Información Importante

La Universidad de La Sabana informa que el(los) autor(es) ha(n) autorizado a usuarios internos y externos de la institución a consultar el contenido de este documento a través del Catálogo en línea de la Biblioteca y el Repositorio Institucional en la página Web de la Biblioteca, así como en las redes de información del país y del exterior con las cuales tenga convenio la Universidad de La Sabana.

Se permite la consulta a los usuarios interesados en el contenido de este documento para todos los usos que tengan finalidad académica, nunca para usos comerciales, siempre y cuando mediante la correspondiente cita bibliográfica se le de crédito al documento y a su autor.

De conformidad con lo establecido en el artículo 30 de la Ley 23 de 1982 y el artículo 11 de la Decisión Andina 351 de 1993, La Universidad de La Sabana informa que los derechos sobre los documentos son propiedad de los autores y tienen sobre su obra, entre otros, los derechos morales a que hacen referencia los mencionados artículos.

BIBLIOTECA OCTAVIO ARIZMENDI POSADA
UNIVERSIDAD DE LA SABANA
Chía - Cundinamarca

Thinking, Crafting, and Commenting: An Approach to Improving Paragraph

Structure Writing

Yuly Andrea BUENO HERNÁNDEZ

Research Report submitted

in partial fulfillment of the requirements for the degree of

Master in English Language Teaching – Autonomous Learning Environments

Directed by: Carl Edlund ANDERSON

Department of Foreign Languages and Cultures

Universidad de La Sabana

Chía, Colombia

April 2016

Acknowledgements

First of all, I want to thank God for the strength and wisdom received to be able to complete this new professional step in my life. I also want to thank my parents who supported me in every way giving me advice, being patient, and putting up with my stress. In addition, I want to express my gratitude to those colleagues, who cheered me up in hard times and helped me believe effort pays off. I want to warmly thank my director Carl Anderson for his guidance, support, and willingness to help me. I learned lots of things from him. Finally, my most sincere gratitude is to those Tadeo students who eagerly contributed to this project and made this research possible. Their appreciation for the impact on their learning was the most gratifying reward I could get.

Abstract

This small-scale action research study examined the impact of implementing the writing process approach along with peer-feedback to enhance paragraph structure writing. The study was conducted with beginner A2 English level young adult students at a private university in Bogotá, Colombia. Participants demonstrated difficulties coming up with ideas and organizing them in clear paragraphs. In Colombia, few studies investigate the impact of the process writing approach and peer-feedback on students' paragraph enhancement at the university level, but most of them concentrate on English improvement as a consequence of error correction or teacher feedback. Data were collected from questionnaires (pre and post implementation), a teacher's journal, and participants' artifacts (diagnostic and final test, peer-feedback checklists, and written texts) and they were analyzed through the grounded theory method. The results revealed that the process writing approach and peer-feedback had a positive impact on the participants' second language (L2) paragraph structure writing; they helped students raise awareness on paragraph writing, develop writing habits, facilitate their production and organization of ideas, and construct better-structured paragraphs. This study contributes to L2 writing research in two ways. First, it provides a feasible possibility to improve learners' paragraph writing skills through the process writing approach. Second, it highlights the importance of training and assisting students in writing through the implementation of writing strategies, feedback tools, and authentic tasks that foster meaningful communication among learners.

Key words: writing process approach; peer-feedback; paragraph structure writing; L2 writing.

Resumen

En este estudio de investigación de acción a pequeña escala se analizó el impacto de la implementación del enfoque del proceso de escritura junto con la retroalimentación de pares para mejorar la estructura de la escritura del párrafo. El estudio se llevó a cabo con estudiantes adultos jóvenes principiantes del nivel A2 de inglés en una universidad privada en Bogotá, Colombia. Los participantes demostraron dificultades generando ideas y organizándolas en párrafos claros. En Colombia, pocos estudios investigan el impacto del enfoque del proceso de escritura y la retroalimentación de pares en el mejoramiento de los párrafos de los estudiantes a nivel universitario, pero la mayoría de ellos se centran en la mejora del inglés como consecuencia de la corrección de errores o la retroalimentación del profesor. Los datos fueron recolectados de los cuestionarios (antes y después de la implementación), un diario docente y los artefactos de los participantes (examen diagnóstico y final, listas de verificación de retroalimentación de pares y textos escritos) y se analizaron usando el método de la teoría fundamentada. Los resultados revelaron que el enfoque del proceso de escritura y la retroalimentación de pares tuvieron un impacto positivo en la escritura de la estructura del párrafo en la segunda lengua de los participantes; ayudaron a los estudiantes a crear conciencia sobre la escritura del párrafo, desarrollar hábitos de escritura, facilitar su producción y organización de ideas y construir párrafos mejor estructurados. Este estudio contribuye a la investigación de la escritura de la segunda lengua de dos maneras. En primer lugar, ofrece una posibilidad viable para mejorar las habilidades de la escritura del párrafo de los educandos a través del enfoque del proceso de escritura. En segundo lugar, destaca la importancia de entrenar y ayudar a los estudiantes en la escritura a través de la implementación de estrategias de escritura, herramientas de retroalimentación y tareas auténticas que fomenten la comunicación significativa entre los alumnos.

Palabras claves: enfoque del proceso de escritura; retroalimentación de pares; escritura de la estructura del párrafo; escritura de la segunda lengua.

Table of Contents

Table of Figures

Table of Tables

Chapter 1: Introduction

1.1   Introduction to the study

Writing is considered the most difficult language skill due to its multifaceted nature, which involves attention to form, meaning, clarity, and organization (Grabe & Kaplan, 1996). Opposite to speaking, it requires instruction and conscious learning (Hyland, 2003). In fact, writing in the mother language (L1) can be a challenge due to the students' lack of writing experience, even if they have the linguistic tools. Therefore, writing in English for English as a Foreign Language (EFL) students is even more complex not only because of their lack of behaviors pertaining good writers, but also because they may struggle to transfer their rhetorical knowledge from L1 to English (Cushing, 2013). Actually, one of the problems of second language (L2) writing is negative transfer of L1 rhetorical patterns to L2 writing (Hyland, 2009). This is because attention to accuracy to avoid vagueness, appropriate vocabulary choice, and a variety of complex grammar structures is needed for effective writing to occur (Hedge, 2005). However, students can only achieve understanding of how to write and develop their English writing competence through training and practice, which takes place when learners are provided with the necessary tools (Hyland, 2003). Basically, this skill requires a well-structured way of conveying thoughts in an organized and planned way (Braine & Yorozu, 1998).

Although the importance of writing as a form of expression and means of communication is recognized, it has been a neglected component of the language program both in L1 and EFL or L2 teaching (White & Arndt, 1997). Often, more emphasis is given to speaking practices and writing is just assigned as homework or used to reinforce other language skills, such as listening, reading, and grammar (Reid, 2001). Indeed, students do not consider writing as important as speaking and it tends to be relegated in many classes, unless they are working for a

written examination (Gower, Phillips, & Walters, 1995). The reasons for this to happen are related to teachers' perception of the writing skills and time constraints; they think teaching writing skills in English is not an easy job and they feel threatened when having to develop them (Lombana, 2002). Hence, as writing requires time, guidance, and it does not focus on speaking, some Colombian teachers of English prefer to overlook writing teaching.

When writing teaching is addressed in the classroom, teachers focus on providing students with controlled writing exercises, writing models and the main interest is the finished piece of writing. In this situation, teachers treat writing as a demonstration of students' mastery of linguistic forms thus the teacher's role is limited to correcting language errors, which "is part of the language instruction, but too much of it can be discouraging and demoralizing" (Ur, 1996, p. 171). Although one of the purposes of writing teaching is to help students reinforce and practice grammatical structures and vocabulary, it should not be the only focus. On the contrary, writing teaching should deal with meaning, text structure and not just form to help students develop their writing competence. However, writing is a thinking process that requires not only cognitive skills, but language proficiency, which by itself does not make writing easier (White & Arndt, 1997). That is precisely one of the reasons why students struggle with writing and teachers need to look for effective teaching techniques. Hence, the close connection between writing and thinking is what makes this skill vital for any language learner and course.

1.2   Rationale of the study

1.2.1   Needs analysis and problem statement

The subjects of this research were university students at Universidad Jorge Tadeo Lozano, located in Bogotá, Colombia, who showed difficulties in their writing skills. These beginner English students struggled with word order, paragraph unit, and lack of clarity. Based

on these conjectures and in order to have concrete evidence, a needs analysis was done through:

a nine-question questionnaire focused on students' perception on their own English writing

process, difficulties, and strategies (Appendix A), a written text about students' past experiences

(Appendix D) and a rubric based on the 6+1 writing traits (Culham, 2003) (Appendix B).

Based on the needs analysis, the participants expressed that writing in English is a need

for them because it helps to get future working opportunities and cultural, social connections, it

is necessary in academic achievement, and it is connected to their long-term personal goals

(Appendix C). Also, they recognized their difficulties when writing in English, which were

related to lack of vocabulary, connectors, grammar understanding, and especially, their difficulty

to communicate their ideas in English, avoiding Spanish interference. Students pointed out that

writing is difficult even in Spanish and L1 and L2 differences in terms of syntax made their

writing more complicated (*Figure 2Figure 2*Appendix C). Moreover, when asking students

about the writing traits they considered more problematic, most of them said that the use of

connectors and ideas organization were the most difficult aspects (*Figure 3*Appendix C).

Students' perceptions about their difficulties when writing were related to what they showed in

their written texts about their vacation, funny or first experiences (Appendix D).

Considering all the problems this population has, this study focused on paragraph

structure as this was the most problematic situation found in the needs analysis. Students

demonstrated they did not know how to write and organize a paragraph or even a complete

sentence. In their text productions, students put several ideas together without punctuation,

sentence distinction, and paragraph unity. Most students thought that writing was putting

sentences together and they ignored the paragraph structure including topic sentences and

concluding ideas. The fact that these students failed to effectively communicate their ideas when writing paragraphs and their writing was poor motivated the researcher to undertake this project.

1.2.2   Justification of problem's significance

This study focused on paragraph structure in order to develop students' writing ability from two perspectives: cognitive ability and sociocultural phenomenon, which are essential to the effective teaching of writing (Cushing, 2013). Through the use of paragraphs, not only do students think logically and clearly (Bakalis, 2003), but also they attempt at better organization of ideas and sentence connections, which facilitate communication. Similarly, paragraph structure leaves the grammar philosophy aside and concentrates on meaning, which means that even though a paragraph has grammar mistakes at the sentence-level, it can be understood if it is well-organized (Gugin, 2014). Therefore, the teaching of sentence-level grammar is irrelevant to meaning transmission, but rather the paragraph is the basic unit of discourse (Kirszner & Mandell, 2011) since it can contribute to learners' writing organization and clarity. In other words, teaching paragraph structure could let the students in this study see the interrelationship among sentences and identify topic sentences, controlling ideas, and concluding sentences while conveying clear messages. Thus, the paragraph structure teaching can contribute to students' logical thinking and clarity in their messages.

Another reason why paragraph writing is important is because developing writing skills is an essential element for students' academic success (Javed, Juan, & Nazli, 2013) since through writing, learners reinforce grammatical structures, enhance their vocabulary and work on the other language skills (Kellogg, 2008). When students are able to write something in a productive way, they are demonstrating success during their learning process (Geiser & Studly, 2001). Similarly, Richards (1990) asserts that "good writing skills are essential to academic success and

a requirement for many occupations" (p. 100). Moreover, writing helps learners develop the

ability to think explicitly about how to organize as well as express their thoughts and go beyond

functional communication (Kern, 2000).

In addition, by improving their paragraph structure, students are going to improve their

writing, which is also important because learning to write in any language is a necessary life skill

when attempting authentic communication and participating in a new cultural setting (Raimes,

1983). The fact that the participants of this study do not communicate meaningfully in written

texts using English demonstrates they are unskilled writers and highlights the importance of this

problem in this context. An unskilled writer is not only one who cannot produce a good writing

product, but one who uses inappropriate writing behaviors (Richards, 1990). Besides lacking the

linguistic competence in English to communicate, some students do not know how to write even

in their L1 (Spanish), which makes this area worth studying especially attempting to help

students transfer their writing competence to other languages. Therefore, starting to teach

students how to write in order for them to become competent language users and effective

writers should be a must in the language classroom and this is one of the reasons why this

problem is important to research.

1.2.3   Strategy proposed to address problem

Due to the complexity of teaching writing and all the effort it demands from students, it is

necessary for teachers to adopt a writing model or approach and adapt it to the students' needs

and interests so that writing is taken more seriously. Keeping in mind that a change is needed,

starting from the teachers' conceptions about writing, more time, class practice, and teachers'

guidance should also be devoted to English writing teaching. All these aspects aim at helping

students enhance their writing knowledge and communication of ideas. Students need to know

how to write, they cannot just be told: write a text about any topic. This highlights the importance of paying attention to the writing process and helping students move from simple pre-writing stages to actual writing production and editing. This does not mean that process writing is the best and only solution for addressing writing difficulties in the classroom, but it is a way of tackling the paragraph structure issue and changing the teacher's role from a language judge to a monitor and reader who responds to content (White & Arndt, 1997).

Therefore, the process writing approach was chosen because students have to go through different stages (pre-writing, drafting, editing, publishing a final version), which will help them think before writing and organize their ideas carefully. Similarly, the fact that this approach is aligned with constructivist strategies that stress fluency and content benefits students' self-expression over grammar (Gugin, 2014), helping them focus first on meaning through organized paragraphs and later on form. As the process is more important than the product (Burdick, 2011), the process writing approach was chosen instead of the product-oriented methodology, which emphasizes form over meaning (Gordon, 2008), because the target population of this study needs to work on conveying ideas clearly focusing on the message rather than on the grammar. This goal can be achieved by planning and organizing ideas prior to the presentation of the final paragraph, highlighting not only authentic communication, but also thought processes because writing is a thinking process (White & Arndt, 1997). In other words, this approach is expected to help learners plan, monitor, and revise their writing as well as continue working on the process to get the desired results (Cushing, 2013). Because of the previous reasons, the process writing approach was selected to contribute to the students' paragraph constructions in terms of unity and clarity, expecting learners to get involved in deliberate implementation of logical relationships and the structure relating a conventional paragraph (Gugin, 2014).

In addition, the students' role should not be limited to simply receive information on how to write, apply it, and express their ideas, but they may contribute to their peer's writing products. Peer-review is beneficial in the writing process because it promotes collaborative work and lets students respond actively to teacher responses (Harmer, 2004). However, students' perceptions towards peer-feedback are not always positive; they may prefer teacher-feedback rather than peer-feedback (Zhang, 1995). Some students point that peer-assessment is not reliable since students may have enough knowledge, but they also have writing difficulties and they are not teachers (Appendix C). Despite that, incorporating peer-reviews is an alternative feedback technique to traditional error correction (Huntley, 1992).

Considering the importance of guiding students' writing through a process and using peer-feedback as a strategy to edit their writing products, the researcher decided to use the process writing approach, as opposed to the product-oriented approach, as a tool to help students structure their paragraph writing and peer-feedback to help them take an active role in their English writing competence development.

1.3 Research question and objective

The purpose of this study was to determine the changes, if any, in A2 (CEFR) students' paragraph structure writing when implementing the process writing approach stages (planning, drafting, revising and editing, and writing a final version) along with peer-feedback through checklists and open comments. Therefore, the corresponding research question was: How does using the process writing approach along with peer-feedback influence A2 university students' EFL paragraph structure writing?

1.4 Conclusion

Guiding learners throughout the writing process in paragraph writing and providing

opportunities for them to benefit from their peers' feedback is essential to help students improve at the language and organization level. This fact emphasizes the importance of knowing how to write since it is a life skill that may improve students' language understanding and performance as well as create consciousness about their writing production. Three important elements were considered in this study: the process writing approach stages, paragraph structure, and peer-feedback as the factors to make changes in the way writing teaching has been done. Hence, it is essential to point out some research studies and theoretical concepts in order to set basic foundations for the implementation of this study.

Chapter 2: Theoretical Framework and State of the Art

2.1   Introduction

This chapter provides the literature review for the constructs used to address the aforementioned writing problem; it first focuses on the contextualization and definition of writing. Secondly, this chapter presents a description of the paragraph elements and structure. Moreover, the chapter accounts for a depiction of the process writing approach, and finally, definitions, characteristics and benefits of feedback and peer-feedback in writing are discussed. Also, some research studies carried out in the areas of writing as a process and peer-feedback are described to support this research study in regards to the research questions and objectives.

2.2   Theoretical Framework

2.2.1   Definition of writing

Traditionally, writing was considered as transcribed speech, which implied that being able to write required to master spoken language and orthographic conventions (Rodwan & El-Ashri, 2012). Similarly, over the years, writing has been considered a support system for learning grammar and vocabulary, rather than a skill (Harmer, 2004). Writing has also been defined as a communication skill; however, more than a skill, writing is a complex process that requires "training, instruction, practice, experience, and purpose" (Grabe & Kaplan, 1996, p. 6).

Earlier views of writing have focused on writing as an outcome and the logical construction and arrangement of forms (Hyland, 2009). From the expressivist view, writing is a creative act of self-discovery in which both the process and product are important (Hyland, 2009). As writing is a developmental process, teachers are expected to encourage the writer's thinking through pre-writing tasks, such as: journal-writing and analogies (Elbow, 1998). Besides, writing has been characterized as decontextualized (Ellis, 1994) because written

communication does not happen in the presence of the writer and the reader. However, Grabe and Kaplan (1996) affirm that writing is "far from decontextualized because every writing task is situated in a rhetorical context, involving complex interrelationships among various elements of writing: the writer, the reader, the text and reality" (p. 20).

Moreover, writing has been defined as a social act (Candlin & Hyland, 2014), which means that it is the process where the production of texts displays methodologies, arguments and rhetorical strategies built to involve and convince learners of the assertions made. From a pedagogical perspective, writing is a difficult language skill to acquire (Tribble, 1996). It "normally requires some form of instruction" and "is not a skill that is readily picked up by exposure" (Tribble, 1996, p. 11). Similarly, Harmer (2004) asserts that writing is an ability that needs to be taught and consciously learned. For Byrne (1988), writing is the process of encoding, processing information and expressing it in one's own words.

According to the process writing approach, writing is defined as a cognitive process; it is a creative moment that takes up different stages and strategies and has to be accompanied by supportive and prompt feedback. "Writing is the result of employing strategies to manage the composing process, which involves setting goals, generating ideas, organizing information, selecting appropriate language, making a draft, reading and reviewing it, then revising and editing" (Hedge, 2003, p. 302). Conversely, the communicative approach defines writing as a social interaction; it is an information exchange in which authentic meaning is conveyed. Additionally, the controlled-to-free writing approach, whose main objective is to enhance grammar learning through the use of the different language skills, defines writing as a mere grammar practice. In general terms, writing is a thinking process and an act of creation (White & Arndt, 1997), which suggests that due to its freedom, it is personal and writers can express and

discover ideas, share feelings, present information and even respond to others. This is the definition that accompanied this study.

2.2.2   Paragraph elements and structure

The discussion of the nature of the paragraph dates back in the mid-1960s and up to the early 1980s, where different scholars (Christensen, 1967; Rodgers, 1965; Eden & Mitchell, 1986) proposed definitions for the paragraph and its rhetorical structure. However, the debate had already started with the paragraphing tips proposed by Angus in 1862 and the principles of composing paragraphs presented by Bain in 1866. The former author defined the paragraph as "a combination of sentences, intended to explain, illustrate, or prove, or apply some truth" (Angus, 1862, p. 401). Besides, he emphasized "unity" as its main element and the need for one theme in each paragraph, which was the origin of the topic sentence. The latter author described the paragraph as "a division of discourse next higher than the sentence…a collection of sentences with unity of purpose" (Bain, 1877, p. 108). The legacy of these early scholars generated the three tenets of paragraph structure of the early twentieth century: unit, coherence, and emphasis (Tebeaux, 2011).

More recent authors, such as: Rajatanun (1988) defined the paragraph as the unit of writing which expresses one central idea and consists of two types of sentences: a topic sentence and supporting sentences. Jayakaran (2005) affirmed that the paragraph is the basic unit of any kind of writing. Similarly, Fawcett (2013), Kirszner and Mandell (2011) describe the paragraph as the basic element of communication in English academic writing. In addition, Gugin (2014) affirmed that the paragraph is "a structured collection of sentences that follows organizational principles of unity and coherence" (p. 25) and Schell (1970) asserted that the paragraph is a versatile tool that should be the primary focus in the composition program of intermediate grades

where learning to write is expected. All these definitions highlight the importance of the paragraph to English composition instruction, but Gugin's definition is the one that accompanied this study.

Regarding the paragraph elements, O'Donnell and Paiva (1993) affirmed that the essential parts for paragraph writing are: a topic sentence, supporting sentences, details, logical order, logical connectors, a concluding sentence, unity, and parallel progression. Gopen (2004) clarifies that a topic sentence includes two aspects: the theme and the claim made about that subject in one or several sentences. Those elements were included in the checklist used by students to give peer-feedback (Appendix K). In addition, Strunk and White (1999) mentioned three key aspects to good paragraph construction. First, good paragraphs start with the familiar and end with the new information. Second, it is important to keep the number of subjects to a minimum because it gives a sense of coherence and simplicity to the reader. Third, each paragraph should have an issue, a point, and a discussion. The issue comes first and tells what the paragraph is about, the point is the principal comment of the issue and finally the sentences of discussion amplify and defend the point with supporting evidence. In other words, a paragraph consists of the topic sentence, supporting sentences, and the concluding sentence, which must be unified and coherent (Shahhoseiny, 2015) and this is the expected paragraph structure this study attempted.

