



**Exploring the Effects of Individual Formative Feedback  
on the Writing of Descriptive Texts among PINJ Level 2 Students**

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### **Dedication**

This project is especially dedicated to little Maria, who once dreamed of becoming a teacher, and my best friends Susana and Juliana. I also dedicate this to my family who, despite being geographically far away, were always my motivation along this long process that today yields its results.

### **Acknowledgements**

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All praise to the University of Antioquia that welcomed me from day one, allowing me to meet wonderful people like my classmates and professors. The Alma Mater taught me a lot and the most beautiful thing is that it gave me the opportunity to teach.

The University introduced me to love in a thousand ways and one of them is my partner, whom I met throughout my journey in the Alma Mater, and now we walk and teach together here.

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### **Acronyms and Abbreviations**

AP: Action plan.

Dtxt: Diagnostic text.

EFL: English as a Foreign Language.

FF: Formative feedback.

Ftxt: Final text.

IFF: Individual formative feedback.

PIA: Programa de Inglés para Adultos.

PINJ: programa de inglés para Niños y Jóvenes.

St: Student.

UdeA: Universidad de Antioquia.



### **Abstract**

This action research study aimed to explore the effects of formative feedback on the writing of descriptive texts in a 2<sup>nd</sup> level course of *Programa de Inglés para Niños y Jóvenes* students. Under little exposure to writing development activities and lacking feedback in the few ones, this study proposed a series of writing activities supported on individual formative feedback, with a specific focus on five students of variable needs and writing abilities. This study followed a qualitative research framework with instruments such as teacher journals, recordings, and students' artifacts to collect data. This study combined an action research design with a Descriptive Case Study method. Data collected stemmed from one pre-test, one post-test, teacher journals, audio recordings of feedback, and students' written artifacts.

Findings show positive effects of formative feedback on students' writings. Students used FF to validate and confirm both content and language knowledge, before and while writing. FF led students to apply instant corrections from word and sentence levels toward text level. Eventually, FF fostered mistake realization among learners, thus growing their writing confidence, achieving desired writing accuracy, or exploring meaning-making.

Indeed, FF gave students the opportunity to ponder their knowledge, lead their own process, recognize their abilities, and tackle their own weaknesses. It also gave them the possibility of confronting needs and using learnings in upcoming writing activities.

Keywords: Feedback, formative feedback, students, texts, writing.

### **Resumen**

Este estudio de investigación-acción tuvo como objetivo explorar los efectos de la retroalimentación formativa en la escritura de textos descriptivos en un curso de 2º nivel de estudiantes de Programa de Inglés para Niños y Jóvenes. Con poca exposición a actividades de desarrollo de la escritura y baja retroalimentación en las pocas realizadas, este estudio propuso una serie de actividades de escritura apoyadas en la retroalimentación formativa individual, con un enfoque específico en cinco estudiantes con necesidades y habilidades de escritura variables. Este estudio sigue un marco de investigación cualitativa, y utilizó instrumentos como diarios de campo, grabaciones y artefactos de los estudiantes para recopilar datos. Este estudio combinó un diseño de investigación acción, con un método de estudio de caso descriptivo.

Los resultados muestran los efectos positivos de la retroalimentación formativa en los escritos de los estudiantes. Los estudiantes utilizaron la retroalimentación formativa para validar y confirmar sus conocimientos lingüísticos y de contenidos, antes y durante la escritura. La RF llevó a los estudiantes a aplicar correcciones instantáneas desde el nivel de la palabra y la frase hasta el nivel del texto. Con el tiempo, la RF fomentó la comprensión de errores entre los estudiantes, aumentando así su confianza en la escritura, logrando la expresión gramatical deseada o explorando la creación de significados.

Sin duda, la RF le dio a los alumnos la oportunidad de reflexionar sobre sus conocimientos, dirigir su propio proceso, reconocer sus capacidades y abordar sus propios puntos débiles. También les dio la posibilidad de enfrentarse a las necesidades y utilizar lo aprendido en futuras actividades de escritura.

Palabras clave: Escritura, estudiantes, retroalimentación, retroalimentación formativa, textos.

## **Introduction**

PINJ, *Programa de Inglés para Niños y Jóvenes*, is a program that aims to offer non-formal English education to children and youths with an implicit focus on oral production. As a preservice teacher with previous experience as a teacher in this program, I have evinced this focus on speaking, and although writing is not omitted, students and teachers are prompted mainly towards oral production. In the EFL field, formative assessment in writing has been mentioned in different studies (González M, and Correa F. 2021). Although some of those studies include the use of formative feedback, its effects on students' writing have not been broadly explored within the Colombian context.

This research report addressed one exploration of formative feedback based on a scarce number of writing activities, little feedback on writing, and on the need to boost writing skills of students who are expected to attain globally the communicative goals in a second language, beyond the oral-aural skills.

This report aimed to identify the effects of individual formative feedback on EFL Colombian young learners' writing of descriptive texts, their needs, questions, processes, and products, in order to show how formative feedback deems an effective tool for teaching and learning English writing.

### **Description of the Context**

*Universidad de Antioquia* is a public university located in Medellín city, Colombia.

One of the programs of its Extension Centers is in the School of Languages: *Programa de Inglés para Niños y Jóvenes* (PINJ); which aims to offer affordable and quality English courses to the society with an on-site modality. The program seeks to contribute to developing children's and adolescents' communicative competence and engaging them into expressing themselves coherently and clearly in oral and written English, in personal, social, and academic situations (PINJ PEP, 2022). The program also aims to foster aspects such as mobility, internationalization, and exchange of knowledge and cultures, as well as strengthen linguistic knowledge to enhance academic and professional opportunities.

PINJ is a non-formal educational program that hosts English learners between 6 and 17 years old. PINJ is structured into 9 courses, 64 hours each, with a total of 504 of direct instruction in weekly 4-hour per-session intensity, either on Saturday or Sunday. PINJ follows a Task Based Learning Teaching approach that proposes language learning activities leading to the development of written and oral skills in interactions that resemble social, personal, and academic life tasks (PINJ PEP, 2022).

### **The setting**

Cycle 1 of the action research, between July 2023 and December 2023, took place at a Level 1 class for youths at the main Campus. Classes were taught in a computer lab to a group of 12 students, 6 girls and 6 boys, ranging between 13-16 years old. Cycle 2 took place in a Level 2 class at the main campus between February and June 2024. Classes also took place in a computer lab for a group of 18 students, ranging between 15-17 years old.

### **The Cooperating Teacher**

The cooperating teacher (CT) has a bachelor's degree in foreign Language Teaching, English and French, from Universidad de Antioquia. He has worked as a teacher for the Extension Center in *Programa de Inglés para Adultos* (PIA) and PINJ programs. Although no textbooks are mandated by the program, the teacher implemented his classes using technological mediation with activities as fill in the gaps, matching vocabulary, verb conjugation, interactive videos taken from and then used on-site, teacher-designed slides, digital pictures, and vocabulary flashcards.

### **Participants**

The target group for this action research project was the Cycle 2 group of students (2024-1): 18 students, 9 girls and 9 boys ranging between 15-17 years old. All of them come from Medellín and its neighboring municipalities: Girardota, Bello, and Envigado. They are enrolled in grades 10 and 11, four of them in private schools and the others in public schools.

In Cycle 2, one diagnostic test was administered as a writing task. One assessment rubric was used to analyze their diagnostic texts. As a result, five of the 18 students were chosen as a unit of analysis for a case study given their localization in the lowest segment of the diagnostic test results. Two of them belonged to the group of students in Cycle 1 (2023-2) and three of them came from a different group, which constituted a diverse unit of analysis.

### **Statement of the Problem**

For this study, I collected data using a teacher journal between August and November 2023. It was difficult to find an issue to focus on. I identified students failing several times at sentence writing exercises. I observed the teacher explaining the topic and assigning the students activities to be done in their notebooks. Later, he asked them to exchange notebooks to check their classmates' exercises, while he completed them on the board. Then he used to give extra points to students who did correctly 100% of the activities. (Class observation September 3<sup>rd</sup> 2023; Class Observation sept 10, Class observation Oct 1).

Class observations showed a teacher-fronted class style. Feedback on students' writing was scarce. For instance, chair disposition made difficult for the teacher to circulate and give individual feedback. The activities had whole-class instant correction on the board by the teacher. Activities such as fill in the gaps, were completed by the teacher with the correct forms after students finished. Direct class feedback was given instead of providing students with individual details on their process or product.

More specifically, writing production activities were fill-in the gap ones from websites projected on the screen. The CT asked students to take out their notebooks and write the incomplete sentences on their notebooks and complete the missing parts with simple present and present continuous verbs, and sometimes to complete sentences with a verbs list. Other writing activities consisted of students correcting sentences that the teacher wrote on the board with some intentional mistakes (Class observation September 10<sup>th</sup>2023; Class observation October 15<sup>th</sup>, 2023; Class observation November 11<sup>th</sup>2023). Feedback on writing was observed as limited to the CT showing automatic answers of the websites, rewriting the sentences on the board with the correct form, and asking students to switch notebooks and check their classmates' correct exercises.

