



**UNIVERSIDAD NACIONAL DE CHIMBORAZO  
FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS  
CARRERA DE IDIOMAS**

**THESIS TITLE:**

“ANALYSIS OF CORRECTION METHODS IN THE WRITING SKILLS IN THE STUDENTS OF THIRD YEAR OF BASIC EDUCATION CLASS “A” AT UNIDAD EDUCATIVA “JOSÉ MARÍA ROMÁN”, CITY OF RIOBAMBA, CHIMBORAZO PROVINCE, DURING THE ACADEMIC YEAR 2017-2018.”

Work presented as requirement for obtaining the Bachelor’s Degree of “Licenciatura en Ciencias de la Educación, profesor de Idiomas Inglés”

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**“ANALYSIS OF CORRECTION METHODS IN THE WRITING SKILLS IN THE STUDENTS OF THIRD YEAR OF BASIC EDUCATION CLASS “A” AT UNIDAD EDUCATIVA “JOSÉ MARÍA ROMÁN”, CITY OF RIOBAMBA, CHIMBORAZO PROVINCE, DURING THE ACADEMIC YEAR 2017-2018.”**

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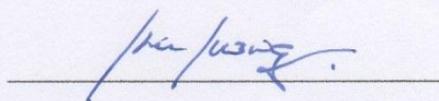
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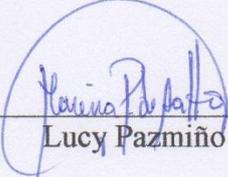
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Riobamba, 13 de Agosto del 2018.

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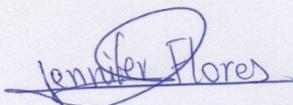
### CERTIFICO:

Que el presente trabajo: **“ANALYSIS OF CORRECTION METHODS IN THE WRITING SKILLS IN THE STUDENTS OF THIRD YEAR OF BASIC EDUCATION CLASS “A” AT UNIDAD EDUCATIVA “JOSÉ MARÍA ROMÁN”, CITY OF RIOBAMBA, CHIMBORAZO PROVINCE, DURING THE ACADEMIC YEAR 2017-2018.”** De autoría de la señorita Jennifer Karina Flores Galeano, ha sido dirigido y revisado durante todo el proceso de investigación. El citado trabajo cumple el 100% con los requisitos metodológicos y requerimientos esenciales exigidos por las normas generales para graduación, en tal virtud autorizo la presentación del mismo para su calificación correspondiente.

  
Lucy Pazmiño

## AUTHORSHIP

I, Jennifer Karina Flores Galeano, Student of language career, declare that I am the only author of the research named. **“ANALYSIS OF CORRECTION METHODS IN THE WRITING SKILLS IN THE STUDENTS OF THIRD YEAR OF BASIC EDUCATION CLASS “A” AT THE UNIDAD EDUCATIVA “JOSÉ MARÍA ROMÁN”**, ideas and commentaries specified in this document are responsibility of the author.



Jennifer Flores

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Jennifer Flores

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I want to thank God for giving me the necessary strength to be able to fulfill my goals and be able to overcome any obstacles that have arisen in my life throughout this process. My gratitude to the National University of Chimborazo for being the institution that has opened its doors to me to become a great professional and my dear teachers for being the fundamental pillar in my higher education, because thanks to them I have obtained great knowledge to be able to perform my research and be able to finish my professional career. I also express my gratitude to my family for being the main motivation to keep going and not faint despite the adversities of life, because thanks to their unconditional support I was able to finish my studies successfully. How to forget my dear tutor Mcs. Lucy Pazmiño, who with her advices, knowledge and experience supported me in the process of my research to be able to finish it satisfactorily, I also thank her because she was the person who taught me that things with sacrifice and effort have their reward.

Jennifer Flores

## **DEDICATORY**

“This research is dedicated to my family because they gave me their support and motivation at every moment, to my husband and my daughter because they are my inspiration to keep going, to my teachers for being a source of knowledge to be able to develop my work, to my friends for being part of this process, with the help of all of them I have been able to obtain the title at Universidad Nacional de Chimborazo.”

Jennifer Flores

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## RESUMEN

En esta investigación se analizó los métodos de corrección para mejorar el desarrollo de las habilidades de escritura en los estudiantes del Tercer año de Educación Básica paralelo “A” de la Unidad Educativa “José María Román” del año lectivo 2017 – 2018, porque los estudiantes presentaron un bajo desarrollo de esta destreza. Este análisis tuvo como objetivos identificar cómo el maestro usa los métodos de corrección para corregir las habilidades de escritura en los estudiantes y describir los beneficios que ellos tienen. Para alcanzar el objetivo, se utilizó el método etnográfico y la técnica de observación, los cuales permitieron observar la problemática en el lugar de los hechos. El instrumento usado fue una hoja de observación la cual fue aplicada en la población de treinta y cinco estudiantes. El estudio pertenece al enfoque cualitativo porque ayuda a la recolección de datos para realizar este proyecto y un nivel de exploración porque los datos recopilados son suficientes para llevar a cabo el estudio de la investigación. Los principales resultados mostraron que la falta de aplicación de los métodos de corrección afecta al desarrollo de la destreza de la escritura en los estudiantes. Se establece como conclusión principal que los métodos de corrección como; peer- correction, self-correction, y error code permiten mejorar la escritura en los estudiantes y que la manera como el profesor aplica estos métodos beneficia a los estudiantes en el proceso de aprendizaje.

