

The use of face-to-face and e-letters peer correction techniques to improve informal
writing

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This research report is the result of my own work and includes nothing that was done in collaboration with others.

(Signature)

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Abstract

This study shows how peer correction helps fourth graders improve their informal writing of letters using e-mail as a technological tool. Eighteen students were selected from a female bilingual school located in Bogota; they wrote informal letters, peer corrected them in face-to-face classes and sent them to their friends through e-mail to have a final correction. Based on qualitative and quantitative approaches, and the trend analysis of surveys, and documents, the results showed that peer correction is a useful technique to improve the students' informal writing in the classroom. This should be done in the computer room at school to avoid absenteeisms and lack of participation.

Key words: peer correction, e-mail, informal writing, letters

Resumen

Este estudio muestra como la corrección entre compañeros ayuda a mejorar la escritura informal de cartas en alumnas de cuarto grado usando el e-mail como herramienta tecnológica. Dieciocho niñas de un colegio femenino bilingüe en Bogota fueron escogidas para escribir cartas informales, corregirlas en parejas en clases presenciales y enviarlas por e-mail a sus compañeras para la correccion final. Basándose en el análisis de tendencias, los enfoques cualitativo y cuantitativo y el uso de encuestas y documentos, los resultados muestran que la técnica de corrección entre compañeras es muy útil para mejorar la escritura informal en el salón de classes. Ésta debe hacerse en un salón de computadores en el colegio para evitar el ausentismo y la falta de participación.

Palabras claves: Correccion en pareja, e-mail, escritura informal, cartas

Introduction

Statement of the Problem

Writing is one of the language skills that my students find more difficult to learn because they need to find out the most appropriate word, correct word order, use of the structure of the paragraphs, spelling and punctuation to express an idea in written form. Bearing this in mind, it was necessary to find a technique that helped these students overcome this problem. Peer correction is a technique where the students learn from their mistakes and provide feedback to their classmates. As they are children, they needed extra motivation to correct their classmates' work and make this activity interesting for them. Through the writing of informal letters in the classroom, peer correcting them in face-to-face classes and then using e-mails to make more corrections, the students find another reason to give feedback to their peers by using a technological tool. This peer-correction technique also makes the students gain confidence on the knowledge they are sharing and practising among them. The person who reads this project may think that students between nine and eleven years old are very young to make corrections or that probably their corrections will not be as accurate as the ones made by the teacher. But by carrying out this research project it has been noticed that children do learn from correcting their peers after receiving an appropriate guidance and tutoring on how to do it in the classroom. Similarly, peer correction can be very effective in terms of accuracy and makes learning more interesting for children.

Nowadays, technology is one of the tools that help students to overcome their difficulties and motivate them to write in an informal style. The documents related to

technologies for education done by authors from UNESCO (2002) mention that e-mail correspondence enhances collaboration, involves students in real life communication within the classroom, stimulates intellectual curiosity and provides a meaningful context, peer-to-peer communication and a genuine exchange of views between key partners; it also encourages learners to communicate clearly and offers a sense of enjoyment that will move students from a passive role of recipients into the active role of builders of knowledge.

The study group is formed by primary students between eight to ten years old. Their proficiency level is A1 according to the CEFR from a test they took to know about their knowledge of English. difficulties in their written production. I had observed that when I arrived to the classroom to work on writing the students rejected these types of activities because of their lack of grammar structures or not knowing how to express their ideas in English.

The students with whom I applied this action research project possessed certain amount of vocabulary but, many times, they were not sure about how to use it or organize information into paragraphs. Similarly, the students were accustomed to write by just translating words from Spanish into English, not focusing on topic sentences, supporting ideas and connectors in a coherent and cohesive form.

According to Harmer (2007), in teaching writing we can either focus on the writing process itself or on the product of that writing. In order to encourage the students in the study group to write as a process, it was important to help them get used to applying the stages of that process.

In this action research project, the students focused their attention on writing as a process by using informal letters and e-mails. In doing this, the students had the

opportunity to correct mistakes among one another and use the structure and layout of informal letters in a coherent and cohesive way.

Research Question

From the above, the question for this project arose: how can the use of face-to-face and e-letter peer correction techniques help fourth graders improve their informal writing? To answer this question, this research project emphasized on giving the students the necessary steps, strategies and audience to take an active part during peer correction and communication throughout writing in face-to-face sessions and e-mails.

Currently, technology is enriching classrooms with plenty of resources that we can take advantage of. One of these resources is using e-mails to write informal letters which help students improve their informal writing by sharing information and making them aware of the structure of paragraphs, spelling, grammar, word order and punctuation. Hammer (2000) says that projects where e-mails are involved rate very highly in terms of motivation and real communication. I found that writing informal letters, applying peer correction technique and then sending e-mails were meaningful for the students who engaged in interaction, gave immediate feedback and corrected their peers' written production.

Objectives

To facilitate that the students write informal letters, it was necessary to show them how to access to the vocabulary they needed, use it in context, identify topic sentences and relevant information, find appropriate supporting ideas and give relevant examples to complete the structure of well developed paragraphs.

Consequently, the specific objectives proposed to meet the study group's needs were:

1. to teach students how to write informal letters
2. to identify the structure of paragraphs
3. to develop face to face and e-mail peer correction

The achievement of the above mentioned objectives led to the accomplishment of the expected results: the students wrote informal letters, peer corrected and e-mailed them; that is, they wrote their final drafts, e-mail letters and notes and revised their partners' for grammar, coherence and cohesion.

Rationale

Most students find difficulties in learning a second language, especially using it in writing. Written production is a process that develops by making the students aware of their mistakes. Peer correction is, according to Mishra (2005), when the teacher assigns a work to students; then, the work is shared among the peer students; next, they look at errors to be corrected. After the students make peer correction, they can make self correction which makes the students more aware of their mistakes and become more autonomous. Bearing this in mind, this project was carried out with students in fourth grade in a bilingual school. It was specifically for the students who had difficulties to write pieces of informal writing with coherence and cohesion. The objective was to teach students how to write informal letters by using peer correction as a technique and e-mail as a tool to motivate students during this process.

The problem that emerged was that some students did not have internet service in their homes so, it created the need to plan the e-mailing of the letters for the final correction in the computer room at school in order to avoid absenteeism or lack of participation in this part of the activity. The students benefited from this project by

means of developing skills on peer correction, learning how to hold communication via e-mail and improving their informal writing by making their productions more accurate and effective.

Chapter: 2 *Theoretical Frameworks*

Writing is a skill that can be developed by giving specific criteria on how to reach the learner's expectations. This project helped students to improve informal writing by using the English language as a vehicle of communication through collaborative work of peer correction and e-mails. Based on this, the essential theoretical constructs used to carry out this project were: teaching writing, writing informal letters, e-mail activities and peer correction. In this case the constructs were pointed to identify the key elements in writing informal letters and the structure, cohesion and coherence between paragraphs by using peer correction and e-mails. Teaching writing was essential in terms of showing the students how to obtain a product after a process.

Teaching Writing

Harmer (1998) says that the type of writing we ask the students to do depends on their age, interest and level. These aspects are important to provide the students with meaningful vocabulary, grammar, strategies to write words, sentences, topic sentences, paragraphs and simple compositions. The level of the students improves when they have guidance on common tasks such as, writing poems, charts, postcards and letters. Their interests included things they liked; another essential aspect to take into account is the purposes of writing and the needs of the group. Furthermore, the activities that teachers

prepare need to be attractive, grasp the students' interest and involve them in the process of writing. The more the students establish this connection with the topic and the teacher, the better they write and participate with enthusiasm trying to do their best all the time.

