Language Awareness Strategies for Error Reduction in Writing

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Abstract

Working with English language learners during an internship setting at a school in Bogotá revealed that there are a number of issues in students' written production. These errors seem to derive from a lack of awareness of the structures of the second language, which lead students to use structures of the first language in order to produce written compositions. After identifying these common errors in the students' written speech, we decided to focus on how to reduce the emergence of these errors that generally surface due to the unconsciousness of what is being said, how it is being said, and what actually wants to be said. Considering that, this study emphasizes on the impact of a language-awareness based intervention on the participants' writing and its possible future implications. The findings suggest that the implementation of reflective tasks allow the application of language awareness strategies, and convey a meaningful and contextualized atmosphere in which students are able to approach the language more consciously. Applying language awareness strategies helps reduce errors of overgeneralization, false hypothesis, and incomplete application of rules. This report hopes to contribute to issues of feedback in writing.

Chapter One

Introduction

Working with English language learners during an internship setting at a school in Bogotá revealed that there are a number of issues in students' written production. These errors derive from a lack of awareness of the structures of the second language, which lead students to use structures of the first language in order to produce written compositions. Consequently, we conducted a research project based on this, to explore whether or not these errors could be reduced by the end of the internship.

The most common errors that we noticed during the first stages of the internship in the students' written compositions were the use of wrong words to convey certain meanings, the overgeneralization of certain grammar rules, and negative language transfer among others. After evaluating these compositions, an awareness-based intervention through writing workshops was designed and applied in order to report the improvement of the students' written work during the internship.

This qualitative case study was carried out during an internship with 30 students in a range of ages between 16 and 17 years old, attending 11th grade in the central zone of Bogotá. We observed that the participants tend to overlap Spanish (L1) grammar structures in English (L2) writing production such as short paragraphs and sentences which is frequently a negative language transfer issue. Students usually follow first language grammar rules in order to write short compositions in the second language.

This report is presented into 6 chapters: Chapter one contains the description of the problem, the research question and objectives as well as the justification for our study. Chapter two explores the review of the literature and the main insights from theories, constructs and concepts related to our research. Chapter three goes over the research design and defines the characteristics of our study, describing the settings, the participants and the different tools used in order to develop this project. Chapter four presents the instructional design of the project and describes our pedagogical intervention. Chapter five includes the analysis of the data that was collected during the different stages of the project, how it was managed, organized and later sorted according to the different instruments used as well as the respective conclusions and findings from the collection and analysis of the data. Finally, an additional section within the paper will discuss its pedagogical implications and further research.

Justification

Writing is one of the 4 basic skills to develop in any language. Therefore, a good and understandable writing is a primary goal to achieve by any student attending a second language learning course. This goal is usually achieved after a consistent and self-aware process that includes evaluation and improvement opportunities, which is something not very common in schools these days, at least when it comes to second language learning.

The importance of this study resides on the opportunity of identifying the effects of a set of language awareness-based tasks on the improvement of students' written production during a second language learning course. This study will report the findings of the implementation of these tasks to later discuss and foresee the possible benefits or disadvantages for both teachers and learners after applying them.

This study emphasizes on the impact that a language-awareness based intervention has on the participants and its possible future implications. We as researchers consider it is important to identify and report the effects of these language-awareness based tasks to help further research on the issues of error reduction, and help benefit the overall setting of students' written production in English as a second language courses.

Problem Statement

Evaluating students' written production reveals a number of issues in the production of written texts of students that show a lack of awareness of the structures of the second language in order to produce such work. This lack of awareness is usually translated in the use of structures and elements from the first language in order to produce written texts in the second language.

This problem was clearly visualized during the first 4 English classes of a group of English language learners in which three different activities were applied, these included reading a text first that was later complemented with a written section as a part of a reflection of a set of readings about ecology and the environment. These readings are called: “Global Temperatures by Michael Carlowicz” text 1, “Artic Sea Ice Melts More Each Year” text 2 and “Endangered Species” text 3, all retrieved from the National Geographic’s web site. The texts that the students produced were analyzed according to the instructions described by Richards (1971) cited in Heydari and Bagheri (2012). These were collected as samples in which a set of errors were identified and later classified in order to count them and evaluate them according to their nature and causes as seen in the following chart:

Table 1. Baseline Error Corpus.

TYPE OF ERROR	NUMBER OF ERRORS
• Developmental Errors	12
• Overgeneralization	9
• False hypothesis	24
• Incomplete application of rules/Ignorance of rules restrictions	11
• Interference Errors	30
• Intralingual Errors	6

The categorization above is derived from short paragraphs and sentences written by the informants as shown in the following examples:

- Word order: "The planet we should not destroyed our planet"
- Overgeneralization: "the water is more cold..."
- Wrong word: "I degree it takes a vest amount..."
- Simplification by omission: "I, them say, that stop killing"
- L1 transfer: "The temperature increment and the sun rise UV so muc aument"

- L2 transfer: "a single degree can upset the balance"

After identifying these common errors in the students written speech, we decided to focus on how to reduce the emergence of these errors, that usually appear due to a lack of consciousness of what is being said, what wants to be said, and how it is being said.

Research Setting and Participants

For the setting of this project we worked with 30 students in a range of ages between 16 and 17 years old, attending 11th grade at a school located in the central zone of Bogotá. These students had not taken any private English courses outside of school.

Description of the Problem

We observed that 11th grade learners tend to overlap Spanish (L1) grammar structures in English (L2) writing production such as short paragraphs and sentences. This leaning is frequently a language transfer issue. Students usually follow L1 grammar patterns for writing short compositions in L2. It is our motivation for this project to study the current student's interlanguage stage to put into effect the language awareness strategies to improve the writing process of these students.

Research Question

- What is the impact of language awareness-based workshops on the reduction of errors in students' written production in L2?

Sub-question

- How does L1 influence L2 written production of English language learners?

Research Objectives

General objective

- To analyze the effect of language awareness strategies on the reduction of errors caused by the influence of L1 in L2 on the written production of English language learners.

Specific Objectives

- To identify the errors caused by the influence of L1 through written tasks in L2 by English language learners.

- To describe the effects of language awareness strategies on English language learners' written production in L2.

Chapter Two

Literature Review

The matter of this review is how language awareness serves as a means of error reduction in students' written production in L2 and its effectiveness on language transfer and interlanguage. In this monograph we considered the following theoretical concepts: Interlanguage, Language Transfer, Error Reduction and Language Awareness. Therefore our review will cover all those aspects in order to explain the theoretical basis of the problem that is being studied in this research project.

Interlanguage

Primarily, in order to understand what the effects of a language awareness-based intervention on the error reduction of written compositions on L2 are, it is necessary to review the concept of interlanguage and how it is present in written production. Selinker provides a very clear insight on this matter in his book Rediscovering Interlanguage from 2013. Selinker explains that through the different stages of interlanguage there is one in particular named Contrastive Grammar. This contrastive grammar, originally studied by Lado (1984) proposes that it is necessary to take into account all the features and patterns from both L2 and L1 as they may have elements that sometimes change and some other times do not change, which has a direct effect on two very important areas of study: word order and function words.

This grammatical transfer, Selinker explains, was further confused with what Lado calls "transferred habits," however the use of grammar structures by a second language learner is strongly related to its habits. In fact, Selinker quotes Lado on this very aspect saying that "We

know from the observation of many cases that the grammatical structure of the native language tends to be transferred to the second language." Written production derives from an internal process of the speaker that makes use of a set of rules and strategies to communicate in a linguistic system. Those representations (L2 productions) are involved in interlanguage theory regarding interference of L1, positive and negative transferences and error analysis that provides learners with a linguistic source in order to produce written compositions.

Language Transfer

A good example of what we are about to discuss in this review of the literature is the work by Edelsky (1982) that resides on writing and the influence of texts of L1 and L2. The philosophy of the program resides on (the author's words):

> A whole-language comprehension-centered approach to literacy and language development, a heavy emphasis on writing for real purposes to varied audiences, a solid basis of first language literacy and an integrated curriculum. (p. 223).

Edelsky explains that what can be found in students' second language written compositions can be found on their previous knowledge of the first language and that one of the assumptions when it comes to writing constitutes a pre-set of skills that were previously learned and constantly developed through a basic sequence of pre-writing, writing and re-writing. That means that this existing knowledge of L1 is isolated when it comes to the construction of a text hence resulting in a source of possible interference with the second language. Conversely, the next assumption in Edelsky's work states that:

> Writing is an orchestration of multiple cuing systems (graphic, grapho-phonic, syntactic, semantic, pragmatic) to produce a text which functions in a situational context (Harste 1980)

> and that knowing how to write in L1 means being able to juggle and mesh these systems of global and local conventions with one's own global and local intentions (Smith 1981). (p. 224).

While the first conception suggests that the previous knowledge may constitute a barrier between L1 and L2 in terms of written production, the next one has the notion that writing is a universal skill and that social or even educational factors are inseparable from any other contextual factors rather than possible causes of interference from the first into the second. The position that serves our investigation is the first one, however it is necessary to mention that writing is in fact a skill present on both the languages of interest of this research and that students are capable of performing such skill independently on both languages.

Edeslky divides the findings of her work into two main groups: 1. similarities in L1 and L2 texts and 2. Differences in L1 and L2 texts. Under the similarities we have the following items: segmentation (adding or omission of spaces), spelling (usually caused by grapho-phonically terms) and personal style (served for accommodation). On the contrary, some of the difference found in the texts show: segmentation, spelling (tildas and accents), syntactic complexity (cross-language contrasts), style (ending/length of the text), code switching (quantity and quality) and handwriting.

These findings helped Edelsky affirm that the existence of previous knowledge in writing in L1 helps writers formulate hypothesis in L2 writing rather that constitute an interference, however she also concludes that "despite the surface sameness or difference it can be inferred that certain underlying L1 writing processes have been used in L2 writing" (p. 225).

Complementing these ideas, it is being said that the language learning process implies several cognitive aspects inside cultural elements. The output of the target language is constituted by a

large background of elements that shape words, phrases and sentences in students' production. Odlin (1997: 7) explains that language transference takes place when certain elements of language are transferred and changed from one language to another. This author studied positive transference when those elements of L1 and L2 are similar; therefore, the outcome of the student is accurate. However, Odlin stated that when structures do not present similarity among the two languages there is a negative transference reflected in students' production. In our work we seek for determine and classify the phenomena presented in the problem statement in order to understand the sources of the students' written production according to transferences, involved in interlanguage theory.

Several authors like Nunan (1999), Brown (1995) and Ellis (1994) presented their perspectives about second language acquisition transference. They explained the interferences in terms of constructions and transferences. Ellis (1994) explained that language issues are presented in cross-linguistic influence, collecting all phenomena and allowing analysis from one perspective. Whether transfer is positive or negative, the similarities and differences between languages have naturally led teachers and researchers to make predictions. Furthermore, looking at Selinker's (1972 – 1992) work about second language acquisition interlanguage, another point of view is connected where a new structure of language emerges at certain point during the language acquisition and combination of the L1 and L2 elements, without being any of them. Selinker's work allows him to draw a set of learner strategies to pose questions, to associate lexicon, to produce semantically and so on, allowing to assume certain steps and procedures that gradually take place during the language learning process that are later present in the students written production. An outcome to these interlanguage topics is observed along the phenomena we want to describe: positive and negative transference, overgeneralizations, misspelling and

word order, each of them assumed as a strategy for convey meaning in communicative situations, specifically in writing.

Selinker recently notes that there are a number of issues that have yet not been dealt with properly, one of this includes the relation of what students say and write, which is not always the same. To explain this, Selinker revises Lado (1957) and stands out the fact that there should be differences in the production and recognition of L1 transfer. Selinker agrees with Lado on the affirmation that the effect of L1 transfer is not the same when the learner produces in L2 and when it actually acquires it, so there should basically be a notion of production and comprehension that has not been deeply or accurately discussed in the literature yet. An example of this issue is the existence of auxiliars in the English language (L2) like "do" or "will" that do not have an actual word or meaning in Spanish (L1), thus leaving a gap in between both languages that learners feel the necessity to fill, which results into a number of errors in written production most of the times. To explain this, Selinker quotes Lado and states that "the Spanish speaker has considerable trouble mastering the word order pattern of the English sentence..." thus providing a very rich field of samples to be analyzed to further understand the nature of the problem being studied on this research.

Error Reduction

In the work of Myles (2002) it is explained that there are some culture-specific factors that influence written production in L2, such as the mental structures derived from the existing knowledge of things, events and situations that may represent a difficulty. In that train of thought, an English as a second language learning course needs to take into consideration the different social, cultural, and educational experiences present within the learners' native

language to provide an appropriate set of instructions that will help students produce written texts in the second language, also treating these factors from a social and cognitive perspective. In contrast, most of the literature has mainly focused on the written production of L2 based on research in L1 and its influence on the former. By this we mean that even though writing in L2 is substantially different from writing in L1, at least for the case of the English and Spanish language (Silva, 1993), the models and structures of L1 generally have a significant influence on the written production of L2.

Nevertheless, as part of the discussion of Error Analysis and Error Reduction throughout the past decade, there have been several additions in terms of understanding where the errors are originated and how to deal with them. Garza (2014) states that there are basically two different types of analysis of errors in students' written performance, the first one being "intralingual/developmental errors." These types of errors are identified when students show no influence from the L1 but overgeneralize structures based on their partial knowledge of L2. The overgeneralization is often expressed when students make use of one grammatical structure and use it at an almost constant extent. The second type of errors are "interlingual/transfer errors" which is when there are elements of the native language structures that often come from direct translation (thinking in L1 to write in L2) also known as negative interference.

From another point of view, Flower and Hayes (1980, 1981) explain that the main source of understanding of the issue of writing in L2 is what the writer does. In contrast, Myles points out that the potential difficulties any writer may encounter include: the audience, topic and assignment on one hand and the construction of meaning, and the production of the formal text on the other. Additionally, he says that "studies that examine the goals students set for themselves, the strategies they use to develop their organizing of ideas and the metacognitive

awareness they bring to both these acts, Flower and her colleagues (1990) analyze the academic task of reading-to-write to establish the interaction of context and cognition in performing a particular writing task."

Myles later concludes that the source of the errors on students' L2 written production resides on the fact that in many cases students' do not have the required linguistic abilities to understand different elements of language such as grammatical correctness and that most of the teaching programs do not acknowledge the influence of the socio-cultural context on students' perspectives of language. In that train of thought, Myles continually explains that feedback is extremely important when it comes to work on the improvement of student's writing process and that "without individual attention and sufficient feedback on errors, improvement will not take place. We must accept the fact that L2 writing contains errors; it is our responsibility to help learners to develop strategies for self-correction and regulation." Therefore, if such feedback isn't part of the teaching program there will not be many opportunities of improvement.

