The use of blogs and teacher electronic response to enhance the revision stage of EFL students´ writing processes

by

ELSA FERNANDA GONZALEZ

A dissertation submitted to the
College of Arts and Law
of the University of Birmingham
in part fulfilment of the requirements
for the degree of

Master of Arts

in

Teaching English as a Foreign or Second Language (TEFL/TESL)

This dissertation consists of approximately 12,210 words

Supervisor: **GENA BENNETT**

Centre for English Language Studies
College of Arts &Law
University of Birmingham
Edgbaston, Birmingham B15 2TT
United Kingdom

March 2012

ABSTRACT

This study analyzes how participants used teacher electronic feedback during their revision processes on four expository tasks posted on learners´ online personal weblogs. Eight intermediate teenage Mexican EFL learners took part in four writing tasks of which two drafts were produced. The teacher-researcher provided electronic feedback as online comments to draft one of each blog post. Feedback focused mainly on text-based level aspects and focused participants´ attention on meaning changing aspects. Data collection instruments included a background questionnaire, transcripts of each draft of participants´ blog posts, transcripts of teacher electronic feedback and weekly group discussions. Results suggest that learners produced more surface-level revisions rather than text-based revisions even though teacher feedback focused in its majority on text-based aspects. However, 50% of the participants produced more text-based aspects on task four in comparison to task 1. The researcher concludes that additional factors, other than repetitive blog writing and text-based focused feedback, is necessary to increase the amount of meaning changing revisions on participants´ final drafts. However, the use of computer and World Wide Web technology provided participants with a friendly environment in which they could produce their texts.

DEDICATION

I would like to dedicate this dissertation to my family, my husband and my son, who have always been the joy and motivation in my life. It is because of them that I am who I am today.

To my parents, Arnoldo and Carolina, who have always been my role models and have given me nothing but unconditional support.

Finally, this dissertation is dedicated to my little brothers, Guillermo and Franco who always have my back in the good and the bad.

ACKNOLEDGEMENTS

I am especially grateful to my students who very kindly and unconditionally decided to participate in this study. To the English coordinator, Izela Partida of the Colegio Antonio Repiso, a special thought of appreciation for all her support and help during the study.

Thank-you to my tutor Douglas Sewell and dissertation supervisor Gena Bennett for their unconditional help and useful suggestions in difficult and exciting times throughout these couple of years.

Finally, I am eternally grateful to the Universidad Autonoma de Tamaulipas (University of Tamaulipas) and the PROMEP program for believing in me and providing me with the financial support to fulfill this program.

CONTENTS

CHAPTER 1		**INTRODUCTION**……..	**1**
1.1		Brief overview……..	1
1.2		Background……..	1
	1.2.1	Writing……..	1
	1.2.2	Feedback……...	2
	1.2.3	Weblogs……	2
1.3		Current Study……...	3
	1.3.1	Statement of Problem……...	3
	1.3.2	Purpose……	3
	1.3.3	Research Question……	3
	1.3.4	Methods……	3
	1.3.5	Findings and significance…….....	4
1.4		Dissertation Structure……	4
CHAPTER 2		**THEORETICAL BACKGROUND TO WRITING, FEEDBACK AND WEBLOGS**…….....	**6**
2.1		Introduction……...	6
2.2		The Nature of Writing……...	6
2.3		Second Language Writers……	7
2.4		Writing Instruction…….……	7
2.5		The process approach in action……	9
	2.5.1	Classroom activities……..	9
	2.5.2	Teacher response……...	10
	2.5.2.1	Revision and Response……	10
	2.5.2.2	Considerations for Response……	11
	2.5.2.3	Types of Response……	13
	2.5.2.3.1	Teacher-written feedback……	13
	2.5.2.3.2	Computer mediated response…….....	14
2.6		Information and Communication Technology in Language Teaching……	14
	2.6.1	ICT and writing instruction…….....	15
	2.6.2	ICT and teacher feedback……	16
	2.6.3	Blogging and writing instruction……..	16
	2.6.4	Research in blogging and writing instruction……...	17
2.7		End of chapter summary……...	19
CHAPTER 3		**METHODOLOGY…….....**	**20**
3.1		Introduction……..	20
3.2		Participants……	20
3.3		Pedagogical Context……	20
	3.3.1	Institutional Overview……...	21
	3.3.2	Course Summary……...	21

	3.3.3	Assignment Process……..	22
3.4		Design of Study……	23
3.5		Data Collection Instruments……..	24
	3.5.1	Background Questionnaire……	25
	3.5.2	Teacher Written Feedback……	25
	3.5.3	Draft Blog Posts……	25
3.6		Data Collection Procedures……...	26
	3.6.1	Phase One……..	26
	3.6.2	Phase Two……	26
3.7		Data Analysis……	27
	3.7.1	Participants´ Background……..	27
	3.7.2	Teacher Written Feedback……	27
	3.7.2.1	Types of Revisions……	29
	3.7.2.2	Number of Meaning-Changing Revisions in Final Drafts……	29
	3.7.2.3	Number and Type of Suggested Revisions by Instructor……	30
3.8		End of Chapter Summary……	30
CHAPTER 4		**RESULTS AND DISCUSSION……**	**31**
4.1		Introduction……...	31
4.2		Background Questionnaire Results……...	42
4.3		Teacher Written Feedback Results……...	34
	4.3.1	Teacher Comments……...	34
	4.3.2	Student Revisions……	39
	4.4	Discussion……	42
	4.5	End of Chapter Summary……..	43
CHAPTER 5		**CONCLUSIONS AND TEACHING IMPLICATIONS…….**	**44**
5.1		Brief Overview……	44
5.2		Restatement of Research Aim……...	44
5.3		Review of Findings……...	45
5.4		Significance of Findings……...	45
5.5		Limitations and Future Research……..	46
5.6		Final Conclusions……..	48
		APPENDICES……	**49**
		Appendix A Background Questionnaire……...	49
		Appendix B Informed Consent for Participants……	50
		Appendix C Writing Tasks……...	51
		Appendix D Participants´ Answers to Background Questionnaire……..	53
		Appendix E Transcripts of Teacher Feedback……..	54
		Appendix F Participants´ Drafts……...	70
		REFERENCES……	132

CHAPTER 1

INTRODUCTION

1.1 Brief Overview

As important components of the writing process, revision and feedback can be enhanced by the use of computer technology such as Weblogs (blogs). This dissertation reports the results obtained by a teacher researcher after analyzing the impact of teacher feedback on EFL learners´ repetitive blog writing. Specifically, this study describes how participants used teacher electronic feedback and used it to produce revisions on their weblog posts. The teacher-researcher concludes that the use of blogs combined with teacher feedback can be of noticeable help in developing students´ revisions if combined with factors such as multiple-drafting and specific technology training. This study discusses three main concepts writing, feedback and weblogs. These concepts are further discussed in sections 1.2.1, 1.2.2 and 1.2.3.

1.2 Background

This section discusses and provides a general background to the three key concepts around which this dissertation revolves: writing, feedback and weblogs.

1.2.1 Writing

Writing is a language skill that, compared to other skills, requires specific training and is not an innate activity in a language user (Brown, 2007; Hyland, 2003; Grabe & Kaplan, 1996). It is a process in which a writer is required to suit the needs of a specific audience and provide the tools for readers to infer, interpret and read between lines to understand a specific message (Brown, 2007).

Researchers and methodologists over the 20th century (Matsuda, 2003) have found that activities such as pre-writing, drafting, revising and editing (Gao, 2007; Silva, 1987; Badger & White, 2000; Liu & Hansen, 2002) allowed instructors to focus on the writer and the writer's

experiences when composing instead of evaluating a single written product thereby making the process a student-centered activity.

According to Murray (1974), "Writing is rewriting" therefore writing implies the revision of a text and its composition at any stage of the writing process. The term revision refers to any type of change made by writers on their writings. Changes may involve aspects of meaning or surface such as change of tense, punctuation or spelling (Allal & Chanquoy, 2004; Hayes, 2004; Rijlaarsdam, Couzijn & Van Den Bergh, 2004).

1.2.2 Feedback

According to Sommers (1980 cited in Freedman, 1985) feedback can center writers´ attention to their work and trigger their revision processes. Feedback may produce better-written outcomes if given throughout the writing process instead of on a final product (Seow, 2002). Nowadays, information and communication technologies (ICT) have become a part of students´ personal and academic lives. Computers, mobile devices and other technological machines accompanied by the World Wide Web have influenced how feedback is delivered. Electronic feedback is considered to be the means through which response or feedback is provided through a technological device (Ware & Warschauer, 2006).

1.2.3 Weblogs

The term weblog is used to refer to a public website in which the writer is constantly updating and keeping record of opinions or compositions (Campbell, 2003; Hashemi & Najafi, 2011). They provide student writers opportunities to become autonomous learners (Bhattacharya & Chauhan, 2010) and they allow feedback to be provided individually or collectively and be shared with all those involved in a course (Hashemi & Najafi, 2011). For students, weblog use represents a source of motivation and the opportunity to use their familiarity with computer technology to benefit their language learning (Jones & Nuhfer-Halten, 2006).

1.3 Current Study

1.3.1 Statement of the Problem

Writing requires students to reflect on their writing throughout the writing process. However, triggering these reflective activities may represent a big challenge for both instructors and novice writers. Technology is a tool that may facilitate this process by providing participants with an environment they are familiarized with and is rarely used in Mexican contexts. However, not enough is known about how much teacher feedback combined with information and communication technology can help improve students' revisions, particularly in the Mexican context in which L1 writing is rare and electronic feedback is uncommon.

1.3.2 Purpose

The purpose of this study is to investigate and report on how intermediate EFL students in Mexico used teacher electronic feedback to improve their drafts of expository blog posts. The dissertation proposes the combination of teacher feedback with repetitive blog writing can increase the amount of text-based revisions and improve their written text.

1.3.3 Research Question

This study was guided by the research question *Does encouraging students to produce repetitive blog entries combined with teacher electronic feedback to each entry result in more improvements on text-level aspects of students´ writing in comparison to students´ first draft blog entries?*

1.3.4 Methods

This study followed a case study methodology, which seeks to describe a single instance during a specific period of time considering the context of interaction (Merriam, 1998; Lier, 2005) of the group in question. This study focuses on the specific case of eight Mexican EFL students enrolled in an intermediate conversation course during the fall term of 2011. A case study approach was chosen because the number of participants was a small group of learners, therefore their writing experiences may not be generalizable to other teaching contexts but may contribute to enlighten other writing instructors´ and researchers´ knowledge of blog and teacher feedback

use. Case study methodology's flexibility (Merriam, 1998; Lier, 2005) allows different contexts to be considered. This study considered the course program, the infrastructure of the school, participants´ background information and the nature of the writing tasks as part of writers´ context.

Data was collected with a background questionnaire, transcripts of teacher electronic feedback and transcripts of blog posts. Teacher feedback and participants´ revisions were coded according to Faigley & Witte´s (1981) Taxonomy of Revisions. Type of revisions made on draft one of Task one was compared to those on Task two, and Task three to Task four. Revisions on Task one were compared to those on Task four to determine if students increased their number of text-based revisions.

1.3.5 Findings and Significance

The study found that although students had previous experience receiving feedback from instructors in other EFL courses, seven out of eight participants were encouraged to revise their work. Although participants were familiar with the use of technology, none of them had experience using weblogs in EFL courses. The results of the study suggest that blog writing combined with TWF can help aid participants´ writing abilities, specifically revisions processes, if the teaching and learning contexts are cared for.

This study was developed in an area that is especially concerned in developing good language use abilities in students. Therefore, writing instruction supported by research enlightens local instructors' teaching practice. Among EFL teachers globally, this study deepens our knowledge on the usefulness of teacher feedback and ICTs to improve the students' language learning through writing.

1.4 Dissertation Structure

This dissertation begins by giving an overview of relevant literature to the theoretical background to writing and the writing process. Chapter two discusses the importance of writing and the changes that writing methodology has undergone in the twentieth century. It goes on to further describe the writing process and L2 writers as well as the role of revision and teacher feedback in

this process. Finally, it describes the role of ICT in the processes of revision and the provision of feedback.

Chapter three details the methods employed to ascertain whether encouraging students to produce repetitive blog entries combined with teacher electronic feedback resulted in more improvements on text-level aspects of students´ writing. Firstly, it provides a background for the participants involved in the study. Then, it provides a description of the pedagogical context in which the study was developed. It goes on to detail the methods approached and the data collection instruments used. This chapter includes an explanation of the two phases among which the data collection procedures were divided and finalizes by detailing the procedures followed to analyze the information obtained from the data collection instruments.

Chapter four focuses on the results obtained from data analysis. It accounts for participants´ general background such as age, level of English proficiency, and experience with writing, feedback, revision, and Weblogs. The chapter continues on to detail the nature of the feedback provided by the teacher-researcher to participants´ drafts and the type and quantity of students´ revisions. It outlines that teacher's comments focused mostly on text-based aspects seeking to encourage students to produce more text-based revisions. It describes that only 50% of the participants increased their number of text-based revisions on their final draft of Task four in comparison to that of Task one.

This dissertation finalizes with Chapter five and details the teacher-researcher's opinion of the results obtained and the outcomes of the study. She concludes that blog writing combined with TWF may develop participants´ revision skills if combined with multiple drafting and technology use training. Finally, it is suggested that future research focus on students´ technology preferences.

CHAPTER 2
THEORETICAL BACKGROUND TO WRITING, FEEDBACK AND WEBLOGS

2.1 Introduction

This chapter focuses on important background information to writing and the writing processes that student writers experience. Specifically, this chapter focuses on the role of teacher electronic feedback and revision in the process of writing.

2.2 The Nature of Writing

Many authors agree that writing is not an innate activity (Brown, 2007; Hyland, 2003; Grabe & Kaplan, 1996) instead its production requires specific training and practice.

Written language implies specific characteristics that make it a unique part of language (Brown, 2007). It is permanent, it can be done slowly over time and allows for revision and improvement. Additionally, writing demands writers to predict reader's cultural background, literary schemata and subject-matter knowledge (Brown, 2007) and is considered an interactive process with a purpose and a specific context that involves the construction and transmission of knowledge (Silva, 1990: 18, cited in Ferris & Hedgecock, 1998).

For second language (L2) writing, the composing process requires specific factors to take part in this interaction (Ferris & Hedgecock, 1998: 9): components such as a) ESL writer, b) native English speaker readers as primary audience of the ESL composition, c) the written text, d) the context for writing, and the e) interaction of all of these components in authentic educational settings. It is my belief that the context in which a writer interacts is of major importance. Therefore, for the purposes of this study the audience in which participants are writing is not limited to Native English Speakers (NES); instead, it is open to any reader who accesses the Internet especially English as a Foreign Language (EFL) learners that would like to read the participants´ opinions. With the purposes of further understanding L2 and EFL student writers, the following section provides a review of research on second language writers.

2.3 Second Language Writers

Producing written text requires mental processes that demand a considerable amount of effort (Byrne, 1991) and cognitive procedures. In the 60s, researchers became interested in how second language writers write and what actually happens when producing text (Matsuda, 2003; Ferris & Hedgecock, 1998). Zamel (1983) studied six advanced ESL students who participated in a college writing class and found that when writing an expository essay they repeatedly planned their texts throughout the process; reviewed, re-read, reacted and modified their text; focused on sentence level texts (poor writers) and re-read complete paragraphs (advanced writers); revised by adding new, eliminating, or reorganizing information, and edited the text.

Raimes (1985), who approached poor writers´ skills with think aloud protocols, pointed out that ESL writers were not preoccupied with errors and editing. She pointed out that "the ESL writers in this study appeared to go back in order to read, to let an idea flow and find its form and voice, and to get a 'running start' on the next sentence. Sometimes in the course of reading back, they edited, but very often they did not" (Ibid: 247).

Research such as that lead by Zamel (1983) and Raimes (1985) gives teachers some insight into what specific actions are carried out when students write. To fulfill the purpose of this study, it is necessary to be aware of the possible processes writers may experience as a starting point in the analysis of the revision stage of writing.

2.4 Writing Instruction

In the 1960s the increase of international students in the U.S.A, and the need for composition courses to prepare them for academic performance, led writing instruction to a shift from focus on spoken language to a more balanced view. The 70s focused writing instruction on the features of L2 written text such as orthography, sentence-level structure and discourse level structure (Ibid). Traditional second language lessons dedicated little or no space to students and their free expression of feelings and thoughts (Applebee, 1981 cited in Li Wai Shing, 1992). Writing was taught as controlled practice (Paltridge, 2004; Silva, 1987) and was not concerned with meaningful writing or audience.

In the 1980´s, product writing took teachers to believe that students needed to focus on writing essays that were formed by sentences and paragraphs instead of focusing on sentences as single units (Silva, 1987). Writers were presented with an example of an essay and used what they noticed to create a new composition. Writing skills were learned through the use of patterns where students needed to place a specific sentence within a certain pattern, focusing on language forms and the final written piece instead of meaning (Silva, 1987; Liu & Hansen, 2002). This became to be known as the product approach to writing.

Process writing came to be the counter part of product writing introducing a whole new way of developing written texts. The process approach, which emerged in the 1970s and 1980s, considered other aspects that product writing did not: writing is considered a process of discovery and thinking (Hedge, 2000) in which great emphasis is made on students' writing purpose and possible audience (Silva, 1987). According to Silva (Ibid), composers experience specific stages in their process of writing that are non-linear and generative. Writers may plan, revise their plan, write, revise what they wrote, plan a different draft and then go back and edit their first draft (Ibid). Writing instructors become part of the process and participate as facilitators of knowledge, consultants, assistants and co-participators of students learning (Li Wai Shing, 1992) while the writer is the center of attention.

While the process approach is the current standard for teaching writing, some researchers believe that process writing can represent certain disadvantages. According to Silva (1987), it does not prepare writers for academic life and gives them the wrong impression of how they will be taught in college. It does not prepare students for standardized tests in which candidates are required to produce a written text in a limited period of time. In the light of this information, process writing is a useful approach that allows instructors to focus participants´ attention on their work and reflect on what they wish to improve therefore emphasizing the importance of process writing to this study. Classroom activities, which are described in the following section, can facilitate reflective activities and provide useful ideas to compose.

2.5. The process approach in action

2.5.1 Classroom activities

Activities such as pre-writing, drafting, revising and editing (Gao, 2007; Silva, 1987; Badger & White, 2000; Liu & Hansen, 2002) are part of a process-writing course. They lead learners into specific activities they do not always perform in the same order. Instead, they jump from one stage to the other according to their specific writing needs as demonstrated in Figure 2.1.

For classroom purposes, Seow (2002: 319-320) describes specific strategies to enhance process writing in the classroom, such as the use of models, completion of the process over several sessions, and utilization of computers and technology. Teacher response is also a valuable classroom tool that encourages process writing. Additionally, it helps writers´ to review their work and revise if necessary. Teacher response (as feedback) is a crucial component of this study and is visited in the following section.

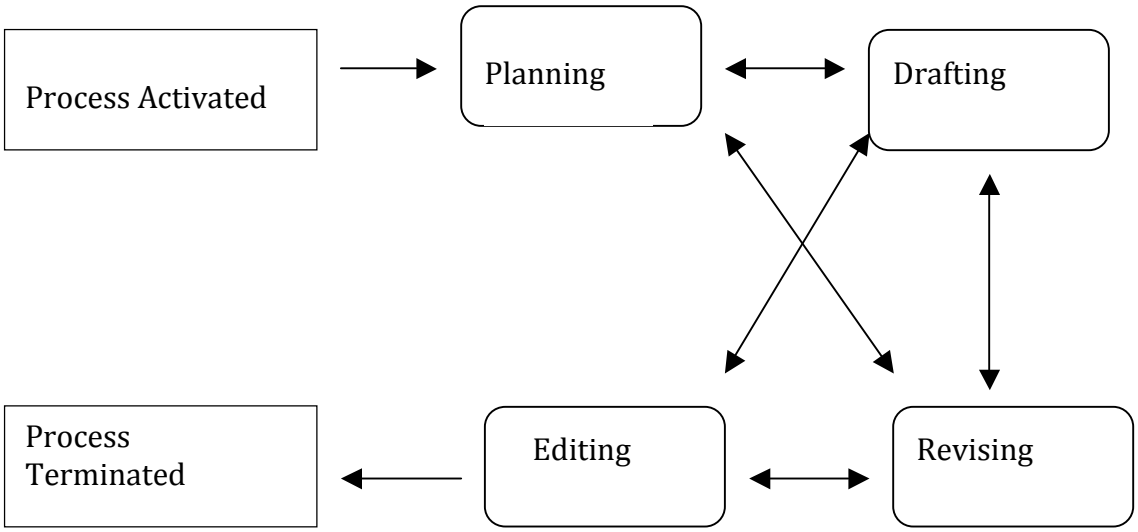

Figure 2.1: The writing process (Seow, 2002: 315)

2.5.2 Teacher Response

In process writing, steps such as planning, drafting, revising and editing can be combined at any point of the process to construct a final written piece. The purpose of this study is to analyze participants´ written development with the use of weblogs as a result of teacher response during a specific period of time. Therefore, the analysis of the planning or drafting stages is beyond the scope of this paper and will not be discussed further.

Response, also known as feedback, might be considered of great influence on students´ revision processes and is discussed in some detail here.

2.5.2.1 Revision and Response

Sommers (1980 cited in Freedman, 1985) considers response as a cue that triggers writers to revise their work and repeatedly occurs throughout the writing process. Revision, a concept considered apart from editing, refers to any modification a writer makes to a text (Ibid) carried out in a non-linear process (Allal & Chanquoy, 2004). When editing, changes do not alter the meaning nor main ideas of a composition, while when revising modifications occasionally change meaning of ideas (Ibid).

Response, in any of its forms, encourages learners to review, analyze and modify their text, allowing them to experiment different ways of adapting to audiences' expectations (Paulus, 1999) and engage in revising activities (Li Wai Shing, 1992; Hyland & Hyland, 2006). For Straub (2000), response is integral to successful writing instruction and through it instructors are encouraged to support their students' writing through multiple drafting activities and useful feedback (Hyland & Hyland, 2006). Feedback can be provided at any point of the writing process; however, it may result in larger benefits if it is provided repeatedly throughout the process instead of at the final stage when the final product is finished (Seow, 2002).

2.5.2.2 Considerations for Response

Although it seems that providing feedback assures many advantages for learners and instructors, certain constraints need to be considered. Instructors, at times, may feel their efforts to give quality feedback go "unrewarded" (Goldstein, 2005:4) when they come upon students that do not improve their work or do not consider it while revising. Additionally, responding to writing is an activity that consumes large amounts of time and represents intensive labor periods (Ibid).

Johnson (1988 cited in Li Wai Shing, 1992) considers that for response to fulfill its purpose, a) the writer needs to have the desire to improve the information, b) the writer needs to have an internal understanding of how to improve information, c) the presence of wrong information is necessary and d) the writer needs to be given opportunities to practice the skills learned. Therefore, providing feedback to writers entails more than just suggesting improvements. It involves making sure writers use response for written development.

Additionally, context in which feedback is given plays an important role in writers´ use of response in revisions. "This context is a unique combination of factors stemming from the institution and the program within which the writing, commenting, and revising takes place, as well as factors that teachers and students bring to the process"(Goldstein, 2001 cited in Goldstein, 2005: 9). As described in Figure 2.2, how teachers provide feedback and how students react to response given is strongly influenced by classroom, institutional and

programmatic factors. “What we have, therefore, is a complex process, with multiple factors interacting and mediating each other, through a cyclical process within which these multiple student texts and teacher commentary texts are created” *(*Goldstein, 2005: 24).

