

“The Impact of Dual Task Based Approach in the Process of Literacy Productions in Spanish
(L1) and English (FL)”

By

Andrés Mauricio Castillo G.

B.A. Universidad Distrital Francisco José de Caldas, 2008

Thesis Submitted in Partial Fulfillment of the Requirements for the Degree of
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ABSTRACT

It has been long believed that the literacy skills of a learner in his/her native language may have a direct relation in the development of the reading and writing processes in a foreign language desired to be learnt. Therefore, this study addressed the development of the literacy skills in Spanish as native language and English as a foreign language, and also explored the possible transferences that may occur when both languages are studied at the same time. The researcher designed an intervention centred on the task based approach to be applied in a dual way in both languages. The participants of the intervention were eighth graders of a public institution and the data was collected through questionnaires, teacher field notes and artifacts from ten students of the whole population; in addition, the methodology selected to develop the study was action research.

After the analysis of the data collected, it was determined that the application of a task based learning approach, in the development of the literacy skills, favours the interaction and transference of strategies between the languages in a reciprocal process. Besides, in the writing productions, it was proved that there are elements that may transfer positively enriching the process and the outcomes in the native and the foreign language; nevertheless, there were identified other elements that may cause interferences which need to be addressed carefully in order to avoid frequent mistakes in the literacy productions of the learners.

Thus, this research contributes with the language teaching practices providing relevance to the native language in the learning process of a foreign one; in addition, it provides a methodology that aims to the improvement of the literacy skills in Spanish and English, taking advantage of the intrinsic relations produced by their study and practice.

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Advisor:

Julio Cesar Torres M.A.

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Introduction

In the learning process of a foreign language one of the main goals for a learner is to become competent in that language; it means to develop all the skills that communicative competence involves. According to Canale and Swain (1980) the communicative competence is composed by four components: Grammatical competence, Sociolinguistic competence, Discourse competence and the Strategic competence; skills that may lead the learners to a successful interaction process.

In Colombia, public education is governed by a set of parameters and standards created to delimit and establish the minimum goals that a learner should reach in a specific period of time. In Colombian General Education Law 115 of 1994 article 21, the objectives for the elementary and secondary school remark the importance of a foreign language, the two main purposes stated are: *“La adquisición de elementos de conversación y de lectura, al menos en una lengua extranjera”* and *“La comprensión y capacidad de expresarse en una lengua extranjera.”* These goals reveal the importance that the government has assigned to the foreign language learning process.

Besides the goals proposed in the General Education Law, the government designed specific guidelines for each grade of elementary and secondary school named curricula standards. Referring to the foreign language standards for the 8th and 9th grades, in the skills of reading and writing (which are the core skills of this research), the objectives are: for reading *“Leo y comprendo textos narrativos y descriptivos o narraciones y descripciones de diferentes fuentes sobre temas que me son familiares, y comprendo textos argumentativos cortos sencillos”*. And

for writing *“Escribo textos expositivos sobre temas de mi entorno y mis intereses, con una ortografía y puntuación aceptables”*.

The skills of reading and writing are bond to the word literacy, Roberts Ch. (1994) referred to literacy in the simplest and most restricted way as the ability to read and write in a language. Literacy is understood by the Colombian educational system as a key element, not only in the learning process of a foreign language but also in the study of the native language. In the curricula standards of *Lengua Castellana* the goal for reading for 8th and 9th graders is *“Comprendo e interpreto textos, teniendo en cuenta el funcionamiento de la lengua en situaciones de comunicación, el uso de estrategias de lectura y el papel del interlocutor y del contexto.”* And the goal about writing is *“Produzco textos escritos que evidencian el conocimiento que he alcanzado acerca del funcionamiento de la lengua en situaciones de comunicación y el uso de las estrategias de producción textual.”*

Such standards state the goals that most of the students should accomplish through the Colombian educational system; nevertheless, in reality, these standards are out of focus because they do not take into account the context and other social and cultural factors that may determine the level or the goals that the students may get in a specific population. That is why the schools have the autonomy to redesign or rewrite such goals according to the reality of each institution. Notwithstanding, these standards, in the place where this research took place, are still far from what the students can really achieve.

The standards provided by the institution in regard to reading and writing in L1 are: *“interpreta y analiza diferentes tipos de texto, elabora textos explicativos, descriptivos, informativos y argumentativos, produce textos a nivel escrito teniendo en cuenta la articulación,*

sintaxis y organización de ideas que requieran la situación comunicativa, utiliza estrategias para la búsqueda, organización, almacenamiento y recuperación de información que se encuentre en diferentes tipos de texto". As well, the standards or objectives provided for FL referring to reading and writing are: *"interpreta textos y expresa sentimientos frente a situaciones comunicativas, infiere información a partir de narraciones, realiza textos informativos y descriptivos"*.

In spite of the relevance that the Colombian government and the public educational institutions have given to literacy, the reality in the public school classrooms is different, as it was evidenced the literacy productions in L1 (see the appendix A) the samples presented some problems regarding different elements of the text construction; at first sight, it is possible to recognize different types of spelling mistakes that are not common to be presented by a regular student of the same school year; in addition, there are issues regarding the cohesive level of the texts since the authors tend to repeat the same words through the paragraphs without any variation which affects the lexical cohesion of the text, as well as, there is not a very clear use of cohesive devices to link or join the sentences together which alters the coherence and the grammatical cohesion in some parts of the texts.

The FL texts (see the appendix B) provide more insightful issues regarding the production of texts, when writing English the authors tend to use their L1, perhaps, as a way of communication or derived by the lack of knowledge of the FL; nevertheless, its use is very frequent which may provoke a discouragement in the student to use the FL in a frequent basis. Moreover, there are other words that present spelling issues specially those words that are frequently used by them; some of these mistakes follow almost the same pattern than those stated in their L1. Regarding the text construction, the authors provide less information than in the L1

papers, but they have similar characteristics in the cohesive level since there is a clear absence of cohesive ties that affects also the coherence providing the reader with low tool to understand the message intended.

Thus, it is presented how the standards propose by the Colombian law, the goals stated by the school and the written productions of the students differ a lot. It is true that the standards and probably the school goals are too ambitious to be accomplished by the general population of this school; nevertheless, through the samples it was possible to evidence how the texts presented serious failures that may be improved, taking the learners to a better level of written productions in both the L1 and the FL which might benefit them as well in other knowledge fields. Consequently, the scientific problem is stated as: *the inaccuracy in the literacy written productions of the students of cycle IV of a public school, not only in foreign language (FL) but also in their native language (L1).*

Literacy has been a topic explored worldwide, which evidences its importance in the language learning-teaching process. Regarding literacy, it is possible to find studies that have researched from its definition to its relevance in the educational field and the importance to the human development throughout the world.

As it was mentioned above, literacy is relevant in the learning process of a foreign language¹ and part of its acquisition depends on the learner's literacy process, as Canard J. (2007) proved on her study titled *Relationship between levels of literacy in Spanish (L1) and English (L2) of adult students in ESL programs*. This study was applied to students of English whose native language was Spanish; the author states that establishing a level of literacy in the L1, when

¹ From now on and for practical matters, the term foreign language will be understood as FL and the term native language as L1.

the learner starts an ESL program, is important because literacy plays a key role in the acquisition of a second language. The researcher supports such argument, taking as a reference the Interdependency hypothesis stated by Cummins.

As a conclusion to this study the author establishes that *“a relationship between levels of literacy in Spanish and English acquisition started to develop after 4 weeks of English instruction. Subjects with higher levels of literacy in Spanish (L1) scored higher than those with lower levels of literacy supporting Cummins hypothesis”*.

In his theory Cummins J. (1979) proposes that there is a relationship of the first language and the learning process of any other language. Though, on the surface this relation is not evident, deep inside there are so many aspects that correlate each other. Based on Cummins' theory, Cheryl A. (1994) studies the transferring skills from L1 to L2 in a study named *“Transferring Literacy Skills From L1 to L2: From Theory to Practice”* in this study the theory regarding literacy is revised and it is put into practice, providing some approaches to develop it in class, like the practice of English based on the previous knowledge of the learner in their L1; for instance, revising specific information about their job or other knowledge field that the learner recognize from his/her language practices. Also the natural approach by taking the learners to different opportunities to use reading and writing in the classroom or the language experience approach where the learners share experiences in the class as a excuse to use the literacy skills in the FL.

As a conclusion the author referred to the importance of developing L1 literacy and how it could represent an advantage to strengthen literacy in L2, Cheryl A. (1994) concluded *“research evidence is clear, that basic literacy skills developed in L1 transfer to L2. Unfortunately, this*

evidence is not always acted upon. Such evidence can and should be used to promote L1 literacy programs where possible”

Referring specifically to the writing process, which is going to be the core of analysis of this research paper, one can find some authors that have established the relationship and importance between writing in L1 and L2. Rowe (1990) states that “*L2 writing researchers must be aware of L1 writing research and then test L1 findings in an L2 context*”; because, although this process may have a relationship in both languages, it is necessary to be careful in not to make a replica of the studies or strategies since the context is different. As a conclusion, Rowe refers to the need that exist in applying studies about L1 and L2 evidencing in detail the differences and similarities that exist in the writing process as they remain unclear.

A Colombian author that has researched about literacy is Gilma Zuñiga, she has reported about the importance of literacy in L1 and how it influences and transfers to literacy in L2 in one of her papers titled “*A framework to build readers and writers in the second language classroom*” she presents some authors that correlates the skills, especially reading in L1 and L2, as well she provides a wider definition to the concept of literacy that includes reading and writing critically. Zuñiga G. (2003) states “*literacy means the competence to carry out the complex tasks using reading and writing related to the world of work and to life outside the school*”.

Based on these studies and facing the reality in the classroom the idea to carry out this project arose, as well as, the concern of the researcher about how literacy is taught in the classroom and how skillful the students are in this aspect. Reading and writing accurately in L1 and FL is a key element in the whole educative process, from early stages it should be taught in the L1, because part of this process may promote literacy skills in FL. Nevertheless, students are

going from one grade to another and literacy skills remain almost the same. Referring to FL, literacy takes relevance for some public schools only in the last stages of the students' academic process, because of the preparation for the ICFES test where literacy is clearly evaluated; nonetheless, it is a short period of time to develop literacy skills.

Taking into account the preliminary results presented in the annex about this topic is accurate to say that, it is necessary to design an intervention to strength literacy in both languages (L1 and FL) to promote skills in the students that help them in the learning process not only of a FL but in any other knowledge field. It is important to study about the way of teaching literacy, because so many studies have been performed to proof that its process in L1 transfers some aspects in FL, but the issue is how to develop literacy, which strategy can be performed in both languages to promote it and fortify the reading and writing processes. According to the reasons stated above, it is important to establish that researches are necessary to be conducted in this field; otherwise literacy issues like spelling, mechanics, comprehension strategies, and sentence and texts structure in L1 will continue affecting the acquisition of literacy in FL interfering with the learning process of the students.

Considering the reasons presented above and in order to carry out this research the following question was stated “*What is the impact on the literacy productions (summaries) of the students in the application of a dual (L1 and FL) task based approach in 8th graders of a public school?*” As this research refers specifically to literacy processes the study object is related to receptive and productive skills in reading and writing. Bearing in mind that the dual task based approach is going to be applied in L1 and FL, the study field can be focused in the receptive and productive skills in reading and writing in English and Spanish.

Based on this question the main goal to get is to examine and determine the impact in the literacy productions (summaries) of the students in the application of a dual task based approach in L1 and FL in 8th graders of a public school.

Other objectives that may be accomplished during this research have to do with:

- To collect the background information and to recognize the areas of improvement of the main research problem to validate it.
- To provide support to each theoretical construct through the analysis and explanation of the different theories regarding the research study.
- To design and apply the dual task didactic units based on the theory and the characteristics of the population.
- To analyze the data collected to evidence if there was any impact upon the literacy productions of the learners.
- To explain and describe the findings of the application of the dual task based approach in L1 and L2 literacy productions.

Referring to the legal aspects that are involved in this research project, in terms of standards and laws, it is necessary to quote the “*Ley General de Educación 115 of 1994*” and the “*Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés of 2006*” where the objectives in the foreign language learning in Colombia are established, as well the *EFA Global Monitoring Report Literacy for life Unesco (2006)* where literacy is evaluated and promoted through the world.

Bearing in mind all the aspects of the research mentioned above, it is proper to establish that the study is qualitative and due to its characteristics is an action research, according to Nunan

(1992: 18) a research is a process composed by a series of sequential steps pretending the solution of a problem through the data collection and analysis, he states that action research in language learning “*should initiate with the practitioner and is derived from a real problem in the classroom which need to be confronted*” as well he states that the data should be collected objectively in the form of classroom interactions and learner language and finally the results should be published.

Another aspect to address in this research is the setting and population; this study will be applied in a public school located in the central-eastern of Bogotá, in La Candelaria neighborhood. The population of the school is mixed and includes students in situation of displacement, minorities and students with cognitive deficit. The pedagogical intervention will be applied to the whole grade 803, which has 31 students. From the whole group a sample population of 10 students will be taken in order to collect and analyze the data derived from the intervention. The average age of the students is 14 years old and the class frequency is three hours of English and six of Spanish per week.

Some methods were applied in order to collect the data to evidence the outcomes of the research, methods like: field notes, students’ artifacts and questionnaires. All the data collected was analyzed through a theoretical method of analysis and synthesis to present the findings and show if the main goal of the study was achieved.

The proposal of this research was to design and apply a dual task based approach in L1 and FL to see if there is a transformation in the literacy productions of 8th grade students, due to the existing problem in the literacy processes in both languages. The evidence of this research will contribute to the design of strategies to work and assess reading and writing skills in L1 and

FL and their strengthening in language classes, as well as, it contributes to a greater understanding of the field and object of the study.

Chapter 1

Theoretical framework

To provide a solid and valid answer to the research question stated in this study, it was pertinent to revise the theoretical basis in specific fields like: *Literacy*, which included its definition and theory regarding *Reading* and *Writing* processes in first language (L1) and foreign language (FL). Another aspect that turned out relevant to this study was the *Task Based Learning* (TBL) which is the approach applied in this research. In addition, each construct has other subtopics that are developed through the paper because of their relevance to the study.

Literacy

Definition of Literacy

Literacy has been a topic with an evolutive degree of attention which definition has changed through time. Several authors and international organizations have attempted to set a unique definition for literacy; however, these endeavours have not been successful at all because to date there is not an established definition for it, McKay (1993) states that the meaning of literacy depends on who is defining it and the purpose that he has to do so, but everything has not been in vain because in the search of a meaning, levels and categories of literacy have been set. Tracing the history of literacy definition, it is possible to see the changes and contributions from authors and organizations in some fields from education to politics and even economics.

The first notion related to the word literacy referred to the expression *to be literate*, which meant either to be “well-educated” or to have an interest and mastery in literature. According to UNESCO (2006) it was until the late 19th century that the concept of literacy had a variation where the skills of reading and writing texts were included in its definition, which is something that remains in most of the later definitions that have arisen from this point.

As it was mentioned previously, in the search for a clear definition of literacy some authors have established divisions and categories to the concept, some of them share ideas and principles about it but some others differ and place the concept in other fields; for instance, Cheryl (1994: 2) states that the simplest way to define literacy is as “*the ability to read and write in a language*” while Harris in Heath (1986) defined it as the capacity to face daily life tasks; on the other hand, Bell and Burnaby (1984) stated that literacy depends on the years of schooling that a person has. These are just some definitions provided about literacy; nevertheless, it is pertinent to remark that all of them are correct; the difference lies in the perspective in which the authors address the concept, some of them defined it from the view of literacy as skills, others from functional literacy or critical literacy.

Although, literacy has been studied and discussed from different angles, there are common items among them like literacy as skills, functional literacy, and critical literacy, items that are presented in almost all viewpoints regarding literacy. All of them will be addressed at next; in addition, second language literacy will be presented in detail because of its relevance to this study.

The common believe towards literacy restricts its definition to the ability of reading and writing in a language, idea that also has been employed by some governments to include literacy

as a fundamental right in their countries; for instance, according to UNESCO (2006: 157) in Colombia literacy is understood as “*the ability to read and write simple sentences*”; nevertheless, some scholars have stated that the use of these skills can go beyond and be useful for people in specific areas of their lives.

The main goal when literacy is understood as a set of skills (reading and writing) is the development of those abilities to make people able to communicate at least through simple written messages; nonetheless, the context and cultural background of the people are not taken into account, the only concern deals with the learning of those skills.

At the same time with the emergence of the concept of *literacy as skills* arose concerns regarding the best way to teach and acquire literacy. At this point scholars went beyond the simple instruction of skills and drew their attention to the meaning of what has been read and written. According to UNESCO (2006: 149) addressing attention to meaning “*has recently given way to a ‘scientific’ attention to phonetics, word recognition, spelling and vocabulary*”; then, the concept about reading and writing evolved from a simple communication process to consider that people would gain knowledge through reading and knowledge may be produced through writing. In concordance with UNESCO (2006) It causes that the word literacy started to be used in a broader way considering other abilities and capabilities like ‘information literacy’, ‘visual literacy’, ‘media literacy’, and ‘scientific literacy’; all these concepts gathered together are known as multiliteracy.

Regularly, literacy as skills is linked to school-based reading and writing processes; regarding this perspective other kind of literacies arose where other elements were considered

like: context, functionality, socio-cultural and socio-economic aspects. One of the first attempts to gather all these sorts of issues was the functional literacy.

Functional Literacy and Critical Literacy

The first idea about functional literacy was presented by de Castel and Luke (1986) who attribute the use of this concept to the army where functional literacy was understood like the ability to comprehend military functions and read at a 5th grade level. In 1960s and 1970s the concept got a broader meaning when scholars decided to make an application of the literacy skills in real life, with the intention to promote the socioeconomic development of the individual and the society as well. The earliest idea of functional literacy was assumed as universal and people believed that the context and social background of the person did not have any influence on the acquisition and development of the literacy process.

However, this point of view was revalidated because one of the factors that affects deeply functional literacy is the context where it is developed, as Yousif (2003: 11) states “*Rather than an end in itself, literacy should be regarded as a way of preparing man for a social, civic and economic role that goes beyond the limits of rudimentary literacy training consisting merely in the teaching of reading and writing*” according to this stand, functional literacy prepares the individual to face each context in order to develop skills to fit in the social process.

Therefore, functional literacy refers to the preparation for daily life activities like: facing the real world, getting a job, writing a letter, reading sets of instructions, and so on. These are basic things that people face at different stages of their lives, but it does not only refer to the routine of predictable activities that humans face on a daily basis, but also prepares people to clash the technological and economic changes that society suffers from time to time.

A person that is functionally literate enhances his personal growth and at the same time, as being part of a community, contributes to the functioning of the society where he belongs. According to Knoblauch (1990) language in this kind of literacy is seen as a code that allows message sending and processing of information in specific functions to maintain the socio-economic status quo and the sustainability of the community.

Through the development of functional literacy people acquire knowledge, this learning process is based on the experience that the person acquires when performing an activity, but when the person begins to be aware of these experiences and reflects upon them a new process is generated. Experience is a very significant step in the learning process as Kolb (1984: 41) states that *“learning is the process whereby knowledge is created through the transformation of experience”*, but this experience transformation is only possible through a critical reflection process, this perspective is the initial idea of another kind of literacy known as Critical Literacy.

If the individual is capable of a reflective process about his own experiences, he must be able to reflect about the context that surrounds him. This is one of the principles of critical literacy, after going through a process of personal reflection the individual should observe the society where he is immersed in; then, he should analyse the reality and propose possible changes to the current situation.

Coffey (2008: 1) defines critical literacy as *“the ability to read texts in an active, reflective manner in order to better understand power, inequality, and injustice in human relationships”*. According to this definition, it is feasible to compare how literacy skills have been placed and used for different purposes, in the case of critical literacy reading and writing are not just skills to interact or function in the world, they are powerful tools to understand the reality

and change it for the common well, while the other types of literacy tried to remain the status quo, critical literacy challenges it.

Paulo Freire, probably one of the most relevant authors behind critical literacy, remarked the relevance of involving the socio-cultural environment of the learner within the learning process and then using it to defy this social context. Injustice, oppression and inequality are realities that the individual, or as Freire & Macedo (1995: 13) named the oppressed, has to deal with so he needs to *“develop the necessary critical tools that will enable them to read their world so they can apprehend the globality of their reality and choose what world they want for themselves”*.

Mainly, critical literacy is addressed to the schools, arguing that the oppressive model, provided by the education system, is established from early stages in order to have functional beings who keep the status quo of the society. In this oppressive model, teachers are seen as information providers and learners as empty containers who need to be filled with information; in addition, literacy is understood like a mean to receive and repeat knowledge. Critical literacy; on the other hand, *“refers to an emancipatory process in which one not only reads the 'word' but also the 'world'”* (Freire and Macedo, 1987 in Mayo P. 1995: 363).

Literacy skills have their own purpose inside critical literacy, reading is seen as the interpretation of texts but not only in regard to the understanding of words but also concerning with the comprehension of the message implicit in that text; likewise, writing is considered a powerful tool that can be used to express the contrast and possible actions to transform the reality.

Taking a close look to the different views of literacy, one may see the evolution of the concept. Although, these views are perceived as separated areas where literacy achieved different ends, according to their definition, they might join together as a process. First, the literacy learner must work on the development of reading and writing skills; then, these skills need to be attained to a purpose, a personal or a communal one; afterwards, the learner identifies the social condition where he is immersed in and reflects upon the environment providing possible transformations to benefit his fellowmen.

Even though, all these types of literacy were defined from different perspectives, all of them may be applied in a school-based context. The development of the mother tongue (L1) literacy is one of the main goals for most of the countries; this is proven in the interest of international organizations to eradicate illiteracy through programs that include children and adults. Literacy has become a global objective as much to be declared a human right.

L1 literacy has been a need for long ago, but what about people who learn or acquire another language, do literacy skills develop in the same way? Do literacy skills in L1 transfer or interfere into the L2? Is it necessary to develop literacy in L2, if there are already L1 literacy skills? These questions and more were taken into account for scholars who addressed to second language literacy.

Second Language Literacy

Second language literacy is not just another kind of literacy because it includes all the aspects regarding L1 literacy like: socio-cultural, socio-political, economic, familiar, and educational fields. But there is a plus; it takes into account the learners L1 literacy skills. This plus is considered by some scholars as a positive influence that transfers from L1 to L2 literacy

skills; nonetheless, there are some other authors who declare that these L1 literacy skills interfere in the acquisition of literacy in L2.

Regarding to the positive transference, there are authors who referred from low level skills to more critical concepts; for example, Bell and Burnaby (1984: 14) state that, if a person is already literate in L1 there are possible advantages in the learning process of an L2 literacy; for instance, the individual must be able to recognize the concept of a particular sound and symbol, as well the expectation of the content in the recognition of some printed formats and *“most important of all, the expectation of print to yield meaning”*. Cheryl (1994) presents some references about authors who have stated that other kind of skills may transfer, like the recognition of the different purposes of texts and the strategies used to decode and analyse those texts, according to Hudelson (1987) these strategies are: experimenting, hypothesizing, creating and constructing meaning.

There are studies which have determined that, indeed, there is a positive transference of skills from one language to another, Canard (2007: 85) presents a research that explores the relationship between Spanish (L1) and English (L2) in adults ESL students. The author revealed that *“a relationship between levels of literacy in Spanish and English acquisition started to develop after 4 weeks of English instruction. Subjects with higher levels of literacy in Spanish (L1) scored higher than those with lower levels of literacy supporting Cummins hypothesis”*. Weinstein (1984 in McKay 1993) made a research, studying the effects of literacy and prior formal education in L1 (Hmong, Laos or Thai language) in learning English, the result was that students with a higher level of literacy in L1 had better results in ESL tests. Nevertheless, there are authors like Alderson (1984) who addressed that it is necessary to have a certain level of proficiency in L1 literacy to make the transference possible into another language.

On the other hand, there are scholars who disagree about this transferability based on the idea that literacy is not just a set of skills but also a cultural and social process. It means that literacy is developed under specific social parameters and determined contexts; then, to be recognized as a literate person, it is required to achieve the standards of literacy set by the society which implies both to improve the skills of reading and writing and to promote shared knowledge and traditions, and that includes oral literacy. This point of view is recognized by Hirsch (1987) as *Cultural Literacy*.

According to McKay (1993:9) L2 literacy is considered from two different angles. First, it may be understood as *an individual accomplishment*, stand which relates more within the educational context, where literacy is composed by a set of skills divided by levels of proficiency that an individual goes through according to his advancements and achievements; besides, literacy is seen as a relevant asset to the cognitive development of the learner because through reading and writing the individual accesses to knowledge.

The second perspective considers L2 literacy as a *social practice* (p. 16) which is more related to power than cognition. The meaning of L2 literacy under this view depends on the historical, economic, political, and socio-cultural contexts where the individual is immersed. Literacy cannot be used and developed in isolation; the literate person should be involved in social practices that are meaningful for him and his community in order to maintain the status quo of the society.

The perspective of L2 literacy as *an individual accomplishment* is going to be addressed in more detail, at next, because this research focuses on the development of L1 and L2 literacy and it is applied in a school-based context.

Second language literacy is understood as a set of skills, which may be developed and improved through practice and interaction. Taking into account this stand, some authors have determined levels of literacy to place the learner in stages according to their literacy productions, schooling periods or functions that they can perform through reading and writing. Venezky (1990) proposes two levels of literacy: the first one is Basic Literacy, it is a level reached by a learner where he has enough competences to keep developing the literacy skills by his own. This is similar to reach a threshold level where literacy practices may be enhanced by autonomous learning. The second level is named Required Literacy, to this category belongs people who are able to perform a specific function in a determine context. This category reflects the stand of functional literacy about that a person may be trained to use reading and writing skills for a determine purpose; for example, reading timetables, selling or buying stuff or doing a specific kind of work.

The previous two levels provided a general overview about how literacy may be divided; nevertheless, there are more issues which may divide literacy in another set of categories. Bell and Burnaby (1984) stated that in order to develop a basic and clear level of literacy, the apprentice must have completed 8 years of schooling and through the other years he should practice and improve literacy skills to achieve critical literacy and develop additional skills.

