

# FILOLOGÍA Y DIDÁCTICA DE LA LENGUA

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USING MODELS AS A WRITTEN  
CORRECTIVE FEEDBACK TOOL WITH  
ESL PRIMARY STUDENTS

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Facultad de Ciencias Humanas y Sociales  
Giza eta Gizarte Zientzien Fakultatea

Grado en Maestro de Educación Primaria/  
*Lehen Hezkuntzako Irakasleen Gradua*



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Trabajo Fin de Grado  
Gradu Bukaerako Lana

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FEEDBACK TOOL WITH ESL PRIMARY  
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## Preámbulo

El Real Decreto 1393/2007, de 29 de octubre, modificado por el Real Decreto 861/2010, establece en el Capítulo III, dedicado a las enseñanzas oficiales de Grado, que “estas enseñanzas concluirán con la elaboración y defensa de un Trabajo Fin de Grado [...] El Trabajo Fin de Grado tendrá entre 6 y 30 créditos, deberá realizarse en la fase final del plan de estudios y estar orientado a la evaluación de competencias asociadas al título”.

El Grado en Maestro en Educación Primaria por la Universidad Pública de Navarra tiene una extensión de 12 ECTS, según la memoria del título verificada por la ANECA. El título está regido por la *Orden ECI/3857/2007, de 27 de diciembre, por la que se establecen los requisitos para la verificación de los títulos universitarios oficiales que habiliten para el ejercicio de la profesión de Maestro en Educación Primaria*; con la aplicación, con carácter subsidiario, del reglamento de Trabajos Fin de Grado, aprobado por el Consejo de Gobierno de la Universidad el 12 de marzo de 2013.

Todos los planes de estudios de Maestro en Educación Primaria se estructuran, según la Orden ECI/3857/2007, en tres grandes módulos: uno, *de formación básica*, donde se desarrollan los contenidos socio-psico-pedagógicos; otro, *didáctico y disciplinar*, que recoge los contenidos de las disciplinas y su didáctica; y, por último, *Practicum*, donde se describen las competencias que tendrán que adquirir los estudiantes del Grado en las prácticas escolares. En este último módulo, se enmarca el Trabajo Fin de Grado, que debe reflejar la formación adquirida a lo largo de todas las enseñanzas. Finalmente, dado que la Orden ECI/3857/2007 no concreta la distribución de los 240 ECTS necesarios para la obtención del Grado, las universidades tienen la facultad de determinar un número de créditos, estableciendo, en general, asignaturas de carácter optativo.

Así, en cumplimiento de la Orden ECI/3857/2007, es requisito necesario que en el Trabajo Fin de Grado el estudiante demuestre competencias relativas a los módulos de formación básica, didáctico-disciplinar y practicum, exigidas para todos los títulos universitarios oficiales que habiliten para el ejercicio de la profesión de Maestro en Educación Primaria.

En este trabajo el módulo de *formación básica* nos ha permitido desarrollar, conceptualmente, un procedimiento de captación de información, ya que el alumnado ha trabajado en un proceso de adquisición, almacenamiento y generación de información a la hora de escribir un texto, corregir sus propios errores e interiorizarlos introduciendo esas mejoras en los demás escritos. Para ello, se han tenido en cuenta teorías psicológicas de diversos autores como Vygotsky y Piaget, los cuales explican las fases de aprendizaje de los niños y que han resultado útiles en este proyecto para tener en cuenta los límites exigidos. Además, en este estudio también se profundiza en la diversidad del alumnado, atendiendo a las necesidades específicas de cada uno de ellos, ya que se ha demostrado que cada participante en esta investigación es diferente y cada uno progresa de distinta forma, de manera que a la hora de analizar los resultados se ha tenido en cuenta el nivel y capacidad de cada estudiante.

El modelo *didáctico y disciplinar* se concreta en el diseño y planificación de las actividades realizadas. Los contenidos trabajados durante las distintas asignaturas relacionadas con este módulo han permitido que el trabajo se desarrolle de forma activa tanto en el proceso de enseñanza como de aprendizaje, de manera que el alumnado ha sido completamente partícipe de este proyecto creando textos, revisándolos, sugiriendo mejoras y reproduciéndolos; situándolo como protagonista de su propio aprendizaje, y al profesor como guía del mismo. El fin que se persigue es que el alumno sea una persona autónoma, crítica y reflexiva con su aprendizaje. Además, recursos como las TIC (la pizarra digital, en este caso) han sido imprescindibles para llevar a cabo este estudio. Por último, es evidente que el aprendizaje de la producción escrita en la segunda lengua ha sido el objetivo primordial de esta investigación.

Asimismo, el módulo *practicum* permite enmarcar este Trabajo de Fin de Grado en un entorno real de un aula de primaria, donde se ha trabajado conjuntamente con la tutora correspondiente del centro. Conocimientos y experiencias adquiridas a lo largo del grado de maestro han facilitado la planificación de actividades o la búsqueda de los materiales apropiados. Existe también una reflexión a lo largo del proyecto acerca de las tareas llevadas a cabo, ya que se han interpretado una serie de datos relevantes sobre los textos escritos que ha realizado el alumnado.

Por último, el módulo *optativo* me ha permitido llevar a cabo este estudio, pues se ha trabajado con recursos y estrategias vistas en la disciplina de la Lengua Extranjera Inglés, a la que he dedicado varias asignaturas del grado. No solo se trata de aprender una segunda lengua, sino de ser consciente también del proceso de aprendizaje que implica, el cual es duro y largo. Este estudio tiene como fin facilitar tal proceso con el uso de una herramienta para la expresión escrita. También se ha trabajado con recursos y materiales vistos en las asignaturas de Didáctica de la Lengua Extranjera, como puede ser la evaluación de los textos escritos de los participantes. La cual ha seguido una serie de pautas que se suelen utilizar para valorar la segunda lengua, como puede ser la rúbrica utilizada; dando distinta importancia a los diferentes aspectos que se desarrollan en esta destreza.

Por otro lado, la Orden ECI/3857/2007 establece que al finalizar el Grado, los estudiantes deben haber adquirido el nivel C1 en lengua castellana. Por ello, para demostrar esta competencia lingüística, se redactan también en esta lengua los apartados “Introducción” y “Conclusiones”, así como el preceptivo resumen del proyecto.

## Acknowledgements

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My appreciation especially goes to all the students who participated in this study, for showing such a great attention and taking the activities seriously. Otherwise, the project would not have been accomplished. At the beginning, it was difficult for everybody but along the procedure, the motivation and the interest were increasing. Thank you to all of you for your collaboration, your learning and improvement in writing skill were the main objectives in this project research.

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## **Resumen**

Este proyecto presenta un estudio experimental llevado a cabo con alumnos españoles de primaria, enfocado al tratamiento del uso de modelos como una herramienta de corrección para clases de inglés como segunda lengua (ESL). Treinta y ocho estudiantes participaron en esta investigación, donde se les pidió escribir diferentes textos y mejorarlos y corregirlos con un modelo. Se proporcionaron varios ejercicios de práctica del uso de modelos como técnica de corrección de errores, entre el pre-test y el post-test. Los resultados obtenidos indican que el uso de modelos y su correspondiente tratamiento podrían considerarse una estrategia muy útil para desarrollar y estimular la destreza de la expresión escrita en inglés en alumnos de primaria. Este trabajo concluye con implicaciones pedagógicas, las cuales incluyen el interés y motivación en la revisión de los textos mostrados por los estudiantes, así como los beneficios que esta técnica puede conllevar al trabajo de los profesores.

*Palabras clave:* primaria; herramienta de corrección de errores; inglés como segunda lengua o ESL; modelo; tratamiento.

## **Abstract**

This paper presents an experimental study carried out with Spanish primary students focusing on the training in the use of model texts as a written corrective feedback tool for ESL classes. Thirty eight participants took part in the research, in which they were asked to write different compositions and subsequently improve and correct them with a model text. Training exercises were provided in order to practice the use of models as an error feedback technique between the pre-test and the post-test. The results obtained indicate that the use of models and their appropriate training might be a considerably useful strategy to develop and boost ESL primary learners' writing skills. This paper concludes with pedagogical implications, which include the increment of the interest and motivation in students for revising their own texts, as well as the benefits this feedback technique can bring about as for the teacher's workload.

*Key words:* primary; written corrective feedback tool; ESL; model texts; treatment.

## Laburpena

Proiektu hau Espainiako lehen hezkuntzako ikasleekin egindako ikerketa esperimental bat aurkeztu du, ereduaren erabilera tratamendura bideratuta ingelera klasetako zuzenketarako tresna gisa, ingelera bigarren hizkuntza izanda. Hogeita hemezortzi ikasle parte hartu zuten ikerketa honetan, non testu ezberdinak idaztea, eta hobetzea, eta eredu baten bidez zuzentzea eskatu zitzairen. Zenbait ariketa proposatu ziren ereduaren erabilketa jarduteko akatsak zuzentzeko teknika gisa, pre-test eta post-testaren artean. Eskuratutako emaitzak ereduaren erabilera eta dagokion tratamendua lehen hezkuntzako ikasleetan ingelerako idazmen trebetasuna garatzeko eta estimulatzeko oso estrategia erabilgarria kontuan har daitezkeela adierazten dute. Lan hau ondorio pedagogikoekin amaitzen da, hauen artean ikasleen partetik erakutsitako testuen berrikusketan sortutako interesa eta motibazioa, eta teknika honek irakasleen lanean eragin ditzakeen abantailak.

*Hitz gakoak:* lehen hezkuntza; akatsen zuzenketarako tresna; ingelera bigarren hizkuntza gisa edo ESL; eredu; tratamendu.

## Résumé

Ce projet présente une étude expérimentale menée avec des étudiants espagnols de primaire. Cet étude est focalisé dans le traitement de l'utilisation des modèles comme outil de correction pour l'anglais comme langue étrangère. Trente-huit étudiants ont participé à cette recherche, où ils ont été invités à écrire des textes et de les améliorer et de les corriger avec un modèle. Ils ont reçu plusieurs exercices pratiques de l'utilisation des modèles comme technique de correction d'erreur, entre le pré-test et post-test. Les résultats indiquent que l'utilisation de modèles et de leur traitement correspondant pourrait être considéré comme une stratégie utile pour développer des compétences et de stimuler l'expression écrite en anglais dans le primaire. Ce document conclut avec des implications pédagogiques, qui comprennent l'intérêt et la motivation dans la révision du texte affiché par les étudiants, ainsi que les avantages que cette technique peut conduire à le travail des enseignants.

*Mots-clefs:* anglais comme langue étrangère; modèle; traitement; primaire; erreur  
outil de correction.

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## INTRODUCCIÓN

Según el Real Decreto 126/2014 (más información en BOE del 1 de marzo de 2014; <https://www.boe.es>), por el que se establece el currículum oficial del estado en la educación primaria, el aprendizaje de una segunda lengua permite a los alumnos y, por tanto, ciudadanos, disponer de una herramienta útil, como es un segundo idioma, para desenvolverse en una sociedad cada vez más plurilingüe y multicultural.

Es sabido por todos que la enseñanza de una segunda lengua no es tarea fácil y que requiere de una actitud positiva por parte de la persona interesada y de una buena instrucción por parte del profesorado que, como bien añade el Marco Común Europeo de Referencia para las Lenguas (más información en <http://cvc.cervantes.es>), debe proporcionar un entorno lingüístico rico que ayude a este complejo proceso de aprendizaje, para que los alumnos sean capaces de reconocer, analizar y superar los problemas que van surgiendo.

Este estudio empírico se ha llevado a cabo, durante casi tres meses, en un contexto real con alumnos de entre 10 y 11 años (los cuales cursan 5º de Primaria en el colegio Público Lorenzo Goicoa de Villava, Navarra). Por lo tanto, siempre se ha tenido en cuenta el currículum oficial (para más información, visitar el BON del 5 de septiembre de 2014: <http://www.navarra.es>), en el que se reflejan los objetivos, contenidos y competencias necesarias para los procesos de aprendizaje-enseñanza. Algunos de estos aspectos imprescindibles que se trabajan durante la etapa primaria son las competencias básicas, entre las que encontramos la competencia en comunicación lingüística y la cual constituye el propósito principal de este proyecto.

