Improving writing skills in third graders through planning strategies.

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Sample Acceptance Page

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ABSTRACT

This dissertation framed within the area of research English as a foreign language expounds an investigative and pedagogical process focused on developing and implementing planning writing skills in students of 401 of Colegio Prado Veraniego. In regard, writing is conceived as a though process, for this it was developed a classroom intervention following a didactic sequence, looking for the creation of descriptive texts after using some planning strategies.

Furthermore, the genre-based approach was taken as the guide to develop the structures and paragraphs in the students' descriptive writing. Besides, planning strategies were taken from the perspective of self-regulation strategies in order to understand the metacognitive processes of the students.

Finally, this dissertation presents the results of the process of planning strategies implementation in an EFL third-graders classroom focusing on the strategies of Brainstorm, Outline, and Draft.

KEYWORDS: Planning strategies, Writing skills, Descriptive writing, Metacognitive process.

RESUMEN EJECUTIVO.

El presente trabajo de grado enmarcado en el área de investigación de *inglés como segundo idioma*, expone un proceso de investigación y pedagógico centrado en el desarrollo y la implementación de habilidades de escritura de planificación en estudiantes de 401 del Colegio Prado Veraniego. Con respecto a esto, la escritura se concibe como un proceso de reflexión, para esto se desarrolló una intervención en el aula siguiendo una secuencia didáctica, buscando la creación de textos descriptivos después de usar algunas estrategias de planificación.

Además, el enfoque basado en el género se tomó como guía para desarrollar las estructuras y los párrafos en la escritura descriptiva de los estudiantes. Asimismo, las estrategias de planificación se tomaron desde la perspectiva de las estrategias de autorregulación para comprender los procesos cognitivos de los estudiantes.

Finalmente, esta disertación presenta los resultados del proceso de planificación de la implementación de estrategias en un aula de tercer grado de EFL centrada en las estrategias de Brainstorm, Outline and Draft

PALABRAS CLAVE: Estrategias de planificación, habilidades de escritura, escritura descriptiva, proceso metacognitivo.

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CHAPTER I

This chapter deals with the main information from the school Prado Veraniego I.E.D. First, a brief description of the internal and external context of the school is presented. Then, some students' information regarding their socio-affective, cognitive, and linguistic characteristics is given. Finally, the diagnosis, the statement of the problem, the research question, the research objectives, the rationale, and the previous research related to the problem will be presented in this chapter as well.

Characterization

Local context

The school Prado Veraniego I.E.D is located in the locality of Suba, specifically in the Prado Veraniego neighborhood, which, according to the organization Centro de Documentación e Información de la Localidad de Suba (2013), belongs to stratum three. The school has two branches, Branch A for the educational part of high school, and branch B for the educational part of pre-school and elementary school. Currently, is a commercial zone.

Branch B, in which this research takes place is located at Carrera 53A No. 128-51. It is a quiet place, surrounded by several grocery stores and a few bakeries. Next to the school, there is a health center, CAMI (Centro de Atención Médica Inmediata). Additionally, the school is close to a residential zone, and it is well located in terms of transportation because it is bordered to the North by Avenue 129, to the East with Avenue 127 and to the South with Autopista Norte. This makes easier to the students have access to school.

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School context

Regarding the institutional project of the school, it is laid out as follows: The emphasis of the school's Institutional Educational Project, henceforth IEP, is "communication with quality to the human development" (I. E. P, page 10, 2017). This is understood as the development of certain values such as love, respect, honesty, and commitment which are the basis of any good relationship during life. Besides, as is presented in the "Manual de Convivencia" the institutional philosophy is grounded in principles and scientific and cultural values to obtain a proper identity and development.

Furthermore, the vision of the school aims to form capable human beings through communication with quality which leads to a good coexistence. This is tied to what the IEP states as the emphasis and one the basis of human development, quality communication, and values. Moreover, this relates to the institutional vision, which, seeks to prepare committed people in terms of personal and educational development that may lead to a harmonic coexistence that allows the reinforcement of a fair country.

Besides, in Branch B, each classroom has a video beam, a laptop, speakers, and Wi-Fi access to integrate ICT's in the classes and a few posters related to the environment, the values, and how to take care of our planet. The decorations and all the pictures or posters of the school are related to those principal topics.

Participants

This research took place in grade 301. It is worth mentioning that the population did not change while the research took place. The grade 301 was composed by 21 boys and 8 girls between 8 and 10 years old. More than half of the students came from Prado Veraniego

neighborhood, which belongs to stratum three, even when it has economic characteristics of stratum two. The other half of the students came from different Suba's locality neighborhoods also, of stratum three. Besides, 48 % of the students lived in a nuclear family, whereas 38% lived in an extended family, and 10% in a single-family. Most of the children knew about their parent's professions but there were 7 seven students who did not know what their parents did because they did not spend so much time together. This kind of situations (as the room teacher expressed during the interview) sometimes reflected a lack of commitment and it affected the students' academic performance (Annex A, interview room teacher, April 25th,2019).

On the other hand, in terms of extra activities, most of the students liked watching tv and spending time on the smartphone after school. Also, the majority of students like doing homework and reading at home. Additionally, 52% of the children did not do any extra activity after school or during the weekends autonomously. There was 48 % of the total of students who did extra activities; the 37% practiced sports like soccer, tennis and roller skating; and the 11% remaining took music or English classes. Even almost half of the students practiced an extra activity after class or during the weekends, they shared many of the likes or activities, in special the ones related to sports and arts.

Likewise, about the academic and affective aspects at school, the three subjects students liked the most were Physical Education with 41% of the students, then Mathematics with 21% of students and finally, Arts with 14% of students. It was noticeable how students were more into sports and into arts in comparison with other subjects that required them to be quieter or to be inside the classroom. Moreover, regarding the emotional sphere at school, the 26% of the students expressed they sometimes felt sad, worried, angry or bored at school, while, the 52% said they felt happy most of the time (Annex C). In general terms, the majority of students liked

the school environment and they enjoyed spending time there, they were not intimidated about school or their classmates and they had good interpersonal relationships as many of them expressed in the survey (Annex C).

Besides, regarding the English subject, just one student expressed he did not like English classes. Also, in terms of activities, watching videos was the favorite one for the majority of students, while just 17% of students liked activities related to writing, reading, and learning vocabulary. This could be associated with the fact that in the English class most of the activities required or used technology and the use of videos or short stories projected on the video beam and students enjoyed this kind of activities as it is noticeable in the class observations. Furthermore, in terms of language skills, 45% of the students expressed that their strengthen was writing, 35% chose speaking and the other 20% selected listening and speaking. On the other hand, regarding the 38% of students assured being bad at speaking, 28% at writing, and the other 34% felt they were bad at listening and reading. Although the students felt they were good at writing, when they had writing activities, as far as the student researcher observed, they made many spelling mistakes and wrote the words just as they sounded, eg: Pineapple was written as "pinapol"; Mother was written as "moder"(Annex B, Field Note #3). Besides, they were not even good when they had transcription exercises like copying vocabulary from the homework or following the structure given by the preservice teacher, and this skill was the one with the lowest results in the diagnosis (Go to Annex E).

In general terms, most of the children expressed they were interested in learning English and they liked the English class but they had many problems when writing and speaking or communicating ideas as they were not asked to speak in English by the Preservice teacher (Annex B) so they did not feel the need to communicate orally. On the other hand, the only

writing exercises they did were mainly related to transcription or dictation of words, the only

writing exercises they did were repetitive and disconnected from all communicative situation like

talking to each other, describin commom situations or having natural conversations in the school

context.

Diagnosis

After observing the participants for some weeks and doing the interview to the room

teacher, and the survey, the diagnostic test was designed based on two criteria: Govermental

Standards and topics the students had taken along the year. The test was mainly based on the

indicators for English classes of the first cycle that *Ministerio de Educación Nacional* (2006)

(henceforth MEN) proposes. Additionally, using vocabulary and topics the children had studied

in class (Annex B).

The first section of the exam was about vocabulary that was divided into two parts. The

first part was a matching exercise that consisted of matching a verb with the corresponding

image, there were ten verbs and ten images. The second part was about coloring with different

colors some words according to the category they belonged to, there were 5 categories and 11

words to color. Regarding the results of this section, for most of the students, the matching

exercise was easier to do than the coloring point in which most of the them had difficulty and

they did not complete the task. In general terms, the majority obtained a range of 5 to 7 points out

of the 10 possible in this section. Related to this, the students, in some classes demonstrated

knowledge of the words and they identified many basic vocabulary words of the class (Annex

B).

The second section of the test was focused on the reading skill. This section consisted of reading a short paragraph and then choosing between the best two options to complete 5 sentences about the reading. All the 5 sentences were focused only on literal information because of the students' level. This section was one of the hardest for the children since the majority of them did not complete the exercise or selected both options in the sentences. Just a few students reached more than 5 points out of the 15 possible in this section. During the observations, it was noticeable how the students were rarely in contact with written language and reading exercises during their classes (Annex B) which supports how writing was one of the children's weakest skills.

After the reading section, the third part of the exam revolved around writing. The students had to complete one short paragraph with some words presented in a word bank at the beginning of the section. In terms of the spelling, most of the students did not make many mistakes because they copied the word from the examples properly but, in terms of the sense of the paragraph they made several mistakes and some of them did not even write more than two words to complete the exercise. Some others, even having the word written in the first part of the section wrote it wrongly because of confusing, omitting, or changing the order of the letters. Eg: some students wrote words as "famili", "babi," "fater", etc. This evidences that the students had difficulties at writing even when they had a template.

The last section of the exam was focused on the listening skill of the students. The exercise consisted of two tasks, the first one was about listening to 10 sentences and to circle one of the two pictures of fruit they had according to what they heard. In the second task, they had to write the name of the fruit they had heard and select what the speaker pronounced each time to complete the sentence. In this section students had a good performance with regards to the first

task, only a few students failed in choosing some of the fruits, but in general, most of the students circled the correct 10 pictures. On the other hand, related to the second task, the students were not able to write properly any of the names of the fruit they selected or heard; there were even some students that only completed the first task and some others that wrote the name just as it sounded. eg, "apols", "cherris", "guatermelons" etc. The students were not aware of the spelling of the words. Again, the writing skill was the weakest point of the students.

Moreover, about the speaking exam, this was conducted in a grouped way because the students had an activity after, and they needed to go quickly. To assess students' speaking skills the classroom was organized in a horseshoe and 5 questions were projected on the video beam. The main rule was that each student who knew the answer to the questions should raise the hand and come to the teacher-researcher and whisper the answer. During the exercise, the children were confused because they did not understand the explanation in English even when using nonverbal language. After some examples with the students who understood the instructions the majority of them started to participate. Every time a new question appeared; the same students always raised their hands. Besides this exercise, during some observations, some questions were asked to the students in order to perceive students' comprehension and speaking level, but they rarely answered in English because that was not a common practice in their classes.

Delimitation of the problem.

Based on the observations, the surveys, and the diagnostic test, as a student-teacher researcher, some eaknesses in all the four skills were discovered, but mainly in the written communication skill. It was evident that the participant's knowledge of the written language was minimum. *They did not have enough knowledge of basic English structures.* This difficulty reflected that what the English standard for writing in third grade states: " *Demuestro*

conocimiento de las estructuras básicas de inglés" (2006) was not developed completely by the students and they needed to improve in term of this.

