



UNIVERSIDAD NACIONAL DE LOJA
FACULTAD DE LA EDUCACIÓN, EL ARTE
Y LA COMUNICACIÓN

ENGLISH LANGUAGE DEPARTMENT

TITLE

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

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Bachelor's Degree in Sciences of Education,
English Language Specialization

AUTHOR

LEODAN FRANCISCO GAONA ABAD

THESIS ADVISOR

DRA. CARMEN ENITH DÁVILA VEGA MG. SC.

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

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Firma: 

Autor: Leodan Francisco Gaona

Abad Cédula: 1105003493

Dirección: Loja, Cdla. El Electricista, calles: Av. Pio Jaramillo Alvarado

Correo electrónico: leodanfranciscoga@hotmail.com

Celular: 0969124242

DATOS COMPLEMENTARIOS

Director de tesis: Dra. Carmen Enith Dávila Vega Mg.Sc.

Tribunal de grado:

Presidenta: Lic. Karina Alexandra Celi Jaramillo, Mg. Sc.

Primer vocal: Lic. Orlando Vicente Lizaldes Espinosa, Mg.Sc.

Segundo Vocal: Lic. Jhimy Bolter Vivanco Loaiza, Mg. Sc.

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THE AUTHOR

DEDICATION

I dedicate this research work to God, to my parents, Francisco Ramón Gaona Berrú and Elvia María Abad Jiménez, who have given me all their support to finish this research work, without their help the achievement of this goal could not have been possible.

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a. TITLE

**THE DEVELOPMENT OF THE GRAMMATICAL COMPETENCE
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SCHOOL YEAR**

b. RESUMEN

El objetivo de este trabajo de investigación fue desarrollar la competencia gramatical a través de la retroalimentación correctiva directa, con los estudiantes de décimo año de la Unidad Educativa José Ángel Palacio durante el año 2016-2017. El método científico, descriptivo, analítico-sintético y estadístico se utilizaron para analizar y procesar la información. Además, pruebas y cuestionarios fueron aplicados a 25 estudiantes para diagnosticar el nivel de conocimiento del inglés y para recopilar información sobre las reacciones de los estudiantes frente a la retroalimentación correctiva directa. También se emplearon hojas de observación y un diario para recolectar información sobre el desenvolvimiento de los estudiantes en cada lección. Los resultados indicaron que los estudiantes mejoraron notablemente en la construcción de oraciones, en el uso de la forma apropiada de los verbos y en hacer y contestar preguntas. En conclusión, la aplicación de retroalimentación correctiva directa fue satisfactoria, los estudiantes aplicaron estructuras gramaticales de mejor manera en todas las tareas desarrolladas en el plan de intervención.

ABSTRACT

The aim of this research work was to develop grammatical competence through direct corrective feedback among tenth year students at Unidad Educativa José Ángel Palacio of the city of Loja during the 2016-2017 school year. The scientific, descriptive, analytical- synthetic and the statistical method were used to analyze, the information obtained. In addition, tests and questionnaires were applied to 25 students to diagnose the students' English level and to get students' reactions in front of direct corrective feedback. Also, observation sheets and a diary were used to collect information about students' performance in each lesson. The results indicated that the students improved satisfactory in English constructing sentences, using the appropriate form of the verbs and to make and answer questions. In conclusion the application of direct corrective feedback as a complementary resource was acceptable. Students applied grammatical patterns in a better way in all the duties developed in the intervention plan.

c. INTRODUCTION

Nowadays, English language has become the global language. Therefore, knowing English is a necessity for everyone. If someone wants to have a good job, travel around the world or communicate with people from different cultures have to know at least one foreign language. So, people need to express their ideas clearly and positively, both verbally and written

Consequently, to speak a language, the mastery of grammar competence is a skill students develop in order to understand the message that the other people transmit. Grammar competence implies to learn the different parts of speech, subject verb agreement, declarative sentences and answering and asking questions, to know abstract grammatical terminology, to be able to write, speech, read and listen with greater confidence.

In addition, the research showed that students of tenth year at the Unidad Educativa José Ángel Palacio students have a limited in English Language proficiency especially at the moment to apply rules and grammatical structures, to ask a question with the appropriate auxiliary verb. In addition to this, it is important that the classroom is the unique place where students have the opportunity to learn and improve their grammatical skills. Therefore, the main problem of the research work was: how does the direct corrective feedback develop the grammatical competence?

Direct corrective feedback is relevant as a useful strategy to identify an error and then correct it. Furthermore, it allows improving the grammar skills, because it shows an important significance change on the students English Language achievement grammatical skills.

The objectives of the research that guided this study were: To improve grammatical competence through the direct corrective feedback as a corrective strategy, to research the theoretical and methodological references about the direct corrective feedback as corrective strategy and its application on the grammatical competence through direct corrective, to design an intervention plan based on the direct corrective feedback as corrective strategy, to apply the most suitable techniques of the direct corrective feedback as a corrective and to reflect upon the effectiveness that the direct corrective feedback as a corrective strategy.

During the development of this research, the following methods were used: The Scientific method was used to study the theoretical references about the two variables: the grammatical competence and the direct corrective feedback in order to describe the different phases of the research work; the Analitic-Syntetic method that was used to study, the data collected through the instruments; the Statistical method helped to make the quantitative analysis of the data; and the Descriptive method that used to describe the different stages of the study and the kind of resources used by the researcher.

The present research includes the following parts: the first section presents the Abstract which consists of a summary about the importance of the English

currently. 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. Next, the Literature review contains a short summary about grammatical competence and direct corrective feedback. The Materials and Methods section that includes different techniques, methods, instruments that had been applied during the intervention. After that, the Results section, present the description of the information organized in tables and figures. Each table and figure has its corresponding interpretation and analysis. After that, the Discussion describes the results, considering the ones that most representative. Furthermore, it presents a set of Conclusions and Recommendations according to the objectives and results. Finally, this research concludes whit the Bibliography.

d. LITERATURE REVIEW

Grammatical Competence

Bagaric (2007) says grammatical competence is one of four areas of the communicative competence theory. In general terms, grammatical competence is the ability to recognize and produce the distinctive grammatical structures of a language and to use them effectively in communication; it focuses on command of the language code, including such things as the rules of word and sentence formation, meanings, spelling and pronunciation. The goal is to acquire knowledge of, and ability to use, forms of expression that are grammatically correct and accurate. So, grammatical competence promotes accuracy and fluency by means of the knowledge of sentence formation and form of expression.

Languages (2001) states that grammatical competence may be defined as a knowledge of, and ability to use, the grammatical resources of a language. In linguistic terms, the grammar of a language refers to the set of complex principles governing the assembly of elements into meaningfully labeled and bracketed strings. Therefore, grammatical competence is the ability to understand and express meaning by producing and recognizing well-formed phrases and sentences in accordance with these principles.

Grammatical competence is concerned with mastery of the linguistic code. It includes vocabulary knowledge, and knowledge of morphological, syntactic, semantic, phonetic and orthographic rules. Grammatical competence allows the

speaker to use knowledge and skills useful to understand and express the literal meaning of sentences. (Meyer, 2009).

Canale and Swain (2015) mention that grammatical competence focuses on command of the language code, including such things as the rules of word and sentence formation, meanings, spelling and pronunciation. The goal is to acquire knowledge of, and ability to use, forms of expression that are grammatically correct and accurate. Grammatical competence acts to promote accuracy and fluency in second language production, and increases in importance as the learner advances in proficiency.

Fäcke (2014) manifests that the grammatical competence is the ability to understand and express meaning by producing and recognizing well-formed phrases and sentences in accordance with these principles (as opposed to memorizing and reproducing them as fixed formulae).

Sentence Formation

According to network and Leo (2015), a sentence is a group of words which starts with a capital letter and ends with a full stop, question or exclamation mark. A sentence contains a predicate and a subject. Sentences contain clauses; Simple sentences have one clause, compound and complex sentences have two or more clauses. Sentences can also contain subjects and objects. The subject in a sentence is generally the person or thing carrying out an action. The object in a sentence is involved in an action but does not carry it out; the object comes after the verb. Example: The boy climbed a tree.

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

Example: The young boy climbed a **tall** tree.

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

Example: The young boy **quickly** climbed a tall tree.

The sentence becomes more interesting as it gives the reader or listener more information. There are more things that can be added to enrich a sentence.

Parts of a sentence

- Adjective: describes things or people.
- Adverb: alters the meaning of the verb slightly
- Article: a, an - indefinite articles the - definite articles
- Conjunction: joins words or sentences together Interjection A short word showing emotion or feeling
- Noun: names things
- Preposition: relates one thing to another.
- Pronoun: used instead of a noun to avoid repetition
- Proper noun (subject): the actual names of people or places etc.
- Verb: action or doing word.

Parts of Speech

Parts of speech (2016) mentions that in the English language, words can be considered as the smallest elements that have distinctive meanings. Based on their

use and functions, words are categorized into several types or parts of speech. This article will offer definitions and examples for the 8 major parts of speech in English grammar:

Noun

Noun refers to words that are used to name persons, things, animals, places, ideas, or events. Examples:

James is very creative.

Dogs can be extremely cute.

It is my *birthday*.

There are different types of nouns

- Proper nouns always start with a capital letter and refer to specific names of persons, places, or things.

Examples: Game of Thrones

- Common nouns are the opposite of proper nouns. These are just generic names of persons, things, or places.

Examples: car, pizza parlor

- **Concrete** refers to nouns which you can perceive through your five senses.

Examples: folder, board

- Abstract nouns are those which you can't perceive through your **five** senses.

Examples: happiness, bravery

- **Count** refers to anything that is countable, and has a singular and plural form.

Examples: video, ball

- **Collective** refers to a group of persons, animals, or things.

Example: faculty (group of teachers), class (group of students), pride (group of lions)

Pronoun

A pronoun is a part of a speech which functions as a replacement for a noun. Some examples of pronouns are: *I, it, he, she, mine, his, hers, we, they, theirs, and ours.*

Examples

- The largest slice is *mine*.
- *We* are number one.

Adjective

An adjective is used to describe a noun or a pronoun.

Examples:

The carvings are *intricate*.

The italicized word describes the appearance of the noun “carvings.” I have *two* sisters.

The italicized word “two,” is an adjective which describes the number of the noun “sisters.”

Verb

Verb is the most important part of a speech, for without a verb, a sentence would not exist. Verb shows an action.

Examples of “State of Being Verbs”: *am, is, was, are, and were*

Adverb

Adverbs are also used to describe words, but the difference is that adverbs describe adjectives, verbs, or another adverb. There are some types of adverbs:

- **Adverb of Manner** refers to how something happens or how an action is done.
- **Adverb of Time** states “when” something happens or “when” it is done.
- **Adverb of Place** mentions something about “where” something happens or “where” something is done.
- **Adverb of degree** states the intensity or the degree to which a specific thing happens or is done.

Preposition

Preposition basically refers to words that specify location or a location in time.

Examples of Prepositions: *above, below, throughout, outside, before, near, and since*

Conjunction

The conjunction is a part of a speech which joins words, phrases and clauses together.

Examples of Conjunctions: *and, yet, but, for, nor, or, and so*

Interjection

Interjection refers to words which express emotions. Since interjections are commonly used to convey strong emotions, they are usually followed by an exclamation point. Example Hurray, we won! (Part of Speech, 2016)

Types of Sentences

There are four types of sentences that are normally used in the English language. They are **declarative** (affirmative/positive), **interrogative**, **imperative**, and **exclamation**. These types of sentences are useful to express and convey people's thoughts and feelings through written or oral communication.

1. Declarative sentences:

Declarative sentences are usually used to convey information. This type of sentences can be expressed in an interrogative, imperative, and exclamatory form. In a declarative sentence, the subject normally precedes the predicate, and ends with a full stop

Formation, positive sentence:

Subject	Verb	Rest of the sentence (object + Adverb + Adjective + Complement)
I	learn	English at home.

Formation, negative sentence:

Subject	AV+Not	Verb	Rest of the sentence (object + Adverb + Adjective + Complement)
I	do not	Learn	English at home.

2. Interrogative Sentence:

An interrogative sentence is usually used to ask a question and it ends with a question mark. Typically they begin with a question words such as what, why, or how, or an auxiliary verb such as do, does, did, can or would. There are two types of interrogative sentences.

Yes/No Interrogatives: Yes/No questions usually will be answered by yes or no.

Formation, yes/no interrogative sentence:

AV	Subject	Verb	Rest of the sentence (object + Adverb + Adjective + Complement)
Do	You	Learn	English at home?

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

Formation, Wh- interrogative sentence:

QW	AV	Subject	Verb	Rest of the sentence (object + Adverb + Adjective+ Complement)
Where	D	You	learn	English?

3. Imperative sentences:

Imperative sentences express commands, advice, and suggestions. Example:

- Come here!

4. Exclamatory Sentence:

This type of sentence expresses strong feelings by making an exclamation. It ends with an exclamation mark. This type of sentences used to show anger, confusion, love, happiness, or any other active emotion. Examples:

- No, you cannot do this! (*anger*)
- I don't want to go to her house! (*frustration*)
- I scored three goals at the soccer game! (*happiness*)
- I can't find the key! (*confusión*)
- I love you! (*love*)

I am going to my native! (*elation*) (Gopinath, 2012).

Subject Verb Agreement

Subject-verb agreement is the correspondence of a verb with its subject in person (first, second, or third) and number (singular or plural).

The principle of subject-verb agreement applies to finite verbs in the present tense and, in a limited way, to the past forms of the verb to be (was and were). (Nordquist, 2016).

The verb usually follows immediately after the subject; however, extra care should be taken in the following cases:

- **Subject and verb are separated sometimes,**

The subject of the sentence is separated from the verb by a word group. It is necessary to find the verb and ask ‘who’ or ‘what’ is doing the action. The noun closest to the verb can sometimes look like the subject, but it’s not Example:

Heavy snow together with high winds, makes skiing conditions dangerous

Singular subject

singular verb

Storms that occur during winter, cause deep snow drifts.

Plural subject

plural verb

- **Subject has two or more parts (compound subject)**

If the subject is joined by ‘and’, use a plural verb.

Examples:

The miner and the union official, agree on pay conditions

Plural subject

plural verb

- **Subject comes after the verb**

The same rules apply when the subject follows the verb, especially when the sentence starts with ‘there’ or ‘here’.

Example:

plural verb plural subject

- words**

Example:

combined singular subject singular verb

Neither the women nor the children, are out of danger.

combined plural subject

plural verb

Example:

Neither the women nor the child, is out of danger.

mix of plural **singular subject singular verb**

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When you use the pronouns ‘each’, ‘either’, ‘neither’, ‘another’, ‘anyone’, ‘anybody’, ‘anything’, ‘someone’, ‘somebody’, ‘something’, ‘one’, ‘everyone’, ‘everybody’, use a singular verb

Example:

Everyone in the group has a job to do.

singular subject singular verb

When you use the pronouns ‘both’, ‘many’, ‘few’, ‘several’, ‘other’, use a plural verb.

Example:

Many of the people in the group, work consistently.

plural subject plural verb

Words like ‘none’, ‘any’, ‘all’, ‘more’, ‘most’, ‘some’ use singular or plural verbs, depending on the context.

Example:

All of the cake was eaten by the children. (singular)

All of the cakes were eaten by the children. (plural)

- **Subject is a collective noun or non-count noun**

A collective noun is a word used to refer to a group of people/things (e.g., team, committee, family, crowd, audience, government). If the noun is considered as a single unit, use a singular verb.

The government of the day, **was** responsible for regulating petrol prices,
collective noun **singular** **subject** **singular** **verb**
(Agreement, 2016).

According to Hattie and Timperley (2007), feedback is conceptualized as information provided by an agent (teacher, peer, book, parent, self, experience) regarding aspects of one's performance or understanding. A teacher or parent can provide corrective information, a peer can provide an alternative strategy, a book can provide information to clarify ideas, a parent can provide encouragement, and a learner can look up the answer to evaluate the correctness of a response.

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Lee (2003) add that direct feedback may be appropriate for beginner students, or in a situation when errors are ‘untreatable’ that are not susceptible to self-correction such as sentence structure and word choice, and when teachers want to direct student attention to error patterns that require student correction.

Feedback Principles

According to Spiller (2009), feedback has some principles.

- Remember to provide feed forward-indicate what students need to think about in order to bring their task performance closer to the goals.
- Specify the goals of the assessment task and use feedback to link student performance to the specified assessment goals.
- Engage the students in practical exercises and dialogue to help them to understand the task criteria.
- Engage the students in conversation around the purposes of feedback and feed forward
- Design feedback comments that invite self-evaluation and future self-learning management
- Enlarge the range of participants in the feedback conversation-incorporate self and peer feedback
- Effective feedback has a very strong influence on student learning outcomes.
- Teachers can deliberately use a range of types of implicit feedback and explicit feedback on language usage.
- Teachers should check whether or not the students respond to their feedback by correcting their language-related errors.

Seven principles of good feedback practice: Facilitating self-regulation

Nicol (2005) mentions that a good feedback practice is broadly defined as anything that might strengthen the students' capacity to self-regulate their own performance. The principles of a feedback practice are the following:

1. Helps clarify what good performance is.

Students can only achieve learning goals if they understand those goals, assume some ownership of them, and can assess progress. In academic settings, understanding goals means that there must be a reasonable degree of overlap between the task goals set by students and the goals originally set by the teacher. This is logically essential given that it is the students' goals that serve as the criteria for self-regulation; however, there is considerable research evidence showing significant mismatches between tutors' and students' conceptions of goals and of assessment criteria and standards.

