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TITULO	The impact of Direct, Coded, Oral and Written Feedback on the Improvement of Paragraph Writing of B1 level EFL Students at University Level		
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RESUMEN DEL CONTENIDO (Mínimo 80 máximo 120 palabras)	<p style="text-align: center;">Ha habido un interés creciente en la enseñanza de la redacción en inglés en Colombia. Paradójicamente, las debilidades en esta materia de los estudiantes al terminar sus estudios de secundaria se están incrementando. Paralelamente, los empleadores están exigiendo que los candidatos a cargos de alto nivel posean un alto nivel de redacción. La falta de profesores cualificados representa un obstáculo para satisfacer esta necesidad. Este estudio propone en una metodología para el suministro de retroalimentación a los trabajos de escritura en estudiantes universitarios con nivel B1 de lengua inglesa. Los hallazgos de este estudio nos permiten decir que el uso de la metodología propuesta arrojó resultados positivos en términos de la mejora en el nivel de escritura de los estudiantes</p>		

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The impact of Direct, Coded, Oral and Written Feedback on the Improvement of
Paragraph Writing of B1 level EFL Students at University Level

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Research Report submitted
in partial fulfillment of the requirements for the degree of
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Abstract

Despite the growing interest in the teaching of writing in Colombia, both in English and in Spanish, the flaws that students paradoxically have as writers at the end of their high school studies are growing year by year. This new emphasis is linked to the fact that employers increasingly demand a good level of writing in the candidates for positions in their companies. They need employees with the capacity to write appropriately different types of reports and also give high-quality presentations. The lack of good level of writing of many teachers and the poor training they receive to provide feedback to students are obstacles to this endeavor. The present study is focused on the provision of feedback on writing in English to university students with an intermediate level of language. The study proposes a specific methodology to provide feedback and relies on a Web 2.0 tool called Screencast. The findings of the study permit us to say that the use of the proposed methodology was widely accepted by the students and yielded positive results in the improvement of the students' skills to write different types of paragraphs with the correctness required by the syllabus.

Key Words: writing skills, feedback, autonomy, scaffolding, Web 2.0 tools

Resumen

A pesar del énfasis que se ha venido dando en los últimos años en Colombia a la enseñanza de la redacción tanto en español como en inglés, son mayores las dificultades que tienen los estudiantes al término del bachillerato por la baja calidad de su redacción, en ambas lenguas. Este nuevo énfasis está relacionado con las demandas de los empleadores para que sus empleados tengan niveles aceptables de redacción para escribir diferentes tipos de reportes y hacer presentaciones ante diferentes tipos de audiencias. El bajo nivel de escritura de muchos profesores y la baja capacitación recibida para enseñar redacción y para dar retroalimentación a los estudiantes. El presente estudio se centra en la retroalimentación en los trabajos de escritura en inglés a estudiantes universitarios con nivel intermedio de lengua. El estudio propone una metodología específica de retroalimentar y cuenta como instrumento para hacerlo con una herramienta web 2.0 llamada 'screencast' o imágenes en pantalla. Los hallazgos nos permiten decir que el uso de la metodología propuesta gozó de aceptación por parte de los estudiantes y arrojó resultados positivos en la mejora de la capacidad de los estudiantes para escribir diferentes tipos de párrafos con la corrección exigida por el programa.

Palabras clave: habilidades de escritura, retroalimentación, autonomía, andamiaje, herramientas web 2.0.

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Chapter 1: Introduction

The objective of most English as a Foreign Language (EFL) and English as a Second Language (ESL) classrooms is to teach the four linguistic skills. Recently there has been a growing demand in the teaching of English writing due to the globalization process in which Colombia is embedded which demands a good level of writing skills in English in practicing professionals in all fields. Also, as Cushing (2009) notes, the development of the writing skills goes beyond the mere communicative aspect and is associated with the development of other skills such as critical thinking:

Teaching them to write well gives students a powerful thinking and learning tool.

Writing and critical thinking are seen as closely linked, and expertise in writing is seen as an indication that students have mastered the cognitive skills required for university work. (Cushing, 2009, p. 5).

Given the fact that most university professors complain about the deficiencies students have in their logical thinking, as found in their writings and even in their oral discourse, the teaching of writing offers an efficient way to fix this flaw, as stated by Cushing in the quotation above. In most if not all universities in Colombia students receive writing classes but the principles of writing should not only be limited to this class but should be a cross-curricular discipline where all teachers should be able to remind the students continuously of the same writing principles.

In the case of the teaching EFL in Colombia, the teaching of writing has not yet been allotted specific courses but only as a component in the general EFL courses. For this reason students always face limitations to develop their writing skills and this situation can lead to

negative consequences for the students. Tribble (1997) highlights the fact that failing to learn to write excludes a person from a wide range of social roles, including those associated with power and prestige. Unfortunately, English teachers frequently lack both writing skills and training to teach writing. At the same time, there is a growing body of research, which favors the teaching of English writing as a key component of university studies. Feedback on writing plays an important role in the teaching of writing skills as it does in all educational fields. Feedback is vital in just about all learning contexts (Race, 2011).

This study focuses on direct, coded, oral and written feedback strategies on writing. It makes use of a Web 2.0 tool called Screencast to provide the feedback. This tool is as a screen-recording software that turns screen output into a video. It enables the teacher to provide feedback by using a video of the students' writings and to making a voiceover recording to underpin the provision of feedback.

Research topic

The research topic of this project is the impact of direct, coded oral and written feedback on the improvement of paragraph writing in B1 level EFL students at University Level.

Statement of the problem situation

The impact of feedback on EFL students' writing skills has been long discussed with a number of authors holding the idea that it is not beneficial. Other recent authors, however, assert the contrary: Straub (1997), Ferris (2007), Leki (1990), McGarrell and Verbeem (2010), Nelson, M. & Schunn, C. (2007) among many others, favor providing feedback to ESL students on their writings. As Fanselow (1987) states, "to teach is to provide feedback" and writing is certainly not an exception. A different topic worth discussing is that of what can be considered the

‘appropriate’ type of feedback that should be given to students. This point is of paramount importance for students’ progress in writing since their performance in the writing tasks evidences many flaws up to the point where it is frequently difficult to establish the difference between the writings of students undertaking courses of different levels of the Common European Framework of Reference for Languages (CEFR) which is a guideline used to describe achievements of learners of foreign languages (Council of Europe, 2001).

Research question

This study intends to respond to the following question:

What is the impact of direct, coded oral and written feedback, within the context of process writing, on the improvement of writing of paragraphs?

The question above originated when observing the low level of progress shown in the student’s writings at the end of the semester after having received at least three times detailed feedback from their teachers at least three times.

During the writing process the lack of progress students make is noticeable. Some students are able to actually become aware of the steps they need to take to improve their writing process but this awareness is not clear for the many of the students.

Research objective

Establish the impact of direct, coded, oral and written feedback, within the context of process writing, using approximately 150–word paragraphs on the improvement of paragraph writing of B1 level English as a Foreign Language (EFL) students at university level.

Rationale

The leading inspiration for undertaking this project is to set a specific methodology to use in the researcher's EFL classes and to help other teachers to perform efficiently this endeavor efficiently. EFL teachers have to endure many pitfalls when giving feedback on writing to their students. On the one hand, unstructured feedback might be too teacher-time consuming; on the other hand, there are serious doubts that feedback is doing any good to the students' learning process as argued by Truscott (1996), who had a strong view against error correction as a strategy to teach writing. More recently, Ferris (2007) argues that there are better types of feedback than others. Overall, almost all researchers uphold the idea that feedback on writing can be very beneficial to students' learning process as long as it embraces certain conditions. Hartshorn (2008), e.g., addresses four characteristics: manageability, timeliness, meaningfulness, and constancy.

Types of written feedback have been categorized as direct or indirect. With direct feedback, students are provided with an explicit correction. This correction can be of many ways: the crossing out of an unnecessary word/phrase/ morpheme, the insertion of a missing word/phrase/morpheme, the provision of the correct form or structure and/or the provision of a code and –in some cases– with the help of oral form-focused instruction (Bichtener & Knoch, 2010). On the other hand, indirect feedback has been defined as the one that only indicating the existence of an error without providing an outright correction of mistakes.

There have been arguments in favor of both indirect and direct feedback as a means to improve writers' accuracy. Those supporting indirect feedback state that it helps to engage students in problem solving and guided learning thus promoting the type of reflection that fosters long-term learning. On the other hand, those in favor of direct feedback argue that: one, it reduces

confusion caused by failing to understand or remember the feedback received; two, it gives information useful for correcting more complex errors; three, it is more explicit and more immediate and thus more effective to address L2 writers' course objectives (Bitchener & Knoch, 2010). The relevance of the aforementioned statements that favor direct feedback to our study is best summarized by Ferris (2010) when she argues that the use of indirect feedback is preferred in the case of composition with L1 learners, while direct feedback has been preferred in cases where learners are L2 who have language limitations.

As for the use of codes, it is considered a form of direct feedback since it provides additional meta-linguistic information about the types of errors made by students and commented on by the teacher (Bitchener & Knoch, 2010) made with the idea of helping students to find ways to improve their writings, in particular grammar and mechanics. For example, the insertion of a code such as "SP" for a spelling mistake supplies learners a form of direct meta-linguistic feedback.

The provision of written feedback continues to be the most frequently practiced form of teacher commentary (Straub & Lunsford, 1995) despite the fact of the increasing use of electronic means (Ferris, 2003). Written feedback started to become widely used in the late 1980s and early 1990s when scholars started focusing on writing as a process rather than as a final product. This new approach justified the provision of feedback given the multiple-drafting cycles where drafts were revised by the teacher rather than only after the final composition had been submitted (Ferris, 2003).

Written feedback can be highly effective, as stated by Ferris (2003). An example of this is a study conducted by Bitchener and Knoch in 2008, where the research subjects were divided

into four groups, three of which received different types of written corrective feedback. The outcome was that students in the three treatment groups outperformed students in the control group.

The provision of oral individualized feedback is a practice that can be out of reach of most teachers in Colombia, especially because of time constraints. As a means to counterbalance these constraints, asynchronous audio feedback offers a way to facilitate oral and written feedback. (Ice, Swan, Kupczynski, and Richardson, 2008).

On the grounds of direct oral feedback in combination with direct written feedback, the idea is to take advantage of the benefits of the two strategies. The feasibility of this was demonstrated in this study, which is in line with a study conducted by Bitchener, Young and Cameron (2005), which demonstrates how this mixture had a greater effect than direct written feedback alone on accuracy over time, and also demonstrated that the combined feedback option helped to better the more “treatable”, rule-governed aspects (verb tense) as well as less “treatable” aspects (prepositions). The authors highly recommend that teachers provide L2 students with both oral feedback as well as written feedback on a regular basis.

In our case feedback to students was provided throughout the three cycles mentioned in chapter four, where students developed pre-writing activities in class intended to familiarize them with the topic, the rhetorical structure of paragraphs, the grammar and the vocabulary.

Once students uploaded their writings onto the university’s system platform of the University, the teacher-researcher gave them oral and written feedback through screencasts. The direct feedback was provided by commenting on students’ writings with general comments such as: “... you have been making a big effort...”, “... you still have to improve your writing...”, and

then more specific comments related to the aspects mentioned in the previous paragraph and chapter four, were given, such as: "... in order to overcome the problems you are having with the second conditional, please develop the exercises uploaded this week in virtualesabana (the university platform); or, "This is exactly the same mistake in the use of the modal 'should' as in the previous writing. Then the code WW which stands for 'wrong word' was inserted. Please check again the exercises developed in week 5 in virtualesabana again". Also, the teacher-researcher would refer to content with remarks of this type: "Are you sure Colombian culture is the only one that includes 'arepas' in the daily diet? I suggest that you talk to some of the Venezuelan students at the University".

The blend between oral and written feedback was made complementary by writing down on the MSWord file a summary of the feedback and by furthering the remarks orally, with the use of screencasts.

This way the evolution of students' writing skills was traced and assessed by the teacher throughout the semester.

With this research study, the teacher-researcher expects to contribute to the development of the field of the teaching of writing skills to EFL and ESL learners and, secondly, to improve his own teaching skills with regard to writing.

Chapter 2: Theoretical Framework

Writing Skills

While writing can be defined as the use of graphic marks to represent specific linguistic utterances (Rogers, 2005), writing skills are specific abilities, which help writers put their thoughts into words in a meaningful form and to mentally interact with the message (SIL International, 1999).

Writing has not received as much attention as the other three skills in foreign language education. In fact, teaching second/foreign language writing as a skill is relatively a new endeavor. The emphasis given in the ESL/EFL classroom was primarily to the teaching of vocabulary, grammar and reading comprehension. This was justified since the goal of language learning was “to learn a language in order to read its literature or in order to benefit from the mental discipline and intellectual development” (Richards & Rodgers, 2001, p. 5). Writing was regarded as a tool to learn the other skills. As a consequence, writing activities were limited to “the teaching of handwriting skills ..., and filling in the blanks of grammar and reading comprehension exercises” (Reid, 1993, p. 22). At this point, we are still far from the communicative language teaching approach. The interest in writing in the 20th century started in the late 1970s. So called “free writing activities” started to appear in textbooks. For example, “*Dicto-comps*” and *sentence-combining* were among those activities. In Dicto-Comps, sentence combining exercises learners are supposed to write a short passage by heart after listening to it many times, and sentence-combining requires “the combining of ‘base’ or ‘kernel’ sentences into one longer compound or complex sentence” (Raimes, 1983, p. 107). These activities, and many others used in that period, were still essentially language-centered because they do not involve creating meaning (Zen, 2005).

The importance of writing becomes more salient every day because it is a necessary skill for participating in society in the modern world. Tribble (1997) –as quoted above- highlights the importance of writing to participate in society.

The importance of writing is increasing. Some authors consider writing to be the most important form of communication (Kelly, 2011). Nowadays people tend to communicate through writing texts more frequently than before due to the increasing use of chats, e-mails and texting. The following quote from David Crystal highlights this point, “Questions and answers fly around the world now in written form which are very similar to those that would be used if the participants were talking to each other” (Crystal, 2005, p. 4); the need for writing well is thus increasing. The type of writing Crystal refers to is casual but it is at least a beginning stage for more complex writing genres such as business and especially academic writing; the need for this type of writing goes far beyond the need for immediate communication, for it is a keystone of intellectual development. Writing is an intellectually demanding skill that plays an important role in education; moreover, the achievement of high level writing skills denotes the achievement of higher level thinking skills, as noted by Cushing, 2009 in the aforementioned quote.

The days when only “writing professionals” such as journalists, teachers and lawyers were the only people that had the need to hone their writing skills are gone. Nowadays everyone who wants to participate in society needs to have the ability to blurt his or her ideas out in written words. This is the case of letters to the editor, in newspapers, or comments left by readers below a piece of news or an article in the electronic version of a newspaper or a magazine. It is clear that this type of written communication has become essential in the way people participate in their communities, not to mention the way the internet is boosting the need of well-developed writing skills.

There is no professional career where writing does not play an important role in the professional performance of a person; thus, efforts to improve the teaching of writing have to be made, given its importance and the difficulties learners face into harnessing this skill. Kelly (2007) justifiably said that writing is difficult to master due to the need for thought and organization for honed writing skills.

There is increasing awareness of the need for writing nowadays for all people in modern society and for specific groups of professionals. Investigations are being performed in the European Union intended to foster the teaching of writing to all citizens. An example of this is a study conducted by the Universidad de Granada, Spain, based on the idea of the importance of writing to train twenty-first century societies' citizens. In the case of computer science professionals, for example, Chen, Jiang, Klein, and Miller, (2005) identified the need to train those professionals in communication topics including interpersonal skills, writing skills, listening skills and presentation skills. In the case of accounting students, Cleaveland & Larkins (2004) assert that to prepare students for successful accounting careers, educators must be committed to in the development of students' written communication skills. Also, for the case of business in general, Raciti, Tracey & Dagger (2004) found that written communication has a significant impact on customers' perceptions of the relationship they have with their service provider.

There is probably no other field where writing plays such an important role as in the academic world where the overwhelming majority of communication is performed in writing. Books, journals, research reports, among many others, are the instruments through which academic work is registered. In this world, the need for honed writing skills is felt even before starting studies in an English speaking environment, when EFL students have to take

international exams such as the TOEFL test, that require a certain level of development of writing skills. Once in an academic context, students find that their actual needs in terms of writing go far beyond the minimum entrance requirements. Alister Cumming (2006) conducted a research study about the goals for academic writing of ESL. Her findings were related to different aspects. Language was one aspect. This includes the vocabulary and grammar of English, ranging from clauses to morphemes or punctuation. Another aspect was related to rhetoric or genres, including conventional discourse or text structure. The next aspect had to do with the composing processes (planning, drafting, editing, and revising a text). The next one is ideas and knowledge (concepts and information for written texts); this includes the background knowledge of each writer and the preparation activities as well. Another one is related to affective states and the conceptions and misconceptions of learners about writing, including past experiences. The last aspect was identity and self-awareness (awareness of self, self-image, or self-concept related to social functions of writing). All these findings bespeak clearly the need of learning how to write.

Feedback on writing

In education, the importance of feedback is crucial to giving learners an idea of their progress in the path to achieving educational goals. Truscott's (2002) claim about the harmfulness of feedback on writing, rather than discouraging the practice of feedback, triggered a very enriching academic debate that has yielded many fruits in favor of raising the theoretical support for feedback on writing. This debate shows that feedback on writing is a complex topic that requires skilled and well-trained teachers (Ferris 2003). Nowadays, the importance of feedback in an educational setting is generally accepted, although what is the way of doing it best remains under discussion (Nelson & Schunn, 2007).

The situation with feedback on content has also been problematic. Research has demonstrated that the teacher comments on feedback on content are usually vague, contradictory and provide no guidance to the student. (Cohen & Cavalcanti, 1990; Leki, 1990; Fregeau, 1999; Fathman & Walley, 1990). The outcome of this situation is that students often become discouraged. This situation leads to reactions of the students such as neglect of the comments. As reported by Leki (1990), there are three types of reactions of the students to written feedback on content: students may not read the annotations at all, may read them but not understand them, or may understand them but not know how to respond to them. It is clear that these flaws hinder the possibility that of students improving their writing skills (Williams, 2005).

