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

THEME:

**CORRECTIVE FEEDBACK AS A TEACHING STRATEGY TO DEVELOP
WRITING SKILLS IN EFL STUDENTS**

Research project prior to obtaining the Master's Degree in Pedagogy of National and Foreign Languages with a major in English Language Teaching.

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I CERTIFY

That this research project has been reviewed in its entirety and I consider that it meets the requirements and merits sufficient to be submitted for public presentation and evaluation by the designated Examination Board.

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The thesis has been reviewed, approved, and authorized for printing and binding on the topic: “CORRECTIVE FEEDBACK AS A TEACHING STRATEGY TO DEVELOP WRITING SKILLS IN EFL STUDENTS,” prior to obtaining the *Master's Degree in Pedagogy of National and Foreign Languages with a specialization in English teaching*, meets the substantive and formal requirements for the student to present the thesis defense.

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DEDICATORY

With all my heart, I dedicate this project to my family, whose unconditional love, support, and guidance have shaped the person I am today. Especially to my parents, thank you for your endless sacrifices and for always believing in my dreams. Your strength and wisdom have been my foundation.

To all my friends, thank you for standing by me through long nights of study, moments of doubt, and times of celebration. Your encouragement and companionship have made this journey brighter.

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AUTOR: Lic. Luis Galo Chicaiza Chicaiza

TUTORA: MSc. Moreno Genoves Mayra Alejandra

RESUMEN EJECUTIVO

El presente estudio se llevó a cabo en la Unidad Educativa Particular “Paul Dirac”, ubicada en Quito, Ecuador, el objetivo de la investigación fue analizar cómo la retroalimentación correctiva, aplicada como estrategia pedagógica, influye en el desarrollo de las habilidades de escritura en estudiantes de inglés como lengua extranjera (EFL), la problemática abordada radica en las dificultades que presentan los estudiantes para mejorar su expresión escrita, atribuidas a metodologías de enseñanza inadecuadas y a la escasa práctica escrita en el aula, a pesar de las exigencias del currículo nacional. La investigación adoptó un enfoque cualitativo y empleó entrevistas semiestructuradas con docentes, pruebas diagnósticas y de seguimiento, así como análisis documental; participaron 25 estudiantes de noveno año y dos docentes de inglés; los resultados evidenciaron mejoras significativas en el uso del vocabulario, la gramática y la estructura textual tras la aplicación de retroalimentación correctiva directa, indirecta y metalingüística. No obstante, persistieron dificultades en la organización de ideas y la claridad expresiva; por lo tanto, se concluye que la retroalimentación correctiva, cuando se aplica de manera sistemática y contextualizada, constituye una herramienta eficaz para potenciar la competencia escrita en niveles A1–A2. Adicionalmente, el estudio plantea la necesidad de diseñar guías didácticas innovadoras que permitan transferir estas estrategias pedagógicas a contextos educativos similares.

Palabras clave: estrategias de enseñanza, expresión escrita, inglés como lengua extranjera, retroalimentación correctiva.

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ABSTRACT

This study was conducted at “Paul Dirac” Private Educational Unit in Quito City, Ecuador. The research aimed to analyze how corrective feedback, applied as a pedagogical strategy, influences the development of writing skills in students learning English as a foreign language (EFL). The issue addressed focuses on the difficulties students face in improving their written expression, which are attributed to inadequate teaching methodologies and limited writing practice in the classroom, despite the current requirements of the national curriculum. The research adopted a qualitative approach and utilized semi-structured interviews with teachers, diagnostic and follow-up assessments, as well as document analysis. The study involved 25 ninth-grade students and two English teachers. The results showed significant improvements in vocabulary use, grammar, and text structure as a result of implementing direct, indirect, and metalinguistic corrective feedback. However, challenges remained in organizing ideas and achieving clarity of expression. Therefore, it is concluded that corrective feedback, when applied systematically and within context, is an effective tool for enhancing writing competence at the A1–A2 levels. Additionally, the study highlights the need to design innovative teaching guides that facilitate the transfer of these pedagogical strategies to similar educational contexts.

KEYWORDS: English as a foreign language, corrective feedback, teaching strategies, written expression.

(FIRMA Y SELLO DEPARTAMENTO DE IDIOMAS)

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Introduction

Importance and Relevance

Nowadays, the use of corrective feedback strategy to enhance writing skills in English is much more frequent among teachers because it is used to improve this skill in an educational context. It should also be noted that its importance lies in addressing the different strategies for teaching and developing written skills in acquiring a foreign language.

Therefore, the present study is within the research line “Language learning and teaching” since the situation is related to teaching and learning methodologies and strategies”. Likewise, the development of the research is related to the problem posed in the teaching of writing in English, which is why this study aims to strengthen writing skills during the learning of a foreign language while in the case of teachers, it will reinforce the research process by comparing the results with previous studies.

This study has considered multiple prior investigations, from both national and international contexts; whose topics are “The revision and transfer effects of direct and indirect comprehensive corrective feedback on ESL students’ writing”, “The effects of written corrective feedback: a critical synthesis of past and present research” and “Role of Feedback on English Academic Writing Skills of Tertiary Level Iraqi English as a Foreign Language (EFL) Students: A Review of Literature”.

The previous research share the particularity of having analyzed the two proposed variables: the implementation of corrective feedback and the development

of writing skills; as well as the management of writing skills and some characteristics of the suggested population, such as the participants' ages, the same school schedule, and the similarity in their English proficiency level, which to some extent influences the learning of English as a second language.

Learning English nowadays is very difficult for individuals across all professional fields. Furthermore, the requirements stipulate that a sufficient command of productive abilities in learners is essential, given that English is a global language. This study proposes examining writing skills to enhance them via the provision of corrective feedback.

The characteristics significantly impact the development of writing abilities, since students lack sufficient control of these components according to their English proficiency level as defined by the Common European Framework of Reference for Languages. For example, students in both public and private schools lack the ability to do tasks aligned with English competency criteria. Abdullah et al. (2023) contend that competence requirements are categorized into many levels, which may be tailored to correspond with the unique capabilities of students.

The six-level scale outlined by the Council of Europe (2020) demonstrates that these are not meant to be definitive. Initially, they may be classified into three overarching categories: basic user (A1 and A2), independent user (B1 and B2), and proficient user (C1 and C2). Secondly, the six levels, denote extensive categories of linguistic competence, are often subdivided. Adhering to the most suitable English proficiency to produce competent writing or, a composition that aligns with the descriptors of the CEFR levels.

Conversely, current technological advancements have highlighted the significance of teaching productive skills, such as writing, since it not only enhances language comprehension but also evidences the development of speaking abilities. This does not mean that receptive skills such as reading or listening are not important to work on, but rather that both writing and speaking are where learners can observe greater development due to their characteristic of being productive skills.

Consequently, formulating a definitive framework for providing feedback during foreign language writing activities with learners of varying ages affords them a substantial advantage in not only acquiring and enhancing their skills but also refining them alongside more proficient learners.

Students exhibit limits in enhancing their writing abilities, notably via frequent errors pertaining to organization, language use, and coherence among ideas. Potential remedies for these issues include training in writing that corresponds to the time allocated for this activity, as well as reinforcement of vocabulary, which include context-specific terms rather than only individual learned concepts.

Another perspective often regarded is that learners often see productive talents, such as writing, that cannot be cultivated at the novice level. This assertion lacks experiential foundation, as shown by the evolution of English courses, which often do not provide sufficient time for daily reinforcement or practice of the skill. subsequently, the duty is on the learner to provide sufficient time for skill practice, since this is the only means by which students may cultivate the skill, which will be evident in the future.

Conversely, regarding writing errors, learners at the A1 level tend to overlook these mistakes as they prioritize comprehending the task and fulfilling its requirements. In English lessons, instructors often present, elucidate, and reinforce concepts; nevertheless, not all possess the same learning style, which somewhat constrains the anticipated acquisition of the language.

Problem statement

Improving writing abilities entails setting aside time for practice and presenting ideas logically so that readers of all ability levels may get the primary concept without having to read the work twice. It goes beyond just learning vocabulary or grammar rules. Martos (1990) characterizes written expression as a multifaceted process requiring active engagement of cognitive processes by people. This procedure may be particularly arduous when composing in a foreign language, since it requires more cognitive exertion relative to writing in our first language. Writing, even in one's native language, needs considerable cognitive effort to structure and articulate ideas coherently.

Regarding the time allocated for writing practice, educators emphasize the necessity for a revision of the English teaching duration as stipulated by the National Curriculum in Ecuador. This is corroborated by the Ministry of Education of Ecuador (2016), which asserts that English instruction public and private education must be implemented all levels, from early education, and keeping the standards given by the Common European Framework.

However, experience indicates that the circumstances are markedly different, since several educational institutions in Ecuador fail to implement instructional models, tactics, or approaches due to many variables, including

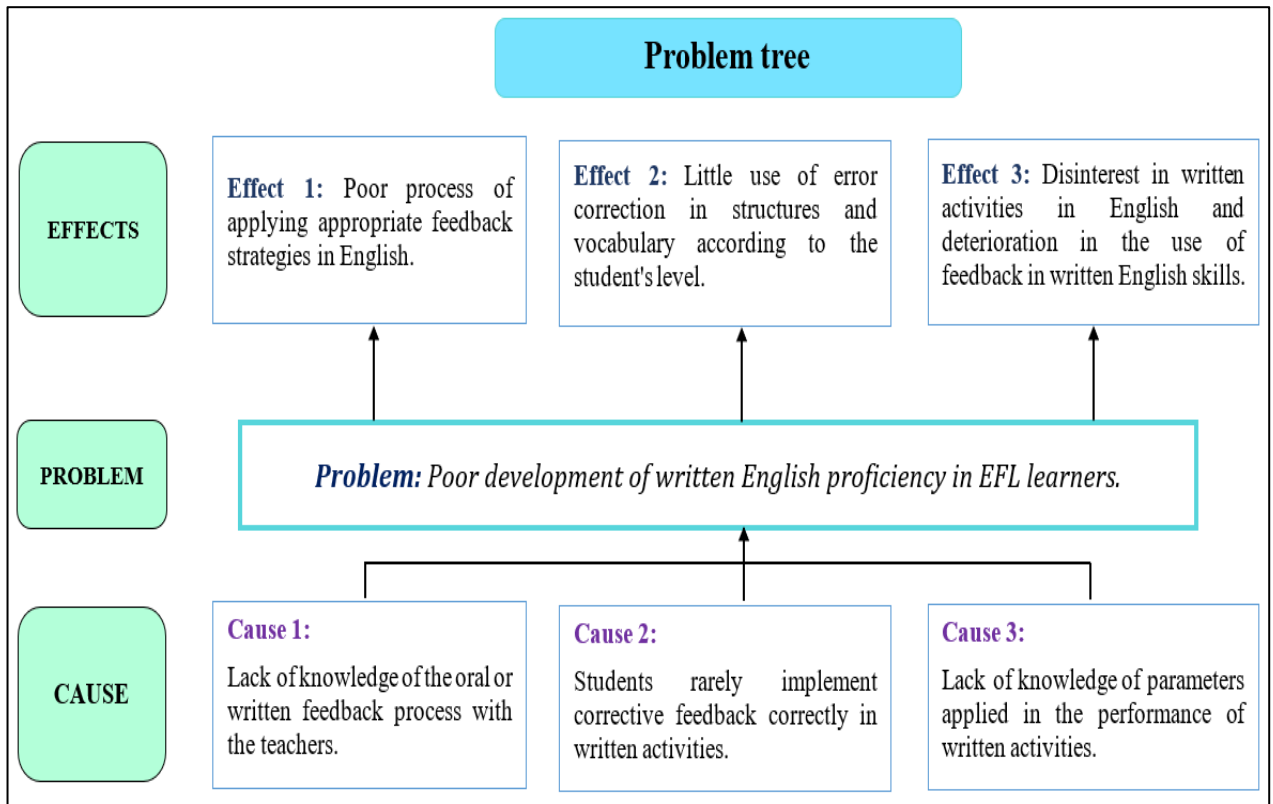
technological accessibility. For example, not all in Ecuador possess the necessary resources to adopt alternative techniques, such as the communicative approach, or project-based learning, to enhance students' English proficiency. The Covid-19 pandemic in 2020 highlighted this issue, as Andrade-Vargas et al. (2021) noted that the organizational structure of schools created barriers, with resource-rich private institutions being more adept, in terms of facilities and pedagogical methods, at achieving these goals.

In Ecuador, educational institutions have a clear emphasis on regular instruction the English language; yet, methods, strategies and techniques used do not align with the intended objectives. To get a greater competence in English, namely at the B1 level in high school, it is essential to focus on the techniques used and the quantity of instructional hours, since in that way learners can have constant preparation which helps to obtain better experiences in learning a foreign language.

The instances presented above indicate that using a teaching method, such as corrective feedback in writing tasks, may address this problem. The proposal for designing a teaching guide on implementing a corrective feedback strategy arises from the ability of both educators and students to recognize and rectify errors, thereby preventing their recurrence. Consequently, this approach could enhance the text proficiency of students across all English levels at “Unidad Educativa Particular Paul Dirac” high school during the 2024-2025 academic year. The primary participants are learners who may improve their abilities in critical thinking, communication and coherent expression.

Figure 1

Problem tree



Note: The figure represents the Problem tree: Poor development of written English proficiency in EFL learners. Source: created by the author.

Research Question

How does the role of corrective feedback strategy contribute to the development of writing skills in English as a Foreign Language students from the English levels at “Unidad Educativa Particular Paul Dirac” high school?

Research Idea

The analysis of corrective feedback aims to identify the generally effective methods of providing feedback, since many forms of feedback do not function uniformly. Consequently, understanding the process and the processes facilitates the attainment of success in improving writing abilities.

Beneficiaries of the research

The objective of the research is shown via the beneficiaries of the approach, namely the 9th-grade students at “Unidad Educativa Particular Paul Dirac” high school, who possess an A1 level consent to the CEFR and are aged concerning 12 and 13 years. This group was chosen because the study facilitates the understanding and implementation of a strategy suitable for beginners. The creation of a teaching activity guide for the delivery of corrective feedback enables instructors to provide instruction succinctly, since feedback may be effectively administered in both group and individual settings. This technique addresses the assessment issue related to language learning, enabling instructors to ascertain the level of students' skill improvement.

A lot of students have trouble with grammar and spelling, which makes it hard to understand what they're saying and leads to grammatical mistakes. Because of these problems, teachers can't really tell how well their students are doing, which shows how important it is to give them comments all the time to help them grow. A lot of people worry that they have trouble organizing their thoughts in an orderly way, which makes their writing less coherent.

Objectives

General Objective

- To analyze the role of corrective feedback to improve writing skills in reviews in EFL's students.

Specific Objectives

- To measure the English proficiency level in writing skills in reviews in 9th grade EFL students.
- To design a writing activity guide using corrective feedback to improve writing skills in reviews.
- To evaluate the role of corrective feedback strategy to develop writing in reviews structures in EFL students.
- To validate the proposal by applying corrective feedback in writing reviews activities.

CHAPTER I

THEORETICAL FRAMEWORK

The purpose of the present chapter is to describe the components considered for the elaboration of the theoretical framework, such as previous studies, the theoretical framework, general concepts within each of the variables, the characteristics of feedback, and theories considered for the study. The theoretical framework is a component of the research process that according to some authors like Grant & Osanloo (2016) define the theoretical framework as a key component of the research process that underpins the evolution and support of your work.

This chapter wants to provide a thorough summary of the elements considered throughout the theoretical framework's development. Therefore, it must be said that before using the theoretical framework, a researcher should first investigate the information sources to ensure their currency, relevance, and verifiability. According to Arias (2012), theoretical or referential is the product of a comprehensive literature study including a compiling of ideas, definitions, opinions from authors, and ideas that underpin the research to be carried out.

Previous Studies

The research considered two local and global categories of research for this investigation, as their analysis established the equivalent basis for the bibliographic review. The present study has considered much prior research to establish the backdrop of the problem. This means that the research considers contemplate the development of writing skills in the English language.

The study by Karim and Nassaji (2018) is one of the most pertinent studies that was considered as part of the background for the development of this research. The study seeks to assess the efficacy of corrective feedback in the progress of language abilities.

The population was separated into four categories, with just one group designated as the control group. Ultimately, the study outcomes indicated that the three kinds of feedback implemented during the seven sessions resulted in a substantial improvement in revision assignments when contrasted with the control group. The study used a assignment exam to assess the most correct students level of English ability. Every grouping also has to carry out a task involving the creation of a new fragment of writing consistent with the basic details of writing. There was also a momentary increase in the accuracy of the freshly written texts. Still, one should underline that after the feedback sessions, the consequences of direct feedback were not considerable.

A second study that is being counted for supporting the current research was done by Karim and Nassaji (2019), it conducted a fulfilling the objective of quantifying the consequences of written corrective feedback. The methodology employed in the research involved the examination of numerous sources that addressed comparable variables. A comparison chart was employed to gather and compare this information. The efficacy of various forms of feedback was also considered, as well as the participants and setting, methodologies, and findings.

The study conducted by Karim and Nassaji (2019) demonstrates that there are some discrepancies in the efficiency of various forms of written feedback, particularly in the context of evaluating the long-term effects of feedback.

