

**The Use of a Rubric as a Self-Assessment Tool
to Improve English Writing Proficiency**

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Declaration

We hereby declare that our research report entitled:

**The Use of a Rubric as a Self-Assessment Tool
to Improve English Writing Proficiency**

is the result of our own work and includes nothing which is the outcome of work done in collaboration except as declared and specified in the text;

- is neither substantially the same as nor contains substantial portions of any similar work submitted or that is being concurrently submitted for any degree or diploma or other qualification at the Universidad de La Sabana or any other university or similar institution except as declared and specified in the text;
- complies with the word limits and other requirements stipulated by the Research Subcommittee of the Department of Foreign Languages and Cultures;
- has been submitted by or on the required submission date.

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Abstract

This action research Project aims to describe the effects of implementing a rubric as a self-assessment tool for Error Analysis on EFL A1-A2 Students' Written Compositions. Likewise, it describes what the most common errors in students' written compositions are; and the impact of a tool to enhance self-efficacy at the moment of self-assessing written compositions. The population were 90 tenth-graders from three public schools in Bogota. This research lasted 8 months including different stages: needs analysis; design and strategy implementation; data collection and data analysis. The results showed that the strategy contributed to the reduction of some errors in the population's written compositions.

Keywords: Error analysis, self-assessment, rubric, self-efficacy, written compositions.

Resumen

Este proyecto de investigación busca describir el impacto de la implementación de una rejilla de auto-evaluación para el análisis de errores en los escritos de estudiantes con nivel A1- A2 MCER. Asimismo, describe los errores más comunes en los escritos de los aprendices y cómo el proveer una herramienta de auto-evaluación influye en la eficacia para la corrección de escritos. La población de este estudio fueron 90 estudiantes del grado décimo de tres colegios distritales. Esta investigación tuvo una duración de 8 meses e incluyó diferentes etapas: análisis de necesidades, diseño e implementación de estrategias, recolección y análisis de datos. Los resultados mostraron que la implementación de la estrategia contribuyó a la reducción de ciertos errores en los escritos de la población de estudio.

Palabras clave: análisis de errores, auto-evaluación, rejilla de evaluación, eficacia, composiciones escritas.

Table of Contents

Chapter 1: Introduction	1
1.1.Statement of the problem	1
1.2. Needs Analysis.....	4
1.3.Research question	6
1.4.Objectives	6
1.4.1. General Objective	6
1.4.2. Specific Objective	6
1.5. Rationale	6
Chapter 2: Theoretical Framework & State of the Art	8
2.1. Lit Review	8
2.1.1. Expected Outcomes in Written Compositions for A1 – A2 Level	8
2.1.2. Writing Proficiency.....	10
2.1.3. Self-assessment	12
2.1.3.1. Writing Assessment Rubrics	14
2.1.4. Corrective Feedback	16
2.1.5. Error Analysis	17
2.2. State of the art	19
Chapter 3: Research Design	25
3.1. Introduction.....	25
3.2. Type of Study.....	25
3.3. Researcher’s role.....	27
3.4. Context.....	28

3.5. Participants.....	28
3.6. Data Collection Instruments.....	30
3.6.1. English Language Placement Test.....	31
3.6.2. Learning Styles Survey.....	32
3.6.3. Students' Portfolio.....	33
3.6.4. Students' Interviews.....	34
3.6.5. Teachers' Journal.....	35
3.7. Data Collection Procedures.....	35
3.7.1. Validation and piloting.....	36
3.8. Ethical Considerations.....	37
Chapter 4: Pedagogical Intervention.....	39
4.1. Planning.....	39
4.2. Action.....	45
4.3. Observation.....	46
4.4. Reflection.....	47
Chapter 5: Results and Data Analysis.....	50
5.1. Data management procedures.....	50
5.1.1. Validation.....	50
5.1.2 Data analysis methodology.....	51
5.2. Quantitative Data Analysis Results.....	52
5.2.1. Needs Analysis.....	52
5.2.2. Learning Styles Survey.....	53
5.2.3. Pre-test and Post-test Results.....	54

5.3. Qualitative Data Analysis Results.....	59
5.3.1. Students' writing portfolio.....	59
5.3.2. Rubric effectiveness analysis.....	60
5.3.3. Students' Interviews.....	64
5.3.4. Teachers' Journal Analysis.....	68
5.4. Side-by-side Approach & Findings.....	74
Chapter 6: Conclusions and Pedagogical Implications.....	76
6.1. Significance of the results.....	76
6.2. Pedagogical implications.....	76
6.3. Limitations of the study.....	77
6.4. Conclusions.....	77
References.....	80

Table of Figures

Figure 1. Needs analysis results.....	5
Figure 2. Ferrance action research cycle.....	27
Figure 3. Learning Styles Survey Results.....	29
Figure 4. Learning Styles Survey Results Three School	54
Figure 5. Pre-test results	56
Figure 6. Pre-test quantitative results.....	56
Figure 7. Post-test Results.....	57
Figure 8. Post-test quantitative results	57
Figure 9. Pre-tests & Post-test Results.....	58
Figure 10. Student’s progress during the intervention.....	61
Figure 11. Comparative graph for most & least common errors in three schools	62
Figure 12. Consolidated results – total of error made in School 1	63
Figure 13. Consolidated results – total of error made in School 2	63
Figure 14. Consolidated results – total of error made in School 3	64
Figure 15. Sample of students’ interviews.....	66
Figure 16. Matrix for assessing students’ interviews.....	67
Figure 17. Teachers’ journals results. Positive & negative appraisal in School 1	71
Figure 18. Teachers’ journals results. Positive & negative appraisal in School 2.....	72
Figure 19. Teachers’ journals results. Positive & negative appraisal in School 3.....	73

Table of Tables

Table 1 Expected Outcomes for English Level	9
Table 2 Research Design Framework	25
Table 3 Triangulation Matrix for Methods of Data Collection.....	30
Table 4 English Placement Test Scoring Criteria	32
Table 5 Description of Learning Styles Survey	33
Table 6 Research Project Timeline	42
Table 7 Research Project Gantt Chart.....	43
Table 8 Six Traits of Writing Self-assessment Rubric.....	48
Table 9 Collecting and Analyzing Data.....	51
Table 10 Needs Analysis Results.....	52
Table 11 Learning Styles Survey Results	53
Table 12 Pre-test & Post-test Data Results	55
Table 13 T-Test School 1	58
Table 14 T-Test School 2.....	59
Table 15 T-Test School 3.....	59
Table 16 Marks & meanings in Rubric for self-assessment	60
Table 17 Random student results through the intervention	61
Table 18 Matrix to evaluate students' interviews	65
Table 19 Students' perceptions according to the interviews	67
Table 20 Matrix to evaluate teachers' journal	69
Table 21 Teachers' journal results – School 1	71
Table 22 Teachers' journal results – School 2.....	72

Table 23 Teachers' journal results – School 3.....	73
Table 24 Side-by-side comparison chart.....	74

List of Appendices

Appendix A General guidelines by MEN.....	87
Appendix B Needs analysis questionnaire.....	88
Appendix C English Placement Test	89
Appendix D Learning Styles Survey	91
Appendix E Students' Portfolio Template.....	92
Appendix F Self-assessment rubric	93
Appendix G Students' Interviews Template.....	94
Appendix H Teachers' Journal Template	95
Appendix I Schools Principal Consent Letter.....	96
Appendix J Parents' Consent Letter	97
Appendix K Lesson Plan Sample	98
Appendix L Writing Composition Sample	100
Appendix M Errors on Written Compositions Register	102
Appendix N Students' Interviews Samples	107
Appendix O Teachers' Journal Sample	110

Chapter 1: Introduction

1.1. Statement of the problem

The Ministry of Education in Colombia (MEN) released its program “Colombia Very Well” (2015-2025) as a response to achieve the English teaching and learning transformation that our country needs. By the end of the year 2025, high school students from public schools are expected to reach a B1 proficiency level according to the Common European Framework of Reference. This strategy seeks to make English an empowering tool that creates more opportunities to access other cultures, gain knowledge, and make individuals more competitive.

Different authors highlight the importance of being proficient in English. McKay (2002) highlights that those who are learning one or more languages, speak to communicate with those from another culture and to participate in a growing global community; likewise, Graddol (2006) states that English contributes to have a wider bunch of skills for life, including the ones related to increasing work opportunities as well as communicating with non-native speakers from other countries. Finally, according to Jeon (2013), “the ability to use English for communicative purposes would be more reasonable and meaningful goal for most of English learners in EFL context” (p.30).

Despite all the efforts public schools have done to align to the goals of the program “Colombia Very Well”; the productive skills, specially writing, have sometimes become the least exploited ones due to the fact that their assessment process is time-consuming. In this regard, Nunan (1999) states “in terms of skills, producing a coherent, fluent, extended piece of writing is probably the most difficult thing that is to do in language” (p. 271). Hyland (2015) points out that “writing is an essential part to our personal experience and social identities as we are often evaluated by our control of it” (p. 2). Additionally, Sever (2004) assures that the act of

communicating is to write what we hear, think, plan, see, and live through (as cited in Atasoy, 2016, p. 24). Furthermore, writing is the description of feelings, ideas, desires, and events with a certain number of symbols in accordance with certain rules (Özbay, 2006 as cited by Baş, 2012).

The Colombian government has implemented different strategies, for instance, training teachers on new pedagogical models through programs such as “My ABC English Kid” for elementary levels and “English Please” focused on junior and senior levels, and using Information and Communication Technologies to reach the expected outcomes in language proficiency. However, the former Minister of Education, Maria Fernanda Campo assures these efforts have not led to obtain the expected outcomes because after analyzing the results in the SABER national tests, 59% of the students in public schools have obtained results similar to those who have not had any exposure to a second language creating a deeper gap between private and public schools (Campo, 2014). That is why, aiming to solve this concern, it is necessary to provide students with second language classes that allow them to express their ideas and opinions as well as to evaluate their own written and oral language performance by challenging their metacognition and critical thinking skills; this means, moving from teacher-centered to student-centered methodologies. This research may align to the strategies implemented by the Colombian government regarding the need for improving public English proficiency levels at a regional and national scale.

In relation to writing skills, the Standards for Foreign Languages Guide (2006) (see Appendix A) and the suggested curriculum included in “Colombia Very Well” (2014) established by the MEN state that one of the desirable outcomes is that learners produce and summarize, with the help of classmates, information about causes and solutions to different types of conflicts using structured reasons. Nevertheless, from our context and experience as English

teachers in public schools, we have noticed that learners face different challenges when attempting to write in the second language because their texts lack coherence, cohesion, and contain errors related to syntax; i.e. omission, mechanics, vocabulary, and verb forms.

As Brown (2000) asserts, human learning is fundamentally a process that involves the making of mistakes; that is why the main purpose of this study is to determine what the impact of implementing a rubric as an error analysis and self-assessment tool would be on students' written compositions (SWC). To do this, some key constructs were taken into account for the creation of this rubric: first, self-assessment; second, written proficiency; third, error analysis; and, fourth corrective feedback.

Claxton (1995) defines self-assessment as the ability to recognize good work as such and to correct one's performance so that better work is produced. It means that providing a tool to assess one's work may lead to have a better piece of composition. For this, teachers should provide students with a list of assessment criteria for them to evaluate their writing.

Corder (1974) defines error analysis as "a type of linguistic analysis that focuses on the errors learners make, consisting of a comparison between the errors made in the Target Language (TL) and that Target Language itself" (p.170). Likewise, he states that there is a need to determine areas that need to be reinforced in teaching and a systematic analysis of errors helps teachers to find them. Finally, in Beuningen and Kuiken (2008) we find that the effectiveness of a study varies according to the different feedback types. With regards to the dichotomy between direct and indirect corrective feedback, our research project follows the indirect corrective feedback, which consists of indicating an error (by underlining the error or providing an error code) and which Ferris (1995) considers to give more benefits to students because they engage in a more profound form of language processing as they are self-editing their output. This research

intends to support this view by using a tool that provides students with the possibility to analyze, self-assess and edit their compositions, which also may lead students to become self-confident and self-efficient (Bandura, 1994).

To sum up, this research arises from the different stakeholders' interests in implementing different strategies that can lead students to improve their second language proficiency.

Furthermore, we would like our project to motivate other language teachers towards school and university classroom research at local and global contexts and different students' English levels.

1.2. Needs Analysis

In every educational context, a learning needs analysis is essential for teachers and students to identify and determine what their skills are, what they already know, what competences they can handle, what they want to learn, who they want to be and certainly what the learning objectives are.

According to Johns (1991), needs analysis is the first step when designing a course as it provides validity and relevancy for all subsequent activities. With regards to this study, our teaching experience and previous practices have taught us that students learn better when they can identify the reason and relevance in the content of a course, being easier for teachers, at the same time, to support students' learning process.

In order to collect the information concerning the students' preferences, needs and other relevant information, a questionnaire was carried out (see Appendix B). This needs analysis was useful to identify some factors that needed to be modified to provide "conditions of learning" as Gagné (1985) states, and to have a solid foundation for this research project because when

getting to know some psychological and social motivational sources, authentic materials could be designed to capture learners' interests.

One of the most important questions for us to include in the Needs Analysis was to ask learners not only their age, but what they thought their learning style was, so we could have an idea about the perception students have from themselves in terms of learning strategies and preferences. In the same way, when they took the real Learning Styles Survey (Appendix D) they could realize how accurate their own perception was.

Overall, the three schools' needs analysis led the researches to conclude that learners would like to have classes in which they have the opportunity to analyze and reflect on their own learning process; besides, students gave their opinion about the tools they prefer to use in order to learn English being technological and communicative gears their favorite ones. In chapter 5, all the results obtained are presented; however, one of the greatest gains for us, was to see that learners consider English is truly important for their future academic life.



Figure 1. Needs analysis results sample. Results of the question: *For you English is...?* Taking into account the response of the 90 participants.

1.3. Research question

Taking into account all the elements mentioned above, our research question will be as follows: What are the effects of implementing a rubric as a self-assessment tool for Error Analysis on EFL A1-A2 Students' Written Compositions?

1.4. Objectives

1.4.1. General Objective.

To describe the effects of implementing a rubric as a self- assessment tool for Error Analysis on EFL A1-A2 Students' Written Compositions.

1.4.2. Specific Objectives.

- To describe the effects of implementing a self-assessment tool for error correction.
- To identify what the most common errors in students' written compositions are.
- To provide learners with a tool that enhances their self-efficacy at the moment of self-assessing their written compositions.

1.5. Rationale

The implementation of a self-assessment tool for analyzing students' written compositions may contribute to enhance students' autonomy and self-direction. As we mentioned above, the students at our institutions face some challenges (mixed-ability classes, lack of coherence, cohesion and vocabulary) when trying to compose texts with a more demanding exit profile. This shows that they need to continue working on their writing skills and they may benefit from proofreading practices. If they have the possibility to spot mistakes, they would be able to produce more accurate written texts.

Error correction is seen as a form of feedback; nevertheless, as Amara (2015) states, teachers know that correcting the errors made by students when they speak or write is one of the most difficult tasks in language acquisition. Perhaps, the shortest path could be not to pay attention to them, but, as Corder (1967) assures correcting learners' errors is substantial because errors tell the teacher about the progress of the learner, they supply evidence of how a language is acquired and they are indisputable to the learning process because making errors is regarded as a device the learner uses in order to learn. Bearing in mind the reasons mentioned above, the aim of this research is to provide students with a simple tool to assess and rewrite their compositions by analyzing their own errors. This research will focus on syntactic errors; however, other important aspects such as capitalization, spelling, and punctuation will be considered as essential elements to assure coherence and cohesion in students written compositions. Consequently, if students know what they are expected to produce, their pieces of writing might be similar to the desired outcomes.

Training and guiding students to spot common errors is a must throughout the process. With this in mind, Chamot's model for strategy instruction (1994) is to be used. This model includes preparation, guidance, and use of the strategies on the part of students, which may allow them to self-assess their work.

Chapter 2: Theoretical Framework & State of the Art

This research aims to describe the effects of implementing a rubric as a self- assessment tool for Error Analysis on EFL A1-A2 Students' Written Compositions. Bearing this in mind, the four theoretical constructs will be presented as they framed this mixed-method action research based on the review of literature and the state of the art. First, writing proficiency highlighting writing functions and its necessary varied skills. Second, the role of assessment and self-assessment is discussed in order to contribute to reinforce autonomy. Third, corrective feedback which will refer to the different kind of answers students receive from their teachers. Finally, error analysis which will be taken as a mechanism to determine those areas that need support in teaching.

2.1. Lit Review

2.1.1. Expected Outcomes in Written Compositions for A1 – A2 Level

Since 1971, the Council of Europe with support of The Project Group Language Learning for European Citizenship, The Working Party, The Authoring Group, The Swiss National Science Foundation, The Eurocentres Foundation, The U. S. National Foreign Languages Center and many other institutions across Europe, have been developing and updating the Common European Framework of Reference (CEFR) for language learning, teaching and assessment providing a detailed description of learner level by skill, in a language-neutral format. It is a useful reference document for school directors, syllabus designers, teachers, teacher trainers and proficient learners. The CEFR has three broad bands divided, at the same time, into two categories A (1-2), B (1-2) and C (1-2) more precisely called Basic, Independent, and Proficient level.

For this study, after the Needs Analysis and the Learning Styles Survey, it was necessary to implement an English proficiency test that allowed us to know what the English level of our students was; having as a result that they are classified in the English basic level (A1 - A2) and guiding us to ensure that every lesson plan and strategy implemented meet students' needs.

Furthermore, the CEFR provides specific goals that learners need to meet regarding the four language skills (listening, speaking, reading and writing) in each of the three levels. For the purpose of this research project, the learning goals that correspond to our students' level are to be taken into account.

The table below shows the corresponding criteria for A1 and A2 proficiency level.

Table 1: Expected outcomes according to CEFR

General Written Goals A1 Level		General Written Goals A2 Level
I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.		I can write short, simple notes and messages relating to matters in areas of immediate need. I can write a very simple personal letter, for example thanking someone for something.
Illustrative Scale	A1 Level	A2 Level
Overall Written Production	Can write simple isolated phrases and sentences.	Can write a series of simple phrases and sentences linked with simple connectors like 'and', 'but' and 'because'.
Creative Writing	Can write a series of simple phrases and sentences about their family, living conditions, educational background, present or most recent job.	Can write about everyday aspects of his/her environment, e.g. people, places, a job or study experience in linked sentences.
	Can write short, simple imaginary biographies and simple poems about people.	Can write very short, basic descriptions of events, past activities and personal experiences.

Reports and Essays	No descriptor available.	No descriptor available.
Orthographic Control	Can copy familiar words and short phrases e.g. simple signs or instructions, names of everyday objects, names of shops and set phrases used regularly. Can spell his/her address, nationality and other personal details.	Can copy short sentences on everyday subjects – e.g. directions how to get somewhere. Can write with reasonable phonetic accuracy (but not necessarily fully standard spelling) short words that are in his/her oral vocabulary.

2.1.2. Writing Proficiency

What is writing? It is possible to find many theories and definitions, beginning by one of the oldest stated by the French critic Derrida (1967) who describes writing as the wandering outcast of linguistics. Followed by Householder (1969) who specified that language is basically speech and writing is of no theoretical interest and Minkoff (1975 as cited in Sampson 1985, p. 12) who assured that writing systems as such were virtually ignored by modern American linguists and that it was just until 1973 when Vacheck, as representative of the Prague School, began to take seriously the study of the writing system, but the first ideas were little discussed outside the Continental continent. According to Sampson (1985) to “write” may be defined as to communicate relatively specific ideas by means of permanent and visible marks; however, for the author “is possible to suggest that the characteristic property of writing is not that it communicates specific ideas but that it communicates ideas in a conventional manner” (p. 26).

Rocha and Roth (1994) established some specific functions about writing stating that it functions as: First, an interrelation social instrument that allows man to communicate through time and space. Second, a way of expression meaning to give a way out to an internal necessity in order to manifest and express everything that a human feels and that cannot be expressed orally responding to fear or shame. Third, as an art and science tool, which has been settled

through written pages the greatest artistic, literary and scientific creations as a contribution to human knowledge. For the authors, writing was the approach to communicate to our fellow people what we think, building at the same time a significant meaning.

Regarding writing English teaching, Heaton (1990) declares that writing skills are complex and sometimes difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgmental elements. The author gives an analysis attempting to group the many and varied skills necessary for writing good prose into five general components or main areas:

- Language use: the ability to write correct and appropriate sentences.
- Mechanical skills: the ability to use correctly those conventions peculiar to the written language- e.g. punctuation, spelling.
- Treatment of content: the ability to think creatively and develop thoughts, excluding all irrelevant information.
- Stylistic skills: the ability to manipulate sentences and paragraphs, and use language effectively.
- Judgment skills: the ability to write in an appropriate manner for a particular purpose with a particular audience in mind, together with an ability to select, organize and order relevant information.

Moreover, Heaton (1990) critiques that the actual writing conventions, which are necessary for the student to master, relate mainly (at the elementary stages) to punctuation and spelling. Teachers should try not being too rigid by recognizing that several answers may be correct. Unfortunately, tests of punctuation and spelling have often tended to inhibit writing and creativity. Of far greater importance in the teaching and testing of writing are those skills

involving the use of judgement. The ability to write for a particular audience using the most appropriate kind of language is essential for both native-speakers and foreign students alike because the use of correct registers becomes an important skill at advanced levels of writing and the first registers may include incongruities and embarrassment. Nevertheless, the most important aspect to bear in mind is that before setting a writing task, its purpose must be stated.

After the purpose of writing and the audience have been determined, it is necessary to establish the grounded material always regarding the time available for students to work. Heaton (1990) also states that as writing is one of the most difficult task students are confronted with every day, it is recommended to begin with short articles, instructions or experiment accounts, so that, they gain confidence and begin to become familiar with the academic writing process. The writing task should ensure that students have something to say and a purpose for saying it, likewise they should also have an audience in mind when they write.

2.1.3. Self-assessment

In teaching-learning processes, knowing about the students' progress, weaknesses and strengths is as relevant as having evidence about their social and academic environment. For Taras (2015), self-assessment gives teachers the chance to know about learners' reality and some other important learning-teaching processes because they become proofs of the use and the understanding of assessment as a necessary support for learning. Likewise, the author states the importance of providing a well-organized definition for self-assessment that fits in the 21st century, because students are not only part of socially constructed communities, but also part of a closely knitted academic community. Finally, Taras (2015) describes that self-assessment is a process that involves social and educational discourses, learning and assessment theories, empirical research on assessment and, practice.

Ellis (2003), mentions crucial issues regarding self-assessment, which include validity and reliability taking into account students' ability to provide accurate assessment of their own performance. That is why, teachers should be ready to vary who, when, and how they correct in accordance with their cognitive and affective needs; it means that teachers, do not need to follow a consistent set of procedures for all students. Moreover, Ellis (2009) recommends teachers should be prepared to correct a specific error on several occasions to enable learners to achieve full self-regulation, and should adapt the strategies for providing corrective feedback. However, Oscarson in Ellis (2003) points out that the majority of the studies on self-assessment have reported generally favorable results, although a consensus regarding the approach to be followed has not been reached.

On the other hand, Oscarson (1989) states that encouraging self-assessment has six different advantages. First, self-assessment promotes learning as learners are trained in evaluation, which enhances the learning process. Second, it gives both students and teachers a greater level of awareness and perceived levels of abilities at course content. Third, it is highly motivating in terms of goal-orientation. Fourth, through the use of self-assessment methodologies, the range of assessment techniques is expanded in the classroom. Fifth, by practicing self-assessment, the students participate in their own evaluation. Sixth, by successfully involving students in their own assessment, there will be beneficial post-course effects (Oscarson as cited in Chitashvili, 2007, p. 18).

Finally, Oscarson classifies self-assessment into two groups: 1) Global self-assessment: learners' ability to make an overall impressionistic evaluation of their performance; and 2) Criteria-based self-assessment: learners evaluate specific language components that build up to give an overall evaluation of a certain ability using writing rubrics. As Sadek (2013) points out,

writing rubrics help students to know which sentences are syntactically correct and which are not (p. 1).

2.1.3.1. Writing Assessment Rubrics

As it was mentioned previously, when students know what is expected from them and how these aspects will be evaluated, the assessment process is safe and sound. Rucker and Thomson's (2003) state that assessing one's work may be conducted for many purposes, but the final goal is always to improve instruction for each student. Before a performance assessment or a scoring rubric is written or selected, teachers should clearly identify the purpose of the activity. As it is the case with any assessment, a clear statement of goals and objectives should be written to guide the development of both the performance assessment and the scoring rubric. Rogers & Sando (1996) identified "goals" as broad statements of expected student outcomes and "objectives" as the division of goals into observable behaviors; that is why authors recommend to pose questions such as, "What do I hope to learn about my students' knowledge or skills?", "What content, skills and knowledge should the activity be designed to assess?" and "What evidence do I need to evaluate the appropriate skills and knowledge?".