For feedback to be effective, it has to comply with some features that were depicted by Hartshorn (2008) such as manageability, meaningfulness, timeliness and constancy. In terms of meaningfulness the statements given in this research study are based on the work of McGarrell and Verbeem (2007) according to whom feedback on writing should prioritize content over form to have the students focus on the communicative purpose of writing.

As for manageability, this is a key point. Feedback has to be manageable if the teacher wants it to be useful. In this sense, the specific circumstances of the context have to be taken into consideration. An average teacher can deal with from one hundred to two hundred students on a regular basis; the time constraints are then obvious. So, how teacher time-consuming feedback on writing is becomes a key factor of a good feedback on writing.

The third trait addressed by Hartshorn is timeliness. It appears obvious to say that this trait can be put into practice if the previous trait is a reality. For a learner it is not the same to receiving feedback on writing the next day after it was submitted, compared to receiving it weeks later.

The fourth trait, constancy, takes into consideration an educational keystone. If not practiced, knowledge can be forgotten hence improvement in writing could be hindered (Leki 1990).

As stated by Alghazo and Khitan (2009), the nature and amount of the information given by the teacher to the learner is important since it is obvious that any learner has a limited capacity for assimilating information. For this reason focused feedback is preferable to unfocused feedback. Focused feedback refers also to the length of the writings to be corrected. Correcting only one paragraph at a time encourages concentration of the learner on a few mistakes and also benefits manageability. A blend between direct and indirect feedback is depicted in this study (Hedgcock, 1985), beginning with direct outright feedback on mistakes and moving on to indirect feedback as soon as the learners' writing skills improve.

Another useful characteristic of a good feedback methodology is that of a short teacher-student conference (Bitchener, Young & Cameron, 2005). Having a person-to-person conference might sound ideal but given the constraints addressed above it is not usually always possible. For this reason, the teacher can rely on Web 2.0 tools such as screencasts where the learner can have access to written corrections be guided by the voice of the teacher.

Scaffolding

The concept of scaffolding is of key importance to this research project due to the fact that it is a must to empower students to perform their own learning process. Manageability dictates that the time and effort devoted by the teacher to giving feedback must be proportionate. If the teacher is overwhelmed, feedback will be abandoned. For this reason, students must become gradually independent from the teacher and this process of becoming autonomous in their learning process is called scaffolding. Well-scaffolded learners can become good instructors and

scaffolders of their own peers (Santoso, 2008). In its deepest sense, scaffolding is an instructional strategy that involves supporting novice learners by limiting the complexities of the context and gradually removing those limits as learners gain capabilities to cope with the full complexity of the context (Young, 1993). In the endeavor of scaffolding writers, teachers should create instructional opportunities that allow students to apply problem-solving solutions to their writing (Dorn & Soffos, 2001). The nature of the tasks the students are given plays an important role in this process.

According to Van Der Stuyf (2002), scaffolds are temporary. As learners' skills improve, scaffolds are gradually withdrawn until the learner can complete the task on his own.

If learners have been appropriately scaffolded, as stated by Van Der Stuyf (2002), a consequence is that demand for teacher's time decreases with time as learner's competence increases.

Process writing

Process writing is an approach to the teaching of writing, which differs from the traditional product-oriented approach (Nunan 1999). While the latter focuses on models learners are supposed to imitate and in order to produce error-free writings, the former addresses the fact that students' writings may not be perfect, but that they will approach perfection when they work on successive drafts of the same writing (Simpson 2009). This approach demands a great deal of participation and autonomy from the learner. The teacher's role in process writing is to facilitate and support the students throughout the process (Gedera, D. S. P., 2011).

The first influential model of the process approach, which was proposed by Hayes and Flower (1980) is exemplified in figure 1.

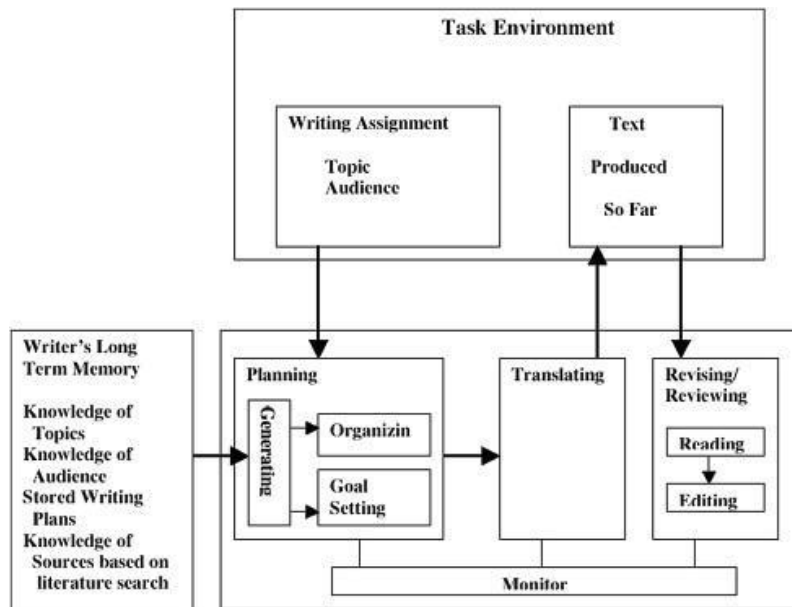


Figure 1. Hayes's and Flower's approach to teaching writing. Retrieved from <http://www.sciencedirect.com/science/article/pii/S0169814108001601>

The flow diagram in this figure shows the mental behaviors of writers at work. The boxes represent processes and the arrows indicate information flow. This model has helped to identify writing sub-skills and to understand composition teaching holistically. For Hayes and Flower (1980) writing is not linear, but complex, multi-layered and reiterative, and allows for simultaneousness of various processes.

One trait that has fostered the strengthening of this model is that it has allowed for the inclusion of emotional and social influences on writers. In the graph, these influences are in the left; also, the information flow is "double-headed," like the arrows that represent it. So, for example, editing can lead to more reading and to redesign the goals, which sends the writer back

to those stored writing plans. As for the monitor, it seems to oversee all the steps of the process and plays the role of a quality-assurance mechanism (Goucher College, 2012).

Figure 2 shows the model after Hayes' revision in 1996, including the task component, the physical component and the individual environment, which include motivation and affect. These components play important roles in the development of the writing skill.

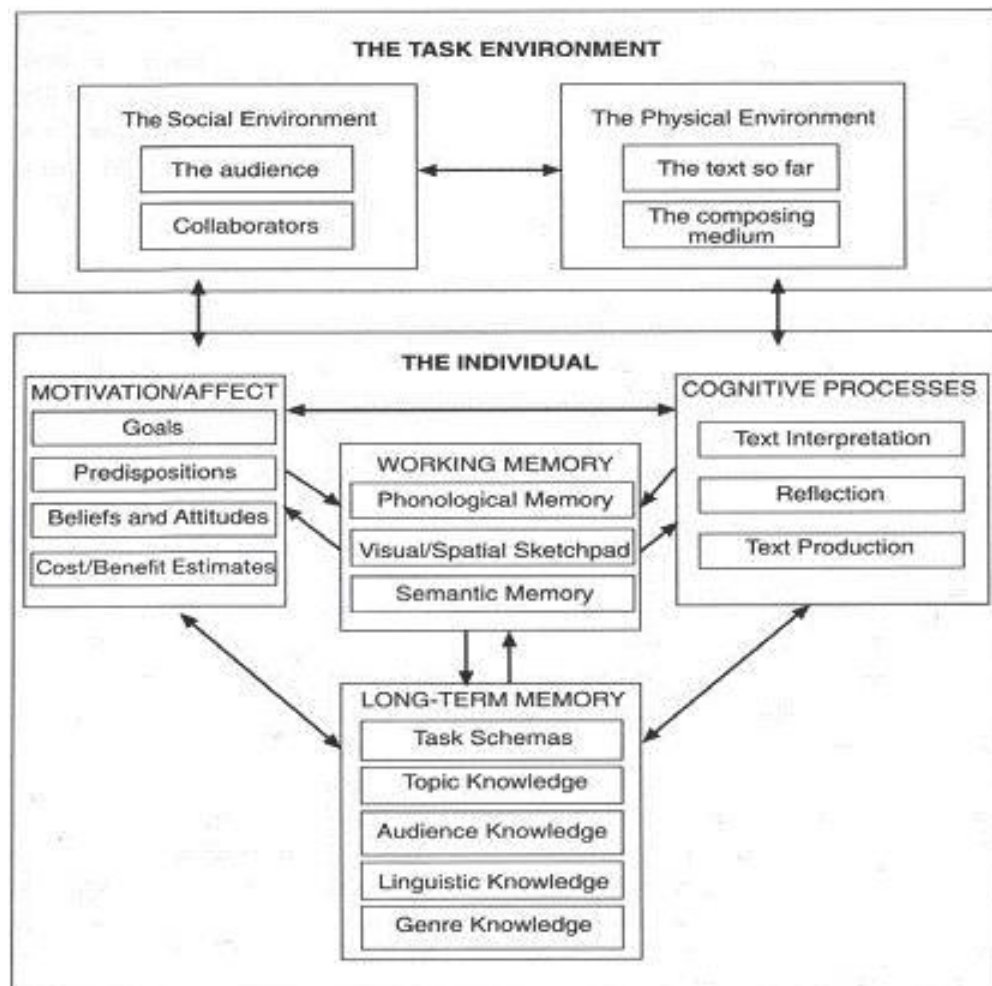


Figure 2. Hayes and Flower's model after Hayes's revision in 1996. Retrieved from http://www.um.es/tonosdigital/znum20/secciones/estudios-19-didactica_de_la_composicion.htm

Melgarejo (2010) considers that this approach focuses on the process, which aims at the final product. It helps students-writers to understand their own composing process, to develop strategies for prewriting, drafting, and rewriting and gives students time to write and rewrite; it highlights the process of revision and allows students to discover what they want to say as they write. It also provides students with timely feedback as they attempt to bring their expression closer and closer to intention, encouraging feedback from both the instructor and their peers.

All the characteristics above fit the idea of seeing writing from a perspective in which the students feel that they are participating in a course of action. Consequently, they get involved in meaningful activities that guide them towards having a broader view of what writing is.

The process writing approach contains traits of the product-based approach since the learner has to bear in mind where he is heading. In fact, Nunan (1999) argues that there is no reason why a writing program should only focus on one approach overlooking the advantages of the other. This is the context in which the following identifiable stages that compose the process as stated by Meriwether (1997) are considered:

1. Prewriting (selecting a topic and planning what to say)
2. Writing (putting a draft version on paper)
3. Revising (making changes to improve the writing)
4. Evaluation (assessment of the written work)

In this research study feedback is embedded in the revision stage.

Web 2.0 tools: definition

Screencasts

The concept of "Web 2.0" was coined by Darcy DiNucci in her 1999 article "Fragmented Future." She predicted that the Web we knew at that time was just an embryo of the Web to come. She said that the Web 2.0 was at the early stages. She thought that the Web would be understood as a transport mechanism. The concept was later popularized by O'Reilly (2005) in a conference held in San Francisco where he and Dale Dougherty, a Web expert, highlighted the fact that the Internet had become increasingly important. They saw a breaking point in the collapse of many dot.com companies for the beginning of a new era where the companies that survived the crisis of the nineties and the ones that had started to appear had a common trait: a call to action. They also used the term "Web 2.0" as opposed to "Web 1.0".

An overview of the possibilities of Web 2.0 in language teaching were soon envisioned by Alm (2006) who identified the following: one, the possibility of creating a learning environment; two, relatedness, meaning the capacity of the tools to connect the learner with two learning communities, the learning community and the L2 community; three, competence, meaning the ability of the tool to find all types of teaching and learning materials suitable to the learners' capacity; finally, he mentions the capacity of Web 2.0 tools to promote autonomy in the learners due to the way these tools encourage learners to be self-initiating, to solve problems independently and receive autonomy-supporting feedback.

Conole and Levizou (2010) report additional educational possibilities of Web 2.0 tools which are applicable in the entire educational field. The cases cited are, inquiry-based and exploratory learning, new forms of communication and collaboration, new forms of creativity, co-creation and production, and richer contextualization of learning. These cases are exactly what the possibilities that the Web 2.0 tool called screencast can offer, especially in the case of

collaboration and richer contextualization of learning thanks to the use of video plus audio to record teacher commentary about the students' writings.

Screencasts for oral and written feedback

Screencasts are digital recordings of the activity on one's computer screen, accompanied by voiceover narration. Screen casting can be used by teachers in any class to respond to any assignment that is submitted in an electronic format, be it Word, text, PowerPoint, Excel, Website, or video (Thompson & Lee, 2012). These authors reported that experimentation with screencasts in traditional and online classes had provided new approaches to motivate students, and improve feedback. In their research study they found that student reaction to feedback was overwhelmingly positive and students preferred it to traditional written comments.

There are other research studies such as the aforementioned study conducted by Ice, Swan, Kupczynski, and Richardson (2008), which underpins the use of screencasts to provide feedback. These authors were optimistic about their findings related to the overwhelming student preference for audio feedback compared to traditional text based feedback. Also, a study conducted by Olesova, Weasenforth, Richardson, and Meloni (2011) draws conclusions that favor the use of screencasts to give feedback on students' writing assignments. All these findings plus the previous personal experience of the researcher reinforced the idea of using these Web 2.0 tools in this research study. In our case, the screencast that was adopted was Jing, which is free and easy to use and its quality is excellent.

CHAPTER 3: Research Design

This chapter deals with the research design of this action research project. Table 1 shows a summary of this chapter.

Table 1. Summary of the research project

Type of Study	Qualitative Action Research
Context	Universidad de la Sabana <u>Proficiency Program</u> , Intermediate Level (B1 of the CEFR).
Participants	13 B1 Level University Students of Various Academic Programs, ages 16 to 25.
Research question	<p>Research question</p> <p>What is the impact of direct, coded oral and written feedback, within the context of process writing, on the improvement of writing of paragraphs?</p>
Research objective	<p>General Objective</p> <p>Establish the impact of direct, coded, oral and written feedback, within the context of process writing, using approximately 150–word paragraphs on the improvement of paragraph writing of B1 level EFL students at University Level.</p> <p>Specific Objective</p> <p>- Establish the extent in which direct, coded, oral and written feedback on writing assignments helps to improve the paragraph writing of B1 level EFL students at University Level.</p>
Data Collection Instruments	Pre and post-questionnaires, writing format (artifact) for students' writings (diagnostic, three writings and final writing).

Type of study

The characteristics and purposes of the study definitely match the principles and characteristics of qualitative action research, as have been stated by many authors. The remarks

in this study are based on Kemmis and McTaggart (1992), who have summarized the principles of action research and some of them were commented on to make evident how this study matches those characteristics.

1. “Action research is an approach to improving education by changing it and learning from the consequences of changes. It is participatory: it is research through which people work towards the improvement of their own practices” (p. 22).

In the case of this study, it is aimed at improving the way feedback on writing is being given to the subjects of the research study to help them improve their writing skills. Also, this research project can be useful to other practitioners interested in feedback on writing.

2. “Action research develops through the self-reflective spiral: a spiral of cycles of planning, acting (implementing plans), observing (systematically), reflecting, and then re-planning, further implementation, observing and reflecting. ...” (p. 22).

This is exactly what was done from the beginning of the research study to the end: needs analysis, reflection, implementation, data collection, and then again back to analysis and the implementation of changes throughout the process.

3. “Action research is a systematic learning process in which people act deliberately, though remaining open to surprises and responsive to opportunities. ...” (p. 22).

This point also has a strong ethical implication because the researcher cannot work based on preconceptions and assumptions but instead must work with a focus on the objective outcome of the research.

4. “Action research requires that people put their practices, ideas and assumptions about

institutions to the test by gathering compelling evidence which could convince them that their previous practices, ideas and assumptions were wrong or wrong-headed” (p. 23).

This is one of the most attractive traits of research: It leads people to change and continuously revise their pedagogical practices.

5. Action research is open-minded about what counts as evidence (or data) – it involves not only keeping records which describe what is happening as accurately as possible . . .

but also collecting and analyzing our own judgments, reactions and impressions about what is going on. It involves keeping a personal journal in which we record our progress and our reflections about two parallel sets of learnings: our learnings about the practices we are studying . . . and our learnings about the process (the practice) of studying them (p. 23).

This was applied in the project through the use of instruments in which the students’ performance was registered along with the teacher’s reflections.

6. Action research starts small, by working through changes which even a single person can try, and works towards extensive changes – even critiques of ideas or institutions which in turn might lead to more general reforms of classroom, school or system-wide policies and practices (p. 24).

Regarding this point, it is important to highlight the fact that in the case of this research study, it can have meaningful and deep influence on the teaching practices at the institution where the teacher-researcher performed the pedagogical intervention. Due to the complex nature of feedback on writing, through this project there can have significant impact on the researchers’

own teaching practice in the field of writing; also on that of other teachers at the Universidad de la Sabana and even on other teachers given the fact that the university performs teacher development activities that are attended by English teachers of other institutions. To perform these teaching-development activities, the university relies on the research work of its own professors. And this is precisely one of the roles of action research according to Hult and Lennung (1980) and McKernan (1991) who state that action research contributes to a science of education.

7. “Action research starts with small cycles of planning, acting, observing and reflecting which can help to define issues, ideas and assumptions more clearly so that those involved can define more power questions for themselves as their work progresses” (p. 24).

This is exactly what happens in the case of this study. Every time the project is worked on, new ideas and insights arise.

8. Action research allows us to build records of our improvements: records of our changing activities and practices, records of the changes in the language and discourse in which we describe, explain and justify our practices, records of the changes in the social relationships and forms of organization which characterize and constrain our practices, and records of the development in mastery of action research (p. 25).

This is a valuable and rewarding trait of action research that can enrich the researcher’s pedagogical practice. Keeping record of the research work -as the process advances- can provide valuable new information. Noffke and Zeichner’s (1987) assertions about action research confirm this. They state that it improves teacher performance.