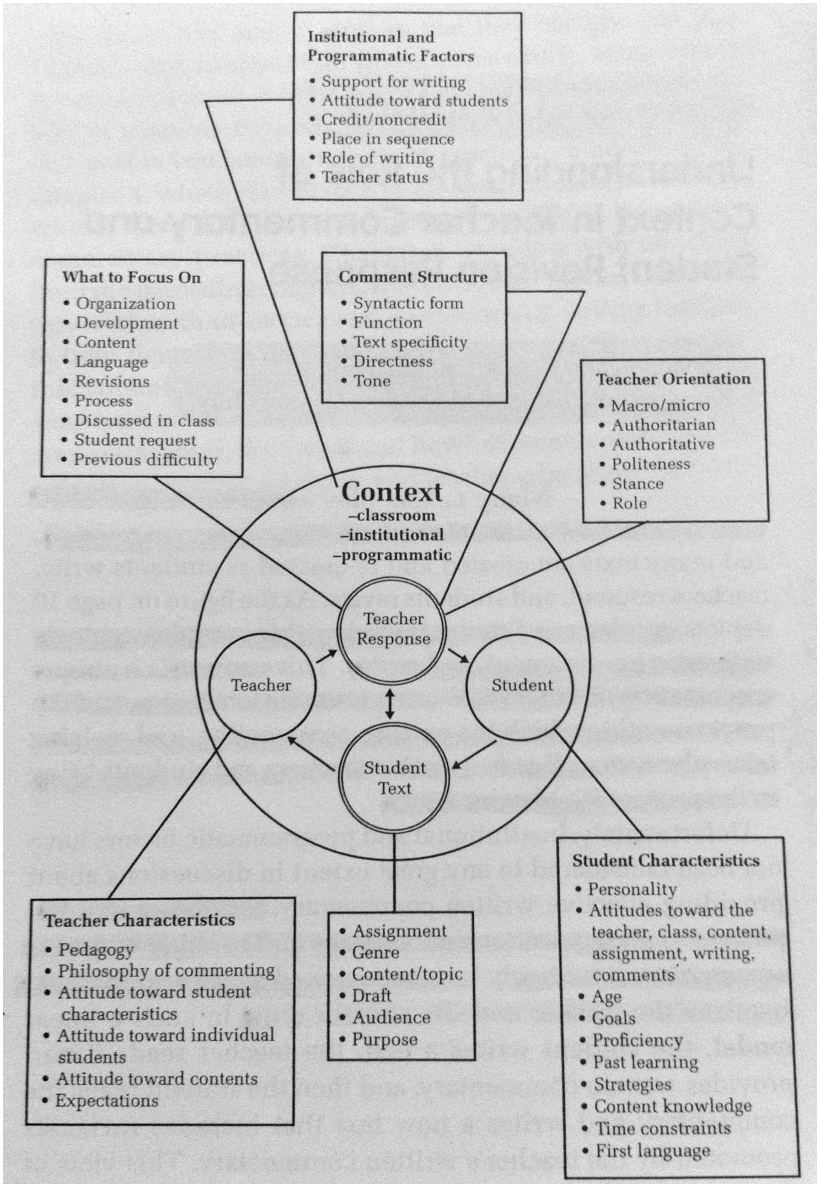

Figure 2.2 The Interaction of student, teacher and context (Goldstein, 2005: 10)

2.5.2.3 Types of Response

Although a wide variety of feedback techniques are available, each has specific characteristics that make them unique and useful in different contexts. Techniques such as teacher/student conferencing, peer feedback, teacher written feedback and computer-mediated feedback are tools that allow instructors to suit their students´ needs the best way possible. The following section discusses teacher written feedback and then focuses on electronic feedback or computer mediated feedback, its benefits and constraints for it is the focus of this study.

2.5.2.3.1 Teacher-written feedback (TWF)

Teacher-written feedback (TWF) can be provided in a number of ways (see Hyland, 2003). Many factors intervene when students attempt to understand and use TWF. Factors such as teachers´ clarity and quality of comments may greatly influence the overall outcome of written development. TWF can aid writers to notice what is and is not working in their texts (Goldstein, 2005). Moreover, TWF benefits learners from working with someone who is more knowledgeable and skillful at the specific skills required to achieve the intended goal (Grabe & Kaplan, 1996).

According to Hyland and Hyland (2006), writing students appear to value TWF on all aspects of their texts. However, it is still unclear how it contributes to students´ writing development. Studies have highlighted students´ opinions in terms of the feedback they received and how clear it was to them. It was shocking to find that some writers reported using the feedback without actually understanding the reasons for it (Crawford, 1992; Hyland, 1998; 2000 cited in Goldstein, 2006) while others found the feedback confusing and difficult to understand (Goldstein, 2006). Goldstein (Ibid) concludes that instructors need to find ways of providing open channels of communication for students to clarify doubts about the feedback they receive. For instance, Hyland (2003: 187-197) recommends comments be given in a personalized way to maintain an open dialogue of communication and to avoid response that is too directive or prescriptive. Moreover, balance between positive and negative comments should be cared for (Ibid). This study focuses on teacher response delivered electronically as a means of addressing some of these concerns.

2.5.2.3.2 Computer mediated Response

Computer technology has facilitated many areas of human life and language teaching has not been left behind. Computer-mediated feedback refers to suggestions delivered through a computer (Ware & Warschauer, 2006) or any other mechanical device. It offers teachers flexibility to communicate their suggestions while students benefit from a variety of audience, active participation and high levels of motivation (Hyland, 2003). Moreover, it provides them with meaningful contexts in which not only do they learn to write for skill development but to engage in real life communication (Ibid). It is student centered, encourages student autonomy (Hyland & Hyland, 2006) and it increases students' participation. I consider that a strong benefit of electronic feedback is that it solves demographic issues: students whether at school or not can access their feedback from any other computer. Finally, the fact that learning is web based joins many students and gives them the opportunity of forming learning communities (Ibid). Authors have warned technology users that feedback that is electronic depends on technology and its accessibility to students may not always be guaranteed (Hyland, 2003). Not every student is comfortable with the absence of face-to-face interaction with the teacher, which may affect quality of text (Hyland & Hyland, 2006). E-mail, weblogs, online journals, word processors (such as Word or Word Pad) and any other type of writing software may be considered tools that enhance computer mediated feedback.

2.6. Information and Communication Technology (ICT) in Language teaching

ICTs are information devices that have the purpose of transmitting or communicating ideas off-line (DVDs, CDs) or on-line (Varela, 2008). González, Gisbert, Guillén, Jiménez, Lladó, and Rallo (1996, cited in Varela, 2008) consider ICTs are processes, products, or channels of communication that store, process or transmit digitalized data.

When implementing ICT in the educational context important considerations should be kept in mind. Chaika (2006) points out that for ICT to be successfully implemented in school software or devices, they need to be selected so they supplement the curriculum; teachers should be trained and supported in adequate use of software and hardware and students should be exposed to up-dated and well functioning software and hardware.

Authors and researchers such as Fitzpatrick and Davies (2003) and Davies (2010) recognize ICT have benefits such as the encouragement of learner autonomy and participant interaction, easy access to teaching and learning materials among others. According to Fitzpatrick and Davies (2003), ICT can be used to present new information to students, practice skills and drills learned, assess language progress, refer to additional material when needed, and keep close contact with other students and teachers around the world. These uses provide language teachers with a wide repertoire to benefit their students´ language development and improve their teaching practice.

2.6.1 ICT and Writing Instruction

It is amazing how each day people are doing most (if not all) their writing and reading on computers or electronic devices instead of on paper (Warshauer, 1999 cited in Pennington, 2003). The use of computers can change a rather boring and meaningless activity into something that is motivating and easy to accomplish. Revising work and rewriting a paper can become tiring and boring for novice writers. When assisted by instructors computers can provide remedial instruction that results in better quality papers by detecting students´ errors and contributing to their construction of knowledge (Fidaoui, Bahous, & Bacha, 2010).

Stapleton and Ravia (2010) point out that writing in our era can be called "Tech-Era L2 writing", for the involvement of computers and ICT in teaching and learning writing have become crucial, and new technology is emerging that can highly benefit written development. They point out that one of the benefits of combining the process approach with computer technology is that grammar and spelling issues are diminished, and therefore, instructors can pay more attention to content or organization skills (Ibid). Hyland (2003) contributes to the list of benefits that the use of computer technology can allow learner writers to benefit from posting their writing, obtaining online feedback and taking part in online discussions or forums.

2.6.2 ICT and teacher feedback

Computer technologies have provided writing instructors with a variety of tools for delivering their response. Once students engage in online writing, it is certain that they will receive some sort of response to their contribution (Ware & Warschauer, 2006). Therefore, if writing instructors participate in this two-way communication with their learners they may be on their way to motivate and positively engage writers in their lessons.

According to Ware and Warschauer (2006), defining electronic feedback (EF) is an issue that troubles writing instructors especially because technology has many forms and uses. However, they consider EF is the means with which human response is provided with the use of technology (Ibid). Two important teacher response strategies are automated EF and peer response EF (Ibid). Automated feedback can help instructors reduce drastically the amount of time spent on a single essay. Sophisticated software analyzes the written document and finds discrepancies with language use and content discourse (Ibid). These software systems are used to rate large amounts of tests, such as the TOEFL. Peer response involves a more human approach to feedback and encourages writers to take active participation in their development by responding to a classmate's written post (Ibid). It calls my attention how teacher feedback is not considered in these categorizations. I believe that teachers can also find interactive ways of providing their suggestions with the use of computer technology. Whichever mode of EF is chosen "the tools of technology, as with many, instructional strategies and innovations provide the most beneficial results when integrated into a strong curriculum and when clearly matched to instructional purposes" (Ware & Warschauer, 2006: 117). Kern (2006) adds that we need not to decide whether to use computers or not but instead analyze which are the social, cognitive, cultural and educational implications of computers in writing instruction.

2.6.3 Blogging and writing instruction.

A weblog (blog) is an online journal that the writer is constantly updating and keeping record of (Campbell, 2003; Hashemi & Najafi, 2011). It is a public site in which users and readers can interact with the blog by posting a comment or participating in threaded discussions (Ibid). It is

an easy-access tool that does not require any sophisticated software to use, and it allows the writer to choose among security options and add comments to someone else's post (Zhang, 2009). As part of the benefits that the World Wide Web offers writing instructors, blogging has become a popular option among teachers and writers themselves. Hyland (2003) adds that Computer-mediated Communication (CMC) suggests alternative and parallel methodologies that are different to those used in traditional writing classrooms. As a recognized CMC tool, blogs have become more and more popular since 1998 (Hashemi & Najafi, 2011).

Campbell (2003), points out three different types of blogs used in language teaching: the tutor blog which is run by the instructor, the learner blog created and run by the writing learner, and the class blog which is administered by an entire class. Although each type is very similar, their use can be adapted to specific contexts and learning goals (see Table 2.1).

2.6.4 Research in Blogging and Writing Instruction.

Researchers contribute to the concept of blogging by describing its benefits and constraints to language teaching. To date, researchers have seen that blogs can allow for contributors to combine text with images, audio, video, and hyperlinks and they digitally and chronologically archive written contributions (Zhang, 2009; Hashemi & Najafi, 2011), thus enhancing interaction and information exchange.

Table 2.1 Blog Types (Campbell, 2003)

Type of Blog	Characteristics
Tutor Blog	1) It encourages daily reading. 2) It allows students to explore the web regularly. 3) It encourages written expression through the use of comments. 4) Class information or discussions can be provided through the blog such as homework or future assignments. 5) Self study resources can be shared through the blog.
The Learner Blog	1) It enhances reading and writing skills. 2) It can be used as personal journal entries where students express themselves freely in the target language. 3) Learners can receive reading tasks in relation to classmate's posts and respond in written language.
The Class Blog	1) It can be used as a class bulletin board where students post messages, images or links. 2) It can be used as a virtual classroom where local and international students can participate in discussions of a set topic. 3) It facilitates project-language learning. Proficient learners can create web based resources

Blogs often increase student autonomy (Bhattacharya & Chauhan, 2010; Jones & Nuhfer-Halten, 2009), develop other language skills such as listening or reading, and facilitate collaboration and peer review (Jones & Nuhfer-Halten, 2009). They foster motivation (Lee, 2010), creativity, ownership, and a relaxed environment, exposing learners to the target language in a way that textbooks do not (Ducate and Lumicka, 2008). Blogging can increase writing fluency (Lee, 2010; Fellner & Apple, 2006) and attention to form (Lee, 2010), as well as facilitate critical thinking skills, provide opportunities for meaningful learning, and diminish confidence issues regarding editing and revising (Jones, 2006).

The results obtained by these researchers leave a wide path open and raise interest in the benefits ICT and blogs have in EFL learners. Therefore, this study attempts to contribute to blog study literature (specifically TWF) and provide some insight to writing instructors who wish to

incorporate them into their lessons. Furthermore, this study reaches out to fill the gap of literature that focuses specifically on the combination of TWF and blog writing.

2.7 End of chapter summary

This dissertation had the purpose of investigating and analyzing the role TWF delivered electronically combined with repetitive blog writing had on participants´ text-based revisions. This chapter detailed relevant theoretical background to writing, feedback and weblogs, key concepts in this study. Firstly, the nature of writing as skill was reviewed including the process approach to writing. Then, a description of feedback and its varieties were considered focusing on electronic TWF. Finally, the importance of ICT and weblogs to writing instruction were reviewed.

CHAPTER 3
METHODOLOGY

3.1 Introduction

This study has the purpose of finding the effects that electronic feedback can have on EFL learners´ repetitive blog entries. Eight high school students took part in four expository essay tasks which were posted on their personal Weblog. The teacher-researcher gave electronic feedback to draft one of each task. Data for this study was obtained from (1) a background questionnaire (Appendix A), (2) transcripts of teacher electronic feedback (Appendix E), (3) and two drafts of four expository essays (Appendix F). This chapter discusses the methods used in evaluating students´ drafts and electronic feedback. Specifically, the following sections describe the participants, the pedagogical context, the design of the study, the data collection instruments, data collection procedures and finally data analysis procedures.

3.2 Participants

The participants of this study were eight Mexican students enrolled in an EFL program at a private high school in the north-eastern part of Mexico. All participants were enrolled in their fifth semester of high school and coursing an intermediate conversation class of English. Their ages ranged between 17 and 18 years old. For the purpose of this study, six females and two males engaged in four weblog expository essay-writing activities during the fall term of 2011. They were all given the same specific topic to which they had to expose their personal ideas and opinions in written form in 150-180 words. More information about the participants is discussed via the results of the background.

3.3 Pedagogical Context

The following sections detail the specific information leading up to the project related to the pedagogical context of the study, including descriptions of the institution, course, and assignment activities.

3.3.1 Institutional Overview

As mentioned before, this study took place at a Mexican private high school. The school offers a 900-hour English language program as part of their curriculum. The curriculum includes subjects such as math, chemistry, and biology among others. The English program takes students from a beginner to a high intermediate level. At their arrival, students take a placement test that suggests a level in which to place the candidate. When students finish their fourth level, they are enrolled in a preparation course to take the Preliminary English Test from Cambridge University. The sixth level of the program provides them with a preparation course for the paper based TOEFL exam. In terms of infrastructure, the school has a language computer lab equipped with 30 computers. To fulfill the purpose of this study, participants were required to write blog entries and upload them on the World Wide Web (WWW). However, the language computer lab is not equipped with widespread Internet access. Therefore, upload of blog entries was done at home.

3.3.2 Course Summary

Participants of this study were enrolled in a conversation course (fifth level of the language program) and took part in class from Monday to Friday for two hours over a period of 16 weeks. Although this course focused on oral communication skills, the instructor tried to integrate the other three language skills into daily lessons: listening, reading and writing. Daily activities included discussions, debates, sharing of opinions and experiences, interviews and role-plays about specific topics such as marriage, healthy or unhealthy lifestyles, friendship or Mexican culture (previously established by the textbook in use). Reading and writing tasks were chosen according to the context and topics of each unit and were integrated as extra resources to daily lessons to give each student the opportunity to express personal opinions about specific topics.

A process approach to writing was followed during the term and during the data collection process. As mentioned in chapter two and in section 3.3.3 below, a process approach to writing is considered a process of discovery and re-thinking (Hedge, 2000), which includes activities such as pre-writing, drafting, revising and editing (Gao, 2007; Silva, 1987; Badger & White, 2000; Liu & Hansen, 2002). Therefore, process writing is a cyclical activity that promotes revision and reflection at any stage of the process. Following this methodology, the instructor carried out

brainstorming and drafting activities during class time. The revision and editing stage was carried out as individual work.

3.3.3 Assignment Process

Prior to the first session of data collection, participants and instructor engaged in a classroom discussion of what a weblog is and its advantages and disadvantages. During the discussion, students shared their opinions about blog use. Then, participants were instructed in the most suitable blog to use and the steps to follow on how to set it up and access it from their home. All participants were required to use the same blog server (www.edublogs.org) to provide uniformity to the blog set up and feedback processes.

Blog set up was done during class time. Only one computer with Internet access was available at the language lab. Therefore, setting up the blog was an individual process in which one-by-one each student accessed the blog server and created their blog with the individual assistance of the instructor. Once blog was created, students were instructed in how to view instructor's feedback on their posts and how to configure their blog dashboard to make them public or private.

Students' blog posts were made in response to four tasks whose topics revolved around the textbook materials the students encountered that week. They were provided with exact topics for Tasks one and two but were presented with a choice out of two topics for Tasks three and four. As shown on Table 3.1, Tasks one to three required a minimum of 150 words, though Task four required a minimum of 180 words. The tasks asked students to provide a general description of the topic, their own opinion, examples, and a general conclusion. The specific task outlines can be found in Appendix C.

Table 3.1 Writing Tasks

Task Number	Task Topic	Word Length
Task 1	Mexican Culture	150 words Minimum
Task 2	Healthy and Unhealthy lifestyles	150 words Minimum
Task 3	Friendship or Marriage	150 words Minimum
Task 4	Being successful or Popularity	180 words minimum.

To complete each weblog in response to the tasks, firstly, students created mental maps or outlines of their opinions and then shared them with the group. Ideas were discussed and outlines complemented. Once brainstorming was done, participants were instructed in the concept of an expository essay and the organization that characterizes this type of essay. Students and instructor discussed the possible information that could be included in each section of the essay. Towards the end of the week, participants were taken to the language computer lab and instructed to begin writing their first draft on a Microsoft Word® file.

Prior to data collection, participants were encouraged to publish a trial writing task on their Weblog. Instructor followed same brainstorming activities in the classroom previously described and took students to the language laboratory to begin writing their paper. Students then took home written developments on a USB and were instructed to finish their writing and post it on their Weblog as homework. Students were given a full weekend to finish this task.

3.4 Design of the Study

This study used case study methodology. According to Merriam (1998) case study research is a description and analysis of a single instance. The study of a case is limited to a specific period of time and a specific group of participants or observation. This study was limited to 20 class sessions of an EFL conversation course that followed an integrated-skill approach to teaching. As discussed above, this study was limited to eight EFL Mexican students enrolled in the course during the fall term of 2011.

The importance of a case study lies in its flexibility of involving the context of the participants (Merriam, 1998; Lier, 2005), and the steps participants undergo during analysis processes (Lier, 2005). Feedback and revision are activities, which are part of a writing process that is highly influenced by the environment in which students write. The context and the processes that participants underwent have been briefly reported above.

For some studies in which the teacher and the researcher are the same person the validity and reliability of the study may be jeopardized. Internal validity refers to the extent to which the information obtained corresponds with reality while external validity describes how generalizable results can be to other cases (Merriam, 1998). Reliability refers to the extent to which the same results can be found in another study made under the same conditions (Ibid). I consider that those involved in classroom teaching (teacher and students) are more capable of providing a reliable view of the processes that take place in a classroom study, particularly a case study. Additionally, it is my belief that the aim of a classroom research study is not to generalize its findings to other situations, but to obtain information that contributes to the participants' own understanding of the processes in which they are involved when learning and teaching with the purpose of reflecting on and improving those processes. Therefore it is necessary for the conditions of a case study to be clearly stated so readers can measure the results and determine if they can be generalizable to their own context.

This study used two sources of information to consider it trustworthy (Lincoln & Guba, 1985): drafts and feedback comments. Additionally, results and research procedures were discussed with an external auditor, in this case an experienced writing instructor colleague.

3.5 Data Collection Instruments

This section provides a brief overview of the three data collection instruments used in this study: background questionnaire, teacher feedback and drafts of blog posts.

3.5.1 Background questionnaire

The questionnaire consisted of 12 questions in participants´ L1. Spanish was used with the purpose of providing participants the confidence to express their ideas and answers without worrying about English language use. Students took approximately 10-15 minutes to answer. The questions were multi-choice and open-ended. To ensure applicability, the questionnaire was first applied to a group of 15 students (Dörnyei, 2003) who were enrolled in a different intermediate EFL course with the same teacher-researcher. All questions were responded as desired and the teacher-researcher was available during the responding period to clarify doubts. Results of the questionnaire are presented and discussed in chapter 4.

3.5.2 Teacher written feedback (TWF)

The first draft of each task received TWF delivered online as a comment to each post on the personal blog of each student. Participants had unlimited access to these comments throughout the revising process. Comments focused mainly on meaning-changing aspects such as content or organization because these allow students' writing to take shape and to mature (Straub, 2002). More information about the teacher comments is provided in Chapter 4. Once students improved these issues, feedback focused on surface level aspects such as spelling, punctuation or grammar use. Besides pointing out specific issues on the essays, the teacher praised the strengths of their writing to motivate them to continue improving their writing.

3.5.3 Drafts of Blog posts

An expository essay is a written task in which the writer exposes his ideas, opinions and thoughts about a topic. As mentioned above, to fulfill the purposes of this study, students were provided with four tasks. Two drafts of each task were collected from each of the eight participants and as described before, the language computer laboratory was used to initiate writing.

Although using computer- mediated writing gave the participants and the researcher clear copies of the first and the final draft of each task, there is no evidence of the changes that the students made on their papers before their complete drafts were finished nor the reasons of why or why not specific revisions were made to each paper. Those changes were not in the scope of this study.

3.6 Data Collection Procedures

With the informed consent of the participants (see Appendix B), data was collected in two phases during September 31st and November 26th 2011. In phase one participant background information was collected through the background questionnaire (see Appendix A) while the second phase focused on instructor's provision of feedback and participants´ draft writing. Specifically, this study analyzed two drafts (the first and final draft, as mentioned above) of four blog entries of the eight students on which the instructor provided electronic written feedback and instructed participants to revise their work and make any necessary improvements with the aid of instructor's feedback. In the following section each data collection phase is further described.

3.6.1 Phase One

During the 10th week of classes, students were asked to respond to the background questionnaire. Questionnaire was constructed and answered in Spanish, participants´ L1. Twelve multi-choice and open-ended questions were used to explore participants´ background with writing, feedback and revision processes and blog use as well as general information such as age or gender. This information could contribute to understand students´ use of feedback in their revision processes as well as their familiarity with weblogs. It is further discussed in section 3.7.1 below.

3.6.2 Phase two

Phase two was divided in four weeks, one week for each task. During the week students and instructor would discuss one topic such as marriage, Mexican culture, friendship and success among others. Towards the end of each week, students´ were given a specific topic to write about such as those described in section 3.3.2. Then, they were taken to the language computer lab and initiated writing draft one. Once draft one was finished it was posted online as homework. The teacher-researcher accessed each participants´ blog to read the contents. A Microsoft Word® file was then created and the contents of each draft were copied and pasted on to it (see Appendix F for full drafts). This process had the purpose of archiving data for further analysis.

Once information was saved, teacher provided electronic feedback to each draft as a comment to each blog entry. The exact feedback provided to each participant was also copied and saved as a

Microsoft Word® file (Appendix E). Students were then required to access their comments and revise their work. They were given a period of three days to revise and update their post. Once post was updated, the final draft was archived as an electronic file as was done with draft one. This same process was repeated throughout the four tasks.

Additionally, although this study focuses on written electronic feedback, participants were given the freedom of clarifying doubts or debating the instructors´ opinions and suggestions via weblog comments with the purpose of providing students with the freedom of becoming responsible for their learning by analyzing and reflecting on their writing tasks. These exchanges are discussed in Chapter four.

3.7 Data Analysis

This section describes the procedures followed to analyze the information obtained from the data collection instruments.

3.7.1 Participants' Background

As mentioned above, the background questionnaire was used to obtain information about the students' past experiences with writing in school, in their English courses and with the use of feedback and revision to improve their writing. It also encouraged participants to share their experiences with weblog use. The information provided by each participant was used to fill in Table 4.1 found in section 4.2 of Chapter four. The table allowed the comparison and identification of patterns in the students' answers.

