remind them to read the corresponding conversation as quickly as possible to label the kind of person it describes. Likewise, tell them to shout • 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, and then take turns practicing the questions and answer.
	Affirming:
	• Students to use idioms and colloquial expressions in informal conversations.
CLASSROOM RESOURCES	• Teachers' guide • Student's notebook • Student's book. • Student's workbook. • Board, markers. • Cd player. • Class audio Cd.
DATA COLLECTION SOURCES	Data source 1: Field notes.
SUPPORT	Coaching and guidance from our thesis advisor
TIME	Week 4: November- 28 December- 2

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).

Week 5

RESEARCH PROBLEM	How does direct corrective feedback develop the grammatical competence with ninth-year "C" students at Escuela de Educación Básica Miguel Riofrío afternoon session of the city of Loja 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	• Students will be able: • Describe people's customs from around the world. • Asks questions about the frequency of actions that people do. • Talk about how often they do things. • Recognizes nationalities, greetings, clothing, food, and celebrations from diverse cultures.
CONTENTS	• UNIT 2. Cultures around the world • **Words related to customs** • Greetings • Clothes • Food • Nationalities • **Grammar structures** • Simple Present tense with adverbs of frequency
INSTRUCTIONAL FOCUS	**Activation:** Warm up. (5 min) • Ask students if they know any greetings that people use in other parts of the world. Write on the board the greetings they mention. Draw a table with two columns, and fill it with the rest of greetings by mimicking, naming and writing them on the board. **Connection:** (30 min) • 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? • Call on two students to read the instructions and the expressions in the Word Bank. Then, invite them to complete the table by making word combinations. Check the answers as a whole class and, again, reward them. • Prepare students for the Cultural Trivia Quiz by asking them to close their books and finish the statements they will hear from you: *Greet with….* (a kiss); *Celebrate…* (the New Year / Christmas Eve / Labor Day); *Pray in…* (a church); *Give…* (presents/gifts); *Wear…* (skirts/veils).

	Then, encourage students to answer the quiz in pairs.
	• 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.
	• Tell them you will point at the picture and dictate some sentences for completion
	Affirming: (10 minutes)
	• Students have to plan their daily activities.
CLASSROOM RESOURCES	• Teachers' guide • Student's notebook • Student's book. • Student's workbook. • Board, markers. • Cd player. • Class audio Cd.
DATA COLLECTION SOURCES	Data source 1: Field notes.
SUPPORT	Coaching and guidance from our thesis advisor.
TIME	Week 5: Desember 5 - 9

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

Week 6

RESEARCH PROBLEM	How does direct corrective feedback develop the grammatical competence with ninth-year "C" students at Escuela de Educación Básica Miguel Riofrío afternoon sessin of the city of Loja 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	• Students will be able: • Describe people's habitual actions and routines using the correct form of the verbs. • Uses time expressions like*: always*, usually, every year, once a day.
CONTENTS	• UNIT 2. Cultures around the world • **Words related to celebrations** • Expressions • Here, try this one! Structures • **Grammar structures** • Simple Present tense • Present Progressive.
INSTRUCTIONAL FOCUS	**Activation:** Warm up. (5 min) • Draw an oval on the board and inside it write the word *c*elebrations. Invite students to take turns to go up to the board and write the celebrations they know in their country. Then, take the most representative and meaningful celebration for them and ask*:* What do you usually eat during the celebration? What do you usually wear during the celebration? Do you usually dance? Do you usually ride horses? and so forth. Elicit as much information as you can and write it down on the board. Finally, revise some previous language knowledge by having them talk to the classmate next to them and answer the question What is your favorite celebration? Praise them for their contributions. **Connection:** (30 min) • Have students listen to the audio to fill in the blanks, and then ask them to compare their answers with their partners. Play the audio twice if necessary and when they are done, confirm their predictions. • Fill in the blanks with the right form of the verbs in the Present Progressive tense. Then, do some choral and individual drills to ensure they get the correct pronunciation of this sound. Invite students do the exercise in pairs and then socialize their answers as a whole class. Correct pronunciation of the –*ing* ending if necessary. • Bring in some pictures in which people from different cultures are celebrating with temporary actions and stick them on the board. • Invite students to participate in a quick memory contest in which they are supposed to recall and say aloud the