9. “Action research allows us to give a reasoned justification of our educational work to others because we can show how the evidence we have gathered and the critical reflection we have done have helped us to create a developed, tested and critically-examined rationale for what we are doing” (p. 25).

The capability of giving sound justification of the pedagogical work of the students’ progress has paramount importance for the pedagogical practice because it provides the teacher-researcher with stronger rationale for the work.

Research objective

To analyze the impact of direct, coded, oral and written feedback on the improvement of paragraph writing of the subjects of the research.

Research question

The question below originated when observing the low level of progress shown in the student’s writings at the end of the semester after having received detailed feedback from their teachers for at least three times during the course.

What is the impact of direct, coded, oral and written feedback on the improvement of paragraph writing?

Setting and participants

The study was performed with a group of thirteen students from the Universidad de la Sabana, a private university located in the outskirts of Bogota, Colombia, in a town called Chia.

English plays an important role in the University curriculum and, in general terms, students are aware of the importance of English for their professional performance and this fact

motivates them to study. The Department of Languages and Cultures is in charge of English as a Foreign Language (EFL) program, which is composed of seven courses of the language. At the end of the seven courses the students must take an international exam such as IELTS or TOEFL and to get ranked in the B2 level as a requirement that has to be fulfilled prior to taking their professional practice.

The size of the class groups is between thirteen to thirty students who study different academic programs at the University.

The research subjects were ranked in level CEF A2 at the beginning of the course.

Instruments of data collection

To collect data three types of instruments were used: a pre-questionnaire and a post-questionnaire, plus a blank Microsoft Word file necessary to gather samples of students' written production. There was also a diagnostic writing, a final writing and three in-course writings. These writings are composed of draft writing and a revised version of each of them. The teacher-researcher provided students with feedback on each of the three writings, through the Microsoft Word files and the screencasts. All these instruments and artifacts provided the teacher-researcher with abundant information from sources that could be contrasted with each other.

Pre and Post Questionnaires

The pre-questionnaire (see Appendix A: Pre Questionnaire) was designed to gather basic information about the students: ages, their major programs, age, years of study of English and some of their ideas about English language learning and the way they prefer to receive feedback on writing.

The post-questionnaire (see Appendix B: Post-questionnaire) was intended to ascertain the students' impressions about the feedback provided. The reason for using this instrument for

this purpose is that surveys and questionnaires have proved to be a useful tool for collecting data about students' perceptions, feelings or attitudes about skills, concepts, and other classroom issues (Phillips & Carr, 2010). The main focus of this instrument was students' perceptions about the use of Jing. It was applied at the end of the pedagogical intervention. This way it was possible to assess the change in the students' opinions and perceptions due to the strategy implemented in the feedback process.

Writing format to gather samples of students' written production

Two written samples from each student were collected in each stage of the process writing cycle. As the improvement of the students' level of paragraph writing was the main purpose of feedback, and consequently of this study, it was necessary to gather evidence of the students' progress throughout the process. The students' writings provide the most important piece of evidence that could be collected. These samples (see Appendix G: Students' Samples) were gathered when the students wrote the first draft of their paragraphs and also when they submitted their final paragraphs. This is the process that was performed in every cycle of the process.

Instrument design and validation process

The questionnaires were designed from scratch. Multiple choice questions were included to make it easy to answer it. At the beginning, a writing format and an outline format were piloted and they were eventually put aside. Basically, this piloting led to some changes in both questionnaires and to choosing a simple format for the writings without any parts or sections, just a simple Word.doc file. As for the outline, Peter Elbow's (1998) advice was followed, of not forcing students to make one. In this sense, the usefulness of making an outline was explained to the students; so, ultimately making an outline was not mandatory. For the use of screencasts, see the end of chapter 2.

Researcher's role

The researcher's role in this study was that of teacher-researcher and observer. These roles were useful to accomplish the goal of "to continually engage and delight in the learning process with the goal of improving our own practice, the learning environment for our students, and the greater school community" (Phillips & Carr, 2010, p. 35).

Ethical considerations

The principles of research ethics were taken into account. This means that the participation was voluntary, there was informed consent because the students knew exactly the type of research they were involved in, and all its implications; confidentiality and anonymity were kept (Cohen et al., 2007) and both teachers and students signed consent letters (Appendix

C: Invitation and Informed Consent Form for English Language Teachers and Appendix D: Consent Form for Developing English Language Writers).

Action plan (Appendix E. Action Plan)

The format used for the action plan of the research study (see Appendix E. Action Plan) contains the timeline of all the activities developed throughout the research study.

Validity

To ensure the truthfulness of the data, which is at the core of the concept of validity, and that refers to whether the data gathered actually reflect the phenomena they claim to (Sagor 2004), the instruments were designed based on the research question.

On the other hand, the carefulness with which the data was collected is due to the fact that validity has been linked to honesty and the disinterestedness or objectivity of the researcher (Cohen, Manion & Morrison, 2007/8) and also trustworthiness (Seale, 1999). All these

characteristics have also been addressed through a careful design of the instruments.

Another point is that external validity refers to the degree to which the results can be generalized to the wider population, cases or situations (Cohen et al. 2007/8). Patton (2001) addresses generalizability as one of the criteria for quality case studies. In the case of this study, external validity was accomplished because its findings could be applied to giving feedback on writing to students in other levels, elementary school and high school. However, it must be recognized that the application of the findings in other contexts should entail further research.

Reliability and triangulation

Reliability refers to the accuracy of data. To ensure the reliability of the data, a sound triangulation strategy was implemented, including the use of the same instruments various times and applying here what was stated by Cohen et al. (2007) in the sense that triangulation can be “defined as the use of two or more methods of data collection in the study of some aspect of human behavior” (p. 141).

Triangulation is typically a strategy for improving the validity and reliability of research or evaluation of findings (Golafshani, 2003) and it has been playing an important role in naturalistic and qualitative approaches to evaluation for the control of bias (Mathison, 1988) and to strengthen a study by combining methods (Patton, 2001). Barbour (1998) recognizes that in the case of data exceptions in qualitative research, they lead to modifications in the theories (Golafshani, 2003).

In order to reach validity and reliability a validity procedure, which is what Creswell and Miller (2000) call triangulation, was used with the purpose of eliminating the researcher’s own perspectives (Denzin, 1978). In the case of this research study, the procedure consists of the use of various data collection instruments and artifacts mentioned under the title “instruments of data

collection” in this chapter.

Chapter 4: Pedagogical Intervention and Implementation

The pedagogical intervention contains a description of the underlying pedagogical approach of the process that was performed during the first semester of 2012. Also, the objectives of the pedagogical intervention are stated and a detailed description of each of the three cycles developed throughout the course is presented, with all its components including the process-writing activities that were done and the feedback provided by the teacher-researcher.

The pedagogical intervention was performed over twelve weeks of the semester. Each week of the course was composed of one two-hour face-to-face session, one one-hour face-to-face session and one-hour asynchronous virtual session, plus the independent work activities. The writing of the first draft in every cycle took place mostly in the two-hour face-to-face session.

The following chart shows how time was distributed in the pre-writing activities of the pedagogical intervention:

Table 2. Time allotted to activities in the pre-writing stage

Pre-Writing Activities	Planned Time (Hrs)		Real Time (Hrs)	
	%	Hours	%	Hours
	48		32	
1. Reading Activities	40%	19.2	40%	12.8
2. Listening Activities	20%	9.6	20%	6.4
3. Speaking Activities	20%	9.6	20%	6.4
4. Grammar Activities	10%	4.8	10%	3.2
5. Group Feedback	10%	4.8	10%	3.2
Total	100%	48	100%	32

The reason for not being able to devote as much time as planned for the intervention was that the administration of the Department of Languages and Cultures decided to change one

weekly face-to-face hour to an online class. However, the time finally allotted was enough to perform the implementation.

Pedagogical Approach

The pedagogical approach that overarches this pedagogical intervention and implementation is the autonomous learning approach in the way it has been stated by Chan (2000), according to whom autonomous learners need to make significant decisions about what, how, and when to learn (Van Lier, 1996). In the process, they define their own agenda for learning (Little, 1994), which includes planning, pacing, monitoring, and evaluation of the learning process. The ways in which autonomous learners undertake their own learning in most cases are: (a) setting of own learning goals, (b) identifying and developing learning strategies to achieve such goals, (c) developing study plans, (d) identifying and selecting relevant resources and support, and (e) evaluating their own progress. In our case, the direct feedback supplied by the teacher played a key role since it scaffolded students by showing them their mistakes with codes and through using Jing to suggest ways to overcome their problems while leaving room for students' autonomous work and decision making. For example, in the writing about technology (see Appendix G: Students' Samples), the teacher asked students a question and provided them with a suggestion: "Are you sure you followed the paragraph structure studied in class? Check that and revise it before you submit your final writing". Another remark that left room for the students' initiative was one given to student 1 (see Appendix G: Students' Samples) on the first writing about sentence structure exercises: "choose one, do it and send it to me".

Then feedback provided by the teacher to each student followed these steps:

- (a) The teacher would read the whole writing.

- (b) The teacher would write error conventions next to each mistake and would write brief observations at the end of the paper.
- (c) The teacher would start the oral feedback by giving general and encouraging remarks such as “You’re improving your level of writing”, as in the case of student 3 (see Appendix G: Students’ Samples).
- (d) Then the teacher would comment orally on the weaknesses of the writing and would give recommendations to improve those aspects.
- (e) In many cases the teacher would recommend the that student developed some exercises intended to help him improve his writing within a time limit.
- (f) Once the student submitted his final version, the teacher would assess the writing based on the criteria shown in the next section (Objectives) and would grade the student’s writing.

Objectives

The objectives were the following: students had to be able to write coherent and cohesive paragraphs, including all the components: a clear topic sentence, supporting ideas and a closing sentence. The grammar and the vocabulary had to be in accordance with their English level and the course objectives. Various pre-writing activities were performed with the idea of preparing students for the writing stage. Pre-writing and writing activities were done in a two-hour face-to-face session. Students wrote their first draft in this session in the resource center of the university and the teacher sent the feedback to them two days after the session and then had students do their final writings by themselves, usually at home or at the resource center of the university. Finally, the teacher gave feedback on the final writing. The same process was repeated in the

following weeks up to three cycles. Students developed a diagnostic and a final writings before and after the three cycles started.

How the cycles were performed will be exemplified with the first one:

The first cycle began with pre-writing activities at the beginning of a two-hour session that started with a discussion about a piece of news. Both the teacher and the students had the opportunity to discuss in a free practice speaking activity. Next, the teacher introduced some of the vocabulary that could be useful for students to do their writings. Then the teacher explained about types of paragraphs, in special narrative paragraphs, and had students develop two exercises about paragraphs, where they had to identify the parts and to complete the missing parts of a paragraph. After that, students performed a short reading activity about the influence of technology in today's world; this reading included some of the vocabulary taught at the beginning of the lesson. Finally students wrote a draft narrative paragraph on the topic "How has technology influenced my homeland?" Once finished, students uploaded their draft onto the systems platform of the University for the tto give them feedback as explained in the previous section.

The process continued for two more cycles. The following table shows the grammar point, the types of paragraphs and the topics students worked on during the other two cycles:

Table 3. Topics, types of paragraphs and grammar points in each cycle

Cycle	Grammar Points	Topic
Second	Using modal verbs to make predictions	Trip to the desert
Third	Second and third conditionals	Colombian culture
Fourth	Past Perfect	Crime stories

The way a face-to-face session was given is presented in Appendix F: Lesson Planner, which contains the corresponding lesson plan.

Chapter 5: Data Analysis and Findings

Data Analysis Methods

A blend of content analysis and grounded theory was used to reduce the amount of written data to make it more manageable and understandable (Cohen, Manion & Morrison, 2007/8) and to facilitate the building of a valid theory from the data analyzed.

Content analysis was used because it entails a systematic set of procedures for the rigorous analysis, examination and verification of the contents of written data (Cohen, Manion & Morrison, 2007/8). The units of analysis were taken (words, phrases or sentences) out of samples of texts, and were coded and organized into meaningful categories.

Grounded theory is an inductive process that helped to create theory; this is because theories emerge from the data gathered and analyzed systematically through constant comparison and their patterns and theories are embedded within the data. Theory generation is the outcome resulting from establishing natural connections systematically using methodology of theoretical sampling, coding, constant comparison and the identification of a core variable (Cohen, Manion & Morrison, 2007/8).

Content analysis was used as a context for acquiring data and grounded theory as an overall method for the same objectives (Suddaby, 2006). This approach actually did help to reduce the amount of written data collected which is its objective as stated by Cohen, Manion and Morrison, (2007) and to facilitate building a sound theory based on the analysis of these data which is actually the strength of grounded theory.

Data Management

Students filled out the pre-questionnaire and provided the draft and revised version of the three writing tasks; also, they had to hand in a final version of their writings based on the teacher's feedback and, finally, they had to fill out the post-questionnaire. The students did all the writings in class sessions and the teacher was always present. In the case of the pre and post-questionnaires, the researcher put them all in the same MS Word file to have easy access to each of the students' statements. To maintain participants' anonymity, each participant was assigned a number.

Data Reduction

Once all the data had been collected, the grounded theory principles (Corbin & Strauss, 2008) started to be implemented. In this phase data was selected, simplified and transformed to suit the subject of the research study. The sampling process followed was the one suggested by Corbin and Strauss (2008) according to whom it is necessary to detect the nature of the situation being studied. With the collected data smaller units are organized including lines, paragraphs or sections. Once they are coded, a new understanding of the situation is produced in which similarities and differences are identified. Grounded theory entails three types of coding processes: open, axial and selective coding. See Appendix H: Data Reduction.

Open Coding

Open coding was performed to explore the data and to identify units of analysis to code for meanings, feelings, actions, events and so on. The data was coded up, creating new codes and categories and subcategories where necessary, to integrate codes where relevant until the coding was complete (Cohen et al., 2007/8).

To achieve this, language was collected using the research tools of the study with the idea in mind of coding the data to identify frequencies in which the data appeared. A relationship between the research question and the answers given by the subjects of the study was established. Color-coding was used to perform this process.

The following chart shows the relationship between the research question and the categories and subcategories obtained after the open coding process:

Table 4. Open coding

OPEN CODING		
Research Question	Categories	Subcategories
To what extent does, direct, coded written and oral feedback, within the context of process writing, help students to improve the writing of paragraphs?	Organization of ideas	Helpfulness of screencasts
		Structure of topic sentence
		Usefulness of screencasts
		Structure/Plan
	Raising awareness	Clarity
		Usefulness of feedback
		Quantity of Information
	Influence on written outcomes	Researching
		Better results
		Easier to write
	Influence on communicative competence	Improve final writing
		Audience awareness
		Faster to write
	Influence on scores	Quality of feedback
		Feedback from pre-test
		Feedback from draft
	Influence on time	How feedback was used
		Improve final writing
	Influence on grammar	Improve writing process
		Solve writing problems
Identification of errors		
Promoting autonomy	Correction of Errors	
	Identify mistakes	
	Correct/Improve grammar, spelling, connectors	
	Improve grades	
	Waste of time	
	Additional/extra work	

Axial Coding

This stage was performed with the objective of reducing data in order to make it more meaningful and manageable. To do so, links: connections, comparisons and triangulations between the codes and the categories (Ezzy, 2002) shown above were made since the essence of axial coding is the interconnectedness of categories (Cresswell 1998); this process permitted the integration of the categories into higher level categories. This process ultimately led us to identify a focus and to give validity and reliability to the research study. The chart below shows the outcome obtained after performing this process, which let the teacher-researcher find out students' feelings and opinions about the impact of the feedback received from the teacher on the development of their writing skills.

Table 5. Axial coding

AXIAL CODING	
Categories	Subcategories
Developing and encouraging autonomy	Noticing
	Motivation
	Scaffolding
Developing and encouraging writing skills	Coherence
	Cohesion
	Grammar
	Rhetorical structure

The difference between open and axial coding performed is evident at a first glance due to the noticeably different amount of information between the two. This is a consequence of having

grouped the data more logically; this step permitted the teacher-researcher to reduce the data and thus make it more manageable. The two main categories this process brought were:

Developing and encouraging autonomy
 Developing and encouraging writing skills

Selective Coding

In selective coding a core code was identified and the relationship between this core code and other codes was made evident, as suggested by Ezzy (2002). The outcome was compared with theory. A “story line” was identified.

The following table shows the core category.

Core Category

Table 6. Core category

DEVELOPING AND ENCOURAGING AUTONOMY	DEVELOPING AND ENCOURAGING AUTONOMY AND WRITING SKILLS
DEVELOPING AND ENCOURAGING WRITING SKILLS	

The two components of the core category are explained in depth below, and the story line can be summarized thus:

Feedback on writing is a tool to enhance writing because it increases motivation and also leads to scaffolding and this improvement can be evidenced in grammar, coherence and cohesion.

The process that led to this core category started from a classroom situation related to feedback on writing that the teacher-researcher had been dealing with for years but had never had the opportunity to tackle formally through a research study. Due to the fact that students at level B1 showed difficulty to improve their level of writing despite the efforts of their English teachers to provide them with detailed and time-consuming feedback, the teacher-researcher decided to undergo a research work study intended to try a feedback methodology he had been working on for various years.

The teacher-researcher proposed that direct, coded written and oral feedback was an effective strategy for the teaching of writing paragraphs. The categories found show how coherence, cohesion, grammar and rhetorical structure are improved through this type of feedback which promotes motivation, noticing, scaffolding and autonomy.

All the research work is in line with the state of the art theory about feedback on writing such as that proposed by Ferris (2003) and McGarrell (2011). See chapter 2, theoretical framework.

Evidence of the effectiveness of the feedback given is shown in Appendix H: Data Reduction, which contains samples of students' writings and feedback provided by the teacher-researcher (writings 1 and 2) and a different experienced teacher who assessed the other writings (diagnostic, writing 3 and final writing).

