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An inquiry into autobiography to promote beginner EFL reflective writing
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English writing, autobiography, reflective writing, socio-affective competence, English writing process approach.
DESCRIPCIÓN –DESCRIPTION
<p>This research is carried out in a public school in Bogotá, with sixth graders. The study proposes a strategy based on autobiographies to promote beginner English as a Foreign Language (EFL) reflective writing, as a way to enhance students' written production, implementing the Writing Process Approach. The research was carried out in a four-step process: planning, drafting, editing and the final version. Tests, student's artifacts, a survey and teacher's field notes revealed participants' improvement and in writing. The research is a qualitative, holistic, projective one, the data analysis is based on The Grounded Theory. The theoretical constructs are The Writing Process Approach, the autobiography, and the socio affective competence. Regarding the findings of this research the application enhanced the English writing learning process. Students also reflected, and learned about themselves and developed self-expression. The Writing Approach served as a stepping stone in English language development and autobiography made English language learning meaningful.</p>
CONTENIDO – CONTENT

INTRODUCCIÓN – INTRODUCTION

This research regains importance because it pursues to contribute to education in the cognitive and socio-affective dimensions of human beings. It seeks not only for students to foster their writing skill to use the EFL for communication but also encourages them to know themselves to enhance their socio-affective competence.

The research study was developed in a Public school in Bogotá at IED, Colegio Distrital Kennedy. The population of this study was selected randomly from four groups, it was 601 and the sample was three students.

The researcher noticed a lack of writing practices in 6th grade to encourage students to reflect on their behaviors. The association between the learning of English and reflection by using the autobiography is carried out in the moment in which learners write. A process of reflection about themselves takes place during the writing activity, according to Hyland (2009) “it includes their ideas, opinions, beliefs and commitments” (p. 73)

Pointing to the above aspects, educators have to form integrally, Secretaría de Educación de Bogotá, SED (2016) described quality education as an integral formation. Therefore, this project aims both to develop the Basic language Standards that the students should achieve and to guide them to self-knowledge with the methodology proposed by means of the implementation of the Writing Process Approach using autobiographies to promote EFL reflective writing.

Developing this project will bring contribution to solve the needs of the school to contribute to the imprints of the socio affective competence, to reach the aims of the “Macro-competence”, the “Mallas curriculares”, the OLE project, the RLT project and the communicative English competences for sixth grade, for the integral formation of the students.

JUSTIFICACIÓN – JUSTIFICATION

This project aims to develop the Basic Standards that the student should achieve with the methodology proposed by means of the implementation of the Writing Process Approach using autobiographies to promote EFL reflective writing. They should reach first a “Macro-competence” defined as a measure of cognitive, procedural and attitudinal skills that students should scope, second the communicative competences of the “Mallas curriculares” established at the School for Cycle III, which is composed by the fifth, sixth and seventh grades and to reach the aims of the OLE (Oralidad, Lectura y Escritura) project led by the humanities area. Developing this research project learners foster socio-affective competences.

PROBLEMA –PROBLEM
The lack of writing practices in sixth grade to promote writing and to encourage students to reflect on themselves.
OBJETIVO GENERAL – GENERAL OBJECTIVE
To promote English reflective writing through autobiographies to foster self-knowledge in students.
OBJETIVOS ESPECÍFICOS – SPECIFIC OBJECTIVES
<ol style="list-style-type: none"> 1. To determine the main constructs which support the research. 2. To design and implement a strategy based on autobiographies. 3. To collect and analyze data to evaluate the strategy implemented.
MARCO TEÓRICO – THEORETICAL FRAMEWORK
The theoretical framework comprises: Writing, the reflective writing, the writing process approach, the autobiography, the socio-affective competence, the types of temperaments and the multiple intelligences.
MARCO LEGAL – LEGAL FRAMEWORK
Referring to the legal aspects this project is done taking into consideration the article 22 from the Ley 1651 which modified Ley 115 de 1994 and describes as objective the development of the communicative skills to read, understand, write, listen and express correctly in a foreign language. Besides, the District Development Plans 2012-2016 and 2016-2019, Alcaldía Mayor De Bogotá (2016); the PEI and the Coexistence Manual of the School CDK (2016); the CEFR (2002); the English National Program: “Colombia Very Well” and the Basic Standards of Competence in Foreign Languages.
METODOLOGÍA - METHODOLOGY

The present methodological proposal is classified as a part of the Holistic research, and makes use of the Projective research a type of the Holistic research. Hurtado (2000) states:

“Este tipo de investigación, consiste en la elaboración de una propuesta, un plan, un programa o un modelo, como solución a un problema o necesidad de tipo práctico, ya sea de un grupo social, o de una institución, en un área particular del conocimiento, a partir de un diagnóstico preciso de las necesidades del momento, los procesos explicativos o generadores involucrados y de las tendencias futuras” (p. 325)

Therefore, this research project is supported by the Projective research which has as aim design proposals to solve situations, in this case to “promote the EFL reflective writing”

RESULTADOS–RESULTS

According to the analysis students improved in writing, before the implementation of the project, students got a very low vocabulary and grammar accuracy in writing, and they had errors such as subject verb agreement, plural, tenses, spelling, missing words, word order, missing punctuation, omission of linking words and capitalization. After the implementation of the project they had better compositions, they improved their writing process.

Finally, the promotion of EFL reflective writing was carried out since students in the process of writing the autobiography and developing each task, there was a process of reflexivity where students recognize who they are. Hence, reflection to write the autobiography assisted students to enhance the intrapersonal axis, strengthening their personality to contribute positively to the society. Genre Matters cited in Watson (2010) states “rather than being simply the story of an individual existence, it encodes or reinforces particular values in ways that may shape culture and history (p. 19), since we are social human beings and need to share with others.

CONCLUSIONES – CONCLUSIONS

When students developed the autobiography they identify their strengths and weaknesses, it gave them a better understanding of themselves and others.

Autobiography is a tool to promote writing; the evidence gathered showed that autobiography made English language learning meaningful and guided students to reflect. Writing about their lives, their temperaments and future plans helped the students to develop their own abilities to be reflective and to write within a meaningful context and they used easily grammatical tenses to communicate their ideas.

The Process Approach to writing served as a stepping stone in language development, it helps-students to plan, organize, edit, assess and publish their work, using the elements of the writing process proposed by Harmer (2007), as a way to produce effective writing.

RECOMENDACIONES - RECOMMENDATIONS

Developing the writing process approach in the language classroom is a task that involves a lot of time. It was really hard to see individual progress; therefore for future implementations it is necessary to spend more time with the students to develop a more effective process.

As classrooms have a great number of students, it is hard for a teacher to give individual feedback, and consequently, the researcher proposes to plan more didactic and metacognitive activities meanwhile feedback is given individually.

The strategy based on the autobiography to promote beginner EFL reflective writing should be included in the CDK school syllabus in order to be spread to other courses to foster their writing process and self-knowledge.

This study could be implemented at the District level to provide to the aims of the “English National Program” proposed by the Ministerio de Educación and “The curriculum to the academic excellence” for the integral formation of the students to a good living and education to the citizenship and coexistence. SED (2014), and the “Cartilla de Desarrollo Socio Afectivo - Reorganización Curricular por ciclos” SED (2012). Since, it facilitates participants to reach academic and socio affective competences by means of writing and reflection.

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Didactics of foreign languages.

AN INQUIRY INTO AUTOBIOGRAPHY
TO PROMOTE BEGINNER EFL REFLECTIVE WRITING

By:

Laura Zárate Rey

A thesis submitted as a requirement to obtain the M.A. in Education with emphasis in Didactics
of Foreign Languages

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Bogotá, April 26th

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To God,
my mother, my brother and
my dear husband.

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Abstract

This research is carried out in a public school in Bogotá, with sixth graders. The study proposes a strategy based on autobiographies to promote beginner English as a Foreign Language (EFL) reflective writing, as a way to enhance students' written production, implementing the Writing Process Approach.

The research was carried out in a four-step process: planning, drafting, editing and the final version. Tests, student's artifacts and teacher's field notes revealed participants' improvement in writing. The research paradigm selected forth is analysis is a qualitative one, the research method corresponds to a type of Holistic research and within its types of the holistic research is in the Projective research; the data analysis is based on The Grounded Theory. The theoretical constructs are The Writing Process Approach, the autobiography, and the socio affective competence. Regarding the findings of this research it was evident that the application of the mentioned approach using autobiographies enhanced the English writing learning process. Students also reflected, and learned about themselves and developed self-expression. Concerning to English language, students used the grammatical tense according to the topic they were studying. The Writing Approach served as a stepping stone in English language development and autobiography made English language learning meaningful.

Key words: English writing, autobiography, reflective writing, socio affective competence, English writing process approach.

Resumen

Esta investigación se lleva a cabo en un Colegio público en Bogotá, con estudiantes de sexto grado. El estudio propone una estrategia basada en autobiografías para promover la escritura reflexiva para principiantes en inglés como lengua extranjera (EFL) como una forma de mejorar la producción escrita de los estudiantes, implementando el Enfoque del Proceso de Escritura.

La investigación se llevó a cabo en un proceso de cuatro pasos: planificación, redacción, edición y la versión final. El mejoramiento de los participantes en la escritura fue revelada por medio de las pruebas, los artefactos de los estudiantes y las notas de campo del docente. El paradigma de investigación seleccionado para este análisis es cualitativo, el método de investigación a aplicar corresponde a un tipo de investigación Holística y dentro de sus tipos de investigación se encuentra en la investigación proyectiva; el análisis de datos se basa en La Teoría Fundamentada de Datos. Los constructos teóricos son el enfoque del proceso de escritura, la autobiografía y la competencia socio-afectiva. Con respecto a los hallazgos de esta investigación, fue evidente que con la aplicación del enfoque mencionado utilizando autobiografías el proceso de aprendizaje de la escritura en inglés mejoró. Los estudiantes también reflexionaron y aprendieron sobre sí mismos y desarrollaron la autoexpresión. Con respecto al idioma inglés, los estudiantes usaron el tiempo gramatical de acuerdo con el tema que estaban estudiando. El enfoque de escritura sirvió como un trampolín en el desarrollo del idioma inglés y la autobiografía hizo que el aprendizaje del idioma inglés fuera significativo.

Palabras clave: Escritura en inglés, autobiografía, escritura reflexiva, competencia socio-afectiva, enfoque del proceso de la escritura en inglés.

Introduction

This research regains importance as it pursues to contribute to education in the cognitive and socio-affective dimensions of human beings. It seeks not only for students to foster their writing skill to use the EFL for communication but also encourages them to know themselves to enhance their socio-affective competence to bring multiple benefits in their personal lives.

This research study was developed in a Public school in Bogotá at IED, Colegio Distrital Kennedy, to effects to this project, it is named CDK. Students of sixth grade have English classes four sessions per week of fifty five minutes each one. The population of this study was selected randomly from four groups, it was 601 and the sample was three students.

The researcher noticed a lack of writing practices in 6th grade to encourage students to reflect on their behaviors. The association between the learning of English and reflection by using the autobiography is carried out in the moment in which learners write. A process of reflection about themselves takes place during the writing activity, according to Hyland (2009) “it includes their ideas, opinions, beliefs and commitments” (p. 73). The study was carried out to prepare practices which foster communicative and socio-affective skills.

Pointing to the above aspects, educators have to form integrally the learners as they do not have just mind or intelligence, they have feelings and a will which are essential to foster and modify. Provide students with opportunities to reflect about themselves, to have positive expressive states, and attitudes towards the family, school and life in general is a need to develop human beings as Delors (2007) states “knowing to be is to develop the own personality with autonomy, judgment and responsibility” (p. 34). In turn Secretaría de Educación de Bogotá, SED (2016) described quality education as an integral formation:

A quality education is a process that supposes in the student an integrally learning to a well-being, developing a well-coordinated set of knowledge, abilities, emotions, critical thinking, autonomy and attitudes for living harmonically on the planet, fulfilling an individual and collective life project. So the quality is focused to the training of better human beings, individuals and citizens. (p. 51).

Harmer (2007) expresses “Being able to write is a vital skill for speakers of a foreign language as much as for everyone using their own first language” (p. 4). Therefore, writing skill is vital, writing is a way to acquire and process knowledge in a more comprehensible way. Consequently, along these lines, this research project contemplates the process and the product in writing production in English as a Foreign Language by means of the implementation of the Writing Process Approach and the controlled writing strategy that uses questions and answers format which encourage learners to put words down in a paper.

It is well known English is used in the most of the economic, technological, political, and cultural ambiances around the world. This is why the Ministerio De Educación Nacional, MEN,(2014) says “knowing it gives, among other things, people opportunities to learn about other cultures, offers more career paths and opportunities”.(p. 2). The previous principle mentioned are some of the reasons The National Ministry of Education created a “Bogotá Bilingüe” program and afterwards the English National Program “Colombia very well 2015-2025”, which proposes pupils increase proficiency in it; furthermore, this program suggests in MEN (2014) “a quality education is centered on developing and using some competences children and adolescents need in life (p. 2).

Recently, the MEN (2016) published the Basic English Language Rights and a Suggested English Curriculum for grades from 6th to 11th.These publications took into account both, the

international standards that were published in the “Guía No. 22 Formar en Lenguas: El reto” MEN (2006), adopted from the Common European Framework of Reference for Languages (CEFR, 2001), and their communicative competences as know to know, know to do and know to be, in which proficiency levels were specified. Students of any formal educational institutions must achieve, to communicate, interact and share knowledge, while enhancing their human and professional abilities.

The IED where this project was developed, continues with the Basic Standards of Competence in Foreign Languages, which in fact are similar to the Basic Rights and according to this, the student in sixth grade should achieve at the end of the academic year standards referring to writing as follows:

Describes the basic characteristics of people, things, and places found in his/her school, city or community using short phrases and sentences and writes basic personal information in pre-established forms that request information such as name, age, date of birth, gender, nationality, address, phone, etc. MEN (2016) (p. 15).

Therefore, this project aims to develop the Basic Standards that the student should achieve with the methodology proposed by means of the implementation of the Writing Process Approach using autobiographies to promote EFL reflective writing.

Students attend four English sessions of fifty-five minutes each one, a week. They should reach first a “Macro-competence” defined as a measure of cognitive, procedural and attitudinal skills that students should scope, second the communicative competences of the “Mallas curriculares” established at the School for Cycle III, which is composed by the fifth, sixth and seventh grades. Mallas curriculares de Inglés y Lengua Castellana of the Colegio Distrital

Kennedy, CDK (2014) propose “to allow students strengthen written production, using Information and Communications Technology (ICT), to compose short texts in which describe themselves, people, places and use the adequate vocabulary to give coherence to them”. (p. 3). Furthermore, learners should develop the OLE (Oralidad, Lectura y Escritura) project led by the humanities area is in both languages Spanish and English, it is proposed in OLE publication at CDK (2013) that:

“que el estudiante domine modelos textuales (narración, argumentación, descripción, exposición) a partir de la lectura, la escritura y la oralidad tanto en español como en inglés, para formar lectores y hablantes con capacidad crítica y autónoma, y escritores que puedan expresar sus pensamientos y emociones de una manera clara y dinámica”.

The population chosen for this research project was a sixth course, the average age of the students is twelve years, they belong to middle income families, some students have low attention period, chat a lot and disrespect their classmates. In relation to the communicative English competences, they propose learners to compose short texts in which they describe the basic characteristics of themselves, of people and places, to use adequate vocabulary to write personal information through simple sentences and to give coherence to them, however, 601 course showed difficulties in writing activities, the most common complications were lack of coherence and cohesion, with mistakes as connectors, extra words, missing words, punctuation, spelling, transferences and wrong words.

Bearing in mind the above aspect, a diagnostic test was applied to 601 course, thirty-seven students, to assess writing (see appendix A), in a controlled composition, pupils composed a minimum twenty-word paragraph about personal information. This was examined for capitalization, connectors, extra words, missing words, punctuation, spelling, transferences and

wrong words, the results showed they presented lack of vocabulary, different types of spelling mistakes, also of capitalization, they did not use connectors, they did not use punctuation, they wrote only words, not sentences, besides there was lack of cohesion and coherence.

To complement this diagnostic, a field note format (see appendix B) was applied to group 601, with the aim of recording their knowledge and reaction to the diagnostic test, the sample presented some problems regarding different elements of the text construction. They had difficulty to organize ideas, to construct a paragraph, to complete and organize sentences. Therefore, **the research problem** is defined as the lack of writing practices in sixth grade to promote writing and to encourage students to reflect on themselves.

Some international, national and local inquiries about Writing as a process Approach were reviewed and at the international level in Iraq, Faraj (2015), conducted a research titled “Scaffolding EFL Students’ Writing through the Writing Process Approach” at Koya University in the English Language Department, he presented the role of writing process approach such as prewriting, drafting, revising, editing and publishing to improve students’ writing skills.

That project was implemented with second-year college students; a writing process was carried out including prewriting, drafting, revising, editing, and ended with publishing; a pretest and posttest were gathered to reveal their improvement. He stated that students improved in the basic elements of writing and they were more confident to express their ideas in their compositions, besides, scaffolding EFL students’ writing improved other skills of English language like reading, speaking and listening, since they used them in the feedback. Regarding the findings of that research, it is important to highlight the writing process approach as an important factor to the language learning process and this study gave a contribution about the process of writing to promote EFL to the present research project.

It was found in the local level a research by Ramirez (2014) in her study titled “The impact of Project work and the writing process method on writing production” carried out at the university of Cundinamarca in Facatativá, Colombia, she presented a study to improve writing production, using Writing Process Approach.

This research was implemented with third level students of English; students’ artifacts, field notes and questionnaires were gathered, which provided information about students’ compositions and learning process. She concluded that the implementation guided students to improve the accuracy with correct grammar structures, longer texts and better organization of ideas. Furthermore, students integrated language skills specially in speaking because she generated debate about the topics she proposed, so it had influenced oral production positively, besides, the students’ perceptions on writing improved, and students considered the teacher feedback and peer feedback helped them to foster their composition process. Considering the findings of the study, it is relevant to stand out the writing process as a significant factor to EFL teaching and learning process.

Referring to the autobiography, Osma (2014) with university learners at the Universidad la Sabana, developed students’ writing and awareness through autobiographical life stories using journals in the EFL classroom, the result showed students had the possibility to reflect about their lives and experiences to express them coherently in writing, but also they improved their autonomy.

Based on the previous literature review in the field, the importance to carry out this research project is fundamentally the opportunity that students have to positively affect their writing production because to promote writing using the Writing Process Approach, and the

autobiography with adolescents in the classroom for students to be motivated to learn and to be responsible of their writing process.

Developing this project will bring contribution to reach the “Macro-competence” established by the School to the Cycle III. Besides, the children will foster socio-affective competences and teachers could transform their pedagogical practices contributing in this manner to foreign language didactics.

This proposal is also carried out as a contribution to the development of the RLT project (Rectores Líderes Transformadores) because the project is implemented by the “Fundación Empresarios por la Educación”, which convened public schools and businessmen to collaborative work in a project which aims to expand personal integral growth in children by helping them to explore their endowment and understand their personal responsibility for the attainment of goals. Therefore, teachers should take into account in their pedagogical practices the development of the cognitive, emotional and communicative aspects that foster the personal growth in the students.

From the discussion above we found the following SCIENTIFIC QUESTION: how the autobiography may promote the EFL reflective writing of sixth graders?

THE OBJECT OF STUDY is to promote reflective writing in English and THE FIELD OF ACTION is the English writing training process for students in a sixth grade course.

The GENERAL OBJECTIVE of this research was: To promote English reflective writing through autobiographies to foster self-knowledge in students.

The SPECIFIC OBJECTIVES are:

1. To determine the main constructs which support the research.
2. To design and implement a strategy based on autobiographies.

3. To collect and analyze data to evaluate the strategy implemented.

This analysis involves three essential components, the Writing Process Approach, the genre autobiography and the socio-affective competence. The first one seeks to make possible the use of English to communicate because it parts from meaningful and real activities, also it can be used to foster intrapersonal skills, because this is a unified approach in pedagogy useful to help students to express emotions. The second component is the genre autobiography because it is a self-narrative about the existence of a person and when people compose it they can identify or determine features, feelings, qualities, weaknesses or details about themselves, and give themselves to meet others. Finally, the third component, the socio-affective competence which allows people to get to know about themselves, strengthen their personality and the expression of emotions, so, it is established a relationship within the needs of training the school with relation to the integral formation, taking into account the competences to the Cycle and the articulation of the “improntas” of cycles proposed by SED (2014) to the socio-affective development.

Referring to the legal aspects this project is done taking into consideration the article 22 from the Ley 1651 which modified Ley 115 de 1994 and describes as objective the development of the communicative skills to read, understand, write, listen and express correctly in a foreign language. Besides, the District Development Plans 2012-2016 and 2016-2019; Alcaldía Mayor De Bogotá (2016), the PEI, the Coexistence Manual of the School CDK (2016); the CEFR (2002); the English National Program: “Colombia Very Well” and the Basic Standards of Competence in Foreign Languages. In view of the above, this pedagogic proposal (Appendix E) that allows both promoting writing and reflecting about themselves as a strategy for learning EFL with a sixth grade results an alternative of solution for the depicted problem,

because it is a new opportunity for children to learn and use English in context and in a useful way that catches their attention according to their interest and characteristics.

The research methodology follows a qualitative approach, the research method is a part of the Holistic research, and makes use of the Projective research, a type of the Holistic research. The research methods to detect the problem and to collect and analyze information correspond to empirical such as tests, field notes, and students' artifacts, the data was gathered via students' artifacts. The universe of the study are students of sixth grade, the population 601 and the sample three students of the whole population. Analysis and synthesis as well as historical-logical are the theoretical methods in applied for the theoretical framework and The grounded theory, for the analysis of data the meta-theoretical method.

As innovation, this project focuses on the Writing Process Approach because it provides new environments using resources, and strategies for the children's learning at CDK; besides it promotes writing using autobiographies for the leaning of English, also, it motivates the continuation with this study in other levels in the school to see the scope of this investigation since students felt confident to write and it was easier to write a great deal of information avoiding mistakes, and producing coherent texts, it was an innovation in the school since there were not writing practices in 6th grade to encourage students to reflect about themselves. The implementation in a specific educational institution could be generated in the same way its application at the District level to provide to the aims of the "English National Program" proposed by the Ministerio de Educación and "The curriculum to the academic excellence" for the integral formation of the students to a good living and education to the citizenship and coexistence. SED (2014), and the "Cartilla de Desarrollo Socio Afectivo - Reorganización Curricular por ciclos" SED (2012). Since, it facilitates learners to reach academic and socio affective competences.

