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“Peer coding correction feedback (PCCF) and its effect on microstructural elements on 11th grader's writings.”

Tesis para optar al grado de Magíster en Innovación en la Enseñanza,
Aprendizaje y Evaluación del Inglés

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ABSTRACT

Feedback from peers enables students to comprehend their learning better, and it allows them to communicate their ideas and suggestions effectively using coding correction. This action research aims to improve microstructural elements on 11 grader students by using coding correction in different short narrative texts within an English class. Peer coding correction feedback (PCCF) is a methodology in which students assess their peers' written composition using codes, in this specific case through the use of 3 different codes related to verb tense, spelling, and word order with the aim of giving them feedback. This study attempts to explore the contribution of PCCF to help 11th-graders become aware of their mistakes working collaboratively and accept suggestions in the interest of improving microstructural elements in their writings. Written compositions are used to collect data in order to identify whether there is an improvement on microstructural elements or not, and a Likert scale is used to analyze students' attitudes towards the strategy. Findings show there was a significant reduction in the number of errors in their writings and that these participants regard this strategy as beneficial, which supports the belief that the inclusion of coding correction benefits young learners when improving writing.

Key words: peer feedback, coding correction, microstructural elements, writing.

RESUMEN

La retroalimentación entre compañeros permite a los estudiantes comprender mejor su aprendizaje y también les permite comunicar sus ideas y sugerencias utilizando la corrección de codificación de una manera eficaz. El objetivo de esta investigación-acción es mejorar los elementos microestructurales en estudiantes de 3ero medio mediante el uso de la retroalimentación de código de erros in diferentes textos narrativos breves dentro de la clase de inglés. La retroalimentación de corrección de codificación de compañeros (PCCF) es una metodología en la que los estudiantes evalúan la composición escrita de sus compañeros mediante el uso de códigos de error, en esta caso específico 3 diferentes códigos relacionados con el tiempo verbal, la ortografía y el orden de las palabras para dar a cada uno de ellos retroalimentación. Este estudio intenta explorar la contribución de PCCF para ayudar a los estudiantes de 3ero medio a tomar conciencia de sus errores al trabajar en colaboración y aceptar sugerencias con el fin de mejorar los elementos microestructurales en sus escritos. Con el uso de estas, se espera recopilar datos para identificar si hay mejora en los elementos microestructurales o no, mientras que la escala Likert se utiliza para analizar la actitud de los estudiantes hacia la estrategia. Los hallazgos demuestran que hubo una reducción significativa del número de errores en sus tareas de escritura, y que además estos participantes consideran esta estrategia como beneficiosa a la hora de mejorar la escritura

Palabras claves: retroalimentación entre pares, corrección de códigos, elementos microestructurales, escritura.

CHAPTER I: INTRODUCTION

PROBLEM STATEMENT

In educational fields, writing has been established as a subject in which students are taught grammatical elements and written composition strategies to demonstrate or express knowledge, opinions, and feelings. Hence, writing is helpful when developing communication skills. Nonetheless, writing is not just a subject to "see" or teach, it is a necessary component in all disciplines, and it is a primary skill in the process of learning.

Feedback from peers enables students to better comprehend their learning process, and it allows them to communicate their ideas and suggestions effectively using coding correction. This action research aims to improve microstructural elements on 11 grader students by using coding correction in different short narrative texts within an English class. Peer coding correction feedback (PCCF) is a methodology in which students assess their peers' written composition using codes, in this specific case through the use of 3 different codes related to verb tense, spelling, and word order with the aim of giving them feedback. This study attempts to explore the contribution of PCCF to help 11th-graders become aware of their mistakes working collaboratively and accept suggestions in the interest of improving microstructural elements in their writings. Written compositions are used to collect data to identify whether there is an improvement on microstructural elements or not, and a Likert scale is used to analyze students' attitudes towards the strategy. Findings show there was a significant reduction in the number of errors in their writings and that these participants regard this strategy as beneficial, which supports the belief that the inclusion of coding correction benefits young learners when improving writing. In contrast, in 2017, a Chilean standardized evaluation called SIMCE was administered in public schools, and it showed 51 points as the average score (Agencia de la Calidad Educación, 2017, p.8). It corresponds to A1 level, which means that it is the most elementary level of use of language, and at this level, students know how to write and read short texts, answer specific questions, and talk about their life briefly (Common European Framework of references for languages, 2020).

Within this research initiative's specific context, the students who will be part of this action research project have shown the same results. What is more, these 11th graders have shown a low level of writing skills, and they are reluctant to incorporate the feedback given by the teacher and classmates in these types of activities, also as the teacher is the only person who provides feedback with the correct solution of the task, the students tend not to reflect much on their errors. Therefore, they keep making the same mistakes in writing tasks, specifically regarding grammar. That is why this methodology (PCCF) will be used to make students be part of the process and interact with the coding feedback assessment.

Fathi and Mohammand (2017), who explored the effect of the implementation of self-assessment and peer-assessment in writing tasks, strongly confirmed through data analysis that there were fewer mistakes using peer and self-assessment. The findings also revealed that the implementation of self-assessment and peer-assessment in the writing course significantly contributed to the enhancement of EFL learners' improvement.

Therefore, enhancing students' willingness to provide peer assessment using code correction feedback would improve both student's writings and their learning process as well, since this type of feedback provides an opportunity to exchange knowledge with a peer and they are able to discuss their written mistakes, which is corroborated by Ferdouse (2013). Furthermore, it also allows students to learn to assess and give others constructive suggestions to improve writing language skills.

In view of this problem, this study attempts to explore the contribution of peer assessment using the coding correction feedback to help 11th-grade students become aware of their mistakes working collaboratively and accepting suggestions in the interest of improving microstructural elements on 11th grader's writings.

1.2 Aims

1.2.1 General objective

The general objective of this action research is to explore the contribution of coding correction feedback for improving 11th-grade student's microstructural elements in short narrative written texts.

1.2.2 Specific objectives

- To examine the effects of peer coding feedback on short, narrative texts written by 11th-grade students.

- To identify 11th-grade student's perception of using peer coding correction feedback to improve microstructural elements in short narrative texts within an English class.

CHAPTER II: THEORETICAL FRAMEWORK

2. 1 Writing as a productive skill

Learning the English language includes four different skills, which can be divided into two groups of skills, productive and receptive. The category of receptive skills is represented by reading and listening. On the other hand, speaking and writing are active or productive skills. Together, both types of language skills provide an integral part of the learning process at any stage of its development, and productive skills would not exist without the support of receptive ones.

On occasions, we tend to make a more considerable effort into teaching grammatical structures and extensive vocabulary lists, focusing more on developing receptive skills, leaving aside the productive skills such as writing. Browker (2007) states that writing, in particular, is a skill that is required in many different contexts throughout life. In this regard, writing acts as a productive skill since learners need to generate outcomes based on improvements.

Furthermore, this skill forces students to produce and express knowledge actively; this is why writing represents a productive skill. In this sense, if teachers promote writing as a productive skill, they are required to direct students to produce their expressions in a written way. Thus, it needs more written English components such as using the correct structure, proper words and sentences, and correct spelling as well.

Additionally, teaching writing as a productive skill involves teaching that writing is a basic language skill, just as significant as speaking, listening, and reading where students need to know how to write emails, how to put written essays together, how to reply to a letter and increasingly, how to write a story and how to write using a genre structure. Regarding this, the development of the productive skill of writing in the classroom must consider all the steps in the writing process (Harmer, 2004) and include adequate feedback.

2.2 The process of writing

Writing is how the writer produces a piece of information and sends it to the reader. In order to do this, a standard system of meanings should be shared in the information sent (Fairbairn & Winch, 2011, p. 32). The social approach of writing involves writers' interaction in a social context. This social context gives meaning to specific structures since "language is socially constituted" (Gere, 1987, p.87). Under this social approach, the process is vital and not the final product. This process is guided by the teacher by "scaffolding," from the early stages in which the teacher is a helper, and as the process goes further, students are more independent (Bodrova & Leong 1998, p.5). According to Mineduc (2020, p.xiv), writing is the analysis, expression, and narration using various words, sentences, and learned structures, including those from other contexts and a variety of linking words, correct punctuation, and orthography. Additionally, this project involves using information technologies in an online peer-to-peer context, allowing for immediate communication and feedback using correction codes. This will enable students to write their feedback about their classmate's task. The activities planned for this proposal take into consideration the 11th's learning objectives (OA) as well "write a variety of short texts using the steps of the writing process" (OA14, p. 180) , "use language in written texts properly" (OA16, p. 181) and "write stories and relevant information using diverse multimedia resources creatively and effectively that strengthen the message in a variety of texts about topics such as personal experiences, interdisciplinary contents, aspects of global interest, culture from other countries and read texts." (OA13, p. 180)

2.3 Microstructural elements in writing

The interaction between the student's mother tongue and the English language in terms of the learning process of the individual could lead to the copying from the student's mother tongue to the target language literally. Likewise, making mistakes is common when transferring from one mother tongue to the other one; when this situation happens, the microstructure takes place since errors are found at this level. Microstructural elements are meant the use of linguistic mechanisms over the sentence level that deliver meaning and foster critical thinking in narrative texts.