This stand from Bell and Burnaby follows a logic pattern because students from early years start to practice literacy skills, then it is understandable that after certain time reading and writing are improved. Nonetheless, this premise is not valid in most of the cases because, if literacy skills have presented errors through the process, and their correction has been ineffective, literacy will be undeveloped and, as it was presented above, if this problem occurs in L1 the most suitable issue is that it replicates into the FL literacy development.

A broader vision about levels regarding second language literacy is provided by Read and Mackay (1984) they establish 5 levels in which learners may be placed²:

<i>Initial literacy</i>	<i>The ability to read and write one's own name.</i>
<i>Basic literacy</i>	<i>Read and write a short simple sentence in everyday life.</i>
<i>Survival literacy</i>	<i>The ability to read, write and comprehend texts on familiar subjects . .. To get along within one's environment.</i>
<i>Functional literacy</i>	<i>The possession of skills perceived as necessary by a particular group to achieve their own self-determined goals.</i>
<i>Technical literacy</i>	<i>Acquisition of a body of theoretical or technical knowledge and the development of problem solving capacities within a specialized field</i>

Table 1. *Levels of literacy*

These levels present a scale of evolution in the acquisition process of L2 literacy skills; nevertheless, do not skip that this improvement is only possible if the learner is already literate in his own language or at least has certain level of proficiency; otherwise, he may be exposed to interferences in the acquisition of literacy in both languages.

The achievement of each literacy level provides both an improvement of reading and writing skills and the enhancement of other cognitive abilities. That is why some authors relate the acquisition of literacy skills with the cognitive development, Cumming (1990) asserts that there are unique cognitive advantages acquired in the literacy learning process, like the use of problem solving strategies regarding the control of thinking while reading and writing or the skill to transform knowledge gained in reading, into new ideas in a written way.

² Read & Mackay, (1984) *Illiteracy among adult immigrants in Canada*. Educational Resource Information Center: Number 291 875.

So far, it has been presented that literacy development is an important part for an individual, that it will serve to his academic, cognitive and socio-cultural processes. Additionally, the development of second language literacy may provide the learner with strategies and abilities that may enhance his reading and writing skills in both languages and may increase the cognitive development in the context that he lives in.

As a conclusion, and for practical issues regarding this research, literacy will be understood by the researcher as the ability to read and write in a language showing comprehension of ideas, information and beliefs in texts, communicating them through an original and personal written way. Besides, the levels of literacy stated by Read and Mackay will be useful to categorize the population under study and to place them in case of having a positive impact through the application of the dual task based approach.

Hitherto, literacy has been studied from different points of view and some levels have been addressed concerning second language literacy, also the advantages of literacy have been contemplated; however, the strategies for each skill have not been dealt yet. Reading and writing are skills that hardly can be separated, since they are complementary; nonetheless, they handle different techniques and strategies. At next it is presented each skill regarding strategies, techniques, assessment and the way that each skill is linked to the other to develop literacy.

Reading

Reading is a constant skill in the human being's life, Grabe (2009) asserts that a single person performs reading at any given moment of the day from a newspaper or a book to an advertisement, a product label or a menu in the restaurant. It is used and developed in everyday life, print is all around and its interpretation is necessary to have a good performance in the

society. Zuñiga (2001) states that reading is essential to success in our society because it contributes to the social and economic advancement; in addition, Grabe (2009) recognizes that if an individual of a modern society attempts to be successful, it is necessary for him to become a good reader.

It is evident that reading has received a high degree of attention, and that society is more demanding in regard to the goals required to good readers because they need to be involved in the context to contribute to its development. Nevertheless, what is understood by reading? Scholars have provided different definitions for the term, Urquhart and Weir (1988: 22) define reading as the process of *“receiving and interpreting information encoded in language form via the medium of print”*; Anderson (1999: 1) mentions that reading is *“an active, fluent process which involves the reader and the reading materials in building meaning”*. As it was evidenced, most of the definitions relate reading with the concept of getting understanding and comprehension from the print through a complex combination of processes performed by the reader.

Types of Reading

Reading is always addressed with a purpose, it may be as simple as getting a name or a phone number to understand and comprehend a full text. Generally, the reader is who decides the intention and the purpose over the text, and according to this purpose the reader may apply different strategies to achieve it. Ueta (2005) proposes some strategies that may be applied through reading like: skimming, scanning, careful reading, browsing and reading for general comprehension.

Skimming is a quick process where the reader looks for main or general ideas to acquire an overview of the context; this is a useful tool to perform a pre-reading, a reviewing or a quick

reading. Some methods to develop comprehension use skimming as a first step because it provides the reader with a perspective about the text. Strategies like reading titles and sub-titles, reading introductory and final paragraphs completely or just the first lines of each paragraph will provide the reader with enough information to perform a good skimming.

Scanning is another type of reading which is performed quicker than skimming, because the reader looks for specific information without reading the full text just going into the lines looking for what is needed. Ueta (2005: 10) states that it is a useful skill to apply in everyday life, like *“searching through a telephone directory, reading a timetable or advertisements for getting information”*, it is very important that the reader bears in mind the information required in that case it will show up easily before his eyes.

Careful reading is a reading process that takes more time than those presented above because it is focused on learning. Urquhart and Weir (1998) assert that it demands a detailed reading pace, because it draws the reader’s attention to re-read and make inference to make a link with the previous knowledge of the reader providing new knowledge through the reading.

Browsing may be used when the reader does not have a specific goal for the reading. It may just be for fun; for instance, when a newspaper or a magazine is read, when browsing, the reader may skip paragraphs and sentences because there is a low need to connect this information with background knowledge. This strategy turns useful to cause interest in reading through the recognition of words and word order, and to motivate learners to perform some readings on their free time.

The last type of reading addressed in this paper is reading for general comprehension, Grabe and Stroller (2002: 14) state that it is the most common purpose when reading;

nevertheless, it is a complex process because it “*requires rapid and automatic processing of words, strong skills in informing a general meaning representation of main ideas, and efficient coordination of many processes under very limited time constraints*”. Despite it is a complex type of reading , it is one of the most used in L1 and FL classes, in most of the cases the learners do not practice other kind of reading types they just go directly into comprehension regardless their level of reading.

These five kinds of reading are just some of the multiple strategies that scholars have designed towards reading. Nevertheless, what it is really important is to recognize them in order to stop focusing only in reading comprehension and to realize that texts may be addressed in different ways according to the learners’ needs.

Reading is a process that may be practiced inside or outside the classroom. *Intensive Reading* is the named given to the practice in the classroom. In this practice the reader is exposed to several texts of the same author or topic in order to get related with structures, vocabulary, mechanics, and other features that will ease the understanding and comprehension of the text. Brown (1994: 312) refers that intensive reading “*calls attention to grammatical forms, discourse markers, and other surface structure details for the purpose of understanding literal meaning, implications, rhetorical relationships, and the like*”. Intensive reading causes a major impact in school-based practice because the reader focuses deeper attention in the text and acquires understanding of its meaning through some skills like: word attack skills, text attack skills and non-text information.

Extensive Reading, this reading process is performed outside the classroom, its main purpose is getting general comprehension of a text; in addition, through the reading process the

learner develops confidence and enjoyment. In order to grow extensive reading the students must read as much as they can outside the classroom focusing especially on meaning; nonetheless, to promote extensive reading is difficult, that is why learners should select attractive texts according to their level otherwise its effect may be negative.

Extensive reading in FL or L2 may not be as popular as intensive reading; Grabe and Stroller (2001) state some reasons why extensive reading is not used in L2 regarding to proper and interesting materials for students, students' motivation towards reading in L2, teachers' beliefs about the materials and students reading level or lack of knowledge of strategies to implement extensive reading.

Thus, intensive and extensive reading might be two complimentary ways to foster the development of literacy in and outside the classroom, since they provide different tools to the learner to improve the literacy processes in any language, in one hand the intensive reading may provide most of the linguistic aspects necessary to communicate successfully using the L1 or the FL, and the extensive reading will provide a very valuable item that is the motivation to keep on improving the literacy processes through entertaining reading.

Reading in L1/FL

The reading processes may be understood equally for all languages, there are universal aspects in terms of linguistic and cognitive processes regarding reading; nevertheless, there are elements that differ and may affect the reading practices because not all the languages have the same characters in print, grammar structures or text direction.

As reported by Grabe (2009) the differences in reading among L1 (Spanish) and FL (English) are mainly in orthography, phonology and morphology. Spelling differs in both

languages which makes hard to recognize some of the words presented in texts, and sometimes it may present issues when a learner tries to get the meaning of a text. These differences are presented basically in the word recognition process which is one of the first steps that an individual performs through reading. Orthography is one of the first differences that may be found when a learner addresses a text, spelling in both languages is pretty different probably because of their origin, which challenges the learners in the reading process specially when the main purpose of the reading is the comprehension of the full text; nevertheless, there are words known as cognates that may help instead, these words are pretty similar in both languages which provide clues to the reader in L2 texts.

These characteristics are evidenced in the context of this study, as the students face many troubles to get to the meaning of the texts, most of the issues in regard to the vocabulary turn out confusing for them; notwithstanding, they may take into account some of the words that may be inferred or related to their L1 to find some meaning and determine the message of the text.

Phonology is another stage in the word recognition process, understanding how the word is pronounced allows the student an easy way to remember the word and it helps to acquire its meaning. English presents different vowel sounds and allows word structures that are not present in other languages, like in the word *Strength* where there is only one vowel sound surrounded by consonants, as Grabe (2009:130) states “*languages vary considerably in the allowable structure of syllables ... English allows this extremely combination vowel-consonant CCCVCCC which may look confusing and unusual for some L2 students*”. Phonology also varies in vowel sounds giving different pronunciation to the same vowel or vowel combination as in the words bread and read which may cause misunderstanding in reading.

Morphology is not as different as phonology; nevertheless, learners must be familiar with prefixes and suffixes when reading a passage in L2. Morphology is more evident in syntactic knowledge which plays a key role in reading too. The organization of a sentence in L2 may differ from the native language of the student, which needs to be carefully addressed because these differences may cause frustration in the learner when facing a text hard to comprehend. So, it is important to select properly the material, the purpose and the reading strategy for L2 reading students. Verhoeven (1994) refers to this topic mentioning that word recognition abilities in the L1 vocabulary do not transfer to L2, and if syntactic knowledge is transferred it would not have a positive impact.

Despite the awareness about the issues that differ and affect reading in L1 and L2, some scholars have proposed hypothesis about skills that transfer positively from one language to another. Cummins (1979) proposed the Interdependence Hypothesis stating that the transferability of skills is possible from L1 to L2. This is only possible when a learner reaches certain level of proficiency in the literacy skills in L1; then, those skills may transfer to the L2 learning process. In regard to reading, Grabe (2009) states that Cummins' hypothesis understands reading as similar process in both L1 and FL, no matter what first and second languages are involved.

Cummins asserts that L1 reading proficiency is required to make a positive transference into L2 learning process; notwithstanding, L2 language proficiency is not a critical factor for the improvement of reading in L2. Grabe (2009: 141) provides an example about these stands *“in a somewhat extreme but appropriate interpretation, L2 students can have weak L2 language proficiency, but use all of their L1 academic reading skills to carry out L2 academic reading tasks successfully”*.

The second hypothesis is *Language Threshold Hypothesis* which reaffirms that indeed there is a transferability of reading skills from L1 to L2, but in concordance with Alderson (1984) it differs in the point that, in this case, it is necessary for the learner to reach a level of proficiency in the L2 to make possible the transference from L1 to L2. Then the issue stated by this hypothesis it is not if there is or not transference from L1 to L2, but to establish when this transference occurs. There is a series of levels proposed according to the proficiency that the learner evidences in both languages. These levels change based on the improvement that the learner gets in L1 and L2; then, when the learner achieves an accurate level, in both languages, there should be a full transference of skills.

Scholars have proved that reading skills may transfer from L1 to L2, and also it has been evidenced that there are elements that interfere with this process; therefore, the target is to avoid or overcome the issues present in reading and to lead the students to achieve a level of proficiency in L1 and L2 to make possible the transferability. That is why developing literacy skills in L1 become relevant; thus, it is necessary to be proficient in the native language when a second or foreign language is attempted to be acquired.

Barrett's Taxonomy

To promote comprehension in reading practice, scholars have design taxonomies which have turned useful for teachers who attempt to improve reading comprehension in any language. They are universal steps or procedures that may be applied in the classroom no matter the proficiency level that the students have. One of these taxonomies was designed by Barrett (1976) whose taxonomy is composed by five stages where comprehension is checked at different levels, from basic information gather in scanning processes to the full comprehension of reading texts.

This taxonomy fits properly into this research because the levels and strategies proposed by its author are developed by progress stages; it means that students may apply any strategy or all of them according to the information required by the task to be performed. In addition, it works in combination with written activities, since the strategies may provide enough data or meaning to create any kind of text.

Barrett's taxonomy is divided in literal comprehension, reorganization, inferential comprehension, evaluation and appreciation. These five stages revise most of the aspects related to reading comprehension. The first stage is *literal comprehension*; it focuses on ideas and information which are explicitly stated in the text. According to Barrett (1976) it is divided into two different tasks: recognition and recall. These tasks may require information about a single event through the reading, or several events or sequence events increasing the difficulty level of the task.

According to Barrett (1976: 68) recognition *“requires the student to locate or identify ideas or information explicitly stated in the reading itself or in exercises which use the explicit ideas and information presented in the reading selection”*. Recognition tasks are divided into other categories according to the purpose of the reading task; thus, the learner may go through tasks like:

- Recognition of Details
- Recognition of Main Ideas
- Recognition of a Sequence
- Recognition of Comparison
- Recognition of Cause and Effect Relationships
- Recognition of Character Traits

In comparison to recognition, recall is a more complex task; its main purpose is that the learner after reading tells from memory ideas and information explicitly in the text. Like the previous task recall is divided into specific tasks like:

- Recall of Details
- Recall of Main Ideas
- Recall of a Sequence
- Recall of Comparison
- Recall of Cause and Effect Relationships
- Recall of Character Traits

The second stage of Barrett's taxonomy is *Reorganization* where the student is required to analyse, synthesize, and organize ideas or information explicitly stated in the text. To express comprehension of the print the learner must use literal or paraphrased sentences from the author. This stage is also divided in a process task; it means that it is a pattern that the learner should follow in order to achieve the text comprehension, the steps are:

- Classifying
- Outlining
- Summarizing
- Synthesizing

Inferential Comprehension is another stage of this taxonomy where different elements are combined to demonstrate comprehension. Barrett (1976) asserts that in this stage there is a linkage of the ideas and information gathered from the text, the student's intuition and his previous knowledge to recreate conjectures and hypothesis. As it was mentioned previously, background knowledge is important to infer and predict information from texts; besides, it has an impact to produce new knowledge through the junction of prior experiences with the new information. The process of inference may be addressed to:

- Inferring Supporting Details
- Inferring Main Ideas
- Inferring Sequence
- Inferring Comparisons

- Inferring Cause and Effect Relationships
- Inferring Character Traits
- Predicting Outcomes
- Interpreting Figurative Language

The fourth stage is *evaluation*, in this level the student demonstrates that through reading he was able to perform an evaluative judgment; to do this the learner should establish comparison points among the information taken from the text, ideas from other sources (books, teachers, etc.), and his own background knowledge criteria. Barrett (1976: 69) affirms that “*In essence evaluation deals with judgment and focuses on qualities of accuracy, acceptability, desirability, worth, or probability of occurrence*”. The following judgments may be performed by the students to show evaluative thinking:

- Judgments of Reality or Fantasy
- Judgments of Fact or Opinion
- Judgments of Adequacy and Validity
- Judgments of Appropriateness
- Judgments of Worth, Desirability and Acceptability

The final stage involves all previous stages and relates them to the emotional part of the reader, taking into account the psychological and aesthetic content of the print. This stage is known as *Appreciation*, at this point the student reflects not only about the knowledge but also about the axiological content that is presented in the reading. Barrett (1976) declares that appreciation deals with knowledge and the emotional response to literary techniques, forms, styles, and structures. The learner may apply this appreciation through the following tasks:

- Emotional Response to the Content
- Identification with Characters or Incidents
- Reactions to the Author’s Use of Language
- Imagery

Barrett's taxonomy is a proper strategy for this research because each stage is clear and detailed enough to guide the learners through the reading process. According to the evidences presented in the annexes, the learners should perform tasks related to the first stage, through the practice they can move forward to the second and ideally to the third stage; in addition, this taxonomy goes along with the task based approach that is going to be applied through reading and writing activities.

Reading and Writing Relationship

These skills are bonded together in the literacy learning process, they support each other through the activities that a learner performs to improve his language level. Zuñiga (2001) states that both processes rely on the individual background knowledge to build up, predict, and confirm meaning. Goodman & Goodman (1983: 592) affirm that "*as writing improves through daily communicative use, reading is enhanced*"; thus, the improvement of these skills is what leads to an individual to be literate. Finally, Stotsky (1983) declares that reading has a positive impact in writing influencing the acquisition of vocabulary, grammar and mechanics.

The activities in both skills may follow a similar pattern, Zuñiga (2001) presents a very specific chart evidencing the relationship between the activities of reading and writing, such chart will be presented at next.

Reading	Writing
Pre-reading: Prior Knowledge activation and prediction making	Pre-writing: gathering and organization of ideas for writing.

Reading: students use reading strategies and skills while decoding and create meaning.	Drafting: learners write down ideas focusing on content.
Responding: through writing or speaking	Revising: students reread the text and revise according to the feedback received.
Exploring: Students examine vocabulary, develop skills and strategies tasks, and learn about authors and genres.	Editing: identification and correction of spelling, capitalization, and punctuation.
Applying: perform projects related to the text involving different skills and practices.	Publishing: students present the final paper.

Table 2. *Relationship between reading and writing tasks.*

The relationship between these skills turns out important in the development of literacy; therefore, the selection of proper strategies and activities will be essential to benefit learners from this connection, and especially in this project, as proper reading strategies may have a positive effect on the writing process. In fact a key element to the development of the tasks is reading; thus, providing key strategies to the learners to go through different texts may give them enough information to perform the final task required.

Previously, it was presented how reading may be fostered in the language classroom and what strategies may be followed to improve this skill. In the following paragraphs, it is going to be presented writing as a process and the possible relations and differences that may exist in this process in L1 and FL.

Writing

The concept of writing was, at first, defined as a symbolic representation of ideas; however, through time this belief has evolved and gathered more elements turning writing into a subject of interest for scholars. Cassany (1994) defines writing as the ability to communicate coherently producing extensive texts about any given topic. This definition provided by Cassany added a deeper perspective about writing where it is understood as a way of communication, and in order to generate communication the reading process must be involved. In concordance with Clavijo (2000) writing is no longer seen as an individual process, but as a social and creative process that is developed in a specific context, providing unique ways of interaction between the writer and the reader.

In most societies, writing has gained importance and received a major degree of relevance; nevertheless, not all the communities consider writing as a key part of their development, according to McKay (1993) they may communicate their traditions and values in an oral way. As literacy has received the status of fundamental right, writing has been taught and practiced in a deeper way because it is associated with the economic, social and cultural growth of a determined context. Tribble (1996: 12) states that if someone is deprived of the opportunity of learning to write is *“to be excluded from a wide range of social roles, including those which the majority of people in industrialized societies associate with power and prestige”*.

Writing as a Process

To produce a written text, the writer goes through different stages in which the final product is enriched and corrected enough to ease the interaction with the reader. Most scholars agree with the sequence that a writer should follow to get a final version of a text; these steps are

known by different names but commonly are identified as planning, drafting, editing (reflecting and revising) and publishing.

Planning is the first part of the process, when the topic to be developed has been already selected or provided, the writer makes a gathering of ideas in different ways, some may write down specific notes about the text, others may do a brainstorm with a few amount of words or just make the whole planning in their minds. Planning is important because it provides the preliminary ideas to build the structure of the text, according to Harmer (2004) writers should take into account three main issues when planning. The first one is the purpose of the writing; it refers about the intention of the writer which will determine the type of text that is going to be produced, the language and the information to be presented in the final product.

Another aspect to be considered is the target population; this is a determinant issue because when the audience is taken into account, the writer will know beforehand how to structure the text and the tone of the language to be used. The content structure of the text is the last matter that the writer should attend considering that it will provide the best path to sequence facts, ideas or arguments included in the text.

Drafting is the next step in the writing process; it is the first attempt that the writer makes about the written text. In this stage the ideas and information are transformed into sentences and paragraphs. This draft is always done under the intention to be corrected later because the purpose is to clarify and merge ideas. It is important for the writer to know that in the text construction it is necessary to build up several drafts to achieve the final version of the paper.

The writer needs to perform an edition process to improve the quality of the drafts. Harmer (2004) integrates reflection and revision into the edition stage. Reading plays a key role

in this stage because through it the writer notices the areas that need to be changed, adjusted or worked properly in the text. There are many issues that may be presented in the drafts; for example, a confusing presentation of ideas, an unclear structure of the information and paragraphs, or a disorganization of statements. After addressing the previous aspects, there are other issues that need to be revised like proper words, spelling and grammatical accuracy; moreover; to receive feedback from other readers, in the edition process, may improve the quality of the final product.

After going through the previous stages, the writer is able to produce a final version of the text which should look pretty different from the first draft; nonetheless, this final paper may be edited and adapted according to the viewpoints of the audience or even from the author itself. The previous writing process was presented in a linear way; however, this process is more like a cycle where the writer may return to any of the stages to improve the quality of the text. Although, this writing process may look like a time consuming issue, the length is up to the writer and the text attempted to produce. This process may be applied from writing an e-mail or a text message to construct an academic paper, the difference lies in how carefully the writer performs each step.

When the writer selects the purpose of the text in the planning stage, he may face many possibilities to create writing constructions that are known as genre. Genre gathers a whole set of elements like E-mails, letters, advertisements, essays, thesis, etc. According to the genre chosen, the register and the tone will change and will differ from other types of writing text. The tone, as it was mentioned above, deals with the degree of formality that the text will have, and the register is the selection of vocabulary that will be used through the text. These elements need to be addressed taking into account the audience that will read the final product. When writing genres,

it is important to know the context where the written text is going to be presented, it is necessary to follow the construction pattern to make the message understandable for the readers.

Cohesion and Coherence

As it was presented above, to create a written text, the writer should go through some stages to improve the quality and ease the understanding of the writing construction. Additionally, there are elements like cohesion and coherence that need to be addressed in the writing process since they allow a better comprehension and understanding of the text to the reader.

Cohesion refers to the elements that help the writer to attach one part of the text to another. These parts merge through several cohesive cues which are defined by Halliday and Hasan (1976: 8) as *“a semantic relation between an element in a text and some other element that is crucial to the interpretation of it”*. Then cohesion provides the chains to link utterances to make a text comprehensive; nonetheless, it does not deal with what a text means.

According to Harmer (2004) cohesion, as being part of a semantic system, it is performed by vocabulary and grammar. It means that cohesion can be divided in lexical cohesion and grammatical cohesion; nevertheless, these are the major classes of cohesive ties, according to Halliday and Hasan (1976) additionally to them, there are other 19 subclasses and numerous sub-subclasses that provide cohesion to a text. For purposes of this study, only the major categories will be addressed at next.

Lexical cohesion has to deal with the meaning of the text; mainly it refers to the connection between lexical items and other cohesive devices to create textual continuity, in

concordance with Halliday and Hasan (1976) such cohesive effect is achieved through the selection of vocabulary. Lexical cohesion is composed of two main elements, the first one is known as repetition or reiteration which is the frequent use of a lexical item or a similar word in the context of reference, this repetition may be presented as a reiteration, synonym, hypernym or general word. Collocation is the second element of lexical cohesion, it is characterized because of the presence of lexical sets or words of the same topic area which interrelates to each other through the flow of the text, they may be closed synonyms or associated words which tend to occur in the same lexical environment.

Grammatical cohesion refers to the grammatical structures that bond one component to another through the print, Halliday and Hasan (1976) determined four categories for this type of cohesion. Reference is the first one, it occurs when one element of the text leads to another to be interpreted; it means that through the text it is feasible to make a reference from one item using other elements like personals (subject pronouns, object pronoun, possessive pronoun or reflexive pronoun), demonstratives, and comparatives.

Ellipsis and substitution are other aspects of grammatical cohesion. Ellipsis is understood like the process in which one element, in the text, is omitted or replaced by nothing; it means that when something structurally has been already understood there is no need to say it again, as Halliday and Hasan (1976: 144) state “*Where there is an ellipsis, there is a presupposition in the structure that something is to be supplied or understood*”.

Substitution refers to the replacement of an item for another one; although it may look similar to *reference*, the difference lies in that *substitution* is more on the wording while *reference* focuses more on meaning. There are three classes of substitution: nominal, verbal, and

clausal their function is to avoid the exact repetition in the following sentences or clauses. The last element that is part of grammatical cohesion is named conjunction, it is a systematic connection of an element that has been already presented with the following item, Halliday and Hasan states that *“Conjunctions usually structure a text in a precise way and bring the presented elements into a logical order”* (191).

All those previous cohesive devices help to bond the elements of a text together to evidence the relation among sentences through the text structure. Nevertheless, cohesive ties are not enough to make a text understandable because even if these elements are presented in the text, it may have a lack of sense as there is an absence of coherence, Schiffrin (1987: 9) states that coherence *“can be regarded as a connection between utterances with discourse structure, meaning, and action being combined”*.

According to Harmer (2004) a text to be coherent should contain an internal logic that may be followed by the reader without using remarkable cohesive devices; thus, when a reader faces a coherent writing, he should be able to understand the purpose of the writer and the line of thought. Therefore, coherence is achieved according to the organization and sequence of the information presented, then coherence plus cohesion will lead the writer to set an understandable text construction where the ideas tie together, clearly enough, to ease the comprehension of the text.

As a conclusion, coherence may be understood as the item that provides sense to a text and also comprehensibility to the writer’s purpose and information. On the other hand, cohesion is a set of links, at a language level, that stick together utterances and paragraphs structuring ideas

in the text. Then, the writer should appeal to the writing process, coherence and cohesion; to make a quality text easy to understand and interpret by the readers.

