ESCUELA NORMAL DE AMECAMECA

ENSAYO ANALÍTICO EXPLICATIVO:

"THE USE OF CORRECTIVE FEEDBACK TO ENHANCE STUDENTS'
WRITING SKILL IN THIRD GRADE GROUP "A" AT SECONDARY SCHOOL NO.
0110 LUIS G. URBINA".

QUE, PARA OBTENER EL GRADO DE LICENCIADA EN EDUCACIÓN

SECUNDARIA CON ESPECIALIDAD EN LENGUA EXTRANJERA (INGLÉS)

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TO GOD

For giving me the strength and intelligence to continue my studies, it has always been with me in the most difficult moments even when I felt that I could no longer continue. it has always been with me and thanks to it I was able to finish a career as I always wanted.

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For always supporting me in all my academic degrees and never giving up, so that I could finish a career, I dedicate this achievement to them because it's also theirs, I love them very much and this is a small part of giving back everything, they have given and their trust in me.

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For guiding me when I had to design activities and I did not have ideas and make my time at school a more fun and comfortable environment to learn

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Presentation

The secondary school N° 0110 "Luis G. Urbina" with C.C.T: 15EES0698M is located in Avenida enseñanza técnica industrial N° 52, Chalco, Centro, state of Mexico, this is a public school and it has morning and evening shifts. In each grade there are four groups (A, B, C and D) being twelve in total. The chosen group for this document was 3 "A".

The topic of this document is "The use of corrective feedback to enhance students' writing skill" and I chose this topic since when applying a test to the students to know their interests and difficulties towards the subject they mentioned that writing was one of the most difficult skills for them but at the same time one of which they wanted to improve knowing vocabulary and the basic ways of communicating, and at the same time it is essential for me to help them to improve a skill I consider to be one of my strengths at English.

Among the purposes of study in this document were mentioned, help students to be aware of their errors/mistakes, achieve self-regulation by students to correct themselves, implement different correction strategies that address the diversity of students, familiarize the students with the correction of errors/mistakes and thus improve the writing of the students. Of all these purposes, I am proud to say that most of them, others in greater quantity than the others, but fortunately they were all improved during the practicum terms, due to the fact that the situation was complicated by COVID-19, Practices did not finish completely and it was not possible to have better progress in the results of the document but it can be seen that there is definitely a difference and an improvement in the writing of the students.

During the research process on this topic, different authors were sought to give support to the ideas that were implemented with the students, not all the authors contributed in a positive way, since there were diverse opinions that were sometimes contradicted, for which reason I had to look for the most appropriate theories.

This document really contributed a lot to my professional career since creating theories and experiencing them with students in a real context allows to see if the educational strategies used actually contribute to the education of students or should they be changed, have an experience closer allowed us to see the real situation of our future work and gives us a part of experience to know where we should begin to educate and teach to the new society.

Choosing a topic

The use of corrective feedback to enhance students' writing skill in Third Grade Group "A" at Secondary School No. 0110 "Luis G. Urbina".

Thematic line

Línea temática II Análisis de experiencias de enseñanza

This document takes place in the thematic line analysis of teaching experiences.

- The adolescents and its learning processes

- Analysis of teaching experiences

- School management and educational processes.

In any of these lines, the activity central to the development of the subject is related to teaching work that occurs in classrooms and in high school.

Purposes

It will be useful because considering the placement and interviews applied in that group it concluded that the most difficult skills for students are reading and writing, so if I can develop that skill with them, they could enhance their writing, also I noticed that they are an autonomous group.

Helping students to learn from their own mistakes/errors is more meaningful for them than if the English teacher correct all their mistakes/errors, the correction code will be used as the first option to correct student mistakes/errors, if that is not the most appropriate tool for students, i will proceed to use other correction strategies such as peer correction, interviews and as a last tool, explicit description.

- To help students to be aware of their mistakes/errors

- To achieve an autoregulation to correct mistakes/errors

- To implement different corrective feedback strategies

- To improve students' writing skill

- To familiarize students with errors' correction

That students from third grade group "A" at the end of the practicum term could develop their writing knowing that for them it is one of the most difficult English skills and it was going to help them to the future, the document pretends to help them become autonomous and they could learn more from their errors and review structures as well.

As a pre-service I have to provide students a good feedback to give them tools in order to correct their own errors with their previous knowledge. It is important to help students to notice their mistakes/errors, there are two ways to do that, it can be explicit and implicit correction. Penning de Vries, Bart & Cucchiarini, Catia & Strik, Helmer & Hout, Roeland. (2011).

As teachers it is relevant correct students' mistakes/errors that for them are not so useful, we have to help students to be aware of those and that they can enhance in their skills if they learn how to correct them explicitly or implicitly. As part of my document i would like to help students to be aware knowing they could correct their mistakes/errors, just they need to be oriented and tell them what those are.

Questions to be answered

- What writing levels I am going to work with? (Word-sentence level)

- Writing activities should be attended in the classroom or should homework be left?

- How many corrective feedback strategies are?

- What periods should students be given to correct their writing drafts?

- What is the difference between mistakes and errors and how to treat them?

- What are the types of corrective feedback?

- How could I help students to correct their writing errors?

- How do students react to correction strategies?

CHAPTER I
CONTEXT

1.1 Community context

Chalco de Diaz Covarrubias' the name comes from the Nahuatl *Challi:* "lake edge", and *Co:* "place" therefore both words together mean "On the edge of the lake". Chalco has an area of 234.72 km^2 and had a population of 310,130 inhabitants at the (INEGI, 2010, p 345) census of which 151402 are men and 158727 women and it is divided in thirteen towns.

- La Candelaria Tlapala
- San Gregorio Cuauzingo
- San Marcos Hixtoco
- San Juan and San Pedro Tezompa
- San Pablo Atlazalpan
- San Lorenzo Chimalpa
- Santa Maria Huexoculco
- San Mateo Tezoquipan
- San Mateo Huitzilzingo
- San Lucas Amalinalco
- San Martin Cuautlalpan
- San Martin Xico Nuevo

Chalco has a road network that includes 91.10 km in length that connect the municipality with the State of Puebla, the municipalities: La Paz, Ixtapaluca, Chalco Solidaridad Valley, Tlalmanalco, Mexico City, the State of Morelos. At the same time, it is important to mention that there are two main accesses to the Chalco-Tlahuác highway that match the state with the delegation. The Chalco-Mixquic road is a communication route that can take you to Milpa Alta and Xochimilco delegations.

The municipality has 65 pre-schools, 78 primary schools and 48 secondary schools. In the upper middle level, it has 12 preparatories and technical education schools, as well as a School of Arts and Crafts sponsored by the INEA, as well as 3 public institutions of Higher Education.

There is also the Chalco headquarters of the Higher Institute of Education Sciences of the State of Mexico, ISCEEM, which is dedicated to providing postgraduate education, annually launches several diplomas and specialties and has a master's and doctoral program in Educational Research, Although so far only workers from private or public schools of any educational level can enroll, if you do not work as a teacher you cannot register.

The principal celebration to Chalco is on July 25th, in this day people celebrate to Santiago Apostol, on Sundays before this great celebration, tours are made with the image of the patron saint through the towns near the center.

You can see the streets adorned with festoons, artistic carpets with alfalfa forming figures, pyrotechnic games and band music. Often festivals celebrated in Chalco affect the attendance of some students and also, they can arrive late to school.

During the patronal celebrations of Chalco, there is a great variety of activities, you will find everything, in the church people from various villages come to make samples and gastronomic sales. There is sale of plants, clothes, souvenirs, silver accessories.

In the presidency that is next to the church they give several concerts of all types of music, for all tastes, it is very fun and cultural. The most important economic activity in Chalco is the commerce, there are clothes shops, shoe stores, pharmacies, groceries, markets and some restaurants.

On Fridays close at secondary there are markets which do not allow to pass quickly to school, sometimes students have to be careful because there are a lot of movement, there are some problems with the market on Fridays because for students it is difficult pass and at secondary school teacher are aware of this and teacher leave students go out 10 minutes before.

1.2 School Context

The institution provides since 1954, which makes it one of the oldest schools in the municipality, unfortunately it has not been properly maintained, which makes the infrastructure of the central building is damaged, in the previous school year At the root of the earthquake of September 19, 2017, a room is disabled and a state project by IMIFE (Mexican Institute of Educational Infrastructure) entered into with a bathroom renovation project, which is one of the strongest problems, which has caused the discontent of the parents; the service is from 7:00 am to 1:30 pm in the morning shift.

The teaching staff is made up of a principal, a school assistant principal, 24 classroom teachers, 6 counselors, which gives a total of 33 teachers; The enrollment for this school year is 582 students who make up the 12 groups, 4 of each grade. The relationship between teachers towards students is respectful, according to the framework of school coexistence.

1.2.1 External Context

Secondary school "Luis G. Urbina" with CCT 15EES0698M is located in the eastern part of the state of Mexico, located in the center of Chalco neighborhood, Mexico of the S110 school zone belonging to the Amecameca region; provides service in the morning and afternoon shift, the community has water, electricity, street lighting, varied transportation that allows easy access to the colony, being located in the center of Chalco a few meters from the municipal presidency, is a High demand school, borders with the Acapol market and the Chimalpain cultural center. (See appendix 1) "Luis G. Urbina secondary school".

1.2.2 Facilities

At this secondary, there are twelve classrooms only to give classes, there are two bathrooms for girls and boys and two more only for teachers, there is a science lab, a library, a teachers room, there are two computer labs, a special classroom for

English subject, a cafeteria, the principal room and a cleaning room, the school also has a school psychologist available to the students. There is an esplanade that is used for civic ceremonies, drills and sports activities.

1.2.3 School problems

The head teacher mention that there are different problems they overcome at secondary school, some problems are about labor, attitudinal aspects, lack of knowledge, management, administrative aspects and infrastructure but although those aspects they can solve them with agreements based on high school regulations.

Also, there is an overpopulation of students per classroom, there are from 47 to 52 students per classroom and those spaces are not enough to walk between lines. The school has projectors but there are not in the classrooms in this moment, if teachers have to use one of them, they have to ask for them. Although there are two computer labs, one of them is not working since it suffered structural damage due to an earthquake but students and teachers give use to the second computer lab.

Actually there are a science lab where teachers from biology or chemistry give classes but in this moment is being remodeled because it suffered damages in the earthquake in the same way as the computer lab and also because the rain it has suffered damage on the walls, nowadays people are working in that laboratory and nobody makes use of it.

1.2.4 Diagnosis

The students are between 11 and 15 years old, according to Piaget who is mentioned by the school, they are in the state of formal operations, they initiate and strengthen the development of abstract logic, which allows to pose challenging activities, according to human development they live the beginning of puberty and

adolescence, which implies primary and secondary changes, which also entails socio-emotional development.

A diagnostic evaluation was applied at the school and each teacher and counselor from which the school obtained some important data, the SISAT test was applied in the fields of mental calculation, reading compression and text production, had results that were analyzed on the first ordinary session of CTE where they gave priority to reading and mental calculation; therefore, some strategies that remedy these deficiencies will be implemented.

Regarding learning styles, the Kolb model, the Honey-Alonso instrument, was applied, where it mentions that optimal learning is the result of working information in four phases; active, reflective, theoretical and pragmatic, the results, 18.7% with active learning style, reflective 48.8%, theoretical 18.7% and 14.6% pragmatic students.

According to the standardized instrument to know the channels of perception with the VAK model, 31.5% are auditory, 12.5% kinesthetic, 53.1% visual and 3.1% have two auditory and visual systems developed.

To address family cohesion and adaptability, an instrument was applied by the counselors' team where it is generally obtained that refers to the bond or emotional bond of family members have among themselves; it was obtained that 21.8% of students have an unrelated family, 6.2% live with a semi-related family, 6.2% as a related family and 65.6% as an agglutinated family. When performing the interpretation, it is observed that 79% of the group lives in a low risk situation and 21% has a protective family.

Teenagers of this age become stronger, faster, there is continuous improvement, they like to try and learn new skills. Their motor skills, fine and thick, at this age have a greater capacity, if the subject interests them they include elaborate explanations and deep reasoning.

They want to communicate with others, but they fear doing so, there is a desire for companionship, friendship and belonging, but at the same time they feel afraid of being rejected and try to remain in a group, the previous must be balanced with the activities raised by the teacher where it is taken in It has the pedagogical principle of knowing its students, in which it allows us to propose work activities between peers and that of starting from previous learning, to rescue their knowledge in cognitive challenges, problem-based learning, didactic sequels and projects; without losing sight of the formative sense of the evaluation and the challenges presented by the implementation of the new educational model, all this was taken according to *programa escolar de mejora continua* from secondary school Luis G Urbina.

1.3 Classroom characteristics

The classroom is painted with green and white color, there are two big windows divided in six parts and one door painted in black with some windows, not all the classrooms are like that, some of them have a white door without windows.

The classroom is a little bit small for all the students, per classroom there are 50 students and sometimes walk between lines is a difficult task. There is a big whiteboard, a desk for teachers and a chair, approximately there are 52 chairs but some of them do not have table.

Applying dynamic activities in the classroom could be a difficult task because we do not have enough space to do them that's why my tutor and some teachers have the option to work outside if they prefer.

1.4 Group profile

In 3 "A" there are fifty students of which twenty-three are men and twenty-eight are women. In learning styles from forty-eight students thirty-one students are visual, seven of them are kinesthetic, six are auditory, two are Visual and auditory, one is auditory and visual and one more is auditory and kinesthetic.

In a family context 70.7% percent of the students came from parental families, 12.2 % percent of them came from uniparental families and 9.8% of the students came from extended families.

I chose 3 "A" to work my document because I think they have a good attitude towards the language, also they are competitive and something I noticed since the observation week was that the group is divided into teams, I could notice that the most participative students in this classroom are men.

There is a group with men who have high scores in English and they prefer to be together to do activities and projects asked in class, unfortunately girls have a low score than boys. On the one hand, in an interview with the 3 "A" counselor, she told me that the strength of this group is that they have the attitude of competency among them in a positive way, they allow them to improve their works. Some troubles that could affect on the students' learning are the lack of note-taking and homework that is a problem that usually is mentioned with the counselor.

On the other hand the counselor mentioned that a weakness of this group is that they are not autonomous in their own learning and in some aspects I disagree, sometimes it depends of the class and motivation that you as a teacher is giving to them, in this case I saw that they are autonomous, at least in this subject.

In this group I have only one special case about one student who is not formally diagnosed but was channeled to paidopsychiatry. The child and adolescent psychiatrist or paidopsychiatrist is a doctor who specializes in the knowledge of the individual's psychobiological development, primarily in the early stages of his life (from birth to beginning adult life), as well as in prevention, diagnosis, treatment and rehabilitation of mental and behavioral disorders that affect minors.

Considering these aspects, I have to work more the autonomy with this group, although I notice the potential they have to work in this way and for my document is very important, I am going to try to implement some corrective feedback strategies and as a first option we are going to use a writing correction code and the purpose

is that students could learn from their own mistakes and errors and at the end of the terms they could be more autonomous in their learning.

I also applied a survey where I asked to this group some questions related to their context and English aspects, it was a multiple choice survey, in this moment there are fifty one students in the group and the results of the survey were that most of the students are fourteen years old and the rest are thirteen years old.

Rescuing some important questions I asked students what kind of family they have and from five options (nuclear, single parent, extensive, reconstituted, homoparental) I could notice that most of them live with nuclear families, then some students wrote that they live with an extensive family, after that six students wrote that they live with a single parent and three students wrote that they live in reconstituted families.

In another questions I asked students which place they have in their family (taking about brothers and sisters) I think this could be a good fact because sometimes if there are many brothers and sisters students do not have all the attention from their parents and in the results most of the students wrote that they were the first son or daughters from their parents, less of them wrote that they have the second and third place of their brothers and sisters, one students wrote that he is the fourth son and one students wrote that is the only daughter in her house.

In the next question I asked students of they have communication with their family and most of them wrote that they have it, less students wrote that sometimes they have communication with their family and one student wrote that he does not have any kind of communication.

I would like to link the next questions because there were about the relationship with their parents, One the one hand I asked how the relationship with their mothers was and most of them wrote that it was good, four of them wrote that it was regular and one students wrote that does not live with their mother.

On the other hand I asked the same questions but related to fathers, and most of the students wrote that they have a good relationship with them, but also ten students wrote that they have a regular relationship with them, four students wrote they do not live with them and one students wrote that their relationship is bad.

