MOTIVATING AND FOSTERING THE WRITING SKILL BASED ON MEANINGFUL LITERACY TASKS APPLIED IN 8TH GRADE STUDENTS FROM A NON-BILINGUAL PUBLIC SCHOOL

JUAN MANUEL JARAMILLO
JHONNY ALBERTO LEMOS

UNIVERSIDAD TECNOLÓGICA DE PEREIRA
FACULTAD DE BELLAS ARTES Y HUMANIDADES
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Trabajo de grado presentado como requisito para obtener el título de Licenciado en Lengua Inglesa

Asesor:
Ronald Alan Perry

UNIVERSIDAD TECNOLÓGICA DE PEREIRA
FACULTAD DE BELLAS ARTES Y HUMANIDADES
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RESUMEN

El presente proyecto de investigación tiene como principal objetivo, observar y analizar el impacto de las tareas significativas en la motivación de los estudiantes para desarrollar la habilidad de escritura en Inglés. La investigación se enfoca en desarrollar estrategias de enseñanza las cuales trataron de incrementar la motivación a escribir en siete estudiantes de octavo grado en un colegio público de la ciudad de Pereira. Uno de los objetivos específicos es observar cuales son las estrategias y tareas significativas que atraen y motivan en los estudiantes el deseo de escribir en Inglés. Otro objetivo específico es conocer el impacto que tienen las tareas significativas en la clase de Inglés de el colegio al que pertenecen los participantes del proyecto.

Como resultados se puede mostrar que los estudiantes que participaron en el proyecto tienen diferentes tópicos, temas y tareas que les motiva más a escribir. Además se puede evidenciar una ventaja después de haber realizado la investigación en la habilidad de escritura en los estudiantes que participaron en el proyecto en contraste con los estudiantes que no participaron de este mismo. Además se nota una diferencia en el desarrollo de la habilidad de escritura al final de las sesiones ya que los estudiantes escribían textos más amplios, utilizando mas vocabulario y mejorando en la gramática en comparación con los textos producidos en el principio del estudio y aun antes de comenzar este mismo.

Finalmente, como conclusiones podemos decir que las tareas significativas y las estrategias usadas en clase, tomando en cuenta las necesidades y gustos de los estudiantes y utilizando aspectos del contexto de los mismos tiene un alto impacto en la motivación a escribir. Es necesario construir desde la escuela un currículo contextualizado y significativo tomando en cuenta lo que los estudiantes quieren, conocen y necesitan.
ABSTRACT

The current research project had as a main purpose to observe and analyze the impact of meaningful literacy tasks in students’ motivation for English writing. This study focused on developing teaching strategies which attempted to increase the motivation to write in seven students of eighth grade in an urban public school in Pereira. A secondary objective was to find out what was the impact that meaningful tasks had in their English classes at school.

We found that the students who participated in this project were motivated by a diversity of topics that motivated them to write. In addition, the data from the interviews showed an increase in motivation for writing in the participants of this study compared to their classmates who continued with their usual writing tasks. Moreover, these students showed a significant improvement in the development of their writing skills at the end of the sessions. By the end of the sessions they wrote more extensive texts, used new vocabulary and improved their grammar in comparison with the texts produced at the beginning of the project.

Finally, we suggest that selecting meaningful topics and strategies, taking into account students’ needs, preferences and background, positively impact their motivation for writing. It is important that teachers build a contextualized and meaningful curriculum for EFL classes, taking into account what students want, know and need.
ACKNOWLEDGEMENTS

I want to give thanks to my father and mother who supported me through these five years; also to the fellow classmates and professors that I met during this time. Finally I want to thank professor Ronald Allan Perry in a very special way.

Juan M Jaramillo.

I want to thank my father, because thanks to him I had the opportunity to get in this university and to be here today presenting this research. Thank you, father for your sincere advice and for always guiding me through the right path. Thank you, mother for being the motor that keeps me alive and makes me want to be a successful man to give you everything you deserve. Also thanks to my brother, my sister and especially my girlfriend for being also part of this big step of my life. I want to give a special mention to a friend German Victoria, who despite being far abroad, has given me full support in the moments I have needed it during these years of study. Finally I want to thank my thesis’ colleague Juan Manuel, and professor Jairo Guevara for giving us that last final little push with our writing and, of course, thanks to my thesis’ advisor, Ronald Perry, for showing his support during this time and for being patient and understanding. This project is also yours.

Johnny A Lemos.
# Table of contents

1. Introduction.................................................................................................................. 7
2. Statement of the problem............................................................................................. 8
3. Purpose of the study.................................................................................................... 10
4. Research Questions..................................................................................................... 11
5. Relevant terms and definitions .................................................................................. 12
6. Literature Review........................................................................................................ 13
7. Methodology................................................................................................................ 22
   7.1 Type of the study .................................................................................................... 22
   7.2 Context..................................................................................................................... 22
   7.3 Participants.............................................................................................................. 22
   7.4 Data Collecting....................................................................................................... 23
   7.5 Data analysis........................................................................................................... 24
   7.6 Instructional design............................................................................................... 26
8. Findings and Discussion .............................................................................................. 28
9. Instructional and research implications ........................................................................ 43
10. Limitations of the Study ............................................................................................. 45
11. Conclusions.................................................................................................................. 46
12. References.................................................................................................................. 47
Appendix A...................................................................................................................... 50
Appendix B...................................................................................................................... 54
Appendix C...................................................................................................................... 55
Appendix D...................................................................................................................... 57
Appendix E...................................................................................................................... 60
Glossary ......................................................................................................................... 63
1. INTRODUCTION

In this paper, we intend to show readers a research project that involves meaningful literacy tasks applied to seven students from a non-bilingual public school. Through these activities, we aimed to motivate and engage the participants to write in English on their own.

Our experience as students in public schools has taught us that English writing is not considered as a main factor in the educational process. In particular, some English teachers frequently fail to incorporate authentic and meaningful activities when they set writing tasks for students. These issues led us to the design of this research project.

We wanted to find out how we could motivate students to write and help them to improve their writing skill by proposing meaningful writing tasks. So, we designed meaningful writing activities addressing students’ preferred topics.

The research was carried out in Pereira in a public, urban non-bilingual school with seven students from eighth grade. The data was collected through interviews, observation of classes and a portfolio in which we kept the assignments made by the participants.

The findings that resulted from the data revealed how some meaningful literacy tasks attract and motivate students to write on their own. Therefore, it is important to carry out further research in Colombian institutions, in order to clearly identify the causes for students’ lack of motivation to write.
2. STATEMENT OF THE PROBLEM

Learning to write is not an innate or a natural gift. The writing skill is an ability that needs to be developed through instruction, practice and experience (Graves, 1983). In the Colombian educational system, neglect of writing skills is reflected in the low levels of the writing ability shown by students of higher education, both in their native language and in English (Perez 1998).

In recent years, there has been a movement in the Colombian educational community to change current methodologies, with the aim to motivate students to increase their writing skills (Cortes 2007). Therefore, it is important to carry out research which addresses the problems that students face regarding their lack of motivation to write, and that suggests strategies to improve their L2 writing skills.

As students of primary, secondary and higher education in Colombia, we often felt inhibited from expressing ourselves in writing. Such inhibition was related to several factors. First of all, the teachers tended to choose topics for us. Secondly, the writing tasks seemed non-authentic and completely unrelated to our socio-cultural identity. These circumstances unconsciously induced us to shape our writing in order to satisfy the teacher’s requirements, sacrificing our desire to express ourselves with freedom and autonomy.

Arana (2008) highlights some specific aspects of EFL writing in Colombian classes that negatively impact students’ motivation. She points out, for example, that textbooks typically avoid topics such as politics, sex, personal values and religion since they are commonly published for an international market. Another aspect is that students do not use writing for any purpose other than earning a grade and they write for no audience but the teacher. Yet another aspect, according to Arana, is the lack of computers or internet connections in some schools that could facilitate students’ writing and allow them to share their writing with others.
Students’ lack of motivation may be related to the kinds of writing tasks that teachers assign. Teachers mainly focus on oral communication and rarely provide writing tasks, and when provided writing tasks they are often gap-filling, complete-the-missing-information tasks or questionnaires based on previous reading or listening activities rather than activities that stimulate students’ free expression.

By the same token, lack of motivation has proved to be a significant factor in the poor writing skills shown by Colombian EFL students (Ministerio de Educación Nacional 2009, Pruebas del Saber 2008). For example, in New Interchange: English for International Communication, Richards (1998), a book used in many public schools in Colombia, students are asked to write essays with headlines such as, “Do you like jazz or Country music?” (p.19-20), and “What do you do in the fall season?” (p.41). For this we want to include in this research meaningful writing topics that are relevant for students and are related to their background. With the aim to motivate students towards writing competence.
3. PURPOSE OF THE STUDY

Our interest in carrying out this research project comes from our concern about the problems that we have seen and experienced concerning the teaching of EFL writing in the Colombian educational system. We wanted to find through this study how to foster students’ interest in writing by providing them with meaningful tasks and even allowing them to choose their own topics for writing. In this way we hoped to contribute to the improvement of EFL writing in Colombian schools by identifying tasks and strategies that would engage students in writing tasks.
4. RESEARCH QUESTIONS

- What kinds of EFL writing instruction and literacy tasks attract students’ interest and motivate them to write on their own in English?

- What is the impact of meaningful tasks and strategies on their writing skills?
5. RELEVANT TERMS AND DEFINITIONS

**Communicative Language Teaching (CLT)** According to Littlewood (1981), Communicative Language Teaching (CLT) makes use of real-life situations which require communication. Additionally CLT has important characteristics such as: authenticity of language learning tasks, authenticity of learning experiences and the use of authentic language.

