



Teacher mini conferences in class: an alternative to provide feedback in written tasks

Mini conferencias del docente en clase: una alternativa para proporcionar retroalimentación en tareas escritas

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Resumen: Hattie y Timperley (2007) definen la retroalimentación como el resultado en el que un agente, como un maestro, proporciona información sobre los aspectos de la comprensión de la persona. La estrategia de retroalimentación que se implementó en este estudio fue mini conferencias de docente en clase. Esta estrategia consiste en actividades previas a la escritura y a la generación de ideas donde el maestro discute con toda la clase e ilustra qué habilidad deben usar los estudiantes (Grabe y Kaplan, 1996). El estudio se realizó en una escuela pública en la ciudad de Cuenca, Ecuador, con estudiantes que aprendían inglés como lengua extranjera (EFL). Consistió en un grupo de intervención (n = 36) y un grupo de control (n = 31). El estudio se realizó durante la primera unidad didáctica (seis semanas) del año escolar 2019-2020 donde los estudiantes produjeron un total de cinco párrafos. El primer párrafo cumplió el propósito de *pretest*, mientras que el último párrafo fue el *post test*. La prueba de signos de Wilcoxon se utilizó para la comparación entre muestras relacionadas (Pre - post) y la prueba de U-Mann Whitney para muestras independientes. Los datos se procesaron a través de SPSS 25. El estudio concluyó que la retroalimentación de los maestros tiene un impacto mayor considerando el desempeño de acuerdo con Yang et al. (2006), Gielen, et al., (2010), Zacharias (2007) y Van den Bergh, Ros y Beijaard (2014). Además, las mini conferencias de docente en clase revelaron un impacto positivo en el desarrollo de ideas de apoyo, organización y transiciones, mecánica y el desarrollo del estilo.

Palabras clave: Mini conferencias del docente en clase, EFL, retroalimentación, Cuenca, Ecuador, escritura, párrafos.

Abstract: Hattie and Timperley (2007) define feedback as the result where an agent, such as a teacher, provides information on the aspects of the person's understanding. The feedback strategy which was implemented in this study was teacher mini conferences in class. This strategy consists of pre-writing and idea generating activities where the teacher discusses with the whole class and illustrates what skill the students should use (Grabe and Kaplan, 1996). The study was carried out in a public school in the city of Cuenca, Ecuador with students learning English as a foreign language (EFL). It consisted of a target (n=36) and control group (n=31). The study was conducted during the first didactic unit (six weeks) of the scholar year 2019-2020 where the students produced a total of five paragraphs. The first paragraph served the purpose of the pre-test, while the last paragraph was the post-test. The Wilcoxon sign test was used for comparison between related samples (Pre - post) and the U-Mann Whitney test for independent samples. The data was processed through SPSS 25. The study concluded that teacher feedback has a larger impact considering performance in agreement with Yang et al. (2006), Gielen, et al., (2010), Zacharias (2007), and Van den Bergh, Ros, and Beijaard (2014). Further, teacher mini conferences in class revealed a positive impact on the development of supporting details, organization and transitions, mechanics, and the development of style.

Keywords: Teacher mini conferences in class, EFL, feedback, Cuenca, Ecuador, writing, paragraphs.



INTRODUCTION

In all academic environments, there are key aspects that help learning throughout the teaching process. In the context of teaching English as a foreign language, educators have found several elements that either promote learning or others that obstruct it. As [Hyland and Hyland \(2006\)](#) stated, feedback has long been regarded as essential for the development of second language (L2) writing skills, both for its potential for learning and for student motivation. Although many researchers such as [Yang, Badger, and Yu \(2006\)](#); [Gielen, Tops, Dochy, Onghena, and Smeets, \(2010\)](#); and [Gielen, Peeters, Dochy, Onghena, and Struyven \(2010\)](#) have conducted studies on feedback, the main focus has been allocated to peer-feedback, very little has been researched on mini-class conferences in class to provide feedback in writing assignments. This study aims to analyze the effects of teacher mini-class conferences after students produce written assignments.

As [Ion, Barrera-Corominas, and Tomàs-Folch \(2016\)](#) have pointed out, feedback has a clear purpose, to develop autonomous learners that can think reflectively and adopt self-directed attitudes regarding their lifelong learning. These authors concluded that in an EFL learning context, several teachers had a specific and established method to give feedback and did not look for alternatives that could possibly help students, acknowledging the diversity of their learning process in their classrooms.