Moreover, Schell (1970) proposed a sequential outline with four elements needed to construct a thoughtful, well-organized, and self-contained paragraph. First, a paragraph should develop and deal with a single topic. Second, a paragraph typically has a topic sentence. Third, sentences in a paragraph are related to each other. Fourth, a paragraph should be concluded or summarized with a general sentence related to the topic sentence. In this study, all these elements

were used during the peer-feedback through the checklists and the analysis of the information to judge a paragraph as a well-structured one. This explicit paragraph structure is essential to effective writing (Duncan, 2007) and is convenient for the reader since the paragraph signals the organization of arguments and for the writer because they keep their thinking clear and concise (Strunk & White, 1999).

2.2.3   Process writing approach

In the teaching of writing, there are different approaches that help students practice their writing skills and encourage their creativity, especially the writing habit. Due to the nature of this project, the process writing approach is the focus. This approach concentrates on the writing process, which Harmer (2004) defines as the stages a writer goes through in order to produce something in its final written form. He asserts that this process may be affected by the content, the type of writing, and the medium it is written in. However, in all cases this process has four main elements: planning, drafting, editing, and final version. "The process of writing is not linear, but rather recursive. This means that "writers plan, draft, and edit, but then often re-plan, re-draft, and re-edit" (Harmer, 2004, p. 5).

Figure 1 shows the different directions writers can take.
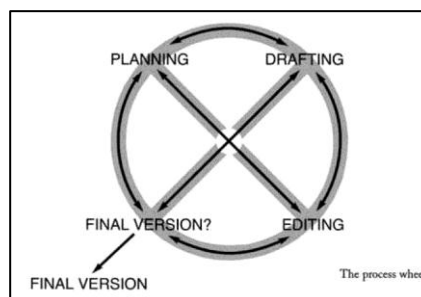
Figure 1. The process wheel (Harmer, 2004, p. 6).

Each process writing stage needs attention and is important to the final product. In the planning stage, writers decide the content and this may involve jotting down any preliminary

notes and brainstorming ideas (Harmer, 2004). A draft is the first version of a piece of writing, which after some editing, the writer creates a new draft until it becomes the final version. In the editing stage, writers reflect and revise their texts taking into account language, coherence, cohesion, style, punctuation, spelling, among other aspects. Finally, writers produce the final version, which might be different from the original plan and drafts.

Considering writing a process rather than a product implies understanding that writing is re-writing and that re-vision has an essential role in the creation of writing (White & Arndt, 1997). However, the process writing approach does not mean that there is no interest in the product. On the contrary, by focusing on the writing stages, students are expected to arrive at the best product. In this way, the focus of this project is the process writing approach because through it students will have the opportunity to develop their ideas progressively and be guided in their writing while nurturing their writing skills. This approach is important because it empowers students and emphasizes on interactive learning where teachers provide feedback on meaning and students discover how to convey their ideas.

The process writing approach has implications for learning and teaching. Opposite to product-oriented writing, this model gives importance to planning helping learners to write with confidence. Thus, teachers need to show students how to plan and motivate them to think of their content and sequence. Harmer (2004) points out that there are several ways of planning, such as: brainstorming or guided tasks where students need to decide on the content, purpose, and audience of their writing. Also, students need to understand that the first piece of writing they produce is not graded (Raimes, 1938), but drafts are attempts to finished products (Harmer, 2004). In this sense, teachers' responsibilities, besides encouraging students' reflection and

revision, are to train them in using checklists to respond to writing and make suggestions to students' texts in terms of organization of ideas and content.

2.2.4   The role of feedback and peer-feedback in writing

Feedback is considered an important element to the development of L2 writing skills, "both for its potential for learning and for students' motivation" (Hyland, K. & Hyland, F., 2006, p. 83). Hattie and Timperley (2007) defined feedback as "information provided by an agent (e.g. teacher, peer, book, parent, self, experience) regarding aspects of one's performance or understanding" (p. 81). Feedback can take different purposes, effects, and types depending on the nature of instruction, the pedagogical approach, and even the students' expected outcomes. In this study, feedback was addressed from the process writing approach and the peer source, which was implemented in three written tasks along the pedagogical implementation cycles (Appendix M) and through the use of a checklist for each of the process writing stages (Appendix K).

Opposite to the product-oriented writing approach, which is focused on summative feedback, the process writing approach uses formative feedback, which aims at helping students develop their writing skills by means of constant support and revision of their papers. As Hyland and Hyland (2006) point out, the process writing approach animates teachers to assist students through drafts and to suggest adjustments during the process rather than at the end highlighting feedback as an essential tool that enhances students' self-expression capability. Cushing (2013) also supports the need for constant feedback in a process approach since it is essential to revision. Other authors (Ferris & Hedgcock, 2004; Williams, 2005) recommend commenting primarily on content before commenting on language issues as a useful way to provide feedback in a process approach. In this way, the importance of writing is concentrated on composing skills

and students' ideas development through writing and re-rewriting instead of mechanical accuracy or linguistic forms.

In addition, as feedback is an essential part to promote effective writing since it provides students with guidance and helps them build confidence, it should have certain characteristics to be effective. Hattie and Timperley (2007) highlight that effective feedback should answer three questions: where am I going? (goals), how am I going? (progress), where to next? (activities to make better progress). Likewise, Chappuis (2012) mentioned six characteristics of effective feedback. They are: it directs students to the intended learning, it points out what the student is doing well and offers specific information to guide improvement, it occurs during learning, while there's still time to act on it, it is given only when students have at least some understanding, it doesn't do the thinking for students, and it limits corrective information to what the student can act on. All these aspects were considered both at the training level and peer-feedback process.

In the process writing approach, the teacher is not the only source of assessment; students can also be engaged in reacting to their peer's texts, which has been called peer-feedback. This type of assessment has become an increasingly common practice in English and ESL writing classes (Scott, 1996) and it has been considered a valuable element in the writing process (Harmer, 2004). Parsons (2001) recognizes the benefits of peer-editing to the writing process and highlights that revision in pairs is a powerful writing technique and a core element of writing programs. Some advantages of peer-feedback have to do with reducing the teacher's workload and allowing students to receive regular feedback and apply performance standards to the work of others (O'Malley & Valdez, 1996). Besides this, students have an authentic audience to write for, develop critical reading skills that can transfer to their own writing, and may focus on issues that teachers did not address (Williams, 2005). Scott (1996) also affirms that peer-review

encourages students to work together and helps them edit and revise their texts, which facilitates the teachers' task of developing students' ability to edit and revise on their own. Thus, peer-review is less authoritarian, helps students view colleagues as collaborators rather than evaluators, and requires students to be guided in order for it to be productive (Harmer, 2004).

Although peer-response is a good alternative to the teachers' feedback (Harmer, 2004), teachers should be aware of its potential shortcomings. For instance, Cushing (2013) affirms that feedback in L2 classrooms has revealed two issues: students do not always give good feedback and students frequently resist or disregard peer-feedback. Kern (2000) mentions a common concern in L2 contexts: students' hesitant trust towards their peer's comments since they are learning the language just like their peers. O'Malley and Valdez (1996) suggest two strategies to avoid this situation: making students responsible for possible improvement in a peer's paper and encouraging students to answer questions teachers design. These types of questions and peer-feedback activities, aside from being a guide for students, foster critical awareness and are focused on learners and their interaction (Katijah, 2008).

2.3   State of the art

A number of research studies have confirmed that the process writing approach is useful to teach English (as a L2) writing (Adigüzel, 1998; Karatay, 2011; Sentürk, 2009; Ülper & Uzun, 2009). Most research studies have found that there is improvement in students' writing proficiency and skills. Cheung and Chan (1994) demonstrated that the process approach successfully helped students develop their writing skills. Likewise, Lee's (2006) study revealed that the process writing approach enabled university students to use complex sentences. Rivera's study (2011), for instance, demonstrated that by implementing the pre-writing, writing and re-writing stages proposed by Hamp-Lyons and Heasley, Colombian students had better writing

production and skills, such as: mechanical skills, treatment of content, stylistic and judge skills. Moreover, Ho (2006) demonstrated that the process approach is a feasible solution to heightening the writing abilities and confidence of primary school students, especially those who have higher English proficiency. Similarly, Caicedo's (2016) study evidenced Colombian students' improvement in their vocabulary and use of grammar structures due to the writing editing process carried out using a cooperative process-oriented writing strategy. These studies have examined the impact the process writing approach had on participants' English and writing proficiency, but they have not examined the effects on paragraph structure.

Likewise, research findings from studies on the effectiveness of the process approach have established that it is effective not only in helping students improve their writing skills, but also their attitudes towards writing (Tyson, 1999; Lo, 1994; Goldstein & Carr, 1996; Jacob & Talshir, 1998; Cheung, 1999; Pennington & Cheung, 1995). More recent studies, such as Yayli's (2009) found that lessons using the process writing decreased students' negative views about writing. Melgarejo's (2009) Colombian study revealed that young learners' prior negative perceptions on writing changed as a result of the implementation of the process approach. Similarly, Bayat's (2014) study revealed that the process writing approach improved first-year university students' success in written expression and reduced their writing anxiety. Cakir (2003) also demonstrated that the process writing activities improved university students' written expressions in terms of cohesion, grammaticality, rhetorical structure, content information value, and creativity. Lipson, Mosenthal, Daniels, and Woodside-Jiron (2002) demonstrated that despite teachers' different interpretations of the "process approach", they regarded this methodology as student-centered and the teacher's writing process instruction through drafts and conferences granted students' autonomy and ownership of their writing. Other Colombian studies (Caro,

2014; Osma, 2014; Rincón, 2009) have also demonstrated improvement in students' writing composition and skills through the use of the process approach. Even though these studies have demonstrated the effectiveness of the process writing approach in different educational levels, they have not examined the potential impact on students' paragraph structure improvement.

In addition, other studies have found good results in the use of activating background knowledge strategies and planning strategies when writing. In an ESL study, Weissberg (2006) found that the use of "pre-writing talk" and "invention talk" were useful strategies in generating ideas and setting expectations for the writing task. This highlights the importance of the planning stage in the process writing approach to help students focus on the content rather than the language. Sasaki (2002) identified three types of planning strategies for L2 writing: global, thematic, and local planning, which helped Japanese learners organize their texts and ideas and plan their texts content. Similarly, Friedlander's (1990) study exhibited that L1 pre-writing activities facilitate organization and coherence in students' texts. Becker (1991) analyzed German learners' brainstorming use before writing and concluded that their compositions had more imagery and interesting ideas than the control group. However, McDonough (1999) showed research studies, which did not use planning in L2 writing, but moved directly into writing pointing out at their lack of effectiveness.

Furthermore, other research studies have signaled improved paragraph-writing skills due to direct instruction and the use of writing strategies (Saad & Ahmed, 2015; Wong & Storey, 2006; Saberi & Rahimi, 2013). Bakalis (2003) evidenced in her study that not only recursive planning of paragraphs, but also explicit teaching of essay and paragraph writing helped students reflect on what they wanted to say and how to connect their ideas. Garnica and Torres (2015) demonstrated that orientation to guide students' paragraph writing as well as the implementation

of the process-genre approach contributed to Colombian students' improvement in descriptive paragraph writing pertaining organization and vocabulary. However, Wang's (1992) comparative study of Chinese and English academic writing regarding paragraph organization revealed that rhetorical organization is culture specific.

Most research studies on paragraph writing skills improvement have been focused on learners with cognitive disabilities, who have been able to construct paragraphs including topic sentences, supporting details and concluding sentences (Trela, 2008; Konrad & Test, 2007; Hudson, Hinkson-Lee & Collins, 2013; Wallace & Bott, 1989). Other research studies have pointed out the impact of web-based instruction or Computer Assisted Instruction (CAI) on students' paragraph writing achievement (Woottipong, 2013; Pigg, 1996) and on the implementation of the writing process (Villas, 2011). Borji and Khodabandel (2013) revealed that Iranian intermediate learners' paragraph writing ability improves more when they are provided with the incidental learning of grammar. Similarly, Shahhonseiny's (2015) study suggested that teachers should help students in paragraph writing by familiarizing them with English grammar and presenting common errors related to topic, supporting and concluding sentences. All these studies have demonstrated improved writing paragraph skills at different educational levels; however, they have not examined the impact of the process writing approach on students' paragraph structure improvement.

Regarding feedback, some Colombian studies have demonstrated the importance of feedback on students' writing improvement (Univio & Perez, 2014; Rivera, 2011; Alvira, 2013). Univio and Perez (2014) revealed that ipsative feedback throughout the process writing approach enhanced students' argumentative essay writing and raised self-awareness of progress. Rivera (2011) demonstrated that timely feedback during the process writing approach was very useful in

students' writing improvement. Alvira's (2013) study revealed that feedback given through the web 2.0 tool Screencast contributed to students' writing improvement in different types of paragraphs. Similarly, Freestone's (2009) research in the United Kingdom showed that students can improve their learning and academic performance by working on reviewing and redrafting of essay-type tasks when giving guidance and acting upon iterative feedback. These studies have evidenced the usefulness of feedback and its connection to the writing process approach on students' general writing improvement, but they have not considered the impact of feedback and the writing process approach on students' paragraph organization.

Other research has explored writing feedback from sources different from the teacher and has investigated the impact of peer-feedback (Hyland, 2003; Liu & Hansen, 2002). For instance, Séror (2011) confirmed that instructor-based feedback was important, but alternative sources of feedback (friends, roommates, etc.) were valuable to compensate for problems with instructors' feedback. Similarly, Tian and Nassaji (2016) found that high-beginner Chinese L2 learners evidenced significant improvement in the accuracy of their writings due to peer-review and co-writing. This fact highlights peer-feedback as a potentially powerful "alternative to the traditional sources of feedback on student writing, namely teacher response" (Hu & Lam, 2010, p. 372). Other studies support the benefits peer-feedback has on students' writing improvement. For instance, Gomez (2013) demonstrated that peer-feedback can help students enhance their level of coherence and he acknowledges student peers as a reliable source of assessment. Guilford's (2001) results showed that students were able to produce their own drafts and correct their peers', by carrying out a training process on writing skills, peer-revision, and the use of rubrics. Roberson (2016) demonstrated that first-year L2 collaborative writers, who evaluated their peers, not only produced stronger second drafts, but also saw the efficacy of peer-response. Similarly, a

study carried out to determine whether giving feedback was more beneficial than receiving feedback or the other way around found that students improved their own writing, but more gains were observed in the givers (Lundstrom & Baker, 2009). These studies highlight the impact of peer-revision in terms of writing improvement and suggest including a training process on peer-feedback as well as the use of clear guidelines for students.

Therefore, in order for peer-feedback to be effective, students need to be guided on what to correct or respond to when reading their peers' texts (Harmer, 2004). Research shows that when teachers explain how to provide peer-feedback with clear criteria, students are able to respond to their peers (Miao, Badger, & Zhen, 2006). In addition, this research demonstrated that even though peer-feedback has benefits for students' performance, students acted more upon teacher feedback than peer-feedback because students thought their teacher was more knowledgeable than their classmates. This finding is linked to Mourente's (2004) recommendation to use the implementation of both ways of correction in writing, so that students feel supported and disinhibited when giving and acting upon their peer's feedback. Not only have these results pointed out the possible interdependence between both methods, but also the feedback provider role teachers need to take when responding to students' texts.

Previous studies have found how different strategies in L2 writing help learners at different stages of the writing process improve their writing performance, what skilled writers are able to do and the strategies they use, but they have not examined the connection between process writing approach and students' metacognitive improvement and self-regulated learning. In Colombia, there are very few studies that investigate the impact of the process writing in students' autonomous behaviors at the university level, but most of them concentrate on English improvement due to error correction or teacher feedback. In the same way, working on writing

using peer-feedback is seldom done because the teacher has the knowledge to correct and guide students making instruction teacher-centered. Thus, adopting this writing approach along with peer-feedback is an opportunity for students to be successful not only in their writing behaviors, but also it is a way of transferring the knowledge power to students by letting them control both content and language.

2.4   Conclusion

In brief, this chapter has defined key constructs useful for the explanation and implementation of the research objective and question. Also, research studies and experts on writing, process writing approach, peer-feedback and the role of feedback in writing have been described. In this study, writing was considered a thinking process through which students can construct meaning and communicate their ideas to others. The process writing approach involves four stages (planning, drafting, editing, and publishing) and it needs guidance and training. In addition, the researcher discussed the importance of feedback as a way of encouraging and helping students shape their writing. In order to explain the research implementation used to answer the research question, the following chapter describes the instruments and some research considerations in regards to participants, the researcher's role, and ethics.

Chapter 3: Research Design

3.1   Introduction

The previous research studies and theoretical constructs showed the importance of adopting a writing model to help students improve at the linguistic, communicative, and organizational level. Consequently, the process writing approach was used as a way to assist participants in their paragraph structure writing because it breaks the complex process of composing into small parts (Peregoy & Boyle, 2012). Likewise, peer-feedback played a relevant role empowering students to evaluate others and analyze writing aspects. Learners had opportunities for meaningful writing and this led to less teacher dependence (Richards, 1990). To observe the impact of these strategies, a pre and post questionnaire, a teacher's journal, and participants' artifacts were implemented, piloted and applied before, during, and after the pedagogical implementation. They were also triangulated and some ethical issues were considered.

3.2   Type of study

This study was framed under the action research approach and was conducted in a university level context. The project followed the structure and characteristics of action research, which according to Mills (2007), involve developing any systematic inquiry conducted in the teaching/learning environment to gather information in order to gain insights, develop reflective practice, carry out positive changes in educational practices, and improve students' outcomes. In the same way, this project followed the principles of qualitative research, which is focused on experience-based data collection techniques, so that the information was descriptive and narrative (Mills, 2007).

Additionally, as action research involves talking a self-reflective, critical and systematic approach to explore one's own teaching context (Burns, 2010), it was necessary to go through the planning, action, observation, and reflection phases (Kemmis & McTaggart, 1988) in one cycle of action research, whose process is in the timeline (Appendix L). During the first stage, the needs analysis demonstrated a writing problem in university A2 level students. The data collected let the researcher identify and explain the problem as well as state the Research question and objective. In the action and observation stages, the researcher designed process writing activities, rhetorical structure awareness workshops, a peer-feedback checklist, paragraph writing tasks, and the action plan (Appendix M), which were part of the deliberate teaching intervention and data collection tools. At the last phase, the data gathered was analyzed to answer the research question and provide evidence that improved writing results could take place through constant pedagogical changes. The action research frame allowed the researcher to evaluate and reflect on her teaching with the aim of bringing about improvements in practice (Burns, 2010).

3.3   Context

This study took place at Universidad Jorge Tadeo Lozano, which is a private university located in the downtown of Bogotá, Colombia. As this university lacks a Department of Languages, there is an agreement with the Centro Colombo Americano (CCA) to provide students with the English language learning service. CCA is recognized as a binational center and considered a non-profit private English foundation, whose mission is to strengthen cultural and academic links between Colombia and the United States and provide quality services in a suitable English learning environment.

The university program offered by CCA aims at developing students' high general and academic English proficiency by working deeply on the language skills and systems so that they can use English in the academic and professional context. The program offers four hours of English classes a week, which are distributed into two days of 100-minute sessions. The target population is students from different majors, such as: industrial design, marine biology, graphic design, etc., who are placed into the six English levels based on a diagnostic written and oral test. These students take the English levels because they are a graduation requirement.

According to the CCA's principles, English classes in the university program should follow the communicative approach and project-based methodology. Students should participate and interact actively, work collaboratively in the development of tasks, discover language and vocabulary inductively, practice the language in authentic situations, and be guided towards autonomy through the use of learning strategies. Teachers should foster an anxiety-free environment, where students feel motivated to use English fluently and accurately in the four language skills. In addition, the English syllabi are based on the Touchstone textbooks topics and students should work on an online Cambridge Language Management System to consolidate them.

3.3.1   Participants

A group of ten last-year students (two girls and eight boys) studying different undergraduate programs at Universidad Jorge Tadeo Lozano with an A2 level according to the Common European Framework (CEFR) participated in this study. The participants' ages range from 19 to 26 years and most of them took three English levels prior to this course. They have a very basic understanding of English and have had little training on English writing. The needs analysis and diagnostic test (Appendix N) showed that they struggled with writing organized

paragraphs, making good use of punctuation and connectors, vocabulary, and grammar. These linguistic needs as well as these learners' desire to improve their writing skills motivated the researcher to choose this particular group for the research study.

Regarding their affective needs, these students face the challenge of studying English after having stopped for a while, which makes them lack confidence in their writing production and study habits. The needs analysis evidenced students' feelings about their English writing perceptions; they felt hesitant and worried about their writing, pointing out that writing was difficult. Also, students disclosed their beliefs about the implementation of peer-feedback indicating divided opinions. Some students considered that tool as a learning opportunity, but other students considered their partners' feedback a non-reliable source.

In terms of the participants' cognitive needs, this group needed to start developing more concrete and connected ideas moving from the knowledge to the comprehension level in Bloom's taxonomy (Bloom, Engelhart, Furst, Hill, & Krathwohl, 1956). This involved having more clear descriptions and comprehension texts that showed students' cognitive skills development. These students also needed to react more critically to their peers' compositions showing analysis and supporting their evaluations with arguments.

3.3.2   Researcher's role

The role of the researcher was that of active participant-observer since she got involved in the observation of her teaching outcomes and students' progress as well as in the role of teacher-researcher. This role involves monitoring the effects of teaching and adjusting instruction accordingly (Mills, 2007). Also, this role required the teacher to be fully immersed in the observation of the strategies impact on students' reactions and learning process. Mainly, the researcher was in charge of observing, taking notes, adjusting her pedagogical implementation,

and analyzing both her students' intervention and hers. Thus, participative observation lets researchers understand better because they see things as the participants do (Denscombe, 1998).

