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FOSTERING SELF-EFFICACY FOR DESCRIPTIVE WRITING IN A GROUP OF
PARTICIPANTS FROM THE SIXTH GRADE IN A1 LEVEL THROUGH
SCAFFOLDING STRATEGIES

Mejorar la Auto-eficacia en la Escritura Descriptiva en un Grupo de Participantes del grado
sexto en nivel A1 a través de Estrategias de Andamiaje.

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Research submitted in partial fulfillment of the requirements for the degree of Master in
English Language Teaching for Self-directed Learning

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Abstract

This qualitative study was conducted with students from Institución Educativa Simón Araujo, a public school in Sincelejo-Sucre, Colombia. The population for this study includes 16 students from the sixth grade between 10-12 years old, placed in A1 level (CEFR) of English language proficiency. The aim of this paper is to report the findings after implementing scaffolding strategies (learning logs and visual aids) to foster self-efficacy in English descriptive writing. The researcher used the principles of Grounded Theory to examine the different data gathered from several instruments such as students' learning logs, a researcher journal, checklists, a pre-test and a post-test, as well as descriptive texts produced by participants. Results revealed a positive and significant impact of the strategy in the development of self-efficacy in the writing skill. Participants developed awareness of the language learning process by identifying particular areas of improvement, monitoring their learning and progress, and setting learning goals. This project also suggests novel ways to implement scaffolding strategies (learning logs and visual aids) in regional and national contexts.

Keywords: Learning logs, self-efficacy, descriptive writing, self-monitoring, goal setting, self-directed learning, visual aids.

Resumen

Este estudio cualitativo se llevó a cabo con estudiantes de la Institución Educativa Simón Araujo, una escuela pública en Sincelejo, Sucre-Colombia. La población de este estudio estuvo compuesta por 16 estudiantes del sexto grado entre los 10 y 12 años de edad, niños y niñas con un nivel A1 de dominio de la lengua extranjera de acuerdo al Marco Común Europeo de Referencias para las Lenguas. Este reporte de investigación da cuenta de dos estrategias de andamiaje (bitácoras de aprendizaje y ayudas visuales) utilizadas para fomentar la auto-eficacia en la escritura descriptiva en Inglés. El investigador implementó los principios de la teoría fundamentada para examinar los diferentes datos recopilados de varios instrumentos tales como los bitácoras de aprendizaje de los estudiantes, el diario de campo del investigador, listas de control, un pre -test y un post -test, así como los textos descriptivos producidos por los participantes. Los resultados revelaron un efecto positivo y significativo de la estrategia en el desarrollo de la auto-eficacia en la habilidad de la escritura. Los resultados indicaron que los participantes tomaron conciencia de su proceso de aprendizaje mediante la identificación de áreas específicas de mejoramiento, la supervisión de su aprendizaje y progreso, y la formulación de objetivos de aprendizaje. Las implicaciones pedagógicas derivadas de este proyecto sugieren una propuesta viable para la implementación de esta estrategia de andamiaje (mediada por el uso de bitácoras de aprendizaje y ayudas visuales) en diversos contextos de enseñanza de inglés como lengua extranjera a nivel regional y nacional.

Palabras claves: Bitácoras de aprendizaje; auto-eficacia; escritura descriptiva, auto monitoreo, fijación de metas, aprendizaje autodirigido, ayudas visuales.

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Introduction

Learner- centered approaches transfer to learners the responsibility of managing their own learning. This affirmation represents the thinking of those educators who believe that learning is a personal choice rather than an imposition from others. Self-directed and self-efficient learners know how to manage learning, they set their own goals and are able to monitor learning, as they keep themselves motivated and are always open to knowledge. Thus, the role of the teachers and the educational system in general is to help learners take the responsibility for their own learning, and also to encourage them to achieve life competences and skills.

Thus, learning does not occur passively, the construction of knowledge requires the active participation of the learner. When learners actively participate in learning, they have more chances to develop knowledge and skills. For this reason, it is important for teachers to promote the ability of self-directed and lifelong learning in their students. Bandura (1993) states that “students’ beliefs in their efficacy to regulate their own learning and to master academic activities determine their aspiration, level of motivation and academic accomplishments” (p.117), therefore, applying Bandura’s self-efficacy on this paper is expected to have a positive impact on students’ academic performance given that self-efficient learners have a higher level of aspiration, motivation and commitment toward learning

This study explores the literature on SDL (self-directed learning) and self-efficacy and proposes that it is possible to improve the writing skills with two types of scaffolding strategies. Firstly, teaching with visual aids, as a dynamic teaching and learning strategy

and secondly, the use of learning logs to develop learning awareness. This research study has been implemented with a group of A1 (CEFR) sixth graders from Institución Educativa Simón Araujo, a public school in Sincelejo, Sucre, Colombia. The study aims at fostering self- efficacy in the writing skill by implementing scaffolding strategies.

Statement of the Problem

Improving participants' writing skills was the main motivation that fostered the development of this project. Students showed plenty of difficulties to write short texts in English, situation that was evident in the low performance of participants in exploratory and diagnostic evaluations, where most learners did not get satisfactory results in specific standards of writing according to the National Language Standards (2005). Students had problems with verb tenses, use of proper vocabulary and general grammar.

It was also observed that many students only write in L2 for academic obligations such as homework, and other type of class activities. Many others argued that the process of writing in L2 is more difficult because of the complexity of the language, and others commented that they do not write because it is not a skill as appealing as speaking.

This preliminary information motivated the researcher to explore alternative methods to approach the problem of the lack of motivation of the students and their low performance in writing. This constant inquiry led to the decision of implementing scaffolding strategies such as the usage of visual aids to teach writing and learning logs as a self-monitoring strategy. Thus, the researcher expected the learners to develop a higher degree of involvement in their learning process by allowing them to monitor their progress in the language.

Research question

How could self-efficacy for descriptive writing be fostered in a group of sixth graders in A1 level through the use of scaffolding strategies?

General Objective

To determine whether scaffolding strategies (the use of learning logs and teaching with visual aids) could foster self-efficacy in descriptive writing in a group of sixth graders in A1 (CEFR) level.

Rationale

This project aims to supporting participants in the improvement of their writing due to the difficulties they experienced while writing short paragraphs. The evidence was supported by the results from the first and second academic terms (2012), in which most students had difficulties in writing short texts related to specific writing standards. During the needs analysis stage the usage of a pretest also confirmed a mismatch between the English writing competence participants were supposed to have and the results obtained.

To solve these difficulties two scaffolding strategies have been planned; learning logs and visual aids for teaching descriptive writing. Learning logs are considered to be an important metacognitive strategy to help participants to reflect on their learning and decision-making processes. The researcher estimates that it is relevant to encourage students to develop skills to self-monitor their learning. This includes the capacity to identify areas of improvement. This fact is in line with Blanche (1998) who conducted research in the field of self-regulation of learning, in which, students have to develop skills to monitor learning. Blanche points out that with self-regulation of learning, learners are

able to identify their abilities and skills, monitor their progress and make assumption of what they can (or cannot yet) do with the skills they have developed.

On the other hand, scaffolding with visual aids may contribute positively to the teaching and learning environment by attracting students' interest, attention and imagination. This affirmation is coherent with Wright (1990) who adds that "pictures give contribution to students' interest and motivation, sense of language in context, and also stimulate students' ideas" (p. 19). Additionally, this fact is supported by the work of Thornbury (2004) whose findings revealed that the students' interest in the pictures contributed to a positive attitude toward learning given that pictures were helpful elements of motivation.

Therefore, applying scaffolding with visuals might contribute positively to improving the writing skills of the participants of this study. This fact is supported by the work of Kellner (2009) who has conducted inquiries on this field. For Kellner, visuals are "attractive resources that are able to help students to overcome their reluctance to write" (p.23).

Thus, the implementation of scaffolding strategies with visuals and learning logs is expected to be an innovative approach in this specific local context because it will be the first time a strategy like this is implemented with students from IESA.

This research report is divided into six parts. The introduction presents an overview of this study and the reasons for the selected strategy. The theoretical framework describes the main constructs, the review of the literature and the state of the art. The research design explains the type of study, the context in which it was developed, the participants, and the data collection instruments and procedures. The fourth part deals with the pedagogical

intervention and implementation while the fifth part describes data analysis and findings.

Finally this paper shows the conclusions pedagogical implications.

Theoretical Framework

This framework will provide a review of the literature on the main constructs involved in this research. The state of the art will report on some international and national inquiries conducted in the field of study. It is important to clarify that in this literature search not many local projects relating to this research were found.

Self-efficacy

The history of self-efficacy begins within Bandura's (1977) social learning theory, renamed social cognitive theory in 1986. One of Bandura's major concepts in his theory is self-efficacy. Bandura (1993) conceptualizes self-efficacy "as the belief or perception that one is capable of organizing and executing the actions necessary to succeed at a given task" (p.148). In Bandura's approach attitude is a key element; positive attitude related to how people feel, think, behave, and motivate themselves makes a big difference to breakthrough in life. On the other hand, negative or pessimistic attitudes, such as stress, depression, anxiety, and helplessness affect success. These reactions are conceptualized by Bandura (1977) as he states that "stressful and taxing situations generally elicit emotional arousal that, depending on the circumstances, might have informative value concerning personal competency" (p.198). Thus, a strong sense of efficacy facilitates cognitive processes and performance in a variety of settings, including the process of decision making and academic achievement.

Many other authors have also inquired on the field of self-efficacy. For instance, Murphy and Alexander (2001) refer to it as "an individual's judgment about being able to perform a particular activity" (p.50). Self-efficacy, then, deals with how people use their

capabilities to produce designated levels of performance over events that affect their lives. Such capabilities include cognitive, motivational, affective and selection processes.

For Snyder and Lopez (2007) self-efficacy is an important aspect of human motivation and behavior that influences the actions that can affect an individual's life, they define self-efficacy as “what an individual believes he or she can accomplish using his or her skills under certain circumstances” (p.45). These individuals’ beliefs are related to intrinsic motivation which is defined as the internal stimulus of an individual for doing or facing an activity or task for its inherent satisfactions rather than for some separable external forces.

Zimmerman (2000) has also contributed to the field of self-efficacy posing learning as “an activity that students do for themselves in a proactive way rather than as a covert event that happens to them in reaction to teaching” (p.64). In this sense, proactive learners are aware of their strengths and limitations and are able to monitor their behavior in terms of achieving their goals. Therefore, self-regulation refers to all the actions taken and oriented by the learner to attain goals, this actions includes self-generated thoughts, feelings, and behaviors (Zimmerman, 2000).

Various studies have explored the field of self-efficacy applied to the writing skill. For instance, a research project on self-efficacy applied to writing by Jalaluddin, Yamat and Melor (2013) and sponsored by the Faculty of Modern Languages of University Putra and the Faculty of Education of National University in Malaysia. This case study was aimed to understand how writing self-efficacy level contributes to the development of learners’ writing skills. The researchers were especially interested in finding whether self-efficacy beliefs would make an independent contribution to the prediction of writing performance in

a group of students from a rural secondary school in Malaysia. Findings in this study show that the rural learners as writers could be involved in the process of planning, drafting, revising and editing. The process of writing not only allowed them to find direction in their writing but they were able to understand the process involved in the writing of their composition too.

Another study was conducted by Parina and de Leon (2012) at the University de la Salle in Manila. The purpose of this study was to investigate if there was a significant relationship among language exposure, writing self-efficacy, and writing apprehension. This study was conducted with 64 respondents who were college freshman students at La Salle University currently taking up English communication at the time of the study. The study revealed that language exposure played an important role in the writing self-efficacy and writing apprehension of students.

Another important study was conducted in 2011 by Singh and Rajalingam. The purpose of this study was to determine the level of writing apprehension and how writing apprehension level and writing self-efficacy beliefs influences writing proficiency level among pre-university students. It was carried out with 320 pre-university students from Universiti Sains Malaysia. Findings indicated that the writing apprehension levels among these subjects were found to be average. Self-efficacy factors revealed an inverse relationship with writing apprehension level. The relationship between writing apprehension level and writing proficiency indicated that the higher the apprehension level the better the respondents performance.

In 2013, Sarkhoush from the Islamic Azad University of Shiraz, Iran investigated whether writing performance in students of English as a foreign language (EFL) was

related to self-efficacy in writing, writing apprehension, and attitude towards writing. In this study the author worked with 50 subjects (30 females and 20 males). His findings indicate that cognitive and emotional activities can deeply effects writing performance, as stated by Bandura (1993) “self-efficacy estimates might also be affected by somatic and emotional states” (p.117).

In the national context, Alvarez (2013) investigated about fostering self-efficacy in descriptive writing. She conducted her research with a group of students between 16-17 years old from tenth grade in a public school in Chía, Cundinamarca, Colombia. Her finding indicates that the usage of scaffolding with learning logs and pictures can foster self-efficacy in descriptive writing.

Alvarez’s study, in spite of exploring the same strategies, differs from the present research in the target population and the context. Her study included a target population of teenagers from tenth grade while this paper focused on children from sixth grade aged between 10 and 12 years old. Participants from Alvarez’s research had a previous experience of four years studying English, three hours a week, while students from this research studied English one hour a week in fourth and fifth grade.

Mendoza (2013) investigated about the role of goal-setting in the development of self-efficacy for personal writing. Mendoza conducted his inquiry with 15 participants from seventh grade in a rural school in San Bernardo del Viento, Cordoba. The study revealed that at implementing goal-setting students progressed and improved not only in self-efficacy but also in the development of personal writing.

Cardona and Novoa (2013) also explored the field of self-efficacy for writing skills. They investigated about the role of modeling strategies with a population of twenty

students from two different schools in Bogotá. Los Pinos bilingual school, and Colegio Integrado de Soacha, a state school. Their findings revealed that modeling strategies fostered the development of self-efficacy for writing through a gradual development of learners' autonomous and cooperative behaviors.

These three studies have provided valuable findings to support that it is feasible to develop self-efficacy through scaffolding strategies. First, Alvarez's study proved that learning logs and visuals improved the writing skills of her sample population, which validates the choice of the strategy proposed in this research. Mendoza, on the other hand, found that at implementing goal setting, participants improved self-efficacy and personal writing, fact that is in line with the theory that supports this paper, which, states that self-efficient learners know how to manage learning. Finally, Cardona and Novoa demonstrated that self-efficacy can be achieved, but it is also possible to achieve acceptable levels of self-directedness in the learning of the writing skill. This last fact is significant, since one of the emphasis of this paper is to promote self-efficacy in writing skills among the group of participants.

Self-monitoring and Metacognition

To become strategic learners, students should assume ownership for their learning and achievement outcomes (Kistner et al., 2010). This practice allows students to visualize their progress and make changes as needed, and adjust their learning strategies.

Self-monitoring is immersed in the concept of self-regulated learning, which is a process that assists students in managing their thoughts, behaviors, and emotions in order to successfully navigate their learning experiences. The notion of self-regulation has its origin in metacognition theory, which encompasses two domains of study: knowledge about

cognition and regulation of cognition (Brown et al., 1983). Knowledge about cognition refers to relatively stable information that human thinkers have about their own cognitive processes and those of others (Flavell, 1976). On the other hand, regulation of cognition involves self-regulatory mechanisms to regulate and oversee learning, such as planning, monitoring, revising, and evaluating, which are central to growth and change (Brown et al. 1983).

Self-monitoring, as stated by Reder and Schunn (1996) and Shimamura (1996) involves “accessing information about ongoing cognitive or affective processes, states, or memory retrieval and evaluating that information on either implicit or explicit criteria” (p.38). It means that in developing writing skills self-monitoring might involve a permanent reflection about what it is being written, how it is being written and what it is being written for.

Several studies about self-monitoring applied to writing skills in EFL/ESL have been carried out. For example Tsai and Lin (2012) developed a study in Taiwan. The aim of the study was to present an investigation about the efficiency of applying monitoring strategies (self and peer-editing) to writing among EFL (English as a foreign language) students at a Taiwanese university. It consisted of a qualitative and quantitative study that involved 35 Chinese-speaking EFL learners (8 males and 27 females). Findings in this study indicated that after applying the monitoring strategy, EFL learners pay more attention to aspects of writing, specifically focus, content development, organization, language style and conventions. It was also found that with self and peer-editing, these participants could enhance EFL writing proficiency.

