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THESIS TOPIC:

**THE EFFECTIVENESS OF STUDENT FEEDBACK IN SEVENTH GRADE
STUDENTS' PRODUCTIVE SKILLS DEVELOPMENT AT CENTRO ESCOLAR
NAPOLEÓN RÍOS, SANTA ANA, EL SALVADOR, 2017**

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ABSTRACT

Students' production of a second language depends on many important factors that affect the productive skills development, and in this case, student feedback plays an essential role in this process. So the main purpose of this study was to analyze the effectiveness of student feedback in seventh grade students' productive skills development.

To carry out this research project the researchers used the qualitative study; besides, the researchers used the Cluster Sampling technique in order to get target population. The different tools used by the researchers were: interview guides, check lists, and field notes. By using these tools, the researchers gathered qualitative data, and as a result, the qualitative study was useful for the researchers to measure the effectiveness of student feedback in seventh grade students' productive skills.

The researchers expected to find the effectiveness of students' feedback in order to analyze the impact in seventh grade students' productive skills.

INTRODUCTION

The present research “The effectiveness of student feedback in seventh grade students’ productive skills development at Centro Escolar Napoleón Ríos, Santa Ana, el Salvador, 2017 “ develops a complete study of the effectiveness of feedback in the productive skills through the observation of the various indicators that permit to recognize the improvement of those skills. This study was conducted after identifying the need of effective feedback in the English learning process, especially in the productive skills in basic levels. This academic paper is divided in five chapters:

The first chapter deals with the statement of the problem that is described through a diagnose stage in which the problem is studied to determine and set the basis for the investigation. Also, this chapter includes the general and the specific objectives that lead this study, and the reasons that lead the research team to conduct this research.

The second chapter is about the state of art which contains previous studies, definitions of the various terms that are used in the research, and the current situation of the problem. Besides, it provides a complete description with historical background of each term and variable used to develop this academic paper. This previous studies, definitions and historical backgrounds have been taken from serious and experienced sources to provide a better comprehension of the phenomenon.

The third chapter describes the methods that the researchers used and all the steps that the researches followed through the whole research process. These steps include the paradigm and design, the description of the environment, the units of observation, and the tools, and also the validity of the instruments, the reliability and the ethical aspects that the researchers used in order to carry out the research. Finally, this section contains the time table and

the budget in which are developed a complete description of the resources that the research team needed in order to develop the investigation.

The fourth chapter contains the analysis of the data gathered through observation notes developed by the researchers and the questionnaires developed by the students and the teacher involved in the research. This analysis is organized by the objectives of the research.

The final chapter presents the conclusions that were obtained after the analysis of the data gathered, and the recommendations for the future researchers, the students, and the teacher; moreover, it contains the references of the sources used to develop this research and the appendixes that provide more information to support this work.

CHAPTER I: STATEMENT OF THE PROBLEM

The importance of feedback through error correction in the productive skills (speaking and writing) in the English learning process has received considerable attention during the past decades. According to Brown (2000), an error is “a linguistic form or combination of forms which, in the same context and under the same context and under similar conditions of production, would, in all likelihood, not be produced by the speakers’ native speaker counterparts.” In other words, related to the students, errors are usually produced frequently, so error correction is the technique that teachers use to help the students to overcome this linguistic form or combination of forms that is present in the productive skills.

According to Corder (1974), correcting learners’ errors is substantial in three different ways: First, they tell the teacher about the progress of the learner, and therefore what remains to be learned. Second, they supply evidence of how a language is acquired and what strategies the learner employs in learning English. Thirdly, they are indisputable to the learning process because making errors is regarded as a device the learner uses in order to learn. Regarding to feedback, every teacher has a different perspective of what feedback is, so teachers are free to apply the methods that best fits their needs and their students’ needs. Effective feedback not only tells students how they performed, but how to improve the next time they engage the task. Effective feedback is provided in such a timely manner that the next opportunity to perform the task is measured in seconds, not weeks or months.

1.1 Description of the problem

Speaking and writing, error correction, and giving effective feedback are controversial issues in the English language learning, and there are some complexities about whether to use error correction and feedback or not. If

speaking and writing error correction is necessary, the teacher should know when or how to correct students' productive skills errors in the classroom. In Centro Escolar Napoleón Ríos at Santa Ana city, students of seventh grade section "C" received feedback in their productive skills in a manner that their teacher considered appropriate; however, Salikin, (2001) argued that there was not a common idea on the most effective method of error correction or feedback. So, this topic always caused complex questions in the teachers' minds in the teaching process.

Error correction is seen as a form of feedback given to students on the English use. Teachers cannot deny the fact that correcting the errors made by students when they speak or write is one of the most difficult tasks in English acquisition. Thus, every English teacher should consider some of the following issues about error correction: the difference between a mistake and an error, how much correction should be made, at what phases the teacher should correct the error, and how the teacher can correct students without demotivating them.

According to observations carried out in the school mentioned above, feedback was applied, and may have been useful for many students of seventh grade section "C", but not always the feedback was effective in their productive skills performance.

It was asserted to say that English students had the need of feedback in speaking and writing in order to develop students' performance, and it is effective to lead the students to think on their errors themselves as a group or pair and get them to check their own performance by observation.

Feedback in productive skills is a stimulating and complicated issue because of the individual differences in situations such as, punctuation, coherence, grammar, spelling, fluency, intonation, and pronunciation as effective

items in speaking and writing. There were many things that should have been definitely taken into consideration such as students' language level, what kinds of errors to be corrected, and how to correct such errors. It was appropriate to mention that errors in speaking and writing are quite normal and unavoidable; therefore, a proper method should be developed and used in providing an effective feedback.

Error correction in spoken and written language requires careful and effective treatment because of the fact that each student may react to the teacher's feedback in a different way. One of the main aims of the speaking and writing was to get the students to learn and practice the target language in a proper and correct way. Therefore, it was recommended that teachers should have behaved carefully and selectively in productive skills error correction. In the diagnose addressed to seventh grade students at Centro Escolar Napoleon Rios at Santa, researchers could observe that students developed written and spoken in-class activities which they could solve them very well; however, in the test, they were required to develop almost the same exercise done in the in-class activities, but the result this time was that they could not solve the exercises. So, it was clear that something happened about the feedback.

The English teacher of Centro Escolar Napoleon Rios argued that he preferred not interrupt students while they were performing a spoken in-class activity because he thinks that students could frustrate easily, consequently this could affect their English learning process; besides, Haluskova, (2008) asserted that excessive negative feedback, which meant frequent interruptions and corrections, may get the student to avoid communication. In contrast, excessive positive feedback, which meant ignoring the errors to some extent, may reinforce the students' errors, and may cause fossilization of such errors. So, there should have been a balance while giving feedback. And the researchers observed in the diagnose stage, that the excessive positive feedback may have

been the factor that was affecting students' productive skills academic performance.

The present research analysis was intended to help English teacher to be aware of the most frequent errors in productive skills committed by English students, and they may consider some very important issues about understanding the significance of Error Correction in the process of English language acquisition such as: how much correction should be made, at what phases the teacher should correct the error, and how the teacher could correct the students without de-motivating them.

In this way, seventh grade students of Centro Escolar Napoleon Rios at Santa Ana were benefited because they may receive effective feedback in order to improve their productive skills.

After all of this, researchers came up with the following question: How effective is student feedback in seventh grade students' productive skills?

1.2 Research question

How effective is student feedback in seventh grade students' productive skills?

1.3 Research Objectives

1.3.1 General Objective:

1. To analyze the effectiveness of student feedback in seventh grade students' productive skills development at Centro Escolar Napoleón Ríos Santa Ana, El Salvador, 2017

1.3.2 Specific Objectives:

1. To recognize whether productive skills are reinforced through the implementation of error correction feedback technique in class
2. To establish the effect of feedback in students' productive skills
3. To determine if the types of feedback applied by the teacher are suitable for students' productive skills.

1.5 Justification

Generally, feedback has been necessary in the English learning process; though, not all the time, it has been implemented in an effective manner by teachers. To be implemented in a correct manner, feedback should be focused on the students' needs and that includes setting up the right time to provide feedback, for example during or after an activity and also what type of feedback (individual or group) is more adequate to provide. Besides, teachers should monitor each student's background to provide an effective feedback.

As a common knowledge, feedback is very important in the English learning process. Researchers observed that the correct implementation of feedback was a necessity for all students because effective feedback helps the students to assimilate the contents in a better way. This research is helpful for all the teachers and institutions that would like to improve their feedback in the productive skills, as it studied the effectiveness of feedback in this area, and provided recommendations and tools to reinforce the feedback skills. Also students from private and public institutions that could have access to this academic paper would be benefit with this study. For this reason, it was important to mention that the research's main goal was to analyze the effectiveness of feedback at Centro Escolar Napoleón Ríos, specifically seventh grade.

At Centro Escolar Napoleón Ríos, the teacher provided feedback; however, the researchers found out in the diagnose stage that the approach that the teacher applied was based mostly on the students' effort rather than on the delivery of effective feedback, for instance: whenever students made activities such as participating in dialogues and writing simple sentences, students got a good grade just for participating and doing the activities in front of the class no matter if students had committed any mistake because he took into

consideration that seventh grade student did not have previous English knowledge as he considered that students' motivation could have been affected if they were directly corrected. But this meant that when they were evaluated even with the same activity, they did not learn the target language, and that meant that something was wrong with feedback, so that, the researches helped to study this phenomenon and helped the institution for a better comprehension of the situation; in like manner, at the end of the study, the researchers provided suggestions and recommendations for current and future teachers to help students to internalize and assimilate the English language in a more effective way at the school previously mentioned.

CHAPTER II: STATE OF ART

Feedback in the field of education is considered as an adequate process that reinforces and enriches accurate information in the English learning process of learners. That means it is so important to evaluate how the development of this process makes a considerable effect in students' knowledge, and also how the students interpret this information in order to have a practical orientation and motivation not only for students but also in a certain part for teachers.

In this present work, researchers included a brief history of how feedback has taken place in education. So, the effect of feedback is indisputable, and it has been gaining, through the time, an interesting value in education. Stone and Heen, (2014) declared that the term "feed-back" was coined in the 1860s during the Industrial Revolution to describe the way that outputs of energy, momentum, or signals are returned to the point of origin in a mechanical system. By 1909, according to The Official Web Site of the Nobel Prize, (2014), Nobel laureate Karl Braun who was appointed as an Extraordinary Professor of Theoretical Physics at the University of Marburg and whose important works were in the field of electricity such as radio, television technology, and wireless telegraphy, used the phrase to describe the coupling and loops between components of an electronic circuit. A decade later, the new compound word "feed-back" was being used to describe the circulating sound loop in an amplification system.

In other words, feedback, in an electronic sense is where the output of a system is fed back into the inputs to change the outputs. For example, inputs into the mics were "feeds", and these mics were designed to only work with inputs, then if there were "feeds" that came back through the system usually from being too close to speakers, then an awful noise appeared. So, that awful noise was named "feedback" because it was a "feed" that came "back" into the system.

Later on, after the World War II, the system of education collapsed, but the term “feed-back” began to be used in the field of industrial relations such as performance management (Stone and Heen, 2014).

The term "feedback" means Feed corrective information back to the point of origin. However, there are a variety of meanings of the word feedback, but it depends on the field that it might be studied. For instance, in management theory, the definition of feedback is quite acceptable in the field of education. Feedback is information about the gap between the actual level and reference level of a system parameter which is used to alter the gap in some way. For this purpose, a system parameter might be considered as the accurate information which is the ideal level for enriching the learning process in learners. So, in this sense, learners reinforce the target in a way to improve performance (Ramaprasad, 1983).

2.1 What the Research Shows

The first studies and theories about feedback are almost 100 years old and arose out of the psychological perspective called behaviorism. Positive feedback was considered “positive reinforcement”, and negative feedback was considered “punishment.” Both reinforcement and punishment affect learning; thus, feedback was theorized to be effective. The problem with this theory is that not all feedback is actually effective (Brookhart, 2017).

Moreover, educational theorists no longer explained learning with behaviorist theories about stimulus-response connections. Besides, more recent studies recognized the role of the student in the feedback process; they studied the kind of feedback given, and the context in which it was presented. What we now realize is that the message sent is filtered through the student’s perception (influenced by prior knowledge, experiences, and motivation) as it becomes the message received. The student’s job is to make meaning from schoolwork, not

to respond to stimuli. Making meaning requires using and controlling one's own thought processes. This is called self-regulation (Brookhart, 2008).

Research review showed that both external feedback (such as teacher feedback) and internal feedback (such as student self-evaluation) affect student knowledge and beliefs.

Together they help students with self-regulation: deciding on their next learning goals, devising tactics and strategies to reach them, and producing work. An important point here is that teacher feedback is not teacher regulation. Teachers can't "make" students focus on or learn something. Teacher feedback is input that, together with students' own internal input, will help the students decide where they are in regard to the learning goals they need or want to meet, and what they will tackle next (Brookhart, 2017).

2.2 The effects of feedback depend on the nature of the feedback.

Hattie & Timperley (2007) reviewed these and other works to synthesize a model of feedback that focuses on its meaning. Their review used the lens of formative assessment questions (Where am I going? How am I going? Where to next?, which they call "feedback questions." Thus, they recognized the importance of feedback in the formative process. Feedback can be the information that drives the process, or it can be a stumbling block that derails the process (Brookhart, 2017).

Hattie & Timperley (2007) proposed a model of feedback that distinguishes four levels: (1) feedback about the task (such as feedback about whether answers were right or wrong or directions to get more information), (2) feedback about the processing of the task (such as feedback about strategies used or strategies that could be used), (3) feedback about self-regulation (such as feedback about student self-evaluation or self-confidence), and (4) feedback

about the student as a person (such as pronouncements that a student is “good” or “smart”). The level at which the feedback is focused influences its effectiveness. Feedback about the qualities of the work and feedback about the process or strategies used to do the work are most helpful. Feedback that draws students’ attention to their self-regulation strategies or their abilities as learners can be effective if students hear it in a way that makes them realize they will get the results they want if they expend effort and attention. Personal comments (“Good girl!”) do not draw students’ attention to their learning (Brookhart, 2017).

2.3 Feedback and Grading

Several researchers, through several studies, going back 50 years, have investigated the effects of grades versus comments on student performance. Page (1958) is the classic of this type of study. Page found that student achievement was higher for a group receiving specified comments instead of letter grades and higher still for students receiving free comments (written by the teacher). Writing comments was more effective for learning than giving grades. Other researchers replicated Page’s study many times over the years, with an interesting result: sometimes these results were replicated, and sometimes they weren’t (Brookhart, 2017).

2.4 Feedback as a Part of Formative Assessment

To go deeply, it is common knowledge that the goal of formative assessment is to monitor student learning to provide ongoing feedback that can be used by instructors to improve their teaching and by students to improve their learning. More specifically, formative assessments:

- help students identify their strengths and weaknesses and target areas that need work

- help faculty recognize where students are struggling and address problems immediately

Formative assessments are generally *low stakes*, which means that they have low or no point value. Examples of formative assessments include asking students to:

- draw a concept map in class to represent their understanding of a topic
- submit one or two sentences identifying the main point of a lecture
- turn in a research proposal for early feedback (Eberly Center Teaching Excellence & Educational Innovation, 2015)

Subsequently, feedback as an important component of the formative assessment gives information to teachers and students about how students are doing relative to classroom learning goals. From the student's point of view, the formative assessment "script" reads like this: "What knowledge or skills do I aim to develop? How close am I now? What do I need to do next?" Giving good feedback is one of the skills teachers need to master as part of good formative assessment. Other formative assessment skills include having clear learning targets, crafting clear lessons and assignments that communicate those targets to students and –usually after giving learn how to formulate new goals for themselves and action plans that lead to achievement of those goals.

Thus, feedback can be very powerful if done well. The power of formative feedback lies in its double-barreled approach, addressing both cognitive and motivational factors at the same time. Good feedback gives students information they need so they can understand where they are in their learning and what to do next—the cognitive factor. Once they feel they understand what to do and

why, most students develop a feeling that they have control over their own learning—the motivational factor.

In addition, good feedback contains information that a student can use, which means that the student has to be able to hear and understand it. Students can't hear something that's beyond their comprehension; nor can they hear something if they are not listening or are feeling like it would be useless to listen. Because students' feelings of control and self-efficacy are involved, even well-intentioned feedback can be very destructive. ("See? I knew I was stupid!") The research on feedback shows its Jekyll-and-Hyde character. Not all studies about feedback show positive effects, the nature of the feedback and the context which are given matter a great deal.

What is more, good feedback should be part of a classroom assessment environment in which students see constructive criticism as a good thing and understand that learning cannot occur without practice. If part of the classroom culture is to always "get things right," then if something needs improvement, it's "wrong." If, instead, the classroom culture values finding and using suggestions for improvement, students will be able to use feedback, plan and execute steps for improvement, and in the long run reach further than they could if they were stuck with assignments on which they could already get an A without any new learning. It is not fair to students to present them with feedback and no opportunities to use it. It is not fair to students to present them with what seems like constructive criticism and then use it against them in a grade or final evaluation (Brookhart, 2017).

2.5 Feedback for Instruction, Not Only Assessment

In the educational field, feedback is typically characterized as assessment of progress toward a goal, but it is also a cue to seek more information or instruction. Think about the typical conversation with your child or another

student when you ask, “How are you doing in Class X?” The student responds nonchalantly, “I don’t know yet, but I will next week after I take the test.” If the student interacts with the curriculum goals at the beginning and throughout the lesson, then the natural process of using feedback to cue an instructional need or opportunity presents itself. It appears that we have missed the opportunity to systematically use feedback in this instructive way.

Besides, the best way that a school can provide for a student to learn and use feedback strategies is for the teacher to make teaching changes to incorporate feedback throughout instruction as well as during assessment in every class. Just as a hinge connects two panels so they can swing relative to each other, feedback is the hinge that swings the information about goals and progress between teacher and student. Teachers who deliberately teach students to use feedback and help-seeking strategies to learn the content of the curriculum objectives report that student engagement increases. As students become more engaged in the learning activities, their actions and self-assessment provide feedback to teachers, who in turn make deliberate decisions to adjust teaching (Pollock, 2012).

2.6 What Is The Problem With Feedback?

According to Molloy (2013), we all, teachers, experience the influence of feedback in our lives and in our work. We are told that we can’t park our car in a particular space, and we choose to go elsewhere. Our students tell us that they don’t understand a point we have made in class and we find another way of explaining it. We get referees’ comments on a paper submitted to a journal; we make revisions and resubmit it. These are familiar examples of everyday feedback and our responses.

Feedback is a normal part of our lives; it is ubiquitous. If it seems to work so normally and so regularly, why then does it appear to be so troublesome in

higher and professional education? Why is it that students complain more about feedback than almost any others parts of their courses? Is what we are doing so wrong, or are there other explanations of what is rapidly becoming a crisis of concern? One of the key reasons for a focus on feedback is that it is widely accepted to be an important part of learning and it refers to an important part of learners' lives. It is not some minor feature of students' experience. They have probably spent more time on their main assignments than on any other aspects of their study.

Also, feedback is the mechanism through which students discover whether they are successful in their work and if they are on track to meet expectations. It is central in their lives as learners. Through feedback teachers communicate what they value and do not value in what students do. It is a personal channel of communication to students about something in which they have typically invested considerable time and effort. Learners care about their work and they care about how it will be judged.

Moreover, there are explanations for what appears to be troubling and that there are many strategies that can considerably enhance the positive impact of feedback on students and their learning. We will show that part of the present 'crisis' is that we do not have a sufficiently secure idea of what feedback is for us to consistently use it effectively (Molloy, 2013).

2.7 Features of Feedback

Why be concerned about feedback now? More than ever students are expressing dissatisfaction with feedback in higher education. And more than ever, institutions worldwide are investing resources and time in trying to remedy this 'problem'. There is a substantial risk in finding a simple solution that may raise student ratings of feedback quality in the short term, but fail to address the underlying problem. So, having teachers label many of the things that they do in

normal teaching as 'feedback' may increase awareness of the diversity of uses of the term — that it is more than giving comments on written work — but it may also lead to cynicism on the part of both teachers and students that what is important is not improving the quality of feedback, but simply identifying that it may be occurring. The 'let's increase our signposting of feedback' response interprets negative student ratings as a lack of awareness of feedback on their part, that is, a learner deficit, not a problem of teaching and courses. It therefore avoids engagement with substantive educational issues and making decisions about changing teaching, learning and assessment practice.

Furthermore, the quick fix misses the underlying problems. Much of the literature in higher and professional education has focused on the 'delivery' of feedback by teachers to students, as if the most important parts of the process are the actions of teachers. This contrasts with the view taken here that the fundamental justification of feedback must be to change what students can do. The acts of teachers need to be judged in the light of their impact on learning. The process of feedback might be prompted by what teachers say or write, but the process is not concluded until action by students occurs. This means a wider perspective must be adopted that includes what happens prior to teacher inputs—briefing, orientation, nature of the task—and what occurs afterwards—responses of students, subsequent attempts at tasks or submission of work, etc. Feedback, in this view, encompasses a far broader group of activities that includes actions by teachers (and others who contribute to feedback) and by students.

This involves not just focusing on what occurs within the conventional framing of feedback, such as improving the quality of comments and ensuring that they reach students in a timely fashion, but reframing the notion of feedback around the effects on students. Feedback thinking then starts with the design of the program or the unit of study, the selection, location and sequencing of tasks,

includes the provision of hopefully useful information and the reception and use of this information by students, and ends with both teachers and students seeing the outcome of feedback in improved performance on subsequent tasks. For feedback to be effective, attention needs to be focused more on what occurs before the generation of comments, and what occurs afterwards. This is not to say that the comments themselves are not important, but that in isolation from student engagement, they will not be effective. In particular, evidence of effects is needed, not only to ensure that feedback has been done well, but that it has even occurred at all. It is timely to think further about feedback now not only for these intrinsic reasons, but because higher and professional education is taking place in a rapidly changing context.

There is an increase in the numbers and diversity of students, students are drawn from a greater range of educational experiences than ever before and fewer assumptions can be made about their prior experience and what that equips them to do now. They are being prepared for increasingly diverse forms of practices and workplaces and this is all occurring in an increasingly cost-constrained environment in which personal attention from teachers and supervisors is severely limited.

In addition, if it was ever possible to base feedback practices on a common set of assumptions about what student work was, it is not possible now. Finally, we need to attend to feedback now, not just to improve immediate performance of students on their current tasks and educational outcomes, but to build their capacity to use feedback for their own ends. In the world of work, they will typically not have structured processes of learning. Continuing learning in work will require individuals, together with others (peers, consumers, various resources) to take their own initiatives to seek and utilize feedback in settings in which the imperative is productive work, not learning. To do this they will need to be equipped with high levels of self-regulatory ability so they can plan and

manage their performance, monitor themselves and utilize all manner of persons and processes to generate what they need to be effective practitioners.

The foundation of these needs to be laid from the very start of their courses and reach a very high level by the end so that they can enter the workforce with all that they will need to manage their own learning. A key part of the attainment of this state (learning to trust their self-evaluative capacity) will need to come from feedback processes. So, a key outcome is not just improvement on the performance of tasks now, but on the capacity to better manage subsequent tasks of different kinds. This is the double duty of feedback (Molloy, 2013).

2.8 The Problems with Feedback.

Further, feedback is under scrutiny from many points of view. The problem of feedback is not a singular one. It arises from many different directions and many different dimensions. For an impact to be made, these issues need to be acknowledged and tackled together. The problems we suggest are ones of perception, of shared meaning, of impact on learning, of burdensomeness and of being judged (Molloy, 2013).

Effective feedback, however, shows where we are in relationship to the objectives and what we need to do to get there. “It helps our students see the assignments and tasks we give them as opportunities to learn and grow rather than as assaults on their self-concept. “And, effective feedback allows us to tap into a powerful means of not only helping students learn, but helping them get better at learning” (Boston Public School, 2001).

2.9 Types of feedback

There are two types of feedback that teachers prefer to use the most because they provide evidence clearer to correct students. These types of feedback are oral and written which are described as follows.

2.9.1 Oral feedback

Oral feedback usually occurs during a task. It is sometimes underestimated because it is less formal, but it can be a very powerful and effective tool as it can be provided easily in the 'teachable moment' and in a timely way.

Also, oral feedback is a powerful force for moving pupils on and will be the most regular and interactive form of feedback. It is both direct (targeted to individuals or groups), but also indirect (others listen and reflect on what has been said)

Asking "What do you notice about _____?" or "How does this match the criteria?" stimulates students' thinking about their learning (Earl, 2003).

2.9.2 Written feedback

Written feedback tends to be given after a task. Effective written feedback provides students with a record of what they are doing well, what needs improvement and suggested next steps. Students and teacher might use a log to monitor whether and how well the student has acted on the feedback.

Also, written feedback can be a powerful tool for helping students to move forward in their learning. However, if we bombard the students with too much feedback, the students will shut down. Do you remember ever getting an English paper with more red marks than your original writing? Did you feel that it was hopeless to try to write?

Written feedback needs to be

- Timely so that it is paired as closely as possible with the event
- written in a manner that is understandable for the student
- Actionable so that the student can make revision

Besides, written feedback needs to include:

- Where the student has met the learning intentions and/or success criteria
- Where the student still needs to improve
- A way to think through the answer for themselves (Earl, 2003).

2.10 Feedback during and after learning

On the other hand, feedback during learning allows students to take feedback on board immediately and to try to realize improvement during the learning process. This is often more effective and productive to the learning experience than end-of task feedback measures (usually summative), which require students to remember the feedback and apply the recommended strategies to a future task.

Too often, feedback that is provided to students after learning has concluded is not used by the students to improve their work. This often results in teachers making the same comments over and over again and wondering why the student has not transferred the information to another context. For such feedback to influence subsequent learning, students must remember it, translate it into advice that is transferable across tasks, and apply it the next time they encounter a task in which this learning could apply. Generally, while strong students can often do this, struggling students find it more difficult (Earl, 2003).

2.10.1 Feedback during and after learning should:

- focus on what is being learnt (learning intention) and how students should go about it (success criteria)
- provide information on how and why the student has or has not met the criteria
- provide strategies to help the student to improve (Earl, 2003)

2.11 Evaluative feedback

Evaluative feedback, in the form of grades or brief general comments, (e.g. “well done”), provides some information about learning, but does not convey the information and guidance that students can use to improve.

It can make the good students feel better (and at times complacent) and the less able students feel worse (and more certain that they will never be able to succeed).

In attempting to create a positive climate for learning, many teachers increase the level of praise that they give during feedback sessions.

Research shows, however, that praise needs to be realistic if the feedback is to be more meaningful. Regular, excessive praise often does more harm than good, leading to delusion or even frustration and resentment. To be really effective, praise needs to confirm a child’s own sense of reality.

The impact of feedback on learning achievement has been found to be low when it is focused on praise, rewards and punishment (Timperley, 2007).

2.12 Descriptive feedback

Effective feedback provides students with detailed, specific information about improving their learning.

This descriptive feedback is:

- Linked to the learning that is expected (Where am I going?)

Addresses faulty interpretations and lack of understanding (How am I going?)

- Provides students with visible and manageable 'next steps' based on an assessment of the work at hand and an image of what 'good work looks like' so that they can begin to take on the responsibility of self-assessing and self-correcting (What do I need to do to improve and how do I do it?).

An example of descriptive feedback:

That's a good introduction because you have covered the main points we discussed at the beginning. Now ... which points do you think you should expand on? (Earl, 2003).

2.13 Informal feedback

'Check ins' are vitally important to providing effective feedback.

'Check ins' occur when the teacher visits students as they are engaged in a task to make sure they are on the right track. 'Check ins' can quickly and effectively steer students in the right direction or enhance learning.

'Check ins' can also occur when students approach the teacher to seek feedback. For longer projects these could be determined in advance with allocated times for students to 'check in' (Earl, 2003).

Informal feedback is offered as an alternative method. It is entirely formative although information gained in this way could be usefully incorporated

into a teaching portfolio for promotion purposes. The information collected through informal feedback is confidential between the lecturer and their students. Informal feedback should not replace formal feedback in circumstances where formal feedback is required.

Advantages:

Informal Feedback

- is a quick and easy method to obtain information from students to assist your teaching/course delivery;
- offers an opportunity for students to provide timely, constructive information that will assist learning;
- allows information to be collected at any point during the course, though time should be left to implement any changes;
- helps students to become more reflective about their learning;
- can indicate the need for student development of study skills;
- can foster a good rapport between staff and students, by showing that the lecturer cares about the opinions of their students (Angelo, 2013)

2.14 Formal feedback

Formal feedback can be provided through structured conferences with specific goals. For instance, teachers can meet with a few students a day or a week depending on specific projects, deadlines, and individual student needs. It is important to set up these conferences in a structured way with a focus on individualized goals so both teacher and student make good use of their time.

