

**IMPROVING 10TH -GRADE STUDENTS' WRITING SKILLS THROUGH THE
IMPLEMENTATION OF THE WRITING/WRITER'S WORKSHOP ALONG WITH
THE INTEGRATION OF THE SKILLS WHILE ENHANCING STUDENT
INTERACTION WITH GROUP WORK AT INSTITUCION EDUCATIVA LAS
AMERICAS**

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**UNIVERSIDAD INDUSTRIAL DE SANTANDER
FACULTAD DE HUMANIDADES
ESCUELA DE LENGUAS
BUCARAMANGA
2010**

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RESEARCH PROJECT

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ABSTRACT

TITLE: Improving 10th -grade students' writing skills through the implementation of the Writing/Writer's Workshop along with the integration of the skills while enhancing student interaction with group work at Institución Educativa las Americas*

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KEY WORDS:

Writing, Writing Workshop, Integrated Skills, Group Work

DESCRIPTION:

The purpose of this study is to show how the implementation of the Writing/Writer's workshop along with the integration of skills and group work can improve students' English writing. This project is developed by teachers-in-training enrolled in their pedagogical practice and it seeks to describe what works and did not work during such implementation. Instruments of data collection such as observations, writing samples and questionnaires were used. The teacher researchers implemented the Writer's Workshop approach together with the integration of skills. The different stages of the Writer's/Writing Workshop were conducted to develop participants' writing skills. Throughout the process, lessons were designed to integrate the different skills and to engage students in the language learning. During the implementation of the Writing/Writer's Workshop and, as it is an approach to work with native English speakers; the teacher-researchers eventually adjusted the methodology to take place in an EFL setting. Some of the results of the analysis of the data in this research project show that the percentage of participants who wrote a topic sentence when writing a paragraph increased from 65% to 75%. This project is a contribution for further researches, it gives a whole view on the way the Writing/Writer's workshop can be implemented, as some recommendations for future studies on this field.

*Research project

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RESUMEN

TITULO: Mejoramiento de las habilidades de escritura de estudiantes de décimo grado a través de la implementación del *Taller de Escritores/Escritura* y la integración de las habilidades lingüísticas desarrollando su capacidad para trabajar en grupo en la Institución Educativa las Américas*

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PALABRAS CLAVE:

Escritura, Taller de escritores, Integración de Habilidades Lingüísticas, Trabajo en Grupo.

DESCRIPCIÓN:

El propósito de este estudio es mostrar cómo la implementación del *Writing/Writer's Workshop* (Taller de Escritores) junto con la integración de las competencias y el trabajo en grupo puede mejorar la escritura en inglés. Este proyecto es desarrollado por profesores en formación inscritos en su práctica pedagógica y pretende describir lo que funciona y lo que no durante dicha aplicación. Algunos instrumentos usados para recoger información fueron observaciones, muestras de escritura y cuestionarios. Los docentes investigadores implementaron el *Writing/Writer's Workshop* junto con la integración de las competencias. Las distintas fases del *Writing/Writer's Workshop*, *pre-writing*, *drafting*, *sharing*, *revising*, *editing*, (pre-escritura, redacción, intercambio, revisión y edición) se llevaron a cabo para desarrollar las habilidades de escritura de los participantes. A lo largo del proceso, las lecciones fueron diseñadas para integrar las distintas competencias y así involucrar a los participantes en el aprendizaje de un idioma extranjero. Durante la ejecución del Taller de Escritores, y teniendo en cuenta que es un enfoque para hablantes nativos del inglés, los profesores investigadores tuvieron que hacer algunos cambios y ajustes con el propósito de adaptar el Taller de Escritores al contexto de la enseñanza de un idioma extranjero. Después de analizar el antes y el después de la muestra escrita del Taller de escritores, el porcentaje de participantes que tenía una idea principal al escribir un párrafo aumento del 65% al 75%. Este proyecto es una contribución para otras investigaciones, da una visión en conjunto sobre la manera en la cual el taller de escritores se puede implementar y también da algunas recomendaciones para nuevos estudios en este campo.

*Proyecto de investigación

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INTRODUCTION

Integrating thoughts, ideas and beliefs into writing pieces can become an intricate job; that is why, one of the most difficult and complex tasks to accomplish is to become a successful writer. Writing goes beyond calligraphy instruction to involve high mental processes such as thinking, synthesizing and organizing ideas in a hierarchy. With the large amount of written discourse transmitted into virtual means, implementing Writing in EFL teaching settings has become an obligation for language teachers around the world. Developing writing skills can influence students' performance in civic life and global economy. Moreover, Writing can help adolescent students, struggling with age changes, to express themselves and feel heard by the society. Furthermore, implementing writing instruction in the classroom helps teachers take advantage of students' writings to accurately assess their knowledge and understanding on the English language. This is the simplest way to evaluate students' comprehension of and performance in the target language.

Taking into account the complexity of implementing writing instruction in a EFL curriculum, it is necessary to establish a methodology that can help ease such implementation while engaging students' in activities that allow them to improve their knowledge in the target language; accordingly, language skills are essential components of integral classes in which students have the opportunity to develop their abilities and learn. The integration of skills promotes communication in class exposing students to authentic language.

This research study aims to describe the results of three teachers-in-training from Universidad Industrial de Santander, obtained during a three-month period of teaching practicum, in which the Writer's/Writing Workshop approach was implemented within the Integration skills to improve tenth-grade students' writing skills at Institucion Educativa las Americas.

1. DESCRIPTION OF THE PROBLEM

After two weeks of initial observations of three tenth grade classes, the teacher researchers found three major areas of concern; first, instruction in these classes was delivered according to the teacher-centered model. Second, the four major language skills: listening, speaking, reading and writing were barely addressed in class; and third, students did not interact with each other in the target language.

Regarding the teacher-centered model implemented during the period observed, it was noticed that the teacher was the axe of the class and students' participation was faint. Structural activities were the focus of the class with exercises such as multiple choice, fill in the blanks and translation; for this reason, the language skills instruction was hardly promoted by the teacher, some of the activities developed in listening showed that there were no pre, during and post development of the skill; the same treatment receives reading, in which pre, while and post activities were absent but developed as worksheets with questions; on the other hand, speaking was left out to dialogue memorization or reading-aloud presentations; while writing was hardly developed in the class, since note-taking was the only evidence of this skill. Finally, concerning interaction, students did not have opportunities to participate and communicate due to fact that the class was teacher-centered.

2. JUSTIFICATION

Writing is a part of academic success. The ability to write well is not a naturally acquired skill. It is usually learned as a set of practices in educational institutions or other settings. Extensive exposure to writing can ultimately contribute to students' development on written skills. Therefore, it is important to promote writing skills in order to enhance English learning.

The Writing Workshop (also called Writers' Workshop) can be defined as a way of structuring classroom instruction around the writing process. The Writing workshop is characterized by students choosing their own pace, and conferencing in regards to their writing. It is a Student-centered methodology that can be combined with the integration of skills.

Within the context of second language learning, language Skills such as reading and listening are receptive while speaking and writing are productive this means, that learners are expected to achieve a communicative competence. Consequently, Writing can be used as a visual representation of speech in speaking; it can facilitate students' speaking preparation and performance. Writing has become one of the most important skills to be learned due to the fact that it is a high level thinking skill; it is a basic skill for getting through life and can be achieved by anyone. In view of that, group work can enhance students' interaction needed in the writing process to refine each others' ideas and give feedback.

3. PURPOSE

The purpose of this study is to improve tenth grade students' writing skills through the implementation of the Writer's/Writing Workshop along with the integration of skills while enhancing students' interaction with group work at Las Americas

3.1 RESEARCH OBJECTIVES

3.1.1 General

- To improve tenth grade students' writing skills, implementing the Writing/Writer's Workshop within the integration of Skills at *Institución Educativa las Americas*.

3.1.2 Specific

- To increase students' interest and ability in the area of writing.
- To engage students in activities that allow them to integrate and improve the language skills (reading, writing, speaking, and listening).
- To make students aware of the importance of working in groups to achieve a task or an objective.

3.2 RESEARCH QUESTION

- How can the Writing/Writer's Workshop be implemented within the integration of skills to improve writing skills of three groups of 10th-graders at *Institución Educativa las Americas*?

4. THEORETICAL FRAMEWORK

This theoretical framework discusses the following major constructs: Writing, Writer's/Writing Workshop, Integrated Skills, and Grouping; each of which addresses other aspects to further explain them.

4.1 WRITING

“Writing is a process of progressive refinement, resulting in a graphic display for which meaning can be constructed” (Shanklin qtd. in Thompson 4). In essence writing is a continuing process of discovering how to find the most effective language for communicating one's thoughts and feelings (Bello 1)

According to Tan, “What is Writing and Why is there a Need to Learn it?” states the definition of writing as a creative one; this kind of writing seems to emphasize the role of the discovery of self, in some ways similar to the discovery of meaning in process writing. Writing also enhances language acquisition as learners experiment with words, sentences and longer chunks of writing to communicate their ideas effectively and to reinforce the grammar and vocabulary they are learning in class (Bello 2).

The capacity to write well is not a naturally acquired skill; it is generally learned or culturally transmitted as a set of practices in formal instructional settings or other environments (Myles). Writing is a skill that should be practiced and learned by experiencing it. Besides, the writing process takes in composing; which is the ability either to tell or retell pieces of information in the form of narratives or description, or to transform information into new texts, as in expository or argumentative writing. Working with EFL writers is task that has to be approached in a different way than working with a native English speaker. That is because students writing in their L2 have to also acquire proficiency in the use of the language as well as in writing strategies, techniques and skills. They might also

have to deal with a cultural difference in the way language is used to communicate effectively. The values every culture has as regards writing, argument, structure, and intellectual property are not universal; contrary, they differ from culture to culture; for example, writing for an American audience can make the process of writing a paper extremely confusing for an L2 writer. When learning to write in English it is pertinent to bear in mind the fact that Western ways of thinking and writing differ from Eastern or Middle Eastern ways of thinking about – and writing about – an intellectual problem (Gocsik). Here it comes the “go straight to the point” West way of writing, which means being linear. Consequently, if an ESL a writer wants to write effective English prose, then he/she will have to learn not only vocabulary and grammar but also will have to grasp the convention of English rhetoric.

With an L2 writer, principles such as what a topic sentence is; the basic idea of the paragraph; the placement of a topic sentence at or near the beginning of each paragraph, and the rules governing plagiarism can not be assumed. (Gocsik)

According to Gocsik, the conventions that definitely differ widely from culture to culture are:

1. Thesis sentence: is a sentence which announces to the reader the stance which the writer has taken on a particular subject. It may also include what is sometimes referred to as an essay map: the part of the thesis sentence that organizes the idea for the reader. In American academic discourse, the thesis is most often placed at the end of the introduction. However, not all cultures require their writers to use thesis sentences.

2. Topic Sentences: In English, the topic sentence most often occurs at or near the beginning of each paragraph. However, in some cultures, the topic sentences are often the last sentence of every paragraph. In these cultures, paragraphs are structured so that they *build towards* the argument point. The difference here is profound.

3. Concise Style: In English, sentences are lean and mean. Nouns and verbs are used when necessary. The over use of adjectives or nouns might end by confusing the reader. English does not require a lot of adjectives or nouns; a beautiful, simple and balanced sentence is what writers should express in their pieces.

There are also a series of common errors that L2 writers make such as the use of articles, prepositions, using the wrong parts of speech, and punctuation.

Articles are probably very problematic for non-native speakers of English since in some countries there is not any use of articles or on the contrary they might use a lot of articles like in the case of Spanish. The real problem is to know when are they used or omitted.

Usage errors involving Prepositions are among the most common types seen in the writing of non-native English speakers (Tetreault and Chodorow 1).

At least part of the difficulty seems to be due to the great variety of linguistic functions that prepositions serve. They perform so many complex roles. In English, prepositions appear in adjuncts; they mark the arguments of predicates, and they combine with other parts of speech to express new meanings. (Chodorow, Tetreault and Na-Rae Han 25)

L2 writers will sometimes confuse Parts of Speech, using an adjective where they want to use a noun, or a verb where they want to use a gerund, or an adverb where they want to use an adjective.

Punctuation is another issue hard to tangle; everyone has problems with it but L2 writers are plagued by it. Often, a writer will punctuate a sentence according to the rules of his language. Writers should learn then or ask for help to know how to use punctuation properly.

Through the years, Writing has been a skill fallen behind; according to the article *How Frequently are Elementary Students Writing*, two thirds of teachers were

giving little (less than once a week) to no instruction in writing (qt. in Conroy, Marchand and Webster). Magrath reported that “at the elementary level, almost all students devote less than three hours per week on writing, far less than they spend watching TV” (CNN, 2003, p.1). in addition, it is known time is one of the most precious resources for both teachers and students and that when, as is often the case, time is at a premium, writing is one of the first things to be cut back or relegated to homework (White and Arndt 3). Still, of all the skills, writing is the one which most needs and benefits from time. That is why the role of the teacher should be to engage students in a creative process; to excite them about how they operate as they create their work; to alter their concepts of what writing involves (White and Arndt 3)

What teachers should change in students’ way of seeing writing, is the concept of writing itself; teachers have to pass along the idea that writing is *re-writing*; *that revision* has a fundamental role when creating a text, and it is not just a process of checking errors; and finally as the Nobel Prize-winning author Nadine Gordimer has said that all great writing is deeply personal and heartfelt. Teachers need to provide learners with opportunities to write about topics that are relevant to their lives, to participate in various writing activities, and to feel that their writing has value. (Bello 5)

4.2 WRITER’S/WRITING WORKSHOP

For the past decades, research has highlighted the importance of implementing the Writing workshop in order to improve student writing. The Writer’s workshop is an interactive approach to teaching writing in which students learn and practice the importance of rehearsal, drafting/revising, and editing their own work (qtd in.Jasmine and Weiner). It works because it is based on the idea that students learn to write best when they write frequently, for extended periods of time on topics of their own choosing (Peha 3). It also integrates the practice of reading, speaking and listening with the writing process. Atwell stated that the workshop

“...uniquely accommodates individual needs, invites independence, and challenges growth” (Atwell 40)

In addition, Peha states the Writer’s Workshop is designed to emphasize the act of writing itself---students spend most of their time putting pencil to paper, not just learning about it. Over time students learn to manage their own development as writers as they work through a wide variety of work in a writing folder; teachers write with their students and share their own work as well. The workshop setting encourages students to think of themselves as writers, and to take their writing seriously.

According to Peha Each Writer’s Workshop period includes:

- Mini-Lesson (5-15 minutes¹). A short lesson focused on a single topic that students need help with. It is not necessary to give a mini-lesson each day; 2-3 times a week is usually just fine.
- Writing Time (20-45 minutes or more!). Students write. Teacher can write and/or conference with an individual students or small groups.
- Sharing (5-15 minutes). Writers read what they have written and seek feedback from their audience.

The central organization of the mini-lesson never changes, though there is flexibility regarding all the sections except the writing time. It is not necessary to give a mini-lesson every day; twice a week it is all right.

The mini-lesson approach is the most common way of explaining implicit writing instruction. Mini-Lessons allow for multiple intelligences to be reached, skills to be developed, and students to stay engaged. “The most effective mini-lessons are those that are interactive” and those interactive lessons are “the most powerful tool in improving children’s writing” (qt. in Conroy, Marchand and Webster)

¹ These times can be changed according to students’ needs, but the time should be enough to let your students write at least have your class period.

A mini-lesson is short, teacher-lead discussion of a single writing concept. Paha states that there are three main elements within the mini-lesson approach they are:

- Brevity: Mini-lessons are short, usually 10-15 minutes, rarely more than 20 minutes. The idea is to keep them short, so in each class students will have the time to write.
- Focus: Each mini-lesson covers a single, narrowly defined topic.
- Authenticity: the best mini-lessons are based on real things that real writers really need to know. They are practical and useful. They are targeted to address the specific challenges writers face as they explore new writing tasks and genres.

A way to know if the mini-lesson is being effective is to identify the problem the teacher is trying to help writers solve. The best idea is to find out the specific problems students are having and to ask them what they would like help with.

This approach has several advantages:

- Students incorporate their learning in an authentic way: they have the opportunity to use newly acquired knowledge in their own writing instead of just filling dittos.
- Students develop greater confidence and independence. Because there are no tests or worksheets to fill out, students must take the responsibility for their own learning.
- Class time is not wasted. There is more time for writing and other mini-lessons. Students get more instruction, and more time to apply the instruction. (Paha 5)

Atwell considers that mini-lessons are useful to introduce and highlight concepts, techniques and information that will help writers grow up.

Concerning the writing process itself, Paha also explains in “the Writing Process Workbook” the six stages that are required to successfully fulfill the writing section, they are: Pre-writing, Drafting, Sharing, Revising, Editing, and Publishing. The

amount of time writers spend in each stage depends on his personality, his work habits, his maturity as a craftsman, and the challenge of what is he trying to say. It is not a rigid lock-step process, but most writers go through these stages most of the time. (Murray, 4)

The first stage is Pre-Writing; it is any writing you do before you start writing. Pre-Writing is a time that writers can use to write down the ideas, to try out something new and to gather thoughts and choose a course before you start drafting.

In this stage writers can draw, read, make notes, list, create a web, brainstorm, and come up with different ideas for the writing. After this initial activity, organizing ideas would help to have a clear picture of what to write about. Pre-Writing is important since it is like a warm-up and helps writers to find something to write about. Choosing something to write about is a significant pre-writing activity, writers should take into account that good writing comes from strong feelings therefore, they should write about something they really care about. (Peha 1)

Pre-writing usually takes about 85% of the writer's time. In this stage the writer focuses on the subjects, and audience; chooses a form which may carry his subject to his audience. (Murray 4)

The second stage of the writing process is Drafting; it's "a preliminary version of a plan, document or picture". (Peha 3) After deciding what to write about, the next step is to start writing by using the notes created in the pre-writing. It is important to keep in mind that in this stage writers have a lot of opportunities to change what have been written, to review and revise, to add and subtract, to modify and make corrections. Writers should remember that this is not the final copy and that many attempts will come as well. The goal of drafting is to little by little get closer to the piece of writing that says exactly what writers want to say, in the way they want to say it.

The third stage is Sharing. Sharing involves working with other people and getting some feedback about what writers are doing. Bello affirms that in this stage writers read their drafts to each other in pairs or small groups. They encourage each other with constructive comments and questions as they seek better understanding of what each other is trying to write.

Peha declares the importance of giving and receiving feedback. It happens when writers share their work with the class. This activity helps writers to make changes in their pieces of writing. Nevertheless, during this stage there are two problematic situations: getting responses and giving them. Commenting on someone's writing could be difficult. Telling another writer what you think, what you like or do not about their piece imply respect and honesty for other writer's feelings. To avoid these things, comments should rely on a rubric, this assure that any observations writers make will always be positive and constructive. Peha uses the figure above for feedback.

Table 1. Student-friendly Criteria for the Elementary Grades

<p align="center"><i>Student-Friendly Criteria for the Elementary Grades</i></p> <p>Name <u>Sonja</u> Paper <u>The Frog Leap</u> Date <u>10-24-96</u></p> <p>Instructions: (1) Read the paper all the way through. (2) Read each criteria item and enter "Y" for "yes", "N" for "no", "S" for "sort of". (3) Mark your total score in the space provided.</p>		
<p>IDEAS <i>Interesting Things to Say</i></p> <p><u>Y</u> It all makes sense.</p> <p><u>Y</u> The writer knows this topic well.</p> <p><u>S</u> The writer has included interesting details not everyone would think of.</p> <p><u>Y</u> The paper has a purpose.</p> <p><u>Y</u> Once you start reading, you won't want to stop.</p> <p align="right">Total for the trait of IDEAS <u>4/2</u> <small>(Give 1 point for each "Y", 1/2 point for each "S", and 0 points for each "N")</small></p>	<p>ORGANIZATION <i>The Way It Goes Together</i></p> <p><u>S</u> It starts out with a bang!</p> <p><u>S</u> Everything lies together well.</p> <p><u>Y</u> It builds to the good parts.</p> <p><u>S</u> You can follow it easily.</p> <p><u>Y</u> At the end it feels finished and makes you think.</p> <p align="right">Total for the trait of ORGANIZATION <u>4</u> <small>(Give 1 point for each "Y", 1/2 point for each "S", and 0 points for each "N")</small></p>	<p>VOICE <i>Sounds Like You Talking</i></p> <p><u>Y</u> It sounds like a real person wrote it.</p> <p><u>Y</u> You can tell the writer cares about the topic.</p> <p><u>Y</u> This is what the writer really thinks.</p> <p><u>Y</u> The writer wants you to read this and feel something.</p> <p><u>Y</u> You can tell that the writer was thinking about the audience.</p> <p align="right">Total for the trait of VOICE <u>5-yeah!</u> <small>(Give 1 point for each "Y", 1/2 point for each "S", and 0 points for each "N")</small></p>
<p>WORD CHOICE <i>The Best Words For Your Ideas</i></p> <p><u>S</u> This is the best way to say this.</p> <p><u>Y</u> The writer's words make pictures in your mind.</p> <p><u>S</u> The writer uses words that are new ways to say everyday things.</p> <p><u>Y</u> The writer's verbs are powerful; the writer's nouns and adjectives are specific and precise.</p> <p><u>Y</u> Some of the words linger in your mind after you read them.</p> <p align="right">Total for the trait of WORD CHOICE <u>4</u> <small>(Give 1 point for each "Y", 1/2 point for each "S", and 0 points for each "N")</small></p>	<p>SENTENCE FLUENCY <i>The Way It Sounds When You Read it Out Loud</i></p> <p><u>S</u> The writer's sentences begin in different ways.</p> <p><u>S</u> Some sentences are long; some are short.</p> <p><u>S</u> It sounds good as you read it.</p> <p><u>Y</u> The writer's sentences have power and punch.</p> <p><u>S</u> The writing flows easily from sentence to sentence.</p> <p align="right">Total for the trait of SENTENCE FLUENCY <u>3</u> <small>(Give 1 point for each "Y", 1/2 point for each "S", and 0 points for each "N")</small></p>	<p>CONVENTIONS <i>Spelling, Punctuation, Grammar, Capitals, Etc.</i></p> <p><u>S</u> The writer uses capitals correctly.</p> <p><u>S</u> Periods, commas, exclamation marks, and quotation marks are in the right places.</p> <p><u>N</u> Almost every word is spelled correctly.</p> <p><u>N</u> The writer indented each paragraph.</p> <p><u>S</u> The writer's spelling, punctuation, grammar, and capitalization make the paper easy to read and understand.</p> <p align="right">Total for the trait of CONVENTIONS <u>2</u> <small>(Give 1 point for each "Y", 1/2 point for each "S", and 0 points for each "N")</small></p>

The fourth stage of the writing process is Revising. The word “revision” literally means “to see again”; revising is not the same as editing. The latter involves checking for errors in conventions, while in the former the concern is clarity as the writer looks at organization and sequencing of ideas, the need for additional information or examples, areas of confusion, and words or phrases that could make the writing clearer (qtd in. Bello et al). Once the process of Sharing is done and taking into account the comments received about the writing; it is time to see the writing from the reader’s point of view. At this stage writers have to start considering the audience; writers should ask themselves “How can I say what I want to say in a way that will make readers understand how I feel and perhaps make them feel that way, too?” when doing so, writers may find revision hard. Paha says revising could be hard since it involves four distinctly different things writers often have to do all at the same time: [1] Adding things; [2] Moving things; [3] Cutting things; [4] Leaving things alone.

Writers may have to re-read over and over again and make decisions about what to add or to cut or just leave it the way it was. Revision is not something to do just once; some writers revise parts of their work 5, 10, 15 times or more until they feel their work is fine. Furthermore, in the revising stage is where writers should be spending most of their time as it will help to improve each piece of writing. Stemper in her research, “Enhancing Student Revising and Editing through Writing Conferences and Peer Editing”, reports that 15 teachers were surveyed about the phase of the writing process that was the most challenging for students. It shows that sixty-seven percent of the teachers believed that revision was the most difficult phase for students. What is more, in an additional survey that was administered to 50 sixth graders, about students’ responses to the phase of the writing process that gives them most trouble; the results show that thirty-six percent of students felt that revision was the most difficult phase of the writing process. In his research on how L2 writers revise their work, Silva (1993) observes that learners revise at a superficial level. They re-read and reflect less on their written text, revise less, and

when they do, the revision is primarily focused on grammatical correction. Indeed, revising is considered by Steve Peha as the most difficult stage in the process of writing. The probable causes may be that many students have learned to hate “writing” and revising, and at the same time they believe that revision means “...you did it wrong at first, and your punishment is to correct lots of errors marked in red” (qtd in. Stemper). For that reason, teachers have the challenge of ...”getting students to want to revise” (qtd in. Stemper) and to debunk the misconceptions regarding revising.