### **Palabras Clave:**

Métodos, Corrección, Desarrollo, Habilidades, Escritura.



## INTRODUCTION

This research pretends to develop the writing skills in the English language analyzing the correction methods so that students can correct their writing. The common issue is that students write as they pronounce, and they do not correct the writing in an appropriate way. This investigation will allow to know if the correction methods are correctly being applied by the teacher for developing the writing skills to students of third year of basic education class "A" at Unidad Educativa "José María Román" city of Riobamba, Chimborazo Province, during the academic year 2017-2018.”

In this research, will be used a qualitative method because the information required in the research will be provided by the professor and the students. This research will have an exploratory level because it will help the researcher to choose the best way to solve the proposed research problem. In this process an ethnographic analysis will be necessary due to the relationship that the qualitative method has with direct observation that is very useful at the moment of analyzing people in natural environments, which allows the researcher to make a detailed description of what will happen in the class.

This research aims to develop in students the ability to write through the use of correction methods so they can write correctly and learn English better. This research will allow the students to improve their level of writing, at the same time the observation sheet will be a necessary instrument that will allow the researcher to know if the correction methods are applied correctly by the teacher in her classroom. This research will be useful for the researcher to become a good English teacher, in addition to letting to know more about how the correction methods will benefit the students of third year of basic education class "A" at Unidad Educativa "José María Román".

This research has been divided into five chapters which will help to understand the results of the investigation:

**Chapter I.** – This chapter presents referential framework, problem statement. Also it includes the general and specific objectives and justification which lead the reader to understand their administrative characteristics.

**Chapter II.** - This chapter refers the theoretical foundations of correction methods for developing writing skills, this theory will help to support the investigation realized.

**Chapter III.** - This chapter shows the methodological framework, the type, level and design of the research, population and sample, methods and collecting instruments of data and techniques of procedure for the analysis and interpretation.

**Chapter IV.** - This chapter is about interpretation and analysis of results.

**Chapter V.** - This chapter could find the conclusions and recommendations that the researcher obtained in their investigation.

# CHAPTER I

## REFERENTIAL FRAMEWORK

### 1.1. RESEARCH PROBLEM

**Problem:** Students write as they pronounce, and they do not correct the writing in an appropriate way.

### 1.2. PROBLEM DEFINITION

The Unidad Educativa “José María Román” is located in the Chimborazo province, city of Riobamba, La Victoria neighborhood. It was created in 1971. Nowadays, this public institution has about fifty five teachers who four of them are English teachers, three are women and one is man. There are eight hundred seventy-two students, the majority of them come from the urban sector and one hundred students come from the rural sector. The classrooms are enough to cover the amount of students. At Unidad Educativa "José María Román", the teachers did not apply correctly the correction methods to correct the students' writing skills, the results showed that the students wrote some incorrect words, because the teachers did not change these methods to improve the writing of the students.

In third year of Basic Education “A” at Unidad Educativa “José María Román”. In the academic process the students had problems with the use of correction methods, because the majority of them had not interest in practicing English, because for them it is complicated to write in Spanish and even more in English. The students felt scared at the time of writing and when they made errors. These problems were observed at the development of the pre-professional practices carried out in the institution.

The main problem was that students at third year of Basic Education “A” did not correct the misspelled words and they had not interest in practicing it; the researcher observed it in the pre-professional practices because the methods and activities used by teacher did not permitted students develop a good writing and improve the communication. This research explored and obtained more information about the problems that the students had when correcting the errors of the words, they felt frustrated because they did not have knowledge of

the correction methods and they could not correct their own errors, they also had the dictation problem because were confused with the words in Spanish.

Also, the students had problem in to improve their writing because they wrote as they heard, and they pronounced as they wrote. In addition, the students had problems doing the tasks with cleanliness because they corrected errors many times and did not practice the correction methods properly.

### **1.3. PROBLEM FORMULATION**

How can benefit the correction methods in the development writing skills in the students of third year of Basic Education class “A” at Unidad Educativa “José María Román” during the academic year 2017-2018?

#### **1.3.1. GUIDING QUESTIONS**

- What methods are used by the teacher to correct students’ writing skills?
- What are the benefits that students reach with the use of correction methods?

### **1.4. OBJETIVES**

#### **1.4.1. GENERAL**

- To analyze the correction methods in the development of writing skills in the students of third year of basic education class “A” at Unidad Educativa “José María Román”, city of Riobamba, Chimborazo province, during the academic year 2017-2018.”

#### **1.4.2. SPECIFIC**

- To identify how correction methods are used by the teacher to correct students’ writing skills.
- To describe the benefits that students reach with the use of correction methods in the writing skills.

### **1.5. JUSTIFICATION**

This research is important because it enriches the field of English methodological area and writing skill; in addition it helps to know the correct method to correct student's writing skills and factors that could help to students of third year of Basic Education class "A" to write correctly the words in English.