2. Facilitates the development of self-assessment (reflection)

One effective way to develop self-regulation in students is to provide them with opportunities to practice regulating aspects of their own learning and to reflect on that practice. Students are already engaged in monitoring gaps between internally set task goals and the outcomes that they are generating. This monitoring is a by-product of such purposeful engagement in a task. However, in order to build on this, and to develop systematically the learner's capacity for self-regulation, teachers need to create more structured opportunities for self-monitoring and the judging of progression to goals. Self-assessment tasks are an

effective way of achieving this, as are activities that encourage reflection on learning progress.

3. Delivers high quality information to students about their learning.

Feedback from teachers is a source against which students can evaluate progress and check out their own internal constructions of goals, criteria and standards. Moreover, teachers are much more effective in identifying errors or misconceptions in students' work than peers or the students themselves. In effect, feedback from teachers can help substantiate student self-regulation. In the research literature there is little consensus about what constitutes good quality external feedback.

4. Encourages teacher and peer dialogue around learning.

In the self-regulation model, for external feedback to be effective it must be understood and internalized by the student before it can be used to make productive improvements. External feedback as a transmission process involving 'telling' ignores the active role the student must play in constructing meaning from feedback messages and of using this to regulate performance. One way of increasing the effectiveness of external feedback and the likelihood that the information provided is understood by students is to conceptualize feedback more as dialogue rather than as information transmission. Feedback as dialogue means that the student not only receives initial feedback information but also has the opportunity to engage the teacher in discussion about that feedback.

5. Encourage positive motivational beliefs and self-esteem

Motivation and self-esteem play a very important role in learning and assessment. Studies by Dweck (1999) show that depending on their beliefs about learning, students possess qualitatively different motivational frameworks. These frameworks affect both students' responses to external feedback and their commitment to the self-regulation of learning. Research in school settings has shown that frequent high stakes assessment (where marks or grades are given) has a 'negative impact on motivation for learning that militates against preparation for lifelong learning' (Harlen & Crick, 2003). Dweck (1999) argues that such assessments encourage students to focus on performance goals (passing the test, looking good) rather than learning goals (mastering the subject).

6. Provide opportunities to close the gap between current and desired performance.

So far, feedback has been discussed from a cognitive or informational perspective and from a motivational perspective. However, in terms of self-regulation, we must also consider how feedback influences behaviour and the academic work that is produced.

According to Yorke (2003), two questions might be asked regarding external feedback. First, is the feedback of the best quality and second, does it lead to changes in student behaviour? Many writers have focused on the first question but the second is equally important. External feedback provides an opportunity to

close a gap between current performance and the performance expected by the teacher.

7. Provides information to teachers that can be used to help shape the teaching.

Good feedback practice is not only about providing accessible and usable information that helps students improve their learning, but it is also about providing good information to teachers. According to Yorke (2003) notes the act of assessing has an effect on the assessor as well as the student. In order to produce feedback that is relevant and informative and meets students' needs, teachers themselves need good data about how students are progressing. They also need to be involved in reviewing and reflecting on this data and in taking action to help support the development of self-regulation in their students. Teachers help generate this public information about students through a variety of methods by setting assessment tasks, by questioning of students in class and by observing behavior.

Types of Feedback

According to Brookhart (2008), there are some types if feedback is very important to understand students' stimulates.

Oral feedback

Oral feedback usually occurs during a task. It is sometimes underestimated because it is less formal, but it can be a very powerful and effective tool as it can be provided easily in the 'teachable moment' and in a timely way. Asking "What

do you notice about?” or “How does this match the criteria?” stimulates students’ thinking about their learning.

Written feedback

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

Feedback during learning

Feedback during learning allows students to take feedback on board immediately and to try to realize improvement during the learning process. This is often more effective and productive to the learning experience than end-of task feedback measures (usually summative), which require students to remember the feedback and apply the recommended strategies to a future task.

Feedback after learning

Too often feedback that is provided to students after learning has concluded is not used by the students to improve their work. This often results in teachers making the same comments over and over again and wondering why the student has not transferred the information to another context. For such feedback to influence subsequent learning, students must remember it, translate it into advice that is transferable across tasks, and apply it the next time they encounter a task in

which this learning could apply. Generally, while strong students can often do this, struggling students find it more difficult.

Feedback Strategies

Feedback strategies can vary in several dimensions: timing, amount, and audience.

Timing: The purpose of giving immediate or only slightly delayed feedback is to help students hear it and use it. Feedback needs to come while students are still mindful of the topic, assignment, or performance. It needs to come while they still think of the learning goal as a learning goal—that is, something they are still striving for, not something they already did. It especially needs to come while they still have some reason to work on the learning target,

Feedback Timing

Purpose: <ul style="list-style-type: none"> • For students to get feedback while they are still mindful of the learning target. • For students to get feedback while there is still time for them to act on it. 	
Examples of good feedback	Examples bad feedback
<ul style="list-style-type: none"> • Returning a test or assignment the next day. • Giving immediate oral responses to questions of fact. • Giving immediate oral responses to student misconceptions • Providing flash cards (which give immediate right/wrong feedback) for studying facts. 	<ul style="list-style-type: none"> • Returning a test or assignment two weeks after it is completed. • Ignoring errors or misconceptions (thereby implying acceptance). • Going over a test or assignment when the unit is over and there is no opportunity to show improvement.

Amount: Probably the hardest decision to make about feedback is the amount to provide. A natural inclination is to want to “fix” everything teacher can see. That is the teacher’s-eye view, where the target is perfect achievement of all learning goals. For real learning, what makes the difference is a usable amount of information that connects with something students already know and takes them from that point to the next level.

Amount of Feedback

Purpose: <ul style="list-style-type: none"> • For students to get enough feedback so that they understand what to do but not so much that the work has been done for them (differs case by case) • For students to get feedback on "teachable moment" points but not an overwhelming number. 	
Examples of good amounts of Feedback	Examples of bad amounts of feedback
<ul style="list-style-type: none"> • Selecting two or three main points about a paper for comment • Giving feedback on important learning targets • Commenting on at least as many strengths as weaknesses 	<ul style="list-style-type: none"> • Returning a student's paper with every error in mechanics edited • Writing comments on a paper that are more voluminous than the paper itself • Writing voluminous comments on poor-quality papers and almost nothing on good-quality papers

Audience: Feedback works best when it has a strong work and appropriate sense of the audience. Feedback about the specifics of individual work is best addressed to the individual student, in terms the student can understand. That simple act is powerful in itself because, in addition to the information provided, it communicates to the student a sense that you care about his or her individual progress.

Teacher can also mix individual and group feedback. Teacher might choose to give the whole class some feedback about word choice, with examples of how to use specific, precise, or vivid words instead of dull and uninteresting ones.

Feedback Audiencia

Purpose: <ul style="list-style-type: none"> • To reach the appropriate students with specific feedback. • To communicate, through feedback, that student learning is valued. 	
Examples of good choice of audience	Examples of bad choice of audience
<ul style="list-style-type: none"> • Communicating with an individual, giving information specific to the individual performance. • Giving group or class feedback when the same mini-lesson or re-teaching session is required for a number of students 	<ul style="list-style-type: none"> • Using the same comments for all students • Never giving individual feedback because it takes too much time

How to know whether feedback is good

Teacher's feedback is good if it gets the following results:

- Student do learn—their work does improve.
- Students become more motivated—they believe they can learn, they want to learn, and they take more control over their own learning.
- Classroom becomes a place where feedback, including constructive criticism, is valued and viewed as productive.

Feedback for motivation

According to Petchprasert (2012), Motivation is a social psychological factor and a predictor of success in L2 (second language) learning. "It makes sense that individuals who are motivated will learn another language faster and to a greater

degree”. Since numerous studies have provided evidence that indicate types of feedback to motivate language learning, feedback is therefore considered as a way to motivate students’ learning especially in L2 learning.

The Effect of Direct and Indirect Corrective Feedback on Students’ Spelling Errors

Ashwell (2000) indicates that teachers believe that correcting the grammar of student writers’ work will help students improve the accuracy of subsequent writing. Research evidence on error correction in L2 writing classes showed that students who receive error feedback from teachers improve in accuracy over time.

Ferris and Roberts (2001) say that there is also research evidence which proves that students are eager to receive error feedback and they think that it helps them improve their writing skill in the target.

e. MATERIALS AND METHODS

Materials

In this research work three kinds of resources were used: human, material and technical. The human resource were 25 students of tenth year at Unidad Educativa José Ángel Palacio, who participated in the development of this research. The thesis advisor and the researcher who were executed the research work.

One of the material resource was the English book, which was useful as a guide to practice revision of grammar. Also included worksheets and flipcharts to perform specific tasks to improve the process of the development of grammar skills. Moreover, technical resources were computer, internet connection and pen drivers, which were useful to develop the lesson plans and practice their English Language.

Design of the research

Action research in education involves finding out immediate solutions in the teaching- learning environments. According to Burns (2010) who says 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 students' assisted or guided by professional researches, with the aim of improving their strategies, practices and knowledge of the surroundings within which they practice.

This research work had as aim to develop the grammatical competence through direct corrective feedback. The design of action research allowed the teacher candidate become a participant to study aspects in the problematic situation, analyze and reflect on the results that were derived from the application of direct corrective feedback to improve the grammatical competence in the English foreign language among tenth year students at Unidad Educativa José Ángel Palacio during the 2016-2017 school year.

Methods

In this research work different methods were used:

The analytic synthetic method that employed to analyze and interpret all the information through the instruments and to draw up the conclusions.

The statistical method indicated the percentages and results got in 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 Scientific method facilitated the study of direct corrective feedback as a learning strategy to improve the basic grammatical skills competence in English Foreign Language. It helped to develop the phases in the observations before and during the intervention, it will assist with gathering data to make relevant predictions and the analysis of it.

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

Techniques and instruments

Pre test- Post test were given at the beginning and at the end of the intervention plan; at the beginning the pre-test was given to measure the performance of grammatical competence that students have; and, at the end post-test to measure the performance of the grammatical competences achieved by the students after the intervention plan.

Questionnaires pre-post questionnaires were given to the participants to answer questions related to their attitudes and feelings toward the direct corrective feedback learning strategy. The pre and post questionnaires helped to make a comparison between the results gathered at the beginning at the end of the interpretation. Furthermore, the data collected by the questionnaires supported the test results.

Observation sheet was used to record the participants' behaviors shown on the performance of the basic grammatical competence. This observation sheet was a self-developed instrument that describes accurately and comprehensively the indicators of all the relevant aspects of the dependent variable.

Field notes helped to record a description of the events, activities, participants' behaviors, attitudes and feelings toward the treatment to improve the grammatical competence (the issue), that is the direct corrective feedback.

Population of this thesis work is the tenth year students at Unidad Educativa José Ángel Palacio School who were about fourteen and fifteen years old; they are twenty-five students, twelve boys and thirteen girls and the teacher candidate of this study who is going to take part in the intervention plan.

f. RESULTS

This part of the research manifests in detail how the objectives were accomplished.

The Objective One was fulfilled satisfactorily with the research of the theoretical references about the two variables, grammatical competence and direct corrective feedback, which were the support to design the intervention plan and analyze the results gathered.

The Objective Two was accomplished with the pre-test results shown in English grammar, in Table 1. Such results evidence the limitations students had before the application of the intervention plan.

The Objective Three was achieved with the design of the intervention plan, which contained eight lesson plans that included a variety of activities and the instructions to follow in each session; it was developed over two months.

The Objective Four was achieved with the application of the direct corrective feedback and the post questionnaires results, which are shown in Table 2- 6.

The Objective Five was accomplished with the post-test results. These results indicated the students' progress after the application of the intervention plan. Such results are expressed in Table 7.

Pretest results

Objective Two

To diagnose the issues that limits the development of the grammatical competence among tenth year students at Unidad Educativa José Ángel Palacio during the 2016-2017 school year, through a pre-test.

Table 1

Pre-Test Scores of Tenth Year of Basic Education Students in Grammatical

Student's code	YNQ	WQ	DS	AS	SVA	TOTAL
	/2	/2	/2	/2	/2	/10
UEJAP1001	1.5	1	2	2	1.75	8.25
UEJAP1002	1.5	2	2	1.5	1.75	8.75
UEJAP1003	0	0.5	0.5	0	0.85	2.35
UEJAP1004	0.5	2	0.5	1	1.25	5.25
UEJAP1005	0	1	0	0	1.3	2.3
UEJAP1006	1.5	0.5	0.5	0.5	1.75	4.75
UEJAP1007	1	2	1	1	1.25	6.25
UEJAP1008	1.5	2	2	2	2	9.5
UEJAP1009	1	1	2	1	1.75	7.25
UEJAP1010	0.5	2	0.5	0	1.5	4.5
UEJAP1011	1.5	2	2	1	1.75	8.25
UEJAP1012	0	0.5	1	0.5	1.75	3.75
UEJAP1013	0.5	2	2	2	1.75	8.25
UEJAP1014	1.5	0.5	2	2	1.75	7.75
UEJAP1015	1	1.5	1	1.5	1	6
UEJAP1016	0	0	2	0	1.75	3.75
UEJAP1017	0	2	2	0	1.75	5.75
UEJAP1018	1.5	2	0	0.5	1.25	4.75
UEJAP1019	0	0	0.5	1	2	3.5
UEJAP1020	2	2	2	1	1.75	8.75
UEJAP1021	0	2	2	2	2	8
UEJAP1022	0	2	2	2	2	8
UEJAP1023	0	1	0.5	1	1	4
UEJAP1024	1.5	2	2	2	1.6	9.1
UEJAP1025	0	2	2	2	2	8
MEAN	0.74	1.42	1.36	1.1	1.65	6.27

NOTE. UEJAP= Unidad Educativa José Ángel Palacio. 001 =student's code, YNQ= Yes/No question. DS= Declarative Sentence. WQ= Wq- Question. PS= Parts of Speech. SVA = Subject Verb Agreement.

Based on the results displayed in Table 1, students obtained the mean score of 6.27/10, which corresponds to a below average qualitative score range (See grading, page 147). This is because students had problems in making sentences to say something, in asking W-h and Yes/ no question and in identifying the functions of the parts of speech. However, the highest mean score was in Subject-Verb-Agreement 1.65/2, this showed that students follow the rules to write sentences but some students had problems when make sentences in either in first or third person. Thus, students did not use correct subject. On the other hand, the lowest mean score students got was in Yes/No questions 0.74/2, which indicated that students did not use the correct auxiliary verb and the word order to write Yes/No questions. In conclusion, students had difficulties in expressing their ideas in oral or in written form. As well as, they faced problems in using and in recognizing and differentiate the parts of speech. According to Bagaric (2011) the grammatical competence is one of four areas of the communicative competence theory. In general terms, grammatical competence is the ability to recognize and produce the distinctive grammatical structures of a language to use them effectively in communication.

Comparison of the pre and post questionnaire results

Objective **four**: To design an intervention plan based on the feedback as a learning strategy in order to improve the grammatical competence

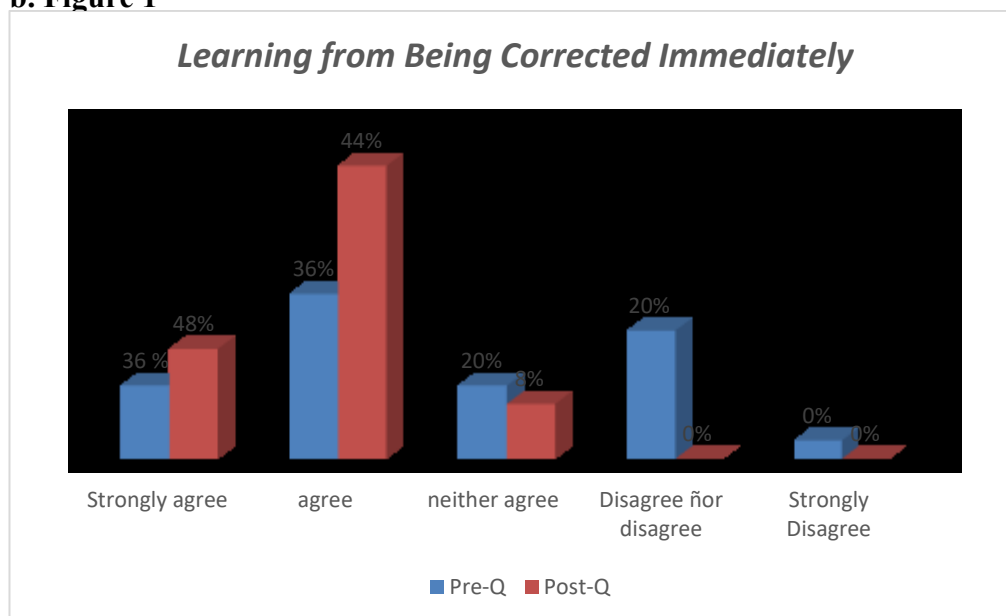
Question 1: I feel I have learnt a lot from being corrected immediately.

a. Table 2:

Learning from Being Corrected Immediately

Indicators	Pre Questionnaire		Post Questionnaire	
	f	%	f	%
Strongly agree	9	36	12	48
Agree	9	36	11	44
neither agree	5	20	2	8
Disagree ñor disagree	2	8	0	0
Strongly Disagree	0	0	0	0
Total	25	100	25	100

b. Figure 1



C. Interpretation and Analysis

The results in Table 2 shown that 36% of students are strongly agree and 36% of students are agree that their teacher corrects their mistakes immediately. Which means that correcting mistakes immediately during the English classes helps them to be aware of their mistakes and improve their learning. Nevertheless, after the intervention plan 48% of students are strongly agree with the fact their teacher corrects their mistakes immediately. This means that students learned to correct their errors, and they also improve their grammatical skills and felt comfortable in class with the implementation of direct corrective feedback. Brookhart (2008), states that feedback during learning allow students to realize mistakes immediately and try to improve during the learning process. Besides, feedback from teachers is a source against which students can evaluate progress and check their own internal constructions of goals, criteria and standards. Moreover, teachers are much more effective in identifying errors or misconceptions in students' work than peers or the students themselves.