Additionally, the research offers some implications and recommendations for future research, particularly in the context of indirect feedback.

Algburi and Razali (2022), investigate the relationship between corrective feedback and the improvement of academic writing skills. The methodology of the study is a literature review that concentrates on reports of evaluations of previous studies to examine the process of feedback for ESL Iraqi students, which examine the use of usual approaches to teaching writing.

The primary objective of this research, which was conducted by Sagñay (2019) is to evaluate the corrective feedback that instructors provide to students in their writing activities. In terms of methodology, this is qualitative research, as the results will be interpreted by observing the natural dispositions of the instructor and students. Additionally, the information was collected through observation, as it was compared to the preceding sources.

Ultimately, the findings indicate that the teacher employed indirect feedback more frequently to complete the activities. In the same vein, Sagñay's (2019) research suggests that students regarded the indirect feedback as less beneficial than the content they were taught in class. Consequently, some students were disinterested during the task.

It is imperative to emphasize that the process of providing feedback is a critical factor in the effective enhancement of writing, as evidenced by the analysis of the studies. Consequently, the objective is to determine the most suitable method of providing feedback, with particular emphasis on error correction and the process. This is comparable to the objectives and potential future research that were

envisioned in prior investigations. Furthermore, the benefits are proposed to be distinguished if they exist following the corrective feedback method.

Constructivism in EFL writing.

In the context of teaching English in Ecuador, several ideas and pedagogical techniques have been used to improve instructional procedures and optimize education. Constructivist philosophy has received acknowledgment for emphasizing active, learner-centered methodologies. This promotes the use of constructivist principles in English as a Foreign Language instruction, with a particular focus on improving writing skills.

Srouf et al. (2021) believe that constructivism represents a paradigm shift from traditional educational paradigms. Unlike conventional techniques that see information as a one-way transfer from teacher to student, constructivism asserts that learners actively construct knowledge via engagement in meaningful learning experiences. Students are regarded as the primary agents in the construction and generation of meaning and knowledge, participating in an active and progressive process of comprehension (Srouf et al., 2021).

From a constructivist viewpoint, educational activities are structured to promote students' construction of their own understanding, using past knowledge as a basis for assimilating new ideas. The effective execution of constructivist writing tasks often encounters obstacles, including limited classroom time, inadequate preparation, and disparate degrees of student experience and foundational knowledge. Despite these challenges, when students get help in addressing these factors via explicit teaching, sufficient practice, and scaffolding

their writing ability may markedly improve, irrespective of their starting English proficiency level.

Definition of constructivism

Constructivism is a philosophy associated with the educational process. According to Fahady (2019), it is seen as a partial process of creatively reorganizing experiences, enabling individuals to attain a restricted and more comprehensive perception informed by previous encounters. The constructivism theory posits that students play a functional role in their learning, which is centered on discovery. Prior knowledge serves as a foundation for acquiring new concepts, enabling the establishment of connections and associations among various ideas.

Table 1

Key Theorists of Constructivism

Theorist	Contribution
Jean Piaget	Cognitive development, stages of learning
Lev Vygotsky	Social interaction, Zone of Proximal Development

Note: The table depicts the key theorists of Constructivism. Source: created by the author.

Jing (2013) endorses this viewpoint, characterizing constructivism as a philosophical and pedagogical approach that perceives learning as an active process in which information is built rather than simply received. Moreover, the activities linked to this method are learner centered, and task focused. This idea reflects the modern educational trend where educators are not the central figures in the classroom but instead act as facilitators for the dissemination of knowledge among all participants in the learning process.

Constructivism is an educational approach that emphasizes the active production of knowledge via cognitive processes, rather than the passive absorption of information, as stated by Bada (2015).

Roya and Hanieh (2015) provide a similar definition, emphasizing that constructivism centers on students' comprehension of information and the efficacy of instructional methods used.

This indicates that the learner's role is proactive under constructivism and encompasses abilities such as; information processing, problem solving, and critical thinking. Constructivist theory suggests that learning occurs when students freely build knowledge via inquiry and discovery (Salem, Kausar, & Deeba, 2021).

Constructivism, as an educational theory, is influenced by the viewpoints of Piaget, Vygotsky, and other researchers in the field of constructivism. Srour et al. (2021) contend that constructivism, as an educational paradigm, is a dominant approach that contrasts with other conventional methodologies. In contrast to traditional education, constructivism posits that knowledge cannot simply be transmitted from teachers to students; rather, learning takes place through active engagement and personal experiences shared within the classroom environment. Constructivism redefines the teacher's role from that of a knowledge provider to a facilitator and guide, equipping learners with essential tools.

Constructivism environment in EFL and corrective feedback implications.

Corrective feedback as a teaching strategy is associated with the development of an EFL class. Consequently, the implementation of constructivism in an EFL teaching space presents a significant challenge, particularly in terms of the activities' applicability. Jing (2013) demonstrates that writing assignments

motivate students to assess their understanding and pinpoint deficiencies in their comprehension of the subject matter. This process facilitates the utilization of prior knowledge and promotes a greater degree of autonomy in the learning process. The author asserts that students can realize the knowledge they have learned in the class by completing a writing activity.

In addition, Jing (2013) advises that instructors should select subjects that are both personally related to students and closely related to the unit's theme to enhance the significance of activities. This will facilitate students' engagement.

This is accurate, as students will comprehend and internalize the information if the instructors design a suitable activity that culminates in the class. Therefore, the class should incorporate an increased number of these types of activities under this methodology.

Feedback is a critical tool for facilitating self-correction and improving comprehension, as constructivism encourages active student engagement and reflection on learning. The following table delineates the singular types of corrective feedback that are employed in constructivist environments. These feedback methods are intended to help students identify and rectify errors while simultaneously fostering autonomy in their learning process. Various forms of feedback are identified, and they are accompanied by examples that illustrate their use in writing assignments.

Table 2

Types of Corrective Feedback in Constructivist environments

Type	Description	Example
Direct Feedback	Explicit correction of errors	"You should write 'went' instead of 'goed'."

Indirect Feedback	Indicating an error without correction	Underlining or marking the error in the text.
Metalinguistic Feedback	Providing explanations or error codes	"Incorrect tense. Use the past form."
Peer Feedback	Feedback provided by fellow students	Comments on a peer's essay using a checklist.

Note: The table depicts the types of corrective feedback in Constructivism environments.

Teaching English writing skills in EFL

Presently, teach English is confronted with a variety of situations because of the contemporary techniques that have been developed to enhance the abilities of language learners. Consequently, it is imperative that educators maintain an ongoing professional development process in order to capitalize on these strategies. Srinivas (2017) argues that in order to improve student engagement in writing activities, EFL/ESL educators should implement innovative teaching strategies in their classrooms. Numerous authors have articulated the notion of "writing." Mulyah, Rekha, and Aminatun (2020) define writing as a creative skill that involves the conversion of spoken language into written form, the construction of grammatically correct sentences, and the use of symbols or letters on a medium to effectively communicate a message to a reader in an organized manner.

The function of students and instructors is a frequently discussed aspect of writing instruction. According to this premise, Hidayati (2018) underscores that the teacher's involvement and the fundamental principles of writing task design have a substantial influence on the writing implementation of English as a Foreign Language. Teachers are designated the role of facilitators, which enables them to

aid students in writing while they assume a more active role in a learner-centered approach.

The instruction of writing skills should be based on the students' learning styles and should be structured and flexible. This approach promotes the development of other skills, including lucidity, criticism, and creativity. Consequently, there are certain methodologies that may be implemented. Initially, students are afforded the opportunity to become acquainted with the diverse structures and formats of the various writing styles by being exposed to a variety of texts, including descriptive texts, argumentative texts, expository texts, essays, letters, reviews, and stories.

Secondly, the organization of information, which denotes the structure that must be adhered to in order to provide coherence and meaning in writing. One approach to this is the implementation of rubric formats, and guides that students can consult to identify areas that require improvement. Third, students are able to more effectively communicate their ideas by engaging in activities such as ideation, composing, refining, or editing.

Even, the utilization of technology in the teaching of writing provides a significant advantage, as there are numerous tools that can enhance the interactive nature of the writing process and captivate students. For example, learners can enhance their academic skills by participating in and commenting on the work of others, as well as by gaining knowledge about the phases of writing, by utilizing digital writing tools, websites such as Writing & Improve, or blogs.

Conversely, Othman et al. (2022) contend that writing is a multifaceted method that necessitates the diligent application of time and effort by all writers. A

high-quality written paper is achieved by writers who adhere to the steps of planning, composing, refining, and editing. Therefore, to develop clarity, coherence and enhance the writing piece, writers should take their time to select the accurate words, connect those ideas and structure their thoughts logically and as a consequence desirable writing will be obtained.

Table 3

EFL writing strategies and activities

Strategy	Description	Example Activity
Process Writing	Emphasizes stages from planning to publishing.	Draft essays with peer revisions.
Collaborative Writing	Involves students working together on writing tasks.	Co-write a blog post or a short story.
Genre-based Instruction	Focuses on understanding different text types.	Analyze and write formal letters or reports.
Task-Based Learning	Engages students in real-life communicative tasks.	Write instructions for a class project.

Note: The table depicts the EFL writing strategies and activities.

Stages of writing

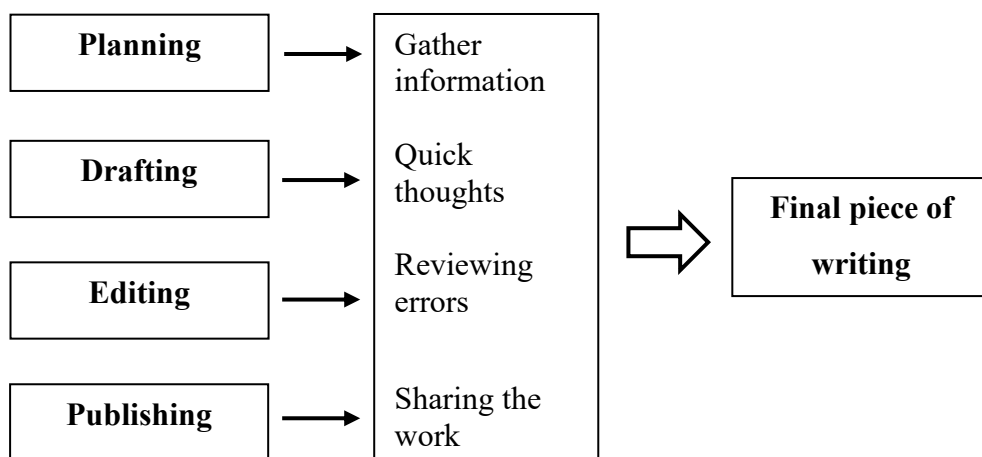
Writing is one of the four essential skills acquisition. Purnamasari et al. (2021) assert that learners must engage in writing as it enhances their cognitive abilities and facilitates the education of other language skills, including reading, speaking, and listening. Writing is a crucial skill that must be developed for effective language acquisition, particularly in English. The writing process consists of several stages that vary depending on the writer.

Writing is a complex process involving various stages of composition tasks, as noted by Masruddin and Nasriandi (2022), who assert that writing is

multifaceted. As previously noted, the development of a writing activity involves multiple stages, which may exhibit minimal variation in their sequence. Yunita (2019) argues that identifying and adhering to the stages of the writing process presents challenges, as authors vary in their definitions of the essential steps required for effective writing, irrespective of the text's complexity. Purnamasari et al. (2021) identify four stages in the writing process: planning, drafting, editing, and producing the final draft. Each step is crucial, as it allows writers to create a clear and comprehensible text at every stage. Furthermore, adhering to these stages enables writers to enhance their work leading to the final version.

Figure 2

Stages of writing



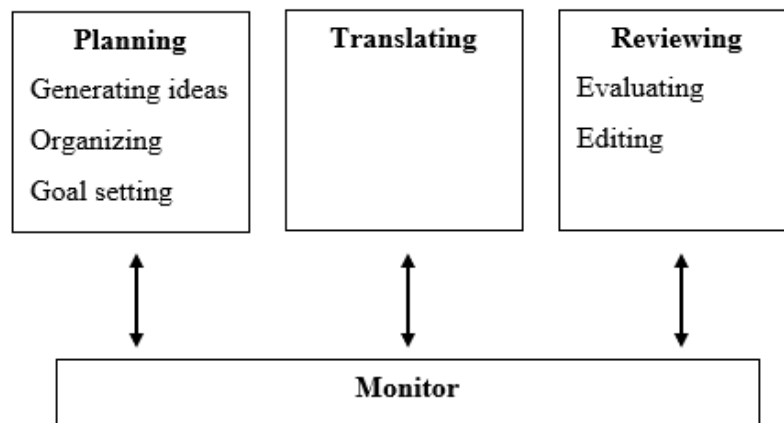
Note: The figure 2 represents the Stages of writing process. Adapted from “An analysis of students’ writing skill on English descriptive text”, by Purnamasari, et al., 2021, p.104

The writing process is divided into three stages, per Flower and Hayes (1981), as cited in Othman et al. (2022). Even though there are just 3 stages in total,

each stage has several components. First, the planning stage refers to identify and retrieve the information that can be useful for the writer, and components such as generating ideas, organizing and goal setting must be done. The second stage called translating consists of expressing the ideas generated by reading the collected information into written and concrete thoughts. Finally, the last stage is called reviewing, which consists of correcting and polishing details prior to the presentation of the work. During this stage, writers first evaluate and then edit the text according to the purpose of the text.

Figure 3

Three stages of the writing process



Note: Figure 3 represents the three stages of the writing process. Reproduced from "A cognitive process. Theory of writing", by Flower and Hayes, 1981, as cited in Othman, 2022, p.1342

Similar perception is shared by Andriani et al. (2022) who states that writing skills consist of three essential stages: planning, writing, and revising. Each of these phases helps writers in different aspects such as selecting the ideas, organizing ideas, setting goals, developing content, and revising spelling errors or even modifying the structure of the text.

Consequently, while there is no conclusive consensus on the number of stages in the writing process, Segni (2024) asserts in his research that the five stages delineated by Tompkin (1990) prewriting, drafting, revising, editing, and publishing encompass the essential characteristics required to assist students in the writing process.

Prewriting stage: according to Segni (2024) in prewriting stage writers carefully reflect on their ideas before beginning the writing process, and also the content and the approach are considered to choose the best way to present it. By following this stage learners can explore different perspectives and organize their thoughts to make sure clarity in the text for the readers. Additionally, in this stage learners can decide on the tone, style, and purpose of their writing since choosing the most appropriate approach allows learners to create engaging and well-developed content.

Drafting stage: in this stage students begin transforming their ideas and thoughts from the previous stage into written form. Rakrak (2022) considers that drafting stage is the moment when learners embark on the task of actual writing. So that, it can be understood that words, phrases, sentences or even ideas are connected logically but aspects like coherence, spelling, vocabulary or structure of the paragraph are not completed yet.

Revising stage: Andriani et al. (2022) describe this revising stage as for correcting spelling errors, sentences, or it even modify the first draft. Segni (2024) asserts that during the revision process, teachers must convey to students that revision encompasses more than merely correcting minor grammatical errors; it also necessitates enhancing the text's content and organization. As mentioned by

the authors, revising stages consist of selecting both the vocabulary and also the most accurate structure in the type of text.

Editing stage: this stage consists of selecting the best alternative to highlight the former draft, it means that even any last time change can be applied in the text. Rakrak (2022) states that in editing, students write their final draft together with teacher's intervention in aspects of grammar, coherence, sentence structure but not grading the work.

Publishing stage: in Segni (2024) study this stage is also called as sharing stage, and basically, it consists of making the written work accessible to the public for reading. In the case of this research this stage will be done by handing in the writing activities worked in class during the workshops and after applying corrective feedback from the teacher and the peers.

Parameters considered in EFL writing

Mashadi (2014), asserts that there are three fundamental components that are necessary for writing: ideation, grammatical structure, and content layout. The concept that the boundaries or characteristics of writing in English might change depending on the authors is conveyed by this term. The viewpoint of Astuti (2013) suggests that some students do not possess the necessary knowledge about quality composition. Consequently, these students experience a decrease in their confidence in their writing and their ability to convey their thoughts in written form.

When it comes to the research, the factors that have been discussed above are the ones that are being considered for application. This is due to the belief that if students are able to control these parameters, their writing abilities will also improve. As a result, it is vital to create a rubric or a check list to assess whether

or not the writing ability has improved. This is required to ensure that students, instructors, and students are all aware of what is going to be reviewed. For the purpose of this investigation, the criteria that will be evaluated are going to be grammar, vocabulary, and spelling; the evaluation will be offered in the form of a rubric below.