Perlman (2002) provides further references for writing these goals and objectives: 1) the statement of goals and accompanying objectives should provide a clear focus for both instruction and assessment. 2) Both goals and objectives should reflect knowledge and information that is worthwhile for students to learn. 3) The relationship between a given goal and the objectives that describe that goal should be apparent. Objectives lay the framework upon which a given goal is evaluated. 4) All of the important aspects of the given goal should be reflected through the objectives. 5) Objectives should describe measurable student outcomes and 6) Goals and objectives should be used to guide the selection of an appropriate assessment activity.

As the term suggests, assessment requires a demonstration of students' skills or knowledge; nevertheless, this process does not depend exclusively on teachers' criteria (Airasian, 2000; 2001; Brualdi, 1998; Perlman, 2002) because modern times have brought to teaching settings the possibility to enhance students' learning experience by involving them in the assessment process through the use of rubrics. Either as a class or in small groups, students can decide upon criteria for grading the corresponding task.

According to Nitko (2001), rubrics are rating scales -as opposed to checklists- that are used with performance assessments. They are formally defined as scoring guides, consisting of specific pre-established performance criteria, used to evaluate students' work. There are two types of rubrics: holistic and analytic. A holistic rubric requires the teacher to score the overall process or product as a whole, without judging the component parts separately (Nitko, 2001) and according to Chase (1999), are customarily utilized when errors in some part of the process can be tolerated provided the overall quality is high. On the other hand, an analytic rubric is used to score individual parts of the product or performance; then, the individual scores are added to obtain a total score (Moskal, 2000).

Nitko (2001) establishes that analytic rubrics are usually preferred when a fairly focused type of response is required; that is, for performance tasks in which there may be one or two acceptable responses and creativity is not an essential feature of the students' responses. Furthermore, analytic rubrics result initially in several scores, followed by a total score. Mertler (2001) considers that the only disadvantage regarding the use of analytic rubrics, is that probably it can cause the scoring process to be substantially slower, mainly because assessing several different skills or characteristics individually requires a teacher to examine the product several times.

For the purpose of this study, the researchers will design, peer-assess and implement an analytic rubric taking into account that as Nitko (2001) states, the use of analytic rubrics in the assessment processes is quite substantial because the degree of feedback offered to students and teachers is acutely significant. Additionally, students receive specific feedback on their performance with respect to each of the individual scoring criteria, which is something that Nitko (2001) highlights does not happen when using holistic rubrics. According to Mertler (2001), the big advantage of analytic rubrics is that it is possible to create a "profile" of the specific student's strengths and weaknesses.

2.1.4. Corrective Feedback

The use of rubrics allows teachers to establish a scoring guide aiming to provide learners with corrective feedback (CF). Lightbown and Spada (1999) define CF as any indication to the learners that their use of the target language is incorrect (as cited in El Tatawy, 2002). They agree about the different kinds of answers students receive from their teachers, being these explicit, implicit and some may include metalinguistic information as well.

Ellis (2009) states that "in written CF the correction is always delayed to allow for teachers to collect written work and respond" (p.11). However, Truscott (1996) goes for the idea that correcting learners' errors in a written composition may enable them to eliminate the errors in a subsequent draft but it has no effect on grammatical accuracy in a new piece of writing (as cited in Ellis, 2009). As a result, Ellis (2009) presents a typology for correcting linguistic errors in students' written work. This typology is divided into two categories depending on teachers (strategies for providing feedback) and students (students' response to feedback). The first one includes six basic strategies for providing feedback: 1) Direct CF, 2) Indirect CF, 3) Metalinguistic CF, 4) Focused versus unfocused CF, 5) Electronic feedback and 6)

Reformulation. The second one related to students' response to feedback, includes 1) Revision required and 2) No revision required.

Ellis (2009) remarks five main issues about the controversy concerning CF: (1) whether CF contributes to L2 acquisition, (2) which errors to correct, (3) who should do the correcting, (4) which type of CF is the most effective, and (5) what is the best timing for CF.

As we mentioned in chapter one, the type of corrective feedback used in this research was mainly indirect corrective feedback since the teachers indicated that an error existed but they did not provide the correction. Nevertheless, it can also be said that the corrective feedback in this study was blended because some characteristics of the metalinguistic corrective feedback were included in the rubric.

2.1.5. Error Analysis

Errors are part of second language acquisition; Corder (1971) highlights the usefulness of error analysis as a method to determine areas that needs reinforcement in teaching; in this regard, the information provided may contribute to modify the curricula. Likewise, this author defines error analysis as a type of linguistic analysis that focuses on the errors learners make which consists of a comparison between the errors made in the target language and that target language itself" (Abeywickrama, 2011, p. 98).

Corpuz (2011) highlights that error analysis in writing is beneficial for students, so that, they can locate and revise errors while they are encouraged to learn from their mistakes.

Moreover, students have the possibility to recognize error correction as an important process to improve their writing accuracy. Additionally, Oscarson (1989) points out that self-assessment promotes learning, raises learners' awareness of their own learning, improves the goal orientation of individual learners, reduces teacher's burdens of assessment, and entails a long-

term effect on the learners' autonomy (as cited in Mistar, 2011, p. 46). Additionally, Corder (1967) highlights that for learners themselves, errors are indispensable, since "the making of errors can be regarded as a device the learner uses in order to learn" (p.161). Following the prior view, Hasyim (2002) asserts:

Error analysis is advantageous for both learners and teachers. For learners, error analysis is needed to show them in what aspect in grammar which is difficult for them, whereas for teachers, it is required to evaluate themselves whether they are successful or not in teaching English. (p.42).

Moreover, Selinker, (1972) defined errors as "red flags" that provide evidence of the learner's knowledge of the second language, which could be used to design and create the corresponding writing rubric (as cited in Nzama, 2010). For this study, those errors may give a starting point to narrow and decide what type of errors would be tackled. Brown (1980) sees Error Analysis as the process to observe, analyze, and classify the deviations of the second language rules and to reveal the system that a learner operates (as cited in Hasyim, 2002). Likewise, Kotsyuk (2015), points out that "Second Language Acquisition studies have recently focused on learners as instruments to predict difficulties in acquiring a second language" (p. 389). Bearing this in mind, error analysis may benefit learning as well as teaching since throughout the process educators get to know what the learner's language system is and those difficult areas that need to be tackled during class time.

Conversely, Ferris and Roberts (2001) classified common errors in the following: 1. Verb errors, 2. Noun ending errors, 3. Article errors, 4. Wrong word choices, 5. Sentence structure errors, 6. Spelling Errors, 7. Punctuation errors, and 8. Other errors. The previous categorization describes some of the most common errors found in students' compositions.

For the present study, researchers mainly focused on categories one, four, five and six since the rubric was designed to assess and self-assess syntactic errors.

According to Hendrickson (1976), errors can be categorized in global errors and local errors. These two main categories were classified into four subcategories, which were based on the misuse or omission of standard English: lexical, morphological, syntactical and orthographic. This study will focus on the syntactical category that includes omitting determiners, modals, prepositions and others; however, it is not always easy to delimit them since sometimes the categories may overlap. Hendrickson's error classification offers an easy method to categorize language deviations as well as some principles to conduct error analysis; thus the researchers decided to focus on his work to identify, classify and explain students' most common errors.

Based on the literature review previously analyzed, it is important to mention two important concepts for this research: first, an error will be defined as a deviation from the norms of the target language (Ellis, 1994). Second, the type of feedback will be implicit correction or indirect correction meaning that teachers indicate the presence of errors or provide some sorts of clues with the intention of (Ellis, 1994) peer-correction or self-correction (Ferris, 1995; Ferris & Hedgcock, 1998; Hendrickson, 1980; 1984; Lalande, 1982; Walz, 1982 as cited in Eslami, 2014, p. 445). This type of feedback has been chosen because some authors as Ellis (2009) state that direct feedback requires minimal processing on the part of the learners and thus, it may not contribute to long-term learning (p. 99).

2.2. State of the art

Considering this research, it was necessary to find out about some studies that have been done in the area of self-assessment, error analysis and corrective feedback with the purpose of

assuring that our objectives may be achieved. Hariri (2012) carried out a study in a Vesal English institute in Rasht, Iran with a group of 9 pre-intermediate instructed female Persian learners of English, in an average age of 15. Learners had to write under a restricted time following this prompt with a unique topic: "What do you want to do in the future?". All the written productions were read, errors identified, categorized, and analyzed according to a linguistic taxonomy of errors prepared by Keshavarz (2006). During the implementation period, researchers aimed to identify the general features of errors in Iranian English learners' English writing, and what the reasons for these errors were. Based on the findings of this study, it can be said that the most common errors were the use of prepositions and the use of articles. It was visible that the errors with less frequency were related to the use of relative clauses, relative pronouns, and wrong use of verbs (Hariri, 2012). This study was valuable at the moment of explaining the sources of errors and designing lessons that were focused on tackling the type of error that were most common on learners.

In Portugal, a research study was conducted to describe the process of teaching writing skills to engineering students over a period of three years. It was carried out with a population of about 8000 students and 900 professors who belonged to two different Electronic Engineering degree courses, one at Bachelor's and one at Master's in the Centre for Management Studies, at Instituto Superior Técnico in the years 2007 to 2008. The main purpose of the study was to understand how engineering students could improve their writing skills, regarding spelling and syntax, when taught specifically on these issues. During the research students had two different sets of classes. The first group used oral and writing communication (OWC) to improve their communications skills for over a period of 12 weeks with one 1.5-hour class per week. The classes consisted of ten classes, five of them every other week, which were dedicated to learning

specific grammar rules and the other five classes to written, oral and non-verbal communication skills. The second group called value of technology and innovation (VTI) has as main purpose, complementing Electronic Engineering with the fundamental of value theory and the importance of technological innovation. This course ran for 12 weeks with one 3-hour class per week. Each class focused on a specific set of concepts related to economic value, students discussed the concepts in class and then they were applied to a real firm, previously chosen by each student. In addition, a non-spelling / syntax error writing assignment was given to all students of the OWC and VTI courses and it was assessed and graded by the lecturer with the same marking criteria and returned within one week. The researcher considered that quick feedback was of vital importance (Ahern & Abbott 2007).

The main but significant difference between the two situations was that, in the OWC case, students were specifically taught spelling and syntax rules, which allowed the researcher to understand whether or not it was relevant to teach grammar rules to engineering students. The researcher found that the overall student performance results were similar in the two courses and during the three years the engineering students' writing skills progressed positively, but they would have improved considerably if spelling and grammar rules had been taught explicitly (Fernandes, 2012). Concerning the present study, it is important to take into account this final recommendation, so in a future intervention can be included more elements and rules learners need to make their written compositions more accurate.

On the other hand, Kreiner, Schnakenberg, Green, Costello, and McClin (2002) did an action research with three different groups of college students. The first group had eighty-two college students (63 women and 19 men); the second group, eighty students (53 women and 27

men); and the third, had eighty students as well (58 women and 22 men). All of them volunteered to participate in exchange for extra credit in undergraduate psychology classes.

This research aimed to perceive the relationship between spelling errors and cognitive abilities in a series of 3 experiments. The authors examined whether college students' ratings of an author's intellectual ability, logical ability, and writing ability were affected by the presence of spelling errors.

After the implementation, the results were consistent with the hypothesis that the presence of spelling errors can influence how students perceive the abilities of the author.

All in all, researchers alleged the results of those three experiments indicated that the presence of spelling errors affected the perceptions of writers. Readers appear to attribute spelling errors solely to writing ability rather than largely to other cognitive abilities, and they did so for both phonological and typographical errors (Keiner et al, 2002).

Another study carried out by Topping, Smith Swanson and Elliot, (2000) in Scotland with a group of 12 postgraduate students of educational psychology, sought to explore the area of academic writing in terms of reliability and validity of pairwise and reciprocal qualitative formative peer assessment. Such study was aimed to find the experience socially and emotionally as well as cognitively challenging, with practical implications for the viability and/or generalization of this approach.

During the implementation period, researchers targeted the peer assessment exercise as trainers were allocated to give and received feedback on their work. Participants were then asked to assess their partner's report and then complete the same assessment feedback proforma used by the staff within four weeks. At the end, when the course director gathered all the completed

peer assessment proformas, each trainee received the staff assessment feedback proforma on their own report

Based on the findings of this study, high inter-rater reliability was found in judging whether written qualitative feedback from peers or staff was positive, negative, or neutral. Additionally, peer assessment feedback tended to be more positive than the one given by the staff. Peers tended to avoid commenting on originality as well as being less critical of the textual structure, spelling, punctuation, and syntax.

All in all, reliability and validity of qualitative formative peer assessment in academic writing appeared adequate in this study, even though it was slightly affected by the level of analysis. This study was useful when trying to support the importance of self-assessment practices.

Conversely, Birjandi (2012) did a research study in Tehran, Iran, with a group of 157 intermediate TEFL juniors, most of them females, in their twenties. The main purpose was to explore to what extent self-assessment and peer assessment contributed to increase the learners' writing performance.

Before the implementation, students were randomly assigned into five groups. Four of them were experimental groups and one was chosen as the control group, each of them with different assignments and assessments. The performance of each group was measured at the beginning and end of the semester.

During the implementation phase, which took the whole semester, one group did journal writing as a self-assessment technique, with a total of 12 journals written by each of the students. The second group self-assessed their own papers, using a rating scale; the third group had peer

assessment, using the same rating scale; the fourth group implemented both self-assessment and peer assessment; and finally, the fifth group only had teacher assessment.

As a conclusion, this study proved the significance of self-assessment and peer assessment in promoting learners' writing performance. At the same time, it was beneficial and highly advantageous to incorporate self-assessment training into teacher-centered classes in EFL.

Given these points, self- or peer assessment appeared to be a logical outcome of increased interest in learner-centered language teaching and self-directed language learning (Birjandi, 2012).

Chapter 3: Research Design

3.1. Introduction

This chapter outlines the methodology adopted as well as the research design chosen by the researchers to investigate the impact of using a rubric as a self- assessment tool for Error Analysis on EFL A1-A2 learners' written compositions. Firstly, the type of study is defined. Afterwards, the context, participants, researchers' role and ethical considerations are characterized. Lastly, the chapter specifies the data collection instruments and procedures, and the methods used to validate those instruments and procedures.

Table 2. Research design framework.

Type of Study	Mixed method Action research
Researchers' Roles	Teacher-Researchers
Context	Three public schools in Bogota <ul style="list-style-type: none"> - Tomás Carrasquilla IED - Nuevo Chile IED - Gonzalo Arango IED
Participants	90 A1 – A2 English proficiency level students.
Data Collection Instruments	Pre-and post-test, learning styles test, students' portfolio and interviews and teachers' journals.

3.2. Type of Study

As it has been previously mentioned, this study aims at describing the effects of implementing a rubric as a self- assessment tool for Error Analysis on EFL A1-A2 Students' Written Compositions. It corresponds to a mixed-method action research study since it integrates qualitative and quantitative analyses. According to Creswell (2003):

a mixed method approach is one in which the researcher tends to base knowledge claims on pragmatic grounds (e.g., consequence-oriented, problem-centered, and pluralistic). It

employs strategies of inquiry that involve collecting data either simultaneously or sequentially to best understand research problems. The data collection also involves gathering both numeric information (e.g., on instruments) as well as text information (e.g., on interviews) (p. 18).

Furthermore, Johnson and Onwuegbuzie explain that mixed methods research involves combining in a single study techniques, methods, approaches and language of both quantitative and qualitative traditions (2004, as cited in Wiśniewska, 2011, p.60).

Lingard, Albert & Levinson (2008) highlight as well some important aspects to consider when having a mixed-method study:

Central to the effectiveness of a mixed methods study is a clear and strategic relationship among the methods in order to ensure that the data converge or triangulate to produce greater insight than a single method could. Because qualitative and quantitative methods derive from different traditions, mixed methods research must take care to negotiate back and forth between these different approaches rather than dichotomizing their values and methods (p. 460).

On the other hand, Danuta (2011) points out that mixed-method approach is used in action research (AR) showing the possibility of having qualitative and quantitative approaches combined and separately.

Mertler (2009) asserts that AR is a research that is done by teachers for themselves because they conduct it aiming to examine their own classrooms, instructional strategies, assessment procedures, and interactions with learners in order to improve quality and effectiveness. Likewise, Burns (2010) agrees by stating that AR involves taking a self-reflective,

critical and systematic approach to explore teaching contexts, so it is possible to identify gaps and problematic situations that can be improved with new strategies.

The following figure shows the AR cycle established by Ferrance (2000) which explains the main steps that must be taken into account since the moment of identifying a problem until the interpretation of the data found.

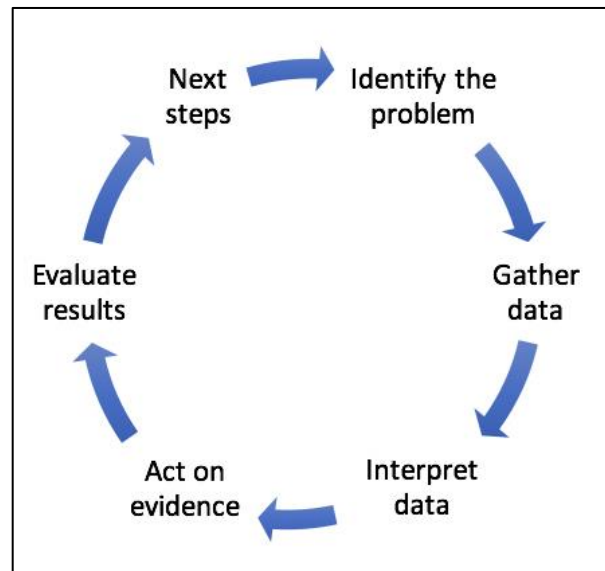


Figure 2. Ferrance's AR cycle. Taken from Ferrance (2000, p.9) *Action Research*. Northeast and Islands Regional Educational Laboratory at Brown University.

3.3. Researcher's role

In educational research, teachers are more than subjects or consumers; and in practitioner research and enquiry they have a specific role in the generation educational knowledge (McLaughlin, 2004, p.6). The researchers of this specific study will have the role of teacher-researchers and participant-observers; playing an active role in the development of the research. Researchers will be also in charge of different tasks such as organizing, planning, developing strategies, collecting relevant data from their observations, providing constant feedback, monitoring and supporting the students' writing process, and looking for the relations between teaching and learning in their own context.

3.4. Context

This research study will be implemented with a group of ninety students from three different public schools in Bogota, Colombia. Every school offers English as Foreign Language; being Spanish the first language. All students have the same L1 and their English level was ranked in levels A1 and A2 following the Common European Framework of Reference (CEFR), based on a diagnosis test administered at the beginning of the research. In these schools, students have three English hours each week with a Colombian teacher and they are not required to follow any specific textbook nor any policy regarding technology use; the materials are designed by teachers aiming to enhance the students' communicative competence. This means that teachers promote the use of language for different purposes and functions.

The schools part of this research were Tomas Carrasquilla I.E.D., located in Barrios Unidos; Nuevo Chile IED, in Bosa; and Gonzalo Arango IED, in Suba, all of them belonging to areas where the socioeconomic stratum level three prevails. Regarding English language learning goals, the three schools have been articulating some of the strategies proposed by the MEN and the program "Colombia Very Well" in the corresponding curricula, including the use of tablets, computers and special software for students to interact more directly with the language.

3.5. Participants

The participants involved in this research are 90 tenth-grade students (30 students per school: 47 girls and 43 boys, ages ranging from 15 to 18). They come from lower middle class where friendship, music, sports, family and learning are their main interests. They had been studying English for more than five years; nevertheless, students struggle with using English in

real life situations. However, their willingness for understanding and using English with professional purposes has given them the chance to improve their level.

In terms of motivation, students are eager to participate in class, they have empathy with their teachers, and their self-esteem and self-efficacy played an extremely important role in Second Language Acquisition (SLA), because they felt capable of carrying out given tasks (Brown, 2007, p. 156). As for students' learning styles, 53% of them favored a visual learning style in classes, 18% an auditory learning style, 12% a kinesthetic learning style and 17% a mixed learning style. This implies that every lesson plan needs to cover the needs of these three learning styles to assure students will be able to develop and improve their learning skills feeling more comfortable and motivated.

On the other hand, their cognitive skills show they are basic English users who, according to the expected outcomes established by CEFR, are supposed to include the use of help notes to write down structured compositions. Also, based on models, students need to be able to write short stories, anecdotes, interviews, paragraphs, and letters providing that complex structures are not needed. They should appropriately manage a basic use of commas in lists and exclamation marks for emphasis.

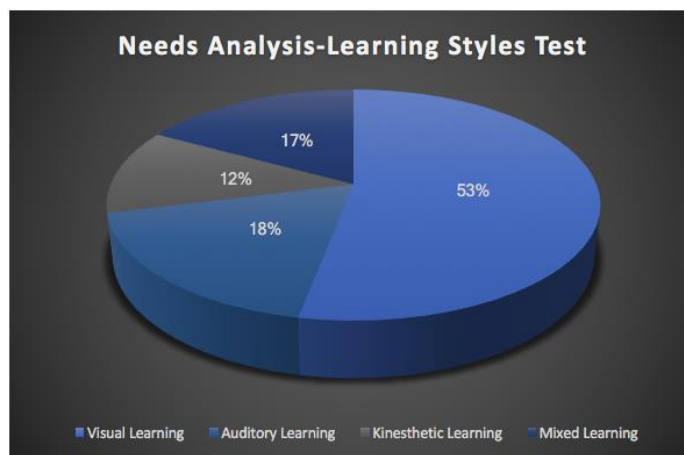


Figure 3. Learning Styles Survey Results. Results of the first part of the survey taken from Oxford and Cohen (2009), determining students' learning styles according to their physical senses.

3.6. Data Collection Instruments

Different data collections instruments and tools are to be used during this study. As students' English language level was to be determined, different English placement test were studied. After analyzing these options, we chose the one designed by McMillan Publishers ® as it fits better our goals and objectives. The test could help us determine easily not only the English language level of students but also their writing proficiency. The placement test used was last updated in 2015 and was recognized by the name Inside Out (see Appendix C). Likewise, some other instruments such as the learning styles survey designed by Rebecca Oxford and Andrew Cohen (2009), students' portfolio, students' interviews and teachers' journals were included during the complete intervention with the purpose of gathering enough information that could support the study by assuring validity, reliability and most important, guiding the path to answer the research question.

Table 3. Triangulation Matrix for Methods of Data Collection

Research Goals	Data Sources				
	English Placement Test	Learning Styles Survey	Students' Written Portfolio	Students' Interviews	Teachers' Journal
To describe the effects of implementing a self-assessment tool for error correction	✓		✓	✓	✓
To identify what the most common errors in students' written compositions are	✓		✓	✓	✓
To provide learners with a tool that enhance their self-efficacy at the moment of self-assessing their written compositions.	✓	✓	✓	✓	✓

3.6.1. English Language Placement Pre-test & Post-test.

According to Ruth & Murphy (1988), placement tests (PT) normally evaluate knowledge and skill proficiency in a specific subject. This is to either determine the student's level of skill or knowledge or to determine if the student is able to meet certain proficiency standards required by a specific program or organization, such as the Test of English as Foreign Language (TOEFL). For Russell & Haney (1998) PT are a crucial tool for educators to determine students' level of skills, ability, or knowledge; therefore, they improve both teaching efficiency and student motivation because PT allow them to show that they meet the proficiency standards of a program.

McMillan Publishers © with the support of eight EFL teachers, designed a whole English course named Inside Out to be used in several schools and colleges. The first edition was released in 2012 and it has been updated during the last three years. This test was designed to analyze the English language proficiency levels established by the CEFR. McMillan Group has determined that the main advantage of this English placement test is that students with a small background in English knowledge could also take the test and feel confident, especially when developing the two writing tasks posed in the test.

Test overview: It is composed by 52 multiple-choice questions that worth 1 point each and 2 writing tasks that worth 4 points each to complete a total of 60 points. Every one of the questions is presented from the most basic to the most complex regarding English grammar knowledge, vocabulary and pragmatic competence.

Scoring criteria: As the whole test gives a total of 60 points, the amount of points each student gets, classifies them in one of the levels established by the CEFR:

Table 4. English placement test scoring criteria

Total Score	Level	CEFR	Total Score	Level	CEFR
0-9	Beginner	A1	30-39	Intermediate	B1
10-19	Elementary	A1+ to A2	40-49	Upper-intermediate	B2
20-29	Pre-intermediate	A2 + to B1	50-60	Advanced	C1

3.6.2. Learning Styles Survey.

In order to carry out this study, a learning styles survey (see Appendix D) was considered to provide students with lessons that meet their needs and interests. Rebecca Oxford and Andrew Cohen (2009) designed this survey, which is divided into three parts that analyze correspondingly learners' physical senses, learners' exposure to learning situations, and learners' handling of possibilities. Bearing in mind the goals of this study, just the first part was taken into account as to determine students' learning preferences according to their physical senses.