Hints for student-teacher conferences:

- Look at student work beforehand.

- Use a checklist or feedback form that students can use as a reference for making revisions.
- Focus on two to three items that need work and show how to improve them.
- Make time for the student to ask questions and give input.

When teachers use formal conferencing along with informal feedback, students are better protected from failure and set up for success (Earl, 2003).

2.15 Peer feedback

The use of structured peer conferences can provide students with the opportunity to give and receive feedback about ongoing work, especially when the focus is on improvement rather than grading.

A positive aspect of the peer feedback process is that students get to see other students' work which can also deepen understanding of the learning goals.

Left to their own devices to give feedback, many students will use the time to chat, criticize the other students' work or get nothing done (Earl, 2003).

2.16 Self-feedback (reflection/evaluation)

During the provision of feedback, teachers have the opportunity not only to provide direction for the students, but to teach them, through explicit modeling and instruction, the skills of self-assessment and goal setting, leading them to become more independent.

To help students reach autonomy teachers can:

- explicitly identify, share, and clarify learning goals and success criteria
- model the application of criteria using samples

- provide guided opportunities for self-feedback
- teach students how to use feedback to determine next steps and set goals
- allow time for self-feedback/reflection (Earl, 2003)

2.17 Productive skills

The process of learning English is slow and progressive and it could be interpreted as a series of challenges to face. This process consists of the development of certain skills. According to the Common European Framework, these are divided into productive and receptive. Receptive skills comprise reading and listening. They are important because they allow learners to understand contents, textbooks, works or documents. Productive skills consist of speaking and writing and they are significant because they permit learners to perform in communicative aspects such as oral presentations, written studies and reports among others. Therefore, these skills need to be developed and learnt properly.

According to the experiences of some foreign languages learners, most difficulties are found in the productive skills, thus the main purpose of this study was to identify the factors causing those problems (Rico, 2014).

2.18 Previous studies

Previous studies have addressed several aspects of factors affecting writing or speaking. In Jaramillo and Medina's study (2011), the written skill is perceived as an art in which willingness and motivation are important. According to Urrutia & Vega (2010), speaking is a skill which is mostly affected by causes such as lack of vocabulary, shyness, and fear of being humiliated.

In Ellis (2008), it was shown that learning difficulties varied according to the type of knowledge students have. In addition, in Ferrari and Palladio's

(2007), certain skills were examined which showed that the most frequent difficulties come from students' previous knowledge as well as the different disorders they presented.

Furthermore, it is necessary to explain that there are many learners who need to express their ideas in a second language, but they find themselves without the linguistic resources to carry it out, (Gass & Selinker, 1994). This means that they are not acquiring knowledge correctly (Rico, 2014)

2.19 Productive skills' Definition

Productive skills, speaking and writing, are defined, by Jaramillo and Medina (2011), as an important form of expression used to persuade or convince other people as well as to share ideas and feelings. According to Chastain (1998), speaking is a productive skill that involves many components, such as grammar, strategy, sociolinguistics and discourse. For him, speaking is more than simply making the right sounds, choosing the right words or getting the correct constructions (Rico, 2014).

2.20 Writing skill

Currently, the English language is the most widely spoken language in the world. Nowadays, the use of English is more widespread because of the business-environment revolution, the ongoing advances in technology such as the internet and other businesses (Pakir, 1999).

English as a foreign language and English as a second language (EFL/ESL) learners face many obstacles. For instance, writing is one of the most difficult skills for students to acquire. Writing is unlike spoken language. In that, it requires the reader or the audience to understand and interpret what has been written.

Nunan (1999) states that “the most difficult task to do in language learning is to produce a coherent, fluent, extended piece of writing, which is even more challenging for second language learners. ”Written products are often the results of thinking, drafting and revising procedures that require specialized skills, skills that not every speaker develops naturally (Brown, 2000).

Consecutively, Emmons (2003) states that "writing is a basic skill that needs to be mastered by all English Language major students; it is believed that writing demands a great deal of skills and conventions such as writing readiness and grammatical rules for the students to become proficient and effective writers." In approaching writing tasks, students are actually searching for solutions to a series of problems.

Moreover, Nanun (1989) believes that “at the sentences level these include control of content, format, sentence structure, vocabulary, punctuation, spelling and letter formation. Beyond the sentence level, the writer must be able to structure and integrate information into cohesive and coherent paragraphs and texts” (Albalawi & Younes, 2015).

2.21 Previous studies

In the history of language teaching, there have been numerous studies that investigated the writing problems which hinder students from introducing a mistake-free piece of writing. Teh (2005) points out that writing is the skill most Malaysian students are less proficient in, and they do not know how to accomplish the written tasks in satisfactory ways. ÖzgeRazı (2013) states that “Turkish students who learn English as a foreign language usually find it difficult to write in (Albalawi & Younes, 2015).

2.21.1 Writing definition

Peters (1986) defines writing as a “curiously solitary form of communication, addressed to an absent and often unknown reader”. Grami (2010) commented that many researchers (e.g., Widdowson, 1983; Smith, 1989; White, 1987) have defined writing as a ‘complicated cognitive task’ because of the fact that it “demands careful thought, discipline, and concentration, and it is not just a simple direct production of what the brain knows or can do at a particular moment” (Albalawi & Younes, 2015).

2.21.2 Grammatical Problems

Apparently, learners have a number of problems in their attempts to write in the second language. “As verbs take different forms depending on tense and subjects they are used with, they create problems for second language writing students”.

Similarly, Kharma (1987), in Melese (2007), states that students have problems with subject verb agreements, pronoun references, and connectors. Sentences reflect various syntactic structures. However, incapable learners use run-on, incorrect, and fragmented sentences. Kharma (1987) states that those students who have the problem of writing good sentences structures are unable to produce longer sentences requiring subordination and coordination. According to Zamel (1983), cohesive devices are crucial in writing. However, the linking devices have been found to be problematic for English language students (Alfaki, 2015).

2.21.3 Punctuation Problems

According to Byrne (1988), the fact that punctuation has never been standard to the extent as spelling, makes it is problematic. Similarly, Carrol &

Wilson (1995) state "students' writing encounter punctuation problems as there are no universal rules of punctuation" (Alfaki, 2015).

The data obtained from the students' module writing showed that students suffered serious deficiency in applying the punctuation system correctly in their writing. Due to the large amount of punctuation errors in the students writing modules, researchers found it more practical to just cite the categories of the students' punctuation errors. These error categories are as follows: 1. the absence of the capital letter at the beginning of new sentences. 2. Rare capitalization of proper nouns. 3. Incorrect usage of the colon. 4. Omission of the semicolon. 5. The absence of the exclamation mark where required. 6. Run-on sentences, with no full stops at the end of sentences. 7. Poor or no revision of what is written and not enough spaces between words. 8. Lack of question marks. 9. Hyphens are hardly used. 10. The omission of the comma after introductory elements. The students of the subject are in need of learning the aspects of the English punctuation system, such as the way to punctuate a question or when to end a sentence.

These findings are alike to Shoe bottom's (2016), who found out that the most serious of punctuation mistakes are made not only by ESL students, but also by native speakers, too. The mistakes are due to the lack of a clear understanding of what a sentence is, and they result in fragments (incomplete sentences) or run-ons ('sentences' that do not end when they should) (Albalawi & Younes, 2015).

2.21.4 Spelling Problem

Due to the influence of other languages, variant pronunciations and other historical reasons, the English spelling system which has become inconsistent is complex for students (Alfaki, 2015).

According to the research carried out by Younes & Albalawi, (2015), analyzing students' spelling mistakes revealed that such mistakes filled in one of the following categories (these categories were quoted from Al Jayousi (2011)):

1. Substitution: this includes errors caused by substituting a letter or more for another, as substituting the e for the i in big (beg).
2. Omission which includes errors caused omitting one letter or more, as omitting the 'f' in the word affect (affect).
3. Addition: This refers to adding an extra letter or letters to a word, as adding an 'e' to the word especial (special).
4. Disordering; which refers to disordering some letters in a word, such as writing 'because' (instead of 'becaues').
5. Segmentation: This refers to write one word as two, or segmenting the word, e.g. 'some times' (sometimes).
6. 'Unrecognizable': this category includes words that could not be recognized because they were unreadable, such as dib. This category was considered as a wastebasket for such words.

Consequently, investigating students' spelling mistakes is considered a rich field of research. What is more, Al-Karaki (2005), who claims that errors caused by spelling words as they are pronounced are attributed to the irregularity of English and thus are classified in the category of Irregularity of English Spelling. Students need to understand that spelling mistakes do not usually prevent the reader from understanding what the writer is trying to say, but they can create a negative impression. For this reason, it is advisable to try to remove them from important pieces of writing (Albalawi & Younes, 2015).

2.21.5 Coherence

According to Kharma (1986), learners have the problem of structuring the paragraph, topic development of a paragraph, structuring the whole discourse and a theme in a discourse. Also, as it is stated: "The most common students' problem in paragraphing is either the paragraph is not limited to a single topic or the single topic is not developed or exemplified adequately". Raimes (1983)

states that the other problem of organization in student' writing is the difficulty of differentiating a topic and supporting ideas or generalizations and specific details. Pincas (1982) has also showed that learners have the problems of writing united paragraphs because of their failure to use cohesive devices appropriately (Alfaki, 2015).

2.21.6 Teachers' Feedback

Zamel (1985) states that teacher's feedback can be effective if teachers respond to students writing as genuine and interested readers rather than as judges and evaluators, similarly, Byrne (1988) thinks that if we are to be truly readers rather than judges, we should perhaps look not so much at what the learners have failed to achieve but rather at what they actually succeeded in doing. This might help students writers to appreciate receiving comments and use them in their revisions. In the same way, Edge (1989) in Ancker (2000) believes that when teachers decide to correct their students, “[they] have to be sure that [they] are using correction positively to support learning” (Alfaki, 2015).

2.22 Speaking Skill

To add more, the English language has an important standing in global communication, hence both oral and written English skills are essential around the world. However, to many, speaking English seems to be a very challenging task. Since the aim of English education is not only to develop knowledge of grammar and written skills but also to teach oral English skills, this problem needs to be studied in order to remedy the situation. Tatham & Morton (2006) state that many people report that they can understand a language, but they cannot speak it. There are also other countries where people experience the same phenomenon; for example, in the Japanese context, it seems that many people have difficulties in speaking English (Paakki, 2013).

2.23 Previous studies

Additionally, Urrutia & Vega (2010) demonstrated that learners' oral performance was influenced by their lack of vocabulary, diffidence, and fear of being despised. It was also indicated that learners' cooperation, self-confidence, vocabulary knowledge, and the class environment encouraged them to improve their speaking skills.

Besides, Prieto (2007) performed a study about the cooperative learning tasks. The findings of her study showed that one way to improve speaking skill is to interact with others, learn from others, and the choice of the topics based on the learners' interests in order to encourage them.

Also, Bozorgian (2012) investigated the relationship between listening skill and the other language skills. The results revealed that there is a close correlation between listening comprehension and language proficiency. That is, the higher the listening scores, the better the speaking scores. Lukitasari (2003) carried out a study towards learners' strategies in overcoming their speaking problems. The results obtained from this study show that learners face a lot of speaking difficulties such as inhibition, nothing to say, low participation, and mother tongue use in their speaking classes. The other result of this study demonstrate that learners did not better their speaking skill because they had not learnt three components of speaking called vocabulary, grammar, and pronunciation (Leong & Ahmadi, 2016).

2.24 Speaking definition

According to Chaney (1998), speaking is the process of making and sharing meaning by using verbal and non-verbal symbols in different contexts. Brown (1994) and Burns & Joyce (1997) defined speaking as an interactive process of making meaning that includes producing, receiving and processing

information. Bygate (1987) defined speaking as the production of auditory signals to produce different verbal responses in listeners. It is regarded as combining sounds systematically to form meaningful sentences (Leong & Ahmadi, 2016).

2.25 Characteristics of Speaking Skill

2.25.1 Fluency

The first characteristic of speaking performance is fluency and it is the main aim of teachers in teaching speaking skill. According to Hughes (2002), fluency is the learners' ability to speak in understandable way in order not to break down communication because listeners may lose their interest. Hedge (2000) expressed that fluency is the ability to answer coherently by connecting the words and phrases, pronouncing the sounds clearly, and using stress and intonation (Leong & Ahmadi, 2016).

2.25.2 Grammar

According to Thornbury (2005), learners' correct use of grammatical structures requires the length and complexity of the utterances and the well-structured clauses. To gain accuracy in terms of vocabulary means to select suitable words in the suitable contexts. Learners sometimes apply similar words or expressions in various contexts which do not mean similar things. So learners should be able to use words and expressions correctly (Leong & Ahmadi, 2016).

2.25.3 Pronunciation

Thornbury (2005) declared that pronunciation is the lowest level of knowledge learners typically pay attention to. In order to speak English language accurately, learners should master phonological rules and they should be aware of the various sounds and their pronunciations. Learners should also know the

stress, intonation, and pitch. All of these elements help learners speak the English language easily and effectively (Leong & Ahmadi, 2016).

2.25. 4 Pronunciation & Vocabulary:

McDonough & Shaw (2003) stated that the teaching of pronunciation is carried out in many different ways, and for different reasons. Sometimes whole lessons may be devoted to it; sometimes teachers deal with it simply as it arises. Some teachers like to 'drill' correct pronunciation habits, others are more concerned that their students develop comprehensibility within fluency.

The process of teaching pronunciation totally depends on the teacher because there is no universal rule for teaching pronunciation. Some teachers use 'bottom up' where students deal with both forming and hearing sounds as 'correctly' as possible. On the other hand, pronunciation is considered as a part of a broader communicative approach (McDonough & Shaw, 2003).

Another step is to choose correct vocabulary which is also important for good speaking. According to Richards (1976), the goals of vocabulary teaching must be more than simply covering a certain number of words on a word list. Then teachers must look into how teaching techniques can help realize the concept of what it means to know a word. Vocabulary had been, for some time, one area of the syllabus where this link between approach, method and technique has been neglected. When teachers deal with primary level students they need to teach some common words to the students because, the kids would need those words in their speaking. Otherwise, while speaking, the students will struggle to find suitable words. For that reason, accuracy and fluency of their speaking might be hampered (Bashrin, 2013).

2.26 Positive and Negative Feedback

Feedback can be positive or negative. For instance, if a behavior or task is demonstrated correctly, then positive feedback relays information to indicate that a behavior should continue. Positive feedback is used to indicate that an expected or desired behavior was demonstrated, or to reinforce successive steps toward a goal. For the purposes of the present study, positive feedback is defined as verbal, nonverbal, or tangible feedback, which could include praise, behavior points, awards, and/or positive acknowledgement of a desired or appropriate behavior.

Conversely, negative feedback indicates that a behavior or task was not performed correctly, thus indicating that a change of behavior is needed to demonstrate successive behaviors toward a goal. Negative feedback is defined in the present study as delivering a verbal or nonverbal reprimand, consequence, ultimatum, and/or leave request to indicate the need to terminate a behavior.

Positive feedback has a variety of features or characteristics. Such features may include “positive evaluations made by a person of another’s products, performances, or attributes” (Baumeister, Hutton, & Cairns, 1990). Intentional positive feedback is a common type of feedback that students receive from their teachers, ranging from statements such as “Good job, Billy!” to more sophisticated and individualized references to students’ performance or behavior in a positively framed manner.

It has been suggested that positive feedback could have favorable effects on motivation, self-efficacy, and performance. Accordingly, teachers have been encouraged to use positive feedback as a universal strategy to reinforce appropriate classroom behavior, Dev, (1997). Askew & Lodge (2000) suggested that in order to be effective, positive feedback must aid in the improvement of

learning by motivating students, increasing confidence, uncovering meaning, and/or increasing understanding and connections to demonstrate an outcome.

Tunstall & Gipps (1996) created a typology of the functions of feedback. They suggested that the functions included providing reward/punishment, showing approval/disapproval, and distinguishing improvements toward achievement. The feedback typology was developed after exhaustively observing and interviewing students and teachers within classrooms. The authors suggested that teacher's use of feedback for socialization and academic performance assessment. Furthermore, they provided two typologies that constituted positive feedback, which were award and approval statements or actions, and two typologies for negative feedback, which were punishment and disapproval (Baumeister, Hutton, & Cairns, 1990).

2.27 Testing and Evaluating Positive and Negative Feedback

It is difficult to find an exact way to evaluate positive and negative feedback, but as it is stated in the paragraph above about "Positive and Negative Feedback"; positive feedback has a variety of features or characteristics. Such features may include "positive evaluations made by a person of another's products, performances, or attributes", and "favorable interpersonal feedback" (Baumeister, Hutton, & Cairns, 1990). Besides, according to Alber & Heward (2000), the Praise on Students' Learning in their performance, motivation, self-efficacy, and affect has a huge impact for them; though, for some other authors the Praise on Students' Learning is a controversial topic, and they argue that praise promotes learning by raising positive affect and self-efficacy.

Accordingly, teachers have been encouraged to use positive feedback as a universal strategy to reinforce appropriate classroom behavior (Sprouls, 2011). Therefore, it is stated that positive feedback is defined as verbal, nonverbal, or

tangible feedback, which at once is composed by praise, behavior points, awards, and/or positive acknowledgement of a desired or appropriate behavior, so if any of these components is present during a class, there is no positive feedback at all because the absence of these essential components led to the depletion of cognitive resources by taking attention away from the task and focusing it on aspects of the self (Baumeister, Hutton, & Cairns, 1990).

Therefore, negative feedback has a relatively stable effect on the level of motivation. This finding is intriguing as no studies, known to date, have shown that praise negatively affects students' motivation. Tunstall & Gipps (1996) suggested a typology of the functions of feedback that include providing reward/punishment, showing approval/disapproval, and distinguishing improvements toward achievement. Furthermore, they provided two typologies that constituted positive feedback, which were award and approval statements or actions, and two typologies for negative feedback, which were punishment and disapproval which show the students' inappropriate behavior and resulted in statements of consequences, ultimatums, and removal or exclusion from the group (Gsipps, 1996). Consequently, it is inferred that negative feedback can be observed and tested during in class with the demonstration or absence of this typology and its components.

The differences in the typologies were established by the content of the embedded information. Negative feedback included information that relayed disapproval or punishment. Strategies used by teachers to signify or convey disapproval were categorized as negative feedback. Students often viewed negative feedback as punishment because teachers presented the information in a manner that identified the student to be at fault. Whatever forms negative feedback took, the feedback was intended to stop or eliminate a behavior that was perceived as unsatisfactory by the teacher. The authors illustrated that negative feedback often occurred during a student's presentation of

inappropriate behavior and resulted in statements of consequences, ultimatums, and removal or exclusion from the group.

There is supporting and contradictory evidence regarding positive and negative feedback's effectiveness in changing a variety of challenging behaviors and facilitating learning. The following section will examine the counterarguments for the use and effectiveness of positive and negative feedback.

It is vital to acknowledge that the use and effectiveness of feedback differs based on whom, how, and why it is used. Consequently, it is the responsibility of the educator to know the potential ramifications of using feedback to improve student performance and the importance of applying the correct form of feedback based on the learning context (Gisipps, 1996).

2.28 Error Correction

Providing feedback and correcting errors to learners on their performance is an important aspect of teaching. In the traditional educational environment the errors made by the students are frequently corrected and given feedback because the focus of classroom instruction is on accuracy. The role of giving feedback and error correction has changed with the popularity of Communicative Language Teaching in ESL context.

In 1990s and 1960s, the behaviorists saw errors as something to be prevented as far as possible through intensive modeling and eradicated errors through intensive drilling. Teachers were expected to teach their students to communicate accurately without making errors. It had been a common practice for the teachers to correct students whenever they made any mistake.

Errors are now seen as reflections of a learner's stage of inter language development. It is also an indicator of natural progress of learning the second language.

It is tricky to know when and how to correct students. Giving feedback and correcting errors may serve not only to let learners know how well they have performed but also to increase motivation and build a supportive classroom climate. Again, there is the possibility or "danger" of over-correcting students, as they may lose motivation. It may also interrupt the flow of the class or the activities if every single mistake is corrected. However, most students should correct some of their mistakes as the teacher gives them a basis for improvement.

Error correction is one of the major areas in language pedagogy and also in the area of teacher's role in language learning. The role of error correction and feedback not only depend on the teacher but also on the student. While looking at when and how the errors are corrected, it is also important to look at how the students react to the corrections and feedback.

Most of students may be reluctant in class to respond out of fear of making errors as teachers may correct them, or they may feel embarrassed in front of others. Students also may have some negative notion about error correction. Considering the both sides i.e. the teacher and the student, error correction and feedback play an important role in the language learning process.

Generally, the word "error" and "mistake" are considered to be synonymous, but Ur (1996) made a difference between these terms. Errors are consistent and based on "mis-learned" generalizations. On the other hand, mistakes are occasional, inconsistent slips. Language teachers perceive that both mistake and error done spontaneously by the student (Akhter, 2007)

Again, according to Brown (2000), a mistake refers to a performance error, which is made by language learners while producing a known structure incorrectly and comes out through a slip of tongue. He also referred to it as an "unsystematic guess". Mistakes can be self-corrected by native or non-native speakers but errors cannot be done so because the mistakes do not occur from insufficiency or incompetence, whereas, errors occur for incompetence in the language.

Over time, as teaching and learning of second language has changed, the role of error correction and giving feedback has also changed. There are three widely used methods in teaching and learning second language. Below is a discussion of these methods with a focus on the way of error correction adopted in each of the methods (Akhter, 2007).

2.28.1 Grammar Translation Method: The main focused of this method is to teach the students the correct form. Errors are prevented as far as possible through intensive modeling and through intensive drilling. It is very important to have the linguistic correctness. The teachers provide the correct 3 answers to the students and that is why there is little chance to make any mistake. The procedures or technique of Grammar Translation emphasize on memorizing rather than creativity.

2.28.2 Direct method: Direct method believes that second language learning is an imitation of first language acquisition. The method includes lots of oral interaction, spontaneous use of language, no translation between first and second languages, and grammar is taught inductively. It also emphasizes on correct pronunciation and grammar.

2.28.3 Communicative Language Teaching: CLT leads an effective transfer in error correction in the methods of language teaching. It is believed that all mistakes need not to be corrected because these are seen as natural

outcomes of the development of communication skill. Second language learning is similar to first language acquisition. "Learning to swim, to play tennis, to type, or to read all involve a process in which success comes by profiting from mistakes, by using mistakes to obtain feedback from the environment and with that feedback to make new attempts that successively approximate desired goal" (Brown, 2000).

According to Brown (2000), people learn language through trial and error. All other types of learning like swimming, playing tennis and reading are similar to the learning of second language. To Brown, it is natural that the learners do mistakes while they learn the second language as they do in their first language learning.

Before correcting student errors, teachers need to consider whether the errors should be corrected at all, and, if so, why. When students are not able to recognize their own errors, they need the assistance of someone more proficient in the language than they are.

According to Hendrickson (1978), a survey on college students' attitudes toward error correction reveals that the students not only want to be corrected, but also they wish to be corrected more than teachers feel they should be. All teachers probably provide some means of correcting oral and written errors, but correcting learners' errors helps them discover the functions and limitations of the syntactical and lexical forms of the target language (Hendrickson, 1978).

2.29 When Should Learner Errors Be Corrected?

Perhaps the most difficult challenge of language teaching is determining when to correct and when to ignore student errors. To give answers to the question above, Hendrickson, (1978) mentions in his article a survey of 1,200 university students of foreign language that was conducted partly to determine

their reactions to have their errors corrected by their teachers. It was found that "students prefer not to be marked down for each minor speaking and writing error because this practice destroys their confidence, and forces them to expend so much effort on details that they lose the overall ability to use language" In other words, the students who were surveyed believed that it was more important to communicate successfully in a foreign language rather than to try to communicate perfectly in it.

Hendrickson,(1978) recommends that teachers initially determine how convenient it is to correct learners' errors to improve their speech or written work, and how strongly the students will sense their achievement. Also, he suggests that to put attention to every student's errors they produce on their written skill not only wastes time, but also it provides no guarantee that they will learn from their mistakes, as evidenced by similar errors that may reappear on their subsequent written work.

2.30 Who Should Correct Learner Errors?

Hendrickson,(1978) Argues that most classroom teachers probably assume the responsibility for correcting their students' errors. The teacher is expected to be a source of information about the target language and to react to errors whenever it seems appropriate to do so.

One educator believes that the teacher's function in error correction is "to provide data and examples, and where necessary to offer explanations and descriptions and, more importantly, verification of the learner's hypothesis (i.e., correction)" about the target language.

While few language educators would deny the teacher an active role in correcting errors, it has been suggested that he or she should not dominate the

correction procedures. One alternative approach to correcting written work is to ask students to correct one another's papers.

Peer correction would especially help students recognize more grammatical errors than lexical errors; this process would be reversed when students correct each other's spoken errors. In other words, students would tend to focus on linguistic forms of sentences when correcting each other's compositions; but when they would correct one another's spoken utterances, the students would concentrate on function words such as nouns, verbs, adjectives, and adverbs. Students would also tend to correct each other's spelling and pronunciation, depending on the modality of communication (Hendrickson, 1978).

Several scholars agree that in a heterogeneous class, one student will be able to recognize another's error, especially when the corrector has himself just overcome some grammatical or lexical problems.

Recently, Witbeck (1976) experimented with four peer correction strategies, including whole class correction, immediate feedback and rewriting, problem-solving, and correction of modified and duplicated essays. He concludes that peer correction results in a "greater concern for achieving accuracy in written expression in individual students and creates a better classroom atmosphere for teaching the correctional aspects of composition"

Through all this chapter it has been described all the factors about feedback and its importance for the productive skills development. All this information is crucial to understand this phenomenon, and it provides key factors for future research and it may help to set up the basis for recommendations and solutions for this problems that can be helpful for private and public schools teachers. And thanks to careful observation and all the information gathered from different resources, the researchers can answer the question "How

effective is student feedback in seventh grade students' productive skills?"
(Hendrickson, 1978).

CHAPTER III: METHODOLOGICAL DESIGN

In order to find the answer to the question: How effective was student feedback in seventh grade students' productive skills development? The researchers conducted a qualitative study named the effectiveness of student feedback in seventh grade students' productive skills development at Centro Escolar Napoleón Ríos, Santa Ana, El Salvador, 2017. The methodology that was applied is described as follows.

3.1 Paradigm and Design

To carry out this research project named: The effectiveness of student feedback in seventh grade students' productive skills development at Centro Escolar Napoleón Ríos, Santa Ana, El Salvador, 2017, the researchers used the qualitative paradigm in order to collect suitable data about the topic to be studied. By making use of this paradigm, the researchers used different tools like, interview guides, and observation guides. By means of this paradigm, the researchers obtained qualitative data. As a result, the qualitative paradigm served the researchers to measure the effectiveness of student feedback in seventh grade students' productive skills development.

In order to conduct this study, the researchers considered necessary to carry out a descriptive study because the researchers were interested in describing the effectiveness of students' feedback that best fits to seventh grade students to apply and correct errors and mistakes in the productive skills. In this way, the researchers discovered what type of feedback the teacher used to reinforce the productive skills of seventh grade students.

3.2 Description of the Environment

The research problem took place at calle Libertad poniente entre 8 Avenida y 10 Avenida Sur, Santa Ana, Santa Ana, El Salvador, C.A. at Centro

Escolar Napoleón Ríos, in the scholar period number II, 2017. The school is placed in Santa Ana down town. The classroom where the research was carried out is small about 7X4 Mts². This classroom is only large enough for 25 desks, and the teacher has only a very small space for moving and monitoring the students, there were two windows at the back part of the classroom, also there is only one exit door, one desk for the teacher, and one whiteboard. The classroom is painted white, and it is equipped to connect electronic devices.

3.3 Units of Observation

According to qualitative selection procedure, the researchers observed three seventh grade sections that composed a total 75 students from Centro Escolar Napoleón Ríos at Santa Ana city. But, in this study, researchers focused on 22 seventh afternoon grade students of section “C”, period II, of the present year. In addition, researchers observed those students who were studying English for the first time; moreover, researchers observed those students who had taken English courses before. Equally, the researchers included those students less than eighteen years old. As a result, the target population was 18 students since 2 students were taking English classes, and 2 more were more than 18 years old. Seventh grade section C was chosen because the teacher Mario Antonio Mendoza Díaz, was eager to work with the researchers since there are more than one English teacher for the three seventh grade sections.