Language Awareness

In order to explore the possible effects of a Language Awareness-based intervention in the error reduction of written compositions, we have to start defining the concept of language awareness. This term was first used in 1980 to refer to a movement of teachers and linguists that applied this element into school curriculums, however in the specific case of this project, the term language awareness refers to the knowledge about language that is basically "a conscious attention to properties of language and this language being used an element of language education" (p. 36) Fairclough (2014). Language awareness is intended to bridge the transition from a primary stage to a secondary stage of language learning. Consequently, applying

language awareness strategies in the classroom has a variety of approaches and styles that look for a more conscious environment of production and comprehension. Donmall (1985) clearly explains that language awareness is "a person's sensitivity to and conscious awareness of the nature of language and its role in human life." This definition helped the National Council of Language Education (NCLE) come to three different parameters when it comes to language awareness programs, these are: a cognitive parameter, an affective parameter and a social parameter. These three are to be taken into consideration for most of all language awareness based interventions and their effectiveness in a EFL course, in the specific case of this research, these strategies were applied on the writing skills of English language learners.

James & Garrett (2014) illustrate us on the process of each act of writing that is to be considered under a language awareness environment, these are:

- accumulating knowledge, opinions and feelings
- establishing goals and purposes
- analyzing the assignment
- planning
- drawing in familiarity with types of writing
- considering constraints of time and space
- making the neat copy
- drafting
- formulating your own ideas
- revising
- experiencing panic, pain and anguish
- clarifying your commitment to your ideas

- establishing your identity as a writer
- considering the reader

These components were formulated through a consciousness-raising activity about writing processes in general, during the first session of the course implemented on their investigation, following the explanation of how the course they structured on their program integrates awareness in the writing process through different writing workshops, that include the critical awareness of several linguistic resources and conventions and their specific descriptions.

According to James & Garrett's findings, this strategy helps learners to overcome common pre-conceptions that suggest writing in L2 is difficult and that you need to have a very advanced level in order to produce good work. Additionally, James & Garrett explain that students aren't usually familiar with an actual writing process and therefore when presented with tasks that involve writing they don't know where or how to start.

On the other hand, the language awareness implemented by these authors revealed that this kind of intervention provides a certain framework for students to reflect on their own experiences. According to Donmall (as explained by James & Garrett 2014), helping learners to become aware of aspects of language they have learnt previously is an important aspect of language awareness, which can be translated in revision of previous written work and the acquisition of new elements after socialization, comparison or group work. Therefore, becoming aware of the writing process in this way, helps unlearn bad practices such as recurring to adapt structures within L1 into L2 for example, which can be expressed on taking new approaches to develop assignments, "by this we mean that instead of starting from language patterns (e.g. comparing and contrasting) we focus on the ideas that the writers are struggling to express and

the best ways to express them...In other words, we focus on the second layer of Fairclough's model of language." (James & Garrett, 2014).

Language awareness emerged from a place in which grammar-instruction methods were becoming obsolete and communicative approaches were introducing their way into classrooms to make a trend for more dynamic, conscious and meaningful ways of learning the second language. These new communicative environments in the classroom came to replace the long and boring explanations and isolated exercises that had been being widely criticized.

The aim was to mirror in the most exact way possible how a person learns their first language and develop techniques and methodologies that would propitiate a more natural and spontaneous process of learning the second language. These ideas, originally proposed by Chomsky (1965) and other authors with naturalistic views of learning the language such as Krashen (1981) and Prabhu (1987), proposed that the success of learning L2 is strictly related to its contextualized introduction in a natural setting.

Language awareness is defined as “the development in learners of an enhanced consciousness of and sensitivity to the forms and functions of language” (Carter 2003, 64). Basically, this means that learning of the structures of language happens while students are naturally exposed to it and have the chance to make use of the language in a contextualized way to communicate their ideas and messages without the fear of being wrong, and having a chance to learn from their mistakes and overcome them along the way.

This assumption brings us to recognize two basic ideas that drive the focus of language awareness. The first one implicates the fact of being personally involved in the process of learning the language and consequently extending the knowledge of the language itself. The

second one indicates how learners discover greater layers of the language through their own experience interacting with it.

In this train of thought, the role of language awareness in the process of learning L2 constitutes "a process-oriented approach, which includes steps of discovery, investigation, and understanding" (Bourke 2008), as opposed to one where learners are given the language in blocks of isolated grammar structures that lack of an applicable context for learners.

Applying Language awareness techniques in a task-based approach becomes a great way of engaging students in their own learning process, making them conscious of their progress and giving them the possibility of exploring the L2 and learning the structures spontaneously in a stress-free environment in which the exposure occurs naturally.

These tasks in question are referred to as “enabling tasks” (Bourke 2002). As cited by Bourke, according to Estaire and Zanon (1994), “enabling tasks act as a support for communication tasks. Their purpose is to provide students with the necessary linguistic tools to carry out a communication task” (p. 15). This point of view connects Language awareness to task-based learning in a major way indicating how providing learners with a chance to actively use the language triggers the motivation to not only communicate through it but also to discover and investigate within its framework. That is exactly how learners become aware that they are using the language to convey meaning and at the same time develop strategies to do it better which expands their knowledge significantly. In other words, the more they interact with the language and the more they use it to communicate, the more they learn and become aware of it.

Chapter Three

Research Design

This chapter describes the research paradigm, type of the study, research questions and objectives, description of the context and the participants, instruments for data collection, and the type of data and unit of analysis.

Our study is classified under a qualitative research paradigm that is specifically designed to display a variety of issues, behaviors, perceptions or circumstances of a determined group of participants in order to help the elaboration of a hypothesis. (Bricki & Green, 2007)

Research Question

- What is the impact of language awareness-based workshops on the reduction of errors in students' written production in L2?

Sub-question

- How does L1 influence L2 written production of English language learners?

Research Objectives

General objective

- To analyze the effect of language awareness strategies on the reduction of errors caused by the influence of L1 in L2 on the written production of English language learners.

Specific Objectives

- To identify the errors caused by the influence of L1 through written tasks in L2 by English language learners.

- To describe the effects of language awareness strategies on English language learners' written production in L2.

Type of Study

This work is part of a descriptive case study. This means, as indicated by Midgley (2006) cited by Sotoppiello (2009), that we are studying a particular instance or event (in an individual, group, community or an entire society) in order to get a deep understanding of the current state of things. Case studies, on the other hand, are designed to bring out the details from the viewpoint of the participants by using multiple sources of data. The case study methodology fits the needs of our research questions, which want to understand the impact of language awareness-based tasks in students' writing.

Hernández Sampieri et al. (2008) cited by Sotoppiello (2009), indicate the importance of the richness, depth and quality of information in this type of research rather than quantity and standardization, as the nonrandom sample does not aim to generalize the results to a larger population, not to extrapolate. The essential thing is to know in depth a case, or in other words, to describe "the typical" of a case to those who are unfamiliar with the subject matter.

Likewise, in the case study method only data can be obtained from a variety of sources, both qualitative and quantitative. These are documents, archival records, direct interviews, direct observation or participant observation (Martinez, 2006).

Yin (2003) argues that the research topic can be studied with one of three types of case studies, depending on the purposes and goals you want to accomplish: *exploratory* case studies, *explanatory* case studies, and *descriptive* case studies.

We conducted a descriptive case study on this monograph for two main reasons. First, one of the goals of all case study research is to develop an understanding of the bounded system. The main purpose of this research is to inform, describe and analyze the influence of L1 in L2 written production. Secondly, descriptive case studies answer questions based on theory. The interlanguage and language awareness theories provided us with the constructs on which both the error analysis and error reduction are based.

We as researchers had no control over the behavioral events, which is a characteristic of case studies. The condition, that was present in the Levy (1988) study and is evident in the current study, is that the events being examined are contemporary. An empirical investigation of a contemporary phenomenon within its real-life context is one situation in which case study methodology is applicable. Yin (1994) cautioned that case study designs are not variants of other research designs.

Research Setting and Participants

For the setting of this project we worked with 6 students in a range of ages between 16 and 17 years old, attending 11th grade at a school located in the central zone of Bogotá. These students had not taken any private English courses outside of school.

Selection method

For this research we used a selective and purposeful sampling technique for data collection. In purpose sampling, we as the researchers looked for participants who show or possess certain qualities or a tendency to perform or behave in a certain way. Through this sampling method, the researcher has the freedom to consider the aim of the research and select samples accordingly (Coyne, 1997, p. 624). Purposeful sampling techniques explain that maximum variations are the most important guiding principle when collecting data, in other words, researches need to include participants that show a range of perspectives possible within the main goals of their purpose. (Koerber, McMichael 2008: 464)

Data Collection Techniques and Instruments

The process of data collection was carried out in the different stages of the project. We selected two techniques of data collection: documentation & observation and interviewing. As far as instruments accordingly to collect the data, we used artifacts, journals and think-alouds respectively. (Lankshear & Knobel, 2004).

The artifact collection is emphasized on the collection of relevant samples related to the problem area being studied. We also used scheduled journals to collect descriptive and archival data; consequently, we used think-alouds that allowed us to collect a verbal report of the students' perception of the activities being implemented for the research. During the process we collected students' written compositions, which helped us identify the interference errors. The journals we kept were mostly reflections and observations tracked down each class in order to collect a merely descriptive view of each lesson. Notes were taken containing the most relevant

aspects of each class regarding students' written production. In addition, we recorded a think-aloud session with the students in which they reported the perception of the activities carried throughout the syllabus.

Artifacts:

According to Lankshear & Knobel (2004), the artifacts are "traces", "props" or "products" that are relevant to the problem area being studied. We analyzed written texts made by the students during different classes. In this case we collected and analyzed texts of certain participants that were best suited for the purpose of our project.

Journals:

We kept journals during all stages of the project. According to Lankshear & Knobel (2004), "the participant journals are data that participants are asked to write in order to collect their personal insights into and reflections on an event, practice, concepts, phenomenon, and so on. A researcher journal is kept by the researcher and is used to record hunches, feelings, assumptions or processes and it lies as part of the reflective and verification process."

Think-Alouds:

Think-alouds were a systematic way of and listening to the participants and constituted another way to collect data from tem through group conversations were they all reflected and spoke about the activities being developed. We as the main researchers would make open questions about the tasks and let the students express their opinion freely. The think-aloud protocol we used for the purpose of our research was a retrospective think-aloud protocol,

gathered after the tasks were given to the students and subsequently developed. Kuusela, H., & Paul, P. (2000)

Table 2. Chronogram.

Triangulation / **Date**	**Documentation**	**Observation**	**Interviewing**
02/19/15	Artifact: diagnostic test. Students will submit their first written work to be evaluated.	Journal for the first session will be collected.	Think-aloud Expectations
03/05/15		Journal for the second session will be collected.	
03/12/15	Artifact: task Written paragraph about Climate change	Journal for the third session will be collected.	Think-aloud: What is global warming?
03/19/15	Artifact: task Written paragraph about Greenhouse effect	Journal for the fourth session will be collected.	Think-aloud How will climate change in the future?
03/26/15	Artifact: task Written paragraph about	Journal for the fifth session will be collected.	Think-aloud How has climate change

	Global warming		evovled?
04/09/15	Artifact: task Written paragraph about Global warming	Journal for the sixth session will be collected.	Think-aloud What are possible scenarios of global warming?
04/16/15	Artifact: task Written paragraph using phrasal verbs in context	Journal for the seventh session will be collected.	Think-aloud What do some phrasal verbs mean?
04/23/15	Artifact: task Written paragraph using phrasal verbs in context, continued	Journal for the eighth session will be collected.	Think-aloud Students will be asked about the reasons why is difficult for them to write compositions in English, What kind of support and feedback they expect to receive when they are writing in English and Introduction to the concept of Interlanguage.

05/07/15	Artifact: task Pre-final written composition	Journal for the ninth session will be collected.	
05/14/15	Artifact: task Final written composition will be submitted by the students.	Journal for the last session will be collected.	Think-aloud Students will share their opinions about the program and the writing procerss carried out in general.

Type of data (Unit of analysis)

The type of data for the study was both qualitative in terms of its condition and quantitative in terms of how many times it was encountered. We analyzed the data that represented the different types of errors that were evidenced in the participants written texts and in the journals that kept track of each session. This allows us to understand the students' **process of writing:** words, sentences, and paragraphs which were part of the written texts produced by the students on the tasks that were applied throughout the entire program. Once the unit of analysis was determined in our project, the next step was to describe how this unit of analysis was observed with the instruments and how the validation process assessed the reliability.

Validity

In the particular case of our study, validity was achieved by applying a grounded theory research approach. Through this procedure, researchers collect data and analyze it systematically as it is being collected to ensure effectiveness in the sequence of the collection of data. Consequently, this data is later conceptualized to constitute the unit of analysis (in our case student's errors), and represented in categories, hence the data can be constantly compared. Finally, as more categories emerge from within the sorted data, researchers compare these with other abstract categories to derive their own and base the theoretical grounds. (Corbin & Strauss, 1990).

Reliability

This aspect regards the possibility of gathering results that are alike after applying a data collection instrument in different opportunities. For the development of this study, it is necessary to acknowledge that even though some of the data collected was repeated it actually does not equal one another in any case, nonetheless it seems to be consistent and displaying a certain progress which does not leave room for unreliability. In the contrary, our selection method ensures that this is not the case in any given situation and the reliability of this project resides on that. (Carmines & Zeller, 1979).

Ethics

We used an informed consent addressed to the parents of the participants and to the school academic director in order to request for permission and approval for the participation and collection of the data.

Chapter Four

Instructional Design

Our study is framed under a language-awareness based intervention that seeks to analyze the effectiveness of applied tasks in students' writing. The main attempt is to create a language awareness atmosphere in the classroom in order to visualize its impact in the students' writing skill. Consequently, as proposed by James & Garrett (2014), a set of writing tasks were designed and applied by teachers along the course in order to gather understanding of the effects of a language awareness driven program on students' written compositions.

Our proposal of integrating Language awareness into a task-based approach derives from our need as teachers to engage students in their learning process, allowing us to keep a record of their progress and identifying clear opportunities of improvement. This methodology also helps making students become aware of the role of language in their own learning process and how it is crucial in their experience interacting with it in order to communicate thus expanding their knowledge of the language in a contextualized and meaningful way.

According to Burke (2008) "upon completing a communicative/interactive task, students have the opportunity to explore points of language arising out of the task cycle." Complementing this idea, we have that the activities allow both to analyze the results from written texts and to put knowledge of the language into practice. This way we can identify the use of different forms of language and how they are being used as well as knowing when and how to use them in the right context.