There are many different ways of revising writing. Writers can start by adding, since it’s the easiest; introduce simple additions of entire sentence, paragraph or section. Next, think about moving; it’s more an exercise in reading and in thinking about how a piece will be read and enjoyed by its audience rather than in writing, so it should not be difficult; and then cut or delete. The most important thing to remember when doing this is that all the modifications should be motivated by the needs of the audience and the intention of the piece. When revising the paper writers should also consider the Six Traits criteria that help analyze the work more closely. Steele explains some of the traits: ideas and content, organization, sentence fluency and writing conventions. Within the ideas and content, the paper must have a clear purpose or makes a point; each paragraph has to be related to the paper’s main idea and contains clear, relevant details and examples that will develop and support the main idea.

Organization of the writing should make sense and it should be easy for the reader to follow along. In addition the ideas should be linked together with smooth transitions; and the conclusions should tie everything together with a final point or summary.

Sentence fluency is the way the words and phrases flow throughout the text; the writer should revise the sentences are not the same length, do not have the same structure and do not begin the same way.

Writing conventions are the mechanical correctness of the piece. Does it follow all of the basic rules for grammar, spelling, punctuation, and capitalization? There should not be spelling errors, capitalization is used correctly and so the sentences are. It should not be grammatical errors so the reader does not have to stop reading mentally correct the mistakes in the paper. Due to importance of the traits that revision includes, this stage is the most important along the writing process and it should end at a point that leaves the writer in the best shape to edit. (Peha)

The fifth stage is Editing; editing means taking care of any problems writers may deal with writing conventions like spelling, punctuation, grammar and usage. The main idea in this stage is to make minor changes to the content of the piece, but if any bigger change is needed, writers should go back to the Revising stage. Editing is not easy since there are a lot of things writers need to know in order to do it well; for example, to edit for spelling writers have to know many words and be able to use a dictionary. To edit for punctuation you have to understand how to use every type of punctuation the writers need. The first step in editing is to find errors, the second to make corrections and the third one to produce a clean copy. It is necessary to ask someone else to proofread the work (i.e. the teacher, other writers in the class, or other adults in the room) to see if he/she can find any problems that need correcting.

The sixth stage in the writing process is Publishing. It is about preparing a piece of writing so that it can be read, understood, and enjoyed by the public. The central idea is that the Publishing stage is the chance to prepare writing in a way that will best reach the audience. During this stage, writers can do anything they want to make their writing appealing to the eye and to keep in mind as well that everything that has been written should be easily understood by people when reading it. (Peha 10)

Writer's/Writing Workshop is a great way to help L2 writers not only writing skills but also reading, speaking and listening. Students improve so much because they

get so much time to write, and because the workshop atmosphere is more conducive to personal expression and growth than the traditional writing; and as Atwell says: “I want my students to use writing to know themselves and the world to discover what writing is good for”. (111)

4.3 INTEGRATED SKILLS

Teaching English as a second or foreign language involves the importance of integrating the four primary English skills effectively. These are essential components of integral classes in which students have the opportunity to develop all their abilities and learn a language. When these skills are interwoven during instruction then optimal communication is key to improve students’ performance (Oxford 1). But as Oxford states, when these skills are segregated or isolated then the lack of authentic communication is noticeable since there is not interaction or support among skills at all (1).

There are two types of integrated-skill instruction, one of them is the content-based language which emphasizes learning content through language and the other one is task based that stresses doing tasks that require communicative language use. These two types of integrated-skill instruction benefit from a diverse range of materials for the classroom setting.

Integrating skills is significant in the sense that “it contributes to learner’s exposure to authentic language and challenges them to interact naturally in the language” (Oxford 2). Learners have the chance to develop their communicative language when all English skills are integrated since it becomes a real means of interaction and sharing among them.

Oxford proposes different steps to integrate the four language skills; she suggests teachers to learn more about the various ways to integrate the language skills in the classroom, for instance, to choose instructional materials like textbooks and other technologies that promote the integration of all the skills. She also adds that

even when the goal of a class is focused on developing just a skill it is important to remember that it is possible to integrate the other skills by using appropriate tasks (2).

According to Bakshi, the integration of skills is very important in the teaching of any language (1). Language use and the context are connected; therefore no skill can be taught in isolation. A kind of connectedness exists in the way we use the primary skills of language, identified as listening, speaking, reading, and writing.

When implementing the integration of skills, “teachers face with a set of predetermined and prearranged curricula and prescribed textbooks” (Bakshi 1), so they generally place extra emphasis on a specific skill designated for a specific class, and sometimes forget about the other ones; in this way helping learners becomes an issue of vital importance for the teacher while the use of all skills is left out. However, it is necessary for the teacher to be aware of using successfully all the skills in order to carry out classroom activities in an effective way. Bakshi proposes designing and using micro strategies that integrate language skills, in this way, learners will be engaged in meaningful and simultaneous classroom activities that involve the language in use (1).

In general, the integration of skills is about practicing more than one skill at a time. It is the combination of two or more skills, within a single lesson plan, aimed to develop all four skills evenly. Some activities that can be done when integrating skills are for instance: watching a movie and having a conversation, listening and speaking about it and discussing it afterwards; for reading and writing, a summary of a newspaper article can be a good idea. The integration of skills is good because “It allows for the practice of language in a way which is closer to the real world. It is more holistic, “less bitty” because materials can be used for more than one activity, and the teacher saves time setting up and creating something new” (Bakshi 1).

4.4 GROUP WORK

Group work refers to everyone working together to achieve one objective. It is common in most societies and it exists in any different number of circumstances such as business situations, sports, social or religious gatherings and, of course in classrooms (Davis and Chapman 1). People use groups to accomplish goals or tasks “taking advantage of a wider array of ideas, a broader knowledge base and more experience” (Davis and Chapman 2). In fact, it is a way to carry out assignments through the combined talents of group members, contributing knowledge and ideas. In the academic area, as Carol Johnston states, group work has to do with allowing students to work together in order to build their communication skills and at the same time help them “learn while receiving and interpreting information” (2).

As it is said in the article “Group Work in the Classroom”, there are two main types of groups that teachers should consider when having their students working cooperatively. The first type is the heterogeneous in which students who have special ability levels are grouped, for instance, students of different ages and races. The second type is the homogeneous in which students that are similar in their performance or have similar scores are grouped to work. In this sense, it benefits not only students but also teachers since they can work more intensely with students while getting to know them better. (“Group Work in the Classroom”)

In the academic area, group work not only builds up students’ social skills; it is also a way to make a positive difference in learning since there is consensus to do the tasks and communication of complex information improves. Besides, as stated in the article “Group Work in the Classroom”, students learn best when they are actively involved in the process and learn how respectfully hold each other accountable (1). When having students working in groups it is important to create the atmosphere for the good development of the activities assigned to students. Teachers are guides and students must be aware of the value of working together

to achieve what they are supposed to. Conversely, though group work is synonym of working in a cooperative way, it is not always like this; sometimes negative effects such as “the people status in the group can create the “wrong” person doing all the talking at a time causing lack of group effectiveness” (Davis and Chapman 2). So that, group members need time and experience together to develop into a successful group which means giving critical responses to the assignments and interpersonal skills to obtain good results.

The capacity to effectively work in teams lies not only on having the group’ goals clear but also in knowing what works and what not. This means that like any other skill, “group work is learned and sometimes only through trial and error” (Johnston 3). Having this in mind, establishing clear roles, responsibilities and all the members in the group accomplish their functions will bring excellent group production.

The benefits of group work for students are diverse. According to the article “Benefit of group work”, students are encouraged to become active rather than passive learners by developing collaborative and co-operative skills, and lifelong learning skills. It encourages the development of critical thinking skills since students transfer previous knowledge and learn about information of their interest, but it requires the establishment of an environment of support, trust and cooperation. It promotes student learning and achievement the same as the opportunity to learn from and to teach each other when alternative ideas and points of view can be generated. The focus is on student-centered approach to teaching and learning, and assessment more than teacher-centered, so students are involved in their own learning improving their outcomes and enhancing social skills (interactions) while decreasing the sense of isolation felt by some. Also, in the article it is stated that, quiet students have an opportunity to speak and be heard in small groups thus overcoming the anonymity and passivity associated with large groups. There exists the possibility to work on simultaneously tasks such as large projects (larger in scope or complexity than individual tasks). Also, students from

diverse backgrounds are provided with the opportunity to be heard, share experiences and skills, and to participate in unique ways (may provide a new perspective). Besides, it provides a structured learning experience that can prepare students for the realities and diversity of the workplace, working with people with different skills, cultures, approaches and from different places. Students develop and practice skills in: decision making, problem solving, values clarification, communication, critical thinking, negotiation, conflict resolution, and teamwork. It makes the unit of study challenging, interesting, motivating, engaging, and fun. However, the benefits are not only for students, teachers also benefit from group work since teaching, learning and assessment options are increased and the effectiveness and efficiency increases resulting in enjoyment of teaching by staff and students (“Benefits of Group work”).

In general, group work is about working together in order to achieve a goal. When students have the possibility to work in this way, then they learn how to treat others and manage different situations even good or bad.

5. RESEARCH METHODOLOGY

The study was undertaken using qualitative methods. This section presents information about the selection of the sample, the methods used to collect data and the data gathering techniques.

5.1 PROCEDURE

In order to fulfill the objectives set in this research project, the teacher researchers implemented a specific plan. The lessons took place during the second period of the school year at *Institución Educativa las Americas*; the first two weeks of instruction were devoted to classroom management; the participants were organized in groups and instructed to follow the classroom rules and procedures successfully. Before implementing the Writing Workshop, a writing sample and a questionnaire were collected.

In the first week of the Writing Workshop implementation, participants were informed about the project to develop throughout the 3-month teaching period; the project was to create a magazine in which participants could express their feelings and opinions about different topics such as fashion, sports, and games among others. The participants decided which sections should be included in the magazine then, in groups, chose who would be the writer of each section. When writing the magazine articles the participants were engaged in the Writing Workshop.

The lessons were planned around the integration of the skills. The plans always started from a receptive skill to end up in a productive one: Writing. The skills were approached by following the pre, while and post presentation. Additionally, the implementation of the Writer Workshop was combined with listening, reading and speaking at the end of the lesson. During the writing process and after the integration of the skills were accomplished, the participants were guided to follow a set of steps shown in the following cycle graphic.

Fig 1. Writing workshop and Integrated Skills Cycle



The integration of skills was done by going from one of the receptive skills, listening or reading, to the Productive skills which are Speaking and Writing that covers the Writing Workshop. In the implementation of this workshop the participants were asked to follow a set of stages; stage 1, Pre-writing (generating ideas); stage 2, Drafting; stage 3, Sharing writings and getting feedback from peers by using a rubric that contained the criteria to assess paragraph structure (topic sentence, supporting details, concluding sentence); stage 4, Revising their texts with a rubric that contains basic elements on writing criteria such as coherence and cohesion (content of the writing); stage 5, Editing and taking care of problems with writing conventions and writing the final draft to be edited by the teacher; and stage 6, Publishing, to show their writings to an audience. Within the Writing Workshop implementation a mini-lesson aimed to have students understand the

difference between opinions and facts was also held. The participants followed the cycle four times. Throughout the development of the lessons (integration of the skills and writing workshop) the teacher-researchers of this study kept a record of the class events. At the end of the Writing Workshop implementation, another writing sample and questionnaire were collected along with some of the participants' folders.

5.2 CONTEXT

In Colombia, the educational policies are intended to provide opportunities for students to become bilingual. Colombian education is ruled by the Ministry of Education, they are in charge of managing the standards concerned with Teaching and Learning. Formal and non-formal education settings have been steadily increasing the coverage to fulfill the Ministry of Education's requirements. Formal education in Colombia is composed of nursery school, elementary school, high school and college education. High school or secondary school is divided in basic secondary and mid secondary.

Colombian education system is separated into Private and Public; public schools in Colombia are ruled by the Ministry of Education, they are directed using the *lineamientos Curriculares*, pedagogical orientations created to raise teachers' ownership on the basic concepts, make autonomy effective to guide the process and attends the needs of the institutional Education Project (Proyecto Educativo Institucional PEI), look for opportunities to innovate on the subject matter and embrace the technological and scientific advances. Using the *Lineamientos Curriculares* teachers will be able to set reachable goals in the communicative competence, continuous assessment and decision-making on the effectiveness and meaningfulness of the specific curriculum. The Lineamientos curriculares are intimate related with the Estandares curriculares which are the basic improvement students should show in their performance in the subject matter. The curricular standards in second language learning are the criteria that establish the basic quality levels Colombian children have the right to. Aiming to succeed in the

objectives set by the Ministry of education, it was necessary to adapt a common language, for this reason the common European Framework was adopted. 10 graders in Colombia are supposed to be leveled in the B1 scale. Following the Curricular Standards, regarding the writing skill, students are able to structure their texts using punctuation, orthography, syntax, coherence and cohesion. They can also plan, revise and edit with the help of the teacher and classmates among other abilities thoroughly explained on the Standards guidance book.

The school in which this research study takes place is the *Institucion Educativa las Americas* a community school in Bucaramanga. The teacher researchers of this study teach during the second period of the school year to fulfill the requirements of their pedagogical practicum.

5.3 SAMPLE

The population of the present study is composed of 3 groups of 37 students in 10th grade at *Institución Educativa las Americas*. The participants' ages range from 14 to 20 years old. They receive English instruction 3 hours a week and are in the second cycle of the school year.

5.4 INSTRUMENTS OF DATA COLLECTION

Observation, writing samples, questionnaires, and the participants' folders were the instruments utilized to obtain the relevant data for this study.

5.4.1 OBSERVATION

Observation is a technique that involves systematically selecting, watching and recording behavior and characteristics of living beings, objects or phenomena. ("Overview of Data Collection Techniques"). Therefore, the teacher researchers of this study gathered data by watching behaviors, events, or noting characteristics of the English setting and class members. The observation in this study was open-ended and focused.

5.4.1.1 Open-ended:

Open-ended observations are narrative data that can be written or dictated onto a tape recorder it allows researchers to directly see what people do rather than relying on what people say they did, and collect data where and when an event or activity is occurring. ("Data Collection Method for Program Evaluation). The open-ended observations were carried out before the implementation of the Writing Workshop, the purpose of these observations was to identify the possible problem area(s) teaching of English at a large size public school might present.

5.4.1.2 Focused:

Focused observations are utilized to gather data related to a specific area the researcher wants to practice or a problem that has been identified (Glatthorn). That is why, to have an in-depth vision of the process; a record of the nature of the lessons was kept by the researchers. In addition, the observations were carried out every 45-minute English class during the 3 month-period of the English lessons. Two of the teacher researchers were observing while one them was teaching his/her class.

5.4.2 WRITING SAMPLES

In order to test the ability to perform or master a particular skill, the participant of a research can be given a performance test or skill sample. (“Bulleting”). That is why, two writing samples were collected pre and post exposure to the Writing Workshop aimed to assess the quality of the participants’ writing. The pre-writing workshop sample (See Appendix 1) was taken at the beginning of the 3-month teaching period executed by the teacher-researchers while the post-writing sample was collected at the end of the school quarter (See Appendix 2). The sample consisted of a piece of writing participants generated upon being asked to write about a topic they felt interested in; to support their writing, participants were allowed to use any aids such as dictionaries, class notes, and classmates and teachers’ orientation.

5.4.2.1 QUESTIONNAIRES

A questionnaire is a means of eliciting the feelings, beliefs, experiences, perceptions, or attitudes of some sample of individuals (Key). Questionnaires are designed to collect specific information about a pertinent topic; for that reason two questionnaires were collected in this study in order to access the participants’ views and opinions about writing. They were carried out pre and post exposure to the Writing Workshop, along with the writing samples presented above. The Pre and Post writing workshop sample questionnaires comprised sixteen (16) questions categorized in three sections: section A: participants’ activities before and during the writing samples; section B: the participant’s insights about the English class and section C: the participants’ opinions about writing. (See Appendix 3 and 4)

5.4.2.2 PARTICIPANTS’ FOLDERS

Student folders are an important in the continuous improvement of the classroom, as Becky Martin states “Data folders are a way for students, teachers and parents to keep track of student performance and serve as basis of data collection”. For

this study fifty-four (54) folders of the participants were collected; the participants' folders analysis seeks to describe two major elements; first, the amount of folders content associated with the Writing Workshop and integrated skills in the class and second, the participants' performance in the lessons.

5.5 DATA ANALYSIS AND FINDINGS

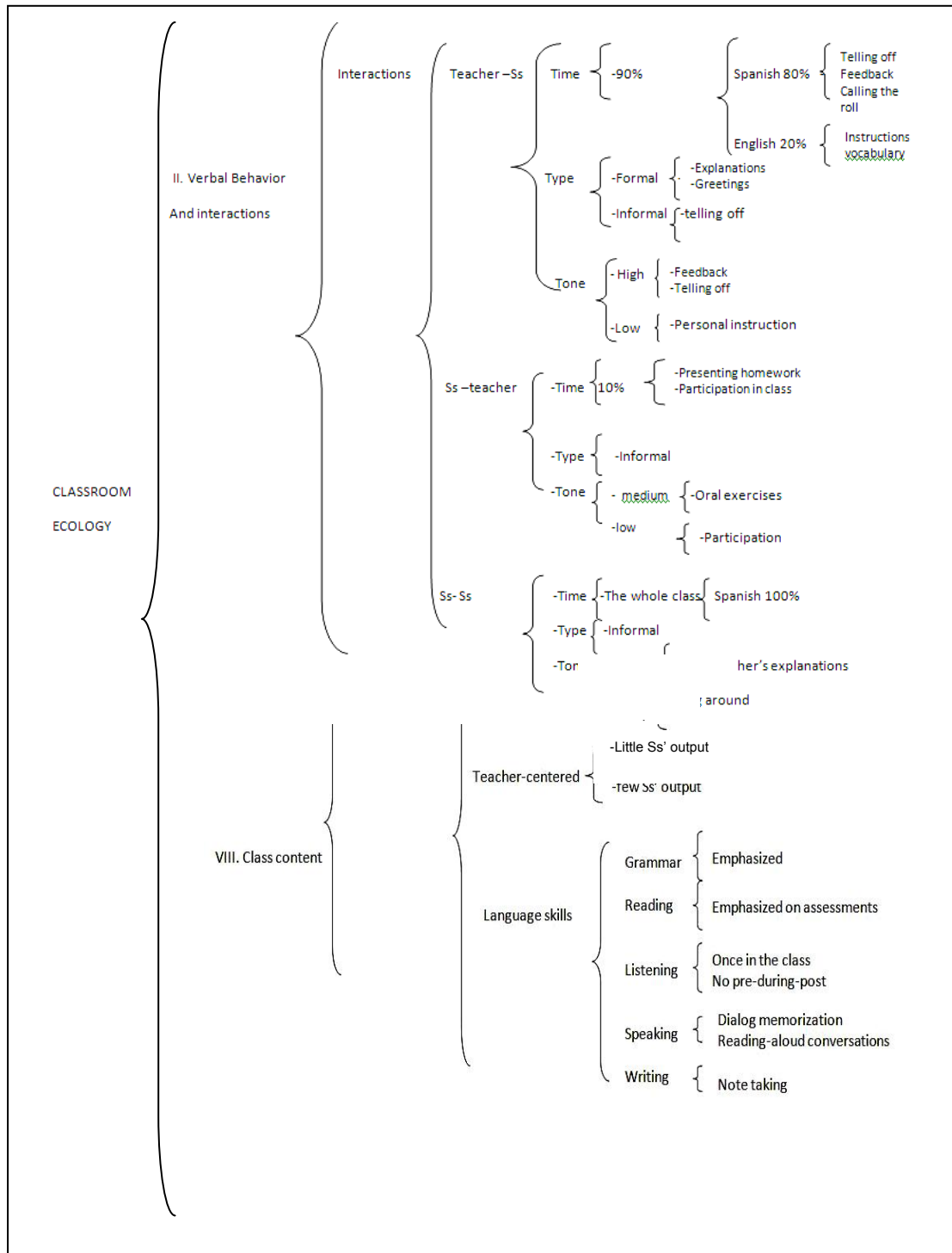
The purpose of this section is to present the analysis and findings of the study.

5.5.1 OBSERVATIONS

5.5.1.1 Open-ended Observations

The open-ended observations were taxonomically analyzed following Spradley's method of qualitative data analysis, in which the information is classified to help the researcher understand the semantic relationship and included terms of the data as shown in the following outline. The taxonomic scheme below is a piece of the whole analysis. (See Appendix 5)

Fig. 2 taxonomic Analysis Open-ended Observations pre-Writing Workshop. Section VIII Class content.



In figure 2, Class Content is further classified into teaching method, which in turn, is classified into Structuralism, Teacher-centered and language skills. Structuralism refers to the use of translation in class as well as grammar, multiple choice and fill-in-the-blank exercises. The teacher-centered category within teaching method shows the use of lectures and little students' output in class. Regarding language skills, on one hand, the taxonomic analysis shows emphasis on grammar, but on the other, Reading directly related to assessments. Also, in Listening the stages of pre, during and post are absent, and the Speaking activities are based on dialogue memorization and reading-aloud conversations. Writing is present in note taking. This analysis shows that instruction in the English class before the implementation of the Writing Workshop was carried out according to the teacher-centered model; moreover, language skills were barely addressed and students did not interact with each other in the target language.

5.5.1.2 Focused Observations:

The content analysis of the observations was done by color coding the entries into the categories and subcategories presented in the table (See appendix 6).

Table 2. Color coding analysis of observations

COLOR	MAIN CATEGORIES	SUBCATEGORIES
RED	lesson instruction related to the implementation of the Writing Workshop Methodology and the teaching activities aimed to improve the participants' writing skills	<ul style="list-style-type: none"> • Planning • Drafting • Revising • Editing • Achievement of a task • External factors
ORANGE	Activities concerning the integration of skills used to engage students in their learning process.	<ul style="list-style-type: none"> • Engaging Activities • Language Skills
GREEN	Events related to the Student' attitudes in class.	<ul style="list-style-type: none"> • Positive • negative
BLUE	Group activities carried out in class	

Results of the color coding analysis of the observations are presented in the following figure.

Fig 3 Categories in the analysis of the focus observations

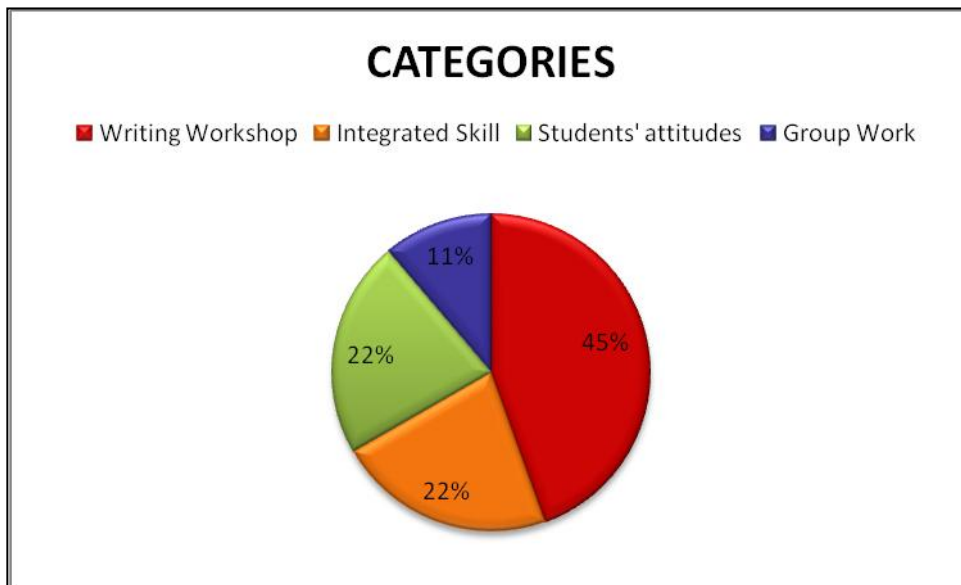


Figure 4 shows the percentage of class time devoted to an specific category (table 2) in the analysis of the focus observations. These are the Writing Workshop, Integrated Skills, Students' attitudes and Grouping. 45% of the total focused observation is associated to the Writing Workshop implemented during classes while 22% is to the integration of skills; 22% of the entries are connected to the participants' attitudes in the learning process and 11% are to grouping. Figure 4 shows that most of class time was spent on the development of the Writing Workshop than on the other elements categorized in the analysis.

