

IN- HOUSE MATERIALS ON PROJECT WORK FOR FREE WRITING

In-House Materials Focused on Project Work to Foster Students' Free Writing

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Bogotá D.C., Colombia

2018

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Acknowledgments

“Whoever teaches learns in the act of teaching,
and whoever learns teaches in the act of learning” (p.31)

Paulo Freire, Pedagogy of Freedom

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Abstract

This document is an action research study whose main goal was to implement the methodology of project work and to make a contribution to the process of writing skills in English as a Foreign Language (EFL hereafter) class. This study was carried out in a public institution in Bogotá with twelve eighth graders. Data collection was done through several classes' observations, the implementation of two workshops, and an exit interview with focus groups. Three categories emerged from data analysis which preliminary findings proved that activities based on project work and the development and implementation of in-house materials supported by the free writing approach can be useful for students since there was a positive impact on student learning not only to write in a foreign language easier, but also for the preparation and strengthening of vocabulary in that language. In addition, most of the students found the materials a new resource, varied and adapted to their needs and with the support of other different resources, not only the written ones but also the visual and auditory ones that caught students' attention of and encourage them to learn the language.

Key words: materials development, project work, free writing, in-house materials

Resumen

Esta tesis es una investigación-acción cualitativa cuyo propósito fue implementar la metodología de trabajo por proyectos y contribuir al proceso de mejoramiento de las habilidades de escritura en la clase de inglés como lengua extranjera. El estudio se llevó a cabo con doce estudiantes en una institución pública en Bogotá. La recolección de datos se realizó a través de varias observaciones de clase, la implementación de dos workshops, y una entrevista a grupos focales. Los hallazgos preliminares comprueban que las actividades basadas en el desarrollo e implementación de workshops apoyado en el enfoque de escritura libre pueden ser favorables para los estudiantes ya que se evidencio un impacto positivo en el aprendizaje de los estudiantes, no solo para escribir en un idioma extranjero más fácilmente, sino también para el aprestamiento y afianzamiento del vocabulario en dicho idioma. Además, los estudiantes en su mayoría encontraron los materiales una forma diferente, variada, adaptada a sus necesidades y con el apoyo de diferentes recursos, no solo los escritos sino también visuales y auditivos que se prestaran para captar más la atención del estudiante y los animara a aprender el idioma.

Palabras clave: desarrollo de materiales, trabajo por proyectos, escritura libre, materiales institucionalizados

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Resumen Analítico en Educación - RAE**General Information**

Type of document:	Magister Thesis
Access to the document:	Universidad Externado de Colombia
Document title:	In-House Materials Focused on Project Work to Foster Student's Free Writing
Author:	Mónica Patricia Castro Vega
Thesis Director:	Astrid Núñez Pardo, M.A.
Publication :	March 27, 2018 - 112 pages. Tables (1). Appendixes (4)
Sponsor Unit:	Universidad Externado de Colombia
Key Words:	material development, project work, free writing, in-house materials

Description

This action research study aimed at showing how in-house materials focused on project work contributed to twelve eight graders in the public school IED La Belleza los Libertadores aged between 13 and 18 to foster their writing skills by using contextualized materials and free writing strategies. The instruments used for collecting data were a survey, field notes and students' artifacts that consist of two project-based workshops with their corresponding self-assessment. Three categories emerged from data analysis: Materials Development , Project Work and Free Writing (MD, PW and FW, henceforth) which underpinning this study which were supported with theories of authors such as Núñez, Téllez, Castellanos (2013), Tomlinson (2011) for MD; Perdomo and Tinco (2008), Fried Both (1986) for PW; and Elbow, (1973), Nordquist (2017), for FW. The findings showed that the development and implementation of in-house materials had a positive impact on students writing process, as well as interesting in in-house materials and self confidence in the writing practice even if they need to use their mother language for association, which encouraged them to learn the writing process.

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Content

Throughout the main document readers will find five chapters. The first chapter shows the statement of the problem, as well as the research question and the research objectives. The second chapter highlights the literature review along with the theory on which this research is supported. The third chapter contains the methodological design, and the instruments used for data collection. Then, the fourth chapter shows the data analysis and the categories and subcategories derived from it. Finally, the fifth chapter deals with the conclusions, the findings of this research and the impact of this enquiry on students.

Methodology

This research focused on the author's interest in changing the perception of students in front of writing in English. To achieve this, the author designed two workshops based on Project Work that will help students to improve their EFL writing skills. Thanks to this, this research focuses on three constructs, the materials development, project work and free writing. As a first step, a survey was carried out to verify the students' issues in English, then two topics were chosen to work with the students to make FW an easy work (Dickson, 2001). Secondly, the author investigated the theory related to the research and established a theoretical framework that was important in the design and implementation of the materials for this research (Tomlinson, 1998). To achieve this, FW was also researched as a methodological approach to underline this pedagogical intervention (Namouchi, 2014), in this way, I intend to take advantage of both PW and FW to offer students the opportunity to gain experience and knowledge in English focused on a subject and emphasize in a skill that is most needed by students.

After these processes, the author began with the implementation itself, which led different processes. The first and second ones dealt with the inquiry of the information and sensitization to the institution and the parents about the study carried with the students, the following process was the implementation of the workshops, the survey, and the interview. The following step was the triangulation of the data provided by the three instruments, which led me to conclude the categories, subcategories, and findings established during the process.

After this, the author focused on the conclusions and implications of the process and, in the end, reflected on the implementations and possible future research

Conclusions

After the implementation different conclusions came out, one for each construct. Regarding MD, was concluded that it is beneficial for both of them, not only for students to work with materials developed according to their needs, but also for teachers since they can improve their work techniques with the creation of their own materials and not only adapt textbooks for teaching in

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classes. With reference to Project work, it showed that students liked these types of activities which allowed them to work more freely on some specific topics and become easier for them to understand. Finally, regarding FW, evidenced that it is still not clear to students that there is a difference between Free writing and writing freely, also that it is necessary to apply learning strategies that facilitate students' writing skills

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Introduction

Colombian education policy encourages institutions, at all levels, to promote bilingual education (Spanish and English). At a more specific level, the National Law of Education (1994), The Basic Standards of Foreign Language (2006) and The National English Program Colombia Very Well! (2015-2025) programs, as well as my study, seek to provide students with the knowledge and development of English skills. In this case the emphasis is on free writing.

This study was the result of a current need in most public schools in Bogotá. In general, teachers working in the public sector are not able to request books of any kind or any other printed materials to work with in class because of the national government policies relating to the provision of free education (decree 4807 of 2011). This situation brings about the need to develop and implement in-house materials that consist of two project-based workshops to respond to the genuine needs of eighth graders at La Belleza Los Libertadores School. In other words, this study seeks to address the contextual pedagogical needs as part of the development and implementation of the pedagogical intervention. Thus, this research aims to describe the development and implementation of project work-based workshops to develop eighth graders' free writing (FW hereafter). In addition, it allows students to combine theory and practice that reflect their social context in the writing activities. Students will enhance problem and subject-oriented skills in English as a Foreign Language (EFL hereafter) and will be accountable for their individual and team working skills.

Furthermore, this study resulted from students' observations, both of new students and of those already enrolled at the institution. In previous years, students did not use to write their own pieces, but instead, they just translated phrases or short texts provided by the teachers. The previously described context only allowed students to develop memory skills through some

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retention of vocabulary; consequently, they showed underdeveloped writing skills. Moreover, to create the semiannual school plan for improvement, a conversation was held with most of the students, who said that they would like to improve their writing as they considered it relevant for their academic advancement. Indeed, in high school they will have to enroll in a special project which emphasizes the need to write well in both languages - English and Spanish.

This paper has been organized into five chapters. The first chapter includes the statement of the problem according to participants' socioeconomic context, the related studies that involve materials development, project work and writing skills, the setting, the rationale, the research question and the research objectives. The second chapter presents the literature review along with the theory that supports this study. The third chapter contains the instructional design of the specific topics, and the study's development and evaluation. Then, in the fourth chapter, the data analysis is explained. Finally, the fifth chapter deals with the pedagogical implications and conclusions of this inquiry.

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Chapter I

Research Problem

Statement of the Problem

Based on my teaching experience in public settings, most primary school EFL teachers focus on teaching writing through translation from English to Spanish. This may happen because in primary education, many teachers have their Bachelor of Arts in areas besides ELT; therefore, their teaching methods are not the most adequate ones for the EFL context. As a result, the eighth graders that I taught at the moment of the implementation had low level of proficiency in the English language.

Taking into account the previously described context, I did two loop writing activities that informed my preliminary idea with regard to my research question. I also decided to keep a teacher's journal which provided information on three recurring situations: the need to translate everything students write or say, the low vocabulary and the lack of written production on the part of students, even in short sentences. I had also noticed that Project Work (PW hereafter) for other groups where I taught Spanish literature combined with Social Studies caught their attention. In doing this, I took into consideration their interest in PW and the information I gathered from a needs analysis survey I designed and administered (See Appendix C). It is important to administrate a survey to analyse students' needs and so can develop not only contextualized materials but also a better EFL class. In this regard Núñez and Téllez (2008) highlighted that "any decision made in the classroom should be informed by a serious needs analysis because it may help teachers be aware of what is actually happening in the classroom" (p. 68). Addressing my students needs to design and develop my workshops allowed me to improve my teaching skills. The results from the survey supplied information about what they

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knew about PW, how they wanted to learn English and what they needed to enhance their English knowledge, among other pieces of information. Thanks to this, I noticed that PW may encourage the students' free writing.

My personal interest was to provide a possible solution to this difficulty and include different topics in the EFL classes so that students could learn to produce their own texts imaginatively artistically and efficiently. Since the materials offered in class were not always of interest to the students, I proposed the development and implementation of in-house materials that consisted of two project-based workshops to develop eighth graders' free writing at a public school.

Research Question

How do the design and implementation of in-house materials, that consist of two project-based workshops, develop eighth graders free writing at a public school?

Research Objectives

General objective: To explore the contribution of in-house materials (two project-based workshops) in the development of eighth graders' free writing at a public school.

Specific objectives: (a) To assess the effectiveness and suitability of implementing workshops based on project work in eighth graders' free writing; (b) To describe students' free writing through the free writing approach; (c) To analyze the contribution of a set of multi-skill activities, such as problem-solving, for the development of eighth graders' free writing.

Related Studies

According to the research question, I identified three constructs: Materials Development (MD hereafter), Project Work (PW henceforth), and Free Writing (FW hereafter). I selected some representative studies that framed and guided the current one. It is worth mentioning that databases like JSTOR, EBSCO (Eric, Redalyc, Fuente Académica Premier, Communication & Mass Media Complete), Sage Gale (Academic Search Premiere), and Dialnet, among others, were consulted without finding all the studies that have been conducted with a focus on MD, PW and FW at the high school level. For this reason, some of the related studies hereby presented have been carried out at the college level or in primary schools.

Regarding MD and FW, Solórzano (2013) analyzed students' writing process through the development and implementation of contextualized materials focused on songs dealing with controversial topics. This action research study was conducted with 36 tenth grade students in a public school and the data gathering instruments used were: field notes, students' artifacts and entry and exit surveys. Its findings established that students got more motivated in the learning process with the development and implementation of contextualized materials. Thus making the writing process a fruitful experience for the students, I am inclined to believe that one advantage of developing EFL materials for writing is to evidence how we as teachers can foster and facilitate the acquisition of knowledge.

Another important qualitative action research study was carried out by García (2015) to explore the contribution of workshops composed of five lessons for twelve eighth graders' writing in an EFL public context. The instruments used to collect data were students' artifacts,

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field notes and an interview. The findings made evident that writing is not a simple process for the students, especially if they consider writing a tedious activity and, if it is one of their greatest fears when completing a task or doing class work. They also found that on many occasions teachers believe that working with students who achieve high grades make it easy to have them produce texts, thus assuming that they could perform well in writing. This study is relevant to mine since it evidences the need to develop contextualized materials to motivate students to write under the guidance of both the teacher and a set of sequenced writing activities.

Considering PW and MD, Díaz (2014) carried out a qualitative action research study with sixteen students in a public university. This study focused on PW in English lessons to promote motivation through the development of materials that allowed students to communicate in real social situations by means of the writing process method. The data gathering instruments used were video recordings, students' artifacts, and teachers' field notes. The findings suggest that PW required assuming risks, being engaged in class activities dealing with arts, science and history, and cooperating with peers to favor learning. This investigation was relevant to my study because it involved students in solving problems related to subjects-like history, science and geography, which were the areas included in the pedagogical intervention of my study.

Moreover, the action research developed by Julio (2015) showed the improvement in English as a foreign language made by tenth and eleventh graders in a public school through the development and implementation of materials based on PW. This research study collected data through video recordings, field notes and interviews. The results evidenced that PW fosters independent work, responsibility and the construction of basic knowledge during the process of solving problems. This study shed light on the present investigation in terms of vocabulary learning, pronunciation and grammar that benefit students writing.

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In relation to FW and PW Ruiz (2013), this qualitative action research study was carried out with 33 students in a primary public school in Bogotá. It centered on investigating how PW develops students' writing and thinking skills in an EFL class. The data gathering instruments were field notes, artifacts and audio recordings. Its findings established that PW is successful in students' learning processes through interaction and, convenient for making students aware of the usefulness of English in their lives. The contribution of this study to mine, is gaining an understanding of the importance of motivating students to link their everyday life to English written form.

Moreover, Kalvodová (2006) developed an action research study in which a qualitative case study was produced to describe the writing process of a group of students from fourth to ninth graders at a primary school through English lessons based on PW. The data gathering instruments were field notes and students' artifacts. The results demonstrated that it enhanced the students' learning process because it made students participate in class in a cooperative way, which in turn, allowed them to listen to their classmates and develop their thinking skills. The usefulness of this study resided in the organization of individual or group activities, since the young people had to show that they were responsible for the development of their own character or abilities, skills, and values in their everyday life.

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Setting

I conducted this study with nineteen eighth grade students whose ages ranged from 12 to 15 at IED La Belleza Los Libertadores, a public institution located in the fourth district, San Cristobal, Bogotá. The institution has set guiding principles to promote the proper use of both the mother tongue and the foreign language in students' personal, academic, and employment contexts. The mission of the institution is reflected in the name of the PEI (Proyecto Educativo Institucional), which seeks to “construyendo pas y ciencia a traves de la comunicacion para la formacion de lideres comunitarios”. ‘Building peace and science through communication to search for community leaders’ (n. p) (IED la Belleza Los Libertadores, PEI, 2016,). According to the school's education project (PEI), the school's mission is that “in 2024 the institution will be recognized by the transformation of the cultural environment of students through the development of human values, where individuals become able of creating, transforming, and transcending their society” (p. 21) (PEI, Mision y vision, 2015 – my own translation). Thereby, within the school the English language plays a key role in the education of students from first to eleventh grade, who currently attend between three to five hours of English class per week. The English program is aligned to the Basic Standards in Foreign Language Competences: English (MEN, 2006). These standards specify the scope of English as a foreign language for each of the language skills at proficiency levels A1, A2.1, A 2.2, B 1.1, and B 1.2. The eight grade students, participating in this study, should achieve B 1.1 level, which implies being able to write simple texts that accomplish different functions, such as describing, narrating and elaborating arguments on personal topics or other related content subject matters.

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Moreover, students constantly force us the teachers to change our teaching methods. For this reason, this research study was a real opportunity to transform my teaching and convert the English class into a space where students indeed learned and, at the same time, where they were motivated to work in English, leaving aside their opinions about it being a boring subject.

Rationale

In my experience as an English teacher, I have noticed a lack of motivation in my students towards writing, since they consider the writing assessments the most boring way to learn English. This led me to explore the possibility of creating and implementing in-house materials, based on project work, to improve students' writing skills. This study enriched my teaching practice and research skills as it gave me the theoretical foundations to develop better EFL teaching materials that aim to develop students' writing skills, within the context of the language classroom. In this regard, Núñez, Téllez, Castellanos and Ramos (2009) affirmed that the development of materials is fundamental in the EFL classroom, as they improve students' learning and encourage teachers to innovate in their teaching contexts.

My study also contributes to the EFL community of teachers because it provides a didactic alternative, especially for the institution in which it was developed. This work supports students in the process of expressing their ideas and thoughts in written form and improves both the skills of students and that of teachers to be able to teach in a more attractive and innovative way.

Finally, the current study contributed to the research line on Materials Development and Didactics, ascribed to the research group of Critical Pedagogies and Didactics for Social Transformation, since it innovates through the development of contextualized in-house materials to enhance students' free writing. In doing so, I address the guiding pillars of the research line

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since this study capitalizes on students' creativity and individual skills to succeed in their school-led life projects (Delors, 1966); it favors both students' and teachers' empowerment and autonomy (Rico, 2012), by allowing them to create their own passages and teaching materials, respectively; and fosters quality assurance of the school curriculum (Tedesco, 2010) and teachers' professional development (Tomlinson, 1998). Supported in all this, I want to implement in-house materials based on strategies to improve writing with different groups of the school, adapting them to their needs and the requirements of the curriculum. Additionally, I hope my colleagues get interested in the benefit and impact generated by the implementation of different learning strategies in EFL

Chapter II

Literature Review

The purpose of this research is to design and implement in-house materials based on project work to develop eighth grade students' free writing. Thus, I identified three theoretical constructs: the first one is materials development for teaching the four language skills with an emphasis on free writing; the second one is project work to solve driving questions in the EFL classroom, and the last construct is free writing. Authors such as Burns (1999), Núñez, Téllez, Castellanos (2013), Richards (2005), Perdomo and Tinco (2008), Rodgers (2012) and Tomlinson (2011), along with others, support the arguments presented here. In this chapter, I also explain the concept of my three constructs.

Materials Development

Teaching a foreign language is complex, especially in a public institution considering that teachers are not allowed to request certain types of materials due to the government's policy on free education. Those materials are necessary to practice the skills or topics worked on during class. Because of this, teachers have to design the materials to be worked on in a school year. Similarly, teachers must find a balance between the content, the curriculum and the students' needs and interests.

Otherwise, it is necessary to recognize the importance of writing many of the school activities, especially in a foreign language. Considering this, it is fundamental to know the development and application of materials in the classroom and how students apply them to learning and creating new stories or memories.

