PROMOTING ENGLISH WRITING SKILLS DEVELOPMENT THROUGH A PROJECT WORK.

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FACULTAD DE CIENCIAS Y EDUCACIÓN

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“La universidad Distrital Francisco José de Caldas no será responsable de por las ideas expuestas en este trabajo” (Acuerdo 19 de 1988, Artículo 177)
Abstract

The purpose of this study is to present the results from a qualitative research aimed at understanding what happens to eleventh graders’ writing skills in English when they are engaged in a Business Project Work. It was conducted at a public school which is located at the locality of Engativá, Bogotá, with a pre-service teacher from Universidad Distrital Francisco Jose de Caldas, who also took part in the data gathering. This research shows the process and outcome of a Business Project Work whose objective was to promote writing in English as a Foreign Language. The Business Project Work helped to create an appropriate environment to give students the possibility and conditions to express their creativity while creating their own business. Additionally, students were able to demonstrate the importance of developing teamwork skills to facilitate learning of a Second Language. Moreover, information gathered during the observation was extracted from teachers’ journals, a focus group, two surveys and students’ artefacts. The observations suggest that even though clear definition of roles is essential when working on cooperative activities, it is also is important to highlight the relevance of mother tongue when developing skills in the Second Language.

Key words

-Cooperative Learning, Project Work, Business English, Process Writing.
Resumen

El propósito de este estudio es presentar los resultados de una investigación cualitativa, dirigida a comprender lo que ocurre con las habilidades de escritura de estudiantes de grado undécimo en inglés, cuando se dedican a un trabajo de proyecto de negocios. El escenario es una escuela pública ubicada en Localidad de Engativá, Bogotá. Adicionalmente, esta fue llevada a cabo por una docente en preparación de la Universidad Francisco José de Caldas. Esta investigación muestra el proceso y los resultados de un trabajo de proyecto de negocio, cuyo objetivo es promover la escritura en el Inglés como Lengua Extranjera. Este proyecto permitió crear un entorno adecuado para dar a los estudiantes la posibilidad y las condiciones de expresar su creatividad mientras creaban su propia idea de negocio. Adicionalmente, los estudiantes pudieron demostrar la importancia de desarrollar competencias de trabajo en grupo para facilitar el aprendizaje de una Segunda Lengua. Por otra parte, los datos de este estudio se tomaron de la utilización de los diarios de campo, un grupo de enfoque, dos encuestas y artefactos de los estudiantes, con lo cual se pudo observar que aunque establecer claramente diferentes roles es esencial cuando se trabaja en actividades de cooperación, es además importante destacar la relevancia de la lengua materna en el desarrollo de habilidades en el segundo idioma.

Palabras clave:

-Trabajo Cooperativo, Trabajo por Proyectos, Ingles de negocios, Proceso de escritura.
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Even with huge ambitions and ideas, this research would not have been plausible without research participants. Although I cannot disclose their names, I would like to give my unstinted thanks to the students and teachers who willingly got engaged in academic discussion regarding this assignment. Particularly teacher Julio Pachón, who expedited the application of the activities I had proposed for the study. My research goal was to provide pre-service and in-service teachers with another perspective on how to teach writing in a Foreign Language, such as English.
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Introduction

Colombia is involved in political and economic realities such as Neoliberalism and Globalization, which affect our socio-economic development. Trade liberalization means liberalization of imports; with particular emphasis on elimination of quantitative restrictions, providing protection with low and relatively uniform taxation. These economical relationships tend to encourage competition and trade with countries Europe and long-standing partners such as USA and recently Korea and eastern countries.

This economic affairs create the necessity of being proficient in a second language, such as English, which will give us access to information and knowledge about upcoming cultures, economies and marketing styles and techniques, also enabling fluidity in the relationships with foreign countries and creating more job opportunities as new businesses subsequently start up. Hence, our role as Foreign Language teachers is nowadays fundamental to support our country’s economic growth.

As exposed by Zuluaga in an article published in Portafolio (2013), 89% of Colombians believe that entrepreneurship is a good alternative to a career. About 75% of Colombians believe that conditions are good to create a business in the next six months, and the third, 54% want to create business within the next three years. However, he remarks that only half of them are kept on track and only 10% of these projects exist. What this numbers indicate is that most of those businesses are created pragmatically and with no planning. So, it is important not only to bring economical support to entrepreneurs but bring them education and training about why it is key to analyze the marketing and context before taking a risk.

The law 1064 of January 26, 2006, seeks to foster entrepreneurship culture among students, graduates, employees and the general public. However, this is just an initiative that has
been applied only at 12 district schools in Bogota and the impact is not clear. The reason why the initiative is still blurred is because the emphasis is done at SENA as an institution that helps entrepreneurs; but such culture should be taught to secondary and even primary school pupils. In addition, there is no evidence of any specific teaching plan that links entrepreneurship and EFL as a way to engage students, getting meaningful learning and providing useful instruction to our students, updating our teaching strategies as well as impacting their lives and contexts.

This project ambition is to apply a project work in which students will develop a business or entrepreneurship plan following different stages that will lead them to complete writing activities. It could be observed in this specific context, that students needed to be guided through the process, not only because of graduation requirements, but because they did not have prior activities which allowed them to create and use English language themselves, but otherwise forced them to complete explicit grammar samples.

Now, regarding the order in which the information will be presented, the reader will find seven chapters in total. In the first chapter, the Problem Statement is elaborated, and the Research Question and Objectives are established in order to give an answer to that question. After that, in the second chapter there is a description of the State of the Art which will show the most relevant authors and theories that exist concerning the key concepts mentioned in the Abstract. The authors used as reference have made important discoveries and have set important paradigms related to the topic selected for research.

Chapter 3 establishes the tools for Pedagogical Intervention, and the activities which were carried out are referenced with time and date. It is worth mentioning that such activities were planned taking into account the theories exposed in chapter 2.
In chapter number 4, the Research Design is displayed. Data collection instruments will be found. The Data Analysis will show the process that resulted from the conclusions. These include pedagogical implications and further topics to research in the future related to this specific study.
Chapter I

Justification

This paper is aimed at analyzing the impact that a Cooperative Learning Approach, in combination with a Business Project Work, would have on writing skills of secondary students at Republic of Colombia School, where students have activities such as “English Day” and have acquired some vocabulary, but lack confidence when asked to produce in written form. This project is intended to highlight the importance of helping students to acquire confidence when writing since the complexity of the skill is years in the making and requires steady practice to improve quality in production.

As Beckett and Gonzalez (2004) claimed, such knowledge is important because writing is a severe problem for many international students; many of them are not taught how to write, even in their first languages. Furthermore, they have been seen to neglect how to link writing instruction in class with authentic content area on writing assignments students later encountered in academic life. Therefore, by linking Cooperative Learning Approach and Project Work Methodology it is expected students feel engaged and relate knowledge to real life and meaningful previous experiences.

To the same extent Rebecca Puche (1997) added that we must counteract the belief that creativity has to do with inspiration, on the contrary, the creative mind is a durable generative system that seeks to explore and transform. To achieve that goal, the researcher should know the deep rules of the scientist field that is being manipulated. She also stated that school should develop and nourish our desire and passion for knowledge by observing daily routines and realities. Forasmuch as it is visible, this study will promote that creativity in the participants and myself.
On the other hand, the economic and social reality in Colombia, and situations such as unemployment, make it necessary to motivate young people to start a business project. In addition, when we as teachers relate that reality with the learning of a second language, such learning turns useful and significant, gets a grip of students, makes them think and reflect. This reflection will be chained to learning and could change the reality these students go through by showing them a feasible life project.

Thus, this study has the ambition of contributing in some way to the students’ overall success in life. This is because they have no idea what they will do fresh out of school. In-depth self-knowledge is rare at this stage and in many cases they feel threatened by what lays ahead. The world stops for no one and it compels teachers to be at the ready to understand new contexts and dynamics that take place all around them. This changing world requires new ways of teaching, innovative ideas that engage students and contribute to their very existence.

Contributing to their lives requires a risk taking attitude. That means trying something that has not been tried before. It is true that a recent boom in entrepreneurship ideas has taken place in Colombia. The Ministry of Education has stated that schools should promote those start-up business initiatives. However, those innovative ideas are bestowed upon rural areas first, where the main goal of instruction gravitates towards the agricultural and cattle industry, so in urban areas such as Bogota, where children and youth do not have access to farming facilities, they should work around creating alternative business ideas and practices on a daily basis.

As a result, a specific research question is to be answered by applying method and approach to the letter. The state of the art is to be outlined to embed new findings into the cornerstone. Thorough research was conducted, no studies regarding Business Instruction were found as to have been applied in English at Public Schools in Bogota. Moreover, as exposed by
Carreño, (2013) in an article published at magazine *Pulso Social*, business start-up projects are mostly science and technology based. Consequently, ideally, this project will yield new interests and questions in research due to the fact that I will use both the real need of promoting entrepreneurship at schools and the relevance of English instruction.

Thereupon, new conceptual areas are to be created and new paradigms suggested, taking into account the context and needs of the population. A risk taking attitude will attain new ideas and produce more knowledge about the concepts herein examined. I myself see knowledge as an adventure and I want to convey that belief onto the participants of the study. Then, the principal goal is to promote English Writing Skills, but there are underlying objectives, such making a long term life project something tangible and reachable, and spurring interest in research and knowledge through the application of these findings.

Finally, the project will encourage the use of their previous knowledge and analyze the students’ process of writing when applying a Business Project Work to provide new evidence which will prove useful for teachers. An explicit grammar instruction will not be exercised because vocabulary and grammar will be used as a vehicle, and the expected result will be the desired Business Project, so activities will be conducted which contain structural form as implicit core. These projects are expected to be different and unique as they will be the result of students’ creativity and initiative.
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Problem statement

A good research problem should be compelling. The problem chosen to be explored holds relevance for me and my country and engages in the goal of reasoned decision making. I understand that Research helps me create learning opportunities for the students and myself. For Hernon & Metoyer-Duran, (1993) the first strategy to define a research problem is observing one’s environment. By doing so, the research is likely to identify various problems that need to be solved. The world is sated with problems that need to be addressed through research, and you, the reader, might have already noticed cycle thus formed: research that sprouts problems and problems that call for research.

In the first class with students of eleventh grade at Republica de Colombia School, an ice-breaking activity was desired, so a game known as “stop” was conducted which was aimed at helping them remember vocabulary (see appendix 1). This activity consisted of five columns in which they had to write words depending on a letter from the alphabet defined by the instructor. The activity had the columns: name, last name, country, nationality, color and food. The students who finished first shouted: “Stop”. With this activity, they showed a lack of vocabulary as they did not know what to write in many cases and we had to check the answers, not having all the columns completed. Also a tendency to use Spanish instead of words in English was evident.

After that, a brief survey was conducted to get to know them better (see appendix 2). In that survey there was a specific question that concerned me: “Which topic in English is more difficult to you? “Most of them stated that they preferred to write in Spanish to writing in English. Also, it was brought up that did not enjoy writing or it was difficult to them as it can be seen in the answer to the question 6 (appendix 2). When asked next if they preferred to work alone or in a group, they stated they preferred to work alone. These were key facts that hinted
that a focus on working on writing skills, through cooperative learning, was needed with participants.

As confirmation strategy, the second class, an activity to elucidate their strengths and weaknesses was put into practice. They were asked to write a short presentation about themselves. They took a long time doing the activity and mistakes such as “I have 18 years old”, “I have hair black” surfaced. Some students were asked to show their notebooks and it was evident they were supposed to be learning an intermediate level although they were still making Beginner mistakes such as the ones mentioned earlier. It was spotted that they were not interested in their learning process and they could not use English, since the way they learnt the language held no substantial meaning to them.

Only five students completed the activity, and the others did not get to finish the text. It was evident how the group needed to use the vocabulary they knew in real situations, while feeling at ease. It was found out from that initial assessment that students could hardly get a point across if asked to use their writing skills, they used online translators and they did not write much on their own. They were used to completing sentences and gap fill-in activities rather than dealing with authentic texts or presentations.

Thereupon, English activities as a mean of setting foundations for feasible business ventures could be applied at schools not only in accordance with law 1064 of January 26, 2006, but to encourage students by offering them useful information which is linked to a context and with specific and clear objectives. When students are not able to complete a simple task such as writing a short presentation about themselves using the
target second language, it means they have either not used it enough to be confident or the activities did not activate insightful processes.

A Project Work as an effective way to relate reality and theory can be applied. Cooking classes, science, math, yoga and different areas can be applied to learn a foreign language. Business, in the case of this study, could allow students, through a number of applications, to know the subject’s core ideas while they learn English. As mentioned above, they use translators even to translate their names. From that, it can be inferred that they do not know enough vocabulary and they have not understood how to create coherent texts, nor they have clearly understood the fundamental division between the two languages, still believing that you can translate directly from their mother tongue when writing, for example they wrote: “I have 15 years”. They haven’t developed their writing skills, because they feel afraid of making mistakes and they have not developed the competence of thinking in English as a result of translation.

Can we change this vicious cycle through a research cycle? What does this imply? One of America’s greatest literary treasures is “To kill a mocking bird” by Harper Lee (1960). In it, Atticus Finch, who is a pacifist lawyer, tells his daughter something if the lines of “if you want to catch a person’s attention, try speaking about something of great interest to them” showing interest in a person, will reflect upon their mindset regarding learning a second language. It is quite easy to hand in copies for students to fill in, and time rolls on, but to look a student in the eye and ask, “What do you care about?” and deliver activities which work on that mutual commitment takes an instructor with tools and knowledge regarding research, and specially the constant question: “What am I trying to do with this activity, regarding my students’ personal progress?”

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Although the head teacher does activities with songs, dialogues, and games, students show difficulties when trying to write in English. They are not used to having free writing activities in which they can elaborate on a topic on their own, with the vocabulary they know. In contrast, it was found that they created a product as a task for their accounting class. That is why a Project Work Method is viable; so that they can experience meaningful learning through interdisciplinary processes while applying previous knowledge in written English.

As a result of all mentioned above, the following research questions and objectives were contemplated:

**Research Question and Objectives**

What happens to eleventh graders’ English writing when they are engaged in a business project work?

Taking into account the previous background for the research, the main research objective was established and it is extremely connected to them:

To describe how L1 affects the way students write in the Second Language.

Also the specific objectives were outlined based on the evidence found:

To depict the way students interact while completing group activities.