So, in a greater context, understanding that the whole basis of language awareness is to have learners construct their own grammar forms and evolve them as they keep using the language to communicate, they will face errors and have the opportunity to correct them during the process by having an accessible source of evidence to be contrasted within the context of L2.

Curricular Platform

As per the school guidelines, the mission of the curriculum is to:

> Ofrecer a la comunidad galanista una educación de calidad centrada en el desarrollo integral humano, a través de aprendizajes que impliquen la apropiación y vivencia de principios, valores, saberes y competencias, que conlleven al cambio, la transformación personal, familiar y social.

Jointly, the vision of the curriculum is states that:

> Hacia el año 2020 el Colegio Distrital Luis Carlos Galán Sarmiento I.E.D., será reconocido como una institución competente en la formación de ciudadanos responsables, conscientes y comprometidos con el cambio social, el desarrollo sostenible y el respeto por los derechos y valores humanos; mediante la promoción de oportunidades de mejoramiento de la calidad de vida.

Vision of Learning

Learning in our study serves an analytic perspective and it is seen as a means to develop and make active use of a range of cognitive skills as well as different strategies for a certain purpose, in this case, learning the language. (Tudor, 2001). Therefore, learners can become self-aware of

their own learning process by applying a range of strategies that can gradually improve their performance.

According to James & Garrett (2014), students need guidance in order to identify possible strategies to help their learning as they are not capable of analyzing and/or naming them. The best possible way to help students identify these strategies is by implementing language learning activities that are meaningful and related to their context.

Our study shows the strategies applied by students upon the completion of a set of writing tasks to possibly improve their process of writing. This was achieved by encouraging students to identify opportunities to reflect on their previous work thus becoming self-aware of their own writing process within the nature of the second language hoping to improve their writing skills.

Vision of Language

The understanding of language in this study serves as a means to evidence the students' process of learning in the classroom from a functional perspective, or Language as doing things. Basically, language constitutes a way to keep track of the students' written production in the classroom. Learners make use of the language through meaningful forms of communication (specifically in writing) which are then used for interaction under different cultural contexts and contextualized situations. (Tudor, 2001) (Donmall, 1985).

Vision of Classroom

The classroom plays a crucial role in providing students with a helpful environment for their learning process, in which they become self-aware of the very act of learning. This means that the classroom is not only a place where students learn the basics of the language and how to use it, but it is also a place where they can develop potential for autonomous learning. (Tudor, 2001)

Pedagogical Intervention

The program designed for the development of this research project will allow students to develop Basic English vocabulary and grammatical structures. In that way, they can successfully accomplish the communicative competence of the language. Also, students will develop literary and analytical skills which will enable them to be successful in ICFES Test. Each class will develop students' writing skills:

Writing: Students will be writing on a daily basis, practicing the grammar structures and the new vocabulary. They will write a variety of personal narratives, descriptions, reports, poems, and reflections based on the literature. They will also have the opportunity to create their own works of creative fiction in response to various texts.

Grading: Grades will be calculated as follows:

- 10% Assistance and participation
- 50% Assignments and Activities
- 30% Project

Justification: The main purpose of this program is providing the students with strategies in writing texts. Articles and short readings have been selected for them to reflect on and then write about, not just to improve their writing skills but also to complement the cross curricular project about climate change and ecology. At the same time, this will give students the opportunity to practice their abilities of apprehension by writing short paragraphs or ideas as well as having brief conversations about the topic.

Instructional Objectives: To help students improve text production, analysis and comprehension skills by using selected readings to complement the cross curricular project proposed for the class and reflect apprehension of the knowledge by producing short writing compositions or brief conversations.

Specific objectives:

1. To guide students on how to reflect comprehension by writing short paragraphs or ideas.
2. To present grammar structures and rules in given articles and texts.
3. To help students improve reading comprehension by quickly gathering the most important information in given articles and texts.
4. To encourage students to express concepts or ideas in brief conversations.
5. To develop text analysis by identifying particular pieces of information in a given article or text.
6. To raise consciousness and awareness in students about different environmental and ecology matters.

Lesson methodology: Each class will develop and specific grammar lesson, framed into one of the transversal projects called CRECER para la Vida (Principios y Valores sociales).
For this specific course, English area content will develop an ecological project. Each content in the class will be developed as follows:

Opening of the lesson: Topic of the lesson or thematic unit will be presented to the students using a selected reading. Before proceeding with the corresponding reading, students will have a pre-reading to clarify vocabulary and instructions to develop the activity. All lecture have three questions to evaluate comprehension and text analysis.

Presentation of the new knowledge: Students will be learning the new knowledge by participating on every activity that has been scheduled in the program to develop the specific aim of the lesson. Also they will be complementing the lesson, producing a meaningful production.

Closure of the lesson: Students will have the opportunity to share experiences about the lesson with their peers and with the teacher, at the end of every lesson to evidence if the aims of the lesson have been accomplished.

Lesson policies:

1. Since every lesson has been addressed to develop reading competence in the students to accomplish a good level of comprehension and text analysis, taking into account ICFES assessments, **ALL READINGS** will be individual.
2. Students will participate respectfully and actively in all activities scheduled in the program to achieve the aim of every lesson

3. Students production will be evaluated every class by the teacher, assisted by the students.

Table 3. Rubrics

	4 **Excellent**	**3** **Good**	**2** **Fair**	**1** **Needs improvement**
Spelling/ Vocabulary	Sophisticated vocabulary is properly used to match context.	Word choice is generally appropriate. Few words are misused.	Most of the words used are simple. Some words are misused.	No vocabulary that's relevant to the task. Only very simple words are used. Spelling errors
Grammar	Errors are rare even in complex sentences.	Simple sentences are error free but complex sentences contain errors.	Some simple constructions may be error free. Most sentences contain errors.	Errors in every sentence. The reader frequently needs to guess at the intended meaning.
Content ideas/ Coherence	The response is coherent and connection of ideas is successful.	The response is generally coherent. Connection of ideas is mostly successful.	Some parts of the response are coherent. Ideas are not connected together clearly.	The response is not coherent. Only basic connective devices are used, if any.

Table 4. Syllabus: Scope & Sequence

	Grammatical Concepts	Vocabulary Units	Resources and Activities	Texts
First Week	• Grammar Diagnostic Test	• Introduction to the class	• Diagnostic Test Worksheet • Board • Markers	
Second week	• Personal Pronouns • Possesive Pronouns	• Animals in danger of extinction	• Reading with two close and one open Question • Writing worksheets • Poster • Role Play • Animals in Danger of Extinction Vocabulary	*The Lorax* *Birds and Climate Change*

Third week	• Irregular Verbs • Regular Verbs • Modal Verbs	• Climate Change	• Reading with two close and one open question • Short Video • Writing worksheets • Climate Change related vocabulary	*The Lorax* *The Climate Time Machine*
Fourth and Fifth week	• Past Tenses • Present Tenses • Future Tenses	• Climate Change	• Reading with two close and one open question • Short Video • Pictures Gallery • Writing worksheets • Climate Change related vocabulary	*The Lorax* *The Climate Time Machine*

Sixth week	• Descriptive Adjectives	• Animals in danger of extinction	• Reading with two close and one open question • Writing worksheets • Memory Game with pictures and words • Animals in danger of extinction related vocabulary	*The Lorax Friends*
Seventh week	• Comparative Adjectives • Adjectives Intensifiers	• Climate Change	• Reading with two close and one open question • Writing worksheets • Climate Change related vocabulary	*The Lorax* *How Could 2014 have been the warmest year ever?*

Eight Week	• Prepositions	• The Effects of Deforestation	• Reading with two close and one open question • Discussion Cards • Writing worksheets	*The Lorax*
Ninth Week	• Phrasal Verbs	• The Recycling Process	• Reading with two close and one open question • Writing worksheets • Memory Game with pictures and words • The Recycling Process related vocabulary	*"I Speak for the Tress: What YOU can DO"* *The Lorax*
Eleventh Week	• Active and Passive Voice	• Air and Water Contamination	• Reading with two close and one open question	*The Lorax*

			• Writing worksheets • Picture Gallery of Deforestation and Water Contamination • Air and Water Contamination related vocabulary	*What's happening in the Ocean*
Twelfth Week	• Final Project (Written Composition)	• Air and Water Conservation • Turn recycled materials into a Trufula Tree	• Reading with two close and one open question • Recycled Materials	*The Lorax*

Intervention conclusions

By the twelfth session, when students submitted their final composition we had gathered enough samples to compare and visualize the evolution of their writing skills along the course. The idea was to provide students with opportunities to reflect on their previous work so they could find and apply strategies in order to improve their written productions within each one of the tasks.

This syllabus scope helped us to better understand what the effectiveness of a language awareness task-based intervention on students' writing is and whether this helps them become more conscious of their own process of learning the second language. Consequently, the purpose of the program is to have students become aware of the fact that in order to produce and convey meaning in L2 it is necessary to make use of all of the elements within the target rather than using the mother tongue as a bridge.

Our position as teacher-researchers on this project was to facilitate students with the necessary materials and guidance to overcome their learning and production issues in L2, thus allowing us to make use of a set of writing tasks that reflect on previous work, provide feedback and then set the area for new and hopefully improved writing.

The students' response to the program itself was positive, meaning that the majority of the tasks were actually developed and managed to encourage them to find strategies to work on their writing skills. The strategies can be tracked on each one of the tasks as they provide students with the possibility to draw upon their previous knowledge on topics that were strictly related to their educational context as per the institution's requirements.

Chapter Five

Data Analysis

This chapter presents and illustrates an account of the procedures for data organization and management, and the analysis of findings that generated the construction of three categories: Overgeneralization, false hypothesis and incomplete application of rules/Ignorance of rules restrictions. Throughout the development of the project we collected data from three different sources: students' artifacts (tasks), class journals and think-alouds on checkpoint in order to keep a track of the students' writing process from different perspectives and ensure an impartial and objective analysis.

The unit of analysis in this project is reflected on the students' writing process, evidencing the evolution and improvement of errors in different compositions that were planned through a task-based approach. In this setting, the participants had the opportunity to make use of language awareness strategies in order to carry out their learning process, counting on teacher's guidance and self-assessment. Each one of the lessons planned were a source of data and provided us with enough space to gather as much information as possible in order to better understand the nature of the problem and apply strategies that could improve the learning process and students' written production.

During each lesson prepared to collect data, we kept a track of archival records to be able to document the process as a whole. We used tasks specially designed to provide students with contextualized information, giving them the chance to review and reflect on their previous work. Additionally, we took notes of the most important events during each lesson in journals with

specific questions that allowed us to register in detail our view of the students' writing process. Finally, we established checkpoint sessions in which we asked students open questions about the whole program to get their input and their perspective of what was being accomplished as far as error reduction in their written compositions.

Richards (1971 cited in Bagheri 2012) classifies errors into three main sources, these are: intralingual, interlingual and developmental. Intralingual errors are all types of errors that emerge during the process of learning the target language at a stage in which knowledge about the language has not totally set in, thus generating some difficulties of production and understanding in general terms. On the other hand, interlingual errors are all those that are caused by the interference of L1. Finally, developmental errors are those that occur when learners attempt to build up hypothesis about the target language based on limited experiences that are usually gathered while the language is being acquired, similar to when children are in the process of acquiring the first language.

Consequently, an additional set of errors is derived from the three main categories described above, these are:

1. Overgeneralization: when learners create mistaken structures based on other structures within the target language. (e.g. "She can runs" deviant from "She can" and "She runs")
2. False hypothesis: when learners do not comprehend some distinctions of the target language and do not know how to use these forms. (e.g. "One day it was happened" using was as an indicator of past tense)

3. Incomplete application of rules/Ignorance of rules restrictions: when the learner either fails to apply a complete formed structure or uses rules in contexts where they are not applicable.

Table 5. Triangulation of data Participant #1

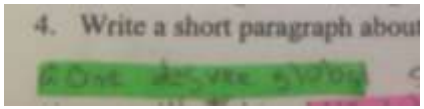
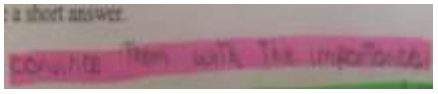
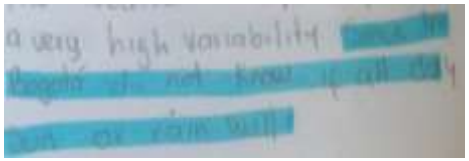
		INSTRUMENTS		
		ARTIFACT	**JOURNAL**	**THINK ALOUD**
CATEGORIES	**OVERGENERALIZATION**	Lesson plan #4: Activity: Global Temperatures *"a one degree global"* 	Journal #4 What kind of errors in production were present during class? Word order, **overgeneralization**, L1 interference	1. ¿Por qué se cometen errores al momento de escribir en inglés?: "Porque quería escribir que la tierra aumentaba un grado de temperatura global y no sabía que en ingles primero se escribe global y luego grado." 2. ¿Han funcionado las estrategias de conciencia lingüística para reducir esos errores?: "Funcionan porque hay cosas que se organizan como diferente en inglés."
	FALSE HYPOTHESIS	Lesson plan #2 Activity: Endangered Species "*convince them with the idea of"* 	Journal #2 What kind of errors in production were present during class? **L1 transfer**, wrong word, word order, overgeneralization,	1. "Porque yo pensaba que cuando uno quiere escribir "convencerse de algo" uno escribía con ***with***." 2. "Si ha funcionado porque uno compara como se escribe en inglés y no es lo mismo de cómo es en español algunas veces."
	INCOMPLETE APPLICATION OF RULES/IGNORANCE OF RULES RESTRICTIONS	Lesson plan #3 Activity: Arctic Sea Ice Melts More Each Year "*since in Bogota do not know if all day sun or rain will"* 	Journal #3 What kind of errors in production were present during class? Wrong **word**, overgeneralization	1. "No sabía que habían dos formas de escribir porque en Ingles y quería decir que uno no sabe si en Bogotá va a hacer sol o llover todo el día." 2. "Si porque en hay ingles varias palabras para decir lo mismo pero tienen algunas diferencias de cómo se usan. Además me parece que se organizan las ideas distinto al español."