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What is materials development? The use of materials in an EFL class is necessary to improve the learning, understanding and proper use of the foreign language. To understand what Materials Development (MD hereafter) is, Tomlinson (2011) highlighted that materials development “can be anything which is deliberately used to increase the learner’s knowledge and/or experience of the language” (p. 2). The same author (2013) also affirmed that MD “is a field of study and a practical” (p.66). The principles and procedures considered in the design of materials refer to the field, and the products made available for sale or the EFL classroom with regard to the practical activity. In the same line of thought, Núñez et al. (2013) asserted that “materials development as a field of study, demands an informed methodology that allows [for the validation of] the efficiency, appropriateness and relevance of materials within the context of learning a language” (p. 10). Therefore, for the purpose of this study, MD involves the theoretical foundations and hands-on-work to create or adapt materials that are aimed at increasing knowledge and fostering learning; besides that, it entails an assessment process to count for the usefulness, suitability and consistency of the in-house materials proposed for the pedagogical intervention. Nonetheless, teachers do not always assume that materials development is a way to innovate or improve students’ abilities, regarding this, Núñez and Téllez (2015) said that “materials gives teachers the possibility to reflect, innovate, create better teaching and learning settings” (p. 58) instead teachers see it as the elaboration of some tasks where students must fill in blanks and follow predetermined structures, which hinders the contribution of MD to language learning and teaching. The use of materials should not be ignored, as it provides a great contribution to learning and teaching in the EFL classroom

Requirements for materials. For materials to be relevant and useful, a number of aspects should be considered. Núñez, et al. (2009) claimed that affection, motivation, and teacher’s

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beliefs are involved in language teaching and learning materials. Likewise, Núñez and Téllez (2015) affirmed that “reflection, awareness of and MD rationale, affect, motivation, teachers’ beliefs, creativity, and commitment are the components that interplay in MD” (p. 57). Thus, the materials proposed for the pedagogical intervention in this study were also the result of theoretical insights and a thoughtful, creative, affective, motivational and committed procedure. Finally, Rico (2005) recommended considering “the aims and objectives of the teaching materials which will help equip students to use language effectively for their own purposes; take into consideration intellectual as well as emotional students’ needs, ... the relationship between language, the learning process and the learner” (p. 1-3). All in all, materials need to be purposeful and to be based on students’ language learning and affective needs.

Materials. They are tools that must meet certain types of qualities and serve to build knowledge or develop tasks for communicative purposes. Along these lines, Tomlinson (2003) used the term materials to describe “anything which is used by teachers or learners to facilitate the learning of a language” (p. 2). The author further asserted that materials are those tools that not only teachers can use but also offer the opportunity to create or provide fonts of knowledge. Therefore, materials are products that generate sources of information which can exploit, maximize or facilitate the acquisition of knowledge or experiences. Likewise, Núñez et al. (2013) said that “materials . . . are socio-cultural resources that facilitate not only linguistic interaction but also cultural exchanges between the various human groups” (p. 10); and Rico (2012) asserted that “materials allow us to connect students with the cultures, learn a language and develop some skills” (p. 135). Hence, in this study, materials are conceived as a means to portray social and cultural traditions and heritage that serve the purpose of facilitating a linguistic and cultural interaction.

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Materials are not simple tools for assessment or verification of knowledge, but essential resources in EFL teaching and learning. In this regard, Xiaotang (2004) affirmed that “materials are not just tools; they represent the aims, values, and methods in teaching a foreign language. Materials are the most powerful device in spreading new methodological ideas and in shaping language teaching and learning practice”. (As cited Núñez & Téllez 2013, p. 58) Similarly, Richards (2001) stated that “materials are instructional ... serve as the basis for much of the language input learners receive and the language practice that occurs in the classroom” (as cited in Tomlinson, 2013, p. 3) For those reasons, I intend to develop materials informed by Second Language Acquisition (SLA) principals that address the values and cultural heritage of the students, as well as their favorite learning approach, project work.

Types of materials. In reference to this, there are different types of materials that is important to highlight in order to design our own materials.). García (2015) summarized them into, those for teaching and learning English: by purpose (instructional or non authentic and authentic); by format (paper-based, audiovisual or electronic); and by a creator (commercial or in-house). Those materials must comply with specific functions which help students to learn and understand the target language more easily and in a more experiential rather than a theoretical way. Tomlinson (2012) explained that materials are, “Instructional (guiding the learner in practicing the language), experiential (providing the learner with experience of the language in use), eliciting (encouraging the learner to use the language) and exploratory (helping the learner to make discoveries about the language)” (p. 143). Correspondingly, the typology of materials that characterizes the ones in this study falls into the category of in-house materials, which in turn are classified as those that instruct students on the language, allow them to experience it and motivate them to use it in class.

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At the more specific level, I find the materials that the teachers develop for the class are a practical tool for effective English learning as a foreign language. In this respect, Ur (1991) affirmed that teacher-made materials or “good teacher-made materials are arguably the best there are: relevant and personalized, answering the needs of the learners in a way no other materials can” (p. 192). Similarly, Núñez and Téllez (2009) contended that “teachers should do their best to develop the most effective, appropriate, and flexible materials for their students and their programs” (p. 173). Moreover, Tomlinson (2012) considered that teachers “develop original ideas and materials to match the novel environments, which they would later be able to adapt and develop in relation to their own working environments” (p. 503). The aforementioned assertions led me to propose in-house materials, composed of two workshops, created by the English teacher that focused on the enhancement of the students’ free writing, which can be useful for other teachers and students of the institution.

Among teacher-made materials, we find a wide variety. For several authors like Núñez and Téllez (2015, 2009), Núñez et al. (2009), Tomlinson (2012) and Ur (1996) materials can be units, lessons, workshops, worksheets, flashcards, work cards, posters, video clips, portfolios, and modules, and the sort. Due to the fact that my institution does not handle textbooks, I felt the need to create in-house materials instead of worksheets or other kinds of materials. For that reason in this study, the two workshops consist of five lessons each, one per language skill: vocabulary in context, listening, reading, writing and speaking.

The importance of designing in-house materials. Creating in-house materials privileges the foreign language knowledge to help students write freely. According to Jolly and Bolitho, “The importance of fine-tuning materials to suit the specific needs of learners is something which, by definition, is lacking in an off-the-shelf course” (as cited in Bedwell, 2012,

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p.3). Similarly, Gómez (2009) identified materials as an alternative to foment purposeful communication, the “use [of] in-house materials that have the potential to satisfy the specific needs of particular learners” (p. 9). Thus, in-house materials take into account students' language learning and emotional needs, as well as their preferred learning approach, which is project work, to aid them to develop free writing skills.

Regarding the advantages of in-house production, Jolly and Bolitho (as cited Bedwell, 2012) asserted that:

(a) The materials are designed with a specific set of learners in mind, and they reflect and incorporate the needs of other stakeholders (teachers, the institution and so forth); (b) An institution's staff has a cumulative wealth of context-specific experience that can be utilized; (c) Materials can be adjusted subsequently and amended in response to the changing needs of the stakeholders; (d) The cost of sourcing teacher-writers from existing staff is likely to be less than that of commissioning external writers or purchasing a full commercial course, which would inevitably have a sell-by date; (e) The copyright to the course would automatically belong to the institution. (p. 7)

In this study all of those advantages were reflected specially because it would be cheaper for teachers to create their own materials than it is to purchase developed materials for elsewhere.

Moreover, the disadvantage that these authors find is the lack of time that can generate dissatisfaction in writers. All these advantages help teachers identify a course of action in class, since they are the ones who know how hard or rigorous a task must be; also if it has to be short or long and how to adapt it to the students' learning styles.

In-house workshops. For the purpose of this study, workshops based on project work were developed addressing the four language skills. According to the Collins Dictionary (2010),

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a workshop is a “training class or seminar in which the participants work individually and/or in groups to solve actual work-related tasks to gain hands-on experience” (Para. 2). Similarly, in-house materials, as defined by Alderson (as cited in Bao, 2013) explained that workshops:

Will enable teachers to produce appropriate materials that harmonize with their students’ wants and needs, as well as allowing them to concentrate on their local contexts of use without having to be distracted by attempts to please particular publishers or anonymous markets. (p. 391)

Therefore, designing in-house materials (workshops) becomes not only a motivating task as they constitute a key pedagogical resource to engage students in the development of their writing through the set of vocabulary, reading, listening and writing exercises to be solved individually or in pairs, but also an alternative solution to tackle the fact that commercial didactic materials do not respond to the particular situations and contexts of students.

SLA principles for materials development. We as teachers believe that developing materials for the EFL class must ensure sufficient exposition of students to language use in real settings to perceive the learning process in a more meaningful way. Following Tomlinson’s (1998) selection of SLA principles relevant to the design of materials, the most pertinent ones include: making students feel confident; fostering oral communication; providing opportunities for feedback on the results; addressing all learning styles that characterize students and their language learning and life experiences; producing a positive effect on learners through presentation and usefulness of content; and facilitating students’ conscious use of learning strategies (self- discovery) ” (as cited Núñez and Téllez, 20098, p. 176) Thus, the materials must have a legitimate relationship between topics, students’ language learning and affective needs, the type of pedagogical procedures they like, and what we as teachers look for in terms of

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learning outcomes. In addition to enhancing communication, developing in-house workshops also fosters vocabulary learning, and reading, listening, speaking and writing skills since those contextualized materials are aimed at benefiting students' learning process.

Project Work

Project Work means more than incorporating a project into the classroom; it is an approach used in the process of teaching and learning different subjects. For these reasons, it is important to define the concept of PW to understand its usefulness and stages and to respond to the students' needs and interests.

What is project work? Using PW in the EFL classroom becomes a pedagogical learning strategy to improve understanding and acquisition of knowledge in an experimental way. Authors like Fried-booth defined PW as “a systematic plan that includes multi-skill activities, ideas and resources, among others, having the tendency to solve a problem or any other daily activity” (as cited Perdomo & Tinoco, 2008, PowerPoint slide 3). Moreover, Hutchinson (2010) stated that “Project work is not a new methodology. Its benefits have been widely recognized for many years in the teaching of subjects like Science, Geography, and History. Some teachers have also been doing project work in their language lessons for a long time” (Hutchinson (2010) Introduction to project work – what is a project? para. 2). In addition, Ribé and Vidal (1995) asserted that “project work should take place as a participative activity with teacher and learners working together” (p. 86). Therefore, it demonstrates that they have to be able to select a topic according to a common interest among them to build up a team group.

Benefits of project work. This methodology helps to show the strengths students have and also their weaknesses; most of those weaknesses are in language and vocabulary. For that

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reason, project work is an ideal approach as it allows students to use their knowledge whether in L1 or L2. In this regard, the Oxford University Press [OUP], 2014, 23 April, stated that PW:

Offers students the opportunity to use the language they have learned. As they share their work with others in the class, they will be exposed to the language in different contexts to communicate real information, usually about them and their experiences. The project will give them opportunities to reflect on the language they need. As the projects are meant to be shared, students are careful about mistakes, motivated to correct them before the project is presented to others... the discussion of a topic, to talk about the correct way to translate or write a word often motivates students to reflect on whether or not they have learned in class, or if they are really paying attention or not to what they are working.

(para. 9)

The last part is important for the proper development of the project, it becomes almost an evaluation of the processes and helps to improve the English class quality. In respect to other opportunities, I saw that PW and Free Writing (FW) have something in common –they offer students both the opportunity to work according to their interests and needs and facilitate the acquisition of knowledge in a real context. In addition, when discussing project work it is necessary to talk about problem-oriented and subject-oriented project work. According to Olsen and Pedersen (n.d.), there are two characteristics of the project work approach: the first one is that the group chooses the topic according to their interests, then looks for information and finally, works on problem formulation (problem-solving project); the second one is based on the information that everyone possesses about the topic (subject –oriented project). In contrast, in problem-oriented project work, the idea is not to satisfy the students' needs and their personal interests; it looks to research a topic that students do not know, focusing on the lack of

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knowledge that young people have on a specific topic to discover the answers by themselves. Teachers should center on planning projects that focus on students' knowledge and can be supported in finding what they do not know to supplement the information.

Project-based learning offers the possibility to work in a friendly and more participatory manner, since teachers and students have to make decisions, as a group, about what they are working on. Besides, Bordessa (2005) expressed that to optimize the skills of a child and be supportive in resolving conflicts it is necessary to work as a group as it “encourages creative problem-solving... working [as a team, they learn that each participant has strengths and weaknesses. Recognizing each person’s limitations and abilities” (p. 4). Therefore, PW is one form of work that helps students not only to learn subjects in an easy and attractive way but also to develop their values and their physical, intellectual, emotional and social aspects.

Even though, it is advisable to do PW through cooperative working strategies, at La Belleza los Libertadores school group activities were not encouraged. Tyler and Blander (2000) assert that “cooperation refers to whether or not people act to promote the goals of the group” (p. 3). However, cooperation is the opposite of competition. Project work becomes a competition because there is no cooperation. Furthermore, they suggested that cooperation depends on people’s behavior. Hence, the role of the teacher is to be a guide for students to use all possible resources at their fingertips, employ a strategy that is fun or motivating for them and discover everything that students can create based on the knowledge they have and are acquiring simultaneously. All this can be seen in a complete way with the nine stages proposed by Stix and Herbek (2006):

- (1) The teacher-coach sets the stage for students with real-life samples of the projects they will be doing; (2) students take on the role of project designers, possibly establishing a

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forum for display or competition; (3) students discuss and accumulate the background information needed for their designs; (4) the teacher-coach and students negotiate the criteria for evaluating the projects; (5) students accumulate the materials necessary for the project; (6) students create their projects; (7) students prepare to present their projects; (8) students present their projects; (9) students reflect on the process and evaluate the projects based on the criteria established in Step 4. (p. 83)

We can also see that the students assume the role of designers, regulators, teachers, and students at the same time, where they are the ones who set their pace of work. In spite of these stages, this study exclusively favors pair work for giving and receiving feedback since the writing activities proposed are to be done individually, and are aimed at straightening each student's FW.

Considering the goal of this study, it is necessary to conceptualize literacy, writing and free writing. In the following section, I refer to each one in depth.

Literacy

Although literacy is not a theoretical construct that informs this study, it serves the purpose of framing writing. Many authors defined literacy in a number of ways, focused on the ability to read and write at a relevant level according to the educational targets of schools. "On the one hand, literacy is the attribute to read and write fluently" (Blake & Hanley, 1995, p. 89). On the other hand, Bailey (as cited in Cambridge Assessment, 2013) stated that "literacy is not a generalized ability a person possesses ... is a set of actions and transitions in which people use reading and writing for personal and social purposes" (p. 9) These are the two things that a teacher looks for: to generate and disseminate literacy to improve the academic and personal development of the students.

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Writing. It is important to define the concept of writing, especially because it has different meanings and also because, as in this case, writing in a foreign language differs from writing in a mother tongue. Many experts have defined and explained the concept. The Collins Dictionary (2010) defined writing as “a group of letters or symbols written or marked on a surface as a means of communicating ideas by making each symbol stand for an idea, concept, or thing ...” (p. 1539). Omniglot (1998) defined it as “a method of representing language in visual or tactile form” (para 1) these are two very similar concepts that treat writing as a process of attaching symbols to communicate ideas. To Rodgers (2012), writing is not only the union of the symbols, but also a concept that should be divided into three parts: as an object, as an action and as a process. Nowadays, some students only think that the writing is the union of words or symbols no matter if they are coherent or not. For that reason, it is necessary to see the three parts in which the writing is divided.

Dividing writing as an object refers to the function of the writing piece; for instance, to describe, inform, analyze, explain or express. As an action, it encompasses the purpose of writing, which is to communicate ideas and thoughts in writing form to convey meaning. As a process, it deals with how to do the writing; it involves brainstorming or generating ideas, organizing, revising and socializing what has been written.

Writing as a skill. It is a cognitive skill that people can develop, but it should be cultivated and refined with practice, trying not to generate taboos to the person who is doing it. To develop this skill, teachers should provide students with opportunities to do and practice it by allowing them to know the basics, be knowledgeable about the writing topic, brainstorm ideas and be consistent. Teaching young learners to write in a foreign language involves finding the right strategies; they should be taught how to learn vocabulary and different types of texts.

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According to Silva, “writing in EFL makes students give more attention to avoid making mistakes, as supposed to writing in the mother tongue since they do not to plan what will be written, make more grammatical errors and lack organization” (as cited in Brown, 2000, p. 339). Therefore, writing should be taught by a pedagogical and cognitive procedure, supported by learning strategies and students’ self-awareness of mistake making and correction. Supported in this, I looked for the implementation of my project to become a tool where students find all kinds of opportunities to practice and improve their writing and learn how to avoid mistakes in English.

Writing as a process. Writing is identified as a process because it involves multiple techniques like planning, peer collaboration, drafting, and editing. In fact, writing promotes the development of students’ skills and raises their awareness when planning a topic and solving a question. Hyland (2003) asserted that the writing process promotes meaningful learning by “stressing the need to develop students’ abilities to plan, define a rhetorical problem, propose and evaluate solutions” (p. 10). Hence, using the writing process offers an opportunity for students to easily and freely develop their written production under the guidance of the English teachers and the support of their classmates.

Free writing. FW in a Foreign Language is not just writing or typing words and putting together some running sentences. It is a strategy in writing composition with the aim of developing ideas without the rules or the pressure of conventional writing. According to Scott (1996), learning FW is an approach in which:

Teachers value quantity over quality in writing and do minimal error correction. The focus of instruction is on content and audience. Students are encouraged to be concerned about fluency and content and give cursory attention to form. Proponents of this approach consider that grammatical accuracy will develop over time. (p. 145) Something that is

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also reflected in my students but because they are already accustomed to previous years to that process, which I seek to change and that they succeed to write more fluently in English and not only worry about a score.

Since what is sought is to remove the pressure of writing by obligation, Nordquist (2017) suggests that “free writing is like warming-up on a pitcher’s mound or tossing a few baskets before the real game begins. There’s no pressure because there are no rules, and nobody is keeping score” (para. 2). FW is an opportunity for students to write freely for a brief period in each class, usually 10 minutes or thereabouts. This offers students a rewarding experience of writing because they can avoid the inhibitions which normally influence writing, which are developed since first grade of elementary school, i.e. writing had to be clear, correct and neat. EFL students can benefit as their level of competency develops. To be successful though, FW while free for the students, still requires the teacher to be organized, disciplined and methodical.

The main feature of FW is that it is not edited. It is an exercise in bringing together the process of producing words and putting them down on the page. “Practiced regularly, it undoes the ingrained habit of editing at the same time you are trying to produce. It will make writing less blocked because words will come more easily” (Elbow, 1973, p. 7) As the proverb says, practice makes a master, the more students practice their writing in EFL the more they will improve.

Free writing stages. Authors like Elbow and Brand (1989) argued that FW is simply a matter of freely writing what one has in mind, without the need of any preparation before writing. However, Dickson (2001) proposed a very simple methodology to follow an easy free writing technique.

The methodology consists of four steps: Preparing for writing, setting up the task, free writing, and post-writing. In the first one, the students prepare the materials. In the second one,

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the students have to write for ten minutes without stopping. In the third one, the teacher should provide an example of what the student has to do. Finally, at the end of the session, students can take on the task of reading their writings to their classmates; remembering that in free writing no correction or qualification before the final work should be done. After developing several scripts, the teacher can explain the process to the students about how to correct some kinds of mistakes that are frequently made.

Free writing principles. This study is focused on writing as a free activity. A major difficulty of students is to write comfortably without the pressure or anxiety of making a few grammatical errors when they have to write a simple paragraph. In this way, I focus on the work done by Namouchi (2014) who referred to writing as a free process that must be created by the student. During the process, the teacher is only a companion who corrects certain grammar aspects at one point in the process. These corrections have the purpose of helping students understand the structures within the application and not as a grammar rule to be memorized.