To follow up on written expression outcomes through the process of data gathering.
Chapter II

Literature Review

This chapter presents an examination of the main constructs that guided this research project including some other research related to it. The contents here expressed intend to shed light on reasoning and on the construction of the research question; they also helped outline the foundations for this research paper, as other authors have written about the need to promote group work in schools and the main principles of what such pedagogy in practice would resemble. The first part of the literature review would attempt to present Cooperative Learning as the term that will guide this research. This term is at the same time connected to the Project work that was mainly based on a Business environment. In addition, the theory of Process writing will serve as the foundation to guide the process of writing during this research.

Montiel (2005) pointed that constructivism and collaboration came hand in hand. The idea was studied by John Dewey, Jerome Bruner and Lev Vygotsky. Each one contributed with a new term or definition which will be elucidated in this chapter. However, the pillar authors will be Vygotsky (Cooperative Learning), Alisha Adkins (Project Work), and Trimbur (Collaborative Writing) and Nunam (Process Writing).

Cooperative Learning.

To begin with, the reader will find the definition and representative terms of collaboration. Montiel (2005) emphasizes that it is “an opportunity to involve many individuals in complex educational problems” (p.31). She indicates how technology creates a more difficult learning environment which requires that teachers engage students in meaningful experiences. In this manner, she draws from constructivism and different theories that refer to collaboration.
Along Montiel’s statements Vygotsky declared that collaboration is a social process and meaning is constructed by the communication among others. He envisioned learning as a social construct that includes the notion in which the more capable helps less capable. He named this the “zone of proximal development” (ZPD), and stated that interaction allowed the development of modern society. That means we need peers to develop knowledge and thus develop cognitive processes:

“Every function in the child’s cultural development appears twice: first, on the social level, and later, on the individual level; first, between people (inter-psychological) and then inside the child (intra-psychological). This applies equally to voluntary attention, to logical memory, and to the formation of concepts. All the higher functions originate as actual relationships between individuals. (Vygotsky, 1978, p.57)"

Schrage asseverated a definition that supports Vygotsky’s idea (1990). The assertion basically indicates that Collaboration is the process of shared creation: two or more individuals with complementary skills interacting to create a shared understanding that emerge on their own. Environment is taken into account and the participants not only join but think together. This process allows them to share information and participate actively.

Likewise, Hart (1999), echoed by Lago & Seepho (2012), proposed something called “Brain-based Learning”. According to this theory, every human has a brain which is able to learn. When the way the class itself is carried removes the person’s opportunity to learn, it is impossible for the learners to interiorize information that is supposed to be important for them. Then, it is meaningful to allow learners to express themselves with no fear of being criticized, scolded or mocked. It is important for students to do hands-on learning as this allows them to
connect current knowledge to what they have experienced, and retain the outcome for future use. This last term is related to Project work which will be detailed ahead.

Caine & Caine (1994), also cited by Lago & Seepho (2012) stated that: “learning is positively affected by relaxation and challenge and inhibited by perceived threat and fatigue. Stress is considered harmful in learning”. They defined three valuable stages of teaching and learning process. The first phase is called orchestrated immersion and consists of showing pictures and asking questions in order to set their mood. This corresponds to one of BBL (Brain-based Learning) principles that indicate that meaning is innately inferred when it is related to real life situations.

The second phase of BBL named relaxed alertness learning, engages students’ psychology. This is the result of senses involvement. In the third phase, active production, students need to prepare and present. At this stage, it is expected from students to use the words they have already learnt. Here, it is quite significant to mention another principle of BBL which points out those emotions are critical to setting up patterns and driving our attention, meaning and memory. The better the students feel the more they learn.

It is clear that, as teachers we are usually perceived as figures of authority; students tend to keep distance. This occurs when students are used to learning through Direct Instruction. In this project, as Cooperative Learning and BBL fall under the student-centered approach, students will have an active role in their own process of learning. Because of that, their moods must be taken into account constantly and Cooperative Learning will allow them to feel confident, interested and will enable them to share ideas, feelings and emotions with their partners.

Olson (2013) quoted Maslow, indicating that we are all creative as a conclusion. As a matter of fact, a teacher has to keep in mind psychological and emotional needs of students at
school because they have a direct impact on their ability to learn. The more committed the pupil, the more he or she will be inclined to learn, especially regarding a difficult skill such as writing. Then, one of the cornerstones of humanistic psychology is that it underlines individual performance. This school of psychology gives people more credit in controlling and determining their state of mental health.

Maslow quoted by Lutz (2014) established a hierarchy within a linear pattern of growth depicted in a pyramidal ascendant order. This pyramid describes what is called Hierarchy of needs, it reflects on creativity and problem solving abilities.

In the pyramid above, we can see the concepts depicted by Maslow. According to this psychosocial theory, normal development of an individual consists of three main categories. The base in called basic needs because this is the stage in which humans are content just by satisfying needs such as breathing, eating, sleeping, etc. This is also related to the second category above named Safety. Every person needs the idea of safety, which is basically fulfilled by the family circle, material commodities, health and money.
In the second part of the pyramid the concepts of Esteem or Belonging are depicted. This is because of our need to belong to any given social group. At this point, we find a relationship between Vygotsky’s and Maslow’s theory. We need others to feel that we are cherished and respected and so we can reach the Self-Actualization stage. Within this hierarchy of needs, the fulfillment of the first two stages, leads to the needs that are on the highest level of this hierarchy.

According to Maslow, Self-Actualization represents growth of an individual towards fulfillment of the highest needs; those for meaning in life, in particular. Therefore, when individuals reach this stage of Self-Actualization they tend to be more creative. In fact, between the second and the third stage, we find what Maslow called Aesthetic needs in which humans need beautiful evocation or something aesthetically pleasing to accompany them as they grow. This leads to the beautiful way with the environment and leads to the pleasing feeling of intimacy with nature and everything splendid.

For good measure, Gautaam (2007) indicates that this growth need for self-actualization and learning, when not fulfilled leads to confusion and identity crisis. Also, this is directly related to need to explore or the openness to experience. Therefore, there is a persistent need to increase our intelligence and thereby pursuing knowledge. Cognitive needs are the expression of the natural human need to learn, explore, discover and create to get a better understanding of the world around us. With the present project the wish was to fulfill the need to learn about business and the economics of aesthetics (Postrel, 2003), while they improved their writing skills along the way. As quoted by American business man Thomas J. Watson (1934): “Design must reflect the practical and aesthetic in business but above all…good design must serve people”.

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Aesthetical values stripped from art or craft. Aesthetic as in functional and appealing, since well outlined and designed trades and products have the mark of being both luring and relevant for the acquisition of self-realization, thus giving a sense of good-will through customer mindfulness. Nowadays, customers do not look for low prices when purchasing something, neither do they look just for service, function, and reliability, but for sensory experience.

Students were exposed to procedures and processes that aimed at raising awareness regarding the importance of planning and role-taking and the impact this has in business and personal finances, since this makes part of their whole lives, the channel and the goal (writing in English) will form a lasting and knowledge-forming impression. While students saw, touched, heard, talk, they also had to reflect and think as businessmen to produce that feeling in customers that are yearning for that aesthetic experience.

Another point in Cooperative Learning is that students’ attitudes and behaviors interfere with group work. It is clear under the perspectives mentioned above that we need others to reach a meaningful life and so we have to be part of other people’s lives. Interaction with others can influence students’ mood and learning motivations to the same extent. Cerbin (2010) indicates that there are certain types of students that the teacher should identify. He mentions three main categories that could be useful to diagnose the reasons behind the student’s behavior before intervening.

1) Withdrawn, quiet, passive students: A student may be quiet and withdrawn for different reasons, e.g., social anxiety, worsened by a lack of interest in the academic subject and unable to keep pace, angry and reluctant to working in groups. Lack of familiarity with English and so on. The key here is to arrange the correct grouping with individuals of similar likes and make them feel integrated and respected.
2) Overpowering, overbearing, talkative students: For these types of students one of the strategies is to assign and rotate roles so that students have various responsibilities within the group.

3) Students who hide behind numbers to be able to do nothing, otherwise known as freeloaders. Freeloaders don’t contribute to the group’s work. Their lack of effort often angers other group members and can poison the group work process. Try to intervene before the situation is irreparable by assigning clear roles and giving deadlines based on production and completion of measurable and gradable tasks which they cannot “dump” on anyone else.

Robert E Slavin (1990) showed in short, results for Cooperative Learning strategies pointing out that they encourage students to discuss, debate, disagree so that they teach one another. As a result of this, individual achievement of students and the quality of their interpersonal relationships are both boosted. On the other hand, it emphasizes thinking skills and increases higher order learning. In his text, this author wants to answer which forms of cooperative learning are more effective and what components must be in place for cooperative learning to work.

In cooperative learning, students help each other to understand academic material; the effectiveness of the achievement outcomes depends on the particular approach used. Sometimes this method requires students to find information without any help at all. Historically, small-scale laboratory research on cooperation dates back to the 1920s when four research groups, one in Israel and three in the US began independently to study cooperative learning methods in classroom settings. Nowadays, researchers are studying practical rollouts including Jigsaw, Learning together, and Group Investigation as the most frequent Student Team Learning variations.
Student Team Learning techniques were widely developed and researched at Johns Hopkins University. This one emphasizes the use of team aims and team attaining in which the task is not to do something as a group but to learn something as a group. Here, the concepts of team rewards, individual accountability, and equal opportunities are the key of success. This guarantees that all the members in the group will be challenged to do their best and they will feel valued no matter their level of achievement. Therefore, it is not enough to ask them to work together; students must know in advanced the reason why they are working together.

On the other hand, according to Slavin (1990), rewards for improvement are other key elements of student success at academic settings. This rewarding when using Cooperative Learning strategies is supposed to be based on the own student’s performance than upon comparison between the student and others. This means that the student gets scores when comparing his own previous results to the latest ones. When teachers make mixed ability learning teams we find different methods, but in the case of this study, as we want to teach writing, we are going to use Team Assisted Individualization (TAI). About this method, Slavin et al (1987) asserted that it allows the teacher to spend time teaching lessons to small groups as the students take responsibility for checking each other’s work.

Cooperative Learning Methods have been successful in rural, urban, and suburban schools with students who come from different ethnic groups. Johnson, D. W., & Johnson, F. (2000) developed methods in which students worked together. These methods consisted of assignment sheets developed by four of five students groups that were compensated based on the group product. Discussion among members of the group was boosted. However, if all the members of the groups are not required to complete the task, then the rest of the members will feel that they
are doing the whole work and the effectiveness of group work will not be the same. Thus, individual test are necessary to contrast individual answerability against group results.

Additionally, Cooperative Learning continues to be greatly researched upon; performance evaluations deployed include: academic achievement, intergroup relations, mainstreaming, and self-esteem. Regarding academic achievement, we found that Slavin (1990) put in short 67 studies which measured students’ achievement. Out of these, 41 (61 percent) found major accomplishment in cooperative than in control classes; other 25 (37 percent) found no changes and only one study showed as a result a better performance over the experimental group.

Therefore, as a general result of these studies it was found that success of the group must depend on the individual learning of every group member. In group investigation, students in each group are accountable for a unique part from the group’s overall task, which guarantees individual accountability. Then, the group’s output is evaluated so that the teacher knows how much they have taught each other. When students explain concepts reciprocally they take learning seriously. Some parents may think that high achievers could be holding back; however, these students advance as much as low average apprentices. Also, studies carried out with senior students have shown that group activities are as constructive as studies developed in earlier levels.

In addition, intergroup relations are closer in the laboratory research of cooperation. As revealed in findings of several studies Slavin (1983), students show greater liking as an aftermath of working together. This is extremely valuable, especially when students belong to different ethnic groups. In the majority of study groups, the measure of social links made outside their own ethnic group was accounted for as a measurement for intergroup relations. Sharan et al (1984) and Shachar (1988) found in their studies that students improved attitudes and behaviors
when approaching classmates with different ethnic backgrounds. Hence, cross-ethnic intercommunication was more favorable inside and outside the classroom.

In view of Cooperative Learning research results the mainstream indicates that it allows students who have a huge hindrance to interact with others to fraternize with partners. In particular, they will find their place in the classroom and in society. In this way, they will increase their academic achievement as well as their self-esteem. Also, researchers such as Slavin (1990) indicated that there are positive results in terms of time students spent on-task.

As a conclusion, Cooperative Learning Strategies influence students’ feelings and promote self-actualization. The learning activities carried out in this research project involved collaborative work that culminated in group-authored artefacts. The students were assigned groups to write a project work whose outcome was the creation of a business venture. Each project was an autonomous and original creation and the teacher-researcher was a coach rather than a professor as center in the class. The definition and characteristics of project work will be established on those grounds.

Students acquired collaborative skills through working in a team to achieve common goals. Participants actually had the opportunity to discuss, share knowledge and ideas when developing the Business Project work.

**Project work**

As defined by Hutchinson (2012) a project is an unbounded piece of work on a particular topic where the content and the presentation are determined principally by the learners. The teacher or the textbook provides the topic, but the project writers themselves decide what they write and how they present it. This dynamic approach for teaching allows students to explore
real-world problems and challenges. A project work is a methodology which is widely used for teaching Science, Geography, and History. Furthermore, it also comes in handy in the field of language teaching. A project work allows students to use their imagination and the information that it contains does not have to be factual. This freedom allows them to feel more confident and involved.

Moreover, this methodology requires a big effort. The authors of the projects have found information about their topic, collected or drawn pictures, written down their ideas, and then put all the parts together to form a coherent presentation. Project work is not a soft option. Likewise, projects are quite fuzzy in terms of both content and language. Each project is a unique piece of communication, created by the students themselves. This tint of variety makes project work a very personal experience. The students are writing based on their own lives, and so they showed their true selves in their projects. This personal experience is a result of a highly adaptable methodology. It can be used on every level from true beginner to advanced, and with all ages.

On the other hand, Cruz (2015) indicated how leadership is related to PBL (Project work learning) as the topics in class are related to the students, their lives and future. Thus, a project work encourages collaboration, critical thinking, and creativity. PBL students view themselves as better prepared in problem solving and perform better in tasks that emphasize understanding and application of knowledge. Also, they will remember learned content for longer periods of time.

Historically, Confucius and Aristotle were early proponents of learning by doing. Socrates modelled how to learn through questioning, inquiry, and critical thinking. The way they taught their disciples was by asking questions so that they would find the answers themselves. These principles are the ones we used when applying a Project Work approach. When you find
the solution to a problem yourself, that information is more likely to be fossilized. That is because such information was wrought by experience.