Another study developed by Xiang (2001) in a university in Eastern China aimed to investigate the use of monitoring technique in 29 Chinese students' of English writing. The finding showed that the technique of self-monitoring gave students control over the feedback they receive. The results also showed that students can be trained to use self-monitoring in their writing to improve the organization of their compositions.

Sadeghi and Baneh (2009) investigated the effects of self-monitoring techniques and self-monitoring followed by pair and group peer feedback on Iranian EFL learners' writing improvement. This study was conducted with 54 low proficient female learners studying English for four years in one language institute in Baneh, Iran. This researcher developed a quantitative study in which they divided the participants into three experimental groups and a control group. Findings revealed that self-monitoring cannot affect low proficient learners' writing performance significantly and they recommended that EFL teachers, especially in Iran, change their attitudes towards teaching English writing.

All in all, self-monitoring never operates alone. It is necessary to highlight that other cognitive strategies of self-regulated learning also have an important role along with self-monitoring such as planning, self-motivation and goal setting. Therefore, in the field of language, self-monitoring creates opportunities for students to reflect on learning while they are developing language skills. This regulation is quite important, since the learner develop strategies to make the learning process more effective and efficient.

Scaffolding as a strategy

The term scaffolding belongs to Lev Vygotsky's socio-cultural psychology. In the teaching and learning setting, scaffolding is understood as the assistance and support a teacher gives a learner in a learning situation. Thus, scaffolding allows the learner to go

from one level of competence to a higher level; not only with the skills that learner owns, but with the inclusion of the skills that the learner is likely to develop during the process of scaffolding. McKenzie (2000) when referring to scaffolding states that “it provides clear direction and guidelines to reduce student confusion, explaining to them what to do to meet expectations, clarifying lessons or tasks, keeping students on task, and providing students with helpful resources” (p.58). For that reason, when including scaffolding as a strategy (the learning logs and visual aids), the researcher intends to help the students to reflect on learning while they develop the writing skill. Scaffolding strategies such learning logs might contribute to develop self-efficacy in the writing skills since they have been used in similar scenarios of teaching of the writing skills that will be described later.

Scaffolding with learning logs

Learning logs are diaries students keep to register their reflections about what they are learning and how they are learning it. Reid (1993) defines reflection “as a process of reviewing an experience of practice in order to describe, analyze, evaluate and inform learning about practice” (p.54). It is expected that with learning logs, learners can develop abilities to observe and reflect on their own learning, and to use monitoring for self-assessment and planning.

Learning logs are founded in reflective writing, in which a learner can reflect about the process of learning and how to make it more personally and useful. In reflective writing an individual makes a link between his experience and the course content and therefore clarifies the relationship between theory and practice. Reflection helps an individual to raise awareness of his own learning. Biggs (1999) points out that “a reflection

in a mirror is an exact replica of what is in front of it” (p.16). In other words reflection is a transformational process of the being.

There have been some studies regarding learning logs in EFL/ESL writing, such as the research project on the field of journal writings developed by Tuan (2010). This study investigated if journal writing enhanced the students writing skill in terms of fluency and accuracy. The quantitative research was conducted with 85 second-year students from two writing classes, in which one group was treated as the experimental group and the other as the control group. The findings indicate that journals were tools of motivation and reflection that allowed learners develop the writing skill while they were reflecting on learning.

Another significant study was conducted by Uduma (2011) at Joseph Ayo Babalola University in Nigeria and focused on the potential of journals as tools for equipping students with the necessary skills for their day-to-day learning in the classroom. Findings indicated that there is a relevant connection between the reading and writing gap. This connection has been identified as a resource for success and literacy development. According to this study, journal keeping offer students the opportunity to explore and express their thoughts and ideas about learning a language.

Porto (2005) conducted an inquiry at the National University of La Plata in Argentina with 95 subjects, Spanish-speaking college students between 19 and 21 years of age, who were enrolled in the English program of the Department of Modern Languages. The aim of this study was to analyze how subjects approach foreign language learning with learning diaries. The results of this study revealed that diaries were a vehicle for reflection

and autonomy in foreign language learning and that through these tools students could make decisions about monitoring their own learning.

The evidence obtained from the aforementioned studies clearly demonstrate that incorporating scaffolding strategies (learning logs) in this paper might allow learners to have a higher level of involvement in their own learning process. Also, they corroborate that reflective writing has a significant effect on the students' learning awareness by giving them the opportunity to reflect on their learning while they develop the writing skill in L2.

Scaffolding through the usage of visuals in descriptive writing

Methods and strategies for teaching foreign languages using visuals for productive skills have been vastly documented; most of them against the traditional models of ESL learning. Altman (1990) advocates that “language is primarily a continuum of sounds most often used against a backdrop of visual clues” (p.16). However, it is claimed that the assistance provided by visual images helps students activate prior linguistic knowledge, thus, increasing the effectiveness of the classroom teaching-learning process (Joshy, 1995). Several studies have highlighted the value of this strategy as described below.

In a study carried out by Vissa (1994), it was found that the use of visual aids improved teaching since the receptive stimulus provided by the pictures was essential to sustain students attention which means that the use of visual aids in teaching English is significantly advantageous.

In this view, Domin (2007) made a literature review about the application of visuals in several areas of teaching. She comments that visuals can enhance productive skills, and refers to Wright's work (1990), who lists some roles for visuals in speaking and writing:

- To motivate students to speak or write

- To create a context in which the language is being used
- To provide the student with information, to cue responses to questions, substitutions and sentence completions
- To guide spoken and written descriptions or narrations or dialogues
- To promote discussion and to provide reference

Thus, Wright (1990) adds that “pictures are excellent resources that contribute to students’ interest and motivation, sense of language in context, and also stimulate students’ ideas”. (p.23). Pictures can be used for both, receptive skills and productive skills. For instance, pictures used to support productive skills (speaking and writing) can help students to draw students’ motivation and attention, and make them participate in their learning process. Besides, pictures can create contextualized language learning experiences and elicit target information useful to handle conversations.

Joklová (2009) wrote her bachelor’s thesis titled “Using Pictures in Teaching Vocabulary”. In her work, she highlights the importance of pictures to teach vocabulary and produce various kinds of texts. Her findings indicate that pictures are excellent tools for the demonstration of meaning, especially regarding particular things. She also found that pictures have a positive effect on words retaining.

Sa’diyah (2010) conducted an action research study to improve students’ ability in writing a descriptive text through the use of a picture series-aided learning strategy. His subjects were a group of tenth grade students of a public senior high school in East Java. His findings obtained from questionnaires and observation checklists, revealed that the picture series-aided learning strategy was able to improve the students’ attitude toward the

learning process as well as their learning behavior in doing the writing tasks because classwork became more interesting to students when pictures were presented.

Another significant study was conducted in 2009 at the English Study Program of FKIP Riau University in Indonesia, which was aimed to increasing students' ability in writing descriptive paragraphs by using pictures. The subjects of this study were 28 students who wrote texts in two different cycles (before and after), in which they were provided with pictures. The findings indicate that by using pictures students of the first year increased the ability in writing descriptive paragraphs. The researcher also found that her students' scores in pre-test were lower than those in the post-test. After using pictures, the writer found a significant improvement in her participants' writing.

Descriptive Writing

Speaking and writing have always formed part of the English teaching curriculum, but they are taught separated or simultaneously according to the criteria of the teachers and their institutional requirements. Even though, the most obvious differences between writing and speaking have to do with the processes that writers and speakers go through. In face to face interaction, there is a little time between production and reception: while in writing the mental process to produce a text involves the chance to write and edit ideas. According to Harmer (2004) "in writing, however, the final product is not nearly so instant, and as a result, the writer has a chance to plant and modify what will finally appear as the finished product" (p.8). This difference makes writing a more complex skill to master because written communication is, in fact, more demanding than verbal communication. Learning to write, unlike speaking, requires systematic instruction and practice.

Such characteristics, unlike speaking, foster a different connection between the writer and the reader through their own senses of sight, hearing, smell, taste, and touch, as well as through their emotional feelings. In this way, both the writer and his reader asynchronously visualize common elements of the object being described.

In the present study, pictures are conceived as important resources for descriptive writing. The roles of pictures in teaching descriptive writing is unquestionable; not only they are valuable resources to draw students' motivation and attention, but also they are useful tools to foster contextualized language learning activities to stimulate imagination because they allow objective and subjective interpretation. With pictures, teachers can stimulate descriptive writing and speaking tasks, such as storytelling activities or discussions. Pictures allow a connection to the world outside the classroom. According to Heaton (1990), "in everyday life, students may sometimes be required to describe people, objects, places, and even processes" (p.107). Therefore, teaching writing with visuals is a way to stimulate meaningful learning since the learner can find a connection to his/her everyday life.

Various studies on the field of descriptive writing have been conducted. For instance, Ani (2010) at Sebelas Maret University in Surakarta carried out an experimental study aimed to know whether the clustering technique was more effective than direct instruction in teaching descriptive writing for a group of second semester students. The result of the study leads to the conclusion that students who were taught with the clustering technique had better writing ability than those who were taught using direct instruction. The findings imply that the use of clustering technique can affect student's writing competence.

Thus, it was proved from the research findings that these students produced more accurate descriptive texts than those who were taught using direct instruction.

Yudiati (2011) conducted an action research study at Wiraraja Sumenep University in Indonesia with first year students who had difficulties in writing descriptive paragraphs. The researcher assumed that with pictures students could develop their imagination and consequently they would be able to create better descriptive paragraphs. The finding of the research showed that with picture series students improved the ability in writing descriptive paragraph. Both, the pre-test and the post-test, marked a meaningful difference in the quality and extensions of students' descriptive writing.

Another action research study was carried by Hami (2010) at the Education faculty of Walisongo State Institute for Islamic studies in Semereang, Indonesia. This research aimed to solve students' difficulties to write descriptions by implementing scattering games. Findings indicated that there was a substantial improvement in students' ability to write descriptions. This improvement was demonstrated by the results from the pre-tests and the post-tests. In the post test students increased their scores in 80%. These results proved that implementing scattering games contributed positively to improve students' writing, because participants worked actively in the process of learning.

In the local context, Malaver (2012) investigated about authentic tasks to enhance descriptive paragraph writing in A1 CEFR students at Universidad de la Sabana. Students' low performance in writing motivated the researcher to conduct an action research study to identify the reasons of this phenomenon, analyze the factors affecting the students' writing learning process, and find a possible solution to improve their proficiency level. The researcher implemented the cognitive strategy of Practicing Naturalistically to help learners

to gain the confidence they needed to develop fluent writing through meaningful practice in context. The researcher found that the writing skill was the most unattended language skill among A1 students; as a consequence, they had poor performance in producing quality texts. She also found that authentic writing tasks add more meaningful value to empower students' writing skill because these kinds of tasks bring students to a more real communicative context.

In summary, this section has reviewed the main constructs associated with this research project. The literature review and the state of the art of the main constructs have shown relevant research that has been carried out locally and internationally. The next section will describe the research design that is aligned with the preceding theoretical principles and studies from the literature review.

Research Design

Type of Study

This inquiry has been carried out under the principles of a qualitative action research study, which is defined as a form of applied research that helps change practices in teaching and learning where the instructor is actually the researcher, with the aim of improving the quality of teaching and learning action within it. Carr and Kemmis (1986) describe action research according to three correlated areas of teaching: the improvement of practice, the improvement of the understanding of practice, and the improvement of the situation in which the practice takes place. Consequently, implementing action research in this study contributes greatly to examine the convenience of using scaffolding strategies in a group of students interested in improving their writing process. The present study fits well to the principles of action research, since it is a type of inquiry that deals with specific classroom-based situations that can be analyzed in short term.

Role of the researcher

The nature of this study defines the role of the researcher as an observer and also as a participant, since action research is a type of classroom inquiry in which a researcher actively participates in designing and implementing actions directed to improve a particular situation within the classroom. Burns (2003) states that “participant observation involves entering the research context and observing oneself as well as others in that particular context” (p.28). In this case, the teacher as a researcher and also as an observer becomes an active member of the process in which he explores theories, designs and implements methods, and measures the scope of his/her research action.

Context

The Institución Educativa Simón Araujo (IESA) is a public school in Sincelejo-Sucre; it is the oldest state school in the region (73 years). It has a population of 3000 students, most of them from a low socioeconomic background. Almost 75% of students come from a low social stratum, and 25% come from families with better incomes and economic conditions.

IESA is a point of reference for the quality of education in Sincelejo; it has been classified in the top three schools in Sucre for the last ten years. Many students from the school are considered outstanding students in the universities they attend. For example, in 2012 ten students were granted the Roble Amarillo scholarship by Universidad del Norte, this scholarship is granted to those students whose academic records in the last two years of secondary plus ICFES scores have been high. Many other IESA students also excel at soccer, baseball, skating and cycling.

The staff of teachers is very responsible and committed with their duties, the sense of belonging to the institution is one of the factors for the good scores in national tests. The language staff is committed with the quality of the instruction and all efforts are targeted to keeping the status of the school in the region. Unfortunately, language instruction in IESA elementary schools (5 in total) is the weakest area, mainly because English is taught by primary teachers who do not have the language proficiency, the expertise, pedagogical background and training to teach foreign languages.

Participants

A group of sixteen (16) sixth graders from the morning section of the school, with an average age of 11, evenly distributed in a 50% female and 50% male team. They were

selected according to previous analysis of their academic level in English which corresponds to beginners or A1 according to language standards of the Ministry of Education and the Common European Framework of Reference for Languages.

Another criterion for selecting this group of participants was the elementary school where they studied at least the 4th and 5th grade. El Minuto and El Progreso are two elementary schools that belong to Simón Araujo which are under academic control due to low level of academic achievements in the last three years.

Ethical considerations

The researcher sent a letter (Appendix A) to the Principal of the school asking for the permission to implement the research work with the group of participants from the sixth grade. Parents and participants were also consulted to take part of the project, they were asked to formalize their participation with their signatures of approval in consent letters (Appendix B).

Stages of Data Collection and techniques

Data was collected during from July to October, 2012. The researcher developed eight lessons plans with their corresponding lesson and worksheets; the length of each lesson was 60 minutes. During the implementation stage, the researcher used instruments focused on examining participants' self-efficacy beliefs, goal setting, self-monitoring and personal reflection practices. These instruments were pre-tests and post-tests, surveys, checklists, a researcher' diary, participants' written products and learning logs.

Description of Data Collection Instruments

Pre- test and Post test

Assessment is one of the most important aspects of teaching. The term assessment refers to a variety of ways of collecting information on a learner language ability or achievement. According to Fenton (1996), "an assessment is the collection of relevant information that may be relied on for making decisions"(p.22). Therefore, diagnostic assessment in language courses is related to the procedure to identify students' needs, and skills. It is a key tool used by language teachers in planning instruction and setting appropriate learning goals to provide valuable information that may be used by teachers and students to determine what students already know and can do or identify problems that participants have with the language. The value of diagnostic assessment in this study is represented in the data provided by the Pre-test (Appendix C) which consisted in assessing specific writing standards for the fifth grade (Appendix D). Finally a Post-test (Appendix E) was intended to assess the skills developed by the participants at the end of the intervention in relation to specific writing standards for the sixth grade (Appendix F). The assessment for both pre-test and post-test was analyzed through the use of a rubric (Appendix G). The criterion for implementing a pre-test and a post-test relies in the fact that it was needed to assess the writing skills students were supposed to have from the fifth grade and the new skills they needed to develop in the sixth grade according to the language standards from the Ministry of Education.

Surveys

A survey may focus on factual information about individuals, or it may aim to collect the opinions of the survey takers. For Burns (1999), surveys are used to gain responses related to specific issues and may invite either factual or attitudinal responses.