3.4 Sampling Procedure

The purpose of the sampling was to gather data about the population in order to make an inference that was generalized to the population. The target population for this research study was the seventh grade of Centro Escolar Napoleón Ríos at Santa Ana, period II, 2017. Considering the previous information, the researchers made use of the Cluster Sampling technique which was the most proper one in this case because there were more than one

seventh grade section (morning and afternoon sections) with approximately 20 to 25 students per group, so in total there were 75 students. This meant that if the researchers took the three seventh grade sections, the sampling was so wide. In other words, just seventh grade, section “C” students were chosen; this was the representative sample, and the sample size was 18 students. By means of this technique and the inclusion and exclusion elements, not all the students of the chosen section were included in the study to achieve the researchers’ purpose of analyzing the effectiveness of student feedback in seventh grade section “C” students’ productive skills development.

In order to choose the sample, the researchers took into consideration the following inclusion and exclusion elements:

Seventh grade section C was chosen because the teacher Mario Antonio Mendoza Díaz, was eager to work with the researchers since there are more than one English teacher for the three seventh grade sections.

As exclusion elements the sample was under eighteen years old; moreover, they were taking seventh grade for first time, and had not taken English courses previously.

Thus, both boys and girls students who fitted the characteristics required in the inclusion and exclusion elements were taken into account by the researchers in the present study.

As a result of the diagnostic stage, taking into a count the inclusion and exclusion elements, researchers concluded that only 18 students were able to be part of this research study.

3.5 Operationalization of the variables

General objective	Specific objectives	Units of observation	Variables	Definition of variables	Indicators	Instruments	Time
To analyze the effectiveness of student feedback in seventh grade students' productive skills development at Centro Escolar Napoleon Rios Santa Ana, El Salvador	To recognize whether productive skills are reinforced through the implementation of error correction feedback technique in class	The afternoon seventh grade students and the afternoon seventh grade English teacher	Feedback	Feedback is an objective description of a student's performance intended to guide future performance (Boston Public School, 2001).	Error correction: Students' motivation, self-error recognition, self-correction, peer error recognition, peer correction, fear of speaking at the front, students' pursuit of instructions. Teacher correction, teacher encouragement, basis for improvement, teacher's comprehension of students' mistakes, frequency of correction, teacher's rapport, overcorrection of students, teacher's	Observation guide Questionnaire	2 hours per week during 8 weeks
	To establish the effect of feedback in students' productive skills						2 hours, the last week

					motivation of students self-correction, drilling, verification of self-improvement, examples given by the teacher.		
	To determine if the types of feedback applied by the teacher are suitable for the productive skills		Productive skills	Productive skills are an important form of expressions used to persuade or convince other people as well as to share ideas and feelings Jaramillo and Medina (2011)	<p>Intonation and Pronunciation:</p> <p>Phonological rules, English sounds, Pitch properly.</p> <p>Fluency:</p> <p>Use of stress and intonation, pronunciation of sounds clearly.</p> <p>Grammar:</p> <p>Subordination and coordination of simple and complex</p>	Observation Guide	2 hours per week during 8 weeks

					sentences, subject verb agreement, pronoun reference.		
					<p>Writing Grammar:</p> <p>Use of suitable words in suitable contexts, use of vocabulary according to Ss' level, Properly use of English expression.</p> <p>Coherence:</p> <p>Paragraph structure, Punctuation, cohesive devices.</p> <p>Spelling:</p> <p>Substitutes letters in the words, omit letters in the words, add letter in the words, segment words.</p>	Observation Guide	2 hours per week during 8 weeks

3.6 Research Techniques (Data Collection Instruments)

When designing the instruments, two techniques were taken into account: observation and questionnaire. The researchers took into consideration the objectives, variables, and indicators to formulate each item in the instruments. The researchers created observation notes, interview guides (See appendixes A1, B1, C1, D1, E1 and F1 pages 97-108) to gather information from students and teacher of seventh grade section “C” at Centro Escolar Napoleón Ríos, Santa Ana during period II-2017.

The first instrument that was applied was the questionnaire addressed to students. The researchers used 3 different observation guides to observe the development of seventh grade section “C” students’ productive skills. These observation guides helped the researchers to evaluate if students internalized the feedback and corrections that they received from their teacher. The second tool was an observation guide addressed to the English teacher. This observation guide helped researchers to analyze the characteristics of the feedback that the teacher provided to seventh grades students in productive skills. Next, the questionnaire, addressed to the English teacher, provided information from the point of view of the teacher, who was in charge of English subject of seventh grade section “C” at Centro Escolar Napoleon Rios, about how the effective student feedback should be when he corrected students’ mistakes and errors in productive skills development. Finally, the researchers made use of an interview guide addressed to the seventh grade students in order to find out if the types of feedback applied by the teacher are suitable for them.

3.7 Methods to analyze the information

The researchers analyzed the data obtained from the implementation of the observation guides and the questionnaires to students and teacher of Centro Escolar Napoleón Ríos at Santa Ana during period II, 2017. To process the data, first, the researchers numbered the questionnaire separately since each researcher completed one observation guide. This was a way to sort the data. Then the data was classified by objectives. If any item or aspect had not been completed or applicable, the researcher team decided if it was necessary to exclude that information from further analysis. On the other hand, this process took place right after getting the data needed. The data was analyzed according to the research objectives. This method helped to summarize and interpret data.

The researchers processed the data obtained from the questionnaire as well. This process was developed as different as the previous one because the researcher transcribed the teacher's and the students' answers in an analytical manner. The data obtained from the questionnaire was also important for the final results since it provided the point of view from both parts. This process took place after processing the data from the questionnaire.

3.8 Validation of data collection Instruments

To make the instruments valid, the researchers elaborated them based on content validity, making sure that the instruments were created taking into account the operationalization of variables.

The research tools in the present study were validated by three English teachers; Licenciada Claudia Eugenia Quezada de Calderón who is a junior high school English teacher for twenty three years of the school named Complejo Educativo "Profesor Martín Romero Monterrosa Rodriguez", Santa Ana. Licenciado Noé Reymundo Sigüenza, a junior high school English teacher who

has twenty years of experience at the school named Complejo Educativo Dr. Manuel Parada Salgado, Santa Ana o. And also, Licenciado Miguel Orlando Rivera is a junior high school English teacher who has twenty three years of experience at the school named Centro Escolar Santa Lucía, Santa Ana. The instruments were addressed to seventh grade students section "C" and the English teacher at Centro Escolar Napoleón Ríos, Santa Ana, El Salvador. The researchers took into account all the suggestions, and recommendations provided by the experts; in consequence, the researchers made the necessary changes to improve the research tools.

3.9 Reliability

By means of validity and reliability, the researchers made sure that the information gathered was reliable and truth worthy. To have good results, the researchers used content and face validity to be sure that the questions and the format used in the tools were clear and understandable for students and the teacher. Also, the researchers made sure that the vocabulary was proper for the level of the students. This helped to check if the research instruments were closely related to all the indicators.

To make the results reliable, the researcher team used internal consistency to measure reliability; this consists of assessing the degree of consistency among the items in a scale. This helped the researchers to be sure that all the items were measuring the same construct. Of course, the researcher team was careful to avoid some factors that could affect reliability. On the other hand, to make results reliable, the researchers generated a positive atmosphere and good rapport with the students for them to feel comfortable whenever they were addressed. By doing so, the researchers were able to get the information required for the study. Furthermore, to ensure consistency in the results, the data collection process took place in a short lapse of time.

Researchers elaborated the instruments based on content validity, in order to make them valid. The purpose of this characteristic was to see if the tools really measure the objective intended with the instruments. Also, researchers made sure that the instruments were created taking into account the operationalization of variables.

The research tools that were used in the research study were going to be validated by some experts in the field of investigation at the Western Multidisciplinary Campus of the University of El Salvador. After the validation of the instruments, researchers took into account all the suggestions and recommendations provided by the experts as well as they made the necessary changes to improve the research tools.

Once these research tools were validated, they were administered to the target population, Seventh grade, section “C” students of the Centro Escolar Napoleón Ríos, in Santa Ana city.

3.10 Ethical Aspects

The researchers followed the basic Ethic principles to make the research project truth-worthy. For instance, the researchers were honest in reporting data, results, methods and procedures. All these helped to get reliable results avoiding false or inadequate data. Also, objectivity was used to avoid personnel decisions. The researchers were opened to criticism and new ideas. They used confidentiality with the identity of the participants and their information for being anonymous. Besides, all the participants took an essential part in this project. The researchers did not discriminate anybody who took part of this study. All relevant laws from Centro Escolar Napoleon Rios at Santa Ana were obeyed and respected when developing all the procedures to carry out this project.

Finally, the researchers took into account the truth to make the research project reliable.

3.11 Time line

The timeline provides the time that the activities are developed since the beginning of the current project. It also shows all the work done by the researchers throughout all this time. Each of the activities required some time to be completed as it is shown in Appendix H1, page 112.

CHAPTER IV: ANALISYS AND INTERPRETATION OF DATA

In this chapter, the researchers present the analysis of the data gathered from class observations and interviews to Seventh grade students and the teacher of section “C” at Centro Escolar Napoleón Ríos at Santa Ana during the months of May and June 2017. To facilitate the analysis of the data, the researchers organized the information by variables and indicators, and analyzed it by objectives.

4.1 The effectiveness of feedback in productive skills development

As a matter of fact, writing and speaking skills are really difficult to develop in students especially in beginners; even though, the teacher applies suitable techniques to do so.

4.1.1 Writing skill

To learn a new language can be a little difficult at the beginning, and it requires a lot of effort to write efficiently sentences and paragraphs; that is why, some students present problems in the writing skill development. Evidence of this problem, can be found in Nunan’s argument (1999) “the most difficult task to do in language learning is to produce a coherent, fluent, extended piece of writing, which is even more challenging for second language learners”. Similarly, this phenomenon was observed in seventh grade students’ learning as they do not write sentences and paragraph by their own because they are not aware about the basic grammar rules; thus they do not know the word position in a sentence, so it is difficult for them to write sentences. “The teacher uses a very basic grammar level regarding to grammar” (See Appendix J1, page. 119 answer 1.17). Learners have a number of problems in their attempts to write in the second language. Grammar is the main problem that students face in the writing skill development. The way in which the teacher teaches grammar can

influence students greatly; especially when he teaches verbs, nouns, pronouns and so on. During the observations, the researchers observed that the teacher is very careful when he teaches grammar. He tries to do it in very basic and simple way; most of the time he uses simple sentences in order to students understand verbs according to tense and subject, pronouns reference; however he does not teach the students how to apply grammar rules in sentences because he does not teach word order or part of speech. He just writes paragraph and sentences on the board; basically, he emphasizes on pronunciation of the words.

Another significant factor in the development of writing skill is coherence in a paragraph, and this implies the paragraph structure, supporting ideas, and cohesive devices; being that, these elements can make an understandable paragraph. The seventh grade students present a lot of problems related with this point because they do not build sentences or paragraphs, so it was impossible to observe this phenomenon in its totality. The teacher just writes sentences and paragraphs on the board and students copy them. "The teacher focuses in detail and supporting ideas to create paragraphs, but students just copy from the board" (See Appendix J1, pages 124-125 answer 2.6); however, the teacher always teaches students through examples, and he tries to use daily situations for students understand the class. It was observed that students do not develop writing skill; therefore, they do not produce any target language.

So, coherence is an important element of writing skill, and it is also reasonable to look at punctuation. During the observations carried out, the researchers detected that the majority of students think that the way how the teacher writes paragraphs and sentences is the correct one, so the teacher must be careful with the punctuation because the students tend to imitate the teacher's writing. During this investigation, the researchers could figure out that the teacher is really careful with the punctuation, and he is always aware of

punctuation marks, “Teacher uses properly the punctuation marks in English, and he monitors Ss’ to do the same in the paragraph”, (See Appendix J1, pag.136 answer 3.27). He teaches students what kind of words are capitalized and when they are capitalized. He is focused on students’ writing; especially when they write questions. He affirms them that the question mark is placed only at the end of the question. Also, he uses the comma and the colon properly since he has a lot of knowledge about it.

Undoubtedly, spelling is essential during the writing skill reinforcement, and the teacher plays an important role during the process. The teacher needs to pay especial attention when he or she writes to students because the majority of them internalize the spelling of the words in the way that the teacher writes them the first time. If the teacher commits a spelling mistake in any word, and students learn that word with the spelling mistake, it will be really difficult to correct students the next time. Regarding with the information gotten in this investigation, the teacher does not have problems with spelling; he is really careful when he writes on the board. In some occasions, it was observed some spelling mistakes, but those mistakes had a purpose. “When teacher writes sentences in the board to provide more examples; he omits a letter or adds it to any word to challenge Ss’ to discover the written mistake”(See Appendix J1, pag.142 answer 4.25). The teacher uses spelling mistakes as a technique in order for the students develop writing skills, and they can be able to identify mistakes in sentences or paragraph in future activities.

Respecting to students’ grammar, the researchers found out that some students do not use the verbs according to tense; moreover, they are not aware about what pronoun reference is. It is clear that it is very difficult for students to write complex sentences; thus, they do not use subordination and coordination. Some students are able to produce very short simple sentences even though

they show difficulties to finish these sentences. The origin of this problem is that students think that English is similar to Spanish when they write something. "It's not an easy task for students produce writing coherence results because most of the students still think that English Grammar is like Spanish Grammar" (See Appendix J1, pag.149 answer 5.27). In some instances, this could be accepted because for the majority of students it is the first time that they receive English classes. In other words, they are true beginners, and this year is their first experience.

In relation to students' coherence, the researchers did not observe that students develop paragraph by their own. They memorize words from paragraph written by the teacher on the board; however, this is not enough for students to apply paragraph structure. The teacher is all the time providing feedback, but he does not have students develop paragraph probably because of the level of students.

It is typical that students of seventh grade have problem with spelling taking into consideration that English is a new experience for them. According with the observations carried out, most of the target population writes incorrectly some words especially the longest ones. Some of students tend to omit or add letters. In some situations, the researchers observed that students divide words. "One student segmented one word that was written as a unity" (See Appendix J1, page 163 answer 7.19). It is clear that they have a lot of problems with spelling. Of course, the teacher always provides feedback immediately in order to prevent future mistakes. Taking in consideration the students' level it could be acceptable that students commit spelling problems frequently, but it is the role of the teacher that decreases students' mistakes through correction.

4.1.2 Speaking Skill

According to the data gathered in the observation note, the teacher emphasizes in class and in feedback about the importance of these three grammar aspects of speaking skill:

- suitable words in suitable contexts
- vocabulary according to the students' level
- English expressions properly

So, the work of the teacher is acceptable when providing feedback; moreover, the teacher makes students keep listening and repeating the English words, vocabulary and expressions, and this evidence is expressed by one of the researchers:” He is very careful with the vocabulary he uses when he teaches and provides feedback. He uses words according to the level and situation.”(Appendix J2, pages 167-168, answer 1.3).

Comparatively, Brown (1994) and Burns and Joyce (1997) defined speaking as an interactive process of making meaning that includes producing, receiving, and processing information. Thus, the result shows that feedback is effective in this manner because the students assimilate the correctness to be able to produce, receive and process words and expressions correctly after the feedback in class.

The first characteristic of speaking performance is fluency and it is the main aim of teachers in teaching speaking skill. In like manner, the researchers point out that the teacher tries to use fluency as a main aim in teaching and providing feedback because the data gathered reveals that teacher expresses in an understandable way connecting the words and phrases correctly when teaching or providing feedback and to confirm this action one of the researchers

expressed: “The teacher teaches how the vowels sounds are linked in very simple sentences.” (Appendix J2, page 180, answers 2.26).

In fact, his students understand the correct form to say an English word because the teacher speaks slowly in order to students catch the message. Nevertheless, according to Hughes (2002), fluency is the learners’ ability to speak in understandable way in order not to break down communication for that reason listeners may lose their interest. And at this point, it is important to mention that his students face English language at the first time in their studies, consequently, his students are not able to speak English fluently because the students just produce what the teacher asks them to produce or to repeat. Thus, feedback plays an important role in this process and it helps students learn English.

In the present written work, it is stated that for teaching pronunciation there is not a universal rule to follow because it depends on the teachers. So, with this intention, the results gathered from the analysis show that the teacher’s experience is a good resource because his students are exposed and corrected in classes to learn some simple and basic phonological rules. Moreover, as the teacher is aware of the English sounds and as well as their pronunciation, he uses stress, intonation, and pitch properly to teach the correct form of the words. So, taking into account these considerations, teacher focuses to drill correct pronunciation habits for his students understand the correctness.

According to the data gathered in the observation guide, researchers obtained a common result that reveals that not all students are able to use productive skill adequately in class because there are some factors that affect them seriously such as: the poor participation in class, the poor interest in doing things well, the mother tongue use, and the short time class. These points make students either not to use productive skill, or to produce productive skill slowly.

In addition, Lukitasari (2003) carried out a study towards learners' strategies in overcoming their speaking problems. The results obtained from this study shows that learners face a lot of speaking difficulties such as inhibition, nothing to say, low participation, and mother tongue use in their speaking classes. So, these factors affect students' productive skills and make their English language learning a process that lasts more than what is expected. Thus, under those circumstances, it is observed the progress of the effect of feedback in students' productive skills is slowly.

4.2 Productive Skills Reinforcement through Feedback

It has been stated that productive skills must be reinforced to assure an excellent performance during the English learning process. This reinforcement can be given through feedback, but to get better results this feedback must be effective, and this task is responsibility of both parts: teachers and students.

4.2.1 Error correction applied by students

In the observations, the researchers agreed that students do not lose motivation when the teacher corrects them; however, this attitude is reinforced if they are corrected individually. Besides, they feel good when the teacher corrects them because he does it in a suitable way, assuring them that committing mistakes is part of the learning process (See Appendix K1, page 222, answers from 1.28 to 1.32). It was observed that some students do not feel good when they are corrected but it is because their mood or their poor interest in learning English.

When it comes to students' mistakes, it was also obtained through the observations that the students are not able to recognize their own mistakes, at least by themselves. They need the intervention of the teacher or other classmates to realize about their mistakes (See Appendix K1, page 225, answer

2.6). Moreover, they need to practice several times and need a lot of repetition to be conscious of their mistakes. Also, it was observed that students are not able to correct their own mistakes because they do not know what is wrong; besides, when they identify a mistake, they do not know how to correct it, and most of the time when they correct their mistakes is because the teacher shows them where they are wrong and how to correct that mistake.

However, students are able to recognize others mistakes in the oral form, especially in pronunciation and in the written form when they commit a spelling mistake. In spite of, this only happens in group activities where one of the students passes to the front to solve a certain problem in the oral or written form (See Appendix K1, pages 241 and 242, answers 4.30 and 4.31). In addition, students are not able to correct others' mistakes most of the time, and when they do it, the teacher intervenes. On the other hand, when students correct others' mistakes, they do it improperly by yelling at their classmate that passes to the front (See Appendix K1, pages 248 and 249, answers 5.30 and 5.31). Besides, students are more likely to correct others' mistakes when the activities are easy or if they are familiar with the words and their pronunciation.

Also, it was observed that the majority of the students are afraid of committing mistakes; they feel shy when they participate and they do not like being corrected by their classmates (See Appendix K1, page 252, answer 6.8). Nevertheless, just some students feel comfortable participating in the activities, and they are not afraid of committing mistakes because they feel comfortable in the class; moreover, the teacher's motivation works on these students. Finally, most of the time students follow instructions, but only after the teacher insists (See Appendix K1, page 263, answers from 7.33 to 7.34); moreover, after the teacher's instructions, students commit the same mistakes. Some students are

bored in the class, and they do not pay attention; as a consequence, they do not follow directions.

4.2.2 Teacher's correction

In the observation, the researchers noticed that the teacher corrects students through feedback, (See Appendix K2, page 266, answer 1.3). He provides feedback just one time and individually. The researchers agreed that the students need a second, third or even more correction if it is necessary.

Moreover, the teacher almost always motivates the students showing them an easier way to learn the English language. "The teacher gives students extra point if they improve their mistakes" (Appendix K2, page 275, answer 2.30). He also tells students that English is easy and it does not matter if they commit mistakes because they are learning. Besides, he does not create a nice environment for the students to learn English.

The researchers also observed that the teacher gives students basis for improvement in almost every activity they develop in class because when they got bad grades in some exercises, the teacher provides them second chances to improve their grades and at the same time the students can review the topic studied.

It was also noticed that the teacher supports students when they commit mistakes, and he does it in a very friendly way to make students feel comfortable with the learning process, but "the teacher does not correct them every time they commit mistakes", (Appendix K2, page 292, answer 5.30). He just lets them to work alone, and sometimes he checks their work at the end of the class.

The researchers also agreed that the teacher corrects the students, but he does not do it every time they commit mistakes (See Appendix K2, page 269, answer 1.30). Sometimes the teacher tells them to go to his desk to be corrected individually, but it happens just one time in the class and he does not double check if students do the correction.

The researchers observed, that the teacher creates a supportive classroom climate for students because he is always motivated when he is teaching and makes students feel comfortable in the English class also “students feel comfortable with the teacher, and they like to participate actively”,(Appendix K2, page 293, answer 6.1).although some students take advantage of this situation and behave bad because the teacher lets them work alone and does not interrupt them even if they are not working, he just lets them work.

In this observation the researchers agree that the teacher does not teach students how to correct mistakes because he provides them the answers of the exercises he assigns them. “The teacher only corrects mistakes, but does not teach how to correct them”, (Appendix K2, page 304, answer 8.9). He makes groups in order students check if they have the answers well according to the teacher’s answers, but the students just compare the answers and do not know how to correct mistakes although some of students recognize they have some mistakes, but they do not know how to correct those them.

The researchers also found out that the teacher prevents mistakes by assigning different kind of activities about the topic or the structure studied in class. “He assigns students activities in order to put into practice the topic studied”,(Appendix K2, page 312, answer 9.28). He also assigns homework assignments in order students practice the structure although some student do not do it even when the teacher tells them that they will have extra point to

improve their grades. The teacher also tries to explain the topic many times as necessary in order student understand it well.

In this Observation, the researchers realized that the teacher verifies that the students correct mistakes, but he does it individually asking them to go to his desk and also asking for the homework assignments students have in the notebooks “the teacher asks the students to show him their notebooks to verify the activities, however not all the students’ notebooks are checked”, (Appendix K2, page. 316, answer 10.15). He also makes groups to correct some mistakes about previous exercises, but at the end of the class, he does not verify if the students did it well.

According to the data collected, the teacher provides many examples in the classes in order to correct student’s mistakes (See Appendix K2, page 323, answer 11.24), almost always he does it orally, and sometimes he writes the examples on the board just for the students understand the topic, but he always calls students to his desk to check students’ progress.

4.3 Types of Feedback Applied to Productive Skills

In this interpretation of data, questionnaire for Students (See Appendix F1, page 108), and questionanarie for Teacher (See Appendix E1, page 107), it was taken into account the following specific objective: To determine if the types of feedback applied by the teacher are suitable for the students’ productive skills, and the indicators: Intonation and Pronunciation, Fluency, Grammar, Coherence and Spelling, to interpret the results gathered with these two instruments.

4.3.1 Teacher feedback in students' productive skills

It was observed that there is a common feeling of acceptance among the students towards the teacher's correction. According to the students' perspective, the teacher's feedback contributes to their learning (See Appendix L1, page 326, answer 1.9). On the other hand, there was only one negative comment towards that question, and the answer was: "I feel bad, but what the teacher does is right" (Appendix L1, page. 326, answer 1.10).

In addition, a degree of acceptance was notorious among the students' answers because they say that correction helps them improve their pronunciation and spelling as answered in a question: "Yes, it is useful because he teaches us how to pronounce and write" (Appendix L1, page. 328, answer 2.15). Also, there is a sense of gratification because almost everybody said correction is useful, for example: "Yes, it is useful because in that way I learn" (Appendix L1, page. 327, answer 2.3). Moreover, the frequency of correction is not even an obstacle for students to learn because this process helps them, as they stated in the questionnaires.

Most students agreed and said that they prefer to receive correction during an activity because in that way they correct errors. Some others, but less, say that it is better to receive the correction at the end to avoid being ashamed in front of others. However, there was only one who said that at the beginning of the activity the correction could be better.

Yet, a few students said that group feedback is much better because in that way they avoid feeling ashamed for being directly corrected. As a matter of fact, they like group feedback, for they have the opportunity to do peer correction as explained by Earl, (2003) "A positive aspect of the peer feedback process is that students get to see other students' work which can also deepen

understanding of the learning goals”. Some other students said that they prefer both group feedback and individual feedback; it depends on the case, they said, for example: “I prefer the teacher gives me the correction individual because we do not have the same mistakes” (Appendix L1, page 331, answer 4.8). In this way, the teacher of seventh grade section C manifested that students are the focus of attention, Learner-centered (See Appendix L2, page 340 answer 2).

Furthermore, according to their answers, the majority of students apply the teacher’s correction, and they say that this correction will serve in the future: “Yes, I apply them because I know that it will help me in the future” (Appendix L1, page 333, answer 5.13). In addition, students take notes and get the advice: “Yes, I apply them when he corrects me, I write down and take the advice he gives me” (Appendix L1, page 332, answer 5.1). Also, they said that the process of being repeating helps them out in keeping things in mind.

What is more, even, when the teacher corrects students, they feel comfortable because of the teacher’s rapport, which is one of the indicators of this instrument, but also at this point some students say that they feel comfortable correcting one another. Though, the comments are so varied that students say they do not understand what the teacher says, so they do not follow instructions because, simply, they do not know how to do it, or they do not get the idea.

Besides, students say they are capable to identify their own mistakes once they understand the topic they say they are capable to reflect themselves when they commit a mistake in order to not commit it again, and to be responsible by their errors.

Additionally, the half of the students said that they are afraid of committing mistakes because they are conscious that they can be embarrassed

by others students' comments. On the other hand, the other half is conscious that it is necessary to commit mistakes to learn. Most of them have a positive attitude towards the fact that if they commit a mistake over and over again is part of the process. All in all, others say that if they pay attention, they will be able to not committing mistakes again.

4.3.2 The teacher's feedback

In addition, since the teacher's point of view, feedback is every action done by the teacher to contribute to the students' learning process. This definition is in agreement with what it is said about feedback in the state of art which is that Feedback in the field of education is considered as an adequate process that reinforces and enriches accurate information in the English learning process of learners.

Regarding to the types of feedback, the teacher does not specify if he gives oral or written feedback. According to the teacher's answer, he applies many types of feedback: Learner-centered, prompt, encouraging, specific, focus, clear, Metacognitive! (Appendix L2, page 339, answer 2). Also, as it is explained in the teacher's interview guide, he applies motivation or encouragement as part of the ideal student feedback in a classroom.

Also, the teacher suggests that feedback must be provided when students feel the necessity, so it is clear that there is a lapse of time in which feedback must be given to be applied. According to the teacher's answers, he is fonder to use personal feedback that at a certain point is essential to help students be autodidact to apply self-correction: "Personal feedback gives students both opportunities to set their own goals when taking some responsibility themselves" (Appendix L2, page 341, answer 4).

Further, the teacher realized that his students' respond towards his feedback is positive because they get motivated; though, some of the aspects or indicators are not fulfill since the observers' point of view as students do not produce target language in the oral form, so the indicator "fluency" was not applicable, but they only repeat or emulate sounds, words or sentences.

Summarizing this interpretation of data, the types of feedback applied by the teacher are suitable for seventh grade students of the Centro Escolar Napoleón Ríos to promote and improve the students' learning process but not for improving the students' productive skills because students only emulate and repeat.

CHAPTER V: CONCLUSIONS AND RECOMMENDATIONS

The overriding purpose of this study was to analyze the effectiveness of student feedback in seventh grade students' productive skills development at Centro Escolar Napoleón Ríos Santa Ana, El Salvador, 2017. To accomplish that goal, it became necessary to reach some specific goals in order to observe, and to find out the effectiveness of student feedback in seventh grade students' productive skills development. Through the use of a written questionnaire, observation guides, and an interview guide developed for this study, data were collected which addressed the research problem posed in the first chapter of this investigation. The information obtained from the instruments was later analyzed and interpreted by means of table organized by objectives, variables and indicators, and from which the following conclusions and recommendations are derived.

5.1 Conclusions

5.1.1 Regarding to the general objective which is to analyze the effectiveness of student feedback in seventh grade students' productive skills development, the results obtained in the analysis and interpretation of data, showed that there are many factors that negatively affect students' performance in productive skills. As a matter of fact, the indicators were experimented to identify the factors such as: the short time class, the first contact with English as a subject, the poor English vocabulary, the poor interest in learning English, external distractors, the fear to be ashamed in class, and the poor practice cause the negative effects in students' productive skills development at Centro Escolar Napoleón Ríos.