5.5.1.2.1 WRITING WORKSHOP

The analysis of the entries related to the Writing Workshop implementation generated seven main categories; they are Planning, Drafting, Revising, Editing, External factors and Achievement of a task. Figure 5 shows the percentage of time dedicated to these activities during the Writing Workshop implementation.

Fig 4. Writing workshop color coding analysis



Pre-writing

Figure 5 shows that 32% of the amount of class time was spent in the stage of planning within the implementation of the Writing Workshop. When color coding the entries related to Planning, some other sub-categories such as the use of materials and students' attitudes towards the planning came out. This analysis demonstrates that most of the class time devoted to the Writing Workshop was spent on the planning stage.

Drafting

Participants' Drafting was the second most frequent sub-category with 26% of the total amount of field notes related to the implementation of the Writing Workshop. In this subcategory, there are two divisions, participants' English knowledge and argumentative ability.

Sharing

Sharing shows the 8% percent of the entries where participants shared gave and received feedback by working in pairs.

Revising

As shown in figure 4, Revising appears in 8% of the field notes entries related to the Writing Workshop. Other sub-categories such as the participants' positive and negative behavior and teachers' revising appeared when color coding the entries. Participants' positive attitudes are related to the conscious development of the revision activity which was less frequent than the careless attitude some of them showed (negative behavior). Teachers' revising took place throughout this stage.

Editing

Figure 4 shows the percentage of the Edition in the implementation of the Writing Workshop. Editing is present in 16% of the total entries. Teacher's editing is a subcategory of the Writing Workshop and it is subdivided into the participants' questions (vocabulary and grammar structures) and amount of time devoted to it.

Publishing

The publishing stage in the writing workshop did not represent a high percentage in class, it is absent in fig 4 since the number did not even reach 1%.

External Factors:

Figure 4 shows the percentage of the external factors present in the implementation of the Writing Workshop. These factors represent 7% of the total entries. The external factors are also sub divided into outside and inside classroom issues, and students' behavior. Outside the classroom, a color-coded factor is the

high outdoor sound that constantly interrupted that class. On the other hand, there were found categories such as the classroom high temperature and lack of appropriate study light inside. The participants' behavior towards these factors is unwillingness to work and lack of concentration.

Achievement of a Task:

This subcategory of the writing workshop is present in 3% of the implementation time as analyzed with the color coding classification. The achievement of a task was present during the development of the Magazine Project described in the procedure of this study.

Mini-lesson:

The development of mini-lessons in the class did not have a high percentage, it did not reach 1% that is why, it is not present in figure 4

The Color coding analysis of the field notes related to the implementation of the Writing Workshop shows that the pre-writing and drafting stage were devoted more time compared to the other stages, sharing revising and editing. The analysis demonstrates that external factors can influence the participants' attitudes in the class. Moreover, the activities related to the achievement of a task and the mini-lesson were devoted the least time.

5.5.1.2.2 INTEGRATED SKILLS

Figure 2 shows that 22% of the journal entries is devoted to the integration of skills. When color-coding the entries the integration of skills is subdivided into Engaging Activities and Skills (Reading, Listening, Speaking and Writing).

5.5.1.2.3 STUDENTS' ATTITUTES

As shown in figure 2, 22% of the observation entries are related to the participants' attitudes towards the lesson which are classified as Positive and Negative attitudes.

5.5.1.2.4 GROUP WORK

Figure 4 shows that 11% of the observation entries are related to the group activities present in class.

5.5.2 WRITING SAMPLES

In this section of the research study, the analysis of the writing samples will be presented. The scrutiny on the pre-writing workshop samples was developed following a rubric with the elements of a composition as show in table 2.

Table 3. Criteria PRE-Writing Workshop sample

CRITERIA	
I. CONTENT	
A. Coherence (all details refer or talk about the main idea)	
B. Cohesion (all details are connected)	
1. Chronologically	
2. Repetition	
3. connectors	
II. PARAGRAPH STRUCTURE	
A. Topic sentence (introduces the main idea of the paragraph)	
B. Supporting details (explanations and examples about a topic) (3)	
C. Concluding sentence (Reward topic sentence using catchy words or quotes)	
III. SENTENCE STRUCTURE	
A. Sentences have S + v + C	
IV. MECHANICS	
A. Spelling	
B. Capitalization	
C. Punctuation	
1. Periods	
2. Commas	
3. Apostrophes	

5.5.2.1 PRE-WRITING WORKSHOP SAMPLE

Before the implementation of the Writing Workshop, the teacher researchers administered the first writing sample (see appendix 7), to tenth-grade students. Participants were asked to write about something they liked. These samples were used to assess the quality of the participants' writing according to a rubric criteria (table 3), that takes into account content, paragraph structure, sentence structure and mechanics. The content section addresses the Coherence and Cohesion of the sample ; the paragraph structure shows the presence of the topic sentence, supporting details and concluding sentence; the sentence structure indicates the presence of well -formed sentences (S+V+P); and mechanics tackles the use of spelling, capitalization and punctuation in the writing. The following tables are examples of the analysis of the samples that was carried out (See appendix 8). (A) Represents the absent of the criteria and (P) the presence of it in the writing.

Table 4. PRE WW Sample analysis table

GRADE	SAMPLES				
10^o	1	2	3	4	5
COHERENCE	A	A	P	P	A
COHESION	A	A	A	A	A
TOPIC SENTENCE	P	A	A	A	A
SUPPORTING DETAILS	A	P	P	P	P
CONCLUDING SENTENCE	A	A	A	A	A
S+V+C	P	P	P	A	P
SPELLING	P	P	P	P	A
CAPITALIZATION	P	P	P	A	P
PUNCTUATION	A	P	P	A	A

The following figures show the results of the analysis of the writing samples; each of the teacher-researches calculates the percentage of the rubric criteria and as a final result they added them up and figured out an average.

CRITERIA

CONTENT

Coherence-Cohesion

Fig. 5 PRE-WW. Sample coherence analysis

Fig. 6 PRE-WW Sample cohesion analysis

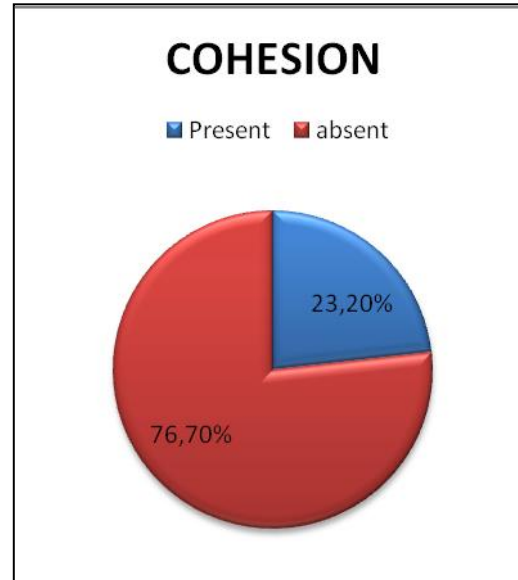
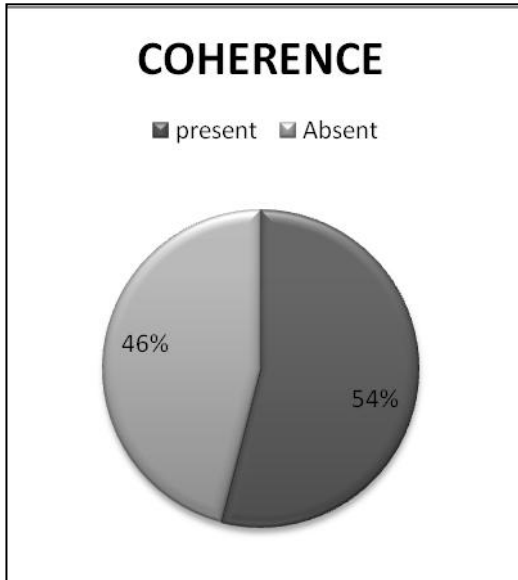


Figure 5 and 6, show the results of the content section from students' writing sample which looks at coherence and cohesion. 53% out of 99 participants were able to keep the coherence in their writings while 43% of them could not maintain their initial idea throughout the writing. In figure 7 76.7% out of 99 participants did not link their main ideas by using connectors, repetition of words or chronological order and 23.2% of these participants could connect their ideas successfully.

PARAGRAPH STRUCTURE

Topic Sentence

Fig. 7 PRE-WW Sample topic sentence analysis

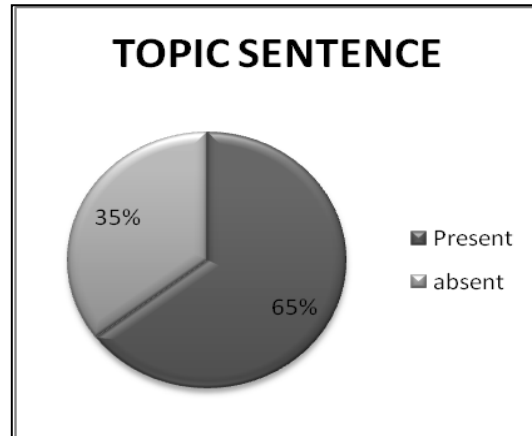


Figure 7 shows that 65% out of 99 participants were able to state a topic sentence whereas 35% did not write any topic sentence.

Supporting Details

Fig. 8 PRE-WW Sample supporting details

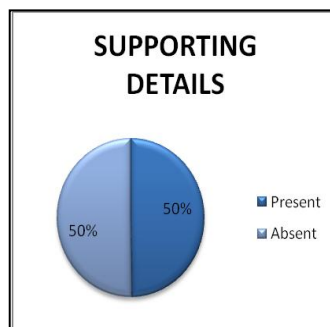


Figure 8 shows the absence or presence of the supporting details in participants' writing ; 50% of them were able to support their main ideas by giving examples or

explanations, whilst 50% of the sample population did not provide details in their writings.

Concluding Sentence

Fig. 9 PRE-WW Sample Conclusion/concluding sentence analysis

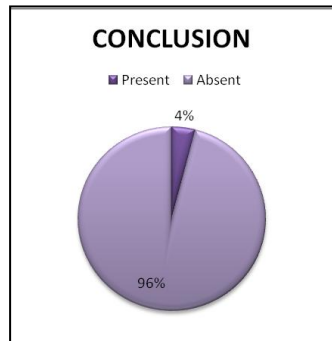


Figure 9 shows the presence or absence of the concluding sentence; 4% of the participants finished their writing with a concluding sentence. However, 96% of the sample population left writing without closing.

SENTENCE STRUCTURE

Fig. 10 PRE-WW Sample sentence structure analysis

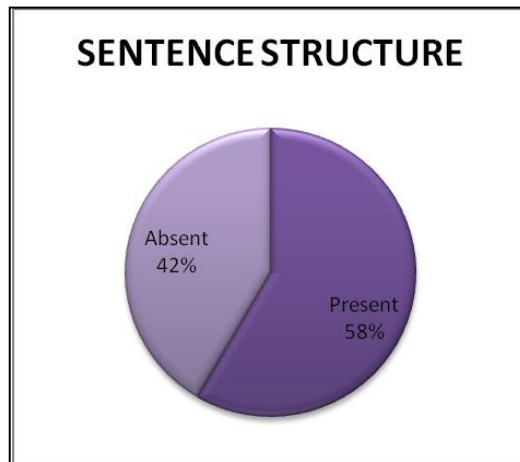


Figure 10 displays the absence or presence of sentence structures. 58% out of 99 participants were able to write the text using the correct sentence structure while 42% of the participants used incorrect sentence structure.

MECHANICS

Spelling

Fig. 11 PRE-WW Sample spelling analysis

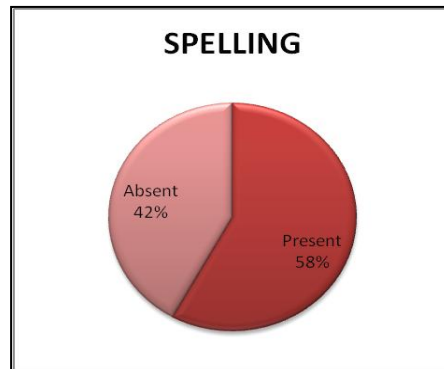
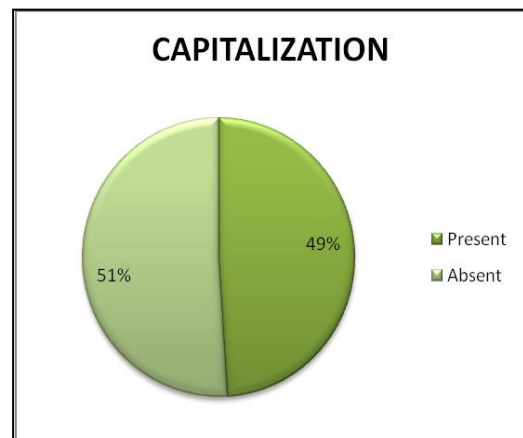
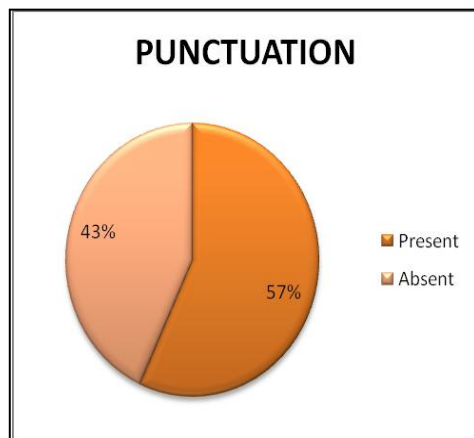


Figure 11 shows the results of the students' writing skills in the mechanics areas regarding spelling. 58% of the participants had correct spelling whereas 42% of the participants misspelled words in their writings

Punctuation-Capitalization

Fig 12 PRE-WW Sample punctuation analysis

Fig.13 PRE-WW Sample capitalization analysis



Figures 12 and 13 show the results regarding the areas of punctuation and capitalization. 57% of the population used the right punctuation in their writings but 43% out of 99 students did not punctuate their writings successfully. In addition,

49% of the sample population capitalized words when it was necessary while 51% out of 99 participants did not capitalize words.

5.5.2.2 POST-WRITING WORKSHOP SAMPLE

Before the implementation of the Writing Workshop, the teacher-researchers administered the second writing sample (see appendix 9) to the participants of the study. The Post-writing sample asked participants to write about something they liked. As pre-writing was an important stage throughout the development of the writing workshop, the teacher-researches included a planning section in the criteria utilized in the analysis of the pre-writing Workshop sample; that section seeks to describe the participants' development in that stage.

Table. 5 Criteria POST-writing workshop sample

CRITERIA
A. Coherence (all details refer or talk about the main idea)
B. Cohesion (all details are connected)
1. Chronologically
2. Repetition
3. connectors
II. PARAGRAPH STRUCTURE
A. Topic sentence (introduces the main idea of the paragraph)
B. Supporting details (explanations and examples about a topic) (3)
C. Concluding sentence (Reward topic sentence using catchy words or quotes)
III. SENTENCE STRUCTURE
A. Sentences have S + v + C
IV. MECHANICS
A. Spelling
B. Capitalization
C. Punctuation
V. PLANNING
2. Commas
3. Apostrophes

The following table is the similar to the ones mentioned in the pre writing sample.

Table 6 Sample Analysis PRE-writing workshop

GRADE	SAMPLE				
	1	2	3	4	5
10 ^e	1	2	3	4	5
PLANNING	A	P	A	A	A
COHERENCE	P	P	P	A	P
COHESION	P	P	P	A	P
TOPIC SENTENCE	P	P	P	P	P
SUPPORTING DETAILS	P	P	P	A	P
CONCLUDING SENTENCE	A	A	A	A	A
S+V+C	P	P	P	P	P
SPELLING	P	P	P	A	P
CAPITALIZATION	P	P	P	A	A
PUNCTUATION	P	P	A	A	A

The Post-Writing Workshop samples received the same treatment as the Pre-Writing. Both findings are compared and analyzed. (See appendix 10)

CONTENT

Coherence

Fig 5. PRE-WW coherence analysis

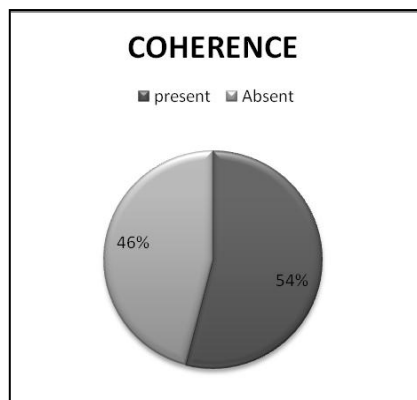


Fig 14. POST-WW sample coherence analysis

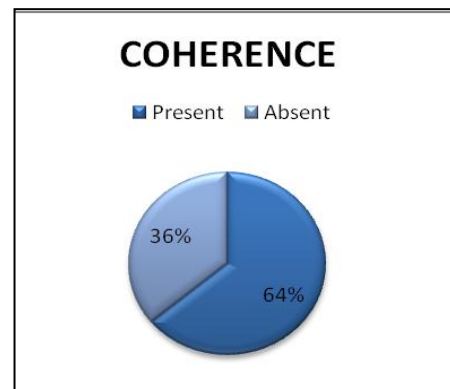


Figure 14 shows the absence or presence of coherence in the sample. 64% of the writing samples were able to maintain an idea along the writing but the 36% of the samples were not coherent in their pieces.

A comparison of the PRE and POST findings, show that coherence in students' writings rose because all of the ideas in the sample were related to the topic.

Coherence

Fig 6. PRE-WW cohesion analysis

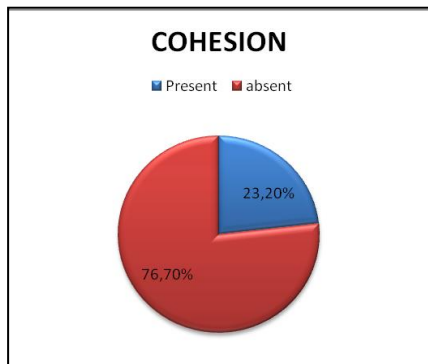


Fig 15. POST WW sample cohesion analysis

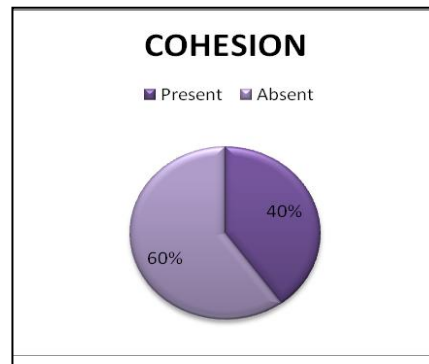


Figure 15 shows the percentage of absence or presence when connecting ideas. 40% of the participants were not able to link ideas together successfully. 60% used different cohesion ties such as connectors and repetition of words to bond ideas. It was noticed a considerable progress (60%) in cohesion compared to the previous sample. Participants linked ideas in this sample compared to the poor development of the first (76.70%) in which only 23% of the population used cohesive ties.

PARAGRAPH STRUCTURE

topic sentence

Figure 7. PRE-WW topic sentence analysis Figure 16. POST WW sample topic sentence

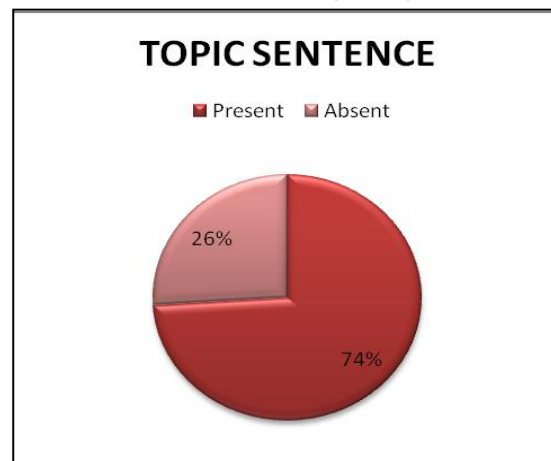
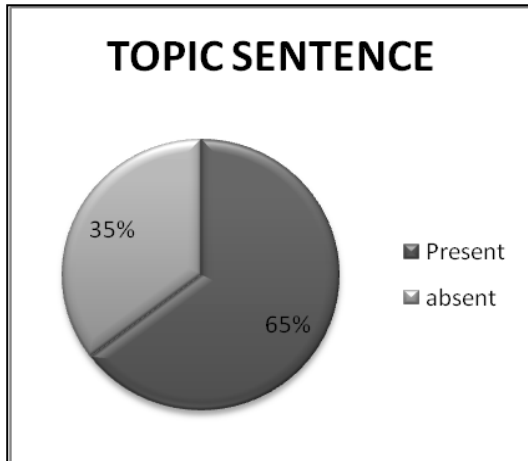


Figure 16 shows that 74% of the participants used a topic sentence to introduce the theme of their texts while 26% of the sample population did not write a topic sentence in their writings.

A comparison of the Pre and Post samples demonstrate an improvement in the participants' paragraph structure knowledge since 74% of the participants wrote the topic the topic sentence.

Supporting details

Fig 8. PRE-WW Sample S. details analysis

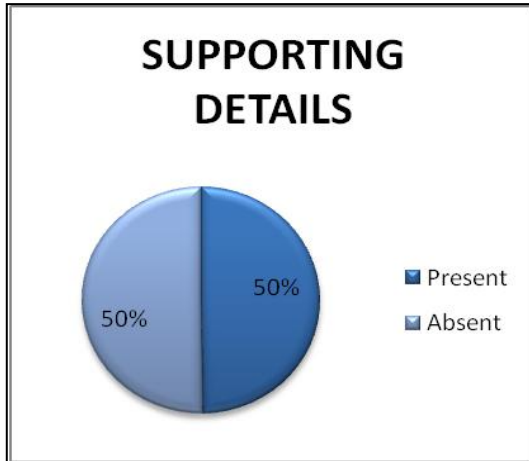


Fig 17. POST WW sample S. details analysis

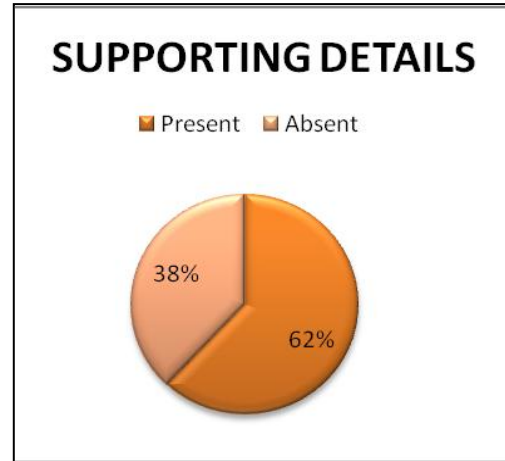


Figure 17 shows the absence or presence of the supporting details; 62% of the participants were able to support their main ideas by giving examples or explanations, whilst 38% of the sample population did not give details in their writings.

An improvement in the writing of the supporting details is also seen in the analysis of the second sample compared to the first one collected; since, in the first samples half of the population (50%) stated examples, explanations or facts to support their topic sentences. However, in the post-writing-workshop samples, 38% of the population stated any kind of supporting details.

Concluding Sentence

Fig 9. PRE-WW Sample concluding sentence Fig 18. POST WW sample concluding sent.