According to Grant (2002) Project-based learning dates back a while. In short, as far back as the early 1900s, John Dewey supported "learning by doing." This viewpoint is also reflected in constructivism (generating meaning from interaction and realization), that means generating knowledge from doing. In addition, Perkins, (1991) mentions how a learner’s active role will allow them to create and recreate knowledge and understanding. Also, when a constructivist perspective is taken in class, knowledge is not perceived just as learning about the grammar of a foreign language as students will relate the activities to real life situations rather than being forced into English solely for academic purposes.

These real life situations go beyond grammar and vocabulary because the basis is context-generating. Through conducting investigations, examinations or activities, an individual is learning by constructing new knowledge by current knowledge build-up and application. Basically, a project work is a guide to support students in independent learning. Project Work is a learning experience which aims to provide students with the opportunity to assemble knowledge from various areas of learning, and creatively and critically apply it to real life situations. This process, prepares them for lifelong learning and the challenges ahead. It enriches students’ knowledge and empowers them to develop skills such as collaboration, communication and independent learning.

In the same way, the Ministry of education from Singapore (2013) gives a nod and gives a bottom line. They came to the conclusion that Learning outcomes in a project work are: Knowledge application, Communication, Collaboration and Independent Learning. In Knowledge application, students make links transversely through different areas of knowledge.
The idea in the project pointed out that students had to use all the previous knowledge they had acquired in math, accounting and English. This is relayed to creativity and innovation as mentioned above, because in this way students will have an active role in the activities.

For all the reasons aforementioned, it was expected that the students would acquire the skills to communicate effectively and so, present ideas clearly and coherently to specific audiences, because they will have the opportunity to express themselves based on free-thinking guidelines provided, and that allows them to be creative when using English. As it will be found ahead, students had the opportunity to present their projects orally but the emphasis was on writing. The presentation or oral phase was scheduled for the end, in order to openly share what they had done, thus to add to their sense of tangible achievement.

In Canada, the University of Calgary (2012) has participated in the NSSE (National Survey of student engagement) survey to identify weaknesses in three key clusters of effective educational practice: active and collaborative learning, student- faculty interactions and enhancing students’ educational experiences. The main objective was to help students in their last semesters and encourage foreign students to learn English. As the result and conclusion of this journal, Hetty Roessingh indicates that one of the main advantages of the project was having a small group, which influenced students’ interactions. However, the actual project group had about 37 students and this in itself stood for a challenge.

Along those lines, the whole population was 40-student group. The purpose of the current study was to maintain Independent Learning and analyze impact when applying a Group Project Work. Thus, students were able to learn on their own, ponder on their learning and took appropriate actions to amend it. This means they will learn from their partners and they will own that knowledge. The teacher-researcher was a coach or mediator instead of a totalitarian role.
If project work is going to be more than simply a summary of unrelated activities, there has to be a clear central objective. It is important to highlight that practical projects work best when they follow a previously set guidebook or guidelines. In addition, the paradigms students faced, were related to the creation of a business venture, and all the ways in which they can promote its products or services. The objective is to guide them along that process so that the final result would be a project work based on business environments.

A basic structure reflects the design cycle itself: planning, researching, developing, and reviewing. When leading projects, it is noticeable how students develop their skills in critical thinking and the expression of their own ideas. The work plan for the current research, in the business world, helped students to create a schedule for a large project. In the future, they could also help teachers plan their course material for the semester. This research is based on a Project work structure in which students had to develop a business venture in 10 weeks. That is the reason why students will be encouraged to write while they follow the steps that are defined on the activity timetable.

The main expectation was that students would be able to learn significant content as the project was focused on developing key knowledge and skills. These skills derived from standards and key concepts at the heart of business English. Therefore, it was easier for them to relate those concepts to reality. When carrying out a project work, students built competencies which are valuable for today’s world, such as problem solving. For instance, when they made decisions about their project they reflected upon whether their decisions were right or wrong. So when an everyday problem is in sight, they will have to find solutions as they’ve had a prior active role on similar situations.
The objective of a Project Work is not simply memorizing vocabulary and grammar; students have to think in order to complete the activities. As today’s world is so competitive this experience will be applicable for them in the future and they may find it useful. The project includes processes for students to give and receive feedback on the quality of their work, leading them to make revisions of the work they do. At the end of the process students can receive and give feedback so that the teacher knows about their perceptions and opinions about the activities.

Students developed the need to gain knowledge, understand concepts, and apply skills in and curiosity. The activities were explicitly explained and assessed, but the idea was that grammar was going to be implicit while they created project products. The start had to be from an entry event that generates interest.

Figure 2. Project Work Cycle
In the previous chart, the relationships between Project Work and Cooperative Learning are laid out. Basically, students develop relationships in class that will sway the results they show in the activities. Peer mediation is the process where trained peers guide other peers to solve their own problems. The process requires them to agree to the rules. On the other hand, they will have to clarify each other wants so that they can reach an agreement. In addition, it is important to highlight that cooperative learning will be an essential part of the whole process.

As we can see in the chart, there are three main stages in Project work: Planning, Implementation and evaluation.

**Planning:** In this stage, students defined a timeline and the way they were going to complete the goals proposed. This required identifying needs and assigning project team members as well as asking as many questions as possible so students could plan the project efficiently.

**Implementation:** They followed the timeline and adjusted it along the way. This required developing problem solving and negotiation abilities to achieve the goals planned. This is the stage where everyone actually started doing the work. Here, students had to kick-off the execution stage with in-person discussion to ensure everyone had what they needed to begin executing their part of the project. Getting the team started on the right track was crucial to guarantee the project’s success so articulate the schedule and communications plan clearly.

**Evaluation:** We used self-evaluation and co-evaluation. In the first one, they had to say if they thought their contribution was worthy. Also, they evaluated either if their peer’s aiding was dutiful. This allowed me to know if casual check-ins with team leaders, organized daily "stand-ups", or more formal meetings were effective. The closing of a project is just as important as its planning and execution.
Process Writing

According to Nunan (1989) writing is a complex cognitive activity which requires the use of different abilities simultaneously. At the sentence level, these include control of contents, format, sentence structure, vocabulary, spelling and letter formation. Over the border of the sentence, the writer must be able to structure and combine information into cohesive and coherent paragraphs and texts. Generating ideas is a crucial part of the writing process. Writing is essentially about organizing information and communicating meaning. Generating ideas is particularly as important as well as difficult. For this reason, the writer follows the activities in the initial stages when he is attempting to discover a topic and identify the purpose. Even in later stages, however, idea generating continuously takes place. So that, the techniques used to stimulate ideas at an initial stage may prove.

Research on the writing process converges on how writers outline, drill, and edit texts. Composing process research was firstly explored by scholars such as Cao (2012), who developed a study due to the concern that her students had not developed their writing skills. She wanted to help students improve their writing skills in EFL. She stated as a first hypothesis that teaching methods presented a lack of appliance when teaching writing. The population for this study was 74 students from Shaanxi College. 40 of them were chosen randomly as the control group in the investigation. The study was applied during six weeks in which they had to write 6 texts. The results from this study showed betterment in writing skills when comparing the first texts with the last.

In addition, Perl (1979) wanted to research and answer the questions: How do unskilled writers write? Can their writing processes be analyzed in a systematic, replicable manner? What does an increased understanding of their processes suggest about the nature of composing in
general and the manner writing is taught in schools? In order to answer the questions students were selected based on two criteria. The first one was to write samples that qualified them as unskilled writers and the second was the willingness to participate.

Additionally, three kinds of data were collected in the study: the student’s written products; their composition tapes and their responses to an interview. Throughout the case study, performed to Tony, a 20 year old Puerto Rican and examine from the Bronx, both extensive and reflexive writing were analyzed. In this was it was noticeable that Tony made a total of 234 changes, however, only 24 were related to content. As the most important findings in this study we have: the writers products of basic writers are not as arbitrary as observers commonly assume and the lack of proficiency may be caused by rigid attempts to edit the writing without improving the way they have written.

Murray (1972) focused on the writing process as a term used in teaching. In that manner, he proposed to teach writing as a process not as a product, a phrase which became a motto for many writing teachers. On the other hand, Hairston (1982) argued that the teaching of writing had undergone a "paradigm change" in moving from a focus on written products to writing processes. In many instances, the writing process is seen as consisting of five stages: Prewriting Drafting (see appendix 3). In this stage, students start with a brain storming process. In here it is important that they focus on the topic they should write about. They should not focus on grammar in this stage. Focusing includes discovering main ideas, considering purpose and so on. In this topic, the focus is given on main idea of the text; purpose of the text is described.

Revising: In this stage, they will have to read what they have written. Evaluating is essential to ensure that the language is well comprehended and reasoning well maintained. It is the assessment of the draft. In general, length of the text, organization of the text, mechanics of
writing are the basic features of evaluation. In this stage of the writing process the author reviews, alters, and amends her or his message, according to what has been written in the draft.

Editing: In this part, it is necessary to check capitalization, punctuation, verbs, pronouns, modifiers and misspellings in the text. Then, it is important to modify or adapt to make it as suitable as possible.

Proofreading: This means to read aloud to listen find problems. It is the very last step in which the author reads and goes through the text to be sure that it is presentable.

Publishing: This is the final text to be given or shown. It has to be as close to perfect as you can make it. Our brains do not always think logically when supporting details, it is important to approach writing a step at a time.

Collaborative pedagogy states that students will better engage with writing, critical thinking, and edition if they engage with others. In contrast, collaborative pedagogy rejects the notion that students think, learn, and write in isolation. Collaborative pedagogy attempts to maximize critical thinking, learning, and writing skills through interaction and inter-personal venture. Trimbur (2009) indicates that the aim of collaborative learning is to reach consensus through an expanding conversation. Trimbur claims that collaborative writing helps students to find more control in their learning situation. Even grammar has a social turn in writing: we have to keep in mind that some errors of usage arouse, we will have to understand better than we do the relationship between language, order, and those deep psychic forces that perceived linguistic violations seem to arouse in otherwise affable people. So one can simply say a thing is right or wrong. There is a difference of degrees attributed by social force.

*Teaching Productive Skills*

Promoting English Writing Skills
The productive skills of writing and speaking are different in many ways. However, Wray (1999) indicates that fewer formulaic phrases are found in writing than in speech and this is why writing in particular has to be both coherent and cohesive. Coherence means that the text is clear because you can follow a sequence of ideas. On the other hand, cohesion is a more technical matter since it focuses on the multiple ways of connecting ideas across phrases and sentences. Here we can find what is called “chains of reference” where we use language features such as pronouns, lexical repetition and synonymy to refer to ideas that have been already expressed as well as linkers such as although, however, still, etc.

In addition, when students belong to the same culture it is easier to interact among them as they share similar cultural and linguistic backgrounds. When they write to each other they follow certain code as well as when they speak. As social-cultural rules change over time they result in acts of belonging or rejection. Also, the term of turn-taking, requires students to make agreements on how and when to speak, this means they have to use verbal and visual signs. When students write they follow patterns and negotiate them to communicate successfully.

When speakers or writers forget a word or simply do not know it, they can use some strategies mentioned below:

*Improvising*: Students can come up with a word they try and hope that it is about right. This strategy sometimes works but it can obscure meaning.

*Discarding*: This process happens when students quit and forget about the idea they had, because they do not find the words to express it.
**Foreignising:** This occurs when they use a word on their mother tongue because they think it is accurate in the foreign language. This is also related to the well-known false cognates.

**Paraphrasing:** This is when students use lexical substitution or circumlocution. However, it requires they know a wide range of words so that they can make that process of swap. This is the strategy that should be promoted the most to reach the communicative goal without making ambiguous productions.

Teaching productive skills is related to how receptive the student is. This implies that there is a correlation between input and output. Students modify what they write based on how effective they might think they are. In this situation the teacher can provide feedback during the process and not only when the product is finished.

![FIGURE 3. The circle of input and output.](image-url)
The circle of input and output (see figure 3) shows how production enables reception: Students can apply what they learn from their writing to their reading. Therefore it is important that teachers match the task with their language level. Moreover, the purpose or outcome must be clearly defined. Subsequently, the genre, topic, discourse patterns and the use of specific language features will make easier to transfer vocabulary into the long term memory.

*Text as models:* Students can read actual reports and articles so that they can do it after seeing it. It does not signify that

*Texts as stimuli:* The written production students make comes from what students see or hear. Students can get input from a text that includes a controversial issue or just tell their own stories or create one based on what they have lived or heard.

*Reception as part production:* Production can only continue with the practice of receptive skills. In the case of writing with the practice of reading the quality of the productive skills is better. Letters are often written in reply to other letters as a conversation proceeds much like spoken dialogues.

As a conclusion to this chapter, Cooperative Learning is connected to Project Work in this study as the activities allowed students to cooperate, share feelings and ideas and learn at the same time. While they developed the Business idea, they were learning vocabulary and getting to know themselves and others better. At the same time creativity played an important role in each of the sessions. Also, writing in this study should be taken as an interactive process. In the next chapter, the reader will find the Instructional Design that includes the discussion of the research questions and objectives, the type of study and how it fits my purpose. Additionally, the profile of participants and setting will be found and the explanation on how data collection instruments and procedures were used as well as the type of data unit of analysis.
Chapter III

Instructional design

This chapter contains a detailed description of the pedagogical intervention and the setting where it took place. Firstly, the Philosophical worldview will be displayed. The instructional objectives, the thematic development and methodology are also explained. Finally, there is a timetable with dates, activities and contents. Also, the assessment process is justified. The idea is to clarify the objectives of this study and how they were built up.

Philosophical worldview: Constructivism.

It is important to remark that Constructivism is not a particular pedagogy, Wertsch (1997). In fact, constructivism is a concept that gives account of how learning happens, regardless of whether learners are using their background to understand a text or following the instructions. In both cases, the theory of constructivism suggests that learners construct knowledge out of their experiences. Therefore, Constructivism admits that learners are complex and incomparable.

Additionally, Constructivism strains the importance of the nature of the learner's social interaction with well-grounded members of society. Unlike previous educational viewpoints where the learner played a passive, receptive role and his or her responsibility was minimum as the teacher had to do all the hard work. According to Glasersfeld (1989) sustaining motivation to learn is strongly subject to the learner’s self-reliance in his or her potential for learning. Thus the teacher is perceived as a facilitator whose duties are: asking to the students, supporting from the back, providing guidelines, promoting dialogue with and between students and even more important, developing students’ effective thinking.