In one questions I asked students how they usually solve their problems (talking, using violence, ignoring them or with a professional help such as a psychologist) and most of them wrote that they solve their problems talking, less students wrote that they used to ignore their problems so they do not give a solution, two students wrote that they used to solve them with violence and one student wrote that with professional help.

In one aspect I asked students how they used to be motivated from their parents and most of them wrote that they are motivated with words, two students are motivated with gifts or presents and one of them wrote that his parents do not do anything to motivate him.

In a question I asked students if they have obligations and housework when they return to their houses and most of them wrote that they sometimes have those kinds of activities and the rest of the students wrote that they always have activities like those ones.

I asked students what kind of activities they do when they have free time and most of them wrote that they are usually playing videogames, some of them prefer surfing on internet and using social networks, seven of them wrote that they have another hobbies like, reading, drawing, listening to music, playing some sports and one students have to work in their free time, very few students wrote that they prefer spending time with their friends.

The last questions I am going to mention were related to the subject, I wanted to know what was the strongest and the weakest skill for them in English, in the first one most of the students wrote that their strongest skill is listening, then speaking, reading and writing. In the opposite question most of the students wrote that their

weakest skill is writing, after that speaking, listening and reading, this part is very important for my document because I am going to try to develop writing and this is the weakest skill in the group.

1.4.1 Diagnostic results placement test.

According to Macmillan (2012) *Straightforward* Beginner and Elementary Placement test. Straightforward second edition. This test works to give a placement to beginner and elementary students and can also be used to diagnose the grammar of the Beginner level that students need clarification on. The exam test just grammar and vocabulary, forty questions related to grammar and ten related to vocabulary being 50 questions. If students get from 0 to 35 scores, they are beginners and if they get from 36 to 50, they are elementary students.

I noticed that per classroom there is a student that has an elementary level but most of the students have a beginner level. The average of results of 50 questions was between 12 and 15 hits.

Something I noticed was that first graders have not a good English level and that is because some of them never had English in their schools, In those cases I talked with my tutor and she told me I have to cancel those exams because those students were not going to be able to answer anything about the exam and that was not going to be useful for my results.

Specifically, at first grade there are different levels very strong, from students who have no basis in the subject as students who have an elementary level in English, that was an interesting fact for me because even this student got a higher score than students from third grade.

In the graphic 1 in the Straightforward Beginner and Elementary Placement test the graphic was divided into scores from 7 to 25 without being consecutive, the numbers below are the scores that students got and the numbers under the bars are the number of students that got those scores, being the highest 1 student who got 25 ticks from 50 questions, 1 students with 24 ticks, 2 students with 22 ticks, 2

students with 19 ticks, 4 students with 17 ticks, 5 students with 16 ticks, 4 students with 15 ticks, 3 students with 14 ticks, 6 students with 13 ticks, 8 students with 12 ticks being the average in the group, 4 students with 11 ticks, 4 students with 10 ticks, 2 students with 9 ticks, 2 students with 8 ticks and just 1 student with 7 ticks from 49 students. (See appendix 2) 3 "A" Placement test".

In the graphic 2 In the Straightforward Beginner and Elementary Placement test the graphic was divided into scores from 6 to 32 without being consecutive, the numbers below are the scores that students got and the numbers under the bars are the number of students that got those scores, being the highest 1 student with 32 ticks from 43 students. (See appendix 3) "3 "C" Placement test".

In the graphic 3 in the Straightforward Beginner and Elementary Placement test the graphic was divided into scores from 9 to 45 without being consecutive, the numbers below are the scores that students got and the numbers under the bars are the number of students that got those scores, being the highest 1 student with 45 ticks from 46 students. (See appendix 4) "3 "D" Placement test".

In the graphic 4 in the Straightforward Beginner and Elementary Placement test the graphic was divided into scores from 7 to 25 without being consecutive, , the numbers below are the scores that students got and the numbers under the bars are the number of students that got those scores, being the highest 1 student with 37 ticks from 49 students. (See appendix 5) "1 "C" Placement test".

1.4.2 Diagnostic results learning styles.

These results were got with a *test de canales de aprendizaje* provided by Luis G Urbina secondary school to know the learning style of the students. In this case and for study purposes I applied this test in 3 grade group A to know the learning style of the students, that is why during the intervention period and to achieve that students can learn the contents I have to consider materials and activities according to their likes and styles.

In the graphic 5 in the learning styles test this group was divided in the 3 learning styles and two of them are a mix of two styles. From 47 students, 31 of them are visual, 6 of them are kinesthetic, 6 of them are auditory and in the mixed styles 3 students are auditory-visual and 1 student is kinesthetic-auditory, being the highest style Visual.

These results are relevant during the intervention term because knowing the learning styles I have to consider them to apply activities and materials to catch students' attention and achieve the main aims.

1.5 Introduction

Considering all those aspects in the chapter II will be tried to give answer to the questions seen in the paragraph 1.5. This chapter is the theorical part of the document, the activities done during the practicum term have to be in context and linked with the topic of the document.

Firstable, it will be given answer to the writing level that will be worked with the students, there are some possibilities like, words, sentences, paragraphs or whole texts, in this case it will be worked according to the students' level. Writing activities should be attended in classroom or house is another point and here I am going to explain the better option I chose considering how my chosen group has behaved during classes and also, I am going to take into account comments told by the counselor and tutor to choose the best option.

Then, it will be mention what the advantages to improve writing are and why this skill was chosen to be developed in this group. During the term some interviews were applied in the group and the results showed that the skill that was the most difficult for the students was writing. It is important consider that students usually have to overcome writing exams to apply for a job or in schools and English is the foreign language they need to get a job.

Next, it is going to be mentioned some corrective feedback strategies that are going to be used during the practicum term, I am going to experiment with different

strategies during the classes and those which fit better with the students are the ones that are going to be used more.

As an implicit tool it will be used a writing correction code to correct students' errors and mistakes in their exercises, it is thought work since the implicit tool until the explicit way to correct them. For all this it is pretended to support all the arguments with authors that have acquired experience in those topics. (See appendix 6) "Writing Correction Code".

It is pretended to use drafts to help students to check what their errors or mistakes are while they are writing and help them to be aware of them and let more attention to them in order to correct those ones. Here is going to be decided the time that is going to be given to the students to do a first and a second draft and a final version of their writings.

Although there are strategies to use, I have to learn to identify which ones are the best to them and give an appropriate feedback to students, I am going to ask students questions in order to make them think in their errors/mistakes and proposed them to pay close attention to the contents.

Finally, experiences will be resumed and will be written the students experience with the different corrective feedback strategies because, there are going to be strategies that are not going to work well and others which could be a good option for the group.

CHAPTER II

THEORY

2.1 What is writing?

An idea in the mind is expressed in speech, but also in writing that is employed 'to record reality'.

Aristotle

Writing is a visual representation of speech similar to speaking, it helps to language learners to communicate thoughts or feelings. Writing is an act of forming letters or putting them together so as to express ideas; an essential component of any language learning.

Peter T. Daniels (1996) defines writing as a system of more or less permanent marks used to represent an utterance in such a way that it can be recovered more or less exactly without the intervention of the utterer. According to Sampon (1985:26) writing is a system for representing utterances of spoken language by means of permanent visible marks.

Lado (1957:272) says writing is a graphic representation of a language and information is conveyed through the written medium by the use of conventional graphemes.

Here it is important to mention that to work writing in secondary school it will be considered some writing subskills. According to Sobana, (2003:26) writing has the following types of sub skills. The sub skills are classified under 7 seven categories.

- ✓ **Mechanics** – Handwriting, **spelling** and punctuation
- ✓ Organization – Vocabulary, Idioms
- ✓ Organization - Paragraphs, topic and support cohesion and unit
- ✓ **Syntax** – **Sentence structure**, sentence boundaries, stylings.
- ✓ Grammar – Rules of verbs, agreement, articles, pronouns etc.
- ✓ Contents – Relevance, clarity, originality, logic etc.

✓ **The writing process**-getting ideas, **getting started writing drafts**, revising, etc.

From those subskills in the document will only work in Mechanics with spelling, Syntax with sentence structure and the writing process with some of getting started writing drafts.

2.1.1 The importance of writing

Bacon (1989) rightly said, "Reading makes a full man, conference a ready man, and writing an exact man". Writing is an important medium and it is used for different purposes. In this case for secondary students they need to use writing for academic purposes.

As part of a degree or school, some students to continue studying need to learn a second language or a foreign language, in this moment English as a foreign language is useful to continue studying in high school, even to go abroad. Students have to face exams at the following levels of study and many times they even do not know how to answer those exams, it is somewhat complicated for them and more when they face an exam with open questions of another language where they are asked to do writings. Written tests are administrated, even for job placements. Writing has become the tool for survival today.

Writing plays a dominant role for writing projects, assignments, examinations etc. Writing is the only medium through which learners are assessed formally in Schools, Colleges and Universities that why it is important that students learn how to write a bit more accurate and paying attention to what writing involves.

Some students do not have an interest in improving writing and sometimes it has consequences in the future, even if they do not continue studying but it depends in the students influence sometimes, they have lack of interest because they think they are not going to use a foreign language in their lives. Another thing is that some students have lack of vocabulary so, they could not write their complete ideas, they could have lack of grammar, they do not follow rules and that could do their thoughts

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a bit confusing, lack of practice, some students take English workshops and they are using the language but not all the students have that possibility so they do not practice enough in their writings, also lack of interest could be related with their socioeconomic background, for some students is not important to write English because they think they do not have possibilities to use it in their lives, some students could have a language disorder too, and it could affect their process to learn other languages, mother tongue influence is one of the most seen in secondary school because students' excuse to despise the language is that in Mexico we do not need English to communicate our ideas, we just need Spanish and this is not exactly true but as teachers we have to help students to take away those ideas and create a need that forces them to use the language in their contexts towards the subject and or they think they do not need learn another language

When students want to learn a language, they have to overcome some challenges, some of them have lack of interest because they believe that they will never need to learn another language and it could be a difficulty because students stop to pay attention to the class and their elements, so it could be problems of careless. For numerous learners English writing seems to be challenging (Harmer, 1992:53). The existence of difficulties to master writing in foreign language force learners to commit various errors.

Students' mother tongue could be another problem they are named *interlingual errors*. Richards (1974:205) defined interlingual errors as the errors caused by the interference of the native language. These errors are the results of the learners' application of the native language elements in their spoken or written performances of the target language. When encountered with new language, people tend to consciously or unconsciously draw a connection between what they already know and what they do not.

Learners carry over the existing knowledge of their native language to the performance of the target language (Ellis, 1997: 28). In most cases, it is inevitable to learn a foreign language solely without depending on some linguistic features of the language which has already acquired.

2.2 Meaning of mistakes

In learning new language, learners make mistakes, thus it is important to accept them, learn from them, discover the reason why they make them, improve and move on.

The significance of studying errors is described by Corder (1967) as: "There have always been two justifications proposed for the study of learners' errors: the pedagogical justification, namely that a good understanding of the nature of error is necessary before a systematic means of eradicating them could be found, and the theoretical justification, which claims that a study of learners' errors is part of the systematic study of the learners. But many of the things we call mistakes and see as problems are in fact signals that our students are successfully learning the language. They are taking the necessary learning steps.

In classroom, students who have more English level used to make mistakes, they have listened or learnt something related to the content, or if they know for first time a topic their previous knowledge help them to comprehend better the new topics. Those students usually need little help to correct things they could not understand in first time, sometimes students make those mistakes because they do not pay enough attention or they are nervous, but can correct themselves if their mistakes are pointed out to them.

2.3 Errors

Errors are no longer looked at as a result of 'no learning' rather it is viewed as the 'outcome of natural development' in language learning. Sultana, Asifa (2009)

They are errors which individual students could not correct even if they were pointed out. Analyzing errors as a process is very important procedure since it provides and instructors of second language with valuable information on learner's language and help to improve their teaching methods (Burt & Kiparsky, 1972; Cored,

1967; Dulay & Burt, 1972; Ellis, 1983; Richards, 1974; Selinker, 1972; Silveira, 1999).

Ellis (2003) declared that there are two reasons that motivate the researchers of second language to study learner's errors. Firstly, they inform us why learners make the errors. Secondly, knowing errors learners commit may help teachers to enhance students' ability of self-correction.

In classroom errors are handled differently, usually the students who have little knowledge about the topics and English in general, are the students who more make errors because they could have lack of interest towards the language or they do not like the English, some of those students are not interested and do not have enough previous knowledge to correct their own errors, they do not know how, those students have "errors" and so, teacher has to help them to point out the error and explain how to correct it. Teacher gives the tool to do it.

2.3.1 Errors/mistakes in the past

In the past teachers used to believe that when students made errors it was harmful for their learning, teachers tried to avoid that those situations took place in the students' process, they had to follow the correct line and avoid making errors. It was a difficult task because for humans it is natural have errors in life, it is part of our learning.

In traditional school errors were the worst a student could do; it was an impediment to a successful advance. Sometimes it is a wall in students' learning, they think that if they make errors/mistakes when they are doing an activity they are going to be punished, students feel nervous or stressed because they have to deliver an activity with specific characteristics and if it has a high score in their grades they just want to deliver that, if they do not know how to do it they just copy the activities from their partners' notebooks but they do not comprehend yet, they keep the same errors/mistakes because they never correct them and it could end in the fossilization of errors/mistakes and affect their future learning process. Selinker, (1992).

2.3.2 Errors/mistakes nowadays

The vision given to error in educational institutions changes completely. It is appropriate to consider the fact that the student is wrong and aware of it, because this serves as a starting point to focus the course of the school process. It is more important to teach conscientiously, to know what students learn. So, it is time to put aside the idea that mistakes in the teaching and learning process are one of the biggest problems facing education, since a new way of accessing knowledge can be made of error.

Now in the classroom, teachers offer students the opportunity to make errors/mistakes without a punishment environment, teachers seen in the students' errors the opportunity for them to analyze what they made and look for a way to comprehend the correct way to use (in this situation) the language. Students sometimes are worried to deliver an exercise or an exam but they are not thinking well what they write, the idea is that students could think and reflect in what they do, write and produce.

2.4 Errors and mistakes as a learning tool

Neus Sanmartí, (2000) in the error in the teaching process, suggests stimulating the expression of the error through a non-threatening classroom climate, where there is no such submergence of failure, which every culture punishes for having committed it. A student who is able to correct an incorrect answer experiences a sense of personal success.

Making a mistake and being corrected is one of the most powerful ways to acquire and retain learning. When students are aware that the answer, they are giving to the problem is not the right one, they can try to solve the problem at a deeper level compared to someone who has simply memorized the answer. In addition, as teachers we should not limit ourselves to correcting the error, but to ensure that students recognize and understand the reason why the answer is not correct.

As a teacher, mistakes offer you an important information base to structure the following sessions and think about the individual development of each student. As teachers, we should make it clear that mistakes are part of learning and that the important thing is to learn to manage them in different ways.

In the classroom at the beginning was presented a tool that was a correction code which was an implicit way to correct students' errors/mistakes but it was implemented in teams for a final product and the teams were chosen with a student with higher English level than the other student to work with the correction.

The students had three days to work with drafts to do an instructions' album in a simple experiment and students had to give the drafts and after that teacher has to pointed out the errors/mistakes with codes previously explained to the students and then they had to correct them again, it was a bit complicated for some students who do not have enough knowledge but in pairs they had to work together to correct their writings.

Some students were more autonomous than others in classroom and they checked again their notes and it was essential because all they needed to correct was in their class notes, they used their dictionaries and other tools, other students asked for clarifications, even students who have a high level did questions to comprehend better where were their errors/mistakes or what was wrong and some students just wanted to know the meaning of the code again and they corrected their errors/mistakes in teams.

Some students were helped with questions just to confirm the information they should had from the other classes and other students needed explicit help and here teacher provides specific information or direct answers. During the practicum terms in class at the moment of revising activities or in the final products students were corrected in different ways, with different types of correction feedback.

2.5 Errors vs Mistakes

The first attempt to distinguish error from mistake was done by Corder (1973). He pointed out that errors reflect gaps in the learner's target language. Corder (1974:24) states "errors of performance (mistakes) will be characteristically unsystematic and errors of competence, systematic". As a result, the learner is unable to correct it by himself (self-correction). While mistakes are usually slips and lapses in performance. The learner knows the right form, but he commits mistakes because of nervousness, tiredness or fatigue. So, the learner is able to correct the mistake by himself.

According to Brown (2000: p.165) a mistake is performance error, "that is either a random guess or a slip in that. It is a failure to utilize a known system correctly." This means that mistake is common between learner of second language and the native speaker, but an error is   not a problem would appear for a native speaker. A native speaker has an ability to recognize his mistakes.

