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FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN

ENGLISH LANGUAGE DEPARTMENT

TITLE

SELF AND PEER CORRECTION TO IMPROVE
WRITING SKILL AMONG STUDENTS OF THIRD
YEAR "A" OF BACHILLERATO, AFTERNOON
SESSION AT 27 DE FEBRERO HIGH SCHOOL IN
LOJA CITY DURING 2019-2020 SCHOOL YEAR

Thesis as a previous requirement to
obtain the Bachelors' Degree in Sciences
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Specialization

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CERTIFICATION

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CERTIFIES:

The present research work entitled **SELF AND PEER CORRECTION TO
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OF BACHILLERATO, AFTERNOON SESSION AT 27 DE FEBRERO
HIGH SCHOOL IN LOJA CITY DURING 2019-2020 SCHOOL YEAR**,
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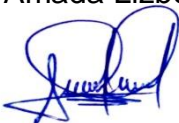
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THE AUTHOR

DEDICATION

I want to dedicate my thesis to God for giving me the strength, ability, and opportunity to do this research work, and finish my career. Also, I dedicate this thesis to my beloved grandfather, Luis Toledo, and my dear mother Narciza Toledo. To my lovely siblings Susana, Juan, and Diego for being my unconditional friends. Also, I want to dedicate this thesis work to my dear uncle Julio for supporting me during all these years.

Finally, I dedicate this research work to my husband Edgar, and beloved son Giordan for their unconditional love, patience, and motivation.

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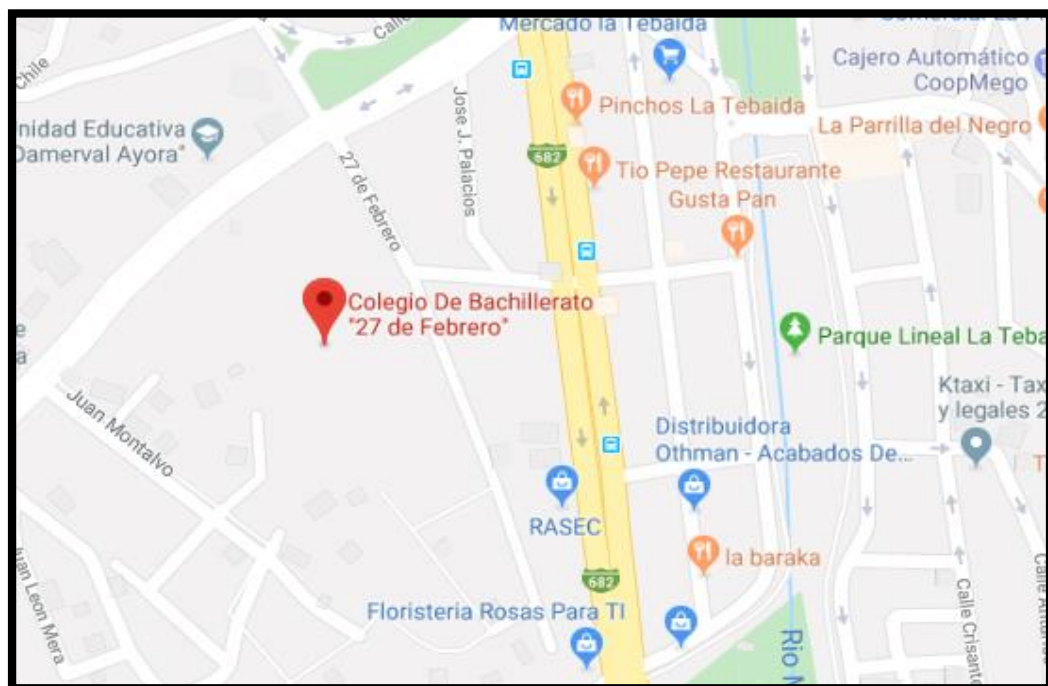
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THESIS OUTLINE

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

a. TITLE

SELF AND PEER CORRECTION TO IMPROVE WRITING SKILL AMONG
STUDENTS OF THIRD YEAR "A" OF BACHILLERATO, AFTERNOON
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b. RESUMEN

El propósito de este trabajo de investigación fue mejorar la habilidad de escritura a través de las estrategias de autocorrección y corrección en parejas con los estudiantes de tercer año de bachillerato "A". Los métodos que se consideraron para desarrollar esta investigación fueron: científico, descriptivo, analítico / sintético y estadístico, que se emplearon para obtener la información acerca de la escritura y las estrategias ya mencionadas, también para describir, analizar, representar e interpretar los datos obtenidos. Asimismo, se aplicaron pruebas y cuestionarios a treinta y tres estudiantes al principio y al final de la intervención. Estos instrumentos fueron útiles para diagnosticar el conocimiento y actitud de los estudiantes. Los resultados demostraron que los participantes mejoraron significativamente los tres aspectos de la escritura como son: ortografía, vocabulario y puntuación. Estas estrategias involucraron a los estudiantes en el proceso de corrección, a conocer cuáles fueron sus errores de escritura y cómo evitarlos.

ABSTRACT

The purpose of this research work was to improve writing skill through self and peer correction strategies among students of third year "A" of bachillerato. The methods that were considered to develop this research were: scientific, descriptive, analytical/synthetic and statistical, which were used to obtain information about writing and the strategies already mentioned, also to describe, analyze, represent and interpret the data obtained. Likewise, tests and questionnaires were applied to thirty-three students at the beginning and at the end of the intervention plan. These instruments were useful to diagnose the knowledge that students had in writing, and their attitude towards the application of self and peer correction. The results demonstrated that participants had a significant improvement in the three aspects of writing as spelling, vocabulary, and mechanics. Self and peer correction involved students in the correction process, and allowed them to know what were their writing mistakes, and how to avoid them.

c. INTRODUCTION

According to the Ecuadorian Curriculum for English as Foreign Language (2016), “The act of writing becomes extremely important in the sublevel *Bachillerato General Unificado*, as learners are preparing for entry into universities and the professional world, where good writing skills are essential”. So students have problems in writing because it is not an easy skill to develop in a foreign language. They often make basic writing mistakes even in L1, which makes the task of teaching writing in a foreign language even more complicated.

The researcher realized through nonparticipant observations that students of third year “A” of bachillerato, afternoon session at 27 de Febrero High School in Loja city during 2019-2020 school year have difficulties in writing short texts in English about subjects such as the environment or everyday life. For this reason, it was essential to research how the application of self and peer correction improve writing skills.

In response to this problem, the researcher proposes to apply self and peer correction in order to solve it. Self and peer correction allow students to become more independent and effective writers because they monitor, evaluate, edit and improve their texts through activities like correction around, self revision and feedback.

The specific objectives for this research work were: to research the theoretical and methodological references about self and peer correction strategies and its application on writing skills; to diagnose the issues that

limit the development of writing skills; to design an intervention plan based on self and peer correction strategies; to apply the most suitable techniques of self and peer correction strategies; and to validate the effectiveness of self and peer correction strategies to improve writing skills among students of third year "A" of bachillerato, afternoon session at 27 de Febrero High School in Loja city during 2019-2020 school year.

The methods used were: ***the scientific method***, which allowed the researcher to get essential and valuable information or theory about the two variables and support the results obtained from the data collection. ***The descriptive method***, which was used to describe the different phases of the study, the results, and the resources used. ***The statistical method*** was helpful to make the quantitative statistical analysis of the data obtained from the tests, and the qualitative data analysis from questionnaires, observations sheets and reflective journal. ***The analytical-synthetic method*** was employed to make the interpretations and the logical analysis of the data, and to draw up coherent conclusions.

The present research is structured as follows: at the beginning ***the abstract***, it contains the general objective, the description of the principal methods, techniques and materials used, the main results obtained and conclusions. ***The introduction***, which mentions the contextualization of the problem, central problems and sub problems, the reasons why the theme was chosen, the specific objectives of the study, the methodology used, and finally the content of the thesis. ***The literature review*** holds detailed

information about the two variables; self and peer correction and writing skill. ***The materials and methods*** section contains the design of the research, materials, methods, instruments that were used to collect the information, and the population. ***The results*** are presented through tables and figures with the corresponding interpretation and logical analysis. ***The discussion*** contains the collected data during the intervention plan in the high school. Finally, ***the conclusions*** section gives a description of the main aspects that were achieved after the research was concluded, and ***the recommendations*** that include suggestions which will be used for future research works.

d. LITERATURE REVIEW

SELF AND PEER CORRECTION STRATEGIES

Self and peer correction are strategies that increase students' abilities to write effectively and accurately. As Salma (2016) states self and peer correction have been used to improve students' writing skill. They involve students in the correction process so they can learn from their mistakes. Ganji (2009) in his study compares peer correction and self correction and found that they are very effective in improving students' writing performance.

According to Bitchener, Young, and Cameron (2005) "Self correction is an indirect feedback where the teacher provides students with choices that would allow them to discern the correct form by themselves". It is the strategy which engages students to correct their own errors, and raises students' awareness about their errors, allowing them to correct the errors themselves and in that process become responsible for their learning and therefore, more independent of the teacher.

"Peer correction is a classroom strategy where learners correct each other. It is a useful strategy as learners can feel less intimidated being helped by others in the class" (Salma, 2016). This strategy is implemented in classrooms to enhance learner autonomy, cooperation, interaction, and involvement. It may bring about significant improvement in students' writing skill. Harmer (2005) mentions that this strategy is a valuable element in the

writing process. It encourages students to work collaboratively and reduces students' reluctance in the editing process.

Types of Correction

Ganji (2009) proposes three types of correction.

Teacher correction.

Teacher correction is the traditional strategy used in every class, the teacher corrects their students' writing errors and provides feedback according to the learners' needs.

Self correction.

Salma (2016) argues that self correction is a strategy that guides students to correct their own work. It helps learners take responsibility for their learning and gain better awareness of the language. Self correction involves students in the learning process directly.

Peer correction.

Peer correction is a strategy that enables students' pair work. It consists on giving opinions and suggestions so that learners can get feedback from their partners in order to make their writing better (Salma, 2016).

Reasons to Use Peer Correction and Self Correction in the Writing Process

Peer correction gives students more opportunities to know about their mistakes and the way how to make their writing better. Reid (1993) points out that collaboration, whether in small or large groups, increases students'

motivation, promotes the development of problem-solving skills. It detects what needs should be modified to increase the quality of the written text.

Self correction involves students in learning process and it gives long term memory so they can remember the mistakes that they have made (Salma, 2016). It is a strategy that trains students to correct their papers by themselves. It benefits students to be more independent about their writing avoiding common mistakes.

It is clear that self and peer correction empower students to monitor, evaluate, and edit their texts. Students provide and receive support from each other, building a true learning community.

Self Correction in Writing

Teachers traditionally correct students' mistakes, but new strategies have been implemented to provide feedback on the writing process. Bitchener, Young, and Cameron (2005) mention that self correction is an indirect feedback where the teacher provides students with choices that would allow them to discern the correct form by themselves. Students need to identify and correct the mistakes they make. The teacher's task in self correction is to indicate the mistakes, but not to correct them.

Self correction draws students' conscious attention to their errors which pushes them not only to notice their errors but to correct them. This, in turn, can be a good form of becoming aware of their most common errors and identify problem areas to resolve (Ramírez & Guillén, 2018). Self correction

increases confidence in students, especially when they compare their rewriting with the original.

Ganji (2009) mentions “The students’ self correction can have a long-lasting effect on their memory because they are involved in the process directly and actively, and this can activate the operations necessary for long-term retention”. Through this strategy, students can reduce their errors and build their critical thinking. They realize and correct the mistakes that occur in their drafts (Salma, 2016). In other words, self correction is a strategy that guides students to improve the quality of their writing.

Peer Correction in Writing

Correction given by fellow students is called peer correction. It is a strategy where students learn from their mistakes and provide feedback to their classmates. It makes students gain reliance in the knowledge they are sharing and practicing among them. Students who are shy, do not feel reliant to express their opinions, participate in class or produce written texts because they are afraid to make mistakes. This strategy encourages students to overcome their difficulties in writing. The advanced students help the weak ones who sometimes understand a classmate’s explanation than the teacher’s (Reyes, 2009).

Salma (2016) states that peer correction offers opportunities for students to be responsible for their own learning. This strategy benefits learners to be able to communicate with others and improve their writing ability, and Reyes (2009) establishes that peer correction is a positive strategy to use

in the classroom. Students feel confident when they receive feedback from their peers, improve their written production and involve collaborative work from both the teacher and students.

Self and Peer Correction Activities to Improve Writing Skill

Lackman (2009) presents the following correction activities to develop writing skills.

Common error matching.

This is a matching exercise which has been made into a game. Students are required to match sentences with common errors to their explanations. It's a great activity for raising the students' awareness of the type of mistakes they make and it gives them a term to refer to each type of error.

Material.

Set of common writing errors strips

Procedure.

Divide the class into teams, give each team a set of common writing error strips and ask them to match up the errors to the explanations. When the first team has finished, give them a copy of the master sheet so they can check their answers. Once a team has checked their answers, the members can disperse and help those who have not finished. Take up any errors that they had difficulty with.

Error correction scavenger hunt.

It is a completely student centered activity that involves little input from the teacher, except when students want clarification on a particular error and its categorization.

Material.

Scavenger hunt checklist

Procedure.

Put students' writing up on the walls, spread throughout the classroom. Then, place students in pairs and give each pair a scavenger hunt checklist to correct their classmate's writing mistakes. The teacher can use either simple correction categories like "Spelling" or more complex and specific categories.

Round the class competition.

This is a simple activity that gets students to focus on locating errors and correcting them.

Material.

Students' writing, a pile of strips of paper about 2 cm wide and colored board markers.

Procedure.

Project the students' writing on the whiteboard. Put students into teams, pile the strips of papers on the teacher's desk. Give each team a different colored marker. Tell them that each group has to send someone up to grab a strip of paper. The team looks at the writing projected on the board and

tries to find a mistake. When they think they have found one, they write the correction on the strip. In the end, have each team count up their corrections on the board (in their color) to determine a winner (pp.6-15)

Cassany (2005) proposes three correction activities to improve writing skill.

Self revision.

Self revision is a great activity, students notice and correct their own writing mistakes by themselves. They can check their work as many times as necessary.

Material.

The teacher uses some strips of colored paper to identify the writing error, and colored markers to correct it.

Procedure.

First of all, students can check their mistakes by themselves. Students at the end of their writing must do a brief review to correct some mistakes they made. They use some strips of colored paper to identify the writing error. After that, they use colored markers to correct the errors that they found during the self revision.

Correction around.

It is a great activity, students correct their classmate's mistakes in groups, and then explain the modifications they would make. Each one is free to accept or not the changes proposed by their partner.

Material.

Sticky notes, in order to write some comments about their classmates' writing.

Procedure.

Students exchange texts and read them. They correct the writing mistakes of their classmates. Students stick a little note on the written text, commenting on it. In the end, the author of each text reads all the notes that have been put on it and rewrite the text.

Feedback.

Feedback, at the end of an exercise, each student hangs the work on the wall. There is time for everyone, teachers, and students, circulate freely in the classroom by reading the texts on the wall, noting amendments and suggestions. These comments can also be directed orally to the authors of the text (p.6).

WRITING SKILL

Writing is a complex, multifaceted, and purposeful act of communication that is accomplished in a variety of environments, under various constraints of time, and with a variety of language resources and technological tools (The Nation's Report Card, 2011). It is important to consider that writing skills are needed for all students to accomplish their educational and employment requirements.

“Writing is not a spontaneous skill, in fact, it is viewed as the most difficult thing to do in language” (Nunan, 1999). Students should improve their

writing skills, and teachers have to motivate them to have good writing skills, by providing instruction during the writing process and teaching rules of writing, such as grammar rules and writing practice (Durga & Rao, 2018).

As a tool for communication, writing allows individuals to maintain personal links from a distance with family, friends, and colleagues, and to foster a sense of heritage and purpose among larger groups of people. As a tool for learning, writing facilitates the process of gathering, preserving, and transmitting information with great detail and accuracy (Diamond, 1999). To conclude, writing is a complex process in which all ideas, thoughts and feelings are visible on a sheet of paper.

The Importance of Writing

Writing is a complex process, it means that in writing students have to consider many things in order to construct excellent writing. Harmer (2004) states some points on the importance of writing.

- Writing is not often time-bound in the same way as conversation. In writing activities, students have more time to think than they do in speaking activities. They can express what they know in their minds, and even use dictionaries, grammar books or other reference material to help them.
- Writing encourages students to focus on accurate language use. It is an excellent way for students to develop their language when they write down what they think, or express their ideas with accurate language.

- Writing is often used as a means of reinforcing language that has been taught. In teaching writing, the teacher often asks students to write a sentence or paragraphs using recently learned grammar. Students should make a note about what they have learned while the learning process happens. It helps students be able to understand the language that has been taught.
- Writing is frequently useful as preparation for some other activity.
- Writing can be used as an integral part of a larger activity where the focus is on something else such as language practice, acting out or speaking.
- Writing is also used in question and answer activities. In teaching writing, the teacher often gives questions to students. For example, about their knowledge or the previous material. Students prepare first to find the answer and they also write down the answer, then report the answer in front of the class (pp.31-33).

From the explanation above the researcher concluded that writing skills are very important to be learned because they help someone to explore their ideas, feelings, and thoughts in a written way.

Components of Writing

Salma (2016) presents five components of writing, they are: content, spelling, mechanics, grammar, and vocabulary.

Mechanics.

Mechanics are the conventions of print that do not exist in oral language, including spelling, punctuation, capitalization and paragraphing (Jacobs, Zinkgraf, Wormuth, Hartfiel, & Hughey, 1981).

Writing requires more than just using grammar correctly. It is important to take into account the use of the correct mechanics of writing in texts. "Capitalization and punctuation are the mechanics of writing. They are not simply rules that we must memorize and follow; they are specific signals to the reader. These mechanics are used to determine meaning and to clarify intent" (Lindne, 2005).

