

The Creation of a School Magazine as a Way to Foster Collaborative Writing

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Camila Andrea Arenas Ávila

Universidad Pedagógica Nacional

Facultad de Humanidades

Departamento de Lenguas

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Acknowledgment

To my parents that have provided me with the most important lessons in life,

To my students that have taught me how to be a teacher,

And to the love of my life for being in every word I write.

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2. Descripción
<p>El objetivo de esta investigación fue reconocer el efecto que la creación de una revista escolar tiene en la escritura colaborativa en un grupo de estudiantes de Inglés del Instituto Pedagógico Nacional. Se llevó a cabo un diagnóstico con el fin de identificar la población y los diferentes problemas que enfrentan en el proceso de aprendizaje de una segunda lengua, también se tuvo en cuenta diferente teoría para así construir una propuesta que contra ataque la problemática encontrada. Esta investigación se llevó a cabo bajo los preceptos de investigación acción y sigue los diferentes pasos con el fin de crear una propuesta que mejorara la interacción de los estudiantes mientras escribían de manera colaborativa diferentes artículos que compusieron una revista realizada por ellos.</p> <p>Se encontró que los estudiantes tuvieron un progreso en sus habilidades escritas al trabajar en el desarrollo de actividades que involucraran la escritura colaborativa y al hacer refuerzo en términos de vocabulario, conectores y estructura de oraciones al momento de introducir la revista escolar, y a medida en que los estudiantes iban desarrollando los diferentes borradores respectivos a las diferentes partes del artículo informativo. También se pudo evidenciar que los estudiantes progresaron en términos de procesos de interacción</p>

3. Fuentes

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4. Contenidos

Este documento se divide en 6 capítulos, de la siguiente manera:

Capítulo 1. Introducción: En este capítulo se presenta la contextualización del proyecto, la descripción del problema, la justificación, la pregunta y objetivos de investigación.

Capítulo 2. Marco teórico: Se describen las bases teóricas del proyecto. En primer lugar, se hace la revisión de la literatura describiendo estudios previos realizados en relación con el tema. En segundo lugar, se definen los constructos del proyecto que se relacionan con la propuesta pedagógica y su puesta en práctica.

Capítulo 3. Metodología de investigación: Aquí se describen el enfoque y diseño investigativo, las categorías de análisis, la población objeto de estudio, y el método de recolección de información.

Capítulo 4. Propuesta pedagógica: Se describe la teoría del enfoque pedagógico en que se basa la propuesta, las fases de la intervención que incluye el tiempo de duración, los niveles, y actividades a desarrollar.

Capítulo 5. Análisis de datos: En este capítulo se presenta el análisis realizado con base en las categorías y subcategorías de análisis presentados en el capítulo 3.

Capítulo 6. Conclusiones: Se presenta respuesta para cada uno de los objetivos propuestos al inicio del proyecto, con lo cual se da respuesta también a la pregunta de investigación. Además, se dan algunas recomendaciones a nivel investigativo y pedagógico.

5. Metodología

Teniendo en cuenta el objetivo de la investigación-acción, la metodología empleada para desarrollar este proyecto, fue:

1. Observación: Se inició con un acercamiento no participativo a la población, en el que se identificó un problema en relación con el proceso de enseñanza-aprendizaje de la lengua extranjera.
2. Propuesta: Considerando el problema identificado, se plantea una propuesta partiendo de bases teóricas para mejorar el proceso de aprendizaje.
3. Implementación: Esta parte fue la puesta en práctica de la propuesta, en la cual al mismo tiempo se recolectaron los datos para su posterior análisis.
4. Análisis: Se reunieron todos los datos y se realizó un análisis teniendo en cuenta las categorías y subcategorías propuestas.

Conclusiones: Con base en el análisis, se realizó un balance de la propuesta e implementación, con el fin de dar respuesta a los objetivos del proyecto.

6. Conclusiones

La creación de la revista escolar mejoró la producción escrita de los estudiantes y cultivó la escritura colaborativa al reunir los participantes alrededor de la creación de diferentes artículos que incluyeran sus voces y opiniones. Además, con la implementación de actividades y ejercicios de escritura colaborativa, fue posible que los estudiantes intercambiaran y compartieran su conocimiento e información. También fue posible que expresaran sus ideas y percepciones. Es

importante añadir que esta interacción se dio por medio del uso e implementación de la lengua extranjera.

Fue posible de igual manera, reforzar los vínculos de los estudiantes, mejorar la comunicación y participación, y finalmente fue posible generar más compromiso y entrega por parte de los estudiantes hacia la clase y el proyecto. Esto debido a que mediante la concepción de la revista escolar como un proyecto hecho por todos, permitió que los estudiantes tuvieran un horizonte fijo. Esto les permitió reconocer que todos los esfuerzos comunes se dirigieran hacia un mismo fin, un producto final que estuvo compuesto por las contribuciones y aportes de todos y cada uno de los estudiantes.

Elaborado por:	Camila Andrea Arenas Ávila
Revisado por:	Francisco Pérez

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Abstract

The objective of this investigation is to recognize the effect that working on the creation of a school magazine has on collaborative writing of a group of English students from Instituto Pedagógico Nacional. A diagnosis was designed and carried out in order to identify the population and the different issues they face in the process of language learning, as well different theory is taken into account in order to construct a proposal that counteracts the problematic. This investigation is conducted under the precepts of Action Research and it follows the different steps in order to make a proposal that enhances students' interaction while writing in a collaboratively way different articles that compose a school magazine made by them.

Key words: Collaborative writing, school magazine, project.

Resumen

El objetivo de esta investigación es reconocer el efecto que la creación de una revista escolar tiene en la escritura colaborativa en un grupo de estudiantes de Inglés del Instituto Pedagógico Nacional. Se llevó a cabo un diagnóstico con el fin de identificar la población y los diferentes problemas que enfrentan en el proceso de aprendizaje de una segunda lengua, también se tendrá en cuenta diferente teoría para así construir una propuesta que contra ataque la problemática encontrada. Esta investigación se lleva a cabo bajo los preceptos de investigación acción y sigue los diferentes pasos con el fin de crear una propuesta que mejore la interacción de los estudiantes mientras escriben de manera colaborativa diferentes artículos que componen una revista realizada por ellos.

Palabras claves: Escritura colaborativa, proyecto, revista escolar

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Chapter 1: Introduction

1.1 Local Context

The Instituto Pedagógico Nacional School is located on 127th avenue between 9th and 12th streets. Associated with the neighborhood, is a residential area of strata 5 and 6, it is considered to be a tranquil and secure place in Bogotá. This institution belongs to Universidad Pedagógica Nacional. Calendar A, mixed school, with the educational levels of: pre-school, elementary and high school. Besides these features, it also has different spaces such as: the library, science lab, soccer and basketball fields, cafeteria, gym, orchard, and so forth. In addition, it has some technologic tools: TVs, smart boards, and electronic devices which provides the opportunity for students to learn in a more complete, advanced and integral way.

1.1.1 Institutional Context

The Instituto Pedagógico Nacional has as horizon forming a new citizen that is able to have sensitivity and capacity to be amazed towards the natural and social events and phenomena, moreover, a citizen that is autonomous in the development of thought that leads to peace culture, social progress and personal accomplishment (P.E.I; 2001). Moreover, the formation of a citizen that fosters a creative interpersonal and group environment in order to achieve better levels of physical, mental and social development within an educational community.

The pedagogical Mission is based on guiding the youth and the children towards the leadership inspired by the ideology of teacher training in relation to the experimental, innovative and pedagogical institution character of Instituto Pedagógico Nacional. Furthermore the Mission is also based on the unceasing improvement of the public educative service through the constant research and applied experiences by leading teaching processes in formal and special education that responds to the challenges of the society.

Concerning the pedagogical model, the IPN has assumed an education emphasis on Multiple Intelligences; known as well by the name of Theory of Multiple Intelligences (Howard Gardner, 1995). This helps to reflect the compatibility of the human being and the plurality that exists inside the institution. Howard Gardner presented his theory as a way to solve problems using the different intelligences or eight abilities: musical, logical-mathematical, intrapersonal, bodily kinesthetic, spatial, naturalist, interpersonal, and linguistic (Howard, 1995). Based on this theory, the IPN aims to create an active teaching-learning process, where the teacher becomes curriculum developer, lesson designer, and the students are active learners, using their particular abilities to gain knowledge and to solve everyday problems in order to achieve the different goals.

1.1.2 Participants

The group was the classroom 803 composed by 32 students, 15 girls and 17 boys, between the ages of 13 to 15 years old. Most of the students belonged to strata 3-4 which indicates that most of them did not suffer from economic issues that affected their permanence in the school and had not gone through issues related with conflict or violence, that in many cases is the common reality of the Colombian public education.

About their behavior and attitude towards the English class, students enjoyed listening to music while working on the workshops or different tasks, they liked to talk to their classmates and to play on their cellphones. The students got along well enough and they shared a strong friendship, however, they did not know how to work in groups and did not take advantage of activities that involve working together.

About students' English level it is possible to say that when it came to speaking and listening most of them managed an intermediate level, this was observed in the classes

throughout few presentations they had in which they should introduce their partner and tell their likes and interests (Annex - field note 2- Point 9), it was also evident throughout the different observations carried out by the investigator that students showed to manage the main English sentences in a correct way and also to have a very good pronunciation. However, after analyzing some quizzes the students had to present and with some exercises they had to develop in their course book, it was clear that in the written aspect they had some issues related to vocabulary and sentence order, students either wrote as they talk, or they wrote switching codes which in most of the cases made the reading inapprehensible. Moreover, the questionnaire, the students previously took, portrayed their lack of interest towards writing (Annex 4 – Table 3), which was certainly a reason to not being involved and compromised in the writing process.

1.1.3 Diagnosis

The investigator conducted different types of data collection methods. First the researcher carried out some observations that followed the precepts of Kalmbach and Carr (2010), which proposed that observing is watching in a critical and deliberate way a participant in the classroom. The researcher wrote down the most important aspects of the class on a set of field notes (Annex 1). These aspects were student's attitude towards the class and the different activities that the teacher proposed, the way in which the class was developed, the main topics worked on, approaches, and methods implemented in the English class.

Second, the researcher designed a questionnaire (Annex 2) which had a series of questions asked to individuals in order to obtain useful information, and in this way to get closer to individual's opinions. The questionnaire applied for this research, aimed to know student's interests, likes, and study habits through a set of closed and multiple choice questions that asked students to choose between different options that best described their hobbies, interests, habits

and elements from the English class. As this research deals with a qualitative paradigm, the questions aimed to know personal opinion and individual thoughts rather than percentage figures.

Third, the researcher had some informal interviews with some students in different moments of the first observations. Interviewing helps the project in the way that it takes into consideration another side, version, or angle of the story (Kalmbach and Carr, 2010). This different angle most of the times showed different appreciations that the ones described in the questionnaires because once the researcher gained the trust of the participants it was easier to explore and understand their worlds.

Finally, in order to have a bigger idea of their English level, the researcher analyzed a quiz that was presented by the students in which they had to write some sentences using simple present, rearrange words in order to create a sentence and write down some ideas.

For the analysis of the information and in order to demonstrate some of the findings in the data collection, a series of bar graphs were used portraying some of the figures that the surveys threw as result (Annex 3). The most important and influential results are as follows: About the students' interests, a big part of the class of the class expressed that they enjoyed reading, in the case of listening to music the great majority said they enjoyed it, in advance it is possible to see the role that music plays in the lives of the students, especially in terms of their study habits.

Writing and drawing also presented big differences with almost the half of the class dislike towards those activities. On the other hand, writing is seeing from a totally different perspective, students considered that writing is something tedious. When having informal conversations with the students, they expressed that for them writing is related to the academic production of essays and papers, not with creative productions or as a way to express their

feelings and thoughts. When carrying out the different observations, it became discernible that students showed indifference and fatigue anytime the teacher asked them to fill exercises from the book, contrasting the moments in which they had to write information about their classmates, in which they showed more engagement and joy. It is also important and necessary to mention that students were not very reinforced in writing processes and on writing tasks, as expressed by the teacher, which became a trouble any time they were asked to write something. Moreover, when the students made written productions it was evident that there was a lack of sentence order, coherence and cohesion. Students tended to switch codes and to make use of their mother tongue as a way of expressing in a better way their ideas.

It was evident thanks to the survey and the opinion they shared to the researcher that students wanted a space full of more dynamic activities that involved their interests and likes in order to be more engaged and committed to the class. According to Piaget & Inhelder (1958), at this age students are passing the adulthood threshold in which they want to be more listened and understood, also they want to have a voice in their process of learning, something that is really necessary in Colombian education for the development of democratic and participative skills. Moreover, it was necessary to let aside the idea of writing as something monotonous or tedious in order to show students that writing could be a means to express and liberate their thoughts, and that it could also be an element of cohesion in the group.

1.2 Rationale of the study

In order to contextualize the research it is important to take into account some studies previously carried out and to focus on other authors that conceive education in a similar way to the proposal of this study, which is centered in collaborative writing as a way of improving both, writing skills and also interaction between students, fomenting a group work ethic.

About collaborative writing the researcher found different investigations that centered this skill in order to foster better writing results and also in order to motivate students towards writing while doing it in a different and interesting way. An example is the study conducted by Shiri (2013), she defines collaborative writing as a set of techniques that enhance students' interaction, also their cognitive and social skills. Taking into consideration that one of the main issues found while carrying out the observations, was that students were not very familiar with group work, Shiri presents an important and influential aspect for this research, acknowledging collaborative writing advantages, which state that it fosters an active and effective communication between students.

The previous ideas are crucial and fundamental for the development of the study in the way that they provided a wide outlook of the advantages that working around collaborative writing projects may have in the classroom, where the writing skills are not developed enough, and in classrooms in which students are not familiar with group work dynamics and its implications. As it was aforementioned, carrying out projects in which students write together encourage and promote different skills starting from language skills and social skills as well.

Another important research is the one of Mulligan and Garofalo (2011), this investigation threw as a results that working as a group while writings essays from various topics can enhance student interaction, lower anxiety related with completing tasks alone, and it also raises students' self-confidence due to the active participation and the sharing of ideas made by the learners. As it is indicated, engaging in group writing promotes participation among students and increases motivation by being committed to work with peers and partners. About the grammar dimension of collaborative writing, the authors add that working

as a group or in peers, allows students to correct each other's mistakes and it allows raising students' awareness of organizational and syntactical elements of their creations. In some of the initial observations, the researcher witnessed how some students turned up to their classmates in order to clarify some concepts. This can be a proof that when students come together there is a great chance for them to acquire and share each other's knowledge and experiences.

Taking into consideration the different aspects exposed by these authors, it is necessary to add that the environment and context in which the research was conducted differs from this investigation and the main purpose of the authors was to work on the writing of advanced essays, they have in common the work done by groups as means to build relationships and improve writing skills and performance. Furthermore, it is necessary to include another author which centers her investigation on cooperative learning and, she also focuses on an important aspect for this research that is project work.

Yepes (2010) this study emphasizes in projects conducted in groups and in a collaborative way, which were carried out for the necessities she found within her classroom. In her study project work is defined as a "pedagogical strategy that comprises the objectives of active pedagogy, autonomy and teacher-student interaction with the purpose of generating knowledge" (Yepes, 2010). The author relates project work to collaborative learning in the way that by students engaging in projects thought especially for them, group work is going to be more meaningful and active, and in this way students are going to have better results in terms of negotiation and interaction. As it is described by Yepes, project work is strongly attached to collaborative learning due to the fact that working together for the same goal is a great motivator and a great boost for students to commit to a project that is created from them.

As it was evidenced, this researches were influential for this project due to the fact that the investigations provide an insight of the experiences that different teachers had when implementing in their classes collaborative writing activities and exercises. As it is discussed in the research question, this proposal aimed to evidence the impact that working around these strategies and tools have at the moment of reinforcing writing skills.

Moreover, it is necessary to highlight that as demonstrated by Yepes (2010), a useful strategy to enhance students interaction, collaboration and communicative performance, is the use of small projects in which everybody's work and effort united to make a product that contained the different voices, perspectives and experiences of the individuals involved.

1.3 Problem Statement

According to the Ministry of National Education (2005), the ability of being bilingual has become more necessary day by day in the different environments in which human beings develop themselves. This environments can range from job, study to coexistence. The National curriculum has had a long tradition of introducing foreign languages as study areas, this with the goal of forming people that have a pluralistic vision of the world and with the purpose of making them enter in contact with other ways of thinking and expressing. "The acknowledgement of the diversity will lead to the recognition of tolerance and respect to one another." (MEN, 2005)

In the classroom 701 of Instituto Pedagógico Nacional, the students were facing the reality of the education system in which they were asked to manage a new language but at the same time they were not provided with tools and strategies to learn and acquire it. Moreover, students were required to get to know the different perspectives and worlds that according to the MEN (2005) English as a language provide, but this was not seen in the English class. Rather the students repeated grammatical structures without understanding its function or necessity in a

communicative environment, which did not permit to open their understanding to the world and the ones that inhabit it. Repeating did not allow students to create their own ideas and perceptions and it led to the reproduction of old and borrowed points of view, which was the complete opposite to what the MEN (2005) proposes for the Colombian education.