Survey overview: It is a survey composed by 30 sentences that describe different behaviors and preferences people might have when studying, regarding whether or not the inclusion of audios, pictures or specific movements at the time of remembering and learning new information.

Students are asked to read carefully each item and according to their personal experience, answer if those situations take place: never, rarely, sometimes, often or always.

Scoring Criteria: To determine the learning style of learners, each one of the situations is represented by an adverb of frequency and by a number; at the end all the scores are added.

Oxford (2009) established that regarding this result, it was possible for learners to support autonomously their learning process by including specific aids, simultaneously the author highlighted that when educators were aware of their learners' learning preferences and styles, it was possible to provide them with lessons and activities that supported them to achieve their

goals easier. As this was a survey, every description, result and advice given to learners was posed in second person, so learners felt they were being directly spoken.

Table 5. Description of Learning Styles Survey

Scoring Criteria	0 = Never	1 = Rarely	2 = Sometimes	3 = Often	4 = Always
Situations 1 to 10	Visual learning style	Learn through books, video, charts, pictures			
Situations 11 to 20	Auditory learning style	Learn through discussions, lectures, audiotapes, role-plays			
Situations 21 to 30	Kinesthetic learning style	Learn by playing games, building models, conducting experiments			

3.6.3. Students' Portfolio.

The students' portfolio (see Appendix E) was one of the most important instruments to conduct successfully this study research. For Finley (2010), portfolios are a key instrument in the teaching and learning process because from the teacher's perspective, teachers are provided with information to understand and support the development of the students' thinking. From the students' perspective, students are provided with a reflective tool to evaluate their own process and progress. The students' portfolio was divided into the following parts: description of each task with its corresponding objective, the space to develop the task, the conventions of the items to be evaluated after each written composition and most important, a space where, after checking the self-assessment rubric (see Appendix F) - and doing the peer-assessment process, students could write a reflection of their writing performance, as to be aware of what they should improve for their next task.

3.6.4. Students' Interviews.

Cohen, Manion & Morrison (2013) provide three different definitions regarding interviews; being the third one the one that best fits the purposes of this study, "it as an encounter necessarily sharing many of the features of everyday life" (p.350). This interpretation allows us to use interviews in a more flexible way reducing the interviewee's anxiety.

In 2003, the Harvard Graduate School of Education conducted a project to support students' development. Unger (2003) established that one of the most important findings of this project was having included students' interviews because they captured students' feelings and thoughts that were also valuable for teachers to correct and improve the manner activities inside the classroom were carried out. Having this in mind, and highlighting that this study did not aim just to answer the research question, but to go further and to apply successful strategies in our daily teaching practice, students' interviews were also included.

According to Jamshed (2014) in qualitative research the interviews are structured, semi-structured, coded semi-structured and, unstructured, depending on their aims, nature of questioning, format, role of probing and purpose of the analysis. Regarding this classification and the objectives of this study, we have used semi-structured interviews in order to allow learners to express in their own ways and pace. As Flick (1998) states "more or less open-ended questions are brought to the interview situation in the form of an interview guide" (p. 94). Moreover, qualitative analysis can be focused on describing events, situations, people or providing information sought from asking a particular question.

The interviews (see Appendix G) are to be done after finishing intervention with the purpose of knowing students' opinions and feelings about the process. Questions about tasks,

objectives, subjects, class development, teacher instruction, and students' response to the process itself were included in order to have a complete overview of the procedure.

3.6.5. Teachers' Journal.

Klem and Connell (2004) stated that students need to feel teachers are involved with them in their learning process. That is why they recommended that teachers start by having a consistent and detailed record of their insights and pedagogical successes to understand their own teaching practice, while having as well, the possibility to acquire an optimistic attitude attempting to plan and prevent future lessons and performs.

For this study, recordings were made following a specific teachers' journal template (see Appendix H) adapted from Teacher's Self-Assessment for Student Engagement designed by The Virginia Board of Education at Virginia Department of Education. Transcripts were made for each recording as to support the process of analyzing the qualitative data in order to highlight the payoffs and pitfalls of the process.

3.7. Data Collection Procedures

In line with Nunan & Bailey (2008), reliability refers to consistency and it is generally established through replication, while validity establishes whether the results obtained meet all of the requirements of the chosen research method referring specifically to accuracy. Conducting AR suggests that to assure validity and reliability and to hold a reflective practice, various data collection instruments must be included in the study, as in this case, placement and learning style tests, students' portfolio and interviews and teachers' journal. Nevertheless, before designing and applying new strategies, it is necessary to be sure that every change arises from solid information rather than teachers' assumptions.

3.7.1. Validation and piloting.

Dick and Swepson (2013) highlight that AR is a research paradigm which allows to develop knowledge or understanding as part of practice and becomes strongly useful if researchers accept to remain flexible and involve more people from the educative system in order to engage them as co-researchers wishing to bring about change and improvement at the same time. That is why, each of the data collection instruments used in this study were piloted by colleagues of the three schools before being implemented, with the purpose of improving them and avoiding bias.

Kemmis and McTaggart (1988) established some specific steps to conduct AR:

1. Planning, 2. Action, 3. Observation and 4. Reflection. Regarding these steps, the objective of this study arose from students' needs and gaps recognized in our daily teaching practice concerning the development of their writing skills, then before planning, it was necessary to be sure about our students English proficiency level by implementing a placement test and a learning style survey, which provided us with valid quantitative data to classify learners according to their knowledge level and their learning preferences in order to plan the whole intervention process guaranteeing each lesson would accomplish and fit the students' interests and specific needs. When everything was planned and the instruments were piloted by different colleagues, the action step began, which consisted in putting into action over an agreed period of time the deliberate strategies.

Each one of the lessons gave as result quantitative (amount of errors made by students in each composition) and qualitative (reflections to improve by students and teachers) data. With teachers' journal the observation step was covered as after each class, the researchers recorded their perceptions about quality of teachers' instruction, students' response, motivation levels and

accuracy of the tasks development. Finally, for analyzing students' perceptions, all the portfolios were collected and read highlighting the most important and recurrent aspects pointed out by them; as for the interviews, 13 students of each school were selected randomly we could know, reflect and evaluate the effects of the actions taken to try to understand and decide how effective the intervention was, the strengths and the weaknesses that could be intervened in the future with the support of other colleagues as part of our ongoing professional development. (Kemmis and McTaggard, 1988).

Needless to say, all data instruments were designed, piloted and implemented, then the quantitative and qualitative data was to be analyzed by using statistics, bins and matrices, and triangulation which has been defined by McKernan (1991) as a procedure for organizing different types of evidence into a more coherent frame of reference or relationship so that, they can be contrasted.

3.8. Ethical Considerations

This research study took into advisement the ethical principles established by the Belmont Report (1974) that summarizes three basic ethical principles relevant to any research that involves human subjects: respect, beneficence and justice.

Regarding respect, all students are treated as autonomous learners, being aware of the nature of the study, the risks, benefits and alternatives, with an extended opportunity to ask questions during the whole intervention. For assuring beneficence and justice, this research aims to maximize all the possible benefits being also prudent about possible threats and guaranteeing that there is always fairness not only in the selection of participants but also in the distribution of instruments, tools, times, spaces and tasks posed to learners.

From the very beginning and through every stage, this study protects participants from any harm, always thinking about doing well. Following the procedures established by the MEN and the Colombian government regarding the law for the appropriate treatment of children and teenagers; three schools were given permission for the intervention by every Principal (see Appendix I); students were volunteer to participate; there was an informed parents' consent (see Appendix J); students had the right to withdraw from this research and, students' rights to confidentiality, privacy and anonymity were kept (Cohen, 2009, p. 69).

Chapter 4: Pedagogical Intervention

This chapter describes the implementation of this action research study; which was carried out from May 2015 to December 2016 with an intervention period of fifteen weeks, three hours a week. As Stringer (2013) manifests, AR is a systematic approach that enables to find effective solutions to problems that need to be confronted in a daily practice. As researchers of this study, we want to guide our students to improve their writing compositions which may contribute to their professional life. As it has been mentioned in the previous chapters and considering the guidelines proposed by Kemmis and McTaggard (1988), the AR cycle is to be followed: Planning, Action, Observation and Reflection steps.

4.1. Planning

In order to narrow the object of study, the first step was to determine students' English knowledge level and most important, to analyze what the most frequent errors in their writing compositions were through the Inside Out Placement Test designed by McMillan Publishers®. Scott (1996) explains that when confronting writing skills, students should have the opportunity to write following the "process approach" which has been defined as the practice of including journals, invention, peer collaboration, revision, and attention to content before form to give account of students' writing improvement (Raimes, 1991). Therefore, a lesson plan form designed by Universidad de la Sabana and adapted from In-service Certificate in English Language Teaching (ICELT) was used to design every lesson plan (see Appendix K) establishing language and learning goals, teachers and students' role, the assessment criteria, procedures, interactions, possible problems and solutions planned in advanced to assure an effective development of each class.

As Sims (1995) clarifies, effective instructors are those who understand the importance of involving students' learning differences maximizing the climate and conditions in and out of the classroom. Consequently, as a second step, the Learning Styles Survey (Oxford & Cohen, 2009) was chosen to determine students' learning styles and preferences. After administering this instrument, it was possible to conclude that forty-eight (48) of our students are visual meaning that they rely more on the sense of sight; sixteen (16) students are auditory and they prefer listening and speaking activities; other eleven (11) students have a tactile/kinesthetic style preference which means that they take advantage of objects, and moving around; and, finally we have fifteen (15) students who are capable of mixing two or more learning styles.

The third step is related to the instructional design of the lessons. Alcón (2002) states that the process of writing intends to provide students with confidence if the practice is done little by little; so, our students were guided to work on their writing skills following the Six Traits of Writing proposed by Cullman (2003) who highlights that when students learn the tools to unlock the mysteries of revision and editing, they are able to own the writing process. The author considers important for educators to teach through the six traits because that way the criteria that define quality performance are taught. Thanks to the traits, students may know what is expected having greater chances of succeeding, especially because they can enjoy all the stages involved in the process: prewriting, drafting, revision and correction.

Likewise, as mentioned in chapter one, to teach strategies such as planning, self-monitoring and cooperation, we followed Chamot's model for strategy instruction which includes the following stages: preparation, presentation, practice, self-evaluation and expansion (Chamot, 1994).

Now, we will briefly describe session three which aim to practice writing by describing favorite sports or hobbies. First, students reviewed some previous vocabulary (activating prior knowledge and preparation), then the teachers guided them through some questions such as “What do you do for writing a text, what do you find difficult? and, what do you find easy?” (metacognition). After that, they watched a video to recycle the six traits of writing (presentation). Then, students were guided through the process of writing by means of recycling some useful expressions and vocabulary, and some questions to create their composition outline. After that, they composed their text in the students’ portfolio and assessed it using the questions in it and the rubric conventions. After self-assessing their text, students evaluated the usefulness of the strategy by reflecting about the difficulties and facilities they found during the process (self-evaluation of the strategy). Finally, the class included the expansion stage, in which they evaluated the effectiveness of the strategy and its application to new contexts in future classes.

Having described one of the lessons, it is time to mention the last step of the planning process which includes designing the main tool to conduct this study that was the rubric and some other key instruments that fit the research needs to keep track of the whole process. The rubric designed is analytic because of the degree of significant feedback offered to students and teachers (Nitko, 2001). The design of the rubric had several versions, starting by one that included diverse conventions for different types of errors. After this version, the problem was narrowed and researchers decided to work on syntactical errors. Then, to avoid overwhelming students with a large amount of correction symbols, researchers, based on their experience, focused on the most recurrent errors in SWC. Having found in the needs analysis that most of students are visual, it was really important to devise a user-friendly rubric that allowed pupils to assess their compositions by providing conventions easy to remember.

As all instruments were previously described, a students' writing portfolio with the specific convention and the assessment rubric, a teachers' journal and, students' interviews were used for the quantitative and qualitative data collection.

As Thomas (2013) recommends, the very first step in every research project is to establish a timeline and a Gantt chart (Adamiecki, 1890) because these tools provide researchers with the vision of the time available and the time needed for the various elements of the project, making easier to keep track of the rhythm of the process (as cited in Gohil, 2015).

Table 6. Research project timeline

	Date	To be done
2015	May	Identification of the problem
	September	Definition and refinement of the research question
	May	Consent from the school principal and students' parents
	May	Learning styles survey design, application and analysis
	June	Pre-test design, piloting, application and analysis
	July	Data collection tools design and piloting
2016	August	Lesson plans 1 – 4 design, piloting and implementation
	September	Mid-term test design, application and analysis
	October	Lesson plans 5 – 8 design, piloting and implementation
	November	Posttest application and analysis
	December	Triangulation and data analysis

Table 7. Research project Gantt chart

STAGE	DATES	ACTIVITIES
PRE-IMPLEMENTATION	MAY- WEEK 1	School principal and parent consent form design and implementation
	MAY- WEEK 2	Design and implementation of learning style test
	MAY- WEEK 3	Design and implementation of placement test
	MAY- WEEK 4	Learning style test analysis and results
	JUNE- WEEK 1	Placement test analysis and quantitative results
	JUNE- WEEK 2	Error analysis in writing compositions according to the placement test
	JUNE- WEEK 3	Design of students' writing portfolio
	JUNE- WEEK 4	Design lesson plan # 1
	JUNE- WEEK 5	Design lesson plan # 2
	JULY- WEEK 1	Design lesson plan # 3

STAGE	PLANNED SESSION	ACTIVITIES	GRAMMAR/ VOCABULARY POINT	FINAL WRITTEN TASK / TOTAL WORDS
WHILE-IMPLEMENTATION	JULY- WEEK 2 Session 1 3 hours	General explanation about the research intervention.		
		Introduction of objectives, materials and rubrics.		
		Explanation about the conventions used in the rubrics		
		Exemplification about coherence, cohesion and mechanics.		
Action	JULY- WEEK 3 Session 2 3 hours	Lesson plan # 1 Part A: Describe your favorite sport/hobbies	Vocabulary related to hobbies/sports, gerunds and infinitives, expressions with like and would like.	A 80-100 word composition about their favorite sport/hobbies
	JULY- WEEK 4 Session 3 3 hours	Lesson plan # 1 Part B: Describe your favorite sport/hobbies	Simple present, frequency adverbs, like, would like, gerunds and infinitives and connectors.	
	AUGUST- WEEK 1 Session 4 3 hours	Feedback lesson plan 1. Self, peer and teacher assessment		Rewrite their compositions correctly.

	AUGUST- WEEK 2	Session 5	3 hours	Lesson plan # 2 : Correcting mistakes collaboratively	Grammar, punctuation and syntactic errors	Rewrite the letter in the correct form
	AUGUST- WEEK 3	Session 6	3 hours	Lesson plan # 3: Urban tribes	Comparatives and superlatives and prepositions. Vocabulary related to clothes, accessories, music, physical appearance	A 100-120-word composition about their favorite urban tribe.
	AUGUST- WEEK 4	Session 7	3 hours	Feedback lesson plan 1. Self, peer and teacher assessment		Rewrite their compositions correctly.
Planning and action	AUGUST- WEEK 5	Session 8	3 hours	Designing and implementing midterm exam and lesson plan # 4.	Free topic composition	A 110-130-word composition about their favorite topic following the six traits of writing and given clues.
	SEPT- WEEK 1	Session 9	3 hours	Analysis and results midterm exam.		
Action	SEPT- WEEK 2	Session 10	3 hours	Implementation lesson plan # 4: Answering to an e-mail recommending a friend.	Simple present and past, adjectives, connectors.	A 110-130 word composition describing their personality, hobbies and interests.
	SEPT- WEEK 3	Session 11	3 hours	Feedback lesson plan # 4: Self, peer and teacher assessment.		Rewrite their e-mails correctly.
Planning and action	SEPT- WEEK 4	Session 12	3 hours	Designing and implementing lesson plan # 5.	Reading about famous people and analyzing how to write an autobiography	A 130-150 word autobiography.
Action	OCT- WEEK 1	Session 13	3 hours	Implementation lesson plan # 5: Writing an autobiography.	Simple present and past, present perfect and future.	
	OCT- WEEK 3	Session 14	3 hours	Feedback lesson plan # 5: Self, peer and teacher assessment.		Rewrite their autobiography correctly.

		NOV- WEEK 1 Session 15 3 hours	Posttest		
STAGE		PLANNED SESSION		ACTIVITIES	
POST-IMPLEMENTATION	Observation	NOVEMBER- WEEK 2	Session 16	3 hours	Analysis and final test result
	Reflection	NOVEMBER- WEEK 3	Session 17	3 hours	Students' interviews
		NOVEMBER- WEEK 4	Session 18	3 hours	Students' interviews analysis
		NOVEMBER- WEEK 5	Session 19	3 hours	Teachers' journals analysis

4.2. Action

As it was mentioned previously, the action plan is the second step in AR; the pedagogical intervention took place for over 15 weeks, a total of 45 English hours. During that time, students were assessed and monitored while performing different tasks. To begin with, a general explanation about this research study was given to every participant as well as objectives, materials and rubrics to be used. Secondly, a general review of conventions, coherence, cohesion and mechanics took place. Thirdly, a total of six power point presentations were designed to show students the objectives, activities and written composition task to be done. It is worthy to say that the number of words in each written composition task increased over the time. Participants started with short compositions (80-100 words) and at the end they were asked to have a 130-150-word written task. Additionally, grammar topics went from less to more complex allowing students to increase their self-confidence and self-efficacy while evidencing the progress and improvements in their English written proficiency.

On the other hand, the teachers' role was relevant in this process. They presented the lesson using the slides, exemplified and demonstrated the steps and phases for each task,

provided participants with opportunities to interact in class and show their interest, and answered some possible doubts before starting to work individually, in pairs or in groups. Hamlin (2011) highlights the importance of demonstrating and modeling the writing process and guiding students through each step since students receive a variety of feedback that builds their confidence and increase their accountability. As part of the activities, students read some texts and identified main and secondary ideas, new vocabulary and structures, which were used later on in their own compositions. The writing process was divided into five different steps: firstly, students created their own writing, secondly, they self-assessed it by means of checking the rubric, thirdly, peers assessed the writing tasks by means of checking the conventions charts and proof reading to check coherence. The rubric contained 16 proof reading marks, their meaning and examples, and 7 guiding questions regarding agreement and format. Fourthly, the teachers assessed the final product, graded it and returned it to students to rewrite it correctly. Each student wrote a total of 5 written compositions.

4.3. Observation

Continuing with Kemmis & McTaggard's (1988) steps for AR, the third one is observation where three basic forms of assessment were followed: self-assessment, peer-assessment and teacher assessment. While participants were self-assessing their own writings, they made an overall impressionistic evaluation of their performance, and then they evaluated specific language components to have an overall evaluation of their writing skill. To do so, a criteria-based self-assessment rubric was used as suggested by Oskarrson (1980). The first session with students was used to explain them the use of the rubric, the meaning of the conventions with examples to assure they were clear enough; still, when facing the first writing task, there were some questions about the kind of mistakes students had made, so it was

necessary to write them down on the board and have a general explanation while they got familiar with every sign and meaning.

As the second form of assessment, peer assessment, there were some issues related to common errors, Ferris and Roberts' (2001) classification of errors was used to tackle them: 1. Verb errors, 2. Noun ending errors, 3. Article errors, 4. Wrong word choices, 5. Sentence structure errors, 6. Spelling Errors, 7. Punctuation errors, and 8. Other errors. It was easier for students to complete the rubric with support of their peers as it was designed following those aspects. Hamlin (2011) emphasizes that collaborative effort helps students reinforce their own ideas and makes them realize about the importance of considering the tone, the purpose and the selection of words in order to make their writings appealing and, on the other hand, paying genuine attention to their peers' revisions.

Finally, Dotterweich (2015) considers it is important to guide students' future performances, help them assess their own actions and identify areas where they are right on target. That is why the final assessment was given by teachers to help students add depth and style to their writing. This was accomplished through corrective error feedback a vital component of L2 writing instruction. Teachers used the same rubric to mark and to write comments about students' compositions. Basically, corrective feedback has proven its effectiveness as teachers indicate students' error and at the same time motivate students to self-edit their output. As a result, students feel more profoundly engaged in their language process (Beuningen and Kuiken, 2008).

4.4. Reflection

Reflection corresponds to the final step proposed by Kemmis & McTaggard (1988). This last step relates to the post-implementation stage where researchers could find some factors that

influenced throughout the research study thanks to the data collection instruments implemented. Students' portfolio, students' interviews and teachers' journal were a key factor in order to reflect on students' learning process and how this AR influenced on them. For this study to be successful, it was considered appropriate that students gained confidence as they developed the necessary skills to become the only owners of their writing process. The six traits of writing also allowed them to reflect and self-assess their compositions before sharing them with their peers and teachers:

Table 8. Six traits of writing self-assessment rubric

Ideas	<ul style="list-style-type: none"> - I choose a strong topic. - I use strong details to make my writing interesting. - I stick to the topic so my writing is clear and makes sense.
Word Choice	<ul style="list-style-type: none"> - I choose words carefully. - I use strong words to paint a picture in the reader's mind. - I use juicy words to make my writing sparkle.
Conventions	<ul style="list-style-type: none"> - I use capital letters. - I use periods, exclamation and question marks. - I leave spaces between words. - I check my spelling.
Organization	<ul style="list-style-type: none"> - My writing has a strong beginning. - I put thing in order so my writing makes sense. - My writing has a strong ending.
Voice	<ul style="list-style-type: none"> - My writing has a style. - My writing sounds like me. - My personality shines through my writing.
Sentence Fluency	<ul style="list-style-type: none"> - My writing flows smoothly and is easy to read. - I start each sentence differently. - I have long and short sentences.

This reflection step, involved a new kind of understanding becoming not only a “reflective practice” (Schön, 1983) but also an action taken with the principal purpose of learning from experience by careful observation of its processes and consequences. During the

development of this research, students as well as teachers, concentrated efforts to accomplish the language and learning objectives stated. As students' written compositions were evolving from short sentences to longer paragraphs, teachers were evaluating and improving instruction bordering drafting and revising stages that are key components of the post-implementation stage.

For Carr and Kemmis (1986), the reflection stage in the AR requires a collaborative work among participants respecting all the relationships: student-student, student-teacher, teacher-teacher and teacher-principal in order to assess equally the payoffs and pitfalls of the research process. This stage highlighted the aspects that need to be improved and that can benefit the whole educative community, extending the new learning goals accomplish by the students firstly involved in the process to students of every level according to their own needs and interests. The best instrument that could be found to carry out this research and regarding the possibility of contributing in the near future with the teaching-learning quality was to use not only the students' reflection about their process, but also to keep track of the development of the lessons by their written response to interviews, the description regarding the accomplishment of goals, the learners positive/negative response, the effectiveness of the instruction and the quality of the self/peer assessment process. With every registered entry in the teachers' journal was possible to analyze deeper the whole process during the intervention stage to finally conclude what the strengths, weaknesses, opportunities and threads for a future replication of this study research have been.

Chapter 5: Results and Data Analysis

The present chapter will offer a detailed description of the data process and analysis carried out in this research project. Data management procedures including validation and the data analysis methodology is shown; then, both the quantitative and qualitative data will be analyzed following a longitudinal analysis with the use of matrix and bins (Sagor, 2000), the comparative method developed by Corbing and Strauss (2008), and the side-by-side approach described by Creswell (2013). At the end of the chapter, there is a report of the quantitative statistical results followed by the discussion of the qualitative findings in order to compare and confirm them.

5.1. Data Management Procedures

During the implementation, all the quantitative results obtained from the corresponding analytic instruments were recorded, digitalized and stowed in MS Excel in order to consolidate the data. As for the analysis, the IBMSPPSS software and other web 2.0 tools as easycalculation and socscistatistics were used to ensure the validity of the statistic procedures. The ninety participants were divided into three groups according to the school students belong to. Each instrument for each school was registered in a specific spreadsheet, facilitating the data management. Each participant was assigned a code (numbers from 1 to 30) to guarantee the anonymity of the students.

5.1.1. Validation

Burns (1999) establishes that using a single gathering technique gives only a partial view of a specific social situation, such as a classroom, and recommends using different gathering techniques to provide more reliable outcomes. With the purpose of avoiding subjectivity and ensuring validity in the results of this research, we followed Freeman (1998) who states that

triangulation is a validation strategy which “means including multiple sources of information or points of view on the phenomenon or question you are investigating” (p. 96). Methodological triangulation, as used in this study, is the approach of using “multiple ways to collect data, and thus to study the problem” (Denzin, 1978, as cited in Freeman 1998, p. 97). Triangulation was included by means of the different data gathering instruments, such as English proficiency test, students’ writing portfolios, students’ interviews and teachers’ journals. In addition, data emerging from the different instruments was compared following the comparative method developed by Corbin and Strauss (2008) who recommend data reduction and narrowing. The data collected from the students’ self-assessment and students’ interviews was analyzed through the use of bins and matrices (Sagor, 2000) in which the relationship between concepts, learning, and language goals of this study are analyzed.