Here, students were able to complete some sentences with verbs in simple present. However, they faced difficulties to use prepositions of time and to understand the difference between simple present and present continuous structures. In those exercises, the teacher underlined students' mistakes and gave them the correct form, no feedback included.

Mistakes in those activities were frequent. For instance, some of the mistakes used on the board activities were the same mistakes students kept in their notebooks, as corrections were not transferred from the board. These intended writing activities were to provide students with extra points in their evaluative activities for those who did 100% correct in the activity.

Figure 1 *Writing Exercise, Cycle 1 September 3.*

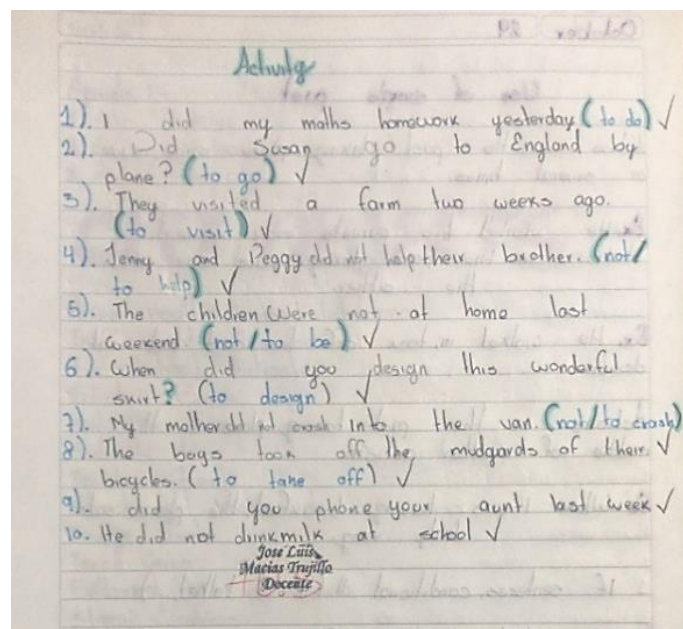
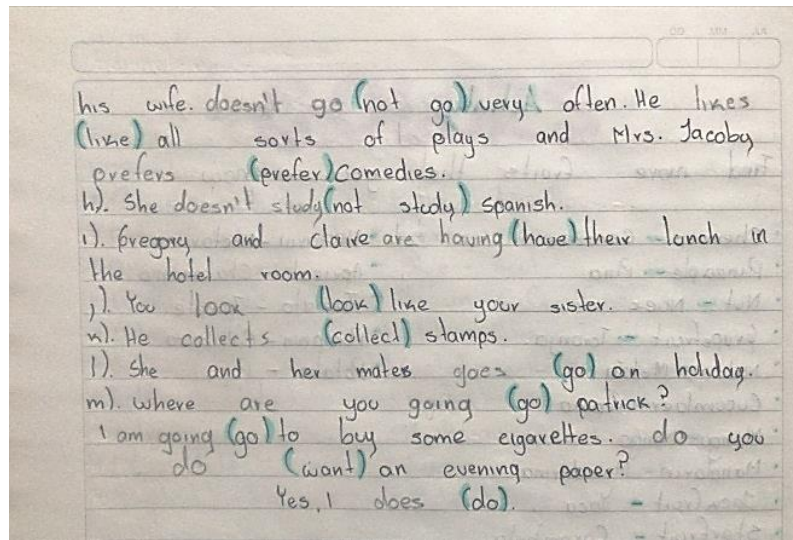


Figure 2 *Writing Exercise, Cycle 1 September 3.*

Similar writing exercises were found in the first week of observation in Cycle 2, activities focused on writing single words, but not complete sentences or texts (Class observation, February 18<sup>th</sup>, 2024). Since individual feedback was omitted, students were unaware of their mistakes and errors. Although they showed good performance and responded in a positive way during the suggested activities, they seemed to be worried about some difficulties related to specific grammar aspects, which had led them to fail several times at the same writing activity and it was reflected on low grades and thus lack of confidence to participate.

### **Baseline Data**

To learn about students' writing skills, a diagnostic test and a rubric were implemented. The diagnosis test consisted of students writing a descriptive text of their daily routine. The rubric was used to analyze each of students' texts. Results showed that students had difficulties to write descriptive texts, specifically in completeness of the simple present sentences, nouns and verbs omission, verbs in third person misconjugation, small repertoire of topical vocabulary, few or no



prepositions of time, adjectives or time expressions. Mistakes and errors in punctuation, capitalization, and spelling were also found (Figure 3 Results: Diagnostic test rubric).

## **Theoretical Framework**

### **Feedback**

In the field of language teaching, feedback is defined as a form of shared or exchanged information (Herra & Kulińska, 2018). Feedback is also defined by Alvira (2016) as the information given to students on how they can improve their writing skills. Similarly, Obilor (2020) defines feedback as a way of giving information to students in a manner that encourages them to accept it, reflect on it, learn from it, use it, and build improvements confidently.

Giving feedback, according to Hyland (2006), is considered one of the most important duties of the teacher, as it provides individual attention that is not easily achieved in classroom conditions. Feedback not only helps the learner correct mistakes but also motivates and encourages the learner in language learning (Sadullaev, 2018). Additionally, feedback guides and encourages students to improve the quality of their written work by seeking to develop their writing skills (Zia et al., 2019).

Feedback follows a systematic process where teaching and learning work together to achieve learning outcomes and collect specific information for teaching and learning. In general terms, feedback should be periodic, orderly, and methodical. Therefore, "feedback should be relevant, timely, factual, helpful, confidential, respectful, tailored to specific needs, and encouraging" (Ovando, 1992). The primary goal of feedback is to minimize differences between existing understanding and performance and a target. For feedback to be effective, it needs to answer three main questions asked by a teacher or student: "Where am I going?" (objectives), "How am I going?" (progress regarding the objective), and "Where to next?" (steps to improve progress) (Hattie & Timperley, 2007).

There are four main types of feedback: formal, informal, summative, and formative. This study focuses on formative feedback, which allows students to improve their outcomes after receiving comments during any activity. Formative feedback focuses on the process rather than the product. Although it can be formal or informal, formative feedback helps develop students' forms of development (Center for Instructional Technology and Training, University of Florida, n.d.).

### **Formative Feedback**

Shute (2007) defines formative feedback as information transmitted to the learner in response to some action on the learner's part, with the intention of affecting his or her current patterns of thinking and behavior with the aim of improving learning. Giving formative feedback goes beyond telling students what went well and what did not in their performance, it is also about giving students some suggestions on what they could do to improve as well as offer to help them by meeting with them and providing them with the study materials they need (Sadullaev, 2018).

Feedback has a telling importance in the acquisition of implicit and explicit knowledge in a second language (Pirhonen, 2016, p. 11; p. 17), while being crucial to fostering and consolidating learning (Hyland & Hyland, 2019). Abdulahi (2017) states that we can talk about formative feedback only if it can be used to foster learning. The purpose of formative feedback is to determine the need for adjustment, modification, or additional study. Formative feedback helps learners to maximize their potential at different stages of training, raise their awareness of strengths and areas for improvement, and identify actions to be taken to improve performance (Ovando, 1992).

Formative feedback engages students to constantly review and evaluate their progress (Wong & Grace, 2022). In L2 classrooms, formative feedback is a key element of the scaffolding provided by the teacher to build student confidence in writing pedagogy. Some teachers have moved from

summative feedback, which focuses on writing as a product, to formative feedback, which targets students' future writing and the development of their writing processes (Hyland & Hyland, 2019).

Formative feedback is a viable strategy to help students achieve higher quality writing (Kefagy & Nagy, 2022). Formative feedback that seeks to improve writing involves being prospective rather than retrospective and must be practical for students (Abdulahi et al., 2017). It minimizes the gap between current and desired performance, improving students' writing skills by showing them their strengths and how weaknesses should be improved by revising their concepts and applications in grammar, vocabulary, content, organization, sentence structure, and language mechanics (Zia et al., 2019). Formative feedback can be given directly, providing the correct form when students make a mistake, or indirectly, guiding and stimulating learners to self-correct (Ellis et al., 2008). This second approach can involve various strategies, such as guiding questions, pointing out mistakes, or providing similar examples using the appropriate structure. In-text feedback marks can identify concrete examples of the strengths and weaknesses of students' work, showing them what they need to improve (Cook, 2013).

According to Hatziapostolou and Paraskakis (2010), formative feedback must have five main qualities to promote learning and guide to a higher level of achievement in cognitive and skill outcomes. Formative feedback needs to be timely, allowing students to use it in future assessments; motivational, to encourage and motivate students; personal, tailored to individual strengths and weaknesses; detailed, so students understand their strengths and weaknesses; and aligned with evaluation criteria and learning objectives.

### **EFL Writing**

Hyland (2003) defines writing in a second language as writing in a language other than the writer's native language. Writing is considered one of the most difficult skills in learning a foreign language, since the production of a written document requires previous input such as grammar, syntax, organization of ideas, among others. This is why writing is one of the least attractive skills for young learners (Ioannou & Pavlou, 2003).