Table 6. Triangulation of data Participant #2

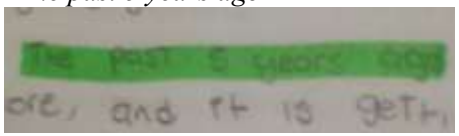
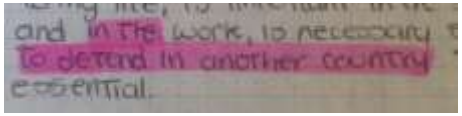
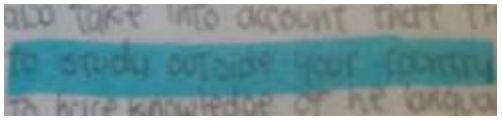
		INSTRUMENTS		
		ARTIFACT	**JOURNAL**	**THINK ALOUD**
CATEGORIES	**OVERGENERALIZATION**	Lesson plan #3 Activity: Arctic Sea Ice Melts More Each Year "*The past 5 years ago"* 	Journal #3 What kinds of errors in production were present during class? Wrong word, overgeneralization	1. "Porque yo pensaba que cuando uno está hablando de años siempre se pone ***ago*** como cuando se dice la edad." 2. "Sí porque hay veces que las reglas de cómo se escribe cambian dependiendo de lo que se quiere decir."
	FALSE HYPOTHESIS	Lesson plan #8 Activity: Why learning English is important for me? "*to defend in another country"* 	Journal #8 What kinds of errors in production were present during class? L1 transfer, wrong word, word order, overgeneralization,	1. "Quería escribir que era esencial para poder defenderse en otro países pero creo que así no se dice en inglés." 2. "Sí claro porque nos explicaron que hay cosas que como las decimos en español no se dicen igual en inglés y lo que uno hace hay veces es como escribirlo así como lo piensa en español y algunas veces no es así."
	INCOMPLETE APPLICATION OF RULES/IGNORANCE OF RULES RESTRICTIONS	Lesson plan #9 Activity: Why learning English is important for me? *"to study outside your country"* 	Journal #9 What kinds of errors in production were present during class? Wrong word, word order, overgeneralization, L1 interference, L2 interference, simplification by omission	

Table 7. Triangulation of data Participant #3

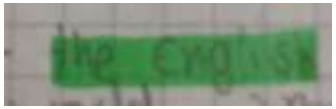
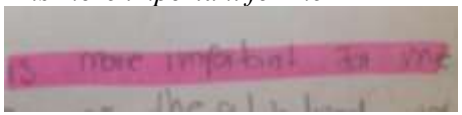
		INSTRUMENTS		
		ARTIFACT	**JOURNAL**	**THINK ALOUD**
CATEGORIES	**OVERGENERALIZATION**	Lesson plan #8 Activity: Why learning English is important for me? "*to defend in another country"* *"the english"* 	Journal #8 What kinds of errors in production were present during class? L1 transfer, wrong word, word order, overgeneralization.	1. "Porque hay veces uno lo piensa y lo escribe como es en español pero se escribe diferente en inglés." 2. "Sí porque nos explicaron que en español existen como unas expresiones que no se dicen igual en inglés y es importante saber eso porque uno como lo piensa lo escribe."
	FALSE HYPOTHESIS	Lesson plan #9 Activity: Why learning English is important for me? "*is more important for me"* 	Journal #9 What kinds of errors in production were present during class? Wrong word, word order, overgeneralization, L1 interference, L2 interference, simplification by omission	1. "Me parece que hay como un tipo de conectores o palabras que se usan diferente porque digamos yo quería escribir "para mí" y yo sabía que ***for*** era ***para*** pero no era la correcta para lo que quería decir en inglés." 2. "Sí porque hay palabras se pueden usar de muchas formas diferentes."
	INCOMPLETE APPLICATION OF RULES/IGNORANCE OF RULES RESTRICTIONS	Lesson plan #3 Activity: Arctic Sea Ice Melts More Each Year *"No much pollution"* 	Journal #3 What kinds of errors in production were present during class? Wrong Word, overgeneralization	1. "Porque creo que uno no tiene mucho vocabulario o no sabe bien cómo organizar las ideas en Ingles." 2. "Sí porque hay veces uno no sabe que hay diferencias de cómo se escribe en español a inglés."

Table 8. Triangulation of data Participant #4

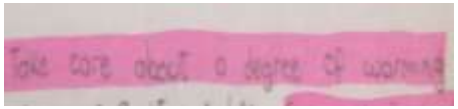
		INSTRUMENTS		
		ARTIFACT	**JOURNAL**	**THINK ALOUD**
CATEGORIES	**OVERGENERALIZATION**	Lesson plan #9 Activity: Why learning English is important for me? "*acess information more current"* 	Journal #9 What kinds of errors in production were present during class? Wrong word, word order, overgeneralization, L1 interference, L2 interference, simplification by omission	1. "Creo que tiene que ver con el orden que manejan en inglés para escribir algunas cosas que algunas veces es al revés de cómo se escribe en español por ejemplo y vocabulario, eso es algo que también es importante; saber cómo son las palabras y como se escriben también es algo importante. Además hay palabras que tienen muchos significados dependiendo de cómo se usen y se escriben y hasta suenan muy parecido y además hay también reglas que uno no conoce o no recuerda muy bien cómo usarlas" 2. "Si porque como se organizan algunas ideas en inglés es completamente diferente a la forma en que lo hacemos en español y uno como que termina escribiendo como lo hace en español porque no sabe mucho de esas diferencias. Diferencias muy pequeñas pero que cambian completamente lo que uno quiere decir."
	FALSE HYPOTHESIS	Lesson plan #4: Activity: Global Temperatures "*Take care about a degree of warning"* 	Journal #4 What kinds of errors in production were present during class? Word order, overgeneralization, L1 interference	
	INCOMPLETE APPLICATION OF RULES/IGNORANCE OF RULES RESTRICTIONS	Lesson plan #2 Activity: Endangered Species "*STOP, you're kill me!* 	Journal #2 What kinds of errors in production were present during class? L1 transfer, wrong word, word order, overgeneralization	

Table 9. Triangulation of data Participant #5

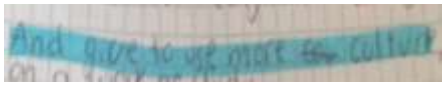
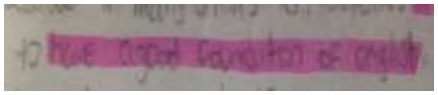
		INSTRUMENTS		
		ARTIFACT	**JOURNAL**	**THINK ALOUD**
CATEGORIES	**OVERGENERALIZATION**	Lesson plan #2 Activity: Endangered Species "*we need that they stop"* 	Journal #2 What kinds of errors in production were present during class? L1 transfer, wrong word, word order, overgeneralization.	1. "Porque creo que uno se basa mucho en como escribe las cosas en español y las escribe tal cual inglés. Uno no es consciente de que hay formas diferentes de escribir algunas cosas sobre todo como en el orden que algunas veces es muy diferente al orden del español." 2. "Sí porque me he dado cuenta que cuando uno escribe, esta es escribiéndolas cosas tal cual como uno las escribe en español y eso que nos enseñaron me hizo darme cuenta que hay diferencias en algunas cosas y que en ingles puede que se escriba de forma diferente. Además que escribimos no solo oraciones sino que teníamos que hacer como escritos más largos y creo que eso hace que uno se dé más cuenta de esas diferencias entre español e inglés."
	FALSE HYPOTHESIS	Lesson plan #4: Activity: Global Temperatures "*affect to the environmente"* 	Journal #4 What kinds of errors in production were present during class? Word order, overgeneralization, L1 interference	
	INCOMPLETE APPLICATION OF RULES/IGNORANCE OF RULES RESTRICTIONS	Lesson plan #8 Activity: Why learning English is important for me? "And give to use more culture" 	Journal #8 What kinds of errors in production were present during class? L1 transfer, wrong word, word order, overgeneralization,	

Table 10. Triangulation of data Participant #6

		INSTRUMENTS		
		ARTIFACT	**JOURNAL**	**THINK ALOUD**
CATEGORIES	**OVERGENERALIZATION**	Lesson plan #8 Activity: Why learning English is important for me? "*They doesn't give* 	Journal #8 What kinds of errors in production were present during class? L1 transfer, wrong word, word order, overgeneralization.	1. "Porque uno no recuerda muy bien como son algunas reglas en inglés y creo que uno escribe con lo poco que recuerda de esas reglas y confunde algunas de ellas. Creo que también muchas veces lo que uno hace es escribir tal cual escribe las cosas en español y no usa las palabras que sean las más correctas y eso para lo que uno quiere decir o escribir." 2. "Sí porque me ha ayudado a entender mejor como usar algunas reglas para escribir en inglés y también porque me he dado cuenta que algunas palabras no se usan de la misma forma que nosotros las usamos en español"
	FALSE HYPOTHESIS	Lesson plan #9 Activity: Why learning English is important for me? "*to have a good foundation of English"* 	Journal #9 What kinds of errors in production were present during class? Wrong word, word order, overgeneralization, L1 interference, L2 interference, simplification by omission	
	INCOMPLETE APPLICATION OF RULES/IGNORANCE OF RULES RESTRICTIONS	Lesson plan #2 Activity: Endangered Species "*please take care"* 	Journal #2 What kinds of errors in production were present during class? L1 transfer, wrong word, word order, overgeneralization	

The following charts display the evidence of the progress of each participant as well as the error reduction since the first self-reflective written production to the last one. These written activities were prepared for students to be able to express their perception of English learning and its importance. Three self-reflection tasks were applied with the purpose of comparing and analyzing the progress of students' written production:

Table 11. Progress evidence Participant #1

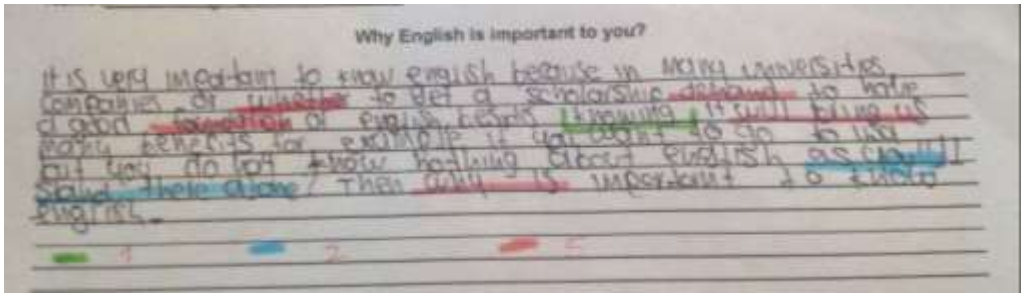
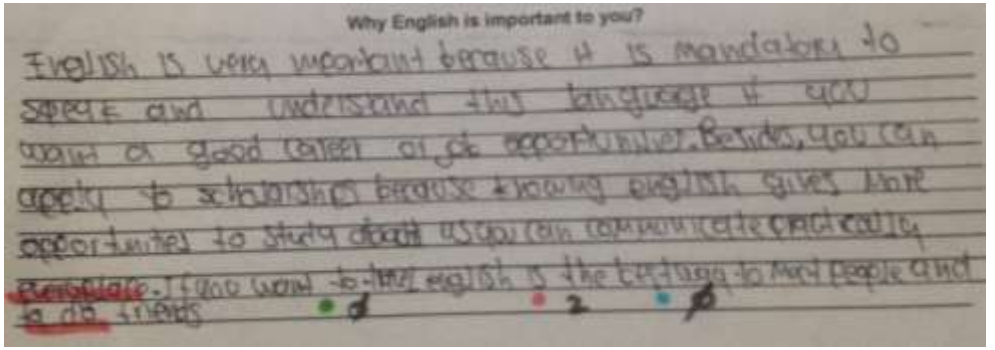
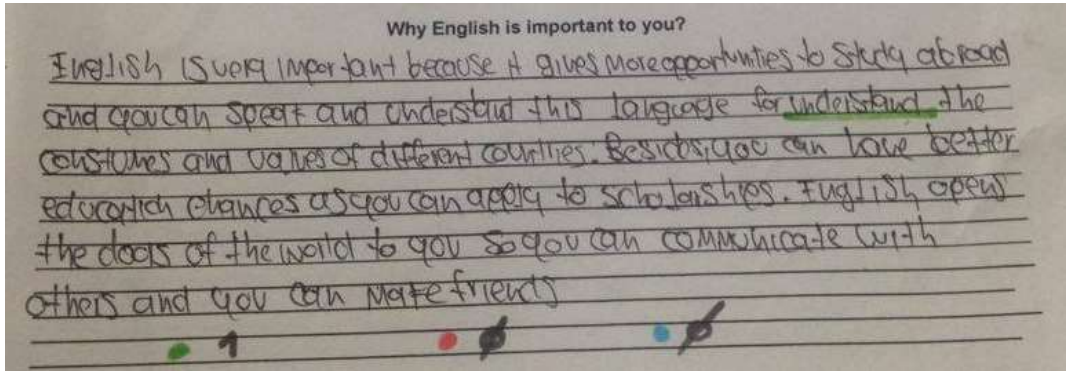
Composition #1 Overgeneralization: 1 False hypothesis: 5 Incomplete application of rules: 2	
Composition #2 Overgeneralization: 0 False hypothesis: 2 Incomplete application of rules: 0	
Composition #3 Overgeneralization: 1 False hypothesis: 0 Incomplete application of rules: 0	

