

**Peer edition as a means for fostering EFL short story writing in a local private school: an  
Action Research.**

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By

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Bogotá D.C.

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NOTE OF ACCEPTANCE

Thesis Director: \_\_\_\_\_

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Juror: \_\_\_\_\_

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To my beloved son, for whom I do most of the things I do.

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I thank my mom, who encouraged me with love and unconditional support. Also, I thank my students because without their commitment and willingness, this would not have been possible. Additionally, I thank Professor Luis Fernando Gomez Rodriguez (R.I.P.), whose knowledge allowed me to see this process as something feasible and contributing. Besides, I thank my mentor Professor Jairo Velandia, who suggested taking the path of Action research. Likewise, I thank all the staff of Professors with whom I shared valuable moments of co-construction of knowledge through discussions.

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## **Abstract**

This action research study conducted with EFL ninth grade students at a coeducational private school located in the city of Bogotá, Colombia, aimed to understand the role of peer edition within EFL short story writing tasks construction. The importance of this proposal radiates in the encouragement on students to take control of their EFL literacy processes by editing their **own** written products through peer edition. The data collection instruments used for this purpose were artifacts, audio recordings, field notes and an open-ended questionnaire. The data was collected during 10 sessions along the second semester of the school year, through a pedagogical intervention following the school's instructional model: induction, individual learning, group learning and evaluation. The findings exposed that, despite not showing a substantial progress in their EFL writing processes, the participants developed strategies to carry out the Peer Edition practices. In these practices, they also evidenced a co-construction of knowledge where they felt comfortable in a classroom which was not teacher-centered. Hence, cooperation and building of knowledge among partners revealed expert power relations.

**Key words:** *Peer edition, EFL writing, communicative competence, social constructivism, cooperative learning*

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### **Resumen**

Este estudio de investigación-acción llevado a cabo con estudiantes de inglés de grado noveno en un colegio privado mixto ubicado en la ciudad de Bogotá, Colombia tuvo como objetivo entender el rol de la edición por pares En la construcción de historias cortas como tareas escritas en inglés. La importancia de esta propuesta radica en el fomentar que los estudiantes tomen control de sus procesos de alfabetización en inglés como lengua extranjera a través de la edición de sus propios productos escritos a través de la edición por pares. Los instrumentos de recolección de datos que se utilizaron para este propósito fueron artefactos, grabaciones de audio, notas de campo y un cuestionario de pregunta abierta. Los datos fueron recogidos durante diez clases del segundo semestre del año escolar a través de una intervención pedagógica siguiendo el modelo institucional del colegio: inducción, aprendizaje individual, aprendizaje grupal y evaluación. Los hallazgos revelaron que, a pesar de no haber mostrado un progreso sustancial en sus procesos de escritura en inglés, los participantes desarrollaron sus propias estrategias para llevar a cabo la práctica de edición por pares. En estas prácticas, también se evidenció una co-construcción de conocimiento en la cual los participantes se sintieron cómodos en clases que no fueron centradas en el profesor. Por lo tanto, la cooperación y la construcción de conocimiento entre los participantes revelaron relaciones de poder de experticia.

***Palabras clave:*** Edición por pares, escritura en inglés, competencia comunicativa, constructivismo social, aprendizaje cooperativo

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<b>2. Descripción</b>
<p>Tesis de grado de Maestría en Enseñanza de Lengua Extranjera Inglés que presenta una investigación acción de tipo cualitativo llevada a cabo con estudiantes de grado noveno de un colegio privado ubicado en la ciudad de Bogotá. La investigación busca entender el rol de la edición hecha por pares en la construcción de historias cortas en inglés como lengua extranjera. Por ende, La importancia de esta propuesta radica en el fomentar que los estudiantes tomen control de sus procesos de alfabetización en inglés a través de la edición de sus propios escritos. De igual manera, se resalta la necesidad de encontrar un método que le permita a los docentes de lengua extranjera afrontar el número de escritos que se deben revisar frente al tiempo que ellos tienen para dar realimentación a sus estudiantes.</p>

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#### 4. Contenidos

El siguiente proyecto de investigación está dividido en 6 capítulos. En el capítulo 1 se presenta la introducción, la situación problemática, la pregunta de investigación, la justificación, los objetivos y finalmente se incluyen algunos antecedentes investigativos relacionados con esta investigación. Estos antecedentes permitieron determinar aportes y dificultades que sirvieron para diseñar esta investigación acción.

En el capítulo 2 se presenta el marco teórico, el cual sirvió de guía y soporte para la planeación y ejecución del presente estudio. Asimismo, el marco teórico está presentado tanto desde los aportes y discusiones dadas por diferentes autores y desde la perspectiva investigativa del investigador, como desde los objetivos planteados.

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El capítulo 3 contiene el diseño metodológico. Éste incluye el paradigma, tipo y enfoque investigativo. Igualmente explica el contexto y describe el perfil de los participantes que hicieron parte de la investigación. Finalmente explica el procedimiento y los instrumentos usados para la recolección de datos usados para tal fin.

El capítulo 4 describe la intervención pedagógica realizada en el contexto. Además, contiene la visión de lenguaje, de aprendizaje y de aula que el investigador tiene. En este capítulo también se describe y explica paso a paso cada una de las etapas llevadas durante todo el proceso investigativo.

El capítulo 5 contiene información relacionada con el proceso de análisis de los datos desde la conceptualización teórica. Se muestra cómo se ejecutaron tanto cada uno de los pasos para analizar la información como cómo fue hecha su interpretación. Este capítulo igualmente contiene las categorías y las subcategorías con sus correspondientes hallazgos comparados y contrastados con los constructos teóricos desde la voz del investigador.

En último lugar se presenta el capítulo 6, el cual incluye las conclusiones resultantes después de todo el proceso investigativo, las limitaciones presentes durante la investigación y por último algunas sugerencias para posteriores investigaciones.

#### 5. Metodología

La investigación acción llevada a cabo se realizó desde las siguientes etapas:

1. Acercamiento a la población para diagnosticar e identificar la problemática presente.
2. Aplicación de un cuestionario y de una entrevista no estructurada para ratificar la situación problema y así planear y ejecutar la intervención pedagógica.

La ejecución de la intervención pedagógica fue hecha durante siete clases. Cada historia corta fue escrita a partir de demandas curriculares de la institución, con una duración de casi nueve horas. Durante y después de la elaboración de cada escrito hubo un proceso constante de observación, reflexión y análisis.

#### 6. Conclusiones

Después del análisis de datos, surgieron las siguientes conclusiones en respuesta a las preguntas de investigación planteadas.

Mientras los participantes llevaron a cabo la edición por pares, ellos buscaron sus propias estrategias para realizar esta tarea. A través del análisis de los datos se observó que los participantes usaron diversas estrategias para llevar a cabo este tipo de edición. La estrategia más recurrente fue la identificación y corrección de errores de aspectos formales de la lengua. Se

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concluyó que la identificación este tipo de errores principalmente ocurría porque los participantes notaban elecciones erradas de palabras y de tiempos verbales. También se observó que los participantes centraban su atención en estos aspectos porque eran los más notorios en los textos. Aparte de simplemente notar los errores, algunos participantes los corregían y hasta daban explicaciones sobre estos aspectos. La base de estas explicaciones venía de la transferencia de su L1.

La transferencia de la L1 puede ser un arma de doble filo porque, aunque ésta demostró ser útil para que los participantes explicaran aspectos formales de la lengua a sus pares, también demostró ser perjudicial cuando ésta es negativa. Debido a esto, el profesor no debería *sobreempoderar* a los estudiantes durante la realimentación. Esto quiere decir que, a pesar del empoderamiento, el profesor no se puede desligar de la enseñanza; es necesario que el docente supervise constantemente la calidad de la realimentación para que los estudiantes no se vean negativamente afectados en sus procesos de aprendizaje.

El rol del profesor no solo estuvo limitado a supervisar, éste también implicaba mediar prácticas de negociación. En este sentido, el profesor fue visto como un sujeto conocedor quien tuvo la última palabra en momentos en los cuales los participantes tenían dudas en cuanto al uso de la lengua.

Como resultado de la intervención, la cantidad de ayuda solicitada por los estudiantes disminuyó. La intención de algunos participantes de incluir al docente en sus discusiones llevó a la conclusión de que éste también era parte de la interdependencia positiva mencionada en la teoría del aprendizaje cooperativo. Lo anterior se dedujo porque tanto los participantes como el docente tenían un objetivo en común: fomentar la escritura en inglés a través de la edición por pares. Adicionalmente, con el fin de alcanzar este objetivo en común, tanto el docente como los participantes tenían roles asignados; los últimos tenían el rol de ser pares editores y el docente tenía el rol de mediador de discusiones en virtud de ser el experto en lengua.

La edición por pares puso en evidencia una co-construcción de conocimiento en la cual los participantes se sintieron cómodos dado que la clase no estaba centrada en el docente. Adicionalmente, ellos se percataron de que la dinámica de la edición por pares les permitió tener poder, no solo en términos de liderazgo al momento de editar al otro, sino también en términos de falta de confianza en su nivel de competencia en la lengua extranjera; de hecho, estos participantes que no se tenían confianza se dieron cuenta de que podían dar contribuciones valiosas al momento de crear textos. Como consecuencia, este tipo de poder podría dar confianza a los estudiantes, y así, motivarlos a estar involucrados más activamente en los procesos de aprendizaje del inglés. Por último, la asignación de este poder ratificó la existencia de andamiaje en el aula de lengua extranjera.

El estudio evidenció que los participantes prefirieron dar realimentación en su lengua materna, lo cual fue coherente con la definición de edición por pares implementada en este documento; la edición por pares es una técnica efectiva de escritura tanto en la L1 como en la L2 (De Guerrero & Villamil, 1994). Se concluyó que los participantes preferían hacerlo de esta manera ya que, así, ellos comprenderían mejor lo que escribían y leían. Se infirió que el uso de la lengua materna en

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prácticas de realimentación por pares podría bajar los niveles de ansiedad propios del uso del inglés por parte de los estudiantes; especialmente en aquellos que no se tienen confianza al usarlo.

En cuanto a la comodidad, los participantes demostraron sentirse más cómodos formando parte de grupos de compañeros con quienes querían trabajar. En contraste, ellos consideraron que el trabajo individual era difícil; por lo tanto, se evidenció que hubo interdependencia cognitiva. También es importante señalar que los participantes se sintieron parte de la construcción de las clases. Usualmente, las clases se realizan siguiendo dinámicas centradas en el profesor. Sin embargo, a través de este estudio, los participantes se constituyeron como sujetos activos quienes tenían la posibilidad de contribuir con el desarrollo de la clase, aprender de otros y apoyar a sus compañeros. Considero que si los estudiantes son participantes activos y agentes empoderados que son escuchados, el aprendizaje de una L2 podría ser excusa para construir comunidad.

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# **Peer edition as a means for fostering EFL short story writing in a local private school: an Action Research.**

## **Introduction**

The development of the communicative competence has been the main objective of the Colombian Ministry of Education in the last decades. Consequently, Communicative Language Teaching (CLT) emerged as an approach to teach this competence, which seeks to foster real life communication in the classroom (Kibbe, 2017). CLT has been the approach which the Colombian National Government opted for as a cornerstone to promote English teaching in the country. As a matter of fact, one of the objectives set by the National Ministry of Education (“National Bilingualism Program”, 2005, p. 5) is “to develop communicative competences in the mother tongue and at least in a second language”. The school where this study was carried out is not the exception for these dynamics that try to respond to standards of education worldwide. Based on these dynamics, the purpose of this study was to foster the writing skill as a component of the communicative competence.

From my teaching experience working as an English teacher in ninth grade, I found that my students were obtaining low grades in the evaluation criterion related to writing. For instance, I found that, in one of the groups where I oriented EFL, 13 out of 40 (32,5%) students had disapproved this criterion. Therefore, this failure was affecting the accomplishment of the institutional objective regarding communicative competence in EFL. Thus, I proposed this action research to understand peer edition to foster the EFL writing skill through short story writing. The interest in carrying out this intervention came from the need to observe processes of literacy in EFL to adopt new methodologies suitable for students’ interests and, in turn, to the

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institutional goals. As a result, the following chapters will depict the generalities and specificities of this pedagogical proposal in order to contribute to the ELT field.

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## **Chapter 1**

### **Contextualization.**

This private school is subsidized by a Family Compensation Fund (FCF) which means that the school is in service to the Colombian community and the students can enroll independently of their socio-economic status. In order to achieve this compensation, the families who belong to this FCF are granted a discount in the tuition fee. With regards to the school's facilities, it counts on large green areas which serve as playground for the students. Apart from the conventional furniture classrooms counts on (whiteboard, desks, bin), most of them have a TV set and internet connection to use different materials for classes. In 2018, there were 3,500 students from preschool to eleventh grade and around 150 teachers. Additionally, the school has implemented an institutional bilingual education model which involves all the academic community since 2008.

According to the National Ministry of Education (n.d.) and the school's Institutional Educational Project (IEP, in Spanish Proyecto Educativo Institucional PEI) this is a National Bilingual School, which means that 50 % of the curriculum is taught in English. As a consequence, English is also a means for both teaching and learning different content subjects through the Content Language Integrated Learning (CLIL) methodology. The model implemented by the school intends to provide students with tools not only for academic life but also for better work opportunities in a globalized world. Consequently, students are expected to

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reach level of B2 English proficiency according to the Common European Framework of Reference for Languages (CEFRL) when they graduate from high school.

The school's mission is to contribute with the well-being of its community members and users of the organization through a high-quality IEP. Its vision is to have an up-to-date curriculum needed for the offer of a quality service to its current and upcoming students up to year 2020. The pedagogical approach is structured in accordance with three premises: human beings are holistic and are in a continuous process of growth, societies have the responsibility to motivate the development of human beings, and education is the process through which a society makes such development possible. The school pursues to develop three main aspects in its students: learning, competencies and autonomy. Learning should be assumed by the students through the implementation of cognitive and metacognitive strategies which help them recognize what they know, what they do not know, when they understand, when they need more information, how to construct their own theories and test them. Secondly, the development of competencies demand having a strong base of knowledge, understanding new concepts within general conceptual frameworks and organizing information in a fashion which facilitates its access and meaningful application. Lastly, autonomy is the development which allows a person to take control of his/her life from social and intellectual dimensions.

To achieve the institutional goals mentioned above, the school follows its own methodology in each subject matter lesson (math, social studies, etc.). It consists of four stages: induction, individual learning, group learning and evaluation. The *induction* stage is about arranging the learning environment, and students and the teacher set a learning goal. The *individual learning* is focused on the personal production based on the topic and class tasks. The

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*group learning* is the interaction among students in which they create, share and practice what they have learnt during the class. Finally, in the *evaluation* phase the students and teachers' assess the achievement of the goal set at the beginning of the class.

For the purpose of this research, I focused my attention on the *group learning* dynamics because this social dimension has routed the path of the development of the school's IEP which is based on the pursuit of autonomy. This institutional document defines autonomy as:

“el desarrollo que permite a la persona tomar el control de su vida desde las dimensiones social e intelectual. La dimensión social implica responsabilidad frente a los propios actos, toma de conciencia y acción como miembro de una sociedad civil, y la intelectual exige pensar por sí mismo y aprender a aprender”.

[the development which allows a person to take control of his or her life from the social and intellectual dimensions. The social dimension implies responsibility before his or her own the deeds, raising awareness and acting as a member of a civil society, and the intellectual one demands thinking by him or herself and to learn how to learn] (p. 4).

I strongly believe that learning is a social construction which demands commitment and cooperation among learners. Based on the school's understanding of autonomy, it is seen that learning not only is a self-construction, but it is also the result of social interaction. Students are owners of their own learning processes. Therefore, they can contribute to their peers' learning in cooperative environments.

Regarding English as a subject matter, the school requires that students develop and teachers test the four language skills which are speaking, writing, reading and listening. The

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institution calls the set of activities evaluated per each skills *performance indicators*. The results of these assessment criteria served as data to identify language learning issues in any of the four language skills. These students review English as a subject with a frequency of four lessons a week, each lesson lasts 75 minutes. In ninth grade, they are expected to obtain B1 band according to the CEFRL. Such measurement is done by applying the Cambridge Preliminary English Test (PET). Nonetheless, this population is varied in the sense that, whereas some students are capable of writing simple but coherent texts, some others have many difficulties submitting understandable writings.

The ninth graders who served as participants of this study were 10 males and 9 females whose ages ranged between 13 and 15. Each group of ninth grade was composed of 38 students. This population is heterogenous in terms of socio-economic conditions as they belong to strata two to four in Bogota. The students live in different districts of the urban area of the city and, in some cases, they live in neighboring towns of the city. To conclude, the heterogenous population opened the possibilities to different perspectives of learning; so did the school conditions that permitted the implementation of this study grounded in a social construction framework.

### **Statement of the problem.**

#### **Needs analysis phase**

In order to define the problematic situation related to the students' difficulties with the writing skill mentioned above, I analyzed my students' grades. After reviewing these grades, I realized that the students did not reach the approval grade for the writing indicator; I could notice

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that 13 out of 40 of my students were below average in this indicator. In order for the students to get the grade in this indicator, they had to submit two pieces of writing per term. To obtain the grade from their writings, I took into account criteria such as task completion, grammar and tense, vocabulary and spelling and coherence and cohesion. Each of these criteria were marked from one to ten. Once I graded each of these criteria, I averaged these numbers to get the final mark of the writings. My initial assumption was that they were not familiar with the correct use of formal features of language such as grammar, syntax and transition words when writing. Additionally, assessing and giving feedback on writing was a demanding task for teachers due to the number of students and the lack of time.

To understand this issue, I had the necessity to design a questionnaire (Hagström & Rivano, 2017) (Appendix 1. Diagnosis questionnaire) applied to 37 ninth graders. The students answered it individually and anonymously. I chose to apply it in Spanish in order for them to “feel safe and grounded in the English classroom” (Deller & Rinvoluceri, 2008, p. 73 cited in Fortune, 2012). I also wanted them to make full use of their lexical resources to express their ideas and feelings regarding their processes in EFL writing. The aim of this instrument was to identify their insights about their EFL teacher evaluation criteria when grading writing and what the most common mistakes they made were during this process. Through their responses, I could identify their prior knowledge about evaluation criteria of writing, which could be used for the purpose of this study.

The first question of the questionnaire aimed at knowing the students’ trajectory in the school in order to determine the time of exposure to the foreign language along their academic

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life in this institution. The results revealed that 92,5% of the students had been studying at the school for about 8 years. The second question obtained information about rewarding experiences the students had had on written tasks. Among the many different experiences reported, 16% of the students affirmed obtaining good results when using prior vocabulary related to the assigned task. This information was used in the pedagogical intervention plan. The third question aimed at identifying the students' insights about the possible subjectivity of teachers when grading texts. 89% of students affirmed knowing the evaluation criteria their teachers bear in mind when grading writing, which made me conclude that the students regarded the evaluative practice of their teacher as transparent and equal. Consequently, teachers take into account vocabulary and spelling, grammar, task completion, coherence and cohesion as assessment descriptors. Ergo, in the fourth question students expressed in which one(s) of these aspects they failed the most. The results showed that 50% of them had difficulties with the usage of grammar and 43% misused or lacked vocabulary. Even though the CLT approach implemented in this school states that a message can be conveyed and understood despite grammatical and lexical errors, these two formal features of language constitute a factor as well which may hinder the communication in the target language; this is the reason why these two features are included in the evaluation criteria for writing. Finally, As I assumed that the students' difficulties stemmed from mistakes coming from L1 interference, the intention of the fifth question was either state or discard this assumption. This yes/no question was: "Do you think that relating the structures of Spanish with the structures of English has had an impact when writing in English?". As 56,7% of the students answered "no" to this question, I concluded that they had no problems of interference of L1 in their writings.