Writing has been a core topic in applied linguistics for more than half a century and is a central area of teaching and research in most languages. Its complex and multifaceted nature seems to constantly elude both adequate description and explanation, and many forms of research have been called upon to help clarify both how writing works and how best to teach it (Hyland, 2002). Teaching writing is considered demanding, and feedback is widely considered as one of the main driving forces in the development of writing and as an integral pedagogical tool in it (Saliu-Abdulahi Drita et Al, 2017).

### **Writing in PINJ**

PINJ aims at strengthening the linguistic competencies promoted by the Common European Framework of Reference. It employs a series of communicative tasks for the language acquisition process that follow the principles of TBLT and proposes language be worked on by integrating the four skills: listening, speaking, reading and writing. At the end of the program levels, students should have developed the communicative competence that allows them to interact effectively in oral and written form (PINJ PEP, 2022).

**Feedback in PINJ**

The PINJ offers preparation and feedback activities related to standardized test students have to present in the program. The teachers of the program in their role must accompany, provide input and feedback, reflecting on the learning or stimulating students to it. (PINJ, PEP, 2022).

### Action Plan

Figure 3 Action Plan.

RESEARCH QUESTION: What are the effects of giving individual formative feedback on writing performance to students of a course 1 in an informal English program?						
RESEARCH GENERAL OBJECTIVE: Analyze how the implementation of formative individual feedback affects students' writing performance.						
RESEARCH SPECIFIC OBJECTIVES:						
1. Diagnose students writing skills to focus on the key activities.						
2. Design proper strategies to give feedback to students within their writing activities.						
3. Evaluate how the close interaction with the student during the feedback affects the student writings quality.						
WEEK	OBJECTIVES	ACTIVITIES	MATERIALS	CONCEPTS IN ACTION	INSTRUMENTS	PURPOSE
1	<p>Content: Express one's feelings and emotions about healthy lifestyles.</p> <p>TLO: Use abstract nouns and adjectives for emotions to describe their feelings.</p> <p>TLO: use adjectives to describe feelings and situations. Ed.ING.</p> <p>RES. OBJECTIVE: Analyze students' writings (descriptions) on...</p>	<p>Ka1: Name the emotion (clides with pictures and emojis).</p> <p>Ka2: Video about Feelings and emotion.</p> <p>KA3: Crossword emotions.</p> <p>Ka4: Filling the blank, ED and ING adjectives</p> <p>Ka6: Mine and 'classmate's routine (conversation and writing)</p>	<p><a href="https://www.oysterenglish.com/emotions-vocabulary.html">https://www.oysterenglish.com/emotions-vocabulary.html</a></p> <p><a href="https://promova.com/english-grammar/adjectives-ending-with-ed-and-ing-rules">https://promova.com/english-grammar/adjectives-ending-with-ed-and-ing-rules</a></p>	<p>Individual indirect feedback . Indirect Formative Feedback</p> <p>Indicating + locating the error</p>	<p>Artifacts</p> <p>Audio recordings(feedback) PST Journal</p>	<p>Review and analyze the students' writing skills after some feedback implementation.</p> <p>Record the specific feedback provided by the teacher during the implementation to later analyze them.</p>
2	<p>CONTENT OBJ: life daily situations.</p> <p>TLO: Students will use zero conditional in simple present in real life simple sentences.</p> <p>SWBAT talk about their daily life using zero conditional</p> <p>SWBAT identify the structures used to talk about their daily life. simple present ad zero conditional.</p>	<p>ka1: The teacher will ask students what happen if they do something; what happen if you wake-up late?, What happen if you don't wash tour hands?</p> <p>Ka2: zero conditional introduced by the teacher.</p> <p>Ka3: If I do, if I don't filling the.</p> <p>Ka4: Listening comprehension.</p> <p>Ka5: Students will build sentences using zero conditional and emotions.</p> <p>ka6: Students will develop a workshop which includes a writing activity about Daily routine and healthy habits.</p>	<p><a href="https://www.listenaminute.com/b/bad_habits">https://www.listenaminute.com/b/bad_habits</a></p> <p><a href="http://www.abanglish.com/es/gramatica-ingles/condicional/zero-conditional/">http://www.abanglish.com/es/gramatica-ingles/condicional/zero-conditional/</a></p>	<p>Formative Feedback</p>	<p>Artifacts</p> <p>Audio recordings(feedback) PST Journal</p>	<p>Review and analyze the students' writing skills while giving them individual FF</p> <p>Record the specific feedback provided by the teacher during the implementation to later analyze them.</p>
3	<p>CONTENT OBJ: give recommendations about helthy lifestyle.</p> <p>TL OBJECTIVE: Use basic punctuation marks in short text.</p> <p>SWBAT identify the appropriate use of basic mechanics (comma, period, colon and semicolon).</p> <p>SWBAT use commas and periods to structure their own writings.</p> <p>RES. OBJECTIVE: Keep track of student's writing performance following the rubric.</p>	<p>Ka1: What is punctuation? introduced by the teacher.</p> <p>Ka2: text review ( Proofreading marks)</p> <p>Ka3: Reading aloud.</p> <p>Ka5: Write your on parragraph (postcard to a friend)</p>	<p><a href="https://www.youtube.com/watch?v=zVu-XvULZNg0/7d">https://www.youtube.com/watch?v=zVu-XvULZNg0/7d</a></p>	<p>Indirect/individual formative feedback. Class Feedback. Proofreading marks</p>	<p>Rubric to analyse second entry text. Interview Audio Recordings (feedback). PST Journal</p>	<p>Review and analyze the students' writing skills after some feedback implementation-</p> <p>To know students' perceptions on their own process related to the implemented feedback.</p> <p>Record the specific feedback provided by the teacher during the implementation to later analyze them regarding the results and students opinions</p>
4	<p>CONTENT: complete description of a healthy lifestyle.</p> <p>SWBAT describe their own and someone eles's lifestyle.</p> <p>TLO: Students will write a text in which they include all the aspectos learned bout healthy lifestyle.</p> <p>SWBAT use basic punctuation marks in their writing.</p> <p>SWBAT write their own Vlog-script.</p> <p>RES. OBJECTIVE: review students' advance in writing.</p>	<p>ka1: Postcard review.</p> <p>Ka2: mokeup writing activity</p>		<p>class feedback.</p>		
5	<p>CONTENT: complete description of a healthy lifestyle.</p> <p>SWBAT Understand someone eles's Daily lifestyle.</p> <p>TLO: Students will write a text in which they include all the aspectos learned bout healthy lifestyle.</p> <p>SWBAT use basic punctuation marks in their writing.</p> <p>SWBAT Describe their daily life and how they take care of themselves.</p> <p>SWBAT write their own Vlog-script.</p> <p>RES. OBJECTIVE: review and conclude students writing skills after feedback implementation.</p>	<p>a1: Listen and follow the reading.</p> <p>Ka2: reading together.</p> <p>Ka3: Write together (board activity)</p> <p>Ka4: Write your Vlog-entry</p>	<p>- Sample text of daily life and healthy lifestyle.</p> <p>- Board</p>		<p>Artifacts Interview Rubric to analyse last entry text. Audio recordings(feedback) CT comments on feedback PST Journal</p>	<p>Review and analyze the students' writing skills after feedback implementation.</p> <p>- To know students' perceptions on their own process related to the implemented feedback. Record the specific feedback provided by the teacher during the implementation to later analyze them regarding the results and tudents opinions Take into account the CT teacher observation and perceprion about the implemented feedback.</p>

**Research Question**

What are the effects of individual formative feedback on descriptive writing of EFL students in a PINJ Level 2 course?



### **Objectives**

Analyze how the implementation of formative individual feedback affects students' writing performance.

### **Specifics Objectives**

1. Diagnose students' writing skills of descriptive texts.
2. Analyze changes in students' writing during and after IFF.
3. Find the influence of FFI on students' final writings compared to the diagnosis.

### **Development of Actions**

This study had a qualitative research framework, on a set of interpretive practices to understand and address the meaning that individuals or groups give to a given issue (Creswell 2018). It combined and Action research design (Fischer, 2001) with a Descriptive Case Study method (Yin, 2003). This research was developed following some stages of action research: finding a starting point, collecting evidence, analyzing data, developing, and implementing strategy actions (Altrichter et al., 2000).

The study consisted of two cycles of 5 months each; during the first cycle I observed the classes analyzed and found the focus of the study. I assisted the CT with two 4-hour weekly classes and designed the action plan according to the identified issues. In the second cycle, I was the teacher in charge of the course and implemented the action plan, collect, analyze data to draw up the findings report.

For each class, the lesson was planned and approved by the CT and the practicum advisor. New topics such as punctuation marks (*Teacher's journal April 21*) and healthy habits, were taught. Writing individual and group activities were carried out by students accompanied by teacher feedback (*Teacher's journal March 24 and May 5<sup>th</sup>*).

Since the intent of the study is to analyze the effects of formative feedback in students' writing performance, and the variety and amount of qualitative data is wide, I considered it convenient to work and collect data from a unit of analysis, focusing on their performance, but giving the same activities and feedback to the whole group.

