UNIVERSIDAD NACIONAL DE CHIMBORAZO
FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS.
CARRERA DE IDIOMAS.

Work presented as requirement for obtaining the Bachelor's Degree as

"LICENCIADO EN CIENCIAS DE LA EDUCACIÓN, PROFESOR DE IDIOMAS INGLÉS".

PROFILE

TITLE OF THE RESEARCH WORK.

"Analysis of direct feedback to improve students writing in first semester of Management Transport career at ESPOCH in Riobamba city, Chimborazo province, during the academic year "May 2020– October 2020"

AUTHOR:

Criollo Maroto Jorge Luis.

THESIS' TUTOR:

MsC. Edgar Eduardo Heredia Arboleda.

Riobamba, Ecuador. 2021

CERTIFICATE OF THESIS TUTOR

MsC. Edgar Eduardo Heredia Arboleda, professor of Facultad de Ciencias de la Educación, Humanas y Tecnologías at Universidad Nacional de Chimborazo, in my capacity of thesis director of this research work presented by Jorge Luis Criollo Maroto, prior to obtain the degree of "Licenciatura en Ciencias de la Educación, professor de Idiomas Inglés" whose theme is:

"ANALYSIS OF DIRECT FEEDBACK TO IMPROVE STUDENTS WRITING IN FIRST SEMESTER OF MANAGEMENT TRANSPORT CAREER AT ESPOCH IN RIOBAMBA CITY, CHIMBORAZO PROVINCE, DURING THE ACADEMIC YEAR "MAY 2020– OCTOBER 2020"

Certify that this research project has been completed to 100%. It fulfilled with all established parameters and has enough merit to be subjected to the public presentation and the evaluation by the respective tribunal.

I certify this research work in honor of truth.

Riobamba, 9 de Septiembre del 2021.

_____

MsC. Edgar Eduardo Heredia Arboleda.

C.I. 0603718818

UNIVERSIDAD NACIONAL DE CHIMBORAZO.
FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS.
LANGUAGES CAREER.

COMMITTEE MEMBERS CERTIFICATE.

TITLE OF RESEARCH WORK: **"ANALYSIS OF DIRECT FEEDBACK TO IMPROVE STUDENTS WRITING IN FIRST SEMESTER OF MANAGEMENT TRANSPORT CAREER AT ESPOCH IN RIOBAMBA CITY, CHIMBORAZO PROVINCE, DURING THE ACADEMIC YEAR "MAY 2020– OCTOBER 2020"**

Work presented as requirement for obtaining the Bachelor´s degree of "Licenciatura en Ciencias de la Educación, professor de Idiomas Inglés" It has been approved by the committee members at Universidad Nacional de Chimborazo. In constancy with all exposed sign.

Msc. Monica Cadena.

COMMITTEE PRESIDENT

Msc. Adriana Lara.

COMMITTEE MEMBER

PhD. María Dolores Avalos.

COMMITTEE MEMBER

MsC. Eduardo Heredia Arboleda.

TUTOR

CERTIFICACIÓN

Que: **Criollo Maroto Jorge Luis** con CC: **0603796871** estudiante de la carrera de **IDIOMAS,** Facultad de Ciencias de la Educación; ha trabajado bajo mi tutoría el trabajo de investigación titulado **"ANALYSIS OF DIRECT FEEDBACK TO IMPROVE STUDENTS WRITING IN FIRST SEMESTER OF MANAGEMENT TRANSPORT CAREER AT ESPOCH IN RIOBAMBA CITY, CHIMBORAZO PROVINCE, DURING THE ACADEMIC YEAR "MAY 2020– OCTOBER 2020"** que corresponde al dominio científico **Desarrollo socio-económico 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 11% reportado en el sistema Anti plagio **URKUND** porcentaje aceptado de acuerdo a la reglamentación institucional, por consiguiente, autorizó seguir con el proceso.

Riobamba, 9 de Septiembre del 2021.

_____

MsC. Edgar Eduardo Heredia Arboleda.

TUTOR.

DEDICATORY

This research is dedicated to God because he gave me a lot of wisdom and patient for finishing this work, also I dedicate it to my mother for motivating me every day and specially to my father who is in the sky because I believe that he is always guiding my steps, to my siblings for helping me in all aspect of my life. Also to my wife and daughter because they are my inspiration to continue to never give up.

Jorge Criollo.

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I am grateful to the university for giving me the opportunity to train as a professional with the best teachers and especially to my tutor Msc. Eduardo Heredia for guiding and sharing his knowledge in order to complete this research.

Jorge Criollo.

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RESUMEN

En esta investigación se analizó la retroalimentación directa para mejorar la estructura gramatical de la escritura en los estudiantes del Primer Semestre de la Carrera de Gestión de Transportes de la ESPOCH en el año lectivo 2020 – 2012, porque los estudiantes presentaron un bajo nivel de la destreza. Este análisis tuvo como objetivos reconocer cómo el professor utiliza la retroalimentación directa durante la clase para mejorar la habilidad de escritura de los estudiantes, identificar las ventajas y desventajas del uso de la retroalimentación directa y describir el proceso de retroalimentación directa aplicado para desarrollar habilidades de escritura. Para alcanzar este objetivo, se utilizó el método etnográfico y la técnica de observación, las cuales permitieron observar la problemática en el lugar de los hechos. El instrumento usado fue una hoja de observación la cual fue aplicada en la población de treinta y siete estudiantes. El estudio pertenece al enfoque cualitativo porque ayuda a la recolección de datos para realizar este proyecto y un nivel de exploración porque los datos recopilados son suficientes para llevar acabo el estudio de la investigación. Los principales resultados mostraron que la falta de aplicación de la retroalimentación directa afecta al desarrollo de destreza de la escritura de los estudiantes. Se establece como conclusión principal que dentro de la retroalimentación directa existen factores como error correction, error indication, reformulation, and codes, permiten mejorar la escritura gramatical de los estudiantes y la manera cómo el profesor aplica la retroalimentación directa, esto beneficia a los estudiantes en el proceso de enseñanza – aprendizaje.

Palabras Claves

Retroalimentación Directa, Corrección, Errores, Escritura, Habilidades.

ABSTRACT

In this research work, direct feedback was analyzed to improve the grammatical structure of writing in the students of the First Semester of the Transport Management Career at ESPOCH in the academic year 2020 - 2021, because the students presented a low level of writing. This analysis had as objectives to recognize how the teacher uses direct feedback during class to improve students' writing skills, identify the advantages and disadvantages of direct feedback usage, and describe the direct feedback process applied to develop writing skills. To achieve this objective, the ethnographic method and the observation technique were used, which allowed us to observe the problem. An observation sheet and a survey were the instruments used in which were applied to the population of thirty-seven students. The study belongs to the qualitative approach because it helps to collect data to carry out this project, and an exploratory level because the data collected is enough to carry out the research study. The main results showed that the lack of application of direct feedback affects the development of students' writing skills. The main conclusion is that within direct feedback there are factors such as error correction, error indication, reformulation, and codes, they allow to improve the grammatical writing of students and the way the teacher applies direct feedback, this benefits students in the teaching-learning process.

Keywords.

Direct Feedback, Correction, Errors, Writing, Skills.

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CHAPTER I
REFERENTIAL FRAMEWORK

1. INTRODUCTION

Nowadays, learning English as a foreign language is relevant for communicating with people who speak other language, it allows learners the acquisition of new knowledge and develop of new abilities like understanding and communicating new ideas in different contexts when they are in the learning process of a second language. In these process learners develop the reading, writing, listening and speaking skills, which support their previous knowledge. Into the four skills of the English language, one of the most difficult skill for developing is writing, it happens by the lack of vocabulary that students have, they use their basic knowledge and they do not have interest to apply other words to write in a better way, but with the teacher help, students are being able to write a full sentence. Another problem is that students write as they pronounce, and it is not used properly. The direct feedback use by the teacher is a necessary tool that allows to the students improve their writing errors, it motivates them and can write freely obtaining a meaningfully knowledge in the second language acquisition process. Through feedback given, learners are expected to be able to focus and concentrate more on what is being learned. Furthermore, it makes learners more aware of their strengths and weaknesses in the learning process. For this reason, this research will allow to know if the direct feedback is correctly being applied for improving writing skills at students of First Semester of Management Transport Career at "Escuela Superior Politécnica de Chimborazo" in Riobamba city, Chimborazo Province, during the academic year May- October 2020.

Direct feedback is a factor that influences the meaningful learning development, this strategy must be appropriated to achieve the objectives set, in this case the teacher must help to correct the learners writing errors using it for decreasing the amount of mistakes made in the classroom and improving their writing. In addition, direct feedback focuses on writing errors, such as; vocabulary, grammar and coherence errors. The teacher helps students to discover their errors in the writing development and also he or she allows them to explore on internet, books or magazines to investigate the correctness of writing to achieve meaningfully knowledge.