In this study, surveys had several applications. There was a preliminary survey to collect participants' data regarding resources for learning and studying habits (Appendix H). The researcher considered this data important since they provided valuable information about participants' resources and study habits and the way this information could influence participants' performance. Experts agree that great success in the field of knowledge is due to good and consistent study habits. According to Azikiwe (1998) "study habits are the adopted way and manner, when a student plans his/her private readings, after classroom learning" (p.45)

Checklists

Checklists allowed gathering self-assessment information for both, product and process. They offered participants an organized framework to monitor their own progress, to revise their work and reflect on learning along the development of the implementation, providing valuable data for analysis. Checklists were also used in this study as self-assessment techniques in which participants rated their own progress and performance in the tasks proposed by the researcher.

When planning the design of checklists there was not a unique model (Appendix I), this design corresponded to an eclectic choice and adaptation from different instructional sources based on the analysis of the participants' profile. Checklists were useful instruments to collect information about how participants felt about their own learning

process, how they evaluated their performance and achievement to develop a target competence level in their writing skill. This tool allowed the researcher to know the participants' self-regulation process when assessing their own progress. This was in line, with the theory of self-regulated learning, in which the individual is responsible of managing his own learning process.

Researcher's Diary or Journal

A diary study is an in-depth reflection on learning processes or teaching experiences regularly kept by an individual and then analyzed to look for recurring patterns or significant events (Bailey, 1990). This introspective tool in language research has been used in this study to systematically collect data on the participants' learning. Peachey (2008), on the other hand, points out that keeping a journal helps the researcher analyze and draw conclusions from data that will be collected

In this study, the researcher designed a format (Appendix J) to write reflective entries and keep valuable data and information during the implementation of this project. The journal was designed to provide the researcher with an instrument to reflect on the whole process during the study.

Artifacts

Since artifacts were participants' main product in each one of the intervention sessions of this study, these were considered as valuable instruments of data collection.

Throughout all the intervention learners wrote texts from visuals or pictures, they gradually moved from simple sentences toward more complex and elaborated texts. During

this process, the researcher evaluated learners' drafts and the final product in order to analyze the evolution of their writing (Appendix K).

Learning logs: Process and Structure.

Learning logs were the main instrument to collect data in this study. Learning logs allowed participants to keep records about their reflections concerning what they were learning and how they were going about learning it.

This type of technique is documented by Rae (2004) and as he explains, it is the most effective way of:

- Determining what the participants have learned.
- Giving the learners time to reflect on their learning during the program prior to their completion of their post-training personal action plan.
- Getting useful feedback in an organized manner, to help with future training planning, and
- Ensuring trainees and learners follow-up their training with relevant actions to apply, improve, develop and reinforce learning attained.

When designing learning log formats (Appendix L) the researcher kept in mind two main purposes: (a) to facilitate participants' reflection about their understanding and learning of the subject matter, (b) capture participants' perceptions of the learning strategy they were using.

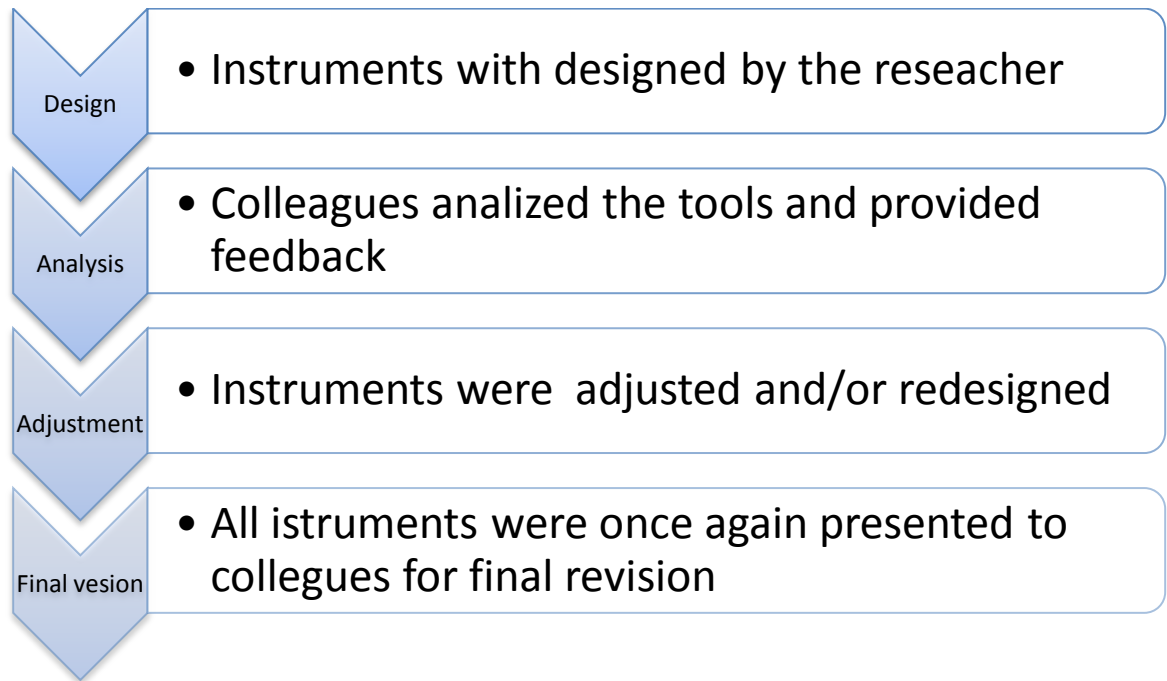
At implementing learning logs the researcher explores the ability of participants to track cognitive strategies and meta-cognitive abilities. Literature review support the fact that learning logs enable students to demonstrate increasing awareness of their own learning and abilities to process concepts. This way, students learn how to relate new

knowledge to prior knowledge. At this regard, (Wenden, 1995) refers to learning logs as “learning strategies” because the act of keeping learning logs activates both self-reflective strategies and self-regulatory skills.

Validity and Triangulation

Triangulation is a method used by qualitative researchers to check and establish validity in their studies by analyzing a research question from multiple perspectives. The researcher first needs to revise the appropriateness of each instrument for the purpose of the study; it means that data collection instruments were selected in order to fit the characteristics and needs of this study. It was necessary to decide if they were the proper tools to address. In the validation stage, each instrument was designed by the researcher and was later shared with colleagues for evaluation. As a result, some pertinent adjustments were made. This action consisted in presenting the data collection instruments to teachers with more experience in the field of ELT research; they analyzed the tools and provided feedback in order to improve them. The following illustration shows the analysis of data collection instruments.

Table 1: Data collection instrument design process



In the triangulation process, data extracted from the instruments were contrasted and compared in order to find meaningful patterns that enabled the researcher to interpret and analyze data. Firstly, the researcher collected and read learning logs from participants. This action provided valuable information to know if participants were answering the questions regarding their performance according to the tasks the researchers assigned. Secondly, observation, registered in the diary, allowed the researcher to gather data from the students' interactions. Finally, writing tasks and products from the students allowed the researcher to analyze the advances in the process of learning by contrasting and comparing the students' production

This section has described the type of research design, the researcher's role, the characteristics of the context and participants, and the data collection instruments and procedures. The next section will present the pedagogical implementation and intervention designed to carry out in this study

Pedagogical Intervention

Objectives of pedagogical intervention

The pedagogical intervention trained participants to be able:

- To apply self-monitoring skills by setting achievable learning goals to improve their writing skill.
- To develop self-monitoring skills by keeping records of learning experiences in their learning logs.
- To develop participants' awareness of their strengths and weaknesses when writing short descriptive texts.

This pedagogical intervention describes two main stages carried out in this study: the instructional design and the implementation of the scaffolding strategies (teaching with visual aids and learning logs). Additionally, the section reports on the adjustments made within the implementation.

Instructional design

Developing self-efficacy of the writing skill through scaffolding strategies required the incorporation of dynamic approaches to teach the communicative feature of the language. That search required a review of the methods and approaches for language teaching which resulted in the choice of Communicative Language Teaching (CLT) and Task-based language teaching (TBLT). The rationale behind the choice of CLT and TBLT is related to the specific features of these approaches. In CLT the goal of language teaching is to develop communicative competence (Hymes, 1972) while in TBLT the purpose for language instruction is to enable learners to do things using language (Nunan, 1992). These

characteristics made possible to design tasks to teach the communicative purpose of writing rather than teaching participants to write with accuracy.

For the implementation, the researcher planned a timeline (Appendix M) for data collection process. This timeline extended from July 9th to September 30th covering two academic terms of 2012 (third and fourth terms). It contains work patterns from the socialization stages till the reports of findings. Each week of the timeline covered three (3) hours of classwork, but self-study added up three more hours of independent work. During this time surveys were applied, eight lesson plans with learning logs were implemented, participants produced artifacts and analysis of the data was conducted to determine findings.

Classroom sessions were held three times a week Tuesdays, Wednesday and Friday, with 180 minutes of classroom work per week. The language for instruction was a combination of English and Spanish, mainly because the nature of the tasks required the teacher to use the mother language to clarify some concepts participants found difficult to understand in English given their current language level. Every classroom session had the following stages: warm up and motivation, and presentation of the topic and content with modeling, but adapted to descriptive writing. In this way, lessons were introduced, studied and practiced.

Usually topics and contents were first introduced in the classroom session along with the learning logs and the self-assessment checklist participants had to keep in their portfolios.

Resources used in the implementations were facilitated in part by the school library that provided samples of *Side by Side 1* student book published by Pearson Longman

(Molinsky and Bliss, 2001). Other resources were facilitated by the researcher like flash cards, worksheets (Appendix N), posters, audio, and video. The school also provided the computers for participants to do online work.

Lesson plans followed a model provided by Universidad de la Sabana, which was adapted from Dr. Joan Rubin's lesson planner (Appendix O). This lesson plan covers the most important aspects of a class preparation format, including subject identification, time of instruction, level of competence, lesson and type of goal (language and learning) with their respective type of assessment, material and resources and a complete distribution of the lesson time.

The researcher designed assignments or homework participants had to do at home. This was convenient to the participants as they had more time to complement class sessions. Though definitions of homework can vary, Cooper (1989) defined homework as "tasks assigned to students by school teachers that are meant to be carried out during non-school hours" (p. 36). It is thought that the value of independent work, assigned as homework, influences positively students' academic achievement, in so that homework might provide students with opportunities to engage in a range of self-regulation practices. According to Corno (2000), children who complete homework outside of school often develop an aptitude for academic work through extra practice and are responsible for regulating their own behavior.

As part of the adjustments, the researcher had to incorporate a preliminary lesson training stage in which students were instructed to use the English dictionary and identify the parts of the speech. A lesson plan about how to use the English dictionary was needed because of the lack of participants' expertise with this resource. Its purpose mainly focused

on the productive use of dictionaries, mainly due to conceiving the dictionary as an important and valuable device for effective vocabulary learning.

This lesson plan also involved training on parts of the speech since most of the participants could not define and make a distinction of the functions of a word. A common situation that the researcher usually observed during classes was that when participants found an unknown word in a text, they failed to infer the meaning through context and had difficulties identifying the multiple meaning words. Situations like this made necessary to instruct participants in how to identify and differentiate parts of the speech.

Implementing scaffolding strategies

In this study, scaffolding instruction aimed to examine the role of visual aids as a scaffolding strategy to support the development of the writing skill and to determine how learning logs could be used as scaffolds to guide participants from dependent to independent behaviors and self-regulated skills in their L2 descriptive writing process.

Teaching writing with visual aids

The implementation of visual input followed the Task -based learning approach as follows:

Pre-task

The teacher introduced the topic and handed in the visuals to the participants, as they got clear instructions on what they will have to do with them.

Task

Participants completed the task (Appendix P) individually using the target language, the visuals, and other resources like dictionaries and the internet.

Planning

Participants planned their tasks with the support of the teacher who answered questions and collaborated when they asked for advice to clear up any language questions they could have. It was in this stage that leaning logs were used by participants in order to keep a record of what they have learnt and how they were learning it. A sample of a student's learning log is displayed in Appendix Q

Report

Participants then shared with the rest of the class their work. This work took many forms; they were generally conducted with a show and tell activity, which means a common classroom activity to teach young children the skills of public speaking. Participants elaborated big posters or any presentations on the internet or computer using MS Power Point™, Prezi™ or any other software they felt comfortable with. They stood in front of the class and presented their work. Participants also used the bulletin boards to display their works. These boards were placed in the classroom and also on the walls of the cafeteria where many others students could read them.

Using learning logs

Learning logs, viewed as a scaffolding strategy, were useful data collection instruments to assess students' metacognitive development. By using this instrument, participants were prompted to think about their own learning process and have them think about the steps they were taking towards the objectives set in the study. This, according to Flavell (1976), fosters the interaction between meta-cognitive knowledge, meta-cognitive experiences, goals and strategies.

With learning logs, participants were asked to write their impressions about how they were approaching their learning of descriptive writing. Thus learning logs were functional instruments for the research because they could expose participants perceptions and also misperceptions of their own learning processes, as well as reveal how they were responding to the way the material was being implemented.

At the beginning of the implementation, participants were confused about what a learning log was used for and they expected the teacher to grade their learning logs. It took a couple of class sections to teach participants that learning logs were tools they keep as journals to register reflections about their learning progress. Once they understood the rationale behind learning logs, they were given a folder in which they kept them.

The next step was to motivate participants to set achievable goals in relation to their expectations toward the learning strategy in each class. These goals provided orientation to determine participants' progress and focused on their self-efficacy and achievement as could be read in some entries. This reflection on learning is coherent with Boud et al (1985) who believe "that reflective writing may promote learning" (p.359)

In conclusion, all the activities for this research study were carefully planned, designed, executed, controlled, guided and evaluated to fulfill the aims of the project and to help participants foster self-efficacy in descriptive writing practices. All in all, this section has described the pedagogical intervention and the description of the instructional design. The next section will present the data analysis.

Data Analysis

This section presents the data analysis and the findings that emerged from the analysis. It will provide a description of the method and the procedures followed in this research study, including results from the analysis of the data to answer the research question.

Data Analysis Method

In the data analysis stage the researcher applied the Grounded Theory approach, developed by two American sociologists, Barney Glaser and Anselm Strauss, as a new way to develop theory in their discipline. In the Grounded Theory there is a systematically search of qualitative data aiming at the generation of theory through a research process to discover categories, concepts, properties and their dimensions (Strauss & Corbin, 1990). These features of Grounded theory make it the proper method for this qualitative study since it focuses on social interactions or experiences to explain a process, not to test or verify an existing theory. Therefore, the researcher considered that grounded theory would fit the characteristic of this qualitative action research.

Data Management and Procedures of Data Analysis

In order to have a systematic administration of the data, the researcher provided participants a folder for storing and keeping their learning logs, checklists, surveys and artifacts. Each folder with the name of the participants was stored and kept by the researcher and only given to participants for classroom work or when the researcher considered necessary to let the participants work with the folders at home. It is necessary to clarify that in spite of storing and keeping each participant's folder, the researcher only

shared information with the owner of each folder, and when writing the research report none of participants' names were used in order to respect the anonymity of the participants, they were identified as P1 or P2 and so on.

With the information gathered at the data collection stages, the researcher identified emerging patterns that were subsequently labeled, organized and classified into general codes and categories in relation to the research question

The reduction of data eliminated data not relevant to the analysis, and also extracted the data that was relevant. Miles and Huberman (1994) state that: "data reduction is a form of analysis that sharpens, sorts, focuses, discards, and organizes data in such a way that "final" conclusions can be drawn and verified". (p.89). The researcher had to carefully select relevant data in order to organize and reduce it in themes or essences. This data reduction observed the procedures of open, axial and selective coding.

Coding

Coding in qualitative research is one way of exploring bits of information in the data, and looking for similarities and differences within these bits to categorize and label the data (Padgett, 1998). Then, coding is an inductive and reductive process that organizes data, from which the researcher can then construct categories and descriptions. In this study, the researcher examined raw qualitative data in the form of words, phrases, sentences or paragraphs and assigned codes or labels. Strauss and Corbin (1990) identified two three types of coding: open coding, axial and selective coding.

Open Coding

Open coding refers to the process of generating initial concepts from data (Strauss & Corbin, 1990). In open coding there is a process of breaking down the data into separate units of meaning. It takes place at the beginning of a study with the initial process of generating concepts from data. The main purposes of open coding are to conceptualize, label and categorize individual phenomena. On the other hand Strauss & Corbin (1990) refers to open coding as the analytical process through which concepts are identified and their properties and dimensions are discovered in the data.