The unit of analysis for the case study is a group of 5 students (29% of the group) who were in the lowest segment of the diagnostic test results. A rubric applied to the text written by all the students at the beginning of the second cycle showed that most of the students in the group had a

low level in the following 4 writing aspects: 1) sentence construction, specifically in completeness of the simple present sentences (SVC); 2) mechanics, specifically the use of commas, periods, and capital letters; 3) the variety of verbs; and 4) the repertoire of vocabulary for the task.

Students in this course are expected to write a descriptive text about their daily life. The students in this unit of analysis presented similarities in their writing performance. They omitted the subject in simple present sentences and confused the use of commas and periods, also they struggled using capital letters. Sometimes they used lower-case letters at the beginning of initial and subsequent sentences. They also had difficulties using a variety of verbs, nouns and adjectives aligned with a task.

After identifying the students' skills and points to focus on writing with the diagnosis, the five students agreed with a consent letter, in which they were informed about their voluntary participation and that the data would be collected from their process and products. According to the research topic and the student's context, a series of activities were designed and implemented along with formative feedback strategies in a frame of 4 weeks, 16 hours of class.

The data for this research was collected through qualitative methods, such as artifacts, teacher journals, and recordings of individual feedback sessions. Artifacts were collected in context to keep track specific the effects of IFF on students' descriptive writing. The teacher journals provided a record of the experiences and perceptions of pedagogical and research activities, thus helping the researcher analyze and reflect on feedback and students' writing. The recordings provided specific details on how formative feedback was given and received.

## Findings

### FF encouraged validation

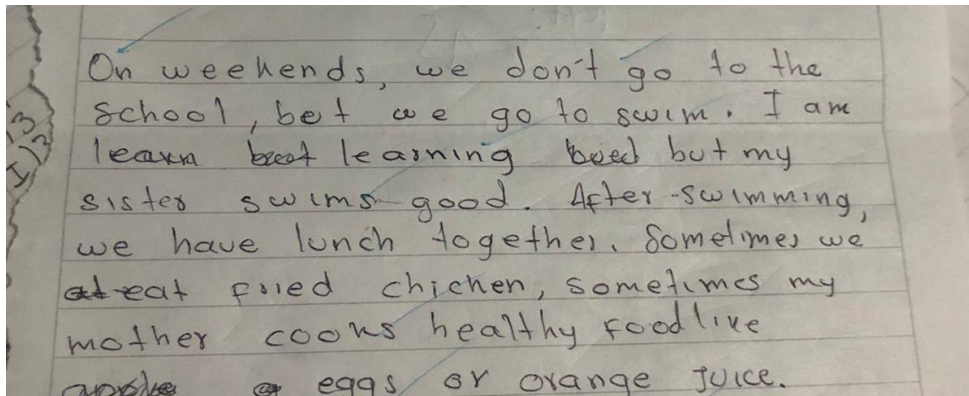
FF encouraged students to ask questions on conjugation, spelling, and syntax. FF also encouraged their seeking validation, correction, reaffirmation, and confirmation. During lessons, students received FF and they began asking questions to validate their grammar and lexical knowledge:

**St 3:** Teacher: weekends ‘es fin de semana?’

**Teacher:** weekends? Si, fines de semana. Está en plural.

**St3:** ok teacher, thank you. (*Feedback recording transcription 2, April 14*)

Figure 4 *Student 3 Artifact, April 14.*



Validation, in turn, had an effect on students' writing. Syntactically (Table 1), sentences were lexically more complete and coherent (Table 2), the repertoire of words was coherent and useful to describe. Students also tried to validate their lexical knowledge in English and the equivalent in Spanish, and vice versa, to improve their meaning conveyance at sentence level mainly, and text level subsequently.

Table 1 *Syntactical Improvements Diagnostic Text and Final Text.*

Student	Sentence sample(s) Diagnostic texts	Sentence sample(s) Final texts
ST. 1	<ul style="list-style-type: none"> <li>• Go to school to the 6:20 at 9:15 study to the quarter past nine. In the thirteen past twelve finish the school.</li> </ul>	<ul style="list-style-type: none"> <li>• From Monday to Friday, I get up at 4am. At 5:30 I go to school. I Finish the school at 12:20 pm.</li> </ul>
ST. 5	<ul style="list-style-type: none"> <li>• I get lunch and go tu slep.</li> </ul>	<ul style="list-style-type: none"> <li>• After I eat arepa and the I going to sleep until the next day.</li> </ul>
ST. 4	<ul style="list-style-type: none"> <li>• First in the morning go to shower.</li> <li>• Next at morning noon go to school; at 2pm eat my lunch</li> </ul>	<ul style="list-style-type: none"> <li>• I usually in the morning read, listen to music and I have breakfast.</li> <li>• I study at 12:00. I drink water and eat vegetables everyday.</li> </ul>
ST2	<ul style="list-style-type: none"> <li>• I take a bath 9:00 am, study 9:30-11:30 get up for lunch and go to sleep</li> </ul>	<ul style="list-style-type: none"> <li>• I always get up at 6 o'clock, I have breakfast. After that, I go to study at 8 o' clock in the morning.</li> </ul>
ST. 3	<ul style="list-style-type: none"> <li>• First get up 6:00 in the morning.</li> <li>• In the 6:00 go to school.</li> </ul>	<ul style="list-style-type: none"> <li>• I get up at 5:30 in the morning.</li> <li>• At 6:10 I go out to the school.</li> </ul>

Table 2 *Changes in Lexis: Nouns and Adjectives in Diagnostic text and Final text.*

Student	Nouns		Adjectives	
Students	Diagnostic texts	Final texts	Diagnostic texts.	Final texts
ST. 1	School, break, food, family, homework, class.	Friend, girlfriend, vacation, dog, Colombia, Cali, mother, grandparents, sports, volleyball, food, pasta gym, Monday.	No adjectives.	Happy, delicious, favorite.
ST. 5	School, court, homework, grandmother, clothes.	Brother, school, class, pasta, food, drinks, water, English, day, night.	No adjectives.	Favorite, many.
ST. 4	Bread, coffee, milk, food.	Girardota, San Andrés, mom, sisters, friend, grandparents, music, soup, pasta, meat, life, volleyball. Fruit, vegetable, water, English, Spanish, University.	No adjectives	Healthy, best, old.
ST. 2	I, day.	Tuesday, gym, cinema, girlfriend, family, student, coffee, tortilla, salad, drinks, house.	No adjectives	Different.
ST. 3	I, School, house, chocolate, eggs.	Girardota, Medellín, Neosistemas, UdeA, school, grandmother, friends, soccer, pizza, juice, videogames, party.	No adjectives.	Orange, happy, best.

### FF generated instant correction

When writing their texts during the lessons, students asked questions on spelling, punctuation, and sentence aspects. After giving FF to their questions, students started applying corrections immediately at sentence level. Some of the corrections include:

**Third person verb agreement:** (she go to run → she goes to run.; She brush → she brushes; St1 *Feedback recording transcription 4. April 28*; He smoke → He smokes. St3 *Feedback recording transcription April 28<sup>th</sup>*)

**Spelling:** (Whit → with; Teethe → Teeth St1 <sup>3rd-4th</sup> *Feedback recording transcription April 21<sup>st</sup>, 28<sup>th</sup>*);

**Prepositions of time:** (in the night → at night St4 *artifact Dtxt-Ftxt*; in the seven o'clock → at seven o'clock St3 *artifacts Dtxt-Ftxt*; to the 6:20 to the 9:15 → from Monday to Friday; at the 5 o'clock → at 5:00 St1 *artifacts Dtxt-Ftxt*),

**Verb collocations:** (to lunch → have lunch; St4 *Feedback recording transcription 4 April 28*; to shower → take a shower; St5 *Feedback recording transcription 4 April 28<sup>th</sup>*).

