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Using error correction codes to improve writing proficiency of EFL learners in a public school

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Resumen

La competencia escrita es un aspecto crucial y desafiante para los estudiantes de inglés como lengua extranjera. Por lo tanto, esta investigación tiene como objetivo investigar el impacto de los códigos de corrección de errores en la habilidad de escritura como método de enseñanza. La investigación tiene un diseño cuasi experimental; para la recopilación de datos se utilizó observaciones y dos pruebas (preprueba y postprueba). La muestra de investigación estuvo compuesta por sesenta y seis estudiantes del segundo año de bachillerato de una escuela pública ubicada en la Ciudad de Cuenca. Después de analizar la información recolectada, los investigadores concluyeron que el uso de códigos de corrección de errores tuvo un impacto positivo en el desarrollo de las habilidades de escritura de los estudiantes. Además, esta investigación introduce una metodología que no se utiliza comúnmente en el contexto ecuatoriano.

Palabras Clave: Competencia escrita, códigos de corrección de errores, estudiantes de inglés como lengua extranjera (EFL).

Abstract

The development of writing as a skill is crucial and challenging in the process of learning English for foreign language students. Therefore, this research aims to investigate the impact of error correction codes on certain elements within the writing skill as a teaching method. The research follows a quasi-experimental design; data collection involved observations and two tests (pre-test and post-test). The research sample consisted of sixty-six second-year high school students from a public school. After analyzing the collected information, the researchers concluded that the implementation of error correction codes had a positive impact on the development of students' writing skills. Furthermore, this research introduces a methodology that is not commonly used in the Ecuadorian context.

Keywords: Writing proficiency, error correction codes, EFL learners.

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Chapter One

I. Introduction

The Ecuadorian English curriculum is developed according to the English Language Learning Standards (ELLS). The ELLS are outcomes regarding knowledge and skills students should achieve throughout the teaching-learning process. Similarly, these standards are founded on the Common European Framework of Reference for Languages (CEFR) as they involve proficiency levels (A1, A2, and B1) for each communicative language component: listening, speaking, reading, and writing. Nonetheless, Ecuador figures in the eightieth position (low domain) out of an overall scale of 113 countries according to the Education First English Proficiency Index (EF Education First, 2023).

In addition, as De Angelis (2022) states, the principal newspapers in the country publish headlines that recall the deficient national English level: “Ecuador, the worst country in Latin America in terms of English proficiency, according to a report” (El Universo, 2019); “Ecuador, the worst country in the region in English language proficiency, according to analysis; educators give their observations” (El Universo, 2020). Hence, Ecuadorian English students require innovative teaching methods, strategies, and techniques that provide meaningful input and, in turn, allow them to strengthen their English skills and acquire broader knowledge.

Moreover, different skills are essential to acquire English as a Foreign Language (EFL). The writing domain plays a vital role in the English learning process serving as the foundation for new knowledge and skills development. However, most students find it challenging to write sentences, paragraphs, and texts that have cohesion and coherence. They also struggle with aspects such as proper grammar, correct use of tenses, and appropriate vocabulary. Students

usually do not notice their misspellings or their inefficient writing performance. Besides, learners face challenges and difficulties in generating ideas, organizing structures, and constructing comprehensive compositions.

Context

During the researchers' training to become English teachers, a requirement is to carry out pre-professional practicums. The internship was performed in a public school located in Cuenca, Ecuador. The school has two shifts: morning and afternoon. Furthermore, since the school is antique, it has average facilities such as boards, teachers' desks, tables, and chairs. Moreover, it has a wide playground and a vegetable patch.

During the internship, the researchers worked with two groups in the second year of high school (groups A and B). The first group has thirty-two students, while the second group has thirty-four. The students are between sixteen and seventeen years old, of whom thirty-six are male and thirty female. They identify themselves as mixed race and belong to the lower middle class. Second-year high school students receive three hours of English classes per week. The classroom had good lighting and ventilation because of the large windows. However, the researchers noticed that the classroom size was not large enough for the number of students.

According to the Ecuadorian Ministry of Education (n.d.), this group's English language proficiency level is assumed to be B1.1. Nonetheless, the educational reality depicts a combination of diverse English levels, as well as learners with distinct linguistic abilities. Despite the differences encountered in the English proficiency level, in general terms, students share common patterns, especially noticeable in oral and written expression tasks. The researchers observed that the students had insufficient vocabulary to express personal opinions or mention

ideas about general topics. Likewise, students presented spelling problems even in basic terms and expressions. For these reasons, it is not feasible to accurately determine or corroborate if the current learners' level is the expected by the Ministry of Education.

Diagnosis of the situation

During the internship, the researchers identified a problem that consisted of the low writing proficiency level of students evidenced by different factors. First, researchers noticed that learners had poor levels of writing. This problem was revealed through low grades that students obtained during different writing assignments. One of the things that led to this problem was that students needed to become more accustomed to developing writing tasks by themselves; for instance, the professional teacher allowed learners to use Google Translate to develop their writing tasks. Therefore, when students faced challenging writing tasks where they could not use Google Translate, their actual proficiency level in this skill was noticed and displayed in their grades. Based on the researchers' observations of students' writing tasks previously completed in the classroom and the development of written texts in homework and in-class activities, it is concluded that the students have a low level of writing. Researchers observed this situation by the lack of knowledge of words and vocabulary expected at a beginner level. Additionally, the researchers found a significant number of spelling errors, as well as incorrect use of grammatical tenses, and difficulty expressing basic information.

Moreover, the researchers observed that students were not engaged during writing lessons; for example, they were talking and playing instead of performing the task. In addition to this, the researchers asked learners to do the activity, but students answered that they did not want to do it because they were not too relevant and meaningful. Also, the teacher did not use any strategy or technique to change that situation and make the classes more dynamic, so learners did

not want to contribute to performing those activities. Consequently, learners did not show interest in improving their writing skills and obtaining better grades. Thus, due to the carelessness demonstrated by the teacher and students, the undergraduate college students studied a possible solution to the problem. The researchers looked for a technique to solve the learners' low writing level, and they found the error correction codes technique. This technique focuses on giving corrective feedback to students' writing assignments through the use of codes. As a result, students can identify the common mistakes in their writing and correct them independently. In addition, this technique allows researchers to use different codes to focus on different parts of writing such as spelling, punctuation, grammar, and vocabulary.

Importance of the study

This problem arises because writing is a highly complicated process for EFL learners since it involves active comprehension and the production of ideas (Graham et al., 2013). Both teachers and students face challenges during the writing-teaching-learning process. Additionally, writing is a productive skill that requires the learner to produce language and it makes it more difficult. According to Hinkel (2013), writing can be a challenging task, especially for EFL learners due to some reasons such as limited language proficiency or limited exposure to English writing. Therefore, writing competence requires time and attention for optimal development. Thus, this study aims to investigate the effect of error correction codes on the writing skills of EFL students. It also seeks to support learners and improve their writing domain and quality.

Furthermore, it is important to note that there is scarce literature available in our country regarding error correction codes, and the majority of the studies discovered were published over 5 years ago. Nevertheless, the researchers opted to carry out this research in order to gather meaningful and updated information regarding the implementation of the error correction codes.

In addition, the results of this study could benefit the Ecuadorian English teachers' community since it may help them develop a possible technique that approaches the problems related to writing skills. Besides, the investigation of error correction codes is vitally important to collect data about a technique that can be employed to improve learners' writing skills. For that reason, it is pivotal to comprehend the use of this technique and its application in the context of our country.

Hypothesis

The study stated a hypothesis that briefly outline the envisioned relationships between the independent and dependent variables. This framework will guide the systematic testing and validation of the research hypothesis.

The implementation of error correction codes will lead to enhanced writing proficiency among English as a foreign language learner.

Variables

The researchers articulated the anticipated relationships between two key variables, an independent variable, and a dependent variable. These variables provide a structured framework for testing and validating the research conjectures.

Dependent: Writing proficiency

Independent: Error correction codes

Main Research Question

In order to develop the current study, the researchers proposed the following research question:

- To what extent does the implementation of error correction codes enhance the writing proficiency of English in foreign language learners?

Sub-Questions

In addition, the researchers designed two sub-questions that helped them to respond to the main research question.

1. What is the initial writing proficiency level of EFL students prior to incorporating error correction codes?
2. What impact do error correction codes have on the written proficiency of EFL students in a public school, and what variations exist in comparison to their initial proficiency levels?

General Objective

To investigate the impact of error correction codes on the writing proficiency of English in foreign language learners.

Specific Objectives

1. To discover the learners' writing proficiency before using error correction codes.
2. To assess pupils' writing proficiency after using error correction codes.

Chapter Two

II. Literature Review

Previous studies

Ekinici and Ekinici (2020) investigated the efficacy of employing error correction codes to enhance the writing proficiency of English as a Foreign Language (EFL) learners. This quantitative research engaged a sample of twenty-five EFL pre-intermediate students selected

through convenience sampling. The study employed an achievement test and a perception questionnaire with a Likert Scale as data collection instruments. Data analysis was conducted using the IBM SPSS 25 Statistical package, a software suite for data management, advanced analytics, multivariate analysis, business intelligence, and criminal investigation. Additionally, comparisons of the results were made by the researchers.

The study revealed that providing written feedback and using error correction codes positively impacted learners' writing proficiency, lessening errors within their compositions. Besides, the paired sample t-test analysis demonstrated that the disparity between pre-test and post-test mean scores was statistically significant ($p < .05$). The results from the perception questionnaire displayed the highest mean scores for items associated with the significance of vitality in writing proficiency, the effectiveness of error correction codes in enhancing compositions, participants' willingness for receiving error correction codes over direct feedback, and the influence of teacher-provided correction. Conversely, the lowest mean score was associated with participants expressing dissatisfaction upon encountering red correction marks on their papers.