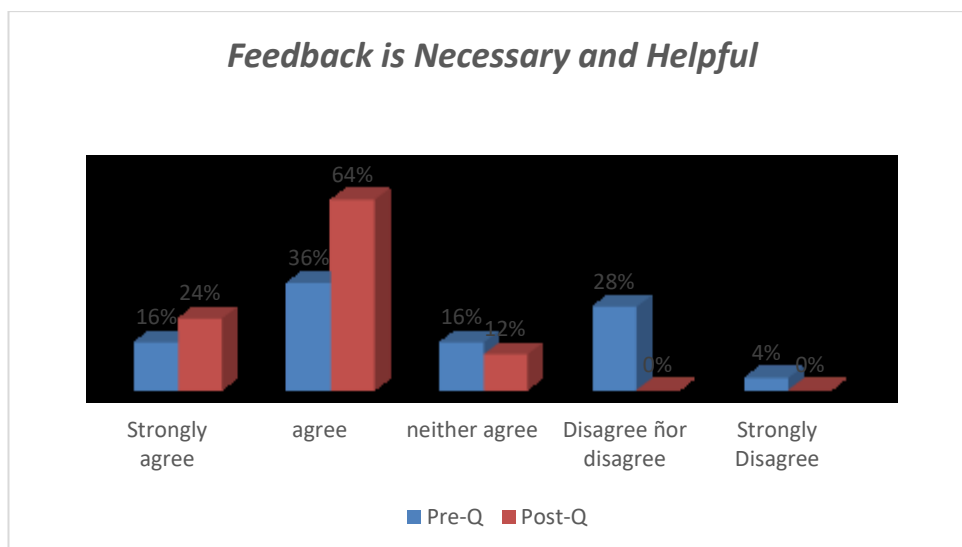
Question 2:1 think that the feedback provided is necessary and helpful.

a. Table 3:

Feedback is Necessary and Helpful

Indicators	Pre Questionnaire		Post Questionnaire	
	f	%	f	%
Strongly agree	4	16	6	24
agree	9	36	16	64
neither agree	4	16	3	12
Disagree nor disagree	7	28	0	0
Strongly Disagree	1	4	0	0
Total	25	100	25	100

d. Figure 2



c. Interpretation and analysis

The results in Table 3 indicated that several students (36%) mentioned that they agree that the feedback provided is necessary and helpful in their English classes. This means that not all students consider that feedback help them to correct their mistakes. But, after the intervention, more than half of students (64%) answered they agree that feedback is necessary and helpful. It means that students improve their knowledge recognizing where the errors occur and correcting them.

According to Lee (2003) add that direct feedback may be appropriate for beginner students, or in a situation when errors are ‘untreatable’ that are not susceptible to self-correction such as sentence structure and word choice, and when teachers want to direct student attention to error patterns that require student correction.

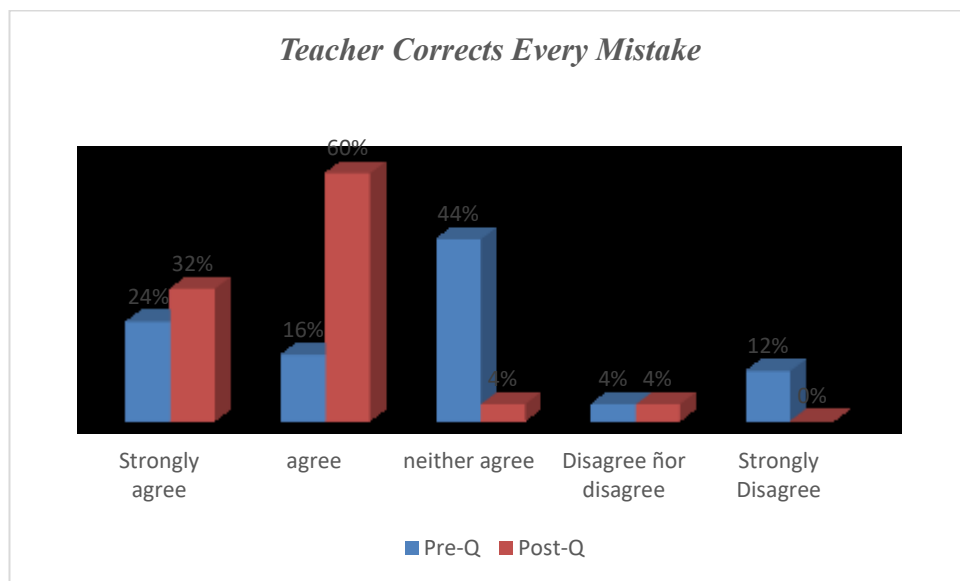
Question 3: I am afraid that my English teacher is ready to correct every mistake that I make in class.

a. Table 4:

Teacher Corrects Every Mistake

Indicators	Pre Questionnaire		Post Questionnaire	
	f	%	f	%
Strongly agree	6	24	8	32
agree	4	16	15	60
neither agree	11	44	1	4
Disagree nor disagree	1	4	1	4
Strongly Disagree	3	12	0	0
Total	25	100	25	100

b. Figure 4



c. Interpretation and Analysis

d.

The results in Table 4 showed that several students (44%) affirmed that they were neither agree that their English teacher corrects them every mistake that they made in class. It means students did not feel distrust or confidence about the corrections of the teacher. However, after the intervention, more than half of

students (60%) answered that they agree. It means that students liked their teacher corrects their mistakes and provides them feedback rectification immediately. Hattie and Timperley (2007), argue that feedback model highlights the demands of teacher if they are to teach affectively. First, they need to undertake affective instruction. Feedback is what happens second, and to make the feedback effective, teachers need to make appropriate judgments about when, how, and at what level to provide appropriate feedback and to which of the three questions it should be addressed.

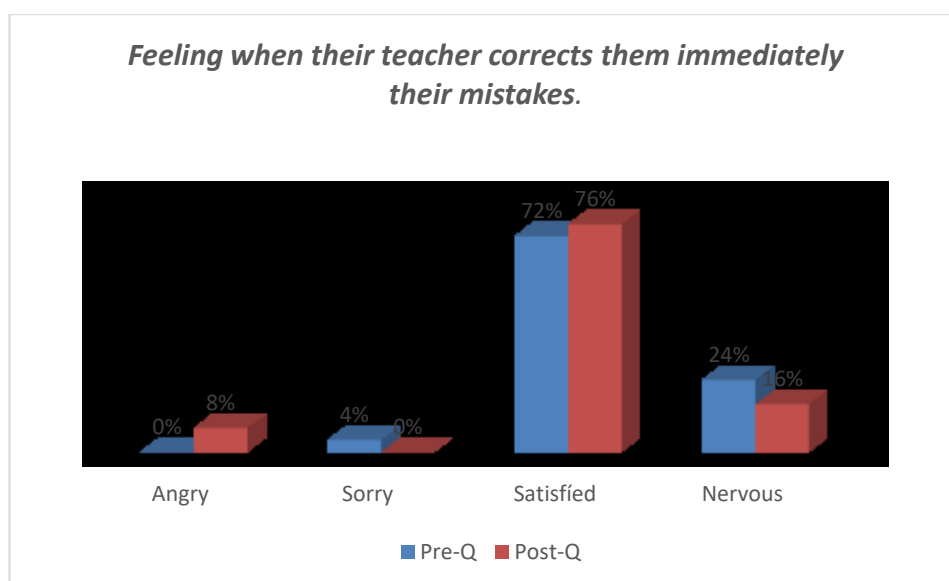
Question 4: How do you feel when the teacher corrects your mistake immediately?

a. Table 5

Feeling when their teacher corrects them immediately their mistakes.

Indicators	Pre Questionnaire		Post Questionnaire	
	f	%	f	%
Angry	0	0	2	8
Sorry	1	4	0	0
Satisfied	18	72	19	76
Nervous	6	24	4	16
Total	25	100	25	100

b. Figure 4



c. Interpretation and analysis

The results in Table 5 indicated that many students (72%) answered that they felt satisfied when the teacher immediately corrects their mistakes. It means that students feel good at the moment that teacher immediately correct them. This way, they improve their English language learning. In the same way, after the intervention, many students (76%) still felt satisfied when the teacher immediately corrects their errors. It demonstrates that students continue feeling in the same way when the teacher immediately corrects them. According to Ferris and Roberts (2001) there is also research evidence which proves that students are eager to receive error feedback and they think that it helps them improve their writing skill in the target language.

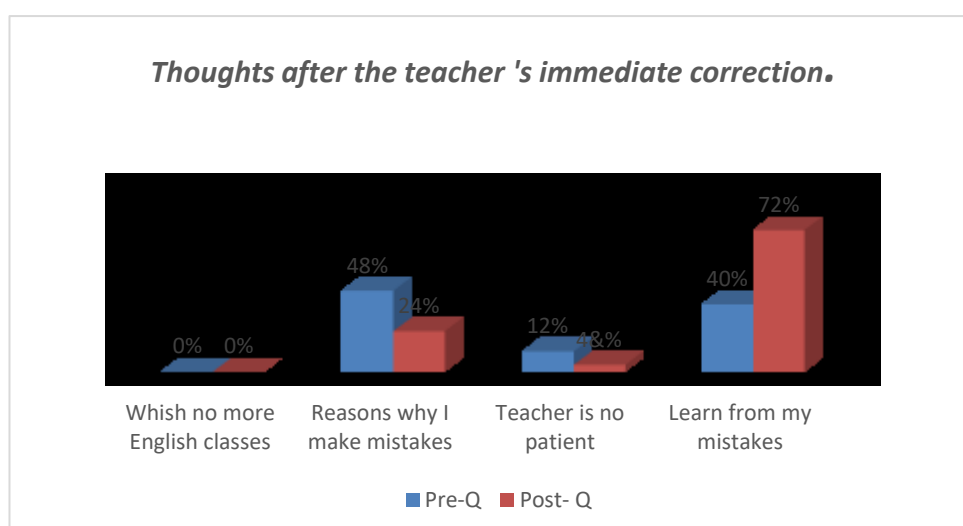
Question 5: What do you think and what do you do after the teacher's immediate correction?

a. Table 6

Thoughts after the teacher's immediate correction.

Indicators	Pre Questionnaire		Post Questionnaire	
	f	%	f	%
Whish no more English classes	0	0	0	0
Reasons why I make mistakes	12	48	6	24
Teacher is no patient	3	12	1	4
Learn from my mistakes	10	40	18	72
Total	25	100	25	100

b. Figure 5



c. Interpretation and analysis

The results in Table 6 indicated that several students (48%) think about the reasons why they make mistakes. It means that students did not know the grammatical rules and consequently they could not develop grammar activities. Nevertheless, after the intervention more than half of students (72%) responded that they learn from their mistakes. It indicates that students thought that they learn from their mistakes, so they tried to correct them while they were

developing grammar activities. According to Nicol (2005), feedback from teacher is a source which students can evaluate progress and check out internal constructions of goals, criteria and standards. Moreover, teachers are much more effective identifying errors or misconceptions in students' work than peers or the students themselves.

Objective Five

To reflect upon the effectiveness that the direct corrective feedback as a corrective strategy had among tenth year students at Unidad Educativa José Ángel Palacio of the city of Loja during the 2016-2017 school year.

a. Table 7

Post- Test Scores of Tenth Year of Basic Education Students in Grammatical Competenc

Student's code	YNQ	WQ	DS	AS	SVA	TOTAL
	/2	/2	/2	/2	/2	/10
UEJAP1001	1	2	2	2	2	9
UEJAP1002	2	2	2	2	2	10
UEJAP1003	1.5	1	2	2	2	8.5
UEJAP1004	2	0.5	0	1	2	5.5
UEJAP1005	2	2	2	1	1.4	8.4
UEJAP1006	1.5	2	2	0.5	2	8
UEJAP1007	2	0	2	2	2	8
UEJAP1008	1	2	2	2	2	9
UEJAP1009	0	1	2	2	1.5	6.5
UEJAP1010	2	2	2	2	2	10
UEJAP1011	1.5	2	2	1	2	8.5
UEJAP1012	1.5	2	2	2	1.75	9.25
UEJAP1013	2	2	2	2	2	10
UEJAP1014	2	2	2	2	1.5	9.5
UEJAP1015	1.5	2	2	2	1.75	9.25
UEJAP1016	0	2	1.5	0	1.75	5.25
UEJAP1017	2	2	2	2	2	10
UEJAP1018	2	0	1	1	1.25	5.25
UEJAP1019	2	0	0	0	2	4
UEJAP1020	0.5	2	2	2	2	8.5
UEJAP1021	1	0	2	0	1.5	4.5
UEJAP1022	1.5	2	2	1	2	8.5
UEJAP1023	0	2	2	2	2	8
UEJAP1024	1.5	2	2	2	1.6	9.1
UEJAP1025	1	1	2	0	1.75	5.75
MEAN	1.4	1.5	1.78	1.42	1.85	7.93

NOTE: UEJAP= Unidad Educativa José Ángel Palacio. 001 =student's code, YNQ= Yes/No question. DS= Declarative Sentence. WQ= Wq- Question. PS= Parts of Speech. SVA = Subject Verb Agreement.

Based on the results displayed in Table 7, students got a mean score of 7.93/10, which corresponds to an average quantitative score range, (See grading, page 147). The highest mean score was in Subject-Verb-Agreement 1.83/2, which showed that students know the rules to write sentences according to the subjects. On the contrary, the lowest mean score students got was in Yes/No questions 1.4/2, in Wh questions students got 1.5/2 and corresponding to parts of speech they obtained 1.42/2. It means that students still have problems asking and answering questions and how to structure them. And they also have difficulty in identifying each part of speech principally adjectives, nouns, and pronouns. But, after, the intervention plan students overcome their difficulties following the rules to write, ask, answer and structure questions correctly. According to Languages (2001), grammatical competence may be defined as a knowledge of, and ability to use, the grammatical resources of a language.

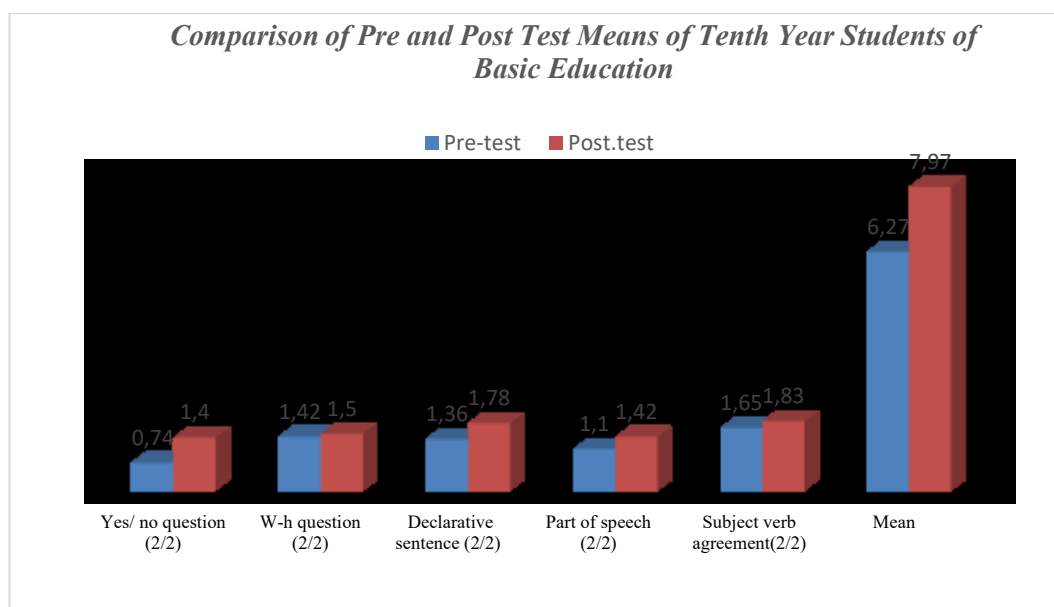
Comparing Pre and Post-Test Means.

a. Table 8

Comparison of Pre and Post Test Means of Tenth Year Students of Basic Education

Indicator	Pre-test	Post -Test
W-h question. (2/2)	1.42	1.50
Declarative sentence (2/2)	1.36	1.78
Part frf speech (2/2)	1.10	1.42
Subject verb agreement(2/2)	1.65	1.83
Total Mean	6.27	7.93

e. Figure 8



C. Interpretation and analysis

The results in the Table 8 indicate the problems students faced at the beginning of the intervention plan in English grammar, and the substantial improvement they had after it. At the beginning, most of students could not get great scores. It was

demonstrated by the means obtained from all the students in all indicators, that were 0.74/2 for Yes/no question, 1.42 for W-h question, 1.36 for declarative sentence, 1.1 for part of speech, 1.65 for subject verb agreement. It evidently shows that the students had problems especially in Yes/ no question and parts of speech. But, in W-h question, declarative sentence and subject verb agreement the performance was good. While, after the application of the intervention plan students increased goodly their scores. This is demonstrated by the comparison between the score mean of the pre-test 6.27/10 and the score mean of the post-test 7.93/10. It showed that students' improvement in English grammar competence was acceptable. They achieved a good level in Yes/no question, w-h question and parts of speech. And a great level for declarative sentence and subject verb agreement. It means that the direct corrective feedback as a complementary strategy had a meaningful impact on student's English Language Learning.

g. DISCUSSION

The implementation of direct corrective feedback in the English classes had a significant impact on the students' English Language achievement. This impact can be seen in the increase of the students' mean scores from the pre-test which was 6.27/10 and in the post-test, which was 7.93/10 in English grammar after the intervention. These results agree with Canale and Swain (2015) who say that grammatical competence acts promote accuracy and fluency in second language production and increases in importance as the learner advances in proficiency.