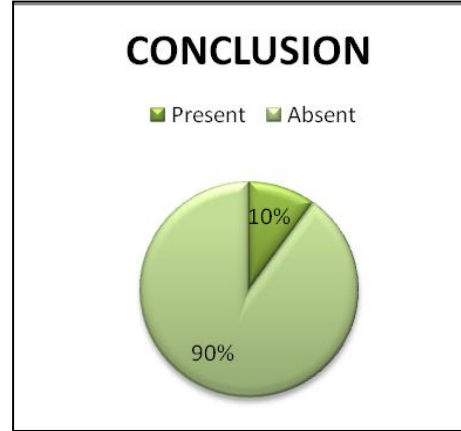
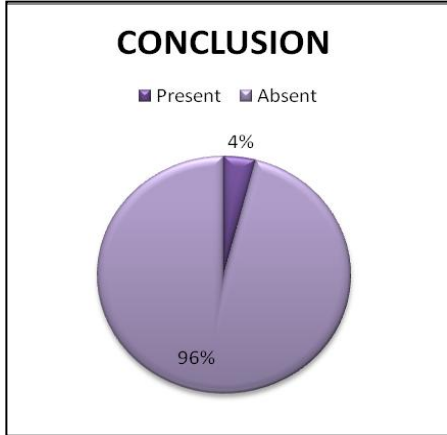


Figure 18 shows the presence or absence of the concluded sentence; 10% of the participants closed their writing with a concluding sentence. Yet, 90% of the sample population did not conclude their paragraphs.

Though most of participants (90%) did not write a concluding sentence in the second sample, the percentages of the participants who did not write a conclusion decreased compared to the number of students that did so in the first sample.

SENTENCE STRUCTURE

Sentence structure

Fig.10 PRE-WW sample Sentence structure

Fig. 19 POST WW sample sentence structure

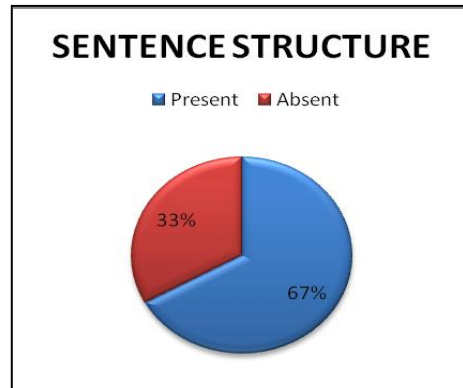
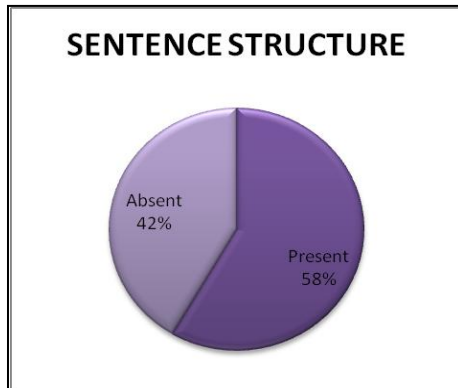


Figure 19 demonstrates the absence or presence of sentence structures when writing. 67% of the participants were able to write the text using the correct sentence structure, while, 33% of the participants used the grammatical items incorrectly.

Comparing the analysis of the use of the sentence structure, 67% of the participants progressed in writing a complete sentence. They were able to write complete sentences using subject, verb and complement.

MECHANICS

Spelling

Fig 11. PRE-WW sample spelling



Fig 20. POST- WW sample spelling

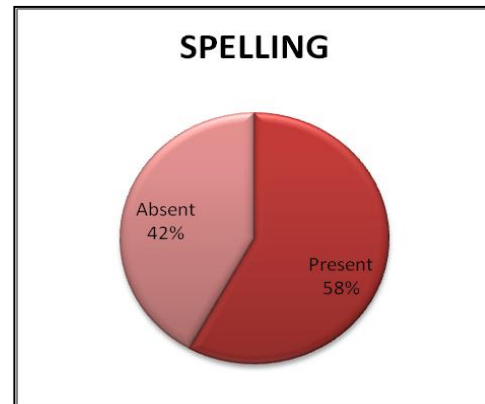


Figure 20 shows the results of the students' writing skills in the mechanics area regarding spelling. 58% of the participants had a correct spelling whereas 42% of the participants misspelled some words in their writings

The use of spelling in the second sample rose in comparison with the first one. Participants' performance in spelling increased since they write words correctly compared with the pre writing sample.

Punctuation

Fig 12. PRE-WW Sample punctuation

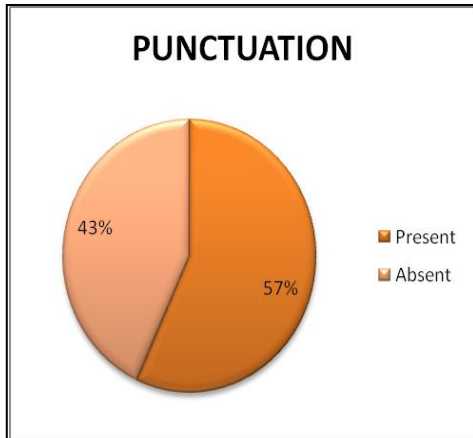
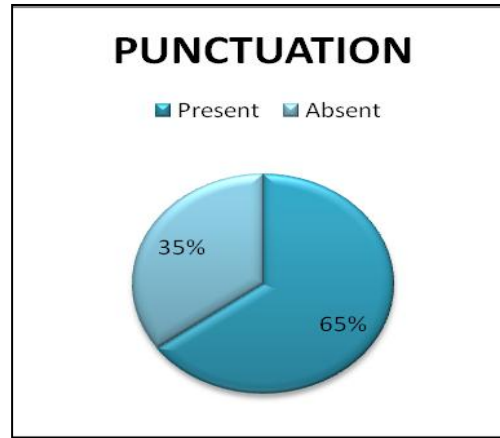


Fig 21. POST WW Sample punctuation

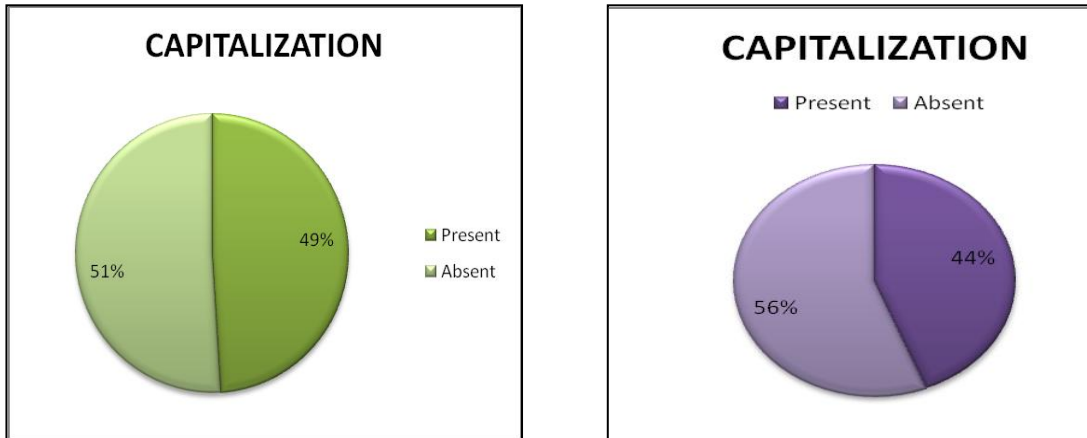


65% of the population used the right punctuation in their paragraphs while 35% out of 99 did not punctuate their writings successfully.

Comparing the pre and post Writing Workshop samples, the number participants who did not use the correct punctuation increased from 35% to 43% in the second sample

Capitalization

Fig 13 PRE-WW Sample capitalization analysis Fig 22. POST- WW Sample capitalization



44% of the sample population capitalized words when it was necessary and 51% out of 99 participants did not capitalize words.

Comparing the results of the correct use of capital letters, a decreased was noticed in the number of participants who used capital letters in the sample. Figure 13 shows that 49% of the population knew when to use capital letters in contrast to the post-writing sample.

5.5.3 QUESTIONNAIRES

The Pre and Post Writing sample questionnaires were analyzed by color coding the participants' answers and tabulating the frequency of the emergent categories.

The questions are presented in three sections; section A: participants' activities before and during the writing samples; section B: the participant's insights about the English class and section C: the participants' opinions about writing. (see appendix 11 and 12)

5.5.3.1 SECTION A: Participants' activities before generating the writing samples

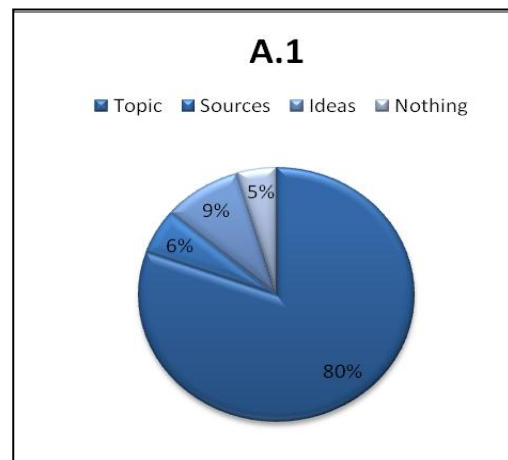
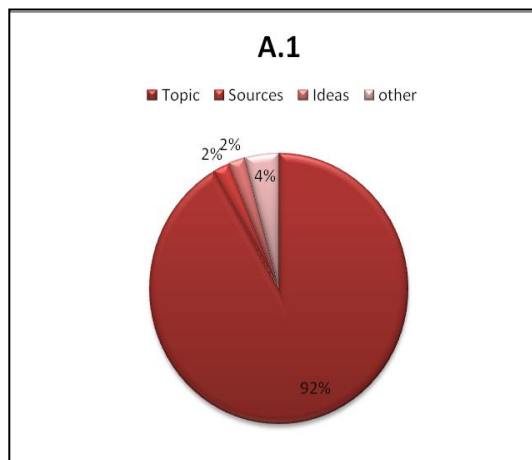
Question A.1: "¿Qué hiciste antes de ponerte a escribir el párrafo?"

Fig 23. Pre Writing Workshop Questionnaire

Fig. 24 Post Writing Workshop questionnaire

Question A.1

Question A.1



Analysis of the pre and post writing questionnaires show that 92%(PRE WWQ) workshop and 80% (POST WWQ) of the participants declared they generate a topic to write about. In the PRE WWQ 2% of the participants declared having resorted the use of their notes and folder before writing while 6% stated doing so in the post writing workshop questionnaire. 2% of the polled population of the pre-writing Workshop Q. stated that they have organized their ideas before writing the

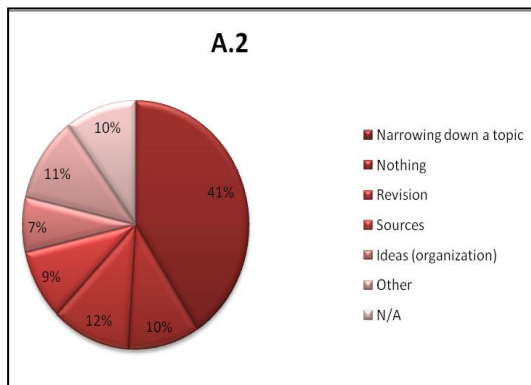
sample whereas 9% of the students stated so, in the Post writing workshop Q. On the other hand, in the prewriting W.Q 4% of the participants' answers were classified as "other" due to their diversity. Finally, 5% of the polled population of the post Writing Workshop questionnaire stated not to have done anything before writing.

Question A.2: “¿Qué decisiones tomaste mientras escribías el párrafo?”

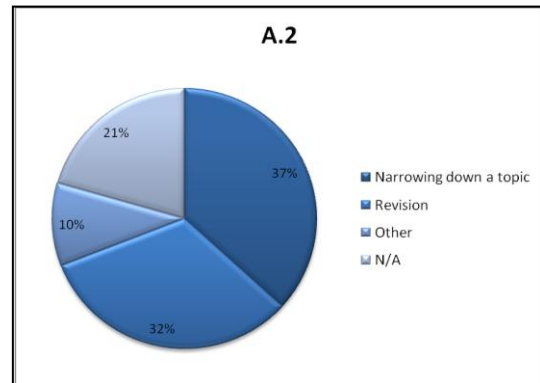
Fig. 25 Pre Writing Workshop Questionnaire

Fig 26. Post Writing workshop questionnaire

Question A.2



Question A.2



The data shows that statements connected to narrowing down a topic to write about were the most commonly made by participants (41%) in the PRE WWQ while 37% were so in the POST WWQ. Furthermore, 12% of the participants expressed ideas about making decisions related to revising their writing in progress in the PRE WWQ while 32% did so in the POST WWQ.

When comparing the results obtained from the analysis of both questionnaires, the teacher researchers of this study found that there was no more similar data to compare.

In the PRE WWQ 9% of the sample population affirmed resorting to using sources while writing and 10% of the participants admitted not doing anything when writing.

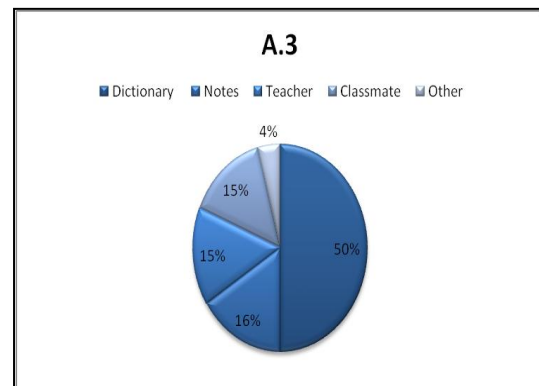
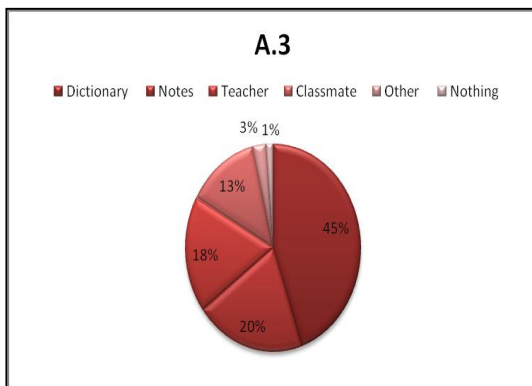
7% of the polled participants declared having made decisions regarding the organization of their ideas when they were writing the samples. A large variety of responses was found in the analysis of this question in both questionnaires for this reason they are classified as “others” this classification is 11% in the PRE WWQ and 10% in the POST WWQ. 10% of the participants’ responses in the PRE WWQ did not have anything to do with the question therefore; they are classified as Not applicable and the same occurred in 21% of the responses in the POST WWQ.

Question A.3: “Usaste alguna ayuda para escribir?”

Diccionario () Compañero () otro: _____
Apuntes () Profesor () “

Fig 27. Pre W.W Q question A.3

Fig 28. Post W.W Q question A.3



The analysis of answers of both questionnaires shows that 45% of the participants of the PRE WWQ expressed having used the dictionaries to support their writing while 50% did so in the POST WWQ. On the other hand, 20% of the participants of the PRE WWQ and 16% of the POST WWQ stated making use of teachers’ assistance during the writing sample while 18% in the PRE WWQ and 15% in the POST WWQ said resorted to asking their classmates. 3% of the sample population of the POST WWQ indicated having employed other aids such as their background knowledge in the writing, in contrast with 4% did so in the POST WWQ.

5.5.3.2 SECTION B: Participant’s insights about the English class

Question B.1:

Pre Writing Workshop Questionnaire: “Qué actividades de ingles hiciste durante el primer periodo de este año?”

Post Writing Workshop Questionnaire: “Qué actividades de inglés hiciste durante el segundo periodo con -nombre del profesor-?”

Fig 29. Pre W.W Q Question B.1

Fig 30. Post W.W Q question B.1

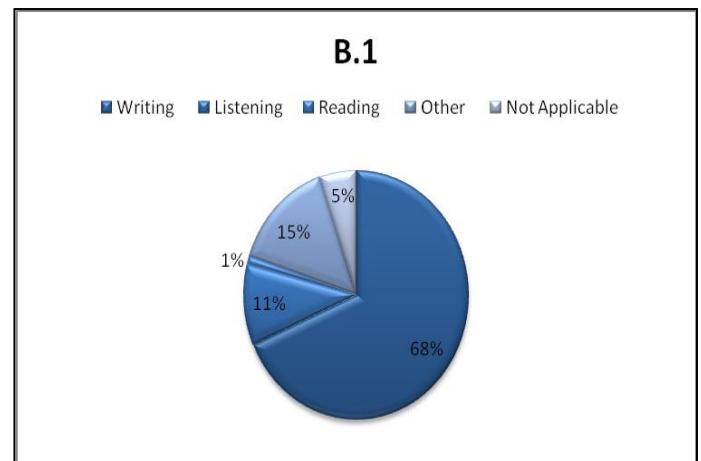
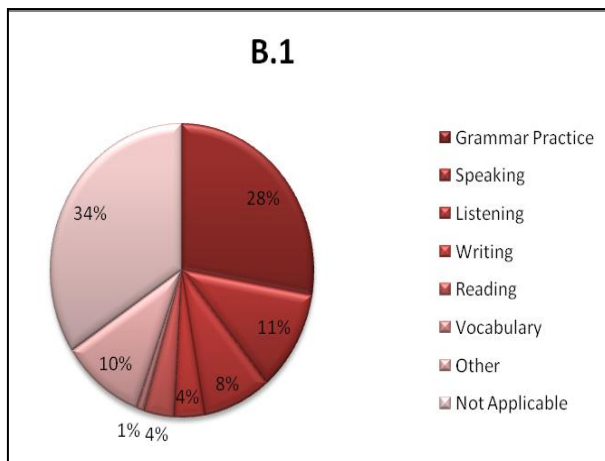


Figure 29 show that 28% of the participants in the PRE WWQ declared that grammar was one of the activities developed during class time in the first period of the school year. On the other hand, the same participants (PRE WWQ) stated that the development of the language skills was done through speaking 11%, Listening 8%, and Writing 4%; while in the POST WWQ the participants declare it was done through Listening 11% and Reading 1%. 1% of the participants of the PRE WWQ declared that they did vocabulary activities in the English class. Due to the variety of 10% of the participants’ responses in the PRE WWQ and 15% of the POST WWQ, the answers were classified as “other”. 34% of the participants’ answers in

the PRE WWQ and 5% in the POST WWQ were marked as not applicable by the teacher-researchers of this study since they were incoherent to the question.

Question B.2: “Qué actividades de la clase de inglés te gustaron más?”

Fig 31. Pre W.W Q Question B.2

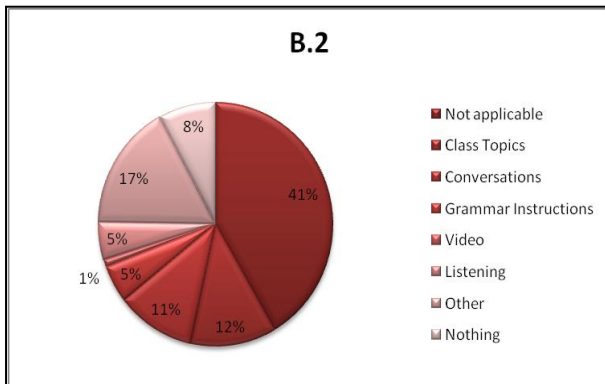


Fig 32. Post W.W Q question B.2

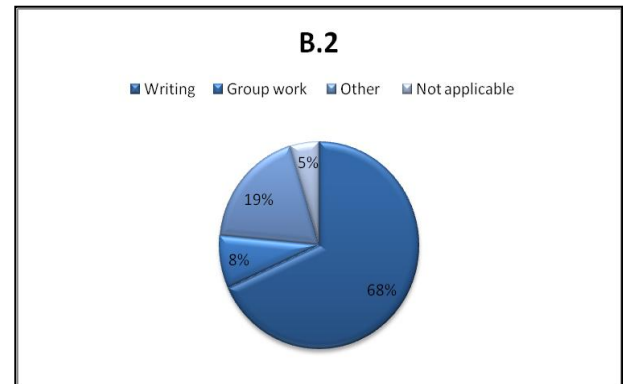


Figure 31 shows that 41% of the participants’ answers in the PRE WWQ did not have anything to do with the question (not applicable) as neither did the 5% of them in the POST WWQ. 12% of the participants in the PRE WWQ indicated that they liked the topics of the class; 11% liked the conversations; 5% the grammar instruction; 1% the video activities and 5% the listening ones. In contrast, in the POST WWQ, 68% of the participants declared they liked the writing activities while 8% liked group work. 17% of the sampling in the PRE WWQ liked other activities such as games and drawings while, 19% did so in the POST WWQ. Finally, 8% of the participants of the PRE WWQ admitted they did not like any activities of the English Class.

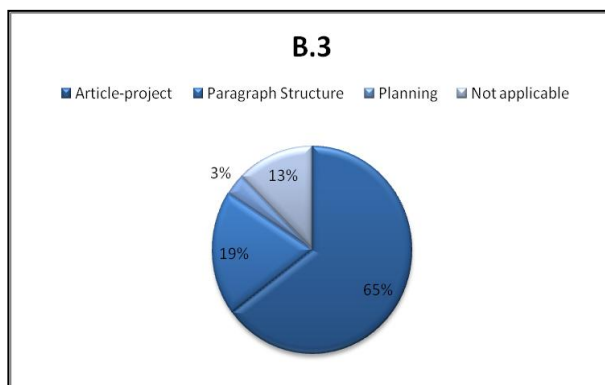
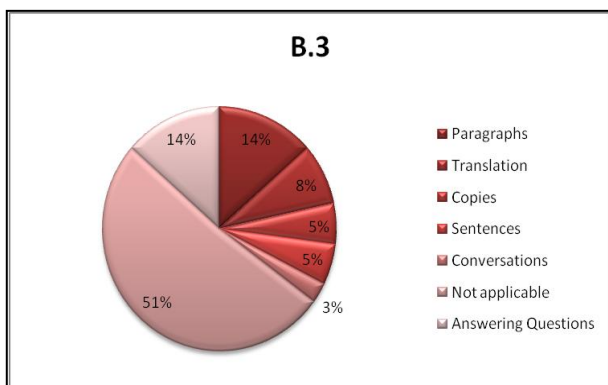
Question B.3:

Pre Writing Workshop Questionnaire: “Qué actividades de escritura se desarrollaron durante el primer periodo?”

Post Writing Workshop Questionnaire: “Qué actividades de escritura se desarrollaron durante el segundo periodo?”

Fig 33. Pre W.W Q Question B.3

Fig 34. Post W.W Q question B.3



Among the writing activities implemented in the English class, in the PRE WW Q 14% the participants' manifested they wrote paragraphs, 8% said the writing was done through translations, 5% through copies (worksheets) other 5% through sentences, 14% through answering questions and 3% of the participants said it was through conversations. On the other hand, in the POST WWQ 65% of the participants declared that writing activities were done to develop the project magazine while 19% of them highlighted the lessons about paragraph structures developed in class. Another 3% of the polled participants of this questionnaire mentioned the planning step (Writing Workshop) as part of the English instruction. A significant difference in the participants' incoherent answers was noticed in the analysis of the questionnaires, Not applicable answers comprised 51% while 13% of the POST WWQ did.

Question B.4: “¿Cómo te sientes cuando el profesor dice que es hora de escribir?”

Fig 35. Pre W.W Q Question B.4

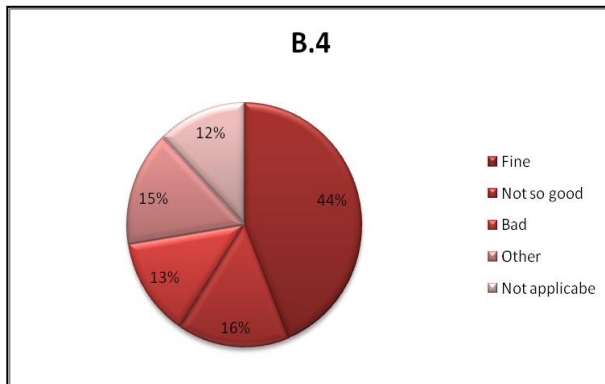


Fig 36. Post W.W Q question B.4

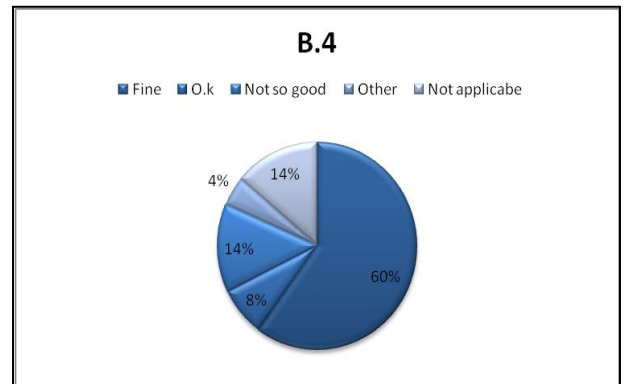


Figure 35 shows that 44% of the students in the PRE WWQ declared having felt fine when it is time to write, while in the POST WWQ 60% did. As shown in figure 37, 8% of the participants indicated having felt O.k (not good, not bad) when they had to write in the English class. In the PRE WWQ 16% of the participants admitted they did not feel good as neither the 14% of the sampling of the POST WWQ did. On the other hand, 13% of the population of the PRE WWQ expressed feeling bad when they were asked to write while none (0%) of the participants in the POST WWQ did. A variety of unclassifiable answers were labeled as “other” in the analysis of these questionnaires; figure 36 shows that 15% the participants of the PRE WWQ and 4% of the POST WWQ listed things such as they felt unready or nervous about the task. Not applicable answers represent 12% in the PRE WWQ and 14% in the POST WWQ.

