

UNIVERSIDAD NACIONAL DE CHIMBORAZO



FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS

Y TECNOLOGIAS

LANGUAGE CARRER

Work presented as requirement for obtaining the bachelor's Degree of

“Licenciada en Ciencias de la Educación, Profesor de Idiomas-Inglés”

RESEARCH TITLE

“ANALYSIS OF CORRECTIVE FEEDBACK PROVIDED BY THE TEACHER IN THE TEACHING LEARNING PROCESS OF ENGLISH IN STUDENTS' WRITING SKILL, WITH THE STUDENTS OF TERCER AÑO OF EDUCACIÓN GENERAL BÁSICA “A” AT ESCUELA DE EDUCACION BASICA FISCAL “DR. LEONIDAS GARCIA O.”, IN RIOBAMBA CITY, CHIMBORAZO PROVINCE, DURING THE ACADEMIC YEAR 2018-2019”

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ACADEMIC YEAR:

2018-2019



UNIVERSIDAD NACIONAL DE CHIMBORAZO

FACULTAD DE CIENCIAS DE LA EDUCACION HUMANAS Y TECNOLOGIAS

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Que el presente trabajo: **“ANALYSIS OF CORRECTIVE FEEDBACK PROVIDED BY THE TEACHER IN THE TEACHING LEARNING PROCESS OF ENGLISH IN STUDENTS’ WRITING SKILL, IN TERCER AÑO DE EDUCACION GENERAL BASICA “A” AT ESCUELA DE EDUCACION BASICA FISCAL “DR. LEONIDAS GARCIA O.” IN RIOBAMBA CITY, CHIMBORAZO PROVINCE, DURING THE ACADEMIC YEAR 2018-2019”**, de autoría de la señora: **Johana Catherine Sagnay Cujilema**, ha sido dirigido y revisado durante todo el proceso de investigación. El citado trabajo cumple con todos los requisitos metodológicos y requerimientos esenciales exigidos por las normas generales para graduación, en tal virtud certifico la presentación del mismo.

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Que, **SAGÑAY CUJILEMA JOHANA CATHERINE** con CC: **172130260-0**, estudiante de la Carrera de **IDIOMAS**, FACULTAD DE CIENCIAS DE LA EDUCACION HUMANAS Y TECNOLOGIAS; ha trabajado bajo mi tutoría el trabajo de investigación titulado "ANALYSIS OF CORRECTIVE FEEDBACK PROVIDED BY THE TEACHER IN THE TEACHING LEARNING PROCESS OF ENGLISH IN STUDENTS' WRITING SKILL, IN TERCER AÑO DE EDUCACION GENERAL BASICA "A" AT ESCUELA DE EDUCACION BASICA FISCAL "DR. LEONIDAS GARCIA O." IN RIOBAMBA CITY, CHIMBORAZO PROVINCE, DURING THE ACADEMIC YEAR 2018-2019", que corresponde al dominio científico **Desarrollo Socioeconómico y Educativo para el Fortalecimiento de la Institucionalidad Democrática y Ciudadana** y alineado a la línea de investigación **Educación Superior y Formación Profesional**, cumple con el 5%, reportado en el sistema Anti plagio URKUND, porcentaje aceptado de acuerdo a la reglamentación institucional, por consiguiente autorizo continuar con el proceso.

Riobamba, 7 de febrero de 2019


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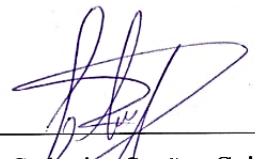
AUTHORSHIP

I, Johana Catherine Sagñay Cujilema, student of the Language Career, I am the only author of this research named:

“ANALYSIS OF CORRECTIVE FEEDBACK PROVIDED BY THE TEACHER IN THE TEACHING LEARNING PROCESS OF ENGLISH IN STUDENTS’ WRITING SKILL, WITH THE STUDENTS OF TERCER AÑO OF EDUCACIÓN GENERAL BÁSICA “A” AT ESCUELA DE EDUCACION BASICA FISCAL “DR. LEONIDAS GARCIA O.”, IN RIOBAMBA CITY, CHIMBORAZO PROVINCE, DURING THE ACADEMIC YEAR 2018-2019”

The ideas and commentaries specified in this document are responsibility of the author.

Riobamba 7 de febrero, 2019



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ACKNOWLEDGEMENT

Mainly thanks God for giving me the strength to face and overcome all the difficulties along this way in my professional career. I would like to express my special thanks of gratitude to Universidad Nacional d Chimborazo that gave me the golden opportunity to walk this wonderful way along eight semesters acquiring important knowledge to my personal and professional life, to my teachers who always share their knowledge and experience to make me a better person and a better professional in the educational field. I am really thankful to them. Finally I want to thank my thesis tutor, Msc. Daysi Fierro who guide and help me to develop my final project.

DEDICATORY

This research work is dedicated to my family who has been my support and guide in every single step and decision I have taken along my career and my life, especially to my mother who always say me “the better heritage I could give you is the education” and helps me with my children every day, also to my husband who supports me when I wanted to give up, for their special words to continue and also my better inspiration, my children who always give me the necessary strength to face the difficulties in my life.