Harmer (2007) says that there are several strategies to consider in the process of teaching writing, such as pre-writing phases, editing, re-drafting and finally producing a final version of their work. It is important to encourage students to write drafts, reflect and revise; they need to think on what they are going to write about and this can be done by brainstorming or using a checklist to control that the task is being adequately addressed, the information is relevant, the structure is appropriate and the grammar is accurate. A useful way to work on this part is through collaborative writing. By using this strategy, students find their own mistakes and correct one another to submit a revised final paper. It is essential to make student conscious that writing is a process and that they are responsible of it.

Writing encourages students to focus on accurate language as it is mentioned in Harmer (1998). The students write to help themselves to learn better. When a teacher asks them to write sentences, paragraphs or longer compositions, she is allowing her students to use the target language in real contexts or situations which can be formal or informal. In formal writing, the teacher requests students to write specific questionnaires, dialogues, invitations, essays and descriptions following certain rules in order to have an effective impact. However, the activities themselves do not teach the students how to write; for this reason, it is important to focus the attention on "writing for writing" activities. These are activities that are presented in an informal way and can help students develop their process of writing; a good example is e-mails, the tool that is used in this project. Through e-mails the learners are able to exchange informal letters,

notes and answer questions in a very informal and friendly way which makes them feel more confident on the use of written English.

E-mail Activities

On the other hand, e-mail activities, as types of informal letters, are easy ways to enhance student's learning as it is mentioned in Beatty (2003). By using technology for this purpose, the students improve their writing through peer correction and teacher's feedback. These activities can be structured and planned according to the student's needs and interests. However, communication is sometimes difficult because language learners make plenty of spelling mistakes and grammatical errors and the students may learn them and possibly get fossilizations in their language acquisition process.

Veiga, M. R & Lupion, P. (2009) mention that e-mail tasks contrast with traditional classroom interaction in which students have limited time to practice speaking; the use of e-mail tasks maximize their opportunities to use the target language through the process of comprehending, negotiating, and modifying the information they have. These tasks also enable them to use the target language in a more authentic situation where they are required to communicate and interact to achieve their communication goal. Through informal letters the students had the opportunity to share, communicate and correct information from their friends in face to face classes and correspondence via e-mail; that was why in this project computers were needed to motivate students and have these machines as a tool where the students could interact, correct and learn from one another.

This is possible through computer-assisted teaching where Chapelle & Jaieson (2008) mention that computers mediate communication between people and that this adds more dimensions to face-to-face conversations. Technology is a tool which helps

learners communicate; some students found this type of communication easier than talking to a person in front of them. This computer assistance facilitated the students writing of their informal letters via e-mail after the students received and gave peer correction and suggestions.

On the other hand, when the students use this media they might be in contact with people worldwide and get access to wherever they want in order to expand the quality of the conversation itself or for their own curiosity.

Furthermore, writing e-mails requires of rules in order to prevent possible problems or misunderstandings among the participants. Good manners are also essential when people communicate by using this media; there are rules that people need to take into account such as length of the postings, privacy issues, capitalization, appropriate answers and special symbols.

Writing Informal Letters

Evans (2000) mentions the characteristics of informal letters and the steps to follow when a student is in need of. The steps to write these types of letters are an informal greeting, an introduction in which you write opening remarks and reasons for writing, a main body in which you write the main subject, the conclusion and the ending. The activities are sent to people that you know very well; for instance, friends and family. You are to tell them about recent news or events of your life such as news, problems, and information in a personal tone in style.

Peer correction

Harmer (2005) establishes that this technique is a valuable element in the writing process. It encourages students to work collaboratively and reduces the

students' reluctance in the editing process. On the other hand, the students develop the skill of revising and checking their own process of learning. Even though this is an effective process, it needs the teachers' feedback in order to know about the focus and the way they checked a classmates' work.

In this respect, Orlich (1990) states that peer correction can also be a way to help disadvantaged or special students. Students who are shy do not feel confident to participate or produce written texts because they are afraid of making mistakes. Peer correction helps students overcome difficulties, the advanced students helping the weak ones who sometimes understand better a classmate's explanation than a teacher's.

State of the Art

The first project I found associated to peer correction describes a study that was developed to improve writing skills by using peer correction and wiki as technological tools. This project is titled "Using wiki-based peer-correction to develop writing skills of Brazilian EFL learners" by Claudio de Paiva FRANCO (2008) from an institution called NOVITAS research *on youth and language*. This researcher focused on a creative way of enabling learners to profit from writing, which is peer-correction through wikis. In his study he found that the student's attitude toward writing was positive, that the students preferred to write using a technological tool, wikis, rather than using a piece of paper and that working peer correction in the wiki is an invitation to participate and correct mistakes.

However, there are a reduced number of students who prefer the traditional way of writing on a piece of paper and rejecting technology because they find hand writing a faster way to finish their work rather than typing on the computer. This was so probably because these students were not skillful on the use of technology. But in general, the

students liked peer correction using the wiki because they were more aware of their mistakes in the writing process. He also found that the students increased interest in belonging to an online community and as a result, they became autonomous learners and shared responsibility with their peers. Referring to this study, the project that is mentioned here reinforces the notion that peer correction helps students improve their writing process because they identify by themselves their own mistakes and doing this they have a better performance in their written production.

The second study is called “The effectiveness of peer written feedback on first year students’ writing skill” by Bui thi Kim Ngan (2009). This Bachelor of Arts candidate from the Languages University, Vietnam National University attempted to improve students writing by using peer correction. This study was done to investigate the current situation of peer written feedback in the first year written classes’, student’s perception of their peers written feedback as well as affectiveness in the peer feedback on the students writing ability. In order to carry out this project the researcher used survey questionnaires and an exploratory research to analyze the students’ writing.

The study found that students had a positive attitude towards peer correction through which they provided their friends with positive and helpful comments all the time, especially on grammar and mechanics. Weak students in written production benefit more than good students since peer correction involves not only students’ effort but also teachers’ monitoring intended to help students when necessary.

The third study is called “E-mail as a teaching tool” by Jack Pillemer from ETNI – English Teachers Network (1997). This project arose from the conviction that e-mails afford the English language learners opportunities to improve their writing skills. In this project the students wrote to other students using e-mails and they were perceived by the reader on the basis of what the other had written and the way the ideas had been

expressed. This type of technique motivated the students in terms of responsibility to cope with the task.

This study found out that e-mail correspondence increased motivation to write and the students tended to feel responsible for what they had written since this was personal and meaningful. The students reflected through the words and ideas and they gave appropriate answers.

Some of the findings in the two studies were similar. Both of them pointed that peer correction is a positive technique to use in the classroom; students felt confident when they received feedback from their peers, improved their written production and involved collaborative work from both the teachers and the students. On the other side, if technology is involved in the process, it will be more attractive for the students and their participation and positive attitude will increase significantly.

To sum up, research work demonstrates that peer correction is an excellent technique in teaching informal writing and that e-mail is a very good tool to complement this process of working peer correction in an asynchronous way. Since this net generation is curious on how to use technology, it is necessary to take advantage of it and use it in the classes. Additionally, it brings innovation, variety and collaborative work which are relevant aspects in learning. Teachers should encourage students and motivate them to learn and use writing skills; by providing the students with the tools and teaching them the process about how to write, they will learn it meaningfully and significantly. We also need to take technology as an advantage and transform our classes into more interesting environments for the students and for ourselves.

Chapter: 3 Research Design

Type of Study

The type of study I wanted to implement was a Descriptive Action Research. This kind of project is to be developed in the classroom and it is especially designed to confirm information. In this action research project, I used observations and data collection techniques to find out results. Through out these observations, reflections and results from the data collection I could describe all the findings. As a result, it made the study a qualitative approach. The quantitative approach was also used in this study because I measured the students' achievements with a scale from one up to seven, according to the school policies that are used to score the girls' academic performance.

