



**UNIVERSIDAD TECNOLÓGICA
INDOAMÉRICA
DIRECCIÓN DE POSGRADO**

FACULTAD DE CIENCIA DE LA EDUCACIÓN

**MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES
Y EXTRANJEROS CON MENCIÓN EN ENSEÑANZA DEL INGLÉS**

THEME:

**THE ROLE OF TEACHER CORRECTIVE FEEDBACK IN IMPROVING
WRITING SKILLS IN SECONDARY SCHOOL STUDENTS.**

Research Project prior to obtaining the degree of: Master in Pedagogy of National and Foreign Languages, with a major in English Language Teaching

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AMBATO – ECUADOR

2026

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*I want to dedicate this work to God, to my family who have encouraged me to
keep going and fulfill my professional dreams.*

ACKNOWLEDGMENTS

First, I would like to express my sincere gratitude to Indoamérica University and all its staff for guiding me in obtaining my professional degree. I also want to thank my advisor, Juan Parreño Freire, who guided me throughout this work..

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UNIVERSIDAD TECNOLÓGICA INDOAMÉRICA

FACULTY OF EDUCATION SCIENCES

MASTER IN PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES

AUTOR: BARRENO ROSERO ERICA ZULEYMA

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THEME: THE ROLE OF TEACHER CORRECTIVE FEEDBACK IN IMPROVING WRITING SKILLS IN SECONDARY SCHOOL STUDENTS

RESUMEN EJECUTIVO

Considerando el bajo nivel de inglés productivo observado a nivel nacional y la necesidad de implementar estrategias específicas para abordar las deficiencias sistémicas en la escritura, este estudio evalúa el impacto de la retroalimentación correctiva del profesor en las habilidades de escritura de estudiantes de primer año de secundaria a través de tareas de escritura breves centradas en el contenido, la organización, el logro comunicativo y el uso del lenguaje. El profesor proporcionó retroalimentación para ayudar a los estudiantes a superar sus deficiencias en la escritura. Para lograr este objetivo, se empleó una metodología cuantitativa, que incluyó un diseño pre-test y post-test. La muestra consistió en 14 estudiantes durante un período de 10 sesiones, durante las cuales los participantes produjeron textos, el profesor ofreció críticas constructivas y los estudiantes posteriormente revisaron su trabajo. Los instrumentos utilizados para el análisis estadístico fueron los resultados de un pre-test y un post-test. Por lo tanto, la intervención consistió en un ciclo de retroalimentación del profesor enfocada y constructiva en las actividades de escritura, seguido de un post-test. La intervención resultó en una correlación estadísticamente significativa entre las puntuaciones del post-test y el pre-test ($p < 0,05$), lo que indica que las puntuaciones de la mayoría de los estudiantes mejoraron de manera constante. Se concluye que la retroalimentación pedagógica actúa como un catalizador eficaz para mejorar las habilidades de escritura, lo que permite a los estudiantes maximizar su precisión y alcanzar con éxito sus objetivos comunicativos.

PALABRAS CLAVE: Aprendizaje estudiantil, desempeño en la escritura, retroalimentación de los docentes.

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THEME

**THE ROLE OF TEACHER CORRECTIVE FEEDBACK IN IMPROVING
WRITING SKILLS IN SECONDARY SCHOOL STUDENTS**

ABSTRACT

Considering the low level of productive English observed nationally and the need to implement specific strategies to address systematic writing deficiencies, this study evaluates The Impact of Teacher Corrective Feedback on the Writing Skills of First-Year secondary Students through short writing tasks focused on the aspects of content, organization, communicative achievement, and language use. Therefore, teacher delivered feedback on overcoming writing deficiencies in First-Year secondary School Students. To achieve this objective, a quantitative methodology involving a pre-test and post-test design was employed. The sample consisted of 14 students over a period of 10 sessions, during which participants produced texts, the teacher offered constructive critiques, and students subsequently revised their work. The instruments used for the statistical analysis were a pre-test and a post-test results. In this way, the intervention consisted of a cycle of focused and constructive feedback from the teacher over writing activities, followed by a post-test. The intervention resulted in a statistically significant correlation between the post-test and the pre-test ($p < 0.05$), indicating that most students' scores advanced consistently. It is concluded that pedagogical feedback serves as an effective catalyst for enhancing writing proficiency, enabling learners to maximize their accuracy and successfully fulfill their communicative goals.

KEYWORDS: Student learning, teacher feedback, writing performance



INTRODUCTION

Through the research line "English as a Foreign Language Learning" of the Graduate Studies Unit at Indoamerica University, this research project, titled "The Role of Teacher Corrective Feedback in Improving Writing Skills in Secondary School Students," aims to analyze how teacher feedback influences the development of writing skills through Short Writing Tasks. To meet the overall objective, a teaching guide was designed to incorporate teacher feedback, enabling teachers to provide strategic comments and meaningful suggestions on writing tasks. This study was conducted at the "Monseñor Emilio Cecco" Public School in the town of Tena, Muyuna parish.

Importance and relevance

In Ecuador's education system, upon completing basic education, students must have an A2 level of English, that is, an elementary level that allows them to understand and communicate in simple, everyday situations. When they enter the first year of secondary these students must reach level B1, that is, an intermediate level capable of communicating with greater fluency and precision, especially in writing, an essential skill for their higher education and professional lives.

But the reality is that many students who graduate from tenth grade to first year of secondary have serious problems writing in English. This gap between expectations and reality arises because, although the curriculum defines precise objectives, the foundation of language skills, especially in writing, is not consolidated in basic education. Therefore, students struggle to produce coherent texts with good grammar and to express their ideas clearly and orderly.

This deficiency is not restricted to academic performance in English; it fundamentally impedes their personal development and overall learning potential throughout their secondary education. Consequently, it is imperative to identify and rectify these deficiencies at the outset of the secondary level by implementing pedagogical interventions that are expressly intended to enhance written language proficiency. Research on teacher corrective feedback for writing improvement is relevant in this context, as it can propose solutions to overcome these difficulties and help students achieve the expected B1 level, improving their communicative competence and preparing them for future academic and professional challenges. In this way, improving writing skills from secondary education onwards is a priority that directly impacts educational quality and the preparation of students for future challenges.

According to Fareed et al (2016), EFL writing skills play a vital role in producing language used for communication and the international mediation of knowledge. A deep understanding of this skill allows students to acquire communicative competence and express themselves adequately in the target language. In this way, mastery of this skill enables students to comprehend texts in their different literary styles and complements other English skills. However, in the EFL context, where the use of the target language is not very common, learners have difficulties in writing; these difficulties can be at the grammatical or semantic level. Regarding this, Nunan (1989) states that writing is a highly complex cognitive activity that requires the student to control several factors.

On the grounds of this context, the implementation of writing strategies has underscored a shift in pedagogical relevance, paving the way for enhanced

academic development. For instance, Written feedback can be used to improve students' writing skills. Liu and Yao (2016) state that teacher feedback is the oral and written information that language teachers convey to students to identify deficiencies and improve the students' written performance, including translation review and written and oral comments.

Similarly, Pertiwi and Ashadi (2024) found that teacher feedback corrected grammatical and structural aspects, as the teacher provided clear and concise explanations that led students to achieve a better standard their writing in terms of accuracy and coherence. As can be seen, previous research focused on higher education; conversely, this present study examines the secondary level.

In Latin America, López (2023) conducted a study with undergraduates in Argentina, finding that they had a positive perception of instructor feedback, especially direct feedback, as it was easy to understand. In Mexico, Velázquez (2020) found that teacher feedback improved students' writing skills in organization and language use. This study also showed how the lack of educational infrastructure and teacher training limited its implementation. The primary limitations of the aforementioned research reside in their geographical focus on Mexican and Argentine students, which does not fully align with the socio-educational specificities of the present inquiry.

In Ecuador, Armijos and Vivanco (2025) carried out a study on how written feedback improved the writing skills of secondary students at a public institution in Zumba. Through written feedback, it was found that students identified errors, improved their written production, and became proficient users of the language.

Accordingly, the researchers suggest that future research incorporate samples on that account to generalize the results. According to the Common European Framework of Reference for Languages (CEFR), EFL students with a B1 level should be able to understand and write common expressions and phrases in the context of the target language in everyday situations and with immediate needs. Nevertheless, evidence suggests that the first-year students at the Mons. Emilio Cecco public institution exhibit a lack of writing proficiency, struggling to meet the expected standards for English composition. This finding is not unique, as the 2021 English Proficiency Index test administered by the Ministry of Education showed that secondary students had low English proficiency in all four skills, reaching an A2 level (De Angelis, 2022).

Given that writing competence is a fundamental pillar for first-year secondary school students to achieve language proficiency, empirical research is required to diagnose the most frequent writing difficulties and evaluate the effectiveness of teacher feedback. At this institution, learners frequently resort to their native language due to a limited command of English composition, often exacerbated by a reliance on conventional pedagogical approaches such as translation. Consequently, it is imperative to investigate the specific obstacles secondary school students face in developing strong writing skills. Specifically, what impact does teacher feedback have on the development of English writing skills in first-year secondary students?

Problem statement

In the Ecuadorian educational context, it is imperative that students who have completed basic education possess an A2 level of English and progress to a

B1 level upon entering the secondary level. This is done in order to communicate more fluently and accurately, especially in key skills such as writing. However, at the "Monseñor Emilio Cecco" institution, it has been shown that the majority of students who advance from 10th grade of basic education to the first year of secondary school have difficulty in adequately developing this skill. Even though the curriculum now requires students to write higher complex tasks such as essays and have more complicated conversations, most of them don't fulfill these standards because they have a lot of trouble organizing their ideas, using correct grammar, and keeping their writing coherent. This situation reflects the lack of a solid foundation in writing and the need for more effective pedagogical strategies to support them in developing this skill.

The current study was conducted at the Mons. Emilio Cecco Educational Unit aims to evaluate the impact of teacher corrective feedback on the writing skills of first-year secondary students through short writing tasks. Although feedback is recognized as crucial for learning, there is a lack of clarity regarding how written teacher corrective feedback actually impacts the advancement of writing skills. In this way, feedback is useful to encourage students' writing practice as well as improve their skills. For instance, Ortega and Auccahualpa (2017) discovered that the level of written competence among secondary students from educational institutions in Azuay is inferior to that of oral competence. This is due to the absence of effective practice and feedback in writing tasks. Thus, considering the importance of writing in the present study, the need arose to explore and to ascertain how written feedback can be integrated to refine the writing proficiency of first-year students while enriching the overall learning experience.

Problem tree

In Ecuador, the official language is Spanish, and therefore, students learn English as a foreign language (EFL) context. Generally, three hours of English are taught, which is not enough for students to develop proper English skills. In the Ecuadorian education system, governed by the Ministry of Education, primary school students commonly complete an A2 level according to the Common European Framework of Reference for Languages (CEFR), which implies a basic ability to communicate in everyday situations. However, upon reaching the secondary school, these students are expected to reach a B1 level, characterized by greater autonomy and the ability to express ideas clearly and coherently in broader and more complex contexts. In this regard, Ponce et al. (2019) mention that in the English teaching, learning process, the fundamental pillars are the teacher and the student; the success of the process depends on them. If one fails, the learning process does not achieve the expected results. Today, the teacher's role is to guide, not to lead. For this reason, it is necessary for teachers to be trained, master the appropriate methodology, and design teaching strategies that promote students' communicative competence. Thus, it can be inferred that the lack of written competence in students may be because teachers are not using adequate practice or feedback methods, or there is isolated teaching where students do not have opportunities to work as a team or collaboratively, which has caused students not to have the expected results and have low performance.

Problem tree analysis

Causes:

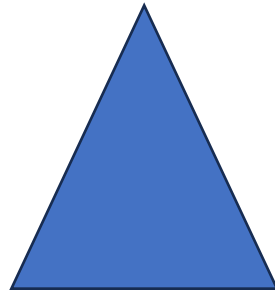
- Insufficient guided writing practice in education.
- Lack of structured teaching material
- Limited development of correction skills.

PROBLEM

Writing Difficulties in English for

First-Year Secondary School Students

ong secondary students.



Consequences:

- Poor English writing skills.
- Lack of confidence and motivation to write.
- Poor written communication.

As can be seen in the previous image, the poor writing d
year secondary students is a recurring problem. Its root cause i
education focuses on the A2 level, which means they have limited vocabulary and
language use compared to B1 levels, a lack of clear and effective strategies for
providing feedback, and a lack of awareness of the types and benefits of corrective
feedback in writing development. Many teachers lack specific training in innovative
techniques that allow them to adapt feedback to students' needs, which directly
impacts their ability to guide the process of improving written texts.

In addition, structural restrains in the classroom, such as time and a large
class size, make it difficult to provide personalized attention and detailed text
revision. Moreover, learners' motivation and receptivity to feedback are frequently
low, owing to a lack of understanding of the purpose of the corrections or a
perception of genuine support in their learning process. Therefore, the
consequences of this problem are palpable both in students' academic performance
and personal development. Furthermore, by not reaching the B1 level expected at
the high school, students are limited in their ability to perform successfully in future
academic contexts.

Within this framework, a three-week observation period revealed deficiencies in writing skills among students at the Mons. Emilio Cecco public school. The primary causes were limited interaction, insufficient time, and inadequate opportunities for written feedback.

Hypothesis or Research Idea

- a) Hypothesis: Implementing teacher feedback significantly improves students' writing skills by applying an experimental design, in which the impact of feedback is evaluated.

Beneficiaries

The beneficiaries of this project are fourteen first-year secondary students from Mons. Emilio Cecco institution, ten women and four men from different socioeconomic backgrounds. These students have an A2 level of English, meaning they have a basic command of the language, but require considerable support to develop their writing skills and gradually increase their writing proficiency to achieve complex texts. They experienced firsthand the benefits of receiving feedback focused on their writing skills from teachers. Likewise, an English teacher working at this educational institution would benefit because they would have relevant and up, to, date information on the benefits or impact of implementing written feedback and its influence on written assignments. Her training is essential for developing corrective feedback strategies that enhance students' writing skills and achieve the objectives outlined in the proposal. Similarly, people external to the institution, such as teachers, administrators, and researchers, can inform

themselves and apply this information to promote the teaching and learning of the English language.

Research question

Considering that the main hypothesis of this study is to understand the impact of implementing teacher feedback on improving students' writing skills, this research was conducted under the following question:

- What are the effects of implementing teacher feedback on improving the writing skills of first year secondary students at Mons. Emilio Cecco Institution?

This research is organized into several chapters. The first chapter develops the theoretical framework, presenting the main concepts, theories, and previous studies that support the study of teacher corrective feedback and its relationship with the development of writing skills. The second chapter describes the methodological design, including the type of research, population and sample, instruments, and the operationalization of variables. The third chapter presents the results obtained from the application of the proposal and their analysis. Finally, the conclusions and recommendations are provided, highlighting the main findings and their implications for the teaching and learning of English as a foreign language.

OBJECTIVES

General Objective

- To determine The effect Of Teacher Corrective Feedback On The Writing Skills Of First-Year secondary Students Through Short Writing Tasks.

Specific Objectives

- To identify the main difficulties in students' writing skills before the application of teacher corrective feedback
- To Design A Teaching Guide That Supports Teachers In Providing Effective Corrective Feedback During Writing tasks.
- To Implement Writing Activities In Which Students Receive Teacher Corrective Feedback Using The Teaching Guide.
- To Compare Students' Writing Performance Before And After The Intervention Through Pre-Test And Post-Test Results.

CHAPTER I

Theoretical Framework

This chapter contains updated and relevant information aligned with the study's objective, both internationally and nationally. First, the state-of-the-art section describes the perspectives of various authors regarding the main writing problems that have arisen and how written feedback has been a highly effective strategy for helping students improve their writing proficiency. To justify the impact and usefulness of this strategy, research conducted at the Latin American and national levels is discussed to demonstrate to the audience that it is a widespread problem within effective teaching.

Next, the concepts related to the independent variable, teacher feedback, its characteristics, and its effectiveness are addressed, along with current research highlighting the main viewpoints of various authors regarding this strategy. As a further step, the concepts of the dependent variable are addressed, and the concepts adopted by several authors regarding writing skills and their main challenges are presented. Thus, the information contained in this chapter serves as a pedagogical and structural foundation upon which the analysis of this study is based.

Subsequently, the independent variable, teacher feedback, its characteristics, and its efficacy are discussed, as well as the primary perspectives of numerous authors on this approach, as well as the most recent research. The concepts of the dependent variable are further elaborated upon, and the primary challenges and concepts that many authors have adopted in relation to writing skills

are presented. Consequently, the information presented in this chapter provides a structural and pedagogical framework for the examination of this investigation.

Background of the research (state of the art)

The capacity to write in a clear and effective manner is a fundamental element, particularly in the context of teaching English as a foreign language (EFL). On the other hand, the development of solid writing abilities presents a considerable obstacle for students and instructors alike. When considered as a whole, the feedback that teachers provide is the most important resource for assisting, inspiring, and directing students to improve their writing (Velázquez, 2020).

Teacher feedback is significant because it has the ability to point out mistakes, emphasize areas that require improvement, and provide specific advice that encourages students to learn how to work on their own. Several studies have found that explicit, timely, and tailored feedback to their specific requirements can have a beneficial impact on their writing development (Yu et al., 2025). This type of feedback can decrease the number of mistakes that students make and increase their confidence in their own skills. As a result, understanding the function of teacher feedback is of the utmost importance for the purpose of maximizing pedagogical practices and achieving more successful academic outcomes.

Alharbi (2021) emphasizes the significance of teacher feedback in the classroom, as it enables students to rectify their errors from the outset. For this reason, the author conducted research at a university in Qassim, Saudi Arabia, to ascertain the impact of teacher feedback on the writing abilities of students. Thirty-five students and five English as a Foreign Language (EFL) teachers participated,

completing questionnaires and interviews using a mixed-methods approach. The results of this study showed that both students and teachers consider written feedback very beneficial for teaching and learning grammar, since it can be adapted to students' needs and align with curriculum guidelines. However, in this study teachers focused solely on correcting grammatical errors, neglecting aspects such as content, organization, and context. Therefore, based on these findings, the author suggests that teachers update their feedback methods according to the students' actual level, not their preferences.

According to the aforementioned study, teachers focused on correcting grammatical errors and neglected correcting errors at the syntactic or semantic level. Furthermore, structures such as organization, language use, and content are not a priority for them.

According to the aforementioned study, teachers focused on correcting grammatical errors and neglected the correction of syntactic or semantic errors. Furthermore, they do not prioritize structural aspects such as organization, language use, and content. This means that students are unable to write lengthy texts with a broad vocabulary, which limits their written communication skills. Therefore, it is important to conduct a study in which teachers provide written feedback tailored to the needs and types of errors, with in-depth correction, to facilitate the writing of lengthy texts, vocabulary acquisition, and the drafting of coherent, well-organized essays with improved language use. The foundation of the modifications ought to be the educational reality, which means that one must understand students in a comprehensive manner, adjust the pedagogical methods to their respective contexts,

and promote an atmosphere in which the learning is pertinent and significant to them.