Edge (1989 in James 1998: 80-81) calls all deviant forms of second language, which a learner of second language produces, mistakes, and he categorizes mistakes into three groups:

•Slips appear as a result of processing problems or carelessness. According to Edge, learner is able to correct mistakes by him/herself when he/ she has an opportunity to do it.

•Errors defined by Edge as " wrong forms that the pupil could not correct even if their wrongness were to be pointed out", but it indicates what the learner wanted to say.

• Attempts, Edge last group, are " almost incomprehensible, and the learner obviously has no idea how to use the right form" (James 1998:81).

Yaghi, Eyhab & Abdullah, Amelia. (2015). differentiates between errors and mistakes in the following way:

"I have tried to show my students that the latter may well result from carelessness, a slip of tongue, or a momentary lapse in thought. Consequently, correction is possible, given a learning strategy for approaching it. Correction is less straight forward with errors, which would appear to demonstrate a fault at a deeper level-something that has not been learnt or assimilated or whose correct version is unknown. Indeed, an error may have become so ingrained that a student may not even have perceived it as such and is thus condemned to repeat it".

Involving learners in judgements about correctness helps them become more accurate in their own use of the language. Sometimes is depressing for students when a teacher gave them a writing with lots of corrections in their work, they usually put the paper away and forget about it, as teachers we could improve that situation if we give students the opportunity to check and analyze their own mistakes/errors. We should give students the opportunity to do a self-correction in this way we show the students that it is important for them to look through their work again and give some thoughts to what they wrote.

2.6 Feedback as a treatment

If it takes us long to realize that a student has not understood something and we allow a lot of time to pass between that situation and our response, the wrong thinking can take hold in the student's mind, which could later take longer to "unlearn." The teaching process should, therefore, follow these steps: practice activities, mistakes, receive feedback or reflect on the feedback received, try again.

Giving students the chance to correct their own mistakes as soon as they have been made can have a positive impact on their motivation for learning. At the same time, learning to discover the root of the problem (not having paid enough attention, reiteration - "always stumbling on the same stone" or repeating an action or wrong answer, having a wrong idea before starting) helps to understand and modify processes and habits.

At secondary school with 3 'A' at the beginning the topics are explained and teacher provides enough information related to grammar aspects and examples, then teacher gives students practice activities, they could do those activities in pairs, individual or in teams depending of the activity and if it is easy or difficult to do it. When the task is asked students work usually together to correct their writings, they make errors/mistakes, after that teacher correct students' errors/mistakes deliver them and students have to correct them, receiving feedback at the moment, they have to reflect in the feedback received and try again to do the task.

The order of the activities was changed in a term because the feedback was before to the final product and in the last class of the term after the products were checked and signed there are not a lot of opportunities to explain again the errors/mistakes were done. So, the order was changed and the last terms it was worked differently.

At the end of the term the evaluation was advanced a week before and before that students were helped with their activities and after evaluation the teacher checked and analyze the most constant errors/mistakes to give a final class to teach which were the errors/mistakes and how to correct them. Something that was observed was that students usually have the answers in their notebooks but they do not have in order their notes or they do not copy well so when they realize that they had the answers usually want another activity to get a better score. They do not check again their notes and they think they do not matter, just do the activities because is an obligation but they do not reflect on it and it is what they need to improve, they have to reflect in their products and find why they are wrong and be aware of how to correct their writing, be aware of what they are doing in class daily, it works as a treatment because try to help to students to avoid fossilization with errors. Selinker, (1992).

2.7 Corrective feedback

Feedback is viewed as important because it provides affective support to the learner, in writing is an essential tool when as teachers we want that students notice

their mistakes/errors and analyze them. This strategy is applied to help students to see what their mistakes/errors are at learning this second language but more than that, the correction feedback is used for students to analyze where their mistakes/errors come from and, above all, that it is not bad to make them, the corrective feedback aims to help students realize that error is part of their learning process and that being aware of them, they can be corrected and even achieve self-regulation by the students and that the error does not fossilize.

In the first period of practice, observing the group of 3 "A", it was observed that they had problems when making their sentences, an initial exam was applied where the students were asked what their weakest English skill was, to which the students replied that the weakest skills were reading and writing. Writing was chosen as a skill to remedy it throughout the practicum terms. As a remedial work for writing, it was found that feedback was very useful in class, when students receive information when they make errors/mistakes, it is useful for them. If they did not have that feedback, they can keep those errors/mistakes and fossilize them.

In class with 3 "A" it works better than with other groups, this group reflects their activities when they are interested in. During the practicum term we practiced with exercises related to the topics and the teacher corrected students' errors/mistakes, we saw them as an opportunity to learn and be aware of how we learn.

Students' activities were corrected with the different feedback strategies according to the students' needs and at the end the final products were corrected with an implicit strategy to give students the task to correct their own errors/mistakes. Finally, after doing the final test or when we had a final activity, the teacher gave students feedback about the errors/mistakes they did the most and how to correct them, students of this groups did questions about those errors to solve all their questions and they said they understood better after that explanation.

2.7.1 Types of correction strategies

Corrective feedback can be broadly defined as responses to learner utterances that contain an error. Different types of feedback presumably have a different impact on the acquisition process. Lyster & Ranta (1997) distinguish six types in their often-cited classroom observation study:

1. *Explicit feedback*: teacher provides the correct form and clearly indicates that what the student said was incorrect.

2. *Recasts*: the teacher's reformulation of all or part of a student's utterance, minus the error.

3. *Clarification requests*: question indicating that the utterance has been misunderstood or ill-formed and that a repetition or reformulation is required.

4. *Metalinguistic feedback* contains either comments, information, or questions related to the well-formedness of the student's utterance, without explicitly providing the correct form.

5. *Elicitation*: teachers try to elicit the correct form by asking for completion of a sentence, or asking questions, or asking for a reformulation.

6. *Repetition*: the teacher's repetition, in isolation, of the erroneous utterance.

7. *Correction code:* You show the learners where the mistakes are and what kind they are, and then they try to correct them as a second stage to the initial writing task. The codes shown here are just an example and are not meant to all be used at every level. Kaye, Paul (2007).

8. *Peer correction:* In class happens when a student gives a response and "we ask a class Do you think that's right? ... or tell them to add a written comment to a piece of written work they have completed Harmer, J (2007). (See appendix 7) "Zone of proximal development and scaffolding".

The correction code here is an implicit tool to make the students more aware of the errors and that often the errors are because the students do not check their class notes, they can find out the types of errors/mistakes they have and how to correct them. This correction strategy was proposed by Kaye, Paul (2007) taken up by the British council. (See appendix 6) "Writing Correction Code".

Types 2 and 6 give feedback implicitly, it is up to the learner to notice that an error was made, the other types are explicit in indicating that an error occurred. In 3 "A" some of these corrective feedback strategies are going to be applied, during the terms they have been applied to know what are the most useful strategies to apply in next activities.

In addition is going to be applied another strategy which is peer correction. This is a good option but most of the time organizing peers and teams with students with high level and students with low level to make a balance.

2.7.2 From explicit to implicit correction

To begin to apply the strategies, it must be clear in which direction they are going to be used, analyzing the characteristics of the group and due to their level of language, better results were obtained when starting giving the feedback explicitly and progressing to the implicit one. The purpose is to help students to reach a self-regulation, so that based on their class notes, they can correct the mistakes they make when carrying out the theory in practice.

Sometimes it was observed in the classroom that students could pay attention superficially and take notes on the board of what was explained but when making the written productions the students made all kinds of mistakes, this could be because the Students did not pay attention to the explanation since for many it is not important to learn this language, they lack interest and also the students do not have the habit of reading their notes, they are not aware of what they write, they only copy what they see without analyzing because they are copying it.

The corrective feedback aims to achieve self-regulation by creating habits, the topics and structures used to create sentences are in the notes and topics explained in class, the student must acquire the habit of re-reading their notes in order to produce their sentences more accurately.

Students should learn to ask questions about the issues they do not understand and in that process the teacher of the subject should provide feedback to help the student. It is planned to start explicitly, since most of the students are at a basic level and we cannot assume that they have self-regulation from the beginning.

The students will be oriented, the errors they may have will be explained to them more directly, pointing out the error and the solution, making it obvious, and according to the needs of the students, they will apply some of the other strategies, according to their needs, reaching In the last practice periods, priority will be given to the usefulness of a more implicit instrument such as a correction code where the student uses his knowledge and can self-correct themselves through codes.

In practicum what is intended is that students can be helped to form habits of reading class notes and be more aware of what is being learned. Students should begin to know the correction strategies explicitly, with examples naturally in class, when students make mistakes it has been corrected in a group way so that those who have the same mistakes see the correct answer, sometimes the errors were taken as examples, the teacher purposely made mistakes and asked the class if they agreed, the students had to analyze what was misspelled and there they began to think about what they learned. 3 "A" was the chosen group for this document since it was observed that they stood out from the other groups since during the classes they were students who did not stay with the questions, they always analyzed and questioned more what they learned than the other groups.

When the topics were explained in class, students often ask many questions if they do not understand the contents, and not only a student, there are different students who take the voice to ask about what they have doubts and that sometimes helps other students who they have the same questions but they don't dare to ask,

during the classes it is tried that the students feel in an environment of trust where they can ask their questions, despite that, the other groups don't usually ask their doubts at the moment and this group in particular does the activities in a more conscious way to be able to carry them out as requested.

2.7.3 Strategies to correct mistakes

Recasts and repetition were mentioned as strategies and they give feedback implicitly, in recasts as a teacher have the opportunity to leave students think about the error doing clear where the blank is, teacher mentions the context or sentence complete or most of it without the error, so students know where is the error but not in a direct way.

On the contrary repetition is the opposite to recasts, here the teacher mentions just the error in the sentences emphasizing, as the name says, teacher does repetition about the error. As they are implicit strategies, these will have better results with the students with more level or who have previous language learning, they no longer have errors that are strong they have mistakes that could be done because nerves, lack of concentration or stress in the student towards the activity.

The writing correction code is also a tool, this is a common tool to optimize learning opportunities from mistakes learners make in written work and to encourage the editing stages of process writing. When students make mistakes just the teacher write codes on the mistakes and they could correct them just knowing what kind of mistake is.

Peer correction, here works as a implicit tool because the teacher does not correct students in a direct way, students with a high level than the others can correct their partners with a low level.

In class students from 3 "A" apply that kind of correction most of the time, when they have to work with some activities, my tutor says it is better that they help each other because they do not have a good English level so usually they work together to deliver activities, during the last terms some activities were worked in teams and

with 2 people, but for final products and knowing more the group the teams were chosen with a students with higher English level than the other, this to show the peer correction among them.

The results were great, most of the teams finished in time and deliver good product, those products were worked in class and as a monitor the teacher had to check the way they worked in class and that really both people were working in the product in an equal part.

Correcting mistakes in 3 "A" usually happen with the students who are more interested in learn English or they have more English level than the others It is usually easier to work with students at this level, because they already have more knowledge than the others, they usually make these types of mistakes since they do the activities quickly and then spelling mistakes or nerves are passed to them. However, with an implicit strategy they can detect their own mistakes alone and correct.

In some cases, when classifying activities, these types of students at the time of reviewing tasks they had very basic mistakes where letters were skipped, or they confused tenses, but the mistakes were only in a part of the sentence, so they were easier to correct just remembering what was the correct structure of the sentence and was something that they themselves corrected only needed implicit help.

2.7.4 Strategies to correct errors

The other strategies are used for explicit feedback because they are direct in solving the error and most of answers are provided by the teacher for example, in explicit feedback if students have errors, teacher provides students the correct form and what the error was. In clarification request, teacher mention there is an error and explain again to do it clear.

Peer correction helps students who could not solve their own errors because in pairs students try to find a solution, but it is difficult to work with students with low

level so to do it works, teacher has to organize the teams with students with more level than the others. Harmer, J (2007).

In metalinguistic feedback teacher is not so explicit but give extra information, questions or comments about the correct way to use the language. Finally, in elicitation, teacher does not provide the correct answer but asks questions to the students in general to get that answer. Maybe students who do not have enough level could not find an answer but the others help to get it.

Correcting errors is a little more complicated since they usually occur with students who do not have much experience with the language, who have no interest in it or do not activate the previous knowledge they have to understand the following contents, come and work with topics such as if they were something completely separate from reality, they do not link past contents with new ones and normally with these students they are wrong in the whole structure of the sentence, they do not know how to order the sentences, they are confused in the tense and they do not add essential parts such as the subject or the connectors because they do not know them. With these students it is usually better to use explicit strategies where the error is pointed out, why it occurs and where the answer is.

Considering all these strategies, at the beginning of the practicum term, a diagnostic test was applied to the students where topics were taken up again and one that was to be seen in the next classes to know their way of structure a sentence, the test had 3 open questions. At the end, in the last day, a similar test was applied, but only of the topics seen during the term, the test was similar because it dealt with open questions as well as the diagnostic test.

In the first exam, the students, despite having already seen some topics, could not write the sentences that were asked for properly, they had basic errors such as not putting the subject in a sentence, not knowing where the verb goes or not adding a complement. (See appendix 8) "3 "A" Diagnostic Writing Test".

In the last exam that was applied reaffirming in each class the order that integrates a sentence, the elements, etc., better results were expected since the activities that guided the exam were in constant practice, during the classes the students had the teacher's support in correcting errors with different strategies, peer correction, teacher-student, correction code, requests, explicit feedback, etc.

When the exam was applied, a different interest was seen in the students since in the first exam they had a less positive attitude, in this final exam, the students were worried more about the exam contents in order to study.

It is worth mentioning that different tests were applied to the third-year groups, an open-ended test was designed for 3 "A" because it is the group that was given the highest priority in writing and the other groups were given a test of multiple option that was a little easier. (See appendix 10) "Final exam with multiple choice for 3 "B, C and D".

Despite this, the students of 3 "A" had higher results, the test of this group was 59 items of which the highest students obtained, 50 correct answers, 48, 47, 45, to mention the highest but this in the open-ended exam. (See appendix 9) "3 "A" Final Writing Test".

In the other groups, at least 1 student per group had an almost perfect exam, but the exam was multiple choice and 27 items. Observing the differences, the students of 3 "A" definitely had an improvement in their writing, since they articulated their sentences better, they had better precision than at the beginning of the term.

CHAPTER III

PROPOSAL AND RESULTS

3.1 Introduction

In this part of the document it is going to be presented the last part of the social service, at the beginning of the document were mentioned the results that were intended to be achieved at the end of the practicum terms, they were 5 purposes and during the following subtitles they will be discussed and if all or most of them were achieved.

The chapter II gave us the support to write about the activities and actions done at secondary school, obviously some of them were more efficient than others and some were discarded depending on the language level and the chosen group's response.

Throughout the practicum terms students were practicing with writing activities where they could correct writing sentences, create their own sentences, identify elements of a sentence, they could do drafts to obtained a better writing product with more quality and during the classes they were helped to solve their questions.

Feedback was given during all the classes with all the activities and this is the most important part from the document because when students had an appropriate feedback, they could do their activities with less errors/mistakes. To write this chapter, the results of some applied tests such as placement test, a diagnostic test of writing, drafts and students' products and a final exam showing the progress that students had in their writing will be shown.

Due to the current conditions caused by the COVID-19, it was difficult to achieve a deeper improvement in the writing of the students, it was intended that they achieve a highest level of mastery in sentences that could not be carried out due to the suspension of classes that is why is going to be shown the progress made up until the last day of intervention.

3.2 Activities designed to improve writing

When starting to give the topics with the students, I did not know what activities I could adapt to each topic, but when the topics were revealed in the products, it was mentioned that they were in written form, which gave me an advantage because that is the skill that was pretended to improve with students.

It was tried that in most of the classes the students worked with writing activities, from the beginning the very kinesthetic dynamics did not work much with this group because they are pretty talkative and that makes them distract. On the other hand, with the activities that involve them doing manual things, writings or listening to audios they are more interested in doing them.

Since the very beginning the students knew the logic of the classes, speaking with them since the first class was clarified that the goal was to be the same in all the classes, to improve their writing which was the skill that they by themselves mentioned in their initial diagnosis as the skill they used less or was more difficult to them to work.

It has to be mentioned that this was a great advantage since they by themselves chose the skill as the most complicated for them, even they said that they agreed in improving their writing, when the writing activities were done during classes they never complained that there were many writings, they devoted themselves to working it.

The way of giving classes and the logic was one at the beginning and a different one in the last practicum terms. For example, at the beginning of classes the topics were always explained, it was about giving the students all the elements so that they by themselves could take notes and later review their notes again and carry out their writing activities by themselves.