3.7.2 Teacher written Feedback

As described previously, the feedback provided by the instructor (see Appendix F) was copied and pasted without any changes on to a Microsoft Word® Document and archived on instructor's personal computer hard drive. Then, every first draft, final draft and feedback suggestions were printed. Every suggestion each student received from the teacher was marked with a highlighter on the feedback document. Then they were coded in terms of type of suggestion according to Faigley and Witte's (1981: 403) Taxonomy of Revisions (See Figure 3.1 and Table 3.2). This

taxonomy describes surface-level and text-based aspects and includes a variety of revision categories for each type of change (modification). In this case, the same taxonomy was used to classify teacher's suggestions to each task. Once all suggestions were coded, each type was quantified through a three-step process. This process is discussed in the following sections.

Figure 3.1 TAXONOMY OF REVISIONS

Faigley &Witte, 1981:403

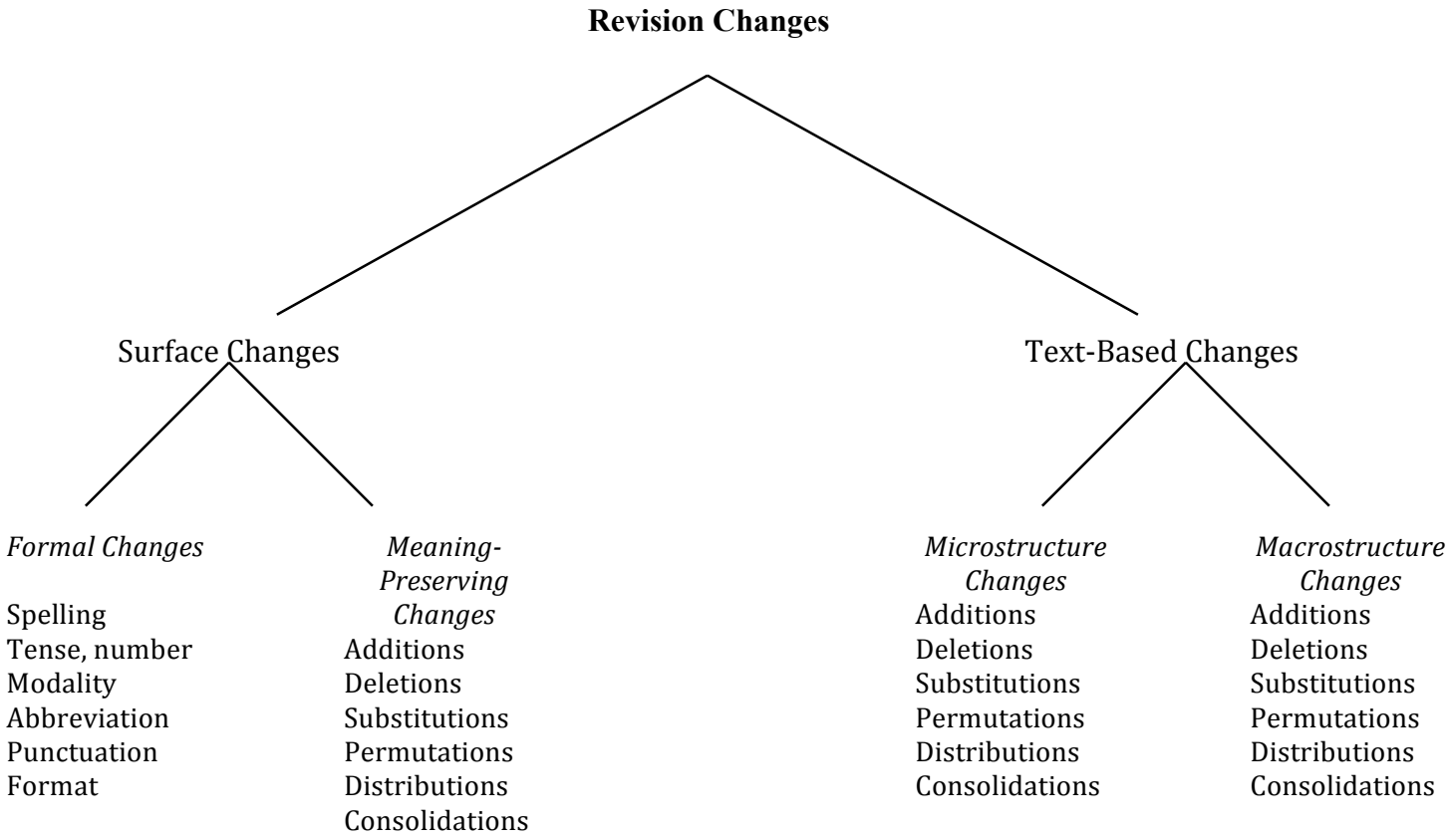

Table 3.2 Definition of Terms included in Figure 3.1

Additions: Words are added.

Substitutions: exchange words for others; keeping the same meaning.

Deletions: Delete a word without transforming the meaning of the sentence.

Permutations: Reorganize words or phrases; paraphrasing.

Distributions: Text in a single segment is divided among several.

Consolidations: Text in several units is united in one text segment.

Microstructure changes: Reorganize small parts of paragraphs without changing the meaning of the text.

Macrostructure changes: Transform the idea or message of the draft; paragraphs may be deleted, added, rearranged and finally combined.

3.7.2.1 Types of Revisions

In the first step of the analysis process, revisions were analyzed following a three-step procedure. Firstly, for each student the first and final draft of each essay were compared. Revisions on the final drafts were marked with a yellow highlighter. Secondly, each highlighted revision made on the final draft was coded using Faigley and Witte's (1981: 403) Taxonomy of Revisions as noted above. Thirdly, coded revisions were counted by type.

3.7.2.2 Number of Meaning-Changing revisions in final drafts

In the second step of the analysis process, the final drafts of Task one was compared to Task two and Task three compared to Task four. Then, Task one was compared to Task four. Comparisons focused on text-based revisions to seek progression and to identify increased numbers of this type of revision. All revisions of meaning changing type on draft one of each task were counted as well as those on final drafts. If more text-based type revisions were found on the final draft of Task 2 than those found on Task 1, more found on Task 4 than those on Task 3 and more found on the final draft of task four than those found on the final draft of Task 1, then it was considered that the research question that leads this study *(Does encouraging students to produce repetitive blog entries combined with teacher electronic feedback to each entry result in more improvements on text-based level aspects of students´ writing in comparison to students´ first*

draft blog entries?), was answered positively and teacher electronic feedback combined with repetitive blog entries had impact on students´ revisions of writing tasks. The results are presented and discussed in Chapter four.

3.7.2.3 Number and type of suggested revisions by instructor.

In the final step of the analysis process, the number of revisions each participant produced on the final draft of each task was compared with the amount of suggestions the instructor provided. Then, attention was focused on the type of suggestions given and type of revisions made. Each was quantified and amounts of text-based suggestions were compared to text-based revisions participants produced. If more text-based revisions were produced than those suggested it was considered the participant carried out revisions as a result of own analysis and teacher electronic feedback combined with repetitive blog writing impacted participants´ production of meaning changing revisions. These results are discussed in detail in Chapter four.

3.8 End of chapter summary.

This case study examined the impact that repetitive blog writing combined with teacher electronic feedback had on four weblog writing tasks. This chapter specifically discussed the methods used in the study, including participants, pedagogical context, data collection tools, procedures and analysis. The participants were two male and six female EFL students who were enrolled in a conversation course at a private Mexican high school. Data collection instruments included a background questionnaire, transcriptions of teacher electronic feedback and first and final drafts of four weblog writing tasks. Information obtained from transcripts of teacher feedback and participants´ written drafts were coded according to Faigley and Witte´s (1981:403) Taxonomy of Revisions as text-based changing and surface level revisions. Information obtained from data was registered in tables. The next chapter describes in depth the results obtained and the information registered in the result tables.

CHAPTER 4

RESULTS AND DISCUSSION

4.1 Introduction

This study had the purpose of answering the research question *Does encouraging students to produce repetitive blog entries combined with teacher electronic feedback to each entry result in more improvements on text-based level aspects of students´ writing in comparison to students´ first draft blog entries?* While chapter three outlined the methods and procedures followed to obtain data, this chapter describes and discusses the results of the data obtained from the background questionnaire, teacher feedback and participants´ blog posts.

4.2 Background Questionnaire Results

As noted in Chapter three, two males and six females participated in four expository weblog writing tasks and received teacher electronic feedback on draft one of each task. Both males were 17 years old at the time data was analyzed while females´ age ranged between 17 and 18. Seven participants had been studying English as a foreign language for more than 10 years while the remaining student had been studying English for a little over 5 years at the time. Previous to the data collection process, every participant had taken the University of Cambridge ESOL examination; the Preliminary English Test. Seven students obtained a passing score while the remaining student obtained a band of A1 therefore not passing the test. Two participants stated to be studying a third foreign language (French) while the rest mentioned to be studying only English.

The students answered 12 questions about their experience with the writing process and using blogs; the questions and responses are presented in Table 4.1. It was found that 100% of the participants stated to like writing in English but experienced difficulties when doing so. The majority of the learners stated they have problems expressing their ideas (62.5%) or using grammar appropriately (37.5%). Every participant had previous experience receiving written feedback from instructors. However, not all were required to revise their writing. Only 62.5% of the participants were given the opportunity to revise and improve their work by former

instructors. Every participant stated they had revised their work on their own when writing and considered it useful to receive instructor feedback on written drafts. Regarding former Weblog use, 100% of the participants had never used blogs before in EFL courses. Additionally, every participant considered that weblogs can contribute to the development of writing skills, and 87.5% stated that they considered their use is also helpful to improving their English language learning in general.

Table 4.1 Participants´ answers to background questionnaire.

Question	Answers	Percentage
1. Do you like to write in English?	Yes	100%
	No	0
2. What difficulty do you have when writing in English?	Using grammar correctly.	37.5
	Expressing ideas in English	62.5
3. Did you receive written comments from your teacher in former English courses?	Yes	100
	No	0
4. Did you receive the opportunity to revise and improve your written work in former English courses?	Yes	62.5
	No	37.5
5. When you finish writing, do you revise your work?	Yes	100
	No	0
6. Do you consider useful receiving comments from your English teacher on your written work?	Yes	100
	No	0
7. In former English courses, did you use Weblogs as a class tool?	Yes	0
	No	100
8. Do you consider that the use of a weblog can help you improve the quality of your written work?	Yes	100
	No	0
Why so?	Easier and more interesting to write on a computer.	25
	It's more exciting.	12.5
	I can improve at the moment what I write.	37.5
	Because it had to be done carefully because many people will see it.	12.5
	I can express my ideas in a better way.	12.5
Do you consider that the use of a weblog is a useful tool to learn English?	Yes	87.5
Why?	It helps you practice the use of English	12.5
	It helps you use expressions that cannot be practiced daily.	12.5
	It helps you learn from other blogs.	12.5
	It's more entertaining.	12.5
	It gives us the liberty of expression	12.5
	It's interesting and inspiring.	25
	No	12.5
Why?	It is not necessary to learn the language.	12.5

It is interesting to point out that although every participant was familiar with receiving feedback not all of them were encouraged to revise their work. Additionally, none of the participants had ever used weblogs in EFL courses before but every student did consider them useful to improve written skills. I believe that this background can influence at some point the outcomes of this study. For example, if participants were more familiarized with revising their texts and general blog use, they could have felt more comfortable increasing their meaning changing revisions and improving their text. However, correlating the degree to which they do goes beyond the purposes of this dissertation.

4. 3 Teacher Written Feedback Results

As mentioned in Chapter 3 section 3.5.2, draft one of each task was provided with TWF electronically as comments on each blog post. TWF focused mainly on text-based aspects encouraging participants to address any communication issues first. Once these issues were improved, surface-level aspects were addressed. Transcripts of TWF were copied and pasted on a Microsoft Word document (see Appendix F). Printed TWF transcripts were analyzed with Faigley and Witte´s (1981) Taxonomy of Revisions (see Figure 3.1) and comments were categorized according to this taxonomy. Therefore, participants´ revisions were also categorized with this Taxonomy. Students produced a total 8 drafts each, in other words, 64 papers were considered for this study. As mention in section 3.5.3, although using computer-mediated writing gave the participants and the researcher clear copies of the first and the final draft of each task, there is no evidence of the changes that the students made on their papers before their complete drafts were finished nor the reasons of why or why not specific revisions were made to each paper. Those changes were not in the scope of this study. This section presents and discusses the results of analysis of the teacher comments and student revisions.

4.3.1 Teacher Comments

As discussed in Chapter 3, comments the teacher-researcher gave to each student were categorized using the same taxonomy for revision categorization as presented in Figure 3.1 and then counted and analysed (see Appendix E and F for complete comments and drafts). The results are presented in Table 4.1. It was found that globally the instructor provided more text-

based feedback, which suggested information should be added, deleted or changed in any way to modify the meaning of the written text (51 suggestions) and less surface level suggestions were given (34 suggestions). As noted in section 3.5.2, teacher comments were intended to focus on meaning of text. Therefore these results were expected. Suggestions on each paper were given according to writer's written quality. If a participant's paper had issues with surface level and text-based aspects, the prior were addressed first to make sure participants mastered successful communication. If these skills were successfully carried out, then surface level aspects were attended.

Table 4.2 Teacher Feedback on each task.
TB= Text Based
SL= Surface Level

Student	Task 1	Task 2	Task 3	Task 4	Total number of suggestions
A	1/SL 1/TB	0/ SL 2/ TB	4/ SL 1/ TB	2/ SL 1/ TB	7/ SL 5/ TB
B	0/ SL 1/ TB	1/ SL 2/ TB	0/ SL 2/ TB	1/ SL 0/ TB	2/ SL 5/ TB
C	2/ SL 2/ TB	0/ SL 2/ TB	1/ SL 2/ TB	4/ SL 1/ TB	7/ SL 7/ TB
D	1/ SL 2/ TB	1/ SL 1/ TB	0/ SL 2/ TB	0/ SL 2/ TB	2/ SL 7/ TB
E	3/ SL 0/ TB	3/ SL 2/ TB	0/ SL 2/ TB	1/ SL 1/ TB	7/ SL 5/ TB
F	0/ SL 3/ TB	1/ SL 1/ TB	1/ SL 1/ TB	3/ SL 2/ TB	5/ SL 7/ TB
G	0/ SL 4/ TB	0/ SL 1/ TB	2/ SL 2/ TB	1/ SL 0/ TB	3/ SL 7/ TB
H	0/ SL 2/ TB	0/ SL 2/ TB	1/ SL 2/ TB	0/ SL 2/ TB	1/ SL 8/ TB
TOTAL:					**34 SL** **51 TB**
GRAND TOTAL:					**85**

As shown on Table 4.2, participant H was the writer that received the most text-based suggestions (eight suggestions) while participants A, B and E received the least (five suggestions). Writers C, D, F and G received the same amount of suggestions focusing on meaning: seven. Every participant received at total of five or more text-based suggestions.

Although the teacher-researcher did not intend to provide a minimum number of comments, the most necessary was always five.

Additionally, there were some exchanges between three students and the teacher where students asked for clarification on the initial comments provided, and therefore were provided with additional comments.

On Task two, participant A requested suggestions be provided in a clearer way. The writer was given content feedback and suggested to improve the paper's introduction and to include a conclusion

´In terms of your writing, it is very well written and it is very easy to follow. However, I believe your introduction could be improved. Remember the introduction is a broad picture of what will be discussed in the paper. I believe your first paragraph instead of the introduction it is best to include it in the body.
On the other hand, please try to conclude your writing with a concluding paragraph. You write very well but suddenly you stop writing, which leaves an unfinished feeling.
Let me know if you have any doubts. ´

This participant posted a comment in response to the teacher's feedback:

´I consider this paragraph as my introduction (all we have different points of view, about what is healthy and unhealthy. The truth is that your body runs on fuel in the form of food, and if the fuel you put in your body is not high-grade, you should not expect your body to give you high performance. To keep your body in the best way, you need to eat healthy foods. Unhealthy foods may satisfy your hunger, but they may also break your body down in the long run.) Is it ok? And, yes I didn't write a conclusion, but I will´.

Although this participant did not agree with the instructor in relation to the introduction of the composition, she did agree with the advice given regarding the conclusion.

On Task two, participant B was suggested to improve the organization of the ideas written. The instructor commented

´Your writing is very well written. However I think it could be better organized. For instance in paragraph 2 you write… In this paragraph, first you mention you are not healthy, then you write you are and that you eat vegetables and finally you mention once more you are not healthy because you love junk food. So as you can see it would improve your work if you organized your ideas. Remember to revise your work before posting it so you can improve spelling or punctuation.
Let me know if you have any doubts.´

This participant responded to the instructor's comment by requesting clarification and posted *´Teacher I don't know what you are telling me I think I'm reading the paragraph differently on my mind´*.

The instructor decided to respond to this comment by stating

´What I am trying to say is that in your second paragraph you are inconsistent with your ideas. First you mention you are not healthy. Then you mention that you eat vegetables almost everyday. Then once again you mention that you eat a lot of junk food. I can see you tried to exemplify what you mention. Maybe if you summarized and said
"I consider that eating vegetables is not enough to be healthy. I consider I am an example because although I eat vegetables..."
This would give more logic to your work.
Good luck!

Participant E´s feedback focused on surface level aspects because her writing's content was clear, coherent and well organized. The instructor commented,

´ I would like for you to pay close attention to your use of grammar. You tend to make small mistakes in use of verbs, quantifiers and spelling of words. Read your work once again and try to find the mistakes I try to point out´.

The instructor did not include any specific parts or sentences of the composition that needed improvement. Therefore, the student responded

´Thank you teacher. Well I would like you to help me find the mistakes. Please, give me some clues or tell me directly because I am bad for this´.

The instructor responded to the comment by signalling the specific parts of the paper that needed improvement and commented on the participant's post as follows,

´ For instance you write:
a) Mexico DO have a lot of good and positive things. (Mexico is singular, therefore does is used instead of do)
b) All of this help (same problem).
c) It's simply amazing how faith involve our hearts.(same problem)

So as you can see, you have trouble using the "s" for third person. Try looking out for that. Let me know if you have more trouble´.

The rest of the participants did not respond to teacher electronic feedback but instead went directly to revising their tasks. This information may suggest that although electronic media, specifically weblogs, can limit the feedback processes and interaction patterns of teacher and students due to their lack of face-to-face communication, weblogs can provide writing learners with the confidence of defending their points of view and surpass the fear barrier of requesting feedback clarification from the instructor. The influence this clarification had on students´ written development goes beyond the scope of this study.

4.3.2 Student Revisions

Regarding participants´ revisions, it was found that a total of 167 revisions were made on student papers of which 95 were of surface level type (spelling, punctuation, tense, revisions without meaning changes, etc.) and 72 were of text-based type (addition or deletion of information).

While comparing revisions on final drafts of Task one and Task two, it was found that participants C, D, E made more text-based revisions on the final draft of Task two, participant B maintained the same amount of revisions and participants A, F, G, H decreased their revisions. In relation to Tasks three and four, participant A increased revisions on final drafts, students B, C, F and G made less revisions while participants D, E, and H maintained the same amount of revisions on final drafts of Tasks three and four.

When comparing final drafts of task one to task four, it was found that four students made more text-based modifications on task four, while the remaining four students decreased their number of revisions on task four in comparison to task one as shown on Table 4.3 and 4.4 below.

Table 4.3 Participants' Number and type of revisions.
TB= Text Based
SL= Surface Level

Student	Task 1	Task 2	Task 3	Task 4	Total Number of Sentence level revisions	Total Number of Text based revisions	Total number of revisions.
A	7/SL 3/TB	0/ SL 2/ TB	5/ SL 1/ TB	6/ SL 2/ TB	18	8	26
B	0/ SL 2/ TB	0/ SL 2/ TB	0/ SL 1/ TB	2/ SL 0/ TB	2	5	7
C	5/ SL 1/ TB	1/ SL 6/ TB	0/ SL 3/ TB	5/ SL 2/ TB	11	12	23
D	0/ SL 0/ TB	26/ SL 6/ TB	0/ SL 2/ TB	1/ SL 2/ TB	27	10	37
E	3/ SL 0/ TB	3/ SL 2/ TB	0/ SL 2/ TB	2/ SL 2/ TB	8	6	14
F	1/ SL 6/ TB	10/ SL 0/ TB	2/ SL 3/ TB	3/ SL 2/ TB	16	11	27
G	10/ SL 8/ TB	0/ SL 1/ TB	1/ SL 2/ TB	0/ SL 0/ TB	11	11	22
H	0/ SL 2/ TB	2/ SL 1/ TB	0/ SL 3/ TB	0/ SL 3/ TB	2	9	11
TOTAL =					**95**	**72**	**167**

Table 4.4 Types of revisions

PARTICIPANT								
Task	**A**	**B**	**C**	**D**	**E**	**F**	**G**	**H**
Task 1	SL: Punct (7) TB: Add(3)	SL: 0 TB: Add (2)	SL: Punct (4) Del (1) TB: Add (1)	0	SL: Ten (3) TB: 0	SL: Del (1) TB: Add (4) Del (1) Subs (1)	SL: Spel (5) Punct (5) TB: Add (7) Perm(1)	SL: 0 TB: Add (2)
Task 2	SL: 0 TB: Add (2)	SL: 0 TB: Del (1) Add (1)	SL: Perm (1) TB: Del(1) Add (5)	SL: Punct (23) Ten (2) Subs(1) TB: Del(1) Subs(1) Add (4)	SL: Ten(2) Spel(1) TB: Subs(1) Add(1)	SL: For (2) Spel(4) Punct(2) Del(2)	SL: 0 TB: Add(1)	SL: Perm (2) TB: Add(1)
Task 3	SL: Add(1) Perm (2) Ten(1) For(1) TB: Add(1)	SL: 0 TB: Add(1)	SL: 0 TB: Del(2) Add(1)	SL: 0 TB: Del(1) Add(1)	SL: 0 TB: Add (2)	SL: Add(1) For(1) TB: Add (2) Subs(1)	SL: Punct (1) TB: Del(1) Add(1)	SL: 0 TB: Add (2) Subs(1)
Task 4	SL: Punct (5) Abb(1) TB: Del(1) Subs(1)	SL: Punct(1) Del(1) TB: 0	SL: Ten: (4) Spel(1) TB: Perm(1) Subs(1)	SL: Punct(1) TB: Add(2)	SL: Ten(1) Spel(1) TB: Add(1) Subs(1)	SL: Ten(2) Punct(1) TB: Del(1) Add(1)	0	SL: 0 TB: Add(3)
TOTAL:	**SL: 18 TB: 8**	**SL: 2 TB: 5**	**SL: 11 TB: 12**	**SL: 27 TB: 10**	**SL: 8 TB: 6**	**SL: 16 TB: 11**	**SL: 11 TB: 11**	**SL: 2 TB: 9**

Abbreviations

Add: Additions. **Spel: Spelling** **For: Format**

Subs: Substitutions **Ten: Tense**

Del: Deletions **Abb: Abbreviation**

Perm: Permutations **Punt: Punctuation**

4.4 Discussion

Although the majority of the suggestions given by the teacher were on text-based aspects, participants produced more surface level aspect revisions. Additionally, only three participants managed to increase their amount of revisions on task one in comparison to task two while only one participant increased his/her meaning changing revisions from tasks three to four. Consequently participants revised more in the first tasks than towards the end of the study. Only 50% of the participants managed to produce more revisions that changed the meaning of their text on task four than on task one.

It would have been expected that since the majority of the comments given to participants addressed meaning changing aspects, then more participants would have improved text-based aspects in their writing as a whole. However, only half of the participants focused more on text-based aspects. Although reasons are unknown, it is my belief that affective factors such as motivation, experience with revision instruction and revision activities could have influenced these results. As noted in section 3.3.1, the language computer lab of the institution is not equipped with widespread Internet access. Therefore, participants could not upload their work nor revise at school having to do their work at home. This could have been a factor that influenced the results. It is my belief that novice writers may produce better quality revisions and written outcomes when in the classroom while having the instructor available. Finally, I consider crucial to point out that none of the participants had previous experience using a weblog, as noted in section 4.2. So results obtained could have been influenced by participants´ lack of blog use.

This study sought to discover if repetitive blog entries combined with teacher electronic feedback resulted in improvement on text-based level aspects of students' writing. Based on the results presented here, teacher electronic feedback solely does not help. If complemented with other factors such as combined feedback (electronic combined with peer, conferencing, etc) or revision skill training, may facilitate students´ process of writing improvement. Additionally, providing opportunities of multiple drafting and ICT use training, learners´ writing skills may have more opportunities of increasing.