In this research, the qualitative method will be used because the information required will be provided by the professor and students. This research will have an exploratory level because it will help the researcher to choose the best way to solve the proposed research problem. In this process

an ethnographic analysis will be necessary due to the relationship that the qualitative method has with direct observation that is very useful at the moment of analyzing people in real environments, which allows the researcher to make a detailed description of what will happen in the class.

This research aims to improve the students writing errors through direct feedback applying so they can write correctly. This research will allow the students to improve their writing level, at the same time the observation sheet will be a necessary instrument that will allow the researcher to know if the direct feedback is applied correctly in his classroom. This research work will be useful for the researcher to become a good English teacher, in addition to letting to know more about how the direct feedback will benefit the students of First Semester of Management Transport Career at "Escuela Superior Politécnica de Chimborazo".

CHAPTER I: The referential framework presents the research problem, problem statement, problem formulation and general and specific objectives of the research.

CHAPTER II: The theoretical framework contains theoretical background regarding the problem to be investigated and theoretical foundation of direct feedback for improving writing skills.

CHAPTER III: The methodological framework contains the design, level, method of research, type of investigation, population and sample, techniques and instruments for collecting data, procedure, schedule, and references.

1.1 RESEARCH PROBLEM.

Problem: Students write as they pronounce and they only use the vocabulary that they know and do not correct their writing in an appropriate way.

1.2 PROBLEM DEFINITION.

English language has become one of the most important languages in the world, it is the second language in almost all countries around the world. Furthermore, learn it is essential

for communicating in our current time. The world needs to dominate English language to communicate with other English speakers. Also, it is important because in most of countries, English is a subject into the educational system, it allows learners to develop different abilities and the writing skill. Therefore, this language has become the access door to the technology, science and it is a universal language in communication between different people, English also has been introduced in the educational field and in the teaching-learning process as a second language.

According to Cronquist & Fiszbein (2017) "Interest in learning, language continues to grow throughout Latin America. The region has made considerable efforts to improve English learning through policies and programs, resulting in more people in the region having access to English language learning" (p. 3). Direct feedback is a strategy that teachers must apply in the classroom with the objective of their students improve the writing skill, for achieving a meaningful learning. This strategy can be used at the beginning, in the middle or at the end of the class based on the different question that students have.

Writing is one of the most difficult skill to acquire when people aim to learn a foreign language. In academic field, it was notice that there are some problems when writing. To overcome the found problem, it is needed the direct feedback usage, monitor and demonstrate mistakes done through texts in which are observed the lack of grammatical rules knowledge.

The majority of students in First Semester of Management Transport Career at Escuela Superior Politécnica de Chimborazo has a low English level in writing skill, it is because they have problems at writing texts. Is needed to apply grammatical rules, spelling, punctuation, linking words and vocabulary for developing an effective writing. But, an overcrowded class does not allow a meaningful learning because the time established for teaching-learning is very limited.

1.3 OBJECTIVES.

1.3.1 GENERAL OBJECTIVE

To analyze the direct feedback usage to improve students writing skills in First Semester of Management Transport Career at ESPOCH in Riobamba city, Chimborazo province, during the academic year "May-October 2020".

1.3.2 SPECIFIC OBJECTIVES.

- To recognize how teacher uses direct feedback during the classes to improve their students' writing skills.
- To identify the advantages and disadvantages of direct feedback usage.
- To describe the direct feedback process applied to develop writing skills.

1.4 JUSTIFICATION

English language is used to develop different activities such as investigation, writing essays, articles or sending emails to bear in mind the hand technology. In this context, writing is a big problem for students because it is so difficult to them interchange writing communication when they interact with other people, also, at the moment to the interaction they can express their ideas developing the speaking skill. At the same time, teachers used different strategies, methods, and techniques that helped their students overcome these problems and they got meaningful learning. In this case, direct feedback was the most common strategy teacher used during class to help their students.

In Ecuador it is mandatory to learn English at all levels of the educational system. Students have some problems developing writing skills, because they do not have enough vocabulary, grammar rules, punctuation and spelling, these are important aspects to develop writing skills in which students need the support of teachers through of direct feedback as strategies to discover errors and correct it to improve student performance.

This research has an important role because it permits the learners to develop writing as a fundamental skill in the English language, it also analyzes to the direct feedback as an strategy that help them to discover their mistakes and improve their writing skills. The students can express their ideas with different words without changing the meaning of the message, it also contributes to the advancement of improvement of writing and it is based on learned.

The instrument used for developing this investigation was an observation sheet, which was created by the researcher, this instrument was elaborated with the theory previous to develop of the investigation, it was done to obtain adequate and necessary information for realizing this work, and analyze the results obtained about the observed class.

The direct beneficiaries of this research are the students at First Semester of the Transportation Management Career at ESPOCH who have weaknesses to develop a good writing, but, direct feedback will help them to be motivated and interested in their learning taking into account it is the best strategy for improving their writing skills and can feel comfortable when they apply this strategy in a written work.

CHAPTER II

THEORETICAL FRAMEWORK.

2. THEORETICAL FOUNDATION BASIS.

2.1. Feedback to improve writing skill.

English language has been considered as a priority learning within our educational environment in order to acquire knowledge in a meaningful way. Also it is divided into two categories, productive and receptive skills. All of these are important to be learned by students because they encountered difficulty to understand grammatical structure in writing. It is supported by Bahsyal (2009) who said that writing is a complex task that requires a kind of components like mastering vocabulary, grammar, and organization of the text. Most students who acquire the English language show little motivation because they consider writing boring and they have focused the knowledge of the second language in their mind.

According to Oxford (2015), writing is a complex and difficult skill to acquire, when the student receives direct feedback by the teacher, they will understand that their knowledge increases and their vocabulary will be extensive to improve communication and writing. In addition, this technique of direct feedback allows the teacher to effectively improve the writing ability. Therefore, this is a great challenge for the teacher in providing the necessary feedback to his students. So that, they develop this skill and produce a better performance in writing class.

Furthermore, in the writing skill of language learners, the important role of feedback has been shown to help students in their learning processes. These studies have revealed that teacher feedback should clearly identify problem areas and allow them to find solutions for themselves. One aspect of a good feedback practice is to help learners clarify their writing performance. (Masruriyatul, Hamiddin, & Febti, 2018, págs. 1,2).

2.1.1 Direct Feedback.

Direct feedback is a strategy applied by the teacher when the student makes mistakes in writing, allowing the information that comes from the acquired knowledge of the second language become in meaningfully knowledge, taking into account the written communication development. Mistakes should not be tolerated and should be avoided all times so that students do not make a bad habit when they correcting writing, vocabulary, and general context. For this reason, when students respond incorrectly, teacher applies direct feedback to improve the result and obtain meaningful learning.

Therefore, this direct strategy allows verify and correct errors at the moment in which students write and highlights the corrective action to improve the adequate response. According to Hossein (2012) "conclude that feedback is effective in helping English learners for improving their writing accuracy". For this reason, direct feedback study shows that it helps student to identify their grammatical errors.

2.1.2 Advantages and Disadvantages of direct feedback.

Advantages.
- Teacher provides a guide for the beginner learner to make a good writing.
- It provides a guide and information about how to correct the errors that they made.
- It is the fastest and easiest feedback for the students to understand and make revision of their writings.

Disadvantages.
- It does not train the students to be an independent learner because, students only copy and retype the comment or ideas.
- It may not contribute to long term learning since the students simply the copy the teacher ideas or correction. Aggrainy (2014)

2.1.3 The process of direct feedback to develop writing skills.

- Teachers should not correct all the mistakes, only in certain areas according students' need such as verbs, articles, prepositions, etc.
- Teachers write the correct form on the board and students correct their own work.
- Teachers make students exchange their books, the most common mistakes should write in the board for the benefit of the whole class.
- In advanced learners it is important to correct mistakes individually through signals as underlining to allow students correct the mistakes by themselves. Torres (2017)

2.1.4 Feedback.

According to Hattie & Timperley (2007), feedback has no effect in a vacuum; to be powerful in its effect, there must be learning context to which feedback is addressed, because it is part of the teaching learning process. Feedback refers to the specific information that teachers provide their students to help their performance in their task and avoid the mistakes in that.

2.1.5 Types of feedback.

Feedback is an important factor during the teaching-learning process because in this part students have the chance to ask some questions, tell ideas and comments to understand the better way the topic of the class. Students can see their mistakes to avoid them the next time. For this reason, there are some types of the feedback based on the learners need. Moser (2020)

Error correction.

Error correction is one of the most common types of feedback that teachers use during the teaching learning process. This is the fastest way to help students to found their mistakes in their tasks to improve their learning. Torres (2017) argues that "Error Correction is a way to provide information to students in order to support their learning. Moreover, students have the opportunity to improve their language through the mistuakes".

Error indication/No correction.

In this type of feedback teacher has different ways to indicate the error in writing task, such as circling, highlighting, and underlining the words or phrases. After that, students must write a second draft without mistakes. Besides, another teacher only indicates the number of error, but not the location, at this moment student can feel nervous and give up in their learning process.