However, [Paulus \(1999\)](#) determined that revision does not always mean improving the quality of a written task. This could be caused due to the lack of clearness, purpose, meaning, and compatibility that teachers' feedback has with students' prior knowledge resulting in deficiency in logical connections ([Hattie & Timperley, 2007](#)). [Van den Bergh, Ros, and Beijaard \(2014\)](#) claimed that most research done on feedback has been examined in traditional learning contexts where the priority has been to change or confirm students' knowledge. [Nicol and Macfarlane-Dick \(2006\)](#) claimed that there is not a clear agreement on defining quality feedback in active learning.

On the other hand, [Zacharias \(2007\)](#) established that a variety of attempts have been performed to help students improve their writing quality through feedback; in the words of this author, despite the efforts by English teachers, students do

not improve their writing tasks and keep making the same mistakes. In this manner, several concerns arise. As [Hyland and Hyland \(2006\)](#) stated, an issue that is permanently presented in feedback is its degree of quality. [Gamlem and Smith \(2013\)](#) suggested that feedback processes need to be modified to help students improve in future tasks. As a result, this study focuses on analyzing a specific feedback process and the possible effects of the application of it. In agreement with [Zacharias \(2007\)](#), students keep making the same errors and mistakes in their tasks after the feedback is conducted.

FEEDBACK DEFINITIONS AND RELEVANCE IN TEACHING

[Hattie and Timperley \(2007\)](#) wrote that feedback is the consequence of performance where an agent, such as a teacher, book, experience, among others, gives information on the aspects of the person's understanding. [Voerman, Meijer, Korthagen, and Simons \(2012\)](#) concluded that feedback can be interpreted as the previous level of performance of a student, an outside intervention with a desired objective or goal, and the new current level of performance of the same student.

Feedback helps students maximize their potential in different stages of their training and learning process by identifying strengths and areas of improvement. This aspect allows the development of new action plans to improve skills ([Alirio & Zambrano, 2011](#)). [Van den Bergh, Ros, and Beijaard \(2014\)](#) determined that feedback must be centered on developing metacognition in students, as well as knowledge of their socio-cultural skills as the teacher coaches them throughout the teaching-learning process.

Teachers' feedback is still considered the most effective method. This perspective does not only come from students' statements, but also from the teachers. Even when students are asked to provide feedback, most of the time, they will go to the teachers and ask if the comments they are making to their classmates are accurate ([Zacharias, 2007](#)).

Teachers and students find frustration regarding the feedback process and may find it even disappointing. Therefore, providing timely feedback has become crucial to develop competencies and constantly motivate the students



[Mahsood, et al. \(2018\)](#). According to these authors, it is necessary to administer formative feedback to positively impact the students' learning stating that the quality of information provided by the teacher will influence on the students' performance.

TEACHER MINI CONFERENCES IN CLASS

This technique is part of the teacher-student responses. It involves several ways that this technique can be applied. For instance, talking about pre-writing and idea generating activities where the teacher discusses with the whole class and illustrates what skill the students should use; also, teachers should have students write evaluations of their written drafts and discuss those evaluations; further, the teacher can use a specific writing or writings from the students to lead to discussions of problems that students share; moreover, a teacher can work with a volunteer to analyze the writing and receive feedback from the entire class; finally, the teacher can apply language learning activities such as scrambling sentences, highlight opinions and arguments and discuss their effectiveness ([Grabe and Kaplan, 1996](#)).

STUDIES ON FEEDBACK INTERVENTIONS

[Zacharias \(2007\)](#) confirmed in his study on teachers' and students' attitudes towards teacher feedback that teacher feedback is an important tool to improve students writing, according to the following reasons in favor of teacher feedback: teachers have higher linguistic competence in English, teacher feedback provides security for the students, cultural belief that teachers are the source of knowledge, and teachers control grades. Similarly, [Yang et al. \(2006\)](#) compared peer and teacher feedback by means of analyzing students' written drafts. The results demonstrated that students received 65.6% more feedback per word from their teacher compared to their peers' feedback. Also, students incorporated 90% of the feedback when it was provided by the teacher against 67% from their peers. Finally, interviews were applied to the students where they stated that teachers' feedback was more professional, experienced, and trustworthy than their peers. These authors demonstrated that teacher feedback leads to greater improvement due to the perception that teacher feedback is more qualified, experienced, accurate, valid, reliable and trustworthy. However, [Zacharias \(2007\)](#), claimed that not all students agree, especially the ones who have received inappropriate

teacher feedback such as: too much feedback or the use of unknown terms.

Further, a study on teacher and peer feedback in writing was performed in a secondary school by [Gielen, et al., \(2010\)](#) where similar results to [Yang et al. \(2006\)](#) were recorded. Based on students' perceptions, 56% of students did not consider peer feedback to be useful, and 63% of the students did not wish to continue using peer feedback. Both studies by [Gielen et al. \(2010\)](#) and [Yang et al. \(2006\)](#), agreed that teacher feedback has a larger impact considering performance. Moreover, Rajab, Khan and Elyas (2015) aimed to identify teachers' perceptions in EFL (n =184) and practices in Written Corrective Feedback (WCF) in the Saudi context found "time" as the main factor in following a particular strategy for written corrective feedback.