4.5 End of Chapter Summary

This case study examined the impact that repetitive blog writing combined with teacher electronic feedback had on the writing of eight Mexican EFL students by addressing the research question *Does encouraging students to produce repetitive blog entries combined with teacher electronic feedback to each entry result in more improvements on text-based level aspects of students´ writing in comparison to students´ first draft blog entries?* This chapter specifically discussed the results obtained from a background questionnaire, transcriptions of teacher electronic feedback and first and final drafts of four weblog writing tasks. Participants, as noted in table 4.1, had previous experience receiving feedback and noted to have experience with revising activities. However, none of the students had ever used a weblog before and considered that they could be useful for improving writing skills. TWF transcripts and student drafts suggest that 37.5% of the participants produced more text-based changes on final drafts of Task two and 12.5% of the students produced more changes on final drafts of Task four. When final drafts of Task one and four were compared it was found that only 50% of the writers produced more meaning changing revisions. The teacher-researcher concludes that such feedback does not result in more improvements on text-based level aspects of students' writing and results could be attributed to affective factors, lack of wide-spread Internet connection at school, or the lack of previous experience with blog use.

CHAPTER 5
CONCLUSIONS AND TEACHING IMPLICATIONS

5.1 Brief Overview

Writing is a skill that requires specific skills that are not innate but instead need specific training (Brown, 2007; Hyland, 2003; Grabe & Kaplan, 1996). It involves a process in which revision and feedback play a major role. Sommers (1980 cited in Freedman, 1985) believes feedback can center writers´ attention on their work and trigger revision. Weblogs, a commonly used ICT tool, allow individual or collective feedback provision (Hashemi & Najafi, 2011) and represent a source of motivation and the opportunity to use students´ familiarization with computer technology to benefit the development of their writing skills (Jones & Nuhfer-Halten, 2009). This study had the purpose of examining the effect that teacher electronic feedback combined with repetitive blog entries had on four expository weblog writing tasks of seven EFL Mexican students of low-intermediate level and one beginner level student (according to Preliminary English Test results). Participants were exposed to weblogs for a period of four weeks and were required to produce a first and final draft of each writing task. Each first draft received electronic feedback provided as comments to each students´ blog post. Participants were then required to revise their work, produce a final draft and update their blog post based on the feedback they received and their own reflection.

5.2 Restatement of research aim

Revising a written text, or any stage of the writing process, may be a difficult step for writing students. This difficulty may become overwhelming when students are studying EFL and struggle with language issues. However, with the use of computer technology and the World Wide Web students may benefit from working in a familiar environment. Keeping this in mind, this study has the purpose is to investigate and report on how eight students in an intermediate EFL class in Mexico used teacher electronic feedback to improve their drafts of expository essays uploaded onto their personal weblogs.

5.3 Review of Findings

In an attempt to answer the research question that leads this study, *Does encouraging students to produce repetitive blog entries combined with teacher electronic feedback to each entry result in more improvements on* text-based *aspects of students´ writing in comparison to students´ first draft blog entries?* blog posts (draft one and final draft of each task) and feedback transcripts were analyzed by categorizing instructor's feedback and students´ revisions according to Faigley and Witte´s Taxonomy of Revisions (1981) portrayed in figure 3.1 of chapter three.

Regarding teacher feedback, a total of 34 surface level and 51 text-based suggestions were provided to participants´ weblog compositions. Although teacher's feedback focused mainly on text-based aspects, participants´ amount of surface level revisions was greater than the amount of text-based modifications.

Participants produced a total of 167 revisions on their tasks. From those, 95 revisions were of surface level aspects while 72 were of text-based aspects. Therefore, participants´ surface level revisions surpassed meaning changing modifications. Three participants increased their amount of revisions on Task one in comparison to Task two while only one participant from Task three to four. Finally, participants revised more in the first task than towards the end of the study. Only 50% of the participants managed to produce more revisions that changed the meaning of their text on task four than on task one.

5.4 Significance of findings

These results may suggest that repetitive blog writing combined with teacher electronic feedback is not enough to increase writers´ meaning changing revisions. Other factors may be necessary to consider when encouraging students to focus their attention on text level changes. For instance, if students were encouraged to write at least one more draft before the final draft it would provide them with more opportunities to reflect on their writing and improve their communication abilities therefore resulting in more text-based improvements. On the other hand, I believe that participants the lack of experience with weblog use may have influenced the results of the study.

If students had been provided with more training sessions in the use of weblogs, participants may have felt more capable of producing meaning-changing revisions.

As mentioned in section 2.5.5, research findings have attempted to explain and describe the usefulness of blogs in students´ writing processes in several aspects. For instance, Jones & Nuhfer-Halten (2009) analyzed how Spanish learners used blogs and how it benefitted the development of other language skills. They found that blog use provided a safe and comfortable environment for learners to develop the language. Although, this study did not focus on feelings that blog use arouse in participants [see discussion below], it is my belief that blog writers in this study benefitted from the autonomous learning (Bhattacharya & Chauhan, 2010) and from the motivation that technology may cause in young adults.

Another study conducted by Lee (2010) focused on 17 students who wrote out-of-class blog entries over a 14-week period. Data collection instruments included blog posts, post surveys and final interviews. The researcher concluded that repetitive blog writing positively impacted participant's writing fluency and allowed then to focus on a broader audience range increasing their motivation to write. She goes on to conclude that for blogging to take place with educational purposes, writing learners need to have critical thinking and technological skills. In this study, the teacher- researcher focused on repetitive blog entries combined with in-class instruction and out-of-class writing. Teacher's feedback was also accounted for in the analysis of data. Results of this study agree with those of Lee in relation to the teacher linguistic feedback that focused bloggers´ attention on forms. In this case, instructor's feedback focused on meaning changing aspects and focused participant's attention on text-based aspects. Other that these, participants´ critical thinking skills were trigger and revised more aspects than those suggested. This is important because it suggests that by encouraging writers to revise their texts they can reflect on their writing and improve their autonomous learning strategies.

5.5 Limitations and future research

During this study Internet accessibility was limited. As a result, participants began writing their compositions during instruction but updated their blog posts as independent work outside of class

time. It is my belief that providing student writers with the opportunity of writing during class time could positively impact the development of their writing skills by having the instructor present to solve doubts or provide writing ideas. The results of this study may come to suggest that as helpful and motivating the use of technology can be for writer learners, it may carry disadvantages that the educational institution and the language teacher need to consider and measure before using it for classroom purposes.

In a more holistic and global view, the instructor provided a total of 85 suggestions to 32 drafts (feedback was only given to draft one of each task) while students produced a total of 167 revisions on their papers. When compared, these amounts may suggest that teacher electronic feedback triggers writer's reflection and revision processes encouraging them to revise not only what the instructor suggests but also any other flaws that writer's noticed on their own. I believe that writers can benefit from self-revisions with the aid any type of feedback. It would be recommendable for teachers to pilot distinct modes of feedback delivery (oral, conferencing, peer feedback, among others) throughout a course so learners have the opportunity to benefit from different learning experiences and trigger self-revisions.

This study focused primarily on teacher electronic feedback, blog use and their effects on writers´ revisions. However, it did not consider the participants´ feedback preferences or their feelings towards blog use. By accounting for students´ opinions, ideas and preferences we as teachers are assuring that teaching approaches used suits them. Although group discussions were carried out after each post update, they were not accounted for when measuring the impact of feedback and blog use on revisions. I believe that with the constant use of questionnaires or group/personal interviews instructors can obtain an insight into participants´ learning preferences and needs.

In this study, results may have been influenced by the fact that the teacher was also the researcher of the study. This may have influenced the findings, for the authority figure that the teacher represents among participants could have caused impact on the course of action writers decided to take. However, it is the teacher and her students, more than any other outsiders who are more

knowledgeable on the teaching and learning processes that take place in the classroom. I would recommend that teacher-researchers work in collaboration with other co-worker teachers to provide a more objective perspective of the research findings.

Finally, this study analyzed the impact that teacher feedback had on participant's blog entries. Future research may focus on students´ reasons for using specific suggestions and why some of them are left aside. Data could be obtained from participants´ drafts, teacher feedback, questionnaires and personal interviews. Other studies may focus on the perceptions that blog use arises in learner writers. Participants could be interviewed and asked:

a) Do you consider blog writing helped your writing?
b) How did it help you?
c) Do you consider blog writing is more beneficial than writing on paper?
d) If yes, how so?

The answers to these questions may reveal if blogs give participants the necessary help to improve their writing skills.

5.6 Final conclusions

After analyzing blog post entries, teacher feedback entries, students´ responses to teacher feedback, I can conclude from the findings of this study that text-level focused feedback and repetitive blog writing needs to be complemented with other factors such as combined feedback (electronic combined with peer, conferencing, etc) to provide participants with the necessary suggestions and trigger their critical thinking skills that will encourage them to produce meaning changing revisions. However, I still consider that any type of feedback triggers students´ reflection processes and leads them to review their work and modify it to suit their communication needs. Finally, it is my belief that by providing learners with multiple drafting activities and the proper training in the use of ICT tools, specifically weblogs, their writing skills have more probabilities of improving.

APPENDICES

APPENDIX A BACKGROUND QUESTIONNAIRE

Cuestionario

Cuestionario Sobre Experiencias de los Estudiantes con la Escritura

Este cuestionario tiene el propósito de saber más sobre ti y sobre tus experiencias con la escritura. Por favor lee cuidadosamente las preguntas y responde lo más sinceramente posible. No es necesario que escribas tu nombre.

1. ¿Te gusta escribir en inglés? a) Si ☐ ¿Porque?_____

b) No ☐ ¿Porque?_____

2. ¿Cuál es tu principal dificultad cuando escribes en inglés?

_____

_____

3. Cuando escribías trabajos de la materia de inglés en ciclos escolares anteriores, ¿Recibías comentarios por escrito del maestro?

a) Si ☐ b) No ☐

4. Cuando escribías trabajos de la materia de inglés en ciclos escolares anteriores, ¿Recibías la oportunidad de revisar y mejorar tu escrito?

a) Si ☐ b) No ☐

5. Cuando escribes y terminas tu escrito, ¿revisas lo que escribiste?

a) Si ☐ b) No ☐

6. ¿Consideras útil recibir comentarios de tu maestro sobre lo que escribes?

a) Si ☐ b) No ☐

7. En clases de inglés anteriores, has utilizado el Weblog como herramienta de la clase?

a) Si ☐ b) No ☐

8. ¿Consideras que el uso del Weblog te ayudo a mejorar la calidad de tu escritura en inglés?

a) Si ☐ b) No ☐

¿Por qué? ¿De que manera?_____

_____

9. ¿Consideras que el Weblog es una herramienta útil para aprender inglés?

a) Si ☐ b) No ☐

¿Porqué?_____

_____

10. ¿Cuántos años llevas estudiando inglés?_____

11. ¿Estudias algún otro lenguaje? a) Si ☐ b) No ☐ ¿Cuál?_____

12. ¿Tu edad? _____ ¿Tu sexo? a) Masculino ☐ b) Femenino ☐

Muchas gracias por tu información.

APPENDIX B INFORMED CONSENT FOR PARTICIPANTS

Información dirigida a personas que participan en un estudio de investigación.

La siguiente información se le esta proporcionando con el objetivo de ayudarle a decidir si esta dispuesto / a o no a formar parte de este estudio. Por favor lea con cuidado y si tiene alguna duda pregunte a la persona responsable de la investigación.

Titulo del Estudio:	(The use of blogd to enhance the revision stage of EFL students´ writing processes) El uso de tecnologia de la computacion para mejorar la etapa de revision del proceso de escritura de alumnus de ingles como lengua extranjera.
Responsable del Estudio:	Elsa Fernanda González Quintero
Lugar del Estudio:	XXX

Se le pide que participe en este estudio porque me interesa analizar los efectos que tienen los comentario del professor entregados de forma alectronica asi como tambien el uso de weblogs para mejorar los procesos de revision que usted lleva a cabo en su escritura.

Información General sobre el estudio.
El propósito de este estudio es analizar los cambios que se realizan en la escritura de los estudiantes en inglés, como producto de la retroalimentación electronica del docente en cuatro ensayos de tipo argumentativo.

Plan del Estudio.
El estudio se llevara a cabo en 4 fases. En cada fase se le pedira que escriba un ensayo sobre un tema especifico. Dicho escrito sera posteado en su blog personal en la Internet. El instructor le proporcionara retroalimentacion de manera electronica como sugerencia a cada post en su blog. Usted, despues de recibir cada sugerencia, llevara a cabo los cambios que considere pertinentes.

Beneficios Obtenidos al Participar en este Estudio.
Usted no recibirá ninguna remuneración económica por su participación en este estudio. Sin embargo, al participar en este estudio incrementará sus habilidades de escritura en inglés.

Riesgos de Ser Parte de este Estudio.
Durante las sesiones de comentarios sobre sus escritos, puede ser que sienta cierta incomodidad al no entender lo que la profesora o su compañero (a) trata de explicarle. Además, puede ser que las actividades de escritura, retroalimentación y revisión le den cierta sensación de fatiga, común en el proceso de escritura de un ensayo.

Confidencialidad de la Información.
La información que usted proporcione así como sus escritos serán tratados de manera confidencial. Solamente la profesora y su asesora tendrán acceso a esa información.
El estudio así como sus resultados podrían ser publicados, pero su nombre no será utilizado ni ninguna otra información que pueda identificarlo. Para proteger su identidad, se utilizará un pseudónimo para el análisis y publicación de la información.

Participación Voluntaria.
Su decisión de participar en este estudio es completamente voluntaria. Usted es libre de participar o no en este estudio, así como de retractarse en cualquier momento. Si decide no participar o retractarse, no recibirá sanciones de ningún tipo.

Preguntas y comentarios.
Si tiene alguna duda, pregunta o comentario sobre este estudio, por favor comuníquese con Fernanda González al teléfono 1102912 o a la dirección de correo electrónico e.fernandagonzalez@gmail.com

Su Consentimiento.
Al firmar este informe usted esta de acuerdo en:

- Que leyó completa y detenidamente el informe entendiendo todas las implicaciones al ser participante de este estudio.
- Que ha tenido la oportunidad de aclarar sus dudas con la persona encargada del estudio.
- Que esta consciente de los riesgos así como también de los beneficios, y acepta participar en el estudio.
- Que ha recibido una copia de este informe.

_____ _____ _____
Firma del Participante Nombre del Participante Fecha

Declaración del Investigador.
He explicado cuidadosamente al participante los procedimientos, y características de este estudio y certifico que el participante que firma entiende la naturaleza, los beneficios y los riesgos que implican participar en el mismo.

_____ _____ _____
Firme del investigador. Nombre del investigador Fecha

APPENDIX C WRITING TASKS

A) TASK 1

Write a description of Mexican culture, its beauty or its negative aspects. Write minimum 150 words. Your writing may include:

a) A general description of Mexican culture
b) Examples of Mexican culture and Mexican customs.
c) Your opinion about Mexican culture. Your likes or dislikes.
d) A justification for your opinion
e) A general conclusion.

Post your writing on your blog.

B) TASK 2

Do you consider yourself a healthy or unhealthy person? What characteristics does a healthy person have?
Write your opinion in an essay of minimum 150 words in which you may include:

- An introduction where you explain your general opinion.
- The characteristics of a healthy and unhealthy person.
- Examples of your daily habits to exemplify your opinion.
- A justification to your opinion.

Post your writing on your blog.

C) TASK 3

Choose one of the following tasks to post on your blog.

1. What does friendship mean to you? What do you think is needed to be a good friend? Explain your answer to this question in an essay of minimum 150 words. You may include:

a) Your concept of friendship
b) Friendship characteristics
c) A real-life example that exemplifies your opinion about friendship.
d) Your general opinion.

2. Marriage is the best expression of love or Marriage is the beginning of the end.
Which quote best describes your opinion about marriage? Why? Describe your answer in an essay of minimum 150 words you may include:

a) General concept of marriage
b) Your opinion and justification
c) A life example of marriage to exemplify your opinion
d) A general conclusion.

Post your writing on your blog.

D) TASK 4

Choose one of the following tasks to post on your blog:

1. What does it mean to be happy and successful? Does it imply money, fame or family? Explain your opinion by writing minimum 180 words. You may include:

- A general description of what you consider happiness and success is.
- An example to exemplify your answer.
- A general conclusion

Post your writing on your blog.

2. Is popularity a positive or negative characteristic? What does it mean to be popular? Explain your opinion by writing minimum 180 words. You may include:

- A general description of what popularity is.
- Characteristics of popular people.
- Your opinion
- An example to exemplify your opinion
- A general conclusion.

Post your writing on your blog

APPENDIX D PARTICIPANTS´ ANSWERS TO BACKGROUND QUESTIONNAIRE

Participant	Sex	Age	Are you studying a different language other than English?	Number of Years studying English	PET scores	Like writing in English.	Your main difficulty with English writing is…	Experience with feedback and revising	Experience with Weblogs
A	F	17	No	5.5	Pass	Yes	I have problems with grammar, use of "s" in third person or formal words.	Yes	None
B	F	18	No	16	Pass	Yes	Grammar, verb tenses.	Yes	None
C	F	17	No	15	Pass	Yes	Express some ideas because sometimes I don't how to express it in English, and sometimes there is no translation.	Yes	None
D	F	17	No	12	Pass	Yes	I can't express myself, as I would like to because English expressions are very different to Spanish expressions.	Yes	None
E	F	17	No	14	Pass	Yes	I sometimes confuse past and present verbs	Yes	None
F	F	18	No	14	Fail	Yes	Expressing myself as I wish.	Yes	None
G	M	17	Yes. French	12	Pass	Yes	Expressing myself and coming up with ideas for a specific topic.	Yes	None
H	M	17	Yes. French.	13	Pass	Yes	That I need to use an English dialect sometimes.	Yes	None

APPENDIX E TRANSCRIPT OF TEACHER FEEDBACK

PARTICIPANT A
TASK 1 FEEDBACK

Hi!
Great work! I liked the way you organized your writing because it is very clear what each paragraph is about. However, it would have been nice to read more information about certain things instead of only mentioning them. For instance, paragraph 2 talks about food. But you only mention them and do not give any further information. You do this in other paragraphs too.

Try to avoid using so many commas and instead use periods. English is more direct and ideas are expressed directly. So try to use more periods instead of commas.

Let me know if you have any doubts. :)

PARTICIPANT A
TASK 2 FEEDBACK

Great work!
I do the same thing. I eat a lot of junk food and I do exercise. But when you get older it is more difficult to keep in shape.
Try to always include an introduction and a conclusion to your writing. In your post you only include one sentence in the introduction about people´s different opinions. But you do not include any of these opinions.
You suddenly finish your writing and do not conclude it. Try to write a paragraph that concludes in general your paper.
Best!

PARTICIPANT A´S ANSWER COMMENT TO TEACHER FEEDBACK.

Teacher:
I consider this paragraph as my introduction (All we have different points of view, about what is healthy and unhealthy.
The truth is that your body runs on fuel in the form of food, and if the fuel you put in your body is not high-grade, you should not expect your body to give you high performance. To keep your body in the best way, you need to eat healthy foods. Unhealthy foods may satisfy your hunger, but they may also break your body down in the long run.) Is it ok?
And, yes i didn´t wrote a conclusion, but i will

PARTICIPANT A
TASK 3 FEEDBACK

Hi!
I am so proud of you because you have improved so much your writing and because you express and organize your ideas very nicely. I can see friendship is very important for you and you value a lot of things in your friends.

I like how you introduce each paragraph with a short sentence because it gives the reader an idea of what to expect. For instance, in paragraph 4 you write "Lucero is one of my best friends". The reader knows that you will write about your friend and why your are friends (which you did very nicely.

You finish your post by writing "Sometimes friendship ends, and when that happen it´s because it wasn't that strong to support the fail." As reader, I expect you to write more about this situation. But suddenly you finish your paper with a good recommendation. If you could try to explain this point of view a little better it would be great.

Try to reread your work for any grammar of vocabulary mistakes you find so you can improve them:

Line 4: relation...relationship.

line 5: humor sense...sense of humor

line 6: and truthful friendship needs to has...and truthful relationship needs to have.

Write to me if you have doubts :) Great work!

PARTICIPANT A
TASK 4 FEEDBCK

Great work!
It seems for you being popular is a negative characteristic. I agree that sometimes being popular can change people and their way of treating people.

I have a few suggestions:
1. In paragraph 3 you write, "In my opinion the characteristics that a popular people SHOULD have are sympathy, extroverted, upbeat, fun to be around and make everyone else feel valued and loved. They are not self-centered, are smart and interesting." Here you mention positive traits of popularity, the negative ones and finally positive traits again. I consider your paragraph would be better organized if you mentioned all the positive characteristics together and the negative ones also together.

2. Try to express your opinions without using abbreviations or "bad" words such as the ones you use in paragraph 6.
3. Try to reread your writing to edit any punctuation, spelling or grammar use mistakes.
Good luck!

PARTICIPANT B
TASK 1 FEEDBACK

Hi!
Beautiful work! I loved your introduction and I agree: Mexicans DO deserve the opportunity to be known around the world.

Your writing is very well done. Your coherence and punctuation are nicely used and your ideas are easy to follow. In paragraph 3 you mention some nice beaches and important Mexican celebrations. But they are only mentioned. You do not describe any of them or why you think they are important or beautiful. I would be nice to read some of this information.

Let me know if you have doubts. :)

PARTICIPANT B
TASK 2 FEEDBACK

Great work!
It´s too bad that you do not do exercise. Besides the health benefits, exercise helps you relieve stress and get away from the world. Maybe if you try something calm like yoga or pilates it would help you a lot!

Your writing is very well written and well organized. However I think it could be better organized. For instance in paragraph 2 you write

"I really don't consider myself as a healthy person.

The reason is; I do eat healthy food like vegetables almost everyday and also I try not to eat a lot. But the problem is that I don't do exercise and I love eating junk food. I try not to eat it but for me is impossible!."

In this paragraph, first you mention you are not healthy, then you write you are and that you eat vegetables and finally you mention once more you are not healty because you love junk food. So as you can see it would improve your work if you organized your ideas and writing.

Remember to revise your work before posting it so you can improve spelling or punctuation.

Let me know if you have any doubts. :)

PARTICIPANT B´S RESPONSE TO TEACHER FEEDBACK.

Teacher I don't know what you are telling me I think I'm reading the paragraph differently on my mind :S

TEACHER´S RESPONSE TO PARTICIPANT B´S RESPONSE

Hi!

What I am trying to say is that in your third paragraph you are inconsistent with your ideas. First you mention you are not healthy. Then you mention that you eat vegeables almost everyday. Then once again you mention that you eat a lot of junk food. I can see you tried to exemplify what you mention. Maybe if you summarized and said
"I consider that eating vegetables is not enough to be healthy. I consider I am an example because although I eat vegetables..."
This would give more logic to your work.

Good luck!

PARTICIPANT B
TASK 3 FEEDBACK

Excellent work!

I can see you are very comfortable with your friends and that you value very important things in them. I love the way you organize your writing and your paragraphs. I especially like your conclusion.

When I read your post, I feel that I want to read more. I am anxious to read more about your friends and your adventures and your fights. I hope you can add more details to your paragraphs so the readers of your blog can feel more familiarized with your work. Maybe paragraph 3 could be improved.

Good luck!

PARTICIPANT B
TASK 4 FEEDBACK

Great work!
I can see you admire your dad. I agree with you that success depends on what we want in life. Your work is nicely written and very well organized. Try to reread your work and find mistakes with your punctuation, grammar and vocabulary use.

Let me know if you have any doubts. :)

PARTICIPANT C
TASK 1 FEEDBACK

Beautiful writing!

I loved how you described Mexico´s celebrations and their importance to us.

Remember English is more direct therefore it uses less commas in its written language. Try to use short ideas and finish them with a period.

Although, your writing is great and very coherent you do not include a conclusion. You just suddenly stop writing and do not give an end to your writing. Maybe you could finish off by including your opinion or a small comment about Mexico.

Finally, I would also like you to read once more your writing and try to find small spelling or grammar mistakes that you can improve.

Let me know if you have doubts. :)

PARTICIPANT C
TASK 2 FEEDBACK

Great work!

