



## BENEMÉRITA Y CENTENARIA ESCUELA NORMAL DEL ESTADO DE SAN LUIS POTOSÍ.

TITULO: Corrective feedback to develop productive skills with secondary school english students

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PALABRAS CLAVE: Retroalimentación, Habilidades productivas, Fluidez, Precisión, Alumnos de secundaria

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**BENEMERITA Y CENTENARIA ESCUELA NORMAL DEL ESTADO  
DE SAN LUIS POTOSÍ.**

**GENERACIÓN.**



**CORRECTIVE FEEDBACK TO DEVELOP PRODUCTIVE SKILLS WITH  
SECONDARY SCHOOL ENGLISH STUDENTS.**

**INFORME DE PRÁCTICAS**

**QUE PARA OBTENER EL TÍTULO DE LICENCIADA EN EDUCACIÓN EN  
ENSEÑANZA Y APRENDIZAJE DEL INGLÉS EN EDUCACIÓN SECUNDARIA**

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**SAN LUIS POTOSÍ S.L.P**

**JULIO, 2024.**



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I dedicate this to all important persons in my life, thank you for making me who I am now.

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# **I. Introduction**

Corrective feedback is a strategy that teachers use to correct the students in their production of language. Correcting the students is an important part in the learning process since students need the correction of their mistakes so they do not keep making the same mistake. Harmer (1997) mentions that all students make mistakes as a natural part of the process of learning, students learn more about the language they are studying.

In this document I used different diagnostic activities, as well as a diagnostic exam at the beginning of the school year with the purpose to know the level of English of the students, likewise I identified a problem in my group of study that made me select this strategy to help students to increase their oral participation in the language during the class. After starting my theoretical research, I chose to work with fluency and accuracy.

I created an action plan with different speaking activities to develop fluency and accuracy. For each speaking sub skill, I chose a specific type of corrective feedback to know how the students responded to different types of corrective feedback. In the case of the activities focused on fluency I used elicitation and for the activities focused on accuracy I used recast.

Subsequent to applying the action plan I got conclusions and an analysis of the two types of corrective feedback that I selected for accuracy and fluency subskills and the response of the students of this strategy.

### **1.1 School context.**

The junior high school Escuela Secundaria General Francisco Gonzalez Bocanegra, CCT. 24DES0026H, is located in the state of San Luis Potosi in Privada de Júpiter in the neighborhood Rural Atlas 78 130, SLP. It is between the streets Marte and Saturno, next to Valle De Los Cedros Cemetery. The institution is part of the Federal System of General Secondary Government Schools of San Luis Potosí (Appendix A).

The school was established by the initiative of professor Flavio C. Sifuentes, the general inspector, on September 12, 1997. Its first principal was Professor Juan Martinez Santiago. The school began with five first grade groups and a staff made up of teachers, administrative assistance, technical and janitorial personnel. Classes began outdoors, since the building had not been built at the time. It was not until February 23rd that Lic. Guillermo Fonseca Álvarez inaugurated the first stage of what we know now as the main building. Since then 2000 buildings have been added.

The main avenues around the school are avenue Morales Saucito, which is very crowded, it has a lot of traffic during the times of students' arrival and departure. Most of the students are dropped off by motorcycles or bicycles, cars or use public transportation. The other main avenue is avenue Kukulkan, there are also houses, establishments such as stores, fast food stores, among others. Near the school there are small businesses such as grocery stores, the closest one is bodega aurrera and it is pretty far, stationery stores, bakeries and different people that sell food on the street. during the morning.

The school has two shifts which provide service to approximately 450 students in the morning shift. The students that go to this school in the morning shift are divided into groups of A to F, offering three groups with approximately twenty five to thirty students per group. This secondary school provides its service to students of 12 to 15 years of age. The junior high school Francisco Gonzales Bocanegra has a schedule from 7:20 am to 1:30 pm, divided into seven classes of fifty minutes and students have a twenty minute break at 10:40 am.

The staff of the school is made up of the principal, sub-principal, twenty one teachers of which four are from the English subject of, six secretaries, social worker, physiologist and librarian.

The institution is made up of 18 classrooms, a basketball court, soccer field, a laboratory, industry workshops such as typing, seamstry, industrial drawing, automotive

mechanics, electricity and metal structures. There is a civic plaza, small store, library, 4 restrooms for students and 2 for teachers, an administrative department, teachers room, audio visual room and a computer lab. In the school there is no designated room specifically for the English subject. The school has basic services such as water, electricity and internet for teachers (Appendix B).

Inside the classrooms there are enough chairs for the number of students, a desk and chair for the teacher and a board. The classrooms do not have the necessary materials for the English class such as a computer, speakers, projector or an English book . In most of the classrooms the space is very large considering the number of students. In the classes I observed students used their notebooks and most of the time the teachers used extra material that they printed and gave to students.

The teacher used the notebook to work with students and gave students worksheets with the topics as a material support because they did not use the book that the school provided.

## **1.2 Rational.**

After observing the group in the first intervention I realized that students of third grade are not used to the English language and of the four skills, speaking skill was the one they practiced the least and therefore this skill was which they had more problems working during English class. At this point I began my initial theoretical research to learn more about the topic. I started to learn the following:

According to Harmer (1997) developing all skills is important, but speaking allows us to communicate with others and express our thoughts and feelings. That is why it is necessary to work and develop speaking skills . Also he mentions in his book "How to teach English" three main reasons to teach speaking in the classrooms. First, he mentions that speaking activities provide rehearsal opportunities or chances to to practice real-life

speaking in the safety of the classroom. Second, in speaking activities teachers can provide feedback and see how well students produce the language and also what language problems they are having. Finally in speaking activities the students have the opportunity to activate various elements of language that they already have in their brain, the more they use these elements, the more autonomous they will become in the language and as a consequence they will be able to use words and phrases fluently without very conscious thought.

Thornbury (2005) mentions that teaching speaking depends on there being a classroom culture of speaking. If students are used to speaking in the classroom they will be much more confident speakers and at the same time their speaking abilities (accuracy, fluency, appropriacy, using functions, repair and repetition, range of words) will improve.

Correcting students is an important part of the learning, according to the author Selinker (1972) it is one way to bring the learners' interlanguage closer to the target language. Correcting students gives specific information about the performance of students.

Corrective feedback is when the teachers correct the errors that students make . The teacher can correct students when they produce something, it can be writing or speaking. Teachers can correct students directly when students notice the correction and the teacher lets them know what was wrong with the errors or indirectly where they are not aware of errors in communication.

Ellis (2017) refers that corrective feedback is an important contribution in a second language learning. This strategy is beneficial to students in the development of their language learning. Kramina (2000) mentions that language learning is a conscious process, the product of either formal learning situations or a self-study programme, when students are trying to understand the language that they are learning.

Lightbown & Spada (2001) indicates that learning a language is a set of mechanical habits which are formed through a process of imitation and repetition. Humans learn a language through repeating the same form and text until it becomes a habit. Children imitate the sounds and patterns which they hear around.

Behaviorism is a learning process accompanied by stimulus and reinforcement to obtain positive responses. Watson reamark the characteristics of behaviorism: People learn by associating a stimulus with a response. Learning needs to be reinforced, since it is not permanent. Learning responds to stimulus, is repetitive and mechanical. Learning depends on the environment (García Juntas, 2022). I related with the authors mentions about behaviorism with the use of corrective feedback because the teacher gives a response to students' errors and depending on the stimulus or reinforcement will be the responses to students, if they keep making the mistake or if they are aware of the mistake to not to do it again.

Harmer mentions the importance of teachers to correct the mistakes in speaking activities in a different way from those made during a study exercise. At the same time the teacher should know how to correct students because the constant interruption from the teacher will destroy the purpose of the speaking activity as well as interrupt fluency.

Schmidt (2001) indicates that "People learn about the things that they attend to", using corrective feedback with students is useful because when they are aware of the mistakes that they make, they can improve the next time that they use the language.

Confidence is an important part in the process to develop productive skills. Calina (2023) mentions that confidence can have a significant impact on learning progress and success. When learners are confident in their ability to learn a new language, they are more likely to try new things, make mistakes, and seek out opportunities for learning and improvement. On the other hand, a lack of confidence can lead to hesitation, avoidance of speaking opportunities, and ultimately slower progress in learning.

### **1.3 Personal interest.**

After this initial information of the school and my theoretical research. I started to connect it with my personal journey in my English learning process. I remember when I was in secondary school, in my English subject I was never motivated or pushed to try to produce the language. At that time I hated English because I was not good and I did not understand anything. Then in high school I started to become interested in the English subject because I began to understand the language and little by little the language started to enjoy my learning process. I am a very shy person and speaking in front of the classroom has always been scary for me. The most difficult part of learning the language was trying to speak it. Now that I think back, it was scary to try to produce the language because I was afraid to make mistakes or pronounce something wrong. Now what I observe in my groups of practice is that they also do not like to produce the language. Even some of them are very shy to produce only one simple sentence.

This is the reason why I was interested in working with speaking skills because it could be very useful for me to develop my speaking skills in secondary school. My personal interest as teacher is to help students to make them feel more confident using the language within the English class and help them realize that the subject is not boring and no matter if they make a mistake when they try to produce the language, it is through the mistakes that we can learn.

As well as develop and work in the different competences as an English teacher mentioned in the graduation profile. To know my students, who the students learn and what they should learn. Be a teacher that knows who organizes and evaluates educational work, and carries out an intervention and is recognized as a professional who continually improves to support students in their learning.

## **1.4 Problem.**

During the week of observation in the English class I was able to apply different diagnostic activities to the students to know what previous knowledge they had in the English subject. I also carried out several activities that allowed me to have a broader view of the topic at hand.

The first activity I applied with the third grade was a listening activity where the students had to listen to the audio and after that write the information requested in a worksheet, the audio was of a conversation to exchange personal information and the questions in the worksheet were about specific information about the audio. The objective of the activity was that the students identify specific information about the audio to know how much they understood a conversation in English.

What I could observe during this activity was that the students were able to understand simple words and identify vocabulary like occupations, numbers, sports, places and some verbs. They were not able to understand long sentences.

The second activity was in reference to speaking. In this activity I put a poster on the board and students had to describe what they were observing in the image. During the activity I noticed that they started mentioning words but they were mentioned in Spanish and I had to remember them to use English. This made me realize that students are not used to using the language in the classroom because from what I could hear from many of them is that they do not like the subject. The problem that I observed in the classroom with the third grade students was the lack of participation in the English language.

## **1.5 Main aims of the document are the following:**

- Create a diagnostic group profile.
- Develop an action plan
- Apply the strategy of corrective feedback

- Analyze the response to the students
- Reformulate the intervention
- Obtain a conclusion with possible options to my action plan.

## **1.6 Competences**

With in my graduating profile I would like to strengthen:

Generic competences. The graduating profile mentions generic competencies that address the type of knowledge, dispositions and attitudes that a teacher must develop throughout life; Regulate as professional aware of social, scientific, technological and cultural changes. Have a transversal nature and are explicitly and implicitly integrated into the competencies professionals and incorporated into the courses and curricular contents of the graduating profile.

- Solves problems and makes decisions using critical and creative thinking.
- Learns autonomously and shows initiative to self-regulate and strengthen their personal development.
- Applies his/her linguistic and communicative skills in diverse contexts.

Professional competencies help synthesize and integrate knowledge, skills, attitudes and values necessary to practice the teaching profession in the different educational levels. These competencies allow us to attend situations and solve problems of the school context, of the education curriculum compulsory, the learning of the students, the institutional pretensions associated with improving quality, as well as the demands and needs of the school and the communities in the professional practice.

- Selects strategies that favor the intellectual, physical, social and emotional development of students in order to achieve learning.
- Relates English knowledge with the contents of other disciplines from an integrative vision to promote the learning of their students

Disciplinary competences:

- Contrasts stereotypes from their own culture and from English-speaking cultures.

### **1.7 Description of the document.**

In the following chapter I will talk about my group of study, the grupo profile and the result of the diagnostic exam to know the level of English that they had at the beginning of the scholar year. I will address different types of corrective feedback and how I implement this strategy in my interventions to correct students in the different activities at the same time the description of the responses of the students of the different correctives feedback and how the use of these strategies helped me to achieve the objectives of my classes. I will consider how the use of corrective feedback influenced my teaching, my skills as an English teacher as well as the class development.

# **II. Chapter one: Action plan.**

## **2.1 Context of the education situation.**

This study is focussed on in the school year 2023-2024, with 3<sup>o</sup>F middle school. This group is made up of around thirty students, five or six students are usually absent, leaving an average of twenty four students. The strengths that I observed with them is that even though they do not have a lot of knowledge of the language most of the students try to understand. When they have a question they ask the teacher and they are very participative.

Students have level -A1 of English and sometimes they are very shy when they have to produce the language. Even though this group has opportunities to work very well, most of the students deliver all the work in class and also like to work in teams, when they are doing one activity they support each other to answer or understand the activities.

One unfavorable condition in this group is that in the classroom they do not have enough material like speakers and projectors and all the activities they do in their notebooks. Students in the classroom do not have enough material to work with like projector, computer or speakers and they do not use the course book. According to the author Tuimur (2015) use of support material to the class is important because the learning would be interesting and meaningful to students.

Observing the group helped me to have an idea about how the students work during the class. How they responded to the different activities, their behavior in class and how much student participation there was in the English class. This information also helped me to know how to plan my classes and based on this started to apply different activities to them. For example observed the students helped me to know that with them I had to apply more controlled activities, because in the free activities most of they did not complete the activity and left it blank, compared to the controlled activities where more students were answering the activities, also because with this type of activities I could keep students working more under control and they did not start to get out of control as in the free activities.

## **2.2 Description of the problem.**

During the diagnostic week the head teacher gave me the opportunity to apply different diagnostic activities (Appendix C) to students, to find out what they understood and produce with the language. The first activity I applied with the third grade was a listening activity where the students had to listen to the audio and after that write the information requested in a worksheet, the audio was about a conversation to exchange personal information. The objective of this activity was that the students identify for specific information about the conversation.