The researcher used open coding to identify relevant patterns or themes in each instrument; it was necessary to read and revise each participant' learning log and to assign codes in participants' responses. As part of categorizing the researcher used color in order to discriminate patterns; for instance, common patterns were identified with the same color (Appendix Q).

Axial Coding

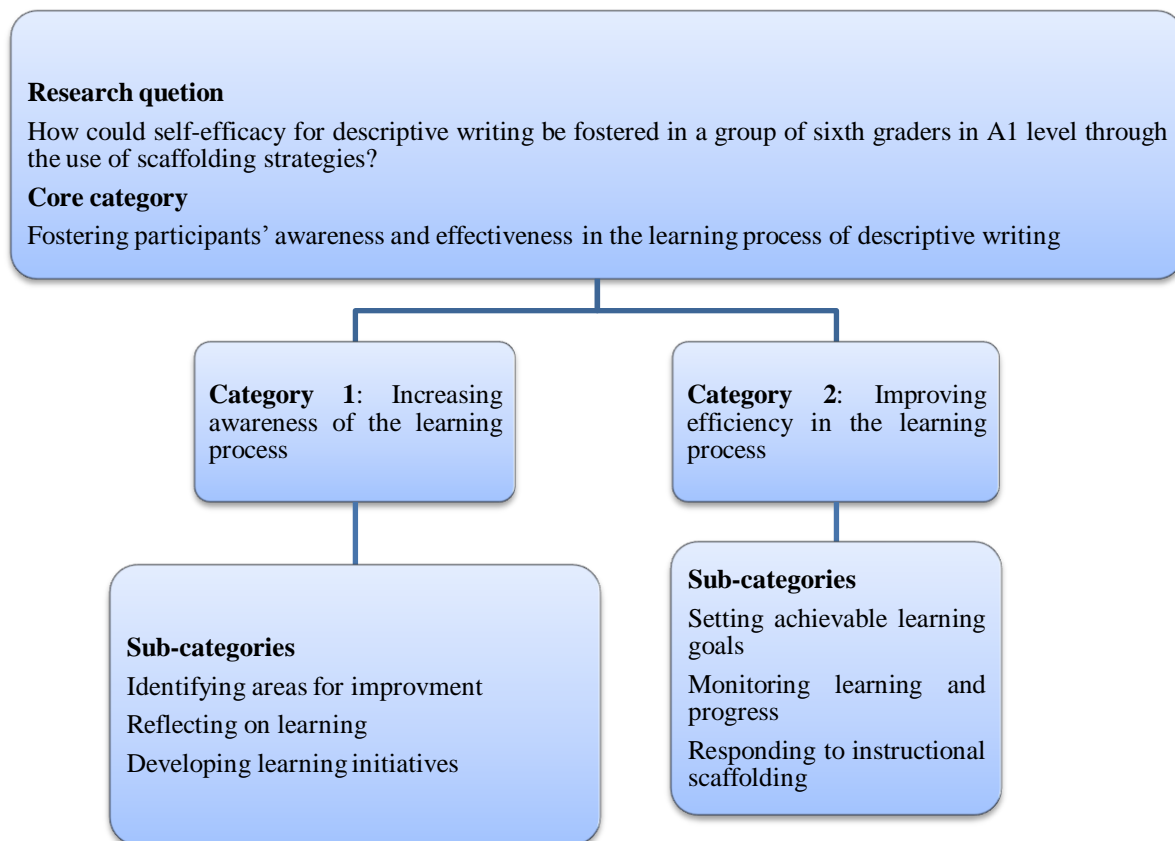
In axial coding there is a creation of concepts, for this, the researcher reduced the number of codes and gathered them together to show a relationship among them. In this way, axial coding is a procedure through which concepts or categories are related to each other to define a core category (Corbin and Strauss, 1990).

Two main categories then emerged after sub-categories were established in order to continue the reduction of data into more concrete concepts. The categories that emerged from the data analysis were organized and codified in order to respond to the research question. The organization of the research question in relation to categories and subcategories followed a hierarchically displayed in Table 1.

Core Category

To arrive to this core category, the researcher read participants` learning logs and identified common patterns which were organized into categories. Category one encloses the learners` awareness of their own learning process, while category 2 deals with the strategies the learners used to make their own learning process more efficient. Both categories worked together to answer the research question; learners developed awareness of the language learning process and had fostered effectiveness in their individual learning. Table 1 shows display a detailed analysis of this core category in relation to the research question and the interrelation between the categories and sub-categories.

Table 2: Final Categories



The subsequent paragraphs explain the subcategories that emerged from the data analysis and the corresponding illustrations from the findings.

Findings

During the codification process, emerging patterns were organized according to common characteristics so that they formed categories and sub categories as illustrated in table 1. Each category is divided into three subcategories, each one containing the finding from the data analysis process.

Category 1: Increasing awareness of the learning process

This category is aimed to present the findings regarding the level of learning awareness participants developed in relation to identifying areas for improvement, reflecting on learning and developing learning initiatives.

Sub-category 1: Identifying areas for improvement

This subcategory emerged after analyzing participants' pieces of writing, in which errors in vocabulary and grammar were identified. The reflection participants wrote on their learning logs evidenced awareness of their difficulties or weaknesses.

The preliminary test evidenced wrong use of words and orthographic problem. For instance, many participants pluralized the adjective as in Spanish. The following sentence is an example: "*In the picture I am wearing blues pants*" or "*the apples on the tables are reds*". (Participant 3 excerpt from pre-test).

Lott (1983) stated that "most of the errors in the corpus are due to transfer of structure from L1 to L2" (p.45), situation that was clearly found in this study. For example, a common transfer error was associated to the use of verb TO BE, which was replaced by

HAVE when expressing the age as in “*My sister Elena has 4 years old*” or “*I have 12 years*” (Participant 4, excerpt from pre-test).

Moreover, through the learning logs, learners mentioned their weaknesses in the aspects that needed further practice. Learning logs helped participants to identify what they have learned and the areas in which they needed to improve. This fact is coherent with Hiemstra (2001), who states that “these learning tools can help learners in their personal development and ability to examine new knowledge in critical ways” (p.21). Excerpts from students’ learning logs support this finding.

Table 3: Learning logs excerpts: Identifying areas for improvement

Comenta en tu bitácora los resultados de la evaluación diagnóstica. Haz una reflexión sobre los mismos .

P.1: En el examen debía utilizar vocabulario que no me enseñaron en quinto, yo reconozco que tengo muchas problemas para escribir en inglés porque yo no sé (conozco) muchas palabras

P.2: Me fue muy mal porque no sé escribir las palabras correctamente y se me dificulta armar frases (oraciones) quiero salir bien en los exámenes de escritura en inglés pero que me enseñen primero a escribir en inglés

P.3: No me fue mal sé cuáles son las palabras para el examen, el problema es que no las sé escribir muy bien, por eso es bueno que el profesor nos enseñe a escribir bien las palabras en inglés.

In the previous excerpts, participants portrayed their difficulties in the pre-test by writing their reflection in their learning logs. They reflected about their weak points and the ways through which, they could overpass these difficulties.

Sub-category 2: Reflecting on learning

During the implementation stage, students were actively involved in the learning process, making comments on their learning logs. These findings are contained in participants' learning logs, as shown below.

Table 4: Learning log excerpts: Reflecting on learning

Comenta en tu bitácora los resultados de la evaluación diagnóstica. Haz una reflexión sobre los mismos .

P1: Ya no escribimos oraciones, ahora estamos trabajando imágenes con mas personajes y mas acciones y escribiendo párrafos. Al principio me era bastante difícil escribir porque me equivocaba porque no sabía las palabras que iba a utilizar en inglés, después que el profesor nos enseñó a usar el diccionario de inglés me fue mucho más fácil escribir porque solo tenía que buscar las palabras en el diccionario de inglés pero otras veces ya me había aprendido las palabras y no tenía que buscarlas otra vez en el diccionario de inglés. Otra cosa que me parece bueno es que a pesar de que me equivoco cuando escribo, ya no es como al principio, en ese entonces me iba muy mal, pero ahora escribo un poco mejor y sin tanto usar el diccionario de inglés

P.2: El trabajo es más complicado porque ya no escribo oraciones sino párrafos más largos y tengo que usar más el diccionario porque el profe no nos da el vocabulario como al principio. He aprendido a revisar lo que escribo y a compararlo con los trabajos de mis compañeros y a corregir de acuerdo a las notas en colores que me escribe el profe en el cuaderno

P.3: El trabajo con las imágenes que el profesor nos entrega es muy bueno, sobre todo cuando hay que redactar las diferencias entre las imágenes A y B, es fácil porque uno compara y escribe, ya que ya tiene el verbo y uno solo tiene que ver que se están haciendo acciones diferentes por personajes diferentes. Al principio yo no podía hacer esto porque no sabía cómo hacerlos pero ahora he aprendido bastante y les explico a los que no saben mucho

Reflecting is essential to the learning process. It helps learners to monitor their performance and evaluate their academic progress. Boyd and Fales (1983) state that “the act of reflective learning is personal and implies metacognitive competencies” (p.45), and in this study, through self-monitoring students could differ critically between their former level of writing competence and their current level of performance in writing.

Sub-category 3: Developing learning initiative

This finding evidenced that participants benefited from observing and comparing their work with other students' work. Schunk (1989) states that "by observing others like themselves perform tasks; individuals make judgments about their own capabilities" (p.34). This kind of behavior of observing and imitating others is beneficial for participants with low level of writing. According to Bandura (1977) "a person can watch another perform and then compare his own competence with the other individual's"(p.177), and this study revealed that comparing their work with their peers', students could improve their artifacts, as such practice gave them elements to revise and edit their works:

Table 5: Researcher' journal: Developing learning initiatives

August 13 2012: Today we had a composition activity, participants were asked to bring color pens, dictionaries, they were assigned to write about their pets. For this, they used pictures and drawing they made about their pets. As they finished their writings, they published them on the bulletin board. This activity brought a positive feedback because participants stood up in front of their peers' work and tried to imitate and even improve what the other wrote.

Students' learning initiative was also displayed when they were prompted to participate in peer-assessment practices. There was a pedagogical rationale underpinning this practice, in so that participants were distributed with the intention to take advantage of the students' competence levels. Thus, strong and weak students were teamed up in the first stage, and later, as they had gained more experience in peer-assessment, couples were reorganized according to similar levels of performance. In this assembling, participants developed a similar task with different peers.

Table 6: Researcher's journal: Developing learning initiatives

August 24 2012: it seems to be that the organization of pairs with different level of performance had a positive feedback on participants with a less level of descriptive writing skills, because when they were reorganized to perform a similar task, they felt more secure and willing to work without hesitation. Note
*It may be a source of self efficacy

This positively impacted students' performance due to the discovery of positive models found in their peers, who guided them through the task. Driscoll (2000) reports on the benefits of positive feedback, as an essential component in students' learning. Peer feedback, as a scaffolding strategy demonstrated to play an important role in learning, because it helped students to enhance their self-confidence and to believe that they could perform tasks successfully.

Category 2: Improving efficiency in their learning process

This category is related to participants' perceptions about individual learning process to develop descriptive writing skills. The implementation of strategies to raise students' self-efficacy to develop descriptive writing skills was not an easy task. At the beginning of the project, the researcher had to dedicate some sessions to show the educational benefits that self-directedness could give to the class and to the participants' progress. First they had to learn how to keep a learning log, how to write their own ideas in it. They were explained that most of learning happens even without teaching, even though

most parents and participants were afraid that this methodology may delay the English performance of participants.

Sub-category 1: Setting achievable learning goals

In this study, goal setting has been an important component of participants' motivation, self-regulation, and achievement. From the first moment of the implementation participants were motivated to establish real achievable goals. According to Marshall (2002), “when teachers help students identify short-term goals, they are helping learners take charge of their learning” (p.42). Therefore, when setting goals participants also involved deeply in the process of monitoring their own learning. Participants' excerpts illustrate this finding.

Table 7: Learning log excerpts: Setting learning goals

¿Qué esperas aprender? Y ¿Cómo deseas presentar la actividad?
<p>P1. Describir los miembros de la familia en un poster</p> <p>P2. Aprender vocabulario sobre la familia y hacer una cartelera sobre my familia y exponerla en inglés</p> <p>P3. Hacer una presentación en PP y presentarla en inglés sobre todos los miembros de mi familia</p> <p>P4. Hacer un trabajo con carteleras y exponerlas sobre la familia, las profesiones etc</p> <p>P5. Utilizar nuestra creatividad y hacer una cartelera sobre la familia y luego exponerla</p>

These excerpts show that participants had expectations about the class and the necessary actions to achieve goals. In the project, participants were given the chance to set goals. This kind of monitoring strategy helps students to become goal-oriented. This way, they felt more motivated and willing to improve their competence not only in descriptive writing, but in other language areas. As Bandura (1993) suggests, “goal setting affects our

level of motivation, our beliefs about what we are capable of learning or the level at which we are capable of performing, and our own self-evaluation.” (p.146). As a result, students’ ability to set goals keeps them focused on tasks and helps them monitor their progress.

Sub-category 2: Monitoring leaning and progress

This subcategory emerged from participants’ behaviors and outcomes that demonstrated the progress in their learning process. As participants monitored their learning process, they became more actively involved in their competence in writing. The following excerpts from participants’ learning logs show several instances of the monitoring process held during the implementation.

Table 8: Learning log excerpts: Monitoring learning and progress

En esta guía estudiamos el tema relacionado con la familia, las actividades y asignaciones giraron alrededor de este tema, comenta brevemente como te sentiste y lo que lograste aprender y como el trabajo de esta manera, en clase y en tu casa, te ayuda a aprender más sobre este tema

P1. Yo logré aprender a utilizar más mi creatividad, cuando hice las carteleras siento que no se me olvida lo que aprendí y que pongo en práctica el vocabulario acerca de los miembros de la familia y a describirlos

P2. Me gustó porque cuando trabajo aprendo mucho más que cuando me dictan la clase. También aprendí a redactar escritos cortos sobre mi familia, no me quedo como el del profesor pero estuvo bien para mi

P3. Aprendí a ser más creativo, esta actividad fue muy importante porque tuve que hacer todo por mí mismo y no esperar a que el profesor me explicara todo

P4. Quiero decir que nadie me ayudó a hacer mi trabajo y a pesar de que no me quedo bonito y que los compañeros se reían, me sentí bien porque lo hice yo solita y nadie me ayudó

P5. Aprendí a ser más creativo, el computador no es solamente para Facebook y música y películas también para hacer cosas importantes como usar prezi, también aprendí el vocabulario sobre los miembros de la familia

As participants monitored and reflected on their own learning process, they became more actively involved in the process of improving their competence. Self-monitoring gave participants control over learning and understanding of the instructional goals. This vision

of self-monitoring is coherent with Zimmerman's approach (1992), in so that it indicates that "self-monitoring improves self-efficacy of the learning process" (p.89). Thus, the learning process becomes efficient and effective.

Sub-category 3: Responding to Instructional Scaffolding.

This subcategory reveals the findings related to the two scaffolding strategies implemented. Firstly, the findings from scaffolding with visual aids are reported, and secondly, the ones derived from the implementation of learning logs.

Responding to Scaffolding with visual aids

Implementing scaffolding with visual aids helped participants to take active part of the classroom activities. This resource increased participants' motivation and learning interest, attention, self-confidence, imagination and creativity and contributed to improve writing skill. These findings are explained below:

Participants felt more motivated toward the activities implemented in the classroom. The usage of visuals also promoted participants' positive behavior toward the learning process. As Hill (1990) stated, "pictures or visuals could bring not only images of reality, but can also function as a stimulus in the class" (p.23) because pictures can increase students' motivation, use of language, and their involvement in learning. Table 9 illustrates participants' responses.