Table 4

Parameters to evaluate writing

Criteria	Excellent	Good	Satisfactory	Need improvement
Punctuation	Uses correct punctuation	Few punctuation errors that do not affect meaning.	Some punctuation errors that slightly affect	Frequent punctuation errors that hinder understanding.
Spelling and grammar	No spelling or grammatical errors.	Few minor spelling or grammatical errors.	Some errors that slightly affect understanding.	Many errors that make comprehension difficult.
Relevance to quote (vocabulary)	Ideas and information are fully relevant	Mostly relevant ideas with minor deviations.	Somewhat relevant, but some ideas stray off-topic.	Ideas do not connect well to the quote or are mostly off-topic.
Descriptive language	Use rich, varied words and phrases effectively.	Uses some descriptive words.	Limited use of descriptive words	Lacks descriptive language, making the writing dull.
Sentence structure & Clarity	Sentences are well-structured,	Mostly complete and clear sentences	Some incomplete or unclear sentences.	Many incomplete or unclear sentences that make understanding difficult.
Total				

Note: The table represents a rubric that contains the parameters to evaluate writing in the research.

Initially, it was proposed to use a rubric that contains elements similar to those proposed in this research, but at the same time these elements should be familiar to the students because in classes they have worked with a more specific rubric to be interpreted in the written activities by the students, for this reason, table 5 shows the elements to be evaluated in the written activities.

Table 5

Parameters and descriptors in EFL writing assessment

Criterion	Excellent	Good	Satisfactory	Needs Improvement
Grammar	No errors	Few minor errors	Some errors, minor impact on comprehension	Frequent errors hinder understanding
Vocabulary	Wide range, contextually appropriate	Appropriate, but limited variety	Basic vocabulary, some misuse	Poor vocabulary hinders clarity
Coherence & Cohesion	Logical flow, effective use of connectors	Mostly logical, few lapses	Some disorganization, weak connectors	Ideas disconnected, lacks cohesion
Mechanics	No spelling, punctuation errors	Few errors	moderate impact	Frequent errors, disrupt reading

Note: The table represents the parameters and descriptors to assess writing that is commonly used in class.

Grammar

Grammar is a fundamental component in the assessment of students' writing activities. Grammar serves as a crucial component of language, establishing the structural basis required for the creation of coherent, accurate, and meaningful texts. Proper grammar utilization enables students to systematically arrange their ideas, uphold clarity, and communicate messages effectively in written form.

Díaz (2013) argues that grammar is indispensable for the acquisition of language, not as a direct subject of instruction, but as a method of achieving

communicative proficiency. Díaz underscores that reflective practice and active engagement are essential for the development of grammatical competence, which encompasses the selection, substitution, expansion, simplification, reconstruction, and construction of words, sentences, and paragraphs. These activities help students produce texts that are communicatively effective, contextually appropriate, and grammatically correct.

Grammar is the component that enables the organization and composition of a coherent text, provided that the vocabulary and other components are present. It is worth noting that students' critical thinking skills in English will be enhanced by the act of reflecting on the use of grammar, in addition to their writing abilities.

The study also uses a description from Oyarzún (2015), who says that this way of teaching uses language as a tool to help with writing and its communication goals. It stresses studying texts rather than individual sentences, which is important because in real life, people communicate through full texts, not through words that aren't related to each other.

Vocabulary

Students with a large vocabulary tend to be better at producing written works that are correct, reasonable, and interesting. Nguyen (2021) claims that learning a foreign language depends on vocabulary as it is closely linked to other skills such reading, writing, listening, and speaking.

Laufer and Vaisman (2023) assert that an expanded vocabulary facilitates children's comprehension of the context associated with unfamiliar terms. This perspective underscores the significance of both the range and depth of language. Students with an extensive vocabulary are more adept at selecting precise terminology, making contextual inferences, and enhancing the effectiveness and

clarity of their work. Enhancing vocabulary improves writing fluency and facilitates the articulation of ideas in both academic and practical contexts. J. Lee and Hansol Lee (2022) assert that teachers' oral linguistic explanations, particularly when presented in students' native language (L1), lead to substantial enhancements in vocabulary learning.

Vocabulary learning outcomes have been shown to vary from negligible to significant. Research by M. Mohsen et al. (2023) and Hassan Saleh Mahdi et al. (2024) demonstrates that glosses using a unique mode are more effective than those incorporating many modes. Tao Hao et al. (2021) and Yu and Trainin (2021) contend that mobile phone assisted language learning has considerable benefits; adaptability, and ability to provide immediate feedback, including corrective elements.

Webb et al. (2023) discovered that few students retain target vocabulary in immediate post-assessments after accidental learning chances. Opportunities for studying abroad significantly influence overall lexical development and the expansion of receptive vocabulary. Emre Gülvendir et al. (2024) contend that immersion in a second language context significantly increases students.

Spelling

The third criteria to be included into the investigation is orthography. Oyarzún (2015) defines spelling as a criterion that facilitates the enhancement of writing proficiency. This notion is overseen by some writers who see it as a significant component of the writing process. Juhani et al. (2021) assert that children's orthographic mistakes are often linked to discrepancies in phoneme

duration. These mistakes are seen even with adults, since learners correlate spelling with the Spanish alphabet relatively more than the English alphabet.

Pan et al. (2021) indicate that spelling talents were highly emphasized and often taught in schools a century ago. These abilities were imparted using traditional methods, including weekly vocabulary lists, drill exercises, and both low- and high-stakes spelling assessments.

Khasanah and Husein (2020) contend that improving students' spelling and pronunciation skills is essential for addressing difficulties associated with spelling in their written tasks. It is acknowledged that English language is spelled and written differently from Spanish vocabulary, making mastery of spelling essential for attaining English fluency.

Punctuation

Punctuation is seen as symbols used to enhance the readability of a text. A widely recognized definition, as provided by Geisa (2022), is the use of punctuation marks to enhance the understanding and conveyance of written material. This encompasses the use of; uppercase letters, commas, indented first lines of paragraphs, and spaces between words.

Punctuation distinguishes sentence parts, embedded and dependent clauses, and parenthetical phrases, as well as to indicate emphasis, intonation, and pauses inside a sentence. Sülükçü and Kırboğa (2020)

Awad et al. (2021) assert that punctuation marks are crucial for generating logical sentences that communicate exact meaning. However, they note that the significance of punctuation in the translation is not adequately highlighted in several research. Conversely, Munfadlila (2022) identifies the improper use of

punctuation marks in sentences as one of the most common writing mistakes made by students.

Coherence

Coherence is characterized as a component of writing, and Ajam et al. (2023) elucidate that "coherence" pertains to the semantic and logical connections between sentences. The relationship between the written content and the message is contingent upon the text's coherent structure.

Alqasham and Al-Ahdal (2021) describe coherence as the integration of ideas inside definitions, necessitating consistency in their interrelation throughout articulation.

Cohesion

Ajam et al. (2023) assert that cohesiveness is crucial for readers to comprehend the writer's ideas clearly. Cohesion is the essential component in writing that enables a writer to convey comprehensible information to readers.

This item garnered researchers' attention as it aids students in creating coherent texts by establishing logical connections among all items included in writing exercises. In summary, all criteria are articulated by instructors, since they are the individuals who will provide the most precise materials for assessment in advance.

Corrective feedback

Corrective feedback is an approach recommended for writing exercises, since its implementation might boost learners' performance. Budianto et al. (2020) asserts that learners demand corrective feedback to enhance writing excellence. Therefore, it will not be wise to allow learners to produce errors in EL (English as

a Second Language) and EFL (English as a Foreign Language) writing products without any strategies to help them (p. 473).

Based on what the authors exposed it can be said that the use of a corrective feedback technique in writing activities significantly influences students' learning, particularly in relation to writing abilities.

Corrective feedback may be delivered verbally or in writing form, depending on the objectives. Ha, Nguyen, and Hung (2021) claim that spoken corrective feedback is essential for students' learning, since errors are an intrinsic part of the process. Their role is to assist students in correcting these errors to enhance their skills in speaking, writing, and examination performance.

An alternative viewpoint regarding this strategy is that the incorporation of corrective feedback, alongside suitable writing activities, enhances and fortifies critical thinking and engagement. This is substantiated by the research conducted by Bitchener et al. (2005), which demonstrated that participants exhibited improved accuracy in subsequent writing after receiving various forms of feedback, including corrective feedback.

Process of applying corrective feedback

Corrective feedback is an instructional tool that informs learners of their errors, fostering reflection and enhancing their writing skills. Ferris et al. (2013) characterize CF as "grammar correction" or "written error correction". This description underscores the function of CF in directing students' attention to faults in their writing, giving them the opportunity to rectify and improve the quality of their work. Corrective feedback seeks to address errors while fostering deep

reflection on language use, allowing students to understand the root causes of their difficulties and internalize accurate forms.

The process of implementing corrective feedback involves several critical stages: identifying errors, providing feedback (either directly or indirectly), and subsequently correcting the learner's text. Prompt, well-defined, and customized remedial feedback is crucial for student success. The process should take place within a cyclical writing framework, providing students multiple opportunities to compose, receive feedback, and enhance their work.

In large classroom settings or online contexts, educators encounter challenges in gaining a comprehensive understanding of their students' writing processes, as emphasized by Coijn et al. (2020). As a result, a significant number of educators prioritize the ultimate product in their critiques, rather than offering formative feedback during the writing process. This limitation may reduce the potential effectiveness of CF, as students may miss opportunities for reflection and gradual development.

In light of these challenges, it is the responsibility of the teacher to identify and employ the most suitable methods for delivering feedback. The objective extends beyond the mere correction of errors; it also involves motivating students to reflect on the types of errors they have committed, pinpoint the root causes, and devise strategies to prevent them in future writing assignments. The provision of constructive and motivating criticism to students fosters a positive learning environment and enables them to assume responsibility for their academic endeavors.

Recent meta-analyses indicate the significance of corrective feedback in second language writing instruction.

Brown et al. (2023) and Mohsen (2022) demonstrate that corrective feedback significantly enhances second language writing skills and accuracy, influenced by various factors. Grammatical complexity, learner proficiency, and the similarity between the first language and the direct language are significant factors affecting the efficacy of corrective feedback interventions (Schenck, 2021; Schenck, 2022).

Explicit corrective feedback and implicit reformulations are recognized as effective strategies for addressing complex grammatical structures (Schenck, 2022). Furthermore, corrective feedback through computer writing proficiency, including benefits such as immediacy, scalability, and customized feedback (Mohsen, 2022). Technological solutions are especially beneficial in large groups or online learning contexts, when time constraints may limit individual contributions from instructors.

Yang et al. (2021) contend that students' perceptions and use of feedback are shaped by their individual learning goals, attitudes towards feedback, and self-efficacy levels. Students who view feedback as an essential educational resource are more inclined to engage with it constructively and integrate it into their improvements.

Corrective feedback has shown positive outcomes in areas outside of language achievement. The findings indicate that the intentional use of corrective feedback significantly

Corrective feedback application in writing activities

Developing writing skills in EFL contexts necessitates the implementation of structured and purposeful writing activities. These activities provide a framework for the effective application of corrective feedback, facilitating a continuous process of reflection and improvement for learners. Nazmillah et al. (2022) state that feedback comprises comments and suggestions aimed at assisting students in revising their assignments. The selection of writing activities and the systematic application of corrective feedback are essential for correcting students writing performance. Considering the learners' English proficiency level and the specific objective of the activity is essential for ensuring meaningful and productive engagement.

Budianto et al. (2020) assert that enhancing EFL students writing ability is the primary objective. Corrective feedback addresses linguistic inaccuracies and encourages learners to reflect on their writing processes and outcomes. Nazmillah et al. (2022) emphasize that teachers predominantly utilize direct feedback, while occasionally employing indirect feedback as well. The findings indicate that direct feedback, whether delivered orally or in writing, results in significant enhancements in students' writing accuracy, especially when immediate and clear corrections are required.

Revision approaches in second language writing education are complicated and successful, according to recent research. Brown et al. (2023) show that written corrective feedback is somewhat effective over time, particularly in iterative writing assignments.

The impact of corrective feedback is affected by various factors, such as grammatical difficulty. Schenck (2021; 2022) indicates that surface-level feedback tends to be more advantageous for foreign language learners, while deeper-level feedback strategies prove to be more effective for first language writers. Scherer et al. (2024) confirm that surface-level corrections, which emphasize grammar and syntax, are particularly effective in EFL contexts, as learners gain from specific focus on linguistic form.

Cen and Zheng (2024) contend that multiple source feedback, which integrates instructor, peer, and automated feedback, exerts the most significant motivational influence on L2 writing development. Vuogan and Li (2022) demonstrate that peer feedback significantly enhances L2 writing improvement, especially in contexts where students are allotted a longer period for writing and revision. Extended treatments and repeated feedback exposure improve learners' capacity to assume corrections and implement them in future writing tasks.

Table 6

Types of corrective feedback and their impact on EFL writing

Type of Feedback	Description	Effectiveness in EFL Contexts	Key Findings
Direct Feedback	Explicit correction of errors provided by the teacher	Highly effective for grammar and vocabulary accuracy	Immediate correction aids lower-proficiency learners
Indirect Feedback	Indicating an error without providing the correct form	Promotes learner autonomy and self-correction strategies	Encourages critical thinking and problem-solving

Metalinguistic Feedback	Explanations or codes that describe the nature of the error	Enhances understanding of language rules	Supports long-term retention of grammatical structures
Computer-Mediated Feedback	Automated or digital feedback tools (e.g., Grammarly, AI tools)	Increases learner motivation and provides instant feedback	Mohsen (2022): Large effect size on L2 writing development
Peer Feedback	Feedback from classmates, often through structured activities	Encourages collaboration and improves learner confidence	Vuogan & Li (2022): Significant positive effect on L2 writing
Multiple-Source Feedback	Combination of teacher, peer, and automated feedback	Maximizes motivational impact and fosters comprehensive revision	Cen & Zheng (2024): Most motivationally impactful

Note: The table depicts the types of corrective feedback and their impact on EFL writing.

The role of technology in EFL writing instruction

The advent of technology enhanced language learning (TELL) devices has significantly altered conventional practices, leading to innovative methodologies in writing instruction and acquisition. Recent meta-analyses indicate that technology integration enhances EFL/ESL writing performance, resulting in significant improvements in writing quality, accuracy, and learner engagement (Seyyedrezaei et al., 2022; Rahmati et al., 2021).

Automated Writing Evaluation (AWE) methods represent a well-researched area of technological intervention. Grammarly, Criterion, and Write & Improve offer immediate, formative feedback on a variety of writing aspects, such as syntax, grammar, word choice, and coherence. Meta-analytic studies have

demonstrated that use of AWE tools substantially improves the quality of students' writing, particularly in the areas of grammatical accuracy and overall text coherence (Ngo et al., 2022; Zhai & Ma, 2022). AWE technologies facilitate numerous authoring and revision cycles for learners, thereby augmenting self-regulated learning and promoting learner autonomy, by providing real-time, automated corrections and suggestions.

On-the-go learning is facilitated by the portability and accessibility of mobile devices, which offer students a greater number of opportunities to practice writing in meaningful real-world scenarios and expand their vocabulary. Hao et al. (2021) argue that mobile devices significantly contribute to the development of vocabulary, allowing students to create more precise and nuanced written compositions. Additionally, mobile applications frequently incorporate gamified components that can enhance student engagement and promote ongoing participation in writing activities.

Mohsen (2022) posits that CMCF is specifically beneficial for novice and intermediate learners, as it provides immediate and personalized feedback that reinforces knowledge and assists in error correction. Communication platforms, such as online forums and learning management systems, foster peer review and feedback activities, thereby fostering a collaborative learning environment that is conducive to productive outcomes. Abalkheel (2022) observes that insufficient teacher preparation, restricted access to technical infrastructure, and opposition to change continue to pose substantial obstacles to the successful execution of technology. Educators need extensive professional development programs that provide them with the competencies essential for the appropriate integration of

technology into their teaching methodologies. Moreover, educational institutions must provide fair access to technical resources to prevent the amplification of existing disparities among students.

The efficacy of technology-based writing interventions is affected by several aspects, including the instructional emphasis, student attributes, and the intervention's design.

The Role of Corrective Feedback in Collaborative Writing in EFL Classrooms

Collaborative writing has been implemented as an effective method for instructing English. Their writing expertise and the grade of their occupation, when students are given feedback in a collaborative environment, they increase their engagement in the writing process and enhance their self - correction capabilities.

Technology enhanced language learning (TELL), particularly through writing collaboration platforms, has demonstrated a substantial positive effect on writing skills, evidenced by an effect (Seyyedrezaei et al., 2022). Digital technologies facilitate real-time engagement, peer feedback, and collaborative composition, thereby improving the interactivity and accessibility of the writing process.

Project-based learning (PBL), frequently implemented in conjunction with collaborative writing assignments, yields significant positive outcomes, particularly when conducted over extended periods. Cahyono et al. (2024) argue that prolonged intervention periods in project-based learning frameworks improve engagement and markedly enhance students' writing abilities. Using collaborative writing in the context of project-based learning environments, students are encouraged to produce

realistic written texts that are relevant to audiences in the real world. In addition to this, it makes it easier to negotiate responsibilities and to co-create ideas with several individuals from different groups.

There are more options for collaborative writing thanks to these technologies. Automated Writing Evaluation has a vehicle to high effect on the writing accomplishment of students, according to research that was conducted by Ngo et al. (2022) and Zhai and Ma (2022). The integration of AWE tools into collaborative writing projects improves learners' capacity to identify and rectify errors collectively, thereby fostering a shared sense of accountability for the quality of the text.