Sin embargo, y profundizando más en la competencia lingüística, la escritura en la segunda lengua y su mejora es el claro objetivo del presente estudio, en el que se trabaja esta destreza; una de las más complejas y que, según Aguilar, M. J. C. (2000), recibe muy poca atención por parte de los métodos enfocados al aprendizaje de idiomas.

El desarrollo de la expresión escrita en la lengua extranjera es un proceso largo y complejo, que requiere de una buena instrucción por parte del profesorado, así como del interés y motivación del alumnado.

Los alumnos de una segunda lengua, como dice Ferris (2011), a menudo, se sienten frustrados e incluso intimidados por el reto tan exigente que les supone escribir un texto y mejorar la calidad y precisión del escrito. Además revisar, entender e interiorizar los errores cometidos supone un desafío constante al que son sometidos y que pocos logran comprender. Para ello, como el Marco Común Europeo de Referencia para las Lenguas sugiere, es necesario el desarrollo de estrategias que faciliten la realización de actividades en una dimensión lingüística determinada. Son los estudiantes quienes tienen que desarrollar las competencias y estrategias necesarias que les permitan involucrarse en los procedimientos requeridos para realizar las tareas exigidas, mientras que los profesores o instructores deben constituir una mera guía u orientación en el proceso de aprendizaje.

Es por ello que he creído conveniente trabajar en este campo, de manera que se propicie ahondar en el aprendizaje de esta destreza, así como reflexionar sobre posibles técnicas que ayudarán al alumnado en la adquisición de la lengua y al profesor en el trabajo de su enseñanza. Para ello, ha sido necesaria la búsqueda de información de diversos autores, estudios y materiales relacionados con la enseñanza de la segunda lengua y sus estrategias, con el objetivo de partir de una correcta base teórica que facilitara la construcción de la práctica en el aula.

Asimismo, este proyecto constituye un estudio empírico y una propuesta de trabajo, enfocada a probar la eficacia del uso de modelos como una posible estrategia o técnica que ayude a los alumnos de, en este caso inglés como segunda lengua, a desarrollar su expresión escrita, ser consciente de los errores cometidos y mejorar sus textos. De esta forma, las habilidades requeridas para realizar una composición se podrían ver influidas favorablemente y el alumnado conseguiría una mejora en su expresión escrita. El modelo es un texto similar al de los alumnos, escrito con las mismas instrucciones e indicaciones que han recibido ellos. Como sugiere Ferris (2011) el modelo tiene que ser un texto breve y accesible, que resulte familiar al alumnado. Así, los estudiantes son capaces de ver las diferencias de dos escritos de una misma idea,

teniendo la oportunidad de modificar, corregir o revisar antes de la corrección final del profesor. Para ello, se hará un análisis exhaustivo de los resultados, con el fin de comprobar si esta herramienta es realmente útil en las aulas, determinando sus puntos fuertes y reflexionando sobre los aspectos que convendría revisar para una mayor eficacia en el aprendizaje y para posibles futuros estudios relacionados con el uso del modelo como una estrategia de corrección de errores escritos.

Para concluir, me gustaría destacar que el proyecto refleja el desarrollo adquirido como estudiante del grado de magisterio en las competencias y conocimientos necesarios para la formación de maestros. En efecto, se ha puesto en práctica algunos de los aprendizajes realizados en Nuevas Tecnologías Aplicadas a la enseñanza del Inglés (mediante el uso de la Pizarra Digital o la búsqueda de recursos digitales) o en la asignatura de Aprendizaje Integrado de Contenidos y Lengua Extranjera (AICLE), ya que, como indicaremos más adelante, es la metodología utilizada en el aula y, por tanto, en el siguiente estudio. También las diferentes Didácticas en Inglés que hemos cursado a lo largo del grado han constituido una base imprescindible para la preparación de las sesiones y puesta en práctica de materiales y actividades.





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## 1. LITERATURE REVIEW

### 1.1 Writing in English

It can be said that writing has always been considered a great challenge for ESL (English as a Second Language) learners. As a matter of fact, the difficulties involved in learning to write in a second language (L2) are well known by both linguists and teachers (Hyland, 2015).

A considerable amount of research has focused on investigating the importance and decisive role that this skill plays in the learning and mastery of a language. Following this idea, several authors (Buyukyavuz & Cakir, 2014; Myles, 2002; De Silva, 2015, Graham, Bollinger, Olson, D'Aaoust, MacArthur, McCutchen & Olinghouse, 2012, among others) agree on the fact that writing is a complex skill which requires careful thought and concentration in order to apply relevant procedures, schemas and facts, for the purpose of becoming a valuable tool for communication. Furthermore, writing asks for simultaneous demands on the writer, such as handwriting, accurate spelling, linking, range of vocabulary, organized structures, sentence construction, planning (Graham et al. 2012), which, as Ings (2009) suggests, implies a huge challenge for most teachers too.

Consequently, it can be said that writing is not a simple cognitive activity; there are many difficulties involved in writing in a second language. Richards and Renandya (2002) agree that "the difficulty lies not only in generating and organizing ideas, but also in translating these ideas into readable text" (as cited in Buyukyavuz & Cakir, 2014, p.154). This also implies the correction in common mistakes related to grammar and vocabulary, which sometimes result in confusing or obscured meaning.

Consistent with previously mentioned research, some other authors (Carson, 2001; Connor & Kaplan, 1987; Kutz, Groden, & Zamel, 1993; Raimes, 1987) also advocate for the high complexity of writing. According to them, in the first place, EFL (English as a Foreign Language) learners may translate from L1 and they are often unsure of what they want to communicate; furthermore, they also tend to over-generalize the rules when acquiring new discourse structures and finally, they are supposed to organize all their ideas in a well-structured text (as cited in Myles, 2002). As a result, it could be

implied that the act of producing language (speaking or writing) constitutes not only the outcome of second language learning but is also a very important part of the process (Swain, 1985). It is thus essential to debate that “error treatment and the even larger concern of facilitating L2 student writers’ ongoing language development are critical issues for teachers of L2 writers.” (Ferris, 2011, 192)

### **1.2 Treatment of error in ESL**

Actually, as Ferris (2011) explains, second language acquisition takes time and occurs in several stages, which must be kept in mind by teachers and learners. Thus, it is unrealistic to expect L2 writings will be error-free and even if it is, it will hardly ever sound like that of a monolingual speaker. Secondly, Ferris highlights that since SLA takes time, it should never be expected that our students’ accuracy improves overnight. Therefore, she emphasizes the importance of error feedback, which helps students revise their texts and leads to accuracy, students and teacher value error feedback. Third and most important, she declares that L2 students need a focus on different linguistic issues or error patterns than native speakers do not:

“Feedback or error correction that is tailored to their linguistic knowledge and experience and instruction that is sensitive to their unique linguistic gaps and needs for strategy training, including not only strategies for finding, fixing, and avoiding errors, but also for continued development of language structures that will strengthen their writing across a variety of tasks and genres.” (Ferris, 2011, 10)

Although during the seventies and eighties the importance given to error correction decreased considerably (Ferris, 2011), there is a resulting renewed interest in this field, as well as grammar instruction and training for L2 students as it can be observed in a wide range of recent publications. Namely, Amara (2015) highlights the feedback as one of the most difficult tasks for a teacher in SLA. From a theoretical perspective, Anderson (1982), Brophy (1981) and Vygotsky (1978) argued that feedback is widely seen in education as crucial for both encouraging and consolidating learning (as cited in Hyland, K., & Hyland, F., 2006). Thus, Amara (2015) also noted that language teachers need to be armed with some theoretical foundations and be aware of what

they are doing in the classroom. Along similar lines, Kepner (1991, p.305) warns about the fear of error's fossilization of some L2 teachers, who "feel morally obligated to correct all mistakes in L2 student written work". However, Myles (2002) affirms the necessity of the revision process but making corrections in order to make learners feel confident and competent with the modifications they make.

Due to the difficulties involved, Corder (1967) mentioned three different aspects to take into account when correcting learners' errors:

"First, they tell the teacher about the progress of the learner [...]. Second, they supply evidence of how a language is acquired and what strategies the learner employs in learning a language. Thirdly, they are indisputable to the learning process because making errors is regarded as a device the learner uses in order to learn." (Corder, 1967, as cited in Amara, 2015, 58)

As a result, teachers' commentaries should ideally encourage students to analyse and evaluate feedback themselves, considering that how teachers intervene in their revisions and how L2 writers react influences the written work (Myles, 2002).

As stated by Ferris (2011), while it is interesting to observe whether students pay attention and successfully incorporate teacher's corrections, it is considerably more important to assess "whether such intervention actually helps students to acquire correct language forms and improve their self-editing strategies, as measured through improved written accuracy over time" (p.27). As a matter of fact, one of the major criticisms of different error correction strategies in L2, according to Ferris, is that there is little evidence that feedback provided by the teacher yields improvement of student writing in the long run.

In contrast, there are other researchers who suggest feedback plays a fundamental role in the relationship between written corrective feedback (WCF) and second language development. It is their assertion that knowledge promoted "can have an impact at least on improving accuracy in writing and may also activate internal processes with contribute to the development of linguistic knowledge" (Guirao, de Larios & Coyle, 2015, p.64).

### 1.3 Different forms of error feedback

Studies that have focused on different forms of feedback (Ferris, 1997; Adams, 2003; Qi; Lapkin, 2001; Yang & Zhang, 2010; Hanaoka, 2006; Hanaoka & Izumi, 2012; among others) lead us to conclude that although there is variation across error type, individual students and error feedback mechanisms, students have successfully achieved to produce more accurate revisions of their texts after receiving error feedback. In the same lines, Silva (1990, p.11) indicates that “children need coherent perspectives, models - tools for thinking about second language writing in general and ESL composition in particular”. According to Ferris (2011), there are many ways of correction that can be useful for learners. Nonetheless, it is important to consider both direct and indirect feedback. In the first one, students correct their writings after being given teacher’s feedback while in an indirect way, learners have to solve the error that the teacher just indicates. Lalande (1982), Bates, Lane & Lange (1993), Ferris & Hedgcock (2005), among others, proved that “indirect feedback is more helpful to writers because it leads to greater cognitive engagement, reflection and problem-solving” (as cited in Ferris, 2011, p.32). Nonetheless, it is essential to take into account the circumstances in which the feedback is given, as Ferris (2011) adds, because error correction depends on the instructional context (course goals, term contents...) and their specific assessment of students’ needs, which is an aspect that the teacher should be aware of and can be different as the situation may be. When teacher feedback is combined with strategy training and peer- or self- editing workshops, the improvements in learners writing skills are more perceptible.

Bearing all this in mind, a huge amount of research studies have focused on investigating different types of feedback. However, as Ferris (2011) suggest, “if teachers are providing corrective feedback to their students writers, perhaps it is most important for researches to turn their primary attention to discovering the most effective ways for them to do so” (Bruton, 2009; Evans, Harthorn, McCollum & Wolfersberger, 2010; Hartshorn, Evans, Merril, Sudweeks, Strong-Krause & Anderson, 2010; cited in Ferris, 2011, p.14). Model texts are one of these feedback tools that, according to Ferris (2011) can be considered as an indirect one and, as Rummel, S. and

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Bitchener, J. (2015) suggest, they are effective strategies, as well as self-regulatory ways of teaching and learning regarding the ESL writing skill.

#### **1.4 Models as an error corrective tool and its training**

As Guirao et al. (2015, p.65) noted, “the use of models is a relatively under-explored technique for providing feedback on learner's L2 errors”. Nevertheless, the findings concerning models as an error feedback strategy highlight several advantages for their use.