3.3.3   Ethical considerations

When carrying this research study, the researcher followed three fundamental ethical principles: informed consent, anonymity and confidentiality, and protection from harm (Norton, 2009). This was done to ensure the researcher's responsibility to maintain the trust and well-being of the study participants and for the contributors to provide reliable data (Mills, 2007). In this study, two types of permission were considered: first, permission from the school board; second, students' consent to accept the research. The institutional consent letter was to notify the CCA's academic director about the research project and receive her approval (Appendix F) and the students' consent letter was to ask for students' participation and notify them about the research project (Appendix E).

In the consent letters, students agreed to reveal their names in case their work was used as evidence and others decided to use nicknames or not to be mentioned. The researcher knows the participants' identities, but she promises not to release them to anyone, which evidences confidentiality (Mills, 2007). Similarly, participants were informed about the confidentiality of their work and the data collected from them, their protection from embarrassment, and the investigative purpose the information. Anonymity was maintained by including pseudonyms and removing the participants' names. Finally, protection of participants was guaranteed in the informed consent, where learners freely agreed to contribute to the study understanding that they were not going to be harmed in any way and that they could withdraw from the process whenever and their performance or learning was not going to be affected.

3.4   Data collection instruments

The data collection instruments were designed to collect information about the impact of the process writing approach on its different stages as well as the role peer-feedback had on students' paragraph structure writing. Through the different instruments, it was possible to analyze the teacher's observations on students' strategies implementation for each phase of the process writing approach, students' perceptions towards the use of peer-feedback and the approach, and their actual written work.

3.4.1   Description

3.4.1.1   Questionnaires

Questionnaires are used to gather large amounts of information in a relatively short time period compared to interviews (Mills, 2007). According to Dörnyei (2003), questionnaires provide three types of information: factual or demographic (which has to do with the participants' background and experiences), behavioral (which focuses on the participants' actions), and attitudinal (which is related to participants' attitudes, beliefs, opinions, interests, and value). In order for this instrument to provide useful data, it is important to avoid lengthy questionnaires and messy presentations, not to ask unnecessary questions, use structured items with various possible responses and "other comments" section, and proofread the questions (Mills, 2007). This study used questionnaires before (Appendix G) and after (Appendix H) the implementation to collect and compare information about students' beliefs and attitudes in regards to the impact of the process writing approach and peer-feedback on their paragraph structure writing development. This instrument was relevant to compare participants' factual, behavioral, and attitudinal data with their actual progress in the artifacts.

3.4.1.2   *Teachers' journal*

Teachers' journals are a valuable information source to keep track of teachers' perspectives of what is happening in the classroom and they help teachers reflect on their practice continuously (Mills, 2007). Burns (2010) classifies journals into: factual, descriptive, reflective, memoir journal, and daily log. In this study, the researcher used a teacher journal to record observations, factual information, personal reactions, and reflections, which are related to the first three categories of Burn's journal types. The researcher designed one format to take notes labeled as in-class teacher journal format (Appendix I). It was used to record the teacher's observation while students worked on their writing tasks following the process writing approach as well as when they were peer-assessing their artifacts. This instrument was pertinent to this study because it showed the teachers' perspective and it could be correlated with the students' perceptions.

3.4.1.3   *Participants' artifacts*

Artifacts are "written or visual sources of data that contribute to our understanding of what is happening in our classrooms" (Miller, 2007, p. 72). In this study, the artifacts were the students' paragraph writing tasks (Appendix J) in the different stages of the process writing approach, the diagnostic and final test (Appendix N), and the peer-feedback checklists (Appendix K). These artifacts were collected at different moments of the process to analyze students' progress in writing and their reactions to peer-feedback. Moreover, these instruments were useful in showing patterns related to the research question and they revealed solid proof of the impact of peer-feedback on students' written performance and paragraph writing. Several studies have evidenced that students' written drafts were useful elements in the analysis of

students' writing process development (Díaz, 2010; Tapia & Silva, 2010; Zúñiga & Macías, 2006).

3.4.2   Design and validation of the instruments

Prior to implementing the aforementioned instruments, they were validated by having two colleagues, who teach the same English level as the researcher, and the institution program's coordinator, proofread them and give feedback to the researcher. In this way, the questionnaires were reshaped and adjusted to the study objectives, the teacher's journal format was reorganized, and the peer-feedback checklists underwent wording changes. Besides, the instruments were piloted with two groups of students with similar characteristics to the focus group in order to test their usefulness and appropriateness to answer the research questions. These two processes helped the researcher refine the instruments and make sure the participants did not have problems when using them. Piloting data-collection instruments should be done to examine duration of the instrument implementation, clarity of instructions, and unnecessary aspects (Bell, 2005).

To ensure the data reliability, triangulation was necessary, which involves including various points of view on the investigated phenomenon (Freeman, 1998). There are different types of triangulation; however, in this study, methodological triangulation was the only one implemented. The researcher used different sources to collect data and study the problem, which helped to minimize bias in findings and increase the researcher's confidence to analyze data (Freeman, 1998). The implementation and analysis of students' paragraph tasks and tests, teacher's journal, pre and post-implementation questionnaires let the researcher corroborate the information and find the instruments intersection point to answer the research questions of this study.

3.5   Conclusion

This chapter explained the study design as an action research study with a qualitative orientation. It also provided information about participants' background and needs, the study context, and research objective. The type of study exhibited the careful planning of the research implementation considering institutional and students' permissions, the instruments descriptions, validity, and piloting. Therefore, this study set the ground for the research study implementation stage, and more detailed information on the stages to implement and gather data are provided in subsequent chapters.

Chapter 4: Pedagogical Intervention and Implementation

4.1 Introduction

The previous data collection instruments, context, and researcher's role gave a glimpse of some important elements for the implementation of the process writing approach, paragraph structure, and peer-feedback. This pedagogical intervention presents a description of the pedagogical approach used to implement the previous three constructs in students' paragraph tasks during an intensive English course in 2015. This intervention considered the visions of learning, language, classroom, and curriculum to plan, design, and carry out the pedagogical activities, learning objectives, and materials. Also, a detailed description of the five stages developed through the implementation and lesson plan samples are presented. The implementation was characterized by a student-centered approach that empowered learners to make sense of the content and activities for their personal learning, which assigned a facilitator role to the teacher.

4.2 Visions of language, learning, classroom, and curriculum

4.2.1 Vision of language

Teachers' perception about language teaching influences language study choices and approaches to teach language in a coherent manner, as well as students' expectations (Tudor, 2001). In this particular context, the nature of language is considered from two perspectives: language as a linguistic system and language from a functional perspective, which are connected to the participants' needs and learning context. Both visions are used from an integrative perspective, where both language and skills take part in students' academic training to develop their communicative skills.

On the first hand, language is a linguistic system to achieve communicative competence. This idea suggests that mastering that system is a necessary prerequisite for achieving meaningful communication (Tudor, 2001). In fact, Saussure defined language as a system (langue) that conceptualizes experiences of the world and expresses ideas determined by the boundaries of the set (Bouissac, 2010). Similarly, language involves six categories according to the language content of textbooks: grammar, vocabulary, phonology, discourse, style and appropriateness, and varieties of the target language (Cunningsworth, 1995), which should be structured in the teaching of language. The knowledge of grammar provides learners with the ability to use language for communication; however, vocabulary knowledge is what allows them to express meaning; lexis is the basis of language (Lewis, 1993, p. 133). More importantly, in this context, discourse, style and appropriateness are essential to effective communication since they focus on sequencing of sentences and structuring text, as well as attitudinal, contextual, and sociolinguistic aspects of language use, respectively. Therefore, this vision considers a coherent approach (Communicative Approach) that involves language as a whole rather than the sum of its parts (Cunningsworth, 1995). Therefore, all the components of the language system require integration through a system-based approach (Tudor, 2001) and contribute to students' linguistic and communicative competence.

On the other hand, language is a social action from the functional perspective. This idea focuses on Hymes' (1972) theory of communicative competence and Halliday's (1993) systemic-functional model. In the former theory, learners use language in a social context to express concepts, perceptions, and values that are relevant within a speech community. In the latter model, the linguistic system is associated to the social structure, where the language works according to three modes of meaning: ideational, interpersonal, and textual. In this context, the

goal of language learning is to let students use the language for a real situation, which is linked

to the two characteristics of language for specific purposes (Robinson, 1991). First, students

learn the language because they need it for a pragmatical purpose, which can be related to their

academic or professional life. Second, students get prepared for specific pragmatic tasks based

on a needs analysis.

4.2.2   Vision of learning

The goal of teaching is to create the appropriate conditions to facilitate learning and help

students develop the ability to use language effectively (Tudor, 2001). In doing so, learning is

approached from the analytical learning vision, where learners use the target language for

communicative purposes and the cognitive skills consciously to analyze data. Therefore, students

are able to use their analytical skills in their language learning just as they do it in other life

learning processes. This vision of learning suggests that learners can use their analytical skills to

explicitly study the structural and communicative patterns of the target language (Tudor, 2001),

which is aligned to the vision of language.

In the present context, two main considerations are important in the analytical learning

vision. First, the isolation and practice of subparts of a target skill is necessary to develop the

learners' ability to integrate those parts holistically (Tudor, 2001). Basically, this issue considers

the use of a variety of subskills to facilitate language learning, which learners experience through

the use of learning strategies (Oxford, 1990; O'Malley & Chamot, 1990). Since learning

strategies are thoughts or activities that assist in enhancing learning outcomes, they let students

gain an important perspective on their learning, see the relationship between the strategies they

use and their own learning effectiveness, plan and reflect on their learning as well as gain greater

autonomy (Chamot & O'Malley, 1994). Second, the overt identification of patterns has two

advantages: generativity and economy (Johnson, 1996). The learning of language regularities opens up the possibility of new circumstances uses (generative) and this is economical in regards to memory space and the storage of information. Therefore, the analytical approach to learning presents awareness-raising activities and language-discovery experiences, which relate to the inductive approach. In this case, students are asked to infer patterns from language samples and this fosters the use of cognitive skills in problem-solving tasks.

4.2.3   Vision of classroom

The classroom serves a pedagogical and social reality function and its vision influences language learning and the interaction of the social agents involved there. In this case, the classroom is perceived in two ways: as a communicative entity and as a school of autonomy. From the communicative perspective, the classroom is "a place of communication and of communicatively-based learning" (Tudor, 2001, p. 111). This vision emphasizes the importance of learners' needs and preferences to plan teaching, set educational goals, and make changes to language teaching. Also, this idea demonstrates that the classroom is a learner-centered space, where there is more experiential forms of learning and concern about students' affective involvement in their learning process. In other words, the classroom is a social setting, where cooperation goes hand in hand with communication attempting to prepare learners for future language uses and challenges outside the classroom.

Regarding the classroom as a school of autonomy, there is special interest to develop self-direction, learner autonomy, and empowerment in the classroom. From this view, there is a change in the traditional teacher-learner roles transferring the responsibility to students as active participants in their learning and turning teachers into facilitators of that process. Thus, language learners can be active agents in and co-authors of their learning (Pennycook, 1997) and the

teacher can play a valuable role in assisting learners to develop their potential for autonomous

learning (Nunan,1997). In this way, not only can students learn the language, but also learn how

to learn the language, which can take place through the use of learning strategies in this context.

Therefore, the active engagement of students may enrich their learning process and help them

develop their independent learning skills, which can be transferred to other learning experiences

(Tudor, 2001).

4.2.4   Vision of curriculum

Curriculum is understood as a "statement of intent of a language program as set out in

syllabus outlines, sets of objectives, and various planning documents" (Nunan, 1989, p. 9). In

this sense, the vision of curriculum entails content, which takes place from a textbook-based

syllabus, and methodology to teach that content, which has to do with project-based tasks within

the communicative approach. The English language syllabi for the university program of the

CCA are designed based on the contents of the Touchstone series books. These books are

organized in 12 units and each unit is organized in four lessons, which integrate language

systems, skills, and conversation strategies. The contents complexity progressively advances

letting students recycle language and benefit from language learning scaffolding. The philosophy

behind these books has to with the communicative methodology, where interaction-based

activities, personalized learning experiences, active and inductive learning as well as

independent learning are expected to occur (McCarthy, McCarten, & Sandiford, 2005).

Regarding methodology, the language is presented to students from learner-centered

activities focused on communicative project-based tasks. This communicative methodology is

connected to the five characteristics of the communicative curriculum proposed by Breen and

Candlin (1980). First, content is focused on language content that is personally significant to

learners. Second, sequencing is cyclical; third, content is subdivided into activities and tasks that require interaction rather than isolated structures practice. Fourth, there is continuity within and between tasks, activities, and themes; fifth, there is negotiation among learners, learners and teacher, and learners and the text. Similarly, within this approach, activities are focused on learners' actual communicative needs and meaningful communication supports learning as Canale and Swain (1980) assert. In this context, communicative language teaching is manifested through group work and information-gap activities, which can broadly be called projects. These structured activities should maximize language, content, and real-life skill learning and require teachers' guidance and feedback as well as degree of challenge and support along the project stages (Alan & Stoller, 2005).

4.3   Instructional design

The instructional design was carried out following the process writing approach stages and it was integrated with the use of peer-feedback. Figure 2 illustrates the phases used from the process writing proposed by Hedge (2005). This process included brainstorming and mind mapping as alternative techniques to generate and select ideas and the outlining technique to organize the skeleton of the paragraphs. During the drafting stage, students were expected to start structuring their texts based on the information previously organized through the mind maps and outlines and then, they could revise and edit their texts to write a final version of their paragraphs.

Figure 2. Process writing stages (Hedge, 2005).

Throughout the process writing stages, peer-feedback was embedded in the pre-writing strategies and drafting stage as a prerequisite to move to the next stage while teacher ongoing feedback was general to the whole class and specific only when students presented difficulties. This feedback protocol took place through checklists (Appendix LAppendix LAppendix K), which students used to give peer-feedback on specific elements of the three strategies and the paragraphs drafting. The checklist was implemented in two moments: after the completion of the pre-writing stage and drafting stage; this process took place in the three paragraph writing tasks (Appendix J) and students had to help at least one classmate. Besides using the checklist, students could comment on any other language or writing aspect that could benefit their peers, so the participants made free-comments orally either to justify their ideas in the checklist or to come up with a new aspect that deserved attention at that point of the writing process.

4.3.1   Lesson Planning

The planning for the pedagogical implementation was done on two levels: in terms of the input awareness and the process writing stages. The input awareness lesson plans were focused on providing students with the information and necessary training related to the rhetorical structure of paragraphs, the process writing approach (meaning, stages), three strategies for the pre-writing stage (brainstorming, mind mapping, outlining), and peer-feedback. The process writing stages lesson plans concentrated on the planning, drafting, revision and editing, and feedback, which scaffolded students' three paragraph writing tasks. The number of times that each type of lesson plan was used depended on the implementation action plan (Appendix M). Each lesson plan (Appendix O) was established considering students' interaction patterns, lesson aims, activities, strategies within each stage of the process writing approach, and cycle of the implementation. Similarly, the lesson plans were created following an inductive approach and

communicative framework, which let students analyze and infer the rhetorical structure and

contents of a paragraph (topic sentence, supporting ideas, and concluding sentence) as well as the

use of the strategies through samples. As the focus of the study was paragraph structure, the

researcher did not train students on a specific type of text, but rather on the elements of the

paragraph. From that analysis, students had the opportunity to develop controlled-practice

exercises to clarify their understanding and then they could carry out free-practice exercise

besides their own exercises for the development of the paragraph writing tasks. The activities

proposed in the lesson plans also allowed interaction among learners, collaborative and

independent work, and reflection.

4.3.2   Implementation

The pedagogical implementation was carried in a six-week period, which included 31

hours counting the pre, while and post implementation stages. Table 1 illustrates the three

general stages along with the aspects considered in each one. In the pre-implementation, the

researcher carried out a diagnostic paragraph writing test both in English and Spanish (Appendix

N) and asked the participants to answer the pre- implementation questionnaire. In the while-

implementation stage, there were five cycles: two input awareness cycles and three process

writing cycles, which will be explained in subsequent paragraphs. Finally, the post-

implementation stage consisted in the post-implementation questionnaire and the final paragraph

writing test both in English and Spanish (Appendix N). All the action plan carried out by the

researcher is explained in detail in Appendix M, which considers the process writing stages and

implementation cycles, learning objectives, pedagogical activities, dates, and the data collection

instruments involved in each session.

Table 1. Pedagogical implementation stages

Pre-Implementation Stage	Activities/Tasks	Number of hours	Number of lessons	Instruments
	- Students' consent letters - Pre-implementation questionnaire - Students' diagnostic test (Spanish and English)	1	2	- Pre-implementation questionnaire - Students' artifacts (tests)
While-Implementation Stage	**Activities/Tasks**	**Number of hours**	**Number of lessons**	**Instruments**
Input awareness cycle 1	Training on: - Paragraph structure - Pre-writing strategies - Process writing stages - Feedback	5	2	Teacher's journal
Process writing cycle 1	Task 1	8	4	- Teacher's journal - Students' artifacts (task 1 and checklists)
Input awareness cycle 2	Revision of: -Pre-writing strategies -Elements of a paragraph -Peer-feedback	4	3	-Teacher's journal - Students' artifacts (controlled practice task and checklists)
Process writing cycle 2	Task 2	6	4	- Teacher's journal - Students' artifacts (task 2 and checklists)
Process writing cycle 3	Task 3	6	4	- Teacher's journal - Students' artifacts (task 3 and checklists)
Post-Implementation Stage	**Activities/Tasks**	**Number of hours**	**Number of lessons**	**Instruments**
	- Post-implementation Questionnaire -Students' final test (Spanish and English	1	2	- Post-implementation questionnaire - Students' artifacts (tests)

The pedagogical implementation combined the process writing approach and peer-feedback in order to scaffold students' paragraph writing production and set a clear path to writing. The while-implementation stage was developed in five cycles, which corresponded to two input awareness cycles and three process writing cycles. These three cycles matched the three paragraph writing tasks respectively (Appendix J). In the first input awareness cycle, students received formal instruction on how to develop each stage of the process writing approach, they analyzed samples, studied the rhetorical structure of the paragraph, the process writing approach stages, the three pre-writing strategies (brainstorming, mind mapping, and outlining), and the way to give feedback. The second input awareness cycle was carried out to clarify doubts and correct common mistakes students made during the first paragraph writing task. Besides this, in the process writing cycles, students did not receive training, but they were expected to develop the three paragraph writing tasks using the information studied in the input awareness cycles and following the stages proposed by Hedge (2005) and illustrated before (Figure 2).

4.4   Conclusion

This chapter explained the visions of language, learning, classroom, and curriculum as determining factors in the setting up of the pedagogical implementation. Language is a linguistic system that facilitates communication and serves a functional purpose letting learners express their ideas, thoughts, etc. Similarly, the vision of learning considers an analytical approach to learning, which fosters the use of learning strategies and enables students to strengthen their cognitive skills. The classroom vision is in accordance with the communicative-based learning, which highlights the classroom as "one segment of the social world of the learner" (Van Lier, 1988, p. 81). Finally, the vision of curriculum relates to a learner-centered approach from the

communicative methodology, where project-based tasks play a crucial role. Additionally, this

chapter presented a detailed description of the pedagogical intervention carried out in this study

to answer the research question considering the writing process approach and peer-feedback as

the main elements for the instructional design. A painstaking description of the data collection

analysis is presented in subsequent chapters.

Chapter 5: Results and Data Analysis

5.1   Introduction

Data analysis carried out in this study let the researcher examine and show evidence of

how the process writing approach in combination with peer-feedback influenced students'

paragraph writing. This chapter accounts for the steps and processes implemented related to data

management and data analysis following a mixed method based on qualitative and quantitative

data. The mixed method "keeps the strands independent during analysis and then mixes the

results during the overall interpretation" (Creswell & Plano Clark, 2011, p. 70). This chapter also

presents the findings that came up after the data interpretation stage, which answer the Research

question and objective of this study.

5.2   Data management procedures

This research study followed the convergent parallel design, which "occurs when the

researcher collects and analyzes both quantitative and qualitative data during the same phase of

the research process and then merges the two sets of results into an overall interpretation"

(Creswell & Plano Clark, 2011, p. 77). This design was chosen because it let the researcher

gather different but complementary data on the writing topic (Morse, 1991) as well as triangulate

the qualitative and quantitative data. The responses to the closed questions in the pre-

implementation and post-implementation questionnaires as well as the results of the artifacts

analysis through the checklist represented the quantitative data. The teacher's journal and

questionnaires responses corresponded to the qualitative data. The researcher organized the data

systematically in order to keep track of the progress and answers of each student and to manage

all the information. All the data gathered were tabulated and stored into a matrix embedded in a

MS Excel file to find and retrieve information easily at the statistical analysis and coding stage.

Firstly, frequency graphs were used to display the changes between participants' diagnostic test and post-implementation test as well as to compare their progress in the three writing tasks. Secondly, the grounded theory method (Creswell, 2012) strategy of coding let the researcher analyze the data collected from qualitative instruments and determine codes and categories.

5.2.1   Validation

In order to ensure internal validity, the researcher triangulated and interpreted data by comparing quantitative and qualitative findings, which were supported with data excerpts. Similarly, the researcher read the data from each instrument to identify emerging patterns and compared them to see if the same patterns kept recurring (McMillan & Schumacher, 2010). The researcher read and coded the data following open-coding techniques (Corbin &Strauss, 2008). All the answers and artifacts were examined several times looking for evidence that confirm the codes and categories as well as rival explanations that modify or refute the codes and categories already established.