5.1.2. Based on the analysis of the data, it is concluded that the teacher's motivation is positive for the students; nevertheless, the students are not

conscious of their mistakes and their classmates' mistakes as a result, they are not able to correct those mistakes. Also, the majority of the students do not participate in the activities, and if they do it their participation is poor and shy. The main reason is that the environment in the classroom is not adequate because there is a poor respect from the students to their classmates who participates in the activities. After all of this, the specific objective "To recognize whether productive skills are reinforced through the implementation of error correction feedback technique in class" was accomplished in the sense that it was recognize that the productive skills are not reinforced through the implementation of error correction feedback technique in class

5.1.3. Regarding with the specific objective: To establish the effect of feedback in students' productive skills, the effect of feedback in students' productive skills development is vital in the English learning process, and it can influence the students positively or negatively. In this study, it was found that the effect of feedback in students' productive skills is negative owing to some students because they have grammatical problems, punctuation, spelling, and coherence. The English teacher implements different class activities; however, those activities are not enough for students' productive skills development because the majority of them do not produce English in written or spoken form. In this instance, the feedback is not effective or adequate for the purpose of this study; hence, the effect is notably negative; the above are limitations to improve writing and speaking.

5.1.4. With reference to the specific objective: to determine if the types of feedback applied by the teacher are suitable for students' productive skills, the types of feedback applied by the teacher are not suitable for the students' productive skills development; for the simple reason that the students do not produce target language by themselves. Although the teacher provides group

and individual feedback after in class activities, the feedback is not fitting for the students' productive skills development, but it is suited to the students' motivation since they feel the necessity to be corrected. The teacher contributes with the repetition of words only, so the students do not learn grammar structures, and produce sentences and short paragraphs by their own.

5.1.5. Concerning to the research question, How effective is student feedback in seventh grade students' productive skills development at Centro Escolar Napoleón Ríos, Santa Ana, El Salvador, 2017? it was found that the effectiveness of student feedback in seventh grade students' productive skills development at Centro Escolar Napoleón Ríos, Santa Ana, El Salvador, 2017 is not always effective in their productive skills performance. As consequence, it was observed that students do not produce the target language; they only repeat and emulate sounds or copy paragraphs because of the incorrect application of student feedback in these areas. So that, students internalize the grammar rules with this method, but the purpose of producing the target language is completely lost due to this inadequate application of it. Even though, students learn and participate, but they do not produce it by themselves.

5.2 Recommendations

5.2.1 Teachers should:

5.2.1.1 Teach the students grammar rules according to the level since they are not aware how to use verbs in third person of singular; moreover he should have students produce English language by their own, and develop seventh grade students' productive skills.

5.2.1.2 Continue motivating students individually but also develop a group correction technique, for example, ask the students to help him to correct a student's mistake when he or she participates in a determined activity, or create

groups to work together. All of these for helping all the students because individually is difficult to cover the whole class needs of feedback.

5.2.1.3 Create a respectful environment in the class setting some rules such as keep silent when a student participate in front of the class, and this is for all the students feel confidence at the time of participating in front of the class.

5.2.1.4 In order for students not to be easily distracted in classes with people who pass through the corridors, the teacher must rearrange the classroom appropriately by seating the students in the opposite direction of the corridors.

5.2.1.5 Give students the grades they really get in the exercises or tests and do not give them the grades he considers because the students did the participation in the activities.

5.2.2 Students should.

5.2.2.1 Participate in class activities not only because teacher has them participate and evaluate, but also because they overcome the timidity, the fear of failure, and negative attitudes toward their classmates.

5.2.2.2 Pay attention in class to be able to recognize their own mistakes and their classmates' mistakes, and also for correcting those mistakes. This involves not using cell phones in class, not cross talking in class, and not fighting in class

5.2.2.3 Respect each single student's participation by supporting him or her instead of laughing and yelling, in order to help them to gain confidence to participate in class.

5.2.2.4 Be more respectful with their teacher, pay attention, participate more actively in class and taking advantage of the teacher's knowledge.

5.2.3Future researches should

5.2.3.1Distribute all the instruments between the researchers to avoid looking for the right instrument when writing comments on them.

5.2.3.2 If a video is recorded in whole classes, researchers have to say Ss' to feel free to express and to act because sometimes Ss' tend to feel shy or to restrain when they are being recording in class.

5.2.3.3 Conduct an action research project in order to develop seventh grade students' productive skills, and reinforce students' vocabulary through feedback during the intervention in order to make students produce the language, and get better results.

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APPENDIXES

Appendix A1: Writing Skill

**UNIVERSITY OF EL SALVADOR
WESTER MULTIDISCIPLINARY CAMPUS
FOREING LANGUAGE DEPARTMENT
OBSERVATION GUIDE**



Objectives:

- To analyze the effectiveness of student feedback in seventh grade students' productive skills development at Centro Escolar Napoleón Ríos Santa Ana, El Salvador, 2017.
- To establish the effect of feedback in students' productive skills

Addressed to: Students of seventh grade section "C" of Centro Escolar Napoleón Ríos at Santa Ana

Direction: Observe each aspect about 7th grade students, and write important points related with each aspect.

N°	ASPECTS OF WRITING SKILLS	COMMENTS
1	<p>Grammar:</p> <p>A. The teacher teaches the Ss' the verbs according to tense and subject (verb agreement).</p> <p>B. The teacher teaches pronoun reference.</p> <p>C. The teacher teaches the subordination and coordination of simple and complex sentences.</p>	
2	<p>Coherence:</p> <p>A. The teacher teaches topic development and paragraph structure</p> <p>B. The teacher exemplifies clearly the topics and gives supporting ideas and specific details for Ss' to develop a paragraph.</p> <p>C. The teacher focuses cohesive devices.</p>	
3	<p>Punctuation:</p> <p>A. The teacher capitalizes the beginning of sentences.</p> <p>B. the teacher capitalizes proper nouns.</p> <p>C. The teacher uses properly the colon.</p> <p>D. the teacher uses exclamation and questions marks.</p> <p>E. The teacher uses the comma properly.</p>	
4	<p>Spelling:</p> <p>A. The teacher substitutes letters in the words.</p>	

	<p>B. The teacher omits letters in the words.</p> <p>C. The teachers adds letter in the words.</p> <p>D. The teacher segments or divides words that are written as a unit.</p>	
5	<p>Grammar:</p> <p>A. The Ss' use the verbs according to tense and subject (verb agreement).</p> <p>B. The Ss' use pronoun reference.</p> <p>C. The Ss' use the subordination and coordination of simple and complex sentences.</p>	
6	<p>Coherence:</p> <p>A. The Ss' apply topic development and paragraph structure.</p> <p>B. The Ss' give supporting ideas and specific details in paragraph development.</p> <p>C. The Ss' use cohesive devices.</p>	
7	<p>Spelling:</p> <p>A. The Ss' substitute letters in the words.</p> <p>B. The Ss' omit letters in the words.</p> <p>C. The Ss' add letter in the words.</p> <p>D. The Ss' segment or divide words that are written as a unit.</p>	

Observations: _____

Appendix B1: Speaking Skill

UNIVERSITY OF EL SALVADOR
WESTER MULTIDISCIPLINARY CAMPUS
FOREING LANGUAGE DEPARTMENT



OBSERVATION GUIDE

Objectives:

- To analyze the effectiveness of student feedback in seventh grade students' productive skills development at Centro Escolar Napoleón Ríos Santa Ana, El Salvador, 2017
- To establish the effect of feedback in students' productive skills

Addressed to: Students of seventh grade section "C" of Centro Escolar Napoleón Ríos at Santa Ana

Direction: Observe each aspect about 7th grade students, and write important points related with each aspect.

N°	ASPECTS OF SPEAKING SKILL	COMMENTS
1	<p>GRAMMAR:</p> <p>The teacher uses suitable words in suitable contexts when teaching and providing feedback.</p> <p>The teacher uses vocabulary according to Ss' level when teaching and providing feedback.</p> <p>The teacher uses English expression properly when teaching and providing feedback.</p>	
2	<p>FLUENCY:</p> <p>A. The teacher expresses in an understandable way when teaching and providing feedback.</p> <p>B. The teacher connects words and phrases correctly when teaching and providing feedback.</p>	
3	<p>PRONUNCIATION AND INTONATION:</p> <p>The teacher teaches phonological rules to clarify doubts.</p> <p>Teacher is aware of the various English sounds and their pronunciation when Ss' commit mistakes.</p> <p>The teacher uses stress, intonation and pitch properly to clarify doubts.</p>	
4	<p>GRAMMAR:</p>	

	<p>After receiving feedback, The Ss' use suitable words in suitable contexts.</p> <p>After receiving feedback, The Ss' are able to apply the vocabulary correctly according to their level.</p> <p>After receiving feedback, The Ss' use English expression properly.</p>	
5	<p>FLUENCY:</p> <p>After Ss' have received feedback, The Ss' have the ability to answer coherently by connecting the words and phrases.</p> <p>After Ss' have received feedback, Ss' pronounce the sounds clearly.</p> <p>After Ss' have received feedback, Ss' use stress and intonation.</p>	
6	<p>PRONUNCIATION</p> <p>AND INTONATION:</p> <p>Ss' use phonological rules after feedback.</p> <p>Ss' are aware of the various English sounds and their pronunciations.</p> <p>The Ss' use stress, intonation and pitch properly after feedback.</p>	

Observations: _____

Appendix C1: Teacher's Error Correction

UNIVERSITY OF EL SALVADOR
WESTER MULTIDISCIPLINARY CAMPUS
FOREING LANGUAGE DEPARTMENT
OBSERVATION NOTE FOR TEACHER



Objective: To recognize whether productive skills are reinforced through the implementation of the error correction feedback technique in class

Addressed to: Seventh grade students section “C” of Centro Escolar Napoleón Ríos at Santa Ana

Direction: Observe each aspect about 7th grade teacher, and write important points related to each aspect.

N°	ASPECTS	COMMENTS
1	The teacher corrects students when they do not follow his instruction.	
2	The teacher motives students to improve through feedback.	
3	The teacher gives students basis for improvement.	
4	The teacher supports students when they commit mistakes.	

5	The teacher corrects students every time they commit mistakes.	
6	The teacher creates a supportive classroom climate.	
7	The teacher overcorrects students.	
8	The teacher teaches students how to correct mistakes.	
9	The teacher prevents mistakes by an intensive drilling.	
10	The teacher verifies that students correct mistakes.	
11	The teacher provides examples in order to correct students' mistakes.	

Observations: _____

Appendix D1: Error Correction Applied by the Students

UNIVERSITY OF EL SALVADOR
WESTER MULTIDISCIPLINARY CAMPUS
FOREING LANGUAGE DEPARTMENT



OBSERVATION NOTE FOR STUDENTS

Objective: To recognize whether productive skills are reinforced through the implementation of the error correction feedback technique in class

Addressed to: Seventh grade students section “C” of Centro Escolar Napoleón Ríos at Santa Ana

Direction: Observe each aspect about 7th grade students, and write important points related to each aspect.

N°	ASPECTS	COMMENTS
1	Students lose motivation when the teacher corrects them.	
2	Students are able to recognize their own mistakes.	
3	Students correct their own mistakes.	

4	Students are able to recognize others' mistakes.	
5	Students are able to correct others' mistakes.	
6	Students are afraid of committing mistakes in front of the class.	
7	Students follow the instructions after the teacher intervention.	

Observations: _____

Appendix E1: Teacher's Feedback

UNIVERSITY OF EL SALVADOR
WESTER MULTIDISCIPLINARY CAMPUS
FOREING LANGUAGE DEPARTMENT
QUESTIONNARIE FOR TEACHER



Objective: To determine if the types of feedback applied by the teacher are suitable for the students' productive skills.

Directions: Answer each question according to your point of view.

1. What is feedback for you?

2. What type of feedback do you apply?

3. When do you give feedback?

4. Should feedback be given in groups or individual?

5. How do you consider students respond to your feedback?

Appendix F1: Teacher's Feedback in Students' Productive Skills

UNIVERSITY OF EL SALVADOR
WESTER MULTIDISCIPLINARY CAMPUS
FOREING LANGUAGE DEPARTMENT
QUESTIONNARIE FOR STUDENTS



Objective: To determine if the types of feedback applied by the teacher are suitable for the students' productive skills

Indicaciones: Conteste las siguientes preguntas proporcionando su propia opinión.

1. ¿Cómo te sientes cuando el maestro de Ingles corrige tus errores en la materia de Ingles?

2. ¿Consideras que la corrección que el maestro te da es útil para tu aprendizaje en la materia de Ingles?

3. ¿En qué momento prefieres que el maestro te corrija? Durante o después de una actividad?

4. ¿Cómo prefieres que el maestro te de la corrección, Individual o Grupal? ¿Explica porque?

5. ¿Aplicas las correcciones que el maestro te da? Explica tu respuesta

6. ¿Cuándo un compañero dice algo mal se corrigen entre ustedes?

7. ¿Pueden reconocer ustedes mismos sus propios errores?

8. ¿Siente miedo de cometer errores en la clase?

9. ¿Ya no vuelven a cometer el mismo error después que el maestro los corrige?

Appendix G1: Validation Sheet

VALIDATION SHEET FOR THE TOOLS



Name of Validator:

Degree:

Position:

Number of years in teaching:

To the evaluator: Please check the appropriate box for your ratings.

Scale: 1- Poor 2- Needs Improvement 3- Good 4-Very Good 5-Excellent

SCALE ASPECTS TO VALIDATE	1	2	3	4	5
<p>1. Clarity and directions of items</p> <p>The vocabulary level, language, structure and conceptual level of participants. The test directions and the items are written in a clear and understandable manner.</p>					
<p>2. Presentation and Organization of items</p> <p>The items are presented and organized in logical manner.</p>					

<p>3.Suitability of items</p> <p>The items appropriately presented the substance of the research.</p>					
<p>4.Adequateness of the Content</p> <p>The number of the items per area is representative enough of all the items needed for the research.</p>					
<p>5.Attainment of Purpose</p> <p>The instrument as a whole fulfills the objectives needed for the research.</p>					

Remarks:

Signature: _____

Appendix H1 Time Line

Activity	Responsible	Months (2016)					Months (2017)								
		Aug.	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	Jun	Jul	Aug	Sep
Research Team Formation	Research Team														
Choosing the topic	Research Team														
Chapter 1: Statement of the Problem															
Research Question	Research Team														
Statement of the Problem	Research Team														
Diagnostic Study	Research Team														
Description of the Problem	Research Team														

Justification of the Problem	Research Team															
Objectives	Research Team															

Chapter 2:
Theoretical Framework

Literature Review	Research Team														
Theoretical Framework	Research Team														

Chapter 3:
Operationalization of the Variables

Operationalization of the variables	Research Team														
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Chapter 4:														
Methodological														
Design														
Methodological Design	Research Team													
Presentation of the Project	Research Team													
Execution Phase														
Validation of the Data Instruments	Research Team													
Data Collection Procedures	Research Team													
Data Processing	Research Team													
Data Analysis and Interpretation	Research Team													
Writing the Final Report	Research Team													
Oral Presentation	Research Team													

Appendix I1 Budget

Type of supply	Name	Cost per item	Number of items	Total
Office supplies	Pens	\$0.35	5	\$1.75
	Pencils	\$0.35	5	\$1.75
	Printer ink	\$20.00 black ink, and \$6.00 color ink	2	\$26.00
	Printer paper	\$ 10.00 / pkg	1 pkg	\$30.00
	Printer Cartridges	\$ 4 (black) and \$5 color	1	\$10.00
Human Resources	Food and water			\$70.00
	Bus Ticket			\$75.00
	Gasoline			\$25.00
Total:				\$239.50

THE EFFECTIVENESS OF FEEDBACK IN PRODUCTIVE SKILL

Table 1 Appendix J1: Writing Skill

Aspects	Comments	Indicators	Objective
<p>1. Grammar:</p> <p>a. The teacher teaches the Ss' the verbs according to tense and subject (verb agreement).</p> <p>b. The teacher teaches pronoun reference.</p> <p>c. The teacher teaches the subordination and coordination of simple and complex sentences.</p>	<p>1.1 The teacher teaches students according to the level of students; moreover, he teaches pronouns, and he focuses in pronunciation of verbs and pronouns. He has students to repeat sentences in order to they understand the structure.</p> <p>1.2-The teacher teaches the students verbs according to tense and subject, of course according to the level as well. It was observed that he teaches the verb "Be" taking in consideration the subject and tense also he teaches students simple and complex</p>	<p>Error correction: Students' motivation, self-error recognition, self-correction, peer error recognition, peer correction, afraid of speaking at the front, students follow instructions.</p> <p>Teacher correction, teacher encouragement, basis for improvement, teacher's comprehension of students' mistakes, frequency of correction, teacher's rapport, overcorrection of students, teacher motivates</p>	<p>- To analyze the effectiveness of student feedback in seventh grade students' productive skills development at Centro Escolar Napoleon Rios Santa Ana, El Salvador</p> <p>-To establish the effect of feedback in students' productive skills</p>

	<p>sentences.</p> <p>1.3-The teacher always makes sure that the grammar is correct. He uses a lot the board to write sentences that are built with the students. He focuses in pronunciation of verbs.</p> <p>1.4- The teacher teaches simple sentences because of the level of students.</p> <p>1.5- He teaches students verbs according to tense and level.</p> <p>1.6- He is really careful because he makes sure that students learn verbs according to tense, also he makes use of different methods.</p> <p>1.7- Sometimes students do not know how to develop activities related with verbs, but in the class</p>	<p>students how to correct themselves, drilling, verification of self-improvement, examples given by the teacher</p>	
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	<p>they understand.</p> <p>1.8-The teacher teaches students verbs according to tense and he makes sure that they have learned them through activities.</p> <p>1.9 Yes, he uses them when he writes on the board.</p> <p>1.10- Yes, The teacher teaches the Ss' the verbs according to tense.</p> <p>1.11-The teacher teaches the students the verbs according to subject.</p> <p>1.12-yes The teacher teaches pronoun reference in the paragraph.</p> <p>1.13- He teaches students verbs according to tense and level.</p> <p>1.14- Yes, the teacher uses them when he writes on the</p>		
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	<p>board.</p> <p>1.15-No, he does not teach the subordination sentences in class.</p> <p>1.16- The teacher teaches simple sentences but complex sentences.</p> <p>1.17The teacher uses a very basic grammar level regarding to grammar.</p> <p>1.18-Verb agreement is not taught deeply, however, pronouns are taught in a basic level.</p> <p>1.19-The teacher only uses simple sentences.</p> <p>1.20-The teacher uses a very basic level regarding to grammar</p> <p>1.21-The teacher uses a very basic level regarding to grammar</p> <p>1.22-Verb agreement is not</p>		
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	<p>taught deeply, and simple sentences are used only.</p> <p>1.23-Grammatical rules are not explained deeply because of the students' level requires basic grammar structures.</p> <p>1.24-Grammatical rules are not explained deeply in sentences, just the basic grammatical structures.</p> <p>1.25 The teacher teaches very well the class he is very susceptible for student's needs, and most Ss' try to apply the grammar rules in the writing activities.</p> <p>1.26- Teacher uses written activities according to their level, and his students are not completely lost because most of them understand the meaning of</p>		
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	<p>some words.</p> <p>1.27-teacher writes a short paragraph to teach new vocabulary as well as the simplest forms of the verb agreement because he makes emphasis in the subject and some verbs.</p> <p>1.28-teacher writes a paragraph to show the simple elements of a simple sentence such as, subject and verbs to teach new vocabulary and also to correct some mistakes that students generally make when learning English.</p> <p>1.29-teacher writes a new paragraph to makes students underline the pronouns in simple sentences; however, for students, this is still a difficult task.</p>		
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	<p>1.30-Teacher teaches the usage of “and” and “but” in common sentences. He’s always checking students’ notebooks.</p> <p>1.31-Teacher makes students participate in recalling the pronouns studied in previous classes.</p> <p>1.32-Teacher writes a paragraph with pronouns subjects and new vocabulary, then he deletes with the purpose to students rewrite the same paragraph but, this is still a difficult task for students.</p> <p>1.33-Yes,he does teach students grammar.</p> <p>1.34-He teaches cohesive devices when needed.</p> <p>1.35-Yes, he uses subordination and</p>		
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	<p>coordination in paragraphs but it is no explained deeply.</p> <p>1.36-Coordination was explained in class but in a slight manner.</p> <p>1.37-Yes, he teaches pronoun reference in some classes.</p> <p>1.38Subordination of simple sentence was taught but no of complex sentences.</p> <p>1.39-Yes, he teaches pronouns how they have to be used.</p> <p>1.40-Grammar is explained in a brief manner but in an understandable way.</p>		
<p>2 Coherence:</p> <p>a. The teacher teaches topic development and paragraph structure</p> <p>b. The teacher</p>	<p>2.1-The teacher focuses specifically in pronunciation and Word order. He provides students very clear examples related</p>		

<p>exemplifies clearly the topics and gives supporting ideas and specific details for Ss' to develop a paragraph.</p> <p>c. The teacher focuses cohesive devices.</p>	<p>with the topic.</p> <p>2.2-The teacher develops a topic, and he uses the board in order to write a paragraph for students can read it together.</p> <p>2.3-The teacher dictates paragraphs about the topic that the students are studying. He makes sure that all students write the paragraph. Later, he checks and corrects them individually.</p> <p>2.4- The teacher provides students examples about paragraphs; however, they are not able to write a paragraph by themselves.</p> <p>2.5-The teacher does not provide clearly a topic development, and he does not ask them to write paragraph just copy from the board.</p> <p>2.6- The teacher</p>		
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	<p>focuses in details and supporting ideas to create paragraphs, but students just copy from the board.</p> <p>2.7-The teacher does not provide examples about how to develop a topic.</p> <p>2.8-The teacher does not teach a topic providing examples to the students.</p> <p>2.9-yes, he uses the topic development in the class but he emphasizes the class in repetition not in production of writing skill.</p> <p>2.10-Yes, The teacher capitalizes the beginning of sentences.</p> <p>2.11-he always uses the colon.</p> <p>2.12- yes he uses punctuation marks.</p> <p>2.13-Yes, the teacher</p>		
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	<p>capitalizes proper nouns.</p> <p>2.14- When he writes on the board, he uses them.</p> <p>2.15-.yes, The teacher uses the comma properly.</p> <p>2.16- He uses commas properly</p> <p>2.17-Paragraph development is not taught, cohesive devices, supporting ideas and details are not studied as a consequence.</p> <p>2.18-Paragraph development is not taught, cohesive devices, supporting ideas and details are not studied as a consequence</p> <p>2.19-Paragraph development is not taught, cohesive devices, supporting ideas and details are not studied as a consequence</p> <p>2.20-Paragraph</p>		
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	<p>development is not taught, cohesive devices, supporting ideas and details are not studied as a consequence</p> <p>2.21-Paragraph development is not taught, cohesive devices, supporting ideas and details are not studied as a consequence</p> <p>2.22-Paragraph development is not taught, cohesive devices, supporting ideas and details are not studied as a consequence</p> <p>2.23-Paragraph development is not taught, cohesive devices, supporting ideas and details are not studied as a consequence</p> <p>2.24-Paragraph development is not taught, cohesive devices, supporting ideas and details are not studied as a</p>		
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	<p>consequence</p> <p>2.25-During the class, teacher uses the topic to write the paragraph, he focuses in the main idea to show Ss' just vocabulary but not grammar aspects.</p> <p>2.26-Teacher recalls the previous vocabulary allowing students to write a short paragraph which was already written in a previous activity and his students help themselves.</p> <p>2.27-Teacher uses lot simple examples for students understand the meaning of some English sentences. His examples are quite good.</p> <p>2.28-When writing a paragraph, teacher exemplifies each word inside of the</p>		
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	<p>paragraph for students go step by step in their learning process.</p> <p>2.29-Constantly teacher checks his students work in their notebooks to see if their doing well their written works.</p> <p>2.30-Teacher teaches the lesson and makes students write in the board his key words.</p> <p>2.31-Teacher goes step by step writing a paragraph but for most students is hard to produce sentences according to the main idea.</p> <p>2.32-Teacher makes students repeat the paragraph in groups but not all students inside of the group help each other.</p> <p>2.33. Yes, he does it but orally.</p> <p>2.34-Students do</p>		
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	<p>not produce orally or in the written form.</p> <p>2.35-The teacher exemplifies clearly but not for students to create paragraphs.</p> <p>2.36-No, he does not focus on cohesive devices too much.</p> <p>2.37-No he did not developed paragraph structure direct manner.</p> <p>2.38-The teacher exemplifies clearly but he does not follow the structure of a paragraph because that'd be a high-level content.</p> <p>2.39-The teacher exemplifies clearly but not for students to create paragraphs.</p> <p>2.40-Yes, he briefly points out the cohesive devices for students to learn how to use them</p>		
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	in paragraph.		
<p>3.Punctuation:</p> <p>a. The teacher capitalizes the beginning of sentences.</p> <p>b. the teacher capitalizes proper nouns.</p> <p>c. The teacher uses properly the colon.</p> <p>d. the teacher uses exclamation and questions marks.</p> <p>e. The teacher uses the comma properly.</p>	<p>3.1-The teacher writes examples on the board, and he uses capital letters where it is needed, also he emphasizes in question marks, and he lets know students that in English the question mark is placed at the end of the question.</p> <p>3.2-The teacher emphasizes in punctuation.</p> <p>3.3-He wrote a paragraph on the board and he emphasizes in punctuation. He remarks that it is very important to know punctuation signs.</p> <p>3.4- The teacher focuses in punctuation signs. He uses comma, exclamation and question marks properly.</p> <p>3.5-The teacher</p>		

	<p>emphasizes in questions marks; he always tells students that the question mark is place at the end of the question.</p> <p>3.6- He is very careful with punctuation signs.</p> <p>3.7- He uses punctuation signs properly.</p> <p>3.8- He always uses punctuation signs properly.</p> <p>3.9-he writes everything properly.</p> <p>3.10- He does not commit mistakes when he writes.</p> <p>3.11-No, The teacher does not substitute letters in the words.</p> <p>3.12- He writes properly.</p> <p>3.13-he does not commit mistakes when writing.</p> <p>3.14-he writes properly</p> <p>3.15-No, The</p>		
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	<p>teacher does not segments or divides words.</p> <p>3.16- he writes everything properly.</p> <p>3.17. The teacher capitalizes the beginning of sentences, and proper nouns, but sometimes he does not do it, the same happens with the comma, the colon and the expression marks; besides his letter is not easily legible.</p> <p>3.18-The teacher capitalizes the beginning of sentences, and proper nouns, but sometimes he does not do it, the same happens with the comma, the colon and the expression marks; besides his letter is not easily legible.</p> <p>3.19-The teacher capitalizes the beginning of sentences, and proper nouns, but</p>		
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	<p>sometimes he does not do it, the same happens with the comma, the colon and the expression marks; besides his letter is not easily legible.</p> <p>3.20-The teacher capitalizes the beginning of sentences, and proper nouns, but sometimes he does not do it, the same happens with the comma, the colon and the expression marks; besides his letter is not easily legible.</p> <p>3.21-The teacher capitalizes the beginning of sentences, and proper nouns, but sometimes he does not do it, the same happens with the comma, the colon and the expression marks; besides his letter is not easily legible.</p> <p>3.22-The teacher capitalizes the beginning of</p>		
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	<p>sentences, and proper nouns, but sometimes he does not do it, the same happens with the comma, the colon and the expression marks; besides his letter is not easily legible.</p> <p>3.23-The teacher capitalizes the beginning of sentences, and proper nouns, but sometimes he does not do it, the same happens with the comma, the colon and the expression marks; besides his letter is not easily legible.</p> <p>3.24-The teacher capitalizes the beginning of sentences, and proper nouns, but sometimes he does not do it, the same happens with the comma, the colon and the expression marks; besides his letter is not easily legible.</p> <p>3.25-Teacher</p>		
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	<p>teaches the importance of capitalize words in English and also he makes comparison with Spanish for students understand the difference in both languages.</p> <p>3.26-Teacher always capitalizes the correct words in English and teaches students then he checks students written works.</p> <p>3.27-Teacher uses properly the punctuation marks in English and he monitors students to do the same in the paragraph.</p> <p>3.28-Teacher teaches students and uses the body language when necessary special in exclamation or question sentences.</p> <p>3.29-Teacher uses capital letters in proper</p>		
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	<p>names and teaches them that it is necessary in English.</p> <p>3.30-In the paragraph teacher uses comma properly to separate two sentences.</p> <p>3.31-Teacher uses properly the colon in sentences and makes emphasis in his students written work. Teacher checks their works in Ss' notebooks.</p> <p>3.32-Each time teacher writes a sentence in the board, he uses properly capitalization and exclamation marks as well question marks.</p> <p>3.33. Yes, all the time, he uses punctuation properly to make pauses to have students understand better.</p> <p>3.34-Yes, he uses punctuation</p>		
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	<p>properly.</p> <p>3.35-He uses punctuation to make pauses for students to understand better.</p> <p>3.36-Yes all the time he capitalizes very well on the examples on the board.</p> <p>3.37-He utilizes colon properly.</p> <p>3.38-To separate or make pauses he uses commas.</p> <p>3.39-Punctuation is emphasized in every class.</p> <p>3.40-He makes emphasis on the question and exclamation marks.</p>		
<p>4 Spelling:</p> <p>A. The teacher substitutes letters in the words.</p> <p>B. The teacher omits letters in the words.</p>	<p>4.1-The teacher does not omit or add letters.</p> <p>4.2-The teacher is very careful when he writes sometimes he omits or adds letters but with the purpose that</p>		