However, it was somewhat difficult since they are not used to read what they write in their notebooks, this is achieved through habits that they must acquire. Reading is important to achieve writing, students should see the examples first in a

reading, in a text, so they can have a basis and bring it to their reality, give their own examples. Yola (1999).

After explaining the topics, different activities were used such as matching, correcting sentences (finding errors/mistakes), ordering sequences of texts, writing their own sentences, describing images, identifying the elements that a sentence needs to have property like spelling, sentences structure, rules of the verbs and clarity.

Depending on the topic, the most important elements were given in each class, so the students could identify them and, at the end, use them to write their final products. Some students worked very well on their own, just in few occasions they had questions, most of them needed more support to carry out their activities, a factor that greatly affected this process was that they do not have the habit of re-read their class notes which were necessary because they had the explanation with which they could make their own sentences. Here the teacher's task as monitor and facilitator was to go individually or in teams with each student to check their progress or errors/mistakes and apply feedback strategies to correct them making students be aware of what they were writing.

After practicing with the language over and over again in all the classes, the form of assessment was clarified where the students were told about the aspects, they required to pass that assessment. The first practicum terms were evaluated with the final products that were written, a week before the assessment, they worked with drafts, designing their sentences and those were corrected with different feedback strategies, the students returned to correct it trying to be more aware of their errors/mistakes and re-working in another clean draft without those mistakes.

At the end when they had a more acceptable draft, the students went to the final product where their writings were better, clearer and with a better use of the grammar explained in class, the scores were given and the term ended, however it was never given a feedback of the process, of the results and how they could do better their activities.

The last term the order was different, the evaluation was before the last days, it was better because students had time to deliver their evaluation's aspects and the last class with each group was for the last day. After doing an exam or deliver a final product the results were considered to mention the errors/mistakes made by the students, in this process were solved questions and was clearer why they made errors/mistakes. (See appendix 11) "Feedback after assessment".

In the chosen group, students from 3 "A" knew their results and they knew that they had to increase or improve their writing, it was the purpose and they were prepared to answer an open test, so in this process they had to study and rehearsal several times writing sentences. Feedback strategies took an important place because with them the errors/mistakes of the students were corrected indirectly, when correcting not only the correct answer must be given, with that the student gets used to analyzing what they do, by means of these strategies it was intended that the students looked for the correct answer they needed , helping them, giving them clues as to where they could start looking. Only knowing where their error/mistake was, they could correct it by looking at the tools they already had in the previous classes (class notes).

3.3 Students reaction to corrective feedback strategies

The students' reaction was not bad, from the beginning they were informed that the purpose was to improve their writing through some strategies. The strategies were not presented at the moment because there were other activities and feedback strategies were being designed.

By then when the feedback strategies were presented to them, they already knew what they would work for. Throughout the practicum terms with each writing exercise that the strategies had, they were used naturally, the strategies were used depending on whether the students had errors or mistakes. Burt, M., & Kiparsky, C. (1972).

When asking the students for a final product, different feedback strategies were applied, with some students having errors, they were helped with more direct feedback such as repeating the sentences, emphasizing the errors/mistakes so that they identified them first, after they knew where they were or that part of the sentence was wrong, they were asked to re-read their notes because there was the answer. All the grammar structure and rules related to the topic was in their notebooks, even with examples.

Many times, for the students this was tiring but it is part of the reading habits, when they re-read or were taught the correct way in their notes they managed to know where they were wrong. It could be noticed that many students did not take into account the class notes, but when making mistakes and taking into account what was seen in class, they found a greater sense in their productions. The problem was that the students did not consider what was learned as if the explanation was something separate from the classroom activities.

Using the most convenient feedback strategies for the students of this group, in a practicum term, a less explicit tool was applied, which was a writing correction code adapted to work with students with a basic English level. It was presented in the first class and the students were given a sheet with the correction code, it was explained to them what each code meant and an example of each one. (See appendix 6) "Writing Correction Code".

Unfortunately, there were many activities in that week and not all the students in this group were present, but it was explained twice when they were all. At first their reactions were a bit confusing but they were given examples and in practice many students understood more. To make their final product, first drafts of it were prepared which were corrected with the correction code and the questions that the students had were clarified, this was worked by teams, the students prepared a first draft, they were closed the errors/mistakes and were put the codes above each error/mistakes, the teams consulted the errors/mistakes with their team and when they knew what it was, they corrected it with the information they already had in their notes.

Clearly the topics were not complex and so the students could solve them by themselves, despite them, the work was always monitored to support their writing and after the second draft, the few errors/mistakes they had were looked again and were corrected with the code, what was intended was that the students knowing the wrong part, consulted what kind of error/mistake they had in the writing correction code and that would help them to find for themselves in their notes the correct answer.

At the end, since their second draft was acceptable, it was corrected with the characteristics requested for the evaluation in a new paper. The reaction of the students at the beginning was a bit confusing since they had not worked with that tool, however throughout the classes some students showed willingness to use this tool and studied the code on their own, when some corrections were made during The class when asking the students if they knew what the code acronyms were referring to, they answered yes and said what type of error/mistake they had, which was better than expected since they understood what type of error they had and then only They had to find the correct form, the students showed a great willingness to read the code and recognize what kind of errors/mistakes they had. Kaye, Paul (2007).

In general, the students did not have complaints about the way to correct errors/mistakes, since it was very useful for them to see how they could correct them, a value was given to correct the errors/mistakes in the evaluation so that the students took it seriously these strategies.

In the last practicum term, the students were surprised to do well their exams and especially because they understood their way of writing more, during the classes where it was spoken about errors/mistakes, they paid more attention than normal and always questioned the aspects in those who had questions. They were really worried to understand better.

Their strength was that by understanding and practicing their writing and seeing possible errors/mistakes that made it easier for them not to make them again in the

exam, it was very surprising since their exam was only for writing with open questions and they did not have any help, the results of the group were very favorable compared to their first exam and that made them feel happier.

3.4 Unexpected Situations

Unfortunately throughout the practicum terms at secondary school there were many unexpected situations that negatively affected the classes with this group, with the other groups it did not influence too much but in 3 "A" on Mondays they almost always took our completed classes or mostly when there was civic ceremony and it was at the same time every Monday.

At the end, there were 10 or 7 minutes left for the classes after civic ceremonies and only the students were given instructions about the materials for next classes or the instructions for the exercises were written down for the classes and the students were asked to do their homework or advance as fast as possible as they could, but almost always the topics were delayed for next class which made the topics look slower and some were excluded or the evaluation was modified.

On the other hand, when working with third grade students sometimes they had meetings to see high school options they could choose and sometimes it was in the English class. Also when the escort had to rehearse some students went out to change their uniforms to do it and they no longer continued in class, but when they returned next day they asked themselves with their classmates what topics they had seen or the class exercises and handed in those works and later in class there were opportunities to explain those topics again so that everyone could understand them, sometimes it had to be in individual way.

In some situations, the students showed interest, since there were also days off, some students asked for a space to explain the assessment topics or to explain some activities, although sometimes they had to do double work, they showed their commitment and although their production had not so much visual impact than in the

other groups, their writings worked with quality, and it was better than in the other groups.

Currently we are going through an unexpected situation that is the COVID-19, this disease caused that the classes were canceled at all school levels and due to this social service at secondary school was also canceled.

The practicum terms that were planned could no longer be carried out, which did not allow the future objectives of the subject of the document to be achieved. Fortunately, sufficient evidence was collected to know the improvement that students made in their writing in past practicum terms.

Because the nature of the practicum terms, it was planned to do exercises and activities related to writing that were increasingly autonomous so that the students could be creative and also have enough experience based on past practicum terms and with this situation, they did many exercises throughout the terms, but it was not concluded and the final evidence was not taken. In the last practicum terms, 2 final exams could be obtained, one was a diagnosis in which, with the topics seen, an open exam was prepared so that the students reviewed the sentences, the structure and the complements they had seen in the past classes, In that first exam, the results were not so favorable, so considering the weaknesses, writing was worked more formally in each of the classes followed by feedback so that the students understood better where their errors were and how they could write correctly.

At the end of the practicum term, another test was applied to the topic that was being seen but also open-test where an improvement in the writing of the students was observed. The scores were very good compared to the first exam and the most important thing was that thanks to the reviews, exercises and individual feedback they had enough elements to create sentences independently without any help.

3.5 Writing productions and assessment

Considering the English program, different activities were developed, but all led to the same goal, which was a written final product, so all the activities were guides or writing practices, which was intended for students to practice enough to become familiar. With the sentence structure, they have a great deal of trouble spelling the words, even if they see them written on the board the students misread them. Sometimes this is because they copy quickly and without paying attention, however when creating sentences, students could re-use vocabulary, the words where they had errors/mistakes were underlined and seeing their notes the students identified where they were wrong and corrected the sentences.

Close to the assessment, drafts of the final works were developed where the students wrote their sentences, the teacher underlined their errors/mistakes so that they were easier to identify and based on the correction code that was presented to the students themselves in teams corrected their errors/mistakes by consulting their class notes. (See appendix 12) "Third assessment "Drafts and final products"".

The students worked well in class with the sentences, the dynamic activities did not work very well in this group since some took advantage to play or were easily distracted and being a big group, they made a lot of noise or they did not do anything.

The activities that were most successful were the activities where were used audios, since the students paid a lot of attention to capture the details and the tutor had previously accustomed them to listening, that was something observed in all the third groups, they had a good reference in listening, on the other hand, also the written works where they had to express their creativity were very good since they dedicated time to make their final products, with colorful materials, stickers, drawings and to make their sentences without errors/mistakes. In these classes the students are usually in calm, silent and sharing ideas, but when it is the assessment, they spend most of their time preparing their work individually. (See appendix 19) "Fourth assessment 'Language games'".

The assessment was always shown a week before so that, they had the necessary elements, it was given in writing on the board and the aspects and their value were explained one by one, the tutor suggested the value and that was disclosed, the students are interested in knowing this value because it depends on how much effort they put into it, fortunately they took it seriously and made an effort to deliver good writings.

At the same time, a rubric was designed for all the group with the aspects to evaluate and at the end, after grading them, the final percentages were assigned to each team or job. (See appendix 13) "Rubrics to evaluate students' writing productions".

At first, when students worked on the first final products, students tended to use the internet translator and that was very evident since students who were not as successful in their writing in class came with writings with a wide range but poorly translated, that was very notorious. (See appendix 14) "First assessment "Suspense literature"".

With each class, they were elaborating their own sentences replacing the translator by a dictionary and a list of verbs. The students were not asked to make complex sentences but basic ones, which followed the rules of a subject, verb and a complement, that was very complex for some students although they were short sentences. They would like to express all their ideas as in Spanish but they skip the basic and short structure. Sobana (2003).

At the end when there was enough practice, students made errors/mistakes too but they alone made their sentences with the vocabulary they had. At those moments, feedback strategies were applied and students' writing was corrected. The improvement in the writing of 3 "A" was very evident at the end since they could make sentences more autonomously, they had basic questions about complements that are things that also more advanced levels have, but their sentences already had a subject and a conjugate verb that was something that was wrong at the beginning of classes.

It is worth mentioning that just as progress was made in a short time, so was the dedication of students to write since they worked all classes with writing activities, although sometimes to a lesser degree, sometimes all classes, half class or just the end of the class, but all the classes had writing activities and it was this consistency that helped the students to advance more while they practiced. At the same time, each class were attended the questions of all the students, it was impossible to attend to all of them for a long time, but their work was always monitored and the needs and questions of each student were individually addressed, giving them feedback so that they recognized their errors/mistakes and they would realize that they had in their class notes the solution to them.

3.6 Drafts and Practice

In order for the students to be evaluated at the end, they had to deliver written products, the unit asked productions with certain characteristics and once dialogued with the tutor, an agreement was reached to request a product smaller than the end since they only attended one month and the tutor had to evaluate with a similar product at the end of two months, then a smaller production was worked on and the tutor continued the reinforcement.

To prepare written works that had a good quality in accordance with the purposes of the document, priority was given to improving the writing of the students. At the time of the intervention days, it was observed that the students had problems with the structure of very simple sentences, therefore, everything was reinforced with the feedback strategies, however when doing individual writing exercises the students had his own errors/mistakes, which was addressed individually and as a reinforcer, previously organized peer work was also important. When requesting written works for the assessment, a treatment was given before, in this case, the elaboration of writing drafts to give them treatment and that they could be a better version.

For that, it was more accessible to work in teams or pairs so that between partners they could give correction of their own errors/mistakes, first the teams or

partners decided beforehand by the pre-service teacher were organized, after that they could choose a topic of their interest according to the unit's topic of the month to be worked on. After the students had to design a first draft where they would show how their writing would be, without formatting, only the writing, once finished, the writings were reviewed and once the students knew the purposes of the classes and knew the correction code were tested with it, the writing errors were marked and the codes corresponding to the errors/mistakes were put, once returned to the owners, the students had to correct the writings and make a new version of the draft, here it is important mention that the teams were organized in a balanced way, knowing the strengths and weaknesses of the group, teams were organized with students with a more expert degree in the language and average students and some others with more difficulties in the same team, this with the intention that mediation was given and that among all they could support each other and look for solutions, the partners with more knowledge that could reinforce what their other partners did, highly reflected in the zone of proximal development proposal by Vygotsky, Lev (1987). (See appendix 7) "Zone of proximal development and scaffolding".

The students had to put their previous knowledge of the classes into play and also make use of the tools such as the correction code to see what type of error/mistake they had and how to solve it by consulting their class notes. At the end of its second draft it was revised again, if it was already correct, it began to work with the format, color, illustrations, everything related to the aspects of its assessment, on the other hand if the last draft was not ready and they continued having errors/mistakes, were re-marked and were corrected again by the teams, until there were no more errors/mistakes, it was a very good situation since the students were very interested in solving their errors/mistakes, those days were very intensive since during classes second drafts were corrected and questions that the students had were also resolved, here the feedback strategies were used, the first filter was the correction code, the students who managed more the language in that strategy, could find the solutions on their own to their writing errors/mistakes, that, dialoguing and consulting in their notebooks, verb lists or dictionaries. (See appendix 20) "Second assessment 'Use of correction code'".

The students who had more difficulties were treated with some other strategies where errors/mistakes were mentioned indirectly, emphasizing the error/mistakes, the students were asked again about the topic of the class, the structure, endings of verb tenses, etc. Fortunately, most of the students knew what was being talked about and could then answer themselves what the correct answers were and where the error/mistake was, surprisingly in some situations students only required a single strategy to find their answer.

In the cases of students with more difficulties, an attempt was made to give feedback from the class where it was seen, as reinforcing and if not more directly and as a last try, the error/mistake was marked and students only had to look for a class note in specific. Those cases almost never occurred which was a great advantage.

Thus, at the end of the assessment week, the students delivered their products with a better quality of writing. At the end of the classes, the students were reminded of the class process, and because they achieved the results they had, at the end was important to tell students that it is allowed make errors/mistakes because it is part of the learning and understanding of their own process to improve. Once knowing what kind of errors/mistakes there are, they can correct them if they become familiar with them, and become the protagonists of their learning. (See appendix 12) "Third assessment "Drafts and final products"". Sobana (2003)

3.7 Habits (Reviewing notes)

Throughout the practicum terms, it was observed that not all students have the habit of re-reading their class notes, normally when asking students to take class notes they think that they are only notes for the moment, they do not give them a utility or think that they are important when in fact, a summary of the class is concentrated there, with important keys to do their activities properly and although some students are aware of this, it was observed that there is a percentage that is not.

Considering English skills into account, to achieve productive skills (writing / speaking) students must give importance to receptive skills (reading / listening) that are the input that will allow them master a productive skill in the form of output. Listening and speaking are brain input skills but reading and writing are brain output skills. Yola (1999). Unaware of this, students do not consider class notes as a reading tool that allows them to remember the elements of the topics seen in class. This may have a lot to do with students' reading habits. In the course of the practicum terms, the students were reminded during the classes that they were going to attend to the questions they had, however, the whole class was in their notes, annotations of the class were made on the board where the theory, the structures and the examples were marked with a different color and so when the students took notes they could make that difference and easily locate when re-reading the notes the aspects they needed. (See appendix 15) "Students' note taking".

In the course of the classes, the aim was to make the students aware that the notes taking was important since it would facilitate the elaboration of sentences in the activities. It was observed that some students did not even know what class notes they should use, individually, these cases were discussed with each student and they themselves gave the reason that the solutions were in their notebooks but in some occasions it was shown that this was because the students were lazy to read what they wrote down in their notebooks and preferred to be given the solutions directly, but since they were the protagonists of their learning, they should be encouraged to find solutions to their errors/mistakes themselves.