Writing in L1/FL

In concordance with Berlin (1987) writing in a foreign language has been a process influenced directly by the teaching practices of writing to native speakers of a target language. Nevertheless, scholars have realized that FL writing may require other approaches to enhance the proficiency level of a learner. In the case of the English language, there are four approaches that have had a wider influence in regard to this matter.

The *controlled composition* or guided composition was an approach where writing was addressed not as a main skill to be developed but it was seen more as an element to reinforce oral habits. This approach took a different stand from the free composition activities which were supposed to promote fluency and extend the student's control in writing; instead, controlled composition was more restricted, according to Silva (1990) it looked for the avoidance of remarkable mistakes caused by L1 interferences and the reinforcement of proper second language behavior. The methodology used in this approach was based on imitation and manipulation of text models where the learner performed activities like substitutions, transformations, expansions and completion; additionally, these activities were assessed through vocabulary and sentence patterns. Writing under this perspective was considered as a habit formation where the writer uses previously learnt structures and vocabulary to sequence them in a pattern way.

Current-traditional rhetoric, this approach arose under the conception that writing in a second language should be more than a simple production of sentences and grammar structures; moreover, it conceived that a link between free and controlled writing should be set. This

approach focused on the rhetoric level of the text, Kaplan (1966: 4) stated that writers “*employ rhetoric and a sequence of thought which violate the expectations of the native reader*” then L2 writers required more practice at a rhetorical level than a syntactic level to improve the scaffolding and structuring of discourse forms. Thus, a skillful writer under this approach would be able to identify, internalize and execute prescribed patterns structuring sentences and paragraphs in a discursive way.

Although, the previous approaches tried to address specific needs in the L2 writing skill, they were found disappointing and not so useful because, as Silva (1990) states, they addressed rhetoric and syntactic issues but did not foster thought or its expression. Therefore, scholars focused their attention on studies about L1 writing, observing that students who were skilled in L2 writing used the same strategies that native writers when composing or expressing written ideas; therefore, a *writing process approach* was proposed not only for L1 but for L2 writing, too.

As it was presented above, the process approach has four steps planning, drafting, editing (reflecting and revising) and publishing. According to Zamel (1983) under the concepts of this approach the writing process becomes more dynamic establishing a non-linear process where the author is able to explore, reflect and bring ideas to light. This approach takes advantage of the creativity, previous knowledge and editing strategies of the writers; in addition, the writer may use the transferability of strategies to develop the same process when writing in another language. Although, this approach has resulted very useful, there is another one to address that also has relevance in the L2 writing process.

Writing as language use in context, it is how Matsuda (2003) refers to the approach that considers writing in its specific context of use. This approach arose under the same belief of ESP (*English for Specific Purpose*) which situates context as a relevant issue for the learner, Matsuda (2003) states that it is not enough to produce highly proficient texts at a lexical, syntactical and rhetorical level, if context is not well addressed. Therefore, the aim of the writer under this approach is to achieve both the items attempted by the previous methods and the acceptance and comprehension of the text by the community or context addressed by the writer.

All these approaches have tried to improve the writing skill in L2, appealing to different methodologies and aims; nevertheless, it was until the *writing process approach* that the writing skills and strategies in L1 were considered elements that may have a positive impact in L2. Several researches have evidenced the existing relationship between writing skills and strategies in L1 and L2, as well as the positive and negative issues that may arise when a learner attempts to make a written composition in the target learning language.

So far, researches in second language writing have produced contradictory results, Rowe (1990) states that this phenomenon is produced by the premature generalizations and assumptions made by the researchers, which indicates that further research is needed to resolve the contradictions and ambiguities of second language writing. Rowe (1990) presents some of the findings that L2 writing researchers have produced; for instance, Zamel (1982) concludes that a lack of composing competence affects more the writing competence in L2 than the lack of linguistic competence, this view supports another finding provided by Zamel (1983) where he states that the quality of the composing process of a writer in L2 depends on the proficiency level that the author has in his L1.

Finally, Martin-Betancourt (1986) affirms that using L1 in the L2 composition process concerns vocabulary and enables the L2 writer to sustain the composing process. Nonetheless, all these results present a counterpart which denies completely or partially the outcome proposed; like Raimes (1985) and Arndt (1987) who assert that the composing process in L1 differs from the one in L2 and if there is a transfer of strategies, they may provoke an interference affecting the process and the written product.

Although, the positive perspectives towards the transfer of writing strategies were declared years ago, they are still valid and serve as support of many other researches about L2 writing. After reviewing some of the most relevant standpoints that L2 writing research has provided, it is important to establish that the variety of results may be derived from the characteristics in which each study was developed, turning second language writing into a field to explore in more detail to validate, argue or create new stands or theories.

To conclude, writing may be defined as a complex process where the writer goes through different stages looking for the improvement of the composition, presenting ideas, facts or beliefs in a cohesive and coherent way, and taking under consideration issues related to the context and the reader of the final product. In addition, this research agrees with the perspective that L1 writing strategies have an influence in the development of proficiency and accuracy in the L2 composing process.

Despite, there is evidence that supports the link between writing in L1 and FL, there is not a clear methodology to foster this transference of strategies, neither it is mentioned the level that learners must have to allow it. Then, the aim of this research is to use a methodology that leads

the students through the writing process allowing them to use strategies and procedures in L1 to transfer to the FL; therefore, the methodology chosen for this research is Task Based Learning.

Task based learning

The chosen methodology to develop the intervention was the Task Based Learning (TBL); since it is a communicative approach that differs from the traditional methods where the student has to perform drills and exercises focused on form to learn the target language. Instead, the TBL looks for the improvement of the L2 skills leading the learner to use the L2 as an instrument to achieve a series of communicative tasks. In addition, the TBL favours the development of the literacy skills since the apprentice may apply the reading and writing processes and strategies in the different stages of the tasks proposed.

The word task has been used in different opportunities by approaches and methods referring to exercises, drills and activities; nevertheless, this is not the proper use according to TBL. Ellis (2003) referred that there has not been a complete agreement in regard to the definition and employment of “tasks” because of the different views that task is considered; for instance, the scope, the authenticity, the linguistic skills required to perform it, the psychological process involved in its performance and the outcome. Nonetheless, there are some insights approaching to the general view of a task, Nunan (1989: 10) asserts that a task is *“a piece of classroom work which involves learners in comprehending, manipulating, producing, or interacting in the target language while their attention is principally focused on meaning rather on form”*.

Bygate, Skehan, and Swain (2001: 11), based on the definition of Nunan, state that *“a task is an activity which requires learners to use language, with emphasis on meaning, to attain*

an objective”; therefore, a task must have a structure that guide the learner to use previous and new knowledge, focusing on the communication and understanding rather than in the form of the language.

The task should fulfil some criteria to be suitable for the TBL; for instance, it must be a workplan that takes the form of teaching materials and it should be organized in a sequence that leads the learner to achieve the aim proposed in the task. In addition, Ellis (2003) states that the task must involve a primary focus on meaning where the learner makes a choice about what linguistic and nonlinguistic resources needs to complete the task. The workplan does not state the language that the learner should use to complete it; nevertheless, it is designed to take the student to situations where specific language is required. Another feature that the task includes is the reality of the task, it means that the task should be an activity that the student may face in the real world or that involve real communication processes. Moreover, the task must involve receptive and productive skills; it means that it may include any of the four skills.

Through the performance of the task the learner should use different cognitive processes, according to Ellis (2003) the task must require processes like selecting, classifying, ordering, reasoning, and evaluating information. Finally, a task designed for TBL must have a clearly defined communicative outcome which becomes the objective for the learner using the language as the instrument to achieve it.

Types of Tasks

Despite there are certain characteristics that a task should follow, there is a division among tasks that has been recognized by many scholars, Ellis (2003) identified them as focused and unfocused tasks, Estaire and Zanon (1994) refer to them as Communication tasks and

learning or enabling tasks. A communication task is an activity that allows the student the comprehension, production and interaction in an L2; additionally, the communication task draws the attention of the learner principally to meaning rather than on form. This implies that the learner concerns about on what is being expressed, instead of the linguistic forms used to express it.

Moreover, the communication task follows a pattern consisting of a working procedure where the sequence and steps are presented to achieve the main task; besides, it is important to set the communicative purpose of the task providing the proper materials and data. The assessment also plays an important role in the activity; it may be performed through all the process of the task by learners and teachers, allowing the revision and improvement of the final task and the communicative competence of the learners.

The second type of task is the *enabling task* which is a support for the previous one; Estaire and Zanon (1994) assert that its aim is to supply the learner with the fundamental linguistic tools to accomplish the communication task. Despite these tasks may be as meaningful as possible; their main purpose is based on linguistic aspects, allowing the learner to communicate as accurate and straightforward as possible. The enabling activities must fulfil the same characteristics of communication activities; the only difference is the focus which is centred on linguistic aspects; for instance, an activity like the presentation and revision of the new language or the improvement of linguistic quality through correction and editing are catalogued like enabling activities.

Willis (1996) identifies other six types of tasks derived from the communication and enabling tasks, they may fit into any main category depending on the structure and the outcome

selected by the task designer. The first one is *listing* even it may look less didactic it generates discussions among the learners through the explanation of ideas or facts. *Brainstorming* is a short and practical activity which requires the activation of previous knowledge or fact-finding to guide the learner in the searching and comprehension of information.

Ordering and sorting this task involves four main processes like *sequencing* elements in a chronological or logical order, *ranking* items according to some specific criteria, *categorizing* elements under some headings provided in the task and *classifying* items in a personal perspective where there is not a previous categorization in the task. *Comparing* is another type of task where the learner confronts information of a similar topic but with different origins in order to identify similarities and differences between the information gathered.

Problem solving and sharing personal experiences require intellectual and reasoning skills, these types of tasks are frequently engaging and rewarding; nevertheless, they should be addressed carefully taking into account the students level and context, otherwise they may have a negative impact on the learners. Finally, the *creative tasks* that are also known as projects are the sort of tasks that may include all the previous ones to create a sequence leading the student across the stages to complete the main task.

These types of tasks may be presented in isolation or blended according to the characteristics of the outcome, the goal and the learners. Nonetheless, the task designer must follow the organization of TBL focusing on meaning instead of form and providing a proper structure that leads the learner through the stages of the main task and sub-tasks. The flexibility and the amount of options that are provided when applying a TBA should be taken into account by the designer to create proper designs according to the population that he addresses.

Task Structure

When a lesson is based on TBL there are some stages that need to be considered for a task, some authors like Estaire and Zanon (1994); Skehan (1996); Willis (1996); and Ellis (2003) agree with three main stages that are presented in the application of a task: the pre-task, during task and post task, in each stage there are specific actions that follow a natural order, each one setting the ground for the following.

The pre-task phase is where the framework and the topic of the activity is set, this topic needs to be very clear for the students because all the sub-tasks turn around it; consequently, the teacher must be sure that all the task performers have in mind the topic of work. Willis (1996) states that after setting the topic, the teacher should help the learners to recall and activate words and phrases that will be useful through the task development; In addition, the teacher may introduce words and phrases that are unknown by the learners too.

Some useful activities to recall or provide relevant language are: classifying words and phrases, matching phrases to pictures, memory challenge, brainstorming, and mind maps. These activities will relate them more to the topic and will provide linguistic features to improve the task performance. Finally, after introducing the topic and identifying the topic language, the teacher must ensure that all students comprehend what the task is about, its goals, the outcome require at the final stage and the instructions to follow. Although, the pre-task is the shortest stage in the task structure it plays a key role since it provides the foundations for the whole development of the activity.

After performing the pre-task, the learners move to the *during task* stage or as Willis (1996) named the task cycle which is divided in three parts: the *task*, *planning* and *report*. The

task phase is where the learners use any language resource to accomplish the objectives of the task. The role of the teacher in this stage is monitoring that the students do the task according to its goals and encouraging the learners to participate in the activity, no matter the language level that they have. It is important to remember that TBL focuses on meaning; then, the correction of form errors must be addressed at the end of the task performance avoiding shock and discouragement in the learners.

In the *planning* stage the learners should create a report about the final outcome of the task. The role of the teacher in this phase is to provide clear instructions about: the time of the report, the way that it is going to be reported (spoken or written) and its purpose. Additionally, the teacher advises the students about language issues in order to shape their ideas in relation to what they want to express. Writing is a useful skill when planning because through the writing process the learners may edit and revise what it is going to be published or mentioned in the report. After the time is done the *report* stage starts, in this case the teacher may provide opinions and arguments supporting the students' viewpoints and also summing up the ideas to clear them up to the audience; plus, at the end of the reports the teacher may provide a general feedback in regard to content and form.

The final part of the task structure is the post task or as Willis (1996) named the *language focus*, which is divided into analysis and practice. Unlike the previous stages which focused their attention on the expression of meaning, this one is centred on linguistic features. The aim is to lead the students to recognize and reflect about particular items of language forms according to their level and needs. This analysis will allow them to identify easily the language features studied in next opportunities. After this analysis, the learners should perform a practice focused on form that will relate them with sentences and patterns to enhance their language knowledge.

The task structure is a solid pattern that makes the learner go through different stages where language skills and cognitive processes are involved. According to Willis (1996) through this task structure the learner is exposed to the conditions for language learning; first he is exposed to a wide and comprehensive input or real language in use, next the student performs tasks using his previous and new knowledge of the language, later on he will be motivated when reporting the outcome of the task using the target language, lastly the student will receive instruction and practice in the language form reinforcing and providing new tools to convey meaning.

As a conclusion, TBL may be understood as a structured working plan that proposes a great variety of activities to practice any of the four language skills. Tasks are focused on meaning, allowing students to use recycled and new language to perform real life tasks that involve them in a process that starts with the concern of achieving an outcome and ends with a language awareness to improve their language proficiency and their linguistic resources to convey meaning. In regard to this research, TBL will provide a proper methodology to design activities in L1 and FL because of the pattern and stages that the task provides to the students; plus, the performance of tasks in L1 and FL will make them aware about the language use, engaging and motivating them to keep improving.

Chapter 2

Research methodology

The Study

The paradigm selected to this study, taking under consideration the nature and the aims proposed, was a qualitative one. According to Creswell (2009: 4) a qualitative research involves

“emerging questions and procedures, data typically collected in the participant’s setting, data analysis inductively building from particular to general fields, and the researcher making interpretations of the meaning of the data”. Most of the previous features are evident in the different stages of this study which led to the selection of the methodology that in this case was action research.

This methodology was considered the best choice for this research since it allowed the application of an intervention in the setting of the researcher and in the same context where the problem was identified; in addition, action research provides a very interesting cycle where the researcher has the possibility to go back, reflect and modify elements in an intervention in order to obtain different outcomes that could provide a solution, a change to the problem stated; thus, such cycle improved the development of the study and helped the researcher to reflect upon the outcomes to provide more complete answers to the research question.

Action research is a methodology that has been used with great interest into the educational field, receiving a number of different definitions by some scholars; for instance, Hopkins (1985: 32) suggests that the combination of action and research *“renders action as a form of disciplined, rigorous enquiry, in which a personal attempt is made to understand, improve and reform practice”*; Carr and Kemmis (1986: 162) state that action research is *“a form of self-reflective enquiry undertaken by participants in order to improve the rationality and justice of their own practices, their understanding of those practices and the situations in which the practices are carried out”*; Cohen and Manion (1994: 186) define it as *“a small-scale intervention in the functioning of the real world and a close examination of the effects of such an intervention”*.

Based on the previous definitions, the main characteristics of action research might be established; according to Kemmis and McTaggart (1988) there are three defining features, the first one is that it is carried out by people involved in the area of study (teacher-researchers, school directors, school counselors, etc.) rather than outside researchers; secondly, that it is carried out by different participants which makes it collaborative; and thirdly, that it leads practices to change things.

Although, most of the scholars consider that the previous features are essential to make an action research, there are authors like Nunan (1992) who asserts that collaboration is highly desirable; nevertheless, there are teachers who are either *“unable, for practical reasons, or unwilling for personal reasons, to do collaborative research”*; then, solo work should not be excluded from action research at all. Another feature that this author debates is the claim that action research has to deal with change, for Nunan there is action research since *“it is initiated by a question, is supported by data and interpretation, and is carried out by a practitioner investigating aspects of his or her own context and situation”* (P. 18). It means that even a descriptive case study may be integrated into the action research method.

Action research is characterized by being a cyclic process where the teacher-researcher should follow a series of steps to address the situation desired. In agreement with Mills (2007: 20) the basic cycle process of action research consist of four steps: *“identify an area of focus, collect data, analyze and interpret data, and develop an action plan”*. Notwithstanding, there are authors who have added additional steps to make more complete the cycle process.

Nunan and Bailey (2009: 231) pose a seven step action research cycle that starts with the *identification of the problem* where the teacher researcher recognizes the area of study; the next

step is the *preliminary investigation* where data is collected to verify such problem; thirdly, the practitioner generates a hypothesis based on the baseline data, such hypotheses leads to the next step that is to *plan an intervention* to address the problem; afterwards, the practitioner *takes action and observe the outcomes*, once the implementation is done the researcher has enough information collected to perform the last step that is the *evaluation* or *reflection* about the analysis of the outcomes gathered in the implementation.

At the end of this sequence, another cycle starts where the practitioner keeps on working on the same issue or on a follow-up problem (if it was identified) making a new intervention or a modified one to collect new data and reflect upon it. Another step that was not included in the previous cycle and turns relevant for action research is the *Dissemination*, according to Nunan and Bailey (2009: 227) “*the outcomes gathered from action research should be publicly available to others for critical scrutiny*”.

The cycle model provided by Nunan and Baily (2009) was applied in this research, as it provided coherence and a proper structure to the development of the study. In the first instance, the problem was perceived in the written productions of the students in FL and L1; then, some students’ artifacts were collected to get preliminary data to support the existence of this problem; afterwards, a hypothesis was conceived based on the data collected, in this hypothesis was proposed the application of a methodology in which the writing productions, in both languages, might be improved. The intervention, to address the problem, included a task based approach applied in both language classes looking for the improvement of the writing productions; subsequently, the intervention was applied and some instruments (students’ artifacts, questionnaires and field notes) were collected and analyzed. After all the information was gathered and analyzed, a reflection process started where the researcher made conclusions and

identified areas to correct in the intervention; once the modifications were performed, a new cycle of application, collection, analysis, and reflection began in order to get new conclusions or support the ones previously established.

Setting and Population

The school where this study took place is a public one, its name is “Jorge Soto del Corral”, it is placed in the third locality of Bogota, in the central-eastern side of the city. The institution has been functioning for twenty years, providing services in elementary and secondary school to mixed-gender population. It has three different branches, two for elementary (branches B and C) and one for secondary school (branch A) where the intervention was finally carried out. The neighborhood where the school is located is catalogued in stratification one; it means that most of the students belong to families with low incomes and are exposed to a violent and precarious context; notwithstanding, the school represents a safe space for sharing and learning to transform their current realities.

The intervention was applied to 8th graders; specifically, to the group 803 where the total population is of sixteen girls and fifteen boys³, in this group the average age ranges from thirteen to sixteen years old. Although, the intervention of the study was applied to the whole group, the data collected for the analysis was taken from only ten students, they were selected under two sample types; the first type is *homogeneous sampling*, according to Teddlie and Tashakkori (2009) in this type of selection the samples are chosen by their similarities; thus, the criterion for the students’ selection was that they had been in the institution for more than five years; in that

³ It is worth to mention that the learners and their parents were aware of their participation in this study (see appendix C).

way, they have had enough time to be immersed in the processes and methodology of the institution.

After the first filter, that the homogeneous sampling provided, the amount of candidates to gather data from was reduced to twenty students; then, a *simple random selection* was performed to delimitate more the sample, according to Cohen, Manion and Morrison (2011: 153) under this selection procedure each member of the population under study “*has an equal chance of being selected and the probability of a member of the population being selected is unaffected by the selection of other members of the population*”; it means that all the sample should have similar characteristics to the population as a whole, in this case all of them belong to the same course, they are in the same average of age, the gender is not a definitive variable in this study and all of them have studied in the institution for more than 5 years.

Instruments

The information was collected through the application of three instruments that attempted to gathered evidence from different angles; they were designed and applied in different moments of the intervention to collect specific data from the students’ perspectives and work. The instruments employed in this study were questionnaires, field notes and students’ artifacts.

Questionnaires: According to Wallace (1998: 124) questionnaires are used when “*we want to tap into the knowledge, opinions, ideas and experiences of our learners*”; thus, this instrument was applied with the intention of recognizing the experiences of the students towards the writing process intervention carried out in their L1 and FL classes; plus, to evidence if they became aware about the effects of such intervention in their writing process.

The questionnaire type selected for this study was a semi-structured one that included closed questions (see the annex D, E, F), as it was relevant to ask the participants for specific information regarding the tasks' structures, contents, application, form, etc. In addition, it contained open-ended questions to recognize the participants' points of view, expectations and feelings about the intervention process. These questionnaires were applied in different moments of the study, at the end or at the beginning of some tasks and they were self-administered; it means that they were answered in presence of the researcher, in agreement with Cohen and Manion (2009: 404) "*the presence of the researcher is helpful in that it enables any queries or uncertainties to be addressed immediately with the questionnaire designer*".

Field Notes: in concordance with Marshall and Roseman (1995) the observation is an important tool to gather information regarding people, events, behaviors, settings, artifacts, routines and so on. The aim of the observation in this study was to record the students' performance in the writing process tasks in L1 and FL. The elements observed were collected through field notes, Wallace (1998: 58) states that making field notes is a great advantage for teacher-researchers because it may increase efficiency, acting as an *aide-memorie* to later recall events to "*make a self-evaluation of a lesson or focus on a particular aspect of teaching and learning*" as in this research the writing process in L1 and FL.

The field-notes (see the appendix G) were taken when the students were performing the tasks, because in that moment the roll of the teacher-researcher is to monitor the group to observe patterns and behaviors that the participants present through the writing tasks. Some field-notes were collected after the intervention to jot down the possible issues emerged in the other stages of the task performance.

Students' artifacts: in agreement with Hubbard, Shagoury and Power (2003: 102), an artifact “*is tangible evidence of what kids are able to do, and of the range of responses kids make to different learning tasks*”; thus, this instrument played a key role, since the results of the intervention would be evidenced in the products that the students made through the writing tasks. The objective of the artifacts collection was to check the written productions in the different stages of the writing process in the L1 and FL and confirm if there was any effect at any level (coherence, cohesion, mechanics, etc.) caused by the intervention process. The data found in the students' artifacts should be supported by the one presented in the other two instruments, as they provide insights of the students towards the intervention process; then, such insights should be evidenced in the products that the students present.

First Intervention Design

The intervention was designed in both L1 and FL; each intervention is divided into five different lessons where the learners have to accomplish some subtasks with the goal to produce a written outcome, each task will lead the student to the creation of the final text. The tasks proposed similar activities with the intention of getting the students related with the approach and the writing process, at next the general outline of the intervention will be presented in both languages, in the annex H and I the information regarding the lesson plans will be addressed in more detail.

English first intervention

Level: Beginners.
1. Theme: Biographies of Historical Figures.
2. Final Task: At the end of the unit the students will present a short biography of a famous historical figure to create a class book.
3. Objectives:
<ul style="list-style-type: none"> • The students will provide at least 5 ideas in regard to the short biography structure and write

them in spidergrams.

- Based on a biography table, the students will be able to organize properly some specific information, in phrases, extracted from different sources about the character selected.
- Taking in to account the information collected, the students will make a Bio-cube presenting written facts in sentences correctly structured about the historical figure.
- Giving a text, the students will recognize the rhetorical structure of a biography summary and write accurately a draft following the same outline.
- The students will write appropriately a biographical summary, taking under consideration all the parameters and feedback provided through the activities.

4. Content:

Thematic Aspects	Content Structure	Grammatical Content	Lexical Content
<p>Historical Figures:</p> <ul style="list-style-type: none"> • Famous history characters. • Important dates and places. • Characteristics. <p>Famous People:</p> <ul style="list-style-type: none"> • Why Famous <p>Personal details: dates, family, characteristics.</p>	<p>Outline:</p> <ul style="list-style-type: none"> • Spidergram • Biography table • Biographical summary <p>Cohesive Devices:</p> <ul style="list-style-type: none"> • Addition • Contrast and concession • Enumeration • Exemplification • Summary • Time <p>Coherence: To follow a chronological order presenting important facts of the figure selected</p>	<ul style="list-style-type: none"> • Past simple • Time markers • Dates 	<ul style="list-style-type: none"> • Adjectives • Years • Verbs past simple

5. The Process tasks:

Class 1:

1. Teacher shows the students a slide presenting a short biography and sets a discussion about biographies and historical figures.
2. The students (by pairs) will select a character to work on the following classes.
3. The group will make a spidergram writing the key elements that they believe should be included in the short biography.
4. The teacher and the students decide what information will be included in the final product.
5. Teacher asks the students to bring for the next class a good amount of data in regard to the character desired to present.

Class 2:

1. The students will revise the information that they bring about their character; plus, some extra information will be provided by the teacher.
2. The teacher will present a biography table that includes key points to organize the information that the groups may gather from the readings.
3. The groups start compiling the key information in the biography table.
4. The teacher gathers the biographical tables.

Class 3:

1. The teacher hands in the biography tables to different groups in order to get a peer feedback and enrich the table of each group. The teacher provides a general feedback taking into account vocabulary, spelling, and specially grammar points.

2. The students revise the biography table providing feedback to their partners.
3. After the feedback each group gets the respective table and makes another revision taking into account the feedback of the partners and the teacher.
4. The teacher requires the students to make a Bio-cube presenting the character and the facts written down in the biographical table.

Class 4:

1. The teacher presents again a short biography, making emphasis on the structure that the text has.
2. The group of students revises the text, and start writing down the first biography draft based on a template provided by the teacher.
3. The students hand out the first draft to their partners; then, they will make a general feedback including grammatical points, cohesive devices and coherence points.
4. Based on the feedback each group will edit and proofread the texts, creating the second draft.

Class 5:

1. The second draft is handed out to the teacher to receive specific feedback taking into account mistakes related to content structure, grammar, vocabulary, cohesive devices and coherence.
2. Based on the teacher's feedback the students write their final version of the short biography.
3. The groups present their work; then, a book is created compiling all the biographies handed by the students.