To do so, I implemented some principles of FW in which the focus is content and audience and not error correction. More precisely, in Peyton's and Stanton's words "writing can take many forms, including quick writings, which are time-limited, done individually" (as cited in Namouchi, 2014, p. 35). For these reasons, the compositions students were asked to write were done within the context of the EFL classroom, individually and purposefully included at the end of the in-house materials (workshops) for students to be gradually exposed to language input in the four basic language skills.

The above mentioned author proposed that FW is done in two different ways. The first one is focused on teacher's interference, who gives the instructions and reads the final text without correcting errors but implying the idea of the text. Raimes (1983) proposed that "the text

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must be read aloud to involve students in both writing and reading skills, meanwhile the classmates could give contributions to the structurally of text".

The second way is unfocused; in this case, all the ideas have to be brainstormed to create short phrases and then join them together. As Raimes (1983) stated, "Generally, the students generate incoherent non-unified blocks. However, the advocates of the free-writing argue that despite the risk for the students to produce non-coherent and non-unified passages, this method has the advantage of making them write with more spontaneity" (p. 8). These two techniques seek that the student can become more fluent in EFL writing. Thus, the two forms give an initial instruction by the teacher, who at a certain point stops interfering in the process of writing of the students, so that they can let go and write more calmly.

Taking the aforementioned aspects into account, I asked the students about some topics of their interest; some of these included writing about the origin of one's surname, recognition of a village where one's grandparents come from, completely typical foods, their history of them and their ingredients, among others. Thanks to this, it was possible to play on different occasions with the two forms of FW, where the students started with the brainstorming (unfocused) and then they were directed towards a final project, giving them some guidelines and guidelines for writing (focused) and finally, returning to unfocused so that they will achieve the results without any kind of oppression or obligation.

Free writing in in-house workshops. Writing is not a permanent mindful activity, but it is the production of ideas developed after consciously thinking about what is going to be written. In my workshops the four steps proposed by Dickson (2001) are reflected: (a) preparing for writing, so that the students could choose between several topics that they themselves proposed what would be the main topic for writing; (b) setting up the task, where I intervened as a

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materials designer proposing different activities that help students to develop the text they should produce and giving them guidelines for a better development of activities; (c) free writing, where the students performed without the teacher's pressure to get a score by writing little by little in different classes what would be most convenient for them to develop their topic; and (d) post-writing for students to comply with the task of reading their writings to their classmates (p 3-4). Thus, considering that in free writing no correction or qualification should be made before the final work, the ability to communicate some information in written form is an activity that students should gradually be developed, addressing their content subjects and their daily life experiences, and that teachers should help them cultivate and improve.

Chapter III

Methodological Design

As stated above, my intention with this research is to explore the contribution of designing and implementing in-house materials that consist of two project-based workshops to the development of eighth graders' free writing at a public school. It aims at encouraging the students' appreciation for writing in a foreign language since it is one of the language skills which my students find necessary to manage well. With this teaching strategy, I expect students should find writing in English more enjoyable and practical for them. In this chapter, I address the research and the instructional design that support my study.

Research Design

In this section I describe the research approach and study, the participants of the study and the data gathering instruments used to collect the information.

Research approach. The main objective of this study is to explore the contribution of in-house materials (two project-based workshops) in the development of eighth graders' free writing at IED La Belleza Los Libertadores. Since the study allowed me to make sense of how the students learn to write, it is framed within the qualitative approach, which according to Coll and Chapman (2000), "Depending on the issue of interest, researchers may find it more useful to carry out an in-depth investigation using fewer subjects, in order to gain greater detail about specific issues" (p. 3). Therefore, PW helped to detect both students' and teachers' interests while selecting the most relevant topics to encourage students to build their FW. Moreover, Bell (2005) affirmed that "researchers adopting a qualitative perspective are more concerned to understand individual perceptions of the world. They seek insights rather than statistical perceptions of the

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world” (p. 8). Therefore, designing and implementing in-house materials based on PW plays a key role in helping me to better understand individual and group development of FW.

In this small-scale study, conducted in a public school with 26 eighth-grade students, I observed my students during the implementation of the pedagogical intervention within their natural learning context, and gathered data that describes their individual perceptions of the FW process. As contended by Burns (1999), the advantages of using the qualitative approach are:

(a) The data in qualitative research depends on human experience and this is more compelling and powerful than data gathered through quantitative research; (b) in this type of research, the researcher has a clear vision on what to expect. They collect data in a genuine effort of plugging data tot bigger picture; (c) provides understanding and description of people’s personal experiences of phenomena (i.e. the emic or insider’s viewpoint); (d) the researcher almost always identifies contextual and setting factors as they relate to the phenomenon of interest; (e) qualitative approaches are especially responsive to local situations, conditions, and stakeholders’ needs. (p. 293)

In other words, examining the collective data within a specific teaching situation provides a contextualized recognition and interpretation of the issue of interest for this study, which is the effect of in-house materials based on PW in the development of students’ FW at the public learning and teaching context.

Type of study. Action research is the type of study that can be developed in schools to see the evolution or change of a specific group. Also, it allows teacher-researchers to see what and how a research contributes to both students’ learning achievements and teachers’ daily practice. On this subject, Mills (2007) stated that “Action research is any systematic inquiry

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conducted by teacher-researchers, principals, or school counselors in the teaching/learning environment to gather information about how their particular schools operate, how they teach, and how well their students learn” (p. 5). In light of this, this process allowed me as a researcher to develop reflective practice facing the challenges that are constantly present in the classroom. Besides that, it brought the opportunity to plan, investigate and identify a problem, think about what is causing it, act to find a solution, and observe and reflect if the proposed solution is viable.

Since conducting action research implies a systematic inquiry, it should be done in properly, organized and sequenced cycles. According to Burns (1999), the cycles for action research entail:

(a) “Exploring”, entailed recognition of the problematic situation ; (b) “identifying” implied observing my classes and taking notes to be kept in a reflective journal; (c) “planning” involved visualizing a procedure plan to collect information and choose the research method; (d) “collecting data” referred to gathering information using the chosen instruments; (e) “analyzing /reflecting” dealt with methodical process of the information collected; (f) “speculating” had to do with foreseen three research categories of analysis focused on the three theoretical construct than inform this study; (g) “intervening” encompassed enquiring students on the three theoretical constructs that guide this; (h) “observing” demanded careful notice and interpretation of the impact that my pedagogical intervention on students development of FW; (i) “writing” required the cognitive and creative endeavor of producing a coherent and cohesive text that report the findings of the study supported with theory; (j) “presenting” contemplated the possibility to socialize the findings of the study before the rest of the

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study before the research director, the research juror and the invited audience for the oral. (p. 35-40)

This entire procedure allowed me to develop a coherent and reliable study supported by pertinent theoretical insights and by personal interpretation and reflection of the students' behaviors, reactions, attitudes, and responses towards the pedagogical intervention proposed for this study.

Participants. Twelve eighth-grade students and the teacher-researcher and text developer are the participants of the study.

Students. This study was carried out with a group of eighth-grade students, eleven girls and twenty boys. In relation to them, I implemented the pedagogical intervention with the whole group, twenty-one students, but analyzed the process followed by twelve students who attended all the classes during the implementation. They were chosen considering the "convenient sampling technique" (Stevens, 1996) on the basis of their willingness and availability. All of them agreed to participate in the study through a consent letter (see appendix A) signed by their parents and the students. In general, the group is heterogeneous with regards to its English proficiency and has a positive attitude to the tasks in English class. With reference to PW, most of the students did not know this pedagogical strategy and showed interest in working on it.

Teacher-researcher and text developer. In this research, I perform three roles: teacher, researcher and text developer. First, as a teacher, I guided and facilitated the students' learning process. I also provided them with different activities, materials, and resources to enhance their English writing skills. Second, as a researcher, I collected the data through the use of some instruments that I designed and analyzed by myself to answer my research question. Finally, as a

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text developer, I designed two workshops to help my students improve their free writing skills acquisition in the foreign language.

Data gathering instruments. The instruments that I used to compile the information were students' artifacts, teacher's field notes (See Appendix B), and focus group interviews.

Students' artifacts. They are important as they show the students' evolution of their language learning and use processes, particularly the once involved in developing free writing. As Lankshear and Knobel stated, "Artifacts in research are considered concrete evidence that includes student-produced texts and would arise in a natural way or purposefully during the process" (as cited in Martín, 2016, p. 29). In this study, not only used the field notes I linked them with the artifacts and analyze how my students work and find a relation between the objectives and the results. Thus, it becomes an excellent source for my research because both joined different evidences during the process.

Teachers' field notes. The use of field notes is necessary to gather as much information as possible about the behavior, reactions, responses or recurrent patterns of interest most relevant to an investigation. Burns (1999) affirmed that field notes are "a technique for capturing in detailed naturalistic interactions and verbatim utterances. Used in the classroom, they are, thus, very valuable sources of accurate information on patterns of interactional behavior which may not be obvious during the actual teaching process" (p. 94). Thus, those instruments and the data collection are directed towards guarantying the reliability of the students' expressions and their confidentiality. It was important to talk with students about this data-collection process because they are so young and others are extremely shy.

Focus-group interview. Explore what individuals think, feel, believe about one process they have done. According to Rabiee (2004) who cited Thomas' elaboration on Lederman, a

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focus-interview is “a technique involving the use of in-depth group interviews in which participants are selected because they are purposive although not necessary representative sampling of a specific population, this group being ‘focused’ on a given topic” (p. 555). In my study, students were selected based on the willingness to participate and on several questions related to the three theoretical constructs in which they were asked for their perspectives, perceptions, and opinions of what they learned during the implementation of the pedagogical intervention. (See Appendix D)

Instructional Design

This section presents my pedagogical intervention, the instructional objectives, the theory of the nature of language and learning, the language teaching approach implemented, the innovation of the pedagogical intervention, the relation between the research question and the pedagogical intervention and the instructional phases.

Pedagogical intervention. The pedagogical intervention that was developed in this study was the design and implementation of in-house materials (two workshops composed of five lessons each), through which I expected to contribute to the eighth graders’ free writing process project work.

Teaching writing often focuses on structure, grammar drills, and text organization, which are important aspects of the writing process. However, those aspects are not central to the development of FW, as it is the case in many writing approaches that stress accuracy rather than fluency. Due to this fact, Namouchi (2014) considered that FW is founded on the idea that if we write frequently and without any pressure, we can improve our writing skills in a better and easier way. Students should be able to write without grammar guideless given by the teacher and improve their writing by self-correcting when reading their previous written drafts.

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My students take notes from the board easily, but writing by themselves and voluntarily is a bit more complicated for them. As mentioned earlier, some reasons they present difficulties may be that they do not have enough basic vocabulary or because in previous years, they were inculcated with the idea that writing in English was very different from writing in Spanish. Students are influenced by their native language and might have issues with word order, spelling, and appropriate use of vocabulary. This pedagogical intervention showed the students that both English and Spanish writing have some organizational similarities when it comes to grammar, they began to realize that writing is not as complicated as they thought, and they can get to write free texts easily and without any complications, even in a foreign language. To make the students' assessments more bearable and attractive, I developed my intervention with some principles that made my workshops more attractive.

Six SLA principles underpin this pedagogical intervention. Following Tomlinson (1998), language teaching materials should: (a) fosters students' self- investment which implies applying learning strategies and using them; (b) offering plenty of free practice; (c) putting learners at ease; (d) taking into account students' different learning styles; (e) provide opportunities for outcome feedback; and (f) achieve impact through novelty, variety, attractive presentation and appealing content.

In the same way, My pedagogical intervention also involves PW since it contributed to one of the school's projects called "Feria Campesina" (farmers' fair), in which the students engage in different academic activities; for example, in Sciences class they study food production; in Social Studies, they analyze the origins and evolution of food; in Art class, they learn culture and costumes; in Physical Education, they aim to preserve traditional national sports; in Humanities, students write papers on their ancestors; and in the English class, they

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attempt to write drafts of their origins and of their ancestors' origins. Because the fair focuses on recovering the knowledge and activities of our farmers, the Humanities subject area recognized the memories and the roots of our ancestors.

The development of PW offered the students the opportunity to choose topics they like regarding the fair topics and to engage in activities they seem to be more interested in, or find answers to questions that arise from the knowledge acquired during the fair. In my institution, we manage PW focused on a main topic that allowed students to choose which subtopics they will develop. Accordingly, they are offered some activities that help them feel comfortable when writing. Of course, they should not only focus on writing but also on other language skills that aid students to communicate in EFL.

The intention behind this pedagogical intervention is to change my students' perception regarding the difficulty of writing in English. I left aside the controlled method, in which all activities are gradually prepared by teachers to guide students through their knowledge of grammatical structures and comparisons between L1 and L2 so that the student has a benchmark of how to write before moving to free writing practice. Thus, the teacher is no longer the owner of grammatical structures knowledge and the student becomes the starting point of new unlimited knowledge.

Main structural objectives. The principal objective of this pedagogical intervention is to design and implement in-house materials (two workshops) based on project work activities to foster students' Free Writing. To do so, I implemented the Free Writing approach, which focuses on meaning, not on mistakes, as stated by Haq (2014) who highlighted that "this approach is very effective to help [students] overcome fear of making mistakes" (p. 34). Since most of the

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students dislike writing in English and are afraid of making mistakes, this approach suits the purpose of helping students gain confidence in writing.

Specific objectives. There are four specific objectives: (a) to develop and implement materials that involve students' likes in accordance with the institutional project, the instructional main objective and the specific ones; (b) to create a learning setting where students have the opportunity to write and read their own productions; (c) to encourage students to express their life and experiences when writing about a topic

Intervention as innovation. In my institution, the syllabus is established by the MEN and the SED curricular reorganization by cycles (RCC hereafter) which seek to implement "different stages of development, and foster the conditions that facilitate comprehensive access to knowledge" (SED, 2015. p. 9). Besides that, "The formation of children and young people... requires developing strategies, methodologies, learning environments and practices to promote the development of new skills, abilities and, attitudes" (SED, 2015, p. 62). Correspondingly, an innovation is the production of something that is new in a particular context for both teachers and students. Therefore, Reindes (n.d.) explained that, "An innovation is an improvement; a change something new; something that did not exist before; something that is new in a specific context all of the above combined any of the above, but only when successfully implemented" (p. 9). As Markee (2001) stated, "It is better to define innovations in terms of qualitative change, a term which conveniently covers all three levels of innovative behavior (materials, approaches and values)" (p.121). Furthermore, Hannan and Silver (2001) expressed that "innovation is essentially about changing things and the departure from the old ways may be considerable, whereas enhancement often implies a gradual process building on what already exists" (p. 2). In this

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respect, this study intends to change the way to teach writing in a public school and motivate students to learn a foreign language.

Innovation and research go hand in hand. With respect to innovation, Reindes (n.d.) asserted that “[it] is usually thought of as a process of research and implementation in order to achieve tangible benefits” (p. 3). One of the main challenges that I found when conducting this research was trying to change the minds of my students regarding the difficulty of writing and improvement the FW skills.

As the pedagogical intervention of this study entailed the creation of in-house materials to promote the students FW, it also fosters my professional development. With references to teachers’ professional growth, Núñez, Pineda and Téllez (2004) affirmed that “teachers as innovative professionals have the potential to explore their creativity by designing materials for their classes” (p. 130). Similarly, Núñez and Téllez (2009) affirmed that “MD improves the teachers’ professional growth insofar as it betters their knowledge, creativity and increases their awareness of teaching and learning procedures” (p. 175). Likewise, Núñez et al. (2009) highlighted teachers’ “potential to explore their creativity and ... [start] developing their own didactic materials” (p.16). In the same line of thought, Núñez et al. (2012) considered that:

...teachers are creative professionals who have the potential to explore their creativity and embark upon the fascinating task of developing their own didactic materials based not only on their teaching experience, but also on their expertise in the cognitive and learning processes needed by EFL/ESL learners. (p.16)

Teachers are often aware of the need for change in EFL methodologies but unfortunately, it is not always due to ignorance of their own abilities to create their own materials, but because

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they believe that they will not be able to fulfill the teaching expectations of many Institutions. s, but because they believe that they will not be able to fulfill the teaching expectations of many Institutions because they think they are not creative or based their creativity on a text book, or do not believe in their capabilities.

Respecting the capabilities and the creativity to create a new resources, Tomlinson (2003) asserted that the success of materials development projects depends on the developers if they are “convinced of the value of the project, are stakeholders in the projects themselves, are enthusiastic about developing materials, are energetic, creative and imaginative, get on well together ... and are professional in their approach to the project” (p. 518).

Correspondingly, the design of new in-house materials for the development of students’ FW in the EFL class, prevented me from continuing to cut and paste assorted internet and printed exercises, and encouraged me to exploit both the knowledge acquired about the MD rationale and my creativity. Also, it helped me maintain a balance between theory and practice while developing my own didactic resources.

Theory of the nature of language and language learning. Besides being informed by students’ needs, language learning objectives, language teaching and learning methodology and a theoretical framework, materials should be supported by a vision of language and a vision of language learning. Richards (2005) identified some factors to determine “What the materials will look like and how they will work. One is the theory of language and language use reflected in the materials, and the other is the theory of language learning on which the materials are based” (p. 1). The first one determines the materials’ goal, approach and activities. The second one demonstrates how the syllabus is applied in exercises and activities the teacher provides, facilitating the teaching and learning of a specific subject. It is not only necessary to facilitate the

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learning of a foreign language to the students but also to promote pleasant learning to them the first one determines the materials' goal, approach, and activities. The third one demonstrates how the syllabus is applied in the exercises and activities the teacher provides, facilitating the teaching and learning of a specific subject.

The theory of language that guides the English learning program at la Belleza lo Libertadores School is the structural one. It applies a behaviorist methodology, with more emphasis on the form or structure rather than in the function or meaning, which implies that the students' skills focus more on the mastery grammar and the command of all the elements of language. In light of this, Rico (2005) stated, that the structural view of language consists of "structurally related elements for the coding of meaning. The level of proficiency is seen according to the student's capacity to recognize and master the elements of the system" (n.p.). Due to this fact, my students do not use English to communicate ideas, opinions or facts, but only to learn structures and get a grade. Hence it is important to provide the students with learning activities that encourage them to use the language to convey meaning.

Developing students' FW implies having them express their thoughts, feelings, preferences and interests. This perspective of writing is related to the self-expression experiential visions of language learning. The former, according to Tudor (2001), emphasizes that "language learners find a sense of personal meaningfulness in their language study" (p. 69), and the latter refers to the mechanical and mental processes that students undergo throughout time with the practice of some knowledge acquired. The learning processes of students could be observed through the completion of learning activities that are previously planted by the teacher. This emphasis focuses on knowledge construction of topics of students' preference and interest in that they can learn and demonstrated the knowledge built while interacting in the EFL classroom.