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Apart from applying a questionnaire, I collected some artifacts as well. The artifacts were writings made by the students in class. These elements showed me that the students had difficulty to express ideas in a coherent way. Besides, their written products lack cohesion. Hyland (2006 cited in Briesmaster & Etchegaray, 2017) defines coherence as "the ways a text makes sense to readers through the relevance and accessibility of its configuration of concepts, ideas and theories" (p. 311). Likewise, these same authors explain that cohesion is "joining a text together with reference words (e.g. he, theirs, the former) and conjunctions (e.g. but, then) so that the whole text is clear and readable" (Briesmaster & Etchegaray, 2017)

The data showed by both the questionnaire and the artifacts encouraged me to find a way to foster the writing skill. Based on the results obtained from the questionnaire, I initially decided to focus on grammar and vocabulary. Andrews, Torgerston, Beyerton, Freeman, Locke, Low, Robinson, and Zhu (2006) proposed a definition of grammar as referring to written sentence which includes the study of syntax, clause and phrase structure and the classification. Conversely, Richards and Rodgers (2001 cited in Karadoc & Köse, 2017) define vocabulary as "the building blocks of language learning and communication are not grammar, function, notions, or some other unit of planning and teaching but lexis, that is, word and word combinations". Additionally, I intended to provide the students with writing strategies in order to promote autonomy in the writing practice.

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### **The problem**

One important need detected in the institutional approval statistics was that there is still a number of students who are failing EFL writing despite being at school for 7 hours a day. It is to remark that studying at the school for years means being immersed in the bilingual program, which also means being exposed to a considerable number of English lessons.

This research study also took into account the difficulties EFL teachers encounter regarding time, number of students and other matters. In an unstructured interview (Firmin, 2008) conducted to a fellow EFL teacher, she affirmed that, she did not have enough time to thoroughly assess all their students' written products as one of them stated: "...teniendo más de 120 estudiantes en total, que son cuatro writings al año pues es algo casi imposible para el maestro dar un feedback apropiado e individual." ["...having more than 120 students in total, and there are four written tasks a year, it is almost impossible for the teacher to give an appropriate and individual feedback".]

It is to notice that this interviewee mentioned *giving feedback* as a concern to assess writing. According to Wang (2006, p. 42) "feedback is the information about current performance that can be used to improve future performance". Thus, this phenomenon exposed the difficulty some EFL teachers had at the moment of providing their students with feedback, that is, students did not have the opportunity to know the flaws in their written products that could be improved.

In essence, writing is an individual exercise when sitting for foreign language tests, and it also occurs for writing in the traditional EFL classrooms. Due to this, I always believed that

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writing -just like reading- were merely individual exercises; that was the reason why I always assigned written activities to be individual. However, Dueranam argues the contrary:

“The social constructivists, on the other hand, claim that learning to write does not confine to just what is happening in the writer’ s state of mind, but social interaction is also a key to learn how to write successfully”. (Dueranam, 2012. p. 260).

Based on the previous statement, I shifted from an *individual* to a *group* perspective. Consequently, in this research I attempted to open a space for students to interact while they edited their own writings on the basis that knowledge is constructed in social settings. Hence, students not only submitted understandable texts but also shared their views on the writing and editing processes. Following the idea of writing as a collective practice, Yang and Wilson affirmed that “we learn not as isolated individuals, but as active members of society. What we learn and how we make sense of knowledge depends on where and when, such as in what social context, we are learning” (2006, P. 365). Such social interaction fosters the idea of writing as collective practice which is guided and supported by the teacher who encourages students to reach their learning goals and express their ideas.

This action research aimed at fostering peer editing practices among ninth graders while they constructed their own individual short stories. In order to achieve this objective, the participants underwent a first cycle of instruction on both: how to write a short story and how to peer edit. During the edition practice I focused my attention on the data collection for research purposes.

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Difficulties regarding EFL writing have been researched worldwide focusing their attention on strategies and the misuse of vocabulary and grammar. Miftah (2012) and Dickinson (2014) reported that a failure in writing stems from wrongly implementing writing strategies. Whereas Miftah stated that less proficient students tend to use ineffective writing strategies, Dickinson (2014) affirmed that, given that some students see writing as a vocabulary and grammar evaluating tool utilized by the teacher, they tend to write too simple products in lexical and grammatical terms as a strategy. Last but not least, Chen (2009) explained that one of the difficulties students have in EFL writing is related to the structure of a written product varies from one culture to other. Concerning my research proposal, I attempted to systematize my experience when implementing peer editing. Even though I considered the correct use of vocabulary and grammar within a written product, they were not the only aspects I observed from the students' texts. Among the research studies I reviewed regarding EFL writing, I found some studies which mainly focus on linguistic aspects such as syntax and grammar. My contribution to the field was not only to unite grammar, vocabulary, coherence and cohesion; but also to frame them into cooperative learning practices.

### **Research question and objectives.**

#### **Research question:**

What does the implementation of peer edition tell us about EFL short story writing in ninth graders at a local private school?

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### **Research objective:**

To understand the role of peer edition within EFL short story writing tasks construction.

### **Subsidiary objectives:**

- To identify the ways in which the participants carry out the Peer Edition on short stories.
- To characterize the Cooperative Learning practices within the framework of Peer Edition.

In order to answer the research question and achieve the objectives, I proposed a pedagogical intervention which had the purpose to:

- Foster peer edition practices among students while they construct their own individual written texts.
- Promote peer feedback focusing on the EFL writing skill.

### **Rationale**

Learning EFL writing is a complex task. Not only because it is not the same writing in a L1 as writing in an L2 (Kroll, 2003 cited in Mohite, 2014), but also because it implies several sociocultural aspects such as purpose, content, audience and cognitive processes necessary for this practice. In addition to this, EFL teachers encounter limitations regarding time, number of students per group and groups for giving feedback to their students. Implementing peer edition came in handy because it encouraged students to take control of their own literacy processes as they read and responded to their peers' papers. In order to carry out this implementation, my

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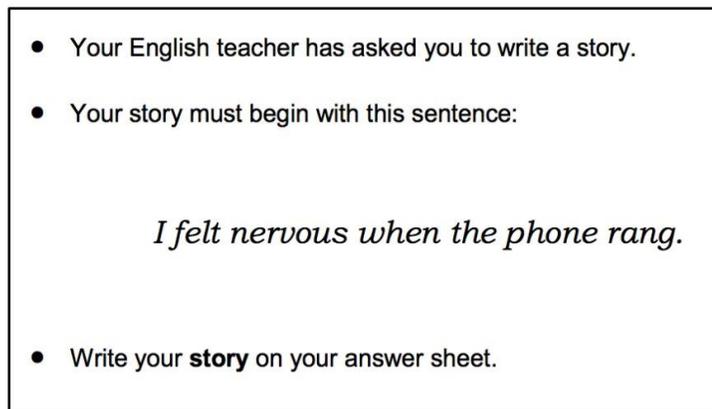
motive was to encourage participants to transform EFL writing from an isolated practice into a social construction. Furthermore, this practice eases teachers work and decentralizes writing assessment. Thus, these students focused their attention on form, content and other aspects above mentioned. This implementation proved to work in other large classes also characterized by the high number of papers submitted which demanded feedback (Leigh & MacGregor, 1992).

Accordingly, the purpose of this study was to foster writing by having students work in a learning environment which allowed them to discuss, deconstruct and construct meaning among themselves while completing the assigned task. This practice came from the idea that learning occurs through dialogue. Learning is interactive in the sense that learners must interrelate with the source of ideas/knowledge in social settings, as well as in the sense that they must take an active part in reconstructing ideas/knowledge within their own minds (Vygotsky, 1978 cited in Yang & Wilson, 2006).

It is to highlight the importance to contribute with the achievement of the EFL communicative competence within bilingual education settings. The intention with this study was to enhance the writing skill as one of the components of EFL learning and teaching practices. Besides, the results of the analysis of the peer edition dynamics could unveil behaviors and attitudes that can be useful for the foreign language learning. This intention was landed through short story writing because that was the text typology which the students were reviewing in that time. According to the English subject curriculum, short story writing as a text typology was assigned in the PET (English proficiency test mentioned above), the students can submit a written part which corresponds to a prompted one hundred-word story (PET writing part III). Due to this,

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all the short stories the students wrote had similar lengths. Also, because they all were prompted, all the students had to start their stories with the same opening sentence or phrase as the following example shows:



- Your English teacher has asked you to write a story.
- Your story must begin with this sentence:  
*I felt nervous when the phone rang.*
- Write your **story** on your answer sheet.

*Figure 1. PET writing part 3 sample*

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## **Chapter 2**

### **Theoretical Framework**

In this chapter, a description of the theory, concepts and the state of the art will be presented that served as the foundation for this research. My project pursued to develop of EFL writing as a language skill. Consequently, it was necessary to define the communicative competence. In order to explore this issue, I used peer edition as a cooperative learning strategy, which generates positive interdependence between team members. This strategy is framed in the perspective that learning occurs as a social phenomenon and that there is a Zone of Proximal Development (ZPD) with high-skilled members who scaffold those who are learning. Ergo, social constructivism, scaffolding and ZPD are defined from a Vygotskian viewpoint (1978).

### **EFL Writing**

The view of EFL writing which underpins this construct is inherently connected with the socio constructivist paradigm of this study. It is that interpretation where learners are to develop greater understanding by working with more knowledgeable others (Hyland, 2009). Its importance not only radiates in obtaining of good grades in the scholar context, but also in the development of a solid communicative competence which allows the students to share their view of the world. The written tasks the students were assigned were based on the *writing frames* theory proposed by Hyland (2009). This model scaffolds students' writings:

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by setting out a sequence of cohesive ties to which the writer supplies the content. Each outline consists of different words or key phrases, depending on the particular genre which is being scaffolded. Writing frames guide learners through a writing activity by giving them a structure within which they can concentrate on communicating what they want to say, rather than getting lost in the form. (Hyland, 2009, p. 119)

Following this line, the students were provided with written models so that they could be guided in the text structure. Additionally, they were not only given prompts to start their stories, but also, before writing, they were presented some vocabulary they might need for their written products. Thus, they would not get lost in the textual form they aimed to utilize.

Besides, writing can be considered as a very difficult skill to develop because “learning to write -even in one’s native language- is not simply a matter of ‘writing things down’” (Omaggio, 1986 p, 221), and “it is probably the most difficult thing there is to do in language. It is something most native speakers never master” (Nunan, 1999 p., 271). Likewise, writing is not only difficult but also complex. It is a messy non-linear practice that involves different cognitive processes which require intellectual effort over a considerable period of time (Castillo, 2014; Shaughnessy, 1977; White & Arndt, 1991). From my experience as an EFL learner and teacher, I can say that writing has been a challenging task that not everybody is willing to face. In formal education it has been seen as mandatory and confusing due to the lack of instructions and tools to achieve it in a proper way. However, through this study I attempted to approach writing by listening students’ voices about their inquiries in this process. Besides, I did not ask my students to write at once. Instead, I provided them with strategies and samples so that they had an idea on

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how to develop the different products I requested from them. Lastly, my intention was to encourage participants to transform EFL writing from an isolated practice into a social construction.

One highlighting characteristic of writing is the application of different cognitive stages to carry out this exercise. Although there are several authors who suggest different orders for the cognitive stages required for writing (Castillo, 2014; Nunan, 1999; Omaggio 1986), they can be summarized in stages before, during and after the final task. These stages were used in the development of the pedagogical intervention which will be detailed in further chapters.

Nunan (1999) defined two approaches for teaching writing: the product-oriented approach (POA) and the process approach (PA). Whereas the former focuses on “the final product, the coherent, error-free text” the latter concentrates on “the steps involved in drafting and redrafting a piece of work” (1999, p. 272). Even though in PA it is stated that perfect texts are not possible, they can get close to perfection through a production, reflection, discussion and successive rework of drafts on a text (Nunan, 1999). On the other hand, POA concentrates in models which the learner imitates, copies and transforms. These models are provided by the teacher and / or the textbook (Nunan, 1999). Ideally, PA could be the most suitable technique for quality and communication in writing. However, when students face an exam to submit, there is not available time to do so. This implies the failure to overcome difficulties and successfully deliver a message in a written way. In regard to this matter, Raimes (1993 cited in Nunan, 1999) suggested teaching both the POA and the PA because

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in a writing class, students need to be taught both how to use the process to their advantage as language learners and writers, and also how to produce an acceptable product on demand. (...) While students certainly need to learn how to pass exams, they also need to perceive writing as a tool for learning, a tool that could be useful to the throughout their professional and personal lives. (1993, cited in Nunan, p. 245)

In conclusion, to be proficient in a target language does not imply writing coherent understandable texts. In formal education this productive skill is not only important for the students when facing an exam, it is also important because it allows them to develop cognitive skills and express their ideas. However, for these thoughts to successfully be delivered, they have to be clear enough for the understanding of the reader; otherwise, communication may not occur. In this vein, the necessity to define communicative competence emerges.

### **Communicative competence**

According to Hymes (1967; 1972), communicative competence (CC) is the ability that enables us to convey and interpret messages to negotiate meanings within specific contexts. This competence has been dissected in different fashions. For example, Canale and Swain (1980) made a distinction between form and function of language through three different approaches: grammatical approach, which was based on linguistic or grammatical forms; communicative or functional / notional approach, which was based on illocutionary acts of speech such as apologizing, inviting, promising; and situational approach, which focused on the language use in

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particular settings or situations. Evidently, Canale and Swain made contributions to the construction of the competences which the Common European framework of Reference manages nowadays. Based on these theories and my experience as a teacher in this institution, I can conclude that the school defines the grammatical approach as the linguistic competence, the situational approach is understood as the sociolinguistic competence and the functional / notional approach is the pragmatic competence.

I made a special emphasis on the conceptualization elicited by the CEFRL because it is the set of guidelines which shed light on the bilingual program developed in the school serving as setting for this study. As a matter of fact, in this school, the EFL performance of the students is evaluated through the linguistic, sociolinguistic and pragmatic competence. Subsequently, I am going to quote and discuss the definition that the CEFRL makes about these three competences emphasizing on writing.

Linguistic competence includes syntactical knowledge. Also, it refers to the precise use and cognitive organization of vocabulary and storing of expressions. It “depends, amongst other things, on the cultural features of the community or communities in which the individual has been socialized and where his or her learning has occurred” (CEFRL, 2001. p. 13).

Sociolinguistic competence refers to

the sociocultural conditions of language use. Through its sensitivity to social conventions (rules of politeness, norms governing relations between generations, sexes, classes and social groups, linguistic codification of certain fundamental rituals in the functioning of a

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community), the sociolinguistic component strictly affects all language communication between representatives of different cultures, even though participants may often be unaware of its influence. (CEFRL, 2001. p. 13).

Pragmatic competence concerns with

“the functional use of linguistic resources (production of language functions, speech acts) (...) It also concerns the mastery of discourse, cohesion and coherence, the identification of text types and forms, irony, and parody. For this component even more than the linguistic component, it is hardly necessary to stress the major impact of interactions and cultural environments in which such abilities are constructed”. (CEFRL, 2001. p. 13).

The assessment criteria implemented for grading the writings was thought in function of the competences mentioned above. The task completion criterion was thought so that the writer bore in mind all aspects of language communication such as social conventions and the culture where the written message takes place. Besides, grammar, tense, vocabulary and spelling correspond to the linguistic competence, which concerns about formal features of language. Lastly, the coherence and cohesion criteria, despite having elements related to the linguistic competence, also deal with the functional part of language, such as the intention of the writer and the text typology.

Even though the school included linguistic, sociolinguistic and pragmatic competences for EFL instruction, for the purpose of this study I focused my attention on short stories as written task, which served as evidence of the development of those competences in L2 learning.

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According to the CEFRL tasks are actions which are “performed by one or more individuals strategically using their own specific competences to achieve a given result” (2001, p. 9). In this research process, writing was not the only task, which was carried out by the participants, so was peer editing. Peer editing is defined as a task as well because it required strategic thinking when planning how they would help their peers achieve their writing task within cooperative learning environment. Peer editing was utilized as a tool that could help my students to achieve the communicative goals which stems from cooperative learning.

### **Cooperative Learning**

Ferreiro (2007) and Johnson and Johnson (2009) affirmed that Kurt Lewin was one of the first scholars in proposing the strengthening of the relationships among team members aiming at achieving a common goal. The idea on the strengthening of the relationships to achieve a common goal draws on Cooperative learning (CL) practices. CL is “the instructional use of small groups so that students work together to maximize their own and each other’s learning.” (Johnson & Johnson, 2009). This instruction must be guided by clear objectives so “students engage in numerous activities that improve their understanding of subjects explored” (Babu et al, 2016).

I chose this proposal to be underpinned by CL because it promotes threefold interdependence. Firstly, cognitive interdependence refers to the collective representations made by the individuals. Furthermore, behavioral interdependence discusses the mutual

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impact that learners have on each other as their life and daily activities intertwine. Lastly, social interdependence promotes individual accountability, “interaction, appropriate use of social skill and group processing” (Johnson and Johnson, 1989, 2005, cited in Yusmani, 2018). Each learner makes his/her own contribution for the creation of a collective construction by virtue of sharing several hours on a daily basis at school. Such construction is made through interaction, which causes an individual to have an impact on the other. These three characteristics of CL implies students’ empowerment because CL practices should enable learners to become autonomous subjects aware of their learning processes.

CL is classified in formal and informal practices according to Johnson and Johnson (2009) and Babu et al (2017). Formal CL “is structured, facilitated, and monitored by the educator over time and is used to achieve group goals in task work.” (Johnson & Johnson, 2009, p. 34). In contrast, informal CL can incorporate group learning with passive teaching through a discussion either in the middle or at the end of the lesson (Johnson & Johnson, 2009). The latter practice enables the student to process, consolidate, and retain more information learned (Ferreiro, 2007; Babu et al, 2017) apart from structured lessons. In this proposal, formal and informal CL took place. It was formal because each lesson had a structure because it contained an objective, the groups were carefully assembled, each member knew his/her role was, the classroom was arranged in accordance with the objective, and other formalities of a lesson. Also, my intervention was informal because, in spite of the structural organization of it, I opened the spaces for students to discuss freely about the topic they would write about at the beginning of each lesson and at the end of it.

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Both Johnson and Johnson (2009) and Ferreiro (2007) remarked the importance of involvement in interdependence because interaction implies personal and collective change of thinking and doing. Therefore, the challenge of this proposal was to have the students involved and motivated to work collaboratively within peer edition. Thus, the idea of group working was grounded on the definition of some cooperative techniques. For instance, Schul (2011 cited in Babu, 2017) stated that CL practices utilize student pairing, while others utilize small groups of four or five students. In order to foster peer edition, I followed the idea of (Rouhi & Azizian (2013) in the sense that I allowed the students to work in pairs because, in my teaching practice, I had noticed that they had a peer of choice when working in groups. Consequently, it was extremely important to recognize and analyze such interactions that pursued the CL essence. Hence, writing served as the platform to understand the development of this skill as a collective process where each member of the community takes part of and is heard.

### **Peer Edition (PE)**

Nunan (1999) and Castillo (2014) suggested peer editing (PE) as a tool for improving written products. To bring peer editing to discussion, I am going to mention some studies which have been conducted through making use of PE. Many of these studies reported the findings which the EFL writing classroom revealed peer interaction.