What I could observe during this activity was that the students were able to understand simple words and identify vocabulary like occupations, numbers, sports, places and some verbs.

The second activity was about speaking. In this activity I put a poster on the board and the students had to describe what they were observing in the image. During the activity I noticed the students started mentioning words but they were mentioned in Spanish and I had to remember them to use English. This made me realize that the students are not used to using the language in the classroom because from what I could hear from many of them is that they do not like the subject. The problem that I observed in the classroom with the third grade students was that students had problems participating in English.

In the two weeks of observation I was able to apply research instruments as a diagnostic exam to know what the students know and do not know about the subject. The purpose of the test is to find out not only what the students know, but also what they do not know (Harmer, 1997).

As well I applied for a diagnostic exam based on Cambridge level Pre A1 starters. The first part of the exam was listening (Appendix D). The objective of this part of the exam was to the students identify specific information about the audio, also to know how much the

students understood about the audio and in this way know if students had the level pre A1 starters.

The listening exam consisted of two parts, five questions each part, in total the listening exam consisted of ten questions.

In the first part the students had to listen to a person describing different people and from the description that they listened to they had to relate the name with the correct image of each person in the image.

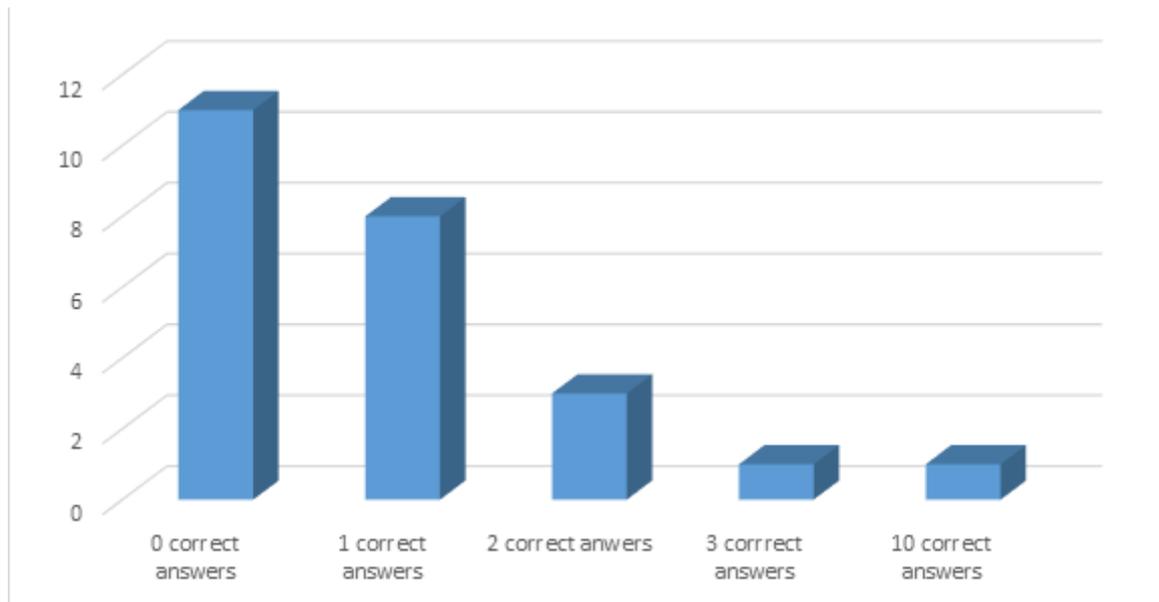
In the second part of the listening diagnostic exam students had to listen to a girl talking about herself and after that students had to answer five questions about the information that the girl gave: For example: What is the name of the new girl?, How old is the new girl? What is Kim's family name?, Where does Kim live?, What is the name of Kim's horse?. (Appendix E)

After checked the activity the results were as follows:

The listening diagnostic exam was answered by twenty-four students from the group of 3<sup>o</sup>F of which, eleven students did not have any correct answers or left the exam blank, eight students had only one correct answer, three students had two correct answer, only one student had three correct answers and only one students had ten correct answers this means that all his answers were correct. (Appendix F).

Figure 1

Results of the listening diagnostic exam.



Number of students with correct answers.

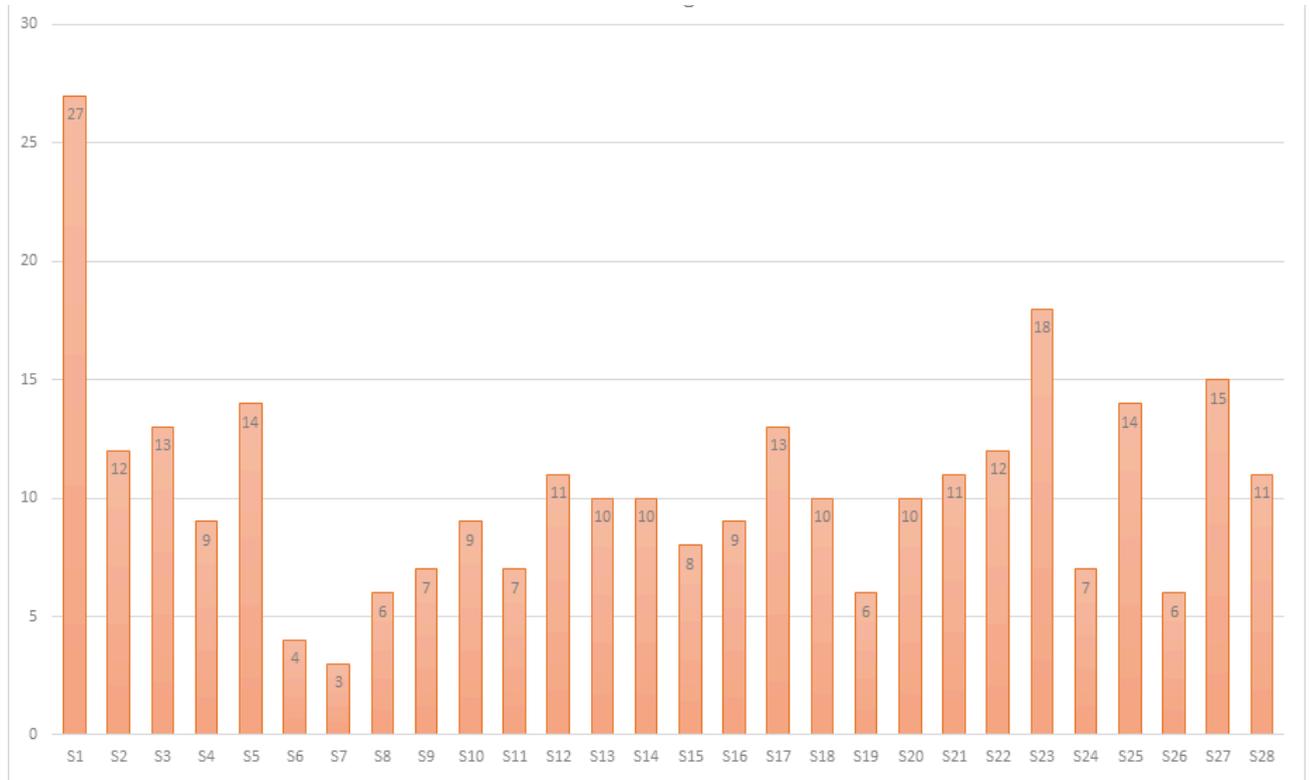
The second part of the diagnostic exam that I used to apply to the students was one of Cambridge level Pre A1. The purpose of this diagnostic exam was to know if the students achieved the Pre A1 of English (Appendix G). Writing and reading exam consisted of twenty nine items.

Reading and writing consisted of five parts. In the first part, question 1 to question 7, students had to observe some images and put a tick or a cross if the image matched with the sentence. In the second part of the exam, question 8 to question 12, the students had to observe an image and answer some questions about the image, they had to answer with yes or no. In the third part of the exam, question 13 to question 17, the students had to put in order some names of different animals. In the fourth part, question 18 to question 22, students had to read a text about the lizards and complete with the words on the box. In the last part of the exam, question 23 to question 29, students had three different images, they had to look at the pictures and answer the questions.

The results of the diagnostic exam are as follows:

Figure 2

Results of the diagnostic exam.



Number of correct answers of each student.

In the first part of the diagnostic exam, question 1 to question 7, students obtained the following results, in the question number one twenty students of twenty eight had the correct answer, in the question number two ten student had this answer correct, in the third question twenty four students had this answer correct, in the question number four twenty seven students had a correct answer, in the fifth question seventeen students had a correct answer, the sixth question seventeen students had the correct answer and in the last question of the first part of the diagnostic exam nineteen students had the correct answer. After observing the results of the first part I observed that more than half of the students had knowledge of basic vocabulary of objects in English.

The second part of the exam, question 8 to question 12, students had to observe an image and answer yes or no according to the description of the sentences. In the eighth question seventeen students had the correct answer, in the ninth question seventeen students had the correct answer, in the question number ten the students with the correct answers were eight, in the question eleven the students with the correct answers were ten, in the question twelve the students with the correct answers were sixteen. This part of the exam showed that less than half of the students were able to understand parts of the house, adjectives and verbs in present continuous.

The third part of the exam the students had to order the letters to form the names of different animals. In the question number thirteen the students with the correct answers were eighteen, in the question number fourteen the students with the correct answers were nineteen, in the question number five teen the students with the correct answers were sixteen, in the question number sixteen the students with the correct answers were sixteen, in the question seventeen the students with the correct answers were twelve. This reflected that more than a half of the students knew the names of different animals.

The fourth part of the exam, question 18 to question 22, the students had to read a text and complete with the words on the box. In the question number eighteen the students with the correct answers were two, in the question nineteen the students with the correct answers were two, in the question twenty the students with the correct answers were three, in the question twentyone the students with the correct answers were three, in the question twentytwo the students with the correct answers were two. This demonstrated that more than half of the group did not have reading comprehension.

In the last part of the diagnostic exam, question 23 to question 29, students had to answer some questions about different images. In the question twentythree the students with the correct answers were two, question twenty four students with the correct answers were one, in the question twentyfive the students with the correct answers were two, in the

question twenty six students with the correct answers were one, in the question twenty seven any students had the correct answer, in the question twenty eight the students with the correct answers were only one and in the question twenty nine students with the correct answers were one. This showed that almost any student was able to understand questions with WH (Appendix H).

This is what the analytic program mentions about the levels of English that the students have to have or achieve during their scholarly life. These constitute the bases for exploring the function of language and other forms of communication in the cultural and social life of students, as they progress through the educational system.

As the diagnostic exam showed the students had a Pre A1, when in third grade they supposedly have a B1 , the use of corrective feedback in my intervention would help me to correct the students in their performance and in this way the students will improve their productive skills. I expect that this strategy would help me to increase communicative competence with the students at the time that they want to produce something since one of the problems that I detected was the lack of participation because of the students making a mistake, this is a boundary to students achieving their communicative competences. That is the reason that I selected corrective feedback in this way to try to increase the students' participation through different techniques of corrective feedback.

Figure 3:

National reference framework, developed by the SEP.

Nivel del MCER	Marco de referencia nacional	Nivel escolar	Ciclo	Grado (con su descriptor) <sup>4</sup>	
B1.3	Consolidar	Secundaria	4	3°	
B1.2				2°	
B1.1				1°	
A2.2	Desarrollar	Primaria	3	6°	
A2.1				5°	
A1.2	Aproximar		2	4°	
A1.1				3°	
Pre A1.3	Sensibilizar		Preescolar	1	2°
Pre A1.2					1°
Pre A1.1		3°			

National reference framework, developed by the SEP, which offers descriptive scales of proficiency and competence in ENGLISH, as well as its equivalences with international scales of the Council of Europe.

Figure 4:

Description about the level of English

Usuario/a independiente	B2	Comprende las ideas principales de textos complejos tanto sobre temas concretos como abstractos, incluidas discusiones técnicas dentro de su especialidad. Participa en conversaciones con un grado de fluidez y espontaneidad que hace posible la interacción habitual con usuarios de la lengua meta sin producir tensión alguna para ninguna de las dos partes. Elabora textos claros y detallados sobre una amplia variedad de temas y explica un punto de vista sobre un tema de actualidad exponiendo las ventajas y los inconvenientes de varias opciones.
	B1	Comprende la información principal de textos claros y en lengua estándar sobre asuntos conocidos y habituales relativos al trabajo, la escuela, el tiempo de ocio, etc. Se desenvuelve en la mayor parte de las situaciones que pueden surgir durante un viaje por zonas donde se habla la lengua. Elabora textos sencillos y cohesionados sobre temas conocidos o de interés personal. Describe experiencias, acontecimientos, sueños, esperanzas y ambiciones, y ofrece breves razonamientos y explicaciones de opiniones y planes.

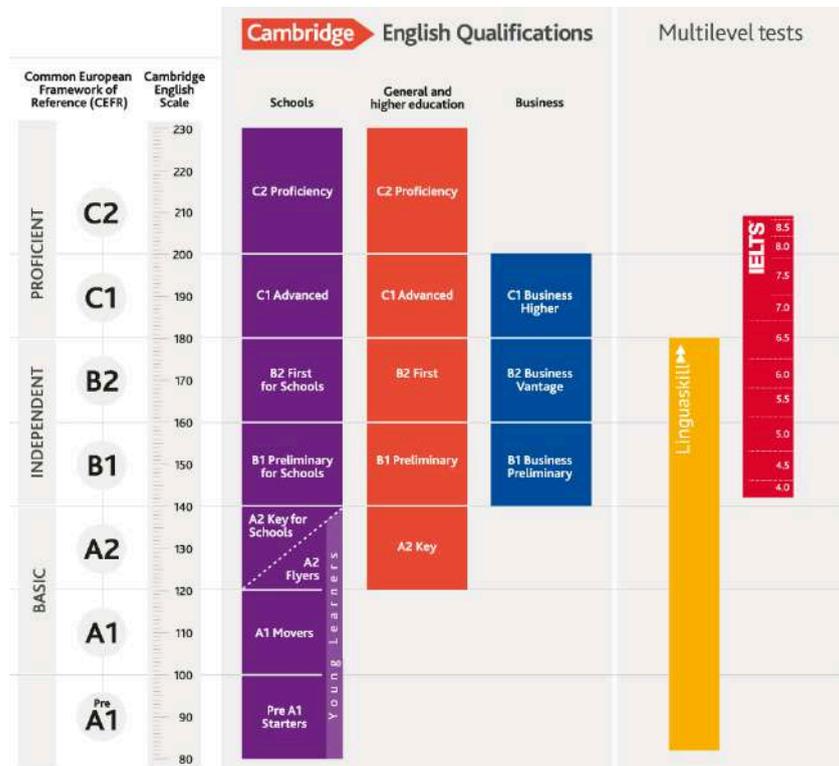
Description about the level of English that the students of third grade should have according to the analytic program.