Vocabulary.

Vocabulary is essential for language acquisition and development and is recognized as a necessary factor for success in school and achievement in society. It is an important part of the writing process. Even though it has not been established that students' vocabulary predicts writing quality with elementary school students, the development of a rich and varied vocabulary is considered an essential step in becoming an effective writer (Scott, Russell, & Graham, 2003).

It begins with the assumption that the writer wants to express ideas as clearly and directly. It is important to choose words that express meaning precisely rather than skew it or blur it (Jacobs, Zinkgraf, Wormuth, Hartfiel, & Hughey, 1981).

Spelling.

Spelling is the forming of words with the letters in the correct order. Spelling in English is very difficult due to the fact that many words that are pronounced the same are written distinctively, and some words are written the same, but pronounced differently. Incorrect spelling can not only create misunderstandings, but also can often be perceived, by the reader, to reflect a lack of education.

Content.

This aspect refers to the substance of writing, the experience of the main idea (unity). Content is a set of information that supports a specific topic. In the content aspect, the writer can develop the details on the main topic (Nurgiyantoro, 2009).

Grammar.

Grammar is the structure of written or spoken language. It refers to the parts of speech and how they combine together to form sentences. Salma (2016) states that this aspect deals mainly with the use of grammatical and synthetic patterns by separating, combining and grouping ideas in words, phrases, clauses, sentences in order to bring out a logical relationship in writing. In a text, the word is the smallest element that may be uttered in isolation with semantic or pragmatic content (with literal or practical meaning).

A sentence is a linguistic unit consisting of one or more words that are grammatically linked. The students' errors can be seen from the errors

produced in their works. They often produce errors of grammar such as mapping grammatical patterns inappropriately. Without grammar, clear communication is impossible. Proper grammar keeps students from being misunderstood while expressing their thoughts and ideas.

How to Teach Writing

Writing is one of the skills that require from the students not only to be equipped with the necessary skills but also to be motivated. Shmoop (2019) proposes the following aspects to consider while teaching writing.

Start with free writing.

Sometimes students build up a lot of fear about the first step of putting pencil to paper. The pressure about what actually comes out is removed, and it can help get those creative juices flowing and get rid of some of the fear involved in taking that first plunge.

Use experiences, places, vocabulary, or other things that are relevant and specific to students' lives.

Especially for younger writers, starting a project by making it relate to their daily lives can create a level of engagement they may not feel with something more abstract or applied.

Expose students to a range of genres.

The more variety teachers show their students in writing, the more likely it is they will find a way to be inspired.

Encourage students to experiment with different genres.

Teacher can have students do a descriptive assignment one week, a persuasive essay the next, etc. It will benefit them gain versatility, and that will help out with analysis across the board.

Give students the writing process.

Students are encouraged to go through different stages before producing their final version. They need a process guide to get a good writing work.

Writing Process

Hamer (2004) proposes the following writing process.

Planning.

Planning is an important step in the writing process. In the planning process, the writer has to think about three main issues: the propose, the audience, and the content.

The purpose.

It is important to know the purpose of writing, as this will influence to have an adequate writing result. By knowing the purpose of writing someone can decide the most appropriate style of language. Therefore, the results will be effective to reach it.

The audience.

The audience is the readers of writing. It influences style, diction, paragraph structure, etc.

The content.

The content is the structure of the writing, the sequence of facts, ideas or arguments that the writer has decided to include.

Drafting.

Drafting means getting ideas on the paper in sentences and paragraphs. In the writing process, drafting is necessary for helping the writer to express ideas and decide what should come first, second, third and so on, until the last.

Editing.

In the editing process, the writers read again what they have written as a draft. Another reader's comments will benefit the author to make an appropriate revision. Here, the writers may change what they have written if they find something wrong. For example, if the information is not clear, the grammar is wrong, the diction is not appropriate, etc, the writers can change it if they make those corrections.

Final version.

The final version is the last step of writing. This may look different from the first draft that has been made before, due to the changes in editing process. At this point, the writer is ready to submit the written text to the readers (pp.4-5).

How to Assess Writing

Assessing written work is as helpful for developing writing skills as planning activities. It is invaluable to both students, who can learn from their

errors, and teachers, who can check the students' progress and identify specific problems. However, correcting written work is usually a time-consuming activity which teachers do not particularly enjoy doing (Hence & Lázaro, 1996).

Fairly controlled writing tasks (such as gap-filling, reordering, open dialogues, etc.) can easily be corrected orally in class - students can correct each other's work in pairs and then the whole class can go through the answers together. This type of correction not only reduces the teacher's workload, but it also involves students in the revision and editing of their own pieces of writing so that they can learn from their errors.

However, there are times when students have to write more freely in English and it is necessary to correct their work individually (Hence & Lázaro, 1996).

Activities to assess writing.

When teachers plan their writing activities they have to consider the level of their students and the difficulty of the task. Hence & Lázaro (1996) distinguishes three types of writing activities: controlled, guided, and free. Below are some examples of writing exercises that illustrate these three types of tasks.

Controlled writing activities.

Gap-filling.

Example. Write out the complete sentences.

Mary to school by bus.

Re-ordering words or sentences.

Example. Write the sentences correctly

- Henry / with / a hole / had / in it / a bucket. • He / to mend it / how / he didn't / wanted / but / know.
- He / Liza / for help / asked.

Substitution.

Example. Write a true sentence like this about yourself.

- Peter likes playing baseball and reading science fiction.
- Barbara can speak German.

Sentence completion.

Example. Complete the sentences adding «because» and an appropriate reason.

- A book was lying on the floor of an empty gym ...
- I've worked hard at the office ...
- This will be the most exciting match of the year ...

Guided writing activities.

Answering questions.

Example. Answer the following questions and write a paragraph.

- What did you do for your holiday last year?
- Who did you go with?
- How did you go?
- Where did you stay?

Parallel writing.

Examples.

- Read the following paragraph about Mary's day and write a similar one about your own day.
- Read the following description of a room and write a paragraph describing the room in the picture.

Word mapping.

The teacher writes a topic on the board and asks students to help him organize related words and concepts in clusters around the central topic.

Free writing activities.

Describe and identify.

Students write descriptions of people or places and the rest of the class or other groups have to guess who the people or places are. First, the teacher divides the class into two teams. Second, students write a description of a famous person (or a member of the class) without mentioning that person's name. Finally, a member of one of the teams must read his/her description. If someone from the opposing team can identify the person, the team scores a point. If not there is no score.

Story construction.

Students are put into groups when possible, they should be of equal numbers. First, on a piece of paper they must write the following sentence: «Once upon a time there was a beautiful princess who lived in a large castle at the edge of a forest». Students are then instructed to continue the story

by writing the next sentence. Students give their piece of paper to the student on their left. They should now continue the (new) story they have in front of them by writing the next sentence. The procedure is repeated until the papers have gone around the group once. Students can read the resulting tales to the rest of the class (pp.94-103).

e. MATERIALS AND METHODS

Materials

There were multiple materials that were useful to develop the research process successfully. The human resources who participated in the study were students of the third year of bachillerato "A", afternoon session at 27 de Febrero High school, the researcher, the English teacher who helped to monitor students' work, and the thesis advisor who supported giving suggestions to develop and apply the intervention plan. The material resources included flashcards, charts, pictures, lyrics of songs, worksheets, pictures and assessment sheets, which were necessary to support students in the process of improving their writing skill. The technical resources used were the laptop, projector, internet, and printer which were required to carry out the research.

Design of the research

This research work was carried out taking into account the action research theory proposed by Creswell (2012) who describes an action research as "systematic procedures done by teachers or other individuals in an educational setting to gather information about, and subsequently improve, the ways their particular educational setting operates, their teaching, and their student learning". Based on the aforementioned definition, the procedure of action research is cyclic and follows these steps: identify a problem, locate resources to help address the problem, design and

implement an action plan, collect, analyze and interpret the data, and finally report and validate the research.

This research was developed by taking into account the five-steps that Creswell proposed. First, the problem that students of the third year of bachillerato “A”, afternoon session at 27 de Febrero High school faced in writing was identified through non-participant observation. Second, the researcher selected the theoretical perspectives related to self and peer correction and writing skill. Then, the design of the intervention plan was implemented, applying self and peer correction to solve students’ problems related to writing. Finally, the data was collected, organized and analyzed in order to validate the effectiveness of self and peer correction strategies on writing skill.

Methods, Techniques and Instruments

Methods

During the development of this research work different methods were required. They were:

The scientific method made possible the study of self and peer correction strategies to improve writing skill. Also it helped to design instruments and the intervention plan. ***The descriptive method*** was convenient to describe what happened in the classroom, the students’ participation and the different stages before, during and after the intervention plan. It assisted to explain and analyze how the use of self and peer correction improve writing skill. ***The statistical method*** was used to represent into tables, and figures

the quantitative, and qualitative information received from the tests and the questionnaires, observation sheets, and reflective journals. ***The analytic-synthetic method*** helped to analyze and interpret the gathered information through the tests and questionnaires, observation sheets and reflective journals.

Techniques and instruments

Tests, questionnaires, observation sheets, and reflective journals were designed and applied to collect data. The tests and questionnaires were given to the participants at the beginning and at the end of the intervention plan. These instruments supported the researcher in gathering qualitative and quantitative information.

Test

Two kinds of tests, pre and post-test were necessary to apply. The pre-test was used before the intervention plan, with the aim to diagnose and measure students' knowledge in writing skill as well as the post-test was useful to identify and determine if self and peer correction strategies improved students' writing skill. The pre and post-tests contained six questions, which were ordering, writing, multiple choice, and gap filling questions. These questions were focused on spelling, vocabulary and mechanics subskills.

Questionnaire

The pre and post questionnaires contained five multiple-choice questions. These were given to the participants at the beginning and at the end of the

intervention plan. The questionnaires were used to obtain relevant information about students' attitudes, feelings, and perceptions towards the application of self and peer correction to improve writing skills.

Observation sheet

The observation sheet was designed to take notes about the achievements of students in each class. It was also used to keep an evidence of the students' progress in each writing subskill

Reflective journal

The reflective journal was an instrument in which the researcher wrote down about every aspect that happened in each lesson. Completing the reflective journal was a daily activity which allowed the researcher to take notes about the students' reaction, and their attitude to the application of self and peer correction.

Population

Students of third year of bachillerato "A", afternoon session at 27 de Febrero High School were the participants in the development of this action research. They were thirty-three students, ten girls and twenty-three boys who were all about 16-17 years old.

Description of the intervention plan

The intervention plan had the following phases:

Phase 1. Initial reflection

The problem that students of the third year of bachillerato "A", afternoon session at 27 de Febrero High school faced in writing was identified through

a non-participant observation. Therefore, having read the literature on writing skill, the researcher found out that self and peer correction strategies could improve the mentioned skill.

Phase 2. Planning

The intervention plan was developed with a Lesson Plan Model that contains the following stages: activation (before), connecting (during), and affirmation (after). It was adopted to help students of third year of bachillerato “A” in the improvement of their writing skill.

Phase 3. Action

The intervention plan was developed during 30 sessions of 45 minutes each one, during 10 weeks’ period of time.

Phase 4. Observation

During the intervention plan, the researcher monitored and recorded students’ reactions, by using the reflective journals. Likewise, the students’ progress to the planned activities was collected through the observation sheets.

Phase 5. Reflection

Finally, the researcher reflected on the effectiveness of self and peer correction activities to improve writing skill among students of third year “A” of bachillerato, afternoon session at 27 de Febrero High School in Loja city during 2019-2020 school year.

f. RESULTS

This section details how the specific objectives of the present research work were accomplished.

The first objective was accomplished with the theoretical and methodological references about self and peer correction and its application on writing skill. This information was taken from different sources like books, articles, journals, and some researches from several authors. The literature review was used to design the lesson plans, to elaborate the instruments, and support the analysis and interpretation of the results obtained.

The second objective was fulfilled with the pre-test results that are presented in table 1. This data allowed to measure students' knowledge and diagnose their limitations in writing skill. The third objective was reached with the design of the intervention plan, which was based on three stages: activation, connection and affirming. It contained nineteen lessons that were applied in two months. The lessons included different self and peer correction activities to improve writing skill.

The fourth objective was accomplished with the results obtained from the pre and post questionnaires, which are presented in tables from 2 to 6. Finally, the fifth objective was verified with the post-test results that are presented below in table 7, which allowed to validate the effectiveness of self and peer correction strategies on writing skill.

Pre-test Results

Objective Two: To diagnose the issues that limit the development of writing skill among students of third year “A” of bachillerato, afternoon session at 27 de Febrero High School in Loja city during 2019-2020 school year.

a. Table 1

Pre-test Scores of Students of Third Year "A" of Bachillerato in Writing Skill.

Students' code	S	V	M	Score
Score	3.2	3.2	3.6	10
VDFH3BA01	0.4	0.0	2.0	2.4
VDFH3BA02	2.8	1.2	1.6	5.6
VDFH3BA03	0.0	0.8	0.4	1.2
VDFH3BA04	0.0	2.0	0.8	2.8
VDFH3BA05	0.4	0.0	1.2	1.6
VDFH3BA06	0.4	0.4	2.0	2.8
VDFH3BA07	0.8	2.8	1.6	5.2
VDFH3BA08	0.0	0.0	0.8	0.8
VDFH3BA09	1.2	0.0	0.0	1.2
VDFH3BA10	0.8	0.8	0.4	2.0
VDFH3BA11	0.8	1.2	1.6	3.6
VDFH3BA12	2.0	0.4	0.0	2.4
VDFH3BA13	1.6	0.0	0.4	2.0
VDFH3BA14	0.4	1.6	2.4	4.4
VDFH3BA15	0.0	2.8	1.6	4.4
VDFH3BA16	0.0	0.0	0.8	0.8
VDFH3BA17	2.4	0.0	0.0	2.4
VDFH3BA18	0.0	0.4	0.4	0.8
VDFH3BA19	1.2	0.8	0.0	2.0
VDFH3BA20	0.0	0.0	1.2	1.2
VDFH3BA21	0.8	0.6	0.8	2.2
VDFH3BA22	0.4	0.0	0.0	0.4
VDFH3BA23	0.4	1.2	0.0	1.6
VDFH3BA24	0.0	1.6	2.4	4.0
VDFH3BA25	0.0	0.4	1.6	2.0
VDFH3BA26	0.0	0.0	0.8	0.8
VDFH3BA27	2.0	2.8	0.8	5.6
VDFH3BA28	2.4	2.4	0.0	4.8
VDFH3BA29	1.6	0.0	2.4	4.0
VDFH3BA30	0.4	0.8	1.2	2.4
VDFH3BA31	0.0	1.6	2.8	4.4
VDFH3BA32	0.8	0.8	0.0	1.6
VDFH3BA33	0.0	0.4	2.8	3.2
MEAN	0.7	0.8	1.1	2.6

Note. VDFH: 27 de Febrero High School, 3BA: Third of Bachillerato “A”, 01: student’s code, V=Vocabulary, S=Spelling, M= Mechanics

b. Interpretation and Analysis

As it is demonstrated in Table 1, the total mean score students of third year of bachillerato "A" achieved in writing skill was 2.6/10. This score places students in the below average (6-1) qualitative score range (see grading scale on page.145). Analyzing the results, the highest mean score was for the aspect of mechanics, where students reached 1.1/3.6. Learners use the correct punctuation at the end of the sentences, but it was evident that students had significant problems in the mechanics aspect, especially in capitalization at the beginning of a sentence. On the other hand, the lowest score was in the aspect of spelling, learners obtained 0.7/3.2. It shows that they had difficulties to spell the words properly, they wrote the vowel /i/ instead of the vowel /e/. These problems agree with the Nunan's (1999), who expresses that writing skill is not a spontaneous skill, in fact, it is viewed as the most difficult thing to do in a language where students must take into account the components of writing, such as spelling, vocabulary and mechanics. It is important to keep in mind that writing skills are necessary for all learners to accomplish their educational and employment requirements.

Comparison of the Pre and Post Questionnaire Results

Objective Four: To apply the most suitable techniques of self and peer correction strategies in order to improve writing skill among students of third year “A” of bachillerato, afternoon session at 27 de Febrero High School in Loja city during 2019-2020 school year.

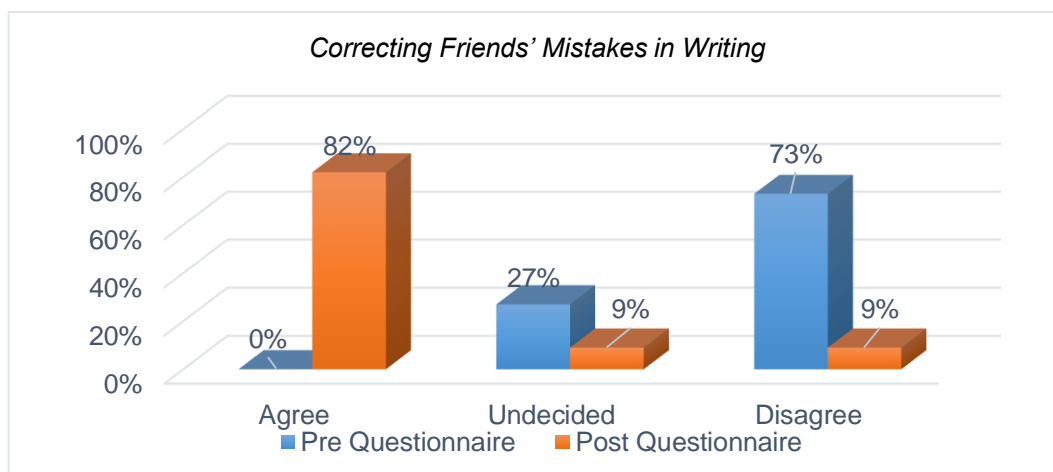
Question 1: I want to correct my friends’ mistakes in writing.

a. Table 2

Correcting Friends’ Mistakes in Writing

Options	Pre Questionnaire		Post Questionnaire	
	f	%	f	%
Agree	0	0	27	82
Undecided	9	27	3	9
Disagree	24	73	3	9
TOTAL	33	100	33	100

b. Figure 1



c. Interpretation and Analysis

The results in Table 2 state that 73% of students disagreed to correct their friends’ mistakes in writing. This indicates that peer correction has not been implemented as a strategy to improve writing skills in class. Students

worked individually and they were not involved in the correction process of their writing mistakes. However, once the intervention plan was applied 82% of students agreed to correct their friends' mistakes. They expressed that the correction of classmates' writing mistakes encouraged them to work cooperatively and increased the quality of their written texts.