Table 9. Collecting and Analyzing Data

Data Collection Instruments	Participants	Nature of data	Data Analysis Methods
Needs analysis	Students	Quantitative	Scores, statistics (mean, standard deviation, T-test)
Learning styles survey			
English proficiency pre-test & post-test			
Learners’ self-assessment journals	Students & Teachers	Qualitative	Bins and matrix, side-by-side approach
Teachers’ journals			
Focus-group interviews			

5.1.2 Data Analysis Methodology

Data analysis was carried out in two stages. First stage, the quantitative information coming from the analytical instruments is presented and analyzed by the use of tables and figures explained below. In the second stage, attempting to report and convert qualitative data (collected from students’ and teacher’s reflections) into quantitative data, a longitudinal analysis is done

using the bins and matrix strategy proposed by Sagor (2000) and adapted from Miles and Huberman (1994) which consists on identifying and contrasting the main tendencies and patterns existent in a specific context. This matrix format aims to help researchers to address five related variables and align some responses along an evaluative scale in order to explain the response pattern for each type of assistance source (Miles, Huberman & Saldaña, 2014). By using a mixed-method approach, we will be able to identify the possible causes and consequences that may lead to answer what the effects of implementing a rubric as a self-assessment tool for Error Analysis on EFL A1-A2 Students' Written Compositions are.

As this is a mix-method research and it involved various data collection instruments, all the results have been carefully registered, analyzed and explained in the following sections.

5.2. Quantitative Data Analysis Results

5.2.1. Needs Analysis

Needs analysis has been useful to identify some factors that needed to be modified to provide “conditions of learning” as stated by Gagné (1985) and to have a framework for making of this intervention an effective learning process regarding appropriate teaching approaches that go along with students' learning styles.

Table 10. Needs analysis results

QUESTION	How old are you?			Are you a boy or a girl?	
	11 - 13	14 - 16	17+	Boy	Girl
1. Tomas Carrasquilla	0	28	2	13	17
2. Nuevo Chile	0	25	5	14	16
3. Gonzalo Arango	0	27	3	16	14
Total	0	80	10	43	47

QUESTION	For you English is					English is important...					How do you prefer to study English?			
	useless	not very important	kind of important	important	very important	to interact with English speakers for my university studies	to have a better job	to have personal growth	to have fun	using a textbook	internet tools	listening to music/ watching videos	all of those	
1	0	0	1	11	18	1	16	5	8	0	2	2	3	23
2	0	1	3	6	20	2	18	4	5	1	0	1	9	20
3	1	1	2	4	22	1	20	6	3	0	0	1	5	24
Total	1	2	6	21	60	4	54	15	16	1	2	4	17	67

5.2.2. Learning Styles Survey

The Learning Styles Survey designed by Rebecca Oxford and Andrew Cohen (2009) was applied to the ninety students involved in this study. They answered with an adverb of frequency to each of the situations presented according to their personal experience in order to analyze how their physical senses affect their learning preferences and styles. After administering this instrument, it was possible to classify learners according to their answers:

Table 11. Learning Styles Survey results

Learning Style	School 1	School 2	School 3	Total of 3 Schools
Visual	15	17	16	48
Auditory	5	4	7	16
Kinesthetic	2	6	3	11
Mixed	8	3	4	15
Total	30	30	30	90

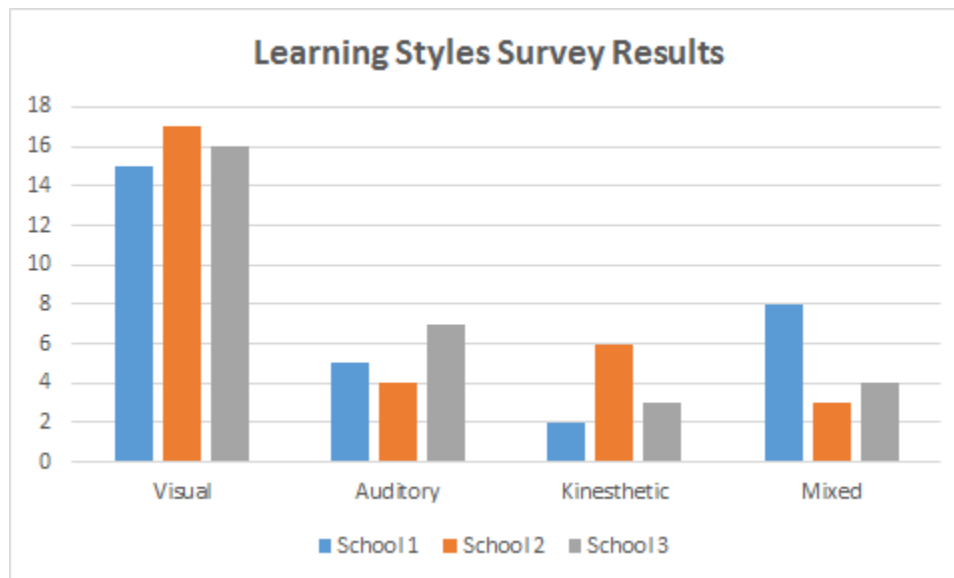


Figure 4. Learning Styles Survey Results. Results taking into account the total of the participants in the three public schools.

After analyzing these results and regarding the total of ninety (90) participants; we found that forty-eight (48) of our students are visual, sixteen (16) are auditory, other eleven (11) students have a tactile/kinesthetic style and, we have fifteen (15) students who are capable of mixing two or more learning styles. With these results in mind, all the lesson plans designed and implemented focused specially in the visual learning style strategies, so most of the activities included pictures, videos and graphics. However, listening, games and role play activities were included to meet all students learning styles and preferences.

5.2.3. Pre-test and Post-test Results

As it was mentioned and described in Chapter 3, the test implemented was designed by McMillan Publishers ® in order to analyze English language proficiency levels established by the CEFR. This test is composed by 52 multiple-choice questions that worth 1 point each and 2 writing tasks that worth 4 points each to complete a total of 60 points and the total score is the one that classifies learners in the corresponding levels.

The raw scores in the pre and post- tests are shown in a range of 0 to 100. The following figures show that the dispersion around the mean is not that high as it varies from 9 to 44; however, there are few outliers that represent students that are detached from the mean because of the results they have got during the intervention.

On the other hand, post-test scores raised in the three schools. School 2 and school 3 had the most similar means while school 1 mean had the lowest increase. In general, the three-school data show a positive raise in the results and there is not a wide spread in the scores obtained.

The results showed that in school one, 70% of students improved the results, 13% obtained the same score as in the pre-test and 17% got lower scores compared to the pre-test. The results in school two showed that 77% of students improved the results, 10% obtained the same score as in the pre-test and 13% got lower scores compared to the pre-test. Finally, in school three, 80% of students improved the results, 3% obtained the same score as in the pre-test and 17% got lower scores compared to the pre-test.

Table 12. Pre-test and Post-test data results

	School	Pre-test mean	Standard deviation	Confidence interval (95%)
1	Tomas Carrasquilla IED	34	8,56	17,1 – 50,8
2	Nuevo Chile IED	35	9	18.6 - 52.1
3	Gonzalo Arango IED	35	11,98	11.1 - 57.9
	School	Post-test mean	Standard deviation	Confidence interval (95%)
1	Tomas Carrasquilla IED	35	9,5	16,7- 54,2
2	Nuevo Chile IED	39,47	9,36	21,1 -57.8
3	Gonzalo Arango IED	38,23	10,98	16.7- 59.75

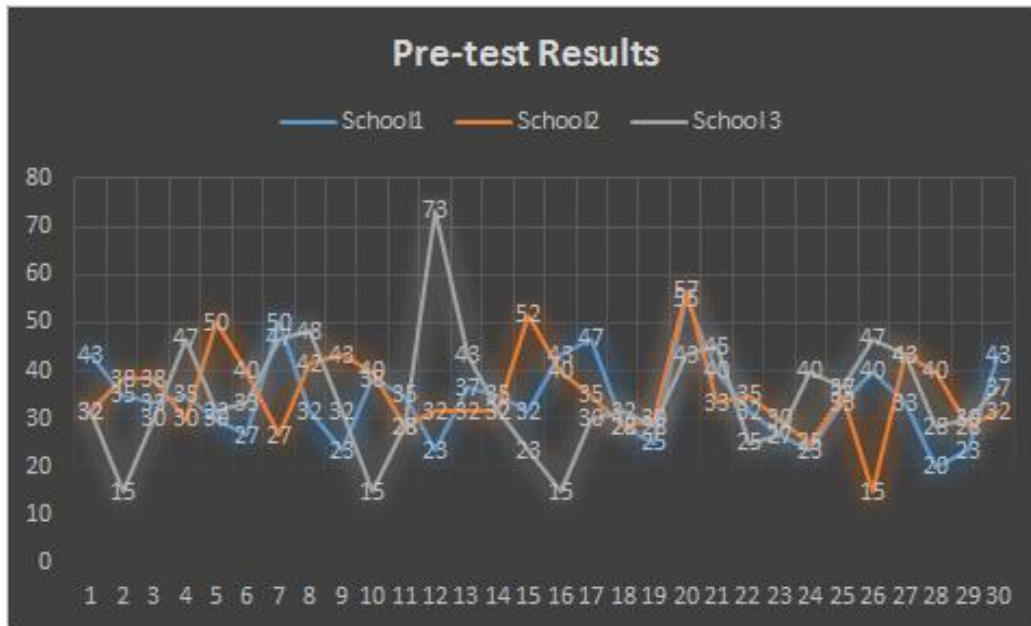


Figure 5. Pre-test results. Graphic results comparing the three schools.

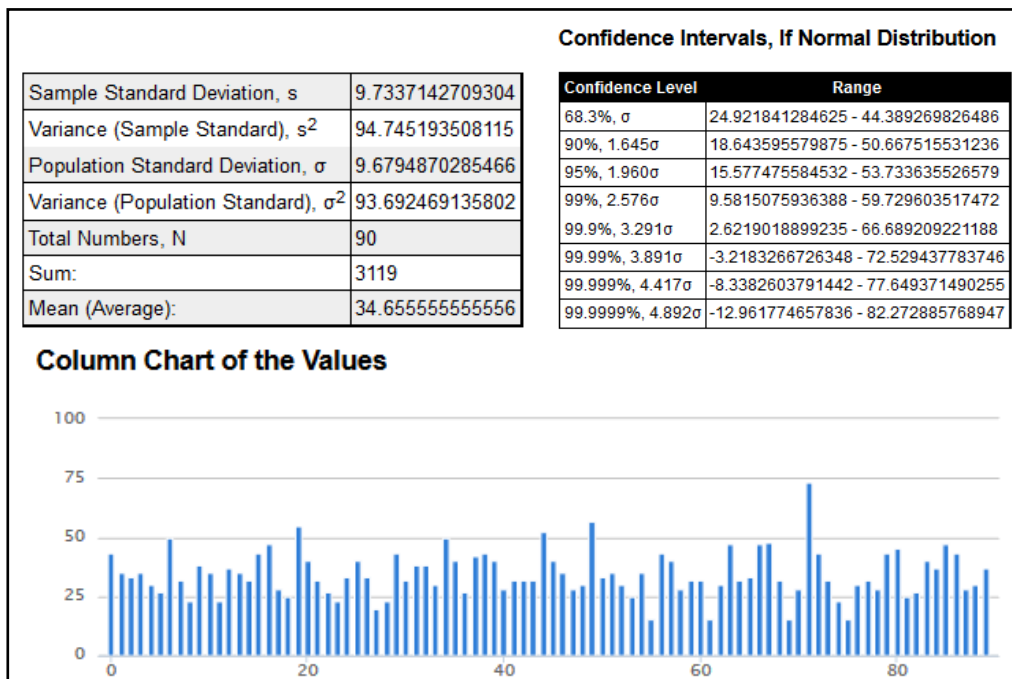


Figure 6. Pre-test quantitative statistic results. Results taking the total of 90 participants of the intervention. Web 2.0. tool used: calculator.net

Graphics 5 and 6 show the pre-test results, where it is possible to evidence that students in the three schools have similar proficiency level, also there are few outliers since they are not in the confidence interval.

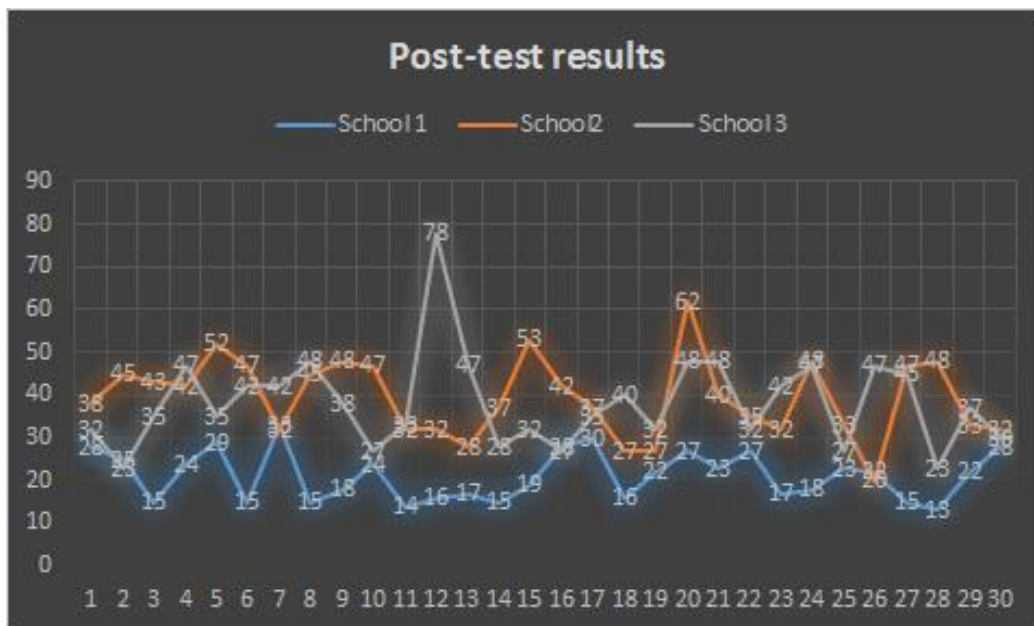


Figure 7. Post-test results. Graphic results comparing the three schools.

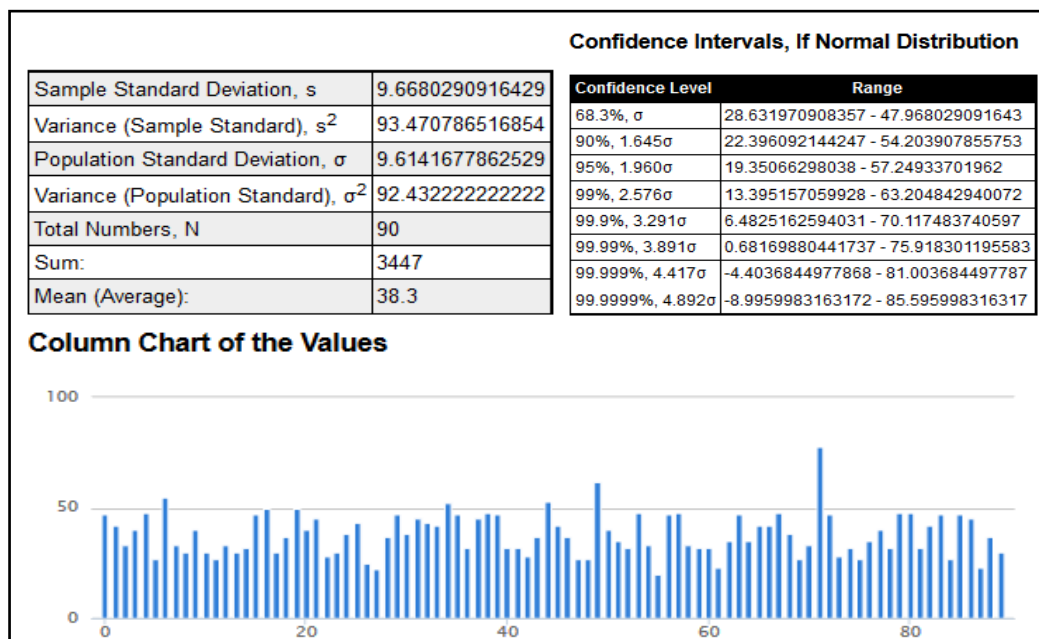


Figure 8. Post-test quantitative statistic results. Results taking the total of 90 participants of the intervention. Web 2.0. tool used: calculator.net

Graphics 7 and 8 show the post-test results, where it is possible to evidence most of students' improvement. Graphic 9 represents the concerning the results students have obtained in the pre-test and post-test. Such results provide confirmatory evidence that the use of a rubric as a self-assessment tool for error analysis has a positive impact in A1-A2 students' performance.

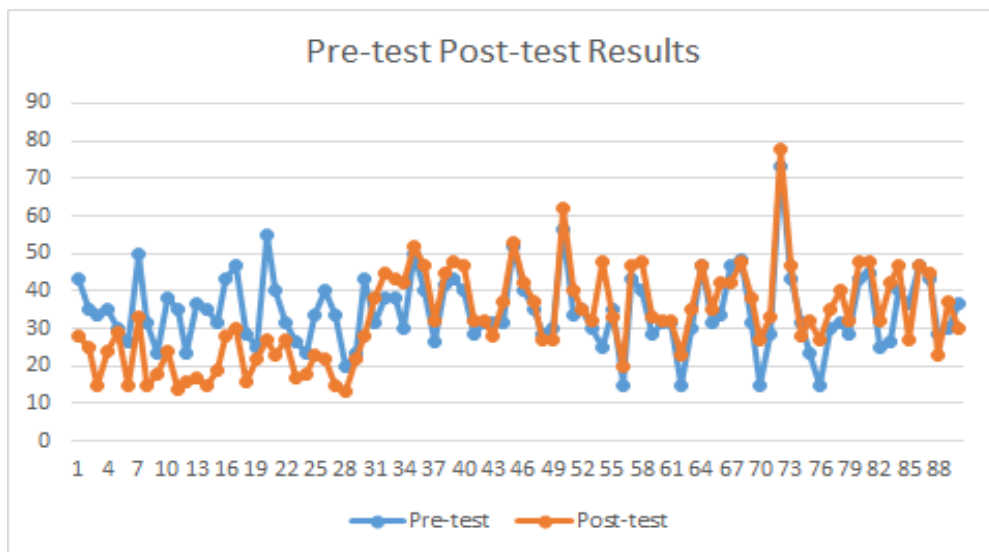


Figure 9. Pre-test and post-test comparative results.

In mix-method research is recommended to have a t-test in order to contrast the pre and post-test results. That is why, researchers followed this type of test to see if results are statistically significant. As it is known, in statistical analysis, the lower the significance level is, the more confident researchers can be in replicating the results. In educational research, the most commonly significance levels are the .05 and .01 levels; regarding this research 0.05 level was considered.

Table 13. T-test school 1

The means of pre-test and post-test are not significantly different at $p < 0.05$.

Summary		
	Pre-test	Post-test
Mean	34	35.5
Variance	73.6552	91.2241
Stand. Dev.	8.5823	9.5511
n	30	30
t	-1.0764	
degrees of freedom	29	
critical value	2.045	

Table 14. T-test school 2

The means of pre-test and post-test are significantly different at $p < 0.05$.

Summary		
	Pre-test	Post-test
Mean	35.4	39.4667
Variance	73.2138	87.6368
Stand. Dev.	8.5565	9.3615
n	30	30
t	-4.4218	
degrees of freedom	29	
critical value	2.045	

Table 15. T-test school 3

The means of pre-test and post-test are significantly different at $p < 0.05$.

Summary		
	Pre-test	Post-test
Mean	34.5667	38.2333
Variance	142.8747	120.5989
Stand. Dev.	11.953	10.9818
n	30	30
t	-3.4606	
degrees of freedom	29	
critical value	2.045	

5.3. Qualitative Data Analysis Results

5.3.1. Students' writing portfolio

In the Appendices attached at the end of this report there is a sample of every writing task made by different participants. After analyzing the five written compositions (WC) it is possible to see the progress from the first task to the final one. In favor of protecting students' privacy, the names of students have been erased but the content is easy to read. Appendix L presents a WC

about hobbies or sports, including the first draft, the self and peer-assessment process and finally the final WC with the corresponding assessment by the teacher.

All the writing portfolios template include the rubric short form students have in their writing portfolios to assess and keep track of the number and type of error they made after the first draft of their compositions and, the space given for students to write a reflection about their performance and the aspects they still needed to improve their writing skills.

5.3.2. Rubric effectiveness analysis

The most common errors in the different tasks done by the students were those related to wrong word choice, verb forms, spelling and omission. The second most common errors were connected to word order, capitalization, and unnecessary words. Finally, the least common errors were insertion or deletion of spaces in words, use of apostrophe, comma and quotation marks.

Table 16. Marks and meaning in Rubric for self-assessment in writing

Marks & Meanings					
#	Capitalize	⦿	Add a period	WW	Wrong Word
\	Make it lowercase	↻	Add a coma	VF	Verb Form
O	Spelling mistake	’	Add an apostrophe	NF	Noun Form
↵	Make a space	”	Add quotation marks	x	Delete (remove)
↔	Close the space	↶	Reverse words/letters	↑	Add a word

The data was analyzed according to the different 15 types of errors the rubric included (see appendix M) and it is noticeable that students make mistakes in different areas. The impact of the self-assessment tool for error analysis may be seen in the fact that the overall number of errors in the three schools was reduced. A case in point is presented in the diagrams below, the number of errors classified as wrong word in the three schools decreased: in school 1 went from

an average of 9,1 to 7,3; in school number 2 went from 8,4 to 4,6; and in school 3 went from 8,0 to 5,0.

The data of the three schools is detailed in the appendices section, however, one student’s results has been chosen randomly in order to follow closely the process faced from the beginning to the end of the intervention:

Table 17. Random student’s results through the process

STUDENT	SCORE	%	ENGLISH LEVEL	SCORE	%	ENGLISH LEVEL										
Student # 23	19	32	A1	23	38	A2										
MARKS & MEANINGS FOR SELF-ASSESS SWC																
#	\	0	↙	↘	⊙	↻	↷	↶	↵	↺	↻	↷	↶	*	↑	TOTAL OF MISTAKES MADE
FIRST WRITTEN COMPOSITION (HOBBIES AND SPORTS)																
6	0	7	0	0	2	1	0	0	7	8	8	3	4	6		52
SECOND WRITTEN COMPOSITION (URBAN TRIBES)																
4	0	5	0	0	2	1	0	0	7	8	8	3	4	5		47
THIRD WRITTEN COMPOSITION (MID-TERM EXAM/FREE WRITING)																
1	0	4	0	0	1	1	0	0	2	2	1	2	2	4		20
FOURTH WRITTEN COMPOSITION (E-MAIL)																
1	0	3	0	0	1	1	0	0	2	2	1	2	2	4		19
FIFTH WRITTEN COMPOSITION (AUTOBIOGRAPHY)																
1	0	3	0	0	1	1	0	0	2	2	1	2	2	2		17

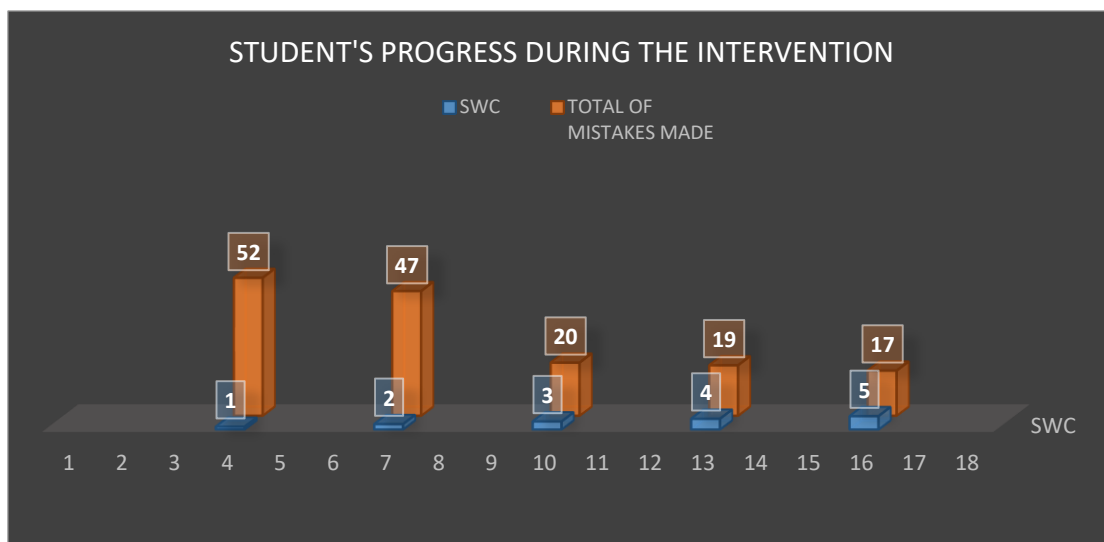


Figure 10. Student’s progress during the intervention. These results represent the progress a student’s chosen randomly throughout the whole process. From the results obtained in the first written composition to the last one.