**Cognitive Academic Language Proficiency (CALP)** when “Cummins (1996)” talks about CALP, he is referring to formal academic learning, including listening, speaking, reading, and writing about subject area content material. This level of language learning is essential for students to succeed in school. Students need time and support to become proficient in academic areas.

**Basic Interpersonal Communication Skills (BICS)** CALP differentiates from BICS, because it describes language abilities required for social situations. Also it is the language used to interact with other people. The social interactions are in a meaningful context, for example: in the lunch room, school bus, talking on the telephone and playing sports. Finally, the language required is not demanding cognitively and not specialized.
6. LITERATURE REVIEW

Research in EFL writing by Spanish speakers has increased significantly during the last few years. Prominent researchers in this area are Davila da Silva (1998), Weber and Longhi-Chirlin (2001) among others. Those researchers focused on investigating, analyzing, and observing the process by which Spanish-speaking students became literate in English, and more specifically, how they developed their writing skills in a second language. The participants were Spanish speakers and the aim of these studies was to analyze the processes by which students started developing their literacy, focusing on the writing skill. The researchers analyzed the progress of these students, taking into account the effect of their teachers’ instruction, their methodologies for giving literacy instruction, and the contribution of the methodologies used by the teachers to the students’ progress, to let them be engaged and actively participate during their classes. They found that the use of meaningful literacy tasks concerning with students’ socio-cultural background engaged and motivated students in the writing activities proposed by the teachers.

6.1. Communicative Language Teaching

In recent years, the Colombian Ministry of Education has been promoting Communicative Language Teaching (CLT) in the context of its policies about foreign language teaching. With respect to education for language teaching, the Ministry of National Education (MEN) in Colombia has adopted the Common European Framework of Reference for Languages (CEFRL) and the standards contained in it. The CEFRL endorses CLT as the most appropriate method for teaching language. CEFRL states: “Language use, embracing language learning, comprises the actions performed by persons who as individuals and as social agents develop a range of competences, both general and in particular communicative language competences.”(p.9). MEN is using CEFRL a basis for language teaching; that means that CLT is officially regarded as the most appropriate approach to teaching languages in Colombia. Many teachers in
Colombia are familiar with the Communicative Approach. As a matter of fact, English Language Teaching textbooks typically claim to be based on CLT.

According to Littlewood (1981), Communicative Language Teaching (CLT) makes use of real-life situations which require communication. Teachers set up situations that students are likely to encounter in real life with native or very proficient non-native L2 speakers.

6.1.1 Brown (2007) lists the following features of CLT in regards to engage students in learning a second language:

- “Classroom goals are focused on all of the components of communicative competences and not restricted to grammatical or linguistic competence.”
- “Language techniques are designed to engage learners in the pragmatic, authentic, functional use of language for meaningful purposes.”
- “Fluency and accuracy are seen as complementary principles underlying communicative techniques. At times fluency may have to take on more importance than accuracy in order to keep learners meaningfully engaged in language use.”
- “An enhancement of the learner’s own personal experiences as important contributing elements to classroom learning.” (p. 116-117)

The previous list named by brown describes the CLT’s most important characteristics to have in mind when teaching a second language in order to make it more fluent, authentic and communicative.

6.2. Writing in the communicative approach.

Communicative Language Teaching recognizes the importance of writing as one of the essential communicative skills. This skill is a specific ability which helps language users put their thoughts into a form that permits communication with other users who are not physically present and also allows for easy repetition of
messages. CLT postulates that writing tasks should be authentic and meaningful. Authenticity means giving students real writing tasks where students make use of their writing skill to communicate something that is important to the writer or to an unknown audience. An authentic written assignment could be writing an E-mail, writing a letter or even a poem. Writing is something that you do in such way that people re-read it, and you do it usually for people with whom you cannot speak directly. Meaningful means giving students significant tasks that make them feel willing and intrinsically motivated to complete the proposed activities. An example of a meaningful written task could be writing about their dreams, best friend, love of their life, etc.

6.2.1 Writing in the Common European Framework of Reference for Languages (CEFRL).

The requirements of the globalized world shows the necessity for speaking a second language, that is why Colombian students must give more importance to improving their knowledge in a second language, in this case English as the ministry of education establishes in “Estandares basicos de la Lengua Extranjera” MEN (2006). The project “Colombia Bilingue”, taking into account the proposals of the Common European Framework of Reference for Languages (CEFRL) has been working on giving more importance to English as a second language in the Colombian educational context. Students at elementary, high school and university levels are nowadays being exposed to more and better scenarios where English is taught, enabling students to reach better levels in their communicative competence. (Sanchez, 2009).

The CEFRL makes use of a descriptive scheme that can be used to analyse L2 learners’ needs, design clear learning goals, orient teachers in the use of L2 learning materials and activities, and allow teachers to do assessments of L2 learning outcomes.
The official document from CEFRL (2001) takes the writing skill as an important factor in the L2 learning process. Writing is seen as a production skill required for communication. CEFRL states that, “the written activities make communication possible between persons who are unable, for whatever reason, to communicate with each other directly” (2001, p. 19). With this we can see the real importance of the writing skill in students’ L2 learning process. That is why this skill must be taken and worked as one of the most important tools in the literate process of students.

6.3. Meaningful and Authentic writing tasks.

Communicative language teaching emphasizes students’ learning process, and the use of realistic and meaningful activities in which the content, function, and meaning maintain student’s interests. According to Richards and Rodgers (1986) who define the CLT meaningfulness principle: “Learners must be engaged in meaningful and authentic language use for learning to take place” (p. 72). It means that if teachers want to make of their classroom an ideal place for learning, they should start doing use of authentic and meaningful materials related to their students real context.

CLT recommends that teachers should incorporate into their teaching whatever knowledge they have about their learners’ backgrounds, their cultural norms, and their needs and preferences. Da Silva, (1998) By doing this, teachers can more effectively tap into students’ affective energies and generate greater motivation to use the L2 communicatively.

Drawing connection to students’ personal life’s, embedding the introduction of new concepts and skills within meaningful tasks, and emphasizing on designing authentic tasks, master writing skill and enhances students ‘skills or doing well in a subject (Blumenfeld, Kempler, & Krajcik, 2006). It concurs with previous
statements where authentic and meaningful tasks play an important role in
students’ motivation to learn, and also in their mastering of a second language.

In order to be successful in teaching a second language, institutions must have clear purposes and favorable conditions that include, among others: the use of theme-based syllabi chosen according to language and learning goals, the use of meaningful and authentic material, and a at least the minimum number of hours necessary to achieve the initial goals (Richards & Rodgers 2001).

6.3.1 Writing definition

Previous to CLT, language teaching often considered writing as merely a way to record spoken language. However, CLT recognizes that writing is authentic form of language expression having its own special characteristics.

Crystal (1996) discusses some of these special characteristics: “writing allows the reader to repeat one reading as many times as he/she wants in order to figure out a clear analysis and a total understanding of the text. Writing requires the development of careful organization and the use of structured expressions” (p. 81). Another distinctive feature about written interaction “is that persons cannot usually see each other, thus they cannot rely on the context to help make clear what they mean as they would when speaking. Written language contains several unique features distinctive from speaking, such as punctuation, capitalization, spatial organization, color and other graphic effects” (p.81).

This is to say that teachers of L2 writing must try to strike a balance between content and form. As Crystal’s words make clear, errors of form that might be acceptable in spoken communication may seriously interfere with the understanding of written messages. Teachers must give certain importance to these aspects, while focusing their attention on the importance of the message.
6.3.2 Confidence as a strategy to engage students in writing.

Creating a confident environment is also an important issue in communicative language teaching. Giving students opportunities to express their ideas and thoughts about previous experiences helps to create such an environment and provides teachers with ideas that they can use to introduce interesting materials, design meaningful activities, make their classes entertaining, and keep students involved.

Motivation is an important factor in CLT. It is related to engaging students, but also includes confidence building. If there is a climate of trust and support in the classroom, then students are more likely to contribute to class’ proposed activities (Doman, 2005). CLT provides students with authentic and meaningful interaction. This increases their motivation to learn the target language. If students understand the tasks required by the teacher, they will be able and motivated to complete the proposed assignments. CLT argues that emphasizing real tasks will keep students engaged in the activities that communicate genuine, purposeful messages.

Lo and Hyland (2007) carried out a study with two primary students from Hong-Kong which was designed to enhance students’ motivation and engagement by taking more account of the young learners’ own socio-cultural context. The researchers aimed at making the writing tasks relevant to students by introducing topics related to their lives and by providing a real audience and a real purpose for writing. The lessons included pre-writing, timed writing, and post-writing activities. Lo and Hyland state, “If literacy instruction focused more on ideas expressed by students on their writing productions, and less on their grammatical performance, it would have positive benefits in students”. (p. 232).

The researchers found that the use of more authentic tasks had a noticeable impact on students, resulting in significantly longer pieces of writing and richer
content. One possible explanation for this is that these students felt able to succeed more in a setting where content and meaning were given priority over form. Although the researchers emphasized the benefits in terms of increased motivation and engagement in students, they also noted that students’ language accuracy and organization scores fell because they failed to notice minor language problems in their writing.

### 6.3.3 Emphasis on communication (content) over form

One of the premises of Communicative Language Teaching is that language teaching should focus more on ideas (content) and less on grammatical correctness (form). Cummings (1996) explains that in CLT mistakes that do not interfere with communication are tolerated and teachers give more importance to what students want to communicate. According to Cummings, allowing mistakes keeps learners meaningfully engaged in language use. Not only linguistic or grammatical competences are taken into account, the communicative competence is seen as a main tool when reaching proposed classroom goals.

### 6.3.4 Importance of audience in CLT

In the context of writing, Murasky (2010), Kiefer (2010) define audience as a group of readers who read a particular piece of writing. They state that for most academic papers, the teacher is the explicit audience. But, even within the same discipline, professors might expect quite different formats for papers. Murasky (2010), and Kiefer (2010) claim that teachers very often attempt to give students more experience by asking them to write for different audiences, in order to familiarize themselves with the needs of various groups. Then students address the target audience including the teacher as a secondary audience.