The Common European Framework of Reference for Languages (CEFR) according to Cambridge University and Assessment is an international standard for describing language ability. It describes language ability on a six-point scale, from A1 for beginners, up to C2 for those who have more experience with the language. This makes it easy for anyone

involved in language teaching and testing, such as teachers or learners, to see the level of different qualifications.

Figure 5

CEFR



Common European Framework of Reference for Languages (CEFR)

According with the British Council learners who achieve B1 Intermediate level can:

- Understand the main points of clear texts on familiar topics in standard language
- Manage most situations on a trip to places where English is used
- Produce simple, organized texts about familiar topics
- Describe experiences, events, wishes and aspirations, and explain opinions and plans.

After comparing the English level, the analytic program mentions that the students of third grade need to have a B1 English level where they have to understand the principal information about different texts, elaborate simple text about topics about personal interest,

describe experiences, events, give opinions and plans. After applying and analyzing the diagnostic exam the students of third grade did not achieve the B1 level that the analytic program suggested. Most students of this group did not achieve the grade to pass the diagnostic exam Pre A1 starters, this means that the students were beginners in the target language.

According to the official CEFR guidelines, students with A1 level in English can:

- Understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type.
- Introduce herself and others and can ask and answer questions about personal details such as where she lives, people she knows, and things that they have.
- Interact with other people in a simple way provided the other person talks slowly and clearly and is prepared to help.

I also applied a survey to know the preferences of the students about the way they like to work, and an interview with the principal to have more information about the school (Appendix H).

Surveys and questionnaires are useful ways of gathering information about the affective dimensions of teaching and learning, such as beliefs, attitudes, motivation, and preferences, and enable a teacher to collect a large amount of information relatively quickly. Richards, J. C., & Lockhart, C. (1997).

The survey of the students was adapted from chapter two of the book *Reflective Teaching in second language classrooms*. It consisted of nineteen questions to know the preferences of the students at the time to learn. It consisted of questions like: In the English class, I like to learn by reading, In the English class I like to listen to audios, I like to learn English by myself, I like to learn English with the whole class, I like to learn grammar, etc. The students had to mark if they like or they do not like depending on their learning preferences (Appendix I).

This is the following analysis of the students' answer to the survey:

The purpose of question number one to question number five was to know about the preferences of the activities students like in the class. Question number one: "In my English class I like to learn by reading". Forty students, represents the sixty percent of all the students, answered that they like to learn a little by reading.

"In English class I like to listen audios ". Seven students answered that they did not like it and other seven students answered that they liked it. This represents the thirty percent of the students who do not like it and the other thirty percent like it.

"In English class I like to learn by games". Forty seven percent of the students answered that they like it.

" In English class I like to learn by conversations ", eight students answered that they like conversations, this represents thirty four percent of all the students.

"In the English class I like to learn by pictures, films and videos", the forty seven of the students answered that they like it and thirty percent of the students answered that they like it a lot.

The question number six and seven were about teachers' help and the purpose of these questions was to know if the students liked to have the help of the students in the class: "I like it when the teacher explains everything to us ", eight teen students answered that they like a lot, this represents seventy eight percent of all the students.

"I like the teacher to help me to talk about my interest ", eleven students answered that they like it, this represents forty three percent of all the students.

Questions eighth and nine are about the mistakes and how the students prefer to be corrected, the purpose of this questions was to know how the students felt when the teacher correct them: "I like the teacher to tell me all my mistakes" twelve students answered that

they like, this represents fifty two percent of all the students and the thirty percent of all the students answered that they like a lot that the teacher tells them their mistakes.

“I like the teacher to let me find all my mistakes”. Thirty four percent of all the students responded that they like a lot, thirty percent answered that they like it and seventeen percent of the students answered of they like it a little.

Question ten to thirteen are about how the students like to learn: “I like to learn English by myself “, and fifty two percent of all the students answered that they like little.

“I like to learn English by talking in pairs” . The forty three percent answered that they like it a little and the thirty percent answered that they like it.

“I like to learn English in small groups”, thirty percent of the students respond that they like it and twenty six percent of the students respond they like a little to work in small groups.

“I like to learn English with the whole class”, thirty nine percent of the students answered like it.

“I like to study grammar”, forty seven percent of the students answered that they like it a little and thirty percent of the students answered they do not like it.

Question fifteen to seventeen talk about what activities the students like more. “I like to learn new words”. Sixty percent of all the students answered that they like learning new words.

“I like to practice pronunciation” . Thirty nine percent of all the students answered they like it a lot and twenty six percent answered they like it.

Question number eighteen to twenty are about the students' learning style: "I like to learn new words when I hear them". Forty three percent answered they like it and twenty six percent answered they like it a little.

"I like to learn new words by seeing them", thirty nine percent of all the students answered they like it and twenty one percent of the students answered they do not like it.

" I like to learn English by doing something", thirty six percent of all the students respond they like it and twenty six percent of students answered they like it a little.

After analyzing the results of the diagnostic exam, the survey and my observation, the information that I obtained helped me: To know the interest of students in the subject, second how to design and apply activities in which students feel interested in and third design activities according to their level of English. As well, to know how and when to apply corrective feedback in the classes, for example after answering one activity these will be checked in group, this way the students know what were their mistakes and they correct the mistakes in their activity, or in the speaking activities where I also apply this strategy with the students. (Appendix J).

### **2. 3 Purposes of the action plan.**

In order to carry out the purpose of my action plan there were some aspects that I needed to address such as identifying my students' language level, which would allow me to select and develop activities that were according to their level and at the same time attend the course curriculum. By doing so I intended to carry out different activities that allowed me to focus on accuracy as well as fluency in order to develop speaking skills. This leads me to state my main objective of this project:

- **Understand how the students respond to corrective feedback.**

## **2.4 Theoretical framework.**

### **2.4.1 What is an Error Correction?**

Errors are part of the learning process and correcting these errors also is an important part of the learning. As Harmer (1997) mentions that correction is a response to the students' language production and is important teachers praise students for their success, as it is to correct them as they struggle towards accuracy. Also he mentions that teachers can show through the use of expression, encouraging words and noises.

Errors are a natural part of the learning process (Tornberg, 2005). According to Trula (2010) errors show how languages are learned, also errors help the learner discover the rules of language.

Harmer (1997) mentions that there are three categories of mistakes: slips, mistakes and attempts. He mentions that slips are mistakes which students can correct themselves. Second, he mentions that errors are mistakes which they can not correct themselves and which, therefore, need explanation. And finally attempts are mistakes that students make when they try to say something but do not yet know how to say it. The way we give feedback and correct such mistakes will be heavily influenced by which type we think the students are making (Harmer , 1997).

It is important teachers know how and when to correct the students. Teachers can use different techniques to correct the students: record an activity to identify the errors or noting down the errors as students perform activity (Hedge, 2000). Different authors mention that it was the best don't correct students during a communicative activity Basturmen, Loewen and Ellis (2004). The danger of over-correcting is that students will lose motivation and teachers can even destroy the flow of the class or the activity by butting in and correcting every single mistake. There are times when this is appropriate but most students do want to have some of their mistakes corrected as it gives them a basis for improvement.

#### **2.4.2 Why is it important to correct the errors?**

According to the author Johanna, C. A. (2013) given the importance of errors in language learning, it becomes necessary for teachers to draw attention to the error correction that takes place in their classroom. The authors Guinness, Detrich, Keyworth, & States, (2020). mentions that students will inevitably make errors as they learn new skills. How teachers respond to errors is critical for creating a positive learning environment while optimizing instructional efficacy. Corrective feedback is a powerful tool for addressing errors and solidifying expectations. Properties of corrective feedback such as content, timing, and mode of delivery can all affect student learning.

Correcting the students also has an impact in the learning process. Harmer (1997) mentions that all students make mistakes as a natural part of the process of learning and by working out when and why things have gone wrong, students learn more about the language they are studying.

Esmaeili (2014) on his study of corrective feedback and learner's uptake resulted that elicitation, clarification request, repetition, explicit correction successfully promoted learner uptake where students can provide the correct responses after feedback. She stated that the different types of corrective feedback (elicitation, clarification request, repetition, explicit correction) successfully promoted learner participation where students can provide the correct responses after feedback.

#### **2.4.3 What is corrective feedback?**

Corrective feedback is an interaction that makes the learner aware of his or her incorrect use of language and the teacher provides the correct use of second language Donesch-Jezo (2011).

Ellis mentions that corrective feedback refers to the feedback that learners receive on the linguistic errors they make in their oral or written production in a second language. Both

oral and written corrective feedback have attracted considerable attention because of their significance for the development of theories of second language acquisition and because they have held an important place in second language pedagogy..

Is a form of performance feedback used to improve student achievement. Teachers provide feedback to students to reinforce expectations and to correct student errors during lessons. Feedback is often noted as the single most powerful tool available for improving student performance, and more than seven meta-analyses conducted since 1980 support this claim. Classroom teachers use corrective feedback as a teaching technique every day. The feedback may be as simple as giving praise, returning assignments the next day, immediately correcting student misconceptions, or as a component of active student responding.

Ellis, Loewen, & Erlam (2006) stated that corrective feedback takes the form of responses to learner utterances that contain an error. The responses can consist of an indication that an error has been committed, provision of the correct target language form, or metalinguistic information about the nature of the error, or any combination of these.

Richards and Lockhart (1994) mentions that providing feedback to learners on their performance is another important aspect of teaching. Feedback can be either positive or negative and may serve not only to let learners know how well they have performed but also to increase motivation and build a supportive classroom climate. In language classrooms, feedback on a student's spoken language may be a response either to the content of what a student has produced or to the form of an utterance.

The authors also mentions that feedback on form can be accomplished in different ways, such as: asking the student to repeat what he or she said, pointing out the error and asking the student to self-correct, commenting on an error and explaining why it is wrong, without having the student repeat the correct form, asking another student to correct the error, using a gesture to indicate that an error has been made. Other authors mention that

teachers also can simply tell the student about their performance; for example, “That’s incorrect” or “You answered 5 out of 7 questions correctly.” (Jaehnig and Miller, 2007).

Doughty (2001) mentions that feedback needs to be attended to more or less immediately if it is to activate the cognitive mechanisms response for acquisition. Corrective feedback assists acquisition of language.

#### 2.4.4 Types of corrective feedback.

The authors Ellis and Sheen (2006) mentions that oral corrective feedback makes learners aware that they have produced an utterance that contains an error ( feedback is provided more or less immediately following the utterance that contained an error). Oral corrective feedback can also be implicit as when the teacher simply requests clarification in response to the learner’s erroneous utterance or explicit as when the teacher directly corrects the learner or provides some kind of metalinguistic explanation of the error.

A common form of this strategy is a recast. Recasts can be conversational and implicit when they take the form of a confirmation check as a response to a failure to understand the learner’s utterance or didactic and more explicit when the learner’s erroneous utterance is reformulated even though it has not caused a communication problem.

	Implicit	Explicit
Input-providing	<b>Conversational recast:</b> The correction consists of a reformulation of students' utterance in the attempt to resolve a communication problem; such recast often	<b>Didactic recasts:</b> The correction takes the form of a reformulation of student utterance even though no communication problem has arisen.

	take the form confirmation checks where the reformulation is followed by a question tag.	<p><b>Explicit correction only:</b> The correction takes the form of a direct signal that an error has been committed and the correct form is supplied.</p> <p><b>Explicit correction with metalinguistic explanation:</b> in addition to signaling an error has been committed and providing the correct form, there is also a metalinguistic comment.</p>
Output-prompting	<p><b>Repetition:</b> The learner's erroneous utterance is repeated without any intonational highlighting of the error.</p> <p><b>Clarification requests:</b> attention is drawn to a problem utterance by the speaker indicating he/she has not understood it.</p>	<p><b>Metalinguistic clue:</b> Brief metalinguistic statement aimed at eliciting a correction from the learner.</p> <p><b>Elicitation:</b> An attempt is made to verbally elicit the correct form from the learner by, for example, a prompting question.</p> <p><b>Paralinguistic signal:</b> An attempt is made to non-verbally elicit the correct form from the learner.</p>

Handbook of research in a second language teaching and learning. Ellis and Sheen (2006).  
p 594.

#### 2.4.5 Theories related with corrective feedback:

The theories that are related with corrective feedback are the Interaction Hypothesis (Long, 1983, 1996), the Output Hypothesis (Swain, 1985, 1995) and the Noticing Hypothesis

(Schmidt, 1994, 2001). Cognitive theories highlight that corrective feedback is part of the acquisition when the participants are focused on meaning, commit errors and receive feedback that is recognized as corrective. Learners receive information not just about linguistic form but also meaning (Ellis and Sheen ,2006).

#### **2.4.6 Output hypotheses:**

The output hypothesis mentions that students learn of output when we identify the gaps. Swain (2005) mentions that the act of producing language forms part of the process of learning a second language. Students also learn from their own output when this requires them to “stretch their interlanguage in order to meet communicative goals” (Swain, 1995, p. 127).