First Part of the Core Category: Developing and Encouraging Autonomy

The way in which autonomy was fostered is shown through a number of reasons given by students in the instruments used. So, concepts such as motivation, independent work, writing improvement, awareness of mistakes, motivation, usefulness of feedback, and personalization of feedback were encountered. These are only ways of how and why autonomy was fostered. For

this reason the analysis made does not delve deeply into each one of them but they are only treated up to the extent where they serve the purpose of highlighting the way in which autonomy was fostered.

The teacher-researcher of this study had the opportunity to witness the process of students becoming more independent writers. According to Hyland (2000) “teachers should encourage students to take more responsibility for their own writing, by allowing them to make their own decisions about their use and sources of feedback” (p. 33). And this is exactly what happened in this research study. In all of the feedback given to students on the writings, the teacher-researcher provided guidance on what students needed to work on to improve their writings.

There are ways in which the guidance provided to students left room for students’ own initiative in choosing additional feedback sources on their own, and other sources of information to further the feedback given by the teacher. The first form was teacher’s continuous reminding students of the possibility of having additional feedback in the language resource center of the university. All students at the university have access to this service. On the other hand, the teacher usually told students about their errors and gave them information about additional sources they could access to improve their drafts. These reminders played the role of scaffolds that were provided to students until they needed them (Van Der Stuyf, 2002). Scaffolding is precisely one of the categories that emerged in the axial coding.

Here are two examples of how the teacher left room for students’ own initiative to search for additional feedback sources:

At the bottom of the MS Word file in which student 9 had written her draft of the writing about a trip to the desert and was submitted to the teacher on April 19th 2012, the teacher wrote.

Interesting story!
Do some sentence structure exercises.
Make your own vocabulary list

The teacher had previously provided instructions to students on how to find instructions and exercises on grammar on the web. Also, he had taught students of ways of autonomously increasing one's vocabulary. So, it was up to students to choose their own sources.

Another example is the case of the instructions given to a student, using the same instrument as in the previous example and for the feedback of the same writing, which was on April 18th 2012. In the sample below there is clear evidence of the feedback given by the teacher which –again- left room for the student's own initiative to better the text. The mistakes were highlighted and conventions were inserted. This way the nature of the mistake was provided to the student who still had to make efforts to make the correction. On the bottom the teacher inserted some questions for the student to improve the writing by giving an answer.

MW Sahara Desert is really a hot weather SS so when I went I brought water in a bottle to drink if I was dirty WW; the maximum temperature is about 58°C and the minimum about -18 °C. I found many kinds of animals like: Scorpions, Sand fox, Desert Eagle, and some snakes, but when I saw this kind of animals it make WT me feel insecure so I used a big stick that I brought to scare away animals. When I feel WT tired I use the camera that obviously ?? I brought . In this travel I took a lot kind SS of different pictures with my camera to tell my friends about this emotional WW trail and recommend them MW come to this wonderful desert .

At the end of this travel I discover WT that MW Desert can teach me a lot of things that maybe school don't . SS

Where's the topic sentence?
 Passive voice?
 - ed –ing adjectives
 Second conditional?

The fact that students overwhelmingly favored teacher's feedback, as shown in Table 7. Some of the answers in the post-questionnaire which show students' acceptance, due to the help it gave them to improve their writings on their own, highlights the fact that feedback on writing, when received by students as understandable and motivating, fosters learner's autonomy. In the case of the present study, however, while most students were able to become more aware of their problems and their progress, for some others the response provided by the teacher was confusing at times. The outcome in these cases was that some learners did not demonstrate such a significant progress as evidenced by the former; when teacher commentary moved away from the direct fashion to become of a more indirect mood, learners started to have problems to identify the nature of their mistakes and to completing their writings successfully. All in all, the group performance was successful and this fact made this research experience more rewarding. The extent to which motivation increased surpassed the researcher's most optimistic expectations and provides explanation to the degree of autonomy developed by students throughout the process.

Here is a case taken from students' answers in the post-questionnaire, in which they were asked straightforwardly about how motivating the feedback received was. Concerning the statement, "Increased my motivation to revise my texts", they were asked to express their opinion by assigning a grade from 1 to 5, 5 being "strongly agree", and 1 "strongly disagree". The average grade given to this trait was 3.7/5, which accounts for more than a 75% degree of agreement by students.

When triangulating the outcome above with the information provided by students when assigning a grade to the statement "The teacher commentary provided throughout the course was helpful for the way I like to learn English writing", with the same scale, the average grade is similar, although slightly higher than in the previously commented answer, it was 3.85/5.0 which accounts for 77.14% of favorability. These two pieces of data plus the progress shown by

students in their final writings provide a coherent view of the students' positive attitude towards the feedback provided.

“it was like personalized form, as I had (sic) in front of the teacher, and over all I led that I could repeat all times that I needed” (sic). Student 1

Likes: “the feedback it's so complete the change that you have its specific”. Student

3 “The feedback provided increased my motivation to revise my texts”. Student 12

These two pieces of data were drawn from the post-questionnaires on June 7th.

To encourage the development of autonomy in students, they were prompted to be self-initiating, were shown paths intended to have them learn to solve problems independently and autonomy-supporting feedback was provided to them (Alm, 2006). That the feedback that was given to students was motivating can be evidenced in students' opinions shown above. This feedback sparked the beginning of the effort they made to improve their writings and to do it independently. Most of the correction provided was direct but it was not outright, meaning that the teacher did not write the corrections on students' files.

Students associated the feedback they received with the perception that the instructor cared more about the student. This is a research finding that shows how motivating the feedback provided was for students. The same finding was drawn by the aforementioned study conducted by Ice, Swan, Kupczynski, and Richardson (2008).

For the teacher-researcher there is no doubt that using two types of feedback, oral and written, helps students to understand better and feel more motivated. This finding coincides with that of Naidu (2007), who found that using both types of feedback was motivational.

“I like that the feedbacks are more personal and efficient”. Student 7.

These two pieces of data were drawn from the post-questionnaires on June 7th.

Second Part of the Core Category: Developing and Encouraging Writing Skills

The overwhelming majority of researchers favor feedback on writing (Ferris, 2003) as an efficient strategy to improve writing skills. Authors like Truscott (1996), who has championed the cause against feedback, have been long outperformed by the already abundant and still increasing research work which supports ESL/EFL feedback on writing. The theoretical foundations and specially the outcome of the present study is in line with the latest research work on feedback on writing; even the results in the case of the use of screencasts, which is surprisingly pinpointed by most of the students as their favorite aspect of the feedback received from the teacher – researcher, has antecedents in research work despite its recentness. This is the case of a study conducted by Ice, Swan, Kupczynski, and Richardson (2008) who analyzed the effect of asynchronous audio feedback in an online course and found that:

1. Students perceived audio feedback to be more effective than text-based feedback for conveying nuance.
2. Audio feedback was associated with feelings of increased involvement and enhanced learning community interactions.
3. Audio feedback was associated with increased retention of content.

4. Audio feedback was associated with the perception that the instructor cared more about the student.

In the following table there is a summary of some of students' answers taken from the post-questionnaire:

Table 7. Some of the answers in the post-questionnaire which show students' acceptance

ANSWERS FROM THE POST-QUESTIONNAIRE	
Written and oral commentary on my texts is easier to understand compared to only written commentary	70%
Overall, oral commentary is helpful for feedback on my texts	84%
The feedback received on my texts	
Helped me improve my writing	80%
Increased my motivation to revise my texts	77%
Made it easy for me to revise my texts	74%
The teacher commentary provided throughout the course was helpful for the way I like to learn English writing	77%

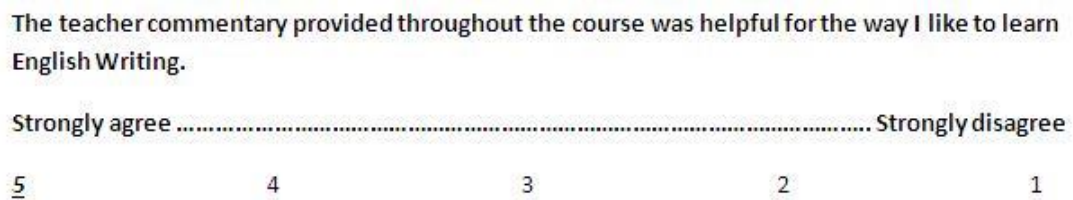
In addition, Ice (2007) reported that students were three times more likely to apply content for which audio commenting was provided in class projects than was the case for content for which text based commenting was provided.

As for students' perceptions about the usefulness of the feedback provided, the greatest majority of students perceived that it was very helpful to improve their writings (see data below).

When triangulating students' opinions with the grades obtained by students in the writings, the conclusion, as it appears in Table 7. Some of the answers in the post-questionnaire which show students' acceptance is that the students' outcome in terms of the grades of the

The same student had been given a grade of 3.33/5.0 (just a pass) in the diagnostic writing and had a grade of 4.0/5.0 (merit) in the final writing. So, in this case, it is clear that the student’s opinion is in line with her academic achievement.

More impressive is the case of student 3 who provided the following answer:



This student had been given a grade of 1.33/5.0 (fail) in the diagnostic writing, and in the final writing had a grade of 4.33/5.0 (distinction).

There is also the case of a student who provided the same answer to the previous question (the same instrument on the same date), but had a ‘fail’ in diagnostic writing (2.0/5.0) and also in the final writing (2.6/5.0). Evidently, his effort was not enough to have a ‘pass’ despite how motivated he felt.

It is important to mention that a different teacher from the teacher-researcher graded of the writings to provide as much objectivity as possible to this evaluation process. Results show significant progress in paragraph structure, some progress in coherence and cohesion and significant progress in grammar, although grammar still does not achieve the pass grade that is 3.0/5.0. In summary, students do not pass the first writing shown above while they pass the final writing with a grade of 3.7/ 5.0 which accounts for 74% of the highest possible score, 5,0. The

grade in the diagnostic test (2.6) accounts for 52% of the highest possible grade.

Numerically speaking, this represents an increase of 22%.

The grammar aspects that students received feedback on were spelling, word order, missing words, missing subjects, sentence structure -use of Spanish structures-, use of definite and indefinite articles, use of Spanish, use of plural and singular, use of prepositions, use of countable and uncountable nouns and use of comparatives/superlatives; use of the passive voice; use of ing/ed adjectives and use of zero, first, second and third conditionals.

The improvement on paragraph structure is evidenced in the average grade of students. In the diagnostic writing, students had an average grade of 3.22/5.0 for paragraph structure, and in the final writing the grade for the same aspect was 4.44/5.0. An example of this can be seen in the excerpt below where it can be observed that the student's development of his writing skills improved in different aspects. To begin with, in the first writing he wrote a list of facts or events without paragraph structure, there was not really a concluding sentence and the whole writing missed coherence devices to make the story flow. In addition there are several grammatical mistakes and the student tended to use mostly basic structures. On the other hand, in the final writing improvement on the paragraph structure, coherence and cohesion can be seen. For instance, with regards the paragraph structure the student improved in the use of topic sentences, supporting ideas (and there were many ideas exemplifying his description) and the concluding sentence. As for the coherence and cohesion the reader can see how the story flows in such a way that it is easy to follow the description. Finally as far as grammar is concerned, the basic structures are better used and the student is also using more sophisticated grammatical structures.

The aspects taken into consideration to analyze students' progress in coherence and cohesion were: use of connectors, punctuation problems that interfere with the flow of the story called run-on sentences.

<p>Student 1. Diagnostic writing. February 20th 2012</p> <p>In 2007 I travelled to Germany 1 year as exchange student, I chose this country because my grandmother was German and in my childhood she talking every time in German. From this moment I was interest for this language, them when I had the opportunity to made a travel I chosen Germany.</p> <p>The first mount was very difficult because I don't speaking very gut German in this moment and the communication betting my German's family and me was difficult because they don't spoken English but in school was more simply because the all people in the school speak English, after the 3 mount I canned a little German spoken the necessary for a basic communication.</p>	<p>Student 1. Final writing. June 7th 2012</p> <p>When I was five years I hated go to the doctor. One day my mom had taken an appointment for the dentist. While my mom was talking with the secretary, I started to cry, because I was very scared. In that moment the doctor called me and my mom took my hand we entered into the doctor's office. The doctor helped me to sit in the reclining chair; my mom was signing some documents and the face of the doctor made me feel more nervous, he had realized that so he went out of the office and talked with other patients. As no one was watching me, I started to run out of the office and my mom and the doctor ran after me, I did not want go back to that office so I ordered the elevator but my mom had arrived in first place. She was really angry and stated to yelled at me. In the end the dentist examined me and gave me a candy.</p>
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In this case the improvement was in the three aspects mentioned above. However, the greatest improvement can be seen in the grammatical aspect. In the first writing it can be seen that the student had many mistakes of different types; subject verb agreement, wrong conjugation of verbs in the past tense, wrong use of basic structures and wrong use of adverbs. However, in

the final writing the student improved many of these mistakes and even used more complex grammatical structures. Also, his story has more details that make it easier to read.

In Appendix G: Students' Samples can be found complete samples from students with the teacher's feedback can be found, and in Appendix I: Data analysis there is a complete analysis of the impact of feedback on students' writings throughout the course.

Summary

Coming to the conclusion that "Feedback on writing is a tool to enhance writing because it increases motivation and also leads to scaffolding and this improvement can be evidenced in grammar, coherence and cohesion" was the final outcome of a long journey that was highly rewarding not only professionally but also personally speaking. These findings made the teacher-researcher think of strategies intended to streamline the whole process of teaching writing, not only of giving feedback. Thus, new strategies appeared during the process of teaching writing and some others have been devised and will be implemented in the future.

The finding related to the surprising motivational effectiveness of Jing as a tool to provide oral feedback, was an important spinoff of this research work, which makes it worth doing further research on this point.

This chapter focused on data analysis methods and procedures that led to the aforementioned findings. The following chapter will deal with the conclusions of this research study, the pedagogical implications and the limitations that the teacher-researcher encountered during the whole implementation process and the further research opportunities encountered.

CHAPTER 6: conclusions, pedagogical implications, limitations and further research

Providing feedback on the writing assignments has proved to be a complex endeavor as it has been throughout all of this research work. First of all, feedback on writing is not composed of isolated actions but is a process that requires constancy on the part of the teacher because it is a skill development process.

Conclusions

The process intended to give an answer to the research question, -To what extent does, direct, coded written and oral feedback, within the context of process writing, help students to improve the writing of narrative, descriptive and comparative paragraphs?- led us to a core category: developing and encouraging autonomy and writing skills.

As for the increase in autonomy, it was made evident by the high level of motivation shown by students in the comments in the post-questionnaire and confirmed with the grades awarded in their writings. In the case of this study, where students are supposed to perform activities not necessarily on their own but for themselves, as Little (2007) says, they need to be highly motivated to act autonomously. When students made the decision of undertaking the writing of a text and furthermore to develop the revision of the same writing based on the teacher's feedback, it was because of their needs and because they were ignited by the motivational mood (see Table 7. Some of the answers in the post-questionnaire which show students' acceptance) of the feedback given by the teacher, which addressed their personal needs, including their needs for affection. The feedback was based on the assumption that writers can create their own communicative purpose beyond the purpose of the assignment that needs to be taken advantage of to motivate revision and then improvement (McGarrell, 2007).

Also, the content of the teacher's comments, which could be understood by the learners, also played the role of scaffolding them as it was stated in chapter 5. These instructions from the teacher were understood by the learners and helped them to develop the writing tasks; also, they seemed to be within Vygotsky's (1978) zone of proximal development as can be evidenced by students' comments which acknowledged having been helped by teacher commentary to improve their writings.

As for the way the progress in writing skills was made evident, we must refer to the aspects mentioned above –paragraph structure, grammar and coherence and cohesion- that were the aspects chosen to assess students' level of writing. This outcome is confirmed by the grades obtained by students in the pre-test and the post-test, which were graded by a trained and experienced teacher, other than the teacher-researcher, and also double checked by the researcher.

Paragraph structure

About paragraph structure, it can be said that the written and oral feedback provided to students helped them to improve their paragraph writing skills. As mentioned in chapter 5, the aspects analyzed in paragraph structure were the following: Inclusion of a topic sentence, supporting ideas and a concluding sentence; also, number of words was considered.

Paragraph structure was an aspect on which the teacher-researcher emphasized a great deal to have them improve their writings and this effort yielded good results as it is shown in Table 7. Some of the answers in the post-questionnaire which show students' acceptance in chapter 5.

Coherence and cohesion

Regarding coherence and cohesion, it can also be said that students improved significantly as evidenced in their writings and the grades as shown in Table 7. Some of the answers in the post-questionnaire which show students' acceptance in chapter 5.

Some students referred to this specific category in the post-questionnaire expressing their awareness of the improvement they had made. It is clear that the use of connectors was improved as it was seen in students' writings and reflected in the grades; the mistakes in punctuation decreased and the presence of run-on sentences almost disappeared.

Grammar

As for grammar, it was the aspect that students mentioned most frequently. Students also made significant progress in this aspect. On average, the grade in this item grew from 1.11 to 2.88, being 3.0 the passing grade.

In conclusion, the categories and their subcategories tell us that direct, coded, written and oral feedback helps students to improve the paragraph writing skills.

In consequence, it is coherent with the research results to say that the research objective was accomplished satisfactorily up to the extent of having improved students' performance. At the same time, these outcomes open doors for further applications and research on this topic.

In summary, we can say that direct, coded, oral and written feedback, within the context of process writing, using approximately 150-word paragraphs, is a tool useful tool for enhancing paragraph writing skills of B1 level English as a Foreign Language (EFL) students at university level because it increases autonomy and also leads to scaffolding and this improvement can be evidenced in the higher level of motivation and grammar, paragraph structure, and coherence and cohesion.

Pedagogical implications

First of all, second language teachers should consider giving students direct, coded written and oral feedback on their writings as it has been demonstrated that, if applied judiciously, it can yield significant benefits to students' learning process. The feedback process applied in this study must have practical variations depending on the learners' level of English and the resources available, as well as other factors such as number of weekly face-to-face sessions students take and the number of students in the classroom. Teachers should adapt specific traits of the feedback process to their specific circumstances. For example, despite the fact that the use of screencasts was a success story in this research work due to the overwhelming acceptance by students (see Table 7. Some of the answers in the post-questionnaire which show students' acceptance), the possibility of using them to receive feedback is not always the same for all students. For students who cannot have access to computers to develop their in-class writing activities there is still the possibility of using Jing's photo feature. When students submit their handwritten writings, the teacher has the option of scanning them and then provide written and oral feedback using the screencast in the photo mode. Once the written picture is ready, the teacher can record a video and provide oral feedback.