When CLT refers to authenticity, this implies real and authentic audience for students’ written productions. In many Colombian schools the main audience for
students’ writings is the teacher. In fact writing activities that address teacher requirements are communicative but in a certain way are limited. When the teacher is the only audience for students’ written assignments, it is difficult for them to practice writing for a variety of purposes, and tasks tend to lose authenticity and meaningfulness, since students complete them thinking about satisfying the teachers’ requirements, and not because they are really expressing their own ideas. Snow (2007) states that “teachers would be kidding themselves if they thought that students wrote compositions primarily because they want to tell teachers something; students in writing courses are generally all too aware that the primary reason they are writing any given paper is that the teacher requires it”. (p.151). When students share their writing with peers writing tasks become more authentic.

6.4. Relationship between L1 and L2

Cummins (1996) states that writing in L1 is directly connected to writing in L2. He postulates a close connection between L1 and L2 competence, arguing that there exists a transference of knowledge, form and style between L1 and L2 learning process. He postulates the concept of BICS (“Basic Interpersonal Communicative Skills”) which are language abilities necessary in order to interact in everyday social interaction, for example, speaking to a friend on the telephone or chatting. Altogether with BICS is CALP (“Cognitive Academic Language Proficiency”), which refers to the ability to deal with academic tasks. Cummins (1996) suggests that students must first struggle with their native language, making use of it in school and outside of it, developing academic abilities and making use of interpersonal communication skills, and by this means start developing their L2 simultaneously with L1.

In this context “Lineamientos Curriculares en Idiomas Extranjeros” MEN (2002) cites the following comment from Cummins (1984): “los beneficios del conocimiento de una segunda lengua, luego de haber alcanzado cierto avance cognoscitivo en una primera lengua, por cuanto el individuo desarrolla un mayor
grado de conciencia metalingüística y un incremento de la habilidad para apreciar lo arbitrario y lo convencional de los símbolos lingüísticos” (p. 7). This same document cites Cummins as saying, “Cuando los alumnos empiezan el aprendizaje de una lengua extranjera en los primeros años de la educación formal, poseen ya alguna competencia comunicativa en su lengua materna. De lo que se trata, por tanto, en un currículo de idiomas extranjeros, es de promover esta competencia para comunicarse en una segunda lengua” (p.3).

6.5 Research that confronts demotivation in writing.

6.5.1 Implementing topics that are authentic and meaningful to the students.

CLT emphasizes that teachers should provide students with meaningful writing tasks that inspire them to write on their own. However, it seems that writing tasks that are either entirely open or excessively restricted do not motivate students as much as tasks that offer a limited selection of topics and allow a bit of flexibility.

In Lepper and Iyengar’s (2000) study entitled, “When Choice is Demotivating”, one group of 24 participants was given a large number of topics on which to compose an essay about psychology, while a second group was given a much more limited choice. The study showed that students who were exposed to limited choices were more likely to decide on a topic than students who were given a much larger set of options. In fact, this study showed that the selection, evaluation, and integration of information are all clearly affected by the available number of options; this suggests that, as the complexity of making choices rises, people tend to simplify their decision-making processes by relying on simple recognition. The finding from Lepper and Iyengar (2000) shows that an extensive array of options can at first seem highly appealing to students, yet can reduce their subsequent motivation to choose a topic. This finding suggests that it is advisable to limit the selection of writing topics, using a short list of meaningful tasks related to student’s preferences and needs.
7. METHODOLOGY

7.1 Type of the study

This research project was a qualitative research focusing on student’s behaviors and opinions. To explain the characteristic of a qualitative research Giraldo (2008) cites Deslauries (2004) “qualitative research is one that analyses descriptive data such as written or spoken words as well as observable people behavior (p.41).” Our research focus more on actions, attitudes and performance shown by participants during the time of the study.

7.2 Context

Our research project was carried out in the city of Pereira (Risaralda) in an urban public middle school named: Colegio Instituto Cesar Gaviria\(^{(1)}\). We focused on seven students and also on the English language teacher. We observed that the institution had very few of the pedagogical resources that we would consider necessary to assist and motivate students in their English learning process – that is to say, DVD’s, video beams, and computers. We also noted that English was taught for only two hours per week. The socio-economic stratum of the students is between lower middle and low. The institution has two English teachers, both with a degree of “Licenciatura en Lenguas Modernas” from Universidad de Caldas. One of them has taught English at the school for six years and the other one (who participated in our study) for fifteen years.

7.3 Participants

Our participants included the classroom teacher and seven students (two males and five females) from a group of eighth graders who volunteered to work with us in the research during five sessions of one hour each.

\(^{(1)}\)Pseudonym
7.4 Methods for data collecting

Observation:

We carried out six observations and took field-notes from them (see appendix E for field notes), five of them during the time of our instruction implementation and the other one of an English class given by their regular English teacher. The observations were focused on the development and involvement of the participants during the five lessons. While one of the researchers was conducting pedagogical activities with the students, the other one was taking notes. Furthermore, we carefully observed the acceptance or non-acceptance expressed by the participants toward the given tasks, by being aware of their attitudes towards every single explanation, sample and task we gave them, such acceptance or non-acceptance was later on noticed in the quality and long of their delivered tasks.

Interviews:

We conducted three unstructured interviews, according to Merriam (2000), unstructured interviews have the following characteristics: they are open ended questions and flexible, the goal is learning from the interviewers answers to formulate questions for later interviews, and they are used mostly in ethnography participants, observation and case of study. Firstly, the English teacher was interviewed at the beginning of our study (see Appendix B for interview protocol) to know the way in which she had instructed her students during the time she had been their English teacher, and to see how she had motivated them to accomplish her proposed written tasks. Then, we conducted another interview (see Appendix C for interview protocol) at the end of our instruction with the aim of understanding the opinions and perceptions of the participating classroom teacher, in regards to our instruction and the impact that it had with the seven participating students.

We interviewed (see Appendix D for interview protocol) the seven participants, this interview was before the instruction started and its purpose was to gather information about their perceptions of their writing proficiency in
Spanish and English, and also to inquire about their preferences and other information that might help us to design effective literacy tasks, taking into account participants needs and expectations. At the end of the sessions, we could not interview participants as we had expected, due to the fact that participants were on vacations.

**Students writing samples:**

We collected five written assignments of each student and we kept them in a portfolio. This enabled us to monitor their writing and observe improvements.

**Researcher’s role:**

We divided equally the responsibilities of teaching and observing. This meant that in one session one of the researchers was guiding the instruction while the other one took field notes and gathered information that will later serve to support our investigation. Merriam (2000), defines two kinds of researcher’s role, developed in this study, first participant as observer which are the activities made by the researcher subordinated to the researcher’s role as a participant, and observer as participant in which the participation in the group is secondary to the role of information gathered.

7.5 **Data analysis**

For analyzing the gathered data, we used triangulation, a research principle where two or more collecting data methods are used. It is applied specially in studies of some human behavior aspects. Cohen and Manion (1994) (p. 23) state that, "triangular techniques in the social sciences attempt to map out, or explain more truly, the richness and complexity of human behavior by studying it from more than one standpoint". This principle is a way of comparing the information obtained through different instruments. Thus, data can be matched giving more validity to results. In this research, three different instruments were used: Interviews, field-notes from the observations, and writing products.
After having collected the data from the three methods, (observations, interviews and written assignments) we made a portfolio keeping the students interviews, field-notes and written tasks. All of the interviews and writing assignments were scanned, transcribed and saved digitally. Also, the field-notes from the observations were transcribed digitally, filed and kept.

Once all this information was gathered and put in a digital form, we began to analyze student interviews (see Appendix D for interview protocol) for each question and answer. This was made in order to know and understand students’ needs and expectations about the writing skill, and the English class. In addition, after having this information available, we searched for similarities in the students’ answers in order to design literacy tasks that endeavor to attract students’ motivation to write in English on their own.

With the English classroom teacher first interview (See Appendix B for interview protocol) we intended to learn about those strategies used in class in order to foster and enhance the students’ ability to write in the English class. The answers were carefully analyzed to compare the teacher’s strategies and those that we were going to use with the seven participants. With the second English interview (see Appendix C for interview protocol) (carried out at the end of the research) we wanted to explore the teacher’s opinions about the process carried out with the seven students and to know if the process was effective and had impacted students motivation to write in English. Each answer and question was analyzed, looking for the viewpoint of the English classroom teacher. We were looking for information that supported the validity of the whole process carried out with the students.

The writing assignments were kept in folders filed by name, date and topic selected. After having these data, we analyzed each written task and compared it with the others. Additionally, we looked for specific texts made by the students that indicated which of the meaningful literacy tasks conducted in the sessions had attracted and motivated them more to write. Finally, we analyzed the average of
words used in each text by the seven participants of the literacy tasks performed with the intention to know which of the literacy tasks were more significant and meaningful to the students.

7.6 Instructional design

Our instructional design focused on motivating, reinforcing and improving the writing skills of the six participants by means of using motivating and meaningful tasks.

We designed written literacy tasks (see Appendix A) such as writing letters to a particular person, description of places, or personal descriptions. Also we made a folder where they could keep their tasks and files (journal writing, letters, stories, places and people descriptions, experiences). By keeping all their written productions in this portfolio we had the possibility of measuring and analyzing the participants’ progress from their first to their last written task.

Literacy tasks:

We conducted five instructional sessions in which we attempted to motivate students to start writing on their own. The purpose was to apply five writing tasks where students attempted to produce short writings of a limited list of topics. We focused on the issues that motivate students to write and on their intended message when they express their ideas, rather than on grammar issues. This was done with the aim of continually nurturing and encouraging their written production.