<p>C. The teachers adds letter in the words.</p> <p>D. The teacher segments or divides words that are written as a unit.</p>	<p>students find the mistakes.</p> <p>4.3-The teacher erases some words of paragraphs or sentences so students can remember the missing words or write them again on the board.</p> <p>4.4- the teacher has a very good spelling.</p> <p>4.5- The teacher does not make spelling mistakes at least he does it with a purpose.</p> <p>4.6-The teacher never commits spelling mistakes.</p> <p>4.7- The teacher writes correctly.</p> <p>4.8- The teacher is very careful with spelling.</p> <p>4.9-yes, they miss some letter.</p> <p>4.10- Students have spelling problems When they try to make a sentence.</p>		
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	<p>4.11. Yes, They omit letter in works.</p> <p>4.12They hay spelling problems when they try to write simple sentences and a paragraph.</p> <p>4.13-Yes, The students segment or divide words that are written as a unit.</p> <p>4.14-yes, they have spelling problems When they have to write by themselves.</p> <p>4.15-they do not commit spelling problems when they copy from the board.</p> <p>4.16- He writes everything properly.</p> <p>4.17-The teacher's hand writing is difficult to understand since it is not very legible, that sometimes creates some difficulties at the time to</p>		
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	<p>understand certain letters and students may interpret that letters differently</p> <p>4.18-The teacher's hand writing is difficult to understand since it is not very legible, that sometimes creates some difficulties at the time to understand certain letters and students may interpret that letters differently</p> <p>4.19-Even the teacher's hand writing is not so much legible, the students understand the sentences, but it is due to the repetition they do, by they own would be very difficult</p> <p>4.20-The teacher does not segments or divides words that are written as a unity</p> <p>4.21- It could be</p>		
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	<p>difficult to know if the teacher omits or adds letter due to the legibility of his hand writing.</p> <p>4.22- The teacher teaches correct punctuation</p> <p>4.23-Sometimes the teacher forgets to capitalize the beginning of sentences.</p> <p>4.24-the teacher teaches the use of comma and capitalization of proper nouns.</p> <p>4.25-When teacher writes sentences in the board to provide more examples; he omits a letter or adds it to any word to challenge students to discover the written mistake.</p> <p>4.26-Teacher does not substitute letters in words. He is clear in his written words with directions Teacher does not</p>		
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	<p>divide any English words that are written as a unit.</p> <p>4.27-Teacher is always aware every time he writes in the board.</p> <p>4.28-Teacher does not omit letter in the paragraph. Teacher does not divide any English words that are written as a unit.</p> <p>4.29 Teacher rewrites sentences in the board; he omits some letters to challenge students to discover the written mistake.</p> <p>4.30 Teacher rewrites sentences in the board; he omits some letters to challenge students to discover the written mistake.</p> <p>4.31-Teacher is careful with his spelling. Teacher does not divide</p>		
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	<p>any English words that are written as a unit nor add more letters to any English word.</p> <p>4.32 The teacher explains and gives example but the students commit the punctuation mistake in their writing skill. Teacher is careful with his spelling. Teacher does not divide any English words that are written as a unit nor omits any letter in a word.</p> <p>4.33. He is sure of the words he says.</p> <p>4.34-Words that are written as a unit, he keeps them as a unit.</p> <p>4.35-He does not divide words.</p> <p>4.36-He corrects on alert to correct students when they omit letters.</p> <p>4.37-No he does not substitute or</p>		
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	<p>omit letters.</p> <p>4.38-He segments sounds to explain better.</p> <p>4.39-The teacher does not add letters to the words; he looks very sure.</p> <p>4.40-He divides sounds to do a better explanation but not words.</p>		
<p>5. Grammar:</p> <p>a. The Ss' use the verbs according to tense and subject (verb agreement).</p> <p>b. The students use pronoun reference.</p> <p>c. The students use the subordination and coordination of simple and complex sentences.</p>	<p>5.1-Some students use verbs and pronouns according to the tense, but others do not. Some of these students do not do the activities in class, so they do not understand the context.</p> <p>5.2-The majority of students use the verbs according to tense and subject.</p> <p>5.3-When the students are not sure about a verb or a pronoun; they ask the teacher</p>		

	<p>how to write verbs or pronouns in simple or complex sentences.</p> <p>5.4- It is very difficult for students to write complex sentences. They only write simple sentences.</p> <p>5.5-Sometimes students have difficulties with verbs, but they ask the teacher how to use them properly.</p> <p>5.6-Students understand verbs according to tense, but sometimes it is very difficult for them produce sentences by themselves</p> <p>5.7-It is difficult for students to build sentences using verbs and pronouns.</p> <p>5.8- It is difficult for students to build sentences making use of verbs and</p>		
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	<p>pronouns.</p> <p>5.9-Some students use the verbs according to the subject.</p> <p>5.10- Sometimes the students copy from their classmates and do not create sentences by themselves.</p> <p>5.11-Some of them cannot use pronouns.</p> <p>5.12-Some students cannot write complex sentences.</p> <p>5.13The just copy the sentences from the board.</p> <p>5.14-Some of them cannot write either simple or complex sentences.</p> <p>5.15-They use them when they copy from the board.</p> <p>5.16-Some of them.</p> <p>5.17-Students do not write simple</p>		
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	<p>nor complex sentences by their own, they just write what the teacher gives them, so they do not produce any written sentence nor paragraph by their own,</p> <p>5.18-Students do not write simple nor complex sentences by their own.</p> <p>5.19-Students do not write simple nor complex sentences by their own. They need help to do it</p> <p>5.20-Students need the teachers' help to write simple and complex sentences</p> <p>5.21-Students do not write simple nor complex sentences by their own, they just write what the teacher gives them, so they do not produce any written sentence nor paragraph by</p>		
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	<p>their own,</p> <p>5.22-Students do not write simple or complex.</p> <p>5.23-Students do not write simple nor complex sentences by their own, they just write what the teacher gives them, so they do not produce any written sentence or paragraph by their own.</p> <p>5.25-Students need the teachers' and the partners help to create sentences.</p> <p>5.26-Most students are able to produce words studied previously but for some others this task is hard.</p> <p>5.27- It's not an easy task for Ss' produce writing coherence results because the most Ss' still think that English Grammar is like Spanish Grammar.</p>		
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	<p>5.28- It is hard for a few students try to learn the verbs in English; however, teacher teaches and provides examples clearly.</p> <p>5.29- The teacher teaches very well the class and most students try to apply the grammar rules in the writing activities and some students help each other because teacher evaluates their works in their notebooks.</p> <p>5.30- It is hard for the teacher monitors all students' results in class because there are some Ss' who don't copy exactly the teacher words.</p> <p>5.29-For most students is kind of difficult to write complex sentences; however, most of them can write English words.</p>		
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	<p>5.31-the most students copy in their notebooks what the teacher writes in the board, but it is difficult to memorize the written form of any English word.</p> <p>5.32-Teacher recalls the study of pronouns, but for some students still have doubts about it.</p> <p>5.33. Yes, they use verbs according to the tense. They only repeat and copy. No, they did not have the opportunity to use complex sentences.</p> <p>5.34-Yes, students use verbs according to the tense.</p> <p>5.35-They only repeat and copy.</p> <p>5.36-No, they did not have the opportunity to use complex sentences.</p>		
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	<p>5.37- students use pronoun reference.</p> <p>5.38-They manage really well pronoun reference because they got the explanation clear and in Spanish.</p> <p>5.39-They were not taught complex sentences.</p> <p>5.40-Their level does not allow them to subordination and complex sentences.</p> <p>5.41-They were not asked to produce by themselves in a written passage.</p>		
<p>6.Coherence:</p> <p>a. The Ss' apply topic development and paragraph structure.</p> <p>b. The Ss' give supporting ideas and</p>	<p>6.1-During the observation, the students do not write paragraph only sentences.</p> <p>6.2-The students write sentences according to the topic.</p> <p>6.3-The students</p>		

<p>specific details in paragraph development.</p> <p>c. The Ss' use cohesive devices.</p>	<p>try to follow the teacher instructions when they write paragraphs. Probably, they do not write perfectly but they try to do it as well as the can.</p> <p>6.4- Students do not write paragraphs by themselves only copy them from the board.</p> <p>6.5- They write only simple sentences. They do not give supporting ideas.</p> <p>6.6- The students do not write paragraphs by themselves.</p> <p>6.7- The students do not write paragraphs by themselves.</p> <p>6.8- Students do not write paragraph by themselves</p> <p>6.9-some students use the verbs according</p>		
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	<p>to the subject.</p> <p>6.10- Sometimes the students copy from their classmates and do not create sentences by themselves.</p> <p>6.11-some of them cannot use pronouns.</p> <p>6.12-some students cannot write complex sentences.</p> <p>6.13-The just copy the sentences from the board.</p> <p>6.14-Some of them cannot write either simple or complex sentences.</p> <p>6.15-they use them, but when they copy from the board</p> <p>6.16- They do not write a paragraph by themselves.</p> <p>6.17-The students do not produce paragraph or sentences by their own; besides</p>		
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	<p>what the teacher writes and they copy present a deficiency of cohesive devices, since they are just simple and basic sentences</p> <p>6.18-The students do not produce paragraph or sentences by their own; besides what the teacher writes and they copy present a deficiency of cohesive devices, since they are just simple and basic sentences</p> <p>6.19-The students do not produce paragraph or sentences by their own; besides what the teacher writes and they copy present a deficiency of cohesive devices, since they are just simple and basic sentences</p> <p>6.20-The students do not produce paragraph or sentences by their own; besides what the teacher</p>		
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	<p>writes and they copy present a deficiency of cohesive devices, since they are just simple and basic sentences</p> <p>6.21-The students do not produce paragraph or sentences by their own; besides what the teacher writes and they copy present a deficiency of cohesive devices, since they are just simple and basic sentences</p> <p>6.22-The students do not produce paragraph or sentences by their own; besides what the teacher writes and they copy present a deficiency of cohesive devices, since they are just simple and basic sentences</p> <p>6.23-The students do not produce paragraph or sentences by their own; besides what the teacher writes and they</p>		
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	<p>copy present a deficiency of cohesive devices, since they are just simple and basic sentences</p> <p>6.24-The students do not produce paragraph or sentences by their own; besides what the teacher writes and they copy present a deficiency of cohesive devices, since they are just simple and basic sentences.</p> <p>6.25-Teacher does not ask students to write a complete paragraph because their English level does not require tasks like that.</p> <p>6.26- students copy from the board what the teacher writes, but they do not produce a written paragraph by their own.</p> <p>6.27- students just repeat what the teacher asks</p>		
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	<p>for repetition, but they are not able to write complex sentences with cohesive devices yet.</p> <p>6.28- students rewrite paragraph in the board which was written by the teacher and studied a couple of times in the class. And their result is nice because they can write the most missing words correctly.</p> <p>6.29- students copy from the board what the teacher writes, but they do not produce a written paragraph by their own; however, they can write simple sentences in their notebooks and the teacher checks their work.</p> <p>6.30- It is hard for Ss' produce writing coherence results because the most Ss' still think that English Grammar is like Spanish</p>		
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	<p>Grammar.</p> <p>6.31- students just repeat what the teacher asks for repetition, but they are not able to write a long paragraph with details in English.</p> <p>6.32- students try to memorize the words, verbs, and new vocabulary from the paragraph that they copy from the board.</p> <p>6.33 At least, they apply what the teacher teaches to them.</p> <p>6.34-They did not produce paragraphs during the observation.</p> <p>6.35-They do not produce in the written form.</p> <p>6.36-They do not apply paragraph structure as it was not taught in class.</p> <p>6.37-Most of these statements are non-</p>		
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	<p>applicable because of the level of students.</p> <p>6.38- students do not apply topic development because they do not know how to do it.</p> <p>6.39-They use cohesive devices just in the teacher's examples.</p> <p>6.40-They do not produce to apply these elements.</p>		
<p>7 Spelling:</p> <p>A. The Ss' substitute letters in the words.</p> <p>B. The Ss' omit letters in the words.</p> <p>C. The Ss' add letter in the words.</p> <p>D. The Ss' segment or divide words that are written as a unit.</p>	<p>7.1-The majority of students omits letters, or adds more letters, but it is normal in that level taking into consideration that for some of them, it is the first time that study English.</p> <p>7.2-Some students add more letters or omit them. In other words, they have problems with spelling.</p> <p>7.3-Some</p>		

	<p>students have spelling problems special if they write paragraph or sentences</p> <p>7.4- The majority of students have spelling problems. They add or omit letters in the words.</p> <p>7.5- The students have problems with spelling they add or omit letters.</p> <p>7.6-The students have spelling problems even though when they copy paragraph or sentences from the board.</p> <p>7.7- The majority of students have spelling problems.</p> <p>7.8- The majority of students have spelling problems.</p> <p>7.9-yes, they miss some letter.</p> <p>7.10- Students have spelling problems When they try to make a sentence.</p>		
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	<p>7.11. Yes, They omit letter in works.</p> <p>7.12-They have spelling problems when they try to write simple sentence and a paragraph.</p> <p>7.13-Yes, The students segment or divide words that are written as a unit.</p> <p>7.14-Yes. They have spelling problems When they have to write by themselves.</p> <p>7.15-They do not commit spelling problems when they copy from the board.</p> <p>7.16-Some students omit letters when they participate and write words in the board.</p> <p>7.17-Some students add different letters to the words when they participate writing in the</p>		
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	<p>board</p> <p>7.18-Some students substitutes letters in certain words, even if they watch them few minutes before</p> <p>7.19-One student segmented one word that was written as a unity</p> <p>7.20-Generally, most of the students omit, add, substitutes or segment words when they write</p> <p>7.21-Generally, most of the students omit, add, substitutes or segment words when they write.</p> <p>7.22-Generally, most of the students omit, add, substitutes or segment words when they write</p> <p>7.23-Generally, most of the students omit, add, substitutes or segment words when they write.</p>		
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	<p>7.24-Most of students omit letters when they are writing sentences in their notebooks.</p> <p>7.25- Students confuse the English sounds with other words or letters.</p> <p>7.26- Students substitute English words with Spanish words.</p> <p>7.27- For some students is difficult to write when the teacher dictates the words studied in class.</p> <p>7.28-In the process of learning English, students omit letters or add more letters in English word, and teacher corrects them as well as possible.</p> <p>7.29-As this is the first time to study English students have problems with spelling.- students frequently</p>		
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	<p>confuse the English sounds with other English words, when the teacher dictates common words, most students commit mistake.</p> <p>7.30-Ss' have problems with spelling but when they work in pairs the job comes easy because they help each other.</p> <p>7.31. Sometimes, they substitute words and omit letters.</p> <p>7.32. They do not really segment words.</p> <p>7.33. Students omit letters that are written as unit.</p> <p>7.34. Students substitute letters in words.</p> <p>7.35. They segment or divide words.</p> <p>7.36. These aspects were can be observed just in activities when</p>		
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	<p>students write on the board.</p> <p>7.37. Students do not produce in the written form in structures as paragraphs or something.7.38. Students mostly just translate; these aspects are not applicable for them.</p>		
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Table 2 Appendix J2: Speaking Skill

Aspects	Comments	Indicators	Objective
<p>1 GRAMMAR:</p> <p>A. The teacher uses suitable words in suitable contexts when teaching and providing feedback.</p> <p>B. The teacher uses vocabulary according to Ss' level when teaching and providing feedback.</p> <p>C. The teacher uses English expression properly when teaching and providing feedback.</p>	<p>1.1 The teacher is very careful about the words and expressions he uses. He uses simple vocabulary in order to students understand what he is saying. He uses simple expressions and clear.</p> <p>1.2 The teacher uses simple words, and also he uses gestures, and the results are really good because students can understand what the teacher meant.</p> <p>1.3 He is very careful with the vocabulary he</p>	<p>Error correction:</p> <p>Students' motivation, self-error recognition, self-correction, peer error recognition, peer correction, afraid of speaking at the front, students follow instructions.</p> <p>Teacher correction, teacher encouragement, basis for improvement, teacher's comprehension of students' mistakes, frequency of correction, teacher's rapport, overcorrection of students, teacher motivates students how to correct</p>	<p>- To analyze the effectiveness of student feedback in seventh grade students' productive skills development at Centro Escolar Napoleon Rios Santa Ana, El Salvador</p> <p>-To establish the effect of feedback in students' productive skills</p>

	<p>uses when he teaches and provides feedback. He uses words according to the level and situation.</p> <p>1.4 The teacher use suitable words according to the level (7th grade) in order to students understand better.</p> <p>1.5 The teacher uses suitable words and he tries to give real examples, so he uses a basic vocabulary.</p> <p>1.6 The teacher uses suitable vocabulary which is understandable for students.</p> <p>1.7- The teacher uses suitable words and vocabulary which is appropriated for students since they are in</p>	<p>themselves, drilling, verification of self-improvement, examples given by the teacher</p>	
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	<p>seventh grade.</p> <p>1.8 The teacher uses suitable words and vocabulary.</p> <p>1.9 The teacher uses words according to the student's level, words that they have been studying previously.</p> <p>1.10 The teacher always expresses with familiar words to the students</p> <p>1.11 The teacher explains the meaning of the words that students do not understand, even though they are the same that they always study.</p> <p>1.12 The teacher uses words according to the student's level, words that they have been studying</p>		
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	<p>previously</p> <p>1.13 The teacher uses basic words, and expressions, however some students do not get their meaning.</p> <p>1.14 The teacher presents some words to the students, however he does not explain their meaning arguing that they have studied that words before</p> <p>1.15 The teacher bases his class in pronunciation rather than explaining basic grammar structures</p> <p>1.16 Grammar is almost always absent from the teacher's class.</p> <p>1.17 The teacher always</p>		
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	<p>uses suitable words in suitable contexts.</p> <p>1.18 He uses vocabulary according to students' level.</p> <p>1.19 he uses the expressions according to student's level.</p> <p>1.20 He uses English expressions.</p> <p>1.21 He uses basic vocabulary.</p> <p>1.22 He uses English expressions.</p> <p>1.23 he knows how to use them. But sometimes he commits mistakes.</p> <p>1.24 He uses vocabulary according to students' level.</p> <p>1.25 The teacher teaches Basic English words and emphasizes</p>		
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	<p>more in common vocabulary to show the correct form to write English.</p> <p>1.26 Teacher uses suitable words because most students can understand what he says in English.</p> <p>1.27 Teachers are very dynamic in class and expressive, so most students pay attention when he commends any English action.</p> <p>1.28 The teacher is very meticulous when teaching English because the way that he performs the class is very clear for most students</p> <p>1.29 Teacher is very expressive in class and it creates a nice interaction with</p>		
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	<p>most of his students.</p> <p>1.30 When teacher provides feedback; he uses more suitable words to make students memorize the correct form.</p> <p>1.31 The vocabulary used in class by the teacher is properly for his students because the way that the teacher teaches it keeps the students to learn easily.</p> <p>1.32 Usually, teacher teaches common English expressions in a funny way and his most of the students learn them.</p> <p>1.33 Yes, he maintains the chosen words for students. Yes, he surrounds the</p>		
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	<p>basic level of words for students. Yes, the teacher uses English expressions properly.</p> <p>1.34 He uses the same words for students not to get confused.</p> <p>1.35 The teacher keeps the same level of words for students.</p> <p>1.36 The same set of words is used for students in this basic level.</p> <p>1.37 English expressions used by the teacher are appropriate for the level of students.</p> <p>1.38 Yes, he focuses on basic-level words for them.</p> <p>1.39 The vocabulary used by the</p>		
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	<p>teacher in the lessons is suitable for students.</p> <p>1.40 The expressions used by the teacher are properly used according to the level.</p>		
<p>2 FLUENCY:</p> <p>A. The teacher expresses in an understandable way when teaching and proving feedback.</p> <p>B. The teacher connects words and phrases correctly when teaching and proving feedback.</p>	<p>2.1 The teacher repeats many times the same word, structure or phrase so students understand what he says.</p> <p>2.2 It was observed that the teacher expresses himself in a understandable way because his students understand the message correctly. He uses phrases used in real language.</p> <p>2.3 The teacher expresses himself in a suitable manner. Most</p>		

	<p>of the time, he uses gestures. The problem could be that some students have poor vocabulary.</p> <p>2.4 The teacher speaks slowly in order to students catch the message.</p> <p>2.5 The teacher expresses himself in an understandable way the problem is that some students have poor vocabulary.</p> <p>2.6 The teacher speaks slowly to students understand. Most of the time the teacher translate them.</p> <p>2.7 The teacher speaks slowly in order to students understand. Some of the catch the message but others do not, so the teacher makes gestures</p>		
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	<p>and finally he translates the class.</p> <p>2.8 The teacher connects words and phrases well, so students understand the class.</p> <p>2.9 The teacher does not produce complete sentences and phrases frequently, he instead uses a syllabic pronunciation system instead to teach pronunciation</p> <p>2.10 The teacher pronounces in understandable words; however, his pronunciation is not even near native.</p> <p>2.11 The teacher motives students to listen to certain words in a sentence, without paying</p>		
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	<p>attention to details.</p> <p>2.12 The teacher fluency is slow, but it is a consequence of the students levels</p> <p>2.13 The teacher does not use complex sentences, and he easily connects simple expressions and words</p> <p>2.14 The teacher repeats what is written in the board, he never expresses with different content that what is written in the board</p> <p>2.15 The teacher's uses simple expression</p> <p>2.16 The teacher uses simple expression; nevertheless, they are clear and</p>		
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	<p>understandable for the students.</p> <p>2.17 yes he expresses in an understandable way.</p> <p>2.18 Yes, the teacher connects words and phrases correctly.</p> <p>2.19 The teacher has some problems when speaking with connecting some words.</p> <p>2.20 The teacher expresses clearly.</p> <p>2.21 The teacher expresses in an understandable way.</p> <p>2.22 He does not have problems with connecting words.</p> <p>2.23He expresses in an understandable way.</p> <p>2.24 The</p>		
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	<p>teacher expresses in an understandable way.</p> <p>2.25 Any time teacher teaches new vocabulary he tries to explain the meaning in Spanish, and sometimes he associate with other word familiar for students</p> <p>2.26 Teacher teaches how the vowels sounds are linked in very simple sentences.</p> <p>2.27 Teacher expresses the English sentences clearly.</p> <p>2.28 The teacher expression is nice because his Ss' try to imitate the way he expresses English sounds.</p> <p>2.29 The teacher is very</p>		
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	<p>dynamic when connecting the sounds and it is useful for his Ss' because they memorize and produce the sounds.</p> <p>2.30 When teacher expresses in English, students catch the ideas even when he gives direction for any English activity.</p> <p>2.31 The way that the teacher speaks and teaches English is very understandable for most students besides, the vocabulary used in class is almost always familiar for students</p> <p>2.32 Every time teacher finds a link sounds, he teaches it and provides more related examples.</p> <p>2.33 Yes, he</p>		
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	<p>uses Spanish to give clear instructions.</p> <p>2.34 He uses connectors to join ideas and be more understood.</p> <p>2.35 The teacher makes good use of phrases.</p> <p>2.36 Yes, he gives clear instructions.</p> <p>2.37 Yes, he makes well use of coordinating conjunctions to join ideas, sentences.</p> <p>2.38 He gives clear instructions in Spanish.</p> <p>2.39 Yes, the teacher plays with the same words for students to understand the words in different context.</p> <p>2.40 Yes, his instructions and</p>		
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	<p>ideas are clear and understandable.</p>		
<p>3 PRONUNCIATION AND INTONATION:</p> <p>A. The teacher teaches phonological rules to clarify doubts.</p> <p>B. Teacher is aware of the various English sounds and their pronunciation when Ss' commit mistakes.</p> <p>C. The teacher uses stress, intonation and pitch properly to clarify doubts.</p>	<p>3.1 The teacher does not teach phonological rules deeply; however, he emphasizes in some sounds, and teaches to his students' pronunciation symbols. He tells students how to pronounce the sounds.</p> <p>3.2 The teacher has a lot of knowledge about English. He teaches students some phonological rules such as symbols. He teaches how to pronounce words correctly. He uses intonation few times.</p> <p>3.3 In all the classes, the teacher emphasizes in</p>		

	<p>sounds. He improves a lot pronunciation of words.</p> <p>3.4 The teacher teaches students how to pronounce according to intonation because sometimes he moves his mouth according to the pronunciation.</p> <p>3.5 He teaches pronunciation sounds but not deeply. He does it in a simple way. He has a strong voice which is good because students can listen to him well.</p> <p>3.6 Sometimes the teacher has pronunciation problems with some words but it is understandable because he cannot exaggerate the pronunciation of words because</p>		
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	<p>of the level of students.</p> <p>3.7 The teacher uses different methods to teach students pronunciation. He teaches them different sounds even though not so deeply.</p> <p>3.8 The teacher teaches sounds and he uses intonation well.</p> <p>3.9 The teacher teaches certain phonological rules, especially those concerning to vowel pronunciation and final "e" sound.</p> <p>3.10 The teacher does not teach pitch, stress, and intonation.</p> <p>3.11 The teacher teaches the different sounds of the same vowel depending the words; it can be</p>		
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	<p>say that this is like teaching phonological rules.</p> <p>3.12 The teacher does not teach pitch, stress, and intonation, but he's is aware of the various English sounds.</p> <p>3.13 The teacher pronounces the sentences with the same pitch, stress, and intonation, he does not provides examples of the difference between them</p> <p>3.14 The teacher does not provides examples of pitch, stress, and intonation</p> <p>3.15 The teacher teaches phonological rules, at least, according to vowel pronunciation</p> <p>3.16 The</p>		
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	<p>teacher teaches phonological rules, at least, according to vowel pronunciation, but he does not provide any lesson of pitch, stress, and intonation.</p> <p>3.17 The teacher is aware of the English sounds.</p> <p>3.18 Sometimes the teacher does not speak correctly.</p> <p>3.19 The teacher does not provide examples of pitch, stress, and intonation.</p> <p>3.20 Teacher exaggerates the difficult sounds for students pronounce the sounds alike.</p> <p>3.21 Teacher exaggerates the difficult sounds for students pronounce the</p>		
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	<p>sounds alike.</p> <p>3.22 The teacher uses stress intonation and pitch.</p> <p>3.23 Sometimes the teacher teaches phonological rules.</p> <p>3.24 Sometimes he teaches phonological rules.</p> <p>3.25 Even though the class is basic; teacher teaches basic phonological rules for students understand better.</p> <p>3.26 Teacher has a good knowledge of various sounds of English because he teaches how the words are pronounced.</p> <p>3.27 Teacher exaggerates the difficult sounds for students</p>		
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	<p>pronounce the sounds alike.</p> <p>3.28 Teacher is aware when students pronounce the sounds wrongly, then he corrects.</p> <p>3.29 The teacher projects his voice properly; Teacher uses stress, pitch and intonation when he speaks English.</p> <p>3.30 The experience of the teacher as an English teacher helps students learn.</p> <p>3.31 As teacher is a Salvadorian English teacher his stress doesn't sound as native speaker, but his intonation and pitch is very well.</p> <p>3.32 The way teacher pronouns and intonates the</p>		
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	<p>sounds are very nice because his students try to repeat how teacher says the English words in the speaking activities and the result of the students is fine.</p> <p>3.33 He teaches sounds and combinations of sounds in words and in dialogues, too. He speaks using the different variations of sounds and rhythmic effects of the English language.</p> <p>3.34 He teaches sounds in words and in dialogues, too.</p> <p>3.35 Yes, he teaches phonological rules in class.</p> <p>3.36 Phonological rules and combination of sounds are</p>		
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	<p>taught I class.</p> <p>3.37 He writes examples on the board.</p> <p>3.38 He teaches the right pronunciation of words. Additionally, he uses stress and pitch properly in some sample questions.</p> <p>3.39 He mainly focuses on pronunciation in class. Examples are provided on the board.</p> <p>3.40 He barely teaches intonation.</p>		
<p>4 GRAMMAR:</p> <p>A. After receiving feedback, The Ss' use suitable words in suitable contexts.</p> <p>B. After receiving feedback, The Ss' are able to apply</p>	<p>4.1 When the teacher is speaking, he is very careful in the way he speaks because he uses simple words, so students can produce English with simple words. Students who have taken</p>		