	time expressions we use to describe both habitual actions and routines *(*always, never, usually*, etc*.), and temporary actions or actions happening at the moment of speaking *(*now, right now, at the moment, today, these days*)*. As they mention those, correct pronunciation whenever necessary. • Draw students' attention to the example given in Andres and Nicole's conversation, by calling on two volunteers to read the short dialogue. **Affirming:** (10 minutes) • Students have to make sentences describing different things that their classmates are doing in the moment.
CLASSROOM RESOURCES	• Teachers' guide • Student's notebook • Student's book. • Student's workbook. • Board, markers. • Cd player. • Class audio Cd.
DATA COLLECTION SOURCES	Data source 1: Field notes
SUPPORT	Coaching and guidance from our thesis advisor
TIME	Week 6: Desember 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 with ninth-year "C" students at Escuela de Educación Básica Miguel Riofrío afternoon sessio of the city of Loja 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	• Students will be able: • Predict the content of a text and identify the communicative function of expressions to improve reading comprehension. • Predict the content of a text by using pictures and background knowledge. • Identify the parts of a text. • Write an email following a scheme, using fixed expressions and details given.
CONTENTS	• UNIT 2. Enjoying a New Culture • Pages • Vocabulary related to nationalities and celebrations.
INSTRUCTIONAL FOCUS	**Activation:** Warm up. (5 min) • First focus students' attention on the Reading Strategy: Use pictures to predict the content of a text. Let students know the importance of using imagery to predict both the topic and the content of a reading passage. Ask for a volunteer to read the instructions. Now, encourage students to take a look at the pictures and speculate about the celebrations, the places where they happen, and what people are doing to celebrate. Then, invite them to answer questions A and B in pairs. Allow some time for completion the task and confirm their choices as a whole class. Finally, invite students to predict the content of the email below and write their predictions on the board. **Connection:** (30 min) • Students look at the pictures and complete the sentences. Then, they check their guesses in the text. • Students read the email. Then, they identify the parts of the text. They use the Word Bank. • Draw students' attention on the Word Bank and call on a volunteer to read the three words. Make them realize that each part should contain certain information. Ask them to work in groups of four and read the email carefully, identifying and labeling each part. • Then, go back to their predictions and confirm their guesses. **Affirming:** (10 minutes) • Students have to answer the questions related to the

	lecture.
	• They are going to use the information in the lecture to complete the E-mail
CLASSROOM RESOURCES	• Teachers' guide
	• Student's notebook
	• Student's book.
	• Student's workbook.
	• Board, markers.
	• Cd player.
	• Class audio Cd.
DATA COLLECTION SOURCES	Data source 1: Field notes
SUPPORT	Coaching and guidance from our thesis advisor
TIME	Week 7: January 2- 6

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

Week 8

RESEARCH PROBLEM	How does direct corrective feedback develop the grammatical competence with ninth-year "C" students at Escuela de Educación Básica Miguel Riofrío afternoon sessio of the city of Loja 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	• Students will be able: • Predict the content of a text and identify the communicative function of expressions to improve reading comprehension. • Predict the content of a text by using pictures and background knowledge. • Identify the parts of a text. • Write an email following a scheme, using fixed expressions and details given.
CONTENTS	• UNIT 2. Out of this world • Pages • Vocabulary related to idioms and colloquial expressions.
INSTRUCTIONAL FOCUS	**Activation:** Warm up. (5 min) • Before students arrive to class, put up (on the classroom walls) newspaper or magazine cutouts of people celebrating diverse national festivals, carnivals and fairs from your own country. As soon as they show up, encourage them to guess the name of the festival, carnival or fair pictured in the cutouts. Then, ask them to stick the cutouts on the board and label them with the corresponding names. **Connection:** (30 min) • Students listen and complete the conversation with the idioms in the box. • Before having students listen to the recording, do some picture exploitation. Ask: What are these people doing? What celebrations are these? What clothes are they wearing? And so forth. Now, write on the board these three sentences: There are too many people; I'm delighted with what I'm seeing; and It's magnificent. Challenge students by asking them to find the corresponding expression in the box. • Then, have them listen to the recording individually. Afterwards, get them in pairs to listen to the audio for the second time to confirm the answers or fill in the blanks with the correct information. • Match the idioms with their meaning. Remind students that to learn new words and expressions we need to think of synonyms or equivalent words or expressions, as a learning strategy. Invite a volunteer to read the

	instructions and the idioms given in the first column as they may be already familiar with these idioms, encourage students to choose the answer as a whole class and say it aloud. Make sure everybody has understood or provide further explanation if needed.
	• Answer the questions in the next page and share with a Partner. Now, invite students to sit down, and carefully read the questions and think of their answers. After that, encourage them to look for a partner, so that they can ask each other those questions and share their answers. Go around the class, check language structures and pronunciation, and provide help and guidance when necessary.
	Affirming: (10 minutes)
	• Students are going to talk about their experience of carrying out the project and have them check the aspects they really like. Finally, ask them to qualify or grade the project stages as easy or difficult parts of the process, and have them think about the reasons they have for their choice.
CLASSROOM RESOURCES	• Teachers' guide • Student's notebook • Student's book. • Student's workbook. • Board, markers. • Cd player. • Class audio Cd.
DATA COLLECTION SOURCES	Data source 1: Field notes Data source 2: Unit 2 test
SUPPORT	Coaching and guidance from our thesis advisor
TIME	Week 8: January 9 - 13