As suggested by Tocalli-Beller and Swain (2005), models are beneficial for ESL learners, due to the provision of rich sets of appropriate L2 words and structures as well as stimulating cognition abilities by presenting information. Along these lines, Sachs & Polio (2007), argued that using models help activate learners in order to identify their own errors and “notice both similarities and differences between their interlanguage and the target language; a process that would allow them not only to reevaluate their knowledge but also to confirm it” (as cited in Guirao et al., 2015, p. 65). In fact, this language activation process has been proved valid in the acquisition of an L2 in numerous studies (see Ardaiz, 2014 for further references).

Yang and Zhang (2010) report that models are “helpful in providing learners with alternative vocabulary and expressions that were not present in their own writing” (as cited in Guirao et al., 2015, p.65). Hanaoka and Izumi (2012) also argue this tool enable learners to encounter some solutions for problems they had while creating their writings (as cited in Guirao et al., 2015). Ferris (2010, also cited in Guirao et al., 2015), suggest that the use of a model with the whole class is more effective for the teacher than the time-consuming task of reformulating the writings of each student.

Considering all this, there are grounds for believing that models as an error feedback technique could be an advantageous and beneficial form for second language learners.

Nonetheless, little has been said about the impact of metacognitive strategy training in students’ writing. De Silva (2015) investigated the impact of writing strategy instruction on writing strategy use and performance of a group of undergraduate students following a course in English for Academic Purposes in Sri Lanka. The results revealed that the students trained in writing strategies improved their performance

significantly after strategy instruction in comparison with the control group students who did not receive any treatment. As shown in different papers, research on writing strategy instruction includes evaluation of the effects of training of writing strategies, such as dictionary use while writing, revision strategy instruction, brainstorming, planning the text structure, planning and revisions and a number of writing strategies (for further reference see De Silva, 2015). The latter study not only showed significant improvement in writing performance among students, but it also found that strategy instruction led to an increase in self-motivation, determination and positive attitudes towards writing in English, which may lead to increased performance later (see De Silva, 2010).

In conclusion, according to Guirao et al. (2015), further research is needed with different students and levels in order to determine the role that models may play in written feedback. Likewise, De Silva (2015) concludes his research study encouraging researchers to adopt strategy instruction in writing to train younger students although corrections along this whole process will be necessary". Hence, on the basis of the evidence currently available, the need to conduct strategy instruction research in writing skill and test the effectiveness of the use of models with younger ESL learners, make the case for the present study, which focus its attention on the training stage in order to prove the improvement in written texts.

## **2. RESEARCH QUESTIONS AND HYPOTHESIS**

Bearing all this in mind, this current paper seeks to investigate the effectiveness of the use of models as a written corrective feedback tool. Particularly, the study addresses the following research questions:

- Does the model technique help learners correct their writings in aspects such as grammar, organization, language, vocabulary and mechanics?
- Does the training in the use of models really help students improve their compositions and therefore, their writing skills?

Consistent with previous studies, the results are expected to give evidence to support that the use of models in error correction is a useful feedback technique for learners' writings and teacher's work as well as an effective way of improving their writing skills.

### **3. METHODOLOGY**

An experimental research was set up to analyze how the training in the use of models as a written feedback technique could improve the writing abilities in primary students.

In the following sections the participants of the study and the materials and procedures applied are outlined.

#### **3.1 Context and participants**

The study was undertaken in a primary state school in Navarra (Spain), where Bilingual Education is offered through the British Education Project (henceforth BEP), which sets out to promote the acquisition and learning of both languages, Spanish and English, through an integrated content-based curriculum (for more information you could refer to [www.mecd.gob.es](http://www.mecd.gob.es)). The research study was conducted over a period of two months and a half.

The participants are 38 Grade 5 students in Primary Education (10 - 11 years old) who have been learning English since they were three years old, most of them in a BEP. These learners receive, on average, eleven hours of EFL teaching per week. This includes the English subject as well as Science, Art and one hour of Mathematics.

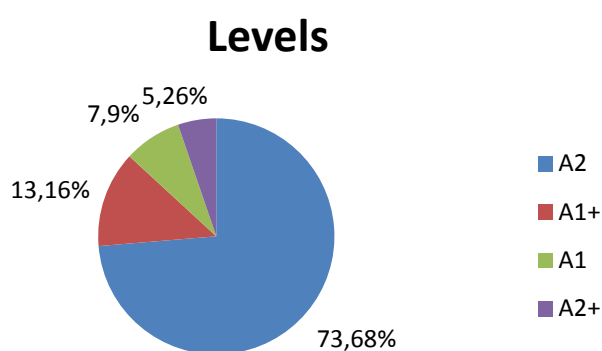
The CLIL (Content and Language Integrated Learning) methodology is implemented in this school as the main way of instruction in which the foreign language (English) is used to teach new contents and, at the same time, the language itself. It enables the combination of three elements; content, language and learning skills, focusing on a student-centered methodology in which scaffolding is the main aspect that helps learners build their own knowledge. In addition to that, the tasks are essential in order to make students be concentrated on the meaning and the content and not in language and where the feedback is vital for the learning process (for more

information on this subject, refer to Coyle et al. (2010) or the website created by a CLIL teacher and researcher: <http://www.isabelperez.com/>).

The 38 children were randomly divided into two groups according to school procedures at the beginning of the course. The study has been carried out without paying attention to this distinction, assuming that the classes are varied and comparable as for their competence level at the starting point of this research project. However, as the competence level may be influential in the final results, it will be a factor taken into account during the analysis of the scores obtained.

Considering that the average level of this course should be A2 and taking into account both the English marks in the first term of the school year and the comments and experience of the teacher, students were classified as follows:

- A1 (starter): the subject is failed.
- A1+ (pre- elementary): marks are between 5 and 6.
- A2 (elementary): marks are between 6 and 8.5
- A2+ (pre - intermediate): marks better than 8.5



**Figure 1.** Students and their levels in L2

Most of the participants were elementary English learners (28 from the total), followed by 5 pre-elementary students and 3 starters. Only 2 learners surpass the level established for this course and have a pre-intermediate English level.

A number of t-tests for repeated measures (or paired samples) have been carried out in this study, in order to analyze the two main research questions; the effect of the



model and the effect of its pertinent training. This test has been chosen for this occasion due to the fact that in a repeated measures case, the same subjects are tested under different conditions, which is our circumstance: thirty eight students were examined in different phases so as to see the differences as for writing.

### 3.2 Materials and procedures

In order to carry out the study, several instruments were prepared and adapted for the circumstances.

The data collection procedure consisted of three stages or phases:

1. *First writing* ([see appendix I](#))
  - a. In the English session, learners were assigned 40 - 45 minutes to write a piece of news (pre-test 1 hereinafter) in response to a set of pictures and remarks in their books (English Worlds 5 Pupil's Book, Macmillan). Some indications were given in order to explain the goal of the activity.
  - b. In the following English session, 30 minutes were devoted to the explanation of the model, written with the same instructions given in the previous class and which was projected in the smartboard. It was read by all the students and they were asked to take into account the structure, content, language (past tenses), vocabulary (specific words that they had been studying) and mechanics (referring to format, punctuation and capitalization aspects). After that, learners were supposed to work on error correction; reviewing and improving their writings with the help of the model. Some indications were given; they could follow the model and copy some structures, take some ideas from it, imitate the organization, etc. Once they revised their mistakes, students had to rewrite the piece of news in a different sheet (30 minutes); being the latter the final improved version of their writings (pre-test 2 hereafter).

Once all learners finished writing the two versions of their news (originals and improved with the model), all the data was gathered for assessment.

## 2. *Training exercises*

This stage was carried out in different sessions along some weeks due to the importance the training had in this study.

These students, as we mentioned before, receive English not only in this subject but also in Science and Art sessions, which is why the training exercises were also implemented in these subjects and in order to make them see that the writing skill is also important in other fields. The aim of these tasks was to practice the writing and, apart from taking into account some aspects such as structure, content or vocabulary, they were asked to pay attention to other specific characteristics and features of the writing process in each activity.

In English, the students were asked by the teacher to write an interview to a famous person, following the instructions of the book. In this occasion, the interview helped them practice the punctuation and the structure of the questions, which is an aspect they often struggle with. In the same session, an interview model was shown ([see appendix II](#)) and they improved theirs. Some indications were given so as to remind them the appropriate use of the model.

In Art, the task chosen by the teacher for some sessions was to design a comic individually. Therefore, and trying to interfere as little as possible in the term programme, they were asked to write the story of their own comics, a genre text that as Bowkett and Hitchman (2012) suggest, helps “children generate, organize and refine their ideas”, giving them the appropriate information about the use of dialogues and the incorporation of expressive and relevant details. The story had to be brief, taking into account the punctuation and the description of some characters and sceneries. The following day, with the model done by the research teacher ([appendix III](#)), learners improved their stories. Few indications were necessary since students were getting used to the applications of the model towards their writings.

In Science, the children were asked to draw the social pyramid of the feudalism system, writing some sentences about each level. This time, the aspects to take into consideration were the adjectives and adverbs used to describe the

different categories. In the same session, students could see a model of a short description of the same graphic ([see appendix IV](#)) and rewrite their task trying to improve their own texts.

3. *Last writing* ([see appendix V](#))

- a. In the last English session, the learners were provided with the final task of this study; an essay in which they were asked to write about their ideal jobs. Some indications were given in order to follow the instructions outlined in their book (previously mentioned). They had 45 - 50 minutes to complete the task individually (from now onwards post-test 1).
- b. In the next English session, the model was presented to the students. In this stage, they knew what they had to do with their texts and few indications were necessary. Thence, students were supposed to take into account all the aspects seen along the previous activities; the organization, content, language, vocabulary and mechanics as they already knew. Once they had re-examined their writings, students wrote their final improved versions in a new sheet (after this, post-test 2).

Eventually, data was gathered for assessment using the rubric presented in the following section.

#### **4. RESULTS AND DISCUSSION**

This present paper sets out to conduct similar tests to Rao's (2007) study, in which the effects of training in brainstorming strategy on learners' perceptions about writing were tested. It is for this reason that the same scoring pattern is used to analyze the writings of the participants, i.e. the Jacobs et al. (1981) rubric.

According to Jacobs et al. (1981), five aspects related to the writing skill should be reckoned: content (evaluated with 30 points), organization (20 points), language use or grammar (25 points), vocabulary (20 points) and mechanics (5 points). The scores used

for this study are the same ones as these authors suggest, since they were considered to be appropriate for the tasks created to be used in this study by the main teacher of the participants.

The value of each element is ranged from excellent/very good to very poor, including Liu's (2015) criteria descriptors which offer a more accurate detail of the aspects analyzed in Rao's (2007) research. Nevertheless, in the current study, some modifications have been applied to this detailed characterization of the criteria in order to adjust the analysis to the specific conditions of this research, such as the contents taught in class and students needs. For instance, in "organization" aspects, the use of connectors has been included, due to the importance the English teacher of these students gives to the linkers so as to make the text more organized. However, the structure of beginning, development and ending that Liu (2015) added, has been dismissed considering that students use different types of texts which not always imply this same structure. Another point which has been changed is the elimination of rhetoric that was considered unnecessary and inappropriate for the age and nature of the participants. The last variation is the descriptor of vocabulary, which now highlights the variety and rich range of lexical words used in the texts. This was emphasized because the teacher usually explains a new vocabulary item every day and they are supposed to include a few of these words in their texts.

The highest scores in the rubric were attributed to content and language (30 and 25, respectively) due to the difficulty of the students to deal with them when writing. For the L2 writers, it often appears to be challenging to adjust to the task required and the errors in grammar are the most difficult aspect for them to improve. On the other hand, mechanics has the lowest score in the rubric considering that this criterion is quite achievable for them to revise and modify. The rest of the aspects (vocabulary and organization) are worth 20 points each ([see appendix VI for full rubric](#)).