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PE has been advocated as an effective writing technique both in L1 and L2 classroom (De Guerrero & Villamil, 1994; Diaz, 2010; Tsui & Ng, 2000); Zhu, 2001, cited in Rouhi & Azizian, 2013). This process also demands multiple drafting, extensive revision and pair work (Rouhi & Azizian, 2013). These authors also affirmed that PE occurs in a framework of scaffolding where students take roles of collaborators through activities which create opportunities for them to work together constructively and develop their collaborative skills. I can affirm that this study served as a mirror of collaborative learning where PE allowed students to work as a community and to build knowledge.

The virtues of commenting on peers' writings has been pointed out by a number of research studies (Hu, 2005; Min, 2005; Lundstorm & Baker, 2009; Rollinson, 2005; Tsui & Ng, 2000 cited in Azizian & Rouhi, 2013). One of the advantages of PE is to help learners to understand better the way they write (Azizian & Rouhi, 2013). PE can also provide assistance and a new form of assessment during the EFL writing process in a cooperative classroom environment (Díaz, 2010). Assessing not only allows the learner to understand his/her peers' written product, this practice can also support students' understanding and apply cognitive skills such as reflection, analysis and review. Another asset of having the students give feedback is to reduce the workload that represents checking lots of writing in crowded EFL classrooms on behalf of the teachers (Diaz, 2010; Azizian & Rouhi (2013). Consequently, the assets of PE benefit both students and teachers regarding institutional duties and knowledge construction.

It is to remark that peer editing is a field that needs further study. De Guerrero and Villamil (1994) stated that there have been few studies that analyze what occurs between students

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when they get together to talk critically about a piece of writing. Azizian and Rouhi (2013) affirmed that this issue has not been examined empirically. Rather, the results of studies conducted regarding this problem portray the students' beliefs about the effects of PE on their writing ability (Hu, 2005; Min, 2005; Tsui & Ng, 2000). Hence, I intend to contribute to this field of study with my research proposal by reporting PE within EFL learning settings.

I strongly believe that writing is also socially constructed. In this matter, writing is not defined as a solitary act (Ong, 1982 cited in Diaz, 2010) but rather is:

the result of interaction among people, context and texts. In other words, writing occurs in a community for a community. A social constructivist perspective conceives writing as a way of creating meaning through words, sentences and paragraphs, besides it is a tool to promote knowledge and learning in all academic disciplines. (p. 88).

In this vein, this study is encompassed in the view that individuals learn from others and knowledge is constructed collaboratively. Ergo, the necessity to review social constructivism, Zone of Proximal Development and scaffolding emerges.

### **Social constructivism**

Social constructivism is a learning theory which is derived from the social development theory posed by Lev Vygotsky (1978), but that has been discussed by other authors such as Bruner (1990) and Dewey (1938). The central idea of social constructivism is that individuals construct knowledge through social interaction, and it is a shared rather than an individual

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experience. Vygotsky (1978 as cited in Amineh & Davatgary 2015) stated that cognitive growth occurs first on a social level, and then it can occur within the individual. To make sense of others and construct knowledge, learners should be allowed to be exposed to different circumstances. Likewise, Roth (2000 as cited in Amineh & Davatgary 2015) also stated that “the roots of individuals’ knowledge are found in their interactions with their surroundings and other people before their knowledge is internalized” (p. 13).

In social constructivism, Amineh and Davatgary (2015) and Kim (2006) affirmed that meaningful learning occurs when individuals are engaged in social activities such as interaction and collaboration. In this spirit, short story writing was a practice in which the students shared knowledge and practice through peer collaboration, which is a social constructivist approach according to Shunk (2000 as cited in Kim, 2006).

In this learning theory, the role of the learner is viewed as an integral part of the learning process; his / her “own version of the truth” is born in mind (Wertsch, 1997 as cited in Amineh & Davatgary, 2015). Consequently, the learner is empowered to give feedback to a peer in a writing construction process to learn others’ “truths”. For the construction of new knowledge based on students’ experiences, it is also important the background of the learner because it helps to shape the knowledge and the truth that the learner creates (Wertsch, 1997 as cited in Amineh & Davatgary, 2015). The background knowledge of the students was born in mind not only when the writers referred their prior experiences when writing, but also when having the possibility to have a voice on the writings their peers wrote. Therefore, this study attempted to open spaces where learners had the possibility to learn from others in order to create new ways of knowledge.

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Due to this empowerment the learner attains, the role of the teacher is the facilitator who “helps the learner to get to his or her understanding of the content” (Bauersfeld, 1995 as cited in Amineh & Davatgary, 2015). In this study I had an active and a passive role because I lectured the students on how to edit their peers and I facilitated the understanding of the high-skilled students or scaffolders so that they could independently orient more efficiently their peers. Because of this duality, I had to change my traditional way of teaching. I had to acquire other skills that I did not normally carry out in class. For instance, I interacted with students to help them discover meanings, instead of directly resolving the inquiries they had.

In order to have a deeper understanding regarding interaction among students and how knowledge construction took place, it is necessary to understand the concept of Zone of Proximal Development (ZPD) which portrays the underpinnings of social constructivism.

### **ZPD and scaffolding.**

ZPD refers to the threshold that exists between what a learner can do without help and what he/she can do with the help of a skilled peer. Vygotsky defines ZPD as "the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem-solving under adult guidance, or in collaboration with more capable peers" (Vygotsky, 1978 cited in McLeod, 2018, p. 86). It is believed that when a student is in the ZPD for a particular task, as long as he/she is provided with an appropriate assistance, he/she will be enabled to achieve such task.

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The ZPD for achieving a task is a cyclical process. First, the learner is situated in an actual level of development. Then, he/she is provided with a task which is challenging. The achievement of this task should be encouraged by a more skillful peer, by an adult, or by a knowledgeable person. Finally, once the task is achieved, it will be mastered and internalized by the learner; this means that in a further occasion the learner will be able to do this task by him/herself. This process starts all over again when another challenging task is assigned. In this proposal, I pursued to develop this level of independency of the low-skilled students by introducing them in the cycle above described.

In order to maintain the students into the ZPD, the tasks the students are provided with should not only be challenging, but also achievable. Besides, the tasks have to be interesting and culturally meaningful (Feuerstein, 1921 as cited in Ferreiro 2007; Roosevelt, 2008). In this vein, providing the students with opportunities to write about what they wanted would permit them to find meaningfulness in their writings, and include elements whose source were their own contexts.

In this study I wanted to reclaim the importance of imitation in the learning process. Imitation should not be understood as simple copying of actions, rather, it should be seen as a person's ability to imitate "meaningful constructions of cultural activities" (Chaiklin 2003, cited in Shabani, Khatib & Ebadi, 2010, p. 238). Consequently, imitation has to be framed within the zone of the learner's intellectual potential in order for understanding to emerge (Vygotsky, 1997 cited in Shabani et al, 2010, p. 96). It is also important to recognize this concept as a way of

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interaction. It means that students can reach comprehension, build knowledge and test their intellectual potential to pursue learning goals in cooperative environments.

Reviewing the concepts of co-construction and ZPD, the term scaffolding emerged. Scaffolding can be seen as a metaphor to refer to the ZPD or as the ultimate stage of the ZPD (Stone, 1984, cited in Verenikina, 2003; McLeod, 2018). In addition, Mercer and Fisher (1992) stated that “the major goal of scaffolding in teaching represents view the ZPD characteristic of transfer of responsibility for the task to the student”. Therefore, Bodrova and Leong (1996 cited in Shabani 2010) asserted that “the quality of teacher-learner interaction is seen as crucial when scaffolding learner’s learning”. I can conclude that the ZPD implies scaffolding because there is a constant interaction among learners to pursue learning goals. The learners who have difficulties in EFL skills can improve learning processes by working with others. Such interaction in ZPD fosters student-centered activities where teachers are mediators of knowledge. The educator positions learners as active subjects who are responsible of their own learning processes.

Even though scaffolding could be a way of operationalizing Vygotsky’s concept of working in the ZPD, Wells (1999) pointed out that there are three key features that give educational scaffolding its particularity. Firstly, the essential dialogic nature of the discourse in which knowledge is co-constructed. Also, the significance of the kind of activity in which knowing is embedded. Finally, the role of artifacts that mediate knowledge. These features of ZPD caught my attention because my pedagogical beliefs match with the idea of the co-construction of knowledge, the meaningfulness of activities and the role of cultural artifacts as tools to mediate learning within formal language.

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These are the constructs which served as basis for carrying out this study. Next, I am going to make an exploration on some other studies which have been carried out during the last ten years; these studies are similar to this one and were conducted in both levels: world and nationwide.

### **State of the Art**

The following section aims at providing a general scope of some advances which have been made in the field of EFL writing based on local and foreign researchers. I classified the topics in two different categories called general advances in EFL writing and writing and peer editing.

#### **General advances in EFL writing.**

In the last decade, there have been local and international research studies focusing on the development of writing skill. These researchers have defined writing as an act to communicate ideas which involves a set of cognitive techniques where peer collaboration is included. (Briesmaster & Etchegaray, 2017; Díaz, 2014; Navarrete et al, 2019; Ruiz, 2013). Qualitative researches from Colombia and Chile will be presented and their outcomes will be discussed.

To begin with, Briesmaster and Etchegaray (2017) aimed at identifying the impact of metacognitive training on the development of coherence and cohesion in the writing production of EFL learners at paragraph level. In this action research the researchers implemented two qualitative research techniques to identify the metacognitive writing procedures used by the

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students before and after the metacognitive intervention. The participants included 19 students from an 8th grade Chilean public school who took part in a 9-week class intervention. The authors of this study defined writing as a productive language skill. Specifically, it is the act of forming letters or characters on writing materials in order to communicate ideas. Then, once learners are able to produce written pieces of work they are successful at listening, speaking, and reading. They also stated that in order to be a successful writer, it involves making the right decisions so as to express meaning in a foreign language. After the intervention, the participants evidenced that some of the pre-writing activities they started using was *outlining* and considering the structure of a paragraph and lexical items. They also evidenced that, while-writing, the participants mostly considered the use of connectors. Besides, through interviews, the researchers found that the participants revised their ideas after writing. As a conclusion, the researchers suggested increasing opportunities for writing and the inclusion of reflection activities when producing in the L2 within a more extensive intervention.

Díaz (2014), a Colombian scholar led a research in which she utilized project work methodology and a process approach in order to improve writing production. Her study was carried out in an English class of a Colombian university. She aimed to know what the difference was between students' written production before and after the implementation of project work. She collected data through artifacts, field notes and video recording transcriptions. The results showed that the students improved in terms of accuracy. They started producing longer texts and they integrated more confidently the speaking skill in their projects because of the implementation of assessment as a procedural tool, which shifted the negative perspective the

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students had on writing. The author concluded that Project-based learning and a process approach seem to be effective implementations because they can heighten the writing abilities and confidence of students who are learning English despite the many difficulties they evidenced.

Navarrete et al (2019), a group of Chilean scholars led a research focused on the impact of indirect metalinguistic corrective feedback on English grammar acquisition. This pre-experimental design counted on a sample of 20 third-year students of an EFL teaching program at a Chilean university. As data collection instruments, the researchers used a sociodemographic questionnaire and a table which categorized errors. The results showed that the quantity of grammatical errors decreased significantly. Navarrete et al (2019) concluded that feedback is a relevant strategy in error correction. Also, they concluded that feedback, when accompanied by metalinguistic information, is an opportunity for students to acquire knowledge of the target language within communicative situations.

Ruiz (2013), a Colombian researcher conducted a local research which aimed to describe and analyze the role of project work in the development of critical thinking and to describe and document the way in which those students developed their writing skills through this methodology. This action research was carried out in a public school for eight months, being field notes, artifacts, and audio recordings, the data collection instruments. The researcher acknowledged the importance of including and developing dynamic methodologies which allow the new generation of students to have a more participative role based on cooperative and collaborative work. The researcher's role was a participant and an observer. The results showed that, through project work, the students enhanced their emerging critical thinking skills and their

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writing processes. Also, they interacted more with their classmates and discovered that learning English was something useful for their lives. Consequently, they acquired more confidence in writing and speaking in English. Additionally, they became more reflective, organized and critical about what they thought, what they said, and about what happened around them.

Synthesizing the commonalities in these studies, it was evidenced that there have been different appealing instructional ways to approach EFL writing development. Also, not strictly 100% qualitative research has been conducted in this field; rather, there have been quasi experimental quantitative approaches. On the other hand, it seems that project-based work has been the method of choice for some local researchers. This method defines writing as a process which can help learners foster their writing skill. Furthermore, it also helps them be more confident at the moment of performing the target language.

### **Studies on Peer Edition (PE).**

Local and foreign researchers about PE suggested that it is a useful strategy in collaborative classrooms which motivates students and lowers the anxiety of those who do not feel confident with their English language proficiency (Díaz, 2010; Greenwood, 2017; Ramirez & Guillén, 2018; Wang, 2015). These studies also highlighted the importance of considering the opportunities that PE brings in order to make significant changes in EFL teaching practices which, in turn, could show different learning and assessing ways.

Díaz (2010) reported on a qualitative research where thirty ninth graders were the participants in a public school in Bogota, Colombia. This descriptive-interpretative study followed the Grounded Theory methodology. The sources of data were field notes, video

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recordings and students' artifacts (writing drafts). The participants were chosen because the teacher researcher was their homeroom teacher, so she already knew the background information about the participants' writing processes. The objectives were to determine the role of peer editing in the writing process and to characterize the relationships built when students corrected each other's writings. The results showed that when students were engaged in peer editing sessions, they created zones of proximal development in which high-achiever students provided linguistic scaffolding and empowered low achievers. It was also found that students used thinking strategies such as noticing and explaining when they identified errors related to the formal aspects of the language. The researcher concluded that peer editing is a useful strategy in collaborative classrooms which provides teachers with valuable opportunities to make significant changes in their practices and perspectives on teaching and learning, as well as different ways of assessing students.

Along similar lines, a qualitative study conducted in Sweden reported on EFL learners' affective responses to computer-mediated peer feedback (CMPF) (Greenwood, 2017). The researcher aimed to document the upper-secondary students' affective responses to using CMPF, to provide education to professionals and researchers alike with valuable insights into the life experience of 5 ESL/EFL students. The researcher became aware that time and other resource restrictions hindered teachers' choices in order to facilitate students' different learning processes. Greenwood found that CMPF can address some of these concerns and lead to statistically better result. The data analyzed informed that majority the participants' comments indicated that they felt mostly encouraged and motivated to use CMPF for commenting on and addressing local

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problems such as spelling, grammar, and punctuation. In terms of attitude, students reported being very committed to understanding and considering all CMPF. The participants showed that their anxiety levels decreased due to CMPF, specially the anxiety of those who, according to the researcher, were introverted. The results showed that students were motivated to use CMPF primarily because of the belief that this helped them to write better. The students' attitudes to CMPF were also decisively positive. In particular, the students showed a strong commitment to understanding feedback and considering its value. The participants reported that CMPF lessened communication anxiety. However, they felt like their performance was being tested by the teacher and evaluated by their peers leading to some test anxiety and fear of negative evaluation according to their reports.

Ramirez & Guillén (2018), two Mexican scholars conducted a research which aimed to find out if the use of self and peer correction processes in the English class during writing instruction resulted in higher quality texts. This exploratory study was carried out in a Mexican university during a semester. The data collection instruments were a survey, students' artifacts (four writings per participant) and an error log where the participants registered the errors made in the writings. The main motive these researchers had for inquiring into this matter was the acknowledgement of academic writing as a challenging task. The conclusions showed that promoting self and peer correction in regular EFL textbooks is a worthwhile practice. As for peer correction, the respectful and friendly manner in which they provided feedback to one another contributed with opportunities for confirming or discarding what they believed was right or wrong.

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To expand the issue of PE, Wang (2015) conducted a case study in a Chinese university. The participants were three students, two females and one male from different English proficiency levels. Their proficiency was determined by their performance in the 1st year English courses ranging from *Comprehensive English to Listening* and their TEM 4 (Test for English Majors, Band 4) scores were obtained three weeks after the data collection. According to the author, there has been an amount of research on PE's efficacy throughout the last decades. Nonetheless, there are very few empirical research studies on the effect of proficiency-pairing on students' revisions in the EFL writing context. The researcher sought for answering how proficiency-pairing might affect individual students' peer-mediated draft revisions and how individual students perceived their peer's feedback on EFL writing when paired with students of similar or different English proficiency. The researcher found that pairing intermediate-proficiency students tended to generate peer feedback on all aspects of EFL writing. However, when a low-proficiency student was paired with an intermediate one, the experience was not positive because the low-proficiency student was largely constrained by his/her limited English proficiency. Conversely (or maybe complementarily), Díaz (2010) found a sort of opposition to Wang's finding: Díaz's study recognized that high-achieving students provided linguistic scaffolding and empowered the low-achieving ones.

To summarize, PE studies are seen as an effective tool to foster students' EFL writing. Although all these studies had a qualitative approach, none of them were action research studies; this means that this research enriches the AR field within EFL teaching contexts. Additionally, it is important to remark that if PE has proven to be effective, there should have been pedagogical

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interventions which have undergone action research because this method provides the opportunity to reflect, change and systematize all these rewarding experiences in the EFL classroom (Burns, 2010).

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## **Chapter 3**

### **Research Design**

This chapter describes the methodological path I used for the development of this research. This section includes the description of the research paradigm and approach, the setting and participants, the researcher's role, the data collection instruments, and the procedures utilized in order to collect data and their use.

#### **Research paradigm.**

The research paradigm of this study is constructivist and understands the participants of those studies as objects of inquiry who have individual perspectives or construct different realities (Hatch, 2002). In order to obtain both the participants' and the researcher's perspectives on the issue of this study, I collected data through field notes, audio transcriptions, artifacts and a questionnaire. The conjugation of information displayed in these instruments allowed me to identify and understand a phenomenon which was happening in the classroom.

As this qualitative research proposal occurred in a natural setting where human behavior and events happen (Hatch, 2002), I observed the interactions of a group of ninth graders who served as participants for this study. Therefore, the data obtained throughout this process was descriptive. This type of data displays people's own written or spoken words and observable behaviors. (Bogdan & Taylor, 1975, cited in Hatch, 2002). This implies that, as a researcher, I had to be sensitive and reflective to the phenomena which are taking place in the educational setting.

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A very valuable benefit of qualitative research, according to Rahman (2016) is that it “produces the thick (detailed) description of participants’ feelings, opinions, and experiences; and interprets the meanings of their actions” (p. 104). This type of research aimed at describing opinions and experiences the participants uttered and lived during the intervention. I obtained these descriptions through the use of some research instruments that I am going to mention, describe and define later in this chapter. After collecting and gathering this information, I described those opinions and experiences which contributed to understand the different actions, attitudes and meanings required for achieving the research objective and, in turn, answering the research question.

For the purpose of this study, I followed the principal underpinnings of Action Research (AR) as a methodology to pursue the transformation of my teaching practices, and to foster in my students’ collaborative practices while working on EFL writing.

### **Research approach**

#### **Action Research (AR)**

Among the different methods to carry out research in the classroom, I chose AR because it promotes changes in the teaching practices based on collection of information and reflection. “AR can be a very valuable way to extend our teaching skills and gain more understanding of ourselves as teachers, our classrooms and our students” (Burns, 2010. p. 1). Thus, I would not only be a teacher but also a participant.