The instrument used for developing this investigation was an observation sheet, which was created by the researcher, this instrument was elaborated with the theory previous to develop of the investigation, it was done to obtain adequate and necessary information for realize this work, and analyze the results obtained in the observation class.

This investigation has helped the researcher to recognize the different aspects that the teacher must bear in mind for applying the correction methods to teach English writing and the possible solutions that can be applied in the professional life. In addition when the teachers use the correction methods to correct students' writing skills in the teaching learning process, the most important element that they must take into account is the motivation especially if they work with children because they like to be corrected in different ways every class.

This research was feasible to develop because the researcher during the study at the National University of Chimborazo obtained necessary and adequate knowledge about the methodology and other aspects related to this research, this research was developed by observing pre professional practices in which the beneficiaries were; thirty five students who improved their writing skills, one teacher who updated his knowledge about the correction methods and the researcher because she acquired experience and new teaching for the teaching practice.

## **CHAPTER II THEORETICAL FRAMEWORK**

### **2. BACKGROUND INVESTIGATION REGARDING TO THE PROBLEM TO BE INVESTIGATED.**

In the library at Universidad Nacional de Chimborazo, there is an investigation which has similar characteristics with the present research, it has the following title: DIAGNOSIS OF COOPERATIVE METHOD IN THE WRITING SKILL DEVELOPMENT AT NOVENO GRADO DE EDUCACIÓN BÁSICA, CLASS “A” AT UNIDAD EDUCATIVA “VICTOR PROAÑO CARRIÓN”, CALPI, CANTÓN RIOBAMBA DURING THE ACADEMIC YEAR 2015-2016. Written by Yesenia Amaguaña and Ramón José Guaraca. The objective of this research was to diagnose the causes of misuse of Cooperative Method in the development of writing skill at ninth year. The teacher applies this method incorrectly, the teaching-learning process of the students will be affected in the development of writing skills due to poor group work, recommending the use of other group techniques, creative and innovative projects that will help to improve the writing skills of the students and will awaken the interest and participation of them giving better results in the classroom.

#### **2.1. THEORETICAL FOUNDATION**

- **Analysis.** - Analysis is defined as the decomposition of a complete document into parts or components, examining data and facts to discover and understand cause-effect relationships, providing the basis to solve problems and make decisions.  
(Ritchey. T, 1991).
  
- **Correction.** The action of correcting something, to change and rectify the misspelled words. It is used to modify something that someone says or writes in an incorrect way, showing an adequate result that allows a correct clarification of the words.  
(English Oxford Living Dictionary, 2018).
  
- **Error Correction.** - Is when the teachers focuses on errors during and after the activities, also they can take notes on a common mistake that students make during an activity so as not to disrupt the communication and not demotivate students and at the

end of the class, the teacher can present a mini grammar lesson on these common mistakes. (Nassaji. H, 1999) and (Gordon. T, 2006).

- **Methods.** - A method is a series of steps to follow that is established as part of a class, a class can have more than one method. A method can access the information known by the object, and it can also be reused in multiple objects, guaranteeing the data through an application. (Rouse. M, 2005).
- **Skills.** - Capacity that is acquired through the determined effort and ordered to perform complex activities or work functions that involve creative ideas (cognitive skills), things (technical skills) and people (interpersonal skills). (Business Dictionary, 2018).
- **Writing.** – Writing, is a form of communication through a set of words that are related, according to a particular structural level of language, and is also the representation of symbols and signs in written language. (Encyclopedia Britannica, 2018).
- **Writing Skill.** - This is an important part of communication, as you develop writing skills; this helps you communicate your message clearly and easily. Nowadays, people express their ability to write through books or articles that they write or publish. (Skills You Need, 2018).
- **Sentences.** – These allow us to see the clear written expression of our ideas. The main objective is to write complete sentences that are correctly punctuated, and that make sense, always begin with a capital letter and end in a period, exclamation point or question mark. A complete sentence must contain; subject, verb, and complement, to understand the sentence. (University of Leicester 2009).
- **Pictures and Words.** - The images always communicate something, and they have a lot of visual importance, but only if the words are focused, we will be able to know what the image is about. Trying to understand an image is to impose a language on it; interpreting visual information is communicating in verbal terms; Reading images is

to give meaning to the narrative by applying the understanding of the words. Words and images will always have a connective relationship. (Lewis. D, 2001).

### **2.1.1. SELF-CORRECTION**

The best way to correct mistakes is to have students correct themselves. Ideally a student will realize a mistake has been made and fix it automatically. Give students a chance, and time, to correct themselves. One of the ways to do this is to repeat what the student said placing emphasis on the incorrect portion, and saying it in a questioning way. At this point the student has an opportunity to think about and revise his initial response. You may have your own method of prompting students with a facial expression or phrase which they associate with being incorrect. (Arntsen. T, 2007).