Reformulation.

Refers to the strategy that teacher apply when he/she wants to correct the students' mistakes, it is the better way when learners write a text without change the meaning of the sentences with similar structure to the natives.

Codes.

Refers to different symbols that teacher employ to signal the mistakes that students have in the writing task. Teacher should choose only the necessary symbols and explain their meaning. These symbols must be learned by the students in order to rectify their task.

Self-correction.

Students must have the capacity to correct their mistake effectively. This activity can be used in advance learners where learners know the language at a high level.

Peer feedback.

This is relevant in second language acquisition to improve the performance during the task. Although some students are reluctant to use it, because they do not like that classmates said about some mistakes that they have. Moreover, students have the control over their learning process because their audience is not just the teacher, they have another audience.

Personal Written Statement.

Students need to satisfy the acquiring a foreign language dream. When they have a task with some mistakes or without mistakes, they need support by the teacher with a little

comment that helps them to improve the task. Learners value the teachers' words, through these, they know what aspect they do correctly and what aspect they need to improve. Students should know how to avoid these mistakes and how to improve their performance next time.

2.1.2. WRITING.

2.1.2.1. What is writing?

Writing is one of the most difficult skills to develop in a second language acquisition, because students must organize and produce their ideas. These ideas should understand by other people easily. Writing is the ability to express ideas, feelings, opinions and comments in written way. It is important to carry out activities such as essay, paragraphs, diaries, emails and research project report.

2.1.2.2. Importance of writing.

Writing has a great importance in academic context because it is the principal way to evaluate the students. In addition, due to its active and productive nature, writing in a foreign language is really challenging for the students. Javadi (2018). For this reason, students must know grammatical rules, spelling, punctuation, linking words and vocabulary that they need to develop effective writing.

Nowadays, writing skill is fundamental, because all kind of papers such as research project report, presentations, essay, and reports, need to be written adequately, in academic style, using the words that other people can understand the message clearly. Writing skills help the learner to become independent, comprehensible, fluent and creative in writing, these are important abilities which help learners put their thoughts in a meaningful form and to mentally tackle the message in a proper manner. Ariana, (2010)

2.1.2.3. Writing problems.

There are some points of view that writers must consider to elaborate a paper because they must understand the topic clearly, the ability to control the audience and the reader is important, because the words often do not mean exactly the same thing to him that for the writer.

Motivation.

Is an important factor in learner's performance, it plays a fundamental role in why some students learn? Therefore, teachers need to take this into account that feedback can be a powerful motivator when the learners have some specific objectives. Wahlström (2014). Learners will be encouraged to write when they are motivated and interested because they have numerous opportunities to write base on their interests.

To motivate students there are some tools that teacher can provide them. For instance, setting goals and setting priorities. Clearly goals help the students to improve their performance. Students can decide to do some activities such as, write at least two hundred words daily, revise the draft, and write three paragraphs of a general discussions. An example of priorities can be: checking page proofs and copy editing manuscripts; finish projects with deadlines and revising manuscript to resubmit like a journal. Silvia, (2007).

Lack of vocabulary.

Vocabulary is an essential part of a foreign language. Learners should acquire a great number of words to develop writing skill in an effective way. When students do not know enough number of words they make a mistake, then other people do not understand the correct message, it can turn confused to the reader.

Difficulty to spell the words.

Due to the influence of other languages, the different pronunciations and other historical reasons, the English spelling system has become inconsistent and complex for the students. Novariana, Sumardi & Tarjana (2018).

Daily Quizzes

In the last decade a study about daily quizzes has been developed, it had allowed the students almost always have a potent learning to develop their skills, that helps to learner to remember the learned feedback in class and improve their writing focusing in the quiz responses. Department of Education (2012).

A quiz takes approximately five minutes of time to administer, especially if immediate direct feedback was given. In addition, it was found that the short quizzes were more effective because the student tended to be more motivated to complete them correctly. Teachers sometimes considered the daily quizzes as gimmicks to do formative assessment. Kwan (2011).

Information Gap Activities

One of the most enjoyable technique is the Information gap activity, it can be used to organize teaching English in that learners improve their learning and drill their language skills. For example, when teacher provides the learners table or diagram information in, it motivates and stimulate them to develop writing ability, this is the reason because some learners have difficult to find new ideas. Corbett (2003).

Information gap activity helps students to decrease their anxiety and it permits them feel comfortable into and outside the class because when they practice it, they can express their ideas creating a good language communication, in this case in English. Harmer (2004).

Mini-Lessons.

The moments to teaching are "the mini lessons" for students can practice their writing, developing sentences as exercises, the grammatical errors made by them are useful to develop the discussion, edition and revision, it permits the students have an active participation in class. The teacher focusses in the students' work in few sentences per class to improve the writing skill. Agbesi (2016).

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CHAPTER III

METHODOLOGICAL FRAMEWORK

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3. RESEARCH DESIGN

This research is focused on analyzing the direct feedback to improve writing skill in the First Semester of the Transportation Management career at "ESPOCH" in Riobamba city, Chimborazo province, during the academic year May-October 2020. Questionnaire, observations, and micro ethnographic method will be applied to achieve information.

3.1. TYPE OF RESEARCH

Qualitative

This research is qualitative because it has a natural procedure in the educational field, it was dedicated to the information gathering based on the observation of students' natural behavior in relation to improve writing skill, the start of this research is to analyze the problem that will allow students to interpret and construction their self-meaningful knowledge. This project observed and analyzed the advantages and disadvantages of direct feedback usage, this work helped the students to develop writing skill, and improve their knowledge, it was possible with teacher's help during the classes.

3.2. LEVELS OF RESEARCH

Exploratory research.
The level of this research is exploratory because the data collected support to carry out the proposed research.

3.3. METHODS OF RESEARCH

Micro-Ethnographic method.
Micro-Ethnographic method will be used to gather the information about the direct feedback as a strategy in the development of writing skill at First Semester of the Transportation Management Career at ESPOCH. It is important because to study the problem and compare the students' situation in a specific moment, it helps to the researcher knows the time and place that he/she needs to apply this strategy with the principal aim to get great results.

3.4. POPULATION AND SAMPLE

Population:
Thirty-seven students from First Semester the Transportation Management career at ESPOCH. Due to the small population, it was not necessary to take a sample.

3.5. TECHNIQUES AND INSTRUMENTS FOR COLLECTING DATA

Techniques:
Observation
This research technique will be used to describe how the direct feedback as a strategy helps to improve the writing skill.

Instrument:
Observation guide
It is an instrument that will allow to collect data about the direct feedback usage to improve writing skill. It is based on the specific objectives and the criteria presented in the theoretical framework established in this research. It will be applied in the English class of First Semester of the Transportation Management Career at ESPOCH.

Questionnaire.
It is an instrument that will allow to analyze the collected information of the qualitative research in which it was used a survey with standardized questions about direct feedback usage at First Semester of the Transportation Management Career at ESPOCH.

3.6. PROCEDURE

A preparatory, field work and analytical and informative phase, must be gotten in an observation guide and a questionnaire that will be developed at First Semester of the Management Transport Career at ESPOCH in Riobamba city, Chimborazo province, during the academic year May-October 2020.

Preparatory Phase

To start this phase, the researcher needed to select the study area in which he considered Methodology and Grammar. Based on the need of the replacement work as English teacher, in which observed the grammatical errors that students made in class and the feedback applied by the teacher. The researcher noticed that in the first semester they had trouble correcting their grammatical errors.

After identifying the problem, the researcher started looking for information in papers and scientific articles about direct feedback, it was useful did it because the researcher acquired knowledge about it, helping him to collect some important information to have a clear idea to develop this research.

First, the researcher researched the whole institution "ESPOCH" for determining the problem definition at macro level, the data collected was get through interview in the secretary. Second, the researcher research about the students of first semester of Management Transport Career for the meso level of the problem definition, the data collected was get through a survey for the students. Finally, the researcher determined the problem during the previous replacement work in which was observed that students needed a direct feedback to improve their writing skill and reinforce the vocabulary learning, it was applied in the micro level.

Field Work Phase

In a previous observation that the researcher did at ESPOCH university, the First Semester of Management Career was selected to develop this investigation, the researcher chose only this course because in the whole institution there are a lot of students, and it could difficult to work with all of them. For this reason, he worked with only one course.

The researcher needed the career director authorization Msc. César Villa to develop the research, with the English teacher's help Lcda. Jennifer Flores and the students of first semester, the research was developed in five observed classes the following days:

In this process the researcher did not have problems to get the necessary information for developing the research because he worked previously with the same students. The researcher was involved in the class where the teacher often used the direct feedback for improving the writing skill, so the researcher observed that the students have problems to |write in English correctly, for this reason the researcher selected this problem.