There are traits of the feedback process, which are heavily linked to teacher's experience and skills that can and should be honed over time. This is especially true for the case of addressing every student's needs. By nature, feedback on writing is an individualized process and the teacher can tap this trait to guide students according to their particular needs. The continuous decision making of the teacher who has to deal with details should help to develop valuable knowledge that is linked to criteria and has a great component of common sense and intuition, which are skills that can only be acquired through experience but can also be a subject for teacher

training. Both what to tell each student and how to do it in each case remain a challenge for the teacher. There is little room for rules of thumb when it comes to specificities.

On the other hand, teachers should also consider using technological tools available and keep an eye on new ones that regularly appear on the scene. Web 2.0 tools are increasingly better and easier to use. A very good example came to light during this research process, when working with the screencasts made by a company called Techsmith (Techsmith.com). The name of the software is Jing and it permits the capture of video and audio of the computer screen. During the time that the research work took place, Techsmith released two new pieces of software –Snagit and Morae- which offer expanded possibilities to provide feedback on writing to students. Hence, this is a rapidly evolving environment where new tools appear quite frequently. Pearson Education Inc. has come up with a piece of software called My Writing Lab (<http://www.mywritinglab.com/>) which is especially designed for teaching writing, including feedback. Also, it has appeared in the market a piece of software called Mark My Words (<http://mws.ust.hk/mmw/index.php>) which Works with MS Word and has been especially designed for providing feedback. These two pieces of software have a price while Jing is free.

The valuable experience gathered by the teacher-researcher throughout this research study suggests that the writing skill should be given more importance due to its potential as a tool to benefit students' academic and professional performance and to the growing awareness on the beneficial impact of developing writing skills development on the development of the other three linguistic skills (Graham & Herbert, 2011).

Finally, feedback must be manageable, timely and meaningful (Hartshorn, 2008). This demands a continuous effort from the teacher, and also the student, in terms of number of papers to be done and corrected and in terms of organization that permits the teacher to keep track of students' progress and to make meaningful remarks that suit the needs of every student. On the

other hand, the need to be focused on priorities (Zamel, 1985) poses a continuous challenge for teachers as students' drafts contain numerous types of errors that force the teacher to make continuous decisions about which points to work on and which to ignore, at least momentarily. In the implementation of this research work it was easy to be focused on the program objectives, but it was not as easy to focus on students' needs since they can be varied and differ significantly from one student to another, especially because not all needs are evidenced in the diagnostic test but they appear and vary during the academic term.

In principle, all teachers follow the development of all their students, but identifying and prioritizing students' strengths and weaknesses as well as providing adequate feedback and support resources which are useful to scaffolding learners is something that requires of concentrated teaching efforts and research work. Teachers should not only be able to provide guidance through their feedback on specific writings, but above all should furnish students with the means to improve their level of writing autonomously over time. Taking as an example of this the case of a student who has problems with the use of some grammar points, let's take the definite article THE; the teacher in the feedback can point out the mistakes and have students who made it develop some exercises. At the same time, other students are having troubles with other aspects of writing and the teacher should be able to respond to all of them with similar resources. After the first feedback is provided, some students will overcome the difficulties and others might not. So, again, feedback has to differentiate between the two cases and still have more resources for both types of students. The same might be happening with students who are struggling with other aspects of writing. The complexity of the process increases as the process advances with time and so should be the capacity of the teacher to keep up with the tracking of each student's progress. So, a number of resources should be ready to help the teacher perform this tracking successfully.

Limitations

The data collection process was performed without major difficulties. Students were regularly taken to the resource center to do their writings under the supervision of the teacher. In some cases the workload seemed to be excessive for some of the learners who expressed their fatigue. Furthermore, some of them were not able to finish the tasks in class and had to finish them at home. Additionally, some of the students were absent from some of the sessions and it was not easy to help them to make up for the lost ground. Some of them were not able to complete all the tasks. The teacher-researcher tried to fix this by having those students develop the writings at other times outside form the schedule of the regular classes. This allowed the teacher-researcher to collect most of the writings but there were still a few whose writings could not be taken into consideration.

Further research

Some of the situations depicted in the preceding paragraph might require in-depth analysis and, in some cases, further research would be worthwhile doing. Among the many options for research work on feedback, one is related to the administration of the process. This means that effective ways to track students' progress should be researched.

I other words, one of the types of research that the teacher-researcher thinks should be done is research related to the design of Web 2.0 tools that help the teacher to follow up closely students' progress closely without devoting too much time. Also, these instruments should be useful to provide information to students about their own performance and help them to self and peer-assess. Research for both resource design and about the possibility of developing web 2.0 tools or similar that help to track students' progress deserve to be investigated for the good of students

Another research possibility lies regards the development of adequate blended feedback strategies in the sense of feedback that comprises written and oral feedback. What is the best thing say through writing? What about through oral comments? What about using in both means? The effectiveness of each solution should be demonstrated through research.

Finally, research on the relationship between the level of writing of students in two languages, their native language and in English, is needed for both the teaching of writing and for the purpose of improving feedback on writing techniques. Among the many benefits a study of this type could yield, it would help to establish a clear distinction between surface errors and deep errors and to shed light on efficient ways to treat them.

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Appendices

Appendix A: Pre Questionnaire

Study title: The impact of direct, coded, oral and written feedback on the improvement of paragraph writing of B1 level EFL students at University Level.

1. **Family name:** _____ **First name:** _____
2. **Student ID #:** _____
3. **Sex:** m f (please circle as appropriate)
4. **Date of birth:**
5. **Degree/major:**
6. **Number of years of English study in Colombian school system:** _____ (years/months)
7. **Time** (years, months, weeks) spent in country where English is the local language:
8. **What kind of situation do you find most helpful for learning English** (please circle the appropriate number of each of a. to d.; 1 means “most beneficial situation”, 4 means “least helpful situation”):
 - a. Learning by doing, e.g., communicating with a native or non-native speaker in English. 1 2 3 4
 - b. Learning by studying text books or reading in English. 1 2 3 4
 - c. Learning by copying someone or something, e.g., a teacher or a song. 1 2 3 4
 - d. Learning by watching others, e.g., watching English language videos or movies. 1 2 3 4

9. **Please circle the relevant number to indicate what you consider your strength in English**
(1 = strongest; 4 = weakest):

- | | |
|--------------|---------|
| a. Listening | 1 2 3 4 |
| b. Speaking | 1 2 3 4 |
| c. Reading | 1 2 3 4 |
| d. Writing | 1 2 3 4 |
| e. Grammar | 1 2 3 4 |

10. **What kind of teacher feedback on your written work do you find helpful? Please be explicit** (e.g., do you find it helpful if the teacher comments on your ideas? Grammar? If your teacher circles errors or unclear parts of your writing?)

Appendix B: Post-questionnaire

Study title: The impact of direct, coded, oral and written feedback on the improvement of paragraph writing of B1 level EFL students at University Level.

Name (or ID): _____

1. What did you like/dislike about the feedback on writing received throughout the course?

a. Likes:

b. Dislikes:

2. Why did you like (or: dislike) the oral commentary?

___ liked

___ disliked

Reasons:

3. How did you use the teacher commentary you received?

4. Written and oral teacher commentary on my texts

a. Is easier to understand compared to only written teacher commentary

Strongly agree.....strongly disagree

5

4

3

2

1

b. Requires me to spend more time on revisions compared to only written teacher commentary

Strongly agree.....strongly disagree

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5 4 3 2 1

5. Overall, oral commentary is helpful for feedback on my texts

Strongly agree.....strongly disagree

5 4 3 2 1

6. The feedback received on my texts

a. Helped me improve my writing

Strongly agree.....strongly disagree

5 4 3 2 1

b. Increased my motivation to revise my texts

Strongly agree.....strongly disagree

5 4 3 2 1

c. Made it easy for me to revise my texts

Strongly agree.....strongly

disagree 5 4 3 2 1

7. The teacher commentary provided throughout the course was helpful for the way I like to learn English writing

Strongly agree.....strongly

disagree 5 4 3 2 1

8. If I could change anything about the feedback received in the course (please explain what you would change and how you would change this).....

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9. Please add any other comments that you may have about the feedback received in your writing course.

Appendix C: Invitation and Informed Consent Form for English Language Teachers

Title of the study: The effects of Teacher Commentary on Revised and New Written Texts from English Language Learners.

Researchers:

H.M.McGarrell, PhD, Professor, Applied Linguistics, Brock University, Canada.

Invitation to Participate:

I am invited to participate in the above mentioned research study conducted by Professor R. Alvira and Dr. H. McGarrell.

Purpose of the Study:

The purpose of this study is to conduct research into the effects of commentary from writing teachers on revised and new texts from university-level English Language Learners (ELLs). Participants will receive teacher feedback in different forms. The texts will be analyzed to determine whether the teacher commentary offered for each text is reflected in the ELLs' revised and subsequent texts, i.e., whether it results in learner uptake. Participating teachers of English writing will benefit from receiving information on current practices of writing teacher commentary and guidance on how to provide commentary in written and/or oral form. Teachers assigned to the oral group will be using a web-based oral commenting feature that is saved electronically.

Participation:

My participation will consist of releasing electronic files (or hard copies where applicable) of my commentary on my students' written texts. I will also provide responses to questions about my background and experience with teaching writing to ELLs. I understand that commentary on ELLs' written texts is part of my regular work as a writing teacher. By participating in this study, I agree to release my commentary for inclusion in the researchers' data base for this study. My name will not be used in any of the data analysis but be replaced with a code.

Risks:

I may feel that my commentary may be used to critique my ability to teach English writing. Such critique is, however, not the intention of the researchers: their interest is limited to the type of commentary provided and how commentary is used (or ignored) by ELL writers. For participating teachers the study provides a valuable professional development opportunity to new insights into current understanding of commenting practices.

Benefits:

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My participation will help the researchers develop a better understanding of the effect teacher commentary on ELL's revised and new texts has and what commentary helps ELLs develop as writers. I understand that insights from this study may be presented at conferences and reported in journal articles. The body of data to which my texts contribute will also be made available to thesis students who wish to carry out additional analyses on the texts.

Confidentiality and anonymity:

My name on all texts will be replaced with a code that will prevent anybody outside the researchers to know which commentary I generated. I understand that the researchers expect to use analyses of the data collected in this study for conference presentations and potential publications. I also understand that members of their research team (research assistants and potentially thesis students) are expected to work with the data. However, I also understand that confidentiality will be protected by the use of codes instead of real names.

Conservation of data:

The data collected, both electronic and, if applicable, hard copies, will be kept in a secure manner in locked filing cabinets at the respective institutions of the researchers. The data will be kept indefinitely but the master list with my name on it will be destroyed as soon as the data collection has been completed at the end of my course.

Voluntary Participation:

I am under no obligation to participate and if I choose to participate, I can withdraw from the study at any time without suffering any negative consequences. If I choose to withdraw, I need to inform Dr. H. McGarrell (she will not be teaching any of the courses or be in contact with teachers in the program) at hmcgarrell@BrockU.CA. Any data already collected will be destroyed and no additional texts I write will be included in the study.

Acceptance:

I, _____, agree

- a) to participate in the above research study conducted by Prof. R. Alvira, Professor, Professor, Departamento de Lenguas y Culturas, Universidad de la Sabana, Colombia. and Dr. H.McGarrell, Applied Linguistics, Brock University, Canada, and
- b) to allow potential use of the data by thesis students (who will not have access to information that includes my name or other identifying markers).

If I have any questions about the study, I may contact the researchers.

If I have questions regarding the ethical conduct of this study, I may contact If I have questions regarding the ethical conduct of this study, I may contact Research Ethics at Brock University reb@brocku.ca and/or at the Universidad de la Sabana, Comité de Etica <leonor.botero@unisabana.edu.co>

There are two copies of the consent form, one of which is mine to keep.

Participant's signature:

Date:

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Appendix D: Consent Form for Developing English Language Writers

Title of the study: Effects of Teacher Commentary on Revised and New Written Texts from English Language Learners.

Researchers:

H.M.McGarrell, PhD, Professor, Applied Linguistics, Brock University, Canada.

Invitation to Participate:

I am invited to participate in the abovementioned research study conducted by Professor R. Alvira and Dr. H. McGarrell.

Purpose of the Study:

The purpose of this study is to conduct research into the effects of commentary from writing teachers on revised and new texts from university-level English Language Learners (ELLs). Participants will be assigned to one of two types of groups; members of each group will receive teacher feedback in different forms. The texts will be analyzed to determine whether the teacher commentary offered for each text is reflected in the ELLs' revised and subsequent texts. Participants will benefit from receiving regular and consistent commentary on their writing, commentary designed to help them improve their understanding of the English language and academic writing conventions.

Participation:

My participation will consist of releasing in-class paragraph-level draft and revised texts, and the final paper, including the commentary received from my teacher for inclusion in the study. I understand that electronic versions of my texts will be used. I will also provide responses to questions about my background and experience with English language learning. The in-class writing assignments are part of the regular course work for my English course work that all students in the course will complete; I will receive teacher commentary whether or not I release my texts for analysis. By signing this Consent form, I agree that the texts I write can be analyzed for the purposes of the proposed research. If I do not wish to release the texts for the study, I do not sign the Consent form. Whether I sign the form or not will not affect the grade I receive in this course. The Consent forms will be placed in a sealed envelope and none of my teachers will know whether I have agreed to participate or not

Risks:

My participation in this study does not have any known risks.

Benefits:

My participation will help the researchers develop a better understanding of the effect teacher commentary on ELL's revised and new texts has and what commentary helps ELLs develop as

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writers. I understand that insights from this study may be presented at conferences and reported in journal articles. The body of data to which my texts contribute will also be made available to thesis students who wish to carry out additional analyses on the texts.

Confidentiality and anonymity:

My name on all texts and questionnaire information will be replaced with a code that will make it impossible for anybody outside the researchers to know which texts I wrote. I understand that the texts and questionnaire results will be used for analysis and potential publication by the researchers and members of their research team (research assistants and potentially thesis students); confidentiality will be protected by the use of codes instead of real names.

Conservation of data:

The data collected, both electronic and, if applicable, hard copies, will be kept in a secure manner in locked filing cabinets at the respective institutions of the researchers. The data will be kept indefinitely but the master list with my name on it will be destroyed as soon as the data collection has been completed at the end of my course.

Voluntary Participation:

I am under no obligation to participate and if I choose to participate, I can withdraw from the study at any time without suffering any negative consequences. If I choose to withdraw, I need to inform Dr. H. McGarrell (she will not be teaching any of the courses or be in contact with my teachers) at hmcgarrell@BrockU.CA. Any data already collected will be destroyed and no additional texts I write will be included in the study.

Acceptance:

I, _____, agree

- a) to participate in the above research study conducted by Prof. R. Alvira, Professor, Departamento de Lenguas y Culturas, Universidad de la Sabana, Colombia. and Dr. H.McGarrell, Applied Linguistics, Brock University, Canada, and
- b) to allow potential use of the data by thesis students (who will not have access to information that includes my name or other identifying markers).

If I have any questions about the study, I may contact the researchers.

If I have questions regarding the ethical conduct of this study, I may contact Research Ethics at Brock University reb@brocku.ca and/or the Universidad de la Sabana at Comité de Ética <leonor.botero@unisabana.edu.co>

There are two copies of the consent form, one of which is mine to keep.

Participant's signature:

Date:

Please provide your e-mail address if you wish to receive a short summary of the study on completion.

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Appendix E. Action Plan

Timeline of Data Collection and Implementation

Stage	Month	Week (Dates)	Activity	Data Collection Instrument(s)	Comments
Pre-stage	November - January	November 1-5 Consent Letter from the University	To get the institutional permission for implementing the research study		
		November 6-10 Design of the instruments	Design of the first draft of all the instruments		Informal interviews with colleagues who have experience in working on feedback on writing
		November 17-20 Piloting the initial survey and the other instruments with colleagues-students	To refine the instruments To validate all the instruments and to identify possible changes in the methodological strategy	Diagnostic survey and other instruments	
		November 20 Detailed plan of Intervention	To present the program proposal. Pinpoint all the activities.		
	January	January 20-25 Informal interview with participants of the research	Interviews Asking students about their interest on being part of the research study.	Letters of intent	
While - stage	March	January 28-31 Applying diagnostic test Implementing the first cycle. Preparation of students to develop the workshops. Writing a paragraph and a paragraph outline. Writing a paragraph about technology in Colombia.	To get information about students' initial state about English writing skills. To begin the implementation of the feedback-on-writing methodology To validate the instruments used.	Diagnostic test about writing capabilities Teacher's log	
		February 5- 10 Analyzing and validating collected data by the first instruments	To establish the relationship between the research study and the researcher's teaching practice	Researchers' notes.	
		February 11-13 Interviews with the students	To collect students' perceptions about their learning process		
		March 15-20			

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		Implementing the second set of workshops: Writing about a trip to the desert	To identify achievements and delays in the project implementation.	Students' log	
	April	April 1-5 Analyzing and validating collected data by students' logs and teacher's opinion.	To analyze students' answers To identify the effectiveness of the feedback process	Researcher's notes	
	May	May 2-8 Implementing the third set of workshops: Writing about Colombian culture. Analyzing and validating collected data by students' logs and tutors' opinion. June 25- 30 Implementing the fourth set of workshops: Post-writing about "my childhood".	To obtain information about students' writing skills and comfort with the feedback methodology at the end of the third cycle of the process To identify the effectiveness of the feedback process To obtain information about students' writing skills and comfort with the feedback methodology at the end of the third cycle of the process To identify the effectiveness of the feedback process	Final writing comprehension test.	
Post - stage	July	July 1-5 Analyzing and validating data. Triangulation process July 15-20 Writing and refining the final document. Sharing findings	To analyze and interpret data collected in the last five weeks. To write a formal document with the first Action research cycle.	Final survey Triangulation	Academic document by following APA style

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Appendix F: Lesson Planner

ICELT LESSON PLAN FORM Electronic Version

Name of teacher: STUDENT A		Candidate Number:	
Institution: Universidad de la Sabana			
Date of Observation: DAY MONTH YEAR April 17th 2012		Time of observation 7:00 a.m.	Length of class 110 minutes
Class/grade: Level 5		Room: E 106	
Number of students: 18		Average age of Students: 19	
Number of years of English study (students): 8		Level of students Intermediate	
Lesson Number Sixth week		Observer:	
<p>Aims:</p> <ul style="list-style-type: none"> - Raise the students' awareness of the use of the modal verbs can, must, have got to, have to, and also allowed to. - Perform dialogues and write a comparative paragraph expressing their personal feelings and opinions about rules in the places familiar to them. <p>Personal aims:</p> <ul style="list-style-type: none"> To improve time management. To have a student-centered class in which all the students get actively involved and enjoy the class. 			