Figure 5 *Student 3 Artifact, April 28.*

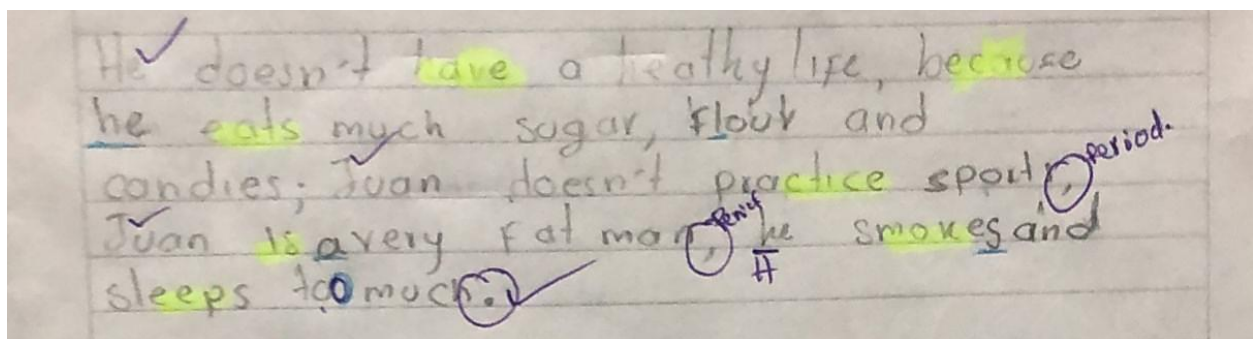
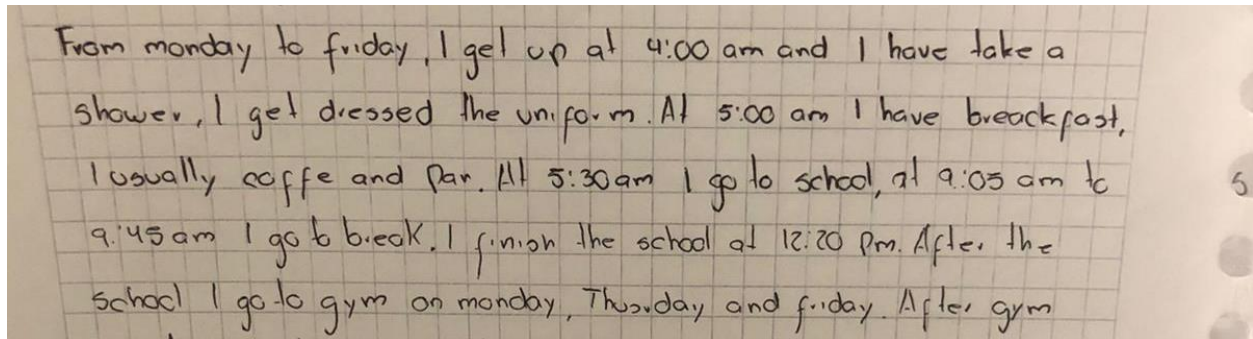


Figure 6 Student 1 Artifact, Final text May 5.

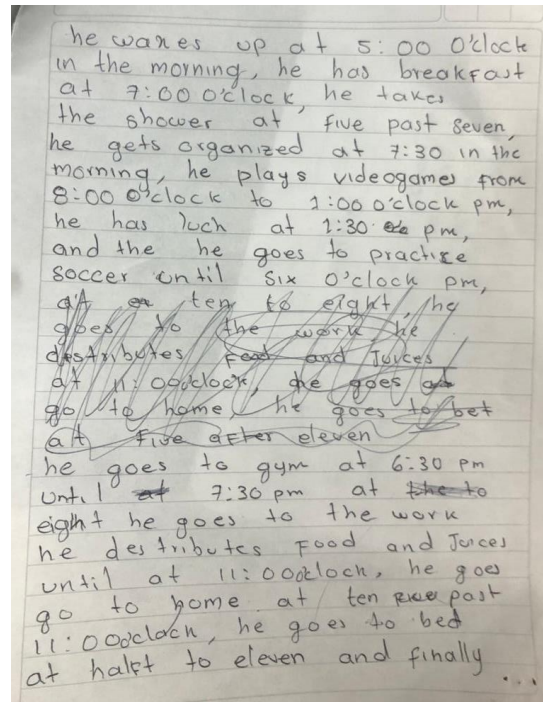


From Monday to Friday, I get up at 4:00 am and I have take a shower, I get dressed the uniform. At 5:00 am I have breakfast, I usually coffe and Pan. At 5:30 am I go to school, at 9:05 am to 9:45 am I go to break, I finish the school at 12:20 pm. After the school I go to gym on Monday, Tuesday and Friday. After gym

After applying the sentence level corrections, they would go to the rest of the text. Instant corrections applied during the feedback improved the text level, since the flow of information was more coherent and cohesive, the ideas were clear, and the texts were easy to follow (Figure 7).



Figure 7 Student 3 Artifact Instant correction, May 24.



### **FF produced confirmation**

At the beginning of the unit, students would not resort to ask questions or confirm their background knowledge. Eventually, students began to ask questions and request validation and confirmation in vocabulary, sentence and text level. FF led students to seek progressively confirmation on the meaning and spelling of words in English.

**St3:** Teacher ¿qué significa talk'?

**Teacher:** talk is conversar o hablar.

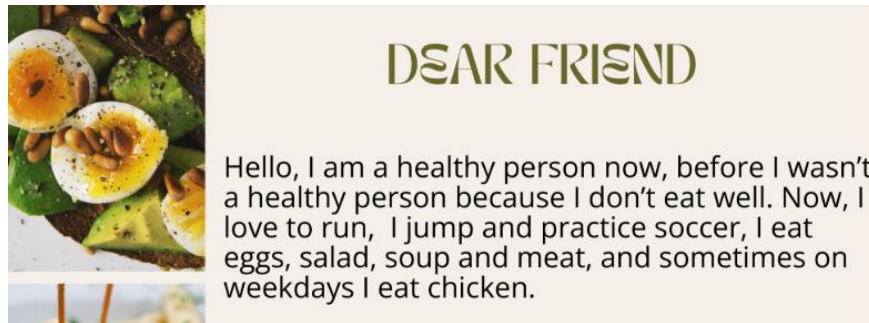
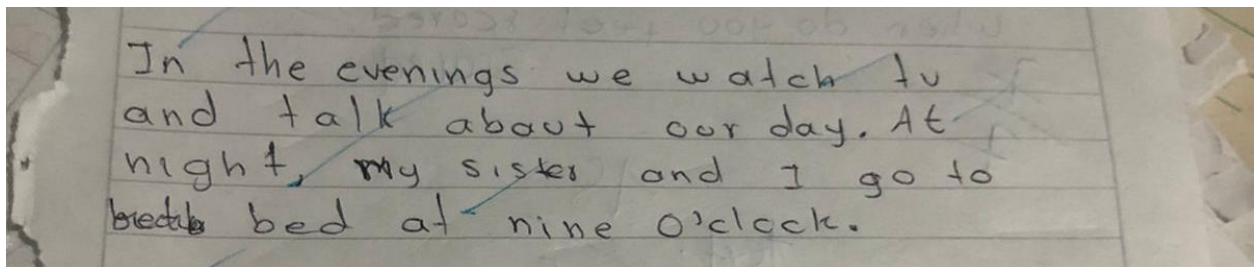
**St3:** Ahh si teacher gracias (*Feedback recording transcription 2, April 14*).

**St3:** Teacher, how do you spell 'well'?

**Teacher:** W, E, L, L [spelling in English]

**St3:** ahh listo profe, gracias

**Teacher:** You are welcome (*Feedback recording transcription 3, April 21*)

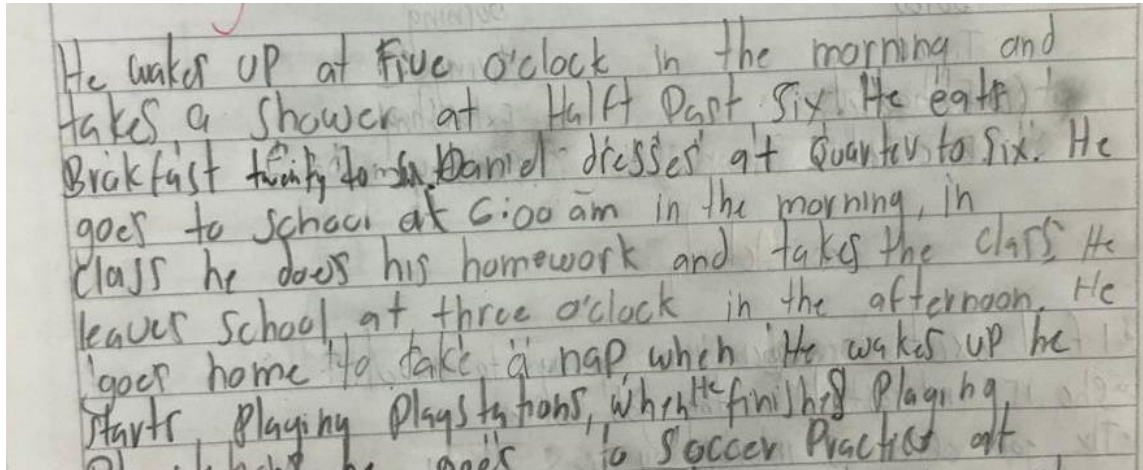
Figure 8 *Student 3 Artifact, April 21*Figure 9 *Student 3 Artifact, April 14*

St 4: Entonces digo, él toma una ducha a las, ¿cómo digo a las at? (*Feedback recording transcription 1. March 24*)

**Teacher:** You know, preposition of time, you already said that.

**St4:** ¡Ahh! At...na,na,na [pointing at the sentence in the copy]

**Teacher:** very good. (*feedback recording 4, April28*)

Figure 10 *Student 4 Artifact, March 24.*

With these directions, students used the reaffirmed knowledge in their texts. In later texts, the words were correctly used, and spelling was accurate. FF also led students to confirm meaning of words, punctuation marks, spelling, and word placement (syntax). Students lacking the meaning of a word in English would ask for feedback to confirm a guessing of a word from Spanish:

**St3:** Teacher, ¿qué es 'together'?

**Teacher:** Together es juntos. We walk together/caminamos juntos.

**St3:** ok

**St3:** Teacher, ¿qué es 'talk'?

**Teacher:** talk is conversar o hablar.

**St3:** Ahh si, teacher gracias. (*St3 Feedback recording transcription 2, April 14*).

On punctuation marks, spelling, and word placement (syntax), students expressed statements like:

**St1:** Profe, acá va un punto, ¿cierto?

**Teacher:** correct.

**St:** Thank you (*Feedback recording transcription 3. April 21*).

**Teacher:** Aquí, [points a word] te sobra una letra.

**St1:** Ahh teethe va solo hasta la h?

**Teacher:** Yes, it is correct (*St1 Feedback recording transcription 4, April 28*).

**St1:** Teacher, ¿qué va primero: 'healthy' o 'person'?

**Teacher:** ¿va primero el adjetivo o el sujeto?

**St1:** I am a healthy person (*Feedback recording transcription 3. April 21*).

Consequently, students' texts began to show positive changes.