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Burns (2010) explains that carrying out AR takes the following phases: planning, acting, observing and reflecting. Thus, it is necessary to develop a plan, act to implement it, observe its effects and reflect upon those effects. Despite the organization of this scheme, it is essential to keep in mind that researching is a flexible process and that it is important to be reflective and a good observer if the necessity to make any changes emerges. The following graph describes the process:

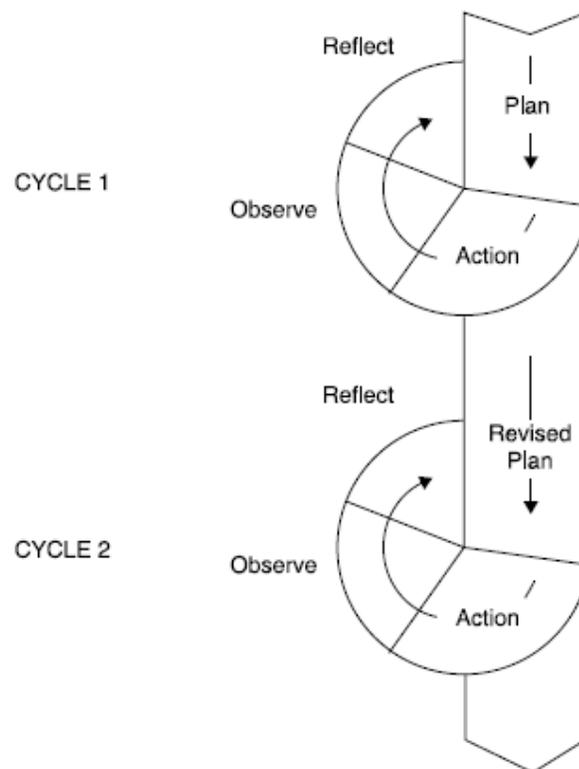


Figure 2. Action research cycle. Taken from Burns, A. (2010).

According to Burns (2010), planning is to identify the area which fits the researcher's interest so as to refine the research question(s) or issue(s). Planning is also related to identify who

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will be involved in the research and how data will be collected. Regarding collecting data and identifying who will be involved, ethical issues emerge, such as obtaining permissions from those who will be involved. Finally, the researcher should decide what literature to review in order to obtain support for the research. The suggestions aforementioned were followed in order to carry out this proposal. After defining and refining the research question, I reviewed literature concerning the constructs I suggested. After that, I profiled the population for this project and created the instruments that provided the data to understand the issue of interest. After the definition of the participants' profiles for this study, I wrote and issued the corresponding permissions to carry out this research process responsibly in terms of ethics.

Burns (2010) claims that observation refers to the data analysis that an Action Researcher should do. Particularly, AR should be characterized by an ongoing analysis which allows the researcher making changes during the process due to the constant pursue of improvement as it principally occurs in this research method. As my intervention was not unfamiliar with this principle, I am going to explain in the next chapter the changes I made based on the observations carried out during this research proposal.

Lastly, Burns (2010) claims that teacher researchers must reflect upon their practice and share the findings with the academic or institutional community where the intervention took place. The importance of reflecting stems on opening a door for future research so as to start the cycle again. Regarding sharing my experience as a researcher with others, this research was presented before an academic jury in compliance with the requirements for an M.A. program. Additionally, apart from publicizing this study before the educational institution where this study

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took place, I am planning to write an article about it and presenting it before a wider academic community.

For the purpose of this study, I applied three cycles composed of the four steps displayed in the graph above. Even though this graph shows two cycles, the third cycle followed the same steps, that is, there was a reflection at the end of cycle two before applying the plan for cycle three. During the first cycle of my intervention, I introduced the students to both short story writing and its strategies. As reflective practice after this first cycle, I evidenced that the students created a set of short story writing strategies which, later on, they would implement when doing their own written products. A more expanded description of the reflections made in the other cycles is going to be found in the next chapter of this paper.

As follows, I am going to describe some distinctive features which characterized the setting where this research took place. These features are related to the school schedule, the EFL lessons' length, the number of students per group, the location of the school, the socioeconomic strata of the population and the school's institutional mission and vision.

### **Setting**

This research was developed with ninth graders from a private coeducational school in Bogotá, Colombia. The students' schedule is from 7:00 am to 3:00 pm. The venue of this study was a school located in El Salitre neighborhood, twelfth district of Bogotá (Barrios Unidos). The socioeconomic strata the students' families range between 2 and 4 and they live in different neighborhoods of the city. The school offers educational services from preschool to eleventh

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grade and has the approval of the Ministry of Education to issue diplomas of Bachiller Bilingue Nacional (Bilingual Bachelor Degrees).

### **Participants and sampling**

Ninth grade was composed of eight groups and I was the English teacher of 5 of them. The target population included 19 males and 19 females aged between 13 and 15 years old. However, only 20 students and their parents consented to take part in this study. Ergo, the final number of participants were 10 males and 10 females. I selected this sample group because of the convenience sampling explained by Cohen et al (2007). These authors affirm that convenience sampling is based on choosing the nearest individuals or those who happen to be available and accessible at the time of the study. It was important for this study to have constant availability of the participants in order to assure the in-depth descriptions of the phenomenon to be studied. Also, I chose them because, in my perspective, they were the most committed group towards the class. Consequently, if they were committed to the class, I assumed they would also be committed to the participation of my proposal. I considered these reasons would guarantee the observation, analysis and description of the issue under study.

The process to collect data was developed from July to August 2019. In order to implement and develop this study and taking into account that the participants were underage, I obtained the corresponding consent from both their parents (Appendix 2) and from the school (Appendix 3). Through these documents, the school community was informed about the research and the different activities which were going to be developed.

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### **Researcher's role**

As a teacher - researcher my role was more that of an observer than of a participant. At the beginning of the process, my role was active and reflective because during the first sessions, I took the lead to both introduce EFL short story writing to my students and to teach them how to peer edit. However, during the rest of the proposal, the students led writing and editing activities in a pursue to encourage them to be aware of these processes. In my role as an action researcher I planned the activities, put them in action, described how they went on so as to, through reflection, make adjustments for the following session. An example of this reflective practice can be seen in a field note entry made on July 26<sup>th</sup> 2019 (Appendix 4) when introducing the students to short story writing. Consequently, as a researcher I had to be very meticulous to be able to see things in ways I had not consciously noticed before (Burns, 2009). In order to accomplish this meticulousness, I had to change my teaching practices in the sense that, before, as a regular teacher, I would teach my lesson mainly focusing on what I had planned for my students and, if I had to make any changes in my planning for future lessons, I would basically make a general reflection of what had not resulted well. In contrast, as an action researcher, I took notes in every session; this led me to a more thorough analysis of my pedagogical action. Likewise, the reflections that I made of this action led me to make a more suitable plan for the following cycle.

### **Data collection instruments and procedures**

Burns (2009) suggests a set of data collection methods which are suitable for the qualitative needs of AR. These methods allow the researcher to describe the constantly changing

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phenomena within the classroom. The instruments I utilized for this study were field notes, audio transcriptions, artifacts and a questionnaire.

To begin with, the field notes accounted for the observations I made. For Burns (2009), taking notes on what one observes is a self-conscious process in which you “make familiar things strange” (p. 57). In every session I focused on the specific actions related to peer editing in an objective way, reflected on what I observed and re-evaluated my own interpretations. I used note taking more frequently because it helped me to register aspects related to the research question, and it also allowed me to record the ongoing process of each activity so as, through reflection, to make any adjustments for the following lesson if it was necessary.

The audio transcriptions were obtained every session the students had to carry out the process of peer edition (sessions 4, 5 and 6). Due to this, not all the class was recorded, I only obtained recordings from those moments in which peer edition occurred because “with this instrument, it is possible to focus on particular segments of interest. Transcriptions from recordings are usually used to complement direct observations.” (Burns, 2003. p. 70). To collect these data, the participants were instructed to record a voice note on their mobile phones every time a peer edition moment occurred. After that, they would upload them on a Whats App © group which was created by them for that purpose (Appendix 5).

According to Burns (2009) The artifacts or classroom documents are written documents the participants made. The purpose of this instrument was to see evidence on what the participants said in both the audio transcriptions and the questionnaire. Each participant wrote three short stories. The first two were edited by their peers. To make such edition, each

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participant drew a “peer edition chart” (See Appendix 7). In this chart, their peer editors made the observations they considered necessary in terms of grammar and tense, vocabulary and spelling, coherence and cohesion and task completion. The students recorded in that chart what changes they did in the written product. The third short story was not edited because it was meant to be made following the principles of the POA (product-oriented approach). This third short story was intended to be product-oriented for two reasons. Firstly, because, as I mentioned in the Chapter 1, at the end of the ninth grade, the students have to submit the Cambridge Preliminary English Test (PET). Therefore, the inclusion of this task responded to the necessity to train them for this test. Besides, I sought the participants to retrieve the feedback and strategies they may have learned during the peer edition phases.

Finally, the open-ended questionnaire was applied at the end of all the process (Appendix 6). Because I did not have time to interview all my participants, I chose to use this instrument because it allows the researcher to obtain responses when time is not enough (Burns, 2009). The intention of the questionnaire was to obtain information regarding four aspects. First, participants’ insights regarding editing a peer and being edited by a peer. Second, the problems they identified when writing. Third, if they noticed any improvement during the process; and finally, their perception on writing a short story individually.

The next chapter describes the pedagogical intervention implemented containing curricular vision, vision of language, vision of learning and vision of classroom.

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## **Chapter 4**

### **Instructional Design**

This chapter describes the curricular, language, learning and classroom visions, which were the base of the instructional design development. Besides, it describes the pedagogical activities implemented in order to answer the research question: what does the implementation of peer editing tell us about EFL short story writing in ninth graders at a private school?

In order to promote PE practices, and for me as a researcher to understand their role within EFL short story writing tasks construction, I posed the following instructional objectives:

- To foster peer editing practices among students while they construct their own individual written texts.
- To promote peer feedback focusing on the EFL writing skill.

#### **Curricular vision**

This instructional design takes on a curricular perspective where communicative language teaching (CLT) is present because there was negotiation of meaning between the author of a piece of writing and its corresponding reader (Kibbe, 2017). Meaning must be at the center of all communicative exchanges, otherwise communication could be impossible.

CLT implies a curricular perspective in which students' learning processes are focused on the making of meaning instead of the application of grammar-based or repetition exercises.

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Having in mind the importance of grammar as a component of CLT, the core of this pedagogical proposal was to promote the importance of successfully conveying a message through the correct use of other linguistic features such as vocabulary, spelling, coherence and cohesion.

Additionally, evaluation and assessment were viewed as the result of interactions between peers in a *learning/teaching* process. In this matter, editing short stories positioned students' contributions as the foundation to understand how peer edition occurred. Another characteristic of this type of assessment is that it was formative (Perrenoud, 2008). It was formative in the sense that they were receiving feedback from their peers. Thus, they writers realized the mistakes they were making in a pursuit of not making them again. At the end of this process, no summative assessment was applied because I wanted to reduce the anxiety that summative assessment brings in them (Perrenoud, 2008).

### **Vision of language**

The vision of language of this instructional design was based on a sociocultural perspective (Vygotsky, 1986). Vygotsky regarded language as a social concept which is developed through social interactions. Likewise, children acquire knowledge as a result of engaging in social experiences. Based on these postulates, I chose PE because it promotes interaction through language. In this study, editors' opinions are considered as valuable supplies for enhancing their peers' language learning processes. PE is a practice that occurs in a framework of scaffolding where students take roles of collaborators through activities which create opportunities to work together constructively and develop collaborative skills. Moreover,

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because PE invites the students to give feedback to each other, it empowers them within a cooperative framework in which learners understand why they write the way they do.

### **Vision of learning**

In coherence with the vision of language, this study naturally holds a social constructivist view of learning as well. According to Vygotsky (1978), individuals construct knowledge through social interaction, and it is a shared rather than an individual experience. This means that learning occurs first at a social level, and then it can occur within the individual. In the case of this proposal, the explanation of how the co-construction of knowledge occurred and if there was individual learning will be explained in the following chapter.

### **Vision of classroom**

The vision of classroom in this study is based on Herazo et al (2009). These scholars state that, for the students to succeed in communication (oral or written), they need to be taught in advance all the content and linguistic items they will use in the communicative task. In this proposal, even though there was not a strong emphasis on such linguistic items, the students were shown other items needed for the individual and group learning production. These items were related to how to write short stories and how to edit them.

It may be asserted that in my EFL classroom, I applied a sort of Presentation, Practice and Production (PPP) approach proposed by Gower and Walters (1983, cited in Hedge, 2000). This approach consists of, first, presenting a language item to the learners by means of examples with or without an explanation. This item is then practiced in a controlled manner using exercises. Finally, opportunities for using the item in a free language production are provided. For my

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intervention, I used aspects of the PPP model in the sense that, even though I did not emphasize on items of language, I emphasized on forms to write and edit through modeling

This vision of classroom proposed the students to negotiate meaning and learning by assigning them the role of socially active agents who construct meanings (Foster et al, cited in Herazo et al, 2009). Also, this vision allowed the students to regress in the target language, that is, to go back and forth in the linguistics items which they have reviewed during their EFL learning processes; in other words, it is to recycle prior knowledge of the language (Lantof; 2006, cited in Herazo et al, 2009).

### **Instructional design**

De Guerrero and Villamil (1994) define PE as an effective writing technique both in L1 and L2 classroom. In this sense, PE fosters EFL writing as one of the four language skills (Kibbe, 2017). Additionally, PE breaks the traditional top-down paradigm in which the teacher is the only subject entitled to correct, edit or provide feedback on writings; PE encourages students to take control and monitor their writing learning processes. Even though I had the final say in the discussions the students held when peer editing, they were empowered not only by me but also by themselves. They were empowered by me in the sense that I acknowledged their capacity to be in charge of their individual and group work so that they could improve their own and group performances (Contreras & Chapeton, 2016). Thus, they were entitled to provide their classmates with insights regarding, formal aspects of language. Also, this continuous practice opened a space

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for the students to develop their own PE strategies because they monitored not only their own writings but also their peers’.

In order to promote PE among my students, I not only needed to orient my students on how to write a short story, but I also needed to know how to teach them how to do peer edition. For this purpose, a study was conducted in United Arab Emirates in 2018 was a reference to carried out this pedagogical intervention. Hojeij and Baroudi (2018) carried out a study in which they examined the effect of peer reviewing training to motivate and engage the participants towards self and peer reviewing of undergraduate students who are Arabic native speakers at a foundation intermediate English class. The teacher-researchers applied a set of steps to teach their students how to edit their peers’ writings. After reading those steps, I made some adaptations in connection with the necessities of my proposal, such as text typology, resources, pedagogical objectives, and participants’ profiles. As follows, I am going to explain how the peer edition process occurred.

This pedagogical intervention was divided in three cycles and a final independent learner stage. The cycles were named: modeling and implementing writing strategies, writing and introduction to edition, and peer edition reinforcement. In the first cycle, the students were introduced to short stories. In this introduction, the teacher-researcher showed the students models of expected outcomes, the students read strategies for short story writing and finally, as a group, they created their own set of strategies to be applied when writing a short story.

In the second cycle, the students wrote the first draft of the first short story proposed for this study. For writing this product, the students should have implemented the strategies all the

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group had agreed on in the first cycle. When writing, the students could use different sources of information to construct their products as teacher's support, internet, dictionaries, their classmates. After this writing was done, the teacher-researcher collected all the short stories and chose one of them randomly to utilize it as a sample to present the students how to edit them. After this presentation was done, all the students edited the sample paper; it is to clarify that the author of this chosen paper remained anonymous in order to avoid possible mockery.

In the third cycle, the students were given back the writings. In the meantime, I put the names of half of the class on strips of paper and put them in a bag. Then, the other half of the class came to the bag and picked out a paper, the name which appeared on the paper would constitute the peer this student would work with during the rest of the intervention. Once each student had his/her corresponding writing, he/she would join his/her peer editor to start the edition process. The writer sat next to his/her editor and he/she edited the product. Once this moment finished, they swapped roles, that is, the editor became *editee*. While editing, the editor filled out a chart called "peer edition chart" (Appendix 7). In this chart, the editor wrote down the observations he/she had regarding grammar, tense, vocabulary, spelling, coherence, cohesion and task completion; this chart would constitute a major supply for the writer to make the corresponding changes and those corrections had to be made in different colors to facilitate their identification. Lastly, after reading the corrections / observations, each student wrote a second version of this first short story.

In the second part of this cycle, the students wrote a second short story following all the steps described in the previous paragraph. The objective of this part of the implementation was to

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create a space of metacognition in which the students would reflect upon the observations they received from their peers in the first short story. Expectedly, the product of this reflection should be evidenced in this second writing.

A final fourth stage aimed at promoting autonomous work through writing a third short story individually. The objective of this final task was that the students applied everything they could have learned in terms of strategies, reflection and metacognition. The table 2 describes what was made during the process.

It is crucial to mention that despite structure which constituted the organization of this intervention, there were some adjustments that needed to be made in the light of the reflective nature of an AR process. The supply that served for making those adjustments were the field notes. As follows, I am going to mention those changes that I made.

In the first cycle, the use of the participation tool Mentimeter © to poll people was manifestly successful according to the students. They claimed that the use of this tool allowed most of the students to participate in the construction of the set of characteristics that a short story should have; even those who regularly are reluctant to participate did it. Consequently, with the objective to later collect from the students a set of strategies to write a short story, I decided to include this tool again for the following session. An example of how Mentimeter was used is found in figure 3



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peer review, so the edited paper could be done at home and brought to the class in the following session.

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Table 1. Implementation description

Cycle	Session	Teaching objectives	Learning Outcome	Topic	Methodology / Procedure
MODELING AND IMPLEMENTING WRITING STRATEGIES (Cycle #1, Session #1) July 26th	<b>Introduction to short stories</b> <i>The teacher will show the characteristics and structure of a short story to students.</i> <b>Time:</b> 75 minutes	To introduce students to short story writing.	The students will identify the characteristics and structure of short stories.	Introduction to short stories. - Structure of short story (beginning, middle and end). - Characteristics of short stories (grammar/tense, coherence/cohesion, vocabulary/spelling and task completion).	Unidad de formación (institutional methodology).  1. Prior knowledge activation: imagery 2. Information: short story modelling. 3. Individual learning: identification of characteristics and structure of a short story. 4. Group work: sharing understanding of characteristics and structure of a short story sample. 5. Evaluation: Collective consensus of general characteristics of short stories.
MODELING AND IMPLEMENTING WRITING STRATEGIES (Cycle #1, Session #2) July 29th July 29th	<b>Writing strategies for short stories</b> <i>The teacher will guide students to apply strategies for short story writing.</i> <b>Time:</b> 75 minutes	To present strategies for short story writing.	The students will identify the strategies involved in short story writing.	-Short story writing strategies.	Unidad de formación (institutional methodology).  1. Prior knowledge activation: Students say what strategies they use when writing a short story 2. Information: short story writing presentation following the information provided in the site: <a href="https://keepsmlingenglish.com/2017/02/writing-part-3-story-pet-preliminary-b1-cambridge/">https://keepsmlingenglish.com/2017/02/writing-part-3-story-pet-preliminary-b1-cambridge/</a> . 3. Individual learning: Each student will make his/her own bank of strategies. 4. Group work: collective construction of bank of strategies. 5. Evaluation: Students decide what the most suitable strategies for short story writing would be.
WRITING AND INTRODUCTION TO EDITION (Session #3, Cycle 2) July 30th	<b>Drafting a short story</b> <i>The teacher will assign the creation of a first short story.</i> <b>Time:</b> 75 minutes	To apply the reviewed strategies for short story writing.	The students will apply strategies for short story writing.	-Write a short story.	Unidad de formación (institutional methodology).  1. Prior knowledge activation: What do you remember from the aspects we read last class? 2. Information: Compare what you remember with the material the written sample the teacher brought. Based on that material, the teacher explains how to write the short story. 3. Individual learning: Write a short story. 4. Evaluation: teacher's guidance.
WRITING AND INTRODUCTION TO EDITION (Session #4, Cycle 2) July 31st – Aug 1st	<b>Editing and feedback</b> <i>The teacher will introduce the students into peer editing.</i> <b>Time:</b> 75 minutes. <b>Type of data:</b> teacher-researcher observations and reflections. <b>Interactions.</b> <b>Instruments:</b> <i>-Teacher-researcher field notes.</i> <i>-Audio transcriptions from students' conversations.</i>	To guide the students on the application of peer editing.	The students will edit a short story sample.	-Edit a short story sample.	Unidad de formación (institutional methodology).  1. Prior knowledge activation: analyzing the sample reviewed in the previous lesson. 2. Information: Presentation on how to edit a short story. 3. Individual learning: Edit the short story sample taking into account the edition criteria (task completion, vocabulary/spelling, grammar/tense, coherence-cohesion). 4. Group work and evaluation: Collective analysis of the mistakes found in the sample.