Table 3. *First intervention design (English)*

Spanish first intervention

Asignatura: Español			
1. Tema: Biografías de artistas famosos			
2. Tarea Final: al final de la unidad los estudiantes presentaran una biografía corta de un personaje famoso para crear una revista de farándula.			
3. Objetivos:			
<ul style="list-style-type: none"> • Los estudiantes aportarán como mínimo 5 ideas en relación a la estructura de la tarea principal y escribiendo dicha información en diagramas de araña. • Basándose en una tabla biográfica, los estudiantes podrán organizar adecuadamente parte de la información extraída acerca del personaje escogido. • Teniendo en cuenta la información obtenida, los estudiantes crearán un afiche donde se mostrarán oraciones estructuradas correctamente, sobre algunos hechos específicos de la vida del artista elegido. • A través de la presentación de un texto, los estudiantes reconocerán la estructura de un resumen biográfico, reproduciendo de forma correcta un borrador siguiendo el mismo modelo. • Los estudiantes escribirán de forma precisa un resumen biográfico, teniendo en cuenta todos los parámetros y correcciones dadas a través de las actividades. 			
4. Contenido:			
Aspectos Temáticos	Contenido estructural	gramática	Léxico
Personajes Famosos: <ul style="list-style-type: none"> • Artistas reconocidos (cantantes, actores, modelos, jugadores, etc.) • Fechas y lugares importantes. • Características. • ¿Por qué son famosos? • Detalles personales: fechas, familia, rasgos. 	Esquema: <ul style="list-style-type: none"> • Diagrama de araña • Tabla biográfica • Resumen biográfico Mecanismos de Cohesión: <ul style="list-style-type: none"> • Referencia • Adición • Temporalidad • Contraste • Causal • Consecuencia • Organizativo • Énfasis Coherencia: Relación del texto en orden cronológico y situacional.	<ul style="list-style-type: none"> • Pasado simple • Marcadores de tiempo • Fechas 	<ul style="list-style-type: none"> • Adjetivos • Verbos en pasado
5. Tareas			
Clase #1:			
1. El profesor muestra en una diapositiva un resumen biográfico y entabla una discusión acerca de biografías y personajes famosos.			
2. Los estudiantes (en parejas) seleccionan un artista famoso para trabajar en las próximas sesiones.			
3. El grupo diseña un diagrama de araña escribiendo los elementos que deben ser incluidos en un resumen biográfico.			
4. El profesor y los estudiantes deciden qué información debe ser incluida en el producto final.			
5. El profesor pide a sus estudiantes traer para la próxima clase información diversa acerca del personaje que va a ser presentado.			
Clase #2:			
1. Los estudiantes revisarán la información obtenida; además, el profesor proveerá a cada grupo			

con información extra sobre su personaje.

2. El profesor presentará una tabla biográfica que incluye puntos específicos para organizar la información que los estudiantes obtengan.

3. Las parejas empiezan a compilar la información en la tabla biográfica.

4. El profesor recoge las tablas para brindar una retroalimentación general acerca de lo escrito en cada grupo.

Clase #3:

1. El profesor entrega las tablas biográficas a grupos diferentes para realizar una retroalimentación por parte de los compañeros y así enriquecer el contenido de cada tabla.

2. Los estudiantes realizarán una retroalimentación general teniendo en cuenta aspectos como vocabulario, ortografía, gramática, entre otros.

3. después de la retroalimentación cada grupo recibe su respectiva tabla y realiza una revisión y las respectivas correcciones teniendo en cuenta los puntos abordados por el los compañeros.

4. los estudiantes diseñan un afiche presentando a su personaje y los hechos que anotaron en la tabla biográfica.

Clase #4:

1. el profesor presenta de nuevo una diapositiva con un resumen biográfico, sin embargo esta vez el enfoque será en la estructura que tiene el texto.

2. el grupo revisa el texto y empieza a redactar el primer borrador del resumen biográfico de su personaje teniendo como referencia una plantilla entregada por el profesor.

3. los estudiantes entregan el primer borrador a sus compañeros; posteriormente, cada grupo realizará una retroalimentación general donde se incluirán puntos más complejos como gramática, mecanismos de cohesión y coherencia.

4. tomando como referencia la retroalimentación dada por el profesor cada grupo editara y corregirá los textos, creando de esta forma el segundo borrador.

Clase #5:

1. El segundo borrador es entregado al profesor quien dará retroalimentación específica teniendo en cuenta la estructura del texto, la gramática, vocabulario, mecanismos de cohesión y coherencia a otros grupos para recibir comentarios acerca del texto.

2. Teniendo en cuenta la retroalimentación específica los estudiantes escribirán la versión final del resumen biográfico.

3. Los grupos presentan su trabajo a todos los grupos y finalmente todos los trabajos son compilados para realizar la revista.

Table 4. *First Intervention design (Spanish)*

First cycle analysis

Analysis from the first questionnaire

The first questionnaire was applied before the performance of the whole intervention, the aim of such questionnaire was to understand the perceptions that the students had about their writing process. The first set of questions addressed to specific parts of the writing process and

the frequency that the students perform each aspect or item of such process. The second set of questions aimed to identify the students' beliefs about their strengths and weaknesses perceived when writing.

From the analysis of the first questionnaire the conclusions drawn are the following:

Most of the students are not aware of the possible drawbacks that they face at the moment of writing in Spanish, they are very confident with their writing productions; as, under their consideration the message of the texts is conveyed, this is reflected in their answers about planning, which is understood as a meaningless issue when writing. Instead, in English their writing perception is completely different from the previous one. The students believe that their strengths at the moment of writing are low, which leads to a careful production in the moment of writing trying to be clear enough to be understood.

Another issue is that students are aware that revising, editing, and using tools to improve writing are essential elements to get a proficient outcome; nevertheless, they do not perform such strategies, this is reflected in their real writing process where not even one of the previous steps is performed in L1 nor FL.

In the second set of questions the students marked the spelling and vocabulary boxes pointing them as their strengths at the moment of writing in their L1, probably as a consequence of the frequent reinforcement of these items in the school; notwithstanding, although these elements are considered, by the students, as a strong point, they are not reflected when writing, in fact they are quite inaccurate. Finally, an item which most of the students would like to reinforce is punctuation, they are really aware that the lack of punctuation in their writing process is evident at a higher level.

Analysis of the Field Notes and the Students' Artifacts

The first stage was the brain storming, this brought a good amount of ideas from some of the students providing comments in regard to the task and the topic stated. A hard point in this task was to establish the categories to embrace most of the ideas provided; this required the guidance of the teacher to set finally the items to be listed in the written outcome. When the brainstorming was performed in English some interesting issues arose; for example, the students started to relate the activity performed in L1, some of the students started to recall some words and categories that were already set in the L1 activity, this issue was acknowledged by the researcher through the field notes taken in the FL intervention (see the annex J): “the relation of activities make them feel comfortable since they have some background knowledge to perform the activity” “they are recalling previous activities looking for key words to establish the categories in English”. As some of the ideas were provided previously they looked for the way to retell them in English, they backed up in their partners or teacher to do so; nevertheless, many students just did not provide any comment even they wanted, as they felt unable to do it.

In this stage some specific characteristics towards writing in vocabulary are presented; for instance, there are patterns in L1 vocabulary that interfere when writing in FL. Some spelling mistakes interfere when writing the word in English as (See the annex J): **profecion** – **profecion-profecion**, **favorita** – **favorite**, **orijen** - **orijin**. Another element from the L1 that transfers is the word organization or the literal translation of the words: **state actual**, **where birth**, **bigins the run**, **begin the race**. According to the interdependence hypothesis of Cummins these interferences may be presented; nonetheless, they should be corrected throughout the writing process, using peer-feedback or teacher's feedback in order to make the student aware of the mistakes that are being

presented through the writing, otherwise they would appear in every task and eventually they may be fossilized in both languages.

In the second stage, reading represented quite a challenge for the learners, in Spanish they tried to perform certain kind of strategies like underlying or make footnotes; on the other hand, in English it took a lot longer, as they were concern in translating every word and make full understanding of the text. When writing they were asked to jot down just phrases which turned out kind of complex for them in their L1 as they provided structured and complete responses, since they are used to follow this pattern (see the appendix K): S1: “**profession and importance: “por que es futbolista por que es cristiano por que no es grosero”** S2: “**tocaba los domingos en misa grabo su primer disco en 1986”** S3: “**es cantante sinpatico y talentoso”** S4: “**por que fue un selebre naturalista creador de la teoria del orijen de las especies”** S5: “**por que es famozo por que juega futbol por que es el mejor jugador de fudbol”** In FL the students found easier to provide phrases as response to the activity; nevertheless, some of them tried to structure sentences and when they did they followed patterns form their L1 (see the appendix K): S1: “**the movie no was a exit”** S2: “**creation the Disney”** S3: “**governant the Europa”** S4: “**like the art African”** S5: “**a person humble”** . An interesting part in this activity was that, as there was a task to fulfill, some of the participants start leaving behind the idea to follow a rigid construction of the texts in English, they just wanted to communicate or express a message (see the appendix K): S1: “**hat cancer the pneumonia”** S2: “**estallo the revolution Mexicana”** S3: “**problem in the school of boy”** S4: “**a tribute a the painting”** S5: “**pint a paint”**. These sentences reveal that the lack of knowledge of the FL leads the learners to use their L1 as a tool to communicate or transmit the information collected from the readings and even sometimes they make some words out trying to convey meaning.

From the second stage peer feedback was the most complex point, as the learners felt unsecure about providing corrections either in English or Spanish, the lack of practice in this matter and the fear of mistaken maintain them away from providing comments. As it was mention previously, the learners just rely on the comments and corrections performed by the teacher, which turns out curious because when they write, they require oral feedback from their mates, but in the moment of providing or receiving comments in the written outcome they do not feel comfortable or secure towards the feedback.

In the third stage the students were required to write sentences, in L1 it was complex to go through the process word, phrase, and sentence. Notwithstanding, the performance of the learners who followed the process was more accurate, since they could go step by step revising and improving what was being written, while the others who started writing paragraphs presented certain kind of mistakes, like: spelling errors that were evidenced as the students provided their own style and words to the text (as it differs from the previous task where they could write the exact thing from the text) (see the annex L): S1: “nombre berdadero, tra...bajo, actris, tele...vision, tubo, boz colombia”. In addition, there is an absence of punctuation and cohesive devices, and in some cases coherence issues derived from the previous factors: S1: “tra...bajo en un show de television ella es especial porque es cantante” S2: “el nacio el 8 de septiembre de 1957 el se relaciona con sus hijo...” S3: “...también era inteligente y un gran interés por la naturaleza” S4: “... haora solo escribe y dibuja esta vivo “los simpsons” tienen seis miembros todos esepcto bart son nombres de sus padres...”.

In English is easier to evidence the process: word, phrase, and sentence; besides, the students prefer to write short sentences, making it clear and presenting few errors. The mistakes presented in English keep a strong influence from the sentence pattern structure of Spanish, as

well as, a tense confusion is clear which evidences that they are recalling their previous knowledge to create the sentences (See the annex L): S1: “he was painter, sculptor architectur a humanti” S2: “was poor and no have a house ... he die of old” S3: “he wrote music classical for...when he was a man young” S4: “is important is the only colombiano that to earned a prize novel”.

The interference of patterns from L1 to FL is presented in the syntactic level of the students productions since most of the sentences are written keeping a pattern very similar to the one employed in the learners L1. In the previous examples the collocation of adjectives and the omission of subjects and articles denote that the authors stated the structure following the L1 rules. Thus, feedback is necessary to avoid fossilization, as the same mistakes are going from task to task. The learners should provide comments and corrections as this will make them aware of the construction of structures and some vocabulary rules in both languages.

The production of the first draft provides more elements to analyse, as the author should write a longer text in which it is supposed to include cohesive ties and other elements to make the text more understandable. In both activities (L1 & FL) they follow a narrative structure, maintaining the outline provided in the template; nevertheless, the information is more specific in the FL, it means that the author presented the information according to the categories stated in the first task without including their own voice or adding extra information as it was presented in the L1 texts. The use of the template in L1 provides them with clues of how to fill in the template in FL; this is evident in the way they completed the task following almost the same pattern.

The students felt more comfortable writing in their L1; that is why they provided more information in the texts, this was observed through the development of the tasks, for instance, one

of the observations reads (see the appendix M) “los estudiantes toman su tiempo al elaborar el primer draft, quieren cumplir con la tarea y cumplir con los puntos de la biografía, sin preocuparse por el estilo o la puntuación” another states “se sienten más libres al momento de escribir en español, son capaces de agregar más datos y escribir oraciones más largas que en Inglés” while in the FL the writers provide specific information taken from the readings, restraining themselves to place their own styles into the writing. Nonetheless, when the students provide more info and felt more confident in writing the texts tend to present certain lacks of coherence and cohesive ties in the papers; for instance in the L1 drafts the learners wrote (see the appendix N): S1: “ella es muy alegre, alta, linda y tiene personalidad con la moda” S2: “sus inicios fueron en un estop publicitario estaba muy contenta por poder hacer el stop” S3: “el empezó en un grupo de la iglesia tocaba los domingos en misa y su primera canción noche de primavera” S4: “conquistó por cuarta vez el balón de oro cuando era humilde y pobre cuando perdió un partido de fútbol.”. On the other hand, when they have to write in English they are more careful and tend to revise sentences being more specific and generating less mistakes.

The characteristics of the spelling mistakes originated in the first task remain and some others are performed by a lack of attention of the learner in the moment to jot down a word from the dictionary or from a previous task, these types of mistakes may be corrected through feedback and proofreading.

When the paragraphs were structure some commonalities showed up; for instance, the use of punctuation in both language is very similar, the learners just use some commas and full stops to separate or join sentences, apparently, most of the punctuation used is inappropriate or bad placed. Another feature revealed was the use of cohesive devices in the text, neither in Spanish or English use the basic linking words just “and”, but no other elements to structure the text (see the

appendix N); for example, S1: “Barack Obama won de election a Hilary Clinton, Joseph Biden viceprecident y George bush.” S2: “the death his fader Vlad “el diablo”. Dracula inspire in person” S3: “the movie no was a success first was a mouse without pants walt disney was a mouse” S4: “the life of william Sakes peare follow being in mistery alone knowledge was baptize”. This lack of punctuation and cohesive devices derived in coherence issues in spanish, as in: S1: “convirtiendose en el jugador mas joven en un torneo de futbol profesional siempre salta la celebracion de el es diferente a los demas” S2: “conquisto por cuarta vez el balón de oro cuando era humilde y pobre cuando perdió un partido de futbol.” S3: “es veloz tiene buen genio ganar el balón de oro y ganar fifa world player 2008 ser un gran futbolista”.

At this stage there has not been any kind of feedback, as the students keep reluctant to do so, they do not feel able to provide any comment towards the text of their partners; nonetheless, they are aware that there are mistakes; they do not dare to look for them. At this stage the feedback was provided by the teacher in order to write the final version.

The teacher’s feedback was given through some especial marks on the text showing the type of mistake to be corrected, as the students were not related to these symbols they required some personal comments to do the edition of the text; nevertheless, every time a correction was to be performed they asked the teacher about the symbol or the correction to be performed.

The final texts are more coherent; nevertheless, there is still a lack of cohesive devices in the texts; for instance (see the appendix O), S1: “contra el deportivo pereira convirtiendose en el jugador más joven en un torneo de fútbol profesional en Colombia. Su celebracion siempre es diferente a las demas cuando mete un gol. En el 2005 fue campeón...” S2: “empezó en un grupo de la iglesia tocando los domingos en misa, su primera canción fue llamada “noche de

primavera” S3: “his name is Wolfgang Amadeus Mozart he was born in 27-01-1756. The family is the son, the wife at 4 year he play the piano at 5 year ...” S4: “the voice of mickey was done by walt Disney. He is an actor, the 1 movie of mickey was not a success. First was a mouse without pants...” In addition, the students start establishing differences from the sentence structures in L1 and FL, especially when using verb to be in negative form and in the order of adjective + noun. Another characteristic is that the learners proofread the text looking for coherence mistakes, such process is evident in the construction of the text, but they can make it more fluent if they add certain kind of tools to their texts.

Analysis from the second questionnaire⁴

After the intervention, there was a reflective process in the students where they became more aware of certain issues; for instance, their perception towards their weakest points changed, considering now that the text construction is their weakest point, it is reflected in the item where they consider that the writing of the final version was the hardest point in the intervention (see the annex P) ; in addition this point is remarked in some of the answers provided in the opened questions; for instance, S1: la mas complicada fue hacer un cubo y tener que hacer las oraciones hacer la biografia en ingles” S2: “en la que escribimos la Biografia en ingles y español porque es muy diferente la conformacion de las oraciones o frases”

In the second set of questions, it is possible to determine that grammar and spelling are important elements for them when constructing texts. That is why they provide a high degree of relevance to them, while the structure and outline of the texts are not quite important to follow, giving prevalence to the understanding of the text.

⁴ See appendix G

Another interesting point to remark is that most of the students give a low degree of relevance to the corrections and commentaries of their partners towards their writing (see the annex Q); this is also evident in the field notes taken through the activities where the peer feedback was perceived as unproductive because the students doubted not only of accepting the corrections but also of making them; for instance the researcher jotted “feedback is very troublesome for them maybe they’re sure of what they should correct but they feel unable to correct, probably by a lack of confidence” “if feedback in Spanish was hard in English is totally null, learners need some guidelines” “they do not trust in their partners comments, some of them argue that they do not have the experience to correct their peers”. Based on the student’s answers and on the researcher comments it is possible to infer that the learners are very cautious when providing feedback either in L1 or FL since they have a lack of practice to do so and also because they do not trust in what their partners may contribute to their papers. On the contrary, the feedback provided by the teacher is highly accepted.

The answers towards the open questions were quite special because the students were aware of the process that they went through; they recognize that through the tasks the text was enriched, this step by step text construction had a great acceptance among them, as they could evidence the improvement at the last stage; in spite of the fact that the final texts present some mistakes they are more understandable and coherent. Some of their answers regarding this issue are presented in the item ¿crees que las tareas que se desarrollaron te ayudaron a construir el escrito final? (See the annex R): S1 “si me ayudo porque fuimos paso apaso y entendi bien” S2: “si porque me ayudaron a construir mejor mi texto y a corregir algunos errores” S3: “si las tareas me ayudaron por que pude hacer biografias y a redactar textos muy fácilmente”

Finally, in the last question they could establish a relationship among the activities in their L1 and the FL which let them to recognize that performing similar activities in both languages ease the writing process. Even, there is still the presence of some mistakes and things to fix, they were more confident in the moment of writing.

Elements to change or add in the second intervention

The first element to be modified in the second intervention has to deal with the brainstorming, in the first stage the students should provide ideas in isolation which provoked that many students remained in silence perhaps because they were afraid of mistaken; thus, in the second intervention the brainstorming will be performed by groups, this modification looks for the cooperative work in the moment of providing ideas which will lead to the participation of a greater amount of students, as well as, some feedback in the moment of writing the ideas, working as a group the learners may have different views and probably the spelling, especially in this stage, will improve.

Another change would be include guidelines to perform the reading process specifically in FL, as the students are used to translate the whole text, the idea is to provide them with some guides where they perform steps from Barrett's taxonomy in order to acquire the necessary information to accomplish the different tasks.

Another change is evidenced in feedback, as it was one of the weakest points in the intervention. In this case the students will receive some detailed guidelines that include information in regard to spelling, punctuation and cohesive devices. Additionally, feedback will be performed after every task; thus, the learners will get used to do it and they will get familiar

with the guidelines providing, hopefully, comments and corrections to their partners' texts. Also these guidelines may be helpful when they proofread their own texts.

Something to be included in the second intervention is a task designed specially to the paragraph construction using cohesive devices and punctuation, as they were absent in L1 and FL texts. Thus, they will have to carry out an exercise where it is required to place them in order to structure a text. This activity will be performed before the construction to the first draft and some tips in regard to this matter will be found in the feedback guidelines.

As the students present some problems understanding the symbols from the teacher's feedback, in the second intervention they will receive a paper which explains each symbol and what it represents in the text, this will ease the understanding and the edition process. Finally, something that will be performed in the last stage is the assessment of the paper which will be applied by different students; they will fill in a grill provided by the teacher where they have to tick according to different items providing general feedback towards the structure and organization of the text. This will help them to identify the parts that should contain the text and if the paper meets the characteristics set for the final task.

Second Intervention design

The following task design attempts to address all the needs identified from the first intervention and also to take the students beyond in their writing process including new elements and strategies to promote and improve their literacy skills development process. The lesson plans of the following designs may be found in the annex S and T in more detail.

English Second intervention

Level: Beginners
1. Theme: All About Our City.
2. Final Task: To create city brochures with information of touristic places.
3. Objectives:

<ul style="list-style-type: none"> • The students will provide ideas in 5 different categories of famous and recognized places of the city and write them in chart paper. • The students will revise information about important and interesting places in town, selecting the relevant information to be included in a paragraph. • Based on brochure planning sheet, the students will be able to organize properly the information gathered from the different sources about the place selected. • Through a paragraph puzzle the students will learn how to organize the important information to create and classify the brochure text. • Giving a text, the students will recognize the rhetorical structure of a brochure text and write accurately a draft following the same outline. • The students will check and learn grammar and spelling by writing and revising paragraphs about interesting places for the classroom brochure. • The students will write appropriately a paragraph for the city brochure, taking under consideration all the parameters and feedback provided through the activities. 			
4. Content:			
Thematic Aspects	Content Structure	Grammatical Content	Lexical Content
Places of the City: <ul style="list-style-type: none"> • Recognized places of the city. • Important dates and curious facts. • Characteristics. Famous Places: <ul style="list-style-type: none"> • Why Famous. Relevant information: dates, address, contact information, price.	Outline: <ul style="list-style-type: none"> • City Chart (brainstorming) • Brochure Planning Sheet • Paragraph Puzzle • Brochure paragraph template Cohesive Devices: <ul style="list-style-type: none"> • Addition • Contrast and concession • Enumeration • Exemplification • Summary • Time Coherence: To present facts and relevant information about a recognized place in the city following a specific order.	<ul style="list-style-type: none"> • Past and present simple • Time markers • Dates 	<ul style="list-style-type: none"> • Adjectives (quality and) quantity • Years • Verbs past and present simple
. The Process tasks: Class 1: <ol style="list-style-type: none"> 1. The students discuss about the city and the important places that are on it. 2. The teacher will hand some charts with names on the top (restaurants, museums, parks, amusement parks, etc.), the students will be divided by groups and they will write places into each category rotating the charts to the different groups. 3. The students will revise a city brochure and check some examples; then, they will identify what kind of information and characteristics are included in the brochures. 4. The students will decide what information will be included in the final product. 5. Teacher asks the students to bring for the next class a good amount of data in regard to different places to be included in the class brochure. 			

Class 2:

1. The students will revise the information about the different places; plus, some extra information provided by the teacher and then they will select the place to write about.
2. The teacher will provide a brochure planning sheet that includes key points to organize the information that the groups may gather from the readings.
3. The students start compiling the key information in the planning sheet.
4. The teacher gathers the planning sheet.

Class 3:

1. The teacher hands in the brochure sheets to different students in order to get peer feedback and enrich the table of each student. The teacher provides some guidelines taking into account vocabulary, spelling, and specially grammar points.
2. The students revise the brochure sheets providing feedback to their partners.
3. After the feedback each student gets the respective sheet and makes another revision taking into account the feedback of the partners and makes the respective corrections.
4. The teacher hands in a paragraph puzzle to the students to practice how to organize the information by relevance.

Class 4:

1. The teacher presents the outline of the brochure paragraph, making emphasis on the structure that the text has.
2. The students revise the text, and start writing down the first draft based on a template provided by the teacher.
3. The students hand out the first draft to their partners; then, they will provide feedback (helped by a guideline including grammatical points, cohesive devices and coherence points).
4. Based on the feedback each student will edit and proofread the text, creating the second draft.

Class 5:

1. The second draft is handed out to the teacher who will provide specific feedback taking into account mistakes related to content structure, grammar, vocabulary, cohesive devices and coherence.
2. Based on the teacher's feedback the students write their final version of the text.
3. The students present their work; then, a brochure is created compiling all the paragraphs handed by the students.