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Methodological approach underlying the pedagogical intervention. In this study, the methodological approach that underlies the pedagogical intervention is the free writing approach (FW). According to Dickson (2001), “Free writing is an opportunity for students to write freely for a brief period in each class, usually 10 minutes or thereabouts. This offers students a rewarding experience of writing because it can avoid the inhibitions which normally influence writing” (p. 3). Likewise, Namouchi (2014) stated:

When we write freely and frequently, we improve our ability in that language skill. Free writing means that the students write without teacher’s interference, and are encouraged to emphasize content and fluency first. Once the ideas are expressed on paper, the teacher intervenes to provide some assistance to improve grammatical accuracy. (p. 34)

Most of the time both teachers and students, are more concerned with the amount of text that occurs at a certain time than with the fact of being consistent or not the text. In this regard, students are more likely to learn to write without the inhibitions generally developed from elementary school because they are usually instructed to write clearly and neatly.

Based on the previous premises, I intend to take advantage of both PW and FW since they offer students the opportunity to learn new vocabulary, master some linguistics aspects without stress, and gain experience and knowledge in checking each other’s mistakes.

Relation of the instructional design with the research question. This pedagogical strategy attempts to explore the contribution of designing and implementing in-house materials that consist of two project-based workshops, to the development of eighth graders’ free writing at a public school. To do this, every lesson encompasses some assignments that engage students in the development of project work activities and foster the four languages skills, but primarily the

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writing skill. In addition to this, it is important to foster students' interaction and create a friendly class environment in which students can show their work. Moreover, each workshop provides students with some specific vocabulary to help them to communicate, feel more self-confident with the learning activities, and feel confident about writing their thoughts, ideas and perceptions freely.

Since conducting action research implies a systematic enquiry, it should be done in properly, organized and sequenced cycles. According to Burns (1999), the cycles for action research entailed:

(a) "Exploring", entailed recognition of the problematic situation ; (b) "identifying" implied observing my classes and taking notes in a reflective journal; (c) "planning" involved visualizing a procedure plan to collect information and choose the research method; (d) "collecting data" referred to gathering information using the chosen instruments; (e) "analyzing /reflecting" dealt with methodical process of the information collected; (f) "speculating" had to do with foreseeing three research categories of analysis focused on the three theoretical constructs than inform this study; (g) "intervening" encompassed asking students about the three theoretical constructs that guide this; (h) "observing" demanded careful notice and interpretation of the impact of my pedagogical intervention on students development of FW; (i) "writing" required the cognitive and creative endeavor of producing a coherent and cohesive text that would report the findings of the study supported with theory; and (j) "presenting" contemplated the possibility of socializing the findings of the study before the rest of the study before the research director, the research juror and the invited audience for the oral (p. 35-40).

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This entire procedure allowed me to develop a coherent and reliable study supported by pertinent theoretical insights and by personal interpretation and reflection on the students' behaviors, reactions, attitudes, and responses towards the pedagogical intervention proposed for this study.

Instructional phases. In the design of this pedagogical intervention, four specific phases were presented for the development of this research.

Proposed material development framework. The stages suggested by authors such as Graves (1996), Jolly and Bolitho (1998), Masuhara (1998), Núñez, Pineda, Téllez. (2004) and Núñez, Téllez, Castellanos and Ramos, (2009) are presented in the following comparative table of similarities and differences developed by Munévar (2017).

Table 1.... <i>Materials development framework comparative table</i>				
Author	Framework name	Number of components or stages	Similarities	Differences
Graves (1996)	Framework of components	Seven (7)	Needs assessment Defines goals and objectives. Conceptualizing content. Selecting and developing materials. Organization of content and activities Evaluation.	Consideration of resources and constraints
Masuhara, (1998)	Course Design Procedure	Five (5)	Needs analysis. Determine the goals and objectives. Methodology of the materials. Testing and	Syllabus design

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			evaluating.	
Jolly and Bolitho (1998)	Framework for materials writing	Five (5)	Identification of needs. Pedagogical realization of materials finding appropriate exercises and activities. Physical production (Production and use of the material by students).	Identification of a problem Contextual realization of the proposed new materials (Exploration of the problem, defines what skills, what functions).
Núñez, Pineda, and Téllez (2004)	The process of Course and Materials Design	Five (5)	Needs analysis. Objectives Which skills should materials aim at? Selection and sequence (what tasks, what content) Assessment and evaluation of goals achieved.	Learning/teaching activities (What activities do the materials require students to perform? Type of participation).
Núñez and Téllez (2009)	Essential components in the process of creating and adapting Materials	Seven (7)	Needs assessment. Selecting goals and objectives. Content. Selecting and developing materials and activities. Organizing content and activities Evaluation.	Resources and constraints
Núñez, Téllez, Castellanos, and Ramos (2009)	The Materials Development Scaffolding Scenario 2	Five (5)	Needs assessment and analysis. Developing the material (anything teachers want to do: create or adapt). Revising and evaluating the	Making adjustments

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			materials. Piloting the materials.	
Núñez, Téllez and Castellanos (2012)	MD framework as a coherent procedure, organized in systematic stages	Seven (7)	Needs assessment Identifying the method and the approach underlying the materials. Selecting goals and objectives. Selecting and organizing Content. Organizing activities. Assessing. Trialing	Making adjustments

Note: (Munévar 2017. p.39)

After contrasting and comparing the similarities and differences of the MD frameworks, I proposed the identifications of students' needs that was completed through the design and administration of a survey to recognize which English skills should be enhanced in the pedagogical intervention. Accordingly, Graves (1997) stated that "the information gathered through needs assessment can help a teacher make choices as to what to teach and how to teach it" (p. 14). In light of this, I identified the need to further develop my students' writing.

Another procedure I took into account was the design of materials. To create in-house workshops according to students' needs and interests and the project 'Feria Campesina'. I designed them based on the results of the needs analysis previously mentioned. These workshops were divided into five lessons: vocabulary, listening, speaking and finally writing, in which some activities were designed by the teacher and others adapted. Regarding the design of materials, Tomlinson affirmed that "the production of non-authentic materials is due more to the need to communicate knowledge than to teach the same" (as cited in Thomas, 2014, p. 15). In relation to

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the adaptation of materials, Thomas (2014) mentioned that “it is acceptable to adapt an authentic text, if necessary, to suit the proficiency level of your students” (p. 15). Adapting materials allowed me to create workshops in a practical and functional way that met the cognitive level of my students. Besides that, I stated a general learning objective for each workshop. In this way, in workshop one, made up of five lessons the main learning objective was: To plan and organize information to create a billboard of your home town. In workshop two, made up of five lessons as well the main learning objective was: To plan and organize information to create a recipe book about typical home town food.

The revision and assessment of the materials was done through the MD rationale check list (Núñez et al., 2012) which shows the importance of creating and evaluating the materials according to the students’ needs, and the teachers’ needs as researcher and text developer.

Therefore, what reflection represents in the selection, creation, or evaluation of materials is a learning opportunity for teachers to ponder learners’ needs, language learning and teaching theories, principles of second language acquisition (SLA) syllabus design with meaningful and engaging content and activities, application of learning strategies, opportunities for output activities and intended outcome, and creation of effective learning settings. (p.56)

Thus improving the quality in the processes of teaching, learning in the classroom.

Likewise, students had the opportunity to self-evaluate the in-house materials in the corresponding self-assessment section that includes questions regarding the three theoretical constructs. This process of having both the students and the teacher evaluating

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the materials helped improve them and make them more effective and responsive to students' needs.

To trial the materials I applied the workshops with seven graders from the same institution who gave me some ideas and suggestions on how to improve them. On this point, Núñez et al. (2009) asserted that this process is “done by asking the students to give their opinion about the material after its application and taking down the aspects to be changed” (p. 49). This procedure allowed me to further contextualize the workshops designed for the pedagogical intervention by making adjustments in accordance with students' suggestions.

To further contextualize the in-house materials (two workshops) I observed Jolly's and Bolitho's (2011) contextual exemplification,

Using your knowledge of the learners and your preference in teaching styles you are in a very positive position to please both yourself and your students. I would begin by thinking of the students' language needs and then I would try to mesh this together with their interests... (p. 1)

The purpose of the activities in the context of my research corresponds to the topic selection, the final result and the creativity and innovation by the students to present their projects.

Informed consent. In this stage, not only the students were informed about the work, but also the institution's administrative staff and the parents so that they could approve the participation of their children in the study. The purpose of the document was to ask the parents or guardians of the students' permission to participate in the project taking into account the legal rights of the students (See appendix A)

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Sensitization. The students and parents were given explanations about the reasons for the development of the research in a parent-teacher meeting at school, highlighting the students' needs, identifying the goal to be achieved with the implementation of this pedagogical intervention. Both students and parents were informed about the importance of implementing in-house materials and their possible impact on learning English

Implementation of in-house materials. The project work that I chose to enhance my students' writing skills is associated with Socials Studies in the school aimed at recognizing the origin of students' ancestors. I talked to my students about the fair and they enjoyed the project. Since one of the problems is the lack of vocabulary, they agreed to develop a project which gave them the opportunity to improve in this area and also Free Writing skills. Therefore, the selection of sub-topics in this study corresponded to the results obtained from the survey.

Sample of my pedagogical intervention

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Secretaría De Educación Distrital
Institución Educativa Distrital la Belleza los Libertadores
Sede a-b jornadas mañana y tarde resolución no. 1821 20 de junio 2002
N.i.t. 830.079.439-0 DANE 11100116008



Área: Humanidades	Docente: Mónica castro vega	Jornada Mañana	Sede A	Curso:
Nombre:	Fecha	Tema: Workshop 1- Places in your Hometown		

Objective: To plan and organize information to create a billboard of your home town.

Lesson 1: Vocabulary in context and listening

1. Look at the picture and answer the questions.

Learning strategy: relating new vocabulary to pictures.



<http://www.atlasobscura.com/articles/everything-we-know-about-springfield-mapped>

- Which of these places are in your hometown?
- What public transportation do you have?
- Can you name other places in your hometown?
- What is your favorite place in your hometown?

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2. Look at the pictures and write the names on each picture. Use the words in the box to help you.



Learning strategy: Relating pictures to keywords.

a shoe shop	a cinema	a fire station	a newsagent
school	a restaurant	a chemist	a bank
a hospital	a supermarket	a butcher's	a baker's

























http://esdivlabs.vcc.ca/ELSA/Instructor_Web_Exercises/Vocabulary/Places_in_the_Community_1_Multiple_Choice.htm

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3. Listen and complete this conversation. Some words are from the previous activity.

Learning strategy: placing new words in a context.

Cities and town



Xiomara: So, Sebastian, you said you are from Boyaca.

Sebastian: Yeah.

Xiomara: What part of Boyaca?

Sebastian: I lived in Villa de Leyva.

Xiomara: Villa de Leyva... is that a _____ town?

Sebastian: yes, it is. It's pretty small full of tourists

Xiomara: Did you like that?

Sebastian: Yeah.

Xiomara: And so since when have you lived in a big _____?

Sebastian: I've just moved here to Bogota, so that's a pretty big city. Yeah.

Xiomara: So I guess you prefer that then... to your _____?

Sebastian: Well, actually I feel that Bogota is too big of a city.

Xiomara: OK... What where the first places you met in Bogota?

Sebastian: In fact, the first few days I could only visit my neighbourhood: the store, the _____, the _____ and the _____. I didn't go to any touristic places

Xiomara: It's the opposite extreme.

Sebastian: Yeah, it's so crowded and the _____ aren't as friendly so...

Xiomara: That's probably a _____ difference between a _____ town and a big town, huh? Like you know practically everyone.

Sebastian: Yeah. I like my hometown because it's quiet

Xiomara: OK, thanks Sebastian.

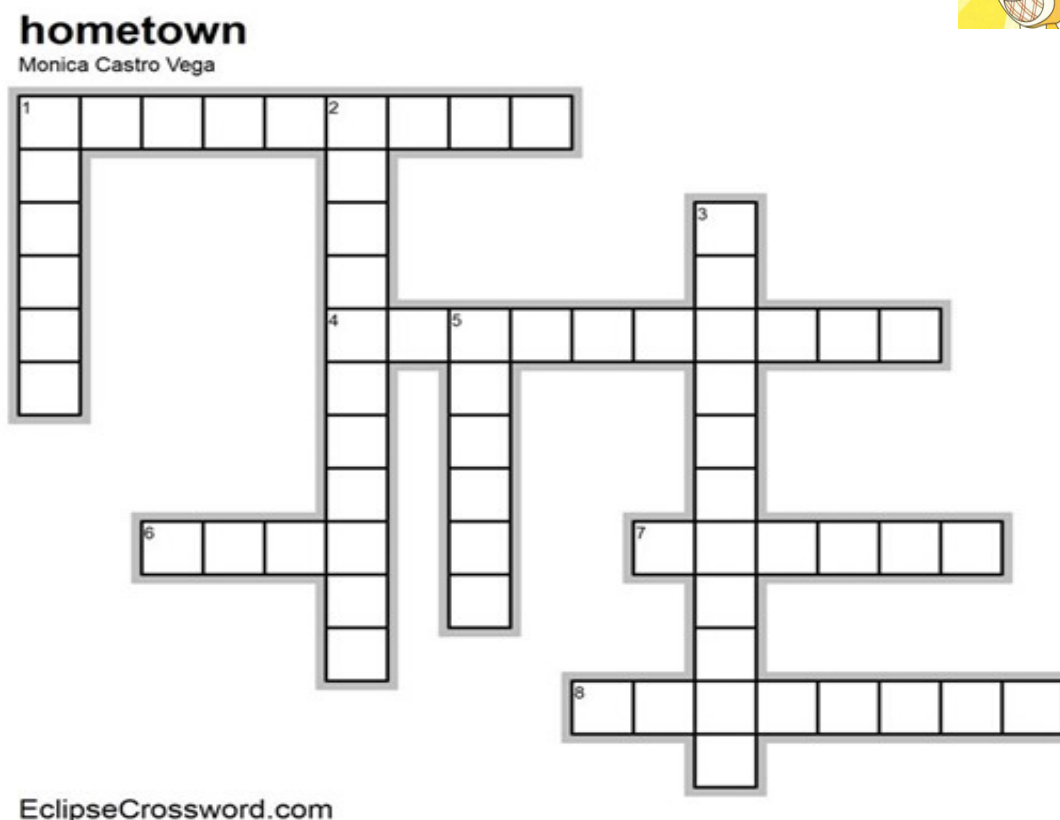
Sebastian: You're welcome.

Lesson 2: Reading a Personal Profile

1. Solve the crossword puzzle. Use the clues to help you.

Learning strategy: using prior knowledge.

Warming up



across	down
1. a shop where you can buy medicines, make-up, and other things such as chocolate.	1. a theatre where people pay to watch films.
4. a place where meals are prepared and served to costumers.	2. a large shop which sells most types of food and other goods needed in the home.
6. an organization where people and businesses can invest or borrow money.	3. a building where fire engines are kept and where firefighters work and stay
7. a shop where bread and cakes are sold and sometimes made.	5. a place where children go to be educated.
8. a shop that sells footwear and items related to footwear.	

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2. Read the text and complete it by putting the sentences below into the right place.

- which are also museums
- you can taste typical food like
- touristy and popular town in

Learning strategy: placing expressions in a context.



Villa de Leyva

Villa de Leyva is the most _____ Boyaca. This colonial village, frozen in time, will make you feel like you have been transported back to the colonial times. Its main plaza has magnificent colonial structures and a beautiful church. The area of the plaza is about 14000 square meters and it is the largest plaza in Colombia. The town has various historic sites, _____ like La Casa Museo Antonio Nariño, (Antonio Nariño is a Colombian independence hero), the Museo del Carmen, a religious museum exhibiting valuable paintings and religious objects from the 16th century onwards, and the Paleontological Museum, which has a collection of fossils dating from the Cretaceous and Mesozoic period when this area was covered by the sea.

There are also restaurants where _____ : ajiaco, masamorra, sobrecorriaga and arepa'e huevo. Be sure to look out for the desserts, among which the following stand out: oatmeal ice cream, paipa cheese ice cream, and all those fruit juices including wild fruit ones.

Adapted from <http://www.uncovercolombia.com/en/item/top-10-amazing-places-to-visit-in-colombia>

3. Choose the correct answer to these questions.

Learning strategy: Getting the idea quickly and identifying key information.

**a. if you go to Villa de Leyva you can eat**

- ☐ drinks, rice and fruits
- ☐ ajiaco and desserts
- ☐ fruits and soups

b. the Museo del Carmen is

- ☐ a religious museum
- ☐ a colonial museum
- ☐ a paintings museum

c. Villa de Leyva is located in

- ☐ Bojaya
- ☐ Bogota
- ☐ Boyaca

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Lesson 3: Writing

1. **Work in pairs. Write sentences about your hometown. Then, take turns to ask and answer questions about it.**



Learning strategy: Resorting to previous knowledge and cooperating with peers.

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____

2. **Write about your major project.**

Learning strategy: Overviewing and linking with already known material.



What's new around town?

- a. **Project planning form**

Project title: _____

Teacher(s): _____

School _____

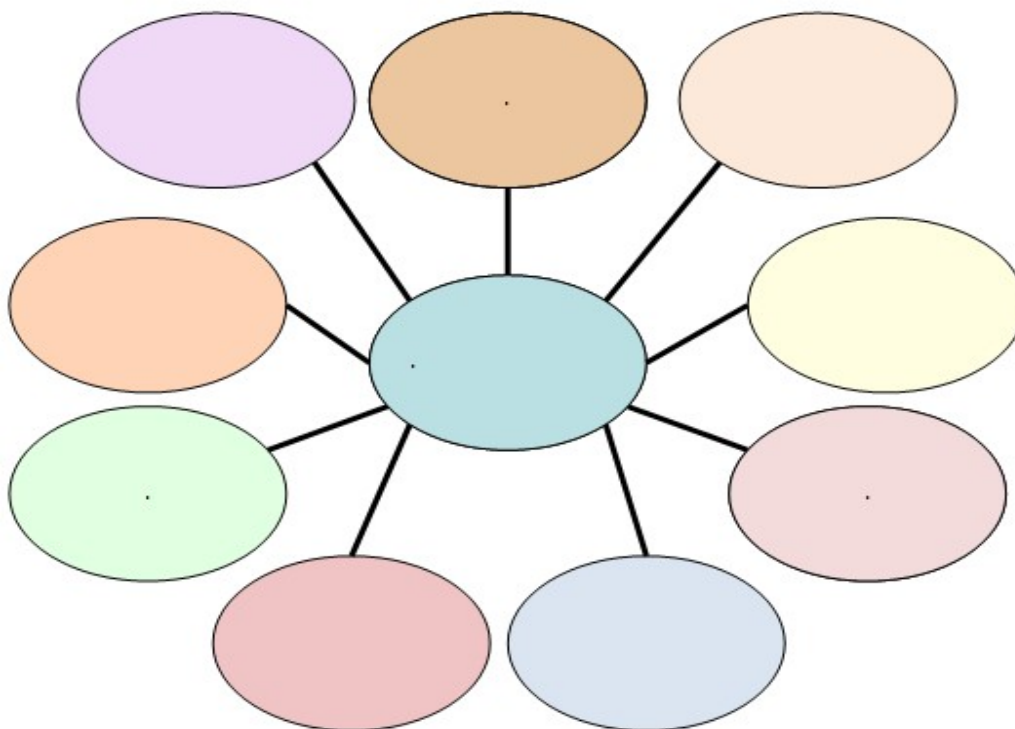
Grade level(s): _____

Subjects: _____

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- b. Select one place in a town and write what you can find there.