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<p><b>PEER EDITION REINFORCEMENT</b> (Session #5, Cycle 3) Aug 5<sup>th</sup> – 6<sup>th</sup></p>	<p><b>Editing and feedback</b> The students will edit their peers' short stories. <b>Time:</b> 75 minutes. <b>Type of data:</b> teacher-researcher observations and reflections. Assessment and metacognition application. Interactions. <b>Instruments:</b> -Teacher-researcher field notes. -Students artifacts: writings. -audio transcriptions from students' conversations.</p>	<p>To have the students edit their peers' writings.</p>	<p>The students will apply the peer edition steps presented in the previous lesson.</p>	<p>- Edit you peer's short story.</p>	<p>Unidad de formación (institutional methodology).</p> <ol style="list-style-type: none"> <li>1. Prior knowledge activation: Retrieving the writing edition criteria presented last class.</li> <li>2. Information: Reinforcement of aspects to take into account during the peer edition process.</li> <li>3. Individual learning: Edit your peer's short story.</li> <li>4. Group work: Your peer will edit your short story. Both students will negotiate on both written products.</li> <li>5. Evaluation: the edited student will edit his/her own short story bearing in mind the received feedback.</li> </ol>
<p><b>PEER EDITION REINFORCEMENT</b> (Session #6, Cycle 3) Aug 8<sup>th</sup> – 9<sup>th</sup></p>	<p><b>Short story writing 2.0</b> The teacher will assign the creation of a second short story. <b>Time:</b> 75 minutes. <b>Type of data:</b> teacher-researcher observations and reflections. Assessment and metacognition application. Interactions. participants' insights on this peer editing process. <b>Instruments:</b> -Teacher-researcher field notes. -Students artifacts: writings. -Audio transcriptions from students' conversations. - Semi-structured questionnaire</p>	<ol style="list-style-type: none"> <li>1. To reinforce the peer editing practice.</li> <li>2. To generate awareness in the students considering the previously made mistakes so as not to make them again in this writing exercise.</li> </ol>	<p>The students will show more skillfulness in the peer editing practice.</p>	<p>Write a second short story.</p>	<p>Unidad de formación (institutional methodology).</p> <ol style="list-style-type: none"> <li>1. Prior knowledge activation: Check out the mistakes you made in the previous short story.</li> <li>2. Information: Brief instruction on how to write this second short story.</li> <li>3. Individual learning: short story writing.</li> <li>4. Group work: Your peer will edit your short story. Both students will negotiate on both written products.</li> <li>5. Evaluation: the edited student will edit his/her own short story bearing in mind the received feedback.</li> </ol>
<p><b>INDEPENDENT PRODUCT</b> (Session #7) Aug 14<sup>th</sup></p>	<p><b>Individual short story writing.</b> The teacher will assign the creation of an individual short story. <b>Time:</b> 20 minutes. <b>Type of data:</b> teacher-researcher observations and reflections. Assessment and metacognition application. Participants' insights after the peer editing process. <b>Instruments:</b> -Teacher-researcher field notes. -Students artifacts: writings. - Semi-structured questionnaire</p>	<ol style="list-style-type: none"> <li>1. To promote the application of metacognition on the written task.</li> </ol>	<p>The students will avoid the mistakes made in the previous written tasks.</p>	<p>Write a short story on your own</p>	<p>Unidad de formación (institutional methodology).</p> <ol style="list-style-type: none"> <li>1. Prior knowledge activation: Read the stories you have written. Read the edition charts and reflect on the mistakes you made in the previous stories. Do that with a classmate</li> <li>2. Information: task assignment: write a short story on your own.</li> <li>3. Individual learning: short story writing.</li> </ol>

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Finally, as in session 4 the students took longer than I expected reviewing the sample paper because I assumed it was the first time, they did this type of exercise, I decided that session 6 would be divided in two sessions: one for writing and the other one for editing.

Throughout this chapter I presented the instructional design. It describes the set of activities the students made in order to foster their writing skill and co-construct knowledge. The lesson plans were developed by the teacher-researcher based on the vision of classroom which, in turn, was based on the institutional methodology the school which served for this study implements. The data analysis and findings of this research proposal are presented in the following chapter.

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## **Chapter 5**

### **Data analysis and findings**

This chapter describes how I analyzed the data in order to elicit the findings of this study. To begin with, I present the data analysis approach I chose for this enterprise. Afterwards, I explain the procedures I followed for analyzing the data which, finally, resulted in the categories that produced the findings of this research.

#### **Data Analysis Approach**

The analysis approach to this study is what in qualitative research is called Grounded Theory (GT). GT uses a systematic set of data collection and analysis procedures to develop an inductively derived theory from the data (Strauss & Corbin 1990; 1994). I chose this approach due to the inductive nature of analyzing data inherent in qualitative research. Even though GT may appear to be a formulaic approach to analyze data, as a novice researcher, I felt that I needed formulaicness to have an idea on how to make sense of the data. Subsequently, in order to create the categories and subcategories of this study, I followed the coding steps suggested by these authors: open, axial and selecting coding.

Following GT procedures, open coding is about reading the data several times, thus the researcher should start creating tentative labels for chunks of data that summarize what is observed. This summary of common emergent topics may result in initial categories which will be shaped in the following stage of analysis. Secondly, axial coding consists of

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identifying relationships among the elicited open codes. This procedure allows the researcher to narrow the commonalities of data which can be presented as categories. Afterwards, the selective coding unveils the core variables in data that explains and justifies its essence, creating solid categories that display the issue to study.

This type of analysis allowed me to recognize important aspects to answer what does the implementation of peer edition tell us about EFL short story writing in ninth graders at a local private school? These aspects were observed after reading the data collected. This exercise led me to build the categories and subcategories which I am presenting in this chapter, as well as to develop the findings of this research.

### **Procedures for Data Analysis**

The data were organized as suggested by Hernandez et al. (2010) by types of data. This classification was determined by the types of data provided by each instrument: field notes, audio transcriptions, artifacts and questionnaire. For this classification, I took into account the *implementation description* table which I included in the Chapter 4 of this document. Besides, I included the dates when the intervention took place to guarantee the chronological organization of each data entry.

For the audio transcriptions, I randomly chose to transcribe five out of the twenty pieces of data, which aimed to ensure the generalizability of the findings by minimizing the potential for bias in selection (Palinkas et al, 2015). Lastly, the artifacts and the questionnaires were not only organized chronologically but also per participant. To analytically approach the

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data, I made analytic memos (Hatch, 2002) by the margin of each data entry (see appendix 4). These memos retrieved details which were not evident in the collected data, and they also allowed me to straightaway analyze some situations.

I started reading the field notes and the questionnaire, which showed me richer data so as to organize hierarchically the topics I considered critical for my research (Stringer, 1999 cited in Hernandez et al., 2010). The constant exercise of reading and making analytic memos allowed the data to “talk to me” as the data analysis involves breaking the data into pieces to see what there is, and then putting them back together to see how they respond to the research question (Freeman, 1998). This dialogue between the data and I resulted in drawing the particular pieces of evidence that would form the units of meaning emerged in the open coding stage which would lead to the creation of categories.

With aims to triangulate the information obtained from the different sources of data, I first identified the type of data each instrument showed. Triangulation is a process that involves the verification or extension of information from the different data collection instruments (Hatch, 2002). Also, to achieve transferability and dependability (Denzin & Lincoln, 2005), I applied every activity to the other ninth grade groups, thus, I obtained similar results to the ones obtained from the group the participants of this study were part of.

Regarding the field notes, I found that this instrument provided aspects such as the attitudes the participants expressed and how they performed during the intervention. Similarly, the audio transcriptions evidenced attitudes as well. Besides, they showed how the participants expressed their insights to their peers regarding their writings. As for the artifacts,

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they revealed if there was improvement in the participants' writings regarding the formal aspects of language. Lastly, the questionnaire displayed the perceptions the participants expressed after being through the pedagogical intervention. The following chart shows the instruments I implemented to collect data with the type of data I obtained from each of them:

*Table 2. Plan for triangulation. Based on Sagor (2005).*

RESEARCH QUESTION	DATA SOURCE N° 1	DATA SOURCE N° 2	DATA SOURCE N° 3	DATA SOURCE N° 4
What does the implementation of peer editing tell us about EFL short story writing in ninth graders at a private school?	Field notes: Attitudes and relationships among the participants.	Audio transcriptions: Attitudes and how the participants expressed themselves	Artifacts: Possible improvement in their writings	Questionnaire: perceptions towards the pedagogical intervention

In order to carry out the open coding, I labelled the data in all the instruments. All labels were conventionalized with numbers in the margin. The labels corresponded to the units of meaning that I drew which were behaviors, attitudes, opinions, utterances and experiences coming from the participants.

Subsequently, I proceeded to classify the natural units of meaning. In this stage, I used colors to identify and compare each unit of meaning. Using colors is a practical technique for carrying out the axial coding, that is, grouping those units that were similar one another (Strauss, 1987). Regarding the use of colors, I chose purple for coding the emerging units related to PE and blue for CL. These two aspects emerged because most units of meaning pointed to these two constructs coming from the theoretical framework.

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For ensuring the dependability and transferability of this research proposal (as defined in the Chapter 3) so as to make a solid data analysis in this study, I implemented triangulation as a technique. Thus, the information was compared among the instruments and, accordingly, similarities and frequencies of the units of meaning were noticed.

Table 3 shows an example of how both the categories and the subcategories were organized in relation to the question, general and subsidiary objectives, and the excerpts where the evidence was found. The interpretation was based on Garavito (who, in turn, adapted it from a research seminar oriented by M.A. Natalia Pérez at Universidad Pedagógica Nacional, 2018). I named this category “Strategies implemented in the practice of PE” after finding recurrence of some items of information in one artifact, the questionnaires and some transcriptions. These common items were related to the strategies the participants implemented in the practice of PE. As strategies, they identified and corrected errors of formal features of language. For this reason, I derived a subcategory named “identification and correction of errors of formal features of language”

As follows, I am going to include the example that shows such arrangement which constituted the final step in the data analysis procedure.

*Table 3. Data organization table.*

Question	General objective	Specific objectives	Categories	Subcategories	Data reference
What does the implementation of Peer Edition tell us about EFL short story writing in ninth	To understand the role of peer edition within EFL short story	To identify the fashion in which the participants carry out the Peer Edition	Strategies implemented in the practice of PE.	identification and correction of errors of formal	Artifacts: “Hinca” Questionnaire: p.1, 6, 13, 14

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graders at a local private school?	writing tasks construction.	on short stories.		features of language.	Transcriptions: p. 1, 2, 2, 4, 4, 5
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**Categories**

The objective of this study was to understand the role of peer edition within EFL short story writing tasks construction. In the following graphic organizer, the categories and subcategories which emerged from the data analysis are going to be illustrated.

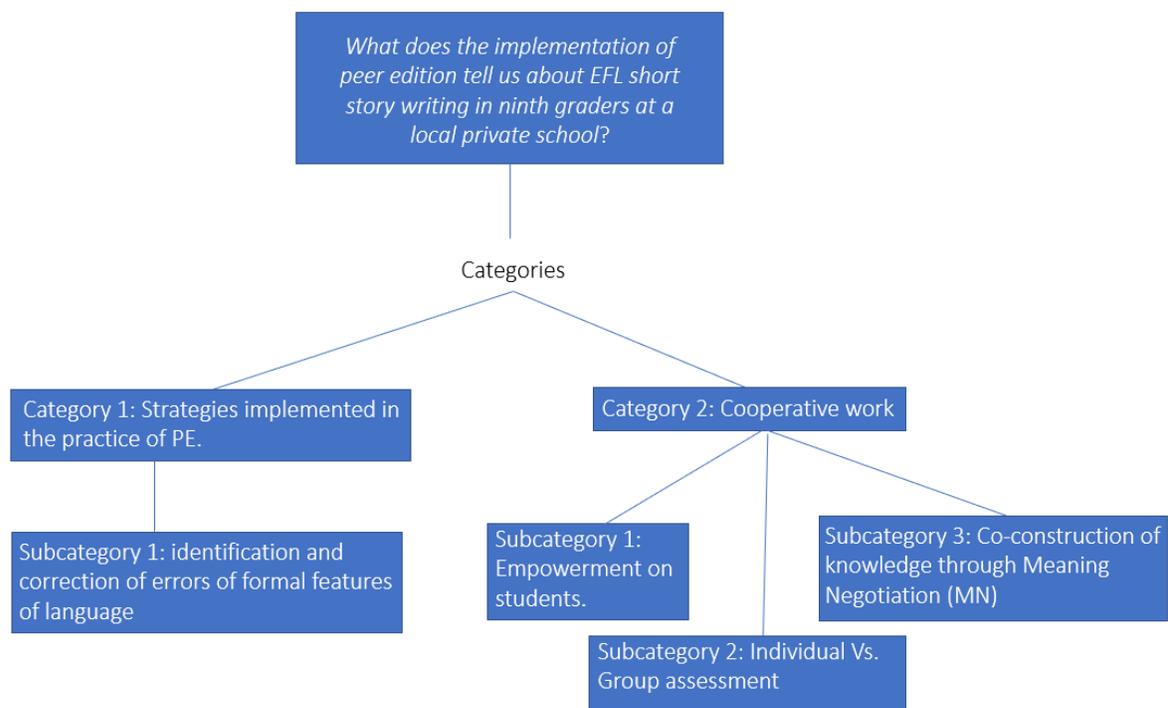


Figure 4 Categories graphic organizer

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### **Category 1: Strategies implemented in the practice of PE.**

According to De Guerrero and Villamil (1994), Diaz (2010), Tsui and Ng (2000) and Zhu (2001 cited in Azizian & Rouhi, 2013), PE is a process-oriented practice in which students read each other's papers and provide feedback to each other. This process also demands multiple drafting, extensive revision and pair work. Bearing in mind this dynamic view of PE allows students to seek for strategies to carry out the extensive revision that PE represents.

Through the data analysis, it was observed that the participants used different strategies to carry out the PE practice. I found that some of them eventually sought for a second opinion when editing, used translators or dictionaries as a supply that would serve to assure that what they were checking was either right or wrong. They also gave feedback to each other in their mother tongue to make themselves clear enough. They used conventions in the writings they were checking as a visual aid that facilitated the feedback post-edition, and they read their peers' writing repeatedly to make sure of getting the idea of the text they were reading. However, there was no strong nor recurring evidence that would make these strategies as constituting for a subcategory; except for one: identification and correction of errors of formal features of language. Ergo, this is the subcategory which I am going to explain as follows.

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### **Subcategory 1: identification and correction of errors of formal features of language**

As the name suggests, this subcategory is related to the identification the participants made on errors of formal features of language. Even though the four units of edition the students were input in the intervention were task completion, grammar and tense, vocabulary and spelling, and coherence and cohesion; it was found that the most recurrent errors that the students noticed were related to grammar and vocabulary. It was also found that the students not only identified the mistakes, but they also analyzed them in a pursue to learn from them. Besides, apart from identifying them, they corrected them and, even in one case, one participant took the chance to provide explanations of what she considered the correct forms of the target language were. It was also found that some of the corrections some participants attempted to make were due to L1 transference.

Identification of errors in formal features of language forms a peer edition strategy reclaimed by Diaz (2010) in one of the findings she made in a research study in which she promoted EFL writing through peer edition, *noticing* (errors) is the most common strategy when students revised their partners' work. When promoting PE among the participants, I understood that identification and correction of errors of formal features of language is the PE strategy that the participants used the most concerning the construction of EFL short story.

After reviewing the participants' artifacts, I deduced that identifying errors of formal features of language mainly occurred because the participants noticed wrong choices of words and of verbal tenses. I noticed as well that the participants focused their attention on these features because they were the most noticeable ones in the text. As a result of observing this

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phenomenon, I inquired if the participants focused their attention on these two features since, when checking writings, their EFL teachers may have the habit of focusing their attention on these two features; thus, the participants would extrapolate this practice when checking their peers' writings. After this questioning, I decided this assumption could be subject of further research.

In the following example, I am going show how some participants acknowledged how errors in formal features of language were not only noticed, but they were also subject of analysis in a pursue for developing their own EFL writing. Subsequently, I am going to include examples which account for corrections made by the editors. Lastly, I will include examples from a participant who not only noticed errors, but also corrected them and provided explanations on those errors. It is to clarify that not all the corrections made by the participants were linguistically correct. In fact, some corrections were wrong due to negative transference of L1.

The first example shows a series of errors identified by a peer editor. These errors were marked either by underlining, circling or using conventions. In this artifact, it can be seen how most of these errors were of grammatical and lexical kind. For instance, the author of this story wrote "notes" instead of "grades", used the object pronoun "her" instead of the subject pronoun "she", misspelled the words friend, apologize, quickly and room, and confused the possessive adjective "their" with "his" or "her". Also, there is a repeated misuse of tense in sentences like "I get a choice" and "I get cuicly" [sic]. Lastly, there were a couple

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of syntactic errors when the participant wrote: “Some advice about to solve that problem with my mom” and “arrive home”.

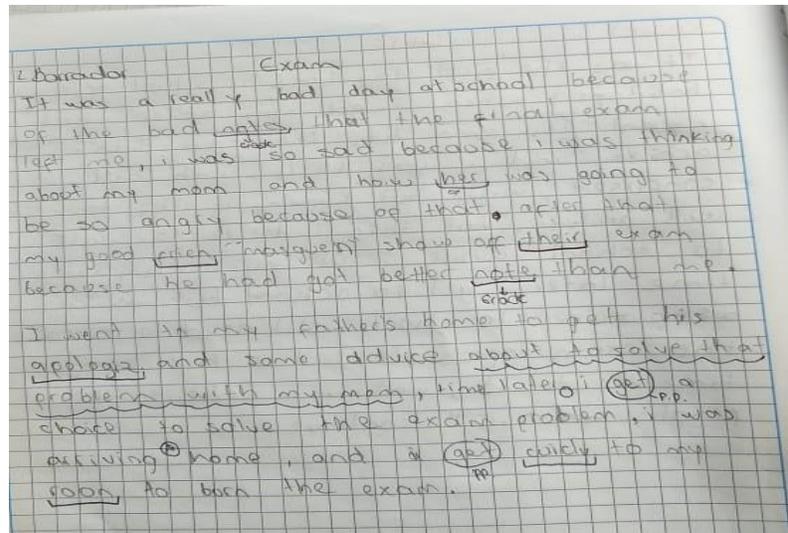


Figure 5. Hinca. Short story. Second draft

In fact, this phenomenon was repeated by several participants in the questionnaire, more specifically in the question related to the most recurrent difficulty they found when writing the short story:

*“I found difficult the correct use of verbs” (questionnaire p.1).*

*“The most common mistakes is the tense of verbs, grammar, some vocabulary and when writing stories were the present perfect” [sic].*

Hence, the very participants acknowledged that grammar and vocabulary were the language features that caused more difficulty in their writing processes.

