

UNIVERSIDAD DE LA SABANA
INSTITUTO DE POSTGRADOS- FORUM

RESUMEN ANALÍTICO DE INVESTIGACIÓN (R.A.I)

ORIENTACIONES PARA SU ELABORACIÓN:

El Resumen Analítico de Investigación (RAI) debe ser elaborado en Excel según el siguiente formato registrando la información exigida de acuerdo la descripción de cada variable. Debe ser revisado por el asesor(a) del proyecto.

o.	VARIABLES	DESCRIPCIÓN DE LA VARIABLE
	NOMBRE DEL POSTGRADO	Maestría en Didáctica del Inglés para el Aprendizaje Autodirigido
	TÍTULO DEL PROYECTO	FOSTERING SELF-EFFICACY FOR DESCRIPTIVE WRITING IN A GROUP OF PARTICIPANTS FROM THE SIXTH GRADE IN A1 LEVEL THROUGH SCAFFOLDING STRATEGIES (Mejorar la Auto-eficacia en la Escritura Descriptiva en un Grupo de Participantes del grado sexto en nivel A1 a través de Estrategias de Andamiaje.)
	AUTOR (es)	Luis Alberto Pérez Galvis
	AÑO Y MES	Mayo de 2014
	NOMBRE DEL ASESOR (a)	Liliana Marcela Cuesta Medina
	DESCRIPCIÓN O ABSTRACT	<p>Abstract: This qualitative study was conducted with students from Institución Educativa Simón Araujo, a public school in Sincelejo-Sucre, Colombia. The population for this study includes 16 students from the sixth grade between 10-12 years old, placed in A1 level (CEFR) of English language proficiency. The aim of this paper is to report the findings after implementing scaffolding strategies (learning logs and visual aids) to foster self-efficacy in English descriptive writing. The researcher used the principles of Grounded Theory to examine the different data gathered from several instruments such as students' learning logs, a researcher journal, checklists, a pre-test and a post-test, as well as descriptive texts produced by participants. Results revealed a positive and significant impact of the strategy in the development of self-efficacy in the writing skill. Participants developed awareness of the language learning process by identifying particular areas of improvement, monitoring their learning and progress, and setting learning goals. This project also suggests novel ways to implement scaffolding strategies (learning logs and visual aids) in regional and national contexts.</p> <p>Resumen Este estudio cualitativo se llevó a cabo con estudiantes de la Institución Educativa Simón Araujo, una escuela pública en Sincelejo, Sucre-Colombia. La población de este estudio estuvo compuesta por 16 estudiantes del sexto grado entre los 10 y 12 años de edad, niños y niñas con un nivel A1 de dominio de la lengua extranjera de acuerdo al Marco Común Europeo de Referencias para las Lenguas. Este reporte de investigación da cuenta de dos estrategias de andamiaje (bitácoras de aprendizaje y ayudas visuales) utilizadas para fomentar la auto-eficacia en la escritura descriptiva en Inglés. El investigador implementó los principios de la teoría fundamentada para examinar los diferentes datos recopilados de varios instrumentos tales como los bitácoras de aprendizaje de los estudiantes, el diario de campo del investigador, listas de control, un pre -test y un post -test, así como los textos descriptivos producidos por los participantes. Los resultados revelaron un efecto positivo y significativo de la estrategia en el desarrollo de la auto-eficacia en la habilidad de la escritura. Los resultados indicaron que los participantes tomaron conciencia de su proceso de aprendizaje mediante la identificación de áreas específicas de mejoramiento, la supervisión de su aprendizaje y progreso, y la formulación de objetivos de aprendizaje. Las implicaciones pedagógicas derivadas de este proyecto sugieren</p>