At the beginning it was a little difficult since reading is a habit and, in each class, there was a task that made the students have to consult dictionaries or their own writings to find the solution, but at the end they did it.

In the last classes, they searched their notebooks without consulting or asking for help, they knew that they had everything there, only in cases where the vocabulary had not been seen, the students consulted with the teacher, but this could be seen more in the last practicum terms, for them this was like acquiring a habit, in the case of the students who did not have it. This was even discussed in

class, making clear the purposes always from the beginning gave us an advantage in future classes because students had a good disposition.

3.8 Teacher as a monitor and provider in writing activities

The teacher's work as a monitor is very important at this stage with secondary school students, who are not as proficient in the language, if their errors/mistakes are not corrected in time they could be fossilized and repeated until they become familiar with them thinking it is the right thing. Selinker, (1992).

The teacher as a monitor is aware of the students' productions, in this case their way of writing, and when they see that they are making an error/mistake they are in charge of correcting at the moment so that the student does not keep it in their mind as something right.

During the classes, the students made errors/mistakes in their sentences and, the teacher monitoring, corrected the errors/mistakes with strategies such as rethinking their sentences, emphasizing the error/mistake indirectly, or questioning them until they realized the error/mistake and gave themselves the correct answer. It was even a work in pairs, when someone did not know the correct answer, their partner next place corrected them, as a complete construction they were asked to justify the answer so that it would be clearer for the other students.

The teacher as provider, is present when the students do not find the context of their errors/mistakes, the teacher guides them here remembering situations seen in class that allow students to place themselves at a point that gives them options, the teacher provides opportunities for students to analyze in which part of their writing is the error/mistake indirectly so that students make it more obvious and realize that they are solving their questions themselves.

This part was very fun with the students because when they were questioned and the error/mistake became obvious, after thinking a little about the answer, they found the solution themselves and were surprised, even saying they were very smart

about it. Students are excited about those discoveries that may not be anything for advanced students but for those who start in the language it is a great advance.

3.9 Strategies according to students' needs

The correction strategies were not the same for all the students, the ones that were most suitable for them were used, if one did not work, others that gave better results to their needs were used. the correction strategies depended on the mistakes/errors of the students, remember that not all are errors, some others are mistakes and are not treated in the same way, one does not know much of the language and the other is caused only by a carelessness in the language but they have a knowledge basis.

In the classes when the students had mistakes, they were usually students with more language abilities, in those cases it was not so difficult to correct them in some situations, only recasts were needed where the students were marked the part of the mistake or all the sentence with an emphasis to identify the mistake. Edge, J. (1989).

Metalinguistic feedback was also a widely used strategy since extra information is given to the students in case, they are not fully understanding the reason for the mistake, in this strategy questions were also used towards the students about their choice to make them known which was incorrect without being direct.

Elicitation and repetition were basic strategies used at all times to emphasize the mistake and ask for a reformulation by the students, until they gave the correct answer. Code correction and peer correction was more used when making written evaluations. During classes there was almost always the presence of peer correction, but it was not always formally like when a student with a higher language level was placed with others with less proficiency. Lyster, Roy & Ranta, Leila. (1997).

The correction code was a strategy used to correct the drafts of the students for their assessment, it required more accuracy and dedication for part of the teams due to the analysis to understand and solve the errors/mistakes. It was also for

students who had more knowledge of the language, if they did not have good references it would be more complicated. Kaye, Paul (2007).

While the well-organized peer-to-peer correction worked very well, since at least two students per team had a good command and could guide the other members. In the case of explicit feedback and peer correction, these two strategies were more oriented to help students with a lower level of language, since there was someone supporting them in the correction of errors, in the first case the teacher gives the answers or marks the error directly and in the second case a student with more mastery in the subject supports the content. All these strategies were used throughout the classes and in the assessment. Burt, M., & Kiparsky, C. (1972).

3.10 Limited vocabulary and interests

Students must be the center of planning, they must be taken into account to choose the rhythm of the classes, some students learn better with dynamic classes, experimenting and putting their hands on their learning and some others are more receptive and passive, also some groups do not lend themselves to very dynamic activities, so it is important to know the group to know what activities are best for them.

At the beginning with 3 "A" in the activities, it was observed that the very dynamic classes did not work much with them since, being a large group, many students took advantage of the fact that the attention was not on them and they got out of control to play taking advantage of the rhythm of the class, so the classes had to change a bit.

It was also observed that in order for the rhythm of the class to be more passive and productive, it was convenient for the students to have classes where they had to create things, design, write or occupy their minds, in the same way they liked to listen to audios because they had the advantage to understand better that skill, so at that time in class they were very committed to work.

The interests of the group were to work as a team and that the classes were interesting to keep their attention, because the teenagers are interested in things on trend, many topics were adapted that at the time were new and the results were very good, in the first classes we had to work with suspense literature and a very popular horror movie had just come out in the cinema that was very popular and that made catch the attention of the students not only in 3 "A" but in all the groups. (See appendix 14) "First assessment "Suspense literature"".

It is worth mentioning that some students are not interested in learning the language, many justify this by saying that they will not use it in their future, so it is important to show them that it is essential for them, that it is useful and that if they plan to continue their studies wherever they go, almost for all careers, English is required, so they must start to take an interest in learning it.

Fortunately, although some students were not fully interested, many others were interested in the subject and in the activities, in a diagnostic test where the students were asked what they would like to learn from English, most of them said that they wanted to learn to communicate in English and learn more vocabulary, so they were very willing to learn.

3.11 Exams and results

There were only two exams were applied to the students but those marked a great advance in the students. Those exams were specially designed for 3 "A" since it was with them that the topic of this document was worked with, the first exam was a diagnostic exam to see the previous and current knowledge of the students and in that exam the students obtained results averages and lows, this was with intention so that the exam could be contrasted with the final exam in the last practicum term. This could not be carried out since the practicum were canceled but in the last term an exam could be applied that surprisingly obtained excellent results because the difference between the first exam and the final one was perfectly marked. (See appendix 16) "Diagnostic exam" and (See appendix 17) "Final writing exam".

Both exams were open exams and in the second one, the students were better prepared and without the help of verb lists or dictionaries, they answered a test of 59 items, of which two students had the highest score, which was 50 items, and the rest were of average grade to high.

3.12 Conclusion

Despite the fact that the final exam could not be applied due to the current circumstances that did not allow to finish the intervention classes, the exam was applied the last days of class and although the results were not higher for the time worked, they were results that they showed a fairly good improvement, even for the students it was a good experience because in the first assessments they were not very satisfied with their results for things that were not as valid as the subject or the complement in their sentences were missing but once it was understood what was required. Sanmartí, Neus (2000).

At the end, after the last exam they were more pleased with the results they got on their exams. (See appendix 18) "Final exam "3"A"". Although the fact that the classes were not completed in those terms, the students really managed to improve their writing by themselves with the help of correction and feedback strategies.

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APPENDIXES

Appendix 1

("LUIS G. URBINA SECONDARY SCHOOL")

Luis G. Urbina secondary school located in the eastern part of the state of Mexico, located in the center of Chalco neighborhood, Mexico of the S110 school zone.

Appendix 2

(3"A" PLACEMENT TEST)
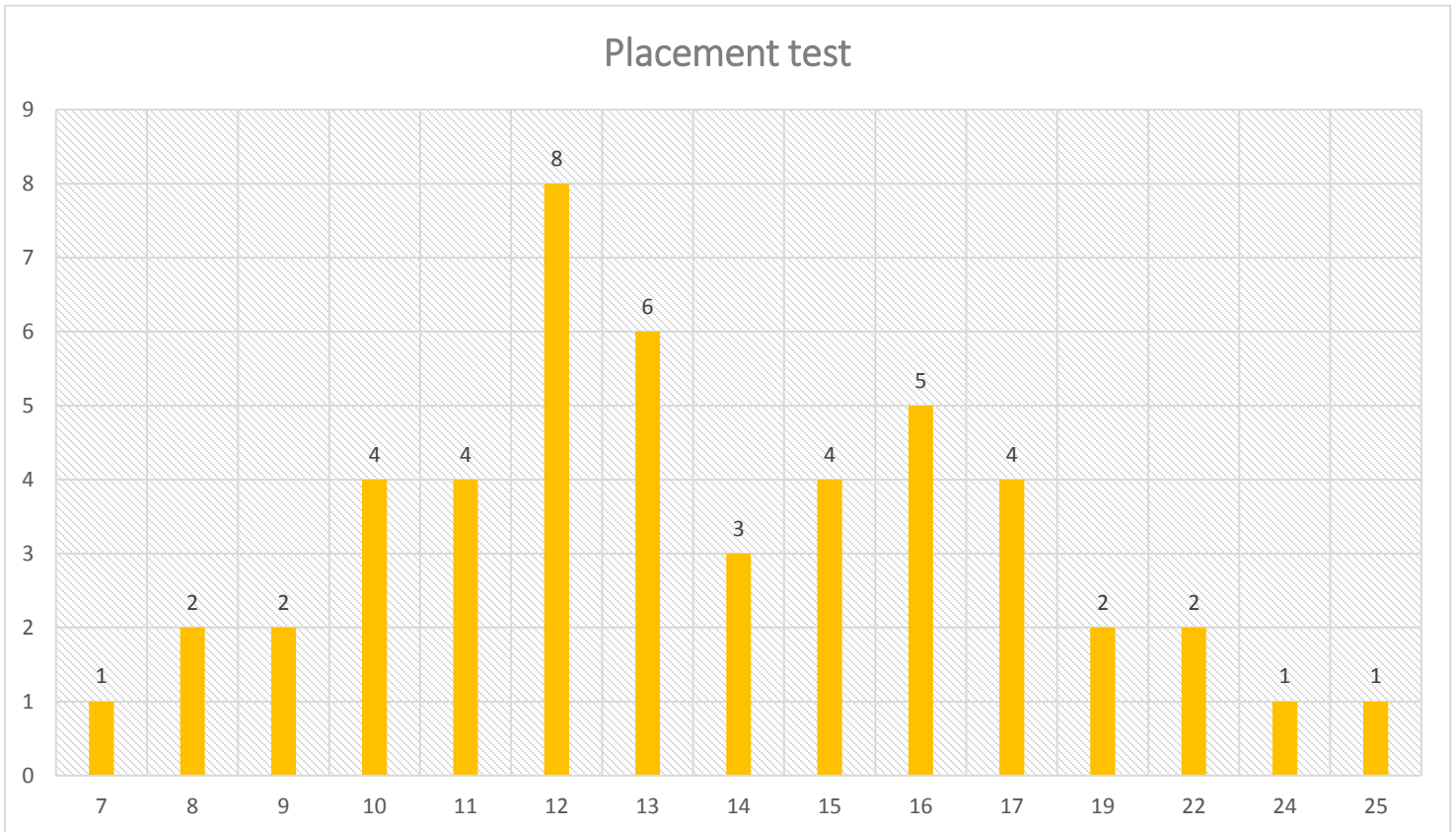
In 3 "A" in the Straightforward Beginner and Elementary Placement test the graphic was divided into scores from 7 to 25 without being consecutive, the numbers below are the scores that students got and the numbers under the bars are the number of students that got those scores, being the highest 1 student with 25 ticks. (From 49 students).

Appendix 3

(3"C" PLACEMENT TEST)
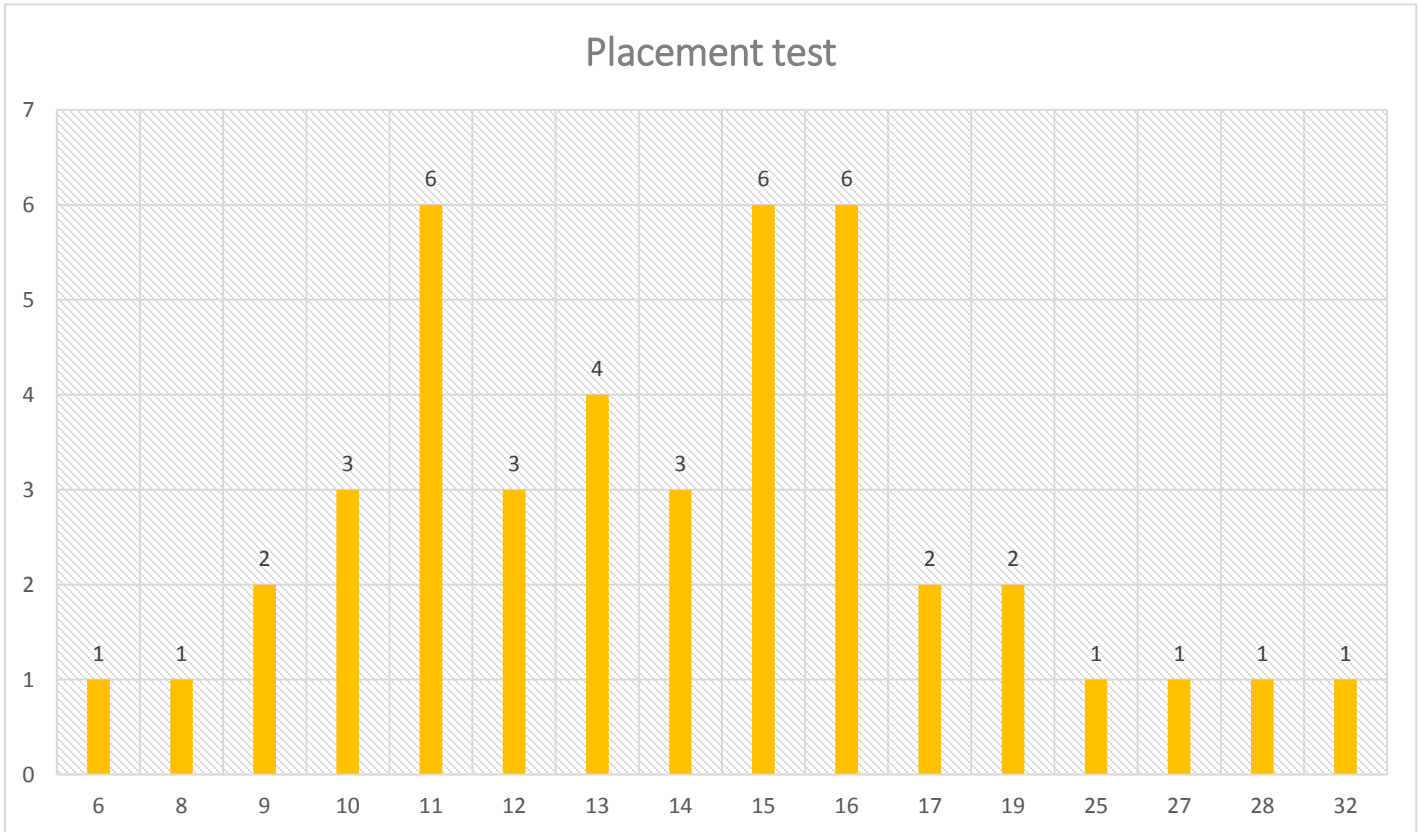
Placement test

In 3 "C" in the Straightforward Beginner and Elementary Placement test the graphic was divided into scores from 6 to 32 without being consecutive, , the numbers below are the scores that students got and the numbers under the bars are the number of students that got those scores, being the highest 1 student with 32 ticks. (From 43 students).