This theory mentions that in order to increase learners' English proficiency, they need to generate output, to produce language via speech or writing and receive feedback on the comprehensibility of their output.

The authors Xiuzhen & Yuqin (2013) mentions that teachers should encourage students to produce more language output in diversified forms and to increase interaction between students and teachers in the process of producing.

Donesch-jezo (2011) mentions that comprehensible output production is linked with feedback, which is an interaction providing learners with error correction, facilitating improvement of the accuracy. Also he mentions that feedback is an interaction that makes the learner aware of his or her incorrect use of language, and provides the model for a correct L2 use.

### **2.4.7 Speaking skills.**

Speaking is one of the four skills that generates oral production . In the productive skills (writing and speaking) the students need to produce something and also bring information using the vocabulary and grammar about the language.

Is important to include activities to develop speaking skills so the students can practice and develop this skill. According to Harmer (1997) is relevant to provide speaking activities because it is a chance for the students to practice real-life situations inside the classroom. Likewise, the author also mentions that in speaking activities while the students are trying to produce the language teacher can provide feedback and know how successful they are and also what language problems they have. Lastly, one of the other reasons the author mentions teaching speaking is that the more you use the language, the more automatic it will become and as a result they will be able to use words and phrases fluently without very much conscious thought (Harmer ,1997).

Speaking activities is a good way for the teacher to give feedback to the students, since in these activities the students are producing the language. When students speak a second language they will also make various errors, and if these errors are not corrected, students will mistake them for correct form and internalize them to their interlanguage system. Oral English will be easy to fossilize if teachers do not provide corrective feedback (Chu, 2011). What this author mentions is that if the teacher does not correct the errors of the students when they produce the language, the students can remain with the idea that they are right and continue to make the mistake. Know all the skills are important in the learning process, but in my intervention I will focus on developing speaking skills since my goal is to make the students increase their oral participation using different speaking activities with the purpose of making the students use the English language in the classroom, while their improve some speaking skills as are accuracy and fluency.

### **2.4.8 Sub Skills**

The micro-skills or sub-skills is part and necessary to another more complex, in this case the speaking skill. The author Lackman (2010) mentions that there exist ten sub speaking skills: Fluency, accuracy, using functions, appropriacy, turn-taking skills, relevant length, responding and initiating, repair and repetition, range of words and grammar and discourse markers. This intervention will focus on two sub-skills: accuracy and fluency.

### **2.4.9 Accuracy.**

Accuracy refers to how correct learners' use of the language system is, including their use of grammar, pronunciation and vocabulary. Skehan (1996) states that accuracy refers to how well the target language is produced in relation to the rule system of the target language. Accuracy focuses on form, the author Omaggio (1986) mentions that accuracy includes grammatical, sociolinguistic, semantic, rhetorical accuracy and some surface features just like spelling and punctuation and pronunciation.

Accuracy needs to be correct immediately. For that reason the type of corrective feedback that I will use to correct the students in the activities to improve accuracy will be recast and repetition. Lyster and Ranta (1997:46) define recast as “teacher’s reformulation of the error that the students made”. In this type of corrective feedback the teacher shows what is wrong to the students, providing correct form (Celce-Murcia, 2011). For example:

S: She want a apple.

T: She wants an apple.

### **2.4.10 Fluency.**

Fluency refers to the ability to speak communicatively and easily without many pauses, fillers or hesitations. Fluency focuses on meaning. In teaching speaking, students must be allowed to speak without any interruptions from others to help them to practice speaking fluently.

The author Scrivener mentions that fluency is related to confidence. He mentions that without the experience of using the language, students can feel nervous about trying to say something, or they can feel fear of getting wrong . The lack of confidence prevents students from becoming more fluent in the language they are learning.

To give corrective feedback in the activities focused on improving fluency I will use elicitation. In the elicitation teachers describe procedures to provide information rather than give the answer to the students. One way to elicit is by asking questions. Asking questions is the main technique for getting ideas and responses from the students. For example:

S: She want a apple.

T: She want?

T: How do we form the third person singular form in English?

Fluency needs to be corrected at the end of the participation of the students because as Scrivener mentions if the students are interrupted in the middle of their participation it can lose the flow of what they are trying to say.

During the weeks of observation I found that the students of the third grade group F had a low level of English, according to the results of the diagnostic exam which causes students to have problems when they have to produce something in the target language.

Also I identified that the students didn't use the target language when they had to participate and instead they sometimes used Spanish or most of them did not participate. One of the reasons that I observed was that the level of English was not appropriate for students, this caused that during the oral activities they were very quiet or not interested in the activity for different factors such as the lack of vocabulary or knowledge, fear of making a mistake when they participate, the lack of interest in the topic or interest in the subject. What I could observe the most in the students at the time of not wanting to participate in the class was that they do not feel very comfortable with the language.

What I want to achieve with the students in this intervention is improve the fluency and accuracy of the students using corrective feedback to strengthen their confidence, as Scrivener mentions if the students have more confidence with the language they improve the fluency when they speak based on the Scrivener and Harmer proposed.

Scrivener (1994) mentions that there exist different communicative activities that also help to improve accuracy and fluency, for example: repeating sentences that the teacher says, do oral grammar drills, read aloud a text, describe a picture, give a presentation, present a role play.

Harmer (1997) mentions that sometimes the students do not want to participate for different reasons for example, related to the character of the students, sometimes it's because there are other students who dominate and other students may feel intimidated, occasionally it's because the students are not used to talking freely in the classroom. Other times is because the students have fear of making mistakes and they prefer not to participate. Harmer also mentioned that teachers do not have to force the students to talk, force the students only makes them resistant to speak and he suggest different techniques to try with the students:

Using pair work will help to provoke quiet students into talking. When the students are in pairs or in little teams they are not under so much pressure as when they are in front of the whole class and they can feel more comfortable to talk.

Allowing them to speak in a controlled way at first, asking quiet students for instant fluency will probably be unsuccessful (Harmer, 1997). Teachers can apply different controlled activities where they first dictate some sentences and the students have to complete it for themselves. Students also first can write down what they are going to say before they say it and then students only have to read the sentences.

Acting activities and reading aloud, getting the students to act is one way of encouraging quiet students.

Using role play, quiet students speak more freely when they are playing a role, teachers can also use role-cards to allow the students to talk.

In the group of third grade the students have a better response with the controlled activities, they feel more comfortable with activities in which they do not have to produce something from zero and with this type of activities where the students have an example to guide them is where they participate more.

During my interventions first I will include controlled speaking activities like drills, reading out loud, repeating what the teacher says and describing pictures to develop the sub-skills of accuracy where the students will obtain vocabulary, use the grammar and pronunciation. The speaking activities that I am going to implement to improve fluency with the students will be more semi-controlled activities where the students will have more freedom to produce the target language and will be give a presentation and do role play.

The methodology that I will use in these interventions will be presentation, practice and production. This methodology follows the premise that knowledge becomes skill through successive practice and that language is learned in small chunks leading to the whole Maftoon, P., & Sarem, S. N. (2015). This methodology consists of three stages; the firsts stage presentation: in this part is where the teacher presents the topic to the students, presentation may consist of model sentences, short dialogues illustrating target items, either read from the textbook, heard on the tape or acted out by the teacher, Maftoon & Sarem (2015). The second stage is practice, where the students practice the language through control activities. And the last part, production stage, where the students have to use the language through free activities like a role play, a simulation activity or a communication task.

I selected this method to use in these interventions because according to what I can observe with my group of study they first need an example to can produce something, in addition to the students have a better response with control activities, leaving more free activities to them may cause students to think about talking or I may lose the attention of the students in the class. As well using this methodology in the stage of production I can apply communicative activities where the students can practice the language at the same time so that they can improve accuracy, pronunciation and fluency.

Before applying corrective feedback with the students of third grade in the speaking activities they were more shy at the time to participate, when I asked them to read aloud almost any student wanted to participated because they mentioned that they did not have a good pronunciation of the words or they had no idea how to pronounce any word in English so they decided not participated.

Prior to applying my strategy I did not use any instrument to participate, it is worth noting that the participation of the students in the class is very important because to use corrective feedback first the students had to participate so the teacher could give the feedback. The absence of an instrument to register participation made students hardly participate.

Without the corrections the students made that they were afraid of saying something, I observed that the students preferred to stay in silence even when they had the correct answer for the lack of confidence in the language that they preferred not to participate even when the participation was part of the grade.

**III. Chapter two:  
Development, reflection and  
evaluation of the improvement  
proposal.**

During the first interventions with the students of group 3°F, I observed that they had problems participating in English, when I asked students questions they answered in Spanish or they stayed silent because they did not feel comfortable with the language or they had fear of making mistakes in the target language, based on what I observed in the week of observation and with the diagnostic activities.

As Harmer (1997) mentions that for the students that do not want to participate it is better to apply controlled speaking activities where they first listen to the teacher and after that they model what the teacher says, this could help students to have more confidence when they participate.

I selected corrective feedback in order to find out if this could help students to be more comfortable with the language and use the language to communicate. I also selected different speaking activities to help students to promote their speaking participation and their sub oral skills, such as fluency and accuracy.

Depending on the type of speaking activity I selected a type of corrective feedback suitable for the activity and the goal of the class which was for students to develop speaking skills and to participate confidently in class.

In reference to the speaking activities that were selected for students to practice accuracy (grammar, pronunciation and vocabulary) I used recast and repetition since this subs skill needs to be corrected immediately for accuracy to be achieved Lyster and Ranta (1997) define recast as “teacher’s reformulation of the error that the students made”. For example: If the student said “I am going to take a shower tomorrow”. I immediately said “He is going to take a shower tomorrow” and I asked the student to repeat after me. In this example the student had the mistake in the pronoun, so when I heard the mistake, I corrected the student using recast.

Considering activities where the students practiced fluency I used elicitation because as Scrivener mentions if students are interrupted in the midst of their participation they can lose the flow of what they are trying to say. In the elicitation teachers point the mistake in question form to provide information but they do not give the answer to the students. Asking questions is the main technique for getting ideas and responses from the students. For example:

S: She walk with her sister.

T: She walk?

S: She walks with her sister.

I applied the different types of corrective feedback in different classes during my interventions from February 12th- March 22th, 2024, with the group of 3<sup>o</sup>F formed by thirty four students, thirteen girls and twenty one boys. According to the results that I applied in the diagnostic exam taken out of Cambridge exam from beginners, compared to the CEFR (Common European Framework of Reference for Languages) the students of the third grade group F had an A1 level based on the results of the diagnostic exam.

According with the British Council students with A1 elementary level are able to:

- understand and use very common everyday expressions and simple phrases for immediate needs.
- introduce themselves and other people and can ask and answer questions about personal details, such as where they live, things they have and people they know.
- communicate in a simple way if the other person talks slowly and clearly.

I will describe three different classes where I use corrective feedback, with the purpose to understand the responses of the students to the different types of corrective feedback. To describe the interventions I use Smyth's model reflection to describe the interventions. This cycle reflection is conformed by four stages: description, inform

(analysis), Confront (Self awareness) and Reconstruct (Evaluation and Synthesis). Each stage is linked to a series of questions. Dabell (2018) describe the Smyth's model of reflection:

1. Describing (What do I do?): The purpose of this question is to describe action without judgements.
2. Informing (What does this mean?): The purpose of this question is to inform yourself about the theories that influence your actions, and includes a search for patterns of principles underpinning practice.
3. Confronting (How did I come to be like this?) The purpose of this question is to confront the key assumptions underlying practice, and includes an examination of the broad historical, social and cultural context
4. Reconstructing (How might I do things differently?): The purpose of this question is to reconstruct or modify practice, and includes consideration of alternative views and generation of goals for future action.

### **3.1 First intervention: What am I going to do tomorrow?**

The first intervention (appendix K) I focused on was carried out on February 12th to March 22th of 2024, the English class was always in the first hour, which was at 7:20 am. The objective of this class was for students to be able to use simple future to talk about future plans.

The methodology that I used was PPP. Wiyannah, Irawan, & Kurniawan (2021) mentions that this method is believed to be able to stimulate and guide the students to speak. It is seen as an active learning process because the students can learn more through a process in constructing and creating knowledge, working in a group, explaining and demonstrating and also sharing knowledge with one another. I selected this methodology because of how the authors mention "Students then practice the language within controlled parameters including language drills. Also, students are allowed to be

free with the language and encouraged to be creative and explorative” (Wiyannah, Irawan, & Kurniawan, 2021). Students in this group work better when they have a guide of what they have to do and they respond better to the controlled activities that is why I selected this methodology to work with them.

The purpose of the warm up was to get students started with using the language and prepare them to participate and learn the intended content of the class and achieve the class goal. The warm up of this class was a tongue twister where the students had to read the tongue twister and repeat after me so that they could practice their pronunciation and at the same time activate a relaxed atmosphere to favor language learning.

In this activity the corrective feedback that I had planned to use was recast and repetition, this way I could correct students immediately. I gave them a tongue twister, after I asked them to read it and after that I asked all the students to read it aloud together.

In the warm-up I focused on working on the pronunciation (accuracy) students had to read the text and where they had problems pronouncing something I used to recast to correct students at that very moment. Students repeated that word at the same time with me and after that they kept reading the text. For example: if the students had problems pronouncing one word, I said it and they repeat after me:

S: Fish.

T: Fish, repeat after me. Fish.

S: Fish

I observed that this helped them to not feel too shy to participate in the activity and lose the fear of making a mistake. When they did not pronounce the words correctly, I helped them to improve their pronunciation with repetition.

In the stage of presentation I had planned to use some flashcards to show students the topic, where I asked them what plans they would have for the following day and I showed

examples with actions of a daily routine. In this stage of the class I expected in the introduction to the topic, where they saw how they could use the simple future to talk about things that they could do in the future.

In the next stage of practice I gave the students a reading about one person talking about their routine for the next day. Students had to read the text and answer the questions about the things that the people in the reading would do the following day. To check the activity students had to go to the front and write on the board the answers, in this way the students could observe the answers and correct their mistakes using recast when they were writing the answers.