[Voerman, Meijer, Korthagen, and Simons \(2012\)](#) found that feedback interactions are low, and most are non-specific. However, specific feedback is among the most relevant tools to influence students' learning ([Hattie, 1999](#)). Moreover, [Van den Bergh, Ros, and Beijaard \(2014\)](#) conducted a study in Netherlands where 47 primary schools were considered. The research pointed out that around 50% of teacher-student interactions are regarded to feedback, precisely on assignments that students are working or on process. The authors affirm that very few of these interactions have non-specific feedback or feedback focused on personalities.

[Baker and Hansen Bricker \(2010\)](#) conducted a research on native English and ESL speakers' perception on writing feedback. They found that both speakers were able to quickly identify positive and negative comments when they were direct. However, both speakers were slow to identify positive and negative comments when they were indirect suggesting that students easily understand feedback when they are praised, but when comments are negative, students take longer to understand them. It helps explain why some students do not make changes in their works after the teacher has illustrated some errors. In addition, [Burnett \(2002\)](#) concluded that students, who perceived that the teacher was constantly giving them negative feedback, reported a negative relationship with the teacher while impacting on the classroom environment in a negative way. Thus, the author suggested that students' satisfaction is determined by the positive feedback that the teacher provides.



[Kazemi, Abadikhah, Dehqan \(2018\)](#) conducted a study to compare teacher-written feedback with joint feedback of student reviewers after intra-feedback session. A group of twenty-one university students and an EFL teacher participated in the study. From the results, it was found that both teacher and students were concerned with surface-level errors during peer feedback and indicated less engagement with other aspects of the composition such as content and organization.

METHODS AND MATERIALS

This study was a quantitative research. The study was framed under this approach to analyze the effects of teacher mini class conferences on writing paragraphs, from a statistical view and from students' perceptions. Thus, it will be developed by integrating numerical results and students' points of views of this type of feedback. In agreement with [Millsap and Maydeu-Olivares \(2009\)](#), this study was quasi-experimental because it tested the effects of a particular type of teacher feedback in a unit (classroom) and did not focus on applying different treatments (feedback methods) to individuals. The study has an independent variable: teacher mini conferences in class and the dependent variable: paragraph structuring.

This research was done similarly to [Byram, Gribkova, and Starkey \(2002\)](#) with a pre-test, treatment, post-test, quasi-experimental design in which the collected data will be analyzed quantitatively. For the perception analysis, a survey was conducted.

The study was conducted with 67 students made up of groups; the first, the "target group" with 36 participants: 30 men and 6 women between 14 and 16 years old. The other, the "control group" with 31 students: 28 men and 3 women between 14 and 16 years who regularly attended the English class during the period September - October 2019 a public primary school, a public institution of the city of Cuenca.

The application of the teacher mini-class conferences was conducted during the first didactic unit (six weeks) of the scholar year 2019-2020. During this time, the students produced a total of five paragraphs. The first paragraph

served the purpose of the pre-test, while the last paragraph was the post-test. In the target group, after the students had finished writing each paragraph, the teacher provided feedback through mini-class conferences. Meanwhile, in the control group, the teacher was free to provide feedback as she wished. After the feedback was given, the students were asked to write the next paragraph.

DATA COLLECTION AND ANALYSIS

The instruments that were used in this study for the analysis were: the five written assignments, to collect the data; and the survey to analyze the students' perceptions. To grade the students' paragraphs, Brown's basic paragraph rubric was used from Mesa Community College ([Appendix 1](#)) on a scale from zero to two for each criterion.

The analysis is presented using measures of central tendency and dispersion, the behavior of the data was not normal according to the Kolmogorov Smirnov test ($p < 0.05$). Consequently, non-parametric tests were used; the Wilcoxon sign test for comparison between related samples (Pre - post) and the U-Mann Whitney test for independent samples. The decisions were made with a significance of 5% ($p < 0.05$). The data processing was done in the statistical program SPSS 25, and the editing of tables and graphs in Excel 2019.

RESULTS

The results of the pre-test showed that each of the sub-skills before the intervention reached a maximum of 1 with a mean lower than 1, indicating a "moderately appropriate" level in each of them; topic sentence was the sub-skill with the best performance within this group ($M = 0.83$; $SD = 0.27$), followed by supporting details ($M = 0.54$; $SD = 0.40$), while the weakest performance sub-skill was organization and transition. After the intervention, a similar behavior was found in the development of sub-skills. However, a significant improvement was found in the total writing performance, and in 4 of the 5 sub-skills evaluated except in topic sentence.