Appendix 4

(3 "D" PLACEMENT TEST)
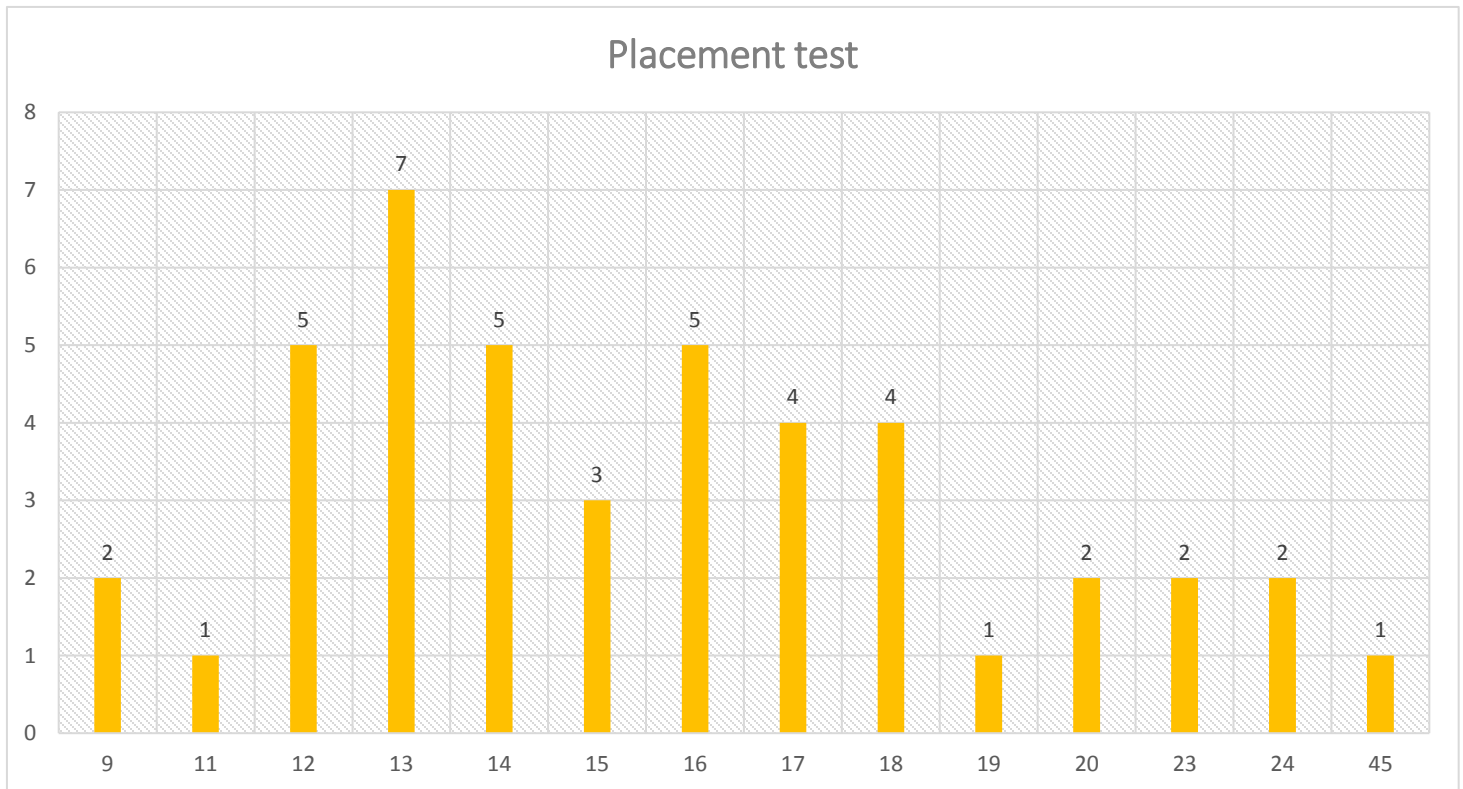
Placement test

In 3 "D" in the Straightforward Beginner and Elementary Placement test the graphic was divided into scores from 9 to 45 without being consecutive, the numbers below are the scores that students got and the numbers under the bars are the number of students that got those scores, being the highest 1 student with 45 ticks. (From 46 students).

Appendix 5

(1 "C" PLACEMENT TEST)
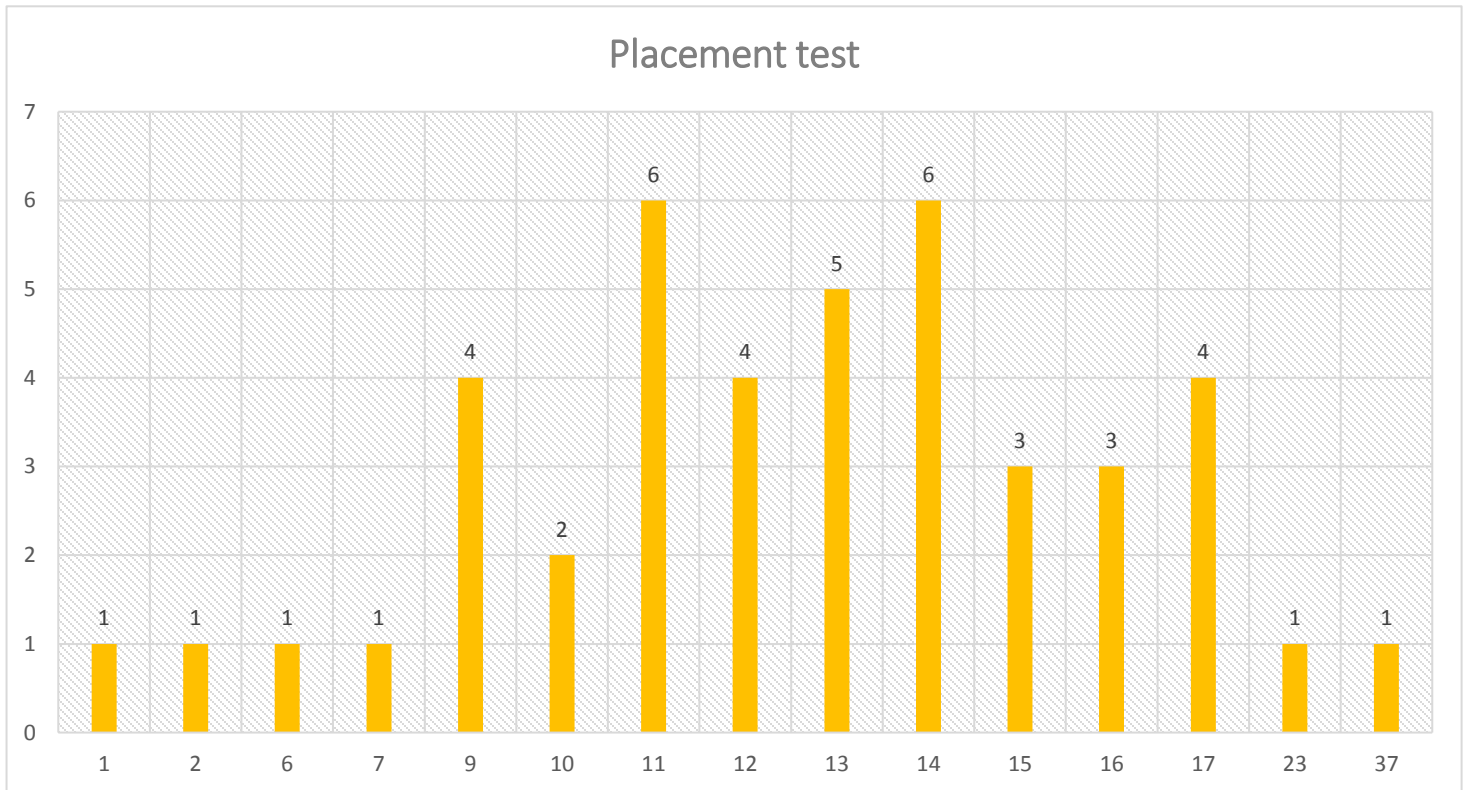
Placement test

In 1 "C" in the Straightforward Beginner and Elementary Placement test the graphic was divided into scores from 7 to 25 without being consecutive, , the numbers below are the scores that students got and the numbers under the bars are the number of students that got those scores, being the highest 1 student with 37 ticks. (From 49 students).

Appendix 6

(WRITING CORRECTION CODE)

Writing Correction Code

Code	Use	Example
WW	Wrong word	As our plane flew **on** the mountains, we saw snow.
WT	Wrong tense	As our plane flew over the mountains, we **see** snow.
WF	Wrong form	As our plane flew over the mountains, we saw **snowy**.
WO	Wrong order	As our plane over the mountains **flew**, we saw snow.
SP	Spelling	As our plane **flue** over the mountains, we saw snow.
X	Extra Word	As our plane flew over **to** the mountains, we saw snow.
M	Missing word	As our plane flew over the mountains, (-) saw snow.
?	Not clear	As ur plan flw over the mountains we so snow.
RW	Re-write	Our vehicle flies, we snow find, over mountains you saw it..

It was given to each student and when they had to work with drafts, they had to use it to check their own errors/mistakes and once marked them they could start to identify and correct them, always in teams or pairs.

Appendix 7

("ZONE OF PROXIMAL DEVELOPMENT AND SCAFFOLDING")
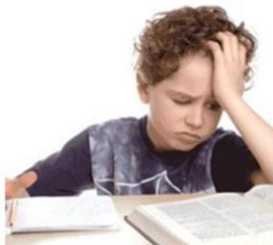
Peer correction had the purpose to be a scaffolding to the students with weaknesses to get a balance and once oriented could reach a potential level.

Appendix 8

(3 "A" DIAGNOSTIC WRITING TEST)
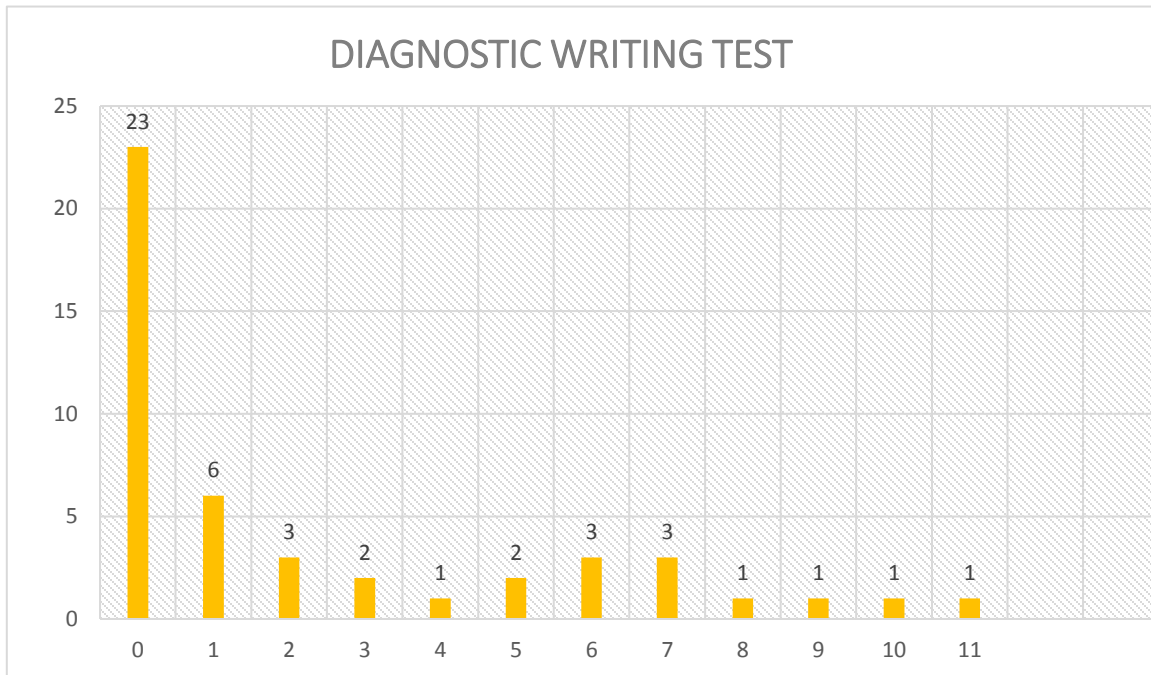
In 3 "A" was applied a diagnostic test with open questions about the topics students saw during the practicum terms. There were 3 open questions, although some students had almost completed their exam, they had a bad structure in writing, so most of them got 0 correct answers and just one student got a high score that was low yet. (From 47 students).

Appendix 9

(3 "A" FINAL WRITING TEST)

WRITING TEST

Student	1	7	8	9	10	11	12	13	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	33	35	36	37	38	41	42	43	45	48	50
Score	1	1	1	1	1	1	1	1	1	4	1	1	1	1	1	1	3	3	1	1	1	1	3	2	1	1	1	1	1	2	1	1	2	2
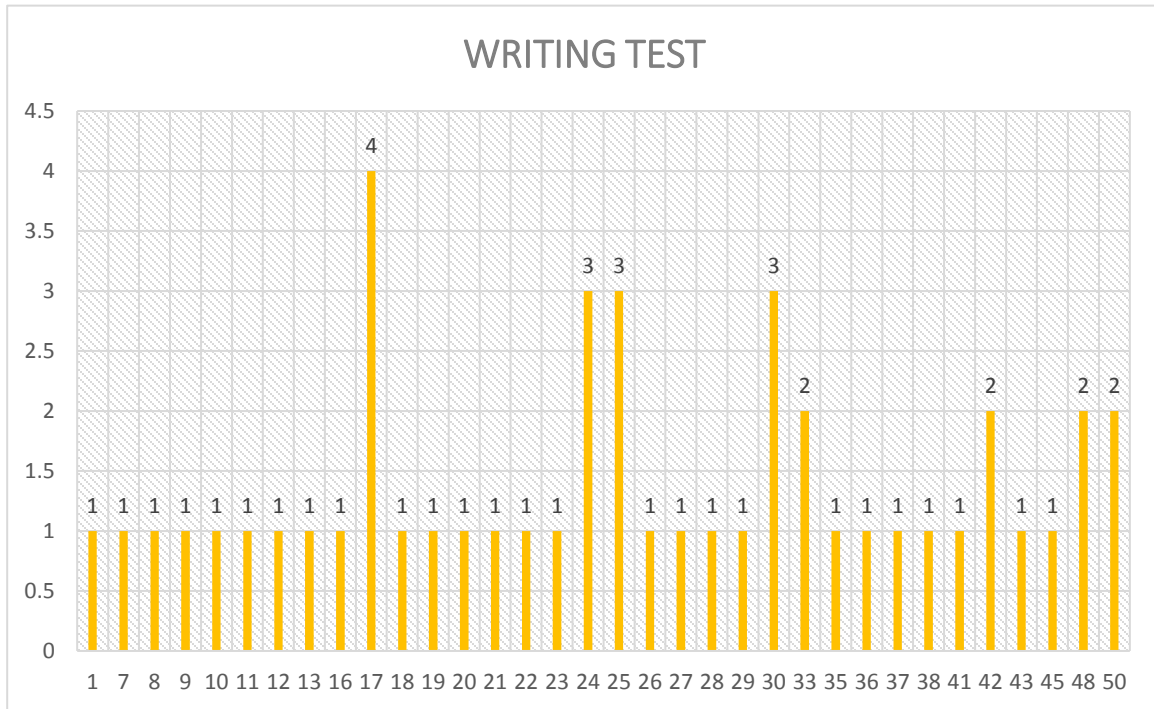
In 3 "A" was applied a writing test with open questions about simple past tense which we checked during the last practicum term. There were 4 open questions and a chart to complete irregular verbs. In the graphic shows the results of this test where more correct answers are observed than in the diagnostic exam, the students had higher results in this exam and an improvement in their writing was observed, the student with lower score had 1 tick and the students with the highest score had 5 from 59. (From 47 students).

Appendix 10

(FINAL EXAM WITH MULTIPLE CHOICE FOR 3 "B. C AND D")

No. 0110 "Luis G. Urbina" Secondary School

Student's name: _Alexandra Sánchez Castillo_

Grade: 3RD. Group: _C_

English as a Foreign Language

Pre-service teacher: María Guadalupe Velázquez González

Exam

Past Simple (Regular and Irregular verbs)

1. What is the structure to write affirmative sentences in past simple?

   a) Subject + verb in infinitive + complement + question mark (?)
   b) Auxiliary (Did) + verb in present + complement
   c) Subject + verb in past + complement
   d) Subject + did not + verb in past + complement

2. What is the *contraction* to write negative sentences in past simple?

   a) Did
   b) Didn't
   c) Do
   d) Doesn't

3. What is the *auxiliary* to write questions in past simple?

   a) Did not
   b) Do not
   c) Does
   d) Did

4. Use *was/were* to write 3 sentences about what you did the last valentine's day? (Use regular and irregular verbs).

   I ate mant *(meat)* with potatoe
   I played Chess
   I wrote a letter to *(to)* my fuends

5. Write 3 sentences about what you did in your last holidays. (Using regular and irregular verbs).

   I read books
   I danced my favonte music
   I played with my sister

Student's name: _Alexandra Sánchez Castillo_
Grade: 3RD. Group: _C_ Pre-service teacher: María Guadalupe Velázquez González

6. Instructions: Fill in the blanks the missing verbs in present, past or the meaning of the verb.

Verb (Infinitive form)	Past	Meaning
Be	was / were	Ser o Estar
Sleep	Slept	Dormir
Begin	Began	Comenzar
Break	Broke	Romper
Buy	Bought	Comprar
Open	Opened	Abrir
Eat	ate	comer
find	Found	Encontrar
Get	Got	Conseguir
Give	Gave	Dar
Have	had	Tener
lose	lost	Perder
Read	Read / red	Leer
Say	Said	Decir
wake	wake	Despertar
Write	Wrote	Escribir
Play	Played	Jugar
Dance	Danced	Bailar
Open	Opened	Abrir
Stop	Stop	Parar

46

This exam had multiple choice for the other groups because they had not the same treatment in writing as the other group.