To evaluate the student's grammatical competence the following aspects were taken into account in this research work: declarative sentences, yes/no and wh-questions, subject verb agreement and, parts of speech. The pre-test showed that many students faced problems in recognizing the grammatical structures of sentences, in asking and answering W-h and Yes/ no questions and, in identifying the functions of the parts of speech. However, after the intervention plan, the findings indicated that the problems mentioned before were overcome substantially. As a conclusion, the use of direct corrective feedback facilitated the development of students English grammar competence and their performance improved.

The student's attitude during the intervention plan was good about direct corrective feedback. At the beginning, students were a little afraid that their teacher corrected their errors immediately. During the application, students demonstrated an acceptable attitude respect to such correction, and they developed the designed activities correctly. At the end of the application, students

showed satisfaction since direct corrective feedback as a complementary strategy supported their language learning and it allowed them to progress on their grammatical competence.

Furthermore, this research had some strengths and limitations while the intervention plan was carried out that enhanced but also affected the development of grammatical competence. Some strengths in the application were that students feel motivated to work through interactive activities. Furthermore, the teachers' availability to collaborate with the researcher giving the enough time was very important for the successful development of this research. Regarding the limitations, the researcher faced difficulties related to the overpopulation of students in relation to the size of the classroom. Additionally, the assigned time given to the English classes was not enough.

The direct corrective feedback contributed considerably to improve the students' grammar competence. It helped students to correct their mistakes immediately where the error occurs. This way students were aware of their weaknesses in grammar knowledge, which was helpful for them to get better.

h. CONCLUSIONS

The difficulties in the development of their grammatical competence of Tenth year students at Unidad Educativa José Ángel Palacio were some aspects assessed. The students could not use the present simple tense to express themselves, another the difficulty was in differentiating the parts of speech such as adjectives, adverbs of frequency and nouns. In addition, they faced difficulties in asking and answering questions and identifying the correct answer for each question, as a result their communication was not understand.

The application of direct corrective feedback techniques made students increase their grammatical competence in English Language Learning. Students were interested in working with this kind of techniques. Direct corrective feedback techniques helped students to clarify their doubts and corrected their mistakes immediately. They also were motivated of being corrected and have a progress on their English grammatical knowledge. Therefore students faced the difficulties they have and faciliteting their performance.

The use of direct corrective feedback was satisfactory. It enabled students to understand and to communicate each other appropriately and learned how to apply grammatical patterns in every task they developed in class. Students also felt comfortable working and participating without fear of making mistakes.

i. RECOMMENDATIONS

It is advisable for teachers to diagnose the difficulties that students present in English Language Learning, especially in grammar knowledge to counteract their difficulties and weaknesses. Teachers should design a plan focused on student's needs using direct corrective feedback. This plan allows them to identify students' mistakes in writing sentences, in asking and answering questions and in differentiating the parts of speech.

English teachers should use direct corrective feedback techniques, in order to draw students' attention while they are Learning English. These techniques help students to be aware where they are making errors and correct them. This way, students overcome their English language learning difficulties and their interest on learning increase

Teachers should consider direct corrective feedback in their classes in order to achieve a significant improvement in the students' performance. Also, help students to overcome their fear to communicate appropriately when to use grammatical structures and to write sentences. It motivates students to participate, to apply the grammar of a better way.

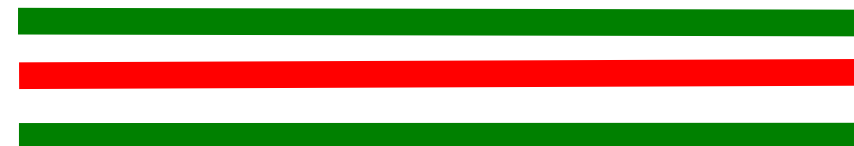
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k. ANNEXES



UNIVERSIDAD NACIONAL DE LOJA

ÁREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN

ENGLISH LANGUAGE DEPARTMENT

THEME

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

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

AUTHOR

LEODAN FRANCISCO GAONA ABAD

LOJA – ECUADOR

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a. THEME

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

b. PROBLEM STATEMENT

Background

The present research work will be carried out at José Angel Palacio School during the academic year 2016-2017. This school has the name of the famous benefactor and philanthropist José Ángel Palacio, who was noted for his literary works, humanism skills, and citizenship at the service of the Loja's society and especially of poor children who studies at this institution. This school has been working since October 1938 with the name of Jose Angel Palacio. El Municipio de la Ciudad Loja donated the land to the Ecuadorian government with the purpose of construction of this institution, as recorded in a public deed, celebrated on July 11th, 1956.

Nowadays, the school operates in the afternoon section and it has more than 300 students, 20 teachers, a director and specialized teachers for the laboratories of Natural Sciences, Computing, English Language and Crafts. Due to enthusiasm and pedagogical labor its teachers, the school has acquired prestige and respect in of the educational community of Loja city.

Current situation of the research problem

One of the goals of the Education Curriculum for English as Foreign Language for Educación General Básica Media (2016) is "To develop the personal, social, and intellectual skills needed to achieve the students' potential in order to encourage them to participate productively in an increasingly globalized world that operates in English". In addition, students are expected to master level

A2 at the end of Educación General Básica Media.

However, ninth year students do not show use the grammatical competence correctly in order to communicate a message. The researcher realized through a non-participant pre-test that students cannot communicate using declarative sentences, interrogative sentences, subject-verb agreement and parts of speech when they have to. This due to their lack of knowledge about grammatical competence. Our government knows this educational problem and is for this reason that the goal of the government curriculum in Educación General Básica Media is that students' learning must be focused on producing informal communication rather than formal.

In response to this problem, this research project proposes to investigate several options for making the tenth 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 direct corrective 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 DIRECT CORRECTIVE FEEDBACK INCREASE THE

GRAMMATICAL COMPETENCE AMONG TENTH YEAR STUDENTS AT UNIDAD EDUCATIVA JOSÉ ÁNGEL PALACIO OF THE CITY OF LOJA DURING THE 2016-2017 SCHOOL YEAR?

Delimitation of the research

Timing

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

Location

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

Participants

The participants of this research work are the tenth year students at Unidad Educativa José Ángel Palacio who are all about fourteen and fifteen years old; they are twenty seven students, fifteen boys and twelve 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 feedback as strategy is adequate for improving grammatical competence among tenth year students at Unidad Educativa José Ángel Palacio of the city of Loja during the 2016-2017 school year?
- What are the issues that limit the development of grammatical competence among tenth year students at Unidad Educativa José Ángel Palacio of the city of Loja during the 2016-2017 school year?

- What are the phases of the intervention plan that help the current issue to achieve a satisfactory outcome on developing of grammatical competence among tenth year students at Unidad Educativa José Ángel Palacio of the city of Loja during the 2016-2017 school year?
- Which feedback strategy is implemented to grammatical competence among tenth year students at Unidad Educativa José Ángel Palacio of the city of Loja during the 2016-2017 school year?
- How does the direct corrective feedback as a corrective feedback reduce the difficulty to develop the grammatical competence among tenth year students at Unidad Educativa José Ángel Palacio of the city of Loja during the 2016-2017 school year?

c. JUSTIFICATION

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

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

Specific

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

- To reflect upon the effectiveness that the direct corrective feedback as a corrective strategy had among tenth year students at Unidad Educativa José Ángel Palacio of the city of Loja during the 2016-2017 school year.

e. THEORETICAL FRAMEWORK

Grammatical Competence

It is one of four areas of the communicative competence theory. In general terms, grammatical competence is the ability to recognize and produce the distinctive grammatical structures of a language and to use them effectively in communication; it focuses on command of the language code, including such things as the rules of word and sentence formation, meanings, spelling and pronunciation. The goal is to acquire knowledge of, and ability to use, forms of expression that are grammatically correct and accurate. So, grammatical competence promotes accuracy and fluency by means of the knowledge of sentence formation and form of expression.

Communicative competence refers to a learner's ability to use language to communicate successfully. Communicative competence involves four areas.

- Words and rules
- Appropriacy
- Cohesion and coherence
- Use of communication strategies

The aim of communicative language teaching and the communicative approach is communicative competence.

In the classroom testing communicative competence is challenge. Formats teachers can use to evaluate their learners' competence include information gap and role-play activities for speaking, letters for writing, and note-taking and

summarizing, which combines listening and writing competencies. (English, 2013)

Language teaching is based on the idea that the goal of language acquisition is communicative competence: the ability to use the language correctly and appropriately to accomplish communication goals. The desired outcome of the language learning process is the ability to communicate competently, *not* the ability to use the language exactly as a native speaker does. Communicative competence is made up of four competence areas: linguistic, sociolinguistics, discourse, and strategic.

Linguistic competence refers to the knowledge of grammar, syntax, and vocabulary of a language.

Sociolinguistics competence recites how to use and respond to the language appropriately, given the setting, the topic, and the relationships among the people communicating.

Discourse competence recounts how to interpret the larger context and how to construct longer stretches of language so that the parts make up a coherent whole. **Strategic competence** refers to the fact how to recognize and repair communication breakdowns, how to work around gaps in one's knowledge of the language, and how to learn more about the language and in the context.

In the early stages of language learning, instructors and students may want to keep in mind the goal of communicative efficiency: learners should be able to make themselves understood, using their current proficiency to the fullest. Students should try to avoid confusion in the message (due to faulty pronunciation,

grammar, or vocabulary); to avoid offending communication partners (due to socially inappropriate style); and to use strategies for recognizing and managing communication breakdowns. (Alatis, 2004)

Grammatical competence

The Common European Framework of Reference for Languages (2000) states that grammatical competence involves knowledge, and ability to use, the grammatical resources of a language. In linguistic terms, the grammar of a language refers to the set of complex principles governing the assembly of elements into meaning full labeled and bracketed strings. Therefore, grammatical competence is the ability to understand and express meaning by producing and recognizing well-formed phrases and sentences in accordance with these principles.

Bagaric (2007) sustains that grammatical competence is concerned with mastery of the linguistic code. It includes vocabulary knowledge, and knowledge of morphological, syntactic, semantic, phonetic and orthographic rules. Grammatical competence allows the speaker to use knowledge and skills useful to understand and express the literal meaning of sentences.

Based on the definitions mentioned above, grammatical competence refers to the knowledge and ability to use grammatical elements (sentences contraction, parts of a sentence, types of sentence and information question) in order to understand and express an idea.

The term **morphology** is generally attributed to the German poet, novelist, playwright, and philosopher Johann Wolfgang Von Goethe (1749– 1832. In

linguistics morphology refers to the mental system involved in **word** formation or to the area of linguistics that deals with words, their internal structure, and how they are formed.

The best way that the morphologists investigate words, their internal structure, and how they are formed is through the identification and study of **morphemes**, often mentioned as the smallest linguistic pieces with a grammatical function.

This definition is not meant to include all morphemes, but it is the usual one and a good starting point. A morpheme may consist of a word, such as *hand*, or a meaningful piece of a word, such as the *-ed* of *looked*, that cannot be divided into smaller meaningful parts. Another way in which morphemes have been defined is as a pairing between sound and meaning. We have purposely chosen not to use this definition. Some morphemes have no concrete form or no continuous form, as we will see, and some do not have meanings in the conventional sense of the term. (Aronoff & Fudeman, 2011)

Syntax means how words are grouped and ordered within sentences, clauses, and phrases. For instance, English places adjectives before nouns

Example

Beautiful house rather than after them (house beautiful),

A characteristic of English syntax that distinguishes Germanic languages from Italic languages, which generally favor the placement of adjectives after the nouns that they modify

Example

Italian *casa bella* ‘house beautiful’. (Meyer, 2009)

Semantic is the study of meaning expressed by elements of any language, characterizable as a symbolic system. The goal of linguistic semantics is to describe the meaning of linguistic elements and to study the principles which allow and exclude the assignment of meaning to combinations of these elements. A complete and an acceptable semantic theory characterize the systematic meaning relations between words and sentences of a language, and provide a justification of the relations between linguistic expressions and the things that they can be used (Filip, 2008)

Phonetic is described how sounds are produced, transmitted and perceived we will only look at the production of sounds. Phonology is concerned how sounds function in relation to each other in a language. In other words, phonetics is about sounds of language, phonology about sound systems of language. Phonetics is a descriptive tool necessary to the study of the phonological aspects of a language. The study of phonology gives us insight into how the human mind works. The reasons are that the study of the phonetics of a foreign language gives us a much better ability both to hear and to correct mistakes that we make, and also to teach pronunciation of the foreign language to others.

As phonetics and phonology both deal with sounds, and as English spelling and English pronunciation is two very different things, it is important that you keep in mind that we are not interested in letters here, but in sounds. For instance, English has not 5 or 6 but 20 different vowels, even if these vowels are all written by different combinations of 6 different letters, “a, e, i, o, u, y”. (Hamann & Schmitz, 2005)

(Gibbs, 1984) States the most linguistic and philosophical theories assume that sentences have well-specified literal meanings which represent the meaning of a sentence independent of context. Recent debate on this issue has centered on whether literal meaning can be equated with context free meaning, or whether a sentence's literal meaning is determined only given a set of background assumptions.

Sentence Construction

A sentence is a group of words which starts with a capital letter and ends with a full stop, question or exclamation mark. A sentence contains a predicate and a subject. Sentences contain clauses; Simple sentences have one clause, compound and complex sentences have two or more clauses. Sentences can also contain subjects and objects. The subject in a sentence is generally the person or thing carrying out an action. The object in a sentence is involved in an action but does not carry it out; the object comes after the verb.

Example: The boy climbed a tree.

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

Example: The young boy climbed a **tall** tree.

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

Example: The young boy **quickly** climbed a tall tree.

The sentence becomes more interesting as it gives the reader or listener more information. There are more things that can be added to enrich a sentence.

Parts of a sentence

- Adjective: describes things or people.
- Adverb: alters the meaning of the verb slightly
- Article: a, an - indefinite articles the - definite articles
- Conjunction: joins words or sentences together Interjection A short word showing emotion or feeling
- Noun: names things
- Preposition: relates one thing to another.
- Pronoun: used instead of a noun to avoid repetition
- Proper noun (subject): the actual names of people or places etc.
- Verb: action or doing word. (Network & Leo, 2015)

Parts of Speech

Noun

Noun refers to words that are used to name persons, things, animals, places, ideas, or events.

Examples:

James is very creative.

Dogs can be extremely cute.

It is my *birthday*.

There are different types of nouns

- Proper nouns always start with a capital letter and refer to specific names of persons, places, or things.

Examples: Game of Thrones

- Common nouns are the opposite of proper nouns. These are just generic names of persons, things, or places.

Examples: car, pizza parlor

- **Concrete** refers to nouns which you can perceive through your five senses.

Examples: folder, board

- Abstract nouns are those which you can't perceive through your five senses.

Examples: happiness, bravery

- **Count** refers to anything that is countable, and has a singular and plural form.

Examples: video, ball

- **Collective** refers to a group of persons, animals, or things.

Example: faculty (group of teachers), class (group of students), pride (group of lions)

Pronoun

A pronoun is a part of a speech which functions as a replacement for a noun.

Some examples of pronouns are: *I, it, he, she, mine, his, hers, we, they, theirs, and ours.*

Examples

- The largest slice is *mine*.
- *We* are number one.

Adjective

An adjective is used to describe a noun or a pronoun.

Examples:

The carvings are *intricate*.

The italicized word describes the appearance of the noun “carvings.”

I have *two* sisters.

The italicized word “two,” is an adjective which describes the number of the noun “sisters.”

Verb

Verb is the most important part of a speech, for without a verb, a sentence would not exist. Verb shows an action.

Examples of “State of Being Verbs”: *am, is, was, are, and were*

Adverb

Adverbs are also used to describe words, but the difference is that adverbs describe adjectives, verbs, or another adverb.

There are some types of adverbs:

- **Adverb of Manner** refers to how something happens or how an action is done.
- **Adverb of Time** states “when” something happens or “when” it is done.
- **Adverb of Place** mentions something about “where” something happens or “where” something is done.
- **Adverb of degree** states the intensity or the degree to which a specific thing happens or is done.

Preposition

Preposition basically refers to words that specify location or a location in time.

Examples of Prepositions: *above, below, throughout, outside, before, near, and since*

Conjunction

The conjunction is a part of a speech which joins words, phrases and clauses together.

Examples of Conjunctions: *and, yet, but, for, nor, or, and so*

Interjection

Interjection refer to words which express emotions. Since interjections are commonly used to convey strong emotions, they are usually followed by an exclamation point.