As this project is a mixture of qualitative and quantitative approaches, the study was based on observations, reflections and analysis of the data collected during the project. Sagor (2005) mentions that people use this type of research when they want to do something about a problem they see in the classroom in order to design a strategy to help the students overcome those problems. By applying this Action Research project the students will benefit with their learning of informal writing as a process and working collaboratively with their peers.

Researcher's Role

In this Action Research the teacher had two roles; as an observer and as a researcher. As an observer, the teacher had to take regular and conscious notes, reflected and collected data every time the students involved in the study were working on the activities of the project. All the time the students' reactions, behaviors, comments and difficulties were observed by the teacher. As a researcher, the teacher was taking care of

planning all the procedures and keeping all the results collected from the data instruments in order to analyze them at the end of the project. Burns(1999) establishes that observing students' classroom behaviors and actions is a common event for a teacher, but in the action research process the daily personal experiences of "just looking" are made more systematic and precise.

Context

I considered using face-to-face and e-mail peer correction techniques with a group of students at a bilingual private school in Bogotá, Colombia. This school belongs to an organization called ASPAEN which is dedicated to education specifically. One of the aims of the school is to teach English as a second language so, that is why the students for this study have different subjects such as maths, science, geometry, statistics, arts, music, theater and cultural studies taught one hundred percent in English and the students need to learn all the concepts and processes in English too.

Participants

The study group consisted of eighteen girls from Grade 4. They were between nine to eleven years old; even though these children liked doing dynamic activities, reading and performing in class, their level of English was heterogeneous and their fluency and skills in writing still needed to be developed. Most of them have spent six or seven years at school and they have studied English for the same time. My students are very dynamic, enthusiastic, respectful and in general good listeners. They love participating in class all the time and they prefer student center classes. They prefer activities where they communicate and interact with others

Data Collection Instruments

Regarding this type of study, it was necessary to find out the appropriate instruments to collect data. I worked with surveys in order to plan the activities for the students, documents to collect informal letters from the students to check their progress, rubrics to assess the students in their written production and a journal to write down observations and reflections about the process. These data instruments provided the study with the validity to confirm any specific information related to the process itself and the findings.

Surveys

Jiménez (1993) states that surveys are techniques used to find out what is happening or what people think about a specific topic or a particular interest. Bearing this in mind, I used a pre and a post survey; the first one to know students' interests in order to plan the activities and the second one to know about the students' feelings of the project to write these reflections in the conclusions of the project. Appendix 1. To create the survey, I used the online source: <http://www.encuestafacil.com>

Documents

Wallace (1998) mentions that documents enlighten rationale and purpose in meaningful ways; he says that some examples of documents are letters, position papers and any material that can provide background information and understanding of issues that would not otherwise be available. Similarly, Burns (1999) establishes that documents are in this case samples of texts collected by the researcher over a period of time in order to assess the students or to keep a record of the students' improvements throughout the research process. I sent a *consent letter* to the student's parents in order

to have their permission to develop this research project with their daughters and publish the information, if required. See appendix 2

I planned seven activities *or documents* and they were about vacation, invitation, favorite pet, friendship, studies, thanks and family's day. These seven activities were selected by the students according to the results of the pre-survey. See appendix 3

Journal

According to Wallace (1998) journals are written to be read as public documents. They can provide access to the hidden affective variables that are shown during the study. Similarly, Burns (1999) establishes that journals provide continuing accounts of perceptions and thought processes, as well as critical events or issues which have surfaced in the classroom. They contain personal interpretations of different situations. Journals were used in this project to write observations, reflections and reactions about the student's experiences with the project; this was a non formal statistical material that helped me to write further recommendations for the second cycle of this research project. See appendix 4

Rubrics

Moskal (2000) mentions that scoring rubrics are descriptive schemes developed by teachers or other evaluators to guide the analysis of the products or processes of students' efforts. Scoring rubrics are typically employed when a judgment of quality is required and may be used to evaluate a broad range of subjects and activities. One common use of scoring rubrics is to guide the evaluation of writing samples. Judgments concerning the quality of a given writing sample may vary depending upon the criteria established by the individual evaluator.

Rubrics are tools used to assess students and let them know their weaknesses or strengths on a specific category of language. In this action research I designed the rubrics describing coherence and cohesion to check how well the ideas were connected, rhetorical structure to see if the students defined the topic sentences and supporting ideas clearly, focus on the task to check if the students followed the instructions of the activity, use of language to revise if the students used the grammar and vocabulary accurately, and use of e-mail to observe if the students completed the activity of peer correcting informal letters. See appendix 5.

Data Collection procedures

To carry out this project I decided to divide it in three stages: The Pre-, the While- and the Post- stages.

In the **pre- stage**, the first action I took was to apply a pre-*survey* in which I could learn about the students' interests and preferences. Then, I found out that it was necessary to send their parents a *consent letter* in order to approve of their children participating in this project and publishing it with their permission, if necessary.

The **while- stage** was the moment where the project was actually implemented, starting with a stage where the students were trained to send and received e-mails using the school website. Training the students to write e-mails ensured that they would reply to their classmates for the last draft. Then, the students applied seven different activities (documents) I created in the lesson *plannings*. See appendix 6. These activities were planned according to the survey results. To find out the students' improvement, I based my analysis on relating the pre-test to vacation time and the post-test to the family. I

chose these two activities because they were worked under the same conditions and also one of them was at the beginning and the other was at the end of the process; consequently; they can clearly show the improvements quantitatively.

In the pre-test the students wrote an informal letter to a friend about their vacation and then, they solved other six activities in the following weeks. In order to assess students' progress, I designed *Rubrics* which were correlated to the school scale used to score the students performance on their written production. In this action research rubrics were used to measure the students' achievement progress. The final step in this stage was to apply a *post test*. The purpose was to compare the students' performance in the pre-test to their final results. Monitoring the students' performance I could observe that they worked with their peers, individually and autonomously without questioning all the time when they were solving the activity.

In the **post- stage** the students answered an online *post survey* to state their awareness about the project, what they had learned from it and their likes and dislikes about peer correction; all these opinions were taken into account for the conclusion and for the data analysis in terms of students' acceptance of the project.

Chapter: 4 Pedagogical *Interventions and Implementation*

The purpose of this project was to make students improve their informal writing by using peer correction of informal letters and e-mails as a tool; this would lead them

to be more effective in expressing their ideas in the written way. In this project it was important to take into account the Pre- the While- and the Post- stages.

The *pre-stage* was used to organize activities, introduce the project and the tools and motivate the students to work on it actively. Consequently, I made a plan on how to apply this study. I designed a schedule prioritizing the different activities that I was going to carry out. I wrote *lesson plans* for all the activities. See appendix 4. The lesson plans were aligned to the activities I had selected taking into account the students' preferences; the topics for the letters were hobbies, holidays and invitations; writing about these themes, they confirmed that they loved communicating through e-mails. During the pre- test the students were requested to write a letter about vacation time. At that moment, they did not receive any instruction about the layout, connectors and structure of paragraphs. During this stage I also explained grading system to the students, mentioned the categories of the rubric and what a rubric was and showed the students the scale of this rubric. I remarked that the activities I was going to analyze were a pre-test and a post-test where they could see their improvement in terms of quantitative results.

The *while-stage* was the moment where the project was actually implemented by applying the different activities I had prepared to develop with the students. In the activity No. 1, the students participated in a lesson where they identified the parts of an informal letter and a paragraph. After that, the students were informed about the characteristics of informal letters and some connectors to make their paragraphs more coherent; examples of them were 'after that', 'then', 'finally' and 'later'. This activity was done throughout the project. When the students identified that information, a model

of an informal letter was provided to show the students an example on how to do it and where the parts fit.