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.

g. TIMELINE

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

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h. BUDGET AND FINANCING

RESEARCH

Resources

Human

- The 9th year of Basic Education Students

- The teacher candidate

- The thesis advisor

Material

- Scripts

- Book

- Paper

-

- Cardboard and Foamex

Technical

- Computer

- Project

- Printer

- Internet

BUDGET

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

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

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Annex 1: Observation sheet.

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

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

Annex 2: Field notes

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

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

Topic:

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

Class size:

Participants: Ninth-grade students & The researcher</td>
<td>Role of the researcher:
Participant observer

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

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

DATA COLLECTION SOURCE: PRE TEST/ POST TEST

Student's Code

……………………………………………………………………………………………

Date:

……………………………………………………………………………………………

Data collection source: Test
Researcher: Ivan Chocho.
Year: Ninth Year of Basic Education
Code:
Date:
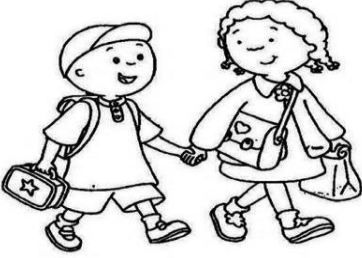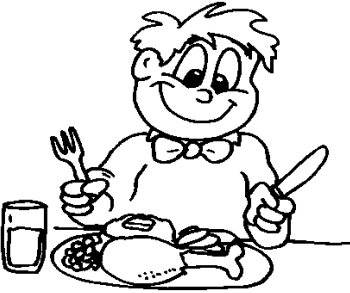
1.- **Look at the pictures. Write what the boy does every day. (2 points)**

He gets up

3. ---

4. ---

1. --

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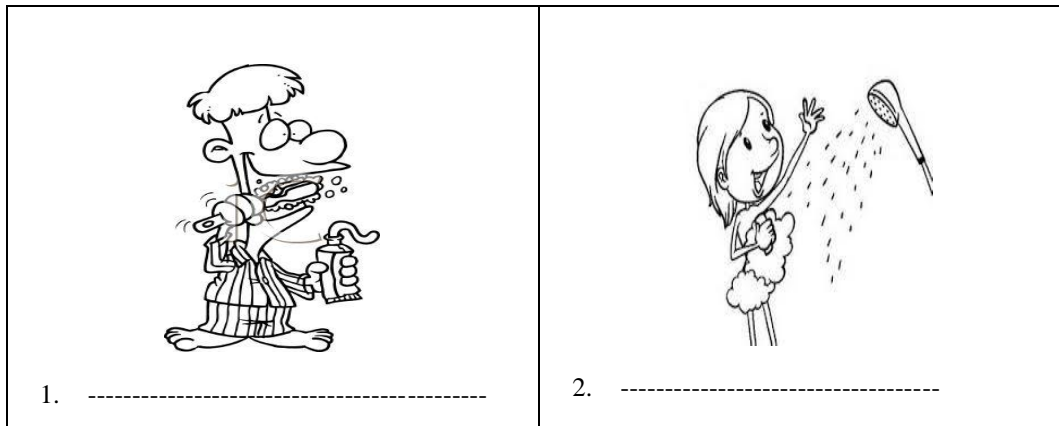
2.- Unscramble the questions. (2 points)

Ex: German/ he/ speak / Can / ?

   a) Can he speak German?

A. she / Can / piano / the / play /?
   a) _____
B. board / I / erase / the / Can /?
   a) _____
C. I / pen / your / Can / use /?
   a) _____
D. sing / English / Can / they / in?
   a) _____

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

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

Example: Tim: What do you do on Sundays?
               Maria: Nothing much. I usually get up late.

Tim: (1) _____
Maria: Oh, I never get up before 11 a.m.

Tim: (2)

_____
Maria: I usually have cereal and orange juice.

Tim: (3)

_____

Maria: Not many. About two hours.

Tim: (4)

_____

Maria: I usually go to bed at ten.

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

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

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

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

a. _____ Pete,

b. _____

c. _____

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

Right now I'm eating delicious "quesadillas."

Today is my roommate's birthday so we're

having a piñata party. Everybody is really happy.