Moreover, even though most of the students shared a good friendship, they were not used to work in groups and when they rarely were asked to work together they took it as an opportunity to play and to be engaged in other activities. It is necessary to take into consideration that the proposed activities were in most of the cases monotonous and reiterative and according to what students expressed when having informal conversations with them, they did not feel connected to the class and engaged with it, either by working alone or in groups.

It is also necessary to add, that as it was mentioned before, even though students only had the chance of communicating when they were asked to respond to an exercise from the book, they showed good pronunciation, good use of vocabulary and good intonation. It was at the moment of producing written texts when they faced issues related to coherence, sense and meaning, also they took more time creating texts on their own than when reproducing or copying them, which proves the lack of training and reinforcement in this specific skill. Also as it was aforementioned, when students did any written production, they used their mother tongue or switched codes making the texts hard to understand for both the teacher and the students.

After examining in general terms the main issues found in the class, it is important to recognize what its relevance is in the development of the learning process in the students from Instituto Pedagógico Nacional. First of all, it was evident that most of the students had good results if they worked together, however, they needed to learn to work as a group and to cultivate a collaborative learning classroom in order to take better advantage of the tasks proposed for the

class, and as well contribute to the proposal of the school's PEI which has as vision the formation of a citizen that works cooperatively and that fosters a creative interpersonal and group environment. Moreover, even though students showed a good level of English in terms of pronunciation, at the moment of writing, students faced the lack of strategies and tools in order to create coherent and meaningful texts, and this was something that also generated demotivation towards the English class. Finally, it was important to foster a class that was thought especially for the students, and that took their interests and background into consideration in order to provide a space full of dynamic and collaborative learning.

1.4 Research question and objectives

In relation to the statement of the problem, the context and the diagnosis carried out, the proposed research question is: How might the creation of a school magazine in the EFL context, foster the collaborative writing of eighth graders from Instituto Pedagógico Nacional?

1.5 Objectives

General: To identify how the creation of a school magazine in the EFL context might encourage collaborative writing of eighth graders from Instituto Pedagógico Nacional.

Specific:

- To inquire collaborative writing's repercussion in the reinforcement and encouragement of the writing skills in the EFL context.
- To analyse the results of the implementation of the school magazine as a way to foster collaborative writing
- To reflect upon the analysis of the results and determine the advantages and disadvantages that working around this proposal may bring to the reinforcement of the writing skills in the EFL context.

1.6 Justification

As it is known, modernity demands certain abilities from individuals and certain clusters of knowledge in order to have efficient communication processes and to keep up with the unstoppable advances of globalization. Consequently, language plays an important role due to the fact that one of its main characteristics is that it is seen as the faculty for human beings to grow in two dimensions: the individual and the social one (Ong, 2002). Language allows individuals to communicate and to negotiate, but as it is known, there is not a unique way of transmitting such information as not everybody is familiar with the same linguistic and pragmatic codes (Brown, 2000). Is in this way in which the school system has as challenge to provide the necessary tools for students to learn, acquire and understand fully those new and unknown codes. This investigation and its proposal were born from the necessity of improving the different spaces and scenarios of foreign language learning, specially the observed and studied space in which this study centers.

Language can be displayed in two dimensions, one that it is really important for the development of societies and communities, is the social dimension in which individuals make use of linguistic, communicative and pragmatic competences that are understandable and manageable for both parties (Chandler, 2005). This in order to interact with other individuals, take a stand, be able to listen and respect other points of view, expose and argument own points of view and make negotiations. This is why collaborative learning becomes very important in the education process in the way that it teaches students to take into consideration the different experiences, ideas and positions of other individuals. Collaborative learning allows students to interact with one another, to know each other's background and most important, to learn together (Leigh & McGregor, 1992).

Knowing that with the use and the implementation of a collaborative classroom there can be many advantages for the students, and seeing it as a way of solving the main issues found in the different observations, it becomes necessary to establish in which way this collaborative system was displayed and portrayed. Therefore, collaborative writing is the way in which students from Intituto Pedagogico Nacional, were able to convey a message that was created from the joint work and collaboration, that had everyone's voice, also which presented in a respectful and organized way the ideas, experiences, opinions and positions of students. Hence, positioning students as active agents of their learning process and individuals whose voices are heard, respected and taken into consideration as well in the teaching process.

Furthermore, this proposal centered the development and reinforcement of collaborative writing skills throughout the creation of a school magazine, due to its characteristic of a project that united students and that created a main goal for all to accomplish and fulfill. The school magazine was composed by a set of articles written in a collaborative way by the students, in which they were the ones that chose the topic and the way of treating it. By choosing the topic that they liked and that were interested in, it allowed students to express and manifest their own subjectivities, also to have their own points of view in regards to the topic, which means that students had their own voice within the training process.

Consequently, this proposal sought not only to educate in language but also to work on civic competences, due to the fact that from school the students developed themselves as social beings that knew how to listen and respect each other's ideas. Also that recognized the importance of expressing their own voice and that acknowledged the importance of group work dynamics. All this united provided the project with an innovative dimension totally different to the dynamics that had been offered to students throughout the years and grades, because even

though, the school magazine was previously worked in other contexts, it was the first time that was presented to this students, especially with the character that it had, which was not seen only as an informative device but also as tool for expressing their own ideas in a collaborative way.

Chapter 2: Theoretical Framework & State of the Art

In relation to the research question and objectives, a series of authors were examined in order to explore the different theory created from the topics that were the base of this study.

It is important to have in mind that the research question is subdivided into two main constructs; the creation and use of magazines in EFL context and collaborative writing which are going to be further developed. In this chapter the reader is going to familiarize with different studies that have been done with a similar scope. The search criteria was based on information that can be meaningful to the Colombian context and as well to the class context. It was taken into consideration researches that were updated or that were not conducted too many years ago in order to be as much modernized as possible.

2.1.1 The Magazine

The magazines are publications that are periodically circulated either printed or electronically, its content may vary due to its focus, population, and intention. Although there are different types of magazines, they all have one thing in common that is the use of articles. These articles can be about opinion, informative, profiles and interviews, social and cultural, sports, music, fashion, world history, research studies, arts, science, and lifestyle (Pawlik-Kienlen, 2008).

Throughout history, the magazine has been an important source of communication and a way of spreading information worldwide. It is undeniable that not only the magazine but all the

printing press was and still is one of the inventions that changed the whole face and state of information throughout the world. The magazine started to be more known and common around 1700s when the hunger for knowledge enabled magazines to become a popular cultural element. Even though magazines started as exclusive publications specially made for the high classes, the weekly printed magazines became popular publications with the help of the press advances. (Mott, 1930). During this time, the Gentleman's Magazine was published by an Englishman called Robert Cave, this publication contained different articles that went from general interest to poetry, essays and political reflections (Mott, 1930).

In the middle 1880's the magazines became a massive business with more consumers day by day, more sponsors were interested in the different messages and information the magazine could transmit to big groups of people and as the business started to grow so did the political interest, according to Mott (1930), this is why magazines started to carry a great voice and message upon the population. Nowadays magazines are still a big source of discourse and a place to express and move people.

Magazines have had a voice and power among their readers and consumers which makes it a great source for people to express their ideas and opinions. Along to other sources of information, magazines have settled cultural, political, religious and economic ideas in today's society which may be very helpful in the education context as a way of providing students the opportunity to be familiar with certain sources of communication while taking the opportunity of putting into practice the ways of transmitting their ideas and thoughts.

2.1.2 The Magazine in the EFL context

Taking into consideration the use or the creation of a magazine in the educational context, it is necessary to state some of the advantages of working with it. These advantages are related

with the enhancement of different skills through the approach students have with its contents. It is also an ideal way of language learning, because students have to deal with English language meanwhile reading information, producing written texts and discussing about it (Countryschool.com, 2016). Creating magazines in the school context can provide the opportunity for students to engage in topics and matters that are meaningful or interesting for them. They can also be active members of their knowledge by doing it by themselves and choosing the information they want to express or tell while writing for the magazine.

Another advantage of working with the creation of magazines in the educational context is that it provides students with a chance of engaging with real communication to a real audience, which in most of the cases it is a motivation factor and encourages students to be more compromised with the results in terms of accuracy, style and what they want to transmit (Countryschool.com, 2016). Finally, it is important to mention that the creation of school magazines enhances students' interaction and relations due to the fact that they are all working with the same aim and objective, also working together provides them a chance to learn to listen to each other and to respect each other's voice and opinions, which is something necessary not only for their English class but also for their performance in society.

Particularly in this project, the students are not only going to familiarize with the magazine and its articles, but also they are going to be the ones that develop and create a school magazine, displaying the previous knowledge they have in terms of English language, life experiences and personal interests. In this way the magazine is going to be a tool that motivates students, that fosters collaborative learning in the way that each article is going to be developed by a group of students, and encourages students to acquire writing skills while going through the whole process of drafting, revising and developing the final product.

The magazine as a project is intended as a motivational agent for the students, as a process with a tangible and accessible result and product, and also as a memory of what has been worked throughout the different encounters with the students. As explained by Patton (2012), introducing a project for the whole class, helps to increase students' participation and as well their commitment to the class. With the implementation of a project, there can be enhanced different skills such as organization, problem solving and the most important for this research, the collaboration.

2.1.3 Writing

Writing is the representation of language throughout the inscription of signs and symbols, it is a form of technology developed within a human society as a representation and facilitator of human communication (Chandler, 2005). Writing has shaped society and the way the different cultures perceive and express the world, it allows the permanence of those culture's ideas throughout history and is one of the most important referents in order to know and reflect about people's history.

As stated by Brown (2000), writing is more than the graphic representation of spoken language, it is an elaborate process in which a person puts into printed words, thoughts, notions, feelings and ideas following different steps in order to communicate them in the best way. "It requires an entirely different set of competences than speaking, added to its characteristics of permanence and rhetorical conventions" (Brown, 2000).

Taking into consideration the statements presented by Brown (2000), it is important to contrast them with the ones presented by Ong (2002), in which writing is seen as a powerful tool that allows the literate mind to think in a more complex way than the oral expression. "More than any other single invention, writing has transformed human consciousness" (Ong, 2002, p 78). As

Ong claimed, writing is a technology in which the mind works in putting into codes that have a meaning and sense to both the one that produces it and the audience, thoughts and ideas. This is why, writing is a technology that has empowered and shaped the intellectual activity of modern man, even though it was developed in the late evolution of human history.

According to Ong (2002), writing is completely artificial, rather than oral speech, writing is not a natural process. The process of putting spoken language into writing is governed by consciously artificial, articulable rules. According to this author, just as other artificial creations, writing is fully invaluable and essential for the realization of fuller and interior human potentials. “Writing heightens consciousness” (Ong, 2002, p 83).

Furthermore, as any process written language has some characteristics that difference it to the spoken language, according to Brown (2000) the most important and influential are: the permanence, once something is written it stays forever or at least as the tool used to be written last. The permanence provides the reader the opportunity to return again to the text. Another characteristic is the processing time, in the spoken language the interlocutor cannot come back to what was expressed thus the time to process such information is very short which in some cases may be confusing. Meanwhile in the written productions the reader can take some time in order to understand, abstract and reflect about the conveyed message. Following Brown’s statements, the third characteristic is the distance, the written word allows messages to be sent across two dimensions: physical distance and temporal distance.

Finally, two main characteristics of written language are the complexity and formality, written texts tend to be more complex and make use of convoluted vocabulary and longer clauses. Also, written language tend to be more formal and thought than spoken language (Brown, 2000).

After evidencing the main characteristics of the writing productions, it is necessary to mention the steps that must be followed in order to produce written texts. Some of the procedures followed when writing are thinking, drafting, and revising which are specialized skills that not every speaker develops naturally (Seow, 2002). Writing is a thinking, organic and developmental process in which a person can be free in putting into words ideas. It is a process in which the writer is always evolving and reflecting, a process in which previous knowledge, culture experience and interests are the main focus and an opportunity to express one's voice. Writing "is not a way to transmit a message, but a way to grow and cook a message" (Brown, 2000, p 337).

Another important characteristic of writing is presented by Lee (2000), in which he highlights that writing can serve as a conceptual organizer and one of the primary medium through which thinking occurs. Following this ideas, writing not only can improve the way in which human beings can communicate and the way they perceive the reality, but also it can improve the way in which language is seen and worked, this is when pedagogy makes its contributions in order to comprehend writing as a learning tool and as a way of giving voice to the students. Writing is one of the many ways in which human beings reflect on reality and at the same time is one of the ways and expressions in which different realities can be created, hence can exist.

For this investigation it is really important to conceive writing as a complex process in which students from their own ideas can express the different information that they want to share to the world. This is why the ideas of Chomsky (1975) are very important for the project, due to the fact that for this author writing is seen also as a tool that helps individuals to construct, interpret and share their reality and their world, which is strongly related to the main objective of

this research that is the opportunity for students to express their interests, likes and knowledge throughout the creation of a written magazine.

2.1.4 Writing in the EFL context

Writing as a language learning process has gone through different conceptions in relation to space-time location. According to Raimés (1983) as some other approaches appeared in the educative context, writing started to have more attention and leadership, although the exercise of writing was mainly about copying already existent sentences and change the tenses and some vocabulary, it also emphasized on accuracy rather than fluency and originality. This did not allow students to express their own voice and thoughts, and it influenced in the idea that writing was a monotonous process and a part of speech.

In addition, according to Lombana (2002), writing is one of the most difficult skills to master in any language, especially when learning a new one because it requires aspects such as linguistic knowledge, cognitive and socio cultural aspects in order to convey meaning. As cited in Galvis (2004), writing is the cause of a social environment, cognitive development and psycholinguistic process, the development of the writing skill requires permanent practice. Taking into consideration these ideas it is possible to conceive writing as a mean that help individuals to communicate according to what influences their lives.

Moreover, throughout the years, different specialists and professionals have analyzed the process of writing and have come up with certain ideas in order to discover why writing has been one of the most difficult processes to teach in the school. According to Brown (2000), some of the issues that have influenced the writing teaching are related to the specific point of view some teachers have in regards to writing. Most people see the process merely as the representation of spoken language, but for Brown the process of writing requires a completely different set of

competencies, and it distances from speaking due to some of its characteristics such as the permanence and distance of writing, also its unique rhetorical conventions.

As it was aforementioned, writing is a whole process and the result of different operations that involve many different mental and physical functions. Pedagogy and education have been trying to work on the development of those functions in a balanced and significant way, dealing with the processes of generating ideas and organizing them, making use of the stylistic and semantic elements and reflecting in the final product with students (Brown, 2000).

An important aspect of writing in the training process is that it can enhance students' learning of a new language. According to Raimes (1983) writing reinforces the grammatical structures, idioms and vocabulary learned by the students. When writing there is a bigger effort in order to communicate ideas, this effort is seen reflected in the way students have to be more involved with the new language in order to think and reflect the right words and ways of expressing them. Even though writing is a process of great effort, it is also the space in which learners can be adventurous with language and go beyond to what was taught. There is a close relationship between writing and thinking which makes writing a valuable part of any language learning process (Raimes, 1983).

Even though writing is presented from some authors as a necessary process and an important one in terms of mental development and as a communication tool, in the school context, writing sometimes is seen from a totally different perspective. Writing is conceived as something monotonous and students are feeling frustrated and exhausted from the written tasks. It becomes more necessary day by day to develop and offer strategies that provide a different perception and point of view about writing. Specially taking into account the EFL context in which students do not only have to face a whole new language but also the different

representations of it. Learning to write in a foreign language carries the need of learning vocabulary, punctuation marks, expressions, discourse marks, and most important it is needed to have a certain reading aptitude or competence (Lombana, 2002).

Despite these efforts, there are still issues in the writing teaching and learning, this is why it is important as action researchers to continue providing tools and options in order to have a better learning environment in terms of written productions.

2.1.5 Collaborative Writing

Collaborative writing has been studied for several years in order to define its importance in terms not only related to language learning but also to social relationships. Collaborative writing is a branch of collaborative learning because it also gets together people around the aim of creating a final product which in this case must be written, such collaboration means that the students must work together in the creation of a text (Leigh & McGregor, 1992)

In collaborative writing, students have the chance to overcome as a team the difficulties or obstacles they may find as individuals (Caicedo, 2014). Students also benefit from other's point of view and enrich their learning process by being responsible, understanding and reflective. At the moment students generate ideas together, there is more chance of receiving immediate feedback from their peers within the group. As stated by Caicedo (2014), when writing together, people can enhance their ability of deciding and interacting with other kinds of knowledge and other points of view, in this way students are going to be working on negotiation and respect.

As stated by Vigotsky (1978), learning is a socially constructed phenomenon that involves a process that is very important for the development of collaborative skills as well. This process is known as interaction, according to Vigostky, interaction among peers and members of

a society often leads to learn and to build knowledge. This is why for this investigation was very important for students to interact when going through the different stages of writing, this interaction aimed to improve the way students relate to their peers while communicating in the target language at the moment of producing their texts.