Given that writing in English is challenging for students, Pertiwi and Ashadi (2024) conducted research at a university in Indonesia to determine the preferences of 211 students for corrective written feedback (CWF), the types of CWF effective in improving learning, and how feedback can facilitate mastery of academic writing. The research made use of a mixed-methods approach, which included both surveys and focused interviews, to investigate the positive and negative experiences that students have had with teacher feedback and activities that involve academic writing. Direct, indirect, focused, unfocused, metalinguistic, and reformulation are the six different types of CWF that were looked at in the investigation. The results indicated that students have writing difficulties related to planning, organization, coherence, and grammatical accuracy. However, interestingly, they do not perceive the teacher's feedback as negative. It was also found that students prefer direct feedback since it makes them immediately aware of their errors; however, the quantitative study showed that reformulation feedback was the most effective in addressing their writing challenges.

According to the findings of this investigation, students do not interpret feedback that is provided in writing as being negative, even though they experience challenges in a number of areas when it comes to writing. This demonstrates that they have faith in the methods that the teacher employs and are cognizant of the fact that they require improvement. Additionally, the study shows that students prefer direct feedback over other forms. This preference has appeared to be effective, as the instructor provided them with a clear explanation of their mistakes. Given that

they are in the initial learning stage, this type of feedback provided concrete guidance for improving their understanding and application of grammatical and structural rules. This signifies that the teacher provided clear and direct feedback throughout the study period. Nonetheless, based on these findings, it is possible that a combination of direct and indirect feedback is even more advantageous, as it contributes to a greater awareness of writing errors. Finally, the most significant finding was that personalized feedback, particularly reformulation, was the most effective way to improve writing skills. Rephrasing provides students with clear examples of how to express their ideas correctly, facilitating the transfer of that knowledge to future written work and reinforcing learning in a meaningful way (Asadi et al., 2025).

In Argentina, López (2023) conducted a study to understand students' perceptions of the teacher corrective feedback on their academic writing. The participants were 10 first-year students enrolled in the Procedural Writing 1 course and 20 final-year students enrolled in the Advanced Communication course. Using a quantitative methodology, a three-section questionnaire was administered. The first section collected demographic data from the students, the second section contained questions about their linguistic background, and the third section addressed the role of teacher feedback in their writing, specifically regarding the organization, cohesion, and coherence of ideas in the text, as well as grammar, vocabulary, punctuation, and spelling.

They were also asked about their preferences for the forms of correction used by their teachers, whether they preferred direct or indirect feedback, imperative sentences, questions, comments marked with exclamation marks or no

feedback, and finally in the last part the students were asked to read a set of statements about feedback and express their degree of agreement with them. For example: "I don't understand the feedback I receive from my teachers about my writing," "I don't like having my mistakes corrected," or "I prefer teacher feedback to peer feedback."

The results revealed that all participants, both expert and novice writers, agreed that teacher feedback plays a very important role in helping them correct their linguistic and contextual errors, as well as their organizational and cohesive writing. They also indicated that they value indirect feedback through comments and suggestions more. Furthermore, they supported direct feedback, especially for grammatical corrections. It was also evident that first-year students felt they needed more teacher feedback than those with more experience. Based on this, the author indicates that it is essential for teachers to provide feedback based on both theoretical principles and educational reality.

In the city of Zumba in Ecuador, Armijos and Vivanco (2025) conducted an action research study to evaluate the effectiveness of direct corrective feedback in improving writing skills. Twenty-five secondary students participated. Data collection was carried out in four stages: planning, implementation, development, and reflection. In the planning stage, the research problem was identified, and a writing-focused proposal was developed. This involved administering a preliminary test to the study sample, selected through convenience sampling. This test was validated by four English language experts. Subsequently, in the implementation stage, the proposal was implemented over eight weeks. The study comprised various writing tasks where students received direct feedback through

three types of correction: deletion, rewriting, and addition. This was done to address the problem. In the development stage, the instruments were applied, and in the reflection stage, the collected data were analyzed and discussed to evaluate the effectiveness of the intervention. The results revealed that, after the intervention, students significantly improved their writing skills in pronunciation, grammar, and language use. It was also evident that students preferred direct corrective feedback.

The findings of this study appear congruent with current pedagogical realities, as they demonstrate that substantial progress in writing proficiency—particularly regarding grammar and syntax—is a predictable corollary of systematic feedback interventions. Clear and consistent feedback facilitates error identification, allowing students to refine their writing with greater efficacy (Zeevy, 2024).

Regarding the preference for direct feedback, I agree with these findings because students at intermediate or beginner levels can receive explicit corrections in order to reduce ambiguity and show them exactly what they need to improve. The results of a number of studies have demonstrated support for this preference. These studies indicate that direct feedback that addresses recurring errors and reinforces grammatical rules (Alghamdy, 2023). It is not advisable to rely solely on the provision of direct feedback, despite the fact that students in many situations express a preference for it. It is the responsibility of the educators to synthesize the various pieces of feedback and to utilize it in a manner that is consistent with the students' level of proficiency as well as the objectives of the learning process.

What is Teacher corrective feedback?

According to Liu and Yao (2016), corrective feedback (CF) refers to corrective feedback, related to linguistic accuracy, provided to English language learners. This strategy allows for the identification of errors and mistakes in the areas of grammar, punctuation, spelling, and writing conventions. Combined with immediate feedback and metalinguistic explanations about students' linguistic problems, their written drafts can be appropriately corrected.

Regarding metalinguistic explanations, Li (2017) states that these must be consistent and accurate for students to improve, and that this also helps instructors address the time constraints they face for such metalinguistic explanations during collaborative and process-based writing activities. Furthermore, providing direct feedback on writing errors and mistakes through teacher feedback has helped students detect and correct their linguistic problems more effectively and efficiently (Li, 2022).

Mandana (2025) states that teacher feedback is of utmost importance when it comes to helping students improve their writing abilities, particularly in situations where they are learning a foreign language. In addition to pointing out mistakes, teachers use feedback to provide students with guidance and suggestions that will assist them in making progress. As a result of this assistance, Pertiwi and Ashadi (2024) refer that students are able to identify their strengths as well as their weaknesses, which in turn leads to the production of writing that is more structured, coherent, and accurate.

According to a number of studies, giving feedback that is effective encourages the revision and rewriting of written work, which leads to a noticeable increase in the overall quality of the work. Tan et al. (2022) states that the provision

of specific and clear feedback assists in the correction of grammatical and discourse errors, and it also promotes the independence of students in the process of education.

Nonetheless, the efficacy of feedback is contingent upon its timeliness, clarity, and relevance to the needs of the student. Students are able to utilize the recommendations that have been made to them in their work in the future, thereby reinforcing their progress as proficient writers, when the feedback is positive and centered on particular elements.

Characteristics Of Feedback

Since feedback is a beneficial strategy for improving students' writing, its main characteristic is clarity. That is, comments should be understandable and specific, allowing students to easily identify their strengths and weaknesses (Yu et al., 2025). Similarly, Bezbaruah (2025) mentions that teachers' suggestions should be clear to avoid ambiguity and misinterpretation by students.

Feedback should be timely, Liu et al. (2023) refer that it should be given close to the completion of the written activities. This allows the learning to be internalized and applied in subsequent written work as well as helps students understand and connect their mistakes with the teacher's correction. Timely feedback fosters motivation and interest in the learning process.

Constructive feedback promotes a positive attitude, fosters autonomy, and maintains a positive outlook among students. For this reason, feedback should be constructive and motivating, going beyond simply pointing out errors with recommendations and suggestions that encourage students to improve their

subsequent writing (Liu & Men, 2023). When students perceive feedback as a support tool, they feel more confident and willing to face new academic challenges, which has a positive impact on their overall development (López, 2023).

Effective teacher corrective feedback

According to Cen and Zheng (2024), several studies conducted on this issue have determined that teacher feedback is positive as long as it meets certain requirements, such as being clear, timely, immediate, and systematic. The same author indicates that with adequate guidance, students can progress from writing a single word to a short phrase and then to a long, meaningful sentence, which will later help them produce written work and essays appropriate to the purpose and audience, with a suitable tone and format. Wei et al. (2022) also mention that for academic writing, teacher feedback is effective because it not only improves superficial aspects like spelling and grammar but also involves the semantics, syntax, and propriety of the language. Consequently, if the student knows how to write, they will also be able to speak the target language.

In this regard, Criss et al. (2022) point out that appropriate feedback includes the teacher's use of both speech and writing; therefore, the combined application of both helps students understand the how and why of their errors. Nevertheless, Kamoj et al. (2024) state that feedback should not only be employed to correct and evaluate, but also to motivate students to continue writing. For this reason, student engagement and motivation are improved.

Regarding motivation, Jang (2019) refers that it is an innate characteristic of students that, with appropriate teacher guidance, can be fostered both

intrinsically and extrinsically. Intrinsic teacher feedback can be applied through praise or supportive advice on students' writing, while extrinsic motivation can be fostered at the board. For this reason, it is essential that the teacher clearly define the learning objectives, how they will provide feedback, and what resources to use.

Writing in EFL

According to Alghamdy (2023), writing is the ability to use the graphic symbols of a language appropriately. In the EFL context of the four skills, this is important because through written production, students can apply their knowledge of English grammar and vocabulary, and at the same time, the teacher can observe student performance. In other words, writing allows for the identification of knowledge. Thus, writing competence is the ability to produce a text appropriately according to established criteria. In the EFL context, this skill is developed when students are asked to write about a specific topic, using an appropriate tone and register. To achieve this, students must have incorporated all the necessary knowledge (Bezbaruah, 2025).

For Velázquez (2020), writing is the ability to use academic discourse skills to produce texts for specific purposes and audiences. Consequently, writing is viewed as a cognitive activity requiring in-depth knowledge, a social activity involving text genres, and an intercultural activity that accounts for the context and the reader's cultural preference.

Challenges in EFL writing skills

Kim et al (2025) indicate that English is the most predominant language in the global context, which has made it a common megalanguage. Therefore, those

who speak other languages are increasingly striving to acquire and master it, which will open doors to personal and professional opportunities. In this regard, Chicho (2022) mentions that there are two contexts for teaching English as a foreign language: teaching English as a second language and teaching English as a foreign language. Teaching English as a second language refers to learning English in a context where it is not spoken naturally, while teaching English as a foreign language refers to learning the language in countries and cities where English is the native language. In both cases, the same author states that students face a challenge in language acquisition.

López (2023) points out that writing is one of the most demanding skills to develop, as it involves the coordination and organization of multiple processes and is based on diverse linguistic and cognitive abilities. The first skill through which the language is taught is writing. For this reason, in both contexts, students struggle with writing because they lack the appropriate vocabulary. Similarly, Mandana (2025) suggests that writing is the most challenging skill to develop due to the need for expertise in grammar, vocabulary, and context. Beyond simply choosing words or punctuating correctly, writing demands an understanding of cohesion and coherence, both of which are essential tools for effective written production.

Globally, research on teacher feedback has gained increasing relevance in recent decades, especially in the field of foreign language teaching. Various studies have demonstrated that feedback—whether direct, indirect, metalinguistic, or coded—plays a fundamental role in the development of students' writing skills. Authors such as Pertiwi and Ashadi (2024), Alharbi (2021) and López (2023) have

contributed with empirical findings that underscore the importance of providing effective feedback.

In the Latin American context, and particularly in Ecuador, research has also been carried out to understand the impact of teacher feedback on language learning. However, most of these studies have been conducted in large urban centers or nationally renowned educational institutions, neglecting smaller cities and rural areas.

The literature reviewed reflects that some authors believe there is insufficient research on EFL students in their early learning stages, specifically those in school. Similarly, there is insufficient information on the application of teacher feedback with secondary school students, as research generally focuses on university students. Therefore, it is necessary to conduct research using solid information centered on less explored areas, where educational realities may be significantly different and present unique challenges.

In this regard, considering that no research related to this issue has been conducted in the province of Morona Santiago, it is necessary to use the information gathered here to compare findings and results. Thus, the information contained in this chapter will serve to analyze and discuss the quantitative findings.

CHAPTER II

METHODOLOGICAL DESIGN

This current research employed a quantitative methodology, characterized by the collection and analysis of numerical data, which statistically describe the observed phenomena (Dehalwar & Sharma, 2024). For this reason, this approach aims to correlate the study variables and provide generalizable results that accurately reflect reality. For Lim (2024) the advantages of this approach are its validity and reliability, since structured instruments (such as pre test, post test, rubrics) allow for the collection of consistent and comparable data. In this way, researcher can explore and validate the results, obtaining conclusions that accurately reflect the reality of the study.

This methodology is appropriate for this study, as it allows for measuring writing progress and understand the impact of teacher feedback. Control over data collection and analysis at each stage of the research ensures the validity and reliability of the results. Therefore, the quantitative methodology was employed to conduct a statistical analysis that revealed trends, patterns, and substantial discrepancies in the data. This empirical evidence provided a clear understanding of the influence of teacher feedback on student writing. The effectiveness of the methods employed was analyzed and student progress was quantified through the comparison of the results before and after the intervention. Within this quantitative approach, the quasi-experimental method has been implemented, which is a design characterized by relating causes and effects between variables without the need to randomly assign those involved in these studies. In this regard, Tola et al. (2025) mentions that with this design the research is conducted with formed groups, which

can lead to limitations regarding the internal validity of the study. However, with this design the researcher can make inferences without the need for a random sample. In the present study, it is considered a quasi - experimental design because the participating students belong to a single study group.

Description And Sample Of The Research Context

The participants of this study comprised fourteen first-year secondary students who had recently transitioned from basic general education to senior high school. They were expected to reach level B1 in language skills throughout their studies. However, based on diagnostic assessments and classroom observations, it was found that the students still maintained an A2.1 level and their writing skills were very poor. A total of ten women and four men, aged fifteen to sixteen, participated. As the participant population is small, intentional and census sampling was used. In this regard, Casteel and Bridier (2021) define intentional sampling as beneficial for research with limited populations.

Similarly, Ruggles and Van (2021) defines census sampling as one that considers all participants without discrimination. Additionally, the teacher who participated in this study is thirty-five years old and holds a bachelor's degree in English. She has ten years of teaching experience, which provides her with solid pedagogical and practical knowledge in English teaching. She is currently employed as an English instructor at the educational institution where the research was conducted, where she instructs secondary students. She is a valuable resource for the study due to her background and training, which are essential for the application of the corrective feedback that was analyzed in the research.

According to Maxwell (2021), a sample is defined as a representative subset of a population selected to participate in a study in order to obtain information and generalize the results. In this case, the participating teacher constitutes a convenience sample because her experience and specific role make her suitable to provide data relevant to the research objective. This type of sampling is common in qualitative and mixed-method studies, where the selection is based on specific criteria related to the phenomenon under investigation. Regarding the educational institution, it can be said that it is a public institution located in a rural area of the city of Tena, Muyuna parish, district 15D01. The educational institution where this study is conducted offers a comprehensive service that covers the preschool level, through basic education from eighth to tenth grade, up to the secondary school, which includes first through third years of secondary school. This educational model guarantees continuous and progressive training under the regulations and supervision of the Ecuadorian Ministry of Education, ensuring compliance with national educational quality standards. Furthermore, the institution has students from diverse social strata, which enriches the educational environment with a variety of realities and cultural contexts. In this way, students' diversity entails particular challenges for teaching and learning, especially in areas such as English, where differences in access and prior preparation can influence students' academic performance.

Data collection process

Data collection in a study is the primary way in which hypotheses are tested and the validity and reliability of the results are established (Kouam, 2024). In this way, to evaluate the impact of teacher feedback on secondary school students' writing skills, this study used a systematic data collection strategy.

The main instruments used in this research were a pre-test and a post-test, designed according to the Cambridge English Writing Assessment. The primary objective of these instruments was to evaluate students' writing competence before and after the pedagogical interventions. Both tests consisted of nine writing tasks, distributed as follows: eight in which each student had to write 100 words, each graded out of 2 points. The participants performed short writing tasks with a word limit of 100 words. These tasks were designed to evaluate their productive skills in specific contexts, such as informal letters, descriptions, or short stories, following the Cambridge assessment criteria. In the final task, students wrote 150 words to create a short composition. This allowed for a more detailed assessment of their writing skills compared to previous activities.

A Cambridge-based rubric was used to assess the tasks. Each task was evaluated based on content, communicative achievement, organization, and language use. Regarding content, task achievement was assessed according to alignment, while communicative achievement focused on register and effectiveness of expression. On the other hand, in the organizational activities, logical sequencing, cohesion, and use of connectives were assessed, while in the language aspect, vocabulary breadth and precision, as well as grammatical structures, were evaluated. All of this was done in accordance with the Cambridge Writing standard.

First, a pre-test was administered to assess students' writing level, the number of words they write per activity, and their strengths and weaknesses in terms of content, organization, language, and communicative achievement. This instrument provides a general understanding of students' prior knowledge. For Bhalla et al. (2023), pre-test allows researchers to identify students' initial skill levels, enabling them to adapt subsequent educational strategies. In this context, students' writing ability was assessed quantitatively using this instrument.

Subsequently, eight structured lessons were conducted. In the second lesson, the teacher assessed the pre-test and, based on the findings, provided written feedback using the guide. The teacher also explained paragraph structure on the board, demonstrating how to properly organize the text, with the goal of having students write a paragraph of approximately 100 words. In the third lesson, the teacher evaluated the students' texts and, using the guide as a reference, provided feedback on the organization component in order for students to rewrite their texts. This dynamic of writing, feedback, and rewriting continued in subsequent lessons. For example, in the fourth lesson, students wrote 100-word paragraphs on the topic "A Day That Changed My Life." In the fifth lesson, the content of these paragraphs was assessed, and teacher feedback was provided in accordance with the guidelines.

During the sixth lesson, students produced a new written text, and in the eighth lesson, their language use was assessed, and feedback was provided. In lesson 8, another writing activity was conducted, and in lesson 9, feedback was provided on communicative achievement, that is, the effectiveness of the message conveyed in their texts. The implemented writing tasks were evaluated, and feedback was provided using the teaching guide for this proposal. The teaching

guide outlines how the teacher should provide feedback and suggestions. It also includes assessment rubrics for the following aspects: content, organization, language, and communicative achievement, in line with the Cambridge guidelines. This facilitated the teacher's ability to provide appropriate feedback according to each parameter, with the goal of gradually improving students' skills from level A2 to level B1. Thus, the ten intervention classes focused on writing activities that were evaluated and for which feedback was provided based on the teaching guide. Chen and Liu (2021) emphasize that corrective feedback is essential for language acquisition, as it enables students to recognize and rectify their errors, thereby promoting their growth.

After implementing the teacher's feedback, the post-test was applied, in which students produced new compositions. the results of which were used to compare with the pre-test results and determine, using a quantitative approach, whether it was effective or not. In this regard, Adijaya et al. (2023) refer that the post-test's results are essential for evaluating learning outcomes in which the expected result is that students demonstrate an improvement in their writing skills. In the same manner, the study aims to demonstrate the impact of teacher feedback. According to Zhang (2021), the integration of teacher feedback enriches the study by providing contextual information that explains the quantitative results and guides future teaching practices.