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The second set of examples shows how participants pointed that identifying the errors is useful not to make them again in future writings, that is, to foster their writing skill.

*“if my partner already told me what I had to correct so that the writing was much better and the mistakes I correct in the second writing”* (questionnaire p. 6).

*“I think it’s good to know what mistakes I had and not make them again”*  
(questionnaire p. 13)

*“That I could see my fails and I could improve the part of ending and starting and how or what to put in does parts”* [sic] (questionnaire p. 14).

These excerpts highlight how the participants regarded noticing errors as a tool which provided them with the possibility to foster their writing skill.

The third example shows an ambitious attitude of one participant who ventured, not only to correct, but also to explain. Additionally, the explanations this participant made were linguistically accurate even though she did not use the right linguistic terminology (note: the writing “Emi” is editing is the same writing that appears in the artifact above):

**Emi:** otro error que tuviste acá en esta primera parte fue como ehm... la gramática o en el uso del tiempo porque acá pusiste como “her” cuando en realidad no tenías que usar este prefijo de “her” sino utilizar “she” porque mira: “I was thinking about my mom at how her” porque no estas nombrando algo de ella como propio, sino que estás diciendo como “ella fue”, entonces era “she”.

(Transcription p.4)

**Emi:** “show off their” ósea “their” lo usas cuando vas a hablar acerca de varias personas y estás hablando solo de tu amigo. Entonces, ahí si hubieras podido utilizar el “his” que es el prefijo para referirte a algo de él.

(Transcription p.4)

**Emi:** (...) Acá te equivocaste porque dijiste “I get” y como estamos hablando en pasado, entonces sería “I got”

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**Hinca:** A ha!

**Emi:** ...y si querías usar pasado perfecto “I had got” o “I had gotten!”

**Hinca:** si

**Emi:** ehm... mas abajito te volviste a equivocar con el “get” y luego tuviste un problema de spelling: escribiste “cuickly” las dos con “c”, y pues así no se escribe, se escribe con “q”. Se escribe q-u-i-c-k-l-y, ¿ya? Ah, y ya a lo último pues que escribiste “roon” y me imagino que querías escribir “room” de cuarto, pero la escribiste con “n” y es con “m”.

(Transcription p.5)

In the examples above, we could see that even though “Emi” does not control the linguistic terminology (e.g. addressing “her” as a prefix), she not only corrects well, but also provides accurate explanations. For example, the use of the subject pronoun “she”, the use of the possessive adjective “his”, correct use of tense according to the context and spelling. Besides, the manner in which she explained allowed me to notice that she was supportive in her explanations, that is, she was patient and had an assertive attitude when reviewing her peer’s short story.

To finish, the following examples show some more errors some participants made. It was found that what determined the correctness of some of these corrections was L1 transference (Shatz, 2017), that is, when the correction was accurate, the transference was positive; but when it was inaccurate, the transference was negative. The participants below attempted to orally translate the text from English to Spanish:

**Hinca:** Aquí dice “una nave espacial pasó nos sorprendió” entonces eso no tiene mucho sentido osea porque lo que querías decir era “una nave espacial que pasó, nos sorprendió” y eso quedaría en inglés “a spacecraft which passed, surprised us”

(Transcription p.2)

The example above shows how the participant “Hinca” makes a word-by-word translation which coincidentally results syntactically accurate. Ergo, this permitted that the

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provided feedback was precise. However, this same type of translation resulted inconvenient in the excerpt below:

**Mapu:** tu dijiste aquí “in that moment, we got off a roller coaster” que es una montaña rusa, pero no es “off a roller coaster” porque sería “llegamos”... sería “nos bajamos de la montaña rusa”, entonces te corregí y te puse “of the roller coaster” osea “nos bajamos de la montaña rusa”

(Transcription p1, 2)

In the previous example, we could see that not only the transference was negative when the participant assumed that the preposition “of” was used as it is used in Spanish, but also, the correction was not a correction as such because, as a matter of fact, the written sentence was correct.

This category encompasses what we can interpret as the “common” errors of the formal features of the L2 a learner can usually make. However, they identified the errors which limited the understanding of the narratives or interfered in the message delivery. I can conclude that students used this strategy to correct their peers’ texts to facilitate the comprehension of the story. Also, students learnt from PE when they tried to find the accurate correction, thus they expected not to make these mistakes when writing in future tasks.

**Category 2: Cooperative work.**

This category describes the power relations that emerged while the participants edited each other’s writings as well as the negotiations of meaning the participants did as a result of this practice. Also, I am going to compare the perceptions the participants had on cooperative work versus the individual work the participants did at the end of the intervention. The

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supplies that provided evidence for this comparison were the artifacts, the field notes and the questionnaire. On the other hand, the instruments that provided information for describing the power relations were the field notes and the audio transcriptions.

The cognitive, the behavioral and the social interdependence promoted by cooperative learning (CL) situate the learner in a scenario of empowerment. Besides, CL should enable learners to become autonomous subjects who are aware of their learning processes. Regarding power, in the first subcategory I describe how power is manifested because of expertise in the matter. In the second subcategory I describe and compare the behaviors and perceptions the participants showed while they wrote short stories individually in a pursue to achieve autonomy. Finally, in the third subcategory I describe the negotiations of meaning the participants did as a result of editing each other's writings.

### **Subcategory 1: Empowerment on students.**

This category emerged from the behavior and attitudes observed in the participants while carrying out PE practices. Also, there were some utterances made by them, which served as complement to give more strength to this subcategory.

This subcategory is about the behaviors participants had while carrying out PE. In these conducts, some participants proclaim themselves, directly and indirectly, as knowledgeable. Also, there were other conducts which reaffirmed and strengthened the position of knowledgeability of those students who, in the eyes of the teacher-researcher, have a good level of EFL proficiency. On the other hand, there are non-confident participants who

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realize that their voice, in terms of disciplinary knowledge, can also be heard, thus, gaining confidence. Finally, in the audio transcriptions I noticed that there was a conversation pattern in which one out of the two team members is protagonist in the conversation, therefore, demonstrating power over his/her peer.

As one of characteristic of the CL, behavioral interdependence in work groups was evident along the PE sessions. This behavioral interdependence constitutes the creation of collective constructions putting the learner in a scenario of empowerment. Thus, these cooperative practices should enable learners to become autonomous subjects aware of their learning processes because empowerment is understood as the process that gives students the capacity to be in charge of their individual and group work and improve their own and group performances (Contreras & Chapeton, 2016). The type of power which was observed in this category was Expert Power (EP) which is based on a person's superior skill and knowledge (French & Raven, 1959)

In this subcategory, it was found that the participants became aware of their capacities and how they could contribute to their groups. These capacities were developed by working together through being responsible of their own processes. Consequently, being active participants of the proposed activities through dialogue allowed empowerment to emerge.

In the following example, it is observed how one of the participants ("Salinas") empowered himself by suggesting a classmate ("Polita") arranging an enterprise in which she would edit as many short stories as possible. Then, she would submit them to him so he could have the final say on the editing process. Clearly, the assignment of this role of "Polita"

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means that this participant, not only empowered himself, but also empowered her assuming a position of, in terms of power, an expert.

“Two students arranged an enterprise: *Salinas* said: “*polita*, you check as many stories as you can then you hand them over to me so I have the final say...”. *Polita* agreed to the proposal. So they did it, they did that with several stories. There were moments in which *Salinas* and *polita* negotiated on the best ways -according to them- to edit a story. Some cases they came to me so I told them my opinion when they couldn’t get to an agreement. They took my opinion into account and, in that way, the negotiation stopped”.

(Field note entry Aug 13<sup>th</sup> 2019)

Even though “*Salinas*” disregarded the work groups that I had arranged at the beginning of the intervention, the rest of the participants did not seem to feel uncomfortable about this initiative. In fact, as some participants started submitting their stories to *Polita* (then *Polita* would submit them to “*Salinas*”, the rest of students started to hand in their stories to them as well. Consequently, there were moments in which “*Salinas*” and “*Polita*” felt overwhelmed by the number of texts they would have to edit. Despite this, they showed enthusiasm carrying this duty out.

An outstanding fact that I could notice was that, due to the intervention, the amount of help the students requested from the teacher lowered. However, “*Salinas*” and “*Polita*” kept looking for me in a pursuance of having their discussions on the task settled. In a similar fashion as it happened in the case of “*Polita*” and “*Salinas*”, there were other participants who held these same sorts of discussions about “who was right”. When those other participants came to me seeking for doubts’ clarification, I was hesitant on clarifying those doubts because I did not want to interfere on the dynamics that I had planned for this proposal. Nonetheless, this intention of some participants to include me in their discussions led me to the conclusion

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that I was part, as well, of the positive interdependence claimed by the theory of CL. I deduced this because, all in all, both the participants and I had a common goal: to foster the writing skill through PE. Also, in order to achieve this common goal, we all had roles; they had the role of peer editors and I had the role of discussion settler by virtue of being the target language expert in the classroom, that is, they regarded me as the final source of knowledge in the classroom. I took notes of this in the same field note entry:

“I wonder how appropriate it was interfering in these discussions even though they came to me looking for help. I agreed to help them as a final resource because I didn’t want them to think I was leaving them alone in this enterprise. I also agreed to help them with as much enthusiasm as they were showing doing the exercise. I didn’t want to break that characteristic they were showing”.

(Field note entry Aug 13<sup>th</sup> 2019)

This second example emerges from the same enterprise which was arranged by “Salinas”. This example arises from one of those moments in which I was the discussion settler between “Salinas” and an “Castiblanco”. In that moment, The Proposer was convinced that one of the lines “Castiblanco” wrote was wrong, so he was trying to convince her of her mistake. Not believing what “Salinas” was telling her, the “Castiblanco” came to me so I could tell them who of them was right. Surprisingly for her, “Castiblanco” resulted to be right, which resulted in joy and satisfaction for her. In fact, she stated hardly ever being right in something that was related to EFL learning:

“There was a moment of negotiation between “Salinas” and a student who, according to herself, is not as good at English as he is. “Salinas” wanted to convince her that she was wrong. Once more, they came to me so I settled the discussion. The student who wasn’t confident about her level turned out to be right. She couldn’t believe it because she could have never told she would be right, and the proposer wouldn’t.”

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(Field note entry Aug 13<sup>th</sup> 2019)

At the time “Salinas” arranged his enterprise, another similar phenomenon was going on in the class.

“There are students who decide to give their writings to classmates they feel certain are, according to them, good at English. These good-at-English ones receive them. Besides, these good-at-English ones seem eager to edit their classmates’ writings.”

(Field note entry Aug 13<sup>th</sup> 2019)

From the previous excerpt, I inferred that enterprises like the one arranged by “Polita” and “Salinas” may become a model for working in groups as the students acknowledge that the EP may constitute a tool for them to increase the quality of their writings.

After this experience, I concluded that student empowerment is one of the characteristics of CL that can generate confidence in those students who are not in terms of EFL proficiency. I concluded as well, as an aftermath of this proposal, that students may gain confidence because they can raise awareness of having more knowledge of the target language than they expect. On the other hand, the scaffolders (Vygotsky, 1978) not only contributed with their knowledge, but also with their eagerness to carry out the edition task.

To finish with this subcategory, expert power (EP) was not only evident in the initiatives participants arranged for carrying out PE, it was also noticed within conversations. In the following example, it is noticed how Emi’s EP generates that she takes over most of the conversation. This power is reflected in the explanations Emi provides Hince. In response, Hince confines himself to assert what Emi utters. In fact, Hince was reiterative in the use of

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asserting expressions such as “a ha”, “si” and “listo”. During PE, when Hince had to edit Emi’s story, Emi’s speaking seemed to have been so overwhelming that Hince did not say much before Emi’s text:

**Emi:** “bueno, vamos a calificar tu escrito. Se llama “exam”. Bueno, entonces en la primera parte ehm... el primer error que encontré fue que dijiste como “of the bad notes”. No se dice “notes”, otra alternativa podría ser “grades” que significa los mismo. Osea es que tu tradujiste como en español “notes = notas” y pues no, se dice “grades”. Ehm... bueno, que mas... otro error que tuviste acá en esta primera parte fue como ehm la gramática o en el uso del tiempo porque acá pusiste como “her” cuando en realidad no tenías que usar este prefijo de “her” sino utilizar “she” porque mira: “I was thinking about my mom at how her” porque no estas nombrando algo de ella como propio, sino que estas diciendo como “ella fue”, entonces era “she”... ehm muy brava por esto. Acá tenías que poner un puntico seguido, no una coma porque pues estas acabando la introducción, ya punto, punto, no coma.

**Hince:** ah...

**Emi:** Después de esto “my good frien”. Osea no escribiste “friend” con el perfecto spelling sino escribiste “frien” sin la “d” ehm... aca pusiste “show off their” ósea “their lo usas cuando vas a hablar a cerca de varias personas y estas hablando solo de tu amigo. Entonces, ahí si hubieras podido utilizar el “his” que es el prefijo para referirte a algo de él, en este caso su examen. Ehm... otra vez lo de “note”. “Her grade”. Que mas... que mas... Ya en la última parte ehm... aca, no sé. Me pareció como un poco de coherencia “no tenías tú que ir a la casa de tus papas y buscar como una disculpa de ellos” (translated form the story)

**Hince:** de mi papa

**Emi:** bueno, “de tu papá” y luego dices como “y algun consejo de cómo resolver este problema con mi mama” (translated form the story). Osea, de pronto no esta bien escrito porque lo que debí entender fue que tu tenías un problema con tu mama, no que tu mamá te lo iba a ayudar a solucionar

**Hince:** no mi papá. Ahí dice father

**Emi:** No, no, no pero aquí dice my mom

**Hince:** Si, osea para que mi papá me apoyara. Aquí “apologize” y me diera consejo...

**Emi:** ...Pero “apologize” no es apoyar, es “disculparse”

**Hince:** ¿Si?

**Emi:** si

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**Hinca:** ah

**Emi:** Pues yo lo entendí como para buscar una disculpa de...

**Hinca:** bueno no, no era así. Ese tema era para que me apoyara y me diera consejo de cómo resolver el problema con mi mama

**Emi:** ¿Si ves? Entonces ahí la coherencia fue como, no se entendió lo que querías decir. De pronto por el vocabulario...

**Hinca:** ¡Se están divorciando!

**Emi:** mira, a mi no me... bueno, en fin, ¿si entendiste por qué esa parte no me pareció? Osea es que no se entiende. Y la coherencia es cómo ¿que? Ehm... acá faltó una comita bien bonita porque la coma le da sentido al texto. Acá te equivocaste porque dijiste "I get" Y como estamos hablando en pasado entonces sería "I got"

**Hinca:** ¡a ha!

**Emi:** ...y si querías usar pasado perfecto "I had got" o "I had gotten!"

**Hinca:** si

**Emi:** ehm... mas abajito te volviste a equivocar con el "get" y luego tuviste un problema de spelling: escribiste "cuickly" las dos con "c", y pues así no se escribe, se escribe con "q". Se escribe q-u-i-c-k-l-y, ¿ya? Ah, y ya a lo último pues que escribiste "roon" y me imagino que querías escribir "room" de cuarto , pero la escribiste con "n" y es con "m"

**Hinca:** ¿si?

**Emi:** y ya la última, la sugerencia que yo tengo es que pues al final lo que ya te había dicho: la historia quedo para mí un poco inconclusa porque no se entiende bien al fin que fue lo que pasó

**Hinca:** ¡listo!

**Emi:** bueno, ¿y tu que vas a decir de mi escrito?

**Hinca:** la verdad no mucho. Veo que todo esta bien. Todo se entiende."

(Transcription p. 5,6)

This subcategory unveiled EP as a feature of cooperative learning. Working with others enables the possibility to switch, share and assign power as a positive implication of learning. This means that empowerment fosters engagement and confidence of every member

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of a learning community. Expertise implies the construction of knowledge through social practices and the recognition of strengths and flaws of learners, which benefits EFL skills. Nevertheless, EP may have a negative implication as well in the sense that the power experts feel may silence the voice of those who do not feel confident or simply are shy, which could cause discouragement on those other “not-expert” students. It is to point out that being shy or not feeling confident does not mean not knowing.

### **Subcategory 2: Individual Vs. Group assessment**

This subcategory contains the perceptions that both the teacher-researcher and the participants had on the individual products they submitted. Also, there is a comparison between how the participants perceived the group work and its contrast with the individual one, and how coherent these perceptions were with the actual individual work the participants did. The instruments that provided information for these findings were the questionnaires, the artifacts and the field notes.

It is to remember that both the last short story (written individually) and the application of the questionnaire were events that happened at the end of the intervention. There were two intentions when having the participants write a short story individually. The first one was to generate monitoring among the participants so that, at the moment of writing, they did not make the mistakes they may have made during the process-oriented stage of writing. The second one was that, while writing this individual product, they used the strategies they applied during the process oriented.

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Both the monitoring and the application of strategies aforementioned discern a sort of autonomy in the students because, concerning autonomy, learners should take an increasing amount of responsibility for what they learn and how they learn it (Richards, 2012).

Regarding monitoring, it was found that, despite acknowledging self-monitoring in their own writings, the participants did not show any significant improvement regarding the formal aspects of language. Due to the powerlessness many of the participants showed at the moment of writing the story individually, the teacher-researcher approached them with the purpose of orienting them in, for example, the completion of the task. Lastly, concerning the questionnaire, its application allowed the participants to share both: their views on the experience of writing individually, and the perception of progress they had regarding all the writing process due to the intervention. This perception was triangulated with the artifacts.

The first examples show how the participants reacted when they were asked to write individually, they missed working with their peers, with the help of the teacher and from other sources such as internet, thus, revealing cognitive interdependence:

“They are tempted to ask their peers about vocabulary, but I remind them that this task should be done individually”.

(Field note entry Aug 14<sup>th</sup> 2019)

In fact, the participants acknowledged this sort of dependence in the questionnaires. The question that revealed information in this matter was to describe your experience writing this text individually. As follows, some of the answers that were found:

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“My experience was difficult because sometimes I don’t know much about, so it’s a little difficult because in the previous one I could ask my friends or search on the internet.”

(Questionnaire p.8)

“I really don’t like it... I think doing it in company at least to ask something is good, and also for the time it was horrible.”

(Questionnaire p.9)

“It’s a little bit, because sometimes we need a second point of view; and of course I didn’t knew some words so I had to find another ways to write what I wanted to say”.