To summarize, the findings indicate that the utilization of error correction codes for providing written feedback contributed positively to the writing proficiency of EFL learners, fostering their development as more proficient and successful writers. The analysis also found that the participants made fewer errors in their compositions after receiving feedback through error correction codes. The researchers counted and tabulated error categories from the pre and post-writing tests, and the findings revealed that the most significant enhancements were observed in the grammar and punctuation categories. The participants focused more on their grammatical structures while writing their compositions.

In the investigation conducted by Zhang et al. (2021), the authors explored the preferences of English as a Foreign Language (EFL) learners concerning Written Corrective Feedback (WCF) and its correlation with proficiency level and foreign language enjoyment. The researchers identified a general preference among learners toward more explicit forms of WCF. Nevertheless, this preference varied depending on the specific error type. Similarly, the study revealed a learners' tendency for metalinguistic explanations and overt correction across all error types.

The research article directs attention towards error correction codes as a Written Corrective Feedback (WCF) category. The analysis indicates that intermediate learners preferred error correction codes when addressing grammatical errors, although this preference was not consistent for other error types. Additionally, some participants noted their educators constantly used these codes. Thus, based on their experience, pupils found error correction codes a valuable technique for providing feedback. On the contrary, other students expressed frustration with error correction codes, noting difficulties in comprehension or perceived ineffectiveness in improving their writing. In conclusion, the study emphasizes the importance of considering error types and proficiency levels when providing feedback. Hence, the efficacy of error correction codes as a form of feedback may hinge on the specific error type and the individual preferences of EFL learners.

In this article, Ogawa (2021) examines the application of error correction codes to provide written corrective feedback (WCF) in the domain of English as a Foreign Language (EFL) writing. The paper dives into an explanation of error codes as an abbreviated way of denoting the specific type of error committed by the student. Consequently, error correction codes could provide targeted feedback on grammatical inaccuracies. The error codes indicated in the

investigation were aligned with the Common European Framework of Reference for Languages (CEFR). Besides, this framework encompassed a set of codes for addressing various aspects such as verb tense, subject-verb agreement, article usage, and prepositional usage, among other grammatical elements. Throughout the investigation, the singular and reiterated groups were assigned an error code for all grammatical errors. Learners were encouraged to undertake comprehensive structural revisions of their complete texts, directing their attention toward diverse writing aspects rather than only rectifying indicated grammatical errors. While the statistical analysis primarily focused on the grammatical errors in the students' initial drafts, insights into the error codes used in the subsequent drafts were also delivered. Ogawa (2021) noted that previous research suggested an increased efficacy in continuously providing a certain amount of feedback rather than adopting a deferred feedback approach.

In the Ecuadorian context, Soto et al. (2020) identified and categorized the most common writing errors made by EFL beginning-level Ecuadorian college students. The research employed writing samples of forty-five students from three public universities in Ecuador and applied the error correction codes to classify the errors into various types, such as formal errors, grammatical errors, lexical errors, style errors, word redundant/word missing/word order errors, and leXico-grammatical errors. Researchers analyzed the data to identify the most common errors and their frequency, providing valuable insights into the areas where EFL students struggle the most. Likewise, the error correction codes aided in interpreting the results and provided deeper explanations of the reasons behind the mistakes. Overall, the error correction codes provided the investigation with a systematic framework for recognizing and categorizing the most common errors made by EFL students. Besides, the paper delivers recommendations for EFL teachers to address these issues in their instruction based on existing language learning theories.

González (2018) conducted a research study in Loja, Ecuador, focusing on the perceptions of feedback on written English among 180 Ecuadorian EFL students from a public high school. The study aimed to explore the grammatical transfer errors commonly influenced by Spanish in written production. Additionally, it examined students' and teachers' perceptions of written English feedback, concentrating on how teachers deliver feedback regarding L1 interference errors, grammar, vocabulary, and other aspects of writing. The analysis consisted of results of placement tests, information from questionnaires and written interviews, and transcripts from narrative and argumentative essays written by the EFL learners.

Error codes were employed in students' written work analysis to identify transfer errors caused by their L1. As noted in the paper, error codes indicate the specific type of error and provide learners with explicit comments about the mistakes they must correct. Furthermore, error codes were used to differentiate interlingual from intralingual errors. This type of indirect corrective feedback provided a basis for understanding the nature and prevalence of these errors in the context of the study.

Theoretical framework

This study draws on previous research to establish a robust foundation for the investigation. Furthermore, it addresses specific gaps in previous research findings to make a meaningful contribution to the research educational community. Furthermore, the objective of this section is to provide definitions and fundamental concepts, fostering a clearer comprehension of this study. The ideas detail the general and specific aspects of writing skills in the learning process of EFL students. Therefore, those concepts support the study through the conceptions of previous research present in the literature review.

Writing learning theories

Writing learning theories have been paramount in understanding and promoting the development of writing skills by providing opportunities for improvement. There are various theories of writing, each with its unique standpoint and focus. Leggette et al. (2015) note factors to determine which theory best aligns with research interests and goals. Accuracy refers to the theory's validity in explaining writing processes and phenomena. Consistency reviews the compatibility of the theory with other related theories. Fruitfulness evaluates the potential of the theory to generate new insights and ideas for the research. Complexity considers the ease of understanding and applying the theory to real-world writing situations. Scope involves examining the breadth of the theory in addressing diverse aspects of writing. Acceptability correlates to the general recognition and acceptance of the theory within the writing research community, and the sociocultural utility assesses the relevance of the theory to the social and cultural contexts in which writing takes place.

Hodges (2017) stands out four educational theories that support writing instruction in the classroom (the cognitive process theory of writing, the sociocultural theory of writing, the social cognitive theory of writing, and the ecological theory of writing). Each theory provides a unique perspective on the writing process. For instance, the cognitive theory suggests that writing is a complex system of processes, such as planning, drafting, revising, etc. Hence, by understanding these processes, teachers could help students develop their writing skills by providing assertive instruction and feedback on specific aspects of the writing procedure. The sociocultural theory suggests that writing is a social activity influenced by cultural and social contexts that shape writing practices. By providing learners with opportunities to engage with diverse perspectives and to write for different audiences, teachers can help students expand their writing skills. The

social cognitive theory proposes that pupils motivated to write are more likely to succeed in writing. The theory focuses on the role of teachers in promoting self-efficacy among students and making them believe in their ability to achieve their writing objectives. Finally, the ecological theory emphasizes the importance of creating a writing-conscious environment in which students can learn from observing the writing of skilled writers. By allowing students to learn from mentor texts, they could become more confident and self-aware writers. In addition, the ecological theory focuses on the influence of the language and cultural-ecological environment in the cognitive process of English writing (Liu & Wang, 2022).

The behaviorist learning theory

The behaviorist learning theory emphasizes the role of external stimuli and reinforcement in learning and can be applied to error correction codes. Error correction codes serve as a form of reinforcement that aids learners in identifying and correcting their writing errors. By providing learners with guidance, behaviorism theory supports the notion that writing skills can be improved through the repetition of practice and correction.

Guiding learners in identifying mistakes is a crucial aspect of incorporating the behaviorist learning theory in error correction codes. This theory emphasizes the role of external stimuli in the learning process, and error correction codes serve as a form of reinforcement. By highlighting mistakes and providing immediate feedback, learners can recognize and rectify their errors effectively. Moreover, this practice aligns with behaviorism theory by guiding learners toward desired writing behaviors. According to Reimann (2018), “learning or changes in behavior occur when neutral stimuli are paired with behavior at a specific time to associate the stimulus with the behavior”. By consistently reinforcing these behaviors, learners can enhance their writing skills through repeated practice and correction.

Writing skill

a. Importance of writing skills in the teaching and learning process of EFL students

Writing skills are essential for communication since writing allows learners to express themselves. According to Dewi (2021), writing is a complex skill that involves ideas in sentences and paragraphs to communicate. In writing classes, students learn to express their ideas through written language. Therefore, the teaching and learning process emphasizes writing ability since this constitutes a complex process that requires expertise. Besides, writing plays a meaningful role in English since writing skills allow students to communicate successfully. Based on the research of (Hosseini et al., 2013), it is noteworthy for English or any other language students to have a strong writing ability to show their inner information since learners may have a high degree of knowledge on a topic. However, due to their writing weakness, they cannot express their understanding.

Furthermore, writing can promote the correct development of other English skills that learners need to master the language. Anh (2019) stated that when English users can write well, they will have the faculty to speak well and promote their reading ability more effectively. Therefore, English learners will enhance their ability to use grammar and vocabulary through the practice of writing tasks. Additionally, writing ability complements the learning process because it is a productive skill that English teachers use to evaluate learners' English production. Nevertheless, writing is one of the English skills that presents several limitations for EFL learners. Those difficulties negatively impact the development and acquisition of the English language.

b. Challenges in writing for EFL learners

Writing skills require different factors to be successful. Those elements can make the writing process more complex and make students find this skill as one of the most difficult in the English language. Nasser (2018) stated that writing in a correct and good form is a big challenge for non-native students, especially EFL learners since they need to comply with some characteristics such as formality, objectivity, and complexity to use the language correctly. Besides, learners usually feel frustrated because this skill implies complexity that affects the learning process of a second language. Furthermore, another difficulty in the writing process is the relation between the mother tongue and the second language of learners. In the context of Ecuadorian EFL learners, the mother tongue is Spanish. Therefore, the use of Spanish can have a significant interference with the writing process. Maggi and Quishpe (2020) demonstrated that some English teachers indicate that Spanish interference results in inaccurate and incoherent written texts. Additionally, the literal translation from Spanish to English is common among their students, and this practice occurs due to the accessibility of online translators.

For several reasons, English teachers and students find writing as a complex skill in their learning process. Afterward, English educators point out that the teaching writing process is demanding. Therefore, it can lead to a poor teaching process because the limitations negatively influence teachers and students. Consequently, writing skills present various difficulties due to the teaching techniques, the problems they represent, or the feedback in the teaching process.

Error correction codes

a. The significance of using error correction codes

It is essential to provide feedback in accurate ways to learners since it implies that students can identify their mistakes, especially in written works. An effective way to provide feedback in writing is through the use of writing correction codes. According to Ekinci, M. and Ekinci, E. (2020), error correction codes are an appropriate way of facilitating error correction feedback. For teachers, it is essential to provide indirect error correction for the students to detect their errors and correct them to write better paragraphs or compositions.