Besides, the lack of knowledge of basic structures in English, *the participants did not establish a difference among phonemes and graphemes in English.* When they did not have a guide or example of the words, they wrote the words as they were pronounced or as they sounded. Also, regarding the diagnostic test and some class exercises, the students reflected another difficulty regarding the second standard that reads: *"escribo el nombre de lugares y elementos que reconozco en una ilustración"* (2006). Even though the students identified the object, they were not able to write properly its name in most of the cases in the diagnostic test and some transcription exercises in the English class (Annex B, field note #3).

As it was presented above, most of the standards of writing had not been achieved by the participants because of their lack of knowledge in basic structures and writing strategies. Besides, they did not use them in a natural and meaningful way. The writing skill was not developed in the English class throughout the terms studied so far.

In order to help the students with this problem, the present research focused on the writing skills specifically on the planning strategies that participants could develop to improve this skill. Also, it is important to mention that this investigation was focused on descriptive writings due to the knowledge and level of the students in the target language.

To achieve this purpose of the development of planning writing strategies to improve writing skills the following research question was proposed.

Research question:

How might EFL third-graders shape their descriptive writing skills when using planning strategies through a Genre-Based Approach

Main objective:

To identify how the use of planning strategies may affect the description writing skills of the third-grade students at a public school with a Genre-Based Approach.

Specific objectives:

- To analyze students' descriptive writings in terms of their content and message communication.

- To give an account of the planning strategies the students may develop after the pedagogical intervention.

Rationale

According to Hayes & Flower (1980 & 1986), writing is a complex process that consists of three main processes: Planning, generation of the text, and the revision of it. This idea was the one this study pointed out because it sought to change the perception of writing as a product and emphasized specially on the planning strategies that, as writers, the participants can appeal to when writing descriptions or any kind of text. Also, one of the purposes was to demonstrate, as Graham and Harris (2009) highlighted, that writing is a process that can be difficult and frustrating at sometimes yet challenging, enjoyable and, a vehicle for learning and self-expression.

Besides, considering writing as a complex process, this research was focused on the perspective that teaching or modeling good planning strategies to the students, as writers, can

have a better performance in their writing skills. To achieve this purpose, the writing process was mainly focused on what Bereiter and Scardamalia (1997) expose, that not only must teaching to write be presented on the classes, but also some strategies that include the role of social and behavioral aspects. Linked with this, Graham & Harris in 1985 created the Self-Regulation Strategies Development model (SRSD) which, has been used with students from the elementary school and reporting big changes in their writing performance.

Furthermore, the English language is mainly taught through a grammatical approach, but with the development of good writing teaching, as Fidalgo & Torrance (2009) expose, English knowledge and acquisition improve, and it does not require the teaching of the language because this is given in a constructivist and holistic form. Also, as Teng & Zhang (2017) exposes "There is a growing recognition that the interaction between motivational regulation strategies with other dimensions of self-regulation strategies (e.g., cognition, metacognition, and social environments) should have a salient effect on student engagement, performance, and other academic outcomes." (page 4). According to these perspectives, this research work sought to improve writing skills on the participants through English classes.

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CHAPTER II

Theoretical framework and state of the art

This chapter deals with the theoretical constructs that support this research, such constructs are metacognition in writing, writing as a process, and planning strategies. These constructs will be presented from the perspective of different authors and how they were applied to the study. This chapter also includes the review of some research studies that show how the constructs are related to the improvement of writing, as well as, a brief description of the model this investigation follows, and the genre-based approach.

Writing as a process and not as a product.

From the psychology of writing, several ways of analyzing writing have been presented, among them writing as a demanding process, seen as a problem to which a solution is sought, and writing as a product. Since the 1960's there has been an increasing interest in writing and in identifying different aspects of writing such as its characteristics when taken as a process, or the processes that are carried out at the time of writing. From the 1980s, with the studies of Hayes and Flower (1980 and 1986), Bereiter and Scardamalia (1987) and Kellogg (1986), the perspective of writing as a process takes on more force in the field of psychology, in this light, the main studies which were developed constitute the bases for what is known about writing today. In this sense, writing should be studied more as a process because of the complexity and cognitive burden it represents in the writer's mind.

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The researchers Hayes and Flower (1980 and 1986) who proposed the first model of writing as a process and begin by mentioning three basic processes: planning, text generation, and revision. The first process is divided into three sub-processes: setting goals, generating ideas, and organizing ideas. The second process, is the transcription of the text, and finally, the third process is the revision through the proofread, and re-reading of the text. It should be noted that this is not a linear model, the three processes can be presented in a different order and at the same time during the writing task.

This model was followed by other authors such as Bereiter and Scardamalia in 1987, who no longer focus much on the writer's processes as such, but rather on the differences that exist between expert writers and the novices who are distinguished by their handling of various strategies. These differences are discovered through the "say the knowledge"; model used by novices and which do not imply a higher level of abstraction, and the "transform the knowledge"; model used by expert writers and which involves more processes and components than the previous one. In the case of this research, it is going to focus on the "say the knowledge" model having in mind the participant's weaknesses at writing, lack of metacognitvie process and their knowledge.

Similarly, there is another model of great importance in research on writing, such as Kellogg's model of 1986, which demonstrates the importance of cognitive overload and points to strategies to avoid it through the clear division and organization of activities when writing. This model talks about the translation of ideas, the central component, and the large number of processes that are carried in the short- and long-term memory. In this research, Kellogg's work is related in order to understand better the self-regulation strategies.

Moreover, many more studies have been developed to show the complexity of the writing task. Being this the theoretical basis, it can be argued that the best perspective for studying writing is which takes it as a complex process that seeks to solve a problem, and which has certain implications in the classroom such as the development of some self-regulation strategies and writing skills. To begin with, it can be taken as a demanding process because, as Berkenkotter (1982) says, writing requires highly complex cognitive processes such as the generation, organization, and planning of ideas, among others; in addition to this, the writer is faced with several coercions to handle simultaneously such as lexical-syntactic decisions, the organization of the text, and rhetorical problems that include the reader.

Linked with this construct it is necessary to clarify how the awareness of writing as a process leads the writer, in this case, the students, to be more conscious of their cognitive processes; that is why the next construct of this research is the metacognition and how is presented in writing.

Metacognition in writing.

With the emergence of interest in studying the cognitive and metacognitive processes that writing entails, several researchers and psychologists have come to propose different models from different angles or points of view. With the emergence of such models, the cognitive processes of writing have been the object of fundamental study for the understanding of the task of writing as a process. Given these studies, the models of Hayes & Flower (1980 and 1986) and Bereiter & Scardamalia (1987) are models that, despite having different views of writing, they show the cognitive processes in writing and allow to see how they help the writer to dominate them.

From the point of view of individual behavior, as proposed by Rincon (2013), writing is understood as a cognitive process of thought production and this has implicitly the principle that the task of composing a text is part of problem-solving and as it involves creating meaning and translating the individual's thought into a written form, this leads to a high amount of cognitive load, better dealt with in Kellog (1996). Writing is taken as a problem-solving task by the processes and strategies to which the writer must resort to arrive at the final writing, each small process or component to which the writer refers carries a cognitive burden that not all writers handle in the same way and that leads to different results of the same.

It is because of writing complexity that authors such as Flower (1980 and 1986) have dedicated complete works to give strategies such as the analysis of the communicative situation, the generation, and organization of ideas, and the revision and valorization of the text to make the writing task easier, Flower (1989). According to Caldera (2000), these strategies are based on the fact that writing is a complex cognitive process, which involves three subprocesses: planning, writing or textualization, and revision. These strategies are provided to help inexperienced or novice writers better manage of the writing process and cope with the cognitive burden in such a way that, the result (the text) meets the goals and plans previously outlined by the author.

Furthermore, to achieve these goals, it is needed that the writers not only know about the cognitive processes during the writing task but also the writers should recognize some strategies to improve them or to manage them in a better way. In other words, writers should be aware of the process and the strategies and know to use them. Regarding this research, this is the principal argument to teach self-regulation- planning strategies to novices writers.

Planning strategies.

According to Zimmerman and Risemberg (1997), the writing process includes more than the environmental part mentioned in Hayes and Flower (1986) and the first writing models. Moreover, Zimmerman and Risemberg created a new model in which they argued writing involves self-planned, self-initiated, and self-sustained activities, that is to say, three ways of self-regulation: environmental, behavioral, and personal. This research focused on personal self-regulation focusing on the planning strategies developed by the writers.

As McArthur and Graham (2006) expose, there is a big display of self-regulation strategies for writers to use. The first set is regarding goal setting and planning, seeking information, organizing, transforming, and so on. Besides, all these strategies can be implemented autonomously by the writers according to their needs. In this research the planning strategies were modeled and implemented by the teacher-researcher, such strategies were brainstorming, outlining, and drafting.

Genre-Based Approach.

The Genre-Based Approach placed great emphasis on the relationship between text-genres and their contexts (Hyon, 1996). Besides, it aims to help students become effective participants in their academic and professional environments as well as in their broader communities (Hammond and Derewianka, 2001). This approach also offers students the freedom to say and write what they want effectively and allows the teacher to meet students' needs within a framework that facilitates progress towards the students' potential.

This approach was useful for this research because among its characteristics, the Genre-Based Approach highlights writing as a social activity taking the vision of the sociocultural

theory initiated by Vygotsky (1978). According to this theory, knowledge is best constructed when learners collaborate, support one another to encourage new ways to form, construct, and reflect on new knowledge. This vision supports and helps the development of writing as a process that this research states. Moreover, another important characteristic is that the Genre-Based Approach to writing instruction looks beyond subject content, composing processes and linguistic forms to see a text as attempts to communicate with readers (Luu, 2011, pp123). Finally, another important feature of this approach is the concern with guiding learners on how to use language patterns to improve their writing skills.

Literature review.

With aim of developing this research, some works that helped in bibliography, strategies, and methodologies designs were consulted. It is worth mentioning that, even though there were several works, research, and projects related to self-regulation and self-regulation strategies, there were not so many of them carried out in primary school because of the complexity of the metacognitive awareness in children.

The first research consulted was developed by Chacón, L. Albeiro (2016) who exposes three strategies use to raise autonomy awareness in fourth-grade students. In this work, Chacón used the active research for the methodological design and the use of diaries to encourage students to write with good motivation. Also, he used the reflective journal to make the students more aware of their metacognitive processes. He diagnosed the students' difficulties when passing to identify their metacognitive processes, after the implementation of his instruments Chacón concludes, that allowing the students to inquire about their processes they were able to be more autonomous in their learning process by improving their planning, monitoring and evaluating process not only in the English language, but at the time to use the mother tongue too.

This research project helped the current work by giving some implementation ideas such as the use of diaries and reflective journals. Besides, some authors mention by Chacón helped to clarify some ideas about the self-regulation strategies and processes in children.

Besides, another project titled *Vocabulary learning through metacognitive strategies among 3rd graders,* by Ojeda (2016) is helpful for this project. In this work the researcher aimed to see how the metacognitive strategies might foster vocabulary learning in third graders. For this purpose, Ojeda designed an action research with a task-based approach applying metacognitive strategies such as focused attention and monitoring among others. In the end, it was implemented a test to observe how the implementation of strategies affected the students' learning of vocabulary.