Once the correction of each student's writing was done following the rubric, some t-tests for paired samples (also known as for repeated measures) in Excel were implemented so as to compare and interpret the results ([see appendix VII](#)). Firstly, this kind of test was accomplished in order to analyze the effect of the model in the first writings (pre-test 1 and 2) and the last ones (post-test 1 and 2), so as to see if the

participants were capable of improving their own compositions with this new strategy. Likewise, t-tests for repeated measures were carried out in order to examine the effect of the training in the use of models as an instruction technique to build up students' skills in the process of writing.

#### 4.1 Effect of the model in pre-test (1 and 2)

A paired-samples t-test was conducted to compare the results obtained in the pre-test 1 and pre-test 2 ([see appendix VIII](#)) so as to see the effect of the model before the training as an error correction tool. In the following table, we can find the mean scores of both tests.

**Table 1.** Mean scores (pre-test 1 and 2)

	Pre-test 1	Pre-test 2
Mean	70,05	78,632
SD	9,329	9,76

The results show that there was a significant difference in the scores between the original writing (M= 70,05, SD= 9,329) and the improved version of it using the model (M= 78,632, SD= 9,76 ); ( $t=21,4329$ ,  $p < 0,01$ ).

These results suggest that the use of the model really does help to improve the students' written outcomes. Specifically, our results suggest that by using the model as a correction reference tool students are able to improve their own writings to a considerable extent.

#### 4.2 Effect of the model in post-test (1 and 2)

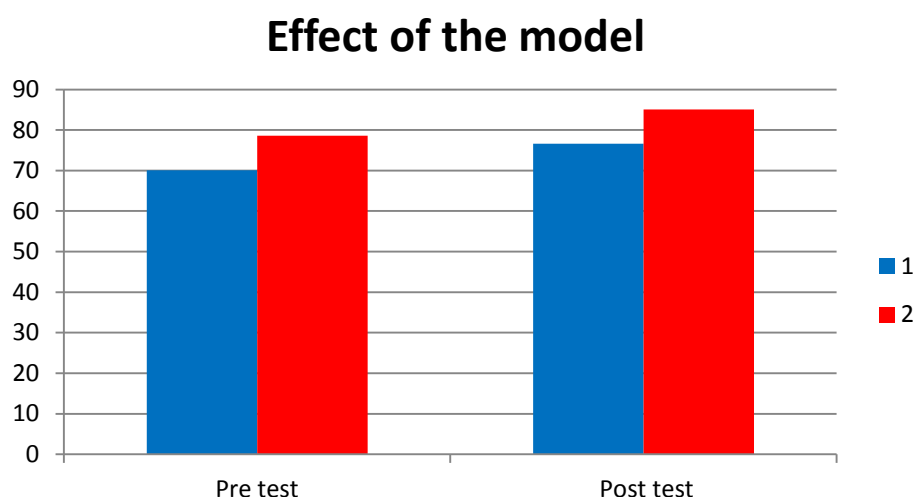
A paired samples t-test was performed to determine if the comparison of the scores taken in the post-tests (1 and 2) demonstrates a significant improvement of the use of the model after the treatment ([see appendix IX](#)).

**Table 2.** Mean scores (post-test 1 and 2)

	Post-test 1	Post-test 2
Mean	76,66	85,079
SD	7,397	7,08

Results reveal that there was a significant contrast in the mean scores between the original writing (M= 76,66, SD= 7,397) and the improved text of it having used the model (M= 85,079, SD= 7,08); ( $t= 15,647$ ,  $p < 0,01$ ).

The results show that the average improvement of the post-test 1 with the help of the model is comparable as for the mean results of the pre-test. Nevertheless, the quality of the post-test 1 had already been significantly improved after the training, which may conceal the benefits of the use of the model as WCF.

**Figure 1.** Effect of the model in the pre-tests and post-tests

These results confirm that the use of the model positively does help to improve learners' written texts. Particularly, our results indicate that by using the model as a corrective tool, students are capable of improving their writings in a significant way.

#### **4.3 Effect of the training in test 1 (pre-test 1 and post-test 1)**

A t-test for repeated measures was also carried out to analyze the difference between scores in the original writings (pre-test 1 and post-test 1) in order to prove the effect of

the training activities conducted over a period of two months in the correct use of models ([see appendix X](#)).

**Table 3.** Mean scores (pre-test 1 and post-test 1)

	Pre-test 1	Post-test 1
Mean	70,05	76,66
SD	9,329	7,397

The results obtained indicate that there was a notable variation between the pre-test 1 (M= 70,05, SD= 9,329) and the post-test 1 (M= 76,66, SD=7,397), which was written after the activities of treatment; ( $t= 6,4796$ ,  $p < 0,01$ ).

These results point out that that the training in the use of models certainly helps learners improve their own writings.

#### 4.4 Effect of the training in test 2 (pre-test 2 and post-test 2)

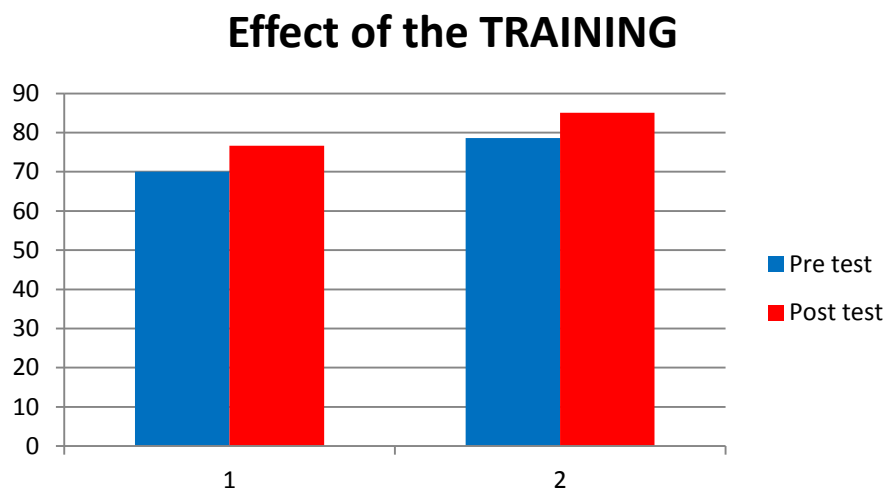
Finally, the last paired samples t-test was conducted. In this case, the aim was to compare the results of improved writings ([see appendix XI](#)), so as to see the effect of the training by comparing the pre-test 2 and the post-test 2.

**Table 4.** Mean scores (pre-test 2 and post-test 2)

	Pre-test 2	Post-test 2
Mean	78,632	85,079
SD	9,76	7,08

Results in table 4 show a significant difference in the measures between the pre-test 2 (M= 78,632, SD= 9,76) and the last writing, post-test 2 (M= 85,079, SD= 7,08); ( $t= 7,0636$ ,  $p < 0,01$ ).

As seen in the previous t-test, our results suggest that the treatment done through different activities really serves for our students in order to write more proficiently, even in the original writings when learners were not provided with the model.



**Figure 2.** Effect of the training between pre-tests and post-tests

The illustrated results in this figure indicate the difference between the original writings and the contrast between the improved texts. This graphic shows that the difference between pre-test 1 and post-test 1 (6,61) is practically the same as between pre-test 2 and post-test 2 (6,45). This could lead us to think that the training given along this process has not been as effective as it was expected. However, it has to be noticed that as the average results in the post-test 1 have been dramatically improved (if compared to pre-test 1), the impact of the model is likely to be less prominent statistically speaking; that is, comparing the effect of the training between pre-tests and post-tests without taking into account that the post-test 1 already shows remarkable progress. What is more, that improvement may be attributable to the treatment given along the process.

In all, results point to a clear benefit of the use of models as a written corrective tool specially after being trained in how to use them.

#### 4.5 Discussion

The results obtained and presented in the section above are discussed along the lines of the hypotheses entertained.

The results displayed earlier in [table 1](#), show that, consistent with previous research, the students in pre-test 2 have achieved a notable general improvement if compared to pre-test 1. This proves that using the model text is, as Rummel and Bitchener (2015)



suggested, an effective activity of working in self-regulatory and self-efficacy of the learners. The difference is clearly significant in all the aspects the writing implies, as we will see later.

Also, in the post-test, the contrast between both writings is meaningful, as [table 2](#) presents. The results agree with Tocalli- Beller and Swain (2005), who advocate the benefits for ESL students which models involve.

Furthermore, these results overtake the scores achieved in pre-test writings, with which is proved that children have improved, learnt from their mistakes and incorporated techniques and language mechanisms in the writing process. Consequently, as Hanaoka and Izumi (2012), cited in Guirao et al. (2015), argue, models are helping them solve problems that they may find while creating their writings.

The comparisons obtained related to the use of model in both phases (pre-test and post-test) are illustrated in [figure 1](#) where the difference is visibly marked. Both tests 1 (pre-test and post-test) suffer a considerable improvement in the improved corresponding writings (pre-test 2 and post-test 2) and the results indicate better scores in the second writing which was done with the model.

In regard to the training, as [figure 2](#) shows, the level of improvement is nearly equal if the results before and after the training are compared. This could lead us to think that the effect of the training has not been as effective as expected. However, it should be taken into account that in the post-test 1 there is already a noticeable improvement if compared to pre-test 1 (both tests were written without the help of a model). Therefore, this leads to a demonstrable increase of the level when writing. Consequently, even though the effect may be misleading, it should not be seen as similar or even diminished, since the quality of the original post-test 1 is already higher.

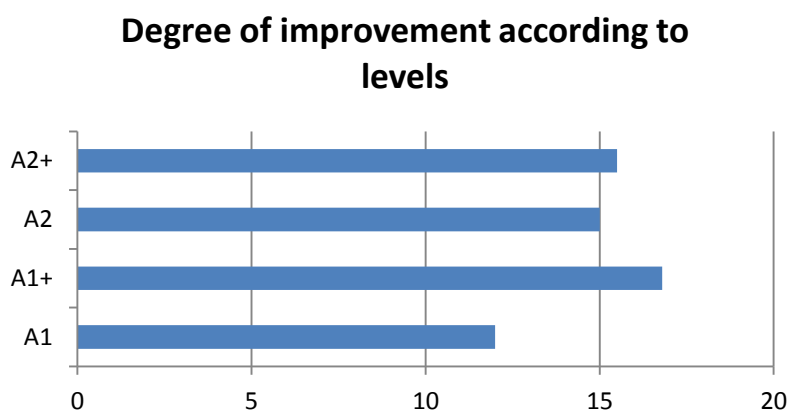
Far from being conclusive, it should be taken into consideration that the attained results are the consequence of a research study carried out in a short period of time; two months and a half. As Ferris (2011) highlighted, SLA takes time, and improvements in ESL learners cannot be expected to be noticed in just a few weeks. Nonetheless and in spite of the time limitations, the results are most assuredly positive, what leads us to

think that in a longer training, the results could be even more relevant and the improvements more effective.

Another remarkable point to take into account in this research project is the time frames, which have been unavoidably different in each task provided. This project has been carried out in a real context with a great diversity of learners and conditions. Therefore, each activity was developed in various times due to unexpected mishaps that in a primary class occur every so often. Even though it is not the ideal situation, the researching necessities always must be adapted and rescheduled according to the reality of the ESL classroom. Besides, as Guirao et al. (2015) noted, the use of models is an under-explored tool for working the feedback on written errors. This technique was completely unknown for students, therefore some activities or explanations took more time than others.

Along these lines, a composition task is considered to be of a high complexity, as it was held by Carson (2001), Raimés (1987), Connor and Kaplan (1987), among others. In addition, every genre is completely different, assuming that one may require more complex structures while other texts involve the use of specific vocabulary. Hence, the results obtained may not be considered completely reliable due to the diversity of topics dealt with in the process. Students were provided with different tasks so that diverse structures and complexity levels were required in each one and it might be comprehensible that some students found some of them easier and, therefore, completed those tasks better if compared to others. Notwithstanding, this seemingly obvious flaw was motivated by the real context in which the study was undertaken and its curriculum.