JOHANA CATHERINE SAGÑAY CUJILEMA

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RESUMEN

Esta investigación está basada en las estrategias que usa el docente al momento de proporcionar retroalimentación correctiva a los estudiantes en sus trabajos escritos a los estudiantes de tercer año de educación general básica en la escuela “Dr. Leonidas Garcia O.” en la ciudad de Riobamba, provincia de Chimborazo en el año lectivo 2018-2019, la población está compuesta por 30 estudiantes y 1 docente. Es un estudio enmarcado en un enfoque cualitativo, se llevó a cabo un proceso de observación para describir las características del problema, considerando información de tipo científica y empírica acerca del uso de estrategias para proporcionar retroalimentación correctiva a los estudiantes en sus trabajos escritos. El método etnográfico y la observación directa fueron utilizados para recopilar la información necesaria para ampliar la investigación, el propósito de esta investigación es analizar los métodos que usa el docente al momento de corregir los trabajos escritos de los estudiantes, su importancia y de qué manera estos métodos afectan positiva o negativamente al proceso de enseñanza-aprendizaje del idioma inglés.

Después de dos semanas de observación en la institución educativa se pudo evidenciar la falta del uso de diferentes estrategias al momento de corregir y proporcionar retroalimentación en los trabajos escritos de los estudiantes y como consecuencia el notable desinterés por parte de los estudiantes para mejorar sus habilidades de escritura e incluso su desinterés por aprender el idioma.

Se recomienda que para mejorar el desarrollo de las habilidades de escritura y lograr que los estudiantes participen activamente en el proceso de enseñanza – aprendizaje del idioma inglés se ponga en práctica las diferentes estrategias al momento de proporcionar retroalimentación correctiva por parte del docente y mejorar las habilidades de escritura de los estudiantes.

Palabras clave: Estrategia - Retroalimentación correctiva – habilidades de escritura – errores escritos

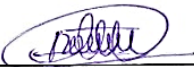
ABSTRACT

This research is based on the strategies that the teacher uses to provide corrective feedback to students in their written performance to the students of the third class of Escuela de Educación General Basica "Dr. Leonidas Garcia O. "in Riobamba city , Chimborazo province in the academic year 2018-2019, the population is composed by 30 students and 1 teacher. This study is based on the qualitative approach, a process of Observation to describe the characteristics of the problem, considering scientific and empirical information about the use of strategies to provide corrective feedback to students in their written work. The ethnographic method and direct observation were used to gather the necessary information to expand the research, the purpose of this research is to analyze the methods that the teacher uses when correcting written work of students, its importance and how these methods affect the English teaching and learning process positively or negatively.

After two weeks of observation into the institution, it was evidenced the lack of use of different strategies to provide corrective feedback to students in their written performance, and as a consequence the remarkable lack of interest to improve the students writing skills and also to learn the language.

It is recommended that in order to improve writing skill and involve the students actively in the English class, the teacher should put in practice the different strategies to provide corrective feedback in order to motivate students to practice the language and improve their writing skill.

Keywords: Strategy - Corrective feedback - writing skills - written mistakes



Reviewed by: Mgs. Mónica Cadena

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INTRODUCTION

English language is a fundamental tool for children to face a globalized world. It offers a lot of opportunities to achieve personal and professional goals in life. English language has become one of the most important languages used to communicate around the world. The Ministerio de Educación in Ecuador says that; “the role of the teacher in the language classroom is to be a guide, who creates a classroom climate conducive to language learning and provides opportunities for learners to use and practice the language.

The students can demonstrate what they have learnt by speaking or writing and it is very important the role that the teacher takes at the moment to correct students production of the language. This research will be focused on writing skill as an important part of communication as there are some students who feel more comfortable writing what they want, or what they really know rather than by speaking.

“Writing is one of the important ways of expressing your thoughts, and communicating ideas and views to others. Some have the innate ability to put their thoughts into words. Writing is more beneficial, specifically for those who are emotional, and do not express verbally. This tool allows them to express their ideas, thoughts or their existing mental condition, which otherwise, may not be possible.” (Nin, 2016).

That is why is very important at the moment to correct students’ writing the strategies used by the teacher as those strategies could encourage or discourage students’ performance in the foreign language learning.

The research was performed at Escuela de Educación General Básica “Dr. Leonidas Garcia”. This institution is located in Chimborazo province, in Riobamba city. The study problem was found at tercer año de Educación General Básica “C” where there are thirty students and most of them are not interested in interacting or learning English, also it was evidenced that the strategies or the way to correct students' writing sometimes can cause the lack of willingness to improve the writing skill.

The research type is qualitative, exploratory level and the method is ethnographic. The applied instrument was an observation sheet and an observation guide done by the researcher, permitting to get the results about the effectiveness of the use of correct strategies for correcting students’ writing.

This research will be helpful to teacher and students in order to improve students writing skill and improve their confidence at the moment to express what they really know and also for teachers to correct student's mistakes in a good ways to Encourage students to work through errors together and with the teacher when they do crop up, instead of creating the impression they are something to be embarrassed about or hidden, as this will create a better learning environment for everyone involved.

For facilitating the understanding of the research it has been organised in four sections which are presented like this:

Chapter I.- In this chapter will be covered the referential framework which contains the problem statement, objectives and justification of the investigation problematic, where the importance and the objectives to be achieved are described in detail.

Chapter II. – Here, it will be found the theoretical foundation that helps the study scientifically, it is possible to find the necessary information used for the analysis, discussion and interpretation of the gathered results.

Chapter III. – This chapter will explain how the study was developed. It holds, the data about the design, type and level of the research; and the used methodology and techniques for the facts collection, analysis and interpretation.

Chapter IV. – At this stage the main conclusions and suggestions will be presented. Additionally, the most substantial results obtained from the analysis and interpretation.