<p>the vocabulary correctly according to their level.</p> <p>C. After receiving feedback, The Ss' use English expression properly.</p>	<p>classes previously express better the ones who have not.</p> <p>4.2 He is very careful about grammar, and he uses tense, pronouns and so on according to the level. Not all of them use English expressions properly.</p> <p>4.3 For some students, it is very difficult to form sentences, especially students who miss classes.</p> <p>4.4 Students produce English with simple words. It is very difficult for students to keep a long conversation.</p> <p>4.5 Some students have more vocabulary so can express better.</p> <p>4.6 The</p>		
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	<p>students use vocabulary according to the level. But, their vocabulary is very limited.</p> <p>4.7 The students use words according to their level.</p> <p>4.8 The students use words according to their level.</p> <p>4.9 The students never use English, only when they are required to participate, so they always use the words that they are thought in the very moment</p> <p>4.10 The students do not use English expressions</p> <p>4.11 The students always use the vocabulary and sentences that they are required to express in class, but</p>		
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	<p>between them they do not use English</p> <p>4.12 The students never use English, only when they are required to participate, so they always use the words that they are thought in the very moment</p> <p>4.13 The students never use English, only when they are required to participate, so they always use the words that they are thought in the very moment</p> <p>4.14 The students never use English, only when they are required to participate, so they always use the words that they are thought in the very moment</p> <p>4.15 Not all the students participate in</p>		
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	<p>the activities, and they do not use any expression or vocabulary during the class.</p> <p>4.16 Not all the students participate in the activities, and they do not use any expression or vocabulary during the class.</p> <p>4.17 students do not use suitable words in suitable contexts.</p> <p>4.18 They do not use suitable words in suitable context.</p> <p>4.19 They do not use the vocabulary according to their level.</p> <p>4.20 They do not use English expressions.</p> <p>5-They do not use the vocabulary according to</p>		
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	<p>their level.</p> <p>4.21 They speak in Spanish not in English.</p> <p>4.22 They speak in Spanish most of the time.</p> <p>4.23 They do not use the vocabulary according to their level.</p> <p>4.24 It's kind of difficult for students produce by their own English vocabulary; however, teacher teaches and encourages them to produce English words which they studied previously in class.</p> <p>4.25 The way teacher teaches makes students use English expressions. Teacher tries to motive them to memorize not only the English</p>		
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	<p>expressions but also the English words.</p> <p>4.26 Teacher teaches how and when to use English expressions teacher provides more examples when any students confuse in context.</p> <p>4.27 Students use vocabulary according to the class and most of them are able to produce the vocabulary in their contexts.</p> <p>4.28 Most students use suitable words in suitable contexts but it seems to be kind of difficult for them because they practice just the lesson given by the teacher.</p> <p>4.29 Teacher teaches new vocabulary and some students produce</p>		
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	<p>expressions with any new vocabulary, but it is still hard for students to write correctly the vocabulary.</p> <p>4.30 After the lesson, students learn vocabulary and are able to say it but for most students forget the correct written form.</p> <p>4.31 Teacher reinforces the vocabulary which is familiar with students and most of them keep practicing because teacher motives them to use it in class. But it is still little practice time.</p> <p>4.32 Students use the vocabulary at least the one they know so far. They try, as not all of them have good bases for producing by</p>		
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	<p>themselves.</p> <p>4.33 Students barely use new words.</p> <p>4.34 Students mainly emulate sounds and repeat sentences. They do not produce.</p> <p>4.35 They do not have good bases to use or produce vocabulary.</p> <p>4.36 By themselves, they are unable to suitable words in suitable contexts.</p> <p>4.37 Students use the vocabulary at least the one they know so far. They try, as not all of them have good bases for producing by themselves.</p> <p>4.38 Yes, at least students use the basic</p>		
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	<p>vocabulary according to their level when they repeat.</p> <p>4.39 Students use English expressions properly but with the help of the teacher.</p>		
<p>5. FLUENCY:</p> <p>A. After Ss' have received feedback, The Ss' have the ability to answer coherently by connecting the words and phrases.</p> <p>B. After Ss' have received feedback, Ss' pronounce the sounds clearly.</p> <p>C. After Ss' have received feedback, Ss' use stress and intonation</p>	<p>5.1 Some students can communicate in English, but some of them do not do it correctly. However, the message that they try to communicate is understandable. Students do not use stress. They are not aware about what stress is.</p> <p>5.2 students are able to answer questions; however, not all the time they use the language perfectly. Some of them have difficulties expressing their ideas because</p>		

	<p>their vocabulary is not so wide, not they transmit what they want to say. They do not use stress.</p> <p>5.3 The majority of students communicate well, even though, in some situations, they forget words or how to pronounce the words and phrases.</p> <p>5.4 Students are able to answer a question but sometimes they do not follow the word order, and they do not pronounce the sounds clearly.</p> <p>5.5 Students do not speak English fluently because their vocabulary is so limited, and think first too much before answering.</p> <p>5.6 Students do not pronounce</p>		
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	<p>sounds clearly.</p> <p>5.7 Students do not use intonation and stress properly. They speak English in a flat manner. They have problems with pronunciation.</p> <p>5.8 Students do not speak English fluently, and they do not pronounce the sounds clearly.</p> <p>5.9 The students present problems by expressing sentences and words correctly</p> <p>5.10 The students always pronounce the words with difficulty</p> <p>5.11 The students always pronounce the words with difficulty</p> <p>5.12 Students pronounce words</p>		
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	<p>incorrectly most of the time, besides, they do not use pitch, stress and intonation</p> <p>5.13 Students pronounce words incorrectly most of the time, besides, they do not use pitch, stress and intonation</p> <p>5.14 Students pronounce words incorrectly most of the time, besides, they do not use pitch, stress and intonation</p> <p>5.15 Students answer with difficulties, especially in pronunciation.</p> <p>5.16 Students never use stress and intonation.</p> <p>5.17 No, The students have the ability to answer coherently.</p>		
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	<p>5.18 They are not able to connect words by themselves.</p> <p>5.19 students do not pronounce the English sounds clearly.</p> <p>5.20 They do not pronounce the sounds clearly.</p> <p>5.21 No, students do not use stress and intonation.</p> <p>5.22 They do not use stress and intonation.</p> <p>5.23 No they do not have the ability to answer coherently.</p> <p>5.24 They do not use the English language to communicate.</p> <p>5.25 For students is hard to produce long coherent sentences by their own what they produce</p>		
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	<p>with not too much difficulty is the vocabulary learned in class.</p> <p>5.26 Most students try to say the vocabulary in class but sometimes they confused themselves.</p> <p>5.27 After the correction students produce English very well and some of them seem to feel satisfied.</p> <p>5.28 As teacher correction comes for twice, students clarify the way the use stress and intonation.</p> <p>5.29 Teacher teaches dynamically the way students have to say the words and sentences in class.</p> <p>5.30 The result was nice because the</p>		
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	<p>lesson studied in class made Ss' get good points to his academic report.</p> <p>5.31 Some students are able to connect the words in sentences but it is still kind of difficult, teacher corrects them and shows the classes the correct form to students learn well.</p> <p>5.32 Some students just repeat again and again the words but they confused almost always with the stress or sometimes intonation.</p> <p>5.33 Not all the time, they have the ability to answer coherently by connecting words and phrases, only just after the teacher makes</p>		
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	<p>them repeat.</p> <p>5.34 They try to use stress and intonation as the teacher teaches them.</p> <p>5.35 They emulate the sounds and use stress as far as they are taught in class.</p> <p>5.36 They are newcomers in the English language; that is why; they do what the teacher does.</p> <p>5.37 They do not have the ability to answer coherently.</p> <p>5.38 Students pronounce clear as they always are on alert in class because the teacher's classes are really catchy.</p> <p>5.39 When they are leaded to repeat, they pronounce well.</p> <p>5.40 Not all the</p>		
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	<p>time, they have the ability to answer coherently by connecting words and phrases, mostly in the written form that was not reinforced in classes.</p>		
<p>6.PRONUNCIATION AND INTONATION:</p> <p>A. Students use phonological rules after feedback.</p> <p>B. Students are aware of the various English sounds and their pronunciations.</p> <p>C. The students use stress, intonation and pitch properly after feedback.</p>	<p>6.1 Students do not follow phonological rules; they repeat what the teacher says. Students are not aware of several English sounds. Students do not use intonation and pitch properly.</p> <p>6.2 Students try to reproduce the way in which the teacher pronounces. They are aware of various sounds in English because the teacher teaches them different sounds. It is difficult for students to use stress,</p>		

	<p>intonation and pitch properly.</p> <p>6.3 The students are aware of various sounds (the most common). The teacher teaches them how to use them.</p> <p>6.4 It is very difficult for students to produce sounds; however, they try to communicate.</p> <p>6.5 Students try to produce the sounds as the teacher does.</p> <p>6.6 Students have pronunciation problems and they do not use intonation and stress.</p> <p>6.7 The students do not follow phonological rules, but they try to express themselves.</p>		
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	<p>6.8 The students have pronunciation problems.</p> <p>6.9 Students have problems to remember the phonological rules that the teacher teaches them</p> <p>6.10 Student are not aware of the pronunciation of the various English sounds and their pronunciation</p> <p>6.11 Students have problems to remember the phonological rules; besides, they do not use pitch, stress, and intonation</p> <p>6.12 Students have problems to remember the phonological rules; besides, they do not use pitch, stress, and intonation</p> <p>6.13 Students commit many mistakes to</p>		
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	<p>pronounce words</p> <p>6.14 Students have problems to remember the phonological rules; besides, they do not use pitch, stress, and intonation</p> <p>6.15 Students have problems to remember the phonological rules; besides, they do not use pitch, stress, and intonation.</p> <p>6.16 Most of the students only remember the phonological rules at the time of the class.</p> <p>6.17 They do not know and use stress and intonation.</p> <p>6.18 They use stress intonation just when the teacher tells them to repeat words.</p> <p>6.19 They do not use</p>		
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	<p>intonation.</p> <p>6.20 No. they are not aware of the various English sounds.</p> <p>6.21 They do not use phonological rules.</p> <p>6.22 They do not know the phonological rules.</p> <p>6.23 They do not use stress and intonation.</p> <p>6.24 They do not know and use stress and intonation.</p> <p>6.25 The teacher teaches seldom the most basic phonological rules of the vowel sounds, students just repeat what the teacher explains, but for students is a difficult task.</p> <p>6.26 When students repeat oral English,</p>		
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	<p>teacher corrects the mistake, but in common words they correct themselves.</p> <p>6.27 Teacher teaches the correct form to say the vocabulary, then students come to participate and sometimes they confuse in any stress, intonation or pitch, but after the correction students improve a little the way to say the vocabulary.</p> <p>6.28 when any student is participating orally in class or doing any writing in front of the class and commits any mistake, the rest of his or her classmates reacts immediately and helps to correct before teacher correction comes.</p>		
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	<p>6.29 Some students pay attention when any of the group is participating with the purpose to help in any problem with pronunciation.</p> <p>6.30 For most students pronounce well the English words but just when teacher corrects them and it is still kind of hard for some pairs of students to say the correct pronunciation because they manifest to forget the correct form.</p> <p>6.31 When teacher makes students repeat any word students say without no problem after three or four repetition times, but when it is a more difficult word or even a complete sentence in a paragraph</p>		
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	<p>students commit mistakes in any a stress, intonation or pitch.</p> <p>6.32 Teacher teaches does not focus too much in the phonological rules to learn, students learn because teacher makes a nice motivation to memorize the way to pronounce new vocabulary.</p> <p>6.33 They use phonological rules when the teacher corrects them.</p> <p>6.34 They use at least the phonological rules taught in the class.</p> <p>6.35 Mostly, they repeat after the teacher's sample.</p> <p>6.36 Students use phonological</p>		
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	<p>rules when the teacher corrects them.</p> <p>6.37 Students use proper intonation and stress after the teacher intervention.</p> <p>6.38 Students are not aware of the various English sounds because, they do not have previous knowledge of the language.</p> <p>6.39 Stress and pitch are developed in a slight manner.</p> <p>6.40 Students are taught phonological rules to repeat mainly.</p>		
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PRODUCTIVE SKILLS REINFORCEMENT THROUGH FEEDBACK

Table 3 Appendix K1: Error Correction Applied by Students

Aspects	Answers	Indicators	Objectives
<p>1. Students lose motivation when the teacher corrects them.</p>	<p>1.1-No, students do not lose motivation when the teacher corrects them.</p> <p>1.2-Some students get disappointed when the teacher corrects them.</p> <p>1.3-They like the teacher to correct them, but individually.</p> <p>1.4- Students get ashamed when the teacher corrects them, but just in the moments he does it.</p> <p>1.5-They like that the teacher corrects them.</p> <p>1.6- No, students do not lose motivation</p>	<p>Error correction: Students' motivation, self-error recognition, self-correction, peer error recognition, peer correction, afraid of speaking at the front, students follow instructions.</p> <p>Teacher's correction, teacher's encouragement, basis for improvement, teacher's comprehension of students' mistakes, frequency of correction, teacher's rapport, overcorrection of students, teacher motivates students how to correct</p>	<p>To recognize whether productive skills are reinforced through the implementation of the error correction feedback technique in class</p>

	<p>when the teacher corrects them.</p> <p>1.7-They do not lose motivation because he encourages them with a great note after the correction.</p> <p>1.8- Some students get disappointed when the teacher corrects them.</p> <p>1.9-The students motivate more when the teacher tells them that they can do it better the next time.</p> <p>1.10-No, they like that the teacher corrects them.</p> <p>1.12-They do not lose motivation. It was observed that they like to be corrected.</p> <p>1.13-The students do not</p>	<p>themselves, drilling, verification of self-improvement, examples given by the teacher.</p>	
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	<p>lose motivation when they receive correction; they like to be corrected because the teacher corrects them in a suitable way.</p> <p>1.14-They enjoy being corrected because they like that the teacher checks their work.</p> <p>1.15-The students need to be corrected because they learn in that way.</p> <p>1.16-They feel motivated when the teacher corrects them because they learn more.</p> <p>1.18- Students do not lose motivation when the teacher corrects them.</p> <p>1.19-When</p>		
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	<p>Teacher corrects them, students mostly learn the correct way and it makes Ss' feel well.</p> <p>1.20-When teacher corrects students mistake individually, students feel motivated to share the correct form to others.</p> <p>1.21-Most students are more motivated after the correction but not all students because there are some who show lack of interests in learning English.</p> <p>1.22-When students are doing the written activity; teacher motivates them to do it as well as possible.</p> <p>1.24-Teacher</p>		
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	<p>tries to motivate students with assigning them good grades to the academic report. This makes Ss' work in the activity and students motive each other.</p> <p>1.25- Students do not lose motivation after correction, teacher encourage them to not commit the same written mistake.</p> <p>1.26-When teacher corrects students they react with different attitudes which is common, but it is hardly ever seeing students without motivation forward the learning process.</p> <p>1.27-When</p>		
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	<p>teacher corrects students mistake, he shows in front of the class and tells them the correct way, and so other students are motivated to work in the correct form.</p> <p>1.28-The students seem to be motivate after teachers correction, it does not affect them</p> <p>1.29-Students are motivated after teachers correction</p> <p>1.30-Students are motivated after teachers correction</p> <p>1.31-Students are motivated after teachers correction</p> <p>1.32-Students are motivated after teachers correction</p> <p>1.34- Most of</p>		
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	<p>the Students are motivated after teachers correction</p> <p>1.35-The majority of the Students are motivated after teachers correction</p> <p>1.36-Students are motivated after teachers correction, some others are not corrected</p> <p>1.37. They get motivated by the points the teacher gives, and the encouragement he provides in class.</p> <p>1.39. Almost all students feel eager to participate, but the others look afraid of being ashamed.</p> <p>1.40. Students are motivated to pass even when they do not know.</p>		
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	<p>1.41. They are offered to be helped if they pass to the front.</p> <p>1.42. They are encouraged to learn English; the teacher motivates them with the importance of English.</p> <p>1.47. Just a few of them do not want to participate.</p> <p>1.48. The teacher's motivation is important as he tries to transmit the feeling to the students.</p> <p>1.49. Sometimes they look as they are afraid to participate.</p>		
<p>2. Students are able to recognize their own mistakes.</p>	<p>2.1-Some of them do not recognize their mistakes.</p> <p>2.2-They recognize their mistakes, but</p>		

	<p>with the help of the teacher.</p> <p>2.3-The majority of the students do not recognize the mistakes they commit.</p> <p>2.4-They do it, but when they have had previous practice of the exercise they are doing.</p> <p>2.5-Some of them do not recognize their mistakes.</p> <p>2.6-Yes, they recognize but with the help of their classmates and the teacher.</p> <p>2.7-They just write, but do not know if they have committed a mistake.</p> <p>2.8-They just copy from the board.</p> <p>2.9-The students are</p>		
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	<p>not able to recognize their own mistake.</p> <p>2.10- Sometimes they are able to recognize their own mistakes but others they are not.</p> <p>2.11-Some students have a little more of knowledge so they are able to recognize.</p> <p>2.12-Some students are able to recognize their own mistakes when they read several times the same sentence.</p> <p>2.13-Some students recognize their own mistakes.</p> <p>2.14-Some students are not able to recognize if they are wrong.</p> <p>2.15-Some students are able to</p>		
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	<p>recognize their own mistakes but other are not.</p> <p>2.16-Some students are able to recognize their own mistakes.</p> <p>2.17-Most students when they are doing the written activity commit mistakes, but they are not all the time able to recognize their own mistakes.</p> <p>2.18-When students are answering the questions given by the teacher; they help each other recognizing the mistakes.</p> <p>2.19-Most of the time teacher intervenes to correct the mistakes which are written by the students.</p> <p>2.20-When students see</p>		
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	<p>and practice examples in the activity, then, they are able to recognize the own mistakes. Teacher encourages students to recognize the mistakes in the task.</p> <p>2.21-When the teacher assigns more exercises, students learn the correct forms, and so students are able to recognize the mistakes.</p> <p>2.22-When some students have to write the answers in the board, other students participate and rewrite the sentences and the words correctly.</p> <p>2.23-When students participate orally in class, they commit</p>		
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	<p>mistakes, but teacher makes students together solve the mistakes.</p> <p>.24-For some students when they have to write in the board, they show confusion in writing the words because they are not pretty sure the correct form of the word.</p> <p>2.25-They do not seem conscious of they own mistakes until the teacher show the mistakes to them</p> <p>2.26-The students do not recognize their own mistakes</p> <p>2.27-The students always wait for the teacher's correction to verify if they are wrong</p> <p>2.28-The</p>		
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	<p>students do not recognize their own mistakes</p> <p>2.29-The students do not recognize their own mistakes</p> <p>2.30-The students are only able to recognize their mistakes after teacher's correction</p> <p>2.31-The students do not recognize their own mistakes</p> <p>2.32-Students always wait for teacher's correction to notice their mistakes</p> <p>2.34. They are not able to recognize their own mistakes.</p> <p>2.35 Students are not able to recognize their errors but others'.</p> <p>2.36 It rarely happens.</p> <p>2.37. The</p>		
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	<p>teacher does it for them.</p> <p>2.38. They are able to recognize others' but not theirs'.</p> <p>2.39. No, they do not. They wait for the teacher's explanation.</p> <p>2.40 Students are not capable to do it.</p> <p>2.41. They look as they do not get the idea sometimes. Some students get distracted</p>		
<p>3. Students correct their own mistakes.</p>	<p>3.1-They are not able to correct their own mistakes.</p> <p>3.2-They need the help of the teacher to correct their own mistakes.</p> <p>3.3-They correct their own mistakes when they have the answers given</p>		

	<p>by the teacher.</p> <p>3.4-they do not correct their own mistakes.</p> <p>3.5-They have difficulties to correct their own mistakes</p> <p>3.6-Some students can correct their own mistakes.</p> <p>3.7-the majority of the students are not able to correct their own mistakes.</p> <p>3.8- They need the help of the teacher to correct their own mistakes.</p> <p>3.9-They correct their mistakes.</p> <p>3.10- Sometimes they correct their own mistakes.</p> <p>3.11-Most of the time, they do not correct themselves because they do not know</p>		
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	<p>that they are wrong.</p> <p>3.12- Sometimes they do not correct mistakes because they do not know they are wrong.</p> <p>3.13-They correct mistakes.</p> <p>3.14-They correct mistakes.</p> <p>3.15-They correct mistakes.</p> <p>3.16-They correct mistakes.</p> <p>3.17-When students perform activities, they help each other, but when the activity is evaluated by the teacher, students become a little egocentric.</p> <p>3.18-Most students who</p>		
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	<p>pay more attention in class help and correct those students who talk while teacher gives directions.</p> <p>3.19-not all students have the ability to correct the classmates mistake during the activity because some students still have doubts about the correct form of the words.</p> <p>3.20-When students participate in writing in the board commit mistake but they are not able to correct the mistake.</p> <p>3.21-Teacher corrects the mistake when he monitors during the activity.</p> <p>3.22-When students participate in</p>		
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	<p>writing in the board commit mistake but they are not able to correct the mistake.</p> <p>3.23-For some students it is kind of difficult to correct their own mistakes because they are not so sure about the correctness.</p> <p>3.24-Some students do not decide to participate in class because they feel confused with the correct answers.</p> <p>3.25-They do not correct they own mistakes, instead the teacher corrects them.</p> <p>3.26-They do not correct they own mistakes, instead the teacher corrects them.</p> <p>3.27-They do not correct they</p>		
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	<p>own mistakes.</p> <p>3.28-The teacher corrects the students</p> <p>3.29-They do not correct they own mistakes because they do not know how to do it.</p> <p>3.30-They do not correct their mistakes</p> <p>3.31-They do not correct their mistakes, instead the teacher corrects them.</p> <p>3.32-The teacher helps them, but still they do not correct their mistakes.</p> <p>3.33. Most of the time, the teacher does it for them.</p> <p>3.34. It seems they have a dependence of the teacher.</p> <p>3.35 Students wait for the</p>		
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	<p>teacher to correct them.</p> <p>3.36. They do not correct their mistakes until the teacher does it.</p> <p>3.37. They are not able to do it.</p> <p>3.38. It seems they do not get the idea of the topic being studied.</p> <p>3.39. They are not sure about what to say in real contexts.</p> <p>3.40. They depend in big manner of the teacher; they do not do it.</p>		
<p>4. Students are able to recognize others' mistakes.</p>	<p>4.1-They do not recognize others' mistakes.</p> <p>4.2-They do not recognize mistakes when they write.</p> <p>4.3-They recognize the mistake</p>		

	<p>working as a group.</p> <p>4.4-They recognize the mistakes with the help of the teacher.</p> <p>4.5-Some students recognize other' mistakes.</p> <p>4.6-It is difficult for them to recognize the mistakes others commit.</p> <p>4.7- They do not recognize mistakes when they write and when they speak.</p> <p>4.8-They do not recognize others' mistakes.</p> <p>4.9-They are able to recognize mistakes of their classmates, especially if the activity is on the board.</p>		
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	<p>4.10-They are so smart and they are focused if others make mistakes.</p> <p>4.11-They can recognize their own mistakes.</p> <p>4.12-Students are focused when others are talking so they recognize mistakes immediately.</p> <p>4.13-Students recognize others mistakes especially in oral form.</p> <p>4.15-They can recognize other's mistakes.</p> <p>4.16-They are able to recognize others' mistakes especially in oral form.</p> <p>4.18-Students can recognize others' mistakes</p>		
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	<p>easily.</p> <p>4.19-When students participate in writing in the board, other students pay attention if he or she commits mistake to help with the corrections.</p> <p>4.20-In some words that are familiar with, students can recognize their own mistakes.</p> <p>4.21-When the task is kind of easy, some students are able to recognize others mistake.</p> <p>4.22-During the activity that was checking by the teacher, some students who participate first share the correct form to other students so these students take advantage in a certain point.</p>		
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	<p>4.23-In some words, students can recognize their own mistakes.</p> <p>4.24-In some words, students can recognize their own mistakes.</p> <p>4.25-In some words, students can recognize their own mistakes.</p> <p>4.27-In some words, students can recognize their own mistakes.</p> <p>4.28-Yes, when they pass to the board and commit a mistake, the others point out the mistake</p> <p>4.29-The students realize about others' mistakes</p> <p>4.30-The students recognize others' mistakes but</p>		
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	<p>only when they pass to the front.</p> <p>4.31-The students recognize others' mistakes but only when they pass to the front.</p> <p>4.32-The students realize about others' mistakes.</p> <p>4.34-The students do not recognize mistakes.</p> <p>4.35-Students do not realize about others mistakes.</p> <p>4.36-This time they didn't recognize their classmates mistakes</p> <p>4.37. Students are really able to correct others' mistakes.</p> <p>4.38. Yes, they are really</p>		
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	<p>excited to correct each other.</p> <p>4.39. Yes, when they can they do it in public during an activity.</p> <p>4.40 Everybody is excited to do it.</p> <p>4.41. Most of them do it because the teacher has got their attention.</p> <p>4.42. Yes, by recognizing and repeating they learn.</p> <p>4.43. Yes, they are able to recognize others' mistakes and not their own.</p> <p>4.44. They do it in a funny way, and they really enjoy it because they smile and laugh when doing it.</p>		
<p>5. Students are able to</p>	<p>5.1- Students correct others'</p>		

<p>correct others' mistakes.</p>	<p>mistakes just when the teacher gives them the answers previously.</p> <p>5.2-They can correct others' mistakes, but when they are in groups.</p> <p>5.3-Some Correct to others 'mistakes.</p> <p>5.4-They correct others' mistakes, but with the help of the teacher.</p> <p>5.5-No, they do not correct others' mistakes.</p> <p>5.6-Sometimes, they know that there is a simple mistake, but they do not know how to correct it.</p> <p>5.7-Some students correct others' mistakes.</p>		
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	<p>5.8-They do not know how to correct their mistakes.</p> <p>5.9-They correct other's mistakes immediately.</p> <p>5.10-They try to correct other's mistakes.</p> <p>5.11-They provide the correct answer when others make mistakes.</p> <p>5.12- Sometimes are able to correct others' mistakes, but in occasion they need the teacher's intervention.</p> <p>5.13- Sometimes students are able to recognize mistakes but they are not able to correct them.</p> <p>5.14-Students are able to</p>		
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	<p>recognize others' mistakes; especially in oral form.</p> <p>5.15-Students are able to recognize others' mistakes.</p> <p>5.16-Students can recognize their classmates' mistakes.</p> <p>5.17-When students participate in writing in the board, other students pay attention if he or she commits mistake to help with the corrections.</p> <p>5.18-In some words that are familiar with, students can correct their own mistakes.</p> <p>5.19-When the task is kind of easy; some Ss' are able to correct others'</p>		
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	<p>mistake.</p> <p>5.20-During the activity that was checking by the teacher, some students who participate first share the correct form to other students so these students take advantage in a certain point.</p> <p>5.21-In some words during the oral activity, Ss' can correct their own mistakes because they say in a correct way the words.</p> <p>5.22- In some words, students can correct their others' mistakes.</p> <p>5.23-Practicing with the new vocabulary, students still doubts to correct others' mistakes.</p> <p>5.24-In some words,</p>		
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	<p>students can correct their own mistakes.</p> <p>5.25-No, they recognize the mistake but most of the time they can't correct it</p> <p>5.26-Some students know the correct form of a mistake, but the majority do not</p> <p>5.27-They only recognize the mistakes but do not correct them</p> <p>5.28-No, they recognize the mistake but most of the time they can't correct it.</p> <p>5.29-They recognize the mistake but most of the time they can't correct it.</p> <p>5.30-Students correct others' mistakes but in a disorganized</p>		
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	<p>way, yelling at the person in front of the class the correct form.</p> <p>5.31-stuents correct others' mistakes in a disorganized way, yelling at the person in front of the class the correct form just as the last time they did.</p> <p>5.32-This time they do not recognize mistakes.</p> <p>5.33 In some instances, otherwise the teacher does it.</p> <p>5.34. Sometimes, they laugh at others and correct them sometimes, they only laugh.</p> <p>5.35. Yes, they do group feedback when the activity includes them</p>		
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	<p>all.</p> <p>5.36 The student who in front of the class is corrected.</p> <p>5.36. Students do it every time they can.</p> <p>5.37. Yes, even the teacher gives students clues for correcting.</p> <p>5.38. Yes, they do it because they like to help each other.</p> <p>5.39 Yes, because that is the way they learn. It is the way the teacher keeps their attention</p>		
<p>6. Students are afraid of committing mistakes in front of the class.</p>	<p>6.1-Yes. The majority of the students are afraid of committing mistakes in front of the class.</p> <p>6.2-Yes they are afraid of</p>		