Learning strategy: using semantic mapping and organizing.



- c. Driving question: How can we, as tour guides, plan a Google walking tour to visit the interesting places you selected in your town.



Learning strategy: resorting to general local knowledge.

- ✓ _____
- ✓ _____
- ✓ _____
- ✓ _____
- ✓ _____

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d. **Refining your own Driving questions: Ask questions about aspects you can find in Google. Then, ask questions based on what you know.**

Learning strategy: Overviewing and linking with already known material



From Google able	Open-ended questions
e.g. What kinds of trees grow in our community?	How can you create a field guide for trees in our community?
a. _____?	a. _____?
_____	_____
b. _____?	b. _____?
_____	_____
c. _____?	c. _____?
_____	_____
d. _____?	d. _____?
_____	_____

e. **Write complete sentences telling what this place has and what you can do there.**

Learning strategy: Overviewing and linking, with already known material, and resorting to general local knowledge.



1. _____
2. _____
3. _____
4. _____
5. _____




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f. Giving and receiving feedback. Use the key for corrections. Exchange your sentences with the classmates sitting next to you to give and receive peer feedback.



Learning strategy: Cooperating with peers and asking for correction.

Symbol	Explanation	Compositions			Example
		1 	2 	3 	
vt	Incorrect verb tense				
vf	Verb incorrectly formed				
sp	Incorrect spelling				
cond	Incorrect use or formation of a conditional sentence				
art	Incorrect or missing article				
wo	Incorrect or awkward word order				
num	Problem with the singular or plural				
n	Influence of native language (Spanish)				
^	Something is missing				
/	Something must be left out				

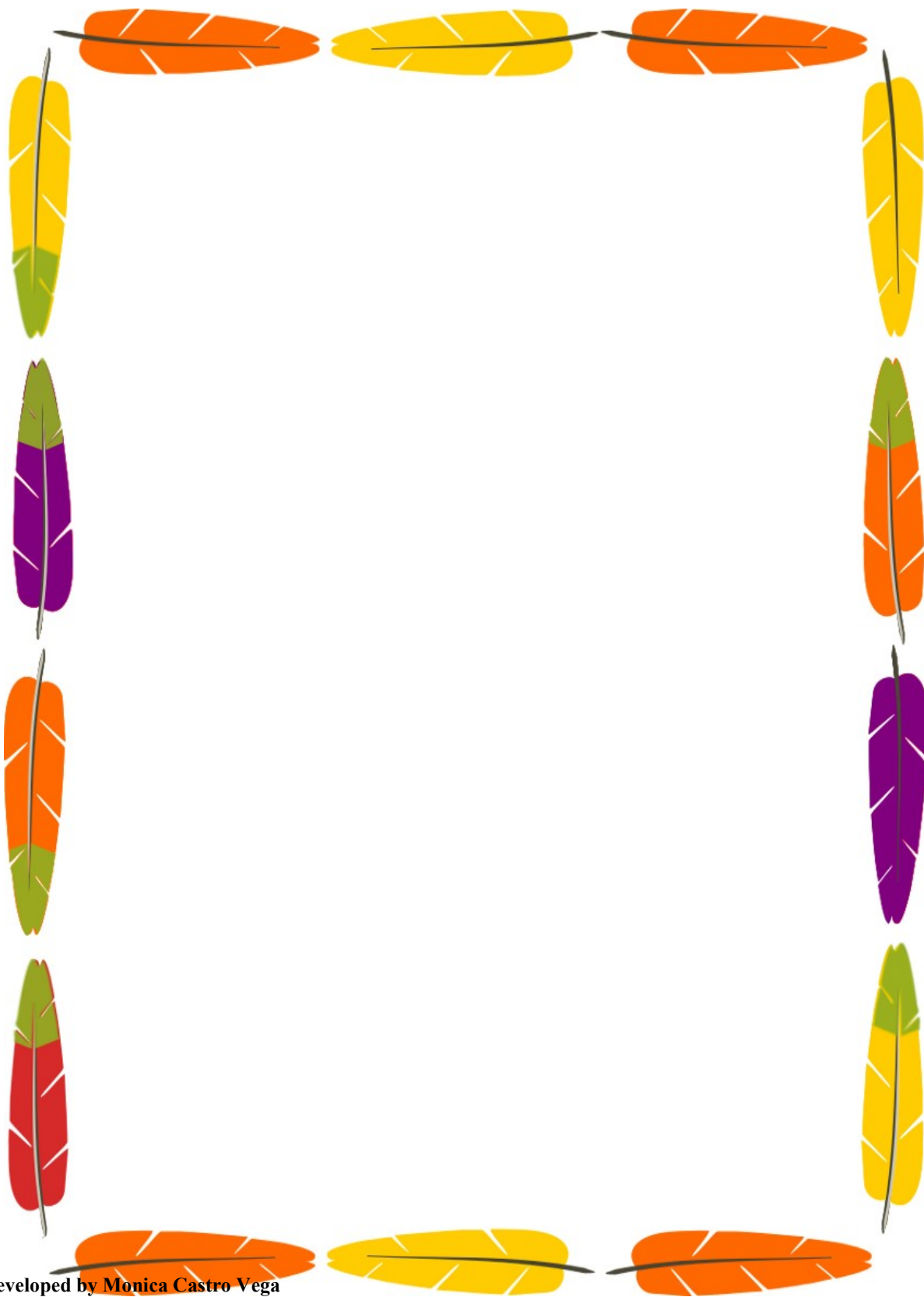
g. Give the workshop to your teacher to have additional feedback on your sentences (teacher feedback).

h. Then, make a billboard to describe your town place. Do not forget to include your teacher's feedback.

Learning strategy: Using resources for receiving and sending messages



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Lesson 4: Presenting my billboard

Learning strategy: Sharing with others.



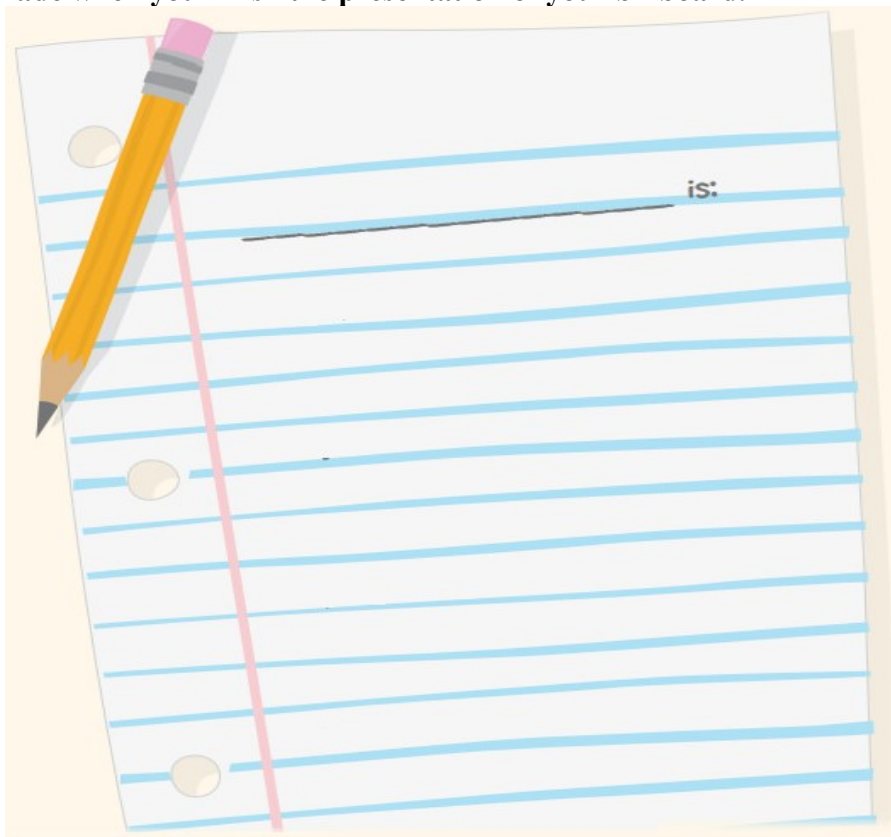
a. In pairs, take turn to present your billboard. You may need these expressions:

1. Today I am going to talk to you about ...
2. My presentation is divided into (three) main sections
3. If you look at this, you will see...

b. Now, present it to the whole class. You may congratulate your classmates by saying:

1. You rock!
2. That's the way!
3. Well done!

c. As a follow up questions. Then, write the comments and observations your classmates made when you finish the presentation of your billboard.



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Self- assessment

The workshop... El taller...	It is/ It does	It can improve
is attractive. <i>es atractivo.</i>		
includes activities that address different learning styles. <i>incluye actividades que abordan diferentes estilos de aprendizaje.</i>		
has useful and interesting content. <i>tiene contenido útil e interesante.</i>		
offers a variety of writing activities. <i>ofrece una variedad de actividades de escritura.</i>		
made me apply learning strategies that facilitate my writing production. <i>me hizo aplicar estrategias de aprendizaje que facilitan mi producción de escritura.</i>		
fosters both peer and teacher feedback. <i>fomenta la retroalimentación entre compañeros y la del maestro.</i>		
helped me become more confident. <i>me ayudó a sentirme más seguro al momento de escribir.</i>		
The project work methodology...	It does	It can improve
is based on several stages that gradually guided me to fulfill the major product. <i>se basa en varias etapas que poco a poco me guiaron para cumplir con el producto final.</i>		
poses a direct question that motivates me to search for information and learn other subjects. <i>plantea una pregunta directa que motiva la búsqueda de información y el aprendizaje de otros temas.</i>		
deals with content that refers to social science and biology. <i>se ocupa de contenidos que se refieren a las ciencias sociales y la biología.</i>		
requires organizing and listing (sequencing) several phases to accomplish the major product. <i>requiere organizar y enlistar (secuenciar) varias fases para lograr el producto final.</i>		
allowed me to compile and report information as well as to contribute my own ideas. <i>me permitió recoger y reportar información, así como contribuir con mis propias ideas.</i>		

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The free writing approach...	It does	It can improve
motivates me to brainstorm my own ideas. <i>me motiva a pensar en mis propias ideas.</i>		
guides me to write short and complete sentences. <i>me guía para escribir oraciones completas breves.</i>		
promotes peer and teacher corrective feedback (grammar, spelling, punctuation....) <i>promueve la retroalimentación correctiva de los compañeros y maestro (gramática, ortografía, puntuación ...).</i>		
encourages sharing our major writing product with our classmates via The Fair. <i>anima compartir nuestro producto de escritura final con nuestros compañeros de clase a través de la feria.</i>		

Chapter IV

Data Analysis

Data Analysis Procedures

Taking into account that the purpose of this research study was to explore the contribution of in-house materials (two project-based workshops) in the development of eighth graders' free writing at a public school, this chapter is composed of the relevant characteristics of the data analysis procedures followed to interpret and analyze the data collected during the implementation of the pedagogical intervention of this study. Following this, I present the three research categories that facilitated the answer to the research question.

After systematizing the information, I used the Grounded Approach or Grounded Theory, which is used for the collection and analysis of qualitative data. Glaser and Straus (1967) defined the GT (hereafter) as “a method to describe theories from the data” (p. 16). Likewise, Freeman (1998) stated that the aim of GT and data collection is “to look for meanings that surface through the process of naming, grouping the names into categories, and finding relationships among them” (p. 108). Thus, this approach shows the existence of a reality in this national setting in which both the teachers and the students interacted during the implementation of the pedagogical strategy to see its impact on their writing skills.

In the current study, I was able to examine and analyze the information collected through the three data-gathering instruments (students' artifacts, teacher's field notes and a focus group interview), find significant results by establishing codes that are classified into groups, and create categories. For Núñez and Tellez (2012), in this approach “the theory arises from the data collected to identify constructs, categories and relationships established among them” (p. 63).

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Similarly, Lichtman (2006) affirmed that, “the codes emerge from the data via a process of reading and thinking about the text material” (p. 164). Considering the aspects of this approach, I started collecting data, analyzed it to identify patterns or similarities among them and classified the data into categories and sub-categories supported by theory.

I took into account my research question and the three theoretical constructs developed in this study, which are: Materials Development, Project Work and Free Writing. During the gathering information process, the students worked on the workshops in which I found the necessary evidences to analyze their Free Writing. After that, I employed the coloring code that according to Zieman (2012), “allows for the visual organization of data and for seeing categories and subcategories very clearly” (p. 52). In the same way, Burns (1999) defines the term “coding” as a process that reduces and collects information or concepts in a manageable and simple way. Certainly, it is a practical and useful process of classifying the most important information, similarities or differences to be able to identify the relationships or similarities present in the data and establish the recurring patterns, subsequent categories and subcategories.

To identify the most common and relevant aspects in the instruments and to be able to explain the categories and subcategories I found in my research, I used the next coloring code: started with the green color to mark learning styles and developing self-confidence in the framework of MD; the pink one to point out the FW patterns and frequency of students using their first language in their writing process; and the orange one to highlight the process of solving questions posed by PW.

With the help of the coloring code, I could employ methodological triangulation to validate the findings collected from the instruments. This triangulation consists of “the combination of methodologies in the study of the same phenomenon” (Denzin, 1978, p. 291). By

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contrast, Flick (2002) affirmed that in the case of using several types or methods of triangulation it “is not a tool or a strategy of validation but an alternative to validation” (as cited Denzin, 2011, p. 5). This means that with this method I could observe the information obtained by the three instruments of data analysis, the findings that they threw in a deeper way and validated if the three were really next to each other. Therefore, this triangulation is aimed at guaranteeing the reliability of the processes used during the collection of information in this thesis, giving strength and firmness to the data and not only sustaining the information with a single source.

Research Categories

After an analysis of the data gathered, I established three research categories with two corresponding subcategories in each case as follows

<p><i>Table 2</i></p> <p><i>Categories and Subcategories to analyze data</i></p>		
Research Question	Research Categories	Research Sub-categories
How do the design and implementation of in-house materials, based on project work, develop eighth graders' free writing at a public school?	Localized in-house materials	<ul style="list-style-type: none"> • Positive effect of new and interesting in-house materials • <i>Addressing</i> learning styles and strategies for self-assurance
	Discovering effective ways to accompany and check progression in learning process	<ul style="list-style-type: none"> • Guiding to accomplish the major product • Sequencing information through questioning and finding answers
	Writing: preparing and setting an ongoing process	<ul style="list-style-type: none"> • Resorting to L1 and L2 • Preparing for writing, setting up the task, free writing and post-writing

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Localized in-house materials. According to the policies of free education, it is well known that public schools' teachers, do not follow a textbook, as it would mean costs for students. Also, it is forbidden to ask students to buy books, which sometimes becomes an advantage for the development of our own materials with the help of either our co-workers or students. For these reasons, I decided to create and adapt materials that enrich the writing process for my students, which cannot only be used with eighth grades' but with any other level in high school. Considering Tomlinson's (1998) insights by developing original materials, teachers can adapt both knowledge and topics to students' own environments. Furthermore, Gómez (2009) highlighted that the use of in-house materials helps teachers to learn about students' needs and foster their communication. Thus, this category implies the use of contextualized materials in Free Writing to prepare students for real life because they can relate what they learn to what surrounds them. Furthermore, this category generated three research sub-categories: *Positive effect of new and interesting in-house materials*, and *addressing learning styles and strategies for self-assurance*, which are explained and exemplified below

Positive effect of new and interesting in-house materials. This sub category deals with achieving an impact via novelty, variety and attractive presentation appealing content, helping them to learn the language. Núñez et al. (2004) asserted that we as teachers "should call and maintain our students' attention by using meaningful, well-elaborated, updated, challenging, enjoyable and relevant materials" (p. 131). In my workshops images, videos and visual vocabulary captured students' interest and helped them to interpret information.

The following are excerpts from the data collected during the implementation of the two workshops developed for this research, to evidence and support my findings.

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THE SIMPSONS



<http://www.atlasobscura.com/articles/everything-we-know-about-springfield-mapped>

a. Which of these places are in your hometown?
park, restaurant, school, church, police, station, fast food place

b. What public transportation do you have?
Transmilenio


c. Can you name other places in your town?
Coffee, store

d. What is your favorite place in your town?
Restaurant

(Students' artefacts workshop # 1)

1. Organize these foods under the categories below.

apple	cinnamon	ice cream	onion	shrimps
bacon	clove	ketchup	orange	soy sauce
banana	coconut	lamb	Peach	spinach
beans	corn	lemon	peanuts	sugar
blackberry	crabs	lettuce	pear	tangerine
bread	cucumbers	lime	peas	tomatoes
butter	eggs	lobster	Plum	turkey
carrot	fish	milk	popcorn	watermelon
cheese	garlic	mustard	pork	yogurt
cherry	grapes	mushrooms	potatoes	zucchini
chicken	ground beef	nachos	relish	
chips	ham	nuts	ribs	
cinnamon		oil	salt	



Apple: apple, banana, blackberry, bread, butter, carrot, cheese, cherry, chicken, chips, cinnamon, peach, pear, plum.

Turkey: turkey, chicken, bacon, ham, ground beef, lamb, pork, ribs, shrimps.

Fries: french fries, onion, orange, peach, peanuts, pear, peas, plum, popcorn, pork, potatoes, relish, ribs, salt.

(Students' artefacts workshop # 2)

IN- HOUSE MATERIALS ON PROJECT WORK FOR FREE WRITING

3. Match the information in column A to the pictures in column B.

Learning strategy: Associating sentences with pictures.

A

- a. Sara boils the chicken
- b. Camila chops the carrots
- c. Adriana Blends the fruit
- d. I pour the juice
- e. Julian bakes the cake
- f. Peel the carrots, please
- g. Michelle slices the sausage

B

4. Complete the sentences below by filling in the blanks with the verbs you hear.

Learning strategy: retrieving new information and placing it in a context.

- a. chop the carrot into small circles.
- b. bake the lasagna for 40 minutes in the oven.
- c. Boil the pasta for 15 minutes.
- d. Dice the plantains.
- e. Break the eggs.
- f. When the mixture looks shiny, stew it into individual ramekin dishes.
- g. Add some salt and mix it.
- h. slice the bread, please.