Conversely, the diagrams below show that the number of most common errors decreased significantly from the first written composition to the last one. The least common had a slightly raise in two of the schools. In school 1 the average of use of apostrophe in school 1 went from 1,6 to 1,8; in school 2 went from 0,6 to 0,8; but in school 3 went from 2,0 to 1,8.



Figure 11. Comparative graph for most and least common errors in three schools.

The previous results give an account of the progress that most of the students in the three schools have made regarding the amount of errors, also providing to this research a positive intervention effect about using a self-assessment rubric that allows students to recognize type of errors and correct them while they have the possibility to transmute to the pragmatic context the vocabulary, grammatical and syntactic features they have been learning in their English classes.

In the following graphs is possible to evidence the consolidation of the total of errors made during the whole intervention in each school, since the first to the last SWC:

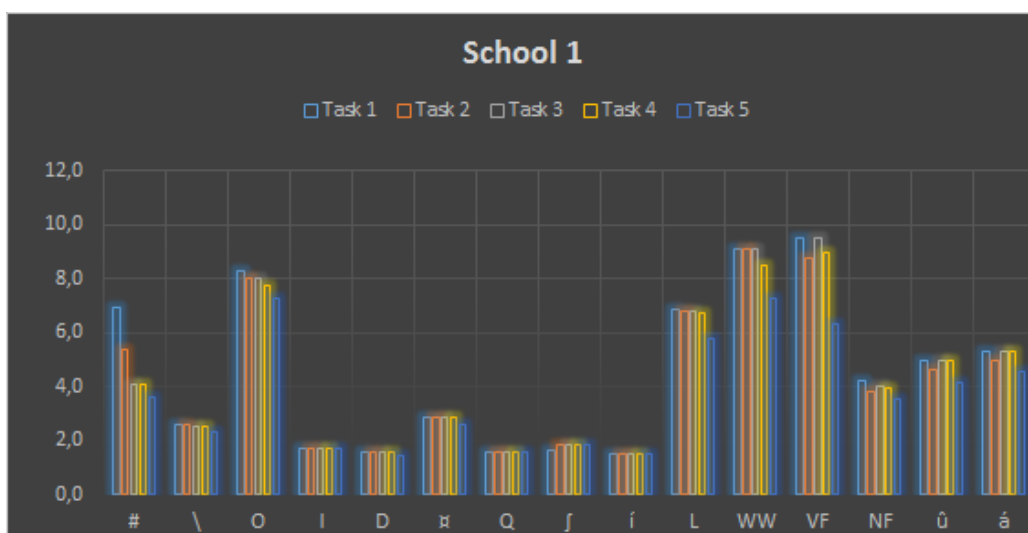


Figure 12. Consolidated results. Total of errors made during the whole intervention in School 1.

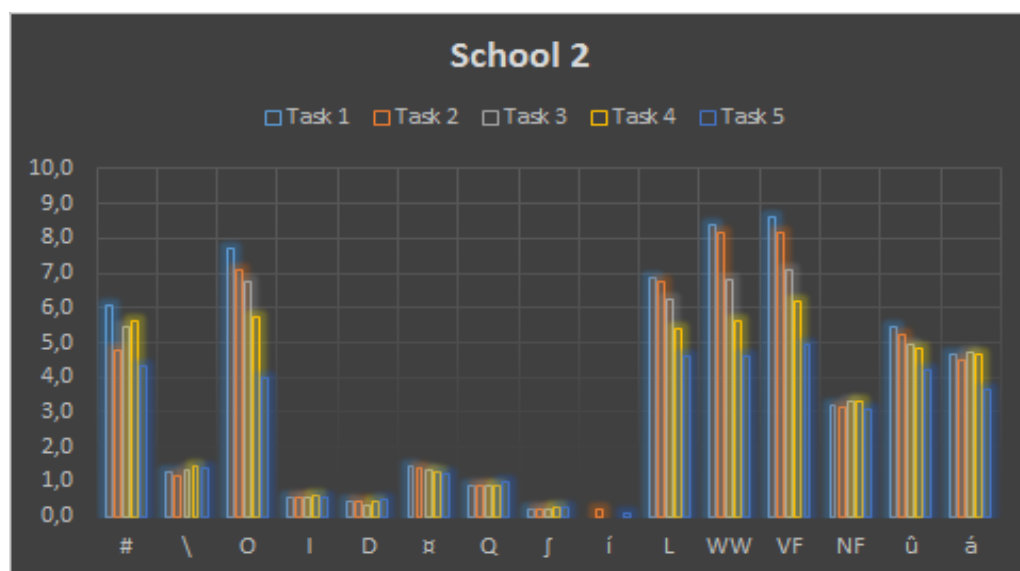


Figure 13. Consolidated results. Total of errors made during the whole intervention in School 2.

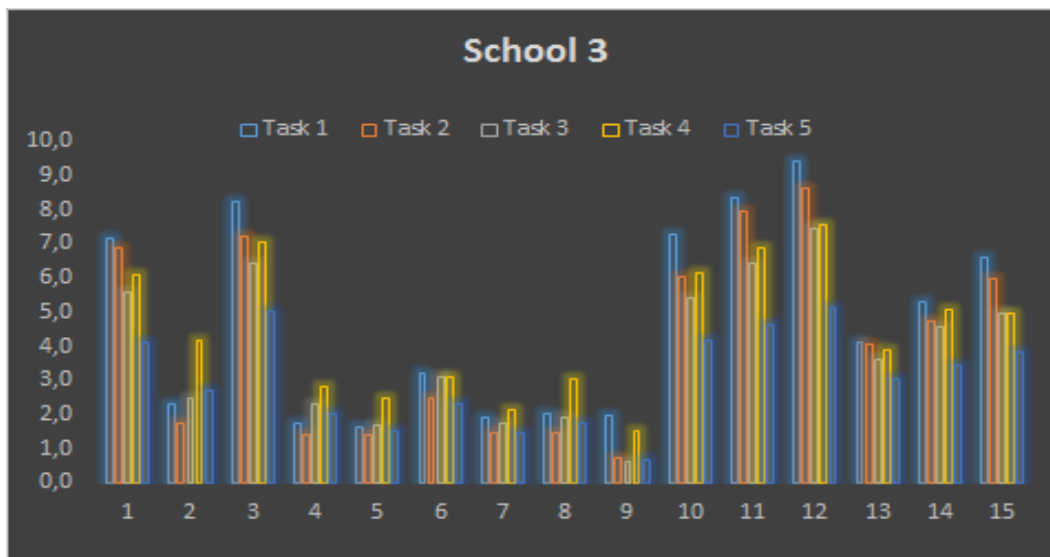


Figure 14. Consolidated results. Total of errors made during the whole intervention in School 3.

5.3.3. Students' interviews

One of the most difficult aspects of analyzing results in a mix-method research is to transform qualitative into quantitative data. Miles, Huberman & Saldaña (2014), explained that it requires to make full analyses, ignoring no relevant information; and focusing and organizing information coherently. Regarding interviews, Morgan (1993) highlights that responding to interviews or open-ended questions will often raise quite different issues to those provided for a questionnaire where it is essentially asked the same question, furthermore, the author states that interviews provide corroborative evidence, adding depth or breadth to a study.

Appendix N shows samples of the interviews that students involved in the research filled after the whole intervention. All the questions were open-ended and the goal was to provide teachers with opinions about their feelings concerning the process, what the easiest and most difficult aspects were and what suggestions they could have for further research. These interviews were meant to be recorded but for participants it was difficult to speak, they mentioned they did not feel comfortable enough to talk in front of others and to give their opinions about teachers and the process by speaking in front of a camera or tape recorder; so

they said that they preferred to write. Therefore, the ninety students (30 per school) were given a form to fill.

To analyze the information and data provided by learners through their interviews, each one of them was read which lead us to establish the most visible patterns and variables to evaluate the process and to categorize this information into different bins. As bias is one of the aspects that every researcher needs to avoid, these interviews were read in company of another colleague from the corresponding schools to ensure the answers of learners were appropriately classified. Regarding the questions posed to students and after having highlighted the most relevant aspects on their answers, the main categories to appraise were: motivation or attitude towards the process, tasks difficulty, accuracy in teacher instructions, peer-assessment and self-assessment processes in relation to a positive or negative perception. Moreover, following Miles & Huberman (1984) recommendations, each one of this categories was assessed through the use of positive (+) and negative (-) symbols in order to quantify the responses.

Table 18. Categories and aspects to evaluate students' perceptions according to interviews.

MATRIX TO ASSESS STUDENTS' INTERVIEWS		
Category (Bins)	User's Assessment	Aspects to evaluate
1	+	Process was interesting / Students were enthusiastic to participate.
	-	Process was unnecessary / Students were not interested in participating.
2	+	Tasks were challenging but possible to do / Topics were interesting and related to students' reality.
	-	Tasks were too demanding and difficult / Topics were not appealing or related to students' context.
3	+	Teacher presented the topics and explained clearly / Teacher support learners when having doubts.
	-	Teacher did not seem to have clear explanations / Teacher did not support learners' doubts.

4	Peer Assessment	+	Partners understood the process and goals and were supportive and honest.
		-	Partners were not supportive and honest. They did not participate actively in the process.
5	Self-Assessment	+	Students identified errors and were able to correct them to improve their WC before giving the final product.
		-	Students were not sure about the errors made. They did not feel capable of improving their WC.

Regarding the questions posed in the interviews and bearing in mind the aspects assessed at the end of the academic year by the coordinators and principals in public schools, the characteristics to evaluate every interview were established by assigning as well a symbol. Through this, it was possible to assess every interview with the previous matrix in order to count the positive (+) and negative (-) symbols.

In the appendix N, there are three different and complete samples of interviews by school. Nevertheless, here are some samples of the answers that allowed us to turn their appreciations into positive and negative symbols.

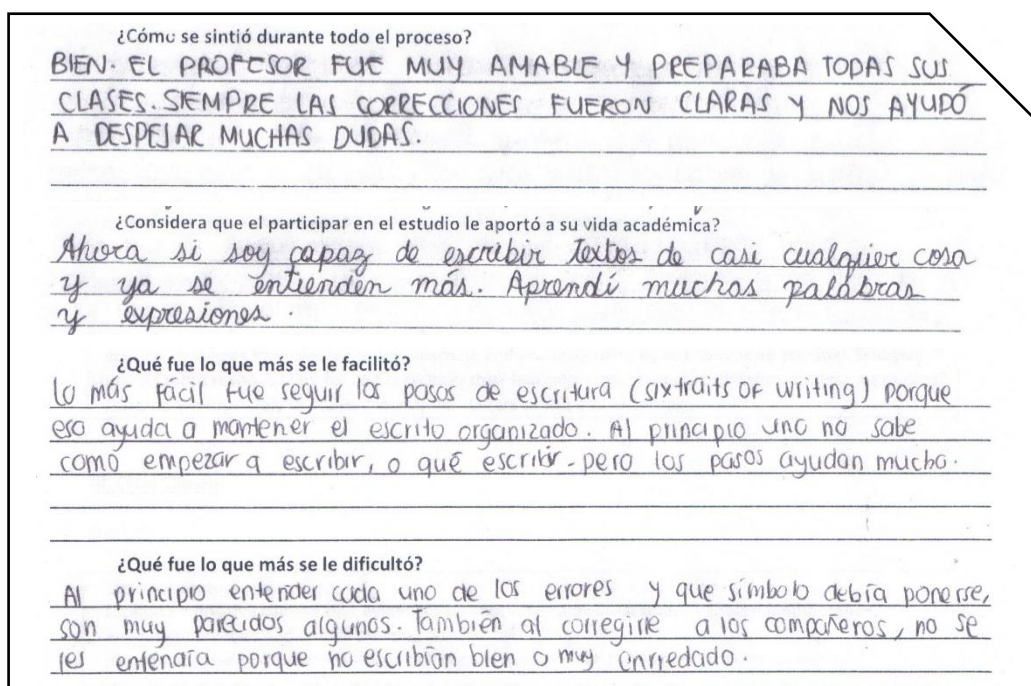


Figure 15. Sample of students' interviews in the three schools.

In order to quantify students’ perceptions, all the positive and negative elements in each interview per school were organized in the following table, so that, it was easier to analyze, represent and compare the total results.

Table 19. Students’ positive and negative perceptions according to interviews – Three Schools

Category (Bins)	School 1		School 2		School 3		Totals		%	
	+	-	+	-	+	-	+	-	+	-
	1 Motivation / Attitude	25	5	23	7	28	2	76	14	84
2 Task Difficulty	21	9	18	12	22	8	61	29	68	32
3 Teacher instructions	30	0	27	3	29	1	86	4	96	4
4 Peer Assessment	19	11	22	8	24	6	65	25	72	28
5 Self-Assessment	23	7	21	9	26	4	70	20	78	22

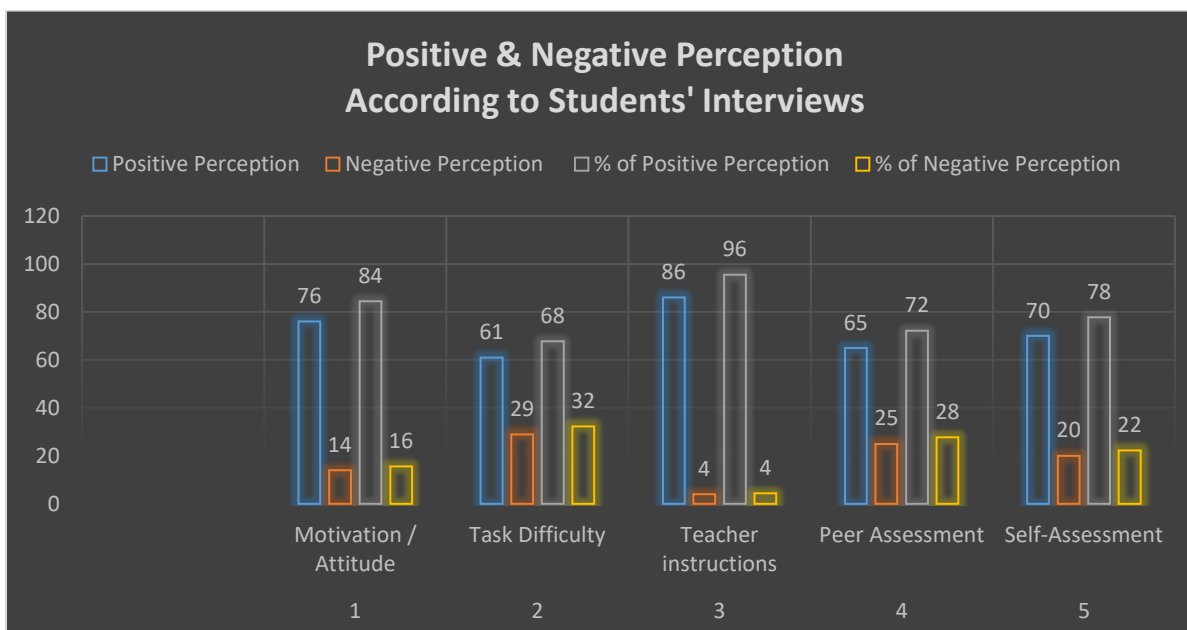


Figure 16. Total results of matrix for assessing students’ interviews.

The previous results provide us with a positive feedback regarding students' perceptions about the process and our teaching practice. Likewise, thanks to all the interviews and students' suggestions we may know what is necessary to improve our classes, especially if we are interested in implementing again these strategies and convert the rubric and the six traits of writing in core principals of our daily teaching process.

5.3.4. Teachers' Journal Analysis

Appendix O represents a sample of the teachers' journal that researchers registered during the whole intervention aiming to keep track of the process, progress and effectiveness of the implementation. After every session, teachers filled in a form to evaluate general and important aspects such as lesson planning regarding warm up, scaffolded activities, achievement of goals and appropriate closure. Furthermore, the teachers' journal included a checklist to evaluate the instructional strategies implemented, class climate, assessment process, and students' behavior regarding the form for Teacher's Self-Assessment proposed by The Virginia Department of Education for Student Engagement.

The matrix designed for assessing Teachers' Journal was also based on the recommendations given by Miles & Huberman (1984) where it was necessary to include the same categories that were included in the checklist in order to have a coherent and reliable assessment. Furthermore, the aspects to evaluate each category were established regarding the same journal form.

Table 20. Categories and aspects to evaluate teachers' journal.

MATRIX TO ASSESS TEACHER JOURNALS		
Category (Bins)	User's Assessment	Aspects to evaluate
1 Lesson Planning	+	Warm-up and closing activities were included. Activities were scaffolded and provided with clear and achievable objectives.
	-	Objectives were not clear or included, activities did not follow a scaffolded order, warm-up or closure was absent.
2 Instructional Strategies	+	The class included new material regarding students' prior knowledge and learning styles. There were independent, pair and group work moments. Instructions and feedback were appropriately provided to students.
	-	New material was not included or did not fit students' learning styles and prior knowledge. There were not different and varied moments for practice. Not all the doubts and questions of students were responded.
3 Class Climate	+	Mutual respect was promoted in every moment and there were opportunities to encourage students' creative and critical thinking.
	-	There were moments where students were disrespectful to teacher or partners. Students seem to be bored because they did not feel challenged to use their creative and critical thinking.
4 Assessment	+	Process for peer and self-assessment were respected. The rubric was appropriate used. It was facilitated students' self-reflection. Times to work and develop the tasks were appropriate and respected.
	-	There were not moments for peer or self-assessment process. The rubric was not appropriate used. The times to work and develop activities were not adjusted, appropriate or respected.
5 Students' Behavior	+	Students followed established routines and seemed to be engaged in all calls activities. Students asked and answered questions, took risks and demonstrated understanding of the provided material. Students were respectful in their interactions, encouraged peers to work and improve.
	-	Students did not follow instructions and did not seem to be engaged to activities. They did not ask or answer questions. They were not respectful and did not support peers' work.

As the rest of the data collection instruments, teachers' journal was piloted by another colleagues in the three different school in order to ensure validity. Likewise, after every session,

researchers share their perspectives and appraisals having in mind the information evaluated and registered in the journals in order to compare positive and negative aspects.

Regarding the categories and the checklists included was easy to evaluate how accurate and positive was the session with students. In total there were fifteen sessions in which the whole process and every stage (pre, while and post) of the implementation was presented, explained and developed. Aiming to convert the qualitative appraisals into quantitative data, the same process of the students' interviews was followed. After reading the forty five entries of the three teacher journals (15 per teacher), every category was evaluated with a positive (+) or negative (-) symbol taking into account and respecting that if just one of the aspects described was missing, the goal was not achieved.

In the appendix O, there is a sample of a teacher journal, however in the following figures they are represented the results of the data collected. It is important to highlight that it was necessary to narrow the results, each positive and negative aspect was symbolized with a 1 and a 0, so it was possible to take easily the percentages.

After analyzing the three schools positive and negative appraisal regarding the teachers' journal, it is possible to conclude that the three teachers tried to accomplish every goal established for the development of this study. Moreover, it is evident that despite of the differences that exist in every school context (resources, technology tools, and socioeconomic students' situation, among others) and the aspects that were missing in some of the sessions, teachers are ready to self-evaluate their own teaching practice aiming to set new goals and strategies to improve.

Table 21. Teacher’s journal results – School 1.

Category (Bins)	Sessions in School 1															Positive Appraisal	Negative Appraisal	% Positive Appraisal													
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15																
	+	-	+	-	+	-	+	-	+	-	+	-	+	-	+				-												
1 Lesson Planning	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	15	0	100		
2 Instructional Strategies	1	0	0	1	1	0	1	0	0	1	1	0	0	1	1	0	0	1	0	1	1	0	0	1	1	0	1	0	9	6	60
3 Class Climate	1	0	1	0	1	0	1	0	1	0	1	0	1	0	0	1	1	0	0	1	1	0	1	0	1	0	0	1	12	3	80
4 Assessment	1	0	1	0	0	1	1	0	0	1	1	0	1	0	0	1	1	0	0	1	1	0	1	0	0	1	1	0	10	5	67
5 Student’s Behavior	1	0	0	1	1	0	0	1	1	0	1	0	0	1	1	0	0	1	1	0	1	0	0	1	1	0	1	0	10	5	67

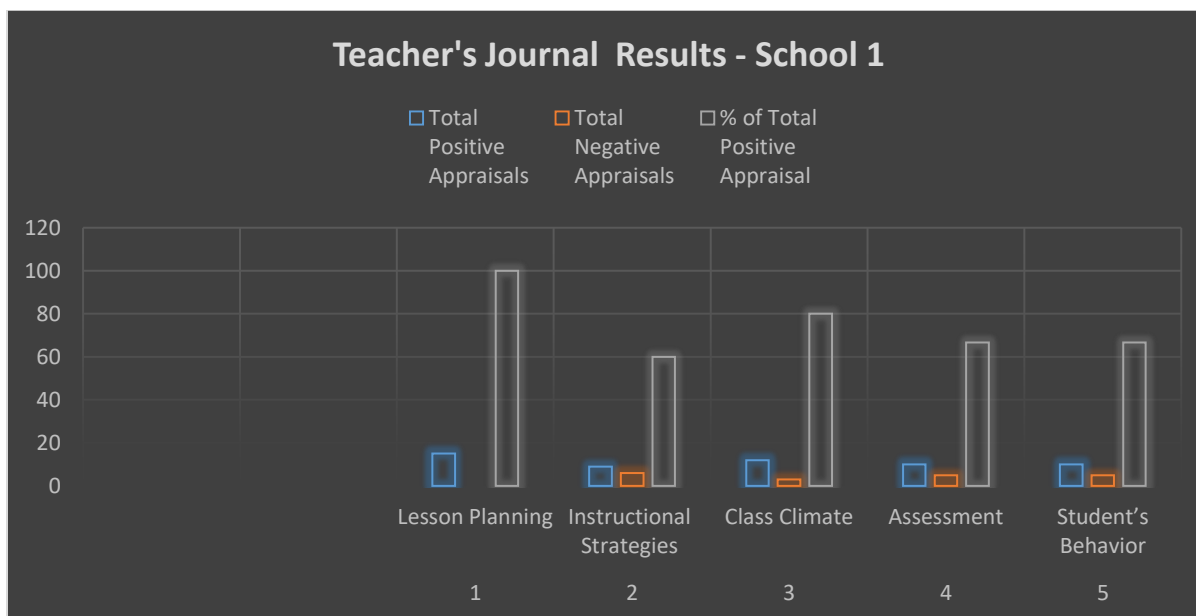


Figure 17. Teacher’s journal results – School 1. Results of positive or negative appraisal in School 1 according to Teacher’s Journal.

5.4. Side-by-side approach & Findings

According to Creswell (2013), there are different ways to merge qualitative and quantitative data results. One of the most used by mix-method researchers is the side-by-side comparison approach which allows researchers to report the quantitative statistical results and then discuss the qualitative findings with the purpose of confirming or disconfirming the statistical results previously reported. Following this approach and aiming to give a more complete report of the findings of this study, here is the side-by-side chart that was possible to build after analyzing all the results obtained through the different data collection instruments.

Table 24. Side-by-side comparison chart

Quantitative Results	Qualitative results
The total number of errors decreased.	Teacher's journals showed that students become more confident and efficient when assessing their partner's and their own written work.
Five tasks were carried out.	
The scores mean in the three schools improved.	Students' interviews said that they feel motivated and comfortable at the moment of writing.
The T-test results showed that there was a significant difference in two schools scores.	The tasks improved in terms of length, cohesion, coherence, voice.

The findings drawn with the data analysis and results of the current research study are that the use of a rubric as a self-assessment tool for Error Analysis on EFL A1-A2 Students' Written Compositions is a meaningful instrument that support the development of learners' writing skills and enhance their English proficiency level.

Strategies as the six traits of writing; the design of lesson plans including activities based on students' learning styles; the establishment of clear learning and language goals for each task

posed to learners; as well as, involving them in the whole process giving them the responsibility to reflect, self-assess and correct their own work; have been the cornerstone of this research and, after analyzing all the data results, the first overview is positive.

After the data analysis of the pre-test and post-test was noticeable the presence of some outliers corresponding to learners that may have been exposed to English training previously and have got higher results in comparison to their classmates. However, as Bacon (1620) explained hundred years ago: “whoever knows the ways of nature will more easily notice her deviations; and, on the other hand, whoever knows her deviations will more accurately describe her ways” (p. 29); which means that outliers should not be rejected because they may improve accuracy and reduce error in the study. According to Legendre (as cited in Diggle, 2002, p. 338) outliers can cause researchers to reach a conclusion totally opposite to the case if outliers weren't present.

The data has shown that by means of the frequent use of different stratagems it is possible to improve the English teaching – learning process as students are being provided with tasks specially designed to fit with their needs, interests, English proficiency level, learning styles and preferences. As the students' perceptions show, it would be valid and more valuable if this kind of implementation starts to be part of the school curricula giving learners of different levels the possibility to enhance, since the very beginning of the year, their writing and language skills.