Table 12. Progress evidence Participant #2

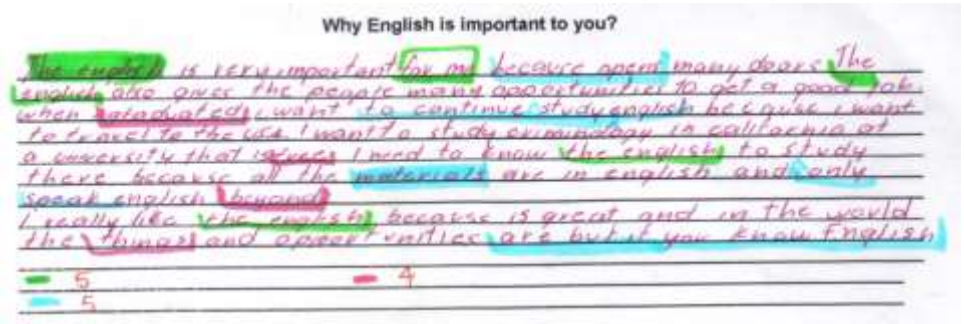
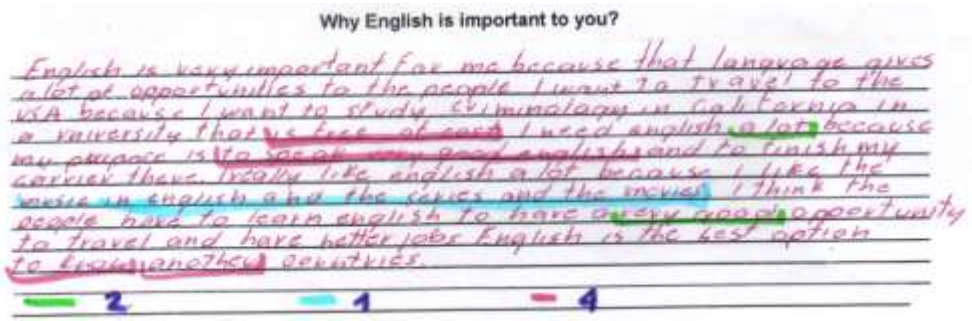
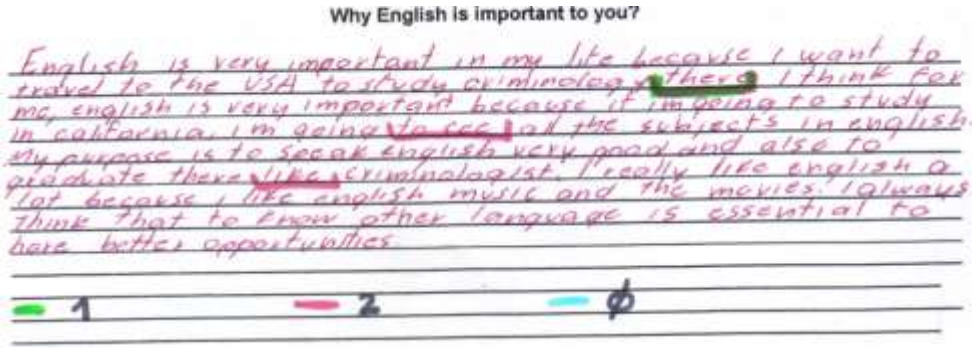
Composition #1 Overgeneralization: 5 False hypothesis: 4 Incomplete application of rules: 5	
Composition #2 Overgeneralization: 2 False hypothesis: 4 Incomplete application of rules: 1	
Composition #3 Overgeneralization: 1 False hypothesis: 2 Incomplete application of rules: 0	

Table 13. Progress evidence Participant #3

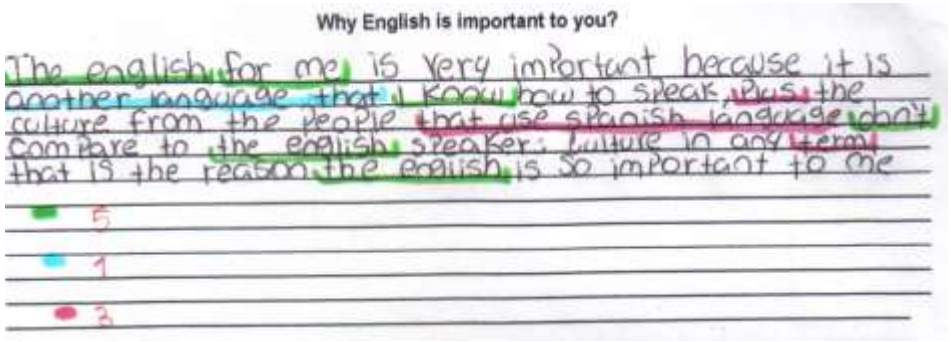
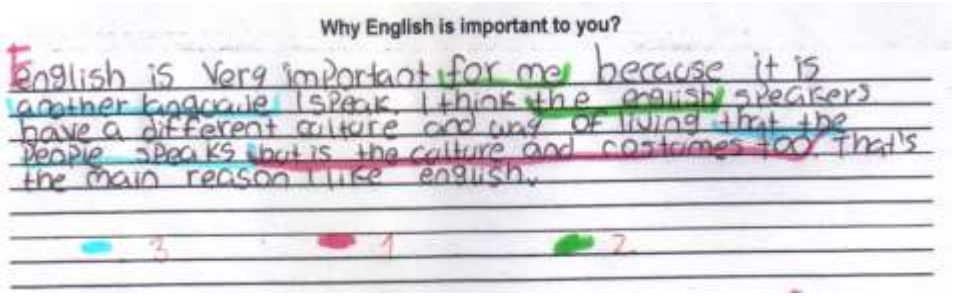
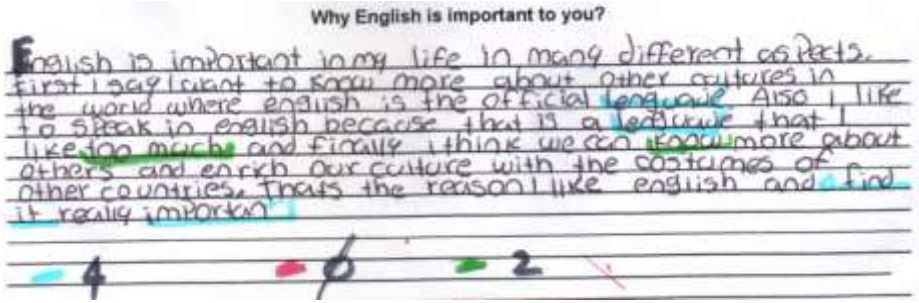
Composition #1 Overgeneralization: 5 False hypothesis: 3 Incomplete application of rules: 1	
Composition #2 Overgeneralization: 2 False hypothesis: 1 Incomplete application of rules: 3	
Composition #3 Overgeneralization: 2 False hypothesis: 0 Incomplete application of rules: 4	

Table 14. Progress evidence Participant #4

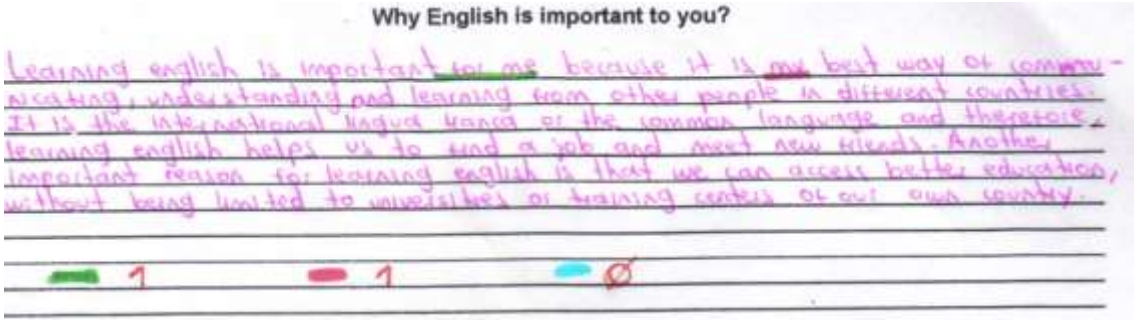
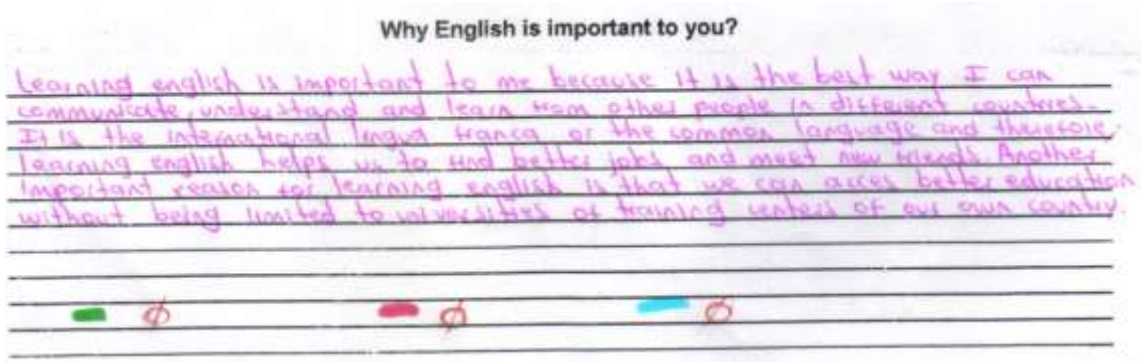
Composition #1 Overgeneralization: 1 False hypothesis: 1 Incomplete application of rules: 0	
Composition #2 Overgeneralization: 0 False hypothesis: 0 Incomplete application of rules: 0	

Table 15. Progress evidence Participant #5

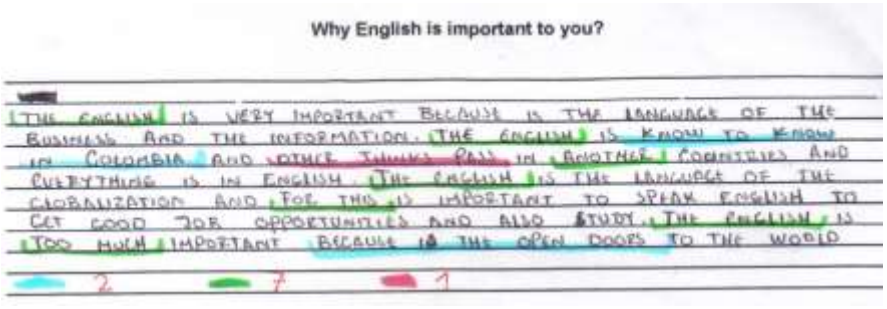
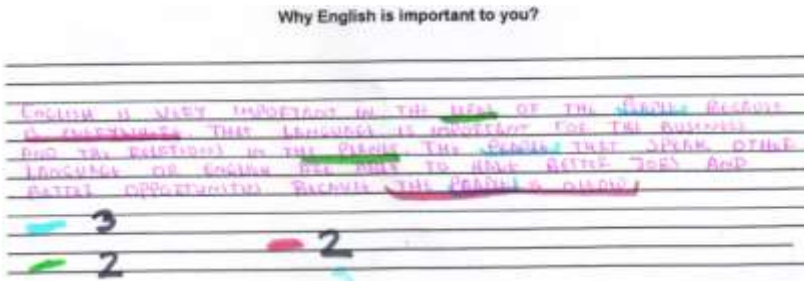
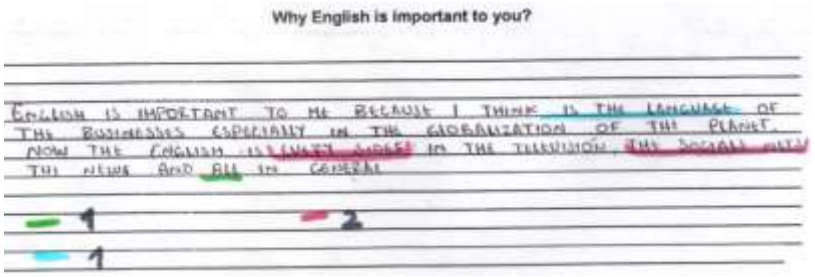
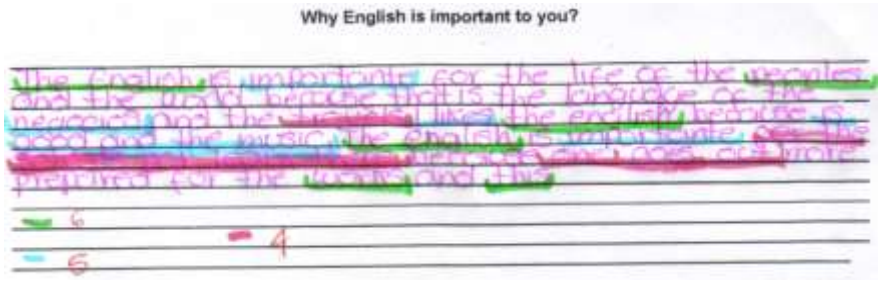
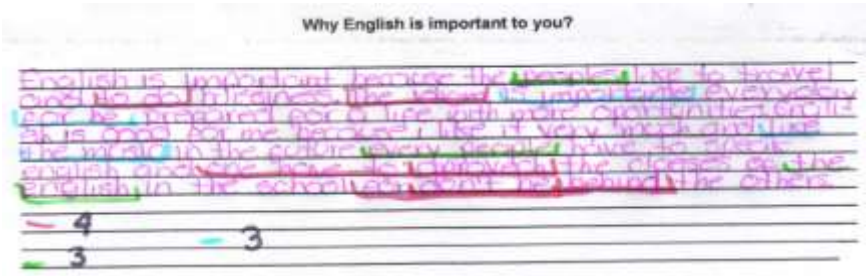
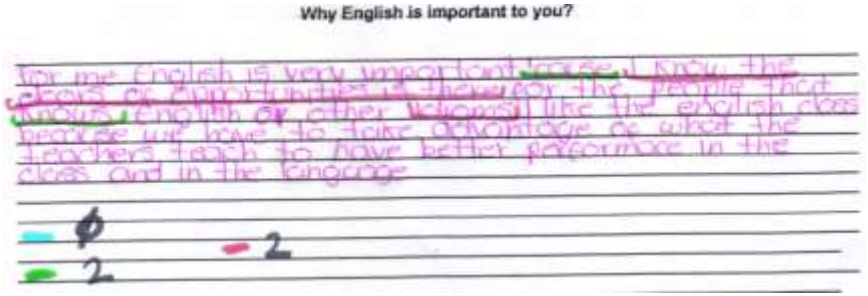
Composition #1 Overgeneralization: 7 False hypothesis: 1 Incomplete application of rules: 2	
Composition #2 Overgeneralization: 2 False hypothesis: 2 Incomplete application of rules: 3	
Composition #3 Overgeneralization: 1 False hypothesis: 2 Incomplete application of rules: 1	

Table 16. Progress evidence Participant #6

Composition #1 Overgeneralization: 6 False hypothesis: 4 Incomplete application of rules: 5	
Composition #2 Overgeneralization: 3 False hypothesis: 4 Incomplete application of rules: 3	
Composition #3 Overgeneralization: 2 False hypothesis: 2 Incomplete application of rules: 0	

Chapter 6

Conclusions

In this chapter, we present a set of conclusions derived from the analysis of our findings throughout the project. First, we will give an account of the results of the tasks that were applied during the whole process. Consequently, we will focus on answering the questions that gave rise to the creation of this project in order to determine the effectiveness of the application of language awareness strategies in the reduction of errors in students' writing, based on the categories that were set.

We managed this project through a task-based approach that helped us take a closer look into the writing process of English language learners. We purposefully designed the tasks to keep a track of the evolution of students' written compositions in order to determine their improvement by applying strategies and techniques of language awareness. We can affirm that a set of continued tasks does help applying language awareness strategies, conveying a meaningful and contextualized atmosphere in which students were able to approach the language in a more conscious way.

The strategies that were applied through the course helped teachers and learners identify opportunities of improvement and feedback based on previous knowledge that could reduce errors in writing. By giving students a means of reflecting on their own work as the program was conducted, we were able to see how their experience of learning was impacting their written compositions in a positive way. This means that being aware of the fact that even if errors were present, a timely correction and a contextualized explanation based on previous work constitutes

a learning opportunity instead of an ending failure, which results in the reduction of the same kinds of errors in future written productions.