The researcher observed and documented in the observation sheet all the collected information previously, it was developed in base the following aspects; first, to determine the methods that teacher uses to improve the students writing skills and second, to analyze the direct feedback usage in the improvement of writing grammatical structure. After to get the permission to develop the research, the researcher applied step by step the schedule activities of this investigation.

Finally, the data collected was very useful to the researcher because with the help of the observation sheet, the researcher could describe the way in which the teacher uses the direct feedback to teach to improve writing and have a good communication with the correct grammatical structure.

Analytical and Informative Phase

All the information collected by the researcher was processed to prepare the final report of this investigation, this information was contrasted with the objectives, he did it to present to the tutor in the final phase. After that it work was presented as a final report for the respective revision, and he did the necessary corrections to concluded with the whole process of this research.

3.7 PROTECTION OF PARTICIPANTS

In the research process, the researcher explains the protection to the participants in this work, being that the protection principles are those criteria that serve to support and justify the precepts and evaluations of human actions. The following ethical principles of protection for participants are the most relevant.

Respect for people.

The researcher has valued the participants' criteria of this research since each of them has had the freedom to issue a reasoned comment on the applied questionnaire, in addition, the researcher has respected and protected the data collected from the results for corresponding use and benefit of all participants.

Beneficence

The researcher has interacted with the participants in an ethical way, giving his best effort to ensure the benefit of each one of them. Into the "beneficence" term, the researcher has developed goodness and charity acts, it means that they are complementary expressions of the beneficence acts, which are understood as: 1) not causing any harm, and 2) maximizing the possible benefits and reduce possible damage. In addition, the researcher used the appropriate means, which allowed the participants to obtain the maximum benefit and the minimum risk that can occur as a study result of this investigation.

Justice

In the process of participants' protection, the researcher has shown justice to all, since he has treated each one of them with equality and fairness. The criteria obtained from the students according to experience, age, need, competence and merit, justify the treatment that the researcher has had with them.

3.8 TYPES OF TRIANGULATION METHODOLOGICAL QUALITATIVE

Data Triangulation

Triangulation type that was used in the methodological process of this research was data triangulation, it is defined in this way because different instruments (questionnaire and observation sheet) were applied for the information collect and the problem specific study of this job. The questionnaire technique was used as an initial part of data collection and then the observation sheet was applied to develop the contrast with the researched literature.

ANALYSIS AND INTERPRETATION OF RESULTS

4. Analysis and interpretation of results.

The information was obtained through observations that were applied with the students of First Semester of Management Career at ESPOCH.

Table 1. How often does the teacher help you to correct your errors in writing?

OPINION	STUDENTS	PERCENTAGE
USUALLY	25	67 %
SOMETIMES	5	14%
HARDLYEVER	7	18%
TOTAL	**37**	**100%**

Source: Survey applied to students of First Semester of Management Career at ESPOCH.
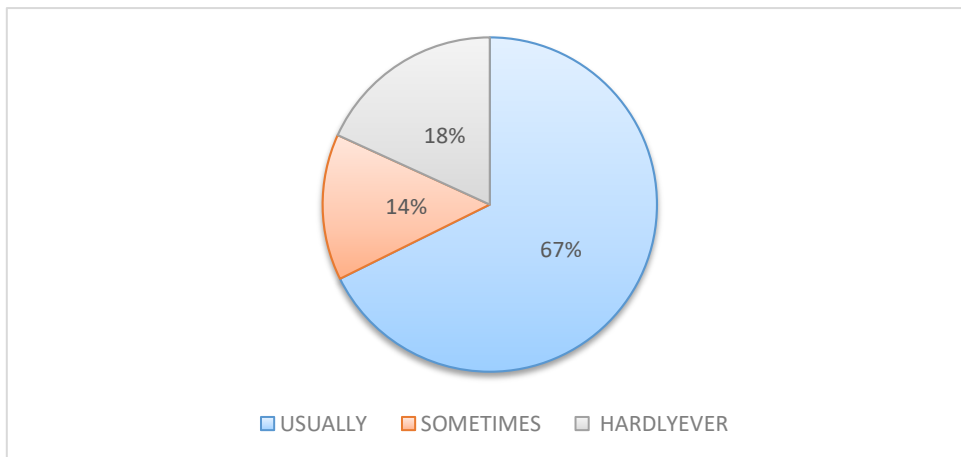
By: Jorge Criollo

Analysis

Twenty-five students answered that usually the teacher helps them to correct your errors in writing, it represents 67%, 5 students said that sometimes the teacher helps them to correct your errors in writing, representing 14%, other 7 students said that hardly-ever the teacher helps them to correct your errors in writing, it represents 14%.

Interpretation

Most students usually identify the error correction technique in their writing, while only few students sometimes identify this technique, for this reason the students have littles problems to identify how the teacher helps them to correct their writing errors, consequently.

Table 2. How often do you complete the fill in gaps in incomplete paragraphs or phrases for improving your grammatical structure?

FREQUENCY	STUDENTS	PERCENTAGE
USUALLY	15	41%
SOMETIMES	15	41%
HARDLY EVER	7	18%
TOTAL	**37**	**100%**

Source: Survey applied to students of First Semester of Management Career at ESPOCH.
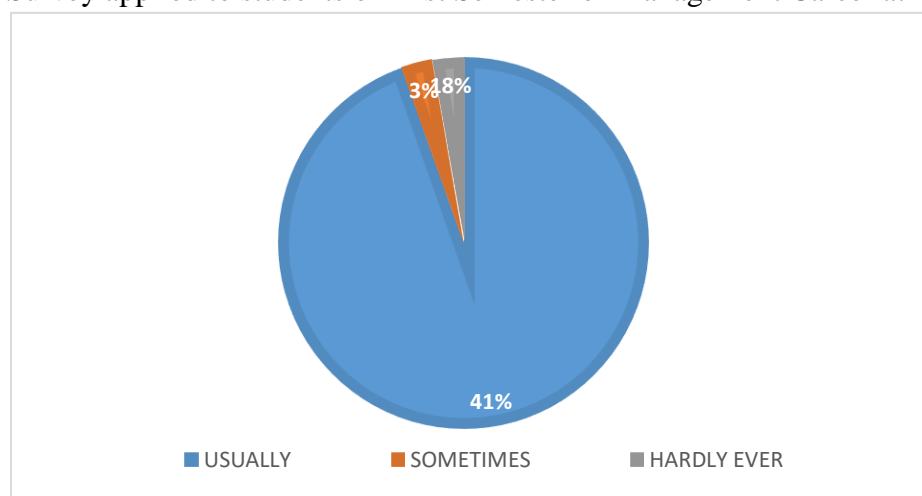
By: Jorge Criollo

Analysis

Fifteen students answered that usually they complete the fill in gaps in incomplete paragraphs or phrases for improving your grammatical structure, it represents 41%, another 15 students said that sometimes they complete the fill in gaps in incomplete paragraphs or phrases for improving your grammatical structure, it also represents 41%, the last 7

students said that hardly ever they complete the fill in gaps in incomplete paragraphs or phrases for improving your grammatical structure, it represents18%.

Interpretation

Most students complete the fill in gaps in incomplete paragraphs or phrases for improving your grammatical structure, between usually and sometimes, for this reason the students improved their grammatical structure developing this kind of activities.

3.- How often do you correct the paragraphs or essays as homework?

FREQUENCY	STUDENTS	PERCENTAGE
USUALLY	12	32%
SOMETIMES	22	60%
HARDLY EVER	3	8%
TOTAL	**37**	**100%**

Source: Survey applied to students of First Semester of Management Career at ESPOCH.
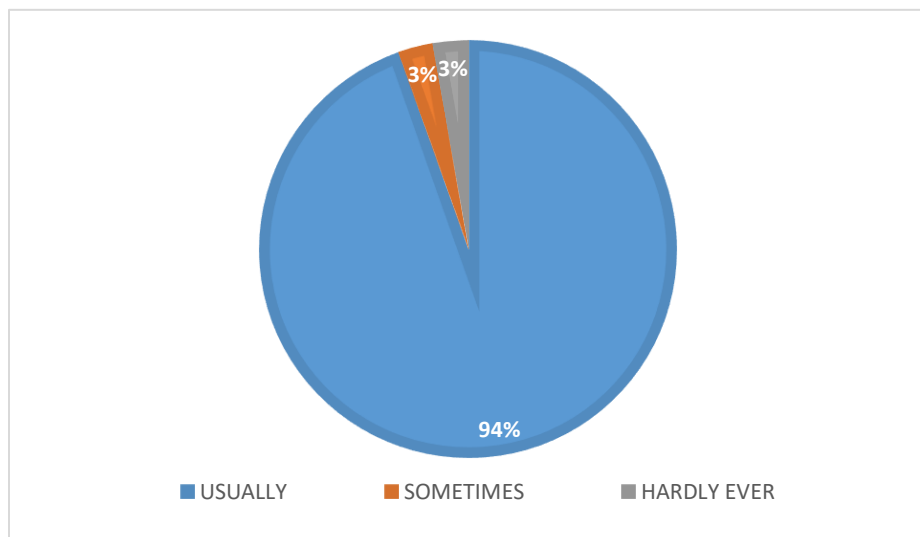
By: Jorge Criollo

Analysis

Twelve students answered that usually they correct the paragraphs or essays as homework, it represents 32%, while 22 students said that sometimes they correct the paragraphs or essays as homework, it represents 60%, the last 3 students said that hardly ever they correct the paragraphs or essays as homework, it represents8%.

