

Peer Feedback: A Strategy Based on Error Treatment to Enhance Writing Skills in
EFL Classroom

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Bogotá, D.C.

2015

Peer Feedback: A Strategy Based on Error Treatment to Enhance Writing Skills in
EFL Classroom

Research dissertation presented to obtain the title of Master in Education
with emphasis on English as a Foreign Language Didactics

Dissertation Submitted to the Department of Foreign Languages in Partial
fulfillment of the Requirements for the Master degree in ELT

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2015

NOTE OF ACCEPTANCE

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Bogotá, D.C., July of 2015

DEDICATION

I want to dedicate this achievement firstly to God, to my father, sisters, brothers, and Daniel my love, who were with me, giving me support, encouragement, comprehension in every moment of my master studies.

Thanks to them, I could finish my Master in Education.

Neyla Edith Figueroa Vega

To God for giving me the wisdom and strength;

Who let my dreams come true.

To my husband, Juvenal Niño, an example of discipline and effort:

Thank you for your prayers and lovely company all along my studies.

To my kids, Santy and Joan, whose patience, love, and encouragement made possible this accomplishment.

To my parents and my mentors who were always supporting and encouraging me with their best wishes and prayers.

Adriana Gamboa Merchán

Acknowledgements

We would like to thank our advisor Carmen Helena Guerrero for guiding and assisting us throughout this process.

Also, we would like to thank our teachers Eunice Rodriguez and Elba Consuelo León from Libre University Clara for their collaboration and support.

We want to give a special recognition to our students of fourth cycle for assisting us in carrying out this research project successfully.

Abstract:

This thesis based on Action Research shows the process and results from a study implemented at a public school in Bogotá with eighth and ninth graders about the implementation of the strategy peer feedback for the error treatment; the methodology carried out in this study included empirical, theoretical, and meta theoretical methods. The analysis evidenced that peer comments benefit student's writing skills because it is a different way to face their language learning process through a collaborative strategy. *Key words:* Error treatment, Peer feedback, writing skills, language learning process, ESL teaching.

Resumen

Esta tesis basada en la investigación-acción muestra el proceso y los resultados de un estudio aplicado en una escuela pública en Bogotá con grado octavo y noveno sobre la aplicación de la estrategia de retroalimentación entre pares para el tratamiento de errores. La metodología llevada a cabo en este estudio incluyó métodos teóricos empíricos, teóricos y meta teóricos. El análisis pone de manifiesto que los comentarios de pares se benefician las habilidades de escritura de los estudiantes, ya que es una forma diferente de afrontar su proceso de aprendizaje de idiomas a través de una estrategia de colaboración. Palabras clave: tratamiento de errores, de retroalimentación entre pares, habilidades de escritura, los procesos de aprendizaje de idiomas, enseñanza de ESL.

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R.A.E.

Title: Peer Feedback: A Strategy Based on Error Treatment to Enhance Writing Skills in EFL Classroom

Authors: Neyla Edith Figueroa Vega and Adriana Gamboa Merchán

Key words: Error treatment, peer feedback, writing skills, teaching and learning in EFL classroom.

Sources: A Survey administered to students, Class observation notes, observation´ chart, peer´s evaluation charts, pattern chart.

Survey : About students´ preference to give or receive correction from their partners.

Class observation notes: Writing activity to validate the survey

Observation´ chart: Implementation of peer feedback

Peer´s evaluation chart: collection of comments

Patterns´ chart: classification of comments QDA

Contents:

1. Introduction: At English Classes, teacher presents a specific topic, explain grammar rules and give examples. However, when students have to express something, they make errors and, most of the time; students receive their paper filled with red marks and bad grades, without supporting feedback or comments. This situation demotivates both, students and teacher. This

research examines the contradiction between teacher's strategies to treat with errors and the students expectations

2. Theoretical Framework: The essential background focuses on five topics:

a. Writing: Writing is the process of encoding (putting your message into words) carried out with a reader (Byrne, 1988).

According to Seow (1995) presents a complete explanation and its different stages: "Writing process as a classroom activity incorporates the four basic writing stages: Planning, drafting (writing), revising (redrafting) and editing — and three other stages externally imposed on students by the teacher, namely, responding (sharing), evaluating and post-writing" (p. 315).

b. Error and error analysis: To make errors in language learning is a natural part of this process. The vision of error has changed from being intolerable to necessary. Therefore, this project examines error treatment as a component of the English learning process. Teachers should be more concerned on how to deal with errors than the simple identification of them.

c. Description and Classification of errors: Burt & Kiparsky (1974) state that there are two kind of errors: Global and Local. According to Corder (1973), there are three kinds of errors: Intralingual, interlingual and developmental.

d. Error correction and peer Feedback. The purpose of error correction is to give illustration about the correct forms of the language more than the simple substitution of the wrong expression or word. Van Els et al (1984).

Regarding the technique of correction, it is possible to distinguish between teacher and student correction. Also, in student correction can be focused on self-correction or peer correction. Peer correction is a technique in which students are motivated to exchange their tasks and to rewrite the final version based on their partners' advice.

e. Socio-cultural Theory: According to Vygotsky, learning is a constant process that occurs through the interaction among students; where less competent children develop a learning act with help from more skillful peers within the Zone of Proximal Development.

3. Methodology of the research:

Methodology: Action Research (Cohen & Manion, 1985)

a. Diagnosis stage: Entrance survey: To identify the problem, we administered a survey to students about their preferences to give and receive correction from a student instead of the teacher.

b. Diagnosis writing activity: In order to validate the information from the survey, we propose a writing activity and do the peer feedback.

c. Implementation: After validating the information, teacher researchers implement the peer feedback strategy based on a set of six workshops in which students give and receive advice or tips to improve their writing.

d. Observation chart: Teacher researchers gather the students' artifacts and collect the comments.

e. Evaluation of Peer's comments: Classify the comments based on the Qualitative Data Analysis. This process consists of three parts: **noticing, collecting and analysis.**

-Noticing: Teacher researchers propose a writing activity with a set of six workshops, to focus on peer comments.

-Collecting: Teachers collect all the students' artifacts and try to classify the comments bearing in mind its nature, and build concepts with this information.

-Analysis: Teacher researchers interpret this information and try to understand the effect of the comments on writing skills of the students; also, to identify patterns based on their peers' intention.

f. Participant: Eighth and ninth graders from Benjamin Herrera School in Bogotá.

g. Findings: The different comments can be classified in three major categories: praise, suggestion and Criticism.

-Praise: Comments to encourage and give stimulus.

-Suggestion: Comments to give, to explain about error and how to correct them. **-Criticism:** The comment to express that there are errors, without explanations.

4. Evaluation of the proposal: To evaluate this implementation, different lesson plans were applied to the students, at the same time, in the class notes appeared register of the strengths and weakness, to generate changes. In the last two lesson plans it is possible to evidence improvement of the writing skills in some students.

5. Conclusions: This study suggested four implications for error treatment in English Teaching writing:

- a. It is necessary to develop confidence and skills for peer review at the beginning of the strategy. Prepare students to present their papers without fear and also give and receive comments from a peer as a way to learn, not only on how to write but also on how to learn more vocabulary, expressions and handle writing skills.
- b. Involve the L1 in comments. Most of the time, it is necessary to use the L1 to give explanations or observations. English teachers and students should use L1 to give feedback.
- c. Peer feedback allows students to increase their confidence, critical thinking skills and maximize motivation. They receive more feedback than the teacher alone.
- d. Finally, to work cooperatively, peer feedback becomes an advantageous activity in the English classroom. Students benefit from each other by improving their

communication skills. Teachers should include peer feedback in their strategies in order to facilitate student-student interactions.

6. Recommendations:

- a. The peer feedback strategy should be implemented for all grades in high school as an innovation for evaluation; it is a way to teach students to be autonomous.
- b. Peer feedback strategy involves students in their teaching learning process because they can learn while they give feedback to their partners. It is possible to consider the co-evaluation as a useful tool in English classes.

7. References:

- **Writing:** Byrne (1988), Seow (1995)

-**Error and error analysis:** Corder (1973),

- **Description and Classification of errors:** Burt & Kiparsky (1974), Corder (1973).

-**Error correction and peer Feedback.** Van Els et al (1984), Ferris, D. (1995), Richards and Lockhart (1996), Hyland, F. & Hyland, K. (2001)

-**Socio-cultural Theory:** Vygotsky (1978), Wood, D. et al. (1976)

Description:

The implementation of strategy peer feedback, is a useful tool that teacher could consider to incorporate in their classes because the benefit is for all. Teachers can devote more time to those students who needed, also the

students feel confidence. Therefore, the English students can learn and at the same time, help their partners.

Teachers could assume the role of tutors and let the students be autonomous.

It is an innovation and it is possible to apply to different grades and different topics.

Finally, the idea is to enhance the communication skills in the English students and the invitation is to seek new innovations to get the goal.

Bogotá, July 13th, 2015

Introduction

Currently, the aim of English teachers is to contribute to educate students as global citizens, able to communicate in English to take advantage of the opportunities and demands around the world. English has emerged as one of the most used languages for communication and it has become “the language of business, technology and science, the internet, popular entertainment, and even sports” (Nunan, 2001, p. 605).

According to the Colombian General Education Law (Ley General de Educación 115, Art, 23, 1994), mandatory and fundamental areas of knowledge and training will have to be offered in accordance to the curriculum: Humanities, Spanish language and foreign languages, among others. At present, English is taught as a foreign language and the emphasis given focuses on the development of the communicative competence.

English teaching and learning practices in Colombia operate under the National Bilingualism Program. It follows the "Common European Framework of Reference for Languages: Learning, Teaching and Assessment", (Hereafter CEF), developed by the Council of Europe in order to adopt the programs and the syllabus to teach English.

Besides, public school English teachers have to plan and adapt the syllabus according to the Basic standards of competences in foreign languages, “Estándares Básicos en Competencias en Lenguas Extranjeras: Inglés” introduced by “The Ministry of Education of Colombia (MEN, 2006, p. 3) to develop communicative competences and make students proficient in English.

Colombian English teachers have to follow those standards to guarantee the levels of proficiency set by The Common European Framework (CEF).

At Benjamin Herrera high school (Hereafter BHS), the Proyecto Educativo Institucional (P.E.I.) leads the pedagogical and didactic practices to develop the communicative competence. Students have to be able to listen, speak, read, and write in a foreign language. The BHS is a public school located in Puente Aranda, Bogotá. This school offers formal education from Preschool to 11th grade. Courses are divided into groups called cycles. The First Cycle includes preschoolers, 1st and 2nd levels; the Second Cycle consists of 3th and 4th levels. All these courses belong to primary school. The Third Cycle refers to 5th, 6th and 7th levels; 8th and 9th courses belong to the Fourth Cycle. Finally, the Fifth Cycle entails 10th and 11th courses.

The Language Department is composed by five teachers who are in charge of English and Spanish subjects. Teachers seek to achieve the specific standards for each cycle according to the CFE. The Teacher researchers involved in this study focused on standards proposed for the fourth cycle (8th and 9th grades).

According to the CFE, (as cited in “Estándares Básicos en Competencias en Lenguas Extranjeras: Inglés” introduced by “The Ministry of Education of Colombia MEN, 2006, p. 26), students in the fourth cycle

“... must use English to narrate, explain and express themselves in different communicative situations. Besides, they have to write narrative and expository texts about different topics with an acceptable spelling and punctuation.

They must read and understand narrative and expository texts and also, participate in conversations and exchange information on personal issues taken from daily life”.

Teachers try to develop students’ communicative competence but most writing activities are designed based on the product-oriented approach. This sort of activities demotivates students because they cannot use their own ideas or experiences. They just answer comprehension questions, fill in the blanks or complete sentences using the given information; teachers revise students’ exercises but they do not give any feedback. Then, students do not know the reason why a word is marked as an error.

At English classes, teachers present a topic, explain the grammar rules, and give examples and instructions to write and show a model. Then, students have to mimic that model. However, when students have to express their own information in writing, they make errors and, most of the time, students receive their papers filled with red marks and bad grades, without any supporting feedback or comment.

This situation leads students to be demotivated to learn English. At the end, errors persist and the writing skill does not improve much. Teacher researchers collected different students’ artifacts from the English classes where they could evidence that most of the colleagues’ revisions were marked with: an “x”, underlined errors, or just graded without any feedback.