Additionally, collaborative writing in the classroom increases motivation and retention, it helps students to build a stronger image of themselves and others, it also provides critical thinking and problem solving, and finally it enhances social skills (Christinson, 1994). Working in a collaborative way in most cases is a new form of conceiving the whole classroom conformation and dynamics, which may be a way of motivate students towards new activities. Finally writing can also be seen as an interactive process in which students can work collaboratively in the thinking, designing, and creation of a text.

Furthermore, as stated by Robayo and Hernández (2013), working with collaborative writing not only improves work group dynamics, but it also prepares students for future assignments where team abilities are required. In this way it is seen that collaborative writing and work, influences not only in the academic life and performance of students, but also in their personal life and development as citizens that contribute together and that join efforts towards a same goal which is expected to be beneficial for all society.

As stated by Olivier and Pinkwart (2011), collaborative writing is a process that involves writing as a whole, which as it was aforementioned, is a process that deals with different stages that must be followed in order to have a more significant, meaningful and accurate product. This is why, this proposal seeks to commit students in order to develop their ideas and personal opinions following the different stages such as brainstorming, drafting, pre writing and writing all together, displaying the different abilities and strengths that each member of the group has in

terms of writing and organizing the information. Collaborative writing may be developed in different ways and there is not a superior way, but certainly it is important to involve all the members into the process, to motivate them in order to share their ideas and to work as one when writing.

It is possible to identify the importance of working with collaborative writing when developing a project in group, in which the aim is not only to develop some writing skills, but also enhance the social interaction between students, their motivation towards the class, improve student's critical thinking and planning, and the way they negotiate between their partners. This is something that the use of magazine can provide in terms of the interaction between one another at the moment of creating their own articles as a group, as well the motivation that students may experience when writing about their own particular interests.

2.2 State of the art

As some of the main constructs were explained and defined, it is important to relate them with the EFL context, and with some of the experiences other teachers and students have had when working with a similar scope.

First it is important to mention the research done by Shiri (2013) in Iran. Shiri describes collaborative writing through Tan (1999) who says that it can be defined as a variety of concepts and techniques that enhance the value of student-student interaction. The researcher also bases on Keyser (2000) to say that in collaborative writing students are structured into different groups that follow certain characteristics, for instance that each group ought to have defined roles and tasks in order to be achieved and accomplished by every actor of the process.

Shiri (2013) also states that the purpose of collaborative writing is to enhance cognitive and social skills by a set of techniques such as interdependence, accountability, group formation,

and social skills. Some similar ideas are further developed in the research conducted by Mulligan and Garofalo (2011) in their article about collaborative writing, the authors also state as Shiri, that through this strategy it is possible for students to foster a sense of accountability, cooperation and community. They also focus on the procedure of a meaningful project in which for them is important that the students are aware of the goal of the project, also that they can identify the group they want to belong to or in a special case choose their partners. Moreover, it is important for students to know the different steps that are going to be followed for the development of the collaborative tasks, and finally make use of writing to express their thoughts and ideas.

Following this ideas, it is important to mention an investigation that was also conducted in Iran, which examines the effects that writing in a collaborative way have in the writing performances of students that are learning a foreign language. The study was carried out by Khatib (2014), and it also was focused on comparing and contrasting two groups of people. First, a group of students that had to work together in all the assignments and tasks, and another group of students who had to work in an individual way. In this research, the author was based on Vygotsky (1978) statements that learning is a socially constructed phenomenon in which interaction among peers and members of the society leads one to learn and to construct his or her knowledge.

In addition, according to Khatib (2014), students in collaborative writing classrooms have more interaction with each other and in a co-construct way they construct new knowledge. Students can create a community when working together, a community that is based on the respect to one another and the understanding of new ideas and opinions. Working together can

increase the basic level students' vocabulary and acquirement of the new language and it makes students commit towards a communal goal and objective.

It was possible to see from this investigations, how the writing skills of students were significantly improved by sharing with their classmates and how they built stronger relationships. This present investigation focused on similar aspects but differentiated in the way that it worked on a fixed project rather than the production of separate and isolated papers. The disadvantages of producing isolated papers are related to the difficulty and the challenge of being able to recognize the process and advances of students. Taking into consideration the different steps the students had to go through during this proposal, in which they made drafts and from its correction they could advance in their productions, it was easier for the investigator to evidence students' progress and improvement.

Additionally, a research that is centered in fostering writing skills throughout project work, is the one conducted by Yepes (2010). This research is also carried out in Instituto Pedagógico Nacional and it was conducted with seventh graders as well. In this research the main objective is to implement a methodology through project work for the development of writing skills and autonomous learning. During this research, the author realized the importance of motivating students in the English class, so for this she proposed working around a project which she considered as a great tool because according to her statements, "it challenges students to do different activities and, it makes them aware about their own written process" (Yepes, 2010, p 22).

Some of the main findings are related to the enhancing of the written skills and the expression of students' thoughts in the target language, furthermore it was possible to increase students' motivation towards the class due to the development of the project work in which

students could work on different topics and matters that are interesting and significant for them. In this sense, this research is helpful to this investigation, due to the impact that working around a project work can have in the development of writing skills and in the increase of the motivation students have towards the class. It is also important to mention that working around significant and meaningful topics to students can foster better communicative skills.

Finally, after having taken into consideration different voices and experiences, it is necessary to center on another crucial idea in order to develop this research. This following study was conducted on a University in Colombia, which focuses on group project work, and that is related with collaborative writing in virtual lessons context. This investigation is developed by Salinas (2013). In this study project work is seen as an active and situated pedagogical strategy, centered on students' interaction, with the purpose of generating knowledge through the use of projects that are meaningful and language centered as well.

The author relates project work to cooperative learning in the way that by students engaging in projects thought especially for them, group work is going to be more meaningful and active, and in this way students are going to have better results in terms of negotiation and interaction. Even though, this present research does not deal with virtual work, the contributions of this author are influential to recognize the advantages of focusing on collaborative writing when developing a group project

After taking into consideration different investigations akin to collaborative writing and group work, it is mandatory to introduce an investigation that was conducted in the Colombian context and that deals with the creation of a virtual magazine in order to improve the writing skills of seventh graders. This research was conducted by Lagos (2014), who emphasizes in the need of teaching writing not as a lineal and mechanical process, but instead as a communicative

tool and as a way of expressing one's voice and mind. The main findings are related to the writing production and performance, which had good results when the students had to face topics and problematic that are close to their own reality. Even though, this research based its results and conclusions more on the digital side of the intervention, it is a great fundament for the study of the impact the creation of a magazine inspired by students' interests and context, may have in the development of writing skills.

As a result, it is important to take into consideration this investigations as a base for this proposal in order to start delimiting the impact that it may have in this research. All this voices are influential to carry out this investigation and specially to work with the students in order not only to see the changes and progress in their language performance, but also in their daily life's interactions and relations.

Moreover, these investigations were chosen because each of them provided crucial conclusions and analysis of certain aspects and approaches that were taken into consideration when creating the proposal that is presented in this research. It was possible to take into account the ideas of working around school projects, group projects and collaborative writing tasks, which made this investigation richer and more complete when joining them in one single research.

Chapter 3: Research Design

3.1 Type of Study

3.1.1 Qualitative Paradigm

For this research it was appropriate to work under the parameters of qualitative paradigm. According to Mack et al. (2005), this paradigm is a type of scientific research because it follows some rules and parameters such as: it seeks answers to a question, it bases

its ideas on evidence previously collected, it also seeks to produce findings, it defines a set of procedures in order to get information and to analyze that information, and finally this type of research focuses on a specific population but its findings are applicable beyond the boundaries of the study (Mack et al; 2005. Pp 12). The qualitative paradigm focuses on understanding a specific problem and the people that are involved in it, in order to be effective, this understanding of the population and issue is important to recognize the cultural background or context in which the participants of the study are immersed, know their interests and opinions. (Mack et al; 2005)

3.1.2 Action Research

In order to establish which the type of study is, it is important to characterize the research. In this research, the student teacher followed certain steps aiming to know some issues that students in any English classroom are facing when learning and acquiring a new language, for this the researcher designed a set of lesson plans especially thought and made for the participants in order to put it into action and recognize the different ways in which students can foster writing skills in a more meaningful and appropriate way, finally the researcher wanted to evaluate the process identifying the main benefits and failures that certain strategy or proposal had in relation to a specific issue found in the observation phase.

Having this in mind, it is possible to say that the nature of the study is the action research. This type of research is a systematic inquiry conducted mostly by educators with personal interest of teaching-learning process (Kalmbach and Carr; 2010). This research is carried out from teacher and for teachers, it means that the main goal was to do research in a pedagogical environment and it was born from the necessity of analyzing learning techniques, approaches and methods, and making a theoretical framework in the educational context.

As it was mentioned before, the action research was focused on an educational research that is applied as a scientific method (Kalmbach and Carr; 2010), as any scientific method it follows some parameters and stages in order to specify the main topic that, as well, the main problem found and to design a plan in order to improve the learning environment.

Some of the steps or stages that action research followed were:

- Specify the topic in which the study is going to be focused on
- Clarify the specific problem in order to recognize the influence that it has in the participants' lives and learning process
- Formulate the research question and hypothesis that is going to be the base of the project
- Carry out procedures to collect, analyse and interpret data from the participants' interests, likes, opinions.
- State findings resulting from data analyses of the different interventions
- Draw conclusions of the benefits, failures, advantages and disadvantages of the proposal (Kalmbach and Carr; 2010).

3.2 Data Collection Instruments

3.2.1 Artifacts

Artifacts are physical evidence related with student products, work class, tasks and so on, that provides the research with “additional light” (Kalmbach and Carr, 2010). Artifacts can confirm or disaffirm patterns in the data. In the case of this research it was evaluated the different activities the students developed in order to create their articles. Such activities were related to

exquisite corpses, different drafts of the introduction and the main paragraphs, and free written exercises they made in order to work with this skill as a whole.

3.2.2 Survey/logs

The survey is a method in which certain opinion from an individual is collected seeking responses to closed or ranked questions (Freeman, 1998). In the survey the participants wrote down their perceptions towards the class, the topics, and the way the teacher in charge managed the different previous and new knowledge and the proposal. On the other hand, logs are written productions that also answer questions about students' experiences but in a more informal and relaxed way. It is often used the native language of the individuals in order to have more precise and more thoughtful perceptions.

3.2.3 Field Notes

Field notes are transcribed notes derived from the data collected during different observations and in some cases interventions with a specific group of people. The field notes were descriptive and tried to capture a whole idea of the different elements that compose the context and setting that is being observed, they also described the different actions, conversations and attitudes of the participants. Moreover, field notes were also reflective in the way that the researcher provided additional information about his/her own perceptions and gave meanings to the different actions that take place while observing (Wolfinger, 2002).

3.3 Data Management Procedures

3.3.1 Triangulation

Taking into account the three different data collection methods (survey, artifacts and field notes), it is necessary to make use of a research technique which is going to measure the different

patterns that will arise within the experience with the students. This measurement mapped out, and explained more fully the findings of specific phenomena by drawing conclusions of the process carried out in the research context (Cohen et al., 2011). In order to validate the data it is necessary to use triangulation by verifying the information and the instruments that were previously mentioned.

3.4 Data Analysis Methodology

3.4.1 Categories of analysis

The researcher presents the categories of analysis that emerged after examining, studying and evaluating the collected data throughout the different interventions carried out.

Category	Subcategory	Indicator
Writing	Coherence	The articles written by the students have sense and meaning
	Writing Stages	Students go through the different writing stages such as: Pre-writing, drafting, and revising
Collaborative writing	Interaction and interpersonal skills	Students participate interact and communicate with each other when writing the article
	Peer-assessment	Students assess each other's work

3.4.2 Coding

According to Saldaña (2009), a code in a qualitative research is a word or phrase that assigns a summative, essence-capturing or evocative attribute to a portion of data. As it is mentioned, certain patterns of ideas, perceptions, and opinions from the participants and the researcher were summarized by a set of key words or codes. At the moment of analyzing and contrasting data it comes useful and necessary in order to organize the information and the different phenomena found during the intervention of the proposal. Throughout students' writing exercises and the creation of the article among the groups of work, it was possible to recognize

certain patterns of ideas, perceptions and elements of students' written performance in order to characterize and describe useful information conducive to know their progress and the main findings of the research related to students' writing functioning.

Chapter 4: Pedagogical Intervention and Implementation

4.1 Vision of language and learning

4.1.1 Vision of language

Language was not seen as a tool but a way of fostering different communicative skills, in which learners can transmit and share their ideas, experiences and opinions. According to Brown (2000), beyond grammatical and discourse elements in communication, it is necessary to explore the nature of social, cultural and pragmatic features of language. This is why this proposal was focused on "real-life" communication in the classroom, in which language is situated and seen as something practical and useful.

It is necessary to add, that throughout the different interventions the researcher and student-teacher sought to provide spaces in which students were able of using language, of communicating through it and to share with their partners from it. With the different activities that were carried out, it was possible for students to apprehend new vocabulary and expressions that were useful not only for the development of the final project and the creation of their own articles, but also for the development of them as foreign language speakers and the possibility to communicate between one another making use of different and new codes. Language was then seen as a way of expressing students' voice and a meeting point to establish communicative exchanges.

Taking into consideration this ideas, it was fundamental to conceive language as a way of understanding between one another, especially because this proposal is based in the interaction

between peers and the collaboration when writing together. In this way it is crucial to highlight another important aspect for this proposal, and was that through language, students were able to share their own perceptions and vision of the world, students had a voice in order to communicate their own interests and to transmit their ideas and thoughts throughout their articles.

4.1.2 Vision of learning

Learning was seen from two approaches that were worked on, the first one is Project-Based Learning. According to Thomas (2000), Project Based Learning is a model that organizes learning around different projects. For Patton (2012) this is a powerful motivator for students and enhances their participation. The implementation of Project-Based Learning fosters a wide range of skills such as time management, collaboration, and problem solving. PBL is a strategy that also provides students with the chance of working in an autonomous way over extended periods of time, and culminate realistic products. Some other important characteristics and achievements of working with PBL are authentic content and assessment, reflection, incorporation of different skills and more important cooperative learning (Thomas, 2000). This strategy allows students to work with their previous knowledge, their experiences, and interests, it also provides the opportunity for students to do community service or to work from it.

Moreover, another approach that was the base of how learning was conceived is collaborative learning. As it was evidenced, collaborative work has a strong connection and relation to PBL, due to its characteristics of working together around and towards the same goal. In collaborative learning, students unite in order to share, exchange, and express their ideas and their voice, in this case, for the creation of the project which is the school magazine (Ferrero and Espino, 2000). As stated by Leigh and McGregor (1992), in collaborative learning, students'

interaction is just as important as learning, so in this case learning for this proposal was seen as a space in which students could interact with one another and foster relationships among the group works and the whole class.

4.2 Assessment

The aim of the assessment in this research was to support and encourage students' learning. It was the way in which the teacher could provide feedback about the different activities and processes that the students developed for the project, but it was also the way in which students could communicate with each other (Black & William, 1998). In the way that by working with collaborative writing and collaboration as a whole, it became really necessary for students to evaluate and assess each other through peer-assessment activities. Finally it is important to have in mind that the assessment was not only from the teacher to the students, but also the students evaluated and assessed the performance of the student-teacher, and assessed the different activities and processes carried out during the interventions.

This is why, in this investigation and during the realization of the proposal, the assessment was developed in three parts as suggested by Black & William (1998): first the student-teacher followed each student and each group of work progress, this observation was evidenced by the revision of each draft, written activity and also the different games that were held in the interventions. Second, each group had the opportunity and the space of assessing their partner's progress and process, also their performance as part of the group by the realization of different student logs that had as purpose recognizing the student's opinions towards the development of their articles and the work made by their partners. Finally, each student carried out some surveys in order to know their opinions and thoughts about the student-teacher

performance, the activities that were used during the interventions and the different elements present in the class.

4.3 Instructional design

4.3.1 Lesson Planning

A lesson plan is a guide or “road-map” of activities and sequences that light up the instructor’s path in the class time and that also provides order and a clear objective to the work previously planned (Fink, 2005). A teaching objective limits what learners are going to be able to do, learn, and acquire at the end of the lesson, the objective is born from the constant study and observation of the different difficulties students may face, and aims to counteract those issues. In the timetable will be presented some of the main activities that are going to be further developed in the different lesson plans.

4.3.2 Implementation

In order to carry out the implementation, it is necessary to explain the different phases or stages that were taken into consideration and that were followed. First of all it is fundamental to have in mind that the implementation was planned for three different stages, starting with the first phase of contextualization about the magazine, its history, uses, resources, usefulness and the different types of articles that each group wrote collaboratively. It was fundamental to create the different groups according to their interest, there were created in total 11 groups of two to three members. The students were the ones in charge of choosing their own partners for the group, the student-teacher told them to reunite with people they could trust and in general there were no issues between the members of each group.

In the second stage, students worked on collaborative writing, they had to develop some tasks and activities related with it. In this phase it was expected to create and foster a sense of

responsibility around the project and around group work, as students have some issues in relation to it, it was important and necessary to develop some activities that could grow on them the necessity of being responsible, respectful and an active member during the creation of the articles. The students also worked on the planning, drafting, correcting and assessing the different writing tasks related to the creation of a magazine. During this whole phase collaborative writing had an important role, and various activities were developed around it.