CHAPTER I

RESEARCH FRAMEWORK

1.1. PROBLEM STATEMENT

The students do not feel encouraged to improve their writing skills because of the lack of an adequate corrective feedback in their writing production from their teacher.

1.2. PROBLEM DEFINITION

Firstly, the term writing has been defined by the Oxford dictionary as *the activity or skill of marking coherent words on paper and composing text*. Writing is the vital means of communication within an organization. In fact, a survey goes on to say that almost 30% of our work is accomplished through written communication!. Unfortunately, today, these skills are being neglected.

This research arises through the observation that has taken place during the development of the Pre-professional Teaching Practice II, at Escuela de Educacion Basica Fiscal "Dr. Leonidas Garcia O.", in the third class of Basic General Education, class "A", in Riobamba city, Chimborazo province - Ecuador. As we know writing skills are very important in the second language acquisition and the strategies used by the teacher to correct students' writing are also very important to improve their writing skill.

Teachers are responsible for not discouraging any student to learn, they should reinforce the students' desire to learn as well as their confidence in their own ability to write.

In the observation, it was evidenced that English teacher most of the time gives their students grades directly (summative Feedback / assessment) without taking into account the importance of providing feedback correctly in students' writing using the correct strategies to help them realize their mistakes by themselves and improve their accuracy, providing them a formative feedback rather than a simple grade.

1.3. PROBLEM FORMULATION

How does the use of correct strategies to correct students writing help to improve students' writing skill with students of Tercer Año de Educacion Basica "A" at Escuela de Educacion Basica Fiscal "Dr. Leonidas Garcia O." in Riobamba City, Chimborazo Province, during the academic period 2017-2018?

1.4 GUIDING QUESTIONS

- How is the process of correct students' mistakes carried out in the class?
- How does the teacher correct students' writing mistakes?
- Are students able to correct their mistakes by themselves?
- Which are the advantages of the use of correct strategies to correct students' writing mistakes?

AREA OF STUDY	QUESTIONS		OBJECTIVES	
	GENERAL	GUIDING	GENERAL	SPECIFIC
Methodology And Linguistics	How does teacher apply corrective feedback to enhance students' writing?	Which are the strategies used by the teacher to help students improve their writing skill?	To analyze the corrective feedback provided by the teacher in students' writing in students of third class, "A" at Escuela de Educación Básica Fiscal" Dr. Leonidas García O.", in Riobamba city, Chimborazo province, during de academic year 2018-2019	To analyze the importance of corrective feedback in the teaching and learning process of English.
		What is the correct strategy to correct students' writing and encourage them to improve?		To describe the strategies used by the English teacher at the moment to correct students' writing.

Done by: Johana Sagñay

1.5. OBJECTIVES

1.5.1. GENERAL OBJECTIVE

To analyze the corrective feedback provided by the teacher in students' writing in students of third class, class "A" at Escuela de Educación General Básica "Dr. Leonidas García O.", in Riobamba city, Chimborazo province, during de academic year 2018-2019.

1.5.2. SPECIFIC OBJECTIVES

- To examine the importance of corrective feedback in the teaching and learning process of English.
- To describe the strategies used by the teacher to correct students' writing.

1.6. JUSTIFICATION

The international company specialized in EFL education —Education First¹ carried out a study named "Index of English Level" (2017), which showed that Ecuador is ranked 55 out of 80 countries with a score of 49.42 out of 100. This report evidenced that Ecuador is positioned in the group of countries in which there is a low level of English proficiency (Education First, 2017). In addition to the Plan para el fortalecimiento del idioma inglés, proposed by the Ministerio de Educación del Ecuador in 2016, which seeks students to develop their personal, social and intellectual skills, as an attachment to the learning of the English language, in all the academic cycles and a competitiveness-oriented future that now the use of English represents.

The research is relevant since today English language has become a necessity as consequence of globalization. The most current and reliable information is uploaded on Internet in English language therefore, for getting it, students and professionals need to know English. Besides, it has become a requirement to obtain a good and well paid job in any field.

From the academic aspect, this investigation is important because it helps to determine the effectiveness of the use of correct strategies to correct students' writing and it must be considered as an important part of teaching and learning process, which is also a very important productive skill in students development at Tercer año de Educación General Básica class "A"

In addition, the research allows the teacher to develop students' communicative skill through writing to help them improve their accuracy and express their feelings, thoughts and desires.

Also, the research is helpful for English teachers because they need to use the strategy or strategies to correct students' writing to develop and improving their accuracy. It benefits the researcher to know the correct application of corrective feedback strategies in order to satisfy the students' necessities.

The research is a goal at Universidad Nacional de Chimborazo, Escuela de Educación General Básica "Dr. Leonidas Garcia O" because it will help to know how to apply strategies to correct students' writing to develop and improve students' accuracy.

CHAPTER II

2. THEORETICAL FRAMEWORK

2.1. BACKGROUND INVESTIGATIONS REGARDING TO THE PROBLEM TO BE INVESTIGATED

After reviewing the information in the D-space Virtual Repository, it has been verified that there is an investigation that has similar characteristics to the present research, it has the following title:

“FEEDBACK AS A METHODOLOGICAL STRATEGY TO IMPROVE THE EDUCATIONAL TEACHING PROCESS IN SECOND-SCHOOL STUDENTS IN THE ALFREDO PEREZ GUERRERO EDUCATIONAL UNIT, CANTÓN GUANO, IN THE PROVINCE OF CHIMBORAZO DURING THE 2014-2015 SCHOOL YEAR” Conducted by Digna Verónica Narvaez Guapulema in 2016.