(Students' artefacts workshop # 2)

The workshop... El taller...	It does	It can improve
is attractive. es atractivo.	☺	
includes activities that address different learning styles. incluye actividades que abordan diferentes estilos de aprendizaje.		☹

(Students' artefacts -self-assessment workshop # 1)

The workshop... El taller...	It does	It can improve
is attractive. es atractivo.	✓	
includes activities that address different learning styles. incluye actividades que abordan diferentes estilos de aprendizaje.	✓	

(Students' artefacts -self-assessment workshop # 2)

The materials were given to each of the students and their initial reaction was an emotional, when they saw that the "guides" as they called them, were in colour and in a clear bag to take care of it. [sic]

IN- HOUSE MATERIALS ON PROJECT WORK FOR FREE WRITING

It was funny for the whole group when Z said 'uy profe!' That is a whole bible what we are going to do-[sic]

(Teachers' field notes, Workshop #1)

It began with the vocabulary and listening section. The students recognized the Simpsons map and easily recognized the places in the hometown. [sic]

Also, it was motivating to see that many of the students were interested in knowing the vocabulary and recognized the places in the guide. [sic]

(Teacher's field notes, Workshop #1)

Profesora: ¿Fue de tu agrado el trabajo con work shops?

CH: Me parecieron muy bien elaborados

CT: Me gusto porque estaban la mayoría a color y pues uno se guiaba más

LH: Uy si! Porque por ejemplo: las fotocopias aquí están a blanco y negro son medio borrosas pero así cuando salen a color son más fácil reconocerlas porque se ve bien la letra tiene buen tamaño y es más chévere porque es más bien elaborada y tiene más ilustración para uno

Teacher: Was your work with the workshops pleasing?

CH: I found them very well made

CT: I liked it because e they were mostly in color and we were guided more easily to find the stuff

LH: 'oh yeah' For example the photocopies here are black and white and half blurry but so when they come out in color they are easier to recognize because it looks good, the letter has a good size and is cooler because it is more elaborate and has more illustration for all of us [sic]

(Teacher's interview)

The evidence showed that the students liked and were more encouraged to work in class when I presented the topic with the themes through images familiar to them as was the Simpsons' town map or images to relate the vocabulary with ease. As part of the instruments, a survey was carried out in which they were promptly asked if the workshops were attractive and interesting for them and facilitated their learning process of English. In the first workshop, some students mentioned that the workshop was interesting and attractive but they should have included more activities that facilitated the different types of learning styles, which in the second workshop showed that improvements could have been made in this area.

All of them mentioned in the first session that it was interesting to receive guides where the images and other activities were in colour which helped them to understand the meaning of the new words more easily and that the way the work was organized was easy to understand

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because it had an understandable sequence. Also, that when they needed to go back to review or verify something it was easy to find and remember - thanks to the images and activities during the implementation. None of the students said that it was not useful or that they did not like it. In addition, the field notes and the interviews with the students showed the motivation and interaction of the students with the images in the materials, which resulted from having colour in some parts that used to be black and white.

As Tomlinson (2012) mentioned, materials that involve attractive illustrations encourage language acquisition because they are more familiar to students and provide a positive experience. Thus, the data showed that the students felt motivated, and that they actively participated in the learning process during the implementation.

Addressing learning styles and strategies for self-assurance. This sub-category is related to the relevance of self-investment, learning styles, learning process and developing of self-confidence.


Teaching writing is a skill that students acquire and develop by using the language in different contexts and by receiving appropriate feedback. Writing is learned from the beginning of the first strokes in the mother tongue and is improved over the years thanks to the help of structures and grammar rules. As it is known, not all students learn in the same way. To facilitate students' retention and improve their ability to write a word and to use it in its context, visual resources were used.

Here are some examples of the different resources applied in the implementation of the two workshops. The first one is a screenshot of the vocabulary video, with which the students were guided to begin class work. The second one is part of the reading and listening stage where students used the vocabulary learned in a previous warmingup.

IN- HOUSE MATERIALS ON PROJECT WORK FOR FREE WRITING

1. Watch the video, listen and repeat the common cooking verbs. Then, write the words on the list below and compare with your partners.

Learning strategy: Repeating and memorizing.



Retrieved from <https://youtu.be/DLUNCaIn5p>

Roast	Season	Fry	Blend
Heat	boil	broil	Add
Pour	bake	steam	microwave
mix	cook	serve	stew

(Students' artefacts workshop # 2)

2. Read the text and complete it by putting the sentences below into the right place.

- which are also museums
- you can taste typical food like
- touristy and popular town in

Learning strategy: placing expressions in a context.

Villa de Leyva

Villa de Leyva is the most touristy and popular town in Boyaca. This colonial village frozen in time will make you feel like you have been transported back to the colonial times. Its main plaza has magnificent colonial structures and a beautiful church. The area of the plaza is about 14000 square meters and it is the largest plaza in Colombia. The town has various historic sites, which are also museums like La Casa Museo Antonio Nariño, (Antonio Nariño is a Colombian independence hero), the Museo del Carmen, a religious museum exhibiting valuable paintings and religious objects from the 16th century onwards, and the Paleontological Museum, which has a collection of fossils dating from the Cretaceous and Mesozoic period when this area was covered by the sea.

There are also restaurants where you can taste typical food like ajiaco, masamorra, sobrecorrija and arepa's huevo. Be sure to look out for the desserts, among which stand out: the oatmeal ice cream, paipa cheese ice cream, and all those juices including those of wild fruits

Adapted from <http://www.museosencolombia.com/en/item/top-10-amazing-places-to-visit-in-colombia>

3. Choose the correct answer to these questions.

Learning strategy: Getting the idea quickly and identifying key information.

a. if you go to Villa de Leyva you can eat

☐ drinks, rice and fruits

☒ ajiaco and desserts

☐ fruits and soups

b. the Museo del Carmen is

☒ a religious museum

☐ a colonial museum

☐ a paintings museum

c. Villa de Leyva is located in

☐ Boyaya

☐ Bogota

☒ Boyaca

IN- HOUSE MATERIALS ON PROJECT WORK FOR FREE WRITING

(Students' artefacts workshop # 1)

The following excerpt from the self assessment allowed me to evidence that the use of different learning strategies, helped them to feel more confident when implementing the workshops

The workshop... El taller...	It does	It can improve
helped me become more confident. <i>me ayudó a sentirme más seguro al momento de escribir.</i>	(-11-)	

(Students' artefacts -self-assessment workshop # 1)

The workshop... El taller...	It does	It can improve
helped me become more confident. <i>me ayudó a sentirme más seguro al momento de escribir.</i>	✓	

(Students' artefacts -self-assessment workshop # 2)

The learning strategy of each activity was explained.

We continued with the group reading of the text about Villa de Leyva and the organization of the prayers, while some students did a simultaneous translation while they read. [sic]

(Teachers' field notes, Workshop #2)

Profesora: ¿Crees que los temas, contenidos y actividades trabajados en los work shops contribuyeron a mejorar su habilidad de escritura en inglés?

Caramelito: Mucho porque digamos la mayoría de nosotros no teníamos tanto rendimiento en eso, porque no sabíamos mucho hasta que nos hicieron esos cuestionarios, bueno esos talleres, al mejorar cada uno de esas cosas si nos ayudó a escribir mas cosas

LH: Si uno no escribía bien la palabra la mejoraba y a escribía bien

RC: uno ya escribe bien

Yo no sabía escribir bien en ingles pero con el tiempo uno ha mejorado.

Teacher: Do you think that the topics, contents and activities worked on in the workshops contributed to improving your English proficiency?

Caramelito: A lot because most of us did not have that much performance in English, because we did not know much until they asked us those questionnaires, well those workshops, to improve each one of those things if it helped us write more things.

IN- HOUSE MATERIALS ON PROJECT WORK FOR FREE WRITING

LH: If you did not write well now you have already improved and you know how to do it later well.

RC: They helped me a lot because now I know more about English and I also write words that I did not know before. [*sic*]

(Teacher's exit interview)

In relation to this second subcategory - the use of visual imagery and the different learning styles, Lin and Chen (2007) asserted that the human brain is connected to two main codes, the visual one and the verbal one. "The visual system primarily deals with visual codes, such as images, pictures ...; the other system, the verbal deals with non-visual codes such as words or speech language " (p. 83). With this the author emphasizes that the images and the new vocabulary that is sought to be learned are facilitated if these are accompanied by oral, useful and correlated information. "The probability that they are retained in working memory and retrieved from long-term memory is higher than the presentation contains verbal information alone" (p. 84). Some of my students are perceptive in the listening activities to understand a topic but a large part of them are more visual to be able to remember a word or language structure

For this reason, not only were images given so that students could easily relate to them, but also videos that showed them how to write, pronounce and use the vocabulary they had to learn to produce their own texts, as well as texts with audios for the recognition of pronunciation of different words that they possibly knew how to write but not how to pronounce. Thanks to the application of this principle, during the implementation of the workshops students found the images presented interesting and motivating for speaking and writing.

Discovering effective ways to accompany and check progress in the learning process.

Using English to communicate an idea in a second language at the beginning is complicated for students if they are presented in a flat and monotonous way. The implementation of in-house materials through the development of project work motivated students to show their concrete

IN- HOUSE MATERIALS ON PROJECT WORK FOR FREE WRITING

interests to learn how to write in English. Project work allowed students to interact with the teacher and classmates in the search for knowledge and appropriation of the foreign language with topics that they chose, facilitating the way to guide students to achieve their goals, allowing them to interact with the teacher, use the internet in the classroom and work with their peers to confirm if it was successful and not just the result of knowledge already possessed, which in many cases complements an idea previously known, or learn something new that they did not know. This favors and motivates the participation of students in different stages of English learning and ensures that it is easier.


Considering Fried Both's (1986) insights, FW requires that some activities need some attention such as "writing a letter, oral reports, and keeping a diary, which are done more naturally on an individual basis. Other tasks, such as creating a wall newspaper, are best done in groups" (p. 16). Hence, this category combines activities of PW with those of FW. Moreover, this category generated two research sub-categories: *Guiding to accomplish the major product* and *Sequencing information through questioning and finding answers* exemplified below.

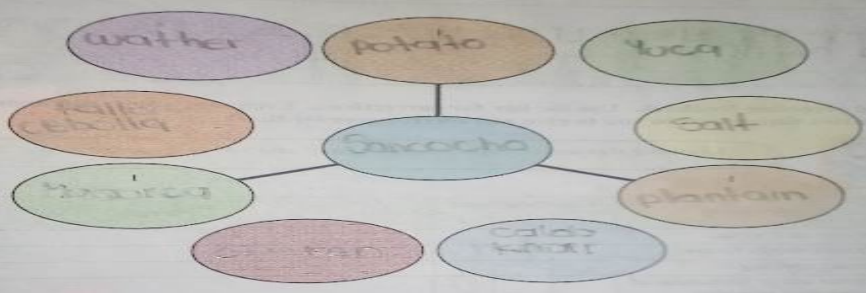
Guiding to accomplish the major product. This subcategory is the result of following the three stages of project work proposed by Fried Bothe (1986). Classroom planning, project realization and correction, and supervision of work. The author presents a clear vision of the set of skills that are necessary for each of its stages. In this case, I focused more on the project design stage of written materials by students to develop the project. The author guesses that in written works, to achieve the final goal, students must collect information in different ways. Then, carry out group activities where the students gathered and verified more information, on internet, different from what they previous knew and begun to produce parts of the writing project, then they grouped information into the graphsprovided in the workshops and organized the materials

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needed to reach the final part of the project presentation. In this regard, some of the students skipped the procedure of searching the internet because they found having to read information in

b. Select one dish from your home town and write the ingredients you need.

 Learning strategy: using semantic mapping and organizing




```

graph TD
    Sancocho((Sancocho)) --- Water((water))
    Sancocho --- Potato((potato))
    Sancocho --- Yuca((yuca))
    Sancocho --- Onion((cebolla))
    Sancocho --- Salt((salt))
    Sancocho --- Plantain((plátano))
    Sancocho --- Corn((maíz))
    Sancocho --- Beans((carne))
  
```

c. Driving question: What kind of verbs do you need to cook a typical dish from your home town? Sancocho

Now, List them.


Learning strategy: resorting to general local knowledge 

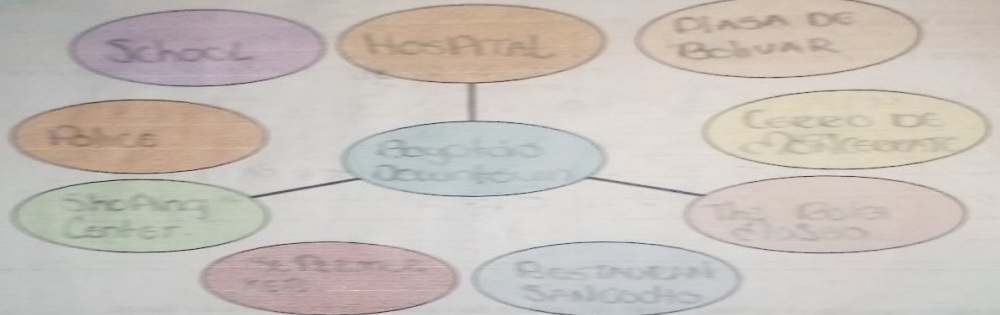
✓ Boil	✓ Peel
✓ Cook	✓ Simmer
✓ Mix	✓ Heat
✓ Add	✓ Serve

Developed by Mónica Castro Vega

(Students' artefacts workshop # 1)

b. Select one place in a town and write what you can find there.


Learning strategy: using semantic mapping and organizing 



```

graph TD
    Downtown((Bogotá Downtown)) --- School((School))
    Downtown --- Hospital((Hospital))
    Downtown --- Plaza((Plaza de Bolívar))
    Downtown --- Police((Police))
    Downtown --- Zoo((Cerro de Monserrate))
    Downtown --- Shopping((Shopping Center))
    Downtown --- Museum((The Gold Museum))
    Downtown --- Restaurant1((Restaurant El Puma))
    Downtown --- Restaurant2((Restaurant Sancocho))
  
```

c. Driving question: How can we, as tour guides, plan a Google walking tour to visit the interesting places you selected in your town.

Learning strategy: resorting to general local knowledge 

✓ Bogotá's Downtown?
✓ what should make in Bogotá
✓ Can go a restaurant
✓ Can go a Cerro de Monserrate


(Students' artefacts workshop #2)

IN- HOUSE MATERIALS ON PROJECT WORK FOR FREE WRITING

The excerpts below shows the implementation of the dyagramas and stages that studentst had to follow to get a final driving question, the second picture reveals how students tried to skip some stages.

d. Refining your own Driving questions: Ask questions about aspects you can find in Google. Then, ask questions based on what you know.

Learning strategy: Over viewing and linking with already known material.




From Google able	Open-ended questions
e.g. What trees grow in our community?	How can you create a field guide for trees in our community?
a. <u>what's museum there is?</u> <u>can a museum hold</u>	a. <u>what's can you eat there</u> <u>enjoyable, soap</u>
b. <u>what's is restaurants?</u> <u>relevant, popular</u>	b. <u>what's is the transport system</u> <u>bus</u>
c. <u>what's place visit</u> <u>monastery</u>	c. <u>what's place there is big</u> <u>cinema, newspaper</u>
d. _____	d. _____

(Students' artefacts workshop #1)

d. Refining your own Driving questions: Ask questions about aspects you can find in Google. Then, ask questions based on what you know.

Learning strategy: Over viewing and linking with already known material.

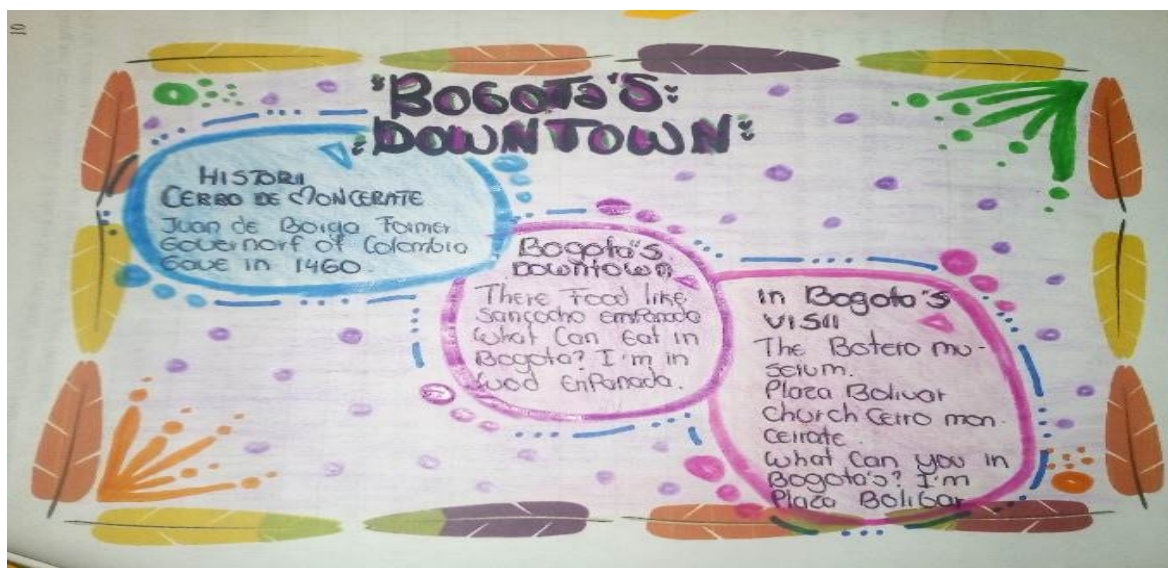


From Google able	Open-ended questions
e.g. What trees grow in our community?	How can you create a field guide for trees in our community?
a. _____?	a. <u>what food is typical?</u> <u>lechona, soup, the fish</u>
b. _____?	b. <u>what places is can visit?</u> <u>shopping, park,</u>
c. _____?	c. <u>what can in Tolima?</u> <u>dance, eat, salad, fruit</u>
d. _____	d. _____

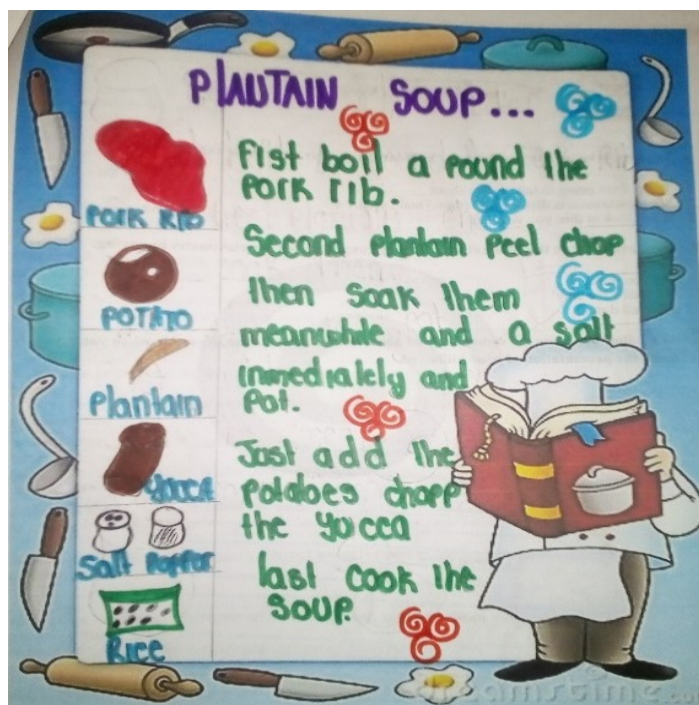
(Students' artefacts workshop #1)

IN- HOUSE MATERIALS ON PROJECT WORK FOR FREE WRITING

The evidences of the final project on each work shop let me see how the organization and collection of their project information



(Students' artefacts workshop # 1)



(Students' artefacts workshop # 2)

IN- HOUSE MATERIALS ON PROJECT WORK FOR FREE WRITING

The project work methodology...	It does	It can improv
is based on several stages that gradually guided me to fulfill the major product. <i>se basa en varias etapas que poco a poco me guiaron para cumplir con el producto final.</i>	✓	
requires organizing and listing (sequencing) several phases to accomplish the major product.	✓	

(Students' artefacts -self-assessment workshop # 1)

The project work methodology...	It does	It can improv
is based on several stages that gradually guided me to fulfill the major product. <i>se basa en varias etapas que poco a poco me guiaron para cumplir con el producto final.</i>	×	
requires organizing and listing (sequencing) several phases to accomplish the major product.		×

(Students' artefacts -self-assessment workshop # 2)

They used the computers after they wrote up all the information they already knew about their topic. Some of them made a chart on their notebooks to avoid affecting the workshop.