Table 1.
Writing Results Target group

	Pretest				Post				P
	Minimum	Maximum	Mean	SD	Minimum	Maximum	Mean	SD	
TS	0.00	1.00	0.83	0.27	0.50	1.50	0.90	0.29	0.225
SD	0.00	1.00	0.54	0.40	0.00	1.50	0.82	0.36	0.001*
OT	0.00	1.00	0.13	0.28	0.00	1.50	0.47	0.51	0.002*
ST	0.00	1.00	0.18	0.32	0.00	1.50	0.58	0.47	0.000*
ME	0.00	1.00	0.21	0.35	0.00	1.50	0.53	0.45	0.002*
Total	0.00	5.00	1.89	1.24	1.00	7.00	3.31	1.77	0.000*

Note: *Significative difference ($p < .05$). TS=Topic Sentence, SD= Supporting Details, OT= Organization and transitions, ST= Style, ME= Mechanics

In the control group, before the intervention, a general oscillating performance was found between 0 and 1 with average scores close to 0.5 which implies a poor level of writing. It was found that the best developed sub-skill was *topic sentence* ($M = 0.55$; $SD = 0.35$) followed by *supporting details* ($M = 0.22$; $SD = 0.32$), with *style* being the weakest

sub-skill within this group. The results of the post-test had maximum scores of 1.5 and average scores close to one in each of the sub-skills following a similar pattern of performance except *organization and transition*, that proved to be the weakest in the post-test, being also the only one not to reflect a significant difference between before and after.

Table 2.
Writing Results control group

	Pretest				Post				P
	Minimum	Maximum	Mean	SD	Minimum	Maximum	Mean	SD	
TS	0.00	1.00	0.55	0.35	0.00	1.50	0.85	0.29	0.001*
SD	0.00	1.00	0.22	0.32	0.00	1.50	0.74	0.38	0.000*
OT	0.00	1.00	0.23	0.38	0.00	1.00	0.18	0.28	0.642
ST	0.00	1.00	0.15	0.31	0.00	1.50	0.52	0.30	0.000*
ME	0.00	1.00	0.19	0.32	0.00	1.50	0.40	0.33	0.006*
Total	0.00	4.50	1.34	1.31	0.50	7.00	2.69	1.09	0.000*

Note: TS=Topic Sentence, SD= Supporting Details, OT= Organization and transitions, ST= Style, ME= Mechanics.

The changes registered in the students from both groups had a maximum decrease of one point and a maximum increase of 1.50. It was also found that the *style* sub-skill was the one with the greatest progress ($M = 0.40$; $SD = 0.55$), while in the control group it was *supporting details* ($M = 0.56$; $SD = 0.46$).

Differences were also found significantly in *topic sentence* and *supporting details* ($p < .05$), the students from the control group had significantly greater progress. In the contrary, in *organization and transitions*, the target group presented progress, and the control group setbacks ($p < .05$).



Table 3.
Progress

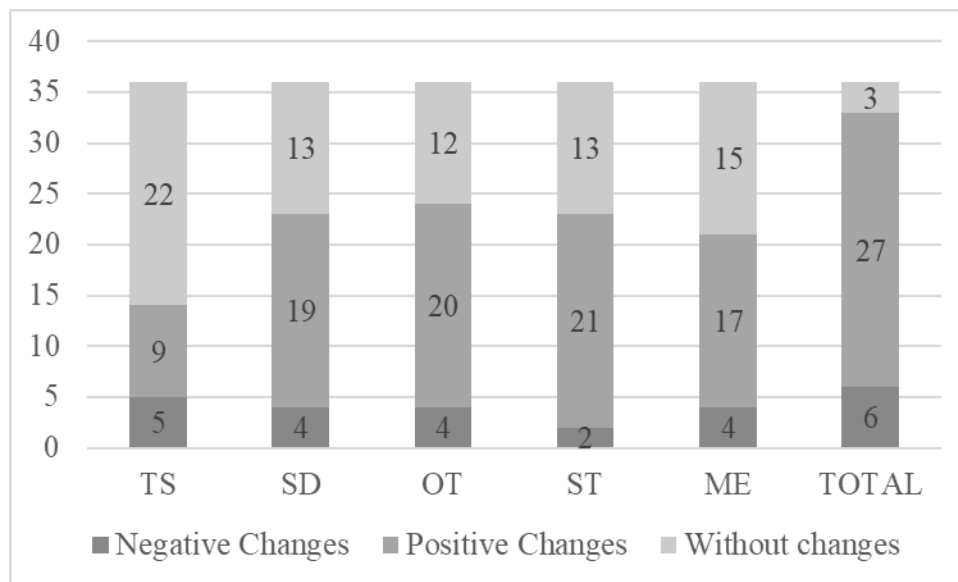
	Target group				Control group				P
	Min	Max	Mean	SD	Min	Max	Mean	SD	
TS	-0.50	1.00	0.07	0.34	-0.50	1.00	0.32	0.44	0.010*
SD	-0.50	1.00	0.28	0.44	-0.50	1.50	0.56	0.46	0.015*
OT	-1.00	1.50	0.35	0.57	-1.00	1.00	-0.03	0.41	0.002*
ST	-1.00	1.50	0.40	0.55	-0.50	1.50	0.37	0.41	0.952
ME	-0.50	1.50	0.32	0.55	-0.50	1.50	0.24	0.44	0.770