Planning and design

Our syllabus for the five sessions with the seven participants was planned taking into account the students’ needs and expectations about English as a subject, writing as a skill and the assigning of topics that might prompt them to write. For this reason it was very important to conduct the first interview (see Appendix D for interview protocol) with the students since it gave us an idea of how to create a
syllabus tailored to their likings and in this way implement the strategies to motivate students through meaningful literacy tasks.

**Implementation**

During the application of the meaningful literacy tasks with the seven students, there were five different types of classes. The students in each class had to deal with different topics. At the beginning it was elemental and basic. Then we moved on and exposed them to more complex grammar with new words and vocabulary. In the first session we made a sample of the information that had to be included in a personal presentation and the vocabulary and grammar related with it; so the first assignment was to make a personal presentation. In the second session we gave the students enough tools to write about a famous person. In this part we emphasized in vocabulary related to description and adjectives. For the third session, we focused on introducing the members of the family, connectors and adjectives learned during the second session. The students had to complete a writing assignment in which they had to describe a family member. In the fourth session, the students practiced the prepositions of place. Thus, they could create writings about a famous place they had visited or draw attention to them. Also, they had to use their previous knowledge (*pronouns, adjectives, connectors and prepositions*). Finally, in the fifth session the students were allowed to write about the perception of the process carried out with them; in this stage, they used all the knowledge acquired during the whole process.

**Evaluation**

We assessed the students taking into account the number of writing assignments done by each one, the number of delivered tasks, and the number of words in each assignment. At the end of the sessions the students presented a notebook which included every written assignments. After having collected the writings jotted down in the notebook we analyzed them in order to know the process developed during the five sessions.
8. FINDINGS AND DISCUSSION

After analyzing the interviews, writing productions and the data collected in the field notes from the observations, these are the results obtained.

8.1 Authentic and meaningful topics related to student needs and backgrounds attract them more to write.

Data gathered from student's interviews (see Appendix D for Interview protocol) showed the writing topics that were most popular with the seven participants. The samples of the answers show their preferred topics to write about.

Sample # 1 from Andrés’s Interview
Answer # 5 ¿Cuáles son los temas que más te motivan a escribir?
R: Me gusta escribir sobre deportes y lo que pasa en el país.

Sample # 2 from Luisa’s Interview
R: Pues los cuentos y los poemas.

Sample # 3 from Laura’s Interview
R: Me motiva más son los poemas palabras de amor y palabras de amistad. Pero lo que más me motiva son los valores por qué un aprende a valorarse.

Sample # 4 from Daniela’s Interview
R: El tema que más me gusta tratar y el que más me motiva es el amor y cuando me pongo a hacer cartas poemas y versos.

The chart # 1 shows the topics that students like the most to write

<table>
<thead>
<tr>
<th>Students/ Topics</th>
<th>Sports and music</th>
<th>Love (letters, poems)</th>
<th>Social Issues</th>
</tr>
</thead>
<tbody>
<tr>
<td>Laura</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Andrés</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Daniela</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Yeison</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Adriana</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Eliana</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Luisa</td>
<td></td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

Answers to question number five of the students’ interview (see Appendix D for Interview protocol) indicate that the most popular writing topics for the two male participants were: sports, music and social issues occurring inside the school or even about the social and political situation of the country. On the other hand, of the five women who took part of the classroom sessions, three reported that their
favorite topics were: feelings such as love, describing their boyfriends and friends, or the man of their dreams.

In this finding we found that addressing students preferred topics and giving classroom activities that make reference to real places, people and events that concern students, have a significant impact in students desire to write; by doing this, they showed a higher motivation, completed all the task’s requirements and produced more complete and extensive writing tasks. This concurs with Davila Da Silva, (1998) who pointed out that in order to involve students in writing, teachers need to be more aware of their students socio-cultural context.

8.2 Designing authentic and meaningful literacy tasks stimulates students willingness to write.

Analysis of the following samples of students’ written productions suggests that students’ desire to write is positively influenced by literacy task that addresses students interests.

Samples 1a and 2a show writing productions where the task addressed students favorite topics

Sample 1a (Task about the class by Adriana)   Sample 2a (Description about a place by Adriana)
In these classes, the lessons were focused on the topics that students had previously mentioned as their favorites to write about (see Appendix D for Interview protocol). The lessons were designed incorporating students’ preferred topics. The above samples “1a” and “2a” show how extensive the participants’ written productions were when the topic was of their preference. Moreover, in these tasks, participants incorporated the instructions given by the facilitator regarding to the formation of paragraphs, the use of new vocabulary, adjectives, prepositions, etc. such tasks were actively completed by students in classroom without having any external interruption. Although student written were not perfectly written, they were at least easy to understand, taking into account that from the beginning we had explained to students that we were going to focus more on their intended message or their ability to communicate an idea by writing rather than on the accuracy of their writings.

When students were given meaningful tasks to write, the topics to write about (that is to say, topics related to their daily living) students perform better in terms of written production and motivation towards any activity proposed inside the classroom.

Figure 3a and 4a show a sample of a writing activity carried out with the students in English class.

Figure 3a shows a writing sample made by a student in his regular English classroom. The task consists in organizing a sentence with words that are not in the correct order.
Figure 4a shows a writing sample made for a writing activity in the regular English classroom. The task consists in filling in the blanks according to a listening activity using prepositions.

On the other hand the sample “3a” and “4a” are writing activities carried out in the regular English classroom. As students and teacher stated, these kind of tasks, where the ones she used to work with them to address the writing skill. Samples show two tasks in which the topic was not one of which students had identified as meaningful. Also, these tasks are not free writing tasks as they call for completing sentences or constructing sentences from lists of words given in disorder. The answers from the question #2 “¿Te han gustado las tareas de escritura propuestas por el profesor?”, (see appendix D for interview protocol) by some student’s evidenced how they perceive the writing tasks proposed by the English classroom teacher.

*Sample #1 from Andres’ Interview*
*He aprendido muchas palabras nuevas en Ingles, pero aburren porque siempre las tareas son las mismas.*

*Sample # 2 from Jeison’s Interview*
*No me gustan mucho porque no entiendo mucho sobre que se tratan o como completarla.*

Students reported that this kind of tasks bored them and in fact many of them failed to complete the assignments as it is expressed by some of them in their answers to the question above.
Our finding concurs with the stated by Blumenfeld, Kempler, & Krajcik, (2006), who explain that when tasks are authentic and situated in real-world contexts, students are more likely to be motivated. In this case motivation is important because it can lead to increased cognitive engagement and thereby enhance learning.

Another aspect of our analysis concerned motivation. We found that when students were motivated by internal factors they were more likely to complete writing tasks. There were no external motivations such as grades, gifts or pressure to pass the subject; students who participated in our study did it only for the desire to improve their English language. Doman (2005) has noted the importance of intrinsic interest in learning a language and relevance of tasks as factors in motivation to write in L2.

**8.3 Selected literacy tasks and change of audience motivated Students to complete the proposed activities.**

Analysis of students’ writing samples showed that when students were aware that their writing would be printed and made available to other students, this had a positive impact on the quantity of writing they produced.

*Graph 1 shows the average number of words used by the seven students in every assignment.*

![Graph 1](image1.png)

*Graph 2 shows the difference in terms of number of words used by participants between one task and another. Task five in which we changed audience for students writing shows a considerable increase in students’ writings. When students were aware that their writing would be printed and made available to other students, this impacted on the quantity of writing they produced.*
Graph 3 Shows the number of participants who delivered the proposed writing tasks.

Task number five was the last one which was about a topic of free choice, and we decided to publish students’ writings on the school bulletin board. Changing the audience for their task made them produce more extensive writings than those produced at the beginning of the study. “Graph 1”, as it is shown in samples “1b” and “2b” below.
The final task which was the last one asked students to write a text about the whole process carried out with them during the sessions. The task should include their feelings about the process carried out with them, their thoughts about our way of teaching, additionally the themes seen in class, and anything else they wanted to share with us regarding to our session at their school. We told students that this writing task would be published in the school, and that probably other students would read it. They responded to this announcement with expressions of enthusiasm such as smiling, listening with evident attention, and asking questions. The sample from the field notes (see appendix E) describe how students felt in the sessions carried out by the researchers.

Excerpt from the observation #1

... the teacher made a sample on the board about a description of a person, taking into account the information given by the students. The students looked enthusiastic and excited, they show a collective optimist and an urge asking about
what the words mean, new vocabulary learning and how those words must be pronounced, also the students show happiness and a kind of mocking about the description of the English classroom teacher....

Excerpt from the observation #3

...In this session, the facilitator talked about prepositions of place, during the class students seemed to be interested on learning every preposition he exposed them to learn, they were asking by meanings and correct ways of pronunciation of the words...

This task (writing activity number five) was completed by all seven participants and their written productions were longer than the writing tasks they had completed previously. The samples “1b and 2b” shown above illustrate this finding.

This finding reinforces Snow (2007) results, which suggest that the selection of an audience other than the teacher would be a good way to motivate students to produce written texts. Whereas teachers habitually focus their attention on details of form such as grammar and vocabulary, other kinds of audiences are usually more interested in the content of written productions.

8.4 Autonomy to choose a topic and free writing does not necessarily encourage students to complete the activities.

From our previous experience as students, we expected that when participants were free to choose any topic to write about, for an authentic audience, without pressure for a grade, using the structures taught in class, they would complete the task conscientiously. The results surprised us.

As we show in the samples below, only two of the seven participants completed the task; that is to say 28% of the total participants. In these two samples “1c (to write about a common place) and 2c (to write about a famous person)” we found a drastic change in the two students’ writing, both samples were overly accurate and fluent. Moreover, the vocabulary used was not according to the
English level shown in this writing activity in comparison with their previous and later writings. See samples “3c and 4c”.