It is important to stress the fact that a program that focuses on language awareness needs to provide a meaningful and engaging setting that will motivate students approach the language in a natural and spontaneous way. This understanding is key in order to trigger a learning process that seeks to make students become aware of what has happened, what is happening and what could possibly happen in the long term, which definitely helps creating a mind setting already immerse in the language.

Accordingly, we can say that applying language awareness strategies helps reduce errors in students' written production, by the implementation of a task-based approach that endures and keeps and account of the process of writing developed by learners. Each one of the categories of errors set during the course of the project shows an improvement visible on the decrease of the same errors in the compositions and the overall piece of work submitted.

In general terms, we can see that the main cause of errors in writing comes from a strong influence of L1 when trying to write in L2. This influence was generated by the need of conveying meaning in what is being said, without a clear idea of how to say it, thus resulting in the use of translation of isolated words, incorrect use of idioms and words, and the assumption and application of grammatical rules.

The majority of the errors we could identify during the process emerged by the influence of L1 in L2. However, there were times when we detected errors that were not entirely related with the use of rules and structures of L1, but were an incomplete or an incorrect use of the acquired

elements of L2. This helped us classify 3 main categories during the stages of data analysis showing the following:

- Overgeneralization

  This category was present particularly during the last few weeks of the program. Although students seemed to have gained some understanding of the rules and structures of L2, there were times where these were applied even in cases when it was not necessary. This shows comprehension of the structure with an incomplete development which does not totally affect the meaning of the sentence.

- False hypothesis

  The use of random or unrelated words and idioms within both the target and the first language, which usually generated from direct translations. This kinds of errors were common during the first and middle stages of the project, showing an attempt of conveying meaning but affecting the body of work.

- Incomplete application of rules/Ignorance of rules restrictions

  These types of errors were present during the first and last stages. They reflect a gap in previous knowledge that does not necessarily affect the meaning and show influence from the first language when it comes to restrictions. The incomplete application of rules was often seen when new knowledge was presented and evidenced confusion in the ideas from the text.

The effects of language awareness strategies including the accumulation of knowledge and opinions, establishing goals, revising assignments, formulating ideas, drafting, and considering the audience were the most used and the ones that students better reacted to. They contributed as a whole parameter for students to enrich their compositions and gain conscience of a clear and concise writing process that they were part of.

Further Research and Limitations

The pedagogical implications of this work represent a possibility of improvement in students' learning and a procedural enhancement of teaching techniques and assessment. This approach can also keep a visible track of a process that involves both the learner and the instructor in a structured and self-aware program that will evidence the evolution of a writing process with clear opportunities of correction, guidance and feedback.

The endurance of such approach can be affected by the amount of students, the restrains of space and time for the application of a teacher-designed syllabus, the scope aligned for the program, and the different possible interests of both teachers and learners. Nevertheless, this constitutes an alternate entry point for the analysis and the study of writing processes as well as the effectiveness that a set of well-known or new and upcoming strategies or techniques may have in a specific skill of the language.

As part of the recent discussion about the implementation of language awareness in the classroom, other studies have contributed a great deal to the development and the understanding of this tendency. Zang & Hung (2014) conducted a case study focused on the integration of language awareness into grammar teaching in an EFL context. The study concluded that through

the language pedagogy, a majority of the participants showed positive changes in their attitude towards learning grammar structures and applied different learning strategies that helped them have a better integration with each one of the 4 skills of the language. In their own words, "the case study has shed light on the potential of integrating language awareness into grammar pedagogy in the EFL context as well as its future development in second/foreign language teaching and learning."

Svalberg (2012), argues that research is needed into how language awareness is constructed by language learners and teachers through direct engagement with language in the classroom. She later concludes that "LA research should embrace the complexity of classrooms. That includes many such as multilingualism and intercultural communication…In language teaching, the use of communicative and integrated skills approaches and authentic materials has arguably increased the demands made on teachers' LA."

The work of Ellis (2012), examines aspects of language awareness that are fostered by current practices in teacher education and discusses which elements of language awareness are desirable for teachers to develop. Her findings show that it is necessary to expand our understanding of language awareness to reembrace it as a cross-linguistic concept and consider both the elements present in L1 as well as the target language.

Finally, Thomson (2012) affirms that the implementation of language awareness strategies varies based on individual teacher beliefs, their education and experience of teaching and language teaching, the language levels of students and the types of interaction in the classroom that take place between the teacher and students through the course if a specific program.

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Annexes

Annex 1. Lesson plans

LESSON PLAN No.1

TOPIC: Diagnostic Test	LEVEL: Beginners
GRADE: 1102	TIME: 50 Minutes
DATE: 19/02/2015	

AIM OF THE LESSON: Evaluate English Level of the Students

GRAMAR STRUCTURE: Articles, Simple Present, Short Questions and Answers, Past Simple, Prepositions, Adjectives, Adverbs, Present Progressive, Pronouns, Present Perfect, Future Tense, Comparatives.

NEW VOCABULARY: None

OPENING OF THE LESSON: Introduction of the class and Teacher, Students and Teacher Expectations, Presentation and Explanation of the Diagnostic Test, General Indications to Develop Diagnostic Test.	**RESOURCES:** Markers and Board **TIME:** 10 Mins
PRESENTATION OF THE NEW KNOWLEDGE (description of the activities and examples) 1. Students have to develop diagnostic text by their own	**RESOURCES:** Diagnostic Test Worksheet **TIME:** 30 Mins
CLOSURE OF THE LESSON: ***Review or testing activity*** Discussion and Group Correction of the Test	**RESOURCES:** Markers, Board and Diagnostic Test **TIME:** 10 Mins

LESSON PLAN No. 2

Topic: Animals in danger of extinction **Level:**
Grade: 1102 **Time:** 50 minutes

Aim of the lesson: At the end of the lesson students will be able to identify different types of personal and possessive pronouns

Grammar Structure: Personal and Possessive pronouns.

New Vocabulary: Endangered, Species, Mammals, Vanish

Opening of the lesson: Students will have a pre-reading to clarify key vocabulary on the lecture. Reading is based on

Resources: Worksheets

Time: 10 Mins

Presentation of the new knowledge:

Resources: Flashcards, Animal Pictures.

Time: 30 Mins

Closure of the lesson:

Resources: Board and Makers

Time: 10 Mins

LESSON PLAN 3

Topic: Climate Change Time Machine	**Level:** Intermediate
Grade: 1102	**Time:** 50 min

Aim of the lesson: At the end of the lesson students will be able to identify the causes and effects of the climate change and global warming through the use of different regular and irregular verbs.

Grammar Structure: Regular and irregular verbs.

New Vocabulary: Climate change, greenhouse effect, global warming,

Opening of the lesson: Ask students what they think global warming is. Then Students are going to watch a video about the causes of global warming and how climate change has evolved. Students are going to give their opinions about the video.

Resources: Video, TV.

Time: 15 minutes

Presentation of the new knowledge; Using a sample of sentence related to the topic, the students will learn the differences between the regular and irregular verbs, used in present and past tenses specifically.
Then students are going to see some examples of regular verbs and some examples of irregular verbs, recommending students to check the list of irregular verbs. After that the students are going to develop a workshop with a reading comprehension activity in order to identify both, irregular and regular verbs.

Resources: Board, markers, worksheets

Time: 35 minutes

Closure of the lesson: Review of the grammar lesson and review of the environment topic

Resources: Board, markers

Time: 10 minutes

LESSON PLAN 4

Topic: Climate Change Time Machine	**Level:** Intermediate
Grade: 1102	**Time:** 50 min

Aim of the lesson: At the end of the lesson students will be able to identify the causes and effects of the climate change and global warming through the use of future *will* and *going to*.

Grammar Structure: Future Tenses Will and Going to.

New Vocabulary: Climate change, greenhouse effect, global warming, wheatear, degree, drop.

Opening of the lesson: Students will be asked what they think global warming is. Then, students are going to watch a presentation about how the climate will change in the future.

Resources: Power Point Presentation.

Time: 15 minutes

Presentation of the new knowledge: Using a sample of sentence related to the topic, the students will practice the use of future tense specifically by relating some pictures about climate change.

Then students are going to see some examples of future tense. After that, the students are going to develop a workshop with a reading comprehension activity in order to identify future sentences. Also students will present an assessment about previous topics, this assessment is going to be interactive to be developed in a computer.

Resources: Board, markers, worksheets, computers

Time: 35 minutes

Closure of the lesson: Review of the grammar lesson and reflection of the environment topic

Resources: Board, markers

Time: 10 minutes

LESSON PLAN 5

Topic: Climate Change Time Machine	**Level:** Intermediate
Grade: 1102	**Time:** 50 min

Aim of the lesson: At the end of the lesson students will be able to identify the causes and effects of the climate change and global warming through the use of future *will* and *going to*.

Grammar Structure: Future Tenses Will and Going to.

New Vocabulary: Climate change, greenhouse effect, global warming, wheatear, degree, drop.

Opening of the lesson: Students will be asked what they think global warming is. Then, students are going to watch a short video about the causes of global warming and how climate change has evolved. Students are going to give their opinions about the video.

Resources: Video, TV.

Time: 15 minutes

Presentation of the new knowledge: Using a sample of sentence related to the topic, the students will practice the use of simple past tense specifically by relating some pictures about climate change.

Then students are going to see some examples of past tense. After that, the students are going to develop a workshop with a reading comprehension activity in order to identify simple past sentences.

Resources: Board, markers, worksheets and Power Point Presentation

Time: 35 minutes

Closure of the lesson: Review of the grammar lesson and reflection of the environment topic

Resources: Board, markers

Time: 10 minutes

LESSON PLAN

Topic: Climate Change Time Machine	**Level:** Intermediate
Grade: 1102	**Time:** 50 min

Aim of the lesson: At the end of the lesson students will be able to identify the causes and effects of the climate change and global warming through the use of past tense.

Grammar Structure: Past Tense.

New Vocabulary: Climate change, greenhouse effect, global warming, wheatear, degree, drop.

Opening of the lesson: Students will be asked what they think global warming is. Then, students are going to watch a short video about the causes of global warming and how climate change has evolved. Students are going to give their opinions about the video.

Resources: Video, TV.

Time: 15 minutes

Presentation of the new knowledge: Using a sample of sentence related to the topic, the students will practice the use of simple past tense specifically by relating some pictures about climate change. Then students are going to see some examples of past tense. After that, the students are going to develop a workshop with a reading comprehension activity in order to identify simple past sentences.

Resources: Board, markers, worksheets and Power Point Presentation
Time: 35 minutes

Closure of the lesson: Review of the grammar lesson and reflection of the environment topic

Resources: Board, markers
Time: 10 minutes

LESSON PLAN

Topic: Climate Change Time Machine	**Level:** Intermediate
Grade: 1102	**Time:** 50 min

Aim of the lesson: At the end of the lesson students will be able to identify the causes and effects of the climate change and global warming through the use of future *will* and *going to*.

Grammar Structure: Future Tenses Will and Going to.

New Vocabulary: Dredged Up, Harmful, Appendage, Shape.

Opening of the lesson: Students will be asked what they think about the future of our planet. Then, students are going to watch a presentation with some questions using will about some possible scenarios in the future.

Resources: Power Point Presentation.

Time: 15 minutes

Presentation of the new knowledge: Using a sample of sentence related to the topic, the students will practice the use of future tense specifically by relating some pictures about climate change.

Then students are going to see some examples of future tense. After that, the students are going to develop a workshop with a reading comprehension activity in order to identify future sentences.

Resources: Board, markers, worksheets.

Time: 35 minutes

Closure of the lesson: Review of the grammar lesson and reflection of the environment topic

Resources: Board, markers

Time: 10 minutes

LESSON PLAN

Topic: The Recycling Process	**Level:** Intermediate
Grade: 1102	**Time:** 50 min

Aim of the lesson: At the end of the lesson students will be able to identify the recycling process through the use of some common *Phrasal Verbs*.

Grammar Structure: Phrasal Verbs.

New Vocabulary: Recycling, break down, break up, bring up, cut down on, cut off, cut out, find out, give up, let down, put across, put down, put through run out of, take after, take on, take up, tell off, tin

Opening of the lesson: Students will be asked about what they think is the meaning of some phrasal verbs using a power point presentation with pictures and a synonym.

Resources: Power Point Presentation.

Time: 15 minutes

Presentation of the new knowledge: Some students are going to be selected and they are going to receive a flashcard with a phrasal verb. Then, in front of their classmates, they are going to act out the verb they have on their card and their classmates are going to guess the meaning of the verb on the card.

Then students are going to write some sentences on their notebooks, using the phrasal verbs they watched on the presentation.

Resources: Board, markers, flashcards, notebooks

Time: 35 minutes

Closure of the lesson: Students will be watching a video about the process of recycling and some ideas about how to recycle tin cans

Resources: Video

LESSON PLAN

Topic: Why English is Important for me?	**Level:** Intermediate
Grade: 1102	**Time:** 50 min

Aim of the lesson: At the end of the lesson students will be able to identify some common mistakes in written production from native Spanish speakers.

Grammar Structure: Word Order, Differences between "To" and "For", Kinds of Subjects and Predicates, Plural and Singular differences and Correct Use of words in an English Context.

New Vocabulary: Modal Verb Can

Opening of the lesson: Students will be asked about the reasons why is difficult for them to write compositions in English, What kind of support and feedback they expect to receive when they are writing in English and Introduction to the concept of Interlanguage.

Resources: Smart Board, Board and Markers

Time: 10 minutes

Presentation of the new knowledge: Using a Prezi presentation common mistakes made by the students in their written production will be analyzed in detail, making emphasis in the grammar, structural and pragmatic differences between Spanish and English (this information has been collected from previous student's compositions).

Then students are going to rewrite their own compositions about "Why is important Learning English for me?" Based on the feedback gave in the presentation.

Resources: Board, markers, Prezi Presentation.

Time: 40 minutes

Closure of the lesson: Students will be watching a video the correct use of the adjectives in English.

LESSON PLAN 10

Topic: Who Made This?	**Level:** Intermediate
Grade: 1102	**Time:** 50 min

Aim of the lesson: At the end of the lesson students will be able to use the passive voice with preposition by and identify the subject and object in a sentence.

Grammar Structure: Passive Voice with preposition By

New Vocabulary: Verbs in Past Participle as Written, Directed, Composed, Designed and preposition by.

Opening of the lesson: Students will be showed 3 different movie posters from popular films and then they will be asked about what do they know about those movies, who is the director of that film and what actors are in those movies.

Resources: Board, Markers and Movie Poster
Time: 10 minutes

Presentation of the new knowledge: From the information given by the students about the movie posters presented, the basic structure about passive voice will be explained, making emphasis on important aspects as the relations between subject and object, the use of the verb to be and the use of verbs in past participle.