Table 5. *Second intervention design (English)*

Spanish second intervention

Asignatura: Español
1. Tema: Un país por descubrir.
2. Tarea Final: Elaborar una guía turística con información de Colombia.
3. Objetivos: <ul style="list-style-type: none"> • Los estudiantes aportarán ideas sobre lugares famosos del país y los clasificarán en 5 categorías diferentes. • Los estudiantes analizarán información sobre lugares importantes y famosos del país y seleccionarán la información más importante sobre cada lugar. • Basándose en un cuadro de organización de datos, los estudiantes podrán ubicar adecuadamente parte de la información extraída acerca del lugar escogido. • Por medio de un párrafo desordenado los estudiantes aprenderán a organizar la información importante para crear el texto de la guía. • A través de la presentación de un texto, los estudiantes reconocerán la estructura de los párrafos en una guía, reproduciendo de forma correcta un borrador siguiendo el mismo modelo. • Los estudiantes recordarán y reconocerán reglas gramaticales, de ortografía y de puntuación por

<p>medio de la escritura y revisión de párrafos acerca de lugares turísticos del país.</p> <ul style="list-style-type: none"> Los estudiantes escribirán de forma precisa párrafos para una guía turística, teniendo en cuenta todos los parámetros y correcciones dadas a través de las actividades 			
4. Contenido:			
Aspectos Temáticos	Contenido estructural	Gramática	Léxico
<p>Sitios Famosos:</p> <ul style="list-style-type: none"> Sitios reconocidos del país. Fechas importantes y datos curiosos. Características. ¿Por qué son famosos? Información importante: fechas, direcciones, información de contacto, precio. 	<p>Esquema:</p> <ul style="list-style-type: none"> Mapa del País Cuadro de clasificación Párrafo desordenado Plantilla de la guía <p>Mecanismos de Cohesión:</p> <ul style="list-style-type: none"> Referencia Adición Temporalidad Contraste Causal Consecuencia Organizativo Énfasis <p>Coherencia: Presentar hechos e información relevante, en un orden específico sobre un lugar turístico del país.</p>	<ul style="list-style-type: none"> Pasado y presente simple Marcadores de tiempo Fechas 	<ul style="list-style-type: none"> Adjetivos Verbos en pasado y en presente.
5. Tareas			
Clase #1:			
<ol style="list-style-type: none"> Los estudiantes discutirán sobre viajes y sitios turísticos más conocidos del país. Los estudiantes escribirán lugares ubicándolos en ciertas categorías establecidas (museos, hoteles, sitios históricos, etc.), los estudiantes estarán ubicados en grupos y se rotarán las categorías del mapa. El profesor presenta una guía turística mostrando información sobre diferentes países, los estudiantes identificarán el tipo de información y las características de organización para ser incluidas en la tarea final. Los estudiantes deciden qué información debe ser incluida en el producto final. El profesor pide a sus estudiantes traer para la próxima clase información acerca de sitios diversos del país que les gustaría incluir en la guía. 			
Clase #2:			
<ol style="list-style-type: none"> Los estudiantes revisarán la información obtenida; además, el profesor proveerá a cada grupo información extra sobre diversos lugares, después de revisar la información cada estudiante seleccionará un lugar sobre el cual escribir. El profesor presentará un cuadro de clasificación que incluye puntos específicos para organizar la información que los estudiantes obtengan. Los estudiantes empiezan a compilar la información en el cuadro de clasificación. El profesor recoge los cuadros de clasificación. 			
Clase #3:			
<ol style="list-style-type: none"> El profesor entrega los cuadros a grupos diferentes para realizar una retroalimentación por parte de los compañeros y así enriquecer el contenido de cada texto. El profesor entregará una guía que ayudará a los estudiantes a fijarse en aspectos de vocabulario, ortografía, puntuación y gramática. Los estudiantes proveerán correcciones y comentarios teniendo en cuenta los aspectos de la guía. Después de la elaboración de comentarios cada estudiante recibe su respectivo cuadro y realiza una revisión haciendo las correcciones respectivas teniendo en cuenta los puntos abordados por los compañeros. El profesor entrega un párrafo desordenado para que los estudiantes reconozcan la estructura al 			

organizar la información.

Clase #4:

1. el profesor presenta el esquema de los párrafos de una guía turística, enfocándose en la estructura que tiene el texto.
2. los estudiantes revisan el texto y empieza a redactar el primer borrador de los párrafos de la guía teniendo como referencia una plantilla entregada por el profesor.
3. los estudiantes entregan el primer borrador a sus compañeros; posteriormente, cada estudiante retroalimentara el texto asignado (apoyándose en la guía entregada anteriormente).
4. teniendo en cuenta los comentarios dados los estudiantes corregirán los textos, creando de esta forma el segundo borrador.

Clase #5:

1. El segundo borrador es entregado al profesor quien dará retroalimentación específica teniendo en cuenta la estructura del texto, la gramática, vocabulario, mecanismos de cohesión y coherencia.
2. teniendo en cuenta la retroalimentación específica los estudiantes escribirán la versión final del texto.
3. Los estudiante presentan su trabajo al grupo y finalmente todos los trabajos son compilados para diseñar la guía.

Table 6. *Second intervention design (Spanish)*

Second Cycle Analysis

Analysis of the field notes and students' artifacts

For practical matters, the analysis of the field notes and the students' artifacts collected through the second cycle will be presented according to the five stages developed in the second task cycle since every level brought specific characteristics derived to the task performed. The information obtained and analysed from the L1 and the FL intervention will be presented, as well as the issues that arose from them and also the possible relations or interferences that were produced by such intervention.

The first stage of the second intervention began with the brainstorming, in this level the learners were more confident in the production of comments and ideas than in the first cycle, this may be given by the fact that the students were more related to the topic and perhaps they had more experiences and background knowledge to share than in the first intervention; in addition, they worked by groups which developed confidence in the moment of sharing their thoughts and also enriched their comments towards the main topic, as it was stated in the field notes (see the

appendix U) “2. Good brainstorming more accurate than the first activity, cooperative work was better” “good level of ideas the Ss work better in groups in the brain storming”.

The issues in regard to the written part in this stage were more related to spelling where most of the mistakes produced in the L1 were product by the lack of revision from the learners when writing (see the appendix U); for instance, S1: Museo nacional – Muceo del oro, S2:Plasa de Bolivar – Plaza de Lourdes, S3: fundacion del parque los ocarros– fundasion del parque el delirio. As it is evidenced some words in the paper are written in a proper way but later on they are misspelled, this may be derived by the short time that the students experienced to perform the activity and also by the lack of revision of the text not only by the author but also by the mates that integrate the group.

The brainstorming in English revealed that the students felt more confident in the moment of writing in the FL, since they tried to recall or relate some words from the L1 task which evidences the connection that the students established in both activities; connection that was also acknowledged in the first intervention. Nonetheless, some of the words were inferred by the leaners which provoked spelling mistakes in the FL derived by the interference of the L1; as in, fundacion – foundation, telefono – telephono, atracciones – atraccions. Some other words were spelled properly; nevertheless, they did not appeal to the right context of the task; for instance, direccion – direction, historia – story. Although, this represents a positive advance for the students, it is important to provide feedback to avoid fossilization or any other long term spelling issues.

In addition, it is significant to acknowledge that the students recognized the differences of the text structures worked in the first and the second intervention which implies that they are

becoming aware of the different genre that might be worked through the tasks. It also implies that through the recognition of the outline they may be more accurate, in the moment of writing, since the elements of the text required are clearly identify.

The second stage was characterized by the reading performance that the students presented in both L1 and FL. In Spanish the learners went step by step through the text, getting the information required for the text construction, applying the strategies proposed in Barrett's taxonomy. This was evidenced by the researcher who stated in the field notes (see the appendix V) "la lectura la estan haciendo mas detallada estan aplicando algunas de las estrategias de Barrett, esto tambien se les facilita por el cuadro de clasificacion"; in addition, it was demonstrated in the way they placed the information gathered in the planning sheet, in the first cycle the learners tended to place the exact same words from the reading into the chart as a strategy to be sure about what they wrote; for instance, S1: "la muerte de su madre en 1917, ingreso a la Universidad de Edimburg en 1825, ingreso en el Christ college 1828". In the second intervention the learners attempted to write what was understood from the text using their own words which reveals their level of confidence and understanding to write what was acquired from the readings proposed, S2: "alla ese lugar es muy bonito hay muchos juegos y muchas diversiones. Toca conocer mucho".

Notwithstanding, the use of their own words brought issues related to coherence and spelling, since their intention was addressed specifically to communicate what was understood, rather than focus on the form or the phrases structure. These are some examples of the coherence and spelling issues (see the appendix V): Coherence: S1: "los animales parque es un zoológico" S2: "en el zoológico sede conoser los animales de toda la especie" S3 "pues que hay fociles de dinosaurios y que chebre y atractivo" S4: "que es como un lugar milagroso encontrado y tiene

fe”. In regard to spelling: *ida y vuelta, fociles, donde ban cristianos católicos, fue allado por una ija y su madre, osos de antiojos, agilas, conoser, esta uvicado, fue bendesida.*

Although the previous mistakes were presented in the written task, it is remarkable to acknowledge that feedback started to be evident in this stage. The learners took advantage of the feedback guideline provided in the task, performing comments and corrections to their peers’ texts. Such feedback was focused on spelling and punctuation as well as some comments addressed the structure of the text. A noticeable point regarding feedback was that it started to be provided at the same time in the FL intervention, although the comments were presented in a lesser extent they followed the same pattern than in L1; it means that they were focused on spelling and punctuation and in some meaning issues as well.

In regard to the FL intervention the learners were more accurate in the performance of this task since they are more careful writers than in the L1; plus, the reading strategies were developed in more detailed obtaining relevant and precise information which represents an advance in comparison to the first intervention where the students concern was focused on the translation of the whole text, taking a close look to the brochure planning sheet (see the annex V) one can notice how the learners went through the reading and started gathering precise information to complete the chart, using reading strategies like skimming and scanning. Moreover, it is remarkable to mention that the reading strategies were developed in a further detail in the FL and through the intervention it was possible to observe how those strategies started to be transferred into the reading tasks in L1, the researcher stated about this: “since the Ss realize that using strategies like skimming and scanning they can gather information faster, they are doing the same in the Spanish reading activity”; this indicates that the transference of strategies also may be produced from the FL to the L1 too. Additionally, in the previous cycle the

learners provided words or phrases to complete the task, in the second one they went beyond and tried to structure sentences to complete the chart required.

Albeit, such sentences presented some mistakes in regard to spelling or grammar, they are a clear attempt from the students to express what was understood from the readings; plus, it is evident that they tried to follow the FL sentence structure, which differs from the first cycle where the sentences tended to be written as in the L1 form. Some of these sentences are (see the appendix V): S1: “it’s one of the most recogniter mountains” S2: “in 1984 went a prision during 72 years and after was transformed in to museum” S3: “the park was founded in 1998” S4: “you can visid the rest of remarked caracters of the history”.

The third stage was focused on the practice of the text construction using conjunctions and punctuation marks, elements that were almost absent in the texts produced in the first cycle. In the L1 task the learners recognized some of the conjunctions presented as well as some punctuation marks; nevertheless, they acknowledged that most of the times they do not use them because they do not know how to or simply they are not used to do so.

In the texts some linking words were used with more frequency than others, perhaps those which have been related or worked previously by the learners; for instance: **entonces, ademas, incluso, mientras, tambien, y, pero**. Plus, working with conjunctions made the students more aware about the coherence and cohesion level that a text should follow. Notwithstanding, mixing in the same task punctuation and conjunctions brought some issues to the activity since the leaners addressed their minds to the connection of the text through linking words setting aside the use of punctuation; for instance, some students wrote (see appendix W): S1: “el tigre estaba durmiendo con la hembra tambien el rey leon estaba dando de comer a su leoncito ademas habia

un buho mirandolos” S2: “nos estaba mirando el elefante entonces mi hija me dijo que sus orejas eran mas grandes que las suyas y tambien la boca del cocodrilo le parecia enorme asi llegando a los monos” S3: “entonces el rey leon estaba dando de comer a su leoncito en cambio el tigre estaba durmiendo con su hembra luego nos fuimos a ver las jirafas”.

This issue related to punctuation was noticed by the students through the correction and edition process of the task where they commented and suggested to their peers the use of some marks through the text. This reveals the importance that feedback is acquiring for them, they are more aware of their peers’ mistakes and styles which enriches their own writing process as well. Additionally, through feedback some mistakes that tended to be frequent in previous tasks started to decrease considerably.

In English the students were less related to the use of linking words; nonetheless, they were evidenced in the texts. The L1 practice made the students aware of their use; that is why most of the words employed in the L1 activity transferred into the FL one (see the appendix W), S1: I am very happy because I love him we go to the stadium later to have lunch then to play bowling” S2: “we have lunch first we go chopping because I love him a lot besides this city is very big. Then we go to the museum but we go to play bowling first” S3: “then to have lunch, after to the museum but after we go shopping, then we go to the museum again because I love him a lot”. In addition, punctuation was addressed more carefully than in the Spanish activity which evidences the reflective process that the learners went through, transferring what has been learnt from the L1 tasks into the FL ones.

Another characteristic was evidenced in spelling since the learners did not present as many mistakes as in the previous tasks. Feedback and proofreading have provided them with

elements to avoid common mistakes; in addition, the continuous practice have given them strategies to complete the tasks required, like the use of dictionaries or recalling information from previous tasks or activities.

The previous tasks were aimed to the practice and gathering of information in order to produce the first draft of the final outcome. The drafts produced in L1 followed the structure proposed in the outline; the students placed and organized the information accurately providing coherence and flow to the text. In this stage, the learners were more careful writers since they realized about the importance of proofreading in L1, process which had been more evident in FL; that is why spelling mistakes decreased considerably; plus, elements like punctuation and cohesive issues improved, especially those worked in the previous task. Through the different drafts you can find sentences like: S1. “el parque explora es un parque interactivo para conocer la ciencia y la tecnologia, tambien es un zoologico, ademas, tiene el acuario mas grande...” S2: “fue construida por 2 vez en 1907 del 2 de agosto. Además la iglesia romana también alludoa la construcción” S3: “que dura 4 horas vale 39000 por persona. También incluye tanslado ida y vuelta y le brind atracciones que tematizan...” S4: “es un parque tematico y a la vez es un parque natural. También tiene muchas atracciones, el lugar tiene paseos a caballo, rapidos, y además del tren del café y show del cafe”.

Through the construction of the first draft the learners added their voice to the texts without generating the issues presented in the second task, most of the mistakes were avoided thanks to the corrections performed by the peer-feedback or the proofreading which produced more accurate sentences. Including their own words to the texts turned out relevant since they start to create their own style and also they become more fluent in the moment of writing. After editing the texts the students presented the second draft where some mistakes in regard to

spelling, punctuation or style are evidenced; nevertheless, they are product by the lack of practice that the learners have in writing, but it is important to remark that through every stage the improvement is evident and most of the mistakes addressed are not repeated frequently.

The drafts in FL were more complex to structure since the students had to create a complete text, linking the statements and using the information gathered and analyzed from the readings; that is why some issues were presented in regard to grammar and spelling; notwithstanding, these items did not affect deeply the text; since the learners made a clear attempt to provide meaning and make the paragraphs understandable for the readers.

Most of the spelling mistakes were bound to the likeness of some words with the students' L1(see the appendix X); for instance: S1:“it was funded for Antonio Jimenez” S2: “you can visit, also take pictures and look the art exposition” S3: “the park is ubicated in bogota” “this place have three atractions” S4: “you can visitate”. These issues related to spelling are hard to overcome especially when the words are recalled by heart, this interference from the L1 into the FL was already identified in the first intervention; then, it is important to provide feedback and strategies to help the learner to overcome this situation.

Some other spelling mistakes are based on the word selection employed by the learners when writing, considering that occasionally the words found in dictionaries differ from the context aimed by the writer; for instance: S5: “it is placed in forehead of Simon Bolivar park” S6: “there are monument hysterical” S7: “the cathedral is placed in the market of Bolivar”. Notwithstanding, the presence of such mistakes are not easy to recognize by the learners, that is why the advice and guidance of the teacher is needed.

The grammar structures started to be more related to the FL pattern, the students were more aware of the structures of English and the way of linking those through connectors, as they kept using the ones practiced in the previous task; in addition, the use of punctuation improved which makes the texts look more coherent and cohesive. In addition, the papers presented some advances in regard to the grammar production in some sentences (see the appendix X); for example, S1: “el museo Nacional de Colombia is the more ancient of Colombia” S2: “Monserrate was founded by Juan de Borja president of new kingdom” S3: “this place is maloka a tematic park uvicated in Bogota Colombia. Maloka is a cental interactive for children and also for adults”” “this place open doors in 1948” S4: “Multipark opened its doors in 1986 in that place you can play, eat snacks...” These kind of sentence were not presented before since the learners had not attempted to write lines as complex as these ones.

The analysis of the final papers evidenced the process that the students have gone through, the texts were more fluent and the meaning was transmitted in a clearer way. Plus, the learners were more receptive to peer-feedback and the feedback provided by the teacher in the previous stage, decreasing the amount of mistakes considerably.

The structures of the texts were followed and the information was organized and detailed; in addition, the students added their own style making the papers look more personal and real. A noticeable issue is the presence of more linking words and punctuation marks, elements that were addressed carefully, providing cohesion to the texts; plus, it is evident that most of the conjunctions and punctuation marks used in L1 transferred into the FL since the learners became aware that these elements are essential for both languages in writing.

Some L1 final outcomes read (see the appendix Y): S1: “se llama el parque Jaime Duque tienen que conocerlo es muy bonito, hay muchísimos juegos y es divertidísimo” S2: “en este lugar se puede rezar, además se puede tener fe, por lo tanto es un lugar milagroso, muchos fieles van a orar y también van a pedir por favores especiales” S3: “también se puede conocer su historia, además podemos conocer como fue construido, por que lo hicieron y conocer también su antigüedad” S4: “se puede conocer toda la colección artística, especialmente de esculturas de sal y mármol”. The final texts in FL have sentences like (see the appendix Y): S1: “Gudadalupe is a statue in a bogota mountain where there is a very famous church too ... when you visit this place can go to the mass and also look to the city” S2: “the children museum was fundatied in 1985 it was a similar creation to other country museums” S3: “It was designed by Thomas reed in 1823 the 28 of July, but opened its doors the 4 of July in 1824 and it was transformed in a museum” S4: “it was founded in 1973 and it was closed in 1999, later it was opened in 2000 by a Mexican company”.

The interferences in regard to the grammar structures and the spelling produced by the L1 into the FL texts diminished since feedback and proofreading was performed in the previous stages; additionally, the learners are becoming more careful when writing specially in the production of the last version of the texts.

Finally, it is worth to mention that the learners assessed in a very positive way the intervention, as they realized the improvement obtained through the classes. Although, they acknowledged that the final papers still had some mistakes, they were able to understand what was written and the message contained on it, in the L1 and the FL. Additionally, they established the relation between activities, arguing that it is easier the text construction in FL when they have had developed them in their L1. The transferences from one language to another could be helpful

improving certain aspects of the writing process; nevertheless, the teacher and the learners should be cautious when dealing with some elements that could interfere with the final papers.

Analysis from the second cycle questionnaire

The third questionnaire was designed under the intention of going deeper into the responses gotten from the first cycle. This questionnaire was applied at the end of the intervention since it was important to know their perceptions after the performance of the last cycle. The questions presented to the participants were related to their impressions towards the writing process, the task based approach, and the issues related to their experience through the last intervention.

The responses given in this stage evidenced the students' recognition and understanding of the writing process and the approach employed in the second intervention. In the first cycle the students acknowledged some weak or strong points at the moment of writing; nevertheless, through the development of the tasks they discerned that writing is a process that improves through practice. In addition, the learners became aware that all the elements of writing (grammar, spelling, punctuation, and others) play an important role in the text construction, recognizing the process as a whole where every element is essential to express the message intended, as it was stated in the students answers (see the appendix Z), S1: "todo es importante para poder escribir bien, la ortografia, la puntuacion, las palabras es necesario concentrarse y practicar para escribir bien" S2: "me di cuenta que mi forma de escribir cambio desde que empece a preocuparme por todo lo que se necesita para escribir como la puntuacion, la ortografia, todo".

Through the performance of the first intervention, one of the most difficult issues that the learners faced was feedback; since they felt unsecure to provide or receive any comment from their peers. This item had a positive change in the second cycle as the learners could find support in the materials provided during the development of the different tasks; thus, their answers in regard to this topic acknowledged feedback as a useful resource to notice their partners and their own improvement in the writing process some students stated, S3: “corregir los trabajos de mis compañeros era difícil pero me di cuenta que yo también aprendía de ellos y sus errores” S4: “me gusta que me corrigieran mis compañeros por que así me daba cuenta de en que fallaba para poder entregar mi trabajo final bien” S5: “corregir en inglés es difícil pero si leo otros trabajos me doy cuenta de que puedo utilizar en el mío”. Such statements were also evidenced in the field notes where it was perceived that the learners became more careful writers which at the same time made them also more careful editors, giving them trust to provide or perform comments or corrections, in regard to this issue the observer wrote (see the appendix Z) C1: “feedback started to show up they look more confident providing feedback with the guideline, they focus on words and some worked grammar” C2: “feedback is improving they are daring to provide comments and corrections”.

One aspect that had a wide acceptance among the learners was the approach employed through the intervention. The students argued that the task based approach is a very useful methodology since every activity is a step for improvement and practice to achieve the goal proposed or the final task, as it was stated in the questionnaire S6: “si las tareas me ayudaron por que pude hacer biografías y a redactar muy fácilmente” S7: “si me ayudo porque fuimos paso a paso y entendí bien”. Additionally, the apprentices recognized the influence that the tasks have in the writing performance in L1 and FL, they found very helpful to implement similar tasks in both

languages; as working them simultaneously provided them with ideas and linguistic tools to develop the final outcomes, S8: “aveces era facil hacer las tareas porque se parecian por lo menos uno ya tiene conocimiento de palabras o pistas para poder escribir algo ya sea en español o ingles”.

Another characteristic related to the use of tasks in both languages, according to the learners, is that they were able to recognize similarities and differences in the writing process in L1 and FL this is highly evidence in the following response taken from one of the questionnaires S9: “escribir en español e ingles es parecido osea cuando las tareas se parecen es mas facil porque ya tengo practica en un idioma para escribir en el otro ademas uno aprende palabras y reglas nuevas”

Chapter 3

Discussion

In order to comprehend in a clearer way the results obtained from the data analysis, it is relevant to remember the primary focus of this research which attempted to determine the impact on the literacy writing productions of the students through the application of a dual (L1 and FL) task based approach. Although the most significant findings were drawn from the literacy skills (reading & writing) of the students, there are other results derived from this intervention that are worth to address in the following discussion.

Through the intervention process it was possible to observe the relation between L1 and FL literacy skills and how they are developed almost at the same pace through the performance of the different tasks, this stance supports the developmental interdependence hypothesis from Cummins (1979) and the perspectives from other authors like Bell and Burnaby (1984);

Weinstein (1984); Alderson (1984) and Cheryl (1994) who argue that the transference between L1 and FL literacy skills is possible and beneficial for the learning process of another language.

Despite, these authors agree in the positive transference from one language to another, there is no clear evidence of what kind of elements transfer and affect positively or negatively the reading and writing skills in both languages. After the performance of the intervention proposed in this study some of these elements came into light evidencing how certain characteristics and strategies are shared in both languages and how they may enrich the development of the literacy skills not only in the FL but also in L1 too.

At the beginning of the intervention the learners presented two different ways of addressing the readings, in the L1 the students went through text looking just for something general to write about without taking care of the real meaning and specific details presented in the paper. In the FL they cared about the literal translation of the paper in a word by word procedure putting aside the message and the idea of the text. Through the intervention it was evidenced that these procedures changed and started to look alike; it means that the learners used the same strategies when reading in both languages, this was also acknowledged by Grabe (2009) who asserts that reading is a similar process in both L1 and FL.

Notwithstanding, Grabe (2009) assured that in order to make this transference possible the learner should have a proficient level in his/her reading skills in L1. This stance was not true at all in this study since the learners started to apply in a more careful way the strategies proposed by Barrett (1976) in the FL; they found more useful to address the texts in English performing different steps to reach the main idea as Barrett proposes. The remarkable result is that the strategies employed while reading transferred from one language to another, but this transference

occurred from the FL to the L1 as the students found helpful to employ Barrett's taxonomy strategies in their native language too.

In addition, having similar strategies allowed the learners to notice about the outline of the texts and the way of structuring some sentences either in L1 or FL, which is consistent with Alderson (1984) who states that through the transference of strategies the learner is able to recognize elements proper from the target language which favors its learning process and in this case the writing development.

Writing is the productive skill belonging to the literacy process that is why the effects of the intervention were more evident in this part. Regarding the writing process, the results evidenced that such process were widely accepted and well developed by the participants, the fact of working the same procedure in both languages was acknowledged by the learners as an advantage since they were able to practice the tasks in L1 which ease the task performance in the FL; in addition, it was proved that the process led them to achieve some improvement when writing and brought to light other characteristics that Zamel (1983) remarks as well, like the ability to explore, recall and provide ideas to build an original text.

As in reading, the writing strategies are able to be transferred from one language to another, in agreement with Cumming (1989) the FL writer may use the same strategies applied in his/her L1 to produce texts in the target language providing more attention to other elements like syntax or coherence to yield meaning. Notwithstanding beyond the use of strategies, there are other elements that may affect either positively or negatively the creation of a text in FL.

Spelling is one the elements of writing that evidenced issues in both languages, at the beginning the spelling in L1 presented flaws derived to the careless attention of the learners when

writing in their native language; since they believed that as L1 speakers their writing skill was already mastered and they should not present many mistakes in this regard. Through the intervention the spelling mistakes decreased considerably as a result of the implementation of peer feedback and proofreading; processes that were accepted gradually by the learners as they could evidence the benefit implied in their application.

The spelling in the FL production was widely affected by the issues evidenced in the L1. One of the strategies of the learners when writing in the FL was predicting or recalling the words based on their L1 knowledge, this produced interference in the spelling production of the FL texts since they reflected the same mistakes evidenced in the L1. In addition, the use of false cognates was evidence in the text construction which is another interference derived from the relation among the L1 and FL of the participants which brought issues in regard to the coherence of the texts.

Concerning the syntactic production of the texts it was possible to see the evolution especially in the FL texts, the learners did not present remarkable issues in the grammar construction of their L1; notwithstanding some L1 grammar patterns interfered with the written process in English. In the first cycle it was witnessed how the learners started to create sentences in the FL following the same structure of the L1, this phenomenon was argued by Verhoeven (1994) who stated that if syntactic knowledge is transferred from one language to another it may not have a positive impact. However, through the writing process the learners started to realize about the way of structuring sentences in FL and how they differed from their L1, this was possible through the reading strategies and also through the feedback and edition process of their peers and their own texts, according to Brock (1992) feedback and proofreading are a vital part of

the writing process since they allow the identification of areas of improvement and they make the authors aware of the elements to be included in future texts.

In the first intervention, the drafts and some of the final products revealed a common pattern in both languages characterized by the lack of linking words and punctuation marks which brought consequences into the coherence and the cohesion level of the texts. Nonetheless, throughout the second cycle the participants performed tasks in their L1 where they practiced the use of these items; as a consequence, the use of conjunctions and punctuation marks in their papers increased making the texts clearer and easy to understand. Furthermore, the learners started to include most of the linking words and punctuation marks used in their L1 texts into their FL texts, this happened before the practice of these items in the English cycle which reveals a positive transference of some elements of the writing process, issue that has not been acknowledge or identified in previous research regarding this topic.

The methodology employed in the design of the different activities was also acknowledged by the participants as a very useful way to practice and improve the foreign language but also as a way to reinforce and enhance their knowledge of the L1 practices. The task based approach favored the development of the literacy skills through the practice since it allowed the participants to go through different stages, reflecting about their own performance and giving them the chances to improve in order to achieve the final task objective. In agreement with Willis (1996) the TBA offers the learners the proper conditions for the FL language learning and as it was evidenced after the intervention it also favors the L1 processes.