Finally in the third and last phase, students finished their creations and articles that were previously assessed and corrected. Having their final papers, they designed each page of the magazine, students developed the magazine as a whole group. An important element of this proposal was the final exhibition of the product, which also worked as a motivator for students to fulfil the tasks in order to exhibit and show the community their project.

It is important to highlight that these previously mentioned phases were developed throughout the whole implementation of the proposal. They were differentiated in order to characterize the main parts of the procedure but the phases were developed all together and some of them happened at the same time. It means that while the student-teacher was explaining the parts and functions of the magazine, the students were at the same time developing collaborative activities and tasks in order to foster responsibility around the group work and to sensitize students about working as a whole.

4.4 Timetable

Activities	Timetable					
	August	September	October	November	February	March

STAGE 1						
Achievement Indicator: Students recognize the usefulness of the magazine and the different types of articles that compose it						
Act. 1: Reading of a real article, recognizing in general its parts, purpose and topic. Log # 1	X					
Act. 2: Presentation about previously read articles. Selection of groups of work according to students' interests.	X					
Act. 3: Present the parts of the article, their importance as a whole.		X				
STAGE 2						
Achievement Indicator: Students comprehend the responsibility and hard work that involves teamwork, and engage in activities that reinforce group work and collaborative writing						
Act 1: Exquisite corpse activity in each group of work.		X				
Act 2: Jigsaw with different images		X				
Act 3: Exquisite corpse with the whole class in order to unite the whole group.		X				
Act 4: Elaboration of Mind map		X				
STAGE 3						
Achievement Indicators: Students write collaboratively their respective articles.						
Act 1: Explanation of the introduction and the topic sentence. First draft of the introduction.			X			
Act 2: Correction of the introduction. Explanation of the second paragraph of an article.			X			
Act 3: Students assess each other's main arguments, students corrected their articles.			X			
Act 4: Log # 2. Activity of individual writing and collaborative writing				X		

Act 5: Explanation of the conclusions First draft of conclusion. Log # 3						X	
Act 5: Correction draft of conclusions. Survey							X
Act 6: Students present their articles to their classmates.							X
Act 7: Creation of the magazine as a whole.							X

Chapter 5: Data analysis

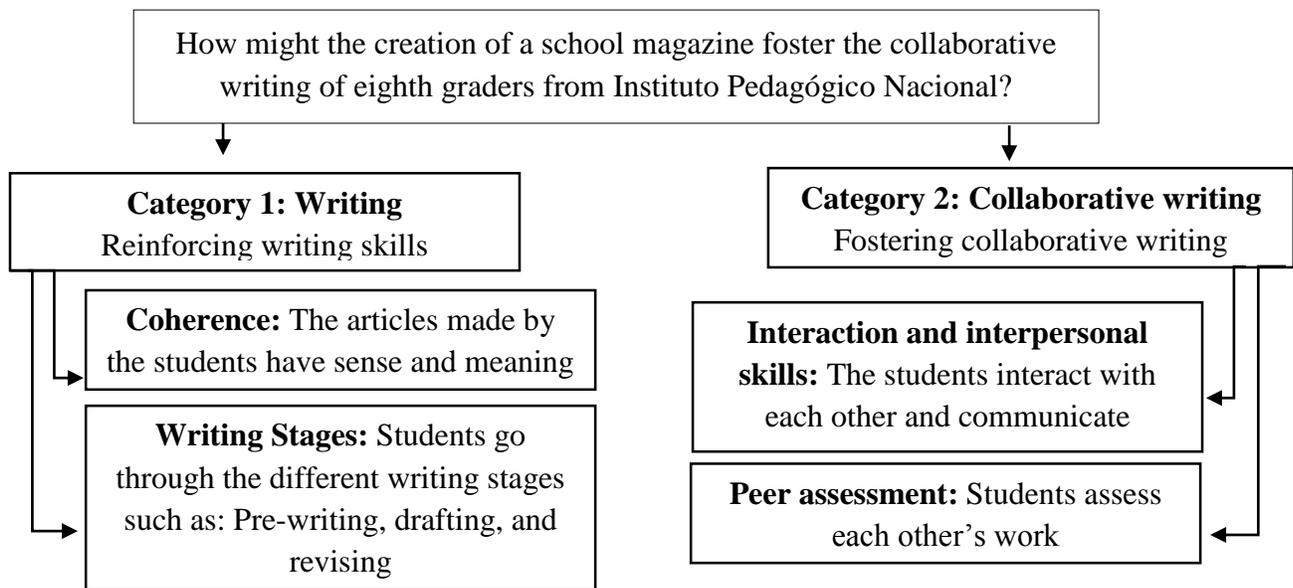
In the following chapter it is presented the data analysis carried out in order to recognize the impact of this proposal in the learning processes of the students that were taken into account for the study, as well the data analysis examines the qualitative information collected throughout the implementation of the study. Finally with the analysis of the data, the researcher sought to recognize how the different proposed objectives were developed and fulfilled, as well it sought to give a response to the offered research question for the investigation. In order to develop the analysis, certain stages were taken into consideration such as procedures of analysis and categories of analysis. Moreover, it is important to clarify that the following information was provided by the different data collection instruments: survey, field notes and artifacts, which were collected at the end of each intervention and that provided an insight of the work done by the students and their progress in the English class. Finally, the researcher conducted a triangulation process in which the three mentioned instruments were analyzed, studied and measured in order to evaluate each category that appeared throughout the research question.

5.1 Procedures for data analysis

In order to conduct the process of analysis of the data, this research implemented the grounded theory by Glaser and Strauss (1967). The grounded theory emerged from the necessity of having processes for data analysis in which the researcher moved from the data to the theory, taking into consideration the emerging new theory that can be found when analyzing the

information. Grounded theory implements a varied number of key strategies in order to identify, refine and integrate categories that lead to develop theory, those strategies go from comparative analysis to theoretical sampling and coding (Glaser and Strauss, 1967). The categories that were taken into consideration were of two types, the descriptive and the analytic. It is important to add that the categories in grounded theory emerged from the data, they were not designated beforehand but after collecting all the needed information. While studying the data, relating it and categorizing it, another process took place, this process is known as coding, which reasserting the previously exposed information, was the descriptive labels that were attached to diverse moments and phases of the phenomena. It is important to have in mind that the proposed categories were born after the further study and analysis of the data as it is going to be fully explained next.

5.2 Categories of analysis



5.2.1 Category 1 Writing: Reinforcing writing skills

This category refers to students' performance when writing, it means the successful display of ideas and opinions, following the different stages in order to create a more organized,

concrete and complex text. Also it refers to students' communication of genuine and real information throughout their compositions. As stated by Brown (2000), writing is more than the graphic representation of spoken language, it is an elaborate process in which a person puts into printed words: thoughts, notions, feelings and ideas following different steps in order to communicate them in the best way. Throughout the different interventions, students had the opportunity to be closer and to familiarize more to the writing process, understanding its importance for a successful and real communicative process. After making a general definition of the category, the researcher will present a description of the two subcategories by defining and illustrating them with data samples, and discuss the findings in the light of theory.

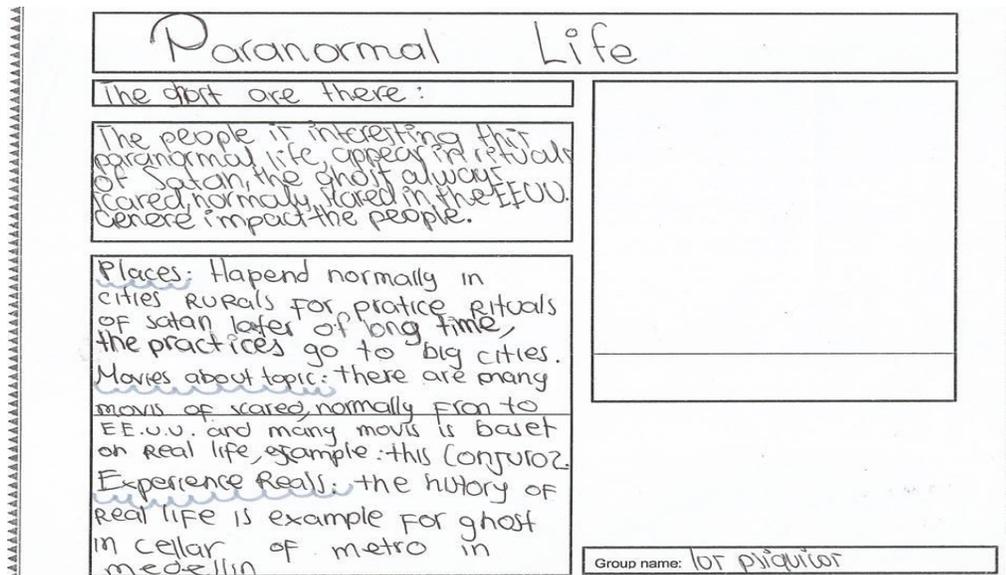
5.2.1.1 The articles made by the students have sense and meaning

This subcategory refers to the students' capability of writing long and complete ideas that had sense and coherence, having in mind that coherence is the logical organization that allows readers to move in an easy and clear way from one idea to the next (Slawson et al., 2010). When carrying out the first observations of the class, the researcher found that students could not write complete ideas that had meaning or sense.

It is important to take into consideration that the main core of this investigation was the realization of an article about the topic of students' preference. This article had to be written from their own ideas, and had to have sense and an organized structure. The focus of the investigation was not the grammar display of the articles but if they were understandable for the readers, and if they had any sense related to the topic the students chose.

Coherence provides the reader with the ability to understand main ideas and points in a written text, without the necessity of understanding word by word, if the text is clear enough in its form and organization, the reader is going to be able to get the most out of it. During the

incorporation of the different drafts students realized, and after the correction phase, students wrote a couple of paragraphs in class number 10th in which they displayed coherence in their writing performance relating the information presented to the topic proposed by them.



Workshop number 10 October 14th 2016

As it was noticed, students showed a clear domain of the topic they were investigating and writing about, it is necessary to bear in mind that this is not the final product but one of the many drafts they presented in order to create their article as a whole. Even though there were certain mistakes regarding grammar, students communicated the information in a clear and organized way, presenting the main characteristics first, and then making a hierarchical organization of information. This is related to the ideas proposed by Slawson et al (2010), about the importance and the impact of writing in a coherent way, it was seen that students linked their ideas, presented examples, and introduced new information in a coherent and understandable way for the audience. In addition, this exercise demonstrated that there was a process of decision-making in terms of which pieces of information predominated the others, which ideas needed to be presented in a first moment in order to catch the attention of the readers, and which

examples and real life experiences were proper in order to illustrate their topic and made it more trustworthy and conceivable, which as stated by Slawson are necessary decisions in order to provide the texts with more coherence and meaning.

Furthermore, it is important to take into account another activity in which the coherence in the final texts was very important, for the reason that students had to read the articles of their partners and write down what they understood about them. This aiming to realize if the texts were clear enough for every audience that came close to them. This activity was part of the last interventions in order to present the article and to made students aware about what their classmates created and also to carry out peer assessment on the writings.

Please write down the most important ideas you found about your partners' article.

NIRVANA WAS ROCK BAND, KURT COBAIN SUICIDE YOURSELF, PUNK ROCK AND PLAYED IN 1987. FAMOUS SONGS SMEL LIKE TEEN SPIRIT AND IN BLOOM. KURT NAME BAND NIRVANA BECAUSE HE LIKE. MAJO ABOVE THE BAND AND SONGS. NIRVANA IS THE BEST BAND THEY SAY.

Did you like it? Why?

YES BECAUSE WE LOVE MUSIC ROCK AND LOVE TOO NIRVANA. BUT WE LIKE MORE COME AS YOU ARE SONG. THEY SAY IMPORTANT INFORMATION ABOUT NIRVANA AND WE UNDERSTAN ALL.

Survey number 3 March 17th 2017

From this activity it is seen that students understood the main ideas presented in the article about the rock band Nirvana, besides understanding the information and the ideas presented by their classmates, the students assessed the texts and indicated what they considered needed to be more clear or to be more developed. In general, this survey showed that the texts were comprehensible for the students and that the message they wanted to transmit was clear, organized and accessible for different audiences, this also demonstrates the importance of producing coherent texts, due to the fact that in most cases the audience that came close to the

productions, did not understand English as it was not their native language. However, these audiences could get a global idea of the text because of the order in which the ideas were presented, and because it followed the parameters presented by Slawson (2010) of a coherent and meaningful text.

Finally, it is important to introduce the voice of the student-teacher and realize how she perceived the work done by the students, it is also important to evidence how this process was conducted throughout the different interventions.

“After explaining the vocabulary needed and the different connectors that could go along with the intentions and parts of the article, the students reunited in their small groups in order to write the paragraph of the main arguments (...) Students started to create longer and more complex texts, which made the articles clearer and it was easier to understand what they wanted to transmit (...)”

(Field note number 11, October 14th 2016)

As it becomes more evident, the students put great effort in order to write in a more coherent way, writing “is not a way to transmit a message, but a way to grow and cook a message” (Brown, 2000, p 337), it is impossible to ask students to write paragraphs and sentences with coherence and sense if they are not previously taught or explained. As an important element, the researcher found that it is very important to contextualize students and to familiarize them with vocabulary, connectors and sentence order, this with the purpose of preparing students for bigger tasks in which they could display their knowledge using the English language in a proper and correct way which was also precise and comprehensible.

In this way, it is evidenced that the students improved their performance in terms of writing, as it was previously explained, students’ productions did not have coherence and a clear

meaning, but with the implementation of connectors, new vocabulary and establishing the parts of the articles, it helped them to produce texts that were meaningful, clear and that made use of language in a proper way. Also, students were able of writing longer sentences, expressing more complete ideas in the target language. Finally, it was possible to observe that students went through process of decision-making, and processes of hierarchical organization, providing their ideas certain degrees of importance and influence over other ideas, granting their articles with more order, clarity and validity.

5.2.1.2 Students go through the different writing stages such as: Pre-writing, drafting, and revising

In this subcategory, it is discussed the process the students went through in order to write their articles. According to Seow (2002), there are different stages and phases in the process of writing, those stages help the writers to have a better organization, to correct and revise what they are doing instead of waiting until the end of the task in order to know the errors that the productions may have. These stages also provide the opportunity for the writer to reflect on the ideas that want to express and the way of expressing them, due to the fact that writing is not a mechanical process, it is a process of reflection, revision, thinking and planning.

Taking into consideration Brown's (2000) statement, writing differs from oral production in many ways. Writing is permanent, so students had to think clearly and carefully about the ideas they wanted to express and that were going to be in a permanent way in their articles. Moreover, as writing allows to think and reflect, it is important to follow certain stages in order to create a thoughtful and elaborated product. Next the investigator explains the main stages and phases of writing which were followed throughout the interventions and were based on (Seow, 2002) statements.

1. Planning (Pre writing and brainstorming)

In this stage students had to think in a first moment about the topic they wanted to write about, in the first two interventions they were told to think about anything they liked and then they wrote the topic in some pieces of paper, this with the intention to know and to be clear about the different topics that were going to be worked by all the groups. Then, students had to do a mind map which is a resource and tool that works as an information organizer of information, in which the main idea was the center and different secondary information emerged from it.



Mind map September 30th 2016

As it is observed, the mind map was a great organizer of information because it allowed students to arrange the information around sub topics and ideas that related to each other, it also allowed the information to be organized in a hierarchical order. Another important aspect is that the mind map allowed students to work together because each student could share fragments of the information that they had looked for, in this way everybody collaborated and felt as an important part of the group.

Moreover, the mind maps were a great source of information in order to continue writing the other parts of the articles. Students came back to it any time they needed to enrich their knowledge and concepts in regard to the topic. Taking into consideration the statements of Byrnes (2010), mind maps allow students to organize their ideas and to go throughout processes of decision-making, brainstorming and planning, which are very helpful at the moment of organizing that information into a more formal and linear format. According to Byrnes, mind mapping increases learning and retention by a 95% compared to traditional note taking. In this way, mind maps were great tools for students to make a retention process of their information while organizing and describing it.

As it was written down by the student-teacher in the correspondent field note of that class, she noticed that all the members of the groups were active participants, providing ideas, giving opinions and making sure that their suggestions were taken into account.

“While developing the mind map with general and specific information of their article, students showed engagement to the activity and active participation at the moment of the decision making (...) Even though there were certain students who did not bring any information about the topic, they were trying to fit their previous knowledge into the main ideas (...)”