(Questionnaire p.15)

“My experience writing this text is complicated, because the help of my colleagues served me a lot”

(Questionnaire p.8)

Ergo, the participants regarded the experience as difficult:

“It was difficult because I didn’t know many of the words I was going to use and the time was very short”

(Questionnaire p.10)

“It was more complicated since we do not have any help, but is was not difficult because we had prepared to do it but also had certain doubts, but low exercises”

(Questionnaire p.11)

“It was a bit difficult because I don’t know some words and I think the time was short”

(Questionnaire p.13)

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The examples above reveal that the formal aspect of language the participants claimed to request more help from was vocabulary. Also, an additional request the participants claimed was more time to complete the task,

The second set of examples show the perception of progress the participants claimed having in the writing skill versus the actual progress they did have. The answers provided in the third question of the questionnaire (Did you realize of any improvement during all the process? If you did, what was it?) showed that all the participants affirmed improving their written products. Besides, they regarded the PE process as an attractive means to address writing. However, the artifacts showed the opposite:

“More skillfulness to write and edit”  
(Questionnaire p.1)

“Yes, we learn more vocabulary and grammar”  
(Questionnaire p.2)

“I love very much this activity because I can use my creativity”  
(Questionnaire p.3)

“It was really easy because I knew many thing that me helped to the moment of create it but me confused a little with some things”  
(Questionnaire p.4)

“Yes, I realize a more learn in this session classes”  
(Questionnaire p.5)

“If my partner already told me what I had to correct so that the writing was much better and the mistakes I correct in the second writing”  
(Questionnaire p.6)

“You can show my mistakes and I could see you are wrong and improve them”  
(Questionnaire p.8)

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- “Would believe that the improvement was evidenced in the writing of texts”  
(Questionnaire p.9)
- “Yes, I know more words”  
(Questionnaire p.10)
- “Yes, I improve my coherence and cohesion, with my grammar and have more vocabulary”  
(Questionnaire p.11)
- “It was fine, but it was a little time for corrections”  
(Questionnaire p.12)
- “I think I improve on my short story writing”  
(Questionnaire p.13)
- “That I could see my fails and I could improve the part of ending and starting and have or what to put on does parts”  
(Questionnaire p.14)
- “I learned more of the use of the times and how to create suspense”  
(Questionnaire p.15)
- “I found it a very entertaining activity”  
(Questionnaire p.16)
- “I think that I improve my process with this things. Because I recognize my mistakes and correct them”  
(Questionnaire p.17)
- “I think that I improve a little bit because I identify the mistakes more easily.”  
(Questionnaire p.18)
- “If I learned a lot, since it helped me with things I don’t know”  
(Questionnaire p.19)

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One of the most outstanding characteristics in which the participants affirmed having a sort of improvement was vocabulary and grammar (e. g. questionnaire p.10, 11, 15).

However, the artifacts showed that the participants made the same mistakes over the period.

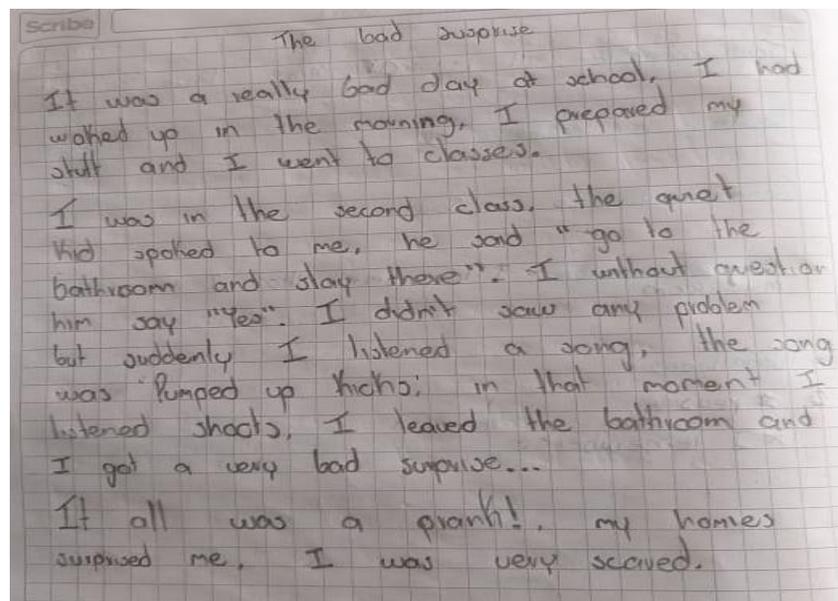


Figure 6 Short story. Second draft

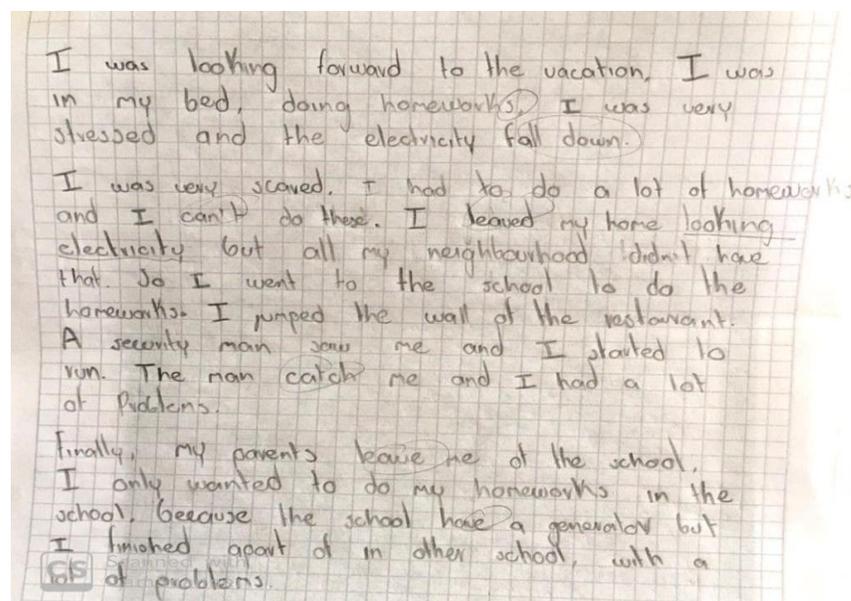


Figure 7. Short story: final draft

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The artifacts above were made by the same participant. The first image corresponds to the second draft the participants made during the intervention. The second one is the individual writing they did. It is to remark that the tense in which both stories should have been written was simple past. Comparing both images, it can be seen that this participant kept making the same mistakes; in this case, misuse of tense. This lack of improvement was noticed as well in most artifacts. Therefore, I concluded that this phenomenon occurred because the intervention was not longitudinal enough. My assumption is that a longer-term intervention would lead to an evident improvement in this skill in terms of formal aspects of the language such as vocabulary, tense and syntax, that is, a longitudinal intervention would allow the participants to realize of the mistakes they make.

In compliance with the purposes set for the individual short story writing, it was found that despite acknowledging self-monitoring in their writings (Questionnaire p.4, 6, 7, 8, 14, 17), the participants did not show any significant improvement regarding the formal aspects of language. On the other hand, the use of Spanish was commonplace all over the process, that is, along both the group work stage and the individual product stage:

“Susana starts writing her story in Spanish. I tell her that doing that is doing twice the work. She tells this is the way she does it, she says that she only writes some ideas in Spanish, but not the whole text.”

(field note Aug 14<sup>th</sup> 2019)

With regards to strategies, the teacher-researcher contributed with them as well. Due to the powerlessness many of the participants showed at the moment of writing the story individually, the teacher-researcher approached them with the purpose of orienting them in

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the completion of the task. The following examples show my experience as their guide when writing the stories:

“I remind them that If they don’t know a word, they should use their own linguistic resources (i.g. circumlocution).”

(field note Aug 14<sup>th</sup> 2019)

“Some of them have mental blocks, I tell them that they shouldn’t spend so much time thinking, that they can write something simple because they should take into account the time constraints at the moment of submitting the PET. I sit down next to those “blocked” students and ask them what they have in mind, they tell me what they have in mind, so I orient them on how to write something simple. That helps them complete the assigned task.”

(field note Aug 14<sup>th</sup> 2019)

The excerpts above show that the orientation I provided the participants with was related to finding manners to communicate their ideas in the target language. I found that they were too dependent on the use of dictionary or on asking their peers or the teacher about vocabulary. Naturally, asking or consulting is not possible at the moment of sitting for a test. My guidance radiated as well in orientating the students in finding ways to write with celerity their stories. I reminded them that there are time constraints when it concerning submitting exams. Despite that, several students did not manage to complete the task in the time assigned (10 mins). The following artifact shows a non-complete task due to the time:

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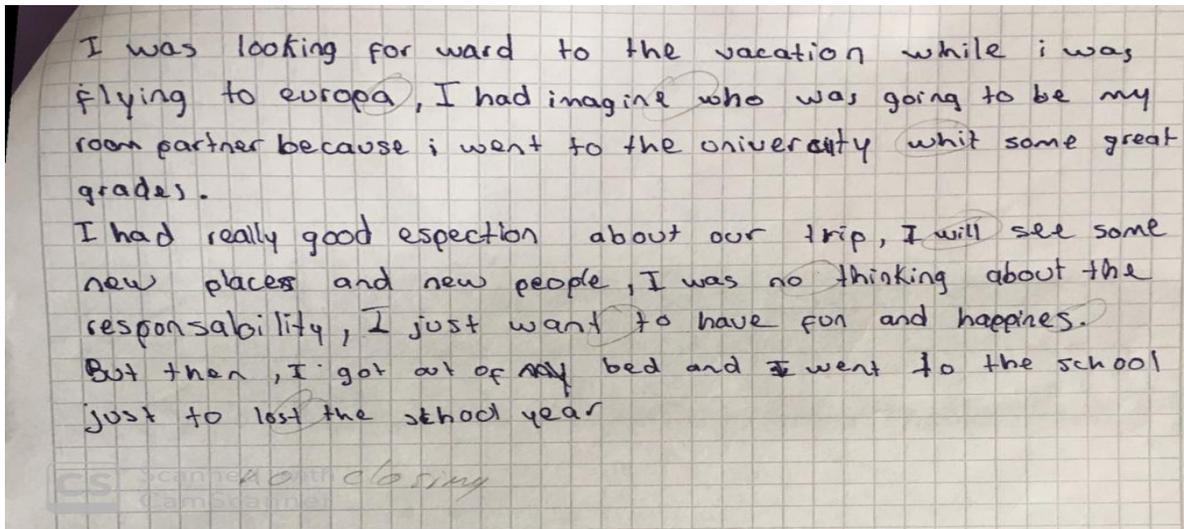


Figure 8. Short story. Final draft

Even though the pedagogical model of this school is grounded in a socio constructivist vision of learning, assessment is individual, and this is not coherent with the underpinnings of this theory. Despite the successful experiences in PE and the construction of knowledge through group work, individual tasks do not show the expected outcomes. They display of knowledge is dependent on the support of peers. Due to this, I can conclude that assessment should be a social construction which fosters individual strategies to approach knowledge.

**Subcategory 3: Co-construction of knowledge through Meaning Negotiation (MN):**

This proposal is situated under the belief that knowledge is a social construction where individuals build knowledge through social interaction, and it is a shared rather than an individual experience. On the other hand, as communication is, according to Hymes (1967; 1972) the aspect of our competence which enables us to convey an interpret messages and to

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negotiate meanings interpersonally within specific contexts, it is important to describe how the participants negotiated meaning during the peer edition practices.

The example that caught my attention and encouraged me to re-revise the data in order to find more evidence, which showed me how these constructions occurred was found in one of the answers elicited by one of the participants in the questionnaire. The question was: what do you think about editing and being edited by a classmate?

“I think that it’s very cool because the two persons learn more to how editing a text”  
(questionnaire p3)

This answer shows how this participant acknowledged that two people learn more, thus, prioritizing the social constructions. After that, I found more examples that showed how these constructions occurred while the participants negotiated meanings with the intention of fostering their interlanguage capabilities in terms of vocabulary, grammar, and coherence.

This subcategory is about how the participants negotiated meaning to foster their interlanguage capabilities. One of the most critical aspects of communication used in a communicative classroom is, according to Ziad (2013) meaning negotiation (MN), which is a type of social interaction that clearly has a positive impact on facilitating comprehension, and in turn, contributing to successful communication. In this vein, this type of interactions helps to reduce communication gaps among learners by helping them to learn vocabulary and internalize target language grammatical norms and produce proper L2 output.

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In order for communication to emerge, there has to be negotiation for a correct comprehension of the L2 input (Ziad, 2013). Now, if meaning is gotten across, does that help the students learn the target language better? Some second language acquisition scholars, such as Krashen, hypothesized that comprehension has a direct impact on L2 learning (Ziad, 2013).

Krashen's comprehensible input theory asserts that for understanding to occur, speakers should modify their output by breaking apart the utterances, repositioning parts of the sentence, and repeating or rewording phrases (Ziad, 2013). However, the negotiation that was evidenced in this proposal took place mostly in Spanish, that is, they looked for clarification through the usage of their mother tongue or thorough translating English to Spanish. Ziad (2013) continues explaining that, in terms of lexicon learning, students not only need to learn the meaning of words, but also how and when to use them, which cannot be achieved by searching their meanings in dictionaries because the attention necessary for the meaning appropriation is not available in them.

MN, in contrast, provides ample opportunities for such conditions. In this proposal, the participants clarified the misuse not only of words, but also of sentences, and expanded the clarification by comparing the words or sentences with their mother tongue. Besides, they negotiated on complex syntactic structures and coherence and cohesion. On the other hand, the participants synchronous interaction with each other was so appealing that it generated mutual help. Lastly, being part of this interaction not only promoted understanding of meaning, but also fostered their interlanguage capabilities. As follows, I am going to include the examples that constitute this subcategory (audio transcriptions and field notes).

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In this first example, the editor does not understand the text because of the misuse of a word:

**Pau:** "...even thought" Osea, incluso ahí? Que es lo que querías decir?

**Vicky:** Pues es que *thought* es como el pasado de pensar

**Pau:** ah! Ok, ok, ok

**Vicky:** Por eso no entendía, quizás confundiste even though (aunque) con even thought... es que por eso no me cuadraba.

(Transcription p3)

In this conversation, Vicky did not understand what Pau had written. When Vicky clarified the meaning of the word "thought", both understood what Pau wanted to convey in her text.

In the following example, Vicky pointed out that what Pau had included in her text was not past perfect, but "have to", which, according to her, was something different. Then Vicky showed Pau how she had included the past perfect in her text and, by translating from English to their mother tongue, Vicky showed Pau how to use this tense. In the end, Pau acknowledges understanding what Vicky explained by uttering "got it".

**"Vicky:** Ehm... yo te iba a pregunta algo: ¿en que parte tu usaste el past perfect?

**Pau:** Acá "(unintelligible speaking) of my bed, so after I (unintelligible speaking) of my bike, I had to get dressed" entonces lo hice como el "had" y el "gotten" pues porque es el verbo en participio y pues acá si lo puse (...) en pasado simple

**Vicky:** Entonces eso también es importante pues porque era lo que tenías que incluir. Pero inclúyelo pues ese "had to" no es pasado perfecto. Con ese "had to" eso suena como que "tenías que hacer algo", no suena como "había". Yo lo incluí en (Vicky points in the text where she included it) acá. En la parte en la que ellos dicen como que

**Pau:** (Reading aloud Vicky's text) "I had already known that (...)"

**Vicky:** Como que antes de que nos dijeran yo ya lo sabía

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**Pau:** Y además que utilizaste superbién el verbo. Pusiste el “had”, el “already” y verbo en participio. Got it.”

(transcription p3)

The pedagogical intervention allowed the participants to include some syntactic structures in their writings they have some knowledge of (e.g. past perfect clauses with simple past). Consequently, due to the complexity of this structure, the editors were not familiar with it; they resulted hesitant on its use when they saw it. As a last resort, the team members came to me, so I clarified the right use of it. When I checked the writings, I realized that, in some cases, the structure was accurately used, but in some others, the structure was wrong due to problems of spelling, word misuse or wrong conjugation of the verb:

“There are two students who write sentences with grammatical structures that are unknown by their corresponding editors. So, they think they are mistakes. The writer is sure the structure is accurate. They come to me looking for my opinion. Then, I explain to them what the right use of that structure is.”

(Field note Aug 13<sup>th</sup> 2019)

The following image was object of that negotiation. The participants, at this level, are only used to narrate events in simple past. However, when they saw the inclusion of a clause with simple past and past perfect, it generated confusion. This writing has a correctly used clause with the aforementioned characteristics (see line 6):

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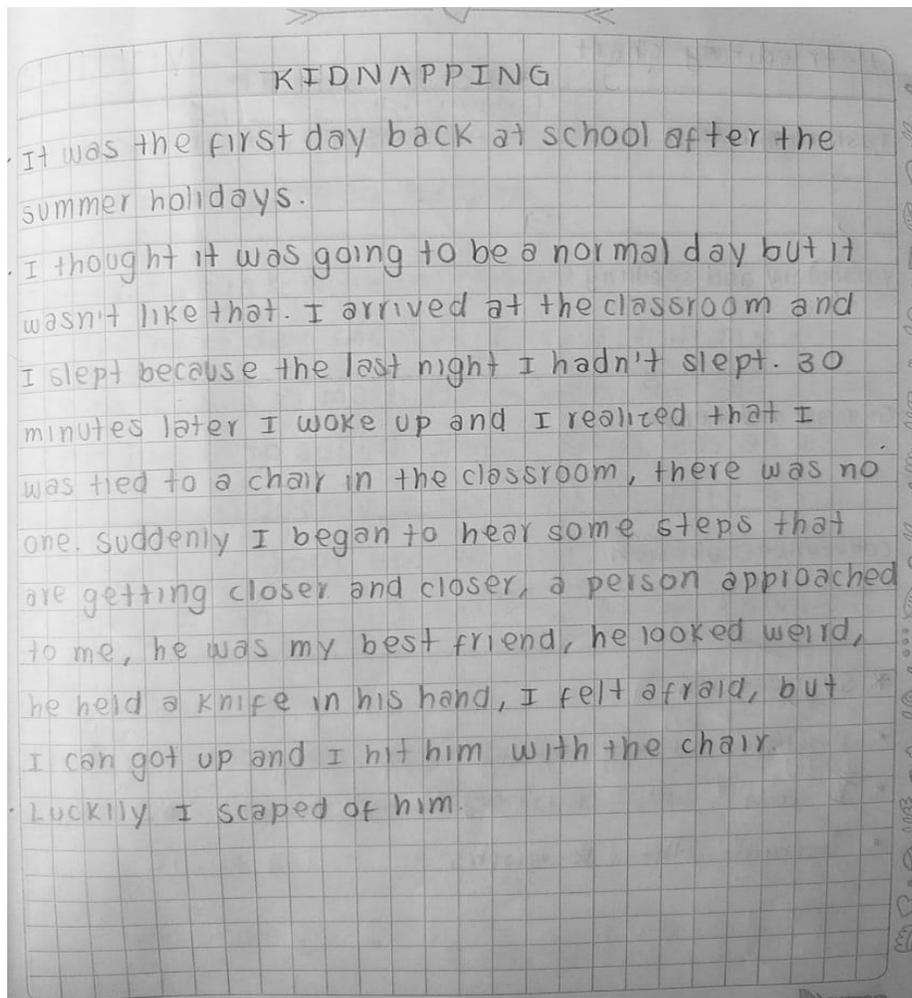


Figure 9. Short story: first draft

In the last example of this subcategory, it is evidenced that the participants not only negotiate about formal and complex aspects of the target language such as the concepts *coherence* and *cohesion*, but also about how to carry out the editing practices in their own ways.

In this same group they start discussing about their own forms of carrying out the edition: transition between paragraphs. They discuss about the definition of *coherence*.

(field note Aug 13<sup>th</sup> 2019)

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As a conclusion, we can say that MN is a dialogical strategy of co-construction of knowledge. Working together, students can have tools to meet common goals. Therefore, building knowledge is seen as a path to reach understanding in EFL through interaction. As a result, social constructivism could serve as a platform meet common goals.

In sum, in order to answer the research question and to achieve the research objectives, two categories were found. Each category corresponded to one subsidiary objective. These categories emerged after analyzing the data through GT. In the following chapter I am going to state the conclusions related to the findings that these categories elicited. Also, I am going to describe the implications that this study brings for the field of ELT, for the school, and for me as a teacher-researcher. Finally, I am going to mention both the limitations that I encountered conducting this study and the further research which can be carried out.