Regarding validity and reliability, the instruments underwent a formal validation process. First, the content of the instruments was reviewed by two external evaluators, both with master's degrees. Each evaluator ensured that the

instruments were aligned with the BGU curriculum and Cambridge standards, so that each activity was appropriate for the students' cognitive and linguistic levels.

Thus, using a quantitative approach, data collection was carried out in three stages: pre-test, intervention with the teaching guide, and post-test. All these steps ensure the validity and reliability of the results, which were consistent with reality.

Table 1. Operationalization

Independent variable	Conceptualization	Dimensions	Indicators	Technique Instrument	Items
Teacher's corrective feedback	The process by which the teacher provides specific corrections and suggestions to improve the student's writing.	Feedback Content	• Number of corrections related to grammatical errors. • Number of suggestions regarding vocabulary and appropriate language use. • Corrections focused on the organization and coherence of the text. • Comments on the relevance and clarity of the content..	Specific knowledge test questionnaire (post test)	After completing the teacher's teaching guide, the posttest will be administered, consisting of eight written activities.
		Feedback Frequency	• Number of times the teacher provides feedback per session or unit of work. • Proportion of written assignments receiving feedback.		
		Feedback Type	• Amount of direct feedback (explicit error correction). • Amount of indirect feedback (pointing out errors without perfect correction). • Number of metalinguistic comments (explanations about the nature of the error).		
		Delivery Method	• Number of written feedback delivered. • Number of oral feedback delivered.		

Dependent variable	Conceptualization	Dimensions	Indicators	Technique Instrument	Items
Writing skills	The student's ability to produce coherent, well-structured written texts with appropriate grammar and vocabulary.	Content	• Corrections and suggestions on idea relevance and sufficiency. • How to add or remove information to deepen the text. • Pointing out irrelevant or off-topic ideas.	Specific knowledge test questionnaire (pre test)	The pre-test questionnaire is used to measure the level of students' writing skills.
		Communicative achievement	• Register and tone correction for formal, informal, and academic texts. • Feedback on message delivery to the target audience. • Tips for clarifying the text's message.		
		Organization	• Correction of text structure (introduction, body, conclusion). • How to improve paragraph and sentence coherence. • Pointing out problems with the logical sequence of ideas or the use of connectives.		

		Language	• Grammar correction (verb tenses, agreement, prepositions). • Correct word usage and variety feedback. • Written expression accuracy and fluency tips.		
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Note: Table created by Erica Barreno (2025)

To analyze the results of my study on student writing performance, I used a quantitative approach based on descriptive and inferential statistics, following methodological recommendations for the presentation and discussion of educational data.

Pre-tests and post-tests were administered, including activities focused on four aspects: content, organization, communicative achievement, and language use. Each aspect was assessed through two activities, each graded out of two points. Individual student results from the pre-test and post-test were compiled and organized in a comparative table. Then, statistical measures such as the median and mean scores were calculated for pre test and post test results. Subsequently, the mean percentage improvement was determined to assess the participants' overall progress. Furthermore, both the p-value and effect size were quantified using Cohen's d to evaluate the statistical significance and magnitude of the gains achieved following the intervention.

Finally, the analysis included pie charts showing the distribution of the number of words written by the students in the pre-test and post-test. The graphical representation of frequencies was useful for describing categorical variables and highlighting trends in the data, as it compares the amount of written output before and after the intervention, highlighting the increase in the number of students who approached or exceeded the proposed objective.

Analysis of the results

Table 2.

General results of the paired samples Student's t-test on writing ability

(N=14)

Aspect	N	Pre-Test mean	Post-Test mean	Mean difference	Improvement(%)	P- Value	Effect Size (Cohen's d)
Content	14	2.54	3.29	0.75	29.52%	0.000005	1.62
Organization	14	2.24	3.07	0.84	37.05%	0.000001	1.92
Language	14	2.36	3.25	0.89	37.71%	0.000001	2.59
Communicative achievement	14	2.21	3.21	1	45.24%	0.000007	1.9

Elaborated by Erica Barreno

The table below shows the overall averages for both the pre-test and post-test administered to fourteen first-year secondary students. Each aspect consisted of two activities, each graded out of four, in which students were asked to write an average of 80 to 100 words. Regarding the content aspect of the pre-test, students were required to write about a personal experience and provide their opinion on a current issue. In contrast, during the post-test, they composed a narrative regarding a significant life event and shared their perspectives on a relevant social issue.

Thus, the students achieved a score of 2.24 out of four on the pre-test, indicating that they were not able to write adequately on the topic. Generally, their writing was superficial, with missing or poorly developed ideas. In each activity, students wrote an average of 50 words. However, the post-test showed a 29.52% improvement in their writing, with an average score of 3.29, signifying that their writing was more relevant to the topic. The p-value of 0.000005 denotes a highly significant advancement attributable to teacher feedback. In the same vein, Cohen's effect size (1.62) is huge, implying that the intervention was significant, as student

performance in this area improved by 94%. This is corroborated by the two written activities, which demonstrated that students produced an average of 80 words in the post-test.

Concerning organization aspect, the pre-test and post test required students to write a comparative paragraph and a sequential story of at least 100 words each. As can be seen, the results related to this aspect reflect an overall average of 2.24 out of 4. However, it was evidence that most of students wrote in a disorganized manner, with little use of connectors, ambiguous ideas, and a lack of cohesion, averaging 50 words per activity. On the other hand, the post-test results showed an increase of 0.84, indicating a 37.05% improvement. Consequently, these outcomes demonstrate that students were able to effectively compose a comparative paragraph and sequential story because after receiving teacher corrective feedback, they utilized appropriate connectors to link their ideas. The p-value of 0.000001 shows that this progress is a direct result of the teacher's intervention, which is supported by the average of 80 words per activity. Cohen's effect size is 1.92, indicating that students' writing has significantly improved in this area.

Regarding language usage in the pre-test, students provided a description of their favorite place and a narrative paragraph using specific vocabulary. Whereas, in the post-test, they described a person they admire and composed a narrative paragraph with targeted vocabulary. The results from the pre-test indicated an average score of 2.36. This means that students had very little knowledge of grammatical structures and a very limited vocabulary, resulting in them writing approximately 50 words per activity. However, the post-test (3.25) shows a significant improvement of 0.89, corresponding to 37.71%, indicating that the

majority of students acquired new vocabulary and a deeper understanding of the grammar of the target language. A p-value of 0.000001 indicates that teacher feedback had a real positive effect on the development of student writing. Cohen's effect size is 2.59, showing that teacher feedback had a very large effect on improving students' vocabulary and grammar, leading them to write approximately 80 words in the post-test.

About the communicative achievement aspect, the sub-aspects evaluated were format, register, and tone. In the pre-test, students were required to write a formal letter and an informal email. Whereas, in the post-test, they had to compose a formal letter and an email using an informal tone. In this instance, students achieved an average score of 2.21 on the pre-test, which suggests that there were substantial errors in messages that were partially comprehensible but irrelevant to the subject matter. Students demonstrated the ability to write in a manner that was consistent with the communicative purpose of the topic, with a tone and format that were appropriate, as evidenced by a one-point improvement in the post-test. The p-value (0.000007) and Cohen's size (1.9) are statistical indicators that this improvement is significant and attributed to the intervention, rather than chance. Additionally, it is evident that students' word counts per activity increased from 50 to 80 following the intervention.

It is evident that all aspects of the analysis experienced significant progress. The teacher's guide provided specific instructions regarding the manner in which feedback should be provided, including direct, indirect, suggestive, and formative. The teacher in this study provided direct feedback to all students to encourage them to write in subsequent assignments and to facilitate comprehension. These findings

are consistent with the findings of Armijos and Vivanco's (2025) study, which revealed that students favor direct feedback due to its substantial enhancement of their writing abilities.

Table 3. Pre test results

	N	Min.	Max.	Mean	SD
Content	14	2	3.5	2.54	0.57
Communicative achievement	14	1	3	2.21	0.5
Organization	14	1.8	3	2.24	0.39
Language use	14	2	3	2.36	0.41

Note: elaborate by Erica Barreno. Fuente: *Spss*

This table contains the results of the pre-test administered to students on the activities for each aspect, where each aspect was evaluated out of 4. For the content aspect, the minimum score achieved by students was 2, while the maximum was 3.5, with a mean of 2.54. These results indicate that students in this aspect only partially completed the activities in terms of relevance and content development, and that no student achieved the maximum score. The variance of 0.57 suggests that the average score for most students focused on media, reflecting a superficial approach to the topic with relevant but poorly justified ideas.

The minimum score was 1 and the maximum 3, with a mean of 2.53 in communicative aspect result. It reflects that most students were able to convey the message requested in the activity. However, their scores were satisfactory but not outstanding, as they did not adapt the message adequately to the reader, using registers that need reinforcement. The standard deviation of 0.5 suggests that most students approached the average, with some dispersion of results.

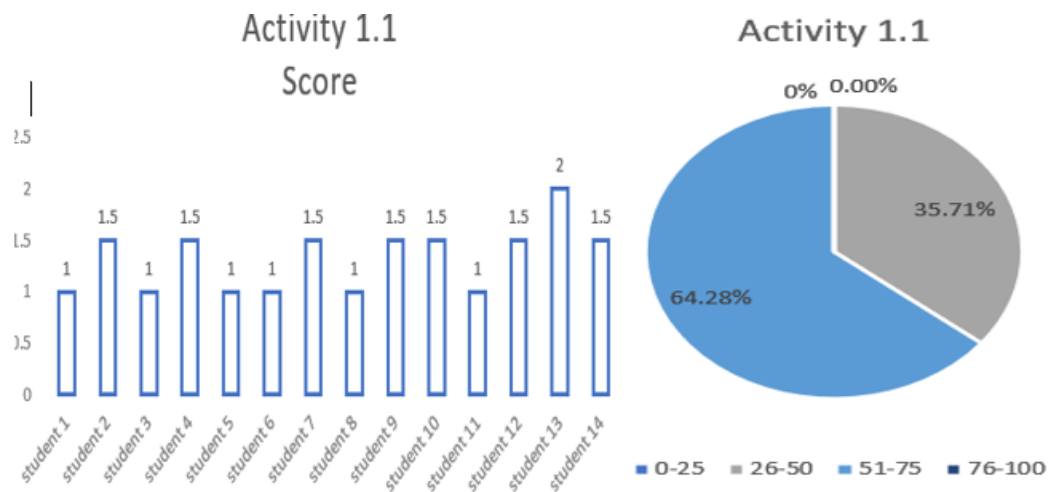
Concerning organization aspect, the minimum score was 1.8 and the maximum 3, with a mean of 2.53 and a standard deviation of 0.39. This indicates that the students were able to structure their texts as requested, using connectors with an introduction, body, and conclusion. However, they did so with an average of 50-75 words, demonstrating a lack of clarity and cohesion in the texts. As observed, none of the students reached the maximum score of 4, indicating that they still need feedback on their use of connectives and clarity in the progression of ideas.

In language use aspect, the minimum score was 2 and the maximum was 3, with a mean of 2.35. These results indicate that the students do not yet have a deep understanding of English vocabulary and grammatical structures. The moderately low standard deviation of 0.41 indicates that the group has a relatively homogeneous level, but with few significant differences among the students. However, it is clear that the students need to expand their vocabulary and improve their grammatical accuracy.

The findings of this study align with the general problem identified by De Angeli (2022), which demonstrates the historically poor performance of Ecuadorian students in English proficiency. In the same manner, this trend was empirically validated by the results of the initial assessment (Pre-Test) of this research, where students did not achieve the maximum score. This deficit demonstrated that their writing skills were low, particularly in the crucial aspects of Organization, Language Use, Content, and Communicative Achievement. Consequently, this supports the implementation of teacher feedback to improve the students' performance.

Figure 1.

Results of the activities of the aspect: Content



Note: elaborated by Erica Barreno Fuente: SPSS

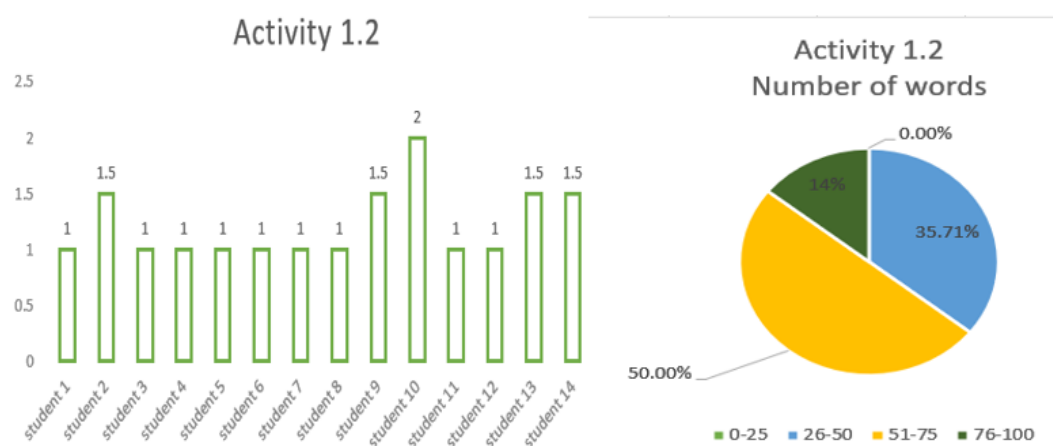
As can be seen in this graph for Activity 1, 13 out of 14 students, representing 92.85%, did not complete Activity 1. Therefore, they did not achieve the maximum score of two. In this activity, students were asked to write a 100-word paragraph on the topic: "A Day That Changed My Life." The percentage 64.28% means that students wrote between 26 and 50 words because they lacked relevant ideas and insufficient content. For example, student number 8 only wrote 40 of the 100 requested words, and his text was not aligned with the requested topic. Similarly, it was evident that the students who wrote an average of 60 words indicated that their writing lacked relevant details and adequate development of ideas.

It is understandable that students may not have enough English vocabulary to write this, since their native language is Spanish. According to Chicho (2022),

students in contexts where English is not their native language face the greatest challenge due to their limited exposure to the language.

Figure 2

Results of the activities of the aspect: Content



Note: elaborated by Erica Barreno Fuente: SPSS

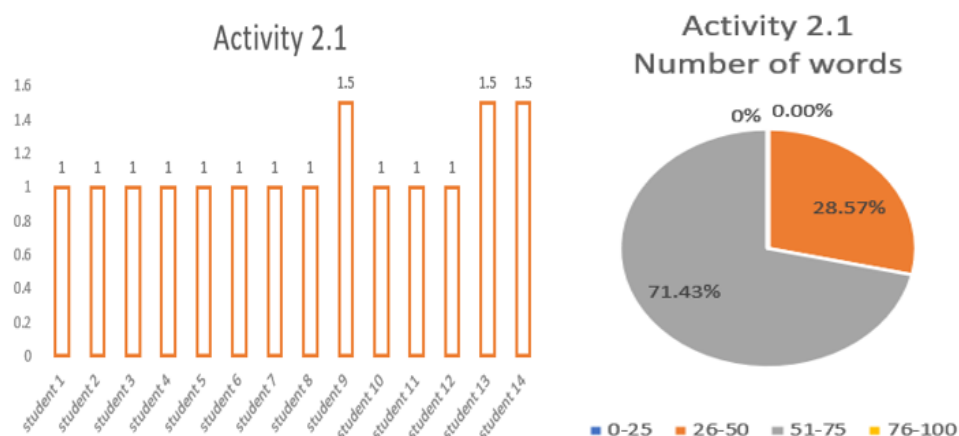
The table for activity 1.2, developed in the content section, shows that 9 students achieved a score of 1 out of 2, indicating that 64.28% of students only partially completed the task. This is corroborated by the graph, which shows that 50% of the students wrote between 51 and 75 words out of the 100 requested. The activity consisted of writing an opinion on a current topic: "Should students use cell phones in class?" in which 35.71% wrote only 50 words, indicating that these students had difficulty expressing their reasons and give examples to support your point of view.

In other words, both graphs indicate that most students did not reach the maximum score and their texts not fulfill with the requested format, as they omitted important information and included irrelevant ideas, which hindered comprehension. Focusing on mastering superficial language skills directly impacts

the quality of the text conten. This demonstrates that students need feedback that allows them to develop attentional resources for the ideation process and the development of complex arguments, enabling them to articulate texts with appropriate content. In this regard, Armijos and Vivanco (2025) revealed in their study that a lack of writing support results in disorganized student texts, and a lack of adequate feedback causes teachers to focus on correcting mechanical errors rather than delving into the essence of the message.

Figure 3

Results of the activities of the aspect: Communicative Achievement



Note: elaborated by Erica Barreno Fuente: SPSS

In activity 2.1, corresponding to the communicative achievement aspect, students were asked to write a formal letter titled "Suggestion for School Improvement" to the principal in 100 words. As can be seen, 71.43% of the students wrote between 51 and 75 words, indicating that most wrote in accordance with the requested topic. However, most students received only 1 out of 2 points because their writing contained repetitive or overly simplistic phrases. For example, it is

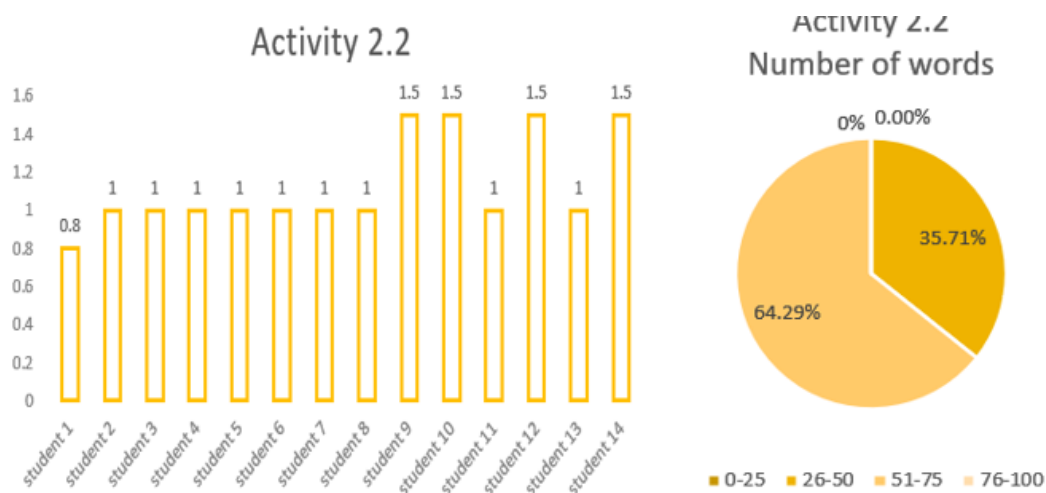
observed that most students wrote in both formal and informal styles and did not meet the requirements.

Similarly, 28.75% wrote only 26-50 words, indicating that not all students met the minimum word count requirement because they were unable to articulate ideas clearly and coherently. This deficiency not only indicated a poor command of the necessary linguistic structures but also suggested that the central objective of the task—achieving successful communication—was not met by the sample.

As can be seen, these students are in their first year of secondary and their skills are not yet fully developed. These results are consistent with López (2023), who found that first-year academic writing students had more difficulty writing in the target language than fourth-year students.