Note: TS=Topic Sentence, SD= Supporting Details, OT= Organization and transitions, ST= Style, ME= Mechanics.

As demonstrated in table 4, at least 9 students showed positive changes (progress) in some of the sub-skills. 13 students showed this in *supporting details, organization and transitions, style, and mechanics*. On the other hand,

regarding the sub-skill of *topic sentence*, there were no changes in 22 students representing the sub-skill with fewer changes. Finally, considering the final grade, overall, 27 students progressed in their writing.

Table 4.
Target group changes.

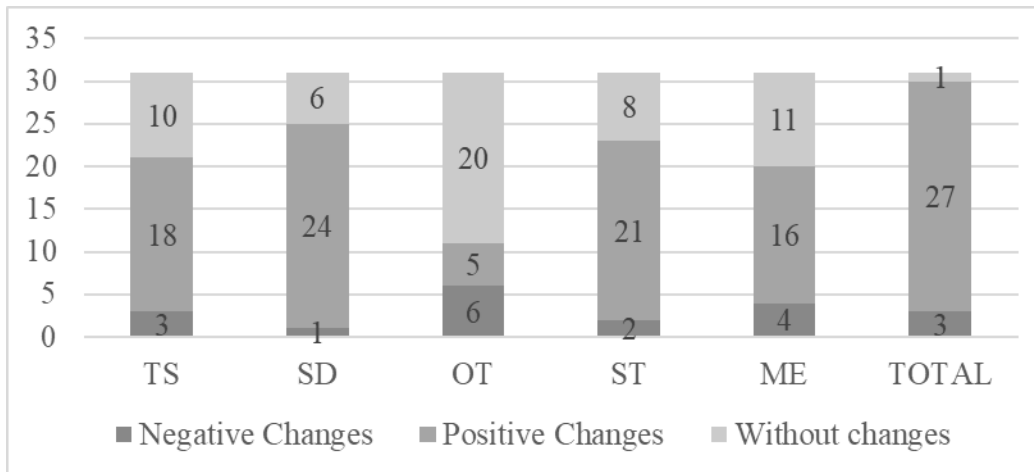


Note: TS=Topic Sentence, SD= Supporting Details, OT= Organization and transitions, ST= Style, ME= Mechanics.

The results from the control group revealed that at least 16 students had registered positive changes in the sub-skills:

topic sentence, supporting details, style, and mechanics. While in *organization and transitions*, there were 20 students who did not recorded changes.

Table 5.
Control group changes

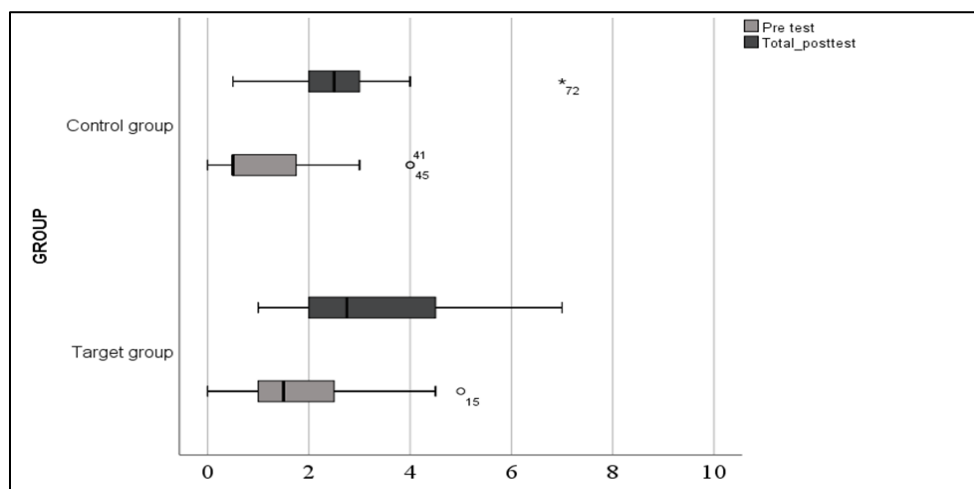


Note: TS=Topic Sentence, SD= Supporting Details, OT= Organization and transitions, ST= Style, ME= Mechanics.