Chapter 1: Theoretical Framework

Considering the scientific problem underpinning this research project, from the literature review, and the general objective pursued, three theoretical constructs and their components have been thought over for the discussion: The Writing Process Approach which is the strategy proposed as an alternative solution to foster English writing skill, the autobiography as a source of ideas and knowledge to write about and the socio affective competence which is deeply developed through reflection.

1.1 The Writing process approach

Before talking about The Writing process Approach it is necessary to provide explanation of the definition of writing and how it is going to be assumed in this paper. According to Murray (1991) writing is the process of discovery through language what we know and feel to reveal to others, in turn Mudre (2008) thinks “teachers must honor the unique ways learners use language to reveal their thoughts, feelings and cultures” (p. 57) meanwhile Santos claims that (2006) “through writing we can see ourselves, talk about ourselves, about our history, who I am, what I know and what group I belong to” (p. 39).

According to Emig (1977) “the effort to express ideas and the constant use of eye, hand, and brain is a unique way to reinforce learning” (p. 125). Therefore, there are many reasons to include writing as a part of this project, one is to help children to communicate their ideas, besides written compositions reinforce the target language, phrases and vocabulary they learn, besides, they take risks using English and they go beyond what they have learned.

Consequently, in this study, the researcher discerns writing as a human process in which language is used to discover and express ourselves becoming one of the ways to reflect and create

knowledge. Thereby, writing has been an important process in human being's development because while writing, writers become aware of them and transmit their experiences.

Once writing conception, has been clarified, we follow with the on discussion on the reflective writing, since this study looks for students to reflect about who they are and about their lives to project what they want to be in a future and write it down, since reflection guide the students to promote better outcomes, according to Powell (2005) “The aim of reflection is to reveal, describe, and interpret the past experience of individuals in order to illuminate the present and make manifest the potentialities of the future”. (p. 42). Besides the reflective writing is not an easy task, it has an interaction of both feelings and cognition, it requires time for examination and discovery, so, teachers need to look for activities to guide students to reflect, Boud, Keogh& Walker (2005), say that “only learners themselves can reflect on their own experiences, teachers can intervene in various ways to assist”(p. 11). That is why the researcher uses the writing as an aid for reflection by means of the autobiography in which participants records their insights into life, moreover this research uses the dossier which enable the pupils to keep track of what is happening in their progress and development of writing, finally the reflection guides students to become more conscious of what they are feeling, doing and being.

According to Hatton and Smith cited in Perkins (2015) there are four types of reflective writing done by students. The first is descriptive writing; it is not reflective, where the student just describes the events that occurred. The second is descriptive reflection; the students make a personal judgment of an event or action. They may provide personal reasons for choosing a position at this level. The third is the dialogic reflection, where students ask themselves to search potential reasons for the event. The fourth step is critical reflection; at this level, the student shows awareness of the action or events and provide reasons explanations different context as, social,

political, or historical. With regard to this research descriptive reflection is the type of writing used to foster learning in this study.

To continue with the discussion, important elements on the nature and processes of The Writing Process Approach are shown. This approach has been assumed, by relevant authors, as comprised by different constituents Murray (1991) maintains “it can be divided into three stages: prewriting, writing, and rewriting” (p. 4). Harmer position is that (2007) “writing is a process which has four main elements: planning, drafting, editing and the final version” (p. 5). Granados & Zorro (2002) sustain “Activities such as drafting, revising and editing, among others are now required for good training in the ability of writing” (p. 89). Castillo (2014) asserts, “writing employs mental processes, procedures and strategies, which serve as the phases of prewriting, writing and rewriting” (p. 82).

Therefore, it is necessary to make students aware that writing is a long procedure, it is not effortless to communicate in written texts what they mean, but if they devote time, the process can encourage learning and raise motivation. With the processes mentioned before learners can increase their vocabulary and improve their grammar, punctuation, and make use of practical expressions, so they develop motivation towards writing and become able to augment and improve writing. The Writing Process approach provides learners with the confidence they need to use EFL as a channel of communication.

Bearing in mind the previous concepts about writing and the constituents of the Writing process Approach, the researcher proposes, following Harmer (2007), four main elements for the intervention: planning, drafting, editing and the final version.

In *planning* it is necessary to consider the purpose, or what is to be accomplished. Students should think about the audience, and their message headed for to selecting the information. Students organize what they are going to write with strategies to generate and organize ideas taking into account spider grams, mind maps, draws, time lines, and so on.

Drafting, corresponds to the first hand writing which has to be improved many times, even modified better as likely to produce the final version. During the drafting process students receive continuously feedback. Granados& Zorro (2002), explain that “feedback should be provided constantly in order to systematically train students in this skill and to improve their writing by intensive practice of drafting, revising, and editing” (p. 89). Some conventions as symbols for feedback are presented for students to know them, so they become aware of mistakes to correct them. Researchers assert “writing demonstrates understanding of grammar, adequate selection of vocabulary, aspects related to coherence and cohesion, and in addition, the use of an appropriate register” (p. 88). Therefore feedback offers students the opportunities to be aware of the language, thus, learners discover their weaknesses and strengths because they become aware of their process. “The process of checking some other pieces of writing makes them more aware of the way they have to write and also of the importance of drafting when carrying out writing tasks” (p. 96). Even if the process is time consuming at the beginning, learners clarify doubts through practice.

Editing. As Castillo (2014) states “the writer studies the text and compares it with the purpose, the task or the rubrics” (p. 94), in other words, the student has the opportunity to read the text from another point of view to improve it. In editing is highly recommended, the swapping of written papers, with other readers for them to help revising the text and making suggestions.

The Final Version, as Cassany (1996) says “writing is being able to express information in a coherent and correct way so that people understand it” (p. 13). In relation to this, the final version

is the corrected text ready to be read, learners present their text to the audience and support them to publish something for others outside the classes, or even for distribution outside school.

Therefore, researcher considers using the writing process students understand the mistakes they are committing and become more independent in their process of learning a language, consequently, students use this process to foster their writing skill. Furthermore, the writing process facilitates the students' progress; since, this approach makes students the center of the learner's process because it gives importance to the needs, problems, learners pace, style and development. The essential aspect is to pay attention to the process of arriving at the product. Finally, the assessment is done during the process to support students constantly and not merely at the end.

1.2. Autobiography

Lejeune (2004) defines autobiography saying that "is a retrospective narrative in prose that someone does of his/her own existence when he/she puts the principal accent upon his/her existence, especially upon the story of his/her own personality"(p. 9). Nevertheless, there are scholars who state autobiography goes beyond, because it includes values and culture, for instance, Watson (2010) states "rather than being simply the story of an individual existence, it encodes or reinforces particular values in ways that may shape culture and history" (p. 19). Vilko (1996), in her considerations of autobiography remarks "the act of putting the disparate experiences into words and creating a coherent plot out of them, it adds to the personal understanding of the emotional content of life episodes"(p. 169), according to Hyland (2009) "The autobiographical self is the self which writers bring to an act of writing, socially constrained and constructed by the writer's life history, it includes their ideas, opinions, beliefs and commitments"(p. 73). The

concepts enlarge the perspective, the researcher had about the written production understood as a way to express feelings and creativity.

Bearing in mind the previous conceptions about writing, the researcher of this proposal assembles the definition of autobiography as a written composition about the existence of a person, written by him/her. Through autobiographical writing the person can identify or determine features, emotions, qualities, weaknesses or details about themselves to understand and manage their feelings, and strengthen their personality.

Hence, this study concurs in the fact that the autobiography is a retrospective narrative that a student makes of his own existence and it guides him/her to reflect about his/her feelings and interpersonal relationships, consequently, autobiography helps to foster socio-affectivity to have a better interaction and at the same time to enhance the written communication, since, it is the narrative of own life written by him/herself, it is an exercise through which writers can recount their achievements and failures for the benefit of their personal growth. Taking into consideration the importance of writing autobiographies for children, in this study the autobiography has a rubric (see appendix C) to answer about personal information, personal description, likes, family, childhood, neighborhood, school life, vacations, memories, recent events, and their aspirations with the purpose of writing English paragraphs while they self-reflect about their lives.

It is very important to elucidate that a technique used within the category of autobiography is The Controlled Writing (CW). For Raimes (1983), CW has been an strategy in the tradition of teaching and learning English as a foreign language, Controlled Writing serves as a scaffolding to promote independent writing in a medium term, since beginners writers need instruction, they need explicit scaffolding, therefore the CW provides these opportunities for the linguistic development of students.

Raimes (1983) divided controlled writing into five different types of frequently assigned tasks: controlled compositions, guided composition, sentences combining, parallel writing and questions and answers. *In controlled composition* students are given a text to work with, making a few specific changes, especially grammatical aspects. *Guided composition* is a prolongation of control composition, students are given some information and they can discuss, share ideas and plan to write about it. *Sentence Combining* gives students practice in using sentences structures. *Parallel writing* the students read a text and then write their own using as a guide de structures, vocabulary and organization of the model text. And this research takes into consideration the last one mentioned: *Question and answers*. “It allows students a little freedom in structuring sentences, they are given a series of questions, the answers, to which form the text, and carefully constructed questions will produce a coherent text”. (p. 101). It is important to say that this strategy is used with the Writing Process Approach and it is used for creative writing. The students are given a writing frame which enables them to expand on their ideas. As Murray (1991) states “we are coaches, encouragers, developers, creators of environments in which our students can experience the writing process for themselves” (p. 5).

All these theories gave researcher the support to write autobiographies using the writing process approach as a tool to promote English foreign language writing and the next construct about socio-affective competence gave us the bases to foster reflexivity in students to self-knowledge.

1.3. Socio affective competence

To address to this issue, it is necessary to bear in mind the SED proposal for socio-affective development, which motivates educators to approach socio-affectivity in the teaching-learning

processes to facilitate the development of the students' emotional skills that is a component of the learning development.

Concerning to Socio-affectivity the Secretaría de Educación Distrital, SED (2014) declares:

It is the process by which learners acquire knowledge, attitudes and skills to recognize, express and manage their own feelings, also to show affection for others, in order to establish positive relationships, to make responsible decisions, and to face difficult situations. (p. 25).

The SED proposal for socio-affective development is planned to teach in schools in four axes: The first one, the intrapersonal, oriented towards the ability to emotion management; the second one, the interpersonal, refers to the relationships with others; the third one, the assertive communication, which involves the human interaction, and the last one, the ability to solve problems, as a strategy that seeks harmony with him/herself, and others to solve conflicts. This research focuses on the intrapersonal axis.

Therefore, teaching socio-affectivity takes into account the emotional development, that according to Goleman cited in SED (2014) “señala un conjunto de procesos de actualización del conocimiento sobre sí mismo que permite dar significado a las conductas afectivas propias y cumple un rol fundamental en el afianzamiento de la personalidad, la autoimagen, el auto concepto y la autonomía” (p. 25). Thus, as it was mentioned above, the emphasis for this research is the intrapersonal axis but focused on the emotion management because it requires knowing yourself, therefore it involves conscious perception of self-weaknesses and strengths to self-regulate the expressive responses and resist external pressures. Requejo (2014) “Emotion management has as its goal: the control of states of mind and impulses, which presumes sincerity, integrity,

responsibility and flexibility to face the changes” (p. 66), therefore emotion management is the appropriate balance to express feelings in a calm manner, instead of address aggressively to somebody or to react with destructive feelings. According to SED (2014) "emotion management is the ability to identify own and others' emotions and to express them appropriately." (p. 26), so, children with an appropriate emotion management can recognize, manage and express their moods adequately in various situations, persevere to overcome obstacles, manage group pressure, and avoid risk behaviors or habits.

Considering that it is important to take into account the temperament of the person to adjust the strategies for the regulation of emotions, besides the influence for the learning and behavior of student of the multiple intelligence, they are taken into account in this study, these led students to know themselves and to promote the socio affective competences strengthening the intrapersonal axis. Regarding the types of temperaments this project considers the oldest personality type systems in the world named the four temperaments system. The origins of this typology belong to Greco-Arabic medicine, especially by the physician Hippocrates. Besides, this concept was important in premodern psychology, and was treated in philosophy by I. Kant and H. Lotze also Rudolf Steiner, cited in Cornellà (2010) stated that “Steiner emphasizes the importance of knowledge of temperament for education, and his contributions are fundamental for Waldorf Education” (p. 231). Nevertheless, their contributions are still valid, since regarding Cornellà (2010) “the temperament of a person can be modified, different temperaments can be combined in the same person, and the person can act on their own temperament” (p. 231). Besides, it is still used today by physicians of traditional medicine around the world.

They divide people into four types of temperaments according to the humors; it refers to bodily fluids that are present within everyone’s body. People have different proportions of these

fluids; the predominance of one fluid defines one's temperament type. The four temperaments and their predominant humors or bodily fluids are the choleric, the sanguine, the phlegmatic and the melancholic. The choleric temperament is a leader, a doer, practical, decisive, organized, daring and risk taker, however, choleric tends to be sarcastic, impatience and grudging. The sanguine temperament is sociable, charismatic boisterous, forgiving, naïve but tends to be daydreamer, sloppy, exaggerated, disorganized and forgetful. The phlegmatic temperament is relaxed, quiet, witty, meek, mediator, dependable but tends to be sluggish, stubborn, introverted and procrastinator. Finally, the melancholic temperament is thoughtful, self-reliant, neat, long-suffering, introspective, and skilled but is anxious, inflexible and perfectionist.

Regarding the multiple intelligences it is taken into consideration Davis, Christodoulou, Seider & Gardner's (2011) theory. These intelligences relate to a person's single aptitudes and ways they prefer to evidence them. These intelligences are the Verbal-linguistic intelligence, the Logical-mathematical intelligence, the Spatial-visual intelligence, the Bodily-kinesthetic, the Musical intelligence, the Interpersonal intelligence, the Intrapersonal intelligence and the Naturalist intelligence. The Verbal-linguistic intelligence involves ability to well-developed verbal skills and sensitivity to the sounds and meanings of words. The Logical-mathematical intelligence implicates the ability to think conceptually, abstractly, and the ability to discern numerical patterns. The visual-spatial intelligence implicates the capacity to think in images and pictures, to represent the knowing through the shapes, images, patterns, designs, and textures. The bodily-kinesthetic intelligence is the ability to control one's body movements. The musical intelligence includes the ability to produce and appreciate rhythm and timber. The interpersonal intelligence implicates the capacity to detect and respond appropriately to the moods, motivations and desires of others. The Intrapersonal intelligence includes the ability to be self-aware and in tune with inner beliefs,

feelings, values, and thinking processes. The Naturalist intelligence links the ability to recognize and categorize plants, animals and other objects in nature.

Taking into account the contributions of types of temperament and multiple intelligences for the socio-affective competence, the researcher instructed their students, who are in constant struggle for identity and recognition. Guidance of educators is required to promote socio-affective competences; in this way this research project seeks through the composition of autobiographies and the use of these methods (temperaments and multiple intelligences) guide students reflection to bring them to know about themselves, to enhance the interpersonal axis of the socio-affective competence.

Finally, as it has already shown, the Writing process approach, the autobiography and the socio affective competence are the constructs used with the aim of creating an intervention to promote EFL reflective writing in students. This theory is cognitive and socio-affective, so it helps learners to understand language, learn vocabulary, as well as fostering their self-knowledge. Now the next chapter contains the research methodology.

Chapter 2: Research Methodology

The present methodological proposal is classified as a part of the Holistic research, conceived by Hurtado (2000) as a:

“Proceso global, evolutivo, integrador, concatenado y organizado. Trabaja los procesos que tiene que ver con la invención, con la formulación de teorías y modelos, la indagación acerca del futuro, la aplicación práctica de soluciones, y la evaluación de proyectos, programas y acciones sociales, entre otras” (p. 14)

Besides, this chapter is organized in the following sequence: first, study design; second, setting and population, third, scientific methods instruments for data collection, fourth the analysis of the diagnostic and final test, fifth the pedagogical intervention, and sixth, the data analysis and results.

2.1 Study design

The research method corresponds to a type of Holistic research and within the types of the holistic research is the Projective research, which is used in the present investigation. Holistic research focuses on objectives as achievements in a continuous process, rather than as a final result, they are organized into ten categories. There are ten basic categories of objectives and ten holotypes of research.

These holotypes are linked in a continuous sequence; they are phases of a permanent process, in which the realization of each holotype opens the way to the next. Thus, holotypes are organized in what is called the Holistic Cycle of Research (see Figure 1).

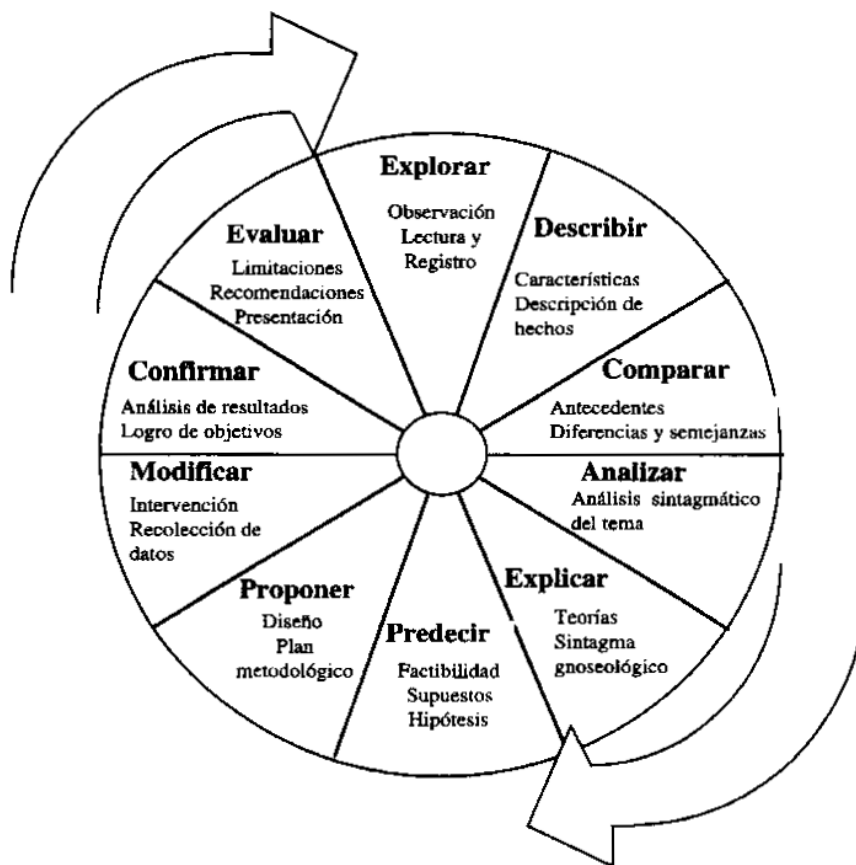


Figure 1: The Holistic Cycle of Research, taken from Barrera (2000) p. 21

Taking into consideration the before issues, and it was said before, this study makes use of the Projective research. Hurtado (2000) states:

“Este tipo de investigación, consiste en la elaboración de una propuesta, un plan, un programa o un modelo, como solución a un problema o necesidad de tipo práctico, ya sea de un grupo social, o de una institución, en un área particular del conocimiento, a partir de un diagnóstico preciso de las necesidades del momento, los procesos explicativos o generadores involucrados y de las tendencias futuras” (p. 325)

Since Projective research has as an aim design proposals to solve situations, in this case to “promote the EFL reflective writing”, for the purposes of this study, it has used the stages of describe, compare, analyze, explain, propose, and evaluate from the cycle that Hurtado proposes.

2.2 Setting and Population

The School is a public one, located in the eighth locality in Bogotá, the school has been functioning for fifty years, it has 4 branches, in three of them elementary and one of secondary, where this project was carried out. In the morning shift, there are co-educative grades from 6th to 11th grades. For the intervention stage, it was designed and taught a module as a strategy to write an autobiography, the module was taken by 37 students. Their parents signed the informed consent form (see appendix D) to collect the information required for the respective analysis and presentation of the scope to the educational community.

This intervention was applied to 601 course; this group was chosen randomly from four groups. The total of population is thirty-seven students; there are fifteen girls and twenty-three boys. The intervention is applied to the whole group. However, in order to get the data to this study and verify the general objective, three of them were taken as the sample of the study. The participants were selected taking into account a student with a low, a medium and better English level when performed the task, besides, after the activities were applied, the criteria of selection were related to the completed tasks to see the process to give an account of everything that has been proposed and what should be programmed to achieve the intention of the study which is to determine the impact of autobiographies as a means of promoting writing.

2.3 Scientific Methods

The methods to collect and analyze information correspond to empirical methods such as tests, field notes, a survey and students' artifacts. *Tests* are instruments which allow researchers to make inferences because they tell them if the criterion they are observing is real or just due to chance. In this investigation, two open-ended tests were used, the initial and final test. (See appendix A). *Field notes* are the writing done from data collected during observations or

interviews. Cohen et al. (2011) assert “they can be written both in situ and away from the situation and they contain the results of observations” (p. 235). All sessions were observed and described to collect data. (See appendices B and F). *Surveys* are used to gather data and according to Freeman (1998) “they are sets of written questions focusing on a particular topic or area, seeking responses to closed or ranked questions/options and/or open-ended personal opinions, judgements or beliefs, used in non-face-to-face situations” (p. 94). This research used a survey to ask all the population where they answered two open-ended questions to express their own views about the project and what they learnt. (see appendix Y). Finally the *Students’ artifacts* are valuable educational tools since they provide a real, tangible dimension of evidence, regarding Lodico, Spaulding & Voegtle (2006) “Artifacts are objects used in the process of teaching and learning or products that result from the process of teaching and learning” (p. 133). For this research, a progressive collection of planning, drafting, editing and final versions of the writing process was made. (See appendices from S, V, W)

The diagnostic and final test (see appendix A) were applied to the participants of the study. These instruments offer information about the initial and final condition of the participants with regard to the promotion of EFL reflective writing. There are fifteen tasks (see appendices E) which lead the promotion of writing. In the same way, the field notes (see appendix B) in which the research take notes about the participant’s behavior or difficulties presented while developing the intervention, finally the students’ artifacts to recognize the development of students in the intervention.

2.4 Diagnostic test

The data collection instrument to establish the scientific problem was a diagnostic test (see appendix A) to know the difficulties in some aspects of writing.