According to the above mentioned, the problem was how the errors are assumed by teachers and students.

Teachers are frustrated because they find and mark many times the same errors and students feel discouraged because their writing activities are marked with low grades. There are not error treatment strategies to allow teachers to devote more time to individual feedback or to students to get an explanation of their errors.

The target population for this study is made up of 60 4th cycle students (8th and 9th graders, with ages ranging from 14 to 16). Students take classes in the afternoon shift, from Monday to Friday. Eight students were selected randomly, after their parents signed the consent form. (See Appendix 1)

For the diagnosis stage, students wrote a composition in which they described a common activity in past tense. After, teacher researchers requested students to exchange their writing activities to check and point out the errors based on the teacher's guidance. While revising papers, researchers could evidence lack of vocabulary, mother tongue interference, and different grammar errors. Finally, students had to write an observation with the correct answer and an explanation or motivation to improve; students got their papers back and rewrote the text in the right way.

This procedure was applied in three moments and the results showed that students had fewer errors in their activities. Therefore, it was highlighted that students reported good performance levels when collaborative learning is used to give peer feedback.

Through a survey applied to fourth cycle students on the difficulties in the English teaching and learning processes, teacher researchers could realize that the common situation at English classes was related to the errors made by students and the way that teachers managed this situation.

In addition, students could express their feelings and observations in order to know their opinion about the activity and the errors they had made. They expressed that, most of the time, they did not know the way to correct answers and they felt angry and disappointed. Some of them did not agree to receive feedback from the teacher; most of them expressed that they wanted to receive feedback from their partners.

This situation led to the **RESEARCH QUESTION**: How could peer feedback strategy contribute to enhance the writing skills in fourth cycle students?

This project examines error treatment as a component of the learning English process in students, bearing in mind that error is a normal and inevitable situation during any learning process. Corder (1967) focuses on errors as a result of a cognitive language processing. He points out that “the mother tongue of the language learner has a particular effect on language learning and that language learners have their own mental ‘curriculum’ when they are in the process of learning the language” (p.161-170). Tusón (as cited in Bazzani, 2010) argues: “There has always been a great concern for the English teachers to identify and treat with the error in writing skill. The vision of the error has changed from being “intolerable” to “necessary”, in fact, many researchers consider it assign in the

progress of learning, but each teacher handles errors differently". Errors are a natural aspect in teaching and learning a language.

With respect to the writing skill, it develops a special type of logical thinking which focuses thoughts on the main ideas. Teachers must pay attention to typical errors, those which often lead to the distortion of logical and grammatical forms. The error is considered a clear evidence of the language learning process. Instead of avoiding errors, it is recommended to make them and correct them in the most favorable and properly way.

Some authors refer to error correction. Leal & Sánchez (2009) offer a description of the types of correction which may be used in the teaching-learning process of English. Types could be collective, cooperative and individual.

Another study conducted by Garcia (2004) emphasized on helping language teachers to change their attitude towards students' mistakes and to look at them in a more positive way. She argues that errors themselves may actually be a necessary and useful part of the learning process.

Hashimoto (2004) attempted to identify and analyze how ESL teachers deal with various types of written errors produced by L2 learners. Following identification and analysis of the types of errors corrected and error treatment methods used, the study highlighted the relationship between the literature and practice with regard to error treatment of written work.

Another study conducted by Tram, (2010) at Hanoi University of International studies and Foreign Language centered in interlanguage, intralanguage, and developmental errors. Also, the author pointed out the possibility to deal with peer correction as an opportunity to learn.

In Colombia, there are studies about error treatment in writing processes, which describe the relations between mother tongue interference and the performance levels in foreign language writing.

Londoño (2008) developed a project on error analysis in written composition based on Clinical Elicitation and identification of the possible sources of these errors.

In the same line of thought, Giraldo and Perry (2008) proposed a study to provide teachers with techniques to foster error correction during early stages of learning by promoting self-monitoring, revision, and autonomy.

The present research project represents the first opportunity to do an English Didactics Study at Benjamin Herrera School. No previous studies have been implemented before. Therefore, this study implies an innovation into the methodology to develop writing skills in fourth cycle students.

Findings about first language acquisition have been adapted to foreign language learning and it has been concluded that the process works in a similar way. Children learn their native tongue by making mistakes; this is a natural part of language acquisition process. Therefore, the teacher's attitude to learner's errors and the manner of treating them during this time is of crucial importance.

With regard to this matter, teachers are expected to monitor the progress of students and find ways to recognize, analyze, and overcome their learning problems. Also, it is extremely important for them to include error treatment methods to improve performance and to support students' learning abilities and self-confidence.

Keeping in mind the information and reflections about the topic, teacher researchers design a proposal to improve English writing skills to fourth cycle students. **THE OBJECT OF STUDY** is English writing production and the **FIELD ACTION** is error treatment in writing production in students of fourth cycle at Benjamin Herrera School.

Consequently, the **GENERAL OBJECTIVE** is: To observe how the implementation of a peer feedback strategy may affect the writing skills of eighth and ninth graders from Benjamin Herrera School.

Specific objectives are:

- To determine the current treatment of the error in the writing process.
- To select the most appropriate theoretical foundation on the error in the writing process.
- To analyze the effect of the peer feedback strategy in the writing process.
- To assess and advice the implementation of the proposal focused on peer feedback strategy in the writing process.

In order to achieve the aforementioned objectives, it is necessary to fulfill the following tasks:

- Describe the current treatment of the error in the writing process.
- Find out the theory about the peer feedback strategy in the English teaching process.
- Design and analyze the proposal focused on peer feedback strategy in the writing process.
- Draw conclusions and implications from the application of the teaching proposal.

The methodological design is based on Action Research. In order to do the tasks, teacher researchers use empirical, theoretical, and meta theoretical methods. The empirical methods were applied to diagnose, design and implement the proposal. Instruments used were students' artifacts, class observation, and a survey. Theoretical methods, such as historical and logical methods, were applied in order to review literature and build the theoretical framework related to peer feedback strategy in English teaching process, as well as, induction and deduction methods. Finally, teacher researchers used meta theoretical methods, such as open coding, to analyze qualitative data.

By means of implementing a didactic proposal based on peer feedback technique in writing, the **PRACTICAL CONTRIBUTION** is to promote autonomous learning and improve writing skills in the EFL classroom.

This document is structured as follows: the introduction-containing the problem description, the antecedents of the phenomenon, the literature related to the problem, and the methodological design.

The first chapter includes the theoretical framework, the main concepts about writing, error analysis, and feedback. The second chapter refers to the didactic proposal related to peer feedback strategy to contribute to enhance the detected problem in English writing skill. Finally, references, appendixes, conclusions and recommendations appear at the end of this document.

1. Theoretical framework

This project is based on different theories: Writing approach, errors and error analysis, description and classification of errors, types of peer feedback, and Socio-cultural Theory.

1.1. Writing

For Byrne (1988), writing is the process of encoding (putting your message into words) carried out with a reader. Nevertheless, in the great majority of situations, students write primarily for their teachers, or perhaps for an examiner, both acting in the role of evaluator.

Flower and Hayes (1981) considered writing as an essentially cognitive process. But more recently, there has been a tendency to consider a sociocultural orientation. Learning and teaching are essentially social activities as Pea (1993) states: “the mind rarely works alone” (p. 47) and writing, as a learning activity, allows the construction of texts by students working together.

Referring to the writing process, Seow (1995) presents a complete explanation and its different stages: “Writing process as a classroom activity incorporates the four basic writing stages: Planning, drafting (writing), revising (redrafting) and editing — and three other stages externally imposed on students by the teacher, namely, responding (sharing), evaluating and post-writing” (p. 315). Planning is any activity in the classroom that encourages students to write words or sentences related to a specific topic.

Drafting refers to the first attempt at writing once ideas are gathered at the planning stage. At the drafting stage, the writers are focused on the fluency of writing and are not worried with grammatical accuracy of the draft.

Responding is related to the initial reactions to students' first draft by teacher or peers who can give helpful comments (such as 'organization is OK', 'ideas are too vague' etc.) in order to help students to facilitate the revision of initial drafts. Such responses may be provided in the margin, between sentence lines or at the end of students' texts. Peer responding can be effectively carried out by students' responses to each other's texts in small groups or in pairs. The Revising stage refers to shape and reshape texts based on the feedback given in the responding stage. Students check for global content and the organization of ideas to make a text clearer to the reader.

At the editing stage, students are engaged in tidying up their texts to prepare the final draft for evaluation by the teacher. They edit their own or their peer's work with respect to grammar, spelling, punctuation, sentence structure, and accuracy with supportive material such as quotations, examples, or list of verbs, among others.

According to the evaluating stage, students seek a final feedback and a scoring. The scoring may be analytical (i.e., based on specific aspects of writing ability) or holistic (i.e., based on a global interpretation of the effectiveness of that piece of writing). In order to be effective, the criteria for evaluation should be known by students as follows: development and organization of ideas, grammar and structure, spelling and punctuation and vocabulary.

The post-writing stage is a platform for recognizing students' work as important. It may be used as a motivation for writing and to avoid excuses for not writing. Students must feel that they are writing with a real purpose and for an audience.

Based on the goal of the writing activity, it is possible to find the product and process-oriented approaches. In a product – oriented approach, the focus is on grammar and sentence structure and on the learning process - what the learner is expected to be able to do as a fluent and competent user of the language. The process-oriented approach focuses on discourse-level activities, promoting a less stressful suggestion: the learner is expected to write as much as possible without worrying about correctness or formality in order to promote creativity. Tasks for process approach include story writing, co-operative writing, or peer correction of subsequent draft. Teaching writing involves both process and product approaches.

1.2. Errors and error analysis

To make errors in language learning is a natural part of this process. In fact, making errors demonstrates that language learners are going deeper into their learning process.

According to Corder (1967), there is a distinction between errors and mistakes. Errors are the “systematic and regular deviant form of language produced by language learners at competence level due to linguistic reason. On the other hand, mistakes are incorrect forms caused by memory lapses, slips of the tongue, and other instances of performance errors”.

Therefore, students make errors because of their low level of competence in the target language but not because of their lack of attention. Teachers should be more concerned on how to deal with students' errors than the simple identification of them. Students make errors in spelling, punctuation, grammar, and organization style. If they are aware of such errors, teachers and students may use them to give feedback.

In this way, teacher researchers deal with error correction as a systematic study and analysis of the errors made by learners. This process allows both teachers and students to find out how a person learns a language, identify the causes of learners' errors, obtain information on common difficulties in language learning as a way to design and adapt teaching materials to orient learners to identify their strengths and weaknesses, and provide feedback to students during their learning process.

1.3. Description and Classification of errors

There are many ways to classify written errors in English Language Teaching. Scholars show different criteria to classify written errors. Burt and Kiparsky (1974, p. 74) suggest two terms, "global and local errors", to indicate a hierarchy among categories of errors.

Global errors can affect the meaning of the sentences and can even hinder communication and understanding. On the global level, errors are classified by Corder (1973) into four main categories, based on their nature:

- Omission of some required element. E.g. He is doctor (in this sentence, an article 'a' is omitted.)

- Addition of some unnecessary or incorrect element. E.g. they went on last Friday. (unnecessary addition of 'on')
- Selection of an incorrect element. When one element is used instead of another. E.g. She is looking to me (use of 'to' instead of 'at')
- Misordering of elements: The order of words is broken down. E.g. They asked her where she was going. ("*was she*", misordered)

Based on the level of language, errors are named as Local Errors. They can be considered within the following categories: phonology, morphology, lexicon, syntax, and discourse.

They usually affect only one element in the sentence and it does not stop communication. Nouns, verb inflections, articles, auxiliaries and the formation of quantifiers are some local errors.

- Phonological errors: Errors in pronunciation.

E.g.: She goes to *school* [esku:l]. Instead of she goes to *school* [sku:l] (addition of 'e' before 'sk', typically by Colombian learners of English)

- Graphological errors: Spelling and punctuation errors in writing.

E.g.: It is a pretty *hangbag*. (Correct spelling: '*handbag*')

- Grammatical (morphological and syntactic) errors: Breaking of grammatical rules or systems.

E.g.: She *cans* dance very well. (Wrong use of modal verb).

Five *childrens* were playing there. (Wrong use of plural)

- Lexical/Semantic errors: Those errors related to wrong use of words or phrases.