In peer review sessions, students engage in critical analysis of each other's work, offering constructive feedback that promotes revision and reflection. This reciprocal feedback mechanism, metacognitive awareness and develops their ability to collaboratively evaluate and refine writing.

Corpus based learning serves as a supplementary approach that improves collaborative writing by supporting students with access to genuine language use examples. Ngo and Chen (2024) reported a significant overall effect for the use of corpora in EFL/ESL writing. Collaborative activities that incorporate corpus consultation enable learners to make informed decisions regarding word choice.

Peer feedback, a critical component of cooperative writing, has demonstrated a significant positive effect on the improvement of L2 writing (Vuogan & Li, 2022).

In collaborative writing environments, the integration of sources provides learners with diverse perspectives and insights, thereby improving their

understanding of writing conventions. Xu et al. (2023) reports a significant impact proficiency in issue analysis, solution negotiation, and written argumentation. These require integrate their knowledge and language skills, promoting cognitive processing.

The Impact of Motivation, Self-Efficacy, and Feedback on EFL Writing

Motivation and self-efficacy are widely acknowledged as two crucial emotional components that have a major impact on improving writing abilities in English for Speakers of Other Languages contexts. Both components are altered as a result of the previously indicated environment. Examining the previously listed elements is crucial in order to alter students' levels of interest, perseverance, and general success in writing projects.

Different feedback systems and instructional approaches are intrinsically linked to the numerous dimensions of motivation. There is a little positive association between achievement and self-efficacy, according to study by Goetze and Driver (2022).

Many people think that the primary motivating aspect is this feedback. This multi-source feedback system encourages reflection on continuous development and self-improvement while also increasing student motivation. According to Cen and Zheng (2024), the main motivator for writing in a second language is feedback from peers, teachers, and automated writing assessment systems.

One of the most significant factors driving the teaching of English writing to non-native speakers is the rise of technology enhanced language learning or TELL. According to the Seyyedrezaei et al. (2022) research, TELL considerably enhances writing proficiency. These elements provide students with instant

benefits, enhancing the whole educational process and raising student interest. Research shows that automated writing assessment tools promote self-regulated learning and greatly improve writing fluency (Zhai & Ma, 2022). By allowing students to independently assess their work and track their development, these tools boost their motivation and sense of self-efficacy.

One teaching method that has a big influence on students' motivation and self-efficacy during English as a Foreign Language writing sessions is project-based learning. According to Cahyono et al. (2024), research suggests that Problem-Based Learning may result in significant gains in writing ability, especially when used over extended periods of time. By encouraging a feeling of ownership over the educational process, the Project Based Learning (PBL) method empowers students to enhance their intrinsic drive. Students engage in relevant, real-world activities that call for creativity and teamwork. By including them into the action, this is achieved. Students who take on difficult assignments gain confidence in their writing skills and a stronger will to produce excellent work. This increases the likelihood that they will succeed in their writing endeavors.

Giving students access to real language information that might influence their writing choices, corpus-based instruction promotes student autonomy and motivation. Their writing decisions may be influenced by this information. According to Ngo and Chen (2024), using corpora in writing instruction greatly enhances student performance. Through corpus consultation, which enables them to examine and assess real-world instances of language usage, students may develop a feeling of agency in their education and improve their self-efficacy in

making knowledgeable linguistic choices. As a result, students are more equipped to evaluate how they use language.

According to Yousefi and Mahmoodi (2022), L2MSS has a major influence on language learning outcomes, especially when it comes to writing competence. This theory states that the three main variables that influence motivation are the learner's ought-to self (external expectations), their experience learning the second language, and their perception of oneself as an experienced user of the second language (L2).

The ideal L2 personality is determined by how competent the learner perceives themselves to be in the target language. These characteristics are influenced not only by the characteristics of the students but also by the contextual factors that are present, such as the learner's cultural background, the assistance provided by the institution, and the publicly available resources. Learners are more likely to put forth effort and stick with tasks like writing assignments when they have a clear picture of who they want to be in the future in the second language and when they engage in learning settings that encourage learning.

This is because students are more likely to show that they are dedicated to their studies. Corrective criticism may help students see the differences between their ideal and real performance, which in turn inspires them to improve their writing by making targeted, helpful changes. This clarifies why corrective input is important in this context.

Assessment and rubrics for evaluating writing in EFL

In recent years, there has been a transformation in the way that students who are studying English are required to write assessments. In the past, these

assessments were exclusively final evaluations; however, they have since expanded to encompass a range of feedback systems, technological tools, and learner-centered methodologies. Effective methods of evaluation analyze the writing talents of students and improve their performance by giving them specific feedback and making their expectations clear. These methods also help students improve their performance.

A few different assessment and feedback methods have been revealed to be applicable in fostering improvements in writing skills in English. The use of automated writing assessment systems seems to result in an improvement in student performance across a wide range of writing related elements among students. There are several examples of programs like this, some of which are Criterion, Grammarly, and Write & Improve. Students get timely and constructive feedback on their language, vocabulary, structure, and clarity via the use of these technologies. This feedback is supplied to students in a timely manner. It has been shown via research carried out by Ngo et al. (2022) and Zhai and Ma (2022) that this specific kind of feedback assists students in enhancing their capacity to analyze and reflect on the learning processes that they have been engaged in. These tools make it easy to produce several drafts and provide aid for interactive writing processes, which entail going back over material and making changes to it. Therefore, by using these applications, many drafts may be generated and according to the learners' skills.

This type of resource is beneficial to the students since it fosters autonomous learning and has a substantial influence on the students' writing talents as well as their overall productivity.

Technology-enhanced language learning (TELL) tools utilize automated assessments and interactive writing assignments to significantly improve students' writing skills. Seyyedrezaei et al. (2022) demonstrated that TELL programs, in conjunction with group writing and feedback systems, these methods provide both summative and formative assessments.

Cahyono et al. (2024) demonstrate that Project-Based Learning enhances students' writing skills when feedback is integrated into the project cycle. Panadero et al. (2023) that the implementation of rubric has a marginally beneficial impact on academic performance. They can utilize these tools to assess their progress and monitor it effectively.

Rubrics have limited impact on self-regulated learning and self-efficacy (Panadero et al., 2023); however, they encourage students to engage more thoughtfully and assume greater responsibility for their learning.

Standardized tests assessing English language skills correlate with improved academic performance (Ihlenfeldt & Rios, 2022). Feedback is essential for precise assessment. Cen and Zheng (2024) discovered that feedback from diverse sources, including teachers, peers, and automated tools, significantly enhances the motivation for improving second language writing. Feedback from a singular source ranked second.

Utilizing various feedback sources aids in the editing process and provides students with diverse perspectives, fostering critical thinking regarding their work and resulting in significant improvements.

Genre-based approaches in EFL writing instruction

Corrective feedback is essential for enhancing skills related to genre-specific writing. Automated Writing Evaluation (AWE) technologies have demonstrated efficacy in delivering immediate corrective feedback, particularly in genres necessitating precise coherence and logical structure, such as argumentative writing. Research indicates that AWE systems improve the quality of student writing by providing real-time corrections for grammar, vocabulary, and structural issues, while also enhancing awareness of genre-specific rules (Zhai & Ma, 2022). This feedback enables students to evaluate their errors and enhance their writing, aligning with constructivist principles that emphasize knowledge construction through active participation and rectification.

Project-based learning (PBL) in genre-based writing instruction is enhanced by corrective feedback, as students must produce authentic, genre-specific documents such as reports, proposals, and presentations. Cahyono et al. (2024) demonstrated that extended PBL approaches improve proficiency through the provision of continuous feedback on student work. This feedback focuses on technical issues and enhances students' comprehension of the functional characteristics of different genres. Students improve their language skills and gain a deeper understanding of the communicative intent present in each genre through iterative drafts and revisions.

Vuogan and Li (2022) demonstrated that student participation in peer review activities enhances their comprehension of genre conventions and strengthens their skills in critiquing and revising their own writing. Peer feedback, emphasizing content and genre-specific structure, enables students to cultivate a

critical perspective on their work, resulting in more precise and contextually relevant written pieces.

As it was mentioned in this research, the integration of peer interaction and instructor feedback establishes a comprehensive feedback loop that facilitates the enhancement of writing skills.

In summary, corrective feedback plays a crucial role in genre-based methodologies for EFL writing instruction. Automated tools, peer reviews, and teacher feedback assist students in refining their comprehension of genre-specific structures, thereby enhancing the quality of their writing. Integrating corrective feedback with genre awareness enhances students' preparedness for real-world writing tasks. This approach enables them to understand the structural components of various genres while also developing the skills to revise and enhance their work through constructive feedback.

Table 7

Summary of instructional approaches and their impact on Genre-based EFL writing

Instructional Approach	Key Findings	Reference
Technology-Enhanced Language Learning	Significant improvements moderated by genre and technology type	Seyyedrezaei et al., 2022
Automated Writing Evaluation (AWE)	Large positive effects, especially in argumentative writing and vocabulary usage	Zhai & Ma, 2022; Ngo et al., 2022
Project-Based Learning (PBL)	Positive impact on writing outcomes; longer interventions yield better results	Cahyono et al., 2024

Peer Feedback	Significant improvement in content revision and genre awareness	Vuogan & Li, 2022
English-Medium Instruction (EMI)	Enhanced content and language learning through exposure to varied genres	Peng & Xie, 2021
Written Corrective Feedback	Long-term improvements in L2 accuracy, crucial for mastering genre-specific conventions	Brown et al., 2023

Note: The table depicts the instructional approaches and their impact on Genre-based EFL writing.

The methods outlined in the table such as technology-enhanced language learning and automated writing assessment allow students to increase; coherence, grammatical precision, and lexical choice across numerous genres by means of rapid and concentrated feedback. Project-Based Learning increases students' knowledge and writing skills by allowing them to use genre knowledge in practical settings. Moreover, peer comments allow students to sharpen their drafts by increasing awareness of genre standards and enhancing critical analysis. Students' linguistic accuracy keeps increasing with corrective remarks. Brown et al. (2023) claim that the rise in accuracy caused by long-term corrective feedback is rather notable, hence enabling students' knowledge of certain genre standards.

CHAPTER II

METHODOLOGICAL DESIGN

The chapter on methodological design aims to provide a thorough summary of the elements considered throughout the study design stage. These elements include the study kind, the techniques used to gather data, the tools, the validity, and the instrument analysis. According to Pandey & Pandey (2015), a research design is the framework or plan for a study used as a guide in the gathering and analysis of data. It guides the conclusion of research.

Research approach and design

The major goal of this research is to examine and comprehend the effect of corrective feedback on improving writing skills in an EFL setting. Therefore, a qualitative research design was selected to carry out the investigation.

Lima (2021) describes qualitative research as a tool for investigating and appreciating the significance that people or groups place on a social human problem. This research aims to conduct a comprehensive analysis of participants' experiences and opinions to assess how corrective feedback influences the development of EFL writing. Qualitative methods let one gather thorough, descriptive data reflecting both teachers and students' views on the effectiveness and application of remedial comments.

Description of the sample and the context of the research

According to Pandey and Pandey (2015), a particular approach set before data gathering aims to get a sample from a certain population. This study used purposive sampling to find people actively engaged in the teaching and learning of

English as a foreign language. Study design is significantly influenced by sampling.

Population

The sample consists of four 9th-grade EFL teachers and 25 Ecuadorian public secondary school EFL students. The sample was selected through purposive or convenience sampling, a non-probability method frequently utilized in qualitative research. Four ninth-grade English teachers and 25 students from the same cohort at “Unidad Educativa Particular Paul Dirac” high school were selected based on their direct engagement in English as a Foreign Language (EFL) instruction and acquisition.

The selection of teachers was based on their expertise in secondary English instruction, allowing for the accurate identification of common writing challenges faced by students. The selected students are currently at an A1 level in English proficiency, as defined by the Common European Framework of Reference for Languages (CEFR), which makes them appropriate for evaluating the impact of corrective feedback on writing skill enhancement. The selection criteria included accessibility, willingness to participate, and relevance to the research objectives.

Data collection process

The data collection process employs systematic instruments and procedures, chosen based on a comprehensive assessment of their characteristics, relevance, and alignment with the study's objectives. These instruments are intended to collect both qualitative and quantitative data that represent the experiences and performance of the participants. The process initiates with the implementation of a diagnostic evaluation to determine a baseline of students' writing abilities.

A follow-up evaluation is conducted post-intervention to assess the progress made through corrective feedback application. Semi-structured interviews are conducted with teachers and students to obtain in-depth insights into their perceptions and experiences related to the feedback strategy. The analysis of documents is incorporated, offering a review of recent studies that substantiate and contextualize the research findings.

Methodological Coherence Chart

The Methodological Coherence Chart serves as a systematic guide that guarantees the research process conforms to a suitable and uniform methodological framework. It ensures the alignment of all aspects of study design, data collecting, analysis, and interpretation with the research objectives and theoretical framework. The chart, while absent from the final written report, provides a key function as an internal reference tool during the research. It ensures coherence throughout all phases and aids the researcher in making informed methodological choices. The chart enhances the rigor and clarity of the research process by offering a definitive plan.

Additionally, the Methodological Coherence Chart serves as a framework during the initial planning phase to delineate the essential steps and decisions involved. In the process of data collection, adherence to the established methods is crucial for ensuring their correct application. During the analysis phase, the chart also serves as a verification tool to confirm that the methodology is consistent with the research objectives.

Table 8*Methodological Coherence Chart*

Stage	Activity	Purpose	Methods/Tools
Research Design	Define research questions and objectives	Ensure alignment with theoretical framework	Literature review, research Planning
Sampling and Participants	Select EFL instructors and students	Ensure a representative and relevant sample for study	Sampling criteria, selection process
Data Collection	Conduct observations and surveys	Gather data on teaching methods and student writing progress	Classroom observations, student surveys
Intervention	Implement genre-based and corrective feedback	Apply instructional methods being studied	Genre-based lesson plans, feedback tools
Data Analysis	Analyze writing samples and feedback responses	Identify patterns and impact of instructional strategies	Qualitative analysis, coding responses
Interpretation	Compare results with research objectives	Draw conclusions on the effectiveness of methods	Cross-referencing with literatura

Note: The table depicts a Methodological Coherence Chart.

Techniques and Data collection instruments

This study used a qualitative research methodology to investigate the impact of corrective feedback on the enhancement of students' writing abilities. The principal tool employed is a diagnostic assessment, which determines an initial comprehension of each student's writing competence. After the execution of

corrective feedback operations, a follow-up assessment is performed to ascertain any enhancements or alterations in student performance. The second written assignment is evaluated using the same criteria as the diagnostic phase, facilitating a comparative examination of progress. The emphasis is on comprehending the students' learning experiences and the qualitative transformations in their writing skills via reflective and descriptive assessment.

This qualitative study uses semi-structured interviews as the main method to collect detailed information about the experiences and views of teachers and students concerning corrective feedback. The interviews are designed to look into how the strategy is put into practice in the classroom, what benefits people think it brings, and the challenges faced while using it. The interview protocol includes a set of ten open-ended questions, which gives participants the chance to share their thoughts openly and reflect on their experiences. This approach offers detailed information that helps us understand how corrective feedback affects the growth of writing skills in an EFL setting. This tool's qualitative nature fits well with the study's aim to grasp educational phenomena from the viewpoint of those directly engaged.

Similarly, a Documentary Analysis Chart is going to be used in order for us to study the most recent research on corrective feedback in English as a Foreign Language writing training. The objective of this chart is to offer a collection of studies that have been published over the course of the last three years from both national and international sources.

Validity and Reliability

The quality of the research data relies on how valid and reliable the tools we use are. Ahmed and Ishtiaq (2021) explain that validity is about how well an instrument measures what it's supposed to measure, and reliability is concerned with how consistent the data is and how well the instrument reduces random errors. This study looks at both concepts to make sure the findings are accurate and trustworthy.

The validity of the instruments, especially the semi-structured interview questions, is checked by an expert in English as a Foreign Language (EFL) instruction and the research supervisor. The evaluation makes sure that the questions are clear, relevant, and properly aligned with the research objectives. After considering their feedback, we make changes to enhance the content and organization of the questions, making sure they generate meaningful and focused responses from participants.

A pilot test is carried out to evaluate the reliability of the interview protocol, involving two EFL teachers who aren't included in the main study sample but have comparable teaching experience. The participants take part in the interview either in person or online, based on what works for them. Once the interview is done, they give thorough feedback on how clear, well-worded, and relevant the questions were. The input is analyzed and used to improve the instrument, making it more coherent and effective for the research context.

This validation process is important for keeping our methods strong and reliable. The instruments make sure they align with the study's goals and work well

to capture the real experiences and perceptions of the participants, which is essential in qualitative research design.

Analysis of the results

The collected data is analyzed using qualitative content analysis, which helps in closely examining the information obtained from interviews, diagnostic evaluations, follow-up evaluations, and document reviews. This method looks to find common themes and patterns that come up regarding how corrective feedback helps EFL students improve their writing skills. The analysis aims to organize and interpret qualitative data to uncover important insights about how effective feedback is and how it is perceived as a teaching strategy.