Samples below show a noticeable difference between writing 1c, 2c and 3c, 4c the first two samples show texts that contain structured sentences, the use of correct verb forms, pronoun conjugations and vocabulary that was never used by them in the previous writing activities, it called our attention and led us to make comparisons between previous and later delivered written productions, the differences were recognizable. Even in one of the samples the participant’s text was written with a different handwriting.

Despite the fact students started completing the task in class, which was topic free, time was not enough to finish it inside the classroom that is why we proposed students to bring it already done from house for the next session.

Sample 1c (Task #4 free topic by Eliana)

Sample 2c (Task # 4 free topic by Daniela)

Sample 3c (Task #2 Writing about a family member by Eliana)

Sample 4c (Task # 5 writing about their experience as participants of our research by Daniela)
The long of the texts in number of words, the apparent correctness of these texts in comparison with participants’ previous and even last written production, and as major proof, the words of one student declaring she had looked for help to complete her task, took us to figure out that the tasks delivered by students for that day had not been written by them. They seemed more like writing copied from the internet, or work done in collaboration with other people.

This finding concurs with the result from Lepper and Iyengar (2000) which shows that a wide range of options can at first seem highly motivating to students, though it can decrease their motivation to choose a topic. In other words, having many items to choose from a given list resulted in a could reduce students’ motivation to write.

8.5 Selected literacy tasks engage participants in writing.

8.5.1 Additionally, the second interview (see Appendix C for interview protocol) conducted with the participant English teacher, and the writings made by the participants (see page #36, figures “2d”and “4d”) indicated to us that when students are involved in classes that include meaningful tasks that focus on their interests, they completed the requirements of the proposed tasks.

The English classroom teacher’s responses in the second interview pointed to a significant improvement in the writing skills of the students who participated in our study. For example:
“En general los siete estudiantes tienen más bases de vocabulario, gramática y tiempos de pasado y adjetivos”.

“Lo que he podido notar es una mejoría en sus escritos y en los temas que escogen, además los siete estudiantes aprobaron la materia de Ingles, les fue muy bien.

“Puedo decir que en relación con los demás estudiantes que no participaron en la investigación, he notado una mejoría y un mejor conocimiento del Ingles.”

Her responses to questions “#1”, “#3” and “#4” (see Appendix C for Interview protocol) indicated that she considers that students who participated in the five sessions improved their writing skills, grammar and vocabulary. Additionally all of them passed the subject of English. Her responses to questions “#2” and “#5” (see Appendix C for Interview protocol) point to significant differences between the students who participated in our sessions and her classmates: she felt that those who had participated showed greater interest in the English class and demonstrated a better knowledge of English.

The images below show writings done by two participants, at the beginning and at the end of the process:

Sample 1d (Task #1 Personal description by Andres)  Sample 2d (Task #6 Writing about the class by Andres)
The above samples illustrate the differences from the first writing and last writing, as a response to the activities proposed. The task #1 “1d and 3d” are writing tasks made at the beginning of the process, and are short writings with basic information (name, age, phone number and address). In the other hand task #5 (a topic in which we asked students to write about the process carried out with them) figures “2d and 4d” shows a writing task made at the end of the process, it was extensive and much richer writing, compared with sample “1d and 3d”. The text also shows the use of elements learned through classroom sessions (grammar, vocabulary, connectors, prepositions and adjectives), and it is more elaborated. Additionally the texts tend to follow a logical sequence using connectors and prepositions learned in the instructions, and show the point of view of the author. The second samples clearly show a significant improvement with respect to basic writing skills.

This finding supports the result from Lo and Hyland (2007) research which states that an important point is that teachers need to provide support and incorporate writing topics based on young students’ background and preferences.
into their classes. One possible explanation for this is that students felt able to succeed more in a setting where content and meaning were given priority over form. Their writing was valued for its message, rather than seen as a way of demonstrating their mastery of grammatical skills. This does not mean that the participants did not benefit from the lessons in terms of language development. In the longer term, the genuine desire and need to communicate real messages might have helped students to acquire more vocabulary and a wider range of structures.

8.6 Giving clear instructions and showing samples of the written tasks have a positive impact on the students’ motivation to write.

8.6.1 An important factor to have students writing inside and outside class is to give students clues about the proposed activity, emphasizing what students should write, and how it should be written.

Graph 1 shows the fulfillment of tasks in numbers, the vertical line contains the number of the task and its name, and the horizontal line shows the number of participants delivering that task.

In tasks 1, 3 and 5, the number of delivered tasks was significant. The possibility of introducing samples about real situations to the students, as examples of how their tasks should be completed, students expressed optimism and enthusiasm, because they seemed interested in all the materials presented and they participated actively in all of the proposed activities. The excerpts below from the
field notes (see Appendix E for field notes) illustrates the students perception about the sessions carried out with the researchers.

Excerpt from the observation #1

.... the teacher made a sample on the board about a description of a person, taking into account the information given by the students. The students looked enthusiastic and excited, they showed a collective interest and an urge asking about what the words mean, new vocabulary learning and how those words must be pronounced, also the students show happiness and a kind of mocking about the description of the English classroom teacher....

Excerpt from the observation #3

...In this session, the facilitator talked about prepositions of place, during the class students seemed to be interested on learning every preposition he exposed them to learn, they were asking by meanings and correct ways of pronunciation of the words...

Giving clear instructions and showing samples of the written tasks had a positive impact on students’ motivation to write, because all the time they were asking questions; they went to the board and tried to solve our proposed tasks; they made use of the newly introduced vocabulary, even to make jokes describing themselves or someone else. And the most noticeable fact was the enthusiasm and eagerness shown in their faces during those sessions. These factors evidently motivated students to complete the task and to write more extensive texts, as is shown in the chart above.

In sessions 2 and 4, where we had planned classes that included writing tasks about topics taken from participants’ list of preferred topics, external factors interrupted the usual passing of the class, not allowing us to explain or to give enough instruction for them to complete the task as expected. Interruptions such as background noise, speakers’s advertising and the often entrance of other students to the classroom, made it difficult for students to hear or for us to be comfortable in the classroom. The excerpts from the field notes (see Appendix D for field notes) illustrates the students perception about the sessions carried out with the researchers.
Excerpt from the observation #2
....when the facilitator started giving instructions about the task, a voice came up from the room's speakers, it was the principal from the school giving some advises and some notifications for all the students. This issue turned class ambiance into a noisy and uncomfortable one, since students started talking about what they has just been told, almost 10 minutes had to pass before they got their mind back in class. This issue did not allow the facilitator to end up his instructions about the task...

Excerpt from the observation #4
......The class started in the same classroom as usual, then the English classroom teacher asked the facilitator and students if there was a possibility to move to the library and develop the class there, because she needed the classroom, the teacher lost about 15 minutes before re-starting the class... ...the students looked confused because they did not understand the proposed task and they did not ask to clarify what the task was about. The students and the teacher were like shocked and annoyed because a normal class was impossible to be carried out...

Students were complaining and making gestures of disagreement, and disgust during those sessions, and when we told them what the task was about, they looked unconcerned. This was probably as a result of all the disrupting factors mentioned above. It led us to deduce that even when tasks have to do with students interests and preferences, if external factors do not allow teacher to develop his class as he pretended, students interest towards the class is likely to decrease in terms of attention spam and willingness to cooperate. As a proof of this, the resulting writing tasks were lower in quantity (number of words) and quality (grammar structures taught), in comparison with the ones in which examples and instructions were given properly.

This finding corroborates the result from Webber and Longhi-Chirlin (2001) in which the teacher’s use of examples to guide students in the construction of written texts, plays an important role in the way students respond to school written assignments. This result may be explained by the fact that well designed lessons, using adequate tools to clarify and give detailed information, have positive effects in students’ determination to write, because they can better understand their expectations about the literacy tasks.
9. PEDAGOGICAL AND RESEARCH IMPLICATIONS

The findings in the present study have important implications for teachers in terms of how to redefine the way in which English and more precisely English writing is taught in Colombian classrooms. There is a need to change the traditional perspective of teaching, taking into account the student’s needs, self-identity, contexts, and meaningful and authentic tasks.

As far as meaningful topics are concerned, the lessons including this kind of tasks could be used as a key point in the motivation and enhancement in the development of the writing skill. The importance of having an audience different from the teacher is based on the positive effects it might have in the students’ self-stimulation to write, even if those written productions from students are not of high quality in terms of grammatical issues. Nevertheless, students’ freedom to choose a topic does not guarantee that they will get involved in writing or even complete tasks, since many students have the tendency to copy from other students, from written tasks already done, or from the internet.

The results of this research project suggest that it is important to change the view of writing as a requirement to obtain a grade. Instead, it is necessary to make of the school a writers’ community, where students produce their own texts to communicate their ideas, making use of language as a tool to communicate with others, as communicative language teaching suggests. As matter of fact, it is important that English teachers design authentic lessons, which help, support, engage, and motivate students to write without the feeling of fear that inhibits their writing skills.

We recommend that writing assignments should go beyond teachers’ interests; teachers ought to know about student’s preferences and other issues that can help them to design meaningful activities that have to do with their students’ interests. And by making use of that knowledge, teacher should make the classroom a place where students were able to express their ideas, points of view and feelings through written texts.
Educators have the challenge to design realistic tasks that are communicative, and address students’ self identity and needs. By doing so, teachers can help students to improve their writing. Therefore, teachers’ challenges are: First, try to strengthen the writing skills in L2 in their classes, emphasizing the development of these skills rather than the final product. Second, to promote writing as a habit and as a means to express personal ideas and emotions. This implies that they have to focus on the way in which the students should try to express their ideas in their writing assignments. Third, to create writing tasks meaningful and authentic. Finally, to focus not only on the quality of the texts produced by the student but also on the quantity; in other words, fluency is more significant than accuracy in order to keep learners engaged in the activities proposes by the teacher.