To promote students to participate I used a chart on the board (appendix L) where I wrote the name of the students that participated and I wrote how many times they participated, this strategy helped me to increase the student's participation. This way students were more motivated to participate because every time that they participated I gave a mark in the chart with the name of the student, the more they participated, the more marks they had and this helped them to start to participate more and consequently receive corrective feedback. At the same time it helped me to have a registration of the participation, because the participation had twenty percent of the grades.

In this moment of the class I asked who wanted to participate, students had to pass to the board and write their answers, the mistake that I observed in this activity was that the students were writing the answer in first person because the text was in first person, I corrected them with metalinguistic correction, since I had to explain how to use the third person and I had to repeat around three times. Metalinguistic feedback is a type of corrective feedback that gives learners with explicit information or explanations about the language. Mohammadi, M. (2009) mentions that this type of feedback contains either comments, information, or questions related to the well-formedness of the student's utterance, without explicitly providing the correct form.

Corrective feedback is not only oral, it can also be written. Keh, (1990) mentions that written corrective feedback is the input from a reader to a writer with the effect of providing information to the writer for revision. "It is the comments, questions, and suggestions a reader gives a writer to produce reader-based prose as opposed to writer-based prose."

In this stage of the class I used metalinguistic feedback to correct the activity because according to what I observed with the students, I considered what they needed a better explanation of what they had done wrong and why. For example:

Students were writing: tomorrow I will have dinner with my friends, instead of tomorrow she will have dinner with my friends.

Teacher: Remember that we were talking about other people, not about us. We use she/he when we want to talk about other people, and we call this third person.

I corrected the answers on the board and then asked the students to correct the mistakes in their notebooks. After giving the metalinguistic feedback in the practice activity to the students, I asked students to correct the mistakes they had and I could observe that most of them started to correct the answer in their notebooks in the grammatically correct form.

Students had the correct answers to the activity on the board so that if they got them right they would put a check mark and if they got them wrong they would write the correct answer in a different color, students had to incorporate the corrections of this activity in this way.

In the last stage production the students had different images of a daily routine and the students according to the images had to write what the people on the images will do tomorrow. The students answered the activity and when they finished we checked the activity altogether on the board, they would raise their hands, tell me their answer and I would write it down on the board.

When we were checking the activity in the production stage, the students themselves told me that they would use he/she to answer the activity. I was able to observe that after correcting them in the last activity, in the next activity they answered the activity correctly.

I observed that the students participate more in the controlled activities, that is why I applied this activity to all the students together aloud at the same time, so they could feel more comfortable participating in this activity. At the moment that I corrected, they used repetition to correct their pronunciation of the words, they kept the security practicing the pronunciation without the fear of making a mistake.

The purpose of checking the activity on the stage of practice was that the students correct their mistakes. When the students were passing to the board and made a written mistake I used metalinguistic feedback since I had to correct their grammar. I explained how we need it to write the sentences using the correct pronoun and I asked students to correct the mistake in their notebooks with another color. The intention of using this correction was that the students were aware of the mistake in the sentence that they had and in the next activity they would be conscious of how they had to write the sentences correctly (Appendix M)

In the last activity the intention of checking the students production was also used corrective feedback to correct the students oral participation. In this activity the students told me the answers and I wrote it on the board so they could check the correct answers. In this activity the students themselves told me how we had to correctly write the sentence. The corrective feedback that I used was repetition and recast to correct the pronunciation of the words, students said the sentences and when I noticed a problem pronouncing a word I said the word and asked the students to repeat the word.

The purpose of checking each activity was for students to correct their activities at that moment but what I could observe was that some students did not correct the activity as I asked.

First they had to answer the activity, second we checked the activity and last they had to correct the activity but almost half of the students did not do it, because when I asked for students' notebooks to check their activities students did not have corrected the activity.

After using different types of corrective feedback of each activity, of the two different corrective feedback that I used in this class: metalinguistic and repetition. I observed that metalinguistic feedback helped the students be aware of the mistake that they were making and after giving the explanation of how to write the sentence correctly they started to correct the mistakes in their activities compared to the first activity where I used repetition to correct the students pronunciation.

The goal of the class of February 12th to March 22th of 2024 was for students to be able to use the simple future to talk of things to do in the future. Correcting the students helped me in the class but not complete it as I was expecting because the goal was that the students speak but they still had problems participating in the target language but correcting the students' writing helped me to make the student aware of the mistake that they had in the activity and I notice that the majority of the students had the same mistake, that they were writing the answers in first person when the correct answers were in third person.

As I mentioned before, corrective feedback is not only oral, teachers also can give written feedback. Students felt more comfortable when they read something that they already have in their notebooks. Harmer (1997) mentions that students also first can write down what they are going to say before they say it.

Correct the writing of the students also helped me when the students read something that they wrote after the feedback. They had the correct answers and they did not feel nervous of making a mistake and this would help them to participate more during the English class.

According to what I observed and the problem was that not all students did not correct the activity as I asked, what I would do differently next time is to tell the students that the correction of the activities has a part of the grades. So the students had to correct their activities if they wanted to have that part of the grade in their daily work. This way increases the participation of the students at the time of correcting the activities.

Subsequent to applying this strategy in the class and the two types of corrective feedback in the activities that I had planned, I realized that the students had a better response with the metalinguistic correction, correcting the students after their participation when I explained where the mistake was, why it was a mistake and how they had to write the sentences correctly.

Compared to when I used "repetition" it was instantaneous and I did not notice that they were aware of the mistake they were making and the correction. I observed that with the second correction that was metalinguistic correction worked better because after the correction I asked them to correct the mistakes that they had, I noticed that when they corrected their answers they were more aware of the mistakes and the next time they knew how we had to write the sentences correctly.

That is how I noticed that metalinguistic correction helped me when students noticed the error and the next time they already knew how to answer correctly because I explained it. Compared to when I used repetition and did not give an explanation of what was wrong and why. After observed that at least half of the students corrected their activity how I asked and understood the explanation of the correction, I felt pleased because after the class if I asked the students what words we use when we want to talk in third person they respond me correctly with she/he, this means that the correction of the error works, they were aware of the mistake.

According to the graduation profile, this strategy helped me to design and use different instruments, strategies and resources to evaluate the learning and performance of

students considering the type of knowledge to carry out effective communication in the foreign language, English.

### **3. 2 Second intervention:What are you going to do tomorrow?**

The next class was carried out on February 13th of 2024, the objective of this class was for students to be able to use the simple future in the negative form to talk about things that they will not do the next day. In the stage of presentation the purpose was to present the topic to the students. I played an audio of three different people talking about the things that they could do tomorrow. Students had to listen carefully to the things that they will not do and make a list of the things that they heard. After playing the audio one the students told me that they do not understand the audio very well and I played again. The second time some students understood what the audio said and I wrote the things that they told me on the board so all the students knew the things that the people in the audio mentions that they will not do the next day.

The second stage was practice where the students had to read a text about one person talking about his next day, the students had to complete a chart where they had to write the things that they will do and the things that will not do. I gave the students around ten minutes to answer the worksheet and after the majority of the students finished we checked the activity. To make the students participate I used the hot potato game and the student who lost the round had to pass to the front and to write the answer on the board. I asked the students to check their answer, if they had the right answer they had to put a tick and if their answer was wrong they had to correct their answers with a different color. The students wrote their answers on the board. In this activity I used elicitation to give feedback to the students, elicitation is teachers' utterance which is requesting students' verbal response (Ayouni & El-Sukny ,2022). When they were writing the answers on the board and I saw a mistake I used elicitation to correct the students.

The second part of the worksheet was an activity where the students had to observe the images and circle “will/will not” depending on what will happen in the images. I gave around five minutes to the students and to check the activity, I used repetition to give feedback to the students. I asked the students to read the answer aloud and when I listened to them having a problem pronouncing one word I said the word and I asked the students to repeat after me.

In the last stage of production I had planned to show the students different images and the students observed images and depending on the image they had to write things that the people on the will and will not do. For example: they will play soccer, they will not go to school.

At the time where students practice the English language, to correct the students in this activity I used elicitation, at the end of the participation as Scrivener mentions. Elicitation describes procedures that allow the teacher to get the students to provide information rather than give it to them. One way to elicit is by asking questions. Asking questions is the main technique for getting ideas and responses from the students (Husna, 2018). In this activity the students had to read a text and after that answer the questions about the reading of one person talking about his day and the things that he will do and will not do.

While students were answering the activity I was walking around the classroom, checking if the students were working and watching what they were writing, I could observe that some students had mistakes when they were writing their answers, I used repetition to correct the mistakes of the students, but this corrections was individuals even some students had the same mistake. For example the students were writing.

S: Tomorrow I will go to school.

T: Tomorrow Jorge will go to school.

S: Tomorrow Jorge will go to school.

I told the student to repeat the answer after me and then I asked them to correct the answer in their notebook (appendix ). I verified that the student corrected it in the right way and then I continued checking other students. I used repetition to correct the students immediately when I noticed and they corrected their answers in that moment.

To check the activity I used the game of hot potato to incentivize students to participate and try to all the students participate and not only the same students that participated in all the classes. The students who lost the round had to pass to the front and write the answers of the questions about the reading. The corrective feedback that I used in this activity was elicitation, the student wrote the sentence on the board and I observed that they had a mistake I asked:

S: I will have lunch with my friends

T: I?. Are we talking about myself?

S: Jorge will have lunch tomorrow.

This is other example of the mistakes of the students were I also used elicitation to correct them:

S: Tomorrow Jorge will go to the park

T: Will? Are you sure this is the correct word?

S: Tomorrow Jorge won't go to the park.

I asked the students to check the answers of the board to compare with the answers of their notebooks and if they had a correct answer they had to put a tick and if the answer was wrong they had to correct it with another color. I used elicitation because this way I could make the students aware of the mistake and using elicitation students would be able to analyze the answer and think in what they are wrong, by making questions without making them feel bad for making a mistake. I noticed some students checking their answers and correcting them.

The second activity of the stage of practice, was that the students had to observe some images and depending on the image they had to select the correct word (will/will not) to complete the sentences, I gave them only five minutes to answer the activity and after that I asked who wanted to read the sentences with the right answers. I used repetition in this activity to correct the students. For example:

S: She will be a doctor

T: She won't be a doctor. Repeat after me

S: She won't be a doctor.

In this activity using repetition to correct the students not only helped me to correct the grammar, also help the students with their pronunciation, some students felt shy of their pronunciation of the word in english and using repetition help the students to listen how to pronounce the words in a better way, also that they felt more comfortable to participate without the fear of not know very well how pronounce the words correctly.

I observed that the students are very shy when I asked them to participated I used the strategy of hot potato to try to make students participate in the English class, not only the same students that always participated, but try to get more to students participate in the class and practice their oral skills at the same time that I used to corrective feedback to correct their mistakes to they do not feel fear at the time that they had to participated.

I used repetition because this way I corrected the students immediately so they knew that they had a mistake and they corrected it. When I used this type of corrective feedback I asked students to repeat after me all the complete sentences in the right way, the students did it and then they corrected in their notebooks. I also used elicitation to correct them, after the students passed to the front and wrote the sentences I observed some mistakes, I asked the students in the part to they were wrong to they were aware of the mistake, the students noticed the error and they told me the sentence in the right way, then I asked the students to correct the error in their notebooks. I could observe that half of the students that worked in

the classroom did the corrections and the other half of the students only copied the answers in their notebooks.

In this class I used two different types of corrective feedback repetition and elicitation, after observe the students and their responses to the correction I can say that when I used repetition they even noticed that I was correct them, since repetition is a type of corrective feedback indirect, where the students do not noticed that they have been corrected. On the other hand when I used elicitation to correct the students I made emphasis on the error of the sentence and I asked the students about that specific error; they immediately were aware that they had an error, since this type of corrective feedback is direct where the teachers make note that they had an error. In this type of correction I observed that the students paid more attention when I was correcting them directly than indirectly, because they were aware of the mistake, compared to when I only asked to repeat after me in the right way. In this class using elicitation helped me more to correct the students.

The objective of this class was that the students will be able to use simple future in the negative form to talk about things that they will not do the next day and correct the mistakes of the students using corrective feedback in this class helped me to be more aware the students on the mistake that they had, in this case was a grammar mistake were they had problems with the positive and negative form and correcting the students made that they be aware of how to use correctly the present simple form and help the students to use it when they talked about the thinks that they will not do the next day.

### **3.3 Third intervention: My next vacation.**

The next description of the class was carried out on February 15th of 2024. The objective of the class was students were able to talk about future plans about their next vacations using simple future. To start the class in the stage of presentation I show the students a reading about one person talking of their next vacations and the things that he will do in his vacations, in this activity the students had to read the text and after that answer the

questions about the text. I asked the students first that skimming the text to know what the text was about, after that I asked the students what they think that the reading was about, to which they answered me that about vacations, after that I asked to the students to read aloud, each student read a part of the text. The type of corrective feedback that I used to correct the students was recast, since in this activity the students had to read aloud to practice their pronunciation. I noticed that some students were nervous when they had to participate, they did not speak very loud, using repetition I incentivized the students to speak more loud at the same time that they practiced their pronunciation of the words after they listened to me repeat what I said.

After the students finished reading the text I asked to answer the questions about the text, I gave the students time to read again and find the answers, they wrote the answers in their notebook. I asked the students who wanted to participate with the answers of the questions and the students who participated would have a participation as in the other classes. The students had to raise their hand and would give the answer of the question, the other students had to be attentive to the answers, if they had a correct answer they would mark with a tick and if their answer was wrong they had to correct their answers with another color. The students gave the answers of the activity and I used the board to write the answers so the students could observe the answers and if they had a mistake corrected in their notebooks.

The next stage was practice, where I presented the students a conversation about two people talking of their next vacations. In this activity first I asked the students to read the conversation and then I asked the students what they think the conversion was about, they answered me about vacations and the things these people will do in their next vacations.