Furthermore, for the data analysis, the author used three categories which were: Metacognition improves student's attention, Metacognition opens space for students' creativity, Metacognition helps to plan for vocabulary learning. In the conclusions, Ojeda states that after the implementation of the metacognitive strategies "they (students) felt more self-confident to participate by writing sentences on the whiteboard and speaking up in class. Therefore, Ojeda's research guides about some other strategies and activities that not only focus on the strategies of teaching but also small pieces of language teaching. This research is relevant to this investigation because of its fndings regarding metacognition, and also it inspires the desing of some materials for the pedagogical intervention.

Moreover, another research is the one carried out by Panche (2016), titled *Approaching Writing Skills in Third Graders Through Graphic Organizers*. In this project, the researcher sought to analyze the impact that graphic organizers might have on the development of writing skills in EFL third-graders. To develop this research Panche used an action research methodology

with an active role of the teacher. Some instruments implemented by the author were teacher's journals, students' artifacts, questionnaires, and room-teacher interviews. The project was divided by different groups of interventions dedicated to different topics in regard to a variety of writings and implement the Graphic Organizers several times with the participants. In the conclusions, the researcher stated how the students were able to tell which things they could or could not do yet with what they learned, by reporting how their skills improved. Besides, how the Graphic Organizers did help in the writing skills of the students. That is why this project was important for this investigation because it organized some planning strategies that helped students to be aware of their processes and know the way to use them. Besides, Panche organized the pedagogical intervention in a systematic way that inspired the organization and categorization of some parts of this research.

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CHAPTER III

This chapter deals with the approach and type of research this project was based on. Besides, the data collection instruments and their criteria selection are described along the chapter, as well as the research features such as reliability, validity, and triangulation. Finally, this chapter presents the ethical issues in the research process.

Research paradigm

It is worth mentioning that, to follow the guidelines and characteristics of qualitative research helped this research to determine the progress of students' planning strategies in writing. According to Marshall and Rossman (2006), qualitative research focuses on the study of social phenomena, and one of its main characteristics is that it takes place in a natural context; it is focused on the context by being fundamentally interpretive and emergent instead of tightly prefigured. Additionally, qualitative research uses multiple methods that are interactive and humanistic. This project followed these characteristics bearing in mind that the observations of the participants were made in context and, the data collected came from the participant's natural school environment. Moreover, this paradigm was pertinent for this research since the object of analysis emerged from a real context and it was at the same time the source of data.

Type of study

As this research was qualitative in nature, the type of study to follow was action research. Action research is defined as the combination of *action* and *research* (Burns, 2010) positioning

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action within the ongoing processes of particular contexts (in the case of this investigation a classroom) that brings the development of interventions to improve or change certain processes. Furthermore, in this approach *research* is located within the systematic observation and analysis of the development and changes of the processes in the context. Considering these ideas, this type of study went along with what this research intended to do that was to understand and study some language learning aspects in a specific context.

Related to the purpose of action research Parkin (as cited in Koshy, et al, 2010) the purpose of undertaking action research is to bring change in specific contexts. Also, as Burns (2003) states, action research's main objective is to identify a problematic situation and intervene to change it or make improvements and it involves reflecting about practice. Besides, these improvements that happen in action research are ones based on data systematically collected by the researcher (Burns,2010). Following these purposes, this study attempted to improve practices and processes in the descriptive writing skills of the participants changing processes in a specific context. This purpose was based on the data collected through some reliable data collection instruments mentioned in Chapter 1 and defined in the next part of this chapter.

Following what Koshy, et al (2010,p.4) state, "the purpose of action research is to learn through action that then leads on to personal or professional development." And considering the guidelines of action research, it is necessary to fulfill the four-part cycle of this approach according to Kemmis and McTaggart (1998,p.11), which are: planning (the design of a pedagogical intervention), action (the application of the lessons to develop participants' planning strategies when writing), observation (the monitoring of the students' to see their advances, difficulties, and achievements) and reflection (the assessment of the processes to plan and take new actions to improve the practices). It was pertinent and important to follow these stages to

provide new creative and attractive solutions focused on the particular features of context regarding the principal objective of this study.

Besides, in order to answer the main question of this research and to achieve its key purpose, the student-teacher researcher had to take a role not only of a teacher but also the role of a researcher, explorer, and participant of the study's context. This based on what Burns (2010,p.2) expresses by exposing "the teacher becomes an 'investigator' or 'explorer' of his or her teaching context, while at the same time being one of the participants in it". Moreover, the researcher "attempts to observe, describe and interpret settings as they are maintaining an empathic neutrality" (Patton, 1990, p. 55) this by turning the world in some representations as to the field notes, interviews, conversations and surveys (Denzin & Lincoln, 2000). In this sense, the researcher aims to have an open and active role in the environment, and also seeks to interpret the context in the best way possible.

Data collection instruments

The data collection instruments used in this project were the student-researcher's field notes, interviews with the room teacher, and finally, students' artifacts. Connected with these instruments was the process of triangulation that according to Cohen, Manion & Morrison's (2007) is "the use of two or more methods of data collection […]" and is a "powerful way of demonstrating concurrent validity, particularly in qualitative research" (p. 141). That is why triangulation gave validity and reliability to this project along the process.

The first instrument considered in the triangulation of this research was the researcher's field notes. Defining field notes (Burns 2003) as a description and account of observed events, that includes several aspects of the context and the setting of the participants. The importance of

this instrument to this research relays on how it helped to answer certain questions as Burns establish, such as "who/what/where/when/how/why which can be organized in different categories to record descriptions, reflections or analyses of events" (p.79). Also, because this instrument helped to recognize and characterize the main problem of the participants regarding their processes in language learning, especially in their writing skills.

Besides, another instrument for triangulation was the student's documents such as artifacts, activities classes, homework, and tests. In a general definition, artifacts are the results students have about their process (Amos, 2002). These were necessary due to the fact students wrote and developed visual materials and artifacts were the way to analyze them. All these documents were considered because, as Burns (2003) exposes, the examination of documents can help researchers to have a richer profile of the classroom and give insights related to curricular concerns.

Finally, the last instrument regarding the triangulation was the room teacher's interview who had been accompanying the process of students and the researcher. In this project, it was necessary to know different perceptions and points of view about students' processes in language learning. This interview was semi-structured because, as Nunan (1992) exposes, it gives the option to the researcher to be flexible during the interview adding new questions but always having a focus on specific ones that lead and give the option to create a conversation.

Ethical issues.

In regard to the ethical issues of this research, there were some aspects considered with the objective of protecting and avoid any physical, mental, or emotional damage of the participants. The first aspect was an informant consent in which parents approved the

participation of their children in this investigation (Annex F). In the second aspect, the anonymity and confidentiality were preserved through the use of nicknames along with the study.

Data analysis methodology

In aims to do the data analysis, the method to be followed was The Grounded Theory Method (GTM) defined (Charmaz, 2006; Charmaz & Henwood, 2007 cited in Leavy, 2014) as a comprises a systematic, inductive, and comparative approach for conducting an inquiry to construct theory and it refers both to the method and to the product of inquiry. As this method requires the analytical interpretation of participant's worlds and of the processes constituting how these worlds are constructed (Charmaz, 2006; Charmaz & Henwood, 2007 cited in Leavy, 2014). The main characteristic of this method is the constant comparative analysis and theoretical sampling (Glaser & Strauss, 1967). Based on these characteristics, this research also followed the four procedures of analysis established by Glaser and Strauss (1967): comparing incidents applicable to each category, integrating categories and their properties, delimiting the theory, and writing the theory (p. 105).

Considering these procedures, this investigation attempted to analyze and build theory and categories with the intention of answering the research question and try to achieve the research objectives established at the beginning of this investigation project.

CHAPTER IV

This chapter deals with the vision of language, learning, and classroom, as well as, the teaching approach that sustained the pedagogical intervention. Besides, this chapter presents the proposal of the pedagogical intervention and a chronogram with the set of classes and activities that were developed with the participants.

Vision of language.

The language's vision this research took as a base was language from a functional perspective according to Hymes who "situates language in its social context as the medium by which member of a speech community express concepts, perceptions, and values which have significance to them as member of this community" (As cited in Tudor, 2001, pg 57).

In this sense, this vision of language was accurate for this investigation because it gave a meaningful purpose to language in the context, as the writing process requires to do it, and this improves the motivation and the self-regulation attitudes of the participants. Besides, this vision of language was appropriated because it implied that students were learning the language in order to write and communicate something in or with the language itself (Tudor, 2001).

Vision of learning.

The vision of learning this research followed was experiential learning that requires the exposure to substantial amounts of input in the language and the use of it for communicative purposes (Tudor, 2001, pp 79). This vision focuses on the direct experience of and with the target

language for communicative purposes as a basis for learning. Regarding these characteristics, this vision of language helped and was accurate to this investigation because it supported the idea of developing good writing skills in the participants by giving them a purpose in their writings and giving real aims to what they write.

Besides, as Tudor exposes, with this vision the students learn by doing things. This investigation sought to follow the five bases that learning by doing involves which are: message focus, holistic practice, use of authentic materials like short descriptions by native people, use of communication strategies, and the use of collaborative modes of learning. (Tudor, 2001, pp 79). These principles helped to the development and planning of the pedagogical intervention, activities, and students' artifacts that were developed and collected along the study.

Vision of classroom

For this project, it is important to define the vision of classroom due to the focus on the importance of autonomy and self-awareness this project sought to encourage in the participants. The vision of classroom this project followed was as a school of autonomy. This because it was based on the idea that active engagement of learners' human potential can enrich the learning process by encouraging students to have a more active role in their learning process. (Tudor, 2001). As this research was about planning strategies and autonomy, this vision of classroom can help with the development and achievement of the participant's autonomy.

Teaching approach

Genre-Based Approach is mainly based on the work of two authors, the Russian psychologist Vygotsky (1934/1978 as cited in Nugroho, 2009) and the American educational psychologist Bruner (1986). To start, Vygotsky proposed that learning is a collaboration between teacher and student with the teacher taking on an authoritative role similar to that of an expert supporting an apprentice, considering the interaction as a guide but not as an authority figure. Besides, to complement this idea Bruner (1986, as cited in Nugroho, 2009) used the term scaffolding to describe the teacher's role in the learning collaboration. Through scaffolding, the teacher provides support for the students. This is done by providing explicit knowledge and guided practice, (Nugroho (2009). Scaffolding was one of the main features of this approach that helped with the creation and development of the classes that in most of the time had a guidance component.

Pedagogical intervention

The pedagogical intervention for this research was divided into two important parts. The first part was focused on the presentation and introduction of planning strategies and the second was focused on the reinforcement and implementation of the strategies; for both strategies, there were four moments. The first moment was the introduction of strategies to students by recalling previous knowledge and asking for possible strategies the students might have and that could be considered to be developed or reinforced during the process, during this cycle students did not write.

The second moment was the modeling by the teacher of the different strategies previously discussed, for this modeling were used authentic texts and the teacher-student researcher implemented out loud self-instruction to exemplify the process of writing. In this

modeling part, the students only paid attention to the instructions, the text structure, and the strategies the teacher implemented. After this part, the collaborative practice took place. In this part, by pairs students wrote and "repeated" the previous model and techniques modeled by the teacher and following the structure of text according to the topic of the class. Then, the students had a part for the independent practice in which they had the opportunity to write alone with the guidance and help of the teacher, also they had to repeat and start using the model previously shown in the other moments of the intervention. The final part of the cycle was the maintenance one, this was the assessment part and the opportunity for the student-teacher-researcher to identify if the participants could use the strategies autonomously without the guidance or help from their classmates or tutor. In this cycle, the researcher has an observant role in order to indetify the students' process.