The data from the interviews is transcribed and analyzed to better understand the experiences, opinions, and reflections of the participants regarding corrective feedback. These stories offer important insights into how feedback affects the atmosphere in the classroom and how engaged students are during writing tasks. In the same way, the diagnostic and follow-up writing samples are looked at to evaluate the qualitative progress in students' writing skills. Instead of focusing on numerical scores, the analysis emphasizes descriptive observations, like changes in coherence, grammar usage, vocabulary selection, and the organization of ideas. This method aligns well with the qualitative aspect of the research.

The documentary analysis chart adds to these findings by bringing together current literature on corrective feedback in EFL contexts. This comparison backs up the study's conclusions and offers a wider theoretical framework for understanding the results. This also helps in spotting common strategies,

challenges, and suggestions from earlier studies, which boosts the credibility of the current research.

This study is expected to show how helpful corrective feedback can be in improving students' writing skills. Additionally, the findings can provide a basis for future studies that look into similar interventions in different educational environments. This research shows how effective corrective feedback can be and explains the situations where it works best, adding to the conversation about the best ways to teach English as a foreign language. This could help shape new teaching materials, assessment tools, and training programs that encourage reflective writing and ongoing improvement.

Diagnostic Test results

Before administering the corrective feedback strategy, a diagnostic test was given to determine students' baseline skills in vocabulary, grammar, and writing because it was important to identify specific deficiencies and direct the instructional intervention.

Vocabulary Section.

Table 9.

Vocabulary Results (Diagnostic Test)

Category	Number of Students	Percentage
Excellent	4	16%
Good	6	24%
Satisfactory	9	36%

Needs Improvement	6	24%
Total	25	100%

Note: The table depicts the results of the Vocabulary section in the Diagnostic test.

Interpretation: Only 40% of students reached a Good or Excellent level, revealing limited vocabulary range. Most students demonstrated overuse of basic words or incorrect matching of synonyms, which justifies the inclusion of vocabulary-focused feedback in the proposal.

Grammar Section.

Table 10

Grammar Results (Diagnostic Test)

Category	Number of Students	Percentage
Excellent	3	12%
Good	5	20%
Satisfactory	10	40%
Needs Improvement	7	28%
Total	25	100%

Note: The table depicts the results of the Grammar section in the Diagnostic test.

Interpretation: Only 32% of students achieved Good or Excellent scores. The majority made repeated errors with auxiliary verbs, tense agreement, and modal

usage, indicating a lack of internalized grammar knowledge needed for accurate writing.

Writing Section.

Table 11

Writing Task Results (Diagnostic Test)

Criterion	Excellent	Good	Satisfactory	Needs Improvement
Punctuation	5	6	8	6
Spelling and Grammar	3	5	10	7
Relevance to Quote	4	7	9	5
Descriptive Language	3	6	10	6
Sentence Clarity/Structure	2	6	11	6

Note: The table depicts the results of the Grammar section in the Diagnostic test.

Interpretation: Students showed moderate success in organizing ideas, but many struggled with clarity and descriptive detail. Grammar and punctuation remained problematic, with 52% scoring Satisfactory or below. These results confirmed the need for structured, scaffolded feedback to develop writing cohesion and accuracy.

Follow-up assessment results

In this research, the total of participants considered to be part of the follow-up assessment was 25 students from ninth grade, this group share some features such as the age, the English level, and the number of hours that they received English lessons. The instrument to collect data in this section was a follow-up assessment that consisted of a vocabulary section, a grammar section, and a writing section with 2 activities.

Vocabulary Section.

The first section evaluates knowledge of adjective vocabulary. The answers were classified into four categories. This section consists of evaluating how well students understand vocabulary, particularly adjectives, since vocabulary is essential for improving writing skills. Choosing and using the right descriptive words really helps make writing clearer, more connected, and expressive. Since the research is focused on assessing how corrective feedback affects writing, it's important to first determine the students' vocabulary skills. This evaluation helps figure out how well students use their baseline vocabulary, showing how much corrective feedback can improve their word choice and overall writing skills.

Table 12

Response Vocabulary (Follow-up assessment)

Category	Number of Students (f)	Percentage (%)
Excellent (Completely correct, 0 errors)	8	32%

Good (Almost correct, minor errors 2-3)	9	36%
Satisfactory (Partially correct, 4-6 errors)	7	28%
Needs Improvement (Incorrect, 7-10 errors)	1	4%
Total	25	100%

Note: The table depicts the students' responses in the vocabulary section from the Follo-up test.

The information in Table 12 delineates four categories to characterize students' performance in the vocabulary portion, with a specific emphasis on adjectives. The categories Excellent, Good, Satisfactory, and Needs Improvement underscore the students' proficiency in employing descriptive vocabulary accurately. The findings indicate that a total of 68% of students are classified in the “Excellent” and “Good” categories, reflecting a robust comprehension of vocabulary. Simultaneously, 28% are deemed "Satisfactory," indicating some challenges with accuracy, while merely one kid (4%) necessitates substantial development. This classification aids in determining the initial vocabulary proficiency level prior to implementing the corrective feedback intervention, establishing a baseline for assessing subsequent advancements in lexical development.

Grammar section.

The second section in the follow-up assessment evaluates knowledge of grammar based on the students' level. As in the previous section, the answers were classified into four categories:

Table 13

Grammar Section (Follow-up assessment)

Response Category	Number of Students (f)	Percentage (%)
Excellent (Completely correct, well-structured sentences, 0 errors)	8	32%
Good (Almost correct, minor errors that do not affect clarity, 1 error)	7	28%
Satisfactory (Partially correct, notable errors affecting clarity, 2-3 errors)	9	36%
Needs Improvement (Incorrect grammar, more than 4 errors)	1	4%
Total	25	100%

Note: The table depicts the students' responses in the grammar section.

Table 13 displays the outcomes of the grammar portion, which evaluates students' capacity to formulate grammatically accurate and well-structured phrases in accordance with their English proficiency level. The classification comprises four categories Excellent, Good, Satisfactory, and Needs Improvement to represent differing levels of grammatical precision. Sixty percent of students are categorized as "Excellent" and "Good," indicating that the majority exhibit a satisfactory

proficiency in grammar with few faults. Nevertheless, 36% are categorized as “Satisfactory,” signifying the existence of more substantial grammatical problems that affect clarity. Only one student (4%) is categorized as "Needs Improvement," indicating significant difficulties in sentence formation. These findings provide a benchmark for assessing the impact of remedial feedback on grammatical advancement in future writing assignments.

Writing Section 1.

The first writing section evaluates writing knowledge according to the students’ level and the parameters for writing. Therefore, the answers were classified into five categories:

Table 14

Writing Section 1 (Follow-up assessment)

Response Category	Punctuation	Spelling and Grammar	Relevance to Quote	Descriptive Language	Sentence Structure and Clarity
Excellent (Completely correct, 0 punctuation errors)	10	3	12	13	13
Good (Almost correct, minor errors that do not affect message meaning, 2-3 errors)	6	10	5	5	3
Satisfactory (Partially correct, errors slightly affecting readability, 4-6 errors)	4	8	4	3	4

Needs Improvement (Incorrect grammar or not following instructions, many errors affecting comprehension, 7 or more errors)	5	4	4	4	5
Total	25	25	25	25	25

Note: The table depicts the students' responses in Writing Section 1.

Table 14 displays the outcomes of the second writing assessment, which evaluates student performance across five distinct components: punctuation, spelling and grammar, relevance to the quote, descriptive language, and sentence structure and clarity. The responses are classified into four categories Excellent, Good, Satisfactory, and Needs Improvement to denote different degrees of writing proficiency. The greatest quantity of “Excellent” comments is observed in descriptive language and sentence structure (13 students each), indicating significant enhancement in both domains. Conversely, spelling and grammar exhibit inferior outcomes, with merely 3 students attaining a “Excellent” rating, while the bulk are categorized as “Good” or “Satisfactory.” This distribution indicates persistent difficulties in precision and mechanics. The data offers significant insight into the efficacy of remedial feedback post-implementation, emphasizing both advancements and persistent locations necessitating additional instructional assistance.

Writing Section 2.

This section was designed with the purpose of evaluating writing knowledge according to the students' level. Therefore, the answers were classified into five categories:

Table 15

Writing Section 2

Response Category	Punctuation	Spelling and Grammar	Relevance to Quote	Descriptive Language	Sentence Structure and Clarity
Excellent (Completely correct, 0 errors in punctuation)	12	-	13	13	14
Good (Almost correct, minor errors)	8	17	6	7	6
Satisfactory (Partially correct, errors affecting readability)	3	6	4	2	3
Needs Improvement (Incorrect, many errors affecting comprehension)	2	2	2	3	2
Total	25	25	25	25	25

Note: The table depicts the students' responses in Writing Section 2.

Table 15 presents the findings of the initial writing assessment, which evaluates five essential elements of students' written performance: punctuation, spelling and grammar, relevance to the quote, descriptive language, and sentence

structure and clarity. The replies are classified into four tiers Excellent, Good, Satisfactory, and Needs Improvement to indicate the level of precision and coherence in each writing component. A considerable proportion of students attain “Excellent” results in at least one category, with the most notable achievement recorded in sentence structure and clarity (14 students). In contrast, spelling and grammar received lower marks, with merely 6 students evaluated as “Good” and 6 as “Satisfactory,” highlighting this as a domain requiring work. This table's categorization facilitates a comprehensive assessment of students' writing strengths and weaknesses, providing a basis for implementing corrective feedback tactics to improve particular elements of their written communication.

Interpretation of the Results

Interpretation of Diagnostic Results

The analysis of the preliminary diagnostic results centers on determining the students' baseline performance prior to the application of the corrective feedback technique. These results establish a benchmark for assessing progress in the subsequent evaluation.

Vocabulary Section.

A majority of students exhibit commendable performance in the vocabulary section, with 68% categorized as "Excellent" (32%) and "Good" (36%). This indicates that most learners exhibit a robust comprehension of adjective vocabulary, which is essential for writing advancement. Nonetheless, 28% are classified in the "Satisfactory" group, signifying moderate challenges, whereas one student (4%) necessitates substantial assistance in vocabulary development.

Grammar Section.

Likewise, grammar outcomes indicate an overall favorable performance. Sixty percent of students are classified as “Excellent” or “Good,” signifying their ability to formulate grammatically accurate sentences with few or no faults. Nonetheless, 36% are classified as “Satisfactory,” indicating that a considerable percentage of students continue to encounter challenges with sentence clarity. One student (4%) exhibits significant difficulties in grammatical precision, categorized as “Needs Improvement.”

Writing Section.

The writing component demonstrates a wider range of competencies across different writing elements. Forty percent of students attain “Excellent” grades, indicating robust achievement in punctuation, grammar, relevancy, descriptive language, and clarity. A significant percentage (44%) is classified as “Satisfactory” or “Good,” indicating that while their writing is comprehensible, it necessitates further improvement. Ultimately, 16% of the students are classified as “Needs Improvement,” indicating significant deficiencies in coherence, structure, and overall clarity of writing.

Interpretation of Interview Results

The guided interview analysis provides profound insights into the perceptions of both students and teachers on the corrective feedback procedure. Educators assert that learners frequently react favorably to explicit feedback, particularly when it is lucid and prompt. Students are more likely to internalize adjustments when feedback is accompanied by explanations, which elucidate the

rationale for the modifications. Nonetheless, difficulties such as time limitations and students' inadequate self-correction abilities are also emphasized.

Students typically value feedback, especially when it is provided in a constructive manner, numerous students indicate that peer feedback aids them in recognizing faults they had not previously contemplated. Some individuals experience pain or bewilderment when feedback lacks specificity or when an excessive number of corrections are provided simultaneously. These qualitative observations underscore the necessity for systematic, well-timed corrective feedback strategies and emphasize the significance of balancing correction with reinforcement.

Interpretation of the Follow-Up Results

The follow-up evaluation occurs post-implementation of the corrective feedback technique and aims to assess students' advancement in writing skills. The information in Table 12 facilitates a comparative examination with the diagnostic findings in Table 13. Overall, there is a discernible enhancement in particular aspects of writing. The proportion of students attaining a "Excellent" rating in descriptive language and sentence structure remains continuously elevated, indicating that feedback has facilitated the preservation of clarity and coherence in their work.

Nonetheless, in the domain of spelling and grammar, despite considerable progress, difficulties remain. Only three students attain a "Excellent" rating, in contrast to 17 in punctuation and 13 in sentence clarity. This indicates that although children demonstrate progress, grammatical precision necessitates further reinforcing.

Furthermore, a decrease in the number of students classified as “Needs Improvement” is noted across the majority of categories, signifying a favorable change in writing proficiency. This result endorses the efficacy of the corrective feedback technique as an educational instrument, especially when implemented regularly and with explicit direction.

The results affirm that targeted feedback enhances writing performance and offers significant evidence for the advancement of future classroom approaches incorporating formative evaluation inside the writing process.

CHAPTER III

PRODUCT

Innovative Proposal to the Problem

This chapter examines the study project aimed at addressing the inadequacy of writing abilities among ninth-grade students. The idea centers on a novel product, namely an activity guide, intended for implementation with children. Additionally, it encompasses elements such as the proposal's name, product type, purpose, structure, assessment, and validation of the proposal. Marciniak and Cáliz (2021) describe an activity guide as a collection of materials that enables learners to ascertain if the activities provide students with information on what they will study, the rationale, the methodology, the timing, the collaborators, and the evaluation criteria for their learning outcomes.

Informative data

Province: Pichincha

Address: Av Maldonado y La Cocha

Level: 9th grade

Tutor: Lic. Luis Chicaiza

Scholar year: 2024-2025

Institution: Unidad Educativa Paul Dirac

Starting date:

Ending date:

Budget: no assigned

Participants: 25 students

Background to develop the proposal

The idea for the activity guide “Write it Right,” was established from the information that was produced from the diagnostic evaluation of ninth-grade students at Unidad Educativa Paul Dirac that identified several weaknesses, in writing coherence, grammar, vocabulary, and sentence construct. Along with the theoretical framework, the diagnostic assessment also demonstrated that ongoing and contextualized corrective feedback would be important for developing students' writing ability. Also, the literature review, particularly Karim & Nassaji (2018, 2019), Budianto et al., (2020), and Ferris et al. (2013), provided compelling support for the indelible impact of written corrective feedback when addressed through a systematic approach.

The activity guide was structured within CEFR standards for A1-A2 levels and informed by constructivist principles as it was constructed to include learner-centered tasks, collaboration, and reflective thinking. Each activity was carefully designed to address the important gaps identified in the diagnostic test, like grammar, vocabulary, and clarity, as well as engaging students in reciprocal activities, such as peer-review and self-assessment. Also, the guide will provide practical activities that connect theory and practice, so teachers have an easy way to implement practical feedback loops, improve students' autonomy as a writer, increase their writing accuracy, and improvement in writing confidence.

Proposal Name

WRITE IT RIGHT: AN ACTIVITY GUIDE FOR APPLYING CORRECTIVE FEEDBACK IN WRITING REVIEWS WITH EFL STUDENTS.

Type of product

The activity guide that was chosen, as previously mentioned, is intended to develop structured and graded activities that encourage students to develop their writing abilities. It comprises a diverse array of interactive and physical exercises that foster critical thinking, discussion, and written communication. It is a valuable resource for both teachers and students, as each activity is meticulously designed to correlate with the development of writing skills, the achievement of class objectives, and communicational objectives. Students can work independently and with guidance to complete the activities.

Justification

Learners will have the chance to investigate critical concepts, including feedback, peer collaboration, critical thinking, and self-confidence, through the use of this guide. This will ultimately promote deeper engagement and knowledge retention. According to García and De la Cruz (2014), an activity guide is a resource that facilitates the structured and organized interaction between instructors and students during the educational process, serving as a learning aid.

Consequently, an activity guide helps users navigate through a process and monitor their progress in order to achieve the stated objectives, as indicated by the aforementioned definitions. Activity guides are typically provided as a collection of tasks that learners are expected to complete independently. Therefore, the

presentation of the activities is one of the key characteristics of an activity guide. Consequently, the instructions in the activities must be concise and unambiguous, as the activities are primarily concerned with the development of a skill rather than the individual student's performance.

Objectives

General Objective of the proposal

- Improve students' ability to write structured and coherent texts with the use of corrective feedback for reflection on common writing errors.

Specific Objectives of the proposal

1. Develop interactive activities that motivate students to contemplate their frequent writing errors by employing corrective feedback.
2. Encourage peer cooperation via group activities that help students implement corrective comments and improve writing cohesiveness.
3. Reinforce students' autonomy in editing and revising their texts through guided corrective feedback.

Structure Proposal

The proposed structure for the proposal was analyzed and determined following a discussion of various activity guide templates. The format for one of the activities is depicted in the illustration below; however, the activity guide will contain multiple activities. In truth, it is recommended that the activity guide includes a minimum of 10 activities that are specifically designed to enhance writing skills at the A2 level, as outlined in the Common European Framework of Reference for Languages (2020).