Furthermore, error correction codes are a technique that helps students enhance their writing since it provides feedback on the specific mistakes that they may have in writing. Therefore, learners can take responsibility for correcting any issues by themselves. Error correction codes are effective in writing since they allow the correction of mistakes with the application of codes that students have to understand. Macdonald (2020) stated that error correction codes are abbreviated codes that represent different kinds of errors. Therefore, the teacher can write these codes above or below errors in the text or in the margin of a sentence to indicate the presence of errors.

Different sources state that error correction codes are effective in the learning process. Nevertheless, this technique also implies some disadvantages that English teachers must consider. According to Yugandhar (2014), error codes is an adequate technique to help students correct their errors. However, learners need an appropriate guide to discover the nature of their mistakes. Otherwise, correcting errors at their own risk would become a task that could require extraordinary effort and may end in frustration.

b. Challenges and limitations of error correction codes in language learning

One of the main limitations regarding error correction code implementation during the teaching-learning process is the scarcity of information collected about this feedback strategy in the past. According to Kubota (2001), this is caused by the disagreement among researchers who cannot decide on selecting the most relevant strategy to provide feedback on writing tasks to EFL students. Therefore, using ancient reliable sources of information and current ones, the researchers tried to fill the gaps of previous researchers. Also, they considered some aspects such as limitations, challenges, and possible outcomes.

As stated by Lee (2005) using error correction codes requires the teacher to deeply analyze learners' writing tasks considering a variety of codes that must be applied to specific writing cases. Error correction codes are a useful tool for detecting and correcting errors in written material. However, they can also be quite time-consuming to use. While error correction codes offer valuable insights for learners, the process of meticulously reviewing and providing feedback on individual errors may pose challenges in terms of time efficiency for educators. Striking a balance between the benefits of detailed feedback and the practical constraints of time becomes an important consideration when implementing this technique in language teaching. Therefore, the process of encoding, decoding, and checking for errors can add a significant amount of time to the writing process. Additionally, depending on the complexity of the code, it may require a considerable amount of effort to learn and apply effectively. While error correction codes can be helpful in ensuring the accuracy of written material, writers should weigh the benefits of using them against the additional time and effort required.

Feedback is a crucial part of the writing process as it helps students identify their strengths and weaknesses and provides guidance for improvement. However, feedback can also

have negative effects on student motivation, leading to decreased engagement and reduced effort in subsequent writing tasks. According to a study by Panadero and Alonso-Tapia (2013), excessive feedback can overwhelm students and make them feel like their writing is inadequate, leading to a decrease in self-efficacy and motivation. Additionally, feedback that focuses solely on errors and areas for improvement can lead to feelings of demotivation and discouragement (Butler & Nisan, 1986). Therefore, educators need to provide constructive and balanced feedback that acknowledges both strengths and weaknesses and provides specific guidance for improvement without overwhelming the student (Carless, 2006).

c. Applicable error correction codes

Table 1

Error Correction Codes

Code	Use	Example
WW	Wrong word	As our plane flew <u>on</u> the mountains, we saw snow.
WT	Wrong time	As our plane flew over the mountains, we <u>see</u> snow.
WF	Wrong form	As our plane flew over the mountains, we <u>was seeing</u> snow.
WO	Wrong order	As our plane over the mountain <u>flew</u> , we saw snow.
SP	Spelling	As our plane <u>flue</u> over the mountains, we saw snow.
P	Punctuation	As our plane flew over the mountains; we saw snow.
M	Missing word	As our plane flew over the mountains <u> saw</u> snow.

Code	Use	Example
?	Not clear	As our plane flew over the mountains we saw snow.
RW	Try rewriting	Our vehicle flies, we snow find, over the mountains you saw it

Note. The table shows the error correction codes the researchers and the students used during the treatment phase.

In the field of language learning and assessment, providing feedback on written tasks is a crucial aspect of the learning process. Although there are many techniques to provide feedback, the researcher opted to use the error correction codes. This technique helps learners identify and correct errors in their writing. The most commonly used error correction codes include those developed by Ferris and Roberts (2001), which involve marking errors with symbols and providing a corresponding key, and those developed by Bitchener and Knoch (2008), which involve underlining errors and providing a written comment. These codes have been found to be effective in helping learners to improve their writing skills (Bitchener, Young, & Cameron, 2005; Ferris, 2003). However, it is important to note that the effectiveness of error correction codes may vary depending on the individual learner and the specific context in which they are being used.

In the field of English as a Foreign Language (EFL), there are several common writing errors that students tend to make. One of the most frequent errors is related to grammar, including issues with verb tense, subject-verb agreement, and word order (Bitchener & Knoch, 2009; Ellis, 2008). Another common error is related to vocabulary, including the misuse of words, collocations, and idiomatic expressions (Flowerdew, 2008; Nation, 2001). In addition, students

may struggle with discourse-level issues such as organization, coherence, and cohesion (Hyland, 2003; Zamel, 1982).

It is important to note that these errors may vary depending on the individual learner and their linguistic background, as well as the specific context in which they are writing. For example, students from certain language backgrounds may struggle with specific aspects of English grammar or vocabulary (Grabe & Kaplan, 1996).

Chapter Three

III. Methodology

This research is designed with a quantitative paradigm due to the nature of the data that researchers acquired after the implementation of the pre-test and post-test. Quantitative research plays a crucial role in testing theories by analyzing measurable variables through statistical methods. This approach yields numerical data that reveals patterns, relationships, and trends, aiding researchers in drawing conclusions and making broader observations about populations (Khaldi, 2017). It is based on a quasi-experimental design, aiming to show how the use of error correction codes impacts the writing proficiency of English as a Foreign Language (EFL) students. A quasi-experiment is a study in which the participants are self-selected instead of randomized (Maciejewski, 2020). Besides, its objective is to demonstrate causality between an intervention and an outcome. Thus, this research compared the writing competence level of the participants before and after the treatment.

Furthermore, the utilization of a quasi-experimental design enables researchers to explore cause-and-effect relationships within real-world contexts. This design specifically facilitates the investigation of causal relationships between variables in situations where conducting a true experimental study with random assignment is not feasible (Kerlinger & Lee, 2000).

Consequently, employing a quasi-experimental design empowers researchers to carefully select a sample they consider appropriate, along with the variables pertinent and relevant to their study.

Sampling and participants

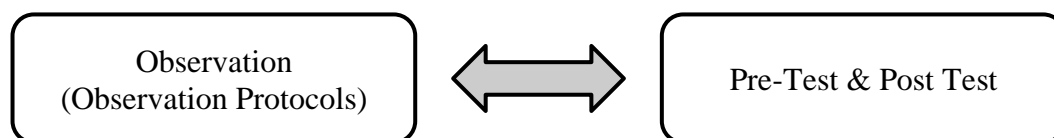
The research study took place in an Ecuadorian high school located in the urban area of Cuenca city. The population determined for this study was the total number of students who belong to the second year of high school, from which a sample of sixty-six students was selected. In this phase, the sample was divided into two equal parts, with one group designated as the control group, consisting of thirty-two students (sixteen women and sixteen men), and the experimental group, comprising thirty-four students (fourteen women and twenty men). This division ensures that both groups are comparable in size and allows for a balanced representation of gender within each group.

Besides, the ethnic composition of the participants is mixed-race, with Spanish as the mother tongue and English as the foreign language. Moreover, the researchers opted to have a control and an experimental group. According to Trochim & Donnelly (2008), it is indeed essential to have both of them to provide a basis for comparison and to help establish causality in a Quasi-experimental design. Also, by presenting the information of the two groups, researchers can attribute any observed differences to the intervention, thereby enhancing causal inference. Also, one of the main benefits of using a control group is that it helps reduce threats to internal validity and improve the rigor of the study. Besides, it helps to minimize the influence of confounding variables, therefore the data that researchers gathered provide a better understanding of the true effects of the intervention (Cook, Campbell, & Shadish; 2002). It is essential to remark that there are two variables in this research, the first one is the independent variable (error correction codes), and the second one is the dependent variable (writing proficiency).

Data collection techniques and instruments

Figure 1

Techniques and instruments



Note. The figure shows the techniques and instruments used to collect data.

This study employed various data collection tools and instruments to ensure a sufficient and reliable dataset for fulfilling the research requirements. The research study began with the observation method. The observation method enabled the researchers to see, identify, and analyze the problem of the research study. According to Katz-Buonincontro and Anderson (2018) on education, observation might concentrate on which students and how many learners engage in different lessons. Besides, observers interested in instructional practices can document the actions observed through frequency counting on detailed field notes that later serve as the data source for scoring. Another instrument to gather data was a test that worked to know the learners' achievement. Consequently, the test helped researchers understand whether the error correction codes improve EFL learners' writing skills. Rao (2018) stated that achievement tests allow the measurement of the performance of an individual or a group. Therefore, it collects, analyzes, and interprets information to determine who is achieving instructional objectives. Additionally, achievement tests are commonly used in research to assess individuals' knowledge and skills in specific domains. These tests are designed to measure the extent to which individuals have attained the learning outcomes or objectives outlined in a particular educational context

(American Educational Research Association, American Psychological Association, & National

Council on Measurement in Education, 2014). Moreover, validation procedures were implemented to ascertain the efficacy of our data collection instruments (See Appendix 1).

Consequently, by employing standardized measures, researchers can obtain reliable and valid data that contribute to a comprehensive understanding of individuals' educational progress and inform evidence-based decision-making in educational settings. In this research study, the achievement test had two phases (pre-test and post-test). The pre-test occurred before the treatment process, and the post-test manifested the study results after the treatment intervention.

Research stages

Table 2

Different stages of the research

Stage 1:	Stage 2:	Stage 3:	Stage 4:	Stage 5:
Observation Phase	Definition of Variables and Hypothesis	Pre-test Application	Application of Error Correction Codes	Post-test and Measurement of Results

Note. The table shows the five stages mentioned in the text below.