E.g.: 'I *have* 14 years'. Instead of 'I *am* 14 years old'.

- Pragmatic/sociolinguistic errors: They refer to those expressions which may be grammatically correct but which are not contextually appropriate. They are also called communicative or functional errors.

E.g.: (An employee to his boss): 'Hi guy, how is it going?', instead of 'Good morning, how are you?'

Corder (1973) states three stages of error as follows: pre-systematic, systematic, and post-systematic stages. The Pre-systematic stage is the one in which the student does not know about the existence of the particular system of rule in the target languages. The student can neither correct nor explain the errors. The Systematic stage occurs when learners have noticed a system and error consistently; they can identify the error but they cannot correct it. In the Post-systematic stage, students have noticed a system and they can explain and correct the error.

This research project only considers the systematic stage errors because participants belong to this stage. They need the support from their partners to share information about the description of errors made by them.

According to Corder (1973), it is possible to explain the errors made by learners based on the causes or sources of errors.

Those errors are related to psycholinguistics, which explains why and how the error emerges and finds out the factors causing learning problems. The classification of written errors consists of inter-language, intra-lingual and developmental errors.

Inter-lingual errors deal with the transfer that learners do from their native language to the foreign one. They occur when the learner's L1 habits (patterns, systems or rules) interfere or prevent him/her somehow from acquiring the patterns and rules of the second language (Corder, 1971).

Intra-lingual errors reflect the general characteristics of rule learning, such as faulty generalization, incomplete application of rules and failure to learn conditions for rule application. Intra-lingual errors can be classified as: Overgeneralization and erroneous input (Richards, 1971).

Overgeneralization consists of the over-application of a grammar rule. The writer may wrongly assume that the only way to form the past tense is just by adding -ed to every verb he/she uses. E.g.: I goed to school this morning. Instead of I went to school this morning.

Erroneous input occurs when the student uses incomplete rules or patterns given by teachers, inadequately. The incomplete rule application is the opposite of overgeneralization. E.g.: 'If the action is in past tense, the verb must be in past tense'. *Last week, they tried to watched a TV program.*

1.4. Error correction

Errors become an essential aspect in language learning and error correction allows for the improvement of learners' performance. Error correction is "a response either to the content of what a student has produced or to the form of the utterance" (Richards and Lockhart, 1996, p. 188).

When the focus is on forms, it is supposed to help learners to reflect on the wrong forms and finally produce right forms (Krashen, 1987). When errors are identified, teachers and learners should revise what errors to correct, how much, who, and how.

In this way, Van Els et al (1984) suggest to focus on correcting not all the errors, just those that affect meaning or cause confusion to the reader. The purpose of error correction is to give illustration about the correct forms or adequate use of the language more than the simple substitution of incorrect expression for the correct one.

Regarding the technique of correction, it is possible to distinguish between teacher and student correction. In teacher correction, the role of the teacher is crucial to correct errors and to give feedback. In student correction, the teacher is a facilitator to make students correct their errors by themselves or their partners. Therefore, student correction can be focused on self-correction or peer correction.

In self-correction, teacher gives indications or hints for students to correct their own texts. On the other hand, peer correction is a technique in which students are motivated to exchange their tasks and to rewrite the final version based on their partners' advice.

Ferris (1995) states that peer feedback encourages students to critically analyze work done by others, rather than simply seeing a mark. When a student corrects his/her partner's work, he/she is learning or going over specific topic at the same time. Therefore, feedback is a part of learning and considers errors as opportunities rather than failures.

1.5. Socio-Cultural Theory.

Considering the importance of the peer feedback theory, it is pertinent to mention the Social Development Theory proposed by Vygotsky. This theory emphasizes on the fundamental role of Social interaction in the development of cognition where the community plays a central role in the process of making meaning (Vygotsky, 1978).

Humans are social beings sharing different activities with others, even more, in the learning process. It is relevant to mention this because this study is based on peer work - peers feedback strategy - and it can contribute to learn English in a collaborative way.

Teachers cannot ignore that students develop their learning in groups. They are in contact with their peers and share their experiences and knowledge with each other, even more, when learning a foreign language, in which it is common that some students learn more easily than others. Consequently, learning is a constant process that occurs through their interaction with teachers and partners inside or outside the classroom.

According to Vygotsky (1978), most of the child's learning occurs through social interaction with a skillful tutor. The tutor may model behaviors and/or provide

verbal instructions for the child. Vygotsky refers to this as cooperative or collaborative dialogue. The child seeks the actions or instructions provided by the tutor (often parent or teacher); then, he internalizes the information by using it to guide or regulate their own performance.

In reference to the teaching and learning processes of a foreign language in the school context, teachers evidence that some students have better comprehension and understanding of some topics compared to the others. This may be an advantage for the teacher because these students can be tutors and may help their peers with the performance of tasks.

Vygotsky (1978) considers interaction with peers as an effective way of developing skills and strategies. "He suggests that teachers use cooperative learning exercises where less competent children develop with help from more skillful peers- within the zone of proximal development" (p. 2).

Wood et al (1976) developed Vygotsky's notion of the zone of proximal development. They introduce the concept of scaffolding, which refers to the concept provided by knowledgeable people such as adults or skilled partners to help children to develop their cognitive skills and develop different kind of task that require guidance and supporting.

2. Methodological Design

2.1. Methodology of Research

Teacher researchers for this research used qualitative research methods in order to offer description, interpretations, and clarifications of social contexts. Qualitative studies mainly involve a small number of research contexts or subjects and the data obtained from a qualitative research is usually extensive and detailed. In this case, teacher researchers had to observe, describe and gather data from the students by using Action Research as a qualitative research method.

Cohen and Manion (1994) define Action Research “a small-scale intervention in the functioning of the real world and a close examination of the effects of such an intervention” (p. 186). Teacher researchers followed the stages proposed by Cohen and Manion’s model to carry out this study.

The first stage is called Identification: the researchers collect enough evidence to be analyzed and define a specific topic, the question of the research, the objectives, and the tasks.

Planning is the second stage: teacher researchers select the specific topic from the students’ needs; they seek the pertinent theories, define the instruments required to use in the study, and design the workshops to be implemented in the classroom.

The third step is Action: teacher researchers apply the designed workshops in English classes and each student has enough time to solve the activity. After that, students work in pairs by exchanging their papers to review and write observations about the errors.

When the student receives his/her workshop, he/she reads the comments and corrects their texts by using the information from their portfolios (as a guide of verbs and vocabulary). Finally, the student presents it back to the partner for the final assessment.

The fourth step is Observation: teacher researchers identify the strengths and weaknesses of the implemented strategy in order to make adjustments.

The last step refers to Reflection. Teacher researchers take into account all the different aspects to judge the intervention, the time, behaviors, materials, the space, and the workshops to revise the plan and the results.

After the adjustments, teacher researchers do the final implementation to take out conclusions and decide if the innovation is viable.

To carry out the proposal, teacher researchers use empirical methods to plan and implement the proposal. The first task is to collect data by using a registered observation during the writing activities to take notes and to reflect upon the methods and writing assignments, in order to provide a feedback and draw implications and conclusions. (See Appendix 3)

A second source to collect data is a survey administered to students in order to investigate their opinions about error correction to determine what the way to correct errors in the classroom is. (See Appendix 4)

The third source consists of a set of six workshops designed by teacher researchers. The objective aims at sharing students' works and at the same time they have to correct among them.

Students develop each workshop and exchange their papers each other to be revised with the English material as a support and to receive comments based on their performance. (See Appendixes 5-9)

Teachers collect students' artifacts, class observation notes, and a survey's results. With all the information gathered, teacher researchers make a triangulation to get reliability and validity. Elliott (1980) indicates that the basic principle underlying the idea of triangulation is to collect observations / findings of a situation or some aspect from a variety of angles or perspectives. Then, comparison and contrast take place.

Additionally, researchers use theoretical methods to analyze and describe the current status of the students. Historical and logical methods are used to analyze such antecedents. Researchers carefully review international and national studies related to the topic. For that purpose, it is necessary to consult and review different theories along with a great amount of useful information to construct the theoretical framework and to establish a relation between the theory and the proposal.

Finally, to analyze qualitative data, teacher researchers apply open coding as a source of meta-theoretical methods. In this way, a chart is designed by the researchers to show the peer feedback strategy proposed in the workshops and as a tool to analyze the students' artifacts. (See the Table 1)

Table 1

| Workshop one | Student one | Student two | Student three | Student four |
|--------------|--------------|-------------|---------------|---------------|
| | | | | |
| | Student five | Student six | Student seven | Student eight |
| | | | | |

2.2. Population and setting

Bearing in mind the Research proposal to design, implement and evaluate the peer feedback strategy to develop error treatment in writing with IV cycle students at Benjamin Herrera School, teacher researchers choose the population and setting.

This study was conducted at Benjamin Herrera School afternoon shift, an official institution located in Puente Aranda, Bogotá, Colombia. The school serves an average of 1.800 students.

Eight students were chosen randomly for this research. They belong to 8th and 9th grades. Their ages ranged from 14 to 16. A diagnosis artifact is used previously to validate the research problem which confirmed errors in writing. (See Appendix 2)

2.3. Pedagogical design

When eight and nine graders have to face writing, they make errors and write meaningless sentences. Sometimes, they do not know how to organize their ideas or how to make a paragraph. Besides, they do not receive feedback from teacher.

The problem is how errors are assumed by teachers and students. Teachers are frustrated because they find and mark the same mistakes many times and students feel discouraged about the low grades. Despite this situation, there are not strategies allowing teachers to devote more time to individual explanation of each error and to students to know specifically what the error is. Therefore, the writing skills of the students do not improve much.

After the observation, it was possible to identify some situations when teacher returned papers with bad grades and full of red marks. Some of the students felt disappointed and others asked how to correct their errors just to change their grades. These observations were registered in an observation chart (See Appendix 3). Teacher researchers proposed a writing activity in order to analyze it and drew out conclusions about students' difficulties in the writing process.

Teacher researchers asked students to answer the question "*What did you do yesterday?*" They wrote a short paragraph in simple past and they could use dictionaries. Teachers analyzed errors taking into account in the following aspects: Addition of some unnecessary or incorrect element. Omission of some required element (at the 8:00pm); Misordering of elements (my book favorite); Spelling (whit, whatched); wrong use of punctuation and capitalization (i woke up, Weekend), among others.

Keeping in mind the Cohen and Manion model, teacher researchers collected evidence to be analyzed and described the problematic situation; the

results helped to propose the objectives and tasks that addressed the research to the following stage.

Teacher researchers' intention was to guide students around the error treatment process and learn how to give feedback to students during a writing activity, as well as to make an intervention about the problem.

Following the planning stage, teacher researchers designed the instruments according to the students' needs by focusing in writing skills and considering the feedback procedure in the classroom.

In the same way, it was important to bear in mind the action stage because it allowed teacher researchers to apply the designed workshops as far as the obtained results to measure the impact of the development of the writing skills through the peer feedback strategy.

The research proposal was implemented with a sample of 8 IV cycle students (8th and 9th grades) and it was developed through 6 workshops during English classes. Teachers took an hour per week to work on the proposal.

The six workshops were designed through a contextualized story about a teenager student from a public school. Teacher researchers wanted to involve students with the story they could feel identified with. John Dewey (cited by Chin, G., 2010) argues that the knowledge which is associated to real life is more valuable knowledge. (Appendixes 5 to 10)

The procedure to develop the activity was as follows: Each student solved the workshop individually based on the teacher instructions and the workshop goal.

They were given 15 minutes; they worked with a partner that they had previously chosen. After that, peers sat down together, exchanged their papers and took out their material (each one had a portfolio with the needed information: list of verbs, vocabulary, grammar summary, etc.) to review the partner's workshop.

Finally, each student, read, reviewed and wrote the comments about the grammar errors found. For this part, the estimated time was 15 minutes. When the feedback had finished, each peer returned the papers and each one corrected its own work. They kept it in the portfolio to present it again to their partners. Students needed 15 to 20 minutes to finish this part.

The role of the teacher was an additional aid because he was the one who monitored, addressed concerns of students, controlled time, and accompanied students in the process of reviewing and assessing. Teacher could dedicate more time to those students who need deeper explanations.

During the implementation of the proposal, teacher researchers could make detailed observations; took notes from different aspects and situations within the classroom to identify the strengths and weaknesses of the implemented strategy in order to make adjustments and make decisions to reorient the proposal.