Table 9: Learning log excerpts: Scaffolding strategy with visuals

¿Qué concepto te merece el uso de imágenes en la clase de inglés?
<p>P1. Me gusta trabajar con las imágenes que proporciona el profesor porque siento que trabajo más motivada y con más ganas.</p> <p>P2. El trabajo es mucho mejor porque cuando vemos los videos y las imágenes uno siente que puede hacer el trabajo y no es como cuando uno trabaja sin estos recursos.</p> <p>P3. Me parece una buena estrategia ya que lo motiva mucho a uno para hacer el trabajo en clase, sobre todo que uno puede colorear, escribir, volver a hacer la descripción después que el profesor corrige.</p>

Scaffolding with visuals also increased students' attention, participation and interaction during the class activities. In this view, Arsyad (2002) states that “the attention function of visual media is that they attract and focus students' attention to concentrate on the lesson material” (p.83). As students used visuals, they were willing to participate in the tasks:

Table 10: Researcher's journal: Scaffolding strategy with visuals

<p>September 8th 2012: The implementation of scaffolding with visual aids is a positive strategy since students are more focused in class activities and work. Even, those who were reluctance to classwork seem to enjoy the activities</p>
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Visual aids were also a source for developing participants' self confidence. It is important to highlight that with the usage of these resources, participants felt more confident to write. Even those participants, who were not very proficient in writing or

reading, liked the idea of working with visuals to understand and memorize new language. Participants agreed that the input from visuals was considerably more comprehensible and served to remove fear or boredom that sometimes comes from of understanding very little in class. Drawing on Krashen's affective filter hypothesis (1985) the value of self-confidence is highlighted "as students (or performers) with self-confidence and a good self-image tend to do better in second language acquisition" (p. 31). On the contrary, those students who are nervous, scared or bored in class will have few chances to learn neither subject content nor new language, even if the input is comprehensible for the rest of the class. The learning supports logs this finding:

Table 11: Learning log excerpts: Scaffolding strategy with visuals

¿Cómo te sientes al trabajar con imágenes en la clase de inglés?
<p>P1. Antes sentía que no quería trabajar porque me daba mucho temor hacer mal las actividades, pero ahora con las fotocopias de los nuevos talleres que nos entrega el profesor puedo escribir mejor ya que escribo con referencia a lo que veo y no tengo que escribir de la nada.</p> <p>P2. Ahora siento más ganas de trabajar porque el trabajo se entiende mejor. Es una ayuda importante ya que me ha servido para guiarme, por ejemplo cuando describía mi animal favorito, usaba el diccionario para buscar el vocabulario que veía en la imagen y así se me hacía mucho más fácil escribir en inglés.</p> <p>P3. Me gusta trabajar con las imágenes en fotocopias y en el computador porque siento que es más fácil para escribir ya que una está viendo las situación en la imagen y puedo identificar el vocabulario que voy a necesitar para escribir.</p>

A third finding indicates that visuals play a very important role in language teaching because they are a stimuli for students' imagination and creativity to make inferences, predictions and suppositions about the world surrounding the pictures. According to Hornby (1995) "a picture is a media that can help students develop their ideas writing" (p.871), and in this project, students were able to write more vivid descriptions of the topic with the use of pictures. They were able to write with more detailed information such as the

colors, the position, the shape, etc. of image. This means that the usage of pictures was a stimulus that helped students to improve their writing.

The nature of the tasks provided by the researcher during the implementation stage allowed participants to use their imagination to write more complex compositions. For instance, one of the tasks implemented in the class consisted in writing a free composition. Instructions indicated that participants had to design a visual story from different pictures they could select, by cutting and pasting from old magazines, books, newspapers, comics and other sources the researcher provided. After that, participants had to write a composition regarding the action portrayed in the visual story and then share it with the rest of the class. Participants reported perceived usefulness of this task because they found pictures more colorful, authentic, and more attractive (see Table 11).

Table 12: Learning log excerpts: Scaffolding strategy with visual aids

Qué opinión tienes de la actividad en la que el profesor te entregó diferentes imágenes para armar una historia y luego crear una composición?
<p>P1. Me gustan los ejercicios de escribir libremente porque puedo escribir lo que quiero y no me tengo que guiar de ningún ejemplo. Me parecen bien porque puedo cambiar los colores, agregar imágenes, recortar y pegar lo que quiera.</p>
<p>P2. Me pareció una actividad muy dinámica en la que pude expresarme libremente, caminar por el salón e intercambiar imágenes por la que más me gustara o necesitara. Escribir fue un poquito más difícil pero escribí un texto que estaba muy relacionado con la historia que armé.</p>
<p>P3. Estas actividades son muy buenas porque lo ponen a uno a pensar para armar una historia y luego escribir sobre lo que uno armó.</p>

This finding indicates that participants responded to scaffolding using their imagination and creativity to improve the quality of their work. Students started from writing controlled compositions to more elaborated pieces of composition from visuals. This change started with the use of the dictionary. Then participants were assisted by the

researcher who guided them in the process of getting started, drafting, revising and editing. In the last stages of the implementation they acted more independently and with more creativity to write better compositions. This shift can be perceived in the quality of their artifacts. In the last stages of the implementation, they elaborated more creative pieces of writing from pictures. This finding confirms that visuals are good stimuli for writing and as stated by Wright (1990) “they (pictures or visuals) provide a sense of the context of the language and give a specific reference point or stimulus” (p.10).

Responding to Scaffolding with learning logs

The researcher found, after analyzing the data that there is a relationship between learning log writing and thinking processes such as: reflecting on learning, developing comprehension and self-evaluation.

Implementing learning logs helped students to develop comprehension and interpretation of tasks. When applying scaffolding strategies, the researcher presented clear instructions because participants’ success in accomplishing classroom work highly depended on such instructions. The questions on their learning logs were designed to monitor their understanding of the different objectives. The following excerpts portray participants’ responses when they were asked to recall the aims of the class.

Table 13: Learning log excerpts: Scaffolding strategy with learning logs

<p>Esta actividad hizo énfasis en el uso del presente progresivo y construcción de párrafos sencillos , descriptivos, narrativos expositivos</p>
<p>P1. El profesor nos pidió que con base en el vocabulario describiéramos las acciones que las personas ejecutan en el momento, por ejemplo lo que los dibujitos de la fotocopia estaban haciendo en el parque.</p> <p>P2. Tenía que usar verbos en presente progresivo para narrar una situación en una imagen como en el parque</p> <p>P3. Debía trabajar en las descripciones de situaciones en un parque</p> <p>P4. Debía utilizar el vocabulario de los lugares de la ciudad y verbos o acciones que se dan en esos lugares</p> <p>P5. Describir y narrar unas acciones</p>

In this sense, learning logs were a useful scaffolding and self-regulation strategy to foster comprehension, mainly because through reflective writing, participants could regulate their own cognition to perform writing tasks successfully. This finding is coherent with Zimmerman (1990) who states that “self-regulation strategies can lead to increases in self-efficacy beliefs and academic achievement” (p.58), as students are conscious of their goals and procedures to meet them.

The researcher also found that participants were able to make serious judgments about their progress in learning. For instance, they were assigned to write about their results from the pre-test and the post-test. They recognized that they still had problems. For instance, some participants commented that they needed to improve in vocabulary usage, and others wrote that they had problems with sentence structures. But the most important thing was that all of them agreed that they had improved their writing. These findings evidenced that participants were positively impacted with the strategy. These excerpts from learning logs show their thoughts.

Table 14: Learning log excerpts: Scaffolding strategy with learning logs

Escribe en tu bitácora una breve reflexión sobre los resultados obtenidos en la evaluación inicial y la evaluación final. ¿Qué conceptos te merecen dichos resultados?

P1. Personalmente creo que he mejorado mucho con respecto al primer examen que hice, cometí menos errores pero utilicé más palabras. Me parece que tengo que mejorar en la redacción de las palabras en inglés porque a pesar de que sé que significan, tengo problemas para escribirlas.

P2. No me fue tan mal, el profesor me señaló los errores que cometí pero creo que fue un buen examen. Creo que debo estudiar más la manera de hacer las oraciones me confundo mucho con los pronombres y los verbos.

P3. Me parece que en ambas evaluaciones me fue bien, el inglés no es fácil por eso hay que estudiarlo bastante, lo que si puedo decir es que me fue mejor que a muchos de mis compañeros, pero creo que necesito escribir mejor las oraciones

Thus, Winne and Hadwin (1998) state that students are more likely to become self-regulated learners “when they are able to evaluate their own learning, independent of teacher-issued summative assessments”(p.89). As shown above, this type of reflection allows students to make adjustments in the process of leaning.

All in all, this section has described the data analysis method and procedures followed in this research study. It also presented findings from the analyzed data. The next sections will reveal the main conclusions that arose at the end of this research study, as well as some limitations observed during the implementation. Additionally, the pedagogical implications on the application of this study in other teaching contexts and suggestions for further research will be discussed.

Conclusions and Pedagogical Implications

This study reveals that scaffolding strategies promoted positive attitudes and performance in students' learning process. It proves that implementing visual aids and learning logs increased students' self-efficacy in developing students' descriptive writing competence.

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

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

Additionally, scaffolding through learning logs also promoted students' positive behavior toward the learning process of writing. It was found that participants made

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

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

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

language and strategies referring to the process of developing writing. An excerpt from the student's learning logs highlights this fact.

Table 15: Excerpt from a student's learning log

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

Additionally, as a result of the implementation, participants showed an improvement of their writing tasks. The post-test revealed appropriateness of grammar, and vocabulary; this fact is relevant to show that these students could improve their writing abilities and enhance their self-efficacy and autonomous work through the implementation of scaffolding strategies. This way, Visuals proved to be a suitable strategy to train learners in writing, since, they could effectively provide meaningful input each time students developed a written task.

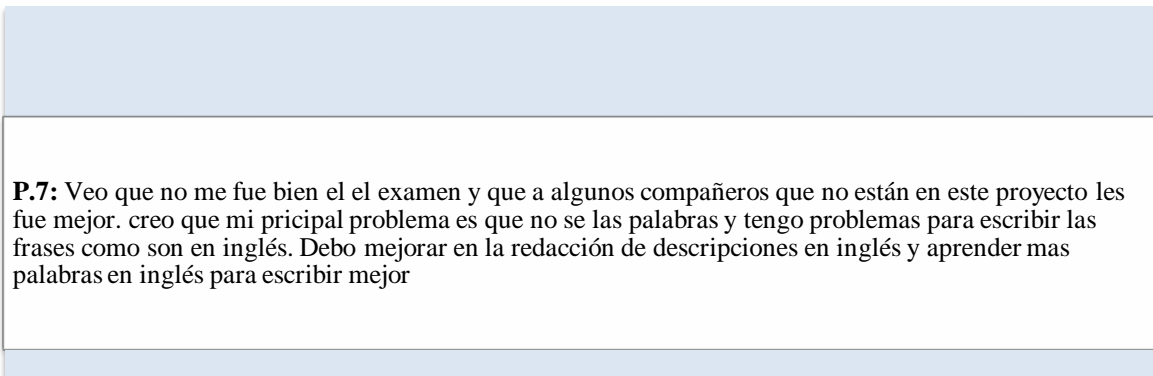
Pedagogical implications

On the basis of the study results, it is suggested that teachers use scaffolding strategies with learning logs and visual aids as a means to improving writing skills. These suggestions are based on the fact that findings revealed positive outcomes regarding self-efficacy in descriptive writing. For instance, participants were more involved in the process of monitoring learning and progress, as they reflected on how to improve their performance in writing. In agree with Flower and Hayes (1980), who observed that “a great part of skill

in writing is the ability to monitor and direct one's own composing process" (p.39), students' monitoring actions led to further reflection and performance improvement.

Students were more aware of identifying areas for improvement, and as the excerpt below shows, they were capable of reflecting on their results from the very beginning of the study.

Table 16: Student's learning log excerpt: Identifying area for improvement



P.7: Veo que no me fue bien el el examen y que a algunos compañeros que no están en este proyecto les fue mejor. creo que mi pricipal problema es que no se las palabras y tengo problemas para escribir las frases como son en inglés. Debo mejorar en la redacción de descripciones en inglés y aprender mas palabras en inglés para escribir mejor

This kind of reflection on students' learning logs corroborates that identifying areas for improvement is a step toward learning awareness. Weinstein and Mayer (1986) based their work on analyzing how to increase awareness of the learning process. Their proposal is important because it encourages learners, not only to be aware of their difficulties, but also assists them to find proper ways to surpass those difficulties.

It is also suggested that teachers use scaffolding with visual aids to improve writing skills, especially, with young learners who find this type of resources appealing. In this study, participants were more involved in the process of writing due to the input and understanding gained from the pictures. By examining the pictures, students were able to obtain more information (such as colors, position, and shape) of the object. In agreement with Kellner (2009) who has explored and studied the motivational factor of pictures to

engage students in writing tasks, detailed information can be framed upon the use of a visual cue, as a pre-writing strategy:

Table 17: Excerpt from a student's learning log : Scaffolding with visuals

P.10: Las imagenes me sirven mucho para escribir, ya que me puedo concentrar en ellas y buscar las palabras que necesito para describir, por ejemplo me gusto mucho el examen final, porque ya habiamos trabajado talleres iguales de descripción. Me gusta también este tipo de actividades porque son como cuando uno detiene una pelicula, uno puede ver muchos detalles y escribir sobre ellos.

Finally, teachers of English should take advantages of visuals because these resources are useful to teach and practice language, even though they are simplistic in nature. Findings from the analysis of the pre-test and post-test showed remarkable improvement in vocabulary learning and grammar use. In the post-test students used more words compared to their pre-test. They used a higher number of nouns, adjectives and applied more accurate grammar rules to write live descriptions:

Table 18: Researcher's journal: analysis of pre-test and post-test

October 3rd. After the analysis of the result from the pre test and post-test I have seen a remarkable improvement in participants' writing. Of course, there are visible problems in vocabulary use and grammar, but the communicative purpose was fulfilled. XXXX has improved a lot, she was very reluctance to write, but it seems that the strategy has worked well with her

This finding is in line with Harmer (2004) who has inquired in the role of pictures to work specific items of grammar and vocabulary. His work has demonstrated that pictures

are very versatile resources because they can be used for many tasks. For instance, they can be used to work verb tenses, describe the weather, the physical and emotional state of someone, vocabulary learning, and so on.

Limitations

The first limitation when conducting this study was the time factor to implement SDL and self-efficacy practices in the classroom. The researcher had to design, implement and analyze data collection instruments, lesson plans and teaching strategies in a very short time. This was time-consuming and demanding. In this regard, it was found that the time for implementing the strategy (two academic terms) was not enough to develop a comprehensive study on self-efficacy for writing skills. The researcher, in spite of finding meaningful results in the intervention, can affirm that the implementation of SDL strategies requires plenty of time to gather more conclusive results.

The researcher also found that time factors did not allow the implementation of more data collection instruments that could have extensively contributed to the analysis of the phenomenon, such as the usage of personal interviews. This instrument would have contributed to a closer encounter between the researcher and the participants for a better understanding of their learning experience.

In regards to the time constraints, additional facts such as strikes, teacher meetings, and extracurricular activities also delayed the implementation. Therefore, adjustments such as attending school on Saturdays had to be done to fit the study timetable. However, many students could not meet with the researcher on Saturday sessions, so the instruction had to be repeated in class during the week.

Another limitation deals with participants' portfolios. Some of them were not complete, and the researcher had to constantly remind the students that they needed to look (Thornbury, 2004) after their learning resources. Students found it difficult, as they were not sufficiently trained in such endeavors. As a result, the researcher had to work extra time with these students to help them complete their portfolios.

Further research

Further studies need to be conducted on the effect of scaffolding strategies to foster self-efficacy in writing in more extended periods of instruction. It is also recommended that further research include the analysis of students' learning styles prior to the selection and implementation of the target strategy (ies) and according to this, possible ways to design scaffolding practices geared towards the development of self-directed learning could be better planned and examined. The present study did not analyze nor correlate students' learning styles to suggest possible alignments in the usage of these strategies.