Chapter 6: Conclusions and Pedagogical Implications

This chapter presents the significance of the study, its limitations, the pedagogical implications, further research, and the conclusions.

6.1. Significance of the results

This research gave account of the most common mistakes in written compositions made by a group of A1-A2 learners. The students' written compositions become a corpus -a valuable source of information- about pedagogical factors in the three schools. Moreover, this corpus may contribute to have a deeper knowledge of the pupils' language system. On the other hand, this investigation allowed the researchers to analyze the learners' language deviations and to make researchers' perceptions more solid towards errors as essential aspects in the process of learning a language.

6.2. Pedagogical implications

As researchers and as teachers, error analysis can contribute to have a better understanding of the processes behind teaching English as EFL and ESL. Dividing errors into groups provided us with information about areas to improve. All in all, this study may lead language teachers to exploit and design material; to create syllabi that accomplish learners' needs; and to adapt methodology and strategies through error analysis, which may enhance learning and teaching. Educators may see the making of errors as a source of information not as a problem. For instance, appendix M provides information about topics that needed to be reinforced in the development of the lessons. Moreover, this information contributed to devise strategies that tackled these issues such as flipped lessons, extra class worksheets, class time allotment for extra practice among others.

6.3. Limitations of the study

As pointed above, error analysis plays an important role when trying to understand language learning but it has some limitations. In the case of this study, researchers faced the following: first, action researchers should keep goal-oriented, since the study deals with errors sometimes learners were more worried about language accuracy than composing meaningful pieces of writing. That is why, it is necessary to have a different perception in regards to errors from the part of the teachers as well as from the part of the students.

Secondly, the study focused on the impact of the rubric, which made researchers keep a record of the errors to analyze whether they decreased as students used it. Thirdly, time was a limitation since as it was recommended by Fernandes (2012), if there is more time, students' writing skills could improve even more if teachers have the possibility to explain spelling and grammar rules explicitly. Finally, qualitative and quantitative analysis was challenging for the researchers because it demanded careful planning to have data on time.

6.4. Conclusion

This study sought to find out the effects of implementing a rubric as a self-assessment tool for Error Analysis on EFL A1-A2 Students' Written Compositions. The study results suggest that a self-assessment tool for error analysis may benefit students to compose better and more effective pieces of writing. When developing, and implementing a self-assessment tool for learners, it is important to begin with a sound needs analysis that provides pupils with a tool that enhances their self-efficacy at the moment of self-assessing their written compositions. In addition, guiding students in the use of the rubric before, during, and after its use is a plus.

This study allowed us to identify the most common errors in writing compositions. The first error was wrong word with a total of 776 cases, which gradually reduced to 496 in writing number. The second most common error was verb form with a total of 827 cases in the first writing, and then 495 in the last one.

By contrast, the least common errors were space insertion with a total of 126 cases in the first writing and 121 in the last one. The second least error was closing space with a total of 108 in the first writing and 106 in the fifth one. There was no a significant reduction in these aspects even though those kinds of errors did not have a huge number in comparison to others.

Moreover, the analysis of results proposes that learners may lack syntactical accuracy in their compositions, which becomes in a source of information when revising curriculum and lesson planning. Likewise, the study illustrates that error analysis can lead to a better understanding of a second language learning process while allowing to have more student-centered classes.

On the other hand, when working on error analysis, teachers must consider different factors such as: objectives, learning outcomes, students' learning styles, and more flexible correction techniques. Students may sacrifice meaning for accuracy, which means that they should be evaluated by using both formative and summative assessment. Regarding students, Lovaas (1981) states: "If they can't learn the way we teach, we teach the way they learn"(p. 26) and such idea must be the core principle of every teacher; it is necessary to understand that to get better results, the strategies and ways of teaching cannot keep being based on the traditional education system.

This study led to have a record of the errors made by students, meaning that there is a corpus of language that could be analyzed to present the most common sources of error for

further investigation. Also, this record can motivate other investigators to inquire about the impact of strategies in more specific language deviations.

As it was pointed out previously, Ellis (2009) highlighted five main issues concerning CF and regarding this research, we consider it is possible to answer some of them. First and thanks to the results obtained, CF has a positive effect in L2 acquisition, second, as errors are part of the teaching-learning process they must be adjusted, but as it is recommended by Ellis (2009) just the ones that interfere with the communicative accuracy need to be mainly tackled. Third, the correcting is not a one way process because for learners it was more positive to be involved by having the opportunity to reflect and self-assess as they are developing and improving their affective filter being able to assess as well their partners.

The study results align with Oscarson in Ellis (2003) in terms of the positive impact of fostering self -assessment. This provided opportunities to train pupils on evaluation and as this studies suggest learning is enhanced by providing teachers and learners more awareness of class performance factors. Likewise, the implementation of the rubric as a self-assessment tool showed what Perlman (2002) and Thomson's (2003) point out as assessment final goal, instruction for students was improved by clearly identifying the purpose of activities.

On the other hand, the rubric was helpful to create a profile of specific student strengths and weaknesses as Mertler (2001) asserts. Regarding corrective feedback, the implementation of this self-assessment tool also makes parallel to what Corder (1971) found as the usefulness of errors analysis, it allowed to determine what areas to reinforce in the three schools curricula. Finally, the rubric implementation shows what Oscarson (1989) mentions as self-assessment advantages: students were more aware of their learning process, and a long-term autonomy was evidenced.

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Appendix A: General Guidelines by MEN

GRADOS

10 a 11

Media

Pre intermedio 2

(B 1.2)

Escribo textos que explican mis preferencias, decisiones y actuaciones.

Con mi vocabulario trato temas generales, aunque recurro a estrategias para hablar de hechos y objetos cuyo nombre desconozco. Manejo aceptablemente normas lingüísticas, con algunas interferencias de mi lengua materna.

Comprendo textos de diferentes tipos y fuentes sobre temas de interés general y académico. Selecciono y aplico estrategias de lectura apropiadas para el texto y la tarea.

En interacciones con hablantes nativos de inglés reconozco elementos propios de su cultura y puedo explicarlos a mis compañeros.

INGLÉS

Escritura

<ul style="list-style-type: none"> • Estructuro mis textos teniendo en cuenta elementos formales del lenguaje como la puntuación, la ortografía, la sintaxis, la coherencia y la cohesión. 1, 2 • Planeo, reviso y edito mis escritos con la ayuda de mis compañeros y del profesor. 1, 2 	<ul style="list-style-type: none"> • Expreso valores de mi cultura a través de los textos que escribo. 2, 3 • Escribo diferentes tipos de textos de mediana longitud y con una estructura sencilla (cartas, notas, mensajes, correos electrónicos, etc.). 1, 2, 3 • Escribo resúmenes e informes que demuestran mi conocimiento sobre temas de otras disciplinas. 1, 2 	<ul style="list-style-type: none"> • Escribo textos de diferentes tipos teniendo en cuenta a mi posible lector. 1, 2, 3 • Valoro la escritura como un medio de expresión de mis ideas y pensamientos, quién soy y qué sé del mundo. • Escribo textos a través de los cuales explico mis preferencias, decisiones o actuaciones. 1, 2 • Escribo textos expositivos sobre temas de mi interés. 1, 2
---	--	--

Appendix B: Needs Analysis Questionnaire

Needs Analysis

1. How old are you?

- 11-13
- 14-16
- 17+

*** 2. In your opinion, How important English is, being 1 the highest.**

⋮	<input type="text"/>	To interact with English speakers
⋮	<input type="text"/>	For my university studies.
⋮	<input type="text"/>	To have a better job.
⋮	<input type="text"/>	To have personal growth.
⋮	<input type="text"/>	To have fun.

3. Are you ...?

- A boy
- A girl

4. For you ,English is _____ .

- 5- Very important
- 4- Important
- 3- kind of important
- 2- Not very important
- 1- Useless

5. How do you prefer to study English?

- Using a textbook
- Internet tools
- Listening to music / watching videos
- All of above.

Other

Appendix C: English Placement Test

Quick English Placement Test

Name _____ Date _____
 School: _____

Section 1
 Choose the best word or phrase (a, b, c or d) to fill each blank.

(1) Roberta _____ from The United States.
 a) are
 b) is
 c) am
 d) be

(2) What's _____ name?
 a) -
 b) his
 c) him
 d) he

(3) My friend _____ in London.
 a) living
 b) live
 c) lives
 d) is live

(4) Where _____?
 a) works Tom
 b) Tom works
 c) Tom does work
 d) does Tom work

(5) I _____ coffee.
 a) no like
 b) not like
 c) like don't
 d) don't like

(6) '_____ to Australia, Ginny?' "Yes, two years ago."
 a) Did you ever go
 b) Do you ever go
 c) Have you ever been
 d) Are you ever going

(7) Tokyo is _____ city I've ever lived in.
 a) the most big
 b) the bigger
 c) the biggest
 d) the more big

(8) A vegetarian is someone _____ doesn't eat meat.
 a) who
 b) what
 c) which
 d) whose

(9) _____ these days.
 a) I never a newspaper buy
 b) I never buy a newspaper
 c) I buy never a newspaper
 d) Never I buy a newspaper

(10) I _____ watch TV tonight.
 a) am
 b) go to
 c) going to
 d) am going to

Section 2
 Choose the best word or phrase (a, b, c or d) to fill each blank.

(11) It's my birthday _____ Friday.
 a) on
 b) in
 c) at
 d) by

(12) I _____ eighteen years old.
 a) am
 b) have
 c) have got
 a) -

(13) I _____ a headache.
 a) am
 b) do
 c) have
 d) got

(14) Do you _____ a uniform at your school?
 a) carry
 b) wear
 c) use
 d) hold

(15) 'What time is it?' 'I have no _____.'
 a) idea
 b) opinion
 c) answer
 d) time

(16) The meal was very expensive. Look at the _____!
 a) ticket
 b) receipt
 c) invoice
 d) bill

(17) How many _____ of trousers have you got?
 a) items
 b) pairs
 c) sets
 d) times

(18) Joel came back from his holiday in Brazil looking really _____.
 a) tanned
 b) sunned
 c) coloured
 d) darkened

Section 3
 Choose the best word or phrase (a, b, c or d) to fill each blank.

(19) Harry can _____ English.
 a) to speak
 b) speaking
 c) speak
 d) speaks

(20) I'm not interested _____ sports.
 a) for
 b) about
 c) in
 d) to

(21) She likes _____ expensive clothes.
 a) wearing
 b) to wearing
 c) wear
 d) is wearing

(22) Harry _____ his father's car when the accident happened.
 a) was driving
 b) drove
 c) had driven
 d) has been driving

(23) I was wondering _____ tell me when the next plane from Chicago arrives?
 a) could you
 b) can you
 c) if you could
 d) if could you

(24) If I _____ him, I would have spoken to him, wouldn't I?
 a) saw
 b) had seen
 c) have seen
 d) would have seen

(25) I like your hair. Where _____?
 a) do you have cut
 b) have you cut it
 c) do you have cut it
 d) do you have it cut

(26) I think Joey must _____ late tonight. His office light is still on.
 a) have worked
 b) work
 c) be working
 d) to work

(27) **WRITING TASK**
 Write a letter or email to your new pen-friend from abroad and introduce yourself. Say where you come from, where you live and give a little information about your family and friends as well as your hobbies and interests. Say how long you have been learning English and how you would like to improve your English. Write 80-100 words.

Section 4
 Choose the best word or phrase (a, b, c or d) to fill each blank.

(28) I usually _____ up at about 7.30.
 a) go
 b) be
 c) do
 d) get

(29) I _____ football every week.
 a) play
 b) go
 c) do
 d) have

(30) My sister _____ the cooking in our house.
 a) does
 b) makes
 c) cooks
 d) takes

(31) Don't forget to _____ the light when you leave the room.
 a) turn up
 b) turn in
 c) turn off
 d) turn over

(32) She was in _____ when she heard the tragic news.
 a) crying
 b) tears
 c) cries
 d) tearful

(33) He _____ that he hadn't stolen the computer, but no one believed him.
 a) reassured
 b) informed
 c) insisted
 d) persuaded

(34) Could you _____ me that book for a couple of days, please?
 a) lend
 b) owe
 c) borrow
 d) rent

(35) Greg is _____ a lot of time at Yvonne's house these days!
 a) taking
 b) spending
 c) having
 d) doing

Section 5
 Choose the best word or phrase (a, b, c or d) to fill each blank.

(36) Who _____ in that house?
 a) does live
 b) lives
 c) does he live
 d) he lives

(37) I'll call you when I _____ home.
 a) get
 b) 'll get
 c) 'll have got
 d) 'm getting

(38) If you _____ me, what would you do?
 a) was
 b) would be
 c) were
 d) have been

(39) I don't know where _____ last night.
 a) did he go
 b) he did go
 c) went he
 d) he went

(40) John and Betty are coming to visit us tomorrow but I wish _____.
 a) they won't
 b) they hadn't
 c) they didn't
 d) they weren't

(41) I'm so hungry! If only Bill _____ all the food in the fridge!
 a) wasn't eating
 b) didn't eat
 c) hadn't eaten
 d) hasn't eaten

(42) I regret _____ harder in school.
 a) not studying
 b) not to study
 c) to not study
 d) not have studied

(43) Surely Sue _____ you if she was unhappy with your work.
 a) will tell
 b) would have told
 c) must have told
 d) had told

(44) **WRITING TASK**
 You are going to take part in a magazine competition for a story with the title 'A Perfect Day'. Write your story and use at least three of the following linking words: *after, before, then, as soon as, by the time, just as, during, while*. Write 150-200 words.

Section 6
 Choose the best word or phrase (a, b, c or d) to fill each blank.

(45) I always _____ milk in my coffee.
 a) have
 b) drink
 c) mix
 d) make

(46) I _____ TV every evening.
 a) watch
 b) look at
 c) see
 d) hear

(47) Can you give me a _____ with my bag.
 a) leg
 b) back
 c) hand
 d) head

(48) Before you enter the triathlon, please bear in _____ that you're not as young as you used to be!
 a) thought
 b) question
 c) mind
 d) opinion

(49) The breath test showed he had consumed more than three times the legal limit of alcohol, so the police arrested him for _____.
 a) trespassing
 b) mugging
 c) speeding
 d) drunk driving

(50) The meeting was _____ and not very interesting.
 a) time-wasting
 b) time-consuming
 c) time-using
 d) out of time

(51) After the movie was released, the main _____ point was its excessive use of violence.
 a) discussion
 b) speaking
 c) conversation
 d) talking

(52) There have been several big _____ against the use of GM foods recently.
 a) campaigns
 b) issues
 c) boycotts
 d) strikes

Appendix D: Learning Styles Survey

STYLE ANALYSIS SURVEY
 Rebecca L. Oxford, Ph. D., University of Alabama

Name: _____

Date: _____

HOW YOU USE YOUR PHYSICAL SENSES FOR STUDY AND WORK



For each item, fill in the response that best describes what you do:

0= never 1= sometimes 2= very often 3=always

	0	1	2	3
1. I remember something better if I write it down.				
2. I take lots of notes.				
3. I visualize pictures, numbers or words in my head.				
4. I prefer to learn with video or TV more than with other media.				
5. I underline or highlight the important parts as I read.				
6. I use color-coding to help me learn or work.				
7. I need written directions for tasks.				
8. I get distracted by background noises.				
9. I have to look at people to understand what they say.				
10. I am more comfortable when the walls have posters or pictures.				
11. I remember things better if I discuss them out loud.				
12. I prefer to learn by listening to a lecture or a tape, rather than by reading.				
13. I need oral directions for tasks.				
14. Background sounds help me think.				
15. I like to listen to music when I study or work.				
16. I can easily understand what people say even if I cannot see their faces.				
17. I remember better what people say than what they look like.				
18. I easily remember jokes I hear.				
19. I can identify people by hearing their voices.				
20. When I turn on the TV, I listen to the sound more than watching the screen.				
21. I'd rather just start doing things than pay attention to directions.				
22. I need frequent breaks when I work or study.				
23. I move my lips when I read silently.				
24. I avoid sitting at a desk when I don't have to.				
25. I get nervous when I sit still too long.				
26. I think better when I can move around.				
27. Moving and touching objects helps me remember.				
28. I enjoy building and making things.				
29. I like a lot of physical activity.				
30. I enjoy collecting cards, stamps, coins or other things.				

Appendix F: Self-Assessment Rubric

RUBRIC: LET'S SELF-ASSESS! (Alirio Angarita, Andrea Baquero & Angela Castiblanco)

PROOFREADING MARKS			AGREEMENT, FORMAT & SENTENCE ITEMS	YES 	IN PROGRESS 
Marks & Meanings	Examples				
#	Capitalize	They are traveling to los angeles, california. # # #	1) Did you capitalize/make lowercase words when necessary?		
\	Make it lowercase	All students are reading the new books.			
o	Spelling mistake	Yesterday was suny and warm.	2) Spelling: Did you check the spelling of words?		
↵	Make a space	We bought two icecreams.			
↔	Close the space	Tomorrow is my birth day!			
o	Add a period	We don't have class tomorrow o	3) Punctuation: Did you use commas, apostrophes, quotations marks and periods when necessary?		
u	Add a coma	I like books movies music and sports.			
'	Add an apostrophe	My fathers job is difficult.			
"	Add quotation marks	She said I want to go too!"			
↶	Reverse words/letters	That is a house beautiful!	4) Word order: Did you check the word order?		
ww	Wrong Word	I never make my homework	5) Vocabulary: Did you choose the appropriate words?		
vf	Verb Form	She are my best friend	6) Verb Form: Did you use the right tense (form of the verbs / subject agreement)?		
nf	Noun Form	Please bring an umbrellas. o	7) Did you include subjects when necessary? Did you use the necessary Artides? Did you check Pronouns use?		
x	Delete (remove)	Mom prepared a new new recipe.			
↑	Add a word	Seven went to the party!			

Appendix G: Students' Interview Template



Secretaría de Educación de Bogotá
My reflective interview



Teacher: _____ Date: _____ Group: _____

Para efectos de registro, haga una breve presentación de usted. (Nombre, edad, papel en la investigación)

¿Cómo se sintió durante todo el proceso?

¿Considera que el participar en el estudio le aportó a su vida académica?

¿Qué fue lo que más se le facilitó?

¿Qué fue lo que más se le dificultó?

¿Tiene alguna(s) sugerencia(s) para futuro(s) estudio(s)?

Appendix H: Teachers' Journal Template



Secretaría de Educación de Bogotá
My reflective journal



Teacher: _____ **Date:** _____ **Group:** _____

Objective of the session: _____

Date:	Time:	Class:
-------	-------	--------

I. Lesson Planning

Did I...

- have a warm-up activity?
- scaffold the activities for the session?
- provide clear and achievable objectives?
- Provides for closure of the lesson.

II. Instructional Strategies

Did I...?

- introduce new material in a clear, organized manner?
- facilitate students' linking new knowledge to prior knowledge/new material to former material?
- introduce material in a variety of ways?
- address varying learning styles
- address varying levels of Bloom's Taxonomy
- give clear directions and checks for understanding?
- provide opportunities for students to practice ? Independently; ? In Small Groups; ? In Pairs?
- employ strategies to facilitate student learning and understanding by implementing activities that give students more responsibility for and choices in their learning – intentionally facilitating student autonomy?
- respond appropriately to student questions ?Offers praise and encouragement?

III. Class Climate

Did I...?

- promote mutual respect
- facilitate a positive climate that evidences promotion of individual student success/competence?
- encourage creative and critical thinking and risk taking?
- provide positive reinforcement (does not reward negative behavior with consistent attention)?

IV. Assessment

Did I..?

- allow for student self-correction?
- use rubrics designed with the class to insure consistency in scoring, provide guidance for student expectations, promote student ownership of activity?
- facilitate/ promote individual student self-reflection on student learning/metacognitive processing?
- facilitate the ongoing formative assessment process including **assessing for individual student learning during work time** and adjusting work time activities as appropriate?

V. Student Behaviors:

Did students...

- follow established routines?
- engaged in class activities ?
- ask and answer questions, taking risks ? Demonstrate understanding of new/old material?
- demonstrate respect for ? teachers and ? peers?
- encourage and praise one another?
- interact appropriately with peers and teachers?
- demonstrate creative and critical thinking skills?

Criteria: Y-yes or N-not?

Short reflection: _____

Taken an adapted from <http://goo.gl/QzElp>

Appendix I: Principal Consent Letter

Bogotá D.C., 12 de Mayo de 2016

Dr/Dra.

 Rectora
COLEGIO ----- I.E.D

Asunto: Solicitud Autorización para desarrollar Proyecto de Investigación.

Respetado (a) Rector (a):

Como es de su conocimiento, actualmente me encuentro realizando mis estudios de **“Maestría en Didáctica del Inglés para el Aprendizaje Auto dirigido”** en la **Universidad de la Sabana-Anaheim University**, con el apoyo de la **Secretaría Distrital de Educación del Distrito**; por tal motivo, y con el objetivo de retribuir dicho apoyo, y aplicar los conocimientos adquiridos al interior de la Institución Educativa de la cual hago parte, me dirijo a usted cordialmente con el fin de solicitarle su autorización para desarrollar al interior del Colegio Sede A, mi proyecto final de investigación, el cual es requisito para optar por el título de Magister.

El proyecto tiene como pregunta de investigación aprobada **“¿Cuál es el efecto de la implementación de una rejilla como herramienta de auto evaluación para el análisis de errores en composiciones escritas de estudiantes de Inglés como lengua extranjera?”**, pretende, entre otros aspectos, involucrar a los estudiantes de grado décimo de la Institución Educativa ayudándolos a mejorar su escritura en el idioma Inglés, mediante la implementación de estrategias, recolección de datos y análisis de los mismos, bajo la tutoría de la Universidad de la Sabana. Las diferentes etapas del proyecto serán llevadas a cabo en los mismos horarios normales de clase, con el fin de no interferir con las actividades académicas y currículo del colegio.

Es importante aclarar, que en caso de obtener de su parte una respuesta positiva a mi solicitud, le compartiré periódicamente los avances y logros obtenidos durante el desarrollo del mismo; seguiré los protocolos establecidos para este tipo de actividades como los son la autorización y consentimiento de los padres de familia y demás requisitos de acuerdo a la normatividad vigente en pro del bienestar de nuestros alumnos. De igual manera mantendré debidamente informados a los padres de familia, los beneficios generados durante su ejecución y cómo a futuro esta podría llegar a ser una de las estrategias que contribuyan al mejoramiento de la calidad educativa en nuestra institución y un modelo de experiencia para los demás colegios del distrito.

Agradezco la atención prestada a esta solicitud y quedo a la espera de su respuesta.

Cordial saludo;

Alirio Angarita Nova / Andrea Baquero Lesmes / Ángela Castiblanco Gómez
 Docente de Inglés – Colegio ----- IED

Appendix J: Parents' Consent Letter

CONSENTIMIENTO INFORMADO PADRES O ACUDIENTES DE ESTUDIANTES

Institución Educativa: _____

Código DANE: _____

Municipio: _____

Docente encargado: _____

CC/CE: _____

Yo _____, yo _____ o yo _____, mayor de edad, [] madre, [] padre, [] acudiente o [] representante legal del estudiante _____ de _____ años de edad, he (hemos) sido informado(s) acerca de práctica educativa que se va a realizar con los estudiantes de la institución, en la cual se requiere la participación de mi hijo(a).

Luego de haber sido informado(s) sobre las condiciones de la participación de mi (nuestro) hijo(a) en *la implementación de una rejilla como herramienta de auto evaluación para el análisis de errores en composiciones escritas de estudiantes de Inglés como lengua extranjera*, resuelto todas las inquietudes y comprendido en su totalidad la información sobre esta actividad, entiendo (entendemos) que:

- La participación de mi (nuestro) hijo(a) en esta práctica y/o los resultados obtenidos por el docente en dicho proyecto de investigación, no tendrán repercusiones o consecuencias en sus actividades escolares, evaluaciones o calificaciones en el curso.
- La participación de mi (nuestro) hijo(a) en el proyecto de investigación, no generará ningún gasto, ni recibiremos remuneración alguna por su participación.
- No habrá ninguna sanción para mi (nuestro) hijo(a) en caso de que no autoricemos su participación.
- La identidad de mi (nuestro) hijo(a) no será publicada y si se llegaran a presentar imágenes y/o sonidos registrados durante la práctica, se utilizarán únicamente para los propósitos del proyecto de investigación y como evidencia de la práctica educativa del docente.
- El docente a cargo garantizará la protección de las imágenes de mi (nuestro) hijo(a) y el uso de las mismas, de acuerdo con la normatividad vigente, durante y posteriormente al proyecto de investigación.

Atendiendo a la normatividad vigente sobre consentimientos informados, y de forma consciente y voluntaria

DOY (DAMOS) EL CONSENTIMIENTO **NO DOY (DAMOS) EL CONSENTIMIENTO**

para la participación de mi (nuestro) hijo (a) en la participación de mi (nuestro) hijo(a) en *la implementación de una rejilla como herramienta de auto evaluación para el análisis de errores en composiciones escritas de estudiantes de Inglés como lengua extranjera* en las instalaciones de la Institución Educativa donde estudia.