2.4 Narratives

When we talk about narrative, we refer to plots and the narration of a series of events where a story is being told, involving the main character (Andrews, Sclater, Squire & Treacher, 2000). In this sense, writing a narrative text implies that the author tells a story as a reflection. Moreover, this story encompasses more considerations, such as the author's purpose, tone, voice, narrative structure, and word choice. What's more, those considerations mentioned previously provide entertainment, and they have an objective, which can promote emotions. That is why writing needs students' imagination, creativity, and knowledge to start putting their ideas together in order to tell the story.

2.4. 1 Type of narratives

A narrative text is a story in which a natural or fictional story is told that occurs in a specific place and time. In everyday life, the narration is an essential part of our communication since it tells a succession of events in which a person or group of characters performs a series of actions that have an outcome. Therefore, there are different ways to present a story, being these biographies, epic poems, fables, fantasy, legends, myths, novels, and short stories (see table 1).

Table 1. Narratives: Types of narratives

Type of narratives	Characteristics
Biography	The biography happens when a story is narrated by oneself.
Epic poems	They are tales of ancient heroes' exploits in the form of a poem.
Fable	It is a story that features plants and animals mainly, and they always finish with a moral teaching us a lesson.
Fantasy	It involves magical elements and events that could not happen
Legend	It tells a story about a person that has not been proved in real history
Myth	It is commonly known by an ancient story about the religious origin.
Novel	It is a long story that represents human life, and it is meant to entertain and tell a story including characters, a setting, and an ending.
Short story	It is a micro-story that is fully developed but less elaborate than long story such a novel, and it is mainly focused on

	the characters and its surrounding.
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2.5 Writing skill development in the English national program

Mineduc (2018) states, "teaching students to follow the steps of the writing process allows them to analyze and reflect on the process of writing and not only the product itself" (p.ii). It means that teaching writing does not only mean focusing on the final product but also learning about the process, helping students gradually develop the ability to write in a coherent and organized form. Moreover, according to Mineduc (2018) it is essential to teach students the writing process based on different steps such as pre-writing, drafting, revising, editing, and publishing (see figure 1).

In this sense, the English National Program is focused not only on the language but also on the learning process of writing. What's more, by teaching writing and taking into account the steps, we allow them to revise the written composition before publishing it. At this point, it is possible to promote peer feedback to deliver a better result.

Figure 1. Writing skill: Writing cycle



2.6 Peer assessment in writing

According to Orsmond, Merry, and Reiling (2000), assessment is considered an essential element of learning. It positively influences the learning process by improving the learning quality and enhancing the learners' sense of autonomy and reflection. In this respect, peer assessment, also known as peer evaluation or peer review, is considered "a communication process through which learners enter into dialogues related to performance and standards" (Liu & Carless, 2006, p. 280). In this regard, peer evaluation empowers students to take responsibility for and manage learning as a global goal.

Furthermore, this type of feedback provides an opportunity to exchange insights and discuss their written drafts in order to explore others judgment (Hyland, 2000) which means that it allows students to learn how to assess and give others constructive suggestions to improve writing by working in collaboration with peers and showing respect and tolerance for everyone's opinions (Mineduc, 2018). Additionally, Mineduc (2018) refers to peer assessment as an opportunity to provide a variety of perspectives on assessment to help students learn.

Likewise, it is essential to mention that assessment does not come easily to students, but it can be learned from practice. As Ferris (2004) claimed about L2 writing "the absence of any form of grammar feedback could frustrate students to the point that it might interfere with their motivation and confidence in the writing class, particularly when grading rubrics and writing proficiency examination results tell them that their language errors could prevent them from achieving their educational and professional goals." (p.8).

This talks about the importance of providing enough guidance for students' improvement. Regarding this, written feedback is an ongoing process that should constantly occur through writing until we reach the final text (Ravichandran, 2002). Students would learn from their own mistakes, making them capable of making revisions, detecting errors, and improving their future writings.

2.7 Correction codes

According to Oshima and Hogue (1997) correction codes are related to the indication of types and locations of students' mistakes along with the implementation of correction code, where the codes are "normally done by underlining the mistakes and using some kind of symbols to focus the attention of the students on the type of error they have made" (Byrne, 1988, p. 125).

In this way, the coding feedback consists of using diverse codes to refer to the different language components, such as grammar, word order, spelling, verb, among others (see table 2).

Table 2. Coding corrections' examples

CODING CORRECTION	ERRORS
Spelling (S)	Because- beginning-
Verb tense (VT)	did not experienced- mit
Word order (WO)	<u>day wonderful</u>

2.8 Coding Correction as feedback to improve the writing skill.

Code correction feedback improves writing skills. The use of code correction feedback helps students correct their writings, and it has been proved to be an effective method to facilitate the correction when they write the symbols for these mistakes in the margin. Riddell (2001, p. 157) stated that "teachers can use correction symbols (correction codes) to give feedback to students on their writing, and teachers can underline the errors to signify the mistakes and write the symbols for these mistakes in the margin", which means the teacher and the students can provide feedback on writing tasks. Then students should identify the errors they made based on the symbols (codes) and rewrite it with the correct solution. Thus, the extent to which code feedback may play a better role in improving L2 learners' writing accuracy becomes an interesting issue.

In this regard, some researchers have made strong arguments that error correction improves writing skills, one of them is Yugandhar (2014), who carried out a study about code correction in writing. The study revealed that students prefer coded feedback since it helps them get enough opportunity to know about their mistakes to correct them.

It also showed that students make progress in writing when using this methodology. Another research was carried out by Hong (2004) where he stated that "error correction engages the students in a continuous process of correcting, rewriting and submitting their written production to their teacher who obviously improves their overall writing skill a lot." (p.11). This is also proven by Lalande (1982), he found that American students who used error codes to correct errors in German (L2) had more remarkable improvement in writing.

In addition, Wang (2017), who carried out an experimental study, stated a significant decrease in terms of errors from the pretest to post-test. What's more, Ferdouse (2012) pointed out that the written paragraph done by the students who received coding correction feedback showed how effective error correction is in improving students' writing. Consequently, using correction codes is a convenient way of giving learners information on where they have gone wrong in order to correct the mistake, "these also have the advantage of encouraging students to think about what the mistake is so that they can correct themselves" (ibid., 2001, p. 111). According to Ekinici and Skinci (2020), who completed exploratory research, the participants made fewer mistakes in the post-test, and their achievement level increased after the action period. Regarding students' perceptions of the use of error correction codes, it was positive, and they agreed with the effectiveness of coding feedback in improving writing, which also resembles a study conducted by Saukah and Laksmi (2017), which results show that results show that the use of coding feedback improves writing. This study also confirms that coded correction feedback was better than Non- Coded Correction Feedback when talking about the quality of students' writing.

2.9 The importance of using ICTS in the English classroom

Regarding this, employing ICTS as a great tool will support students learning experiences within the English classroom. Doing so aligns teaching practices with the real world, in which technology is integrated into most spheres of language acquisition. The national curriculum (2018) states that writing brief texts related to familiar contexts using ICT will benefit writing skill outcomes. According to Kukulska-Hulme (2009), for many teachers, the transition from an entertainment and socializing device to a learning tool may be difficult to envision, supported by Godwin-Jones, R. (2018) when he says that teachers are reluctant to introduce ICT in the classroom. Still, some studies support the use of them in class. ICT can

create new, open learning environments and their influential role in shifting the emphasis from a teacher-centered to a learner-centered environment. Teachers move from being the critical source of information and transmitter of knowledge to becoming facilitators. The researcher employed technology in this project because it allows educators to enhance the way English language content knowledge is introduced to students and transform and redefine how students manipulate and interact with the English language. Regarding this, the Google Document because it acts as an online word tool in which students do collaboratively work and give feedback simultaneously.