5.2.2   Data analysis methodology

The data analysis was carried out through the grounded theory method, which aims at creating theory from data. The grounded theory is a "systematic, qualitative procedure used to generate a theory that explains, at a broad conceptual level, a process, an action, or an interaction about a substantive topic" (Creswell, 2013, p. 423). This method was used to reduce and analyze the data collected through the three instruments (questionnaires, teacher's journal and written artifacts) by triangulating the information, identifying codes, and establishing the core category as well as the subcategories to answer the research question. In fact, the grounded theory method is useful to reduce the amount of written data to make it more manageable and understandable as well as to facilitate the building of a valid theory from the data analyzed (Cohen, Manion, &

Morrison, 2007). Regarding the quantitative data, a simple statistical analysis was carried out to support the emerging categories and subcategories.

In order to apply the grounded theory method, a step-by-step procedure was conducted to explain the impact of the process writing approach and peer-feedback on students' paragraph writing, which corresponded to the different stages of coding. The initial stage was open coding, which allows researchers to extract concepts from raw data (Corbin & Strauss, 2008). The initial emerging codes were analyzed and the researcher looked for repetitive information to confirm them. The codes were used to build the categories after analyzing their relationship. In this step (axial coding), the concepts were interwoven and the categories were constructed. Subsequently, in the selective coding stage, the core category was selected by analyzing and integrating the other major categories built after the previous two steps. The relationships among those categories were explored and brought together to generate the storyline.

5.3   Categories

Based on the three systematic coding steps (open, axial, and selective coding) explained by Corbin and Strauss (2008), two categories, four subcategories, and one core category were identified and selected. The statistical analysis supported the categories.

5.3.1   Overall category mapping

During the open coding stage, the researcher identified initial codes from each instrument and used the color-coding technique to group those codes and establish a reduced version of initial concepts. They were revised again and summarized to a smaller number of concepts (Table 2).

In the axial coding stage, the previous concepts were compared and related to each other to identify broad patterns. The researcher made connections among those patterns and grouped

Table 2

Initial concepts after the open coding procedure

How does using the process writing approach along with peer-feedback influence A2 university students' EFL paragraph structure writing?	✓ Strategies use ✓ Pre-writing strategies clarity ✓ Independent writing behaviors ✓ Less teacher dependence ✓ Asking for advice and clarification ✓ Concentration and engagement ✓ Writing experience ✓ Fewer writing difficulties ✓ Better planning ✓ Stronger drafting ✓ Clarity of ideas ✓ Easy ideas generating ✓ Paragraph writing awareness ✓ Ideas and thoughts organization ✓ Understanding of paragraph elements ✓ Easy task completion ✓ Paragraph construction and organization ✓ Thinking before writing

them into initial categories, which generated more global categories. The preliminary categories

and subcategories after the axial coding procedure are shown in Figure 3.
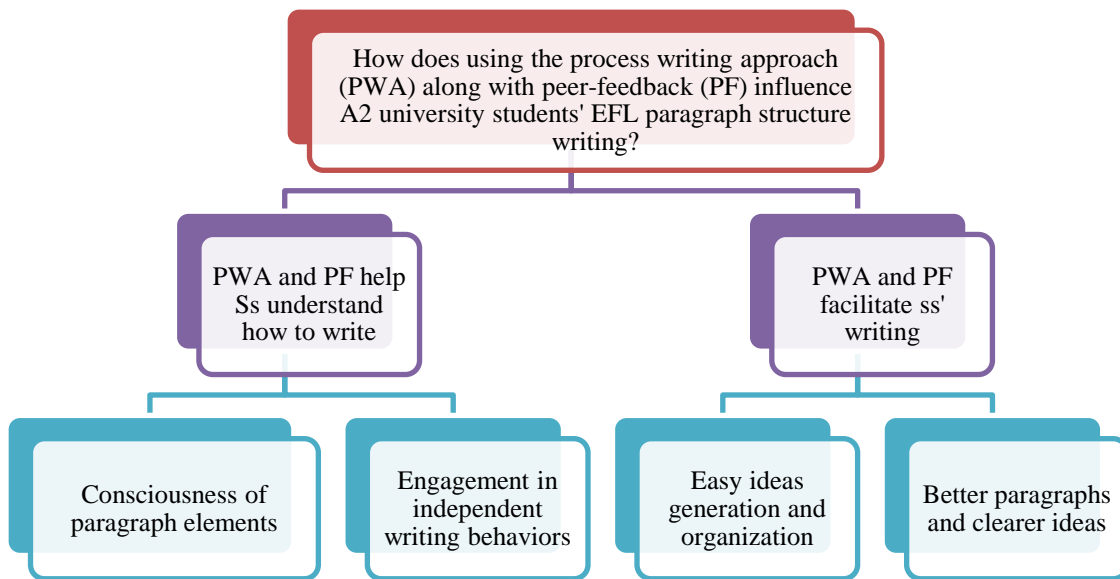
Figure 3. Preliminary categories and subcategories after the axial coding procedure

Finally, in the selective coding stage, the categories were systematically connected and their relationships were validated in order to create the storyline. The final core category, the categories, and subcategories that answer the research question of the study are presented in Figure 4.
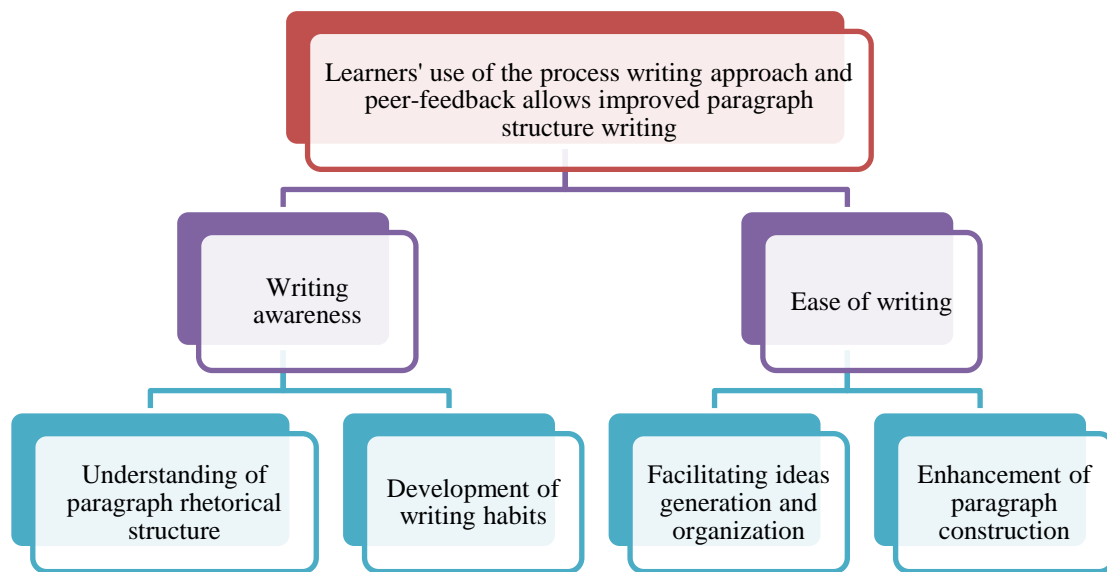
Figure 4. Final subcategories and categories after the selective coding procedure.

5.3.2   Discussion of categories

5.3.2.1   Writing awareness

The use of the process writing approach and peer-feedback throughout three written tasks demonstrated to raise awareness on students' paragraph writing since students gained understanding of the paragraph rhetorical structure and developed certain writing habits. Students provided their peers with clear and specific suggestions, which confirmed that peer-feedback fosters critical awareness (Katijah, 2008).

5.3.2.1.1   Students' understanding of the paragraph rhetorical structure

A comparison made between the initial diagnostic and final test demonstrated that 80% of

the participants grasped the meaning of the three paragraph elements (topic sentence, supporting

ideas, concluding sentence) and made an effort to include them in their paragraphs (Figure 5).

Students also clarified the meaning of the supporting ideas, which in the diagnostic test were

only details, but in the final test were evidence to the topic sentence.

Figure 5. Comparison between diagnostic test and final test.

Students' artifacts evidenced their progress in regards to the incorporation of the

paragraph elements after using the process writing approach even though some of them still

struggled with the use of grammar (Excerpt 1and Excerpt 2).

Excerpt 1. Artifact from Diagnostic test participant 7

The Terrorist acts in Yopal, Casanare.

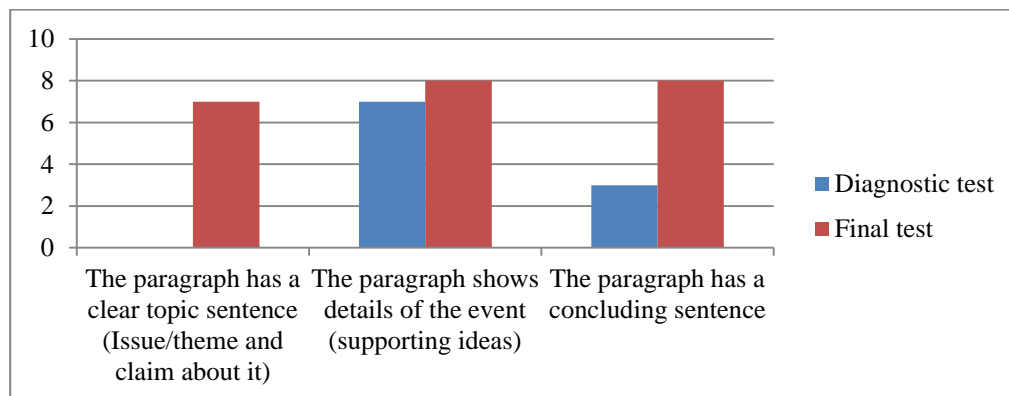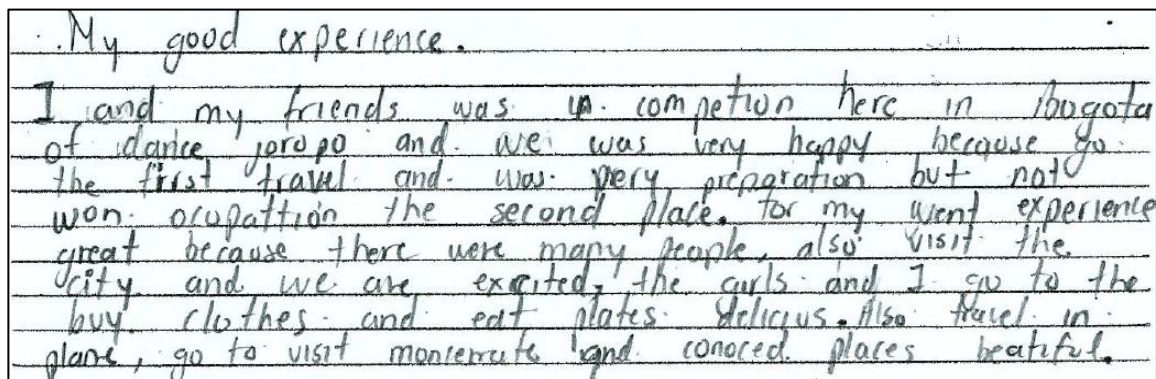Live in Yopal could is dangerous because this week occured two explosions very bigs. The first explosions happeneed in the central park, injured ten people like children, young woman and mother. The second explosions go to around the stadium, only two person injured, but this explosion make pretty disaster for example it's destroyed fewer houses. The Colombiam Defense Minister described the fact as "terrorist acts", the goverment is give a reward of around $30.000 for information the responsable. The people thing that the security higher the police. In conclosion this terrorist acts damage the image the city.

Excerpt 2. Artifact from Final test participant 7

The first artifact (Excerpt 1) does not have a topic or a concluding sentence and the

supporting ideas are not sequentially organized. However, the second artifact (Excerpt 2) shows

the topic sentence with the participant's claim of the topic (yellow sentence), the supporting

ideas, which give evidence of the topic sentence, and the concluding sentence, which

summarizes the ideas presented (green sentence).

Similarly, students' explanations with the use of the checklists during the peer-feedback

sessions evidenced their understanding of the paragraph elements since they were able to identify

them in their peers' drafts and give specific comments related to their inconsistencies (Excerpt

3).

> *"The topic sentence is clear, but in my opinion the conclusion does not answer the central idea"* (Participant 5)
>
> *"The opinion in the topic sentence is missing"* (Participant 3)

Excerpt 3. Checklists, July 3rd, 2015

Although four out of ten students manifested in the post-implementation questionnaire

that the topic sentence was one of the most difficult aspects when writing their paragraphs, they

were able to define each one of the paragraph elements after carrying out controlled and free

practice exercises during the input awareness sessions (Appendix O). Excerpt 4. Class workshop

1, June 4th, 2015 demonstrates their ideas:

> *"The topic sentence is the most important part of the paragraph because, tell the general idea with my opinion"* (Participant 1)
>
> *"The supporting ideas are sentences that develop the topic"* (Participant 6)
>
> *"The concluding sentence is the sentence that confirm the writer position"* (Participant 8)

Excerpt 4. Class workshop 1, June 4th, 2015

However, the fact that students understood what each concept means does not involve that they are writing error-free or that they are able to write flawless paragraphs, but it shows that after the implementation, they developed a level of awareness about their writing and they started to include the three elements of a paragraph in their compositions. The following excerpts illustrate the teacher researcher's view on the topic.

> *"If students do not become experts in writing, at least they gain certain awareness of how to write and what it involves"*

Excerpt 5. Teacher's journal, June 12th, 2015

> *"The writing process planning and drafting seem to have raised awareness in Ss about the way they write. They are associating writing with thinking, planning and organizing, rather than releasing ideas as they come from their mind to put them on paper"*

Excerpt 6. Teacher's journal, June 17th, 2015

The previous findings demonstrated that students grasped the paragraph rhetorical structure by doing the exercise of writing topic sentences, supporting ideas and concluding sentences as well as by analyzing their peers' paragraphs. They evidenced awareness on their paragraphs' structure and the fact that students started to include those elements in their paragraphs made them better organized, self-contained (Schell, 1970), and easy to understand.

5.3.2.1.2   Students' development of writing habits

Findings showed that students modified their early writing behaviors by adopting the use of three pre-writing strategies (brainstorming, mind mapping, and outlining) as tools for their paragraph planning. Initially, students used to translate ideas and write without planning as

shown in the diagnostic test (Excerpt 7). During the implementation, 90% of the participants

used the three strategies and they even used them when the teacher did not ask them. This was

evidenced along the three tasks and the final test (

Excerpt 8 and
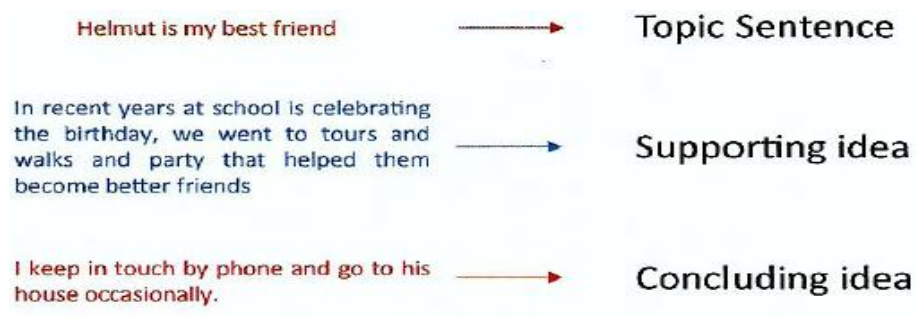
Excerpt 9).

The last vacation, I have go to San Andres, with brother and girlfriend. The hotel is amazing. I play sorrer in the swimming pool and the beach. The beach is beatifull and the sun is dangerous. I have seek and I go to the hospital. In the hospital stady 2 day. But my father last days in Bogota regalo the car

Excerpt 7. Artifact from Diagnostic test participant 10

Excerpt 8. Artifact from Task 1 (Brainstorming and Mind mapping) participant 10

Helmut is my best friend	——→	**Topic Sentence**
In recent years at school is celebrating the birthday, we went to tours and walks and party that helped them become better friends	——→	**Supporting idea**
I keep in touch by phone and go to his house occasionally.	——→	**Concluding idea**

Excerpt 9. Artifact from Task1 (Outlining) participant 10

Similarly, not only did the use of the three pre-writing strategies turn into students'

independent writing behaviors as shown in the teacher's journal (Excerpt 10), but also they

changed students' perceptions about writing, which are manifested in Excerpt 11.

> "*Ss worked individually on the three strategies and asked questions to their peers when they did not know how to organize the information or want to verify that their topic sentences were strong*"
>
> "*Ss did not need instructions or guidance to continue planning their paragraphs*"

Excerpt 10. Teacher's journal, June 17th and 18th, 2015

> *"I liked the way to change the mindset before writing a text"* (Participant 8)
>
> *"Learning to think and structure thinking in English since the beginning"*(Participant 2)
>
> *"Having a plan to present something in a text is essential. Otherwise, one would write nonsense"* (Participant10)

Excerpt 11. Post-implementation questionnaire: Question 1 and 3.

The results also showed that the participants started to adopt other writing behaviors

when carrying out the tasks in class. They showed concentration and engagement, used their

dictionaries, used the three prewriting strategies in the following order: brainstorming, mind

mapping, outlining, carried out the planning stage by themselves, and reduced the questions to

the teacher (Excerpt 12).

> *"Ss were able to do the planning of the third paragraph (Task 1) by themselves. They used the three strategies (brainstorming, mind mapping, outlining) in that order and asked me questions very few times. They used their dictionaries to look for words or asked me how they could say certain ideas/words"*

Excerpt 12. Teacher's journal, June 11th, 2015

As for the peer-feedback process, students demonstrated receptiveness to their peers' comments, which were focused on recommendations to effectively use the three strategies and write up the topic sentences, supporting ideas, and concluding sentences. Those suggestions were related to the aspects mentioned in Excerpt 13 and they became habits for most students since they started to implement them in subsequent paragraphs.

> *"They suggested: three main things: 1. Topic sentence: include it as the first sentence of the paragraph and improve it adding an opinion. 2. Mindmap: Use key words instead of complete sentences and use colors to differentiate categories. 3. Outline: Connect the concluding sentence with the topic sentence and reorganize or modify the supporting ideas"*

Excerpt 13. Teacher's journal, June 12th, 2015

Students' open comments with the use of the checklist to evaluate the second written task demonstrated that their feedback was focused on the consolidation of certain writing habits (Excerpt 14).

> *"Colors help to understand the categories of the movies"* (Participant 10)
>
> *"The sentence shows the opinion"* (Participant 4)
>
> *"The concluding sentence talk about the topic sentence and argument the topic idea"* (Participant 5)

Excerpt 14. Open comments of checklists used on June 26th, 2015

Finally, the results demonstrated that asking for advice or clarification to peers and revising their comments were habits students developed during the editing stage (Excerpt 15). This suggests that students saw their peers as reliable sources of feedback (Gomez, 2013) and considered their comments valuable to make changes to their paragraphs.

> "*In the revision and editing, student individually took some time reading and checking the comments of their peers. They asked them when they needed clarification or help*"
>
> "*I could notice that some Ss started asking for help to their peers first and later to me, which shows that they are starting to trust their peers. The teacher was the last source for some ss*"

Excerpt 15. Teacher's journal, June 12th and 17th, 2015

In brief, the use of the process writing approach and peer-feedback let students undertake independent writing routines that facilitated their paragraph writing while changing their views on writing as happened in Melgarejo's (2009) study. Students recognized writing as a thinking process (White & Arndt, 1997) that required planning to be successful.

5.3.2.2   *Ease of writing*

Findings revealed that through the use of the process writing approach and peer-feedback, the participants' paragraph writing was eased and improved. These tools had a direct impact on facilitating students' production and organization of ideas as well as their enhancement of paragraphs construction.

5.3.2.2.1   *Facilitating ideas generation and organization*

From the results, 50% of the participants manifested that the process writing approach facilitated their ideas creation, clarification, and organization. Excerpt 16 demonstrates the participants' comments:

> "*I found it very good because my paragraphs had a process and this helps to clarify and organize ideas to get better results*" (Participant 9)
>
> "*These texts have much more coherence, are clearer and easier to understand. Besides, writing is facilitated and you don't remain thinking what to write as a result of this methodology*" (Participant 5)

Excerpt 16. Post-implementation questionnaire: Question 1

Similarly, 70% of the students highlighted a close connection between the use of the

process writing approach and their ease of coming up with ideas, organizing them, and

structuring their paragraphs. Twenty percent of the participants recognized the approach as

beneficial to either review or understand how to organize their texts and only 10% thought the

process could make writing complicated (Excerpt 17).

"Often, I did not know how to sort paragraphs, or how to start an English text. During the 3 cycles, the teacher taught us the process and structure that each text has to have" (Participant 4)

"Often, the paragraph writing section in the exam was a complete pain; I did not know what to write and I had a mental block. Now, I feel I can find very good topics to write both in English and Spanish" (Participant 5)

"The methodology helped me to be more organized with the ideas I wrote in my paragraphs" (Participant 9)

Excerpt 17. Post-implementation questionnaire: Question 3

In addition, the researcher found that the use of the three pre-writing strategies facilitated

students' production and organization of ideas in their paragraphs. Excerpt 18 and Excerpt 19

evidence the researcher's views on the impact the planning stage had on students' writing and

Excerpt 20 confirms such positive impact, which are linked to Sasaki's (2002) findings: planning

strategies help learners organize their texts and ideas.