The research procedure consisted of five sequential steps. The defined stages separately accomplished specific parts of the investigation in a chronological order. First, the researchers employed an observational phase, in which they determined the setting of the research.

Additionally, according to specific criteria, the investigators identified relevant elements for the

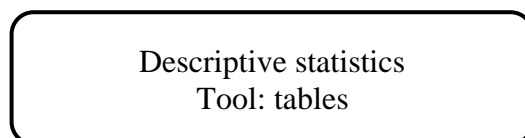
investigation. After that, in the next step, the researchers defined the dependent and independent variables of the study. Those variables helped measure the changes during the intervention with the participants. Besides, the researchers postulated a hypothesis to prove or refuse at the end of the investigation. Our hypothesis suggests that the implementation of error correction codes lead to enhanced writing proficiency among English as foreign language learners. Researchers expect that learners exposed to these codes will demonstrate increased accuracy and proficiency in their written English, compared to those without access to such correction support. This study aims to empirically validate the hypothesis, elucidating the effectiveness of error correction codes in enhancing the writing skills of English as a foreign language learners.

The next step was the application of the pre-test to the participants to identify the learners' level regarding their writing skills (See Appendix 2). The research continued by applying error correction codes to manipulate the independent variable in written tasks (See Appendix 3, 4, 5, and 6). Therefore, investigators measured the results considering the learners' grades regarding written assignments. Furthermore, the post-test took place in this phase since it allowed researchers to measure the possible changes after the treatment procedure (See Appendix 7). The next step involves measuring the variable as well as collecting and analyzing the data gathered in this process.

Data analysis methods

Figure 2

Approach and tool



Note. The figure shows the approach and tool used to analyze the data.

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Descriptive statistics are known as explorative statistics as well. This statistical approach stands out in managing quantitative data. By leveraging descriptive statistics, researchers can easily detect trends in treatment outcomes through studies, providing crucial insights into the effectiveness of various interventions (Marshall & Jonker, 2010). Descriptive statistics are essential tools in data analysis, aiding in the organization and summarization of information. Graphs, percentages, and averages are usual examples of these tools, providing a clear and concise way to convey the characteristics of a dataset. Graphs visually represent data trends and patterns. Percentages offer a proportional view of different categories. Finally, averages, such as mean or median, present a central measure indicative of the dataset's typical value (Holcomb, 2016).

The data analysis was conducted through a comprehensive application of both descriptive statistics and visual representations. Descriptive statistics were utilized to provide key numerical measures, including means and standard deviations, for both the control and experimental groups' pre-test and post-test scores. This quantitative approach offers a detailed understanding of the central tendencies and variabilities within each group, facilitating the identification of potential patterns and disparities. The procedure involves systematically calculating these descriptive statistics and conducting comparative analyses between the control and experimental groups to determine any notable differences in performance. Calculating effect sizes will further contribute to assess the practical significance of observed changes.

Consequently, visual representations were employed to enhance the communicative impact of the findings. Line graphs were crafted to visually illustrate the distribution of scores for both pre-test and post-test assessments in each group. This visual approach aims to provide an accessible and intuitive description of any discernible trends or variations. The procedure entails

the construction of these visual representations and their subsequent comparison to draw attention to potential discrepancies between the control and experimental groups. The use of visual aids was not only to complement the numerical analyses but also serve as a tool for conveying the intricacies of the observed changes in writing proficiency resulting from the application of error correction codes.

The procedure for employing descriptive statistics in this thesis involved several key steps. Firstly, the pre-test and post-test scores of both the control and experimental groups were collected and organized. Subsequently, mean scores were calculated for each group to establish the central tendency of their performance. Then, standard deviations will be computed to assess the variability or consistency within each set of scores. The comparative analysis involved scrutinizing the calculated means and standard deviations between the control and experimental groups, providing insights into potential group-level differences. Furthermore, effect size calculations were carried out to quantify the magnitude of the observed changes in writing proficiency. This meticulous procedure allowed for a thorough and systematic exploration of the impact of error correction codes on students' writing abilities.

Ethical Considerations

This research prioritizes and ensures the privacy and confidentiality of the participants throughout the study, particularly given the involvement of minors. The thesis project employs various ethical safeguards. Firstly, code names replaces real identities for both control and experimental groups. The control group stakeholders are referred to as "student 1," "student 2," and so on, while in the experimental group are identified as "participant 1," "participant 2," and so forth. The overarching goal throughout the study is to uphold and maintain anonymity and confidentiality. Secondly, obtaining informed consent is crucial due to the participants' age range.

A letter explaining the study's purpose, procedures, potential risks, and benefits was provided to learners' parents for their permission (see Appendix 8). This ensures parents possess complete information before making an autonomous and informed decision about their child's voluntary participation in the study (American Psychological Association, 2017). Furthermore, since research is being conducted in a high school setting, a consent letter is required to develop the investigation. Researchers informed the school principal and authorities about the study, its purpose, and what is expected of the participants to ensure transparency and ethical conduct throughout the research process (see Appendix 8). These measures prioritize the well-being and rights of all participants involved.

Chapter Four

IV. Findings and Results

Similarly, the procedure for employing visual representations encompassed the creation of line graphs to visually present the distribution of pre-test and post-test scores within each group. These visual aids were designed to facilitate an intuitive understanding of the data, emphasizing any shifts or patterns in writing proficiency. The process involves organizing the data into visual formats, ensuring clarity and accuracy. Comparative analyses was conducted by visually contrasting the representations of the control and experimental groups, highlighting potential disparities in their performance. The integration of both numerical and visual analyses contributed to a comprehensive interpretation of the effectiveness of error correction codes in enhancing writing proficiency among the student groups.

Table 3

Pre-test scores of the control and experimental group

Pre-test Scores			
Control group	Pre-test Score /10	Experimental group	Pre-test Score /10
S1	4	P1	3.5
S2	5	P2	3
S3	5	P3	5
S4	1	P4	5
S5	2	P5	4.5
S6	5	P6	5
S7	3	P7	4.5
S8	3	P8	5.5
S9	1	P9	5
S10	3	P10	5
S11	2	P11	1
S12	3	P12	1
S13	3	P13	4
S14	5	P14	4
S15	1	P15	3.5
S16	3	P16	4
S17	1	P17	5
S18	1	P18	5
S19	3	P19	5.5
S20	2	P20	5.5
S21	3	P21	5.5
S22	1	P22	1
S23	3	P23	3

Control group	Pre-test Score /10	Experimental group	Pre-test Score /10
S24	4	P24	3
S25	1	P25	5
S26	4	P26	3.5
S27	3	P27	5.3
S28	1	P28	5.5
S29	3	P29	3
S30	2	P30	1
S31	2	P31	4
S32	5	P32	3.5
		P33	4
		P34	5.5

Note. The table includes the pre-test results of both groups, the control group and the experimental group. Therefore, the individual scores for each participant are listed.

The table furnishes the pre-test scores for both the control and experimental groups. The control group, consisting of 34 students, received individual scores out of 10, ranging from 1 to 5. These scores reflect the diverse initial writing proficiency levels within the control group. The experimental group, labeled from Participant 1 to Participant 34, revealed pre-test scores ranging from 1 to 5.5 on the 10-point scale. A detailed breakdown of each participant's performance in the pre-test offers a comprehensive overview of their initial writing proficiency levels. These pre-test scores, showcasing a wider variation compared to the control group, act as a crucial starting point for evaluating the effectiveness of the intervention. Comparative analysis between the pre-test scores of the control and experimental groups was conducted to evaluate the effectiveness of the intervention in enhancing writing proficiency levels.

Table 4*Post-test scores of the control and experimental group*

Post-test Scores			
Control group	Post-test Score /10	Experimental group	Post-test Score /10
S1	3	P1	4
S2	4	P2	3
S3	5	P3	5.5
S4	4	P4	6
S5	1	P5	4.5
S6	2	P6	5.5
S7	3	P7	5
S8	3	P8	6
S9	2	P9	5
S10	1	P10	4
S11	1	P11	2.5
S12	2	P12	3
S13	3	P13	4
S14	4	P14	5
S15	5	P15	3.5
S16	4	P16	4
S17	2	P17	6
S18	2	P18	5.5
S19	4	P19	5
S20	3	P20	6

Control group	Post-test Score /10	Experimental group	Post-test Score /10
S21	3	P21	4.5
S22	2	P22	2
S23	1	P23	3.5
S24	3	P24	4
S25	4	P25	5.5
S26	5	P26	4
S27	4	P27	6
S28	2	P28	6.5
S29	2	P29	5
S30	2	P30	2
S31	2	P31	4
S32	5	P32	5.5
		P33	6
		P34	6.5

Note. The table includes the post-test results of both groups, the control group and the experimental group. Therefore, the individual scores for each participant are listed.

The table presents the post-test scores for both the control and experimental groups. The control group, consisting of 34 students, received individual scores out of 10, ranging from 1 to 5. These scores reflect an average of the writing proficiency levels within the control group without treatment. The experimental group, labeled from Participant 1 to Participant 34, obtained post-test scores ranging from 2 to 6.5 on the 10-point scale. A detailed analysis of each participant's performance in the post-test offers a comprehensive overview of their writing proficiency levels after the treatment process. These post-test scores are essential in the study since they display the

results after the treatment. Therefore, it allows the analysis and comparison between the data obtained in the pre-test and post-test. Comparative analysis between the post-test scores of the control and experimental groups were conducted to evaluate the effectiveness of the treatment in enhancing writing proficiency levels.

Furthermore, researchers considered absolutely important to consider the mean and the standard deviation of the results obtained. The mean, also known as the average, is essential because it represents the typical value in a dataset. The mean gave a sense of overall performance. In order to calculate the mean, researchers used the following formula:

Figure 3

Formula to calculate the mean

$$\text{Mean} = \frac{\text{Sum of Scores}}{\text{Number of Participants}}$$

Note. The figure shows the formula to calculate the mean of the scores.