Promoting English Writing Skills
Effective thinking can be developed by using Peer tutoring, Open-ended free Conversations information-gap activities, debating, narrating and explaining. Therefore a Cooperative project is a cooperative strategy that calls on learners to become “the teacher” and work as a group. Teachers and learners engage in dialogue and so learners with different skills and backgrounds should collaborate in tasks and discussions to arrive at a shared understanding of the truth in a specific field,

**Pedagogical intervention**

In this part of the text the Instructional objectives are described.

**Instructional Objective**

To promote students’ process writing skills when developing a project work.

**Instructional Specific Objective**

To help student to create their own business while they improve their writing skills by applying process writing.

**Thematic Development**

For the completion of this project, the thematic development was totally based on topics that have a bearing on business English. It is worth mentioning that these topics are not consequent with the syllabus given by the homeroom teacher because those topics did not support the observation process needed for this proposal. In some cases, they could be added but not always. Instead, the topics proposed were: “Writing a business plan, Market analysis, Marketing plan, and Income statement” among others that are displayed on table 1.

Putting this in perspective, Formal Cooperative Learning Groups, that is, groups that last several weeks or even one class period were formed. The goal was to analyze if there is an impact in the students writing production when applying these activities.
At the beginning of this process, the observation was focused on cooperative techniques and parallely, students were learning Business English. Although grammar was not the main goal in this project, it was underlying. They used different grammar structures without knowing. They were focus on communicating their ideas rather than being attached to grammar. The activities were not planned for them to use a unique grammar tense and they happened to mix several of them.

The activities were based on cooperative techniques. At the end of this chapter the reader will find a table with the number of classes, dates and activities per session. The activities focus on cooperative learning allowed them to have different opinions and ideas that were shared and that helped to enrich their learning process. Also, when they had different opinions they received more feedback from their classmates.

When defining collaboration we find that Roschelle and Teasley (1995) considered collaboration as “a coordinated synchronous activity that is the result of a continued attempt to construct and maintain a shared conception of a problem” (p. 70). Being in this way an active process in which Collaboration in any setting clearly entails. Thus students discussed and tried to maintain harmony and achieve their goal. This does mean that consequent issues did not occur in the process. A detailed description of the results will be provided in the chapter Data analysis.

Communication is a wide category that could prompt many areas of exploration. Bower & Hedberg, (2010), claim that Conversation between participants can be described as being either on-task or off-task. On-task conversation is specific to the tasks or problems that are the focus of the joint activity. That is, on-task conversation is likely to be more focused on the subject matter content of the learning domain such as conversations about changing paradigms in education.
As suggested by Reeves, Herrington, and Oliver (2004) who included the phrase “to solve complex problems, complete authentic tasks” (p. 53). This does not mean that there is only one product or solution to the activity; it means that the dimensions of that product or solution should be provided. That is why the students had a feedback session and presentation section in which they showed the results of their projects. In addition, the tasks were complex and related to Accounting, English and Math.

Questions are important to continuing interaction within collaborative activities. When learners complete collaborating based activities, they asked more questions one another. In addition a Facebook group was created to support discussion and collaborative tasks.

Methodology

The use of cooperative strategies was aimed to create a positive and productive atmosphere for the development of the activities. In that sense, as the head teacher said that they do not work as they should when they work in groups, this project aim to observe if there was either a positive or negative impacting students’ writing skills when developing collaborative activities.

In the first class students had to make groups of three people tops. They were told that they would have to work in the same group at least for one semester. It is worth mentioning that the activities were designed in English and the students received a guideline to develop their writing. In the chart below the reader can see the Activities Schedule in which the date, name of the activity and a short description are displayed.

<table>
<thead>
<tr>
<th>DATE</th>
<th>ACTIVITY</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Description</td>
</tr>
<tr>
<td>----------</td>
<td>---------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>03/4/15</td>
<td>Writing a business plan</td>
<td>Students will create a product. In this part they will state the status of the market (start-up, expansion or take-over), the business form and they will describe what is/are the product(s), who is it directed to, and they will describe the advantages of their product(s).</td>
</tr>
<tr>
<td>03/17/15</td>
<td>Market analysis</td>
<td>Students will write about: 1. Executive summary. 2. Company overview. 3. Objectives or goals, usually according to strategic plan and focus. 4. Situation analysis. 5. Market/product/customer analysis.</td>
</tr>
<tr>
<td>03/24/15</td>
<td>Marketing plan</td>
<td>They will analyze their business opportunities 1. Marketing strategy. 2. Financial projections. 3. Implementation plan. 4. Evaluation and control metrics.</td>
</tr>
<tr>
<td>03/31/15</td>
<td>Personnel</td>
<td>They will create their company organization chart in which each one will have to specify his/her role in the company. They will define how many departments their company needs and why.</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Description</td>
</tr>
<tr>
<td>------------</td>
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<td>--------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>04/07/15</td>
<td>Income statement</td>
<td>Students will write the income statement of their company. For that, they will learn the basics of accounting and they will use numbers.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong><a href="http://www.accountingcoach.com/income-statement/explanation/3">http://www.accountingcoach.com/income-statement/explanation/3</a></strong></td>
</tr>
<tr>
<td>04/14/15</td>
<td>Fixed Asset/Start-up Expense List</td>
<td>Students will estimate fixed asset requirements for the first year. Include Land, Buildings, Leasehold Improvements, Equipment, and Vehicles.</td>
</tr>
<tr>
<td>04/21/15</td>
<td>Unit Selling Price and Cost Analysis</td>
<td>Include any expenses needed to begin operation such as legal fees, licenses, and initial marketing costs. Students will define unit sales price times the number of units. Consider how start-up, marketing, and seasonal factors affect sales.</td>
</tr>
<tr>
<td>05/05/15</td>
<td>Cash flow statement</td>
<td>Students will analyze how their company's operations are running, where its money is coming from, and how it is being spent. Here students will learn how the CFS is structured and how to use it as part of their analysis of a company.</td>
</tr>
</tbody>
</table>
Table 1. Activities schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>05/26/15</td>
<td>Writing emails and letters</td>
<td>Students will learn how to write formal emails and letters.</td>
</tr>
<tr>
<td>06/16/15</td>
<td>Presentation</td>
<td>Students will pass in groups and they will present their products to their classmates.</td>
</tr>
<tr>
<td>06/09/15</td>
<td>General Feedback/focus group</td>
<td>Students will get feedback from the teacher about their activities and so she will be able to collect further data about their writing improvement and difficulties after the project work.</td>
</tr>
</tbody>
</table>

Data Collection Instruments

*Journals:* This is a data instrument which had a double purpose in this study: First, it was a learning tool useful to observe interactions in class and get information about the influence of L1 in the writing projects. This instrument worked for the purpose of this study. And secondly, as a research instrument method it was used to visualise group and individual issues associated with writing. This is to complement students perceptions obtained throughout two surveys and a focus group. The explanation of the last Data Collection Instruments mentioned will be described below.

*Artefacts:* These were the activities completed by the students. The intention was to analyse their process of writing and describe changes in it. All the activities were directly related to the Business Project work development.
Surveys: Two surveys were applied. The first one was done in the first class with the intention of knowing students' perceptions about writing, collaborative learning and how did they describe themselves individually. The second was applied in the middle of the process in order to know if their perceptions had changed. (see appendix 5)

Focus Group: The focus group was done at the end of the whole process. The intention of the focus group was to discuss the process with them and know strengths and weaknesses that could not be perceived via observation. Also, it was a way to evaluate their projects and their role in the groups. (see appendix 6)

They saw the activities they had completed and talked about them. They defined the positive and negative things of group work. Also, they talked about the experiences while doing the activities.

Assessment

The goal of formative assessment is to monitor student learning to provide ongoing feedback that can be used by instructors to improve their teaching and by students to improve their learning. This assessment allows students to determine that the intended learning outcomes of the course are being achieved and to provide feedback to students on their learning, enabling them to improve their performance. Thus learning was supported and guided not only by the teacher but also by the students.

A study carried out in 2012 during an 18-month process called the Hudson Valley Writing Project at the State University of New York (SUNY) at New Paltz, worked closely with the National Writing Project’s Analytic Writing Continuum (AWC) to explore the question on how rubric should be given to English language learners who spoke Spanish as their first
language. The researches motivated students to write in Spanish if the students’ memory of a specific word occurred in Spanish as they considered that this would not deter learning in a second language. They claimed that “when writing personal narratives, we encouraged bilingual writers to use the language that matched the moment of the memory”. So they emphasize on the importance of value mother tongue in the acquisition of the Second Language, especially when writing.

However, the students received low scores or the writing samples were not tested at the Writing Continuum (AWC) scale. Then, they decided to translate the writing samples in a process called “back translation” based on concepts rather than literal translations. As the main conclusion, the study of the English and the Spanish-translated AWC rubrics created opportunities for their learning and also for rich teacher reflection on student writing, writing instruction, and writing assessment.

Another strategy for assessment used in this project was to evaluate class participation but not grading it. This means evaluate qualitatively, for instance excellent, poor or good job. In order to evaluate that progress, monitoring is a must. The teacher must be concerned about the off task behavior and sometimes students must be re-oriented to the task. In this case, selecting a monitor would be accurate to follow up participation.

In addition the goal was to motivate students to undertake appropriate work. Meanwhile student attainment, decisions on progression and awards were described in journals. On the other hand, feedback allowed evaluating the effectiveness of teaching and the results when applying the Business project work.

Different techniques of assessment were applied in this research project. These are mentioned below.
Poster sessions: Students displayed results from the specific part assigned. The idea is that they bring chart and posters with vocabulary related to the topic we are going to see. The activity was assigned at the end of the class and they had eight days to develop a research.

Group Projects and Dissertations: Discussion was a fundamental part of the project as in groups they had to decide what they wanted to write. At this point, following the Process Writing stages was a must.

Short answer questions: Brief answers that can measure analysis, application of knowledge, problem-solving and evaluative skills. Students were asked to learn some vocabulary before the class and they were evaluated with multiple choice questions in which they had to match the word and the meaning. Also they had to answer open questions about the business they created. (see appendix 8).
Chapter IV

Research Design

In this chapter the reader will find the proposal’s research questions and objectives. Also, the type of study, profile of setting and participants, the data collection instruments and the unit of analysis (type of data) will be discussed. To begin with, the research question will be discussed.

Concerning this research project, the question is the following: *What happens to eleventh graders’ English writing when they are engaged in a business project work?* Keeping in mind that research question, the Philosophical worldview, Research Design and Method that guided the way in which the answer to that question were found. At the same time, the research objective was: *to describe how L1 affects the way students write in the Second Language.* This is because as explained on Chapter I students tend to translate. The idea is to analyse the impact the project work will have on that translation customary.

On the other hand the specific objectives are:

*To depict the way students interact while completing a group project work:* As clarified on Chapter II, students learn and reach the stage of self-actualization (see figure 1) when they work in groups as the more capable helps the less capable. If the interactions in class are described and compared to the writing production, therefore it will be easier to establish whether or not Cooperative Learning Strategies should be used to teach writing. In addition, when students hear and read their partners papers they should improve their outcomes. (See figure 3

*To follow up on written expression outcomes through the process of data gathering:* While the students complete the activities, the idea is to compare changes and the process they have. Also, the data analysis will show if they keep on Foreignising (Go to page 43).
**Type of study**

According to Creswell (2003) a research approach is a plan or procedure that extents the steps and postulates to carry out data collection, analysis, and interpretation. The research design or procedure of inquiry provides information about the philosophical assumptions brought to the study; it also frames specific research methods of data collection, analysis, and interpretation. It is relevant to mention that the selection of the research approach was also derived from the essence of the issue addressed, personal experiences, and the participants of the study.

As this is a Qualitative type of research the most common paradigms used in this type of research were chosen. In the chart below, the reader can see how the relationship between the philosophical worldview, the research design and method has to be tuneful. In this situation, it was sought to establish the meaning of the phenomenon of process writing and cooperative learning from the views of the participants. Therefore, the participants’ behaviours were observed during their engagement in the activities.

<table>
<thead>
<tr>
<th>Philosophical worldview</th>
<th>Design</th>
</tr>
</thead>
<tbody>
<tr>
<td>Constructivism</td>
<td>Qualitative</td>
</tr>
</tbody>
</table>

**Figure 4.** Research philosophical worldview, design and method.
According to Neuman (2009) a Philosophical worldview is a broadly conceived research methodology. In regards of constructivism, that paradigm establishes that human beings envision meanings as they engage with the world they are elucidating. This is related to Vygotsky "zone of proximal development" (1978) in which it is sated that students are faced with situations a bit above their learning curve. After finding success during these activities, their self-confidence boosts allowing them to carry more complex tasks out.

Regarding Qualitative Methods, it is important to bear in mind that this study is a case study because the description of a specific situation that poses a problem was faced. Afterwards it was understood, assessed and determined an answer to the problem or query. The case study examines current issues, contemporary phenomena, which represent a problem in real life, in which the researcher has no control.

To explain what a case study is Gerring (2007) exemplifies that there are two ways to learn how to build a house. One might be the construction of one particular house. This is called a within-case or case study method. For this study, the case method was used as the objective was to know particular changes in the individuals chosen, especially in written production. This case study involves interacting actors. As justified on Chapter II, Process writing is a dynamic process that requires some steps that have to be followed.

According to Rothbauer (2008) triangulation is a study procedure that facilitates validation of data through cross verification from two or more sources. Specifically, it refers to the employment and combination of several research methods in the study of the same phenomenon. The process of triangulation requires that the researcher has different data instruments that can compare in order to find patterns. The instruments used in the current study are explained in the next section.
Data Collection instruments.

*Journals:* The type of research journal used contains the reasons why the participants made one decision instead of another. These allowed me to understand participant’s reactions and thoughts.

*Surveys:* This is a method of sociological investigation that uses question based or statistical surveys to collect information about how people think and act. The participant answers were analyzed and contrasted with the journals and the focus group to find regularities.

*Focus Group:* 5 students were asked questions and led the discussion. The objective was trying to steer the discussion not to move away from the subject of study. The questions were answered by the group in a dynamic in which participants felt comfortable and free to talk and discuss their opinions. Focus groups typically require about two hours accomplishing their task. Mini sessions are sessions conformed to maximum 5 members and this is the type of focus group applied in this study.