"Using the strategies in this order (1. Brainstorming 2. Mind mapping 3. Outlining) not only helped Ss generate and discard unnecessary or irrelevant ideas, but it also scaffolded their planning and thinking"

Excerpt 18. Teacher's journal, June 9th, 2015

"Ss have shown that having practice in their planning has helped them to organize their thoughts"

Excerpt 19. Teacher's journal, June 23rd, 2015

"Yes, I really noticed the change because through the mindmap and brainstorming I organized

each one of my texts clearly and I could do the texts faster" (Participant 4)

"I think I write more easily and it is easier to talk or in this case write about something with a clear idea and coherent arguments throughout a text" (Participant 5)

Excerpt 20. Post-implementation questionnaire: Question 7

Indeed, 50% of the participants agreed that the use of the brainstorming strategy during the planning stage was helpful to develop their ideas. Becker (1991) reported that brainstorming let learners have more imagery and interesting ideas in their texts. Likewise, 40% of the students manifested that writing up the paragraph was the easiest part of the process because they had already done all the planning, so writing the paragraph consisted in putting those ideas in order (Excerpt 21, and Excerpt 22). McDonough (1999) confirms this finding by affirming that the lack of planning shows ineffective writing.
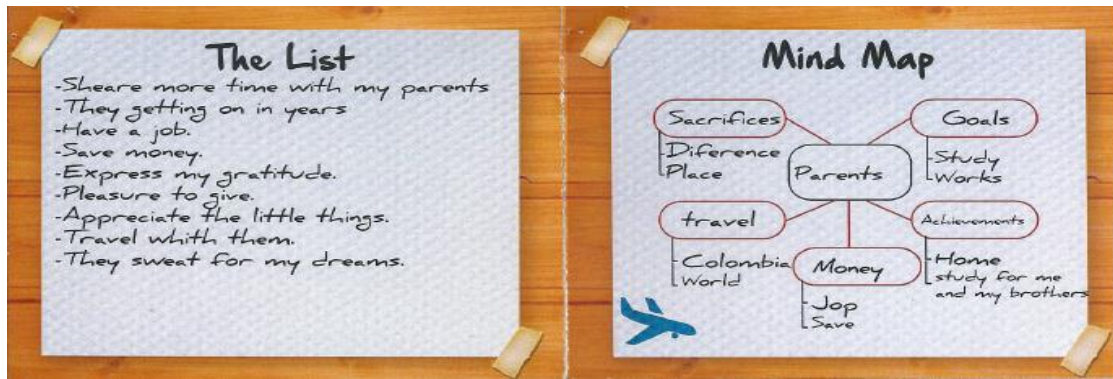
Excerpt 21. Artifact from Task 1 (Brainstorming and Mind mapping) participant 5

Excerpt 22. Artifact from Task 1 (Outline and draft) participant 5

The previous idea was confirmed with the time spent during the drafting stage. There was a change in the times for planning and drafting. Before the pedagogical implementation, the participants took cero time planning, and a lot of time writing. During the implementation, they took a lot of time planning, and little time drafting, which demonstrates that the planning stage helped students generate ideas and organize them in their paragraphs (Excerpt 23).

> *"I have noticed that Ss take a lot of time in the planning stage. They take more time planning their paragraphs with the 3 strategies than actually drafting them."*

Excerpt 23. Teacher's journal, June 18th, 2015

The use of the process writing approach and the three pre-writing strategies was a way to scaffold students' paragraph writing and facilitate their ideas generation and organization. In fact, pre-writing tasks are a way to foster the writers' thinking (Elbow, 1998).

5.3.2.2.2   Enhancement of paragraph construction

Results showed that 90% of the participants agreed on the positive impact the process writing approach had on their paragraph writing. Figure 6 displays students' opinions, where they manifested that this approach helped them in both their improvement of their paragraphs final version and their writing difficulties associated with organization of ideas.
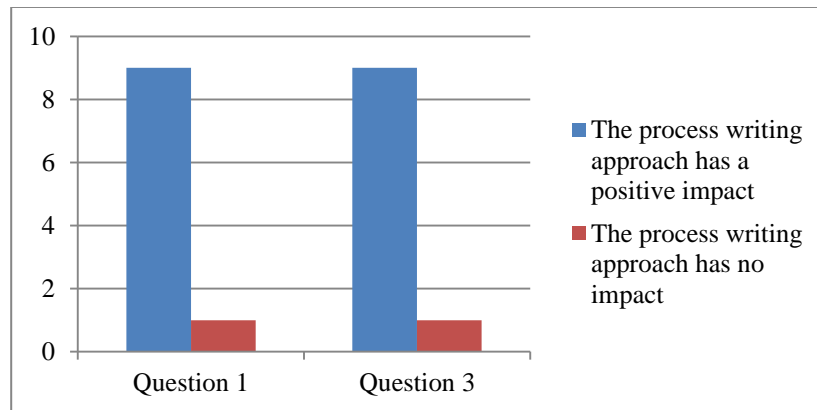
Figure 6. Post-implementation questionnaire.

Regarding peer-feedback, students' opinions were divided (Excerpt 24). Fifty percent of the participants considered peer-feedback to be useful for writing up their paragraphs final version and the other half thought peer-feedback did not have a significant impact on their paragraphs improvement because of subjectivity, their peers' inability to evaluate others, and their lack of linguistic knowledge (Kern, 2000).

> *"It is a positive impact because it helps to make the ideas for the text clearer and lets students identify weaknesses and possibilities to improve the text"* (Participant 5)
>
> *"I found it weak; I do not think we have the appropriate level of English to do this"* (Participant 8)

Excerpt 24. Post-implementation questionnaire: Question 2

A comparison made among the results of the three written tasks final versions in regards to the paragraph elements (topic sentence, supporting ideas, and concluding sentence) shows that

students improved their paragraph structure by the end of the third task (Figure 7). Students

progressively improved the construction of topic sentences in the three tasks, but they struggled

with creating and connecting the three supporting ideas to the topic sentence as well as writing

the concluding sentence in the second task.
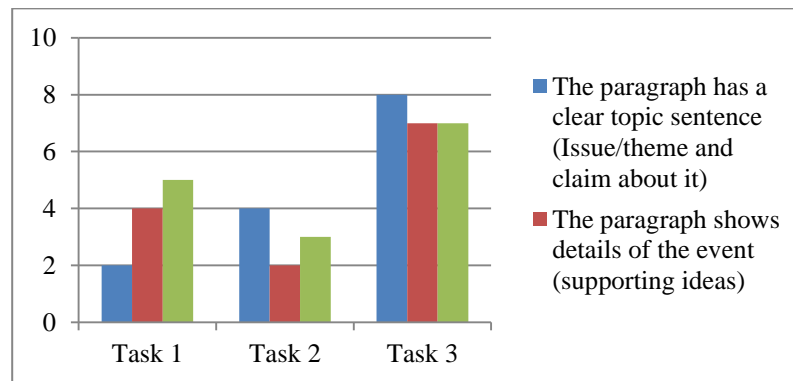
Figure 7. Comparison among the three written tasks.

The following students' artifacts show the progress of participant 7 throughout the three

written tasks. In Excerpt 25, there is not a strong topic sentence, the supporting ideas do not

provide evidence of the topic sentence and there is no concluding sentence. In Excerpt 26, the

topic sentence shows the participant's theme and claim (blue sentence), there are three

supporting ideas, which are not totally strong, and the conclusion (green sentence) gives a

recommendation. Finally,

Excerpt 27 shows a stronger topic sentence, supporting ideas, which are connected to the

topic sentence, and a concluding sentence that summarizes the paragraph.

Excerpt 25. Artifact from Task 1 (Final version) participant 7

Although "A walk to remember" is another romantic movie, it's conveys a beautiful message for life. You can see the pure love, a lot goodness and faith. Also, it is a miracle that one can believe in something or someone, besides not only as physical or as you view is what matters sometimes. You can fall in love with something beyond, that person feel that you are someone better. In conclusion, I love the movie and I recommend it if you like to enjoy something romantic.

Excerpt 26. Artifact from Task 2 (Final version) participant 7

I TELL YOU....   NATION.

TWO EXPLOSIONS ROCKED COLOMBIA'S CAPITAL ON THURSDAY.

Life in Bogota could be dangerous. On Thursday happened two explosions rocked Colombia's capital. The first blast, which happened in the financial district, injured seven people. The second blast in an industrial area of the city left another person wounded. Images showed shattered glass on the ground and emergency personnel at the scenes, none of the injuries was life threatening. Colombian Defense Minister described the explosions as "terrorist acts" and the government was offering a reward of up to around $38.000 for information about the responsible of the fact. Therefore, this terrorist attacks damage the image of Bogota.

Excerpt 27. Artifact from Task 3 (Final version) participant 7

Although the samples show grammar and mechanics mistakes, they evidence the participant's improvement in regards to well-structured paragraph writing, which was noticeable through the use of the three paragraph elements in her tasks. Likewise, 80% of the participants showed the following improvements in the last task: the topic sentence opens the paragraph and shows the theme and claim (Gopen, 2004), the supporting ideas are connected to the topic sentence, and the conclusion restates the topic sentence and closes the paragraph.

5.3.3   Core category

After analyzing and reducing the data collected through the coding process, the researcher identified "*learners' use of the process writing approach and peer-feedback allows improved paragraph structure writing*" as the principal category which answered the research question of this study. It was found that by implementing the process writing approach stages and peer-feedback, the researcher could raise awareness in students about the way they write, help them structure their paragraphs effectively and facilitate their writing. In fact, students became more aware of the paragraph rhetorical structure, which helped them write better-structured paragraphs. Similarly, students understood what writing implies both through instruction and application of theory into their own writing process. The fact that students used writing strategies and were involved in peer-feedback helped them consolidate their knowledge about writing, generate and organize their paragraph ideas as well as develop writing habits, which could make them skilled writers.

5.4   Conclusion

Results demonstrated that the implementation of the process writing approach and peer-feedback impacted students' paragraph structure writing positively and that was reflected through four changes. First, students understood the paragraph rhetorical structure and were able to identify the three paragraph elements (topic sentence, supporting ideas and concluding sentence) both to write their paragraphs and to help others refine theirs. Second, students adopted writing behaviors such as using the pre-writing strategies (brainstorming, mind mapping, and outlining) to plan their paragraphs, which they did not use before. Third, students came up with ideas easily and they refined and organized them into paragraphs. Fourth, the participants enhanced their paragraph construction after receiving explicit instruction and developing three

written tasks. The following chapter presents the interpretation of the results and the pedagogical

implications of this study.

Chapter 6: Conclusions and Pedagogical Implications

6.1   Introduction

This study examined the impact the process writing approach and peer-feedback had on students' paragraph structure writing through the development of three written tasks (Research question and objective). Answering this question was important because writing well-structured paragraphs contributes to students' logical and clear thinking (Bakalis, 2003) and developing writing skills is necessary to achieve academic success (Javed, Juan, & Nazli, 2013). The use of the approach helped participants improve their writing difficulties related to organization of ideas and construct better-structured paragraphs, which had topic sentences, supporting ideas, and concluding sentences. Similarly, both the process writing approach and peer-feedback raised awareness in students' writing and let them understand the paragraph rhetorical structure.

The results of this study are connected to the results of other Colombian researchers (Rivera, 2011; Caro, 2014; Osma, 2014; Rincón, 2009) since this approach contributed to learners' enhancement of their writing texts, skills, and paragraph organization (Garnica & Torres, 2015). Other relevant findings connected to this study mention that students found peer-feedback doubtful because of learners' English level (Kern, 2000) or because students considered the teacher more knowledgeable that their peers (Miao, Badger, & Zhen, 2006). Therefore, the results of the present study are important to support previous findings and suggest that writing should be scaffolded through process-oriented methodologies and explicitly taught strategies aided with feedback.

This study had limitations in the pedagogical implementation design, which delayed the research study, but helped the researcher pilot the implementation and restructure the cycles and activities several times. In addition, complying with the syllabus, accommodating the

pedagogical implementation to it and fitting the implementation into the class schedule were other difficulties the researcher had to face. Thus, these constraints let the researcher propose a further research study focused on a longer pedagogical implementation that addresses more instruction and training on writing strategies and peer-feedback in order to get stronger results.

6.2   Comparison of results with previous studies' results

The use of the process writing approach helped participants enhance their paragraphs writing and their writing difficulties associated with organization of ideas in a paragraph. They evidenced a progressive improvement in their paragraphs rhetorical structure by including topic sentences, supporting ideas, and concluding sentences, which O'Donnell and Paiva (1993) considered vital elements in a paragraph. Similarly, the participants improved the construction of topic sentences, where they showed both the issue and the claim about a topic (Gopen, 2004). This finding supports previous research in which the process writing approach contributed to students' improvement of their writing compositions and skills (Rivera, 2011; Caro, 2014; Osma, 2014; Rincón, 2009) as well as to their paragraph writing improvement in regards to organization (Garnica & Torres, 2015) and rhetorical structure (Cakir, 2003).

In addition, the implementation of the process writing approach and the explicit teaching of paragraph structure benefitted students' improvement of their ideas organization in a paragraph and facilitated their production of ideas. Students demonstrated to have grasped the concepts and application of the paragraph rhetorical structure especially when writing the last task. This conclusion supports findings from two studies, where both planning of paragraphs and direct teaching of paragraph writing helped students think of their ideas and the way to connect them (Bakalis, 2003) as well as improve their descriptive paragraph writing organization in regards to coherence and cohesion (Garnica & Torres, 2015).

Furthermore, this study found that the pre-writing strategies: brainstorming, mind mapping, and outlining implemented in the planning stage of the process writing approach facilitated students' production and organization of ideas in their paragraphs. Students came up with ideas easily, organized them, and created topic sentences for their paragraphs. This result validates Sasaki's (2002) findings where the use of planning strategies for L2 writing helped learners organize their texts ideas and plan their content. Likewise, Becker's (1991) results support this study finding affirming that the use of brainstorming prior to writing let learners craft interesting ideas.

Regarding the implementation of peer-feedback, the findings show that its use during the planning, drafting and editing stage of the process writing approach strengthened the participants' understanding of the paragraph elements and raised awareness in their writing. Students commented on their peers' paragraphs by suggesting modifications to the topic sentences, supporting ideas and/or concluding sentences. Even though the participants recognized peer-feedback to be useful to make them aware of their mistakes and possible ways to improve their paragraphs final versions, half of them did not find peer-feedback to contribute either to their writing difficulties improvement or to their paragraphs writing. Students expressed that their peers did not have enough linguistic knowledge or were guided by subjectivity when evaluating. This finding is connected to Kern's (2000) claim, which highlights students' doubtful trust towards their peers' feedback, especially when they are also learning the language. The previous findings support Miao, Badger, and Zhen's (2006) results since they found that students followed teacher's feedback over their peers' because they considered their teacher more knowledgeable than their classmates. Similarly, the previous finding is related to Spies' (2012) results, who found that "peer feedback can be a very effective strategy when learners have the

chance to work with feedback from peers who share a common language level" (p. 5). However, these results are opposed to Gomez's (2013) conclusions, where peer-feedback was described as a reliable assessment source that contributed to students' coherence improvement. Therefore, more research is needed to confirm peer-feedback as a useful strategy.

6.3   Significance of the results

This study has demonstrated the importance of incorporating processes of compositions accompanied of peer-feedback to contribute to learners' improvement of their writing skills. The findings suggest three key benefits for the methodology of L2 writing teaching to the local and global educational community. Firstly, students' successful use of the process writing stages requires training and practice and may give them better control of content and form in their texts (Richards, 1990). Secondly, engaging students in appropriate writing processes helps them produce better-quality writing and makes them skilled writers since they adopt writing behaviors (Richards, 1990). Finally, feedback cannot be separated from writing, but it can be assigned to students' responsibilities to help them develop autonomy and raise awareness of their writing. Therefore, the aforementioned implications highlight the need to make changes to the way writing is taught in the Colombian context, to the roles of learners and teachers when writing as well as to the types of writing activities conducted in the classroom. Mainly, it means that product-oriented approaches should be replaced by process-oriented methods and students should be actively involved in their writing through peer-feedback as Spies (2012) asserts.

Moreover, this study demonstrates that the use of the process writing approach including writing strategies, such as brainstorming, mind mapping, outlining as well as peer-feedback should be explicitly taught and constantly implemented in the English classes to help learners become confident writers able to come up with interesting ideas, filter and organize them, and

convey clear written messages. Likewise, it is important to help learners build the writing habit (Harmer, 2001), which implies making writing part of the English syllabi and implementing writing activities on a daily basis. Besides training, it is also necessary to scaffold the written tasks through modeling, linguistic support, etc. as well as design activities that guide students' writing (White & Arndt, 1997).

In the Colombian teaching context, this study fills a gap related to the teaching of L2 writing, in which it is necessary to start educating university students to become skilled writers to face the demands of the 21st century and get prepared for their future academic life. In fact, developing their writing proficiency is just as important as improving their other language skills not only to be competent English language users, but also to be academically successful (Javed, Juan, & Nazli, 2013). More broadly, this study contributes to the English Language Teaching (ELT) community by providing a feasible possibility to improve learners' paragraph writing through the process writing approach. The ELT community needs to start or continue training students in writing by implementing writing strategies (brainstorming, mind mapping, outlining), feedback tools (peer-feedback checklists), and authentic tasks that foster meaningful communication among learners.

6.4   Limitations of the present study

One major limitation was the design of the pedagogical implementation. Initially, the researcher had planned a very challenging implementation considering the students' English level and needs. She noticed that such implementation was causing students more troubles than offering solutions to the identified problem related to writing. Thus, the first implementation let the researcher modify the type of text students were going to write and adapt the implementation stages and activities to the students' profile and needs. A second pedagogical implementation

was conducted, but it could not be finished due to time constraints. Finally, the researcher could develop the pedagogical implementation with minor time difficulties. Although these modifications delayed the pedagogical implementation stage of this study, they helped the researcher refine the activities and plan a more realistic pedagogical implementation.

A second limitation was to comply with the syllabus demands and simultaneously fit the implementation within the schedule. The researcher had to be very selective with the topics to teach so that students' learning was not going to be affected and the implementation could take place within the available time frames. Not only did the researcher have to accommodate the activities related to the pedagogical implementation to the topics of the syllabus, but also find connections among them and design the three written tasks in accordance with those topics. Even though it was very difficult to design the implementation stages and place them within the three academic cycles, the researcher found the way to take advantage of time and make the implementation successful.

6.5   Further research

To confirm the results of this study and have a more comprehensive view of it, the researcher recommends conducting a longer study with more time devoted to the pedagogical implementation, especially to the input awareness cycles and written tasks cycles. This study could also include a longer cycle to train students in peer-feedback and other peer-feedback tools to check if they facilitate students' writing and raise their writing awareness. Similarly, this study could either focus on one pre-writing strategy or explore the use of other pre-writing strategies to see if students' paragraph structure writing is strengthened or modified somehow. It is also recommended to carry out a study where participants can construct more paragraphs of different genres (narrative, descriptive, argumentative, etc.) and the researcher can analyze the incidence

of the process writing approach on their paragraph structure. The implementation of other types of paragraphs, strategies, and peer-feedback tools would be beneficial for Colombian students with different cultural backgrounds, linguistic needs and even learning styles, where the current syllabus does not meet their needs or scaffold the development of their writing skills.

Even though the writing process approach and peer-feedback demonstrated to benefit students' L2 paragraph structure writing, further research is needed to inquire into their impact on other areas such as coherence, linguistic difficulties, and high order thinking skills. This would help teachers develop written tasks that contribute to students' English proficiency development, writing skills reinforcement, and cognitive skills strengthening simultaneously. In addition, further research should investigate the impact of using the process writing approach to improve L1 paragraph writing as well as the impact students' L2 paragraph enhancement could have on their L1 paragraph writing. In this way, language teachers could contribute to students' literacy and success in other subject areas.

Finally, further research should deepen into the influence of peer-feedback in students' paragraph writing skills improvement as well as the way other types of assessment such as self-assessment, or a combination of them with teachers' assessment contribute to overcome learners' paragraph structure writing difficulties. It is also suggested to consider using web 2.0 tools to implement peer-feedback. This would help teachers identify the most appropriate assessment method, tools, and protocol to implement when carrying out written tasks as well as make students more active in their learning process.

6.6   Conclusion

The 21st century demands skilled writers able to express ideas clearly and in an organized manner. Accordingly, learning to write well-structured paragraphs is a must today and it should

be fostered at all educational levels to progressively advance to more complex writing tasks. In the present study, participants at the university level planned their paragraphs using three pre-writing strategies: brainstorming, mind mapping, and outlining; they drafted and peer-assessed those paragraphs with checklists. Then, they wrote the final version of their paragraphs including three main elements: topic sentences, supporting ideas, and concluding sentences. Thus, this study examined the impact of implementing the process writing approach along with peer-feedback to enhance paragraph structure writing. The results demonstrated that the two previous strategies were useful to raise awareness on paragraph writing, develop writing habits, facilitate the production and organization of ideas, and construct better-structured paragraphs.

In brief, this study highlights the importance of scaffolding written tasks through the use of processes of composition, writing strategies, and feedback tools to help learners become skilled writers. In addition, the present study reveals the positive impact of using the process writing approach along with peer-feedback to develop L2 paragraph structure writing, which is a necessary skill in students' academic life so that they can succeed in complex written tasks and achieve effective communication with the English-speaking community. The results presented in this study shed light on a realistic approach to teaching L2 writing in the Colombian context as a first-step solution to writing difficulties related to organization of ideas in paragraphs.

References

Adıgüzel, F. M. (1998). *The effects of the process approach to teaching writing on Turkish students' writing skills and overall language proficiency in EFL* (Unpublished Master's thesis). Mersin Üniversitesi: Sosyal Bilimler Enstitüsü, Mersin, Turkey. Retrieved from http://tez2.yok.gov.tr/adresindenedinilmiştir

Alan, B., & Stoller, F. (2005). Maximizing the benefits of project work in foreign language classrooms. *English Teaching Forum, 43*(4), 10-21.