Moreover, the measurement of the standard deviation provides the value indicating how much individual scores deviate from the mean. The standard deviation represents the spread of score. Therefore, a lower standard deviation informs that scores are closer to the mean, while a higher one suggests greater variability. If researchers provide the mean and standard deviation, the understanding of the distribution and characteristics of the data will significantly increase. The formula to calculate standard deviation is the following:

Figure 4

Formula to calculate the standard deviation

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$$\text{Standard Deviation} = \sqrt{\frac{\sum(\text{Squared Differences})}{\text{Number of Participants}}}$$

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Note. The figure shows the formula to calculate the standard deviation of the scores.

Table 5

Mean and standard deviation scores of pre-test and post-test for control and experimental groups

Test	Group	Mean	Standard Deviation
Pre-test	Control (S)	2.81	1.33
Pre-test	Experimental (P)	4.16	1.42
Post-test	Control (S)	2.84	1.26
Post-test	Experimental (P)	4.94	1.24

Note. The table displays the mean and standard deviation scores of the pre-test and post-test of the control and experimental group.

Researchers used a software to facilitate the calculation of these formulas. The use of the Excel software facilitated the accounting of the total number of scores. Also, it was a time-efficient technique to calculate automatically the scores.

The data presented in the table above reveals meaningful insights into the writing proficiency of both groups. First, the mean and standard deviation of the pre-test is illustrated. The control group scores ($M = 2.81$, $SD = 1.33$) demonstrate a moderate level, with a standard deviation that shows a notable degree of variability among scores. On the other hand, the experimental group scores ($M = 4.16$, $SD = 1.42$) highlight a higher writing proficiency level, but the degree of the standard deviation is similar. The next scores belonged to the post-tests. The first thing that is illustrated is the improvement of the two groups. The mean of the control group jumps to $M = 2.84$ Also, the standard deviation ($SD = 1.26$) reflects a slight enhancement.

Nonetheless, the scores of the experimental group revealed a more substantial improvement. The score of the mean ($M = 4.94$) highlighted the actual progress of the students' writing proficiency. Additionally, the standard deviation ($SD = 1.24$) decreased, which implies that scores are closer to the mean. In general, the analysis of the mean and standard deviation offers a detailed explanation of the different levels of writing proficiency and their variability.

Chapter Five

V. Conclusion

This study is valuable within the context of English language education as it provides evidence supporting the efficacy of error correction codes in improving students' writing skills. The identified improvement in the experimental group, which received targeted error correction feedback, compared to the control group, highlights the practical significance of integrating such pedagogical strategies. Therefore, the findings of this study provide compelling evidence supporting the crucial role of error correction codes in enhancing students' writing skills in an English class. Through a careful analysis of pre-test and post-test data from both control (S) and experimental (P) groups, it is evident that the implementation of error correction codes has a positive impact on students' writing proficiency. Nonetheless, it is essential to mention that the improvements observed do not represent a significant change. As a result, the researchers suggest considering that the implementation of error correction codes should be constant in English lessons.

Furthermore, the use of a control and experimental group was imperative to compare the development of the writing proficiency of both groups. The comparison results of these groups demonstrated the actual improvement of the experimental group after the implementation of the

error correction codes. The results revealed that there is a significant difference among students' writing proficiency in the control and experimental groups. In addition, the students' willingness to participate helped enormously in the correct development of the treatment implemented by the researchers.

According to the findings of the study, the mean scores of the experimental group (P) show an improvement from the pre-test (M=4.16) to the post-test (M=4.94), indicating a positive effect. In contrast, the control group (S) experienced only a marginal increase in mean scores from the pre-test (M=2.81) to the post-test (M=2.84). The standard deviations for both groups remained relatively consistent across the tests, suggesting a stable level of dispersion in the data. Moreover, the experimental group's notably higher post-test mean, coupled with a lower standard deviation, indicates that the introduction of error correction codes not only led to an overall improvement but also contributed to greater consistency in writing performance. This consistency is essential in fostering a more reliable and effective learning environment. Consequently, the importance of error correction codes is highlighted by their role in providing students with specific and actionable feedback on their writing, fostering a deeper understanding of the English language. By identifying and rectifying errors, these codes guide learners in mastering the nuances of grammar, syntax, and vocabulary.

Overall, this research highlighted the value of the error correction codes to enhance the writing proficiency of EFL learners. Therefore, the hypothesis proposed at the beginning of the research can be proven true due to the results obtained in the pre-test and post-test scores. The application of error correction codes provides an innovative technique. By using this technique, learners correct their mistakes to increase their writing skills. In addition, it contributes to the English teacher's community in Ecuador with a rarely used technique to improve writing and

demonstrate a factual operation of this technique in the country. Thus, this research provided practical results in the Ecuadorian context.

Implications and Limitations

Although the hypothesis was true, there were some limitations during this process. First, the one-month treatment duration may have impacted the improvement in writing proficiency. Moreover, the study focused on students with a low writing proficiency level, so if learners' initial capacity is higher, the results will be higher too. The availability of time was another limitation in this study. Since the researchers had only one hour per week for the learners to complete the tests, the time might have influenced the effectiveness of the intervention. Finally, students experienced error correction codes for the first time. Therefore, some of them were struggled to comprehend the use of them.

Chapter Six

VI. Recommendations

After analyzing the data, the implementation of error correction codes for improving the writing proficiency of EFL learners is positively suggested due to the benefits experienced in the research. Despite the present investigation was carried out in a limited time interval, productive results were evident in learners' writing skills. However, to further develop this research topic, a long-term study would be needed to examine the feasibility of involving error correction codes in the classroom.

Furthermore, English teachers keen to apply the codes must nurture themselves on the topic to clearly differentiate the purpose of each code and provide meaningful and accurate feedback to their students. Additionally, learners ought to thoroughly understand the purpose of

using error codes in their writing activities. Thus, the teacher's role is to clarify all the information regarding error codes. Besides, participants' English level must be adequate to allow them to express ideas in a coherent and cohesive written text.

Chapter Seven

VII. References

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Chapter Eight

VIII. Appendix

Appendix 1: Validation Tools

Validation tool A

VALIDATION OF THE INSTRUMENT BY EXPERTS

Validation of the Instrument

Evaluator's name: _____ Agnes Orosz _____

Specialty: _____ PINE _____

Academic degree: _____ MA Modern Languages, DELTA _____

Authors of the thesis:

- Bryam Alexander Arias Sinchi
- Juan Andrés Carchipulla Largo
- Wilman Alexios Calva Defaz

Thank you for participating in the validation of the pre and post-test for the research project titled "Using Error Correction Codes to Improve Writing Proficiency of EFL Learners in a Public School." Your expertise in the field is invaluable. Please carefully review the pre and post-test instruments provided and provide feedback based on the specified criteria.

Please mark with an X the answer chosen from the options presented:

General evaluation of the tests			
Excellent	Good	Regular	Deficient
x			

Content validity of the tests

Kindly mark your response on the statements below by circling the number that aligns with your best judgment.

Section 1: Pre-test Evaluation

Criteria: Score on a scale of 1-5, with 1 being low alignment and 5 being high alignment

To what extent do the writing prompts align with the objective of assessing the use of simple past and past continuous in a real-world context? 1 2 3 4 **5**

Criteria: Score on a scale of 1-5, with 1 being unclear and 5 being very clear

How clear are the instructions provided to the students for the pre-test? 1 2 3 4 **5**

Criteria: Score on a scale of 1-5, with 1 being unbalanced and 5 being well-balanced

Does the distribution of content (50% simple past, 50% past continuous) align with the intended focus on both grammar structures? 1 2 **3** 4 5

Section 2: Post-test Evaluation

Criteria: Score on a scale of 1-5, with 1 being low alignment and 5 being high alignment

To what extent do the writing prompts align with the objective of assessing the use of simple past and past continuous in a real-world context? 1 2 3 **4** 5

Criteria: Score on a scale of 1-5, with 1 being unclear and 5 being very clear

How clear are the instructions provided to the students for the pre-test? 1 2 3 4 **5**

Does the distribution of content (50% simple past, 50% past continuous) align with the intended focus on both grammar structures? 1 2 **3** 4 5

Comments and Suggestions section

Please provide any additional comments or suggestions regarding the design, content, or any other aspect of the pre and post-test instruments. Your insights are crucial to ensuring the effectiveness and validity of the assessment tools.

Reasons why it is considered appropriate

Clear and focuses on the grammar structures that are the objective.

Reasons why it is considered inappropriate

You cannot expect a really communicative task to be 50% past simple and 50% past continuous. Students should only use the past continuous if it is appropriate in the context, That's very unlikely to be 50%. Also, the expectation is unfair since it does not say this in the instructions.

Improvement proposals (modification, replacement, or deletion)

Remove the 50% requirement.

Thank you for your time!

Evaluator's Full Name: Agnes Orosz

ID: 1750685305

Signature: AO

*Validation tool B***VALIDATION OF THE INSTRUMENT BY EXPERTS****Validation of the Instrument****Evaluator's name:** IRMA VERÓNICA MONTES DE OCA SÁNCHEZ**Specialty:** APPLIED LINGUISTICS**Academic degree:** LINGUISTICA APLICADA A LA ENSEÑANZA DEL IDIOMA INGLÉS**Authors of the thesis:**

- Bryam Alexander Arias Sinchi
- Juan Andrés Carchipulla Largo
- Wilman Alexios Calva Defaz

Instrument to validate the pre-test and post-test

Thank you for participating in the validation of the pre and post-test for the research project titled "Using Error Correction Codes to Improve Writing Proficiency of EFL Learners in a Public School." Your expertise in the field is invaluable. Please carefully review the pre and post-test instruments provided and provide feedback based on the specified criteria.

Please mark with an X the answer chosen from the options presented:

General evaluation of the tests

Excellent GoodX Regular Deficient

Content validity of the tests

Kindly mark your response on the statements below by circling the number that aligns with your best judgment.