It is worth mentioning, assessment of the strategies was ongoing through the collection of the students' texts and artifacts. Besides, to assess the use of the planning strategies there was implemented the use of some rubrics and surveys post-task which helped to identify, organize and analyze the information about a possible improvement in the planning strategies of each student. The use of these rubrics took place in some of the classes of the collaborative and the independence practice the students had along with the intervention.

Chronogram

The following table presents the timeline of activities. In this chronogram, the activities are separated by three principal units. The units are Unit 1: Learning to describe; Unit 2: Describing people; Unit 3: Describing my school. The objective of those classes

was to improve some planning strategies and help the participant's language acquisition by

teaching thoroughly both aspects.

Table 1 Chronogram of activities.

LESSON PLAN	INTERVENTION STAGES	MAIN AIMS	ACTIVITIES	MATERIALS AND RESOURCES	TIME/ WEEKS
UNIT 1: Present simple and routines.	Develop background knowledge	To identify students' knowledge of the writing process To identify students' knowledge about self-regulation strategies	Brainstorming Simulation of prior knowledge	- Pre-test - Pictures with vocabulary	1 week September 2nd to 6th
	Presenting planning self-regulation strategies	To identify students' knowledge about planning strategies. To present and teach planning strategies to the students.	Explicit instruction and explanation Presentation of examples	- Videos with different routines. - Pictures with routine actions vocabulary	2 weeks September 9th to 20th
UNIT 2: *Describing people (*describing my friends, my teacher, feelings and personality adjectives, body parts, clothes.	Modeling planning self-regulation strategies.	To model different planning strategies to the students To guide the use of planning strategies to the students. To start writing a short paragraph about the room-teacher.	Cognitive modeling Teacher modeling strategies Students in a guided practice	- List of adjectives to describe people - Templates of outline - Colors and markers.	2 weeks September 23 to October 4th
	Reinforcement of the planning self-regulation strategies.	To review and reinforce the self-regulation strategies with the students.	Put in practice brainstorm and outline strategies when writing a short paragraph	- List of adjectives to describe people - Templates of outlines	1 week October 14th to 18th

				- Colors and markers.	
	REFLECTION ABOUT THE RESULTS OF CYCLE 1. POSSIBLE CHANGES OF CYCLE 2				
	Collaborative practice of planning self-regulation strategies.	To guide the use of planning strategies to the students. To write a short paragraph about the school.	Guidance by the teacher To create a picture of the writing.	- List of adjectives to describe people - Templates of outlines - Colors and markers.	2 weeks October 21st to November 1st.
Unit 3: Talking about my school. (Describing my school, school's parts, my school)	Independent practice of planning self-regulation strategies.	To give a guided individual practice of planning strategies To give individual feedback To finish and review writing about the school.	Put in practice the Brainstorm, outline, and draft Individual feedback	Follow-up activities about the planning strategies - Vídeos with vocabulary and school parts	2 weeks. November 4th to 15th

NEW SCHOOL CALENDAR 2020. LAST PART OF THE INTERVENTION.

Maintenance and generalization	To review and reinforce the planning strategies with the students. To identify if students remember the planning To identify if students use the planning	Assess students' recognition and possible use of planning strategies.	post-test Follow-up activities	2 weeks March 2nd to March 13th
Maintenance and generalization (Independent practice of planning self-regulation strategies.)	To give a guided individual practice of planning strategies To give individual feedback To finish and review writing about the school.	Self-instructions Individual feedback	- Drawings -Vocabulary list -cardboard	2 weeks March 16th to March 27th

	To join all the texts and create the descriptive book of the school.			

CHAPTER V

Data analysis and findings.

This chapter deals with the concepts and the methodology related to the data analysis, the categories and subcategories of analysis which came out from the evidence collected in the study and its examination. Finally, the findings of the research are presented.

Procedures for data analysis.

The method chosen to categorize and analyze the data in this research was Grounded theory. It belongs to the qualitative paradigm and intents to build theory that was derived from data, which must be systematically gathered and analyzed through the research process. For this reason, in this method, data collection, analysis, and eventual theory stand in close relationship to one another; an important feature is that theory derived from data is more likely to resemble the "reality" than is a theory derived by putting together a series of pre-established concepts based on experience or solely through speculation (Strauss and Corbin, 1998). Thereupon, this was an inductive process (Glaser, 1996) in which categories emerged themselves from data as events that are interconnected with others inside the situation. Consequently, the categories and subcategories of analysis were established once the data were interpreted.

Additionally, taking into account the objectives of this research, the Grounded theory was useful since it helped to analyze the impact of planning strategies in the

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descriptive writing skills of grade 301 at Prado Veraniego School. Thus, the Grounded theory was pertinent because according to Bryant and Charmaz (2007), "the method (Grounded theory) is designed to encourage researchers' persistent interaction with their data while remaining constantly involved with their emerging analyses", this to develop the categories as they emerged during the process of analysis.

After all the information was collected, all data were assembled by the means of coding following the guidelines of the Grounded theory which made it necessary to develop open, axial, and selective coding. First, open coding as defined by Strauss (1987) was taken as the process of 'scrutinizing the field note, interview, or other documents very closely; line by line, or even word by word. The aim is to produce concepts that seem to fit the data' in order to create new categories and subcategories. Second, axial coding "is the act of relating categories to subcategories along the lines of their properties and dimensions. It looks at how categories crosscut and link" (Strauss and Corbin, 1998, pg124) was pertinent to this research because it helped to find out relationships among categories and integrate them as much as possible. Finally, selective coding, taken as the process of integrating and refining the theory (Strauss and Corbin, 1998, pg. 161) helped to organize the coding scheme as research findings.

Moreover, it is important to mention that along the coding process a constant comparison method was carried out. According to Cohen, Manion, and Morrison (2007), the relevance of this process "resonates with the methodological notion of triangulation" (p. 493). Thus, the comparison and triangulation processes helped the researcher to constantly compare the categories and assured the reliability of the findings.

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Categories of analysis.

As the main aim of this research it was to identify how the use of planning strategies may affect the description writing skills of third graders through a Genre-Based Approach. The figure is a visual representation of the categories and subcategories emerged from data to answer the research question.
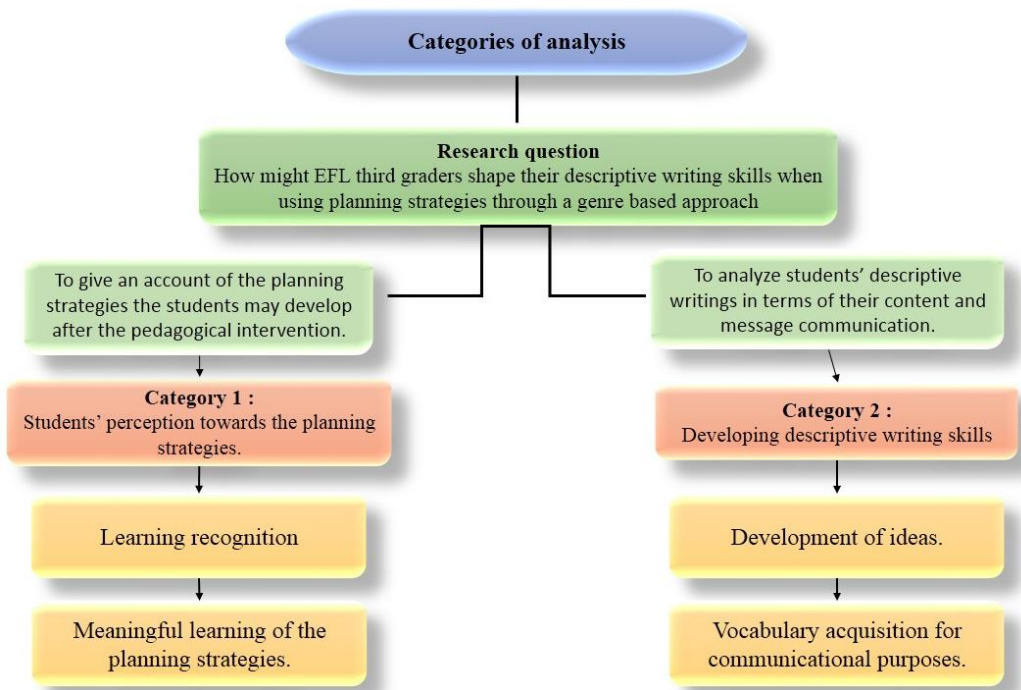
Figure 1. Categories of analysis figure.

The first category *students' perception towards the planning strategies* allowed monitoring kids learning from teacher and pupils' perspectives to examine the efficiency of the planning strategies that were carried out together along with the research. To carry out the analysis, the researcher took some follow-up activities and field notes abstracts to evidence students' perceptions towards planning strategies. Consequently, two sub-categories appeared. The first refers to the students' learning recognition of their progress when using planning

strategies. The second touch on the relevance the planning strategies had in students' academic life.

The second category *Developing descriptive writing skills* intends to describe and analyze the aspects that affected student's texts and writing skills. To achieve the analysis, some artifacts and field notes were taken to evidence students' development in writing skills. Thus, two sub-categories came out. The first one has to do with the development of ideas in the students' writings. The second is related to the importance of the topics to develop good writing.

STUDENTS' RECOGNITION TOWARDS THE PLANNING STRATEGIES.

The first category focuses on students' opinions towards their own process of writing and the planning strategies implemented. One objective of the current research aims to give an account of the planning strategies the students may develop after the pedagogical intervention. As a result of the tests, follow-up activities, and field notes were done by the researcher two subcategories emerged.

Learning recognition

An important aspect expressed by the students was that they had learned to organize their ideas and to understand more the writing code in English. Based on Krashen's principles (1988), this is called "learned system", a final product of an instructional process in which the student is conscious about a particular knowledge their have learned. Furthermore, the student follows his or her own learning process.

These ideas are taken as part of a metacognitive process. According to Winne (1996), in the last phase of the metacognition cycle, the student monitors reflects, and assesses his or her own learning process. Taken into account this conception the students expressed in a follow-up

activity regarding the planning strategies implemented in class.

Picture 1

Picture 2

*Picture 3*

Picture 4

Sunshine's strategies test.

As the previous pictures show, the students recognized and reflected on what they had learned regarding the planning strategies. In Sunshine's case, she emphasized on the organization of ideas that the Outline strategy allows her to do better in some writing tasks and school activities. Besides, the student expressed how the strategy "made easier" the writing process for her. It is seen how writing became an easier task to be completed with the help of some strategies. Moreover, In Moon's case, the student recognized how the strategy helped her to understand better her writing productions. Moreover, in Ironman's case, he expressed how the strategy of Outline helped him to think, write, and organize better his ideas without the help of the teacher. In these three aspects, it is seen that the students developed a self-monitoring process

(Dunlosky, Hertzog, Kennedy, & Thiede, 2005) because not only they observed their process, but also they were conscious about it.