Appendix 11

(FEEDBACK AFTER ASSESSMENT)
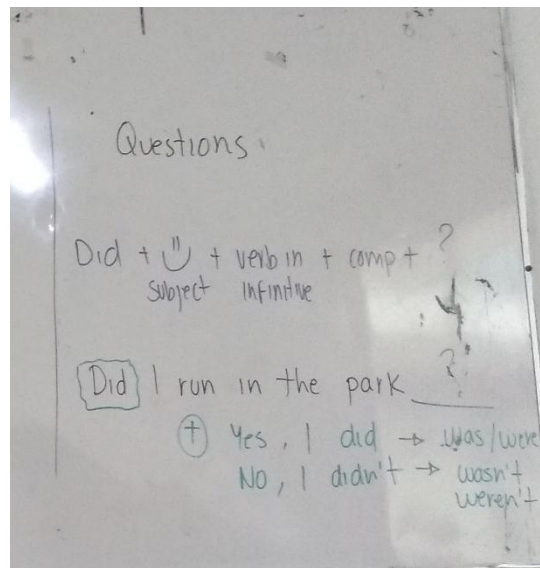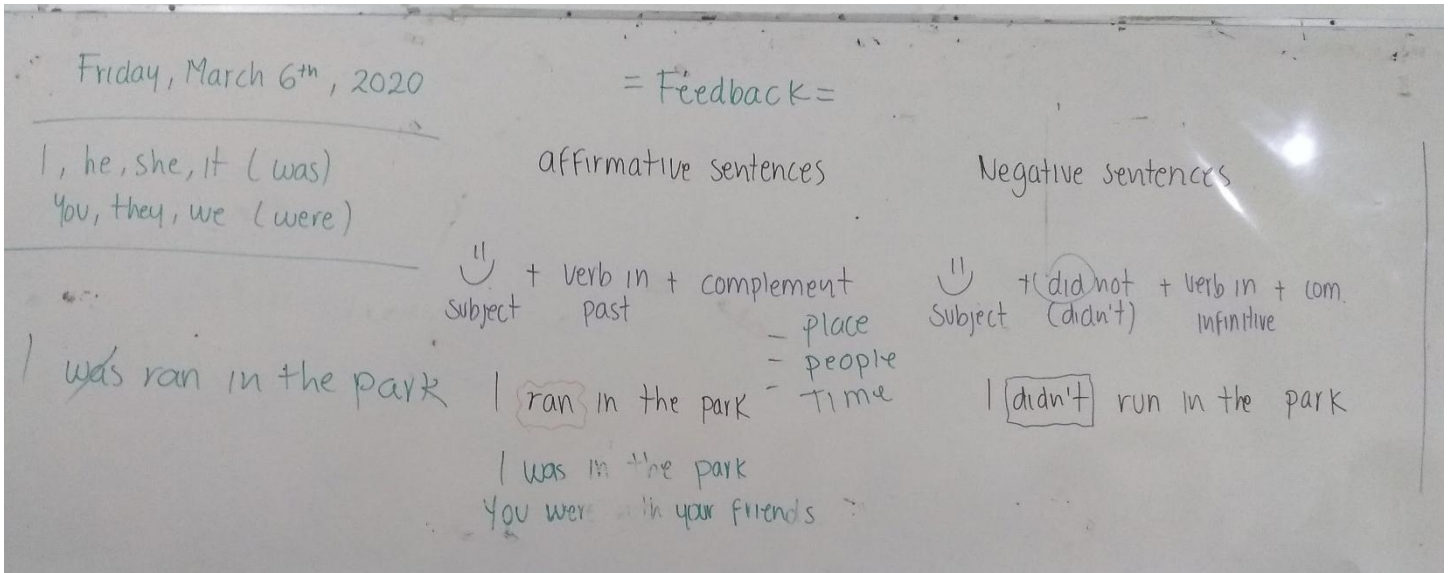
   After the assessment were considering the errors/mistakes more made for the students to give a feedback and clarify questions, give examples about the errors and mistakes and how they should to write in a correct way.

Appendix 12

(THIRD ASSESSMENT "DRAFTS AND FINAL PRODUCTS")
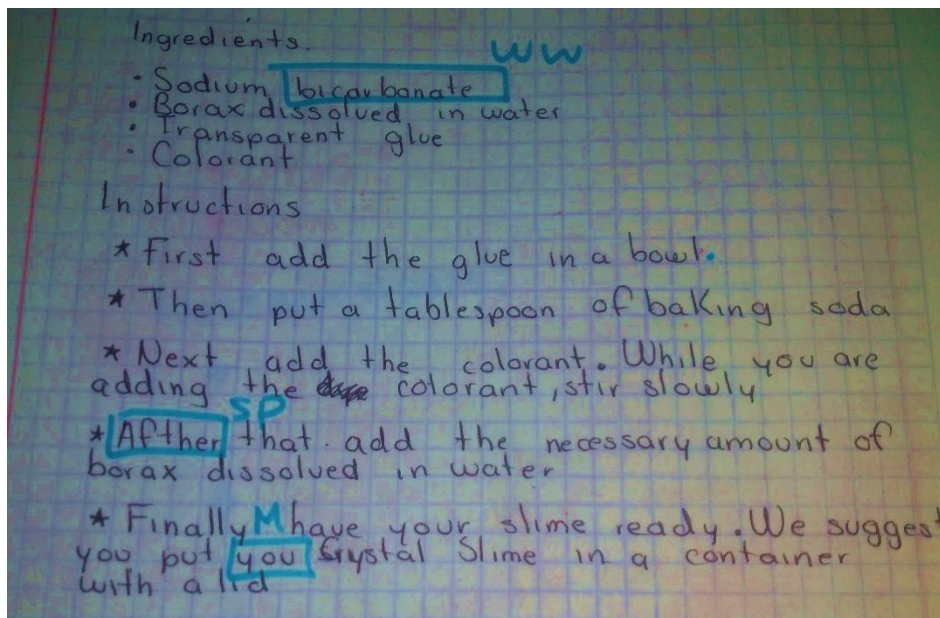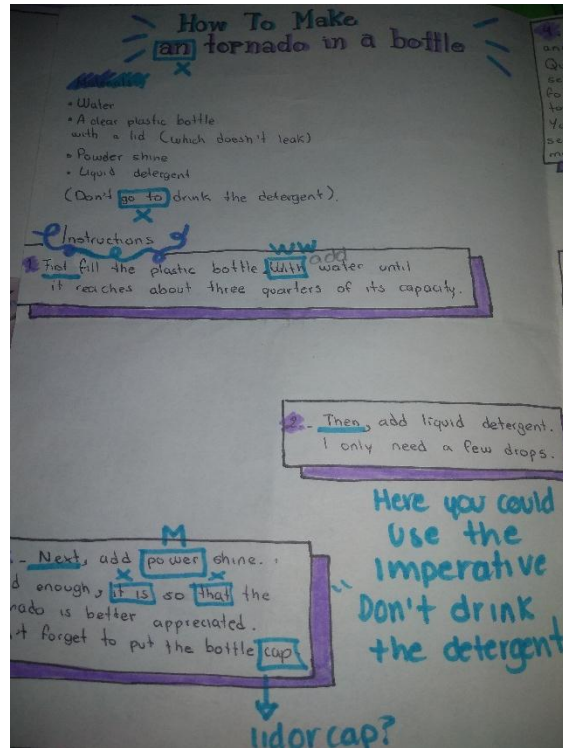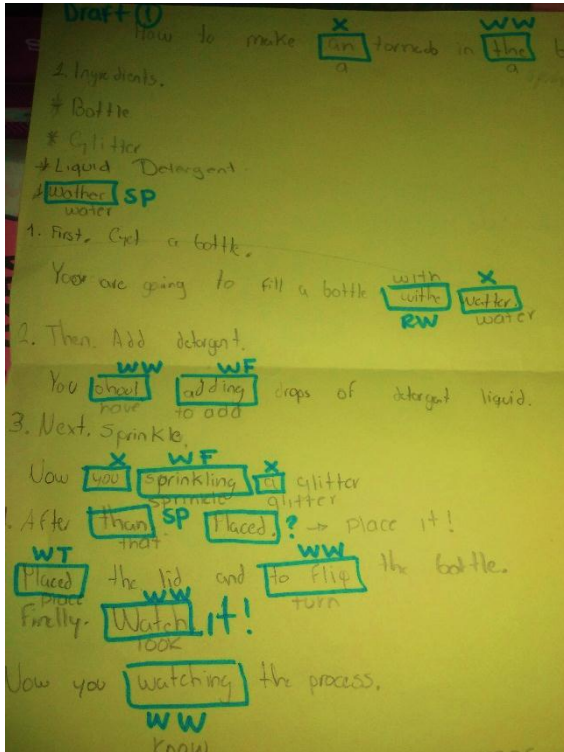
2:- Then. Add detergent.
You have to add drops
of detergent liquid.

3:- Next. Sprinkle.
Now sprinkle glitter.

4:- After that. Place it!
Place the lid and turn
the bottle.

Then
Put a tablespoon of baking
soda. Considering it is a
medium spoon.

BAK
SODA

Next
Add the colorant. While you
are adding the colorant, stir
slowly

FINALLY END MIXTURE
-Afther it doesn't stick anymae in
hands, add moch shaving foam to
big
-Ending from stir very well from
chech if the consistency is approp
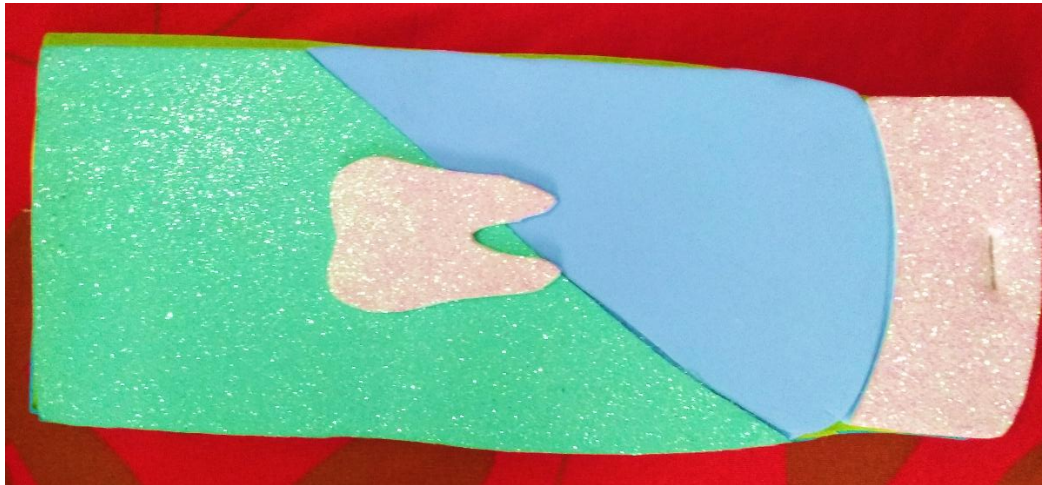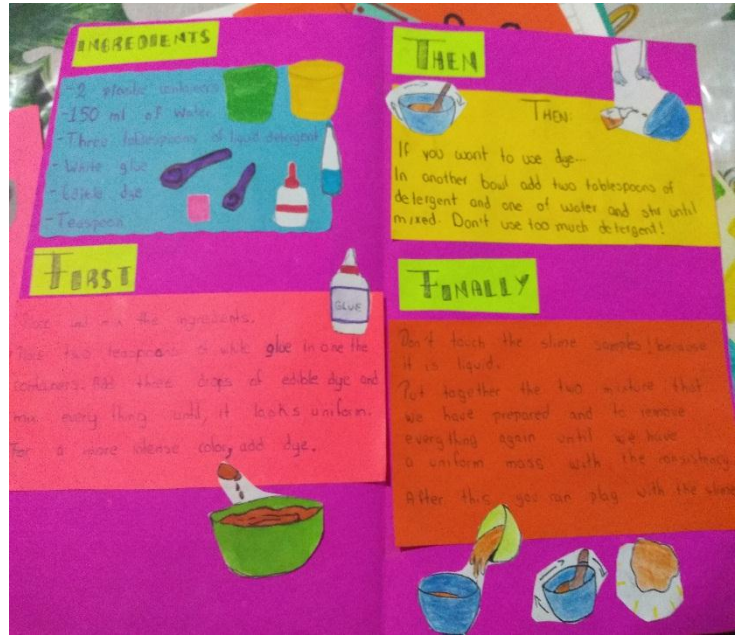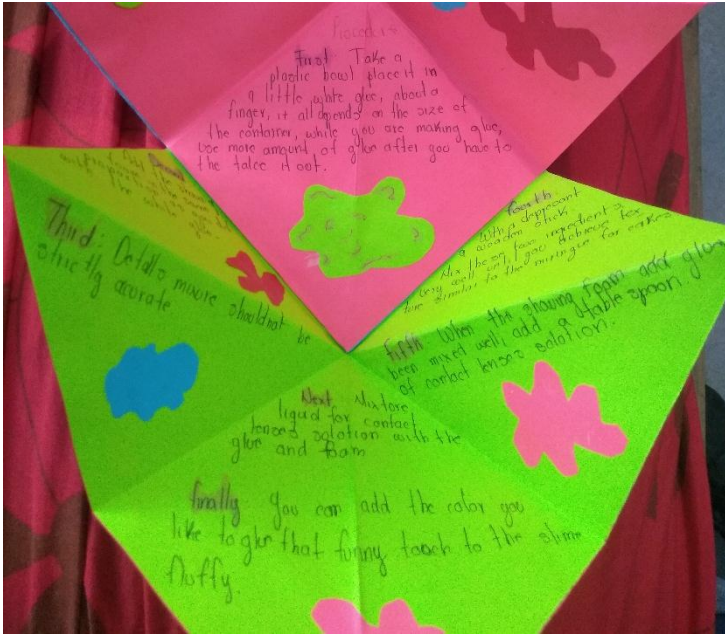
First and second drafts corrected with the writing correction code and final versions for the assessment done by the students.