5.5.3.3 SECTION C: Participants' opinions about writing.

Question C.1 (Only present in the Pre Writing Workshop questionnaire):

“¿Crees que escribir y componer es lo mismo? Si o no, ¿Por qué?”

Fig 37 Pre W.W Q Question C.1 yes/ no

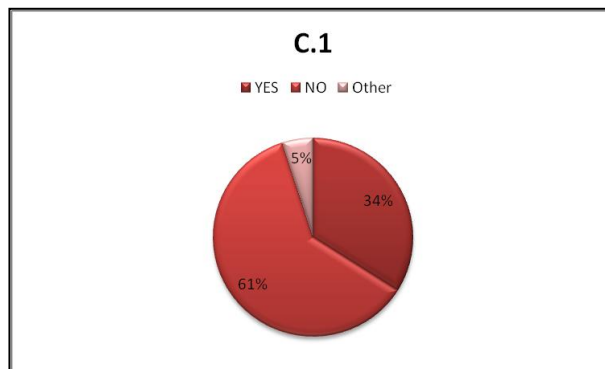
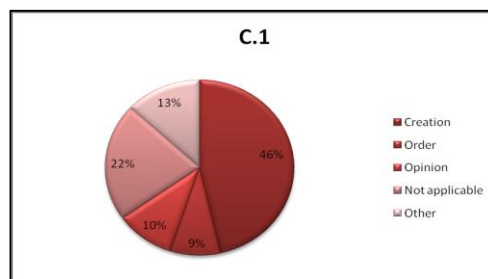


Figure 37 shows that 34% of the participants think that writing and composing are the same; in contrast to the 61% of the participants think the opposite. 5% of the participants gave other answers such as *sometimes* and *it depends*.

Fig 38 Pre W.W Q Question C.1 reasons



Among the participants' reasons why writing and composing are (or not) the same, 45% said that composing involves the process of creating, 9% of the participants said that composing has an order and 10% of them that composing was expressing you opinions. 13% of the participants gave other reasons as 22% stated unclassifiable answers.

Question C.2 Pre writing workshop questionnaire and C.1post Writing Workshop questionnaire: ¿Qué se necesita para poder escribir?

Fig 39. Pre W.W Q Question C.2

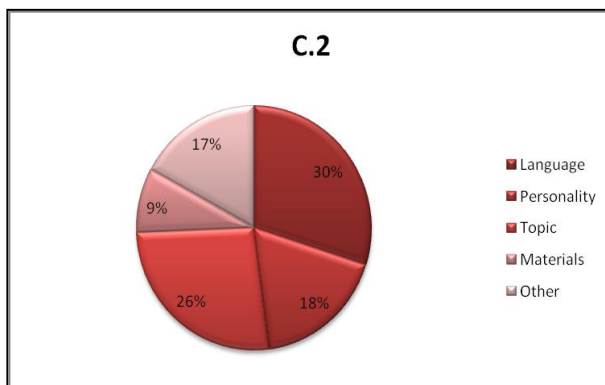
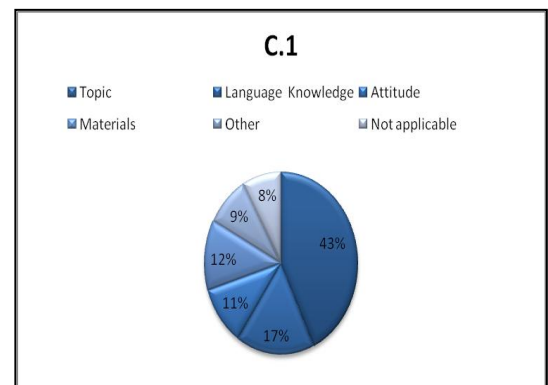


Fig 40. Post W.W Q question C.1



In the PRE WWQ 30% of the participants' answers were related to the language (orthography and vocabulary among others). 43% of the participants of the POST WWQ said that language knowledge was needed when writing. 18% of the participants of the PRE WWQ highlighted elements related to the writer's personality, while 11% of the POST WWQ did it with attitudes. 26% of the participants of the PRE WWQ stated that, for writing, it was necessary to have a topic. The use of materials was also present among the participants' answers; in the PRE WWQ 9% of the sampling mentioned this item while 12% did in the POST WWQ 17 % of the participants stated other answers classified as "others" in the PRE WWQ and 8% in the POST WWQ.

Question C.3 Pre writing workshop questionnaire and C.2post Writing Workshop questionnaire: ¿Cuáles son las características de un buen escritor?

Fig 41. Pre W.W Q Question C.3

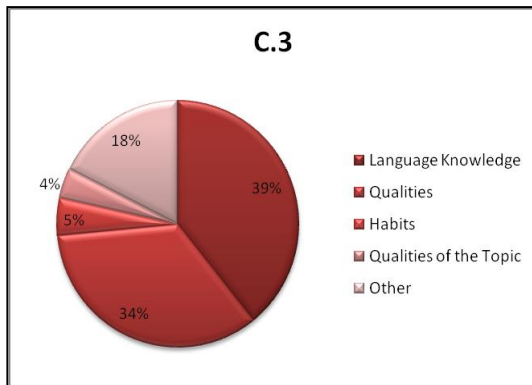
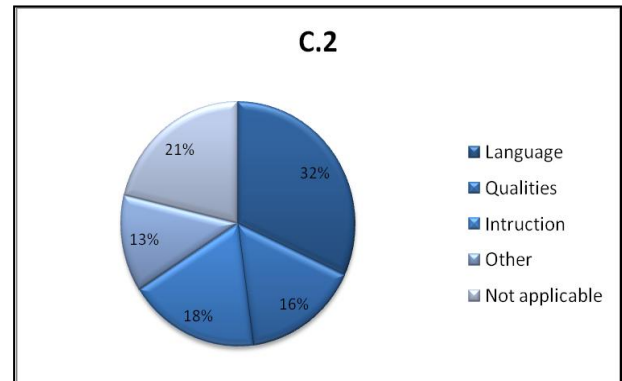


Fig 42. Post W.W Q question C.2



As shown in figure 41, 39% of the answers in the PRE WWQ were related to Language Knowledge, the participants refer the use of a correct spelling and lexis. 32% of the participants of the POST WWQ stated that a good writer was able to use the language correctly. Intelligence, creativity and imagination are qualities the participants highlighted in the 34% of the answers in the PRE WW Q and 16% of the POST WWQ. Figure 42 shows that 5% of the participants declared that having good habits in writing is a characteristic of good writer and 4% of the participants mentioned the quality of the writing and how important is to take the audience into account. On the other hand, 13% of the sampling in the POST WWQ mentioned that good writers were also characterized by their instruction. Miscellaneous responses represent the 18% of the participants' answers in the PRE WWQ and 13% in the POST WWQ while 21% are the not applicable answers in the latter questionnaire.

Question C.4 Pre writing workshop questionnaire and C.3 post Writing Workshop questionnaire: ¿A algunas personas ser les facilita mas escribir que a otras? Si o no ¿por qué?

Fig 43. Pre W.W Q Question C.4

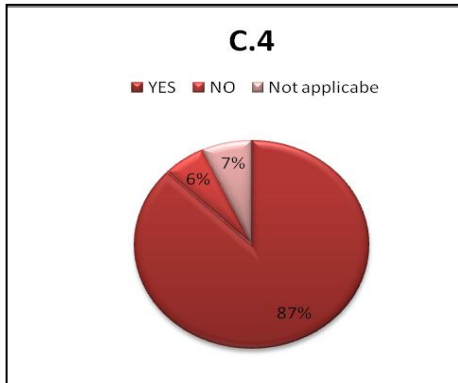
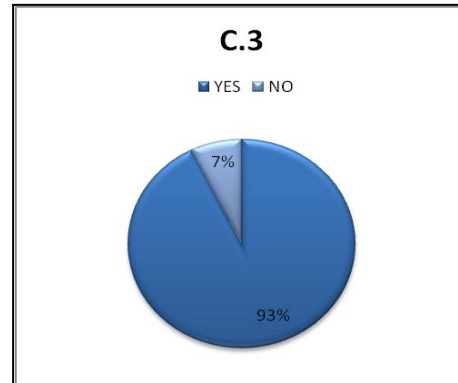


Fig 44 Post W.W Q question C.3



In

the
Yes/No

question calculation 87% of the participants (PRE WWQ) and 93% (POST WWQ) said YES, while 6% (PRE WWQ) and 7% (POST WWQ) said NOT. In the PRE WWQ 7% of the participants' responses was not applicable.

Fig 45. Pre W.W Q Question C.4

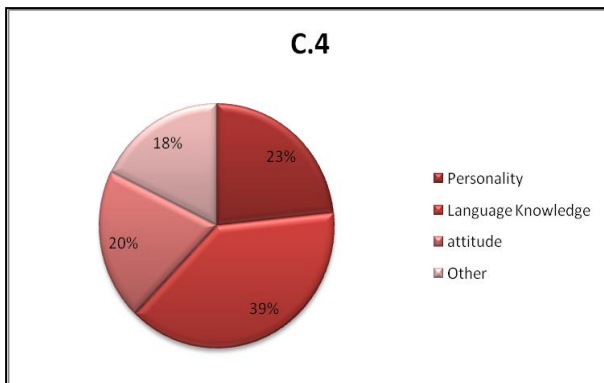
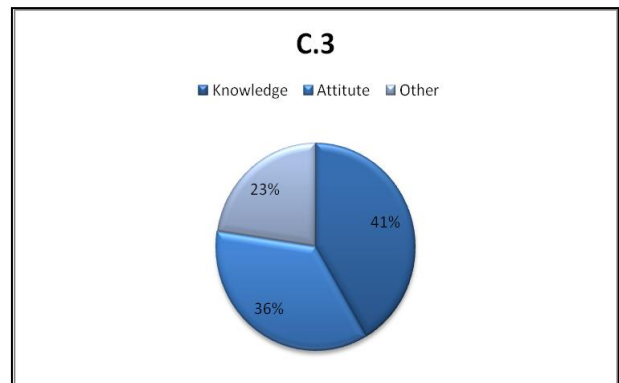


Fig 46. Post W.W Q question C.3



23% of the participants (PRE WWQ) highlighted the good writers' personality qualities as a reason why some people find it easier to write a text. 20% of the participants in the PRE WWQ and 36% in the POST WWQ said the writers' attitude as a factor that facilitates writing. 39% of the sampling in the PRE WWQ and 41%

in the POST WWQ mentioned that those who are better at writing have a superior knowledge than those who are not. Other responses are 18% in the PRE WWQ and 23% in the POST WWQ.

Question C.5: (Only present in the Pre Writing Workshop questionnaire)

¿Se necesita tener un talento especial o estar inspirado para poder escribir?

Fig 47. Pre W.W Q question C.5

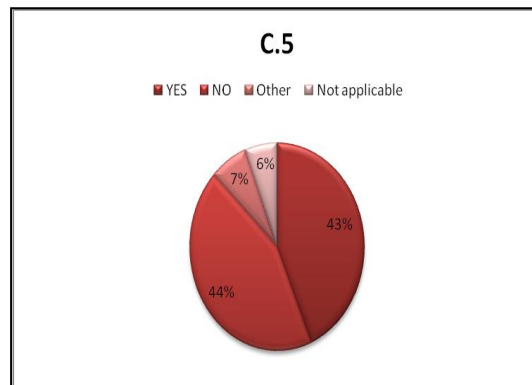


Fig 47 shows that 43% of the participants think that it is necessary to be talented or inspired to write while 44% of them think the opposite; on the other hand, 7% of the participants expressed other answers whereas 6% of their answers were not applicable

Fig 48. Pre W.W Q Question C.5

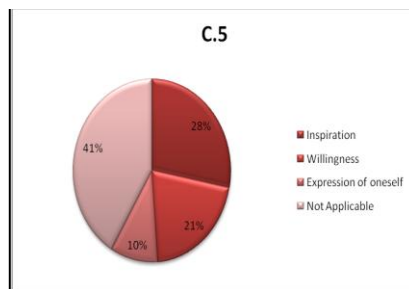
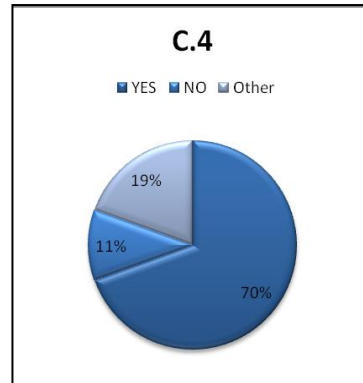
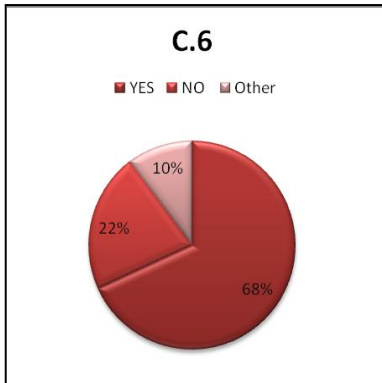


Figure 48 shows that 28% of the answers are devoted to the importance of the inspiration in writing. 21% to the willingness to write, 10% to the expression of oneself and 41 % of the answers were not applicable

Question C.6 Pre writing workshop questionnaire and C.4 post Writing Workshop questionnaire: ¿Te gusta escribir? Si o no ¿Por qué?

Fig 49. Pre W.W Q Question C.6

Fig 50. Post W.W Q question C.4



Figures 49 and 50 show that the participants' answers to the question are similar, since YES was written by 68% of the participants of the PRE WWQ and by 70% of them in the POST WWQ. On the other hand, NO was chosen by 22% of the participants in the PRE WWQ and 11% in the POST WWQ. Other answers are 10% in the PRE WWQ and 19% in the POST WWQ.

Fig 51. Pre W.W Q question C.6

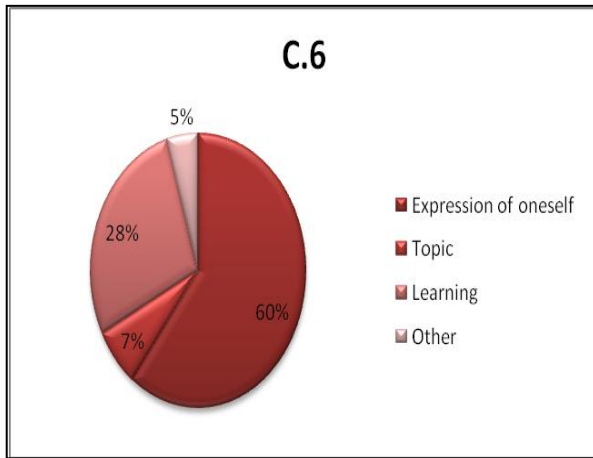
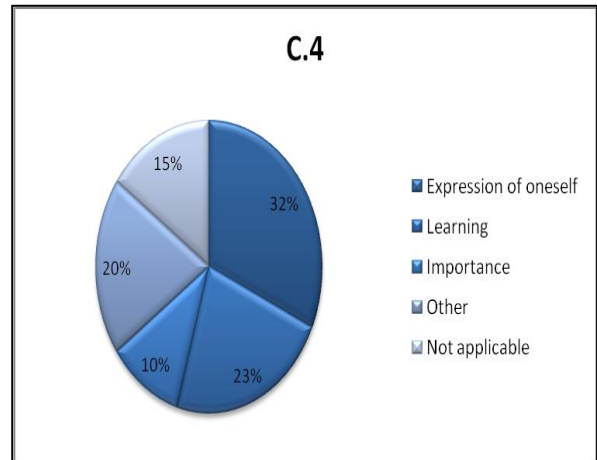


Fig 52. Post W.W Q question C.4



60% of the participants of the study in the PRE WWQ and 32% in the POST WWQ stated they liked writing because they were able to express themselves. The participants also declared that they liked writing because they could learn more; consequently, 28% in the PRE WWQ and 23% in the POST WWQ of the participants' responses were related to learning. 7% of the participants indicated that they liked writing depending on the topic they were asked to write about. 10% of the sampling said that writing was important in life. The heterogeneous answers (others) were 5% in the PRE WWQ and 20% in the POST WWQ in the latter questionnaire, 15% of the answers were not applicable.

Question C.7 Pre writing workshop questionnaire and C.5 post Writing Workshop questionnaire: ¿Cómo te describirías como escritor?

Excelente () Bueno () regular () Malo ()

Fig 53. Pre W.W Q question C.5

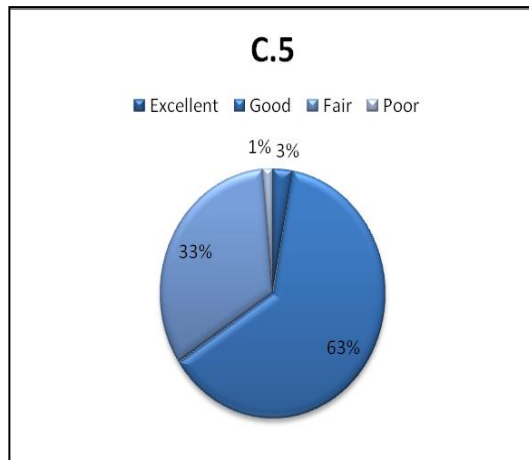
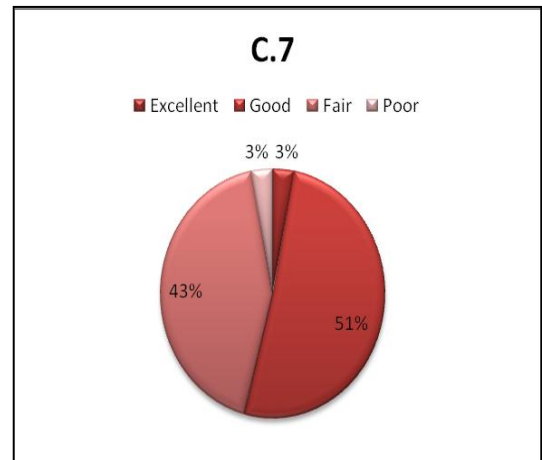


Fig 54. Post W.W Q question C.7



As shown in figures 53 and 54, 3% of the participants described themselves as excellent writers in both questionnaires, 41% in the PRE WWQ and 33% in the POST WWQ, consider themselves good writers while the ones who think they are fair writers are 3% in the PRE WWQ and 1% in the POST WWQ self-called poor writers represent 3% of the sample in the PRE WWQ and 1% in the POST WWQ.

Question C.8 Pre writing workshop questionnaire and C.6 post Writing Workshop questionnaire: ¿Te gusta escribir en español? ¿Por qué?

Fig 55. Pre W.W Q Question C.8

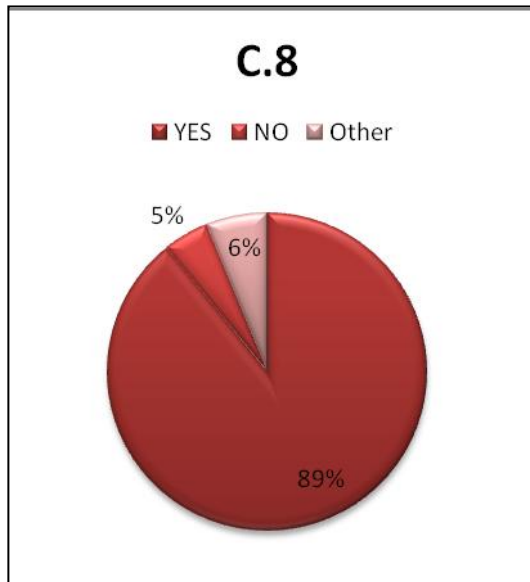
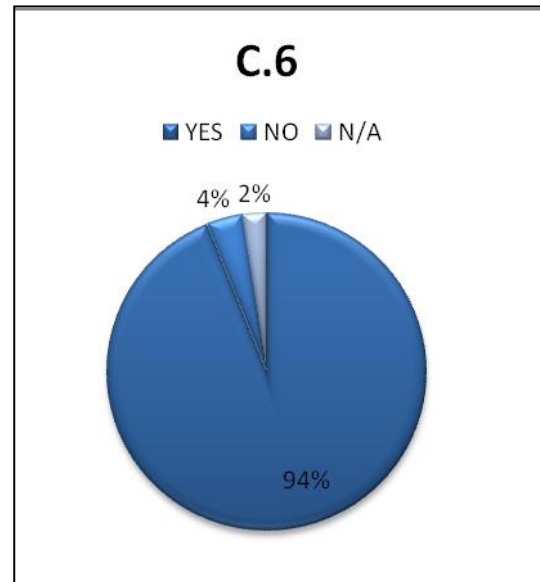


Fig 56. Post W.W Q question C.6



As shown in figures 55 and 56 most of the participants they liked 89% in the PRE WWQ and 94% in the POST WWQ declared they liked writing in Spanish; in contrast, the ones who said they did not like writing are 5% in the PRE WW Q and 4% in the POST WWQ 6% of the participants of the PRE WWQ stated other answers such “it depends” or “sometimes”, while 2% of the answers in the POST WWQ were classified as not applicable since they did not make sense with the question.

Fig 57. Pre W.W Q Question C.8

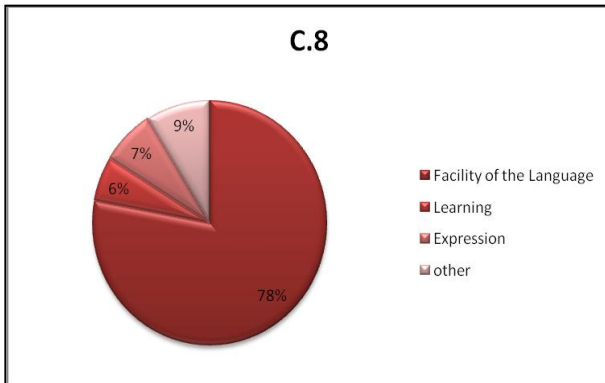
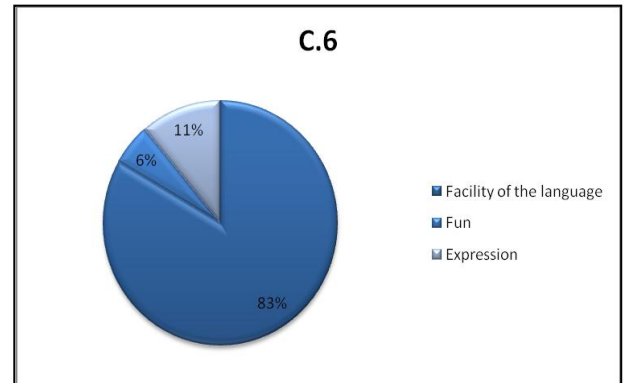


Fig 58. Post W.W Q question C.6



78% of the sample population in the PRE WWQ stated they liked writing in Spanish because it was easier for them to understand; while 83% of the participants declared so in the POST WWQ. In the PRE WWQ, 6% of the participants explained that they liked writing because they could learn more while 6% of them in the POST WWQ admitted they liked it because it was fun to write. 7% of the participants' responses in the PRE WWQ and 11% in the POST WWQ were related to using writing as a instrument to express themselves. The misscellaneous answers represent 9% of the participant' response in the PRE WWQ.

Question C.9 Pre writing workshop questionnaire and C.7 post Writing Workshop questionnaire: ¿Qué te gusta escribir?