Alvira, J. (2013). *The impact of direct, coded, oral and written feedback on the improvement of paragraph writing of B1 level EFL students at university level* (Unpublished Master's thesis). Universidad de La Sabana, Chía, Colombia. Retrieved from http://hdl.handle.net/10818/9284

Angus, J. (1862). *Handbook of the English tongue: For the use of students and others*. London, England: Religious Tract Society.

Bain, A. (1877). *English composition and rhetoric*. London, England: Longmans, Green, and Co.

Bakalis, M. (2003). Direct teaching of paragraph cohesion. *Teaching History, 110,* 18-25.

Bayat, N. (2014). The effect of the process writing approach on writing success and anxiety. *Educational Sciences: Theory & Practice, 14*(3), 1133-1141. doi:10.12738/estp.2014.3.1720

Bell, J. (2005). *Doing your research project: A guide for first-time researchers in education, health, and social science* (4th ed.). New York, NY: Open University.

Becker, C. (1991). *Quantity and quality of writing German in early acquisition: A case for associative activities in foreign language courses*. Los Angeles, CA: University of Southern California.

Bloom, B. S., Engelhart, M. D., Furst, E. J., Hill, W. H., & Krathwohl, D. R. (1956). *Taxonomy of educational objectives: The classification of educational goals, Handbook I: Cognitive domain*. London, England: Longman, Green and Co.

Braine, G., & Yorozu, M. (1998). Local area network (LAN) computers in ESL and EFL writing classes: Promises and realities. *JALT Journal*, *20*(2), 47-59.

Breen, M., & Candlin, C. (1980). The essentials of a communicative curriculum in language teaching. *Applied Linguistics, 1*(2), 89-112.

Borji, H., & Khodabandel, M. (2013). The effect of incidental learning of grammar on Iranian intermediate EFL learners' paragraph writing. *Modern Journal of Language Teaching Methods (MJLTM), 3*(3), 149-160.

Bouissac, P. (2010). *Saussure: A guide for the perplexed.* London, England: Continuum.

Burdick, M. (2011). Teacher negotiation and embedded process: A study of high school writing assigments. *Journal of Teaching Writing, 26*(2), 21-44.

Burns, A. (1999). *Collaborative action research for English language teachers.* Cambridge, UK: Cambridge University Press.

Burns, A. (2010). *Doing action research in English language teaching: A guide for practitioners*. New York, NY: Routledge.

Byrne, D. (1988). *Teaching writing skills* (2nd ed.). London, England: Longman.

Caicedo, P. A. (2016). Using cooperative learning to foster the development of adolescents' English writing skills. *PROFILE Issues in Teachers' Professional Development, 18*(1), 21-38. http://dx.doi.org/10.15446/profile.v18n1.53079

Cakir, Ö. (2003). Role in improving the writing skills of the program based on the process approach to writing instruction. *Tomer Language Journal, 122*, 31-51.

Candlin, C., & Hyland, K. (2014). *Writing: Texts, processes, and practices.* New York, NY: Routledge.

Canale, M., & Swain, M. (1980). Theoretical bases of communicative approaches to second language teaching and testing. *Applied Linguistics, 1*(1), 1-47.

Caro, M. (2014). *EFL learners' process writing and the implementation of PRWRITE learning objects when creating short narrative compositions* (Unpublished Master's thesis). Universidad de La Sabana, Chía, Colombia. Retrieved from http://hdl.handle.net/10818/10776

Chamot, A., & O'Malley, J. (1994). *The CALLA handbook: Implementing the cognitive academic language learning approach.* New York, NY: Addison-Wesley Publishing Company, Inc.

Chappuis, J. (2012). How Am I Doing?. *Educational Leadership, 70*(1), 36-40.

Cheung, M., & Chan, A. (1994). *Teaching writing as a process*. Hong Kong, China: Education Department.

Cheung, M. (1999). The process of innovation adoption and teacher development. *Education and Research in Education, 13*(2), 55-75.

Christensen, F. (1967). Counterstatement: "Further comments on the paragraph". *College Composition and Communication, 18*(3), 186-188.

Cohen, L., Manion, L., & Morrison, K. (2007). *Research methods in education.* New York, NY: Routledge.

Corbin, J., & Strauss, A. (2008). *Basics of qualitative research: Techniques and procedures for developing grounded theory* (3rd ed.). Thousand Oaks, CA: Sage Publications, Inc.

Creswell, J. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (4th ed.). Boston, MA: Pearson Education.

Creswell, J., & Plano Clark, V. L. (2011). *Designing and conducting mixed methods research* (2nd ed.). Thousand Oaks, CA: Sage Publications, Inc.

Culham, R. (2003). *6+1 traits of writing: The complete guide grades 3 and up*. New York, NY: Scholastic Inc.

Cunningsworth, A. (1995).*Choosing your coursebook.* Oxford, OX: Heinemann.

Cushing, S. (2013). Considerations for teaching second language writing. In M. Celce-Murcia, D. Brinton, & M. Snow (Eds.), *Teaching English as a second or foreign language* (4th ed., pp. 222-237). Boston, MA: Heinle Cengage Learning.

Denscombe, M. (1998). *The good research guide for small-scale social research projects*. Buckingham, England: Open University Press.

Díaz, N. (2010). Peer editing: A strategic source in EFL students' writing process. *Colombian Applied Linguistics Journal, 12*(0123-4641), 85-98.

Dörnyei, Z. (2003). *Questionnaires in second language research: Construction, administration and processing*. Mahwah, NJ: Lawrence Erlbaum Associates.

Duncan, M. (2007). Whatever happened to the paragraph?. *National Council of Teachers of English, 69*(5), 470-495. doi:10.2307/25472231

Eden, R., & Mitchell, R. (1986). Paragraphing for the reader. *College Composition and Communication, 37*, 416-430.

Ellis, R. (1994). *The study of second language acquisition*. Oxford, OX: Oxford University Press.

Fawcett, S. (2013). *Evergreen: A guide to writing with readings* (10th ed.). Stamford, CT: Cengage Learning.

Ferris, D., & Hedgcock, J. (2004). *Teaching ESL composition: Purpose, process, and practice* (2nd ed.). Mahwah, NJ: Lawrence Erlbaum Associates.

Freeman, D. (1998). *Doing teacher research: From inquiry to understanding*. New York, NY: Heinle & Heinle Publishers.

Freestone, N. (2009). Drafting and acting on feedback supports student learning when writing essay assignments. *American Physiological Society, 33,* 98-102.

Friedlander, A. (1990). Composing in English: Effects of a first language on writing in English as a second language. In B. Kroll (Ed.), *Second language writing: Research insights for the classroom* (pp.109-125). New York, NY: Cambridge University Press.

Garnica, V. Y., & Torres, M. P. (2015). *An approximation to writing process through the implementation of a process-genre approach in a blended learning environment* (Unpublished Master's thesis). Universidad de La Sabana, Chía, Colombia. Retrieved from http://hdl.handle.net/10818/17456

Geiser, S., & Studley, R. (2001). UC and the SAT: Predictive validity and differential impact of the SAT and SAT II at the University of California. Retrieved from http://www.Informaword. Com/smpp/content~db=all~content=a 784398315.

Goldstein, A., & Carr, P. (1996). Can students benefit from process writing?. *NCES Report*, *1*(3), 96-845.

Gomez, O. M. (2013). *Peer feedback and out-of-class blogging to develop informal writing skills in an EFL course* (Unpublished Master's thesis). Universidad de La Sabana, Chía, Colombia. Retrieved from http://hdl.handle.net/10818/8514

Gopen, G. (2004). *Expectations: Teaching writing from a reader's perspective*. New York, NY: Pearson Longman.

Gordon, L. (2008). Writing and good language learners. In C. Griffiths (Ed.), *Lessons from good language learners* (pp. 244-254). Cambridge, UK: Cambridge University Press.

Grabe, W., & Kaplan, R. (1996). *Theory and practice of writing*. New York, NY: Addison-Wesley Longman Limited.

Gower, R., Phillips, D., & Walter, S. (1995). *Teaching practice handbook*. Oxford, OX: Heinemann.

Guilford, W. (2001). Teaching peer review and the process of scientific writing. *Advances in Physiology Education, 25*, 167- 175.

Gugin, D. (2014). A Paragraph-first approach to the teaching of academic writing. *English Teaching Forum, 52*(3), 24-37.

Halliday, M. A. (1993). Language as social semiotic. In J. Maybin (Ed.), *Language and Literacy* (pp. 23-43). Clevedon, England: Open University.

Harmer, J. (2004). *How to teach writing*. Harlow, England: Pearson Education Limited.

Harmer, J. (2001). *The practice of English language teaching* (4th ed.). New York, NY: Pearson Longman.

Hattie, J., & Timperley, H. (2007). The power of feedback. *Review of Educational Research, 77*(1), 81-112. doi:10.3102/003465430298487

Hedge, T. (2003). *Teaching and learning in the language classroom*. New York, NY: Oxford University Press.

Hedge, T. (2005). *Writing.* Oxford, OX: Oxford University Press.

Ho, B. (2006). Using the process approach to teach writing in 6 Hong Kong primary classrooms. *New Horizons in Education, 53*, 22-41.

Hu, G., & Lam, S. T. E. (2010). Issues of cultural appropriateness and pedagogical efficacy: Exploring peer review in a second language writing class. *Instructional Science, 38,* 371-394. doi:10.1007/s11251-008-9086-1

Hudson, T., Hinkson-Lee, K., & Collins, B. (2013). Teaching paragraph composition to students with emotional/behavioral disorders using the simultaneous prompting procedure. *Journal of Behavioral Education, 22*, 139-156. doi: 0.1007/s10864-012-9167-8

Huntley, H. S. (1996). *Feedback strategies in intermediate and advanced second language composition. A discussion of the effects of error correction, peer review, and student-teacher conferences on student writing and performance*. Retrieved from ERIC database (ED 355809).

Hyland, K., & Hyland, F. (2006). Feedback on second language students' writing. *Language Teaching, 39*(2), 83-101.

Hyland, K. (2003). *Second language writing*. New York, NY: Cambridge University Press.

Hyland, K. (2009). *Teaching and researching writing* (2nd ed.). Great Britain, UK: Pearson Education Limited.

Hymes, D. (1972). On communicative competence. In J. B. Pride & J. Holmes (Eds.), *Sociolinguistics* (pp. 269-293). Harmondsworth, UK: Penguin.

Jacob, G., & Talshir, P. (1998). Creative writing. *English Teachers' Journal (Israel)*, *52*, 64-65.

Jayakaran, L. (2005). *Everyone's guide to effective writing*. Chennai, India: 2M Publishing International.

Javed, M., Juan, W., & Nazli, S. (2013). A Study of students' assessment in writing skills of the

    English language. *International Journal of Instruction, 6*(2), 129-144.

Johnson, K. (1996). *Language teaching and skill learning.* Oxford, OX: Blackwell.

Karatay, H. (2011). Based writing process models: Planned writing and evaluation. In M. Ozbay

    (Ed.), *Writing in education* (pp. 21-43). Ankara, Turkey: Pegem Academy.

Katijah, S. (2008). Building vocabulary and improving writing while developing a tourist

    brochure. *English Teaching Forum, 46*(2), 38-41.

Kellogg, R. T. (2008). Training writing skills: A cognitive developmental perspective. *Journal of*

    writing research, 1(1), 1-26.

Kemmis, S., & McTaggart, R. (1988). *The action research reader.* Geelong, VIC: Deakin

    University Press.

Kern, R. (2000). *Literacy and language teaching.* New York, NY: Oxford University Press.

Kirszner, L. G., & Mandell, S. R. (2011). *Writing first with readings: Practice in context* (5th

    ed.). Boston, MA: Bedford/St. Martin's.

Konrad, M., & Test, D. (2007). Effects of go 4 it . . . now! strategy instruction on the written IEP

    goal articulation and paragraph-writing skills of middle school students with disabilities.

    Remedial and Special Education, 28(5), 277-291. doi:10.1177/074193250702800050301

Lee, Y. J. (2006). The process-oriented ESL writing assessment: Promises and challenges.

    Journal of Second Language Writing, 15(4), 307-330. doi:10.1016/j.jslw.2006.09.003

Lewis, M. (1993). *The lexical approach.* Hove, UK: Language Teaching Publications.

Lipson, M.Y., Mosenthal, J., Daniels, P., & Woodside-Jiron, H. (2000). Process writing in the

    classrooms of eleven fifth-grade teachers with different orientations to teaching and

    learning. *The Elementary School Journals*, *101*(2), 209-231.

Liu, J., & Hansen, J. G. (2002). *Peer response in second language writing classrooms*. Ann

    Arbor, MI: University of Michigan Press.

Lo, J. (1994). Can a leopard change its spots? A personal account. *TESL Reporter, 27*(1), 27-33.

    Retrieved from

    https://journals.lib.byu.edu/spc/index.php/TESL/article/viewFile/3535/3309

Lombana, C. (2002). Some issues for the teaching of writing. *PROFILE, 3*(1), 44-51.

Lundstrom, K., & Baker, W. (2009). To give is better than to receive: The benefits of peer

    review to the reviewer's own writing. *Journal of Second Language Writing*, *18*(1), 30-43.

McCarthy, M., McCarten, J., & Sandiford, H. (2005). *Touchstone 1: Teacher's edition*. New

    York, NY: Cambridge University Press.

McDonough, S. (1999). Learner strategies: State of the art article. *Language Teaching, 32*(01),

    1-18.

McMillan, J., & Schumacher, S. (2010). *Research in education: Evidence-based inquiry.* Upper

    Saddle River, NJ: Pearson.

Melgarejo, D. (2009). Assessing children's perceptions of writing in EFL based on the process

    approach. *Colombian Applied Linguistics Journal, 12*(1), 70-84.

Miao, Y., Badger, R., & Zhen, Y. (2006). A comparative study of peer and teacher feedback in a

    Chinese EFL writing class. *Journal of Second Language Writing*, *15*, 179-200.

Mills, G. E. (2007). *Action research: A guide for the teacher researcher* (3rd ed.). Upper Saddle

    River, NJ: Pearson Prentice Hall.

Morse, J. M. (Ed.). (1991). *Qualitative nursing research: A contemporary dialogue*. Newbury

    Park, CA: Sage Publications, Inc.

Mourtaga, K. (2004). *Investigating writing problems among Palestinian students*. Bloomington, Indiana: Author House.

Mourente, M. (2004). Teacher correction versus peer-marking. *PROFILE*, *5*(1), 23-28.

Norton, L.S. (2009). *Action research in teaching and learning: A practical guide to conducting pedagogical research in universities.* New York, NY: Routledge Education.

Nunan, D. (1989). Toward a collaborative approach to curriculum development: A case study. *TESOL Quaterly, 23*(1), 9-25.

Nunan, D. (1997). Designing and adapting materials to encourage learner autonomy. In P. Benson & P. Voller (Eds.), *Autonomy and independence in language learning* (pp. 192-203). London, England: Longman.

O'Donnell, T., & Paiva, J. (1993). *Independent writing* (2nd ed.). Boston, MA: Heinle & Heinle Publishers.

O'Malley, J., & Chamot, A. (1990). *Learning strategies in second language acquisition*. New York, NY: Cambridge University Press.

O'Malley, J., & Valdez, L. (1996). *Authentic assessment for English language learners: Practical approaches for teachers.* Boston, MA: Addison-Wesley publishing company, Inc.

Osma, J. C. (2014). *Developing students' writing and awareness through autobiographical life stories using journals in the EFL classroom* (Unpublished Master's thesis). Universidad de La Sabana, Chía, Colombia. Retrieved from http://hdl.handle.net/10818/12467

Oxford, R. (1990). *Language learning strategies: What every teacher should know*. New York, NY: Newbury House.

Parsons, L. (2001). *Revising and editing: Using models and checklists to promote successful writing experiences*. Markham, Canada: Pembroke.

Peregoy, S., & Boyle, O. (2008). *Reading, writing and learning in ESL: A resource book for teaching K-12 English learners* (5th ed.). Boston, MA: Pearson.

Pennington, M., & Cheung, M. (1995). Factors shaping the introduction of process writing in Hong Kong secondary schools. *Language,Culture and Curriculum*, *8*(1), 1-20.

Pennycook, A. (1997). Cultural alternatives and autonomy. In P. Benson & P. Voller (Eds.), *Autonomy and independence in language learning* (pp. 35-53). London, England: Longman.

Pigg, M. (1996). *Teaching writing subskills: A study of the effectiveness of the computer assisted instruction program paragraph builder* (Master's thesis). Available from ProQuest Dissertations and Theses database. (UMI No. 1382311)

Raimes, A. (1938). *Techniques in teaching writing.* New York, NY: Oxford University Press.

Rajatanun, K. (1988). *A refresher course in writing* (2nd ed.). Bangkok, Thailand: Thammasat University Press.

Reid, J. (2001). Writing. In R. Carter & D. Nunan (Eds.), *The Cambridge guide to teaching English to speakers of other languages* (pp. 28-33). Cambridge, UK: Cambridge University Press.

Richards, J. (1990). *The language teaching matrix*. Cambridge, UK: Cambridge University Press.

Rincón, S. (2009). *The use of the process genre approach and E-portfolio dossier to improve short story writing skills of eleventh graders* (Unpublished Master's thesis). Universidad de La Sabana, Chía, Colombia. Retrieved from http://hdl.handle.net/10818/7511

Rivera, A. (2011). Improving writing through stages. *HOW, 18*(1), 11-23.

Roberson, A. (2016, April). *"I don't have to do what he says" versus "I trust her": Task perception and text ownership in peer feedback.* Paper presented at the American Association for Applied Linguistics (AAAL) Conference, Orlando, FL. Abstract retrieved from https://convention2.allacademic.com/one/aaal/aaal16/

Robinson, P. (1991). *ESP Today: A practitioner's guide.* Hemel Hempstead, UK: Prentice Hall.

Rodgers, P. (1965). Alexander Bain and the rise of the organic paragraph. *Quarterly Journal of Speech, 51*(4), 339-408. doi:10.1080/00335636509382739

Saad, M., & Ahmed, H. (2015). Improving the persuasive essay writing of students of Arabic as a Foreign Language (AFL): Effects of self-regulated strategy development. *Procedia-Social and Behavioral Sciences, 182,* 89-97. doi:10.1016/j.sbspro.2015.04.742

Saberi, E., & Rahimi, R. (2013). Guided writing tasks vs. production writing tasks in teaching writing: The impact on Iranian EFL learners' paragraph writing. *Modern Journal of Language Teaching Methods (MJLTM), 3*(2), 129-142.

Sasaki, M. (2002). Building an empirically-based model of EFL learners' writing processes. In G. Rijlaarsdam (Series Ed.), S. Ransdell & M. Barbier (Volume Eds.), *Studies in writing, volume 11: New directions for research in L2 writing* (pp. 49-80). Boston, MA: Kluwer Academic Publishers.

Schell, L. (1970). Paragraph composition: A suggested sequential outline. *Peabody Journal of Education, 47*(4), 233-237. doi:10.1080/01619567009537722

Şentürk, N. (2009). *The effect of planned writing and evaluation models on enhancing 8th grade students' expository writing skills* (Unpublished Master's thesis). Abant Izzet Baysal

University Institute of Social Sciences, Bolu, Turkey. Retrieved from HEC Thesis Center (263521).

Séror, J. (2011). Alternative sources of feedback and second language writing development in university content courses. *The Canadian Journal of Applied Linguistics, 14*(1), 118-143.

Scott, V. (1996). *Rethinking foreign language writing*. Boston, MA: Heinle & Heinle Publishers.

Shahhoseiny, H. (2015). A study of errors in the paragraph writing of EFL learners: A case study of first year translation students at University of Applied Science and Technology in Bushehr, Iran. *Academy Publication, 5*(6), 1307-1312. doi:http://dx.doi.org/10.17507/tpls.0506.26

Spies, K. L. (2012). *The role of peer feedback in oral communicative tasks for young adult learners* (Unpublished Master's thesis). Universidad de La Sabana, Chía, Colombia. Retrieved from http://hdl.handle.net/10818/3347

Strunk, W., & White, E. (1999). *The elements of style* (4th ed.). Boston, MA: Allyn and Bacon.

Tapia, M., & Silva, V. (2010). Mejorando la calidad de los escritos: Una experiencia pedagógica universitaria en el ámbito de la escritura en las disciplinas. *FOLIOS, 31*, 91-104.

Tebeaux, E. (2011). Technical writing and the development of the English paragraph. *Journal of Technical Writing and Communication, 41*(3), 219-253. doi:10.2190/TW.41.3.b

Tian, J., & Nassaji, H. (2016, April). *Collaborative writing approaches in practice: Effects of peer review and co-writing on Chinese L2 performance.* Paper presented at the American Association for Applied Linguistics (AAAL) Conference, Orlando, FL. Abstract retrieved from https://convention2.allacademic.com/one/aaal/aaal16/

Trela, K. (2008). *The effects of I write now strategy on high school students with significant cognitive disabilities' participation in composing an opinion paragraph* (Doctoral

dissertation). Available from ProQuest Dissertations and Theses database. (UMI No. 3303927)

Tribble, C. (1996). *Writing*. Oxford, OX: OUP Oxford.

Tudor, I. (2001). *The dynamics of the language classroom.* Cambridge, UK: Cambridge University Press.

Tyson, R. (1999, August). Using process writing effectively in Korean university EFL classes. Paper presented at the 12th World Congress of Applied Linguistics (AILA '99), Waseda University, Tokyo, Japan. Retrieved from http://english.daejin.ac.kr/~rtyson/cv/aila99.html

Ülper, H., & Uzun, L. (2009). The Effect of the writing program prepared in accordance with cognitive process model on student success. *Elementary Education Online*, *8*(3), 651-665. Retrieved from http://ilkogretim-online.org.tr/

Univio, D. J., & Perez, A. (2014). *Ipsative assessment of essay writing to foster reflection and self-awareness of progress* (Unpublished Master's thesis). Universidad de La Sabana, Chía, Colombia. Retrieved from http://hdl.handle.net/10818/12491

Ur, P. (1996). *A course in language teaching: Practice and theory*. Cambridge, UK: Cambridge University Press.