Finally, table 6 shows that the overall performance of the students, on average, was less than 4 points, indicating that the students did not reach the required learning as stipulated by the Ministry of Education. However, there was an average

change of 1.42 points (SD = 1.87) in the treatment group and 1.47 (SD = 1.45) in the control group. The target group revealed, in the post test, a high dispersion, which implies a heterogeneous behavior in the students, while the control group presented a quite homogeneous behavior.

Table 6.
Pretest and Posttest.



Note: TS=Topic Sentence, SD= Supporting Details, OT= Organization and transitions, ST= Style, ME= Mechanics.

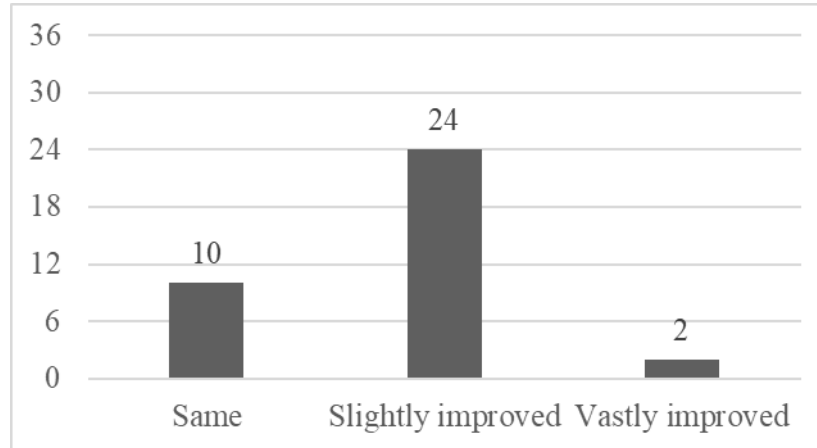
PERCEPTIONS



The results revealed that the writing of paragraphs with respect to the last unit studied in the English subject (prior to the intervention), had improved slightly ($n = 24$), in most of

the students. In addition, 10 students considered a same performance, and 2 mentioned a high improvement.

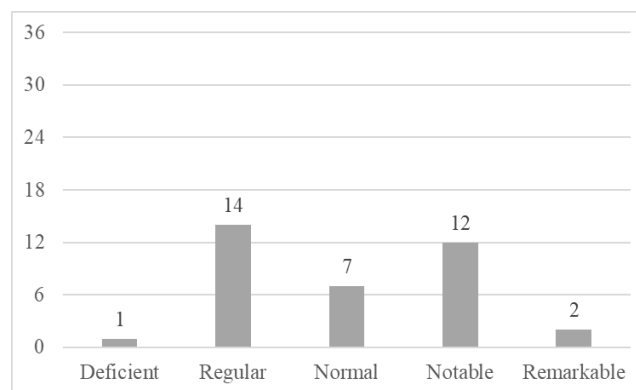
Table 7.
Perception about improvement on their Writing



The students' self-assessment, considering their performance within the unit, revealed an average score of 3 (SD = 1.04);

generally reflecting a satisfactory level. It was also found that 14 students considered their performance *regular*, and 12 *notable*.

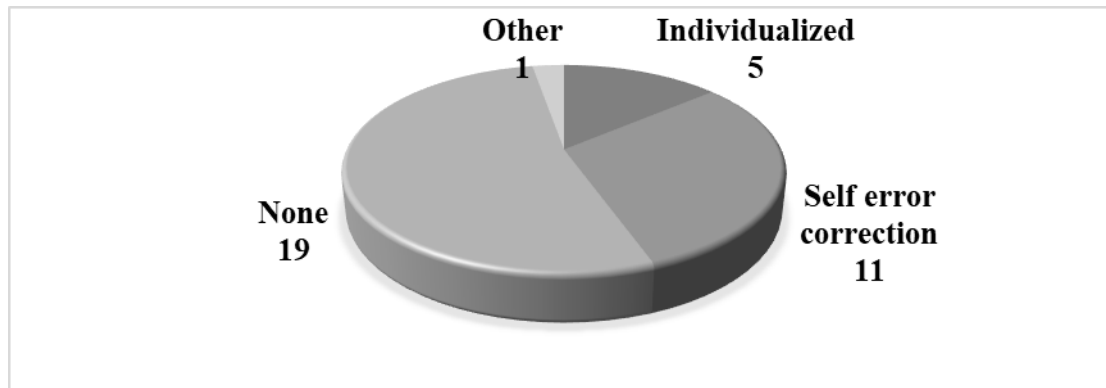
Table 8.
Self-appraisal



The suggestions from the students regarding the feedback revealed that more than half (n=19) considered that the way the teacher applied it, was adequate. Further, 11 people

preferred to be themselves, who discovered their mistakes. And, a minority (n=1) would have preferred a personalized feedback.