I am very happy with your writing because you remembered some of the tips I gave you last week: keeping ides short, using more periods, giving a conclusion to your writing. :)

This time, I would like for you to try to stick to the topic. For instance, you mention that you you do certain things when you want to look thin or loose some weight. But, is keeping thin or looking thin healthy? do you consider it healthy? If so, you need to state it in your writing because that is your opinion and maybe other people who read your writing have a different opinion.

I also consider that sleeping is healthy for you too. But if you do not introduce the paragraph and link it to your main topic readers may feel you deviate from the topic. A short introduction like " Another factor that contributes to health is sleeping...."

What do you think? Let me know if you have doubts. :)

PARTICIPANT C
TASK 3 FEEDBACK

Great work!
Wow! You really are in love! I can almost see you in your wedding dress! I hope from the bottom of my heart that you truly find your prince and get married the way you always pictured your wedding.

I can see you have a very clear idea of what marriage is for you. Try to organize your work in paragraphs so it is easier for the reader to understand. Try to introduce each paragraph with a main idea , then give details that can complete your paragraphs.

Try to stick to the topic and not deviate from your ideas. For instance you write: "Since I was a little girl I dreamed with my wedding, of course with a special man." When I read these sentences, it seems you are going to give some details of your dream. But you suddenly start writing about marriage being a book.

You also mention that you think people don´t get married because they don´t live it 100%. What do you mean by 100%? For you, what does it mean to live marriage to 100%? This explanation could completely very nicely your ideas.

Let me know if you have doubts. :)

PARTICIPANT C
TASK 4 FEEDBACK

Wow! Wonderful work! Your writing is wonderfully organized and very easy to follow!
Congrats!
Please try to reread your work or ask a friend to help you to find any spelling or grammar use mistakes that you make. For instance,

1. "Success is like a way to be happy although I think some people considers “being successful” or “being happy” so different as others."... people consider...
2. "For example, many people thinks..." For example, many people think..
3. "Others think that success is just to have a very good job..." Others think that success means to have a very good job...
4. Now a days...is a single word. Nowadays
5. What do you mean with this sentence? "Specifically for me, happiness is being, have and give what you want to be comfortable with yourself without hurting someone else."
Can you make it clearer?

Let me know if you have doubts. :)

PARTICIPANT D
TASK 1 FEEDBACK

Great work!

I can see you give good examples of Mexico´s beauty and you exemplify your opinion. However, yourwriting could be improved by adding an introduction and a conclusion. An introduction is a paragraph that explains and prepares the reader for the passage. That is it briefly explains its content. Try to do this with your introductory paragraph. On the other hand, your writing concludes very abruptly and does not gradually lead the reader to the end of the text. Read your writing and try to see if you can edit it.

Best!
PARTICIPANT D
TASK 2 FEEDBACK

Hi!

Great work! I would love to be like you! Eat as much as I can and not gain 1 kg. That would be so cool!
I love the way you organize your writing and how you exemplify your healthy life style.

I would like for you to reread your work once more and try to shorten your ideas. In Spanish we tend to use more commas and make our ideas longer. However, in English, ideas are more direct. For instance, your paragraph 2 is one sentence long. Try to separate your ideas with periods and make your paragraph more functional.

On the other hand, try to revise your work and find spelling or punctuation mistakes you have made.

Let me know if you have any doubts. :)

PARTICIPANT D
TASK 3 FEEDBACK

Hi Andrea!
Great work! Beautiful description of Andrea Campillo! What a coincidence that you are such good friends and you are named the same. I feel the same way for my friend Sharon. Millions and millions of Kilometers separate us. But I love her so much!

You organize very nicely your writing and your paragraphs an you give good details of your friends and their qualities.

You conclude with a very nice quote, but that´s it. You describe very nicely Andrea and her qualities. Then you write a quote and suddenly you finish writing. Try to give more of your opinion towards this quote or a few sentences that can give an end to your post.

Let me know if you have doubts. :)

PARTICIPANT D
TASK 4 FEEDBACK

Very impressive work!
You begin very nicely your post. I especially like when you write: everyone is successful in different ways. I too agree that success depends on each person´s perception and goals. Beautiful pic of Mercy!

Please try to avoid deviating from the topic. For instance you write, "You can also be happy and not being succesful. Because happines is everywhere and the best of it, is that it's free". The first sentence suggests that you will give exampls of when a person is unhappy or unsuccessful. But you go on writing that happiness is free. Try to link all your ideas in a paragraph to the first sentence. The first sentence of a paragraph is always the main idea and the rest are details. Great work!

PARTICIPANT E
TASK 1 FEEDBACK

Beautiful work! I can see you have special love for Mexico. I am proud of you!

You writing is very well organized and you give clear examples of what you consider to be Mexico´s beauty.

I would like for you to pay close attention to your use of grammar. You tend to make small mistakes in use of verbs, quantifiers and spelling of words. Read your work once again and try to find the mistakes I try to point out.

Let me know if you have any doubts! :)

PARTICIPANT E´S RESPONSE TO TEACHER FEEDBACK

Thank you Teacher .. well I would like you to help me finding the mistakes :S please, give me some clues or tell me directly because I am bad for this

TEACHER RESPONSE TO PARTICIPANT E´S COMMENT

Ok…for instance you write:
a) Mexico DO have a lot of good and positive things. (Mexico is singular, therefore does is used instead of do)
b) All of this help (same problem).
c) It's simply amazing how faith involve our hearts.(same problem)
So as you can see, you have trouble using the "s" for third person. Try looking out for that.
Let me know if you have more trouble.

PARTICIPANT E
TASK 2 FEEDBACK

I think this is the best writing you have done so far...CONGRATULATIONSSS! I am so proud of you.

You organized your work very well, your introduction gives a broad idea of what you are writing about and you give clear examples of your opinion.

Maybe you could give more examples of why you consider your mental and social status healthy because that part is very brief.

On the other hand, remember to watch out for your use of verbs and vocabulary. For instance,

Health; nowadays, one of the most: Health is nowadays, one of the most...

on my dayli diet: on my daily diet.

These still happened on the last semester...: This still happened during my last semester...

Try to avoid over-use of commas and use more periods.
Let me know if you have any doubts. :)

PARTICIPANT E
TASK 3 FEEDBACK

Beautiful work!

I can see you value a lot of things in your friends and you have a great relationship with Nora! I admire you guys because you two are very different and are still soul mates.

You very nicely describe what you consider a good friend and the characteristics you value in friends. You finish paragraph "My most important friends are 5, just like the fingers of my hand, but Nora is like my soulmate :) my soulsister."

And then you write one sentence about your relationship with her. I am eager to read more information about you and Nora. It would be nice if you considered giving more information about your friendship with Nora. All this in a separate paragraph. Remember, the first sentence in a paragraph is the main idea and the following sentences are the details that give more information of the main idea.

What do you mean in this sentence: Friendship is a very important relation; it could be as relevant as a love relation.

Try to rephrase it so it is more clear.

Let me know if you have any doubts. :)

PARTICIPANT E
TASK 4 FEEDBACK

Hi!
Wow! Beautiful work! I am amazed at how much you have improved your writing skills. Your use of vocabulary has become more sophisticated. Congrats!

I only have a small suggestion:

In your second paragraph you write: "In the school and teenage world, popular means the people everyone aspires to be, but everybody hates. The keyword here is CONFIDENCE." In these sentences you mention that everybody aspires to be popular and that some people hate. Then suddenly, you mention confidence and begin explaining how popularity involves confidence. So if you notice, it would be more coherant if you explain more clearly what you mean when you write that everybody hates. Try to link it with the next sentence you write.

Remember to revise your work to edit punctuation or spelling mitakes.

Great work!

PARTICIPANT F
TASK 1 FEEDBACK

Hi!
Nice work! It seems you are very happy to be Mexican! Me too!

You write very well about Mexico´s good things and you enumerate nicely all the things you consider nice about our country. However, in your introduction you mention that Mexico produces food and exports and imports things. But your writing does not talk about this. Remember, the introduction introduces and gives a general picture of what your writing is about. Therefore, if you write about Mexico´s beaches celebrations of food, your introduction should give a brief descriptions of these.

Try to be more descriptive of the things you talk about (give more information) and not only enumerate the beaches, food etc. The more you describe the things the better.

Let me know if you have any doubts. :)

PARTICIPANT F
TASK 2 FEEDBACK

Hi!
I can see you have a very healthy lifestyle. Wow! I can´t be that healthy.

Regarding your writing, I would like for you to reread your work. You have a lot of spelling and punctuation mistakes that sometimes makes your writing difficult to understand.

Try to stick to the topic you are writing about. For instance in your last paragraph you write that you consider yourself a healthy person, then suddenly you write that you are skinny and that everybody thinks that. Do you think being is being healthy? Try to link the main idea of the paragraph to the main idea of the whole paper.

Let me know if you have any doubts! :)

PARTICIPANT F
TASK 3 FEEDBACK

Hi!

Great work! I can see that for you your friends are very important.
You organize very nicely your paper and you introduce it very nicely too. In your introduction you outline what you will do. You mention in paragraph two that you will write how important friendship is for life. However, I do not see this explanation in your writing. Instead you go on to explain how you believe that there are different types of friends.

I recommend you actually write what your introduction says you will discuss. And remember to reread your post to improve any punctuation or spelling mistakes.

Let me know if you have any doubts. :)

PARTICIPANT F
TASK 4 FEEDBACK

Great work!

I also consider that sometimes popular people can become arrogant on some occasions.

I like your writing because you organize it very nicely and I understand very well what you are writing about.

Remember, it is important to separate your ideas with periods. For instance, some of your paragraphs are one sentence long but you have more than one idea in each.

On the other hand, there are a few words that need to be improved:

1. "it's a strong word I think because many people have different thinks about this word" Do you mean thoughts?

2."In spite of in my school some people think that some kind of people are popularity" Do you mean popular?

3. What do you want to express with thos sentence: "I think that popularity is when all the people met you but no only for watch, is like you have a good relationship with them."

Does the movie "mean girls" exemplify your opinion? If it does try to clarify it in a sentence.

Let me know if you have doubts. ☺

PARTICIPANT G
TASK 1 FEEDBACK

Great work!

I can see you have fun being a Mexican. I agree with you that Mexico has a beautiful culture.

I like your writing because it gives a lot of useful information about Mexico and its beauty: ruins, food, culture, peaople.
However, you are very brief in your description of these things. For instance, in paragraph 1 you mention "Nahuatl" and how they keep culture alive. However, you do not give many details as to why you think so.

In paragraph 3 you mention several holidays and in paragraph 4 you mention food. But they are only mentioned and not described.

Go through your writing again and try to be more descriptive about Mexico and the things you mention.

Let me know if you have doubts. :)

PARTICIPANT G
TASK 2 FEEDBACK

Great work!

You organized very well your work and you gave clear examples of the healthy life style you follow.

However, you do not include a concluding paragraph. You mention how you believe taking substances to increase body volume is not completely adequate. But then you suddenly stop writing. Try to give an ending to your work so that the reader feels more comfortable reading your work.

Let me know if you have any doubts.

PARTICIPANT G
TASK 3 FEEDBACK

Hi!

Your writing is great! It is very nicely organized and your ideas are very easy to understand. I like how you organized your paragraphs and introduce each one of them. I can see your friendship with Oscar is very strong and I am very glad you have a friend like him!

However, be careful with the expression of your ideas. Try to not to make your paragraphs one sentence long. Paragraph two is one sentence long and I feel it can benefit by adding more information and writing specific ideas separated by periods. Maybe more information about what friendship is or is not could help your paragraph.

I feel that when you write you tend to rush into things and are too direct with your ideas. Remember details are a very good thing when writing. The reader feels more familiarized with your writing when your main ideas are supported by details.

Let me know if you have doubts. :)

PARTICIPANT G
TASK 4 FEEDBACK

Great work Franco!
I also consider that being successful means to do what you want and like in life. Dad is a great example.
Try to reread your work to find punctuation, grammar or vocabulary use mistakes that can be improved. For instance, you tend to add an "s" to the first person when its not needed.
Best of luck!

PARTICIPANT H
TASK 1 FEEDBACK

Hi!
I can see you have a lot of different ideas about Mexico and its beauty.

You organize your paper well and your ideas are very well expressed. However, written langugae is a little bit more formal than spoke language. It seems your are writing as if you were talking to someone. Try to avoid expressions that are informal or you consider someone would not write in a blog.
Additionally, what is your conclusion to your writing. You suddenly finish your writing mentioning that deserts are characteristic of Mexico. Do you consider paragraph number one would be a good concluding paragraph? I think so. Let me know if you have doubts. :)

PARTICIPANT H
TASK 2 FEEDBACK

Hi Tadeo!

I can see you have a very unsusual diet, especially for someone your age. I sometimes do the thing as you: eat once or twice a day because of my heavy workload.

In terms of your writing, it is very well written and it is very easy to follow. However, I believe your introduction could be improve. Remember the introduction is a broad picture what will be discussed in the paper. I believe your first paragraph instead of the introduction it is best include in the body.
On the other hand, please try to conclude your writing with a concluding paragraph. You write very well but suddenly you stop writing which leaves an unfinished feeling.

Let me know if you have any doubts. :)

PARTICIPANT H
TASK 3 FEEDBACK

Hi Tadeo!
Wow! I am impressed! You write beautifully and express your ideas very clearly!

I understood very well what you wanted to express and your opinion about friendship. However, your second paragraph is unclear. It seems like you started to get lost in what you wanted to express. For instance, you begin your paragraph 2 by mentioning that friendship is defined by actions. But you are not very clear why you believe so. Then suddenly you mention that everybody has a good side to them but you do not write why or give any examples. Try to write this paragraph clearer and give some sequence to your ideas. Avoid signs and asterisks that represent curse words. Thanks for writing! If you need help let me know. :)

PARTICIPANT H
TASK 4 FEEDBACK

Great work!

I love reading your work because I can really get to understand you and your particular opinions. You also are very good at organizing your work and your writing. This makes it easier to understand.

As with your last writing, you tend to deviate from your main topic, or tend to write your opinion and not give any background to the reader. For instance, in paragraph 2 you write "Popularity doesn't really have to include cash, not everyone gets a friendship out of transactions for them." You begin writing about how popularity does not include money then suddenly you mention friendship. Is popularity related with friendship? money?

Then you mention you consider that there are different types of popularity but you do not mention or describe them.

Great work! Let me know if you have any douts! :)

APPENDIX F PARTICIPANTS´ DRAFTS

PARTICIPANT A
TASK 1 DRAFT 1

MEXICO´S BEAUTY.

Mexico is a beauty and Amazing country; it is located in North America, in the middle of an ocean and a gulf. It´s is a country with a rich history, it is full of vibrant colours, traditions, culture, and beauty nature.
Our gastronomy has special odors and unique flavors that you will love. Mention some like tamales, pozole, barbacoa, sopes, etc.
Here you will find adventure, ecotourism, culture, romance, sun, beach and luxury.
If you want sun, Beach, and sand we have beautiful beaches in Cancun, Mazatlan, Puerto Vallarta, Acapulco, Tampico there you´ll find a lot of fun, at day and night in bars.
Of course we have pyramids, places where our ancestors lived, museums, typical and old legends if you want to learn about our amazing and beautiful culture, this places are located in many different cities, and little towns on here, like Guanajauto, Guadalajara, Chiapas, Yucatan, you won´t want to leave those places when you meet.
If you meet San Miguel de Allende, Guanajuato you shouldn´t worry! , it is going to be something normal if you decide to stay and live there; there are many foreigners. That´s and special and nice and lovable place.
There are lovely towns to visit where you will be able to appreciate many customs the people have.
Oh god, of course you should come when we are celebrating special festivals and events. It´s amazing. On September the 16th we celebrate Mexican independence. I Love our fabolous culture, It is unique.
Come to Mexico, and you will fall in love!

PARTICIPANT A
TASK 1 FINAL DRAFT

MEXICO´S BEAUTY

Mexico is a beauty and Amazing country; it is located in North America, in the middle of an ocean and a gulf. It´s is a country with a rich history, it is full of vibrant colours, traditions, culture, and beauty nature.

Our gastronomy has special odors and unique flavors that you will love. Mention some like tamales, pozole, barbacoa, sopes, etc. Tamales can be of beans, chesse, or meat you shoul try it with spicy red or green sauce. Pozole is made of maize grains with chicken and meat inside it´s delicious, you need to try all mexican food.

Here you will find adventure, ecotourism, culture, romance, sun, beach and luxury.

If you want sun, Beach, and sand we have beautiful beaches in Cancun, Mazatlan, Puerto Vallarta, Acapulco, Tampico there you´ll find a lot of fun, at day and night in bars.

Of course we have pyramids, places where our ancestors lived, museums, typical and old legends if you want to learn about our amazing and beautiful culture. This places are located in many different cities and little towns on here like Guanajuato, Guadalajara, Chiapas, Yucatan, you won´t want to leave those places when you meet.

If you meet San Miguel de Allende, Guanajuato you shouldn´t worry! , it is going to be something normal if you decide to stay and live there. There are many foreigners. That´s and special, nice and lovable place.

There are lovely towns to visit where you will be able to appreciate many customs the people have. Tequisquiapan is one of those towns. It is a warm and harmonious place to visit.

Oh god, of course you should come when we are celebrating special festivals and events. It´s amazing. On September the 16th we celebrate Mexican independence. First we usually go to the plaza. There we hear the president shouting ¨Viva Mexico¨ and we say ¨Viva¨ after that we see the amazing fireworks, we sing typical mexican music, we eat, drink and we go home and have a party with family and friends.

I Love our fabolous culture, It is unique.

Come to Mexico, and you will fall in love!

PARTICIPANT A
TASK 2 DRAFT 1

Healthy or Unhealthy

Do you consider your self healthy or unhealthy? why or why not?
All we have different points of view, about what is healthy and unhealthy.
The truth is that your body runs on fuel in the form of food, and if the fuel you put in your body is not high-grade, you should not expect your body to give you high performance. To keep your body in the best way, you need to eat healthy foods. Unhealthy foods may satisfy your hunger, but they may also break your body down in the long run.
I do consider myself in the middle of healthy and unhealthy.
Saying unhealthy it´s because I do include, well not include, I take too much junk food on my daily meals. Sometimes I do not eat at my hours I should. Also in some occasions I don´t take a balance meal, or I take a heavy meal at night and midnight and that´s not good for my body and health.
But in the other hand, I do consider healthy too because I do excersise at least 4 days a week 2 hours daily. Maybe it could be seen from the point at which both sides get paired. Because most of the unhealthy food I eat, sometimes I get it off doing excersise, but the problem is when I eat more than I excersise myself..
I´m not saying I do not eat in a correct way. I do eat meat, chicken, fish, vegetables, fruits, water, etc. It´s just that when I´m done with my meal I take a pack of cookies, chips, an ice cream, or a esquite, brownie. Later I take my other meal and sometimes I do the same i did.

PARTICIPANT A
TASK 2 FINAL DRAFT

Healthy or Unhealthy

Do you consider your self healthy or unhealthy? why or why not?
All we have different points of view, about what is healthy and unhealthy.
The truth is that your body runs on fuel in the form of food, and if the fuel you put in your body is not high-grade, you should not expect your body to give you high performance. To keep your body in the best way, you need to eat healthy foods. Unhealthy foods may satisfy your hunger, but they may also break your body down in the long run.
I do consider myself in the middle of healthy and unhealthy.
Saying unhealthy it´s because I do include, well not include, I take too much junk food on my daily meals. Sometimes I do not eat at my hours I should. Also in some occasions I don´t take a balance meal, or I take a heavy meal at night and midnight and that´s not good for my body and health.
But in the other hand, I do consider healthy too because I do excersise at least 4 days a week 2 hours daily. Maybe it could be seen from the point at which both sides get paired. Because most of the unhealthy food I eat, sometimes I get it off doing excersise, but the problem is when I eat more than I excersise myself..
I´m not saying I do not eat in a correct way. I do eat meat, chicken, fish, vegetables, fruits, water, etc. It´s just that when I´m done with my meal I take a pack of cookies, chips, an ice cream, or a esquite, brownie. Later I take my other meal and sometimes I do the same i did. I know that-s bad and I´m trying to reduce it.
So, take care of yourself, eat well, excersise, drink too much.. but water! And don´t waste your time watching TV or doing non-important things.
Be active

PARTICIPANT A
TASK 3 DRAFT 1

FRIENDSHIP

A friend is someone who understands your past believes in your future and accepts you just the way you are…
On this text I´ll express what does friendship means for me.
Friendship is a strong relation between two or more people which are friends. On this relation you have the confidence to tell your friend everything, or maybe in some cases almost everything.
Honesty, humor sense, loyalty, tolerance, understanding, sincerity, love, and trust are facts that a long-lasting, nice and truthful friendship needs to has.
Both of the people involved on a friendship have to be honest, because it´s a powerful and representative expression of the relation. In the middle of the relation should exist tolerance for each other. Cause when someone got angry the other need to keep the calm and understand the situation of the other. Another important characteristic for me is the humor sense. I cannot be serious, neither when I´m saying something hard, always should exist that little thing that makes you notice the positive side even if you are having a really bad time.
Lucero is one of my best friends. That´s an example of truly friendship. I feel that confidence with her to tell everything. She can scolds me when I did something wrong, or I can do the same with her. It´s something very special, I see her as a sister I never had, because I have to younger brothers and my girl´s cousins does not live in here.
Sometimes friendship ends, and when that happen it´s because it wasn't that strong to support the fail. So, take care of your friendships, because real friends are hard to find.

PARTICIPANT A
TASK 3 FINAL DRAFT

FRIENDSHIP

A friend is someone who understands your past believes in your future and accepts you just the way you are…
On this text I´ll express what does friendship means for me.
Friendship is a strong relation between two or more people which are friends. On this relationship you have the confidence to tell your friend everything, or maybe in some cases almost everything.
Honesty, sense of humor, loyalty, tolerance, understanding, sincerity, love, and trust are facts that a long-lasting, nice and truthful relationship needs to have.
Both of the people involved on a friendship have to be honest, because it´s a powerful and representative expression of the relation. In the middle of the relation should exist tolerance for each other. Cause when someone got angry the other need to keep the calm and understand the situation of the other. Another important characteristic for me is the sense of humor. I cannot be serious, neither when I´m saying something hard, always should exist that little thing that makes you notice the positive side even if you are having a really bad time.
Lucero is one of my best friends. That´s an example of truly friendship. I feel that confidence with her to tell everything. She can scolds me when I did something wrong, or I can do the same with her. It´s something very special, I see her as a sister I never had, because I have to younger brothers and my girl´s cousins does not live in here.
Sometimes friendship ends, and when that happen it´s because it wasn't that strong to support the fail. There are various ways in which friendship can ends, maybe someone lie, and if the other person is very sensitive and intolerant, it is going to end. So, take care of your friendships, because REAL FRIENDS are hard to find.

PARTICIPANT A
TASK 1 DRAFT 1

Popularity

Popularity is not an indication of quality. -Vanna Bonta

This time my topic is popularity, and I will give my point of view if it´s a negative or positive characteristic.

Popularity, a word makes me laugh…by those who think they are. Anyway..

In my opinion the characteristics that a popular people SHOULD have are sympathy, extroverted, upbeat, fun to be around and make everyone else feel valued and loved. They are not self-centered, are smart and interesting.

Unfortunately it is not like that. The popular people don´t have that characteristics. They always want to be more, and of course they don´t like anyone else to be more than they are in that specific moment.

In my town, we have different ways of why some people are popular. It can be because of their bad or good fame, because they are attractive, dress really nice, they like all the attention on, also because of their money and families.

What I mean saying about the bad fame is that they had taken that place because of their reputation, they hang out with many boys/girls, they have tons of sex, all we know how they are named, bitches, sluts, holes, etc.

We have the attractive ones. They´re popular cause, how they look, and how they dress. They most be gorgeous/handsome. So they have many bf´s that want to be like them.

And as we all know exist the popular people because of their famous family in the city, because of their last names, and all the money they have in some cases.

On my personal opinion popularity is not important. This characteristic in most of the cases changes people. They have bad attitudes toward others, sometimes are considerate bad influences, and snooty persons.

I will finish with my quote. For me it says that popularity means nothing, if someone is popular we don´t have the certain that he/she are quality person, a good person. As I wrote most of the times they don´t have that nice characteristics we want.