Lugar y Fecha: _____

FIRMA MADRE CC/CE: _____

FIRMA PADRE CC/CE: _____

FIRMA ACUDIENTE O REPRESENTANTE LEGAL CC/CE: _____

Appendix K: Lesson Plan Sample



Department of Foreign Languages and Cultures
Graduate Programs

Master in English Language Teaching for Self-directed Learning (online)


DEFINING AND IMPLEMENTING STRATEGIES TO FOSTER SELF-DIRECTED LANGUAGE LEARNING - RESEARCH PROJECT PART (On-going Work)

LESSON PLAN TEMPLATE FOR INTERVENTION

Adapted from Dr. Jean Rubin's Lesson Planner, CELC's lesson plan template and University Primer 2012-02 Department of Languages and Cultures, UNIVERSIDAD DE LA SABANA

Name of co-researcher:			
University Code Number:			
Institution:			
Date of Class: DAY MONTH YEAR	Time of Class: 10:00 am - 12:00 pm		
Week No. _____	Length of class: 60 minutes		
Class/grade: Tenth grade		Room:	
Number of students: 40			
Level of students:			
Lesson Number:			
1	2	3	4
5	6	7	8
Class Objective			
By the end of the class students will be able to:			
1. Talk about hobbies, sports, leisure activities.			
Language Goal			
Students will be able to describe leisure activities.			

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Department of Foreign Languages and Cultures
Graduate Programs

Master in English Language Teaching for Self-directed Learning (online)

Learning to Learn Goal

Learning to deduce grammar rules and classify sports and leisure activities

Identify a topic for the lesson

Module 1: Teen culture - Unit 1: Having fun - Session 1

Materials and Resources

Material 1: Name: ENGLISH, PLEASE / Fast track - LPP grade. Rationale: This is textbook designed by the Ministry of Education to be implemented as a component for Colombia Bilingual program Annex 1

Assumed knowledge

LANGUAGE

- Classroom language
- Use of Simple Present Tense
- Use of Present Progressive Tense
- Use of basic personal pronouns

SKILLS

- Recognizes general and specific information in written and oral opinion texts and discussions on familiar topics.

Anticipated problems and planned solutions

The group is a mixed-ability class which demands from students some preparations:

Plan: **Flipped learning** (Students will have different options to be ready for the class in advance, following Flipped learning principles: flexible environment, options for the learner, intentional content, learning culture and professional educator)

Option a: Students can look up some information in different sources (books, internet, etc.)

Option b: Students can go over the information on the **Resource** group: [AULA 11.01](#)

Option c: Students may visit some of the **Resources** provided in class: [www.english.com](#); [http://www.english.com](#); etc.

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Department of Foreign Languages and Cultures
Graduate Programs

Master in English Language Teaching for Self-directed Learning (online)

Sequence the lesson to accomplish your goals

Teacher's role (1)	Stage (2)	Aim (3)	Procedure Teacher and students' actions	Interaction	Time												
Information provider	Objectives presentation and warm up	<ul style="list-style-type: none"> To use previously learned content to begin a new lesson. Activate students prior knowledge 	<p>TEACHER:</p> <ul style="list-style-type: none"> presents objectives shows some sport and leisure activities images/ visual aids to students (Visual aids/ Visual learning style) PPT Presentation(Show them the first 10 slides) elicits and leads into the topic by asking students these questions: <i>What sports do you do? What hobbies do you have? What other activities or interests do you have?</i> Calls on 2 or 3 volunteers to answer these questions 	<p>T</p> <p>↓ ↓ ↓</p> <p>S S S S S</p>	15 min												
Monitor and facilitator	Vocabulary presentation	<ul style="list-style-type: none"> To review vocabulary related to hobbies and leisure activities by completing a matching exercise. To practice pronunciation of hobbies and leisure vocabulary presented in the lesson. 	<ul style="list-style-type: none"> Students will complete exercise 1 on page 9 individually (Visual learning style) Students will compare their answers with a partner. Teacher checks the answers with the whole class Teacher has a choral practice. (Auditory learning style) Students practice in pairs the pronunciation of those words. (Interpersonal learning styles) 	<p>S ↔ S</p> <p>T</p> <p>↓ ↓ ↓</p> <p>S S S S S</p>	30 min												
Monitor and assessor	Vocabulary practice	<ul style="list-style-type: none"> To practice grouping by classifying some words 	<ul style="list-style-type: none"> Teacher checks understanding of the activity. Students complete the table and write sentences as in the example. Page 9-Ex 2. Students write some examples on the board. Teacher takes advantage of this opportunity to model how to assess if a sentence is grammatically correct or not. (RUBRIC in process (We are evaluating different models, sources and convenience)) 	<p>T</p> <p>↓ ↓ ↓</p> <p>S S S S S</p> <p>S ↔ S</p> <p>S ↔ S</p>	25 min												
Facilitator	Listening	<ul style="list-style-type: none"> To practice listening for specific information 	<ul style="list-style-type: none"> Teachers plays the track. Page 11, Ex 3. (Auditory learning style) Students listen to the track then complete the chart and sentences. Page 11, Ex 4. Students compare their answers with a partner (Interpersonal learning style) Teacher plays the track again if needed. 	<p>T</p> <p>↓ ↓ ↓</p> <p>S S S S S</p>	20 min												
Information provider	Focus on language	<ul style="list-style-type: none"> To deduce grammar rules for like and would like 	<ul style="list-style-type: none"> Teacher guides and explains the activity. Page 11, Ex 5-7 Teacher reads the sentences and writes like or would like in the gaps. Students check answers in pairs, then check as a whole class. (Interpersonal learning style) 	<p>T</p> <p>↓ ↓ ↓</p> <p>S S S S S</p> <p>S ↔ S</p> <p>S ↔ S</p>	15 min												
Evaluator	Closure	<ul style="list-style-type: none"> To check understanding 	<p>FINAL PRODUCT:</p> <p>Teacher writes hobbies and leisure activities on the board and asks students to:</p> <ol style="list-style-type: none"> Classify the words according to these criteria <table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <tr> <td>Sport</td> <td>Hobby</td> <td>Indoor</td> <td>Outdoor</td> <td>Team</td> <td>Individual</td> </tr> <tr> <td>Playing board games</td> <td></td> <td>X</td> <td>X</td> <td>X</td> <td>X</td> </tr> </table> <ol style="list-style-type: none"> Complete exercises 8 & 9 on page 11. 	Sport	Hobby	Indoor	Outdoor	Team	Individual	Playing board games		X	X	X	X	<p>T</p> <p>↓ ↓ ↓</p> <p>S S S S</p>	30 min
Sport	Hobby	Indoor	Outdoor	Team	Individual												
Playing board games		X	X	X	X												

Appendix L: Written Compositions Sample



Secretaría de Educación de Bogotá
My Writing Journal



Teacher: _____ Student: _____
Date: _____ Group: _____

Objective of the task: To self-assess your own write
Task: write about your favorite sport or hobby. Total words: 136

MY WRITING TASK

~~The~~ cheerleading is a nice outdoor sport you need your body and work in team. [↑] ~~Consist~~ consist in the organized use of music, dance and gymnastics, you can practice [↑] in a park, in a gymnastic league or any place where there are grass.

Cheerleading is a really good sport, you have fun and know people, besides it is good for your health, it helps you to develop your skills, strength and elasticity.

However, cheerleading can be dangerous sometimes while you learn to do the different movements, especially if you practice it alone, because when you work in team, they will take care of you as much as they can.

Besides with the cheerleading you can have good experiences, you will discover your body potential, know much places when you travel for the competitions and do good friends.

#	-	↙	-	∩	1	↪	-	NF	-
\	1	↕	-	∪	-	ww	-	X	1
0	-	⊙	-	v	-	vf	-	↑	2
1.	2.	3.	4.	5.	6.	7.			

Self-assessment / Reflection → How can you improve for next task?

I hope to learn more vocabulary and the grammatical structures.

MY WRITING TASK

Cheerleading is a nice outdoor sport, you need your body and work in team. It consist[—] ^{ww}in the organized use of music, dance and gymnastics, you can practice it in a park, in a gymnastic league or any place where there are grass.

Cheerleading is a really good sport, you have fun and know people, besides it is good for your health, it helps you to develop your skills, strength and elasticity.

However, Cheerleading can be dangerous sometimes while you learn to do the different~~x~~ movements, especially if you practice it alone, because when you work in team, they will take care of you as much as they can.

Besides with the Cheerleading you can have good experiences, you will discover your body's potential, know much^{ww} places when you travel for the competitions and do good friends.

#		↙		↻		↲		NF	
↘		↕		↷		ww	3	x	↑
⊙		⊙		↺		VF	↑	↑	
1.		2		3.		4.		5.	

Teacher's final comments →

Really nice writing! Just very few mistakes which do not interfere with the message! Congrats!

Appendix M: Errors in written composition register

School 1

STUDENT	SCORE	%	ENGLISH LEVEL PRETEST	SCORE	%	ENGLISH LEVEL POSTTEST	DIF.	CONVENTIONS FOR ERRORS IN SWC														
								FIRST WRITTEN COMPOSITION (HOBBIES AND SPORTS)														
								#	\	Ø	↵	↶	⊙	⊕	∫	∞	∩	∪	∩	∪	NF	*
Student #1	26	43	A2	28	47	A2	3	6	3	9	1	2	3	1	2	1	6	9	10	4	4	4
Student #2	21	35	A2	25	42	A2	7	7	2	8	2	2	4	2	2	2	7	8	8	4	5	5
Student #3	20	33	A2	15	25	A2	-8	6	3	9	2	1	4	2	2	2	7	10	11	5	7	7
Student #4	21	35	A2	24	40	A2	5	7	2	8	1	2	3	2	2	2	8	11	11	5	4	6
Student #5	18	30	A1	29	48	A2	18	7	2	8	2	2	3	2	2	2	6	9	11	4	4	5
Student #6	16	27	A2	15	25	A1	-2	7	3	7	2	2	3	1	2	2	7	8	10	4	6	4
Student #7	30	50	B1	33	55	B1	5	6	2	8	3	2	1	1	2	2	8	10	8	6	7	4
Student #8	19	32	A1	15	25	A1	-7	8	2	8	2	2	3	1	2	2	6	10	8	4	6	2
Student #9	14	23	A1	18	30	A1	7	7	3	9	2	1	3	2	2	2	5	9	8	4	5	4
Student #10	23	38	A2	24	40	A2	2	7	2	9	2	1	3	1	1	1	6	8	9	5	4	6
Student #11	21	35	A2	14	23	A1	-12	8	3	6	1	1	3	1	1	1	8	9	9	4	4	4
Student #12	14	23	A1	16	27	A1	3	7	3	9	2	2	3	2	1	1	7	8	9	4	4	5
Student #13	22	37	A2	17	28	A1	-8	8	2	8	2	1	3	2	1	1	6	11	10	4	4	7
Student #14	21	35	A2	15	25	A1	-10	8	2	8	1	1	4	1	2	1	5	11	9	4	6	4
Student #15	19	32	A1	19	32	A1	0	6	2	8	2	2	4	2	2	1	6	10	8	5	4	5
Student #16	26	43	A2	28	47	A2	3	7	3	9	2	2	4	2	1	1	8	11	11	5	5	6
Student #17	28	47	A2	30	50	B1	3	7	2	9	2	1	2	2	1	1	7	10	7	4	7	7
Student #18	17	28	A1	16	27	A1	-2	6	3	7	1	1	3	2	1	1	6	9	10	3	7	5
Student #19	15	25	A1	22	37	A2	12	7	3	7	2	1	4	2	1	1	7	8	8	4	6	4
Student #20	33	55	B1	27	45	A2	-10	7	3	6	2	1	2	1	2	1	8	9	9	4	4	6
Student #21	24	40	A2	23	38	A2	-2	7	3	9	1	1	4	1	2	2	6	8	9	5	6	5
Student #22	19	32	A1	27	45	A2	13	7	2	9	2	1	3	1	2	2	7	9	9	5	4	7
Student #23	16	27	A1	17	28	A1	2	6	3	10	2	2	2	1	2	2	8	8	9	4	2	6
Student #24	14	23	A1	18	30	A1	7	7	3	10	1	2	1	1	2	2	6	8	10	3	6	5
Student #25	20	33	A2	23	38	A2	5	7	2	9	1	2	3	2	1	2	7	9	11	5	5	4
Student #26	24	40	A2	22	37	A2	-3	7	2	8	2	2	4	2	1	2	8	9	11	4	4	6
Student #27	20	33	A2	15	25	A1	-8	7	3	7	1	2	1	2	1	2	9	8	11	3	4	7
Student #28	12	20	A1	13	22	A1	2	6	3	9	2	2	2	2	2	2	7	8	11	3	3	6
Student #29	14	23	A1	22	37	A2	13	7	3	9	2	2	2	2	2	1	8	9	11	4	6	6
Student #30	26	43	A2	28	47	A2	3	7	3	8	1	1	2	2	2	1	6	9	10	5	6	7

CONVENTIONS FOR ERRORS IN SWC															CONVENTIONS FOR ERRORS IN SWC															
SECOND WRITTEN COMPOSITION (URBAN TRIBES)															THIRD WRITTEN COMPOSITION (MID-TERM EXAM/FREE WRITING)															
#	\	Ø	↵	↶	⊙	⊕	∫	∞	∩	∪	∩	∪	NF	*	↑	#	\	Ø	↵	↶	⊙	⊕	∫	∞	∩	∪	NF	*	↑	
5	3	8	1	2	3	1	2	1	5	9	10	3	4	4	4	3	2	8	1	2	3	1	2	1	5	9	10	3	4	4
6	2	7	2	2	4	2	2	2	6	8	8	4	4	4	4	4	2	7	2	2	4	2	2	2	6	8	8	4	5	5
5	3	8	2	1	4	2	3	2	6	10	10	5	7	7	7	4	2	8	2	1	4	2	3	2	6	10	11	5	7	7
5	2	8	1	2	3	2	2	2	8	11	9	4	4	6	3	2	8	1	2	3	2	2	2	2	8	11	11	5	4	6
5	2	8	2	2	3	2	2	2	6	9	11	3	4	4	3	2	8	2	2	3	2	2	2	2	6	9	11	3	4	5
6	3	7	2	2	3	1	3	2	7	8	10	4	6	4	5	3	7	2	2	3	1	3	2	7	8	10	4	6	4	
4	2	8	3	2	1	1	2	2	8	10	7	4	6	3	2	2	8	3	2	1	1	2	2	8	10	8	5	7	4	
7	2	8	2	2	3	1	2	2	6	10	7	3	6	2	6	2	8	2	2	3	1	2	2	6	10	8	3	6	2	
5	3	8	2	1	3	2	3	2	5	9	7	4	5	4	3	2	8	2	1	3	2	3	2	5	9	8	4	5	4	
5	2	8	2	1	3	1	1	1	6	8	8	4	3	5	3	3	8	2	1	3	1	1	1	6	8	9	5	4	6	
6	3	6	1	1	3	1	1	1	8	9	9	4	4	4	5	3	6	1	1	3	1	1	1	8	9	9	4	4	4	
5	3	7	2	2	3	2	3	1	7	8	8	3	4	5	4	3	7	2	2	3	2	3	1	7	8	9	3	4	5	
6	2	8	2	1	3	2	1	1	6	11	9	3	4	7	5	2	8	2	1	3	2	1	1	6	11	10	3	4	7	
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5	2	8	2	1	2	2	1	1	7	10	7	4	6	5	4	2	8	2	1	2	2	1	1	7	10	7	4	7	7	
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6	3	7	2	1	4	2	1	1	7	8	8	3	6	4	5	3	7	2	1	4	2	1	1	7	8	8	3	6	4	
6	3	6	2	1	2	1	2	1	8	9	9	4	4	6	5	3	6	2	1	2	1	2	1	8	9	9	4	4	6	
6	3	9	1	1	4	1	2	2	6	8	9	4	6	5	4	3	9	1	1	4	1	2	2	6	8	9	5	6	5	
5	2	9	2	1	3	1	3	2	7	9	8	4	3	6	3	2	9	2	1	3	1	3	2	7	9	9	5	4	7	
4	3	10	2	2	2	1	3	2	8	8	9	4	2	6	2	3	10	2	2	2	1	3	2	8	8	9	4	2	6	
5	3	10	1	2	1	1	2	2	6	8	9	3	6	4	3	3	10	1	2	1	1	2	2	6	8	10	3	6	5	
5	2	9	1	2	3	2	1	2	7	9	10	5	4	4	5	2	9	1	2	3	2	1	2	7	9	11	5	5	4	
6	2	8	2	2	4	2	1	2	8	9	8	4	3	6	4	2	8	2	2	4	2	1	2	8	9	11	4	4	6	
6	3	7	1	2	1	2	1	2	9	8	9	3	4	6	4	3	7	1	2	1	2	1	2	9	8	11	3	4	7	
4	3	8	2	2	2	2	2	7	8	8	3	3	6	3	3	8	2	2	2	2	2	2	2	7	8	11	3	3	6	
5	3	8	2	2	2	2	2	1	8	9	9	4	5	6	5	3	8	2	2	2	2	2	1	8	9	11	4	6	6	
7	3	7	1	1	2	2	2	1	6	9	9	5	5	6	7	3	7	1	1	2	2	2	1	6	9	10	5	6	7	

CONVENTIONS FOR ERRORS IN SWC														CONVENTIONS FOR ERRORS IN SWC															
SECOND WRITTEN COMPOSITION (URBAN TRIBES)														THIRD WRITTEN COMPOSITION (MID-TERM EXAM/FREE WRITING)															
#	\	θ	↵	↶	⊙	⊕	∫	∞	∞	∞	∞	∞	∞	#	\	θ	↵	↶	⊙	⊕	∫	∞	∞	∞	∞	∞			
4	0	5	0	0	2	1	0	0	7	8	8	3	4	5	1	0	4	0	0	1	1	0	0	2	2	1	2	2	4
4	1	7	0	0	2	1	0	0	6	9	8	2	5	4	4	1	6	0	0	2	1	0	0	5	7	7	3	4	3
3	1	8	0	0	2	1	0	0	7	9	9	4	7	3	5	1	7	0	0	2	1	0	0	6	5	5	4	7	3
3	1	6	0	0	2	1	1	0	6	8	7	3	3	2	7	2	10	0	0	2	1	1	0	8	4	4	5	3	5
5	1	7	0	0	1	1	0	0	6	8	9	3	4	3	4	2	6	0	0	1	1	0	0	5	7	7	3	4	4
6	1	9	0	0	2	1	0	0	6	8	9	2	4	5	7	3	8	0	0	2	1	0	0	6	8	8	2	3	5
4	1	8	0	0	2	2	0	0	6	7	8	5	5	6	5	1	7	0	0	2	2	0	0	6	5	6	5	6	6
6	1	7	1	0	0	1	0	0	7	7	8	5	6	5	8	1	5	1	0	0	1	0	0	7	7	8	5	4	5
4	1	8	2	0	3	2	0	0	8	10	8	3	5	4	5	1	6	2	0	3	2	0	0	6	8	6	3	5	4
4	0	7	0	0	0	2	0	0	8	11	8	4	4	3	6	0	7	0	0	0	2	0	0	8	10	5	4	4	3
3	0	6	2	0	0	2	0	0	7	8	9	3	5	3	6	0	8	2	0	0	2	0	0	7	8	7	3	5	3
4	0	9	1	0	1	0	0	0	6	9	9	2	5	4	5	0	6	1	0	1	0	0	0	6	9	9	2	4	4
8	2	8	2	2	4	2	1	0	7	11	8	5	6	5	7	0	9	2	2	4	2	1	0	8	10	9	5	7	8
4	1	7	1	0	0	0	0	0	7	8	9	2	7	6	5	1	7	1	0	0	0	0	0	7	8	8	2	7	6
3	0	6	0	0	0	0	0	0	6	8	8	3	4	3	5	0	7	0	0	0	0	0	0	6	5	7	3	2	3
5	2	7	0	0	0	0	0	0	8	9	9	4	4	7	6	2	7	0	0	0	0	0	0	8	7	7	4	4	7
5	2	5	0	0	1	0	0	0	6	7	9	4	5	5	7	2	5	0	0	1	0	0	0	6	7	9	4	5	5
8	2	8	0	1	2	0	0	0	6	6	10	3	6	4	7	3	8	0	1	2	0	0	0	6	6	11	5	8	5
8	2	7	0	0	2	0	1	0	6	9	11	2	7	5	7	1	8	0	0	2	0	1	0	6	9	10	3	9	4
3	0	7	0	0	0	0	0	0	6	8	8	3	4	3	5	0	5	0	0	0	0	0	0	6	8	6	3	4	3
4	1	5	1	1	1	1	0	0	8	9	8	3	7	6	8	1	5	1	1	1	1	0	0	3	7	7	3	8	6
4	1	6	1	1	2	0	0	0	8	10	6	4	6	5	5	3	5	1	1	2	0	0	0	7	6	5	4	5	5
3	1	8	2	1	0	0	0	0	8	9	9	2	6	3	6	1	8	2	1	0	0	0	0	8	5	9	2	5	3
2	0	6	2	2	1	2	1	6	5	4	3	1	3	1	2	2	4	1	0	1	2	1	0	4	4	5	1	4	3
8	1	9	1	0	0	1	0	0	8	8	8	3	4	4	7	1	9	1	0	0	1	0	0	8	8	8	3	4	4
6	3	7	1	0	4	0	2	0	8	7	8	5	7	8	6	3	7	1	0	4	0	2	0	8	8	8	5	6	8
5	3	8	0	0	3	2	0	0	6	8	8	4	4	6	3	3	8	0	0	3	2	0	0	6	7	8	4	4	6
4	2	7	0	1	2	2	0	0	6	9	7	3	5	7	4	2	6	0	1	2	2	0	0	6	7	8	3	5	7
6	2	8	0	1	1	1	0	0	7	5	7	2	8	5	6	2	8	0	1	1	1	0	0	7	5	7	2	6	5
7	1	6	0	2	1	1	0	0	6	8	9	2	6	4	5	1	7	0	2	1	1	0	0	6	7	8	2	6	4

CONVENTIONS FOR ERRORS IN SWC														CONVENTIONS FOR ERRORS IN SWC															
FOURTH WRITTEN COMPOSITION (E-MAIL)														FIFTH WRITTEN COMPOSITION (AUTOBIOGRAPHY)															
#	\	θ	↵	↶	⊙	⊕	∫	∞	∞	∞	∞	∞	∞	#	\	θ	↵	↶	⊙	⊕	∫	∞	∞	∞	∞	∞			
1	0	3	0	0	1	1	0	0	2	2	1	2	2	4	1	0	3	0	0	1	1	0	0	2	2	1	2	2	4
4	1	6	0	0	2	1	0	0	5	7	7	3	4	3	4	1	6	0	0	2	1	0	0	5	7	7	3	4	3
5	1	7	0	0	2	1	0	0	6	5	5	4	7	3	5	1	7	0	0	2	1	0	0	6	3	5	4	6	3
7	2	7	0	0	0	1	1	0	8	2	3	4	3	3	2	2	3	0	0	0	1	0	1	4	1	0	2	1	1
4	2	6	0	0	1	1	0	0	5	7	6	3	4	4	4	2	2	0	0	1	1	0	0	5	4	2	3	2	2
7	3	8	0	0	2	1	0	0	4	8	8	2	3	5	2	3	4	0	0	2	1	0	0	4	7	6	2	3	5
5	1	7	0	0	2	2	0	0	6	5	4	5	5	6	5	1	5	0	0	2	2	0	0	3	5	4	2	4	3
8	1	5	1	0	0	1	0	0	3	4	5	5	4	5	3	1	4	1	1	0	1	0	0	3	4	5	5	4	5
5	1	6	2	0	3	2	1	0	6	7	6	3	5	4	5	1	3	2	0	3	2	1	0	6	5	6	3	5	4
6	0	7	0	0	0	2	0	0	4	6	5	4	4	3	2	0	2	0	0	0	2	0	0	4	4	5	4	4	2
6	0	8	2	0	0	2	0	0	4	8	7	3	5	3	6	0	3	0	0	0	2	0	0	4	5	7	3	5	3
5	0	6	1	0	1	0	0	0	6	7	5	2	4	4	2	0	4	1	0	1	0	0	0	6	7	5	2	4	4
8	0	8	3	4	4	2	1	0	8	10	9	6	9	9	9	0	7	4	5	3	1	1	1	7	8	7	5	8	7
5	1	5	1	0	0	0	0	0	7	6	5	2	5	6	5	1	5	1	0	0	0	0	0	7	6	5	2	5	6
5	0	7	1	0	1	0	0	0	5	5	7	3	2	3	2	0	3	1	0	1	0	0	0	5	5	7	3	2	3
6	2	4	0	0	0	1	0	0	4	7	4	4	3	7	6	2	4	0	0	0	1	0	0	4	7	4	4	3	3
7	2	5	0	0	1	0	0	0	5	5	9	4	5	5	2	2	3	0	0	1	0	0	0	5	9	4	5	5	5
8	4	8	0	1	2	0	1	0	7	6	9	5	8	6	6	3	6	0	1	1	1	2	0	5	7	8	4	6	5
7	3	8	0	0	1	0	2	0	7	5	8	3	7	4	5	3	9	0	1	1	2	1	0	6	5	9	2	6	6
5	0	4	0	0	0	0	0	0	6	6	6	3	4	3	5	0	4	0	0	0	0	0	0	5	3	4	3	4	3
8	1	5	1	1	1	1	0	0	3	5	6	3	8	6	8	1	3	1	0	1	1	0	0	3	4	6	3	8	6
5	3	6	1	1	2	0	0	0	5	6	5	4	5	5	5	3	4	1	1	2	0	1	0	5	2	3	4	5	2
6	1	8	2	1	0	0	0	0	6	5	7	2	5	3	6	1	4	2	1	0	0	0	0	4	5	3	2	5	3
2	2	4	1	0	1	1	0	0	3	2	4	1	2	2	0	0	2	0	1	1	1	0	0	2	1	2	2	1	1
7	1	8	1	0	0	1	0	0	7	6	8	3	5	4	6	1	6	1	0	0	1	0	0	5	5	7	3	4	3
8	3	7	1	0	4	0	2	0	6	7	7	5	6	8	5	3	4	1	0	4	0	2	0	3	4	4	5	6	5
5	4	0	0	0	3	2	0	0	5	4	6	4	4	6	5	4	0	0	0	3	2	0	0	5	4	5	4	3	4
4	2	2	0	1	2	2	0	0	6	5	8	3	5	7	4	2	2	0	1	2	2	0	0	5	3	5	3	5	4
6	2	3	0	1	1	1	0	0	7	5	7	2	6	5	6	2	5	0	1	1	1	0	0	4	5	3	2	3	3
4	1	4	0	2	1	1	0	0	6	5	8	2	6	4	4	1	3	0	2	1	1	0	0	6	5	5	2	4	2