	<p>committing mistakes because they say their classmates will laugh at them.</p> <p>6.3-Some students are not afraid of committing mistakes at the front.</p> <p>6.4-Yes they are afraid of committing mistakes in front of the class especially when they write on the board.</p> <p>6.5-Some student are not afraid of committing mistakes at the front because they say they are learning.</p> <p>6.6- Yes they are afraid of committing mistakes when they write and speak.</p> <p>6.7-No, some students say they are learning and</p>		
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	<p>that they are not afraid of committing any mistake in front of the class.</p> <p>6.8-Yes. The majority of the students are afraid of committing mistakes in front of the class.</p> <p>6.9-They are afraid because the rest of students correct them.</p> <p>6.10-Some of them are so shy, and they do not enjoy being in front of people.</p> <p>6.11-They feel really comfortable in the class, and they are not afraid.</p> <p>6.12-Students are not afraid of committing mistakes in front of the class because they feel comfortable</p>		
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	<p>with each other and the teacher.</p> <p>6.13-They really feel comfortable and they are not afraid of committing mistakes in front of the class.</p> <p>6.14-They feel comfortable with classmates and teacher.</p> <p>6.15-Students are not afraid of committing mistakes in front of the class</p> <p>6.16-Students are not afraid of committing mistakes in front of the class and the teacher.</p> <p>6.18- Students are afraid of committing mistakes in front of others. They do not like participating</p>		
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	<p>voluntarily.</p> <p>6.19-For most students are afraid of it, but teacher tries to motive them with adding extra points.</p> <p>6.20-Some students are so shy and it makes them not participate in front of the class.</p> <p>6.21- students who are extroverted like participating in class and they are not afraid of committing any mistake in class.</p> <p>6.22-For some Ss' like when teacher explains in English, but for other feel like uncomfortable.</p> <p>6.23-When teacher assigns the activity and makes them participate; some male</p>		
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	<p>students feel comfortable in participating even though they manifest doubts and ask for help.</p> <p>6.24-Students are afraid of committing mistakes in front of the class.</p> <p>6.25-Some shy Ss' participate only if another classmate works with him or her.</p> <p>6.26-some of them are willing to participate in front of others but the majority of students do not do it</p> <p>6.28-Most of the students are afraid of participating</p> <p>6.29-Always the same students participate, those that are not afraid of committing mistakes, they</p>		
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	<p>are only four.</p> <p>6.30-Always the same students participate, those that are not afraid of committing mistakes, they are only four.</p> <p>6.31-Some of them are willing to participate in front of others but the majority do not care about it.</p> <p>6.32-They do not participate at all.</p> <p>6.33-Their participation is always shy, they are afraid of committing mistakes</p> <p>6.34-They participate but most of the time is because the teacher insists.</p> <p>6.35. Sometimes, this happens when they are in front of the</p>		
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	<p>class (at the board).</p> <p>6.36. When they do not know, they do not pass.</p> <p>6.37. When they do not understand, they do not even pass to the front to participate.</p> <p>6.38. The teacher motivates students giving them points in the list, and they pass, but they say nothing.</p> <p>6.39. The teacher uses the list to choose the participants, when they are afraid to pass.</p> <p>6.40 Some students, but a few of them, pass to the front and do it the way they think is correct, even if they are</p>		
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	<p>mistaken.</p> <p>6.41. They are so brave that even when do not know they pass.</p> <p>6.42 It seems that most of them are not afraid to pass and participate.</p>		
<p>7. Students follow the instructions after the teacher intervention.</p>	<p>7.1-Yes. They correct the mistakes they have committed after the teacher intervention.</p> <p>7.2- Some students commit the same mistake.</p> <p>7.3- The majority follows the instructions of the teacher and corrects the mistakes.</p> <p>7.4-Some students forget the teacher's instruction and commit the same mistakes.</p> <p>7.5-They try to follow the</p>		

	<p>instructions of the teacher, but continue committing mistakes.</p> <p>7.6- Some students commit the same mistake even after the intervention of the teacher.</p> <p>7.7-The majority of the students improve after the teacher intervention.</p> <p>7.8- The students follow the instructions of the teacher and correct the mistakes.</p> <p>7.9-They follow the teacher instructions.</p> <p>7.10-They follow the teacher's instructions.</p> <p>7.11-They follow the teacher's instructions after the teacher's</p>		
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	<p>intervention.</p> <p>7.12-Students try to follow the teacher instructions because they try not committing the same mistakes.</p> <p>7.13-The teacher corrects them, and students follow his instructions.</p> <p>7.14-Students follow the teacher's instruction.</p> <p>7.15- The students follow the teacher's instruction.</p> <p>7.16- Students try to follow the teacher's instructions.</p> <p>7.18-Students follow the instructions after the teacher intervention.</p> <p>7.19-Some students follow the instructions</p>		
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	<p>after the teacher intervention, but there are some others that seem to be boring in class and do not participate in exercises.</p> <p>7.20-Students follow the instructions after the teacher intervention.</p> <p>7.21-Students follow the instructions after the teacher intervention.</p> <p>7.22-Most students follow the instructions after the teacher intervention and help others with the correction.</p> <p>7.23- Some students follow the instructions after the teacher intervention, but there are some others</p>		
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	<p>that seem to be boring in class and do not participate in exercises.</p> <p>7.24-Students follow the instructions after the teacher intervention.</p> <p>7.25- Students follow the instructions after the teacher intervention.</p> <p>7.26-It is hard for them to follow instructions. The teacher must be insistent if he wants to be heard</p> <p>7.28-They do not follow instructions unless The teacher insists.</p> <p>7.29-It is hard for them to follow instructions</p> <p>7.30-Most of them do not</p>		
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	<p>pay attention to teacher's instructions</p> <p>7.31-It is hard for them to follow instructions. The teacher must be insistent if he wants to be heard</p> <p>7.32-The teacher feels comfortable if just some students pay attention to his instructions</p> <p>7.33-It is hard for them to follow instructions. The teacher must be insistent if he wants to be heard</p> <p>7.34-He insist several times in the same instructions because the students do not pay attention</p> <p>7.35. Yes, they follow instruction after</p>		
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	<p>the teacher intervention.</p> <p>7.36 When they get the idea they do it.</p> <p>7.37. Yes, the majority follow instructions after the teacher intervention</p> <p>7.38. Yes, they follow the instructions, but the teacher they have gotten the idea.</p> <p>7.39 Yes, at least the ones who got the idea.</p> <p>7.40. Every time they are explained, they try to follow instructions.</p> <p>7.41 Almost the whole class admirably follows instructions after the teacher intervention.</p> <p>7.42 A few of them do not do</p>		
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	it because they are distracted		
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Table 4 Appendix K2: Teacher's Error Correction

Aspects	Comments	Indicators	Objective
<p>1-The teacher corrects students when they do not follow his instruction.</p>	<p>1.1-The teacher pays attention to each mistake they commit.</p> <p>1.2-He corrects when he considers that it is needed it.</p> <p>1.3-He corrects them through feedback.</p> <p>1.4-The teacher checks students individually after his intervention.</p> <p>1.5-The teacher provides correction in a general way, but he checks individually that students follow instructions.</p> <p>1.6-The teacher makes sure that students follow instructions.</p> <p>1.7-The teacher checks students individually.</p> <p>1.8- The teacher corrects students in</p>	<p>Error correction: Students' motivation, self-error recognition, self-correction, peer error recognition, peer correction, afraid of speaking at the front, students follow instructions.</p> <p>Teacher correction, teacher encouragement, basis for improvement, teacher's comprehension of students' mistakes, frequency of correction, teacher's rapport, overcorrection of students, teacher motivates students how to correct themselves,</p>	<p>-To recognize whether productive skills are reinforced through the implementation of the error correction feedback technique in class</p>

	<p>a general form, and he checks them individually.</p> <p>1.9-The teacher corrects the students.</p> <p>1.10-The teacher corrects the students, however he does not correct the students' bad behavior</p> <p>1.11-The teacher corrects the students.</p> <p>1.12-The teacher corrects the students.</p> <p>1.13-The teacher corrects the students once, but not a second time.</p> <p>1.14-The teacher corrects the students but not all of them, but some of them are not corrected.</p> <p>1.15-The teacher corrects the students but not all of them, some of them are not corrected</p> <p>1.16-The teacher corrects the</p>	<p>drilling, verification of self-improvement, examples given by the teacher.</p>	
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	<p>students, however he does not correct the students' bad behavior.</p> <p>1.17-Teacher corrects students when they say or write incorrectly any vocabulary.</p> <p>1.18-Teacher has special attention when a student group repeats together the sentences.</p> <p>1.19-During the activity, teacher correct them in a couple of times because students performance is very well.</p> <p>1.20-Teacher is unnoticed when a pair of students makes cross talking in class and in somehow interrupts other students.</p> <p>1.21-Teacher corrects students politely when they do not follow the instruction.</p> <p>1.22-When students commit mistakes in pronouncing</p>		
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	<p>incorrectly the words, he makes correction in general way for all students can listen to him.</p> <p>1.23-Teacher corrects them and creates a nice environment in class.</p> <p>1.24-Teacher corrects students and makes them feel confident.</p> <p>1.25-The teacher corrects students individually.</p> <p>1.26-The teacher corrects students one by one.</p> <p>1.27-The teacher sometimes makes a correction as a group.</p> <p>1.28-He corrects his students' mistakes, but not his bad behavior.</p> <p>1.29-The teacher corrects students, but not all of them.</p> <p>1.30-He corrects students, but just one time and does not double check</p>		
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	<p>them.</p> <p>1.31-Sometimes he does not correct them and lets them work.</p> <p>1.32-He does not correct them and lets them work alone.</p> <p>1.33 He makes some reminders when students forget.</p> <p>1.34-The teacher corrects students many times.</p> <p>1.35-He corrects them and then he gives the opportunity for students to correct one another.</p> <p>1.36-He corrects students as much as possible.</p> <p>1.37-He corrects them when they forget corrections.</p> <p>1.38-The teacher is on alert to correct students when they mispronounce.</p> <p>1.39-Every time they need double instruction, the</p>		
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	<p>teacher provides it.</p> <p>1.40-When students do not follow instructions; the teacher corrects them and repeat instructions.</p>		
<p>2-The teacher motives students to improve through feedback.</p>	<p>2.1- He motivates students telling them that English is very easy to learn.</p> <p>2.2-Absolutely, he motivates students through feedback.</p> <p>2.3-He corrects students in a good way.</p> <p>2.4-He motivates them through feedback.</p> <p>2.5-The teacher always motivates students through feedback, and students enjoy being corrected. Also, they like to develop activities.</p> <p>2.6-The teacher has a record of students' corrections, so students are motivated when they receive extra points when the</p>		

	<p>correct mistakes.</p> <p>2.7-The teacher always provides students activities, and students like to develop activities In English.</p> <p>2.8-The teacher always corrects students in a suitable way, so students feel motivated to improve.</p> <p>2.9-The teacher motivates students to improve through feedback.</p> <p>2.10The teacher motives the students to improve pronunciation.</p> <p>2.11-The teacher motives the students by showing them an easy English learning system through the emphasis of syllables.</p> <p>2.12-The teacher motives the students by telling them that they can improve their pronunciation.</p>		
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	<p>2.13-The teacher motives the students by showing them an easy English learning system through the emphasis of syllables.</p> <p>2.14-The teacher motives the English learning through the explanation of own experiences.</p> <p>2.15-The teacher motives the students by showing them an easy English learning system through the emphasis of syllables.</p> <p>2.16-The teacher do not motivate the students.</p> <p>2.17-The teacher do not motivate the students.</p> <p>2.18-Teacher motives them through correction in a general way.</p> <p>2.19-Teacher creates a nice environment for students learn and correct English</p>		
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	<p>easily.</p> <p>2.20-When teacher corrects individually, he says the correction in general but the students may feel ashamed because teacher corrects the mistake in front of the class.</p> <p>2.21-Teacher keeps saying after the explanation and correction that learning English is easy.</p> <p>2.22-When teacher corrects individually, he says the correction in general but the students may feel ashamed because teacher corrects the mistake in front of the class.</p> <p>2.23-Some students may feel ashamed if teacher corrects the mistake in front of the class even though teacher encourages students.</p> <p>2.24-Teacher motivates them through correction in a general way.</p>		
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	<p>2.25-Teacher motives them through correction in a general way.</p> <p>2.26-He motivates students telling them the topic is easy and gives them feedback when they have a mistake.</p> <p>2.27- He makes them feel comfortable to get the topic easily.</p> <p>2.28-The teacher motivates students thought feedback.</p> <p>2.29-He does not motivate students.</p> <p>2.30-The teacher gives students extra point if they improve their mistakes.</p> <p>2.31-The teacher does not motive the students just lets them work.</p> <p>2.32-The teacher gives students the opportunity to improve his grades by Assigning them extra work to get a better grade.</p> <p>2.33-He tries not to</p>		
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	<p>disappoint with bad grades students in order they get motivated.</p> <p>2.34-He corrects students every time he has the opportunity.</p> <p>2.35-The teacher's motivation towards students is really noticeable in class.</p> <p>2.36-The teacher makes students repeat and repeat until they get the right pronunciation.</p> <p>2.37-The teacher motivates students through encouragement speeches.</p> <p>2.38-The motivation is vital in every teacher's class because that is the way he catches their attention.</p> <p>2.39-The motivation the teacher applies is so elemental that students feel it and participate.</p> <p>2.40-Through oral or written feedback, the teacher makes</p>		
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	<p>students be on alert and pay attention.</p> <p>2.41-The teacher encourages them to participate even if they commit mistakes, then he provides them with the correct answer or version of the activity.</p>		
<p>3-The teacher gives students basis for improvement.</p>	<p>3.1-The teacher provides many activities for student's improvement.</p> <p>3.2-He provides students basis for improvement, so he motivates them. He tells students how they should practice English.</p> <p>3.4-The teacher provides students basis for improvement.</p> <p>3.5-The teacher provides students practices in order to students improve the previous knowledge.</p> <p>3.6-The teacher is focused in practice</p>		

	<p>in order to students improve their skills.</p> <p>3.7-The teacher gives students basis for improvement.</p> <p>3.8-The teacher gives students basis for improvement.</p> <p>3.9-The teacher provides correction, but not for all the students.</p> <p>3.10-The teacher corrects the students but they do not assimilate the correction because they commit the same mistake.</p> <p>3.11-Even though the teacher provides correction, there is not a process and the students do not assimilate the feedback.</p> <p>3.12-The teacher provides correction, but not for all the students.</p> <p>3.13-The teacher does not catch the whole class attention.</p> <p>3.14-The teacher is too permissive, as a</p>		
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	<p>consequent, the students misbehave.</p> <p>3.15-The teacher is too permissive, as a consequent, the students misbehave.</p> <p>3.16-The teacher provides correction, but not for all the students.</p> <p>3.17-Teacher considers the student's level and so he gives basis for improvement.</p> <p>3.18-Teacher experience makes students understand better the English lesson.</p> <p>3.19-The way teacher teaches is nice because teacher provides very clear examples for students' age.</p> <p>3.20-The teacher explains clearly the topic and then he monitors if the students learn what he already explained, so this situation helps students because</p>		
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	<p>they learn about the teacher explanation.</p> <p>3.21-Teacher frequently encourages students to learn English.</p> <p>3.22-Teacher experience makes students understand better the English lesson.</p> <p>3.23-Teacher provides simple examples for students learn English easily.</p> <p>3.24-The teacher teaches the lesson in a understandable way so students keep in mind the lesson.</p> <p>3.25-The teacher assigns them extra activities to get a better grade.</p> <p>3.26- He tries to give them extra points for extra work.</p> <p>3.27 Sometimes he does not give them basis for improvement for example he makes</p>		
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	<p>students rewrite the English words.</p> <p>3.28-The teacher gives students a second chance to improve.</p> <p>3.29-He assigns them extra activities and gives them extra points.</p> <p>3.30. He does not give them basis for improvement and lets them work alone.</p> <p>3.31-The teacher gives students a second chance to improve.</p> <p>3.32-He provides students with some techniques for improvement.</p> <p>3.33-Yes, he provides them with phonological rules to improve their pronunciation skills.</p> <p>3.34-Yes, he writes examples on the board for students to copy but not to produce paragraphs, etc.</p> <p>3.35-He provides them with basis for</p>		
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	<p>improvement oral and written but to internalize not to produce.</p> <p>3.36-He teaches students how to emulate sounds and repeat paragraphs, but not to produce them.</p> <p>3.37-No, he does not provide them with basis to improve productive skills.</p> <p>3.38-The techniques the teacher uses do not help students produce by themselves, orally or written.</p> <p>3.39The bases he uses help student improve other areas of the learning process but not for productive skills.</p>		
<p>4-The teacher supports students when they commit mistakes.</p>	<p>4.1-He corrects students after they commit mistakes.</p> <p>4.2-He always supports students and he never tells them that they did it bad.</p>		

	<p>4.3-He always corrects them in a suitable way because he does not hurt students' feelings.</p> <p>4.4- The teacher never punishes students when they commit mistakes. He explains to them the class again if it is needed.</p> <p>4.5-The teacher is very careful giving students feedback. He does it in a suitable way.</p> <p>4.6-The teacher supports students when they commit mistakes.</p> <p>4.7-The teacher corrects students in a suitable way.</p> <p>4.8-The teacher always supports students when they commit mistakes.</p> <p>4.9-The teacher points out that everybody commits mistakes, and that that is the way to learn</p> <p>4.10-The teacher</p>		
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	<p>points out that everybody commits mistakes, and that that is the way to learn</p> <p>4.11-The teacher corrects the mistakes but does not provides support</p> <p>4.12-The teacher corrects the mistakes but does not provides support</p> <p>4.13-The teacher corrects the mistakes but does not provides support.</p> <p>4.14-The teacher supports students when they commit mistakes and makes students learn English.</p> <p>4.15- The teacher supports students when they commit mistakes and makes students learn English.</p> <p>4.16-The teacher supports students when they commit mistakes and makes students learn English.</p>		
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	<p>4.17-The teacher supports students when they commit mistakes and makes students learn English.</p> <p>4.18-The teacher supports students when they commit mistakes and makes students learn English.</p> <p>4.19-The way teaches support students when committing mistake is fine because he tries to make students feel comfortable.</p> <p>4.20-Teacher makes the correction fine so students feel supportive by the correction of the teacher.</p> <p>4.21-The way teacher supports students is fine because some students feel comfortable in class.</p> <p>4.22-He does not support them.</p> <p>4.23- He lets them</p>		
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	<p>work, but do not supports students when they commit mistakes.</p> <p>4.24-The teacher supports them sometimes individually.</p> <p>4.25-No the teacher does not support them when they commit mistakes.</p> <p>4.26-He supports them individually.</p> <p>4.27-The teacher supports them when they write on the board.</p> <p>4.28-He does not support them every time they commit a mistake.</p> <p>4.29-The teacher supports them sometimes individually.</p> <p>4.30-He helps them remember rules when they commit mistakes.</p> <p>4.31-He helps them remember rules when they commit mistakes.</p> <p>4.32-He helps them</p>		
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	<p>remember rules when they commit mistakes.</p> <p>4.33-He helps them remember rules when they commit mistakes.</p> <p>4.34-The teacher makes use of some techniques that help students to refresh knowledge.</p> <p>4.35-It seems he is always support students when they commit a mistake.</p> <p>4.36-He says mistakes are necessary to learn and that nobody speaks it perfectly, but natives.</p> <p>4.37-He always helps them when they commit mistakes.</p> <p>4.38-There are some students that do not let the teacher correct them because they do not participate even when the teacher insists them to pass.</p> <p>4.39-He helps</p>		
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	<p>students correcting them but not in the productive skills because they do not produce by themselves; they only repeat.</p> <p>4.40-He supports them with what they need in the moment, but productive skills are not reinforced.</p>		
<p>5-The teacher corrects students every time they commit mistakes.</p>	<p>5.1-The majority of time, he corrects students.</p> <p>5.2-Not all the time since mistakes are not relevant.</p> <p>5.3-Sometimes he does, but he almost always corrects them.</p> <p>5.4-The teacher corrects students when it is needed.</p> <p>5.5-The teacher corrects students when it is necessary.</p> <p>5.6-Most of the time, the teacher corrects students in necessary situations.</p>		

	<p>5.7-The teacher corrects students when it is required.</p> <p>5.8-The teacher corrects students when it is required.</p> <p>5.9-The teacher asks some students to participate to solve some problems, but not all of them participate, however he corrects the mistakes of those who participate.</p> <p>5.10-The teacher provides correction to certain mistakes, but some students are not corrected.</p> <p>5.11-The teacher provides correction to certain mistakes, but some students are not corrected.</p> <p>5.12-The teacher provides correction to certain mistakes, but some students are not corrected.</p> <p>5.13-The students are corrected.</p> <p>5.14-The teacher provides correction to certain mistakes, but some students</p>		
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	<p>are not corrected.</p> <p>5.15-The teacher provides correction to certain mistakes, but some students are not corrected.</p> <p>5.16-The teacher provides correction to certain mistakes, but some students are not corrected.</p> <p>5.17-The teacher corrects students every time they commit mistakes, it does not matter if the mistake is written or oral.</p> <p>5.18- The teacher corrects students every time they commit mistakes, it does not matter if the mistake is written or oral.</p> <p>5.19-The teacher corrects students every time they commit mistakes, it does not matter if the mistake is written or oral.</p> <p>5.20-The teacher corrects students every time they commit mistakes, it does not matter if</p>		
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	<p>the mistake is written or oral.</p> <p>5.21-The teacher corrects students every time they commit mistakes, it does not matter if the mistake is written or oral.</p> <p>5.22-The teacher corrects students every time they commit mistakes, it does not matter if the mistake is written or oral.</p> <p>5.23-The teacher corrects students every time they commit mistakes, it does not matter if the mistake is written or oral.</p> <p>5.24-The teacher corrects students every time they commit mistakes, it does not matter if the mistake is written or oral.</p> <p>5.25-No The teacher does not correct them every time they commit mistakes.</p> <p>5.26-He lets them work even if they</p>		
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	<p>are committing mistakes.</p> <p>5.27-No he does not correct them every time they commit mistakes.</p> <p>5.28-No, the teacher just lets them work alone.</p> <p>5.29-He does not correct them too much.</p> <p>5.30-No The teacher does not correct them every time they commit mistakes.</p> <p>5.31-He lets them work even if they are committing mistakes.</p> <p>5.32-The teacher lets them work and does not correct them every time they commit mistakes.</p> <p>5.33-The teacher supports them when they ask for help.</p> <p>5.34-He helps them when they need.</p> <p>5.35-The teacher is always willing to</p>		
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	<p>support students.</p> <p>5.36-The teacher asks if they have doubts.</p> <p>5.37-He supports them with patience.</p> <p>5.38-When they hesitate, he helps them.</p> <p>5.39-He gives the opportunity for students to participate even when they are mistaken for the learning.</p> <p>5.40-It looks he is accessible to be asked.</p>		
<p>6-The teacher creates a supportive classroom climate.</p>	<p>6.1-Students feel comfortable with the teacher, and they like to participate actively.</p> <p>6.2-He always lets student know that English is easy and they can speak very well if they want.</p> <p>6.3-The students feel comfortable with the teacher and they trust him that he knows a lot</p>		

	<p>about the subject.</p> <p>6.4-The teacher makes students feel comfortable in the class.</p> <p>6.5-The teacher creates a supportive classroom climate and students feel comfortable and enjoy the English class.</p> <p>6.6-The teacher gives excellent classes and students enjoy learning English.</p> <p>6.7-The teacher prepares very good classes.</p> <p>6.8-The teacher creates a supportive environment, and students like English classes.</p> <p>6.9-The teacher corrects students in a good way, however the other students always mock at the students who commit mistakes, and the teacher do not correct this behavior.</p>		
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	<p>6.10-The teacher corrects students in a good way, however the other students always mock at the students who commit mistakes, and the teacher do not correct this behavior.</p> <p>6.11-The teacher corrects students in a good way, however the other students always mock at the students who commit mistakes, and the teacher do not correct this behavior.</p> <p>6.12-Teacher's correction is ok.</p> <p>6.13-The teacher corrects students in a good way, however the other students always mock at the students who commit mistakes, and the teacher do not correct this behavior.</p> <p>6.14-The teacher corrects students in a good way.</p>		
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	<p>6.15-The teacher corrects students in a suitable manner.</p> <p>6.16-The teacher corrects students in a good way, however the other students always mock at the students who commit mistakes, and the teacher do not correct this behavior.</p> <p>6.17-Teacher creates a nice environment in class because most students try to participate in exercises.</p> <p>6.18-Teacher is very creative when providing the explanation because he makes students feel important in class.</p> <p>6.19-Most students feel comfortable in class.</p> <p>6.20-Most students like participating together in class.</p> <p>6.21-Teacher creates a nice environment for</p>		
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	<p>learning but there are some shy students.</p> <p>6.22- Teacher makes Ss' feel comfortable when participating.</p> <p>6.23-During the activity, most Ss' pay attention and it means that students learn the lesson.</p> <p>6.24-Students feel comfortable in class because the way the teacher teaches is very well.</p> <p>6.25-Yes, the teacher tries to create supportive classroom climate to make students feel comfortable to learn.</p> <p>6.26-The teacher makes students work in a supportive classroom climate.</p> <p>6.27-He tells students the topic is easy to make them feel comfortable.</p> <p>6.28-He says the topic is a piece of cake and not hard.</p> <p>6.29-The teacher is</p>		
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	<p>motivated in the class and encourage students.</p> <p>6.30-The teacher encourage every student by telling them it is easy.</p> <p>6.31-He makes students participate to let them the chance to improve their English.</p> <p>6.32-The teacher makes students work in a supportive classroom climate.</p> <p>6.33-Yes, he corrects them every time it is necessary.</p> <p>6.34-It feels nice to be in his classes.</p> <p>6.35-The environment he creates is comfortable to participate.</p> <p>6.36-He gives the confidence to students to participate.</p> <p>6.37-The classroom climate is appropriate to participate.</p> <p>6.38-He creates a</p>		
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	<p>nice environment to participate.</p> <p>6.39-The environment is supportative for students.</p> <p>6.40-He creates a nice environment to participate.</p>		
<p>7-The teacher over corrects students.</p>	<p>7.1-He corrects them when it is really needed.</p> <p>7.2-He corrects them when it is needed.</p> <p>7.3-He corrects them when it is really needed.</p> <p>7.4- The teacher does not over correct students. He does it in a general form and individually but at the end of the activity.</p> <p>7.5-The teacher does not over correct students.</p> <p>7.6- The teacher does not over correct students.</p>		