2.9.1 The use of ICT according to Mineduc

Mineduc (2016) also stated that students should learn to use communication and information technologies. This demands that the use of technologies be encouraged in each subject.” (p 18) “Use online communicative tools to collaborate and respectfully exchange opinions with peers, community members and experts (emails, blogs, social networks, chats, discussion forums, web conferences and digital diaries, stories etc)” (p. 18). The critical and creative thinking abilities should be encouraged in this skill as well” in the same manner the development of critical and creative thinking abilities is closely related with the communicative teaching of the language” (p 42).

Using the advantages of an online word tool and transmitting messages across the internet, Google Document is an online program that enables students to share information. A program such as this will allow students to write personal events. It will be used to encourage critical and creative thinking abilities by asking them to write about their personal life.

CHAPTER III: METHOD

3.1. Type of Research

The following study is an action research project based on a natural teaching setting, where the primary goal is to provide a practical application to the classrooms since it involves an active reflection and participation of the selected students. Additionally, when it comes to teacher context, there are significant issues to consider; one of the main ones relates to improving the teacher's knowledge of understanding our students and classroom (Burns, 2010), where it also promotes reflection. Bradbury (2001, p. 79) stated that "action research is about working towards practical outcomes and also about creating new forms of understanding since action research without understanding is blind, just as theory without action is meaningless."

This is strongly related to the peer assessment in writing activities since it needs the participation and willingness to be part of this change. This action research emerges from a concern found during the teaching practice where some grammar issues were identified in writing. In this regard, the researcher sets an action plan in order to reflect on and solve it (McFarland & Stansell, 1993).

3.2. Research Problem

This study aims at improving a problem discovered within 11th graders from a subsidized school in Arauco. EFL classes involve four skills. Thus, the participants are usually required to write different English tasks. However, these students have shown a low competence in terms of three microstructural elements such as word order, spelling, and verb tense, and the high number of errors made during the narrative tasks were crucial to start focusing on writing in particular, since it has been probably the most mistreated skill both in the English classroom and in research. Additionally, these students demonstrate low commitment in receiving feedback since it was not taken into account, and they continue making the same mistakes repeatedly. As a response to the problem mentioned above, the following action research proposes to investigate the implementation of PPCF to decrease the number of errors and help them become aware of their mistakes working collaboratively and accepting suggestions. This study aims to experiment with a solution based on this technique.

3.3 Description of Participants

This research was conducted in a subsidized school in Arauco called Liceo San Francisco de Asís which belongs to Congregación Hermanas Terceras Franciscanas Misioneras de la Inmaculada. The sample comprised twenty-five 11th-grade students whose ages ranged between 15 to 16 years old for this study. There are 11 males and 14 females in the class, and their English level corresponds to the A1 level, where the A1 level of English as classified by the Common European Framework of references for languages (2020) is the first and most basic knowledge of English. The school curricula for the English program have gone through different changes since, in some cases, they only had 45 minutes at preschool, then two hours at primary and two hours of English per week at secondary education, which is part of the compulsory curriculum.

This sample corresponds to a convenience sample since the group has been selected based on its proximity with the researcher, as the group belongs to the class I am in charge of as a headteacher. In this regard, this sample meets specific criteria such as accessibility, proximity, and availability (Lune & Berg, 2012). Additionally, another criterion that the researcher used to select these participants is the fact that they should be enrolled in eleventh grade since at this level, the students should communicate in written form employing sentences, short and straightforward descriptive, and narrative texts, all related to the current unit. Besides, these eleventh students should collaboratively write cohesive and coherent micro stories, using different strategies and microstructures and the vocabulary provided throughout the unit. Regarding ethical considerations, 43 students were asked to participate in this study as it is absolutely voluntary, 25 students decided to be part of this project.

3.4. Research Question and Objectives

The research question, general objective, and specific objectives of this action research study are presented below

3.4.1. Research Question

What is the contribution of peer coding correction feedback in improving microstructural elements on 11th grader's writings?

3.4.2. Research Objectives

3.4.2.1. General Objective

To explore the contribution of coding correction feedback for improving 11th-grade student's microstructural elements in short narrative written texts.

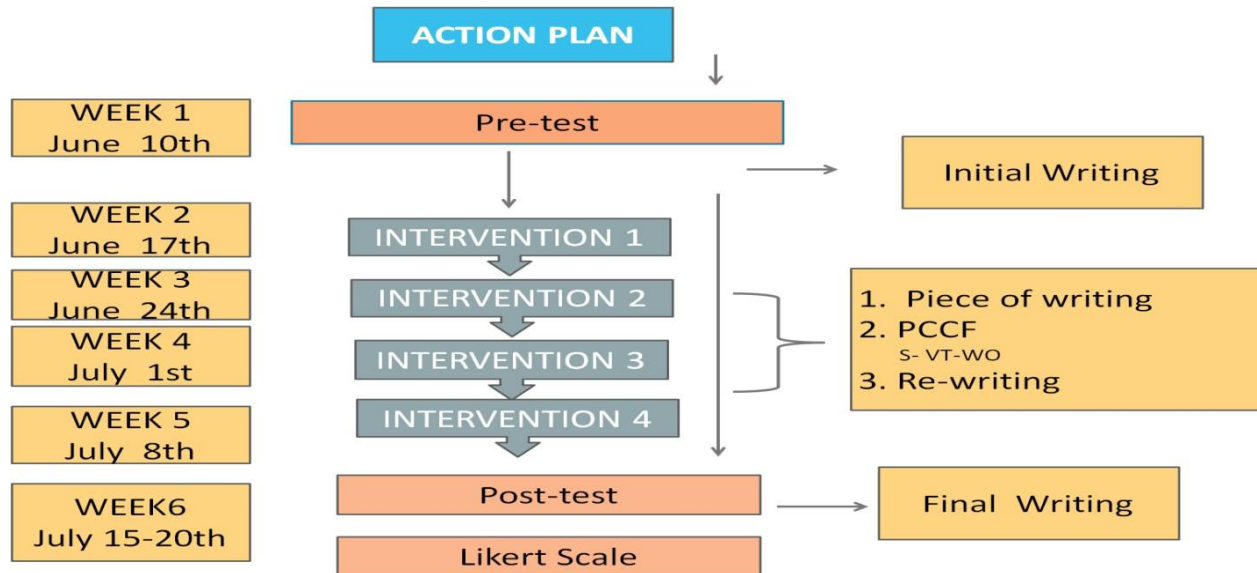
3.4.2.2. Specific Objectives

- To examine the effects of peer coding feedback on short, narrative texts written by 11th-grade students.
- To identify 11th-grade student's perception of using peer coding correction feedback to improve microstructural elements in short narrative texts within an English class.

3.5. Stages of the action research

The study consisted of six sessions in which the coding correction feedback technique was used to help students become aware of their writing errors. These sessions included a pre-and post-intervention session (see figure 2). Students participated in six sessions where they were asked to write six different writing compositions on different topics.

Figure 2. Procedure: Action plan



In addition, each writing task included questions to guide and scaffold the writing process of the short narrative texts (see appendix 1). Additionally, the participants were asked to peer assess their classmate's piece of writing regarding spelling, verb tense (past tense), and word order using the following codes: S- VT- WO. The six sessions employed to write the micro-story were created by the researcher using folders in Google Drive to analyze the data gathered. During the pre-test session, students were invited to participate in this online research project, then, the researcher explained to the students the objective of this project, and it was also reinforced the structure of micro-stories showing some examples and finally how the following sessions will be carried out. Moreover, the first topic was introduced by adding questions to start writing the first micro-story (pre-test). This micro story and the rest were written in Google Document, which I created and shared with the students, then a presentation was projected from the computer using the Google Meet platform. In order to contextualize the first writing, the researcher asked the participants about Holidays since it is the first theme to write about. Then a short story about this topic was read, including the questions aloud and a vocabulary game to engage students with the writing. After analyzing the students' preferences and age, the themes were considered before the intervention sessions as part of the research planning. This story included holidays vocabulary plus some questions and a game. In order to select the vocabulary, different videos were watched to add to the document. Afterward, a list of them was created to select the most common ones.