The topic to be investigated is similar because both talk about the importance of feedback in the teaching and learning process of English, but this research will be focused on corrective feedback in students’ writing

2.2. THEORETICAL FOUNDATION/BASIS

2.2.1. Written Corrective Feedback

Written Corrective Feedback (WCF), which is also called error correction or grammar correction, refers to the “correction of grammatical errors for the purpose of improving a student’s ability to write accurately”. WCF has been regarded as a normal way of improving students’ writing accuracy and a necessary part of the writing curriculum. It is originated from the field of Second Language Acquisition (SLA). Before 1960, language experts who believe in the Contrastive Analysis Hypothesis claim that learners make errors in the second language because they are affected by their first language. In other words, their errors can be avoided if they realize the differences between the two languages. Error correction is needed for this reason. Also, the audiolingual approach encourages the teaching of a second language by memorizing dialogues, studying all the grammatical rules, and avoiding making errors. Even first language (L1) students would make a lot of errors during their first language acquisition. Therefore, students’ errors were just a natural part of their language learning process. It means that teachers should tolerate some of students’ errors and they should become more confident in expressing themselves using the second language. Also,

errors are just as a signal which shows students' progress in the language learning process (Truscott, 1996).

Writing skills: Writing is a form of communication that allows students to put their feelings and ideas on paper, to organize their knowledge and beliefs into convincing arguments, and to convey meaning through well-constructed text. As children learn the steps of writing, and as they build new skills, writing evolves from the first simple sentences to elaborate stories and essays. Spelling, vocabulary, grammar, and organization come together and grow together to help students demonstrate more advanced writing skills each year (Aupperlee, 2016).

2.2.2. Feedback: Feedback is an essential element of the learning process, it allows students to reflect on their learning; clarifies areas where students can improve; and provides students the opportunity to self-assess their skills and capabilities. It can be provided individually or to groups, not only by academic staff but by self-assessment, fellow students and Personal and Academic Support Tutors (Sheffield, 2018).

2.2.3. Errors: Errors are evidence of learner development and are made for a variety of reasons. We have to deal with on a regular basis. To do this effectively, it helps to have a clear understanding of why errors might be made and what can be done with them (Pinard, 2013).

If a learner makes a *slip*, they have the requisite knowledge, e.g. that in the third person present simple, we add –s or –es, but do not produce the item correctly. In this case, they are likely to be able to self-correct quickly. Errors can also provide evidence of learners' systems – if a learner produces the same error consistently, it is systematic. Learners may also make *attempts* to say something that they have not learnt how to say, and not quite manage. This provides information about what they are ready for – what they can do and what gaps there are in their knowledge (Pinard, 2013).

From the teacher's point of view, some errors are *covert* i.e. learners produce something correct but it wasn't what they wanted to say and this isn't obvious to the teacher, while some are *overt*, i.e. obvious.

Errors can be caused by incorrect L1 transfer. However, it is worth remembering that transfer can often also be positive. Errors can also be intra-lingual, developmental and systematic.

These refer to learners' current awareness of the language and can be a result of over-generalisation or incomplete application of rules. They could also be a result of mis-teaching, where there is lack of clarity, or over-teaching, where some language feature, e.g. -ing, gets stuck in students' head! (Pinard, 2013).

2.2.4. A breakdown of different types of errors:

Lexical

- Incorrect selection of a word/phrase
- Inventing a word/phrase
- Transferring words/phrases from L1 incorrectly
- Distortions of words e.g. kitchen v chicken

Grammatical

- Covert: a correct form but not the intended form
- Morphological (but this can be a pronunciation error rather than a grammatical error e.g. not pronouncing the final 's' rather than not using plural)
- Syntax

Spelling. - English spelling is irregular and even many native-speaker adults have difficulties with it. Spelling mistakes do not usually prevent the reader from understanding what the writer is trying to say, but they can create a negative impression (School, 2017).

Punctuation. - ESL students need to learn certain aspects of the English punctuation system, such as the way to punctuate direct speech. In general, however, the most *serious* of punctuation mistakes are made not only by ESL students, but by native speakers too. Punctuation mistakes can often be spotted if the student reads the writing aloud. If a natural pause in the reading does not correspond with, say, a comma or a full-stop in the written text, then it is likely that the punctuation is faulty (School, 2017).

2.2.5. One way of dealing with errors:

Ask for self-correction: The best way to correct mistakes is to have students correct themselves. Ideally a student will realize a mistake has been made and fix it automatically but that is not always the case. If a student answers a question incorrectly you can gently prompt them to revisit their answer. One way to do this is to repeat what the student said placing emphasis on the incorrect portion (Arntsen, 2018).

Ask the rest of the class to try and help: this engages all learners in what started as a one-to-one interaction and maximizes on the different developmental stages and sub-levels that are present within a single class (Pinard, 2013).

If nobody can help: either give up and provide the answer or give prompts that may help learners to reach the answer. (*Worth remembering that you can't elicit what learners don't know and considering whether the benefits of laboring over a particular error balance out the amount of time spent.*) (Pinard, 2013).

If somebody can help: Ask them to repeat their correct form. Get everyone to say the correct form. Then ask the learner who originally made the error to repeat the correct utterance – this reinstates the class as it was, but with the correct form. (*Very often, there is no need for a “teacher model”, except for pronunciation – and even with pronunciation, learners will often repeat better from a learner model.*) (Pinard, 2013).