Besides, it is necessary to emphasize the students' demonstration of a metacognitive process. This because the pupils not only knew about the cognitive processes during the writing task but also recognized the importance of some strategies to improve them or to manage them in a better way (Rincón 2013). This way, the teacher's role is to model, teach, and guide the use of different strategies for the students to improve their writing skills.

Meaningful learning of the planning strategies.

According to Ausubel (1968), meaningful learning (ML) refers to the capacity students have to embrace and relate new knowledge with previous structures, to learn meaningfully. In order to achieve ML, Ausubel (1968) points out three aspects to take into account: First, well organized relevant knowledge structures; second, emotional commitment; and third, conceptual clear subject matter. As a result of these elements, students will have a meaningful learning process in the school.

Picture 5

Picture 6

Picture 7
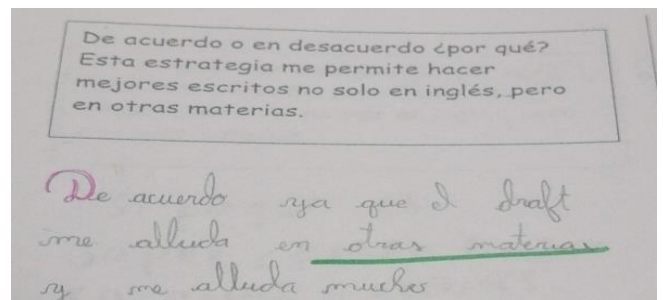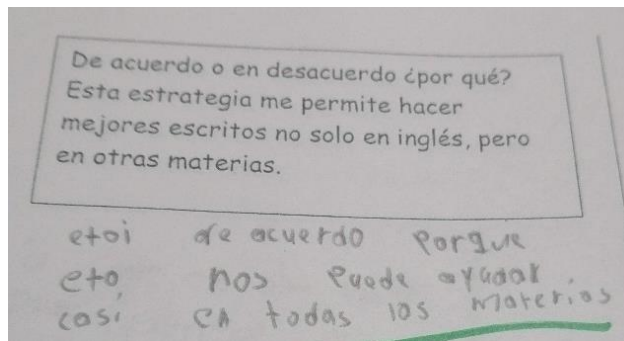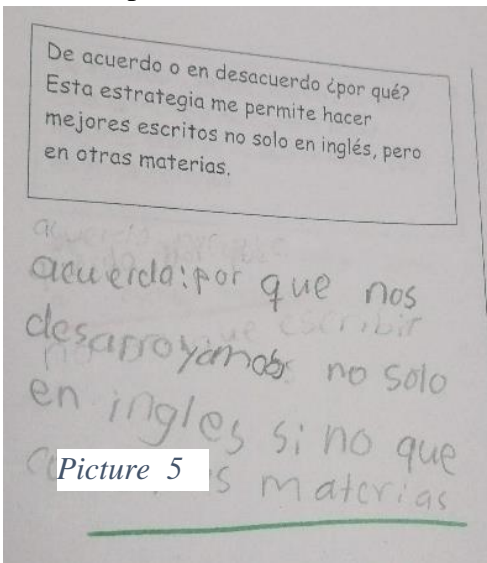
As it is seen in the previous samples, at the moment of answering the question *De acuerdo o en desacuerdo, ¿por qué? Esta estrategia (Brainstorm. Outline and Draft) me permite hacer mejores escritos no solo en inglés, pero en otras materias* the students remarked the relevance and use of the planning strategies in other subjects from school. In *Ironman's* case, he emphasizes how the strategy is relevant for him in all the subjects, while in *Batman's* and *Tiger's* case they mention how the strategy is useful and has helped them in the organization and thinking in other subjects.

According to the three categories of Ausubel (1968), students have achieved the point of a conceptual clear subject matter in the planning categories. Moreover, this is an elemental factor Dewey (1938) recognizes as a part of meaningful learning, when the student relates and produces knowledge through his or her own experiences with the world. In this case, it is worth mentioning the emphasis of the students when using the strategies in other subjects or moments of their writing process.

This is also evident with the results of the post-test made by the researcher in which some of the students to the question *¿utilizas alguna estrategia al momento de escribir?* answered positively mentioning some specific strategies like Brainstorm and Draft, and some others recognized a planning stage by admitting the re-reading process, previous thinking, the audience goal, and the subject of the texts.

Picture 8

SUNSHINE'S POST TEST

Picture 9

BEAR'S POST TEST

| ¿Utilizar alguna estrategia al momento de escribir? | |
¿Qué haces antes de escribir?	
¿Qué tipos de textos escribes?	
¿Escrbes solo cuando es tarea? Sí, No, ¿por qué?	
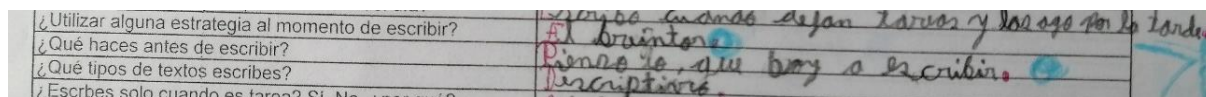
Picture 10

As the previous pictures show, some of the students expressed the use of planning strategies or processes. In *Sunshine and Bear's* cases, they referred to two of the three strategies implemented along with the research. Besides, in *Star's* case not only did she mention one of the strategies but also answers to the question *¿qué haces antes de escribir?* that she thought about what she was going to write, making evident a planning process prior to a writing task.

DEVELOPING WRITING SKILLS

The second category focuses on students' content in writing and developing descriptive skills. As one objective of this research is to analyze students' descriptive writings in terms of their content and message communication, some students' artifacts and researcher's field notes were taken for the analysis. Consequently, two subcategories emerged. The first one deals with the development of ideas in the writings. The second with the vocabulary learning to improve the texts.

Development of ideas.

During the diagnostic test, it was perceived that there were problems in the connection of ideas between sentences and paragraphs which affected the overall meaning of the text. Faced with this, it should be clarified that Van Dijk (1977) mentions that the textual microstructure implies successions of thoughts linking them logically and coherently, allowing each of the parts that make up an argument to be clearly conceived. This to make a text understandable for a reader.
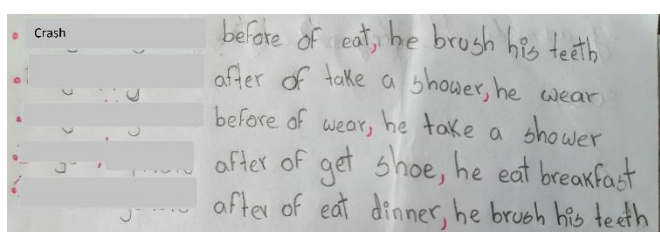
Picture 11

Crash's first writing about routines.
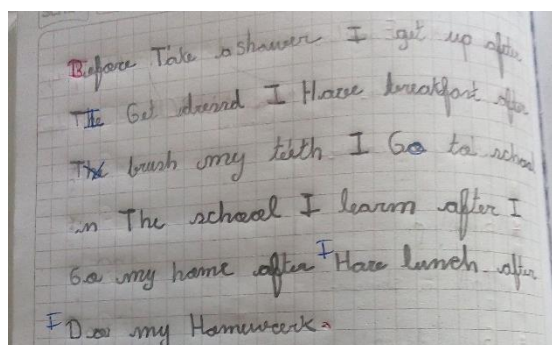
Picture 12

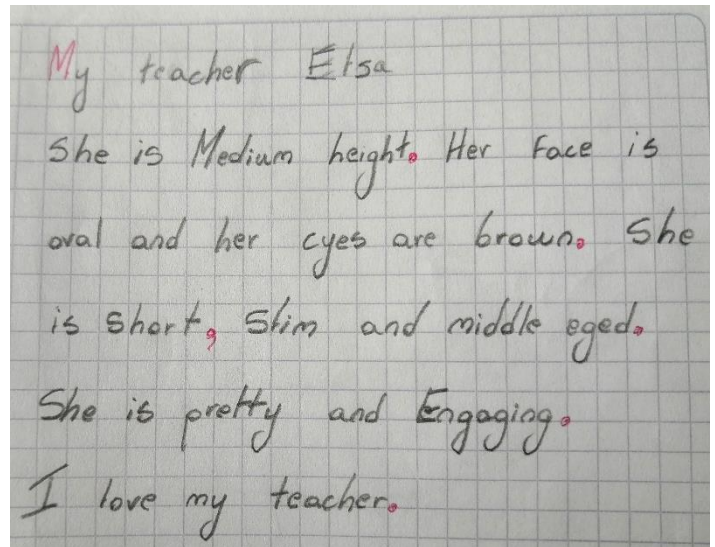Wonderwoman's second writing about routines.

However, as the pieces of writing show, students whose writing did not have a clear microstructure were found in the creation of the first versions of the text. That said, such results were linked to certain classroom practices; for example, the absence of planning, the conception of writing as a mechanical task, the lack of attention in class, and the lack of vocabulary. Moreover, this situation changed along with the planning strategies that were implemented and modeled by the researcher. The students' texts showed processes of planning and editing and demonstrated a better development of ideas achieving a good understanding and use of connectives and punctuation marks as means of the basic structure (Microstructure) according to Van Dijk. This is noticeable in the following texts in which, both, Wonderwoman and Crash,

made better use of punctuation marks, developed more the ideas, and organized the texts in a coherent way.
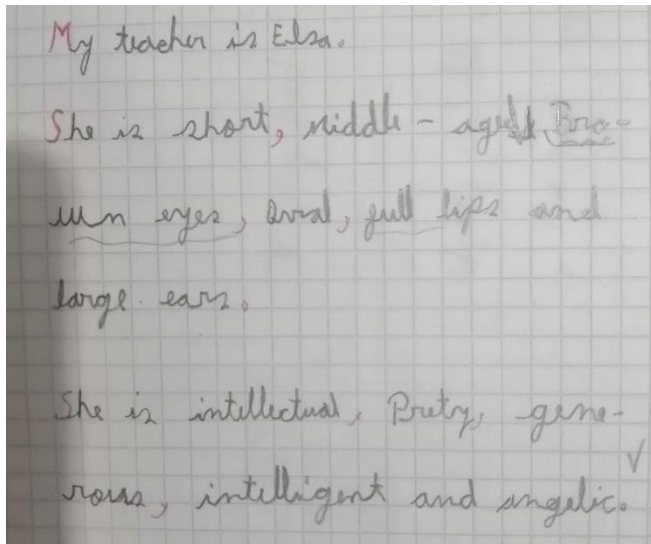
Picture 13

Crash's second descriptive writing about the room teacher.

Picture 14

Wonderwoman's second descriptive writing about the room teacher.

Vocabulary acquisition for communicational purposes.

According to Ghazal (2007), vocabulary is a group of words that label objects, actions, and ideas to achieve a pragmatic function. Learning vocabulary in a foreign language is a crucial element to develop, not only the four skills of a language, but to communicate ideas to others. From this vision, some scientists argue that it is important to create strategies to encourage students to learn vocabulary and to be conscious about the importance of it.