Van Lier, L. (1988). *The classroom and the language learner*. London, England: Longman.

Villas, I. (2011). Process writing and the Internet: Blogs and Ning networks in the classroom. *English Teaching Forum, 2,* 26-33.

Wallace, G., & Bott, D. (1989). Statement-Pie: A strategy to improve the paragraph writing skills of adolescents with learning disabilities. *Journal of Learning Disabilities, 22*(9), 541-553. doi:10.1177/002221948902200904

Wang, C. (1992). *Paragraph organization in English and Chinese academic prose: A comparative study* (Doctoral dissertation). Available from ProQuest Dissertations and Theses database.

Weissberg, R. (2006). Scaffolded feedback: Tutorial conversations with advanced L2 writers. In K. Hyland & F. Hyland (Eds.), *Feedback in second language writing: Contexts and issues* (pp. 246-265). New York, NY: Cambridge University.

White, R., & Arndt, V. (1997). *Process writing*. Harlow, England: Addison-Wesley Longman Limited.

Williams, J. (2005). *Teaching writing in second and foreign language classrooms*. Boston, MA: McGraw Hill.

Wong, H., & Storey, P. (2006). Knowing and doing in the ESL writing class. *Language Awareness, 15*(4), 283-300. doi:10.2167/la365/0

Woottipong, K. (2013). The development of web-based instruction in English paragraph writing for undergraduate university students. *Malaysian Journal of ELT Research*, *9*(2), 49-81. Retrieved from http://www.melta.org.my/majer/vol9(2)/7Majer%20KWoottipong.pdf

Yayli, D. (2009, October). Turkish teachers with a pre-application process of writing services. Paper presented at the 18th National Educational Sciences Congress, Ege University, Izmir, Turkey. Retrieved from http://www.pegem.net/Akademi/kongrebildiri_detay.aspx?id=101335

Zhang, S. (1995). Reexamining the affective advantage of peer feedback in the ESL writing class. *Journal of Second Language Writing, 4,* 209-222.

Zúñiga, G., & Macías, D. (2006). Refining students' academic writing skills in an undergraduate

    foreign language teaching program. *Ikala, Revista De Lenguaje Y Cultura, 11*(17), 311-

    336.

Appendix A: Needs Analysis Questionnaire

Universidad Jorge Tadeo Lozano / Centro Colombo Americano
Cuestionario del área de inglés

Es de vital importancia para su profesor(a) conocer sus respuestas sobre los siguientes temas. Por favor, responda las preguntas individualmente marcando una (x) y justificando sus respuestas cuando sea necesario. Estas preguntas no serán evaluadas por lo que no es necesario que escriba su nombre. Agradezco su colaboración.

1. ¿Cuántos años tiene? _____

2. ¿Considera que escribir en inglés es una necesidad para usted?
   Si: _____   No: _____

   ¿Por qué?
   _____
   _____

3. ¿Cómo se siente con respecto a su proceso de escritura en inglés? ¿Por qué?
   _____
   _____

4. ¿Cree que su anterior y actual profesor(a) le han ayudado a trabajar en su proceso de escritura en inglés?
   Si: _____ ¿Cómo?_____

   No:_____ ¿Por qué? _____

5. ¿Tiene dificultades al escribir en inglés? Si: _____   No: _____
   Explique:
   _____
   _____

6. ¿Cuál(es) de los siguientes aspectos es un problema para usted cuando escribe en inglés? (Marque todas las opciones que considere aplican en su caso)

   a. Falta de vocabulario _____
   b. Orden de las palabras _____

    c. Organización de las ideas _____

    d. Puntuación _____

    e. Ortografía_____

    f. Uso de conectores _____

    g. Uso de la estructura de la oración (s + v + c) _____

    h. Otro: _____ ¿Cuál? _____

7. ¿Qué estrategias considera usted que le pueden ayudar en su proceso de escritura en inglés?

_____

_____

8. ¿Cree usted que la coevaluación (evaluación por parte de sus compañeros) puede beneficiar su proceso de escritura en inglés?

Si: _____   No: _____

¿Por qué? _____

9. ¿Cree que el uso de blogs podría influenciar su desarrollo en la escritura en inglés?

Si: _____   ¿De qué forma? _____

No: _____

Appendix B: Needs Analysis Writing Rubric

6+1 Trait Writing Model : My English Project

Rubric made using: Rubistar (http://rubistar.4teachers.org)

Teacher Name: Ms. Bueno

Student Name: _____

CATEGORY	5	4	3	1
Focus on Topic (Content)	There is one clear, well-focused topic. Main idea stands out and is supported by detailed information.	Main idea is clear but the supporting information is general.	Main idea is somewhat clear but there is a need for more supporting information.	The main idea is not clear. There is a seemingly random collection of information.
Transitions (Organization)	A variety of thoughtful transitions are used. They clearly show how ideas are connected.	Transitions clearly show how ideas are connected, but there is little variety.	Some transitions work well; but connections between other ideas are fuzzy.	The transitions between ideas are unclear or nonexistent.
Sequencing (Organization)	Details are placed in a logical order and the way they are presented effectively keeps the interest of the reader.	Details are placed in a logical order, but the way in which they are presented / introduced sometimes makes the writing less interesting.	Some details are not in a logical or expected order, and this distracts the reader.	Many details are not in a logical or expected order. There is little sense that the writing is organized.
Sentence Structure (Sentence Fluency)	All sentences are well-constructed with varied structure.	Most sentences are well-constructed with varied structure.	Most sentences are well-constructed but have a similar structure.	Sentences lack structure and appear incomplete or rambling.

Word Choice	Writer uses vivid words and phrases that linger or draw pictures in the readers mind, and the choice and placement of the words seems accurate, natural and not forced.	Writer uses vivid words and phrases that linger or draw pictures in the reader's mind, but occasionally the words are used inaccurately or seem overdone.	Writer uses words that communicate clearly, but the writing lacks variety, punch or flair.	Writer uses a limited vocabulary that does not communicate strongly or capture the reader's interest. Jargon or context may be present and detract from the meaning.
Capitalization & Punctuation (Conventions)	Writer makes no errors in capitalization or punctuation, so the paper is exceptionally easy to read.	Writer makes 1 or 2 errors in capitalization or punctuation, but the paper is still easy to read.	Writer makes a few errors in capitalization and/or punctuation that catch the reader's attention and interrupt the flow.	Writer makes several errors in capitalization and/or punctuation that catch the reader's attention and greatly interrupt the flow.
Grammar & Spelling (Conventions)	Writer makes no errors in grammar or spelling that distract the reader from the content.	Writer makes 1-2 errors in grammar or spelling that distract the reader from the content.	Writer makes 3-4 errors in grammar or spelling that distract the reader from the content.	Writer makes more than 4 errors in grammar or spelling that distract the reader from the content.

Appendix C: Needs Analysis Questionnaire Responses

Question 2: English writing is a need
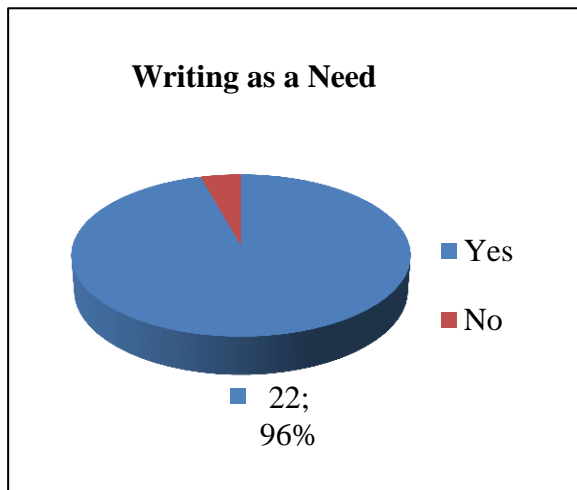
Figure 8. English Writing Needs.

Yes- Reasons:
➢ Future working Opportunities
➢ Long term Personal Goals/ Projects
➢ Academic Achievement
➢ Cultural and Social Connections
➢ Intrinsic Motivation

No- Reason:
➢ Speaking is more important than writing

Question 5: Do you have difficulties writing in English?
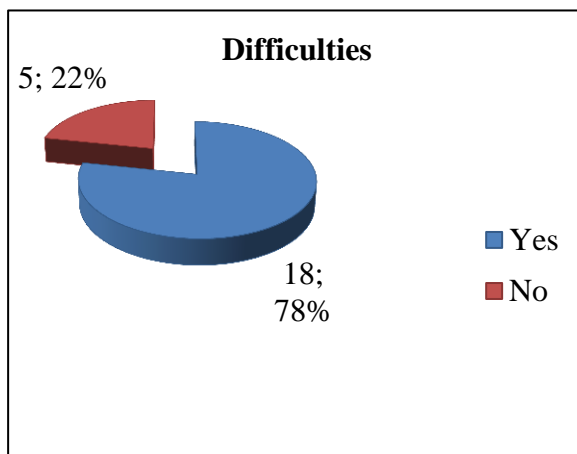
Figure 9. English Writing Difficulties.

Yes reasons:

➢ Language understanding, but writing is difficult / Lack of grammar understanding
➢ Writing is difficult even in Spanish
➢ Spanish and English differences (grammar and syntax)
➢ Difficult to think my ideas in English- Translation
➢ Support is good, but it lacks "intensivity"
➢ Lack of vocabulary/ language awareness

No reasons

➢ Understanding of structure, enough vocabulary, child exposure
➢ Only lack of practice

Question 8: Do you think peer-assessment can benefit your process of English writing?
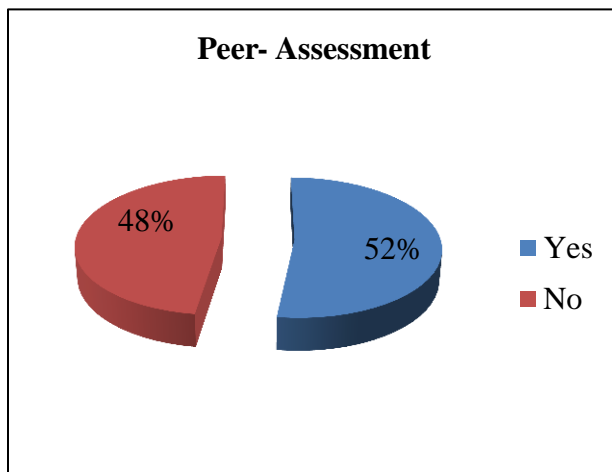
Peer- Assessment

Figure 10. Peer-assessment Benefits.

Yes-Reasons:
➢ They are people who are learning with me and their opinion can help me
➢ Many classmates have similar needs to mine and they may be helpful to consolidate my knowledge and learn more
➢ My classmates notice mistakes I make
➢ It helps to learn from others' mistakes.

No-Reasons:
➢ They do not have enough knowledge
➢ We are all in the same level / everybody has problems with writing
➢ I feel judged/ mocked
➢ They may know something, but they are not teachers.

Question 6: Which aspect is a problem for you when writing in English?
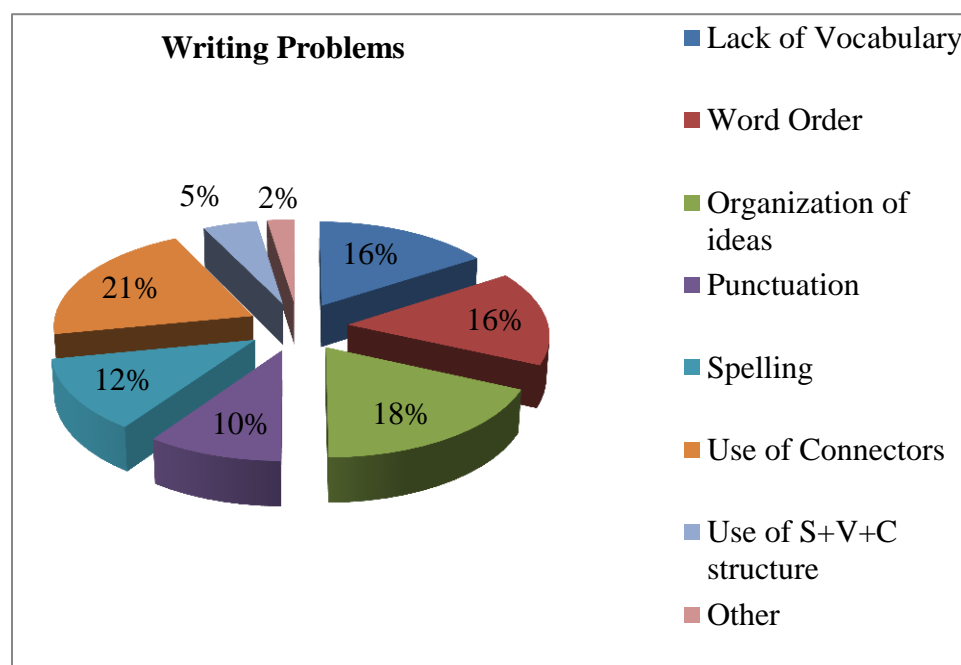
Writing Problems

Figure 11. Writing Problems.

Appendix D: Needs Analysis Writing Samples

Artifact 1

Jessica first was quiet in the school. She remember to her best friend because he was very friendly. Jessica was lazy for get up early, but she wasn't outgoing.

Jessica went to Cartagena. She went with her brother. The trip lasted for days. They met many friends. She ate fish and shrimp. She went to see the walls of Cartagena. She went browsing with her brother to Barú island. She went to dance to "calle del Arcenal" She walked in the sand. She got back in January.

Figure 12. Writing sample 1.

Artifact 2

Figure 13. Writing sample 2.

Artifact 3

Figure 14. Writing sample 3.

Appendix E: Students Consent Letter

FORMULARIO DE CONSENTIMIENTO PARA ESTUDIANTES

Yo, _____, identificado con el documento de identidad_____ de _____acepto ser parte del proyecto llamado **"Thinking, Crafting, and Commenting: An Approach to Improving Paragraph Structure Writing"** llevado acabo por **Yuly Andrea Bueno Hernández** quien se desempeña como docente de inglés en el Centro Colombo Americano en convenio con la Universidad Jorge Tadeo Lozano, en la cual yo estoy estudiando_____ y actualmente cursando el nivel de inglés _____.

Entiendo en qué consiste el proyecto, la forma en la que participaré, y que la información que se obtenga de mi será usada con el propósito de documentar y dar evidencia a la investigación. Estoy de acuerdo con que la información que se obtenga relacionada con la investigación e identificada conmigo será confidencial y será revelada solamente con mi permiso o con lo requerido por la ley.

De igual forma, mi decisión de participar en este estudio es voluntaria y acepto contribuir con cualquier método de recolección de información que sea necesario para el estudio, como: grabaciones, entrevistas, encuestas, etc. He decidido participar en el estudio y sé que puedo dejar de contribuir a este en cualquier momento sin consecuencias académicas. Entiendo que con mi participación, además de beneficiarme en mi aprendizaje, puedo contribuir con la investigación que está realizando mi profesora, pero no recibiré ningún beneficio económico o personal de este estudio.

Tengo derecho a preguntar ahora o durante el proceso, a contribuir con el estudio o dejar de participar en este en cualquier momento sin consecuencias en mi aprendizaje y recibiré una copia de este formulario.

Mi firma indica que he decidido participar, he leído el documento y estoy de acuerdo con toda la información mencionada arriba. (Por favor, informe si usted quiere que su nombre aparezca o si prefiere usar un seudónimo, diga cuál)

Fecha: _____
Firma del Estudiante: _____
Firma del investigador: _____

	SI	NO
Quiero que mi nombre aparezca (sí es escogido como material de evidencia)		
Quiero usar un seudónimo, como:_____		

Appendix F: Institutional Consent Letter

Institutional Permission Letter

April 10th, 2014
Luz Libia Rey
Academic Director
María Esther Maldonado
University Program Coordinator
Centro Colombo Americano

Currently, I am doing my graduate studies in language teaching at Universidad de la Sabana, and I am preparing to start working on an action research project. This project is a requirement of a Research Courses and it is designed to help improve my practice as an educator. My research topic is student's writing process through peer- feedback. Helping students write will help me become a better writing teacher and contribute to improving education at our institution.

Since the research I'm proposing will involve different data collection techniques with my Jorge Tadeo Lozano University students, I am seeking your approval to carry out this action research project during the next two years. The data collection will be held during study hours in the university with students from level 4. I will also gather data from my intervention as a teacher during class hours. I would highly appreciate if you could assign me level 4 courses in the following semesters.

I will keep all the data I collect completely confidential, and I will not use any students' names in any research reports unless they authorize me to do so. Any information that I present will not be linked to any personal information that could be used to identify individual students. I am sure that I have taken the necessary steps to guarantee that my research will be done in ways that meet ethical standards. I have attached the consent letters that I will give to the students.
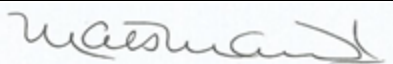
Please sign below and return a copy of this letter to me indicating whether or not you give me permission to conduct this action research project.

Thank you for your consideration.

Sincerely,
Yuly Andrea Bueno Hernández

☐ I give permission to you to conduct the action research project described above.

☐ I do **not** give permission to you to conduct the action research project described above.

Typed name of Principal	MARÍA ESTHER MALDONADO	
Signature of Principal	*maeshuand*	Date April 10, 2014

Appendix G: Pre-Implementation Questionnaire

Universidad Jorge Tadeo Lozano / Centro Colombo Americano
Cuestionario del área de inglés

De ante mano, agradezco su colaboración al responder este cuestionario, el cual será usado sólo con fines investigativos. Por favor, responda las preguntas individualmente marcando una (x) y justificando sus respuestas cuando sea necesario. Estas preguntas no serán evaluadas por lo que no es necesario que escriba su nombre. Sin embargo, si usted accedió en la carta de consentimiento de esta investigación a proporcionar su nombre o seudónimo, por favor escríbalo a continuación.

Nombre / Seudónimo: _____

1. ¿Cómo cree que el uso de la metodología "Process Writing approach" (planear, escribir un borrador, editar, y escribir una versión final) podría afectar o beneficiar sus habilidades de escritura?

   _____
   _____

2. ¿De qué forma cree que la coevaluación (evaluación por parte de un compañero) podría afectar o beneficiar su desempeño en la escritura de párrafos?

   _____
   _____

   Conteste las preguntas 3 y 4, usando la siguiente escala de **1 a 5**, donde **1**es Muy incómodo(a), **3** es Ni incómodo(a) ni cómodo(a), **5** es Muy cómodo(a)

3. ¿Cómo se sentiría al ser evaluado por un compañero (coevaluación)?_____
   ¿Por qué?

   _____
   _____

4. ¿Cómo se sentiría al evaluar a un compañero (coevaluación)? _____
   ¿Por qué?

   _____
   _____

5. ¿Cómo considera sus habilidades de escritura? (Marque una sola respuesta)

   a) Deficientes
   b) Regulares
   c) Buenas

d) Sobresalientes
e) Excelentes
f) Otro(s):_____

¿Por qué?

_____
_____

6. ¿Considera que tiene dificultades para escribir un párrafo en inglés? Sí _____ No _____
¿Por qué?

_____
_____

7. ¿Qué dificultades tiene al escribir un párrafo en inglés? (Marque todas las opciones que considere aplican en su caso)

a) Falta de claridad en las ideas principales
b) Falta de claridad en los detalles
c) Falta de organización de la información
d) Falta de coherencia en el texto
e) Mal uso de la estructura de la oración (s + v+ c)
f) Falta de uso de conectores
g) Mal uso de conectores
h) Falta de vocabulario
i) Mal uso del vocabulario en contexto
j) Otro(s): _____
k) Ninguno

Explique su respuesta:

_____
_____
_____

Appendix H: Post-Implementation Questionnaire

Universidad Jorge Tadeo Lozano / Centro Colombo Americano
Cuestionario del área de inglés

De ante mano, agradezco su colaboración al responder este cuestionario, el cual será usado sólo con fines investigativos. Por favor, responda las preguntas individualmente marcando una (x) y justificando sus respuestas cuando sea necesario. Estas preguntas no serán evaluadas por lo que no es necesario que escriba su nombre. Sin embargo, si usted accedió en la carta de consentimiento de esta investigación a proporcionar su nombre o seudónimo, por favor escríbalo a continuación.

Nombre / Seudónimo: _____

1. ¿Cuál fue el impacto del uso de la metodología "Process Writing approach" (planear, escribir un borrador, editar, y escribir una versión final) en su resultado final (versión final de los párrafos)?

    _____
    _____
    _____

2. ¿Cuál fue el impacto del uso de la coevaluación (evaluación por parte de sus compañeros) durante la fase de edición en su resultado final (versión final de los párrafos)?

    _____
    _____
    _____

3. ¿Considera que sus dificultades al escribir en inglés mejoraron con el uso de la metodología "Process Writing approach"?

    Sí _____   No _____

        ¿Por qué?
    _____
    _____
    _____

4. ¿Considera que sus dificultades al escribir en inglés mejoraron con el uso de la coevaluación?

    Sí _____   No _____

        ¿Por qué?
    _____
    _____
    _____

Si su respuesta a las preguntas 3 y 4 fue Sí, conteste la pregunta 5 y 6. De lo contrario, conteste la pregunta 7.