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Appendix A

Sample of consent letter sent to School Principal

Sincelejo Junio 12 de 2012

Licenciado
Jorge Merlano
Rector I.E. Simón Araujo

Cordial saludo

La presente tiene el objeto de solicitarle permiso para la implementación en la institución del proyecto de investigación “**Let’s learn how to learn English**” que hace parte de la Maestría que actualmente curso con la Universidad de La Sabana

El proyecto se debe implementar en el segundo semestre del año lectivo y de él se espera que hagan parte los estudiantes seleccionados del grado sexto.

Agradezco la atención a esta petición.

Atentamente

Luis Alberto Pérez Galvis

Docente del área de humanidades

Appendix B

Sample of consent letter for parents and participants

Sincelejo Junio de 2012

Señor (a)

Arasta Luñiga
Padre de Familia

Reciba de mi parte y de la Institución el más cordial saludo.

El departamento de Humanidades del Simón Araujo lidera por medio del docente Luis Alberto Pérez Galvis el proyecto de fortalecimiento del la asignatura de Inglés, para lo cual, solicita a usted se vincule autorizando que su acudido (a) haga parte de los grupos de investigación, lo cual significa que durante la ejecución del proyecto los estudiantes del grado sexto realizarán actividades escolares ya sea en la escuela o en la casa, con ayuda del computador e internet. Su labor como padre de familia sería el de apoyar a su acudido (a) suministrándole los materiales y recursos y colaborándole en la realización de los talleres y demás trabajos a modo de supervisión.

Sabemos que usted es una persona entusiasta y colaboradora con las iniciativas que redunden en el fortalecimiento de la calidad educativa que siempre ha caracterizado a la Institución, le damos las gracias y le solicitamos responder a la pregunta que se encuentra en la parte inferior de esta carta marcando con una X.

¿Está usted de acuerdo en apoyar el proyecto de fortalecimiento de la asignatura de inglés?

SI NO

Rafael Luñiga J.
Firma

Gracias por su deferencia.

Atentamente.

Luis Alberto Pérez Galvis
Docente del área

Appendix C

Sample of pre-test

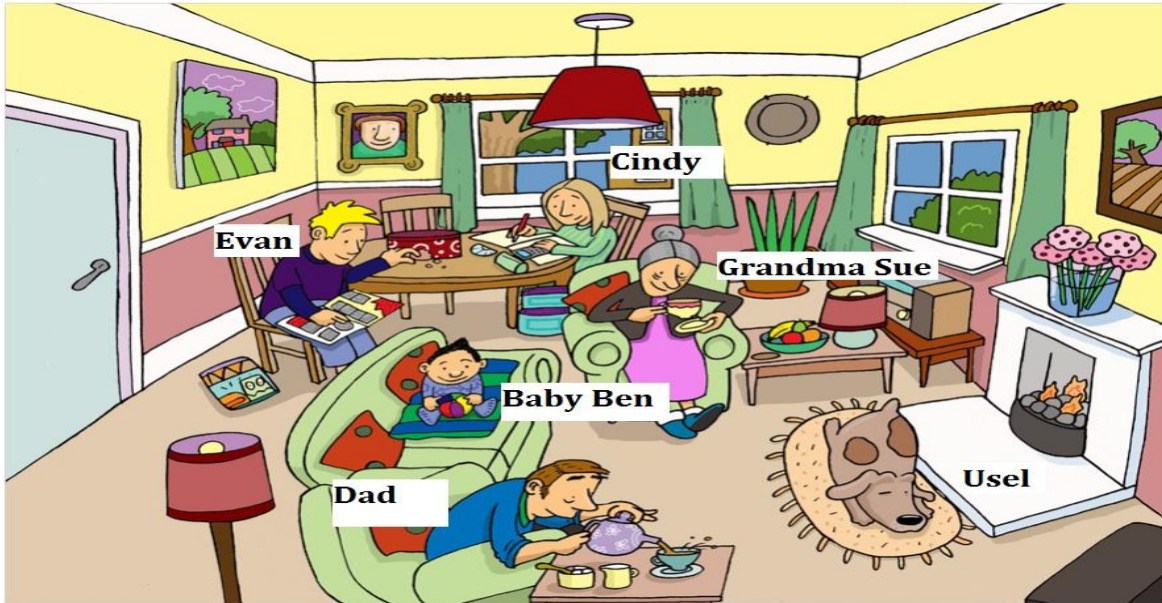


Institución Educativa Simón Araujo

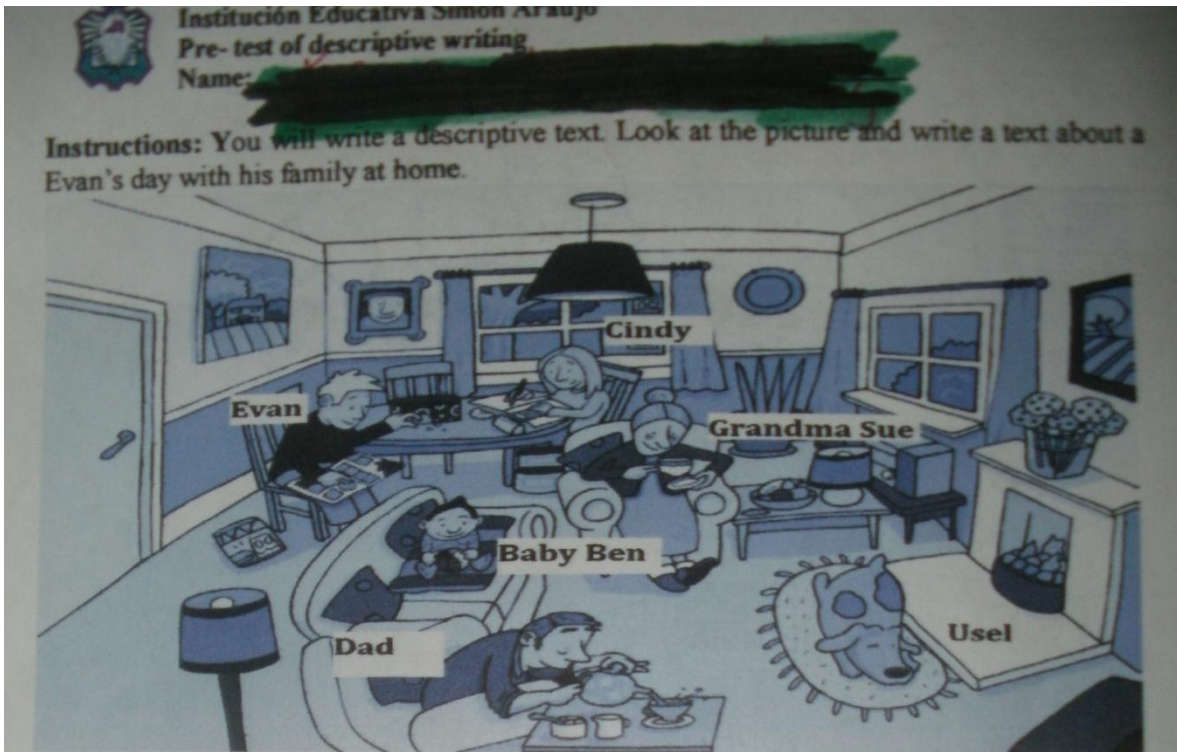
Pre- test of descriptive writing

Name: _____

Instructions: You will write a descriptive text. Look at the picture and write a text about a Evan's day with his family at home.



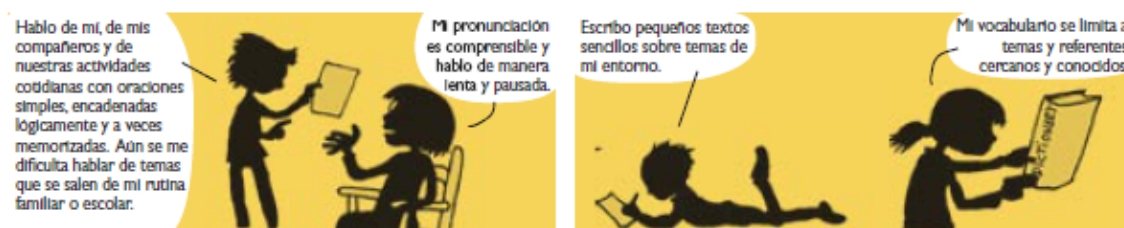
A large, empty, rounded rectangular box for writing the descriptive text.



the family is in the home, Cindy is study, Evan is reads a book baby ben is sobre el piso the granma is take cafe the dog is slip. the dad is scrvs the cafe.

Appendix D

Sample of specific writing standards for Fifth grade



Escritura	Monólogos	Conversación
<ul style="list-style-type: none"> • Escribo sobre temas de mi interés. 2 	<ul style="list-style-type: none"> • Me describo a mí o a otra persona conocida, con frases simples y cortas, teniendo en cuenta su edad y sus características físicas. 1, 2, 3 	<ul style="list-style-type: none"> • Respondo a preguntas personales como nombre, edad, nacionalidad y dirección, con apoyo de repeticiones cuando sea necesario. 1, 2
<ul style="list-style-type: none"> • Escribo descripciones y narraciones cortas basadas en una secuencia de ilustraciones. 2 	<ul style="list-style-type: none"> • Uso oraciones cortas para decir lo que puedo o no puedo hacer. 1, 2 	<ul style="list-style-type: none"> • Puedo saludar de acuerdo con la hora del día, de forma natural y apropiada. 2, 3
<ul style="list-style-type: none"> • Escribo tarjetas con mensajes cortos de felicitación o invitación. 1, 2, 3 	<ul style="list-style-type: none"> • Deletreo palabras que me son conocidas. 1 	<ul style="list-style-type: none"> • Saludo cortésmente de acuerdo con la edad y rango del interlocutor. 2, 3
<ul style="list-style-type: none"> • Describo los rasgos personales de gente de mi entorno. 1, 2 	<ul style="list-style-type: none"> • Expreso en una palabra o frase corta, cómo me siento. 1, 2 	<ul style="list-style-type: none"> • Solicito a mi profesor y a mis compañeros que me aclaren una duda o me expliquen algo sobre lo que hablamos. 2, 3
<ul style="list-style-type: none"> • Enlazo frases y oraciones usando conectores que expresan secuencia y adición. 1, 2 	<ul style="list-style-type: none"> • Digo un texto corto memorizado en una dramatización, ayudándome con gestos. 3 	<ul style="list-style-type: none"> • Pido y acepto disculpas de forma simple y cortés. 2, 3
<ul style="list-style-type: none"> • Escribo textos cortos que describen mi estado de ánimo y mis preferencias. 1, 2 	<ul style="list-style-type: none"> • Describo con oraciones simples el clima y determino la ropa necesaria, según corresponda. 2, 3 	<ul style="list-style-type: none"> • Sigo y doy instrucciones básicas cuando participo en juegos conocidos. 1, 2
<ul style="list-style-type: none"> • Uso adecuadamente estructuras y patrones gramaticales de uso frecuente. 1, 2 	<ul style="list-style-type: none"> • Recito un trabalenguas sencillo o una rima, o canto el coro de una canción. 1, 3 	<ul style="list-style-type: none"> • Mantengo una conversación simple en inglés con un compañero cuando desarrollo una actividad de aula. 1, 2
<ul style="list-style-type: none"> • Verifico la ortografía de las palabras que escribo con frecuencia. 1 	<ul style="list-style-type: none"> • Hablo de las actividades que realizo habitualmente. 1, 2 	<ul style="list-style-type: none"> • Pregunto y respondo sobre las características físicas de objetos familiares. 1, 2
<ul style="list-style-type: none"> • Escribo pequeñas historias que me imagino. 1, 2, 3 	<ul style="list-style-type: none"> • Busco oportunidades para usar lo que sé en inglés. 3 	<ul style="list-style-type: none"> • Respondo preguntas sobre mis gustos y preferencias. 1, 2
	<ul style="list-style-type: none"> • Puedo hablar de cantidades y contar objetos hasta mil. 1, 2 	<ul style="list-style-type: none"> • Puedo cortésmente llamar la atención de mi profesor con una

Appendix E

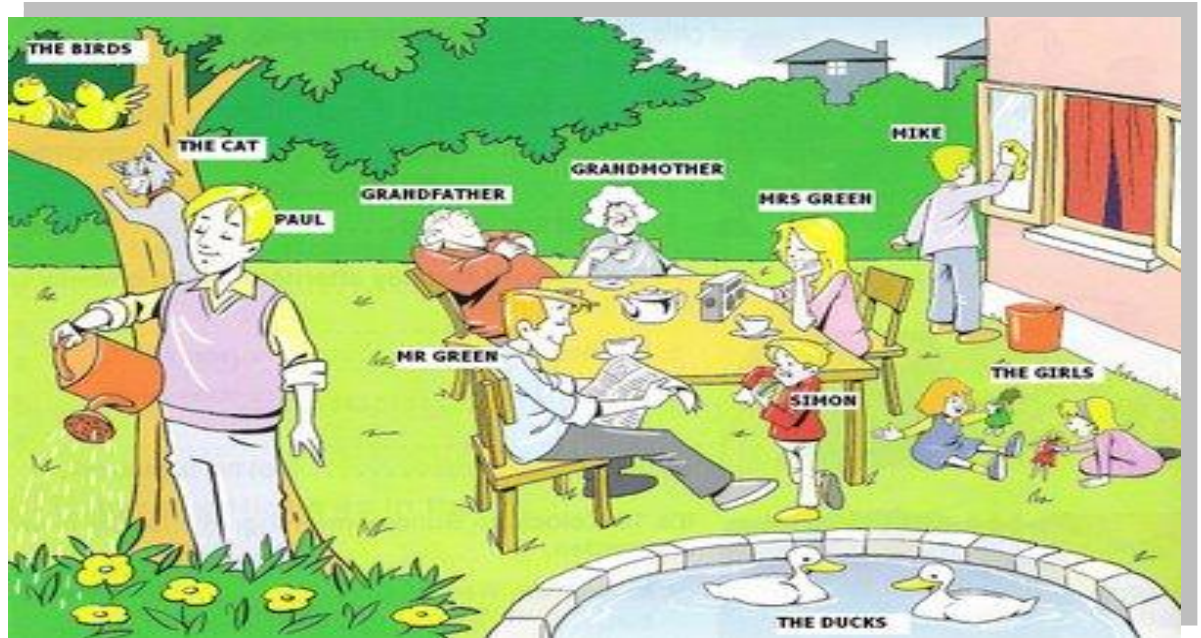
Sample of post-test



Institución Educativa Simón Araujo
Post- test of descriptive writing

Name: _____

Instructions: You will write a descriptive text. Look at the picture and write a text about a Simon's day with his family at home.



Empty rounded rectangular box for writing the descriptive text.