After a strict application of the steps involved in action research, teacher researchers reflected on the results obtained in each of the workshops, paying particular attention to the comments of the students in the workshops of their peers. Those comments were classified, analyzed and grouped using open coding to build concepts and identify patterns.

2.4. Data analysis procedure

Teacher researchers attempted to shed light on the process of analysis and interpret data collected to obtain findings and conclusions of the research. This was the opportunity to share the techniques used to analyze data and to enhance skills in conducting the research.

After making a literature revision related to data analysis, teacher researchers applied the Qualitative Data Analysis (Hereafter QDA), because it was necessary to examine the information from students' papers systematically in order to find elements that allow building concepts appropriately: "people act toward things based on the meaning those things have for them; and these meanings are derived from social interaction and modified through interpretation" (Blumer, 1969, p. 2).

The QDA consists of three parts: **noticing**, **collecting** and **analysis** interesting or remarkable elements from the gathered information, (Seidel, 1998).

Noticing means to observe the information and be aware of the nature of the peer comments. In this stage, teacher researchers asked students to write a paragraph entitled "*What did you do yesterday?*" in order to validate the obtained information from an survey applied to students about their perceptions facing writing activities in English, the way that teachers handle errors, and their preference for giving and receiving correction from a peer instead of the teacher.

Collecting refers to gather those particular aspects that one considers important for the research, based on the problem or question of the ongoing project. After validating the information, teacher researchers implemented the peer feedback strategy based on a set of six workshops in which students give and receive advice or tips to improve their writing.

Teacher researchers collected and classified those peer comments, bearing in mind the nature of the comments.

In this sense, teacher researchers had to go back through the data and analyze it again to catch information from students' comments. (See example of students' comments below)

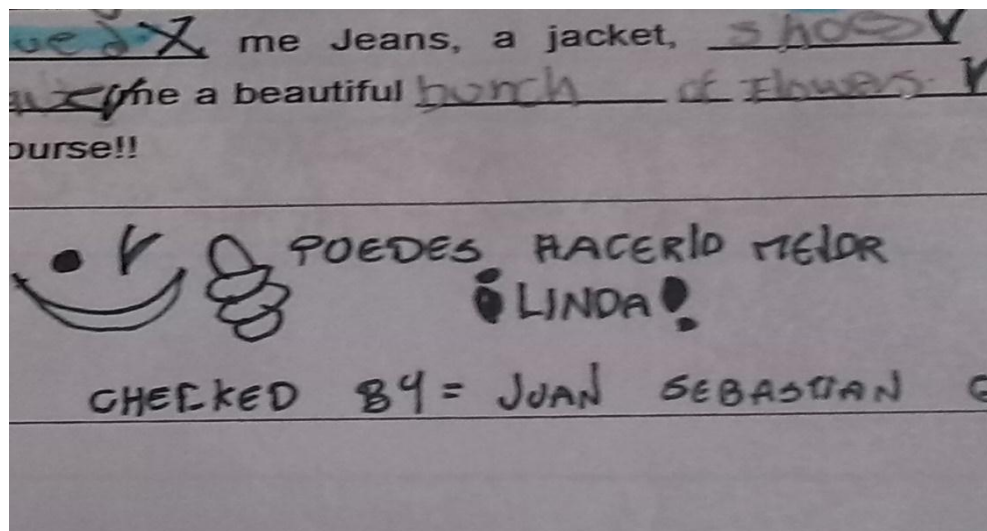


Figure 1

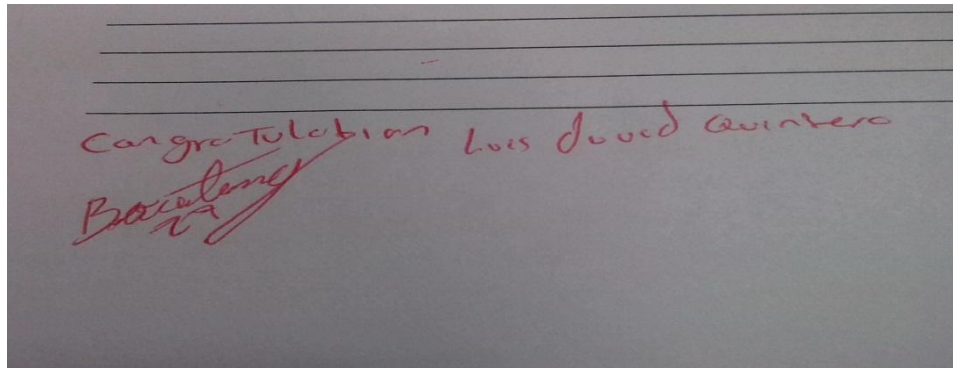


Figure 2

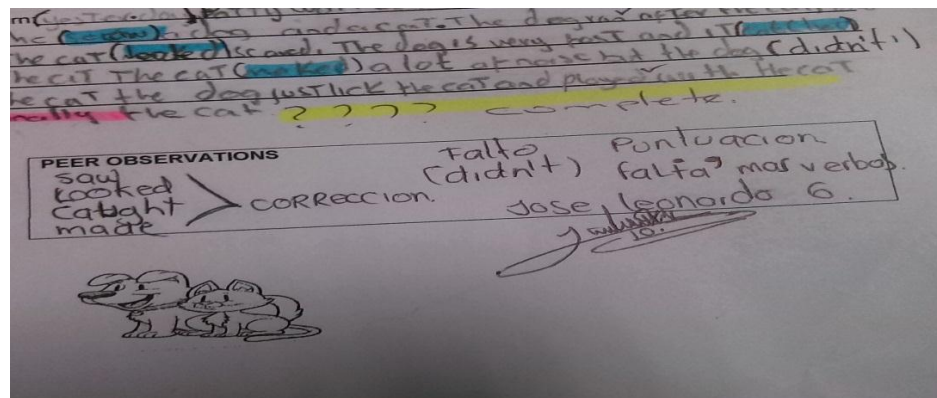


Figure 3

Peer comments during the strategy implementation

The last stage is related to **analyzing** the gathered information. Le Compte and Schensul (1999) define analysis as the process a researcher uses to reduce data to a story and its interpretation. In this phase, teacher researchers went through the data to mark important sections and added a descriptive name or code to the expressions used by peers to understand the effect of those comments and, thus, treat errors in writing.

First of all, teacher researchers gathered all the comments after peers' revision. (See Appendix 11) There, it is possible to have a landscape from the students' behavior in their writing exercises.

Teacher researchers gathered the information from the comments in order to identify patterns. At the same time, they gave a code or a name to each comment to analyze the peer's intention.

After students developed the workshops, teacher researchers analyzed the corrections made by peers in each workshop. In order to analyze data, teacher researchers selected an analytical method. The sample included eight students who fulfilled some criteria (students who had attended all classes, had finished all the activities, had applied the suggestions given by teacher to do the peer correction, and had achieved the communicative goal in the workshops).

Referring to the set of workshops, the first one proposed to fill in the gaps; the second, to arrange the sentences; the third, to complete a text; the fourth, to rewrite a paragraph following a model; the fifth, to make a short autobiography; and the sixth, to write a composition. It is worth saying that the workshops (1 to 4) were based on the life of a teenager, and the purpose was to practice the structure of the simple past. The last two workshops allowed students to write about their own experiences by using the past simple.

Teacher researchers collected the workshops and pointed out these criteria items to analyze and classify the comments or corrections made by peers, as well as to classify the errors based on Corder's theory. Also, they classified the information by keeping registry of each student and of specific information: the number of the sample and the topic of the workshop. (See Table 2)

| Sample | Workshop 1 | Workshop 2 | Workshop 3 | Workshop 4 | Workshop 5 | Workshop 6 | Pattern |
|--------|---|---|---|---|--|---|--|
| 1 | Peer's suggestions based on the portfolio's information about the use of past form and spelling. Peer gives positive stimulus " <i>Felicitaciones</i> ". and criticism: " <i>Mal tres verbos</i> ". | Student pays attention the peer's suggestions and does not make mistakes using the grammar rule for past form. Peer's criticism: " <i>Faltaron unas por el orden.</i> " Peer also draws a happy face. | From this piece of writing, student is aware to use correct forms in spelling and capitalization. Peer writes: " <i>Kiss</i> ", " <i>Complete</i> " and draws a happy face. | Student makes again the same mistakes than workshop 1. Peer again explains the grammar rule. Peer gives suggestions on punctuation. | The student's progress is evident. He applies the peer's suggestions and enables to write a free text. Peer writes positive stimulus: " <i>Very good.</i> " And also draws a happy face. | It is possible to affirm that student writes a paragraph according to a structure to narrate an event in a logical sequence. There is any mistake. Peer draws a happy face. | Peer's positive stimulus and suggestions enables student to improve his writing performance. Peer writes positive stimulus and also suggestions. |
| 2 | Peer offers explanation and makes suggestions. Finally, peer gives positive stimulus draws a happy face and " <i>Connector</i> ". " <i>Felicitaciones</i> ". | The student is aware to use correctly verbs in the past form, but student makes errors on spelling. Peer writes: " <i>Después de la número 5, no está bien</i> ". | Student writes in a good way without errors. Peer writes: " <i>Muy bien</i> ". | It is evident the improvement for student. Peer writes: " <i>Mayúsculas</i> ". | It is necessary for peer to offer again explanations on aspects treated in the last workshops. Peer writes: " <i>Congratulations</i> " " <i>OK</i> ", and also peer draws a happy face. | Peer's suggestions makes possible to orient the student writing. Peer writes: " <i>Excellent</i> ", " <i>OK</i> ", " <i>Good</i> ", and also draws a happy face. | Peer's suggestions enable student to improve their writing skill. |

| | | | | | | | |
|---|---|---|---|---|---|---|--|
| 3 | Peer makes suggestions: <i>"teach-taught"</i> . Finally, peer gives positive stimulus. <i>"Congratulations"</i> , and draws a happy face. | Despite the explanations given by peer, student repeats errors in the same aspect. Finally, peer gives positive stimulus: <i>"Congratulations"</i> , <i>"Very good"</i> . | Student writes in a good way with a few errors. Peer writes: <i>"3 verbos mal"</i> , <i>"Congratulations"</i> and draws a happy face. | It is evident the improvement for student. Peer writes: <i>"Te recomiendo mejorar la letra"</i> . | It is necessary for peer to offer again explanations on aspects treated in the last workshops. Finally, peer gives positive stimulus. | Despite the peer's explanations, student makes same errors as the last piece of writing. Finally, peer gives positive stimulus. | Peer's explanations and positive stimulus. |
| 4 | Peer's suggestions. Finally, the peer motivates the student to get better: <i>"Todo se mejora Hermosa"</i> . | Peer's suggestions: <i>"El orden no corresponde"</i> . | Peer's suggestions and positive stimulus: <i>"Congratulations"</i> , <i>"Puedes hacerlo mejor, linda"</i> . | Peer's suggestions: <i>"Le faltó"</i> | Peer's suggestions. Also peer writes: <i>"Congratulations"</i> . | Peer's suggestions makes possible to orient the student writing. <i>"Congratulations"</i> . | Peer's suggestions and positive stimulus. |
| 5 | Peer's suggestions based on the portfolio's information about the use of past form. | Student makes other kind of errors: omission and punctuation. Peer gives suggestions on these errors. | Student makes other kind of errors: time expressions placement. Finally, peer gives positive stimulus: draws a happy face. | Peer suggestions about capitalization and punctuation. | Student's performance is evident. He does not make any errors. Peer's positive stimulus: <i>"Congratulations."</i> | The student gets better, although makes fewer errors on overgeneralization. | Peer's suggestions and positive stimulus. |
| | Peer's suggestions based on the | The student does not make any errors. | Student corrects the workshop taking | Student again makes errors | Student makes other kind of errors. | The student has consolidated the | Peer's suggestions |