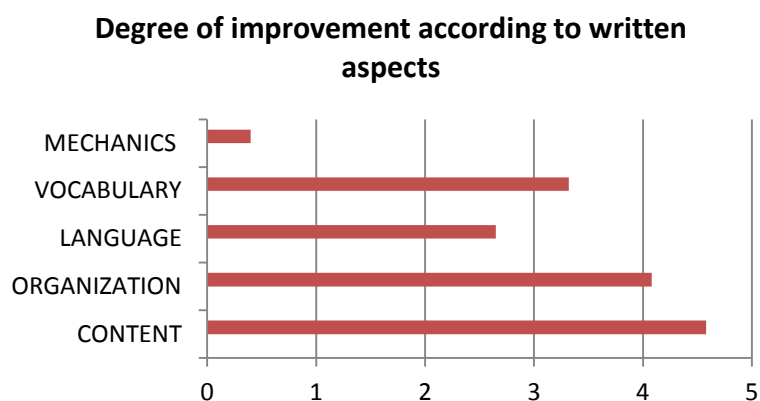
Another important aspect to take into consideration is the diversity of levels among participants, a perspective that could lead to a further study considering that, as Hanaoka et al. (2001) suggested, previous research projects with adults have studied the differences in linguistic features related to proficiency levels. Levels in ESL can have an influence on the way models are made use of. Therefore, the following figure (3) shows the degree of improvement achieved by students according to their proficiency level so as to have a proximate illustration of the students' performance according to their English competence levels.



**Figure 3.** Degree of improvement according to students' level

This graphic illustrates the scores obtained by each level regarding the difference between the first writing (pre-test 1) and the last writing (post-test 2). In other words, it has been compared the mean scores of both writings in order to see the effect of the model ([see appendix XII](#), for further details). As the figure shows, there is a clear similarity in the results; level A1 has achieved a difference of 12 points (from a total of 100 according to the rubric used) between the pre-test 1 and the post-test 2; the students with an A1+ level have reached 16,8 points of improvement; level A2 (with the majority of the students) has obtained the difference of 15 and the group of students who boast the highest level, A2+, with only two participants, has achieved 15,5 points of difference between the first writing and the last one. These results support that the effect of the model as a written corrective feedback tool has been quite useful for every learner, regardless of the level, in a similar way (having improved between 12 and 17 points). This shows that the effectiveness of this WCF tool is not exclusive or specifically aimed at a certain group of students in the ESL classroom, but it proves to be useful for all of them. Along these lines, it is to highlight the fact that the students with the lowest starting level of English (A1) have obtained the lowest scores. This is a comprehensible result due to the poor quality of their writings at the beginning of the process, their minimum skills and the difference of level between theirs and the task's. Nevertheless, their writings have been considerably improved with the help of the model as an error correction tool.

The criteria evaluated with Jacobs' (1981) rubric are also valuable to take into account. It is prominently seen that some aspects have been integrated and therefore improved to a higher extent than others ([see appendix XIII](#)).



**Figure 4.** Degree of improvement according to written aspects

As this graphic shows, the *content* is the aspect with better results; whereas in the first writing (pre-test 1) the mean score was 21,87, the last writing (post-test 2) reached 26,45 points, achieving a difference of 4,58 points. This could be due to the training done during this process, in which different activities were provided and students had to pay attention to the tasks and the instruction given. Nevertheless, this assumption is not categorical since these results may be influenced by the genre of the text involved. *Organization* and *vocabulary* have obtained similar scores regarding the differences of the first and the last writing (4,08 and 3,32, respectively). This could lead us to think that, although the differences are reasonably positive, more training activities similar to the ones that students did are necessary in order to make further improvements. The *language* obtained a progression of 2,65 points; which has been considered a favorable result, since this aspect is found to be one of the most complicated for ESL learners to improve and apply in a communicative way, as expressed by Coyle (2008), and cited in Del Puerto (2011). On the other hand, *mechanics* is the aspect which has improved the least, but it is clearly owing to the good scores that students already have at the beginning of the present study. In this way, the improvements could be minimally significant. In spite of that, the scores obtained in this aspect have achieved the maximum in the last writing (5 points).

The last exceptional point to highlight is the positive attitude learners had over the project. Besides, this positivity was supported by the encouraging results obtained. Consequently, the participants were aware of the improvements they were achieving and considered this written feedback technique as a positive learning tool to use later on, not only in ESL activities (in English, Science or Art), but also in Spanish compositions.

In the same line, the teacher's view turned out to be very positive. In fact, improving the productive skills was one of the main goals determined by the tutor at the beginning of the year. Despite the fact that most students' English level was quite appropriate for the objectives required in this course, the attitude of them towards writing and speaking was quite passive and distant. Therefore, the impressions gathered after conducting this study are very satisfactory; this new tool has encouraged learners to lose their fear of expressing themselves in written tasks in the second language. Furthermore, the teacher proved that the time devoted to correcting the writings results to be clearly benefited by the model and she was determined to develop similar activities focusing on the use of the model as a WCF tool in order to achieve further improvements.



## CONCLUSIONES

Este trabajo de investigación estudió el tratamiento de los modelos como una herramienta de corrección de errores en los textos escritos durante un proceso de tres fases con distintas tareas. Se trata de una propuesta ambiciosa y muy interesante, que podría requerir algunas mejoras o estudios complementarios pero que está a total disposición para cualquier maestro de educación primaria que disponga de tiempo y recursos necesarios para ponerla en práctica, pues se ha demostrado que el uso de esta estrategia es totalmente positivo.

Los resultados indican que existe una mejora significativa en la expresión escrita de los participantes, por lo que se podría argumentar que el estudio es notablemente positivo, tanto para alumnos como profesores. Asimismo, parece justo sugerir poner en práctica esta técnica como estrategia para la mejora de la destreza escrita en inglés como segunda lengua que incluso, como ya se ha mencionado anteriormente, también es válida para la enseñanza de otras lenguas.

Como ya mencionamos en estudios previos, varios autores están de acuerdo en destacar las ventajas que el modelo ofrece (Guirao, de Larios & Coyle, 2015; Sachs & Polio, 2007; Yang & Zhang, 2010, among others). Y en la investigación presente, estas opiniones se han hecho patentes, demostrando que se ha conseguido la mejora de la expresión escrita de los alumnos con ayuda del modelo y el tratamiento pertinente que se ha llevado a cabo.

Estos descubrimientos apoyan el estudio realizado por Guirao et al. (2015), el cual también demostraba los beneficios de utilizar el modelo como técnica de corrección de errores escritos por parejas. En este caso, la metodología ha seguido el trabajo individual de los participantes y se ha dado especial atención al tratamiento y actividades de práctica, de las cuales no existen prácticamente estudios previos.

Por otra parte, las implicaciones pedagógicas que este estudio puede conllevar son numerosas, ya que el éxito del modelo como técnica de corrección de errores en un escrito y estrategia para desarrollar mejoras en esta destreza ha sido notoriamente comprobado.

Esto favorecería claramente el trabajo de corrección de profesores o instructores, el cual puede resultar arduo y complicado y que, de esta manera, se facilitaría enormemente. Pese a que es totalmente necesaria la revisión final de la actividad por parte del maestro, la tarea de corrección ya ha sido parcialmente simplificada por el alumno. De esta manera, el profesor, además de corregir los errores que el alumno no ha visto o no ha sabido modificarlos con el modelo, es también consciente de la capacidad de auto corrección del estudiante y su progresiva evolución en la mejora y revisión de los textos. Asimismo, esta herramienta de retroalimentación de errores escritos puede resultar una estrategia de ahorro de tiempo tanto para alumnado como profesorado. Como Ferris (2010) sugería, usar el modelo con la clase entera resulta mucho más efectivo que revisar y corregir cada uno de las redacciones realizadas por cada alumno.

Además de estas posibilidades, los estudiantes incrementan el nivel de interés y motivación al escribir sus composiciones, ya que suele resultarles una tarea bastante complicada de completar, además del miedo que experimentan al ver señalados todos los errores que han realizado. Por eso, Ferris (2011) destaca la importancia de hacer ver al alumnado que el error es un aspecto natural de la adquisición del lenguaje y que significa un progreso en el aprendizaje. Por ello, considero que con la experiencia de este estudio, el alumnado, con ayuda del modelo, siente mayor confianza para escribir, sabiendo que serán ellos quienes corrijan, en primer lugar, sus redacciones. Con el uso de esta herramienta, los alumnos son más conscientes de sus propios errores, pues son ellos mismos quienes revisan, modifican y corrigen sus escritos, por lo que el miedo a escribir una redacción va desapareciendo y las ganas de realizar la tarea escrita aumentan progresivamente.

Igualmente, cabe destacar la impresión de la profesora con la que he compartido las actividades y tareas de este proyecto. La sensación fue muy positiva, pues se podía ver el impacto del modelo al momento, ya que tras la explicación de su uso, el alumnado, individualmente, revisaba sus escritos en el aula. Además, se mostraba decidida a preparar actividades similares en próximas tareas de expresión escrita con el fin de seguir mejorando las habilidades desempeñadas por el alumnado para esta destreza, tan complicada de enseñar y mejorar. Cabe destacar que todas las actividades



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realizadas para este estudio formaban parte de los contenidos que estaban viendo en ese momento, por lo que el proyecto no supuso modificación alguna en la programación. De hecho, algunos de los textos escritos formaron parte del portfolio individual del curso.

La metodología principal en estas clases, como ya mencionamos anteriormente, es AICLE (Aprendizaje Integrado de Contenidos y Lenguas Extranjeras), la cual se fundamenta en el uso de estrategias tanto lingüísticas como paralingüísticas, textos, recursos digitales, el trabajo por descubrimiento; en definitiva, una metodología enfocada a la utilización de procesos y tareas que faciliten el andamiaje del aprendizaje. Por ello, el modelo es una estrategia más que ayuda a favorecer la construcción de las habilidades y competencias requeridas para una lengua. No obstante, cabe destacar que esta herramienta es útil y favorable también para otras clases o contenidos, como puede ser en el desarrollo de la expresión escrita en castellano.

Las conversaciones que pueden aparecer en clase a la hora de comparar los escritos propios con el modelo son claramente beneficiosas para el alumnado, ya que mientras uno se ha dado cuenta del error cometido en una estructura gramatical, otra compañera puede destacar la necesidad de incluir un mejor léxico en cierto párrafo. Por ello, pese a que el trabajo de corrección y revisión es individual, pueden surgir debates muy interesantes que ayudan a la mejora de las composiciones de todos.

Futuros estudios podrían replicar la idea de esta investigación de diversas formas. Una de las ideas iniciales fue realizar este mismo estudio teniendo un grupo de control y otro de experimentación, de manera que se viesan las diferencias de escritura entre alumnos que practicaban con el modelo y alumnos que no disponían del mismo. Debido al límite de tiempo y la escasa cantidad de alumnos para este tipo de estudio empírico, esta idea fue rechazada, pues según los objetivos marcados para la clase, la mejora y el trabajo deberían ser iguales en ambas clases. Sin embargo, esta idea podría resultar ser una muy buena línea de investigación para posibles estudios futuros. Otros estudios podrían también utilizar el modelo y su instrucción como cuerpo de la investigación y enfocar los resultados hacia las diferencias entre niveles, ya que en este

presente proyecto se han tenido en cuenta pero los análisis han sido algo más superficiales.

De acuerdo a los aspectos indicados anteriormente que podrían haber influenciado en los resultados, próximos proyectos podrían usar la misma actividad de escritura en todas las fases, de manera que el tipo de texto fuese el mismo y se comprobase las diferencias entre el primer ejercicio y el último. También, sería óptimo poder contar con más tiempo para llevar a cabo el procedimiento, pues se reflejaría mejor la progresión de los alumnos y una mayor cantidad de participantes, pues se comprobaría que los resultados son igual de representativos en otros contextos. De esta manera, el tratamiento del modelo abarcaría un mayor número de estudiantes y un periodo de tiempo más largo, de forma que su efecto sería más fiable y productivo. Guirao et al. (2015), también sugiere la posibilidad de aportar al alumno el uso de tablas, rúbricas o listas de control, de manera que el *feedback* fuese incluso más organizado y visible para el alumnado.