The Diagnostic test was applied to the 37 population. It has the intention of measuring the initial conditions in writing. Linguistic aspects, as capitalization, connectors, extra words, missing words, punctuation, spelling, transferences and wrong words were studied. And regarding a minimum twenty words paragraph about personal information, to construct a paragraph with the next information: Name, age, place where they live and people they live with.

Table 1 represents both the total number of students who made mistakes and the total of each one of the mistakes made in the diagnostic test, which are described in more detail in the explanation of figure 2 and 3. Besides, in the figure 2 the results of the diagnostic test are shown: thirty-seven students did not use connectors, eleven of them had difficulties using capitalization, sixteen of them wrote extra words, twenty-nine of them missed words, twenty-six of them did not use punctuation, nine of them had spelling mistakes, twenty-one of them used transferences and nineteen wrote wrong words. Regarding the selected sample which in the table are students 3, 6 and 7 the results demonstrated S1 made three mistakes of connectors, a missing word, a punctuation mistake, two transferences and eight missing words. S2 made three mistakes of connectors, three extra words, three missing word and three missing words. S3 made one mistake of capitalization, three of connectors, twelve missing word and three missing words.

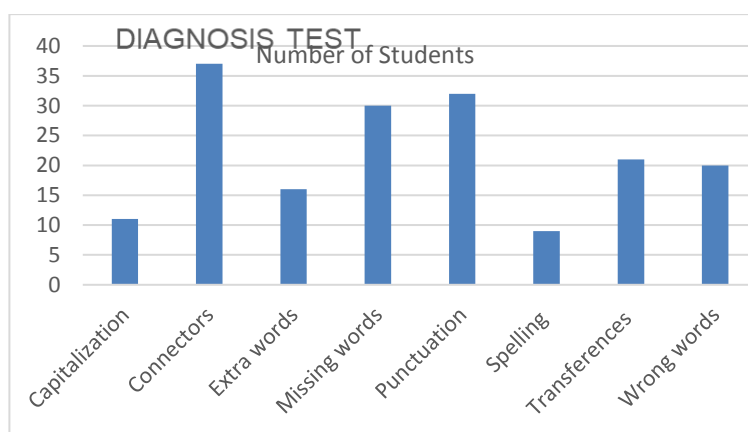


Figure 2: Results of the diagnostic test: total of students

STUDENT	Capitalization	Connectors	Extra words	Missing words	Punctuation	Spelling	Transferences	Wrong words
1		3		1	1	1	1	3
2		3	1		1	1		3
3		3		1	1		2	8
4		3		12	1		3	
5		3		2				3
6		3	3	3				3
7	1	3		12	1			1
8		3		11	1			2
9		3		4	1		1	2
10	1	3			1		11	
11		3		3			2	
12	1	3		18	1		1	
13	1	3		12			7	
14		3					32	
15		3		9	1			
16	1	3	4	7	1	1		
17		3	1		3	2	14	
18		3	6	5	1			5
19		3	5	5	1	1	3	4
20	1	3		14	1			
21		3	1	4	3			5
22		3					2	1
23		3			1	2	13	
24		3	1	2		2	5	
25		3		11	1		2	
26		3		4				7
27		3	1	2	2		1	4
28		3						
29	1	3	6	3	1	1	24	
30	1	3		10	1		7	
31		3	1	5		2		5
32		3	1	7	2			3
33		3	3	5	1		2	1
34		3	3				4	1
35	1	3	2	13	1			
36	1	3		11	1		4	
37	1	3	1	12	1			2
Total of students	11	37	16	29	26	9	21	19
Total of mistakes	11	111	40	208	32	13	141	63

Table 1: Result of the diagnostic test

Figure 3 it is represented the number of mistakes students made in each linguistic aspects: eleven mistakes of capitalization, one-hundred-eleven connectors, forty extra words, two-hundred-eight missing words, thirty-two punctuation, thirteen spelling, one hundred-forty-one transferences and sixty-three wrong words. Results shows participants needed to foster their writing abilities in the process of writing in EFL with their linguistic aspects.

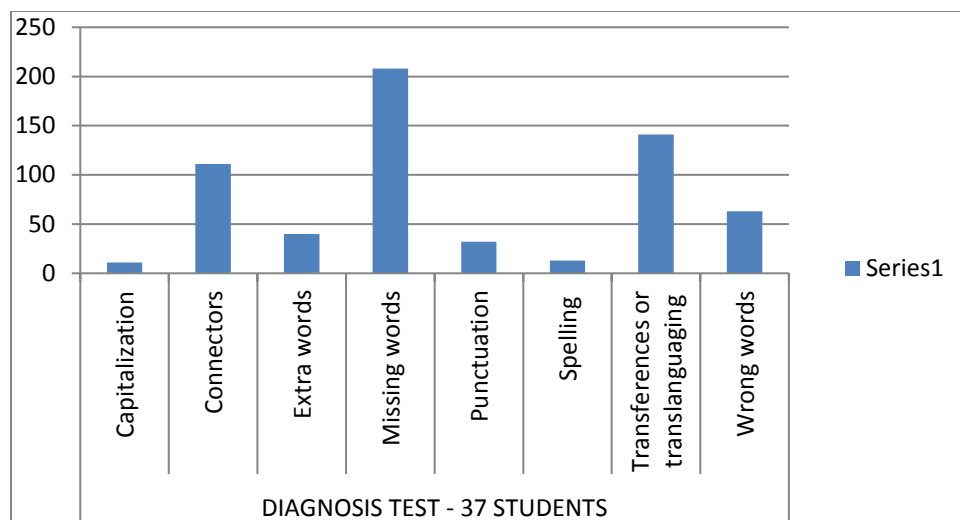


Figure 3: Results of the diagnostic test- Number of mistakes.

In conclusion, sixth graders have needs about writing and it is necessary to enrich that productive skill in the English class taking into account the aspects that the English curriculum of the school asks them as it was mentioned before. In brief, according to the diagnostic test what can be inferred is a necessity to promote the EFL writing skill at CDK.

2.5 Pedagogical Intervention

The intervention was designed taking into account the results of the diagnostic test, the needs of the school to contribute to the imprints of the socio affective competence, to reach the aims of the “Macro-competence”, the “Mallas curriculares”, the OLE project, the RLT project and the communicative English competences for sixth grade, for the integral formation of the students with the Writing Process Approach (WPA) and the genre autobiography. In such a way, it was divided into fifteen sessions, applied in twelve weeks, where the learners had to answer some questions about their personal information, personal description, their likes, their family, their childhood, their neighborhood, their life at school, their vacations, their memories, their recent

events, and their aspirations, with the purpose of promoting reflective writing. Besides, it was used ICT using the Educaplay platform with some didactic exercises which I created, where learners practiced some vocabulary to use in their texts, furthermore they drew some mind maps and spidergrams to interpret some input about autobiography, completed some questionnaires to know their temperament and their intelligences and a reading comprehension exercise taken from the book “Boy” by Roalh Dahl Penguin (2017). As regards to all this process, it is explained in appendix E. The information regarding the observations of the lesson plans appears in appendices F. Below is the process of the intervention: (T refers to Teacher and S refers to students).

Session 1:

1. T shows the S a slide presenting her autobiography and describes its parts.
2. T shows the S a slide presenting the characteristics of the autobiography.
3. The S will make a spider gram writing the key elements that should be included in the autobiography.
4. Then they interchange their spider gram with other students and correct them according to the socialization among teacher and the class
5. T asks the S to bring for the next class a good amount of photos they will include in their autobiography and the title they will give.

Session 2:

1. Ask the students the homework and remember to continue collecting the photos
2. T shows the students a presentation about a short part of the autobiography book titled “Boy” By Roald Dalh and sets a discussion about possible questions answered in the construction of the text.
3. Students answer some questions and join the possible questions to the information in the text

Session 3:

1. Correct the reading comprehension about “Boy”
2. Ss answer some personal questions to start writing their autobiography
3. For homework T gives students a little reading about the meaning of their names in order they summarize and answer the question about its meaning.

And they must ask their parents about any story from when they were born.

4. Ss do a timeline of their lives in a sheet, and begin to introduce some of the important dates and facts sequentially and chronologically to add to their autobiography.
5. For homework ask again the students the homework and remember to continue collecting the photos

Session 4:

1. T hands in the answers and gives a feedback to the class taking into account coherence, cohesion, vocabulary, grammar, etc., according to recurrent mistakes.
2. T presents examples of S’s mistakes answers again in order SS understand the corrections and form of the answers.
3. T explains students the process of writing.
4. Ss make the corrections
5. Students complete the questions about the homework (Meaning of name and a story about their birth)

Session 5:

T explains the four temperaments and read a guide about temperaments to the students.

1. T asks questions to check understanding of the temperaments
2. S answers a test to know their temperaments. (<http://personality-testing.info/tests/O4TS/1.php>)

3. T will set a discussion about the influence of temperament in our behavior because of the strengths and weakness and how it helped them to have a process of reflection to know about themselves.

“The more I know of myself, the more aware I can go on with my strengths and weaknesses or simply begin to make a change in myself”

4. S will do a mind map with adjectives that describe the strengths and weakness of their temperaments.

5. T and students check the mind maps

6. S decides what adjectives describe their strengths and weakness best, which students could include in their autobiography. Write them on their dossier.

7. T gathers the mind maps

8. T asks for homework St will log in at the educational platform Educaplay and solve a crossword about their predominant temperaments in order to remember some vocabulary about adjectives.

Session 6:

1. T asks the homework

2. T will present a description of some characters of comic strips with his/her predominant temperament, and ask questions about the person or character.

3. In pairs, s will log in at the educational platform Educaplay using the computer and TV in the classroom and solve an activity to complete about questions and answers of the comic strip that has the same predominant temperaments. They must save the work and send it to the teacher e-mail.

4. If students do not finish, they must continue at home.

5. Meanwhile other students answer the questions to continue writing their autobiography.

Session 7:

1. T. remembers students the types of temperament and asked students to recall their strengths and weakness of his/her temperament to draw a picture
2. Ss draw a picture about themselves (self-portrait) where can show some adjectives that describe their two predominant temperaments. (This picture will be useful to add to the autobiography dossier)
3. Teacher gathers the pictures.

Session 8:

1. S answers some questions about their personal description to continue writing their autobiographies.
2. Meanwhile T gives them feedback.
3. S makes the corrections.

Session 9:

1. T presents the multiple intelligences.
2. T asks questions to check understanding of the multiple intelligences
3. S answers a test to know their multiple intelligences.

http://kids.lovetoknow.com/wiki/Multiple_Intelligence_Test_for_Children

4. T asks the students for homework to log in at the educational platform Educaplay and solve a crossword about the possible careers of their predominant intelligence in order to remember some vocabulary.

Session 10:

1. T asks the homework

2. T will set a discussion about the influence of intelligence in their development in classes and how it helps them to be better and how they show them a path to choose a profession in their future because strengths and preferences are linked to a person's potential, and therefore to possible career choices and through knowledge of their intelligences, each and every S can maximize their educational opportunities and become motivated and inspired by their choices.

3. Individually, students will do a short mind map with their strongest intelligences and with the careers based in these Intelligences.

4. S decides what possible carriers they will choice, which Ss could include in their autobiography. Write them on their dossier with their predominant intelligences.

Session 11:

1. Ss answer some personal questions to continue writing their autobiography

2. Ss interchange their answers with a partner in order to get peer feedback. T provides some guidelines regarding spelling and grammar aspects.

3. After the feedback each S receives the respective dossier and makes the corrections.

4. T gathers their writings

Session 12:

1. T hands in Ss writings and gives a feedback to all students taking into account coherence, cohesion, vocabulary, grammar, and according to recurrent mistakes.

2. T presents examples of S's mistakes answers again in order for S understand the corrections and form of the answers.

3. Ss make the corrections

4. Ss finish to answer the questions of the autobiography

5. Ss interchange their answers with a partner to correct the answers of his/her classmate

6. Ss receive their own answers and correct their mistakes to finish their first draft

7. T gathers their writings

Session 13:

1. Ss finish writing down the first autobiography draft based on a template provided by the teacher.

3. The Ss hand out the first draft to their partners; then, they will make a general feedback taking into account the rubric.

4. Taken into account the feedback s will edit and proofread the texts, creating the editing.

Session 14:

1. T checks the editing and gives specific feedback taking into account mistakes related to cohesion, coherence and vocabulary.

2. Based on the teacher's feedback the students write their final version of their autobiography.

3. Prepare a celebration to present their autobiography (invitation cards to the coordinators, principal and teachers and candies)

4. Answer a post test and a survey to express their opinions and the aspects they learn about the project. Finally they paste the photos in the dossier

Session 15:

1 The Ss present their autobiography in a dossier.

2. Celebration in class to present their work to the invited teachers and students.

-The vocabulary proposed:

The words given to the students were classified into three items: professions, jobs and adjectives: Strengths and weaknesses. Regarding the adjectives, vocabulary takes into account vocabulary related to strengths and weaknesses of their outstanding temperaments, this vocabulary is studied by means of drawing a mind map with the words they can describe themselves best and

also, solving a crossword and a puzzle which were elaborated specially on the platform Educaplay to practice vocabulary about strengths and weaknesses. Finally, they write some of those words which describe them best in their autobiography.

STRENGTHS	WEAKNESSES
Practical Leader Organized Decisive Sympathetic Intelligent Neat Mediator Forgiving Friendly Easygoing Witty Independent Visionary Longsuffering Goal driven Productive Peaceful Realistic Fun Risk-taking Doer Daring Entertaining Introspective Self-reliant Skilled Dependable	Meek Grudge Impatient Undisciplined Unpopular Talkative Disorganized Moody Disrespectful Angry Procrastinator Stressful Furious Annoyed Sarcastic Boisterous Day dreamer Sloppy Naïve Idealist Brood Stubborn Sluggish

Table 2: List of adjectives provided to write on strengths and weaknesses

For Professions and Jobs, they were asked about what their parents do for a living, second, they answered a multiple intelligence test, third they read a the list of possible careers and jobs associated with each intelligence, fourth they drew a mind map with their possible professions or jobs for a future, fifth, they solved a word search puzzle about possible careers which was elaborated specially on the platform Educaplay to help them to practice vocabulary, and finally they wrote them in their autobiography.

Plumber	Architect
Seller	Technician
Watchman	Veterinarian
Driver	Psychologist
Housewife	Flight attendant
Peddler	Soccer player
Student	Lawyer
Shoemaker	Designer
Dental assistant	Marketing
Cashier	Mechatronics engineer
Watchmaker	Crime investigator
Messenger	Technologist
Machinery Operator	Medicine
Waitress	Orthodontics
Architect	Engineer
Employee	Physical education teacher
Nurse	Astronomy
Machinery technician	Locksmith

Table 3: List of nouns to write about occupations and professions

-Acquisitions of specific structures:

The verb to be in simple present and simple past, the simple present, the simple past, the simple future and the present perfect are the structures practiced when they answered some questions to write their autobiographies, finally they showed that they learnt them when they wrote their final version of the autobiography.

2.6 Data Analysis and Results

In this chapter, the collected data are examined qualitatively. The analysis concentrates on the process that the participants followed to express themselves, to reflect about their lives with the mediation of writing. Researcher analyzed students writing process based on the proposal of Harmer (2007) following four stages planning, editing, and the final version.

Other data are taken from the material used to develop the treatment: tests, students' artifacts, tasks, field notes, and a survey to know the perception of the students. These data are analyzed regarding the categories with the purpose of informing and supporting the results to validate the research question of this study.

The scaffolding I proposed of moving from controlled practice to semi-controlled practice is documented. In the controlled practice written production was done at the word level. The students' compositions suggest that the vocabulary and the structures were used in sentences and that they gave the first steps in writing at the paragraph level, for example the student 3 (See figures 4 and 5).

Nombre: Michel Camila Carde Date: _____

MY ASPIRATIONS

83. Within your aspirations:

a. What will you study when you finish high school?
 b. Where would you like to work?
 c. Would you like to marry? At what age?
 d. How many children would you like to have?
 e. What places would you like to travel to?
 f. What material things would you like to have?
 g. How will you save money to buy your desired material things and achieve your goals?
 h. How will you care your health?
 i. How will you grow up spiritually?

84. What do your parents think of your plans?
 85. What do your friends think of your plans?

83.a. I study when you
 Finish high school asafata
 NO geologia
 b. I study in Estados Unidos V

c. _____

d. Quiero tener 1 hijo
 Canada duval España and
 Paris

f. Quisiera material
 15 a house and care

g. I money trabajado

h. comiendo verduras and
 cosas saludables

i. VAMOS A MISA

84. Se alegran de mis
 pensado planes.

85. Me apoyan

Figure 4: Drafting Student 3

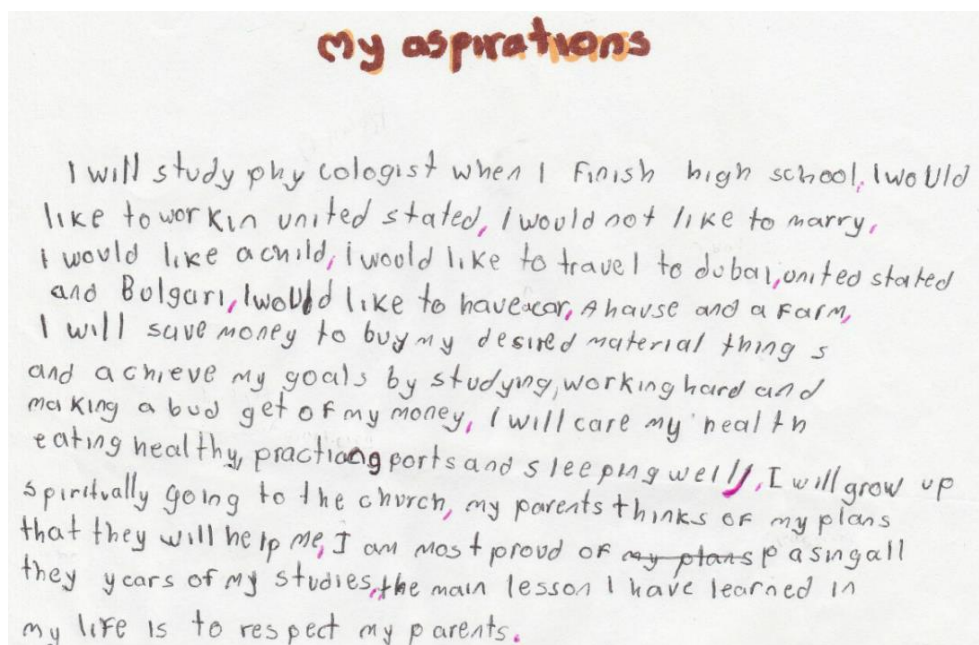


Figure 5: Final Version Student 3

2.6.1 Data analysis

This research project has taken Grounded Theory (GT) as base to the data analysis. Freeman (1998) asserts "Such theory ought to be developed in intimate relationship with data, with researchers fully aware of themselves as instruments for developing that grounded theory" (p. 30).

2.6.1.1 The open codes.

The open codes for this investigation are the concepts from the data regarding the field notes of the intervention, it was divided into fifteen sessions, applied in twelve weeks, where the learners had to answer some questions about their personal information, personal description, their likes, their family, their childhood, their neighborhood, their life at school, their vacations, their memories, their recent events, and their aspirations, with the purpose of promoting their writing skill and create paragraphs with the answers. (See figure 6)

FEEDBACK
INPUT
TEACHER'S ROLE
TEACHER'S REFLECTION
LEARNING TASK
HOMEWORK
REFLECTIVE WRITING
SOCIO-AFFECTIVITY / SELF-KNOWLEDGE
STUDENTS' ROLE
COLABORATIVE WORK
MOTIVATION
WRITING PROCESS
AUTOBIOGRAPHY
LIMITATIONS

Figure 6: Open coding

It is analyzed the field notes with the procedure for developing categories of information in each session to see the reach of objectives established to this research and contemplate the process of writing and the promotion of reflective writing. To observe the *open codes* for this investigation in each section (see appendices F – observation sessions from 1- 15)

2.6.1.2 The axial code:

This is the second stage of the analysis of the process, to select the axial coding researcher related codes to subcategories. The axial code for this investigation are the followings:

2.6.1.2.1 Subcategory 1: Autobiography. The subcategory autobiography is interconnected with the codes of input, writing process, feedback and learning, (see figure 7); since the autobiography is the explanation, justification and account of a self-life and it may be meaningful for children to write it. Also, the code of *input* was interconnected to this subcategory, since they need enough input, which is necessary for the learning of a language, it refers to present, expound or provide opportunities for learners to develop pupils' comprehension with comprehensible examples of language, so they can apply what they comprehend.

Furthermore, *the writing process* was added to this subcategory since to write the autobiography pupils need to enhance their writing production for which it is proposed the stages suggested by Harmer (2007) planning, drafting, editing and the final version. Moreover, *feedback* has interaction with this subcategory since, it is effective to language learning, it should be provided constantly in order to train students during the process of writing. Finally, *learning* was made connection with this subcategory since as it was mention before, for learning is necessary continuously input and feedback throughout the writing process.

AUTOBIOGRAPHY:	INPUT
	WRITING PROCESS
	FEEDBACK
	LEARNING

Figure 7: Subcategory 1- Autobiography

Here it is analyzed the field notes, the student's artifacts and the perceptions of students about the proposal to see the reach of the subcategory of autobiography which contemplate the input, the process of writing, the feedback and the learning. The autobiography was carried out with the writing process following four stages: planning, drafting, editing and final version. Learners had a progress on formal aspects while they developed all the stages; something important to mention in that in the editing stage concentrated on formal aspects: capitalization, connectors, extra words, missing words, punctuation, spelling, transferences, and wrong words. The explanation of the analysis and results of the process is as follows:

2.6.1.2.1.1 Planning. In this stage, the students were receptive and creative besides they were focused on developing the task of creating a spidergram, drawing their life time line and their portrait. While they developed these activities participants were interested, the students' attitude to class was better, I realized that some students that did not used to do anything decided to participate

because of the drawing. These tasks were a motor to encourage students and improve the teaching-learning process.