Harmer (2005) mentions that peer correction is a valuable strategy in the writing process. It encourages students to work collaboratively and reduces the editing process.

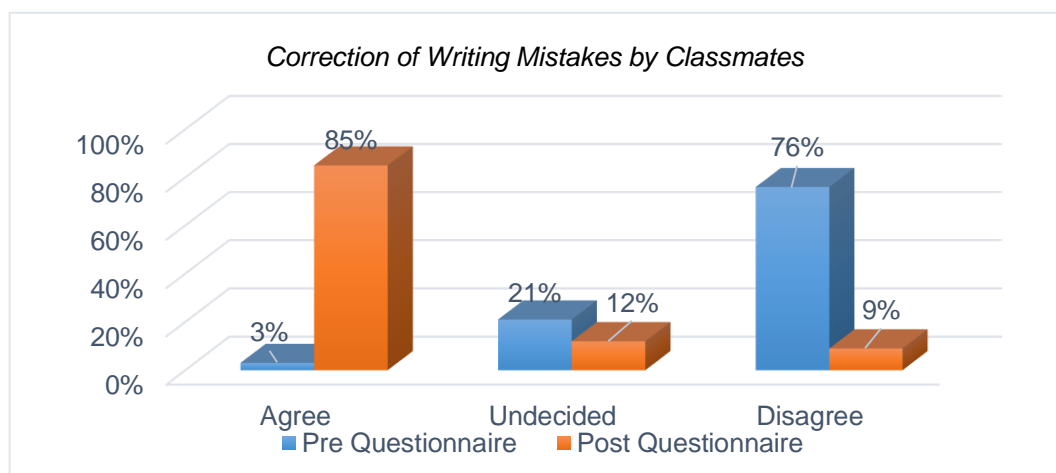
Question 2: I prefer that my classmates correct my writing mistakes.

a. Table 3

Correction of Writing Mistakes by Classmates

Options	Pre Questionnaire		Post Questionnaire	
	f	%	f	%
Agree	1	3	28	85
Undecided	7	21	4	12
Disagree	25	76	1	3
TOTAL	33	100	33	100

b. Figure 2



c. Interpretation and Analysis

The data collected from this question demonstrates that 76% of the students disagreed that their classmates correct their writings. It demonstrates that learners prefer that their teacher correct their writing mistakes. They think that the teacher is the right person to correct their writing errors. Nevertheless, after the intervention plan 85% of students agreed that their classmates correct their written texts. The students mentioned that correction of writing mistakes by their classmates permitted them to trust on their partners. This also offered students opportunities to interact with each other, take responsibility for their learning and, therefore, be more independent of the teacher.

“Peer correction is a classroom strategy where learners correct each other. It is useful as learners can feel less intimidated being helped by others in the class” (Salma, 2016). This strategy is implemented in classrooms to enhance learner autonomy, cooperation, interaction, and involvement. It may bring about significant improvement in students' writing skill.

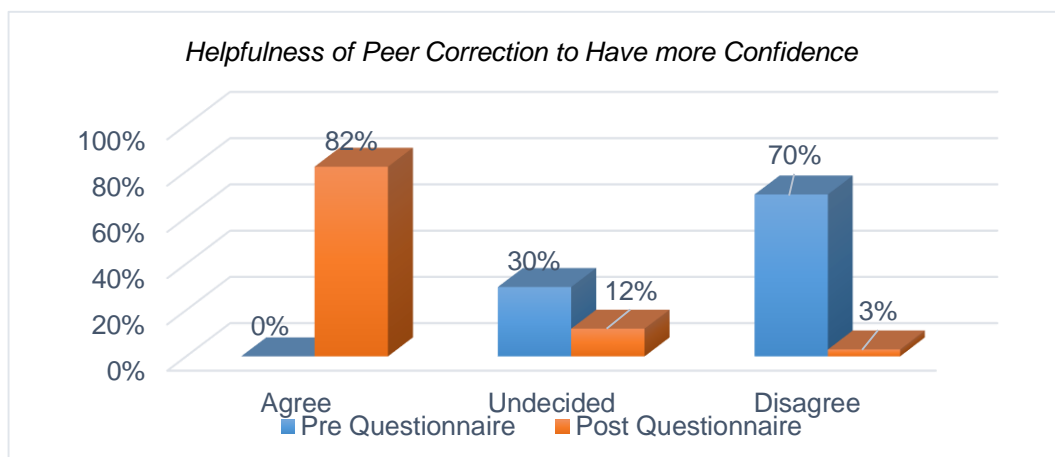
Question 3: Peer correction helps me have more confidence.

a. Table 4

Helpfulness of Peer Correction to Have more Confidence

Options	Pre Questionnaire		Post Questionnaire	
	f	%	f	%
Agree	0	0	27	82
Undecided	10	30	4	12
Disagree	23	70	2	6
TOTAL	33	100	33	100

b. Figure 3



c. Interpretation and Analysis

The results in Table 4 show that 70% of students disagreed that peer correction helps them to have more confidence. This indicates that students have not had enough opportunities to work together, so they did not feel comfortable when they corrected the writing mistakes of their classmates. Whereas, after the intervention plan 82% of students answered that they agreed that peer correction helps them to have more confidence. It made students gain self-confident when they corrected their classmates writing mistakes, especially when they compared their final draft with the original.

Peer correction makes students gain reliance in the knowledge they are sharing and practicing among them. Students who are shy, do not feel reliant to express their opinions, participate in class or produce written texts because they are afraid to make mistakes. This strategy encourages students to overcome their difficulties in writing. The advanced students

help the weak ones who sometimes understand a classmate's explanation than the teacher's (Reyes, 2009).

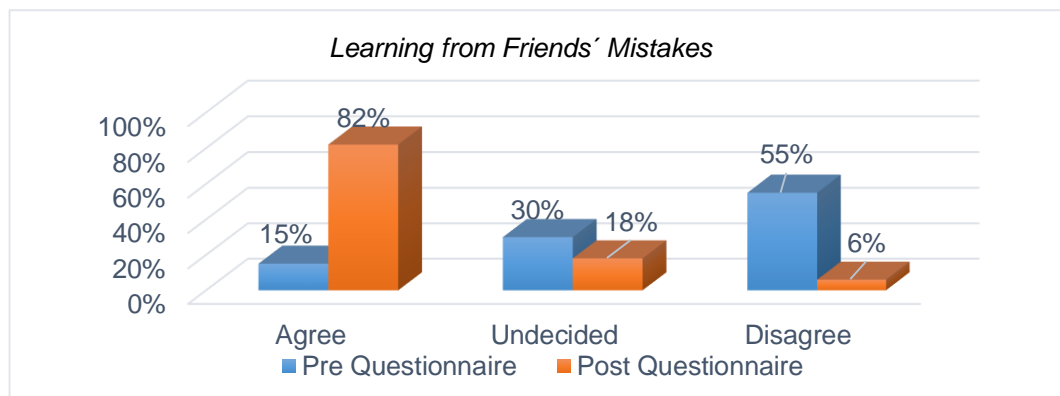
Question 4: I think I can learn from my friends' mistakes

a. Table 5

Learning from Friends' Mistakes

Options	Pre Questionnaire		Post Questionnaire	
	f	%	f	%
Agree	5	15	27	82
Undecided	10	30	6	18
Disagree	18	55	0	0
TOTAL	33	100	33	100

b. Figure 4



c. Interpretation and Analysis

The data shown in Table 5, indicates that 55% of students disagreed that they can learn from their friends' mistakes. It demonstrates that peer correction was not used in class, so students have not participated cooperatively to improve their writing through their mistakes. On the other hand, after implementing the intervention plan 82% students agreed that they can learn from their friends' mistakes. Learning from friends 'mistakes was a great opportunity to improve their collaborative work in class. This

involved students in the correction process and gave them long-term memory so they learnt and remembered the writing mistakes that their classmates made.

As Salma (2016) states self and peer correction have been used to improve students' writing skill. They involve students in the correction process so they can learn from their mistakes. Ganji (2009) in his study compares peer correction and self-correction and found that they are very effective in improving students' writing performance.

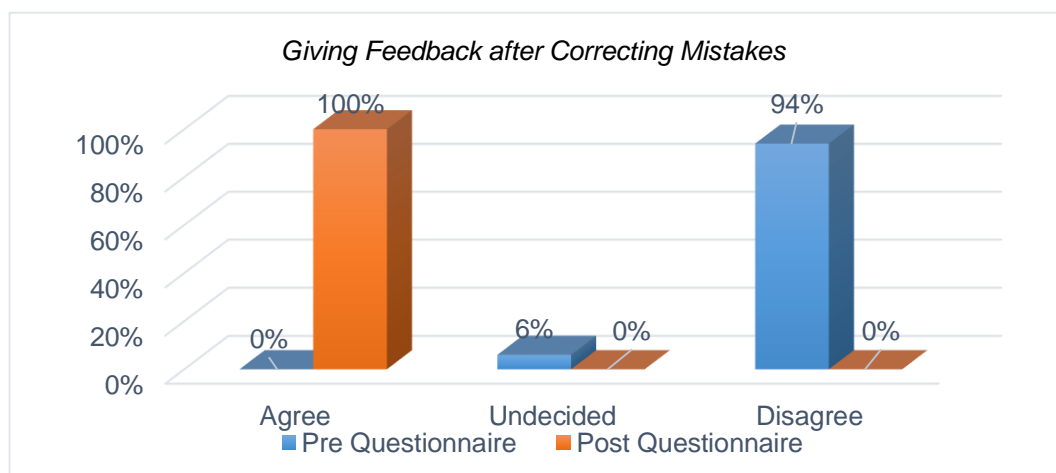
Question 5: I need my friends' feedback when they correct my mistakes.

a. Table 6

Giving Feedback after Correcting Mistakes

Options	Pre Questionnaire		Post Questionnaire	
	f	%	f	%
Agree	0	0	33	100
Undecided	2	6	0	0
Disagree	31	94	0	0
TOTAL	33	100	33	100

b. Figure 5



c. Interpretation and Analysis

As it is presented the results in Table 6, the results state that 94% of students disagreed that they need their friends' feedback when they correct their mistakes. It demonstrates that students have not received the explanation about their writing mistakes from their classmates. They did not have the chance to know what were their mistakes and the way how to make their writing better. However, after the application of the intervention plan, 100% of students agreed that they need their friends' feedback when they correct their mistakes. Students said that feedback provided them to receive mutual support, building a true learning community. Students could give suggestions and comments to their classmates about their writing. This permitted them to know their writing mistakes, and how to avoid them.

Peer correction is a strategy that enables students' pair work. It consists on giving opinions and suggestions so that learners can get feedback from their partners in order to make their writing better (Salma, 2016). It establishes that peer correction is a positive strategy to use in the classroom. Students feel confident when they receive feedback from their peers, improve their written production and involve collaborative work from both the teacher and students (Reyes, 2009).

Post Test Results

Objective Five: To validate the effectiveness of self and peer correction strategies to improve writing skill among students of third year “A” of bachillerato, afternoon session at 27 de Febrero High School in Loja city during 2019-2020 school year.

a. Table 7

Post-test Scores of Third Year "A" Students of Bachillerato in Writing Skill.

Students' code	S	V	M	Score
Score	3.2	3.2	3.6	10
VDFH3BA01	2.0	2.0	3.4	7.4
VDFH3BA02	2.2	3.2	2.6	8.0
VDFH3BA03	2.9	2.8	3.4	9.1
VDFH3BA04	2.5	3.0	2.8	8.3
VDFH3BA05	3.0	3.0	2.2	8.2
VDFH3BA06	3.2	2.4	3.0	8.6
VDFH3BA07	2.8	2.8	3.6	9.2
VDFH3BA08	3.0	3.0	2.8	8.8
VDFH3BA09	2.2	3.0	3.0	8.2
VDFH3BA10	2.8	2.8	3.4	9.0
VDFH3BA11	2.8	3.2	3.3	9.3
VDFH3BA12	3.0	2.4	3.0	8.4
VDFH3BA13	2.6	3.0	3.4	9.0
VDFH3BA14	2.4	2.6	3.4	8.4
VDFH3BA15	3.0	2.8	3.2	9.0
VDFH3BA16	3.0	3.0	2.8	8.8
VDFH3BA17	2.4	3.0	3.0	8.4
VDFH3BA18	3.0	2.4	3.4	8.8
VDFH3BA19	3.2	2.8	3.0	9.0
VDFH3BA20	3.0	3.0	3.2	8.2
VDFH3BA21	2.8	2.6	2.8	8.2
VDFH3BA22	2.4	3.0	3.0	8.4
VDFH3BA23	2.4	3.2	3.0	8.6
VDFH3BA24	3.0	2.6	3.4	9.0
VDFH3BA25	3.0	2.4	2.6	8.0
VDFH3BA26	2.0	3.0	2.8	7.8
VDFH3BA27	2.0	2.8	2.8	7.6
VDFH3BA28	2.4	2.4	3.0	7.8
VDFH3BA29	2.6	2.0	2.8	7.4
VDFH3BA30	2.4	2.8	3.2	8.4
VDFH3BA31	3.0	2.6	2.8	8.4
VDFH3BA32	2.8	2.0	3.0	7.8
VDFH3BA33	2.0	2.0	2.8	6.8
MEAN	2.7	2.7	3.0	8.4

Note. VDFH: 27 de Febrero High School, **3BA:** Third of Bachillerato “A”, **01:** student's code, **V=**Vocabulary, **S=**Spelling, **M=** Mechanics

b. Interpretation and Analysis

As it is presented in Table 7, the total mean score students obtained in writing was 8.4 /10, which evidence that participants reached an average level in all aspects of writing skill (see grading scale on page.145). Students achieved a great score in the aspect of mechanics, which is supported by the mean 3.0/3.6. This showed that students handled the punctuation and capitalization rules correctly. They started writing sentences or paragraphs taking into account the mechanics rules, basically in using capital letters at the beginning of each sentence and the period at the end of the sentences. In contrast, spelling was the aspect in which students did not reach a great improvement compared to the others. Even though learners spelled most of the words properly, they still had difficulties to write the vowel /i/ instead of the vowel /e/. In conclusion, the results indicated that students had a significant improvement in writing. They wrote using the vocabulary appropriately with the correct spelling and applied the punctuation and capitalization rules in writing paragraphs and texts. The use of self and peer correction strategies was effective to develop students' writing skills, and created a cooperative working environment in class.

As Salma (2016) states self and peer correction have been used to improve students' writing skills. They involve students in the correction process so they can learn from their mistakes. Ganji (2009) in his study compares peer correction and self-correction and found that they are very effective in improving students' writing performance.

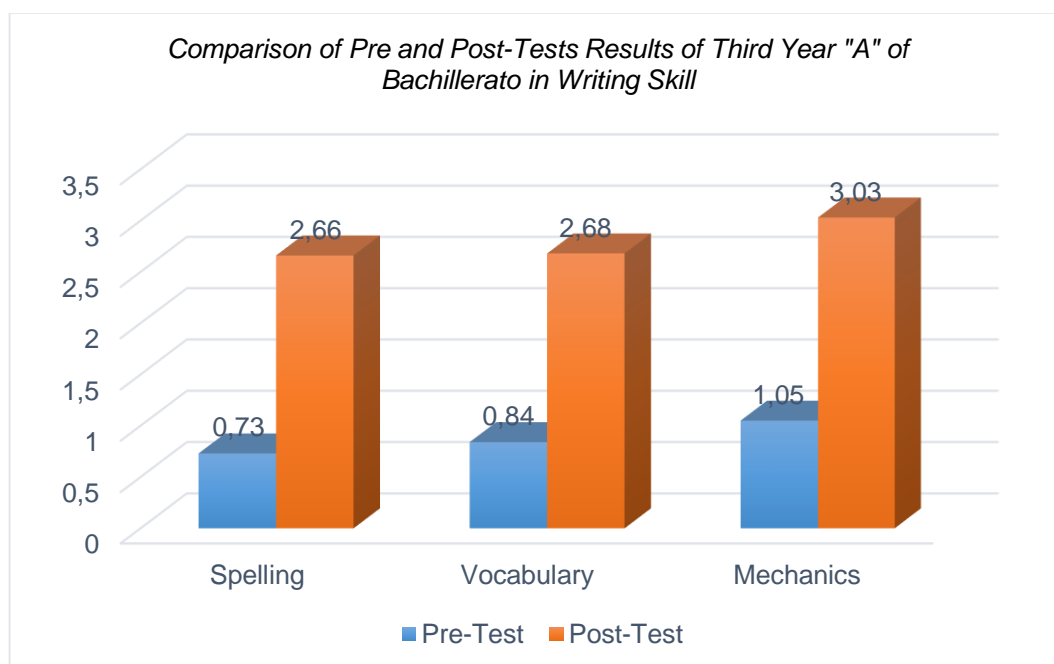
Comparing Pre and Post-Test Means

a. Table 8

Comparison of Pre and Post-Tests Results of Third Year "A" of Bachillerato in Writing Skills.