In the middle of the activity, students were asked to peer assess the first writing without codes. At the end of the first session, students were asked to re-write the

micro-story considering their classmate's suggestion. Finally, they played an online game related to holiday vocabulary. Each of the six intervention sessions is described in detail in Table 1 below (for material used in each session, see appendix 2)

Table 3. Action research planning

Session	Aim of the intervention	Activities
Initial Writing (pre-test)	Students should be able to write a short narrative text regarding the topic “Holidays.” and peer assess the 1st piece of writing	Vocabulary presentation Initial Writing Initial peer assessment Rewriting Vocabulary guessing game
Intervention 1	Students should be able to peer assess the 2nd writing composition about t” the first love” by using Coding Correction Feedback.	Vocabulary presentation Writing 2 Peer Assessment 1 (CCF) Rewriting Vocabulary guessing game
Intervention 2	Students should be able to peer assess the 3rd writing composition regarding experiences by using Coding Correction Feedback.	Vocabulary presentation Writing 3 Peer Assessment 1 (CCF) Rewriting Vocabulary guessing game
Intervention 3	Students should be able to peer assess the 4th writing composition concerning paranormal experiences by using Coding Correction Feedback.	Vocabulary presentation Writing 4 Peer Assessment 1 (CCF) Rewriting Vocabulary guessing game

Intervention 4	Students should be able to peer assess the 5th writing composition following the topic "An unforgettable day" by using Coding Correction Feedback.	Vocabulary presentation Writing 5 Peer Assessment 1 (CCF) Rewriting Vocabulary guessing game
Final Writing (post-test) and Likert scale	Students should be able to write the final short narrative text about her/his idol and answer the Likert scale questionnaire.	Vocabulary presentation Final Writing Vocabulary guessing game Likert Scale questionnaire.

In session number 2, students received information about peer assessment definition, benefits, and examples. Students were asked to write the second short narrative text. To do this, a Google Presentation was employed. In addition, the students were asked to use Google Document for writing a 2nd micro-story using the topic provided by the teacher, which is "The first love." In addition, a description and some vocabulary will be shown to contextualize the upcoming writing. At the end of the lesson, students played another game using the vocabulary presented.

For sessions 3, 4, and 5, the students were asked to follow the same steps in the previous intervention. For session 3, the theme was "Experiences," in terms of session four, the participants were asked to write about "Paranormal experiences," and in session five, they wrote about "An unforgettable day."

For the last session, another Genially presentation was used, I showed some pictures to elicit vocabulary. Finally, I asked the student to write the last micro-story according to the topic "Idols." This micro story was not peer-assessed.

3.6. Data Collection Techniques

The data collection instruments used were six written compositions and a Likert scale survey, each of which is explained below.

3.6.1 The writing composition

It was used to assess the first specific objective, to examine the effects of peer coding feedback on short, narrative texts written by 11th-grade students. To do this, the participants wrote six different written compositions, and they were also asked to peer assess their classmates' micro-stories using three different codes (see appendix 1).

Additionally, this instrument was constructed by the researcher. Therefore, the instrument was revised and validated by experts.

3.6.2. A Likert scale survey

It was carried out to assess the second specific objective, to identify 11th-grade students' perception of using peer coding correction feedback to improve short narrative texts within an English class. Moreover, the usage of this data collection technique is supported by Cohen, Manion & Morrison (2001), as these researchers established that this instrument is helpful at gathering their attitudes towards the implementation of this methodology. Likewise, the scale for this study had three dimensions where the participants were asked to rate the levels of agreement they perceived for each statement on a scale of five points: (1) I strongly agree, (2) I agree; (3) Undecided; (4) I disagree; (5) I strongly disagree. The instrument was applied online using the Google Meet platform and Google Form since the research read it with each participant to clarify concepts if necessary. Even though this Likert scale was designed by the researcher, the instrument was revised and validated by experts (see appendix 3).

3.6.3. Validation of instruments

Due to the fact that the researcher created the written compositions and the Likert scale survey, both instruments were sent through e-mail to some professors and colleagues to be validated.

They analyzed the instruments after reading the research objectives and provided feedback. An additional chart was included in the validation letter in case the specialists could select if they suggested maintaining, modifying, or removing the aspects of the instruments. Moreover, their comments and suggestions were considered, and complementary modifications were made before applying the instruments to the participants (see appendix 4).

3.7 Data analysis techniques

In this action research, the researcher decided to use a quantitative method to collect and analyze data to address the contribution of the coding correction feedback on the students' microstructural elements on 11th graders writings.

3.7.1. Pre- and Post-intervention results

Descriptive statistics were used to analyze the data collected with the pre-and post-intervention results. According to Tomal (2010), descriptive statistics refer to visual graphics, charts, diagrams, and basic mathematics to describe and summarize quantitative data on a particular group of learners. To analyze the results on pre-post intervention, I used measures of central tendency, specifically, the mean, which is the average of the scores, to analyze the total scores to see if there was any change from the pre to the post-intervention.

In addition, errors were also classified and described in order to better understand students' performance.

3.7.2. Likert Scale results

Finally, using the Likert scale results, which collected the participants' perceptions about the use of coding correction feedback, the data was analyzed using average and percentages.

CHAPTER IV: FINDINGS

As this action research aimed at exploring the contribution of Coding correction feedback and its effect on microstructural elements on 11th graders' writings, the data collected through the intervention can be found below.

4.1. Descriptive analysis

This section displays results regarding specific objective 1: To examine the effects of peer coding feedback on short, narrative texts written by 11th-grade students. To implement it, a descriptive analysis of the data obtained in the pre-and post-test will be shown.

4.1.1. Pre-test results

Considering the results gathered in the pre-test, table 1 shows the number of errors made by each student, the total of errors, and a brief description of the errors made regarding spelling, verb tense, and word order errors. This table also shows the mean average of 30 errors per student where seven are associated with spelling, 13 correspond to verb tense, and 10 to word order.

Table 4: Students' writing's errors

	Pre- Test			
	S	VT	WO	T
S1	3	6	4	13
S2	4	8	10	22
S3	6	15	10	31
S4	7	16	9	32
S5	4	8	9	21
S6	3	10	8	21
S7	8	14	11	33
S8	8	15	10	33
S9	7	16	11	34
S10	7	15	10	32
S11	5	13	7	25
S12	8	14	7	29
S13	3	10	8	21
S14	4	11	10	25

S15	4	10	10	24
S16	5	11	11	27
S17	6	14	11	31
S18	10	15	15	40
S19	9	14	15	38
S20	7	16	9	32
S21	9	16	9	34
S22	10	16	14	40
S23	9	14	14	37
S24	11	17	14	42
S25	10	18	13	41
X	6,68	13,28	10,36	30,32

As indicated in table 4, student n°1 was the participant who made fewer errors than the rest. To be well-defined, he made 13 errors in total. In contrast to the number of errors made by student n° 1, student n°42 made 42 errors in total, which means she obtained the highest number of errors compared to the rest.

Chart 1. Pre-test results

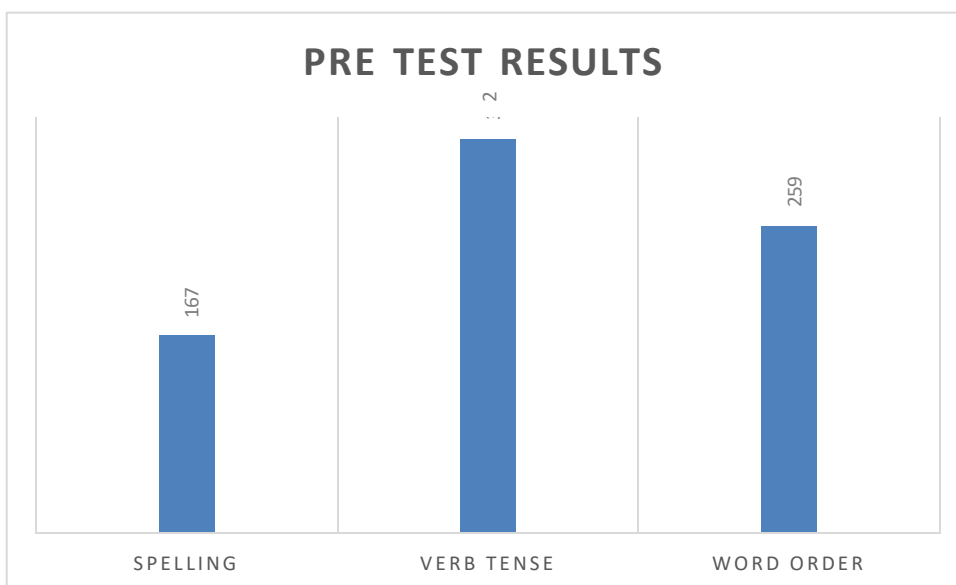


Chart 1 displays the total number of errors made by 25 students regarding the information collected through the writing tasks. Chart 1 shows the number of errors that students made in terms of three error categories, tense verb errors (incorrect use of the verb tense, regular and irregular verbs) obtained the highest amount of error, these being 332 in total, as well as word order (incorrect place of adjectives, and adverbs) with 259 errors, and spelling (misspelled the word) received 167 errors in total.