5. ¿Qué aspectos de su escritura mejoraron con el uso de la metodología "Process Writing approach"? (Marque todas las opciones que aplican en su caso)

    a) Claridad en las ideas principales
    b) Claridad en los detalles
    c) Organización de la información
    d) Coherencia en el texto
    e) Uso de la estructura de la oración (s + v+ c)
    f) Uso correcto de conectores
    g) Uso del vocabulario en contexto
    h) Otro(s) : _____

6. ¿Qué aspectos de su escritura mejoraron con el uso de la coevaluación? (Marque todas las opciones que aplican en su caso)

    a) Claridad en las ideas principales
    b) Claridad en los detalles
    c) Organización de la información
    d) Coherencia en el texto
    e) Uso de la estructura de la oración (s + v+ c)
    f) Uso correcto de los conectores
    g) Uso del vocabulario en contexto
    h) Otro(s): _____

7. ¿Notó algún cambio en su habilidad para estructurar un párrafo mediante el uso del proceso de escritura?

Sí _____   No _____

Explique:_____
_____
_____

8. ¿Qué fue lo más **fácil** de usar la metodología Process Writing approach?
_____
_____
_____

9. ¿Qué fue lo más **difícil** de usar la metodología <u>Process Writing approach</u>?

_____
_____
_____

10. ¿Qué fue lo más **fácil** de evaluar a sus compañeros?

_____
_____
_____

11. ¿Qué fue lo más **difícil** de evaluar a sus compañeros?

_____
_____
_____

12. ¿Cree que evaluar a sus compañeros tuvo algún beneficio para ellos?

Sí _____   No _____

Explique:_____
_____
_____

13. ¿Cree que el hecho que alguno de sus compañeros lo evaluara tuvo alguna incidencia en la manera como usted escribe actualmente?

Sí _____   No _____

Explique:_____
_____
_____

14. ¿Cómo se sintió al ser evaluado por sus compañeros?

_____
_____
_____

15. ¿Qué sugerencias tiene sobre la coevaluación (peer-feedback)?

_____
_____
_____

Appendix I: In-class Teacher Journal Format

Date: _____ Observation time: _____ Class N°:_____
Phase in Process Writing : _____ Number of students: _____

Class objective:
_____
_____
_____
_____
_____

Activity description:
_____
_____
_____
_____
_____
_____

Students' behaviors/ attitudes while doing the activity:
_____
_____
_____
_____
_____
_____

Teacher's observation/ impressions:
_____
_____
_____
_____
_____
_____

Further reflection:
_____
_____
_____
_____
_____
_____

Appendix J: Paragraph Writing Tasks Guidelines

Writing Task 1 Guidelines

For each paragraph, you need to do the brainstorming (list of ideas), mindmap, outline, draft, and final version. Include: topic sentences, supporting ideas and concluding sentences.

Paragraph 1: Select one friend you want to describe. (My oldest friend, my best friend, my running buddy, etc.). Include: (how you met/became friends, what you have in common, things they do or did together, reason why that person is your friend).

Paragraph 2: Select one dating story you want to describe (a romance/ your first boy/girlfriend, your husband/wife). Include: how you met and started the relationship, things you do or did together, your love story.

Paragraph 3: Talk about one wish you have. It can be connected to family, work, studies, social and romantic life, etc. Mention the possible (hypothetic) consequences if that wish would come true.

Writing Task 2 Guidelines

For each paragraph, you need to do the brainstorming (list of ideas), mindmap, outline, draft, and final version. Include: topic sentences, supporting ideas and concluding sentences.

Title: My favorite movie review

Write a movie review and organize the information in the following structure.

Structure:

- 1. Introduction: Movie characteristics (type of movie, characters, roles, context, place, special effects, costumes, etc.) When was it launched? Did the movie win any awards?

- 2. Plot: what is the movie about? Do not retell the whole movie; just tell main ideas about it. Don't spoil the movie telling the end!

- 3. Conclusion: What was the message? Did you like the movie? Do you recommend it? Why? What's your opinion about the movie? Why is it your favorite movie?

Writing Task 3 Guidelines

Title: My newspaper

Tell three real and current pieces of news from your own point of view. Choose different types of news: sports, showbiz, political, etc. Each piece of news should go in a different paragraph and should have the brainstorming (list of ideas), mindmap, outline, draft, and final version. Include: topic sentences, supporting ideas and concluding sentences.

Appendix K: Peer-feedback Checklist

Peer-feedback Checklist

Classmate name: _____   Task # _____

Date:_____   Revised by _____

Brainstorming			
Aspect	Yes	No	Comments
1. The list in the brainstorming has complete sentences or ideas			
2. The ideas in the brainstorming are clear and easy to understand			
3. Each paragraph has the brainstorming part			
4.The sentences in the brainstorming have s+ v+c			
Mind mapping			
Aspect	Yes	No	Comments
1. The main idea/topic is in the center.			
2. The categories are differentiated with colors			
3. There are different subideas for each category			
4. The mindmap has key words or phrases (important words)			
5.There are minimum 8 ideas in each mindmap			
6. The mindmap is clear and easy to understand			
7. Each paragraph has the mind mapping part			
8. The ideas in the mindmap are related to the ideas in the brainstorming			
Outlining			
Aspect	Yes	No	Comments

	Yes	No	Comments
1. The outline has the topic sentence, supporting ideas, and concluding sentence			
2. The topic sentence shows a position, opinion and/or attitude			
3. The topic sentence is clear and easy to understand			
4. There are minimum three supporting ideas			
5. The concluding sentence is related to the topic sentence, but expressed in different words.			
6. All the sentences are related to the ideas presented in the brainstorming and mind mapping parts.			
7. All the sentences have the structure s+ v+c			

Drafting –Paragraphs			
Aspect	Yes	No	Comments
1. The paragraph tells and describes only one story, experience, or situation.			
2. The paragraph presents the ideas proposed in the outline and mindmap			
3. The paragraph has a clear topic sentence (Issue/theme and claim about it)			
4. The paragraph shows details of the event (3 supporting ideas)			
5. The paragraph has a concluding sentence			
6. All the ideas are clear and easy to understand			
7. There is connection between the ideas in the paragraph			
8. The paragraph is free of grammar mistakes			
9. The paragraph is free of spelling mistakes			

Other comments and recommendations:

_____
_____
_____
_____
_____

Appendix L: Research study timeline

Action Research Project Timeline

Time	Activities	Personal Notes/ Comments
2014		
Feb 15th	Establishing research topic	Done
Feb 16th- Mar 1st	Writing up the research question	Done.
Mar 19th	Creating the needs analysis instruments	Revised by the Research professor. Done
March 20th- March 28th	Carrying out the needs analysis	Done
Mar 29th	Presenting results in class	Done
April 24th	Writing the introduction chapter	Done
Feb 15th – April 10th	Reading research studies	Done. Still reading!
April 26th	Writing annotated bibliographies	Done.
September 15th	Chapter 1(introduction) refinement	Done.
November 24th	Chapter 1 and 2 (theoretical framework) final version	Done.
2015		
Feb 17th – Feb 19th	Selection of data collection instruments	Selected based on reading
Feb 23rd – Feb 27th	Design of data collection instruments	Done
Feb 28th	Piloting of instruments	Two teachers and coordinator helped me/ two groups of Ss
March 2nd	Modification and Refining of instruments	Style, double-barreled questions
Mar 3rd- Mar 8th	Planning pedagogical implementation	Done.
March 9th	Presentation of pedagogical implementation in Online session	Done
Mar 10th – Mar 25th	Modification and Refining of pedagogical implementation	Done. Changes still come along the way
April 11th	Presentation of Final Version of pedagogical implementation monitoring	Continue reflecting on what went well, what didn't go so well, and what could be done better
April 8th – May 20th	Carrying out Pedagogical implementation	2 lessons so far – 3 hours (This was taken as piloting)
Mar 25th	Data collection prior to Pedagogical implementation (Questionnaires)	Done (piloting)
April 8th – May 20th	Data collection (Teacher's journal)	Taken as piloting.

April 8th – May 20th	Data collection (Participants' artifacts)	Taken as piloting.
April 12th	Chapter 3 (Research design)	Done.
May 11th- May 24th	Writing the article (Methodology)	Changes need to be made
May 25th- May 29th	Revising and Editing the article	Still in progress
May 30th	Presentation of the article	It was a draft!
June 2nd – July 16th	Carrying out six-week pedagogical implementation	It was successfully applied!
August – September	Revising and modifying chapters 1-4	Research director gave feedback
September-October	Data analysis/ Coding process Writing chapter 5	Research director and Professor Cuesta gave feedback
November	Writing chapter 6	Research director gave me feedback
September-December	Revising and modifying chapters 1-6	About ten meetings with my research director
December	Writing the final version of the article	Done. Still need to make changes
2016		
January	Proof-reading, making changes to the format, trimming additional words, adjusting according to the 2015-last feedback	Done. Submitted on January 26th
April	Making changes according to External readers' feedback.	Done. Submitted on April 25th

Appendix M: Action Plan followed by the researcher

Pre-implementation Stage					
	Date	Instruments	Time spent		
	June 2nd	Ss' consent letter and Diagnostic test	40-50 min		
	June 3rd	Pre-implementation Questionnaire	10 min		
While-implementation Stage					
Cycles	Date	Instruments	Time spent	Phase	Product
Input awareness (Cycle 1)	June 4th	Teacher's journal	3 hours	Training (Structure paragraphs: Topic sentence, supporting ideas, concluding sentence)	Workshop analysis
	June 5th	Teacher's journal	2 hours	Training Process Writing approach: pre-writing	Workshop analysis

				stage.	
Cycle 1	June 9th	Ss' artifacts Teacher's journal	2 hours	Planning (brainstorming, mind mapping, outlining)	Task 1 (paragraphs # 1 and #2)
	June 10th	Teacher's journal	1 hour	Feedback	Checklists
	June 10th	Ss' artifacts Teacher's journal	1 hour	Drafting	Task 1 (paragraphs # 1 and #2)
	June 11th	Teacher's journal	1 hour	Feedback	Checklists
	June 11th	Ss' artifacts Teacher's journal	1 hour	Planning and drafting	Task 1 (paragraph #3)
	June 12th	Ss' artifacts Teacher's journal	1 hour	Feedback	Checklists
	June 12th	Ss' artifacts Teacher's journal	1 hour	Revision and editing based on feedback	Final versions of the three paragraphs (Task 1)
Input awareness (Cycle 2)	June 17th	Ss' artifacts Teacher's journal	1 hour	Revision of the planning stage	Controlled practice task (technology)
	June 18th	Ss' artifacts	2 hours	Planning and drafting	Controlled practice task

		Teacher's journal			(technology)
	June 19th	Ss' artifacts Teacher's journal	1 hour	Feedback (revision and editing)	Checklists and final versions (Technology paragraph 1)
Cycle 2	June 23rd	Ss' artifacts Teacher's journal	2 hours	Planning (brainstorming, mind mapping, outlining)	Task 2 (3 paragraphs)
	June 24th	Teacher's journal	1 hour	Feedback	Checklists
	June 25th	Ss' artifacts Teacher's journal	1 hour	Drafting	Task 2 (3 paragraphs)
	June 26th	Teacher's journal	1 hour	Feedback	Checklists
	June 26th	Ss' artifacts Teacher's journal	1 hour	Revision and editing based on feedback	Final versions of the three paragraphs (Task 2)
Cycle 3	July 1st	Ss' artifacts Teacher's journal	2 hours	Planning (brainstorming, mind mapping, outlining)	Task 3 (3 paragraphs)
	July 2nd	Teacher's journal	1 hour	Feedback	Checklists
	July 3rd	Ss' artifacts	1 hour	Drafting	Task 3 (3 paragraphs)

		Teacher's journal			
	July 3rd	Teacher's journal	1 hour	Feedback	Checklists
	July 7th	Ss' artifacts Teacher's journal	1 hour	Revision and editing based on feedback	Final versions of the three paragraphs (Task 3)
	Post-implementation Stage				
	Date	Instruments	Time spent		
	July 14th	Ss' final test (English and Spanish paragraph writing)	40 min		
	July 16th	Post-implementation Questionnaire	10 min		

Appendix N: Diagnostic and Final Test

Diagnostic Test

Write a 150-word paragraph telling one **good vacation experience**. Why was that experience good? What did you do? Establish **a position** from the beginning and mention **details** about your experience. Use **connectors** to organize your ideas and <u>revise your grammar and spelling</u>. Remember that you are telling a story, so it should be in **past**.

_____
_____
_____
_____
_____

Escriba un párrafo de 150 palabras relatando una mala experiencia. ¿Por qué fue una mala experiencia? ¿Qué pasó? Establezca una posición o idea general desde el comienzo y mencione detalles de su experiencia. Use conectores para organizar las ideas y revise su gramática y ortografía.

_____
_____
_____
_____
_____
_____

Final Test

Writing: In the news! Many things happen in Colombia and other countries in the world regarding politics, natural disasters, show biz, etc. Describe the most interesting or unusual local or international neww is story you have heard of recently. Include **when** and **where it took place**, **what happened**, **how it happened**, and **how people felt about it**. Give a **headline** to the news.

_____
_____
_____
_____
_____

Escriba un párrafo en español sobre una noticia que usted haya escuchado recientemente. Mencione que pasó, como pasó, donde, cuando y otros detalles. Escriba un titulo.

_____
_____
_____
_____
_____

Appendix O: Lesson Plan Sample

Input Awareness Lesson Plan – Session 1

Teacher: Yuly Bueno Hernández   **Institution**: Jorge Tadeo Lozano University   **Date**: June 4th, 2015

Course: Level 4 Group (2)   **Number of Students**: 10   **Students' average age**: 19-26 years   **Class time**: 1-4p.m.

Main objective: Students will identify main elements of a paragraph (topic, topic sentence, controlling idea, supporting ideas, concluding sentence) and create their own examples.

Stage	Aim	Activity	Interaction
Warm-up	To introduce the topic and set the context for the class	- Students will receive the sentences of a paragraph about smoking disorganized. In pairs, they will agree on the organization of the paragraph. They will compare their answers with a different couple.	S-S (Pairs)
Activity 1	To understand what a paragraph is and what its elements are.	- Students will discuss what a paragraph is and what the possible elements of a paragraph are. They will use a conversation model given by the teacher. - Teacher will give students "Class Workshop 1" (Appendix PAppendix PAppendix P) and they will read a short definition of a	S-S (Pairs) Individual

		paragraph individually. Then, they will say in their own words what they understood. -In pairs, Ss will use colors to identify: the topic sentence, supporting ideas, concluding sentence, and topic of the paragraph about smoking given in the warm-up activity.	S-S (Pairs)
Controlled practice	To recognize the elements of the paragraph and write up topic sentences.	- In pairs, students will do the exercise 1 and exercise 2 of the workshop. They will identify the elements of the paragraph and they will create topic sentences based on given topics. -Peer-feedback: students will change papers and they will read their peers' topic sentences. They will give feedback to each other using the criteria given in the workshop.	S-S (Pairs)
Free practice	To create examples of the elements of the paragraph.	- Students will choose two topics they want to write about. They will write: one topic sentence, three supporting ideas, and one concluding sentence for each topic. - Peer-feedback: students will change papers and they will read their peers' creations. They will give feedback to each other using	Individual S-S (Pairs)

		the criteria given in the workshop and open comments.	
Reflection	To show understanding of the concepts presented in class (paragraph, topic sentence, supporting ideas, concluding sentence)	- In pairs, students will discuss what each concept (paragraph, topic sentence, supporting ideas, concluding sentence) means and they will agree on one own definition. They will write their ideas in the Class workshop 1 papers.	S-S (Pairs)
		- Individually, they will create their own examples different from the ones done in the previous exercise.	Individual

Process Writing stages Lesson Plan – Session 3

Teacher: Yuly Bueno Hernández   **Institution**: Jorge Tadeo Lozano University   **Date**: June 9th, 2015

Course: Level 4 Group (2)   **Number of Students**: 10   **Students' average age**: 19-26 years   **Class time**: 1-3p.m

Main objective: Students will plan their ideas for the first paragraph writing task (only paragraph 1 and 2) using the three pre-writing

strategies (brainstorming, mind mapping, and outlining).

Stage	Aim	Activity	Interaction
Warm-up	To introduce the topic and set the context for the class	- Students will talk about their circle of friends and love stories. They will ask different peers the following questions: * How did you meet him/her? Why did you meet him/her? *How long have you been friends/ a couple? *What's he/she like? * What do you have in common? How different are you? * What do you like to do together? - Ss will report something interesting they found about their peers.	S S S S ↕↑↕↑ S S S S

Strategy 1	To use the brainstorming strategy to make a list of ideas about a friend and a romance/love story	- Students will discuss what "brainstorming" is and what they need to consider when using that strategy. The teacher will highlight important aspects related to brainstorming. - Each student will use the question given in the warm-up activity to do their brainstorming. They will do two lists one per topic and paragraph (friend and love story).	S-S (Pairs) Individual
Strategy 2	To use the mind mapping strategy to organize the information for each paragraph	- Students will discuss what "mind mapping" is and what they need to consider when using that strategy. The teacher will highlight important aspects related to mind mapping. - The teacher will model how to do the mind mapping with her personal example. She will use colors to show the categories and subcategories. - Each student will use the information brainstormed to create their mindmaps. They will do two different mindmaps one per topic and paragraph (friend and love story). They are expected to use colors	S-S (Pairs) Teacher Individual

		and create categories.	
		-Teacher will monitor their performance.	
		- Ss will use their mindmaps to tell the story to their peers.	S-S (Pairs)
Strategy 3	To use Outlining to create the structure of the paragraph	- Students will discuss what "outlining" is and what they need to consider when using that strategy. The teacher will highlight important aspects related to outlining.	S-S (Pairs)
		- The teacher will model how to do an outline with her personal example. She will include three main aspects: topic sentence, supporting ideas, and concluding sentence.	Teacher
		- Students will create their two outlines for the two paragraphs (friend and love story) using the ideas they brainstormed and their mindmaps.	Individual
Assessment	To evaluate the three planning strategies	- Students will discuss what each strategy is about and the way they can use them. They will report to the class their opinions and perceptions about them (usefulness, difficulties, etc.) (Appendix Q)	S-S (Pairs)

Appendix P: Input awareness stage materials

Class Workshop 1

Name: _____

What's a paragraph?

A paragraph is a group of sentences that develops <u>one</u> main idea; in other words, a paragraph develops a topic. A topic is the subject of the paragraph; it is what the paragraph is about. The topic of a paragraph is usually introduced in a sentence at the beginning of the paragraph; this sentence is called the *topic sentence.* However, the topic sentence can do more than present the subject of the paragraph. A good *topic sentence* also serves to affirm an idea or an attitude about the topic. This idea or attitude about the topic is called the *controlling idea*; it controls what the sentences in the paragraph will discuss. All sentences in the paragraph should relate to and develop the controlling idea. A good paragraph has a concluding sentence that is connected to the topic sentence and it is at the end of the paragraph.

Exercise 1: Read and Identify

Topic:_____

Topic sentence:
_____
_____

Concluding sentence:
_____
_____

Smoking cigarettes can be an expensive habit. Considering that the average price per pack of cigarettes is about $2.50, people who smoke two packs of cigarettes a day spend $5 per day on their habit. At the end of one year, these smokers have spent at least $1.825.00. But the price of cigarettes is not the only expense cigarette smokers incur. Since cigarette smoke has an

offensive odor that permeates clothing, furniture, and carpeting, smokers often find that these items must be cleaned more frequently than those of nonsmokers. Although it is difficult to estimate the cost of this additional expense, one can see that this hidden expense contributes to making smoking an expensive habit.

Topic: _____

Topic sentence:

_____
_____

Concluding sentence:

_____
_____

Another reason why I like the beach is its solitary atmosphere. At the beach, I have no witness but the beach, and I can speak and think with pleasure. No one can interrupt me, and the beach will always be there to listen to everything I want to say. In addition, it is a quiet place to go to meditate. Meditation requires solitude. Many times when I am confused about something, I go to the beach by myself and find that this is the best place to resolve my conflicts, solve problems, and think.

Exercise 2: Write strong topic sentences with controlling ideas.

1. Topic: Bogotá

   Topic sentence and controlling idea:

_____
_____
_____

2. Topic: My neighbors

   Topic sentence and controlling idea:

_____
_____
_____

3. Topic: Exercise

    Topic sentence and controlling idea:

    _____
    _____
    _____

4. Topic: Driving a car

    Topic sentence and controlling idea:

    _____
    _____
    _____

5. Topic: Watching television

    Topic sentence and controlling idea:

    _____
    _____
    _____

Give feedback to your partners about their topic sentences

- I think your topic sentence tells /does not tell the topic
- I think your topic sentence shows/ does not show your opinion and attitude
- I think you followed / didn't follow the structure s+v+ c

The paragraph

I understand a **paragraph** is

_____
_____
_____

A paragraph has three main parts. They are:

_____
_____

The *Topic Sentence* is

_____
_____
_____

An example of a topic sentence is

_____
_____
_____

The *supporting ideas* are

_____
_____
_____

An example of three supporting ideas is:

_____
_____
_____
_____
_____

The *Concluding Sentence* is

_____
_____
_____

An example of a concluding sentence is

_____
_____
_____

Appendix Q: Process writing stage materials

Writing Strategies

Name:

_____

Brainstorming:

I understand that brainstorming is

_____
_____
_____

I can use brainstorming to

_____
_____
_____

It can help me to

_____
_____
_____

Mind mapping:

I understand that mind mapping is

_____
_____
_____

I can use mind mapping to

_____
_____
_____

It can help me to

_____
_____
_____

When doing a mindmap, it is necessary to:

_____
_____
_____
_____

Outlining:

I understand that outlining is

_____

_____

_____

I can use outlining to

_____

_____

_____

It can help me to

_____

_____

_____

When doing outlining, it is necessary to:

_____

_____

_____

_____