Field Note number 10 September 30th 2016

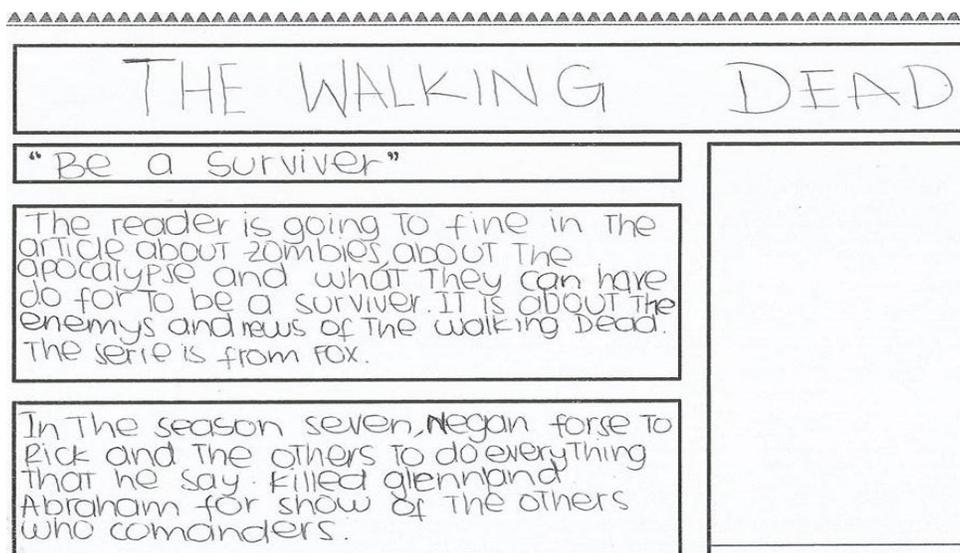
Taking into consideration that it was a collaborative task, it is necessary to mention that even though the load of work was unbalanced in some cases, students tried to participate as equals and to make sure that the task had ideas from all the members of the group. It is also important to consider that for this kind of tasks it is necessary to be prepared and informed, because even though the realization of a mind map is just one of the first steps to write the

article, it is the basis for the development of the other drafts, as it is going to be evidenced later on.

2. Drafting

In this phase, after organizing the main ideas and establishing the secondary ideas, students started developing some form to their texts. For this part the student-teacher guided them with some initial concepts about the parts of the article, in order for them to understand the importance that each element has in the final product.

Students started by proposing a title and subtitle for their topic and then followed this by doing the introduction of their article, in order to catch attention informing the readers what they would find in the articles, it was also sought to provide hints of the ideas they were going to develop in their compositions.



Introduction October 5th 2016

As it is seen, students provided the readers with certain hints about the main arguments of the texts and gave enough information to catch the attention of the readers and to make the articles interesting. The student-teacher made a process of revising the products and indicated students what they should change in terms of grammar and ideas displaying. At the beginning

students tended to inform in the introduction the main idea of the topic, something that was supposed to be in the main arguments paragraph.

Taking this into consideration, it is possible to say that the process of drafting was very important and fundamental in order to provide students with tools that could help them structure their ideas and that could help them understand and realize about the mistakes that could appear at the moment of writing. Drafting allows the texts to be complete (Seow, 2002). Furthermore, going beyond the mere language learning aspects, drafting helped students to notice that expressing one's ideas in a right and conscious way is something that comes with time and in some cases correction.

3. Revising (redrafting)

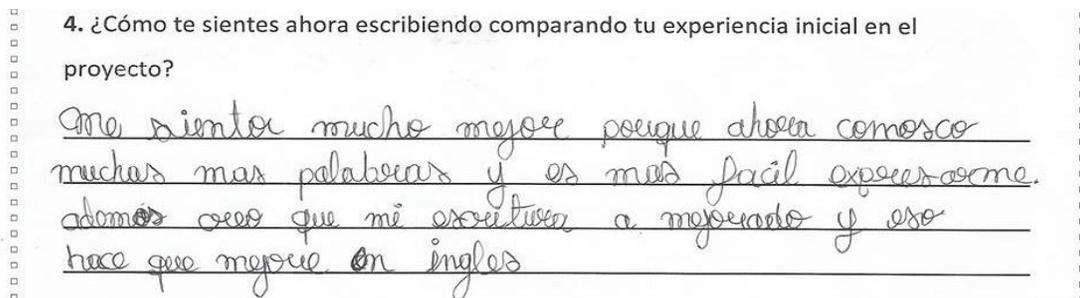
This stage refers to the moment in which students take advantage of feedback (either from their peers or the teacher) to re-examine their drafts in order to correct the missteps and make necessary changes (Seow, 2002). During this phase the student-teacher made a revision of students' artifacts and corrected the mistakes she found in terms of grammar, sentence order and the way they displayed their ideas.

It became clear that revising students' work was very necessary in order to have productions that were clearer for the reader. As it was aforementioned in the problem statement, students were not familiar with writing tasks that required much time and effort, and pointing certain things for them was a better way of improving writing production and to clarify all the doubts, misunderstands and weaknesses in regard to the English language. According to Black & William (1998), revising also provides the opportunity for teachers to be more aware of students' improvement and delivery in the subject, it also allows teachers with the chance of catching up

on students' advance, set up the necessities of certain group of students, and have clear the aspects that should be explained and worked in a more deeply way.

4. Editing

It is during this stage when students refined the texts for linguistic accuracy, organization of ideas and overall presentation (Seow, 2002). After going through the phase of prewriting, drafting and revising, the texts showed a significant improvement and students' knowledge towards the topic was reasonably improved as well. In this phase the students continued working and checking the aspects that were corrected before, writing is a constant process of making, editing and deleting. This process of editing enriched students' performance and provided them more confidence at the moment of writing, as it was displayed in one of the surveys the students took in which the student-teacher asked them to express the way they felt at the moment of writing in the final stage in contrast to the first drafts and written tasks they made.



Survey March 3rd 2017

As it can be seen from this survey, students felt more comfortable when writing, they felt that it was easier to express their ideas and had realized that writing may help them express themselves and overcome their insecurities in the English language, the student that took this survey expressed in a direct way that writing helped her improved her English as a whole. Furthermore, it can be noticed that students were aware that before they made mistakes, and that those mistakes were the reason why they could not move forward with the development of their

article. Nevertheless, it is clear by their writings that the texts improved, were richer and more complete by the end of the intervention, when the edition phase had finished.

5. Post writing:

This stage was very important for the investigation due to the fact that in order to have a meaningful and real project, it was necessary to present it to a real audience. When the students were aware that the project was going to be presented to their classmates, it made them feel more committed to their articles and more dedicated to the school magazine. Real life displaying was a potent motivator for students and a detonating element in order to increase students' engagement and commitment to the project. It is necessary to add that displaying their articles to the class, involved exercises of speaking and listening, which were not the main focus of the investigation but that threw as result that working around a project such as the school magazine, can include other abilities which makes the project more complex and complete.

As it was evidenced, the process of editing is very important and influential when writing, as it was aforementioned, following Seow's (2002) statements, writing is a process that requires different steps in order to have productions that are more thoughtful and complete. The process of editing provides the chance of reflecting upon the compositions and helps students to gain confidence and commitment at the moment of displaying their ideas and opinions in a written way (Seow, 2002). It also improves problem solving and decision making as a group, it provides students with the opportunity of planning and thinking thoroughly what they want to express and the way of doing it. With this project students went through long process of edition and drafting which improved considerably their writing production as it was showed through students' texts and impressions, also through the voice and perceptions of the student-teacher. Consequently, it

is possible to affirm that going through process of edition enriches and improves writing because it allows trainees to reflect, re think, repair and re write their ideas and points of view.

5.2.2 Category 2 Collaborative writing: Fostering collaborative writing

This category refers to students' performance of collaborative work while writing. As it was mentioned in the theoretical frame, collaborative writing is the reunion of ideas, voices, perceptions and realities in order to construct together a written text and to collaborate with each other at the moment of the decision making, planning and producing. Moreover, in collaborative writing students have the chance to overcome as a team the difficulties or obstacles they may find as individuals (Caicedo, 2014). In this category, the different activities, exercises and productions in which collaborative writing was carried out and developed by the students will be analyzed. Parting from the idea that collaborative writing can enhance students' ability of deciding and interacting with other kinds of knowledge and other points of view, collaborative writing deals with process of negotiation, respect and intercommunication (Christinson, 1994). Furthermore, in this category it is discussed the process of communication that was established by the students in order to share and integrate their voices in their writings, it is also discussed the process of interaction between group members and the means they used to interact with each other, finally, the investigator reviews an important process in collaborative writing which is peer review.

5.2.2.1 *The students interact with each other and participate when writing the article*

This subcategory refers to the encounter students had when writing together and the different results that came out of that encounter, this is why it is fundamental to take into consideration Vygotsky's (1978) statements in which learning is seen as a socially constructed phenomenon in which interaction among peers and members of the society leads to learn and to

build knowledge. As Vygostky (1978) explains: "Every function in the child's cultural development appears twice: first, on the social level, and later, on the individual level; first, between people (interpsychological) and then inside the child (intrapsychological) p 57. As it is evidenced by this author, social relationships are the first form of interaction for the human being with the world, it is through interaction that humans learn the basic insights in order to develop and flourish in society.

Collaborative writing is one of the processes in which the individuals involved must interact with each other in order to have meaningful and successful communication, thus more fulfilling experiences. Interaction is a sequence of social actions between individuals which is dynamic and changeful (Moore & Kearsley, 2005). Throughout the act of interacting with others, it was possible to notice the change of the dynamics students were used to have, most of the students knew each other but they were not familiar with each other's likes and interests, furthermore, students learned to work as a group due to the different collaborative games and exercises that were carried out with the whole class in which everyone's performance affected everyone's results, both in terms of grades and learning.

Moreover, during the different interventions, students had to work on their articles as it was aforementioned, creating drafts and correcting them. During the interventions, there was carried an exercise that sought to examine individual writing, aiming to contrast it with collaborative productions and to study how students interacted with one another. The student-teacher asked students to work in an individual way and to write down every information, ideas, concepts, etc., they knew about the topic they were working on. After having written and displayed their own knowledge about the topic, the investigator asked them to work with their group partners and to organize, unite and associate the information they previously wrote. This

was an attempt to realize how students' voices mixed and were noticeable at the moment of producing their articles. The next image is a proof of the activity previously mentioned:

Writing Student A

What I know about our topic
The legend of Zelda breath of the wild is a new game with one of the best qualifications 10/10 for excellent game play history and soundtrack.
This game is a open world, in this you create your properly adventure at your time.
This new TLoZ title will be released for two console, the first is the wii u and the other will be the new mintendo switch.

Writing Student B

What I know about our topic
the legend of Zelda Breathe of wild
this game is create By: Shigeru Miyamoto and Eiji Aonuma.
the music or soundtrack for this game is beautiful, It was made for Koji Kondo. he made the best soundtrack of the video games.
this something relative new is the saga Zelda is the include the open world.

Collaborative production

What we know about the topic

↓
Main arguments

The legend of Zelda breath of the wild. create by Shigeru Miyamoto and eiji aonuma, TLoZ botw is a the best game ever with qualifications 10/10 living be hit to the Legend of Zelda ocarina of time.
The music soundtrack for this game is beautiful, it was made for Koji Kondo. he made the best soundtrack of the video games.
This something relative new is the saga Zelda include the open world.

Picture Individual and group writing November 4th 2016

This activity demonstrates the way in which students throughout communication, managed to interact and to display their ideas and previous knowledge in a way in which their

voices and opinions were heard and were portrayed in the text, at the same time it was possible to notice a process of decision-making about which piece of information predominated in the text in comparison to the other pieces of information, as well how this information was presented, and the more importantly, how it was articulated with the information of the other members of the group. As it is stated by Moore & Kearsley (2005), interaction deals with processes of decision-making, active communication from both parties, reciprocal work and power relations that are balanced and equitable.

It is really important to realize that collaborative writing and learning have been used to explore how the social interactions contribute to learning. Khatib (2014) exposes a crucial idea which states that a collaborative assignment is a set of tasks that involves learners in comprehending, manipulating, producing and interacting in the target language while their attention is focused on the meaning and significance of their work. Having this in mind, it is important to add that a meaningful and successful interaction is the one that takes place while communicating in the target language, because in this way students not only do students work in aspects related to sharing and knowing each other and each other's interests, but there is a fundamental and necessary process of language learning as well.

It is then important to take into consideration the perception of the student-teacher in regard to the way students interacted with one another, as well the main findings in relation to communicative aspects and English language manage.

“Students were told to write in an individual way their own ideas about their topic, it was a little bit hard for them to express their ideas and they constantly asked each other for information (...) I consider that for some students it was much easier to write together, they communicated using English in order to express what they considered had

to be presented first as main ideas and which ideas could be secondary supporting the other information (...) there were students that at first sight did not write much when working alone, but then, tried really hard to contribute the texts and complete the ideas, it is important to say that all these processes were carried out using communication and speaking (...)"

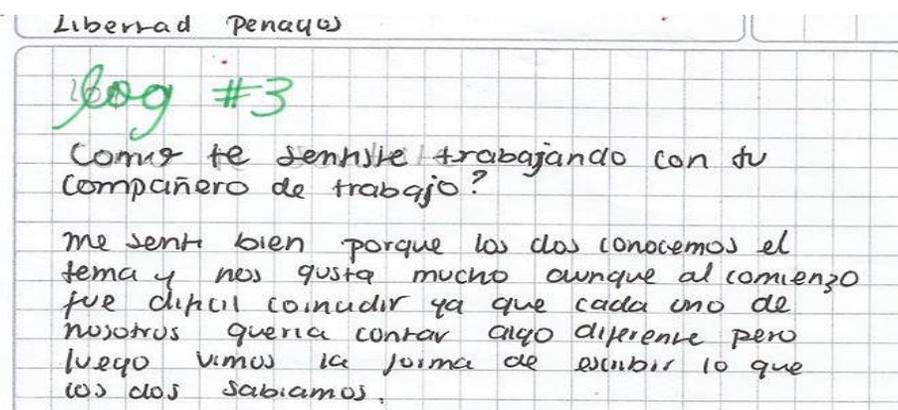
Field note October 21st 2016

According to the information previously presented, the student-teacher came to the realization that students interacted through effective communication in the target language, even though there were some students that experienced difficulties at the moment of communicating their ideas in English, they all managed to make themselves understood. During this process, it was possible to recognize that students felt more confident and secure at the moment of writing together, compared to the previous task they developed of writing by themselves. It was discernible that ideas were constructed in a better way when students came together to write, it means that there were displayed complete sentences with coherence and minimal errors in terms of grammar.

Finally, as stated by Moore & Kearsley (2005), the process of interaction entails that students' lives and learning processes, can be influenced, change and be transformed after having encounters and spaces of sharing with others, in this case with their group partners and their classmates. Moreover, it is important to contrast the previous statements, to the ones presented by Vygotsky (1978) about the cognitive development, according to this author when children engage in social behavior they are located in the "zone of proximal development" (ZPD), in this way the more they interact with their peers, the more they broaden their cognitive expansion. Therefore, it is possible to say that by means of interaction students and their learning processes

were influenced and transformed after sharing and having encounters with others, besides that, interaction broadened students' cognitive development after being in the ZPD.

In addition, according to Khatib (2004), students in collaborative writing classrooms have more interaction with each other and in a co-construct way they build new knowledge. It is important to keep in mind that each student constructed new perceptions, concepts and meanings about the topic they chose as they went sharing and exchanging information with their partners. Moreover, throughout their articles, it was possible for students to talk about certain subjects that in most cases were not treated in this kind of formats as the school magazine. In this way, students constructed new knowledge by presenting it in different formats, and more importantly, including their own voices and opinions towards the topics, which is a way of constructing new knowledge. This is why, it is fundamental to take into discussion student's voices and their perceptions towards the activities and how they felt while interacting with others and while constructing new ideas. The following is an excerpt from a log students developed in which the student-teacher asked them to write down how they felt when working in groups and working upon the topics they chose:



Log # 3 February 24th 2017

It is possible to conceive that students felt well when working with their partners, as they pointed out, communication in a first moment was difficult both in their native language and also in the target language. As the student expresses, it was hard at the beginning to coincide with their partners in terms of decision-making about the topic and what to say about it, but throughout the different interventions and the collaborative writing exercises they developed, as well as the creation of the different drafts, students felt more connected and interaction was given in an easier and more meaningful way.

Having in mind the contributions by Moore (2005) and Khatib (2014), it is possible to admit that working around interaction between learners is fundamental in the English classroom and in all educational settings, this because throughout interaction it was possible to foster meaningful encounters with the others in which not only the academic aspects were worked on and were improved, but also the relationship among students and their attitude towards the class. Interaction allowed communication between learners, communication is elemental for social relationships and the construction of the community.

5.2.2.2 *Students assess each other's work*

In this subcategory it is described the process that students went through in order to assess each other's productions, this with the purpose of fostering a sense of responsibility to the class and their partners, as well with the purpose of offering spaces in which students throughout communication and respect, could express one another what they thought about the written articles and to assess their partners into which things could be done in a different and more accurate way. With peer assessment it was expected to make students felt that they were the ones in charge of their learning process, also that they were active members in the realization of the school magazine and in the decision-making of the project. In order to know what peer

assessment is and how it was carried out during the interventions, it is important to take into consideration what some authors have said about it.

According to Spiller (2012), there are many variants of peer assessment, but essentially it involves students providing feedback to other students on the quality of their work. Moreover, Falchikov (2007), exposes that the provided feedback can be either by grading or just by pointing out in a critical way the errors and the strengths of any production or performance made by peers. Moreover, Falchikov (2007) presents the different advantages that can be carried when working with peer assessment. Peer assessment encourages collaborative learning using communication as basis to express like or dislike about students' creations, improves the way students communicate their feelings to others, as well it improves the way students receive and accept critics and comments on their work.