*Artefacts:* The definition provided by Silverman, D. (2001) indicates that they are an important element produced and used by participants that can foster understanding of a culture, social setting or phenomenon. There are many different types of documents researchers may be interested in collecting, in the case of this research the documents used in daily work (e.g. written procedures, wall posters and other public postings in a work place, and chart flow sheets). In the case of the current study, all the formats and activities produced in class were examined.

Furthermore, memos were included in the journals. For these memos the researcher focused on how and for whom the artefact was created, what was included and not included in the document, and how the document was used. Documents or artefacts were analysed in tandem.
with other data collected in the focus group and the surveys. Now, the reader will find a description of the setting and participants.

**Setting**

This proposal was carried out at a secondary public school. The school is located in Salitre, in the northwest of Bogota. The school is divided in two shifts, in the morning and in the afternoon. Secondary students observed in this study were in the afternoon shift. This District Educational Institution is recognized and positioned as one of the best in the Capital District government agency assigned to Ministry of Education of Bogota. It is located in the town of Engativá in Estrada, its socioeconomic stratum is three and it offers formal basic education, secondary strengthened and adults (night) in a curricular organization in cycles. They have three branches in day’s morning, noon and night with coverage of mixed character of 4,157 students. Graduates are awarded the academic degree with deepening of Natural Sciences or Management Sciences. Its PEI (Proyecto Educativo Institutional) is: “Values Education for coexistence and productivity”. This PEI is related to the purpose of this study that will analyse how students interact and help each other. At the same time a business project has to do with productivity.

**Participants**

The population was a group of eleventh graders. They were between 16 and 18 years old. The students were selected randomly; four students from three different groups were chosen so that their progress could be analysed. Two girls and two boys are part of this research. They were selected because they have a better disposition to carry out the activities and they volunteer to participate.

The population chosen is a group of students from eleventh grade. This group, as well as the other groups and courses, receive English classes two hours a week of sixty minutes each. In
that sense, the group 1101 has their classes assigned on Tuesdays and Fridays from 1:15 pm through 2:15 pm. From this group, 4 students were chosen based on the characteristics those students who had difficulties when writing, among other factors.

<table>
<thead>
<tr>
<th>PARTICIPANT</th>
<th>AGE</th>
<th>GENDER</th>
</tr>
</thead>
<tbody>
<tr>
<td>P1</td>
<td>17</td>
<td>Female</td>
</tr>
<tr>
<td>P2</td>
<td>17</td>
<td>Male</td>
</tr>
<tr>
<td>P3</td>
<td>17</td>
<td>Male</td>
</tr>
<tr>
<td>P4</td>
<td>16</td>
<td>Female</td>
</tr>
</tbody>
</table>

Table Number 2. Participants

In Table number two, it is displayed the participants’ age and gender. Also the answers provided in the first survey in which they had to write if they liked to work in groups and also they had to mention positive and negative qualities that define themselves were taken into consideration.

Therefore, the participants were chosen according to the sampling accessibility method disclosed by Ritchie, J., Lewis, J., & Elam, G., (2003). By using this method, the researcher based on a small part of the population is able to inform how the whole picture is like. In addition, the population was accessible and met the designated criteria and consent to participating in the study.

Sampling is the process in which the researcher takes a small portion out of a larger population. It helps the researcher make conclusions based on a heterogeneous population that is divided into different homogeneous subgroups or strata. The strata were divided according to different traits that will be explained on the next page.
Homogeneous sampling is used when the goal of the research is to understand and describe a particular group in depth. The strata used on this research were:

- Students who had different roles in the groups but who had completed all of the activities.
- Students who mention in survey number 1 (see appendix 2) that they had difficulties when writing in English.
- Students who belonged to different groups.

As Sandelowski (1995) points out, "determining adequate sample size in qualitative research is ultimately a matter of judgment and experience" the quality of the information collected has to be verified in light of the uses to which it will be put, and the research method, sampling and analytical strategy employed.
On the other hand, It is also important to mention that under Piaget’s (1936) cognitive development stages these students are supposed to be at Formal Operational Stage. This means they have to be able to think abstractly, reason theoretically though is more idealistic. This is because at the age of 17 students are trying to find their identity. They are trying to know themselves and every aspect of development of personality is the result of adding individual characteristics and sociocultural influences.

Adolescents develop a coherent sense of themselves. This includes their role in society. Therefore, they must establish their interests and wishes in the way they can be expressed socially. The chaotic nature of the adolescent is due to his identity conflict. To resolve this conflict of the adolescent identity they must: 1) choose a profession 2) adopt values that they believe in 3) develop a sexual satisfactory identity.

It is relevant to say that a pilot was done by the researcher during her practicum as she conceived that idea at that time. The pilot was applied at a different school with tenth graders (see appendix 12). In that sense the activities were plan and the researcher knew how to apply them better. However, the researcher did not apply the project at that time completely only the first draft was written. In this pilot the conclusion reached that a pleasant learning environment can benefit not only students with low performance but also those who are considered even out. The plan of intervention was first to know the learning styles of students to form groups by using a questionnaire. A change of attitude was noticed as well as the improvement of motivation and the interests in the class due to the facts that the groups were well distributed. The intelligence of “learning to work together” (see appendix 15) was of my interest from the beginning as it is not only a practical way to organize numerous groups but it is also a way to teach students the importance of communicating our knowledge and ideas, and mastering skills with the team.
Even though in the current study the group distribution based on multiple intelligences was not applied (see figure 5), there is a relationship between group work and the roles students the accountability students showed to have as the reader will find in chapter V. When students learn how to be responsible for task in the class, they will do it as well after school. This brings implications for school and society, which are exposed on chapter VI.
Chapter V

Data Analysis.

The aim of this chapter is to provide a focused analysis of collected data in order to answer the main research question of this study; namely the extent in which students’ writing skills were affected by applying a business task based project work. This analysis will be displayed in segments as follows:

- Data collection processes.

- Procedural Data management along deployed stages.

- The analysis of data will be unfolded- as a way of showing the chronological and sequential process of this research, as such, findings are described carefully and organized in categories as a way to describe the collected data systematically.

Data collection Process.

The Data collection Process was carried out at Republica de Colombia School (afternoon shift) during the course of six months, with forty EFL students who are learning English. To start analyzing the data, the next step was to organize students’ individual information in sets. Next, a matrix was used to outline the individual description of teenagers’ artifacts and answers to the questionnaire and the questions asked on the focus group.

Data was collected from the application of the following instruments: questionnaires that included open-ended and closed-ended questions (see appendix 5). The main goal was to know students’ perceptions of three key aspects: Collaborative Learning, English writing, and Business Environment. Classroom observations were carried out to see what happens to eleventh graders’ English writing when they are engaged in a business project. Each participant answered the surveys during the class; the classes were observed as a means to identify possible connections
between Cooperative Learning and writing skills. The data obtained from the observations was preserved in journals. Finally, five titular students were selected at the end of the project to profile categories at stake on the project while partaking in a focus group.

Procedural Data management

Having collected data, key words were pinpointed in each of the answers from the questionnaire in order to extract gist (main ideas). When each questionnaire had been skimmed, the following step was to compare each of the answers for each question against procedures stated on The National Foundation for Educational Research in England and Wales. The aforementioned also keeps in mind that Data triangulation defined by Lisa A. Guion (2012) involves the use of different sources of data or information.

The audio recordings obtained from the focus group (see appendix 6) were put in script form and relevant sections of text on the journals were highlighted for main ideas from which to extract project work statements. The following step after comparing each of the answers was to find commonplace occurrences in order to classify the statements and answers from which to extract the categories, which helped me establish the categories for the data collected, and thus to answer the question proposed for this study. Quotes used in this part were translated from Spanish. As the data obtained throughout different resources such as journals (quotes are mentioned along the data analysis), questionnaires (see appendixes 2 and 5) and artifacts (see appendixes 2, 3, 8, 9, 10, 14) the data obtained in all of them will be summarized in the chart below.

Emerging from analysis we find the following categories:

<table>
<thead>
<tr>
<th>QUESTIONS</th>
<th>CATEGORY</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAIN</td>
<td></td>
</tr>
</tbody>
</table>
QUESTION

What happens to eleventh graders’ English writing when they are engaged in a business project?

1. Roles in group and in-task performance
2. Writing in Spanish vs writing in English

Table 3. Data Analysis: Categories

Roles in group and in-task performance

The name for this category was set due to the relationship between the way students participate in the tasks and the way they improve their writing skills. Because of this, one part of the process of improving writing skills lies in the quality of participation. That means that writing skills improved more when students took up their roles keeping in mind the significant responsibility invested. Significant numbers of students thought that they could have done the task better on their own, even though task-based activities are designed to facilitate cooperation among students. While students often worked collaboratively as a group, more individualistic approaches were sometimes evident. In this chapter, the reader will find descriptions on how they improved their writing skills depending on the way they assumed their roles.

According to Johnson & Johnson, (1989) the set of values underlying competitive, individualistic and cooperative situations exist as a hidden curriculum beneath the surface of school life. This seamless nurturing of emotions permeates the social and cognitive development of children, adolescents, and young adults. Each type of correlation has a set of values inherently built into it and those values outline whether diversity is viewed as positive or negative. In
addition, multiple contextual (psychological, pedagogical, and institutional) factors in educational settings may influence collaborative writing processes.

Along those lines, Johnson & Johnson, (1989) indicate that there are three types of social interdependence: Positive (cooperation), negative (competition), and none (individualistic efforts). Each type of interdependence teaches an inherent set of values. Students in this group used to enjoy individualistic efforts as it was apparent to them that the pleasure of succeeding is personal and isolated. It was clear that at the beginning students did not like to work in groups. Their arguments expressed in the first survey (see appendix 2) to establish the problem statement were the following:

“En grupo no siempre trabajan todos” “Not everybody works on a regular basis”. P1
“casi nadie trabaja” “Hardly anyone does what we are assigned” P2
“me gustaría que todos trabajaran” “I wish everyone got involved” P3
“a veces se habla demasiado y no salimos del tema del que se habla” “Sometimes we talk too much and we do not come to an end” P4

As evidence, arbitrary individualistic divisions or work-load tagging between different group members was seen through 11 observations; eye opening evidence that some students were doing all the hard work while one or more members weren't doing their fair share surfaced at this stage. Conflict between different group members and strong, voiced disagreement on how groups were divided forced the teacher-researcher to allow them to choose whom they worked with. Even though they were asked not to change groups, they eventually did. For example, when a group of three members ended up being a group of two, they just expressed they preferred that way (fewer is better). In addition, the head teacher mentioned that laziness was an
overwhelming handicap among the student population. It was confirmed that they would rather conduct activities while under scrutiny and while being aware that qualitative grading ensued.

Achievement based success takes over here. It is important to note individuals who are perceived to be different are deemed unpopular, while people who are perceived to be similar are easily befriended. This is related to the answers provided in the focus group session by the students in which they explained why they prefer to always work with the same people:

“Uno ya sabe cómo es la otra persona y como trabajan” “You already know what the person is like and how he/she works”. P1

“Trabajo siempre con los mismos porque uno se entiende, socializa y todo eso” “I always work with the same bunch because we get along, and all that”. P2

“Es mejor saber a qué atenerse” “It is better to be on the lookout for what will happen next” “Uno conoce la personalidad de la otra persona”.”The person’s character is common knowledge”. P4

Excerpt #1 from Tape script #1

In addition, the statements provided by the students are connected to the statements on the journal written 03/04/15. In this journal it was written: “los estudiantes no quisieron que yo escogiera los grupos. Al parecer se sintieron incómodos al respecto.” “Students did not want me to assign the groups. Apparently they felt uncomfortable about it”

In the case of this study, a contingency plan was applied in order to engage students in group activities by putting a number of behavioral theories into practice which would guarantee the task completion. The fact that they were getting extra points or a prize for themselves and the company they were creating, got them more involved in the activities. Additionally, students
assumed roles with specific functions. Moreover, it is relevant to bring up the fact that the roles at play were not assigned by authority figures, but they had the chance to choose whichever they preferred. Also, they were free to choose who they wanted to work with. In the case of this study, we had three roles, one for each individual in three-person groups. The chart below shows the functions of the roles and how the participants were selected:

<table>
<thead>
<tr>
<th>Role</th>
<th>Responsibilities</th>
<th>Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leader</td>
<td>- To make sure that everybody’s opinion is heard.</td>
<td>The participants in this study were chosen according to the role they had in the group. Two of them were leaders</td>
</tr>
<tr>
<td></td>
<td>- To promote discussion.</td>
<td></td>
</tr>
<tr>
<td>Time Keeper</td>
<td>- To announce when time is halfway through and when time is nearly up.</td>
<td>An integrant from one of the groups mentioned above was selected. That means that we had two members from the same group.</td>
</tr>
<tr>
<td></td>
<td>- To determine the time that will be used in each stage of the activity.</td>
<td></td>
</tr>
<tr>
<td>Errand Monitor</td>
<td>- To hastily leave the group and ask to the teacher and classmates in other group if needed.</td>
<td>Although one person was selected in each group to have this role, everybody asked questions. Anyway, I selected someone who was supposed to have this role.</td>
</tr>
</tbody>
</table>

Table 4. Roles in-task
A total of three groups and four participants weighed in. All of the participants were from different groups. When project work was in full effect, the difference in terms of peer work was staggering. They passed from having no discussion points to start with and order to generating self-owned ideas. Also, despite individualistic tendencies students saw the need for others. The focus group participant number three who had the Errand Monitor role in his group, was quoted.