Types of Sentences

People form sentences in order to:

- Make statements or requests.
- Ask questions.
- Exclaim a powerful feeling or emotion.

There are four types of sentences that are normally used in the English language. They are **declarative** (affirmative/positive), **interrogative**, **imperative**, and **exclamation**. These types of sentences are useful to express and convey people's thoughts and feelings through written or oral communication.

Example

Hurray, we won! (Part of Speech, 2016)

1. Declarative sentences:

Declarative sentences are usually used to convey information. This type of sentences can be expresses in an interrogative, imperative, and exclamatory form. In a declarative sentence, the subject normally precedes the predicate, and ends with a full stop.

Formation, positive sentence:

Subject	Verb	Rest of the sentence (object + Adverb + Adjective + Complement)
I	learn	English at home.

Formation, negative sentence:

Subject	AV+Not	Verb	Rest of the sentence (object + Adverb + Adjective + Complement)
I	do not	Learn	English at home.

2. Interrogative Sentence:

An interrogative sentence is usually used to ask a question and it ends with a question mark. Typically they begin with a question words such as what, why, or how, or an auxiliary verb such as do, does, did, can or would.

There are two types of interrogative sentences.

Yes/No Interrogatives: Yes/No questions usually will be answered by yes or no.

Formation, yes/no interrogative sentence:

AV	Subject	Verb	Rest of the sentence (object + Adverb + Adjective + Complement)
Do	you	Learn	English at home?.

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

Formation, Wh- interrogative sentence:

QW	AV	Subject	Verb	Rest of the sentence (object + Adverb + Adjective + Complement)
Where	Do	You	learn	English?

3. Imperative sentences:

Imperative sentences express commands, advice, and suggestions.

Example:

- Come here!

4. Exclamatory Sentence:

This type of sentence expresses strong feelings by making an exclamation. It ends with an exclamation mark. This type of sentences used to show anger, confusion, love, happiness, or any other active emotion. Examples:

- No, you cannot do this! (*anger*)
- I don't want to go to her house! (*frustration*)
- I scored three goals at the soccer game! (*happiness*)
- I can't find the key! (*confusion*)
- I love you! (*love*)
- I am going to my native! (*elation*) (Gopinath, 2012)

Subject Verb Agreement

Subject-verb agreement is the correspondence of a verb with its subject in person (first, second, or third) and number (singular or plural).

The principle of subject-verb agreement applies to finite verbs in the present tense and, in a limited way, to the past forms of the verb to be (was and were). (Nordquist, 2016)

The verb usually follows immediately after the subject; however, extra care should be taken in the following cases:

- **Subject and verb are separated sometimes,**

The subject of the sentence is separated from the verb by a word group. It is necessary to find the verb and ask 'who' or 'what' is doing the action. The noun closest to the verb can sometimes look like the subject, but it's not

Example:

Heavy snow together with high winds, makes skiing conditions dangerous

singular subject

singular verb

Storms that occur during winter, cause deep snow drifts.

plural subject

plural verb

- **Subject has two or more parts (compound subject)**

If the subject is joined by ‘and’, use a plural verb.

Examples:

The miner and the union official, agree on pay conditions.

plural subject

plural verb

- **Subject comes after the verb**

The same rules apply when the subject follows the verb, especially when the sentence starts with ‘there’ or ‘here’.

Example:

Here are, the national park camping facilities.

plural verb

plural subject

- **Subject is connected by ‘or’, ‘nor’, ‘either . . . or’, ‘neither . . . nor’**

words

If singular subjects are joined by ‘or’, ‘nor’, ‘either. . .or’, ‘neither. . .nor’, use a singular verb.

Example:

Neither the woman nor the child, is out of danger.

combined singular subject

singular verb

If plural subjects are joined by ‘or’, ‘nor’, ‘either. . .or’, ‘neither. . .nor’, use a plural verb.

Example:

Neither the women nor the children, are out of danger.

combined plural

subject plural verb

If one subject is singular and one is plural, the verb agrees with the subject nearest to it.

Example:

Neither the women nor the child, is out of danger.

mix of plural

singular subject singular verb

- **Subject is a special type of pronoun**

When you use the pronouns ‘each’, ‘either’, ‘neither’, ‘another’, ‘anyone’, ‘anybody’, ‘anything’, ‘someone’, ‘somebody’, ‘something’, ‘one’, ‘everyone’, ‘everybody’, use a singular verb

Example

Everyone in the group, has a job to do.

singular subject

singular verb

When you use the pronouns ‘both’, ‘many’, ‘few’, ‘several’, ‘other’, use a plural verb.

Example:

Many of the people in the group, work consistently.

plural subject

plural verb

Words like ‘none’, ‘any’, ‘all’, ‘more’, ‘most’, ‘some’ use singular or plural verbs,

depending on the context.

Example:

All of the cake was eaten by the children. (singular)

All of the cakes were eaten by the children. (plural)

- **Subject is a collective noun or non-count noun**

A collective noun is a word used to refer to a group of people/things (e.g., team, committee, family, crowd, audience, government). If the noun is considered as a single unit, use a singular verb.

Example:

The government of the day, **was** responsible for regulating petrol prices. **collective**

noun **singular subject singular verb** (agreement, 2016)

Orthographic Rules

Spelling is functional. That is it is a system for making meaning. Spelling is also social, its purpose being to enable readers to construct meaning. Correct or standard spelling assists the reader. Language communities determine what the correct spelling is.

The value of correct spelling is that it gives writing credibility and therefore reaches a wider audience. Correct spelling helps writers to communicate across the boundaries of dialect and pronunciation.

For many students, learning to spell is a complex process that involves them in the act of problem-solving about how to spell accurately the words they want to use. While engaging in this process they need to draw on the knowledge they have

acquired about how words are spelt.

Many factors can influence whether a student produces correct spelling, including:

- The purpose for writing
- The context in which the writing is taking place
- The stage of development of the writer
- The stage of development of the written text itself
- The implied reader of the written text

According to Boston (1998), there are about half a million words in the English language. Even though it uses 26 letters for about 44 sounds, some of its words are not spelt the way they sound. There are historical reasons for this English began as an Indo-European Teutonic dialect, but during the past millennium it has been subject to changes within the language itself, as well as the influences of many other languages. (Boston, 1998)

The Teaching and Learning Support (2012) states that fact that some spelling rules are worth learning, and others are complicated or have many exceptions, it is necessary to focus on learning rules which address particular spelling problems. The following aspects are useful for building new words:

Words for discussing spelling

- **Vowels:** *a, e, i, o* and *u* are vowels. **Consonants:** the 21 letters of the alphabet.
- **Prefix:** element added to the front of a word (e.g. Un/in=not, pre=before, anti=against)

- **Suffix:** element added to the end of a word (e.g. -ing, -able, -ed, -ly, -ful, -ment, -tion)
- **Syllable:** a word or section of a word with a single sound (e.g. *Read, fa_mous, dif_fi_cult*)
- **Stress:** the emphasis given to a syllable (see underlined syllables: famous, focus, occur, infer.

Orthographic rules

Rule	Examples	Exceptions:
1. 'ie' or 'ei' 1.- Write <i>i</i> before <i>e</i> , except after <i>c</i> 2.- Write <i>ie</i> after <i>c</i> for words with a <i>shen</i> sound. 3.- Write <i>ei</i> when the vowels sounds like an <i>a</i> as in 'weigh'	1. achieve, believe, friend receive, receipt, perceive 2. ancient, efficient, sufficient, conscience 3. neighbour, vein, reign, rein	counterfeit, either, neither, height, leisure, forfeit, foreign, science, species, seize, weird
2. 's' or 'es' 1.- Add <i>es</i> if a word ends in <i>ch, sh, ss, x</i> or <i>z</i> 2.- Add <i>es</i> for most words ending in <i>o</i>	1 arch, arch; clash, clashes; class, classes; box, boxes; quiz, quizzes; 2 tomato, tomatoes; hero, heroes; go, goes; do, does	altos, duos, pianos, radios, solos sopranos, studios, videos, typos
3. 'y' to 'i' or not 1.- For words ending in <i>y</i> preceded by a vowel, retain the <i>y</i> when adding <i>s</i> or a suffix. 2.- For words ending in <i>y</i> , retain the <i>y</i> when adding <i>ing</i> . 3.- For words ending in <i>y</i> , preceded by a consonant, change the <i>y</i> to <i>i</i> before any other suffix	1. convey, conveys; employ, employer 2. try, trying; justify, justifying; certify, certifying; study, studying 3 try, tried; justify, ustifies; certify, certifiable; mystify, mystified; laboratory; laboratories	dryness, shyness

<p>4. Drop the final ‘e’ 1.- Drop the <i>e</i> when the suffix starts with a vowel. 2.- Drop the <i>e</i> when the word ends in <i>dge</i>. 3.- Drop the final <i>e</i> when adding <i>-ing</i></p>	<p>1.- save, savable; use, usable 2.- judge, judgment 3.- save, saving; manage, managing;; emerge; emerging</p>	<p>Do not drop the <i>e</i> if the word ends in <i>ce</i> or <i>ge</i> (e.g. <i>manage</i> > <i>manageable</i>, <i>trace</i> > <i>traceable</i>)</p>
<p>5. ‘t’ or ‘tt’ when adding -ing, -ed and some suffixes to verbs 1.- Double the <i>t</i> for verbs of one syllable with a single vowel, or a short vowel sound. 2.- Double the <i>t</i> for verbs of more than one syllable when the stress is on the last syllable.</p>	<p>1 rot, rotting; rotted, rotten fit, fitting, fitted knot, knotting, knotted 2 abet ,abetting, abetting allot, allotting, allotted commit , committing, committed emit, emitting, emitted forget, forgetting,</p>	<p>Do not double the <i>t</i> for verbs of one syllable with a double vowel or a long vowel sound (e.g. <i>treat</i> > <i>treating</i>, <i>treated</i>; <i>greet</i> > <i>greeting</i>, <i>greeted</i>)</p>
<p>6. ‘r’ or ‘rr’ when adding -ing, -ed and some suffixes to verbs 1.- Double the <i>r</i> for verbs of one syllable when the final <i>r</i> is preceded by a single vowel. 2.- Double the <i>r</i> for words of more than one syllable when the stress does not fall on the first syllable.</p>	<p>1. star starring, starred, starry tar, tarring, tarred war, warring, warred (but warfare) scar scarring, scarred 2 occur occurring, occurred, occurrence defer, deferring, deferred, (but deference) deter, deterring, deterring, deterrent infer, inferring, inferred, (but inference) prefer, preferred, preferring, (but preference) refer, referred, referring, referral</p>	<p>Do not double the <i>r</i> for verbs of one syllable when the final <i>r</i> is preceded by a double vowel (e.g. <i>fear</i> > <i>fearing</i>, <i>feared</i>) Do not double the <i>r</i> for words of more than one syllable, when the stress falls on the first syllable (e.g. <i>prosper</i> > <i>prospered</i>, <i>prospering</i>)</p>
<p>7. ‘l’ or ‘ll’ when adding -ing, -ed and some suffixes to verbs double the <i>l</i> when it is preceded by a single vowel.</p>	<p>Cancel, cancelling, cancelled, cancellation fulfil, fulfilling, fulfilled, fulfillment level, levelling, levelled travel, travelling, travelled, traveller</p>	<p>Do not double the <i>l</i> when it is preceded by a double vowel (e.g. <i>conceal</i> > <i>concealing</i>, <i>concealed</i>)</p>
<p>8. Dropping letters Many words drop a</p>	<p>Argue, argument proceed, procedure</p>	

letter when adding a suffix, but it is not always the final letter	humour , humorous disaster, disastrous repeat, repetition	
9. Word endings such as able/ible, ant/ance; ent/ence	admirable, preventable, suitable, dependable attendance, ignorance, importance sentence, difference ,independence, intelligence	
10. Silent letters Some words include letters which are not pronounced when the word is spoken.	advertisement, campaign, column, debt, design, doubt, gauge, ghetto, heir, knife, knowledge, island, mortgage, often,	

(Office, 2012)

How to Study Spelling

According to Carlin, Trail (1998) mentioned the following steps will help students to learn effectively:

1. Look at the word.
2. Say the word to yourself, noticing syllables, silent letters, and likely “trouble” spots.
3. Write each word, taking care to see the difficult spots.
4. Check the word.
5. Copy the word.
6. Cover the word.
7. Write the word again.
8. If correct, go on to the next word. If wrong, repeat the steps.

Another technique that may be helpful is to check the word meanings and pronunciation in a dictionary. This often helps to remember the word and its spelling

Spelling Patterns

- **ff ll ss zz**

In a one syllable word with a short vowel, double the final f, l, s, and z after a single vowel. **Examples:** miss, staff, buzz. **Exceptions:** bus, gas

- **ck or k**

Using ck to spell the (k) sound after one short vowel at the end of a one-syllable word and also in a few two-syllable words. If the (k) sound follows immediately after the vowel, then use **ck**. **back** If the (k) sound follows a consonant, then use **k**.

Example: bank

- **tch or ch**

Use tch to spell the (ch) sound after one short vowel at the end of a one-syllable word and also in a few two-syllable words. Generally think of the rule above for **ck**. If the (ch) sound follows immediately after the vowel, then use **tch**. **Example:** fetch If the (ch) sound follows a consonant, then use **ch**. **Example:** bench.

- **dge or ge**

This is very similar to the rule for tch or ck. Use **dge** to spell the (j) sound after one short vowel on the end of a one-syllable word and also in a few two-syllable words. If the (j) sound follows immediately after the short vowel, then use **dge**.

Example: badge lodge If the (j) sound follows a consonant, then use **ge**.

Example: plunge tinge

Ble, tle, fle If the short vowel is alone, double the letter. **Examples:** bubble huddle battle If the short vowel is followed by a consonant, then use a single letter.

Examples: handle candle.

- **Change y to i**

Change final **y** to **i** when the word ends in **y** and the letter before the **y** is a consonant.

Examples: Noisy + ly = noisily. Fly + er = flier

Except when the suffix begins with a **y** or an **i**.

Examples: Cry + ing = crying Fly + ing = flying

If the letter before the **y** is a vowel, the **y** never changes. **Examples:** Joy + ful = joyful. Play + ing = playing (Carlin & Gerarda, 1998)

Techniques and Resources for Teaching Grammar

These strategies help beginning teachers, their mentors, and administrators plan, reflect, and observe classroom instruction with students' language development and content learning in mind. Teachers use these six key strategies to identify good teaching skills that help them plan lessons that are accessible to a range of students.

The first strategy is **vocabulary and language development**, through which teachers introduce new concepts by discussing vocabulary words key to that concept. Exploring specific academic terms like *algorithm* starts a sequence of lessons on larger math concepts and builds the student's background knowledge.

The second strategy is **guided interaction**. With this method, teachers structure lessons so students work together to understand what they read—by listening, speaking, reading, and writing collaboratively about the academic

concepts in the text.

The third strategy is **metacognition and authentic assessment**. Rather than having students simply memorize information, teachers' model and explicitly teach thinking skills crucial to learning new concepts. Research shows that metacognition is a critical skill for learning a second language and a skill used by highly proficient readers of any language. With **authentic assessments**, teachers use a variety of activities to check students' understanding, acknowledging that students learning a second language need a variety of ways to demonstrate their understanding of concepts that are not wholly reliant on advanced language skills. The fourth strategy is **explicit instruction**, or direct teaching of concepts, academic language, and reading comprehension strategies needed to complete classroom tasks.

The fifth strategy is the use of **meaning-based context and universal themes**, referring to taking something meaningful from the students' everyday lives and using it as a springboard to interest them in academic concepts. Research shows that when students are interested in something and can connect it to their lives or cultural backgrounds they are more highly motivated and learn at a better rate.

The final strategy is the use of **modeling, graphic organizers, and visuals**. The use of a variety of visual aids, including pictures, diagrams, and charts, helps all students and especially ELL students easily recognize essential information and its relationship to supporting ideas. Visuals make both the language and the content more accessible to students. (Bongolan, 2005)

Rules and Explanations

- **Truth:** Rules should be true. The “rule must bear some resemblance to the reality it is describing.
- **Limitation:** Rules should show clearly the limits. Say simply what will be talked about to the learner since the learner doesn’t show how will be different from other ways of talking about the future.
- **Clarity:** Rules should be clear. Lack of clarity is often caused by ambiguity or obscure terminology. Example: Use *will* for spontaneous decisions;

Use *going* to for premeditated decisions.

- **Simplicity:** Rules should be simple. Lack of simplicity is caused by overburdening the rule with subcategories and sub subcategories in order to cover all possible instances and account for all possible exceptions.
 - **Familiarity:** An explanation should try to make use of concepts already familiar to the learner. Few learners have specialized knowledge of grammar, although they may well be familiar with some basic. Terminology need to describe the grammar of their own language. Example: Conditional Infinitive and gerund.
 - **Relevance:** A rule should answer only those questions that the student needs answered; these questions may vary according to the mother tongue of the learner. Example: Arabic speakers, who do not have previous knowledge to the present perfect, may need a different treatment of this form than.
- (Thornbury, 2002)

Direct Corrective Feedback

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

Feedback is one of the most important influences on learning and achievement, but this impact can be either positive or negative. Its influence is frequently mentioned in articles about learning and teaching, but surprisingly few recent studies have systematically investigated its meaning. This shows that although feedback has a great influence, the type of feedback and the way it is given can be differentially effective. A model of feedback is then proposed that identifies the particular properties and circumstances that make it effective, and some typically thorny issues are discussed, including the timing of feedback and the effects of positive and negative feedback. This analysis is used to suggest ways in which feedback can be used to enhance its effectiveness in classrooms.