Appendix 13

(RUBRICS TO EVALUATE STUDENTS' WRITING PRODUCTIONS)

No. 0110 "Luis G. Urbina" Secondary School
English as a Foreign Language

Pre-service teacher: María Guadalupe Velázquez González

Environment: Literary and Ludic
Specific Competency: Read suspense literature and describe moods
Subsidiary aim: Writing
Product: Emotionary
Grade and Group: 3 A, 3 C and 3 D

Descriptors	5	3	1
Creativity	Express creativity in the emotionary's design	Express little creativity in the emotionary's design	Does not express creativity in the emotionary's design
Organization	The emotionary has clarity and coherence	The emotionary has little clarity and coherence	The emotionary has poor clarity and coherence
Emotions	Contains 8 emotions seen during the classes	Contains less than 8 emotions	Contains 3 or 4 emotions
Grammar use (Simple present\Comparatives/superlatives)	Use the verbal forms seen in class correctly	Use the verbal forms seen in class with some mistakes	Use the verbal forms seen in class incorrectly

No. 0110 "Luis G. Urbina" Secondary School
English as a Foreign Language

Pre-service teacher: María Guadalupe Velázquez González

Environment: Academic and Educational.
Specific Competency: Interpret and write instructions to perform a simple experiment.
Subsidiary aim: Writing.
Product: Instructions album.
Grade and Group: 3 A, 3 B, 3 C and 3 D

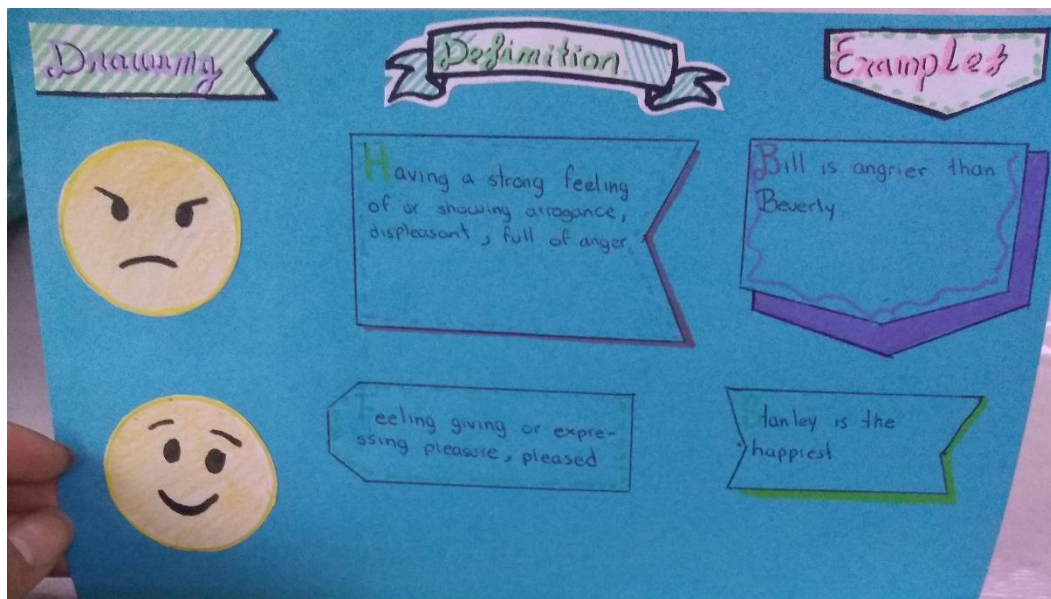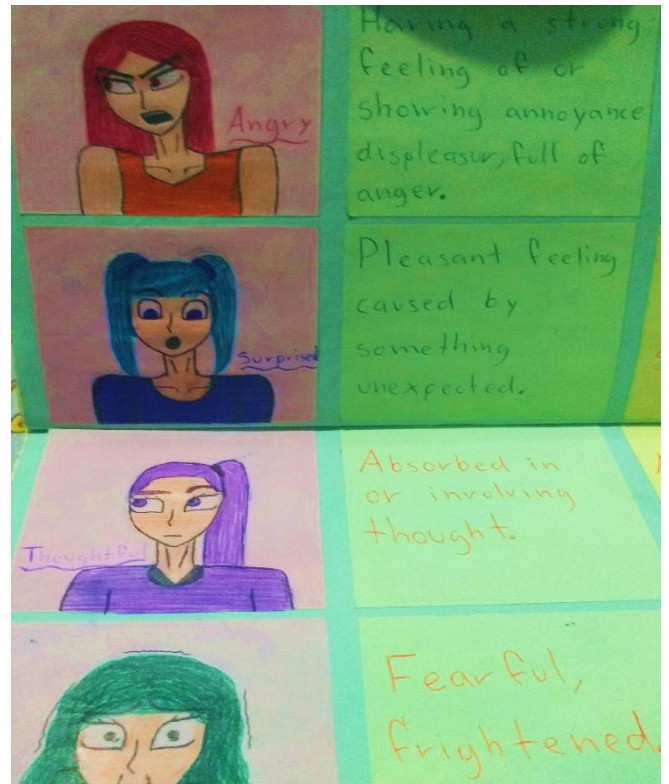| Descriptors	5	3	1
Drafts	Delivers 2 drafts and present the appropriate corrections	Delivers 2 drafts but not all the corrections	Delivers 1 draft and some corrections
Organization	The instructions album has materials, steps and drawings	The instructions album has materials, steps and 1 or 2 drawings	The instructions album has materials, 1 or 2 steps but without drawings
Correction code	The team uses the correction code to improve all their drafts	The team uses a bit the correction code to improve 1 draft	The team does not use the correction code
Grammar use (Sequence adverbs/imperatives/gerunds)	Uses the verbal forms seen in class correctly	Uses the verbal forms seen in class with some mistakes	Uses the verbal forms seen in class incorrectly
Creativity	Expresses creativity in the design	Expresses creativity just in the drawings	Does not express creativity in the design or drawings

Rubrics used to evaluate students' writing productions at the end of the practicum term.

Appendix 14

(FIRST ASSESSMENT "SUSPENSE LITERATURE")

Pleasant
Caused b
Somethin
unexpete

Ben Hanscom

Feeling
becarse
have l
Interes

Stanley Uris

Having a strong
feeling of or
showing annoyance
displeasur, full of
anger.

Pleasant feeling
caused by
something
unexpected.

Absorbed in
or involving
thought.

Fearful,
frightened.

Drawing   Definition   Examples

Having a strong feeling
of or showing arrogance,
displeasant, full of anger.

Bill is angrier than
Beverly.

Feeling giving or expre-
ssing pleasure, pleased

Stanley is the
happiest

Students first try in the assessment, they had to express the characters' emotions in a suspense story.

Appendix 15

(STUDENTS' NOTE TAKING)

Students use different colors to locate easily the language elements and those could be used as a reference to future activities.

Appendix 16

(DIAGNOSTIC EXAM)

No. 0110 "Luis G. Urbina" Secondary School

English as a Foreign Language

Student's name: _____ .
Grade: 3RD. Group: A. **Pre-service teacher:** María Guadalupe Velázquez González

Writing Exam

=Diagnostic=

1. Write 5 simple steps to do a recipe (a cake, slime, a hamburger, etc). <<Remember the sequence adverbs>>

2. Write some sentences describing how you feel watching TV Shows. (Soap opera, Sitcom, Documentary, News, etc) <<At least 6 sentences using emotions>>

3. Write 5 sentences in past simple related to activities you did in your last holidays.

This was the open diagnostic exam about students' previous knowledge and actual contents consider to check the students' progress in writing.

Appendix 17

(FINAL WRITING EXAM)

No. 0110 "Luis G. Urbina" Secondary School

English as a Foreign Language

Student's name: _____.
Grade: 3RD. Group: A. **Pre-service teacher:** María Guadalupe Velázquez González

Exam

Past Simple (Regular and Irregular verbs)

1. What is the structure to write *affirmative* sentences in past simple? *Write 2 of affirmative sentences.*

2. What is the *contraction* to write negative sentences in past simple? *Write 2 examples of negative sentences.*

3. What is the *auxiliary* to write questions in past simple? *Write 2 examples of questions.*

4. Write 12 sentences in past simple related to activities you did in your last holidays. *(Using regular and irregular verbs).*

5. Instructions: Fill in the blanks the missing verbs in present, past or the meaning of the verb.

Verb (Infinitive form)	Past	Meaning
Be		Ser o Estar
	Slept	
		Comenzar
Break		
	Bought	
		Abrir
Eat		
	Found	
		Conseguir
Give		
	had	
		Perder
Read		
	Said	
		Despertar
Write		
Play		Jugar
Dance		
Open		
Stop		

Final exam with open questions and a chart of irregular and regular verbs seen previously by the students with 59 items in total.

Appendix 18

(FINAL EXAM 3 "A")

No. 0110 "Luis G. Urbina" Secondary School

English as a Foreign Language

Student's name: Samuel Alexis Solo Solo

Grade: 3RD. Group: A Pre-service teacher: María Guadalupe Velázquez González

Exam

Past Simple (Regular and Irregular verbs)

1. What is the structure to write *affirmative* sentences in past simple? *Write 2 of affirmative sentences.*

Pronoum personal + verb to be in the past simple + verb + complement.

1- I was play futbol the last week

2- She was eat chicken the last week
   ↳ no es necesario   ate

2. What is the *contraction* to write negative sentences in past simple? *Write 2 examples of negative sentences.*

R= didn't

1- I didn't play futbol the lost Week

2- She didn't go to the school the lostWeek

3. What is the *auxiliary* to write questions in past simple? *Write 2 examples of questions.*

R= Did

1- Did she go to the school?

2- Did you play futbol?

4. Write 12 sentences in past simple related to activities you did in your last holidays. *(Using regular and irregular verbs).*

1- I played the fotbol

2- I was ill

3- I ate chicken the lost week

4- I had much money

5- I lost in the futbol

6- I said the word in English

Student's name: Samuel   Alexis   Soto   Soto

Grade: 3RD. **Group:** A **Pre-service teacher:** María Guadalupe Velázquez González

6. Instructions: Fill in the blanks the missing verbs in present, past or the meaning of the verb.

| Verb (Infinitive form)	Past	Meaning
Be	was / were	Ser o Estar
Sleep	Slept	Dormir
start	Started	Comenzar
Break	Brouk	descansar
Buy	Bought	Comprar
Open	Opened	Abrir
Eat	ate	comer
find	Found	Encontrar
Get	Got	Conseguir
Give	Gave	Dar
have	had	tener
lose	lost	Perder
Read	read	leer
Say	Said	Decir
wake	waked	Despertar
Write	wrote	escribir
Play	played	Jugar
Dance	Danced	bailar
Open	opened	abrir
Stop	stopped	parar

(48)

Final exam with open questions in 3 "A" it contains 59 items about regular and irregular verbs seen previously in classes and language games. The students did it without any help.
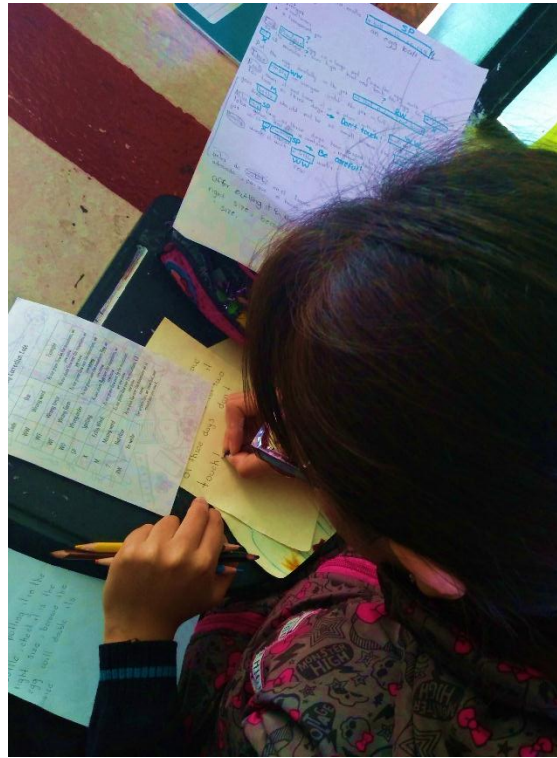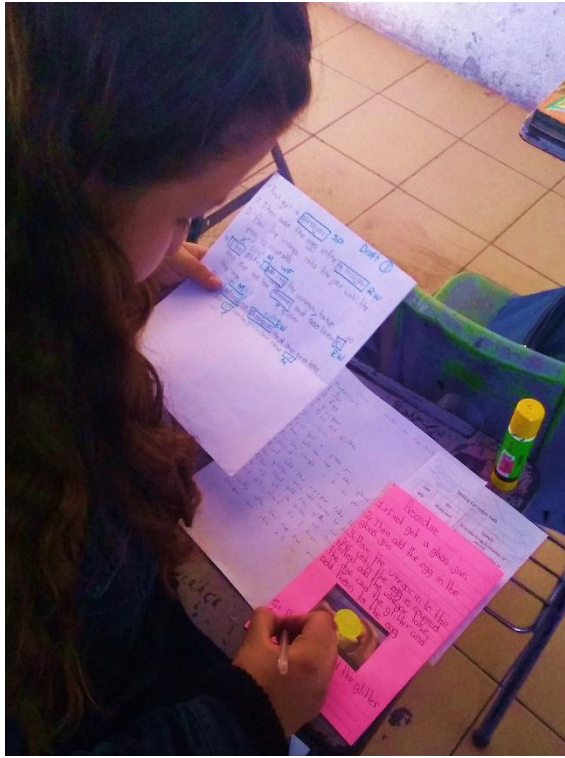
Appendix 19

(FOURTH ASSESSMENT "LANGUAGE GAMES")
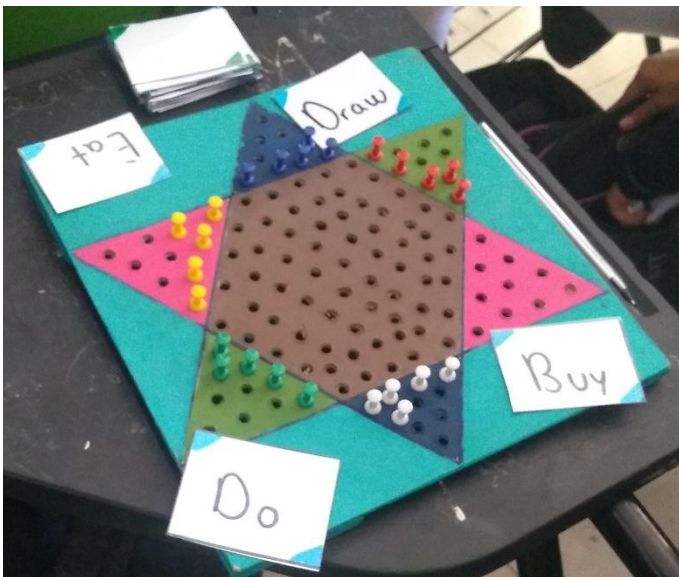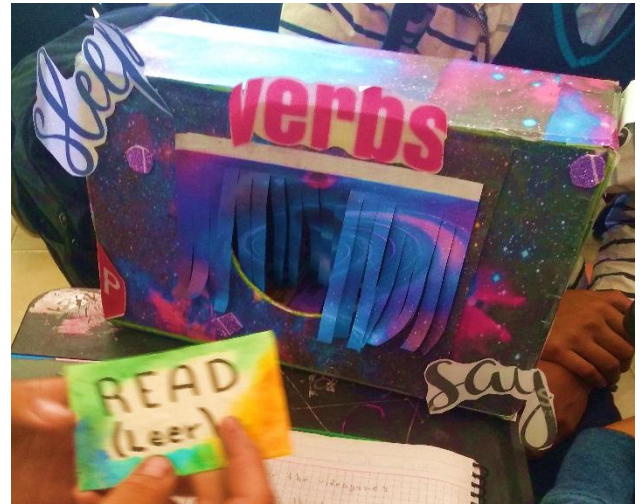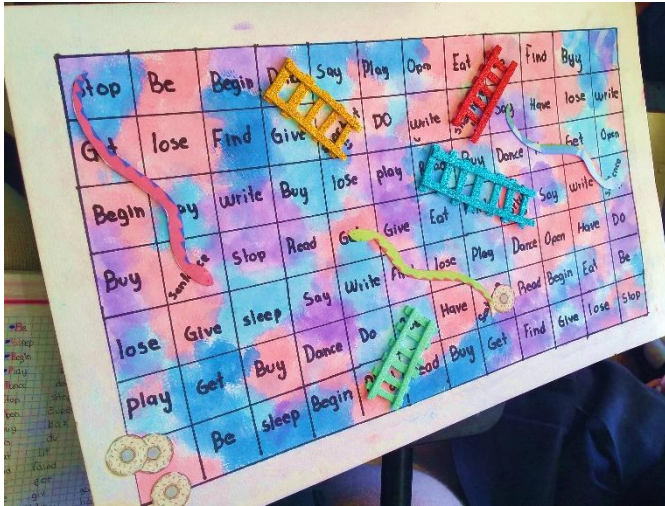
As part of the assessment students had to design language games using irregular and regular verbs to familiarize with them and those were considering for their final exam.

Appendix 20

Students correcting their drafts with the writing correction code to do their final version for the assessment.

OBSERVACIONES:

_____

_____

_____

_____

ATENTAMENTE

_____

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AUTORIZACIÓN

ASESOR:

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MTRO. DANIEL ROSAS REYES

Vo. Bo.

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_____

MTRA. OLIVA MARIBEL PONCE MILLA

ESCUELA NORMAL DE AMECAMECA

Asunto: Se autoriza el trabajo de Titulación
para el Examen Profesional.

Amecameca, Méx., a 29 de Junio del 2020.

C. MARÍA GUADALUPE VELÁZQUEZ GONZÁLEZ
P R E S E N T E

La Dirección de la Escuela Normal de Amecameca, a través del Área de Atención y Obtención de Grado, se permite comunicar a usted que ha sido autorizado el trabajo de titulación, con la opción ***ENSAYO ANALITICO Y EXPLICATIVO*** que presentó con el TEMA ***"THE USE OF CORRECTIVE FEEDBACK TO ENHANCE STUDENTS' WRITING SKILL IN THIRD GRADE GROUP "A" AT SECONDARY SCHOOL NO. 0110 LUIS G. URBINA"***, por lo que puede proceder a la realización de los trámites correspondientes a la sustentación de su Examen Profesional.

Lo que comunica para su conocimiento y fines consiguientes.

A T E N T A M E N T E

ÁREA DE ATENCIÓN Y OBTENCIÓN DE GRADO   DIRECCIÓN ESCOLAR

MTRA. OLIVA MARIBEL PONCE MILLA   MTRO. ALEJANDRO RODRÍGUEZ CÁRDENAS

c.c.p. Expediente del pasante

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