“Well, as far as I’m concerned, in class I had to chase people around, I tried to do it alone, but when I needed help I went up to other people who did have some idea of English and asked” P3

Excerpt #2 from Tape script # 1

On the whole, students recognized that there are good and bad situations that occur when working in groups. In fact, they looked comfortable in most of the activities. The chart below shows the common terms used by students to define the advantages and disadvantages for group work in the survey applied on the middle of the process:

<table>
<thead>
<tr>
<th>Advantages</th>
<th>Disadvantages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responsibility</td>
<td>Disagreements</td>
</tr>
<tr>
<td>Kindness</td>
<td>Arguing</td>
</tr>
<tr>
<td>More information</td>
<td>There is no order</td>
</tr>
<tr>
<td>Easy work</td>
<td>They do whatever they want</td>
</tr>
</tbody>
</table>
According to Vygotsky social interaction plays a fundamental role in the development of cognition. The “Zone of proximal development” (ZPD) is the zone for which the student is cognitively prepared, but requires social interaction to be fully completed. When students work in group and they have responsibilities because they have been assigned a role, they learn more. Furthermore, when you compare, the advantages and disadvantages mentioned by the students, the amount of positive aspects is higher. This occurs because, when students are trying to illustrate things to each other, to justify an answer, or to justify an outcome, that interaction clarifies their own thinking and often it elucidates the thinking of other students. This was noticeable on the following the statement on journal (04/27/2015):

“Los estudiantes parecían haber prestado atención a la explicación; sin embargo a la hora de realizar los ejercicios surgieron dudas” “The students seemed to have listened to the explanation; however there were doubts when they had to do the exercise”.

Students could either ask the teacher or their partners. While the activities where being conducted it was evident that they used both channels. For example, when the teacher was busy or answering someone else’s questions, they asked their classmates. Therefore, classmates became a source of information not only during the task itself but applying English as the subject they were learning while working hand-in-hand with the Project Work.
To make students work effectively in groups, they had to foresee the fact that the group would measure their individual contributions, assess disruptive behaviors and oversee the equitable distribution of workload among members. Notice the answers provided in the focus group when they were asked the question: *when did you feel better when working in groups?* They answered:

“*si cada quien apoyaba con ideas y que a la hora de tomar decisiones todos hablaban***”
if everyone supported ideas and when making decisions all spoke”P1

“*Cuando todos trabajaban***” when they all worked “P2

“*si nos complementábamos***” “if we were complemented”P3

“*Cuando nos reíamos***” “When everyone cheerer and laughed” P4

Excerpt #3 from Tape script # 1

They listened and talked while they developed the activities. They also mentioned that the activities helped them remember and use new vocabulary and grammar structures. Collaborative learning, modeling, and scaffolding are strategies for supporting the intellectual knowledge and skills of learners and facilitating intentional learning. Attention, Sensation, Perception, Memory are used when students are working in groups.

“A mí se me hizo más fácil por los conectores, pues yo conozco un poquito de vocabulario digamos yo escribo el texto es español y luego lo traduzco y si me faltaban conectores *This, that***” “To me it was easier for the connectors, because I know a little vocabulary, I mean, I write the text is Spanish and then translate it and if I was missing connectors This, That”P1
“Uno aprende nuevo vocabulario, eso es lo fundamental” “You learn new vocabulary, which is fundamental “P2

“A uno se le quedan las palabras, de tanto que uno las utiliza” “Some words stick along, since we use them so much”P3

“Se me facilitaba si me Metía a internet” “It was easier if I referred to the internet”P4

Excerpt #4 from Tape script # 1

In a recent study carried out by Tavakoly and Gerami (2013) they analized the impact of Key words and pictorial methods on EFL learners. This was done in order to know which method was better for students to internalize and transfer vocabulary. After having three different experimental groups and providing them with different vocabulary guidelines, they described the results with each method. The subjects in the first experimental group, which received instruction based on the keyword method, were able to more successfully develop the learned items compared to the second experimental group that received pictorial instruction and the control group that received ineffective instruction in the form of translation.

During lessons, students used to translate and a picture dictionary was used to introduce new words. In contrast to the statements claimed by Tavakoly and Gerami, they indicated they learnt vocabulary. Then we have the journal written on 04/07/15:

“Los estudiantes han mejorado en el entendimiento y uso de la Lengua extranjera; aunque ha costado trabajo hacer que dejen de utilizar el traductor” “Students have improved understanding and use of the foreign language; although it has been difficult to make them stop using the translator.”

Promoting English Writing Skills
In summary, the fact that they assumed roles and felt highly involved while doing the activities, had a positive influence in vocabulary acquisition no matter which strategy used to introduce vocabulary or which techniques they used to understand meaning. There was measurable evidence that the students interacted and completed the task themselves. However, the teacher has to maintain an active role as a supervisor. First, he has to get students interested in the task so that they could accomplish it. Thus, metacognitive activities that helped to maintain the engagement with the goal were applied.

That is why roles played an important part during tasks. Due to peer inter-dependence, students felt more comfortable when they shared ideas and feelings. Going back to table Number 4, the time keeper guaranteed that students could complete the task by using strategies to use time efficiently. On the other hand, the leader guided decision making and made sure that they were working. Finally, the Errand monitor made sure there were no doubts about the task they had to complete.

The process of scaffolding is related to the Writing Process as it requires planning and organizing. This demands students to be engaged; they asked questions to their classmates and me. After assessing the questions on how to complete the task, students had to think about how to achieve the goal for the specific activity. Moreover, Scaffolding, also called scaffold or staging, is a temporary structure used to support a work crew and materials to aid in the construction of the task. It is important to mention how this is directly related to the Writing Process proposed by Nunam.

In the chart on next page, the reader will find the stages of scaffolding, displayed on a chart that as mentioned before, is related with a process, in the case of this study the Process of Writing. This process follows certain stages and steps.
The differences between the drafted and the edited version are significant. This is because in the case of the activity of Organization chart (see appendix 8), they could use not only their imagination but also engage in a more personal way in the creation of the final version. Therefore, the difference between the first and the last stage, sprouted endogenous knowledge, because they were not repeating or just reading. They were engaged in a process that allowed them ingenuity, creativity and show their emotions and personality. The analysis of production in terms of grammar, spelling, cohesion and coherence will be best showcased in the section below.

According to the Process Writing proposed by Nunam, the stage of prewriting is the first and the most important. On the other hand, the fact that students previously knew about accounting and that they required to present a business project work to get graduated makes this project excellent to relate language and real world. Another sample for the first stage below would be the activity called Expense List (see appendix 11)
After having completed the drafting stage, the next step was Revising. That implies that they used dictionaries and other technological aids such as smartphones with internet access to check vocabulary, spelling, etc. Then they had to edit what they thought was not correct and then they produced a final version. This final version is the result of many dissertations, disagreements and mistakes, however, it influenced students in a way in which they interact spontaneously in the class while they are learning vocabulary and improving writing skills.

When students learn how to follow steps for business planning as see how writing requires steps to be followed, they understand that organization is required in every organization. This organization leads productivity in a way in which they can do more activities in less time.
Also they will relate knowledge acquired in different subjects and they will apply it in different areas such as English and this means learning.

2. Writing in Spanish Vs writing in English – Business English

The name of this category was mainly established as the writing process was scrutinized. It was found during the course of analysis that students do not write on the second language directly but they tend to relate to their mother tongue first. This is due to the fact that it is the language they are more familiar with. Therefore, there is a golden link between first and second language acquisition, but they need to work independently since L2 production cannot and must not rely on L1 parameters.

Ellis, (1994) argues that input is essential but that input alone cannot explain first language acquisition because it contains ungrammaticalities and disfluencies which make it an inadequate source of information for language acquisition. Children would not be able to distinguish what is grammatical and ungrammatical based on such input. Furthermore, input underdetermines linguistic competence. He argues that input alone does not supply individuals with all the information they need to discover rules of their L1. Therefore, he points out that the child must be equipped with knowledge that enables the learners to overcome the deficiencies of the input. Long ago, Universal Grammar presented by Chomsky, N. (1975) drew implications to second language acquisition from these arguments.

It is believed that the same arguments for the inadequacy of input in first language acquisition also account for second language acquisition. That is the reason why, when learning a first language, learners must rely on the knowledge they are equipped with; and when learning a second language, learners must rely on the L1. Therefore, pre-existent difficulties in L1 influence
learning of L2 structures. Thus, recurrences such as the ones listed below stood out on the artifacts:

<table>
<thead>
<tr>
<th>Mistakes</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use of adjectives and articles</td>
<td>Product new</td>
</tr>
<tr>
<td>Use of singular and plural nouns</td>
<td>we are responsible</td>
</tr>
<tr>
<td>Use of titles</td>
<td>Use of titles and first names. Mr Pedro</td>
</tr>
<tr>
<td>Spelling</td>
<td>Spicy goms vs Spicy gums</td>
</tr>
</tbody>
</table>

Figure 8. Mistakes in artefacts

In the activity number 6, in which they had to write an email, we see how the student writes. “new business”, showing that form comprehension was reached. As well as they improved complexity in their texts. At the end, participants were able to use words such as “doable” correctly. This means they improved their ability to express ideas, no matter grammar mistakes that might take place again, they can communicate.

Scott and Ytreberg (1990) assured “writing involves several sub skills. Some of them are related to accuracy, i.e. using the correct forms of language. Writing accurately involves spelling correctly, forming letters correctly, writing legibly, punctuating correctly, using correct layouts, choosing the right vocabulary, using grammar correctly joining sentences correctly and using paragraphs correctly.” (p 12) However, they also stated that writing is more than accuracy and that communicating a message requires organizing ideas and expressing them appropriately. This previous argument is relevant if we also keep in mind that writing is a productive skill that requires producing language. That requires them to be conscious of the production of it.
As we can see in the following quotes taken from students’ surveys, they had a negative perception of writing skills before the appliance of the Business Project Work.

“Me gusta imaginar pero al escribir me canso” “I like to imagine but I get tired writing” P1

“No soy bueno escribiendo” “I'm not good at writing” P2

“No me llama la atención escribir un libro” " Writing a book is not my thing " P3

Here we see that they are conscious about positive and negative aspects of their own writing. Also they recognize that writing is a tiring activity as it is a physical dimension to the learning process. Writing is not easy and students take a long time to master this skill. One of the main difficulties seems to go from nothing to something. On the other hand, when asking them in the focus group if they saw differences between Spanish and English, students provided the following answers.

“El vocabulario...Yo siempre escribo así, pues sujeto, pues es siempre he or she ...y luego busco palabras” “Vocabulary ... I always write well , as subject , it is always I or she ... and then look for words” P1

“Es lo mismo porque nuestro profesor de contabilidad y de costos nos explica uno cuanto se va a ganar, nuestros costos, entonces esto ya lo sabíamos solo era pasarlo a inglés que era lo esencial” “It's the same because our accounting professor explains how much one will earn, our costs, then we already know this was just to do it in English which was essential” P2
“Es más fácil escribir en español. Por ejemplo los verbos, ing, pasado, pues obviamente los que saben eso prefieren inglés, pues es como todo lo que uno sabe se le hace más fácil” “It is easier to write in Spanish. For example verbs, ing, past, because obviously the people who know their stuff would prefer English because everything you know makes things easier” P4

Excerpt #5 from Tape script #1

A critical point to be discussed is that the students learnt through metacognitive strategies which include (the following procedures can be regarded as reference for metacognitive strategies)

- **Planning and organizing:** set goals, preview, skim, and assignment, decide how to approach subject, create a timeline to dive big tasks into manageable bundles.

- **Monitor own work:** Check progress against timeline, troubleshoot issues ask themselves if there are doing their best.

- **Direct own learning:** stay on focus, pay attention to learning environment, pay attention to and advocate own needs.

- **Self-reflection:** outcome self-assessment, reflect on how effective the strategies were, identify areas for improvement.

According to O’malley and Chamot (1990) metacognitive strategies operate directly on incoming information, manipulation it in ways that enhances learning. Learners may use any or all of the following strategies:

Having access to resources such as dictionaries and other materials is a must, especially when developing free writing activities. Some students did have dictionaries and smartphones but some others did not. This made them use the strategy of asking their partners and me even more and/or producing the target language. We see how students related the new knowledge to...
previous knowledge and their mother tongue itself. Written students’ production in English remains basic but we see improvements in language acquisition. Although they were provided with indications in Spanish, students tend to translate all the words. On the other hand, they asked for revision to ask whether if what they wrote was fine.

Scott and Vitale (2003) highlight the resourceful nature of the writing process by breaking it down into five commonly referenced stages – prewriting, drafting, revising, editing and publishing. By explicitly teaching three key pre-planning strategies of goal-setting, brainstorming and organizing, students improve the process of writing.

Students started to interiorize the process and then, they already knew what they were doing. This was evident in comments on the survey such as:

“..y después las palabras que entendía las traducía, o las buscaba en internet, entonces como ahh esto lo hice cuando pequeño cuando uno era pequeño que D se escribe “de” Entonces uno más o menos le saca conclusión” “and after I translated or looked for words I understood online, It was like realizing the letter D is voiced “de” so you can more or less start drawing your own conclusions…”P2

Excerpt #6 from Tape script #1

In this statement we see how the student recognized that the activity she developed had a relationship not only with English itself but with her surroundings. This means that students will remember the experiences while in task rather that something related to traditional inductive classes. This is clear in statements declared in the surveys.

“Lo que aprendí fue más o menos las ubicaciones y cargos en una empresa” “What I learned was about the locations and positions in a company” P1
“Las clases me parecieron muy buenas porque aprendimos más vocabulario, a trabajar en equipo para hacer una empresa y todos sus cargos” “The classes seemed very good to me because we learned more vocabulary, to work together to make a company and all its charges” P2

“un tema muy importante. Por la parte de inglés ya que a muchos se les dificulta el vocabulario de este idioma, en sí me pareció muy bueno el proyecto” “It is a very important issue. For the English part because many find it difficult to know vocabulary of this language, it itself was a very good project” P3

“Si me ayuda para el vocabulario” “It did help me with vocabulary” P4

Now we will see some differences in writing in the first and the last activity

<table>
<thead>
<tr>
<th>Errands</th>
<th>After Project Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>At the beginning of Project Work</td>
<td>Writing</td>
</tr>
<tr>
<td>Business new</td>
<td>Startup Business</td>
</tr>
<tr>
<td>It’s a persons company</td>
<td>It is a partnership business because it is owned by two people.</td>
</tr>
<tr>
<td>We are responsible</td>
<td>You cannot expect to be effective and successful</td>
</tr>
<tr>
<td>Spicy Goms</td>
<td>Sweet-and-Sour Gummy Candy gives you something good and cheap.</td>
</tr>
<tr>
<td>I have a meet with my boss</td>
<td>The reason I am writing is because I need to confirm our meeting tomorrow.</td>
</tr>
</tbody>
</table>

Table 6. Contrast and analysis of progress
In table 6 we see how students could overcome grammar mistakes as well as learn new vocabulary related to business. The use of word families (meet-meeting); specialised vocabulary as the changed the word new for start-up business (see appendix 6) or in the case in which they changed the word “spicy” and added the adjective “Sweet-and-Sour”. Also the plural of adjective which was a recurrent mistake at the beginning was successfully adjusted.