| | | | | | | | |
|----------|---|---|---|---|---|---|--|
| <p>6</p> | <p>portfolio's information about the use of past form and spelling. Peer gives positive stimulus: "Congratulation"</p> | <p>The student wrote whole the text in capital letters.</p> | <p>into account the peer's suggestions. Nonetheless, the student makes other kind of errors. Peer writes a positive and explicit stimulus: Coherence, jejeje"</p> | <p>detected on last workshops. Peer gives positive stimulus: "Felicidades"</p> | <p>Peer gives positive stimulus: "Very good"</p> | <p>grammar rule and also takes in consideration the peer's suggestions. Peer gives positive stimulus: "Congratulations! Good"</p> | <p>and positive stimulus.</p> |
| <p>7</p> | <p>Peer's suggestions based on the portfolio's information about the use of past form and spelling. Peer gives positive stimulus: "Congratulations"</p> | <p>The student still makes the same kind of errors than last workshop.</p> | <p>Student corrects the workshop based on the peer's suggestions.</p> | <p>Despite the peer's explanations, the student is going on making the same kind of errors. Peer gives explicit correction: "faltó completar"</p> | <p>Peer's suggestions, makes student to get better in writing. Peer gives positive stimulus: "Te quedó muy bonito, muy bien."</p> | <p>Student keeps in mind the peer's suggestions and for this free composition, he does not make any errors.</p> | <p>Peer's suggestions and positive stimulus.</p> |
| | <p>Peer's suggestions based on the portfolio's information about the use</p> | <p>Peer suggests numbering the sentences to build the text. Student</p> | <p>Student decreased making misordering errors. Peer gives positive stimulus:</p> | <p>Despite the peer's explanations, the student is going on making the</p> | <p>Student keeps in mind her peer's suggestions and the improvement in writing is</p> | <p>Student writes a free text by making fewer errors. Peer gives positive stimulus:</p> | <p>Peer's suggestions and positive stimulus.</p> |

| | | | | | | | |
|----------|--|--|---|-----------------------------|--|----------------------------|--|
| <p>8</p> | <p>of past form and spelling. Peer gives positive stimulus: "Congratulatio ns"</p> | <p>makes other kind of errors: spelling and time expressions' placement. Peer gives positive stimulus: "No terminaste la actividad pero la primera estuvo bien."</p> | <p>"Complete" and draws a happy face.</p> | <p>same kind of errors.</p> | <p>evident. Student writes a three-line composition. Peer's suggestion: "Completar."</p> | <p>draws a happy face.</p> | |
|----------|--|--|---|-----------------------------|--|----------------------------|--|

After analyzing students' workshops, teacher researchers concluded that most common errors made by students for the present research, were:

- **Wrong order:** It refers to the syntactic arrangement of words in a sentence, clause, or phrase.
Examples: *I had gifts beautiful – My subject favorite at school*
- **Completion:** It refers to filling blanks
- **Overgeneralization:** Students assume that a rule or pattern operates without exception. Example: *go – goed, make-maked*
- **Graphological errors:** They deal with spelling, punctuation and capitalization errors in writing. Example: It is a pretty *hangbag*. (Correct spelling: '*handbag*'). Capitalization means writing a word with its first letter as a capital letter (upper-case letter) and the remaining letters in small letters (lower-case letters). Punctuation refer to marks to structure and organize their writing. The most common of these are the period, the comma, the exclamation and the question mark.
- **Omission** (Corder): It occurs when some items are left out in well-formed utterances. For example: *She writing*.
- **Disordering elements** (Corder): Evidence of misordering is found when some morphemes are in the wrong order. For instance: *What he is reading?* Instead of *What is he reading?*
- **Erroneous input:** The incomplete rule application is the opposite to overgeneralization and it occurs when the student uses incomplete rules or patterns because teachers give rules which are not fully adequate. For

example: 'If the action is in past tense, the verb must be in past tense...'

Last week, they tried to watched a TV program.

Student participants made the peer feedback based on the following criteria:

- **Mark the error only:** The classmate only marks a circle or underlines the mistakes without any explanation.
- **Positive writing stimulus:** The classmate checks the answers, possibly marks errors, gives the correct answers, and writes or draws positive reinforcements.
- **Explicit correction** (Lyster & Ranta, 1997): The teacher provides the correct form by clearly indicating that the student's utterance is incorrect.

Teacher researchers examined comments closely; made comparisons to look for relations, similarities, and dissimilarities. They marked each part of the comment and gave a name or a code to identify them. For example: a peer comment was: "congratulations", "tú puedes, hermosa". Teacher researchers labeled them as "*positive stimulus*". When a peer made an explicit correction, teacher researchers labeled this comment as a "*suggestion*", or a "*criticism*". According to the QDA, this was the moment when teacher researchers built concepts based on information gathered.

For this first stage, it was better to do the comments analysis, because it was necessary to revise the samples and to determine the same codes for the information found. Also, those conversations helped making important decisions; the data perspective was maintained more consistently; and the information around the research was known by each one of the researchers.

After building concepts, teacher researchers went deeper through the collection of data in order to identify similarities to group them into categories based on common properties. For this research, the concepts and categories had the same name, except for “positive stimulus”, that changed to “praise”. A particular comment by peers was the combination between criticism and praise or suggestion. This was categorized as a “*Paired Act Pattern*”

Teacher researchers analyzed the different kind of comments from peers during the intervention. The following table describes “Paired Act Pattern and the results on the students. (See Table 3)

Table 3

| Kind of feedback | Concept | Result |
|----------------------|---|--|
| Praise | Praise is defined as ‘an act which attributes credit to another for some characteristic, attribute, skill, etc., which is positively valued by the person giving feedback.’ (Hyland & Hyland 2001, p. 186). | The peers’ comments make students feel comfortable and bring the possibility to establish a dialogue and to get to better understand the recommendations and make the corrections. In that way, students have a good performance in their writing activities; besides, they show interest in peer observations and keep at the moment of making their writing exercises. |
| Praise + Suggestions | It is a Paired Act Pattern in which the peer combines a | The peer gives explicit corrections and positive stimulus to their |

| | | |
|------------------|---|---|
| | <p>positive stimulus with an advice or an explanation about the writing topic, based on a grammar rule.</p> | <p>partners, corrects answers, and also provides words of encouragement. Generally, teachers do not give explicit feedback to the students. They only mark errors; with the peer feedback strategy, the peer contributes to understand the kind of error and makes the correction more easily. This situation generates confidence to ask, to explain, and to correct.</p> <p>The comments of the partners make that the students feel comfortable and bring about the possibility to establish dialogue and to get to better understand the recommendations and make the corrections. The student has a good performance in his writing activities; he shows interest in the peer observations and he keeps in mind when he is making his writing exercises.</p> |
| Praise+Criticism | <p>It is a Paired Act Pattern when the peer combines a positive stimulus with a constructive advice.</p> | <p>The peers mark the errors and explain it. Also, they use expressions as “termina”, “te falta completar”, “organiza”, among others. The students have the possibility to receive a stimulus to correct and</p> |

| | | |
|-------------|--|--|
| | | <p>understand easily. Students see the criticism comments like something positive that help them to improve his/her writing skills. It is relevant to mention that students handle the same language to avoid confrontations or ambiguities.</p> |
| Suggestions | <p>It is a category of feedback which is related to criticism but has a positive orientation. Suggestion differs from criticism in containing commentary for improvement. Productive suggestion is also known as constructive criticism which includes clear and achievable actions for writers. Overall, students remember and value encouraging remarks but also welcome constructive criticisms rather than false positive appraisals (Ferris, 1995).</p> | <p>The student follows the observations given by the peer. He has a better performance in his writing and final work. He familiarizes with simple past and time expressions. The peers give more explicit observations to her/his partner which contributes to understand the kind of error and make the correction more easily.</p> |
| Criticism | <p>It is a negative comment used by reviewers in expressing their dissatisfaction with the text. Criticism is defined as 'an</p> | <p>The peers give more explicit observations to her/his partner, which contributes to understand the kind of error and make the correction more easily.</p> |

| | | |
|--|--|---|
| | expression of dissatisfaction or negative comment on a text' (Hyland & Hyland 2001, p. 186). | Students were motivated to solve the activities, to check and to write comments to their partners. They gained confidence in their writing activities. It is possible to say that they shared, learned and saw the errors as an opportunity to learn. |
|--|--|---|

Nonetheless, it was possible to obtain more detailed information by grouping the categories into patterns and by comparing all comments in all workshops for each student to evidence the impact on them. This revealed that peer's comments were useful because the students avoided making the same errors. The progresses of the writing activities were evident. Keeping in mind this kind of information, patterns were established.

The different comments can be classify in three major categories: **praise** (those comments to encourage and give stimulus), i.e.: "*congratulations*", "*good*"; **suggestion** (comments to guide, to explain the students about the errors and how to correct them), i.e.: "*regular verb studied*" or "*capitalization*"; and **criticism** (the comments to express that there are errors without explanation about them), i.e.: "*complete*" or "*faltan unas por el orden*". See Table 4 below:

Table 4

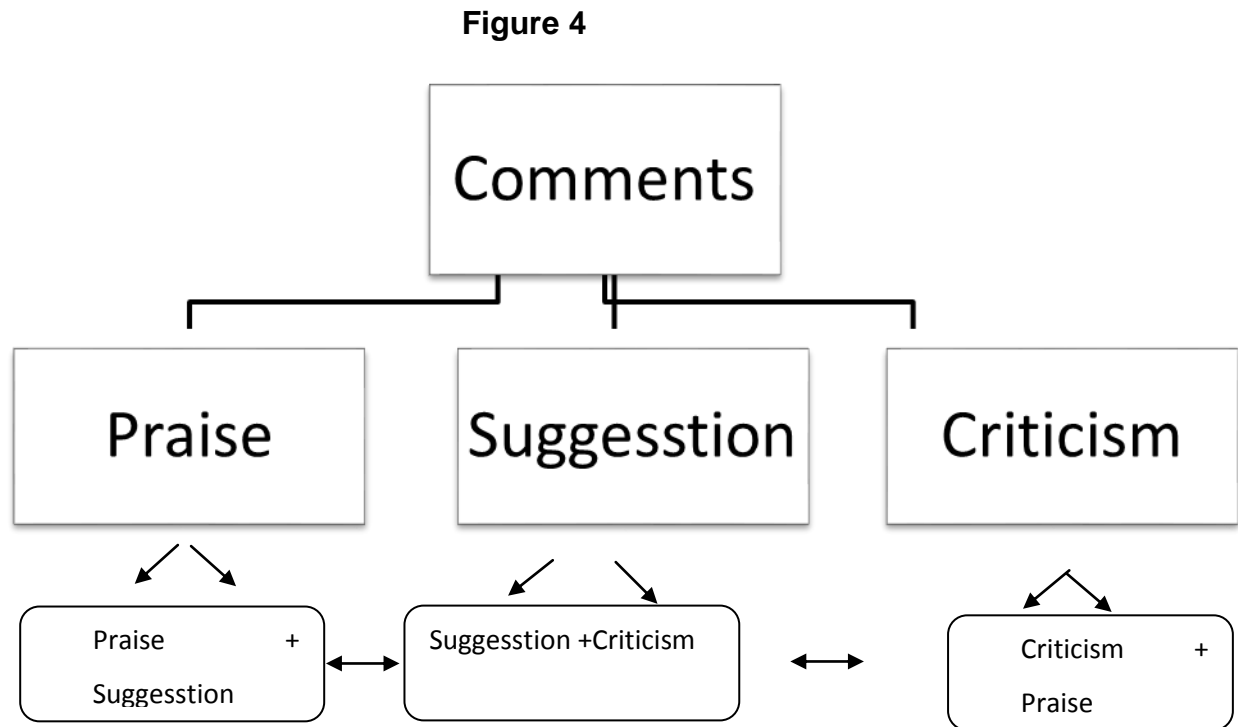
| | Peer comments | Reaction in the student |
|-------------|---------------------------|---|
| Sample 1 | Praise and suggestions | Student pays attention to the observation and does not make any mistakes again. |
| | Criticism and praise | The student realizes how to use correct forms in spelling and capitalization. |
| | Praise | The student makes the same mistakes as the first workshop. |
| | Criticism and suggestions | Progress is evident. |
| Sample 2 | Praise and suggestions | The student realizes how to use the correct forms but makes errors on spelling. |
| | Criticism | The student makes a mistake. |
| | Praise | The improvement is evident but the student makes other kinds of errors |
| | Suggestion | The student repeats mistakes made in previous |

| | | |
|-------------|-----------------------|--|
| | | workshops. |
| | Praise | Student makes few errors but improves. |
| Sample 3 | Praise and suggestion | The student makes few errors. |
| | Praise | Student repeats some errors but the improvement is evident. |
| | Suggestion | The student pays attention to peer explanations about the past form. |
| | Praise | Student makes few errors but peer encourages to improve. |
| Sample 4 | Suggestion and praise | The student pays attention on peer explanations and corrects the errors. |
| | Criticism | The student does not make any error. |
| | Praise | The student makes other kinds of errors. |
| | Suggestions | Improvement is evident. |

| | | |
|-------------|-----------------------|--|
| Sample 5 | Suggestions | Student pays attention to peer's observation and knows how to write correct forms, but he makes other kinds of errors. |
| | Praise | The student makes few errors on capitalization and punctuation. Finally, student improves. |
| Sample 6 | Praise | The student does not make any error. |
| | Suggestions | The student makes few errors. |
| | Praise | The student makes other kinds of errors; pays attention to peer comments and, finally, improves. |
| Sample 7 | Suggestion and praise | Despite the observations, the student makes the same kind of errors. |
| | Suggestions | The student corrects the errors. |

| | | |
|-------------|------------------------|--|
| | Suggestions | The student makes the same kind of errors. |
| | Criticism | The student gets better. |
| | Praise | The student does not make any error. |
| Sample 8 | Suggestions and praise | The student makes corrections. |
| | Praise and criticism | The student still makes errors. |
| | Praise | The student makes the same kind of errors. |
| | Suggestions | Improvement is evident with few errors. |

In the figure 4, teacher researchers illustrate the way in which codes become patterns:



Teacher researchers point out that, at the beginning of the implementation of the peer feedback strategy, not all the students wanted to exchange their papers. Some of them wasted a lot of time to check and write observations; teachers had to call the attention and they explained the instructions more than once; with time, students organized faster and they collaborated with the activities. Some students had preference for a specific partner to carry out the peer feedback strategy.