Interpretation

Most students sometimes correct the paragraphs or essays as homework, and few students sometimes do this activity, for this reason the students have some difficulty to correct their own writing errors.

4.- How often do you get a direct feedback to develop short essay by the teacher?

FREQUENCY	STUDENTS	PERCENTAGE
USUALLY	7	19%
SOMETIMES	25	68%
HARDLY EVER	5	13%
TOTAL	**37**	**100%**

Source: Survey applied to students of First Semester of Management Career at ESPOCH.
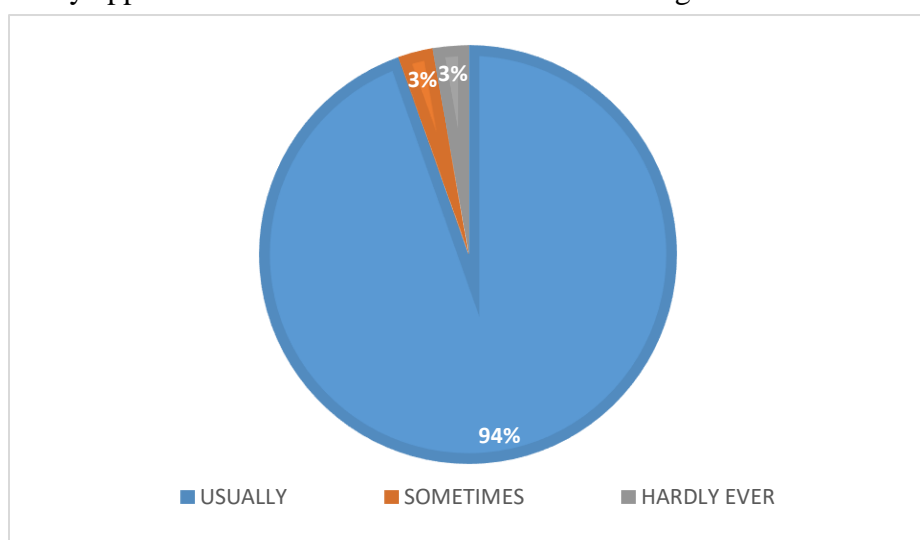
By: Jorge Criollo

Analysis

Seven students answered that they usually get a direct feedback to develop short essay by the teacher, it represents 19%, 25 students said that they sometimes get a direct feedback to develop short essay by the teacher, it represents 68%, and the last 5 students said that they hardly ever get a direct feedback to develop short essay by the teacher, it represents 13%.

Interpretation

Most students sometimes get a direct feedback to develop short essay by the teacher, and few students understand it to develop this activity, for this reason the students need to pay more attention in their learning.

5.- How often does the teacher develop written quizzes?

FREQUENCY	STUDENTS	PERCENTAGE
USUALLY	30	81%
SOMETIMES	4	11%
HARDLY EVER	3	8%
TOTAL	**37**	**100%**

Source: Survey applied to students of First Semester of Management Career at ESPOCH.
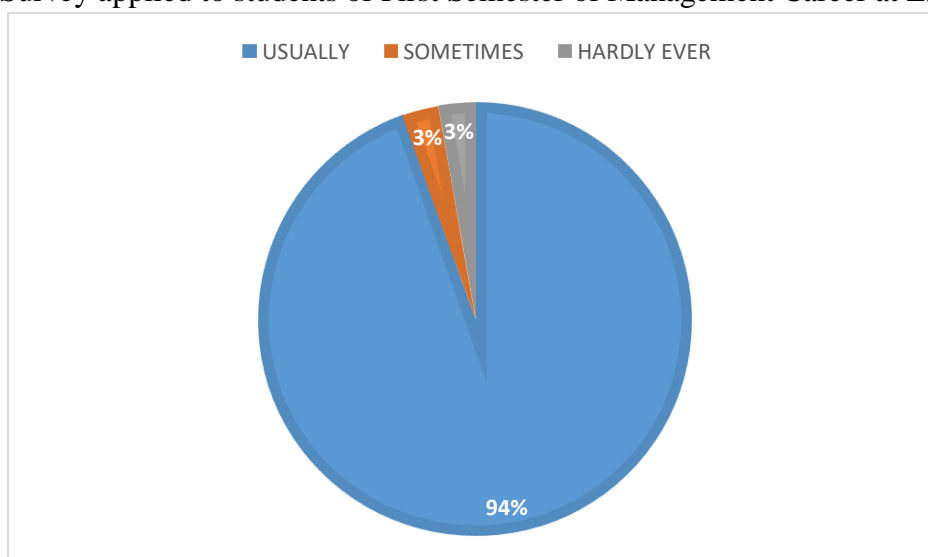
By: Jorge Criollo

Analysis

Thirty students answered that the teacher usually develops written quizzes, it represents 81%, 4 students said that the teacher sometime develops written quizzes, it represents 11%, and only 3 students said that the teacher hardly ever develops written quizzes, it represents 8%.

Interpretation

Most students usually prefer written quizzes, and only 3 students dislike to develop this activity, for this reason the students are able to obtain better results in their learning, so they reinforce their writing skill.

6.- Do you have time to think and formulate your ideas?

FREQUENCY	STUDENTS	PERCENTAGE
USUALLY	35	94%
SOMETIMES	1	3%
HARDLY EVER	1	3%
TOTAL	**37**	**100%**

Source: Survey applied to students of First Semester of Management Career at ESPOCH.
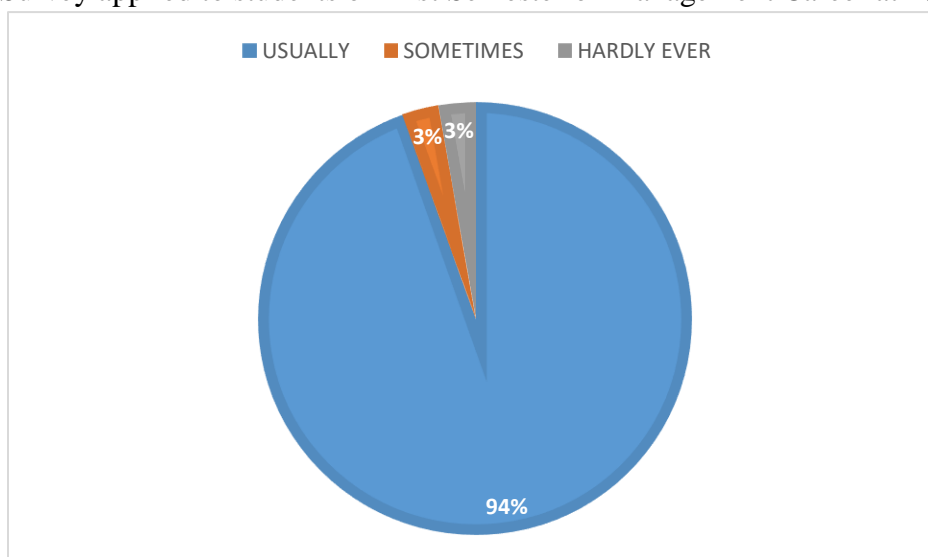
By: Jorge Criollo

Analysis

Thirty-five students answered that they usually have time to think and formulate their ideas, it represents 94%, 1 student said he/she sometimes has time to think and formulate his/her ideas, it represents 3%, and another 1 student said that he/she hardly ever has time to think and formulate his/her ideas, it represents 3% too.

Interpretation

Most students usually have time to think and formulate their ideas, but only 2 students need a bit more time to do this activity, because they are nervous, for this reason the students need to think in English to tray write and speak in English too for improving their knowledge and learning.

7.- When you are developing an activity, how often does the teacher stop it to correct your errors?