Aspects	Pre-Test	Post-Test
Spelling	0.7	2.7
Vocabulary	0.8	2.7
Mechanics	1.1	3.0
MEAN	2.6	8.4

b. Figure 6



c. Interpretation and Analysis

The data in Table 8 and Figure 6 indicate that students reached 5.75 points from the pre-test mean score of 2.6/10 to the post-test mean score which was 8.4/10.

Learners obtained a relevant progress in the three aspects of writing. In spelling, the mean score changed from 0.7/3.2 to 2.7/3.2, in vocabulary from

0.8/3.2 to 2.7/3.2, and in mechanics from 1.1/3.6 to 3.0/3.6. This demonstrates that students had improved in mechanics subskill. However, they did not achieve an important increase in spelling. The findings showed that the application of self and peer correction strategies had a significant impact on the participants' writing skill.

g. DISCUSSION

The findings of the research demonstrated that the application of self and peer correction improved significantly the writing skill in the students of the third year "A" of bachillerato, afternoon session at 27 de Febrero High School in Loja city during 2019-2020 school year. This change can be observed in the increment of the mean scores from the pre-test that was 2.6/10 to the post-test which was 8.4/10.

Students also showed a meaningful change in their attitude working cooperatively, and actively participating in the correction process with their classmates. The data in the pre and post questionnaires, reflective journals, and observation sheets confirmed the positive change in the students' attitude when they were corrected by their peers or teacher. As Salma (2016) states self and peer correction have been used to improve students' writing skill. They involve students in the correction process so they can learn from their mistakes. Ganji (2009) in his study compares peer correction and self correction and found that they are very effective in improving students' writing performance.

The aspects considered to evaluate students' writing skills were spelling, mechanics, and vocabulary. The pre-test indicated that students did not master punctuation and capitalization rules, they struggled in writing texts, specifically with the use and spelling of new vocabulary. The post-test results after the intervention revealed that students enhanced their writing skills. Learners used the vocabulary appropriately with the correct spelling,

and they wrote sentences and paragraphs taking into account the mechanics rules. The use of self and peer correction strategies was effective for improving students' writing skills, and for creating a cooperative working environment in class.

When the intervention plan began, students faced difficulties to work together. They preferred to develop the activities individually since they felt nervous to make mistakes. In the course of the intervention plan, the students' attitude was changing. They showed more willingness to work with their classmates correcting their writing mistakes. Self and peer correction allowed learners to be more cooperative and supported each other in the correction process. When the intervention plan finished, students felt interested in continue using these strategies since they noticed the positive change in their writings.

Furthermore, in the intervention plan there were some strengths and limitations that affected the application of self and peer correction strategies. Some of the strengths were that the students actively participated in the activities carried out in the class. The contribution of the English teacher and the authorities was very important since they allowed the development of the intervention plan in the institution. The classroom size was adequate for the large number of students. On the other hand, some limitations were the lack of resources such as books or workbooks, which impeded to reinforce students' learning in the class. The absence of technological tools such as

computers, projectors and speakers was a barrier to carry out different activities as visual presentations, or listening activities.

The use of self and peer correction promoted the interaction among students creating a cooperative working environment. It increased students' motivation to correct each other. Likewise, these strategies contributed to enhance students writing skills. Participants were involved in the correction process so they learned from their own writing mistakes. It also permitted them to know what were their writing mistakes, and how to avoid them.

The application of self and peer correction strategies encouraged learners to work collaboratively, and it was effective to improve students' writing skills.

h. CONCLUSIONS

- Students of third year “A” of bachillerato at 27 de Febrero High School had problems in writing paragraphs and texts. The issues that they faced were in vocabulary, spelling, and mechanics. In vocabulary, students did not write the words according to the context. In spelling, participants used the vowel /i/ instead of the vowel /e/. In mechanics, learners did not consider the punctuation and capitalization rules, particularly in using uppercase when they start writing a paragraph or a sentence, and full stop when the idea finishes.
- The application of self and peer correction strategies as self revision, correction around, and feedback activities promoted the interaction among students creating a cooperative work environment. It contributed to the meaningful improvement in participants’ writing performance. Students enhanced the three aspects of writing: spelling, vocabulary, and mechanics. These strategies allowed students to learn from their own writing mistakes.
- The use of self and peer correction strategies was effective to improve students’ writing skills. It made students enhance significantly their writing skills. It increased students’ motivation to work in group activities, building a learning collaborative community. These strategies involved students in the correction process and allowed them to know what were their writing mistakes and how to avoid them.

i. RECOMMENDATIONS

- Teachers should diagnose their students' weaknesses in writing skills in order to plan their lessons based on the learner's needs. Teachers ought to select the most suitable activities to allow students to overcome their limitations in the aspects of writing as spelling, vocabulary, and mechanics.
- It is advisable for teachers the use of self and peer correction strategies to improve students writing skills. They enable students to interact with their classmates, empower them to monitor, evaluate, and edit their texts. Self and peer correction are strategies where students provide and receive support from each other, building a true learning community.
- Teachers should apply self and peer correction strategies as part of their daily lessons in order to enhance students' writing skills. Self and peer correction promote students' interaction, and encourage them to overcome their difficulties in writing. It offers opportunities for learners to be responsible of their own learning, supporting each other in the correction activities.

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k. ANNEXES



UNIVERSIDAD NACIONAL DE LOJA

FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN

ENGLISH LANGUAGE DEPARTMENT

THEME

SELF AND PEER CORRECTION TO IMPROVE
WRITING SKILL AMONG STUDENTS OF THIRD
YEAR "A" OF BACHILLERATO, AFTERNOON
SESSION AT 27 DE FEBRERO HIGH SCHOOL IN
LOJA CITY DURING 2019-2020 SCHOOL YEAR

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

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a. THEME

SELF AND PEER CORRECTION TO IMPROVE WRITING SKILL AMONG STUDENTS OF THIRD YEAR “A” OF BACHILLERATO, AFTERNOON SESSION AT 27 DE FEBRERO HIGH SCHOOL IN LOJA CITY DURING 2019-2020 SCHOOL YEAR

b. PROBLEM STATEMENT

Background

The present research work will be carried out at 27 de Febrero High School during the 2019-2020 school year in the city of Loja. This prestigious and traditional high school was founded in 1958 as Dolores Gangotena de Ponce National High School. In 2013 this high school adopted the categorization of “Colegio de Bachillerato 27 de Febrero”, by The Ministry of Education decree.

There are 85 teachers are covering different subjects, and around 1147 students including the morning and afternoon sessions distributed in 43 classes, 571 are girls, and 576 are boys. At the beginning of the 2013 – 2014 school year, Dra. Lorena Reyes, Coordinator of Education “Zone 7” announced that this high school would implement the International Baccalaureate Certification.

The mission of 27 de Febrero High School is to lead the educational task and promote an integral formation in students from General Basic Education until Unified General Bachillerato in Sciences, Technician and International Baccalaureate inspired by universal principles and values, guided by teachers committed to institutional change, through innovative educational processes to face and solve challenges of the globalized world, with opportunities to insert themselves in the labor field or continue their higher education at local, national and international level.

The vision of the institution is to form autonomous, competent and integral people in the context of educational inclusion, framed in the quality towards excellence and fundamentally in the Institutional Educational Project with the national and international vision.

Current situation of the research problem

According to the Ecuadorian Curriculum for English as Foreign Language (2016), "The act of writing becomes extremely important in the sublevel *Bachillerato General Unificado*, as learners are preparing for entry into universities and the professional world, where good writing skill is essential". Also, students upon their graduation in third of bachillerato are expected to reach at least level B1 according to the Common European Framework of Reference. To develop good writing skill, a series of strategies should be applied in the general English classes to benefit students' motivation as well as their transit to writing more complex texts such as academic documents (Ramírez & Guillén, 2018).

Having good writing is an important act of communication since it is a specific means to address an audience that represents language through the inscription of signs and symbols (Harmer, 2004).

However, third year of bachillerato students currently lack proper writing skill using the English language. The researcher realized through a non-participant observation that students have difficulties to write short texts in English about subjects concerning their environment or everyday life.

Students have problems in writing because it is not an easy skill to develop in a foreign language. “Students often lack basic writing skills even in L1, which makes the task of teaching writing in a foreign language even more complicated” (Ministerio de Educación, 2016). Furthermore, teachers are not patient enough to correct the students’ errors all the time carefully.

In response to this problem, the researcher proposes to apply self and peer correction in order to solve it. Self and peer correction allows students to become more independent and effective writers, which benefit them to monitor, evaluate, edit and improve their texts including activities like correction around, self revision and feedback.

Research problem

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

HOW DOES THE APPLICATION OF SELF AND PEER CORRECTION IMPROVE WRITING SKILL AMONG STUDENTS OF THIRD YEAR “A” OF BACHILLERATO, AFTERNOON SESSION AT 27 DE FEBRERO HIGH SCHOOL IN LOJA CITY DURING 2019-2020 SCHOOL YEAR ?

Delimitation of the research

Timing

This research will be developed during the school year 2019 – 2020.

Location

The present project will be applied at 27 de Febrero High School which is a public school located on 27 de Febrero and Abraham Lincoln Streets, in the city of Loja.

Participants

The participants of this research work are students of third year “A” of bachillerato, afternoon session at 27 de Febrero High School. They are all about sixteen to seventeen years old. There are thirty-three students, ten girls and twenty-three boys, their language proficiency is the beginner level. The researcher is going to take part in the intervention plan.

Subproblems

- What theoretical and methodological references about the self and peer correction strategies are adequate for improving writing skill among students of third year “A” of bachillerato, afternoon session at 27 de Febrero High School in Loja city during 2019-2020 school year?
- What are the issues that limit the development of writing skill among students of third year “A” of bachillerato, afternoon session at 27 de Febrero High School in Loja city during 2019-2020 school year?
- What are the phases of the intervention plan that contribute to achieve a satisfactory outcome on developing writing skill among students of third year “A” of bachillerato, afternoon session at 27 de Febrero High School in Loja city during 2019-2020 school year?

- Which self and peer correction techniques are implemented to improve writing skill among students of third year “A” of bachillerato, afternoon session at 27 de Febrero High School in Loja city during 2019-2020 school year?
- How effective was the application of self and peer correction strategies to develop writing skill among students of third year “A” of bachillerato, afternoon session at 27 de Febrero High School in Loja city during 2019-2020 school year?

c. JUSTIFICATION

The purpose of this project is to improve writing skill among students of third year “A” of bachillerato, afternoon session at 27 de Febrero High School in Loja city during 2019-2020 school year through an intervention plan based on self and peer correction using activities such as correction around, self revision and feedback. “Writing is a mental work of inventing ideas, thinking about how to express them and organizing them into statements and paragraphs that will be clear to a reader” (Nunan, 2003).

Ghaith (2002) mentions that writing is a complex process that allows writers to explore thoughts and ideas, and make them visible and concrete. However, writing in English is not easy and the students often find some difficulties while they are writing. Witbeck (1976) concluded that peer correction helps students discover most of the errors that may lead to better writing. Indeed, the above mention studies support from the scientific point of view the pertinence of this research project.

On the other hand, from the educational point of view, this research work will benefit to in-service teachers, English language teaching major students, and students of third year of bachillerato. First of all, this current work can provide enough information to in-service teachers about self and peer correction to improve writing skill according to student’s needs. This project will help to English language teaching major students to have experience in the field of research, as well as in the pedagogical field where

the self and peer correction strategies can be applied. Moreover, students of third year “A” of bachillerato at 27 de Febrero High School will be the most benefited since their writing skill will improve.

Finally, this research work is a legal requirement that demands the Universidad Nacional de Loja for the graduation process as a Bachelor’s Degree in Sciences of Education, English Language Specialization.

d. OBJECTIVES

General

- To improve writing skill through self and peer correction strategies among students of third year “A” of bachillerato, afternoon session at 27 de Febrero High School in Loja city during 2019-2020 school year.

Specific

- To research the theoretical and methodological references about self and peer correction strategies and its application on writing skill.
- To diagnose the issues that limit the development of writing skill among students of third year “A” of bachillerato, afternoon session at 27 de Febrero High School in Loja city during 2019-2020 school year.
- To design an intervention plan based on self and peer correction strategies in order to improve writing skill among students of third year “A” of bachillerato, afternoon session at 27 de Febrero High School in Loja city during 2019-2020 school year.
- To apply the most suitable techniques of self and peer correction strategies in order to improve writing skill among students of third year “A” of bachillerato, afternoon session at 27 de Febrero High School in Loja city during 2019-2020 school year.
- To validate the effectiveness of self and peer correction strategies to improve writing skill among students of third year “A” of bachillerato,

afternoon session at 27 de Febrero High School in Loja city during 2019-2020 school year.

e. THEORETICAL FRAMEWORK

SELF AND PEER CORRECTION

In 2016, Salma stated that peer-correction and self-correction are strategies that have been used to improve the students' writing skill. These strategies will contribute to improve writing skill among students of third year "A" of bachillerato, afternoon session at 27 de Febrero High School in Loja city during 2019-2020 school year.

The strategies involve students in the correction process so they will learn from their mistakes. Ganji (2009) in his study compares peer-correction and self-correction, and found that they are very effective in improving the students' writing performance and accuracy of the students.

Peer correction

"Peer-correction is a classroom strategy where learners correct each other, rather than the teacher doing this. Peer-correction is a useful strategy as learners can feel less intimidated being helped by others in the class" (Salma, 2016). Peer correction is implemented in classrooms to enhance learner autonomy, cooperation, interaction, and involvement. Peer correction may bring about significant improvement in students' writing skill. Harmer (2005) mentions that this strategy is a valuable element in the writing process. It encourages students to work collaboratively and reduces the students' reluctance in the editing process.

Self-correction

According to Bitchener, Young, and Cameron (2005), "Self-correction is an indirect feedback where the teacher provides students with choices that would allow them to discern the correct form by themselves", Self-correction is the strategy which engages students to correct their own errors, and raises the students' awareness about their errors, allowing them to correct the errors themselves and in that process become responsible for their learning and therefore, more independent of the teacher.

Correction

In 2017, Álvarez & Pilar mentioned that correction is a very effective instrument for learning especially if it is used as a didactic strategy that is part of the composition process. The correction has to be the constant activity of revision of the writing and will be the teacher's task to integrate it in each step that is given towards the final product. Another characteristic of the correction is that through it the student is responsible for their learning.

The way to bring the correction to the classroom must be varied so that it does not become monotonous. An important part of the correction must be done when the student is creating the writing, another at the end and a third at the time of the review.

Types of correction

Teacher correction

Teacher correction is the traditional strategy used in every class, in this strategy teacher provides feedback to their students, the students are corrected by their teachers.

Self-correction

Salma (2016) argues that self-correction is a strategy that guides students to correct their own work. It helps the students take responsibility for their learning and gain a better awareness of the language. Self-correction involves the students in the learning process directly.

Peer correction

Peer-correction is a strategy that enables the students' work in pairs. It gives opinions and suggestions so that the students can get feedback from their partner in order to make their writing better (Salma, 2016).

Principles of peer correction

Paul Rollinson (as cited in Sultana, 2009) stated the following underlying principles:

- Peer feedback is less threatening than teacher feedback because students are more comfortable with their classmates and therefore, getting corrected by friends evokes less anxiety.
- When correction comes from the teacher, it reinforces the teacher's authority. In a traditional language class, the teacher is the authoritative figure and he/she is considered the sole source of knowledge. Students

play the role of just a passive receiver of information. In contrast, the practice of peer feedback leads the classroom to be less dominated by the teacher.

- The involvement of peers in the correction process makes the classroom atmosphere more supportive and friendlier (p.12).

Steps of self and peer correction

Salma (2016) restates that peer-correction and self-correction consist of three steps as follows:

Step 1: compliments

In this step, students should give their positive impression about the writing that they will correct.

Step 2: corrections

Corrections mean checking papers for spelling mistakes, grammar mistakes, missing punctuation, and incomplete sentence.

Step 3: suggestions

Making suggestions means giving the author some specific ideas to improve her or his writing better. Some areas that can be considered for suggestions are sentences, word, spelling, content, and mechanics (pp.33-34).

Self-correction as indirect feedback

It is natural and inevitable to make mistakes when learning a second language or foreign language. It has been admitted that making mistakes is a part of learning and that learners errors are significant to both EFL

practitioners and learners. Self-correction addresses a valuable need in the language classroom. It raises awareness of the language, as well as urges students to take a more active and responsible role. Self-correction makes them less reliant on the teacher and gradually become self-learners (Mahmoud & Oraby, 2015).

Some researchers have suggested that indirect feedback will better foster since it requires learners to be more active in their response to it, i.e. as they apply their existing knowledge to solve the problem of correcting the indicated error (Ferris et al., 2013.).

Reasons to use self and peer correction in the writing process

Reid (1993) points out that collaboration, whether in small workgroups, increases student motivation, promotes the development of problem-solving skills, helps detect what needs to be modified to increase the quality of the text written and, therefore, promotes the use of revision strategies. In addition to this, peer-correction is a strategy in teaching language which gives the students more opportunities to know about their mistakes and the way how to make their writing better, and self-correction involves the students in learning process and it gives long term memory so they can remember the mistakes that they have made (Salma, 2016).

Pratiwi (2012) shows that peer-correction gives multiple benefits from personal to social skills. The personal benefits that the students got including: become faster and easier to do the task; learn new things, learn from their own and their friends' mistakes, and motivated to write better.

Social benefits come from interacting actively with their friends and learn from others.

On the other hand, self-correction is a strategy that trains the students to correct their papers by themselves. It helps students to become more independent about their writing avoiding common mistakes.

Self-correction in writing

Teachers traditionally correct students' mistakes, but new strategies have been implemented to provide feedback on the writing process. According to Bitchener, Young, and Cameron (2005), self-correction is an indirect feedback where the teacher provides students with choices that would allow them to discern the correct form by themselves.

Students need to identify and correct the mistakes they make. The teacher's task in this strategy is to indicate the mistakes, but not to correct them. Self-correction is believed to instill in the learner feelings of self-sufficiency and success and provide them with the opportunity to take a more active role in their learning (Abdul & Uzma, 2013). It makes them less reliant on the teacher and gradually become self-learners.