4.1.1.1 Pre-test error analysis

Regarding the error analysis, the following extracts will deliver information about the type of errors the participants made in the pre-test focused on spelling word order and verb tense. These being,

❖ **Spelling errors** (misspelling)

Becouse / because

These errors can be demonstrated in the following extracts:

S7: “ That was a new experience for me becouse there were new places”

S18: “ We went there because my dad invited me”

❖ **Word order**

(incorrect place of adjectives and adverbs)

Adjectives

S2: We visited my grandmother, and it was a day wonderful

S18: I remember when we lived in an old house, which had a separate kitchen, I
remember several times noises strange.

Adverbs

S7: I never believe in that, but that night was different, completely the lights went off

S19: As I was looking at each photo, I exactly remember the place, the time, the date, the moment, and the people

Verb tense

Present Simple's mistakes

S9: I meet her because she was the sister of my sister's classmate

S5: I go to the beach with my friend last summer

Present Continuous's errors

S22: she is inviting me to watch a horror movie

S10: "I did not experienced anything out of the ordinary, but it was good. I am just walking, feeling the grass brushing my legs, the feeling of cold air, the wind that hit my face..."

Regular vs irregular verbs

S: "I and my family goed to the lake Villarica to have fun together"

S: I meeted my first love when we visited my grandma

4.1.2 Post-test results

In order to analyze the post-test results, table 5 shows the number of errors made by each student in the last writing task, the total of errors, and a brief description of the errors. This table also indicates the reduction of errors made regarding spelling, verb tense, and word order errors where the mean average per student was 2 in spelling, 4 corresponds to verb tense, and 3 to word order.

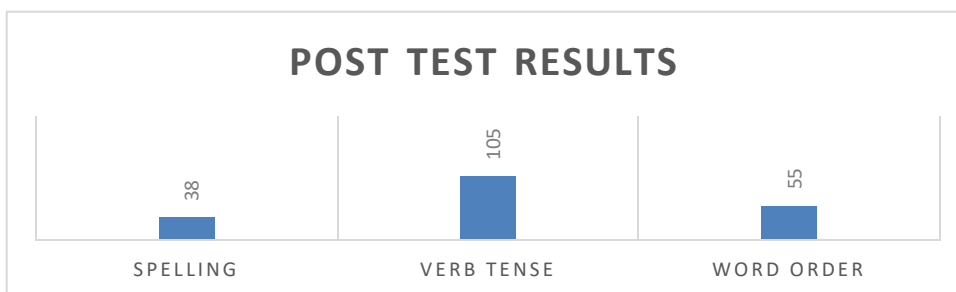
Table 5: student's writing task's errors

	Post- Test			
	S	VT	WO	T
S1	1	1	0	2
S2	2	7	3	12
S3	2	6	4	12
S4	1	1	1	3
S5	0	1	0	1
S6	2	5	4	11
S7	0	4	4	8
S8	0	3	4	7
S9	0	5	4	9
S10	2	5	4	11
S11	1	3	4	8
S12	0	2	4	6
S13	1	0	4	5
S14	1	2	4	7
S15	0	3	4	7
S16	1	6	4	11
S17	5	10	4	19
S18	4	8	4	16
S19	1	6	4	11
S20	0	3	4	7
S21	2	7	4	13
S22	3	3	4	10
S23	4	4	4	12
S24	3	7	4	14

S25	2	3	1	6
X	1,52	4,2	3,4	9,12

Table 5 shows the total number of errors made by the students in the last micro-story. As this table exhibits and bearing in mind the data collected in the pre-test, student 1 made 13 errors, however, in the last writing composition, this same student ended in 2 errors in total, which means that there is an important reduction in terms of the number of errors. Consequently, student n° 24 also decreased the number of errors, she began making 42 errors and finished writing 14 errors in total.

Chart 2. Post-test result



After analyzing the bar graph, it is possible to observe a positive change in terms of participants' results achieved after the implementation of Peer Coding Correction Feedback as compared to the pre-intervention session. As can be seen in Chart 2, the participants made 38 errors in spelling during the last micro-story, whereas in the verb tense category, 105 errors were found and 55 errors for word order.

4.1.2.1 Post-test error analysis

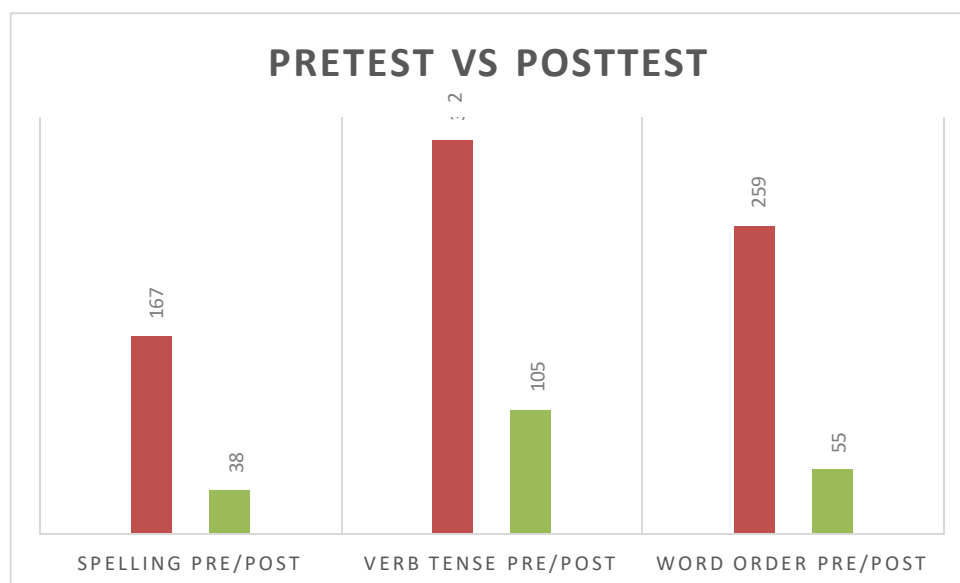
Regarding the errors analysis made in the last writing task, it is possible to say that students keep making errors. However, they decreased considerably. In terms of spelling, errors were minimized to a point where they were almost nonexistent, while in the past tense category, the misused of present and continuous tense are

not the types of errors made by these participants, being so, the use of regular and irregular simple past tense the error made. On the other hand, the word order category reduced drastically and the adverbs and adjective position in a sentence were fewer.

4.1.3 Pre-test vs post-test

According to the results from these sessions, students reduced the number of errors comparing the first micro-story to the last one. It can be seen in the chart below.

Chart 3. Pre-test vs Post-test



The analysis of students' results' pre and post-test scores for the writing test is presented in Chart 3. As stated in this chart, there is an important difference in the pre and post-test score since all criteria evidenced a decrease in the number of errors from the pre-session to the post one. It can be concluded that, according to this graph, the spelling errors in general, verb tense diminished, and word order as well. The analysis of the results regarding the pre-test demonstrates a total of 167 errors in spelling, whereas in the post-test they made 38 errors in general, in terms of percentage, the methodology implemented had led to an overall 77% decrease in the spelling category. Additionally, the number of errors made in the verbal tense category also decreased by 69%. In regard to the word order's results, it showed the highest decreased in the number of errors since students began making 259 errors and they ended in 55 which corresponds to a 79% of reduction. Finally, the findings from Chart 3 evidence the contribution of coding correction feedback for

improving 11th-grade student's microstructural elements in a short narrative written text-

4.1.3.1 Pre-test vs post-test error analysis

Concerning the classification of errors, the spelling errors are less observed in comparison to the first writing task. Having said that, the use of present tense and present continuous reduced drastically and the participants are no longer making those types of mistakes, however, the misused of regular and irregular past showed the most uneven progression in this category.

4.1.4. Statistical analysis

Table 6. Descriptive statistics

	N	Minimum	Maximum	Mean	Standard deviation
PRE	25	13	42	30,32	7,448
POST	25	1	19	8,12	5,019
Valid N (listwise)	25				

Table 6 shows descriptive statistics of the pre and post-tests. The mean of the pre-test is 30,32 (errors) while on the post-test is 8,12 (errors). The pre-test had a standard deviation of 7,448 and the post-test 5,019.