We suggest the intervention of teachers and people who have to do with education and pedagogy during the creation of standards and curriculums, as their presence on these events of taking decisions is vital to give Colombian education a bold turn, aiming to improve students education.

Finally we recommend that the educative community should give more importance to developing research related to writing, and how English teachers can include this skill in their curriculums and how they should plan their writing activities in order to motivate them to write in Spanish and English.
10. LIMITATIONS OF THE STUDY

The limitations mentioned in this section are primarily methodological, because there were several external issues that affected the process carried out with participants. Some of the issues in which we did not have much control or anticipated solutions or that were not obvious until we were near the end of the process are shown below:

- Despite the fact it was planned, the second interview with students after having finished the research could not be carried out, since students were already on vacations. Some of them moved to another educative institution and the others passed to ninth grade, so it was almost impossible to get in contact with them. Our purpose was to conduct the last interview which aimed to gather precise information about the cognitive and methodological process participants might have experimented with us.

- Some of the classes with the students could not be developed adequately, because external factors, such as: noise, change of classroom, difficulty in finding a proper room to hold the class, interruptions by the principal and other people who were in and out giving information limited in a certain way the normal flow of the class, affecting the research and the way the data was collected.

- The writing activities proposed by the English classroom teacher could not be taken as writing activities. Because the activities were limited to spelling and fill in the blanks. Nevertheless the English classroom teacher considered that the activities proposed were genuine writing tasks and that it was the best way to work and to enhance the writing skill of her students. As we progressed in our project we completely understood the difference between exercises they were with their teacher and genuine writing activities.
11. CONCLUSIONS

The present study aimed at reporting the effects that the application of meaningful literacy tasks may have on eighth grade students from a public school.

This study was conducted with an awareness of the low writing levels of students, and the possibility of changing this tendency by applying selected literacy tasks that attract students’ attention and motivate them to start writing in English. The participants reported that they were losing their interest in the subject of English and in English writing. Therefore, we planned classes with a previous gathering of information about students’ preferences, and likes and in this way we motivated them to write more in English by giving importance to the topics they selected.

The literacy tasks implemented on this study awoke students interest in English language writing, motivating them to produce written texts they had never produced, starting from simple texts to finally being able to write more complex texts using the tools given by the researchers during the process. With this study we want to show the advantages that the use of these meaningful tasks have by applying the CLT principles.

This study suggests that English teachers should look for contextualized materials in order to assign tasks that really address students’ needs. English teachers can make their classes opportunities for successful learning by using knowledge of their students preferred subjects to create more meaningful and motivating tasks.
REFERENCES


APPENDIX A

ESTRATEGIAS DE MOTIVACION A LA ESCRITURA DE INGLES MEDIANTE EL USO DE TAREAS SIGNIFICATIVAS

Colegio: Colegio Oficia Cesar Gaviria Trujillo
Grado: Octavo (8°)
Nivel: Elemental-Básico
Curso: Ingles

Presentación:
El proceso para llevar a cabo tareas significativas que motiven a los estudiantes a escribir en inglés, no solo incluye tareas relacionadas con la escritura sino también otros elementos diferentes, tales como: reglas gramaticales, nuevo vocabulario, conectores, adjetivos y preposiciones. Todos estos nuevos elementos en los estudiantes puede servir como complemento de un conocimiento más amplio de inglés. El proceso de la enseñanza de inglés con tareas significativas en un enfoque a la motivación de la escritura, experimenta como los estudiantes mediante tareas que se acomodan a su contexto gusto y conocimiento pueden desarrollar la motivación hacia la habilidad de la escritura y más específicamente al inglés.
Esta será una oportunidad para que los estudiantes que participan en el proceso de enseñanza experimenten en un contexto diferente a la clase otro tipo de metodología en el aprendizaje del inglés. Además de que los estudiantes puedan desarrollar la habilidad de escritura estos pueden desarrollar la construcción de textos secuenciados y en forma lógica.

Metodología:
El objetivo de las sesiones es el de realizar actividades interesantes y significativas centradas en el alumno. Si el alumno es el centro del proceso de aprendizaje, como en este caso, es apenas lógico que las actividades seleccionadas para la enseñanza-aprendizaje reflejen sus intereses y
necesidades; de esta manera serán significativas para ellos y se relacionarán con experiencias concretas de su vida cotidiana. Además, las actividades seleccionadas para fomentar el proceso de aprendizaje del Inglés deben desarrollar un sistema de apoyo ("scaffolding", Bruner: 1975). Mediante este sistema, las actividades se dividen y organizan de manera secuencial, para facilitar el proceso de aprendizaje.

De esta manera se pretende los estudiantes puedan llegar a escribir textos cortos o simplemente oraciones, para pasar luego a construir párrafos y finalmente llegar a construir textos más complejos y extensos, todo esto sin dejar de lado las tareas significativas que puedan desarrollar una motivación hacia la competencia escrita.

**Logros generales:**

- Poseer un conocimiento del entorno y contexto en el que estudiante se rodeado, para poder reconocer las tareas significativas y su relevancia en el proceso de motivación.

- Desarrollar en el estudiante una motivación a la parte de la escritura, además de un conocimiento básico para construir textos lógico y secuenciales.

**Objetivo específico:**

Se garantizara que en todas las sesiones a realizar se dará un enfoque más significativo hacia la parte escrita ya que esta es el núcleo de la investigación y de la enseñanza que se va a llevar a cabo.

**Estándares específicos (Escritura) (adaptados de el Ministerio de Educación Nacional (MEN) para octavo grado).**

<table>
<thead>
<tr>
<th>Escritura</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Escribo narraciones sobre experiencias personales y hechos a mi alrededor.</td>
</tr>
<tr>
<td>- Escribo sobre temas de mi interés.</td>
</tr>
<tr>
<td>- Realizo efectivamente formatos con información personal.</td>
</tr>
<tr>
<td>- Produczo textos sencillos con diferentes funciones (describir y argumentar)</td>
</tr>
</tbody>
</table>
sobre temas personales y que son de mi entorno.
- Organizo párrafos coherentes cortos, teniendo en cuenta elementos formales del lenguaje como conectores y preposiciones.

**Estructuras gramaticales y su función comunicativa**

1. El tiempo pasado para expresar mediante oraciones hechos que ocurrieron o lugares a los que visitaron. (Ej. Yesterday, I visited Manizales, it was a nice trip.)
2. El tiempo presente para desarrollar oraciones en las cuales los estudiante expresen rutinas diarias. (Ej. I live in Samaria, I like to eat spaghetti)
3. Adjetivos los cuales ayudan a construir un sentido de descripción en los textos (Ej. My father is fat, my mother is thin, my sister is lazy.)
4. Conectores, los cuales ayudan a enlazar una oración con otra o un párrafo con otro (Ej. I arrive late, because I had to walk a lot.)
5. Preposiciones para tener un sentido de lugar y poder describir y ubicar lugares conocidos (Ej. Pereira is between Manizales ad Armenia. Ej. The Lucy’s Tejada Library is located next to Centro comercial Victoria.)

**Vocabulario**

Se trabajara en las cinco sesiones con los siete estudiantes de octavo grado será vocabulario que permiten el desarrollo potencial del estudiante (Ejemplo: Frases en pasado y el uso de adjetivos que describan eventos pasado describiendo estos mismos), y este debe ser apropiadas para sus edades y grados. Además se tendrá en cuenta el vocabulario pertinente para desarrollar sus escritos.

**Objetivos de la enseñanza**

Durante la enseñanza se dedicara tiempo para que la actividad de la escritura se desarrolle. También se tendrá en cuenta las preguntas dudas y comentarios
acerca de un tema y la aclaración de este mismo, también se trabajara mediante el uso de retroalimentación y colaboración en parejas.

**Materiales**

Los materiales más importantes que se utilizaran serán los audiovisuales ya que estos pueden a tener un efecto en los logros y objetivos de los profesores y en los estudiante crear motivación a la escritura.

- Material visual tales como: laminas, fotos y material escrito en papel (fotocopias).

**Evaluación**

El propósito de la evaluación tendrá un enfoque comunicativo ya que busca entender el carácter de su mensaje escrito más que la gramática, puntuación y coherencia. Ya que el foco de la investigación es la de motivar y creemos que si por medio de estar calificando errores pueda incidir en la motivación de los estudiantes a desarrollar la escritura.

La evaluación será dividida en dos partes. La primera se refiere a el numero de tareas realizadas, y la segunda tendrá en cuenta la cantidad de palabras producidas en estas tareas. Esto con el fin de saber cuáles actividades producen un efecto de motivación a escribir mas y ser más detallados. Todas las actividades serán guardada y categorizadas por tarea y estudiante en un portafolio.
APPENDIX B

Teacher first interview

Sample of the Interview

- ¿Qué metodología utiliza para fomentar en los estudiantes la escritura?
- ¿Cuál es la calidad de los textos escritos realizados por los estudiantes en relación con gramática, coherencia, puntuación y contenido?
- ¿Con que regularidad los estudiantes comparten sus escritos con sus compañeros?
- ¿A la hora de escribir cuales son los temas que más le gustan a los estudiantes?
- ¿Qué tipo de escritos le pide a los estudiantes que realicen (journals, stories, poems, essays)
- ¿De las cuatro habilidades (writing, reading, listening and speaking) cual es la que más trabaja y profundiza en clase con los estudiantes?