FREQUENCY	STUDENTS	PERCENTAGE
USUALLY	15	41%
SOMETIMES	15	41%
HARDLY EVER	7	18%
TOTAL	**37**	**100%**

Source: Survey applied to students of First Semester of Management Career at ESPOCH.
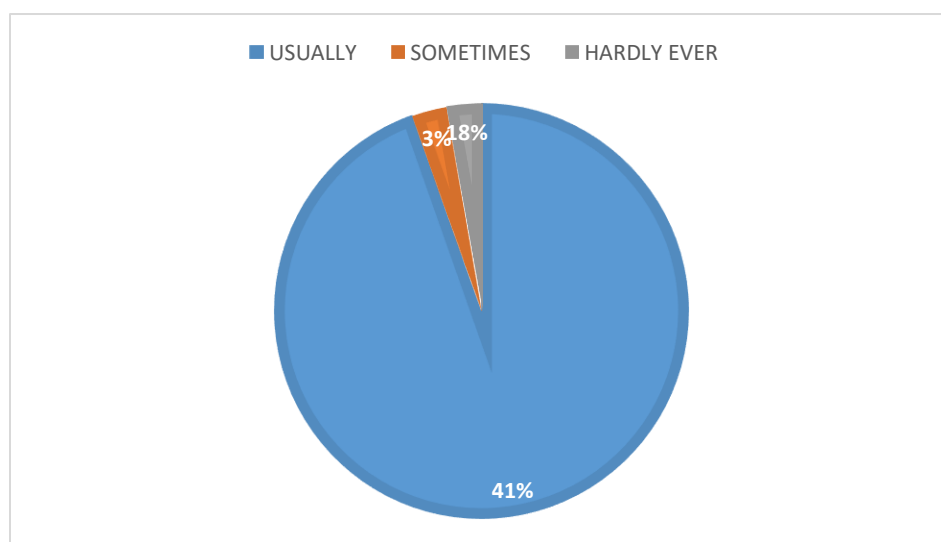
By: Jorge Criollo

Analysis

Thirty students are in the 41% scale, 15 said that usually the teacher stops the activity to correct their errors and 15 said that sometimes happens it, while 7 student said that the teacher hardly ever stops it to correct their errors, it represents 18%.

Interpretation

Most students are comfortable when the teacher stops the activity to correct their writing errors, because they fell helped and motivated, but the other students are some confused but can finish the activity with teacher's help.

8.- How often does the teacher assess you with mini lessons?

FREQUENCY	STUDENTS	PERCENTAGE
USUALLY	32	87%
SOMETIMES	3	8%
HARDLY EVER	2	5%
TOTAL	**37**	**100%**

Source: Survey applied to students of First Semester of Management Career at ESPOCH.
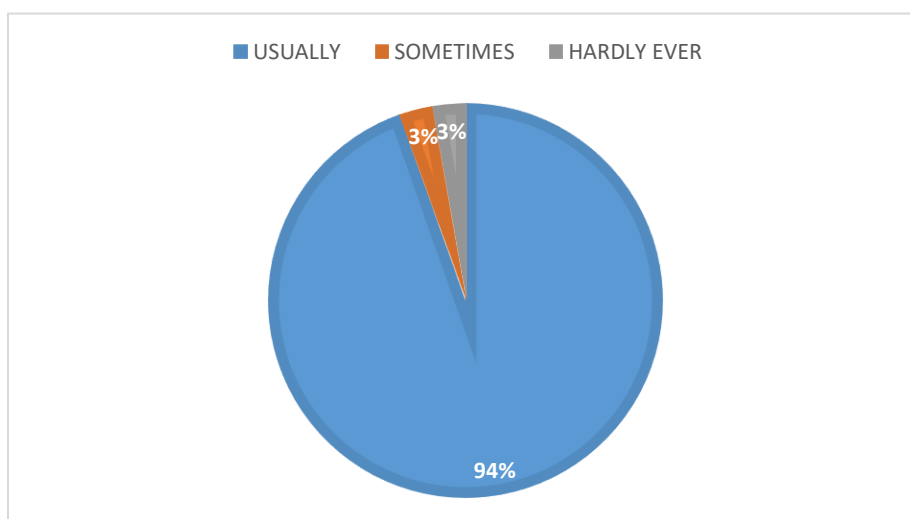
By: Jorge Criollo

Analysis

Thirty-two students answered that the teacher usually assess them with mini lessons, representing 87%, 3 students said that teacher sometimes assess them with mini lessons, it represents 8% while 2 students, the minority of them said that the teacher hardly ever assess them with mini lessons, it represents 5%.

Interpretation

Most students accepted the teacher asses them with mini lessons, while some students do not like be assess with this kind of strategy, for this reason when the teacher assess them, they need more study and concentration to have good scores and improve their level.

9.- How often does the teacher reinforce your vocabulary with exercises?

FREQUENCY	STUDENTS	PERCENTAGE
USUALLY	9	24%
SOMETIMES	27	73%
HARDLY EVER	1	3%
TOTAL	**37**	**100%**

Source: Survey applied to students of First Semester of Management Career at ESPOCH.
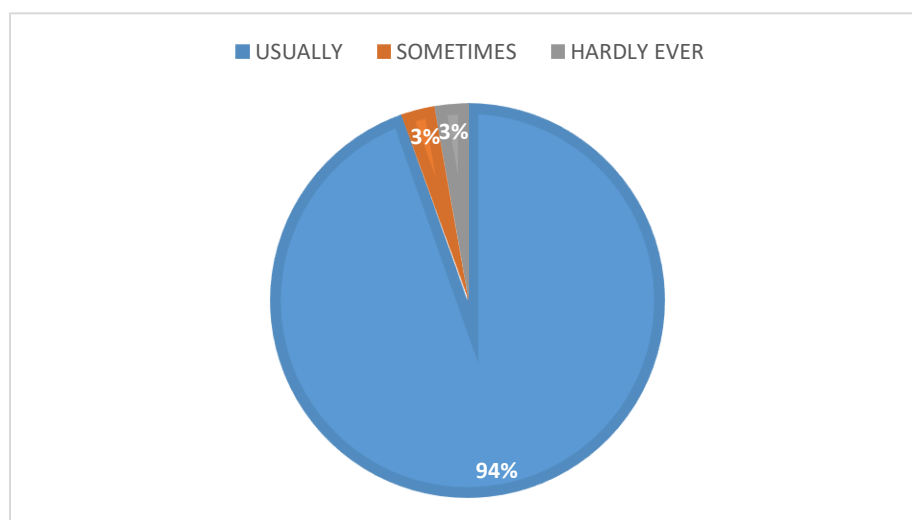
By: Jorge Criollo

Analysis

Nine students answered that the teacher usually reinforce their vocabulary with exercises, representing 24%, in other hand 27 students said that teacher sometimes reinforce their vocabulary with exercises, it represents 73% while only 1 student, said that the teacher hardly ever reinforce their vocabulary with exercises, it represents 3%.

Interpretation

Most students sometimes are reinforcing their vocabulary with exercises made by the teacher but the other students need more practice exercises to improve their vocabulary and writing, for this reason teacher apply this kind of exercises for students practicing writing and learn more vocabulary.

10.- How often do you have benefits with the use of direct feedback?

FREQUENCY	STUDENTS	PERCENTAGE
USUALLY	35	94%
SOMETIMES	1	3%
HARDLY EVER	1	3%
TOTAL	**37**	**100%**

Source: Survey applied to students of First Semester of Management Career at ESPOCH.
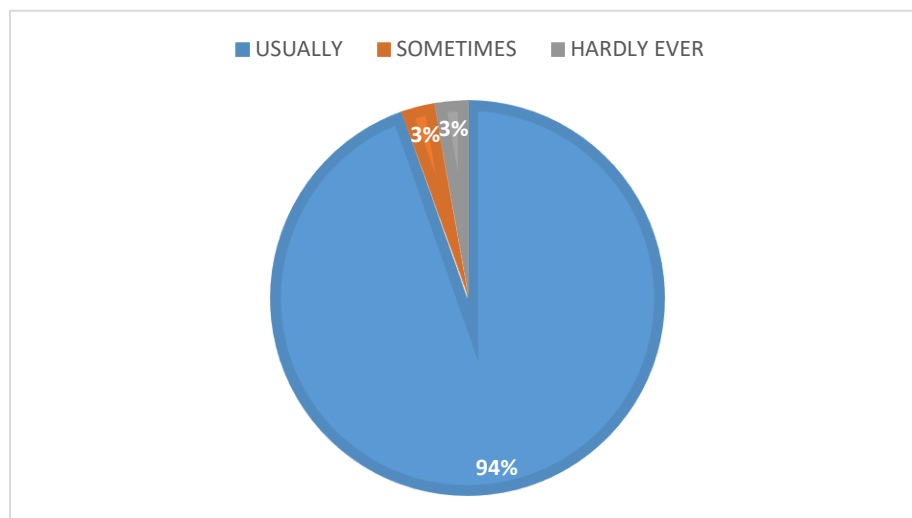
By: Jorge Criollo

Analysis

Thirty-five students answered that the teacher usually have benefits with the use of direct feedback, representing 94%, 2 students are in the 3% scale, 1 student said that he/she sometimes has benefits with the use of direct feedback, and another 1 said he/she hardly ever has benefits with the use of direct feedback, it represents 6 %.

Interpretation

Most students usually have benefits with the use of direct feedback, while only 2 students have less benefits, it is because they do not take into account the teacher's instructions to do the activities, for this reason the students need to concentrate and put more attention in their daily classes for developing a better learning style.