It is important to show awareness of errors: If you are not correcting errors, it is important to be explicit about *why* you are not correcting errors. This might relate to the focus of the lesson phase (i.e. you might be focusing on fluency development and so may be less worried about accuracy at that point) or your plan (i.e. you might plan to do a delayed error correction feedback phase after an activity rather than correct during the activity). However, it is also very important to respond to *what* learners say, not only focus on *how* they are saying (Pinard, 2013).

2.2.6. DIRECT CORRECTIVE FEEDBACK

In this kind of feedback, the teacher gives the exact form. Ferris (2007) says this could take different forms, from omitting a word to writing the correct form for the erroneous one. Ellis [2009] believes that direct CF has the advantage of telling the learners directly the wrong from the right.

2.2.7. INDIRECT CORRECTIVE FEEDBACK

In indirect CF, the learners' errors are indirectly taken care of. The teacher may underline the inaccurate grammatical structure in the learners' written work. This kind of correction could take any of two forms; that is, either the teacher underlines the error or marks the line which contains the error without pointing the exact location of the error. Ferris and Roberts

(2001) claim that the processing of the corrective feedback is much more demanding than the direct CF and this is what they consider as an advantage. This advantage is because learners spend some time reflecting on the corrected linguistic form.

2.2.9. METALINGUISTIC CORRECTIVE FEEDBACK

When the teacher explicitly comment on the errors the learners make, the teacher is using metalinguistic CF. In this kind of feedback the teacher does not directly correct the inaccurate forms but rather through different coding techniques attracts the learners' attention to the problematic area. Ellis (2009) says: By far the most common is the use of error codes. These consist of abbreviated labels for different kinds of errors. The labels can be placed over the location of the error in the text or in the margin. In the latter case, the exact location of the error may or may not be shown. In the former, the learner has to work out the correction needed from the clue provided while in the latter the learner needs to first locate the error and then work out the correction.

2.2.10. FOCUSED VERSUS UNFOCUSED CORRECTIVE FEEDBACK

When the teachers correct whatever inaccurate forms he discovers in a learner's written work, it is being used the unfocused CF. Conversely, if he chooses to work on certain types of errors rather than all, then it is being used the focused type of CF. (Ellis 2009) holds that because the range of the errors is too vast in unfocused CF, learners find it more difficult to process the errors. As regards this downside, the focused CF seems to be more effective.

2.2.11. REFORMULATION

The final type of feedback is reformulation which is similar to the use of concordances because it aims at giving the learners a resource that they can use to correct their errors but place the responsibility for the final decision about whether and how to correct on the learners themselves. One way to do so is to locate the problematic area and then provide a teacher feedback by reconstructing the whole phrase, rephrasing it or even changing the whole sentence. In reformulation, the whole idea is preserved (Ellis 2009).

2.3. BASIC TERMS DEFINITIONS

Feedback: Feedback is an essential element of the learning process. In its many forms, feedback allows students to reflect on their learning; clarifies areas where students can improve (Sheffield, 2018).

Mistakes: A "mistake" occurs when the person fails to utilize a known system correctly. In other words, a native language speaker, who knows the rules, makes an incorrect statement, such as incorrect grammar (Richard, 2015).

Errors: Errors are part of the learner's lack of understanding, and the learner does not generally consider them as errors. Errors cannot be self-corrected, because the learner does not know or recognize the problem (Richard, 2015).

Strategy: Lawton defines teaching strategy as a generalized plan for a lesson(s) which includes structure desired learner behavior in terms of goals of instructions and an outline of planned tactics necessary to implement the strategy (Farooq, 2013).

Error correction: The danger of over-correcting is that students will lose motivation and you may even destroy the flow of the class or the activity by butting in and correcting every single mistake. The other extreme is to let the conversation flow and not to correct any mistakes. There are times when this is appropriate but most students do want to have some of their mistakes corrected as it gives them a basis for improvement (Budden, 2017).

Corrective feedback: It is a frequent practice in the field of education and in learning generally. It typically involves a student receiving either formal or informal feedback on his or her performance on various tasks by a teacher or peer(s) (Amato, 2018).

CHAPTER III

METHODOLOGICAL FRAMEWORK

3.1. TYPE OF RESEARCH

Qualitative:

The qualitative method will be used to develop this research, because of the interpretation of the results will be based on the observation of the natural attitudes of the teacher and students. The information will be gathered through the observations and will be contrasted with the theoretical foundation lest to know if the strategies used to correct students' writing are being currently and appropriately applied in the students at Escuela de Educación General Básica "Dr. Leonidas Garcia" in Third Class "A".

3.2. LEVEL OF RESEARCH

Exploratory

The research by the level of knowledge will be an exploratory scope due to it provides insights where a small amount of information exists with the purpose to know the nature of the problem. It will be helpful to get a better understanding of the problem and the data collection through an observation sheet, which contains statements based on theoretical foundation to determine the effectiveness of the correct use of strategies to correct students for improving writing skill in the students at Escuela de Educación General Básica "Dr. Leonidas Garcia" in Third Class "A".

This information will be interpreted to define the problem and possible solutions that would help the teacher and students in Second Language Acquisition.

3.3. METHOD OF RESEARCH

Ethnographic method

It is considered to be the most appropriate method for developing this kind of studies; because it permits to analyze the problematic in the place that occurs. This research states that this method is the best one to know what is currently happening in this educational context to better propose a possible solution to the same.