Taking into consideration students' lack of vocabulary to develop ideas, some vocabulary activities focused on learning vocabulary not as isolated words but learning words with

communicative functions and uses in writing production were implemented and had an effect on students writings (Flohr, 2008). With the development of this, the researcher evidenced:

Journal # 16   Date: *November 7/2019*   Lines: Annex: J   *Students started to work on the writing production exercise of describing the room teacher with the help of the vocabulary sheet provided a few classes ago..... Besides, it's perceived how the use of the vocabulary has helped them to make clearer their ideas. .... More and more students came and asked or sometimes expressed some ideas like: Apple: "¡teacher mi mami es plump! voy a escribir eso y lo de sus ojitos oval. Dolphin: ¿puedo poner oval y green al tiempo teacher? la profe tiene ojos así" ....*

In the previous extract of the researcher's Field Note, the students were writing a description of the room teacher. As it is seen, the students came to the teacher and asked her or expressed about the use of different vocabulary expressions they wanted to use. There are two relevant aspects to consider in these actions. Firstly, this topic activated students' previous experiences with their teacher, and they transformed into ideas to communicate in a piece of text. Second, this topic promoted students' learning and acquisition of vocabulary by making them relate the images and words of the vocabulary sheet with their closest teacher at school. Besides, this activity encouraged the students to write in a foreign language to communicate clear ideas about an important topic for them.

Respect to writing skills development, it is evident that these topics, which were related to students' experiences and lives, allowed them to produce more sentences, for what was necessary to gain vocabulary and this led to the extension of the text increased. In this sense, vocabulary acquisition was a need developed and achieved by the students during their process of writing.

CHAPTER VI

CONCLUSIONS

This research intended to identify how the use of planning strategies might affect the description writing skills in EFL third graders. Taking into account the previous analysis and findings, the following conclusions are presented.

To start, along this research the main objective of identifying how the use of planning strategies may affect the description writing skills of EFL third graders. The modeling and implementation of planning strategies like *Brainstorming, Outlining, and Draft* allowed the students to develop more their writing skills and be more conscious about the writing process not only in the English area but also in other school subjects and writing tasks.

Besides, the implementation of planning strategies enabled students to organize better and develop more their ideas at the moment of writing. This is because of the characteristic of the planning strategies of triggered re-reading and organizational processes which led to broaden and amplify ideas in a text.

Moreover, students' awareness of the writing process changed along with the research. This because in a beginning writing was perceived as a product to be handled quickly, but after the pedagogical intervention students' perspective towards writing demonstrated they recognized writing as a process that could be developed and achieved by implementing or using certain strategies.

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Following with students' perception towards planning strategies, meaningful learning was achieved. This because the students recognized the importance of planning strategies in their writing tasks not only in the English part, but also, they comprehended and started to implement these strategies in other areas and writing task of their lives by relating their previous knowledge and giving relevance to the knowledge obtained along the research.

In relation to students' learning vocabulary with a meaningful and communicative purpose, students learned more vocabulary they will use in their future productions and that allowed them to communicate better in a second language in the written code.

Regarding the pedagogical issue, it is evident that teachers have a wide spectrum of possibilities to teach writing skills by not only focusing on the language. This investigation shows that it is important to innovate and to find new ways to develop each step of writing process within a processual point of view and by taking writing not as a product but as a task to be developed. Besides, students' interests and experiences might be taken into consideration with the purpose to motivate them and to develop communicative skills and a meaningful learning. As it was seen, writing is a structured and organized process that requires enough time to be developed, but the population level is not an impediment to teach and apply writing skills. As a result, teachers should find new ways to teach writing.

CHAPTER VII

RECOMMENDATIONS

Developing writing processes and self-regulated attitudes in the students is an arduous work that requires dedication, time, discipline, and motivation. For this reason, this chapter aims to give some recommendations for future researches that will work on these skills.

Firstly, the conception of writing from the students' and teacher point of view should be the same by taking writing as a process that can be achieved by implementing certain strategies and by taking the time to develop it. Understand that writing is not a race but a journey in which the teacher can be a guide or partner for the student.

Secondly, writing is a slow process that requires enough time and organization. For this reason, researchers should prepare a schedule, taking into account the time schools offer to develop the projects. Also, the sequence of activities has to be connected and to point out to the main objective of writing.

Moreover, it is advisable to model and present to the students useful and meaningful resources, strategies and activities that allow the students to be engaged with the activity and feel motivated at the moment of writing. Also, the use of real and contextual materials with interesting topics should be taken in consideration when teaching or giving examples to the students.

Besides, writing with children requires didactic and playful activities that take students likes. In this way, the activities proposed by the researcher should include visual elements that

support the information that is presented in the activities or tasks. This motivates students to participate and to do these activities.

Limitations of the research.

During this process, the researcher was confronted to different limitations that are mentioned as follows.

To start, there was not enough time to develop the project as it was proposed. This happened because of several reasons. First the school had only two hours of English per week, so it was not possible to develop an intensive writing process. Besides that, the school programmed extra-curricular activities that affected some sessions the researcher had prepared. As a result, some activities were moved and developed in shorter time.

Second, the "Paro Nacional de 2019" strikes and activities affected the development of a complete month due to the cancellation and no class days the school stablished in order to support the national situation and to preserve students and teacher's safety and wellbeing. Because of this reason, the second cycle of the pedagogical intervention suffered several changes and the researcher had to postpone some activities from what was expected to be the third and final cycle of the research.

Finally, as a consequence of the different strikes during the last two months of 2019, the university academic calendar of 2020 was affected, and the classes started later than expected. Unfortunately, the researcher could spend just two weeks in March 2020 with the population because of this delay in the calendar. It is worth mentioning that, after those two weeks the sanitary emergency caused by COVID-19 was declared in all the country and this stopped all the

academic activities and presential classes in public schools. That is why, the last cycle of the implementation could not be completed, and it was discontinued at the half of the schedule.

Possible impacts.

Based on the analysis and the findings, it is evident that planning strategies are a useful strategy to approach writing skills in EF learners and beginners. In this way, this project opens the possibility to explore students' cognitive and productive processes in writing skills, and the role planning strategies have on it.

To start, it was seen that through this investigation it was possible to change the perception of teaching and learning writing, for this, the first short – term impact, these planning strategies would have, is that they can be used for other future populations at Prado Veraniego School, as pedagogical materials to approach communicative skills and, also, to develop structural and organizational skills in students that are in elementary grades.

In regard to the long- term impacts, as it is possible to use planning strategies in different populations of novices writers, future researches could analyze the impact these strategies might have on the improvement of writing skills in students of advanced grades and the different uses they do to these strategies. Furthermore, planning and writing strategies offers the opportunity to explore the metacognitive and self-regulation attitudes students do or develop not only in the writing skill, but in their life in general.

Finally, this research asks about the new ways of teaching writing skills as a process with communicative purposes to EFL children beginners. In this way, a long -term impact could be the work future researchers do by creating new strategies and methodologies to teach these

communicative skills meaningfully through innovate materials, which allow students to interact

and to take their interests in their written tasks.

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ANNEXES

ANNEX A

Abstract room teacher interview.

Elsa Univio 301 Prado Verniego JM

Day: April 25th, 2019

1. <u>¿Cómo describe usted el contexto (escolar, familiar) de los estudiantes del grado 301 jornada mañana?</u>

Answer: ¿cómo se llama cuándo las familias son disfuncionales? Casi la mitad de las familias son disfuncionales, digamos son familias de bajos recursos, de bajo nivel educativo, muchos viven con los abuelitos, con las tías, por el abandono de la mamá o el papá. Yo no sé si todavía se les llame disfuncionales. Y la mayoría viven solo con la mamá, son muy pocos los que viven con mamá y papá.

Pero debo decir que son familias, este año, con las que no he tenido problemas, aunque muchos papitos no aceptan que se les diga la verdad sobre sus hijos.

<u>Para expandir un poco eso profe, ya en un contexto un poco más del colegio, de lo social, usted cómo cree que ese contexto de bajos recursos afecte a los niños en el colegio, si los afecta o no los afecta, tiene importancia en sus vidas, ¿usted qué cree?</u>

Answer: claro que afecta porque el nivel cultural de las familias se refleja en el avance de los niños, estos papás de este años son papás muy despreocupados, por ahí unos 8 o 10 son de esos que les preocupa el aprendizaje de sus hijos, pero de resto son tipo "vayan a la escuela que le enseñen" pero no hay mucha preocupación, motivación o no tienen el tiempo; incluso tengo casos de mamitas que no saben leer y los hijos tampoco saben mucho. Una la pasaron para el otro salón y otro está conmigo.

Eso es lo que yo veo, en las notas una ortografía terrible, entonces uno dice bajo nivel educativo, ¿cómo apoyan a estas criaturas si ellos no saben?

3. En términos de lengua extranjera (inglés), ¿Cuál/ cuáles aspectos identificaría usted como debilidades del curso 301 jornada mañana?

Answer: bueno los chicos no son buenos escribiendo, el writing les cuesta mucho, siempre comenten muchos errores de spelling y esas cosas. Además, ellos no entienden lo que leen, toca ayudarlos muchos a construir el sentido de un texto o una historia, si les traes imágenes no entienden nada, toca mostrarles muchas imágenes y vídeos. Eso en Reading, bueno speaking han mejorado un poco, ¿pero al igual no entienden preguntas como "how are you?" los comandos básicos, las instrucciones tampoco y nunca responden en inglés

ANNEX B FIELD NOTE OBSERVATION PART

DATE: Tuesday April 09, 2019 **SCHOOL:** I.E.D Prado Veraniego sede B (morning) **TOTAL NUMBER OF STUDENTS:** 24 **# OF BOYS:** 21 **# OF GIRLS:** 9 **ROOM TEACHER:** Elsa Univio **GRADE:** 301 **OBSERVER:** Fernanda Nieto Gavilan	**Observation # 3** **Start hour:** 7:30 am **Finish hour:** 8:55 am

PT starts explaining to all the class and asks one Ss to help her with the examples. PT points the SS eyes and pronounce "his eyes". Then asks to the S to write that sentence. Ss start writing on the notebook and PT pick one S to write on the board. This Ss writes " gis ay" PT asks to the rest of the class if the sentence is correct or incorrect. They answer that it is incorrect, so the PT asks another S to write again the sentence, this time the S writes " Hees ays". PT repeats the action of asks for the approval and asks another Ss to write. This S writes "His ays". Again, PT asks for another volunteer after asking if it is correct or not, the S writes "His ayg" and finally the last volunteer writes "his eyes". While most of the Ss are paying attention and correcting what they have on their notebooks some SS at the back are mumming and talking with others.

TS nags the Ss whose name is written on the behavior list and some other two because they are not paying attention to the activity.

After this example, PT translate all the instructions to the SS and asks for volunteers to do the activity.

Less than 10 Ss raise their hands to participate. This time the sentence is "her hands". The sentences of the volunteers are " hes hand"; "his hads" and "her hands". These sentences are written by three different SS and each one writes after the PT asks for the approval of all the SS.

While the activity takes place, the SS at the back keep singing and talking.

OBSERVATIONS: Conventions: P-T = Practitioner teacher   Ss = Students S = student R-T = Room Teacher Ex = Example

ANNEX C CHILDREN´S SURVEY

UNIVERSIDAD PEDAGÓGICA NACIONAL
LICENCIATURA EN ESPAÑOL E INGLÉS
ESTUDIANTE A CARGO: FERNANDA NIETO GAVILAN
ENCUESTA A ESTUDIANTES GRADO 301
COLEGIO: I.E.D PRADO VERANIEGO SEDE B (MAÑANA)
FECHA DE REALIZACIÓN: 23-04-19

This survey is done to develop my research work, proposed by the language department of the National Pedagogical University, in order to do my degree work. With this survey I seek to collect demographical, sociocultural, affective and cognitive about the children of 301 grade at Prado Veraniego school in order to characterize the population.