The first stage was the spidergram, this task guided students to write the key elements that should be included in the autobiography; this activity need the direction of the teacher to set the items to include in their writings. When they were drawing the interest of the students arose; this was acknowledged by the researcher through the field notes (see figure 8) “It was a funny time, most of the students desired to draw a spider and wrote on each of its legs the parts of the autobiography”

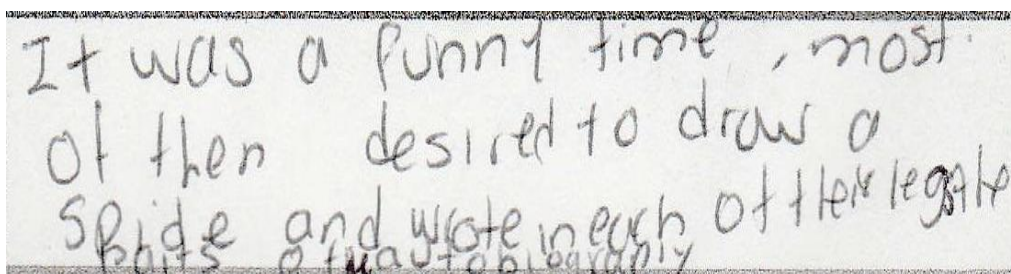


Figure 8: Field note

Regarding writing some spelling mistakes were presented: (See figure 9 and appendix G):

S1: [childhoot](#), [ilustracion](#), [información](#), S2 [ilustration](#), [family](#), [description](#). S3: [information](#), [famili](#),

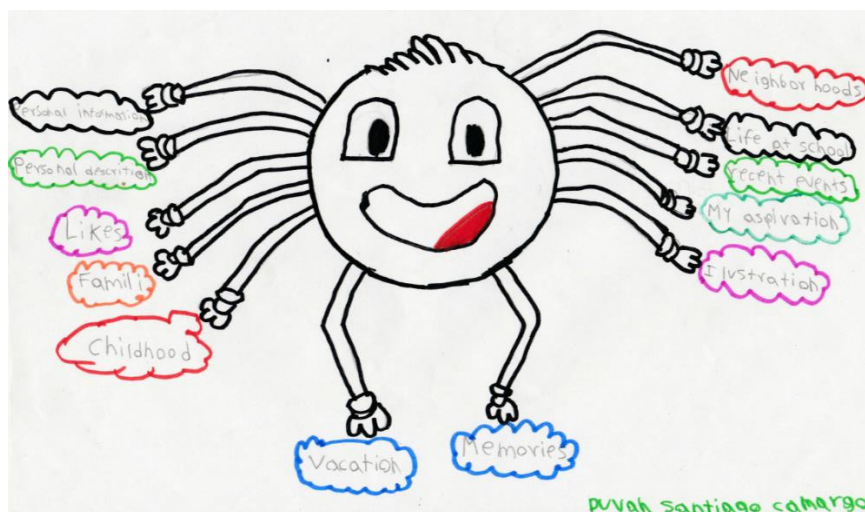


Figure 9: Spidergram sample Student 2

In the second activity students read and set a discussion about possible questions answered in the construction of the text. This was quite a challenge because they try to recognize how to write a text using information from questions and join questions with information from the text about the autobiographical book “BOY” (see appendix H) When writing they were asked to answer some questions about the reading and they found easier to answer, they tried to communicate or express a message, nevertheless, in the formal aspect they had some mistakes of wrong words, missing words, capitalization and coherence: (See figure 10) S1: “This ferment is about a Boy what the take of the arm incorrect because the doctor arrive also and tin the tin the thing mand”; S2: “autobiography the roald Dahl” S3: “Boy, Roald Dahl, the life the a Boy in relate suffer and happys”.

- a) What is the title?
~~the~~ the title is Boy
- b) Who is the author?
 The autor is Roald Dahl
- c) What is about this fragment?
 This ferment is about a Boy what the take of the arm incorrect, because the doctor arrive also and tin the tin the thing mand

Sample student 2

- a) What is the title?
 Boy
- b) Who is the author?
 Roald Dahl
- c) What is about this fragment?
 autobiography the roald Dahl

Sample student 3

- a) What is the title?
~~Roald Dahl~~ Boy
- b) Who is the author?
 Roald Dahl
- c) What is about this fragment?
 the life the a Boy in relate suffer and happys

Figure 10: Reading comprehension and writing sample about the autobiographical book “BOY” - Sample students

Sample student 1

In the third task, the students were required to do a time line of their lives (See appendix I) and began to introduce some of the important dates and facts sequentially and chronologically to add to their autobiographies. Pupils were attentive drawing them; this was acknowledged by the researcher through the field notes.

2.6.1.2.1.2 Drafting. Students at first struggled with the symbols of feedback: (C) for Capitalization, (J) for Connectors, (X) for Extra words, (M) for Missing words, (P) for Punctuation, (S) for Spelling, (Tr) for Transferences and (WW) for Wrong words. To help them to identify the symbol I used a color, (see table 4).

Symbol	Color
(C) Capitalization	Purple
(J) Connectors	Brown
(X) Extra words	Orange
(M) Missing words	Yellow
(P) Punctuation	Blue
(S) Spelling	Red
(Tr) Transferences	Green
(WW) Wrong words.	Pink

Table 4: Conversions for feedback

Correcting mistakes helps learners making aware of their weaknesses and strengths, and after the checking they clarified and spent less time for the next stage of editing.

In this stage, with the fourth activity, participants were asked to answer some questions about personal information to start writing their autobiographies, teacher gave feedback to the class taking into account vocabulary, and grammar according to the recurrent mistakes. Some specific characteristics toward writing are presented, for instance, they try to communicate no matter the mistakes, for instance: S1: Question 6: “I am are live my mothey, my father, mi sisters and my dog”. S2: “I live who dad mom”. S3: “I live do my family”; they presented certain kind of mistakes, like, spelling, extra words, missing word, capitalization, extra word and punctuation, nevertheless

with the feedback, students aware of the formal mistakes and try to correct them, thus: S1 “I live with my mother, my father and my sister”. S2: “I live with My dad and mom”. S3: “I live with my mother’s father’s and sister”. It evidences the process, presenting few errors, (see appendix J).

In this stage as an input activity to the students, in the fifth class they answered a test to know their temperaments to have a process of reflection, with this task, students were aware of their strengths and weaknesses to describe them in their autobiography promoting the writing skills and self-reflection. S1: “My two outstanding temperaments are choleric and sanguine, my strengths are organizer and desecive, my weaknesses are to be idealist and indiscipline”. S2: “My two outstanding temperaments are melancholic sanguiner, my strengths are to be nent and intelligent and sympathetic”. S3: “My two outstanding temperaments are phlegmatic and sanguine, my strengths are to be neat mediator and forgiving, my weakness are to be disorganized and indiscipline”. Besides, they write an action to turn a weakness into strength (see appendix K).

Besides, for the acquisition of vocabulary about strengths and weaknesses for homework pupils logged in the educational platform Educaplay and solve a crossword about their predominant temperaments. (See appendix L). For writing the activity helped students to practice some vocabulary and use it in their autobiography.

In the sixth class, in pairs, participants logged in at the educational platform Educaplay and solved an activity to complete about questions and answers about a famous character of comic strips that have the same predominant temperament, (see appendix M). They saved the work and sent it to the teacher e-mail, students who did not finish, they continued at home. The activity was interesting for the students, they demonstrated interest and they practiced Yes/No questions in order to ask for students’ temperament to continue writing their autobiography promoting the acquisition of specific vocabulary as adjectives. This issue was acknowledged by the teacher

through the field notes “Students had good behavior and attempted to do it, the activity was funny and interesting for them”

In the class seventh, participants drew a picture about themselves (self-portrait) where could show some adjectives that described their two predominant temperaments, (this picture was useful to add to the autobiography dossier), in order to identify strengths and weakness of his/her temperament promoting the reflection and the acquisition of specific vocabulary. (See appendix N) S1: Drew an attractive face and wrote just his predominant temperament, S2: drew a beautiful half body portrait and also wrote just his predominant temperament; S3: Drew a beautiful American portrait style or a picture until her legs, but she wrote a lot of adjectives relating to their strengths and weaknesses: This activity stimulated the reflection and kept students motivated.

In the next class students answers a test to identify their intelligences for promoting the reflective writing and wrote the final score (see appendix O) and in their autobiography rubric the two outstanding intelligences, (see appendix P) According to writing students recognized their intelligences and there were few mistakes when writing them. S1: “my two strongest intelligences are logical mathematical and visual spatial”: S2: “My intelligent are musical and bodikinesthetic”; S3: “My two strongest intelligences are interpersonal and bodily kinesthetic”

Besides, teacher asks the students for homework to log in at the educational platform Educaplay and solve a word research about the possible careers of their predominant intelligences in order to remember some vocabulary. (See appendix Q).

Nevertheless, after doing this activity, students had to write their possible career in their questions rubric for the autobiography but students make many transferences mistakes. S1: arquitecto o tecnólogo”, S2: “Veterinario”; S3: “I study when you finish high school asafata o

cigologa” therefore for the next class students were asked to do a short mind map with their possible careers based in their intelligences and teacher set a discussion about the influence of intelligence in their development in classes and how it helps them to be better s and how they show them a path to choose a profession in their future because strengths and preferences are linked directly to a person's potential, and therefore to possible career choices. (See appendix R).

Something contradictory is that in this appendix they wrote other careers different from what they wrote the first time but in the final version they wrote correctly the professions they want to carry out.

In the eleventh class, students continue answering personal questions to write their autobiography using simple past, and present perfect tense to talk about their likes, family, childhood, neighborhoods and life at school. (See appendix S) it was evidence that students made spelling, transferences and coherence mistakes. In the moment they interchange their answer and with the guide of the teacher check them to give a feedback to their partners they felt unsecure to accept their comments.

In the twelfth class student finished answering the questions about their vacations, memories, recent events and aspirations to finish their autobiography, students learnt and remembered some aspects of coherence and cohesion promoting the writing skills and the acquisition of specific vocabulary, (See appendix T). The teacher handed in students’ writings and gave feedback to all students taking into account coherence, cohesion, vocabulary, grammar, and recurrent mistakes. The research teacher presented examples of students` mistakes answers again in order for students to understand the corrections and form of the answers and students made the

corrections and finished to answer the autobiography's questions, finally the teacher gathered their writings to check them give them a feedback.

2.6.1.2.1.3. Editing. In this stage, in class thirteenth, they with the assistance of a partner filled out a rubric (see appendix U) to revise their autobiographies; the teacher also checked the edited version and made suggestions to modify. The revision of the rubric helped them to become aware of the needs they had to improve their autobiography. The rubric checks these issues: cover page, title, illustrations, paragraphs, completion, vocabulary, connectors, punctuation, spelling, sentences and content.

Furthermore, the teacher's feedback was given through some especial symbols on the text which show the type of mistake to be corrected, which students recognized and when they did not remember it they asked the teacher about it.

In this stage students evidenced a progress in the construction of a paragraph; they had fewer mistakes of formal aspects and coherence. For instance, from just a sample (see appendix V) S1: from eighty words written presented 6 spelling mistakes, five missing word mistakes and an extra word. S2: from one hundred twenty words written presented three spelling mistakes, thirteen extra words, six missing words and one wrong word. And, S3: from one-hundred-fifty words written presents four spelling words, five extra words and a missing word.

2.6.1.2.1.4. Final version. For this stage, in the class fourteenth and fifteenth, students prepared a dossier with just one or two mistakes, for instance, some sample of a part of writing (see appendix W) where students evidence their progress from simple sentences with many formal mistakes to a paragraph with no mistakes. Then, all the students, they decided to share their ideas and presented their autobiographies to students outside the class, to eleventh grade and seventh

grade students, they made a presentation in some stands about the subtopics of the autobiography: My personal information, my personal description, my likes, my family, my childhood, my neighborhood, my life at school, my vacations, my memories, my recent events and my aspirations. They explained all the tasks they did to reach to the final version. Besides they were visited by the academic coordinator, a teacher of Spanish language and a teacher of Social sciences. The visitors congratulated them for their work, also, this activity was recorded (See appendix X) and students felt confident sharing their work.

Finally, it is worth mentioning that in relation to feedback and assessment the researcher joins them and considers them as a process to scaffold a progression and did not focus on the mistakes to asses, she continually was providing feedback on students' written texts, there was a constantly feedback on the form, as grammar, spelling, punctuation but also in the content, coherence, and structure to improve, so it affects positively students, because the feedback enhances students' interest in writing by supporting their curiosity to become writers of their autobiographies.

2.6.1.2.2 Subcategory 2: Reflective writing. The subcategory reflective writing is interconnected with the codes of socio-affectivity – self-knowledge, tasks and homework, (see figure 11); since in reflective writing, the writer is the main focus, their own feelings, thoughts and experiences is the topic to write, here the students when write make a personal judgment of an event or action, they may provide personal reasons for choosing a position, they may try to understand their experiences and their reactions to them, with a goal of personal grow; also, that is why the code of *socio-affectivity* was interconnected to this subcategory, since it facilitates reflection and the development of the students' emotional skills that are part of the learning development, taking into account that this research focus on the intrapersonal axis of the socio-

affectivity competence, since it focuses on the emotion management and it also requires self-knowledge, therefore it involves knowing the weaknesses and strengths to reflect and therefore self-regulate the expressive responses. Furthermore the *tasks* code is added to this subcategory since they have been employed to make language more communicative, these task correspond to real word activities. According to Ellis (2009) “Tasks are an important feature of communicative language teaching” (p. 27). Without tasks it is impossible to make a reflection, since they are useful to create a context for the pupils to practice and use the language with determined purpose, in this case to reflect. Finally, *homework* has interaction with this subcategory since, the researcher considers homework is a way to provide opportunities to build the character in term of responsibility therefore, it contributes to reflect about the self-learning or commitment to enhance the intrapersonal axis of the socio-affectivity competence in the students.

REFLECTIVE WRITING	SOCIO-AFFECTIVITY – SELF KNOWLEDGE
	TASK
	HOMEWORK

Figure 11: Subcategory 2 - Reflective writing

Regarding the promotion of EFL reflective writing, students learnt to recognize themselves, there was a process of reflexivity where students recognize their outstanding temperaments and their outstanding intelligences, so they compared these aspects with their daily behaviors and realized who they are. (See figure 12, table 5 and appendix K) S1: “My predominant temperaments are choleric and sanguine, my strengths are organize and decisive. One of my weakness is to uncreative, an action to turn this weakness into strength is to try creative” S2: My predominant temperaments are melancholic and sanguine, my strengths are intelligent and simpathetic. One of my weakness is spek muchs an action to turn this weakness into strength is to stop spek” S3: “My predominant temperaments are sanguine and phlegmatic, my strengths are

mediator and forgiving. One of my weakness is to disorganized, an action to turn this weakness into strength is to organized”.

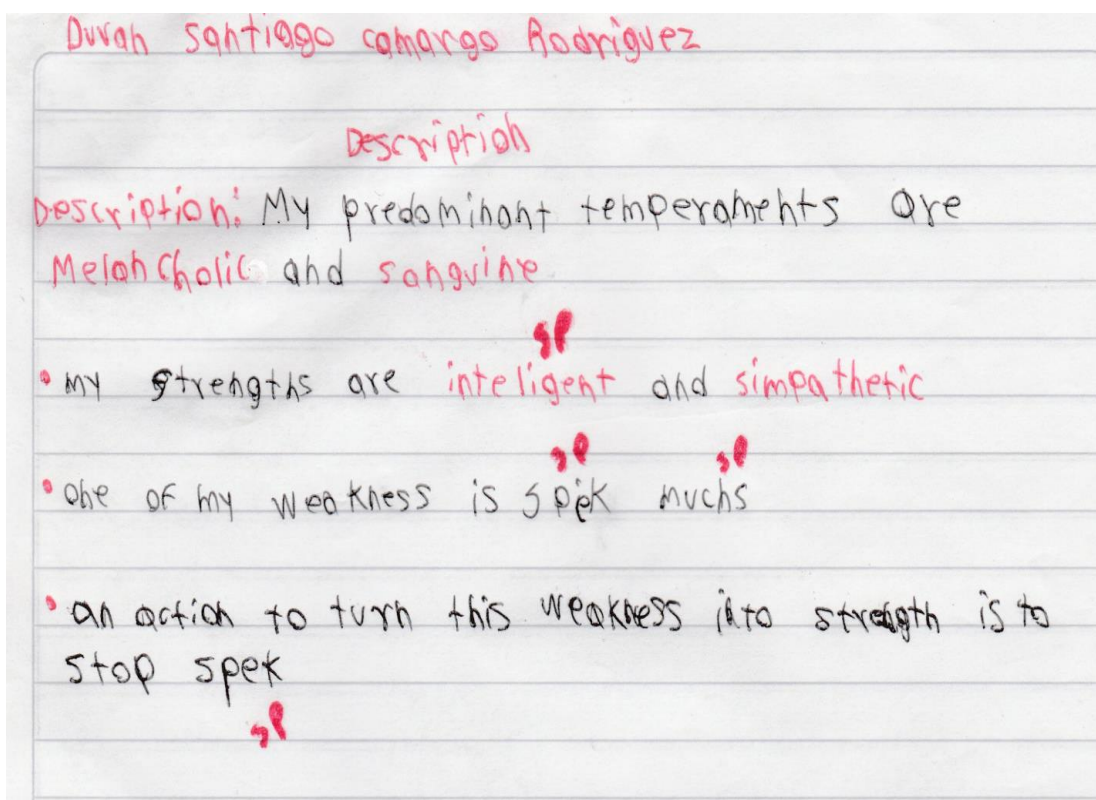


Figure 12: Sample student reflection.

In table 5 you can find the students' opinions according to a survey where they evidenced their reach in this subcategory of reflective writing.

Student	Opinion
1	Me gustó porque era una guía para uno, aprendí a entender más el inglés, si aprendí a conocerme a mí mismo, lo que más me gusto fueron los temperamentos
2	Me gustó porque es una forma de aprendizaje divertida, si más adelante necesitamos hacer una hoja de vida o algo parecido en ingles será muy fácil ya que lo aprendimos aquí. Aprendí los auxiliares en pasado, presente y futuro. Me conocí más de lo que me conocía, mis temperamentos mi inteligencia etc. Lo que más me gustó fueron los test de personalidad.
3	Me gustó el proyecto de la profesora Laura Zárate porque pudimos aprender muchas más palabras en inglés y además pudimos escribir nuestra autobiografía en inglés y aprendí que por ejemplo DO está en presente y comprendí mucho más el inglés.
4	No fue a clase
5	Me gustó mucho el proyecto porque pude aprender más cosas

	Aprendí muchas cosas sobre el inglés, me gustó todos los temas
6	Me gustó mucho porque aprendí como se escribe tal palabra. Si aprendí mucho, aprendí a conocerme a mí mismo, me gustó más los temperamentos.
7	Me gustó porque conocimos grandes cosas más y porque aprendí hartas cosas en ingles Aprendí mis temperamentos, que es lo que a mí me gusta, etc. Fue muy agradable, los temperamentos fue lo que me llamo la atención y me gustó.
8	Me gustó el proyecto donde la profesora Laura Zarate porque aprendí mucho y aprendí que cuando la pregunta es your la respuesta empieza con my y que cuando la pregunta esto con you la respuesta comienza con I y también aprendí que cuando la pregunta empieza con have quiere decir una experiencia y aprendí muchas cosas más, aprendí a conocerme, a mis dificultades y mis facilidades, a mis defectos y habilidades, el tema que más me gusto fue mis gustos y mi familia.
9	No me gustó porque me pareció aburrido Pero si me conocí
10	Me gustó el proyecto porque aprendí muchas cosas, aparte de conocerme un poco más a mí misma aprendí algunos auxiliares para pasado presente y futuro, si porque conocí mis temperamentos y mis inteligencias, lo que más me gusto fue las actividades de Educaplay.
11	Hubo muchas cosas interesantes Si me gustó y prendí un poco de mí y de mi futuro. Me gustó lo de los temperamentos y el spidergram
12	No me gustó, ya lo sabía en la mayoría, mi hermana mayor me enseñó mejor la mayoría de las cosas.
13	Me gusta porque me enseña muchas cosas y porque hacemos actividades muy divertidas, aprendí y lo que más me gustó fue la autobiografía.
14	Si me gustó porque es más fácil que una clase normal, aprendí más inglés, lo que más me gustó fue las inteligencia múltiples.
15	Me ayudó a aprender cosas que se me habían olvidado, lo que más me gustó fue las inteligencias múltiples.
16	A mí me gustó el mini proyecto porque fue un proyecto muy completo. Aprendí el inglés básico y el más importante. Me ayudó porque yo no sabía lo de los temperamentos. Me gustó más el mapa mental y los temperamentos.
17	Me gustó mucho porque me hizo dar cuenta de que debo ser alguien en la vida. Lo que aprendí fue que debo mejorar mi comportamiento y aprendí que no debemos hacer indisciplina. Aprendí a conocerme a mí misma. Lo que más me gustó fue cuando hicimos las fotocopias de nuestra autobiografía.
18	Si me gustó porque pude mejorar un poco mi inglés. Aprendí a conocerme mejor y saber responder las preguntas. Si me ayudó a conocerme y conocer mis temperamentos y las carreras que puedo escoger Lo que más me gustó fue los temperamentos.
19	Me gustó porque aprendí cosas nuevas y todo lo que aprendí es muy chévere, las clases son muy chéveres y divertidas, el tema que más me gustó es conocer mis temperamentos.
20	Si me gustó el proyecto porque aprendí como escribir en inglés, también aprendí a pronunciar algunas cosas. Si conocí en el proyecto, antes no sabía qué carácter tenía. A mí me gustó el tema de las profesiones porque aprendí lo que podía ser con mi carácter.
21	Si me gustó porque aprendí nuevas cosas como a escribir mis cosas personales, el Do no significaba y está en presente y el Does no significa nada. Si los temperamentos.
22	Me gustó porque entre más ingles aprenda mejor hablare bilingüe y el proyecto fue mejor para mí. Aprendí muchas cosas como el verbo "have" todo me encanto.