3.4. POPULATION AND SAMPLE

The population or universe will be integrated as follows:

POPULATION	MEN	WOMEN	TOTAL
STUDENTS	12	18	30
TEACHER	0	1	1
TOTAL	12	19	31

Done by Johana Sagñay

3.5. TECHNIQUES AND INSTRUMENTS FOR DATA COLLECTION

Techniques: The data will be obtained using the observation technique.

Instruments: The observation sheet will be applied in this research, which will include indicators for gathering information about the problem

3.6. PROCEDURE

First, it was necessary to identify what was the problem in the institution, in my pre-professional practices it was evident that the teacher did not correct students writing correctly in the students of the 3th year of Basic Education Class "A" because the teacher most of the time only crossed out the mistake and did not give the students the adequate feedback to make them internalize the correct way of writing and improve their writing skill, the teacher did not consider the different ways of correcting students' mistakes.

The previous information and researches about the problem in different contexts were essential, investigate theoretical information related with methodological strategies that were helpful when the observation took place in the institution. And also this important information helped to develop the observation sheet that was an essential part in this research.

The observation sheet guide was developed based on the theoretical information and researches previously read, and it was applied to the population established in this research.

First, the information was collected through the observation of English classes, while the teacher developed a class in an ordinary day to get significant and relevant information about how the teacher corrected students' mistakes and how the teacher provided feedback to students in order to make the students improve their writing skills. After the instrument was applied and accomplished, at the end, all the information collected was analyzed in a critical

way to continue with the description of the obtained results. Finally, the results were analyzed and interpreted by using as a base the theoretical framework of the study to write the conclusions and recommendations.

3.7. WORK FIELD

For carrying out the investigation, it was primary necessary to ask for the principal in the institution who provided the authorization and support to apply the investigation instrument into the classroom and show their willingness to contribute with the main purpose of this research. The necessary support was provided by every one of the members at Escuela de Educación General Básica “Dr. Leonidas García O” in order to reach the necessary success during this study.

Through the non-participant observation, the researcher limited herself to be a passive observer and data collector, without participating in the teacher’s activities along the English classes. Meanwhile the teacher and students were developing their activities as their normal routine, it was useful for the researcher to apply ethnographic research method to observe the human behavior or in this case the English class as it is, without the pressure of being observed.

Other facts such as: kind of school, number of students, place they come from, number of teachers, and professional background and profile were considered in order to have a wide background of the place of research.

CHAPTER IV

4. ANALYSIS AND INTERPRETATION OF RESULTS

OBJECTIVES	ITEMS	ANALYSIS AND INTERPRETATION OF THE GATHERED RESULTS	CONTRAST WITH THEORY
<p>To examine the importance of corrective feedback in the teaching and learning process of English.</p>	<p>How often does the teacher use direct corrective feedback to correct students writing mistakes?</p>	<p>Focused on correcting writing mistakes and how the teacher provides feedback to overcome those mistakes, it was necessary to take into account two situations in which the teacher correct students writing performance.</p> <p>First, when students participated in class and wrote something in the board, the teacher corrected students' mistakes directly, the teacher re-wrote the incorrect written word or structure only sometimes gave the students the opportunity to correct the mistakes by themselves.</p> <p>Second, when students develop any task in their book or notebook and the teacher</p>	<p>In this kind of feedback, the teacher gives the exact form. (Ferris, 2007) says this could take different forms, from omitting a word to writing the correct form for the erroneous one. (Ellis, 2009) believes that direct CF has the advantage of telling the learners directly the wrong from the right.</p>

		because of the time and the number of students only cross out the mistake and don't provide feedback to them.	
	How often does the teacher use indirect corrective feedback to correct students writing mistakes?	<p>Most of the time the teacher focused her class on finishing the tasks in the book or the activities planned, but did not take time to make the students reflect on the mistakes committed.</p> <p>It could be observed during the classes, the teacher only used indirect corrective feedback sometimes and only when the students participate writing something on the board but never in the students writing performance in any homework or task.</p>	<p>In indirect CF, the learners' errors are indirectly taken care of. The teacher may underline the inaccurate grammatical structure in the learners' written work. This kind of correction could take any of two forms; that is, either the teacher underlines the error or marks the line which contains the error without pointing the exact location of the error. (Ferris and Roberts,2001) claim that the processing of the corrective feedback is a lot more demanding than the direct CF and this is what they consider as an advantage. This advantage is because learners</p>

			spend some time reflecting on the corrected linguistic form.
	How often does the teacher use metalinguistic corrective feedback to correct students writing mistakes?	<p>In this method, the teacher has to write some clues to give the students the opportunity to reflect in the mistake committed but first they have to place the mistake because also in this method the teacher do not have to give the exact place where the mistake is placed.</p> <p>During the observation the teacher never used this method in the teaching and learning process.</p>	<p>When the teacher explicitly comment on the errors the learners make, the teacher is using metalinguistic CF. In this kind of feedback the teacher does not directly correct the inaccurate forms but rather through different coding techniques attracts the learners' attention to the problematic area. (Ellis,2009) says: By far the most common is the use of error codes, These consist of abbreviated labels for different kinds of errors. The labels can be placed over the location of the error in the text or in the margin. In the latter case, the exact location of the error may or may</p>