The focus of feedback: The Four Levels

The focus of feedback is critically important, and it is claimed that there are four major levels and that the level at which feedback is directed influences its effectiveness. First, feedback can be about a task or product, such as whether work is correct or incorrect. This level of feedback may include directions to

acquire more, different, or correct information. Second, feedback can be aimed at the process used to create a product or complete a task. This kind of feedback is more directly aimed at the processing of information, or learning processes requiring understanding or completing the task. Third, feedback to students can be focused at the self-regulation level, including greater skill in self-evaluation or confidence to engage further on a task. Fourth, feedback can be personal in the sense that it is directed to the “self” (Hattie & Timperley, 2007)

Feedback Principles

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

- Teachers can deliberately use a range of types of implicit feedback and explicit feedback on language usage.
- Teachers should check whether or not the students respond to their feedback by correcting their language-related errors. (Spiller, 2009)

Seven principles of good feedback practice: Facilitating self-regulation

Good feedback practice is broadly defined as anything that might strengthen the students' capacity to self-regulate their own performance. The principles of a feedback practice are the following:

1. Helps clarify what good performance is.

Students can only achieve learning goals if they understand those goals, assume some ownership of them, and can assess progress. In academic settings, understanding goals means that there must be a reasonable degree of overlap between the task goals set by students and the goals originally set by the teacher. This is logically essential given that it is the students' goals that serve as the criteria for self-regulation; however, there is considerable research evidence showing significant mismatches between tutors' and students' conceptions of goals and of assessment criteria and standards. *Hounsell (1997)* argues that tutors and students often have quite different conceptions about the goals and criteria for essays in undergraduate courses in history and psychology and that poor essay performance is correlated with the degree of mismatch. In a similar vein, *Norton (1990)* has shown that when students were asked to rank specific assessment criteria for an essay task they produced quite different rankings from those of their teachers, emphasizing content above critical thinking and argument. Weak and

incorrect conceptions of goals not only influence what students do but also the value of external feedback information. If students do not share their teacher's conceptions of assessment goals then the feedback information they receive is unlikely to 'connect' (*Hounsell, 1997*). One way of clarifying task requirements (goals/criteria/standards) is to provide students with written documents containing statements that describe assessment criteria and/or the standards that define different levels of achievement. However, many studies have shown that it is difficult to make assessment criteria and standards explicit through written documentation or through verbal descriptions in class (*Rust, Price & O'Donovan, 2003*).

2. Facilitates the development of self-assessment (reflection)

One effective way to develop self-regulation in students is to provide them with opportunities to practice regulating aspects of their own learning and to reflect on that practice. Students are already engaged in monitoring gaps between internally set task goals and the outcomes that they are generating. This monitoring is a by-product of such purposeful engagement in a task. However, in order to build on this, and to develop systematically the learner's capacity for self-regulation, teachers need to create more structured opportunities for self-monitoring and the judging of progression to goals. Self-assessment tasks are an effective way of achieving this, as are activities that encourage reflection on learning progress. In one study, students were trained in self-assessment under two conditions: self-assessment prior to peer and tutor feedback and self-assessment with integrated tutor feedback. The latter condition involved students

self-assessing after they had received tutor feedback. The results showed that while both conditions benefited learning, self-assessment with integrated tutor feedback helped students identify and correct more errors than self-assessment prior to peer or tutor feedback. Interestingly, this study not only shows the benefits of integrating external and internal feedback but it also shows ways of helping students internalize and use tutor feedback. In developing self-assessment skills it is important to engage students in both identifying standards/criteria that will apply to their work and in making judgments about how their work relates to these standards (*Boud, 1986*). While structured opportunities for training in self-assessment are important there are other ways of supporting the development of these skills. One approach is to provide students with opportunities to evaluate and provide feedback on each other's work.

3. Delivers high quality information to students about their learning.

Feedback from teachers is a source against which students can evaluate progress and check out their own internal constructions of goals, criteria and standards. Moreover, teachers are much more effective in identifying errors or misconceptions in students' work than peers or the students themselves. In effect, feedback from teachers can help substantiate student self-regulation. In the research literature there is little consensus about what constitutes good quality external feedback.

Further strategies that increase the quality of teacher feedback based on the definition given above and on traditional research include:

- Making sure that feedback is provided in relation to pre-defined criteria but paying particular attention to the number of criteria.
- Providing timely feedback this means before it is too late for students to change their work.
- providing corrective advice, not just information on strengths/weaknesses
- Limiting the amount of feedback so that it is actually used.
- • Prioritizing areas for improvement.
- Providing online tests so that feedback can be accessed anytime, anyplace and as many times as students wish.

4. Encourages teacher and peer dialogue around learning.

In the self-regulation model, for external feedback to be effective it must be understood and internalized by the student before it can be used to make productive improvements. External feedback as a transmission process involving ‘telling’ ignores the active role the student must play in constructing meaning from feedback messages and of using this to regulate performance. One way of increasing the effectiveness of external feedback and the likelihood that the information provided is understood by students is to conceptualize feedback more as dialogue rather than as information transmission. Feedback as dialogue means that the student not only receives initial feedback information but also has the opportunity to engage the teacher in discussion about that feedback. Some researchers maintain that teacher-student dialogue is essential if feedback is to be effective in higher education (Laurillard, 2002). Freeman and Lewis (1998) argue that the teacher ‘should try to stimulate a response and a continuing dialogue –

whether this be on the topics that formed the basis of the assignment or aspects of students' performance or the feedback itself. Discussions with the teacher help students to develop their understanding of expectations and standards, to check out and correct misunderstandings and to get an immediate response to difficulties.

Peer dialogue enhances in students a sense of self-control over learning in a variety of ways. Firstly, students who have just learned something are often better able than teachers to explain it to their classmates in a language and in a way that is accessible. Secondly, peer discussion exposes students to alternative perspectives on problems and to alternative tactics and strategies. Alternative perspectives enable students to revise or reject their initial hypothesis and construct new knowledge and meaning through negotiation. Thirdly, by commenting on the work of peers, students develop detachment of judgement (about work in relation to standards) which is transferred to the assessment of their own work (e.g. 'I didn't do that either'). Fourthly, peer discussion can be motivational in that it encourages students to persist (see, Boyle and Nicol, 2003). Finally, it is sometimes easier for students to accept critiques of their work from peers rather than tutors.

Dialogical feedback strategies that support self-regulation include:

- Providing feedback using one-minute papers in class
- Reviewing feedback in tutorials where students are asked

- • To read the feedback comments they have been given earlier on an assignment and discuss these with peers (they might also be asked to suggest strategies to improve performance next time)
- • Asking students to find one or two examples of feedback comments that they found useful and to explain how they helped
- Having students give each other descriptive feedback on their work in relation to published criteria before submission
- Group projects especially where students discuss criteria and standards before the project begins

5. Encourage positive motivational beliefs and self-esteem

Motivation and self-esteem play a very important role in learning and assessment. Studies by Dweck (1999) show that depending on their beliefs about learning students possess qualitatively different motivational frameworks. These frameworks affect both students' responses to external feedback and their commitment to the self-regulation of learning. Research in school settings has shown that frequent high stakes assessment (where marks or grades are given) has a 'negative impact on motivation for learning that militates against preparation for lifelong learning' (Harlen & Crick, 2003). Dweck (1999) argues that such assessments encourage students to focus on performance goals (passing the test, looking good) rather than learning goals (mastering the subject).

In one study, Butler (1988) demonstrated that feedback comments alone increased students' subsequent interest in learning when compared with two other

controlled situations, one where only marks were given and the other where students were given feedback and marks. Butler argued that students paid less attention to the comments when given marks and consequently did not try to use the comments to make improvements. This phenomenon is also commonly reported by academics in higher education. Butler (1987) has also argued that grading student performance has less effect than feedback comments because it leads students to compare themselves against others (ego-involvement) rather than to focus on the difficulties in the task and on making efforts to improve (taskinvolvement). Feedback given as grades has also been shown to have especially negative effects on the self-esteem of low ability students (Craven, Marsh & Debus, 1991). Dweck (1999) has interpreted these findings in terms of a developmental model that differentiates students into those who believe that ability is fixed and that there is a limit to what they can achieve (the 'entity view') and those that believe that their ability is malleable and depends on the effort that is input into a task (the 'incremental view'). These views affect how students respond to learning difficulties. Those with an entity view (fixed) interpret failure as a reflection of their low ability and are likely to give up whereas those with an incremental view (malleable) interpret this as a challenge or an obstacle to be overcome and increase their effort. *Grant and Dweck (2003)* have confirmed the validity of this model within higher education as have *Yorke and Knight (2003)* who found that about one-third of a sample of 2269 undergraduates students in first and final years, and across a range of disciplines, held beliefs in fixed intelligence. Although this is an under-explored area of research in HE, there is

evidence that teachers can have a positive or negative effect on motivation and self-esteem. They can influence both the goals that students set (learning or performance goals) as well as their commitment to those goals. Praising effort and strategic behaviors, and focusing students through feedback on learning goals, leads to higher achievement than praising ability or intelligence. The latter can result in a learned-helplessness orientation (*Dweck, 1999*). As Black and *William (1998)* note, feedback that draws attention away from the task and towards self-esteem can have a negative effect on attitudes and performance. In other words, it is important that students understand that feedback is an evaluation, not of the person but of the performance in context.

6. Provide opportunities to close the gap between current and desired performance.

So far, feedback has been discussed from a cognitive or informational perspective and from a motivational perspective. However, in terms of self-regulation we must also consider how feedback influences behaviour and the academic work that is produced.

According to *Yorke (2003)*, two questions might be asked regarding external feedback. First, is the feedback of the best quality and second, does it lead to changes in student behaviour? Many writers have focused on the first question but the second is equally important. External feedback provides an opportunity to close a gap between current performance and the performance expected by the teacher. The following are some specific strategies to help students use external feedback to regulate and close the performance gap:

- Provide feedback on work in progress and increase opportunities for resubmission
- Introduce two stage assignments where feedback on stage one helps improve stage two (Gibbs, 2004)
- • Teachers might model the strategies they would use to close a performance gap in class (e.g. model how to structure an essay when given a new question)
- Specifically provide some ‘action points’ alongside the normal feedback provision
- Involve students in groups in identifying their own action points in class after they have read the feedback on their assignments. The latter strategy would integrate feedback into the teaching and learning process and involve the students more actively in the generation and planned use of feedback.

7. Provides information to teachers that can be used to help shape the teaching.

Good feedback practice is not only about providing accessible and usable information that helps students improve their learning, but it is also about providing good information to teachers. According to Yorke (2003) notes: The act of assessing has an effect on the assessor as well as the student. In order to produce feedback that is relevant and informative and meets students’ needs, teachers themselves need good data about how students are progressing. They also need to be involved in reviewing and reflecting on this data and in taking action to help support the development of self-regulation in their students. Teachers help generate this public information about students through a

variety of methods by setting assessment tasks, by questioning of students in class and by observing behavior.

Other strategies available to teachers to help generate and collate quality information about student learning include:

- Having students request the feedback they would like when they make an assignment submission.
- Having students identify where they are having difficulties when they hand in assessed work;
- Asking students in groups to identify ‘a question worth asking’, based on prior study, that they would like to explore for a short time at the beginning of the next tutorial. (Nicol, 2005)

Types of Feedback

There are some types if feedback is very important to understand students’ stimulates.

Oral feedback

Oral feedback usually occurs during a task. It is sometimes underestimated because it is less formal, but it can be a very powerful and effective tool as it can be provided easily in the ‘teachable moment’ and in a timely way.

Asking “What do you notice about?” or “How does this match the criteria?” stimulates students’ thinking about their learning.

Written feedback

Written feedback tends to be given after a task.

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

Written feedback needs to be:

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

Written feedback needs to include:

- Where the student has met the learning intentions and/or success criteria
- Where the student still needs to improve.
- Away to think through the answer for themselves.

Feedback during and after learning

Feedback during learning

Feedback during learning allows students to take feedback on board immediately and to try to realize improvement during the learning process.

This is often more effective and productive to the learning experience than end-of task feedback measures (usually summative), which require students to remember the feedback and apply the recommended strategies to a future task.

Feedback after learning

Too often feedback that is provided to students after learning has concluded is not used by the students to improve their work. This often results in teachers

making the same comments over and over again and wondering why the student has not transferred the information to another context. For such feedback to influence subsequent learning, students must remember it, translate it into advice that is transferable across tasks, and apply it the next time they encounter a task in which this learning could apply. Generally, while strong students can often do this, struggling students find it more difficult.

Feedback during and after learning should:

- Focus on what is being learnt (learning intention) and how students should go about it (success criteria)
- Provide information on how and why the student has or has not met the criteria
- Provide strategies to help the student to improve.

Feedback can Help Students Notice Grammar

Students rely heavily on teacher feedback, and effective feedback is one of the strongest influences on student outcomes. Teachers use feedback in their classrooms generally to give students feedback about the content of their responses.

However, remember that the term ‘feedback’ has specific connotations when used in the context of language learning. To achieve the best outcomes for students who are learning English as an additional language, teachers need to give specific language-learning feedback by responding to the language the students use. This encourages the students to notice the language form they are using.

Feedback Strategies

Feedback strategies can vary in several dimensions: timing, amount, mode,

and audience.

Timing: The purpose of giving immediate or only slightly delayed feedback is to help students hear it and use it. Feedback needs to come while students are still mindful of the topic, assignment, or performance. It needs to come while they still think of the learning goal as a learning goal—that is, something they are still striving for, not something they already did. It especially needs to come while they still have some reason to work on the learning target.

Feedback Timing

Purpose: <ul style="list-style-type: none">• For students to get feedback while they are still mindful of the learning target• For students to get feedback while there is still time for them to act on it	
Examples of good feedback	Examples bad feedback
<ul style="list-style-type: none">• Returning a test or assignment the next day• Giving immediate oral responses to questions of fact• Giving immediate oral responses to student misconceptions• Providing flash cards (which give immediate right/wrong feedback) for studying facts	<ul style="list-style-type: none">• Returning a test or assignment two weeks after it is completed• Ignoring errors or misconceptions (thereby implying acceptance)• Going over a test or assignment when the unit is over and there is no opportunity to show improvement

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

following:

- The topic in general and the learning targets in particular.
- Typical developmental learning progressions for those topics or targets.
- Students' needs.

In addition, making a judgment about the amount of feedback requires considering all three simultaneously.

Amount of Feedback

Purpose: <ul style="list-style-type: none">• For students to get enough feedback so that they understand what to do but not so much that the work has been done for them (differs case by case)• For students to get feedback on “teachable moment” points but not an overwhelming number.	
Examples of good amounts of Feedback	Examples of bad amounts of feedback
<ul style="list-style-type: none">• Selecting two or three main points about a paper for comment• Giving feedback on important learning targets• Commenting on at least as many strengths as weaknesses	<ul style="list-style-type: none">• Returning a student's paper with every error in mechanics edited• Writing comments on a paper that are more voluminous than the paper itself• Writing voluminous comments on poor-quality papers and almost nothing on good-quality papers

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

Feedback Mode

Purpose: <ul style="list-style-type: none">• To communicate the feedback message in the most appropriate way	
Examples of Good Feedback Mode	Examples of Bad Feedback Mode
<ul style="list-style-type: none">• Using written feedback for comments that students need to be able to save and look over• Using oral feedback for students who don't read well.• Using oral feedback if there is more information to convey than students would want to read.• Demonstrating how to do something.	<ul style="list-style-type: none">• Speaking to students to save yourself the trouble of writing• Writing to students who don't read well

Audience: Feedback works best when it has a strong and appropriate sense of the audience. Feedback about the specifics of individual work is best addressed to the individual student, in terms the student can understand. That simple act is powerful in itself because, in addition to the information provided, it communicates to the student a sense that you care about his or her individual progress.

Teacher can also mix individual and group feedback. Teacher might choose to give the whole class some feedback about word choice, with examples of how to use specific, precise, or vivid words instead of dull and uninteresting ones. You might couple that with some thought-provoking questions on individual students' work: "What other words could you use instead of *big*? "How could you describe this event so someone else would see how terrible it was for you?"

Feedback Audiencia

Purpose: <ul style="list-style-type: none">• To reach the appropriate students with specific feedback• To communicate, through feedback, that student learning is valued	
Examples of good choice of audience	Examples of bad choice of audience
<ul style="list-style-type: none">• Communicating with an individual, giving information specific to the individual performance• Giving group or class feedback when the same mini-lesson or re-teaching session is required for a number of students	<ul style="list-style-type: none">• Using the same comments for all students• Never giving individual feedback because it takes too much time

How to know whether feedback is good

According to (Brookhart, 2008) said that student response is the criterion against which teacher can evaluate his or her own feedback. Teacher's feedback is good if it gets the following results:

- Student do learn—their work does improve.
- Students become more motivated—they believe they can learn, they want to learn, and they take more control over their own learning.
- Classroom becomes a place where feedback, including constructive criticism, is valued and viewed as productive. (Brookhart, 2008)

Effective Feedback in the Classroom

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

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

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

Quick take-away related to feedback in the classroom

To improve this situation Hattie and Yates provide an engaging and accessible explanation of how effective feedback works. Here are some quick take-aways from the paper “Using feedback to promote learning”. Praise is a common form of feedback, but it is often unhelpful.