	Aprendí también a conocerme a mí misma más sobre mis temperamentos mis inteligencias etc. El tema que más me gusto fue el de mi familia y mis inteligencias
23	A mí me gusto porque la autobiografía es algo muy bueno. Yo aprendí muchas cosas, un poco es por ejemplo aprender a escribir en ingles a leer, la profe nos da muy buenas oportunidades para aprender Si aprendí a conocerme bien y lo que más me gusto el tema fue mi familia.
24	Me gustó porque todos aprendimos algo y fue muy divertido, pero todos nos portamos mal. Aprendí a conocerme a mí mismo Me gusto los temperamentos.
25	Me gusto el proyecto porque aprendí a decir muchas palabras en inglés y escribir palabras en inglés. Si aprendí a conocerme a mí mismo. Lo que más me gustó fue mis gustos
26	Me gustó porque yo aprendí mis temperamentos, sobre mi familia, mi pasado. Y aprendí más inglés, aprendí a conocerme a mí mismo y el tema que más me gustó fue el de los temperamentos.
27	Fue de mucho aprendizaje, aprendí las palabras en futuro y en presente, a diferenciarlas y me leí hay mismo en la autobiografía, fue muy importante saber cómo soy y también los temperamentos, no me gustó, sino que me encantó saber cómo soy, Gracias profe.
28	A mí me gusto porque aprendí muchas cosas, aprendí nuevas palabras en inglés, yo sí me conocí yo mismo, lo que no me gustó era que tocaba escribir mucho, lo que me gustó fue la lectura en inglés.
29	Lo que me gustó fue que podemos contar nuestra historia y estar en más contactos con el inglés, aprendí más inglés, si me ayudó a conocerme, me gustó todo.
30	Me gustó porque aprendí más sobre mí, aprendí más inglés, me ayudó a conocer de los demás y de mí y lo que más me gustó fue lo de los temperamentos porque nunca sabía eso sobre mí.
31	Me gustó porque me conocí a mi misma.
32	A mí me gustó el proyecto autobiografía porque yo me pude conocer y saber cómo soy yo. Yo aprendí en el proyecto cómo soy, cuáles son mis temperamentos, yo comprendí y me conocí mejor A mí me gusto el tema de los temperamentos y las carreras.
33	Me gustó porque me conocí a mí mismo.
34	Aprendí a conocer más de mi Lo que más me gustó fue mis temperamentos.
35	Aprendí mucho mejor el inglés, no aprendí a conocerme mejor porque yo me conozco
36	Me gustó la clase y el proyecto me faltó la atención. Me gustó mi autobiografía y mis características Lo que más me gustó fue todo de los temperamentos.
37	Me gustó porque aprendí sobre sí mismo, lo que más me gusto fue mi familia, mis aspiraciones y también que aprendí palabras que no sabía el significado

Table 5. The perceptions of students about the proposal

Here all the population answered a survey about what they liked about the project and what they learnt (see appendix Y) and it was evidenced that most of them liked the project, they

reflected, learnt and knew about themselves, there was just two students who did not like it because they did not like to write.

Regarding the implemented tasks by the researcher, they were meaningful because they had relation to their lives and their context, they were interesting to students because let them to know about themselves, also, They involved meaningful English because the participants recognized that tasks could serve them in a future, besides to write the autobiography was a challenge for them, and funny because of the different strategies applied to construct it, the tasks were understandable for them and some of them were metacognitive tasks as mind maps which provides a way for organizing ideas. For instance, (See appendices G and R)

2.6.1.2.3. Subcategory 3: Teaching and learning English as a foreign language. This subcategory is interconnected with the codes of teacher's role, teacher reflection, students' role, collaborative work, motivation and limitations, (See figure 13). *Teaching* is a process of attending to students' needs, and making specific action to help them learn English or to develop any skill, besides, teaching English as a foreign language is one of the most satisfying jobs there is, because teachers can see the results of their labor proximately, when it is made interventions to help people learn as vocabulary, made feedback, etc., it can see the results soon in the students. Also, *learning* is interconnected to this subcategory, since, it involves mental processes to acquire knowledge by experiences, studying or by being taught that is why it is connected with teaching because teachers prepare pedagogical activities to get pupils learn.

Furthermore the *teacher's reflection* code is added to this subcategory since it is mandatory teacher reflects to improve their labor and personal development planning and taking actions to make their classes more proficient to seek for student's learning. Besides *teacher's role* has interaction with this subcategory since, their role is vital in their classrooms to build a warm

environment where students feel confident so they learn easily, enjoy learning and strive to be the best. Moreover, the *student's role* is connected to this category since they take part in the learning environment, they should follow some rules, show respect and strive to get the academic aims. Furthermore *collaborative work*, is related to this category because to work with a partner or in team contributes and benefits to each student because they share knowledge, so could learn easily and be efficient. Besides, *motivation* is added to this category since, there are intrinsic and extrinsic motivation, therefore teachers' role is essential to increase the levels of student's extrinsic motivation; a great effort should be made preparing meaningful and enjoying tasks to affect learner's motivation in the classroom in order to obtain higher proficiency. Finally *limitations* are integrated to this category since it is necessary to take into account them to improve and take actions to overcome them in the process of teaching English as a Foreign Language.

TEACHING AND LEARNING ENGLISH AS A FOREIGN LANGUAGE	TEACHER'S ROLE
	TEACHER'S REFLECTION
	STUDENTS' ROLE
	COLLABORATIVE WORK
	MOTIVATION
	LIMITATIONS

Figure 13: Subcategory 3 - Teaching and Learning English as a Foreign Language

Here it is analyzed the field notes and the student's artifacts to see the reach of the subcategory of teaching and learning English as a foreign language which contemplate the teacher's role, the teacher's reflection, the students' role, the collaborative work, the motivation and the limitations. Aiming to give an answer to this subcategory, the students' artefacts were analyzed in order to evaluate the proposal to know its impact in the English learning process of sixth graders at CDK. To follow the four stages of planning, drafting, editing and final version proposed by Harmer (2007), to elaborate writing students first answered some questions in a rubric to write their autobiography, during the *drafting* they just presented the answers in isolated

sentences without forming a paragraph, and without using punctuation marks, then in the *editing* students took into account the feedback and the researcher explanation to present better texts and in the *final version* it is evidenced the progress in writing, it is important to mention that students made best correction when they had much time to analyze them. During the process the subcategory of the teaching and learning English as a foreign language was in action to teach students to write in English as a foreign language. Table 6 shows a student' artefact of one of the eleven parts of the autobiography.

Student 1: Draft	Student 1 Editing	Student 1 Final Version
In his draft he used to have problems with vocabulary, word order, spelling, transitions, capitalization, connectors, missing word and punctuation.	In his editing version he wrote isolated sentences, he corrected some grammar mistakes.	In his final version, he wrote a text, the structure was correct, he corrected almost every grammar mistakes even though there were some problems with punctuation and word order.
<p>My personal information My name is David Santiago Bohorquez Gamba. I am eleven I was born on February 9, 2006 In Bogota My parents name are Hector Alirio and Flor Stella I am are live my mother, my father, mi sisters and my dog My family is the Boyaca I am in Villa Claudia I am have four sister My sister`s names are Jenny, Onaidy, Mayerly and Gina My sister are Jenny 34 My sisters in working one in Hospital, bake, bank and Hambiental. My mother is seller the esika and my father in a plamper I do not know any story my born My name is does beloved the chosen one of God My name is the my sister Gina</p>	<p>My personal information My name is David Santiago Bohorquez Gamba I am eleven years old. My parent`s names are Hector Alirio and Flor Stella. I was born on February 9th, 2006. I was born in Bogotá. I live with my mother, my father and my sister. My family is originally from Boyacá. I live in Villa Claudia neighborhood. Yes, I have four sisters. Jenny is thirty four years old Onaidy is thirty years old Gina is twenty eight years old And Mayerly is twenty four years old. Onaidy is working in a hospital Jenny is working in the bank Gina is working as an engineer environmental And Mayerly is working in the Bank. My mother is a seller of esika and my father is a plumber. My born by normal My name is does beloded "the chosen one of God" My parents gave me my name because my sister I do not have any nickname.</p>	<p>My personal information My name is David Santiago Bohorquez Gamba, I am eleven years old, my parent`s names are Hector Alirio and Flor Stella, I was born on February 9th, 2006, I was born in Bogotá, I live with my mother, my father and my sisters, my family is originally from Boyacá, I live in Villa Claudia neighborhood, I have four sisters, Jenny is thirty-four years old, Onaidy is thirty years old, Gina is twenty eight years old and Mayerly is twenty four years old. Onaidy is working in a hospital, Jenny is working in the bank, Gina is working as an environmental engineer and Mayerly is working in the Bank, my mother is a seller of Esika and my father is a plumber, I was born by normal birth, my name means "beloded may God Protect", my parents gave me my name because my sister like it and I do not have any nickname.</p>

Table 6: Process of student 1

According to the analysis students improved in writing, before the implementation of the project, students got a very low vocabulary and grammar accuracy in writing, and they had errors such as subject verb agreement, plural, tenses, spelling, missing words, word order, missing punctuation, omission of linking words and capitalization. After the implementation of the project they had better compositions, they improved their writing process.

Besides, the main findings with the students' artifacts were in concordance to the categories: first, the process of writing in EFL, with the stages of planning, drafting, editing, the final version and their formal aspects; second the Tasks; and, lastly the promotion of EFL reflective writing. The first aspect to take into account is the process of writing in EFL, it was found it has a positive effect in training the ability of writing, by this process learners increased vocabulary, improved grammar, gained confidence to use writing but overall, it developed the cognition of students when they tried to organize their ideas and tried to put in practice the feedback received as is quoted by Castillo (2014) "writing employs mental processes, procedures and strategies, which serve the phases of prewriting, writing and rewriting" (p. 82).

Since feedback and assessment make part of the Process Approach to writing, it is important to use them persistently not just for grading but for assisting learners; with these, participants enhanced their interest in writing because they felt motivated by supporting them continually to become writers of their autobiographies. Regarding to Granados & Zorro (2002) "feedback should be provided constantly in order to systematically train students in this skill and to improve their writing by intensive practice of drafting, revising, and editing" (p. 89). Therefore, feedback promotes writing but above all when students became aware of assessment and feedback there is a cognitive process that requires direct analysis taking into account comprehension of the language.

The second aspect considered was tasks, highlighting that they must be meaningful, so learners find in them interest; they have to produce a deep learning experience, for instance, the mind maps and spidergrams; tasks had a special role in this research because they guided definitely to the construction of the autobiography allowing participants to identify features, emotions, qualities, weaknesses, strengths, which helped them to have a process of reflection about themselves.

Finally, the promotion of EFL reflective writing was carried out with the categories previously mentioned since students in the process of writing the autobiography and developing each task, there was a process of reflexivity where students recognize who they are. Hence, reflection to write the autobiography assisted students to enhance the intrapersonal axis, strengthening their personality to contribute positively to the society. Genre Matters cited in Watson (2010) states “rather than being simply the story of an individual existence, it encodes or reinforces particular values in ways that may shape culture and history (p. 19), since we are social human beings and need to share with others.

2.6.1.3 The selective code

The third stage of the analysis of the process of the grounded theory is the *selective code*. In this it is explained how the theory is happening in the setting. It is the procedure to connect subcategories, to select the codes to construct the theory that are the central part of the whole framework. To choose the selective coding researcher related categories into a larger theory and decided on a central category called core category. The core category for this investigation is the following: **The autobiography as a strategy to promote EFL reflective writing** (see figure 14).

As the autobiography is the account of a person life done by himself, it guides student to promote writing. Furthermore, autobiography permits people to be more aware of their life. It

means that it helps people to know themselves as they write it. Also, reflection is a process where people either see how they are acting, what they are thinking, feeling, and doing, both at the time or after an experience and evaluate, make decisions on how to change, besides reflection guides people to self-knowledge. Below, there is a diagram of how the subcategories are related to the core category:

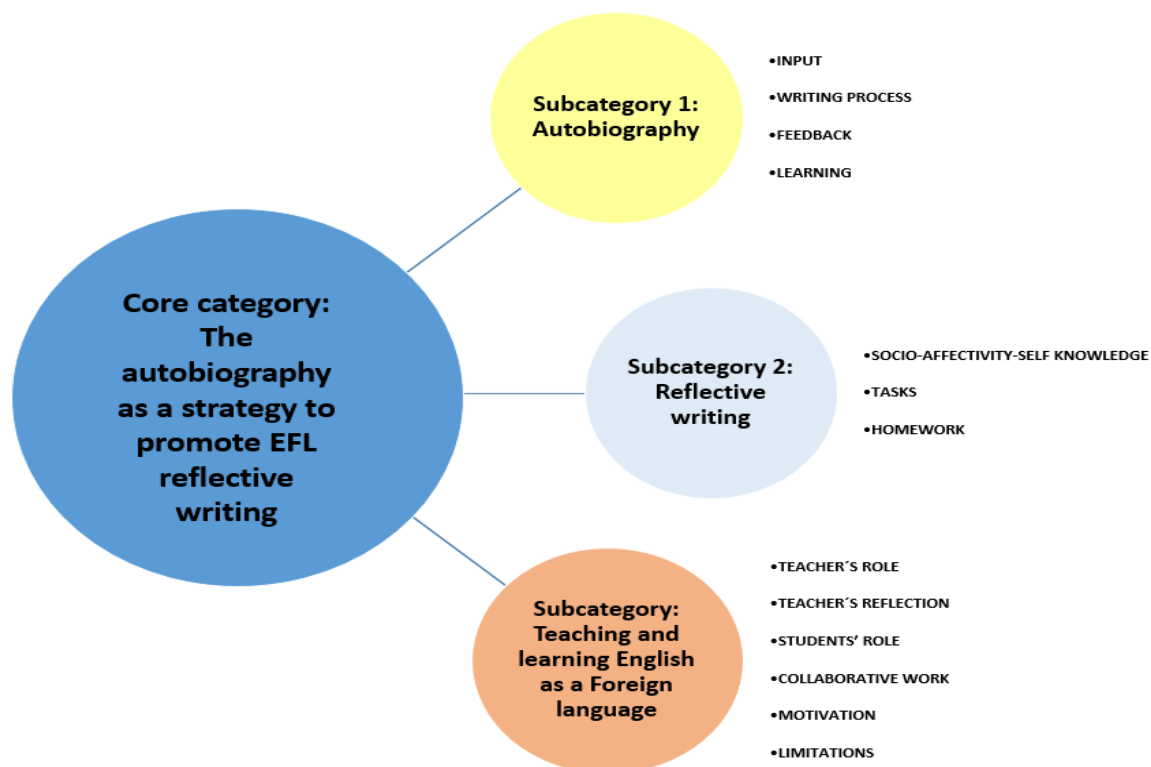


Figure 14. Relation between the three subcategories and the core category

2.6.2 Comparison results of the diagnostic and final test with all the population

The procedure in the final test is carried out as the first stage. The same test is applied and the participants have the same time, space and designing to answer the activity. The purpose of applying this second test is to compare the initial circumstances with the ending ones about writing a short paragraph after the Intervention. Like so, the participants' changes can be registered and

analyzed in favor of verifying the objective of this study. And the result shows students foster in their writing process to write a paragraph. (See table 7)

Student	Capitalization	Capitalization	Connectors	Connectors	Extra words	Extra words	Missing words	Missing words	Punctuation	Punctuation	Spelling	Spelling	Transferences	Transferences	Wrong words	Wrong words
1			3				1	2	1		1		1	1	3	
2			3		1				1		1				3	
3			3				1		1				2		8	
4			3				12	1	1				3			
5			3				2								3	
6			3		3		3	1				1			3	
7	1		3				12	1	1						1	
8			3				11		1						2	
9		2	3				4	1	1			1	1		2	
10	1	0	3						1				11			
11			3				3	3					2			
12	1		3				18		1			3	1			1
13	1		3				12	1				1	7			
14			3										32			1
15			3				9		1							1
16	1		3		4		7		1		1					
17			3		1	3		2	3		2	1	14			3
18			3		6		5		1			1			5	
19			3		5	4	5	1	1		1		3		4	2
20	1		3				14		1							1
21			3		1	1	4		3			1			5	
22			3					1				1	2		1	1
23			3					4	1	1	2		13			
24			3		1		2	2			2		5			
25			3				11		1				2			
26			3				4	1							7	
27			3		1		2		2			1	1		4	2
28			3			1		4				1				3
29	1		3		6		3	2	1		1		24			8
30	1		3			4	10	2	1				7			3
31			3		1		5				2				5	1
32			3		1		7		2						3	
33			3		3		5		1			2	2		1	
34			3		3								4		1	
35	1		3		2	1	13		1							1
36	1		3	1		2	11	8	1	2		1	4			1
37	1		3	1	1		12		1						2	
Total Students	11	2	37	2	16	7	29	17	26	2	9	12	21	1	19	14
Total of mistakes	11	2	111	2	40	16	208	37	32	3	13	15	141	1	63	29
DIAGNOSTIC TEST																
FINAL TEST																

Table 7. Comparison results of the diagnostic test and the final test

As table 7 shows, in the final test, the results tended to be better because students were developing the writing process with the autobiography and foster the construction of a text. Regarding the results some students did not have errors in the second test, other students had only one or two mistakes. Therefore, these results indicate the participants achieved to construct a short paragraph with personal information.

Comparison results of the diagnostic test and the final test with the sample: The colors were used to give feedback to students in order for they learnt easier the conventions for it. (See table 4) Regarding the sample, in the diagnostic test student 1 wrote lines, he did not write a paragraph and had some formal aspects mistakes like these:

“David Santiago Bohorquez Gamba:
My age is eleven
I live in house
Mom – father – four sister – cuñado – sobrina”
Meaning of the color: missing word, Connectors, spelling, transferences, punctuation)

Considering the final test student 1 wrote a well-organized text, the formal aspects improved, the structure was correct, even though there were some problems with spelling:

“My name is David Santiago Bohorquez Gamba, I am eleven years old, I live in Villa Claudia, I live with my father, my mother, my sister and my dog”. Spelling

Student 1	Capitalization	Connectors	Extra words	Missing words	Punctuation	Spelling	Transferences	Wrong words
Diagnostic	0	1	0	7	4	1	2	0
Final	0	0	0	0	0	1	0	0

Table 8: Comparison results of the diagnostic test and the final test of student 1

Regarding Student 2, in the diagnostic test he did not write a text, he just did sentences and have many formal aspects mistakes.

“I’m Duvan Santiago Camargo Rodríguez
I age is 12
I live is Carvajal
I live mom, dad, uncle”
Meaning of the color: Wrong word, missing word, connectors, punctuation.

Considering the final test student 2 wrote a well-organized text, and he improved in the formal aspects:

*My name is Duvan Santiago Camargo Rodríguez, I am **thirteen**, I live in Carvajal, I live with my mom, my dad, my uncle and **dog**.*

STUDENT	Capitalization	Connectors	Extra words	Missing words	Punctuation	Spelling	Transferences	Wrong words
2								
Diagnostic	0	1	0	3	3	0	0	2
Final	0	0	0	0	0	1	0	1

Table: 9: Comparison results of the diagnostic test and the final test of student 2

Student 3 in the diagnostic test did not write a text, he just did sentences and have many formal aspects mistakes.

Michel Camila Camelo Gómez

12 twelve

Bosa

Daddy, mother, sister, grandmother, grandfather

Meaning of the color: **punctuation, missing word.**

Considering the final test student 3 wrote a well-organized text, and she improved in the formal aspects:

*My name is Camila Camelo, I am 12 years old, I live in Molinos neighborhood, **I live with my father, my mother, my sister and dog.***

STUDENT	Capitalization	Connectors	Extra words	Missing words	Punctuation	Spelling	Transferences	Wrong words
3								
Diagnostic	0	1	0	5	4	0	0	0
Final	0	0	0	1	0	0	0	0

Table: 10: Comparison results of the diagnostic test and the final test of student 2

According to the analysis it is evidenced that the student has a progression in their writing process, nevertheless to see specific development it was explained in more detail before at the beginning of this chapter.

Conclusions

After implementing this study and based on the results obtained to give an answer to the research question: how the autobiography may promote the EFL reflective writing of sixth graders? A number of conclusions can be drawn:

When students developed the autobiography they identified their strengths and weaknesses, it gave them a better understanding of themselves; besides, they realized, every person is different and they all act differently based on their temperaments and multiple intelligences. With this research they learned about themselves and developed self-expression.

Autobiography is a tool to promote writing, the evidence gathered showed that autobiography made English language learning meaningful and guided students to reflect. Writing about their lives, their temperaments and future plans helped the students to develop their own abilities to be reflective and to write within a meaningful context and concerning to grammar they used easily grammatical tenses to communicate their ideas.

The Process Approach to writing served as a stepping stone in language development, it helped students to plan, organize, edit, assess and publish their work.

Using the elements of the writing process proposed by Harmer (2007), as a way to produce effective writing, helped students not only to understand formal aspect of the language to write but also to know their behaviors and attitudes they should try to modify to become better humans' beings and learners of the language.

To teach type of temperaments and the multiple intelligences guided the researcher to understand the students because they each is different besides to follow the process of writing

made her to know better her students and to find that a student had dysgraphia to help him to continue his process with the psychology of the school, and to give advises to all the teacher to evaluate and has a process of teaching different to him.

Students had the opportunity to know their own temperaments and multiple intelligences and they started to reflect about who they are, became aware of their behaviors, strengths and weaknesses according to their temperaments, besides, they realized the possible careers or jobs they could carry out in a future according with the recognitions of their own abilities. Therefore, it is important to promote an environment in the classroom where students know themselves, so they get motivated to develop tasks and to become proficient in writing.

-Pedagogical implications

This project focuses on the Writing Process Approach, it provides new environments using resources, and strategies for the leaning of English promoting writing since with the approach students feel confident to write and it is easier to write a great deal of information avoiding mistakes, and producing coherent texts.

Besides, this research provides insights to the teaching practices in the school, since it provides writing practices to encourage students to write and reflect about themselves, through the performance of the process the pupils draw their attention to formal aspects of the language but it also makes English language learning meaningful and guide students to have a reflective writing.

The strategy based on the autobiography to promote beginner EFL reflective writing may be included in the school syllabus in order to be spread to other courses to foster their writing

process and self-knowledge, since it facilitates participants to reach academic and socio affective challenges by means of reflection to self-knowledge.

- Limitations of the study

Developing the writing process approach in the language classroom is a task that involves a lot of time. It was really hard to see individual progress; therefore for future implementations it is necessary to spend more time with the students to develop a more effective process.

As classrooms have a great number of students, it is hard for a teacher to give individual feedback, consequently, the researcher proposes to plan more didactic and metacognitive activities meanwhile feedback is given individually.

-Recommendations and further research

The strategy based on the autobiography to promote beginner EFL reflective writing should be included in the CDK school syllabus in order to be spread to other courses to foster their writing process and self-knowledge.

This study could be implemented at the District level to provide to the aims of the “English National Program” proposed by the Ministerio de Educación and “The curriculum to the academic excellence” for the integral formation of the students to a good living and education to the citizenship and coexistence. SED (2014), and “The Cartilla de Desarrollo Socio Afectivo - Reorganización Curricular por ciclos” SED (2012). Since, it facilitates participants to reach academic and socio affective competences by means of writing and reflection.