The guide integrates interactive components to enhance engagement and efficacy, tailored to the cognitive and linguistic proficiency of A1 as in the CEFR, and suitable for the age group of 12 to 13 years. Every activity is crafted to be lively and student-focused, integrating both independent and group tasks that promote significant interaction. Methods including brainstorming, guided writing, peer review, and group discussions are employed to enhance critical thinking and collaborative learning. The incorporation of visual aids, authentic contexts (e.g., composing emails, narratives, recipes), and peer feedback sessions enables students to relate writing assignments to their personal experiences, so augmenting motivation and understanding. These interactive tactics facilitate the incremental cultivation of autonomy in writing, as students are prompted to review, reflect, and enhance their work based on feedback obtained throughout the process.

The goal of this activity guide is to give ninth-grade EFL students at "Unidad Educativa Particular Paul Dirac" structured, enjoyable, and level-appropriate writing tasks that focus on developing their ability to create coherent and organized texts. The guide is designed for learners at an A1 level of English proficiency who are working toward the A2 level as defined by the Common European Framework of Reference for Languages (CEFR). The approach taken in this guide is a constructivist and learner-centred approach, which focuses on interactive writing tasks, the use of corrective feedback (direct, indirect, and metalinguistic), and peer collaboration. Each activity uses critical thinking skills, reflection, and revision, which allows students to develop their writing through meaningful, contextualized practice.

ACTIVITY GUIDE

Figure 4

Activity 1: My Favorite Hobby


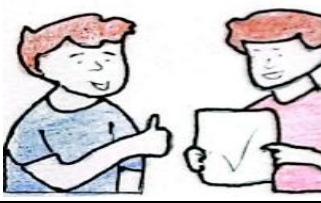
Section	Description
Objective	Write a descriptive paragraph about a personal hobby using correct verb tenses and descriptive adjectives.
Technique	Brainstorming and peer feedback
Time	45 minutes
Age Group	Ninth-grade EFL students
Resources	Paper, pens, feedback rubrics
Start Date	13/03/2025
End Date	14/03/2025
Instructions	<ol style="list-style-type: none">1. Brainstorm ideas about hobbies.2. Write a first draft describing your favorite hobby.3. Exchange drafts with a peer and provide feedback.4. Revise your paragraph based on the feedback.5. Submit the final version.  
Assessment Criteria	Grammar accuracy, vocabulary use, coherence and clarity

Figure 5

Activity 2: Describing My City

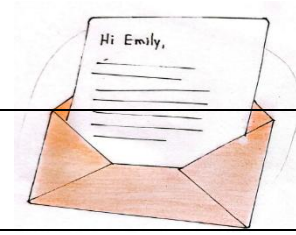


Section	Description
Objective	Compose a descriptive text about the students' hometown with spatial organization.
Technique	Guided writing and peer review
Time	50 minutes
Age Group	Ninth-grade EFL students
Resources	Pictures of cities, notebooks, dictionaries
Start Date	17/03/2025
End Date	18/03/2025
Activities to Develop	<ol style="list-style-type: none">1. Content Review: Key landmarks2. Practical Activity: Draft description3. Experiential Activity: Peer review feedback4. Self-Evaluation: Revise5. Final Document: Submit final description
Assessment Criteria	Organization and clarity, spatial language, grammar accuracy
Reflection	Peer review discussions; Teacher feedback on structure and vocabulary



Figure 6

Activity 3: Writing an Email to a Friend



Section	Description
Objective	Write an informal email focusing on structure and appropriate language.
Technique	Email format practice with corrective feedback
Time	40 minutes
Age Group	Ninth-grade EFL students
Resources	Laptops or paper templates
Start Date	19/03/2025
End Date	20/03/2025
Activities to Develop	<ol style="list-style-type: none">1. Content Review: Email structure2. Practical Activity: Draft email3. Experiential Activity: Peer feedback4. Self-Evaluation: Revise email5. Final Document: Submit final email
Assessment Criteria	Tone appropriateness, clarity, grammar and punctuation
Reflection	Peer feedback on tone and structure; Teacher grammar feedback



Figure 7

Activity 4: Creating a Story from Images



Section	Description
Objective	Develop narrative writing skills using a sequence of images.
Technique	Story sequencing 
Time	60 minutes
Age Group	Ninth-grade EFL students
Resources	Series of images, story maps
Start Date	20/03/2025 
End Date	21/03/2025
Instructions	<ol style="list-style-type: none"> 1. Arrange the images in a logical order. 2. Draft a story based on the sequence. 3. Peer review focusing on story coherence. 4. Revise and submit the story.
Assessment Criteria	Narrative coherence, creativity and imagination, grammar accuracy
Reflection	What challenges did you face when creating a story from pictures?

Figure 8

Activity 5: Writing a Movie Review

Section	Description
Objective	Write a review that summarizes and evaluates a movie.
Technique	Summarization and evaluation
Time	55 minutes
Age Group	Ninth-grade EFL students
Resources	Movie clips, review samples
Start Date	24/03/2025
End Date	25/03/2025
Instructions	<ol style="list-style-type: none">1. Watch a movie clip and take notes.2. Draft a review including a summary and a personal opinion.3. Exchange reviews for peer feedback.4. Revise and submit the final review.
Assessment Criteria	Content accuracy, clear opinion and reasoning, grammar and mechanics
Reflection	How did feedback improve your critique and summary skills?



Figure 9

Activity 6: Writing a letter of complaint


Section	Description
Objective	Compose a formal letter addressing a complaint.
Technique	Structure review and peer feedback
Time	50 minutes
Age Group	Ninth-grade EFL students
Resources	Complaint templates, peer review checklist
Start Date	26/03/2025
End Date	27/03/2025
Instructions	 <ol style="list-style-type: none">1. Warm-up: Discuss common complaints students might have.2. Explanation: Review the structure of a formal letter (greeting, body, closing).3. Drafting: Students write a first draft of their letter.4. Peer Review: Exchange letters with a partner and provide feedback.5. Revision: Students revise their letters based on feedback.6. Final Version: Submit the final letter.
Assessment Criteria	Clarity of the complaint, formal tone, organization, grammar
Reflection	Clarity of the message, formal tone, structure, grammar

Figure 10

Activity 7: Writing a Biography

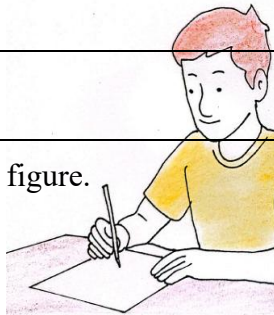
Section	Description
Objective	Write a biographical text on a famous personality using past tense and chronological order.
Technique	Research and writing with peer feedback
Time	60 minutes
Age Group	Ninth-grade EFL students
Resources	Biography samples, timelines, graphic organizers
Start Date	28/03/2025
End Date	31/03/2025
Instructions	<ol style="list-style-type: none">1. Choose a historical or contemporary figure.2. Research key life events.3. Create a timeline to organize events.4. Draft the biography using past tense verbs.5. Peer feedback on content and sequencing.6. Finalize and submit the biography. 
Assessment Criteria	Use of past tense, chronological order, clarity, coherence
Reflection	Time management, coherence, organization in the writing.

Figure 11

Activity 8: Writing Instructions for a Recipe

Section	Description
Objective	Write clear and concise instructions for preparing your favorite dish.
Technique	Instruction writing with peer review
Time	40 minutes
Age Group	Ninth-grade EFL students
Resources	Recipe templates, peer review checklist
Start Date	01/04/2025
End Date	02/04/2025
Instructions	<ol style="list-style-type: none">1. Title your recipe (e.g., How to Make Pancakes).2. List ingredients with quantities.3. Describe each step using imperative verbs.4. Add timing where necessary.5. Include tips (optional).6. Peer Review: Check clarity of instructions and logical order.
Assessment Criteria	Clarity of instructions, logical order, appropriate use of imperative verbs
Reflection	Did you organize your recipe clearly (ingredients first, then the steps in order)? How could you improve the organization?

Figure 12

Activity 9: Writing an Opinion Essay

Section	Description
Objective	Write an opinion essay on the topic of school uniforms.
Technique	Brainstorming, outlining, drafting, and peer feedback
Time	50 minutes
Age Group	Ninth-grade EFL students
Resources	Paper, pens, opinion essay templates
Start Date	03/04/2025
End Date	04/04/2025
Instructions	<ol style="list-style-type: none">1. Brainstorm reasons for and against school uniforms.2. Outline your essay (introduction, body, and conclusion).3. Draft your essay.4. Peer feedback on clarity of argument and examples.5. Finalize and submit the essay.
Assessment Criteria	Argument clarity, use of examples, grammar, and organization
Reflection	What was your opinion about school uniforms? Did your opinion change as you wrote the essay? Why or why not?

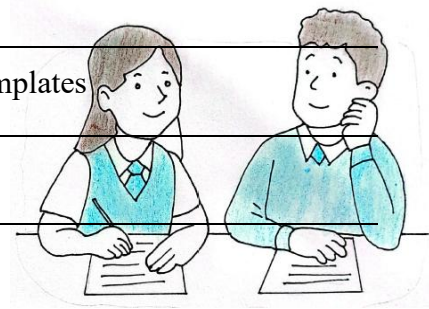
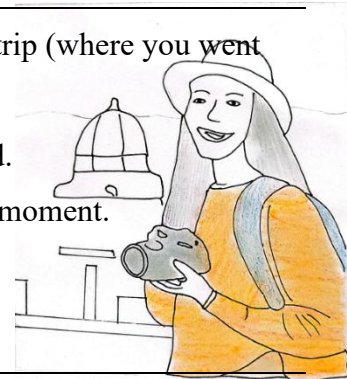


Figure 13

Activity 10: Writing A Travel Blog Entry

Section	Description
Objective	Create an engaging travel blog post.
Technique	Descriptive writing and visual integration
Time	60 minutes
Age Group	Ninth-grade EFL students
Resources	Photos, online blog templates, and drawing materials
Start Date	07/04/2025
End Date	08/04/2025
Instructions	<p>1. Write an introduction about your trip (where you went and why).</p> <p>2. Describe key locations you visited.</p> <p>3. Share a personal story or favorite moment.</p> <p>4. Offer travel tips.</p> <p>5. Include 1-2 photos or a drawing.</p>
Assessment Criteria	Descriptive language, personal voice, organization, use of visuals
Reflection	If you could improve one part of your introduction, what would it be and why?



Note: [Activity Guide template -Activity 1](#)

Innovative Proposal Evaluation

The assessment of an innovative proposal involves incorporating several essential criteria to guarantee its effectiveness and relevance, which are aligned with the research lines in innovation in Pedagogy and the sublines in teaching strategies, as outlined in the Indoamerica University Research Lines Handbook (2024).

Consider for example, certain factors such as originality typically evaluate the uniqueness of an idea in relation to previous solutions. Another criterion is feasibility, which assesses the realistic implementation of the proposal within specified constraints, including resources, time, and technology. This research will focus on ninth grade students to evaluate the effectiveness of corrective feedback in short text writing activities.

The third criterion is scalability, which assesses the potential for the idea to be expanded or adapted for broader application, thereby reaching a wider audience or various contexts. The proposal is suitable for analysis in future studies, and its implementation may extend to areas beyond English. Sustainability evaluates the enduring effectiveness of innovation, ensuring its long-term viability and sustained success.

Table 16.

Innovative proposal evaluations

Criterion	Description
Originality	Assesses the uniqueness of the idea

Feasibility	Determines whether the proposal can realistically be implemented within existing constraints
Scalability	Evaluates whether the proposal can be expanded or adapted for broader use in different educational settings.
Sustainability	Ensures that the proposal remains effective over time

Note: The table depicts the criterion and descriptors for the innovative proposal evaluation.

Validation of the Proposal

The validation of the current proposal is intended to be based on the Indoamerica University Research Lines Handbook (2024), which will be applied and validated through the implementation of the proposal in the selected sample. Consequently, the activity guide, which consists of 10 activities that focus on writing skills with a corrective feedback strategy, will be implemented for ninth-grade students, with 13 male students and 12 female students. Additionally, two instruments were developed to collect information on students' writing skills. The instruments that are being considered for this stage are a diagnostic evaluation and a follow-up evaluation.

Table 17.

Validation of the proposal

Criterion	Instrument	Evaluation method	Result
Clarity of activities	Expert judgment	Expert validation	High
Relevance	Diagnostic test	Pre/Post analysis	Effective
Feasibility	Teacher interviews	Qualitative review	Feasible
Innovation	Rubric assessments	Peer and teacher review	High

Note: The table depicts the aspects for the validation of the proposal.

Conclusions

The diagnostic test results have indicated that ninth-grade EFL students have prominent weaknesses when writing reviews, particularly with regard to coherence, structure, and vocabulary. These gaps in skill indicate a need for organized support with clear activities. As such, it was necessary to measure the students' level to ensure the support we provided would be personalized to their levels. The test provided a means to highlight repeated writing errors, demonstrating the importance of using corrective feedback as a otherwise concentrated practice. The test indicated a necessity for support that connected to their writing practice.

The planning and design of the activity guide was an effective practice to support writing development in an EFL context. The activity guide provided engaging and appropriate level activities, as well as permitted students to think about, and correct, their mistakes. Each task allowed for peer and self-feedback, enhancing learning through shared feedback. The activities reflected CEFR A2 level along with coherence, grammar and structure. The engagement of structured guides where feedback occurs is a fundamental part of supporting writing, hence we were able to create a reliable resource with the guide for EFL writing instruction.

Through implementation, the role of corrective feedback was crucial, and expressive methods of securing improvement to students' written performance were evident. When students received timely feedback, the capacity to revise texts, and improve on several levels was significant. Also, peer review, somewhat unintended by us, encouraged reflection and an increase in student motivation. It also became

clear that feedback increased the students' autonomy level on their writing. This indicates that corrective feedback is a planning tool, but it is also a strategy for learning. Overall, skills and knowledge reflecting on writing mechanics and structure increased.

The validation of the proposal, along with the application of the plan, demonstrated improved development in the students' writing skills. After utilizing the activity guide, students were producing text that was clearer, more coherent and had better structure. Teachers and peers recognized confidence levels were higher for writing tasks. The feedback cycle draft, review, revise, was effective at supporting the consolidation of their learning and these results endorsed the relevance of the proposed guide and the effectiveness of being useful. It was designed for the classroom, and it can support the activity of continuous writing development.

Recommendations

We recommend that English teachers at the ninth-grade level apply diagnostic assessment at the beginning of writing units. It is suggested that diagnostic assessment will identify specific needs students have with writing, and it will allow for individual instruction to address those needs. It is through diagnostic testing that we may identify interventions such as this activity guide, and teachers may adapt the format of the activity guide to use for other writing genres. Diagnostic assessment may also alleviate anxiety surrounding fossilization of writing errors. Diagnostic assessment should represent a key part of EFL classes' formative assessment.

Educational bodies should also use writing guides that incorporate structured corrective feedback. Writing guides develop learning by providing somewhat substantive and appropriate scaffolding of writing tasks that are easy for students to perform. When compared with CEFR levels, writing guides ensure students' language development is achievable. This recommendation is especially relevant regarding large classes. Writing guides assist learner autonomy and peer collaboration. Therefore, writing guides need to be embedded in curriculum planning adequately.

It is also advisable to train teachers and students about how to provide corrective feedback, given that teachers are responsible for teaching students the skills to give and receive feedback constructively. Moreover, students must understand feedback is a form of learning, not punishment, where feedback sessions must be framed to be positive and consistent. This training will enhance the quality

of peer and self-corrected feedback. This recommendation may assist the writing process to be more interactive and student-centered.

Lastly, it is recommended that the activity guide, and its validation and adaptations are continually implemented in other school contexts. Although the study presented positive outcomes, adopting the activity guide in other contexts will create greater reliability. Besides, receiving feedback about improvements and ideas from teachers and students. Revising and improving the activity guide will create a more holistic and meaningful activity guide. A future research project could look at the impact of the activity guide on other language skills entirely, which would create an even more meaningful activity guide as a well-rounded pedagogical tool.

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Annexes

Appendix A. Authorization for Conducting Research Work

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

Quito, 20 de febrero de 2025

1. DATOS INFORMATIVOS:

1.1. Chicaiza Chicaiza Luis Galo
1.2. Maestría En Pedagogía de los Idiomas Nacionales y Extranjeros con Mención en enseñanza de Inglés

MSc. Sara Fernández

Rectora de la institución Educativa

Yo, **Luis Galo Chicaiza Chicaiza**, me dirijo a usted muy respetuosamente para solicitar una autorización de ingreso a la **Unidad Educativa Particular Paul Dirac**, con el objetivo de ejecutar un estudio educativo como parte de mi Proyecto de Titulación, el cual se podrá dar en la modalidad que cuente su institución para impartir el estudio antes mencionado.

A continuación, se detalla el estudio educativo:

La investigación a realizarse tiene como tema "Corrective Feedback as a teaching strategy to develop writing skills in EFL students, cuyo objetivo es describir e interpretar como la retroalimentación correctiva influye en la habilidad escrita en inglés en estudiantes del 9no año de educación básica. La investigación considera el enfoque investigación acción, por ende, la investigación consistirá en recopilar datos de los estudiantes de noveno año, y cuyas edades están entre los 13-14 años; por lo cual, previo consentimiento

escrito o verbal de los estudiantes se les solicitará que respondan a un diagnostic evaluation y posteriormente a un follow up evaluation. Las respuestas de los participantes se recogerán de forma física o por medio de Google Forms como alternativa ante cualquier eventualidad. Las respuestas de los estudiantes se tratarán de forma confidencial y las identidades (sus nombres y el nombre de la institución de así requerirlo) serán anónimas.