Teacher researchers analyzed the final version and different aspects like the attitudes, behaviors and performance of the students in their writings. They noticed a special friendship environment among the group. Students could talk among them to do the observations and felt confident. Also, it is relevant to mention that they shared the information and the sources. The students who understood better helped those who needed it.

The final version analysis showed that there was a better comprehension and use of the simple past tense, vocabulary, and expression of time. Peers made the checking faster and, most of them, wrote praising comments.

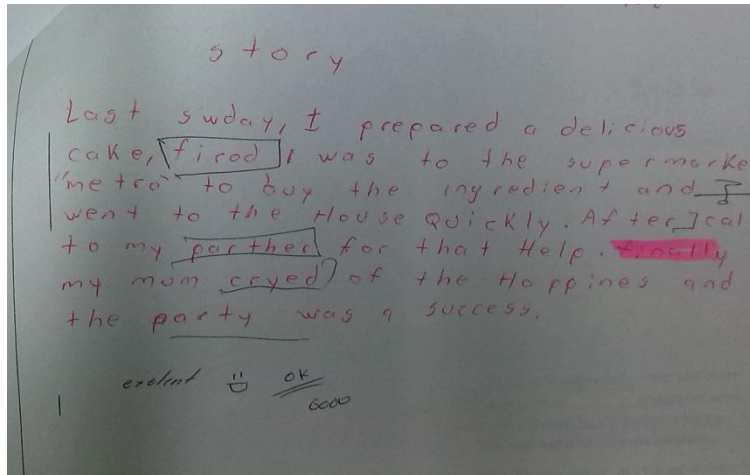


Figure 5

2.5. Discussion of findings

Teacher researchers designed a set of 6 workshops to observe how students processed error treatment in writing based on peer feedback strategy and how they collected data from peers' comments to do the activity; then, they exchanged papers for correction. After that, teacher researchers gathered those papers to observe and analyze what kind of comments peers had written.

Teachers noticed that the main comments, especially in workshops 1, 2 and 3, refer to giving the explanation of the error, i.e. *overgeneralization*: "goed" instead, "went"; *spelling mistakes*: "whit" instead of "with"; *punctuation*; also, it was possible to observe that there were *suggestion comments*: "completa la

actividad”; and finally, *positive stimulus*: “congratulations” and some peer drew happy faces.

But the situation changed after workshop number 4 where teacher researchers found out that the numbers of errors on *overgeneralization*, *spelling*, *punctuation* and *capitalization* had decreased. Nevertheless, other errors appeared: *use of connectors* and *plural of nouns*. Students followed the observations provided by peers. Possibly, they familiarized with the structure of the simple past and the errors decreased noticeably. The figures below illustrate the previous findings:

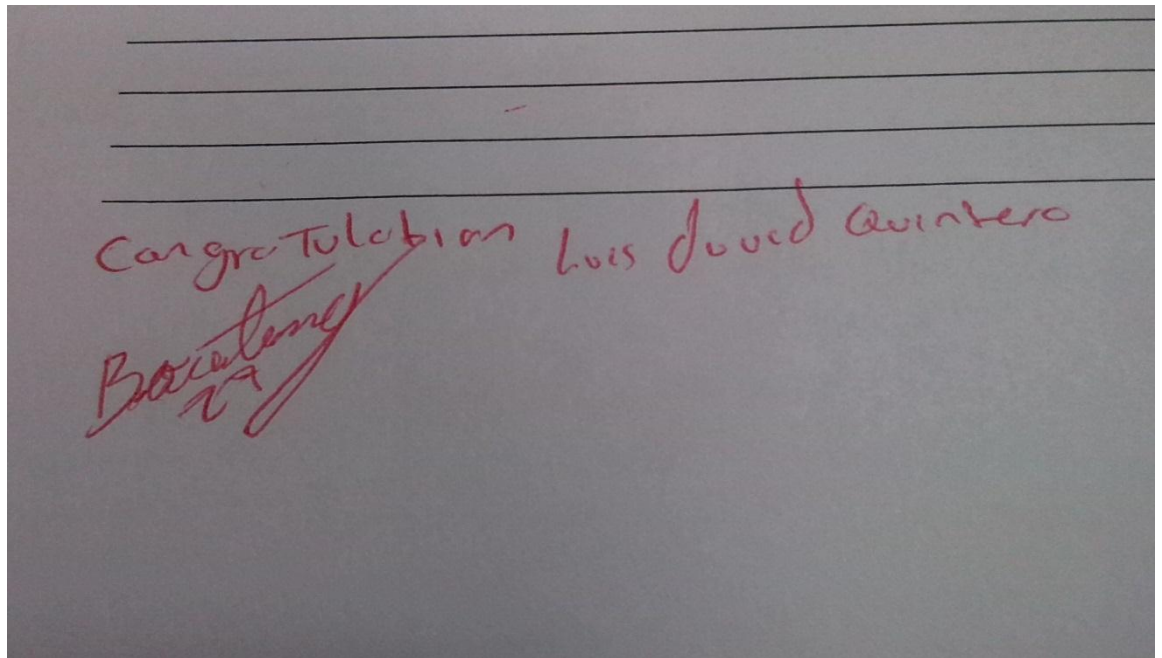


Figure 6: Example of the “praise” comment.

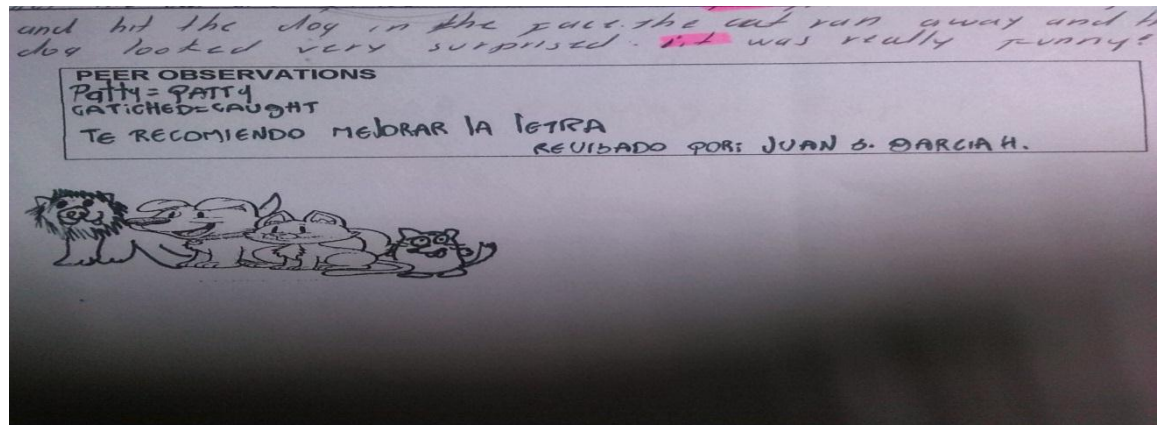


Figure 7: Example of the “suggestion” comment.

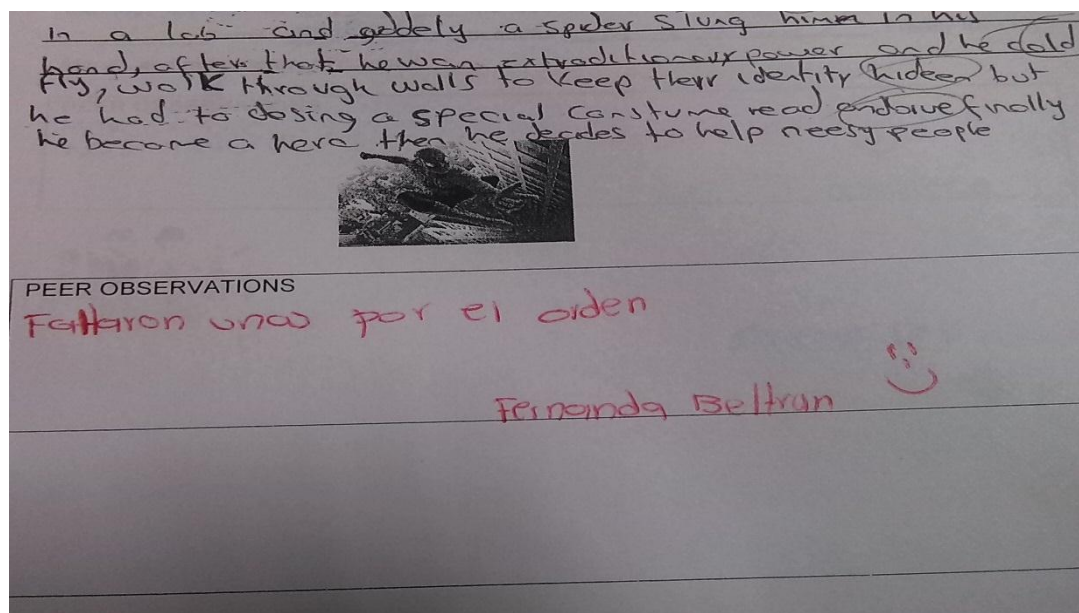


Figure 8: Example of the “criticism” comment.

The implementation of the workshops needed the guide, support and supervision of the teachers to be successful. The groups were heterogeneous, and therefore, teachers could control and solve the possible hard situations like dispersion, noise, lack of concentration, among others, to get the attention and let the students solve the implementation of the peer feedback strategy contained in the activities.

During the implementation, some students asked teachers questions to confirm or deny the answers. Also, they talked to each other to solve doubts and consulted dictionaries. The comments made by the peers can be specific, personalized; and on time. White and Caminero (as cited in Farrah, 2012) believe peer feedback is an advantageous technique and learners can learn from each other: "Students learn to communicate effectively and accept different perspectives while listening carefully, thinking critically, and participating constructively" (p. 183).

The relationship among students was an essential factor to develop this project; teacher researchers realized that during the classes, students had a friendly environment. They could talk among them to do the observations and share the information and sources. Some students had preference for specific classmates to exchange their workshops (Villamil and de Guerrero 1996).

The process of analysis of the students' papers allowed teacher researchers to obtain specific information about different comments such as positive stimulus, suggestions, and recommendations and mixed comments.

Each student received praise, suggestion and criticism comments during the six workshops. When the student received praise comments, i.e. "*tú puedes, hermosa*", "*excelent*" or "*congratulations*", he or she felt comfortable and understood the recommendations in a better way. Even if the student had repeated the same errors, he or she was motivated to do better.

When the student received suggestion comments, i.e. “*completa la actividad*”, or explicit corrections, i.e. “*went instead of goed*”, the student paid attention to peer explanations and he or she became aware of the correct forms.

When the student received criticism comments, i.e., “*faltan unas por el orden*”, “*tres verbos mal*”, he or she became motivated to check his or her own workshop in order to find the errors and be aware to write the correct form or complete the activity.