Teacher first Interview

Teacher answers

<table>
<thead>
<tr>
<th>English classroom teacher first interview</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. P: Que metodología usa para fomentar en los estudiantes la escritura?</td>
</tr>
<tr>
<td>R: A través de lecturas comparativas. Los guío para que escriban sobre su entorno y gustos.</td>
</tr>
<tr>
<td>2. P: Cual es la calidad de los textos escritos realizados por los estudiantes en relación con gramática, coherencia, puntuación y contenido?</td>
</tr>
<tr>
<td>R: Puedo decir que son aceptables.</td>
</tr>
<tr>
<td>3. P: Con que regularidad los estudiantes comparten sus escritos con sus compañeros?</td>
</tr>
<tr>
<td>R: Cada veinte días, ellos realizan talleres en parejas y actividades colectivas.</td>
</tr>
<tr>
<td>4. P: A la hora de escribir cuales son los temas que más le gustan a los estudiantes?</td>
</tr>
<tr>
<td>R: Gente famosa en música, deportes y lecturas con juegos.</td>
</tr>
<tr>
<td>5. P: Qué tipo de escritos les pide a los estudiantes que realizan (Journals, stories, poems, essays).</td>
</tr>
<tr>
<td>R: Ensayos y comparaciones de historias vistas en clase.</td>
</tr>
<tr>
<td>6. P: De las cuatro habilidades (writing, Reading, listening and speaking) cual es la que mas trabaja y profundiza en clase con los estudiantes?</td>
</tr>
<tr>
<td>R: Lectura y escritura.</td>
</tr>
</tbody>
</table>
APPENDIX C

Teacher second Interview
Sample of the Interview

- ¿Qué avances nota en la escritura de los estudiantes que participaron en nuestro estudio?
- ¿Cuál es la actitud hacia la clase de Ingles por los estudiantes que participaron en la investigación?
- ¿Cuál es la actitud mostrada por los participantes de nuestro estudio hacia la clase en términos de motivación y mejoramiento en su escritura?
- ¿Cuál es la diferencia de los escritos producidos por los participantes de nuestro estudio, en contraste con los demás estudiantes que no participaron?
- ¿Qué tan efectivo fue la implementación de nuestro estudio sobre los cinco participantes, en relación con su mejoramiento y motivación a escribir?
Teacher second Interview

Teacher answers

Q#1 ¿Qué avances nota en la escritura de los estudiantes que participaron en nuestro estudio?

T: En general los siete estudiantes tienen más bases de vocabulario, gramática y tiempos de pasado y adjetivos.

Q#2 ¿Cuál es la actitud hacia la clase de Ingles por los estudiantes que participaron en la investigación?

T: Mucho mejor con respecto a los otros estudiantes, muestran más interés.

Q#3 ¿Cuál es la actitud mostrada por los participantes de nuestro estudio hacia la clase en términos de motivación y mejoramiento en su escritura?

T: Ellos mejoraron más y se motivan mucho más a escribir en Ingles. Utilizan mucho más vocabulario con respecto a los otros estudiantes.

Q#4 ¿Qué tan efectivo fue la implementación de nuestro estudio sobre los siete participantes, en relación con su mejoramiento y motivación a escribir?

T: lo que he podido notar es una mejoría en sus escritos y en los temas que escogen, además los siete estudiantes aprobaron la materia de Ingles, les fue muy bien.

Q#5 ¿Cuál es la diferencia de los escritos producidos por los participantes de nuestro estudio, en contraste con los demás estudiantes que no participaron?

T: puedo decir que en relación con los demás estudiantes que no participaron en la investigación, he notado una mejoría y un mejor conocimiento del Ingles.
APPENDIX D

Student’s interview
Interview Sample

- ¿Con qué frecuencia escribes, dentro y fuera del salón de clase?
- ¿Te han gustado las tareas de escritura propuestas por el profesor?
- ¿Cuándo escribes, cuáles personas leen tus escritos?
- ¿Escribes fuera del colegio?
- ¿Cuáles son los temas que más te motivan a escribir?
- ¿Cuándo escribes en, lo haces por gusto y deseo propio, o por la necesidad de una nota?
- ¿Cómo crees que se encuentra tu nivel de escritura?

Laura’s Interview Answers
Student’s First Interview
¿Con que frecuencia escribes, dentro y fuera del salón de clase?
R: Dentro del salón con mucha frecuencia y fuera del salón con muy poca frecuencia.
¿Te han gustado las tareas de escritura propuestas por el profesor?
R: Algunas son muy interesantes y nos ayudan a mejorar en la manipulación de los verbos, etc.
¿Cuándo escribes, cuáles personas leen tus escritos?
R: Algunas veces mis papás y hermano.
¿Escribes fuera del colegio?
R: Pocas veces.
¿Cuáles son los temas que más te motivan a escribir?
R: Las ganas de salir adelante sobresalir en el grupo y ser mejor cada día.
¿Cuándo escribes en, lo haces por gusto y deseo propio, o por la necesidad de una nota?
R: Creo que por un poco de gusto y por que la nota es muy indispensable con base a la materia.
¿Cómo crees que se encuentra tu nivel de escritura?
R: En el nivel medio, porque tengo muy mala ortografía y en el caso del inglés algunas veces mezclo palabras que no van en ese lugar.

Andres’s Interview Answers
Student’s First Interview
¿Con qué frecuencia escribes, dentro y fuera del salón de clase?
R: con muy poca frecuencia pues porque no me llama mucho la atención escribir.
¿Te han gustado las tareas de escritura propuestas por el profesor?
R: Si, porque he aprendido muchas palabra nuevas en inglés, pero aburren porque siempre las tareas son las mismas.
¿Cuándo escribes, cuáles personas leen tus escritos?
R: Pues para los profesores en las tareas.
¿Escribes fuera del colegio?
R: No Mucho.
¿Cuáles son los temas que más te motivan a escribir?
R: Pues ninguna todo normal.
¿Cuándo escribes en, lo haces por gusto y deseo propio, o por la necesidad de una nota?
R: Más que todo por la necesidad de una nota.
¿Cómo crees que se encuentra tu nivel de escritura?
R: En una escala del 1 al 10 yo dije que 7.
### Adriana’s Interview Answers

<table>
<thead>
<tr>
<th>Student’s First Interview</th>
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</thead>
<tbody>
<tr>
<td><strong>¿Con qué frecuencia escribes, dentro y fuera del salón de clase?</strong></td>
</tr>
<tr>
<td><strong>R:</strong> Yo casi no escribo fuera del salón y cuando estoy en el salón, pues lo que nos ponen a escribir los profesores.</td>
</tr>
<tr>
<td><strong>¿Te han gustado las tareas de escritura propuestas por el profesor?</strong></td>
</tr>
<tr>
<td><strong>R:</strong> Pues si son chéveres porque uno se aprende más.</td>
</tr>
<tr>
<td><strong>¿Cuándo escribes, cuáles personas lean tus escritos?</strong></td>
</tr>
<tr>
<td><strong>R:</strong> Pues cuando estoy chatteando con alguien o una nota a las tareas pues los profesores para revisar o a las personas que les escribo.</td>
</tr>
<tr>
<td><strong>¿Escribes fuera del colegio?</strong></td>
</tr>
<tr>
<td><strong>R:</strong> Si en algunos casos casi siempre.</td>
</tr>
<tr>
<td><strong>¿Cuáles son los temas que más te motivan a escribir?</strong></td>
</tr>
<tr>
<td><strong>R:</strong> Pues los cuentos y los poemas.</td>
</tr>
<tr>
<td><strong>¿Cuándo escribes en, lo haces por gusto y deseo propio, o por la necesidad de una nota?</strong></td>
</tr>
<tr>
<td><strong>R:</strong> Pues cuando es una tarea por la necesidad de una pues si escribo mas es por gusto y deseo propio.</td>
</tr>
<tr>
<td><strong>¿Cómo crees que se encuentra tu nivel de escritura?</strong></td>
</tr>
<tr>
<td><strong>R:</strong> En un nivel aceptable.</td>
</tr>
</tbody>
</table>

### Eliana’s Interview Answers

<table>
<thead>
<tr>
<th>Student’s First Interview</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>¿Con qué frecuencia escribes, dentro y fuera del salón de clase?</strong></td>
</tr>
<tr>
<td><strong>R:</strong> Con ninguna frecuencia ahora.</td>
</tr>
<tr>
<td><strong>¿Te han gustado las tareas de escritura propuestas por el profesor?</strong></td>
</tr>
<tr>
<td><strong>R:</strong> Algunas tareas porque hay algunos profesores que dejan tareas difíciles entonces esas tareas las dejo de hacer.</td>
</tr>
<tr>
<td><strong>¿Cuándo escribes, cuáles personas lean tus escritos?</strong></td>
</tr>
<tr>
<td><strong>R:</strong> Si en algunos casos pero muy poco.</td>
</tr>
<tr>
<td><strong>¿Escribes fuera del colegio?</strong></td>
</tr>
<tr>
<td><strong>R:</strong> Sí cuando tengo que hacer tareas o hago cartas excusas para los profesores, amigos, hermanos y excusas para la institución.</td>
</tr>
<tr>
<td><strong>¿Cuáles son los temas que más te motivan a escribir?</strong></td>
</tr>
<tr>
<td><strong>R:</strong> Me motiva más son los poemas palabras de amor y palabras de amistad. Pero lo que más me motiva son los valores por qué un aprende a valorarse.</td>
</tr>
<tr>
<td><strong>¿Cuándo escribes en, lo haces por gusto y deseo propio, o por la necesidad de una nota?</strong></td>
</tr>
<tr>
<td><strong>R:</strong> Por cosas que me gustan más que una nota.</td>
</tr>
<tr>
<td><strong>¿Cómo crees que se encuentra tu nivel de escritura?</strong></td>
</tr>
<tr>
<td><strong>R:</strong> Mas o menos creo que bien.</td>
</tr>
</tbody>
</table>