After descriptive statistics, it's necessary to conduct the normality test to verify if the data is normally distributed. This test will guide the following decisions to be made regarding using parametric tests or nonparametric methods to compare the results of the pre and post-tests and to determine if there is a significant difference. The purpose of applying these tests is to better understand the results obtained in the action research project.

Table 7. Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
PRE	,136	25	,200*	,961	25	,441
POST	,184	25	,029	,940	25	,152

*. This is a lower bound of the true significance.

a. Lilliefors Significant Correction

Table 7 presents the results of Kolmogorov-Smirnov and Shapiro-Wilk (test of normality). The Shapiro Wilk Test is more appropriate for this research given the sample size (n=25). We can see in table 4 that for the “Pre” and “Post” the Sig. value is greater than 0.05, which means the data is normal.

As the data has a normal distribution, a paired-samples t-test was conducted to determine the effects of peer coding correction feedback for improving 11th-grade student's microstructural elements in short narrative written texts. Table 8 shows the Sig. (p) value is less than 0.05, which means there is a statistically significant difference between the pre and post-tests.

Table 8. Paired Sample Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	St. Deviation	St. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Par 1 PRE - POST	22,200	5,268	1,054	20,026	24,374	21,071	24	,000

4.2 Specific objective 2: To identify 11th-grade student's perception of using peer coding correction feedback to improve microstructural elements in short narrative texts within English class.

A Likert Scale was used to explore students’ perceptions of using peer coding correction feedback in writing tasks, in which nine statements were included. Moreover, regarding the understanding of the instrument, the researcher read each statement and asked students to choose the category that best represented their opinions. The data from this instrument were analyzed using Excel.

4.2.1. Findings from the Likert scale

The participants rated the levels of perception of using PCCF with each statement on a scale of five points, these being,

- ❖ Estoy muy de acuerdo (*I strongly agree*): 5 points
- ❖ Estoy de acuerdo (*I agree*): 4 points
- ❖ Indeciso (*undecided*): 3 points
- ❖ Estoy en desacuerdo (*I disagree*): 2 points
- ❖ Estoy muy en desacuerdo (*I strongly disagree*): 1 point

4.2.2 Descriptive analysis

4.2.2.1 Dimension 1: Training coding correction feedback

Statement 1

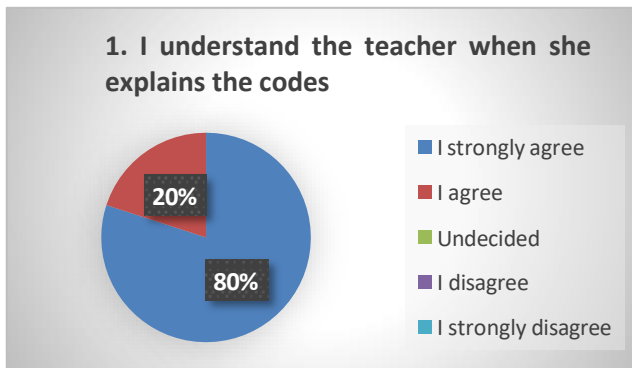


Chart 4. Likert scale Dimension 1.

In terms of this item, as can be observed in chart 4, 83% of the participants strongly agreed with the understanding of the codes when they were explained by the researcher, while 20% agreed with that same statement.

Statement 2

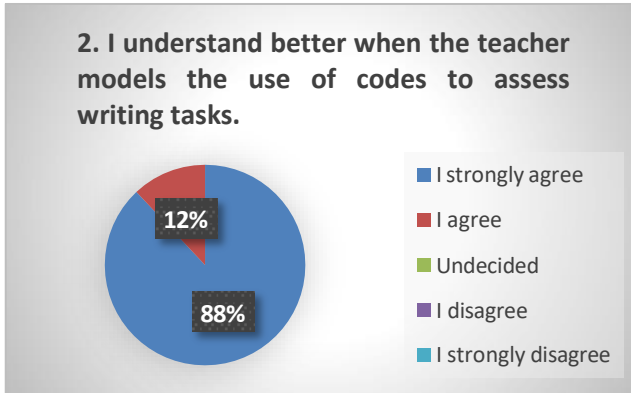


Chart 5. Likert scale Dimension 1

Chart 5 displays information about the participants' answers to question 2.

For this item, the results show that all three 88% of the students answered: "Estoy muy de Acuerdo" (I strongly agree), this being the maximum score for this statement whereas 12% of them agreed that they understand better when the teacher models the use of the codes.

Statement 3

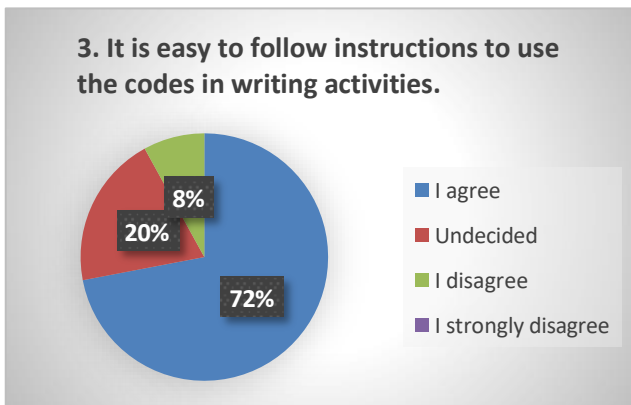


chart 6. Likert scale Dimension 1

For this item, as can be observed in chart 6, 72% of the participants strongly agreed that instructions were easy to follow, while 20% of the students were not sure about that same statement and 8% disagreed.

4.2.2.2 Dimension 2: Time management

Statement 4

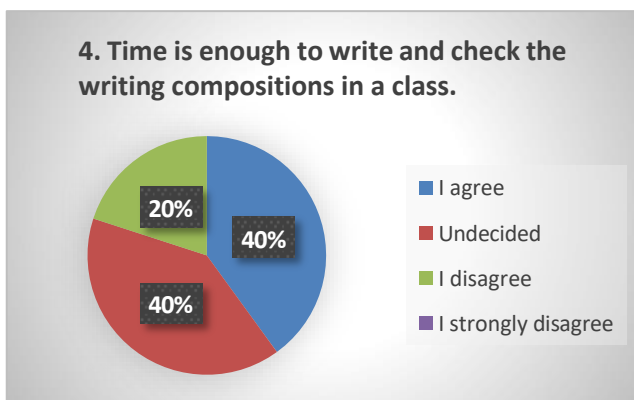


Chart 7. Likert scale Dimension 2

In terms of time management, as can be observed in chart 7, it is the dimension with the highest amount of dispersion among the nine statements, where 40% of the participants agreed and were undecided about the time, while 20% of them disagreed.

Statement 5

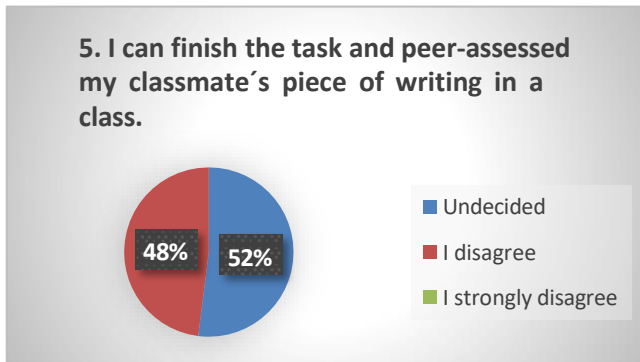


Chart 8. Likert scale Dimension 2

Analyzing chart 8, it can be observed that half of the students' answers were not sure about finishing the tasks on time, while 48% of them disagreed on that same item.

4.2.2.3 Dimension 3: The use of coding correction to improve short narrative texts.

Statement 6

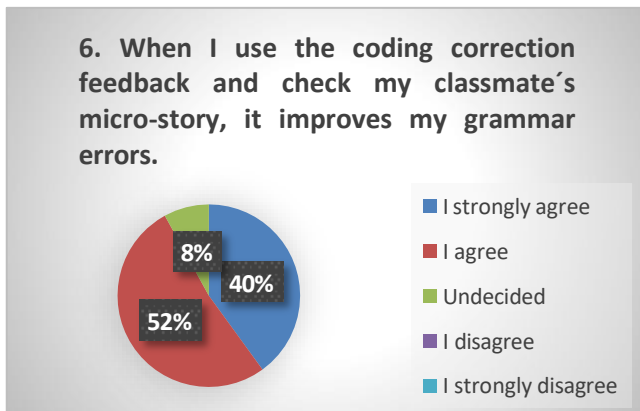


Chart 9. Likert scale Dimension 3

Chart 9 shows that a large majority of the students (52%) agreed and 40% strongly agreed that this methodology improved the microstructural elements in writing tasks, However, 8 % of the students did not have a preference (undecided).