Figure 11 *Sudent1 Artifact April 21st*

Hello friend, I have changed and I am a healthy person and I achieve this thanks to my diet and to the fact that I join a gym to have a good physical condition. I recommend you to eat more fruits, vegetables and reduce sugary drinks, you also need to

Figure 12 *Student 1 Artifact, April 28th*

from 6 p.m to 8p.m. After the gym she goes to house, she prepares the dinner, fish, salad and blend. She brushes her teeth at a 9p.m, goes to sleep to start a new day.

### **FF raised confidence**

FF raised students' confidence to write complete sentences using the information they received in previous feedback. In the first lessons, students showed low confidence since they did not ask questions or look for help while writing. After the third lesson, students' confidence seemed to increase, they started asking questions and requesting periodical feedback. Students also gained confidence to self-correct, and to accept when they made a mistake or when they did not know or remember a word.

*“St2 called me and asked me to check some sentences he wrote. St2 was using present continuous, so I reminded him that we use simple present to talk about daily actions, he started correcting this several times in his writing”* (Teacher Journal 11, April 28, 2024).

*“Then I asked them one by one to come to the board and correct two of the mistakes. They were so engaged with this activity and participated, even when it was not their turn. They were checking the text and commenting on the corrections with their classmates”* (Teacher journal 12, May 05 2024)

The confidence students gained after FF, was shown in the sentences and texts improvements. Students used vocabulary learned in class and feedback sessions to write their ideas and connected them in a coherent way, texts were longer than at the beginning of the study. FF also gave students the confidence to review several times what they wrote and self-correct.

### **FF produced mistakes realization**

FF also headed students to realize their own mistakes. When the teacher read students' texts, she raised her voice to indicate where the students were making a mistake ('eating'). It was useful, since students noticed they made a mistake in verb conjugation,

**St4:** ahí no va con ing, me estoy equivocando en todas así (*feedback recording transcription 4, April 28*)

The teacher read the sentence twice, with and without punctuation so the students realized they were using the incorrect punctuation mark

**St1:** ahí hizo una pausa, entonces va comma' (*St 1 Feedback recording transcription 3, April 21*).

Students also realized their mistakes when they read their own texts, for instance in punctuation.

**St3:** ‘terminé una idea, ahí no va coma’ (*St3 feedback recording transcription 4, April 28*).

Through students realizing their own mistakes after FF, students' writings evolved and there were less aspects to correct when grading and even during the feedback. They stopped making the repetitive mistakes in one text such as verb conjugation and the use of prepositions of time (in the night I have eat for food → At 10 am I have breakfast, I usually have bread, coffee, and cheese). Students also learned to realize when they were not using the appropriate sentence structure (Do you a healthy person? → Are you a healthy person?). After students realized their mistakes, the teacher confirmed their realization and reaffirmed the use of that aspect in writing.

The students also discovered their omissions. When they read aloud their writings, they realized when omitted a comma after the sequencer,

**St3:** ‘next day, ah entonces va comma’ (*St3. Feedback recording transcription 4. April 28*).

### **FF generated recalling**

FF led students to recall information they already knew from previous lessons or feedback interactions. They recalled the use of punctuation marks at specific moments of their writing.

**Teacher:** *Terminamos una idea.*

**St5:** *ah entonces ponemos un punto.*

They also recalled vocabulary they needed to build sentences about their routine, such as food, hygiene and healthy habits vocabulary, and other aspects like:

**Conjunction:** “*I am a healthy person because I play volleyball, basketball and eat fruit and vegetables*” (St4 Artifact April 21, 2024)

**St3:** “*¿profe aquí es why?*”

**Tecaher:** *¿estás preguntando?*

**St3:** *Ahh no. I’m a healthy person because* (feedback recording transcription 3. April 21)

**Adverbs of frequency:**

**St1:** “*ahh aquí sería sometimes, el que dije ahorita*” (Feedback recording transcription 2. April 14<sup>th</sup>)

Action verbs (*he doesn't salad → he doesn't eat salad*) Feedback recording transcription 4, April 28<sup>th</sup>.

Recalling was evidenced in writing outcomes, since the repertoire of vocabulary was broadened and aligned with the topic.

“*I am a healthy person because I play volleyball, basketball and eat fruit and vegetables*” (St4 Artifact April 21, 2024)

**Pre-test and post-test findings**

Based on the diagnosis results of the writing test the students did at the beginning of Cycle 2, they showed a low level in writing performance, mainly in the following 3 aspects: 1) Sentence level, specifically incomplete sentences (SVC); 2) Mechanics: miscapitalization, and incorrect use of punctuation marks; and 3) Lexical repertoire. Students had difficulties building complete sentences, sometimes did they omit either subjects or verbs, or make a wrong verb/noun choice. In general, texts had no punctuation marks at the end of sentences, missed commas, and missed capitalized word at the beginning of sentences. The lexical repertoire related to the topic was reduced.

The final product class results at the end of Cycle 2, a descriptive text, showed overall improvements. Sentences were complete, displaying SVC and SVO structures. Most texts presented adequately used periods, commas, and capitals. Regarding vocabulary, although some students broadened their repertoire, some of them used vocabulary misaligned with the topic.

As for the unit of analysis, they presented similar improvements in these three previous categories. Their texts showed improvements in sentence and text level. Sentences were complete, displaying SVC and SVO structures, the flow of information of their texts was coherent and cohesive. Commas and periods were correctly used, and the repertoire of vocabulary was also broader. The unit of analysis excelled in its own level of writing performance within the class average performance.

### **Formative Feedback limitations**

Four of the students of the unit of analysis had the previous knowledge expected to start level 2. They recognized and used simple present structures and had a basic repertoire of vocabulary to write about their personal information. Nevertheless, St5 did not have the same background knowledge. St5 was unable to recognize and use parts of the speech such as nouns and verbs to build simple sentences, had difficulties to follow classmates or teacher instructions. She had a limited vocabulary in her diagnostic text and subsequent writings.

Formative feedback was given in English and Spanish when the five students required it. Students 1, 2, 3 and 4 received feedback and were able to understand when they were told to correct or add something to their texts. However, St5 seemed confused with direct and indirect feedback. In fact, she expressed a lack of support and feedback in the previous level (Personal communication lesson 1, May 24, 2024). Besides, she was unable to connect previous lesson content and feedback with the writing activities. In Spanish and English, she received extra feedback, and explanations on sentence level, use of auxiliaries, adjectives, and prepositions of time when in writing difficulties. It seemed to be difficult for her to remember and understand the explanations.



FF had positive effects on students 1, 2, 3, and 4. They started requesting periodical feedback and support while writing, taking notes of what was explained, making sure they were using the information they received and learned during the classes and FF sessions. Their texts started showing immediate improvements after the second feedback session. Differently, St5 seemed to be frustrated and showed lack of interest in both the writing activities and feedback interactions. She would not request periodical feedback or take notes in class or during FF, which hindered the understanding of the provided feedback.

Instead, she would translate on her cellphone and got distracted using her device or chatting with classmates. Also, she was absent from several classes. As the student was not clear on the concept of simple present and its related concepts (Conjugation, auxiliars, Adverbs, Third person verb agreement), it was difficult for her to understand how to apply and use the structures the teacher showed her. This means that feedback aims to tackle the gap between the current knowledge and the expected learning of the student. Nonetheless, when FF builds on gaps, progress is limited and student actions on writing may show inconsistency with the expected knowledge and skills.

Throughout the two last formative feedback sessions, she paid attention, but she was unable to respond when the teacher narrowed language concept options. After the third session of FF, she started showing some interest and interacting with classmates during writing activities. Formative feedback generated improvements but also frustration for this student. Formative Feedback helped her to write some simple sentences, recognize and use subjects, verbs and complements in some of the sentences.

**St5:** Aquí también dice que toma café.

**Teacher:** Listo, vamos a ponerlo, ¿cuál es el sujeto?

**St5:** She (*Feedback recording transcription 4 April 28<sup>th</sup>.*)

St5 requested feedback and tried to follow the teacher's instructions. During writing exercises, she made some mistakes and was unable to realize them, even when she was provided with direct feedback. Although FF led St5 to recognize the auxiliaries, she struggled to use them; she claimed not having learned about auxiliaries in previous classes. Regarding verb conjugation in simple present, there was slight improvement as after the third session of formative feedback, she started confirming how to conjugate verbs in third person. Nevertheless, in the upcoming artifacts, including the final writing, she persisted in misconjugations.