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

d. _____ our

mom. Tell her I`m fine.

e. _____

Jan

Annex 4. Pre/ Post Questionnaire

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

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 disagree	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 disagree	3 = I neither agree	4 = I agree	5 = I strongly agree

(__) a. I believe that "I wish I had not more English classes".

(__) b. I think the reasons why I make mistakes.

(__) c. I think the teacher is not patient enough to wait for the end of my sentences.

(__) d. I think "I can learn from my mistakes"

THANKS FOR YOUR COLLABORATION ☺

Annex 5: Research Matrix

THE DEVELOPMENT OF THE GRAMMATICAL COMPETENCE THROUGH DIRECT CORRECTIVE FEEDBACK WITH NINTH-YEAR "C" STUDENTS AT

THE ESCUELA DE EDUCACIÓN BÁSICA MIGUEL RIOFRÍO AFTERNOON SESSION OF THE CITY OF LOJA DURING THE 2016-2017 SCHOOL YEAR

Problem	Objectives	Theoretical Frame	Methodological design (Action Research)	Techniques and instruments
General • How does the direct corrective feedback develop the grammatical competence with ninth-year "C" students at Escuela de Educación Básica Miguel Riofrío afternoon sessio of the city of Loja during the 2016-2017 school year? **Specific** • What theoretical and methodological references about the direct corrective feedback as strategy are adequate for improving grammatical competence with ninth-year "C" students at Escuela de Educación	**General** • To improve the grammatical competence through the direct corrective feedback with ninth – year "C"students at Escuela de Educación Básica Miguel Riofrío afternoon sessio of the city of Loja during the 2016 – 2017 school year. **Specific** • To research the theoretical and methodological references about the direct corrective feedback and its	**Dependent variable** • Grammatical Competence • Sentence Formation (Declarative sentences: Affirmative & Negative. Interrogative questions: Who & Yes/ No questions. Subject -Verb- Agreement. Part of speech. **Independent variable** Feedback and English Foreign Language teaching. • Principles and strategies of	**Preliminary Investigation** • Observing the English Classes • Stating the background of the problem • Describing current situation • Locating and reviewing the literature • Creating a methodological framework for the research • Designing an intervention plan **Intervention and Observation** • Administering test and questionnaires	• Observation sheet • Pre and Post test • Pre and Post questionnaires • Field Notes

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Básica Miguel Riofrío afternoon session of the city of Loja the 2016 – 2017 school year? • What are the issues that limit the development of the grammatical competence with ninth – year "C" students at Escuela de Educación Básica Miguel Riofrío afternoon sessio of the city of Loja during the 2016 – 2017 school year? • What are the phases of the intervention plan that help the current issues to achieve a satisfactory outcome on developing the grammatical competence with ninth – year "C" students at Escuela de Educación Básica Miguel Riofrío afternoon session of the city of Loja during the 2016 – 2017 school	application on the grammatical competence. • To diagnose the issues that limits the development of the grammatical competence with ninth – year "C" students at Escuela de Educación Básica Miguel Riofrío afternoon sessio of the city of Loja during the 2016 – 2017 school year. • To design an intervention plan based on the direct corrective feedback in order to improve the grammatical competence with ninth – year "C" students at Escuela de Educación Básica Miguel Riofrío afternoon session of the city of Loja during the 2016 – 2017 school year. • To apply the most	corrective feedback. • Types of corrective feedback. • Direct corrective feedback.	• Observing and monitoring students' performance according to the intervention plan • Presentation of research findings • Reflecting, analyzing and answering the proposed inquires • Organizing the final report	

year? • Which direct corrective feedback is implemented to improve grammatical competence with ninth – year "C" students at Escuela de Educación Básica Miguel Riofrío afternoon sessio of the city of Loja during the 2016 – 2017 school year? • How does the direct corrective feedback reduce the difficulty to develop the grammatical competence with ninth – year "C" students at Escuela de Educación Básica Miguel Riofrío afternoon session of the city of Loja during the 2016 – 2017 school year?	suitable techniques of the direct corrective feedback in order to improve the grammatical competence with ninth – year "C" students at Escuela de Educación Básica Miguel Riofrío afternoon session of the city of Loja during the 2016 – 2017 school year. • To validate upon the effectiveness that the direct corrective had with ninth – year "C" students at Escuela de Educación Básica Miguel Riofrío afternoon session of the city of Loja during the 2016 – 2017 school year?			

Theme. The development of Grammatical Competence through direct corrective feedback with students of Ninth- year 'C' students at Escuela de Educación Básica Miguel Riofrío afternoon sessio of the city of Loja during 2016-2017 school year.

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Annex 6. Grading Scales

Grammatical Competence

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

Direct corrective feedback strategy

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

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