Por último, considero importante señalar algunas impresiones personales acerca del proyecto presentado.

En primer lugar, cabe destacar que pese al tiempo limitado para realizar el estudio, ha sido un proceso largo de trabajo, en el que se han preparado y recogido numerosos materiales, se han investigado varios estudios relacionados con la enseñanza de estrategias en la segunda lengua y se ha requerido mucho tiempo y esfuerzo. A pesar de ello, estoy muy satisfecha con el resultado obtenido y estoy completamente segura de que el empeño puesto en este trabajo ha merecido la pena.

Desde el comienzo de este trabajo sabíamos que era una propuesta difícil y arriesgada, porque, pese a las hipótesis que apuntaban a que los resultados serían positivos, la realidad en un aula puede llegar a ser totalmente diferente, ya que hay que tener en cuenta numerosos factores (tiempo, niveles, necesidades, imprevistos, etc.) y los resultados podrían ser totalmente inesperados.

En segundo lugar, espero y deseo que los contenidos y conocimientos adquiridos durante estos cuatro años se vean también reflejados en este trabajo, porque estoy completamente segura de que sin ellos este proyecto no hubiese sido posible.

En definitiva, este proyecto final de grado supone el trabajo de cuatro años apasionantes y, a su vez, duros de la carrera. Es el último paso para dar por finalizado el grado de magisterio en educación primaria donde he tratado de poner en práctica todos los conocimientos teóricos adquiridos y, sobre todo, he disfrutado con la experiencia del practicum en un entorno real. Estoy segura de que con este proyecto se cierra una etapa muy interesante pero se abre una nueva mucho más emocionante; la profesión de maestra, en la que el aprendizaje se unirá a la enseñanza.



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## APPENDICES

### Appendix I: Piece of news

#### JENNY BROWN RECEIVES HER REWARD

Jenny Brown and her father visited the Rescue Centre. They flew with a massive rescue helicopter and Jenny received a certificate for her help.



Jenny was really happy

Last Friday, Jenny Brown and her father were invited to the Search and Rescue Centre because the rescue team wanted to thank Jenny for her amazing courage in the Blackdown Hills. Bill Day and Fred Hall, who worked there, showed Jenny and her father how they picked up Joe Carver, the injured. “The rescue helicopter was very exciting!”, said Jenny. Later, Blackdown Search and Rescue Team gave Jenny a certificate, giving her thanks for helping.

(Photo taken from <https://www.google.es/search>)

(Go back to [First Writing](#))

## Appendix II: Interview

**Paddy:** Hello, good morning everyone. My young guest today is Meg Thorp. She is 14 years old and she is a fantastic violinist. Let me introduce you to Meg! Welcome to the programme.

**Meg:** Thank you Paddy.

**Paddy:** Tell us about your instrument, Meg. Why did you choose the violin?

**Meg:** My grandmother had one at home and I really enjoyed listening to her.

**Paddy:** So, when was your first concert?

**Meg:** When I was 8 years old. It was in the school, in front of all the students.

**Paddy:** And how do you feel in your concerts?

**Meg:** At first I am a bit nervous but then I enjoy playing my violin.

**Paddy:** You have just recorded a new CD. How have you worked for it?

**Meg:** I have recorded it with the City Youth Orchestra and there are many beautiful songs.

**Paddy:** I am sure it is amazing! You will be lucky in the future.

**Meg:** Thanks very much Paddy.

**Paddy:** Ladies and gentleman, pay attention to this wonderful artist. She will be very famous! And tomorrow we will talk to the famous singer, Richard Jones. Good bye and see you tomorrow!

(Go back to [Training Exercises](#))

## Appendix III: Graphic

### FEUDALISM SYSTEM IN THE MIDDLE AGES

On the top, we can find the **king**. He was the most important person in the kingdom. The next level was made up of the **nobles**, who lived in huge castles and have lands. After the nobles, we can see the **knights**. They fought in the nobles' armies. The **clergy** was made up of nuns and monks. They were religious. The last level was created for the **peasants**. They worked for the nobles and the king in the land.

(Go back to [Training Exercises](#))

## Appendix IV: Comic

### THE FIRST CLASS

It was the first day at the university for Sara. She was really nervous because she didn't know anybody.

"What can I do? I am going to be completely alone...," Sara thought.

At 10 o'clock, the class started and the teacher arrived. He was a tall and thin man. He seemed to be nice and very talkative. Max, the teacher, explained to all the students the first assignment. They had to work in pairs to do it. Sara didn't know what to do; she didn't have any classmate to work.

Suddenly, a beautiful girl went to Sara's table and asked her:

"Do you want to work with me?"

"Of course," Sara answered.

After that, Sara and María took the same bus to go home. Since then, they are very good friends.

(Go back to [Training Exercises](#))

## Appendix V: My ideal job

### ENGLISH TEACHER

I would like to be an excellent English teacher in a school. I would like to do this amazing job because I like working with children. Besides, I enjoy teaching my knowledge and I am interested in helping people.

A teacher can work in different places and do many tasks. In my opinion, the job is really hard but it is also very rewarding. A teacher has to teach a lot of concepts and contents, she/he has to correct many exams and she/he has to prepare every single lesson, too. Apart from that, the teacher pays attention to the students' behavior and she/he tries to avoid huge conflicts.

I know many good teachers such as Nerea and Estefanía, who work in Lorenzo Goicoa. They love this job although they sometimes have some problems with their students.

In addition, I know a famous and exceptional teacher who was called Isabel Pérez. She was a special teacher because she discovered new techniques to learn better. She was fantastic!



(Photo taken from <https://www.google.es/search>)

(Go back to [Last Writing](#))

## Appendix VI: Rubric

Feature	Scores	Descriptors
CONTENT	30-27	<b>Excellent to very poor:</b> well-stated thesis related to the assigned topic with relevant, substantive, and detailed supports.
	26-22	<b>Good to average:</b> limitedly-developed or vague thesis with irrelevant statements.
	21-17	<b>Fair to poor:</b> poorly-developed or obscured thesis; too much repetition of limited relevant sentences.
	16-13	<b>Very poor:</b> not pertinent or no written products (if this stands, all the other features are counted as "0").
ORGANIZATION	20-16	<b>Excellent to very good:</b> well-organized structure, transition with logical sequencing and coherence. Inclusion of connectors.
	15-11	<b>Good to average:</b> loosely-organized structure; less effective transition that obvious affects logical sequencing and coherence. Very few connectors.
	10-8	<b>Fair to poor:</b> choppy ideas scattering without logical sequencing and coherence. Any connector.
	7-5	<b>Very poor:</b> no organization, no sequencing and coherence; or not pertinent. Any connector.
LANGUAGE (Grammar)	25-22	<b>Excellent to very good:</b> well-structured sentences with variety; appropriate tense and few grammatical errors.
	21-18	<b>Good to average:</b> less well-structured sentence with some errors of tense, agreement, etc.; but meaning seldom obscured.
	17-11	<b>Fair to poor:</b> major errors of conjunctions, fragments, or ill-structured sentences that make meaning confused or obscured
	10-5	<b>Very poor:</b> being dominated by errors that blocks communication
VOCABULARY	20-18	<b>Excellent to very good:</b> specific and effective wording; Rich variety of lexical words studied at class.
	17-14	<b>Good to average:</b> dull and repeated wording; occasional errors of word form, choice, usage but meaning not obscured.
	13-10	<b>Fair to poor:</b> inappropriate wording; frequent spelling errors; meaning confused or obscured. Any vocabulary word from class.
	9-7	<b>Very poor:</b> any vocabulary word studied and meaning incomprehensible.
MECHANICS	5	<b>Excellent to very poor:</b> no errors of format, punctuation or capitalization.
	4	<b>Good to average:</b> occasional errors of format, punctuation or capitalization.
	3	<b>Fair to poor:</b> frequent errors of format, punctuation, or capitalization, but meaning not obscured.
	2	<b>Very poor:</b> too many errors format, punctuation, or capitalization; violating basic conventions of writing.

(Go back to [rubric](#))

## Appendix VII

Results obtained after correcting pre-tests and post-tests using the rubric.

SS	Pre-test 1						Pre-test 2						Post-test 1						Post-test 2					
	C	O	L	V	M	Me	C	O	V	L	M	Me	C	O	V	L	M	Me	C	O	V	L	M	Me
1	27	14	18	14	5	78	28	20	22	17	5	92	25	15	18	16	5	79	28	20	22	18	5	93
2	22	12	18	18	4	74	22	20	20	18	5	85	25	18	18	15	5	81	30	19	21	19	5	94
3	26	13	20	15	5	83	27	19	22	17	5	90	26	15	18	17	5	81	28	19	22	19	5	93
4	28	17	22	17	5	89	29	19	24	18	5	95	25	16	20	18	5	84	26	20	22	20	5	93
5	25	16	22	15	5	83	26	18	23	17	5	89	25	12	16	14	5	72	29	20	19	17	5	90
6	27	16	21	17	4	85	29	19	21	18	5	92	24	17	21	17	5	84	28	19	22	19	5	93
7	17	10	17	14	3	61	17	15	19	15	4	70	20	16	17	13	5	71	21	18	20	15	5	79
8	20	12	16	15	4	67	21	15	18	17	4	75	17	15	16	14	5	67	21	17	18	17	5	78
9	25	12	19	15	5	76	27	17	20	17	5	86	27	18	18	16	5	84	30	20	21	18	5	94
10	25	14	22	15	5	81	28	12	23	17	5	85	30	20	22	17	5	94	30	20	23	19	5	97
11	18	12	14	13	4	61	19	15	16	13	5	68	20	12	15	12	5	64	23	16	17	15	5	76
12	20	14	16	13	4	67	21	16	18	14	4	73	21	11	16	14	5	67	24	16	18	17	5	80
13	22	16	18	15	5	76	24	19	20	17	5	85	21	14	17	15	5	72	24	17	19	17	5	82
14	17	11	14	13	3	58	22	16	17	14	4	73	22	12	17	14	5	70	26	16	18	16	5	81
15	18	13	17	14	5	67	19	16	20	16	5	76	24	16	16	16	5	77	26	18	17	18	5	84
16	23	13	18	15	5	74	24	18	20	16	5	83	27	17	19	16	5	84	29	19	19	18	5	90
17	21	14	17	13	4	69	22	16	18	14	5	75	25	12	16	13	5	71	26	14	18	16	5	79
18	25	16	19	14	5	79	26	19	21	16	5	87	26	16	20	17	5	84	27	17	21	17	5	87
19	20	11	16	13	4	64	21	14	18	14	5	72	21	16	17	14	5	73	23	16	18	16	5	78
20	26	12	15	13	5	71	26	17	17	14	5	79	26	14	18	15	5	78	27	17	19	18	5	86
21	17	17	17	13	5	69	25	18	18	13	5	79	24	15	17	14	5	75	24	17	19	18	5	83
22	25	12	18	14	5	74	26	17	20	14	5	82	26	15	18	14	5	78	28	17	18	18	5	86
23	20	15	12	12	5	64	21	17	16	12	5	71	26	16	18	16	5	81	29	19	20	18	5	91
24	24	17	13	15	5	74	26	19	16	16	5	82	28	16	19	16	5	84	28	17	20	18	5	88
25	22	15	18	15	5	75	24	18	19	17	5	83	25	14	18	16	5	78	28	18	19	19	5	89
26	20	12	13	14	5	64	22	13	15	17	5	72	25	14	18	16	5	78	27	15	18	18	5	83
27	25	12	16	13	5	71	26	18	18	17	5	84	25	14	18	16	5	78	25	15	19	19	5	83
28	26	16	17	15	5	79	28	20	20	18	5	91	27	19	19	17	5	87	29	19	22	19	5	94
29	16	8	11	12	4	51	16	10	11	15	4	56	24	11	15	13	5	68	27	14	17	15	5	78
30	26	13	17	15	5	76	27	18	20	16	5	86	25	16	19	17	5	82	28	18	20	18	5	89
31	22	12	15	13	5	67	22	15	18	15	5	75	26	14	19	17	5	81	29	18	20	19	5	91
32	15	11	9	10	4	49	16	14	12	10	5	57	21	12	15	13	4	65	22	14	17	15	5	73
33	22	15	17	14	5	73	25	19	18	17	5	84	27	17	18	16	5	83	27	17	19	18	5	86
34	16	10	11	10	4	51	18	12	13	11	5	59	17	11	12	13	5	58	20	13	13	13	5	64
35	18	11	16	13	5	63	19	13	17	15	5	69	25	14	18	14	5	76	26	16	19	14	5	80
36	20	12	16	14	4	66	22	17	17	17	5	78	26	15	17	14	5	77	28	17	18	16	5	84
37	26	14	17	15	5	77	27	17	19	16	5	84	24	16	18	15	5	78	29	17	19	17	5	87
38	19	11	12	13	5	60	20	14	13	14	5	66	24	13	15	13	14	69	25	14	17	16	5	77