			<p>not be shown. In the former, the learner has to work out the correction needed from the clue provided while in the latter the learner needs to first locate the error and then work out the correction.</p>			
	<p>How often does the teacher use focused corrective feedback to correct students writing mistakes?</p>	<p>At the beginning of the class after reviewing the students' homework the teacher gave the students feedback from the most mistakes committed by the class in their homework.</p> <p>For example the students had to describe their likes and dislikes but the majority of them did not take into account the rule: in the third person we add 'S'</p> <table border="1" data-bbox="958 1129 1509 1256"> <tr> <td data-bbox="958 1129 1137 1256">Subject</td> <td data-bbox="1137 1129 1317 1256">Verb</td> <td data-bbox="1317 1129 1509 1256">Compl.</td> </tr> </table>	Subject	Verb	Compl.	<p>If the teacher chooses to work on certain types of errors rather than all, then he is using the focused type of CF (Ellis, 2009).</p>
Subject	Verb	Compl.				

		<table border="1"> <tr> <td data-bbox="954 236 1155 352">I / you / we / they</td> <td data-bbox="1155 236 1323 352">speak / learn</td> <td data-bbox="1323 236 1514 352">English at home</td> </tr> <tr> <td data-bbox="954 352 1155 475">he / she / it</td> <td data-bbox="1155 352 1323 475">speaks / learns</td> <td data-bbox="1323 352 1514 475">English at home</td> </tr> <tr> <td data-bbox="954 475 1155 536"></td> <td data-bbox="1155 475 1323 536"></td> <td data-bbox="1323 475 1514 536"></td> </tr> </table>	I / you / we / they	speak / learn	English at home	he / she / it	speaks / learns	English at home				
I / you / we / they	speak / learn	English at home										
he / she / it	speaks / learns	English at home										
	<p>How often does the teacher use unfocused corrective feedback to correct students writing mistakes?</p>	<p>The class hour lasts 40 minutes, and there are 30 students, that's why the teacher did not use this method to correct students' mistakes, It was evidenced that students committed some spelling and punctuations mistakes but in different words and the teacher did not correct them and focused her attention to correct the most common mistakes.</p>	<p>When the teachers correct whatever inaccurate forms he/she discovers in a learner's written work, he is using the unfocused CF (Ellis, 2009)</p>									

	<p>How often does the teacher use reformulation to correct students writing mistakes?</p>	<p>This correction method was not used by the teacher, this method allows the student to think and reflect in the mistake committed but in the class it was evident the teacher did not use reformulation in order to provide an adequate feedback and make the students internalize the correct ways of writing.</p>	<p>Reformulation is similar to the use of concordances because it aims at giving the learners a resource that they can use to correct their errors but places the responsibility for the final decision about whether and how to correct on the learners themselves. One way to do so is to locate the problematic area and then provide a teacher feedback by reconstructing the whole phrase, rephrasing it or even changing the whole sentence. In reformulation, the whole idea is preserved (Ellis, 2009).</p>
	<p>How often does the teacher correct students mistakes focused on spelling mistakes?</p>	<p>Spelling mistakes are very frequent in students writing performance and the main reason is because when the students do not know the correct way how to write a word, they write like they pronounce it, the</p>	<p>English spelling is irregular and even many native-speaker adults have difficulties with it. Spelling mistakes do not usually prevent the reader from understanding what</p>

		<p>teacher only crossed out or circle the mistake without providing the adequate feedback to make the students reflect on the mistakes committed and internalize the correct way of writing. While the students were developing the task, the teacher was monitoring and observing what the students write, and when the teacher saw the same spelling mistake in some students she went to the board and gave an explanation to make them realize what and where the mistake is and correct it.</p>	<p>the writer is trying to say, but they can create a negative impression (School, 2017).</p>
	<p>How often does the teacher correct students mistakes focused on punctuation mistakes?</p>	<p>While the students were developing the writing task, the teacher was monitoring them and in the classes observed it was evident that teacher focused her attention in grammar mistakes and rarely on punctuation mistakes, but when the teacher corrected the punctuation mistakes it was only related with questions. For example:</p>	<p>ESL students need to learn certain aspects of the English punctuation system, such as the way to punctuate direct speech. In general, however, the most serious of punctuation mistakes are made not only by ESL students, but by native speakers</p>

		<p>When the students were practicing yes/no questions and write</p> <p style="padding-left: 40px;">Are you happy.</p> <p>The teacher gave a direct corrective feedback by telling that the question mark is missing.</p> <p>When a comma or period was missing the teacher did not correct these kinds of mistakes.</p>	<p>too. Punctuation mistakes can often be spotted if the student reads the writing aloud. If a natural pause in the reading does not correspond with, say, a comma or a full-stop in the written text, then it is likely that the punctuation is faulty (School, 2017).</p>
	<p>How often does the teacher correct students mistakes focused on grammar mistakes?</p>	<p>The research has been developed in 3rd año de Educación General Básica with children from 7 to 8 years, they are starting to learn English language structures, they know only the basic grammatical structures and it was evident that the teacher focused her attention in grammatical mistakes, but it does not matter how many times the teacher repeats the correct grammar structure, the teacher always provided feedback in the same way, the teacher did not use pictures</p>	<ul style="list-style-type: none"> • Covert: a correct form but not the intended form • Morphological (but this can be a pronunciation error rather than a grammatical error e.g. not pronouncing the final ‘s’ rather than not using plural) • Syntax (Pinard, 2013).