As a final consideration, it is important to remark that the levels of literacy that the students reached were different in both languages; nevertheless, through the continuous practice

and development of this process they may be able to reach the *language threshold hypothesis* proposed by Alderson (1984) where the learners will be able to improve and develop their literacy skills in both languages by their own and they will be able to employ the reading and writing strategies in both languages to express their own style and mind in depth, reaching the last level of literacy which is the critical literacy.

Implications

This study provides valuable insights to the teaching practices of the foreign language since by now there has been few studies who describe the relation of the L1 and the FL in such detail, presenting the possible transferences and interferences that may come when the literacy skills, in both languages, are attempted to be developed; in addition, it provides a design based on the TBA to allow the evolution of those skills through the performance of different tasks where the participants draw their attention to the language elements but always having in mind the concern to yield meaning.

Thus, this research may lead those teachers who desire to develop the literacy skills in the FL through a reflecting process to address their attention to the skills and proficiency of the learners in their L1 as it may have a direct impact on the FL learning process. In addition, it also appeals to restate the idea of bilingualism in the country as it evidences that the native language deserves as much attention as the learning of a foreign language; since, if there are problems in the L1 the most probable is that those problems avoid a proper learning of any language desired.

Lastly, it brings two different examples of units of work based on the TBA which may be useful as a guide to practice the literacy skills in L1 and FL and show how to use them in a dual

way in order to take advantage of the transferences that occur in both languages and how to overcome the interferences that are drawn from the application of this methodology.

Limitations and Suggestions for Further research

One of the limitations that this study presents is the restriction of the written tasks to the development of one genre (summaries); thus, it is complex to make extensive the results to other kind of genre, as a consequence it would be relevant to apply the same methodology in the production of more complex and elaborated texts to see if the results are similar or if they differ from the ones obtained in this study.

Another issue is the time spent in the performance of the different units of work. The application of single a unit of work takes a considerable amount of time which turns out as a difficulty since the other skills are disregarded in the process; then, it is relevant to see how would the other language abilities (speaking and listening) would join into the process and perhaps to evidence if there is also a transferability of strategies or language elements in such intervention. Additionally, it would be interesting to explore the long term effects of this intervention in the learning process of a FL since the participants were exposed only to two different cycles; then, further research is needed to evidence if the transferences from the L1 are more notorious or if some elements of the FL start affecting the L1 productions; or perhaps the learners start developing their own style and strategies when use their literacy skills in both languages.

Finally, this study only examined the existing relation between Spanish as L1 and English as FL which limits the generalization of the outcomes to other languages; since the results obtained from the comparison of other languages may differ in a considerable way; thus, more

studies addressing the same topic are needed to understand the potential relationship among different languages and in that way develop strategies to improve their learning process.

Conclusions

Based on the results obtained in this study, a number of conclusions can be drawn. First, it is relevant to mention that this study supports and provides evidences to the hypothesis proposed by Cummins (1979) and Alderson (1984) in regard to the influence and the relation that the L1 may have in the learning process of an FL, since the learners showed how some strategies in reading, like scanning and skimming, may be applied in both languages and also how the writing process can improve the texts production when it is worked at the same time in both languages. Additionally, this research explored the task based approach as a methodology to improve and complement the literacy skills of the learners providing insights in regard to the strategies and processes to carry out when working with reading and writing in Spanish and English.

Secondly, it was proved how helpful is working with similar tasks in both languages; since the performance of an activity in L1 will provide experience and knowledge to the learners to face an alike task in the FL; plus, it was evidenced how the literacy skills are developed through the use of similar strategies and tasks and how the learners started to take advantage of the transferences in both languages to accomplish the objectives proposed in each unit of work. Another characteristic derived from the use of similar tasks is the reflective process that the students go through as they become aware of the possible flaws and mistakes presented in any task and how they may correct them and apply those corrections into the task either in L1 or the FL or in both.

In addition, it was presented how the application of a TBA design along with the writing process provided a very interesting sequence to the students, as they could develop their outcomes step by step which allowed the recognition and the used of particular and general elements of each language to improve their writing style and produce a meaningful and understandable text. In regard to the literacy productions is accurate to say that the transferences and interferences may be presented in any stage of their study and practice, languages may share common patterns that help to their development but also there are elements that can cause serious interferences; notwithstanding, as it was presented through practice the learner will be able to recognize the strategies that may be applied in the written practice of another language and also will identify the inner and proper characteristics that define the productions in a language.

Conclusively and in response to the question stated in this study, it may be determined that the literacy productions of the learners were positively affected by the application of a dual (L1 and FL) task based approach. The written productions of the students were deeply affected by the different tasks showing improvement through the two cycles, evidencing some transference in the languages that instead of affecting the construction level of the text, they helped and provided useful tools to integrate elements in the papers that made them coherent and meaningful for the writer and the readers of such texts. Despite, the interferences presented through the cycles, the learners in the process were able to take advantage of the feedback and the edition process to overcome those issues and establishing a level of comparison regarding the differences that exist in Spanish and English. Thus, it is possible to conclude that the use of the TBA to work the literacy skills in Spanish and English in a dual way provides the learners with meaningful tools to create texts sharing elements and strategies to yield meaning in both languages.

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Appendix A - Preliminary data in Spanish

In the following sample 8th grade students were required to write a text where they had to tell about what they did on their last vacation, this text was intended to be in their L1 and they could express as many things as they want.

Text #1

Vacaciones

bueno cuando fui aca en bogota y despues me fui al cauca cuando iba esta-
 Ba grande y despues me puse ha mudar las cosas a quejos en la finca
 es fudriaba alla en el cauca estaba prescolar despues atraves de halla
 me binc para para bogota y despues estaba muy contenta de ver estado
 hacia y mas tiempo me puse a estudiar y abeces me ponia a mudarte
 cuando abeces se ponía enfermo pero bueno se fue recuperando dias tranzo a
 cuando no podia y ir al colegio A.P. Monte Anderson yobani
 Tiveres Peña

Text # 2

"VACACIONES"

EN VACACIONES YO ~~ME~~ ME FUI A EL PARQUE ME
FUI DONDE MI AGUEIPTA FUIMOS A EL PARQUE DE
DIVERCIONES MI AGUEIPTA EN VACACIONES MI AGUEIPTA
ME LLEVO DONDE MI TÍA MI MAMÁ ME LLEVO
A PICONA Y YO FUI A EL PARQUE CON
MIS PERROS MATEO Y CATI ELLOS SON LOS
PERROS DE MI TÍO CATI CASI ME MUERDE
EN UN BRAZO A MI PERRO MATEO LO QUERO
MUCHO PORQUE EL SI ME HACE RASO
EL NO ME MUERDE Y YO EL 24 DE DICIEMBRE
LA PASE MUY BIEN Y EL 31 DE DICIEMBRE
LA PASE TAMBIEN MUY BIEN Y ME FUI TAMBIEN
A UNA FIESTA DE MI HERMANO DE LOS 15
AÑOS Y ESAS FUERON MIS VACACIONES.

JESSICA TATIANA PACHAQUE ANDRADE

The samples provide many aspects to revise, elements that are totally opposite from what is stated by the MEN, the General Education Law and the National Standards for *Lengua*

Castellana, at next there is a board with some categories that reveal some weak points in the literacy productions.

Text #1

Category	Evidence	Analysis
Vocabulary (orthography)	<i>Words like: llo, lla, alludarle, ber, bine, abecés.</i>	It is notorious that the spelling of many words is changed especially there is a confusion using the ll and the y, as well in the usage of b and v.
	<i>des..pues, ha...lludar, es...tudiaba.</i>	Another aspect to take into account is the gap that the writer applies to some words changing the meaning and even the sense of the text.
	<i>Aguelos, halla, paca, días transdia</i>	In some cases the writer penned some words in the way that he has heard them in his daily live, school or at home.
Coherence	<i>Despues atraves de halla me bine paca para bogota d,c. y después estaba muy contento de ber estado haca y mas tiempo me puse a estudiar y abeces me ponía alludarle cuando aveces se ponía enfermo....</i>	The text presents a lack of organization of ideas, causing a great difficulty to understand the message desired by the author.
Cohesion	<i>Y despues me puse ha lludar les a mis aguelos en la finca es tudiaba alla en el cauca estaba prescolar despues atraves de halla me bine paca para bogota d,c. y después estaba muy contento de ber estado haca y mas tiempo me puse a estudiar estudiar y abeces me ponía alludarle cuando aveces se ponía enfermo pero bueno se fue recuperando días transdia....</i>	Even the writer is trying to link a series of facts there is no a path to clear when and how these events are happening which can cause confusion to the reader, as well the lack of punctuation contribute to the misunderstanding of the text.

From the text # 1 it is possible to say that perhaps the information is clear and that the message is understood but going deeper there are a lot of problems presented in the writing skills of the

author, which differs so much of what the laws and standards mention about the 8th graders literacy skills.

Text #2

Category	Evidence	Analysis
Vocabulary (orthography)	<i>Words like: a el (al), kaso.</i>	The mistakes presented in orthography can be produced in some cases due to the usage of words in their common language is very frequent to see many words written with the letter K instead of C and now it is evident that the writer probably has acquired this kind of custom as a rule.
	<i>Aguelita, diciembre, picina.</i>	Again here are clear examples that the writer produce in the way that he listens to, this error is getting common which disrupts the reading and writing processes.
Coherence	<i>...Ellos son los perros de mi tío cati casi me muerde en un brazo a mi perro mateo lo quiero mucho porque el si me hace kaso el no me muerde y yo el 24 de diciembre la pase muy bien y el 31 de diciembre la pase también muy bien...</i>	The information provided in the text may be understandable if it is presented sentence by sentence; notwithstanding, as it is evident when all this information is put together the sense and meaning may get lost.
Cohesion	<i>En vacaciones yo me fui a el parque me fui donde mi aguelita fuimos a el parque de divercines mi aguelita en vacacines mi aguelita me llevo donde mi tia mi mama me llevo a picina y yo fui al parque con mis perros...</i>	There is a clear lack of connectors which affects the coherence of the text. Particularly the repetition of words is present in both writers not in the same word but it is frequent that they have a particular word in the text that mentions repeatedly this too can affect the flow of the text.

In both texts it is clear that exists the same kind of mistakes, although the texts provide several ideas they lack of cohesive ties which also derives in coherence issues making the texts

hard to read and understand. As it was mentioned above reading and writing skills are related, so both processes are being affected. In addition, as it was evidenced above, theory has proven that these skills in L1 affect the literacy processes in FL at next some texts produced in FL are going to be analyzed to determine if literacy processes in both languages are presenting trouble in the same aspects, the texts were written by 8th graders English students and the topic was again vacations or they could write their biography.

Appendix B - Preliminary data in English

Text # 3

I to Fey in toaima the best
of January we fuimas out her
morning ~~more~~ more out her
afternoon ~~of Fey~~. of Fey
where me gran mother

El sueño y la esperanza son los calmantes que concede la naturaleza al hombre.
Federico II

Text # 4

I birth the 25 of January of
1999 have five brothers have
sex but one is kill me
mother to dice what when
I birth me ~~the~~ father
we abandona me mother. we
bag a wholes adclante but
any of mes brothers termino
he bacheloy me mother to
dice wat acabe he bacheloy
for sacay her face by her
familie

Text # 3

Category	Evidence	Analysis
Vocabulary	<i>Fuy, fuimos, fuy.</i>	The text production in FL does not contain as many ideas as the L1, the students take longer to produce a text and in many cases a transference is passed from L1 to FL in this case the verb <i>ir</i> is not easy to apply due to the writer do not know the proper application or the infinitive so when he refers to the dictionary the word is not found, so the best way to express or communicate himself is to make a transference due to his wish is to be understood.
	<i>The best of January, mare out her afternoon</i>	In this case the writer provides a set of words to express one thing but he does not have the proper way to express them in the case of <i>the best of January</i> he is trying to express the first but he mixes the adjective with the number assuming that its meaning as in Spanish does not change. In the other case he just writes a series of words trying to guess creating words or putting words that he remembered and trying to make any sense to what he is writing.
	<i>Me, gran...mother.</i>	Similar to what was reveal in the L1 texts, there is an acquisition of words probably listened or written that the writer associates with a meaning and he just wrote them and those words probably are good in meaning but not in spelling.
Coherence	<i>I to fuy in tocaima the best of january we fuimos out her morning mare out her afternoon. Of fuy where me gran mother</i>	As a difference to the texts presented in L1 the amount of ideas presented in a FL text decreased a lot, since it is quite hard for the learners to express themselves in a simpler way to

		make easier the production of ideas in FL so the texts need to be inferred to discover the meaning of what the writer is trying to express.
Cohesion	<i>I to fuy in tocaima the best of january we fuimos out her morning mare out her afternoon. Of fuy where me gran mother</i>	In the FL texts there is no presence at all of connectors the writer just try to tell something without linking ideas perhaps he is worried enough to write something in FL, even this phenomena is presented in the texts in L1 too, as well the absence of punctuation makes the texts so hard to be understood.

This text reveals exactly how the literacy processes differ from what is stated by the Colombian education system and by other schools. It is obvious how processes in L1 totally affect those in FL; this proves why it is necessary to work in a dual process to overcome the current situation.

Text # 4

Category	Evidence	Analysis
Vocabulary	<i>Dice, abandono, adelante, termino, acabe, sacar.</i>	In this text the amount of ideas is greater but as more ideas more transferences and errors are presented the target of the student is to be understood so when he faces a word that does not appear in the dictionary in the way that he wants to write it he just pen the word down in L1.
	<i>I birth the 25 of january, but one is kill, bag a wholes adelante,</i>	The usage of words in context is another weakness present in the discourse that the students use, the writer just go through the dictionary looking for FL words and posed without thinking or caring about context and if the word is proper to use in this case, actually this is a characteristic present more in FL texts due to

		in L1 they just write down and the word can fit properly and perhaps he thinks that the same rule applies to FL.
	<i>Me, mes brothers, wat, famili.</i>	As in the previous texts the writer in this case makes and association of words that he hears and he provides an own spelling to that word using as a reference the L1 where normally words are written in the way that are pronounce, this pattern is quite familiar to all of the students which indicates that this aspect is necessary to be revise.
Coherence	<i>I birth the 25 of January of 1999 have five brothers have six but one is kill me mother to dice what when I birth me father we abandon me mother...</i>	In this case the information shared is greater, the texts is provided with more ideas but as in the previous cases vocabulary, grammar, punctuation makes the texts not easy to read or being understood, the mixture of L1 and FL as well confuses the reader unless the reader knows the L1 and figures out what it is being expressed.
Cohesion	<i>... Have five brothers have six but one is kill me mother to dice what when I birth me father we abandon me mother we bag a wholes adelante but any of mes brothers termino he bachelor me motherto dice wat acabe he bachelor for sacar her face by her famili...</i>	As in all texts analyzed in this document there is no presence of cohesion, the writers try to follow a stream but they missed some important aspects to link their ideas so the texts become a bunch of information without a guideline leaving the reader to make his own impression and analysis of the paper.

These samples were taken at random from 8th grades of a public school, the evidence reveals how affected the writing processes are in these students in both their L1 and the FL. As it was mentioned above theories and research have proven that reading and writing are processes link to each other; that is why, the proposal is to develop a dual task based approach (L1 and FL) to see if there is any transformation in the literacy processes of 8th grade students.

Appendix C - Consent Form for Students

Señores
Padres de familia curso Octavo (803)
Colegio Jorge Soto del Corral
La Ciudad

Cordial Saludo,

Por medio de la presente, yo Andrés Mauricio Castillo González quien actualmente se desempeña como docente del área de Humanidades (Español e Inglés) de la institución, quisiera solicitar su permiso para realizar una intervención en el aula, la cual apunta al desarrollo de las habilidades de lectura y escritura de los estudiantes en español e inglés.

Esta intervención tiene como título “The Impact of Dual Task Based Approach in the Process of Literacy Productions in L1 and FL” y se presentará a la Universidad Libre como requerimiento de grado para la Maestría en Educación del docente anteriormente mencionado. Este proyecto se desarrollará en el horario normal de clases y llevará a cabo los objetivos y las temáticas propuestas en el año. Cabe resaltar que la información recolectada solo será de carácter académico y que en ninguna oportunidad será revelado algún dato que exponga la identidad de los participantes.

Es así como solicito de manera cordial su permiso para recolectar la información requerida y posteriormente analizarla y presentarla a la comunidad académica.

Atentamente,

Andrés Mauricio Castillo González

CC.

Appendix D - First Questionnaire

CUESTIONARIO # 1

1. Marque con una X la casilla que según corresponda

	Siempre	Frecuentemente	Algunas veces	Casi nunca	Nunca
¿Tengo dificultades para sentarme a escribir?					
¿Usualmente no sé cómo empezar?					
¿Hago planes para escribir?					
¿Escribo borradores?					
¿Voy repasando el texto mientras escribo?					
¿Cuando escribo, con qué frecuencia consulto diccionarios?					
¿Utilizo libros de gramática para aclarar dudas?					

2. Marque con una X la casilla que según corresponda

	Vocabulario	Ortografía	Puntuación	Redacción
¿Cuáles son los puntos fuertes de tu escritura?				
¿Cuáles son los puntos débiles de tu escritura?				
¿Qué aspecto de la escritura te gustaría mejorar?				

Appendix E – Second Questionnaire

Cuestionario #2

1. Marque con una X la casilla que según corresponda

	Siempre	Frecuentemente	Algunas veces	Casi nunca	Nunca
¿Tengo dificultades para sentarme a escribir?					
¿Usualmente no sé cómo empezar?					
¿Hago planes para escribir?					
¿Escribo borradores?					
¿Voy repasando el texto mientras escribo?					
¿Cuando escribo, con qué frecuencia consulto diccionarios?					
¿Utilizo libros de gramática para aclarar dudas?					

2. Marque con una X la casilla que según corresponda

	Vocabulario	Ortografía	Puntuación	Redacción
¿Cuáles son los puntos fuertes de tu escritura?				
¿Cuáles son los puntos débiles de tu escritura?				
¿Qué aspecto de la escritura te gustaría mejorar?				
¿Qué aspecto del proceso de escritura crees que se debe trabajar más?	Planeación	Creación del Borrador	Revisión y edición	Creación del escrito final

3. Marque con una X la casilla que según corresponda

¿Qué importancia le concedo a los siguientes aspectos en mi proceso de escritura?	Alta	Media	Poca	Ninguna
Corrección gramatical del texto				
Corrección ortográfica				
Seguir la estructura del escrito				
Las correcciones de mis compañeros de mis compañeros				
Las correcciones de mi profesor				

4. Marque con una X la casilla que según corresponda

¿Usualmente, qué comentarios le hacen los lectores?	Si	No
¿Qué se lee fácilmente?		
¿Qué es claro y no presenta muchos errores?		
¿Qué tiene algunos errores de puntuación y ortografía?		
¿Qué les gusta?		

5. ¿Cuál fue la parte más complicada y la más entretenida del proceso de escritura? Explica ¿Por qué?

6. ¿Crees que las tareas que se desarrollaron te ayudaron a construir el escrito final? ¿Por qué?

7. ¿Crees que hubo alguna influencia al trabajar ejercicios similares en español y en inglés en el proceso de escritura?

Appendix F – Second Cycle Questionnaire

Cuestionario # 3

1. Responda las siguientes preguntas

a) ¿Cuál parte del proceso de construcción de texto mejorarías o cambiarías? ¿Por qué?

b) ¿Cuáles diferencias o similitudes existen al escribir en español o inglés?

c) ¿Crees que cambió tu forma de escribir antes y después del proceso? ¿Cómo?

d) ¿Cuál es tu opinión sobre el trabajo por actividades o tareas?

e) ¿Qué piensas sobre corregir los trabajos de tus compañeros?

f) ¿Qué estrategias usaste al corregir tus textos y los de tus compañeros?

Appendix G - Field Note Format

Date:

Time:

Participants:

Location:

Notes to Self	Observation

Appendix H - Lesson plans first Intervention (English)

Title of the unit: Our History Book Lesson sub-theme: Structuring our short biography Class: 1 Time: 1h - 30 Lesson Objective: during the lesson the learner will be able to identify the short biography and write some categories to be included in the final task.							
Step	Time	Students Activity	Teacher activity	Interaction	Aids/resources	Linguistic Content	Written structure
1 & 2	'15	b) Tell to the class about biographies and what they are useful for. d) Provide names of historical figures. f) Select by pairs one character to write a short biography for.	a) Sets the discussion about what a biography is. c) Presents a slide showing a short biography of a famous figure. e) Writes down all possible names of historical figures.	T/WGr PRs	Video Beam Projector Board	Specific vocabulary related to Biography structure: Time, Family, and Personnel Adjectives.	Spidergram: to write key vocabulary around the main topic providing meaning to its content.
3	'30	b) Make a spidergram writing down the elements that they believe relevant in a short biography (by pairs).	a) Asks the students to make a spidergram about the elements that should contain a short biography.	PRs	Spidergram Template Dictionary		
4	'30	a) Each group shows the spidergram to the class.	b) Writes down on the board a general spidergram about the elements to include in the short biography.	Ss/WGr	Board		
5	'5		a) Requires students to bring for next class information (books, websites, and magazines) about the character selected.	T/WGr			
Key: Ss= students T= teacher BB IND= individually PRs= pairs WGr= Whole group							

Title of the unit: Our History Book Lesson sub-theme: getting to know our character Class: 2 Time: 1h - 30 Lesson Objective: the learner will develop their ability to read and understand basic details from a person, to write basic information of any character.							
Step	Time	Students Activity	Teacher activity	Interaction	Aids/resources	Linguistic Content	Written structure
1	'35	a) Revise all the information brought to class and the information provided by the teacher. b) Write down the relevant information obtained from the readings.	c) monitors	PRs	Readings (books, websites, and magazines)	Specific vocabulary related to Biography construction (dates, places, names). Adjectives. Basic sentence structure in past simple.	Biography Table: To write basic sentences (subject, verb, complement) Coherence: Presentation of facts in chronological order.
2	'15	c) Take notes.	a) Shows a biography table created from the spidergram presented in the last class, containing the key points of a short biography. b) Provides an example about how to fill the table.	T/WGr	Video Beam Board		No cohesive devices needed in this case as the point is to present just facts.
3	'35	a) Fill in the table with phrases about the information gathered from the readings.	b) monitors	PRs	Biography Table		
4	'5		a) Collects the biographical tables.	T/WGr			
Key: S= students T= teacher BB IND= individually PRs= pairs WGr= Whole group							

Title of the unit: Our History Book Lesson sub-theme: Improving as a group Class 3 Time: 1h - 30 Lesson Objective: the Ss will be able to read and provide comments about any text in regard to biographies, to fill in a format the basic details of a life's character.							
Step	Time	Students Activity	Teacher activity	Interaction	Aids/resources	Linguistic Content	Written structure
1	'15	b) Correct and provide written feedback to the biography table assigned and deliver it to the authors.	a) Hands in the biography table to different groups. c) Monitors.	PRs	Board	Specific vocabulary related to Biography construction (dates, places, names). Adjectives.	Biography Template: To write basic sentences (subject, verb, complement)
2	'20	a) Make the corrections and perform another revision looking for other possible mistakes, taking into account the peer feedback.	b) Monitors.	PRs	Biography tables	Basic sentence structure in past simple. Time markers	Coherence: Presentation of facts in chronological order. Cohesive devices.
3	'30	b) Based on the Biography table create and present a Bio-cube about the character selected presenting in written sentences some specific facts.	a) Hands in some materials to create a Bio-cube.	T/WGr PRs	Biography Tables		
4	'25	b) Monitors.	a) Provides a general feedback about the Bio-cube. This feedback will be related to grammar structure, vocabulary and coherence.	T/WGr	Color Cardboard Markers Rulers		
Key: Ss= students T= teacher BB IND= individually PRs= pairs WGr= Whole group							

Title of the unit: Our History Book Lesson sub-theme: Building our own text Class: 4 Time: 1h - 30 Lesson Objective: the learner will develop the ability to summarize the information gathered about the character selected and to write about a life's character.							
Step	Time	Students Activity	Teacher activity	Interaction	Aids/resources	Linguistic Content	Written structure
1	'15	b) Take notes.	a) Shows and explains the elements of the short biography, making emphasis in the outline and other contents like cohesive devices and coherence.	T/WGr	Board	Specific vocabulary related to Biography construction (dates, places, names). Adjectives.	Biography Template: To write sentences, grammatically accurate, connected through the paragraph using cohesive devices
2	'30	b) Write the first draft of the short biography, following the template and taking into account the grammar and vocabulary addressed in previous classes.	a) Hands in a template to guide the students in the writing process of the first draft. c) Monitors.	PRs	Template of the short biography	Basic sentence structure in past simple. Time Markers	Coherence: Presentation of facts in chronological order.
3	'15	a) Hand in the draft to other partners. b) Provide feedback to the first draft and return it to the authors.	c) Monitors.	PRs/Ss	Board		
4	'35	b) Proofread and edit the first draft, and write the second draft.	a) Monitors.	PRs	First Draft		

Key: Ss= students T= teacher BB IND= individually PRs= pairs WGr= Whole group

Title of the unit: Our History Book Lesson sub-theme: Creating our book Class: 5 Time: 1h - 30 Lesson Objective: the learner will be able to provide a summary about the life of a character selected, including personal information, descriptions, dates and events.							
Step	Time	Students Activity	Teacher activity	Interaction	Aids/resources	Linguistic Content	Written structure
1	'30	a) Hand in the second draft to the teacher. c) Receive the feedback and make the last revision of the biography.	b) Revises the drafts looking for mistakes regarding the content structure, grammar, vocabulary, cohesive devices and coherence. c) Provides specific feedback about the drafts presented.	T/WGr	Board	Specific vocabulary related to Biography construction (dates, places, names). Adjectives.	Biography Template: To write sentences, grammatically accurate, connected through the paragraph using cohesive devices Coherence: Presentation of facts in chronological order.
2	'40	a) Write the final version of the biography taking into account the feedback provided.	b) Monitors.	PRs	Template of the short biography	Basic sentence structure in past simple. Time Markers.	
3	'20	a) Hand in the final paper to the teacher. b) Present the short biography to the partners.	c) Provides comments about the final project.	PRs T/WGr	Board		
Key: Ss= students T= teacher BB IND= individually PRs= pairs WGr= Whole group							