Section 1: Pre-test Evaluation

Criteria: Score on a scale of 1-5, with 1 being low alignment and 5 being high alignment

To what extent do the writing prompts align with the objective of assessing the use of simple past and past continuous in a real-world context? 1 2 3 4 5

Criteria: Score on a scale of 1-5, with 1 being unclear and 5 being very clear

How clear are the instructions provided to the students for the pre-test? 1 2 3 4 5

Criteria: Score on a scale of 1-5, with 1 being unbalanced and 5 being well-balanced

Does the distribution of content (50% simple past, 50% past continuous) align with the intended focus on both grammar structures? 1 2 3 4 5

Wilman Alexios Calva Defaz
Juan Andrés Carchipulla Largo

Section 2: Post-test Evaluation

Criteria: Score on a scale of 1-5, with 1 being low alignment and 5 being high alignment

To what extent do the writing prompts align with the objective of assessing the use of simple past and past continuous in a real-world context? 1 2 3 4 5

Criteria: Score on a scale of 1-5, with 1 being unclear and 5 being very clear

How clear are the instructions provided to the students for the **pre-test**? 1 2 3 4 5

Criteria: Score on a scale of 1-5, with 1 being unbalanced and 5 being well-balanced

Does the distribution of content (50% simple past, 50% past continuous) align with the intended focus on both grammar structures? 1 2 3 4 5

Comments and Suggestions section

Please provide any additional comments or suggestions regarding the design, content, or any other aspect of the pre and post-test instruments. Your insights are crucial to ensuring the effectiveness and validity of the assessment tools.

Reasons why it is considered appropriate

The prompts to assess the Pre-test and Post-test are simple and clear. There is authenticity because it elicits a real student's scenario. The word count and the grammar structures needed are also detailed.

Reasons why it is considered inappropriate

Improvement proposals (modification, replacement, or deletion)

1. The appropriate use of punctuation and vocabulary help students deliver a clear piece of writing; therefore, consider if you will grade those aspects. I did not find the rubric you will use to grade the Pre/Post test. The rubrics need to be aligned with the prompts. It means that through the rubric students will know what is expected from them.
2. I did not find the error correction codes you previously mentioned.
3. Take into account that the amount of Past Simple and Past Continuous Tenses might vary depending on the ideas students want to convey. What happens if students write more ideas of just one structure? Is the 50% allotted based on the number of sentences written? Or is it based on accuracy? Could you kindly explain those aspects?

Thank you for your time!

Evaluator's Full Name: IRMA VERÓNICA MONTES DE OCA SÁNCHEZ

ID: 1803385325

Signature:

PRE-TEST

Name: _____

Class: 9th BGO "A" _____

5/10

Instructions: Based on the content you are checking in class, write a brief paragraph between 80 and 100 words talking about the leisure activities you did on Saturday and what activities you were doing while you did them. Write five (5) sentences using the simple past and five (5) sentences in past progressive.

The last Saturday I played soccer at the park. I woke up early to clean my house to take the day 3 times for a ride and we went all family to the supermarket. It was a very busy day, I also had to do some homework and prepare some things I needed for school during the week, since I don't have time Monday to Friday.

PRE-TEST

Name: XXXXXXXXXXClass: 2do BCU "A"

3.5/10

Instructions: Based on the content you are checking in class, write a brief paragraph between 80 and 100 words talking about the leisure activities you did on Saturday and what activities you were doing while you did them. Write five (5) sentences using the simple past and five (5) sentences in past progressive.

The best Saturday morning, I had a haircut, after I went to a program in Barrios, after I went to buy flowers, The best Saturday night, I went to a party

PRE-TEST

Name: [REDACTED]Class: 9th BGO - Aⁿ

4/10

Instructions: Based on the content you are checking in class, write a brief paragraph between 80 and 100 words talking about the leisure activities you did on Saturday and what activities you were doing while you did them. Write five (5) sentences using the simple past and five (5) sentences in past progressive.

Hello my name is Bruno, the last Saturday ^{is} cleaned my house,
^{is} last Saturday ^{is} played soccer in the park, in five minutes later
^{is} ^{is} watched ^{SP} movies in TV, last Saturday afternoon ^{is} ^{WT} played in
 video games in my house, my brother and me ^{is} ^{WT} back in buy
 the food, my mother ^{is} ^{WT} buy in ^{is} ^{SP} brock, my ^{is} ^{SP} brother ^{is} ^{WT} back
 in the park ^{is} ^{WT} visited ^{is} ^{WT} my grandfather.

PRE-TEST

Name: _____

Class: 2^o "A"

Instructions: Based on the content you are checking in class, write a brief paragraph between 80 and 100 words talking about the leisure activities you did on Saturday and what activities you were doing while you did them. Write five (5) sentences using the simple past and five (5) sentences in past progressive.

Pasado Simple
 SP Las Saturday I didn't have any money
 SP Las Saturday I went to play soccer
 SP Las Saturday It rained a lot at afternoon
 SP Las Saturday I saw my friends
 SP Las Saturday I went to a party

Pasado Progresivo

*

*

*

*

*

3.5/100

PRE-TEST

Name: _____

Class: 2nd B6U "A"

Instructions: Based on the content you are checking in class, write a brief paragraph between 80 and 100 words talking about the leisure activities you did on Saturday and what activities you were doing while you did them. Write five (5) sentences using the simple past and five (5) sentences in past progressive.

ww (6e) day Saturday ^M went the park we ^{sp} may dog
 (6e) day Saturday ^M went the ^{sp} may mader
 (6e) day went ^M shopping
 I (6e) day Saturday go to the doctor
 ww (6e) day Saturday I drew his family
 I (6e) day Saturday traveled the grandmother

PRE-TEST

3.5/10

Name: [REDACTED]

Class: 2^{do} base 'A'

Instructions: Based on the content you are checking in class, write a brief paragraph between 80 and 100 words talking about the leisure activities you did on Saturday and what activities you were doing while you did them. Write five (5) sentences using the simple past and five (5) sentences in past progressive.

Good morning I ^{was} playing soccer with my family
in the afternoon I ^{was} playing the Playstation and my brother

Appendix 4: Treatment 2

2 A

2 treatment

Write a paragraph (80-100 words) talking about your favorite memories from the last trip. Use the simple past tense to describe specific moments and experiences.


I ^{WT} travelt ^M to USA. I ^{WT} go to ^{RW} hicago city. I ^{WT} visit my sister and ^{SP} my grandfathers. I was in my ent house 2 weeks. I ^P brought a new phone. I ^P play soccer with my cousin. I ^P play soccer and ^{SP} video games. I ^{WT} go to the city center and I ^{WT} take too ^{SP} much photos. I ^{WT} go to my cousin's house. her house was long way away. We ^{WT} eat a dinner then we ^{WT} go to her house. I ^{WT} see the snow for the first time in my life. Then ^{SP} I was on play zone and I was so much excited. When ^{SP} I ^{WT} return to Ecuador I was so much sad and I ^{WT} want to go again. That is my last trip.

Appendix 5: Treatment 3

3 Treatment

MY AUTOBIOGRAPHY

My name is Lenin Alejandro Uthco
 Mendez^P I was born on December 14,
 2000. I am 12 years old and I am
 currently in my second year of high
 school. I live in Cuenca, Ecuador



I started studying at the age of four in^M kindergarten^P
 then I attended school. ^{SP}some of my hobbies are
 playing soccer, listening to music, ^Mvideo games, going for
 walks. I also have pets, a cat ^{WW}and two dogs and
 a hamster

Appendix 6: Treatment 4

DD MM AA

4 Treatment

Write a paragraph (80-100 words) talking about your most vivid childhood memories. Use simple past.

I ^{WT} remembered I rode my bike in the park and played soccer ^M my ^{SP} brothers. Another moment was when I traveled with my mom, sister, ^{SP} brothers ^{WW} Salinas and ate seafood ^{to} the first time. Also like when we went ^M watch ^M movie ^{SP} with my family and friends. My best childhood ^{SP} memory ^{WT} was when I adopted a cat that my father gave me ^B the only problem was the cat ^{WT} behaved badly. ^{then} I ^{WT} remembered my grandmother came to visit us ^B it was an emotive childhood ^{SP} memory.

Appendix 7: Post-test

Classwork

Name [REDACTED]

6/10

Instructions: Based on the content you are checking in class, write a brief paragraph between 80 and 100 words talking about the leisure activities you did on Sunday and what activities you were doing while you did them. Write five (5) sentences using the simple past and five (5) sentences in past progressive.

Last weekend, I ^{WT} do many fun things. On Sunday, I ^{WT} meet my friends at the park and we ^{WF} plays soccer. I ^{WF} eate a delicious sandwich for lunch. Then, in the evening, I watched a good movie in my house. After that, I ^{WF} goss to the museum with my family. We ^{WF} sees a lot of interesting things. After that, we ^{WF} eated pizza for dinner. Finally, at night, I read a book before I ^{WT} go to bed. It was a very nice weekend with many ^{WF} enjoy activities.

zian

ESTILO

CLASSWORK

5.5/10

Name: _____

Instruction. Based on the content you are checking in class, write a brief paragraph between 80 and 100 words talking about the leisure activities you did on Sunday and what activities you were doing while you did them. Write five (5) sentences using the simple past and five (5) sentences in past progressive.

Last Sunday I did many things. I slept until late because I didn't have school. After that, I ate breakfast with my mom. After that, I go to a park to play with my friends. While I was playing, I saw many dogs. Also, I ate some popcorn with my friends. After that, I go home and I ate with my family. Then, we saw the TV. After that I did my homework. While I was doing the homework I listened rock music. I did many things.

11

4/10

Test

Name: [REDACTED]

* Instructions: Based on the content you are checking in class, write a brief paragraph between 80 and 100 words talking about the leisure activities you did on Sunday and what activities you were doing while you did them. Write 5 sentences using the simple past and 5 sentences in past progressive.