School 3

STUDENT	SCORE	%	ENGLISH LEVEL PRETEST	SCORE	%	ENGLISH LEVEL POSTTEST	DIF.	CONVENTIONS FOR ERRORS IN SWC															
								FIRST WRITTEN COMPOSITION (HOBBIES AND SPORTS)															
								#	\	0	↵	↵	⊙	⊙	∫	∫	∫	∫	∫	∫	∫	∫	
Student #1	19	32	A1	19	32	A1	0	6	3	9	1	1	2	2	2	2	1	7	10	9	4	6	7
Student #2	9	15	A	14	23	A1	8	7	3	8	2	0	3	2	2	2	3	8	8	11	3	4	7
Student #3	18	30	A1	21	35	A2	5	8	3	9	1	2	4	2	2	2	8	8	11	9	5	7	7
Student #4	28	47	A2	28	47	A2	0	6	2	8	0	0	0	3	3	0	8	8	7	3	4	7	
Student #5	19	32	A1	21	35	A2	3	9	3	9	1	2	5	2	2	2	8	10	8	6	7	5	
Student #6	20	33	A2	25	42	A2	9	7	3	8	2	0	3	2	2	3	8	8	11	3	4	7	
Student #7	28	47	A2	25	42	A2	-5	8	2	9	3	2	4	2	2	3	8	8	11	3	4	7	
Student #8	29	48	A2	29	48	A2	0	5	3	8	2	2	4	2	2	0	7	8	8	3	4	4	
Student #9	19	32	A1	23	38	A2	6	7	3	8	2	0	3	2	2	2	6	9	11	5	8	7	
Student #10	9	15	A	16	27	A1	12	8	2	9	3	2	4	2	2	3	8	8	11	3	4	7	
Student #11	17	28	A1	20	33	A2	5	8	2	9	2	2	4	1	0	3	7	7	10	7	7	6	
Student #12	44	73	B1	47	78	B1	5	8	5	7	3	2	5	2	2	1	8	9	9	5	6	7	
Student #13	26	43	A2	28	47	A2	4	9	3	7	3	3	4	2	2	2	5	10	9	7	8	7	
Student #14	19	32	A1	17	28	A1	-4	6	2	8	0	0	0	3	3	0	8	8	7	3	4	7	
Student #15	14	23	A1	19	32	A1	9	8	2	9	3	2	4	2	2	3	8	8	11	3	4	7	
Student #16	9	15	A	16	27	A1	12	8	2	9	3	2	4	2	2	3	8	8	11	3	4	7	
Student #17	18	30	A1	21	35	A2	5	7	2	9	2	2	6	1	2	1	9	9	10	6	6	6	
Student #18	19	32	A1	24	40	A2	8	6	2	7	2	2	0	1	1	1	7	8	8	4	5	5	
Student #19	17	28	A1	19	32	A1	4	8	2	9	3	2	4	2	2	3	8	8	11	3	4	7	
Student #20	26	43	A2	29	48	A2	5	8	1	10	0	4	4	2	2	5	6	8	11	4	5	8	
Student #21	27	45	A2	29	48	A2	3	7	1	11	3	2	3	1	2	2	8	9	9	4	7	7	
Student #22	15	25	A1	19	32	A1	7	8	1	10	0	4	4	2	2	5	6	8	11	4	5	8	
Student #23	16	27	A1	20	42	A2	15	9	3	7	3	3	4	2	2	2	5	10	9	7	8	7	
Student #24	24	40	A2	28	47	A2	7	8	5	7	3	2	5	2	2	1	8	9	9	5	6	7	
Student #25	22	37	A2	16	27	A1	-10	6	2	8	0	0	0	3	3	0	8	8	7	3	4	7	
Student #26	28	47	A2	28	47	A2	0	6	2	8	0	0	0	3	3	0	8	8	7	3	4	7	
Student #27	26	43	A2	27	45	A2	2	9	1	8	2	2	4	2	2	4	7	8	11	5	6	7	
Student #28	17	28	A1	14	23	A1	-5	7	3	8	2	0	3	2	2	3	8	8	11	3	4	7	
Student #29	18	30	A1	22	37	A2	7	3	1	3	0	1	3	1	3	0	5	5	6	3	4	3	
Student #30	22	37	A2	18	30	A1	-7	6	1	8	1	2	2	1	1	1	5	7	10	4	6	6	

CONVENTIONS FOR ERRORS IN SWC														CONVENTIONS FOR ERRORS IN SWC															
SECOND WRITTEN COMPOSITION (URBAN TRIBES)														THIRD WRITTEN COMPOSITION (MID-TERM EXAM/FREE WRITING)															
#	\	0	↵	↵	⊙	⊙	∫	∫	∫	∫	∫	∫	∫	#	\	0	↵	↵	⊙	⊙	∫	∫	∫	∫	∫	∫			
7	0	8	0	0	1	1	2	0	8	11	11	5	5	7	7	2	6	0	0	0	3	3	0	7	10	9	4	6	7
6	1	6	0	0	2	2	1	0	5	7	8	3	3	5	4	0	4	1	1	2	1	1	0	3	5	6	2	2	3
7	1	6	0	0	1	3	2	1	5	7	7	4	3	6	3	1	3	0	1	3	1	3	0	5	5	6	3	4	3
9	3	9	1	2	5	2	2	2	8	10	8	6	7	5	5	2	9	1	2	3	2	0	1	8	8	8	3	3	7
8	3	7	0	0	2	1	2	1	4	7	7	4	3	4	5	1	3	1	0	2	0	2	1	7	5	4	2	4	3
6	1	6	0	0	2	2	1	0	5	7	8	3	3	5	4	0	3	1	1	4	2	0	0	4	4	4	3	3	5
8	5	7	3	2	5	2	1	8	9	9	5	6	7	12	14	13	4	4	6	4	3	2	9	14	13	6	12	9	
9	3	7	3	3	4	2	2	2	5	10	9	7	8	7	8	3	10	2	2	2	2	2	1	7	6	6	5	3	3
6	3	5	1	0	3	1	1	0	7	8	7	4	5	6	3	1	4	2	0	3	0	1	0	4	5	6	3	3	6
8	2	9	3	2	4	2	2	3	8	8	11	3	4	7	4	0	3	1	1	4	2	0	0	4	4	4	3	3	5
7	1	8	1	1	4	2	0	1	6	8	10	4	5	5	4	0	3	1	1	4	2	0	0	4	4	4	3	3	5
7	3	6	2	2	2	1	1	0	6	8	8	4	5	6	4	1	3	2	0	2	0	3	0	3	4	4	2	4	4
8	2	6	2	1	2	1	1	0	4	9	8	6	5	6	4	1	3	2	1	2	0	1	0	3	5	5	3	3	4
8	2	9	3	2	4	2	2	3	8	8	11	3	4	7	14	15	14	6	5	5	5	4	1	9	15	13	7	9	7
6	2	8	0	0	0	3	3	0	8	8	7	3	4	7	6	2	7	2	2	0	1	1	1	7	8	8	4	5	5
6	2	7	2	2	0	1	1	1	7	8	8	4	5	5	8	2	9	3	2	4	2	2	3	8	8	11	3	4	7
5	1	8	1	2	2	1	1	1	7	9	9	5	6	5	3	0	3	2	0	2	1	1	0	3	5	6	3	3	2
8	2	9	3	2	4	2	2	3	8	8	11	3	4	7	4	0	3	1	1	4	2	0	0	4	4	4	3	3	5
6	2	7	2	2	2	1	1	1	7	7	9	5	5	6	3	0	4	1	2	2	1	4	1	3	4	4	2	3	2
6	0	8	2	2	2	1	1	0	4	7	10	3	5	7	3	1	4	1	0	2	1	1	0	3	3	6	3	3	3
6	0	8	2	3	2	1	1	0	5	7	10	3	7	6	3	1	4	1	0	2	0	1	0	6	5	6	3	3	3
6	0	8	2	2	2	1	1	0	4	7	10	3	5	7	3	1	4	1	0	2	1	1	0	3	3	6	3	3	3
8	2	6	2	1	2	1	1	0	4	9	8	6	5	6	4	1	3	2	1	2	0	1	0	3	5	5	3	3	4
7	3	6	2	2	2	1	1	0	6	8	8	4	5	6	4	1	3	2	0	2	0	3	0	3	4	4	2	4	4
7	0	8	0	0	1	1	2	0	8	11	11	5	5	7	10	3	15	7	7	7	3	5	1	9	9	15	8	9	9
8	3	10	2	2	2	2	1	7	6	6	5	3	3	8	2	9	3	2	4	2	2	3	8	8	11	3	4	7	
6	1	8	1	2	2	1	1	1	5	7	10	4	6	6	3	2	4	1	0	2	1	1	1	5	6	7	2	4	3
6	1	6	0	0	2	2	1	0	5	7	8	3	3	8	10	9	14	9	5	6	6	5	2	9	9	15	6	8	7
4	0	5	0	1	3	1	3	0	3	4	4	2	3	2	6	0	8	2	3	2	1	1	0	5	7	10	3	7	6
7	3	6	2	2	2	1	1	0	6	8	8	4	5	8	9	9	17	7	6	8	7	6	1	6.8	10	14	8	9	9

CONVENTIONS FOR ERRORS IN SWC															CONVENTIONS FOR ERRORS IN SWC														
FOURTH WRITTEN COMPOSITION (E-MAIL)															FIFTH WRITTEN COMPOSITION (AUTOBIOGRAPHY)														
#	\	0	↙	↔	⊙	↻	∫	∞	↺	WW	VF	NF	*	↑	#	\	0	↙	↔	⊙	↻	∫	∞	↺	WW	VF	NF	*	↑
6	3	9	1	1	2	2	2	1	7	10	9	4	6	7	6	2	7	2	2	0	1	1	1	7	8	8	4	5	5
4	0	4	1	1	1	0	1	0	4	8	5	2	3	3	3	0	4	1	1	1	0	0	0	3	2	3	2	3	3
4	0	5	0	1	3	1	3	0	3	4	4	2	3	2	3	0	5	0	1	3	1	0	0	3	2	3	2	3	2
7	2	5	1	0	2	0	2	1	8	7	9	3	5	6	4	0	3	2	1	3	0	1	0	4	3	3	1	3	3
4	0	3	2	1	3	0	1	0	4	3	3	1	3	3	2	0	3	2	0	1	1	0	0	2	3	3	2	2	2
3	1	4	1	2	2	0	1	1	3	3	4	2	3	3	3	1	4	1	2	2	0	1	1	3	3	4	2	3	3
12	14	14	4	6	5	7	8	1	10	13	12	8	10	8	11	12	10	6	3	5	4	7	1	7	9	12	9	7	7
14	15	14	6	5	5	5	4	6	9	15	13	7	9	7	3	2	3	1	1	2	0	1	1	4	3	5	2	3	3
10	3	15	7	7	7	3	5	7	9	9	15	8	9	9	1	0	3	2	0	1	0	0	0	2	2	3	2	2	2
10	9	14	9	5	6	6	5	5	9	9	15	6	8	7	2	1	4	1	0	2	1	2	1	3	3	4	1	3	3
9	9	17	7	6	8	7	6	6	6.8	10	14	8	9	9	1	1	3	1	3	1	0	1	0	2	2	3	2	1	2
3	1	3	1	0	2	0	2	0	7	4	3	1	3	2	1	2	2	1	0	2	0	2	0	2	3	2	2	1	3
3	2	3	1	1	2	0	1	1	4	3	5	2	3	3	1	2	3	1	2	2	1	1	0	2	2	2	1	2	2
15	15	10	5	6	5	9	8	1	9	15	12	9	9	10	12	8	12	8	4	5	4	9	2	11	11	13	10	7	7
8	2	9	3	2	4	2	2	3	8	8	11	3	4	7	6	2	7	2	2	0	1	1	1	7	8	8	4	5	5
8	2	9	3	2	4	2	2	3	8	8	11	3	4	7	8	2	9	3	2	4	2	2	3	8	8	11	3	4	7
2	0	3	2	0	1	1	1	0	5	4	4	2	3	2	2	0	3	2	0	1	1	0	0	2	2	2	2	2	2
3	1	4	1	2	2	0	1	1	3	3	4	2	3	3	2	1	4	1	0	2	1	2	1	3	3	4	1	3	3
2	1	4	1	0	2	1	2	1	3	3	4	1	3	3	1	1	3	1	3	1	1	1	0	2	2	2	2	3	2
1	1	3	1	3	1	2	1	0	4	4	3	2	3	2	1	2	2	1	0	2	1	0	0	2	3	2	2	2	3
2	2	2	1	0	2	1	2	1	3	3	3	2	3	3	1	2	2	1	0	2	1	0	0	2	2	2	2	2	3
1	1	3	1	3	1	2	1	0	4	4	3	2	3	2	1	2	2	1	0	2	1	0	0	2	3	2	2	2	3
3	2	3	1	1	2	0	1	1	4	3	5	2	3	3	1	2	3	1	2	2	1	1	0	2	2	2	1	2	2
3	1	3	1	0	2	0	2	0	7	4	3	1	3	2	1	2	2	1	0	2	0	2	0	2	3	2	2	1	3
12	13	12	6	8	5	4	8	1	10	12	12	7	12	12	12	14	14	4	6	5	7	8	1	10	13	12	8	10	8
6	2	7	2	2	0	1	1	1	7	8	8	4	5	5	2	0	3	2	0	1	1	0	0	2	2	2	2	2	2
2	2	3	1	2	2	1	1	1	2	4	2	1	4	2	2	1	2	1	1	1	1	0	0	2	1	2	1	1	2
12	8	12	8	4	5	4	9	2	11	11	13	10	7	7	8	2	9	3	2	4	2	2	3	8	8	11	3	4	7
3	1	4	1	0	2	0	1	0	6	5	6	3	3	3	8	2	9	2	2	4	1	0	3	7	7	10	7	7	6
11	12	10	6	3	5	4	7	1	7	9	12	9	7	7	15	15	10	5	6	5	9	8	1	9	15	12	9	9	10

Appendix N: Students' Interviews Sample – School 1



Secretaría de Educación de Bogotá
My reflective interview



Teacher: _____ Date: 23-11-16 Group: 10

Para efectos de registro, haga una breve presentación de usted. (Nombre, edad, papel en la investigación)

NOMBRE: _____ GRADO: DÉCIMO. MI PAPEL EN LA INVESTIGACIÓN FUE DE ESCRITOR Y CORRECTOR DE TEXTOS EN INGLÉS.

¿Cómo se sintió durante todo el proceso?

BIEN. EL PROFESOR FUE MUY AMABLE Y PREPARABA TODAS SUS CLASES. SIEMPRE LAS CORRECCIONES FUERON CLARAS Y NOS AYUDÓ A DESPEJAR MUCHAS DUDAS.

¿Considera que el participar en el estudio le aportó a su vida académica?

SÍ. APRENDIMOS A ESCRIBIR MEJOR EN INGLÉS Y A PENSAR MÁS RÁPIDO EN INGLÉS TAMBIÉN. EL PROFE SIEMPRE NOS ENFATIZÓ DE LA IMPORTANCIA DE SABER ESCRIBIR EN LOS DOS IDIOMAS.

¿Qué fue lo que más se le facilitó?

ESCRIBIR LAS COMPOSICIONES PORQUE SIEMPRE SE SABÍA QUE SE TENÍA QUE ESCRIBIR Y QUE NOS IBAN A CALIFICAR Y CORREGIR. LA RÚBRICA DE LOS SIMBOLOS TAMBIÉN FUE FACIL DE MANEJAR.

¿Qué fue lo que más se le dificultó?

CORREGIRLE A OTROS. MIS COMPAÑEROS NO SABEN ESCRIBIR Y MUCHAS VECES ESCRIBEN SIN SENTIDO. Y SIN PENSAR O SEGUIR LAS INSTRUCCIONES DEL PROFE.

¿Tiene alguna(s) sugerencia(s) para futuro(s) estudio(s)?

ALGUNAS COMPOSICIONES NECESITAN MAS TIEMPO QUE OTRAS, Y PUES NO TODOS TENEMOS LA MISMA FACILIDAD Y RAPIDEZ PARA CONTESTAR.

Students' Interviews Sample – School 2



Secretaría de Educación de Bogotá
My reflective interview



Teacher: _____ Date: _____ Group: 10°

Para efectos de registro, haga una breve presentación de usted. (Nombre, edad, papel en la investigación)

Mi nombre es _____, estudiante del colegio _____ en la localidad de Bosa, tengo 15 años y mi papel en esta investigación fue de estudiante que tenía que escribir una serie de textos y luego corregirlos.

¿Cómo se sintió durante todo el proceso?

Al principio me sentí asustado porque la profesora nos explicó como iba a ser el proceso y pues se veía muy difícil, pero fue un reto interesante y como dijo ella, nos sirvió mucho para aprender a escribir. También nuestro curso se sintió importante porque fue el único escogido por la profe.

¿Considera que el participar en el estudio le aportó a su vida académica?

Ahora sí soy capaz de escribir textos de casi cualquier cosa y ya se entienden más. Aprendí muchas palabras y expresiones.

¿Qué fue lo que más se le facilitó?

Lo más fácil fue escribir de los deportes y hobbies y tribus urbanas porque conocíamos de eso y son cosas reales. Los otros temas se estudiaron más difíciles.

¿Qué fue lo que más se le dificultó?

Lo más difícil fue escribir de la autobiografía porque tenía muchos temas y párrafos y era mucho más exigente y teníamos que demorarnos más. También cuando tuvimos que escribir del tema libre porque no sabíamos que escribir y la profe no nos ayudó :S.

¿Tiene alguna(s) sugerencia(s) para futuro(s) estudio(s)?

Estas actividades de las composiciones no pueden ser solo en el último bimestre sino durante todo el año, las composiciones fueron muy seguidas. La profesora debería darnos los temas de lo que vamos a escribir al principio de año con eso nosotros leemos y no es tan difícil luego escribir.

Students' Interviews Sample – School 3



Secretaría de Educación de Bogotá
My reflective interview



Teacher: _____ Date: _____ Group: 10^o

Para efectos de registro, haga una breve presentación de usted. (Nombre, edad, papel en la investigación)

Mi nombre _____ Estudio en el colegio _____ en el grado décimo. Fui participante en la investigación realizada por mi profesora Angela Costillano. Solo debía asistir a clase, completar los escritos y estar pendiente de las correcciones que ella hacía para volver a escribir la composición de manera correcta.

¿Cómo se sintió durante todo el proceso?

Fue muy bueno participar en el estudio. La parte escrita es muy importante, sobre todo en inglés, porque necesitamos adquirir vocabulario, estructura y tenemos muchos problemas con los tiempos.

¿Considera que el participar en el estudio le aportó a su vida académica?

Claro que sí. Aunque muchas veces me sentía perdida cuando tenía que escribir, al final pude escribir textos más largos y coherentes y con menor errores de los que cometía al principio. Me sirvió en la parte académica para aprender a escribir y cuadrar mis ideas antes de empezar a escribir.

¿Qué fue lo que más se le facilitó?

Lo más fácil fue seguir los pasos de escritura (six traits of writing) porque eso ayuda a mantener el escrito organizado. Al principio uno no sabe como empezar a escribir, o qué escribir - pero los pasos ayudan mucho.

¿Qué fue lo que más se le dificultó?

Al principio entender cada uno de los errores y que símbolo debía ponerse, son muy parecidos algunos. También al corregirle a los compañeros, no se les entendía porque no escribían bien o muy confusado.

¿Tiene alguna(s) sugerencia(s) para futuro(s) estudio(s)?

Sí. Tengo tres sugerencias. Primera, la profesora debería sacar un listado de errores comunes, entonces nosotros no cometeríamos los mismos errores todo el tiempo. También se debería tener un solo libro con todos los escritos de los compañeros, algunos son muy buenos y podríamos compartirlos. Última sugerencia, las composiciones deberían hacerse no solo para un estudio de la profesora, sino para las clases que tenemos normalmente.

Appendix O: Teachers' Journal Sample



Secretaría de Educación de Bogotá
My reflective journal (Teacher)



Teacher: Angela Cortés Date: 06/10/16 Group: 109



Objective of the session:

Write about their autobiography.

Date: 06/10/16 Time: 8:00am Class:

I. Lesson Planning

Did I...

have a warm-up activity? Yes, there was not enough time for warm-up.
scaffold the activities for the session? ✓
provide clear and achievable objectives? ✓ they were in the powerpoint presentation
Provides for closure of the lesson. ✓ - It was nice because they shared their writings, ideas and they were excited about it.

II. Instructional Strategies

Did I...?

introduce new material in a clear, organized manner? Everything included in PPT.
facilitate students' linking new knowledge to prior knowledge/new material to former material? PPT.
introduce material in a variety of ways? Tablets and audios.
address varying learning styles Visual and auditory.
address varying levels of Bloom's Taxonomy? Knowledge & analysis.
give clear directions and checks for understanding? Yes, there were 7 clear instructions
provide opportunities for students to practice Independently; In Small Groups; In Pairs? Independent & Pairs.
employ strategies to facilitate student learning and understanding by implementing activities that give students more responsibility for and choices in their learning - intentionally facilitating student autonomy? ✓
respond appropriately to student questions? Offers praise and encouragement? Yes, there were 3 students who finished first.
During all class and there were a lot of questions related to grammar & vocabulary.

III. Class Climate

Did I...?

promote mutual respect. All the time, no rude words are permitted
facilitate a positive climate that evidences promotion of individual student success/competence? -Yes.
encourage creative and critical thinking and risk taking? - Risk taking. They need to ask relevant questions
provide positive reinforcement (does not reward negative behavior with consistent attention)?
↳ Interesting questions, new info, etc.

IV. Assessment next page

Did I...?

allow for student self-correction? *There was 10 minutes for this task.*
 use rubrics designed with the class to insure consistency in scoring, provide guidance for student expectations, promote student ownership of activity? *→ Rubrics worked perfectly 😊*
 facilitate/ promote individual student self-reflection on student learning/metacognitive processing? *😊 ✓*
 facilitate the ongoing formative assessment process including **assessing for individual student learning during work time** and adjusting work time activities as appropriate? *→ Time was enough.*

V. Student Behaviors:

Did students...

follow established routines? *✓*
 engaged in class activities? *✓ There really liked writing about themselves.*
 ask and answer questions, taking risks? *✓ Demonstrate understanding of new/old material? ✓*
 demonstrate respect for teachers and peers?
 encourage and praise one another? *✓ but some of them did not congratulate to others*
 interact appropriately with peers and teachers? *OK. They are good friends*
 demonstrate creative and critical thinking skills? *Yes.*

Criteria: Y: yes N: not N/A

Short reflection:

This writing was kind of demanding because students needed to include a series of details about their families and themselves and they did not have it. Additionally some students needed a little extra time to finish it. Most of the students liked the activity topic and they had the chance of thinking about their future.

Taken an adapted from <http://goo.gl/QzIElp>

Helel
It was a nice class! 😊