Appendix I - Lesson plans first Intervention (Spanish)

Título de la unidad: Nuestros ídolos Subtema: la biografía Clase: 1 Tiempo: 1h - 30 Objetivo de la clase: durante la lección el alumno será capaz de identificar la biografía corta y escribir algunas categorías que se incluirán en la tarea final.							
paso	Tiempo	Actividad de los estudiantes	Actividad del profesor	Interacción	Recursos	Contenido lingüístico	Contenido estructural
1-2	‘15	b) proveen ideas acerca de las biografías y su utilidad. d) aportan nombres de artistas famosos. f) por parejas seleccionan un personaje del cual quieran escribir una biografía corta.	a) Inicia una discusión acerca de las biografías. c) entrega unos mini-afiches mostrando una biografía corta de un artista famoso y pide que los estudiantes aporten nombres de artistas famosos que les agraden. e) se elabora una lista de artistas famosos	P/Gr PRs	Mini-afiches Tablero	Vocabulario específico relacionado a la escritura de la biografía corta: fechas, adjetivos personales, familia, etc.	Diagrama de araña: Escribir vocabulario alrededor del tema principal (biografía).
3	‘30	b) realiza un diagrama de araña escribiendo los elementos que deben ser incluidos en la biografía corta.	a) muestra a los estudiantes un diagrama de araña y les pide que elaboren uno acerca de los elementos que debe tener una biografía corta.	PRs	Diagrama de araña		
4	‘30	a) cada grupo presenta el diagrama de araña a sus compañeros.	b) realiza un diagrama general donde se van a incluir los elementos definitivos para elaborar la biografía corta.	Es/Gr	Tablero		
5	‘5		a) les pide a los estudiantes traer información sobre el personaje elegido, dicha información puede ser en cualquier medio (libros, revistas, periódicos, sitios webs)	P/Gr			
Es= estudiantes P= profesor IND= individual PRs= parejas Gr= grupo completo							

Título de la unidad: Nuestros ídolos **Subtema:** Conociendo nuestro personaje **Clase:** 2 **Tiempo:** 1h - 30
Objetivo de la clase: el alumno desarrollará su capacidad de leer y comprender los detalles importantes de la vida de un personaje, escribir la información obtenida de forma detallada.

paso	Tiempo	Actividad de los estudiantes	Actividad del profesor	Interacción	Recursos	Contenido lingüístico	Contenido estructural
1	‘35	a) revisar y analizar toda la información sobre el personaje aportada por el profesor y los estudiantes. b) escribir los eventos más importantes encontrados en la lectura.	c) monitorear	PRs	Lecturas (libros, websites, revistas, periódicos)	Vocabulario relacionado con la elaboración de una biografía (fechas, lugares, nombres) Adjetivos Pasado simple	Tabla biográfica: Estructura de oraciones simples (sujeto, verbo, complemento) Coherencia: Presentación de hechos en orden cronológico. Mecanismos de cohesión
2	‘15	c) tomar nota	a) presenta una tabla biográfica que contiene los puntos específicos a presentar en una biografía corta. b) brinda un ejemplo de cómo llenar la tabla	P/Gr	Video beam Tablero		
3	‘35	a) llenar la tabla con la información recolectada de las lecturas.	b) monitorear	PRs	Tabla Biográfica		
4	‘5		a) recoger las tablas biográficas para dar una retroalimentación general la próxima clase.	P/Gr			

Es= estudiantes P= profesor IND= individual PRs= parejas Gr= grupo completo

Título de la unidad: Nuestros ídolos Subtema: mejorando como grupo Clase: 3 Tiempo: 1h - 30 Objetivo de la clase: El estudiante será capaz de leer y proporcionar comentarios acerca de cualquier texto relacionado con biografías cortas, al igual podrá escribir la información necesaria como eventos importantes, descripciones y fechas importantes de forma coherente.							
paso	Tiempo	Actividad de los estudiantes	Actividad del profesor	Interacción	Recursos	Contenido lingüístico	Contenido estructural
1	'15	b) Corregir y realizar correcciones escritas a la tabla biográfica asignada y entregarla posteriormente a sus autores.	a) entregar las tablas biográficas a grupos diferentes. b) Monitorear	PRs	Lecturas (libros, websites, revistas, periódicos)	Vocabulario relacionado con la elaboración de una biografía (fechas, lugares, nombres)	Tabla biográfica: Estructura de oraciones simples (sujeto, verbo, complemento) Coherencia: Presentación de hechos en orden cronológico.
2	'20	a) Realizar las correcciones pertinentes y realizar una última revisión para buscar posibles errores teniendo en cuenta la retroalimentación provista por sus compañeros.	b) monitorear	PRs	Video beam Tablero	Adjetivos Pasado simple	Mecanismos de cohesión: No son necesarios en esta clase ya que se enfocara solo en proveer hechos y datos en oraciones cortas.
3	'20	b) diseñar y realizar un afiche acerca del personaje elegido, presentando los hechos escritos en la tabla biográfica.	a) entrega algunos materiales para crear un afiche.	PRs	Tabla Biográfica		
4	'25	b) monitorear	a) realiza una retroalimentación general acerca del afiche, se tendrán en cuenta aspectos como estructura gramática, vocabulario y coherencia	P/Gr			

Es= estudiantes P= profesor IND= individual PRs= parejas Gr= grupo completo

Título de la unidad: Nuestros ídolos Subtema: Elaborando nuestro propio texto Clase: 4 Tiempo: 1h - 30 Objetivo de la clase: el estudiante será capaz de resumir la información recolectada y escribir una biografía corta utilizando las categorías establecidas.							
paso	Tiempo	Actividad de los estudiantes	Actividad del profesor	Interacción	Recursos	Contenido lingüístico	Contenido estructural
1	‘15	b) Tomar Notas.	a) Exponer los elementos de la biografía corta, haciendo énfasis en el esquema y en otros contenidos como los mecanismos de cohesión y la coherencia del texto	P/Gr	Tablero	Vocabulario relacionado con la elaboración de una biografía (fechas, lugares, nombres) Adjetivos	Tabla biográfica: Estructura de oraciones simples (sujeto, verbo, complemento) Coherencia: Presentación de hechos en orden cronológico.
2	‘30	b) escribir el primer borrador de la biografía, siguiendo la plantilla y teniendo en cuenta la gramática y el vocabulario referido en las clases anteriores	a) entregar una plantilla para guiar a los estudiantes en el proceso de escritura del primer borrador. c) tomar notas	PRs	Plantilla biografía	Pasado simple	Mecanismos de cohesión
3	‘30	a) entregar el primer borrador a otros compañeros. b) dar una retroalimentación acerca del primer borrador y devolverlo a sus autores.	c) monitorear.	Es/Gr	Tablero		
4	‘25	b) revisar y editar el primer borrador, y redactar el segundo borrador.	a) monitorear.	PRs	Primer Borrador		

Es= estudiantes P= profesor IND= individual PRs= parejas Gr= grupo completo

Título de la unidad: Nuestros ídolos **Subtema:** Creando nuestra BIO-revista **Clase:** 5 **Tiempo:** 1h - 30
Objetivo de la clase: el alumno será capaz de resumir la vida de un personaje seleccionado, incluyendo la información personal, descripciones, fechas y eventos importantes.

paso	Tiempo	Actividad de los estudiantes	Actividad del profesor	Interacción	Recursos	Contenido lingüístico	Contenido estructural
1	'30	a) entregar el segundo borrador al profesor. c) teniendo en cuenta la retroalimentación dada por el docente y redactar la versión final de la biografía.	b) Revisar los borradores buscando errores en relación a la estructura del texto, gramática, ortografía, mecanismos de cohesión y coherencia. c) dar un feedback específico acerca de los borradores presentados.	P/PRs	Tablero	Vocabulario relacionado con la elaboración de una biografía (fechas, lugares, nombres) Adjetivos Pasado simple	Tabla biográfica: Estructura de oraciones simples (sujeto, verbo, complemento) Coherencia: Presentación de hechos en orden cronológico. Mecanismos de cohesión
2	'40	a) escribir la versión final de la biografía	b) Monitorear.	PRs	Diagrama de araña Tabla biográfica Plantilla biografía		
3	'20	a) entregar el escrito terminado al profesor. b) presentar la biografía a los compañeros	c) Realizar comentarios acerca de los trabajos finales.	PRs P/Gr	Tablero		

Es= estudiantes P= profesor IND= individual PRs= parejas Gr= grupo completo

Appendix J – Brainstorming Evidences

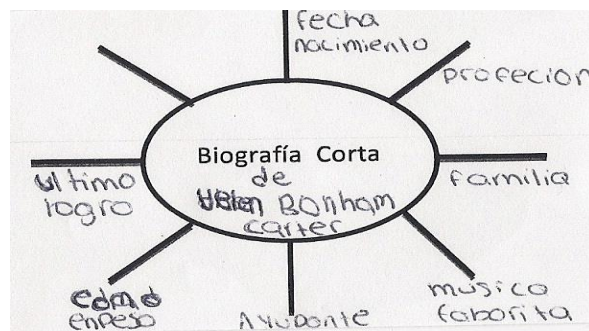
Field note # 1

The Relation of activity makes them feel comfortable since they have some background knowledge to perform the activity.

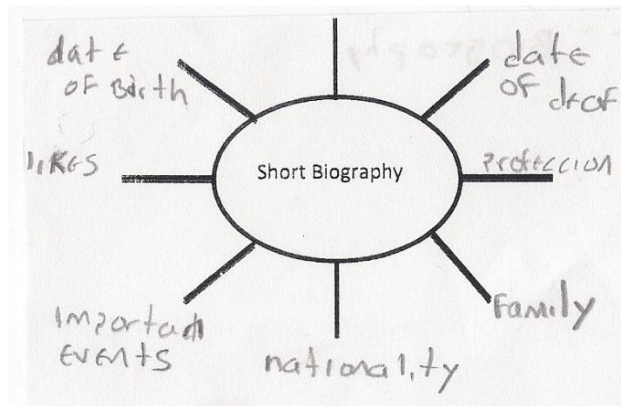
Field note # 2

they're recalling previous activities looking for key words to establish the categories in English

Brainstorming Sample Spanish



Brainstorming Sample English



Appendix K – Biography Table Evidences Spanish

Student 1

<p>¿Por qué es especial?</p> <p>Por que no es grosero por que es futbolista</p>	<ul style="list-style-type: none"> • Por que no es grosero • Por que es cristiano • Por que es futbolista
---	--

Student 2

<p>Eventos principales en su vida</p>	<p>Tocaba los domingos, en misa grabo su primer disco en 1986</p>
---------------------------------------	---

Student 3

<p>¿Por qué es especial?</p> <p>Porque es Cantante, popular y sabe lo que esta de moda.</p>	<p>Porque es cantante, simpatico y talentoso</p>
---	--

Student 4

<p>¿Por qué es especial?</p>	<p>-por que fue un selebre naturalista creador de la teoria de l origen de las especies etc. tambien por que era intel. gente y responsable y un interes grande por la naturaleza</p>
------------------------------	---

Student 5

<p>¿Por qué es especial?</p> <p>Futbol.</p>	<p>Porque es famoso. Porque juega futbol. Porque es el mejor jugador de futbol</p>
---	--

Appendix K – Biography Table Evidences English

Student 1

Difficult situations	No Thq movie No was a exit
----------------------	--

Student 2

Main works	cretion the Disney
------------	--------------------

Student 3

Profession and importance	Gubernat the Europa
---------------------------	---------------------

Student 4

Main works	Artist ✓ demoiselles d'Avignon like art African
------------	---

Student 5

Profession and importance	Person History Religion Founder Prophet a Person Humble
---------------------------	---

Appendix K – Biography Table Evidences English

Student 1

Difficult situations	hat cancer the pneumonia
----------------------	--------------------------

Student 2

Main works	Estallo la Revolution mexicana
------------	--------------------------------

Student 3

Difficult situations	problem in the school of boy
----------------------	------------------------------

Student 4

Latest events	a tribute to the falling
---------------	--------------------------

Student 5

Main works	Paint A painter
------------	-----------------

Appendix L – Posters in Spanish

Student 1

Su nombre verdadero es Fanny Lucia
Martines Bienaventura ella nació el
8 de febrero de 1972 tiene 2
hijos y esta casada trabaja en
kpa disquera y tra bajo con
Jose Gaviria y trabajo en un
show de tele vision ella es
especial de porque es cantante y
actris tubo un show en el
2006 y tubo un mobil de oro
le gusta cantar y actuar ella
es jurado en la voz colombia
y ella esta viva.

Student 2

Su nombre es Hector Eduardo Reglero el nació el
8 de septiembre de 1957. Se relaciona con sus
hijos Alejandro Manuel y Héctor Eduardo, el es
especial por ser cantante de musica romantica,
su principal evento fue tocando los domingos en
misa.
A hora es jurado en la voz colombia

Student 3

nació el 12 de febrero de 1809 y
su nombre es Charles Darwin fue
hijo de Robert Warrint Darwin y
la madre Susannah Wedgwood
tambien tuvo tres hermanas y
un hermano fue un celebre natu-
ralista creador de la teoria del
origen de las especies etc. tam-
bien era inteligente y un gran
interes por la naturaleza

Student 4

Su nombre es Matthew Abram Groening, nació el 15 de
febrero de 1954 creo "Los Simpsons" y "Futurama" Groening
gató 10 premios primetime Emmy, Nove por "Los Simpsons"
y uno por "Futurama" le gusta dibujar escribir novelas
y temas y producir programas por televisión ahora solo
Escribe y dibuja esta vivo "Los Simpsons" tienen
6 miembros todos escepto "Bart" son nombres de sus
padres y hermanas, "Bart" es un apogran de Brat que
significa mocos

Appendix L – Bio-cube in English

Student 1

www.kidbizbooks.com

		MAIN EVENTS He was Painter		
NAME Leonardo da Vinci	DATE OF BIRTH the was born on the 15/04/1452	PROFESSION AND IMPORTANCE he was a Painter sculptor architectura humani		DIFFICULT SITUATIONS he was a when his sides
	PLACE OF BIRTH he was born in Touraine, France			
		MAIN WORKS he was a Pint A Painter		

Cube

Student 2

PROFESSION AND IMPORTANCE the was music play the violin.	DIFFICULT SITUATIONS is the His son is was poor and no have a house he Died of Old	LATEST EVENT The violin the Piano
---	--	--

Student 3

PROFESSION AND IMPORTANCE He wrote music classical for the Piano orchestras and different groups
MAIN WORKS When he was a man young, he was a talented Pianist.

Student 4

PROFESSION AND IMPORTANCE He is writer and Creator of his Books. Is important because is the only Colombian that To earned a Prize Novel.

Appendix M – First Draft Field notes

Comment 1

Los estudiantes toman tiempo al elaborar el primer Draft, quieren cumplir con la tarea y cumplir con los puntos de la biografía, sin preocuparse por estilo o puntuación.

Comment 2

Se sienten más libres al momento de escribir en Español, son capaces de agregar más datos y escribir oraciones más largas que en inglés, sin embargo al revisar algunos textos se pueden ver errores anatómicos.

Appendix N – First Draft Samples

Student 1

he is Barack obama, he have 52 years
because ^{sub} was born in 1961 off ^{sp} 04-08. Barack
Obama won de ^{sp} election of Hillary Clinton, Joseph
Biden y George W. he was a teacher in the
university ^{sp} of de ^{ww} Chicago y ^{sub} was re election
a president off new York ^{ww} ^{ed}

Student 2

was bloody ^{ww} violence, gob^{sp}nant the ^{ww} corrup^{to}
attack, ^{ww} the turcos and trap^{to} the more don^{sp} heroes
of his adversary voyardo dan vojvod.
the du^{sp} his ^{ww} vader ^{ww} vlad "El diablo" dracula is
inspire in person. ^{Coherence}

Student 3

was a success, first ^{sub} was a mouse without ant
Walt Disney was a ^{sp} mouse. Minny, the girl friend
of Mickey Mouse ^{ww} had very success, ^{sub} had a dog
Pluto and very ^{ww} friend ^{ss}

Student 4

the ^{omit} life of William Shakes ^{ww} Peare
follow ^{ww} being ^{omit} in ^{ww} mysteri^{sp} alone ^{Pre}
Knowledge who was baptize ^{Coherence} 20 of
April of 1564. ^{ww} not

Student 1

~~22 de agosto de 1994~~ ^{ww} con virtudes en el
jugador más joven en un torneo de fútbol
profesional en Colombia. Siempre ^{ww} salta ^{ww} la ^{ww} celebración
de él es diferente a los demás jugadores cuando
mete un gol. En 2005 fue campeón con la
selección Colombia sub-20 en el sudamericano. Se

Student 2

bravo ^{Coherence} ~~que~~ ^{ww} conquista por cuarta vez el balón
de oro ^{ww} cuando él era humilde y pobre
cuando ^{ww} perdió un partido de fútbol
Lionel

Student 3

cuando 40 años lo descubre el Sporting Lisboa es veloz
tiene un buen ^{coherencia} ~~genio~~ ^{ganar} el Balón de oro y ^{TV} ~~ganar~~ la
Fifa world player en 2008 ^{coherencia} ~~ser~~ un gran futbolista
y ~~ganar~~ ^{ganar} más reconocimientos para que lo contraten
más

Appendix O – First Draft Samples

Student 1

El sellama Radamel Falcao García nació el 10 de febrero de 1986 en santamarta magdalena colombia. Reconocido como el "trigre" Falcao en honor al crack brasileño idolo de su padre. A los 13 años 712 días jugando en el lanceros Boyaca contra el deportivo Pereira convirtiéndose en el jugador más joven en un torneo de fútbol profesional en Colombia. Su celebración siempre es diferente a las demás cuando mete un gol. En el 2005 fue campeón con la selección Colombia sub 20 en el sudamericano. Se fracturó el pie jugando con un equipo.

Student 2

Hector Eduardo Reglero más conocido como: Ricardo Montaner. Nació el 8 de septiembre de 1952, tiene 3 hijos y está felizmente casado.

empezó en un grupo de la iglesia tocando los domingos en misa, su primera canción fue llamada "Noche de Primavera".

es bajito, es blanco, es bruno y alegre.

uno de los actos por los que se destaca fue proponer regalar su actuación en una elección de la reina de las flores en homenaje a las candidatas.

Ricardo Montaner en su estado actual es jurado en la voz Colombia.

Student 3

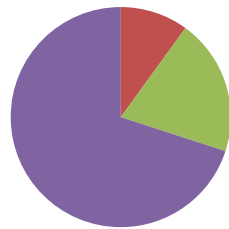
his the name is Wolfgang Amadeus Mozart he was born in 23-07-1756. the family is the son, the wife at 4 year he play the piano at 5 year old and e play the violin and play the piano. he is musician a sad thing is the son die.

Student 4

Mickey Mouse was born in 1928, he was born in the mind of Walt Disney. The voice of Mickey was done by Walt Disney. he is an actor. The 1st movie of Mickey was not a success. First was a mouse without pants, Walt Disney made a mouse Miany. The girlfriend of Mickey Mouse. She had many success, he had a dog Pluto and many friends.

Appendix P – Questionnaire Evidences

¿Que aspecto del proceso de escritura crees que se debe mejorar?



- Planeación
- Creación del Borrador
- Revisión y Edición
- Creación del Escrito Final

Samples

S2 Answer

5. ¿Cuál fue la parte más complicada y la más entretenida del proceso de escritura? Explica ¿Por qué?

la más complicadas fue un cubo y tener que hacer las oraciones hacer la biografía en inglés

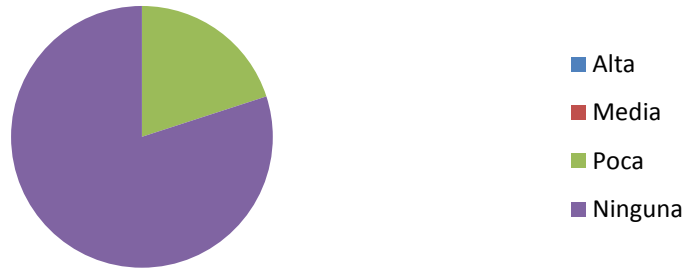
S3 Answer

5. ¿Cuál fue la parte más complicada y la más entretenida del proceso de escritura? Explica ¿Por qué?

En la que escribimos la biografía en Inglés y Español porque es muy diferente la conformación de las oraciones o frases

Appendix Q – Questionnaire Evidences

¿Qué importancia le concedo a los siguientes aspectos de mi escritura?
Las correcciones de mis compañeros



Field Notes

Teacher's comments

Comment # 1

feedback is very troublesome for them
Maybe they're sure of what they should correct but
they feel unable to correct, probably for a lack
of confidence.

Comment # 2

if feedback in Spanish was hard, in English Oh My
It's totally Nule, learners need some guidelines

Comment # 3

They Do not trust in their partners comments,
Some of them argue that They do not
have the experience to correct their peers.

Appendix R – Questionnaire Evidences

Student 1

6. ¿Crees que las tareas que se desarrollaron te ayudaron a construir el escrito final? ¿Por qué?

Si me ayudo porque fuimos
a paso y entendí bien paso

Student 2

6. ¿Crees que las tareas que se desarrollaron te ayudaron a construir el escrito final? ¿Por qué?

si por que me ayudaron a construir mejor
el texto y a eliminar errores de mis
errores

Student 3

6. ¿Crees que las tareas que se desarrollaron te ayudaron a construir el escrito final? ¿Por qué?

Si las tareas me ayudaron por que
pude hacer biografias y a reducir textos
muy facilmente

Appendix S - Lesson Plans Second Intervention (English)

Title of the unit: All About Our City Lesson sub-theme: Recognizing the final goal Class: 1 Lesson Objective: The Ss will be able to write and recognize the places that surround them.							
Step	Time	Students Activity	Teacher activity	Interaction	Aids/resources	Linguistic Content	Written structure
1 & 2	'25	b) Provide ideas about places and some facts about them. d) Write down names of recognized places according to the category.	a) Sets the discussion about the city and its important places. c) Hands out some charts with places to be filled.	T/WGr PRs	Board Chart paper	Specific vocabulary related to the parts of the city and the brochure paragraph structure.	City Chart: to write key vocabulary around the main topic. To recognize how a brochure paragraph is structured and the elements that it contains.
3	'30	b) Identify the type of information included in the brochure. c) Write down what elements are included in the brochure and how they are organized.	a) Presents a city brochure and give some samples to the Ss.	T/WGr PRs	Brochure samples Board		
4	'25	a) Provide ideas of the elements contained in the brochure and how they are organized.	b) Establish the categories and the structure of the brochure.	Ss/WGr	Board		
5	'5		a) Requires students to bring for next class information (books, websites, and magazines) about famous places of the city.	T/WGr			
Key: Ss= students T= teacher BB IND= individually PRs= pairs WGr= Whole group							

Title of the unit: All About Our City Lesson sub-theme: Unveiling the history Class: 2 Lesson Objective: The learners will develop their ability to read and understand the relevant information of a touristic place, to write and compile the basic information of the place studied..							
Step	Time	Students Activity	Teacher activity	Interaction	Aids/resources	Linguistic Content	Written structure
1	'35	a) Revise all the information brought to class and the information provided by the teacher. b) Select a place to write about in the brochure.	c) monitors	Ss	Readings (books, websites, and magazines)	Specific vocabulary related to description of places (dates, names, special features). Adjectives. Basic sentence structure in past and present simple.	Brochure Planning Sheet: To write basic sentences (subject, verb, complement) Coherence: Writing sentences relevant to the item required. No cohesive devices needed in this case as the point is to present just facts in simple sentences.
2	'15	c) Take notes.	a) Presents a brochure planning sheet which contains key points of the paragraph structure. b) Provides an example about how to fill the planning sheet.	T/WGr	Slide projector Board		
3	'35	a) Fill in the planning sheet with phrases about the information gathered from the readings.	b) monitors	Ss	Brochure Planning Sheet		
4	'5		a) Collects the task outcomes.	T/WGr			
Key: Ss= students T= teacher BB IND= individually PRs= pairs WGr= Whole group							

Title of the unit: All About Our City Lesson sub-theme: learning through others Class 3 Lesson Objective: the students will develop the ability to identify areas to be adjusted and provide comments in order to improve a text, to write a paragraph in a coherent and cohesive way.							
Step	Time	Students Activity	Teacher activity	Interaction	Aids/resources	Linguistic Content	Written structure
1	'15	c) take notes	a) Hands in the brochure sheets to different groups. b) Presents and deliver to each student a feedback guideline sheet to help the students to provide corrections.	T/WGr	Feedback guideline	Specific vocabulary helpful to perform feedback towards spelling (adjectives, verbs, dates). Basic sentence structure in past and present simple.	Paragraph Puzzle: To organize sentences and rewrite them in a paragraph structure. Coherence: Presentation of facts in importance order.
2	'20	a) Provide written feedback to the texts assigned and deliver it to the authors.	b) Monitors.	PRs	Brochure Planning Sheet	Cohesive devices: <ul style="list-style-type: none"> • Addition • Contrast and concession • Enumeration • Exemplification • Summary • Time 	Cohesive devices will be useful to connect the sentences of the text.
3	'30	a) Make the corrections and perform another revision looking for other possible mistakes, taking into account the peer feedback.	b) Monitors	Ss			
4	'25	b) Organize the sentences according to their importance and write a paragraph with them using some cohesive devices.	a) Hands in a paragraph puzzle. b) Collects the paragraph puzzles.	T/WGr Ss	Paragraph Puzzle		
Key: Ss= students T= teacher BB IND= individually PRs= pairs WGr= Whole group							