Statement 7

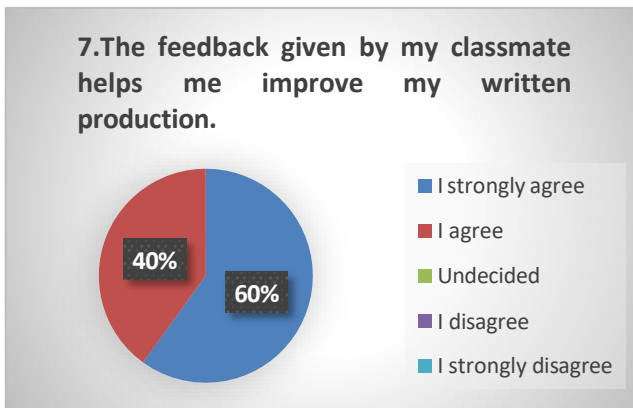


Chart 10. Likert scale Dimension 3

From Chart 10, it can be observed that the majority of the students (60%) strongly agreed on this item, while 40% of them agree on that same statement.

Statement 8

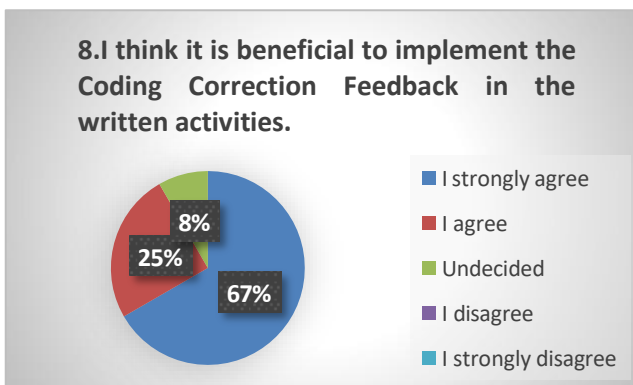


Chart 11. Likert scale Dimension 3

Chart 11 displays the percentage of answers received. There were 67% of the answers given, these being “Estoy muy de acuerdo”, while 25% agreed and 8% were undecided in terms of how beneficial this methodology was.

Statement 9

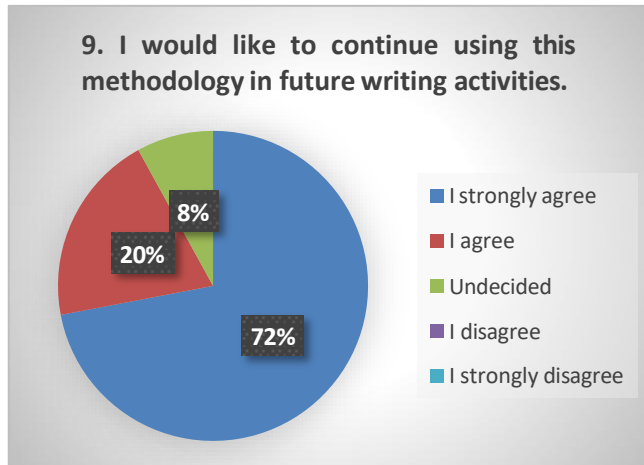


Chart 12. Likert scale Dimension 3

In this item (see Chart 12), 18 participants answered in the same way, this being “Estoy muy de acuerdo” which corresponds to 72% of them, while 20% of them agreed to continue using this methodology in future writing tasks. However, 2 students, 8%, answered undecided.

On the whole, it can be affirmed that the answers given by the participants demonstrated a positive attitude towards the implementation of the peer coding correction feedback and they believed the methodology helped them to improve microstructural elements in short narrative texts. Additionally, they agreed that they could use it in other types of activities, and it can be applied in further tasks.

CHAPTER V: DISCUSSION

5.1 Reflections based on the results.

In the current chapter I will interpret the findings and the impact that the PCCF methodology had on the microstructural elements on short narrative texts, and on their own perceptions of the sessions, specifically, determining the improvement that PCCF had in the English writing tasks.

5.1.1 To examine the effects of peer coding feedback on short, narrative texts written by 11th- grade students.

In order to answer the research question and address the research objectives, written compositions tasks were applied to analyze the use of microstructural elements in short narrative texts, and they took place before and after the sessions. These pieces of writing tasks were focused on three elements such as word order, spelling, and verb tense, this data collected gave the researcher the opportunity to draw significant conclusions. As it was mentioned previously the results obtained showed that the total errors made by the participants were fewer on the post-test as compared to the pre-test. Therefore, PCCF did contribute to the reduction of mistakes in microstructural elements in writing tasks, and the results show that there is a positive effect of this methodology on short narrative texts since all of these participants made fewer mistakes from the pre to the post, and not only did they demonstrated a huge commitment to this project, but they also did it fully concentrated and motivated talking about their past experiences. However, in terms of spelling, they started making 167 errors, then they finished with 38 mistakes at the end of the intervention, and this is something important to consider since Google Documents underlines the errors, and it automatically corrects misspellings and makes suggestions for spelling, as a consequence, it shows that these students did not pay much attention on that item at the very beginning because the first errors were not corrected.

On the other hand, after examining the statistical analysis, which was less than 0.05, it means that there is a statistically significant difference between the pre and post-tests. I can say that it is possible to affirm that there was an evident improvement in the mean scores of the participant's results after the implementation of PCCF sessions. Lastly, I strongly asseverate that the intervention helped all learners to improve in microstructural elements in written tasks, in some cases this increase was significant while in some other cases it was moderate.

5.1.2 To identify 11th-grade students' perception of using peer coding correction feedback to improve microstructural elements in short narrative texts within an English class.

Another important finding is that learners' perceptions support the contribution of PCCF methodology training to learners' microstructural elements in writing skills, since that there was a positive change in their performance. Besides, from what I observed and learned from the data collected, students made it better when modeling the instructions. Even though the participants showed a positive attitude toward this study, one student (student 4) did not follow the instruction, not because he did not want to write the micro-story, but because he needed an example in terms of using the codes in Google Doc, and for me, this demonstrates that even though they are 16 years old, they need that kind of help in terms of modeling (scaffolding). Additionally, they also indicated that they would like to keep on using it in further tasks which means that the methodology was useful and helpful in terms of improvements. As a researcher and teacher as well, it is important for us to understand what the learners' opinions are when evaluating their learning process and how important it is for learners to be able to express their feelings about how they like to learn or how they learn more effectively, and the data collected was crucial. The participants claimed it was unexpected, but at the same time significant for them to be requested to give feedback to a teacher about the teacher's decisions or about their learning process.

5.2 Links with the literature review

As it was mentioned beforehand, writing skill is not just a subject to see or to teach, it is a primary skill needed in all disciplines (Browker, 2007) and in most cases, it is not taken into account since speaking and reading are mainly employed in class, that is why when students have to write, they do it but making lots of mistakes over and over again, and they tend not to reflect much on their errors when writing. Additionally, feedback is also left behind since the teacher is the person who provides it mainly as a consequence it was thought that making students part of the process could improve their own writing process, thus according to Liu and Carless (2006) peer evaluation encourage students to take responsibility for and manage the learning as a global goal, and the results showed that peer coding correction feedback indeed helped them when writing and they made fewer mistakes after using this strategy, which is somehow related to what Riddell (2001) said about the uses of coding correction, what's more, the results affirmed what Yugandhar (2014) studied in terms of students prefer coded feedback since it helps them to improve their written performance. Furthermore, students pointed out that they felt easy assessing their partners since the codes were concise and

specific, luckily, we did not experience trouble about not having the feedback back and we could carry on the tasks without having to rely on this aspect.

5.3 Implications and limitations

After receiving the information required to analyze and observe whether the intervention was beneficial for the participants, I realized that the strategy I selected was necessary for the participants' improvement. Peer assessment is not used much in class, and it has several benefits for students. Therefore, it took time and focus. The results in terms of error correction and their perception of this intervention let me think that it can be repeated in the near future for student improvement since this intervention shows to be an effective and helpful tool that benefits the learners. Moreover, when considering the limitations of the present study, it is essential to mention that this study was carried out during a pandemic, and that aspect involves challenge and overthinking. The most significant limitation was the internet connections and the responsibility since I sent different reminders to students to get the micro-stories and the feedback on the due date.