Name _____ Age: _ocho_ Nickname _yoncu_
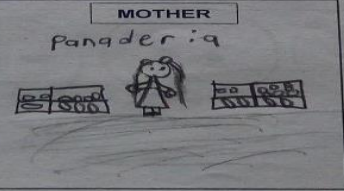
1. Where are you from? I am from _Bogota_
2. Which neighborhood do you live in? I live in _prado veraniego_
3. How many people do you live with? _seis_
4. Select the people you live with (you can choose more than one and write the number next to the person)
a) Mom   b) Dad   c) Brother   d) Sister   e) Cousin 3   f) Uncle   g) Aunt
h) Grandfather   i) Grandmother   j) Pet   Others _____
5. Please draw your family in this space. Also, draw your mother and father at work

6. Circle the activities you like to do after school.

7. Choose the objects you have in your house. You can write numbers next to the words
a) TV   b) Stereo   c) Computer   d) Refrigerator   e) Stove   f) Microwave   g) Mixer
h) Car   i) Motorcycle   k) Printer   l) Internet   m) Tv services
8. Do you go to any extra school course?
☺ Yes. Which one? _____
☺ No
9. What is your favorite subject? _Ciencias naturales_
10. What is your favorite academic activity at school? _las salidas pedadojicos_
11. How do you feel at school?

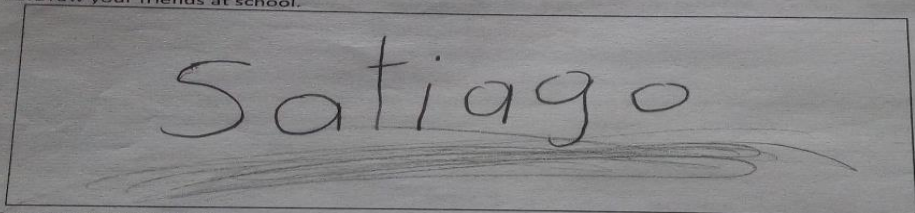HAPPY   SAD   ANGRY   BORED   RELAXED   WORRIED

Improving writing skills in third graders through planning strategies.

12. Complete the sentence

I usually do homework _____

A) alone   B) with one of my parents   C) with my grandparents   D) with my uncles, aunts or cousins

E) with somebody else. Who? _____

13. What activity do you like to do the most with your friends?

14. _____ acer animaplanos _____

15. Draw your friends at school.

Satiago

6. Do you like English ?

☺ Yes

☺ No

7. What is your favorite activity in the English class? jVer videos
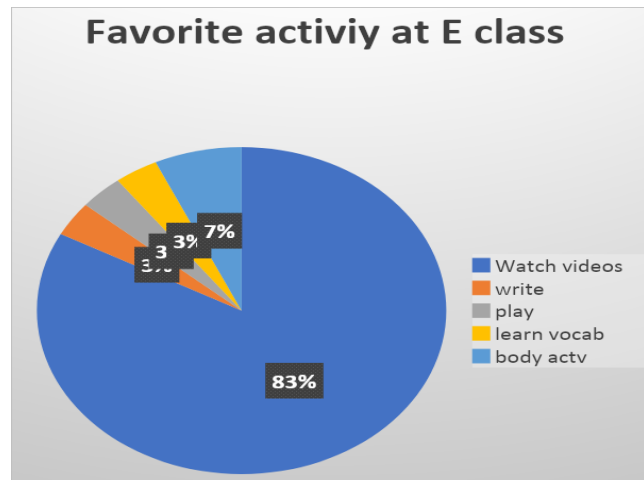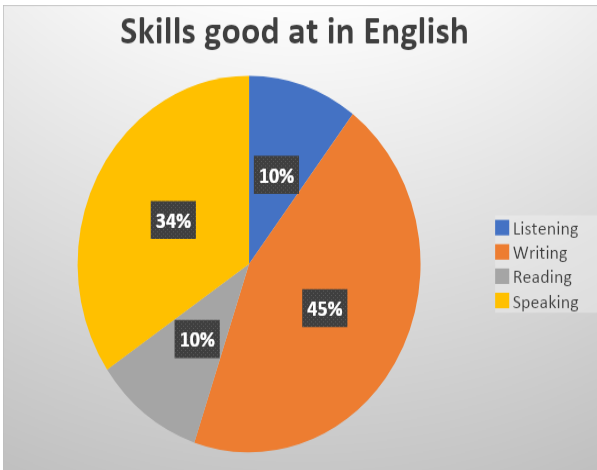
8. What skills are you **good** at in English?

a) Listening   b) writing   c) Reading   d) Speaking

19. What skill are the **most difficult** for you in English?

a) Listening   b) writing   c) Reading   d) Speaking

20. What activities would you like to do in the English Class?

a) To sing   b) to dance   c) to watch videos   d) to read stories   e) to play games   f) storytelling sessions

g) to watch movies   h) to write   i) others. Which ones? _____
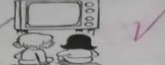
21. Which resources do you use to learn English?

a) Dictionary   b) textbook   c) websites   d) apps   d) songs   e) games   f) videos

g) others. Which ones _____

ANNEX D SURVEY GRAPHICS

Skills good at in English

- 10% Listening
- 45% Writing
- 10% Reading
- 34% Speaking

Favorite activiy at E class

- 83% Watch videos
- write
- play
- learn vocab
- body actv
- 3% 3% 7%

ANNEX E DIAGNOSTIC TEST

VOCABULARY PART

➤ Match the word with the correct image

Speak

Listen

Play

Watch TV

Write

Eat

Sleep

Run

Study

Dance
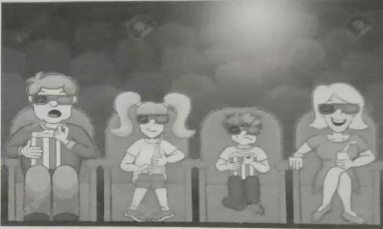
➤ Follow the instructions and color correctly the words below

Body parts	Animals	Emotions	Food
Red (2)	(2) Green (2)	Purple (2)	Blue (2)

Tiger   Book   Pencil   Eyes   Angry   Hands   Head   Eggs   Cow   Milk   Sad

READING PART

➤ Read the text and circle the correct option of the sentences below

Going to the cinema

Felipe goes to the cinema with his mother and his father. His mother buys the tickets. Then his father buys popcorn and soda. Next, they go into the theatre and Felipe sits in the first row with his mother and his father. They love the movie. It is very funny. Felipe has a fun day with his family.

1. Felipe goes to the **park** / (cinema)
2. Felipe eats (popcorn) / candy
3. The movie is very **sad** / (funny)
4. The **mother** / **father** buys the tickets
5. Felipe has a **long** / **fun** day

WRITING PART

➤ Read the text and fill the blanks with the words from the box

Eat   Sister   Family   Father   Brother

My Family

Hi, my name is Gerardo, I am 7 years old. I love my family. There are five people in my _____. I have one _____ and one sister. My brother is one year old and my _____ is two. My mother and _____ love me. My little sister plays with toys. Our favorite thing to do as family is to _____ ice cream together.

GERARDO

Choose the Correct Picture and Write the correct answer

1. What's your favorite fruit?
I like water melon

2. What's your favorite fruit?
I like cherris

3. What's your favorite fruit?
I like lemons

4. What's your favorite fruit?
I like bananas

5. What's your favorite fruit?
I like grapes

6. What's your favorite fruit?
I like apples

7. What's your favorite fruit?
I like oranges

8. What's your favorite fruit?
I like strawerris

9. What's your favorite fruit?
I like qine

10. What's your favorite fruit?
I like kiwi

ANNEX F CONCERN FORM.

Vicerrectoría de Gestión Universitaria
Subdirección de Gestión de Proyectos – Centro de Investigaciones CIUP
Comité de Ética en la Investigación

En el marco de la Constitución Política Nacional de Colombia, la Ley 1098 de 2006 – Código de la Infancia y la Adolescencia, la Resolución 0546 de 2015 de la Universidad Pedagógica Nacional y demás normatividad aplicable vigente, considerando las características de la investigación, se requiere que usted lea detenidamente y si está de acuerdo con su contenido, exprese su consentimiento firmando el siguiente documento:

PARTE UNO: INFORMACIÓN GENERAL DEL PROYECTO

Facultad, Departamento o Unidad Académica	**Facultad de Humanidades. Departamento de Lenguas. Licenciatura en Español e Inglés.**
Título del proyecto de investigación	**Enseñanza del inglés como lengua extranjera**
Descripción breve y clara de la investigación	**Participar, escribir e interactuar en la segunda lengua.**
Descripción de los posibles riesgos de participar en la investigación	**Ninguno**
Descripción de los posibles beneficios de participar en la investigación.	**Aprender a comunicarse de forma clara en inglés a través de textos descriptivos usando estrategias de autorregulación**

Datos generales del investigador principal	**Nombre(s) y Apellido(s) : María Fernanda Nieto Gavilan**		
	N° de Identificación:1014290382	**Teléfono:**	**3142844532**
	Correo electrónico: mafengavilan12@gmail.com		
	Dirección: Cra 89ª# 83D-24		

PARTE DOS: CONSENTIMIENTO INFORMADO

Yo _____mayor de edad, identificado con Cédula de Ciudadanía Nº_____ de_____, con domicilio en la ciudad de_____

Dirección: _____ Teléfono y N° de celular: _____

Correo electrónico: _____

Como adulto responsable del niño(s) y/o adolescente (s) con:

Nombre(s) y Apellidos: Tipo de Identificación   N°

_____   _____   _____

_____   _____   _____

Autorizo expresamente su participación en este proyecto y

Declaro que:

1. He sido invitado(a) a participar en el estudio o investigación de manera voluntaria.
2. He leído y entendido este formato de consentimiento informado o el mismo se me ha leído y explicado.
3. Todas mis preguntas han sido contestadas claramente y he tenido el tiempo suficiente para pensar acerca de mi decisión de participar.
4. He sido informado y conozco de forma detallada los posibles riesgos y beneficios derivados de mi participación en el proyecto.
5. No tengo ninguna duda sobre mi participación, por lo que estoy de acuerdo en hacer parte de esta investigación.
6. Puedo dejar de participar en cualquier momento sin que esto tenga consecuencias.
7. Conozco el mecanismo mediante el cual los investigadores garantizan la custodia y confidencialidad de mis datos, los cuales no serán publicados ni revelados a menos que autorice por escrito lo contrario.
8. Autorizo expresamente a los investigadores para que utilicen la información y las grabaciones de audio, video o imágenes que se generen en el marco del proyecto.
9. Sobre esta investigación me asisten los derechos de acceso, rectificación y oposición que podré ejercer mediante solicitud ante el investigador responsable, en la dirección de contacto que figura en este documento. Como adulto responsable del menor o adolescente autorizo expresamente a la Universidad Pedagógica Nacional utilizar sus datos y las grabaciones de audio, video o imágenes que se generen, que reconozco haber conocido previamente a su publicación en:_____

En constancia, el presente documento ha sido leído y entendido por mí, en su integridad de manera libre y espontánea. Firma el adulto responsable del niño o adolescente, _____

Nombre del adulto responsable del niño o adolescente: _____

Nº Identificación: _____ Fecha: 09 de Mayo de 2019

Firma del Testigo: _____

Nombre del testigo: _____

Nº de identificación: _____

Teléfono: _____

 Declaración del Investigador: Yo certifico que le he explicado al adulto responsable del niño o adolescente la naturaleza y el objeto de la presente investigación y los posibles riesgos y beneficios que puedan surgir de la misma. Adicionalmente, le he absuelto ampliamente las dudas que ha planteado y le he explicado con

precisión el contenido del presente formato de consentimiento informado. Dejo constancia que en todo momento el respeto de los derechos el menor o el adolescente será prioridad y se acogerá con celo lo establecido en el Código de la Infancia y la Adolescencia, especialmente en relación con las responsabilidades de los medios de comunicación, indicadas en el Artículo 47.