		una propuesta viable para la implementación de esta estrategia de andamiaje (mediada por el uso de bitácoras de aprendizaje y ayudas visuales) en diversos contextos de enseñanza de inglés como lengua extranjera a nivel regional y nacional.
	PALABRAS CLAVES	Learning logs, self-efficacy, descriptive writing, self-monitoring, goal setting, self-directed learning, visual aids. (Bitácoras de aprendizaje; auto-eficacia; escritura descriptiva, auto monitoreo, fijación de metas, aprendizaje autodirigido, ayudas visuales)
	SECTOR ECONÓMICO AL QUE PERTENECE EL PROYECTO	Educación / Enseñanza
	TIPO DE ESTUDIO	Cualitativo
0	OBJETIVO GENERAL	To determine whether scaffolding strategies (the use of learning logs and teaching with visual aids) could foster self-efficacy in descriptive writing in a group of sixth graders in A1 (CEFR) level.
1	OBJETIVOS ESPECÍFICOS	<p>The pedagogical intervention trained participants to be able:</p> <ul style="list-style-type: none"> • To apply self-monitoring skills by setting achievable learning goals to improve their writing skill. • To develop self-monitoring skills by keeping records of learning experiences in their learning logs. • To develop participants' awareness of their strengths and weaknesses when writing short descriptive texts.
2	RESUMEN GENERAL	<p>Resumen</p> <p>Este estudio cualitativo se llevó a cabo con estudiantes de la Institución Educativa Simón Araujo, una escuela pública en Sincelejo, Sucre-Colombia. La población de este estudio estuvo compuesta por 16 estudiantes del sexto grado entre los 10 y 12 años de edad, niños y niñas con un nivel A1 de dominio de la lengua extranjera de acuerdo al Marco Común Europeo de Referencias para las Lenguas. Este reporte de investigación da cuenta de dos estrategias de andamiaje (bitácoras de aprendizaje y ayudas visuales) utilizadas para fomentar la auto-eficacia en la escritura descriptiva en Inglés. El investigador implementó los principios de la teoría fundamentada para examinar los diferentes datos recopilados de varios instrumentos tales como los bitácoras de aprendizaje de los estudiantes, el diario de campo del investigador, listas de control, un pre -test y un post -test, así como los textos descriptivos producidos por los participantes. Los resultados revelaron un efecto positivo y significativo de la estrategia en el desarrollo de la auto-eficacia en la habilidad de la escritura. Los resultados indicaron que los participantes tomaron conciencia de su proceso de aprendizaje mediante la identificación de áreas específicas de mejoramiento, la supervisión de su aprendizaje y progreso, y la formulación de objetivos de aprendizaje. Las implicaciones pedagógicas derivadas de este proyecto sugieren una propuesta viable para la implementación de esta estrategia de andamiaje (mediada por el uso de bitácoras de aprendizaje y ayudas visuales) en diversos contextos de enseñanza de inglés como lengua extranjera a nivel regional y nacional.</p>

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CONCLUSIONES.

This study reveals that scaffolding strategies promoted positive attitudes and performance in students' learning process. It proves that implementing visual aids and learning logs increased students' self-efficacy in developing students' descriptive writing competence. Findings support that scaffolding strategies with visual aids impacted positively the learning process of writing because participants felt more confident when producing descriptive texts from visuals. It also proves that this type of scaffolding increased participants' attention, motivation, learning interest, self-confidence, imagination and creativity. This finding is in line with Brown, Lewis, and Halcleroad' study (1983) which acknowledged several functions of media in teaching. For them, visuals and media (in general) help to save time in teaching. For instance, a ten minute video sketch provides more vivid feedback in language than other teaching aids. In the same way, through pictures teachers can portray plenty of information in a short time span. These authors have also found that visuals and media attract students' interest; provide review and feedback, encourage students' participation and foster a dynamic, relevant, and engaging classroom.

Another important conclusion is that scaffolding through visual aids was a useful strategy to stimulate students' imagination. The study findings adhere to Harmer's proposal (2004) as he argued that working with pictures is beneficial for developing students' imagination: "their potential to bring students to different worlds also means that they can be used to encourage students to fly in their creative imagination" (p. 27).

Additionally, scaffolding through learning logs also promoted students' positive behavior toward the learning process of writing. It was found that participants made comments and responded to scaffolding instruction positively. Learning logs not only stimulated the students' reflection on learning, also attracted and increased their attention and interest to self-directedness, through constant monitoring, as an important element of regulation of cognition (Brown, 1983, p. 33). This awareness of the students' learning process was meaningful in improving their self-efficacy as they made progress over their writing.

Scaffolding through learning logs allowed students engage in monitoring learning and progress practices, and aided the development of self-efficacy in writing. Students were more confident, and gradually moved from dependent to independent behaviors and self-regulated skills in their L2 writing process. Taking into account Flavell's work (1987) who argued that the "development of such an internal locus of cognitive control could promote the monitoring and regulation of one's own cognitive enterprises" (p.45). Similarly to Flavell's work, this study finding revealed that participants began the process of monitoring and regulating their learning to foster self-efficacy in writing.

It is worth mentioning that, scaffolding strategies (visual aids and learning logs) affected positively students' engagement in the learning process of the writing skill. These findings constitute an initial, but very important step in the development of linguistic and self-regulated learning skills in the target population, despite the fact that the study was implemented in only two academic terms. A last, but not least, a significant result was participants' satisfaction with the strategy, and the benefits they saw with this methodology. They found that, in spite of their difficulties in writing at the beginning of the intervention, by the end of it, they agreed that they were able to identify gains in terms of language and strategies referring to the process of developing writing. An excerpt from the student's learning logs highlights this fact.