### **2.1.2. PEER CORRECTION**

When a student is unable to self-correct, peer correction might be appropriate. If a student raises his hand while you are waiting for a student to self-correct, you may want to call on that student for the correct answer or, after waiting a short time for a student to self-correct, you could ask the whole class the same question and encourage a choral response. Especially with challenging questions, this is a good method because then it is unknown who in the class has the right answer and who does not. Just repeat and emphasize the correct answer by writing it on the board and explaining why it is correct, it often helps to create a positive class atmosphere as students realize you are not the only source of error correction and they can learn a lot from one another. (Arntsen. T, 2007).

### **2.1.3. CORRECTION SLOTS**

One way to focus on students' mistakes is to take 'time out' of an activity and look at mistakes as a group. When students are doing a task in pairs or groups, often the teacher can be the monitor the students and look in on what they're writing. Students will get used to you hovering around them. The teacher can be make a note of the mistakes that he sees; then the teacher writes a list of errors on the board and stop the activity for the students to correct it. If students are working in pairs and the teacher has a left over student, why not assign them the role of assistant teacher? They can have a notebook and pen and make notes of mistakes they hear. If they do their job well they could even run the correction slot with their mistakes

instead of the teacher. Usually most of the mistakes can be corrected by the students themselves. (Jo Budden, 2008).

#### **2.1.4. ON THE SPOT CORRECTION**

Correcting mistakes the second they are made has the advantage that you don't have to bring the activity to a stop as is the case with a correction slot. Students often appreciate instant correction. Think about what type of activity it is before deciding whether or not it's appropriate to correct on the spot. Students can also be responsible for on the spot correction if they are encouraged to pick up on each other's mistakes. (Jo Budden, 2008).

#### **2.1.5. PROVIDING THE ANSWER**

Sometimes individual students as well as entire classes have no idea what the answer to your question is. If providing hints and examples does not lead them to the correct answer, you will have to provide it. Generally this is a last resort and means that a lot of review activities may be in order but keeping a positive attitude and explaining the answer good-naturedly will do a lot to keep your students positive about learning English. Asking similar questions in a simpler form will build student confidence again so that the lesson can continue smoothly. (Arntsen. T, 2007).

#### **2.1.6. ERROR CODES**

Helps students correct their writing has often been proved to be an effective method to facilitate error correction. For example, the correction code, "which is a list of grammatical items such as nouns, articles, prepositions and so on. It is believed to be a useful method of helping students correct their own errors, as students need to be guided in discovering the nature of their errors. Moreover, the students get more opportunity to participate actively in the lesson and get opportunity to learn how to write correctly with appropriate punctuation, spelling, grammar, text organization, capitalization and word order. (Lee. I, 2004).

Whichever way the teacher applies the correction methods in the students; he should try to keep the experience positive for the learner. Being corrected constantly can be a really demotivating, as every language learner knows. At the moment the teacher sees the students' errors, he should make sure also that they see out for really good uses of language and highlight these to the group too. (Jo Budden, 2008).

### **2.1.7. MINI-LESSONS**

The mini lessons are "teaching moments". Students perform sentences as writing exercises, the sentences with grammatical errors are used to develop the discussion, edition and revision of errors for promoting the student participation. The teacher's objective is to have the student work in 5 sentences per class focusing on the correct pronunciation of the sentences. (Agbesi. A, 2016).

## **CHAPTER III METHODOLOGICAL FRAMEWORK**

### **3. TYPE OF RESEARCH**

#### **Qualitative**

This research is qualitative because it has a natural procedure in the educational field, is dedicated to the data collection based on the observation of students' natural behavior in relation to vocabulary learning, the starting point of this research is the general analysis of the problem for the interpretation of meanings and the construction of knowledge.

#### **From Field**

This research is from field because it takes place where the events are developed or produced, it has direct relation with the people that are members of the problem being investigated. In this type of research, direct information will be obtained through the use of techniques of data collection (observation sheet) in order to give answers to a problem previously raised.

#### **Bibliographic**

The study will consist of compiling data, using appropriate management of books, journals and results of other researches, interviews, surveys, guides or observation sheets, among others.

### **3.1. LEVEL OF RESEARCH**

The level of this research is exploratory because the data collected is enough to carry out the research study, in order to determine the problem, the objectives and purposes of the research to obtain results and conclusions.

### **3.2. RESEARCH DESIGN**

This research was realized in the educational field because researcher identified the problem in the students of third year of basic education class “A” at Unidad Educativa “José María Román”, city of Riobamba, Chimborazo province, during the academic year 2017-2018.” This was related with the analysis of correction methods in the writing skill in them.

### **3.3. POPULATION AND SAMPLE**

In the study of the problem, the entire population or universe is used, in other words, the totality of actors involved in the research problem, are thirty five students of third level of Basic Education and one teacher. A sample will not be applied because the universe is less than one hundred individuals, reason why when applying the formula to extract the sample this one will throw a size similar to the one of the universe.

### **3.4. PROCEDURE**

The activities of this research have been divided in: preparatory, field work, analytical and informative phase.

#### **3.4.1 Preparatory Phase.**

First of all, the researcher considered the selection of the area of study, Methodology and Linguistics. The researcher chose both areas because during their pre- professional practices the researcher observed the problem that the students had in the English classes and the researcher concluded that, this problem belong these areas. While the researcher carrying out their practices period the researcher identified that learning to write correctly is very important when learning a foreign language. The researcher noticed that in this course the students have problems to write correctly the words in English; this is a problem identified to be researched.