This situation addresses authenticity and language registry. The process at play in this chart is a complex one and sits in the core of the way successful English students in upper intermediate levels. Collaborative Learning is probably one of the most tangible theories of learning in a way that is can be seen reflected and measured in this types of activities. Why? Take the last entry. Pre and post data collection shows a clear difference in speech pattern: “I have a meet with my boss” became “The reason I am writing is because I need to confirm our meeting tomorrow.” When asked why the change in the expression, the participant simply and candidly uttered: “Because that’s the way real English is spoken!” This is the result of group work and peer-assistance.

The positive and self-reinforcing expression on the student’s behavior and attitude shows sprouting cognitive linguistics that create strong bonds between learning and rewarding outcomes, both personal and academic, It is a fact that the first thing evaluators and HR heads look for in a person with an alleged English level is self-confidence and evidence of language awareness, if we can make students look forward to professional advantages through learning, then the deployment and the effort spent on this thesis have been fruitful.

On the next page the project based teaching strategy and its stages will be displayed. This is also a process as well as Writing.
Figure 8. Steps in Project Work teaching strategy

As explain in Chapter 2 the project based teaching strategy, follows the steps shown in Figure 5. Then we can assure the success of this strategy as it connects real-life problems with students’ needs. The parameters that are defined in the drafting process are relevant as they determined the success or failure of the process. Also, input and feedback are relevant during the scaffolding process. Here, it is important to highlight that this feedback does not come only from the teacher but it is given by classmates as well.
Chapter VI

Conclusions

In this segment, the question that inspired to tackle this research will be answered: *What happens to eleventh graders’ English writing when they are engaged in a business project work?*

Thus, three themes that could define each of the four participants’ situations that promoted Collaborative Learning and writing skills can be displayed.

Constructivism: Effectively, learners need others to develop their abilities. After two weeks of involvement in task students maintained an active role, they tend to remember 90% of what they say and do was confirmed. Thus learning by following processes in which students decide, do, reflect, and conclude. These should help them assimilate not just a second language but collaborate and reflect about their reality. Peer discussion and tutoring were enforced as effective strategies embedded in Business Cooperative Project activities.

Also, when we include the steps of scaffolding and Process writing we can find effectiveness of integrated assessment in which Learning by doing is related to Learning by being. This is due to the fact that they had multiple perspectives and roles. These roles helped them acquire responsibility on their own process of learning and relationships with others. Thus, it was proved as knowledge is first constructed in a social context and then adapted by individuals.

In addition, it was evident how long term groups facilitate follow-up and feedback sessions. This positive interdependence was evident as they share responsibility, empowering them to be skilful leaders. Therefore, although writing was the main concern in this study, it was evident that it helped develop social skills and provided them the opportunity to know themselves and think of a possible life project. That is why writing here was not just a mean but
an end, but the underlying objective went beyond English as a subject and beyond school. We live in a country that has been at war for many years. So, my main concern was to promote dialogue and negotiation skills. These abilities should be promoted to keep future generations from re-living the social problems Colombia has had, and better yet, increase their scope regarding the usefulness of a second language in truly measurable aspects of every-day living.

Think of titular participant P1. Ideas expressed in writing were at first very noticeably influenced by her L1, translation was purely procedural and “mindless”. After research procedures were carried out and activities were conducted, the student underwent a visible epiphany, when one of her peers presented the group with the phrase “we need to obtain the customer needs” she associated previous vocabulary and corrected “we need to meet the customer needs”.

Of course, for her partners, the word “meet” was related to reunions and gatherings, so at first her correction was greeted with scepticism. Making her smartphone appear from one of her pockets, she referred to a popular search engine and showed her peers how the expression “to obtain expectations” yielded no immediate results on the search bar, while typing “to meet expectations” produced a whole array of phrases and related links.

The mission of the start-up business was enriched with the phrase: “We work to meet our customers’ expectations”. As the situation happen, it was seen how the student was proud of herself and could see how she started using the internet not just as a translating tool but as a context-forming aid. Also, they understood how transcendental the activities they were doing were.
Advocates of the scientific method can bear witness to the benefits of trial and error; increasing one’s experience and proficiency by doing, touching, getting hurt. Simple self-preserving facts sink in fast.

After seeing how clear logistic and information gathering processes can impact the way they express themselves, the most committed students were able to start using metacognitive strategies to lead their peers and establish business forecasts. Writing in English was enhanced by the natural realization that in order to create authentic texts one cannot simply translate ideas literally from Spanish, since the result would not make sense in current English, and the texts were directly backed up by the idea that in order to produce business models that make financial sense in English, sources of information and communication media have to be cross-referenced.

**Implications for Further Pedagogical and Research Practice**

Violence begets violence. Taking sides with the behaviorist theorist of learning, would also mean that in order to promote social order under the current status quo, we must effectively instruct and actively train our youth on how to work in hierarchically established groups to better reach a common end. Among some of the current proposals of innovation, we call upon education to lend a hand in dealing with the impending post-conflict paradigm. Siding with Constructivism would imply we resort to providing the creative tools and materials for students to create proof of exposure to artistic techniques and expressions (artefacts), but relating those feats to something which dictates our earthly needs will intertwine cognitive linguistics to the learning of a practical, tangible skill. Since writing is a productive type of skill, using it as a means of stackable and gradable proof of performance will help my students attain self-actualization.
Therefore, the current project helps students understand their responsibility not just on their own learning process but society and our country. Also, it gives teacher the idea that innovation does not require the use of technology, but it is key for instructors to be able to refer to third parties for reference, thus not removing it from the picture. However, it is the teacher who promotes multiple representations of this information. We should not lose the orientation education should have. This should be a promoter of new trends and have an impact on social developments, even without mediation of ICTs. Beyond the medium used, we must have a clear objective to generate changes in a specific community.

The benefits of working for a greater social good are not apparent for those left out of the educational loop, the real impact of a research occurs when levels of violence are reduced because sensitive individuals are involved in community driven team-based projects. Cooperative learning should be promoted at schools not just to improve writing but to teach different marketable skills by means of written expression.

As proposal for future research it would be interesting to observe the types of values that students can develop while working in groups during an extended period of time while researching what more subtle differences such as gender do to the cooperative learning process. Also, in the future the genre relations when working in groups could be analized as well as ethnic differences and interrelationships. On the other hand, the use of technology to teach writing could be analized in future researches.
Chapter VII

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Appendix 1

Stop Game

<table>
<thead>
<tr>
<th>Name</th>
<th>Last name</th>
<th>Nationality</th>
<th>Food</th>
<th>Color</th>
<th>Thing</th>
<th>Memo</th>
<th>Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ben</td>
<td>Balencea</td>
<td>O</td>
<td>Banana</td>
<td>Black</td>
<td>500</td>
<td>100</td>
<td>D12</td>
</tr>
<tr>
<td>Rick</td>
<td>Rolligal</td>
<td>O</td>
<td>Boob</td>
<td>Red</td>
<td>500</td>
<td>100</td>
<td>D12</td>
</tr>
<tr>
<td>Pipe</td>
<td></td>
<td>O</td>
<td></td>
<td></td>
<td>500</td>
<td>100</td>
<td>D12</td>
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<tr>
<td>Gloria</td>
<td>Garcia</td>
<td>G</td>
<td>Purple</td>
<td>Green</td>
<td>500</td>
<td>100</td>
<td>D12</td>
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<tr>
<td>Conselma</td>
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<td>C</td>
<td></td>
<td></td>
<td>500</td>
<td>100</td>
<td>D12</td>
</tr>
</tbody>
</table>

Total: 1500
Appendix 2

Survey 1

Nombre: Guadalupe Estrella

1. ¿Qué profesión te interesa exercer en el futuro? ¿Por qué?
2. ¿Qué estás haciendo desde ya para lograr ese objetivo?
3. ¿Cuál es tu materia favorita? ¿Por qué?
4. Escriba 5 cualidades y 5 defectos Tuya
5. Crees que aprender es importante? Sí o No ¿Por qué?
6. ¿Cuál tema te dificulta en el área de Inglés?
7. ¿Te gusta trabajar en grupo ¿Por qué?
8. Cuando trabajas en grupo ¿Te gusta liderar a tus compañeros? ¿Por qué?
9. Menciones 5 ventajas y 5 desventajas de trabajar en grupo
10. Hacen falta lideres en Colombia ¿Por qué?

SOLUCIÓN

1. La profesión que me interesa y voy a estudiar es pediatría ¿Por qué? Por que me gustan mucho los bebés y niños.
2. Estoy haciendo una en un colegio para cuando este en la Universidad tenga buen compromiso y buenas calificaciones.
3. Mi materia favorita es Español ¿Por qué? Por que nos enseña muchas cosas que nos sirven para toda la vida como la ortografía palabras, verbos
4. Características
   1. Carínosa
   2. Amable
   3. No soy rencorosa
   4. Amable
   5. Sensible
   Defectos
   1. Coda
   2. Ladonas
   3. Aguadas
   4. Cauras
   5. Ostias
Appendix 2

Survey 1

5. Si claro es muy importante, ¿por qué? Por que en el futuro o algún día vamos a otro país donde se habla esta lengua y entonces se necesita para hablar a la gente a la Habla.

6. Se me dificulta en escribirles como en inglés a español. El presente simple.

7. Un si a veces ¿y por qué? Por que a veces hacemos malas no relacionamos con los compañeros.

8. A veces si y a veces no ¿por qué? Por que a veces los compañeros en grupo no saben o no alear hacer nada y una ideando a trabajar más.

9. Ventajas: se nasa algo bueno
   - Se relacionan más
   - Se saca una idea
   - No podemos ayudar
   - Pedimos división el malas

10. Si muchis: por que colombia necesita gente para que colombia mejore.

11. ¿Qué afección ejercen tus padres?
   - Ayudante de donde
   - Ama de casa.
Appendix 3

Drafting 1
Appendix 4

Drafting 2
Appendix 5

Questionnaire Number 2

Name: ________________________________                         Age: __________
Sex: ____________________                                                         Date: _____________

Select an answer for each question under the scale from 1 to 5 in which

1. Do you like to work in groups?
   Answer: __________
   Why?

2. Do you like to work alone?
   Answer: __________
   Why?

3. Do you learn more when you work in group?
   Answer: __________
   Why?

4. Do you learn more when you work alone?
   Answer: __________
   Why?

5. Do you like writing activities in English?
   Answer: __________
   Why?

6. Do you like writing activities in Spanish?
   Answer: __________
   Why?

7. Would you like to start your own business?
   Answer: __________
8. Would you like to be an employee?
   Answer: __________
   Why?

9. Would you like to write a book someday?
   Answer: __________
   Why?

10. Do you like the business environment?
    Answer: __________
    Why?
Appendix 6

Focus Group Script

Site: Teachers’ Lounge
Date: August 16th, 2015

<table>
<thead>
<tr>
<th>Video Transcription Conventions</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Meaning</strong></td>
<td><strong>Symbol</strong></td>
</tr>
<tr>
<td><strong>The Subjects</strong></td>
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</tr>
<tr>
<td>• Cooperative Learning</td>
<td>AG</td>
</tr>
<tr>
<td>• Writing</td>
<td></td>
</tr>
<tr>
<td>• Project work</td>
<td></td>
</tr>
<tr>
<td>All the group</td>
<td>PT</td>
</tr>
<tr>
<td>Pre-service teacher</td>
<td>P1</td>
</tr>
<tr>
<td>Participant 1</td>
<td>P2</td>
</tr>
<tr>
<td>Participant 2</td>
<td>P3</td>
</tr>
<tr>
<td>Participant 3</td>
<td>P4</td>
</tr>
<tr>
<td>Participant 4</td>
<td></td>
</tr>
<tr>
<td><strong>Pausing</strong></td>
<td></td>
</tr>
<tr>
<td>• Micropause</td>
<td>(.)</td>
</tr>
<tr>
<td>• Brief Pause</td>
<td>(-)</td>
</tr>
<tr>
<td>• Pause of indicated length</td>
<td>(0.3)</td>
</tr>
<tr>
<td><strong>Words spoken differently from</strong></td>
<td></td>
</tr>
<tr>
<td><strong>surrounding text:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Prominence</strong></td>
<td>wo:rd</td>
</tr>
<tr>
<td>• Lengthened statement</td>
<td>Word</td>
</tr>
<tr>
<td>• Emphasised syllable</td>
<td>WORD OR TEXT</td>
</tr>
<tr>
<td>• Emphasised word or text</td>
<td></td>
</tr>
<tr>
<td><strong>Intonation</strong></td>
<td></td>
</tr>
<tr>
<td>• Slight raising tone</td>
<td></td>
</tr>
<tr>
<td><strong>Relevant additional information</strong></td>
<td></td>
</tr>
<tr>
<td>Description comment</td>
<td></td>
</tr>
</tbody>
</table>

Transcription 1 Comments

Promoting English Writing Skills
1 PT: Digan primero nombre y edad (0.3)

2P1: Mi nombre es Mariana García y tengo 17 años
3P3: Mi nombre es (-) Oscar Javier Ovalle León y tengo 17 años
4P4: Mi nombre es Daniela Turriago y tengo 16 años
4 P2 Mi nombre es Jorge Acosta y tengo 17 años.
5PT: Estuvimos en este trabajo aproximadamente cinco meses, (-) en ese proceso creamos una empresa, entonces primero quiero que me hablen de que crearon de esa compañía.
6P2: Nuestra es una pastelería, se llaman Jordan era (-) hacer muffins
7 P1: El mio fue Pie agraz es una fruta que ayuda a subir las defensas
8P3: Mi empresa se basaba en el producto de gomitas acidas que proporcionaría a la gente, a la población de niños pues (-) un gusto por las gomitas acidas para que hayan más gomitas acidas y sean más acidas. Eh (-) El nombre era “speak goms”
9PT: ok
10PT: Y de que trabajaba tuya?
11 P4 No se. (-) No me acuerdo como se llama la mia.
12PT: Ok
13PT: En cuanto a la escritura, (-) porque el enfoque era el escritura que se les facilito o se les complico?
14 P3: Traducirlo de español a ingles
15 P4: Si la traducción.
16 P1: Se me dificultaban algunas palabras, vocabulario.
17 P2: Se me facilitaba si me Metia a internet. (0.3) Y después las palabras que entendía las traducción, o las buscaba en internet, entonces como ahh esto lo hice cuando pequeño cuando uno era pequeño que D se escribe “de”. Entonces uno más o menos le saca conclusión.
18PT: Y cuéntenme, ehh (-) que hacían

Students have background in accounting and they have already created Projects like the one proposed in this research. However, this would be the first time they will do it in English.