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Assumed knowledge:

At this point the students are supposed to know the correct use of the present simple, past simple, present continuous, passive voice, comparatives and superlatives, future with will, future with 'going to' and the use of present progressive for future arrangements. The students know how to write a narrative paragraph.

Modal Verbs

[Click here for all the exercises about modal verbs](#)

Here's a list of the modal verbs in English:

can	Could	may	might	will
would	Must	shall	should	ought to

Modals are different from normal verbs:

- 1: They don't use an 's' for the third person singular.
- 2: They make questions by inversion ('she can go' becomes 'can she go?').
- 3: They are followed directly by the infinitive of another verb (without 'to').

Probability:

First, they can be used when we want to say how sure we are that something happened / is happening / will happen. We often call these 'modals of deduction' or 'speculation' or 'certainty' or 'probability'.

For example:

It's snowing, so it **must be** very cold outside.
I don't know where John is. He **could have missed** the train.
This bill **can't be** right. £200 for two cups of coffee!

Ability

We use 'can' and 'could' to talk about a skill or ability.

For example:

She **can speak** six languages.
My grandfather **could play** golf very well.
I **can't drive**.

Obligation and Advice

We can use verbs such as 'must' or 'should' to say when something is necessary or unnecessary, or to give advice.

For example:

Children **must do** their homework.
We **have to wear** a uniform at work. You **should stop** smoking.

Habits

We can use 'will' and 'would' to talk about habits or things we usually do, or did in the past.

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Permission

We can use verbs such as 'can', 'could' and 'may' to ask for and give permission. We also use modal verbs to say something is not allowed.

For example:

Could I leave early today, please?
You **may not use** the car tonight.

Can we swim in the lake?

Retrieved from: <http://www.perfect-english-grammar.com/modal-verbs.html>

Materials:

Textbook: New Cutting Edge Intermediate. Students' book. Cunningham, Sarah; Moore, Peter. Pearson Longman.

Chart with list of words.

Chart with list of places and objects.



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Rationale

Profile of learners:

Ages and language level

The class is composed of 18 students. All of them are university students at the Sabana University. Six of the students are in 1st semester, seven more in 2nd semester, four in 3rd semester, and one in 8th semester. Five of them study Audiovisual Communication, four of them study Social Communication, two study International Business Administration, three study Industrial Engineering, one studies medicine, one studies nursing, one studies International Marketing and

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Logistics Administration, and one study International Economics and Finance.

The students who is above 5rd semester is behind the level she should be in. In principle, the students should be at least in 5th semester otherwise they are behind of what they should be in. This means that for this student English has become a problem subject. Most likely, this latter student has failed one or more than one English courses.

The lesson I will teach will be one of the lessons in the last academic period of the students' academic semester. For this reason the students will be feeling the pressure of the need of good marks to pass the course. This will make the students concentrate more on the activities of the class.

The students like to communicate with each other and in groups. They have enjoyed the role-play activities performed in class throughout the course.

The learners are at the beginning of the intermediate level (B2 according to the European framework). The ages of the learners range from 17 to 22 years old. All the students are university students at the Sabana University in Chia, in the outskirts of Bogota. These students have been taking a course throughout the semester, on Tuesdays from 7:00 to 9:00 a.m. and Thursdays from 7:00 to 8:00 a.m. plus a weekly asynchronic online session. All in all, the course is composed of 64 hours and about other 100 hours of independent work.

Linguistic and needs of affection

Students' needs are the development of fluency and accuracy in writing and speaking activities. At this stage, the students will benefit from free practiced accompanied by feedback. Strengths of the group include active class participation and their interest to take active part in class activities. For this reason, they have a high external motivation although their internal motivation could be increased.

They like to participate in groups and pair-work activities especially with learners from their own careers and semesters. Competition among groups is something that motivates them a great deal.

How learners' needs relate to aims of the lesson

Taking freely about rules that they agree or disagree with facilitates their interaction, and to know each other better and have fun at the same time. Also, the students are will be more fluent and will be gaining more self-confidence. This way I will be attending their affective and linguistic needs.

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<u>Anticipated problems</u>	<u>Planned solutions</u>
<p>The students might have problems with the vocabulary included in the game at the beginning of the class.</p> <p>The students might have problems to differentiate between the use of 'have to' and 'to have'.</p>	<p>Days before the class, I will give them homework related to the vocabulary.</p> <p>I will emphasize this difference during the warm up activity.</p>



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DEPARTMENT OF FOREIGN LANGUAGES AND CULTURES

Universidad de La Sabana

MASTER IN ENGLISH LANGUAGE TEACHING
AUTONOMOUS LEARNING ENVIRONMENTS

Stage	Aim	Procedure	Minutes	Interaction	Tutor's comments
		Teacher and student activity			
1. Introduction of the grammar item and the function.	Having the students focus on the class objective and how they will be assessed.	The teacher tells the students about the lesson objective: to learn how to use the modal verbs can, could, should, must, have to, ought to, and tells students how they are going to be assessed. To express personal opinions about rules in many places familiar to them orally and through the writing of a paragraph.	5	T-C; S-T	
2. Warm-up	Get familiar with the vocabulary needed to talk about rules and freedom. (Pre-teaching); Getting students engaged in the class.	Vocabulary game. The teacher shows twenty-five words on the screen. He explains the meaning and has the students watch the words for a minute to memorize them. Once the minute is over he tells the students to write as many words as they can remember on a piece of paper. This list includes modal verbs and other words to be used in the lesson. The student who remembers the largest number of words is the winner.	11	T-C; S-T	
3. Guiding learners towards the grammar form and function. Recall of prior learning	Setting up the context for the lesson.	Teacher shows a list of places on the screen: restaurants, airports, parks, banks, bars, hospitals, libraries, roads, museums, planes, public swimming pools, 'transmilenio' stations, 'flotas' and classrooms. Teacher starts the activity by talking about rules in places like airports. He discusses with students about the rules in those places related to mobile phones, credit cards, pets, ID card and cigarettes. Teacher distinguishes among things that are necessary/not necessary, permitted/not permitted; a good idea/a bad idea.	10	T-C; S-T	

3. Providing guidance to the students.		Since it had already been explained to the students about paragraphs, teacher briefly reminds them of its components and presents a model on the screen, the same model he had already used in the previous class.	7	T-C; S-T	
	Getting acquainted with the function.	Now the teacher lets students comment on rules in banks in relation with the same objects. Teacher writes down on the board some of the ideas of the students. He encourages students to use the modal verbs just introduced in the game.	5	T-C; S-T	
4. Eliciting performance and reflection on mistakes and errors and providing feedback.	Have the students use the function and the grammar item.	Students complete (three places at least) individually the list of places with actions that are (not) necessary/ (not) permitted/ a good (bad) idea. They use the modal verbs introduced beforehand. They can check the grammar section of the book to perform the activity.	10	T-C; S-T	
6. Performance assessment.	Improving the use of the grammar points and the function.	Students discuss and compare in pairs what they have written.	7	S-S	
		Students read out some of the sentences they wrote and discuss with the whole class.	10		
7. Retention and transfer enhancement	Students comparative paragraph structure.	In pairs, small talk about annoying rules, and then with the whole class.	10	S-C	
8. Production		Students write a paragraph about some aspects of Colombian culture including rules in Colombia and any other country they have been to. Students are encouraged to check the feedback they received on the last writing before starting to write, in order to take the advice given into consideration.	25	S-S	
9. Assessment	Formative evaluation and lesson assessment.	Teacher checks what some of the students have done. Students upload their writings in the system of the university and teacher checks attendance.	12	T-S	

	TOTAL MINUTES	112	
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Appendix G: Students’ Samples

Student 1: diagnostic writing. Childhood.

In 2007 I travelled to Germany 1 year as exchange student, I chose this country because my grandmother was German and in my childhood she talking every time in German. From this moment I was interest for this language, them when I had the opportunity to made a travel I chosen Germany.

The first mount was very difficult because I don’t speaking very gut German in this moment and the communication betting my German’s family and me was difficult because they don’t spoken English but in school was more simply because the all people in the school speak English, after the 3 mount I canned a little German spoken the necessary for a basic communication.

PARAGRAPH STRUCTURE	COHERENCE AND COHESION	GRAMMAR
Clearly specified topic sentence with 1 supporting idea and a concluding sentence 4	Your ideas were organized in a way that your paragraph could be understood. Your Narrative paragraph details are arranged logically; story flows smoothly; story includes some sensory description to help involve the reader in the narrative 4	The writing doesn't include any of the grammatical structures studied throughout the course. 1

**Student 1 First writing: technology. Draft with feedback
LEVEL 5 GROUP 28**

Nowadays the technology is a good tool to make social live, in the past when you wants SVA to knew a person you must started WV a conversation, that is very difficult for many persons but now you can search this person in Facebook our ? other social community WW . For example when i was the new at the school the people don’t spoke with me in the class room our in the restaurant among others but many people from the school in the first week aggregated me to Facebook and Messenger and at this moment I began to have friends. In conclusion if you don’t have a user in Facebook our other social community, you don’t have friends.

Are you sure you followed the narrative paragraph structure studied in class? Check that and revise it before you submit your final writing.

Check to see if you used at least three of the following grammar structures, including the passive voice:

- -ed/-ing adjectives.
- The passive.
- Will for offers and instant decisions.
- Defining relative clauses. SENTENCE STRUCTURE EXERCISE

Your oral feedback here: <http://screencast.com/t/GnRsGjTxpOmH>

Student 1 First writing: technology. Final writing
LEVEL 5 GROUP 28

How is influenced the technology in my homeland.

When I lived in 2007, I started to study in a high school near from my town. At this time I hadn't known anyone in this country, only the members of my host family. The people for the school didn't talk with me because a was the new boy and the Germans are really timid.

At the beginning I felt bad a little uncomfortable but then I didn't care about that. Few time later I received a lot of friend invitation of Facebook, Messenger and schuelervz, the most famous social network at this moment in Germany. So I understood that for those people were very to make a directly relationship.

Nowadays the technology has been developed to the point where make a relationship is easier to than in the past and also allow us to keep friendship no matter the distance.

Student 1 Second writing: trip to the desert. Draft with feedback
LEVEL 5 GROUP 28

Desert

Of the many places that I want to visit are some countries: Sweden, Russia, Japan among other but definitely the country that I want at most visit is Imaret Dubai and their capital city Dubai, I think is the most modern and impressive city in the world in this moment, something that draws my attention is that the desert is an hour from de city and I am interested in make a trip to the desert with a lot of friends I think we need many things first a bid bag where we can pack things like: enough water as 3 liters for person, few clothes, several canned, some tents, few unnecessary elements as books or notebooks because are heavy and finally the all person must be hygiene items, and in group the must be at least a cell phone and a GPS.

Your oral feedback here: <http://screencast.com/t/XWma03p3xrT>

PUNCTUATION

Make sure you use some of the new structures learned in class:

- Passive voice
- Ed, -ing adjectives
- Quantifiers
- Connectors

Are you sure you used the appropriate paragraph structure? Check week 6, first session in virtualsabana to check narrative paragraph structure.
 REPEAT IT IN THIS FILE

Student 1 Second writing: trip to the desert. Final writing

Desert

Of the many places that I want to visit are some countries: Sweden, Russia, Japan among other but definitely the country that I want at most visit is Imaret Dubai and their capital city Dubai, I think is the most modern and impressive city in the world in this moment, something that draws my attention is that the desert is an hour from de city and I am interested in make a trip to the desert with a lot of friends I think we need many things first a bid bag where we can pack things like: enough water as 3 liters for person, few clothes, several canned, some tents, few unnecessary elements as books or notebooks because are heavy and finally the all person must be hygiene items, and in group the must be at least a cell phone and a GPS.

Student 1 Third writing: Colombian Culture. Draft with feedback

Colombia is a country located in sub America in tropical area because of that had a lot of weathers WW and many possibilities of crops, PUN Colombia also had WT many different cultures in each departments SVA also main WW people are friendly. On the other hand in the less WW years Colombia has been a very important economically developed (mw) in many sectors of the industry like agriculture and ganaderia.

Colombia for their position and geographic had different areas where there are a lot of crops. In the north SS is the cost where are cultivos of exotic fruits, in the center of Colombia MW are coulters areas where are cultivos of potato, ????

Topic sentence?

SUBJECT + VERB + OBJECTS

PARAGRAPH STRUCTURE	COHERENCE AND COHESION	GRAMMAR
Not specific/clear topic sentence with supporting idea/s and without a concluding sentence or a concluding sentence with no relation to the topic sentence. 2	Your ideas were disorganized and it was difficult to read them through the text. The paragraph details are out of order, disrupting the flow of the story; story includes very little sensory description 2	The writing doesn't include any of the grammatical structures studied throughout the course. a) Passive voice b) Reported speech c) Past perfect d) Modal verbs to express obligation, and permission e) first conditional. - Must, should, have to, ought to will, f) Second conditional g) Third conditional g) Predicitions with will/won't 1

Your oral feedback here: <http://screencast.com/t/q8Yodsn3m>

Student 1 Third writing: Colombian Culture. Final version.

A travel to sub America isn't complete without visiting Colombia, is an amazing country where you may follow a lot of alternative for vacations.

If you like the beach and going to out to party, you can visit some cities on the northern coast of the country like Cartagena, Santa Marta and Barranquilla in any of these cities you can also find typical food very tasty like sancocho, fish like crappie and bocachico, also butifarra and bollos but you can also find international food. At that area is many festivals and the people of that region are cheerful and fun with which you can going to out to bars and enjoy the typical music the ballenato and champeta.

If you like tranquil vacations I recommend you visit a city as Bogota is the capital of the country, the city has also many bars and restaurants of typical and international food but more than that Bogota has lot of tourist sites, if you like the culture you can visit the gold museum and museum of modern art among others also you can visit Temple Monserrate where you have a amazing view across the city also can you visit a historical center and many others, besides Bogota is a modern and safe city. The all persons from Colombia give you their support and kindness.

Student 1: last writing. Childhood

When I was five years I hated go to the doctor. One day my mom had taken an appointment for the dentist. While my mom was talking with the secretary, I started to cry, because I was very scared. In that moment the doctor called me and my mom took my hand we entered into the doctor's office. The doctor helped me to sit in the reclining chair; my mom was signing some documents and the face of the doctor made me feel more nervous, he had realized that so he went out of the office and talked with other patients. As no one was watching me, I started to run out of the office and my mom and the doctor ran after me, I did not want go back to that office so I ordered the elevator but my mom had arrived in first place. She was really angry and stated to yelled at me. In the end the dentist examined me and gave me a candy.

PARAGRAPH STRUCTURE	COHERENCE AND COHESION	GRAMMAR
Clearly specified topic sentence at least 2 supporting ideas and a concluding sentence 5	Your ideas were logically organized through the paragraph and were easy to read. Your Narrative paragraph details are arranged logically; story flows smoothly; story includes considerable sensory description to help involve the reader in the narrative 5	The writing includes at least three well-used grammatical structures studied throughout the course, namely: a) Passive voice b) Reported speech c) Past perfect d) Modal verbs to express obligation, and permission e) first conditional. - Must, should, have to, ought to will, f) Second conditional g) Third conditional g) Predications with will/won't 5

Student 3: Diagnostic writing

My life when I was a kid

When I was a child I was a very funny boy. I had many friends in my school with their I played many things but never we played football because I didn't like it. I wanted in any moment play with my toys, watch TV and watch movies. My favorite TV programs were Pokemon, Digimon and Dragon Ball Z. When I went to the cinema I liked watch movies like Peter Pan, Pokemon or Spy Kids. Also I liked play with my dogs. I had four dogs. I remember when I traveled with my family to Santa Marta. We traveled in car. This travel was an excellent experience. I knew places like Barranquilla and "el Cavo de la vela". Also when I was a child I liked so much go to class of acting. I remember also that I was in camera class, I learned how use a camera and how make a film.

PARAGRAPH STRUCTURE	COHERENCE AND COHESION	GRAMMAR
Lose information is given without a trace of paragraph structure Not specific/clear topic sentence with supporting idea/s and without a concluding sentence or a concluding sentence with no relation to the topic sentence. 1	Your ideas were disorganized and it was difficult to read them through the text. The paragraph details are out of order, disrupting the flow of the story; story includes very little sensory description. 2	The writing doesn't include any of the grammatical structures studied throughout the course. 1

Student 3: first writing. Technology. Draft and feedback
The Educational Software

I MW tell the story about of create an important new educational software by students from Colombia. One day students from second grade of the school Santa Librada from Colombia create VT new educational software. They were born in a little town from Colombia. They were three boys and two girls. The men are named Pedro, Carlos and Ricardo. The girls are name Juliana and Paola. They had to do a project class for their school. They thought that they should to do software when the students can to do all your homework. First they designed the platform for their project. They wanted to do a special designed where it was comfortable to the students. Secondly they ask to the teacher the topics about all their class because they needed to divider the platform of semester. Finally they uploaded a program from internet. They named the software Freedom School. The software is used now in Colombia for many schools. In conclusion five little students created the most important educational software in Colombia because they just to do a project class.

Your oral feedback here:

<http://screencast.com/t/19slOy9b3> Prepositions exercises

Are you sure you followed the paragraph structure studied in class? Check that and revise it before you submit your final writing.