- **Teacher:** ¿Qué pasa cuando usamos el verbo con tercera persona?
- **St5:** Tengo que tener siempre la s. (*Feedback recording transcription 4 April 28<sup>th</sup>.*)

**Teacher:** ¿Se acuerdan qué esos son los sujetos de la tercera persona y por qué se llaman tercera persona?

**St5:** no

**Teacher:** Si yo estoy aquí, supongamos que estoy hablando sola. Yo soy la primer y la única persona en la conversación ja,ja,ja ¿cierto? Pero si yo te hablo a ti, you, you are the second person in the conversation. Pero yo te voy a contar algo de esa profesora. Seria She, ella se convierte en la tercera persona en la conversación, esté aquí o no esté. Si yo hablo de she, ella es la tercera persona, si yo hablo de él [points at a classmate]He es la tercera persona. Si yo hablo de mi perro, o de mi trabajo, este sujeto se convierte en la tercera persona y es singular, por eso se llama tercera persona del singular. Entonces ese que me acabaste de decir seria para: ella, she, he and it. Esos tres sujetos son la tercera persona del singular.

**St5:** ¿entonces esta? [Points at 'does' on the screen]

**Teacher:** si 'Does', para el resto de los pronombres es do y does para estas tres [points at the subject pronouns on the screen].

**St5:** ahh ósea que does es para hablar de tres personas.

**Teacher:** No, no es para hablar de tres personas. Es para hablar de el, ella o eso. Ó sea, se utiliza cuando utilizas cualquiera de estos tres sujetos. Por ejemplo, aquí estás hablando de ella, ¿cuál sería el auxiliar ahí?

**St5:** este, [points does in the screen] (*Feedback recording transcription 1 March 24<sup>th</sup>.*)

Formative feedback led her to apply instant correction to sentence level, however She expressed uncertainty in grammar aspects. FF also led St5 to improve the spelling, and use of periods to finish an idea.

**Teacher:** ¿Qué pasa cuando usamos el verbo con tercera persona?

**St5:** Tengo que tener siempre la s.

**Teacher:** En las afirmativas, muy bien. She gets up at 5 in the morning, muy bien (reading st5 writing) she eats breakfast, arepa and eggs. Terminamos una idea.

**St5:** ¡Ah! Entonces ponemos un punto. (*Feedback recording transcription 4 April 28<sup>th</sup>.*)

FF led her to ask for validation before writing simple sentences. She had difficulties following the thread while writing. She tried to use some concepts she recalled from previous FF sessions and classes in the whole text, but sometimes these used concepts were out of the context or mismatched the idea meant.

Figure 13 *Diagnostic and Final Product Results.*

STUDENT	St. 1	St. 5	St. 4	St. 2	St. 3	TOTAL AVERAGE	Student	St. 1	St. 5	St. 4	St. 2	St. 3	TOTAL AVERAGE
<b>Text level</b>													
The text achieves its communicative purpose: descriptive and/or narrative.	5	3	4	5	5	4.4	The text achieves its communicative purpose: descriptive and/or narrative.	5	3	5	5	5	4.6
The flow of information is coherent and cohesive.	4	3	3	4	3	3.4	The flow of information is coherent and cohesive.	4	3	5	5	4	4.2
The text contains simple sentences: SVO / SVC.	3	2	3	3	3	2.8	The text contains simple sentences: SVO / SVC.	4	2	5	4	5	4
The sentences contain a variety of descriptive verbs: linking and action.	3	2	2	4	3	2.8	The sentences contain a variety of descriptive verbs: linking and action.	3	2	4	5	4	3.6
Auxiliaries are used adequately before/after verbs.	3					3	Possessive adjectives and nouns are used adequately	2	2	4	3	2	3
Verbs in third person are well conjugated.	3			5		3	Auxiliaries are used adequately before/after verbs.	5			5		3
Verbs in first person are well conjugated.	5	4	4	5	5	4.6	Verbs in third person are well conjugated.	4	3	3	4	3	3.3
Affirmative statements have complete meaning.	4	3	3	3	3	3.2	Affirmative statements have complete meaning.	4	3	5	5	4	4.2
Sentences start with capital letters.	3	1	3	5	1	2.6	Sentences start with capital letters.	5	4	4	4	5	4.4
Commas are used adequately.	1	1	2	4	3	2.2	Commas are used adequately.	3	1	5	4	3	3.2
Periods separate statements of complete meaning.	3		1	1	1	1.5	Periods separate statements of complete meaning.	4	2	4	4	4	3.6
Words in the text are spelled correctly.	4	1	4	5	5	3.8	Words in the text are spelled correctly.	5	2	4	4	4	3.8
The text contains sequencers and time expressions.	3	3	5	3	4	3.6	The text contains sequencers and time expressions.	4	2	3	5	4	3.6
The repertoire of nouns, adjectives, and verbs align with the task and the topic.	2	2	4	3	2	2.6	The repertoire of nouns, adjectives, and verbs align with the task and the topic.	3	2	4	4	4	3.6
The text contains the vocabulary prompted by the guidelines.	4	3	5	3	4	3.8	Articles (a,an,the) are used correctly	4	1	5	5	5	3.6
The sentences contain time expressions.	4	2	3	5	2	3.2	The text contains the vocabulary prompted by the guidelines.	3	1	4	4	3	3.6
	3.625	2.307692	3.285714	3.866667	3.142857	3.40625	The sentences contain time expressions.	4	1	4	4	4	3.6

### Interpretations

One of the main positive effects was students’ gaining confidence in writing after receiving individual formative feedback. They started showing interest in their own learning process and trying to improve what they were told to or what they considered as difficult. As students realized it was possible to write better, they got engaged and started asking for periodical feedback. Students’ interest and disposition were essential in this study to have positive results.

In student 5, FF produced little or no positive effect in her writing, improvements were few and far between, at the end of cycle 2, student 5 started asking some questions and requesting feedback on spelling and meaning of words. Individual formative feedback helped her to recognize simple present structures. FF also led her to write some simple sentences.

Formative feedback effects were different, in the sense that she exhibited disinterest during classes and feedback sessions, had a passive attitude while receiving feedback and lacked previous English knowledge.

In the theories, it is said that feedback aims to tackle the gap between the current knowledge and the expected learning of the student (Zia et al., 2019). However, when formative feedback

builds on gaps, progress is limited and student actions on writing may show inconsistency with the expected knowledge and skills.

### Conclusions

This study aimed to analyze the effects of individual formative feedback on level 2 PINJ students' writings. Given that students in this group students were exposed to few writing activities and there was little or no feedback in those activities, individual formative feedback went hand in hand with description writing.

Individual formative feedback had positive effects on students' writings. It encouraged students to validate and confirm verb conjugation, meaning and spelling of words, sentence structure aspects and use of mechanics such as capitalization, periods and commas. Individual formative feedback also generated instant correction on students' writings from sentence through text levels.

It also raised students' confidence, as they became eventually aware of their learning process and results, started asking questions, and requested periodical feedback on grammar, vocabulary, verb collocation, and punctuation. Students also started realizing their own mistakes and omissions after formative feedback.

Although most of the data was collected from the unit of analysis, the effects of individual formative feedback could be evinced in the class, thus showing improvements in sentence level

constructions, mechanics, and lexical repertoire. The unit of analysis showed notable improvements in those aspects, showing remarkable levels of writing performance.

However, there were some limitations regarding individual formative feedback effects. Sometimes would be unable to use feedback, because they did not understand it and further apply it to their assignments (Sadler, 2010). Although feedback was given in the same way for all the students within the unit of analysis, the effects were different for one of these students. In the case of student 5, formative feedback was being built on gaps. This student lacked essential Level 1 skills or knowledge. This student also showed little interest to some feedback instances, besides being absent in several classes. Subsequently, this student's progress was limited, showing writing inconsistency and limited skills development.

### **Recommendations.**

To foster a strong learning environment and promote individual student success, it is essential to provide formative feedback tailored for each learner's needs from the earliest educational levels. It is necessary to spend more time understanding and addressing each learner's specific challenges and strengths, so that educators can provide individual guidance that supports effective learning and promoted development. Not only does individual formative feedback help identify specific areas for improvement, but also foster a deeper engagement with the learning process. When students receive feedback directly related to their progress, they are more likely to feel supported and motivated, which translates into better outcomes. Therefore, it is recommended that teachers spend sufficient time providing detailed formative feedback, ensuring that each student receives the attention needed to thrive academically. Also, it is important to monitor what and how students do after the formative feedback instances. Writing is a challenging skill that demands a great deal of attention and support from educators. I recommend that, to effectively foster students' writing ability, individual formative feedback be provided. IFF allows educators to address the specific needs and challenges faced by each student on his or her writing journey. Therefore, it is essential that educators prioritize formative feedback on writing, ensuring that each student receives the guidance needed communicate effectively on a written form.

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Appendixes

Table 3 Appendix 1, lesson plan April 21.