Taking into consideration the previous statements, one of the main purposes of this research was that students helped each other to make sense of their learning processes and to understand, accept and embrace their mistakes as part of education and growth. Moreover, as stated by Spiller (2012), peer feedback can be used very effectively in the development of students writing skills while enhancing communicative skills at the same time. It is why, during the interventions there were carried out different exercises of peer assessment, in which students read their partners' writing productions related to the articles and as well with some other writing activities. This feedback was not only provided in a written way but students also had the chance to express their thoughts and comments to the whole class and to gather in order to point out the strengths and errors of the productions.

An activity that was crucial for the development of the articles, was carried out on October, in which after having explained the main characteristics of the paragraph in which

students should write the main arguments or ideas of the articles. After making a first draft of this paragraph, students assessed each other's performance by reading the paragraph and writing down as an exercise, what they thought about the ideas the students presented and the way they managed the information and presented it.

Name of your partners' article: <i>Real Madrid</i>
Did you like it? Why? What would you change, add or eliminate? Why? Did you understand the main arguments? What can you tell about what you read?
<i>We like the article because we know new things and because Real Madrid is best team of world.</i>
<i>They forget to write things, example: The best player is Ronaldo, the stadium of Real Madrid is Santiago Bernabeu, they are multiple champions and have more that 40 prizes</i>
<i>Yes we understand they talk history and players for example James</i>

Exercise October 21st 2016

From this activity it can be seen that students expressed their thoughts about their partner's paragraph, evidencing complete feedback indicating whether they enjoyed the information or not, also which elements they considered were not so clear, and which pieces of information were left over or were not enough. It is important to keep in mind that this exercise was just an instrument for students to realize how different readers overviewed the paragraph and to take into consideration the pieces of advice that their partners gave them in order to have more complete and understandable productions. Even though students were not force take those suggestions, in all cases it was seen that students took into consideration those recommendations and included them in their final productions. An important finding from this activity is related to

what was stated by Spiller (2012), when students engaged in commentary on the work of others, it can heighten their own capacity for judgment and making intellectual choices, so in this way it was possible for students to have a deeper process of decision-making about the aspects and information that wanted and felt necessary to include in their articles, and were able to realize and accept their mistakes and deficiencies.

Furthermore, it is possible to evidence through the perceptions of the student-teacher, how this activity of assessment improved students' relationship and the way they communicated with each other.

“Students developed the exercise in which they must assess each other's work, a set of questions was provided for them to answer, in order to have deeper and more complex feedback (...) after filling it [the activity] students shared their perception with the groups they had to assess, they delivered the exercise and in 5 minutes communicated providing some feedback in terms of what they considered about the paragraph and the aspects that must be changed or enhanced (...) students communicated their ideas in a really respectful way and the groups took the suggestions and the critics in a good way”

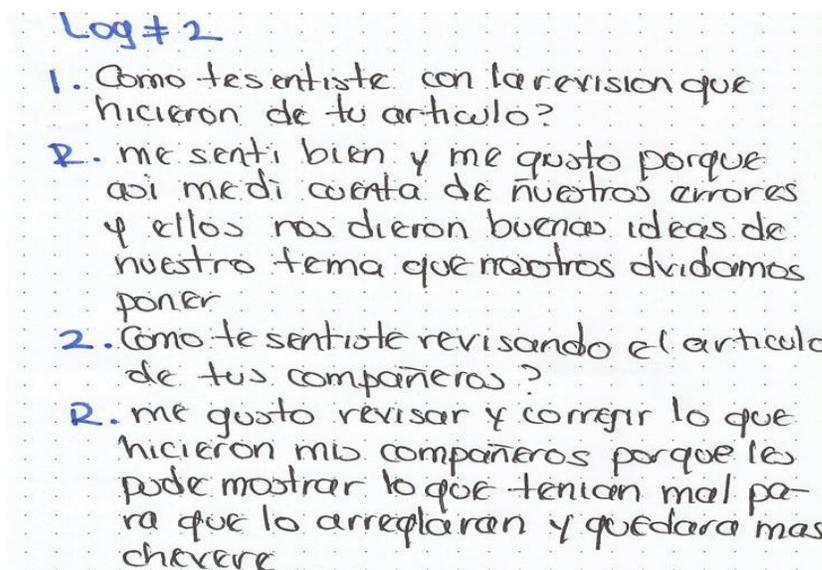
Field note October 21st 2016

As it was shown, students throughout this activity were able to communicate and to share their thoughts in a respectful way, they expressed their opinions and critics in a constructive way, because as it was aforementioned, the intention with this activity was that students were the ones that constructed their knowledge and enriched their process while writing the articles, also it was intended that students felt that it was not only valid the teachers' voice, but as well theirs.

Following Spiller's remarks, when student receive feedback from their peers, it is possible for

them to draw a broader range of ideas about their work, and in this way it is possible to improve their productions and their relations.

Finally, for this investigation it was really important to have in mind and into consideration, students' voice and opinions towards the process of learning and also the whole process of the creation of the school magazine. This is why and in order to complete the triangulation, the researcher presents a log students developed about their feelings and opinions about the process of peer assessment. It is necessary to mention that it was sought not only to know how students felt when assessing their partners, but as well how they felt when being assessed.



Log # 2 November 4th 2016

Arising from this information, it is possible to say that overall students felt satisfied with the activity, as these students affirmed “I liked it because we could realize about our mistakes and they [the group that provided feedback] gave us really good ideas about our topic that we forgot” (student A opinions). From this it is really important to recognize the impact that peer assessment had in the development of the articles, students enriched their ideas when their

partners made them realize some of the aspects they were forgetting about the topic, in some other situations, there were students in other groups that also liked and knew about the topic, during the interventions the student-teacher could evidence how the students exchanged and shared useful information for their partners, it is also possible to evidence that students enjoyed this activity due to the interaction and encounter they could have with their peers.

Moreover, it is also possible to evince from the excerpt, that with the feedback students provided their classmates, they felt more confident at the moment of giving opinions and critics, students were afraid of hurting their classmates' feelings but at the moment they understood and comprehended that their opinions were key in order to enhance their productions and their collaborative work, they recognized the importance and influence they had in their classmates' process and performance. Furthermore, it is important to take into consideration, that students went through a process of metacognition in which they were aware about their learning growth and development, also students acknowledged their cognitive limitations and strengths, including the factor (in this case external) that allowed them to gain awareness and recognition (Flavell, 1985).

The process of peer-assessment was fundamental and influential for the development of collaborative writing because it helped strengthen students' relationship and commitment towards the project and the English class. Students were able to become aware of their deficiencies and their strengths while interacting and sharing their experiences and knowledge, and most important, they were active members of their learning process and their partners' by being the ones that assessed and provided constant feedback. This is fundamental for their development as members of a community and a society, in the way that each student was an important participant that constructed knowledge, responsibility and strong relationships with

their peers. Following Wenger's (1998) statements, throughout communication and interaction, students could share, exchange and relate to each other's experiences, expertise and background, which led to collaboration and partnership.

Chapter 6: Conclusions

This proposal was based on the impact, significance and repercussion that working around a project like the creation of a school magazine had on the collaborative writing of eighth grade students. Taking into account this information, the researcher came to the realization of the following conclusions:

First, it is important to say that with the interventions of the proposal and taking into consideration the ideas presented by Khatib (2014), it was possible to evidence the many ways in which students interacted and shared with one another, highlighting that this interaction was mostly developed throughout the use of the target language. In this way, it is seen that collaborative work had a very influential impact in the development of language abilities and social relationships. Relating Shiri's (2013) proposals, collaborative writing had a great impact in the development of a closed community within the classroom, which learned to support and encourage one another towards the same goal, in this case the creation of the school magazine. When learning a new language it is really important for apprentices to engage in social tasks and to exchange what is learned in order to make the experience and learning process more significant and complete.

Furthermore with the use of collaborative writing tasks, it was possible for students to exchange knowledge and information, and express their thoughts and ideas. As presented by Caicedo (2014) students benefited from other's points of view, in this way it was possible for them to enrich their learning process by taking into consideration their partners' ideas. Moreover,

it was feasible to reinforce students' bounds, enhance communication and participation, and lastly, it was possible to generate more commitment and engagement from students towards the class and the project. In addition, using collaborative writing tasks, allowed students to improve their performance in terms of writing as a whole, due to the fact that writing is a skill that was not very reinforced in the English class, but with the constant practice and the explanations the student-teacher provided, students could improve their writing display in a significant way, providing their texts with more coherence and demonstrating a correct use of language.

Within this perspective, it is necessary to add that by the implementation of the different writing stages presented by Seow (2002), it was possible for students to reflect more about their productions, also to correct and understand from their mistakes and deficiencies the aspects about language and coherence that needed to be changed and improved. Besides that, students were able to assess their group partners and their classmates, providing constant feedback about their work and performance, allowing them to be active members of their learning process, and getting consciousness throughout their classmates' flaws and achievements, of the aspects that needed to be worked on in order to advance in their productions and to gain more awareness about language elements that were not clear before.

The creation of the school magazine enhanced students' writing performance, reinforced collaboration by the means that each group had to share a considerable amount of time together, coexisting and exchanging their ideas in order to write about the topic they chose from their preferences, correcting each other while displaying respect and responsibility, in addition, through the magazine it was possible to encourage students to look for information, reflect about their knowledge and to write without contemplating it as a boring and monotonous task. The fact that the school magazine was conceived as a project was really important and crucial because it

allowed the project and as well the students to have a fixed horizon, it also granted to know that all the common efforts went towards a concrete goal, a final product, which was composed by everyone's input and contributions. As presented by Patton (2012), this was possible due to the character of the project from which students could be more interested, and committed to the development of the magazine. Most importantly, the creation of the magazine, fostered and promoted communication as means of expressing students' voice, understand their differences and construct from them new knowledge, collaboration and partnership.

6.1 Limitations

Taking into consideration that time is a valuable element in this kind of investigations and in order to carry out the proposal. It is important to say that in some interventions time was not enough in order to develop all the activities, exercises and explanations that were contemplated for the proposal, and that were considered an important and fundamental aspect in order to foster more understanding, commitment and engagement towards the project. Moreover, in order to develop collaborative tasks, it was necessary to deal with different cases in which students had issues or drawbacks with their group partners. It is because of this, that if the classroom does not count with some strong relationships, it may become a limiting aspect for the development of collaborative tasks.

6.2 Recommendations

As it was aforementioned, it is important to establish strong relationships among the group members in order to have better experiences for students, in which they are comfortable when sharing their ideas and confident when developing their productions. For this, the researcher strongly recommends to have collaborative games in some interventions as warm up, where students can learn how to cooperate and to feel not as individuals but as part of a group

and community. Also it is important to develop collaborative writing activities such as exquisite corpses and jigsaws in order for students to start writing together without feeling that is the final product but rather a relaxed and informal activity. Furthermore, it is necessary to implement constant communication between students and from the teacher, assess each other's work and provide feedback in order to have activities that are reflected and has everyone's contribution.

6.3 Further research

It is important to explore the influence that working around collaborative tasks may have in the reinforcement or enhancement of oral abilities, and oral interactions. Even though with this research it was worked the oral production and communication as well, it is interesting to evidence how collaborative learning may impact and improve students' speaking and listening skills. Moreover, it is necessary to explore other types of formats in which students could display their knowledge and ideas meanwhile working together.

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Annexes

Annex 1

Field notes

FIELD NOTES No 1

SCHOOL: INSTITUO PEDAGÓGICO NACIONAL		GRADE: SEVENTH GRADE		
STUDENT-TEACHER: CAMILA ARENAS ÁVILA		DATE: FRIDAY FEBRUARY 19TH		
TUTOR: Mélyany Rodríguez Cáceres		MENTOR-TEACHER: HERNAN FIALLO		
ACTIVITY (Description)	TEXTUAL MARKERS (Linguistic and non-linguistic)	ANALYSIS (Meaning)	INTERPRETATION (Categorization)	OBSERVATIONS AND PROPOSAL
5 Teacher goes from one student to the other checking the homework	The last rows and the students that already presented their homeworks are playing, running and yelling	students are more concerned about other activities and do not completely care about the homework	Misbehavior, lack of motivation or engagement to the class	
7 Teacher asks students to sit in their spots	students do not listen and do not take a sit	students do not see the teacher as an authority figure	Lack of intrinsic motivation Misbehavior - Out of seat	
8 After checking how the teacher corrects the main mistakes he saw in general, this correction is on the board.	Some students are listening but no one is correcting their homework	students are not concerned in correcting their mistakes and improving.	lack of engagement and willing to improve	
9 The teacher goes from one student to the other checking that they correct the homework	students start to rush to correct their homework so when the teacher comes they have already done this task	students are more preoccupied to correct their mistakes to get a good grade	Lack of intrinsic motiva.	

FIELD NOTES No 1

SCHOOL: INSTITUO PEDAGÓGICO NACIONAL		GRADE: SEVENTH GRADE		
STUDENT-TEACHER: CAMILA ARENAS ÁVILA		DATE: FRIDAY FEBRUARY 19TH		
TUTOR: Mélyany Rodríguez Cáceres		MENTOR-TEACHER: HERNAN FIALLO		
ACTIVITY (Description)	TEXTUAL MARKERS (Linguistic and non-linguistic)	ANALYSIS (Meaning)	INTERPRETATION (Categorization)	OBSERVATIONS AND PROPOSAL
10 Then the teacher writes the activity for the day on the board	Students are talking some are stand and some are listening to music	Students do not care about the next activity and about what they have to do		
11 Students have to be in pairs for the activity	students start to yell at their partners and take about 10 minutes to finally be ready to start the activity	Students do not take seriously the activity and just find it as a way of spending time with their friends	Lack of intrinsic motivation and/or engagement to the class	
12 Student start the activity that is a mini project about the third person in present simple in which they have to interview their partner's hobbies, likes and dislikes and write it on a card-board	Some students take the activity as a way to feel more free to talk to their friends, some start listening to music and some keep playing on their phones. Just about 5 groups out of the 19 are actually working on the task	At this age students enjoy talking and playing also listening to music more than developing a homework	→ (+)	✓

FIELD NOTES No 1

SCHOOL: INSTITUTO PEDAGÓGICO NACIONAL		GRADE: SEVENTH GRADE	
STUDENT-TEACHER: CAMILA ARENAS ÁVILA		DATE: FRIDAY FEBRUARY 19TH	
TUTOR: Mélyny Rodríguez Cáceres		MENTOR-TEACHER: HERNAN FIALLO	

	ACTIVITY (Description)	TEXTUAL MARKERS (Linguistic and non-linguistic)	ANALYSIS (Meaning)	INTERPRETATION (Categorization)	OBSERVATIONS AND PROPOSAL
13	It takes more or less 30 minutes for almost all the students to go beyond the title of the activity	once again most of the students are listening to music or playing on their phones	Students feel the need to do the task when they realize it is almost time to deliver it.		
14	Teacher goes from one student to the other in order to check if they have any qs and answer some about vocabulary even though he previously told them to check their dictionaries.	just one student have a dictionary so the other ones stay in their spot waiting for the teacher to come and tell them the words or terms	Students are not concerned about bringing the materials needed for the class, they see the teacher as the one that has all the information	lack of motivation and/or engagement to the class	
15	Time is up, some students finish the task and some do not so the teacher tells them to bring it finished for next class and leaves another homework	Students wsh to go to the next class and they do not seem to pay a lot of attention about the homework	Students are not completely concerned about the class and its tasks and homework		

Annex 2

Diagnosis Survey

Información personal

1. ¿Cuántos años tienes? _____
2. ¿Cuál es tu género? Femenino___ Masculino___
3. ¿Hace cuánto estudias en el Instituto Pedagógico Nacional?

4. ¿Qué transporte usas para llegar al colegio?

Acerca de tu familia y amigos

A continuación encontrarás una serie de preguntas relacionadas a tus familiares y amigos en las cuales tendrás que responder con tus propias palabras.

5. ¿Con quién vives en tu casa?

6. Cuando regresas de la escuela cada día, ¿a quiénes generalmente encuentras en casa?

7. ¿Qué te gusta hacer con tus amigos?

Pasatiempos, intereses, gustos

A continuación encontrarás una serie de preguntas acerca de tus pasatiempos, intereses y gustos en las cuales tendrás que responder en las casillas de *verdadero* o *falso* correspondientes a cada pregunta.

Pregunta	Verdadero	Falso
¿Tienes algún pasatiempo?		
¿Te gusta leer?		
¿Te gusta escuchar música?		
¿Te gusta ver televisión?		
¿Te gusta jugar videojuegos?		
¿Te gusta escribir?		
¿Te gusta cantar?		
¿Tocas algún instrumento?		
¿Te gusta algún deporte?		
¿Te gusta pintar y dibujar?		
¿Te gusta estar solo?		
¿Te gusta trabajar en equipo?		
¿Te gusta el inglés?		
¿Escuchas música en inglés?		
¿Ves programas o películas en inglés?		
¿Te gusta tu colegio?		
¿Te gusta pasar tiempo con tu familia?		