Next I told the students that we will read the text as (Harmer 1997) suggests to use text to the students read aloud as a speaking activity, one student was the person A in the conversation and another student was person B in the conversation. In this activity I used

recast to correct the students, since in this activity I was focused on practicing pronunciation to correct the students immediately. While the students were reading I was listening to them and when I noticed that they had problems pronouncing one word I used recast.

The last stage of this class was production where the students had to be in pairs and create a conversation as the last example that they use, in this conversation the students had to write the things that they will do in their next vacations and they will have to ask their partner what things he or she will do in their next vacations. After the students finished writing their conversation the team who wanted to participate had to share their conversation with the rest of the group. But due to time constraints on this day, I was not able to achieve this stage of the planning.

In this class I used recast to correct the students in the activities of this class, since in the activities where the students participated first they have to read some text to practice pronunciation, to correct pronunciation I used recast since in this subskill the students need to be corrected in that moment. Murcia (2011) mentions that in recast the teacher shows what is wrong to the student to provide the correct form.

In the first activity where the students had to read a text, each student had to read a part of the text. Some students were nervous to participate because in this activity most of the students had to read and not all the students wanted to participate voluntarily. While the students were reading I was listening to them and when I noticed that they had problems reading something I used recast to correct them. For example:

S: Hi I'm Paul and I am 12 (doce) years old.

T: Twelve

S: I am twelve years old.

In this example the student did not remember how to say 12 in English and he read it in Spanish when I heard this I immediately used recast say it twelve and asked the student

to repeated after me, when the students heard me say that word that he did not remember he repeat again what he was reading but now saying the number correctly.

Another example of this activity was:

S: I will spend all the day at the bich

T: I will spend all the day at the beach

S: I will spend all the day at the beach

The student was reading but she had problems pronouncing some words, when I noticed that I immediately corrected, I also used recast, I pronounced the word correctly to she could heard me and herd how to pronounce the word, after I told she the word I asked to repeat after me and then she read again the sentence but now correctly.

Using recast helped me to reformulate what the students were saying and the mistakes that they had, so students were aware of the mistake that they were making at the time they were reading and subsequently correcting where they were wrong. At the time that I corrected the students the response that they had was positive since they immediately corrected the mistake that they have made.

Within the next activity I also used recast to correct the students. In this activity the students had to read a conversation aloud, first I asked them to read it quickly so they had an idea of what the conversation was about. The students read the text and then I asked what they thought the conversation was about. They told me that it was about two people talking about their next vacation. After that I asked two students who wanted to participate, one student was person A and the other student was person B in the conversation. The intention of this was that the students read aloud the text to practice their pronunciation while their practice reading aloud in English. How the students are very shy to participate in this type of activities because they do not want to make a mistake at the time that they have to participate, not all the students want it. When I told the students who wanted to help me to read the text, most of the students were in silence because. I told the students that who

helped me to read would have a participation. Two students helped me to read the text aloud and the rest of the students had to keep the reading in silence. How in this activity the students would read to practice their pronunciation correction that I applied had to be at the time that the students had a mistake, that is the reason in this activity I used recast to correct the students.

The students were reading the text and when I heard that they had a mistake I immediately used recast to correct them. For example:

S: We will have two wics of vacation.

T: Weeks

S: Two weeks

While the student were reading he was having problems pronouncing one word, when I listened this in that moment I said the word that we was having problems I used recast to correct the mistake that the student was having, I asked firsts to he listened to me and then I asked to repeat that word after me and then when he continuing reading he did it in the correct form.

Another example of correction for the mistakes of the students was.

S: I will bring my sunscrin

T: sunscreen

S: I will bring my sunscreen

In this case also the student were reading and I noticed that he started to have problems pronouncing some words I used recast to correct the student mistake, when I herded the students I said the word and I asked the student to repeat after me, the response of the student was that when I asked the repeat after me to made aware the student to he were having a mistake using recast, the student immediately repeat after me the word that we had problems pronouncing and then he keep reading the text but now in the correct form without the mistake, that is how I observe that the correction of the students in the mistake

that they had was favorable because the next time that he read the text he did it without making the mistake.

The reason that I apply this way to the activities where the students read aloud the text and the conversation was because Harmer (1997) that used controlled activities to students who did not want to participate helped students to feel more confident at that time. In this activity students would practice pronunciation and while the students were reading I was listening to them and when I noticed that they had problems pronouncing one word I used recast to correct the students immediately.

The objective of this class was students were able to talk about future plans about their next vacations using simple future. As I mentioned before in this class but due to time constraints on this day, I was not able to apply all the activities that I had planned, more specifically the activity of the production stage was not achieved.

In this class I used recast to correct the students, that is a indirect corrective feedback where the students did not noticed that they made mistake at the time that they were participating I only corrected the mistakes of they had when they were reading, they only repeat after me but they did not knew exactly where was a mistake and why they were wrong, they only noticed that I correct them but they were aware of the mistake. Comparing this type of corrective feedback with the other types of correction in the classes where I used direct corrective feedback the students were more conscious that they made a mistake and they the next time were more aware of not making the same mistake.

# **IV. Conclusions and recommendations.**

At the beginning of this document I mentioned the main aims of this document, that throughout my professional practices developed to achieve the purpose of this document, the main aims of this document was as follows:

Creating a group profile: at the beginning of the course I was able to observe the group and applied a diagnostic exam with the purpose of knowing what was students knowledge about the subject: the results of the diagnostic exam showed that they had a Pre A1 starters, with this information I could know what type of activities students needs and with what level of difficulty. When I was conducting the diagnostic with the different tools like the diagnostic exam or the surveys the competences that I worked on was characterizes student with whom you will work to make didactic transpositions consistent with the contexts and plans and programs, recognize cognitive processes, interests, motivations and needs training of students to organize teaching activities and learning. This is with the purpose to know the contact that students had with the English subject and from there start an action plan with the information that I collected from students.

Developing an action plan: based on the group profile I started to create an action plan with different speaking activities for the students with the implementation of corrective feedback to observe how the students respond to the different types of corrective feedback, at the same time that they developed their oral skills. With this part of my practice I can develop different competences according to the graduation profile mentioned, such as identifying theoretical frameworks of the English language, its advances and didactic approaches to apply them in teaching and learning, proposed English learning situations, considering the approaches of the plan and current program; as well as the diverse contexts of the students. This at the time to create different activities for students where they could improve their approach to the subject and their use of English.

The application of the strategy allowed me to implement an action plan and the next step which was apply the different speaking activities to the group, of this way I observed

how the students responded to the different speaking activities based on the Harmer and Scrivener mention while I used corrective feedback to correct them and achieve the purpose of using this strategy. In this part of my practices I could develop the next competences according to the graduation profile: learned autonomously and showed initiative to self-regulate and I strengthened my personal development, solved problems and made decisions using critical thinking and creativity. This was at the time when I was giving my classes and different problems that I had not planned happened and I had to think quickly what to do or how to solve that problem.

I also related my knowledge of English with the contents of other disciplines from an integrative vision to promote student learning at the time to match my strategy with the topic that the curriculum marked.

However, I have other competences that I need to work on, such as using Information and Communication Technologies (ICT), Internet Technologies Learning and Knowledge and Empowerment and Information Technologies Participation as construction tools to promote the meaning of the teaching and learning processes, when I applied my strategy I could use more technologies in my practices to apply different activities to students. Another area that I need to reinforce is use different methodologies to plan the class not only PPP as I was using and different approaches to the English class, because at a certain point I noticed that the students already know the structure of the class or in some classes I used very similar activities and in some point the students got bored of the same. Which leads me to mention that in the classes I only used controlled activities because of this way I could have more control with the students but now I realize that I could use more semi controlled or free activities so students had more practice in the language and be more autonomous in their own learning.

Analyzing the results subsequently and applying the corrective feedback in the different classes and by observing how the students responded I used the Smith reflective

cycle to reflect in the different classes. The competences that I worked on in this part of my practices reflected on my teaching and learning processes, and the results of the evaluation. To make proposals that improve my practice, here I had to look back in my classes and in my strategy to analyze the response of students to the strategy that I proposed. I realized that another competence that I still need to work on was to design and use different instruments, strategies and resources to evaluate the learning and performance of students considering the type of knowledge to carry out effective communication in the second language, English. In my classes I will find and research different strategies to evaluate the performance and learning of students.

Reformulating the intervention by using Smith cycle to reflect helped me to think about my practices so I can analyze the use of corrective feedback in my classes to subsequently know what parts of my practices and strategies I had to improve .

The last objective of this document was to obtain conclusions of the action plan, after applying and analyzing I got to the part where I obtained the conclusions of the action plan that I applied with the use of corrective feedback.

The elaboration of this document helped to develop different competences established in the graduation profile like the following: produce clear, structured and detailed oral and written texts showing mechanisms of organization, articulation, cohesion and coherence and express ideas and concepts in a creative and purposeful way.

At the beginning of the elaboration of this document I selected different competences that I wanted to develop through this intervention. One generic competence that I developed was solves problems and makes decisions using critical and creative thinking, I remember one classes where I did not have enough printed material to gave the students and at that moment I felt anxious because if I did not have the enough material for the students the class was not going to go as I had planned, in that moment I had one problem and what I did was that I change the way to applied the activity, in the activity the students had to read a

text and answer some questions related with the text. Instead of students reading the text I decided to read it out loud and in this way I changed the activity and solved the problem that I had at that moment.

Likewise I developed professional competences, for example: relating English knowledge with the contents of other disciplines from an integrative vision to promote the learning of their students. I worked on this competence at the time where I had to planning to relate the content of the scholar curriculum with the subject, for example with the healthy lifestyle, the community problems or the violence.

In the same way I worked on disciplinary competencies, the competence that I selected at the beginning of this document was: contrasts stereotypes from their own culture and from English-speaking cultures, I could work on this competence when I had the topic of different cultures, I had to compare our own culture with others and give examples to the students had a better understanding to the topic.

The output hypothesis mentions that when students are trying to produce a second language they consciously identify their linguistic errors and lack of knowledge Swain (2005) and students can learn of the output that they do. This process can stimulate the cognitive generation of new linguistic knowledge or the consolidation of the previously possessed knowledge. Donesch-Jezo (2011) that gives feedback to students in their production of output of their mistakes help them to improve their accuracy.

According with this hypothesis that students that when teachers correct students in their output they can improve in their accuracy I observed with students when I correct them orally or in written form they were aware of their mistake and were aware that they made a mistake, correct it and say or write the sentence in the correct way help the next time to not made the same mistake in comparison with when I did not correct their mistakes that they kept having this same mistake and this interrupt in their learning process.

The main goal of this document was to understand how the students respond to corrective feedback, with the objective of helping the students to lose the fear of making a mistake so they improve their oral participation in the English class, according to the main problem that I observed in the first period of observation.

After applying and analyzing the different types of corrective feedback to develop the oral skills of the students: fluency and accuracy. For each sub skill I used a specific type of corrective feedback according to the characteristics of the speaking activities. To the activities related to practice fluency I used elicitation and to the speaking activities related with accuracy I used recast.

What I observed with the group that I was focusing on to develop this strategy was that, first I noticed that the context of the school and the interests of the students influenced a lot at the time to work with the students. At the beginning of the school year I had one impression of the students, but as I worked with the students I relaxed that most of the students did not work during the class and less than half of the group worked and participated during the class. Those who did not work during the class were those who started to talk a lot or did other things that had nothing to do with the class and the other little part of the class were those who participated and delivered all the work in class and the projects.

The group of 3<sup>o</sup>F was divided in two different type of students, half of the students participating, did the activities, paid attention to the class, kept in silence and the other half was the students that during the class were talking, did tasks of other subjects, did not finish the activity, never participated and I noticed they had not interest in the subject.

In the beginning of the action plan I was looking for students to develop their oral skills, more specifically accuracy and fluency. Accuracy focuses on form and fluency focuses on meaning. Since accuracy needs to be corrected immediately I used recast to correct the students. On the other hand, fluency needs to be corrected at the end to not interrupt

students, so I used elicitation. This led me to select different speaking activities for each sub skill with a specific type of corrective feedback for each sub skill. To accurately the speaking activities were drills, reading out loud, repeating when the teacher said something and describing pictures. For fluency I selected more semi-controlled speaking activities like conversations or giving a presentation of the projects.

After applying the speaking activities that I proposed in the action plan to improve accuracy and fluency with the different types of corrective feedback, I came to the conclusion that:

First, that the group responded and participated better with controlled activities, this type of activities were linked with strengthened accuracy sub skill. Seeing that in this type of activity students participated more, based on the register of participation that I had, when the students had to participate in a controlled activity the participation of the day was more, taking into account that half of the group were those who paid attention to the class.

Talking about activities related to fluency did not have the same participation, in the more free activities I noticed that the half of the group without interest in the class were those starting to make a lot of noise and I started to lose the attention of the class. Also in the activities where I asked the students to practice a conversation with a partner, students did not do the activity they started to talk with their partner and in the presentations there were only a few students that had their necessary material to give their presentation.

This is based on the register of participation that I had at the beginning of the scholar year in the first interventions, which was only 3 or 4 students, compared to the participation that I obtained in the last interventions, which was around 10 students. I mention this according to the main problem that I mentioned in the beginning of the document, where one of the reasons that I observed was the lack of participation for the fear of making a mistake and the reason for using corrective feedback was so the students were able to participate

without the fear of making a mistake and of this way increase the oral production of the students, more specifically develop accuracy in the oral skills of them.

Using corrective feedback helped me to correct the students in their pronunciation, grammar and vocabulary. In pronunciation, recast helps students to hear the right pronunciation of the words and let them have a better pronunciation of the words. In grammar elicitation helps the students to understand how to use the grammar correctly in English because most of the times they have mistakes.

According to my work in this group, students had a better response with activities related to accuracy, where I used more controlled activities and I was a guide to give them examples to after that they produce something.