Fig. 59 Pre W.W Q Question C.9

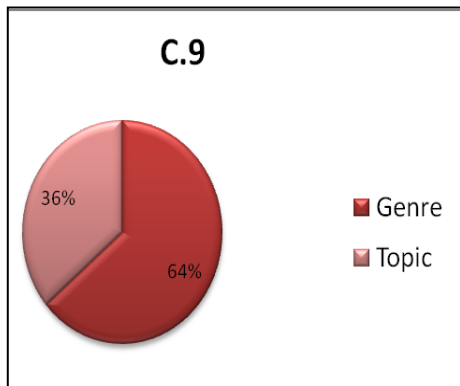


Fig. 61 Post W.W Q Question C.7

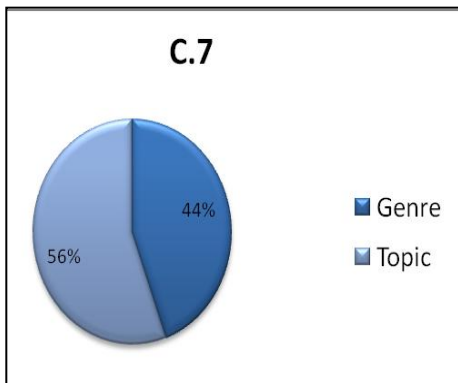


Fig. 60 Pre W.W Q Question C.9

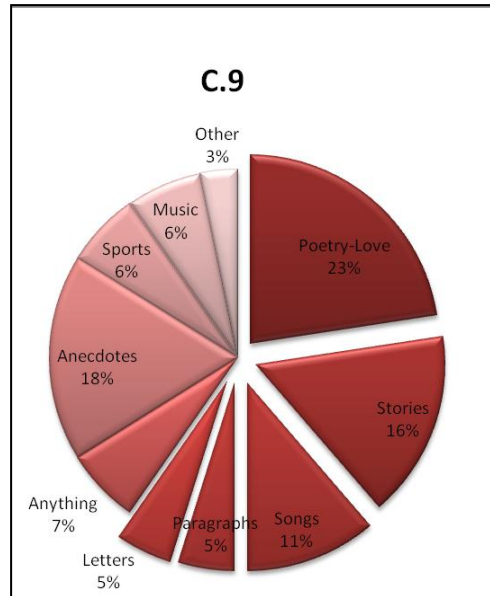
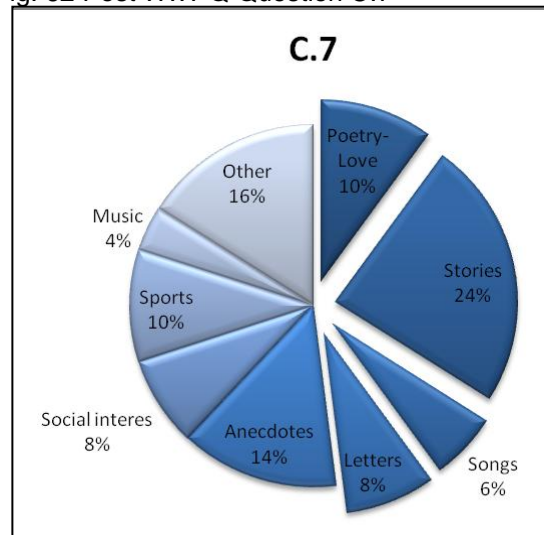


Fig. 62 Post W.W Q Question C.7



Figures 59 and 61 show the percentage of the participants' answers classified in Gender and Topic. On one hand, Gender is present in 64% of the participants' responses in the PRE WWQ and 44% in the POST WWQ. On the other hand, the

36% of the answers in the PRE WWQ and 56% in the POST WWQ are related to the topic.

In gender there were found answers such as Poetry (23% in the PRE WWQ and 10% in the POST WWQ); Stories (16% in the PRE WWQ and 24% in the POST WWQ); Songs (11% in the PRE WWQ and 6% in the POST WWQ); Paragraphs (5% in the PRE WWQ); and Letters (5% in the PRE WWQ while 8% in the POST WWQ)

The participants' answers related the topic are Anecdotes (18% in the PRE WW Q and 14% in the POST WWQ); Sports (6% in the PRE WWQ and 10% in the POST WWQ), Music (6% PRE WWQ and 4% POST WWQ). 7% of the participants of the PRE WWQ declared they liked to write about anything and 8% of them in the POST WWQ said they liked writing about social topics. The unclassifiable answers in the topic section (other) are 3% in the PRE WWQ and 16% of the POST WWQ.

Question C.8: (Only present in the Post Writing Workshop questionnaire):

“En cuáles clases se practican la escritura en español? ¿Qué escriben?”

Fig. 63 Post W.W Q Question C.8

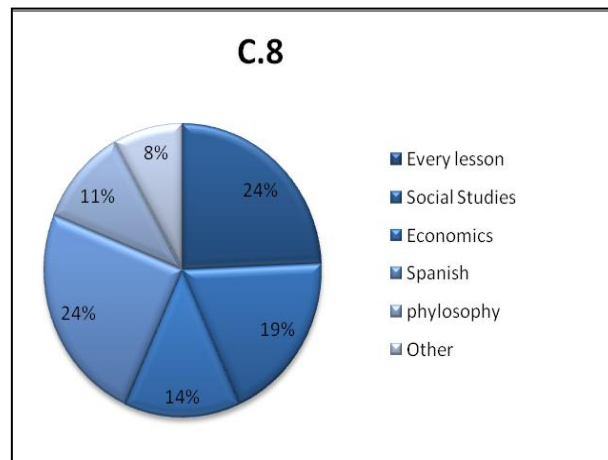
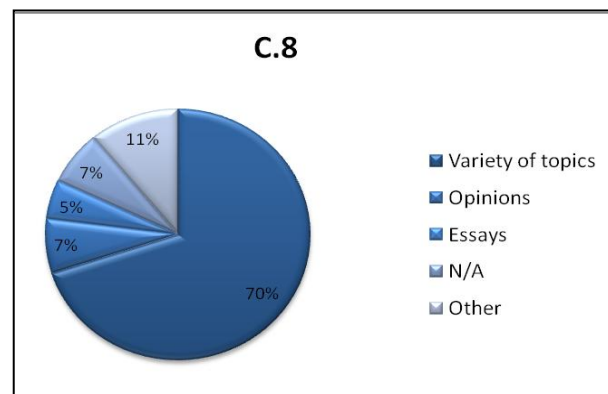


Figure 63 shows that 24% of the participants declared they practiced the Spanish Writing in every lesson while 19% said they wrote in Spanish in social studies, 14% in economics, 24% in Spanish, 11% in philosophy and 8% of them affirmed they practiced Spanish writing in other subjects such as Ethics and Chemistry.

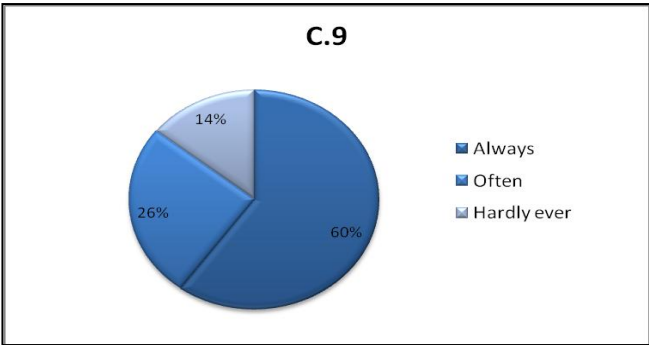
Fig. 64 Post W.W Q Question C.8



A vast majority of the participants (70%) literally stated that they wrote in Spanish about a many variety of topics, other students were more specific when answering this question, 7% of them declared, they were asked to write their opinions about a topic and 5% said they wrote essays in their L1 classes. Not applicable answers in this question were 7% and 11% were related to other kinds of texts such as theories and thesis.

Question C.9: (Only present in the Post Writing Workshop questionnaire):
“Qué tan a menudo escribes en español?”

Fig. 65 Post W.W Q Question C.9



The participants' multiple answers to this question were classified into three main categories which are Always that represents 60% of the population's responses; Often 26% and hardly ever 14%.

5.5.4 PARTICIPANTS' FOLDERS

This section shows the analysis of the content of the participants' folders and their performance in the lessons.

5.5.4.1 Analysis of the content of the participants' folders

Figure 66 Writing Workshop and Integrated Skills in the participants' folders

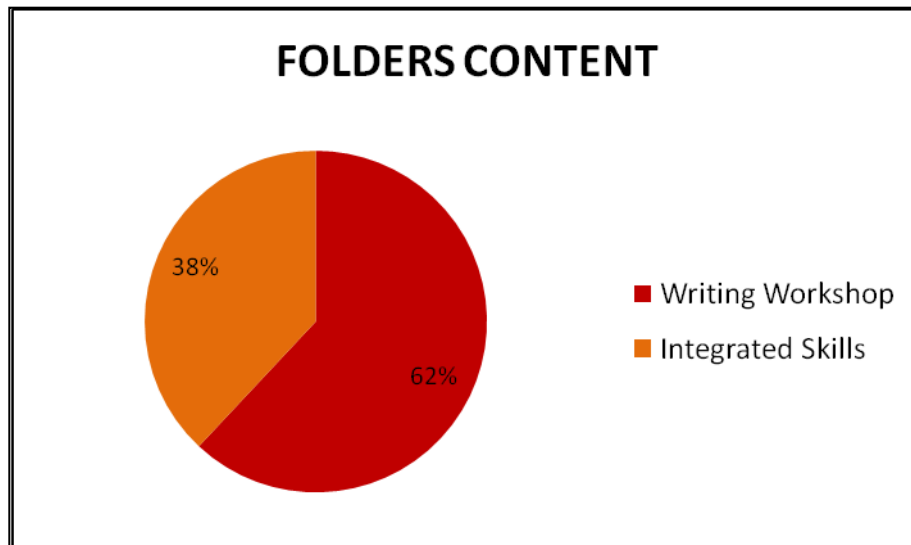


Figure 66 shows that 62% of the content of the folders was related to the development of the Writing Workshop while, 38% percent is related to the integrated skills. As a matter of fact, the Writing Workshop was extensively developed by the teacher researchers as noticed in this analysis. (See Appendix 13)

The analysis of the content of the folders related to the integration of skills shows that it was done by going from a receptive skill (reading and listening) to a productive skill (speaking and writing) as shown in the figure below:

Fig 67 integration of skills in the English class

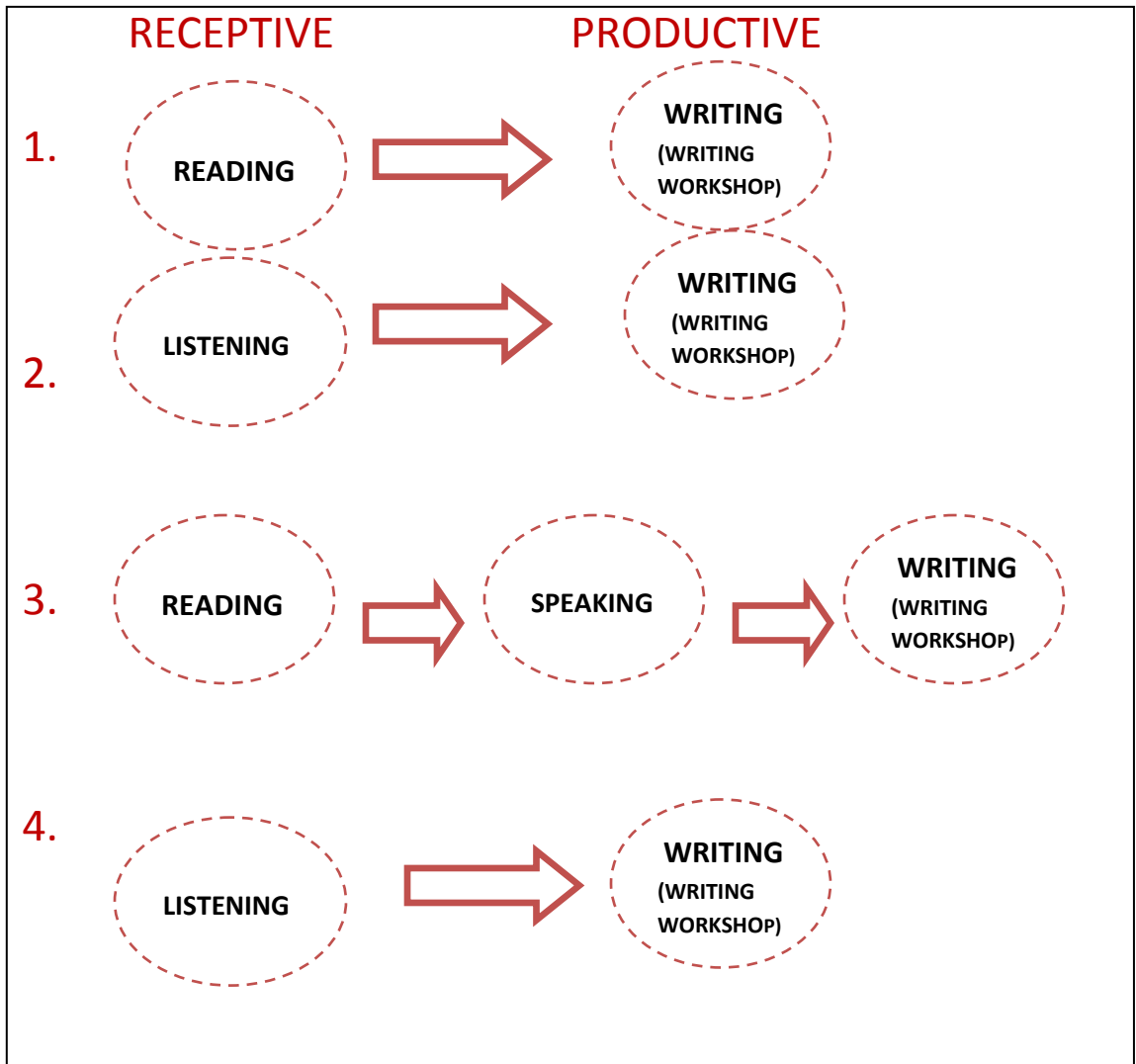


Figure 67 shows how the integration of skill was done in the English class. In the first lesson, the participants were exposed to reading and ended up in the development of the Writing Workshop. In the second lesson, participants went from

Listening to Writing (Writing Workshop); in the third, the participants were exposed to three skills, the lesson had students go from reading to speaking to writing (Writing Workshop). In the fourth lesson the participants moved from listening to writing (Writing Workshop).

5.5.4.2 Participants' performance in the lessons.

When color coding the content of the participants' folders, it was analyzed the participants' performance in the Writing Workshop and Integration of skills.

Students' performance in the Writing Workshop

Fig 68 participants' development in the writing workshop



The analysis of the folders shows that 89% of the activities related to the Writing Workshop were developed while 11% were not. The following figures show the participants' performance in each stage the Writing Workshop.

Stages of the writing workshop

Fig 69 Pre-writing stage in the participants' folders

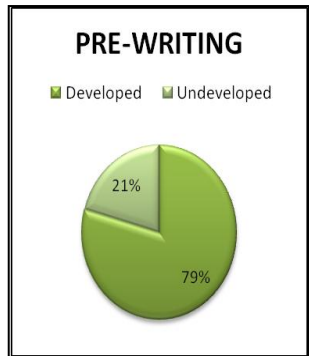


Fig 70. Drafting stage in the participants' folders

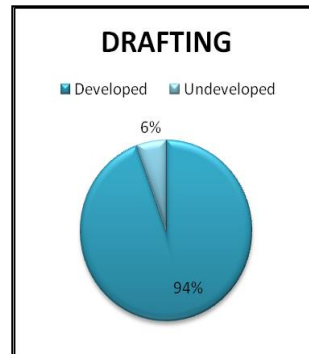


Fig 71. Sharing step in the participants' folders

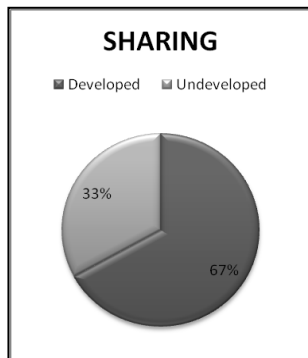


Fig 72. Revising step in the participants' folders

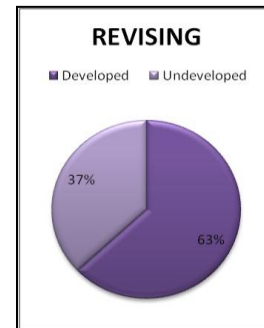
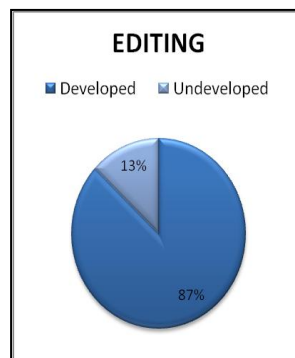


Fig 73. Editing step in the participants' folders



As shown in figure 69, 79% of the activities in the pre-writing stage were developed the while 21% of them were not. Next, Figure 70 shows that 94% of the activities in the drafting stage were developed while 6% were not. In the sharing stage (figure 71), the activities developed where 67% in contrast to the 33% that were not. In the revision stage (figure 72) 63% of the activities related to the of the revision were developed while 37% were not. Figure 73 shows that 87% of the activities of the editing stage in the participants' folders were developed while 13% were not. This analysis indicates that among all the stages of the writing workshop drafting was the most developed while revising was the least.

Students' performance in the integration of skills

Concerning students' performance in the integration of skills the analysis shows that most of them accomplished the activities as shown in figure 74.

Fig 74. Participants' performance in integrated skills

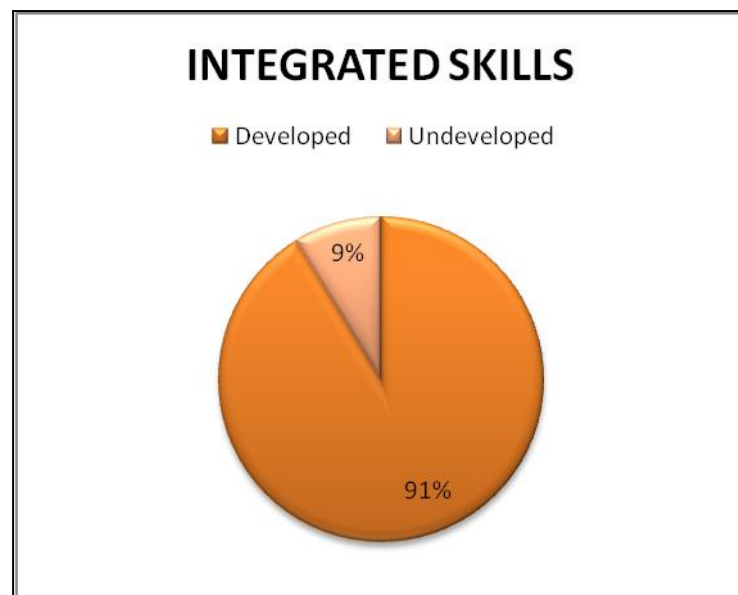


Fig 74 shows that 91% of the activities aimed to integrate skills in the class were completed by the participants whereas 9% were not.

Comparing the results of the analysis of the writing workshop and integration of skills, the figures 68 and 74 indicate that the activities aimed to integrate skills were about 2% more developed than the activities of the Writing Workshop.

CONCLUSION

The three major areas of concern were found in the tenth grade English classes, before implementing the Writer's/Writing Workshop: One classes being based on a teacher centered model, two a lack of integration of skills in the teaching of English and an absence of student interaction in the L2.

When trying to improve tenth graders' writing skills through the implementation of the Writer's/Writing Workshop along with the integration of skills while enhancing students' interaction with group work. The teacher-researchers found participants had many difficulties at the time of writing since the beginning of the Writer's/Writing Workshop. It was difficult for the participants to change the idea of what writing meant; they considered writing a product rather than a process. In addition, their English knowledge was not in the level it was supposed to be according to the Colombian Curricular Standards. During the implementation of the Writing Workshop the teacher-researchers came across with different participants' weaknesses not only in writing but also in the other skills since they demonstrated lack of comprehension abilities, grammar and vocabulary usage. This may be due to deficient input of the L2 they received prior Writing/writers' workshop implementation; as Myles states "writers need to receive adequate L2 input in order to form new hypotheses about syntactic and rhetorical forms in the target language. If students are not exposed to native-like models of written texts, their errors in writing are more likely to persist".

Based on the data analysis, it showed that teacher researchers devoted quality time to the implementation of the Writing Workshop. Thus, analysis demonstrated that most of the class time was dedicated to Pre-writing and drafting while revising and editing was devoted less time. In the Pre-writing stage Participants had many difficulties when generating ideas which slowed down the process of writing. This difficulty may be due to the lack of opportunities students have to express

themselves, which made this stage a new experience for them. When drafting, it was noticed that the participants struggled with sentence structure consequently, paragraph structure was poorly developed. The cause of this might be the deficient input they have received throughout their English learning class. Additionally, Sharing (peer feedback) step was not mastered by the participants of the study since it requires them to know about writing conventions such as spelling, punctuation, grammar and usage.

One of the most important things necessary to make the Writing Workshop succeed is the realization of the mini-lesson. Although the literature discussed a 5 to 15 minutes mini-lesson, nevertheless, these participants needed more time than 15 minutes since their English level was basic. Thus, the mini-lesson was extended 30 more minutes.

The teacher researchers also dealt with time constraints due to the fact, that this was a public school. For this reason, classes were constantly interrupted by teacher's meetings, strikes in which students most of the time had to leave the school earlier, and special school events which prevented the workshop to take place.

Based on the results obtained from the Pre and Post Writing Workshop sample, the teacher- researchers found that the participants improved their writing skills when using mechanics, sentence and paragraph structure, and content. Most of the participants realized that before start writing, a Pre-writing stage was necessary as seen in the results of the Post-Writing samples. According to the post sample questionnaire, participants declared that writing was the activity they liked in the most in the English class among group work, posters, reading and listening. The teacher researchers also found this writing program to be great at developing skills in the writers; it also allowed participants to be part of a new process where writing is seen as a process not as a product.

Participants were engaged in all the activities regarding the integration of the skills. The teacher-researchers taught participants' English class where they had the possibility to go through each skill improving their English proficiency. During the whole process it was seen that integrating all four English skills really enhanced the development of writing since participants were doing meaningful activities such as readings and listening in which the final goal was writing. As Oxford states, the integration of other skills is possible by using the appropriate tasks though the focus of the class is just on a skill (1).

After analyzing the data collected from the questionnaires samples, participants showed a good attitude towards writing; they believed writing was important to express themselves. Moreover, they manifested they liked writing about their personal lives, experiences, and anecdotes. Calkins states that when students are permitted to write about their own experiences, they develop confidence because their voice is heard through their writing. (qtd. in Thompson 63).

To raise participants' interest towards the class, the teacher researchers developed different activities with the purpose of reducing stress and keeping the participants' affective filter low. When doing so, there was not class hierarchy as a result; participants received feedback with a good attitude as they were not predisposed.

One of the techniques used to promote interaction and development of skills was group work. When participants worked in groups not only improved their communicative skills but also learnt to achieve a task. The teacher-researchers benefited from it because it was a great way to manage the classroom and created an enjoyable atmosphere between the teachers and students. Conversely, due to the implementation of the Writer's/Writing workshop, participants had to work individually most of the time so activities involving group work were not frequently carried out.

In conclusion, the Writer's/Writing Workshop is an approach that helps students improve their writing skills. It is designed to emphasize the act of writing itself since

each student spends most of their time working on their papers. Moreover, it allows the integration of the four skills and promotes critical thinking. Although Writing is one of the most relegate skills by teachers since it is time-consuming and demands a lot of effort from both, student and teacher, teachers should teach students the importance of learning to write, and how it is essential to meet the demands of the current world. As Zinsser declares: “Contrary to popular belief, writing isn’t something that only “writers” do; writing is a basic skill for getting through life” (qtd. in Peha)

LIMITATIONS OF THE STUDY

Time was one of the limitations of the study. The length of the study was intended to be four (4) months. However, due to different reasons such as the school calendar, extracurricular activities and strikes, the time spent in the study was shorter (two months) thus the teacher-researches had to adjust the lesson plan.

Another limitation was the class size; conferencing with every student was very time consuming as well as revising. It was complicated for the teacher-researches to devote quality time helping and guiding the participants during the writing process.