Se mantendrá la privacidad individual en todos los datos publicados y escritos resultantes del estudio. Los resultados se comunicarán mediante una tesis de investigación en la Universidad. Así mismo, los participantes en la investigación no se verán favorecidos ni perjudicados en modo alguno por lo cual se les asegurará que pueden retirar su permiso en cualquier momento durante esta investigación. Del mismo modo, todos los instrumentos para la recolección de los datos de la investigación serán destruidos una vez finalizado el estudio.




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 presencial en la institución educativa.

Esperando su favorable acogida y autorización.

Atentamente,



Autorizado.

Nombres y apellidos del rector(a)	Firma	Sello de la institución
MSc. Sara Fernández C.I: 		

Appendix B. Parental Consent to publish images

Carta de autorización para publicación de trabajos, videos o fotografías del estudiante de la Unidad Educativa Paul Dirac

Estimado padre/madre o representante legal:

Me dirijo a usted para solicitar su autorización para que el maestrante de la Universidad Tecnológica Indoamerica en el Programa de maestría de **Pedagogía de los Idiomas Extranjeros y Nacionales**, que se encuentran en la etapa de aplicación de instrumentos y recolección de datos para su proyecto investigativo en la institución **Unidad Educativa Particular Paul Dirac** tomen fotografías, videos y aplicación de instrumentos 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 universidad 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 ya sea en línea o forma impresa, revistas, periódicos locales y en el Repositorio de la Biblioteca de la Universidad Tecnológica Indoamerica.

A continuación, detallamos el estudio educativo:

Este estudio está enfocado en el área de inglés, con el fin de que los estudiantes mejoren su habilidad escrita en inglés. Durante este tiempo, los estudiantes de 9no año EGB deberán colaborar con ciertas actividades como pruebas diagnósticas, entrevistas y actividades en clases con la finalidad de que los estudiantes puedan practicar y mejorar el inglés de manera efectiva. Cabe recalcar que los resultados obtenidos en las actividades NO influyen en el rendimiento académico de su representado en ninguna forma. El estudio se realizará durante las horas de inglés, por lo cual ya se ha comunicado con el docente de inglés de este curso para pedir su debida autorización.

Si está de acuerdo en permitir que se apliquen los instrumentos de recolección de datos, que se tomen fotografías, o videos de su representado/a, sírvase completar el formulario de consentimiento, firmarlo, y devolverlo a la escuela.

Este consentimiento, si está firmado, estará vigente hasta el momento que usted informe a la institución 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 con fines educativos en el estudio de investigación. 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.

Así mismo, en caso de requerirlo, se asegurará que pueden retirar su autorización en cualquier momento durante esta investigación.

Nombre del/la estudiante:

.....

Nombre completo padre/madre/representante legal:

.....

Cédula de ciudadanía:

Firma del padre/madre/representante legal:

Fecha:

Appendix C. Signed Parental Consent to publish images of the student

Carta de autorización para publicación de trabajos, videos o fotografías del estudiante de la Unidad Educativa Paul Dirac

Estimado padre/madre o representante legal:

Me dirijo a usted para solicitar su autorización para que el maestrante de la Universidad Tecnológica Indoamerica en el Programa de maestría de **Pedagogía de los Idiomas Extranjeros y Nacionales**, que se encuentran en la etapa de aplicación de instrumentos y recolección de datos para su proyecto investigativo en la institución **Unidad Educativa Particular Paul Dirac** tomen fotografías, videos y aplicación de instrumentos 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 universidad 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 ya sea en línea o forma impresa, revistas, periódicos locales y en el Repositorio de la Biblioteca de la Universidad Tecnológica Indoamerica.

A continuación, detallamos el estudio educativo:

Este estudio está enfocado en el área de inglés, con el fin de que los estudiantes mejoren su habilidad escrita en inglés. Durante este tiempo, los estudiantes de 9no año EGB deberán colaborar con ciertas actividades como pruebas diagnósticas, entrevistas y actividades en clases con la finalidad de que los estudiantes puedan practicar y mejorar el inglés de manera efectiva. Cabe recalcar que los resultados obtenidos en las actividades NO influyen en el rendimiento académico de su representado en ninguna forma. El estudio se realizará durante las horas de inglés, por lo cual ya se ha comunicado con el docente de inglés de este curso para pedir su debida autorización.

Si está de acuerdo en permitir que se apliquen los instrumentos de recolección de datos, que se tomen fotografías, o videos de su representado/a, sírvase completar el formulario de consentimiento, firmarlo, y devolverlo a la escuela.

Este consentimiento, si está firmado, estará vigente hasta el momento que usted informe a la institución 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 con fines educativos en el estudio de investigación. 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.

Así mismo, en caso de requerirlo, se asegurará que pueden retirar su autorización en cualquier momento durante esta investigación.

Nombre del/la estudiante:

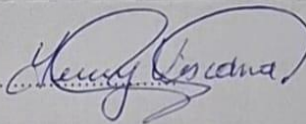
Izabela...Alejandra...Galarzane...Viscarra...I...g.....

Nombre completo padre/madre/representante legal:

Jenny...Ernestina...Viscarra...Delgado.....

Cédula de ciudadanía: 0201308543.....

Firma del padre/madre/representante legal:



Fecha: 03-03-2015...

Appendix D. Diagnostic evaluation

DIAGNOSTIC EVALUATION

**UNIVERSIDAD TECNOLÓGICA INDOAMERICA
MASTER'S DEGREE IN TEACHING OF NATIONAL AND FOREIGN
LANGUAGES ENGLISH**

Diagnostic evaluation targeted at students at Unidad Educativa Paul Dirac

Objective: To determine the level of competence in written expression in English of 9th year EGB students, through diagnostic assessment on the writing of short texts, considering structure, clarity, grammar, coherence, cohesion and vocabulary.

INSTRUMENT: Diagnostic test

Total:	/30
---------------	-----

VOCABULARY:

Part 1. Matching

Instructions: Match the words on the left with their correct meanings on the right.

1. Difficult

2. Delicious

3. Huge

4. Risky

5. Delighted

6. Tiny

7. Gentle

8. Freezing

9. Spotless

10. Funny

a. Very tasty

b. Not safe

c. Very happy

d. Very big

e. Not easy

f. Very cold

g. Very small

h. Soft and kind

i. Causing laughter

j. Very clean

GRAMMAR:

Part 1. Error correction

Instructions: Find the mistake in each sentence and write the correct version.

1. He **don't** like pizza. → _____
2. They **was** very happy. → _____
3. She **cans** speak French. → _____
4. I **am go** to the store now. → _____
5. She **go** to school every day. → _____
6. They **was** happy at the party. → _____
7. Yesterday, we **seen** a good movie. → _____
8. They bought **new a car** last week. → _____
9. I **didn't went** to the mall yesterday. → _____
10. I **watched** TV when he arrived. → _____

WRITING TEXT:

Part 1. Text structure

Instructions: Read the phrase below and share in detail your most memorable moment from grade 9th or something you would like to change about grade 9th. Relate these experiences to what you anticipate will be memorable about grade 10th.

Your written response should include the following:

- 1 paragraph response (minimum 6 lines in each paragraph)
- Check the template and the rubric for the activity.

“There are far better things ahead than any we leave behind.”

C.S. Lewis

Writing review N°

Name:

Date:

.....

.....

.....

.....

.....

.....

Part 2. Comment on a statement

Instructions: Read the statement below and write 4-6 lines to give your opinion.

Do you agree or disagree? Why?

“Studying alone is more effective than studying in a group.”

Writing a comment

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RUBRIC FOR WRITING: Diagnostic test

Criteria	Excellent	Good	Satisfactory	Need improvement	TOTAL
Punctuation	Uses correct punctuation throughout with no errors.	Few punctuation errors that do not affect meaning.	Some punctuation errors that slightly affect readability.	Frequent punctuation errors that hinder understanding.	
Spelling and grammar	No spelling or grammatical errors.	Few minor spelling or grammatical errors.	Some errors that slightly affect understanding.	Many errors that make comprehension difficult.	
Relevance to quote	Ideas and information are fully relevant and clearly related to the quote.	Mostly relevant ideas with minor deviations.	Somewhat relevant, but some ideas stray off-topic.	Ideas do not connect well to the quote or are mostly off-topic.	
Descriptive language	Use rich, varied descriptive words and phrases effectively.	Uses some descriptive words, but could be more varied.	Limited use of descriptive words and phrases.	Lacks descriptive language, making the writing dull.	
Sentence structure & Clarity	Sentences are well-structured, clear, and convey meaning effectively.	Mostly complete and clear sentences with minor errors.	Some incomplete or unclear sentences.	Many incomplete or unclear sentences that make understanding difficult.	
					/ 5

RUBRIC FOR GRAMMAR: Diagnostic test

Criteria	Excellent	Good	Satisfactory	Need improvement	TOTAL
Grammar	No or very few grammar, punctuation, and spelling errors. Sentences are well-constructed.	Some minor errors, but they do not interfere with readability.	Noticeable errors that may affect clarity.	Frequent grammar, spelling, and punctuation errors make it hard to understand.	
					/ 5

RUBRIC FOR VOCABULARY: Diagnostic test

Criteria	Excellent	Good	Satisfactory	Need improvement	TOTAL
Vocabulary	Wide and varied vocabulary, including advanced or subject-specific words used accurately.	Uses a good range of vocabulary with some variety.	Uses basic vocabulary with limited variety. Some overuse of simple words.	Very limited vocabulary, frequent repetition, or incorrect word choices.	
Spelling and grammar	All words are spelled correctly.	Few minor spelling mistakes that do not affect comprehension.	Some spelling errors that may cause slight confusion.	Frequent spelling errors that make comprehension difficult.	
					/ 5

Appendix E. Follow up evaluation

FOLLOW UP EVALUATION

UNIVERSIDAD TECNOLÓGICA INDOAMERICA
MASTER'S DEGREE IN TEACHING OF NATIONAL AND FOREIGN
LANGUAGES ENGLISH

Follow up evaluation targeted at students at Unidad Educativa Paul Dirac
Objective: To determine the level of competence in written expression in English of 9th year EGB students, with the implementation of corrective feedback in the writing of short texts, considering structure, clarity, grammar, coherence, cohesion and vocabulary.

INSTRUMENT: Follow up test

Total:	/30
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VOCABULARY:

Part 1. Matching

Instructions: Match the words on the left with their correct meanings on the right.

1. Brave
2. Tiny
3. Shy
4. Cheerful
5. Exhausted
6. Messy
7. Expensive
8. Warm
9. Kind
10. Lazy

a. Very tired
b. Full of energy
c. Very small
d. Not afraid
e. Not confident
f. Slightly hot
g. Not wanting to work or move
h. Being nice and caring
i. Not clean or organized
j. Costing a lot of money

GRAMMAR:

Part 1. Error correction

Instructions: Each sentence below has four underlined words or phrases. One of them contains an error. Choose the incorrect part (A, B, C, or D) and correct it.

1. She don't like to eat vegetables, but she knows they are healthy for her.
A B C D

- a. don't
- b. but
- c. are
- d. for her

2. Yesterday, we seen a beautiful bird in the garden, but it flew away quickly.
A B C D

- a. seen
- b. in
- c. flew
- d. quickly

3. My brother go to school by bus every day, but sometimes he walk.
A B C D

- a. go
- b. by
- c. but
- d. walk

4. My parents was very happy when I passed my English exam.
A B C D

- a. was
- b. when
- c. passed
- d. exam

5. She has a lot of friends, because she is very kind and helps always.
A B C D

- a. has
- b. because
- c. very
- d. always

WRITING TEXT:

Part 1. Text structure

Instructions: *Read the quote below and write a detailed response about a personal experience related to its meaning. Reflect on a specific moment from your past and how it connects to your present or future.*

Your written response should include the following:

- 1 paragraph response (minimum 6 lines in each paragraph)
- Check the template and the rubric for the activity.

“Difficulties in life are intended to make us better, not bitter.”

Dan Reeves

Writing review N°

Name:

Date:

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Part 2. Comment on a statement

Instructions: Read the statement below and write 4-6 lines to give your opinion.

Do you agree or disagree? Why?

“Success depends more on hard work than on natural talent.”

Writing a comment

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RUBRIC FOR WRITING: Follow up test

Criteria	Excellent 1 points	Good 0.5 points	Satisfactory 0.25 point	Need improvement 0 points	TOTAL
Punctuation	Uses correct punctuation throughout with no errors.	Few punctuation errors that do not affect meaning.	Some punctuation errors that slightly affect readability.	Frequent punctuation errors that hinder understanding.	
Spelling and grammar	No spelling or grammatical errors.	Few minor spelling or grammatical errors.	Some errors that slightly affect understanding.	Many errors that make comprehension difficult.	
Relevance to quote	Ideas and information are fully relevant and clearly related to the quote.	Mostly relevant ideas with minor deviations.	Somewhat relevant, but some ideas stray off-topic.	Ideas do not connect well to the quote or are mostly off-topic.	
Descriptive language	Use rich, varied descriptive words and phrases effectively.	Uses some descriptive words, but could be more varied.	Limited use of descriptive words and phrases.	Lacks descriptive language, making the writing dull.	
Sentence structure & Clarity	Sentences are well-structured, clear, and convey meaning effectively.	Mostly complete and clear sentences with minor errors.	Some incomplete or unclear sentences.	Many incomplete or unclear sentences that make understanding difficult.	
					/ 5

RUBRIC FOR GRAMMAR: Follow up test

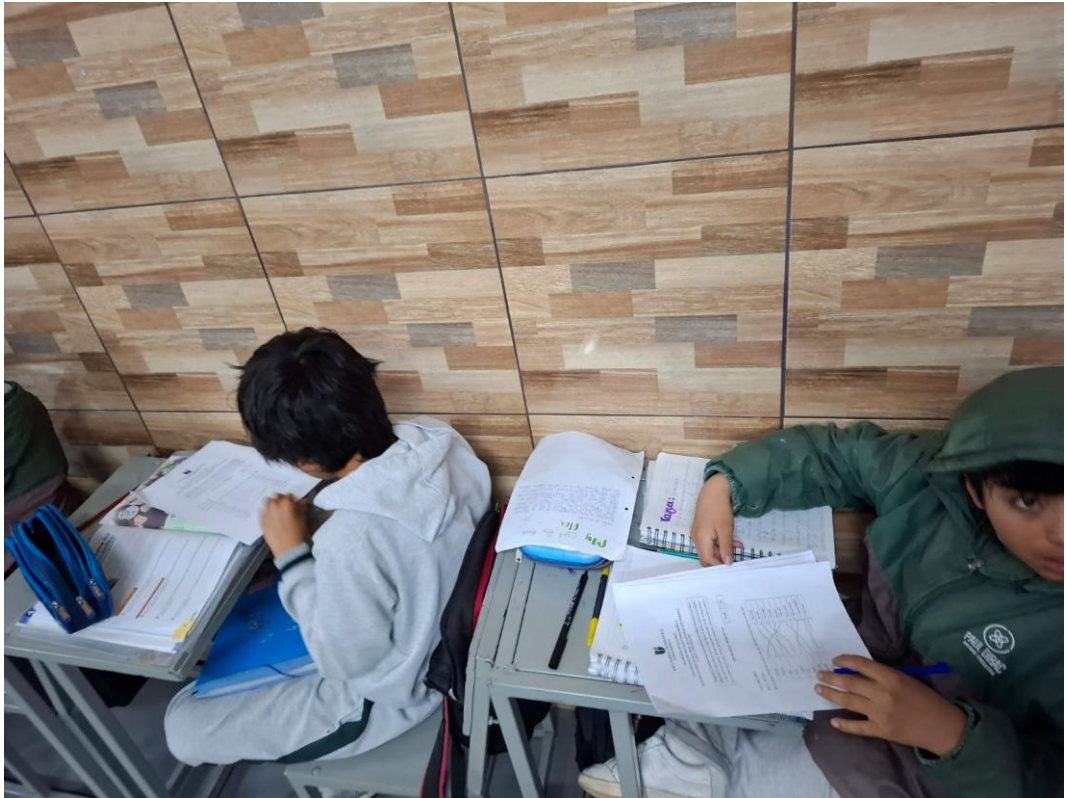
Criteria	Excellent 5 points	Good 3 points	Satisfactory 1 point	Need improvement 0 points	TOTAL
Grammar	No or very few grammar, and spelling errors. Sentences are well-constructed.	Some minor errors, but they do not interfere with readability.	Noticeable errors that may affect clarity.	Frequent grammar, spelling, and punctuation errors make it hard to understand.	
					/ 5

RUBRIC FOR VOCABULARY: Follow up test

Criteria	Excellent 2.5 points	Good 2 point	Satisfactory 1 point	Need improvement 0.5 points	TOTAL
Vocabulary	Wide and varied vocabulary, including advanced or subject-specific words used accurately.	Uses a good range of vocabulary with some variety.	Uses basic vocabulary with limited variety. Some overuse of simple words.	Very limited vocabulary, frequent repetition, or incorrect word choices.	
Spelling and grammar	All words are spelled correctly.	Few minor spelling mistakes that do not affect comprehension.	Some spelling errors that may cause slight confusion.	Frequent spelling errors that make comprehension difficult.	
					/ 5

Appendix F. Application of the Diagnostic Test (9th grade)





Appendix G. Application of the Follow-up Assessment (9th grade)







Appendix H. Application of the Interview (Lic. Bryan Sacón)



Appendix I. Teachers' interviews

Interview teacher N°1.