After that procedure, the students were requested to produce their own letters according to the lesson plan. They wrote their informal letters in the classroom and then joined a classmate to check spelling mistakes, word order, punctuation, topic sentences and supporting information. Later on, the students had, as a homework assignment, to send the correction of the letters via e-mail to one of their classmates to make a final correction; the authors of the letters did another correction and sent the final version again to one of their friends and to the teacher to file them. After that, I sent the rubric with their feedback and scores for each one of the students.

To comply with the rest of the informal letters I took the following steps: First, the students received explanations from the teacher about the characteristics and parts of informal letters. After that explanation, the students visualized an example given by the teacher on how to write these types of letters. Next, the students wrote a first draft of their letter and worked in pairs to check spelling, word order, topic sentences and supporting ideas. Then they revised the messages, suggested sentences to their peers, wrote and sent their informal letters to their friends who, in return, corrected more mistakes using the e-mail as a tool; then they sent the letter final versions to their friends and a copy to the teacher to file their work in their folders and finally, the students received their feedback and rubrics through e-mail, too.

The last step in this stage served the purpose of doing the post-test which would be used to compare the students' improvement with the pre-test. In the post-test activity the students worked on a letter to their families, peer corrected them face to face in the classrooms and sent the final drafts by e-mails following the same methodology explained above. In the post-test, while the students were working on their e-mail

activities, it was observed that the eighteen students wrote their informal letters individually, and then, they got together with their friends to have peer correction; while they were doing this, they were autonomous because they were doing the layout of their letters and guessing the meanings of words on their own, without asking for instructions. After that, they sent their letters to their friends by e-mail to have the second peer correction. Some of the students decorated their letters with images that they had downloaded, copied and pasted from the Internet; they also used different colors and fonts to finish their informal letters.

The *post-stage* had the purpose to complete the last activity that was the *post-survey*: this activity showed the students' feelings about the project, what they noticed about their improvement in their writing and suggestions for the next project to work with.

During the pedagogical intervention the students showed interest, paid attention to the correction of the mistakes coming from their friends and special awareness on what they had to do in each one of the activities.

Chapter 5: Data Analysis

In this Action Research, called the *Use of face-to -face and e-letter peer correction techniques to improve informal writing*, peer correction was a way of collaborative work and correcting other classmates' work was essential because it was the aim of this study. Similarly, technology was a tool used to motivate students to edit and correct the second draft written by their classmates and know about their interests and needs. To organize and analyze this data I based these observations on Sagor's (2005) points of view. He mentions that responding to three questions will help to

compile and review the data that was collected during a study. Those questions are 1. What did I do?, 2. What changes occurred regarding the achievement targets? and 3. What was the relationship between actions taken and any changes in performance on the targets?

Consequently, I followed three steps to analyze the data collected. First, I created a worksheet with a chart where it was illustrated the period of time the study would take to be finished. See appendix 7. This pedagogical intervention was implemented in four weeks during which the drafts, peer corrections and the e-mails were done. Simultaneously, the final informal letters that the students produced were collected and filed in a folder in order to have a record of them. This part of the action research project started on April 15th 2008 and finished on May 08th 2008.

Then the students wrote their letters using repetitive patterns or steps. The students sent their final informal letters to a friend and a copy to their teacher to be filed in a folder that she opened for each one of her students. Based on the information from these documents, the rubrics, the observations the teacher did from her students' peer correction and the reflections she wrote in the journal, she noticed that there were three procedural patterns that were repeated in different moments of the pedagogical intervention; first, as soon as the students received the explanation and understood the instructions they started to write their informal letters without questioning or asking for help; second, when they were with their *peers* they made their *corrections* and received their feedback with respect and attention. This fact allowed the students to improve their informal writing by experiencing *collaborative work* which was present all the way through the project and led the students to work autonomously. And the third

pattern was e-mailing the informal letter in order to have the last peer correction via e-mail.

As for the project timeline, this action research had the following distribution in terms of percentages according to the activities done. Approximately twenty percent of the class time was allocated to model activities and to give input to the students for the following activity. Around fifteen per cent of the class was for feedback on the previous activity in order to avoid students make certain mistakes. Approximately thirty per cent of the class time was allotted for the students to write their own their informal letters drafts. A similar thirty per cent of the time was dedicated to peer correction. Finally, around five per cent was for questioning and clarification of the assignments and writing the homework tasks in the students' agenda. See appendix 8

The *trend analysis* questioned about the changes occurred regarding the achievement. To do this analysis, I decided to take into account the following variables: First, I chose a specific group of eighteen students who finished the activities completely; and secondly, I selected to analyze the pre-test and post-test because they showed us the average for the students' improvement. See appendix 9 and 10

Table 1 analyzes quantitatively the scores results that students showed at the beginning and at the end of the pedagogical intervention.

Table 1: Descriptive Statistics for pre-test and follow up activity

TESTS	Range	Mean	Standard Deviation
PRE-TEST	3.4-6.6	4.2	0.92
FOLLOW-UP	4.0-7.0	5.6	0.95

The range in Table 1 shows that the quality among the students writing of informal letters improved from the pre-test to the follow up activity; high quality of writing informal letters became more homogenous. Similarly, the mean tells that the students final production of letters improved a lot comparing their pieces of work done at the pre-test to the ones they finally handed in the post-test. The students' scores were higher and their performance was much better in this last activity; there was a difference of 1.4 between the pre-test and the post-test results. It shows that there was a remarkable improvement of the students. This improvement demonstrates that the use of face to face and e-mail peer correction played an important part in making students progress in writing informal letters.

The standard deviation in the post-test results (0.95) shows that in this last activity the students improved a lot their written production; there is more variation from lower to higher scores compared to the variability of the pre-test (0.92). Again

this means that the difference in writing informal letters was reduced among the members of the study group which tells about the significance of using face to face and e-mail peer correction in the classroom and e-mails.

Similarly, the samples show that the students' written production became more accurate after they were more aware of their writing process not only to produce their informal letters but also to correct their peers in an appropriate and effective way. The standard deviation tells that each student's performance gap in relation to the general average was smaller in the pre-test than in the post-test. These results hold the evidence that students can improve their informal writing by means of face to face and e-mail peer correction.

Another way to prove this evidence is by showing graphically and statistically the students' improvement .

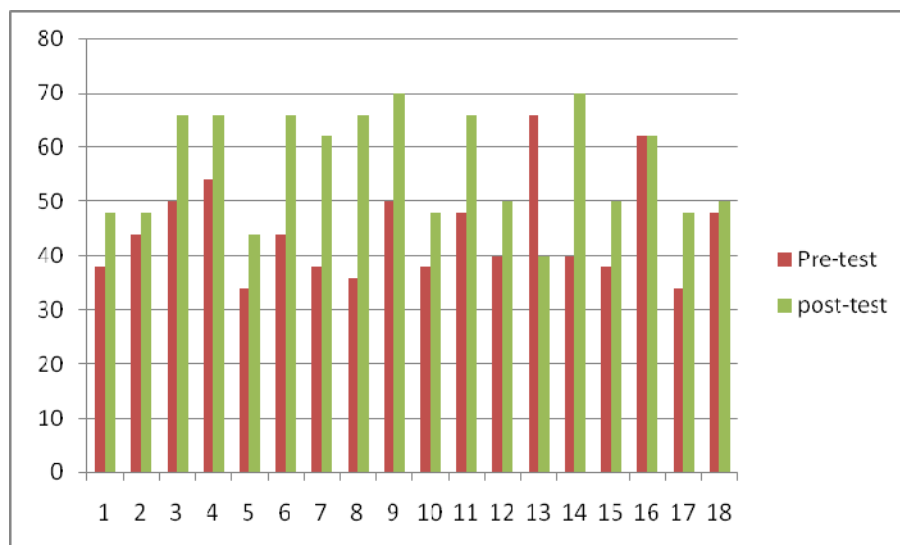


Table 2 *It shows students' improvement*

Comparing and contrasting the students' performance between the pre-test and the post-test, the students seemed to show a very good performance at the end of the project. I observed that the students felt confident in answering the post-test because they received the instructions and started to work immediately. The students worked autonomously, peer corrected their classmates and used the computer in a very skillful way.