Then students are going to watch some pictures with some information about famous singers, soccer teams, buildings, shows and movies

Resources: Board, markers and Power Point Presentation.

Time: 40 minutes

Closure of the lesson: Students will choose one movie, one musician and one actor and then write a sentence in passive and active voice in their notebooks.

Resources: Notebook, board and markers

Annex 2. Materials

ENDANGERED SPECIES

Elephants. Tigers. Gorillas. Pandas. Blue Whales. What do these amazing creatures have in common? They are some of the biggest, coolest, and most loved animals on the planet. They are all also endangered species.

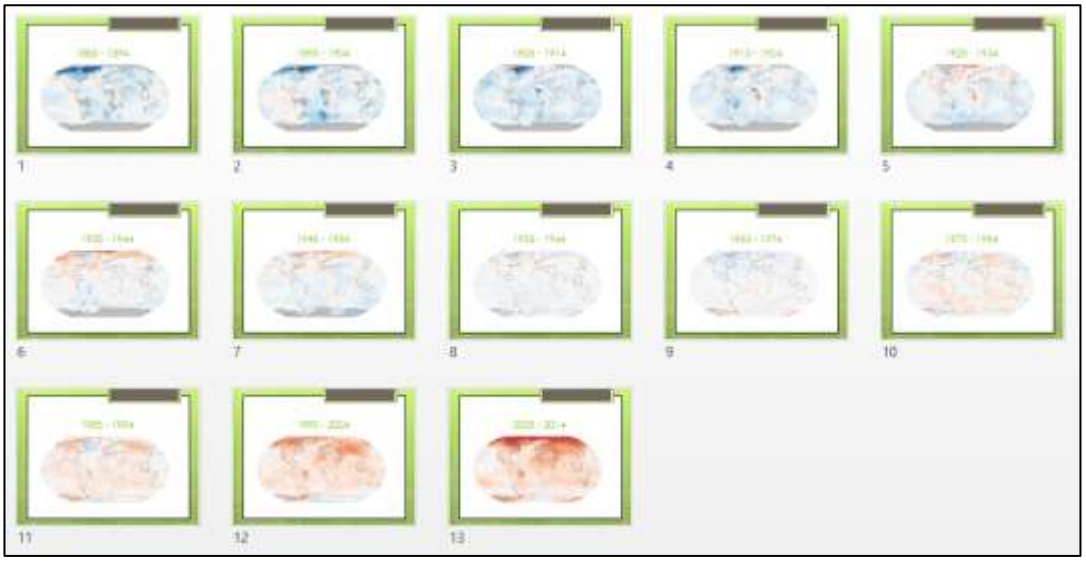
An animal or plant is endangered when there are so few left alive on the planet that the entire species is in danger of vanishing forever. When a species is completely gone—and not a single one survives anywhere on Earth—it is considered extinct. Unfortunately, one out of every eight species of birds, one in four mammals, one in three amphibians, and one in five plants are endangered.

1. In the text, "Elephants. Tigers. Gorillas. Pandas. Blue Whales" can be replaced by:

A. We
B. They
C. I
D. You

2. An animal or plant is endangered when:

A. There are many animals alive
B. When an animal or plant is temporary in danger
C. When a complete species is in danger of vanish forever
D. One in five plants are endangered



Colegio Luis Carlos Galán
1102

Name: **Date:**

Scientists Detail Severe Future Impacts of Climate Change

In a probable scenario for climate change, New Orleans will no longer exist. Neither will Atlantic City, N.J. Boston will look much like it did in the 17th century, before the city was dredged up to build a port. And Florida will no longer keep its distinct appendage shape.

Scientists have high confidence that global temperatures will continue to rise for decades to come, largely due to greenhouse gasses produced by human activities. According to The Intergovernmental Panel on Climate Change (IPCC), the extent of climate change effects on individual regions will vary over time and with the ability of different societal and environmental systems to mitigate or adapt to change.

The IPCC predicts that increases in global mean temperature of less than 1.8 to 5.4 degrees Fahrenheit (1 to 3 degrees Celsius) above 1990 levels will produce beneficial impacts in some regions and harmful ones in others. Net annual costs will increase over time as global temperatures increase.

"Taken as a whole," the IPCC states, "the range of published evidence indicates that the net damage costs of climate change are likely to be significant and to increase over time." [1]

1. According to the article:
a. New Orleans will be reduced in its extension.
b. Atlantic City and Boston will disappear.
c. New Orleans will disappear probably.
d. Florida will be reduced in its extension

2. _____
_____
_____

3. Circle the verbs in past in the article. Then, rewrite the sentence with *going to*.
4. In our daily life, we have been able to perceive many changes in the weather. How do you think our planet will look in the next 25 years?

Colegio Luis Carlos Galán
1102

Name: **Date:**

Arctic Sea Ice Melts More Each Year

The Arctic sea ice cover has melted to its lowest extent since satellite observation of it began more than three decades ago, breaking a previous record low set in 2007.

NASA and scientists at the University of Colorado, Boulder report the Arctic sea ice extent - the amount of ice covering the sea surface – fell to 4.10 million square kilometers in Aug. 26, 2012. And, with more days left in the summer melting cycle, they anticipate even more of a loss before the freeze cycle begins at the end of September.

"By itself it's just a number, and occasionally records are going to get set. But in the context of what's happened in the last several years and throughout the satellite record, it's an indication that the Arctic sea ice cover is fundamentally changing," said Walt Meier, a scientist at the National Snow and Ice Data Center (NSIDC) at the University of Colorado.

Sea ice in the Arctic goes through a regular yearly cycle of growing and melting. While it doesn't raise sea level, says Meier, it does have an effect on the climate systems through how much energy gets absorbed from the sun. Since the Arctic sea ice observational record began in 1979, the trend of ice melt went from slow and steady to more significant as time went on.

1. According to the article
a. Arctic sea ice cover has been reduced drastically in the last 30 years
b. Last 15 year ice cover has melted to its lowest extent
c. Arctic sea ice cover has increased in the last 30 years
d. There is no evidence to prove that Arctic sea has melted

2. Circle the verbs in past in the article. Then, write the present tense of the verb.
3. In our city, we have been able to perceive many changes in the weather. How you describe the weather of our city today compared to the past 5 years ago.

Annex 3. Consent for Parents.

Bogotá D.C Febrero de 2015

Señores Padres de Familia y Directivos del I.E.D Colegio Luis Carlos Galán.

Por medio de la presente nos dirigimos a ustedes padres de familia y directvos del colegio I.E.D Luis Carlos Galán, para pedir su previa autorizacion en la participacion de los estudiantes de grado 1102 en algunas de las actividafes que hacen parte de nuestro proyecto de grado "LANGUAGE AWAREBNESS STRATEGIES FOR ERROR REDCTION IKN WRITING"
Estas actividades son una parte fundmental de nestro proyecto de grado, con el fin de favorecer e implementar nuevas estrategias de enseñanza del idioma ingles. Las actividaees qie realizarekmos estaran enfocadas en escritos en inles. Las actividades se realizaran dentro de las instalaciones del colegio furante el espacio academico permitido por la profesira titular de inles.
Los reultados de estas actiuvidades seran compattidasd von el tutor de practicas y lka profesora de ingles.

Cordialmente:

_____	_____	_____
Arturro Ortiz Leon	Alejandro Gonzalez	Stephania Fonseca

Yo, _____, identificado con CC._____ padre de familia y/o acudiente del/a estudiante _____ del grado 1102, autorizo a mi hijo/a a participar en la investigación "LANGUAGE AWARENESS STRATEGIES FOR ERROR REDUCTION IN WRITING"

Firma:_____

Annex 3. Journals

Journal 1

1. What was set out to teach?

A diagnostic test was implemented in order to gather information about the current level of English students had, as well as their proficiency. The main focus was their writing skills and basic English grammar.

2. What materials were used for the class?

We used worksheets with instructions about how to develop the diagnostic. The test had students write a short composition explaining why English was important to communicate.

3. What kind of errors in production were present during class?

L1 transfer, wrong word, word order, simplification by omission

4. What strategies were used to achieve error reduction during class?

Proof-reading, grammar in context, planning/organizing

5. How did students respond to the activities planned?

Students' response was positive in general. We were able to collect the first set of samples in order to start the analysis for our research project. Students seem willing to participate in the activities and agree with the goals of our teaching program.

Journal 2

1. What was set out to teach?

This lesson was based on the different types of personal and possessive pronouns.

2. What materials were used for the class?

We used worksheets with a pre-reading showing key words. Also, we used flashcards and different pictures of animals.

3. What kind of errors in production were present during class?

L1 transfer, wrong word, word order, overgeneralization

4. What strategies were used to achieve error reduction during class?

Proof-reading, grammar in context, planning/organizing, selecting key words

5. How did students respond to the activities planned?

Students' response was positive. We were able to present new vocabulary and access students' previous knowledge about possessive pronouns. Students engaged with the activities planned for the lesson and started to see the importance of context when approaching the L2.

Journal 3

1. What was set out to teach?

This lesson was based on the differences between regular and irregular verbs.

2. What materials were used for the class?

We used a video to show students the effects of global warming and worksheets with examples of the use of regular and irregular verbs so that students could identify them and work with them.

3. What kind of errors in production were present during class?

Wrong word, overgeneralization

4. What strategies were used to achieve error reduction during class?

Proof-reading, grammar in context, planning/organizing, selecting key words

5. How did students respond to the activities planned and the strategies used?

Students' response was positive. We were able to present new vocabulary and access students' previous knowledge about verbs and their different uses. Students participated enthusiastically in

the activities planned for the lesson and are becoming more aware of the topics for the lessons we prepare and their relation with L2.

Journal 4

1. What was set out to teach?

This lesson was based on future tense and the use of will and going to. Language improvement checkpoint/Assessment

2. What materials were used for the class?

We used a Power Point presentation about climate change and its effects in the future of the planet. Also, we used worksheets so that students could practice using the future tense to express their ideas about climate change and computers for the language improvement checkpoint.

3. What kind of errors in production were present during class?

Word order, overgeneralization, L1 interference

4. What strategies were used to achieve error reduction during class?

Pre-reading, grammar in context, planning/organizing, predicting, retrospective revision

5. How did students respond to the activities planned and the strategies used?

Students' response was positive. We were able to present new knowledge about the use of future tenses in English. Students participated in the assessment about the topics covered so far to check upon their previous mistakes and analyze the improvement showed throughout the program in their written compositions.

Journal 5

1. What was set out to teach?

This lesson continues with what was started on Lesson 4 of the program and starts a transition between future and past tense.

2. What materials were used for the class?

We used a video to show students the evolution of global warming in history and worksheets with examples of the use past tenses.

3. What kind of errors in production were present during class?

Wrong word, word order, L2 interference, L1 interference

4. What strategies were used to achieve error reduction during class?

Proof-reading, grammar in context, planning/organizing, selecting key words

5. How did students respond to the activities planned and the strategies used?

Students' response is still positive. We were able to present new knowledge in relation to what was being discussed the previous class. Students participated enthusiastically in the activities planned for the lesson and are fully aware of the sequence of the program and its relation with the environmental topics we have been working with so far.

Journal 6

1. What was set out to teach?

This lesson re-takes what was covered on Lesson 5 of the program and starts the closure of the use of past tenses.

2. What materials were used for the class?

We used a video to show students the causes of global warming and worksheets with examples of the use of past tenses so they could identify them.

3. What kind of errors in production were present during class?

Wrong word, overgeneralization, L1 interference

4. What strategies were used to achieve error reduction during class?

Pre-reading, grammar in context, planning/organizing, selecting key words

5. How did students respond to the activities planned and the strategies used?

Students showed interest in continuing with the program. We were able to complete the explanation of past tense and students seem to understand the connection of the things that we have been doing, not only to improve writing, but to analyze a specific issue only through the L2.

Journal 7

1. What was set out to teach?

This lesson re-takes what was covered on Lessons 5 and 4 of the program and starts the closure of the use of future tenses.

2. What materials were used for the class?

We used a Power Point presentation asking questions about the future of planet Earth related to the issues of global warming and climate change.

3. What kind of errors in production were present during class?

Wrong word, L2 interference

4. What strategies were used to achieve error reduction during class?

Pre-reading, grammar in context, planning/organizing

5. How did students respond to the activities planned and the strategies used?

Students' response showed how the structures covered have been used in a meaningful way. They seem more confident and comfortable communicating through L2.

Journal 8

1. What was set out to teach?

This lesson covers the use of common phrasal verbs through the activities of recycling to contribute with the reduction of global warming and the well being of the environment.

2. What materials were used for the class?

We used a Power Point presentation showing some phrasal verbs with pictures and synonyms.

3. What kind of errors in production were present during class?

Wrong word, word order, L1 interference

4. What strategies were used to achieve error reduction during class?

Pre-reading, vocabulary in context, planning/organizing, selecting key words

5. How did students respond to the activities planned and the strategies used?

Students show an increasing interest in environmental topics. We were able to effectively present new vocabulary that still relates to what we have been working on, and so students felt comfortable with the introduction of new knowledge.

Journal 9

1. What was set out to teach?

This lesson revised the errors in written production that we identified together throughout the program until this point

2. What materials were used for the class?

We used a Prezi presentation to show common mistakes made when writing in L2 to analyze them in detail. We then contrasted this information found on their previous compositions with the correct uses of vocabulary and grammar structures.

3. What kind of errors in production were present during class?

Wrong word, word order, overgeneralization, L1 interference, L2 interference, simplification by omission

4. What strategies were used to achieve error reduction during class?

Pre-reading, proof-reading grammar in context, vocabulary in context planning/organizing, selecting key words

5. How did students respond to the activities planned and the strategies used?

Students' response to the general feedback was positive and reassuring. They seem to understand how the program served as a way of identifying errors and applying strategies from L2 to correct them.

Annex 4. Transcriptions Think Alouds

Teacher: Bueno entonces en la primera pregunta acerca del programa que hemos realizado eh ¿ustedes consideran que es importante que se haga una corrección o una retroalimentación oportuna sobre los errores que ustedes, bueno realizan en sus producciones escritas? Y bueno ¿Por qué? ¿Por qué consideran que es importante que se haga una corrección oportuna?

Participant 1: Si porque generalmente cuando escribimos y cuando hablamos no tenemos en cuenta, en cuenta, nuestros errores, entonces seguimos hablando así, seguimos escribiendo así, y no hay nadie que oportunamente nos corrija, entonces digamos que una retroalimentación o corrección sirve para eh que en futuros escritos o en futuras conversaciones con los demás, pues nosotros mismos nos podamos corregir.

T: ¿Qué más?