4.1 Analysis and description of observation sheet applied at First Semester of Management Career at ESPOCH.

SPECIFIC OBJECTIVES	COLLECTED INFORMATION	ANALYSIS	DATA CONTRAST
TO RECOGNIZE HOW TEACHER USES DIRECT FEEDBACK DURING THE CLASSES TO IMPROVE THEIR STUDENTS' WRITING SKILLS.	**How often does the teacher use the direct feedback?** • Error correction • Error indication • Reformulation • Codes	In the observed class, the teacher started the class reinforcing the topic of the previous class and using different types of feedbacks in which the students do not remembered their grammatical errors and they do not improve their writing because the teacher confused them when she applied these types of feedbacks. The following feedbacks are error correction, error indication, reformulation and codes.	The direct feedback used by the teacher is a strategy developed in the class to show students mistakes in writing, for this reason, the teacher helps to students to respond correctly, applying this strategy to improve the result and obtain meaningful learning. (Hossein. 2012). The teacher thought it was useful to apply direct feedback during the class for obtaining better results in the development and improvement of students writing skill.
	Error correction	In the developed activity in the class, the teacher gave students information about the topic, it permitted that they find their errors and they had the opportunity to improve their writing skill by themselves.	Error correction is the best way to correct the students' grammatical errors in the teaching-learning process, teacher helps learners, find the errors in their tasks quickly, and so they can improve their writing, learning and have a significant knowledge. (Torres. 2017).

			The teacher does not focus on students' errors; she helps them to find their own mistakes and they can correct it immediately, so the teacher did it applying this kind of feedback.
	Error indication	The teacher dictated a short paragraph for students improve their writing skill, but when the teacher corrected the works, she used the circle way to mark the wrong words or phrases, so, the students could identify the errors number, and when she gave information and time to analyze their errors, they could correct it by themselves.	Teacher can use circling, highlighting, and underlining the words or phrases, to indicate the error in writing task, besides the students, after to analyze their errors, they must write a second essay but without errors. (Moser. 2020). The teacher did not give the errors location but only provided the errors number made in writing task.
	Reformulation	The teacher developed in class the mind map technique to verify and correct the grammatical structure of sentences, it permitted the students to reformulate their wrong sentences without change the meaning and write with a correct structure, they did it with teacher help.	The reformulation strategy is used by the teacher when he/she focuses in grammatical structure errors did by students, but without change the context meaning. (Moser. 2020). The teacher helps to students to reformulated their sentences structure to correct their errors taking into account that they must not change the meaning of their write.

		When teacher reviewed the students work she used the codes strategy using as a principal sign the underlining it permitted to students to located their errors and correct it, then, they improved their grammatical structure and writing.	Into the codes strategy, the symbols are used by the teacher but he /she should use the best symbols considerer by him/her to mark the students writing errors, explaining them the symbols meaning, to the students rewrite their work without errors. (Moser. 2020). The students after to know about underlining symbol, they could correct their errors and improve writing task.
	Codes		
TO IDENTIFY THE ADVANTAGES AND DISADVANTAGES OF DIRECT FEEDBACK USAGE.	How does the teacher apply the direct feedback when teaching grammatical structure?	When the teacher started the class, applied direct feedback focusing in the specific part that she taught her students about the grammatical structure, for example when she taught use of the verb rules of the third person in singular.	Direct feedback can be used by the teacher when he/she wants to verify and correct students' errors in their writing task focused in the grammatical structure and the improvement their writing, this is an effective help to learners. (Hossein. 2012). When students verified their marked errors in the grammatical structure, they focused in learned and they corrected it immediately improving their writing accuracy.
	Does the teacher ask to fill the gaps in incomplete paragraphs or phrases?	The teacher gave students an activity sheet to complete some fill in gaps about the topic that she taught the before class,	Students enjoy to develop the information gap activities, because they trust themselves and when they work in pairs or small groups, they give ideas to

		also she reinforced the activity with the song letter, the students after to listen the song, they completed the fill gaps and reviewed their errors to correct with teacher help.	fill in gap for completing the task, after developing the activity, also between them share help to correct their errors and improve their writing skill, creating an adequate language communication. Corbett (2003). After teacher gave students an information gap activity sheet, they felt comfortable and when they one, two and three times listened the song, the majority of students could completed the fill in gaps of the task, it was developed in a good environment because they like this kind of strategy to improve their writing skill.
	Does the teacher send to correct the paragraphs or essays as homework?	After the developed activity in class, the teacher sent to the students to correct an essay as homework, it permitted them to reinforce their writing and learn more about how to structure the sentences and how to connect these in an essay.	Reports, presentations, essays, and projects, need to be written adequately, these are the activities that teacher can use to send as correction homework so that students use a clearly message and good writing so that reader can understand it. It kind of tasks help learners to develop their abilities and do their thoughts a meaningful knowledge. (Ariana. 2010). When the students developed the essays correction, they learned to connect their ideas

			applying the correct structure in the writing.
	How does the teacher apply the direct feedback in the short essay?	The students practiced their writing in class developing short essays, teacher after had reviewed students work, she applied direct feedback and the students had to rewrote a new essay but without errors, it helped them to learn more about vocabulary.	Teacher motivates students by giving them many opportunities to write short essays, it is a good strategy for the teacher to apply direct feedback, it allows students to encourage to write interesting ideas when they have some specific objectives. (Wahlström. 2014). When the teacher applied direct feedback the students rewrote a new essay without errors and they applied the vocabulary learned in each class.
	Does the teacher develop daily writing quizzes?	In each class observed, the teacher applied a writing quiz about topics before learned, it helped the teacher to know the student level in writing, and it permitted the students improve their writing.	Students feel motivate when they develop daily quizzes and have a potent learning, it strategy permit them remember all learned things in class and put in practice their writing skills, especially if they received a good direct feedback previously. (Kwan. 2011). The students learning had good results because they were motivated in each class, the teacher applied daily quizzes and can know the students level for improving the writing skill of them.

		When the teacher wanted to have the students participation, she asked two questions for all of them, then she gave them time to think and formulate the response, after that the students could response in a better way because they had time to correct their own errors.	The teacher allows the student to analyze the error in writing, and waits for them to share ideas and give direct feedback within the class, fulfilling their specifics objectives. (Wahlström. 2014). When the teacher expects his students to formulate their own ideas, he encourages them to discover direct feedback and improve their writing skills.
	Does the teacher wait the students to think and formulate ideas?		
TO DESCRIBE THE DIRECT FEEDBACK PROCESS APPLIED TO DEVELOP WRITING SKILLS.	How does the teacher apply the direct feedback?	When teacher scored the students' works, she applied direct feedback remembering to the students about the previous topic, also she pointed their mistakes for they take into account the corrections that they had did and not commit the same errors again.	Direct feedback can be applied by the teacher immediately when students make mistakes in writing, this allows them to acquire significant knowledge. Hossein (2012). In the tasks corrected by the teacher, he applied direct feedback for the student to analyze and correct her mistakes so as not to commit them.
	Does the teacher stop the activity to correct an error?	In some cases, teacher stopped the activity to correct the student errors, for example when learners could not realize that they were wrong and could not correct their mistakes and needed the teacher help. In other cases the students showed their own error	The student makes mistakes in writing and this allows the teacher to stop the activity, to provide immediate help. Moser (2020). Students valued the teacher's comments to improve their writing and avoid making grammatical mistakes.

		correction.	
	Does the teacher develop activities as "mini lessons" ?	In this activity the teacher evaluated the mini lessons answers of each student and determined how much they have to learned in writing skills. Therefore, the students broadened his knowledge and put interest in the topics introduced in class, the students were motivated by the teacher to practice and learn every day. Also, teacher helped the students to acquire the habit to maintain their active learning, this relation between them, permitted to develop a good teaching learning style.	When teacher apply the mini lessons in teaching learning process, the students have the opportunity to be active students in each class, it helps them to combine their participation with their learning in a different and motivate way, because in the mini lessons they develop few sentences (like five) as exercises to improve their writing skill. Agbesi (2016). The students got the habit to take a mini lesson per class, because they realized that this kind of daily activities were so useful for them, also they were motivated and focused on their active participation for improving their writing and learning.
	How does the teacher apply the direct feedback in writing?	In the grammatical errors made by the students, the teacher applied direct feedback as immediate help, this indicated the location of the errors in writing, in this way the student identified their error and corrected it autonomously.	The teacher applied direct feedback when the student makes grammatical mistakes in class, indicating the mistakes made on the blackboard or book. Torres (2017). The teacher writes the errors correctly on the board and the students correct their own work.