RECOMMENDATIONS

To promote a great implementation of the Writer's workshop the teacher- researchers have some recommendations to others wishing to implement the same program: One of the most important things necessary to making the Writer's Workshop a success with students, is finding time to devote in each stage of the program. The teacher-researches suggest to implement the Writing Workshop by dividing its stages within a school year.

Due to the large class size, the teacher-researches also consider relevant to use school volunteers to help students along with different stages of their writing process and keep writers moving through the Writing Workshop.

One of the most problematic situations when starting to write was the absence of materials; some of the participants did not take their school supplies with them causing a waste of time and impeding students to stay focused. For this reason, make sure that students have their materials ready before starting to write.

As the implementation of the writing Workshop has been done in the EFL context, the use of dictionaries is essential so, training students on the correct use of it will help them be familiar with the grammar and information coded.

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APPENDIX 1

UNIVERSIDAD INDUSTRIAL DE SANTANDER - ENGLISH TEACHING PROGRAM




NAME: _____ GRADE: _____ DATE: _____

Write about a topic that is interesting for you or something that you really like doing.



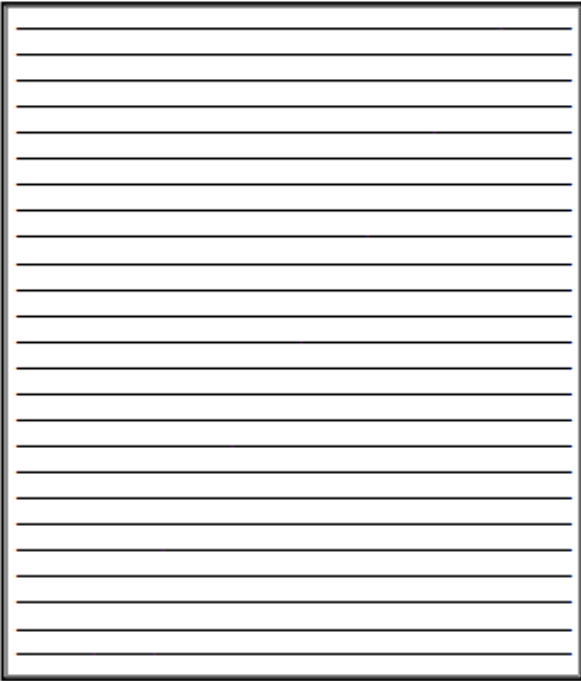
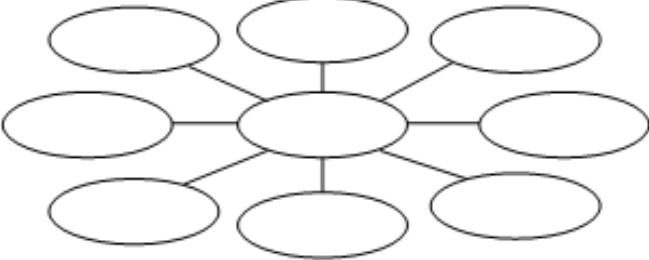

Lined writing area for the student's response.

APPENDIX 2


UNIVERSIDAD INDUSTRIAL DE SANTANDER - ENGLISH TEACHING PROGRAM 

NAME: _____ GRADE: _____ DATE: _____


Write about a topic that is interesting for you or something that you really like doing.



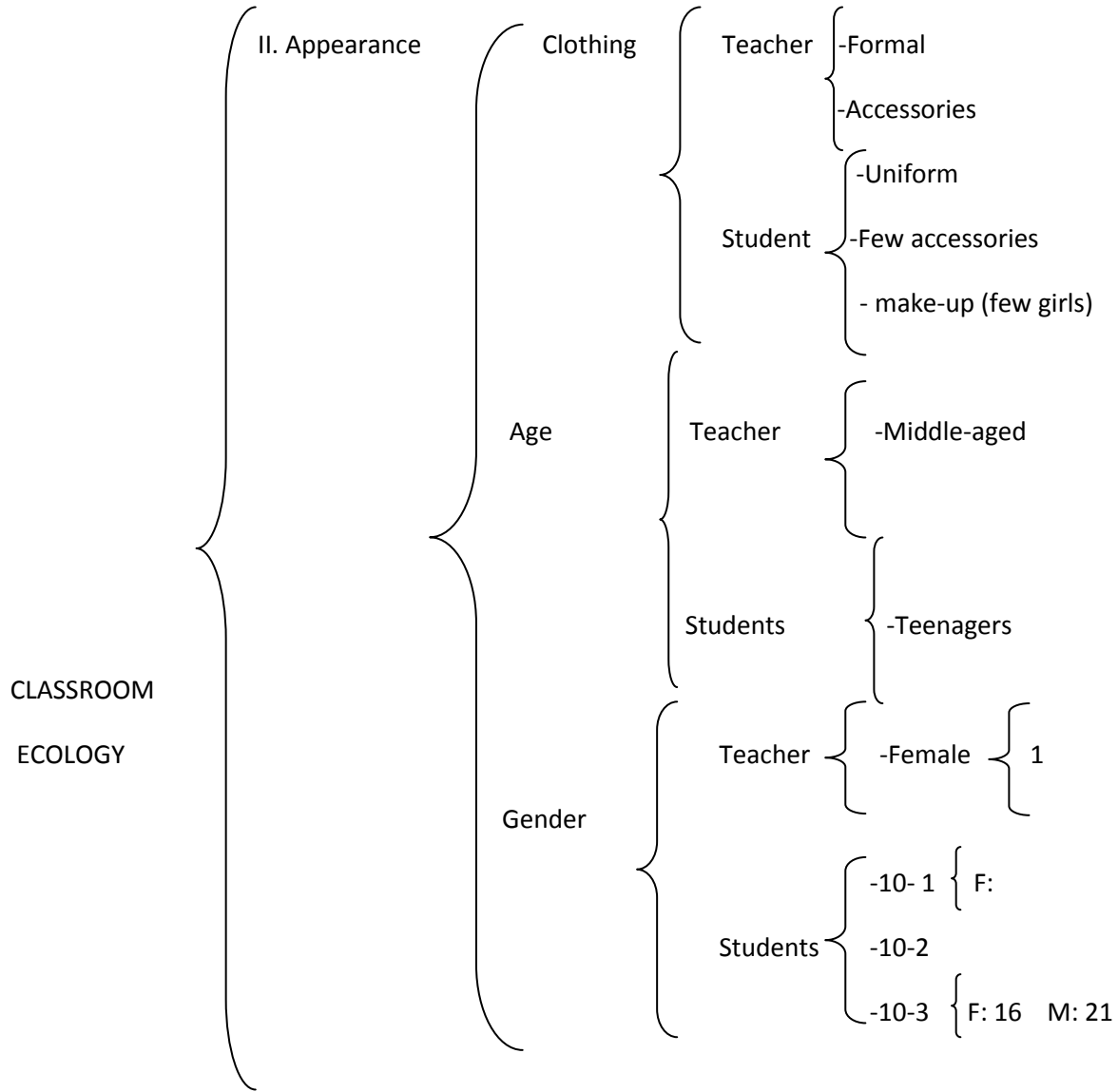
APPENDIX 3

<p>UNIVERSIDAD INDUSTRIAL DE SANTANDER - ENGLISH TEACHING PROGRAM</p>  <p>CUESTIONARIO POST-ESCRITURA</p> <p>GÉNERO: _____ EDAD: _____ GRADO: _____</p> <p>I. Responde las siguientes preguntas.</p> <p>A. Con respecto a lo que acabas de escribir</p> <p>1. ¿Qué hiciste antes de ponerte a escribir el párrafo?</p> <p>_____</p> <p>2. ¿Qué decisiones tomaste mientras escribías el párrafo?</p> <p>_____</p> <p>3. ¿Usaste alguna ayuda para escribir?</p> <p>-Diccionario () -Compañero () -Otro _____</p> <p>-Apuntes () -Profesor ()</p> <p>B. Con respecto a tu clase de inglés</p> <p>1. ¿Qué actividades de inglés hiciste durante el primer periodo de este año?</p> <p>_____</p> <p>2. ¿Qué actividades de la clase de inglés del primer periodo te gustaron más?</p> <p>_____</p> <p>3. ¿Qué actividades de escritura se desarrollaron durante el primer periodo?</p> <p>_____</p> <p>4. ¿Cómo te sientas cuando la/el profesor(a) dice "es tiempo de escribir"?</p> <p>_____</p> <p>C. Tus opiniones acerca de la escritura.</p> <p>1. ¿Crees que escribir y componer es lo mismo? Si o no, ¿Por qué?</p> <p>_____</p> <p>2. ¿Que se necesita para poder escribir?</p> <p>_____</p> <p>3. ¿Cuáles son las características de un buen escritor?</p> <p>_____</p> <p>4. ¿A algunas personas se les facilita más escribir que a otras? Si o no, ¿Por qué?</p> <p>_____</p> <p>5. ¿Se necesita tener un talento especial o estar inspirado para escribir? ¿Por qué?</p> <p>_____</p> <p>6. ¿Te gusta escribir? ¿por qué?</p> <p>_____</p> <p>7. ¿Cómo te describirías como escritor?</p> <p>Excelente () Buena () Regular () Mala ()</p> <p>¿Por qué? _____</p>

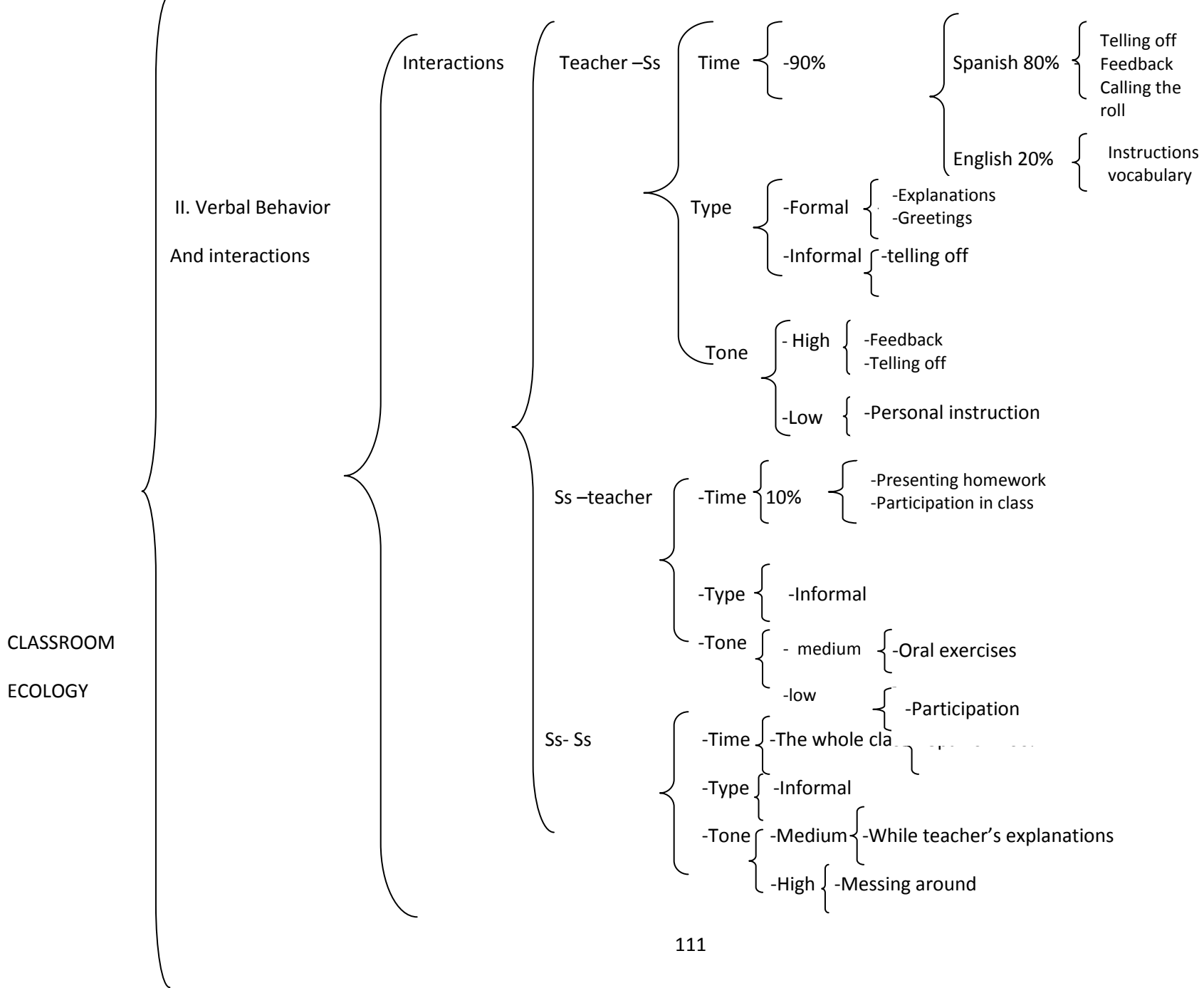
APPENDIX 4

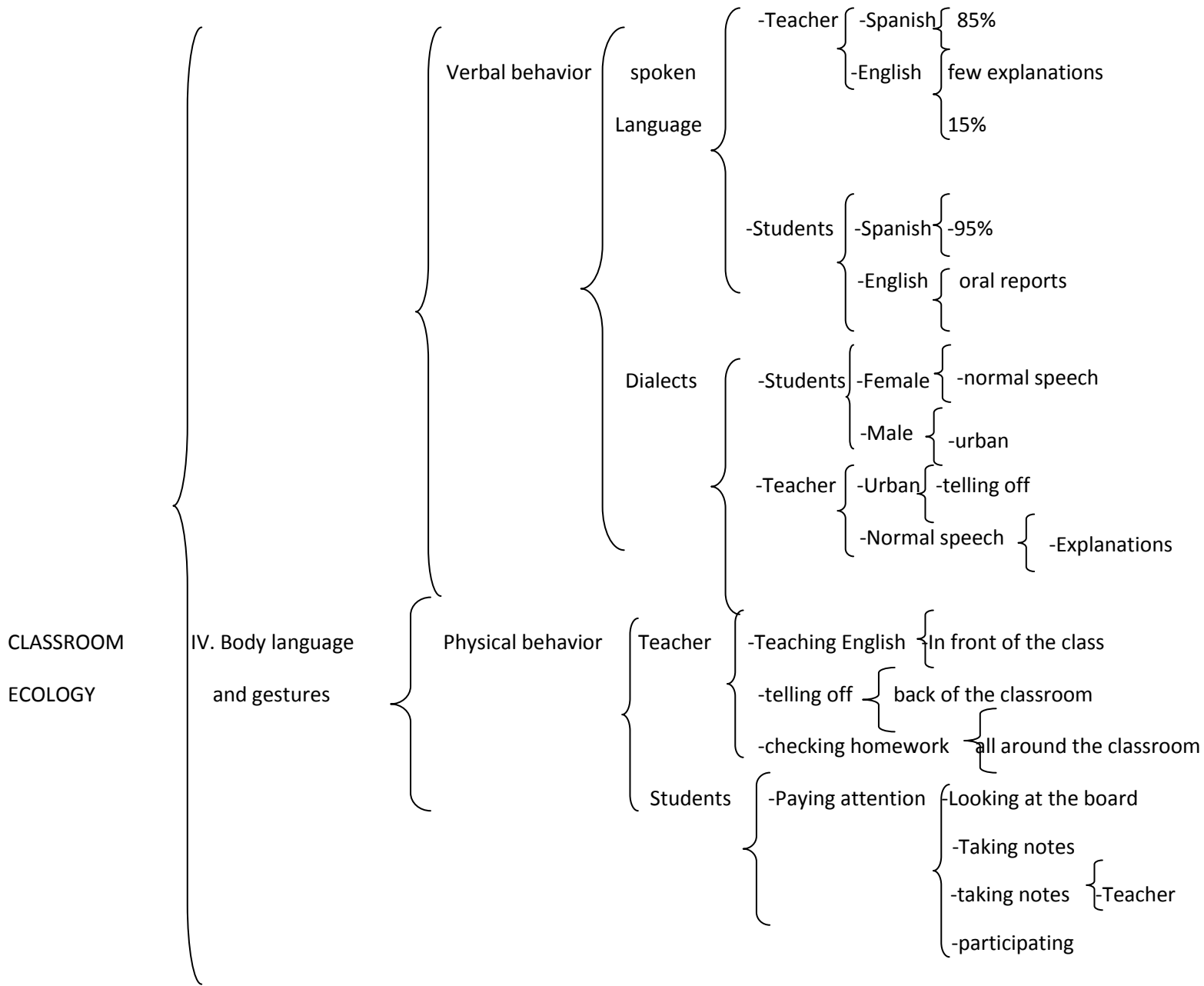
<p>UNIVERSIDAD INDUSTRIAL DE SANTANDER - ENGLISH TEACHING PROGRAM</p> <p>QUESTIONARIO POST-ESCRITURA</p> <p>GÉNERO: _____ EDAD: _____ GRADO: _____</p> <p>Responde las siguientes preguntas.</p> <p>A. Con respecto a lo que acabas de escribir</p> <p>1. ¿Qué hiciste antes de ponerte a escribir el párrafo?</p> <p>_____</p> <p>2. ¿Qué decisiones tomaste mientras escribías el párrafo?</p> <p>_____</p> <p>3. ¿Usaste alguna ayuda para escribir?</p> <p>-Diccionario () - Compañero () - Apuntes () - Profesor () - Otro _____</p> <p>B. Con respecto a tu clase de inglés</p> <p>1. ¿Qué actividades de inglés hiciste durante el segundo periodo con <u>UN SERVIDOR</u>?</p> <p>_____</p> <p>2. ¿Qué actividades de la clase de inglés del segundo periodo te gustaron más?</p> <p>_____</p> <p>3. ¿Qué actividades de escritura se desarrollaron durante el segundo periodo?</p> <p>_____</p> <p>4. ¿Cómo te sientes cuando el profesor dice que escribas el párrafo para tu artículo en la revista?</p> <p>_____</p> <p>C. Tus opiniones acerca de la escritura.</p> <p>1. ¿Qué se necesita para poder escribir?</p> <p>_____</p> <p>2. ¿Cuáles son las características de un buen escritor?</p> <p>_____</p> <p>3. ¿A algunas personas se les facilita más escribir que a otras? Si o no. ¿Por qué?</p> <p>_____</p> <p>4. ¿Te gusta escribir? ¿Por qué?</p> <p>_____</p> <p>5. ¿Cómo te describirías como escritor?</p> <p>Excelente () Bueno () Regular () Malo ()</p> <p>¿Por qué?</p> <p>_____</p> <p>6. ¿Te gusta escribir en español? Si o no. ¿Por qué?</p> <p>_____</p> <p>7. ¿Qué te gusta escribir?</p> <p>_____</p> <p>8. ¿En cuáles clases practican la escritura en español? ¿Qué escriben?</p> <p>_____</p> <p>9. ¿Qué tan a menudo escribes en español?</p> <p>_____</p>	
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TAXONOMIC ANALYSIS 1ST OBSERVATION