The students also showed a more accurate written production and more awareness about their writing process by not only writing informal letters but also correcting their peers appropriately and effectively.

The last question asked about the relationship between actions taken and changes made on the targets. To analyze this relationship it was essential to focus on the working patterns that were repetitive most of the time.

The first most repeated pattern was *peer correction* where the students showed understanding, commitment to the class, their classmates and the process; motivation, respect for their peers' suggestions and corrections, awareness and responsibility. Even though these students are very young and are in the elementary level, the corrections they did were effective and appropriate. The changes the students experienced after using this technique were positive. The students learned about their reality and shared their knowledge one another by the action of correction. This type of collaborative work made the students increase their confidence on what they were producing, giving opinions about the other's work and being tolerant of their mistakes. So, I can say that *peer correction* was one of the categories that increased in effectiveness because it occurred throughout this project. Peer correction, as Jordan (2006) mentions ensures an

active involvement of the students in the correction of students' writing, in pair or groups, under the teachers' monitoring.

Table 3 shows one example of the students' improvement. In this case it is evident that in the pre-test the girls did not know the layout of informal letters, it is just a collection of sentences. Moreover, she did not pay attention to the topic of the task and she gave different information. Even though, she tried to write the topic sentence for each paragraph, she did not write supporting ideas or used connectors.

Contrasted to her last production about the family, even though, the student was writing about a different topic her improvement was evident. This time, she showed more awareness of the layout of the informal letter, focused on the topic of the task, and used connectors to link the sentences she wrote.

PRE-TEST about las vacation	POST-TEST about familiy
<p>April 15-09</p> <p>For: Luisa</p> <p>Hello.</p> <p>You are my best friend. _____</p> <p>I'm fine, I m so happy to talk with you. _____</p> <p>I'm 9 years old I am littler than you. _____</p> <p>I'm going to see you tomorrow. _____</p> <p>By Franchesca</p>	<p>Av car 15 114^a10apt101 Santa Barbara</p> <p>April 12th 2009</p> <p>Dear mum and Dad,</p> <p>Hello, how are you? I'm find. I want to tell you about how you are important, special and fun for me. And also you are the best parents in all the world. You offer to me care; loves, kisses, help, and also hops. You all the time is going to been my best friends. I hope you like this card.</p> <p>Love, Francesca</p>

Table 3 student's evidence of improvement

This evidence shows that even though the student still has some mistakes, after the peer correction technique process she improved her written production remarkably.

The second pattern was e-mailing informal letters. Since the beginning, it was proposed in the project that the students should send the second draft of the informal letter by mail, have a feedback and send the final paper to their friends with a copy to the teacher. Some students had problems because they did not have internet in their houses and that was why only seventeen students out of twenty three answered the e-mails and sent their peer corrections. E-mails, as Harmer (2000) establishes have benefits such as speed, repetition of the messages, reception of feedback and filing of the letters. See appendix 11

From the post-survey that I applied at the end of the pedagogical intervention the students gave the following answers about the project and especially about peer correction and use of e-mail. Sixty-seven per cent of the students did not feel uncomfortable by receiving peer correction from their friends; they considered they learned from their mistakes and that they improved their informal writing when they shared with their friends and accepted their help and corrections. Ninety-four per cent of the students considered that they improved their accuracy in their pieces of writing, in this case informal letters.

This data analysis provided significant information about face-to face and e-letter peer correction techniques in order to confirm how effective this technique is in the classroom to help students overcome difficulties in their writing process.

Chapter 6: Conclusions

Discussion

This action research project seems to prove that peer correction technique helps students overcome difficulties in their writing process. Collaborative work in terms of peer correction is a way for students to learn from their mistakes; they corrected their friends, learned from their ideas and justifications because of mutual trust, a sense of support, belonging and membership.

On the other hand, this study seem to demonstrate that technology is a tool teachers can use to develop collaborative work in the classroom and make the students improve their informal writing. Through the project the students learned to work autonomously not only to produce their informal letters but also to peer correct their friends.

Another aspect was collaborative work in terms of peer correction which was present all the time. The students showed interest to correct their friends and accepted being corrected with a gentle attitude, never complaining but being polite while they were online.

Additionally, the students were motivated to check their peers' work and receive their feedback. Most of the time they did their best correcting their peers after following the instructions provided in the guidelines. All the students were confident when giving feedback to their classmates and believed in their friends' corrections as well. Also I noticed that the students realized that they were improving on their writing process when they corrected their peer's work. Every time they made corrections they took a step forward in their writing by making more complex corrections, more accurate,

appropriate and suited to the activity being solved in that moment. Similarly, the students were not asking their teacher to confirm their corrections; on the contrary, they worked autonomously without any fear of making something wrong.

On the other hand, writing informal letters with the students allowed them to have certain freedom in the use of colloquial language even if they had to accomplish some specific parameters in the writing of letters. Writing informal letters let the students enjoy and communicate with their friends freely, especially when they had to correct their peers and receive their feedback.

To sum up, I consider that working peer correction as a technique in the classrooms and giving the students a tool to motivate them to keep correcting to their classmates made them really improve their informal writing. They recognize that they learned from their mistakes, especially if suggestions were coming from a friend and from the teacher who played the role of a guide working with them, monitoring them and helping them whenever it was necessary.

Furthermore, this project confirmed that if we give the students a variety of activities, use technology in the classroom and have an appropriate guidance about peer correcting their classmates, they will write more effectively in their attempt to exchange their communication

Pedagogical Implications

Peer correction technique is an excellent way for the students improve their written production. However, it is recommended to train students on how to peer correct their friends and especially to let them know the type of mistakes they have to focus on.

In addition, the students need to have a training class. In this session they will learn how to send and receive e-mail letters in order to give peer correction feedback to their friends and make sure that all the students participate without claiming lack of this knowledge or skill.

Another aspect to consider is working the e-mailing activity at school. Some students showed reluctance when doing the last activities because they did not like too much homework and peer correction was just one more assignment for them. To assure students' acceptance to do all the activities, it is suggested that this project be done largely at school.

Limitations

Working on this project gave the students the possibility to use technology through the school's web platform in order to have communication among them, receive feedback and learn from their mistakes in informal writing and structuring paragraphs.

However, there are some important reflections to take into account for the second cycle of this action research project. First, it is relevant to consider if all the students have access to Internet because some of the students participating in the project did not have this service in the area where they lived. This situation made it difficult for them to participate on time and use technology as a meaningful tool. Second, some students were usually alone at home; they had to be really autonomous for taking time and working responsibly on the activities they needed to write, correct and send back. Third, some students were not able to work on the activities on time because they did not have their own passwords; they forgot theirs and only had their parents'.

To overcome these problems and be more successful, I recommend that the school sets a computer's room for the project where the teacher can plan her classes, especially the first one when the teacher needs to explain the methodology of the project and the way the students will send, receive and answer their e-mails. Similarly, the teacher should also know the students' passwords to provide them with their codes in case they either forget or lose them.

The improvement in the students' informal writing was remarkable because at the end of the project, they produced paragraphs taking into account their rhetorical structure, their ideas were expressed in a coherent way and they followed the appropriate layout for informal letters.