Figure 4

Results of the activities of the aspect: communicative achievement



Note: elaborated by Erica Barreno Fuente: SPSS

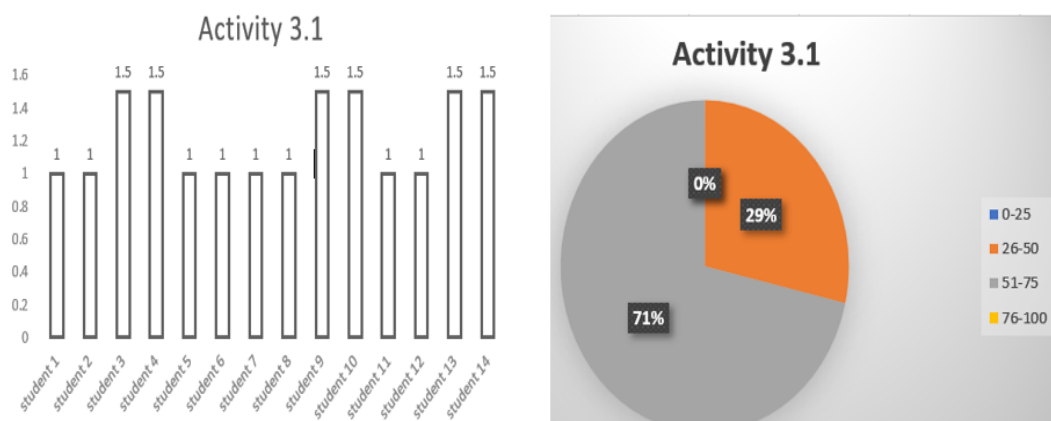
In activity 2.2, students were asked to write an informal email of 100 words. As can be seen, 64.29% of the students wrote between 51 and 75 words. However,

upon review, it became evident that they did not fulfill the communicative purpose, which was to invite someone via email. Most students did not use an appropriate style and mixed formal and informal writing. For this reason, 9 students received a score of 1 out of 4.

Regarding the four students who received a score of 1.5, it can be said that they fulfilled the communicative purpose and wrote an email using informal language with at least 75 words. This means that some students did partially complete this activity, meeting the requirements. However, a large majority of students were not able to adequately complete the task, resulting in linguistic output extremely limited with an insufficient number of words. This word limit directly resulted in underdeveloped ideas and superficial communication. Therefore, in this respect, most students did not achieve the maximum grade because the message and communicative purpose of the task were conveyed incompletely or rudimentarily. In this regard, Jia (2024) mentions that a lack of knowledge of the target language limits students' ability to develop ideas in accordance with the communicative purpose. This deficiency results in a low capacity to negotiate meaning within the context of the task.

Figure 5

Results of the activities of the aspect: Organization



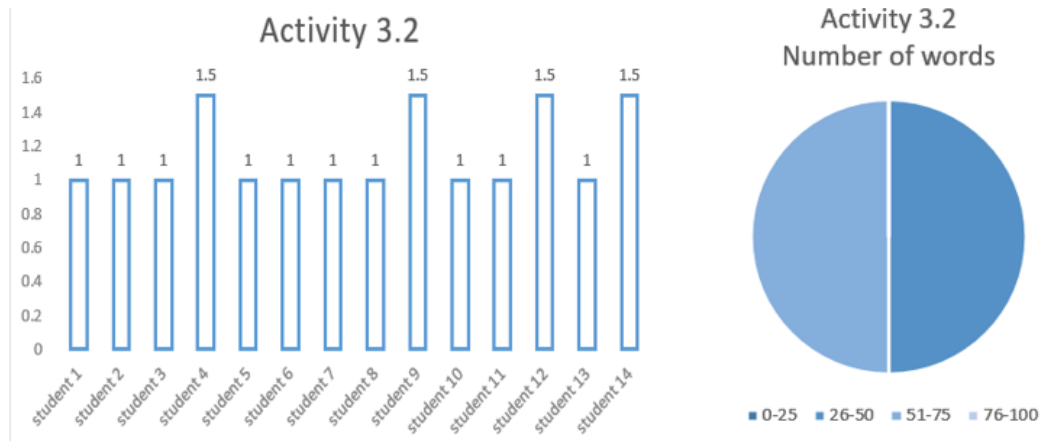
Note: elaborated by Erica Barreno Fuente: SPSS

In first activity of organization aspect, students were asked to write a short, 100-word essay on the topic "Is it better to live in the city or the countryside?" The bar chart indicates that 8 (57.14%) students scored 1 out of 2, meaning their paragraphs lacked the minimum required structure of an introduction, body, and basic conclusion. For example, student 4 wrote disjointed sentences that did not follow a logical pattern and made very little use of connectives. Similarly, the other students' writings exhibited significant flaws in cohesion and overall consistency. However, six students scored 1.5. This is because they wrote well but did not meet the required word count. As a result, they did not receive the highest possible score.

The pie chart indicates that 71% of the students wrote between 50 and 75 words, and 29% wrote fewer than 50 words. This suggests that, in this respect, all students have weaknesses or limited knowledge to create a paragraph with a strong or natural argument. Asadi et al (2025) discussed productive skills in second language learning, including writing, and emphasized that writing requires both linguistic competence and cognitive organization. Consequently, the results of this aspect indicate most students did not manage to structure their essays in an organized way.

Figure 6

Results of the activities of the aspect: Organization



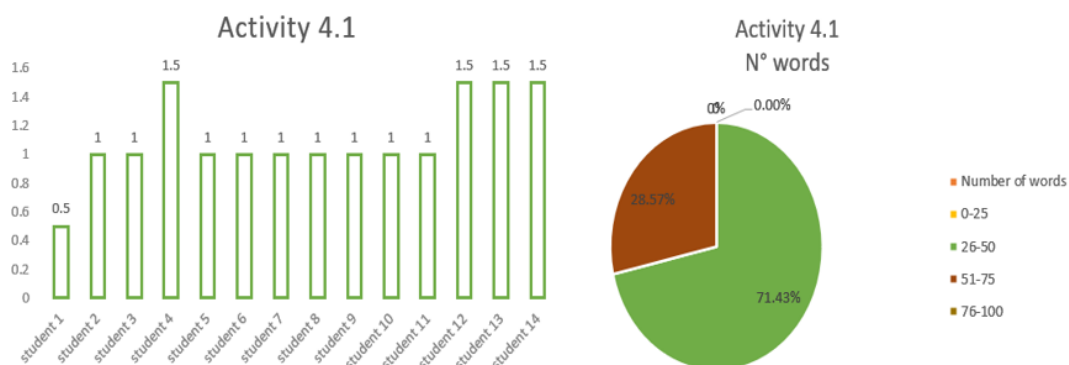
Note: elaborated by Erica Barreno Fuente: SPSS

In activity 3.2, students were asked to write a sequential story, “An Unexpected Adventure,” in which they were to describe events in an organized and logical order using phrases such as first, next, and finally. The four students who achieved a score of 1.5 wrote approximately 70 words, indicating that they used connectives appropriately and described the events progressively. However, the majority of students (10), despite writing more than 50 words, showed disorganized development of ideas, a poor logical sequence of arguments with weak transitions, and inadequate use of connectives. About the use of connectors, it was limited or incorrect, hindering the natural flow of argumentation.

Moreover, 50% of the students wrote fewer than 50 words, indicating that the vast majority of students had difficulties in this area. These results are consistent with Pertiwi and Ashadi (2024), who found that students had deficiencies in planning, organization, and coherence. Therefore, they needed feedback in these areas.

Figure 7

Results of the activities of the aspect: Language use



Note: elaborated by Erica Barreno Fuente: SPSS

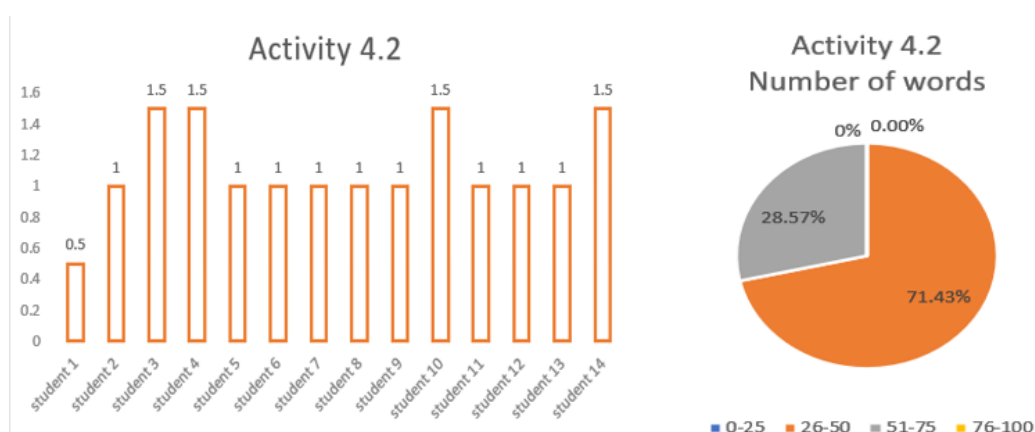
In activity 4.1, students had to write a 100-word text about their favorite place in the world. The instructions for this activity were very clear, requiring the use of adjectives, descriptive phrases, and different verb tenses to demonstrate their command of vocabulary and grammar. As can be seen, 10 students, representing 64.28% of the students, achieved a score of 1 out of 2, and only one student scored below the average (0.5). This means that these students had difficulty using the established grammar and vocabulary appropriately. Therefore, these students only partially met the requirements, as their writing lacked grammatical variety and a broad vocabulary. Similarly, 4 students achieved a score of 1.5, indicating that these students had adequate linguistic knowledge that allowed them to integrate adjectives and descriptive phrases. However, they did not meet the required word count.

This can be corroborated by the pie chart data, where 28.57% of students wrote fewer than 75 words and 71.43% wrote an average of 50 words. Therefore, these results indicate that the majority of students need to expand their vocabulary

and improve their use of linguistic structures to write texts with appropriate language use. In this regard, Alharbi (2021) identified writing difficulties among EFL students and emphasized the importance of teacher intervention. Their study, although conducted outside Ecuador, resonates with local challenges and reinforces the need for corrective feedback as a tool to help students overcome recurring spelling errors.

Figure 8

Results of the activities of the aspect: Language use



In activity 4.2, students were asked to write a 100-word narrative paragraph about a day with superpowers using specific vocabulary. The bar chart depicts how four students received a maximum score of 1 out of 2, while 9 students received one point. When the charts in Figures 7 and 8 are compared it can be seen that Student 1 struggled to complete the activity, receiving a score of 0.5 out of 2. This suggests that this student has limited grammatical knowledge and a poor vocabulary.

After reviewing Student 1's text, it was evidence that he wrote fewer than 50 words, with grammatical errors and a limited vocabulary. In the same manner,

students (64.28%) who scored 1 out of 2 also demonstrated highly repetitive vocabulary and grammatical inaccuracies. Therefore, it is clear that these students need feedback to improve in this area. According to Alghamdy, R. Z. (2023) students often struggle with organizing ideas, applying correct grammar, and using appropriate vocabulary. These difficulties are compounded by a lack of consistent practice and limited opportunities for revision.

Table 4.

Post test results

	N	Min.	Max.	Mean	SD
Content	14	3	4	3.29	0.32
Communicative achievement	14	2	4	3.21	0.544
Organization	14	2.5	4	3.07	0.47
Language use	14	3.25	3.5	3.25	0.25

Note: elaborated by Erica Barreno Fuente: SPSS

Concerning content aspect, the minimum score was 3 and the maximum was 4. These results demonstrate that students achieved the maximum score (4), meaning they completed the activities adequately. In this line, the pre-test (see Table 3) shows that the minimum score was 2 and the maximum was 3.5, indicating that students had difficulty completing these activities. The pre-test standardized score was 0.57, while the post-test score was 0.32. This indicates that the writing improvement was more consistent and equitable after the teacher provided feedback. Consequently, the enhancement is attributable to the teacher's feedback being appropriate and assisting in the development of writing that is more comprehensive and pertinent, effectively addressing the subject matter.

In terms of communicative achievement, the minimum score was 2 and the maximum was 4. Comparing these results with Table 3 of the pre-test, in which the minimum score was 2 and the maximum was 3.5, meaning that some students performed adequately by achieving the maximum score. The standard deviation of 0.54 indicates that some students performed significantly better than others. Therefore, the results demonstrate that the teacher's feedback enabled students to write appropriately, using a register, format, and structure that met the requirements and maintained the reader's attention.

Regarding organization aspect, the minimum score was 2.5, the maximum 4, the mean 3.07, and the standard deviation 0.47. These results indicate that the implementation of teacher feedback was effective, as students reached the maximum level, mastering basic and some advanced text organization strategies. Furthermore, the moderately low standard deviation (0.47) shows that the group is relatively homogeneous in this aspect, with few significant differences among students. For example, the students who obtained the maximum score demonstrate that it is possible to achieve a level of organizational excellence within the group, while those with lower scores still present opportunities for improvement, especially in the overall coherence and cohesion of the text.

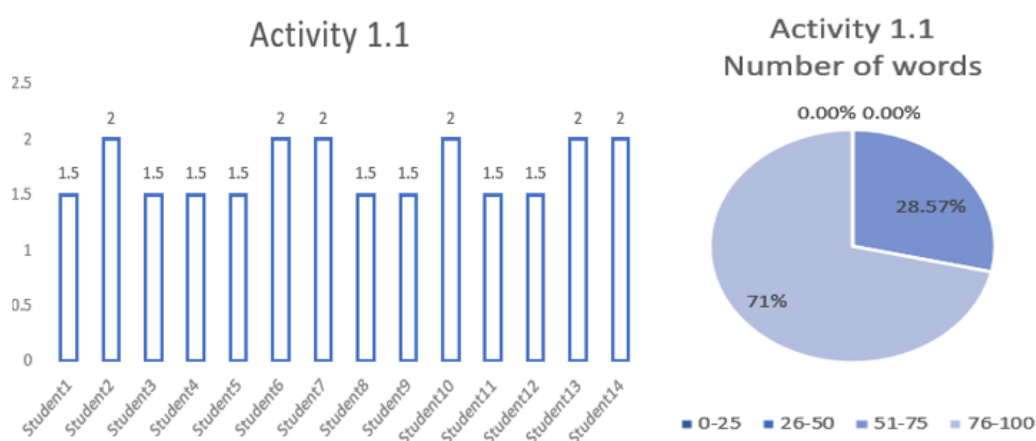
The language use results indicate that the mean is 3.25, the standard deviation is 0.25, and the minimum score is 3.25. The maximum score is 3.5. In comparison to the pre-test, these findings suggest an enhancement as the mean score was 2.36, with a standard deviation of 0.41, and the minimum score was 2 and the maximum was 3. This suggests that in pre test, students performed lower and their scores were more dispersed, but in the post-test, the minimum score increased and

the standard deviation decreased to 0.25. This indicates that students improved their performance thanks to teacher feedback who used the guide of teaching, as the scores are now clustered closer to the mean and there is less dispersion.

These results also indicate that the teacher applied the suggestions and feedback in line with the teacher's guide, and that the students took them into account. As mentioned previously, during the sessions, the teacher provided summative feedback to help students improve their writing. Liu and Yao (2016) mention that this strategy allows for the identification of errors and mistakes in the areas of grammar, punctuation, spelling, and writing conventions. Combined with immediate feedback and metalinguistic explanations about students' linguistic problems, their written drafts can be appropriately corrected. This combination of feedback methods has been extremely beneficial in improving students' writing levels.

Figure 9

Results of the activities of the aspect: Content



Note: elaborated by Erica Barreno Fuente: SPSS

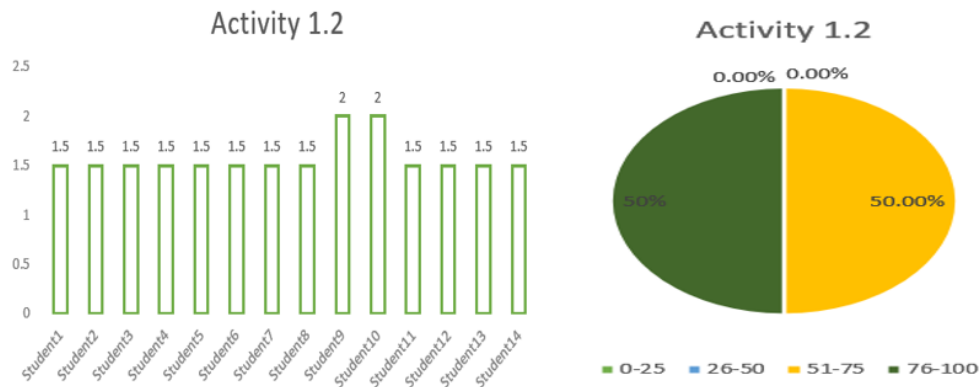
In contrast to the previous examination (refer to Figure 1), the bar chart indicates that all students achieved a score of 1.5 or higher. This implies that the teacher's feedback was effective in this regard, as the majority of the key ideas were present and developed. The average score of students 1, 3, 5, 6, 8, and 11 increased by 0.5 points. These students scored 1 out of 2 on the pre-test and wrote approximately 60 words. In the post-test, this student composed over 75 words and achieved a score of 1.5, which indicates an increase in both word count and score.

The effectiveness of the teacher's feedback is also evident in the students who scored 1.5 out of 2 in the previous test. For example, students 2, 7, 13, and 14 wrote around 70 words in the previous test (see Figure 1), but the content was irrelevant. However, the results of the post test show that these students improved and reached the maximum score of 2 with an average of 85 words. Thus, these results indicate that the teacher feedback was effective in this respect.

Regarding the number of words, in the pre-test 64.28% wrote an average of 60 words, while in the post-test 71% of the students wrote more than 75 words, indicating that the teacher's feedback intervention was effective in getting students to write content appropriate to the topic, since the feedback provided focused on students' writing relevant and detailed ideas. Mandana (2025) states that teacher feedback is of utmost importance when it comes to helping students improve their writing abilities, particularly in situations where they are learning a foreign language.