Once the problem was identified, the researcher read some books about the correction methods for teaching English writing and the important aspects of the English writing. It was very useful to acquire knowledge about correction methods for teaching English writing and the important aspects of it because it helped to have a clear idea about the necessary information to be collected.

For the problem definition, first, the researcher determined the problem at a macro level; for doing this, the researcher research the whole institution “José María Román” School; the information was gathered through interview in the secretary. Second, for the meso level of the problem definition, the researcher researched about the students of third year of basic education class “A”, the information was gathered through a survey for the students. Finally, in the micro level, the researcher determined the problem through a previous

observation during the pre- professional practices which is about the way that teacher uses the correction methods in the teaching of English writing. Among different qualitative research methods, the researcher chose the ethnographic method because the researcher observed during their practices what happens in third year of basic education “A”. The researcher had the opportunity to observe the teacher correcting the students the English writing, through motivation.

### **3.4.2. Field Work Phase**

To develop this research, the researcher first did a previous observation in the Unidad Educativa “José María Román” during her pre-professional practices in eight semester, with this observation she selected the grade: third year of Basic Education class “A”, the research was realized only with one course because there are a lot of students in the whole institution and work with all of them should have been difficult, for this reason the researcher selected one course to develop the research.

The researcher asked to the director of the Unidad Educativa Lcdo. Giovany Borja the authorization for developing the research, and with the help of the English teacher Lcdo. Denys Daqui and the students of third year of basic education class “A” the research was developed in three classes the following days: April 03<sup>rd</sup> 2018, and April 10<sup>th</sup> 2018, and April 17<sup>th</sup> 2018 for 2 hour each class was before the recess at 10:30 am until 11:50 am.

The researcher did not have problem to get the necessary information for the project because she developed her pre-professional practices in this institution; the researcher was involved in the class where the teacher often uses the correction methods for teaching the English writing, in spite of this the students have problems to write the words in English and this is the reason why the investigator selected this problem for doing the research.

The information was collected from the facts that researcher observed and documented in the observation sheet previously elaborated with the necessary information for this research; the observation sheet was developed based in two principal reasons, first, to determine the methods that the teacher uses to correct students’ errors in English writing, and second, to analyze the use of correction methods in the correct writing of the different words of English children's Stories

After the researcher obtained permission to develop the research, she followed the steps proposed in the schedule of this investigation. Finally, the information collected through direct observation with the help of the observation sheet helped the researcher to describe the way in which the English teacher uses correction methods to teach English writing and the problem that students have to write the words correctly in English. Finally, the researcher completed the final report and concluded the present research.

### **3.4.3. Analytical and Informative Phase**

The researcher processed all the information collected to prepare the draft of the final report; the objectives were contrasted with the information obtained, to present to the tutor in the final draft phase. The researcher presented the final report draft to her tutor for the respective revision, and then she did the necessary corrections to develop the final report presentation concluding thus the whole process of this research.

## **CHAPTER IV ANALYSIS AND INTERPRETATION OF RESULTS**

### **4. Analysis and interpretation of results**

The information was obtained through observations that were applied in the Unidad Educativa “José María Román” with the Students of Third year of Basic Education class “A” on April 03<sup>rd</sup> 2018, and April 10<sup>th</sup> 2018 and April 17<sup>th</sup> 2018 for 2 hours every day, this process helped to identify how correction methods are used by the teacher to correct students’ writing skills.

**4.1. Analysis and description of observation sheet applied at third year of basic education class “A”.**

<b>SPECIFIC OBJECTIVES</b>	<b>COLLECTED INFORMATION</b>	<b>ANALYSIS</b>	<b>THEORY CONTRAST</b>
<p>TO IDENTIFY HOW CORRECTION METHODS ARE USED BY THE TEACHER TO CORRECT STUDENTS’ WRITING SKILLS.</p>	<p>How often does the teacher use the correction methods?</p> <ul style="list-style-type: none"> <li>• Self-correction</li> <li>• Peer-correction</li> <li>• Correction slot.</li> <li>• On the spot correction.</li> </ul>	<p>In the observed class, the teacher started the class, reinforcing the topic of the previous class and using different methods of correction, in which the students did not do a good job and did not improve their writing because the teacher did not applied these methods correctly, some students asked their teacher and others asked their classmates for help because they could not correct their mistakes. The following developed methods were: self-correction, peer-correction, correction slot and on the spot correction.</p>	<p>The correction methods used by the teacher are programmed procedures developed in the class to modify errors and obtain better results, this ensure the students' learning and the improvement of their writing. Teacher can use more than one method to correct the students’ errors. (Rouse. M, 2005). The teacher thought it was convenient the use of different correction methods during the class to obtain better results in the development of the teaching-learning process because she wanted to improve the writing skills of the students.</p>
	<p>Self –correction</p>	<p>In the developed activity in the class, the teacher did not stop the students, when she heard an error, she did not say who did it, and she did not emphasized the voice in the error, for this reason, students were focused on the time the teacher gave them to correct their mistakes but they did not focus on correcting the word.</p>	<p>The best way to correct mistakes is to have students correct themselves. Give students a chance, and time, to correct themselves. One of the ways to do this is to repeat what the students said placing emphasis on the incorrect portion. (Arntsen. T, 2007). The teacher did not emphasize the voice in the error of the word, and only</p>