I learned that corrective feedback is an important part of the learning process, where the students need to make mistakes to learn more about the language and correction is necessary so they feel free to participate without the fear of making a mistake. I would like to continue learning more about students' interest in the language and in the motivation since I observe that some students were not interested in the subject and this is also an important part in the learning process. This process has been enriching in my professional life and I look forward to continuing learning more about teaching, my future students and myself as an English teacher.

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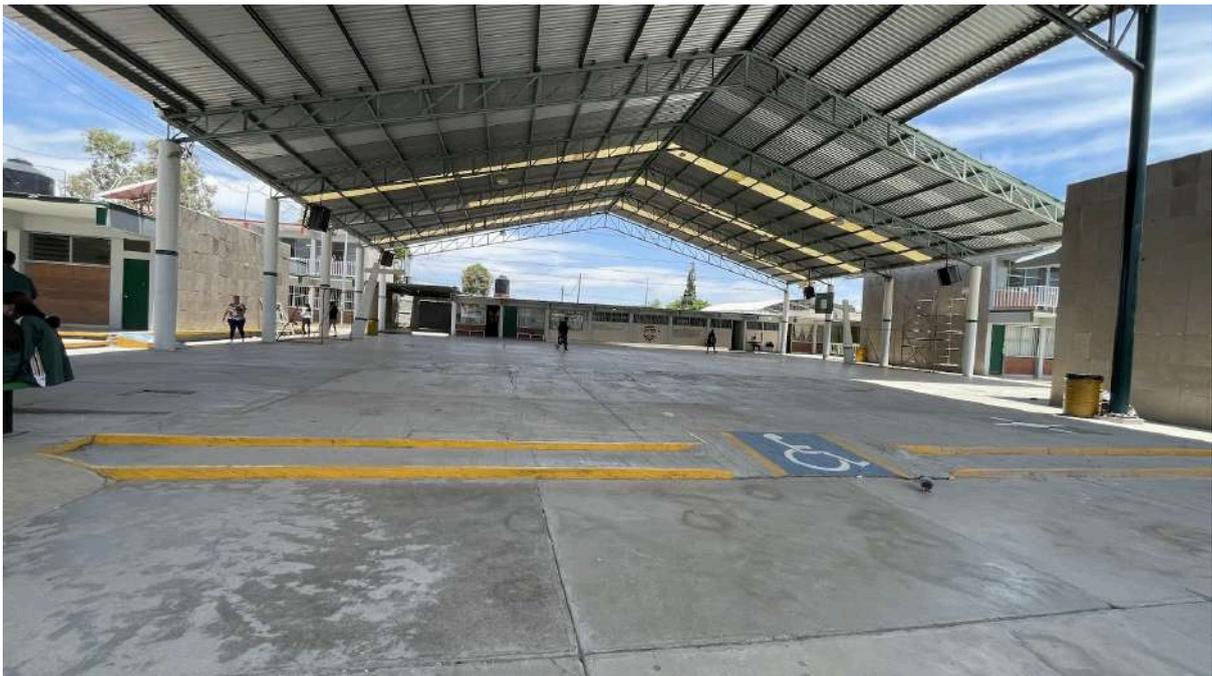
<https://www.aefcm.gob.mx/dgenam/ENSM/archivos/licenciatura/ingles.pdf>

## VI. Appendix.

Appendix A: Main entrance



Appendix B: Schoolyard.



## Appendix C. Diagnostic activities.

### 1. Read the text and complete the chart.

Hi my name is July and I have 14 years old. My favorite singer is Ariana Grande I really like listen to music. In my free time I enjoy go to swim and play with my sister. I have two dogs max and cookie I love the animals but I don't like the cats because I'm allergic. My favorite food is the lasagna it's really good but I hate eat vegetables even I know are good for the body. All the nights before go to bed I like to read is my favorite hobby, my favorite book is Harry Potter I like to think the magic is real.

Hi my name is Mario I have 15 years old. Something about me is that I hate go to school is very boring I like play videogames, my favorite videogame is Minecraft is really fun. All the morning before go to school I like to breakfast cereal is my favorite food because is easy to prepare. I don't like the pets but I have one fish his name is Toby. In my free time I like pass time with my grandpa he is my best friend.

Hello I'm Vanessa I have 12 years old. I like to play basketball my favorite player is Michel Jordan. In my free time I like to watch Netflix because I love the movies when I group up I would like to write a movie. I really enjoy to write is my favorite hobby. I don't like eat onion because is disgusting and I don't like to travel by plane because I think is scary.

### 2. Complete the chart with the information in the text.

Name	Likes	Dislikes
July	my favorite singer is ariana grande	don't like the cats because im allergic ✓
Mario	very boring I like play videogames	I don't like the the cats but I have one fish his name is toby ✓
Vanessa	I like to play basketball player is michel jordan	I don't like eat onion because is disgusting and I don't like to travel by plane because I think is scary ✓

### 3. Write the things that you like and dislike.

I like dogs

I like music

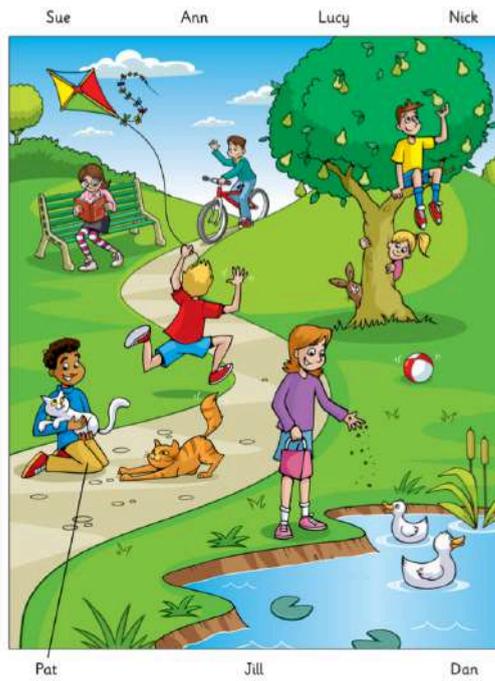
I do not like cats ✓

I do not like to be sick

good job!

## Appendix D: Listening diagnostic exam.

Listen and draw lines. There is one example.



Listen and answer the questions.

1. What is the name of the new girl?
2. How old is the new girl?
3. What is Kim's family name?
4. Where does Kim live?
5. What is the name of Kim's horse?

## Appendix E: Listening exam script.

### Pre A1 Starters Listening Tapescript

R = rubric	Fch = Female child
F = Female adult	Mch = Male child
M = Male adult	

R Hello. This is the Cambridge English Starters Listening sample test.

[MUSIC]

Look at Part 1.

Look at the picture.

Listen and look.

There is one example.

PAUSE 00'03"

Mch Here's a photo of me and my friends in the park, Miss Box.

F Oh yes! Who's that? The boy with the cats.

Mch His name's Pat. He's holding one cat in his arms! Pat loves animals.

F That's good.

PAUSE 00'03"

R Can you see the line? This is an example.

Now you listen and draw lines.

PAUSE 00'03"

[REPEAT FROM HERE]

R One

F There's a girl here, too. She's behind the pear tree!

Mch Yes. She's funny. Her name's Lucy.

F And what's Lucy doing behind that tree?

Mch Sorry! I don't know. Playing a game?

PAUSE 00'05"

R Two

Mch And there's Jill. She's got some bread in her hand.

F Is she giving it to the ducks?

Mch Yes! Jill loves ducks.

F Me too!

PAUSE 00'05"

R Three

F That's a great kite!

Mch Yes, that's Dan's kite.

F Is Dan the boy in the red T-shirt?

Mch Yes, that's right.

PAUSE 00'05"

R Four

F One person is reading. What's her name?

Mch The girl with the book?

F Yes.

Mch That's my friend Ann. Reading is Ann's favourite hobby.

PAUSE 00'05"

R Five

F And what's that boy's name? The boy on the bike.

Mch That's Nick. Nick's in my class at school.

F Oh! He's got a nice bike!

Mch I know! It's new. He loves it.

PAUSE 00'05"

R Now listen to Part 1 again.

PAUSE 00'03"

[REPEAT PART 1 WITH ONLY 00'03" PAUSES]

That is the end of Part 1.

PAUSE 00'05"

Part 2.

Look at the picture.

Listen and write a name or a number.

There are two examples.

PAUSE 00'03"

Fch Hello. I'm new in class.

M What's your name, please?

Fch Kim.

M Is that K-I-M?

Fch Yes, Kim.

PAUSE 00'03"

M How old are you, Kim?

Fch I'm 8 today.

M 8 today? Happy birthday!

Fch Thank you.

PAUSE 00'03"

R Can you see the answers? Now you listen and write a name or a number.

PAUSE 00'03"

[REPEAT FROM HERE]

**M** What's your family name, please?  
**Fch** It's Wall. W-A-L-L.  
**M** Wall? (ha, ha) That's my name, too.  
**Fch** Is it?  
**M** Yes.

**PAUSE 00'10"**

**R** **Two**  
**M** Where do you live, Kim?  
**Fch** In Sun Street.  
**M** Sun Street?  
**Fch** Yes. S-U-N. It's behind the zoo.  
**M** Oh yes.

**PAUSE 00'10"**

**R** **Three**  
**M** What number's your house?  
**Fch** It's 15.  
**M** 15. Oh, is it that house with the big garden?  
**Fch** Yes, it is. And it's got a pink door!

**PAUSE 00'10"**

**R** **Four**  
**M** What have you got in your bag?  
**Fch** Apples for my horse. I go to see him with my friend.  
**M** What's your horse's name?  
**Fch** Tiger. That's T-I-G-E-R.  
**M** Tiger?!  
**Fch** Yes, it's a funny name for a horse but I like it.

**PAUSE 00'10"**

**R** **Five**  
**M** How old is your horse?  
**Fch** He's seven.  
**M** Seven?  
**Fch** Yes. And he can run and jump.  
**M** Great!

Appendix: F: Example of students' answers listening exam.

Listen and draw the lines.

2/10

Listen and answer the questions.

1. What's the new names girl?  
KIM ✓
2. How old is the new girl?  
12 ✓
3. What is Kim's family name?  
WHEEL ✓
4. Where does Kim live?  
SHEPPERS ✓
5. What is the name of Kim's horse?  
✓

Listen and draw the lines.

Listen and answer the questions.

1. What's a the new names girl?  
KIM ✓
2. How old is the new girl?  
12 ✓
3. What is Kim's family name?  
WHEEL ✓
4. Where does Kim live?  
SHEPPERS ✓
5. What is the name of Kim's horse?  
✓

Appendix G. Reading and writing diagnostic exam.

**Diagnostic exam**

Name:

Date:

1. Look and read. Put a tick or a cross in the box.

Example:



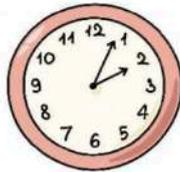
These are grapes.



This is a house.



This is a helicopter.



This is a clock.



This are shells.



This is a sock



These are chairs.



2. Look and read. Write **yes** or **no**.



Example:

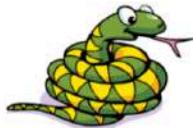
There are two armchairs in the living room..... **Yes**

The big window is open ..... **No**

1. The man has got black hair and glasses.....
2. There is a lamp on the bookcase.....
3. Some of the children are singing.....
4. The woman is holding some drinks.....
5. The cat is sleeping under the armchair.....

3. Look at the pictures. Look at the letters. Write the words.

Example



s n a k e



**Questions**

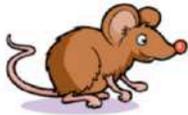
1



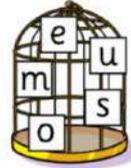
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2



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3



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4



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5



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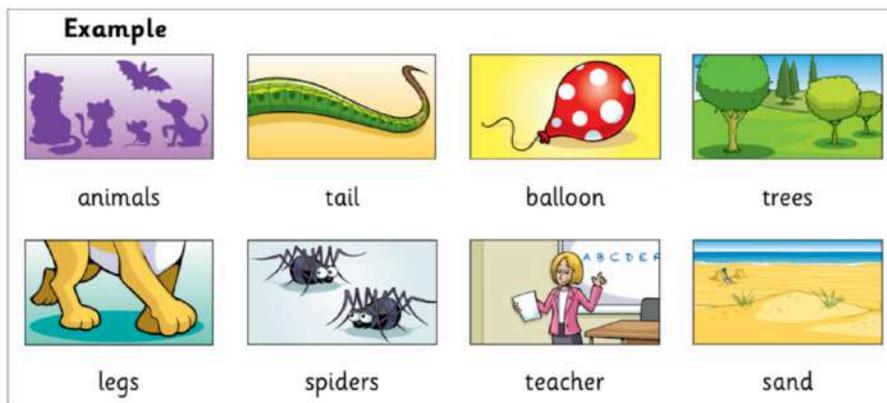
4. Read. Choose a word from the box. Write the correct word next to the numbers 1-5. Look at the example.

**Lizards**

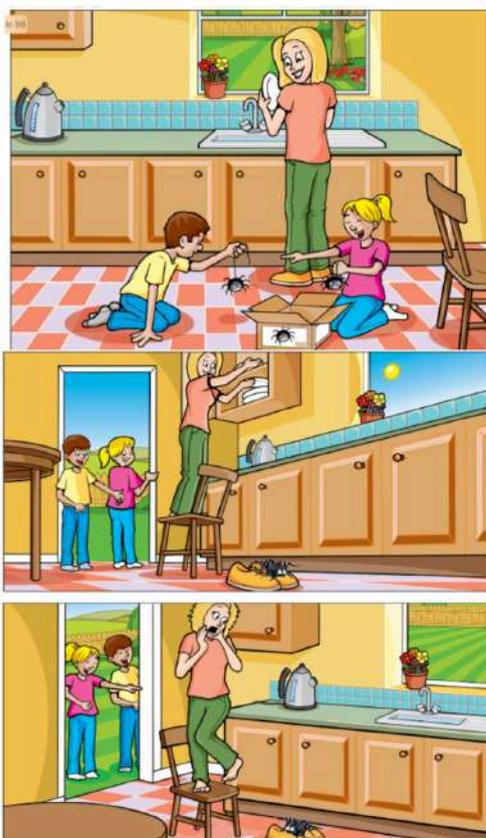


Lots of lizards are very small \_\_ animals \_\_ but some are really big. Many lizards are green, gray or yellow. Some like eating (1) \_\_\_\_\_ and some like eating fruit. A lizard can run on its four (2) \_\_\_\_\_ and it has a long (3) \_\_\_\_\_ at the end of its body.