Some of them got lazy and mad because there was so much information in Google and they started asking their classmates for information. [sic]

(Teachers' field notes, Workshop #1)

¿Entendiste el concepto de trabajo por proyectos?

T: Did you understand how to work by projects?

S2: Well, at the beginning, no, I thought it was a meal and copied everything I found in Google hahahaha! And that's what you do in your house

S1: More or less when the teacher explained the messages of the cats. That one which said organize the information or something like that.

S4: ah yes! ... The teacher began to explain with the help of the television what we should do in the circles.

S1: Oh yes, because the teacher compared doing the workshop with cooking, that we should follow some steps to have something tasty, that if we follow the recipe in a different order the product could go bad or weird. [sic]

(Teacher's interview)

IN- HOUSE MATERIALS ON PROJECT WORK FOR FREE WRITING

The evidence shows that at the beginning the students did not understand why they should follow the basic stages of PW. In the first workshop, the students were mechanical and followed the teacher's instructions completely and everything that was in the workshop, but when they needed to ask their driving questions they understood that skip some stages will not help them.

In the second workshop, the students understood the stages of project work since it was talking about a typical meal in their hometown. Some of the students tried to skip several stages as they considered them boring, especially to collect a lot of information so that the result would be given on a single page. I found some of the results were a little incoherent, and when they came to the socialization of the project they realized why it was necessary to do it and later requested to be able to correct their work and present again. Legutke and Thomas (1991) asserted that “through this type of approach, people who are involved in the Project have the power to decide what they want to learn and, consequently, they select what they need to do” (as cited in Ariza 2015, p. 53). This was completely reflected in the decision to skip some steps and finally to rethink their work. As the students in PW are autonomous to choose what they want to learn, it is clear that some of them did not want to learn to ask simple questions in English.

Sequencing information through asking questions and finding answers. This subcategory is based on one of the two PW modalities that is problem solving questions, exploring how students through a driving question get more information about their project, which can then generate more questions and more information to solve their projects. Legutke and Thomas (1991) proposed that questions in PW “help to create expectations and enable learners to formulate questions for investigation on the basis of what learners know already. In this way, they can act as stimuli for research work in or outside the classroom” (p. 141) that was reflected constantly in the workshop and in the field notes because the students thought they had

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great information about what they were going to write, but found that looking for something produced led to more questions that would help them to develop the final project.

In exercise d, students had to create their main question removing it from many others that they had to do at the beginning as if it were madding a brainstorming, next to it they they wrote down some possible answers to their questions with the information the knew. As we can see in the next excerpts.

8

d. Refining your own Driving questions: Ask questions about aspects you can find in Google. Then, ask questions based on what you know.

Learning strategy: Over viewing and linking with already known material.

From Google able	Open-ended questions
e.g. What trees grow in our community?	How can you create a field guide for trees in our community?
a. <u>What Food is There in Bogota?</u> ? <u>Sancocho</u>	a. <u>What Place to visit in Bogota?</u> <u>Tam in museum Center</u>
b. <u>Who Discovered the word of mami?</u> ? <u>Juan de Bogota</u>	b. <u>What Can eat in Bogota?</u> ? <u>Tam in word en Bogota</u>
c. <u>What Place is there in Bogota?</u> ? <u>Centro de mercaderia</u>	c. <u>What can you in Bogota?</u> ? <u>Tam Place de Edilbor</u>
d. _____	d. _____

(Students' artefacts workshop # 1)

d. Write a brief history about the main ingredient of your typical dish.

Learning strategy: Over viewing and linking with already known material and resorting to general local knowledge.

origin of cassava (Manihot Edulenta crantz)
is and amylaceous root crop originating in latin
America. There has been cultivating since
prehistoric time improving the food and income

(Students' artefacts workshop # 2)

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In the self-assessment a question was asked to know if the students already had the ability to develop simple questions that would help them to solve their project.

The project work methodology...	It does	It can improv
poses a direct question that motivates searching for information and learning other subjects. <i>plantea una pregunta directa que motiva la búsqueda de información y el aprendizaje de otros temas.</i>		×

(Students' artefacts -self-assessment |workshop # 1)

The project work methodology...	It does	It can improv
poses a direct question that motivates searching for information and learning other subjects. <i>plantea una pregunta directa que motiva la búsqueda de información y el aprendizaje de otros temas.</i>	✓	

(Students' artefacts -self-assessment workshop # 2)

According to the questions they created, they are looking for information that will help them solve their projects later.

They should look for specific topics such as: History of the place, interesting places to visit and the typical food.

Some of them realized that the idea is to create something similar to the text they read about Villa de Leyva.

Se enfocan en responder a la pregunta que crearon para empezar a realizar el proyecto home town [sic]

(Teacher's field notes, Workshop #1)

Profesora: Entendiste el concepto de trabajo por proyectos?

RH. Pues yo creo que si pero realmente solo hasta el final cuando la profesora nos llevo los computadores al salón y teníamos que googlear algunas cosas que pudieran complementar la info que nosotros ya teníamos en mente. Porque uno cree que hacer un cholao es fácil pero eso lleva hartas cosas y un orden específico para que sepa rico.

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Y cuando la profe comparo el trabajo por proyectos con cocinar, si las cosa llevaban un orden diferente podrían salir bien raras

LH. Uy si. Uno cree que hacer ciertos platos de comida es fácil, pero llevan artas cosas que seguir,

Teacher: Did you understand how to work on projects?

RH: I think I did but really only until the end when the teacher took the computers to the classroom and we had to googling some things that could complement the information that we already had in mind.

LH: Oh yes, because first we had to write everything we knew, the teacher reviewed it and that's when the teacher brought the suitcases to the classroom, and we had to look for the recipe that we chose

CT: Do you remember CA's coconut rice hahaha, he did not know how to peel a coconut hahaha and started asking us: how do you peel a coconut if it skin is hard hahaha

RC: hahaha yes, uh but mine that has a trail of things that I do not know where I can get them here in Bogota and everyone told me that in codabas and I did not even know where is that located. [*sic*]

(Teachers' exit interview)

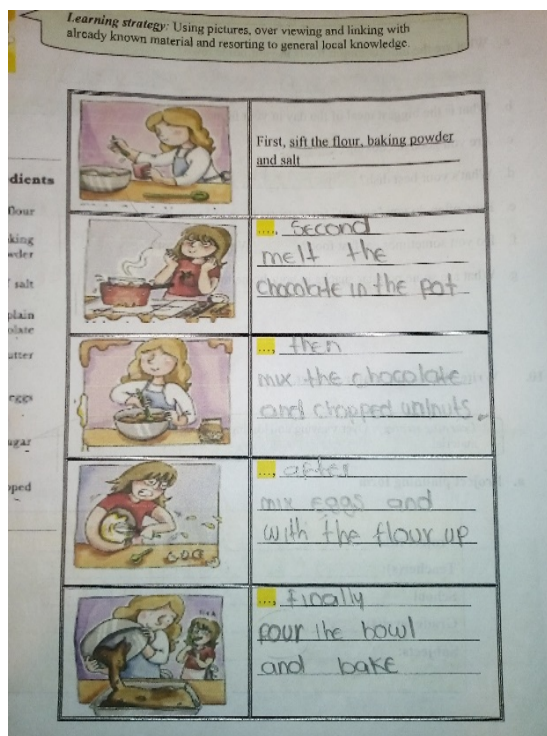
The previous excerpt, it is possible to evidence that the students found it necessary to use different sources of information to complete and be able to answer their Driving Question (DQ hereafter), where they drafted simple questions such as how one can make arroz con coco? Generating more doubts, and therefore more questions which helped them to refine their DQ and gathering more information for their projects. Larmer (n.d.) exposed the criteria for a good DQ and how this can be modified through the process of finding the answer and showed that the DQ could always be modified thanks to all the information collected during the whole process with three key features: the question has to engage the students, it has to be open-ended and aligned with the learning goals. Many of the students modified their initial questions and others found that there were very simple things that others knew but that they ignored and became interested in certain details that they did not know.

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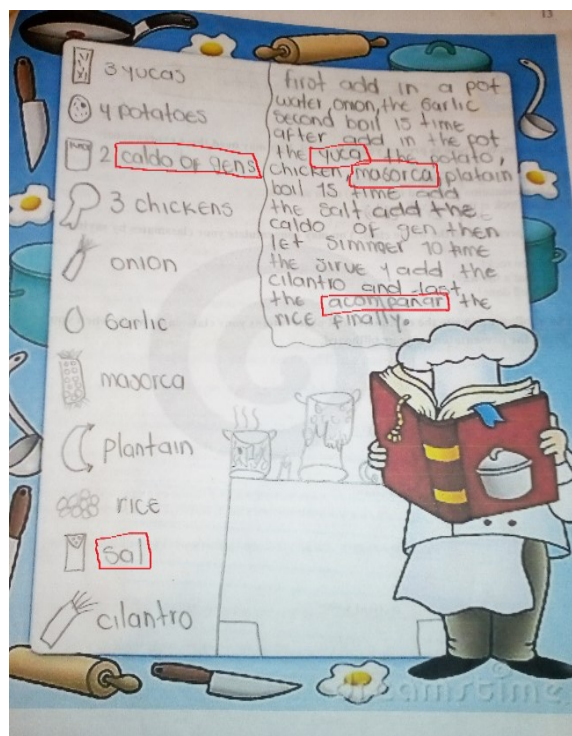
Writing: preparing and setting an ongoing process. This category supports Free Writing during this study where the students were showing how was their evolution of writing, from a simple question, through short sentences and finally composing simple paragraphs. . Belanoff, Elbow, and Fontaine, (1991) affirmed that, “Free writing is not a *genre* of writing but a *way* of writing that can vary in its physical appearance and have a range of classroom applications” (p. 4). Many of the applications of writing are not necessarily given by long texts, they can also be given by creating simple questions and their answers, as some excersices of my workshops were designed. Moreover, to support this definition, this category has evident features in two research sub-categories: *resorting to L1 to L2 and preparing for writing, setting up the task, free writing and post writing*. The following paragraphs portray those subcategories.

Resorting to L1 to L2. The students at the beginning of the workshop were able to communicate certain ideas with simple and loose sentences, but when they had activities that needed to write more than a paragraph the difficulties began, as the students stopped frequently to search for an unknown word and trying to handle only the first person to say things and not having to use other grammatical structures. Elbow (1973) proposes some fundamental free writing rules to start writing in a simple way that were important to explain to all the students: "Don't stop for anything, go quickly without rushing. Never stop to look back, to cross something out, to wonder how to spell something, to wonder what word or thought to use, or think about what are you doing "(as cited in Belanoff et al., 1991, p.4). For this reason, the students mostly applied the rules and began to use the combination of words between L1 and L2 when they forgot the vocabulary as demonstrated by the following pieces of evidence.

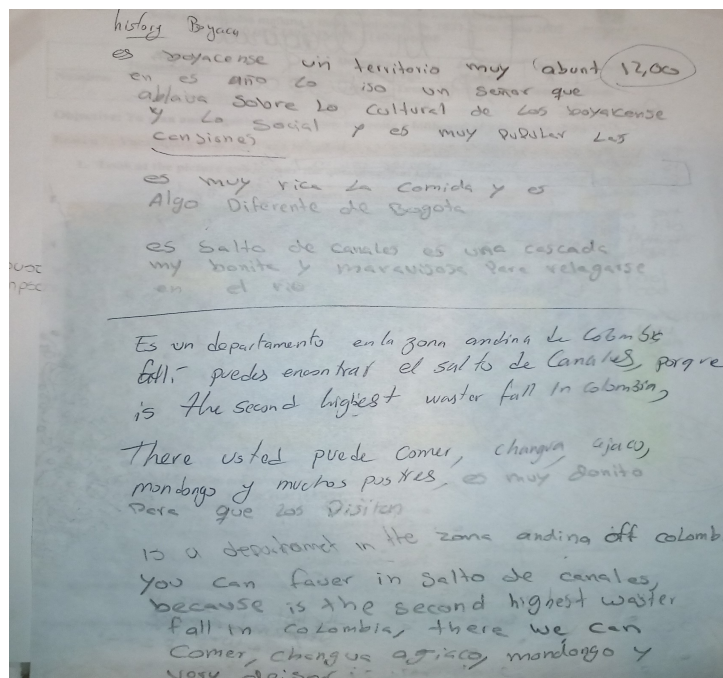
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Students' artefacts workshop # 1)



Students' artefacts workshop # 2)



Students' artefacts workshop # 1)

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The free writing approach...	It does	It can improve
motivates me to brainstorm my own ideas. <i>me motiva a pensar en mis propias ideas.</i>	✓	
guides me to write short complete sentences. <i>me guía para escribir oraciones completas breves.</i>	✓	
promotes peer and teacher corrective feedback (grammar, spelling, punctuation....) <i>promueve la retroalimentación correctiva de los compañeros y maestro (gramática, ortografía, puntuación ...).</i>		✓
encourages sharing our major writing product with our classmates via The Fair. <i>anima compartir nuestro producto de escritura final con nuestros compañeros de clase a través de la feria.</i>	✓	

(Students' artefacts -self-assessment workshop # 2)

Another group did the effort to do it by themselves. Student C confused FW with writing everything in Spanish. Student C apparently understood that being able to rely on her mother tongue is for all English skills.

Student LH told the partner to do them in English C answered "the teacher said that you could do it also in the mother tongue when you had some difficulties and the idea is to do the exercise!

(Teacher's artefacts- field notes)

AS: Si, porque uno podía escribir lo que uno quisiera y uno aprendía más de lo...

CH: ... De lo cotidiano de uno

Mich:. Uno iba a escribir un párrafo o las preparaciones del workshop, uno escribía "con" si uno no se acordaba de las palabras en inglés y luego uno lo corregía porque uno ya lo sabía, y lo escribía bien

Porque antes era como que "sopa" y uno escribía "Y" y uno no la escribía así en inglés sino en español.

Si pero se me hizo un poco difícil porque escribía mal los verbos o los ordenaba mal pero la profesora me ayudó

Teacher: Did you understand the concept of free writing in English?

AS: Yes, because we could write what one wanted and one learned more than ...

CH: ... From our daily life.

Mich: One was going to write a paragraph or the preparations of the workshop, one wrote "con" and did not remember the words in English and then one corrected it because one already knew it, and wrote it well

Because before it was like "sopa" and one wrote "Y" and one did not write it in English but in Spanish. [*sic*]

(Teacher's exit interview)

IN- HOUSE MATERIALS ON PROJECT WORK FOR FREE WRITING

In the evidence it can be seen how some of the students confused writing through FW with writing as they wanted. Some students began to write first only in Spanish in the workshops and after talking with their classmates they realized that they should have been writing in English. Hilgers asserted that one of the benefits of FW will always be reflected in the final product that the students do. In this case in the development of the projects that were carried out with the two workshops I saw reflected the students' progress:

Write freely reflect on what was written and 'sum up' the main point, or the 'center of gravity', of the writing in an assertive statement. When the students used free writing in this patterned and goal-directed way, it produced noticeable improvements in their writing. (as cited in Belanoff et al., 1991, p. 297)


Likewise, the students gradually improved in their writing, they began to correct themselves in simple words of vocabulary and in grammar.

Preparing for writing, setting up the task, free writing and post writing. This category shows the basic steps that correlate between FW and preparing to write any type of text such as brainstorming and pre and post textual production, and layout. Fontaine (1991) stated that "FW encourages generation of ideas by encouraging free association, a technique that has been successful among users of 'brainstorming'" (as cited in Belanoff et al., 1991, p. 199). Thus, brainstorming, the lay out and organization and clarity became important elements of good writing. These elements cannot be left out of any kind of basic writing, but we cannot forget that FW does not seek to get stuck in these elements. They are not really relevant to produce a text, but they are important at the moment of presenting a final task, which was evident when my students had it delivered at the end of the workshop.

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Write complete sentences telling what this place has and what you can do there.


Learning strategy: Over viewing and linking with already known material and resorting to general local knowledge.