			repeated the correct word, so that students can identify their own error and correct it.
	Peer –correction	The teacher wrote some incorrect sentences on the board and made sure that all the students copied the example, but did not indicate how they had to work to develop the activity, in this process; the teacher helped the students to correct the errors between themselves but not gave a clear explanation.	When a student cannot self-correct, peer correction may be appropriate, the student may want to call another student to respond correctly, and after a short time the student can self-correct. The teacher can ask the same question and encourage a choral response by simply repeating and emphasizing the correct answer by writing it on the board and explaining why it is correct. (Arntsen, T, 2007). The teacher did not give the students a clear explanation of this correction method because the students worked in groups and they had to help each other for solving the activity.
	Correction –slot	While the activity continued, the teacher monitored the whole class to observe what the students wrote, but when the teacher observed the errors as a group, she stopped the activity so that the students could correct the errors they had made, but the teacher forgot to write the errors on the board and the students did not know which were the errors that they had to correct, then the students felt	One way to focus on students’ errors is to take ‘time out’ of an activity and look at mistakes as a group, often the teacher can be the monitor the students, and make a note of the errors that she sees; then the teacher writes a list of errors on the board and stop the activity for the students to correct it. (Jo. Budden, 2008). The teacher did not write on the board the errors of the students because she

		insecure when developing the activity.	done the students practice the writing, and it, gave them confidence when developing the activity.
	On the spot correction	The teacher developed a classroom game for students to have fun with this activity turning their learning into a game, this technique applied by the teacher motivated students to do a good job, but it did not get good results in the teaching - learning process because the teacher did not use the words that the students learned and when she reviewed each student's homework she did not mark the errors that they had made.	Correcting errors at the moment they are made has the advantage that you don't have to bring the activity to a stop as is the case with a correction slot. Think about what type of activity it is before deciding whether or not it's appropriate to correct on the spot. Students can also be responsible for on the spot correction if they are encouraged to pick up on each other's errors. (Jo. Budden, 2008). In this activity, the teacher did not use the words that the students learned because she wanted the students to be responsible for learning new vocabulary
	How does the teacher apply the correction methods in sentences structure?	The teacher wrote an example on the board and while she writing, ordered the students to copy and repeat the example twice more, this was used to know if the students are paying attention to the class and the interest in learning the correction methods to improve their writing, but this was not enough because the teacher did not indicate the structure of the sentences and the students wrote the sentences without meaning.	The correction code, "which is a list of grammatical items such as nouns, articles, prepositions and so on, it helps students to correct their writing has often been proved to be an effective method to facilitate error correction". Moreover, the students get more opportunity to participate actively in the lesson and get opportunity to learn how to write correctly with appropriate punctuation, spelling, grammar, text organization, capitalization and word

			<p>order. (Lee. I, 2004).</p> <p>The teacher did not indicate the grammatical structure of the sentences because she wanted the students to learn to order sentences and write meaningfully.</p>
	<p>Does the teacher write incomplete sentences on the board for the students to complete with the missing words?</p>	<p>When the teacher taught vocabulary, she wrote on the board many incomplete sentences for the students to complete with the missing words, the students did not complete the sentences because this was an overload of words for the student level, in this activity the students did not have the motivation and time to think and give their correct answer.</p>	<p>Sentences provide us with the framework for the clear written expression of our ideas. The aim in writing is always to write in complete sentences which are correctly punctuated. Sentences always begin with a capital letter and end in a full stop, exclamation or question mark. A complete sentence always contains a verb, expresses a complete idea and makes sense. (University of Leicester, 2009).</p> <p>The teacher did not take into account the level of students to develop this activity because the students only had to choose a word to complete the sentences and make sense it.</p>
	<p>Does the teacher send to correct sentences as homework?</p>	<p>When the class was finished, the teacher sent as homework to review the class work and correct the incorrect sentences the students found in it, also sent them to write a sentence with each error they corrected, as a consequence, the</p>	<p>The word “homework” is an uncountable noun in English, does not have a plural form. If you really must refer to several separate “pieces” of homework, the word you are looking for is “assignment”, that is why the teacher sends to correct sentences as</p>

		students did not do the homework because the teacher did not give instructions on how to do it.	homework, this is done so as not to use the wrong word and teach the English language well to their students. (Jakub. M, 2013). The teacher sent the students as a homework, to correct errors and to write a sentence with each corrected error taking into account that it was only a "homework" and not different "assignments"
	How does the teacher apply the correction methods in short questions?	The short questions were used by the teacher as a strategy to correct the errors of the students, it was made so that the students responded in a brief and adequate way, but the teacher did not help the students to structure the answers correctly because the time did not reach so that all students participate.	Generally this is a resource and means that a lot of review activities may be in order for keeping a positive attitude and explaining the answer good-naturedly will do a lot to keep your students positive about learning English. Asking short questions in a simpler form will build student confidence again so that the lesson can continue. (Arntsen. T, 2007). The teacher used short questions took into account all students equally so that they participate in the class in a confidence environment.
		At the beginning of the class, the teacher asked the students of the previous topic to continue reinforcing the learning, the short questions were ideal to know if the students remember something of what they	The mini lessons are "teaching moments". Students perform sentences as writing exercises, the sentences with grammatical errors are used to develop the discussion, edition and revision of errors for promoting the student