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## **Chapter 6**

### **Conclusions**

While the participants performed the PE, they sought for strategies to carry out this task. Through the data analysis, it was observed that the participants used different strategies to carry this type of edition, being the most recurrent to identify and to correct errors of formal features of language. I concluded that identifying this type of errors mainly occurred because the participants noticed wrong choices of words and of verbal tenses. I observed as well that the participants focused their attention on these features because they were the most noticeable ones in the texts. Apart from only noticing the mistakes, some participants corrected them and even provided explanations on these formal features. The basis of these explanations came from L1 transference.

L1 transference can be a two-edged sword because even though it proved to be useful for the participants to explain formal features of language to their peers, it demonstrated to be detrimental as well when it is negative. Due to this, the teacher should not *overempower* the students during peer feedback practice. This means that, despite empowering, the teacher cannot separate him/herself from teaching; it is necessary that the teacher constantly supervises the quality of feedback for the students not to be negatively affected in their learning processes.

The role of the teacher was not only limited to supervising, it also implied mediating MN practices. Within this framework, the teacher was regarded as knowledgeable subject

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who had the final say in moments when the participants had doubts regarding the use of the language.

Due to the intervention, the amount of help the students requested from the teacher lowered. The intention some participants had on including the teacher in their discussions led to the conclusion that he was part, as well, of the positive interdependence claimed by the theory of CL. I deduced this because both the participants and the teacher had a common goal: to foster the writing skill through PE. Also, in order to achieve this common goal, both the teacher and the participants had assigned roles; the latter had the role of peer editors and the former had the role of discussion settler by virtue of being the target language expert in the classroom.

PE practices allowed to evidence a co-construction of knowledge where the participants felt comfortable in a classroom which was not teacher centered. Also, they realized that the PE dynamics permitted them to have power not only in terms of taking the lead when peer editing, but also in terms of lack of confidence with their level of proficiency. In fact, these not-confident participants realized they could make valuable contributions in the creation of texts. Consequently, this type of power may give students confidence to, ultimately, motivate them to be more actively involved in the EFL learning process. Lastly, the assignment of this power ratified the existence of knowledgeability in the EFL classroom.

The intervention evidenced that the participants preferred to give peer feedback in their mother tongue, which was coherent with the definition of PE employed in this study; PE is an effective writing technique both in L1 and L2 classroom (De Guerrero & Villamil,

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1994). I concluded that they preferred to do it in this fashion because, this way, they would understand better what they wrote and read. I inferred that the mother tongue use in peer feedback practices could lower the anxiety levels that the use of English brings to the classroom; specially on those students who do not feel confident with its use.

Regarding comfort, the participants showed feeling more comfortable in groups with their classmates they wanted to work with. In contrast, they considered as difficult working individually, thus, they evidenced cognitive interdependence. It is also important to highlight that participants felt part of the construction of their classes. Commonly, lessons are carried out following teacher-centered dynamics, that is, top-down structured. However, through this intervention, the participants were constituted as active subjects who had the possibility to contribute to the class development, to learn from others and to support their peers. I consider that if learners are active participants, empowered and heard agents, L2 learning could be the excuse to build community.

### **Implications**

As language teachers, it is important to update our knowledge and educational level, and to innovate on different pedagogical approaches. The EFL teacher must not be seen as a possessor of knowledge, but rather a guide. Consequently, it is advisable that the EFL teaching field takes into consideration the implications that this study draws. Regarding PE, it gives a broader didactic idea to bring to the EFL class because it gives responsibility to the learners so that they construct their own knowledge.

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The application of PE was a tool which allowed students to develop strategies that helped them to co-construct knowledge in a space of low anxiety levels. PE is a trait of cooperative work in which expert power (EP) emerges. Students who have EP scaffold those who have proficiency weaknesses in the target language. However, these “expert” students may also make mistakes that can affect their peers at the moment of giving feedback. Therefore, it is important that the teacher is always attentive to orient the moments of negotiation in PE.

Lastly, PE fostered EFL writing despite not evidencing improvements of the formal features of language kind, which could result inconvenient taking into account that EFL teachers pursue proficiency in their students’ written products. However, the power relations, the way students negotiate meaning and the strategies developed in this intervention may constitute as characteristics which allow the students to achieve the level of proficiency EFL teachers pursue.

PE allows students to negotiate meanings, which has a positive impact on facilitating comprehension and, in turn, on contributing to successful communication. The students negotiate on formal aspects of language such as vocabulary and syntax. MN can also occur in the mother tongue. Due to this type of negotiation, it is very likely that there is L1 positive or negative transference in these practices. Lastly, being part of this interaction not only promoted understanding of meaning, but also fostered their interlanguage capabilities.

Within these cooperative practices there is cognitive and behavioral interdependence in which the participants showed working comfortably. Even though I initially arranged

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groups for the intervention, the participants decided to change partners. I advise allowing the students to work with whom they feel working with because it allows them to develop PE strategies within friendly learning environments. Being able to make mistakes, learning from them and helping each other in comfortable spaces enable learners to construct knowledge. Besides, this proposal allows those students who do not feel confident in terms of EFL proficiency to gain confidence as they realize that they have valuable contributions they do not dare to say in a regular teacher-centered class.

There was a variation in the traditional role that the EFL teacher has concerning giving feedback and grading writings. The empowering nature of this intervention caused a decrease in the number of misused formal features of language teachers must check. This happened because the writings had already undergone several stages of proofreading and edition. Consequently, the resulting time gained was invested in mediating the negotiations the students had while peer editing. Thus, the intervention permitted two things: one, that the teacher did not have to spend so much of his personal time investing a considerable quantity of writings; and two, that the EFL teacher's role changed from that of a knowledge possessor to that of a guide who orients his students in their EFL learning processes.

From this experience as a teacher researcher, I learned that there are many valuable ideas that occur to a teacher while teaching a lesson. Unfortunately, these experiences are not systematized nor publicized because we, as teachers, do not usually give a theoretical framework to them nor we provide empirical evidence to what we do. Therefore, this

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experience as a researcher taught me that we should give an empirical and theoretical body to those intuitive ideas that cross our minds when teaching.

Regarding the difficulties I had, I found challenging being a teacher and a researcher at the same time while conducting AR. At first, I only wanted to focus on my issue of interest when collecting data. However, I realized that every session has to be analyzed for making adjustments for the following one. Consequently, this experience became another teaching for me: to constantly be evaluating my teaching to make adjustments for the following one.

### **Limitations of the study**

One of the limitations I had was having to work with short stories. I worked with this text typology because of curricular-institutional obligations. I would have liked to ask the students what type of text they would have liked to work with so that they felt more comfortable and involved in the proposal. Thus, if they had not had to work with the prescriptive formula that short stories for the PET suggests, I think the participants' creative writing would have emerged more freely. Due to this mandatory text typology, the students were showing exhaustion of always writing the same type of text.

For this intervention, I had the intention to have a whole group as participants. However, not all of them were willing to participate. In my opinion, if I had had the chance to have more participants, I could have noticed more phenomena occurring during the PE practices.

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Besides, finding PE as a theoretical construct was troublesome. Due to this, I had to seek for researchers who had PE as a pedagogical intervention in other studies. This means that further research in this field must be conducted in order to constitute this technique into a theoretical construct.

Another limitation that I had was the lack of time. I assume that if I had had more time to promote PE among the participants, they would have shown improvement in the formal aspects of language. Consequently, they would become more aware of their learning processes.

### **Further research**

Taking into account that the participants considered the PE experience as rewarding and pleasant, and bearing in mind how time consuming it is to check speaking on students, I wonder how it would be to provide students with the opportunity to peer check their own speaking products by adapting the planning that I did for this intervention. Like in this proposal, I think that it would decentralize the role of the teacher and would give more responsibility to the students as they are protagonists of their own academic processes. Since co-construction of knowledge, emergence of strategies and scaffolding were present in this proposal, I think that a speaking-based proposal would allow these characteristics (or even more) to emerge.

Carrying out PE requires a level of cognitive development and responsibility. This is a characteristic that some of the participants showed in this study. Based on this, I wonder what

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grades could be suitable to apply PE having in mind learners' skills. In terms of cognition what changes would have to be made in accordance with the population it is applied?

As I mentioned in the data analysis chapter of this paper, I inquire why vocabulary and grammar are the formal aspects of language in which peer editors focus their attention the most. I assume that this phenomenon occurs due to two reasons. First, because editors extrapolate their prior EFL teachers' habits onto PE practice. Second, these errors are simply very noticeable. Undoubtedly, these assumptions could be unveiled if this matter undergoes an in-depth analysis.

For further research, I suggest as well observing what reading strategies peer editors use when reading and checking their peers' writings. My assumption is that if successful reading strategies are identified, they could be applied in a wider population. If successful strategies are identified, I advise applying them while conducting AR. This reflective exercise could enrich the PE experience.

Considering that time was a limitation as I mentioned above, it would be advisable to conduct a long-term research that allows more writing and PE practice in a pursue to achieve the autonomy that social constructivism seeks for. Allegedly, a long-term intervention would reveal different findings.

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# Peer edition as a means for fostering EFL short story writing in a local private school: an Action Research.

## Appendixes

### Appendix 1: Diagnosis questionnaire sample

ENCUESTA DIAGNÓSTICA

1. ¿Cuántos años llevas en el colegio? 8

2. ¿Alguna vez has tenido alguna experiencia gratificante al haber realizado un escrito en inglés? (por ejemplo, obtener buena nota o elogios por parte del profesor)

SI	<input checked="" type="checkbox"/>
NO	<input type="checkbox"/>

Si tu respuesta es SI, por favor describe brevemente cómo llevaste a cabo ésta actividad para que ésta fuera exitosa.

pues simplemente por unas cosas de usar el traductor pero no son tan complejas las gramáticas del texto

3. ¿Conoces los criterios de evaluación que tu profesor tiene en cuenta para calificar los escritos?

SI	<input checked="" type="checkbox"/>
NO	<input type="checkbox"/>

Si tu respuesta es afirmativa, por favor menciona algunos.

Gramática, estructura y vocabulario

4. Señala con una X el ítem con el que te identifiques. Puedes señalar elegir más de una opción.  
Luego de que te califican un escrito en inglés, tu profesor principalmente señala que:

Escribe mal la palabra, la palabra tiene un uso errado o que careces de vocabulario.

Los verbos están mal conjugados o que la estructura de las oraciones está en desorden

El texto carece de sentido. Es decir, no se entiende.

Luce como si pensaras en español, luego, la estructura de las oraciones parece a la del español.

Otro, ¿cuál? \_\_\_\_\_

5. ¿Consideras que alguna vez el relacionar las estructuras del inglés con las del español ha tenido un impacto positivo para hacer escritos en inglés?

SI	<input type="checkbox"/>
NO	<input checked="" type="checkbox"/>

Si tu respuesta es afirmativa, por favor explica cómo fue esta experiencia.

\_\_\_\_\_

\_\_\_\_\_

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**Appendix 2: Consent form from the school:**

Bogotá D.C. enero 21 de 2020

Señores

COLEGIO CAFAM

Sra. Jennifer Villarraga

Rectora

Ref. Investigación

Apreciada señora Rectora,

Con la presente solicito su autorización para llevar a cabo mi investigación "Peer edition as a means for fostering EFL short story writing in a local private school: An Action Research.", el cual es requisito de grado para mi maestría en enseñanza en lenguas extranjeras de la Universidad Pedagógica Nacional.

La investigación busca examinar qué tipo de conductas, construcciones y percepciones surgen en el momento en el que los estudiantes editan entre sí sus producciones escritas en inglés.

Esta investigación podría contribuir con los objetivos institucionales que tienen que ver con el bilingüismo ya que busca potenciar la habilidad escrita en inglés. De igual manera, esta propuesta busca fomentar la autonomía en los estudiantes a través del empoderamiento para que ellos se apropien de sus propios procesos académicos.

La recolección de información para este proyecto incluye cuestionarios, notas de campo, transcripciones de audio y recolección de los escritos realizados por los estudiantes.

Agradezco de antemano su colaboración para llevar a cabo esta investigación la cual redundará en el mejoramiento de las prácticas de enseñanza del inglés dadas en la institución, y en mi crecimiento profesional.

Cordialmente,

  
Diego Alberto Mora Torres

Docente investigador

Colegio Cafam.



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CamScanner

*Autógrafa*  
*J. Villarraga*

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**Appendix 3: Consent form sample from parents:**

Bogotá, 15 de Julio de 2019

De: DIEGO ALBERTO MORA TORRES  
Profesor de inglés Colegio Cafam

Para: padres de familia y/o acudientes

Asunto: solicitud de autorización

Cordial saludo,

Respetados padres de familia, la presente tiene como propósito solicitar su amable autorización para que su hijo(a) participe en el proyecto intitulado: "REVISIÓN POR PARES COMO UN MEDIO PARA POTENCIAR LA ESCRITURA DE HISTORIAS CORTAS EN INGLÉS COMO LENGUA EXTRANJERA EN UN COLEGIO PRIVADO LOCAL: UN ESTUDIO DE INVESTIGACIÓN ACCIÓN". Este proyecto de investigación tendrá lugar en el aula de Inglés durante el tercer periodo académico del respectivo año. Así mismo, hace parte del desarrollo y ejercicio de tesis de grado, de la Maestría en Enseñanza en Lenguas Extranjeras de la Universidad Pedagógica Nacional.

Por tal razón, la presente investigación, pretende entender el rol de la edición de escritos en Inglés hecha entre estudiantes. De la misma manera, esta consiste en elaborar cuatro historias cortas, cuyas realimentaciones serán grabadas. Además, los estudiantes diligenciarán un cuestionario que dará cuenta de las apreciaciones que él o ella desarrollen en la elaboración de las mismas.

Con el fin de proteger el buen nombre de su hijo(a) durante toda la intervención pedagógica, se utilizarán nombres ficticios. Así mismo, las actividades relacionadas con este proyecto no tendrán ningún efecto en el normal desarrollo de la materia, ni en las notas, ni en el rendimiento académico del estudiante en la asignatura.

Finalmente, los escritos que haga su hijo(a) serán recogidos con el fin de apreciar el proceso escrito durante el periodo.

Por lo anterior, me gustaría contar con la autorización para que su hijo(a) participe de este proyecto, el cual busca beneficiar sus procesos de aprendizaje del Idioma Extranjero.

Yo, Sandra Patricia Pérez Marín con c.c. 41928210  
Amenca

SI  NO  autorizo a mi hijo(a) Juan José Hincapié Pérez del  
curso 9D para que participe en este proyecto.

La siguiente información es para ser diligenciada por el estudiante SOLO SI este va a ser participante del proyecto.

¿A qué estrato socioeconómico perteneces? 4

¿Qué edad tienes? 15

¿En qué localidad vives? Engativa

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**Appendix 4: field note entry sample**

Field notes. Cycle 1. Session 1.

**Research question:** What does the implementation of peer editing techniques inform about EFL writing in ninth grades at a private school?

**Research objective:** To understand the role of peer editing within EFL written tasks construction.

Date: 26 / 07 / 19

Writing task: Introduction to short stories

What I see	My conclusion / reflection
<p><b>Imagery:</b> nada raro. Simplemente uno comenzó a contarle el cuento al cuento al otro y ya.</p> <p><b>Identificación de características:</b> identificaron past forms dentro del modelo que les presenté. Relacionan su vida cotidiana con lo que pasa en la historia del modelo (X2). Underline sin que se les diga. Es decir, ellos optan autónomamente por el uso de esta estrategia. Tengo que constantemente estar pasando por sus puestos to make sure they are working. Se tardan mas de lo que yo tenía presupuestado en la identificación de las características. Se negocia meaning al momento de identificar la estructura de la historia. En total se tardaron casi media hr en hacer este ejercicio.</p> <p><b>Group work:</b> les gustó la herramienta de mentimeter. Yo induje muchas de las palabras que a la postre ellos resultaron diciendo al momento de compartir ideas con el grupo. Al final de la clase les pregunté que cómo se habían sentido, dijeron que les gustó porque todos pudieron participar. Que ejercicios así les permiten aprender de todos. Que la clase había sido interesante. Que en le momento de la identificación de características tendieron a dispersarse. Que la clase fue dinámica (X2). Resaltaron el uso de la tecnología (mentimeter)</p>	<p>Definitivamente tengo que estar cambiando de actividad max cada 20 mins para que no se dispersen.</p> <p>Incluir herramientas tecnológicas que permitan a los estudiantes participar ya que ellos las hallan atractivas. Pilas con lo que yo digo pues puedo inducir a que ellos repitan lo que yo dije y no su propia producción.</p> <p>El que ellos digan que "todos pueden participar" me hace pensar que no había oportunidad para que los timidos o poco confident participaran. Mentimeter fue una herramienta que les permitió esa</p>

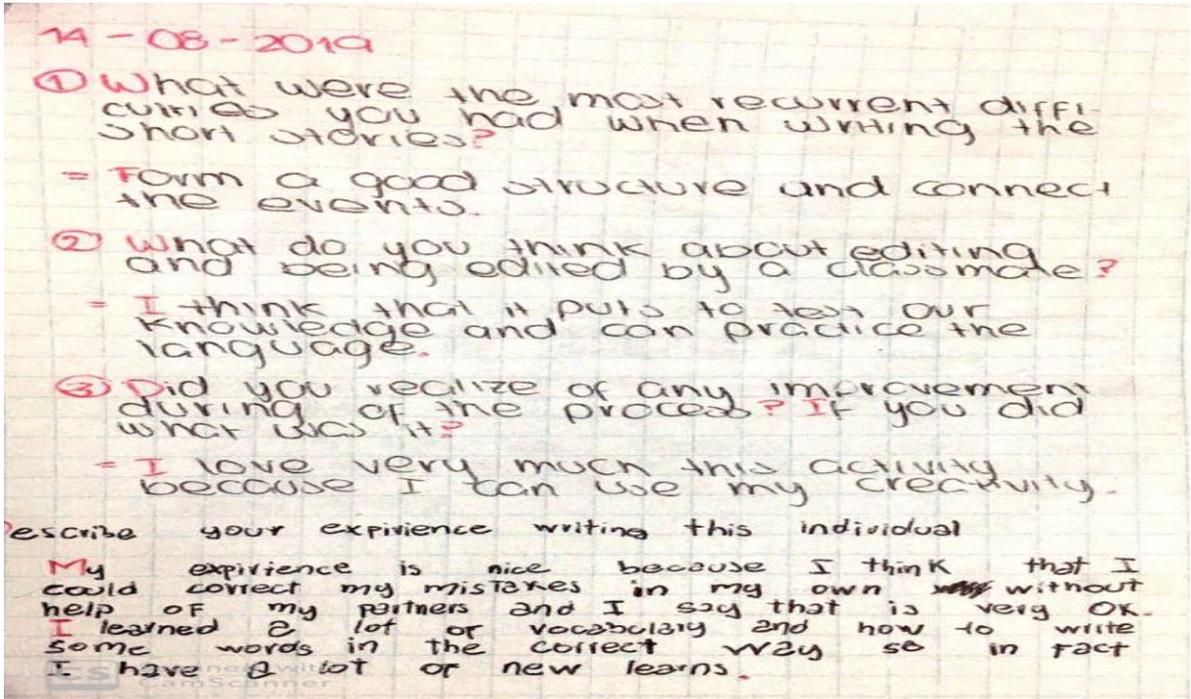
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**Appendix 5: WhatsApp © group**



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**Appendix 6: open-ended questionnaire**



**Appendix 7: peer edition chart**

realizar escrito (revisar cada clase)

Grammar / Tense	grammar \ becaus(because) buy(bought) tickets(tickets) is(was) see(saw) buy(bought)
Vocabulary spelling	because / tickets / buy / see / was / saw / bought
coherence/ coesion	Have some and with punctuation was it in outside (was outside)
Task completion	only have 48 words and didn't answer the six questions - where was the concert? - Did they perform well? - who did you go with? } didn't answer