Further research

Further research studies need to be pointed on developing peer correction only online. It is suggested to work this project only in the computer room at school in order to encourage students to use technology more efficiently. The next step could be the implementation of peer correction using a wiki, a blog or another tool for the students and the teachers to explore.

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[Abandonar->](#)

1.- Research Project

Please answer the following survey. The information you give will not be shared with anybody. It will be used to improve the quality of the English class. To complete this survey, you will need only five minutes.

*1. When you are asked to write a paragraph, do you prefer to write about...

*2. When you are asked to write paragraphs, you have more difficulties in...

*3. You know how to send e-mails by....

*4. What do you like writing the most?

*5. What do you like doing the most?

*6. Do you like writing e-mails?

*7. Do you like writing in English?

[Fin->](#)

1.- Post-survey research project

Objective: To know students' feelings and opinions about the project in order to take them into account in the data analysis.

*1. Did you feel comfortable receiving corrections from your friends to improve your letters?

*2. Did you like this project?

*3. What did you like about the project?

4. What didn't you like about this project?

5. Will you participate again if you have the opportunity? why why not?

*6. Did you learn more about topic sentences and explanations in a paragraph?

*7. Did you learn more about the parts of an informal letter?

*8. Did you learn more about sending and receiving e-mails?



ASPAEN GIMNASIO IRAGUA

Bogotá, abril 13 de 2009

Señores
PADRES DE FAMILIA

Apreciados señores

Mediante la presente les informo que su hija ha sido seleccionada para participar en un proyecto de investigación que estoy realizando con la Universidad de la Sabana, Departamento de Lenguas en la maestría de Didáctica del Inglés y Ambientes de Aprendizaje Autónomo.

El proyecto tiene como objetivo mejorar la habilidad de escritura a través del uso de la tecnología y ejercicios de escritura informal por medio de cartas y notas que deben enviar a compañeras del salón vía e-mail. Para tal fin se realizarán seis sesiones del 14 de abril al 09 de mayo de 2009 en las cuales las niñas desarrollarán de manera guiada actividades que las llevarán a alcanzar un mejor desempeño al escribir en inglés.

Esta es una gran oportunidad para que las niñas utilicen la tecnología en su aprendizaje y desarrollo de habilidades del inglés y por eso les agradezco llenar el formato anexo autorizando a su hija para participar en este proyecto que se llevará a cabo en el mismo salón de clases como parte de la asignatura de inglés que estoy dirigiendo con las niñas de cuarto y quinto grado en el Gimnasio Iragua.

Cordialmente,

Teresa Reyes A.
Profesora de Inglés

FAVOR DILIGENCIAR EL DESPRENDIBLE Y ENTREGARLO A LA PROFESORA DE INGLES

Nosotros: ___ y _____
Autorizamos a nuestra hija: _____ Grado **4 B** _____
para participar en el proyecto de investigación con el Departamento de lenguas de la Universidad de la Sabana.

APPENDIX 3



ASPAEN GIMNASIO IRAGUA
E- MAIL ACTIVITIES FOR THE RESEARCH PROJECT

Activity No. Diagnostic e-mail activity

GUIDELINES: - Write an informal letter by using the following steps.

- a- Write your address on the top right of the page
- b- Put the day under your address
- c- Begin you letter with Dear....
- d- Say hello
- e- Write why you are writing this e-mail
- f- Explain the reasons to write this e-mail.
- g- Write good bye
- h- Write your name in an informal form

EXAMPLE

<p>Av.</p> <p>Dear Becky,</p> <p>Hi, how are you? I'm fine. I want to tell you all about my vacation time. I went to Los Angeles, California, United States to visit an uncle I have there. When we joined him and his family, we had a party; parties there are very different from the ones we have in Colombia. In the party they have plenty of food, people talk a lot and they play different kinds f games but they never dance or make noise with music. The next day we went to the Disney Land Park; it was amazing. We really enjoyed it a lot. We already returned home and I 'm ready to start classes again. I hope you had a good time there too.</p> <p>Love,</p> <p style="padding-left: 40px;">Tere</p>	<p>83rd street, 102nd</p> <p>Bochica IV</p> <p>April 16th 2009</p>
---	---

DATE	ACTIVITY
April 16	Write a letter to a friend and tell her about your vacation time



**ASPAEN GIMNASIO IRAGUA
E- MAIL ACTIVITIES FOR THE**

RESEARCH PROJECT

Activity No. Follow up - e-mail activity

GUIDELINES. Write a letter to you friend to thank her for being sharing e-mails with you.

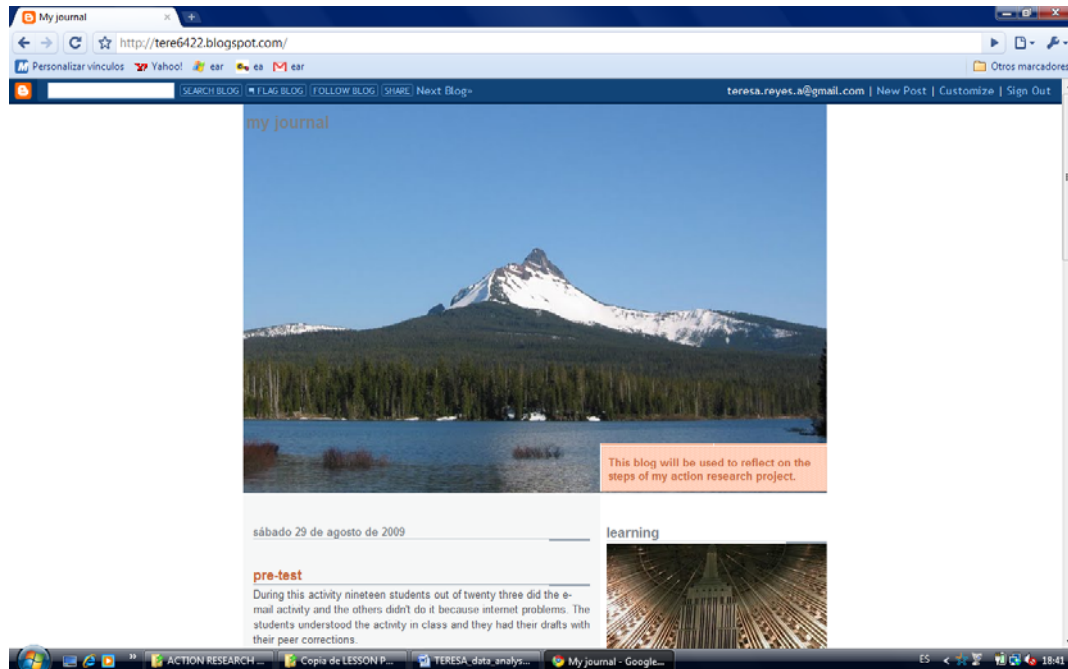
- a- Write your address on the top right of the page
- b- Put the day under your address
- c- Begin you letter with Dear....
- d- Say hello
- e- Write why you are writing this e-mail
- f- Explain the reasons to write this e-mail.
- g- Write good bye
- h- Write your name in an informal form

EXAMPLE

83 rd Street, 102 nd Av. Bochica IV
May 12th, 2009
<p>Dear dad and mum, Hello, how are you? I'm fine. I want to tell you how important and special you are for me. During all of these years you have given me love, care and understanding. I remember the way you taught me how to ride a bicycle, how to answer a phone, how to tide my shoe laces and, especially, how to love. You have taken care of me all the time, to the hospital when I have been sick, comforted me when I have been sad, and given me everything I have needed.</p> <p>I love you very much; you are the most important persons of my existence. Without you I do not know what to do. You are an essential part of my life.</p> <p>Love and kisses, Teresa</p>