PARTICIPANT A
TASK 4 FINAL DRAFT

Popularity

Popularity is not an indication of quality. -Vanna Bonta

This time my topic is popularity, and I will give my point of view if it´s a negative or positive characteristic.

Popularity, a word makes me laugh…by those who think they are. Anyway..

In my opinion the characteristics that a popular people SHOULD have are sympathy, extroverted, upbeat, fun to be around and make everyone else feel valued and loved.

Unfortunately it is not like that. The popular people don´t have that characteristics. They always want to be more, and of course they don´t like anyone else to be more than they are in that specific moment.

In my town, we have different ways of why some people are popular. It can be because of their bad or good fame, because they are attractive, dress really nice, they like all the attention on, also because of their money and families.

What I mean saying about the bad fame is that they had taken that place because of their reputation. They hang out with many boys/girls, they have tons of sex with all of them.

We have the attractive ones. They´re popular cause, how they look, and how they dress. They most be gorgeous/handsome. So they have many best friends that want to be like them.

And as we all know exist the popular people because of their famous family in the city, because of their last names, and all the money they have in some cases.

On my personal opinion popularity is not important. This characteristic in most of the cases changes people. They have bad attitudes toward others. Sometimes are considerate bad influences and snooty persons.

I will finish with my quote. For me it says that popularity means nothing, if someone is popular we don´t have the certain that he/she are quality person, a good person. As I wrote most of the times they don´t have that nice characteristics we want.

PARTICIPANT B
TASK 1 DRAFT 1

Mexico´s Beauty

Mexico deserves an opportunity to be well known. I live in Mexico and I think that even though there are some things that make people to think is a bad country; it has a lot of beautiful things. Many countries categorize us as a country that is not advancing in technology or that we aren't a good competition. But I think Mexicans have to be very proud of their country.

We have a lot of beautiful beaches in Cancun, Los Cabos, Tampico, Puerto Vallarta and more. Also we know how to celebrate! We have a lot of celebrations like Independence Day, Mother's day, Day of the death and a lot more.

What I love about Mexico is the food! It is delicious. Other countries, I think, they recognize us because of the tortilla and that's very typical, we eat tortilla with everything. Some other food is tacos, pozole, tamales, tostadas, etc.

Living in Mexico doesn't mean that we are wearing a giant sombrero or things like that, we are a good country and we shouldn't care about what other people think about Mexico and Mexican people.

PARTICIPANT B
TASK 2 FINAL DRAFT

Mexico´s Beauty

Mexico deserves an opportunity to be well known. I live in Mexico and I think that even though there are some things that make people to think is a bad country; it has a lot of beautiful things. Many countries categorize us as a country that is not advancing in technology or that we aren't a good competition. But I think Mexicans have to be very proud of their country.

We have a lot of beautiful beaches in Cancun, Los Cabos, Tampico, Puerto Vallarta and more. Also we know how to celebrate! We have a lot of celebrations like Independence Day, Mother's day, Day of the death and a lot more. My favorite celebration of the ones I mentioned I think is Independence day because is the only day that we eat a lot of traditional mexican food and we celebrate like crazies. It's the most important day in which we celebrate Mexico, but it shouldn't be the only one.

What I love about Mexico is the food! It is delicious. Other countries, I think, they recognize us because of the tortilla and that's very typical, we eat tortilla with everything. Some other food is tacos, pozole, tamales, tostadas, etc. The one that I think mexicans eat the most are tacos, because we can find people selling them on the street and they are not expensive; you can eat them any time you want, they are delicious.

Living in Mexico doesn't mean that we are wearing a giant sombrero or things like that, we are a good country and we shouldn't care about what other people think about Mexico and Mexican people.

PARTICIPANT B
TASK 3 DRAFT 1

FRIENDSHIP

Honesty, loyalty, respect, comprehension, funny, trust, love, these are some things that, for me, are important in a friendship.
A friend isn't the one you have known the most, a friend is someone that supports you in good or bad moments, someone you have the confidence to tell the truth of some things. And if that person accepts you the way you are is even better because that's when you know you have found a best friend. A friend helps you to see the positive side of your problems.
I have excellent friends and a love them very much. We have known each other for a very long time. And I know is a true friendship because we all think in very different ways and we are ok with that. The thing that keeps us together is the love we have for each other. We obviously have fight but that has helped us to be more united and that's great!
You should really appreciate your friends and more the ones that have been your friends for a very long time. FRIENDSHIP is one of the best things that can ever happen in your life.

PARTICIPANT B
TASK 3 FINAL DRAFT

FRIENDSHIP

Honesty, loyalty, respect, comprehension, funny, trust, love, these are some things that, for me, are important in a friendship.

A friend isn't the one you have known the most, a friend is someone that supports you in good or bad moments, someone you have the confidence to tell the truth of some things. And if that person accepts you the way you are is even better because that's when you know you have found a best friend. A friend helps you to see the positive side of your problems.

I have excellent friends and a love them very much. We have known each other for a very long time. And I know is a true friendship because we all think in very different ways and we are ok with that. The thing that keeps us together is the love we have for each other. We obviously have fight but that has helped us to be more united and that's great! One day we were just talking and we decided to make a circle and tell what we like and what we hate about each other. That really helped us to be better persons and to change some things that we didn't knew. And I love that we have the trust to tell us the truth. You should really appreciate your friends and more the ones that have been your friends for a very long time. FRIENDSHIP is one of the best things that can ever happen in your life.

PARTICIPANT B
TASK 4 DRAFT 1

"Success is not the key to happiness, happiness is the key to success, if you love what you're doing you will be successful."

A successful person is happy. But they, for me, they are not the same.
Being successful doesn't mean you have to have a lot of money or beautiful clothes or cars. You can be successful having a great family, a good job or anything you really want to happen. You can be happy just for being with your family or with the ones you love. And obviously you can be happy if you are successful.

I know a lot of successful persons but the most important for me is my dad! I think he is successful because he is doing what he loves in his life. When he was young he was on a musical group and my mom was studying the high school on the afternoons. But later, my dad had to quit the group because there was no one that could take care of my brothers and me. That's why, now that my brothers and I are older, he decided to make a new musical group with his friends because he loves music and I'm really happy and proud that he is doing what he really wants. You should really appreciate the moments than brings happiness to your life, or make things that you really love like my dad, because that is the moment when you know you have been successful.

PARTICIPANT B
TASK 4 FINAL DRAFT

"Success is not the key to happiness, happiness is the key to success, if you love what you're doing you will be successful."

A successful person is happy. But they, for me, they are not the same.
Being successful doesn't mean you have to have a lot of money, beautiful clothes or cars. You can be successful having a great family, a good job or anything you really want to happen. You can be happy just for being with your family or with the ones you love. And obviously you can be happy if you are successful.

I know a lot of successful persons but the most important for me is my dad! I think he is successful because he is doing what he loves in his life. When he was young he was on a musical group and my mom was studying the high school on the afternoons. But later, my dad had to quit the group because there was no one that could take care of my brothers and me. That's why, now that my brothers and I are older, he decided to make a new musical group with his friends because he loves music and I'm really happy and proud that he is doing what he really wants. You should really appreciate the moments than brings happiness to your life, or make things that you really love like my dad, because that is the moment when you know you have been successful.

PARTICIPANT C
TASK 1 DRAFT 1

Mexico's Beauty ♥

In my country we love celebrate everything. The point of the celebrations is to share beautiful moments with family, friends or both.
Some of that celebrations are, Revolution day, taco day, mom day, father day, grandpa day, family day, Independence day, death day, Virgin Guadalupe's day, etc.
Here are the most important for us:
In Revolution day (November 20) we remember the fight for a better government, because in 1910 there was a mean president called Porfirio Diaz, he stayed 11 years in the government and Mexican people were tired, so that's why our ancestors fought for their and our freedom.
We use to prepare a parade and assist to there that day.
Another important day is September 16. In 1810, Mexico wanted to be independent from Spain to be a free country, but to could get this, mexicans should fought after a priest starts this move. That man that gave us our independence was Miguel Hidalgo. He called mexicans with the church's bells to invite them to fight for Mexico's independence, he finished his speech with this words: ¡Mexicanos, viva México!, ¡"Viva la Virgen de Guadalupe"!, ¡Viva Fernando VII! y ¡Muera el mal gobierno!
So now, we get together in a park (in each city) to eat pozole, tamales, tostadas, etc; to watch fireworks in the dark sky and to watch and listen the president making a "grito" and ringing bells (like Miguel Hidalgo did it) to represent that special night for mexicans 201 years ago. It is called "Independence day".

PARTICIPANT C
TASK 1 FINAL DRAFT

Mexico's Beauty ♥

In my country we love celebrate everything. The point of the celebrations is to share beautiful moments with family, friends or both.
Some of that celebrations are, Revolution day, taco day, mom day, father day, grandpa day, family day, Independence day, Death day, Virgen de Guadalupe's day, etc.
Here are the most important for us:
In Revolution day (November 20) we remember the fight for a better government because in 1910 there was a mean president called Porfirio Diaz. He stayed 11 years in the government and Mexican people were tired, so that's why our ancestors fought for their and our freedom.
We use to prepare a parade and assist to there on that day.
Another important day is September 16. In 1810, Mexico wanted to be independent from Spain to be a free country but to could get this mexicans should fought after a priest starts this move. That man that gave us our independence was Miguel Hidalgo. He called mexicans with the church's bells to invite them to fight for Mexico's independence, he finished his speech with this words: ¡Mexicanos, viva México!, ¡Viva la Virgen de Guadalupe!, ¡Viva Fernando VII! y ¡Muera el mal gobierno!
So now we get together in a park (in each city) to eat pozole, tamales, tostadas, etc; to watch fireworks in the dark sky and to watch and listen the president making a "grito" and ringing bells (like Miguel Hidalgo did it) to represent that special night for mexicans 201 years ago. It is called "Independence day".
I love to go to the parade on November and to the "grito" on September. But this is just a little piece of Mexico's beauty because we have more customs. So…Why don't you come and visit us so you can appreciate Mexico's culture?

PARTICIPANT C
TASK 2 DRAFT 1

Am I healthy?

I think I am healthy but sometimes I'm unhealthy too. Why?
Because I LOVE junk food, I mean cookies, chips, candies, and also fast food like hot dogs, pizza, steak tacos, hamburgers, french fries, and of course all kind of sodas. Although I love all this, I do not eat it always. I eat it like 3 times a week or just on weekends.
When I want to eat healthy to lose weight, I just do it because that's my purpose. For example, in summer when I have a party in a pool and I want to look thinner, I start a "diet", and for me it means to remove junk and fast food, and I just drink water or natural juice. Also I love fruits so I eat them a lot.
To help my body to lose a little bit of weight I do a lot of exercise using strips and I use creams for my waist too.
I think that your face says a lot of you, so sleeping well is essential. Sometimes I cannot sleep my 8 hours during the night but I try to sleep minimum 6 hours. And also I take a nap on afternoons to relax myself.
So… I cannot say that I'm 100% healthy but I am in the middle. I take care my body and my health but sometimes I consent myself eating what I like.

PARTICIPANT C
TASK 2 FINAL DRAFT

Am I healthy?

I think I am healthy but sometimes I'm unhealthy too. Why?
Because I LOVE junk food, I mean cookies, chips, candies, and also fast food like hot dogs, pizza, steak tacos, hamburgers, french fries, and of course all kind of sodas. Although I love all this, I do not eat it always. I eat it like 3 times a week or just on weekends.
When I want to lose weight to have a great appearance, I eat healthier than other days, but just because my purpose is to look better. For example, in summer when I have a party in a pool and I want to look thinner, I start a "diet", and for me it means to remove junk and fast food, and I just drink water or natural juice. Also I love fruits so I eat them a lot.
To help my body to lose a little bit of weight I do a lot of exercise using strips and I use creams for my waist too.
I think that your face says a lot of you, so sleeping well is essential to be healthier. Sometimes I cannot sleep my 8 hours during the night but I try to sleep minimum 6 hours. And also I take a nap on afternoons to relax myself.
I can conclude that I am healthy just to look great, I mean, I take care my body and my health and I think is kind of vain but sometimes I consent myself eating what I like.
So… I cannot say that I'm 100% healthy but I am in the middle.

PARTICIPANT C
TASK 3 DRAFT 1

MARRIAGE is… ♥

"Marriage is a dream of two" that's what I think about marriage because it is my biggest dream and I think my soul mate is waiting for that special lid too. You start your love story with the wedding. Since I was a little girl I dreamed with my wedding, of course with a special man. Marriage for me is like a book, you and your partner write your own story. All the experiences that you have together, sometimes it is difficult to live with another person that doesn't have your costumes so that's the most difficult part of marriage, you should show your love to that person handing him/her to avoid discussions or fights.

Now a days we have few weddings because some people prefers to live together without get married but finally the majority of them ended separate. I think this happen because they don't live their marriage at 100%.

For me, marriage goes well when you keep doing all the "clues" that you say in your wedding: "Love is patient, love is kind, it does not envy, it does not boast, it is not proud. It is not rude, it is not self-seeking. It is not easily angered; it keeps no record of wrongs. Love does not delight in evil, but rejoices with the truth. It always protects, always trusts, always hopes, and always perseveres. Love never fails". *I Corinthians 13:4-8*

PARTICIPANT C
TASK 3 FINAL DRAFT

MARRIAGE is… ♥

"Marriage is a dream of two" that's what I think about marriage because it is my biggest dream and I think my soul mate is waiting for that special lid too. You start your love story with the wedding.

Since I was a little girl I dreamed with my wedding, of course with a special man. I dream with my beatiful and white dress, my party, my honeymoon…

Marriage for me is like a book, you and your partner write your own story. All the experiences that you have together, sometimes it is difficult to live with another person that doesn't have your costumes so that's the most difficult part of marriage, you should show your love to that person handing him/her to avoid discussions or fights.

I don't know if people doesn't take love seriously or maybe they don't believe in love but now a days we have few weddings because some people prefers to live together without get married but finally the majority of them ended separate.

For me, marriage goes well when you keep doing all the "clues" that you say in your wedding: "Love is patient, love is kind, it does not envy, it does not boast, it is not proud. It is not rude, it is not self-seeking. It is not easily angered; it keeps no record of wrongs. Love does not delight in evil, but rejoices with the truth. It always protects, always trusts, always hopes, and always perseveres. Love never fails". *I Corinthians 13:4-8*

PARTICIPANT C
TASK 4 DRAFT 1

☺ Happiness & Success ☺

I think Success and happiness are related, they are connected.
Success is like a way to be happy although I think some people considers "being successful" or "being happy" so different as others. For example, many people thinks that happiness is all material things like money, big houses, luxurious cars. Or have a good social position, fame, being popular…
Others think that success is just to have a very good job where you can receive a lot of money or travel around all the world. I think it doesn't matter if you have the best position in your job if you don't like it. You must love your job to be happy.
Another success in life can be to get married with the right person and to have children. Now a days is difficult to find someone that want to get married, so that's why I considerate it like a success and your family is always makes you happy.
Specifically for me, happiness is being, have and give what you want to be comfortable with yourself without hurting someone else. I mean, being a GOOD person, daughter, friend, sister, girlfriend, that's what I consider to be a success person and if you are successful with all these, obviously you are going to be happy.

PARTICIPANT C
TASK 4 FINAL DRAFT

☺ Happiness & Success ☺

I think Success and happiness are related, they are connected.
Success is like a way to be happy although I think some people consider "being successful" or "being happy" in different ways. For example, many people think that happiness is all material things like money, big houses, luxurious cars. Or have a good social position, fame, being popular…
Others think that success means to have a very good job where you can receive a lot of money or travel around all the world. I think it doesn't matter if you have the best position in your job if you don't like it. You must love your job to be happy.
Another success in life can be to get married with the right person and to have children. Nowadays is difficult to find someone that want to get married, so that's why I considerate it like a success and your family always makes you happy.
Specifically for me, happiness is being, having and giving what you want to be comfortable with yourself without hurting someone else. I mean, being a GOOD person, daughter, friend, sister, girlfriend, that's what I consider to be a success person and if you are successful with all these, obviously you are going to be happy.

PARTICIPANT D
TASK 1 DRAFT 1

Mexico´s Beauty

We are Mexican´s by heart no matter how bad our culture is, we have many little details that make us special.
Many countries categorize us as we are kind of rude and disrespectful, it might be because of the way we talk but actually our voice is really strong.
We are recognized by our traditional delicious food.
Everyone has seen photographs of Mexicans wearing those big sombreros but when you come to Mexico, the amazing thing is, nobody wears these hats at all.
Two of the best beaches of the world belong to México, so if you plan to visit any city with beach it would be a good idea to go to Cancun or los Cabos. You will see many tourists there, that can help you or make you pass a nice day.
Some of our holidays we celebrated the most are Independence Day, Revolution day, day of the death, mother´s day, Christmas and New year. We have been celebrating these since we were little, it's our culture!!
I love México and we should have many reasons to be proud of it.

PARTICIPANT D
TASK 1 FINAL DRAFT

Mexico´s Beauty

We are Mexican´s by heart no matter how bad our culture is, we have many little details that make us special.
Many countries categorize us as we are kind of rude and disrespectful, it might be because of the way we talk but actually our voice is really strong.
We are recognized by our traditional delicious food.
Everyone has seen photographs of Mexicans wearing those big sombreros but when you come to Mexico, the amazing thing is, nobody wears these hats at all.
Two of the best beaches of the world belong to México, so if you plan to visit any city with beach it would be a good idea to go to Cancun or los Cabos. You will see many tourists there, that can help you or make you pass a nice day.
Some of our holidays we celebrated the most are Independence Day, Revolution day, day of the death, mother´s day, Christmas and New year. We have been celebrating these since we were little, it's our culture!!
I love México and we should have many reasons to be proud of it.

PARTICIPANT D
TASK 2 DRAFT 1

Do you consider yourself healthy or unhealthy?

Physical fitness is not only one of the most important keys to a healthy body, it is the basis of dynamic and creative intellectual activity.
I've been skinny since i was around 4 years old, at that age I started ballet lessons, then I used to be in rhythmic gymnastics too I also practice tae kwon do and athletics, so I consider myself a healthy person. Because nowadays I don't practice any sport and I'm still being skinny and I love that because at this age every girl want to have a nice body to look nice and pretty.
But the reason why I think I'm healthy it's because I hardly ever eat something that contains fat and that's because of my dad that he cook or buy everthing without fat, he's always preparing balanced meals, in he's dishes you would see vegtables and salads.
I love to be this way, but i would like to practice a sport just to get relaxed and to be out of my house for a moment.
EAT VEGTABLES AND FRUITS!

PARTICIPANT D
TASK 2 FINAL DRAFT

Do you consider yourself healthy or unhealthy?

Physical fitness is not only one of the most important keys to a healthy body, it is the basis of dynamic and creative intellectual activity.
I've been skinny since I was around 4 years old. At that age I started ballet lessons. I used to be in rhythmic gymnastics too I also practice tae kwon do and athletics. So I consider myself a healthy person. Because nowadays I don't practice any sport and I'm still being skinny. I love that because at this age every girl want to have a nice body to look nice and ahah I think I have a good one.
But the reason why I think I'm healthy it's because I hardly ever eat something that contains fat. That's because of my dad, that he cook or buy everthing without fat. He's always preparing balanced meals. In his dishes you would always find vegtables and salads. For me that's nice. However I love to be this way. Of course I would like to practice an exciting sport just to get relax and to be out of my house for a while.
EAT VEGTABLES AND FRUITS!

PARTICIPANT D
TASK 3 DRAFT 1

FRIENDSHIP

The one that accepts you just the way you´re. Love you and it´s always there for you, in good and bad times, for me that´s a FRIEND. Friends are hard to find so if you´ve at least 3 friends you should be proud of having them.
Loyalty, respectful, easy going, honesty, sincerity friends with these characteristics are the ones I like and love the most. The one who cares about our friendship and try to made it last forever even if we aren´t anymore together in school. Those are true BEST FRIENDS the ones that would we there for you no matter what happen.
Andrea Campillo, is the name of one of my best friends. I love her a lot, I can´t explain with words how much I admire and appreciate her. She´s just amazing. I have very good memories with her. Every weekend we hang out and it´s very cool. We have been friends since we were little. We used to be neighbors and I had to tell you that were awesome. She´s like a sister for me. We help each other and when we dislike something about us we tell each other, because just true friends have the confidence to told you that. Our story is likely the same, that´s why we are BEST FRIENDS!! She isn´t just my friend she´s my sister too.
Let us be grateful to people who make us happy, they are the charming gardeners who make our souls blossom.
~Marcel Proust

PARTICIPANT D
TASK 3 FINAL DRAFT

FRIENDSHIP

The one that accepts you just the way you´re. Love you and it´s always there for you, in good and bad times, for me that´s a FRIEND. Friends are hard to find so if you´ve at least 3 friends you should be proud of having them.

Loyalty, respectful, easy going, honesty, sincerity friends with these characteristics are the ones I like and love the most. The one who cares about our friendship and try to made it last forever even if we aren´t anymore together in school. Those are true BEST FRIENDS the ones that would we there for you no matter what happen.

Andrea Campillo, is the name of one of my best friends. I love her a lot, I can´t explain with words how much I admire and appreciate her. She´s just amazing. I have very good memories with her. Every weekend we hang out and it´s very cool. We have been friends since we were little. We used to be neighbors and I had to tell you that were awesome. She´s like a sister for me. We help each other and when we dislike something about us we tell each other, because just true friends have the confidence to told you that. Our story is likely the same, that´s why we are BEST FRIENDS!! She isn´t just my friend she´s my sister too.

A friend knows the song in my heart and sings it to me when my memory fails. ~Donna Roberts

That means that FRIENDS are our “better half”, if I can say it this way. We need friends in order to survive. FRIENDS are necessary in this crazy world. Life would not be the same without FRIENDS, and we all are pretty sure about that.

SOO LET’S HAVE FUN AND PARTY ALL NIGHT!!! why not?

PARTICIPANT D
TASK 4 DRAFT 1

Best success story ever…

Success does not come to you, you go to it. We all are successful but in different ways. We aren't likely the same that 's why some of us found succes in family some others probably in job. What I mean is that if you want to, you can be successful that depends on you.
We have the same capacity to do things, the problem is that not all of us take advantage of it.
As I said SUCCESS DEPENDS on you, so you choose…!
You can also be happy and not being succesful. Because happines is everywhere and the best of it, is that it's free. You might not be successful but that doesn't mean you should live sad and depressed. The meaning of life is to be happy and useful. So why living sad? Wasting our time in stupid things! We just live once so let's be happy!
You don't have to be old to be successful. Kids can be successful too…
Her life is amazing. When she was eight months born she had a heart surgery. It's horrible when you know she can die, because in those cases nothing is garanteed. Thanks God now she's very good. She lives life as it should. She has taught us much. She is always overcaming herself. She's an angel. If we ever saw an angel, it was in her eyes. She's here for many reasons. She had help us change, for good of course. What can I say, she's my sister. There's no better friend than a sister. And there is no better sister than her. This is just a little part of a down syndrome girl story. Named Mercedes. A pretty 3 year old girl.
You're my companion, my friend, my sister LOVE YOU SO MUCH MERCY!
However let's be happy and if we can't let's try to find happiness. It's the best we can do. If you aren't still successful don't be unhappy, some day you will. Love life, Laugh lots and love forever!
SEE YOU LATER!!

PARTICIPANT D
TASK 4 FINAL DRAFT

Best success story ever…

Success does not come to you, you go to it. We all are successful but in different ways. We aren't likely the same that 's why some of us found succes in family some others probably in job. What I mean is that if you want to, you can be successful that depends on you.
We have the same capacity to do things, the problem is that not all of us take advantage of it.
As I said SUCCESS DEPENDS on you, so you choose…!
Happines is everywhere and the best of it, is that it's free. You might not be successful but that doesn't mean you should live sad and depressed. The meaning of life is to be happy and useful.
So why living sad? Wasting our time in stupid things! We just live once so let's be happy!
You don't have to be old to be successful. Kids can be successful too…
Her life is amazing. When she was eight months born she had a heart surgery. It's horrible when you know she can die, because in those cases nothing is garanteed. Thanks God now she's very good. She lives life as it should. She has taught us much. She is always overcaming herself. She's an angel. If we ever saw an angel, it was in her eyes. She's here for many reasons. She had help us change, for good of course. What can I say, she's my sister. There's no better friend than a sister. And there is no better sister than her. This is just a little part of a down syndrome girl story. Named Mercedes. A pretty 3 year old girl.
You're my companion, my friend, my sister LOVE YOU SO MUCH MERCY!
However let's be happy and if we can't let's try to find happiness. It's the best we can do. If you aren't still successful don't be unhappy, some day you will. Love life, Laugh lots and love forever!
SEE YOU LATER!!