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Appendix A - Diagnosis Test

Analysis of the strengths and weaknesses in writing performance in a sixth grade at the school.

Name: _____ Course _____

Write a short paragraph about you. Take into account:

- Your name.
- You age
- Place where you live
- People you live with

Diagnosis

Analysis of the strengths and weaknesses in the writing performance of sixth grade students at the Kennedy IED School.

Name: Melanny Carmiento Sanchez Course 601

Task:

Write a short paragraph about you. Take into account:

- Your name.
- You age
- Place where you live
- People you live with

M	Missing word
P	Punctuation
SP	Spelling
Tr	Translanguaging
WW	Wrong word
X	Extra word
C	Capitalization

Appendix B - Field notes format - Class observation

DATE:

Observation #:

AIMS	
MATERIALS	
ACTIVITIES	
TOPIC	



PERFORMANCE STUDENT OBSERVATION

ROL	
REACTION TO GIVEN INSTRUCTIONS	
EFFICACY OF THE ACTIVITY	
DISCIPLINE	
CREATIVITY IN THE ACTIVITIES DEVELOP	
DEVELOP COMPETENCE	

PERFORMANCE TEACHER OBSERVATION

INSTRUCTIONS	
USE OF RESOURCES	
ERROR TREATMENT	
ACTITUDE	
TIME MANAGEMENT	

Appendix C - Sample Session 4 – Rubric: Answers to write the autobiography - Students 2

Name: Duvan Santiago Camargo Date: _____

AUTOBIOGRAPHY QUESTIONS CREATING A PARAGRAPH

Answer the questions, and then write paragraphs to create your autobiography

MY PERSONAL INFORMATION		
1. What's your name?	1. I name <u>Duvan Santiago</u>	X
2. How old are you?	2. I <u>years 12 years</u>	X
3. When were you born?	3. ?	X
4. Where were you born?	4. I <u>born</u> in <u>Yopal</u>	X
5. What are your parents' names?	5. My parent's name is <u>Mauricio and Yhinetd</u>	X
6. Who do you live with?	6. <u>with</u> who <u>dad</u> <u>mom</u>	X
7. Where is your family original from?	7. I am born <u>2007</u>	X
8. Where do you live?	8. I live in <u>Carbajal</u> neighborhood	✓
9. Do you have brothers or sisters?	9. <u>no</u> <u>trago</u>	
10. What are your siblings' names?	10.	
11. How old are your siblings?	11.	
12. What do your siblings do?	12.	
13. What do your parents do for a living?	13. My father <u>word</u> is <u>Housewife</u> and mother is <u>Housewife</u>	X
14. Do you have any interesting stories from when you were born?	14. I was born by normal <u>deliver</u>	
15. What does mean your name?	15. <u>may</u> <u>god</u> <u>protect</u>	

Appendix D- Consent Form

Bogotá, año lectivo de 2017

Apreciados señores:

PAPÁ, MAMÁ Y/O ACUDIEN TE CURSO 601

Colegio Kennedy I.E.D.

Reciba un cordial saludo.

La presente es para comunicarle que este año yo, LAURA ZÁRATE REY, soy la docente de INGLÉS de su hijo(a) y/o acudido (a), y me permito solicitar su consentimiento para realizar una práctica educativa, la cual busca promover la habilidad de la escritura en el idioma inglés de los estudiantes.

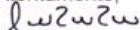
Esta práctica educativa lleva como nombre: "Task based teaching as a means of promoting writing by autobiographies in English foreign language", el cual es un proyecto para obtener el título de Magister en Educación con énfasis en Didáctica de lenguas extranjeras de la Universidad Libre.

Es de aclarar que la identidad de su hijo(a) y/o acudido(a) no será publicada y las imágenes, escritos y sonidos registrados durante la practica se utilizarán únicamente para los propósitos del proyecto de grado y como evidencia de mi práctica educativa.

Este proyecto se desarrollará en el horario normal de clases y desarrollará las temáticas propuestas en el año.

Es así como solicito de manera cordial su permiso para recolectar la información requerida para su respectivo análisis y presentación de los alcances a la comunidad educativa de la Universidad.


Atentamente,


Laura Zárate Rey
CC:52523158

DOY (DAMOS) EL CONSENTIMIENTO NO DOY (DAMOS) EL CONSENTIMIENTO
para la participación de mi (nuestro) hijo (a) y/o acudido
_____ en el
proyecto de grado de la docente en las instalaciones del Colegio Kennedy IED.

Lugar y Fecha: Abil 6/17

No vive conmigo
FIRMA MADRE
CC: X


FIRMA PADRE
CC: 19213139

FIRMA ACUDIEN TE

CC: 19213139

Appendix E: Structure of the implementation

Teacher: Laura Zárate Rey			
Level: 6 grade			
Time: 15 classes of 100 minutes			
Name of the task: The autobiography			
Final production: The students will present a description of their predominant and secondary temperaments relating them with examples of their feeling to create his autobiography dossier.			
Objectives:			
1. Students identify the characteristics of an autobiography			
2. Students will present a description of their predominant and secondary temperaments relating them with examples of their emotions to create his autobiography book.			
3. Students identify their predominant intelligence to know themselves and their possible future careers or occupations.			
4. Students follow the process of writing: Drafting, reviewing and editing.			
M.E.N Learning rights:			
-Describes the basic characteristics of people.			
-Understands and uses familiar words and short phrases about preferences.			
Materials: Slides, sheets of paper to the mind map, colors, test of temperaments, test of multiple intelligences, computers, internet, a TV, sheets to draw, Educaplay platform			
Learner's role: They share with other peers. They bring their previous knowledge to each piece of writing. They are asked to write about whatever they find interesting. It is necessary enough tasks to reach effective scaffolding of them; They plan how to present the product of their work.			
Teacher role: He/she is a collaborator, providing an environment of real life situations to learn the language. He/she replies to all writing, so that students know that what they write is valuable, she/he is a supporter, a motivator and an inventor of tasks which her educatees enjoy doing to engage in natural communicative behavior. The teacher support them, clear ideas and at the end gives a feedback of form and content			
THEMATIC ASPECTS:	LINGUISTIC CONTENT Necessary in order to do the task		OTHER CONTENT
	Grammatical content	Vocabulary content	
-Personal information (R) -Personal description (N) -Temperaments (N) -Multiple intelligences (N) -Likes (N) -Family (R) -Childhood (N) -Neighborhood (N) -Life at school (N) -Vacations (R) -Aspirations (N) N= new R= recycle	-Be in present simple -Be in past simple -Simple present -Adjective pronouns -Simple past -Second conditional -Present perfect -Indefinite article -Questions (Yes/No and Wh) -Auxiliary can -Present perfect continuous. -Future simple -Would -Cohesive devises: -Addition -Causal -Temporality -Consequence -Objection	-Adjectives -Professions -Family members -Pets -Leisure activities -Food	-Mind map -Crossword to practice vocabulary

	<ul style="list-style-type: none"> -Clarify -Organizational - Emphasis -Ellipsis - Substitution -Coherence: <p>The ideas of the writing are organized according to a logical relationship.</p>		
<p>Session 1:</p> <ol style="list-style-type: none"> 1. T shows the S a slide presenting her autobiography and describes its parts. 2. T shows the S a slide presenting the characteristics of the autobiography. 3. The S will make a spider gram writing the key elements that should be included in the autobiography. 4. Then they interchange their spider gram with other students and correct them according to the socialization among teacher and the class 5. T asks the S to bring for the next class a good amount of photos they will include in their autobiography and the title they will give. <p>Session 2:</p> <ol style="list-style-type: none"> 1. Ask the students the homework and remember to continue collecting the photos 2. T shows the students a presentation about a short part of the autobiography book titled “Boy” By Roald Dalh and sets a discussion about possible questions answered in the construction of the text. 3. Students answer some questions and join the possible questions to the information in the text <p>Session 3:</p> <ol style="list-style-type: none"> 1. Correct the reading comprehension about “Boy” 2. Ss answer some personal questions to start writing their autobiography 3. For homework T gives students a little reading about the meaning of their names in order they summarize and answer the question about its meaning. <p>And they must ask their parents about any story from when they were born.</p> <ol style="list-style-type: none"> 4. Ss do a timeline of their lives in a sheet, and begin to introduce some of the important dates and facts sequentially and chronologically to add to their autobiography. 5. For homework ask again the students the homework and remember to continue collecting the photos <p>Session 4:</p> <ol style="list-style-type: none"> 1. T hands in the answers and gives a feedback to the class taking into account coherence, cohesion, vocabulary, grammar, etc., according to recurrent mistakes. 2. T presents examples of S’s mistakes answers again in order SS understand the corrections and form of the answers. 3. T explains students the process of writing. 4. Ss make the corrections 5. Students complete the questions about the homework (Meaning of name and a story about their birth) <p>Session 5:</p> <p>T explains the four temperaments and read a guide about temperaments to the students.</p> <ol style="list-style-type: none"> 1. T asks questions to check understanding of the temperaments 2. S answers a test to know their temperaments. (http://personality-testing.info/tests/O4TS/1.php) 3. T will set a discussion about the influence of temperament in our behavior because of the strengths and weakness and how it helped them to have a process of reflection to know about themselves. <p>“The more I know of myself, the more aware I can go on with my strengths and weaknesses or simply begin to make a change in myself”</p> <ol style="list-style-type: none"> 4. S will do a mind map with adjectives that describe the strengths and weakness of their temperaments. 5. T and students check the mind maps 6. S decides what adjectives describe their strengths and weakness best, which students could include in their autobiography. Write them on their dossier. 7. T gathers the mind maps 8. T asks for homework St will log in at the educational platform Educaplay and solve a crossword about their predominant temperaments in order to remember some vocabulary about adjectives. <p>Session 6:</p> <ol style="list-style-type: none"> 1. T asks the homework 			

2. T will present a description of some characters of comic strips with his/her predominant temperament, and ask questions about the person or character.
3. In pairs, s will log in at the educational platform Educaplay using the computer and TV in the classroom and solve an activity to complete about questions and answers of the comic strip that has the same predominant temperaments. They must save the work and send it to the teacher e-mail.
4. If students do not finish, they must continue at home.
5. Meanwhile other students answer the questions to continue writing their autobiography.

Session 7:

1. T. remembers students the types of temperament and asked students to recall their strengths and weakness of his/her temperament to draw a picture
2. Ss draw a picture about themselves (self-portrait) where can show some adjectives that describe their two predominant temperaments. (this picture will be useful to add to the autobiography dossier)
3. Teacher gathers the pictures.

Session 8:

1. S answers some questions about their personal description to continue writing their autobiographies.
2. Meanwhile T gives them feedback.
3. S makes the corrections.

Session 9:

1. T presents the multiple intelligences.
2. T asks questions to check understanding of the multiple intelligences
3. S answers a test to know their multiple intelligences.
http://kids.lovetoknow.com/wiki/Multiple_Intelligence_Test_for_Children
4. T asks the students for homework to log in at the educational platform Educaplay and solve a crossword about the possible careers of their predominant intelligence in order to remember some vocabulary.

Session 10:

1. T asks the homework
2. T will set a discussion about the influence of intelligence in their development in classes and how it helps them to be better and how they show them a path to choose a profession in their future because strengths and preferences are linked to a person's potential, and therefore to possible career choices and through knowledge of their intelligences, each and every S can maximize their educational opportunities and become motivated and inspired by their choices.
3. Individually, students will do a short mind map with their strongest intelligences and with the careers based in these Intelligences.
4. S decides what possible carriers they will choice, which Ss could include in their autobiography. Write them on their dossier with their predominant intelligences.

Session 11:

1. Ss answer some personal questions to continue writing their autobiography
2. Ss interchange their answers with a partner in order to get peer feedback. T provides some guidelines regarding spelling and grammar aspects.
3. After the feedback each S receives the respective dossier and makes the corrections.
4. T gathers their writings

Session 12:

1. T hands in Ss writings and gives a feedback to all students taking into account coherence, cohesion, vocabulary, grammar, and according to recurrent mistakes.
2. T presents examples of S's mistakes answers again in order for S understand the corrections and form of the answers.
3. Ss make the corrections
4. Ss finish to answer the questions of the autobiography
5. Ss interchange their answers with a partner to correct the answers of his/her classmate
6. Ss receive their own answers and correct their mistakes to finish their first draft
7. T gathers their writings

Session 13:

1. Ss finish writing down the first autobiography draft based on a template provided by the teacher.
3. The Ss hand out the first draft to their partners; then, they will make a general feedback taking into account the rubric.
4. Taken into account the feedback s will edit and proofread the texts, creating the editing.

Session 14:

1. T checks the editing and gives specific feedback taking into account mistakes related to cohesion, coherence and vocabulary.
2. Based on the teacher's feedback the students write their final version of their autobiography.
3. Prepare a celebration to present their autobiography (invitation cards to the coordinators, principal and teachers and candies)
4. Answer a post test and a survey to express their opinions and the aspects they learn about the project. Finally they paste the photos in the dossier

Session 15:

- 1 The Ss present their autobiography in a dossier.
2. Celebration in class to present their work to the invited teachers and students.

Appendix F - Observation sessions from 1 to 15

Observation session 1

FEEDBACK	- There was feedback according to the socialization among researcher and the class
INPUT	-The class began with a warm up activity in which researcher showed the students the dossier about her autobiography. -She also showed them a slide presenting about the characteristics of the autobiography. -She explained students what a spidergram is and how it can help writers to plan aspects to write in a text.
TEACHER'S ROLE	Researcher motivated two undisciplined boys to participated emphasizing in the importance of practicing what they worked in class. She asked the students about the reasons they had to do not work in class. Students said that they did not know how to do the activity. Research explained that she could help them and they should pay attention to the warm up and the presentation of the topic. -The researcher motivated nervous students to participate because mistakes were normal in the leaning process of any language.
TEACHER'S REFLECTION	Research concluded students felt motivated when they participated in drawing activities, they understood and it was a funny time for them
LEARNING	The activities in which students draw and write the parts of the autobiography and to interchange their spider gram with other to correct them according to the socialization among researcher and the class was useful to understand the parts of autobiography and the acquisition of specific vocabulary.
TASK	-She set a discussion about the parts of the autobiography -They made a spider gram writing the key elements that should be included in the autobiography.
HOMEWORK	-Researcher asked students to look for pictures to each part of the autobiography and the name of their dossier,
STUDENTS' ROLE	-The majority of the students demonstrated interest in doing the task proposed; however, two of the students were undisciplined and spoke a lot during the activity. -They looked at the dictionary or asked the researcher for the words. - Some students did not participate in the discussion about the parts of the autobiography because they felt embarrassed and nervous.
COLABORATIVE WORK	They interchanged their spidergram with other peartner and correct them according to the socialization among researcher and the class.
MOTIVATION	A change in the organization of the classroom generated that students had a positive disposition to the proposed tasks. -
WRITING PROCESS	The work in pairs favored that students supported their partners who had doubts or weaknesses of developing the activity.
AUTOBIOGRAPHY	Students learnt the parts of the autobiography drawing and sharing with their partners the spidergram.

Appendix D - Observation session 2

INPUT	The researcher showed the students a slide presentation about a short part of the autobiography book titled “Boy” By Roald Dalh.
TEACHER’S ROLE	She motivated some students who did not do the homework to do it and to continue collecting the photos. - The research asked the students who spoke a lot the reasons they did not work and they said they were not interested in the topic. Researcher explain they can use this information in the future for their autobiographies, finally they decided to work.
TEACHER’S REFLECTION	Researcher consider that using questions in a reading comprehension is important to develop interest and motivate students to become actively involved in the task, and stimulate students to pursue knowledge on their own and ask their own questions since a group try to create other questions with the information founded.
TASK	Researcher set a discussion about possible questions answered in the construction of the text. Then, the students in teams of three read and answered some questionnaire to recognize how to write a text using information from questions.
HOMEWORK	Researcher asked the students the homework that was to bring photos for their autobiographies and the name of their dossier.
STUDENTS’ ROLE	Pupils were interested when researcher made the presentation about the autobiography book called “Boy”. - When they develop the task it was quite a challenge for them because they had to read and join questions with information in a text, nevertheless they were interested in developing the activity, look for the words that they did not know in the dictionary, they asked to their partners about unknown words or to the teacher. -The same two students in this session spoke a lot again. The research asked them the reasons they did not work and they said they were not interested in the topic. Researcher explain they can use this information in the future for their autobiographies, finally they decided to work.
COLABORATIVE WORK	Students in teams of three read and answered some questionnaire to recognize how to write a text using information from questions. They asked to their partners about unknown words or to the teacher. - Work in teams favored the accomplishment of the task because they supported and shared their knowledge
MOTIVATION	They were interested in developing the activity
WRITING PROCESS	This session was developed in order to become students aware how to build a paragraph using information from questions.

Appendix D - Observation session 3

FEEDBACK	Teacher gave feedback about the reading comprehension about “Boy” students checked their answers and corrected them.
INPUT	Researcher explained students what a time line life is and how it is an important and essential tool to plan and coordinate all aspects to write the autobiography and to understand the order of the events in their lives.
TEACHER'S ROLE	Students were creative doing their time line lives and demonstrated interest in developing the activity as they were drawing.
TASK	This activity was effective; students were interested, some of them asked the teacher or looked at the dictionary for the meaning of unknown words. This activity was exciting for students they enjoyed drawing and labeling their time lines. Researchers gave support to them and they used their dictionaries too. -The task helped them to organize their thoughts, enhanced their communicative skills, encouraged and enriched their self-expression. -Students demonstrated that they enjoyed the activities with a positive attitude and participation.
HOMEWORK	The researcher gave students a little reading about the meaning of their names in order for they summarized and answered the question about its meaning, besides they should ask their parents about any story from when they were born.
REFLECTIVE WRITING	The development of these tasks allowed research to introduce writing as a mean to communicate their experiences.
STUDENTS' ROLE	Students did their time line in a sheet and introduced some of the important dates and facts sequentially and chronologically to add to their autobiography.
MOTIVATION	Researcher realized that students has good disposition answering their personal questions since they were meaningful for them.
WRITING PROCESS	All students answered some questions related to information to write their autobiography - Researcher took into account a strategy proposed by Raimes (1983) for control writing to write their autobiographies.
AUTOBIOGRAPHY	Students answered some personal questions to start writing their autobiography.

Appendix D - Observation session 4

FEEDBACK	Researcher handed in the answers and gave feedback to the class taking into account coherence, cohesion, vocabulary, grammar, etc., according to recurrent mistakes. - Using the students' recurrent mistakes in feedback helped student to be motivated to correct them. -Using colors in the conversions for feedback help them to memorize them faster.
INPUT	Researcher presented pupils the conversions for feedback proposed for the class that were used to check the writings, she invited students to see the feedback in their writings.
TEACHER'S ROLE	She used mistakes to explain again.
TEACHER'S REFLECTION	Editing was a challenge for them but when they were correcting mistakes also they were making aware of their weaknesses.
LEARNING	They became familiar with the conversions for feedback and because they did not know the correct word to be used.
TASK	They correct their mistakes according with the feedback
REFLECTIVE WRITING	They analyzed their mistakes to correct them.
SOCIO-AFFECTIVITY SELF-KNOWLEDGE	The students complete the autobiography analyzing the homework that was to read and know the meaning of their names and to ask their parents about any story from when they were born. Some of them were surprised because they became aware of the meaning of their names and aspects related to their birth.
STUDENTS' ROLE	They asked to their partners or to the teacher about doubts.
WRITING PROCESS	Researcher explained the order of the sentences and questions, she wrote at the board some examples of students' mistakes in order for they understood the corrections and the form of the answers. The she explained students the process of writing, as Harmer, (2007) describes (planning, drafting, editing and final version). -The editing step was complex for students until they became familiar with the conversions for feedback and because they did not know the correct word to be used.
AUTOBIOGRAPHY	They continue their autobiography

Appendix D - Observation session 5

INPUT	The research explained the four temperaments (sanguine, phlegmatic, choleric and melancholic) and asked children questions to check understanding. - Researcher explained what a mind map is and how it helps to note down the most important information, how it helps to generate more ideas and to learn in a didactic way.
TEACHER'S ROLE	She spent the time explaining pupils how to access to the platform.
LEARNING	The use of mind map made children associated learning with fun because during the development of the activity students mentioned they enjoyed working with them and learned vocabulary.
TASK	Students read a guide about temperaments and answered a test to know their temperaments. - Teacher set a discussion about the influence of the temperament in their behavior because of the strengths and weakness and how it helped them to have a process of reflection to know about themselves, besides learners wrote how to transform their weakness into strengths. - Students did a mind map with adjectives that describe the strengths and weakness of their temperaments, using colors, figures and draws.
HOMEWORK	Teacher asked pupils for homework they logged in at the educational platform Educaplay and solved a crossword about their predominant temperaments in order to remember some vocabulary about adjectives.
REFLECTIVE WRITING	Students were aware of their strengths and weaknesses, to describe them in their autobiography. A discussion about the temperaments helped them to have a process of reflection to know about themselves, besides learners wrote how to transform their weakness into strengths.
SOCIO-AFFECTIVITY SELF-KNOWLEDGE	Pupils identified their weaknesses, their strengths and the relevance of reflecting about them to make changes
STUDENTS' ROLE	Students demonstrated interest in doing the activities.
MOTIVATION	Using mind maps helped learning become fun for students.
WRITING PROCESS	The developed activities allowed students to recognize the order of the sentences, they made some mistakes however the progress about writing was significant.
AUTOBIOGRAPHY	They continue writing their autobiography

Appendix D - Observation session 6

INPUT	Teacher explained students the Yes/No questions in order to ask for students' temperament to continue writing their autobiography. Researcher made a slide presentation about the description of some characters of comic strips (Calvin, Mafalda, Garfield and Little Charlie Brown), with his/her predominant temperament, and asked students questions about the character.
TEACHER'S ROLE	Teacher explained again how to access to the platform in order for they tried to do homework again and invited them to do it to practice the vocabulary.
TEACHER'S REFLECTION	Researcher recognized that using ICT in the classroom is interesting for students.
TASK	In pairs, students logged in at the educational platform Educaplay using the computer and the TV in the classroom. They solved an activity to complete about questions and answers of a comic strip that has the same predominant temperament of a student.
HOMEWORK	The researcher asked the homework and socialized the adjectives that describe weaknesses and strengths. Students who could not do it in the classroom must continue at home. Meanwhile students was answering question to continue writing their autobiography. They must save the work and send it to the teacher e-mail. - It was important to mention that just twenty-one students did the homework.
STUDENTS' ROLE	-Students were interested in developing the ICT activities in the classroom. - Some students forgot homework others said that they could not logged in the platform.
COLABORATIVE WORK	-They worked in pairs and helped each other's.
MOTIVATION	ICT makes significant contributions to learning since it increases learner motivation and engagement.
LIMITATIONS	Unfortunately, just six groups did it because the time was not enough to all students. It is necessary to have more materials to develop ICT activities as computers or tablets. It is necessary administrative support to have enough equipment and internet in the classrooms in order for each student can practice.