Students recognize that they are more free to develop activities like the ones we developed. They feel knowledge is not imposed.

They recognize that they have learnt vocabulary after the project was applied.
cómo trabajaban en grupos?
19 P4: No hablábamos casi. Éramos 3 y tomábamos la decisión solo 2 personas,
20 PT: Y la otra persona que hacía?
21 P4: ella no se incluía. no hacía nada, ella se apartaba, solo le decíamos que hacer y ya.
21 PT: O sea no estaba inmersa en la actividad?
22 P4: Sí
23 P2: Así no trabajo pero lo hace reír a uno.
24 P3: En mi grupo si no teníamos ese problema (-) siempre nos hacemos los mismos y nos conocemos.

25 PT: Escribir y hablar es diferente, es lo mismo?
26 P4: Es diferente
27 P3: Es diferente porque uno digamos en inglés uno escribe una palabra “grite” y se pronuncia diferente y pues uno en el español tal como se escribe se lee, entonces uno no está acostumbrado a eso y se le dificulta más
28 P4: (-) Es más fácil escribir en español
29 P2: Por ejemplo los verbos, ing, pasado, pues obviamente los que saben eso prefieren inglés, pues es como todo lo que uno sabe se le hace más fácil.
30 PT: Ustedes siempre se hacen con las mismas personas?
31 P4: Sí
32 P2: Trabajo siempre con los mismos porque uno se entiende, socializa y todo eso
33 P1: Sí. (-) Uno ya sabe cómo es la otra persona y como trabaja.
34 P4: (-) Uno conoce la personalidad de la otra persona
35 P2: Me gusta que todos aporten, por ejemplo si yo se matemáticas y él sabe de ciencias y (-) vamos a hacer un trabajos matemáticas, entonces yo aporto lo que se de matemática digamos y el me diga mira si hacemos esto con un ácido y lo aplicamos a una mata entonces va a crecer.
36 P1: Me gustaba cuando todos trabajaban.
Promoting English Writing Skills

37 P4: Cuando nos reíamos.
38 P3: Pues en lo mío, en la clase, las otras personas tocaba rogarles, pues uno lo trataba de hacer solo, pero cuando uno necesitaba ayuda iba a otras personas que si sabían inglés y le preguntaba.
39 PT: ¿Todo eso que significa? aprender?
40 P3: sí
41 PT: ¿Qué hacían mientras desarrollaban las actividades? ¿se ayudaban?
42 P3: si nos complementábamos
43 P1: si cada quien apoyaba con ideas y que a la hora de tomar decisiones todos hablaban.
44 PT: Que actividad les gusto mas?
45 P3: Lo mio es más que todo lo de impuestos, donde se llevaba la contabilización lo que se iba a ganar lo que no de una empresa como llevar a cabo la empresa o como definir
46 P1: En la primera actividad fue Project work format pues en esta tocaba decir el producto y las características del producto. Interesante, pues esto es casi igual a la M,
47 P3: En esta actividad dio una guía que es market análisis el primer dinero que va a ganar en 2 años, los porcientos de las competencias
Los costos indirectos de fabricación, costos indirectos. Esto es matarse la cabeza diciendo cuanto va gastar, cuanto no, lo pone a pensar a uno.
48 P2: Uno aprende nuevo vocabulario, eso es lo fundamental y ya.
49 P2: A mí personalmente me gusto el mapa conceptual, por las fotos y el (organigrama)
50 PT: Por que?
51 P2: Pues (-)porque(-) uno solo tomaba las fotos y buscaba el vocabulario de las funciones ehh(-) de los empleados.
52 PT: Me dicen que se parece a contabilidad
53 P1: En la M toca crear un producto
54 P2: Es lo mismo porque nuestro profesor de contabilidad y de costos no explica uno
cual se va a ganar, nuestros costos, entonces esto ya lo sabíamos solo era pasarlo a ingles que era lo esencial
55P4:Lo bueno de estos trabajos, es como hacer la continuación de todo lo que uno va a gastar y eso es bueno porque cuando uno va a crear una empresa o crear un producto o algo o cuando uno se gane un salario uno ya tiene como para que va a destinar cada cosa, digamos cuanto se puede gastar, cuanto no se puede gastar, (-)cuanto le sobra y cuanto le hace falta, es como aprender a manejar el dinero y pues cotizar bien todo
56P2:Tener una idea de cómo formar una empresa
57P1:A mi se me hizo más fácil por los conectores, pues yo conozco un poquito de vocabulario digamos yo escribo el texto es español y luego lo traduzco y si me faltan conectores (-)This, that,
58PT:Por favor mencionen mas ventajas del trabajo que se realizo
59 P2:Ventajas pues que escribiendo o hablando de esas palabras a alguien se le queda algo de esas palabras
60 P4:Pues si dan la explicación y ejemplos bien pues si
Y los compañeros le ayudan a uno
61P1:Ahi hubieron varias ideas y como estamos en el trabajo de la M no se tenía que parecer a ningún producto
Ahora quiero que hagan una evaluación proyecto
62P3:El profesor hace la clase que quiere y lo que el quiere mientras que aca somos libres de escoger el producto
Cuando cada quien apoyaba con ideas y que a la hora de tomar decisiones todos...hablaban
63P4:El vocabulario...Yo siempre escribo asi, pues sujeto, pues es siempre he or she ...y luego busco palabras
64 PT:Cuando ustedes salgan del colegio que planean hacer o estudiar?
P1: Ehh (0.3) yo Medicina..(0.3) si
<table>
<thead>
<tr>
<th>P4: Administración de empresas</th>
</tr>
</thead>
<tbody>
<tr>
<td>P3: pues ../Ingeniería</td>
</tr>
<tr>
<td>P2: Pedagogía infantil</td>
</tr>
</tbody>
</table>
Appendix 7

Different Types of Business

Types of Businesses

- Sole Traders
- Partnerships
- Privates Limited Company LTD (next lesson)
- Multinational Companies (Next Lesson)
- Franchises
- Public Limited Company PLC (next lesson)
Appendix 8

Business Plan

Writing a business plan.

Section One: The business

Marketing – Is there a market? How much can you sell?
Management – Does the management team have the skill?
Financial – Can the business make a profit?

Business Plan Outline

Names: Daniel, Cristian, Sofia, Maria

<table>
<thead>
<tr>
<th>Questions</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What is the status of the business?</td>
<td>It is start-up business</td>
</tr>
<tr>
<td>2. What is the business form? Sole</td>
<td>It is partnership business</td>
</tr>
<tr>
<td>Proprietorship, Partnership, Corporation</td>
<td></td>
</tr>
<tr>
<td>or Limited Liability Company?</td>
<td></td>
</tr>
<tr>
<td>3. What are your products?</td>
<td>Deodorant with extract of Aloe vera</td>
</tr>
<tr>
<td>4. Who are (will be) your customers?</td>
<td>Our customers are men and women of 75 to</td>
</tr>
<tr>
<td></td>
<td>infinite</td>
</tr>
<tr>
<td>5. Why will you be successful in this business?</td>
<td>Because our product is not expensive and is</td>
</tr>
<tr>
<td></td>
<td>high-quality</td>
</tr>
<tr>
<td>6. When and by whom was the business founded?</td>
<td>Daniel, Cristian, Sofia in the 2024 in</td>
</tr>
<tr>
<td></td>
<td>October</td>
</tr>
<tr>
<td>7. What makes your products unique and</td>
<td>Because the Deodorant has extract of Aloe</td>
</tr>
<tr>
<td>desirable?</td>
<td>vera</td>
</tr>
<tr>
<td>8. Why do they buy from you? (Quality, Price,</td>
<td>Because it is easy to find in the</td>
</tr>
<tr>
<td>Reputation, etc.)</td>
<td>supermarkets and the price is not</td>
</tr>
<tr>
<td></td>
<td>expensive</td>
</tr>
<tr>
<td>9. Is there any competition? How is it?</td>
<td>Yes, the competition are</td>
</tr>
<tr>
<td></td>
<td>Renovar, Ace, and other competitors</td>
</tr>
</tbody>
</table>
Appendix 9

Activity: writing an email

You received the following e-mail. Read carefully.

From: elyecompany.com
To: 
Subject: Interview for position

Hello Ms. Brown.
It was nice meeting you in our interview last Monday. We would like to invite you back for a second interview with the Department head next week.
Would you be available to come next Tuesday at 10:00 a.m.?
I look forward to hearing from you.

Best regards,

Mrs. Samson

Reply to the e-mail using the appropriate Starting, Response and Ending.

From: elyecompany.com
To: 
Subject: Interview for position

Hello Samson,
I was glad to hear from you.
Of course, I will be available next Tuesday at 10:00 a.m.
Stay alert to any changes.

Thank you.
Appendix 10

Quiz

BUSINESS PLAN

VOCABULARY QUIZ

A. Match the columns, one is the word and one is the meaning.

<table>
<thead>
<tr>
<th>COLUMN A</th>
<th>COLUMN B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. office</td>
<td>a. the act of losing possession of something.</td>
</tr>
<tr>
<td>2. business</td>
<td>b. money paid or charged for a loan (often expressed as a percent).</td>
</tr>
<tr>
<td>3. interest</td>
<td>c. the act or practice of advertising and selling a product.</td>
</tr>
<tr>
<td>4. Marketing</td>
<td>d. money gained, as from a business or transaction, after deducting all relevant costs.</td>
</tr>
<tr>
<td>5. profit</td>
<td>e. to acquire or get as an increase or addition.</td>
</tr>
<tr>
<td>6. loss</td>
<td>f. the buying and selling of goods for profit; trade; commerce.</td>
</tr>
<tr>
<td>7. gain</td>
<td>g. the amount of monetary or other returns, either earned or unearned, accruing over a given period of time.</td>
</tr>
<tr>
<td>8. income</td>
<td>h. a place where business, work, or one’s job is conducted or accomplished.</td>
</tr>
</tbody>
</table>

B. Write five sentences using most of the words above. In this sentences you have to indicate the steps that have been followed in the process of creating a business plan.

1. The gains were received by Maria.
2. The income of the enterprise is of $200,000,000
3. Juan cleaned the office.
4. Lisa works; 5 years old in the enterprise.
5. 
## Appendix 11

### Expenses and Losses

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total revenue &amp; gains</td>
<td>$105,000</td>
</tr>
<tr>
<td>Revenues</td>
<td></td>
</tr>
<tr>
<td>Sale/ Revenue</td>
<td>$400,000</td>
</tr>
<tr>
<td>Interest Revenues</td>
<td>$5,000</td>
</tr>
<tr>
<td>Gain on sales of assets</td>
<td>$0</td>
</tr>
<tr>
<td>Expenses &amp; Losses</td>
<td>$340,000</td>
</tr>
<tr>
<td>Cost of Goods Sold</td>
<td>$300,000</td>
</tr>
<tr>
<td>Commission Expense</td>
<td>$20,000</td>
</tr>
<tr>
<td>Repair Items and Implements</td>
<td>$90,000</td>
</tr>
<tr>
<td>Interest Expense</td>
<td>$40,000</td>
</tr>
<tr>
<td>Loss from lawsuit</td>
<td>$40,000</td>
</tr>
<tr>
<td>Total expenses &amp; losses</td>
<td>$340,000</td>
</tr>
</tbody>
</table>

*For the five months, April 1st to August 14, 2005*

Pie de pago: [Signatures]

Monana Garcia, Daniela Martin
Stefany Olive, Mona Ayala
Appendix 13

Organization chart
Appendix 14

Organization Chart
Appendix 15

Multiple Intelligences
Vita

I was born in Bogota (Colombia) on April 26th, 1989. My father Nelson Loaiza was a mechanic and my mother Blanca Castañeda was a house cleaner. Being born at a modest family was not a big problem. I used to sing since I was two and I used to be really extroverted. However, when I was nine, my parents got divorced and that is a chapter that marked my life completely. Despite I could witness domestic violence I was a normal kid, but that divorce signify a big change as I only had my mom to support me. That implied that she had to work all day and I had to mature rapidly as I was in charge of my little brother Giovanny.

At the beginning I cried a lot, I did not want to study although I had always been the best student in my course. My dad just continued his life not knowing how much we needed him. Anyway, wounds must heal and scars appear. When I was eleventh, good news after the storm appeared. I got a scholarship to study at Instituto San Pablo Apostol, a catholic school located at Olaya neighborhood in Bogota. Priest Isaias Guerrero became that father figure I yearned for. He gave me advice and he planted on me the idea of being important and helping others someday.

I finish Secondary School facing economic difficulties at home. However, as I had a complete scholarship I did not have to pay anything. That was an advantage, because I do believe that my circumstances would have been different if I had not had that opportunity. After this, I presented the exam at Universidad Nacional but I did not pass. Then I look for a similar career related to languages which was what I always wanted.

That is how I started my career at Universidad Distrital. When I was in second semester I had to postpone my studies as I had to work to help my mom as she could not be responsible for all our house expenses. She had just taken out a mortgage and gotten an apartment. In the first
semesters I had an excellent average, however, when I came back I had to work and study at the same time and that meant that I did not have enough time to study.

My mom decided to study Nursery and so, our economic issues disappeared little by little. We could pay the mortgage and I could be calmer. This is how I am now writing this words and closing this long and interesting chapter of my life. I was afraid at the beginning as I know that research is not easy. Moreover, the experience I had at the University was minimum and that is why I had sleepless nights and headaches while writing the present document.

If I had had money I would have studied at a private university. Nevertheless, I am not only married to my husband but also to Distrital University. This is because for me academy is like a marriage. One day you are in love with it and next you want to quit. This world of thinking scientifically and reading a lot is not for everyone. That is a passion that has to be cultivated day by day. Therefore, I could not be more thankful as Universidad Distrital, a public university gave the chance to be who I am today.

The influence of many of my teachers at High School, Priest Isaias Guerrero and teachers at Universidad Distrital, plus the big effort that has been for me being at this point makes me love what I do. I see teaching as a way of serving others, helping them to achieve their dreams and goals. I have many goals after I finish my career: I want to travel, study a Masters and maybe someday I would like to teach at this university.