Many lizards live in (4) \_\_\_\_\_ but, at the beach, you can find some lizards on the (5) \_\_\_\_\_. Lizards love sleeping in the sun!



5. Look at the picture and read the questions. Write one-word answers.



**Example:**

**Where are the people?**

In the kitchen

**How many children are there?**

Two \_\_\_\_\_

1. What are the children playing with?

Some toy \_\_\_\_\_

2. What is Mum standing on?

A \_\_\_\_\_

3. Where is the spider?

On Mum's \_\_\_\_\_

4. Who is pointing?

The \_\_\_\_\_

5. Where are the children?

In the \_\_\_\_\_

Adapted from:

<https://www.cambridgeenglish.org/images/young-learners-sample-papers-2018-vol1.pdf>

Link to google forms: <https://forms.gle/zB3nmXzqWu2QRHtj8>

1. Look and read. Put a tick or a cross in the box. 30<sup>th</sup> August 2022

1 These are grapes.

2 This is a house.

3 This is a helicopter.

4 This is a clock.

5 This are shells.

6 This is a sock.

7 These are chairs.

2. Look and read. Write yes or no.

1.8 The man has got black hair and glasses: yes

2.9 There is a lamp on the bookcase: yes

3.0 Some of the children are singing: no

4.1 The woman is holding some drinks: yes

5.2 The cat is sleeping under the armchair: yes

3. Look at the pictures. Look at the letters. Write the words.

Questions

13 duck

14 mouse

15 hippo

16 monkey

17 chicken

4. Read. Choose a word from the box. Write the correct word next to the numbers 1-5.

Lizards

Lots of lizards are very small animals but some are really big. Many lizards are green, grey or yellow. Some like eating (1) insects and some like eating fruit. A lizard can run on its four (2) legs and it has a long (3) tail at the end of its body. Many lizards live in (4) trees but, at the beach, you can find some lizards on the (5) sand. Lizards love sleeping in the sun!

1. Look and read. Put a tick or a cross in the box. 17/29 2023.

1 These are grapes.

2 This is a house.

3 This is a helicopter.

4 This is a clock.

5 This are shells.

6 This is a sock.

7 These are chairs.

2. Look and read. Write yes or no.

1. The man has got black hair and glasses: NO

2. There is a lamp on the bookcase: Yes

3. Some of the children are singing: Yes

4. The woman is holding some drinks: NO

5. The cat is sleeping under the armchair: Yes

3. Look at the pictures. Look at the letters. Write the words.

Questions

1 duck

2 mouse

3 hippo

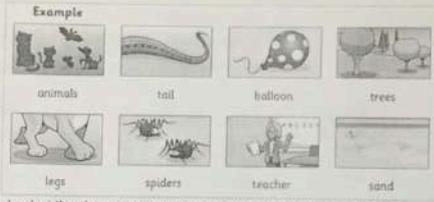
4 monkey

5 chicken

4. Read. Choose a word from the box. Write the correct word next to the numbers 1-5.

Lizards

Lots of lizards are very small animals but some are really big. Many lizards are green, grey or yellow. Some like eating (1) insects and some like eating fruit. A lizard can run on its four (2) legs and it has a long (3) tail at the end of its body. Many lizards live in (4) sand but, at the beach, you can find some lizards on the (5) insects. Lizards love sleeping in the sun!



5. Look at the picture and read the questions. Write one-word answers.



◦ Where are the people?  
In the spiders

◦ How many children are there?



◦ What the children are playing with?  
Some toy \_\_\_\_\_

◦ What is Mum standing on?  
A \_\_\_\_\_

◦ Where is the spider?  
On Mum's \_\_\_\_\_



◦ Who is pointing?  
The \_\_\_\_\_

◦ Where are the children?  
In the \_\_\_\_\_

Appendix I. survey to students.

	N o	A little	Good	Best
1. In English class, I like to learn by reading.				
2. In English class I like to listen audios				
3. In English class, I like to learn by games.				
4. In English class, I like to learn by conversations				
5. In English class, I like to learn by pictures, films, and videos.				
6. I like the teacher explaining everything to us.				
7. I like the teacher to help me to talk about my interests.				
8. I like when the teacher tell me all my mistakes.				
9. I like the teacher to let me find all my mistakes.				
10. I like to study English by myself (alone).				
11. I like to learn English by talking in pairs.				
12. I like to learn English in a small group.				
13. I like to learn English with the whole class.				
14. I like to go out with the class and practice English.				
15. I like to study grammar.				
20. I like to learn many new words.				
21. I like to practice the sounds and pronunciation.				
22. I like to learn words by seeing them.				
23. I like to learn English words by hearing them.				
24. I like to learn English words by doing something.				

**Adapted from:** Richards, J. C., & Lockhart, C. (1994). *Reflective teaching in second language classrooms*. Cambridge university press. Pag 20

### Appendix J: Example of students' surveys

	No me gusta	Me gusta Poco	Me gusta regular	Me gusta mucho
1. En la clase de Inglés me gusta aprender con lecturas		✓		
2. En la clase de Inglés me gusta escuchar audios	✓			
3. En la clase de Inglés me gusta aprender con juegos		✓		
4. En la clase de Inglés me gusta aprender con audios	✓			
5. En la clase de Inglés me gusta aprender con imágenes o videos		✓		
6. Me gusta que la maestra nos explique todo				✓
7. Me gusta que la maestra me ayude a hablar sobre mis intereses			✓	
8. Me gusta cuando la maestra me corrige mis errores			✓	
9. Me gusta cuando la maestra me deja descubrir mis errores			✓	
10. Me gusta aprender Inglés por mi cuenta		✓		
11. Me gusta aprender Inglés hablando en parejas	✓			
12. Me gusta aprender Inglés en grupos pequeños		✓		
13. Me gusta aprender Inglés con toda la clase		✓		
14. Me gusta estudiar gramática		✓		
15. Me gusta aprender nuevas palabras			✓	✓
16. Me gusta practicar la pronunciación			✓	
17. Me gusta aprender nuevas palabras escuchándolas			✓	
18. Me gusta aprender palabras viéndolas		✓		
19. Me gusta aprender Inglés mientras hago algo	✓			

	No me gusta	Me gusta Poco	Me gusta regular	Me gusta mucho
1. En la clase de Inglés me gusta aprender con lecturas		✓		
2. En la clase de Inglés me gusta escuchar audios	✓			
3. En la clase de Inglés me gusta aprender con juegos			✓	
4. En la clase de Inglés me gusta aprender con audios	✓			
5. En la clase de Inglés me gusta aprender con imágenes o videos		✓		
6. Me gusta que la maestra nos explique todo			✓	
7. Me gusta que la maestra me ayude a hablar sobre mis intereses			✓	
8. Me gusta cuando la maestra me corrige mis errores			✓	
9. Me gusta cuando la maestra me deja descubrir mis errores				✓
10. Me gusta aprender Inglés por mi cuenta				✓
11. Me gusta aprender Inglés hablando en parejas				✓
12. Me gusta aprender Inglés en grupos pequeños			✓	
13. Me gusta aprender Inglés con toda la clase		✓		
14. Me gusta estudiar gramática		✓		
15. Me gusta aprender nuevas palabras				✓
16. Me gusta practicar la pronunciación				✓
17. Me gusta aprender nuevas palabras escuchándolas				✓
18. Me gusta aprender palabras viéndolas			✓	
19. Me gusta aprender Inglés mientras hago algo				✓

	No me gusta	Me gusta poco	Me gusta regular	Me gusta mucho
1. En la clase de Inglés me gusta aprender con lecturas				✓
2. En la clase de Inglés me gusta escuchar audios			✓	
3. En la clase de Inglés me gusta aprender con juegos				✓
4. En la clase de Inglés me gusta aprender con audios			✓	
5. En la clase de Inglés me gusta aprender con imágenes o videos		✓		
6. Me gusta que la maestra nos explique todo		✓		
7. Me gusta que la maestra me ayude a hablar sobre mis intereses			✓	
8. Me gusta cuando la maestra me corrige mis errores			✓	
9. Me gusta cuando la maestra me deja descubrir mis errores				✓
10. Me gusta aprender Inglés por mi cuenta				✓
11. Me gusta aprender Inglés hablando en parejas	✓			
12. Me gusta aprender Inglés en grupos pequeños			✓	
13. Me gusta aprender Inglés con toda la clase				✓
14. Me gusta estudiar gramática				✓
15. Me gusta aprender nuevas palabras				✓
16. Me gusta practicar la pronunciación			✓	
17. Me gusta aprender nuevas palabras escuchándolas				✓
18. Me gusta aprender palabras viéndolas				✓
19. Me gusta aprender Inglés mientras hago algo				✓

	No me gusta	Me gusta poco	Me gusta regular	Me gusta mucho
1. En la clase de Inglés me gusta aprender con lecturas				✓
2. En la clase de Inglés me gusta escuchar audios			✓	
3. En la clase de Inglés me gusta aprender con juegos				✓
4. En la clase de Inglés me gusta aprender con audios			✓	
5. En la clase de Inglés me gusta aprender con imágenes o videos		✓		
6. Me gusta que la maestra nos explique todo		✓		
7. Me gusta que la maestra me ayude a hablar sobre mis intereses			✓	
8. Me gusta cuando la maestra me corrige mis errores			✓	
9. Me gusta cuando la maestra me deja descubrir mis errores				✓
10. Me gusta aprender Inglés por mi cuenta				✓
11. Me gusta aprender Inglés hablando en parejas	✓			
12. Me gusta aprender Inglés en grupos pequeños			✓	
13. Me gusta aprender Inglés con toda la clase				✓
14. Me gusta estudiar gramática				✓
15. Me gusta aprender nuevas palabras				✓
16. Me gusta practicar la pronunciación			✓	
17. Me gusta aprender nuevas palabras escuchándolas				✓
18. Me gusta aprender palabras viéndolas				✓
19. Me gusta aprender Inglés mientras hago algo				✓



write the things that they won't do.

**Practice:** Students have to answer a worksheet about different people's plans for tomorrow and they have to answer with the things that they won't have planned for the next day.

**Production:** Teacher will put the students in pairs and they have to observe some images and depending on the image they will write the things that the people in the images won't do.

**Class 3: What do you like to do on vacations?**

**Objective:** Students will be able to ask questions of future plans to one classmate.

**Presentation:** Teacher will show students a poster and the students have to read the text and answer the questions.

**Practice:** Students will answer a worksheet with questions about their future vacations and after they will have to answer the questions with the own information.

**Production:** Teacher will put the students in pairs and they have to ask the questions to their classmates.

App 3.1  
Poster  
3.2  
Worksheet

*Appendix*

**1.1 Flashcards**



**1.2 Worksheet.**

**Read and complete the chart.**

Hello my name is Maria I'm a student and the next week I will have vacations. I will go to visit my grandparents, they live in a farm. I plan to stay for a weekend and these are the things I will be doing during those days. First I will wake up and go to feed the cows, after that I will go to see the piglets, it is my favorite animal. And at the end of the day I will have dinner with my grandparents. The next day I will visit my old friends.

Hello my name is Edgar and tomorrow I will visit Cancun, the beach is my favorite place to travel. I will go with my friends and we have various activities planned. First we will visit we will visit an aquarium, after that we will go to amusement park amusement park.

Maria	Edgar

**WHAT WILL YOU DO TOMORROW?**

Look at the images and complete each sentence with the appropriate form of WILL.

1 I ..... a sandwich.

2 I ..... a shower.

3 I ..... my home.

4 I ..... a coffee.

5 I ..... soccer.

6 I ..... at home.

7 I ..... to the gym.

8 I ..... home.

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**2.2 Worksheet**

Read and answer.

Hi my name is Jorge and this are the things that I have plan for tomorrow. Tomorrow is Friday and I will go to the school, I will have lunch with my friends and after that I won't go to the library to study because I will have French class. Also I won't go to the park today. In the afternoon I will go to the cinema with my sister and I won't do my homework today:

What will Jorge do tomorrow?

What won't Jorge do tomorrow?

- 1 They will / won't live in Paris.
- 2 She will / won't be a famous singer.
- 3 She will / won't be a doctor.
- 4 They will / won't win a medal.
- 5 He will / won't be a French teacher.
- 6 They will / won't be famous.





Appendix M : Example of written correction of the students.

Read the text and complete the chart

Hello my name is Patricio and I want to share my daily routine. I like to have a healthy routine because it make me feel good during my day. I wake up at 6 am, the first think that I like to do in the morning is drink water because is good for the body. At 6:30 I read a book, read is my favorite hobby because I learn a lot of new things. At 7:30 I take a shower and start to prepare me to go to the school. I take my classes because is very important study. At 2:00 eat my lunch, I like to eat healthy food and after that I take a nap, because is also important to rest. At 6:00 pm I like run because is very relaxing. To finish my day at 9:00 I prepare my bed and I seep, rest I also important for the body. And that's my daily routine.



6 am	wake up ✓ UP drink water X
6.30 am	read a books ✓
7.30 am	prepare to go to school ✓ take a shower ✓
2:00 pm	Have lunch ✓
6:00 pm	run X
9:00 pm	Prepare to go to bed X

very good!

Write the complete sentence

How often do you?

- How often do you wake up early? I always wake up early
- How often do you eat fast food? I usually eat food
- How often do you watch TV? I always watch TV
- How often do you do exercise? I always do exercise
- How often do you eat vegetables? I always eat vegetables
- How often do you do your homework? I always do my homework
- How often do you make your bed? I sometimes make my bed
- How often do you drink water? I always drink water
- How often do you go to sleep late? I usually go to sleep late