The degree of acceptance of praise comments had high level of reception because the students felt more confident and they accepted the comments and suggestions from their classmates. An important aspect was related to the use of those comments which let students communicate effectively and accept positive stimulus.

Through the implementation, teacher researchers observed that each student took into account peer comments to rewrite and correct their workshops. Finally, the student wrote a paragraph and it was remarkable to observe the improvement in writing. The student realized how to use correct forms to write and paid attention to the instructions.

The support from different sources as dictionaries, grammar summaries, and human resources (students and teacher) were fundamental factors for the implementation of the peer feedback strategy; the relationships, behaviors and attitudes contributed to the success of the activities. During the process, it was possible to make changes to overcome the weaknesses.

It can be said that, after the implementation of the workshops, the peer feedback strategy contributed to the students' writing progress with respect to the consolidation of the simple past structure.

The students used the vocabulary and time expressions in their writing activities, first, with different kind of errors but with very good results at the end. More specifically, as Truscott (as cited in Ferris, 2003, p. 42) states, "the correction of grammatical errors can help students improve their ability to write accurately".

Peer feedback is an activity that teachers can use to involve the students in the learning teaching process of English. Furthermore, it becomes an innovation to change the role of the teacher and the students because it gets way from the routine and obtains better results from the students.

The implementation of peer feedback strategy was a success because students participated and collaborated in a friendly environment. They had been classmates for several years. Therefore, they knew each other well and shared certain degree of friendship. At the end, students got better results in their final writing activities.

Conclusions

The aim of this study focused on recognizing the current treatment of the error through observations and some instruments like surveys. Teachers found theory on peer feedback strategy in the English teaching process in local, national and international studies. Then, they designed a proposal focused on peer feedback strategy in the writing process with a set of four workshops and two writings activities and implemented and evaluated the teaching proposal. Finally, they drew out conclusions and implications from the implementation of the proposal.

During the data analysis, teacher researchers identified the types of comments made by students. Those were categorized into ***praise, criticism*** and ***suggestion***, according to Hyland and Hyland's classification (2001). The study suggested four implications for error treatment in writing in English teaching.

First, it is necessary to develop confidence and skills for peer review at the beginning of the strategy. Prepare students to present their papers without fear and also give and receive comments from a peer as a way to learn, not only on how to write but also on how to learn more vocabulary, expressions and handle writing skills.

Second, involve the L1 in comments. Most of the time, it is necessary to use the L1 to give explanations or observations. English teachers and students should use L1 to give feedback.

Dicamilla (1998) suggests that it is important to use L1 in English classroom to decrease students' anxiety. Our students are beginners. Therefore, it would be a good advice to take this into account.

Third, it is pertinent to remember that in language teaching and learning, writing is important and it is an essential part in a foreign language learning process. According to Tribble (1996) writing is defined as a "language skill" that involves "not just a graphic representation of speech, but the development and presentation of thoughts in a structured way" (p. 3).

Teachers should consider incorporating classroom activities based on error treatment, feedback, and writing in order to help their students to get better performance in English writing skills.

Finally, to work cooperatively, peer feedback becomes an advantageous activity in the English classroom. Students benefit from each other by improving their communication skills. Teachers should include peer feedback in their strategies in order to facilitate student-student interactions.

Peer feedback allows students to increase their confidence, critical thinking skills and maximize motivation. They receive more feedback than the teacher alone.

Peer review activities build a sense of classroom community by improving the English level. Also, students have the opportunity to share ideas and give constructive comments to their partners.

Recommendations

The peer feedback strategy should be implemented for all grades in high school as an innovation for evaluation; it is a way to teach students to be autonomous.

Also, peer feedback strategy involves students in their teaching learning process because they can learn while they give feedback to their partners. It is possible to consider the co-evaluation as a useful tool in English classes.

Nevertheless, it is a time-consuming technique and teachers need to train students with this strategy. Students may lack the ability to evaluate each other. Despite the training given by teachers, there are some students that do not follow the different stages for giving feedback to their partners. Also, the information they provide may be incomplete.

Besides, students may think that their peers have the same or a lower level on English proficiency. Therefore, they do not accomplish their peer feedback seriously or even ignore it (Hyland, 2000). Likewise, some students do not feel comfortable to exchange their papers with their partners.

They may not take it seriously, allowing friendship and other distractions to influence their assessment. Students may not be confident in their own skills, underestimating themselves or the strategy. In some cases, students may write bad words in their partners' papers provoking aggressive situations among them. Finally, without a checklist, guide or advice from the teacher, students may misinform each other. Students tend to favor feedback by teachers even if they show positive attitudes towards peer feedback.

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Appendixes

Appendix 1

Consentimiento informado

Colegio Benjamín Herrera

Apreciados Padres de Familia:

Durante el desarrollo de las clases de inglés se estará revisando y recopilando la información de los estudiantes para desarrollar el trabajo de investigación “Peer Feedback: A Strategy Based On Error Treatment To Enhance Writing Skills In EFL Classroom”, que actualmente estamos adelantando con la Universidad Libre con el fin de obtener el título en Maestría en Educación con énfasis en Didáctica de Lenguas Extranjeras.

En todos los casos, se tratará la información correspondiente a dichos temas donde la información de su hijo se manejará de manera confidencial, para lo cual se usarán nombres ficticios a menos que usted indique lo contrario.

Cordialmente, me permito solicitar su autorización para emplear la información. Agradezco diligenciar el siguiente formato.

Agradezco su atención y colaboración.

Neyla Edith Figueroa Vega

Adriana Gamboa Merchán

Appendix 2

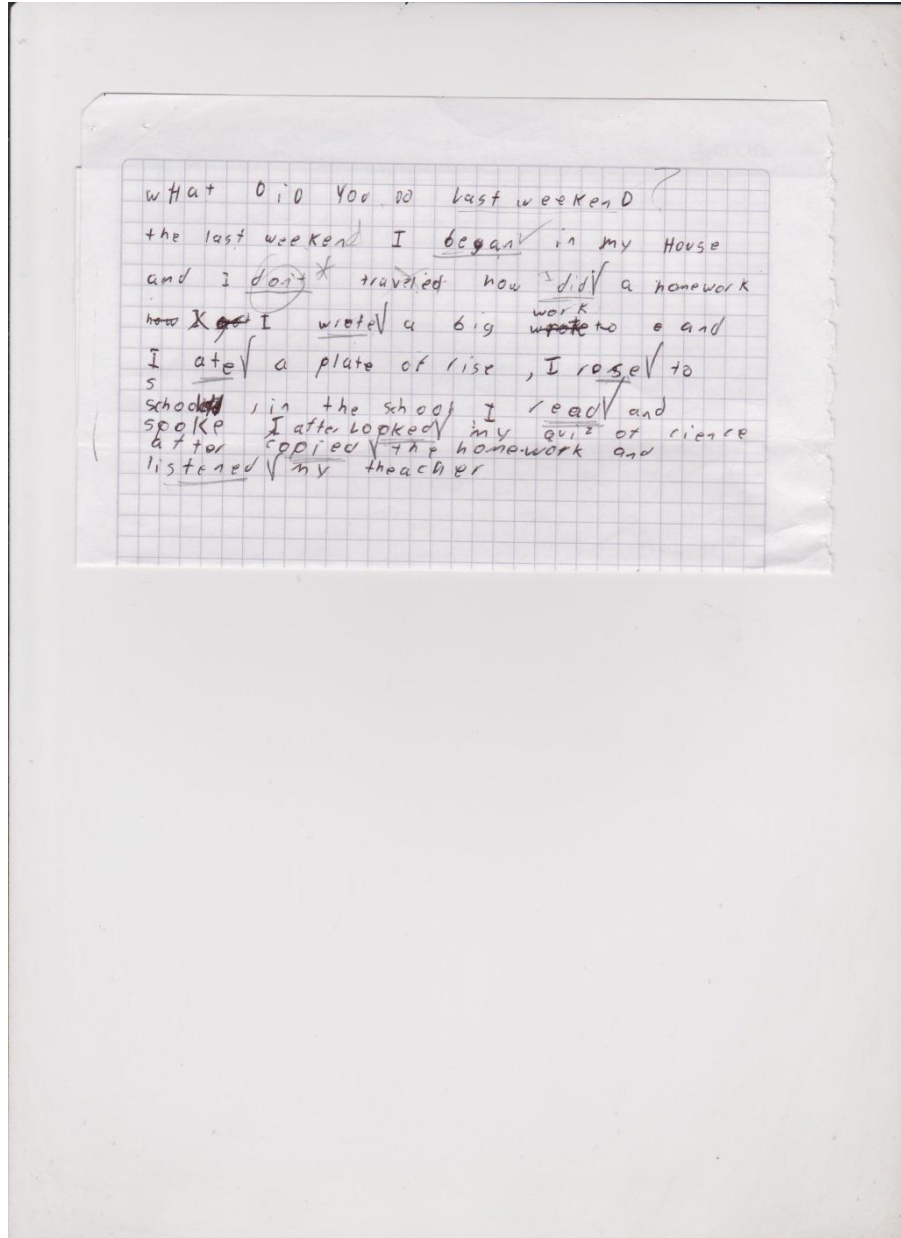
Instrument used to register observations during the writing

COLEGIO TÉCNICO BENJAMÍN HERRERA J.T

| Date | Activity/task | Grammar Item | Observations |
|-------|--|--|--|
| April | <p>Write a short paragraph, answering the question: What did you do the last weekend?</p> <p>The students have to write their activities in a short paragraph. Also, they can use dictionaries.</p> | <p>Simple past structure. Regular and irregular verbs.</p> <p>Expressions use to refer to simple past.</p> | <p>The estimated time to do the activity is twenty minutes; students have to write the paragraph in a sheet and hand over to the teacher. They work individually.</p> <p>While students make the writing activity, it is possible to notice that they do not use the dictionaries, some copy from their peers, and some speak about their activities but in the mother tongue.</p> <p>When the teachers review the activities, they hand in the papers and ask students to correct it and do it again. Some of the students feel disappointed and unmotivated to repeat the activity. Only few students do the activity again.</p> |
| April | <p>The students must answer the question What did you do yesterday? They narrate their yesterday's activities using simple past, time expressions and connectors if it is possible in a short paragraph. They can use dictionaries, list of verbs and different sources.</p> | <p>Simple past structure. Regular and irregular verbs, time expressions and connectors.</p> | <p>The students begin to do the activity. They know that the teachers are timing the activity. They ask their peers about vocabulary, in their mother tongue, they lend dictionaries, some of them, say that they do not have anything special to talk about yesterday and they give different reasons. Sometimes, they lose concentration and it is necessary to catch their attention.</p> <p>Some of them make more than two drafts because they do not like their ideas or because they change their mind.</p> <p>The students do not take into account the observations of the previous activity; therefore, they do different kind of errors with verbs, time expressions and vocabulary.</p> <p>The same situation they do not care or simply they let it without paying attention.</p> |

Appendix 3

What did you do yesterday?



.DICE

English Activity

Laura Vanessa Medina S.

yesterday, I lived at school at 12:30 pm. music class, the teacher reviewed the homework, I spoke with my friends, I music, later, I did English homework, in class, they read a short history in they the

☺ ☺ ☺ ☺

| | | |
|---------------------|---------------------|---------------|
| Lived - Cant | - Listened | Short - Short |
| Homework - Homework | id - Did | in - and |
| with - with | Homework - Homework | They - we |
| friends - friends | They - we | - Answers |
| | | - Exercise |

Appendix 4

Questionnaire for students

The survey will be used as part of our Master Research and the information gathered will be used for research on error treatment in Language Classrooms. The purpose of this study is to investigate the opinions of teachers and students about error correction.

Please circle the information that applies to you. Make sure to mark only one. Do not put your name on this questionnaire.

1. I want to receive corrective feedback
 - a. Strongly agree
 - b. Agree
 - c. Disagree
 - d. Indifferent

2. How often do you want your teacher to give corrective feedback on your spoken/written errors?
 - a. Always
 - b. Usually
 - c. Sometimes
 - d. Occasionally
 - e. Never

3. When do you prefer your errors to be treated?
 - a. As soon as errors are made
 - b. After the activities
 - c. During the activities
 - d. At the end of the class

4. Who should treat students' errors?
 - a. Classmates
 - b. Teacher
 - c. Myself
 - d. All of the above

5. How do you feel when teacher make corrections?
 - a. Bad
 - b. Indifferent
 - c. Good
 - d. nervous
 - e. disappointed

Appendix 5

Benjamin Herrera School Afternoon Shift
Workshop Student Practice # 1 4th Cycle Error Analysis

Communicative goal: To comprehend a text in past tense and to fill the gaps with the information given in brackets

1. Complete the story to discover why Patty is sad. Write the past of the verbs in parenthesis and expressions for past. ...