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## Appendix VIII

Results obtained in pre-test 1 and pre-test 2

Pre-test 1							Pre-test 2						Pre-test 1							Pre-test 2					
SS	C	O	L	V	M	Me	C	O	V	L	M	Me	SS	C	O	V	L	M	Me	C	O	V	L	M	Me
1	27	14	18	14	5	78	28	20	22	17	5	92	20	26	12	15	13	5	71	26	17	17	14	5	79
2	22	12	18	18	4	74	22	20	20	18	5	85	21	17	17	17	13	5	69	25	18	18	13	5	79
3	26	13	20	15	5	83	27	19	22	17	5	90	22	25	12	18	14	5	74	26	17	20	14	5	82
4	28	17	22	17	5	89	29	19	24	18	5	95	23	20	15	12	12	5	64	21	17	16	12	5	71
5	25	16	22	15	5	83	26	18	23	17	5	89	24	24	17	13	15	5	74	26	19	16	16	5	82
6	27	16	21	17	4	85	29	19	21	18	5	92	25	22	15	18	15	5	75	24	18	19	17	5	83
7	17	10	17	14	3	61	17	15	19	15	4	70	26	20	12	13	14	5	64	22	13	15	17	5	72
8	20	12	16	15	4	67	21	15	18	17	4	75	27	25	12	16	13	5	71	26	18	18	17	5	84
9	25	12	19	15	5	76	27	17	20	17	5	86	28	26	16	17	15	5	79	28	20	20	18	5	91
10	25	14	22	15	5	81	28	12	23	17	5	85	29	16	8	11	12	4	51	16	10	11	15	4	56
11	18	12	14	13	4	61	19	15	16	13	5	68	30	26	13	17	15	5	76	27	18	20	16	5	86
12	20	14	16	13	4	67	21	16	18	14	4	73	31	22	12	15	13	5	67	22	15	18	15	5	75
13	22	16	18	15	5	76	24	19	20	17	5	85	32	15	11	9	10	4	49	16	14	12	10	5	57
14	17	11	14	13	3	58	22	16	17	14	4	73	33	22	15	17	14	5	73	25	19	18	17	5	84
15	18	13	17	14	5	67	19	16	20	16	5	76	34	16	10	11	10	4	51	18	12	13	11	5	59
16	23	13	18	15	5	74	24	18	20	16	5	83	35	18	11	16	13	5	63	19	13	17	15	5	69
17	21	14	17	13	4	69	22	16	18	14	5	75	36	20	12	16	14	4	66	22	17	17	17	5	78
18	25	16	19	14	5	79	26	19	21	16	5	87	37	26	14	17	15	5	77	27	17	19	16	5	84
19	20	11	16	13	4	64	21	14	18	14	5	72	38	19	11	12	13	5	60	20	14	13	14	5	66

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## Appendix IX

Results obtained in post-test 1 and post-test 2

Post-test 1							Post-test 2						Post-test 1						Post-test 2						
SS	C	O	L	V	M	Me	C	O	V	L	M	Me	SS	C	O	V	L	M	Me	C	O	V	L	M	Me
<b>1</b>	25	15	18	16	5	<b>79</b>	28	20	22	18	5	<b>93</b>	<b>20</b>	26	14	18	15	5	<b>78</b>	27	17	19	18	5	<b>86</b>
<b>2</b>	25	18	18	15	5	<b>81</b>	30	19	21	19	5	<b>94</b>	<b>21</b>	24	15	17	14	5	<b>75</b>	24	17	19	18	5	<b>83</b>
<b>3</b>	26	15	18	17	5	<b>81</b>	28	19	22	19	5	<b>93</b>	<b>22</b>	26	15	18	14	5	<b>78</b>	28	17	18	18	5	<b>86</b>
<b>4</b>	25	16	20	18	5	<b>84</b>	26	20	22	20	5	<b>93</b>	<b>23</b>	26	16	18	16	5	<b>81</b>	29	19	20	18	5	<b>91</b>
<b>5</b>	25	12	16	14	5	<b>72</b>	29	20	19	17	5	<b>90</b>	<b>24</b>	28	16	19	16	5	<b>84</b>	28	17	20	18	5	<b>88</b>
<b>6</b>	24	17	21	17	5	<b>84</b>	28	19	22	19	5	<b>93</b>	<b>25</b>	25	14	18	16	5	<b>78</b>	28	18	19	19	5	<b>89</b>
<b>7</b>	20	16	17	13	5	<b>71</b>	21	18	20	15	5	<b>79</b>	<b>26</b>	25	14	18	16	5	<b>78</b>	27	15	18	18	5	<b>83</b>
<b>8</b>	17	15	16	14	5	<b>67</b>	21	17	18	17	5	<b>78</b>	<b>27</b>	25	14	18	16	5	<b>78</b>	25	15	19	19	5	<b>83</b>
<b>9</b>	27	18	18	16	5	<b>84</b>	30	20	21	18	5	<b>94</b>	<b>28</b>	27	19	19	17	5	<b>87</b>	29	19	22	19	5	<b>94</b>
<b>10</b>	30	20	22	17	5	<b>94</b>	30	20	23	19	5	<b>97</b>	<b>29</b>	24	11	15	13	5	<b>68</b>	27	14	17	15	5	<b>78</b>
<b>11</b>	20	12	15	12	5	<b>64</b>	23	16	17	15	5	<b>76</b>	<b>30</b>	25	16	19	17	5	<b>82</b>	28	18	20	18	5	<b>89</b>
<b>12</b>	21	11	16	14	5	<b>67</b>	24	16	18	17	5	<b>80</b>	<b>31</b>	26	14	19	17	5	<b>81</b>	29	18	20	19	5	<b>91</b>
<b>13</b>	21	14	17	15	5	<b>72</b>	24	17	19	17	5	<b>82</b>	<b>32</b>	21	12	15	13	4	<b>65</b>	22	14	17	15	5	<b>73</b>
<b>14</b>	22	12	17	14	5	<b>70</b>	26	16	18	16	5	<b>81</b>	<b>33</b>	27	17	18	16	5	<b>83</b>	27	17	19	18	5	<b>86</b>
<b>15</b>	24	16	16	16	5	<b>77</b>	26	18	17	18	5	<b>84</b>	<b>34</b>	17	11	12	13	5	<b>58</b>	20	13	13	13	5	<b>64</b>
<b>16</b>	27	17	19	16	5	<b>84</b>	29	19	19	18	5	<b>90</b>	<b>35</b>	25	14	18	14	5	<b>76</b>	26	16	19	14	5	<b>80</b>
<b>17</b>	25	12	16	13	5	<b>71</b>	26	14	18	16	5	<b>79</b>	<b>36</b>	26	15	17	14	5	<b>77</b>	28	17	18	16	5	<b>84</b>
<b>18</b>	26	16	20	17	5	<b>84</b>	27	17	21	17	5	<b>87</b>	<b>37</b>	24	16	18	15	5	<b>78</b>	29	17	19	17	5	<b>87</b>
<b>19</b>	21	16	17	14	5	<b>73</b>	23	16	18	16	5	<b>78</b>	<b>38</b>	24	13	15	13	14	<b>69</b>	25	14	17	16	5	<b>77</b>

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## Appendix X

Results obtained in pre-test 1 and post-test 1

Pre-test 1							Post-test 1						Pre-test 1						Post-test 1						
SS	C	O	L	V	M	Me	C	O	V	L	M	Me	SS	C	O	V	L	M	Me	C	O	V	L	M	Me
<b>1</b>	27	14	18	14	5	<b>78</b>	25	15	18	16	5	<b>79</b>	<b>20</b>	26	12	15	13	5	<b>71</b>	26	14	18	15	5	<b>78</b>
<b>2</b>	22	12	18	18	4	<b>74</b>	25	18	18	15	5	<b>81</b>	<b>21</b>	17	17	17	13	5	<b>69</b>	24	15	17	14	5	<b>75</b>
<b>3</b>	26	13	20	15	5	<b>83</b>	26	15	18	17	5	<b>81</b>	<b>22</b>	25	12	18	14	5	<b>74</b>	26	15	18	14	5	<b>78</b>
<b>4</b>	28	17	22	17	5	<b>89</b>	25	16	20	18	5	<b>84</b>	<b>23</b>	20	15	12	12	5	<b>64</b>	26	16	18	16	5	<b>81</b>
<b>5</b>	25	16	22	15	5	<b>83</b>	25	12	16	14	5	<b>72</b>	<b>24</b>	24	17	13	15	5	<b>74</b>	28	16	19	16	5	<b>84</b>
<b>6</b>	27	16	21	17	4	<b>85</b>	24	17	21	17	5	<b>84</b>	<b>25</b>	22	15	18	15	5	<b>75</b>	25	14	18	16	5	<b>78</b>
<b>7</b>	17	10	17	14	3	<b>61</b>	20	16	17	13	5	<b>71</b>	<b>26</b>	20	12	13	14	5	<b>64</b>	25	14	18	16	5	<b>78</b>
<b>8</b>	20	12	16	15	4	<b>67</b>	17	15	16	14	5	<b>67</b>	<b>27</b>	25	12	16	13	5	<b>71</b>	25	14	18	16	5	<b>78</b>
<b>9</b>	25	12	19	15	5	<b>76</b>	27	18	18	16	5	<b>84</b>	<b>28</b>	26	16	17	15	5	<b>79</b>	27	19	19	17	5	<b>87</b>
<b>10</b>	25	14	22	15	5	<b>81</b>	30	20	22	17	5	<b>94</b>	<b>29</b>	16	8	11	12	4	<b>51</b>	24	11	15	13	5	<b>68</b>
<b>11</b>	18	12	14	13	4	<b>61</b>	20	12	15	12	5	<b>64</b>	<b>30</b>	26	13	17	15	5	<b>76</b>	25	16	19	17	5	<b>82</b>
<b>12</b>	20	14	16	13	4	<b>67</b>	21	11	16	14	5	<b>67</b>	<b>31</b>	22	12	15	13	5	<b>67</b>	26	14	19	17	5	<b>81</b>
<b>13</b>	22	16	18	15	5	<b>76</b>	21	14	17	15	5	<b>72</b>	<b>32</b>	15	11	9	10	4	<b>49</b>	21	12	15	13	4	<b>65</b>
<b>14</b>	17	11	14	13	3	<b>58</b>	22	12	17	14	5	<b>70</b>	<b>33</b>	22	15	17	14	5	<b>73</b>	27	17	18	16	5	<b>83</b>
<b>15</b>	18	13	17	14	5	<b>67</b>	24	16	16	16	5	<b>77</b>	<b>34</b>	16	10	11	10	4	<b>51</b>	17	11	12	13	5	<b>58</b>
<b>16</b>	23	13	18	15	5	<b>74</b>	27	17	19	16	5	<b>84</b>	<b>35</b>	18	11	16	13	5	<b>63</b>	25	14	18	14	5	<b>76</b>
<b>17</b>	21	14	17	13	4	<b>69</b>	25	12	16	13	5	<b>71</b>	<b>36</b>	20	12	16	14	4	<b>66</b>	26	15	17	14	5	<b>77</b>
<b>18</b>	25	16	19	14	5	<b>79</b>	26	16	20	17	5	<b>84</b>	<b>37</b>	26	14	17	15	5	<b>77</b>	24	16	18	15	5	<b>78</b>
<b>19</b>	20	11	16	13	4	<b>64</b>	21	16	17	14	5	<b>73</b>	<b>38</b>	19	11	12	13	5	<b>60</b>	24	13	15	13	14	<b>69</b>