Table 9.
Students' suggestions



DISCUSSION

The results established in the post-test, after the teacher mini class conferences were applied in the target group, demonstrate that the unique subskill students did not show a significant difference was topic sentence ($p = 0.225$). However, in the control group, organization and transitions was the subskill that did not evidence a significant improvement ($p=0.642$). These results seem to be in line with [Kazemi, Abadikhah, Dehqan \(2018\)](#) where students are mainly concerned with surface-level errors during feedback and pay less attention to aspects of composition such as organization. On the other hand, after the intervention, in the target group, style was the sub-skill with the greatest progress ($M = 0.40$; $SD = 0.55$); while in the control group, it was supporting details ($M = 0.56$; $SD = 0.46$).

Overall, the target group presented improvement in their writing in a total of 27 students. In the control group, 16 students showed a general progress. Since both groups received feedback mainly from their teachers, it resembles [Zacharias \(2007\)](#) who determined that teacher feedback is an important tool to improve students' writing due to higher linguistic competence in English and provides security for

the students. Consequently, both groups show a significant difference in 4 out of the 5 subskills.

[Voerman, Meijer, Korthagen, and Simons \(2012\)](#), concluded that feedback interactions between the teacher and the students, are low, and most are non-specific. Notwithstanding, after the intervention and as evidenced in the post test, there was an average change of 1.42 points ($SD = 1.87$) in the target group and 1.47 ($SD = 1.45$) in the control group. Surprisingly, the target group, which received mainly a high level of interactions, revealed a heterogeneous behavior in the students based on a higher dispersion in their positive changes, while the control group, which received a low level of interactions, presented a more homogeneous behavior.

Regarding students' perceptions in the target group ($n = 36$), most of them (24) claimed that their paragraph writing had improved slightly, and only 2 mentioned a high improvement. These results agree with their average in the pre-test (1.89) when compared to the post-test (3.31). Their average reveals a significant improvement, but not a high significance to be considered. Since much of the feedback was positive, it will agree with the suggestions from [Baker and Hansen Bricker \(2010\)](#), that students easily understand feedback when they are praised. However, the study showed



how involved they were in the writing from their own points of view after the teacher mini class conferences revealing somewhat of a lack of commitment. More than half of the class (22) felt their own participation to be normal to deficient.

Students mainly have positive attitudes towards the type of feedback given. The results yielded similarities to the studies conducted by [Yang et al. \(2006\)](#), [Gielen, et al. \(2010\)](#), [Zacharias \(2007\)](#), and [Van den Bergh, Ros, and Beijaard \(2014\)](#), all of whom established that teacher feedback has a larger impact considering performance. This statement is supported by the fact that most students (19) did not want to make any changes to the way the feedback was provided to them.

CONCLUSIONS

Teacher mini conferences in class as a mean of feedback revealed a positive impact on the development of supporting details, organization and transitions, and mechanics. Moreover, the larger impact, that this type of feedback seems to have, is on the development of style rather than other subskills. On the other hand, teacher mini class conferences do not show a significant improvement in the development of topic sentences.

Students benefited by conducting this type of feedback, as evidenced in the target group where 26 learners improved their overall paragraph writing. However, traditional teacher feedback also provided a fair amount of improvements on students' (16) writing process. Also, the study concludes that significant differences are shown in topic sentence and supporting details ($p < .05$) since students from the control group had significantly greater progress in these two subskills, than the ones from the target group.

Most of the students found teacher mini conferences in class to be appealing to them. Therefore, it is relevant to implement this type of feedback after writing assignments. Furthermore, students agree that teacher feedback is more meaningful and can bring greater improvement to their writing tasks. Nevertheless, it is important to take into consideration that this technique could cause a heterogenous behavior in the results of the students' writings. Consequently, further research is needed to understand the reasons for these results.

The results may vary depending on different variables and other contexts. New research, related to this topic, could focus on comparing this type of feedback to peer-feedback, in this context, considering that some students did want their classmates to provide it. Also, this feedback strategy could be applied to different levels of proficiency and ages. Finally, it could be studied possible outcomes that include not only public education, but private education as well.