Figure 10

Results of the activities of the aspect: Content



Note: elaborated by Erica Barreno Fuente: SPSS

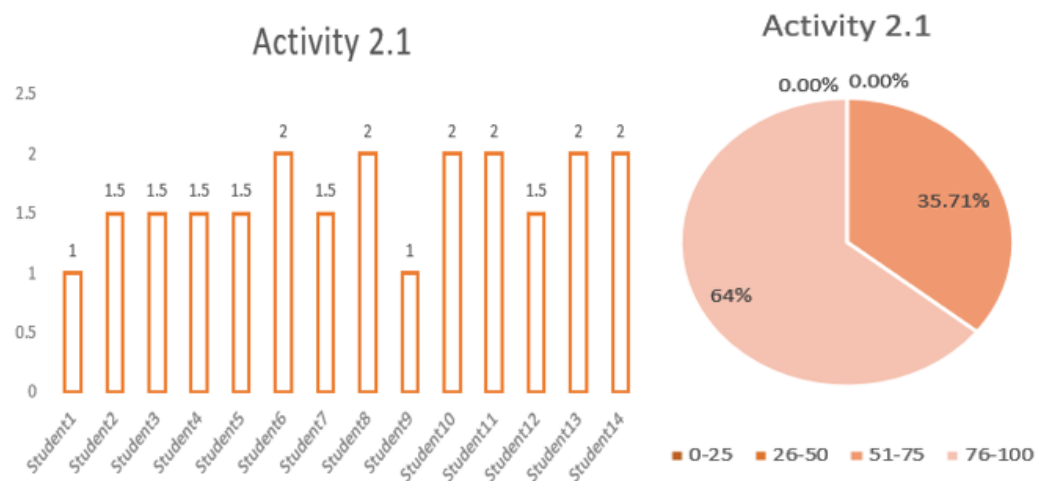
The bar chart indicates that 12 students, corresponding to 85.71%, obtained 1.5 out of 2 in activity 1.2. This activity shows that all students scored 1.5, unlike the pre-test (see graph 1), where students scored 1 and very few scored 1.5. This demonstrates how the averages leveled out, and thanks to teacher feedback, 50% of the students managed to write an average of 80 words. The other 50% wrote more than 50 words. This indicates that 35.71% of the students who wrote an average of 50 words in the pre-test wrote more than 76 words in the post-test, indicating that the feedback received in this area was positive. One case of improvement was observed with student 10, who wrote adequately in the pre-test but did not reach the required number of words, missing only a few minor details. In the post-test, this student completed the 100 words with relevant ideas as requested.

These findings indicate that the teacher provided suggests and comments to improve students' understanding of the content, correct misunderstandings, and adjust their ideas according to the assigned activity. In this regard, Bezbaruah (2025) highlighted the importance of maintaining the principles of teacher feedback which are used to broaden the scope of corrective feedback, ensuring that students can participate in their revisions asynchronously and reflectively. Therefore, this

study demonstrates how, in terms of content, teacher feedback was a continuous support mechanism that allowed all students to improve significantly.

Figure 11

Results of the activities of the aspect: Communicative Achievement



Note: elaborated by Erica Barreno Fuente: SPSS

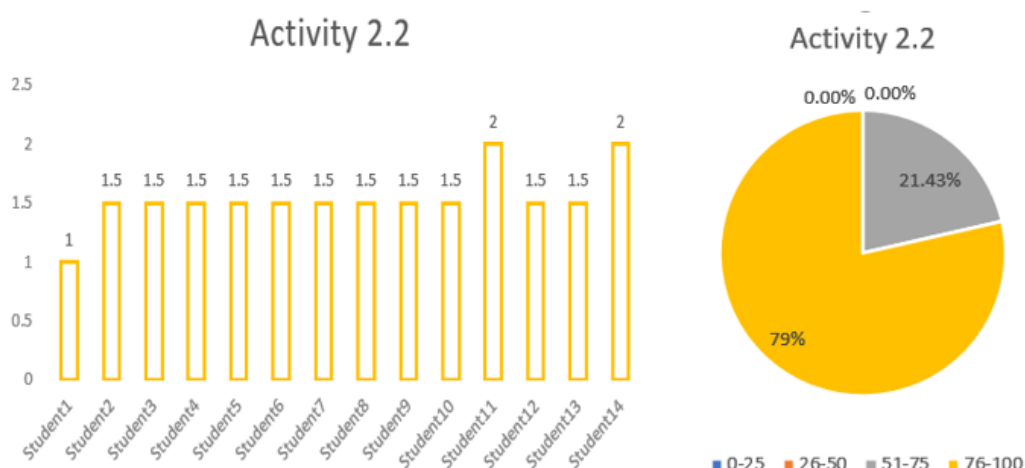
The bar chart shows that 6 students, corresponding to 42.86%, obtained the maximum score (2). In this activity, students were required to write a formal letter of 100 words. Comparing these results with the pre-test (see graph 2), there was a significant increase in the number of students who successfully completed the activity, indicating that the teacher's suggestions were taken into account.

This trend of improvement is apparent in students 6, 8, 10, and 11, who scored 1 out of 2 on the pre-test (refer to Figure 3) but achieved the highest possible score on the post-test. Similarly, students 1, 2, 3, 4, 5, 7, and 12 demonstrated this improvement by increasing their scores by 0.5 points. In total, these findings suggest that the intervention has resulted in a 100% advancement in this domain for

all students. In this regard, the teacher offered targeted feedback and support for the development of ideas, the organization of arguments, and the use of an appropriate tone. During class, students were able to review and rewrite, ensuring that their messages were conveyed with the clarity and coherence required by the rubric in the teaching guide. The feedback in this area focused on the application of brainstorming and idea expansion strategies, which enabled 64% of the students to write more than 76 words. In this regard, Meyer et al. (2025) mention that teacher feedback directly influences students' motivation, participation, and academic performance.

Figure 12

Results of the activities of the aspect: Communicative Achievement



Note: elaborated by Erica Barreno Fuente: SPSS

The bar chart for this activity indicates that 11 students (78.57%) obtained a score of 1.5. Reviewing the data from the pre-test (see Figure 4), it can be seen that students 2, 3, 4, 5, 6, 7, and 8 obtained a score of 1 out of 2, while in the post-

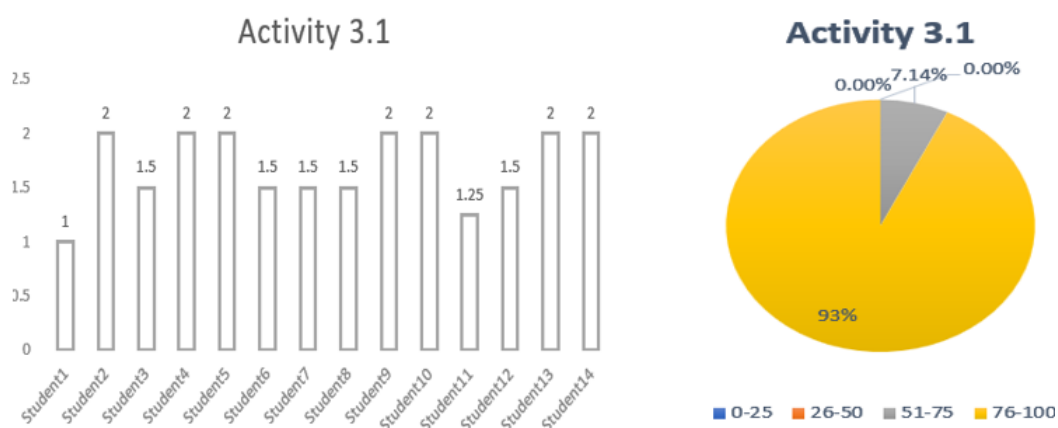
test they obtained a score of 1.5. Similarly, it is evident that students 11 and 14 obtained the maximum score. The teacher provided feedback on how to use an appropriate tone and register in order to achieve these enhancements. The teacher was able to assist students in evaluating the efficacy of the message and the fulfillment of the communicative purpose of each task by utilizing the guide.

Regarding the pie chart, an improvement of 79% of the students is evident, with those writing more than 76 words compared to the pre-test (see Figure 4), in which 64.29% of the students wrote fewer than 75 words. Again, these results indicate that the teacher's feedback was effective in getting students to write more words than usual, with a format, register, and tone appropriate for the recipient and the communicative purpose.

In conclusion, the students' communicative purpose was significantly enhanced by the writing tasks and the teacher's feedback. Furthermore, it was demonstrated that educators utilized the guide to offer targeted feedback on this particular aspect. According to Alharbi (2021), written feedback should focus on all aspects, not just grammar. Thus, the application of teacher feedback yields positive results when teachers tailor it to the needs and realities of their students. The teacher's direct feedback, which was tailored to the students' requirements, was illustrated in this investigation. It is crucial to emphasize that the limited number of students made it effortless to guarantee that all students received the necessary feedback.

Figure 13

Results of the activities of the aspect: Organization



Note: elaborated by Erica Barreno Fuente: SPSS

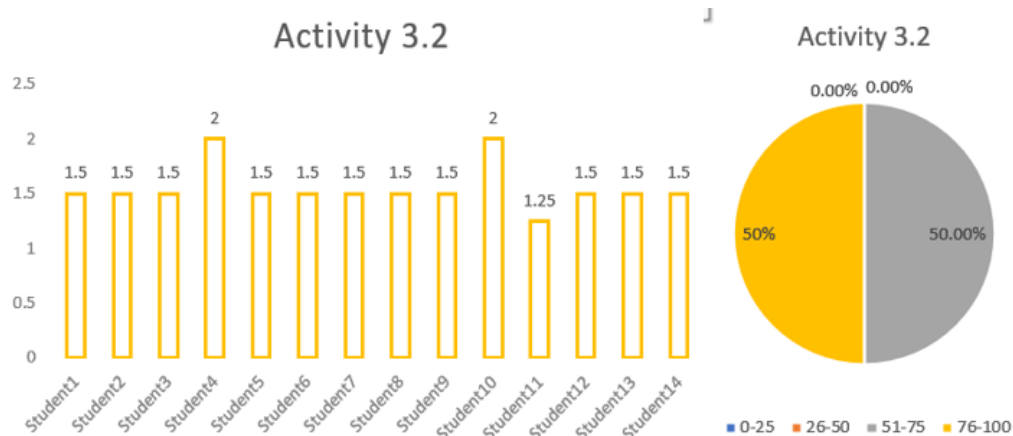
As this image shows, 7 students achieved the maximum score and 12 scored above 1. Furthermore, it is evident how students 6, 7, 8, and 12 increased by 0.5 in the post-test. These results demonstrate that, after the intervention, the majority of students wrote their paragraphs in an organized manner. In the pre-test, it was evident that the students submitted paragraphs lacking a logical structure, with little use of connectors and incorrect transitions. However, the post-test shows that the teacher's feedback was effective in ensuring that the written work had a logical, coherent, and clear structure.

The pie chart indicates that 93% of students wrote more than 76 words, while in the pre-test, 71% wrote fewer than 75. These results demonstrate that the most of students significantly increased the number of words they wrote compared to the pre test. Therefore, it is evident that, by increasing their word count, students were able to create texts with a clear introduction, body, and conclusion, with a logical sequence and various connectors. Teacher feedback has shown highly effective in correcting errors and offering suggestions or recommendations that encourage students to rewrite correctly. This is corroborated by several studies in

which students' writing skills improve in organization texts, errors decrease, they acquire new vocabulary, and they use the language correctly (Yu et al., 2025).

Figure 14

Results of the activities of the aspect: Organization



Note: elaborated by Erica Barreno Fuente: SPSS

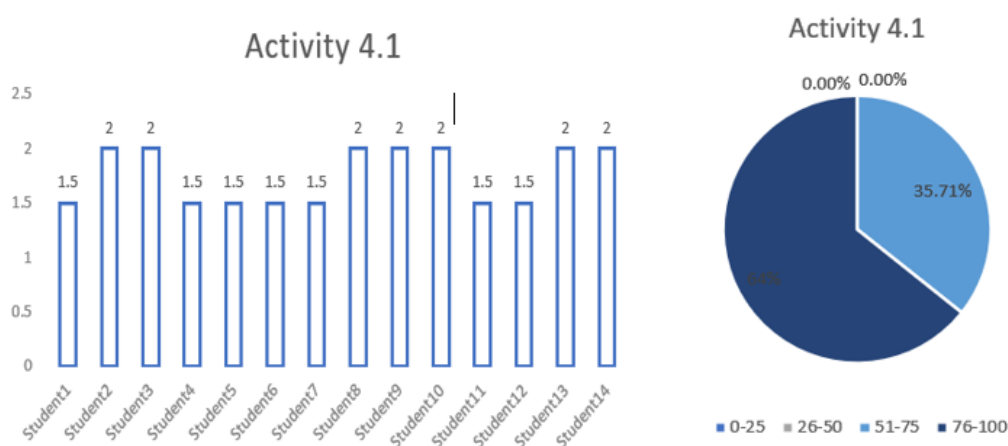
It show that students scored 1.5 out of 2, representing 78.51% of students who improved their score compared to the pret test. In this activity, students were asked to write 100 words in which 2 students achieved the maximum score, indicating that the writing tasks during the intervention were optimal and tailored to their needs. In this manner, the data obtained demonstrate a significant improvement in the organization of the texts written by the students following the intervention. This is due to the fact that only four of the eleven students scored 1.5 out of 2 in the organizational aspect during the pre-test, whereas all students achieved the same score in the post-test, indicating a total enhancement in their capacity to structure their ideas coherently.

While in the previous test only 50% of the students managed to write more than 50 words, in the subsequent test that same percentage increased their output to

more than 76 words, demonstrating improved organizational skills, greater fluency, and better development in written expression. Taken together, these results suggest that the intervention had a positive and consistent impact on the organization and length of the texts produced by the students. Lee et al. (2023) examined how teachers select errors to address when applying focused written corrective feedback in authentic classroom contexts. When feedback is strategically focused on recurring or high, impact errors, students are more likely to engage meaningfully with corrections.

Figure 15

Results of the activities of the aspect: Language use



Note: elaborated by Erica Barreno Fuente: SPSS

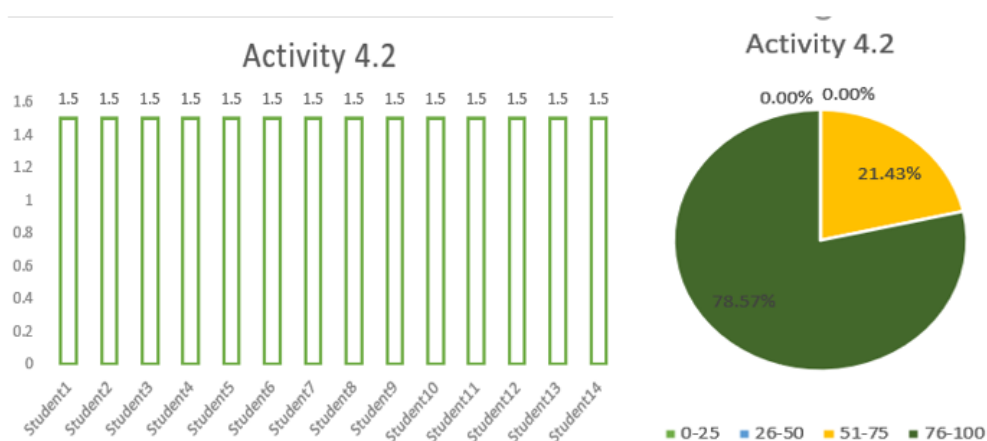
The results obtained in the activity 4.2 demonstrate the effectiveness of teacher feedback as a pedagogical tool for improving students' communication skills. In the pre-test, the majority (47.4%) scored 1.5 points, another 47.4% scored 1 point, and only one student (5.3%) scored 0.5 points, with 71% of participants writing an average of 50 words. After the classroom activities (intervention) and

feedback, a notable improvement was observed because in the post-test, 36.8% of the students achieved the maximum score of 2 points.

For example, the student (1) who initially scored 0.5 points in pre test improved to 1.5, and the rest maintained or reached 1.5 points, eliminating the lowest scores. Furthermore, the percentage of students who wrote longer texts (more than 76 words) increased to 74%, reflecting not only greater fluency but also more elaborate written expression. Consequently, these results demonstrate that teacher feedback raised the level of individual and group performance, and promoted greater equity as well as motivation in text production. This agrees with Liu and Feng (2023) who explored how learner engagement with corrective feedback influences writing development in EFL/ESL classrooms and found that students who actively responded to teacher feedback by revising drafts, asking clarifying questions, and internalizing corrections showed significant gains in writing accuracy and fluency.

Figure 16

Results of the activities of the aspect: Language use



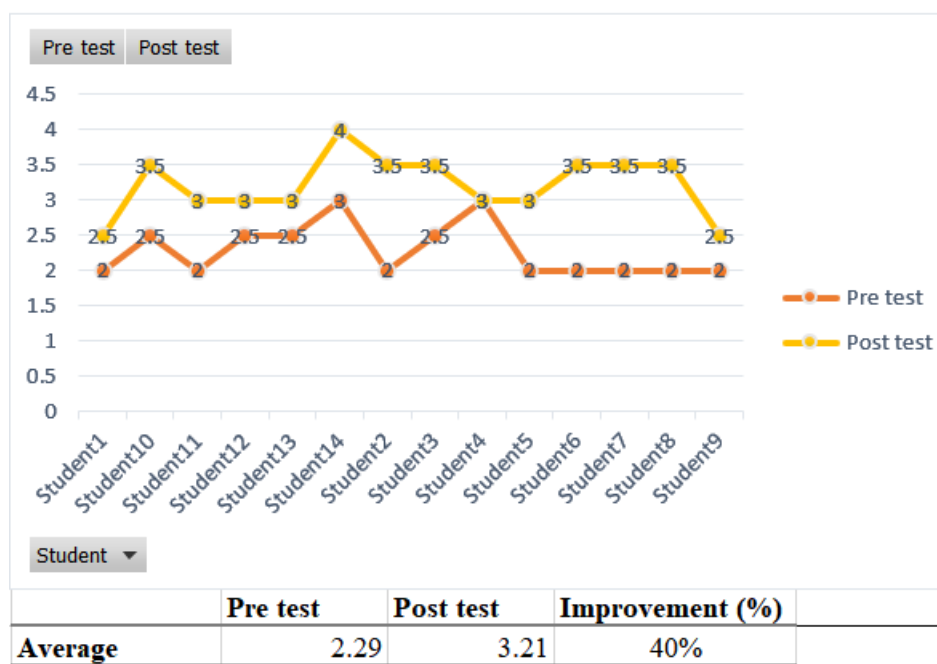
Note: elaborated by Erica Barreno Fuente: SPSS

The bar graph indicates that students showed a significant improvement in language use aspect after the receive teacher feedback, evidenced by all students increase in the average score and a higher percentage of students who surpassed the more demanding writing thresholds. For example, in the pre-test, all students scored 1 out of 2, and 71.43% wrote more than 50 words (see graph 8), while in the post-test, the average score rose to 1.5, and 79% of students wrote more than 76 words, a threshold higher than that of the initial assessment. Figure 8 of the pretest shows that student #1 obtained an average score of 0.5, while in the posttest, this score increased by one point. This indicates that before the intervention, the student had a limited knowledge of grammar and vocabulary, with several errors affecting their reading comprehension. However, after the intervention, their spelling and punctuation were found to be adequate, and the student used more vocabulary and, therefore, more words than in the pretest.

This finding reinforces that, in this case, the written activities, in conjunction with feedback, led this student to improve his skills. This agrees with Lee et al. (2023) who found that Feedback is positive when teachers correct errors according to the context, learning objectives, and students' needs. Consequently, these data indicate a 50% improvement in language use, demonstrating that the intervention was effective in strengthening students' writing skills. Tan et al. (2022) states that the provision of specific and clear feedback assists in the correction of grammatical and discourse errors, and it also promotes the independence of students in the process of education

Figure 17

Evolution of average performance in the activity 5 in which all aspect were assessed before and after the intervention (0-4)



Both the pre-test and post-test included a four-point activity in which students had to write 150 words. All aspects of their written work were evaluated according to the assessment rubric.