^{WW} (I) Sunday, I ^{WT} go to the park with my friends. We played ^{SP} football and ^{WW} drank a soda. Then, I visited my ^{SP} grandmother and ^{WF} prepared chicken with ^{SP} rice. After that my family ^{WF} eat it. After that, I watched a movie while my parents were talking. Also, I was eating ^{WO} cookies delicious. Finally, I ^{WT} go home.

Test

5.5 / M

Name: [REDACTED]

- o Based on the content you are checking in class, write a brief paragraph between 50 - 100 words talking about the leisure activities you did on Sunday and what activities you were doing while you did them. Write five sentences using the simple past and five sentences in past progressive.

last Sunday_{WF}, I played soccer with my friends. My mom were_{WF} talking with my dad & we eat_{WT} salchipapa and ice cream. In the afternoon we_P cleaned the house and I washed the dishes. Then I_P watched a series_{SP} with my sister and she was crying_{SP}. My dad buyed_{SP} Mexican_{WF} food and tacos_{MW} were good. Finally I_P was listening to music but I was tired and fall_{WT} asleep. I love my last Sunday_{WF}.

TEST

6/19

Name: [REDACTED]

• Based on the content you are checking in class, write a brief paragraph between 80-100 words talking about the leisure activities you did on Sunday and what activities you were doing while you did them. Write five sentences using the simple past and five sentences in past progressive.

Last Sunday, I ^Pwoke up ^{SP}early and ^Mprepared delicious breakfast. I was ^Pcooking and my family was sleeping. After breakfast, ^Pwe went for a walk in the park. The sun was shining, and it was hot. While we were walking, ^Pwe bought ice cream. We ^{SP}had lunch ^{ww}at home. In the evening, ^PI watched a movie with my brother and my dad. Sunday ^Mis a relaxing day with my family. I enjoyed it.

CLASSWORK

4,5/10

Name: [REDACTED]

Group: 2nd "A"

INSTRUCTION: Based on the content you are checking in class, write a brief paragraph between 80 and 100 words talking about the leisure activities you did on Sunday and what activities you were doing while you did them. Write five (5) sentences using the simple past and five (5) sentences in past progressive.

On Sunday, I went to the park for a picnic ^{SP} with my friends. We played frisbee and ate sandwiches. I ^{WT} sat on the grass and ^{WT} enjoy the sunshine. While we were playing, a bird ^{WT} come and ^{WT} try to steal our ^{WT} food. Suddenly, it ^{WT} start raining, so we ^{SP} hurried to pack up our things. We ^{WT} laughing and run to ^{WT} find shelter under a tree. After the rain ^{WT} stop, we ^{WT} can continue our picnic. On Saturday, I relaxed at home and watched TV. I ^{WT} cook dinner for my friends while the TV was playing in the background.

KUT

CLASSWORK

5/10

Name: [REDACTED]

Group: 2do "A"


Instructions:

Based on the content you are checking in class, write a brief paragraph between 80 and 100 words talking about the leisure activities you did on Sunday and what activities you were doing while you did them. Write five (5) sentences using the simple past and (5) sentences in past progressive.

On Sunday, many ^{SP}peoples choose to relax ^{SP}at home watching movies. My Family and I ^{WT}choosed to watch a comedy movie in the living room while we watched the movie, we ^{SP}laughted loudly at the funny situations. After we decided to make popcorn in the ^{SP}Kitchen, while we were making them, the delicious smell filled the ^{SP}house. Finally, we ^{WT}sit together on the couch and enjoyed the ^{SP}popcorns while we continued to watch the movie. It ^{WT}was pleasant and relaxing time to spend with family. In addition, I usually make ^{WT}fast food and take a short nap.


Appendix 8: Consent Forms

School Principal Consent



UNAE
UNIVERSIDAD NACIONAL AUTÓNOMA DE ECUADOR

Instructivo y procedimientos para el Trabajo de Integración Curricular y el Examen Complexivo en PINE
Comité de Titulación de PINE (abril, 2023)



UNAE
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

1. CONSENT LETTER FOR THE SCHOOL RECTORS

CONSENTIMIENTO INFORMADO PARA LA REALIZACIÓN DE ESTUDIO EDUCATIVO PARA PROYECTO DE TITULACIÓN EN LAS MODALIDADES PRESENCIAL, SEMIPRESENCIAL E HÍBRIDA

Cuenca, viernes, 17 de noviembre de 2023

1. DATOS INFORMATIVOS:

1.1. Apellidos y nombres: Arias Sinchi Bryam Alexander Calva Defaz Wilman Alexios Carchipulla Largo Juan Andrés	
1.2. Carrera: Pedagogía de los Idiomas Nacionales y extranjeros	1.3. Itinerario: 4 horas de lunes a viernes
1.4. Ciclo: Noveno Ciclo	1.5. Paralelo: 2

Nombre del Rector: Mgtr. Ximena Lituma Serrano
Rector(a) de la institución Educativa

Nosotros, Andrés Carchipulla, Bryam Arias y Alexios Calva nos dirigimos a usted muy respetuosamente para solicitar una autorización de ingreso a la Unidad Educativa Julio María Matovelle, con el objetivo de ejecutar un estudio educativo como parte de nuestro Proyecto de Titulación, el cual se podrá dar en la modalidad que cuente su institución para impartir el estudio antes mencionado. A continuación, detallamos nuestro estudio educativo:

Detallar el Estudio

La investigación se centra en abordar la baja competencia en escritura de estudiantes ecuatorianos de inglés como lengua extranjera (EFL). Busca evaluar el impacto del uso de códigos de corrección de errores en la mejora de las habilidades escritas de los estudiantes. Además, pretende analizar cómo



Instructivo y procedimientos para el Trabajo de Integración
Curricular y el Examen Complexivo en PINE
Comité de Titulación de PINE (abril, 2023)



este método ayuda a los estudiantes a identificar y corregir sus propios errores en tareas de escritura. El objetivo es proporcionar una estrategia efectiva y específica para elevar el nivel de escritura de estos estudiantes y brindar datos actualizados sobre su aplicación en el contexto educativo ecuatoriano.

Luego de lo antes declarado, en pleno uso de mis condiciones mentales, siendo total y enteramente responsable, manifiesto mi disposición para realizar este estudio educativo en la modalidad establecida por la institución educativa.

Esperando su favorable acogida y autorización.

Atentamente,

Autorizado.

Firma:


Nombres y apellidos: Ximena Liliana Serrano

C.I.: 1400284913

Sello de la institución:




Parents Consent



UNAE
UNIVERSIDAD NACIONAL DE EDUCACIÓN

Instructivo y procedimientos para el Trabajo de Integración Curricular y el Examen Complexivo en PINE
Comité de Titulación de PINE (abril, 2023)



UNAE
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

2. CONSENT LETTER FOR PARENTS

Carta de autorización para publicación de trabajos, videos o fotografías del estudiante de la Unidad Educativa Julio María Matovelle

Estimado padre/madre o representante legal:

Me dirijo a usted para solicitar su autorización para que los practicantes de la Universidad Nacional de Educación (UNAE), de la carrera Pedagogía de los Idiomas Extranjeros y Nacionales, 9no ciclo, paralelo 2 que realizan sus prácticas preprofesionales en la institución Unidad Educativa Julio María Matovelle tomen fotografías, videos y entrevistas de su representado/a dentro del aula, así como también durante las actividades escolares, únicamente con fines educativos y de investigación.

Si brinda su autorización, la UNAE podría publicar con fines académicos y de investigación en diversos formatos las fotografías, videos, muestras del trabajo que haya realizado su representado/a. Las publicaciones podrían ser: boletines (en línea y forma impresa), Internet, sitios web intranet, revistas, periódicos locales y en el Repositorio de la Biblioteca de la UNAE

A continuación, detallamos nuestro estudio educativo:

Este estudio está enfocado en el área de inglés, con el fin de que los estudiantes mejoren su habilidad de escritura. Durante este tiempo, los alumnos de segundo año de bachillerato (paralelos A y B) deberán colaborar con ciertas actividades como exámenes, entrevistas y tareas extras con la finalidad de que los estudiantes puedan practicar y mejorar el inglés de manera efectiva. Cabe recalcar que después de los resultados obtenidos en los primeros exámenes, se seleccionará a un grupo pequeño de estudiantes, quienes serán los que participen activamente en el proceso. El estudio se realizará durante las horas de inglés, por lo cual ya nos hemos comunicado con el docente de inglés de este curso para pedir su debida autorización.

1

Última actualización (mayo, 2023) MEMG



Instructivo y procedimientos para el Trabajo de Integración Curricular y el Examen Complexivo en PINE
Comité de Titulación de PINE (abril, 2023)



UNAE
PEDAGOGÍA
DE LOS IDIOMAS
NACIONALES
Y EXTRANJEROS

De manera opcional se dará a conocer a los representantes de cada alumno/a acerca de las actividades que se van a realizar con ellos por medio de un comunicado escrito.

Al firmar el presente consentimiento usted estaría de acuerdo con lo siguiente:

1. Se puede reproducir la fotografía de su representado/a ya sea en color o en blanco y negro.
2. La UNAE no usará los videos o fotografías para ningún fin que no sea la educación de los practicantes, la promoción general de la educación pública o de la UNAE, en los trabajos realizados en las prácticas preprofesionales y de investigación, es decir, no lo utilizará con fines comerciales y publicitarios.
3. Todas las fotografías tomadas se conservarán sólo por el tiempo que sea necesario para los fines anteriormente mencionados y serán guardadas y desechadas en forma segura.
4. La UNAE actuará con la normativa ecuatoriana vigente relacionada a protección de derechos de niños, niñas y adolescentes.
5. La UNAE puede garantizar que no se le podrá identificar por su fotografía o trabajo al representado/a.
6. Aún en los casos permitidos por la ley, no se podrá utilizar públicamente la imagen de un adolescente mayor de quince años, sin su autorización expresa; ni la de un niño/a o adolescente menor de dicha edad, sin la autorización de su representante legal, quien sólo la dará si no lesiona los derechos de su representado.

Si está de acuerdo en permitir que los estudiantes de la UNAE tomen fotografías - videos de su representado/a y las publique de la manera detallada anteriormente, sírvase completar el formulario de consentimiento y devuélvalo a la escuela.