PARTICIPANT E
TASK 1 DRAFT 1

Mexico's Beauty

We all have heard bad things about México, that's why we need to remember all good things about our country and Mexico DO have a lot of good and positive things.
One thing I like much about this country is that the majority of the Mexican people belong to one religion: Catholicism. This makes a lot of things have sense when we have blue days or maybe something went wrong. We believe in Virgen María, angels, San Juditas and other important saints for us. All of this help to unite and pray one for each other, that's why we have special days to commemorate Virgin and Saints.
On December 12th, we celebrate La Virgen de Guadalupe's Day. This celebration becomes in something unique when a lot of people and important artists sing in honor of Her in Mexico city. Believers from all the country travel to the Basilica de Guadalupe to assist to Her party, some of them pilgrimage trough the way until they get there, some others pilgrimage on their knees. It's simply amazing how faith involve our hearts.
One of the most important celebrations that Mexico has is ***El Grito,*** every 16th of September is the Mexican Fiesta par excellence! On this day Mexicans all over the world celebrate Mexico's independence from Spanish rule. I must say that this is a delicious day, I mean, imagine all the exquisite dishes Mexicans prepare for this celebration. Just delightful.
Mexican food is so good. The most known meals are tacos (tortilla with the stews you want, mainly with steak, onion and corianter), Mole (chicken with a special kind of sauce), Pozole, etc. All delicious.
Many good things about Mexico. I can't omit the beautiful beaches it has: Cancun, Cozumel, Los Cabos, Isla Mujeres, Puerto Vallarta, Playa del Carmen, Manzanillo and many others very important and well known around the world.
I Love Mexico and I am proud of being Mexican Mexico has a magic that does not have any other country.

PARTICIPANT E
TASK 1 FINAL DRAFT

Mexico's Beauty

We all have heard bad things about México, that's why we need to remember all good things about our country and Mexico DOES have a lot of good and positive things.
One thing I like much about this country is that the majority of the Mexican people belong to one religion: Catholicism. This makes a lot of things have sense when we have blue days or maybe something went wrong. We believe in Virgen María, angels, San Juditas and other important saints for us. All of this helps to unite and pray one for each other, that's why we have special days to commemorate Virgin and Saints.
On December 12th, we celebrate La Virgen de Guadalupe's Day. This celebration becomes in something unique when a lot of people and important artists sing in honor of Her in Mexico city. Believers from all the country travel to the Basilica de Guadalupe to assist to Her party, some of them pilgrimage trough the way until they get there, some others pilgrimage on their knees. It's simply amazing how faith involves our hearts.
One of the most important celebrations that Mexico has is ***El Grito,*** every 16th of September is the Mexican Fiesta par excellence! On this day Mexicans all over the world celebrate Mexico's independence from Spanish rule. I must say that this is a delicious day, I mean, imagine all the exquisite dishes Mexicans prepare for this celebration. Just delightful.
Mexican food is so good. The most known meals are tacos (tortilla with the stews you want, mainly with steak, onion and corianter), Mole (chicken with a special kind of sauce), Pozole, etc. All delicious.
Many good things about Mexico. I can't omit the beautiful beaches it has: Cancun, Cozumel, Los Cabos, Isla Mujeres, Puerto Vallarta, Playa del Carmen, Manzanillo and many others very important and well known around the world.
I Love Mexico and I am proud of being Mexican Mexico has a magic that does not have any other country.

PARTICIPANT E
TASK 2 DRAFT 1

Health

Health; nowadays, one of the most heard topic on the world. There are many factors that tell us why: obesity, drugs, alcoholism, etc. One of the problems is that some people think that if they are skinny, or they eat and dont get fat, they are healthy, so they don't exercise, they drink and smoke and all of this becomes worst.
The World Health Organization (WHO) defined health in its broader sense in 1946 as "a state of complete physical, mental, and social well-being and not merely the absence of disease or infirmity."
The question here is: Am I a healthy person?
In fact, I cannot say I am healthy. My life has become kind of stationary, I mean, since I started with the photography stuff and making photoshoots I spend a lot of time sitting in front of the computer retouching pictures and my day becomes shorter, then I have homework to do, or study for the exams.
I used to go to the gym everyday and my sister helped me on my dayli diet. These still happened on the last semester, but now photography is becoming bigger in my life. I really need to organize my time, then I could do some exercise because one of the other problems I have is that I love junk food (cookies, cakes, chips…) and my metabolism is not good at all. I am almost a disaster on this, so I am decided to change, specially because I'm too young
On the other hand, I consider myself healthy talking about mental and social well-being. Thank God I haven't had any kind of psychological trouble.
Be care on how you control your life, everything is important. Don't waste time and active yourself

PARTICIPANT E
TASK 2 FINAL DRAFT

Health

Health is nowadays, one of the most heard topic on the world. There are many factors that tell us why: obesity, drugs, alcoholism, etc. One of the problems is that some people think that if they are skinny, or they eat and dont get fat, they are healthy, so they don't exercise, they drink and smoke and all of this becomes worst.

The World Health Organization (WHO) defined health in its broader sense in 1946 as "a state of complete physical, mental, and social well-being and not merely the absence of disease or infirmity."

The question here is: Am I a healthy person?

In fact, I cannot say I am healthy. My life has become kind of stationary, I mean, since I started with the photography stuff and making photoshoots I spend a lot of time sitting in front of the computer retouching pictures and my day becomes shorter, then I have homework to do, or study for the exams.

I used to go to the gym everyday and my sister helped me on my daily diet. This still happened during my last semester, but now photography is becoming bigger in my life. I really need to organize my time, then I could do some exercise because one of the other problems I have is that I love junk food (cookies, cakes, chips…) and my metabolism is not good at all. I am almost a disaster on this, so I am decided to change, specially because I'm too young

On the other hand, I consider myself healthy talking about mental and social well-being. Thank God I haven't had any kind of psychological trouble. I am always trying to be a good person, good daughter and maybe a good student. I said "maybe" because I don't like school a lot, but I do my best the most of the time. I think I could be better at this so I'll try to.

Be care on how you control your life, everything is important. Don't waste time and active yourself

PARTICIPANT E
TASK 3 DRAFT 1

Friendship :)

Many people think that being or having a friend is easy, indeed, I don't think so. Friendship is a very important relation; it could be as relevant as a love relation.
Yes, we can have a lot of friends, but by the time we realize who the real ones are. Those who have been there when you need them, those who give a piece of advice when you just feel hopeless, but especially those who accept you just the way you are.
When you feel that YOURSELF is the one who talks, thinks, loves and there are no words to explain your happiness, then you will know who your best friend is. You don't need to pretend being someone you are not.
There are no conditions in friendship but being a real friend implies honesty, support, empathy, loyalty and many other characteristics. In fact, the most important is: Love… Why? Because then you were not friends, I mean, why being friends if you don't love each other? It's very simple.
Actually, I have one best friend. Before saying all I said above I realize that I'm proud of having one person who makes me feel right. We have such a close relation and we've been very honest. My most important friends are 5, just like the fingers of my hand, but Nora is like my soulmate my soulsister.
I've spent my three years of high school with her and I can say that it couldn't be better. I really thank God for giving me this opportunity of having a friend like her.
I hope she thinks the same and I hope everyone has a real friend. But remember:
"The only way to have a friend is to be one." – Ralph Waldo Emerson

PARTICIPANT E
TASK 3 FINAL DRAFT

Friendship :)

Many people think that being or having a friend is easy, indeed, I don't think so. Friendship is a very important relation; it could be as relevant as a love relation. You need to have communication to know what you like and what you don't, you need to take care of each other, among other. The difference, noticeably, will be the feelings. You love in a different way.
Yes, we can have a lot of friends, but by the time we realize who the real ones are. Those who have been there when you need them, those who give a piece of advice when you just feel hopeless, but especially those who accept you just the way you are.
When you feel that YOURSELF is the one who talks, thinks, loves and there are no words to explain your happiness, then you will know who your best friend is. You don't need to pretend being someone you are not.
There are no conditions in friendship but being a real friend implies honesty, support, empathy, loyalty and many other characteristics. In fact, the most important is: Love… Why? Because then you were not friends, I mean, why being friends if you don't love each other? It's very simple.
Actually, I have one best friend. Before saying all I said above I realize that I'm proud of having one person who makes me feel right. We have such a close relation and we've been very honest. My most important friends are 5, just like the fingers of my hand, but Nora is like my soulmate my soulsister.
I've spent my three years of high school with her and I can say that it couldn't be better. In spite of many differences that we have, I mean, we have very different taste in anything: food, clothes, music, opinions, etc. Besides that, we respect and are always supporting eacht other. When I've had a problem she has always been there, so have I. We deeply know are own characteristics, qualities, manners, etc. and I think we had improve our relation by the time. One thing that we have in common is that we LOVE to LAUGH I have a lot of fun with her and I really thank God for giving me this opportunity of having a friend like her.
I hope she thinks the same and I hope everyone has a real friend. But remember:
"The only way to have a friend is to be one." – Ralph Waldo Emerson

PARTICIPANT E
TASK 4 DRAFT 1

Popularity

"Popularity is the quality of being well-liked or common, or having a high social status." – Wikipedia says. But, is it really a quality? Is popularity a negative or positive characteristic? Here we go…

…popularity is the state of being liked, enjoyed, accepted, or done by a large number of people. Many different variations of popularity exist, and many ways in which to gain it.

In the school and teenage world, popular means the people everyone aspires to be, but everybody hates. The keyword here is CONFIDENCE. They have the confidence to start trends, be talkative, and even get into trouble and they seem like they don't care about what people think. Then they will gain "respect" from the others.

Unfortunately, most of the times when people become popular they change their personality into something imposing. The reason is because of the same I said before: they almost do everything what they want, without caring about other's opinion and here is when people "respect" them. This is when popularity becomes into a negative characteristic. Of course we are not going to like an imposing person.

Otherwise, a popular person could be loved by the others if he is gentle, kind, charismatic, he shows that he cares about himself and he worries on not being mean or unpleasant whit the others. I think that this case applies on those who are already mellow people, so by the time they had learnt about life. For example, Mother Teresa, Mahatma Ghandi, Juan Pablo II, Shakira, etc. They are still loved by the world because of their acts, their opinion and their love. They take advantage on their popularity making altruistic purposes.

Popularity, as a matter of fact can be even positive or negative. It is who you are and how you use it. You can get a lot of advantage being popular, but remember not to use it in a bad way. Don't be rude and don't forget being humble, then you reduces the possibility on being hated because there's always going to be jealous people.

PARTICIPANT E
TASK 4 FINAL DRAFT

Popularity

"Popularity is the quality of being well-liked or common, or having a high social status." – Wikipedia says. But, is it really a quality? Is popularity a negative or positive characteristic? Here we go…

…popularity is the state of being liked, enjoyed, accepted, or done by a large number of people. Many different variations of popularity exist, and many ways in which to gain it.

In the school and teenage world, popular means the people everyone aspires to be, but everybody hates. What I mean is that teenagers get jealous in some ways. The keyword here is CONFIDENCE. Popular people have the confidence to start trends, be talkative, and even get into trouble and they seem like they don't care about what people think. Then they will gain "respect" from the others.

Unfortunately, most of the times when people become popular they change their personality into something imposing. The reason is because of the same I said before: they almost do everything what they want, without caring about other's opinion and here is when people "respect" them. This is when popularity becomes into a negative characteristic. Of course we are not going to like an imposing person.

Otherwise, a popular person could be loved by the others if he is gentle, kind, charismatic, he shows that he cares about himself and he worries on not being mean or unpleasant whit the others. I think that this case applies on those who are already mellow people, so by the time they had learnt about life. For example, Mother Teresa, Mahatma Ghandi, Juan Pablo II, Shakira, etc. They are still loved by the world because of their acts, their opinion and their love. They take advantage on their popularity making altruistic purposes.

Popularity, as a matter of fact can be either positive or negative. It is who you are and how you use it. You can get a lot of advantage being popular, but remember not to use it in a bad way. Don't be rude and don't forget being humble, then you reduce the possibility on being hated because there's always going to be jealous people.

PARTICIPANT F
TASK 1 DRAFT 1

Mexico's Beauty

Mexico's has a lot of things to show everyone, and we have a lot of lands to produce different type of food.

Here, in Mexico has many businesses that exporting and imports things to others countries.

We have good beaches like Cancun, Los Cabos, Manzanillo, Manzanillo, Mazatlan, etc. Also we have cities with vintage structures and buildings, for example: San Miguel, Guanajuato, Merida, etc.

The food in Mexico is very good, it's delicious, the best common dishes are: pozole, tacos, tortillas, enchiladas, sopes. The drinks are tequila, margaritas, tejuino, beer, etc. but the foods that represent us are the chili, most of the Mexican people eat chili every day, every food, every moment.

For my opinion Mexico it's good but sometimes we don't know how to us all the things that we have, maybe we put in crash all that things and we don't put the best value; but in spite of I love Mexico and I never change my Mexico.

PARTICIPANT F
TASK 1 FINAL DRAFT

Mexico's Beauty

Mexico's has a lot of things to show everyone, it's amazing country, it's located in the north America and we have 31 cities and 1 DF, where there is a lot of variety.

We have a lot of lands to produce different type of food. The principal food that we produce are: corn, chili and bean.

Here, in Mexico has many businesses that exporting and imports things to others countries. We export food, material, animals, etc.

If you want to take a good tanned you should come to our beaches like Cancun, Los Cabos, Manzanillo, Manzanillo, Mazatlan, etc. There you can hang out with your family or friends there is amusement for all.

Also we have cities with vintage structures and buildings, for example: San Miguel, Guanajuato, Merida, etc. We have a lot of culture it's one of the things that represents us.

You can spend a lot of time to know all the cultures like Maya, Nahuatl, Cora, Huicholes, ect. That you can learn how the sculteres created and when, all Mexico history (Obviously it's depend the place that you visit, but any city that you visit you should know something new.)

The food in Mexico is very good, it's delicious, the best common dishes are: pozole, tacos, tortillas, enchiladas, sopes. The drinks are tequila, margaritas, tejuino, beer, etc. but the foods that represent us are the chili, most of the Mexican people eat chili every day, every food, every moment.

For my opinion Mexico it's good but sometimes we don't know how to us all the things that we have, maybe we put in crash all that things and we don't put the best value; but in spite of I love Mexico and I never change my Mexico.

PARTICIPANT F
TASK 2 DRAFT 1

Do I consider myself healthy or unhealthy?

In this writing I will talk about my healthy or unhelathy life. I will talk about the food that it's very important toe at for me, so at the end you can tell me if my life is healthy or unhealthy.
I really puta n eye that waht i eat every day. I traed to do exercise every day 2 daily hours.
Well in the food I prefer water than coke, I hate the gas so I can't drink coke, always I prefer water. For me it's very important how much calories have the food and if the food have trans fats or calories; I always check table of calories.
The food that I think it's my favorite are salads I love them, I can eat salads every day, every time, so I prefer like salad that hamburger.
In my house never cook with oil, we use like PAM (it's a brand that it is similar to the oil but without fats). So in my house never cook with a lot of fats or food that have a lot of caloried and carbohydrates.
With the fruits and vegetables I love thme always I eat them but one more likes others.
Sometimes i prepare juices with fruits and vegertables like green juice or orange juice, etcs.
So I consider myself that I'm very healthy person, but realy I'm not very fat, I think that I'm fat but always my mom and friends told me you're very skinny. So I always put an eye on the food.
What do you think about myself healthy or unhelathy?

PARTICIPANT F
TASK 2 FINAL DRAFT

Do I consider myself healthy or unhealthy?

In this writing I will talk about my healthy or unhelathy life. I will talk about the food that it's very important to eat for me, so at the end you can tell me if my life is healthy or unhealthy.
I really put an eye that what I eat every day. I traed to do exercise every day 2 daily hours.
Well in the food I prefer water than coke, I hate the gas so I can't drink coke, always I prefer water. For me it's very important how much calories have the food and if the food have trans fats or calories; I always check the nutritiont facts.
The food that I think it's my favorite are salads I love them, I can eat salads every day, every time, so I prefer like salad than hamburger.
In my house never cook with oil, we use like PAM (it's a brand that it is similar to the oil but without fats). So in my house never cook with a lot of fats or food that have a lot of calories and carbohydrates.
With the fruits and vegetables I love them always I eat them but one more likes others.
Sometimes I prepare juices with fruits and vegetables like green juice or orange juice, etc.
So I consider myself very healthy , What do you think about myself healthy or unhelathy?

PARTICIPANT F
TASK 3 DRAFT 1

Friendship

Friendship is the most important thing that person need. Friendship is like a gift that god give us. Friendship is the love that any person can replace it.
I wiil talk about that the friendship is important to have in a life; because for me my friends are like my sisters I love them. I always have the support with them, if I have a problems I can go and tell them what happens and they can give me a piece of advine.
With my friends I hang out and pass moments that are very good. We usually go to the movies, and also g oto the restaurants.
But also friends stay in good or bad moments, there it is when you value them because a good friend always give you support.
I think that are types of friends: The firs one is like your sister, you have all the thrust with her and your family know her, the second one is like you best friend you have the confidence but not the same confidence like the fist one; the THIRD one is a classmate; the fourth one is a friend of the friend. But I think like this types of friends are important becasue you coexist with them and speeches with them.
So friendship are very important in my live and I love all my friends!
"The best things in life come in threes, like friends, dreams, and memories."

PARTICIPANT F
TASK 3 FINAL DRAFT

Friendship

Friendship is the most important thing that person need. Friendship is like a gift that god give us. Friendship is the love that any person can replace it.

I wiil talk about that how the friendship it's important to have in a life; because for me my friends are like my sisters I love them. I always have the support with them, if I have a problems I can go and tell them what happens and they can give me a piece of advine. It's important because some scientists said that the persons never stay alone so we need someone to stay with us because sometimes we depend on the others, so this is why friendship it's important to have. With my friends I hang out and pass moments that are very good. We usually go to the movies, and also go to eat something.

But also friends stay in good or bad moments, there it is when you value them because a good friend always give you support. Because a good friend never making you alone when you pass a bad moment on the contrary they stay with you and give you support.

I think that are types of friends: The firs one is like your sister, you have all the thrust with her and your family know her, the second one is like you best friend you have the confidence but not the same confidence like the fist one; the THIRD one is a classmate; the fourth one is a friend of the friend. But I think like this types of friends are important becasue you coexist with them and speeches with them.

So friendship are very important in my live and I love all my friends!

"The best things in life come in threes, like friends, dreams, and memories."

PARTICIPANT F
TASK 4 DRAFT 1

Is popularity a negative or positive characteristic?

This week I will talk about POPULARITY, it's a strong word I think because many people have different thinks about this word, well for me it's only a word that it's not important for me, because if you want to be a popularity person you can be, it's deppends in you, no one can said that it's more like you.
In spite of in my school some people think that some kind of people are popularity, because they have Money, met imporant people, or travel a lot; but for me this is not popularity, I think that popularity is when all the people met you but no only for watch, is like you have a good relationship with them.
But I saw the popularity in a movie that is Mean girls, this story about a girl that wants to be popularity in a high school so this girl need some characteristics to be in a group, so this girl need to do merits to be include in those group, I think that this movie is kind of arrogant but at the same time show you that no one said how to do the things.
Your you must be consent to what you do and nobody can say to you if you are popular or is not your decisio is your life.
"Love and enjoy, we never know when it's our last day."

PARTICIPANT F
TASK 4 FINAL DRAFT

Is popularity a negative or positive characteristic?

This week I will talk about POPULARITY, it's a strong word I think because many people have different thoughts about this word, well for me it's only a word that it's not important for me, because if you want to be a popularity person you can be, it's deppends in you, no one can said that it's more like you.
In spite of in my school some people think that some kind of people are popular, because they have Money, met imporant people, or travel a lot; but for me this is not popularity.
I think that popularity is when all the people meet you but is like you have a good relationship with them.
But I saw the popularity in a movie that is Mean girls, this story about a girl that wants to be popularity in a high school so this girl need some characteristics to be in a group, so this girl need to do merits to be include in those group, I think that this movie is kind of arrogant but at the same time show you that no one said how to do the things. In my opinion this movies teach us that we don't need someone or something to be popular, only you need the charismatic and be friendly.
Your you must be consent to what you do and nobody can say to you if you are popular or is not your decisio is your life.
"Love and enjoy, we never know when it's our last day."

PARTICIPANT G
TASK 1 DRAFT 1

Mexico´s Beauty

I will talk about why Mexico is an amazing place to visit.
Mexico is a beautiful and wonderful country. It has an interesting and amazin culture. There are some people called “Nahuathl”. These people keep Mexico’s roots alive. There are also some things that are characteristics of Mexico such as ruins, the food, tequila, customs, the mummies of Guanajuato, “El callejon del beso”, its beatches, its history, its independency!
There are crtain holidays that Mexicans celebrate like Independence Day on september the 16th, the Revolution Day on November the 20th or the Day of the Death on November the 2nd. I love our culture!
Something all Mexicans love is our food and our typical hot sauce and tortilla. Every single Mexican knows tortillas and we love them. We can’t forget about our delicious tamales and pozole. I want some right now!
And our customs, I love them! I love that bib mustache that our ancestors used to have. That is a very representing thing/symbol of Mexico.
I love our culture! Is unique!

PARTICIPANT G
TASK 1 FINAL DRAFT

Mexico´s Beauty

I will talk about why Mexico is an amazing place to visit.
Mexico is a beautiful and wonderful country. It has an interesting and amazing culture. There are some people called "Nahuas". These people keep Mexico's roots alive. The Nahuas are a group of indigenous peoples of Mexico. Their language is called "Nahuatl" and consists of many more dialects and variants. There are also some things that are characteristics of Mexico such as ruins, the food, tequila, customs, the mummies of Guanajuato, "El callejon del beso", its beatches, its history, its independency!
There are certain holidays that Mexicans celebrate like Independence Day on september the 16th. We celebrate this with "*El Grito de independencia***"** every year. On this day Mexicans all over the world celebrate Mexico's independence from Spanish inquisition. The Revolution Day on November the 20th. This is an act of heroism by Francisco I. Madero against Porfirio Diaz. Or the Day of the Death on November the 2nd. This is the day we conmemorate our death people. I love our culture!
Something all Mexicans love is our food and our typical hot sauce and tortilla. Tortillas are usually made out from corn. They can also be made out from "nopal". Every single Mexican knows tortillas and we love them. We can't forget about our delicious tamales. This can be made out from beef or pork, even beans. And our representative pozole! I want some right now!
And our customs, I love them! I love that big mustache that our ancestors used to have. That is a very representing thing/symbol of Mexico.
I love our culture! Is unique!

PARTICIPANT G
TASK 2 DRAFT 1

Healthy and unhealthy people.

I will talk about a topic that everyone should care about: HEALTHY. I consider myself a healthy person. Why? Simple. I eat healthy, when I have to. I do at least 30 minutes of exercise a day. I drink water every day, at least one liter. I also consider myself a healthy person because I have condition when I go out jogging. For example, last Friday I had a basket ball game and I ran and ran and yes, I got tired but I still got the energy to keep running.
My dad says that any diet is useless because we can eat all we want, but moderated. This is: we can eat a portion of meat, rice, vegetables and a piece of cake or something like that as a dessert. Eating healthy plus exercise at least 30 minutes every day and you will healthy.
On the other hand, there are people who work out and take extra protein as pills or milkshake. I'm against this, I mean, I don't like it. I consider this unhealthy because they take protein without knowing what damages can make to their organism. They shouldn't do that.

PARTICIPANT G
TASK 2 FINAL DRAFT

Healthy and unhealthy people.