Table 15: Excerpt from a student's learning log

Me he dado cuenta que la estrategia del profesor me han servido mucho para mejorar en la escritura. Las bitacoras me han servido para escribir todo lo que me pasaba cuando no podia hacer bien los talleres de escritura en inglés. Ahora es más fácil para mi saber en que me va mal y en que me va bien. Tambien me gustó mucho el trabajo con las imágenes que nos traía el profesor, y cuando teníamos que armar historias de los recortes que hacíamos en clase. todo esto me gusto mucho y a mis compañeros también.

Additionally, as a result of the implementation, participants showed an improvement of their writing tasks. The post-test revealed appropriateness of grammar, and vocabulary; this fact is relevant to show that these students could improve their writing abilities and enhance their self-efficacy and autonomous work through the implementation of scaffolding strategies. This way,

		<p>Visuals proved to be a suitable strategy to train learners in writing, since, they could effectively provide meaningful input each time students developed a written task.</p>
<p>4</p>	<p>FUENTES BIBLIOGRÁFICAS</p>	<p>References</p> <p>Altman, R. (1990). Toward a new video pedagogy. The role of schema theory and discourse analysis. <i>JALT journal</i>, 12, 9-16.</p> <p>Ansley, D. (2010). Instructional media. Chalkboards to video. Retrieved from Learning for life: www.learningforlifefsu.edu/ctl/explore/onlineresources/docs/chapter9.pdf</p> <p>Arsyad, A. (2002). <i>Media</i>. Jakarta: Raja Grafindo Persada.</p> <p>Azikiwe, U. (1998). Study approaches of university students. <i>WWCI Region II Forum</i>, 2, 106-114.</p> <p>Bandura. (1993). Perceived self-efficacy in cognitive developmen and functioning. <i>Journal of Educational Psychology</i>, 28, 117-148.</p> <p>Bandura, A. (1977). Self-efficacy. Toward a unifying theory of behaviour change. <i>Psychological Review</i>, 191-251.</p> <p>Bandura, A. (1993). Perceived self-efficacy in cognitive development and functioning. <i>Journal of Educational psychology</i> 28, 117-148.</p> <p>Biggs, J. (1999). <i>Teaching for quality learning at University</i> Buckingham. New York: Open University Press.</p> <p>Brown, A. L., Bransford, J. D., Ferrara, R. A., & Campione, J. C. (1983). Learning, remembering, and understanding. <i>Handbook of child psychology</i>. New York: Wiley.</p> <p>Burns, A. (1999). <i>Collaborative Action Research for English Language Teachers</i>. New York: Cambridge University Press.</p> <p>Carr, W., & Kemmis, J. (1986). <i>Becoming Critical. Education, Knowledge and Action Reseach</i>. New York: Falmer Press.</p> <p>Cooper, H. (1989). <i>Homework</i>. White Plains, New York: Longman.</p> <p>Corno, L. (2000). Looking at homework differently. <i>The Elementary School Journal</i>, 529-248.</p> <p>Driscoll, M. (2002). Bleanded Learning. Let's go beyond the hype. <i>E-learning</i>, 54.</p> <p>Flavell, J. H. (1976). Metacognitive aspect of problem solving. In R. L. Burt, <i>The Nature of Intelligence</i> (pp. 231-236). Hillsdale, NJ: Erlbaum.</p> <p>Flower, L. S., & Hayes, J. R. (1981). A cognitive process theory of writing. <i>College Composition</i>.</p> <p>Harmer, J. (2004). <i>How to Teach Writing</i>. England: Pearson Education.</p> <p>Hiemstra, R. (2001). Uses and benefits of journal writing. In L. M. English, & M. A. Guillen, <i>Promoting journal writing in adult education. New directions for adult and continuing education</i> (pp. 19-26). San Francisco: Jossey-Bass.</p> <p>Hill, D. A. (1990). <i>Visual Impact. Creative language learning through pictures</i>. London: Longman Group UK limited. .</p> <p>Hornby, S. A. (1995). <i>Oxford Advanced Learner's Dictionary of Current English</i>. London: Oxford University Press.</p> <p>Hymes, D. H. (1972). On Communicative Competence. In J. Pride, <i>Sociolinguistic</i> (pp. 269-293). Baltimore, USA: Penguin Education, Penguin Books Ltd.</p> <p>Joshy, B. (1995). The role of visual communication in teaching English. <i>The Progress of Education</i>, 266-268.</p> <p>Kellner, R. (2009). Creativity portal. Retrieved from Creativity Portal: http://www.creativity-portal.com/prompts/using-photography- inspire-writing.html.</p>

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