Participant 2: Pues es que yo creo que también de oportuna es que o tienda a ser inmediata, me refiero a que, ¡claro! Al momento de escribir uno esta medianamente consciente de lo que escribió porque le da cierto sentido, y si hace, y si se hace una corrección inmediata fuera de sí mismo o con otra persona, eso le va a ayudar a que digamos establezca sus errores para de alguna manera aprender de ellos y no repetirlos.

T: uhum si, ok, y ¿Quién más tiene una opinión sobre esto?

(Silencio…risas)

Participant 3: eh, pues yo considero que si porque es eh pues claramente necesario corregir el habla, así no es eh innata y si la estamos aprendiendo pues es necesario que se corrija, no podemos eh pretender que es o pensar siempre de la misma manera o expresar lo que pensamos en diferentes idiomas porque no es la misma estructura.

T: uhum, y que ¿quién más? ¿Quién más dice algo sobre esto? O todo el mundo opina que si es importante hacer una corrección oportuna ¿sí?

P3: si (risas)

P2: Sin embargo yo creo que, espera, ¿qué más? No mentiras, sin embargo yo creo que (risas), eh una de las cuestiones digamos más problemáticas, también, no es que la corrección se haga simplemente por hacerse sino que si la persona que está escribiendo se le da el espacio, si está en un espacio académico, se le da el espacio para que eh digamos pueda hallar él mismo sus propios errores, creo que no va a tener, tender depender de las otras personas sea el profesor o de otros compañeros que sepan más, sino que él va a llevar digamos conscientemente y va a entender conscientemente lo que digamos está haciendo, caer en el error mismo y aprender de él, no siempre el corregir inmediatamente es la mejor forma de ayudar a la persona a que comprenda lo que escribió.

T: Bueno…eh bueno entonces, ahora ¿ustedes consideran que el profesor les hizo una corrección inmediata y oportuna cuando ustedes eh escribieron?, o sea, en su correcci, en su, ¿en su producción escrita hubo una corrección oportuna?

(Silencio)

T: pues o sea, no no es para que se sientan intimidados sino pues o sea consideran que si, ¿si hubo corrección? en la clase, o ¿hizo falta? o…

P1: si hubo corrección

T: ¿Si? ¿Si hubo corrección?

P2: Pero depende, ¿no? Depende porque, es que yo de lo que recuerdo eh el profesor siempre la corrección que hacía era como muy general y no se sentaba o no acompañaba digamos al estudiante en mi caso a digamos a corregir lo que era necesario corregir entonces no, no creo que sea así.

T: Ok, perfecto, y los demás ¿sí? ¿Si hubo corrección? (silencio) Entonces ¿y quién más?

Participant 4: mmm, bueno digamos que si hubo un tipo de corrección, pero ese tipo de corrección digamos imposibilitó reconocer específicamente cada uno de los errores, entonces a la hora de avanzar eh durante el escrito se reproducían o se repetían los mismos errores por cuestiones de tiempo, no, no se alcanzó a corregir todo.

T: ok, ¿alguien más? o ¿continuamos? (los participantes afirman con la cabeza) ¿si continuamos? Listo.

T: Bueno, entonces la segunda pregunta dice que si ¿ustedes consideran que debe existir en la corrección de los errores una comparación entre los dos idiomas entonces ya sea inglés y español, para poder corregir estos errores? entonces ¿ustedes consideran eso? que es importante que cuando se haga la corrección de errores se y digamos si hay un error que está basado en la estructura del español ¿es importante que se haga la comparación entre el inglés y el español para saber cómo se escribe en inglés y como se escribe en español?

P1: si, pero algunas veces nos puede confundir, porque muchas veces ni siquiera sabemos escribir en español, y pronunciar las palabras, y nos pretenden que las digamos en inglés, entonces no siempre es bueno que hagamos una comparación.

P3: eh yo creo que no, yo pienso, pues que no es necesario, porque ah pues además de que uno se confunde, pensar la traducción gasta también demanda más tiempo, entonces si se hace una corrección que se haga en el idioma no hay necesidad de la comparación

(Interrupción **P1:** no, pero debes saber el significado de las cosas)

T: si pero digamos durante las cases o sea, ustedes saben que las clases fueron del vocabulario del clima, de los animales y todo eso, entonces ¿ustedes consideran que el vocabulario fue apropiado para que ustedes hicieran la comparación?

P1: ah! Pues si es vocabulario sí.

P4: existen palabras que, en donde la corrección no es casi, es casi innecesaria, porque hay palabras que se parecen mucho entre los dos idiomas, entonces uno hace la comparación individualmente y el profesor debe eh hacer digamos la corrección o intervenir cuando existan palabras digamos que su raíz etimológica sea de otro lugar, por decir, no conozca uno, que no conozca uno.

T: eh, digamos en el caso de las preguntas, cuando ustedes, digamos no saben cómo se dice algo en inglés y lo piensan en español, cómo, ah entonces ahí si es válida una explicación de digamos podemos decir ¿Cómo se dice yo quiero? Por ejemplo y no saben cómo decirlo en inglés ¿si es válida la comparación?

P2: Si depende de cómo se haga la comparación, la comparación ay perdón, la comparación que sea, por ejemplo eh, de todo lo del sentido gramatical, entonces si es solo por cuestión de estructura por ejemplo, se puede comparar el "tu" y el "you", y la persona digamos que de alguna manera, ya también depende de cómo se desenvuelva el profesor va a caer o va a hacer caer en cuenta al estudiante y le va a digamos a tender a que el estudiante tenga un sentido común de las dos palabras.

T: o sea, pues, en ese caso si sería válida una comparación (los estudiantes asienten con la cabeza) ¿sí? Ok. Bueno entonces vamos a continuar con la tercera pregunta. Em, la última pregunta habla sobre la conciencia lingüística, entonces ustedes consideran que es importante que exista una conciencia lingüística, o sea, que ustedes sepan qué es el interlenguaje, cuales son los errores que se hacen en el interlenguaje, para poder reducir los errores que hemos visto durante, durante las clases, entonces ¿si es importante saber que es el interlenguaje? Si, ¿que los errores que ustedes escriben son normales? ¿Que existe un cuadro comparativo entre dos, entre los dos idiomas, o entre las dos estructuras gramaticales de los idiomas? De los de inglés y español, para poder reducir ese error? Que si en éste caso: "the cat black", ustedes saben que no se escribe the cat black, la próxima vez que lo vayan a volver a escribir, van a escribirlo the black cat, o sea es importante que se haga este reconocimiento, de los errores?¿si está clara la pregunta?

P2: si yo creo que si porque eh digamos que cada palabra en una singular o en una oración, juega un papel diferente aunque sea la misma palabra ¿no? Entonces comúnmente tendemos a leer como "L"(sonido de la l), tendemos a leer en inglés como leemos en español, y creeríamos que está bien estructuralmente en el español, pero en inglés, digamos que en las oraciones cambiaria,

porque eh intentando escribir lo que pretendemos escribir en inglés y lo escribimos en español, no va a tener el mismo sentido, creo que sí, si es por conciencia lingüística eh, es necesario como que el profesor o la persona que lo acompañe, para aprender inglés que es el otro idioma, eh, sea como muy claro y concreto, al intentar enseñar digamos el papel que juegan las palabras, para que digamos uno pueda tener un mayor sentido en las oraciones.

T: Y ¿alguien más?

P4: Pues yo creo que si es necesaria, digamos que exista esa conciencia lingüística porque, pues el aprendizaje de otro idioma depende, digamos en la atribución de nuevos conocimientos, entonces si usted, si usted pretende únicamente a raíz de la comparación con el idioma que usted es hablante, si usted pretende únicamente aprender a partir de esa comparación, digamos no está creando un nuevo aprendizaje, sino está tratando de, de adivinar las otras palabras, entonces la conciencia lingüística implica digamos un desapego de lo que usted habla, eh y digamos el aprendizaje de una nueva estructura ¿sí?, entonces esa estructura gramatical es la que a usted posteriormente le va a brindar esa conciencia y es tener presente que usted está escribiendo pero también necesita pensar en el otro idioma.

P1: Es importante no obstante, las estructuras gramaticales del inglés también eh digamos de una manera muy grande, y en ese cambio muchas veces nos confundimos y al no saber que significa una palabra o cual es la estructura gramatical, y si no tenemos una persona que nos haga precisamente esa corrección y por eso no tenemos una conciencia lingüística de lo que estamos escribiendo, entonces en esos términos si es importante sin embargo se debe tener digamos eh esa misma estructura al momento de enseñar y aprender para que se aprenda bien la estructura gramatical del inglés

T: entonces ustedes consideran que los escritos que ustedes realizaron y después de haber visto lo de conciencia lingüística y la existencia del interlenguaje, ¿ha habido una reducción de errores en las cosas que ustedes han escrito? Teniendo en cuenta la comparación de lo que han escrito antes con lo que, con la, manera en la cual es correcta, entonces ¿si hay una reducción de errores en las cosas que están escribiendo en este momento?

P2: si yo creo que si porque digamos que al momento de escribirlo, comenzamos a escribirlo de alguna manera, eh entre comillas muy a nuestra manera, a nuestra medida, y cuando nos aclaran este tipo de cosas uno como que intenta leer de una manera distinta y se da cuenta digamos de sus errores pequeños, que pueden confundir lo que uno está intentando interpretar y digamos redactarlo en el texto.

P1: si claro, lo que mi compañero decía, es como, uno siempre escribe así como "the cat is black" y no se da cuenta que está escribiendo mal, entonces está escribiendo de alguna manera distinta como lo propone el, la, el inglés ¿sí? Entonces es bueno que nos expliquen ese tipo de cosas porque precisamente tomamos esa conciencia de escribir bien, como la escritura de lo que pretenden que hagamos

T: y ¿tú qué opinas? (se dirige a participante 5) ¿no hubo reducción en tus escritos?

P5: si, si hubo reducción en mis escritos, gracias a, a las intervenciones, muy oportunas del profesor, pues eh, me pude dar cuenta de muchos errores que estaba cometiendo y me pareció bastante pertinente lo que aprendimos.

T: bueno muchas gracias entonces y pues ya quedó, se realizó el think aloud.

Think Aloud 2

¿Por qué se cometen errores al momento de escribir en inglés? ¿Han funcionado las estrategias de conciencia lingüística para reducir esos errores?

Participant #1

Overgeneralization: Porque quería escribir que la tierra aumentaba un grado de temperatura global y no sabía que en ingles primero se escribe global y luego grado.

Funcionan porque hay cosas que se organizan como diferente en inglés.

False Hypothesis: Porque yo pensaba que cuando uno quiere escribir "convencerse de algo" uno escribía con ***with***.

Si ha funcionado porque uno compara como se escribe en inglés y no es lo mismo de cómo es en español algunas veces.

Incomplete Application: No sabía que habían dos formas de escribir porque en Ingles y quería decir que uno no sabe si en Bogotá va a hacer sol o llover todo el día.

Si porque en hay ingles varias palabras para decir lo mismo pero tienen algunas diferencias de cómo se usan. Además me parece que se organizan las ideas distinto al español.

Participant #2

Overgeneralization: Porque yo pensaba que cuando uno está hablando de años siempre se pone ***ago*** como cuando se dice la edad.

Si porque hay veces que las reglas de cómo se escribe cambian dependiendo de lo que se quiere decir.

False Hypothesis: Queria escribir que era esencial para poder defenderse en otro países pero creo que así no se dice en inglés.

Si claro porque nos explicaron que hay cosas que como las decimos en español no se dicen igual en inglés y lo que uno hace hay veces es como escribirlo así como lo piensa en español y algunas veces no es así.

Participant #3

Overgeneralization: Porque hay veces uno lo piensa y lo escribe como es en español pero se escribe diferente en inglés.

Si porque nos explicaron que en español existen como unas expresiones que no se dicen igual en inglés y es importante saber eso porque uno como lo piensa lo escribe.

False Hypothesis: Me parece que hay como un tipo de conectores o palabras que se usan diferente porque digamos yo quería escribir “para mí” y yo sabía que ***for*** era ***para*** pero no era la correcta para lo que quería decir en Ingles.

Si porque hay palabras se pueden usar de muchas formas diferentes.

Incomplete Application: Porque creo que uno no tiene mucho vocabulario o no sabe bien como organizar las ideas en Ingles.

Si porque hay veces uno no sabe que hay diferencias de cómo se escribe en español a ingles.

Participant #4

¿Por qué se cometen errores al momento de escribir en inglés**?**

Creo que tiene que ver con el orden que manejan en inglés para escribir algunas cosas que algunas veces es al revés de cómo se escribe en español por ejemplo y vocabulario, eso es algo que también es importante; saber cómo son las palabras y como se escriben también es algo importante. Además hay palabras que tienen muchos significados dependiendo de cómo se usen y se escriben y hasta suenan muy parecido y además hay también reglas que uno no conoce o no recuerda muy bien cómo usarlas.

¿Han funcionado las estrategias de conciencia lingüística para reducir esos errores**?**

Si porque como se organizan algunas ideas en inglés es completamente diferente a la forma en que lo hacemos en español y uno como que termina escribiendo como lo hace en español porque no sabe mucho de esas diferencias. Diferencias muy pequeñas pero que cambian completamente lo que uno quiere decir.

Participant #5

¿Por qué se cometen errores al momento de escribir en inglés**?**

Porque creo que uno se basa mucho en como escribe las cosas en español y las escribe tal cual inglés. Uno no es consciente de que hay formas diferentes de escribir algunas cosas sobre todo como en el orden que algunas veces es muy diferente al orden del español.

¿Han funcionado las estrategias de conciencia lingüística para reducir esos errores**?**

Si porque me he dado cuenta que cuando uno escribe, esta es escribiéndolas cosas tal cual como uno las escribe en español y eso que nos enseñaron me hizo darme cuenta que hay diferencias en algunas cosas y que en ingles puede que se escriba de forma diferente. Además que escribimos no solo oraciones sino que teníamos que hacer como escritos más largos y creo que eso hace que uno se dé más cuenta de esas diferencias entre español e inglés.

Participant #6

¿Por qué se cometen errores al momento de escribir en inglés**?**

Porque uno no recuerda muy bien como son algunas reglas en inglés y creo que uno escribe con lo poco que recuerda de esas reglas y confunde algunas de ellas. Creo que también muchas veces lo que uno hace es escribir tal cual escribe las cosas en español y no usa las palabras apropiadas para lo que uno quiere decir o escribir.

¿Han funcionado las estrategias de conciencia lingüística para reducir esos errores**?**

Si porque me ha ayudado a entender mejor como usar algunas reglas para escribir en inglés y tambien porque me he dado cuenta que algunas palabras no se usan de la misma forma que nosotros las usamos en español,