_____ Saturday, Patty and some friends _____(be) in Natalie's party. Peter and Simon her school partners _____ (dance) salsa music so good, they _____ (teach) her some steps, it ____ (be) fantastic,_____, Patty and her best friends _____ (sing) the happy birthday to Natalie, _____they _____ (eat) cake and a lot of vanilla ice-cream.

Patty _____ (take) very funny photos of everybody dancing, eating. At 11:30pm everybody danced the hit Gangnam of Style and _____ (sing) the song louder and louder. Patty ____ (have) a great time.

_____, She _____ (arrive) late to her house and her parents _____ (be) angry with her, she _____ (feel) bad.

Tomorrow will be a new day. Right now, don't worry be happy!!!!!!!!!!!!

Peer observations:

| |
|--------------------|
| Peer observations: |
|--------------------|

Appendix 6

**Benjamin Herrera School Afternoon Shift
Workshop Student Practice # 2 4th Cycle Error Analysis**

Communicative goal: To describe a superhero by organizing these sentences.

1. Patty's English homework.

For her English homework Patty wrote about his favorite movie. Organize and write the sentences to know it.

- he had to design a special costume red and blue;
- He fell in love of Mary Jane but she had already a boyfriend.
- Once Peter was in a lab and suddenly a spider stung him in his hand,
- Peter Parker was a photographer in a newspaper,
- he lived with his aunt and his uncle.
- Later on, he won extraordinary powers and
- and he helped people in need, so
- the spider man kept hidden his identity.
- Finally, he became a hero.



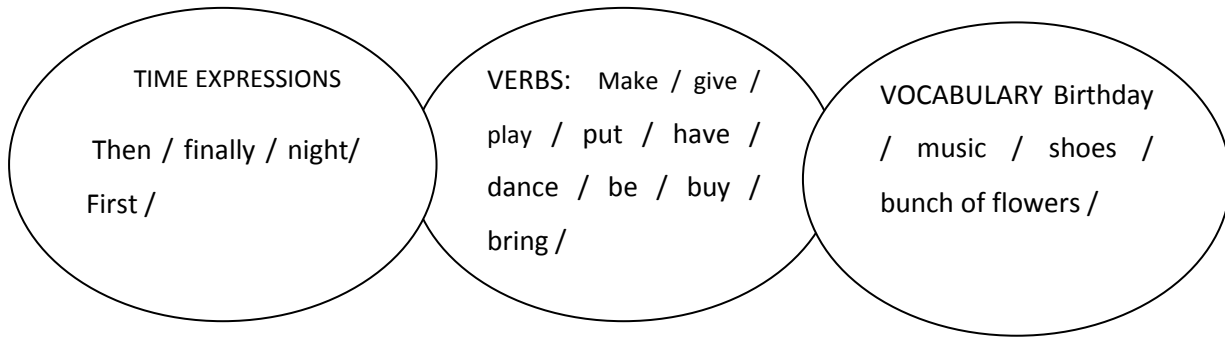
| |
|-------------------|
| PEER OBSERVATIONS |
|-------------------|

Appendix 7

**Benjamin Herrera School Afternoon Shift
Workshop Student Practice # 2 4th Cycle Error Analysis**

Communicative goal: To discover a personal situation for Patty's life.

Patty is very proud of her birthday party to know why, complete using simple past.



_____ Last Saturday was a really amazing day. My parents _____ a surprise party for my _____. My friends Simon, Peter Laura, Paula, Teresa and Katherine _____ at 7:00 pm. Peter _____ the music and he _____ the official DJ all the _____. He _____ all kind of _____ for old and young assistants.

_____ My father _____ the chocolate cake. It _____ a very big princess on the top. My mother _____ me Jeans, a jacket, _____ and pink blouse. _____ Camilo _____ me a beautiful _____. I really love my friends and my parents, of course!!

PEER OBSERVATIONS

Appendix 8

**Benjamin Herrera School Afternoon Shift
Workshop Student Practice # 4 4th Cycle Error Analysis**

Communicative goal: To enjoy a fun situation for Patty when she was walking around a park.

Instruction: This paragraph is written in present. Rewrite it using the simple past.

Patty is a nice girl of 14 years old. She is a common teenager like you. She arrived late to her house because she got distracted looking at a funny scene. Please help Patty to write her funny story.

Today, Patty (walks) to the school and suddenly she (sees) a dog and a cat. The dog (runs) after the cat, and the cat (looks) scared. The dog (is) very fast and it (catches) the cat. The cat (makes) a lot of noise but the dog (doesn't hurt) the cat. The dog just (licks) the cat and (plays) with the cat. Finally, the cat (stands) up and (hit) the dog in the face. The cat (runs) away and the dog (looks) very surprised. ¡It (is) really funny!

Now it is your turn:



| |
|--------------------------|
| PEER OBSERVATIONS |
|--------------------------|

Appendix 9

Benjamin Herrera School Afternoon Shift Workshop Student Practice # 5 4th Cycle Error Analysis

Communicative goal: To narrate main events in his/her life.

Instruction: Answer these questions giving personal information. With the information gathered, write a paragraph about your life.

AUTOBIOGRAPHY



| |
|--------------------------|
| PEER OBSERVATIONS |
|--------------------------|

Appendix 10

**Benjamin Herrera School Afternoon Shift
Workshop Student Practice # 6 4th Cycle Error Analysis**

Communicative goal: Describe an event in a logical sequence.

Instruction: Select a topic sentence from the box. Write a paragraph about that topic. Write three detailed sentences to support the information given in the topic sentence. Use the connectors: "First", "After" and "Then" at the beginning each detailed sentence.



- SELECT A TOPIC SENTENCE
- I traveled to Panama last December.
 - I prepared a cake for birthday.
 - I bought a new car.

PEER OBSERVATIONS

Appendix 11

Chart for the Code Building

| SAMPLE | WORKSHOP 1 | WORKSHOP 2 | WORKSHOP 3 | WORKSHOP 4 | WORKSHOP 5 | WORKSHOP 6 | PATTERN |
|--------|---|---|---|---|--|---|--|
| 1 | Peer's suggestions based on the portfolio's information about the use of past form and spelling. Peer gives positive stimulus " <i>Felicitaciones</i> ". and criticism: " <i>Mal tres verbos</i> ". | Student pays attention the peer's suggestions and does not make mistakes using the grammar rule for past form. Peer's criticism: " <i>Faltaron unas por el orden.</i> " Peer also draws a happy face. | From this piece of writing, student is aware to use correct forms in spelling and capitalization. Peer writes: " <i>Kiss</i> ", " <i>Complete</i> " and draws a happy face. | Student makes again the same mistakes than workshop 1. Peer again explains the grammar rule. Peer gives suggestions on punctuation. | The student's progress is evident. He applies the peer's suggestions and is able to write a free text. Peer writes positive stimulus: " <i>Very good.</i> " And also draws a happy face. | It is possible to affirm that student writes a paragraph according to a structure to narrate an event in a logical sequence. There is any mistake. Peer draws a happy face. | Peer's positive stimulus and suggestions enables student to improve his writing performance. Peer writes positive stimulus and also suggestions. |
| 2 | Peer offers explanation and makes suggestions. Finally, peer gives positive stimulus draws | The student is aware to use verbs correctly in the past form, but student makes errors on spelling. Peer writes: | Student writes in a good way without errors. Peer writes: " <i>Muy bien</i> ". | It is evident the improvement for student. Peer writes: " <i>Mayúsculas</i> ". | It is necessary for peer to offer explanations again on aspects treated in the last workshops. Peer writes: | Peer's suggestions makes possible to guide student's writing. Peer writes: " <i>Excellent</i> ", " <i>OK</i> ", " <i>Good</i> ", and also | Peer's suggestions enable student to improve their writing skill. |

| | | | | | | | |
|---|---|---|--|--|---|---|--|
| | a happy face and "Connector". "Felicitaciones". | "Después de la número 5, no está bien". | | | "Congratulations" "OK", and also peer draws a happy face. | draws a happy face. | |
| 3 | Peer makes suggestions: "teach-taught". Finally, peer gives positive stimulus. "Congratulations", and draws a happy face. | Despite the explanations given by peer, student repeats errors in the same aspect. Finally, peer gives positive stimulus: "Congratulations", "Very good". | Student writes in a good way with a few errors. Peer writes: "3 verbos mal", "Congratulations" and draws a happy face. | The student's improvement is evident. Peer writes: "Te recomiendo mejorar la letra". | It is necessary for peer to offer explanations again on aspects treated in the last workshops. Finally, peer gives positive stimulus. | Despite the peer's explanations, student makes same errors as the last piece of writing. Finally, peer gives positive stimulus. | Peer's explanations and positive stimulus. |
| 4 | Peer's suggestions. Finally, the peer motivates the student to get better: "Todo se mejora Hermosa". | Peer's suggestions: "El orden no corresponde". | Peer's suggestions and positive stimulus: "Congratulations", "Puedes hacerlo mejor, linda". | Peer's suggestions: "Le faltó" | Peer's suggestions. Also peer writes: "Congratulations". | Peer's suggestions makes possible to orient the student writing. "Congratulations". | Peer's suggestions and positive stimulus. |
| 5 | Peer's suggestions based on the portfolio's information about the use | Student makes other kinds of errors: omission and punctuation. Peer gives suggestions | Student makes other kinds of errors: time expressions placement. Finally, | Peer suggestions about capitalization and punctuation. | Student's performance is evident. He does not make any errors. Peer's | The student improves, although he makes fewer errors on overgeneralization | Peer's suggestions and positive stimulus. |

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| | of past form. | on these errors. | peer gives positive stimulus: draws a happy face. | | positive stimulus: "Congratulations." | . | |
| 6 | Peer's suggestions based on the portfolio's information about the use of past form and spelling. Peer gives positive stimulus: "Congratulation" | The student does not make any errors. The student wrote the whole the text in capital letters. | Student corrects the workshop taking into account the peer's suggestions. Nonetheless, the student makes other kinds of errors. Peer writes a positive and explicit stimulus: Coherence, jejeje" | Student makes errors detected on previous workshops again. Peer gives positive stimulus: "Felicidades" | Student makes other kinds of errors. Peer gives positive stimulus: "Very good" | The student has consolidated the grammar rule and also takes in consideration the peer's suggestions. Peer gives positive stimulus: "Congratulations! Good" | Peer's suggestions and positive stimulus. |
| 7 | Peer's suggestions based on the portfolio's information about the use of past form and spelling. Peer gives positive stimulus: "Congratulation" | The student still makes the same kind of errors than last workshop. | Student corrects the workshop based on the peer's suggestions. | Despite the peer's explanations, the student continues making the same kind of errors. Peer gives explicit correction: "faltó" | Peer's suggestions, makes student to get better in writing. Peer gives positive stimulus: "Te quedó muy bonito, muy bien." | Student keeps in mind the peer's suggestions and for this free composition, he does not make any errors. | Peer's suggestions and positive stimulus. |

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| 8 | <p>Peer's suggestions based on the portfolio's information about the use of past form and spelling.</p> <p>Peer gives positive stimulus: "Congratulatio ns"</p> | <p>Peer suggests numbering the sentences to build the text.</p> <p>Student makes other kinds of errors: spelling and time expressions' placement.</p> <p>Peer gives positive stimulus: "No terminaste la actividad pero la primera estuvo bien."</p> | <p>Student decreased making misordering errors.</p> <p>Peer gives positive stimulus: "Complete" and draws a happy face.</p> | <p>Despit e the peer's explanations, the student is going on making the same kind of errors.</p> | <p>Student keeps in mind her peer's suggestions and the improvement in writing is evident.</p> <p>Student writes a three-line composition.</p> <p>Peer's suggestion: "Completar."</p> | <p>Student writes a free text by making fewer errors.</p> <p>Peer gives positive stimulus: draws a happy face.</p> | <p>Peer's suggestions and positive stimulus.</p> |