1. In Bogota the Cerro de Monserrate is important
2. Why is Very Tall an Center in Bogota
3. an There a food How sanwicho, empa-
4. nada to visit Cerro de Monserrate Plasa-
5. Bolivar museum Center

(Students' artefacts workshop # 1)

1. Work in pairs. Write sentences about your home town. Then, take turns to ask and answer questions about it.



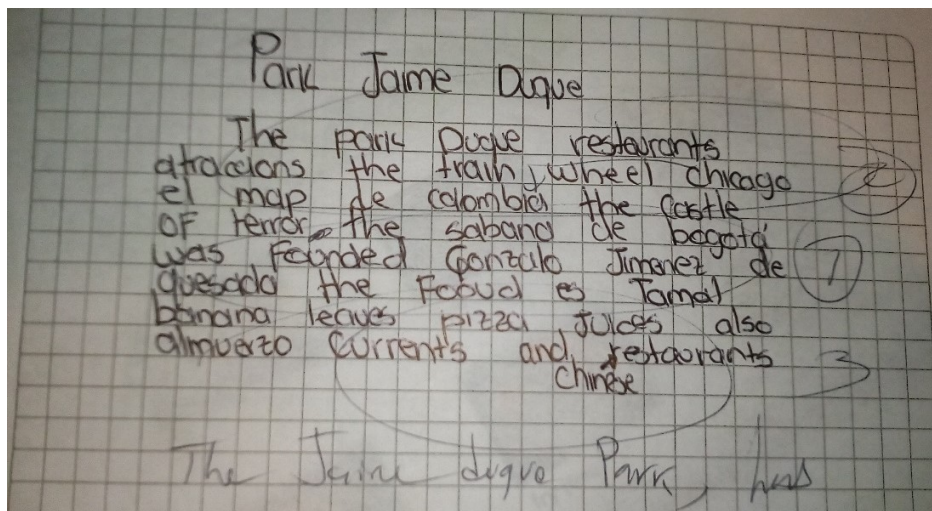
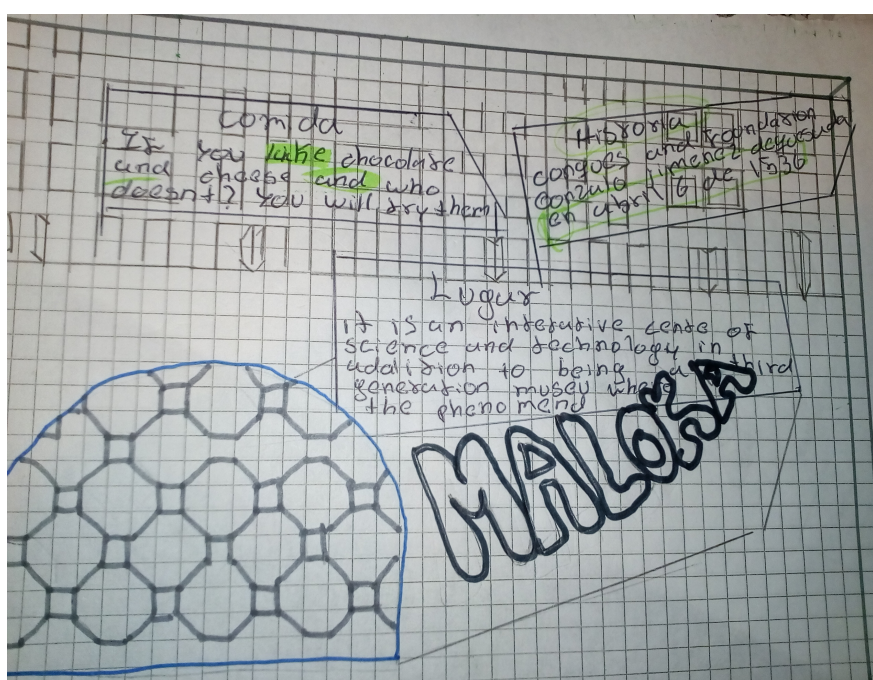
Learning strategy: Resorting to previous knowledge and cooperating with peers.



- a. what's your hometown? It is in Bogota
- b. what is your Favorite Food? It is rice in chicken
- c. what's your Favorite Place? It is the stadium
- d. which are the Place to visit? It is Cerro de Monserrate
- e. where is located? It is City Center / downtown

(Students' artefacts workshop # 2)

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*Students' artefacts workshop # 1**Students' artefacts workshop # 1*

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It could be seen in the following evidence that students felt more motivated and encouraged to produce a text since they already find more practical and easy ways to remember more vocabulary to facilitate their writing process.

The free writing approach...	It does	It can improve
motivates me to brainstorm my own ideas. <i>me motiva a pensar en mis propias ideas.</i>	✓	
guides me to write short complete sentences. <i>me guía para escribir oraciones completas breves.</i>	✓	
promotes peer and teacher corrective feedback (grammar, spelling, punctuation...) <i>promueve la retroalimentación correctiva de los compañeros y maestro (gramática, ortografía, puntuación ...).</i>		✓
encourages sharing our major writing product with our classmates via The Fair. <i>anima compartir nuestro producto de escritura final con nuestros compañeros de clase a través de la feria.</i>	✓	

Students' artefacts -self-assessment |workshop #2)

In the work on page six, some students took as a reference the work they have already done in the previous pages but unfortunately others do not.

A review should be made on the board about the ways of asking a question and the WH questions.

Many of them relied on notebook notes to generate questions to their peers. [sic]

Teacher's field notes, Workshop #1)

Profesora ¿Entendiste el concepto de trabajo por escritura libre en inglés (free writing)?

Huevito: Si pero se me hizo un poco difícil porque escribía mal los verbos o los ordenaba mal pero la profesora me ayudó y Hernández

Futbol: Si me ayudaron mucho porque a hora se mas del inglés y también se escribir palabras que antes o sabia.

Did you understand the concept of free writing in English?

Huevito: Yes, but it was a bit difficult because I wrote the verbs wrong or I ordered them wrong but the teacher helped me and Hernández

Futbol: they did helped me a lot because at the time I know more about English and also write words that I used to or knew.[sic]

(Teacher' exit interview)

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This evidence shows that students classify, organize and compare, and synthesize the necessary information for a final product. They even wrote their ideas in separate sheets, in a brainstorming activity, to be able to make logical sense of the ideas that they identified in their workshops. Accordingly, Harstad (1994) stated that “we have found that brainstorming for topics.... Before writing can stimulate students’ thinking, give them more to say once they begin writing and help them stay on the topic” (p. 45). I observed that most of the students separated their ideas to complete their final project, they supported their ideas with the graphics on the workshops, then they helped themselves with more sheets of paper trying to do not damage the workshop.

The items described in this chapter supported by my theoretical constructs were findings that allowed me to take some conclusions that will be explained in the next chapter

Chapter V

Conclusions and Pedagogical Implications

This chapter presents the main conclusions of this research study that emerged from the most significant findings and the most relevant conclusions after the data analysis that arose when answering the research question about the development of in-house materials and the implementation of two workshops in a public school, based on project work in the classroom and free writing in a foreign language. In addition, it describes the pedagogical implications for the educational community of the institution where this study was carried out and for me as a teacher and materials developer. Likewise, it presents the limitations presented in this study and possible questions for future research studies.

Conclusions

Regarding my research question, I concluded that the development and implementation of in-house materials based on project work to improve writing skills had a positive impact on the students, not only in their writing but also in the idea that writing in a foreign language is not as complicated as they initially believed. Concerning the design of these materials, they were guided by the second language acquisition (SLA) principles suggested by Tomlinson (1998) and also by contributions from major researchers in the area of materials development such as Nuñez et al, (2009) which highlighted the importance of SLA principles and that teachers nowadays should increasingly work with their own materials and not just adapt textbooks that do not always conform to the needs of our schools.

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With reference to Project work, it is clear that from the beginning my students liked the idea of working with this approach, which, together with the workshops, was an incentive for the writing work in English, and for the students, it became something of a novelty on both sides - the methodology and the implementation of the materials. Since even after having spent some time in the implementation of the workshops, the students have requested for a similar material with different topics, with those that were left out of the list when they gave their topic ideas. As in the design of materials, the project work was guided by principles suggested by one of the greatest researchers in PW Fried Both (1986) and by the Buck Institute, which is today one of the largest academies that implements and teaches project work in the classroom, to which I am now affiliated to receive more information from to support my professional and career development.

Regarding the FW approach that underlies this study, it made me understand that it is still not very clear to both students and teachers that there is a big difference between writing freely and Free Writing. Many people, when I told them about this approach, told me that my research was going to be a very easy study to implement because they thought that it was simply about the students writing as they pleased and not following the stages proposed by FW. Nordquist (2016) supported that “freewriting is a discovery strategy intended to encourage the development of ideas without concern for the conventional rules of writing” thus Students and colleagues point out the difference between writing because it is a structured academic obligation and an activity that can be done with freedom and pleasure.

On the one hand, I believe that I enriched my own pedagogical practice since it was a challenge for me to deliver a more interesting, innovative and attractive English class for my students who always expressed being bored of the same content that they had learned in previous years. In contrast, in this study, I had two roles: the first one as an active teacher, especially in the

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classroom and as a materials designer because I stopped taking photocopies or adapting materials from certain publishers that only served to teach grammar, but not to apply it to a more practical context for my students. It was also interesting to see myself as a researcher, Tomlinson (2003) stated: “Providing teachers . . . with the opportunity to develop expertise for themselves as materials developers can quite definitely help them to develop and grow” (As cited Núñez & Téllez 2009, p. 61). Since I realized that pedagogy is an evolving area, as there are always new ways to improve both teaching practice and student learning

Pedagogical Implications

The pedagogical implication involved in this research study is associated with three aspects: first, development of materials, project work in the classroom and the strengthening of writing in a foreign language. In terms of materials development, it is important that teachers who develop materials always take into account the students' needs, likes and that such materials are really attractive to students also to propose a different and didactic resource of learning EFL. In this sense Nuñez et al. (2009), “innovative didactic materials that address students’ language learning needs and goals raises attention, enhances motivation and so boots effective learning” (p. 19). Teachers should not think that designing materials is not only about cutting and pasting activities to make worksheets or workshops more attractive, but also about varying the types of activities so that students do not find them monotonous. In my case, I created materials in accordance with my students’ learning styles.

Regarding project work, I realized that students find this very fun and attractive, not only to work on writing but also on any of the language skills. I would even assert that it is much more practical for teaching vocabulary since it can be easily related to other subject areas to solve the project.

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In relation to free writing, I realized that students learn more when they are not constantly limited to writing everything accurately and in one language. Many of my students with a supposedly low level showed that they performed almost as well as those with a higher level. In addition, they tried harder to write correctly the words that jumped from L1 to L2 and even tried to improve their own spelling in Spanish.

Finally, I became more creative and had more fun when it came to teaching my classes, more passionate about teaching English as a foreign language and creative about designing activities that my students can develop easily, and also, a bit more receptive to all the contributions that my students can have to improve my classes.

Limitations

One of the limitations was time. Although there were three sessions per week with the students, these always conflicted with some pedagogical activity programmed by other professors or by the secretary of education and half of the time of the classes had to be cancelled. Another limitation was the temporary closure of the school by Secretaria de Salud de Bogotá and Empresa de Acueducto due to some damages presented in the pipes that supply the water to the campus. For that reason, students had to be sent home on different occasions as it was considered that the school had a health emergency. At least, the problems were solved and I was able to update the implementation when the national teachers' strike took place across the country because I literally had the students to myself for two weeks in a row, which allowed me to finalise my research. The last limitation was snack time, students have to eat their snacks at a determined time of the day. This takes about 20 minutes from available class time; hence, we had to teach while the students ate.

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Further Research

During the development and implementation of this research, I noticed that the students wanted to do more tasks that involved the use of ICT, when the computers were taken to the classroom, which I would like to apply when teaching English at my own institution. In this regard, an additional research question could be: what is the impact of developing and implementing in-house materials with technological support to improve writing skills in a public school?

Another possibility could be, How do the design and implementation of in-house materials, foster eighth graders vocabulary at a public school? Since I observed that many of the activities developd on my workshops serve to increase the students' vocabulary.

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Appendices

Appendix A: Consent Form



Secretaría de Educación Distrital
Institución Educativa La Belleza Los Libertadores
 Sede A-B Jornadas mañana y tarde Resolución No. 1821 20 de junio de 2002
 NIT 830079.079.439-0; DANE 111001016004;
 CÓDIGO ICFES: Mañana: 133918 – Tarde: 098590



CONSENTIMIENTO INFORMADO PADRES O ACUDIENTES DE ESTUDIANTES

Yo _____,
 Yo _____
 o Yo _____,
 mayor de edad, [] madre, [] padre, [] acudiente o [] representante legal del estudiante
 _____ de _____

años de edad, he (hemos) sido informado(s) acerca de la observación de clases y uso de materiales realizados por los estudiantes para una práctica educativa, los cuales se requieren para que el docente de mi hijo(a) participe en el desarrollo de su trabajo de grado que realiza en la universidad Externado de Colombia. Luego de haber sido informado(s) sobre las condiciones de la participación de mí (nuestro) hijo(a) en la participación de este proyecto, resuelto todas las inquietudes y comprendido en su totalidad la información sobre esta actividad, entiendo (entendemos) que:

- La participación de mi (nuestro) hijo(a) en este proyecto o los resultados obtenidos por el docente no tendrán repercusiones o consecuencias en sus actividades escolares, evaluaciones o calificaciones en el curso.
- La participación de mi (nuestro) hijo(a) en el proyecto no generará ningún gasto, ni recibiremos remuneración alguna por su participación.
- No habrá ninguna sanción para mí (nuestro) hijo(a) en caso de que no autoricemos su participación.
- La identidad de mi (nuestro) hijo(a) no será publicada y las imágenes y sonidos registrados durante la implementación del trabajo se utilizarán únicamente para los propósitos de la docente y su trabajo de grado y como evidencia de la práctica educativa del docente.

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

[] DOY (DAMOS) EL CONSENTIMIENTO [] NO DOY (DAMOS) EL CONSENTIMIENTO para la participación de mi (nuestro) hijo (a) en el trabajo de maestría de práctica educativa del docente en las instalaciones de la Institución Educativa donde estudia. Lugar y Fecha:

 FIRMA MADRE CC/CE: FIRMA PADRE CC/CE: FIRMA
 ACUDIENTE O REPRESENTANTE LEGAL CC/C

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Appendix B: Field Notes Form

Population	Date	Session :	Materials:	Workshop section:
Research question:		Research Objectives:		
	GENERAL OBSERVATIONS		SPECIFIC OBSERVATIONS	
1				
2				
3				
4				
5				
6				
7				

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Appendix C: Survey

Secretaría De Educación Distrital
Institución Educativa Distrital la Belleza los Libertadores
Sede a-b jornadas mañana y tarde resolución no. 1821 20 de junio 2002
N.i.t. 830.079.439-0 DANE 11100116008

**Analysis Survey**

Querido estudiante, en la actualidad realizo un proyecto de investigación con los estudiantes de grado séptimo en la institución educativa La Belleza los Libertadores con el objetivo de observar y analizar la implementación de proyectos para desarrollar la escritura en los estudiantes. Por consiguiente, solicito respondan las siguientes preguntas para poder analizar el desarrollo del proyecto.

A continuación encontrara preguntas de selección múltiple en donde se debe escoger una de las respuestas dadas y otras preguntas abiertas que deberán responder con sus propias palabras.

1. Considera que su nivel de inglés es:
 - ☐ Básico
 - ☐ Intermedio
 - ☐ Avanzado
2. Su conocimiento vocabulario en inglés es:
 - ☐ Excelente
 - ☐ Bueno
 - ☐ Malo
 - ☐ Deficiente
- 3.Cuál de las siguientes habilidades se le facilitan del inglés:
 - ☐ Reading
 - ☐ Speaking
 - ☐ Listening
 - ☐ Writing
4. La habilidad que tengo para comunicarme de manera oral y escrita es:
 - ☐ Excelente
 - ☐ Bueno
 - ☐ Malo
 - ☐ Deficiente
5. Usted considera que escribir en inglés es:
 - ☐ Muy fácil

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- ☐ Fácil
- ☐ Difícil
- ☐ Muy difícil

6. Si su respuesta en la pregunta anterior fue un poco difícil o muy difícil, por qué cree usted que esto sucede?

(Varias o todas las respuestas son posibles)

- ☐ No se algunas palabras
- ☐ No entiendo los tiempos gramaticales
- ☐ No me gustan los temas
- ☐ No sé escribir en un idioma extranjero
- ☐ Las estructuras son confusas

7. Para escribir un texto en inglés usted (varias respuestas son posibles)

- ☐ Usa el diccionario
- ☐ Escribe primero en español y luego traduce
- ☐ Trata de escribir todo el tiempo en inglés
- ☐ Pregunta a los compañeros la traducción de alguna palabra que no sepa
- ☐ Relaciona lo que va a escribir con sus conocimientos previos
- ☐ Escribe combinando español e inglés dentro del texto

8. ¿Cómo te sientes cuando realizas las siguientes actividades en clase?

	Motivado	Cómodo	Inseguro	No motivado
Hacer ejercicios de escritura				
Escribir oraciones				
Crear cuentos				
Escribir anécdotas				
Componer un poema				
Redactar una carta				
Crear un dialogo				
Realizar un guion				

9. ¿Que se te dificulta/facilita al realizar actividades de escritura en clase?

10. Sabe que es un proyecto de aula (si la respuesta es **Sí** justifíquela)

- ☐ Si
- ☐ No

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☐ _____

11. Alguna vez ha realizado un proyecto de aula sí o no y sobre qué tema

☐ Si

☐ No

☐ _____

12. Conoce el proyecto de feria campesina o industrial del colegio

☐ Si

☐ No

13. Cree que el desarrollo de proyectos ayuda a mejorar el aprendizaje de nuevas cosas en inglés

☐ Si

☐ No

☐ Como cuales:

14. Algunos de los temas que maneja la feria son los siguientes. Cuál de estos considera que es fácil de desarrollar en una clase de inglés? (varias respuestas son posibles)

☐ Recetas típicas de Colombia

☐ Procesamiento de lácteos

☐ Bailes y típicos

☐ Emprendimiento labora

☐ Tejidos y manualidades

☐ La Huerta

☐ La familia campesina

☐ Orígenes e historia de la familia campesina

15. ¿Le gustaría tener un material diseñado para mejorar su proceso de escritura?

☐ Si

☐ No

Por qué?

16. Usted considera que escribir es más fácil e interesante cuando su guía de apoyo tiene:

☐ Instrucciones

☐ Imágenes y fotos

☐ Palabras clave

☐ Colores

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- ☐ Textos cortos
- ☐ Textos largos
- ☐ Vocabulario que se repite constante para facilitar memorización
- ☐ Ejercicios de escritura cortos
- ☐ Trabajo en grupo

17. Hay algo más que le gustaría decir que pueda ayudar al profesor a desarrollar actividades más interesantes



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Appendix D: exit interview

Secretaría De Educación Distrital
Institución Educativa Distrital la Belleza los Libertadores
Sede a-b jornadas mañana y tarde resolución no. 1821 20 de junio 2002
N.i.t. 830.079.439-0 DANE 11100116008

**Entrevista final**

Name or nickname _____ Date _____

1. ¿Cómo te sentiste durante el proceso del proyecto? (antes, durante y después)
 - 1.1 Ósea que mis clases eran aburridas?
2. ¿Entendiste el concepto de trabajo por proyectos? Si_x_ No ___ justifica tu respuesta
 - 2.2 Qué aporta este tipo de proyectos a tu vida personal?
 - 2.3 Y en sus vidas académicas?
 - 2.4 Notaron que había un tipo de materias que se relacionaban con los workshops?
 - 2.5 Con cuál se relacionaba?
 - 2.6 en cual de los dos workshops?
3. ¿Entendiste el concepto de trabajo por escritura libre en ingles (free writing)?
4. ¿Entendiste el concepto de trabajo por escritura libre en ingles (free writing)? Si_x_ No ___ justifique la respuesta
5. ¿Crees que los temas, contenidos y actividades trabajados en los work shops contribuyeron a mejorar su habilidad de escritura en inglés?
6. ¿Fue de tu agrado el trabajo con work shops? Si_x_ No ___ justifica tu respuesta
 - 6.1 creen que fue Mucho trabajo o se le pudo haber colocado algo mas o algo diferente?

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6.2 Le quitarían algo?

7. ¿Cuál fue tu rol durante el proceso?

8. ¿Cuál fue el rol de tu docente?

9. Comentarios generales