Another feature of self-correction is that it draws the students' conscious attention to their errors which pushes them not only to notice their errors but to correct them. This, in turn, can be a good form of becoming aware of their most common errors and identify problem areas to resolve (Ramírez & Guillén, 2018). Self-correction increases confidence in students, especially

when they compare their rewriting with the original. It made writing a challenging task since they were required to solve the problems themselves.

They were able to witness their progress which, in turn, increased their motivation to work harder. Ganji (2009) mentions that "The students' Self-correction can have a long-lasting effect on their memory because they are involved in the process directly and actively, and this can activate the operations necessary for long-term retention". In other words, self-correction is also the strategy that can improve the quality of the students' writing.

Through this strategy, the students able to reduce their errors and build their critical thinking because the students should realize and attend the mistakes that occur in their draft (Salma, 2016). Self-correction is the first step for the application of self-correction and correction. After the students make peer correction, they can make self-correction which makes the students more aware of their mistakes and become more autonomous. The idea of self-correction has a great relationship with the proverb, "Tell us, we forget; Show us we remember; Involve us, we learn"-Benjamin Franklin.

Peer correction in writing

Correction given by fellow students is called peer correction. Peer correction is a strategy where students learn from their mistakes and provide feedback to their classmates. Martilova (2013) shows that peer correction does not only improve the students' descriptive paragraph writing ability, also improves their grammar, vocabulary and spelling. Peer

correction is successful in giving positive influence in students' descriptive text writing.

Through peer-work, the students are involved in the process of correction as possible because this way they can learn from each other and gain more autonomy. It also makes the students gain confidence on the knowledge they are sharing and practicing among them. Students who are shy so not feel confident to express their opinions, participate in class or produce written texts because they are afraid to make mistakes. Peer correction helps students overcome difficulties, the advanced students helping the weak ones who sometimes understand a classmate's explanation than a teacher's (Reyes, 2009).

Peer-correction offers opportunities to the students to be responsible for their own learning. Consciously or unconsciously, they will more understand and more capable in writing. This strategy will help the learner to be able communicate with other in order to improve students' writing ability (Salma, 2016).

Reyes (2009) establishes that peer correction is a positive strategy to use in the classroom; students feel confident when they receive feedback from their peer, improve their written production and involve collaborative work from both the teacher and the students.

Peer correction is now acknowledged by most of the practitioners that students' involvement in the classroom should be enhanced to better learning, and involvement indeed increases when students give feedback

to each other's performances (Gower et al. 1995). This strategy consists of learners giving and receiving feedback about their writing from their peers, that is, other learners. It may be implemented in the classroom to "enhance learner autonomy, cooperation, interaction and involvement" (Sultana, 2009, p. 12).

Proposals and techniques in self and peer correction strategies

Students learn from the teacher but also from their classmates, from the set of activities they do with each other. The arguments in favor of correction among students are very varied according to Cassany (1993) there are some proposals and techniques in self and peer correction such as:

- Self revision, first of all, students can check their mistakes for themselves. Students at the end of their writing must do a brief review to correct some mistakes they made.
- Correction around, in groups, at the end of a writing exercise, students exchange the texts they have written, correct them and then explain the modifications they would make. Each one is free to accept or not the changes proposed by the partner.
- Feedback, at the end of an exercise, each student hangs his work on the wall. There is time for everyone, teacher and students, to circulate freely in the classroom by reading the texts on the wall, noting amendments and suggestions. These comments can also be directed orally to the authors of the text.

- Stick notes, students exchange texts and read them. When they find inaccuracies or aspects that they do not like, they stick a little note (the post-it goes very well, the yellow notes that stick and take off) on the sheet, commenting on it. At the end, the author of each text reads all the notes that have been put on it and redoes the text (p.6).

Self and peer correction strategies are useful in the four language skills, listening, reading, writing and speaking, but this project is focused on the writing skill specifically in vocabulary, spelling and mechanics aspects.

Taking into account all these aspects, it is clear that self and peer correction empower the students to monitor, evaluate, and edit their texts. Self-correction facilitates the identification of grammatical errors. Also, peer correction helps them to notice others' opinions about their texts. Students provide and receive support from each other building a true learning community. Self and peer correction helps the teacher to teach the students how to make good writing through correction.

WRITING SKILL

Writing skill is an issue that has been detected among students of third year "A" of bachillerato, afternoon session at 27 de Febrero High School in Loja city during 2019-2020 school year.

Writing is a complex, multifaceted, and purposeful act of communication that is accomplished in a variety of environments, under various constraints of time, and with a variety of language resources and technological tools (The Nation's Report Card, 2011). It is important to consider that good

writing skill is needed for all the students to accomplish their educational and employable requirements.

Nunan (1991) said that “Writing is an extremely complex cognitive activity in which the writer is required to demonstrate control of variables simultaneously”. Nunan (2003) mentions in another of his studies that “Writing is a mental work of inventing ideas, thinking about how about to express them and organizing them into statements and paragraphs that will be clear to a reader”. Generally, writing is very important for communication, taking into account that it is transmitted more through writing than any other type of media. Writing gives a unique opportunity to express ideas and accuracy information.

“Writing is not a spontaneous skill, in fact, it is viewed as ‘probably the most difficult thing to do in language” (Nunan, 1999). Students should improve their writing skill, for which teachers have to motivate them to have good writing skill, by providing instruction in writing processes and rules of writing, such as grammar rules and writing practice (Durga & Rao, 2018).

As a tool for communication, writing allows individuals to maintain personal links from a distance with family, friends, and colleagues, and to foster a sense of heritage and purpose among larger groups of people. As a tool for learning, writing facilitates the process of gathering, preserving, and transmitting information with great detail and accuracy (Diamond, 1999).

To conclude, writing is a complex process in which all ideas, thoughts and feelings are visible on a sheet of paper.

The Importance of Writing

- Writing is a complex process, it means that in writing the students have to consider many things to build good writing. Harmer (2004) states the importance of writing.
- Writing is not often time-bound in the way conversation. In writing activities, the students have more time to think that they do in speaking activities. They can express what they know in their minds, and even the students use dictionaries, grammar books or other reference material to help them.
- Writing encourages students to focus on accurate language use. It is a good way for the students to develop their language when they write down what they think or express their ideas with accurate language.
- Writing is often used as a means of reinforcing language that has been thought. In teaching writing, the teacher often asks the students to write a sentence or paragraphs using recently learned grammar. The students should make a note about what they have learned while the learning process happens. It makes the students able to understand the language that has been thought.
- Writing is frequently useful as preparation for some other activity.

- Writing can be used as an integral part of a larger activity where the focus is on something else such as language practice, acting out or speaking.
- Writing is also used in question and answer activities. In teaching writing, the teacher often gives questions to the students. For example, about their knowledge or the previous material. The students prepare first to find the answer and they also write down the answer then report the answer in front of the class (pp.31-33).

From the explanation above the researcher can conclude that writing skill is very important to be learned because it helps someone to explore their ideas, feelings, and thoughts in a writing form.

The good writer

The same as a good sculptor, a good painter or a good couturier, good writers are those who continually project, devise, do and remake their work. That is why writing is a process of creation more (Álvarez & Pilar, 2017). The good writer before arriving at the final product will have had to make a projection, a review and a reformulation of ideas, using all the resources available and cyclically reworking the ideas of the writing.

Taking into account the importance of writing, it is essential to consider some writing difficulties.

Writing Difficulties

Papadopoulou (2007) mentions that writing is a very complex process that requires the coordination of many high level metacognitive skills.

Specifically, to produce a high quality written narrative, writers must generate and organize ideas, develop and act on a plan, as well as review and revise their written product. At the same time, writers must also possess knowledge and understanding about the particular writing topic, the particular genre, the audience needs and characteristics, language skills, vocabulary, mechanics, and conventions of print. Writers must also be able to focus on abstract topics and self-monitor their performance.

Steps of Writing

In 2004, Hamer published a book in which he mentioned that there are four steps in the writing process They are:

Planning

Planning is an important step in the writing process. In the planning process, the writer has to think about three main issues. First, the writers have to consider about:

- The purpose of writing. It is important to know the purpose of writing since this will influence to a good writing result. By knowing the purpose of writing. Someone can decide the most appropriate style of language, therefore, the results will be effective to reach the purpose.
- The audience they are writing for. The audience is the readers of writing. The audience will influence style, diction, paragraph structure, etc.
- The content structure of the writing, how best the sequence facts, ideas, or arguments which they have decided to include.

Drafting

Drafting means getting ideas on the paper in sentences and paragraphs. In the writing process, drafting is necessary for helping the writer to write ideas and decide what should come first, second, third and so on, until the last.

Editing

In the editing process, the writers read again what they have written as a draft. Another reader's comment will help the author to make an appropriate revision. Here, the writer may change what the writer have written if they find something bad. For example, the information is not clear, the grammar is wrong, the diction is not appropriate, etc. The writers can correct or change it if they find those conditions.

Final Version

The final version is the last step of writing. This may look different from the first draft that has been made before due there are many changes in editing processes. However, the writer is ready to end the written text to the readers (pp.4-5).

Writing is a process of expressing the ideas, thoughts, and feelings of the writer to communicate to the reader so they can understand the message or the information by using some components such as, grammar, vocabulary, spelling, and mechanics.

Components of Writing

Basically, there are some fundamental components in writing, they are content, spelling, mechanics, grammar, and vocabulary:

Content

This aspect refers to the substance of writing, the experience of the main idea (unity). Content text is related to convey ideas rather than fluffing special function of transition, the restatement is also used in content text to state again or in a new form a message that is stated (Jacobs, Zinkgraf, Wormuth, Hartfiel, & Hughey, 1981). (Nurgiyantoro, 2009) mentions that content refers to a set of information that supports the specific topic talked about. In the content aspect, the writer can develop the details on the main topic.

Spelling

Spelling correction as a collaborative process benefits students. Misspellings are persistent, they are found in all kinds of writing, including in student essays. Rizvanovic (2013) has found that the spelling correction process consists of three main steps: a trouble source, an initiation of some kind and a correction. The texts that the students who collaborated produced were more grammatically accurate than the texts from students who were working alone.

Steps to learn the spelling of words

Umangay (2015) identifies some steps to learn the spelling of words.

- Note the misspelled word.

- Write the correct spelling of the misspelled word.
- Make a note of why you have misspelled the word.
- Note the meaning of the word. (make a description of the word).
- Write a new sentence using the word. And you can overcome misspelling the words so that you can spell the words correctly which are alike (pp.1-2).

Grammar

Grammar is the structure of written or spoken language. It refers to the parts of speech and how they combine together to form sentences. Salma (2016) states that this aspect deals mainly with the use of grammatical and synthetic patterns on separating, combining and grouping ideas in words, phrases, clauses, sentences to bring out a logical relationship in texting writing. In a text, the word is the smallest element that may be uttered in isolation with semantic or pragmatic content (with literal or practical meaning). Besides, phrases may refer to any group of words or one word. Furthermore, a clause is the smallest grammatical unit that can express a complete proposition.

A sentence is a linguistic unit consisting of one or words that are grammatical linked. The student's errors can be seen from the errors produced in their works. They often produce errors of grammar such as mapping its grammatical patterns inappropriately. Without good grammar, clear communication is impossible. Proper grammar keeps you from being misunderstood while expressing your thoughts and ideas.

Mechanics

This aspect refers to the use of graphic conventional of the language. Mechanics is the conventions of print that do not exist in oral language, including spelling, punctuation, capitalization and paragraphing (Jacobs, Zinkgraf, Wormuth, Hartfiel, & Hughey, 1981).

Writing requires more than just using good grammar. It is important to take into account the use of correct mechanics of writing in texts. "Capitalization and punctuation are the mechanics of writing. They are not simply rules that we must memorize and follow; they are specific signals to the reader. These mechanics are used to determine the meaning and to clarify intent" (Lindne, 2005).

Mechanics is the conventions of print that do not exist in oral language, including spelling, punctuation, capitalization, and paragraphing. Salma (2016) affirms that the aspect of writing that improves the most in self-correction is mechanics. It means that the students can solve the problem by themselves in capitalization, punctuation, spelling, and paragraphing.

Vocabulary

Vocabulary is essential for language acquisition and development and is recognized as a necessary factor for success in school and achievement in society. Vocabulary has been considered an important part of the writing process. Even though it has not been established that students' vocabulary predicts writing quality with elementary school students, the development of

a rich and varied vocabulary is considered an essential step in becoming an effective writer (Scott, Russell, & Graham, 2003).

All languages have a vocabulary, a set of words that are the basic building blocks used in the generation and understanding of sentences. Without some knowledge of that vocabulary, neither language production nor language comprehension would be possible. It is essential to know enough vocabulary in order to avoid repetition and use new words.

This aspect refers to the selection of words that are suitable with the content. It begins with the assumption that the writer wants to express the ideas as clearly and directly. Choosing words that express meaning is precisely rather than skew it or blur it (Jacobs, Zinkgraf, Wormuth, Hartfiel, & Hughey, 1981).

Having this explanation clear, it is essential to take into account for this work the types of writing.

Types of Writing Texts

According to Kytte (as cited in Salma 2016), there are four types of text as follows:

Descriptive Text

Descriptive text is a text that is used to describe a verbal picture to make the reader see what the writer is talking about. Descriptive text is kind of text that is used to describe about a person, object, appearance, scenery, or phenomenon. In this text, the writer tries to make the readers as like they see, feel, and experience what the story tell. Description could briefly

explain and evolve about process, compare, definitions and other strategies.

The features of a description

Anderson and Anderson (1998) in Artamani (2013) define the features of a descriptive text. They are:

1. Identification

Identification (introduction) is a general opening statement in the first paragraph or the first sentence that introduces the subject of the description to the audience. Besides, it can give the audience brief details about the when, where, who, or what of the subject described.

2. Description

Description is a series of paragraphs about the subject where each paragraph usually begins with a topic sentence. The topic sentence previews the details that will be contained in the remainder of the paragraph. The description can be the physical appearance of the subject, the qualities of the subject like the degree of beauty, excellence or value, and other characteristics of the subject which is like the uniqueness of the special aspects that the subject has.

3. Conclusion

The last part of the descriptive text is optional. In this part, the writer concludes the text or restates the identification or description. A conclusion is not necessary; however, it is often very helpful to the reader because it usually concludes signals the end of the text. Also, it reminds the reader of

the important point or in other words it is to emphasize the reader to imagine the subject (p.9).

Narrative Text

Narrative text is a text that is used to relate sequential events and person frequently, is involved in the events. People use it to tell a story, in doing so, entertains the audience, and makes the audiences think about the issue, teaches them a lesson, or excite their emotions. In other words, it can be said that narrative text is retelling a story that is told by the doer or other person's point of view. It is more about writing a chronological story, whether true or just a fictional.

Explanatory Text

Explanatory text is used to explain something to the readers. Explanatory text is a kind of text that aims at clarifying, explaining, teaching, or evaluating an issue. The writer gives information to the reader by developing the idea by giving the example, process, cause and result, classification, definition, analysis, comparing and contrary.

Argumentative Text

Argumentative text is a text that is used to convince the readers, the writer attempts to persuade them as he describes, narrates or explains appropriate details to the reader. Argumentative text is a kind of text that aims to prove the truth or untruth of a statement or situation. The writer tries to show the empirical data by giving a logical appeal, pathetic or affective appeals, such as authority, empirical data, values, and attitude (pp.39-41).

Writing activities

When teachers plan their writing activities they have to consider the level of their students and the difficulty of the task. Hence, Lázaro (1996) distinguishes three types of writing activities: controlled, guided, and free. Below are some examples of writing exercises that illustrate these three types of tasks.

Controlled writing activities

Gap-filling

Example. Write out the complete sentences.

Mary to school by bus.

Re-ordering words or sentences

Example. Write the sentences correctly

- Henry / with / a hole / had / in it / a bucket. • He / to mend it / how / he didn't / wanted / but / know.
- He / Liza / tor help / asked.

Substitution

Example. Write a true sentence like this about yourself.

- Peter likes playing baseball and reading science fiction.
- Barbara can speak German.

Sentence completion

Example. Complete the sentences adding «because» and an appropriate reason.

- A book was lying on the floor of an empty gym ...

- I've worked hard at the office ...
- This will be the most exciting match of the year ...

Guided writing activities

Answering questions

Example. Answer the following questions and write a paragraph.

- What did you do for your holiday last year?
- Who did you go with?
- How did you go?
- Where did you stay?

Parallel writing

Examples.

- Read the following paragraph about Mary's day and write a similar one about your own day.
- Read the following description of a room and write a paragraph describing the room in the picture.

Word mapping

The teacher writes a topic on the board and asks students to help him organize related words and concepts in clusters around the central topic.

Free writing activities

Describe and identify

Students write descriptions of people or places and the rest of the class or other groups have to guess who the people or places are. First, the teacher divides the class into two teams. Second, the students write a description of

a famous person (or a member of the class) without mentioning that person's name. Finally, a member of one of the teams read his/her description. If someone from the opposing team can identify the person, the team scores a point. If not there is no score.

Story construction

Students are put into groups. Where possible, they should be of equal numbers. First, on a piece of paper they write the following sentence: «Once upon a time there was a beautiful princess who lived in a large castle at the edge of a forest». The students are then instructed to continue the story by writing the next sentence. Students give their piece of paper to the student on their left. They should now continue the (new) story they have in front of them by writing the next sentence. The procedure is repeated until the papers have gone round the group but one. Students can read the resulting tales to the rest of the class.

Assessing written work

As important as planning activities to help students develop their writing skill is assessing their written work. It is invaluable to both students, who can learn from their errors, and teachers, who can check the students' progress and identify specific problems. However, correcting written work is usually a time-consuming activity which teachers do not particularly enjoy doing.