This graphic demonstrate that student #1 scored an average of 2 out of 4 on the pre-test, indicating that their writing did not meet the requirements. On the post-test, their score rose to 2.5, mainly because their writing was more relevant to the topic. However, they used very repetitive vocabulary, which negatively impacted their language use.

In the same manner, student #10 scored 2.5 on the pre-test and showed deficiencies in text organization, including inappropriate registers. However, the post-test revealed improvement (1pt) because the student wrote an organized text that fulfilled the communicative purpose with appropriate formatting.

Student 11 scored 2 on the pre-test, indicating irrelevant ideas, basic vocabulary, and a format that did not meet the requirements. On the post-test, the same student scored 3, demonstrating that the teacher's feedback helped them improve their writing. In the same vein, students number 12 and number 13 showed an increase of 0.5, indicating that, thanks to the teacher's suggestions, they were able to correct specific grammatical or vocabulary errors, but they still had difficulty organizing their writing effectively. While not a very significant increase, the positive influence of the teacher's feedback is evident, as their writing improved after the intervention.

Subsequently, it became apparent that Student 14 attained the highest score, indicating that they correctly included the required words and conformed to the prescribed guidelines. During the pre-test, they achieved a score of 3 out of 4, demonstrating that they already possess sufficient linguistic knowledge to write effectively and that, with the instructor's feedback, these skills significantly improved. Therefore, in the post-test, it was apparent that he effectively implemented the teacher's recommendations and assimilated the grammatical and vocabulary corrections provided. Similarly, a notable increase was observed in Student Number 2, who, according to the table, scored 2 on the pre-test and improved to 3.5 on the post-test, clearly demonstrating enhancement in their writing skills across all aspects.

This trend is repeated in student number 3, whose average score increased by one point. Similarly, students 5, 6, 7, 8, and 9 achieved substantial improvement in all aspects. That is, they notably improved their writing quality, vocabulary, grammar, organization, and content compared to the pre-test. It was especially

evident that they improved in terms of communicative purpose because they were able to refine their written message and write formally or informally as requested.

Regarding student 4, it is evident that their average score remained the same in both the pre-test and post-test. This may be due to their already extensive knowledge of the target language's linguistic structures. For this reason, in this last activity, their pre-test average score was 3 out of 4, which indicates that the student knew how to write in detail, coherently, and with good organization. However, their post-test score did not show a significant improvement. This suggests that the teacher's feedback was adequate, but it failed to identify this student's specific weaknesses and strengths to help them improve their average score.

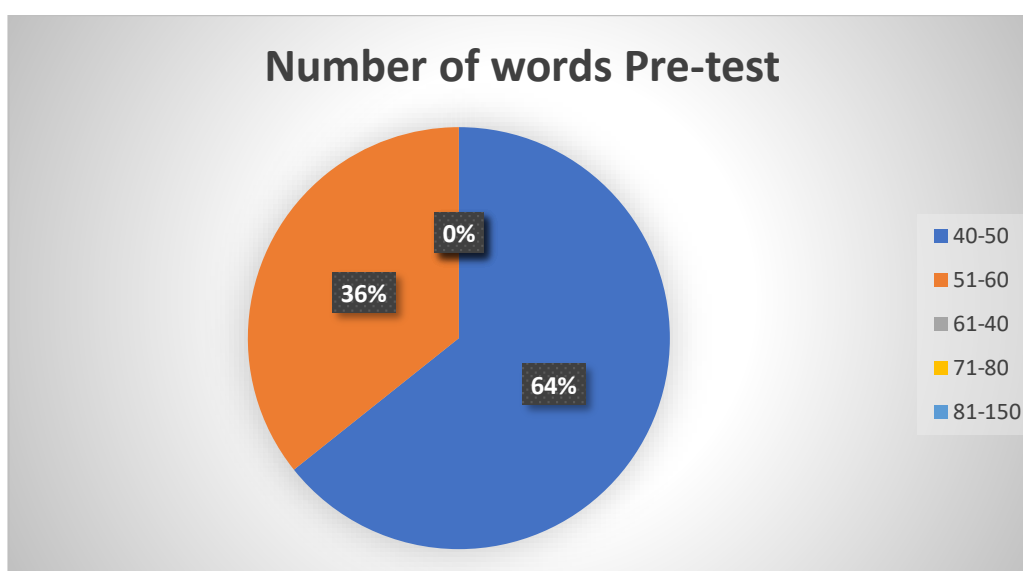
In conclusion, the graph illustrates the individual performance of each student and illustrates the extent to which all students either maintained or improved their scores following the intervention. The group average increased from 2.29 to 3.21, which is a 40% enhancement, as is evident. This indicates that the teacher provided adequate written feedback to all students; no written work went unevaluated or unfollowed. Thus, this graph demonstrates visual evidence of the effectiveness of teacher feedback. As can be seen, there is a score gain between the pre-test and post-test lines, since the post-test line is consistently above the pre-test line in all 14 students evaluated. This implies empirical evidence that teacher feedback had a positive and widespread effect on improving students' writing skills.

At an individual level, as shown in the graph, most students improved their performance by between 0.5 and 1 point. For example, a significant improvement was observed in the performance of students 6, 7, and 8, whose writing before receiving feedback was basic and had a limited word count. However, after the

intervention their averages improved by 42%. Furthermore, it is clear that no student's performance declined, meaning that the teacher's feedback was opportune in maintaining their grades. Feedback should be timely, Liu et al. (2023) refer that it should be given close to the completion of the written activities. This allows the learning to be internalized and applied in subsequent written work as well as helps students understand and connect their mistakes with the teacher's correction. Timely feedback fosters motivation and interest in the learning process.

Figure 18

Number of words of pre test in activity 5

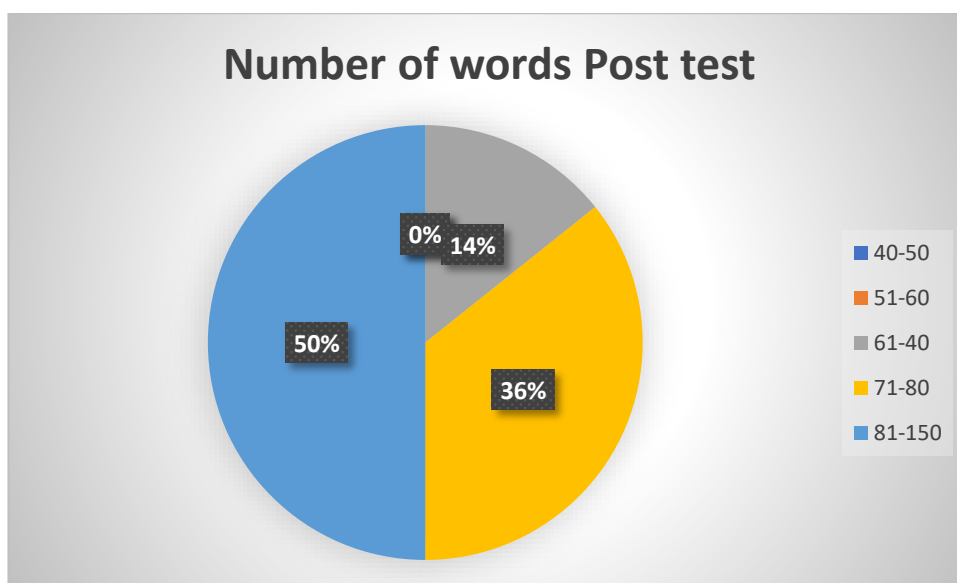


According to Cambridge guidelines, especially in the B1 Preliminary Test, students should write around 100 words per activity. Thus, in the last pre-test activity, students were required to write around 150 words, but as can be seen in Figure 2, 64% of the students wrote around 40 to 50 words. This means they had a very limited vocabulary, lacked ideas, and did not know how to express themselves adequately in writing. In terms of content, these results indicate that the students

could not write ideas relevant to the topic. In terms of organization, the writing lacked a clear introduction and development, and showed a lack of connectors. In terms of language, they had a limited vocabulary with grammatical errors. In terms of communicative achievement, the writing demonstrated an inappropriate format, tone, and register, with a reduced number of words. Thus, by adding the percentages, it is found that in the pre-test most of the students had a low level of writing.

Figure 19

Number of words of post test in activity 5



This graph shows that 50% of the students wrote more than 80 words in the final assignment, while 36% wrote more than 70 words. In the same line, 14% of the students wrote more than 50 words. These results demonstrate once again that the teacher provided adequate feedback, following the established guidelines. Regarding content, the teacher offered corrective feedback, providing suggestions that were already included in the teaching guide, such as: “You gave clear

information about the topic and included personal details. Well done!” . In terms of communicative achievement, the teacher made suggestions such as: “make sure your writing matches required style (formal/informal). Regarding organization, the teacher provided suggestions for students to structure their paragraphs and use connectors appropriately. Finally, concerning language, the teacher corrected grammatical errors and introduced new vocabulary.

Following the guidelines in the teaching guide, the teacher conducted the written activities and provided oral feedback with suggestions. The teacher also promoted the appropriate use of language, activities on the board, and collaborative learning. While not all students managed to write the required 150 words, the majority wrote more than 80 words, an average of 30 words more than in the pre-test. According to Cambridge standards, students at a B1 level should be able to write a text of at least 100 words adequately. Therefore, this result indicates that students improved after the intervention with teacher feedback, as the students initially had a low level of writing and little creativity, but thanks to the activities carried out, the secondary school students have improved their writing skills. Liu and Feng (2023) support this view by demonstrating that feedback, when delivered interactively and consistently, fosters self, regulation and autonomy in EFL learners. These results align with those of Pertiwi and Ashadi (2024), who, in their initial assessment, found that students exhibited writing difficulties in planning, organization, coherence, and grammatical accuracy, but with teacher guidance and feedback, they were able to write correctly. Furthermore, the researchers noted that students preferred direct feedback to reformulated feedback, as it allowed them to correct their errors immediately. However, the quantitative study demonstrated that

reformulated feedback was the most effective for correcting errors and suggesting improvements.

As previously mentioned, in this study the teacher opted to provide direct feedback. This strategy, as seen in several previous studies, has shown to be effective for enhancing students' writing skills, suggesting that the teaching guide had a positive impact on the learning process.

Didactic guide included detailed suggestions on how to use direct feedback effectively, as well as examples of written feedback for each aspect evaluated in order for the teachers to provide specific and constructive feedback, adapted to the students' needs and the educational context. Furthermore, it contained assessment rubrics for the different criteria to assist students with a Cambridge-based framework.

CHAPTER III

THE PRODUCT

This section presents an innovative proposal for implementing a teaching guide aimed at improving the writing skills of students transitioning from primary to secondary school. This educational resource is designed to meet the specific needs of students who have reached an A2.1 level of English and who, according to the Ministry of Education guidelines for the secondary program, must achieve a B1 level by the end of their third year of secondary school.

Proposal Name

“EDU FEEDBACK LAB” Guide for teachers

TYPE OF PRODUCT

This section presents an innovative proposal designed to help teachers provide appropriate writing feedback to students who currently have an A2.1 level and need to meet the Ministry of Education's curriculum requirements to reach level B1. Regarding teaching materials, Holsgrove (1998) states that well-structured teaching materials are crucial for promoting learning and facilitating language acquisition. Therefore, this guide serves as a support tool for teachers to provide effective corrective feedback and targeted instruction

In this sense, Asadi et al. (2025) state that timely and structured feedback is essential for language acquisition, as it helps students recognize and correct errors, thus reinforcing learning. In light of the aforementioned, the guide serves as the pivotal instrument for delivering corrective written feedback, as it defines specific activities tailored to the students' proficiency levels and diverse learning styles. For

Nation and Macalister (2020), a teaching guide must have clear objectives, activities and evaluation methods to enable teachers to guide learning towards objectives and at the same time enable students to acquire writing skills effectively.

Objective of proposal

The main objective of this proposal is to strengthen the writing skills of students who currently have an A2 level of English, so that they can reach the B1 level necessary to perform effectively in a secondary school environment.

Proposal structure

1. Assess the initial English writing level of first-year secondary students using the Cambridge Writing Assessment Standard (pre test).
2. Analyze assessment results to identify specific writing improvement areas.
3. Design and select writing tasks based on the Cambridge Writing Assessment Standard, aimed at strengthening skills identified as weak.
4. Integrate the selected activities into a teaching guide that includes clear guidelines and spaces for personalized teacher feedback.
5. Share the teaching guide with students, explaining the purpose of the activities and the importance of feedback for their development.
6. Implement the guide during classes, carry out the writing tasks, and provide ongoing, constructive teacher feedback.
7. Evaluate student progress using a post test to measure the effectiveness of the teaching guide.

Table 2. Teaching guide structure

STRUCTURE PART	DESCRIPTION
Who is this guide for?	This section explains the main objective of the guide which is to help teachers understand how to evaluate students' writing.
How to use the guide?	It briefly explains how to use the guide to provide effective feedback both during activities and later in the evaluation.
Familiarize Yourself with the Criteria	It presents the specific criteria that Cambridge uses to assess writing, such as: • Content: relevance and development of ideas. • Organization: coherence and cohesion of the text. • Vocabulary: lexical variety and precision. • Language: grammatical accuracy and complexity. • Communicative achievement: How effectively students communicate their written message. Each criterion is typically accompanied by descriptors that aid in the identification of various levels of performance, allowing for an objective and consistent assessment.
Review the rubric aspects	It includes assessment rubrics focused on each of the following aspects: content, organization, vocabulary, language, and communicative achievement. Each aspect is assessed on a scale of 5 points.
Strategies for delivering feedback.	This section outlines strategies for teachers to provide feedback to their students, which may include written feedback, face-to-face feedback, audio feedback, and peer feedback.
Types of writing feedback	This section explains to teachers the types of feedback they can apply to written work, which include corrective, descriptive, suggestive, reflective praise, and summative feedback.
Examples of Effective Feedback for	Here are examples of students' written assignments and how to provide written feedback based on content, language, communicative achievement, and organization.

Specific Text Types	
Common Student Mistakes and How to Address Them	This section offers guidance on how teachers should help students when they encounter specific errors in form and semantics.
Examples of effective feedback	In this phase, teachers find effective ways to give feedback by focusing on the positive aspects.
Encouraging Student SelfAssessment	This section offers guidelines on how teachers can apply feedback to promote self-assessment.
Follow-up Activities	Teachers are instructed on how to conduct follow-up activities to ensure effective learning of writing skills.
Final message for teachers	A message is dedicated to the teachers with the aim of encouraging them to continue inspiring their students.

Note: Table created by Erica Barreno (2025)

Table 3. Description of writing tasks

SKILL	ACTIVITY TYPE	ACTIVITY DESCRIPTION	BENEFITS	TEACHER FEEDBACK FOCUS
Writing	Guided Writing	Writing descriptive paragraphs based on provided topics.	Develop vocabulary and sentence structure; encourage detailed expression and coherent	Correct grammar, vocabulary, and coherence; suggestions for improving clarity and precision.

			organization of ideas.	
Writing	Peer Review	Exchanging texts between students to provide constructive feedback.	Improves critical thinking and editing skills; promotes collaborative learning and reflection on one's own writing.	Provide guidance on how to give constructive feedback; Highlight strengths and areas for improvement in the text.
Writing	Teacher Feedback	Personalized correction and teacher comments on grammar, vocabulary, and coherence.	Helps correct specific errors, improves accuracy, and strengthens understanding of language rules.	Focus on recurring errors, appropriate use of connectives, and textual cohesion; encourage self-correction.
Writing	Structured Essay	Writing essays following a guide with an introduction, body, and conclusion.	Teaches logical organization, coherence, and argumentative development; prepares for academic and formal writing.	Evaluate text structure, argumentation, and appropriate use of register; Improve organization.
Writing	Creative Writing	Writing short stories or personal narratives to stimulate creativity and fluency.	Stimulates imagination and expressive use of language; increases confidence and fluency in written production.	Encourage originality and lexical variety; Correct errors that affect comprehension without limiting creativity.
Writing	Paraphrasing Practice	Exercises to reformulate sentences or paragraphs while maintaining the original meaning.	Improves reading comprehension and the ability to express ideas in different words; strengthens vocabulary.	Point out effective changes and errors in meaning; suggest alternatives for greater precision and variety.

Writing	Writing Instructions	Writing instructional texts or step-by-step guides on a familiar topic.	Develops clarity, logical sequencing, and appropriate use of functional language; useful for technical and academic texts.	Review the sequence of steps to verify the consistency and accuracy of language and correct any ambiguities.
Writing	Summarizing Texts	Summarizing long texts into short paragraphs that capture the main ideas.	Promotes synthesis, selection of relevant information, and precision in written expression.	Assess the original text's clarity and fidelity; suggest enhancements to organization and conciseness.
Writing	Opinion Essays	Writing essays that present and argue a personal opinion on a current topic.	Develops argumentative skills, use of connectives, and formal register; prepares for written debates and discussions.	Focus on argumentative coherence, the appropriate use of evidence, and lexical variety, while correcting logical errors.
Writing	Collaborative Writing	Working in pairs or groups to create a set of texts, encouraging the negotiation of ideas.	Promotes social skills, collaborative planning, and critical revision; improves the cohesion and coherence of the final text.	Monitor equitable participation; provide feedback on the integration of ideas and consistency of style.