	Does the teacher develop daily quizzes with short questions?	learned and if they are putting it into practice, at the moment of the written evaluation, the teacher elaborated the tests overloading the number of questions, for that reason, the students did not solve all the questions and lost part of their score.	participation, working in five sentences per class focusing on the correct pronunciation of the sentences. (Agbesi. A, 2016). The teacher agrees with the “mini lessons” because it helps to reform each learned topic.
	Does the teacher wait the students to think and formulate answers?	In the class observed, the teacher ask the question and wanted the students to respond immediately, did not give them time to think and formulate the answers, as a result, the teacher answered the questions that the students had to answer, with this type of relationship between teacher and students, an atmosphere of fear was created in which the students could not give a correct answer because they were stressed by the teacher.	The best way to correct errors is give students a chance, and time, to correct themselves. At this point the student has an opportunity to think about and revise his initial response. One of the ways to do this is to repeat what the student said placing emphasis on the incorrect part, and saying it in a questioning way. (Arntsen. T, 2007). The teacher asked the questions so that the students respond immediately giving them the opportunity to think and respond appropriately.
	How does the teacher apply the correction methods in pronunciation with writing words?	The teacher wrote some sentences on the board to teach the students correct writing and pronunciation of the words, also asked if the sentences were spelled correctly, she did it to know if the students are practicing the correction methods, but at the moment to communicate with each other the teacher did not correct the errors immediately, then the	Form of human communication by means of a set of visible marks that are related, by convention, to some particular structural level of language. Also writing is the representation of language rather than a direct representation of thought and the fact that spoken language has a number of levels of structure, including sentences, words, syllables, and phonemes.

		pronunciation was not reinforced.	(Encyclopedia Britannica, 2018). The teacher corrected the pronunciation of the words that the students wrote to get good communication between them.
	Does the teacher stop the activity so that the students correct the errors?	In the development of the observed class, the teacher stopped the activity to correct the student's errors, as soon as the teacher saw the errors; she applied this correction method in order for students to correct their own errors, but she did not write a list of words on the board for the students to correct this as a group.	One way to focus on students' mistakes is to take "time out" of an activity and look at mistakes as a group. The teacher can be make a note of the mistakes that he sees; then the teacher writes a list of errors on the board and stop the activity for the students to correct it. If they do their job well they could the correction slot with their mistakes. (Jo. Budden 2008). The teacher corrected the students' errors so that they feel safe about what they do as a group.
	The teacher develops activities as "mini lessons"	In this class, the teacher developed a creative activity in which she used the words that she taught, but she only focused on the activity and not on the errors during and after of it, the students wrote fifteen sentences with these words, the teacher did not take into account the level of children for that many words, the students did not complete the activity, therefore, this class work could not be concluded as a "mini lesson".	Error Correction is when the teachers choose to focus on errors, during and after the activities, and they can take notes on a common mistake that students make in the activity so as not to disrupt the flow of communication or not to discourage students, and at the end of the class, the teacher can present a mini lesson on these common and systematic mistakes. (Nassaji. H, 1999) and (Gordon. T, 2006). The teacher developed the mini lessons according to the subject learned and the

			level of the students, so that they correct the errors during and after the activity.
	How does the teacher apply the correction methods in writing?	When the teacher reviewed the homework, she used different colors to mark the errors written by the students, this strategy was based on the correction methods to develop and improve the writing skills of the students, they had to identify each error and repeat the complete sentences as homework for the next class, most of them did not present homework because there were too many mistakes that had to be corrected.	Whichever way the teacher applies the correction methods in the students. Being corrected constantly can be a really be-motivating, as every language learner knows. At the moment the teacher sees the students' errors, she should make sure also that they see out for really good uses of language and highlight these to the group too. (Jo. Budden, 2008). The teacher agrees with the use of different colors to mark errors because with this strategy, students can correct errors voluntarily and didactically.
	Teacher sends to repeat the word as homework.	After developing the activity in class, the students gave their written exercises, and the teacher at the time to score the work, she marked the errors, but did not correct it and sent the students to repeat each word three times as homework, students repeated the words marked by the teacher making the same mistake above, this did not reinforce the students' writing.	Homework should be meaningful for the teacher and the student. It should serve to reinforce work done in class and be linked with and integrated into a teaching learning process, forming part of the process of assessment for learning. It offers an opportunity for a more meaningful dialogue between school and home. (NCCA, 2009). Students developed tasks to reinforce the topics learned because this helped them improve their writing.
		In the middle of the class, the teacher used some images to replace the	The relationship of pictures and words can communicate much to us, and