Appendix D - Observation session 7

INPUT	Researcher remembered students the types of temperament
TEACHER'S ROLE	Researcher recognized that students are all different. They are not all motivated by the same things.
TEACHER'S REFLECTION	Taking a look at a students' temperament gives teachers the opportunity to see the child as the individual that he/she is. Once they begin to define and understand this, they can establish a best relationship with them because they understand their behavior and they can set a class environment that works in conjunction with the students' temperaments and allow them to learn and reflect in a meaningful way.
TASK	Learners drew a picture about themselves (self- portrait) where they could show some adjectives that describe their two predominant temperaments. This picture was used in the cover of the autobiography dossier.
REFLECTIVE WRITING	This activity stimulated introspection, reflection and kept motivated students, besides, to promote learning and personal development self-portrait was useful.
SOCIO-AFFECTIVITY SELF-KNOWLEDGE	It was a time for pupils to learn who they were, they studied their eyes, nose, mouth and the rest of their face, and they spent time trying to delineate their facial face very well according to how they wanted to present themselves.
STUDENTS' ROLE	Not all of them spend the same great deal of time analyzing why this is so or they all do not spend the same time doing the same activity.
MOTIVATION	They enjoyed the activity.
AUTOBIOGRAPHY	The picture was the cover of the dossier for the autobiography.
LIMITATIONS	Some students did not spend the same time doing the activity because they finished before the indicated time, although the researcher instruction was to try to do it in the best way because it would be the cover of the dossier, they did in a simple way.

Appendix D - Observation session 8

FEEDBACK	Meanwhile students answer their questions, researchers gave pupils feedback, and then they made the corrections.
TEACHER'S ROLE	The researcher asked the students who made constant indiscipline about the reason they did not work. The researcher looked for help to them, first she gave a pen to a student and persuaded him to work, besides made a review about how to answer questions to another student and invited the tired student to do an active pause but he rejected the invitation, but finally he decided to work.
TEACHER'S REFLECTION	Students' previous knowledge about their mother tongue is useful to make students understand some formal aspect of English language, although sometimes they get confuse with the word order, the use of auxiliaries, the question marks, the use of the Spanish structure, etc.
TASK	Correct their personal descriptions and answer some questions.
STUDENTS' ROLE	At the beginning of the class, there were three students who made constant indiscipline. - A student said he did not have a pen, other said he did not understand and the other said he was tired.
WRITING PROCESS	Students answered some questions and learnt some aspects of coherence and cohesion to promote writing, students wrote about their personal description.
AUTOBIOGRAPHY	Students continue writing their autobiography.

Appendix D - Observation session 9

INPUT	Researcher presented the pupils the different intelligences.
TEACHER'S ROLE	Clarified that students learnt differently from one another and they each had something important to offer in every class according to Davis, K., Christodoulou, J., Seider, S., & Gardner (2011). - Researcher emphasized learners that they were all intelligent in different ways,
TEACHER'S REFLECTION	It is necessary for teachers to encourage students to think about how they learn; it benefits them when they are aware of how they learn since they are more able to take responsibility for their learning.
LEARNING	Students expressed that they had never been taught about that topic.
TASK	Students some questions to check understanding of the multiple intelligences. Students answered a test to identify their intelligences. This test was taken from: http://kids.lovetoknow.com/wiki/Multiple_Intelligence_Test_for_Children .
-HOMEWORK	Teacher asked the students for homework to log in at the educational platform Educaplay and to solve a word search about the possible careers of their predominant intelligences in order to remember some vocabulary.
REFLECTIVE WRITING	Multiple intelligences encouraged pupils to think about how they learn so they increased their metacognition. - This session encouraged reflection and kept students motivated.
SOCIO-AFFECTIVITY SELF-KNOWLEDGE	In that session students identify their multiple intelligences.
STUDENTS' ROLE	Students felt interested and motivated about the topic.
MOTIVATION	Teaching multiple intelligences to students increased their motivation to learn.
AUTOBIOGRAPHY	Students found their outstanding multiple intelligence and wrote they down in their autobiography.

Appendix D - Observation session 10

TEACHER'S ROLE	The teacher questioned students the reasons they did not do homework and two of them said they forgot it and other student explained he could not log in the platform. - Teacher corrected the homework.
TEACHER'S REFLECTION	Researcher considers homework develop accountability and independent language learning, it is a habit that will serve them throughout life and it allows children to review and practice what has been studied in class. - Teachers need to support these learning styles based on the theory of the multiple intelligences to ensure student learning success.
LEARNING	Besides the use of mind map made children associated learning with fun, during the progress of the activity students mentioned they enjoyed working with them and learned vocabulary.
TASK	Researcher set a discussion about the influence of intelligence in their development in classes and how it helped them to be better and how they showed them a path to choose a profession in their future because strengths and preferences are linked to a person's potential, and therefore to possible career choices. - Then, students did a short mind map with their strongest intelligences and with the careers based in these intelligences
HOMEWORK	-Researcher asked the homework and fortunately, just three students did not do it. Students expressed they liked the homework and that it was a guide for them to consider in a future. -She asked students who did not do homework to do it and to bring it to her the next class.
REFLECTIVE WRITING	The research considers homework is a way to provide opportunities to build the character in term of responsibility. -Those activities encouraged reflection, they determined their strengths and the relevance in a future to know right options for them, through knowledge of their intelligences, each and every student knew their strengths to maximize their educational opportunities and become motivated and inspired by their choices.
SOCIO-AFFECTIVITY SELF-KNOWLEDGE	Students decided what possible carriers they would choice and included them in their autobiography. Through those activities students could identify that there are different kind of intelligences which have different aptitudes, therefore the individuals differ from one another in the specific profile of their intelligences, and consequently all students learn differently.
STUDENTS' ROLE	All students were amused because they knew a lot of educational opportunities for a future. For instance, a student wrote " <i>Me gusto porque me ayudó a conocer las carreras que puedo escoger</i> ". -Some of them take advantage of the time and drew very beautiful mind maps.
COLABORATIVE WORK	Student socialized the vocabulary they found about the possible jobs or careers they can study in a future.
MOTIVATION	During the development of the activity students mentioned they enjoyed working with multiple intelligences.
AUTOBIOGRAPHY	Students wrote down their outstanding intelligences on their dossier with their predominant intelligences.

Appendix D -Observation session 11

FEEDBACK	Students gave feedback each other's.
INPUT	The researcher provided some guidelines regarding spelling, and grammar aspects.
TEACHER'S ROLE	<p>Researcher showed students how to correct some common mistakes at the board taking advantage of their previous knowledge practiced in the last feedback.</p> <p>-Finally teacher gathered their writing to check them and give students a feedback.</p> <p>-The researcher could realize one of the undisciplined students had a problem of dysgraphia so she talked to the school psychology about the student and remitted him to her, and researcher allowed the student to write shorter papers and answer fewer besides she looked for other ways to evaluate their feedback and correction of the autobiography taking more into account the procedural and attitudinal competences of the student.</p> <p>- Researcher motivated the other two students who were undisciplined to do the writing activity although they had the visual spatial and bodily kinesthetic intelligences.</p>
LEARNING	-That activity allowed students to practice the conversion for feedback, it was difficult for them to identify the mistakes, for that reason researcher provided some guidelines regarding spelling, and grammar aspects and each student who receive the respective dossier made another revision taking into account the feedback of their partners and the researcher.
TASK	<p>Students answered some personal questions about their families, childhood, neighborhoods and the life at school.</p> <p>- After feedback each students gets the respective dossier and makes the corrections.</p>
STUDENTS' ROLE	<p>Students interchanged their answers with a partner in order to get peer feedback.</p> <p>-However there were three students who were undisciplined.</p>
COLABORATIVE WORK	During this session there was collaborative work to provide feedback.
MOTIVATION	Students exhibited good disposition to work in peers.
WRITING PROCESS	Students continued learning some aspects of coherence and cohesion.
AUTOBIOGRAPHY	Students continue writing their autobiography.

Appendix D - Observation session 12

FEEDBACK	Researcher handed in students' writings and gave feedback to all students taking into account coherence, cohesion, vocabulary, grammar, and according to recurrent mistakes.
INPUT	Teacher remembered the process of writing a narrative text, such as planning, drafting, editing and final version.
TEACHER'S ROLE	Researcher gathered their writings.
LEARNING	The learning was meaningful for them projecting themselves for a future.
TASK	Students made the corrections and finished to answer the autobiography's questions
HOMEWORK	Student prepare the final draft for the next class.
REFLECTIVE WRITING	The topic of the autobiography promoted the students active participation and interest because made them to remember aspect of their lives, to reflect and to project themselves for a future.
SOCIO-AFFECTIVITY SELF-KNOWLEDGE	They demonstrated interest in participating because they were relating their experiences.
STUDENTS' ROLE	They all participated.
MOTIVATION	Students were motivated to finish their autobiography and were very interested in writing their aspirations.
WRITING PROCESS	Researcher presented examples of children mistakes again in order for students understood the corrections and form of the answers.
AUTOBIOGRAPHY	Students finished to answer the autobiography's questions about their vacations, memories, recent events and their aspirations.

Appendix D - Observation session 13

FEEDBACK	Students made the feedback each other's taking into account the rubric, it checks these issues: cover page, title, illustrations, paragraphs, completion, vocabulary, connectors, punctuation, spelling, sentences and content. -The teacher's feedback was given through the conversions or some especial symbols on the text which show the type of mistake to be corrected.
LEARNING	They had fewer mistakes of formal aspects and coherence to modify. There was a significant progress in vocabulary, formal aspects of the language, the structure of paragraphs and the reflection of students.
TASK	Children handed out the first draft to their partners; then, they made a general feedback taking into account the rubric.
REFLECTIVE WRITING	As they wanted to express their experiences they had a positive improvement.
STUDENTS' ROLE	When they did not remember the feedback conversions, they asked the teacher about it. -The revision of the rubric assisted them to become aware of the need they had to improve their autobiography.
COLABORATIVE WORK	Children handed out the first draft to their partners; then, they made a general feedback
WRITING PROCESS	Taking into account the feedback students edited and proofread the texts, creating the editing. In this stage students evidenced a progress in the construction of a paragraph
AUTOBIOGRAPHY	In this session students presented the final autobiography draft based on a template provided by the teacher.

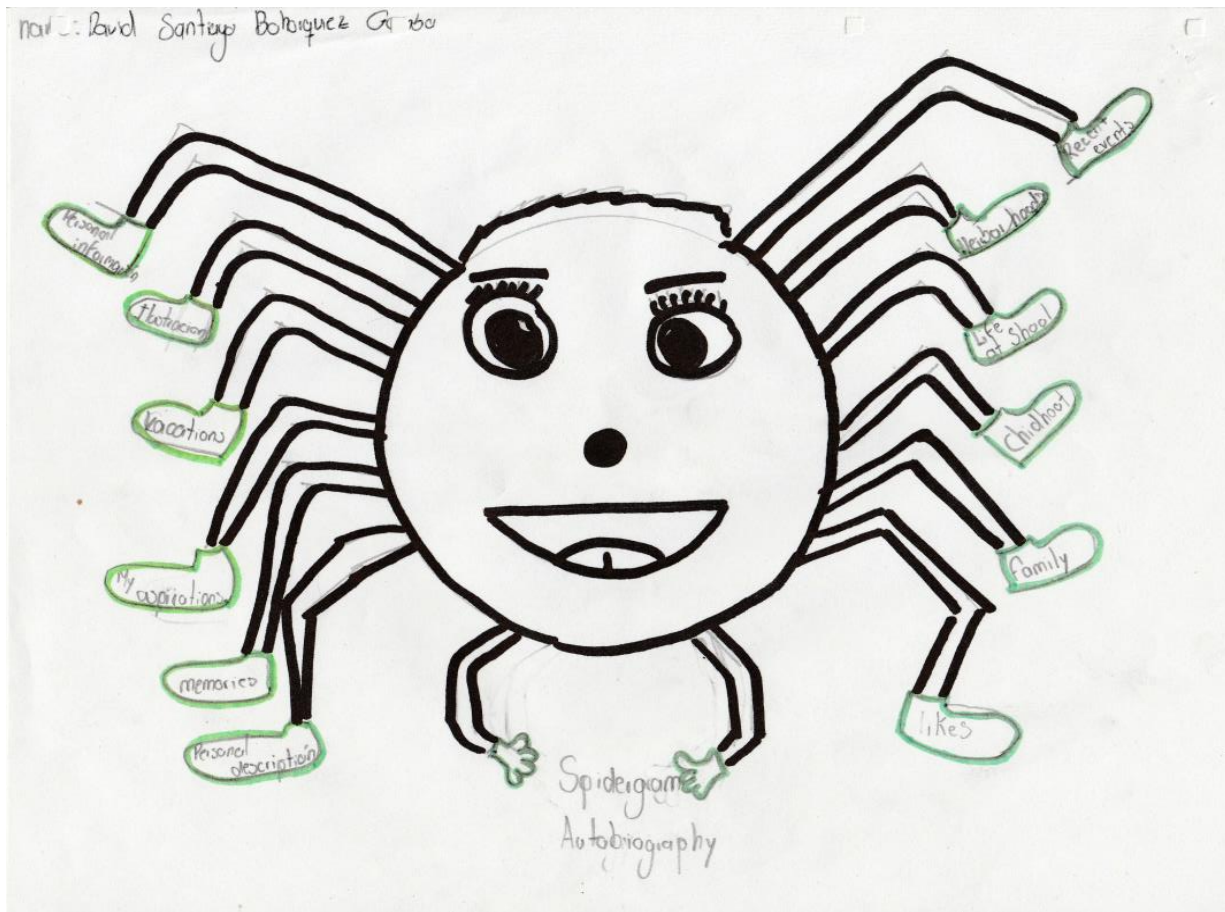
Appendix D - Observation session 14

TEACHER'S ROLE	In this session teacher checked the editing version and gave specific feedback taking into account mistakes related to cohesion, coherence and vocabulary.
TEACHER'S REFLECTION	Teaching the autobiography to promote beginner EFL writing was a positive experience, students enhanced their writing skill but they reflected about themselves and get to know some strengths and weakness to foster their socio affective competence too.
TASK	Student answered a post test and a survey to express their opinions and the thinks they learnt about the project, finally they pasted the photos in their dossier.
HOMEWORK	Students appointed the students who brought candies to offer people when came into the classroom, who recorded their presentation, and how to organize the classroom for the presentation.
REFLECTIVE WRITING	Based on the researcher's feedback the students reflected about the needed corrections to write their final version of their autobiography. Students had a significant development in their reflection.
SOCIO-AFFECTIVITY – SELF-KNOWLEDGE	They recognized themselves, therefore they are more aware to go on with some strengths and to try to make a change with some weaknesses they have, besides they feel most confident to know there are different intelligence and that all people are intelligent.
STUDENTS' ROLE	Students with the help of the researcher prepared a celebration to present their autobiography and made invitation cards to the coordinators, some teachers, the principal and some students.
COLABORATIVE WORK	All participated to prepare the celebration.
MOTIVATION	When students are motivated, they do the best, since for the planning of the presentation they were enthusiastic and wanted to participate.
WRITING PROCESS	The students evidence some knowledge about cohesion, coherence, vocabulary related to the autobiography. Students had a significant development in their writing process and in their reflection,
AUTOBIOGRAPHY	Some of them finished their biographies but others students continue making mistakes therefore they needed individual feedback in order to explain their mistakes and how to correct them, so they could present the final version.

Appendix D - Observation session 15

TEACHER'S ROLE	The teacher accompanied them and participated in the celebration as another guest.
TEACHER'S REFLECTION	This type of activities should be more promoted, activities where the students' work is shown to the educational community, since this motivates the students and they commits more to the fulfillment of their duties.
LEARNING	They made an oral presentation in English and in Spanish about what they did to present their dossier.
TASK	Students shared their experiences writing their autobiography, they presented their autobiography in a dossier, they made a celebration in class to present their works to the invited teachers and students. - Students organized the classroom with desks around it, pasted posters at the wall with the title of the sections of the autobiography, one of them record the presentation, another gave candies to the guests.
HOMEWORK	All students fulfilled their responsibilities to hold the celebration.
REFLECTIVE WRITING	They considered they did a good job, but the most important is that the project was meaningful for them and they promote the reflective writing.
SOCIO-AFFECTIVITY SELF-KNOWLEDGE	Students had a significant advance in the knowledge of themselves to reflect, improve and promote themselves for a best future and a best living together.
STUDENTS' ROLE	Student felt confident sharing their work to the guests.
COLABORATIVE WORK	All students did their responsibilities to prepare the setting to show their final version.
MOTIVATION	They were motivated that the academic coordinator, some teachers and other students when to see their work.
WRITING PROCESS	Students had a significant advance in their writing process
AUTOBIOGRAPHY	They present their final version in a dossier.

Appendix G - Sample Session 1 - Spidergram Student 1



Appendix H - Sample Session 2 - Reading comprehension and writing sample about the autobiographical book "BOY"- Student 3



BOGOTÁ
MEJOR PARA TODOS

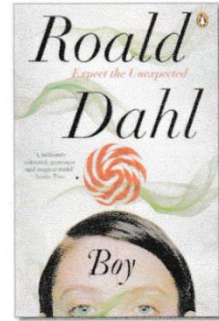
COLEGIO KENNEDY I.E.D



Name: Michel Camilo Camelo Gomez Course: 602
Shanck Daniela Caroleiro
Monica Liceth Guerrero

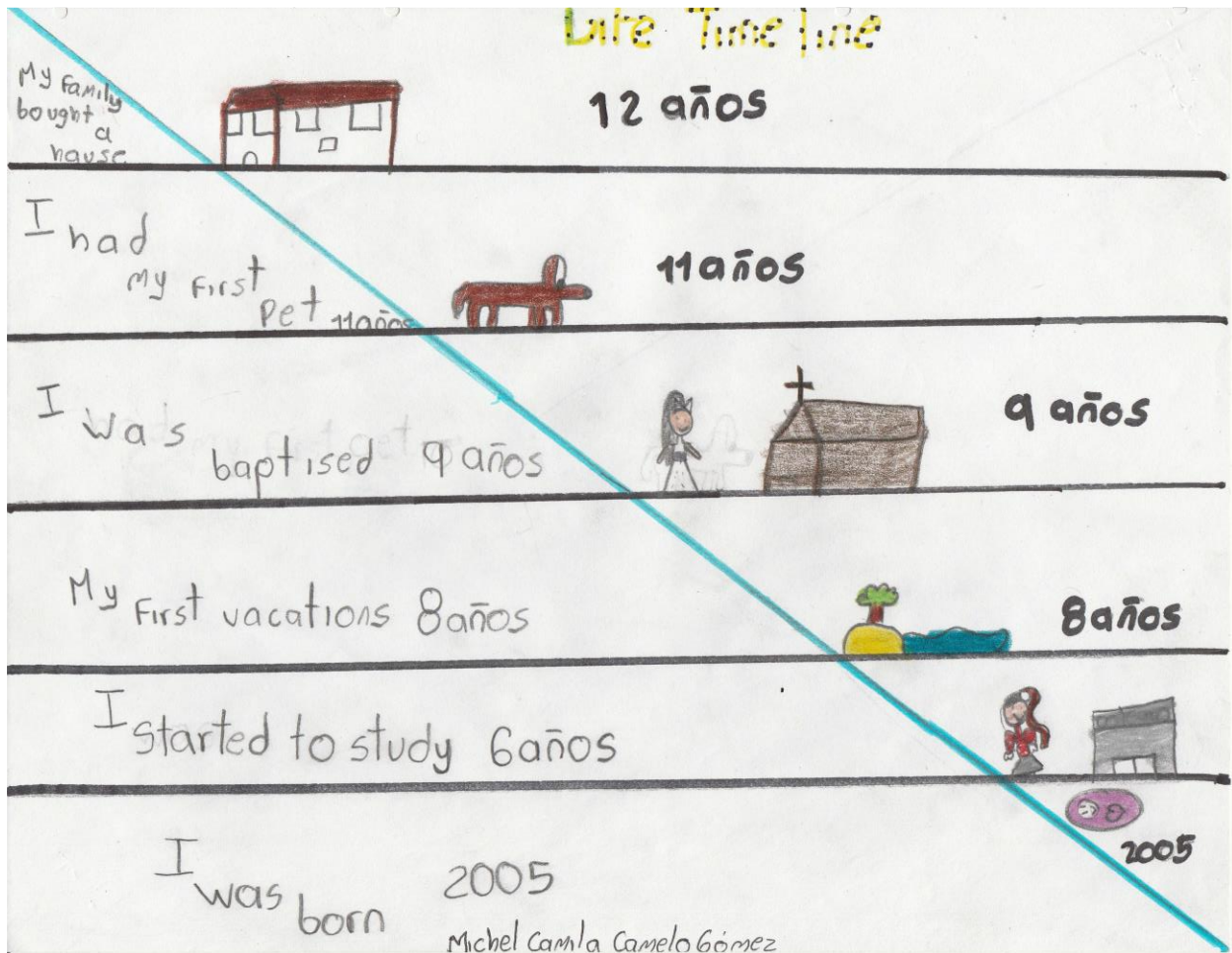
After read a short part of this autobiography book, answer these questions and join the possible questions to the information in the text.