Acerca de tus materias...

A continuación encontrarás una serie de preguntas acerca de las materias que ves regularmente en el colegio, tendrás que marcar con una **X** según la consideres.

8. ¿Cuál de las siguientes son tus materias favoritas y cuales no son tus materias favoritas?
(marca con una x en *sí* si es tu materia favorita y *no* si no es tu materia favorita)

Materias	Si	No
Matemáticas		
Español		
Biología		

Inglés		
Informática		
Sociales		
Educación física		
Música		
Artes		

Acerca de tus hábitos

A continuación encontrarás una serie de preguntas acerca de tus hábitos de estudio, para esta sección tendrás que marcar la letra que contenga la respuesta que consideras es verdadera.

9. ¿Cada cuánto haces tareas?
 - A. Todos los días (de lunes a domingo)
 - B. 2 veces a la semana
 - C. 3 veces a la semana
 - D. 5 veces a la semana
 - E. Nunca

10. ¿En qué lugar haces las tareas?
 - A. En el cuarto
 - B. En el estudio
 - C. En la sala
 - D. En el baño
 - E. Antes de la clase
 - F. No las haces

11. ¿Quién te ayuda a hacer las tareas?
 - A. Tu mamá
 - B. Tu papá
 - C. Tu hermano/a
 - D. Tu perro
 - E. Otra persona. ¿Quién? _____

12. ¿Mientras haces tareas realizas algunas de las siguientes actividades? *(Puedes marcar más de una opción)*
 - A. Escuchar música
 - B. Ver televisión
 - C. Chatear
 - D. Revisar alguna red social (Facebook, Twitter, Instagram, etc)
 - E. Hablar por teléfono o celular

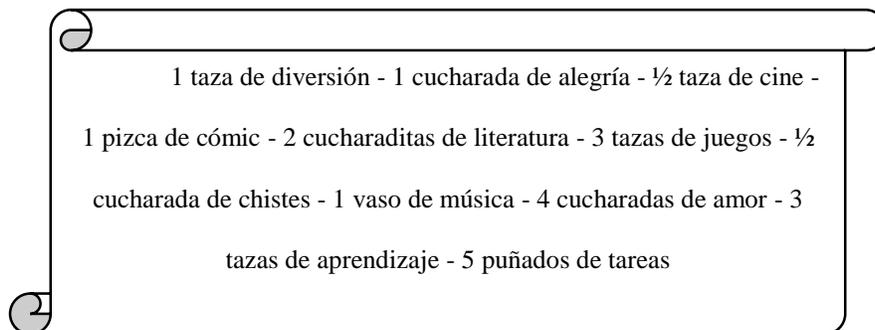
F. Jugar videojuegos

13. ¿Cuánto tiempo le dedicas a tus actividades extracurriculares? (Cursos u otras clase que tomes aparte del colegio)

- A. 1 día a la semana
- B. 2-3 días a la semana
- C. 4-5 días a la semana
- D. Todos los días
- E. No tienes actividades extracurriculares

14. Finalmente, haz de cuenta que tu clase de inglés es una torta ¿Qué ingredientes le agregarías para que fuera como a ti te gustaría?

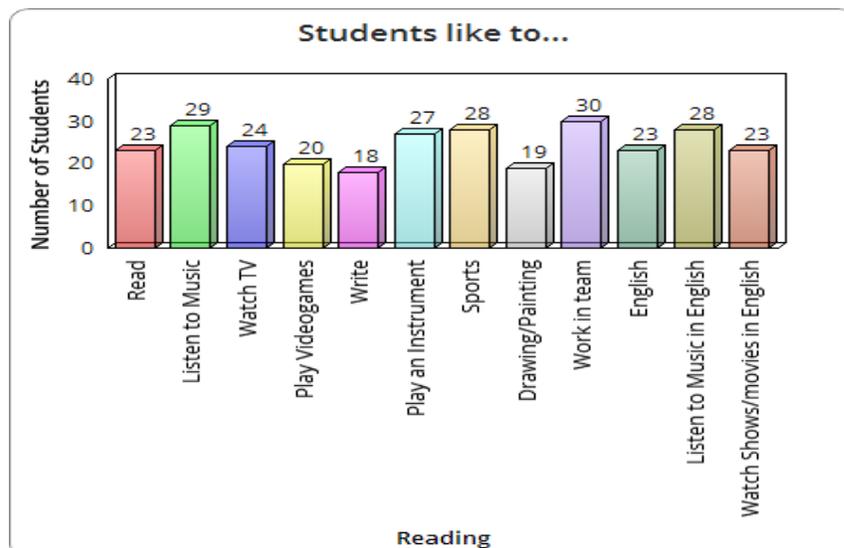
Marca con color rojo los ingredientes de tu gusto y con color verde los que no te gustaría añadirle a la torta.



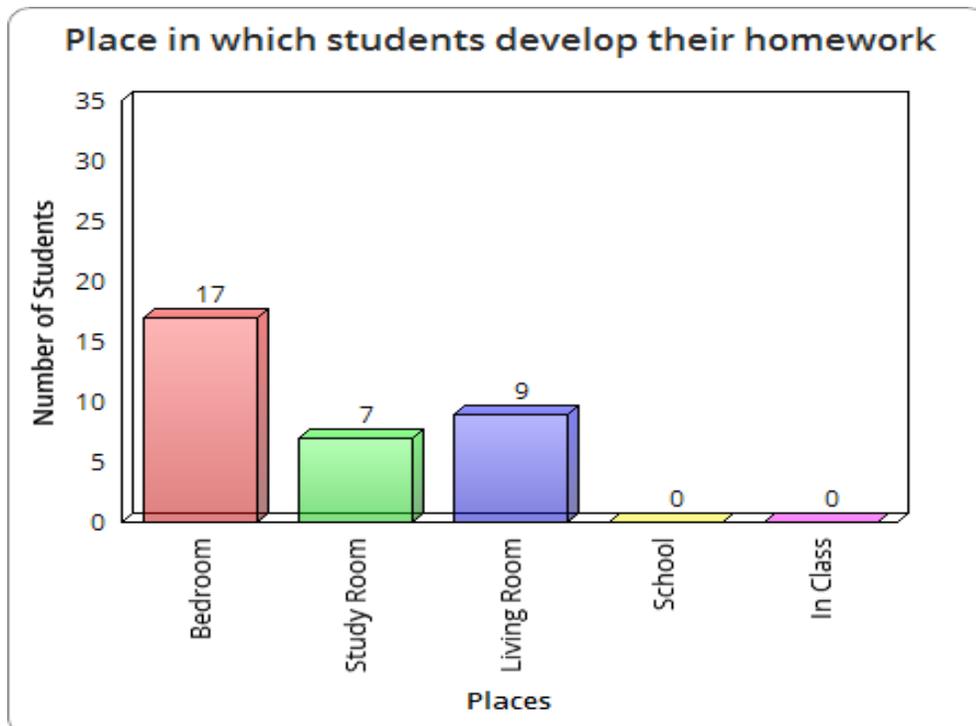
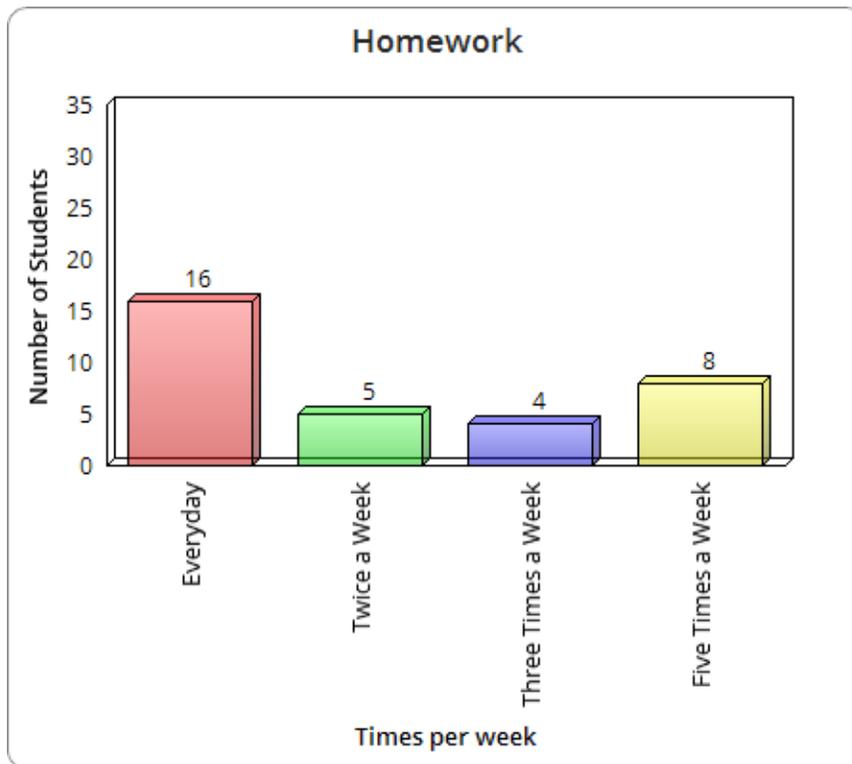
Annex 3

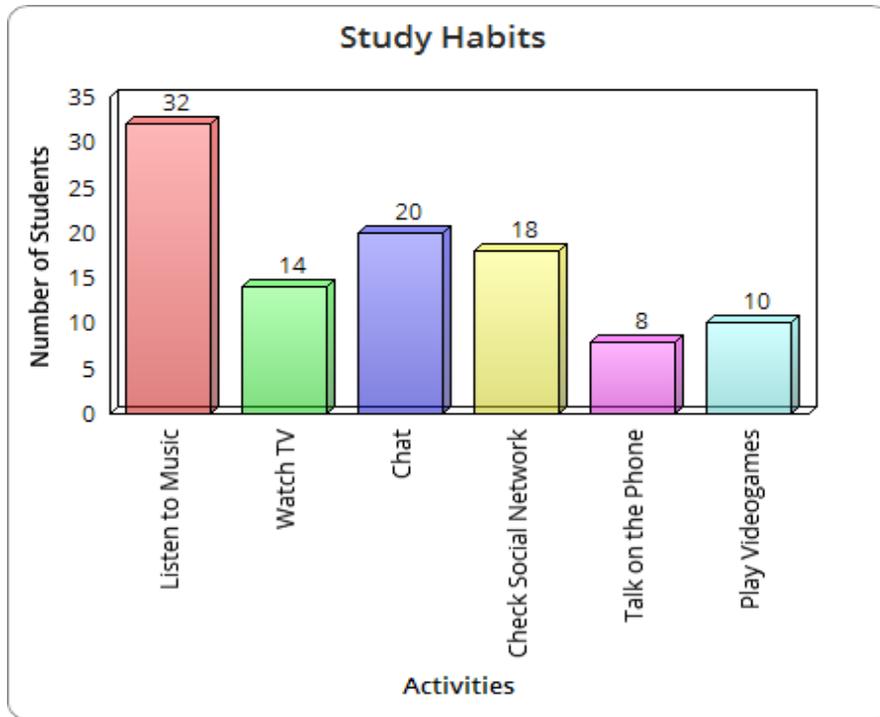
Graphics of students' responses to the survey

1. Students Interests

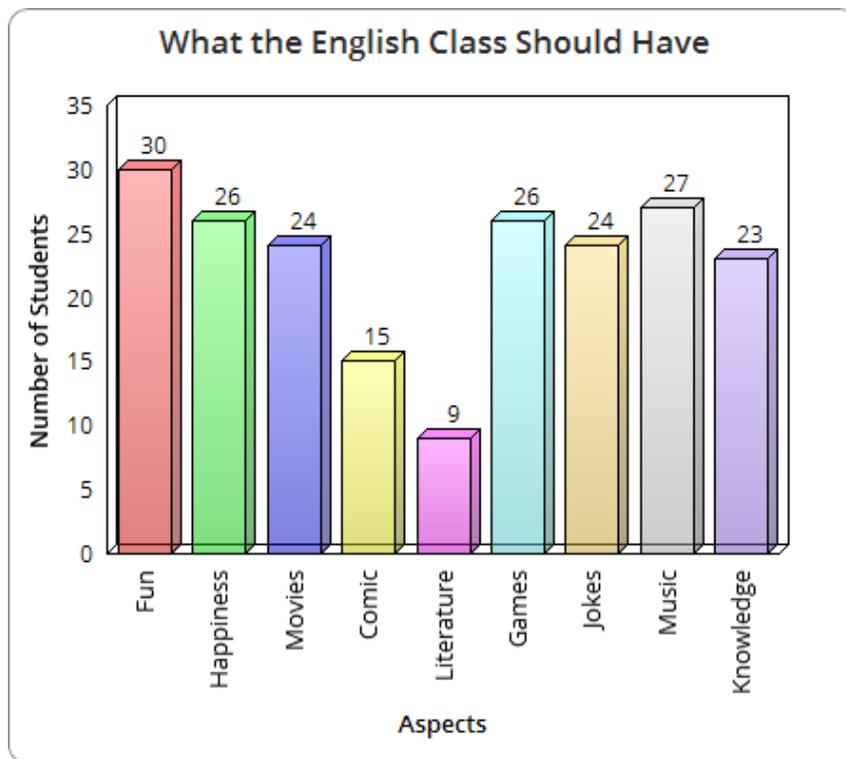


2. Study habits



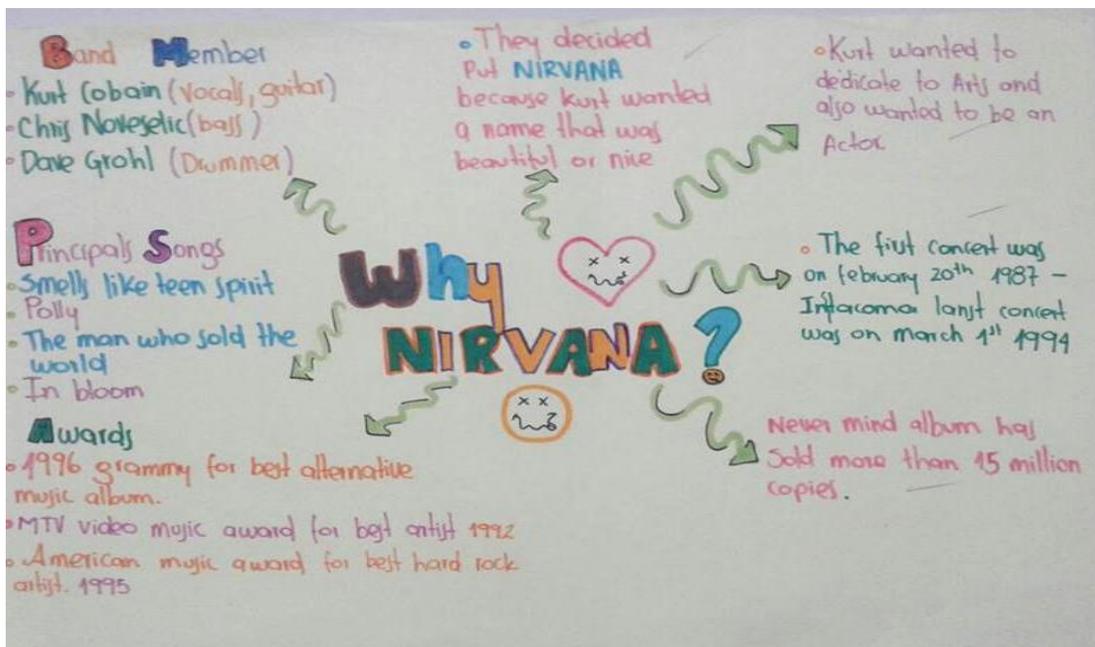


3. Aspects students would want the English class to have

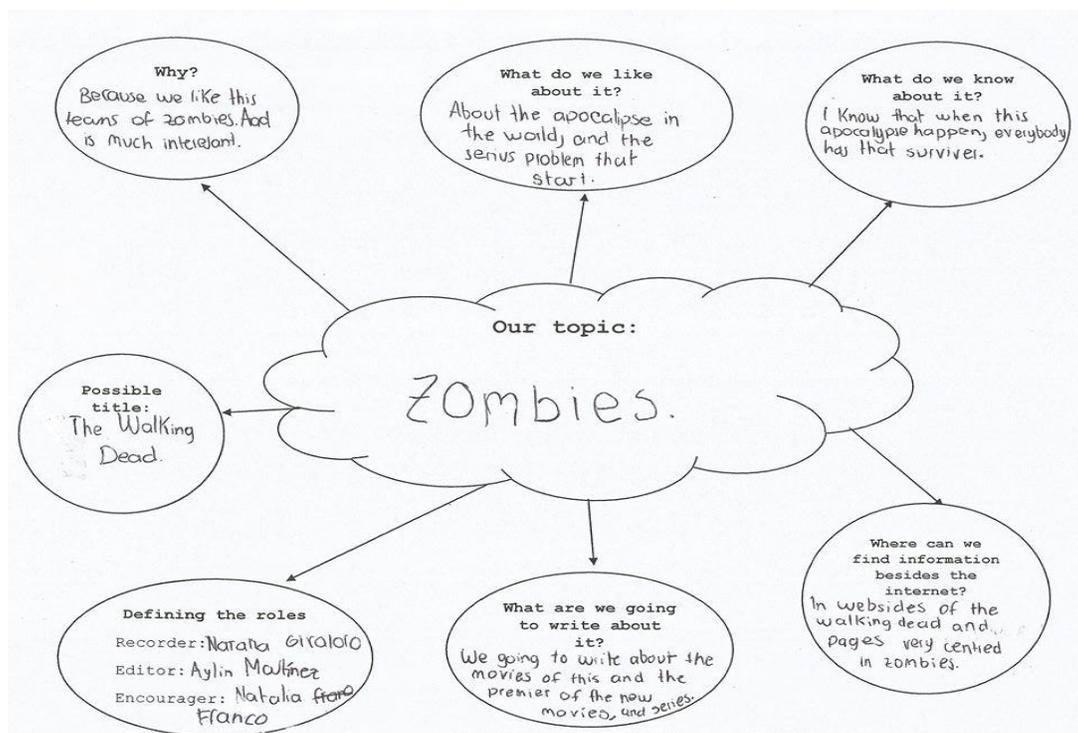


Annex 3

Artifacts



September 30th 2016



September 2nd 2016

Our conclusion

(Please write at least 7-8 paragraphs concluding your article and explaining why you chose that topic, and what do you like about it. Please be very specific and make the readers feel the passion that you feel about the topic)

So in our opinion The Real Madrid is one of the best club of the world because they have been in the ranking of the world also we consider that The team play very good, The players are the stars of the world in the soccer displaying the best matches.