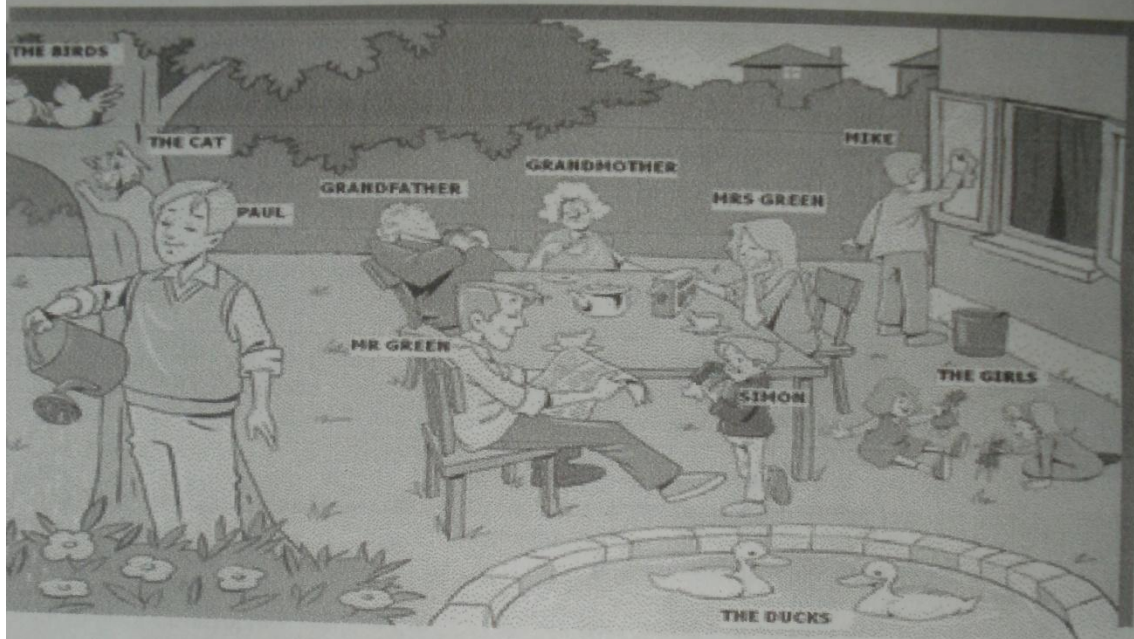


Institución Educativa Simón Araujo

Post-test of descriptive writing

Name: [REDACTED]

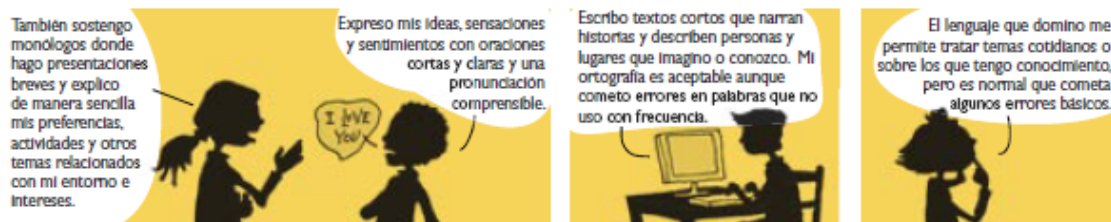
Instructions: You will write a descriptive text. Look at the picture and write a text about a Simon's day with his family at home.



It's a beautiful day in the house the family is in the house nine persons. Paul is in the garden putting water to plants. Mr. Green is reading Mrs. Green is listening to music. Mike is washing the windows. The grandmother is taking a nap.

Appendix F

Sample of specific writing standards for the sixth grade



Escritura	Monólogos	Conversación
<ul style="list-style-type: none"> • Describo con frases cortas personas, lugares, objetos o hechos relacionados con temas y situaciones que me son familiares. 1,2 • Escribo mensajes cortos y con diferentes propósitos relacionados con situaciones, objetos o personas de mi entorno inmediato. 1,2 • Completo información personal básica en formatos y documentos sencillos. 1,2 • Escribo un texto corto relativo a mí, a mi familia, mis amigos, mi entorno o sobre hechos que me son familiares. 1,2 • Escribo textos cortos en los que expreso contraste, adición, causa y efecto entre ideas. 1,2 • Utilizo vocabulario adecuado para darle coherencia a mis escritos. 1,2 	<ul style="list-style-type: none"> • Describo con oraciones simples a una persona, lugar u objeto que me son familiares aunque, si lo requiero, me apoyo en apuntes o en mi profesor. 1,2 • Doy instrucciones orales sencillas en situaciones escolares, familiares y de mi entorno cercano. 2 • Establezco comparaciones entre personajes, lugares y objetos. 1,2 • Expreso de manera sencilla lo que me gusta y me disgusta respecto a algo. 1,2 • Narro o describo de forma sencilla hechos y actividades que me son familiares. 1,2 • Hago exposiciones muy breves, de contenido predecible y aprendido. 2 • Describo con oraciones simples mi rutina diaria y la de otras personas. 1,2 	<ul style="list-style-type: none"> • Respondo con frases cortas a preguntas sencillas sobre temas que me son familiares. 1,2,3 • Solicito explicaciones sobre situaciones puntuales en mi escuela, mi familia y mi entorno cercano. 1,2,3 • Participo en situaciones comunicativas cotidianas tales como pedir favores, disculparme y agradecer. 2,3 • Utilizo códigos no verbales como gestos y entonación, entre otros. 3 • Formulo preguntas sencillas sobre temas que me son familiares apoyándome en gestos y repetición. 1,3 • Hago propuestas a mis compañeros sobre qué hacer, dónde, cuándo o cómo. 1,2 • Inicio, mantengo y cierro una conversación sencilla sobre un tema conocido. 1,2,3

Appendix G

Sample of rubric for pre-test and post test

Rubric for descriptive writing pre-test and post test				
Rubric for specific standards	(4) Exemplary	(3) Accomplished	(2) Developing	(1) Beginning
Vocabulary	Uses words in sentences that are connected to the context in the picture, and the choice of the words seems accurate, natural and not forced	Uses words in sentences that are connected to the context in the picture but occasionally the words are used inaccurately or seem overdone	Uses some words that are connected with some objects in the pictures, but the writing lacks variety, punch or flair. Uses words in Spanish	Uses a very limited vocabulary that does not communicate the context in the picture
Spelling and capitalization	Has no errors in punctuation, capitalization, and spelling.	Few errors in punctuation, capitalization, and spelling.	Some errors in punctuation, capitalization, and spelling.	Many errors in punctuation, capitalization, and spelling.
Connecting sentences and ideas	Appropriate use of connectors	Acceptable use of connectors	Limited use of connectors	No use of connectors
Grammar, mechanic and structure	No errors in agreement, number and tense	Few errors in agreement, number and tense	Some errors in agreement, number and tense	Many errors in agreement, number and tense

Appendix H

Sample of survey for learning resources and study habits

Cuestionario para los Estudiantes			
Este cuestionario no está relacionado con la evaluación de la asignatura, la información que se obtenga de aquí es para fortalecer el proceso de aprendizaje del idioma inglés.			
Nombre		: _____ Edad: _____	
Género		: M ____ F ____	
Marque con una X la escuela sede de procedencia			
I.E.S.A. Sede El Zumbao			<input type="checkbox"/>
I.E.S.A. Sede Villa Madi			<input type="checkbox"/>
I.E.S.A. Sede El Minuto de Dios			<input type="checkbox"/>
I.E.S.A. Sede Las Delicias			<input type="checkbox"/>
I.E.S.A. Sede El progreso			<input type="checkbox"/>
Cuestionario Número 1. Recursos para el Aprendizaje			
Son los recursos para facilitar el proceso de aprendizaje del inglés u otro idioma			
Marque con una X si cuenta o no con los siguientes recursos para el aprendizaje y el estudio en casa.			
1	Diccionario de inglés	SI	NO
2	Libros de cursos de inglés con audio	SI	NO
3	Libros de cursos de inglés con videos	SI	NO
4	Computador	SI	NO
5	Conexión a internet	SI	NO
6	Textos para el aprendizaje del inglés	SI	NO
7	Televisión satelital o cable (para ver contenido en inglés)	SI	NO
Cuestionario Número 2. Factores ambientales del área o sitio de estudio			
Son aquellos factores externos al estudio, que constituyen el hábitat en el que éste se desarrolla y que pueden influir negativa o positivamente en el rendimiento y la obtención de resultados.			
Marque con una X de acuerdo a que si tienes o no las condiciones que se exponen			
1	¿Tienes un lugar permanente de estudio?	SI	NO
2	¿Puedes eliminar fácilmente los ruidos molestos?	SI	NO
3	¿Es tu lugar de estudios suficientemente amplio?	SI	NO
4	¿Tienes suficiente iluminación?	SI	NO
5	¿Cuentas con una mesa o escritorio para el estudio?	SI	NO
Cuestionario Número 3. Organización de planes y horarios			
La organización es el conjunto de acciones encaminadas a distribuir el contenido del estudio y la			

carga de trabajo, atendiendo a los factores personales y temporales			
Marque con una X de acuerdo a que si tienes o no las condiciones que se exponen			
1	¿Acostumbras a tener un horario más o menos habitual de estudio?	SI	NO
2	¿Te centras fácilmente en el estudio?	SI	NO
3	¿Consigues resultados satisfactorios cuando te pones a estudiar?	SI	NO
4	¿Distribuyes generalmente tu tiempo de estudio a lo largo de la semana?	SI	NO
5	¿Te concentras con facilidad después de un corto período de adaptación?	SI	NO
6	¿Te pones a estudiar con intención consciente de aprovechar el tiempo?	SI	NO
<p>Comentarios: En este espacio puedes adicionar algún comentario que no pudo haber sido cubierto por las preguntas</p>			

Appendix I

Sample of unit checklist

Unit Checklist Lesson 4			
<p>This checklist permits you to monitor your progress in relation to the topics, and language skills for lesson 4</p> <p>Name: _____</p>			
After unit 4 I can....	Easily	Need more practice	Not at all
Use adjective for describing people, animals and things			
Write adjective in the correct grammar order			
Write a description about someone			
Write a text about describing my favorite animal or pets			
Ask and answer questions about how people are like			
Write the differences among individuals using adjectives			
Write about color in clothes and shoes			

Teacher's Diary
Let's Learn How to Learn Project

Grade Sixth A
Date and Time August 13th 2012
Project Let's learn how to learn English project

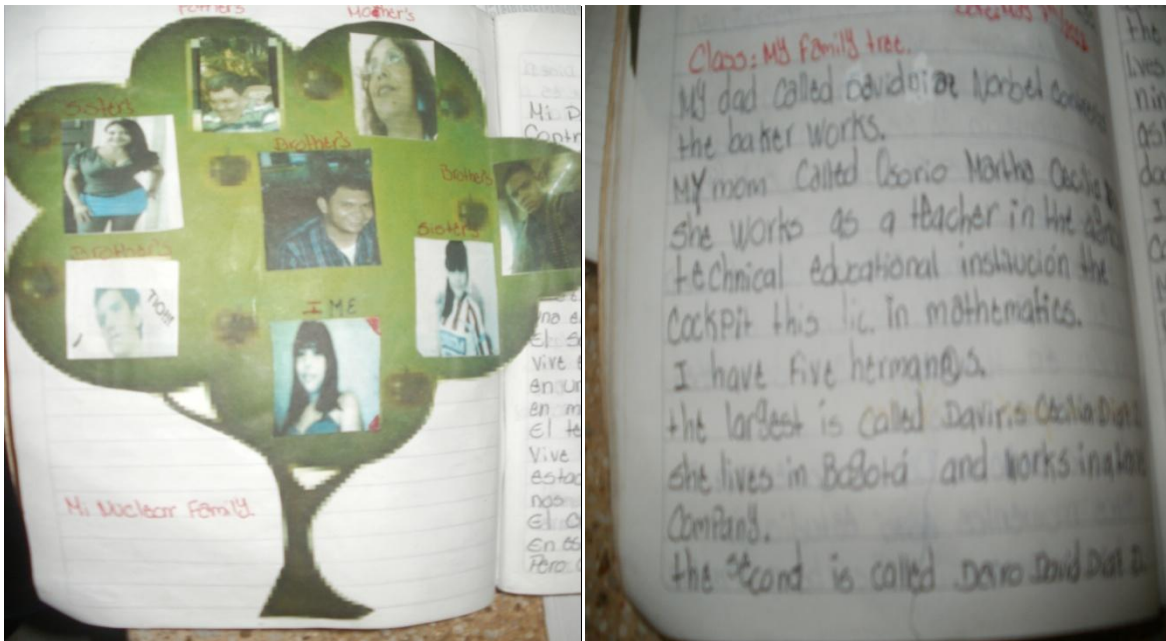
Observations of events and behaviors:

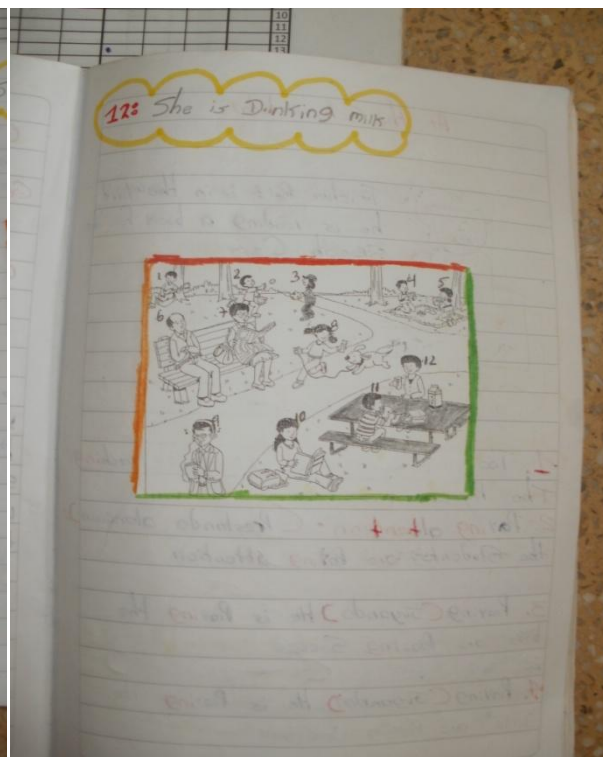
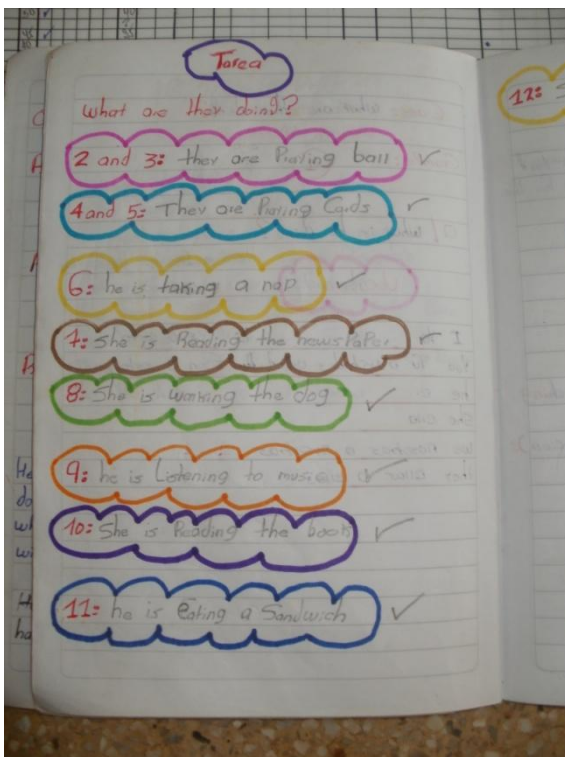
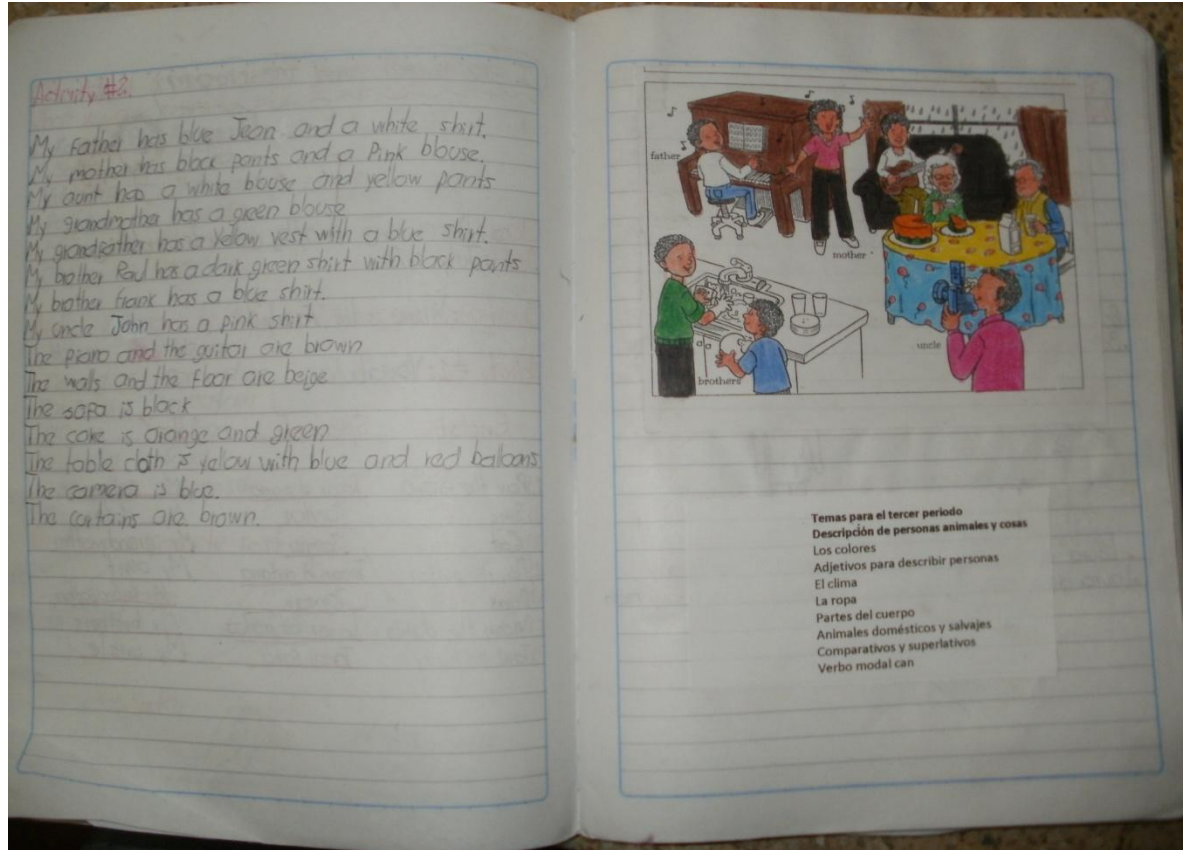
Today we had a composition activity, participants were asked to bring colors, dictionaries, they were assigned to write about their pets. For this they used pictures and even drawing they made about their pets. As they finish their writings, they published them on the bulletin board. This activity brought a positive feedback because participants stood up in front of their peers' work and tried to imitate and even improve what the other wrote.