DATE	ACTIVITY
May 02nd	Write a letter to your parents





APPENDIX 4



ARP-09: Research Blog My journal
<http://tere6422.blogspot.com/>

Personalizar vínculos Yahoo! ear ea Aspaen Gimnasio Ira... Otros marcadores

LEARNING

ARCHIVO DEL BLOG



▼ 2009 (13)

- ▼ noviembre (11)
 - peer correction
 - RESEARCH ARTICLE
 - CONCLUSIONS
 - FINDINGS
 - PAIR WORK COLLABORATIVE WORK
 - PATTERNS
 - DATA ANALYSIS
 - PEDAGOGICAL INTERVENTION
 - MY LITERATURE REVIEW
 - Post-survey

http://i.bp.blogspot.com/_ouoe2MqJmkl/RzcFaphI-I/AAAAAAAAAapw/hoVPfntvzZo/sg2o/children%2520playing%2520.jpg
http://www.nottingham.ac.uk/nursing/usercarer/img/pair_work.gif

PUBLICADO POR TERESA EN 9:13 0 COMENTARIOS

RESEARCH ARTICLE


The use of face-to-face and e-letters peer correction techniques to improve informal writing
 By: Teresa Reyes

ACTION RESEARCH... Documentos RUBRIC NUEVA RE... 3-FINAL VERSION A... My journal - Google... ES 12:35

ARP-09: Research Blog My journal
<http://tere6422.blogspot.com/>

Personalizar vínculos Yahoo! ear ea Aspaen Gimnasio Ira... Otros marcadores

FOR SUPPORTING THE STUDENTS USE RESEARCH SUPPORT RESOURCES IN their written production



PUBLICADO POR TERESA EN 8:58 0 COMENTARIOS

DOMINGO 15 DE NOVIEMBRE DE 2009


PAIR WORK COLLABORATIVE WORK

I am attaching this video for you to reflect on this topic because I did it. "Food for thought"
 Click on the following link:<http://www.youtube.com/watch?v=w0NZzJL9bQ>

and <http://www.youtube.com/watch?v=slNy5vXVb0Y>

PUBLICADO POR TERESA EN 20:18 0 COMENTARIOS

PATTERNS



The patterns I found out through the project were:
 Individual work, peer correction and e-mailing informal letters.

PUBLICADO POR TERESA EN 20:15 0 COMENTARIOS

DATA ANALYSIS

<http://tere6422.blogspot.com/2009/11/patterns.html>

ACTION RESEARCH... Documentos RUBRIC NUEVA RE... 3-FINAL VERSION A... My journal - Google... ES 12:35

Teacher Name: **Mrs. Reyes**

Student Name: _____

CATEGORY	7	6	5	4	3	2	1
coherence and cohesion	Your ideas are connected very well and easy to read. Good use of a variety of connectors.	Your ideas are well connected and easy to read. Good use of connectors.	Your ideas are difficult to understand. Only few connectors are used.	Your ideas are appropriate but not your accuracy.	You use some vocabulary even if she did not show accuracy in her writing.	Your wrote some ideas that are undersandable but you lack the use of connectors.	Your ideas can not be understood. No use of connectors.
rhetorical structure	Your topic sentences, explanations and examples are defined clearly. Free of punctuation errors.	Your topic sentences are stated, explanations and examples support them very clearly. There are some punctuation errors.	Your topic sentences and explanations are stated the examples do not support them very clearly. There are some punctuation errors.	Your topic sentences are stated, but the explanations and examples do not support them very clearly. There are some punctuation errors.	Your topic sentences are stated, but the explanations and examples do not support them very clearly. There are many punctuation errors.	Your topic sentences are not defined clearly and some explanations do not correspond to them. There are many punctuation mistakes.	You did not write topic sentences, explanations and examples clearly. There are many punctuation mistakes
Focus on the task	You consistently stay focused on the task and develop what needs to be done.	You focus on the task and what needs to be done most of the time.	You focus on the task but you forgot some information according to the needs to be done	You focus on the task but you forgot too much information according to the needs to be done	The task is partly done. You wrote too much information but most of it is not for this topic.	The task is partly done. You need to concentrate more on what needs to be done. Yo just wrote a few ideas.	You did not focus on the task. You diverted too much.
Use of language	You use appropriate grammar and vocabulary according to your level	You use appropriate grammar structure but you spelling errors do not interfere with completing the task.	Few grammar and vocabulary mistakes are hown in your writing	There are some grammar and vocabulary mistakes and and a few spelling mistakes and they make the completion of the task difficult to understand	There are some grammar and many vocabulary and spelling mistakes.	There are many grammar, vocabulary and spelling mistakes but some of them do not interfere with meaning	Grammar, vocabulary and spelling mistake clearly interfere with the completion of the task.
use of e-mail	You follow the instructions and complete the activity requirements.	You follow the instructions and you completed some of the activity requirements.	You follow the instructions but you did not complete the activiy requirements.	You follow the instructions partly and have some points not well explained; you write unnecessary information.	You follow the instructions partly and have many points not well explained; you wrote unnecessary information	You follow the instructions partly and have many points not well explained; you missed information	You do not follow the instructions or complete the requirements of the activity.

APPENDIX 5

APPENDIX 6

Name of teacher: TERESA REYES ARIAS				Candidate Number:	
Institution: GIMNASIO IRAGUA					
Date of Observation:			DAY	MONTH	YEAR
			15	04	2009
			Time of observation		Length of class
			8:45-9:45		60 minutes
Class/grade: 4 B			Room:4 B		
Number of students: 23			Average age of Students: 8-10		
Number of years of English study (students):			Level of students <i>(please circle)</i>		
7 years			Elementary Intermediate Advanced		
Lesson Number <i>(please circle)</i>			Observer:		
1 2 3 4					

Aim:

By the end of this lesson, the students will be able to write informal letters to their friends to talk about different activities.

Personal aims:

I want to improve on how to give instructions simply and clearly

Assumed knowledge:

- a. Students know how to use present simple and past simple tenses.
- b. -ing forms to talk about activities

Description of language item / skill

Writing-The students will write an informal letter. The layout and the pattern was given to the students in the classroom.

Steps:

1. To provide an explanation
2. To provide a pattern to follow
3. To create a cluster map with the ideas the student wanted to work with
4. To write the first draft of the letter
5. To peer correct the informal letter
6. To correct the letter
7. To send the letter via e-mail to a friend
8. To peer correct the letter

9. To send the final draft

Materials :

- Board
- Markers
- poster-example written by the teacher

Rationale part 1: Profile of the learners

1. Describe ages and language level of the learners in the group you are going to teach
2. Outline the learners' linguistic and affective needs
3. Explain how the aims of the lesson are related to learners' needs outlined in 2 above.

1. Describe ages and language level of the learners in the group you are going to teach.

This is a group of 23 fourth graders. Aged are in the range between 8 and 10 and their proficiency level is elementary.

2. Outline the learners' linguistic and affective needs.

They need to work hard in reading comprehension and writing and use the language in a natural way. They need to practice in order to acquire self confidence on what they do. They enjoy the English class, especially if the activities and games are interactional. They need self confidence in their oral and writing production.

3. Explain how the aims of the lesson are related to learners' outlined in 2 above

Through this lesson the students will write informal letters to their friends, they will peer correct it and then, they send it by mail and make more corrections.

Rationale part 2: Anticipated problems

Anticipated problems	Planned solutions
They confuse between the layout of the letter, and the content of it	Students will correct the informal letters each other.
There might be two or three students reluctant to participate in the class activities	The students will have the opportunity to select their best friend to work peer correction.