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## Appendix XI

Results obtained in pre-test 2 and post-test 2

Pre-test 2							Post-test 2						Pre-test 2							Post-test 2					
SS	C	O	L	V	M	Me	C	O	V	L	M	Me	SS	C	O	V	L	M	Me	C	O	V	L	M	Me
<b>1</b>	28	20	22	17	5	<b>92</b>	28	20	22	18	5	<b>93</b>	<b>20</b>	26	17	17	14	5	<b>79</b>	27	17	19	18	5	<b>86</b>
<b>2</b>	22	20	20	18	5	<b>85</b>	30	19	21	19	5	<b>94</b>	<b>21</b>	25	18	18	13	5	<b>79</b>	24	17	19	18	5	<b>83</b>
<b>3</b>	27	19	22	17	5	<b>90</b>	28	19	22	19	5	<b>93</b>	<b>22</b>	26	17	20	14	5	<b>82</b>	28	17	18	18	5	<b>86</b>
<b>4</b>	29	19	24	18	5	<b>95</b>	26	20	22	20	5	<b>93</b>	<b>23</b>	21	17	16	12	5	<b>71</b>	29	19	20	18	5	<b>91</b>
<b>5</b>	26	18	23	17	5	<b>89</b>	29	20	19	17	5	<b>90</b>	<b>24</b>	26	19	16	16	5	<b>82</b>	28	17	20	18	5	<b>88</b>
<b>6</b>	29	19	21	18	5	<b>92</b>	28	19	22	19	5	<b>93</b>	<b>25</b>	24	18	19	17	5	<b>83</b>	28	18	19	19	5	<b>89</b>
<b>7</b>	17	15	19	15	4	<b>70</b>	21	18	20	15	5	<b>79</b>	<b>26</b>	22	13	15	17	5	<b>72</b>	27	15	18	18	5	<b>83</b>
<b>8</b>	21	15	18	17	4	<b>75</b>	21	17	18	17	5	<b>78</b>	<b>27</b>	26	18	18	17	5	<b>84</b>	25	15	19	19	5	<b>83</b>
<b>9</b>	27	17	20	17	5	<b>86</b>	30	20	21	18	5	<b>94</b>	<b>28</b>	28	20	20	18	5	<b>91</b>	29	19	22	19	5	<b>94</b>
<b>10</b>	28	12	23	17	5	<b>85</b>	30	20	23	19	5	<b>97</b>	<b>29</b>	16	10	11	15	4	<b>56</b>	27	14	17	15	5	<b>78</b>
<b>11</b>	19	15	16	13	5	<b>68</b>	23	16	17	15	5	<b>76</b>	<b>30</b>	27	18	20	16	5	<b>86</b>	28	18	20	18	5	<b>89</b>
<b>12</b>	21	16	18	14	4	<b>73</b>	24	16	18	17	5	<b>80</b>	<b>31</b>	22	15	18	15	5	<b>75</b>	29	18	20	19	5	<b>91</b>
<b>13</b>	24	19	20	17	5	<b>85</b>	24	17	19	17	5	<b>82</b>	<b>32</b>	16	14	12	10	5	<b>57</b>	22	14	17	15	5	<b>73</b>
<b>14</b>	22	16	17	14	4	<b>73</b>	26	16	18	16	5	<b>81</b>	<b>33</b>	25	19	18	17	5	<b>84</b>	27	17	19	18	5	<b>86</b>
<b>15</b>	19	16	20	16	5	<b>76</b>	26	18	17	18	5	<b>84</b>	<b>34</b>	18	12	13	11	5	<b>59</b>	20	13	13	13	5	<b>64</b>
<b>16</b>	24	18	20	16	5	<b>83</b>	29	19	19	18	5	<b>90</b>	<b>35</b>	19	13	17	15	5	<b>69</b>	26	16	19	14	5	<b>80</b>
<b>17</b>	22	16	18	14	5	<b>75</b>	26	14	18	16	5	<b>79</b>	<b>36</b>	22	17	17	17	5	<b>78</b>	28	17	18	16	5	<b>84</b>
<b>18</b>	26	19	21	16	5	<b>87</b>	27	17	21	17	5	<b>87</b>	<b>37</b>	27	17	19	16	5	<b>84</b>	29	17	19	17	5	<b>87</b>
<b>19</b>	21	14	18	14	5	<b>72</b>	23	16	18	16	5	<b>78</b>	<b>38</b>	20	14	13	14	5	<b>66</b>	25	14	17	16	5	<b>77</b>

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## Appendix XII

Results obtained in pre-test 1 and post-test 2 according to the levels

### LEVEL A2

SS	PRE-TEST 1						POST-TEST 2					
	C	O	V	L	M	Me	C	O	V	L	M	Me
1	27	14	18	14	5	<b>78</b>	28	20	22	18	5	<b>93</b>
2	22	12	18	18	4	<b>74</b>	30	19	21	19	5	<b>94</b>
3	2	13	20	15	5	<b>79</b>	28	19	22	19	5	<b>93</b>
4	28	17	22	17	5	<b>89</b>	26	20	22	20	5	<b>93</b>
5	25	16	22	15	5	<b>83</b>	29	20	19	17	5	<b>90</b>
6	27	16	21	17	4	<b>85</b>	28	19	22	19	5	<b>93</b>
7	25	12	19	15	5	<b>76</b>	30	20	21	18	5	<b>94</b>
8	18	12	14	13	4	<b>61</b>	23	16	17	15	5	<b>76</b>
9	22	16	18	15	5	<b>76</b>	24	17	19	17	5	<b>82</b>
10	17	11	14	13	3	<b>58</b>	26	16	18	16	5	<b>81</b>
11	18	13	17	14	5	<b>67</b>	26	18	17	18	5	<b>84</b>
12	23	13	18	15	5	<b>74</b>	29	19	19	18	5	<b>90</b>
13	25	16	19	14	5	<b>79</b>	27	17	21	17	5	<b>87</b>
14	26	12	15	13	5	<b>71</b>	27	17	19	18	5	<b>86</b>
15	17	17	17	13	5	<b>69</b>	24	17	19	18	5	<b>83</b>
16	25	12	18	14	5	<b>74</b>	28	17	18	18	5	<b>86</b>
17	20	12	15	12	5	<b>64</b>	29	19	20	18	5	<b>91</b>
18	24	17	13	15	5	<b>74</b>	28	17	20	18	5	<b>88</b>
19	22	15	18	15	5	<b>75</b>	28	18	19	19	5	<b>89</b>
20	20	12	13	14	5	<b>64</b>	27	15	18	18	5	<b>83</b>
21	25	12	16	13	5	<b>71</b>	25	15	19	18	5	<b>83</b>
22	16	18	11	12	4	<b>51</b>	27	14	17	15	5	<b>78</b>
23	23	13	17	15	5	<b>76</b>	28	18	20	18	5	<b>89</b>
24	22	12	15	13	5	<b>67</b>	29	18	20	19	5	<b>91</b>
25	22	15	17	14	5	<b>73</b>	27	17	19	18	5	<b>86</b>
26	18	11	16	13	5	<b>63</b>	26	16	19	14	5	<b>80</b>
27	20	12	16	14	4	<b>66</b>	28	17	18	16	5	<b>84</b>
28	26	14	17	15	5	<b>77</b>	29	17	19	17	5	<b>87</b>
	<b>71,93</b>						<b>86,93</b>					

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**LEVEL A1+**

SS	Pre- test 1						Post- test 2					
	C	O	V	L	M	Me	C	O	V	L	M	Me
1	17	10	17	14	3	61	21	18	20	15	5	79
2	20	12	16	15	4	67	21	17	18	17	5	78
3	20	11	16	13	4	64	23	16	18	16	5	78
4	15	11	9	10	4	49	22	14	17	15	5	73
5	19	11	12	13	5	60	25	14	17	16	5	77
						60,2						77

**LEVEL A2+**

SS	Pre- test 1						Post -test2					
	C	O	V	L	M	Me	C	O	V	L	M	Me
1	25	14	22	15	5	81	30	20	23	19	5	97
2	26	16	17	15	5	79	29	19	22	19	5	94
						80						95,5

**LEVEL A1**

SS	Pre-test 1						Post-test 2					
	C	O	V	L	M	Me	C	O	V	L	M	Me
1	20	14	16	13	4	67	24	16	8	17	5	80
2	21	14	17	13	4	69	26	14	18	16	5	79
3	16	10	11	10	4	51	20	13	13	13	5	64
						62,33						74,33

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### Appendix XIII (Go back to [discussion](#))

Results obtained in pre-test 1 and post-test 2 according to the writing aspects

Pre-test 1							Pos-test 2					
SS	C	O	L	V	M	Me	C	O	V	L	M	Me
1	27	14	18	14	5	78	28	20	22	18	5	93
2	22	12	18	18	4	74	30	19	21	19	5	94
3	26	13	20	15	5	83	28	19	22	19	5	93
4	28	17	22	17	5	89	26	20	22	20	5	93
5	25	16	22	15	5	83	29	20	19	17	5	90
6	27	16	21	17	4	85	28	19	22	19	5	93
7	17	10	17	14	3	61	21	18	20	15	5	79
8	20	12	16	15	4	67	21	17	18	17	5	78
9	25	12	19	15	5	76	30	20	21	18	5	94
10	25	14	22	15	5	81	30	20	23	19	5	97
11	18	12	14	13	4	61	23	16	17	15	5	76
12	20	14	16	13	4	67	24	16	18	17	5	80
13	22	16	18	15	5	76	24	17	19	17	5	82
14	17	11	14	13	3	58	26	16	18	16	5	81
15	18	13	17	14	5	67	26	18	17	18	5	84
16	23	13	18	15	5	74	29	19	19	18	5	90
17	21	14	17	13	4	69	26	14	18	16	5	79
18	25	16	19	14	5	79	27	17	21	17	5	87
19	20	11	16	13	4	64	23	16	18	16	5	78
20	26	12	15	13	5	71	27	17	19	18	5	86
21	17	17	17	13	5	69	24	17	19	18	5	83
22	25	12	18	14	5	74	28	17	18	18	5	86
23	20	15	12	12	5	64	29	19	20	18	5	91
24	24	17	13	15	5	74	28	17	20	18	5	88
25	22	15	18	15	5	75	28	18	19	19	5	89
26	20	12	13	14	5	64	27	15	18	18	5	83
27	25	12	16	13	5	71	25	15	19	19	5	83
28	26	16	17	15	5	79	29	19	22	19	5	94
29	16	8	11	12	4	51	27	14	17	15	5	78
30	26	13	17	15	5	76	28	18	20	18	5	89
31	22	12	15	13	5	67	29	18	20	19	5	91
32	15	11	9	10	4	49	22	14	17	15	5	73
33	22	15	17	14	5	73	27	17	19	18	5	86
34	16	10	11	10	4	51	20	13	13	13	5	64
35	18	11	16	13	5	63	26	16	19	14	5	80
36	20	12	16	14	4	66	28	17	18	16	5	84
37	26	14	17	15	5	77	29	17	19	17	5	87
38	19	11	12	13	5	60	25	14	17	16	5	77
<b>MEAN</b>	21,86	13,10	16,5	13,97	4,6	<b>70,05</b>	26,44	17,18	19,15	17,28	5	<b>85,07</b>