Two feedback analogies

- “Level it up. Make it not too hard, not too easy.
- You know where you want to go, but lack specific knowledge about how to get there.

Three Feedback questions:

- What is the goal?
- What progress is being made?
- What is the next step?
- When errors are welcomed, feedback is more effective.

Feedback is different at different levels of mastery:

- Novice level: immediate feedback.
- Intermediate level: alternative strategies.
- Advanced level: self-regulated learning. (Hattie, Effective Feedback in the Classroom, 2013)
-

Providing Constructive Feedback. That Won't Exasperate Students

It's easy to exasperate students. Have unrealistic standards. Grade arbitrarily. Assign busywork. Be a bully.

Be harsh. Be emotionally distant. Show favoritism. Ask questions as if there is only one right answer.

One of the biggest challenges teachers face is to make the grading and evaluation process constructive. The feedback process is the best chance to improve the students' learning and enhance their skills. To be effective, feedback needs to be timely, encouraging, and carefully tailored to the student.

1) Establish a climate of trust and respect.

Remember, student egos are fragile. Feedback should be given to help, not hurt. Be encouraging. Remember, negativity creates defensiveness.

2) Don't overwhelm students.

Limit feedback to the amount of information that the student can absorb. Identify the key areas that need additional work.

3) Keep comments impersonal.

Focus on specifics.

4) Couch comments in "I" terms.

I got lost here. I'm confused—did you mean to say...?

5) Rephrase the paper's main points

If you take students' ideas seriously, they will work harder to express them clearly.

6) Use questions to identify errors.

Teacher might, for example, ask students for more information, or ask whether this is what.

Incorporating Peer Feedback into the Class

One way to improve student performance is to introduce them to the grading process.

1) Ask them to read the first paragraph of an essay, then stop and respond to the following questions:

- “Are you interested in continuing to read? Why or why not?”
- “What do you think the essay will discuss?”

2) Does the opening paragraph clearly identify the paper’s theme and focus?

3) What unanswered questions remain in your mind when you’ve finished the essay?

4) How would you strengthen the essay’s argument?

5) What objections might be raised against the argument?

6) What suggestions might you give the writer of the paper? (Mintz, 2012)

Feedback in Second Language Teaching and Learning

Feedback is an essential part of language learning and teaching that influences students’ learning and achievement. Feedback helps both the teachers and their students meet the goals and instructional means in learning and teaching.

In this review, feedback for motivation and for language correction is discussed on theoretical and practical grounds. Concepts of feedback and reviews of evidence associated with types of feedback as well as their positive and negative

impacts are discussed in this paper. Furthermore, the reviews of supporting research evidence address how different types of feedback yield different levels of effectiveness in language learning

Feedback for motivation

Gass and Selinker (2001) stated that motivation is a social psychological factor and a predictor of success in L2 (second language) learning. They (2001) stated further, “It makes sense that individuals who are motivated will learn another language faster and to a greater degree” (p. 349). Since numerous studies have provided evidence that indicate types of feedback to motivate language learning, feedback is therefore considered as a way to motivate students’ learning especially in L2 learning.

Burnett (2002) and several researchers have focused on both effort and ability feedback (Dohrn & Bryan, 1994; Mueller & Dweck, 1998; Schunk, 1984). Weiner (1979; as cited in Schunk, 2003) stated that “Effort is internal, unstable, and controllable, which is quite favorable for motivation” Schunk (1983; as cited in Schunk, 2003) defined effort feedback as oral or written feedback by others which link performance outcomes with effort. Learners who are successful with good performance on a task are likely to continue to work. Learners who poorly perform on a task or do not work hard are likely to continue their performance.

Corrective Feedback

Researchers have suggested that CF (corrective feedback) is associated with L2 learning, because it leads learners to notice L2 forms (Bitchener & Knoch, 2010; Loewen & Erlam, 2006; Lyster & Mori, 2006; Varnosfadrani &

Basturkmen, 2009). CF can be explicit or implicit. An alternative way of categorizing feedback types is to differentiate between “input-providing CF (corrective feedback) and output-pushing CF” (Ellis, 2006).

For example, input-providing CF provides the correct reformulation through recasts.

Explicit CF or Direct Feedback

Varnosfadrani and Basturkmen (2009) defined explicit CF in general as “the process of providing the learner with direct forms of feedback” (p. 83). In writing scheme, Bitchener and Knoch (2010) claimed that explicit correction provides for correction of linguistic form or structure at or near the linguistic error. They explained further that this feedback can be the crossing out of a word, phrase, or morpheme, the provision of grammar rules, or the oral clarification of written meta-linguistic explanations. To address oral performance, teachers may point out that the learners’ utterance is wrong. As such, they directly identify their students a specific point of error (Carroll & Swain, 1993, as cited in Varnosfadrani & Basturkmen, 2009).

Some debates rose against grammar correction. Some researchers found grammar correction was not helpful (Sheppard, 1992; Truscott, 1999). To discover if learners benefit by having grammar errors corrected by their teachers, researchers have produced some interesting findings. For example, Leki (1991) found that ESL

(English as a Second Language) tertiary students had wished that their writing teachers would have provided them direct feedback on their writing. Likewise,

Ferris (1995; as cited in Hyland, 1998) found that ESL tertiary students were interested in comments on grammar and content. Recently, the Bitchener's (2008) study investigated the extent to which WCF (writing corrective feedback) can help low-intermediate ESL learners to improve their correct use of the English articles *a* and *the*. The results show that learners who received WCF significantly outperformed those who did not receive WCF. They also retained their level of accuracy for two months on average. Evan et al. (2011) found that ESL undergraduate students who were taught using dynamic

Implicit Feedback or Indirect Feedback

Implicit feedback or indirect CF is defined as furnishing the type of error that has been made but not providing a correction (Bitchener & Knoch, 2010; Bitchener, Young, & Cameron, 2005). In their writing, Bitchener et al. (2005) claimed that the means of implicitly correcting errors could include underlining or circling an error and recording in the margin the number of errors in a given line. Coded feedback points to the exact location of an error, with the type of error involved indicated with a code. Bitchener et al. illustrated the use of coded feedback in correcting an English tense. For example, PS means an error in the use or form of the past simple tense. (Petchprasert, 2012)

f. METHODOLOGY

Design of the research

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

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

Action Research will the teacher candidate, who is the researcher conducting this investigation, to find immediate solution to the issue of use of grammatical competence in which the students will have to show some problems experimenting grammatical 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 post-test, and then to make the interpretation and logical analysis of the data and to draw up the conclusions.

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

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

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

Techniques and instruments

Data collection

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

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

Questionnaires will be given to the participants to answer questions related to their attitudes and feelings toward the direct corrective feedback learning strategy. A pre and posttest questionnaire will be given to make a comparison between the

results. Furthermore, the data collected by the questionnaires will support the test results.

Observation will let the researcher to know the facts in a participative and non-participative way. The observation will be developed through an observation sheet and a field note sheet. The observation will be done during the English classes in a natural environment as lived by the tenth year students at Unidad Educativa José Ángel Palacio school . There will be two types of observation as detailed below.

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

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

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

corrective feedback as a learning strategy in order to improve the basic grammatical competence among the Tenth year students at Unidad Educativa José Angel Palacio of the city of Loja during the 2016-2017 school year . The instrument of this participant observation is the field note sheet.

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

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

Population, the population of this research work is the tenth year students at Unidad Educativa José Ángel Palacio School who are all about fourteen and fifteen years old; they are twenty five students, twelve boys and thirteen girls and the teacher candidate of this study who is going to take part in the intervention plan

INTERVENTION PLAN DESCRIPTION

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

Activation

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

Connection

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

Affirmation

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

Period

This intervention plan will be carried out into effect throughout the months of November and January during the academic period 2016-2017

INTERVENTION AND OBSERVATION PLAN

Week 1

RESEARCH PROBLEM	How does direct corrective feedback develop the development of the grammatical competence among tenth year students at Unidad Educativa José Ángel Palacio of the city of Loja during the 2016-2017 school year?
GOALS	By the end of this intervention plan, students will be able to communicate producing distinctive grammatical structures such as declarative sentences, interrogatives in order to use them effectively in communication.
LEARNING OBJECTIVES	By the end of this lesson students will be able: <ul style="list-style-type: none"> • Talk about talk about personal information. • Use affirmative and negative imperatives personal information.
CONTENTS	UNIT 1. Meet Alex and his friends Pages 6 & 10 <ul style="list-style-type: none"> • Imperatives • Verb to Be • Useful expressions.
INSTRUCTIONAL FOCUS	<p>Activation: Warm up. (5 min) Using the large photo of the book. Students look at the picture. Ask Who do you know in the picture? Where are they??</p> <p>Connection: (30 min)</p> <ul style="list-style-type: none"> • Tell students to read the directions and comprehension items for exercise Ask them to raise their hands if they need help with the directions or items. Play the audio two or more times. • Play the audio again while students review their answers. The teacher will check the answers, asking students. How do you know that Brian likes Joey? How is Andy nice to Joey? • To extend work with the dialogue, select key vocabulary, structures and communicative phrases to discuss more fully, such as Look who's here, a bad time to come, going out, well, be quiet, don't be rude, short for, and hurry up. • Elicit the meaning of each expression or the

	<p>situation in which it is used. Play the audio, pausing for students to repeat. Encourage students to mimic the intonation.</p> <ul style="list-style-type: none">• Teacher explains the use of imperatives by modeling some examples. Have students complete the exercise on page 8 & 9. Teacher elicit several examples of affirmative and negative commands then Ss complete exercises.• Teacher uses direct correction feedback on page 8 & 9. Teacher must underline or circle errors and explain to the students their mistakes. <p>Affirming: (5 minutes)</p> <ul style="list-style-type: none">▪ Teacher asks questions randomly. Students answer orally.▪ Students have to complete their workbook exercises 1-2.	
CLASSROOM RESOURCES	<ul style="list-style-type: none">▪ Teachers’ guide▪ Student’s notebook▪ Student’s book.▪ Student’s workbook.▪ Board, markers.▪ Cd player.▪ Class audio Cd.	
DATA COLLECTION SOURCES	Data source 1: pretest Data source 2: pre questionnaire Data source 3: field notes	
SUPPORT	Coaching and guidance from our thesis advisor	
TIME	PERIOD	Week 1: November 07-11, 2016

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

Week 2

RESEARCH PROBLEM	How does direct corrective feedback develop the development of the grammatical competence among tenth year students at Unidad Educativa José Ángel Palacio of the city of Loja during the 2016-2017 school year?
GOALS	By the end of this intervention plan, students will be able to communicate producing distinctive grammatical structures such as declarative sentences, interrogatives in order to use them effectively in communication.
LEARNING OBJECTIVES	By the end of this lesson students will be able: <ul style="list-style-type: none"> • Use affirmative, negative and interrogative sentences related to simple present tense. • Express preferences using simple present tense.
CONTENTS	UNIT 1. Meet Alex and his friends Pages 11 <ul style="list-style-type: none"> • Affirmative sentences. • Negative sentences. • Interrogative sentences. • Simple present tense
INSTRUCTIONAL FOCUS	<p>Activation: Warm up. (5 min)</p> <ul style="list-style-type: none"> ▪ Call to six students in from of the class. Then have each student say their own ability and add the other two classmates' abilities. <p>Connection: (30 min)</p> <ul style="list-style-type: none"> ▪ Tell students that can is also used to ask for personal information. Give some a few examples and write them on the board for example, Does Joe practice on weekends? Do Joe and Diane have busy schedules ? Then have students look at the illustration. ▪ Ask questions to set the context such as where is Liza? Who is knocking on the door? ▪ Play the audio pausing for students to repeat once more, then take turns practicing the questions and answers. ▪ Elicit the meaning of each expression or the situation in which it is used. Play the audio, pausing for students to repeat. Encourage students to mimic the intonation.

	<ul style="list-style-type: none"> ▪ Teacher explains the use of interrogative questions by modeling some examples. Have students complete the exercise on page 11. Teacher elicits several examples of affirmative and negative commands then Ss complete exercises ▪ Teacher uses direct correction feedback. Teacher must underline or circle errors and explain to the students their mistakes. <p>Affirming:</p> <ul style="list-style-type: none"> ▪ Students have to complete their workbook exercises 3-4
CLASSROOM RESOURCES	<ul style="list-style-type: none"> ▪ Teachers' guide ▪ Student's notebook ▪ Student's book. ▪ Student's workbook. ▪ Board, markers. ▪ Cd player. ▪ Class audio Cd.
DATA COLLECTION SOURCES	Data source 1: Field notes.
SUPPORT	Coaching and guidance from our thesis advisor.
TIME	PERIOD
	Week 2: November 14 – 18, 2016

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

Week 3

RESEARCH PROBLEM	How does direct corrective feedback develop the development of the grammatical competence among tenth year students at Unidad Educativa José Ángel Palacio of the city of Loja during the 2016-2017 school year??
GOALS	By the end of this intervention plan, students will be able to communicate producing distinctive grammatical structures such as declarative sentences, interrogatives in order to use them effectively in communication.
LEARNING OBJECTIVES	By the end of this lesson students will be able: <ul style="list-style-type: none"> ▪ Identify Count & noncount nouns ▪ Give and follow instruction
CONTENTS	UNIT 2. Do you have any pizza dough. Pages 14 – 17 <ul style="list-style-type: none"> ▪ Count & noncount nouns
INSTRUCTIONAL FOCUS	<p>Activation: Warm up. (5 min) Ask students <i>What do you usually eat for breakfast?</i> Let students use L1 if they do not know the English equivalent of a particular food item. Write these breakfast foods on the board, giving translations when they exist.</p> <p>Connection: (30 min)</p> <ul style="list-style-type: none"> • Presentation, explanation, meaning of count and noncount nouns • Students should recognize count and noncount nouns. • Use the board to teach the important information about count and noncount nouns, such as the articles and quantifiers that are used with them. • Students work in a sheet of paper after to classify the count and noncount nouns. • Then have students work individually making a sentence with count noncount nouns using there is and there are. • Students make some interrogative sentences using How many and How much and • Teacher must use direct corrective feedback by writing the correct forms in the place of the errors.

		Affirming: (10 minutes) Have students complete Workbook Exercises 8–11 and Grammar Builder Exercises 1–5.
CLASSROOM RESOURCES		<ul style="list-style-type: none"> ▪ Teachers’ guide ▪ Student’s notebook ▪ Student’s book. ▪ Student’s workbook. ▪ Board, markers. ▪ Cd player. ▪ Class audio Cd.
DATA COLLECTION SOURCES		Data source 1: Field notes
SUPPORT		Coaching and guidance from our thesis advisor
TIME	PERIOD	Week 3. November 21– 25, 2016

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

Week 4

RESEARCH PROBLEM	How does direct corrective feedback develop the development of the grammatical competence among tenth year students at Unidad Educativa José Ángel Palacio of the city of Loja during the 2016-2017 school year?
GOALS	By the end of this intervention plan, students will be able to communicate producing distinctive grammatical structures such as declarative sentences, interrogatives in order to use them effectively in communication.
LEARNING OBJECTIVES	By the end of this lesson students will be able: <ul style="list-style-type: none"> • Use imperatives to tell someone what to do: commands.
CONTENTS	UNIT 2. Do you have any pizza dough Pages 18 & 19 <ul style="list-style-type: none"> • Imperatives (commands) • Useful expressions.
INSTRUCTIONAL FOCUS	<p>Activation: Warm up. (5 min) Game “Simon Says”: Teacher give a short review of the learned commands, then selects 10-12 students, they have to go in front of the class and make the commands that the sitting students tell them.</p> <p>Connection: (30 min)</p> <ul style="list-style-type: none"> • Cover the dialogue and listen the audio that is in page 18, then ask for the students to complete the activity. • Elicit the meaning of each expression or the situation in which it is used. Play the audio, pausing for students to repeat. Encourage students to mimic the intonation. • Read the grammar chart aloud and have students repeat the example questions and statements after you. • Have students work individually to complete the exercise. Check orally. • Use the board to elicit other key points about the grammar chart, such as the sentence structures for statements, Yes/No questions, and information questions. • Read the direction aloud. Then read the activity

	<p>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.</p> <ul style="list-style-type: none"> • Teacher must use direct corrective feedback by writing the correct forms in the place of the errors. • Tell students to stand and interview class-mates to find a student who can do each activity. Tell them they need to write one name in the blank next to the activity. <p>Affirming:</p> <ul style="list-style-type: none"> • Ask students questions such as who can open your mouth? Turn right? Do the same for other activities.
CLASSROOM RESOURCES	<ul style="list-style-type: none"> ▪ Teachers' guide ▪ Student's notebook ▪ Student's book. ▪ Student's workbook. ▪ Board, markers. ▪ Cd player. ▪ Class audio Cd.
DATA COLLECTION SOURCES	Data source 1: Field notes.
SUPPORT	Coaching and guidance from our thesis advisor
TIME	PERIOD
	Week 4: November 28- 2 December, 2016