Comments/Summary:
Next time is good working with old magazines (Ojo).

Appendix K

Sample of participants' artifacts







Not Bullying

By Yair Peña
Sixth B

Appendix L

Sample of learning log format

Learning Log N° ____ Let's Learn How to Learn English Project
Name: _____
Week N° ____ from _____ to _____ 2012
1. ¿Recuerdas el objetivo de la clase de esta semana? ¿Explícalo?
2. ¿Qué esperabas aprender?
3. ¿Qué aprendiste realmente?
4. ¿Cómo te sentiste durante el trascurso de las actividades?
5. ¿Cuáles fueron tus fortalezas?
6. ¿Cuáles fueron tus debilidades? Qué crees que necesitas para superar tus debilidades?

Appendix M
Sample of Timetable

Defining and Implementing Teaching Strategies to Foster Self-Directed Language Learning in Colombia Research Project Timeline														
Research Counselor/Leader: <i>Liliana Cuesta</i>														
Co-researchers' Name: <i>Carolina Alvarez – Luis Alberto Pérez</i>														
Length of implementation: <i>Third and fourth academic terms 2012</i>														
Months	July				August				September				October	
Stages and dates	July 9 th 13 th	July 16 th 20 th	July 23 rd 27 th	July 31 st 4 th	Aug 6 th 10 th	Aug 13 th 17 th	Aug 20 th 24 th	Aug 27 th 31 st	Sept 3 rd 7 th	Sept 11 th 15 th	Sept 18 th 22 nd	Sept 24 th 28 th	Oct 2 nd 20 th	Oct 20 th Nov 30 th
Stage 1. Socialization of the project, letters of concern to parents														
Stage 2. Pre-test to diagnose learners' writing skills														
Stage 3. Lesson plan Intervention 1, 2, 3														
Stage 4. Lesson plan Intervention 4, 5, 6														
Stage 5. Lesson plan Intervention 7, 8														
Stage 6. Post-test														
Stage 7. Data analysis														
Stage 8. Intervention report, paper about the findings														

Appendix N

Sample of a lesson worksheet

Lesson Nº 6
THE ARAUJO FAMILY IS AT HOME

The Araujo family is at home today, it is a beautiful day, and they are together in the house.

Mr. Araujo is **reading** the newspaper in the living room; he is **reading** the sport section.

Mrs. Lorena Araujo is in the kitchen, she is **cooking** lunch, she is **preparing** rice, fish, avocado, onion and tomato salad.

Carlos and Santiago Araujo are in the yard, they are **painting** the door.

Aminta is in the kitchen, she is **washing** the vegetables for the salad.

Luis is in the garage, he is **washing** the car.

Uncle Mario is in his favorite place, the yard; he is **sleeping** on the hammock.

Reading understanding: Read these sentences then write TRUE or FALSE.

1. The Araujo family is in the park today.
2. Mr. Araujo is reading a book.
3. Mrs. Lorena Araujo is cooking lunch.
4. Luis is washing the car.
5. Uncle Mario is sleeping in the yard.
6. Carlos and Santiago are painting.
7. Aminta is watching T.V.

Questions and answers: read and answer these questions. Give the right answer if necessary

1. Are Carlos and Santiago painting the door?
2. Is Aminta in the kitchen?
3. Is Luis washing the dishes?
4. Is Mr. Araujo reading the newspaper in the living room?
5. Is Mrs. Lorena Araujo cooking dinner?

Vocabulary: Places in the house.

- Living room sala
- Dining room comedor
- Kitchen cocina
- Bedroom cuarto
- Bathroom alcoba
- Garage garaje
- Study room sala de estudio
- Garden jardín
- Yard patio

Grammar: PRESENT PROGRESSIVE

El presente progresivo indica las acciones que se realizan en el mismo momento en el que se habla

I am **painting** the house

He is **washing** the car

She is **washing** the dishes

They are **watching** T.V

We are **using** the computers

Grammar: INFORMATION QUESTIONS I

Las preguntas de información son utilizadas para averiguar datos específicos.
WHERE: ¿Dónde? WHAT: ¿Qué?

Where is Mom? She is in the kitchen

What is she doing? She is cooking

Match places with actions: Make the activity see the example and then make question with answers.

- | | |
|---------------|------------------|
| • Living room | water the flower |
| • Dining room | eat dinner |
| • Kitchen | sleep |
| • Bedroom | take a shower |
| • Bathroom | wash the car |
| • Garage | do the laundry |
| • Study room | read a book |
| • Garden | make dinner |
| • Yard | watch TV |

Example.

- Where is Sofia? She is in the yard
- What is she doing? She is doing the laundry

Controlled conversation: practice the conversations.

AT HOME 1

Ana: Hello, Alex,
 Alex: Hi Ana.
 Ana: What are you doing?
 Alex: I'm cooking some potatoes, preparing salad and cooking chicken.
 Ana: It is delicious.

AT HOME 2

Daniel: What are you doing?
 Carlos: I am watching discovery channel
 Daniel: what program?
 Carlos: the program about monkeys

AT HOME 3

Luis: What are you doing?
 Jose: I am reading a good book
 Luis: What book?
 Jose: The book is about geography

AT HOME 4

Alex: Where is Mum?
 Maria: She is in the kitchen
 Alex: What is she doing?
 Maria: She is making breakfast
 Alex: What is she preparing?
 Maria: She is preparing coffee with milk and patacones with cheese.
 Alex: umm, Delicious

Fill in the blanks: fill in the blanks, use Be and the- ING form of the verb in parentheses

- We _____ sandwiches (make)
- I _____ soccer with my brother(play)
- Laura _____ a book at the library (read)
- Daniel and Fernando _____ the computer (use)
- Sam _____ the guitar in his bedroom. (play)
- Frank _____ T.V (watch)
- _____? Laura is in the yard.
- _____? Manuel and José are at home.
- _____? Diego is doing the homework.
- _____? Yes, Vanessa is cooking breakfast.
- _____? Yes, they are playing the piano.



Controlled composition: Write about the Perez family.



It is a beautiful day the Perez family is at home, Mr. Perez is cooking lunch in the kitchen, he is preparing fish, and Mrs. Perez is ...

Appendix O

Sample of lesson plan format by Dr. Joan Rubin

DEFINING AND IMPLEMENTING TEACHING STRATEGIES TO FOSTER SELF-DIRECTED LANGUAGE LEARNING IN COLOMBIA RESEARCH PROJECT PART 2 (On-going Work) 2012				
LESSON PLAN				
Adapted from Dr. Joan Rubin's Lesson Planner, ICELT lesson plan template and Weekly Planner 2012-02 Department of Languages and Cultures, Universidad de La Sabana				
Name of co-researcher: University Code Number:				
Institution:				
Date of Class: Week No.			Time of Class:	
			Time Frame:	
Class/grade:			Room:	
Number of students:			Average age of Students:	
Number of years of English study: First year of English study			Level of students A1 A2 B1 B2 C1 C2	
Lesson 1	L esson 2	Les son 3	Lesso n 4	Research Circle Leader:
Lesson 5	L esson 6	Les son 7	Lesso n 8	
Set Lesson Goals Students will learn how to use present progressive tense in affirmative, negative and interrogative forms				
Language Goal			Assessment criteria	
Learning to Learn Goal			Assessment criteria	
Identify a topic for the lesson				
Assumed knowledge				
Anticipated problems and planned solutions I anticipate that students will have problem when forming the gerund, since this topic is too grammatical I will use charts to explain the formation of the gerund				
Material 1:		Rationale:		Annex 1
Material 2 :		Rationale:		Annex 2
Material 3:		Rationale:		Annex 3
Material 3:		Rationale:		Annex 4

Description of language item / skill(s)					
Form					
Meaning					
Use					
Skill(s) and sub skill(s)					
(For CLIL) <u>Content Communication Cognition Culture</u>					
Sequence the lesson to accomplish your goals					
Teacher's role (facilitator, model, encourager, etc.)	Stage	Aim	Procedure Teacher and student activity	Interaction	Time
Teacher's Evaluation of his/her lesson plan					
<p>REFERENCE</p> <p>Rubin, J. Lesson Planner (2012) ICELT Lesson Plan Template Weekly Planner 2012-02 Department of Languages and Cultures. Universidad de La Sabana</p>					

Appendix P

Sample of task

A day in the park

Time Length

60 minutes

Resources

Dictionary, notebook, color pencils

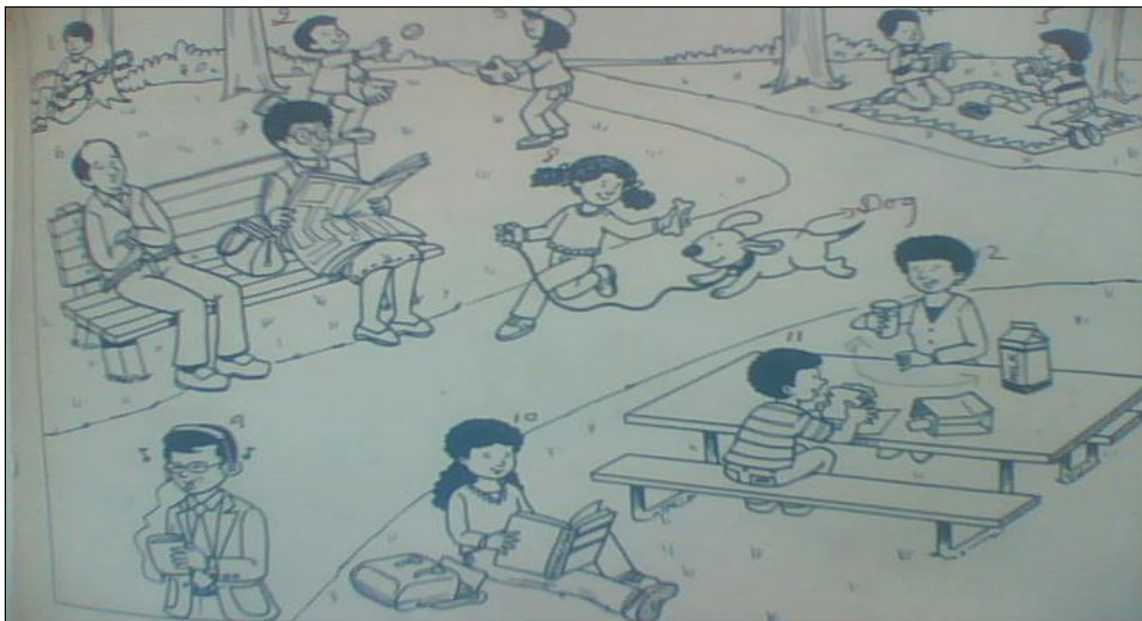
Written task

You will write about a day in the park, some people are enjoying. You may use your dictionary and the list of verb is provided below. Color the images at you will

Play with the ball, play the guitar, play cards, walk the dog, have lunch, listen to music, study, read the newspaper,

Grammar focus

Present progressive, third person singular.



Appendix Q

Sample of a student's learning log

Learning Log N° _____
Let's Learn How to Learn English Project

Name: _____

Week N° 1 from Julio 17 to Julio 20 2012

1. ¿Recuerdas el objetivo de la clase de esta semana? ¿Explícalo?
aprender a usar el diccionario de inglés
2. ¿Qué esperabas aprender?
yo esperaba aprender a usar el diccionario de inglés
3. ¿Qué aprendiste realmente?
aprendí que el diccionario es importante para aprender palabras en inglés
4. ¿Cómo te sentiste durante el transcurso de las actividades?
ben. normal.
5. ¿Cuáles fueron tus fortalezas?
tener mi diccionario en clase.
6. ¿Cuáles fueron tus debilidades? Qué crees que necesitas para superar tus debilidades?
al principio había muchas palabras y no sabía cual escoger el profe. me explicó el uso del diccionario y ya.

Appendix R

Sample of coding data

Análisis de bitácora	Fecha: Octubre 25 de 2012	
Pregunta	Hasta el momento hemos trabajado bitácoras de aprendizaje, ¿qué opinión tienes sobre estos instrumentos? ¿Para qué te han servido hasta el momento?	
Participante	Muestra de respuesta	Codes
1	La bitácoras nos permiten pensar en cómo se aprende, como el profesor nos dice es importante aprender, más que nos enseñen, como los gatos de la señora que dejó que se comieran los ratones	Reflecting on learning Monitoring learning Developing awareness learning
2	Me gusta porque así pienso en como aprendo las cosas	
3	Las bitácoras para mí son como el diario que escribo, pero no escribo sobre mis amiguitos sino sobre como aprendo inglés	Developing awareness of learning
4	Son buenas porque me ayudan a pensar en cómo estudiar y aprender inglés	
5	Son importantes porque en ellas escribo cosas importantes sobre las clases y mis tareas y como debo aprender a estudiar las guías del profesor	Developing awareness learning
6	Me gusta porque reflexiono sobre como aprendo los temas de las guías	Reflecting on learning
7	En las bitácoras reflexiono sobre como aprendo a estudiar o a aprender por mi mismo	Reflecting on learning
8	Me gusta escribir en las bitácoras porque nunca lo había hecho y la profesora de quinto nunca nos preguntaba las cosas que el profesor nos pregunta en las bitácoras. En la bitácoras puedo escribir lo que he aprendido y lo que me falta por aprender	Monitoring learning
9	A mí me han servido bastante porque al principio me iba mal con el profe, porque no sabía cómo estudiar pero ahora siento que me va bien con el profe porque se como estudiarle la materia	Developing awareness of learning
10	Las bitácoras son buenas porque nos ayudan a pensar en cómo se aprenden las materias	Reflecting on learning
11	A mí me ha gustado porque es la primera vez que hago algo así y el profe nos tienen en cuenta de que algunos estemos un poquito quedaditos en la clase	
12	A mí me va bien con las bitácoras o sin las bitácoras pero me gustan porque son para saber cómo aprendo por mí mismo	Developing awareness of learning
13	El trabajo con las bitácoras me ha servido porque me pongo nerviosa en las clases y si escribo de lo que aprendo y lo que no y como debo esforzarme para aprenderlo	Monitoring learning
14	Cuando lleno mi bitácora puede ver el propósito de la clase más claramente. Es bueno saber cómo aprender mejor	Reflecting on learning
15	Yo reflexiono y pienso en lo que aprendo en la clase de inglés y he aprendido que el aprendizaje es más que todo mío y no de lo que me enseñen	Developing awareness of learning
16	Las bitácoras me dan la oportunidad de reflexionar acerca de cómo aprendo. Es una buena estrategia para aprender mejor	Reflecting on learning