Note: Table created by Erica Barreno



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SAN JUAN DE MUYUNA-TENA-NAPO



PLANIFICACIÓN MICROCURRICULAR AÑO LECTIVO 2025 - 2026

1. DATOS INFORMATIVOS					
Docente:	Erica Barreno	Área	Lengua Extranjera	Asignatura:	Inglés
Unidad Didáctica N°	1	Título de la Unidad	Teacher c	Valores:	Respect for culture and linguistic diversity
Grado/Curso:	Primero BGU	N° de Semanas	1	Fecha de Inicio	03/10/2025
Paralelo:		Ámbitos:		Fecha De Finalización	05/12/2025
2. UNIT OBJECTIVE					
O.EFL.5.6 Through selected media, participate in reasonably extended spoken or written dialogues with peers from different L1 backgrounds on work, study, or general topics of common interest, expressing ideas and opinions effectively and appropriately					
3. LEARNING OBJECTIVE					
Teacher corrective Feedback					
4. ENGLISH TEACHER STANDARDS					
The first domain, "Language" includes specific domains for languages structure communication, language acquisition and development and language fluency.					
5. EVALUATION CRITERIA					
CE.EFL.5.15. Plan and produce well-constructed informational texts by applying the writing process and while demonstrating an ability to justify one's position on an argument through carefully selected information and appropriate language, tone and evidence.					
4. RELACIÓN ENTRE COMPONENTES CURRICULARES (ESTRATEGIAS DIVERSIFICADAS):					
ESSENTIAL CONCEPTS	SKILL AND PERFORMANCE CRITERIA	LEARNING ACTIVITIES	RESOURCES	EVALUACIÓN	
				INDICATORS	TECHNIQUES AND INSTRUMENTS
1. Personal Experience Topic: "A Day That Changed My Life"	EFL.5.4.3. Apply new and prior knowledge in order to plan and create texts and determine if the new knowledge adds value to or	Writing activities Representation: Ask students to write about the topics according to their learning level.	- Text, expamples - Diccionario - Didactic guide - Woksheets	I.EFL.5.15.1 Learners can plan and produce well-constructed informational texts	Technique: Feedback Instrument:

2. Opinion on a Current Issue: "Should students se cell phones in class" 3. Formal Letter to School Principal: "Suggestion for School Improvement." 4. Informal Email toa Friend: "Invitation to a Special Event" 5. Short Essay with Clear Paragraphs: "Is it better to live in the city or in the countryside?" 6. Sequential Story: "An Unexpected Adventure"	contradicts prior information.	Action and Expression: exchange the written work in pairs. Involvement / Engagement: give written feedback according to the teaching guide. GENERAL ACTIVITIES • Read the instructions for each written activity. • Depending on the topic, conduct mapping, brainstorming, opinion scale, and detail chain activities to guide and familiarize students with the subject. • Ask students to write a draft of each activity (minimum of 80 to 100 words).		by applying the writing process and while demonstrating an ability to justify one’s position on an argument through carefully selected information and appropriate language, tone, and evidence. (I.2, I.3, I.4, S.3, J.1)	-Didactic Guide
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7. Description of a Favorite Place: “My Favorite Place in the World”						
8. Narrative with Specific Vocabulary: “A Day with Superpowers”						
5. ADAPTACIONES CURRICULARES (ESTRATEGIAS ESPECÍFICAS):						
Specification of the Educational Need	Especificación de la Adaptación a ser Aplicada					
	ESSENTIAL CONCEPTS	SKILL AND PERFORMANCE CRITERIA:	LEARNING ACTIVITIES	RESOURCES	EVALUACIÓN	
					INDICATORS	TECHNIQUES AND INSTRUMENTS
		Apply learning strategies to examine and interpret a variety of written materials using prior knowledge, graphic organizers, context clues, note taking and finding words in a dictionary. EFL 3.3.6	<u>Representation:</u> Instruct students to review their brainstormed ideas and eliminate any idea that does not directly link to the central change. (Crucial for the "relevant ideas" sub-criterion). <u>Action and Expression:</u> Students write the narrative essay (approx. 100) using their structured plan. Teacher focus: Circulate and monitor the quantity and relevance of the ideas being developed, intervening if a student summarizes too quickly.	• Text, expamples • Diccionary • Pictures • Flashcards	IEFL 3.3.6 Use learning strategies to examine and interpret a variety of written materials using prior knowledge, graphic organizers, context clues, note taking and finding words in a dictionary.	Technique: -Feedback Work group Instrument: -Didactic guide

			<u>Involvement/Engagement:</u> The teacher, based on the teaching guide, gives written feedback and explains the most relevant errors in terms of organization.			
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Link Didactic Guide

Edu- Feedback Lab



Innovative Proposal Evaluation

The evaluation of this proposal was carried out by comparing the scores obtained in the pre-test and post-test. Post-tests are measurable quantitative tools used to measure students' progress in their writing skills. The post-test is an assessment tool used to measure students' knowledge, skills, or competencies after they have received an educational intervention or treatment (Moon et al. 2024). Both the pre-test and post-test focused on assessing content, language use, and text

organization. Thus, the post-test in this study's primary objective is to evaluate the impact and effectiveness of teacher feedback on improving students' writing skills after they have received such feedback.

Validation of the Proposal

The method chosen to validate this proposal is Method 3: Validation through Practical Application, which consists of verifying the results after implementing the guide. This evaluation approach is included in the Indoamerican University Thesis Manual and it is applicable to this proposal, as the fourteen secondary students took a pre-test, followed by the teaching guide and the post-test. In order to verify the study hypothesis regarding the influence of teacher feedback on the development of writing abilities, the pre-test, the teaching guide, and the post-test are imperative components. Initially, the pre-test establishes a baseline that enables the identification of the students' initial level and facilitates subsequent comparisons. In terms of the teaching guide, it guarantees that the feedback intervention is systematic and consistent, thereby ensuring that the results are attributed to this strategy. Lastly, the post-test served as evidence of the students' enhanced writing abilities. Therefore, it can be concluded that the teacher's intervention, which included the use of feedback, the instructional guide, and the research instruments, was highly beneficial, as the anticipated outcomes were achieved.

CONCLUSIONS

The primary goal of this research was to determine the effect of teacher corrective feedback on the writing skills of first-year secondary students. The statistical analysis revealed that these improvements were significant, implying that teacher corrective feedback played an important role in assisting students' writing development.

In the initial assessment, the students demonstrated a low level of writing skills, as they were identified as having a basic vocabulary, writing sentences with errors, and not meeting the specifications of each activity. Most exhibited problems with content, organization, communicative expression, and language use.

The development of a teaching guide based on Cambridge standards appears to be effective because it enables teachers to provide feedback through suggestions with high levels of precision and objectivity. It includes advice on how to offer written feedback in various situations, as well as work samples with rubrics for each aspect, making it easier to identify and correct student work

The design and implementation of the writing tasks were very helpful in enabling students to identify their weaknesses. Furthermore, the use of a rubric to provide feedback on each activity facilitated the teacher's evaluation of each error and provided clear guidance for students to improve their writing, increase their word count, and raise their average score between the initial and final tests.

The study found that an intervention involving writing tasks, teacher feedback, and Cambridge-standard teaching guides was effective in improving students' writing skills, with the majority showing improvement in content,

language use, organization, and communicative ability. Furthermore, most students achieved higher grades and showed progress in all areas. However, since the intervention took place in a specific setting, these findings may have limited generalizability.

RECOMMENDATIONS

It is recommended that researchers in this country become familiar with this study to understand the impact of feedback on writing, in conjunction with writing tasks and teaching to improve writing skills according to Cambridge standards. In this way, teachers should continue to provide corrective feedback in a manner that is both clear and appropriate, enabling students to identify their strengths and weaknesses in writing and, as a result, determine how to enhance various aspects.

Educational institutions must assess students' writing skills in basic education and (BGU) to comply with the curriculum and ensure that BGU students acquire a good level of writing. This assessment is essential to ensure that BGU students acquire the necessary proficiency to handle academic demands and achieve a high level of written expression.

The teaching guide designed in this study should be used with first, second and third year secondary students, as it is designed in accordance with the Cambridge standard. Consequently, it is essential that feedback be timely and provided immediately before the final grade so that students can apply the teacher's suggestions and improve their written work.

This study used writing tasks; however, other researchers should conduct studies with longer writing activities (more than 200 words) that focus on

argumentation, paragraph structure, and proper connective use. According to the teaching guide, teachers should not only focus on errors, but also encourage students to reflect and self-evaluate so that they are aware of their own learning process and can be the primary critics of their written work.

Further studies should be conducted in which teachers and students monitor progress and proficiency levels. Students should also use a guide and the Cambridge rubric to improve their writing. This will allow students to provide feedback to each other and improve their skills in each activity, as each activity will include feedback from the teacher or other learners.

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ANEXES

Anexe 1 Pre test student # 4

WRITING PRE-TEST AIMED AT HIGH SCHOOL ENGLISH STUDENTS (1ST YEAR OF BACHELOR) OF UNIDAD EDUCATIVA " MONSEÑOR EMILIO CECCO"

Estimados estudiantes

El presente pre test tiene como objetivo:

Evaluar el nivel de escritura en inglés de los estudiantes de primer año de secundaria de la Unidad Educativa Emilio Cecco

Por lo tanto, es fundamental que sus respuestas sean sinceras y reflejen la realidad, ya que esto permitirá obtener resultados óptimos para la investigación. La información proporcionada será utilizada exclusivamente con fines académicos y de forma confidencial. Este pre-test es completamente anónimo, por lo que no se solicitarán datos personales y los resultados no incidirán en sus calificaciones institucionales.

I. ACTIVITIES TO ASSESS CONTENT

1.1 ACTIVITY ONE

Objective: To evaluate the extent to which the student responds to the prompt and provides pertinent and adequate information (2 pts).

Personal Experience Topic: "A Day That Changed My Life"

Instructions: Describe a day that was of great significance to you in a text that is at least 100 words long. Describe the event, the reason it was special, and the emotions you experienced. Ensure that all pertinent information is included to ensure the reader comprehends the importance of that day.

A day that changed my life

The day I started reading books change my life. I loved stories and now would be learning from words. Reading made me feel calm and happy. That day change my life because books become my best friends and helped me dream. Now I can travel anywhere with my imagination. Reading is the most beautiful adventure in my life. This is the story about a imagination.

Missing details: to make it "a day of great significance" the exact "moment" is missing. Was it in a library? Was it a book given to you by someone special? Adding these details.

1.5/2
60 words

.....

.....

.....

.....

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.....

1.2 ACTIVITY TWO (2 pts)

Objective: To determine whether the student addresses all aspects of the issue and develops relevant ideas.

Opinion on a Current Issue: "Should students use cell phones in class?"

Instructions: Write a text of at least 100 words giving your opinion on whether students should be allowed to use their cell phones in class. Explain your reasons and give examples to support your point of view.

Should students use cell phones in class?

I think that phones can help learning if the teacher allows them. For example, students can listen to recording, read texts, or search for information. Phones are modern tools for education. But students must use them carefully. If they play games, it becomes a problem. Responsibility is necessary for learning.

Relevance: +

Detail: +

Developed: +
Some details developing.

1/2
50 words

2. ACTIVITIES TO ASSESS COMMUNICATIVE ACHIEVEMENT

2.1 ACTIVITY ONE (2 PTS)

Objective: To determine whether the student follows the proper format and registers for the purpose and recipient.

Formal Letter to School Principal: "Suggestion for School Improvement."

Instructions: Write a formal letter of at least 100 words to your school principal suggesting an improvement (for example, more athletic activities, better cafeteria food, etc.). Use a formal tone and structure appropriate for a letter.

"Suggestion for School Improvement."

Dear Principal,

I would like to suggest painting the school walls bright colors. It will make the school look happy and friendly. Students will feel more motivated to learn and share ideas. This change will create a better environment for everyone.

Thank you for attention.

Good

Time +
Tone +
Register +

1
51 words

2.2 ACTIVITY TWO (2PTS)

Objective: To evaluate the extent to which the student adjusts the language and format to the context and recipient.

Informal Email to a Friend: "Invitation to a Special Event"

Instructions: Write an email of at least 100 words to your best friend inviting them to a special event (birthday, concert, etc.). Use an informal and friendly tone, and make sure to include all relevant information.

"Invitation to a Special Event"

Dear Maria Fernandez,

Please come to my party. I am organizing a small

Good

1

Party at my home to celebrate my birthday. It will be tomorrow at 4pm. There will be delicious cake and snacks. I hope you can come as it will be fun.

Best regards,

From your best friend Salange.

Good Job!

53 words

Format, tone and register +

3. ACTIVITIES TO ASSESS ORGANIZATION

3.1 ACTIVITY ONE (2 pts)

Objective: To assess logical structure, use of paragraphs, and connectives.

Short Essay with Clear Paragraphs: "Is it better to live in the city or in the countryside?"

Instructions: Write an essay of at least 100 words comparing city and country life. Organize your text into at least three paragraphs: introduction, body, and conclusion. Use connectives such as "for example," "in addition," and "however."

Is it better to live in the city or in the countryside?

Countryside life feels natural and free. You wake up to the sound of birds, not cars. You can walk, run, and enjoy nature every day. The sky is clear, and the water is clean. Families spend more time together. People eat fresh food from the lands. I believe the countryside gives a better quality of life. It is a peaceful place to find balance in this busy and loud world.

Connectives word are missing
The organization is acceptable but the sentence and ideas may be confusing in certain

1.5

70 words

3.2 ACTIVITY TWO (2pts)

Objective: To assess the sequence and cohesion of ideas.

Sequential Story: "An Unexpected Adventure"

Instructions: Write a story of at least 100 words about an unexpected adventure you experienced or imagined. Make sure the events are in logical order and use phrases such as "first," "next," and "finally."

"An Unexpected Adventure"

I went on a school trip to a museum. I thought it would be boring but the guide told amazing stories about history. It was interesting and educational. I learned many new things and felt excited and surprised. It became an unexpected adventure in learning. We saw ancient objects and beautiful paintings together. I really enjoyed exploring every room. It was truly a fantastic day that I will always remember.

Add a clear "subject line" at the beginning.
Connections are missing.

52 words

4 ACTIVITIES TO ASSESS LANGUAGE USE

4.1 ACTIVITY ONE (2 pts)

Objective: To assess the variety and accuracy of vocabulary and grammar.

Description of a Favorite Place: "My Favorite Place in the World"

Instruction: Write a text of at least 100 words describing your favorite place. Use varied adjectives, descriptive phrases, and different verb tenses to demonstrate your command of vocabulary and grammar.

My Favorite Place in the World

My favorite place is the field. I like to play with friends. We run, kick the ball and jump rope.

60 words

I feel strong and happy when I play. The field is open green and is a place full of energy and joy for me. I love breathing the fresh air while we laugh together under the bright sun.

Basic Vocabulary and grammar

4.2 ACTIVITY TWO (2 pts)

Objective: To verify the correct and varied use of vocabulary and grammatical structures.

Narrative with Specific Vocabulary: "A Day with Superpowers"

Instruction: Write a narrative of at least 100 words about a day when you had a superpower. Use at least five new vocabulary words from the unit (e.g., invisible, fly, strength, fast, control).

"A Day with Superpowers"

I had the power to control water. I cleaned the park fountain and helped water the plants. I made little water shapes. It made children laugh. Everyone enjoyed the day. The town looked clean and fresh. I felt happy and helpful. This special gift allowed me to protect nature and bring joy to every person in my beautiful and community.

Basic grammar and vocabulary
Good punctuation

1.5 words

WRITING EVALUATION RUBRIC

Topic: The Impact of Technology on Teenagers (Min. 150 words)

Student 4

CRITERIA	EXCELLENT (1 pts)	GOOD (0.75 pts)	SATISFACTORY (0.50 pts)	NEEDS IMPROVEMENT (0.25 pts)	SCORE
CONTENT	All points covered (positives, negatives, examples). Length: 150+ words.	Most points covered with some detail. Length: 120-140 words.	Points are too brief or one is missing. Length: 90-110 words.	Content is irrelevant or very short. Length: Under 80 words.	0.75 / 1
COMMUNICATIVE ACHIEVEMENT	Uses the correct article format. Tone is perfect for classmates. Engaging.	Appropriate tone and clear messages. Format is mostly correct.	Tone is inconsistent (too formal or informal). Message is basic.	Format is incorrect. The reader is not informed about the topic.	1 / 1
ORGANIZATION	Text is divided into 3-4 clear paragraphs. Uses advanced connectors.	Clear paragraphs used. Uses basic connectors (and, but, so, because).	Few paragraphs used. The flow of ideas is a bit confusing.	No paragraphs. One single block of text. No connectors used.	0.75 / 1
LANGUAGE USE	Uses advanced vocabulary and complex grammar. No errors.	Good vocabulary range. Very few minor grammar/spelling errors.	Basic vocabulary. Some repetitive errors in grammar.	Limited vocabulary. Frequent errors hinder the reading process.	1 / 1
TOTAL SUM					3 / 4.0

TEACHER'S FEEDBACK

5 COMPREHENSIVE ACTIVITY TO EVALUATE ALL ASPECTS (4 pts)

Objective: This activity assesses the content (whether all points are covered), communicative achievement (whether the format and tone are appropriate), organization (structure and cohesion), and language (variety and precision).

Article for School Magazine: "The Impact of Technology on the Lives of Teenagers"

Instructions: Write an article of at least 150 words for your school magazine about how technology affects the lives of teenagers. Explain the positive and negative aspects, give examples, organize your text into clear paragraphs, use connectives, and ensure that your language is appropriate for your classmates. The article should be informative, well-structured, and demonstrate good command of vocabulary and grammar.

"The Impact of Technology on the Lives of Teenagers"

Technology is everywhere. Teenagers use tablets, phones, and computers. They like social media, apps, and games. Technology can be good. It helps learning, but too much use can cause problems and stress. Teenagers should take breaks and spend time outdoors to stay healthy. Finding a good balance between the digital world and real life is very important for everyone today. To sum up, technology has had positive impacts.

3/4
12 words

Anexe 2 Post test student #4

UNIVERSIDAD TECNOLÓGICA INDOAMÉRICA

MASTERY DEGREE STUDIES

MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS CON MENCIÓN EN ENSEÑANZA DEL INGLÉS

TOPIC:

THE ROLE OF TEACHER CORRECTIVE FEEDBACK IN IMPROVING
WRITING SKILLS IN SECONDARY SCHOOL STUDENTS.

Thesis prior to obtaining the Master's degree in Education

Author: Barreno Rosero Erica Zuleyma

Tutor: Juan Parreño Freire

AMBATO – ECUADOR

2025

Estimados estudiantes:

El presente post test tiene como objetivo:

Evaluar el nivel de escritura en inglés de los estudiantes de primer año de secundaria de la Unidad Educativa Emilio Cecco luego de haber recibido teacher corrective feedback

Por lo tanto, es fundamental que sus respuestas sean sinceras y reflejen la realidad, ya que esto permitirá obtener resultados óptimos para la investigación. La información proporcionada será utilizada exclusivamente con fines académicos y de forma confidencial. Este post-test es completamente anónimo, por lo que no se solicitarán datos personales y los resultados no incidirán en sus calificaciones institucionales.

1. ACTIVITIES TO ASSESS CONTENT

1.1 ACTIVITY ONE

Objective: To assess whether the student fully responds to the prompt and develops relevant and sufficient ideas. (2pts).

Account of a Significant Experience:: "A Day That Changed My Life"

Instructions: Write a text of at least 100 words describing a difficult situation you faced and how you overcame it. Explain what you learned from that experience and why it was important to you.

"A Challenge You Overcame"

My cousin recently opened a small local shop and I had to help him clean everything in just one day. It was a very challenging and tiring experience because there was so much dust and heavy furniture to move. We worked for many hours without stopping until the place looked perfect for the customers. Although I was exhausted at the end of the day, I felt very proud of helping my family with their new business.

15/2
+6 words

+16 words

1.2 ACTIVITY TWO (2 pts)

Objective: To determine whether the student addresses all aspects of the issue and develops clear arguments.

Argued Opinion on a Social Issue: "Should there be homework during the holidays?"

Instructions: Write a text of at least 100 words giving your opinion on whether students should receive homework during the holidays. Explain your reasons and give examples to support your point of view.

Should there be homework during the holidays?"

I strongly believe that teachers should not send any homework during vacations because many students are traveling with their families. This is a special time to explore new places and rest after a long school term. If we have to study while we are on a trip, we cannot enjoy the experience or relax properly. In addition, vacations are for creating beautiful memories outside the classroom and need this break to recharge our energy completely.

1.5/2
76 words

11 = happy

+86 words

2. ACTIVITIES TO ASSESS COMMUNICATIVE ACHIEVEMENT

2.1 ACTIVITY ONE (2 PTS)

Objective: To assess whether the student uses the appropriate format and register for the purpose and recipient.

Formal Request Letter: "Requesting the Creation of a School Club"

Instructions: Write a formal letter of at least 100 words addressed to your school principal, requesting the creation of a club (e.g., reading, science, sports, etc.). Use a formal tone and appropriate structure for a letter.