Fairly controlled writing tasks (such as gap-filling, reordering, open dialogues, etc.) can easily be corrected orally in class - students can correct

each other's work in pairs and then the whole class goes through the answers together. This type of correction not only reduces the teacher's workload, but it also involves students in the revision and editing of their own pieces of writing so that they can learn from their errors.

However, there are times when students have to write more freely in English and it is necessary to correct their work individually (pp.94-103).

f. METHODOLOGY

Design of the research

Action research in educational settings is related to finding solutions to problems in the teaching-learning process. According to Mill (cited by Creswell, 2012) "action research is a systematic procedure done by teachers (or other individuals in an educational setting) to gather information about, and subsequently improve, the ways their particular educational setting operates, their teaching, and their student learning". Based on the aforementioned, the procedure of action research is cyclic and follow these steps; identify a problem, gather data through different instruments, interpret the data, propose an action based on the data and finally reflect on the work done (Ferrance,2000).

This research study titled self and peer correction to improve writing skill is based on action research and will allow the pre-service teacher to become a participant to study aspects in the problematic situation, gather information and analyze or reflect on the results that will be derived from the application of an intervention plan that lasts ten weeks, in which the results will justify if this work was effective or not in improving the learning of writing in students.

Methods, techniques and instruments

Methods

This study will make a description of the data that result from the intervention plan. The following general methods will be applied along the research:

The Scientific method will facilitate the study of self and peer correction strategies intended to improve writing skill, and will help in the observations done both before and during the intervention. This method will facilitate the prediction of the possible solution, as well as assisting the collection of data to make relevant predictions and the analysis of it.

The Descriptive method will facilitate the description of 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.

The analytic-synthetic method will be used to analyze the obtained results through the pre-test and post-test. It will be used also to make the interpretation of the data, the logical analysis and draw up the conclusions.

The Statistic method will be used to make both the quantitative statistical analysis of the data obtained from the questionnaires and the qualitative text analysis of the data obtained during the observations.

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 or actions. Both qualitative and quantitative instruments are self-developed by the researcher taking into account the principles of question construction. Being this the case, paper and pencil methods (test) will be used to develop quantitative data collection instruments, and observations and interviews (questionnaire, observation sheet) for the qualitative ones.

Tests

Tests will allow participants to perform cognitive tasks in relation to the basic writing skill. Additionally, tests will yield a numerical score by which the researcher will calculate the mean to compare the pre- and posttest results.

Pretest – Posttest

A researcher-made pretest will provide a measure on the performance of writing skill before the participants (third year of bachillerato students at 27 de Febrero High School) receive a treatment through the intervention plan designed in this research project. After the treatment or intervention plan, a posttest will measure again the performance of the writing skill in order to make a pretest- posttest comparison of the cognitive dimension of the performance of the writing skill of the participants being treated.

Questionnaire

A researcher-made questionnaire will be administered to the participants to answer questions related to their attitudes and feelings toward self and

peer correction strategies. Likewise, the tests a pre and posttest, questionnaire will be administered in order to make a comparison between the results. Furthermore, the data collected by the questionnaires will support the tests results.

Observation

The emphasis during the observation will be on understanding the natural environment as lived by the third-year of bachillerato students, group G at 27 de Febrero High School during their English classes. There will be two types of observations as detailed below.

Nonparticipant observation

In nonparticipant observation, the researcher is not involved in the situation being observed. Through this observation it will be recorded behavior 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.

Participant observation

In participant observation, the researcher will become a part and a participant in the situation being. The researcher will participate deliberately in the problematic situation by means of self and peer correction strategies in order to improve writing skill among students of third year "A" of bachillerato, afternoon session at 27 de Febrero High School in Loja city during 2019-2020 school year.

Reflective journal

The researcher will use a reflective journal to identify important events that will happen in each lesson which eventually provide a better understanding of the process of the intervention plan.

Description of the intervention plan

The development of the intervention plan will be carried out in different phases:

Phase 1. Initial reflection

During a non-participant observation, the researcher was able to see that students of third-year have difficulties in the creation of short texts in English about subjects concerning their environment or everyday life because they were not used to writing activities. This situation allowed the researcher to recognize writing skill as an issue among learners who do not have learning opportunities to write during their English classes.

Being this the concern, the researcher asked herself whether there are some different strategies that would better prepare students to improve writing skill. Therefore, having read some mainstream literature on writing skill, the researcher found out that self and peer correction strategies will empower learners as individuals "Self and peer correction empower the students to monitor, evaluate, and edit their texts to improve them since self-correction facilitates the identification of grammatical errors and peer correction helps them to notice the others' opinions about their texts" (Yang, 2010).

Phase 2. Planning

As a consequence, to remedy the third year students' weaknesses on writing skill, activation-connection-affirmation lesson plan will be presented, which are organized with self and peer correction strategies such as correction around, self revision and feedback. An Activation-Connection-Affirmation lesson model plan will be adopted as a treatment to help students in the improvement of their writing skill. The data obtained through the data collection instruments will be used to consider the most appropriate ways of improving writing skill through the use of self and peer correction activities.

The goal of these self and peer correction strategies will give third- year students the opportunity to make a good writing through correction which eventually improve their writing skill which is a crucial element to achieve successfully the English communication competence.

On the other hand, this intervention plan will explicitly respond to the following research questions:

- What are the phases of the intervention plan that contribute to achieve a satisfactory outcome on developing writing skill among students of third year "A" of bachillerato, afternoon session at 27 de Febrero High School in Loja city during 2019-2020 school year?
- Which self and peer correction techniques are implemented to improve writing skill among students of third year "A" of bachillerato, afternoon

session at 27 de Febrero High School in Loja city during 2019-2020 school year?

Phase 3. Action

The intervention plan will be developed during 30 sessions of 45 minutes each one during 10 weeks' period of time. As is usual, things will rarely go precisely as expected, therefore some minor changes or deviations will be made to meet possible drawbacks.

Phase 4. Observation

During the intervention plan, the researcher will monitor and record third year student's reactions and achievements to the planned activities by means of a pre and posttest, pre and post questionnaire, observation sheet and a reflective journal.

Phase 5. Reflection

Once finished the intervention plan, the researcher will reflect critically upon the effectiveness of self and peer correction activities to improve writing skill among students of third year "A" of bachillerato, afternoon session at 27 de Febrero High School in Loja city during 2019-2020 school year.

This intervention plan will be developed with a Lesson Plan Model that contains the following stages: activation (before), connecting (during), and affirmation (after).



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

INTERVENTION AND OBSERVATION PLAN WEEK N° 1

INFORMATIVE DATA

Institution: 27 de Febrero High School

Participants: 3rd “A” BGU

Teacher: Lcdo. Hernán Patricio Cuenca Regalado

School Year: 2019-2020

Teacher Candidate: Amada Lizbeth Jiménez Toledo

Topic: Personality Types

RESEARCH PROBLEM: How does the application of self and peer correction improve writing skill among students of third year “A” of bachillerato, afternoon session at 27 de Febrero High School in Loja city during 2019-2020 school year?		
GOAL: By the end of the intervention plan, students will be able to improve writing skill using self and peer correction focused on the following aspects: mechanics, spelling and vocabulary.		
LEARNING OBJECTIVES: At the end of this lesson students will be able: <ul style="list-style-type: none"> To describe their own personality using some adjectives by using self revision, correction around, and feedback techniques. 		
CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
<ul style="list-style-type: none"> Personality types Efficient, friendly, practical, careful, creative and curious Structure Formulating adjectives Writing Descriptive paragraph 	ACTIVATION <ul style="list-style-type: none"> Teacher asks about the characteristics that a good friend should have. Give students some time to think about and then asks volunteers to answer the question. Teacher asks students what information is necessary to describe a person. Teacher introduces the topic Personality Types by presenting some flash cards and have students to make predictions about the topic. 	<ul style="list-style-type: none"> Sheets Flashcards Set of words Prizes Rubric Colorful markers Images A paragraph about Mary’s personality

<ul style="list-style-type: none"> • Reading Mary's personality 	<p>CONNECTION</p> <ul style="list-style-type: none"> • Students work on a parallel writing; they read a paragraph about Mary's personality and write a similar one about their own personality. • Students take notes to describe their own personality using some of the adjectives given by their teacher. • Students use a piece of paper to write a paragraph about their personalities taking into account the presented vocabulary. • Teacher monitors during this process to provide clarification. <p>Self revision</p> <ul style="list-style-type: none"> • Each student reads again their own texts and correct their writing mistakes. <p>Correction around</p> <ul style="list-style-type: none"> • Students work in pairs to correct their classmates writing considering mechanics, vocabulary and spelling. • They underline the error using colorful markers and provide the correct solution. <p>AFFIRMING</p> <p>Feedback</p> <ul style="list-style-type: none"> • Students examine features of the corrected paragraph. • They rewrite another paragraph taking into account the corrections that they did. • Teacher reads 5 or 6 texts in front of the class and students have to guess who is the owner of the text. 	
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MONITORING PLAN:

Data Source 1: Pre test and pre questionnaire

Data Source 2: Observation sheet

Data Source 3: Reflective Journal

SUPPORT: Coaching and guidance from our thesis advisor.**TIME:** November 5th to November 8th, 2019

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education). Syakur. (2007). The Components of Speaking Ability



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ENGLISH LANGUAGE DEPARTMENT

INTERVENTION AND OBSERVATION PLAN WEEK N° 2

INFORMATIVE DATA

Institution: 27 de Febrero High School

Participants: 3rd “A” BGU

Teacher: Lcdo. Hernán Patricio Cuenca Regalado

School Year: 2019-2020

Teacher Candidate: Amada Lizbeth Jiménez Toledo

Topic: I am interested in...

RESEARCH PROBLEM: How does the application of self and peer correction improve writing skill among students of third year “A” of bachillerato, afternoon session at 27 de Febrero High School in Loja city during 2019-2020 school year?		
GOAL: By the end of the intervention plan, students will be able to improve writing skill using self and peer correction focused on the following aspects: mechanics, spelling and vocabulary.		
LEARNING OBJECTIVES: At the end of this lesson students will be able: <ul style="list-style-type: none"> To write about what they want to study for a future profession by using self revision, correction around, and feedback techniques. 		
CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
<ul style="list-style-type: none"> Key words Physics, systems & technology, photography, human anatomy, medicine, education Grammar Verbs and adjectives followed by prepositions 	ACTIVATION <ul style="list-style-type: none"> Teacher activates the previous knowledge of the students applying Charades activity, she/he prepares pictures of people in different professions such as a police officer, a doctor, a waiter, a secretary, a teacher, and so forth. Teacher shows the pictures to one student and this student uses his/her body movements to explain the word, and the rest of the class have to guess what profession is. 	<ul style="list-style-type: none"> Pictures Set of words Flashcards Notes Sheet Rubric Colorful markers English dictionary

	<p>CONNECTION</p> <ul style="list-style-type: none"> • Teacher introduces the topic I am interested in... by presenting some pictures and have students to make predictions about the topic. • Teacher applies the word mapping activity. • Teacher writes the topic on the board and asks students to write some words or concepts around the central topic. • Students take notes about what they want to study using the vocabulary given by their teacher. • Students write a short text about what they want to study taking into account the presented vocabulary. • Teacher monitors during this process to provide clarification. <p>Self revision</p> <ul style="list-style-type: none"> • Students check their writing mistakes for themselves. • They use the dictionary to write the appropriate spelling of the words. • Students use the flash cards to add the new vocabulary in their writing work. <p>Correction around</p> <ul style="list-style-type: none"> • Students work in groups of 4. • They exchange the texts and correct it using colorful markers. • Students take into consideration mechanics, vocabulary and spelling. • They provide a correct solution for each writing mistake. 	
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	AFFIRMING Feedback <ul style="list-style-type: none"> • They explain the modifications they would make using the feedback technique. • Students examine and discuss specific features of the corrected text. They rewrite another text taking into account the corrections that their classmates did. 	
MONITORING PLAN: Data Source 1: Observation sheet Data Source 2: Reflective Journal		
SUPPORT: Coaching and guidance from our thesis advisor.		
TIME: November 11th to November 15th, 2019		

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). *Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education*). Syakur. (2007). *The Components of Speaking Ability*



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ENGLISH LANGUAGE DEPARTMENT

INTERVENTION AND OBSERVATION PLAN WEEK N° 3

INFORMATIVE DATA

Institution: 27 de Febrero High School

Participants: 3rd “A” BGU

Teacher: Lcdo. Hernán Patricio Cuenca Regalado

School Year: 2019-2020

Teacher Candidate: Amada Lizbeth Jiménez Toledo

Topic: I am interested in...

RESEARCH PROBLEM: How does the application of self and peer correction improve writing skill among students of third year “A” of bachillerato, afternoon session at 27 de Febrero High School in Loja city during 2019-2020 school year?

GOAL: By the end of the intervention plan, students will be able to improve writing skill using self and peer correction focused on the following aspects: mechanics, spelling and vocabulary.

LEARNING OBJECTIVES: At the end of this lesson students will be able:

- To use the correct punctuation and capitalization in a written text by using self revision, correction around, and feedback techniques.

CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
<ul style="list-style-type: none"> • Professions Police officer, a doctor, a waiter, a secretary, a teacher • Writing -Avoiding fragments -Ordering sentences in a correct sequence 	<p>ACTIVATION</p> <ul style="list-style-type: none"> • Students refresh their previous knowledge; they work with the Onion Ring activity. • They form two circles. • The outside students move to ask What Would You Like to Study? to the inside circle students one by one. • The students inside answer the question using the new vocabulary. • Then, they change roles. The inside circle students have to move to ask the question. 	<ul style="list-style-type: none"> • Sheets • Worksheet • Set of words • Rubric • Colorful markers • Sheets • Notes

	<p>CONNECTION</p> <ul style="list-style-type: none"> Teacher applies re-ordering words activity; teacher prepares a worksheet using several word in different order, and explains briefly the instructions of the activity. <p>Self revision</p> <ul style="list-style-type: none"> Students re-order the words to form different sentences. Students rewrite the sentences to form a paragraph. Students read again their paragraphs and correct their writing mistakes by themselves. <p>AFFIRMING</p> <p>Correction around</p> <ul style="list-style-type: none"> Students work in groups, they exchange their paragraphs. Students correct their classmate writing taking into account mechanics, vocabulary and spelling mistakes; they use marker of different colors to do this activity. They write some notes about their classmate's work using a piece of paper. <p>Feedback</p> <ul style="list-style-type: none"> Students analyze together the corrections that their classmates did. Students give ideas about the sequence of the sentences in order to improve their writing. They present one work per group. 	
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MONITORING PLAN:

Data Source 1: Reflective Journal

Data Source 2: Observation sheet

SUPPORT: Coaching and guidance from our thesis advisor.**TIME:** November 18th to November 22th, 2019

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education). Syakur. (2007). The Components of Speaking Ability



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ENGLISH LANGUAGE DEPARTMENT

INTERVENTION AND OBSERVATION PLAN WEEK N° 4

INFORMATIVE DATA

Institution: 27 de Febrero High School

Participants: 3rd “A” BGU

Teacher: Lcdo. Hernán Patricio Cuenca Regalado

School Year: 2019-2020

Teacher Candidate: Amada Lizbeth Jiménez Toledo

Topic: On the other hand, ...

RESEARCH PROBLEM: How does the application of self and peer correction improve writing skill among students of third year “A” of bachillerato, afternoon session at 27 de Febrero High School in Loja city during 2019-2020 school year?

GOAL: By the end of the intervention plan, students will be able to improve writing skill using self and peer correction focused on the following aspects: mechanics, spelling and vocabulary.

LEARNING OBJECTIVES: At the end of this lesson students will be able:

- To write a paragraph comparing two professions by using self revision, correction around, and feedback techniques.

CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
<ul style="list-style-type: none"> • Connectors On the other hand, in contrast, although, but and however • Reading Medicine and Pedagogy • Professions Police officer, a doctor, a waiter, a secretary, a teacher 	<p>ACTIVATION</p> <ul style="list-style-type: none"> • Teacher refreshes the previous knowledge of the students using a song about different professions. • Students listen to the song and complete the lyrics of the song using the vocabulary already study. • Teacher repeats the song three times. • Teacher introduces the topic On the Oder Hand by presenting some connectors such as: on the other hand, in contrast, although, but and however. 	<ul style="list-style-type: none"> • Sheets • Worksheet • Set of words • Lyric of a song • Rubric • Papers of different colors • Colorful markers • Computer • Speakers

	<p>CONNECTION</p> <ul style="list-style-type: none"> • Teacher explains the use of the connectors presented. • Teacher present a worksheet of different paragraphs with blanks. • Students complete a paragraph using the following connectors: on the other hand, in contrast, although, but and however. • Students write a short paragraph comparing two professions, they use connector of contrast to establish a relationship between both professions. <p>AFFIRMING</p> <p>Self revision</p> <ul style="list-style-type: none"> • Students correct their own writing mistakes using the paragraphs presented above for reference. • They underline the mistakes and write the correct solution using a pencil of different color. <p>Correction around</p> <ul style="list-style-type: none"> • They work in groups of four students, and exchange their texts one by one. • Students correct their classmates writing, they take into consideration mechanics, vocabulary and spelling. • Students use papers of different color to identify the writing mistakes. • They use the red paper for spelling mistakes, the blue paper for mechanics' mistakes, and the green paper for vocabulary mistakes. 	<ul style="list-style-type: none"> • Flash Memory
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	Feedback <ul style="list-style-type: none"> Students examine and discuss specific features of the corrected text. They rewrite another text taking into account the corrections that their classmates did. 	
MONITORING PLAN: Data Source 1: Observation sheet Data Source 2: Reflective Journal		
SUPPORT: Coaching and guidance from our thesis advisor.		
TIME: November 25th to November 29th, 2019		

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education). Syakur. (2007). The Components of Speaking Ability



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ENGLISH LANGUAGE DEPARTMENT

INTERVENTION AND OBSERVATION PLAN WEEK N° 5

INFORMATIVE DATA

Institution: 27 de Febrero High School

Participants: 3rd “A” BGU

Teacher: Lcdo. Hernán Patricio Cuenca Regalado

School Year: 2019-2020

Teacher Candidate: Amada Lizbeth Jiménez Toledo

Topic: Renewable energy

RESEARCH PROBLEM: How does the application of self and peer correction improve writing skill among students of third year “A” of bachillerato, afternoon session at 27 de Febrero High School in Loja city during 2019-2020 school year?		
GOAL: By the end of the intervention plan, students will be able to improve writing skill using self and peer correction focused on the following aspects: mechanics, spelling and vocabulary.		
LEARNING OBJECTIVES: At the end of this lesson students will be able: <ul style="list-style-type: none"> To identify and use the target vocabulary in a written text by using self revision, correction around, and feedback techniques. 		
CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
<ul style="list-style-type: none"> Key words Global warming, suitable development, greenhouse gases, endangered species, renewable energy Speaking To talk about the impact of green and non-green products on the environment. 	ACTIVATION <ul style="list-style-type: none"> Teacher asks students if they can name some of the major environmental problems that the world face today. Give students some time to think about and then asks volunteers to answer the question. Teacher introduces the topic Renewable Energy. She/he gives the students a worksheet to see if they remember each term’s meaning (global warming, 	<ul style="list-style-type: none"> A text related to Renewable Energy Set of words Sheets Rubric Worksheet Colorful markers Prizes

<ul style="list-style-type: none"> • Reading Renewable energy • Writing Writing topic sentences to state the main points of paragraphs 	<p>suitable development, greenhouse gases, endangered species, renewable energy).</p> <p>CONNECTION</p> <ul style="list-style-type: none"> • Then teacher reads (twice or three times) the text Renewable energy at a normal speed and asks students to listen carefully and take notes individually while listening to the text. • Students use the notes to reconstruct the text that the teacher read. • Teacher monitors during this process to provide clarification and reads the text again if it is necessary for students to get the complete information. <p>AFFIRMING</p> <p>Self revision</p> <ul style="list-style-type: none"> • It is important that students at the end of their writing do a brief review to correct some mistakes they made. • This writing should be as similar as possible to the original text. • Students have to use the new target vocabulary. <p>Correction around</p> <ul style="list-style-type: none"> • Students work in groups of 4 (8 groups). • They work together to write as similar as possible to the original text. • They exchange their group work with other group. Each group correct the mistakes that their classmates have and write some comments using colorful markers in order to improve their writing skill. 	
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	<ul style="list-style-type: none"> • Students take into account the correct use of mechanics, vocabulary and spelling. <p>Feedback</p> <ul style="list-style-type: none"> • Students explain the modifications that they would write. • Teacher gives students the original text to compare with their writings, and identify the mistakes that they did. 	
MONITORING PLAN: Data Source 1: Observation sheet Data Source 2: Reflective Journal		
SUPPORT: Coaching and guidance from our thesis advisor.		
TIME: December 2nd to December 6th, 2019		

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education). Syakur. (2007). The Components of Speaking Ability



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ENGLISH LANGUAGE DEPARTMENT

INTERVENTION AND OBSERVATION PLAN WEEK N° 6

INFORMATIVE DATA

Institution: 27 de Febrero High School

Participants: 3rd “A” BGU

Teacher: Lcdo. Hernán Patricio Cuenca Regalado

School Year: 2019-2020

Teacher Candidate: Amada Lizbeth Jiménez Toledo

Topic: Conserving the Environment

RESEARCH PROBLEM: How does the application of self and peer correction improve writing skill among students of third year “A” of bachillerato, afternoon session at 27 de Febrero High School in Loja city during 2019-2020 school year?

GOAL: By the end of the intervention plan, students will be able to improve writing skill using self and peer correction focused on the following aspects: mechanics, spelling and vocabulary.

LEARNING OBJECTIVES: At the end of this lesson students will be able:

- To identify and correct writing mistakes in a text by using self revision, correction around, and feedback techniques.

CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
<ul style="list-style-type: none"> • Environmental issues Pesticide, conservation, pollution, environment, extinction, reforestation, waste, smog • Structure Using passive voice when the focus is on the action 	<p>ACTIVATION</p> <ul style="list-style-type: none"> • Teacher gives students a worksheet, they have to work with the Puzzles activity. • Students analyze the letters and the image in order to complete the correct words. • Students use the dictionary to avoid spelling mistakes. • Teacher introduces the topic Conserving the Environment by using some images about some activities to conserve the environment. 	<ul style="list-style-type: none"> • Worksheet • Rubric • Paper of different colors • Colorful markers • Images • Set of words • Dictionary • Prizes

<ul style="list-style-type: none"> • Writing <ul style="list-style-type: none"> -Writing topic sentences to state the main points of paragraphs -Including supporting sentences to give details and specific examples 	<p>CONNECTION</p> <ul style="list-style-type: none"> • Teacher presents students a short text related to the topic, this text contains some writing errors (mechanics, spelling and vocabulary). <p>Self revision</p> <ul style="list-style-type: none"> • Students correct the vocabulary, mechanics and spelling errors presented in the text. • They analyze all the mistakes, and rewrite the text with the corresponding corrections. <p>Correction around</p> <ul style="list-style-type: none"> • Students work in pairs and compare their corrected texts. • Each one corrects their classmate writing using papers of different color to identify the writing mistakes. • They use the red paper for spelling mistakes, the blue paper for mechanics' mistakes, and the green paper for vocabulary mistakes. • They stick their corrected text on the board to be analyzed by the rest of their classmates. <p>AFFIRMING</p> <p>Feedback</p> <ul style="list-style-type: none"> • Students one by one share with their classmates the writing errors found and explain it. • Students write a paragraph similar to what their teacher presented to them. • They write an idea to conserve the environment. 	
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	<ul style="list-style-type: none"> Students include in their writing support sentences to give specific details and examples. 	
MONITORING PLAN: Data Source 1: Observation sheet Data Source 2: Reflective journal		
SUPPORT: Coaching and guidance from our thesis advisor.		
TIME: December 9th to December 13th, 2019		

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education). Syakur. (2007). The Components of Speaking Ability



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ENGLISH LANGUAGE DEPARTMENT

INTERVENTION AND OBSERVATION PLAN WEEK N° 7

INFORMATIVE DATA

Institution: 27 de Febrero High School

Participants: 3rd “A” BGU

Teacher: Lcdo. Hernán Patricio Cuenca Regalado

School Year: 2019-2020

Teacher Candidate: Amada Lizbeth Jiménez Toledo

Topic: Green Products

RESEARCH PROBLEM: How does the application of self and peer correction improve writing skill among students of third year “A” of bachillerato, afternoon session at 27 de Febrero High School in Loja city during 2019-2020 school year?

GOAL: By the end of the intervention plan, students will be able to improve writing skill using self and peer correction focused on the following aspects: mechanics, spelling and vocabulary.

LEARNING OBJECTIVES: At the end of this lesson students will be able:

- To write specific details using the target vocabulary by using self revision, correction around, and feedback techniques.

CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
<ul style="list-style-type: none"> • Structure <ul style="list-style-type: none"> -Passive voice -Prefixes, suffixes and roots -Relative clauses • Reading <ul style="list-style-type: none"> Electric cars 	<p>ACTIVATION</p> <ul style="list-style-type: none"> • Teacher introduces the new topic Green Products explaining that they are products which are considered to be environmentally friendly, and the teacher shows a video and some images to the class. • Teacher asks students to name some green products they are familiar with. • Students activate their previous knowledge using the word mapping activity, he teacher writes the topic Green Products on the board and asks students to help 	<ul style="list-style-type: none"> • An article about electric cars. • Set of words • Colorful markers • Visual projector • Images • Computer • Speakers • Sheets • Papers about different green products

<ul style="list-style-type: none"> • Green products Biodegradable detergents, reusable bags, recycled toilet paper, and electric car • Writing Specific details about the main idea 	<p>her organize related words and concepts in clusters around the central topic</p> <p>CONNECTION</p> <ul style="list-style-type: none"> • The teacher asks his students if they have seen electric cars, students participate and provide information about it. • The teacher shows the students a video about electric cars. • Students read an article about electric cars. They notice that each paragraph has a topic sentence, supporting sentences and concluding sentence • Give students some minutes to answer the 4 questions based on the text. <p>Self revision</p> <ul style="list-style-type: none"> • Students analyze the answer and correct it if it has some writing mistakes. • Students work on a magic book activity. • The teacher provides students with a lot of information about some green products. • Students focus on one green product each one and begin to organize the information. • They write on a piece of paper the information that is going to be written in the magic book. • Students check the information avoiding spelling, mechanics and vocabulary mistakes. 	<ul style="list-style-type: none"> • Cardboards • Rubric
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	<p>AFFIRMING</p> <p>Correction around</p> <ul style="list-style-type: none"> • Students work in groups of 3. • They check and correct their classmates writing mistakes (mechanics, spelling and vocabulary). • They write some comments about their classmate 'writing in order to improve their writing skill. <p>Feedback</p> <ul style="list-style-type: none"> • Students help each other to prepare a good magic book, they can provide some suggestions about the information or presentation of it. • Students read, analyze and consider their classmates' comments, and write all this information in the magic book. 	
<p>MONITORING PLAN: Data Source 1: Observation sheet Data Source 2: Reflective journal</p>		
<p>SUPPORT: Coaching and guidance from our thesis advisor.</p>		
<p>TIME: December 16th to December 20th, 2019</p>		

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education). Syakur. (2007). The Components of Speaking Ability



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ENGLISH LANGUAGE DEPARTMENT

INTERVENTION AND OBSERVATION PLAN WEEK N° 8

INFORMATIVE DATA

Institution: 27 de Febrero High School

Participants: 3rd “A” BGU

Teacher: Lcdo. Hernán Patricio Cuenca Regalado

School Year: 2019-2020

Teacher Candidate: Amada Lizbeth Jiménez Toledo

Topic: Green Products

RESEARCH PROBLEM: How does the application of self and peer correction improve writing skill among students of third year “A” of bachillerato, afternoon session at 27 de Febrero High School in Loja city during 2019-2020 school year?

GOAL: By the end of the intervention plan, students will be able to improve writing skill using self and peer correction focused on the following aspects: mechanics, spelling and vocabulary.

LEARNING OBJECTIVES: At the end of this lesson students will be able:

- To write a short descriptive paragraph about an environmentally friendly product by using self revision, correction around, and feedback techniques.

CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
<ul style="list-style-type: none"> • Reading Green products • Structures Passive voice, present perfect and past perfect 	<p>ACTIVATION</p> <ul style="list-style-type: none"> • Teacher applies the describe and identify activity. • Students write descriptions of green products and the rest of the class or other groups have to guess which the green products are. • First, the teacher divides the class into two teams. • Second, the students write a description of a green product without mentioning that product's name. 	<ul style="list-style-type: none"> • Sheets • Set of words • Colorful papers • Scotch tape • Scissors • Colorful markers • Papers about different green products • Rubric

<ul style="list-style-type: none"> • Green products Biodegradable detergents, reusable bags, recycled toilet paper, and electric car 	<ul style="list-style-type: none"> • Finally, a member of one of the teams read his/her description. If someone from the opposing team can identify the green product, the team scores a point. If not there is no score. <p>CONNECTION</p> <ul style="list-style-type: none"> • Students write a short descriptive paragraph about an environmentally friendly product, they need to consider the topic sentence, supporting sentences and concluding sentence. • Students can use the information provided by their teacher before to develop this activity. • Teacher monitors during this process to provide clarification. <p>Self revision</p> <ul style="list-style-type: none"> • Each student reads again their own texts and correct their own writing mistakes. • They use their dictionary to avoid spelling and vocabulary errors. • Students takes some notes about their corrections to analyze with their classmates. <p>Correction around</p> <ul style="list-style-type: none"> • Each student hangs his work on the wall. • There is time for everyone, teacher and students, to circulate freely in the classroom by reading the texts on the wall. • Students correct and write on a piece of paper some suggestions for their classmates. These comments can also be directed orally to the authors of the text. For the 	
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	<p>suggestions, students consider the correct use of mechanics, vocabulary and spelling.</p> <p>AFFIRMING</p> <p>Feedback</p> <ul style="list-style-type: none"> • Students work in groups, they examine and discuss together specific features of the corrected text. • They rewrite another text taking into account the corrections that their classmates did. 	
<p>MONITORING PLAN: Data Source 1: Observation sheet Data Source 2: Reflective journal</p>		
<p>SUPPORT: Coaching and guidance from our thesis advisor.</p>		
<p>TIME: January 6th to January 10th, 2020</p>		

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education). Syakur. (2007). The Components of Speaking Ability



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ENGLISH LANGUAGE DEPARTMENT

INTERVENTION AND OBSERVATION PLAN WEEK N° 9

INFORMATIVE DATA

Institution: 27 de Febrero High School

Participants: 3rd “A” BGU

Teacher: Lcdo. Hernán Patricio Cuenca Regalado

School Year: 2019-2020

Teacher Candidate: Amada Lizbeth Jiménez Toledo

Topic: Advantages and disadvantages of green products

RESEARCH PROBLEM: How does the application of self and peer correction improve writing skill among students of third year “A” of bachillerato, afternoon session at 27 de Febrero High School in Loja city during 2019-2020 school year?

GOAL: By the end of the intervention plan, students will be able to improve writing skill using self and peer correction focused on the following aspects: mechanics, spelling and vocabulary.

LEARNING OBJECTIVES: At the end of this lesson students will be able:

- To describe different green products and write about their advantages and disadvantages by self revision, correction around, and feedback techniques.

CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
<ul style="list-style-type: none"> • Writing Including supporting sentences to give details and specific examples • Key words Biodegradable detergents, reusable bags, recycled toilet paper, and electric car 	<p>ACTIVATION</p> <ul style="list-style-type: none"> • <i>Two truths and a lie.</i> Students say three sentences in front of the class about themselves and their classmate has to guess which is the lie. • Teacher gives students a worksheet, they have to work with the Puzzles activity. • Students analyze the letters and the image in order to complete the correct words. • Students use the dictionary to avoid spelling mistakes. 	<ul style="list-style-type: none"> • Sheets • Worksheet • Set of words • Prizes • Colorful markers • Papers of different colors • Dictionary • Rubric

	<p>CONNECTION</p> <ul style="list-style-type: none"> • Teacher presents a worksheet; students work on a match activity. • Students match the topic with the corresponding text. • Students write the advantages and disadvantages of a green product including supporting sentences to give details and specific examples. <p>AFFIRMING</p> <p>Self revision</p> <ul style="list-style-type: none"> • Students work individually to correct their own writing mistakes. • Students correct the vocabulary, mechanics and spelling errors presented in the text. • They analyze all the mistakes, and rewrite the text with the corresponding corrections. <p>Correction around</p> <ul style="list-style-type: none"> • Students share their final writing with a classmate, they correct it and write some notes in their classmate 'work. • Students correct their classmates writing, they take into consideration mechanics, vocabulary and spelling. • Students use papers of different color to identify the writing mistakes. • They use the red paper for spelling mistakes, the blue paper for mechanic's mistakes, and the green paper for vocabulary mistakes. 	
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	Feedback <ul style="list-style-type: none"> • Students analyze together the corrections that their classmates did. • They discuss the corrections that their classmates did and rewrite the text without mechanics, spelling and vocabulary mistakes. 	
MONITORING PLAN: Data Source 1: Observation sheet Data Source 2: Reflective journal		
SUPPORT: Coaching and guidance from our thesis advisor.		
TIME: January 13th to January 17th, 2020		

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). *Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education*). Syakur. (2007). *The Components of Speaking Ability*



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INTERVENTION AND OBSERVATION PLAN WEEK N° 10

INFORMATIVE DATA

Institution: 27 de Febrero High School

Participants: 3rd “A” BGU

Teacher: Lcdo. Hernán Patricio Cuenca Regalado

School Year: 2019-2020

Teacher Candidate: Amada Lizbeth Jiménez Toledo

Topic: Personalities

RESEARCH PROBLEM: How does the application of self and peer correction improve writing skill among students of third year “A” of bachillerato, afternoon session at 27 de Febrero High School in Loja city during 2019-2020 school year?

GOAL: By the end of the intervention plan, students will be able to improve writing skill using self and peer correction focused on the following aspects: mechanics, spelling and vocabulary.

LEARNING OBJECTIVES: At the end of this lesson students will be able:

- To describe different personalities using the corresponding adjectives by using self revision, correction around, and feedback techniques.

CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
<ul style="list-style-type: none"> • Personality types Friendly, aggressive, creative, patient, shy, talkative, energetic, lovely, shy, modest, arrogant, polite, rude, altruist, selfish, generous, mean, mature, immature, honest, liar • Structure Verb to be 	<p>ACTIVATION</p> <ul style="list-style-type: none"> • My name is And I am: The purpose of this activity is to get know each other. Students have to say their name then a thing but with the first letter of their names. For example; I am Nadia and I like numbers. <p>CONNECTION</p> <ul style="list-style-type: none"> • Teacher explains students the personality adjectives using flashcards. Then teacher hides the word of the flashcard and students have to say the adjective, 	<ul style="list-style-type: none"> • Flashcards • Set of words • Pictures • Prize • Rubric • Dictionary • Colorful markers • Papers of different colors

<ul style="list-style-type: none"> • Writing Descriptive paragraph giving specific details 	<p>students produce the adjectives orally and identify clearly all of them.</p> <ul style="list-style-type: none"> • Teacher applies description and identify activity. • Students write descriptions of people and the rest of the class or other groups have to guess who the people are. • First, the teacher divides the class into two teams. Second, the students write a description of a famous person (or a member of the class) without mentioning that person's name. • Finally, a member of one of the teams read his/her description. If someone from the opposing team can identify the person, the team scores a point. If not there is no score. <p>AFFIRMING Self revision</p> <ul style="list-style-type: none"> • Students correct their own writing mistakes in the description paragraph. • They take notes about their mistakes developing the paragraph. <p>Correction around</p> <ul style="list-style-type: none"> • They exchange their texts one by one and correct it take into consideration mechanics, vocabulary and spelling. • Students use papers of different color to identify the writing mistakes. • They use the red paper for spelling mistakes, the blue paper for mechanic's mistakes, and the green paper for vocabulary mistakes. 	
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	Feedback <ul style="list-style-type: none"> • Students examine and discuss specific features of the corrected text. • They rewrite another text considering the corrections that their classmates did. 	
MONITORING PLAN: Data Source 1: Post test and post questionnaire Data Source 2: Observation sheet Data Source 3: Reflective journal		
SUPPORT: Coaching and guidance from our thesis advisor.		
TIME: January 20th to January 24th, 2020		

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). *Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education*). Syakur. (2007). *The Components of Speaking Ability*

g. TIMELINE

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h. BUDGET AND FINANCING

Budget

Expenses	Cost
Internet connection	\$165.00
Print of reports	\$140.00
Print of the project	\$230.00
Copies	\$175.00
Unforeseen	\$110.00
Print of the final report and thesis	\$150.00
TOTAL	\$970.00

Financing

The financing of the expenses derived from the present research work will be assumed by the research author.

Resources

Human

- The teacher candidate as a researcher
- The thesis advisor
- Students of third year “A” of bachillerato, afternoon session at 27 de Febrero High School in Loja city during 2019-2020 school year.

Material

- Printed materials
- Books
- Notebooks
- Laptop

Technical

- Computer
- Printer
- Internet connection

i. BIBLIOGRAPHY

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ANNEXES

Annex 1. Observation Sheet

DATA COLLECTION INSTRUMENT: Observation Sheet

Researcher: Amada Lizbeth Jiménez Toledo

OBSERVATION SHEET		
Observation #:	Date /Time:	Location:
Topic:	Class size:	Duration of the
Objective of the session (what will students be able to do/know at the end of this session)	Participants: Third year "A" of bachillerato students	observation start/end time: Observer involvement: participant/ not participant

Dependent variable: writing Skill					
Rating scale 4=always 3 = usually 2 = sometimes 1 =rarely 0 = not observed					
Descriptors	4	3	2	1	0
The students use appropriate vocabulary in their written work.					
The students use appropriate punctuation.					
The students' handwriting is legible to most readers.					
The students apply rules in the use of capital letters.					
Students write supporting details according to the main idea.					

Independent variable: Self and Peer Correction Strategies					
Rating scale 4=always 3 = usually 2 = sometimes 1 =rarely 0 = not observed					
Descriptors	4	3	2	1	0
All students accept the others feedback as positive.					
All students have opportunities to learn with and from their peers.					
Students want their writings to be corrected by their classmates.					
Students feel more confident using self and peer correction strategies.					
Students can learn from other mistakes.					

Annex 2. Reflective Journal



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DATA COLLECTION INSTRUMENT: Reflective Journal

Resercher: Amada Lizbeth Jiménez Toledo

Reflective Journal		
Observation #: Topic: Objective of the session:	Date/Time: Class size: Participants: Third year "A" of bachillerato students	Role of the researcher: Participant observer Duration of the observation:
Description of the event		Reflective Notes

Annex 3. Pre and Posttest & Scoring Guide



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

DATA COLLECTION INSTRUMENT: PRETEST & POSTTEST

As a student of the English language Department of the Universidad Nacional de Loja, I would be very grateful if you can answer the following pre test & post test in a clear and honest way. The information obtained will be for the development of the research work.

Student's code: _____

Date: _____

1.- Spelling

1.1.- Correct the spelling errors of the words in bold and rewrite them in the blanks.

- a. **Glolab warmign** _____ is the gradual increase of the average temperature of our planet.
- b. **Greinhause gases** _____ are substances in the Earth's atmosphere that prevent the release of heat into space, therefore maintaining heat retention in the atmosphere of the planet.
- c. **Endamgired especies** _____ are plants and animals that are at risk of becoming extinct.
- d. **Rinewabla energi** _____ is power which comes from natural sources such as sunlight, wind or water.

1.2.- Complete the words with the missing letters.

- a. El_ctric ca_s
- b. Reusabl_ b_gs
- c. Rec_cled toi_et pa_er
- d. Bio_egrad_ble d_ter_ents





2.- Vocabulary

2.1.- Read the text and fill the blanks using the words in the box.

Practical	Creative	Friendly	Careful
-----------	----------	----------	---------

I am a very realistic person and I like using my hands to build things. I am interested in becoming a carpenter because I am a very _____ (a.) person. My sister, however, is completely different to me. She studies accounting. Ever since I can remember she likes saving her money and calculating how much she has. She is a person who is very _____ (b.) with money. My mom is a very social primary school teacher. To be a teacher you have to be _____ (c.) and enjoy helping others. My dad is a musician. He has a very _____ (d.) personality and loves creating art. I admire my family.

2.2.- Look at the pictures and choose the correct answer.

a	b	c	d
			
1. singer	1. artist	1. vet	1. vet
2. doctor	2. fireman	2. doctor	2. teacher
3. farmer	3. clown	3. fisherman	3. _____

3.- Mechanics

3.1.- Order each set of words to write the sentences correctly on the lines.

a) _____

sister	My	is	a doctor.
--------	----	----	-----------

b) _____

would	you	What	study?	to	Like
-------	-----	------	--------	----	------

c) _____

about	the	talk	environment.	Students
-------	-----	------	--------------	----------

d) _____

big	is	Pollution	problem.	environmental	a
-----	----	-----------	----------	---------------	---

3.2.- Correct the capitalization and punctuation mistakes in the paragraph (there are 8 mistakes). Rewrite the paragraph with the corresponding corrections.

electric cars are Vehicles that are powered by an electric motor They use electrical energy stored in batteries or another storage device. although it might seem like science fiction; the electric car is already here. in fact, electric cars were popular in the late 19th century and early 20th century, until advances in Technology led to the mass production of cheaper gasoline Cars, hence the decline in the use of electric cars

THANKS FOR YOUR COLABORATION

Scoring Guide



**UNIVERSIDAD NACIONAL DE LOJA
FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN
ENGLISH LANGUAGE DEPARMENT**

Pre- Post Test Scoring Guide

1. SPELLING

QUESTION 1.1

Options	Answer	Score
a	Global warming	0.4
b	Greenhouse gasses	0.4
c	Endangered species	0.4
d	Renewable energy	0.4

QUESTION 1.2

Options	Answer	Score
a	Electric cars	0.4
b	Reusable bags	0.4
c	Recycle toilet paper	0.4
d	Biodegradable detergents	0.4

2.VOCABULARY

QUESTION 2.1

Options	Answer	Score
a	Practical	0.4
b	careful	0.4
c	Friendly	0.4
d	Creative	0.4

QUESTION 2.2

Options	Answer	Score
a	Farmer	0.4
b	Fireman	0.4
c	Doctor	0.4
d	Policeman	0.4

3.MECHANICS**QUESTION 3.1**

Options	Answer	Score
a	My sister is a doctor.	0.4
b	What would you like to study?	0.4
c	Students talk about the environment.	0.4
d	Pollution is a big environmental problem.	0.4

QUESTION 3.2

Answer	Score
<p>Electric cars are vehicles that are powered by an electric motor. They use electrical energy stored in batteries or another storage device. Although it might seem like science fiction; the electric car is already here. In fact, electric cars were popular in the late 19th century and early 20th century, until advances in technology led to the mass production of cheaper gasoline cars, hence the decline in the use of electric cars.</p>	<p>Each mechanics' correction 0.25 points.</p>

Annex 4. Pre and Post Questionnaire



UNIVERSIDAD NACIONAL DE LOJA

ENGLISH LANGUAGE DEPARTMENT

FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN

DATA COLLECTION INSTRUMENT: QUESTIONNAIRE

As a student of the English language Department of the Universidad Nacional de Loja, I would be very grateful if you can answer the following questionnaire in a clear and honest way. The information obtained will be for the development of the research work.

Student's code: _____

Date: _____

- 1) I want to correct my friends' mistakes in writing.**
 1. Agree
 2. Undecided
 3. Disagree
- 2) I prefer that my classmates correct my writing mistakes.**
 1. Agree
 2. Undecided
 3. Disagree
- 3) Peer correction helps me have more confidence.**
 1. Agree
 2. Undecided
 3. Disagree
- 4) I think I can learn from my friends' mistakes**
 1. Agree
 2. Undecided
 3. Disagree
- 5) I need my friends' feedback when they correct my mistakes.**
 1. Agree
 2. Undecided
 3. Disagree

THANKS FOR YOUR COLABORATION

Annex 5. Research Matrix

Theme: Self and peer correction to improve writing skill among students of third year “A” of bachillerato, afternoon session at 27 de Febrero High School in Loja city during 2019-2020 school year.

Problem	Objectives	Theoretical frame	Methodological design an intervention plan.	Techniques and instruments
<p>General How does the application of self and peer correction improve writing skill among students of third year “A” of bachillerato, afternoon session at 27 de Febrero High School in Loja city during 2019-2020 school year?</p> <p>Specific -What theoretical and methodological references about the self and peer correction strategies are adequate for improving writing skill among students of third year “A” of bachillerato, afternoon session at 27 de Febrero High School in Loja city</p>	<p>General To improve writing skill through self and peer correction strategies among students of third year “A” of bachillerato, afternoon session at 27 de Febrero High School in Loja city during 2019-2020 school year.</p> <p>Specific -To research the theoretical and methodological references about self and peer correction strategies and its application on writing skill. -To diagnose the issues that limit the development of writing skill among students</p>	<p>-Writing skill -Components of writing -Types of writing -Self and peer correction strategies. -Types of correction. -Proposal and techniques in peer correction.</p>	<p>Preliminary investigation -Observing the ingles classes -Stating the background of the problem -Describing current situation -Locating and reviewing the literature -Creating a methodological framework for research -Designing and interjection plan Intervention and Observation -Administering test and questionnaires -Observing and monitoring students' performance according to the intervention plan.</p>	<p>-Non-participant observation. -Pre and post test -Pre and post questionnaire -Reflective journal -Observation sheet</p>

<p>during 2019-2020 school year?</p> <p>-What are the issues that limit the development of writing skill among students of third year "A" of bachillerato, afternoon session at 27 de Febrero High School in Loja city during 2019-2020 school year?</p> <p>-What are the phases of the intervention plan that contribute to achieve a satisfactory outcome on developing writing skill among students of third year "A" of bachillerato, afternoon session at 27 de Febrero High School in Loja city during 2019-2020 school year?</p> <p>-Which self and peer correction techniques are implemented to improve writing skill among students of third year "A" of bachillerato, afternoon session at 27 de Febrero High School in Loja city</p>	<p>of third year "A" of bachillerato, afternoon session at 27 de Febrero High School in Loja city during 2019-2020 school year.</p> <p>-To design an intervention plan based on self and peer correction strategies in order to improve writing skill among students of third year "A" of bachillerato, afternoon session at 27 de Febrero High School in Loja city during 2019-2020 school year.</p> <p>-To apply the most suitable techniques of self and peer correction strategies in order to improve writing skill among students of third year "A" of bachillerato, afternoon session at 27 de Febrero High School in Loja city during 2019-2020 school year.</p> <p>-To validate the effectiveness of self and peer correction strategies to improve writing skill among</p>		<p>Presentation of research findings</p> <p>-Reflecting, analyzing and answering the proposed inquiries</p> <p>-Organized the final report.</p>	
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<p>during 2019-2020 school year?</p> <p>- How effective was the application of self and peer correction techniques to develop writing skill among students of third year "A" of bachillerato, afternoon session at 27 de Febrero High School in Loja city during 2019-2020 school year?</p>	<p>students of third year "A" of bachillerato, afternoon session at 27 de Febrero High School in Loja city during 2019-2020 school year.</p>			
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Annex 6. Grading Scale for Score

Writing skill.

Quantitative score range	Qualitative score range
10	Superior
9	Excellent
8-7	Average
6-1	Below average

Self and peer correction strategies.

Quantitative score range	Qualitative score range
81-100%	High level of acceptance on self and peer correction practice.
61-80%	Expected level of acceptance on self and peer correction practice.
41-60%	Moderate level of acceptance on self and peer correction practice.
21-40%	Unexpected level of acceptance on self and peer correction practice.
01-20%	Low level of acceptance on self and peer correction practice.

INDEX

CERTIFICATION	ii
AUTORÍA	iii
ACKNOWLEDGEMENTS	v
DEDICATION.....	vi
MATRIZ DE ÁMBITO GEOGRÁFICO.....	vii
MAPA GEOGRÁFICO Y CROQUIS	viii
THESIS OUTLINE	ix
a.TITLE	1
b.RESUMEN.....	2
c.INTRODUCTION.....	4
d.LITERATURE REVIEW	7
SELF AND PEER CORRECTION STRATEGIES	7
Types of Correction.....	8
Teacher correction.....	8
Self correction.....	8
Peer correction.	8
Reasons to Use Peer Correction and Self Correction in the Writing Process.....	8
Self Correction in Writing	9
Peer Correction in Writing	10
Self and Peer Correction Activities to Improve Writing Skill	11
Common error matching.	11
Error correction scavenger hunt.....	12
Round the class competition.....	12
Self revision.	13
Correction around.	13
Feedback.	14
WRITING SKILL.....	14
The Importance of Writing	15
Components of Writing.....	16
Mechanics.....	17
Vocabulary.....	17

Spelling.....	18
Content.....	18
Grammar.....	18
How to Teach Writing.....	19
Start with free writing.....	19
Use experiences, places, vocabulary, or other things that are relevant and specific to students' lives.....	19
Expose students to a range of genres.....	19
Encourage students to experiment with different genres.....	20
Give students the writing process.....	20
Writing Process.....	20
Planning.....	20
Drafting.....	21
Editing.....	21
Final version.....	21
How to Assess Writing.....	21
Activities to assess writing.....	22
e.MATERIALS AND METHODS.....	26
Materials.....	26
Design of the research.....	26
Methods, Techniques and Instruments.....	27
Methods.....	27
Techniques and instruments.....	28
Population.....	29
Description of the intervention plan.....	29
Phase 1. Initial reflection.....	29
Phase 2. Planning.....	30
Phase 3. Action.....	30
Phase 4. Observation.....	30
Phase 5. Reflection.....	30
f.RESULTS.....	31
Pre-test Results.....	32
a. Table 1.....	32
b. Interpretation and Analysis.....	33

Comparison of the Pre and Post Questionnaire Results	34
a. Table 2	34
b. Figure 1	34
c. Interpretation and Analysis	34
a. Table 3	35
b. Figure 2	35
c. Interpretation and Analysis	36
a. Table 4	36
b. Figure 3	37
c. Interpretation and Analysis	37
a. Table 5	38
b. Figure 4	38
c. Interpretation and Analysis	38
a. Table 6	39
b. Figure 5	39
c. Interpretation and Analysis	40
Post Test Results	41
a. Table 7	41
b. Interpretation and Analysis	42
Comparing Pre and Post-Test Means	43
a. Table 8	43
b. Figure 6	43
c. Interpretation and Analysis	43
g.DISCUSSION.....	45
h.CONCLUSIONS.....	48
i.RECOMMENDATIONS.....	49
j.BIBLIOGRAPHY	50
k.ANNEXES	53
a.THEME	54
b.PROBLEM STATEMENT	55
Background.....	55
Current situation of the research problem	56
Research problem.....	57
Delimitation of the research	57

Timing	57
Location	58
Participants	58
Subproblems	58
c.JUSTIFICATION	60
d.OBJECTIVES.....	62
General	62
Specific	62
e.THEORETICAL FRAMEWORK	64
SELF AND PEER CORRECTION.....	64
Peer correction	64
Self-correction.....	65
Correction	65
Types of correction.....	66
Teacher correction	66
Self-correction.....	66
Peer correction	66
Principles of peer correction.....	66
Steps of self and peer correction.....	67
Step 1: compliments	67
Step 2: corrections	67
Step 3: suggestions	67
Self-correction as indirect feedback	67
Reasons to use self and peer correction in the writing process	68
Self-correction in writing	69
Peer correction in writing.....	70
Proposals and techniques in self and peer correction strategies	72
The Importance of Writing	75
The good writer	76
Writing Difficulties.....	76
Steps of Writing.....	77
Planning.....	77
Drafting	78
Editing.....	78

Final Version.....	78
Components of Writing.....	79
Content	79
Spelling.....	79
Grammar.....	80
Mechanics.....	81
Vocabulary.....	81
Types of Writing Texts	82
Descriptive Text	82
Narrative Text	84
Explanatory Text.....	84
Argumentative Text.....	84
Writing activities	85
Controlled writing activities	85
Guided writing activities	86
Free writing activities	86
Assessing written work.....	87
f.METHODOLOGY.....	89
Design of the research.....	89
Methods, techniques and instruments.....	90
Methods	90
Techniques and instruments.....	90
Description of the intervention plan.....	93
Phase 1. Initial reflection.....	93
Phase 2. Planning.....	94
Phase 3. Action.....	95
Phase 4. Observation	95
Phase 5. Reflection.....	95
g.TIMELINE	126
h.BUDGET AND FINANCING.....	127
Budget.....	127
Financing	127
Resources.....	127
i.BIBLIOGRAPHY	129

ANNEXES.....	134
Annex 1. Observation Sheet	134
Annex 2. Reflective Journal	135
Annex 3. Pre and Posttest & Scoring Guide	136
Scoring Guide	139
Annex 4. Pre and Post Questionnaire	141
Annex 5. Research Matrix.....	142
Annex 6. Grading Scale for Score.....	145
Writing skill.....	145
Self and peer correction strategies.	145