UNIVERSITY OF ANTIOQUIA - SCHOOL OF LANGUAGES PRACTICUM SEMINAR II		
<b>Language and Content Objectives:</b>	<b>Syllabus addressed (Content from the syllabus that you are addressing in this lesson):</b>	
<ol style="list-style-type: none"> <li>1. Use adjectives to describe feelings.</li> <li>2. Recognize basic punctuation marks.</li> <li>3. Use basic punctuation marks.</li> </ol>	<ol style="list-style-type: none"> <li>1. Simple present and daily routine</li> </ol>	
<b>Timing and Sequencing</b>	<b>Description of Activities</b> Describe the series of activities necessary for the achievement of the language and content objectives. If the lesson is part of your action plan of your research, procure that the activities stay in close relationship with the research question and objectives.	<b>Journal</b> <b>Pedagogical reflection:</b> questions, wonderings, connections, points of concern, interests, your personal opinions regarding your teaching practice. <b>Research notes:</b> class descriptions of students' responses to activities and participation. Include everything that helps you answer your research question. Include an explanation of why happened what happened. Support these ideas with theory.
<b>8:10 - 8:25</b>	Warm-up: I feel ____ when I _____ 1. The teacher will give some small pieces of paper with simple sentences to the students. <ol style="list-style-type: none"> <li>2. Some papers have a sentence to complete: I feel scared when.</li> <li>3. Other papers have simple sentences: I watch horror movies.</li> <li>4. When every student has a paper, the teacher will ask someone to read one of the sentences to complete and someone else has to complete it by reading the sentence if it fits.</li> <li>5. This will be repeated until everyone participates.</li> </ol>	

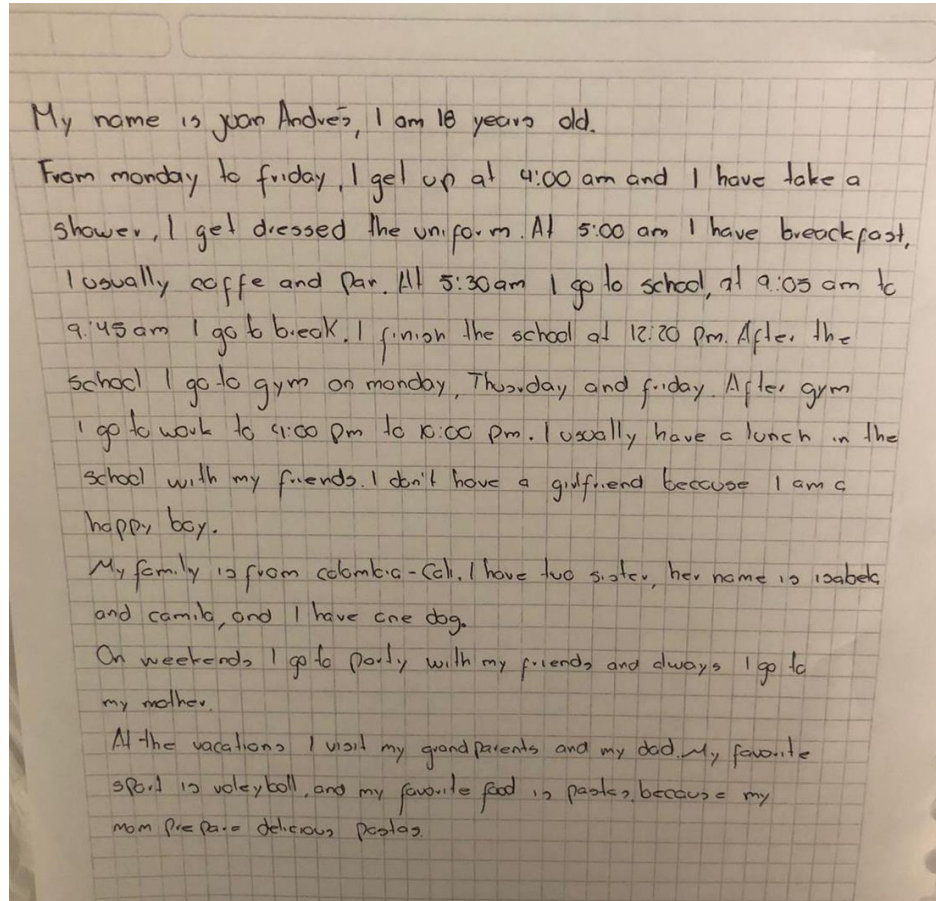
	<p>6. students can participate as many times as they consider their sentence match the previous one read.</p>	
<b>8:25 – 9:00</b>	<p>Workshop review: The teacher will hand in the graded workshops, and all together will review and solve each point in order to give feedback and answer students 'concerns.</p>	
<b>9:00– 9:40</b>	<p>Punctuation marks: The teacher will introduce some basic punctuation marks to students.</p> <p>After explaining the use and importance of punctuation marks, the teacher will do some exercises in the board asking students to participate.</p> <p>Paragraph without punctuation.</p> <p>Students will also participate in a Kahoot to practice the use of period, comma, capital letter and question marks.</p> <p><a href="https://create.kahoot.it/details/331be18c-76fe-4239-bb48-77b3be52c1f2">https://create.kahoot.it/details/331be18c-76fe-4239-bb48-77b3be52c1f2</a></p>	
<b>10:15 – 10:40</b>	<p>Sentences review, proofreading marks.</p> <ol style="list-style-type: none"> <li>1.The teacher will write some sentences on the board.</li> <li>2.The teacher will ask students to read and analyze the sentences.</li> <li>3.The teacher will draw proof reading marks on the board.</li> <li>4. The students will come one by one to the board and start placing proofreading marks in each mistake or missing part of the sentences.</li> <li>5. At the end of the activity, we will correct the sentences individually on their notebooks.</li> </ol>	

<p><b>10:40– 11:00</b></p>	<p>Object pronouns.</p> <ol style="list-style-type: none"> <li>1. The teacher will explain how to use object pronouns using examples.</li> <li>2. The teacher will provide students with expressions to give advice and include examples.</li> </ol> <p><a href="https://www.englishclub.com/vocabulary/fl-giving-advice.php">https://www.englishclub.com/vocabulary/fl-giving-advice.php</a></p>	
<p><b>11:20 – 11:30</b></p>	<p>Write a postcard.</p> <ol style="list-style-type: none"> <li>1. The teacher will show the students an example of a postcard and the tool to make it.</li> <li>2. Students look for a picture and use simple present to write a postcard in Canva.</li> <li>3. Students will write a postcard to his/her friend about their own lifestyle, and they will also write some recommendations about a healthy life. <ul style="list-style-type: none"> <li>- You need to</li> <li>- You have to</li> <li>- I recommend you to</li> <li>- I suggest you to</li> <li>- It is important to</li> </ul> </li> </ol> <p>The text must be 8-10 lines long.</p>	

Figure 14 *Appendix 2 Assessment Rubric*

Diagnostic assessment rubric							
<b>Name of the study</b>							
<b>General research objective</b>							
<b>Specific objective associated to this instrument</b>							
<b>Pre-service teacher and researcher</b>	Maria Isabel Osorio Tabora						
<b>Institution</b>	Universidad de Antioquia, School of Languages, Extension Center						
<b>Course</b>	PINJ - Level 2						
<b>Subject</b>	Seminario Integrado 2 (2024-1)						
<b>Advisor</b>	Cristian Londoño						
<b>Instrument description</b>	Describe here this instrument and its purpose						
<b>Implementation date</b>	D/M/Y						
<b>Text level</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Observations</b>
The text achieves its communicative purpose: descriptive and/or narrative.							
The flow of information is coherent and cohesive.							
<b>Sentence level</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Observations</b>
The text contains simple sentences: SVO / SVC.							
The sentences contain a variety of descriptive verbs: linking and action.							
Auxiliaries are used adequately before/after verbs.							
Verbs in third person are well conjugated.							
Verbs in first person are well conjugated.							
Affirmative statements have complete meaning.							
<b>Mechanics</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Observations</b>
Sentences start with capital letters.							
Commas are used adequately.							
Periods separate statements of complete meaning.							
Words in the text are spelled correctly.							
<b>Lexis</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Observations</b>
The text contains sequencers and time expressions.							
The repertoire of nouns, adjectives, and verbs align with the task and the topic.							
The text contains the vocabulary prompted by the guidelines.							
The sentences contain time expressions.							

Figure 15 Appendix 3, Student 1 Artifact May 5.



My name is Juan Andrés, I am 18 years old.

From Monday to Friday, I get up at 4:00 am and I have take a shower, I get dressed the uniform. At 5:00 am I have breakfast, I usually coffee and Pan. At 5:30 am I go to school, at 9:05 am to 9:45 am I go to break. I finish the school at 12:20 pm. After the school I go to gym on Monday, Tuesday and Friday. After gym I go to work to 9:00 pm to 10:00 pm. I usually have a lunch in the school with my friends. I don't have a girlfriend because I am a happy boy.

My family is from Colombia - Cali. I have two sister, her name is Isabella and Camila, and I have one dog.

On weekends I go to party with my friends and always I go to my mother.

At the vacations I visit my grandparents and my dad. My favorite sport is volleyball, and my favorite food is pastas, because my mom prepare delicious pastas.