Stage	Aim	Procedure Teacher and student activity	Time and interaction
Starti ng	To settle the students down	The teacher will ask the students to stand up and get their materials ready for the class. The students will pray	3 minutes C_C
Warm up	To preview the vocabulary related to the writing	Students create a cluster map with the activities they did in vacation time	12 minutes T_C
Pre- writin g	To brainstorm ideas and write them	Students write all their ideas about their vacation time. Teacher gives the guidelines to write an informal letter.	15 minutes C_C 5 minutes S_S
Re- readi ng	To check if the students have the complete information	Students check if all the information that is required in the guidelines is complete otherwise they will add what is missing.	5 minutes S_S
Peer corre ction	To ensure that all the components are complete	Students share with their peers their written text and check if there is a wrong word, tense, spelling or is missing a component according to the guidelines.	15 minutes S_S
Final draft	To write the final version of the informal letter	Students write their informal letters according to the guidelines that were provided.	5 minutes S_S
Asses sment	To identify mistakes and correct themselves.	Students organize in pair and make necessary corrections to their peers according to the guidelines.	5 minutes S-S

APPENDIX 7

Activities that were done	WEEK 1	WEEK 2	WEEK 3	WEEK 4
	April 15-19	April 20-25	April 27-May 02	May 04-08
Informal letter about vacation time				
Invitation letter for a celebration				
Informal letter to write about their pets				
Informal note about special phrases for a friend				
Scrambling informal letters				
Informal thank –you letter				
Informal letter for parents' day				

APPENDIX 8

ACTIVITIES	DATES OF OCCURRENCE	FREQUENCY	COMMENTS
Letter input or modeling	April 15,17,20,24,27,30 May 04th	Twice a week	Modeling and giving feedback
Letter writing or drafting	April 15,17,20,24,27,30 May 04th	Twice a week	Individual work
Letter mailing	April 16, 18, 23, 25, 30 May 02,04	Once or twice a week	Peer correction and revision
Letter rewriting	April15,17,20,24,27.30 May 04th	Twice a week	peer correction in a face-to- face session

APPENDIX 9

**ACHIEVEMENT PROGRESS OVER THE TERM OF THE PROJECT
MATRIX**

Student	Pres-test	Activity 1	Activity 2	Activity 3	Activity 4	Activity 5	Post-test
1	38	44	40	0	0	0	48
2	44	52	36	36	0	44	48
3	50	50	0	40	66	58	66
4	54	66	66	38	66	58	66
5	34	40	40	34	58	50	44
6	44	44	46	38	66	54	66
7	38	34	38	34	0	44	62
8	36	52	46	44	66	50	66
9	50	62	52	0	66	50	70
10	38	70	46	40	40	40	48
11	48	40	50	44	66	44	66
12	40	0	44	0	48	48	50
13	66	70	70	42	66	66	40
14	40	46	54	48	70	50	70
15	38	40	0	0	70	0	50
16	62	42	52	38	62	0	62
17	34	44	42	36	66	54	48
18	48	48	0	50	0	56	50

APPENDIX 10

ACHIEVEMENT PROGRESS OF THE STUDENTS AND THE ACTIVITIES THAT WERE SELECTED FOR THE ANALYSIS OF THIS PROJECT.

Student	Pre-test	post-test
1	38	48
2	44	48
3	50	66
4	54	66
5	34	44
6	44	66
7	38	62
8	36	66
9	50	70
10	38	48
11	48	66
12	40	50
13	66	40
14	40	70
15	38	50
16	62	62
17	34	48
18	48	50

APPENDIX 11

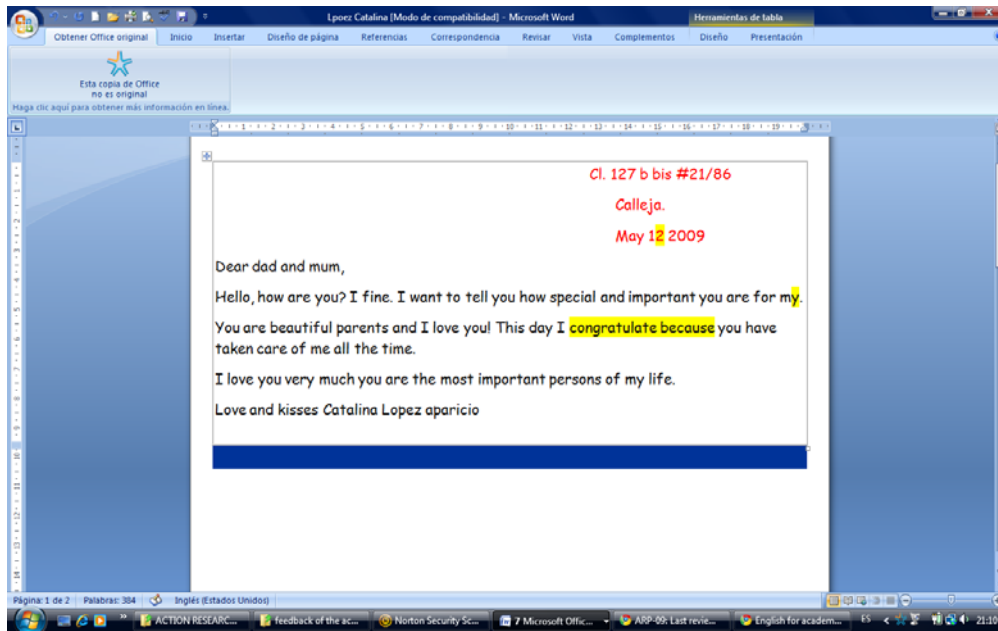


Table 5 students' e-mail correction

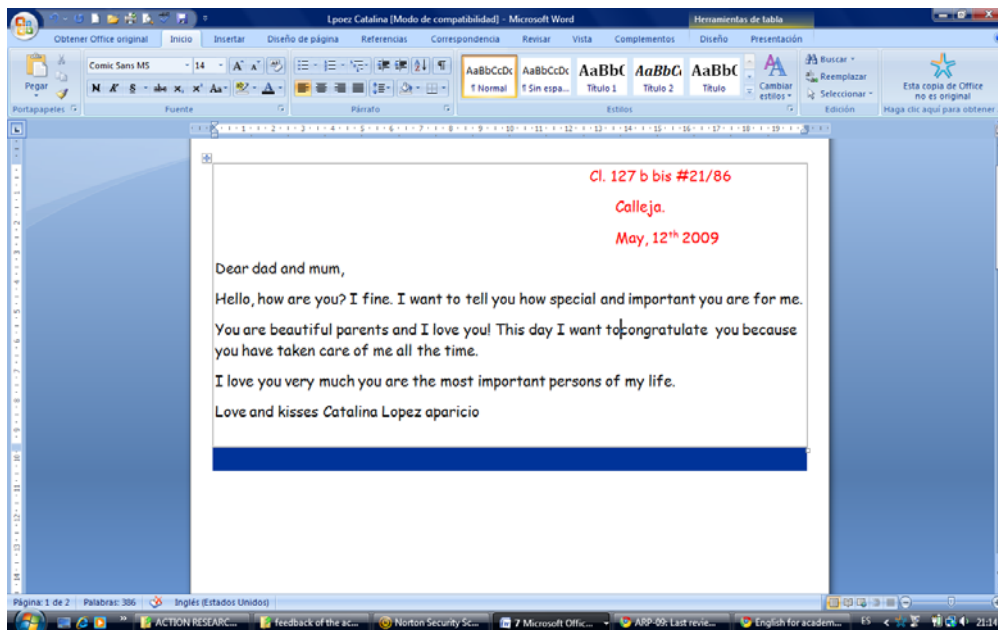


Table 5 student's peer correction by e-mail