Check to see if you used at least three of the following grammar structures, including the passive voice:

- -ed/-ing adjectives.
- The passive.
- Will for offers and instant decisions.
- Defining relative clauses.

Student 3: first writing. Technology. Final writing
The Educational Software

I'm going to tell the story about the creation to an important new educational software. It was made by students from Colombia. The new advances to technology from Colombia are made by students. One day students from second grade of the school Santa Librada from Colombia have to do a project in class. When they knew about the project, they said: We will create new educational software.

First they were born in a little town from Colombia. They were three boys and two girls. The men are named Pedro, Carlos and Ricardo. The girls are name Juliana and Paola. They had to do a project class for their school. They thought that they should to do software when the students can to do all your homework. First they designed the platform for their project. They wanted to do a special designed where it was comfortable to the students. Secondly they ask to the teacher the topics about all their class because they needed to divider the platform of semester. Finally they uploaded a program from internet. They named the software Freedom School.

Finally when they finished the software many schools try to imitate these activities to create software. The teachers from Colombian thought that these exercise were the way to motivate the students. However the software most used in Colombia is Freedom School. We can't forget the great creation, because only five little students created the most important educational software in Colombia.

Student 3: second writing. Trip to the desert. Draft and feedback
Adventure in "El Infiernito"

One day Jacob had to go to the desert because he wanted to study the many animals to have ?? in the desert of Villa de Leyva. The desert has many kinds of animals. The desert is named "El Infiernito" by the tourist. The story begins when Jacob was in the town of Villa de Leyva. There he organized a group to expedition WW. The group was composed by WW Jacob, María and Carlos. When they arrived to WW the desert, the first thing that they did was MW put WW the tent and say where to start ??. They started and with the help of them WPR compass they walked to the north. They could

see animals like snakes, birds and insects. During the trip they were lost but they found natives who helped them. ?? Jacob at the end of the expedition SS told his colleagues that he WP had been the best tour that he had done in years because there MW could find new species of animals in spite of having lost ??

WRITE THE FINAL HERE

. Make sure you use some of the new structures learned in class:

Find your oral feedback here: <http://screencast.com/t/ZpyBftPgi>

Passive voice

Ed, -ing adjectives

Quantifiers

Connectors

Are you sure you used the appropriate paragraph structure? Check week 6, first session in virtualsabana to check narrative paragraph structure.

Student 3: second writing. Trip to the desert. Final writing

One day Jacob decided to go to the desert because he wants to know which animals live there. He visited the desert of Villa de Leyva. The desert is named "El Infiernito" by the tourist. He thinks that the desert is a place with many kinds of animals. The story begins when Jacob was in the town of Villa de Leyva. There he organized an expedition group. The group was integrated by Jacob, María and Carlos. The day in the desert begins when they arrived there. In first place they put the tent and lit a fire. They started with the insects. The insects in the desert are many and have many colors. Also they could see animals like snakes, birds and insects. During the trip they were lost but a group of natives help them. Finally Jacob says to his group that for him this trip had been the best tour that he had done in years because he can found new species of animals.

Student 3: third writing. Colombian culture. Draft writing and feedback

The Colombian Culture

If you someday want to come to Colombia I'm going to recommend you something that you should have present in your visit. Colombia is a diverse country. First that WP all Colombia is a please SP where you can found WT beautiful landscapes. Colombia is dividing WT for WP 32 departments and its capital. Each of its part SVA has different kinds of weather. Colombia has jungle, big cities, enormous oceans and fantastic valleys. The landscapes of this country are the first reason for quedarse.

Secondly, the Colombian food is very famous in the world because is so variety WW. Colombia has meals like Ajiaco, Bandeja Paisa and Sancocho. These meals have ingredients that only produce in Colombia SS for example the papa pastusa or morcilla. The food is used by many persons for atraer people of others countries. In another hand, SS the culture is an important factor in this country. The kinds of music in Colombia are many for example: Cumbia, Vallenato, Bambuco, Joropo, Carranga, Andina and others. From Colombia are the most representative artists from Latino

America. WO They are the MW writer of 100 años de Soledad Gabriel Garcia Marquez. Also Shakira and Juanes. They are a colombian famous singers in the world. Colombia has many reasons if you want quedarse SS.PUN Its landscapes, meals and its culture are the motive for doing WW the most important country in Latino America. Dear extranjero friend I invite you to come to this beautiful country

Find your oral feedback here: <http://screencast.com/t/lepS0l3hE>

SUBJECT + VERB + OBJECT

PARAGRAPH STRUCTURE	COHERENCE AND COHESION	GRAMMAR
Clearly specified topic sentence at least 2 supporting ideas and a concluding sentence 5	Your ideas were logically organized through the paragraph and were easy to read. Your Narrative paragraph details are arranged logically; story flows smoothly; story includes considerable sensory description to help involve the reader in the narrative 5	The writing includes at least two well-used grammatical structures studied throughout the course, namely: a) Passive voice b) Reported speech c) Past perfect d) Modal verbs to express obligation, and permission e) first conditional. -Must, should, have to, ought to will, f) Second conditional g) Third conditional 4

Student 3: third writing. Colombian culture. Final writing

The Colombian Culture

If you someday want to come to Colombia I'm going to recommend you something that you should have present in your visit. Colombia is a diverse country. First that all Colombia is a place where you can find beautiful landscapes. Colombia is dividing in 32 departments and its capital. Each of its part has different kinds of weather. Colombia has jungle, big cities, enormous oceans and fantastic valleys. The landscapes of this country are the first reason to stay here.

Secondly, the Colombian food is very famous in the world because is so varied. Colombia has food like Ajiaco, Bandeja Paisa and Sancocho. This food has ingredients that they are only produce in Colombia for example the papa pastusa or morcilla. The food is used by many persons for attracting people from others countries. On another hand, in this country the culture is an important factor. The kinds of music in Colombia are many for example: Cumbia, Vallenato, Bambuco, Joropo, Carranga, Andina and others. From Colombia are the most representative artists from Latin America. They are the writer of 100 años de Soledad Gabriel Garcia Marquez. Also Shakira and Juanes. They are famous singers in the world.

Colombia has many reasons if you want stay here. Its landscapes, different kinds of food and its culture are the motive for doing the most important country in Latino America. Dear foreigner friend I invite you to come to this beautiful country

Student 3: Last writing. Childhood

My Childhood

When I was a child I was very funny boy. Also I wanted to be with my family all the time. I was a familiar boy. In the school I was an excellent student but I remember for example I made jokes in the class all the time. When I had 7 years old I played with my town friends all the day after to the class. My favorite game was "Ponchados". On another hand I remember that I loved acting, I still love that, I was registered in an acting class where I made many characters. Finally in my childhood I loved to spend my time with my dogs. I had four dogs. They were called Tomasa, Tomas, Canela and Luna. They were my favorite animals in the entire world. I can say that my childhood was excellent because I had the opportunity to do all that I wanted to do.

My childhood

Student 9 Diagnostic Writing

I remember the first time that I traveled to Bogota with my family. I was 7 years old. In this travel, I come here with my parents and my grandmother. I remember that I went to "Mundo Aventura" park and I remember that I was very exciting because I never had been in a place like these. In this travel, we were stayed in the house of my uncle, and there I saw the movie "El titanic", and I remember that I cried a lot, because I thought that the end of the movie was very sad. This travel was really funny and I lived new experiences like fly in plane. I never thought that ten years more late I will live in Bogota. I really miss my childhood, because in this I was with my family, and now, I was alone because I am studying Chemical Engineering

PARAGRAPH STRUCTURE	COHERENCE AND COHESION	GRAMMAR
Clearly specified topic sentence with 1 supporting idea and a concluding sentence 4	Your ideas were organized in a way that your paragraph could be understood. Your Narrative paragraph details are arranged logically; story flows smoothly; story includes some sensory description to help involve the reader in the narrative 4	The writing includes at least one well-used grammatical structures studied throughout the course, namely: a) Passive voice b) Reported speech c) Past perfect d) Modal verbs to express obligation, and permission e) first conditional. -Must, should, have to, ought to will, f) Second conditional g) Third conditional g) Predications with will/won't 2

Student 9 First writing: technology. Draft with feedback
LEVEL 5 GROUP 28

HOW THE TECNOLOGY HAS INFLUENCED MY HOMELAND

Colombian^s buy the technology more advanced but we don't know use. One day Ricardo went to buy a TV, and He went to Carrefour, when He was in this store He began to research a big TV and He liked that this was full color (HD), for this reason He talked with a technique and He **said that waited**. **Una vez** Ricardo tell, the employer started to ask him about why Ricardo loved this require this, and the employer se dio cuenta that Ricardo did not know for what is use the HD TV, because **Ricardo didn't He must buy a service** of television HD for that He will can enjoy the HD TV and that He want boy this TV because for moda. For this reason, we can see that the technology has influenced our Homeland but We did not know how do use this. At the end of day Ricardo understood the really use the HD TV, and He **buy VT** one of 42", HD and SMART TV because the employers explained to him, and He went to a service of TVCABLE **for change** his service.

Are you sure you followed the narrative paragraph structure studied in class? Check that and revise it before you submit your final writing.

Check to see if you used at least three of the following grammar structures, including the passive voice:

- -ed/-ing adjectives.
- The passive.
- Will for offers and instant decisions.
- Defining relative clauses.

Sentence structure exercises

Your oral feedback here: <http://screencast.com/t/zfcQidVZpu2>

Student 9: Diagnostic writing: My childhood.

I remember the first time that I traveled to Bogota with my family. I was 7 years old. In this **travel**, I **come** here with my parents and my grandmother. I remember that I went to "Mundo Aventura" park and I remember that I was very **exciting** because I **never had been** in a place like these. In this **travel**, we **were stayed** in the house of my uncle, and there I saw the movie "El titanic", and I remember that I cried a lot, because I thought that the end of the movie was very sad. This **travel** was really **funny** and I lived new experiences like **fly in** plane. I never thought that ten years **more late** I **will** live in Bogota. **I really miss my childhood, because in this I was with my family, and now, I was alone** because I am studying Chemical Engineering

PARAGRAPH STRUCTURE	COHERENCE AND COHESION	GRAMMAR
Clearly specified topic sentence with 1 supporting idea and a concluding sentence 4	Your ideas were organized in a way that your paragraph could be understood. Your Narrative paragraph details are arranged logically; story flows smoothly; story includes some sensory	The writing includes at least one well-used grammatical structures studied throughout the course, namely: a) Passive voice b) Reported speech c) Past perfect d) Modal verbs to express

	description to help involve the reader in the narrative 4	obligation, and permission e) first conditional. -Must, should, have to, ought to will, f) Second conditional g) Third conditional g) Predications with will/won't 2
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Student 9 First writing: technology. Final writing

LEVEL 5 GROUP 28

HOW THE TECNOLOGY HAS INFLUENCED MY HOMELAND

Colombian people buy the most advanced technology but they do not know how to use it. One day Ricardo went to buy a TV, and He decided go to Carrefour, when He was in this store He began to search a big TV and He wanted it to be full color (HD), for this reason He talked with a technique and He said what he was looking for. Once Ricardo tell him what he wanted, the employer started to ask Ricardo why he wanted this requirements for the TV, and the employer realized that Ricardo did not know for what is used the HD TV, because Ricardo did not know that He had to buy a service of HD television to enjoy this system and that He wanted to buy this TV because of trends. For this reason, we can see that the technology has influenced our Homeland but we did not know how do use this. At the end of the day Ricardo understood the real use the HD TV, and He bought one of 42", HDTV and SMART TV because the employers explained to him, and He went to a TVCABLE service, for change his actual service.

Student 9: second writing. Trip to the desert. Draft with feedback
LEVEL 5 GROUP 28

TRIP TO THE DESERT

On March 28th 2009 my family and me WPR decided MW go to travel to the Tatacoa desert in Huila. The luggage and implements were chosen for WPR us one week after that my father said that we were going to travel. The ride WW consistió in an excursion of three days and in this we were in MW middle of MW desert, PUN we were away of WPR the civilization and we had to survive. My father said that we had that MW alistar elemnts for this type of ride WW. So that I aliste two lighters, two knives, a lot rope, a couple of lanterns, a GPS and three tents. My mother prepared a lot of enlatada food, too much WW water, things of the kitchen, four sun blocker MW and clothes for all. My father alistó a car and he lead WW a botiquin. This travel I remember with great happiness because this was amazing and surprising and we lived a big adventure in family. This experience was really exciting

Make sure you use some of the new structures learned in class: Virtualsabana week

6 Passive voice

Ed, -ing adjectives

Quantifiers
Connectors

Are you sure you used the appropriate paragraph structure? Check week 6, first session in virtualsabana to check narrative paragraph structure.
Your oral feedback here: <http://screencast.com/t/IjQsxiT8S>

Student 9: second writing. Trip to the desert. Final writing

TRIP TO THE DESERT

On March 28th 2009 my family and I decided to go traveling to the Tatacoa desert in Huila. The luggage and implements were chosen by us for one week, after that my father said that we were going to travel. The ride consisted in an excursion of three days and we were in the middle of the desert. We were away from the civilization and we had to survive. My father said that we had to pack elements for this type of journey. So that I pack two lighters, two knives, a lot of clothing, a couple of lanterns, a GPS and three tents. My mother prepared a lot of canned food, a lot of water, kitchen things, four sun blockers and clothes for all. My father enlist a car and he lead us to a medicine cabinet. On ours first day I remember that I felt that I walked and I could not found a horizon, all was sand! And in this form the other days passed. Unusually, the second day there was a big sandstorm and in the third day we found a beautiful oasis and so we knew that We were near to our point of return. I remember this travel with great happiness because this was amazing and surprising and we lived a big adventure in family. This experience was really exciting.

Student 9: third writing. Colombian Culture. Draft with feedback

ENGLISH GROUP 28 DESCRIPTION OF COLOMBIAN CULTURE

This year I had one WW visit of Andres Vasquez, one WW on-line friend. Andres is a Mexican boy that He wished WW MW know Colombia. When He arrived to WPR our country I was waited WT on WPR airport, because I MW going to be asesora de turismo for him. I began to talk about amazing people Colombian SS, PUN I said to him that the women Colombian WO is SVA strong, capaz, diligente, happy, pretty and a wonderful person and I said that the man Colombian WO is SVA intelligent, recursive, extrovertido and astuto; and UW everything that I said He could comprobarlo while He was in Colombia. I remember that I did that He probara ours WPR typical dishes like Sancocho, Tamales, Hayacas, Mute, Shampos and delicious posters and aperitivos. We went to visit to UW "Museo del oro", "El planetario", "Maloca", "Campin stadium" and I recommended to UW him that If He will can WW travel He is goint to Medellin (Esculturas Botero, EPM park), Eje cafetero (Coffee park), San Agustin (ruins), "Nevado del Ruiz" and off course Cartagena. I talked with Andres about of UW ours WPR antepasados and liberators; the famous people Colombian WO like Juanes, Gabriel Garcia Marquez, Manuel Elkin Patarroyo, Camilo Villegas and others and We too conversamos about the main productions of ours country. At the end of the travel, Andres was in loved WW of WW Colombia, and He said

that our country is a beautiful place for living because for us our culture is incredible and fascinating.

Oral feedback here: <http://screencast.com/t/nGhD6p53r2>

You didn't write a descriptive but a narrative.

Past progressive

Many errors in the use of SVA

Didn't use passive voice

Good work with ing adjectives

Quantifiers: weren't used

Student 9: third writing. Colombian Culture. Final writing

ENGLISH GROUP 28

DESCRIPTION OF COLOMBIAN CULTURE

Colombia is a magnificent country full of wonders. Colombian People are amazing, the Colombian women are strong, able, diligent, happy, pretty and wonderful persons; and the Colombian men are intelligent, recursive, outgoing, and astute. Colombian typical dishes are Sancocho, Tamales, Hayacas, Mute, Shampus and delicious deserts and snacks. Colombia has a lot of fun and historical places to visit like "El planetario", "Maloca", "Campin stadium", "EPM park", "Museo del oro", "Boyaca Brigde", "Castillo de San Felipe", Ruins of San Agustin. Colombia stands out for its biodiversity and culture this can be seen around the country; you can travel to Medellin and observe sculptures made by Botero, to Eje cafetero and visit the Coffee park, to Caldas and Tolima and be in "Nevado del Ruiz" and to Cartagena and enjoy its beaches. Colombia is famous for its coffee, flowers, scenery as well as Juanes, Gabriel Garcia Marquez, Manuel Elkin Patarroyo, Camilo Villegas and other celebrities and forefathers that has made history. Colombia is a beautiful place for living with an incredible and fascinating culture.

Student 9: Last writing. Childhood

I remember that when I was 7 years old I traveled to Bogota with my family for the first time. The trip was planned by my father to visit my aunt and we wanted to enjoy great vacations in family too. I remember that we went to "Mundo Aventura" park and I was very excited because I have never been in a place like that, so I took the chance that I had to ride the attractions. One night we decided to saw the movie "Titanic" and my mother and grandmother cooked popcorn to eat while we were watching the film, I recall that all we cried a lot and the end of this movie was responsible about this situation. That travel was really funny and I lived new experiences like flying in a plane. I never thought that ten years later I was going to live in Bogota. I do really miss my childhood, because in this stage I was with my family, and now, I am alone because I decided to study Chemical Engineering in Bogotá.