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APPENDICES

APPENDIX 1

Rubric for Evaluation of the Paragraph				
A rubric is a grading tool that describes the criteria, or "what counts," for the assignment. It also describes each of the criteria according to gradations of quality, with descriptions of strong, middling, and problematic student work. The criteria are listed in the column on the left. The numbers in the top row indicate quality, with 3 being the best. The number 0 is something everyone wants to avoid. Students may use the rubric as a check list to determine if the writing meets the criteria of the assignment.				
Point Value	2 points	1 points	.5 points	0 points
Topic Sentence	Interesting, original topic sentence, reflecting thought and insight; focused on one interesting main idea.	Clearly stated topic sentence presents one main idea.	Acceptable topic sentence presents one idea.	Missing, invalid, or inappropriate topic sentence; main idea is missing.
Supporting Details	Interesting, concrete and descriptive examples and details with explanations that relate to the topic.	Examples and details relate to the topic and some explanation is included.	Sufficient number of examples and details that relate to the topic.	Insufficient, vague, or undeveloped examples.
Organization and Transitions	Thoughtful, logical progression of supporting examples; Mature transitions between ideas.	Details are arranged in a logical progression; appropriate transitions.	Acceptable arrangement of examples; transitions may be weak.	No discernible pattern of organization; Unrelated details; no transitions.
Style	Appropriate tone, distinctive voice; pleasing variety in sentence structure; Vivid diction, precise word choices.	Appropriate tone; Clear sentences with varied structures; Effective diction.	Acceptable tone; some variety in sentence structures; Adequate diction and word choices.	Inconsistent or Inappropriate tone; Awkward, unclear, or incomplete sentences; Bland diction, poor word choice.
Mechanics	Consistent standard English usage, spelling, and punctuation. No errors.	Some errors, but none major, in usage, spelling, or punctuation. (1-2)	A few errors in usage, spelling, or punctuation (3-4)	Distracting errors in usage, spelling, or punctuation

Topic Sentences _____	Grade Equivalent:
Supporting Details and Organization _____	A = 8 - 10 points
Organization/Transitions _____	B = 6 - 7 points
Style _____	C = 4 - 5 points
Mechanics _____	D = 2 - 3 points
	F = 0 - 1
Total Points _____ = grade of _____	
*Your instructor will average the scores of both paragraphs to generate your final grade for Assignment #1.	



APPENDIX 2

WRITING ASSIGNMENTS

Number: 15		A.C.	Date: 22/10/19	Course: 10mo "A"
<ul style="list-style-type: none"> - Read the instructions carefully and complete the tasks. - Write a paragraph depending on the topic of the week. 				
Topic:	English in my life			
Think:	Write some ideas that come to your mind about the English language			
<p>Hint: Write a paragraph about how you will use English language in the future. Elicit some ideas and write a paragraph. You can write about the benefits of knowing another language, specific purposes, cultural effects, and so on.</p> <p>You can select from a variety of reasons. Here is a list to help you out deciding the reason that best fits you:</p> <ul style="list-style-type: none"> - Job opportunities - Academics - Writing poetry, books, articles, etc. - Song listening and writing - To meet new friends - To do business - Others you may like 				
Enjoy your writing!				
(I want to understand english because)				
<p>I would like to learn English because I want to travel and I want to have job opportunities. It's a good learn for meet new friends. It would help me improve as I go to study abroad. I like travel to (Estados Unidos) and writing a book for the work. Also for work in different states of the world.</p> <p>TS 1,3 to SD 1,5 OT 1 ST 1 ME 1/6</p>				
After listening to the teacher, write some aspects you believe you can improve.				
<ul style="list-style-type: none"> - Puedo mejorar en nexos o conexiones - a palabras como in my house because... - Espero esta clase escribir bien el párrafo y superar mis notas. 				



APPENDIX 3

SURVEY

Nombre: _____ N°: 9 Fecha: 7/Nov/19

1- ¿Cómo considera su escritura de párrafos con respecto a la última unidad que estudió en el idioma inglés? Elija:

- a) No existe mejora
- b) Igual
- c) He mejorado levemente
- d) He mejorado mucho

2- Señale del 1 al 10 su desempeño dentro del proyecto:

e) 1: Muy malo..... 7 10 Excelente

3- Señale una o varias opciones que usted hubiera preferido se le brinde retroalimentación a sus párrafos adicional a la que recibió:

- a) Ninguna, la manera como lo realizó el docente fue la apropiada.
- b) De manera individualizada
- c) Hubiese preferido que mis compañeros me brindasen la retroalimentación
- d) Hubiese preferido ser yo mismo quien descubra los errores y poder corregirlos
- e) Otra: _____