We chose this topic because ~~that~~ we love the soccer as playing and as watching.

February 24th 2017

Para conocer un poco mejor tu impresión en cuanto a la clase y a mi labor, me gustaría que por favor respondieras las siguientes preguntas:

¿Te gustaron los juegos realizados al comienzo de algunas clases? ¿Por qué?
¿Cuáles recuerdas?

Si me gustaron porque es una forma diferente de aprender.
• de unos papeles y escribir oraciones históricas

¿Te gusta la idea de trabajar en la creación de una revista escolar? ¿Por qué?

Si porque desarrollamos más el proceso de escritura

¿Te gustó trabajar en equipos? ¿Por qué?

Si porque podemos compartir ideas.

¿Te gustó trabajar en actividades de escritura? ¿Por qué?

Si porque aprender bien la escritura en ingles es un poco difícil pero eso nos sirve

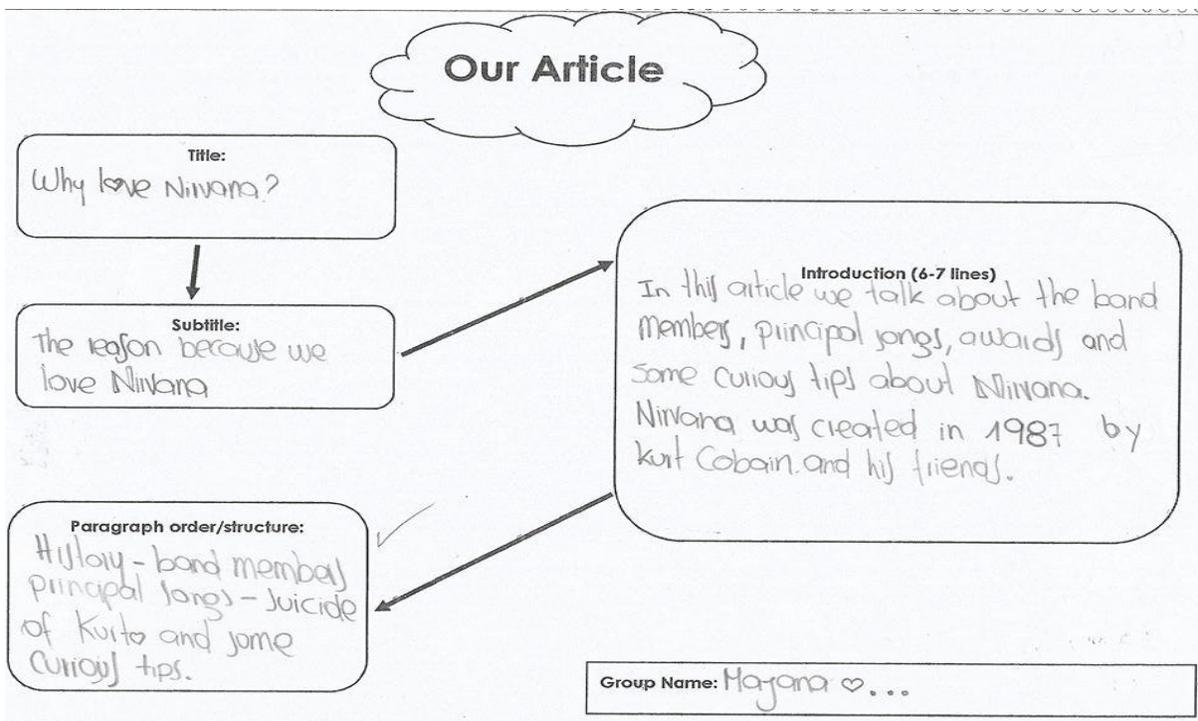
¿Qué le cambiarías a la clase? ¿Por qué?

No le cambiaría nada, todo estuvo bien

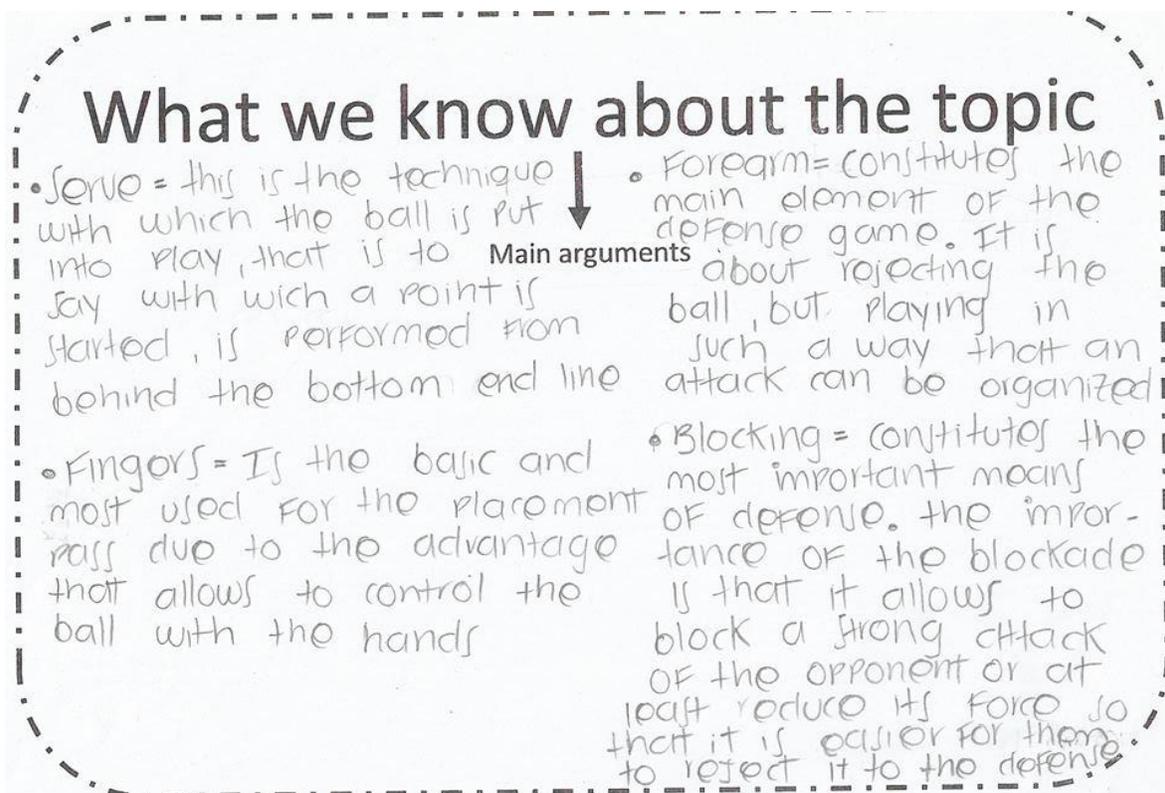
Y lo más importante... ¿fuiste feliz?

Si

March 3rd 2017



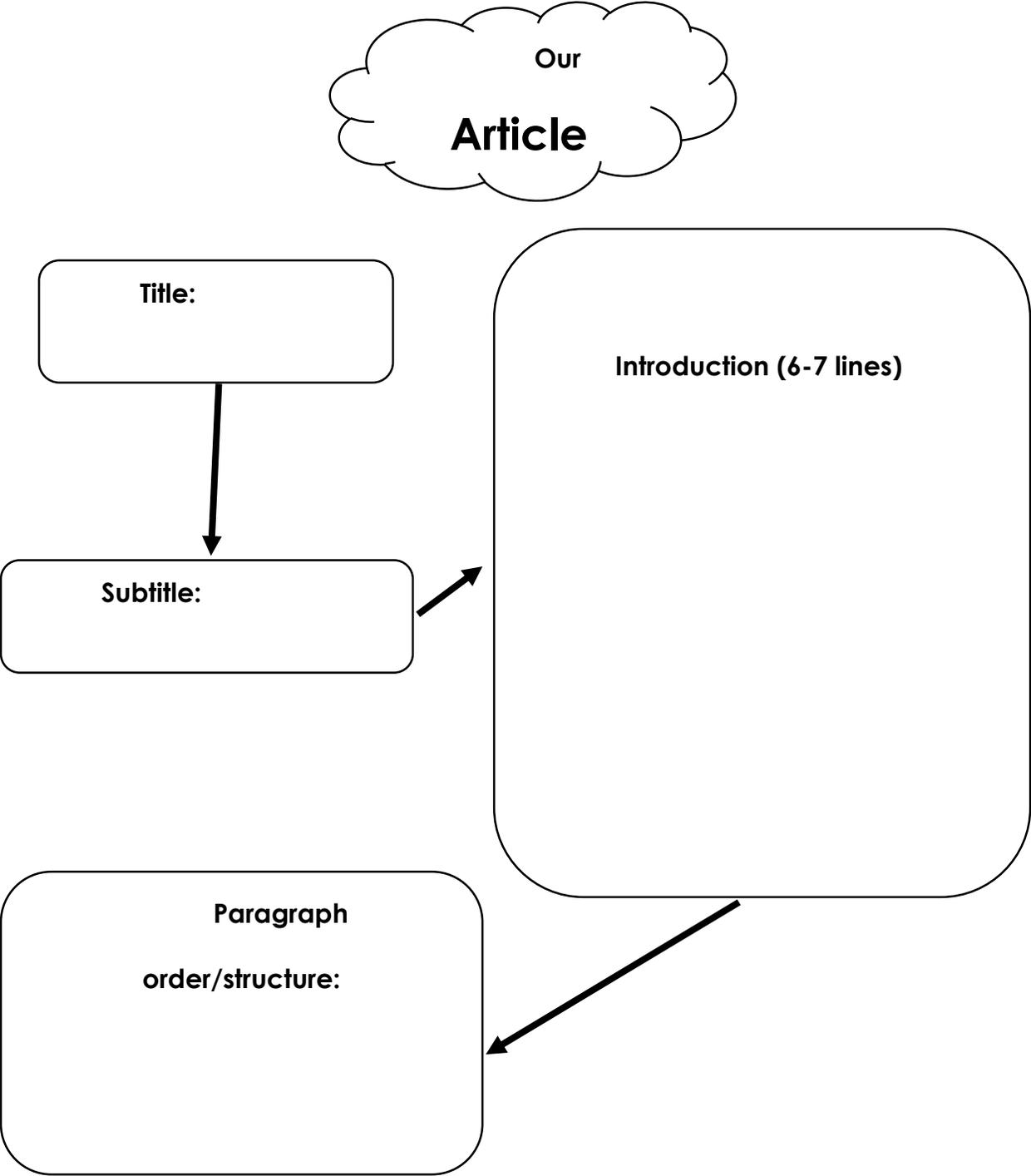
October 5th 2016

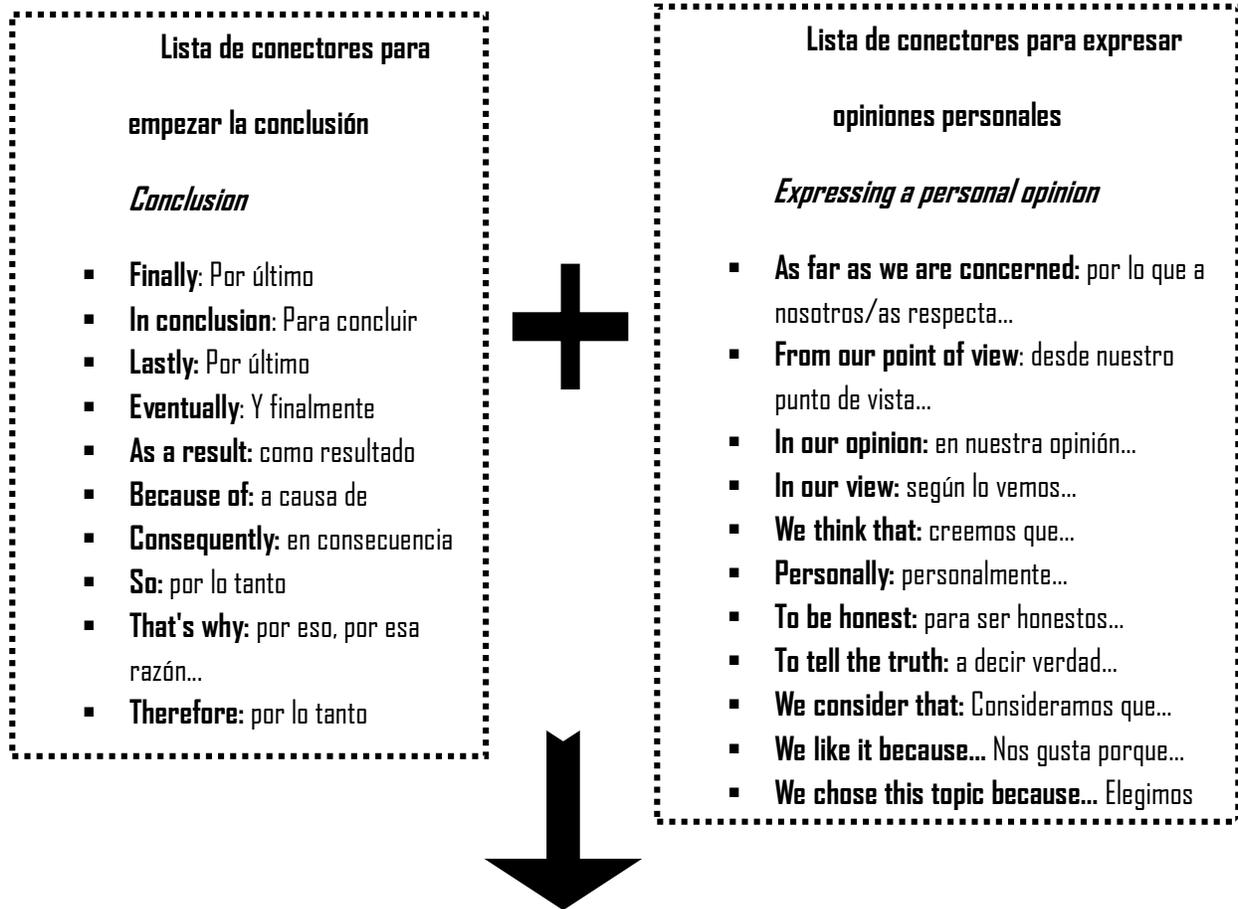


November 4th 2016

Annex 4

Guides Students developed when creating their articles





Lista de conectores para

empezar la conclusión

Conclusion

- **Finally:** Por último
- **In conclusion:** Para concluir
- **Lastly:** Por último
- **Eventually:** Y finalmente
- **As a result:** como resultado
- **Because of:** a causa de
- **Consequently:** en consecuencia
- **So:** por lo tanto
- **That's why:** por eso, por esa razón...
- **Therefore:** por lo tanto

Lista de conectores para expresar

opiniones personales

Expressing a personal opinion

- **As far as we are concerned:** por lo que a nosotros/as respecta...
- **From our point of view:** desde nuestro punto de vista...
- **In our opinion:** en nuestra opinión...
- **In our view:** según lo vemos...
- **We think that:** creemos que...
- **Personally:** personalmente...
- **To be honest:** para ser honestos...
- **To tell the truth:** a decir verdad...
- **We consider that:** Consideramos que...
- **We like it because...** Nos gusta porque...
- **We chose this topic because...** Elegimos

Our conclusion

(Please write at least **7-8 paragraphs** concluding your article and explaining why you chose that topic, and what do you like about it. Please be very specific and make the readers feel the passion that you feel about the topic)

Title

Subtitle

Introduction

Lead Image

Main Arguments

Caption and credits

Conclusions