"Requesting the Creation of a School Club"

Dear Principal,
I am writing to formally request the creation of a new Chess club at our institution. Currently, many students are interested in developing their strategic thinking and concentration skills through this ancient game. I believe that establishing this club would provide a safe and productive environment for pupils to interact during their free time. Furthermore, it would encourage healthy competition and intellectual growth, which are essential values that our school always promotes among the entire community.

1.5
88 words
+29 words

2.2 ACTIVITY TWO (PTS)

Objective: To assess whether the student adapts the language and format to the context and recipient.

Informal Message to a Friend: "Telling about a New Hobby"

Instructions: Write a message of at least 100 words to your best friend telling them about a new hobby you recently started. Use an informal and friendly tone, and be sure to include interesting details.

Telling about a New Hobby"

My favorite new hobby is creating flip books on TikTok to share my creativity with the world. I enjoy choosing the right music and using different filters to make my content more interesting. This digital activity allows me to express myself and learn new technical skills in a way modern kids appreciate. It is a great way to stay connected with friends and show my personality while I have a wonderful time.

1.5
76 words
+23 words

Thank you so much for taking the time to read my letter.

3. ACTIVITIES TO ASSESS ORGANIZATION

3.1 ACTIVITY ONE (2 pts)

Objective: To assess logical structure, use of paragraphs, and connectives.

Comparative Essay: "Studying at Home vs. Studying at School"

Instructions: Write an essay of at least 100 words comparing the advantages and disadvantages of studying at home and at school. Organize your text into an introduction, body, and conclusion, using connectives such as "on the one hand," "on the other hand," and "in conclusion."

"Studying at Home vs. Studying at School"

I definitely prefer studying at home because it is much more convenient for my personal and academic growth today. This digital method allows me to access all my lessons and educational resources instantly without the need to commute to school. I can manage my own schedule in a quiet environment, which helps me focus better on difficult topics. While studying in a physical classroom has some social benefits, the flexibility and modern tools provided by virtual education make it the best option for my future professional success now.

2
89
words
+19
words

3.2 ACTIVITY TWO (2pts)

Objective: To assess the sequence and cohesion of ideas.

Sequential narrative: "An Unforgettable Day with My Family"

Instructions: Write a narrative of at least 100 words about a special day you spent with your family. Ensure the events are in logical order and use connectives such as "first," "then," and "finally."

An Unforgettable Day with My Family"

I decided to surprise my teacher for her birthday by decorating the whole house with colorful balloons. First, I bought many balloons in her favorite colors and spent the morning blowing them up with my siblings. Then, we carefully placed them all over the living room and created a beautiful arch near the entrance. After that, we added some flowers and a big sign to complete the festive look. It was a lot of work, but seeing her happy smile when she entered the room made every single effort worth it that day.

2
94 words
+24
words

4 ACTIVITIES TO ASSESS LANGUAGE USE

4.1 ACTIVITY ONE (2 pts)

Objective: To assess the variety and accuracy of vocabulary and grammar.

Description of an Admired Person: "My Role Model"

Instruction: Write a text of at least 100 words describing a person you admire. Use varied adjectives, descriptive phrases, and different verb tenses to demonstrate your command of vocabulary and grammar.

"My Role Model"

My role model is Marie Curie because she was a brilliant scientist who showed incredible passion and dedication in the work. I admire how she overcame many social obstacles to become the first woman to win a Nobel Prize. For example, her discoveries in science change the world forever and saved many lives. She

2
82 words
+17
words

inspire me to study hard and believe that
with enough effort, anyone can achieve great
things in life

4.2 ACTIVITY TWO (2 pts)

Objective: To verify the correct and varied use of vocabulary and grammatical structures.

Narrative with Specific Vocabulary: "An Invention That Changed the World"

Instruction: Write a story of at least 100 words about an imaginary invention that changed people's lives. Use at least five new vocabulary words from the unit (e.g., innovative, useful, transform, discover, solve).

"An Invention That Changed the World"

I believe that a very innovative invention would be a special box that helps people think faster and more clearly because this magic device could stimulate the brain to solve difficult problems in just a few seconds. It would be extremely helpful for students during exams or for professionals who need to make quick decisions at work. Such a magic box would improve our intelligence and make our daily lives much easier and more productive today.

1.5
76 words

+ 16
words

5 COMPREHENSIVE ACTIVITY TO EVALUATE ALL ASPECTS (4pts)

Objective: This activity assesses the content (whether all points are covered), communicative achievement (whether the format and tone are appropriate), organization (structure and cohesion), and language (variety and precision).

Opinion Article for the School Magazine: "The Impact of Social Media on Teenagers"

Instructions: Write an article of at least 150 words for your school magazine about how social media affects the lives of teenagers. Explain the positive and negative aspects, give examples, organize your text into clear paragraphs, use connectives, and ensure your language is appropriate for your classmates. The article should be informative, well-structured, and demonstrate good command of vocabulary and grammar.

"The Impact of Social Media on Teenagers"

Technology has benefited students significantly by allowing very fast communication with teachers and classmates around the world. Through which we can now send messages, share important files, and ask questions about our homework in just a few seconds using our smartphone. This instant connection makes our learning process much more efficient and collaborative than in the past. It is also a wonderful advantage of the digital age that helps us stay organized and well-informed throughout our entire

79 words

+ 23

Topic: The Impact of social media on Teenagers (Min. 150 words)

Student

CRITERIA	EXCELLENT (1 pts)	GOOD (0.75 pts)	SATISFACTORY (0.50 pts)	NEEDS IMPROVEMENT (0.25 pts)	SCORE
CONTENT	All points covered (positives, negatives, examples). Length: 150+ words.	Most points covered with some detail. Length: 120-140 words.	Points are too brief or one is missing. Length: 90-110 words.	Content is irrelevant or very short. Length: Under 80 words.	0.5 / 1
COMMUNICATIVE ACHIEVEMENT	Uses the correct article format. Tone is perfect for classmates. Engaging.	Appropriate tone and clear message. Format is mostly correct.	Tone is inconsistent (too formal or informal). Message is basic.	Format is incorrect. The reader is not informed about the topic.	0.5 / 1
ORGANIZATION	Text is divided into 3-4 clear paragraphs. Uses advanced connectors.	Clear paragraphs used. Uses basic connectors (and, but, so, because).	Few paragraphs used. The flow of ideas is a bit confusing.	No paragraphs. One single block of text. No connectors used.	0.5 / 1
LANGUAGE USE	Uses advanced vocabulary and complex grammar. No errors.	Good vocabulary range. Very few minor grammar/spelling errors.	Basic vocabulary. Some repetitive errors in grammar.	Limited vocabulary. Frequent errors hinder the reading process.	0.5 / 1
TOTAL SUM	FINAL GRADE:				5 / 4.0

TEACHER'S FEEDBACK

Anexe 3 Pre-test validation by expert 1

VALIDATION RUBRIC

Instruction: Please indicate your degree of agreement or disagreement with the statements below by encircling the number corresponding to your best judgment.

1 – Strongly Disagree 2 – Disagree 3 – Undecided 4 – Agree 5 – Strongly Agree

Criteria	1	2	3	4	5
The items in the instrument are relevant to answer the study's objectives.					5
The items in the instrument can obtain the information about the English writing comprehension level					5
The instrument has an appropriate sample of items for the construct being measured/studied.					5
The items and their alternatives are neither too narrow nor limited in their content.					5
The items in the instrument are stated clearly.					5
The terms adapted to the scale are culturally appropriate.					5
The layout or format of the instrument is technically sound.					5
The instrument is not too short or long enough that the participants will be able to answer it within a given time.					5
The instrument is interesting because participants will be induced to respond to it and accomplish it fully.					5

COMMENTS AND SUGGESTIONS SECTION

- Do you consider that the proposed items correspond to the study's categories, units of analysis, or variables?

Yes x No

✓ What items would you add or erase?

✓ What other suggestions would you make to improve this instrument?

- In activities 1 and 2, I would suggest adding an introductory sentence to help the student focus their ideas and write according to the proposed topic.
- "In Activity 5, I suggest implementing a table with useful keywords and connectives to help students write the article 'The Impact of Technology on the Lives of Teenagers.'"

Evaluator's name: Mgs. Wilson Freddy Sarmiento Mendia

Academic degree: Master's Degree in Teaching English as a Foreign Language

Email: wilsonsarmiento23@outlook.es



WILSON FREDDY SARMIENTO MENDIA

Signature:

Anexe 4 Pre-test validation by expert 2

VALIDATION RUBRIC

Instruction: Please indicate your degree of agreement or disagreement with the statements below by encircling the number corresponding to your best judgment.

1 – Strongly Disagree 2 – Disagree 3 – Undecided 4 – Agree 5 – Strongly Agree

Criteria

The items in the instrument are relevant to answer the study's objectives.	1	2	3	4	5
The items in the instrument can obtain the information about the English writing comprehension level	1	2	3	4	5
The instrument has an appropriate sample of items for the construct being measured/studied.	1	2	3	4	5
The items and their alternatives are neither too narrow nor limited in their content.	1	2	3	4	5
The items in the instrument are stated clearly.	1	2	3	4	5
The terms adapted to the scale are culturally appropriate.	1	2	3	4	5
The layout or format of the instrument is technically sound.	1	2	3	4	5
The instrument is not too short or long enough that the participants will be able to answer it within a given time.	1	2	3	4	5
The instrument is interesting because participants will be induced to respond to it and accomplish it fully.	1	2	3	4	5

COMMENTS AND SUGGESTIONS SECTION

- Do you consider that the proposed items correspond to the study's categories, units of analysis, or variables?

Yes X No

✓ What items would you add or erase?

✓ What other suggestions would you make to improve this instrument?

Evaluator's name: Nancy Soraya Ludeña

Ramirez

Academic degree: Master of English Language

Email: nancy_sory@hotmail.com

Signature:



Anexe 5 Post-test validation by expert 1

VALIDATION RUBRIC

Instruction: Please indicate your degree of agreement or disagreement with the statements below by encircling the number corresponding to your best judgment.

1 – Strongly Disagree 2 – Disagree 3 – Undecided 4 – Agree 5 – Strongly Agree

Criteria	1	2	3	4	5
The items in the instrument are relevant to answer the study's objectives.					5
The items in the instrument can obtain the information about the English writing comprehension level					5
The instrument has an appropriate sample of items for the construct being measured/studied.					5
The items and their alternatives are neither too narrow nor limited in their content.					5
The items in the instrument are stated clearly.					5
The terms adapted to the scale are culturally appropriate.					5
The layout or format of the instrument is technically sound.					5
The instrument is not too short or long enough that the participants will be able to answer it within a given time.					5
The instrument is interesting because participants will be induced to respond to it and accomplish it fully.					5

COMMENTS AND SUGGESTIONS SECTION

- Do you consider that the proposed items correspond to the study's categories, units of analysis, or variables?

Yes x No

✓ What items would you add or erase?

✓ What other suggestions would you make to improve this instrument?

Evaluator's name: Wilson Freddy

Sarmiento Mendia

Academic degree: Master's Degree in Teaching English as a Foreign Language

Email: wilsonsarmiento23@outlook.es



Escaneado y verificado por:
WILSON FREDDY SARMIENTO MENDIA

Signature:

Anexe 6 Post-test validation by expert 2

VALIDATION RUBRIC

Instruction: Please indicate your degree of agreement or disagreement with the statements below by encircling the number corresponding to your best judgment.

1 – Strongly Disagree 2 – Disagree 3 – Undecided 4 – Agree 5 – Strongly Agree

Criteria	1	2	3	4	5
The items in the instrument are relevant to answer the study's objectives.					
The items in the instrument can obtain the information about the English writing comprehension level					
The instrument has an appropriate sample of items for the construct being measured/studied.					
The items and their alternatives are neither too narrow nor limited in their content.					
The items in the instrument are stated clearly.					
The terms adapted to the scale are culturally appropriate.					
The layout or format of the instrument is technically sound.					
The instrument is not too short or long enough that the participants will be able to answer it within a given time.					
The instrument is interesting because participants will be induced to respond to it and accomplish it fully.					

COMMENTS AND SUGGESTIONS SECTION

- Do you consider that the proposed items correspond to the study's categories, units of analysis, or variables?

Yes _____ No _____

- ✓ What items would you add or erase?

- ✓ What other suggestions would you make to improve this instrument?

Evaluator's name: Nancy Soraya Ludeña

Ramirez

Academic degree: Master of English Language

Email: nancy_sory@hotmail.com

Signature:



Anexe 7 Informed Consent for Educational Study for Thesis Project

**CONSENTIMIENTO INFORMADO PARA LA REALIZACIÓN DE
ESTUDIO EDUCATIVO PARA PROYECTO DE TITULACIÓN
EN LAS MODALIDADES PRESENCIAL, SEMIPRESENCIAL E HÍBRIDA**

Muyuna, 16 de Septiembre de 2025

I. DATOS INFORMATIVOS:

1.1. Apellidos y nombres: Barreno Rosero Erica Zuleyma
1.2. Programa de maestría MAESTRIA EN PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS CON MENCIÓN EN ENSEÑANZA DE INGLÉS

Lic. Juan Sixto Avilés

Rector de la institución Educativa

Yo, *Erica Zuleyma Barreno Rosero*, me dirijo a usted muy respetuosamente para solicitar una autorización de ingreso a la **Unidad Educativa Fiscal "Mons. Emilio Cecco"**, con el objetivo de ejecutar un estudio educativo como parte de nuestro Proyecto de Titulación, el cual se podrá dar en la modalidad que cuente su institución para impartir el estudio antes mencionado.

A continuación, detallo mi estudio educativo:

Tema de investigación: The role of teacher corrective feedback in improving writing skills in secondary school students

Se realizará una investigación de campo con el objetivo mejorar la habilidad de escritura en Inglés con los estudiantes de Primero de Bachillerato mediante la aplicación de una guía didáctica para facilitar el mejoramiento de enseñanza-aprendizaje.

Luego de lo antes declarado, en pleno uso de mis condiciones mentales, siendo *total y enteramente* responsable, manifiesto mi disposición para realizar este estudio educativo en la modalidad establecida por la institución educativa.

Esperando su favorable acogida y autorización.

Atentamente,

Autorizado

Firma



Juan Sixto Avilés

Rector

C.I. 1500535859

Sello de la institución



Carta de autorización para publicación de trabajos, videos o fotografías del estudiante de la Unidad Educativa Fiscal “Mons. Emilio Cecco”

Estimado padre/madre o representante legal:

Me dirijo a usted para solicitar su autorización para que la estudiante de la Universidad Indoamerica (UI), de la carrera **Pedagogía de los Idiomas Extranjeros y Nacionales**, que realice el estudio educativo en la institución **Unidad Educativa Fiscal “Mons. Emilio Cecco”** tome fotografías, videos y entrevistas de su representado/a dentro del aula, así como también durante las actividades escolares, únicamente con fines educativos y de investigación.

Si da su autorización, la UI podría publicar con fines académicos y de investigación en diversos formatos las fotografías, videos, muestras del trabajo que haya realizado su representado/a. Las publicaciones podrían ser: boletines (en línea y forma impresa), Internet, sitios web intranet, revistas, periódicos locales y en el Repositorio de la Biblioteca de la UI

A continuación, detallamos nuestro estudio educativo:

Este estudio está enfocado en el área de inglés, con el fin de que los estudiantes mejoren su habilidad de escritura. Durante este tiempo, los estudiantes de primero de bachillerato deberán colaborar con ciertas actividades como pruebas, entrevistas y tareas extras con la finalidad de que los estudiantes puedan practicar y mejorar el inglés de manera efectiva. Cabe recalcar que después de los resultados obtenidos en las primeras pruebas, se seleccionará a un grupo pequeño de estudiantes, quienes serán los que participen activamente en el proceso. El estudio se realizará durante las horas de inglés, por lo cual ya nos hemos comunicado con el docente de inglés de este curso para pedir su debida autorización.

De igual manera se dará a conocer a los representantes de cada estudiante acerca de las actividades que se van a realizar con ellos por medio de una corta reunión por los tutores de curso.

Si está de acuerdo en permitir que la estudiante de la UI tomen fotografías - videos de su representado/a y las publique de la manera detallada anteriormente, sirvase completar el formulario de consentimiento y devuélvalo a la Unidad Educativa.

Este consentimiento, si está firmado, estará vigente hasta el momento que usted informe a la Unidad Educativa de lo contrario.

Formulario de Consentimiento para Publicación de Trabajos o Fotografías del Alumno

De conformidad a lo dispuesto en el inciso final del articulado 52 del Código de la Niñez y Adolescencia, estoy de acuerdo, sujeto a las condiciones establecidas antes expuestas, en que se tomen fotografías o videos de mi representado durante actividades escolares, para ser usadas por la Universidad Indoamerica en la educación de los alumnos y promoción de la Universidad Indoamerica y educación pública. Así mismo estoy de acuerdo en la publicación de fotografías y muestras de trabajos de mi representado/a. Por lo que no exigiré retribución alguna por su uso.

Comunicaré a la Universidad Indoamerica si decido retirar esta autorización:

Nombre del/la estudiante:

Micarla Gonzalez

Nombre completo padre/madre/representante legal

Miriam Elizabeth Herrera Jaraque

Cédula de ciudadanía: 1321355319

Firma del padre/madre/representante legal 

Fecha:

Anexe 8 Application of pre test



Intervention- Writing Activities



Intervention- Teacher Feedback



Application of Post test



Anexe 9

Table of Results of pre test and post test

Content		
Student	Pre test	Post test
Student1	2	3
Student2	3	3.5
Student3	2	3
Student4	2.5	3
Student5	2	3
Student6	2	3.5
Student7	2.5	3.5
Student8	2	3
Student9	3	3.5
Student10	3.5	4
Student11	2	3
Student12	2.5	3
Student13	3.5	3.5
Student14	3	3.5
Average	2.53571429	3.28571429

Organization		
Student	Pre test	Post test
Student1	1.8	2.5
Student2	2	3.5
Student3	2	3
Student4	2	2.5
Student5	2	2.5
Student6	2	3
Student7	2	3
Student8	2	3
Student9	3	3.5
Student10	2.5	4
Student11	2	2.5
Student12	2.5	3
Student13	2.5	3.5
Student14	3	3.5
Average	2.23571429	3.07142857

Language		
Student	Pre test	Post test
Student1	2	3
Student2	2	3.5
Student3	2.5	3.5
Student4	3	3
Student5	2	3
Student6	2	3
Student7	2	3
Student8	2	3.5
Student9	3	3.5
Student10	2.5	3.5
Student11	2	3
Student12	2.5	3
Student13	2.5	3.5
Student14	3	3.5
Average	2.35714286	3.25

Communicative achievement		
Student	Pre test	Post test
Student1	1	2
Student2	2	3
Student3	2.5	3
Student4	3	3
Student5	2	3
Student6	2	3.5
Student7	2	3.5
Student8	2	3.5
Student9	2	2.5
Student10	2.5	3.5
Student11	2	4
Student12	2.5	3
Student13	2.5	3.5
Student14	3	4
Average	2.21428571	3.21428571