### Luisa’s Interview Answer

<table>
<thead>
<tr>
<th>Student’s First Interview</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>¿Con qué frecuencia escribes, dentro y fuera del salón de clase?</strong></td>
</tr>
<tr>
<td><strong>R:</strong> Pues la verdad yo si escribo fuera y dentro del colegio y del salón de clase. En clases cuando nos ponen actividades para resolver me gusta expresarme bien y escribo en mi diario. Fuera de clase cuando estoy en mi casa me pongo a hacer tareas o a escribir en mi diario.</td>
</tr>
<tr>
<td><strong>¿Te han gustado las tareas de escritura propuestas por el profesor?</strong></td>
</tr>
<tr>
<td><strong>R:</strong> Hay tareas que me gustan como hay otra que no una por qué no las entiendo o porque no me gusta la materia.</td>
</tr>
<tr>
<td><strong>¿Cuándo escribes, cuáles personas lean tus escritos?</strong></td>
</tr>
<tr>
<td><strong>R:</strong> En caso de las tareas los profesores y los compañeros cuando uno le presta el cuaderno para des-atrasarse de alguna actividad o cuando una hace una carta y da a la persona dirigida.</td>
</tr>
<tr>
<td><strong>¿Escribes fuera del colegio?</strong></td>
</tr>
<tr>
<td><strong>R:</strong> Si en muchas ocasiones cuando me siento triste me pongo a escribir en mi diario y allí me descargo cuando me pongo a hacer cartas.</td>
</tr>
<tr>
<td><strong>¿Cuáles son los temas que más te motivan a escribir?</strong></td>
</tr>
<tr>
<td><strong>R:</strong> El tema que más me gusta tratar y el que más me motiva es el amor cuando me pongo a hacer cartas poemas y versos.</td>
</tr>
<tr>
<td><strong>¿Cuándo escribes en, lo haces por gusto y deseo propio, o por la necesidad de una nota?</strong></td>
</tr>
<tr>
<td><strong>R:</strong> Si muchas veces por gusto propio, no solamente por ganarme una nota si no por cumplir y porque es un bien para mí porque dependiendo de las tareas me ayudara a tener un buen conocimiento.</td>
</tr>
<tr>
<td><strong>¿Cómo crees que se encuentra tu nivel de escritura?</strong></td>
</tr>
<tr>
<td><strong>R:</strong> Mi nivel de escritura yo me lo considero muy bien pues tendrá uno que otro error como lo tiene cualquier persona.</td>
</tr>
</tbody>
</table>

### Daniela’s Interview Answers

<table>
<thead>
<tr>
<th>Student’s First Interview</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>¿Con qué frecuencia escribes, dentro y fuera del salón de clase?</strong></td>
</tr>
<tr>
<td><strong>R:</strong> No con mucha frecuencia por el momento.</td>
</tr>
<tr>
<td><strong>¿Te han gustado las tareas de escritura propuestas por el profesor?</strong></td>
</tr>
<tr>
<td><strong>R:</strong> Pues si por qué aprendo mucho.</td>
</tr>
<tr>
<td><strong>¿Cuándo escribes, cuáles personas lean tus escritos?</strong></td>
</tr>
<tr>
<td><strong>R:</strong> Para mis compañeros y la noticas.</td>
</tr>
<tr>
<td><strong>¿Escribes fuera del colegio?</strong></td>
</tr>
</tbody>
</table>
| **R:** No se pero yo digo que mi nivel de escritura es más o menos bajo.
Jeison’s Interview Answer’s

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>¿Con que frecuencia escribes, dentro y fuera del salón de clase?</td>
<td>R: Con muy poca frecuencia solo lo hago por tareas que me pide la profesora.</td>
</tr>
<tr>
<td>¿Te han gustado las tareas de escritura propuestas por el profesor?</td>
<td>R: No me gustan mucho porque no entiendo mucho sobre que se tratan o como completarla.</td>
</tr>
<tr>
<td>¿Cuándo escribes, cuales personas leen tus escritos?</td>
<td>R: Para las tareas en el colegio o sea los profes.</td>
</tr>
<tr>
<td>¿Escribes fuera del colegio?</td>
<td>R: Muy poco casi nunca.</td>
</tr>
<tr>
<td>¿Cuáles son los temas que más te motivan a escribir?</td>
<td>R: Me gusta escribir acerca de los deportes en especial el fútbol también las cosas que ocurren en el país.</td>
</tr>
<tr>
<td>¿Cuándo escribes en, lo haces por gusto y deseo propio, o por la necesidad de una nota?</td>
<td>R: Por la necesidad de una nota.</td>
</tr>
<tr>
<td>¿Cómo crees que se encuentra tu nivel de escritura?</td>
<td>R: Bien aunque la ortografía se me dificulta.</td>
</tr>
</tbody>
</table>
APPENDIX E

Field notes

**English classroom teacher observation.**
Observation #1
*Mondy 5th April 2010.*
4:45 pm 5:45pm.

The class starts with a fifteen minute delay. The teacher asks for a photocopy to start a with a listening activity, before starting the listening activity the teacher gives some commands about the activity using the English language, after the clarification about the activity, she started with the listening activity. It is a very noisy room and the students misbehaved. When the audio starts to run on, they immediately change from noisy to quiet, and pay attention very carefully. The activity consists in listening and writing, they have to listen some prepositions of position then they have to look a picture and fill in the blanks using the prepositions and the object to which the audio refers. The teacher repeats the audio, then she monitors the students while they are completing the activity and thinking aloud. After this activity teacher selects some students randomly to read the questions and the answers. When the students start to answer, their classmates instantaneously start to behave badly and be very noisy. The teacher seems annoying and invites the student who was misbehaving to be in front of the class to answer some questions related to the activity. In general there is no control of the class.

**Students observation.**

Observation #1
*Friday 16th April 2010.*
12:00m 1:00pm

The teacher made an introduction about how the classes will be and the process itself, then the teacher made an example of a short personal presentation, additionally each student made a short self description. Then the teacher asked the students about their knowledge in English and their interest towards that subject. Also the teacher carried out a short interview, with the aim to know the students likes and topic preferences when they write, and their expectations about the English subject.

The teacher makes a review about the personal pronouns and their use in short sentences, he also reinforces correct word order that a sentence in English must
have. In the middle of the session, the teacher asked for a list in which they gave basic and relevant data about personal information, using adjectives, with this information, the teacher made a sample on the board about a description of a person, taking into account the information given by the students. The students looked enthusiastic and excited, they show a collective optimist and an urge asking about what the words mean, new vocabulary learning and how those words must be pronounced, also the students show happiness and a kind of mocking about the description of the English classroom teacher. Throughout participation, games and laughter, students seemed motivated and showed positive anxiousness to know more vocabulary and grammatical rules that could help them to complete their task.

Observation # 2

**Friday 23rd April 2010**

**12:00pm 1:00pm**

The facilitator was working with vocabulary related to adjectives, he started by asking them words in Spanish, let them come at front and write them on the board in English, when the facilitator started giving instructions about the task, a voice came up from the room's speakers, it was the principal from the school giving some advises and some notifications for all the students. This issue turned class ambiance into a noisy and uncomfortable one, since students started talking about what they has just been told, almost 10 minutes had to pass before they got their mind back in class. This issue did not allow the facilitator to end up his instructions about the task, nor to make an activity to practice the previous topic, he was neither able to show his own example about the task, as he usually did with them.

Observation # 3

**Monday 26th April 2010**

**5:50pm 6:50pm**

In this session, the facilitator talked about prepositions of place, during the class students seemed to be interested on learning every preposition he exposed them to learn, they were asking by meanings and correct ways of pronunciation of the words. After some minutes, he made an activity to reinforce the topic using real examples, how? by asking every student to come at front and say specifically where his house was located, telling its precise location in the city, the neighborhood and even the block, and the other students had to try to guess which neighborhood and which house was he or she talking about. It was an
amusing activity, since they looked eager to go in front to try to say clues that helped other students to guess the speaker house's location, the whole class’ ambiance was really one of confidence and participation from students and teacher, besides while they were doing the activity they seemed to be excited and really connected with the class and the activity.

Observation #4

**Monday 3rd May 2010**

**5:50pm 6:50pm**

The class started in the same classroom as usual, then the English classroom teacher asked the facilitator and students if there was a possibility to move to the library and develop the class there, because she needed the classroom, the teacher lost about 15 minutes before re-starting the class. The class started at the library, the students worked in groups because there was no board and there were other students from other courses, the participants and the teacher showed a kind of discomfort and intimidation, also the students looked unsecured and they had to stay quiet due to the rules of the library, this class was very basic, the teacher only made short examples about a description of a famous person using adjectives, the students looked confused because they did not understand the proposed task and they did not ask to clarify what the task was about. The students and the teacher were like shocked and annoyed because a normal class was impossible to be carried out.

Observation #5

**Friday 10th May 2010**

**12:00pm 1:00pm**

The teacher started the session by asking the participants to think about the whole process. From the first to the last session. The teacher asked them to brainstorm about their perception of the classes and write them down in the notebook. After a brief reflexive moment in which the participants were asked to write down all they had already told about the classes, suddenly they started asking the facilitator to help them because they did not feel at all able to write such a text with so many unknown words and with no help, so the facilitator decided to help them during the task, this made them feel better in terms of confidence and initiative to start, since their attitude towards the task changed from negative to positive. This positive attitude showed by the participants made that participation, and question about the task increase.
**GLOSSARY**

*Audience:* The people who read a writer's text.

*BICS:* Basic Interpersonal Communicative Skills.

*CALP:* Cognitive Academic Language Proficiency.


*CLT:* Communicative Language Teaching.

*EFL:* English as a Foreign Language.

*ESL:* English as a Second Language.

*Extrinsic motivation:* When students are motivated by external factors.

*Intrinsic motivation:* When students are motivated by internal factors.

*Meaningful tasks:* Are those tasks that have relevance and connection to what the students know and what's important to them.

*Motivation:* A feeling of interest that makes somebody want to do something.

*Task:* A piece of work or assignment given in a classroom.

*Text:* A piece of written discourse.