	<p>7.7-The teacher does not over correct students.</p> <p>7.8-The teacher does not over correct the students.</p> <p>7.9-The teacher corrects only once.</p> <p>7.10-The teacher does not correct constantly.</p> <p>7.11-When the teacher corrects students just do it one time.</p> <p>7.12-The teacher corrects only once.</p> <p>7.13-The teacher does not corrects so often.</p> <p>7.14- Generally, the teacher corrects students one time.</p> <p>7.15-The teacher corrects only once.</p> <p>7.16-The teacher corrects only once.</p> <p>7.17-Teacher does not over correct students. He corrects them when a mistake occurs in the class.</p>		
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	<p>7.18-Teacher is very sensitive when a mistake appears he know when to correct the mistake.</p> <p>7.19-Teacher corrects the mistake after the students' participation and he provides feedback at the end of the activity.</p> <p>7.20-Teacher makes correction after the activity.</p> <p>7.21-Teacher does not over correct students because in the activity the student performance is very acceptable.</p> <p>7.22-Teacher does not over correct his students.</p> <p>7.23-Teacher corrects students individually, but when the mistake is again and again with most students, he makes feedback in a general way.</p> <p>7.24-Teacher corrects the mistake after the students' participation and he</p>		
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	<p>provides feedback at the end of the activity.</p> <p>7.25-No, he does not over correct the Students.</p> <p>7.26-The teacher corrects them just one time.</p> <p>7.27-The teacher lets them work without correcting them.</p> <p>7.28- He does not correct them too much.</p> <p>7.29-The teacher does not over correct them.</p> <p>7.30-The teacher lets students work even when they commit mistakes.</p> <p>7.31-He does not correct students when they are writing or speaking.</p> <p>7.32-The teacher lets them work without correcting them.</p> <p>7.33-He creates a nice environment to participate.</p>		
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	<p>7.34-Whenever it is necessary, he helps them.</p> <p>7.35-He corrects them every time they need.</p> <p>7.36-He corrects students in all classes.</p> <p>7.37-Yes, he corrects them every time it is necessary.</p> <p>7.38-Yes, he changes the techniques but he corrects them.</p> <p>7.39-Feedback techniques are used by him.</p> <p>7.40-Yes, he corrects them every time it is necessary.</p>		
<p>8-The teacher teaches students how to correct mistakes.</p>	<p>8.1-He corrects mistakes with the whole class.</p> <p>8.2-He gives correction for the whole class, and teaches them how to correct mistakes.</p> <p>8.3-He corrects students through examples.</p>		

	<p>8.4-The teacher gives students examples in order to students can correct their mistakes.</p> <p>8.5- The teacher teaches students how to correct mistakes through examples.</p> <p>8.6-The teacher provides students examples in order to show students how to correct mistakes.</p> <p>8.7-The teacher shows students how to correct mistakes through examples.</p> <p>8.8- The teacher shows students how to correct mistakes through examples.</p> <p>8.9-No, the teacher only corrects mistakes, but does not teach how to correct them.</p> <p>8.10-No, the teacher only corrects mistakes, but does not teach how to correct them.</p> <p>8.11-Teacher helps students but he does not tell them</p>		
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	<p>how to correct the mistake.</p> <p>8.12-Teacher does not tell them how to fix the mistake.</p> <p>8.13-No, the teacher only corrects mistakes, but does not teach how to correct them.</p> <p>8.14-Teacher just explains how to correct simple mistake on the board.</p> <p>8.15-No, the teacher only corrects mistakes, but does not teach how to correct them.</p> <p>8.16-No, the teacher only corrects mistakes, but does not teach how to correct them.</p> <p>8.17Teacher corrects and teaches them how to correct when it requires.</p> <p>8.18-Teacher teaches the lesson clearly, but some Ss' commit mistake then teacher provides feedback</p>		
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	<p>in a general way.</p> <p>8.19-Teacher does not teach how to correct other student's mistakes what he does is to provide feedback for all students.</p> <p>8.20-The correction comes when students understand very well the correct form, so students try to correct other classmates' mistakes.</p> <p>8.21-When the teacher provides feedback; he explains clearly the correction, so students understand it.</p> <p>8.22-How to correct mistakes is the role of the teacher in the whole class; however, when some students are able to recognize the mistake, they start to correct the other classmates' mistakes.</p> <p>8.23-Some students have the ability to recognize the other classmate's</p>		
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	<p>mistakes, so these students help others.</p> <p>8.24-Teacher provides the correction in a clear way so all students can understand the error.</p> <p>8.25-Teacher encourages students' to not commit the mistake again and again because he is monitoring the students individually.</p> <p>8.26-Sometimes the teacher answers the questions on the board and tells them to compare his answer with their answers.</p> <p>8.27-The teacher makes groups to correct mistakes each other.</p> <p>8.28-He corrects the mistakes as a whole class.</p> <p>8.29-The teacher corrects mistakes by himself.</p> <p>8.30-The teacher do</p>		
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	<p>not teach how to correct mistakes.</p> <p>8.31-The teacher just tells to compare their answers with his answers.</p> <p>8.32-The teacher makes groups to correct mistakes each other.</p> <p>8.33-No, he does not teach how to correct mistakes.</p> <p>8.34-Yes, he does it but in a group manner.</p> <p>8.35-Yes, the teacher teaches students how to correct mistakes but not directly.</p> <p>8.36-He rarely likes individual correction.</p> <p>8.37-Yes, he does it but not in direct way.</p> <p>8.38-He teaches students how to correct mistakes but not direct way.</p> <p>8.39-Yes, he does it.</p> <p>8.40-Yes, he</p>		
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	<p>provides students with the necessary tools for students to correct their own mistakes</p>		
<p>9-The teacher prevents mistakes by an intensive drilling.</p>	<p>9.1-He prevents mistakes by developing different written activities.</p> <p>9.2-He many times sentences and words in order to students pronounce well.</p> <p>9.3-He provides them repeats a lot of written and oral activities.</p> <p>9.4-The teacher always provides students activities constantly.</p> <p>9.5-The teacher provides students practices in order to improve students' skills.</p> <p>9.6- The teacher always makes students repeat words and sentences in order to students learn to pronounce well.</p> <p>9.7-The teacher provides students</p>		

	<p>activities to students practice.</p> <p>9.8- The teacher provides students practice in order to they do not commit mistakes.</p> <p>9.9-The teacher emphasizes on students pronunciation by repeating syllabic sounds intensively.</p> <p>9.10-The teacher make the students work in writing words in the board</p> <p>9.11-The teacher emphasizes on students pronunciation by repeating syllabic sounds intensively.</p> <p>9.12-The teacher emphasizes on students pronunciation by repeating syllabic sounds intensively.</p> <p>9.13-The teacher emphasizes on students pronunciation by repeating syllabic sounds intensively.</p> <p>9.14-The teacher</p>		
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	<p>emphasizes on students pronunciation by repeating syllabic sounds intensively.</p> <p>9.15-The teacher emphasizes on students pronunciation by repeating syllabic sounds intensively.</p> <p>9.16-The teacher make the students work in writing words in the board.</p> <p>9.17-Teacher makes many examples for Ss' understand the lesson.</p> <p>9.18-Teacher uses many examples that are familiar with students.</p> <p>9.19-Teacher explains many times the activity for studentsunderstand.</p> <p>9.20-Teacher uses many examples that are familiar with students.</p> <p>9.21-After the explanation, teacher assigns them an exercise.</p>		
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	<p>9.22-After the explanation, teacher assigns them an exercise.</p> <p>9.23-After the explanation, teacher assigns them an exercise so students develop the exercise.</p> <p>9.24-After the explanation, teacher assigns them a task for they put into practice what they learn from the teacher explanation.</p> <p>9.25-He assigns activities to practice and put into practice the topic studied.</p> <p>9.26-He writes sentences on the board to practice the topic.</p> <p>9.27-The teacher explain many times the topic to prevent mistakes.</p> <p>9.28-He assigns activities to practice and put into practice the topic studied.</p> <p>9.29-He writes sentences on the board to practice</p>		
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	<p>the topic.</p> <p>9.30-He assigns activities to practice and put into practice the topic studied.</p> <p>9.31-The teacher repeats the explanation many times to prevent mistakes.</p> <p>9.32-Yes, he teaches students how to correct mistakes but not direct way.</p> <p>9.33- He uses intensive drilling.</p> <p>9.34-Yes, he makes use of every resource he has in class.</p> <p>9.35-Yes he uses different teaching techniques.</p> <p>9.36-The exercises he uses are really good for Ss.</p> <p>9.37-Intensive drilling is part of the classes.</p> <p>9.38-The experience he has lets him use many teaching tools in</p>		
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	<p>class.</p> <p>9.39-His instructions are so clear.</p> <p>9.40-Almost in every class observed, he used intensive drilling to prevent mistakes.</p>		
<p>10-The teacher verifies that students correct mistakes.</p>	<p>10.1-He does not verify it.</p> <p>10.2-He does not do it all the time because time is so short.</p> <p>10.3-He does not verify that they correct mistakes.</p> <p>10.4-The teacher sometimes verifies that students correct mistakes, most of the time, he does it individually.</p> <p>10.5-He verifies sometimes that students correct mistakes individually.</p> <p>10.6-He checks that students correct mistakes and if they do it well, he gives them extra points.</p> <p>10.7-He sometimes</p>		

	<p>verifies that students correct mistakes individually.</p> <p>10.8-He does not verify that students correct mistakes.</p> <p>10.9-The teacher asks the students to show him their notebooks to verify the activities, however not all the students' notebooks are checked.</p> <p>10.10-The teacher asks the students to show him their notebooks to verify the activities, however not all the students' notebooks are checked.</p> <p>10.11-The teacher asks the students to show him their notebooks to verify the activities, however not all the students' notebooks are checked.</p> <p>10.12-The teacher asks the students to show him their notebooks to verify the activities, however not all the students' notebooks</p>		
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	<p>are checked.</p> <p>10.13- The teacher asks the students to show him their notebooks to verify the activities, however not all the students' notebooks are checked.</p> <p>10.14-The teacher asks the students to show him their notebooks to verify the activities, however not all the students' notebooks are checked.</p> <p>10.15-The teacher asks the students to show him their notebooks to verify the activities, however not all the students' notebooks are checked.</p> <p>10.16-The teacher asks the students to show him their notebooks to verify the activities, however not all the students' notebooks are checked.</p> <p>10.17-When teacher realizes that students commit the mistake more than twice; he provides</p>		
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	<p>correction in front of the class in order to improve the result of the rest of the class.</p> <p>10.18-Teacher tries to monitor the result of his students but since the group is a little big, teacher has to verify some students' results.</p> <p>10.19-Teacher evaluates the exercises individually and verify if the student correct mistakes.</p> <p>10.20-When teacher verifies if the students correct mistakes, he congrats the students.</p> <p>10.21-Teacher verifies if the students correct mistakes.</p> <p>10.22-Teacher verifies if the students correct mistakes.</p> <p>10.23-Teacher verifies if the students correct mistakes.</p> <p>10.24-No, the</p>		
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	<p>teacher does not verify if students correct mistakes.</p> <p>10.25-He verifies if students have committed mistakes individually sometimes.</p> <p>10.26-The teacher asks for the notebooks to verify if students have some mistakes.</p> <p>10.27-He verifies by asking them questions individually.</p> <p>10.28- No, the teacher does not verify if students correct mistakes.</p> <p>10.29-He verifies if students have committed mistakes individually sometimes.</p> <p>10.30-The teacher asks for the notebooks to verify if they have some mistakes.</p> <p>10.31-He verifies if students have committed mistakes individually sometimes.</p>		
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	<p>10.32-Yes, he checks notebooks in some classes and pronunciations in almost every class.</p> <p>10.33- Yes, he checks notebooks in some classes and pronunciations in almost every class.</p> <p>10.34-Yes, he checks pronunciations in almost every class.</p> <p>10.35-Yes, he checks students' progress.</p> <p>10.36-Yes, he checks notebooks.</p> <p>10.37-Yes, he CCQ to be sure if students have understood.</p> <p>10.38-Yes, he checks pronunciation in almost every class.</p> <p>10.39-Yes, he reviews previous knowledge in class.</p> <p>10.40-He checks the writing skills in notebooks.</p>		
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<p>11.The teacher provides examples in order to correct students' mistakes.</p>	<p>11.1-He provides many examples.</p> <p>11.2-He teaches them through examples.</p> <p>11.3-He teaches making use of examples.</p> <p>11.4-The teacher provides students examples in order to correct mistakes.</p> <p>11.5-The teacher corrects students through examples.</p> <p>11.6-The teacher provides examples in order to correct students.</p> <p>11.7- The teacher provides examples in order to correct students.</p> <p>11.8-The teacher corrects students through examples.</p> <p>11.9-Regarding pronunciation, the teacher provides examples on how to pronounce certain words and similar words</p> <p>11.10-The teacher</p>		
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	<p>writes on the board how to write correctly certain words</p> <p>11.11-The teacher makes emphasis in the pronunciation of vowels</p> <p>11.12-The teacher make emphasis in the pronunciation of pronunciation of final "e"</p> <p>11.13-Regarding pronunciation, the teacher provides examples on how to pronounce certain words and similar words</p> <p>11.14-Regarding - pronunciation, the teacher provides examples on how to pronounce certain words and similar words</p> <p>11.15-Regarding pronunciation, the teacher provides examples on how to pronounce certain words and similar words</p> <p>11.16-The teacher makes emphasis in the pronunciation of</p>		
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	<p>vowels.</p> <p>11.17-Teacher provides many examples for students correct the error.</p> <p>11.18-Students learn the correct form when teacher provides more examples and exercises.</p> <p>11.19-When teacher realizes about the same mistake committed more than two times, he provides more examples to avoid future mistakes.</p> <p>11.20-Teacher provides good examples that are very understandable for his teen students.</p> <p>11.21-Teacher is very well giving examples in order to correct mistakes.</p> <p>11.22-The teacher provides examples in order to correct students' mistakes.</p> <p>11.23-The teacher provides examples</p>		
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	<p>in order to correct students' mistakes.</p> <p>11.24-The teacher provides examples in order to correct students' mistakes.</p> <p>11.25-Yes, the teacher provides examples on the board to correct students' mistakes.</p> <p>11.26-He always repeats the examples to correct students' mistakes.</p> <p>11.27-The teacher makes examples to correct students.</p> <p>11.28-The teacher provides students examples to correct students' mistakes.</p> <p>11.29-The teacher Make examples to correct students.</p> <p>11.30-The teacher makes examples to correct students.</p> <p>11.31-He always repeats the examples to correct students' mistakes.</p> <p>11.32-The teacher makes examples to</p>		
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	<p>correct students.</p> <p>11.33-Yes, he gives extra examples to correct and clarify questions and ideas.</p> <p>11.34-Yes, he does it to clarify knowledge.</p> <p>11.35-Yes, he exemplifies to widen comprehension.</p> <p>11.36-Yes, he clarifies doubts in class.</p> <p>11.37-Yes, he gives extra examples.</p> <p>11.38-Yes, he clarifies questions and doubts.</p> <p>11.39-Yes, he does not underestimate his students he teaches them as much as possible.</p> <p>11.40-Yes, he does not assume students understood; he explains again.</p>		
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TYPES OF FEEDBACK APPLIED TO PRODUCTIVE SKILLS

Table 5 Appendix L1: Teacher Feedback to Productive Skills

Questions	Answers	Indicators	Objective
<p>1-How do you feel when the teacher corrects your mistakes in the English class?</p>	<p>1.1-I feel good because we learn from the correction.</p> <p>1.2- I feel bad, but what the teacher does is right.</p> <p>1.3-I feel good because when he corrects me I learn.</p> <p>1.4-I feel good because thanks to that correction I recognize my mistakes.</p> <p>1.5-I feel good because I am correcting and doing the things that I have done wrong.</p> <p>1.6-Well, I feel good because in that way I realize about the things I am doing wrong.</p> <p>1.7-I feel good because he corrects me and it is good for me.</p>	<p>Error correction: Students' motivation, self-error recognition, self-correction, peer error recognition, peer correction, afraid of speaking at the front, students follow instructions.</p>	<p>- To determine if the types of feedback applied by the teacher are suitable for the students' productive skills</p>

	<p>1.8- I feel good because when he corrects me I learn.</p> <p>1.9- I feel good because he corrects me and I do not continue committing the same mistake.</p> <p>1.10- I feel bad, but what the teacher does is right.</p> <p>1.11- I feel good because it helps me.</p> <p>1.12- I feel good because he does it in a friendly manner and I learn in that way.</p> <p>1.13- I feel good because he does it in a friendly manner.</p> <p>1.14- I feel good because he teaches me the things well.</p> <p>1.15- I feel bad because he corrects me.</p>		
<p>2-Do you consider that the correction the teacher gives you is useful for your learning in</p>	<p>2.1-Yes, it is useful because when he corrects me, he helps me with my leaning process.</p> <p>2.2-Yes, what he does is correct because it is</p>		

<p>the English subject?</p>	<p>a help for us.</p> <p>2.3-Yes,it is useful because in that way I learn.</p> <p>2.4- Yes, it is important because thanks to that correction I learn something.</p> <p>2.5-Yes, it is useful because when we correct me I understand.</p> <p>2.6-Yes, it is important because I learn.</p> <p>2.7- Yes, it is useful that correction that he gives us.</p> <p>2.8-Yes, it is useful.</p> <p>2.9- Yes, it is useful because I will not commit the same mistake.</p> <p>2.10- Yes, it is useful what he does.</p> <p>2.11- Yes, it is useful because it helps us to not do it again.</p> <p>2.12- Yes, it is useful because he corrects my mistakes.</p> <p>2.13- Yes, it is important because</p>		
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	<p>thanks to that correction I learn.</p> <p>2.14-Yes, it is.</p> <p>2.15- Yes, it is useful because he teaches us how to pronounce and write.</p>		
<p>3-When do you prefer the teacher corrects you? During or after the activity?</p>	<p>3.1-I prefer that the teacher corrects me during the activity.</p> <p>3.2- I prefer that the teacher corrects me after the class because I feel ashamed.</p> <p>3.3- I prefer that the teacher corrects me during an activity because I feel that I learn more.</p> <p>3.4- I prefer that the teacher corrects me during because I correct my mistakes.</p> <p>3.5- I prefer that the teacher corrects me during the activity.</p> <p>3.6- I prefer that the teacher corrects me during the activity.</p> <p>3.7- I prefer that the teacher corrects me during the activity.</p>		

	<p>3.8- I prefer that the teacher corrects me during the activity because he corrects me teaching me.</p> <p>3.9- I prefer that the teacher corrects me before the activity.</p> <p>3.10- I prefer that the teacher corrects me after the class because sometimes I get ashamed.</p> <p>3.11- I prefer that the teacher corrects me during the activity because in that way I can correct my mistakes.</p> <p>3.12- I prefer that the teacher corrects me during the activity because he corrects my mistakes.</p> <p>3.13- I prefer the teacher corrects me after the class to correct my mistakes.</p> <p>3.14-The things I do wrong.</p> <p>3.15- I prefer that the teacher corrects me during the activity because in that way I recognize my mistakes.</p>		
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<p>4-How do you prefer the teacher gives you the correction? Individual or in group? Explain why?</p>	<p>4.1-I prefer the teacher gives me the correction individual because in that way I feel more comfortable.</p> <p>4.2- I prefer the teacher gives me the correction individual because in groups I feel ashamed.</p> <p>4.3- I prefer the teacher gives me the correction individual because the teacher focuses just in me.</p> <p>4.4- I prefer the teacher gives me the correction individual to avoid feeling ashamed.</p> <p>4.5- I prefer the teacher gives me the correction in group because the other classmates could feel bad.</p> <p>4.6- I prefer the teacher gives me the correction individual because I feel that it is better.</p> <p>4.7- I prefer the teacher gives me the correction in group because if I do not understand something,</p>		
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	<p>my classmates explain to me.</p> <p>4.8- I prefer the teacher gives me the correction individual because we do not have the same mistakes.</p> <p>4.9- I prefer the teacher gives me the correction in group because the other classmates help me to understand.</p> <p>4.10- I prefer the teacher gives me the correction individual because It is just for me.</p> <p>4.11- I prefer the teacher to give me the correction individual because we do not have the same mistakes.</p> <p>4.12- I prefer the teacher gives me the correction individual because we do not have the same mistakes.</p> <p>4.13- I prefer the teacher gives me the correction first individual and then in group in order everybody</p>		
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	<p>understands.</p> <p>4.14- I prefer the teacher gives me the correction in group because if my classmates explain to me, I do not understand.</p> <p>4.15- I prefer the teacher gives me the correction individual because in that way I learn better.</p>		
<p>5-Do you apply the corrections the teacher gives you? Explain your answer.</p>	<p>5.1-Yes, I apply them when he corrects me, I write down and take the advice he gives me.</p> <p>5.2- Put my make up on in class that is why he nags me.</p> <p>5.3-Yes, I try to apply them.</p> <p>5.4-Yes, I apply them.</p> <p>5.5-Yes, I apply them because during the learning process we get the things in our minds.</p> <p>5.6- Yes, I apply them because it is the best.</p> <p>5.7- Yes, I try to apply them to not continue</p>		

	<p>doing the same.</p> <p>5.8-Yes, the teacher is the one who knows more.</p> <p>5.9- Yes, I try to apply them to not continue doing the same.</p> <p>5.10-Well, the teacher has never corrected me.</p> <p>5.11- Yes, I apply them because it is correct.</p> <p>5.12- Yes, I apply the corrections the teacher gives me because I have to apply them.</p> <p>5.13- Yes, I apply them because I know that it will help me in the future.</p> <p>5.14-Yes, I do.</p> <p>5.15- Yes, I do because he can explain to me.</p>		
<p>6-Do you correct each other when a classmate pronounces something wrong?</p>	<p>6.1-Yes, sometimes we correct each other.</p> <p>6.2-Sometimes we correct each other because we do not want the teachers nag us.</p>		

	<p>6.3-Sometimes we correct each other and sometimes the teacher corrects us.</p> <p>6.4-Yes, we help each other.</p> <p>6.5-No, we laugh at our classmates.</p> <p>6.6-No, we do not do it.</p> <p>6.7- Yes, we correct each other.</p> <p>6.8- No, we do not do it because sometimes we do not know how to do it.</p> <p>6.9- Yes, we correct our classmates.</p> <p>6.10- Sometimes we correct each other because we do not want the teacher nag us.</p> <p>6.11- No, we do not do it because sometimes we do not know how to do it.</p> <p>6.12-Sometimes we do not know how to do it.</p> <p>6.13- Yes, we do it because it is good to correct each other.</p>		
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	<p>6.14-Yes, we do it.</p> <p>6.15- Yes, we do it and we help each other.</p>		
<p>7-Can you recognize by yourselves your own mistakes?</p>	<p>7.1- Yes, we recognize them and we do not continue committing those mistakes.</p> <p>7.2-Sometimes I recognize them, but when we reflect and not when the teacher corrects us.</p> <p>7.3-I recognize my mistakes.</p> <p>7.4-Yes, we can recognize or mistakes by ourselves.</p> <p>7.5-Yes, I am responsible.</p> <p>7.6-Yes, I do it.</p> <p>7.7- I recognize my mistakes.</p> <p>7.8- Yes, I do it if I understand it.</p> <p>7.9- Yes, we recognize them and the teacher helps us.</p> <p>7.10- Yes, we can recognize them when the teacher corrects</p>		

	<p>us.</p> <p>7.11- Sometimes I recognize them when the teacher corrects me.</p> <p>7.12- Yes, we recognize them and the teacher helps us.</p> <p>7.13- Sometimes we do it, but we also look for the teacher's help.</p> <p>7.14-Yes, I do it.</p> <p>7.15- Yes, I do because I know everybody can commit a mistake.</p>		
<p>8-Are you afraid of committing mistakes in the class?</p>	<p>8.1-Not. I am not.</p> <p>8.2- Yes, I am afraid of that because I talk too much in classes and it is disrespectful.</p> <p>8.3- No, I am not afraid of that because I learn from my mistakes.</p> <p>8.4-Yes,I am afraid of being ashamed.</p> <p>8.5-Yes, I am afraid of that because I know my classmates will laugh at me.</p> <p>8.6-No, I am not</p>		

	<p>afraid.</p> <p>8.7- No, I am not afraid of that.</p> <p>8.8- No, I am not afraid of that because we are leaning.</p> <p>8.9- Yes, I am afraid of that because I do not want to commit mistakes at the front.</p> <p>8.10-Sometimes I am not afraid.</p> <p>8.11- No, I am not afraid of that, but if I commit any mistake, it will help me for my learning process.</p> <p>8.12- No, I am not afraid of that because I learn from my mistakes.</p> <p>8.13-Sometimes it is not fear, it is nervousness.</p> <p>8.14-Yes, I am.</p> <p>8.15- No, I am not afraid of that because I learn from my mistakes.</p>		
<p>9-Do you continue committing the same</p>	<p>9.1-Sometimes. I do not.</p> <p>9.2-Yes, because I like</p>		

<p>mistakes after the teacher corrects you?</p>	<p>painting and I continue doing that.</p> <p>9.3-Sometimes I try not to do it again.</p> <p>9.4-I do not do it.</p> <p>9.5-It depends on if we pay attention to the correction.</p> <p>9.6-Sometimes I do it.</p> <p>9.7-No, we do not commit the same mistakes.</p> <p>9.8-Well, if we pay attention to what the teacher says, we do not continue, but we learn from our mistakes.</p> <p>9.9- No, we do not commit the same mistakes because we already know how to do it.</p> <p>9.10- Sometimes we do it because we forget it.</p> <p>9.11- Sometimes we do it, but we will learn from our mistakes.</p> <p>9.12- Sometimes we do it, but we continue learning from our mistakes.</p>		
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	<p>9.13- I do not because I learn from my mistakes.</p> <p>9.14- I do not because it is clear for me.</p> <p>9.15- Sometimes we do it because we forget the pronunciation of some words.</p>		
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Table 6 Appendix L2: The Teacher's Feedback

Questions of the Interview guide for teacher	Answers	Indicators	Objective
<p>1. What is feedback for you?</p>	<p>Providing learners with information on their performance, monitoring students thinking process and motivating them to learn (more) successfully.</p>	<p>Intonation Pronunciation Fluency Grammar Writing Grammar Coherence Punctuation Spelling</p>	<p>- To determine if the types of feedback applied by the teacher are suitable for the students' productive skills</p>
<p>2. What type of feedback do you apply?</p>	<p>Learner-centered, prompt, encouraging, specific, focus, clear. Metacognitive!</p>		

<p>3. When do you give feedback ?</p>	<p>When students need to feel they are making progress.</p>		
<p>4. Should feedback be given in groups or individual?</p>	<p>Personal feedback gives students both opportunities to set their own goals when taking some responsibility themselves.</p>		
<p>5. How do you consider students respond to your feedback ?</p>	<p>Motivated in learning more efficiently.</p>		

ANNEXES



VALIDATION SHEET FOR THE TOOLS

Name of Validator: Alaudin Eugenia Ducez de Cordero
 Degree: English Teacher
 Position: English Teacher
 Number of years in teaching: 23 years

To the evaluator: Please check the appropriate box for your ratings.

Scale: 1- Poor 2- Needs Improvement 3- Good 4- Very Good 5- Excellent

ASPECTS TO VALIDATE	SCALE	1	2	3	4	5
1. Clarity and directions of items The vocabulary level, language, structure and conceptual level of participants. The test directions and the items are written in a clear and understandable manner.					✓	
2. Presentation and Organization of Items The items are presented and organized in logical manner.						✗
3. Suitability of items The items appropriately presented the substance of the research.						✗
4. Adequateness of the Content The number of the items per area is representative enough of all the items needed for the research.						✗
5. Attainment of Purpose The instrument as a whole fulfills the objectives needed for the research.					✗	

Remarks: None - Very good str.

Signature: [Handwritten Signature]





VALIDATION SHEET FOR THE TOOLS

Name of Validator: Nie Raymundo Sigüenza
 Degree: English Teacher
 Position: Teacher
 Number of years in teaching: 20

To the evaluator: Please check the appropriate box for your ratings.

Scale: 1-Poor 2-Needs Improvement 3-Good 4-Very Good 5-Excellent

ASPECTS TO VALIDATE	SCALE	1	2	3	4	5
1. Clarity and directions of items The vocabulary level, language, structure and conceptual level of participants. The test directions and the items are written in a clear and understandable manner.						X
2. Presentation and Organization of items The items are presented and organized in logical manner.						X
3. Suitability of items The items appropriately presented the substance of the research.						X
4. Adequateness of the Content The number of the items per area is representative enough of all the items needed for the research.					X	
5. Attainment of Purpose The instrument as a whole fulfills the objectives needed for the research.						X

Remarks:

Signature: _____





VALIDATION SHEET FOR THE TOOLS

Name of Validator: Miguel Orlando Rivera Mendoza
Degree: Bachelor Degree in Education and English Teacher.
Position: English Teacher
Number of years in teaching: 23

To the evaluator: Please check the appropriate box for your ratings.

Scale: 1- Poor 2- Needs Improvement 3- Good 4-Very Good 5-Excellent

Table with 7 columns: ASPECTS TO VALIDATE, SCALE, 1, 2, 3, 4, 5. Rows include: 1. Clarity and directions of items, 2. Presentation and Organization of items, 3. Suitability of items, 4. Adequateness of the Content, 5. Attainment of Purpose. Handwritten 'X' marks are present in the 4, 3, and 4 columns for rows 1, 2, and 5 respectively.

Remarks: May be you must add some more questions - in order to look at for more information. - for the level use a basic english.

Signature: Miguel Rivera Mendoza