Este consentimiento, si está firmado, estará vigente hasta el momento que usted informe a la escuela de lo contrario.



Instructivo y procedimientos para el Trabajo de Integración Curricular y el Examen Complexivo en PINE
Comité de Titulación de PINE (abril, 2023)



FORMULARIO DE CONSENTIMIENTO PARA PUBLICACIÓN DE TRABAJOS O FOTOGRAFÍAS DEL ALUMNO

De conformidad a lo dispuesto en el inciso final del articulado 52 del Código de la Niñez y Adolescencia, estoy de acuerdo, sujeto a las condiciones establecidas antes expuestas, en que se tomen fotografías o videos de mi representado durante actividades escolares, para ser usadas por la UNAE en la educación de los estudiantes y promoción de la UNAE y educación pública. Así mismo estoy de acuerdo en la publicación de fotografías y muestras de trabajos de mi representado/a. Por lo que no exigiré retribución alguna por su uso.

Comunicaré a la UNAE si decido retirar esta autorización:

Nombre del/la estudiante:

MARCO S... J. D. ... ORTIZ ... LLERENA

...

Nombre completo padre/madre/representante legal:

BLANCA ... MARINA ... LLERENA ... LESCANO

..

Cédula de ciudadanía: ..18.0354.832..8....

Firma del padre/ madre/ representante legal: 

Fecha: ..20...11...2023

Appendix 9: Declaratoria de propiedad intelectual



**DECLARATORIA DE PROPIEDAD INTELECTUAL Y CESIÓN DE DERECHOS DE PUBLICACIÓN
PARA EL TRABAJO DE INTEGRACIÓN CURRICULAR
DIRECCIONES DE CARRERAS DE GRADO PRESENCIALES - DIRECCIÓN DE BIBLIOTECA**

Yo, *Bryam Alexander Arias Sinchi*, portador de la cedula de ciudadanía nro. *0105734495*, estudiante de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros en el marco establecido en el artículo 13, literal b) del Reglamento de Titulación de las Carreras de Grado de la Universidad Nacional de Educación, declaro:

Que, todas las ideas, opiniones y contenidos expuestos en el trabajo de Integración curricular denominada "*Using error correction codes to improve writing proficiency of EFL learners in a public school*" son de exclusiva responsabilidad del suscribiente de la presente declaración, de conformidad con el artículo 114 del Código Orgánico de la Economía Social de los Conocimientos, Creatividad e Innovación, por lo que otorgo y reconozco a favor de la Universidad Nacional de Educación - UNAE una licencia gratuita, intransferible y no exclusiva para el uso no comercial de la obra con fines académicos, además declaro que en el desarrollo de mi Trabajo de Integración Curricular se han realizado citas, referencias, y extractos de otros autores, mismos que no me tribuyo su autoría.

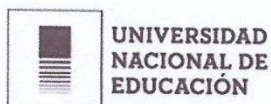
Asimismo, autorizo a la Universidad Nacional de Educación - UNAE, la utilización de los datos e información que forme parte del contenido del Trabajo de Integración Curricular que se encuentren disponibles en base de datos o repositorios y otras formas de almacenamiento, en el marco establecido en el artículo 141 Código Orgánico de la Economía Social de los Conocimientos, Creatividad e Innovación.

De igual manera, concedo a la Universidad Nacional de Educación - UNAE, la autorización para la publicación de Trabajo de Integración Curricular denominado "*Using error correction codes to improve writing proficiency of EFL learners in a public school*" en el repositorio institucional y la entrega de este al Sistema Nacional de Información de la Educación Superior del Ecuador para su difusión pública respetando los derechos de autor, como lo establece el artículo 144 de la Ley Orgánica de Educación Superior.

Ratifico con mi suscripción la presente declaración, en todo su contenido.

Azogues, 07 de marzo de 2024

Bryam Alexander Arias Sinchi
C.I.: 0105734495



**DECLARATORIA DE PROPIEDAD INTELECTUAL Y CESIÓN DE DERECHOS DE PUBLICACIÓN
PARA EL TRABAJO DE INTEGRACIÓN CURRICULAR
DIRECCIONES DE CARRERAS DE GRADO PRESENCIALES - DIRECCIÓN DE BIBLIOTECA**

Yo, *Wilman Alexios Calva Defaz*, portador de la cedula de ciudadanía nro. 1900558105, estudiante de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros en el marco establecido en el artículo 13, literal b) del Reglamento de Titulación de las Carreras de Grado de la Universidad Nacional de Educación, declaro:


Que, todas las ideas, opiniones y contenidos expuestos en el trabajo de Integración curricular denominada "*Using error correction codes to improve writing proficiency of EFL learners in a public school*" son de exclusiva responsabilidad del suscribiente de la presente declaración, de conformidad con el artículo 114 del Código Orgánico de la Economía Social de los Conocimientos, Creatividad e Innovación, por lo que otorgo y reconozco a favor de la Universidad Nacional de Educación - UNAE una licencia gratuita, intransferible y no exclusiva para el uso no comercial de la obra con fines académicos, además declaro que en el desarrollo de mi Trabajo de Integración Curricular se han realizado citas, referencias, y extractos de otros autores, mismos que no me tribuyo su autoría.

Así mismo, autorizo a la Universidad Nacional de Educación - UNAE, la utilización de los datos e información que forme parte del contenido del Trabajo de Integración Curricular que se encuentren disponibles en base de datos o repositorios y otras formas de almacenamiento, en el marco establecido en el artículo 141 Código Orgánico de la Economía Social de los Conocimientos, Creatividad e Innovación.

De igual manera, concedo a la Universidad Nacional de Educación - UNAE, la autorización para la publicación de Trabajo de Integración Curricular denominado "*Using error correction codes to improve writing proficiency of EFL learners in a public school*" en el repositorio institucional y la entrega de este al Sistema Nacional de Información de la Educación Superior del Ecuador para su difusión pública respetando los derechos de autor, como lo establece el artículo 144 de la Ley Orgánica de Educación Superior.

Ratifico con mi suscripción la presente declaración, en todo su contenido.

Azogues, 07 de marzo de 2024



Wilman Alexios Calva Defaz
 C.I.: 1900558105



**DECLARATORIA DE PROPIEDAD INTELECTUAL Y CESIÓN DE DERECHOS DE PUBLICACIÓN
PARA EL TRABAJO DE INTEGRACIÓN CURRICULAR
DIRECCIONES DE CARRERAS DE GRADO PRESENCIALES - DIRECCIÓN DE BIBLIOTECA**

Yo, *Juan Andrés Carchipulla Largo*, portador de la cedula de ciudadanía nro. 0107567893, estudiante de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros en el marco establecido en el artículo 13, literal b) del Reglamento de Titulación de las Carreras de Grado de la Universidad Nacional de Educación, declaro:

Que, todas las ideas, opiniones y contenidos expuestos en el trabajo de Integración curricular denominada *"Using error correction codes to improve writing proficiency of EFL learners in a public school"* son de exclusiva responsabilidad del suscribiente de la presente declaración, de conformidad con el artículo 114 del Código Orgánico de la Economía Social de los Conocimientos, Creatividad e Innovación, por lo que otorgo y reconozco a favor de la Universidad Nacional de Educación - UNAE una licencia gratuita, intransferible y no exclusiva para el uso no comercial de la obra con fines académicos, además declaro que en el desarrollo de mi Trabajo de Integración Curricular se han realizado citas, referencias, y extractos de otros autores, mismos que no me tribuyo su autoría.

Asimismo, autorizo a la Universidad Nacional de Educación - UNAE, la utilización de los datos e información que forme parte del contenido del Trabajo de Integración Curricular que se encuentren disponibles en base de datos o repositorios y otras formas de almacenamiento, en el marco establecido en el artículo 141 Código Orgánico de la Economía Social de los Conocimientos, Creatividad e Innovación.

De igual manera, concedo a la Universidad Nacional de Educación - UNAE, la autorización para la publicación de Trabajo de Integración Curricular denominado *"Using error correction codes to improve writing proficiency of EFL learners in a public school"* en el repositorio institucional y la entrega de este al Sistema Nacional de Información de la Educación Superior del Ecuador para su difusión pública respetando los derechos de autor, como lo establece el artículo 144 de la Ley Orgánica de Educación Superior.

Ratifico con mi suscripción la presente declaración, en todo su contenido.

Azogues, 07 de marzo de 2024

A handwritten signature in blue ink, which appears to read "Juan Andrés Carchipulla Largo".

Juan Andrés Carchipulla Largo
C.I.: 0107567893

Appendix 10: Certificación del tutor



CERTIFICACIÓN DEL TUTOR PARA TRABAJO DE INTEGRACIÓN CURRICULAR DIRECCIONES DE CARRERA DE GRADO PRESENCIALES

Carrera de: Pedagogía de los Idiomas Nacionales y Extranjeros

Yo, Mirdelio Esteban Monzón Gómez, tutor del Trabajo de Integración Curricular de Carreras de Grado de Modalidad Presencial denominado "Using error correction codes to improve writing proficiency of EFL learners in a public school " perteneciente a los siguientes estudiantes:

1. **Bryam Alexander Arias Sinchi:** autor (CI: 0105734495)
2. **Wilman Alexios Calva Defaz:** autor (CI: 1900558105)
3. **Juan Andrés Carchipulla LARGO:** autor (CI: 0107567893)

Doy fe de haber guiado y aprobado el Trabajo de Integración Curricular. También informo que el trabajo fue revisado con la herramienta de prevención de plagio Turnitin donde reportó el 9 % de coincidencia, apegándose a la normativa académica vigente de la Universidad. Finalmente, se considera que siendo un trabajo de pregrado los estudiantes han avanzado lo suficiente como para poder realizar la presentación de la misma ante un tribunal evaluador si el tribunal de revisión lo considerara de esa manera.

Azogues, 07 de febrero 2024



Mirdelio Esteban Monzón Gómez
C.I: 1755847306