INTERVIEW TO TEACHERS OF UNIDAD EDUCATIVA PAUL DIRAC	
OBJECTIVE: To collect information on the implementation of corrective feedback for the development of written skills in EFL students in ninth grade of EGB of Unidad Educativa Paul Dirac in the period 2024-2025.	
Teachers interviewed: For the development of this research, this instrument will be applied to teachers of the mentioned levels.	
N°	ITEM/ QUESTION
1	<p>Which type of feedback do you apply in written activities; corrective feedback, general feedback, negative feedback, teacher feedback, or peer feedback?</p> <p><i>Ok, in my case I use general feedback with some activities, but the first is using two colors, in this case the colors red and blue because I work with young children. Children differentiate the correct or incorrect word with colors, for example, the red color depicts incorrect answers, while the blue color depicts correct answers.</i></p>
2	<p>Do you know what the corrective feedback strategy consists of and its application in written activities such as reviews?</p> <p><i>It is more important that students choose the incorrect word and then search them in different sources such as internet which is a good option.</i></p>
3	<p>How often do you incorporate corrective feedback in written activities such as sentences or paragraphs?</p>

	<i>In this case, I consider it more important to differentiate the structure that the students use in sentences and paragraphs. For example, I focus on teaching what the correct structure is.</i>
4	<p>How have you implemented corrective feedback on writing a review in your classes while addressing errors in written work?</p> <p><i>In primary school, I generally used gestures like faces to give feedback, for example, I used the happy and sad faces because that is really good feedback for me.</i></p>
5	<p>In your opinion, do you think that corrective feedback allows students to identify successes and mistakes that optimize their performance in writing sentences or paragraphs? Yes/No. Why?</p> <p><i>Yes, it is. It is important that students differentiate what the mistakes are. Therefore, In the classes, I ask students to use the red color to identify and select the mistake with me.</i></p>
6	<p>In your opinion, do you think that the application of corrective feedback in the preparation of sentences or paragraphs would be more efficient oral or written form?</p> <p><i>Mmm, I think it is more correct to use it in written form because in written form, students differentiate the errors more frequently.</i></p>
7	<p>Do students know the process of applying corrective feedback in written activities specifically sentences or paragraphs? Yes/No. Why?</p> <p><i>Mmm, yes. I consider that first, they should use in sentences because in a sentence, students differentiate what the correct structure and later then can start writing a paragraph.</i></p>
8	<p>When you point out an error in written work, what steps do you usually take to correct it?</p>

	<i>I usually use the colors so that students differentiate based on colors what are the specific steps, and that is useful part of working with colors.</i>
9	<p>What elements do you think should be included in a written activity guide for the implementation of corrective feedback?</p> <p><i>The elements in primary, we only use faces, colors, and those are used when students have an oral presentation maybe, because students in primary elementary school do not know how to read so far.</i></p>
10	<p>Have you received any training on how to give corrective feedback effectively?</p> <p><i>In this case, no, I have not had a training on the use of corrective feedback.</i></p>
<p>Comments:</p> <p>.....</p> <p>.....</p> <p>.....</p> <p style="text-align: center;">Thanks for your participation!</p>	

Interview teacher N°2.

INTERVIEW TO TEACHERS OF UNIDAD EDUCATIVA PAUL DIRAC	
<p>OBJECTIVE: To collect information on the implementation of corrective feedback for the development of written skills in EFL students in ninth grade of EGB of Unidad Educativa Paul Dirac in the period 2024-2025.</p>	
<p>Teachers interviewed: For the development of this research, this instrument will be applied to teachers of the mentioned levels.</p>	
N°	ITEM/ QUESTION
1	<p>Which type of feedback do you apply in written activities; corrective feedback, general feedback, negative feedback, teacher feedback, or peer feedback?</p> <p><i>Well, most of the time applying general feedback has worked very well but corrective feedback and peer feedback work as well because obviously when students work with a peer, they get more opportunity to check and see the mistakes. Also taking about corrective feedback, it is better to use this one maybe in writing I guess.</i></p>
2	<p>Do you know what the corrective feedback strategy consists of and its application in written activities such as reviews?</p> <p><i>Yeah, actually, I know just a little bit on what corrective feedback consist of. It just focusses on the mistakes and lets students know why this part is wrong, you know. Well, it also going to be applied most of the time in writing activities like reviews, essays, maybe some articles too, it is important specially in writing activities because most of the time and most of the students here in Ecuador got many grammar mistakes.</i></p>
3	<p>How often do you incorporate corrective feedback in written activities such as sentences or paragraphs?</p>

	<p><i>Most of the time I use it because you gotta let students know what kind of mistake or where the mistake is that they are doing. I do not know, maybe, the mistake is about grammar, the use of some words, or maybe the position of some words, you know, which one is the correct use of this, for example the vocabulary.</i></p>
4	<p>How have you implemented corrective feedback on writing a review in your classes while addressing errors in written work?</p> <p><i>Well, talking about reviews, using corrective feedback in a review, we have to focus on paragraph by paragraph, mistake by mistakes since the beginning, why? Obviously, let students know with some examples, let to know the mistake and after that show the correct way to use this sentence, to use that word.</i></p>
5	<p>In your opinion, do you think that corrective feedback allows students to identify successes and mistakes that optimize their performance in writing sentences or paragraphs? Yes/No. Why?</p> <p><i>Of course, very much, I think. Because obviously here, students are going to get significative learning because they are not only going to know where the mistake is, but also they are learning how to correct those mistakes.</i></p>
6	<p>In your opinion, do you think that the application of corrective feedback in the preparation of sentences or paragraphs would be more efficient oral or written form?</p> <p><i>Talking about corrective feedback, I guess is better to use it in writing form, but obviously you can use it in an oral form, for example, they have some fossilized mistakes like “I have” in the sentence “I have 20 years old”. Then, in speaking it works very well, but I think that it is better to use it in writing form.</i></p>
7	<p>Do students know the process of applying corrective feedback in written activities specifically sentences or paragraphs? Yes/No. Why?</p> <p><i>Talking about students here in Paul Dirac, most of the students don’t know how to use this kind of feedback, but well, I tried. I tried to make students be more</i></p>

	<p><i>accustomed, so we can say that they realize about the mistakes and also the process, the correct process of applying good feedback, not only for corrective feedback but also for peer feedback, you know.</i></p>
8	<p>When you point out an error in written work, what steps do you usually take to correct it?</p> <p><i>Well, first of all, you are going to use a different kind of pen for example, if the student writes with blue pen you will use a red pen because this catches their attention on the steps, and after that, you correct and also give an explanation to the students, to know why this word or sentence is incorrect?</i></p> <p><i>Let's talk about a test or a final term exam for example, you give the feedback in a general way, and after that, you are going to focus on student by student because each student has their own way to learn and their own way to understand an idea and identify what mistake they did.</i></p>
9	<p>What elements do you think should be included in a written activity guide for the implementation of corrective feedback?</p> <p><i>Ok, when you talk about a guide with activities, obviously in a guide you are going get an instruction and also a clue about what I am going to write, an essay about what? A review about what? An article about what? Is it going to be formal or informal? I think those kind of items, Additionally, corrective feedback should be done student by student because that is the point of corrective feedback, you give feedback to students that most of the time have too many mistakes about a topic. For example, a students for whom is very difficult to use the past perfect and you ask them to write a story using these tenses. Then you must focus on the students, the mistakes, and let them know and understand the topic.</i></p>
10	<p>Have you received any training on how to give corrective feedback effectively?</p> <p><i>No, actually no. I would like it, maybe in the future we will get one, maybe a Taller or courses here, but right now I do not have any training.</i></p>

Comments:

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Thanks for your participation!

Interview teacher N°3.

INTERVIEW TO TEACHERS OF UNIDAD EDUCATIVA PAUL DIRAC	
<p>OBJECTIVE: To collect information on the implementation of corrective feedback for the development of written skills in EFL students in ninth grade of EGB of Unidad Educativa Paul Dirac in the period 2024-2025.</p>	
<p>Teachers interviewed: For the development of this research, this instrument will be applied to teachers of the mentioned levels.</p>	
N°	ITEM/ QUESTION
1	<p>Which type of feedback do you apply in written activities; corrective feedback, general feedback, negative feedback, teacher feedback, or peer feedback?</p> <p><i>Ok, I suppose that corrective feedback is the one that I mostly choose for my class.</i></p>
2	<p>Do you know what the corrective feedback strategy consists of and its application in written activities such as reviews?</p> <p><i>Yes, I suppose that corrective feedback makes students to know what the mistake is, generally in writing activities because in that way students have to study or check the different structures and the tense use in the writing.</i></p>
3	<p>How often do you incorporate corrective feedback in written activities such as sentences or paragraphs?</p> <p><i>In all of the writing activities I use and incorporate corrective feedback because as I repeat again, for me, it is very important the structure in the writing activities since you can follow the structure to create a good piece of writing.</i></p>
4	<p>How have you implemented corrective feedback on writing a review in your classes while addressing errors in written work?</p> <p><i>I am not sure but, in an activity, maybe students select what the mistake is and then put the mistake in a circle to know that they need to follow a structure for example, Subject + Verb + Complement that makes students easy to understand the correct words order.</i></p>

5	<p>In your opinion, do you think that corrective feedback allows students to identify successes and mistakes that optimize their performance in writing sentences or paragraphs? Yes/No. Why?</p> <p><i>In my opinion, yes, it does. Corrective feedback allows students to identify their mistakes because they can see what is written in their papers, their notebooks, or books, for example, if I say “I am wait” and ask them to check, they will infer that the sentence is not correct, so after that and based on corrective feedback they can notice that in the second verb is required the verb in -ing form.</i></p>
6	<p>In your opinion, do you think that the application of corrective feedback in the preparation of sentences or paragraphs would be more efficient oral or written form?</p> <p><i>I think that applying corrective feedback in writing activities is better because students can see the mistakes many times.</i></p>
7	<p>Do students know the process of applying corrective feedback in written activities specifically sentences or paragraphs? Yes/No. Why?</p> <p><i>Yes, they know the basic process to apply corrective feedback because all the time I give them the explanation according to what the mistake is here in a sentence, and why it is necessary to follow and correct those mistakes in sentences.</i></p>
8	<p>When you point out an error in written work, what steps do you usually take to correct it?</p> <p><i>First, I show the students what the mistake is. The second one is to put the mistake in a circle. The third one explain what the structure is and why, it will depend on the tense, for example, if I am studying the present continuous, I will write the structure for present continuous and explain the students why there is a mistake in the example compared with the structure.</i></p>
9	<p>What elements do you think should be included in a written activity guide for the implementation of corrective feedback?</p> <p><i>Maybe if we create, it must include a report according to a personal opinion, topics or things that students like, for example, if the activity is in a movie time section, we can create a writing task like a comment or personal opinion or a little summary on what the film is and following a rubric.</i></p>

10	<p>Have you received any training on how to give corrective feedback effectively?</p> <p><i>No, here, I do not receive any training on corrective feedback but I would like to know and participate in how to apply corrective feedback.</i></p>
<p>Comments:</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>Thanks for your participation!</p>	

Interview teacher N°4.

INTERVIEW TO TEACHERS OF UNIDAD EDUCATIVA PAUL DIRAC	
<p>OBJECTIVE: To collect information on the implementation of corrective feedback for the development of written skills in EFL students in ninth grade of EGB of Unidad Educativa Paul Dirac in the period 2024-2025.</p>	
<p>Teachers interviewed: For the development of this research, this instrument will be applied to teachers of the mentioned levels.</p>	
N°	ITEM/ QUESTION
1	<p>Which type of feedback do you apply in written activities; corrective feedback, general feedback, negative feedback, teacher feedback, or peer feedback?</p> <p><i>In my classes, I use teacher and peer feedback because those help me give feedback to all the students in the class. Generally, teacher feedback is more frequent with young students because they trust teachers' opinion and peer feedback sometimes is given with some mistakes that confuse students in the activities.</i></p>
2	<p>Do you know what the corrective feedback strategy consists of and its application in written activities such as reviews?</p> <p><i>Honestly, I know kind of about corrective feedback, and I use it in my classes, especially in writing activities like reviews because students have the opportunity to check their mistakes, and read what their peers or the teacher comments on their work so that they can improve and avoid these kind of mistakes.</i></p>
3	<p>How often do you incorporate corrective feedback in written activities such as sentences or paragraphs?</p> <p><i>I try to use feedback at least two or three times a week because I make sure that students check and revise their errors. For example, when we write about routines, celebrations, or letters students have a vocabulary section to add the new words that they use in their writing.</i></p>
4	<p>How have you implemented corrective feedback on writing a review in your classes while addressing errors in written work?</p>

	<p><i>Well, when I work with reviews, I usually focus on vocabulary and grammar because it helps students to follow a template. In grammar, most of the students know the S + V+ C structure so they can correct this part to their partners, but for more complex I usually give the feedback. In vocabulary, I give students the opportunity to get extra points if they use different words for a word that they already know so that students are encouraged to learn new words.</i></p>
5	<p>In your opinion, do you think that corrective feedback allows students to identify successes and mistakes that optimize their performance in writing sentences or paragraphs? Yes/No. Why?</p> <p><i>I think it helps because students can identify some common errors in their homework, but not all the students can do that. Generally, students that have good grades in their writing activities can identify most of the mistakes, but they can redo the activity to improve their writing. Even now in my class, there are students that do not have the level for writing, and they are in baccalaureate so that with the feedback they can improve the homework.</i></p>
6	<p>In your opinion, do you think that the application of corrective feedback in the preparation of sentences or paragraphs would be more efficient oral or written form?</p> <p><i>I think that written feedback is more efficient no matter the grade because students can recheck and verify what mistakes they did as many time as they want. But as teachers, we have to combine both to make students to practice the four skills especially when they give feedback to their peers.</i></p>
7	<p>Do students know the process of applying corrective feedback in written activities specifically sentences or paragraphs? Yes/No. Why?</p> <p><i>I think they know some of the steps. However, they commonly focus on say what words are incorrect, or the problems that students have in their writing, so we have to teach them to give feedback that is useful and do not make students feel disappointed. In the classes, I sometimes use peer feedback and at the end of the revision students must write their names because the classmates can check and ask for teacher feedback if they need.</i></p>
8	<p>When you point out an error in written work, what steps do you usually take to correct it?</p> <p><i>I usually make students to create a comment section at the end of the page so students can correct the task. However, they have to follow a template to avoid misunderstandings and also fight between students. I use the expressions: “I like ...”, “I wish ...”, and “I wonder...”, because students just complete the phrases</i></p>

	<p><i>about their partners' work. Second students have to give a "tick or a X" on the incorrect word to know that there is a mistake. Then, students must write the mistake in the comment section to check it. The last thing is to correct and give an example of how to use the word in the correct form.</i></p>
9	<p>What elements do you think should be included in a written activity guide for the implementation of corrective feedback?</p> <p><i>I do not know all the elements of an activity guide, but I think that some elements are the instructions, the objective, and the time. For example, in my classes, I think that instructions are important for students because instructions and the time give the structure of the activity, the other element is the objective of the activity, which I use to ensure that students know that is expected from them.</i></p>
10	<p>Have you received any training on how to give corrective feedback effectively?</p> <p><i>Here I have not received any training on the topic. However, in my last work, I got training on teaching strategies in general so I know how to give feedback but I do not know how to make it more effective in my classes.</i></p>
<p>Comments:</p> <p>.....</p> <p>.....</p> <p>.....</p>	
<p>Thanks for your participation!</p>	

Appendix J. Rubric for Writing activities (Activity Guide)

Criteria	Excellent	Good	Satisfactory	Need improvement
Punctuation	Uses correct punctuation throughout with no errors.	Few punctuation errors that do not affect meaning.	Some punctuation errors that slightly affect readability.	Frequent punctuation errors that hinder understanding.
Spelling and grammar	No spelling or grammatical errors.	Few minor spelling or grammatical errors.	Some errors that slightly affect understanding.	Many errors that make comprehension difficult.
Relevance to quote	Ideas and information are fully relevant and clearly related to the quote.	Mostly relevant ideas with minor deviations.	Somewhat relevant, but some ideas stray off-topic.	Ideas do not connect well to the quote or are mostly off-topic.
Vocabulary	Wide and varied vocabulary, including advanced or subject-specific words used accurately.	Uses a good range of vocabulary with some variety.	Uses basic vocabulary with limited variety. Some overuse of simple words.	Very limited vocabulary, frequent repetition, or incorrect word choices.
Sentence structure & Clarity	Sentences are well-structured, clear, and convey meaning effectively.	Mostly complete and clear sentences with minor errors.	Some incomplete or unclear sentences.	Many incomplete or unclear sentences that make understanding difficult.
TOTAL				
	/5			