CHAPTER VI: CONCLUSION

6.1 Summary of main findings

The use of peer coding correction feedback promoted a collaborative work atmosphere in the classroom and encouraged students to write different micro texts based on past experiences. Throughout the development of this written proposal, I could detect a reduction in students' errors in microstructural elements and awareness in relation to their own language learning when they were writing, since they learned how to use the codes and it gives a purpose to their writing in terms of improvements.

The results of this action research demonstrate that peer coding correction feedback can help learners to become aware of their learning and mistakes as well. Over the first writing compositions, students still showed a huge number of errors in 3 different writing micro-elements, but as the project went on, students began to take into account the coding correction given by their peers, and linked the feedback provided with the upcoming writing tasks.

Peer feedback by means of codes fostered self and peer evaluation since students could check and learn from others and their own errors in relation to the codes employed. It took place when students had to carry out pair activities in which they corrected each other to identify where the mistake was located.

The use of codes was a strongly significant aspect to enhance the writing. Students posted comments about the others' mistakes; they cared more about improving their micro-story and understanding their classmates' stories, that is why they thought that they also learned from their classmates' errors by looking up unknown words and reviewing verbal tenses.

In the final piece of writing that students submitted, they made fewer errors than in the previous writing, because they used and considered the feedback given, and the formal aspects of writing such as coherence improved as well. Nonetheless, there is something that really called my attention and it was the fact that even though Google Doc marked when there is a mistake, these students did not change it, they did not care about that.

Lastly, by working more closely on writing with 11th graders, I aimed to make them ready for being aware of their mistakes and reflecting a little bit more when writing, because it is not only important for them to write texts, but also to be understood when writing formal English.

6.2 Personal reflection

From the previous analysis and discussion, this action research study certainly gives room to further studies and questions as well. The information available online was pretty enough to understand that peer assessment and coding correction have achieved positive results in terms of writing improvement. Nonetheless, I did not know whether those strategies could help my students or not since I did not trust them and I thought that they could get bored writing six micro-stories but conducting this study has had an impact on my teaching practice because of their attitude and effort. Furthermore, an interesting emerging topic came about. The first one had to do with the fact that Google Docs automatically underlines misspellings and make suggestions for spelling and grammar, and few students did not take them into account and some errors were ignored the corrections over the first writings.

6.3 Recommendations

The strategies and activities implemented as part of the study plan can be applied in different subjects and not only in English class. Also, it is suggested to keep on studying the contribution of Peer Coding Correction to create a collaborative atmosphere that is less teacher-centered, and where practice can with no trouble be broadened beyond the classroom.

CHAPTER VII: REFERENCES

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Appendix 1

Writing Task 1. Holidays.



Holidays are necessary because they are our lifeline to sanity, a chance to step away from everyday life and reconnect with the people we love. It is a time to relax, to be the real us.

Write a story with at least 6 experiences you had in your last holiday (100 words). Write an engaging title. You can use the following questions to complete your writing:

- When was it?
 - Where did you go?
 - Who did you go with?
 - Was it fun?
 - What was the funniest thing you did?
-
- After the peer feedback, rewrite your story.

Title:

Writing 1:

Re-write:

Writing Task 2. First Love.



Love is something that every person needs and almost every person falls in love with someone. Almost every person experiences the first love and remembers it for the rest of his or her life.

Write a story with at least 6 actions you did when you met your first love (100 words). Write an engaging title. You can use the following questions to complete your writing:

- How did you meet him/her?
 - Where was it? Was it in Arauco?
 - Why was he/she your first love?
 - What things did you do together?
 - What was the funniest thing you did when you talked to her/him for the first time?
 - Did you go to the beach? Did you go for a walk?
 - How old were you?
 - How old was he/she?
-
- After the peer feedback, rewrite your story.

Title:

Writing 1:

Re-write:

Writing Task 3: Experiences



Do you have a keen ability to smell more than others and associate moments in time with pleasant smells? Are you a strongly visual person who can recall the past from a photographic memory? Don't forget that your emotions and senses strongly develop your own unique perspective.

Describe an experience that changed your life in a good way, using at least 6 feelings you had when that happened (100 words). Write an engaging title. You can use the following questions to complete your writing:

- Where did it happen?
 - Were you alone?
 - Did you see something weird?
 - Did you live something unforgettable?
 - Were you walking around? Were you on a bus?
 - How old were you when that journey or walking changed your life?
-
- After the peer feedback, rewrite your story.

Writing 1	Title:
 Re-write:	

Writing Task 6: Idols.



Everybody has an idol in their life, and it can be an inspiration source to walk on our life. An idol is a person who has a big impact on your life in many ways. I consider my mom as my idol. Since I was a child, I have been so close with her. She teaches me many things when I first step into the world, when I have a problem, she not only is the person I can talk with for hours but also loves me unconditionally.

Write about your idol's life including at least 7 different events (100 words). You can use the following questions to complete your writing:

- When and where was he/she born? Where did she/he live?
 - What was her/his job?
 - Who was the biggest influence in her/his career?
 - Where did she/he study? Did he/she get a degree? In what?
 - Describe your idol. What was he/she like when she/he was young?
- After the peer feedback, rewrite your story.

Writing 1

Title:

Re-write:

Appendix 2

SESSIONS	MATERIALS
Pre- Intervention	https://view.genial.ly/60ac0f1b4cf10d0cfaa66aa0/presentation-session-1
Intervention 1	https://view.genial.ly/60b0464adfa6970d85037d00/presentation-session-2
Intervention 2	https://view.genial.ly/60b11e99fafa9d0d831490a6/presentation-session-3
Intervention 3	https://view.genial.ly/60b44cabf42d920d778e44c6/presentation-presentacion-scary-eighties
Intervention 4	https://view.genial.ly/60b45b6b0f5a7e0d708490ac/presentation-album-de-fotos-vintage

Appendix 3

ENSEÑANZA DE LOS CÓDIGOS DE ERROR. *

	Muy de acuerdo	De acuerdo	Indeciso	En desacuerdo	Muy en desacuerdo
Yo entiendo a la profesora cuando ella me explica los códigos.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Yo entiendo mejor cuando ella modela el uso de los códigos para evaluar las tareas escritas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ha sido fácil seguir las instrucciones para usar los códigos en los textos escritos cortos.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

EL MANEJO DEL TIEMPO PARA ESCRIBIR LAS MICRO HISTORIAS. *

	Muy de acuerdo	De acuerdo	Indeciso	En desacuerdo	Muy en desacuerdo
El tiempo es suficiente para escribir y revisar los textos escritos cortos en clases.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Puedo terminar y evaluar a mi compañera/o en clases.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

LA CO EVALUACIÓN A TRAVÉS DE CÓDIGOS MEJORA LOS ELEMENTOS MICRO ESTRUCTURALES EN TEXTOS ESCRITOS CORTOS. *

	Muy de acuerdo	De acuerdo	Indeciso	En desacuerdo	Muy en desacuerdo
Cuando utilizo el código de error y corrijo el texto de mis compañeros mejora mi producción escrita	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
La corrección que recibo de mis compañeros ayuda a mejorar mi producción escrita.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creo que es beneficioso implementar el código de error en las actividades escritas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Me gustaría seguir utilizando esta metodología en futuras actividades escritas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Appendix 4

Constancia de Validación de Instrumento

Yo, Marcela Aguirre Lozano, de profesión Profesora de Inglés, Universidad de Concepcion,
ejerciendo actualmente en USS, Concepcion, luego de hacer observaciones pertinentes, puedo
formular las siguientes apreciaciones en cuanto al instrumento de investigación.

Comentarios o sugerencias,

Estimada Claudia, me parece interesante el tema, objetivos de investigación y topicos. No me queda claro la razón que todos los tasks/ lessons tengan la misma estructura y si todos se usaran con los mismos alumnos o ellos podrían elegir un tema. Si la ideas es usarlos como parte de una unidad, mi sugerencia seria que la estructura o desarrollo de la lección sea mas variada, para mantener la atención y motivación.

Likert's scale – comentarios en chart

Espero le ayuden los comentarios descritos, Saludos

Marcela Aguirre Lozano

Firma