	<p>Teacher reinforces the word with pictures.</p>	<p>words she was teaching, this way of teaching is often seen as an entertainment of the teaching-learning process. The teacher showed only the images and ordered the students to write the word for each image, she did not correct the mistakes of the students and did not reinforce the meaning of each word learned.</p>	<p>particularly much of visual significance. Reading pictures for narrative meaning is a matter of applying the understanding of words, it is because they work together by limiting each other's meanings, words and pictures necessarily have a combative relationship. (Lewis. D, 2001). The teacher related the words with the images so that the students understand better the meaning of it.</p>
	<p>Teacher writes the word on board for the students repeat it.</p>	<p>In the class the teacher taught to her students, she wrote on the board some words with errors so that the students repeated each word, the students repeated the words with the same mistakes because the teacher did not help them identify the errors, and before finishing the class, the teacher did a general review in which she realized that she had not applied the correction methods and did not reinforce the words in context according to the level of the students.</p>	<p>Give learners multiple opportunities for choral repetition is important because they are exposed to new words, they need to practice saying them with the support of the group until they develop enough confidence to say them alone. When listening to each other and supporting each other, the choral repetition works. (Gilbert, 2015). The teacher gave confidence to the students so that they repeat the words correctly and so that they feel the need to learn something new every day.</p>
<p>TO DESCRIBE THE BENEFITS THAT STUDENTS REACH WITH THE USE OF CORRECTION METHODS</p>		<p>In the class observed, the teacher used suitable material according to students level to develop motivational activities, applying the correction methods in which the students understand and identify</p>	<p>Montessori material is very important in the benefits of students because it is designed at the level of children, since with the use of correction methods; they acquire freedom of choice and action in the classroom. This freedom is</p>

<p>IN THE WRITING SKILLS.</p>	<p>How often do students have benefits with the use of correction methods?</p>	<p>their own errors, at the moment in that the students applied the correction methods they had benefits because with the teacher's guide, the confidence of the students increased and they were able to develop the activities themselves.</p>	<p>supervised and guided by the teacher; this gives them satisfaction and increases their confidence in themselves. The students use the material to make sure they learn from their experiences, they learn as they understand and deduce by themselves an error made, this material allows them to find the correction to the errors of their writing. (Kinder Town, 2012). Students acquire benefits that allow them to improve their writing and their way of developing in the classroom by applying correction methods.</p>
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## **CHAPTER V**

### **CONCLUSIONS AND RECOMMENDATIONS**

#### **4.2. Conclusions**

The teacher used different correction methods to improve the writing skills of the students, the teacher did this by developing creative activities, with a correctly application, and as a result, the students did identify the errors of the words that they had written.

The correction methods applied by the teacher to correct the students' writing skills were adequate because the students were able to help each other to correct the errors and they also learned to correct their own errors in a different way, and to identify each correction methods, during the application of these methods the students were motivated by the teacher.

#### **4.3. Recommendations**

- The teacher must always apply the correction methods in the teaching-learning process to motivate the students to write correctly, must take into account the level they have so as not to overload the work, and so they will feel the confidence to develop any activity.
  
- The teacher must innovates the teaching methodology so that his students put interest in the learning of new words, she must also give clear instructions for each activity, and this will allow the students to put into practice what they learned and to develop their skills and abilities in writing.

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**UNIVERSIDAD NACIONAL DE CHIMBORAZO**

**FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS  
CARRERA DE IDIOMAS**

**INSTRUMENTO DE RECOLECCIÓN DE DATOS**

Observation during the class of third year of Basic Education at Unidad Educativa “José María Román.

**Research** must observe the classes which the teacher of third year of basic education used correction methods in order to develop the activities with the students.

**Objective:** To identify how correction methods are used by the teacher to correct students’ writing skills.

To describe the benefits that students reach with the use of correction methods in the writing skills.

Nº	Statements	Usually	Some -times	Hardly Ever
1.	How often does the teacher use the correction methods?			
	• Self-correction			
	• Peer-correction			
	• Correction slots			
2.	How does the teacher apply the correction methods in sentences structure?			
	• Does the teacher write incomplete sentences on the board for the students to complete with the missing words?			
	• Does the teacher send to correct sentences as homework?			
3.	How does the teacher apply the correction methods in short questions?			
	• Does the teacher develop daily quizzes with short questions?			
	• Does the teacher wait the students to think and formulate answers?			
4.	How does the teacher apply the correction methods in pronunciation with writing words?			
	• Does the teacher stop the activity to correct an error?			

	<ul style="list-style-type: none"> <li>• The teacher develops activities as "mini lessons".</li> </ul>			
5.	How does the teacher apply the correction methods in writing?			
	<ul style="list-style-type: none"> <li>• Teacher sends to repeat the word as homework.</li> </ul>			
	<ul style="list-style-type: none"> <li>• Teacher reinforce the word with pictures</li> </ul>			
	<ul style="list-style-type: none"> <li>• Teacher writes the word on board for the students repeat it.</li> </ul>			
6.	How often do students have benefits with the use of correction methods?			