	Does the teacher send to correct essays as homework?	Teacher reinforced the activity, sending to the student to correct an essay like homework, it helped to learner to made less error each day, because as they practiced more, they make fewer mistakes.	When the teacher provides helpful tools to correct grammar errors, the objective is to reinforce tasks. Silvia, (2007). Students set goals to correct essays as homework and improve writing.
	Teacher reinforces the vocabulary with exercises.	Alphabet soup, cross word and puzzle words, were the activities that teacher applied to reinforce the vocabulary, it permitted to the students remember the writing of their vocabulary acquired in the learning process.	When the student receives direct feedback from the teacher, his vocabulary increases and strengthens his writing. Oxford (2015). Vocabulary and exercises were an essential part of the language, they learned more words and knowledge, so, they can put in practice in their writing development.
	Teacher writes the phrases on board for the students practice it	The teacher wrote sentences on the blackboard dictated by some students, then asked other students for help to verify that what was written was correct or incorrect, in this way the teacher applied direct feedback to correct grammatical errors.	The teacher performs exercises using sentences on the board, for students to verify and correct grammatical errors in the class. Torres (2017). After the teacher helped with information on the board, the students corrected their mistakes, they did it individually and in groups, improving their writing skills in the writing communication.

	How often do students have benefits with the use of direct feedback	The students usually had benefits in each observed classes, when the teacher corrected the grammatical errors of his students, she observed an improvement in their writing ability.	Teacher helps students to correct mistakes and guides them to write correctly. In addition, she provides them with feedback so that they know, how to correct their mistakes and make a review of their writing quickly and easily. Aggrainy (2014). The students always had benefits of the direct feedback use, those were: the improvement of their writing, acquisition of more vocabulary and decrease the error in each writing communication practice.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

The teacher applied direct feedback in the teaching-learning process, so it helped to improve the writing errors that the students had written in class. The teacher applied this method correctly in which the students were motivated and able to identify and correct their own writing errors, this helped them to learn more vocabulary and improve their grammatical structure in the written works, getting the ability to develop good communication and have an advanced level.

Direct feedback applied by the teacher was useful to the students because they understood they should correct their errors for acquiring more vocabulary and improving their writing.

5.2 Recommendations

- The teacher must always constant in the direct feedback application in the teaching learning process to motivate the students to write correctly with the grammatical structure adequate, taking into account that they have a university level and with the teacher's help they will feel in comfortable and confidence to develop any activity.

- The teacher must always motivate their students so that they do not lose interest in learning more vocabulary and put it into practice in each class, in addition the teacher must maintain the active participation of her students so that they learn in a different and successful way, then the student will not feel bored and everything learned will be very useful for their next academic level.

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7. ANNEXES

UNIVERSIDAD NACIONAL DE CHIMBORAZO
FACULTAD DE CIENCIAS DE A EDUCACION, HUMANAS Y TECNOLOGÍAS

The present survey is designed for an investigation about the direct feedback usage in the academic context into the class to development writing skill.

The fallowing survey is personal, please choose the answer according to your knowledge and experience.

1.- How does the teacher help you to correct your errors in writing?
a) Error correction
b) Error indication
c) Reformulation
d) Codes

2.- How often do you complete the fill in gaps in incomplete paragraphs or phrases for improving your grammatical structure?
a) Usually
b) Sometimes
c) Hardly Ever

3.- How often do you correct the paragraphs or essays as homework?
a) Usually
b) Sometimes
c) Hardly Ever

4.- How often do you get a direct feedback to develop short essay by the teacher?
a) Usually
b) Sometimes
c) Hardly Ever

5.- How often does the teacher develop written quizzes?
a) Usually
b) Sometimes
c) Hardly Ever

6.- Do you have time to think and formulate your ideas?
a) Usually

b) Sometimes
c) Hardly Ever

7.- When you are developing an activity, how often does the teacher stop it to correct your errors?
a) Usually
b) Sometimes
c) Hardly Ever

8.- How often does the teacher assess you with mini lessons?
a) Usually
b) Sometimes
c) Hardly Ever

9.- How often does the teacher reinforce your vocabulary with exercises?
a) Usually
b) Sometimes
c) Hardly Ever

10.- How often do you have benefits with the use of direct feedback?
a) Usually
b) Sometimes
c) Hardly Ever

Expert Validation

Expert's validation is a method to verify the reliability of an instrument applied in research with the correct opinion of people with knowledge on the subject, these people are called qualified experts who can give information, evidence, judgments and evaluations. In this process the Alpha Cronbach method is used for getting results of all collected information, and with this way the expert can give validity to the document.

In addition, the experts have used the Alpha Cronbach method to valid data collected, giving 8.5% for what is considered that this instrument (questionaire) applied to the students, is confiable.

	Q1	Q 2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	SUMA
USUALLY	25	15	12	7	30	35	15	32	9	35	215
SOMEYTIMES	5	15	22	25	4	1	15	3	27	1	118
HARDLYEVER	7	7	3	5	3	1	7	2	1	1	37
VARIANZAS	80,89	14,22	60,22	80,89	156,22	256,89	14,22	193,56	118,22	256,89	

∑(simbolo sumatoria)	
α(Alfa) =	**0,85253424**
K(núreo de preguntas)	10
Vi(varianza de cada pregunta)=	1232,22
Vt(varianza total)=	5294,88889
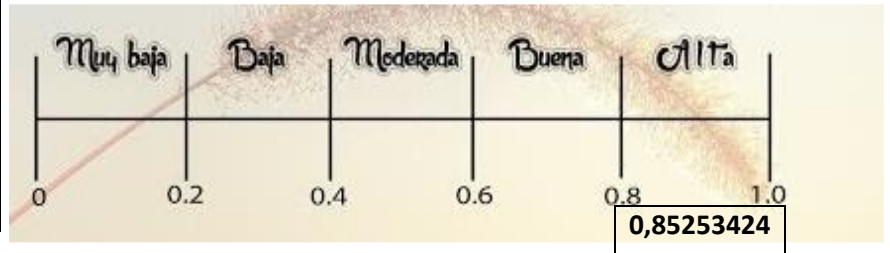
Muy baja   Baja   Moderada   Buena   Alta

0   0.2   0.4   0.6   0.8   1.0

0,85253424

UNIVERSIDAD NACIONAL DE CHIMBORAZO

FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS.
CARRERA DE IDIOMAS.

INSTRUMENTOS DE RECOLECCIÓN DE DATOS

An observation will be done at First Semester of Management Transport Career at ESPOCH.

Researcher must observe the First Semester classes in which teacher used the direct feedback in order to develop the writing activities with the students.

Objective: To recognize the kind of feedback that is used during the classes to improve the writing skills.

To identify the advantages and disadvantages of direct feedback usage

To describe the direct feedback process applied to develop writing skills.

N°	Statements	Usually	Some times	Hardly Ever
1	How often does the teacher use the direct feedback?			
	• Error correction			
	• Error indication			
	• Reformulation			
	• Codes			
2	How does the teacher apply the direct feedback when teaching grammatical structure?			
	• Does the teacher ask to fill the gaps in incomplete paragraphs or phrases?			
	• Does the teacher send to correct the paragraphs or essays as homework?			

3	How does the teacher apply the direct feedback in the short essay?			
	• Does the teacher develop daily writing quizzes?			
	• Does the teacher wait the students to think and formulate ideas?			
4	How does the teacher apply the direct feedback?			
	• Does the teacher stop the activity to correct an error?			
	• Does the teacher develop activities as "mini lessons" ?			
5	How does the teacher apply the direct feedback in writing?			
	• Does the teacher send to correct essays as homework?			
	• Teacher reinforces the vocabulary with exercises			
	• Teacher writes the phrases on board for the students practice it			
6	How often do students have benefits with the use of direct feedback?			

Alpha Cronbach Method

Cronbach's alpha is a measure of correlations between the variables that are part of the scale. It can be calculated in two ways: From the variances (Cronbach Alpha) or from the item co-relationships (standardized Cronbach Alpha). The Alpha coefficient can be viewed as the lower limit of the reliability coefficient known as the precision coefficient. On the other hand, a coefficient of 0.80 implies that the precision coefficient is higher and has reliability.

Reliability Analysis Through Results

To find the reliability of the results, the researcher used the Cronbach's Alpha method, to validity this instrument (observation sheet) which was done with the variances of the results found and the analysis for the resistance between its values was done by calculating the

Cronbach's alpha with the following formula $\alpha = \dfrac{K}{K-1}\left[1 - \dfrac{\Sigma Vi}{Vt}\right]$ giving 1.05% which allows the researcher to say that the information collected is valid and this document is confiable.

	Q1	Q 1.1	Q 1.2	Q 1.3	Q 1.4	Q2	Q 2.1	Q 2.2	Q3	Q 3.1	Q 3.2	Q4	Q 4.1	Q 4.2	Q5	Q 5.1	Q 5.2	Q 5.3	Q6	SUMA
USUALLY	70				70	70				70	70	70			70				70	560
SOME TIMES		20	20				20		20				20	20			20			140
HARDLY EVER				10				10								10		10		40
VARIANZAS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

∑(simbolo sumatoria)	
α(Alfa) =	**1,05555556**
K(núreo de preguntas)	19
Vi(varianza de cada pregunta)=	0
Vt(varianza total)=	50755,5556

Muy baja · Baja · Moderada · Buena · Alta

0 0.2 0.4 0.6 0.8 1.0

1,055555