		or another technique that make the students internalize the new knowledge.	
To describe the strategies used by the teacher to correct students' writing	The teacher gives the opportunity to correct the mistake by themselves	While the activity was developed, students tried to do exactly what the teacher said, without taking into account their preferences, likes or dislikes, they were developing the activity mechanically and if they commit any mistake they were not able to overcome it by themselves, the students only waited for the teacher to correct the mistake. The majority of time in class the students behaved passively.	The best way to correct mistakes is to have students correcting themselves. Ideally a student will realize a mistake has been made and fix it automatically but that is not always the case. If a student answers a question incorrectly, the teacher can gently prompt them to revisit their answer. One of the ways to do this is to repeat what the student said placing emphasis on the incorrect portion, for instance " <i>I have play baseball.</i> " and saying it in a questioning way (Arntsen, 2018).
	The teacher gives the opportunity to correct the mistake by a classmate.	When any mistake was committed sometimes the teacher said the word aloud to give the opportunity to other student to	Ask the rest of the class to try and help: this engages all learners in what started as a one-to-one

		<p>correct it, however the children were afraid of fail the answer and did not participate in class to try to correct the mistake or they only ignored the question made by the teacher and continued working in their tasks.</p>	<p>interaction and maximizes on the different developmental stages and sub-levels that are present within a single class (Pinard, 2013).</p>
	<p>The students participate actively to try to correct the mistake.</p>	<p>The majority of students felt bored in English classes. Their expressions and behavior showed a total lack of interest for improving their writing skill, at the moment to participate and try to correct students mistakes they did not feel motivated to do that, they only waited for the teacher correction, and the students are passive only listing and doing what the teacher said.</p>	<p>The students further articulated five ways that participation enhances learning. To summarize, participation:</p> <ul style="list-style-type: none"> -increases engagement; -helps students retain and remember information; -confirms what they have already learned; -provides clarification of prior learning

			(Elise J. Dallimore, 2017).
	The teacher provides clear instructions before starting students writing production.	The activities proposed in the book were clearly explained by the teacher, but the teacher explained the instructions in Spanish so it made the students lose the motivation and willingness to talk in English, the teacher gave the instruction in Spanish so when the students had a doubt also they asked the teacher in Spanish, the activity was well understood and the students work mechanically in their tasks.	Instruction-giving has a direct effect on learning; a lesson or activity becomes chaotic and fails when students do not understand what they are supposed to do. Nonetheless, good instruction-giving is a challenge for both native and nonnative language teachers, as well as for both seasoned and novice teachers (Sowell, 2017)

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Source: Gathered information from the theoretical framework

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

5.1. CONCLUSIONS

- The strategies used by the teacher to correct students writing in the class were generally the same, the teacher only used direct corrective feedback, it caused a lack of interest and willingness to learn and practice the English language.
- The teacher did not give the students the opportunity to reflect in their writing performance and the process of correcting feedback is mechanic.
- The students are not capable to correct the mistakes by themselves, they did not any effort to try to correct their mistakes before teacher correction, so they do not internalize the correct way of writing.

5.2. RECOMMENDATIONS

- The teacher should be a guide for the students and it could be possible if he/she applies another strategies to correct students mistakes taking into account how and when provides corrective feedback.
- The best way to internalize the new knowledge is to put in practice what the students have learned and make them reflect in their writing development that is why the teacher should be more patient and give the students the opportunity to correct the mistakes by themselves.
- It is recommended to enhance the practice opportunities to make the students more active in the English teaching and learning process, also manage an environment when the students are not afraid to be corrected and express their thoughts or feelings.

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5.5. ANNEXES



ANNEX 1: Observation Sheet (Researchers' instrument)



UNIVERSIDAD NACIONAL DE CHIMBORAZO

FACULTAD DE CIENCIAS DE LA EDUCACIÓN HUMANAS Y
TECNOLOGÍAS

LANGUAGE CAREER

INVESTIGATION PROJECT

“ANALYSIS OF CORRECTIVE FEEDBACK PROVIDED BY THE TEACHER IN THE TEACHING LEARNING PROCESS OF ENGLISH IN STUDENTS’ WRITING SKILL, WITH THE STUDENTS OF TERCER AÑO OF EDUCACIÓN GENERAL BÁSICA “A” AT ESCUELA DE EDUCACION BASICA FISCAL “DR. LEONIDAS GARCIA O.”, IN RIOBAMBA CITY, CHIMBORAZO PROVINCE, DURING THE ACADEMIC YEAR 2018-2019”

Objective: To analyze the corrective feedback provided by the teacher in students’ writing in students of third class, class "A" at Escuela de Educación Básica Fiscal” Dr. Leonidas García O.", in Riobamba city, Chimborazo province, during de academic term 2018-2019.

Author: Johana Sagñay.

N°	Statements	Usually	Some-times	Hardly ever
	How often does the teacher use these methods to correct students writing mistakes?			
1	• Direct corrective feedback			
2	• Indirect corrective feedback			
3	• Metalinguistic corrective feedback			
4	• Focused corrective feedback			
5	• Unfocused corrective feedback			
6	• Reformulation			
	How often does the teacher correct students mistakes focused on:			
7	• Punctuation			

8	<ul style="list-style-type: none"> • Spelling of the word 			
9	<ul style="list-style-type: none"> • Grammar structure 			
10	The teacher gives the opportunity to correct the mistake by themselves			
11	The teacher gives the opportunity to correct the mistake by a classmate.			
12	The students participate actively to try to correct the mistake.			
13	The teacher provides clear instructions before starting students writing production.			

Done by: Johana Sagñay.