En constancia firma el investigador responsable del proyecto, _____

Nombre del Investigador responsable: María Fernanda Nieto Gavilan _____

Nº Identificación: 1014290382 _____

Fecha: 09 de Mayo de 2019 _____

ANNEX G LESSON PLAN EXAMPLES.

Researcher: María Fernanda Nieto Gavilan			
Participants: 30 students			
Grade: 301			
Lesson objectives: To identify students' previous knowledge of planning strategies To do a brainstorm about the favorite toy of the students.			
Stage	Time	Aim	Procedures
Warm up	10 min	-To stablish a good environment with the students. -To encourage a good attitude towards the English class	-To show students an easy game with the fingers in English -To relate the activity with some rules of the class.
Related activities	25 min	-To identify and use one planning strategy before writing. -To understand inductively the use of adjectives and present simple as a tool of description.	-Model a brainstorm about a toy -let the students do a brainstorm about their toy -Share some brainstorm with the class and give feedback. -Model and oral description of a toy
Related activities	15 min	-To put in practice the present simple by describing a toy	-To draw one toy based on the brainstorm -Orally describe the toy of the partner using present simple.
Wrap up	5 to 10 min	-To share and give feedback of one description	-Choose one description and share it to the class -Ask the students to give some comments about the description

Researcher: María Fernanda Nieto Gavilan			
Participants: 30 students			
Grade: 301			
Lesson objectives: To use planning and reviewing strategies when writing a description of a person. To write a short description about people in the school.			
Stage	Time	Aim	Procedures

Warm up	10 min	-To call students' attention on the room teacher and the important aspects about her	-Ask students about special characteristics of the room teacher and all the adjectives they can say about her.
Related activities	15 min	-To do a short paragraph describing the teacher. -To see in practice the use of planning strategies.	-Ask the students to write a paragraph using the ideas given in the warm up -Use the planning strategy with the students by pairs
Related activities	15 min	-To model reviewing strategies.	-Take the paragraph of one couple and model a reviewing activity.
Related activities	20 min	-To put in practice a reviewing strategy in a collaborative and guided way.	-Give the students a reviewing guide to answer and follow in order to review the writing of a couple friend (assessment part of the session)

ANNEX H PLANNING STRATEGIES TEST

Responde este test de forma honesta. Recuerda que la escala es: 1 totalmente en desacuerdo, 2 en desacuerdo, 3 Ni en acuerdo ni en desacuerdo, 4 de acuerdo, 5 totalmente en acuerdo.					
self-regulation test	1	2	3	4	5
Me gusta escribir en inglés					
Tengo dificultades cuando escribo					
Dejo que otras personas lean lo que escribo					
Me concentro fácilmente cuando escribo					
Hago un plan antes de escribir					
No me gusta que me presionen cuando escribo					
Organizo mis ideas antes de escribir					
Me siento estresado cuando escribo					
Escribo solo sin ayudas					
Escribo varias veces un texto para corregirlo y cambiarlo.					
Ahora escribo mejor que el año pasado					
Uso diferentes estrategias de planeacion al escribir.					
Ahora responde estas preguntas					
¿Escribes frecuentemente en inglés?					
¿Dónde escribe usualmente?					
¿Cuándo escribes?¿En quémomentos del día?					
¿Utilizar alguna estrategia al momento de escribir?					
¿Qué haces antes de escribir?					
¿Qué tipos de textos escribes?					
¿Escrbes solo cuando es tarea? Sí, No, ¿por qué?					
NOMBRE COMPLETO: _____					
CURSO: _____					
FECHA: _____					

De acuerdo o en desacuerdo ¿por qué? Esta estrategia me permite hacer mejores escritos no solo en inglés, pero en otras materias.

Escribe tu opinión sobre esta estrategia Algunas preguntas para ayudarte: ¿sientes que ha sido útil esta estrategia para ti? ¿te ha gustado usarla? ¿la seguirás usando en tus escritos?

OUTLINE

De acuerdo o en desacuerdo ¿por qué?

Usar esta estrategia ha hecho que escribir sea más fácil para mí.

Usa tus propias palabras para definir esta estrategia 😊

DATE: Thursday, November 7th , 2019
SCHOOL: I.E.D Prado Veraniego branch B (morning)
TOTAL NUMBER OF STUDENTS: 27
ROOM TEACHER: Elsa Univio
RESEARCHER - OBSERVER : María Fernanda Nieto
GRADE: 301
FIELD NOTE: #16
TIME : 6:35AM TO 8:20 AM

INFORMATION	CATEGORIES
The class started when the students arrived to the classroom. T: "Ok, please come here and sit down. Quickly" Some S arrived and sat down. T: "Ok, that group that is arriving, Daisy's group, please come". S keep arriving making noises with the chairs and desks.	**OPINION** the students were difficult to manage in this class, they were very distracted and that makes more difficult the modeling and guidance but they are making good progress in brainstomring with the use of vocabulary sheets.
TRs started the class by asking the students about the previous class topic, Tiger "Outline y palabras profe, para decir quien es feo y quien es bonito", Ironman " Dividir por colores profe, para describir a nuestra otra profe". TRs congrats the students and starts showing the students a template of outline she had made about RT.	**INTERPRETATION** - The strategy of outlining is more difficult for some students because of the lack of vocabylary knowledge and ability of prioritising information.
TRs asked the students to take out the vocabulary sheets they had from a few classes ago, and asked the students to take a look again at the words and try to remember them in order to do the barinstorma boyt RT. S paid attention to the instruction but not all of them understand the instructions so they started asking to each other.	**CONCEPTS** - Vocabulary improvement - Brinstorm improvement
TRs develops the first question to elaborate the brainstorm with the S about the RT appearance. She starts to walk around to pick up and read some outlines	
RTs notices how students have improved when doing brainstorms. The next activity of the classs is to do the colros selections to do the outline about the tacher, but for the majority of the children is difficult to get the idea of the outline even when using colors by divide the ideas an topics of the paragraphs Sunshine, ironman, Moon, Superman, Ronaldo, Tiger, and some other S are already checking their ideas about the RT and some some can achieve the ude of colors to make the organization.	**QUESTIONS.** Is it necessary to focus one class in the use od vocabulary sheets or dictionaries? Why the outlining is si difficult for an specific group of students? Is it enough the brainstorm to start a paragraph ?

Many of the students are talking or playing with the classmate so RT interrupts the class by saying "HAY MUCHO RUIDO, A VER CALLADITOS Y RESPETANDO LA CLASE" PT writes more names on the behavior list. Then starts asking to read some words or sentences. PT starts moving around the class again and choosing random Ss to do the activity. While doing the activity PT nags some Ss who are playing with the colors and she notice just one of the Ss that are doing the Spanish homework. PT starts screaming to call Ss attention and starts writing many names on the behavior list of the board. Students started to work on the writing production exercise of describing the room teacher with the help of the vocabulary sheet provided a few classes ago..... Besides, it's percieved how the use of the vocabulary has helped them to make clrearer their ideas. .... More and more students came and asked or sometimes expressed some ideas like: Apple: "¡teacher mi mami es plump! voy a escribir eso y lo de sus ojitos oval. Dolphin: ¿puedo poner oval y green al tiempo teacher? la profe tiene ojos así" TRs answers all the questions and keeps moving around the classroom to see what are the students writing. the class is about ot finish because the snack arrive to the classroom so TRs decides to stop the activity and ask the stuents to bring a dictionary for the next class. S celebrate and put away their school supplies to start eating the snack.	

CONVENTIONS.

 TRs: Teacher- researcher **S:** Student **Sa:** All students **O:** Observer   **RT:** Room Teacher

ANNEX J FIELD NOTE .

ANNEX K STUDENTS ARTIFACTS

Responde este test de forma honesta. Recuerda que la escala es: 1 totalmente en desacuerdo, 2 en desacuerdo, 3 Ni en acuerdo ni en desacuerdo, 4 de acuerdo, 5 totalmente en acuerdo.					
self-regulation test	1	2	3	4	5
Me gusta escribir en inglés					
Tengo dificultades cuando escribo	X			X	
Dejo que otras personas lean lo que escribo					
Me concentro fácilmente cuando escribo					X
Hago un plan antes de escribir					X
No me gusta que me presionen cuando escribo	X				X
Organizo mis ideas antes de escribir					
Me siento estresado cuando escribo	X				X
Escribo solo sin ayudas					
Escribo varias veces un texto para corregirlo y cambiarlo.					X
Ahora escribo mejor que el año pasado				X	
Uso diferentes estrategias de planeacion al escribir.		X			X

Ahora responde estas preguntas	
¿Escribes frecuentemente en inglés?	Solo escribo en las tareas de ingles.
¿Dónde escribe usualmente?	En el colegio.
¿Cuándo escribes?¿En quémomentos del día?	Escribo cuando dejan tareas y las ago por la tarde
¿Utilizar alguna estrategia al momento de escribir?	El Brainton
¿Qué haces antes de escribir?	Pienso lo que boy a escribir.
¿Qué tipos de textos escribes?	Descriptivos.
¿Escrbes solo cuando es tarea? Sí, No, ¿por qué?	Si porque aveces me pongo a leer y estudiar.

NOMBRE COMPLETO

My teache Elsa

(Midale - aged)

(slim)

(Medium - height)

optimstic

prety

intellectual

friendy

(brown eyes)

(small ears)

(oval)

(Thin lips)

My teache is Elsa

Appearence:

she is midale - aged

slim, medium - height

brown eyes, small ears,

oval and Thin lips.

Personality:

She is optimista prety,

intellectual and friendy.

De acuerdo o en desacuerdo ¿por qué?
Esta estrategia me permite hacer
mejores escritos no solo en inglés, pero
en otras materias.

Si por que es como el
barrador y puedes corregir
lo que tu quieras cambiar.

Escribe tu opinión sobre esta estrategia
Algunas preguntas para ayudarte:
¿sientes que ha sido útil esta estrategia
para ti? ¿te ha gustado usarla? ¿la
seguirás usando en tus escritos?

Si pero ver si esta bien.
Si por que es muy
facil de usar.
Si por que me gusta
escribir libros

DRAFT

De acuerda por
que es facil de un
modo de usar

Es facil por
su gran facilidad de usar

De acuerdo o en desacuerdo ¿por qué?

Usar esta estrategia ha hecho que
escribir sea más fácil para mí.

Usa tus propias palabras para definir
esta estrategia 😊