- a) What is the title?
Boyd Dahl Boy ✓
- b) Who is the author?
Roald Dahl ✓
- c) What is about this fragment?
the life the a boy in relate
suffering and happiness ✓



Papa and Mama	
<p><u>1. My father, Harald Dahl, 2. was a Norwegian</u> who came from a small town near Oslo, called Sarpsborg. His own father, my <u>3. grandfather, was a fairly prosperous merchant</u> who owned a store in Sarpsborg and <u>4. traded in just about everything from cheese to chicken-wire.</u></p> <p><u>5. I am writing these words in 1984, but this 6. grandfather of mine was born, believe it or not, in 1820,</u> shortly after Wellington had defeated Napoleon at Waterloo ...</p> <p>When my <u>7. father was fourteen when he broke his left arm below the elbow.</u> Somebody ran to fetch the doctor, and half an hour later this gentleman made a majestic and drunken arrival in his horse... <u>8. He was so drunk that he 9. mistook the fractured elbow for a dislocated shoulder.</u></p> <p>The doctor grabbed him by the wrist of the broken arm... This was in 1877 and orthopedic surgery was not what it is today. So <u>10. they simply amputated the arm at the elbow,</u> and for the rest of his life my father had to manage with one arm.</p>	<p><u>2</u> Where was your father from? ✓</p> <p><u>4</u> What did he trade? ✓</p> <p><u>7</u> How old was his father when he broke his arm? ✓</p> <p><u>8</u> How was the doctor? ✓</p> <p><u>9</u> What mistake did the doctor make? ✓</p> <p><u>6</u> When was his grandfather born? ✓ ✓</p> <p><u>10</u> What happen with his arm and the elbow? ✓ ✓</p> <p><u>3</u> What did your grandfather do? ✓</p> <p><u>1</u> What was your father name? ✓</p> <p><u>5</u> When is the writer writing? ✓</p>

Appendix I - Sample Session 3 - Life time line - Students 3



Appendix J - Sample Session 4 - Correction questions about personal information - Student 2

Duran Santiago Camargo Rodriguez
CORRECTION

- 1 My name is Duran Santiago Camargo R.
- 2 I am ^{SP} twelve years old
- 3 My parents' ^{SP} name ^{is} Mauricio and Yhineta
- 4 ~~May~~ ^X October ²⁰⁰⁴ → I was born on October 2, 2004
- 5 I was born in Yopal ✓
- 6 I live with ^{my} dad and ^{my} mom
- 7 My family ^{is} originally from ^{the} Villavieja
- 8 I live in Carrizal neighborhood ^{SP}
- 9 No, I do not have brothers or sisters
- 10 My father is ^a diver and ^{my} mother is ^a housewife

Appendix K - Sample Session 5 - Reflection about students' temperaments strengths and weaknesses – Student 2

Michel Camila Camelo Gomez
Description




My predominant temperaments are sanguine
phlegmatic,

My strengths are Mediator and forgiving. One of my
weakness is to Disorganized, an action to
turn this weakness into strength is to
organized.

Appendix L - Sample Session 5 - Crossword Educaplay - Strengths and Weaknesses Homework
- Sample student 3

CROSSWORD: SANGUINE TEMPERAMENTS



Origenes: 144 veces realizada | 5 Me gusta recibidos

Compartir   

CONGRATULATIONS! YOU'VE PASSED THIS ACTIVITY
CROSSWORD: SANGUINE TEMPERAMENTS

1 DISORGANIZED
2 ENTERTAINING
3 SOISTEROUS
4 FORGIVING
5 DAYDREAM
6 SLOPPY
7 NAVE

100 SCORE
28:12 TIME

Share results:  

Play again

27 de mayo de 2016 | Etiquetas: [fortran 2009-10](#), [2º Secundaria](#), [electronicas basicas](#), [temperaments](#), [strengths and weaknesses of a sanguine](#)

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ES 9/09/2017

Appendix M - Sample Session 6 - Crossword Educaplay - Strengths and Weaknesses Student 1

Completar ACTIVITY 1 TO... x

Seguro | https://es.educaplay.com/es/recursoseducativos/2395590/activity_1_to_complete_choleric_calvin.htm

Aplicaciones Para acceder rápidamente, coloca tus favoritos aquí en la barra de favoritos. Importar favoritos ahora...

CONGRATULATIONS! YOU'VE PASSED THIS ACTIVITY

ACTIVITY 1 TO COMPLETE CHOLERIC - CALVIN

1. Are Choleric people sad?
No, they are not.
2. Is Calvin a cat?
No, he is not. He is a boy.
3. Are choleric people ambitious and leader-like?
Yes, they are.
4. Is Calvin energetic and a doer?
Yes, he is.
5. Is Calvin prone to mood swings and grugged?

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Autor
Laura Zarate Roy

Regístrate para enviar un mensaje privado

Answer the exercise to practice the verb to Be and some vocabulary related to choleric temperament.

Imprimir
Pantalla completa

Compartir
<https://es.educaplay.com/es/recursos>

Insertar

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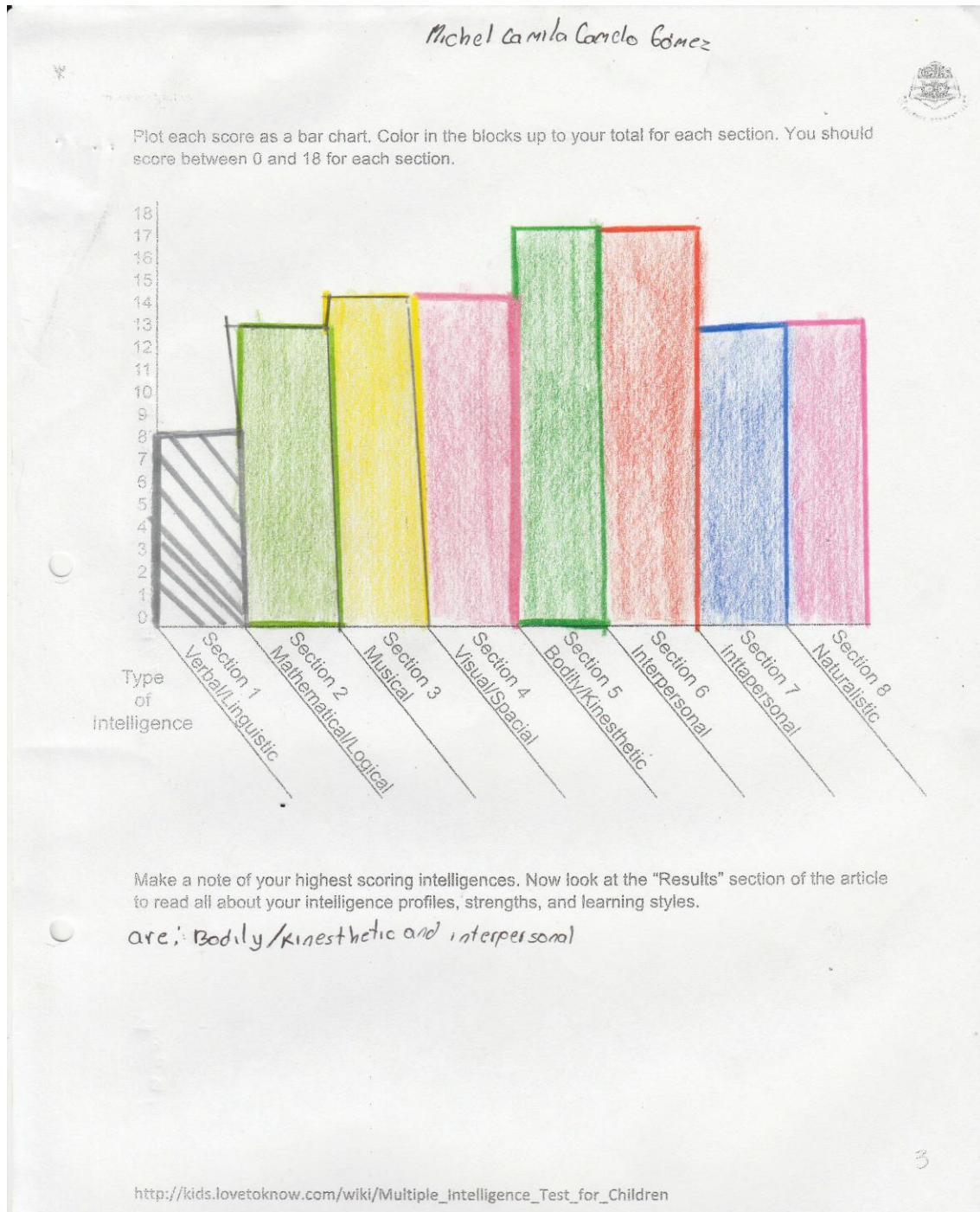
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Appendix N - Sample Session 7 - Portrait Sample Student 1



Appendix O - Sample session 8 - Results of the test to identify the multiple intelligences Student

3



Appendix P - Sample Session 8 - Question about personal description - Student 2

MEJOR KALPA 10000

Name: Duvah santago camargo Date: _____

16. Why did your parents give you your name? 16. ?

17. Did you (or do you) have any nicknames? 17. Not's

MY PERSONAL DESCRIPTION

18. What are your two outstanding temperaments? 18. Melancholic, sanguine

19. What are your strengths? 19. My strengths are to be neat and intelligent and simpatetic

20. What are your weaknesses? 20. Disorganized and speak

21. What are your two strongest intelligences? 21. My intelligent are musical and Bodikinesthetic

22. What are your greatest fears? 22. I grentest arachnidos

23. If you could possess one super-human power, what would it be? 23. My power super human is strong

Appendix Q - Sample Session 9 - Homework Educaplay - Word search about Careers Student 1

Sopa CAREERS OF THE LOGICAL MATHEMATICAL INTELLIGENCE

Seguro | https://es.educaplay.com/es/recursoeducativos/2392614/careers_of_the_logical_mathematical_intelligence.htm



Aplicaciones Para acceder rápidamente, coloca tus favoritos aquí en la barra de favoritos. [Importar favoritos ahora...](#)

1	PHYSICIAN
2	ECONOMIST
3	ENGINEER
4	DETECTIVE
5	SCIENTIST
6	ACCOUNTANT
7	PHARMACIST
8	MATHEMATICIAN

Play again

100 SCORE


05:37 TIME

Share results:  

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Autor

 Lau

[Regístrate](#) mensaje pr

Now practice se about the Caree Mathematical ir answering this puzzle:

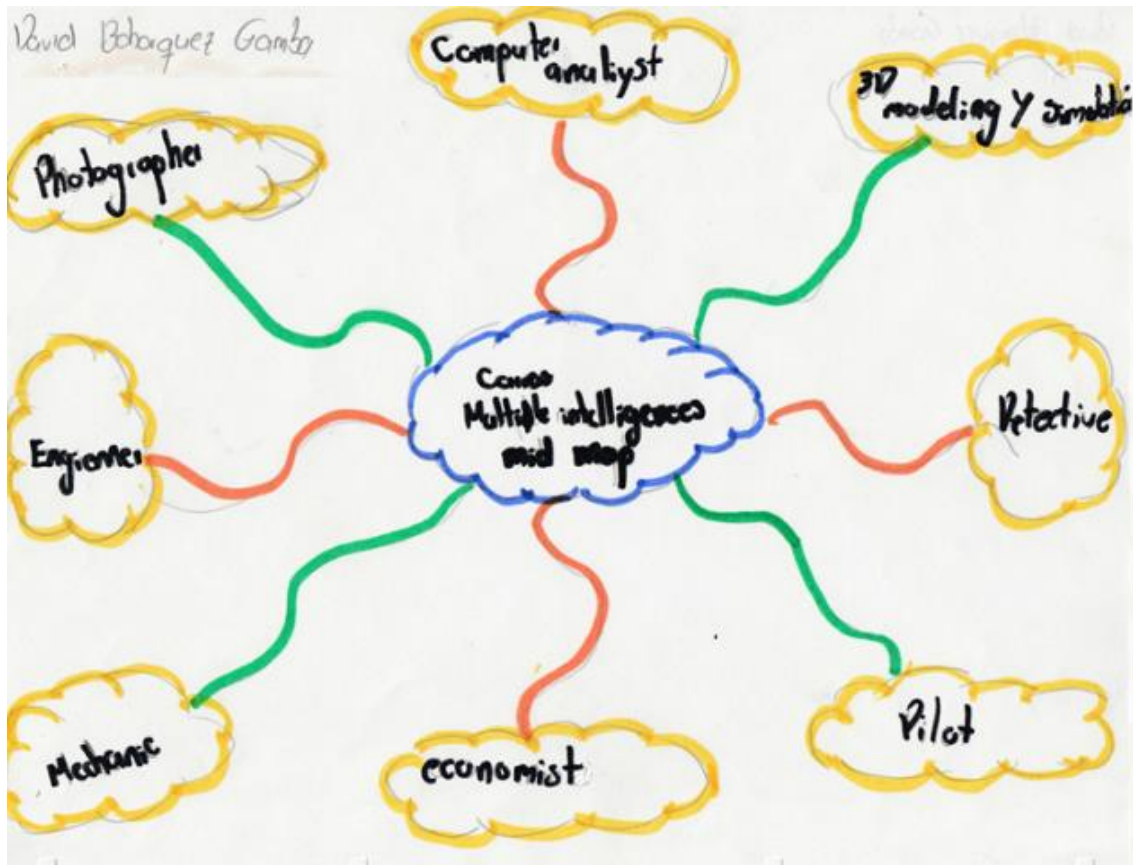
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5:16 p. m. 25/09/2017

Appendix R - Sample session 10 - Careers Short Mind Map - Student 1



Appendix S - Sample Session 11 - Other answers to write the autobiography - Students 1

NAME: Raul Santiago Belanger Camba Date: _____

MY LIKES

24. Do you like pets? Yes I like pets

25. What kind? Not sure

26. Do you have any pets? What kind? What are their names? Yes I have a pet

27. If not, why? _____

28. What do you like to do in your spare time? Playing soccer in the park

29. What is your favorite music? My music favorite is electronic

30. What are your favorite foods? My favorite foods is Lentejas



MY FAMILY

31. Who is the person you admire most in your family and why? My Mother what is una buena

32. Have you lost any family members to death? If so, what was your relationship to them and how did their death affect you/your family? Not

33. What family traditions do you practice? the tradition of a man celebration

Appendix T - Sample Session 12 - Other answers to write the autobiography - Students 1

MEJOR PARA TODOS
 MINISTERIO DE EDUCACIÓN

Name: Rodrigo Enrique Rodríguez León Date: _____

MY VACATIONS

75. What places have you traveled to in your life?

76. What is your most memorable travel experience?

MY MEMORIES

77. What was your most embarrassing moment?

78. What is your happiest memory?

RECENT EVENTS

79. Have you already done your first communion?

80. When was your first communion?

81. How old were you?

82. Briefly describe your first

75. I traveled in countries
 villeta, Guatogue, Saguima
 Sapo, Chica and Pitalgo.

76. It was a concert at the
 beach

77. What I was small and
 me and todos se
 rieron

78. What I entered at school

79. Yes I have my first
 communion
 80. the 2016 the 1st of 1/16
 81. in a church and
 82.

dicant
 ob: a

Appendix U - Sample Session 13 - Revision Rubric

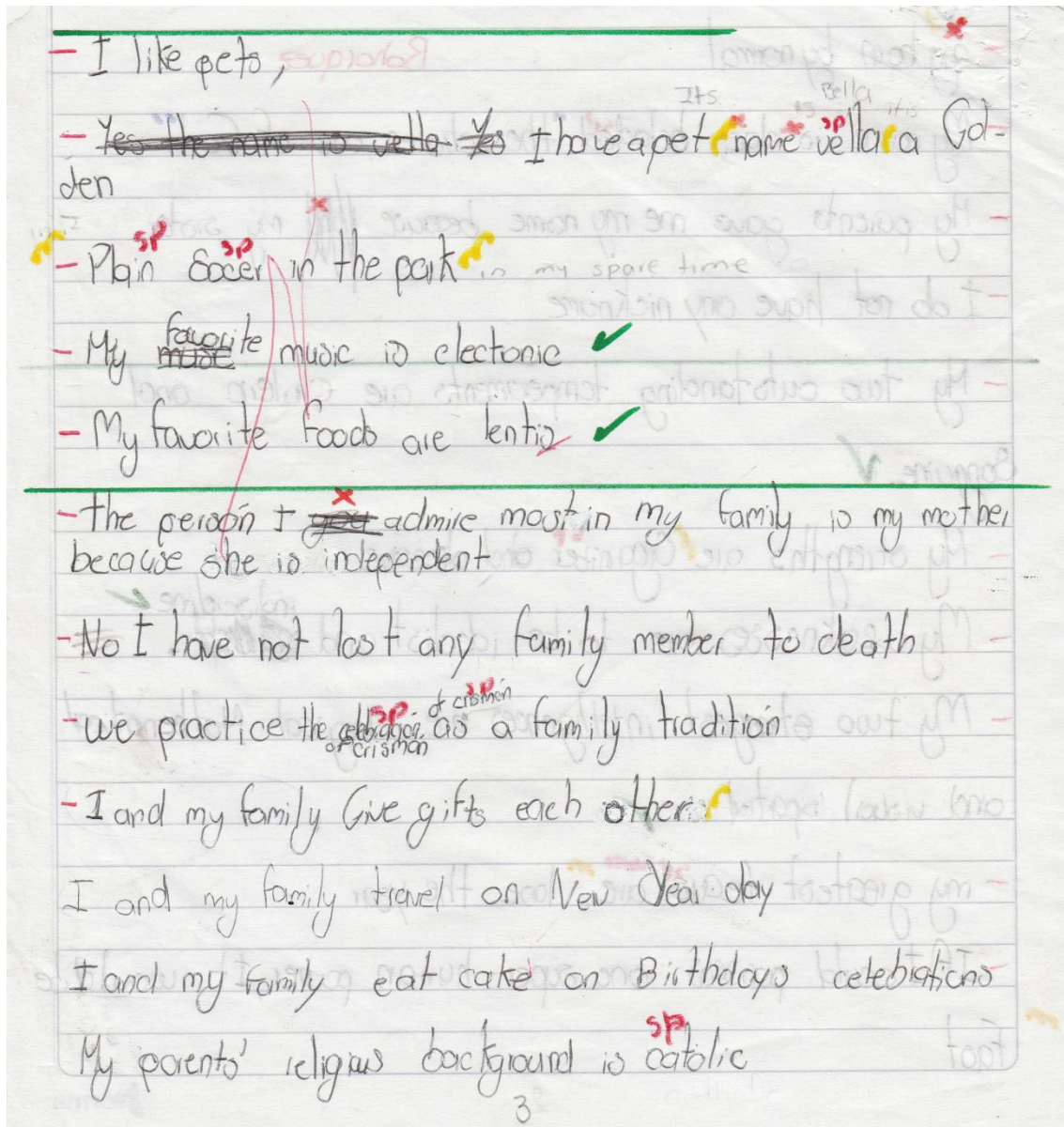


Name: Michel Camila Comelo Gómez Date: October 3st

Check your autobiography taking into account the following aspects:

CRITERIO	DESCRIPTION	YES	NO	WHAT SHOULD I IMPROVE?
Cover page	The cover includes title, name of the author and an illustration according to the autobiography.		✓	
Title	Title agrees with the autobiography.		✓	
Illustrations	The illustrations or photos are related to each stage of the text.		✓	
Paragraphs	They were completes and written excellently		✓	
Completion	I Complete all the eleven parts of the autobiography	✓		
Vocabulary	It uses a large vocabulary and does not repeat words	✓		
Connectors	Use connectors to link ideas and it stables correct relationships.	✓		
Punctuation	The punctuation used gives cohesion to the text to make what is read more understandable.	✓		
Spelling	The words are spelled correctly.		✓	
Sentences	Tenses are appropriate.	✓		
	The concordance of gender, number and person is maintained.	✓		
	Pronouns are used correctly.	✓		
Content	The content of the text is clear and coherent. It corresponds to what was planned.	✓		

Appendix V - Sample Session 13 - Part of the editing version - Student 1

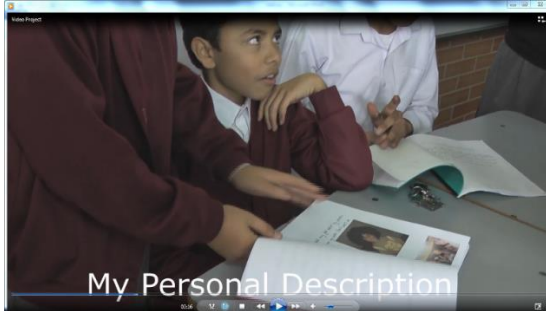


Appendix W - Sample Session 14 - Part of the final version - My Aspirations

I will study architecture when I finish high school, I would like to work in Paris, I would like to have two children, I would like to travel to Dubai, I would like to have much money and a house, I will ^{have} money to buy my desired material things and achieve my Goals by studying and working hard, I will care my health eating healthy and practicing sports, I will grow up spiritually praying, my parents think of my plans that they are possible, I am most proud of my studies, the main lesson I have learned in my life is to struggle for my goals, what makes me angry is that people disrespect others and what makes me sad is to see people in drugs.

Appendix X- Sample Session 15 - Pictures of students presenting their autobiographies to visitors

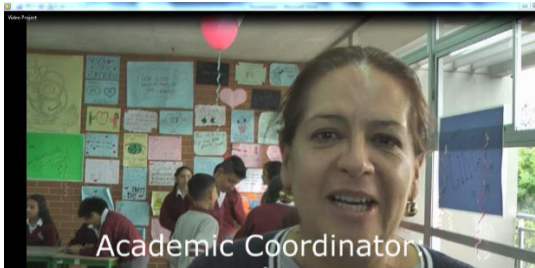
Student 1 and 2



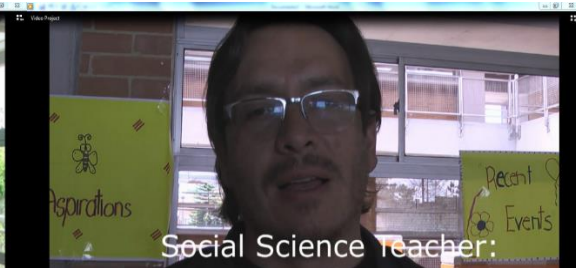
Student 3 with eleventh grade students



The academic coordinator



A teacher of Social sciences.



A teacher of Spanish language



Appendix Y- Survey

I would like to know your perceptions about the project:

Please answer these questions:

1. What did you like about the project?
2. What did you learn?

Si me gusto el proyecto de la profesora Laura Zarate vel
porque aprendi mucho y aprendi que cuando la pregunta
esta you la respuesta empieza con My y que cuando la
pregunta esta con you la respuesta empieza con I
y tambien aprendi que cuando en la pregunta esta con
have quiere decir una experiencia y aprendi muchas cosas
mas, aprendi a conocerme a mi a mis dificultades y
mis facilidades a mis defecto y habilidades el tema que
mas me gusto fue mis gustos y mi familia →