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

Week 5

RESEARCH PROBLEM	How does direct corrective feedback develop the development of the grammatical competence amongst tenth year students at Unidad Educativa José Ángel Palacio of the city of Loja during the 2016-2017 school year?
GOALS	By the end of this intervention plan, students will be able to communicate producing distinctive grammatical structures such as declarative sentences, interrogatives in order to use them effectively in communication.
LEARNING OBJECTIVES	By the end of this lesson students will be able: <ul style="list-style-type: none"> • Make suggestions • Ask and about leisure activities • Talk about places in a town or city. • Ask and answer questions using there is and there are. • Talk about count and noncount nouns
CONTENTS	UNIT 3. Are there any chips left? Page 28 <ul style="list-style-type: none"> ▪ There is/There are: Affirmative statements. Negative statements. Yes/No questions. Short answers. Contraction: There is= There's ▪ Leisure activities
INSTRUCTIONAL FOCUS	<p>Activation: Warm up. (5 min) Using some pictures of count and noncount nouns activities and tape them on the board. And identify count and noncount nouns</p> <p>Connection: (30 min)</p> <ul style="list-style-type: none"> • Think of a well-known place of our city, or neighborhood of which there is only one, such as a zoo, restaurant, or specially museum. Write on the board and ask <i>Is there a (zoo) in Loja?</i> Elicit the answer and write it on the board as a short answer and an affirmative statement. <i>Yes, there is. There is a (zoo) in Loja.</i> • Next think of something in the plural that teacher knows has an affirmative answer. Write on the board and ask. <i>Are there any (drugstores) in the downtown of Loja?</i> Elicit the answer and write it on the board as <i>Yes, there are. There are (two drugstores)</i>

		<ul style="list-style-type: none"> • On page 28. Have students look at the grammar chart. Call on students to read each section aloud. • Have students work individually to complete Discovering grammar. Check answers orally. • Use the board to explain other key points about the grammar chart, such as the use of any in questions, the use of some in affirmative statements, and the use of any in negative statements. • Have students work individually in their books and write their sentences. Walk around and monitor as they write; look for common errors in the sentences, such as subject-verb-agreement. • Teacher must use direct corrective feedback by writing the correct forms in the place of the errors. <p>Affirming: (15 minutes) Have students to complete workbook</p>
CLASSROOM RESOURCES		<ul style="list-style-type: none"> ▪ Teachers' guide ▪ Student's notebook ▪ Student's book. ▪ Student's workbook. ▪ Board, markers. ▪ Cd player. ▪ Class audio Cd.
DATA COLLECTION SOURCES		<p>Data source 1: posttest.</p> <p>Data source 2: postquestionnaire.</p> <p>Data source 3: Field notes.</p>
SUPPORT		Coaching and guidance from our thesis advisor
TIME	PERIOD	Week 5: December 05- 09, 2016

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

Week 6

RESEARCH PROBLEM	How does direct corrective feedback develop the development of the grammatical competence among tenth year students at Unidad Educativa José Ángel Palacio of the city of Loja during the 2016-2017 school year?
GOALS	By the end of this intervention plan, students will be able to communicate producing distinctive grammatical structures such as declarative sentences, interrogatives in order to use them effectively in communication.
LEARNING OBJECTIVES	By the end of this lesson students will be able: <ul style="list-style-type: none"> ▪ Make suggestions ▪ Ask and about leisure activities ▪ Talk about count and noncount nouns
CONTENTS	UNIT 3. Miami –A great place to be? Pages 29 <ul style="list-style-type: none"> ▪ Question : How Many & How much. ▪ Leisure activities ▪ Expressions of quantity
INSTRUCTIONAL FOCUS	<p>Activation: Warm up. (5 min) Bring in some pictures of daily or weekend activities and tape them on the board. Above the pictures write what do you usually do on weekend?</p> <p>Connection: (30 min)</p> <ul style="list-style-type: none"> ▪ Review about use of How Many & How much in count and noncount nouns. ▪ Tell students that they will learn how to give information about what they do on weekend in this unit. ▪ Ask students if they could guess the meaning of some words of the new vocabulary ▪ Have students look at the grammar chart. Read the first question aloud and elicit the noun. (milk) Ask <i>Is it count or noncount?</i> (noncount) <i>What are the question words in this question?</i> (How much) <i>What are the possible answers?</i> Do the same with the other questions in the chart. Then call on a student to read the expressions of quantity for plural count nouns and another student to read them for noncount nouns.. ▪ Have students look at the vocabulary words. Ask them which word they already know or can guess. Ask which words students do not know.

	<p>Give a brief definition of these.</p> <ul style="list-style-type: none"> ▪ Give students a few moments to study the grammar chart. Then have students work individually to complete the discovering grammar section. Check answer orally ▪ Read the instruction and elicit the answer for the first item. Then have students work individually to complete the sentences, then check answer by asking for students to read the sentences with a correct preposition. <p>Affirming: (10 minutes) Students will identify the count and noncount nouns.</p>
CLASSROOM RESOURCES	<ul style="list-style-type: none"> ▪ Teachers' guide ▪ Student's notebook ▪ Student's book. ▪ Student's workbook. ▪ Board, markers. ▪ Cd player. ▪ Class audio Cd.
DATA COLLECTION SOURCES	<p>Data source 1: Field notes Data source 2: Test unit 2</p>
SUPPORT	Coaching and guidance from our thesis advisor
TIME	PERIOD
	Week 6: December 12- 16, 2016

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

Week 7

RESEARCH PROBLEM	How does direct corrective feedback develop the development of the grammatical competence among tenth year students at Unidad Educativa José Ángel Palacio of the city of Loja during the 2016-2017 school year?
GOALS	By the end of this intervention plan, students will be able to communicate producing distinctive grammatical structures such as declarative sentences, interrogatives in order to use them effectively in communication.
LEARNING OBJECTIVES	By the end of this lesson students will be able: <ul style="list-style-type: none"> ▪ Talk about their daily routine. ▪ Express preferences using their information.
CONTENTS	UNIT 5. How often do you go rock climbing Pages:36 & 38 <ul style="list-style-type: none"> ▪ Preposition of frequency adverbs: always , usually, often , sometimes and never ▪ Daily routines Vocabulary Sports and activities
INSTRUCTIONAL FOCUS	<p>Activation: Warm up. (5 min)</p> <ul style="list-style-type: none"> ▪ The teacher presents the test to evaluate knowledge - grammar. ▪ The teacher presents the first's project a snapshot of a class classmate about daily routine. ▪ The researcher tells students that for this project they will work with a partner. <p>Connection: (30 min)</p> <ul style="list-style-type: none"> ▪ Presentation, explanation, meaning, and new expressions about preposition of frequency adverbs. ▪ Students make sentences with preposition of frequency adverbs through declarative, negative, interrogative, information questions and yes no questions. ▪ The teacher gives to the students the instruction about the unit test ▪ Have students develop and complete it. ▪ Teacher must use direct corrective feedback by writing the correct forms in the place of the errors. <p>Affirming: (10 minutes)</p> <p>Students will present in front of the class their activity and tell what happen in their favorite leisure.</p>

CLASSROOM RESOURCES		<ul style="list-style-type: none"> ▪ Teachers' guide ▪ Student's notebook ▪ Student's book. ▪ Student's workbook. ▪ Board, markers. ▪ Cd player. ▪ Class audio Cd.
DATA COLLECTION SOURCES		Data source 1: Field notes Data source 2: Test unit 1
SUPPORT		Coaching and guidance from our thesis advisor
TIME	PERIOD	Week 7: December 19-23, 2016

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

Week 8

RESEARCH PROBLEM	How does direct corrective feedback develop?
GOALS	How does direct corrective feedback develop the development of the grammatical competence among tenth year students at Unidad Educativa José Ángel Palacio of the city of Loja during the 2016-2017 school year?
LEARNING OBJECTIVES	By the end of this lesson students will be able: <ul style="list-style-type: none"> ▪ Talk about the frequency of routines or daily activities. ▪ Describe their typical day.
CONTENTS	UNIT 4: How often do you go rock climbing Pages: 38& 41 <ul style="list-style-type: none"> ▪ Gerund after verbs: like , love , hate (don't) mind and prefer ▪ Daily routines
INSTRUCTIONAL FOCUS	<p>Activation: Warm up. (5 min)</p> <ul style="list-style-type: none"> • Teacher shows flash cards about how often activities or routines people do daily. • Students role play a short dialogue about what the students do weekly. • Teacher writes about daily routines on the board. <p>Connection: (30 min)</p> <ul style="list-style-type: none"> • Presentation, explanation, meaning and form of gerund after verbs. • to read aloud the example sentences in the grammar chart. Elicit the first few boldfaced words, write them on the board, and explain what a <i>gerund</i> is: <i>A gerund is a noun made from the -ing form of a verb. Gerunds are used as objects or subjects.</i> • Students must understand the meanings and differences in degree or intensity of each verb. • Students make one sentence with gerund after verbs through declarative, negative, interrogative, yes no question and information question • Read the Discovering grammar directions. Elicit

	<p>the answers to the items.</p> <ul style="list-style-type: none"> • Students will answer teacher's questions: How often does the student do several activities using gerunds. • Teacher must use direct corrective feedback by writing the correct forms in the place of the errors. <p>Affirming: (10 minutes)</p> <ul style="list-style-type: none"> • Students will write a short paragraph about their typical day or week.
CLASSROOM RESOURCES	<ul style="list-style-type: none"> ▪ Teachers' guide ▪ Student's notebook ▪ Student's book. ▪ Student's workbook. ▪ Board, markers. ▪ Cd player. ▪ Class audio Cd.
DATA COLLECTION SOURCES	Data source 1: Field notes
SUPPORT	Coaching and guidance from our thesis advisor
TIME	PERIOD
	Week 8: January 2 – 6 January 2017

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		Septe		Octob		November		December		January		February		March		April		May		June		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														
PHASE I: PROJECT																																																
Presentation of the Project	x	x	x	x	X	x	x	x	x																																							
Designation of the Project Advisor																																																
Project revision and Approval																																																
Designation of Thesis Advisor																																																
PHASE II: ACTION PLAN																																																
Application of instruments																																																
Act and observe																																																
PHASE III: THESIS PROCESS																																																
Tabulation and elaboration of tables																																																
a. Theme																																																
b. Introduction																																																
c. Summary																																																
d. Review of Literature																																																
e. Material and methods																																																
f. Results (interpretation and																																																
g. Discussion																																																
h. Conclusions																																																
i. Recommendations																																																
j. Bibliography and Annexes																																																
PHASE III: REVISION AND																																																
Thesis revision																																																
Thesis presentation																																																
Thesis approval																																																
PHASE IV: PHASE OF																																																
Presentation of documents																																																
Private review																																																
Corrections																																																
Public sustentation and																																																

h. BUDGET AND FINANCING

RESOURCES	COST
Internet connection	\$45.00
Print of reports	\$30.00
Print of the project	\$40.00
Print of the report and thesis	\$200.00
Unexpected expenses	\$50.00
Total	\$365.00

FINANCING

All expenses related to the present research will be assumed entirely by the researched conducting the investigation

ORGANIZATION AND MANAGEMENT OF THE RESEARCH

Resources

Human

- The researcher
- The 10th year of Basic Education students
- The thesis advisor

Material

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

Technical

- Computer
- Projector
- Printer
- Internet.

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OTHERS ANNEXES

Observation sheet.

UNIVERSIDAD NACIONAL DE LOJA
FACULTAD 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: Tenth year students & The researcher	Role of the researcher: Non participant Observer : Duration of the observation:

Observation sheet of Grammatical Competence

Observation sheet of Grammatical Competence

Indicator: Sentence formation

Researcher:

Date:

Year: Tenth Year of Basic Education (Fourteen- fifteen years old)

Type of observation: Nonparticipant

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

Field notes

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

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

Pre and Posttest & Scoring Guide (Rubric)

UNIVERSIDAD NACIONAL DE LOJA
FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN
ENGLISH LANGUAGE DEPARTMENT
Pre/ Posttest

Data collection source: Test

Researcher: Leodan Gaona.

Year: Tenth Year of Basic Education

Code:

Date:

1.- Look at the pictures and then write what the boy does every day. (1 point)

He brushes your teeth

He takes a shower

He eats the dinner

He studies in the book

He goes to school



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

Example: Joe / practice / soccer/ Does / on weekends/?

a) Does Joe practice soccer on weekends?

b) (Yes) he does

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

- a) _____
- B. Does / She / play tennis? / _____
- a) _____
- C. your father / speak / Does /English? _____
- a) _____
- b) _____
- D. like /Does / Your sister/ cooking? _____
- a) _____

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

~~What do you do on Sundays?~~
 What time do you get up?
 What time do you usually go to bed?
 What do you usually eat for breakfast?
 How many hours do you watch TV per 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.- Read and complete the sentences with the following imperatives .

Don't eat/ Don't be / Don't forget / Don't lock / (1 point) *Declarative statements.*

Example:

*It's cold. **Close the door, please!***

- a) I forgot the keys. _____ the door.
- b) It's a bad behavior. _____ rude.
- c) This is no healthy food. _____ this food.
- d) It's sunny. _____ your hat.

5.- Complete the following statements with the expressions form the box. (2

p) affirmative statements

- John learnt English. Starving studious strict shy
- I want to eat. I am. _____
- The math teacher established many rules. He is very _____
- Mary studies 5 hours per day. She is very _____
- My brother is very calm. He is _____

6. Circle the letter of the correct answer. (2 points) *Subject-Verb – Agreement*

Example: She loves to go _____ in New York.

- a. sightseeing b. play c. act.

a) She _____ soccer every day.

- a. draws b. dances c. plays

b) Please, _____ a picture for me?

- a. ride b. act c. take

c) Her mother _____ Spanish and English.

- a. dances b. speaks c. plays

d) I _____ shopping on weekends.

- a. rollerblade b. sleep c. go

THANKS FOR YOUR COLLABORATION

Pre/ Post Questionnaire

UNIVERSIDAD NACIONAL DE LOJA
FACULTAD DE LA EDUCACIÓN, 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	2 = I	3 = I	4	5 = I
= I	disagree nor	neither agree	= I	strongly agree
strongly	disagree		agree	
disagree				

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

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

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

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

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

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

() a. I feel angry

() b. I feel sorry

() c. I feel satisfied

() d. I feel nervous

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

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

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

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

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

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

THANKS FOR YOUR COLLABORATION

Grading Scales

Grammatical Competence

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

Formative feedback

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

MATRIX

THEME: The development of the grammatical competence through direct corrective feedback among tenth year students at Unidad Educativa José Ángel Palacio of the city of Loja during the 2016-2017 school year

Problem	Objectives	Theoretical Frame	Methodological design (Action research)	Techniques and instruments
<p>General How does the direct corrective feedback develop the grammatical competence among tenth year students at Unidad Educativa José Ángel Palacio of the city of Loja during the 2016-2017 school year?</p> <p>Sub problems What theoretical and methodological references about the direct corrective feedback as strategy are adequate for improving grammatical competence among tenth year students at Unidad Educativa José Ángel Palacio during the 2016 – 2017 school year?</p> <p>What are the issues that limit the development of the grammatical competence among tenth year students at Unidad Educativa José Ángel Palacio during the 2016 – 2017 school year?</p>	<p>General To improve the grammatical competence through the direct corrective feedback among tenth year students at Unidad Educativa José Ángel Palacio during the 2016 – 2017 school year.</p> <p>Specific To research the theoretical and methodological references about the direct corrective feedback and its application on the grammatical competence.</p> <p>To diagnose the issues that limit the development of the grammatical competence among tenth th year students at Unidad Educativa José Ángel Palacio during the 2016 – 2017 school year.</p>	<p>Grammatical Competence Sentence Construction Parts of Speech Types of Sentences Subject Verb Agreement Orthographic Rules How to Study Spelling Techniques and Resources for Teaching Grammar Rules and Explanation Direct Corrective Feedback Feedback Principles Types of feedback Feedback can Help Students Notice Grammar Feedback Strategies Effective Feedback in the classroom Providing Constructive Feedback Incorporation Peer feedback Feedback in Second Language Teaching and Learning</p>	<p>Preliminary Investigation</p> <ul style="list-style-type: none"> • Observing the English Classes • Stating the background of the problem • Describing current situation • Locating and reviewing the literature • Creating a methodological framework for the research • Designing an intervention plan <p>Intervention and Observation Plan</p> <ul style="list-style-type: none"> • Administering test and questionnaires • Observing and monitoring students' performance according to the intervention plan • Presentation of research findings • Reflecting, analyzing 	<ul style="list-style-type: none"> • Observation sheet • Pre and Post test • Pre and Post questionnaire • Field Journal

<p>What are the phases of the intervention plan that help the current issues to achieve a satisfactory outcome on developing the grammatical competence among tenth year students at Unidad Educativa José Ángel Palacio during the 2016 – 2017 school year?</p> <p>Which direct corrective feedback is implemented to improve grammatical competence among tenth year students at Unidad Educativa José Ángel Palacio during the 2016 – 2017 school year?</p> <p>How does the direct corrective feedback reduce the difficulty to develop the grammatical competence among tenth year students at Unidad Educativa José Ángel Palacio during the 2016 – 2017 school year?</p>	<p>To design an intervention plan based on the direct corrective feedback in order to improve the grammatical competence among tenth year students at Unidad Educativa José Ángel Palacio during the 2016 – 2017 school year.</p> <p>To apply the most suitable techniques of the direct corrective feedback in order to improve the grammatical competence among tenth year students at Unidad Educativa José Ángel Palacio during the 2016 – 2017 school year.</p> <p>To reflect upon the effectiveness that the direct corrective feedback had among tenth year students at Unidad Educativa José Ángel Palacio during the 2016 – 2017 school year?</p>		<p>and answering the proposed inquires</p> <ul style="list-style-type: none"> • Organizing the final report 	
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