PARAGRAPH STRUCTURE	COHERENCE AND COHESION	GRAMMAR
Clearly specified topic sentence	Your ideas were organized in a	The writing includes at least one

<p>at least 2 supporting ideas and a concluding sentence 5</p>	<p>way that your paragraph could be understood. Your Narrative paragraph details are arranged logically; story flows smoothly; story includes some sensory description to help involve the reader in the narrative 4</p>	<p>well-used grammatical structures studied throughout the course, namely: a) Passive voice b) Reported speech c) Past perfect d) Modal verbs to express obligation, and permission e) first conditional. -Must, should, have to, ought to will, f) Second conditional g) Third conditional g) Predicitions with will/won't 3</p>
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Appendix H: Data Reduction

<p>DATA REDUCTION</p>	
<p>What kind of teacher commentary on your written work do you find helpful? Please be explicit (e.g., do you find it helpful if the teacher comments on your ideas? Grammar? If your teacher circles errors or unclear parts of your writing?)</p>	<p>INSTRUMENTS</p>
<p>I think that if the teacher circles errors I could do better the things. To me is necessary can see which are my error for in the future I can solution it.</p>	<p>Pre – questionnaire</p>
<p>With comments which say what needs to be improved in terms of coherence and written structures.</p>	<p>Pre – questionnaire</p>
<p>I prefer that my teacher tell me spiffily what is my mistake, over all about grammar</p>	<p>Pre – questionnaire</p>
<p>First of all, I think that the teacher comments must be detailed in order to guide the student. All points are very important (grammar, ideas, etc) but I think that the most important things are that the teacher circles the errors or unclear parts, and the revision of grammar.</p>	<p>Pre – questionnaire</p>
<p>I like that the short explanation about my mistakes.</p>	<p>Pre – questionnaire</p>
<p>I want that the feedback that I going to receive have one explanation about the mistakes that I commit in the work, besides, I want that the teacher made circles in this errors</p>	<p>Pre – questionnaire</p>
<p>Be more intensive with grammar exercises. I need more explanation with grammar exercises</p>	<p>Pre – questionnaire</p>
<p>He circle my errors and show me the best form to correct those wrong sentences.</p>	<p>Pre – questionnaire</p>
<p>Continue the same methodology of Sabana University</p>	<p>Pre – questionnaire</p>
<p>I think than the teacher, can help you, recommended monitories and assessors in studium and too especial homework's.</p>	<p>Pre – questionnaire</p>
<p>to have more audiovisual activities</p>	<p>Pre – questionnaire</p>
<p></p>	<p></p>

ANSWERS PROVIDED TO THE QUESTIONS IN THE POST-QUESTIONNAIRE	
1. What did you like/dislike about the feedback on writing received throughout the course?	Post - questionnaire
it was like personalized form, as I had in front of the teacher, and over all I led that I could repeat all times that I needed	Post - questionnaire
I think that these way is better because I can watch which are my mistakes and it is a way more didactic.	Post - questionnaire
a. Likes: the feedback it's so complete the change that you have its specific	Post - questionnaire
a. Likes: I like because I can the problems that I have in my papers and I can look the mistakes and fixes.	Post - questionnaire
a. Likes: I like the form to teacher used the program Jing to evaluate our writing, because for this program he can tell me all wrong and he explicates where and why I had this wrongs also.	Post - questionnaire
a. I like because is an opportunity to improve my level of writing, each time that the teacher give me a feedback allowed to me that I write better. Because he show me my mistakes.	Post - questionnaire
a. Likes: I like that the feedback help us to correct the aspects that we have bad, and help us to have a perfect writing and grammar	Post - questionnaire
a. Likes: I like the feedback because we can correct our mistakes and get a good writing	Post - questionnaire
I liked that teacher explained me more about grammar, due to I have many mistakes in the moment of exam. Also, I liked that teacher explained me the technical for exam of the reading or how know the answer.	Post – questionnaire
a. Likes: Using the page of Flash is a good form to correct these writes	Post - questionnaire
a. It is easy to understand	Post - questionnaire
It is clear and precise	Post - questionnaire
I like this oral commentary because the teacher looks our mistakes and he can said: NO! You do not really good writer.	Post - questionnaire
a. Likes: It permit clearing ideas.	Post - questionnaire
It is a good form to correct mistakes.	Post - questionnaire
It permit remember structures and correct spell mistakes.	Post - questionnaire
I likes that in the feedback you can see the mistakes and it is more easy.	Post - questionnaire
I likes that in the feedback you can see the mistakes and it is more easy.	Post - questionnaire
I think that these way is better because I can watch which are my mistakes and it is a way more didactic.	Post - questionnaire
with the feedback you can learn different text structures, and the process that you are wrong, it's a benefit to correct the mistake that you done	Post - questionnaire

b. Dislikes: in some case it's important not only receive the feedback for internet , outworks presence	Post - questionnaire
b. Dislikes: I don't have dislike about the feedback.	Post - questionnaire
b. Dislikes: I dislikes this type feedback because you have contact whit the teacher online and you can't speak whit him in the moment that you check your feedback, and the form to communication is e-mail only.	Post - questionnaire
Sometimes is difficult to me to understand the abbreviation that he use to explain my mistakes.	Post - questionnaire
No dislikes	Post - questionnaire
1. Why did you like (or: dislike) the oral commentary?	
It was very honest	Post - questionnaire
To me the oral commentaries are good because it is a better form to learn to write better.	Post - questionnaire
I like to oral commentaries because it's important for mi learn the mistakes in the vocabulary and grammar structure.	Post - questionnaire
I like the oral commentary because I can see the many mistakes that I have in the papers or writing.	Post - questionnaire
I like oral commentary and it is very good because you have an opinion about your writing, and it is very interesting because you can read your wrong and the teacher go to explicate because I had this wrongs.	Post - questionnaire
1. I like because is an opportunity to improve my level of Speaking. I think that is important, in order to be each time more better, that someone show you yours mistakes.	Post - questionnaire
I think that the oral commentary is good, because it help us to understand the thinks that maybe with the conventions is confuse.	Post - questionnaire
I like the oral commentary because we can learn more.	Post - questionnaire
I like that the feedbacks are more personals and efficient	Post - questionnaire
because it more easy for the student	Post - questionnaire
because is essay to find and correct the mistakes	Post - questionnaire
It is a didactic	Post - questionnaire
It is shown in real time	Post - questionnaire
Whit this oral commentary you can advance with listening and pronunciation.	Post - questionnaire
1. How did you use the teacher commentary you received?	
I try that understand why my text was wrong because i knew that I had that mistakes	Post - questionnaire
I try to do better all because in this moment when I have the commentaries for the teacher I can do better my writings.	Post - questionnaire

In many times because if it's necessary write other writing its important don't use the same mistakes.	Post - questionnaire
Yes, because I make a correction the writing.	Post - questionnaire
I use the commentary to understand my wrongs, and I can correct my writing.	Post - questionnaire
I received with the best attitude.	Post - questionnaire
I use the commentary received with satisfactory because it help me to correct my mistakes	Post - questionnaire
I Use the comments on the mistakes that I have in writing	Post - questionnaire
A lot of commentaries are very good by our developed in this course	Post - questionnaire
For correct mistakes and practice to no more mistakes	Post - questionnaire
For middle the video, the teacher explained the mistakes in the texts	Post - questionnaire
I use the teacher commentary for learn more about the languish	Post - questionnaire
I try to correct all my mistakes, I see and listen all the things that the teacher considered wrong	Post - questionnaire
Correcting me for my errors, learning for the correct use of my errors.	Post - questionnaire

Appendix I: Data analysis

STUDENT 1

	DIAGNOSTIC WRITING: MY CHILDHOOD	PRE-WRITING ACTIVITIES	FEEDBACK ON DRAFT WRITING ABOUT COLOMBIAN CULTURE	ASSESSMENT ON FINAL WRITING ABOUT COLOMBIAN CULTURE	FINAL WRITING: MY CHILDHOOD. ASSESSMENT	ANALYSIS
PARAGRAPH STRUCTURE.	Clearly specified topic sentence. with 1 supporting idea and a concluding sentence. Grade: 4/5	The pre-writing activities are in Appendix F: Lesson Planner.	Lack of topic sentence was pointed out. .	Not specific/clear topic sentence. with supporting idea/s and without a concluding sentence or a concluding sentence with not relation to the topic sentence. Grade: 2/5	Clearly specified topic sentence. at least 2 supporting ideas and a concluding sentence. Grade: 5/5	The student started the course with a relatively good level of competence. Surprisingly, he lowered the quality in the third writing but recovered his good level at the end. He ended up including the topic sentence the teacher talked about in both the oral and written feedback.

	DIAGNOSTIC WRITING: MY CHILDHOOD	PRE-WRITING ACTIVITIES	FEEDBACK ON DRAFT WRITING ABOUT COLOMBIAN CULTURE	ASSESSMENT ON FINAL WRITING ABOUT COLOMBIAN CULTURE	FINAL WRITING: MY CHILDHOOD. ASSESSMENT	ANALYSIS
COHERENCE AND COHESION	<p>Your ideas were organized in a way that your paragraph could be understood. Your Narrative paragraph details are arranged logically; story flows smoothly; story includes some sensory description to help involve the reader in the narrative. Grade: 4/5</p>	<p>The pre-writing activities are in Appendix F: Lesson Planner.</p>	<p>Lack of punctuation was pointed out.</p>	<p>Your ideas were disorganized and it was difficult to read them through the text. The paragraph details are out of order, disrupting the flow of the story; story includes very little sensory description. Grade: 2/5</p>	<p>Your ideas were organized in a way that your paragraph could be understood. Your Narrative paragraph details are arranged logically; story flows smoothly; story includes some sensory description to help involve the reader in the narrative. Grade: 4/5</p>	<p>He finished the course with a good level of writing, as he had done at the beginning; the difference is that he can write more complex writings in terms of grammar and vocabulary. He improved punctuation as the teacher had told him about in the feedback.</p>

	DIAGNOSTIC WRITING: MY CHILDHOOD	PRE-WRITING ACTIVITIES	FEEDBACK ON DRAFT WRITING ABOUT COLOMBIAN CULTURE	ASSESSMENT ON FINAL WRITING ABOUT COLOMBIAN CULTURE	FINAL WRITING: MY CHILDHOOD. ASSESSMENT	ANALYSIS
GRAMMAR	<p>The writing doesn't include any of the grammatical structures studied throughout the course. a) Passive voice b) Reported speech c) Past perfect d) Modal verbs to express obligation, and permission e) first conditional. -Must, should, have to, ought to will, f) Second conditional g) Third conditional g) Predictions with will/won't. Grade: 1/5</p>	<p>The pre-writing activities are in Appendix F: Lesson Planner.</p>	<p>Misuse of basic grammar and no use of the grammar points studied throughout the course were highlighted.</p>	<p>The writing doesn't include any of the grammatical structures studied throughout the course. a) Passive voice b) Reported speech c) Past perfect d) Modal verbs to express obligation, and permission e) first conditional. - Must, should, have to, ought to will, f) Second conditional g) Third conditional g) Predictions with will/won't. Grade: 1/5</p>	<p>The writing includes at least one well-used grammatical structures studied throughout the course, namely: a) Passive voice b) Reported speech c) Past perfect d) Modal verbs to express obligation, and permission e) first conditional. - Must, should, have to, ought to will, f) Second conditional g) Third conditional g) Predictions with will/won't. Grade: 3/5</p>	<p>The teacher insisted on the student to use the grammar learned in class; at the end, he was able to do it.</p>



STUDENT 3

PARAGRAPH STRUCTURE	ASSESSMENT OF DIAGNOSTIC WRITING: MY CHILDHOOD	PRE-WRITING ACTIVITIES	FEEDBACK ON DRAFT WRITING ABOUT COLOMBIAN CULTURE	ASSESSMENT ON FINAL WRITING ABOUT COLOMBIAN CULTURE	FINAL WRITING: MY CHILDHOOD. ASSESSMENT	ANALYSIS
	<p>Lose information is given without a trace of paragraph structure.</p> <p>Not specific/clear topic sentence with supporting idea/s and without a concluding sentence or a concluding sentence with not relation to the topic sentence. Grade: 1/5</p>	<p>The pre-writing activities are in Appendix F: Lesson Planner.</p>	<p>Paragraph structure wasn't mentioned in the feedback of the third writing but it was in the feedback to the first writing, where the topic sentence was included by the student.</p>	<p>Clearly specified topic sentence. at least 2 supporting ideas and a concluding sentence. Grade: 5/5</p>	<p>Clearly specified topic sentence. at least 2 supporting ideas and a concluding sentence. Grade: 5/5</p>	<p>This student seemed to ignore what a topic sentence is, at the beginning of the course. When he handed in the third and the final writings he had achieved domain of it, apparently thanks to the feedback on the first writing..</p>

AN COHESION	ASSESSMENT OF DIAGNOSTIC WRITING: MY CHILDHOOD	PRE-WRITING ACTIVITIES	FEEDBACK ON DRAFT WRITING ABOUT COLOMBIAN CULTURE	ASSESSMENT ON FINAL WRITING ABOUT COLOMBIAN CULTURE	FINAL WRITING: MY CHILDHOOD. ASSESSMENT	ANALYSIS
	<p>Your ideas were disorganized and it was difficult to read them through the text. The paragraph details are out of order, disrupting the flow of the story; story includes very little sensory description. Grade: 2/5</p>	<p>The pre-writing activities are in Appendix F: Lesson Planner.</p>	<p>Coherence and cohesion wasn't mentioned directly in the feedback. "No doubt you're improving your level of writing". In the first writing it was evident that the student was making efforts to write more coherently. The writing lack of smoothness.</p>	<p>Your ideas were logically organized through the paragraph and were easy to read. Your Narrative paragraph details are arranged logically; story flows smoothly; story includes considerable sensory description to help involve the reader in the narrative. Grade: 5/5</p>	<p>Your ideas were organized in a way that your paragraph could be understood. Your Narrative paragraph details are arranged logically; story flows smoothly; story includes some sensory description to help involve the reader in the narrative. Grade: 4/5</p>	<p>Here the progress of the student can be easily tracked. After noticing lack of organization of ideas, he improved this but couldn't achieve smoothness. In the last two writings he had achieved smoothness through the use of connectors.</p>

GRAMMAR	ASSESSMENT OF DIAGNOSTIC WRITING: MY CHILDHOOD	PRE-WRITING ACTIVITIES	FEEDBACK ON DRAFT WRITING ABOUT COLOMBIAN CULTURE	ASSESSMENT ON FINAL WRITING ABOUT COLOMBIAN CULTURE	FINAL WRITING: MY CHILDHOOD. ASSESSMENT	ANALYSIS
		The writing doesn't include any of the grammatical structures studied throughout the course. Grade: 1/5		Observations regarding the lack of use or incorrect use of the grammar structures studied throughout the course, which were mostly missing.	The writing includes at least two well-used grammatical structures studied throughout the course, namely: a) Passive voice b) Reported speech c) Past perfect d) Modal verbs to express obligation, and permission e) first conditional. - Must, should, have to, ought to will, f) Second conditional g) Third conditional g) Predictions with will/won't. Grade: 4/5	The writing includes at least two well-used grammatical structures studied throughout the course, namely: a) Passive voice b) Reported speech c) Past perfect d) Modal verbs to express obligation, and permission e) first conditional. - Must, should, have to, ought to will, f) Second conditional g) Third conditional g) Predictions with will/won't. Grade: 4/5

STUDENT 9

PARAGRAPH STRUCTURE	DIAGNOSTIC WRITING: MY CHILDHOOD	PRE-WRITING ACTIVITIES	FEEDBACK ON DRAFT WRITING ABOUT COLOMBIAN CULTURE	ASSESSMENT ON FINAL WRITING ABOUT COLOMBIAN CULTURE	FINAL WRITING: MY CHILDHOOD. ASSESSMENT	ANALYSIS
		Clearly specified topic sentence. with 1 supporting idea and a concluding sentence. Grade: 4/5	The prewriting activities are in the class planner in Appendix F: Lesson Planner.	No topic sentence included.	Clearly specified topic sentence. with 1 supporting idea and a concluding sentence. Grade: 4/5	Clearly specified topic sentence at least 2 supporting ideas and a concluding sentence. Grade: 5/5

A COHESION COHERENCE	DIAGNOSTIC WRITING: MY CHILDHOOD	PRE-WRITING ACTIVITIES	FEEDBACK ON DRAFT WRITING ABOUT COLOMBIAN CULTURE	ASSESSMENT ON FINAL WRITING ABOUT COLOMBIAN CULTURE	FINAL WRITING: MY CHILDHOOD. ASSESSMENT	ANALYSIS
	<p>Your ideas were organized in a way that your paragraph could be understood. Your Narrative paragraph details are arranged logically; story flows smoothly; story includes some sensory description to help involve the reader in the narrative. Grade: 4/5</p>		<p>Many errors of subject-verb agreement. Problems with sentence structure. Problems with the use of prepositions.</p>	<p>Your ideas were disorganized and it was difficult to read them through the text. The paragraph details are out of order, disrupting the flow of the story; story includes very little sensory description. Grade: 2/5</p>	<p>Your ideas were organized in a way that your paragraph could be understood. Your Narrative paragraph details are arranged logically; story flows smoothly; story includes some sensory description to help involve the reader in the narrative. Grade: 4/5</p>	<p>The errors of subject-verb-agreement pointed out by the teacher in the feedback were corrected and used so in a more complex context, which is at the end of the course.</p>

GRAMMAR	DIAGNOSTIC WRITING: MY CHILDHOOD	PRE-WRITING ACTIVITIES	FEEDBACK ON DRAFT WRITING ABOUT COLOMBIAN CULTURE	ASSESSMENT ON FINAL WRITING ABOUT COLOMBIAN CULTURE	FINAL WRITING: MY CHILDHOOD. ASSESSMENT	ANALYSIS
	<p>The writing includes wrongly-used grammatical structures studied throughout the course and includes only basic grammar structures. Grade: 2/5</p>		<p>The passive voice wasn't used; use it in the final version. ING adjectives were correctly used. No quantifiers were used and they should be used in the next version of the writing.</p>	<p>The writing doesn't include any of the grammatical structures studied throughout the course. a) Passive voice b) Reported speech c) Past perfect d) Modal verbs to express obligation, and permission e) first conditional. - Must, should, have to, ought to will, f) Second conditional g) Third conditional g) Predictions with will/won't. Grade: 1/5</p>	<p>The writing includes at least one well-used grammatical structures studied throughout the course, namely: a) Passive voice b) Reported speech c) Past perfect d) Modal verbs to express obligation, and permission e) first conditional. - Must, should, have to, ought to will, f) Second conditional g) Third conditional g) Predictions with will/won't. Grade: 3/5</p>	<p>Grammar was the weakest point of this student at the beginning. The feedback was insisting on grammar and the student was finally able to improve his grammar use.</p>