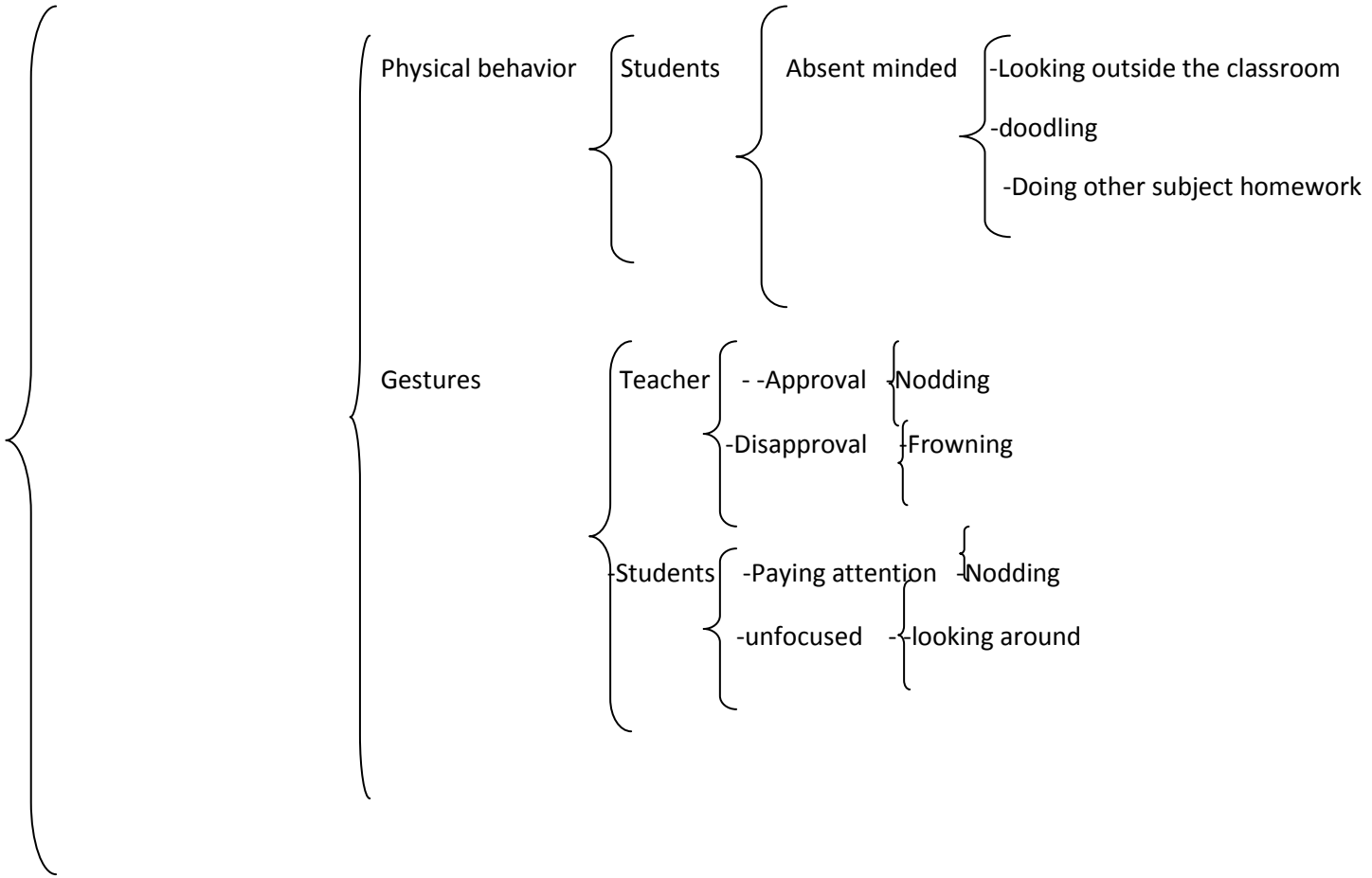


APPENDIX 5

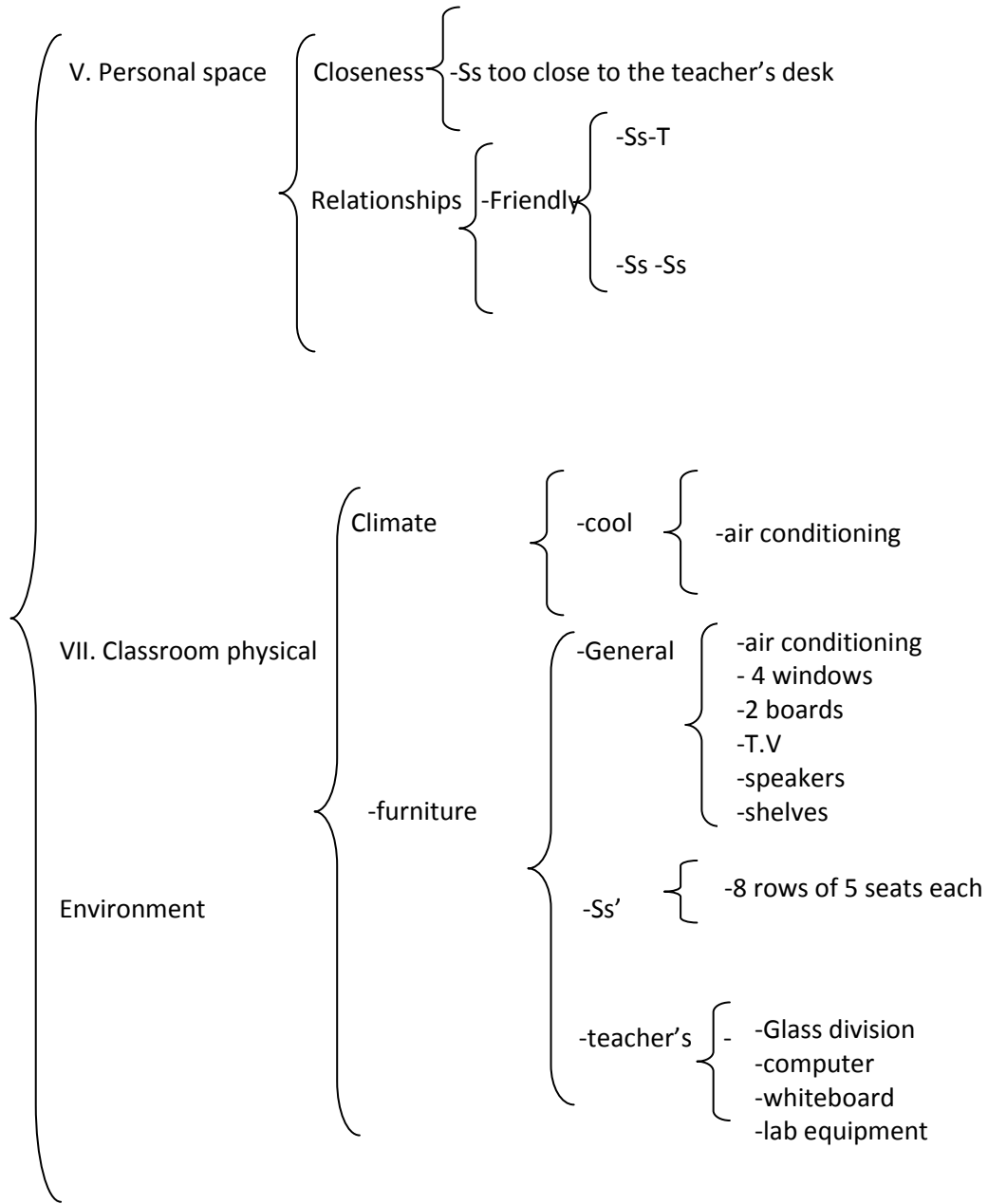




CLASSROOM
ECOLOGY



CLASSROOM
ECOLOG



CLASSROOM
ECOLOGY

VIII. Class content

Teaching Method

-Structuralism

- translation
 - grammar exercises
- multiple choice
-fill in the blanks

- Readings
- Questions

Teacher-centered

- lecturing
- Little Ss' output

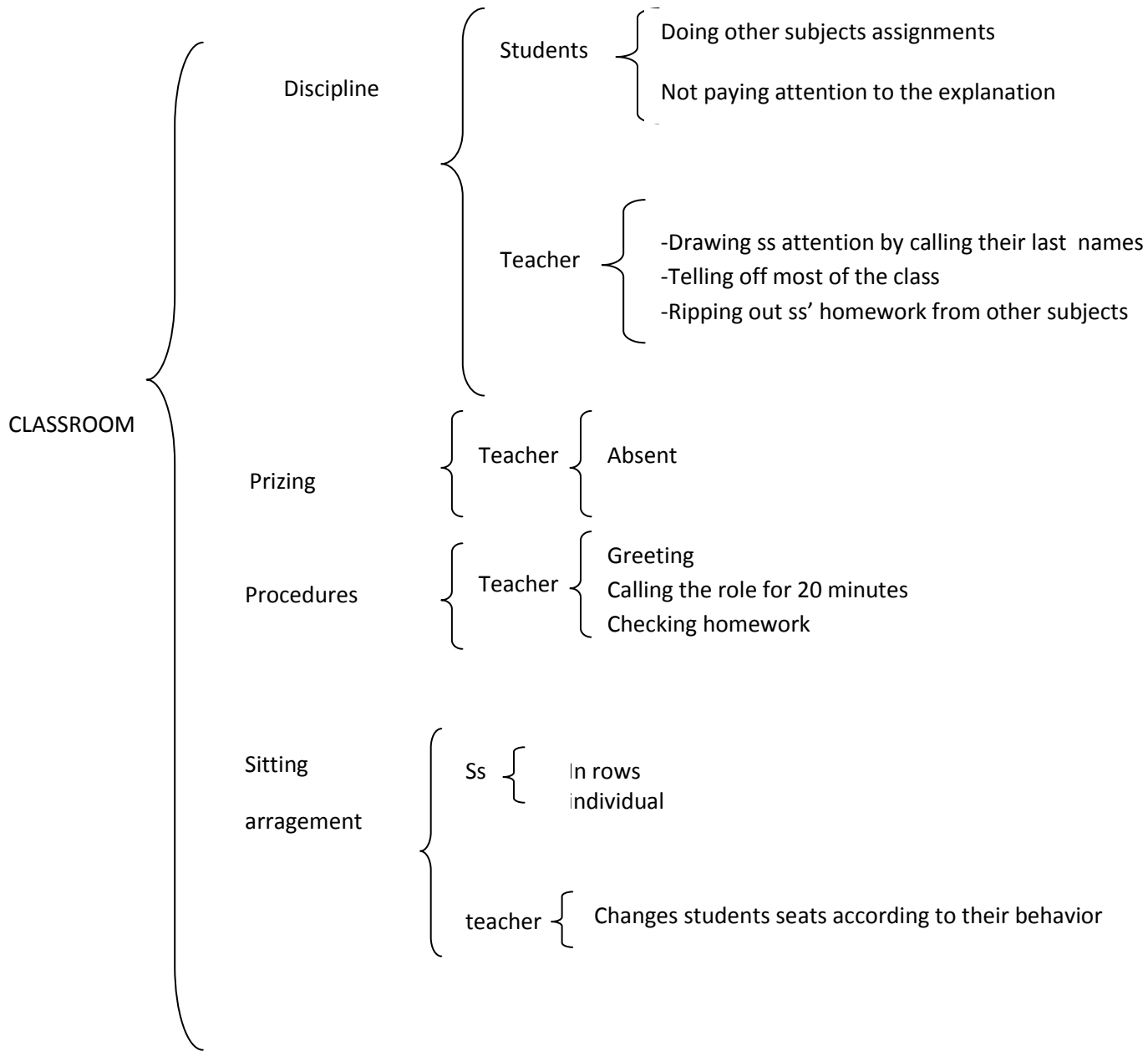
Language skills

Grammar { Emphasized

Reading { Emphasized on assessments

Listening { Once in the class

Speaking
writing { absent



APPENDIX 6

FIELD NOTES SAMPLE

Teacher is on time to start the class, teacher posts the agenda and students are writing the agenda on their notebooks.

To engage students on the topic for the class, Ss are shown some objects related to brands, Ss show interest on this new topic.

Ss listen attentively to the recording and they start doing the exercise related in their handouts.

Ss are asked to be in groups and pay attention to the teacher while some directions for the class are given.

Ss are given some instructions to start writing their introductory paragraph, Ss are paying attention to the teacher, and now they are trying to write.

Each one of the students in their groups tries to help each other when they do not know a word or when they need it.

Teacher helps Ss to write this paragraph since students lacked of English grammar knowledge and vocabulary.

Ss have the time to write but they struggle a lot since they do not know very much about English.

Though students know how to state their ideas in Spanish they do not know how to do it in English, so they ask their classmates, use their dictionaries or just ask the teacher.

Teacher explanation on how to do a paragraph in English is quite important, Ss now have a more clear idea about the way to do their paragraph

APPENDIX 7

UNIVERSIDAD INDUSTRIAL DE SANTANDER - ENGLISH TEACHING PROGRAM



NAME: [REDACTED]

GRADE: 10-3

DATE: April 19.

Write about a topic that is interesting for you or something that you really like doing.



My interesting is the music. For example
Wisin y Janelle, Sm Bandera, etc.
I like listen music in the night. My favorite
music is the reggaeton and

APPENDIX 7

UNIVERSIDAD INDUSTRIAL DE SANTANDER - ENGLISH TEACHING PROGRAM



NAME

[Redacted Name]

GRADE:

10-3

DATE:

19/10/10

Write about a topic that is interesting for you or something that you really like doing.



INTERESTING FOR ME

Reggaeton Music: My Favorite, my Singers Favorite:
Daddy Yankee, Don Omar, Wisin Y Yandel,

APPENDIX 8

FREE SAMPLE I	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	
COHERENCE	P	A	A	A	A	A			A	A	A	P	A	A	A	A	P	A	A	A	A	P	A	P	A	A	P	A	A	A	A	P	A	
COHESION	A	A	A	A	A	A			A	A	A	P	A	A	A	A	A	A	A	A	A	A	P	A	A	A	P	A	A	A	A	P	A	
TOPIC																																		
SENTENCE	P	P	A	P	P				A	P	A	P	P	A	A	P	P	A	P	P	P	P	P	P	P	P	P	P	P	P	P	P	A	
SUPPORTING DETAILS	P	A	P	A	A	A			A	A	A	P	A	A	A	A	P	A	A	A	A	A	P	A	A	A	P	A	A	A	A	P	A	
CONCLUDING SENTENCE	A	A	A	A	A	A			A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
S+V+C	P	P	A	A	A	P			P	A	P	P	A	A	P	A	P	A	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	
SPELLING	A	A	P	A	A				P	P	P	P	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
CAPITALIZATION	P	A	P	P	A	P			P	A	P	P	A	A	A	A	P	A	P	A	P	P	P	P	P	P	P	P	P	P	P	P	P	
PUNCTUATION	P	P	P	P	P	P			P	A	A	P	P	A	A	P	P	A	P	A	P	P	P	P	P	P	P	P	P	P	P	P	P	
Total Present	10																																	
Total Absent	21																																	
	6																																	
	25																																	
	21																																	
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	10																																	
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	16																																	
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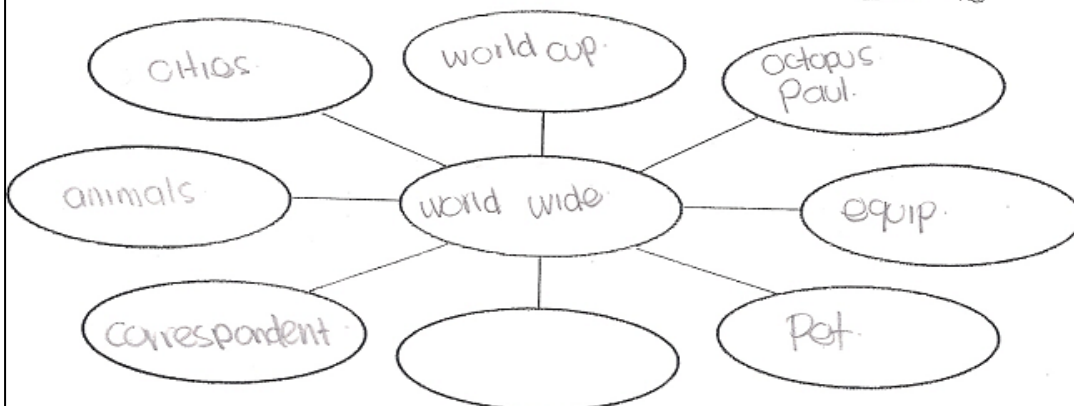
APPENDIX 9

UNIVERSIDAD INDUSTRIAL DE SANTANDER - ENGLISH TEACHING PROGRAM



NAME: [REDACTED] GRADE: 10-3 DATE: July 9th, 2010.

Write about a topic that is interesting for you or something that you really like doing.



The world cup is played in a city. in this soccer world wide in South Africa.
 In this country there are animals very pretty.
 The octopus Paul speaked and dio your prediction of winning of game:
 Germany vs Spain.
 Though I went for Germany.

The pet of the world wide is Sakumi, is a leopard with green hair.

Everybody to enjoy of the world cup in this holidays.

Spain desire the world cup for prediction of octopus Paul again.

Also the advertisings of correspondent of Danvienda.

APPENDIX 10

FREE SAMPLE II	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	Total	
																													present
PLANNING	P	P	P	P	P	P	P	P	A	P	P	P	P	P	P	P	P	P	P	P	P	P	A	A	P	P	P	24	3
COHERENCE	A	A	P	P	A	P	P	A	P	A	P	A	P	P	A	P	A	A	P	A	P	A	A	A	A	A	A	12	15
COHESION	A	A	A	P	A	P	P	A	P	A	P	A	P	A	A	P	A	A	P	A	P	A	A	A	A	A	A	9	18
TOPIC SENTENCE	A	A	P	P	P	P	P	P	P	A	P	A	P	P	P	P	P	P	P	P	A	P	A	A	A	A	A	17	10
SUPPORTING DETAILS	A	A	A	P	A	A	P	A	P	A	P	A	P	P	A	P	P	P	P	P	A	P	A	A	A	A	A	12	15
CONCLUDING SENTENCE	A	A	A	P	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	1	26
S+V+C	P	A	P	P	P	A	P	P	P	A	P	A	P	P	P	P	P	P	P	P	P	P	P	A	A	A	A	19	8
SPELLING	P	A	P	A	P	P	P	P	P	A	P	P	P	P	P	P	P	P	A	P	P	P	P	A	P	P	P	22	5
CAPITALIZATION	A	A	A	A	A	A	A	A	P	A	P	A	A	P	P	A	P	P	P	P	P	P	A	A	P	A	P	12	15
PUNCTUATION	A	P	P	P	A	P	A	P	A	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	A	P	22	5

APPENDIX 11

UNIVERSIDAD INDUSTRIAL DE SANTANDER - ENGLISH TEACHING PROGRAM



CUESTIONARIO POST-ESCRITURA

GÉNERO: Masculino EDAD: 14 GRADO: 10º 3

I. Responde las siguientes preguntas.

A. Con respecto a lo que acabas de escribir

1. ¿Qué hiciste antes de ponerte a escribir el párrafo?

Pense en varias ideas y luego como redactarlo.

2. ¿Qué decisiones tomaste mientras escribías el párrafo?

La decision que tome era que seria de deportes.

3. ¿Usaste alguna ayuda para escribir?

-Diccionario () Compañero () Profesor () Apuntes () - Otro _____

B. Con respecto a tu clase de ingles

1. ¿Qué actividades de inglés hiciste durante el primer periodo de este año?

Trabajamos la diferentes fiestas que se realizan en el mundo como los Carnavales.

2. ¿Qué actividades de la clase de inglés del primer periodo te gustaron más?

Me gusto todo, por que aprendi cosas que no conocia de otras culturas.

3. ¿Qué actividades de escritura se desarrollaron durante el primer periodo?

Realizamos varias guias de cuestionarios, tareas, quices y la acumulativa.

4. ¿Cómo te sientes cuando la/el profesor(a) dice "es tiempo de escribir"?

Me preparo para realizar un buen trabajo, pero a veces un poco de nervios.

C. Tus opiniones acerca de la escritura.

1. ¿Crees que escribir y componer es lo mismo? Si o no, ¿Por qué?

No, por que escribir es redactar un escrito y componer es mejorar o arreglarlo.

2. ¿Que se necesita para poder escribir?

Necesita, buen manejo de ortografía seguir pautas y saber redactar.

3. ¿Cuáles son las características de un buen escritor?

Que les gusta mucho plasmar lo que piensan, sienten o creen.

4. ¿A algunas personas se les facilita más escribir que a otras? Si o no, ¿Por qué?

Si por que su pensamiento es mas fluidos.

5. ¿Se necesita tener un talento especial o estar inspirado para escribir? ¿Por qué?

Por que de hay nacer a un buen escrito.

6. ¿Te gusta escribir? ¿por qué?

Me encanta escribir, pues hay plasmó mi forma de ser o de pensar.

7. ¿Cómo te describirías como escritor?

Excelente () Bueno () Regular () Malo ()

Se me facilita mucho.

APPENDIX 12

I. READING

A. Pre-reading

- Predicting from pictures
- Predicting from title

TITLE:

What Is Steampunk?

MY PREDICTIONS	CONFIRMED / REJECTED
<ul style="list-style-type: none"> is people that wearing clothes dark. is sort peopel. is gothic people Relationship between the dream and the color of the clothes. old fashion in the new world. 	?

B. While-reading

Take a look and you'll see it all around you: in fashion, films, literature, bands, music videos, video games, maybe even in your own wardrobe.	2
Goth authority and musician Voltaire states "I never really imagined it would become mainstream, after passing by a Levi's store, I thought: any second now there's going to be goggles on everything"	5
The term arose during the 1980s, when literature that basically transported cyberpunk tales into the past became popular.	3
"steampunk" is a sci-fi subculture that offers a fresh, romanticized view on technology by making it retro.	1
The steampunk look reflects the Victorian and early Edwardian eras. Corsets, gowns, frock coats and top hats are accompanied by goggles,	11

I. LISTENING

A. Pre-listening

- Predicting from objects
- Classify words and phrases from the word bank.

Expensive clothes / Luxury Brands / People spend a month's Salary on a handbag / inexpensive brands / fashion is about being an individual / we all wear clothes that are the same as everyone else's / Trendy / brand fashion / Fashionable / luxury brands / unfashionable

😊	☹️
<ul style="list-style-type: none"> expensive clothes Luxury Brands fashion is about being an individual. we all wear clothes that are the same as everyone else's. Trendy brand fashion Fashionable 	<ul style="list-style-type: none"> people spend a month's salary on a handbag. inexpensive brands unfashionable

3. Look for the synonyms and antonyms of each sentence

Synonyms	Antonyms
Strange: <u>weird</u>	Fashionable: <u>unfashionable</u>
Expensive: <u>costly</u>	Crazy: <u>safe</u>
Clothes: <u>costume</u>	Spend: <u>spare</u>
Sneakers: <u>shoes</u>	Individual: <u>group</u>
Afford: <u>give</u>	
Look: <u>watch</u>	

4. PRE-SPEAKING

SPEAKING STRATEGIES

- Share your ideas, think of as many ideas as you can
- Don't try to talk about something if it is too complicated
- Practice making suggestions in front of your partner they can correct you.

USEFUL LANGUAGE:

- ✓ We think that...
- ✓ We consider that...
- ✓ In our country we have...
- ✓ We've got...
- ✓ Another thing that's different is...

COMPARING CULTURES

- Are the plots of Colombian movies similar or different to the Bollywood ones? Why?
- Do Colombian movies use special costume for films as the Indians ones? Why?
- Do Colombian movies use dancing and singing to tell the story as the Indian ones? Why?

5. SPEAKING

a. Your ideas (For the recorder only)

<p>not as different because in the colombia movies not famous actors...</p>	<p>not, because the actors with movies wear clothes</p>
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6. PRE-WRITING

a. Go to the Bollywood text again and underline all the details the writer presents

MACROPROJECT: MAGAZINE

1. Take out your introductory paragraph write the **SECOND** detail you gave.

The singer o Musicians always look for the best designer to have an original style.

2. List ideas about this Supporting Detail using the information you collected for your paragraph.

- The designer help singer and Musicians to
- Standout for example the dress that Shakira wore in the latin American
- awards was designed for silvia Tcherassi
- the singer o Musicians always look for the best designer to have an original style

3. Organize your ideas.

4. Topic sentence:
The singer o Musicians always look for the best designer to have an original style, for look fantastic as

5. Supporting detail 1:
the dress that shakira wore in the video of the gitana song was designed by silvia Tcherassi.

6. Supporting detail 2:
and the suits that Aventura group wore in the awards Mr 2010.

7. Closing

for this reason the best Musicians or singer ever always call colombian designers

WRITING

THIRD PARAGRAPH (1st draft)

The singer o Musicians always look for the best designer to have an original style, for look fantastic as the dress that shakira wore in the video of the gitana song was designed by silvia Tcherassi and the suits that Aventura group wore in the awards Mr 2010 for this reason

CONCLUDING PARAGRAPH-3RD DRAFT

The singer o Musicians always look for the best designer to have an original style, for look fantastic as the dress that shakira wore in the video of the gitana song was designed by silvia Tcherassi and the suits that Aventura group wore in the awards Mr 2010. For this reason the best Musicians or singer ever always call colombian designers to create their style.

- (1) In
- (2) Video
- (3) by silvia

(4) P

RUBRIC-SECOND PARAGRAPH 3RD DRAFT (TEACHER-EDITING)

I. CONTENT	
C. Coherence (all details refer or talk about the main idea)	✓
D. Cohesion (all details are connected)	✓
4. Chronologically	
5. Repetition	
6. connectors	
II. PARAGRAPH STRUCTURE	
D. Topic sentence (introduces the main idea of the paragraph)	✓
E. Supporting details (explanations and examples about a topic) (3)	✓
F. Concluding sentence (Reward topic sentence using catchy words or quotes)	✓
III. SENTENCE STRUCTURE	
A. Sentences have S + v + C	✓
IV. MECHANICS	
A. Spelling	✓
B. Capitalization	
C. Punctuation	

CONCLUDING PARAGRAPH

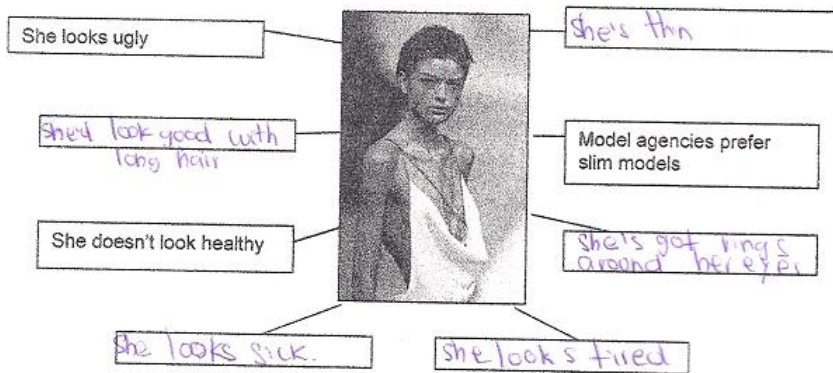
The singer o Musicians always look for the best designer to have an original style, for look fantastic as the dress that shakira wore in the video of the gitana song was designed by silvia Tcherassi and the suits that Aventura group wore in the awards Mr 2010. For this reason the best Musicians or singer ever always call colombian designers.

RUBRIC-SECOND PARAGRAPH 2ND DRAFT (PEER-EDITING)

I. CONTENT	
A. Coherence (all details refer or talk about the main idea)	✓
B. Cohesion (all details are connected)	✓
1. Chronologically	✓
2. Repetition	✓
3. connectors	✓
II. PARAGRAPH STRUCTURE	
A. Topic sentence (introduces the main idea of the paragraph)	✓
B. Supporting details (explanations and examples about a topic) (3)	✓
C. Concluding sentence (Reward topic sentence using catchy words or quotes)	✓

MINILESSON

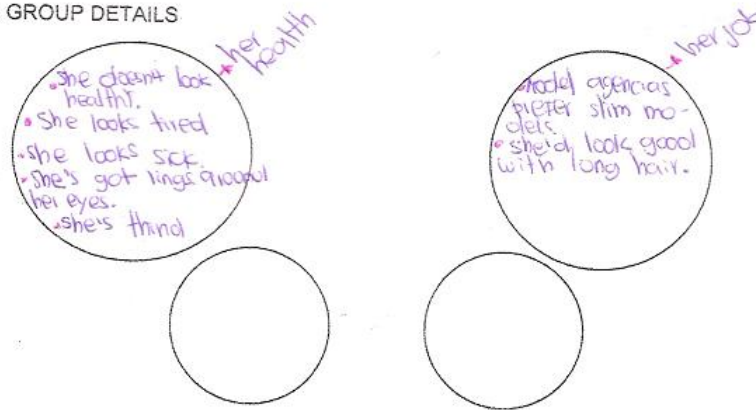
1. WEB (OPINION OR FACTS)



2. OPINION OR FACTS

OPINION	FACTS
<ul style="list-style-type: none"> • she looks ugly. • she looks tired. • she looks sick. • she look good with long hair. • her face is sad. • she doesn't look healthy. 	<ul style="list-style-type: none"> • she's got rings around her eyes. • she's thin. • Model agencies prefer slim models.

3. GROUP DETAILS



4. TOPIC SENTENCE

I think that the models should not working
preparation for her appearance.