Title of the unit: All About Our City Lesson sub-theme: Creating the City Brochure Class: 4 Lesson Objective: the students will develop their ability to summarize the information gathered in a brochure presenting the most important information of a place..							
Step	Time	Students Activity	Teacher activity	Interaction	Aids/resources	Linguistic Content	Written structure
1	'15	b) Take notes.	a) Presents a paragraph underlying the structure to follow when writing for a brochure.	T/WGr	Slide Projector	Specific vocabulary helpful to perform feedback towards spelling (adjectives, verbs, dates).	Brochure paragraph template:
2	'30	b) Write the first draft of the paragraph, following the template and taking into account the grammar and vocabulary addressed in previous classes.	a) Hands in a template to guide the students in the writing process of the first draft. c) Monitors.	T/WGr Ss	Template of the Brochure paragraph	Basic sentence structure in past and present simple. Cohesive devices:	To write sentences, grammatically accurate, connected through the paragraph using cohesive devices.
3	'15	a) Hand out the draft to other partners. b) Provide feedback (taking into account the guideline used in the previous task) to the first draft and return it to the authors.	c) Monitors.	Ss/Ss		<ul style="list-style-type: none"> • Addition • Contrast and concession • Enumeration • Exemplification • Summary • Time 	Coherence: Presentation of clear information in a degree of relevance.
4	'35	b) Proofread and edit the first draft, and write the second draft.	a) Monitors.	Ss	First Draft		

Key: Ss= students T= teacher BB IND= individually PRs= pairs WGr= Whole group

Title of the unit: All About Our City Lesson sub-theme: City Brochure Class: 5 Lesson Objective: the learner will be able to write a paragraph in a brochure reviling the key issues of a touristic place.							
Step	Time	Students Activity	Teacher activity	Interaction	Aids/resources	Linguistic Content	Written structure
1	'30	a) Hand in the second draft to the teacher. d) Receive the feedback and make the last revision of the paragraph.	b) Revises the drafts looking for mistakes regarding the content structure, grammar, vocabulary, cohesive devices and coherence. c) Provides specific feedback about the drafts presented.	T/WGr	Board	Specific vocabulary helpful to perform feedback towards spelling (adjectives, verbs, dates). Basic sentence structure in past and present simple.	Brochure paragraph template: To write sentences, grammatically accurate, connected through the paragraph using cohesive devices.
2	'40	a) Write the final version of the brochure paragraph taking into account the feedback provided.	b) Monitors.	PRs	Template of Brochure paragraph	Cohesive devices: <ul style="list-style-type: none"> • Addition • Contrast and concession • Enumeration • Exemplification • Summary • Time 	Coherence: Presentation of clear information in a degree of relevance.
3	'20	a) Hand in the final paper to the teacher. b) Present the paragraph to the partners.	c) Provides comments about the final project.	PRs T/WGr	Board		
Key: Ss= students T= teacher BB IND= individually PRs= pairs WGr= Whole group							

Appendix T - Lesson Plans Second Intervention (Spanish)

Título de la unidad: Un país por descubrir Subtema: Descubriendo nuestro objetivo Clase: 1 Objetivo de la clase: el estudiante será capaz de identificar los lugares importantes del país.							
paso	Tiempo	Actividad de los estudiantes	Actividad del profesor	Interacción	Recursos	Contenido lingüístico	Contenido estructural
1-2	‘25	b) proveen ideas acerca de lugares y algunos datos o hechos sobre los mismos. d) escriben los nombres de lugares reconocidos en el país de acuerdo a la categoría establecida.	a) Inicia una discusión acerca de los lugares turísticos que hay en el país. c) entrega partes de un mapa con categorías como (restaurantes, museos, parques naturales, etc.)	P/Gr PRs	Tablero Mapa	Vocabulario específico relacionado a lugares del país y a la estructura de una guía turística.	Mapa: Escribir vocabulario específico de acuerdo a las categorías establecidas. Reconocer como está estructurado una guía turística y que elementos contiene.
3	‘30	b) identifica el tipo de información a ser incluida en la guía. c) escribe los elementos que deben ser incluidos en el texto y la organización que deben tener.	a) muestra a los estudiantes guías de sitios turísticos de países diversos.	PRs	Guías turísticas de muestra Tablero		
4	‘25	a) cada estudiante aporta los elementos que creen pertinentes a ser incluidos en la guía.	b) Junto con los estudiantes establece las categorías y la estructura que debe llevar la guía.	Es/Gr	Tablero		
5	‘5		a) les pide a los estudiantes traer información sobre sitios turísticos de nuestro país (libros, revistas, periódicos, sitios webs).	P/Gr			
Es= estudiantes P= profesor IND= individual PRs= parejas Gr= grupo completo							

Título de la unidad: Un país por descubrir **Subtema:** Descubriendo la historia **Clase: 2**
Objetivo de la clase: los estudiantes desarrollaran la habilidad de leer y sintetizar la información más importante de un lugar turístico y escribir dicha información de forma detallada en forma clara y ordenada.

paso	Tiempo	Actividad de los estudiantes	Actividad del profesor	Interacción	Recursos	Contenido lingüístico	Contenido estructural
1	‘35	a) revisar y analizar toda la información sobre diversos lugares turísticos aportada por el profesor y los estudiantes. b) Seleccionar un lugar para hacer referencia en la guía turística.	c) monitorear	Es	Lecturas (libros, websites, revistas, periódicos)	Vocabulario relacionado con la elaboración de una guía turística (fechas, lugares, nombres, dirección precios) Adjetivos	Cuadro de clasificación: Estructura de oraciones simples (sujeto, verbo, complemento) Coherencia: Escribir información de acuerdo a cada casilla.
2	‘15	c) tomar nota	a) Presenta el cuadro de clasificación el cual contiene puntos clave para la estructura de la guía. b) muestra un ejemplo de cómo llenar el cuadro.	P/Gr	Video beam Tablero	Oraciones con estructuras básicas en pasado y presente simple	Mecanismos de cohesión: No son necesarios en esta clase ya que se enfocara solo en proveer hechos y datos en oraciones cortas.
3	‘35	a) llenar el cuadro con oraciones haciendo referencia a la información encontrada en el texto.	b) monitorear	Es	Cuadro de clasificación		
4	‘5		a) recoger los cuadros de clasificación.	P/Gr			

Es= estudiantes P= profesor IND= individual PRs= parejas Gr= grupo completo

Título de la unidad: Un país por descubrir **Subtema:** Aprendiendo en grupo **Clase: 3**
Objetivo de la clase: el estudiante desarrollara la habilidad de leer y organizar de manera escrita un párrafo utilizando elementos de cohesión y puntuación para dar coherencia al texto.

paso	Tiempo	Actividad de los estudiantes	Actividad del profesor	Interacción	Recursos	Contenido lingüístico	Contenido estructural
1	'15	c) tomar notas	a) entregar los cuadros de información a grupos diferentes. b) explicar y entregar una guía de posibles correcciones a cada estudiante para ayudar en el proceso de correcciones.	P/Gr	Guía de correcciones	Vocabulario específico para realizar correcciones ortográficas (adjetivos, tildes, verbos) Estructuras en presente y pasado simple.	Párrafo desordenado : Organizar oraciones y reescribirlas en forma de párrafo. Coherencia: Presentación de hechos en grado de importancia.
2	'20	a) Realizar las correcciones y comentarios pertinentes y entregar la tabla a sus autores.	b) monitorear	PRs	Cuadro de información	Mecanismos de Cohesión: <ul style="list-style-type: none"> • Referencia • Adición • Temporalidad • Contraste • Causal • Consecuencia • Organizativo • Énfasis 	Mecanismos de cohesión: Se utilizaran algunos conectores para estructurar el párrafo.
3	'30	a) realizar las correcciones aportadas por los compañeros y realizar una última revisión al texto.	b) monitorear	Es			
4	'25	b) organizar las oraciones del párrafo de acuerdo al grado de importancia y coherencia y escribir un párrafo con dichas oraciones utilizando algunos mecanismos de cohesión.	a) entregar la actividad "párrafo desordenado" b) recoger los párrafos creados.	P/Gr Es	Párrafo desordenado		

Es= estudiantes P= profesor IND= individual PRs= parejas Gr= grupo completo

Título de la unidad: Un país por descubrir **Subtema:** Creando la guía turística de mi país **Clase: 4**
Objetivo de la clase: los estudiantes desarrollaran la habilidad para resumir y expresar de forma clara la información sobre los lugares escogidos en un párrafo para una guía turística.

paso	Tiempo	Actividad de los estudiantes	Actividad del profesor	Interacción	Recursos	Contenido lingüístico	Contenido estructural
1	‘15	b) Tomar Notas.	a) presentar la estructura del texto de la guía turística.	P/Gr	Proyector	Vocabulario específico para realizar correcciones ortográficas (adjetivos, tildes, verbos) Estructuras en presente y pasado simple. Mecanismos de Cohesión: <ul style="list-style-type: none"> • Referencia • Adición • Temporalidad • Contraste • Causal • Consecuencia • Organizativo • Énfasis 	Plantilla de la guía: Escribir oraciones de forma estructurada, conectadas entre sí utilizando mecanismos de cohesión dándole fluidez al texto. Coherencia: Escribir información clara organizada de forma lógica.
2	‘30	b) escribir el primer borrador de los párrafos, siguiendo la plantilla y teniendo en cuenta la gramática y el vocabulario referido en las clases anteriores.	a) entregar una plantilla para guiar a los estudiantes en el proceso de escritura del primer borrador. c) Monitorear	P/Gr Es	Plantilla de la Guía turística		
3	‘30	a) entregar el primer borrador a otros compañeros. b) dar retroalimentación (teniendo en cuenta la guía entregada en la tarea anterior) acerca del primer borrador y devolverlo a sus autores.	c) monitorear.	Es/Es			
4	‘25	b) revisar y editar el primer borrador, y redactar el segundo borrador.	a) monitorear.	Es	Primer Borrador		

Es= estudiantes P= profesor IND= individual PRs= parejas Gr= grupo completo

Título de la unidad: Un país por descubrir Subtema: Guía turística Clase: 5 Objetivo de la clase: los estudiantes serán capaces de escribir un párrafo con la información específica de un lugar turístico del país.							
paso	Tiempo	Actividad de los estudiantes	Actividad del profesor	Interacción	Recursos	Contenido lingüístico	Contenido estructural
1	‘30	a) entregar el segundo borrador al profesor. d) realizar las correcciones pertinentes, teniendo en cuenta la retroalimentación dada por el docente.	b) Revisar los borradores buscando errores en relación a la estructura del texto, gramática, ortografía, mecanismos de cohesión y coherencia. c) dar un feedback específico acerca de los borradores presentados. .	P/Gr	Tablero	Vocabulario específico para realizar correcciones ortográficas (adjetivos, tildes, verbos) Estructuras en presente y pasado simple.	Plantilla de la guía: Escribir oraciones de forma estructurada, conectadas entre sí utilizando mecanismos de cohesión dándole fluidez al texto. Coherencia: Escribir información clara organizada de forma lógica.
2	‘40	a) redactar la versión final del texto que se incluirá en la guía.	b) Monitorear.	Es	Esquema de la guía turística	Mecanismos de Cohesión: <ul style="list-style-type: none"> • Referencia • Adición • Temporalidad • Contraste • Causal • Consecuencia • Organizativo • Énfasis 	
3	‘20	a) entregar el escrito terminado al profesor. b) presentar el texto a los compañeros	c) Realizar comentarios acerca de los trabajos finales.	Es P/Gr	Tablero		

Es= estudiantes P= profesor IND= individual PRs= parejas Gr= grupo completo

Appendix U – Brainstorming

Field note 1

2. good brainstorming more accurate than the first activity. Cooperative work was better

Field note 2

English
Stage 4
good level of ideas the SA work better in groups
The brainstorming.

Sample 1

Museo de la moneda
Museo de botanica
Museo de oro
Museo Militar
Museo nacional
Museo de Rafael Pombo
Museo de elenita snez

Sample 2

Puente de Boyaca,
La Candelaria
El Capitolio nacional
Plaza de Bolivar
Plaza de la Cordoba

Sample 3

Mundo Aventura,
Salitre Magico,
El aguazar
Diversiti
Parque sabana
Jalao Doko
Fundacion Parque los Dacarro
Fundacion Parque el delirio

Appendix V – Reading

Field note 1

" de lectura de estas Hacerlo que de taller
 estan aplicando algunos de las estrategias de
 Barret esto tambien se les facilita por
 el Centro de Clasificacón.

Student 1

Eventos principales en su vida	la muerte de su madre en 1817 -INGRESO a la universidad de Endi- murgó en 1825 -INGRESO en el Christ's college en 1828
--------------------------------	--

Student 2

¿Qué se debe conocer de este lugar?
 alla en ese lugar es muy
 bonito hay muchas juegos y
 muchas diversiones. todo
 conocer mucho.

Cuadro de Casificación

Student 1

ADULTOS \$ 9000 ¿Qué se debe conocer de este lugar? Los Animales parque es un Zoo logico	Ir Cl F e
---	--------------------

Student 2

¿Qué se debe conocer de este lugar?
en el zoológico se debe conocer
los animales de toda la
~~es~~ especie

Student 3

¿Qué se debe conocer de este lugar?
que hay fósiles de dinosaurios
& que chebre & atractivo

Student 4

¿Qué atracciones tiene este lugar?
que es como un lugar
milagroso encontrado y
tiene fe

Brochure Planning Sheet Samples

Sample 1

BROCHURE PLANNING SHEET	
Place: <u>Maloka</u>	
Fill in Necessary Information Here (For example, the address, phone number, prices, hours) Price: Price: \$24,000 cinc once 30.	What Do You Do At This Place? they are 3 attractions 1. Maloka central interactive 2. Maloka 3 Fiteer 3. Maloka virtual.
What Should Kids Know About This Place? Maloka central interactive. pet park tematic	Fill in Additional Information Here (For example, descriptions or historical information) this place open door in 1998 in Fontibon, city salitre in Colombia. ok

Sample 2

BROCHURE PLANNING SHEET	
Place: <u>Mundo aventura</u>	
Fill in Necessary Information Here (For example, the address, phone number, prices, hours) address: locality of Kennedy phone: not available	What Do You Do At This Place? you can play and eat with 15 attractions
What Should Kids Know About This Place? there are attractions like mini buses, mini chocones, tacitos, elikaro la orana and the BlackHole	Fill in Additional Information Here (For example, descriptions or historical information) the park was founded in 1998

Sample 3

BROCHURE PLANNING SHEET	
Place: <u>La Quinta de bolivar</u>	
Fill in Necessary Information Here (For example, the address, phone number, prices, hours) address=street 20 No. 2-91 East the phone number = 336 6476-79 boy the 6 To 12 year = \$1000 boy smaller the 5 year entrance For Fre Monday tuesday the 9 am To 5:00 pm	What Do You Do At This Place? Pictures, to go, guide, touristic, Natural center
What Should Kids Know About This Place? monuments hysterreal han architecture	Fill in Additional Information Here (For example, descriptions or historical information) Was Founded causa simon bolivar in the bogota the 1830.

Brochure Planning Sheet

Student 1

Fill in Additional Information Here

(For example, descriptions or historical information)

It is one of the most ~~re~~ ^(L) cognitel mountains in Bogotá

Student 2

Fill in Additional Information Here

(For example, descriptions or historical information)

Designed for Thomas Reed in 1823 the 28 of July and opened its doors the 4 of July in 1824 went a prison during 72 years and after was transformed into Museo Nacional de Colombia.

Student 3

Fill in Additional Information Here

(For example, descriptions or historical information)

The park was founded in 1998

Student 4

What Do You Do At This Place?

You can visit the ~~street~~ rests of remarked characters of the history

Appendix W - Paragraph Puzzle

Student 1

Ayer mi hija se vino conmigo al zoo y el tigre estaba durmiendo con la hembra tambien el rey leon estaba dando de comer a su leoncito ademas habia un buho mirandonos con sus ojos enormes incluso habia un gato que se habia perdido estaba con

Student 2

nós estaba mirando el defante entonces mi hija me dijo que sus orejas eran mas grandes que las suyas y tambien la boca del cocodrilo le parecia enorme Asi llegando alas monos nota que eran muy divertidos. y el rey leon estaba dando de

Student 3

me dijo que sus orejas eran mas grandes que las suyas. Entonces el rey leon estaba dando de comer a su leoncito. En cambio el tigre estaba durmiendo con su hembra. luego nos fuimos a ver las girafas sin embargo las tortugas estaba nadando, tanto

Paragraph Puzzle English

Student 1

This City is very big when my Brother visit me I am very happy because I love him we go to the stadium later to have lunch then to play Bowling after to the museum But we have lunch first.

Student 2

When My Brother visit me I like to take him to many places we have lunch first after we go Chopping because I love him a lot Besides this City is very Big. then we go to the museum But we go to play Bowling first.

Student 3

I Live in New York City, Besides this City is very Big. when my Brother visit me, we go to play Bowling then to have lunch, after to the museum but after we go shopping, then we go to the museum again because I love him a lot.

Appendix X – First Draft

Student 1

el centro explora es un parque interactivo para la apropiación y la divulgación de la ciencia y la tecnología, también es un zoológico. Además, tiene el acuario más grande de Suramérica. U.F.C.F. fundado el 1º de enero del 2004.

Student 2

fue construida por 2 hrs en 1907 del 2 de agosto. además la iglesia romana también alude a la construcción por esta razón es una iglesia católica y fundada por Roma.

Student 3

que dura 4 horas vale 39000 por persona. incluye traslado ida y vuelta y le brinda también atracciones que tematizan la evolución. es una experiencia única.

Student 4

Es un parque temático y a la vez es un parque natural. también tiene muchas atracciones, el (lugar tiene) pascas a caballo, Rápidos, y además del tren del café y show del café.

Appendix X – First Draft English

Student 1

there you can enjoy you can drink an
Ensayo it was funded for Antonio Jimenez de
quesada.

Student 2

You can visit, also take pictures and look the
Art exposition.

Student 3

this place is maloka a thematic park located in Bogotá
Colombia. maloka is a central interactive for childrens and also
adults.

this place have three attractions
1 maloka central interactive
2 maloka Froteer
3 maloka virtual.

Student 4

(is) you can visit and walk

Student 5

salitre magico: Place in Forehead the ~~the~~ Simon Bolivar Park

Student 6

What can be done there (places, interesting things to visit)
(there is) monuments historical (han) architectures
pictures (foto) guide turistic (map) natural center

Student 7

The cathedral is in the market of Suhrax Bogota the phone number 5713418838 - Fax 5713505511

Appendix X – English grammar samples

Student 1

The purpose of the place and location
El museo Nacional de Colombia is the more ancient
of Colombia.

Student 2

Monserrate was founded by Juan de Borja, president
of a new kingdom.

Student 3

this place is maloka a thematic park located in Bogotá Colombia. maloka is a central interactive for childrens and also for adults.

Student 4

The purpose of the place and location

Multipark opened its doors in 1986 in that place you can play, eat snacks (and can play minibats, Jumping, Nuts, superbats, paintball, paintwar, yakits etc.) (3)

Appendix Y - Final Papers

Student 1

<p>se llama el parque Jaime Duque tienen que crecerlo, es muy bonito hay muchísimos juegos y es divertidísima.</p>	<p>FOTO</p>
<p>Fundación</p> <p>el parque fue desarrollado e inaugurado el 23 de febrero de 1983. Jaime Duque una personalidad de la cual Colombia y el primer jefe de pilotos nacional de la aeronáutica quiso crear un espacio cultural y creativo para toda la familia en el ánimo de generar ganancias para ayudar a entidades sin ánimo de lucro dedicadas al servicio de los ancianos y los niños.</p>	
<p>Atracciones</p> <p>Reproducción a escala del mausoleo de dedicado a la Reina María Malal esposa del emperador sha Saha de la India. Considerado como una de las 7 maravillas del mundo actual por su belleza se puede conocer por que es muy divertida si quiere se puede montar en todos los juegos que son bonitos y formosos también es divertido.</p>	
<p>Información</p> <p>tienen que conocer este parque por los niños que van al parque por \$ 23.000 pesos vale. Zoológico \$ 8000. Biotopo Natural \$ 12.000 incluye la entrada al parque al zoológico y a todas las atracciones y juegos divertidos.</p>	

Student 2

<p>este es un lugar esta ubicado en el sur de Colombia. Posiblemente se llama nuestra Señora de los Dolores es un lugar para encontrar la espiritualidad.</p>	<p>FOTO</p>
<p>Fundación</p> <p>La historia cuenta de una madre y su pequeña hija que al parecer era sorda muda. ellos estaban en el medio de una tormenta y intentaron refugiarse cuando la niña le dijo a su madre que la pudo hablar, por esto razón lo llaman como lugar milagroso.</p>	
<p>Atracciones</p> <p>En este lugar se puede rezar además se puede tener fe, por lo tanto es un lugar milagroso, muchos fieles van a orar y también van a pedir por pobres especiales.</p>	
<p>Información</p> <p>Por lo tanto no olvide llevar la ropa adecuada para el clima frío y protector solar. Confortable no deje basuras y no contamine los fuentes de agua. este se encuentra a 10 km de la frontera con Ecuador, al 7 km de Ipiales, 8 km de la ciudad Sangón de Pasto. se puede visitar de lunes a domingo de 5:00 am a 7:00 pm. Teléfono: 775466</p>	

Student 3

<p>Es un castillo el cual consistió de una serie de murallas, se conoce como el castillo de san Felipe de Barajas, el castillo esta ubicado en la ciudad de cartagena de Indios</p>	<p>FOTO</p>
<p>Fundación</p> <p>Este es un monumento construido en la época de la colonia, por los españoles, para defender la ciudad de los ataques piratas y el fundador es desconocido</p>	
<p>Atracciones</p> <p>También se puede conocer su historia, además podemos conocer como fue construido, por que lo hicieron y conocer tambien su antigüedad, por cada rincón sus misterios como por los túneles.</p>	
<p>Información</p> <p>El castillo es una obra que se conoce cerca el guatillón y protector de la ciudad</p> <p>Para poder entrar al castillo tiene un costo para adulto de \$14000 pesos y para niños de 5 a 12 años es de 8000 pesos.</p>	
<p>FOTO</p>	

Student 4

<p>La Catedral de sal se encuentra ubicada en la Cra 6 calle 1, en Zipaquirá, Cundinamarca, Colombia.</p>	<p>FOTO</p>
<p>Fundación</p> <p>Su diseño arquitectonico es propio del bogotano Foswell Golanuro pearl, el cual fue aprobado en 1990 en el concurso convocado por la sociedad Colombiana. Fue construido en un recinto en el interior de las minas de sal de Zipaquirá.</p>	
<p>Atracciones</p> <p>Se puede admirar toda la colección artística, especialmente de esculturas de sal y mármol.</p>	
<p>Información</p> <p>Si desea visitar este lugar el horario es desde 9 am A 5:30 pm, para más información comuníquese a la línea 5945999 o 8529890. El precio para personas adultas es de \$20.000 y para los niños de 4 a 12 años es de \$14.000.</p>	
<p>FOTO</p>	

Appendix Y - Final Papers English

Student 1

<p>Goodhope is a statue in a Bogota mountain where there is a very famous church too</p>	<p>PHOTO</p>
<p>Foundation This one of the most recognized mountains in Bogota because the origin of Goodhope is there</p>	
<p>Need to know when you visit this place can go to the mass and also look to the city.</p>	
<p>General Info. of have is not prices this for free and the masses are on Sunday</p>	<p>PHOTO</p>

Student 2

<p>The children museum is in the avenue 63 it is and dedicated to explain to the children and adults things relate to science</p>	<p>PHOTO</p>
<p>Foundation the children museum was founded in 1985 it was a simulation to other country museums</p>	
<p>Need to know you can visit and walk to the different Pabelions, besides you can fan</p>	
<p>General Info. Prices: 3 9000 hours: 9:30 am to 3:30 pm phone number: 571 225 75 87 - 571 225 95 79</p>	<p>PHOTO</p>

Student 3

<p>El Museo Nacional de Colombia is The More of Colombia</p>	<p>PHOTO</p>
<p>Foundation</p> <p>It was designed by Thomas Reed in 1823. The 28 of July, but opened its doors the 4 of July 1874 and it was transformed in a Museum</p>	
<p>Need to know</p> <p>You can visit, also take pictures and look the art exposition</p>	
<p>General Info.</p> <p>The address is carrera 7 between calles 28 and 29, not available, the prices to buy of 5 to 12 years 1000, for adults 3000.</p> <p>The hours is from Monday to Sunday of 9:00 am to 7:00 pm.</p>	
<p>PHOTO</p>	

Student 4

<p>California's place in front of the Simon Bolivar Park</p>	<p>PHOTO</p>
<p>Foundation</p> <p>It was founded in 1973 and it was closed in 1999, later it was opened in 2000 by a Mexican company</p>	
<p>Need to know</p> <p>It is an attraction, the roller coaster, the roller coaster, the roller coaster, the roller coaster, the roller coaster</p>	
<p>General Info.</p> <p>hours from 12 pm to 3:00 pm, entrance 32,000 pesos, adult with passport return 52,000 pesos, ticket de la diversión</p>	
<p>PHOTO</p>	

Appendix Z – Last questionnaire

Student 1

todo es importante para poder escribir bien, la ortografía, la puntuación, las palabras necesarias concentrarse y practicar para escribir bien

Student 2

medi cuenta que mi forma de escribir cambio desde que empecé a preocuparme por todo lo que se necesitaba para escribir como la puntuación, la ortografía, todo

Student 3

proceso de escritura?

Corregir los trabajos de mis compañeros era difícil pero medi cuenta que yo también aprendía de ellos y sus errores

Student 4

me gusto que me corrigieran mis compañeros por que así me daba cuenta de en que fallaba para poder entregar mi trabajo final

Student 5

escribir en español e inglés es parecido o sea cuando las tareas separecen es mas facil porque ya tengo practico en un idioma para escribir en el otro ademas uno aprende palabras y reglas

Observer comments

Comment 1

- feedback started to show up they look more confident providing feedback with the guidelines
- they focus on words and some worked grammar.

Comment 2

Stage 5
- feedback is improving they are starting to provide comments and corrections

Student 6

Si las tareas me ayudaron por que pude hacer biografias y a reducir textos muy facilmente

Student 7

Si me ayudo porque fuimos paso a paso y entendi bien

Student 8

Corregir en ingles es dificil pero si leo otros trabajos me doy cuenta de que puedo utilizar en el mio

Student 9

A veces era facil hacer las tareas porque se pedia por lo menos uno ya tiene conocimiento de palabras o listas para poder escribir algo ya sea en español o en ingles