I will talk about a topic that everyone should care about: HEALTHY. I consider myself a healthy person. Why? Simple. I eat healthy, when I have to. I do at least 30 minutes of exercise a day. I drink water every day, at least one liter. I also consider myself a healthy person because I have condition when I go out jogging. For example, last Friday I had a basket ball game and I ran and ran and yes, I got tired but I still got the energy to keep running.
My dad says that any diet is useless because we can eat all we want, but moderated. This is: we can eat a portion of meat, rice, vegetables and a piece of cake or something like that as a dessert. Eating healthy plus exercise at least 30 minutes every day and you will healthy.
On the other hand, there are people who work out and take extra protein as pills or milkshake. I'm against this, I mean, I don't like it. I consider this unhealthy because they take protein without knowing what damages can make to their organism. They shouldn't do that. If you want to be a healthy person then do exercise, work out, eat fruits and vegetables, sleep at least 6 hours per day. You don't need to take/drink anything to be a healthy person. All you have to do is be active!

PARTICIPANT G
TASK 3 DRAFT 1

FRIENDSHIP

This week I will talk about a very famous topic. Every single day we see this everywhere we go… FRIENDSHIP.
Friendship is what you have with a person that you consider close to you and you can tell this person everything you want without being worried about that person would tell anyone else your problems.
But… What does a person need to be a good friend? Well, in my case, I would like that person to be there whenever I need support. I would like that person to be nice, funny, loyal, to be very good listener and gives piece of advice.
In my case, I consider my friendship with Oscar a very good one. I met him in 1st semester or high school. We grow our friendship to be a very good one. We made our friendship unconditional. I'm on 5th semester now and I can say it's an honor to be the friend of someone who has being always there for me.
It does not matter if you are separated by distance; you will always be together by heart. It does not matter if you do not talk every single day, you know there will always be that person who will stand by your side, holding your hand and letting you know everything will be OK.
SO love your friends, help them, and NEVER let them down!

PARTICIPANT G
TASK 3 FINAL DRAFT

FRIENDSHIP

This week I will talk about a very famous topic. Every single day we see this everywhere we go… FRIENDSHIP.
Friendship is what you have with a person that you consider close to you and you can tell this person everything you want without being worried about that person would tell anyone else your problems.
But… What does a person need to be a good friend? Well, in my case, I would like that person to be there whenever I need support. I would like that person to be nice. I think of myself as a funny person. So, I would like to be that person funny, as well. For me, loyalty is very important and to be very good listener also is important. What friend does not giver piece of advice? A good friend should be there to listen and, if he can, give piece of adive.
In my case, I consider my friendship with Oscar a very good one. I met him in 1st semester or high school. We grow our friendship to be a very good one. We made our friendship unconditional. I'm on 5th semester now and I can say it's an honor to be the friend of someone who has being always there for me.
It does not matter if you are separated by distance; you will always be together by heart. It does not matter if you do not talk every single day, you know there will always be that person who will stand by your side, holding your hand and letting you know everything will be OK.
SO love your friends, help them, and NEVER let them down!

PARTICIPANT G
TASK 4 DRAFT 1

Successful People

This week I will talk about successful and happy people. I think is different the concept of being "successful" and being "happy"
To me, being successful does not means to have lots of money. It does not means having lots of cars and a big house. To me, being successful means having a very good family, a job that I like and people that loves me.
There are people that think that being happy means having lots of money. I do not think so. I think that being happy is being comfortable with what you have made through the years. Being happy is having a supportive and unconditional family.
I have seen successful people. And I have seen happy people as well. For example: My father. For me, he is a successful and happy man. He is old but he is happy. He has a family that will be with him in the good and bad. The reason of me thinking that he is a successful person is because he has worked all his life. He worked in what he liked, everyday.
In my opinion, is not necessary having lots of money to be successful. There are people who say that money buys happiness. Well, I'm not that kind of person. I do not like shallow people who judge for what you have and not for whom you are.
In conclusion, they have a different definition but as far as I'm concerned, if you are successful, you will be happy.

PARTICIPANT G
TASK 4 FINAL DRAFT

Successful People

This week I will talk about successful and happy people. I think is different the concept of being "successful" and being "happy"
To me, being successful does not means to have lots of money. It does not means having lots of cars and a big house. To me, being successful means having a very good family, a job that I like and people that loves me.
There are people that think that being happy means having lots of money. I do not think so. I think that being happy is being comfortable with what you have made through the years. Being happy is having a supportive and unconditional family.
I have seen successful people. And I have seen happy people as well. For example: My father. For me, he is a successful and happy man. He is old but he is happy. He has a family that will be with him in the good and bad. The reason of me thinking that he is a successful person is because he has worked all his life. He worked in what he liked, everyday.
In my opinion, is not necessary having lots of money to be successful. There are people who say that money buys happiness. Well, I'm not that kind of person. I do not like shallow people who judge for what you have and not for whom you are.
In conclusion, they have a different definition but as far as I'm concerned, if you are successful, you will be happy.

PARTICIPANT H
TASK 1 DRAFT 1

Another excellent quality from Mexico are the beaches. Many should have at least heard about Cancun's beach, and it's beautiful sight, and it's worth the trip. I could tell that many will have the time of their lives, and some might even get to meet their soul mates. These places are pretty hot, so make sure to bring a sun blocker with you! Red skin isn't a nice thing to have.
Changing topics, Mexico preserves its own culture pretty well. We have gotten to take care of temples that are older than a millennium. You will enjoy getting to see human history at their early stages, watch the origin of a civilization, which we're proud to have preserved. Currently, there's a lot of underground activity, archeologists are still figuring puzzles out from the several temples around the jungle.
Now, I should write about the negative side. There's currently a stereotype that usually mocks many Mexicans. People wearing sombreros, sitting or actually resting on an edge doing nothing, on a desertic region.
I acknowledge laziness exists, but people who lives this way is scattered around the world! I have heard opinions from people that live in U.S.A and they would think I live on a desert. I mean. Like. A desert.
Mexico does have deserts, doesn't mean we live on a country covered with sand! There's few people who do notice that Mexican have great and important cities. Where business and executives try to enhance Mexico's living and make our country a convenient place to export from. I didn't like the fact that I tend to see buildings made of sand or really small towns where people live far from civilizations with technology. It's like people from other countries have this image of us.

PARTICIPANT H
TASK 1 FINAL DRAFT

This is my country..Mexican background: The positive and negative side

I want to start mentioning that I'm a Mexican myself, and this my POINT OF VIEW. I love Mexico, the weather's perfect and there's always a green environment around you. The culture around here is pretty nice, there are plenty of holidays, each with a dish for the occasion. I could tell that many of my favorite dishes include tortilla dough, like tacos, tamales, enchiladas and enmoladas.

The holidays are very traditional, and Mexican people usually prepare a special dish for them. For example, if it's the "3 wise men" day, people are meant to prepare a cake that is in form of a big donut. It's supposed to have a plastic figurine inside of the cake; the thing is that you are not meant to get the figurine, or else, you will prepare the tamales for the next meal.

Another excellent quality from Mexico are the beaches. Many should have at least heard about Cancun's beach, and it's beautiful sight, and it's worth the trip. I could tell that many will have the time of their lives, and some might even get to meet their soul mates. These places are pretty hot, so make sure to bring a sun blocker with you! Red skin isn't a nice thing to have.

Changing topics, Mexico preserves its own culture pretty well. We have gotten to take care of temples that are older than a millennium. You will enjoy getting to see human history at their early stages, watch the origin of a civilization, which we're proud to have preserved. Currently, there's a lot of underground activity, archeologists are still figuring puzzles out from the several temples around the jungle.

Now, I should write about the negative side. There's currently a stereotype that usually mocks many Mexicans. People wearing sombreros, sitting or actually resting on an edge doing nothing, on a desertic region.

I acknowledge laziness exists, but people who lives this way is scattered around the world! I have heard opinions from people that live in U.S.A and they would think I live on a desert. I mean. Like. A desert.

Mexico does have deserts, doesn't mean we live on a country covered with sand! There's few people who do notice that Mexican have great and important cities. Where business and executives try to enhance Mexico's living and make our country a convenient place to export from. I didn't like the fact that I tend to see buildings made of sand or really small towns where people live far from civilizations with technology. It's like people from other countries have this image of us. I don't really like it, but they're gonna get a big surprise afterwards. Anyways, Mexico is a great country, sorrounded by the unmatched beauty of nature around the country.For those who want to experience this grand land, Mexico will receive you with its embracing beauty!

PARTICIPANT H
TASK 2 DRAFT 1

On a daily diet, we probably received a lot of advices of how to keep ourselves healthy when we were kids. Now, we have a some kind of freedom to choose what to eat. I used to eat a lot of vegetables, more like forced to eat them than nothing, like my mom's oatmeal. I have had different diets before, from being almost anorexic up to one that is fit for a cow. I consider myself unhealthy, since the amounts of food I eat vary a lot, I either do not eat at all and have a whole pizza for dinner, or just a can of tuna with water only.

I might have problems with my diet, since I should be eating everyday. I usually just eat twice a day, three at the most, I just like to eat more, less often. I wouldn't resist the glutony if I had to eat five times a day, I would become a chubby ball of human meat. Taking care of myself and exercise has gotten me a decent "figure" for me, so I'm not that fat as I used to, I'm happy for that.

If I were to do way more exercise, of course I would change my diet as well. A good exercise has to be done with a minor-calorie-plus-protein diet.

PARTICIPANT H
TASK 2 FINAL DRAFT

Do I consider myself healthy or unhealthy?

On a daily diet, we probably received a lot of advices of how to keep ourselves healthy when we were kids. Now, we have a some kind of freedom to choose what to eat. I used to eat a lot of vegetables, more like forced to eat them than nothing, like my mom's oatmeal.
I might have problems with my diet, since I should be eating everyday. I usually just eat twice a day, three at the most, I just like to eat more, less often. I wouldn't resist the glutony if I had to eat five times a day, I would become a chubby ball of human meat. I have had different diets before, from being almost anorexic up to one that is fit for a cow. I consider myself unhealthy, since the amounts of food I eat vary a lot, I either do not eat at all and have a whole pizza for dinner, or just a can of tuna with water only. Taking care of myself and exercise has gotten me a decent "figure" for me, so I'm not that fat as I used to, I'm happy for that.
If I were to do way more exercise, of course I would change my diet as well. A good exercise has to be done with a minor-calorie-plus-protein diet. I'm looking forward for a healthier diet, but college is coming soon. I hope I can change back to a normal diet by the time I get to gradutate from highschool. For now, I want to take care of myself every now and then and eat enough. After all, I'm just a teenager, I'm still in need of a healthy diet.

PARTICIPANT H
TASK 3 DRAFT 1

Friendship

Friendship is one of those things you can't miss, or else you would die slowly inside. Everyone must have a friend to be with, to share with, to talk with, and much more "with". I believe that if I had to choose between a few best friends and a lot of friends, I would go for the first choice. Too many friends usually become indiferent over time. Anyways, sites like TheFacebook are changing our point of view about friendship. Actually, since MSN appeared, people would add and even compete for more friends, who would stack. I'm not surprised that the major part of those people forget who their "friends" are.

After all, friendship is defined after actions, some happen to act like a bag of ****, but we act like that because of our enviroment. Everyone used to be similar, with similar behaviour. Even those who have a hectic behaviour have a good side, we just have to open ourselves a bit. I do know this, and even though everyone have their own problems, you share something that is similar with them (Ok..that doesn't include any serial killer).

For me, friendship is a marvelous thing that not just becomes a group, is a supportive society we live in. Like it or not, there's going to be societies you're not gonna be comfortable with at the start, but you have to get along every single of them to experience the point of view of each. He might have had a trip or two when it comes to fate. Well, that's what I wanted to express about friendship folks, hope anyone who read this will enjoy it, see ya around!

PARTICIPANT H
TASK 3 FINAL DRAFT

Friendship

Friendship is one of those things you can't miss, or else you would die slowly inside. Everyone must have a friend to be with, to share with, to talk with, and much more "with". I believe that if I had to choose between a few best friends and a lot of friends, I would go for the first choice. Too many friends usually become indiferent over time. Anyways, sites like TheFacebook are changing our point of view about friendship. Actually, since MSN appeared, people would add and even compete for more friends, who would stack. I'm not surprised that the major part of those people forget who their "friends" are.

After all, friendship is defined after actions, some happen to act somewhat not nice but we act like that because of our enviroment. You can't support, share, or talk if you are not even willing to comprehend the other one, it takes a few bit of tolerance, another of empathy and some other virtues to understand someone else. Everyone used to be similar, with similar behaviour. Even those who have a hectic behaviour have a good side, we just have to open ourselves a bit. I do know this, and even though everyone have their own problems, you share something that is similar with them. (Ok..that doesn't include any serial killer). Everyone should have a chance to have this gift of god, something that is free of charge and if mantained properly, for a lifetime! For me, friendship is a marvelous thing that not just becomes a group, is a supportive society we live in. Like it or not, there's going to be societies you're not gonna be comfortable with at the start, but you have to get along every single of them to experience the point of view of each. He might have had a trip or two when it comes to fate. Well, that's what I wanted to express about friendship folks, hope anyone who read this will enjoy it, see ya around!

PARTICIPANT H
TASK 4 DRAFT 1

Popularity, is it my lifetime objective?

There's always a movie or two where I get to see divided groups. A group that must be is the "popular" group. This groups are often described in an outstanding way, because they always seem to do that, "outstand". What I have seen so far is that a popular guy or girl has a lot of cash, is hot, very sociable and maybe a nice ride. Ok, I just described what I have seen in movies and novels, but sometimes these characteristics don't fit.
For example, on a poor neighboorhood, a popular guy from that neighborhood is far from being rich or even have a car. He or she might be good looking, but still doesn't fit ALL the characteristics that a stereotype need to have. Popularity doesn't really have to include cash, not everyone gets a friendship out of transactions for them. I consider there's different kinds of popularity, some rather good and some others.. not quite that good.
I'm not talking about being infamous, of course not! But.. a bit related. It depends on how you got popular the way people will react to you. Proactive and yet humble people tend to become popular and gather a considerable amount of friends that are on the right track. If you're meant to be good with a few and mean to the rest, you're not necessarily loved, yet you're "popular". This is the stereotype movies give to people, and it's true; someone out there is behaving that way. Popularity certainly means you're more likely to gather more friends. It depends on you that you gather the right ones, being popular means getting all kinds of friends on your way. Be careful, and overall, a humble and a flexible person to your community.

PARTICIPANT H
TASK 4 FINAL DRAFT

Popularity, is it my lifetime objective?

There's always a movie or two where I get to see divided groups. A group that must be is the "popular" group. This groups are often described in an outstanding way, because they always seem to do that, "outstand". What I have seen so far is that a popular guy or girl has a lot of cash, is hot, very sociable and maybe a nice ride. Ok, I just described what I have seen in movies and novels, but sometimes these characteristics don't fit.

For example, on a poor neighboorhood, a popular guy from that neighborhood is far from being rich or even have a car. He or she might be good looking, but still doesn't fit ALL the characteristics that a stereotype need to have. Popularity doesn't really have to include cash, not everyone gets a friendship out of transactions for them. Friendship made out of giving goods tend to be like a trade, my friendship for Y thing. I consider there's different kinds of popularity, some rather good and some others.. not quite that good.

I'm not talking about being infamous, of course not! But.. a bit related. It depends on how you got popular the way people will react to you. Proactive and yet humble people tend to become popular and gather a considerable amount of friends that are on the right track. If you're meant to be good with a few and mean to the rest, you're not necessarily loved, yet you're "popular". This is the stereotype movies give to people, and it's true; someone out there is behaving that way. Have you ever seen a movie talking about rich, popular person? The guy considers himself a generous guy because he would do good deals with his most influential "friends". Yes, influential, not real friends.

Popularity certainly means you're more likely to gather more friends. It depends on you that you gather the right ones, being popular means getting all kinds of friends on your way. Be careful, and overall, a humble and a flexible person to your community. Popularity doesn't always come from what you have, but what you DO! If you like this, make a comment below, I will be waiting. Until next time!

REFERENCES

Allal, L., & Chanquoy, L. (2004) Revision revisited introduction. In L, Allal, L., Chanquoy, & P. Largy (Eds.), **Revision and cognitive instructional processes: studies in writing.** pp.1-7. Norwell: Kluwer Academic Publishers.

Badger, R. & White, G. (2000) A process genre approach to teaching writing. **ELT Journal**, 54/2, 153-160.

Bhattacharya, A. & Chauhan, K. (2010) Augmenting learner autonomy through blogging. **ELT Journal**, 64/4, 376-384.

Brown, H.D. (2007) **Teaching by Principles: An interactive Approach to Language Pedagogy** (3rd. Ed.). White Plains, New York: Pearson Education.

Byrne, D. (1991) **Teaching Writing Skills** (New Ed.). Essex, England: Longman.

Campbell, A.P. (2003) Weblogs for use with ESL Classes. **The Internet TESL Journal**, 9/2. [online] http://iteslj.org/Techniques/Campbell-Weblogs.html [Accessed July 2010]

Chaika, G. (2006) **Technology in the Schools: It does make a difference.** [online] http://www.educationworld.com/a_admin/admin/admin122.shtml [Accessed June 2010]

Davies, G. (2008) Introduction to Computer Assisted Language Learning. Module 3.8 in Davies G. (ed.) **Information and Communications Technology for Language Teachers** (ICT4LT), Slough, Thames Valley University [Online]. Available from: http://www.ict4lt.org/en/index.htm [Accessed July 2010].

Davies, G. (2010) **Information and communication Technology for Language Teachers.** [online] http://www.ict4lt.org/en/index.htm [Accessed July2010]

Dörnyei, Z. (2003) **Questionnaires in Second Language Research: Construction, Administration, and Processing.** N. J.: Lawrence ERL Baum Associates, Publishers.

Ducate, L.C. & Lomicka, L.L. (2008) Adventures in the blogosphere: from blog readers to blog writers. **Computer Assisted Language Learning**, 21/1, 9–28

Faigley, L. & Witte, S. (1981) Analyzing revision. **College Composition and Communication***, 32*/4, 400-414.

Fellner, T. & Apple, M. (2006) Developing fluency and lexical complexity with blogs. **The JALT CALL Journal**, 2/1, 15-26.

Ferris, D. & Hedgecock, J.S. (1998) **Teaching ESL composition: Purpose process and practice**. Lawrence Erlbaum Associates Inc Publishers: Mawah, New Jersey, USA

Fidaoui, D., Bahous, R. & Bacha, N.N. (2010) CALL in Lebanese elementary ESL writing classrooms. **Computer Assisted Language Learning**, 23/2, 151-168

Fitzpatrick, A. & Davies, G. (eds.) (2003) **The Impact of Information and Communications Technologies on the teaching of foreign languages and on the role of teachers of foreign languages**, A report commissioned by the EC Directorate General of Education and Culture.

Freedman, S. (1985) **The Acquisition of Written Language.** New Jersey: Ablex Publishing Corporation.

Gao, J. (2007) Teaching Writing in Chinese Universities: Finding an Eclectic Approach. **Asian EFL Journal Online**, 20/2. [online] http://www.asian-efl-journal.com/pta_May_07_jg.php [August 2010]

Goldstein, L. (2005) **Teacher Written Commentary in Second Language Writing Classrooms** Ann Arbor: The University of Michigan Press.

Goldstein, L. (2006) Feedback and Revision in second language writing: contextual, teacher and student variables. In K. Hyland & F. Hyland (Eds.) **Feedback in Second Language Writing: Contexts and Issues.** (pp. 185-205) New York: Cambridge University Press.

Grabe,W. & Kaplan, R.B. (1996) **Theory and practice of writing: an applied linguistic perspective.** Longman: Harlow, Essex U.K.

Hayes, J.R. (2004) What triggers revision? In L, Allal, L., Chanquoy, & P. Largy (Eds.), **Revision and cognitive instructional processes: studies in writing** (pp.9-20). Norwell: Kluwer Academic Publishers.

Hashemi, M. & Najafi, V. (2011) Using Blogs in English Language Writing Classes. **International Journal of Academic Research,** 3/4, 599-604

Hedge, T. (2000) **Teaching and Learning in the Language Classroom.** United Kingdom: Oxford University Press.

Hyland, K. (2003) **Second Language Writing.** Cambridge University Press: United Kingdom

Hyland, K. & Hyland, F. (2006) Contexts and issues in feedback on L2 writing:
An introduction. In K. Hyland & F. Hyland (Eds.) **Feedback in Second**
Language Writing: Contexts and Issues. (pp. 1-19) New York: Cambridge University Press.

Jones, S.J. (2006) **Blogging and ESL Writing: A Case Study of How Students Responded to the Use of Weblogs as a Pedagogical Tool for the Writing Process Approach in a Community College ESL Writing Class.** D.Ed Dissertation, University of Texas at Austin

Jones, Z., & Nuhfer-Halten, B. (2006) Uses of blogs in L2 instruction. In M.L. Wilbur & C.M. Cherry (Eds.), **Languages For Today's World: Dimension** (pp. 25–35). Valdosta, GA: Southern Conference on Language Teaching.

Kern, R. (2006) Perspectives on Technology in Learning and Teaching Languages. **TESOL Quarterly**, 40/1, 183-210

Lier, L. (2005) Case Study. In Eli Hankel (Ed.) **Handbook of Research in Second Language Teaching and Learning.** N.J: Lawrence Erlbaum Associates Publishers.

Li Wai Shing, J. (1992) A process approach to feedback in writing. **Perspectives**, 4/1, 47-65.

Lee, L. (2010) Fostering reflective writing and interactive exchange through blogging in an advanced language course. **ReCALL**, 22/2, 212-227

Lincoln, Y. & Guba, E. (1985) **Naturalistic Inquiry**. USA: Sage Publications.

Liu, J. & Hansen, J. (2002) **Peer Response in Second Language Writing Classrooms**. USA: The University of Michigan Press

Matsuda, P.K. (2003) Second Language Writing in the Twentieth Century: A situated historical perspective. In Kroll, B. (ed.) **Exploring the Dynamics of Second Language Writing** (p.p. 15-34). Cambridge University Press: New York, New York, USA

Merriam, S. (1998) **Qualitative Research and Case Study Applications in Education**. San Francisco: Jossey-Bass Inc. Publishers.

Murray, D. (1974) Internal Revision: A Process of Discovery. In Cooper, C. & Odell, L. (Eds.). **Research on Composing, Points of Departure**. National Council of Teachers of English: Illinois.

Paltridge, B. (2004) **Approaches to Teaching Second Language Writing.** Adelaide: Paper Presented at the 17th Educational Conference

Paulus, T. M. (1999) The effect of peer and teacher feedback on student writing. **Journal of Second Language Writing**, 8, 265-289.

Pennington, M. (2003) The Impact of the Computer in Second Language Writing. In Kroll, B. (ed.) **Exploring the Dynamics of Second Language Writing** (p.p. 287-310). Cambridge University Press: New York, New York, USA

Raimes, A. (1985) What unskilled ESL writers do when they write: a classroom study of composing. **TESOL Quarterly** 19/2, 229-55

Rijlaarsdam, G., Couzijn, M. & Van Den Bergh, H. (2004) The Study of Revision as a Writing Process and as a Learning-to-Write Process. Two Prospective Research Agendas. In L, Allal, L., Chanquoy, & P. Largy (Eds.), **Revision and cognitive instructional processes: studies in writing** (pp.189-207). Norwell: Kluwer Academic Publishers.

Seow, A. (2002) The Writing Process and Process Writing. In Richards, J. & Renandya, W. (Eds.) **Methodology in Language Teaching: An Anthology of Current Practice** (p.p.315-320) Cambridge, United Kingdom: Cambridge University Press.

Silva, T. (1987) **ESL Composition: An historical Perspective**. Paper Presented at the Annual Meeting of the Conference on College Composition and Communication (38th, Atlanta, Georgia, March 19-21 1987) (ERIC Document Reproduction Service No. 282 442)

Stapleton, P. & Ravia, P. (2010) Tech-era L2 writing: towards a new kind of process. **ELT Journal**, 64/2, 175-183

Straub, R. (2000) **The Practice of Response: Strategies for commenting on student writing.** Creskill, New Jersey: Hampton Press Inc.

Varela, J. (2008) **El libro de texto ante la incorporacion de las TIC a la enseñanza**. Santiago de Compostela: Universidad de Santiago de Compostela.

Ware, P.D. & Warschauer, M. (2006) Electronic Feedback and second language writing. In K. Hyland & F. Hyland (Eds.) **Feedback in Second Language Writing: Contexts and Issues**. (pp. 105-122) New York: Cambridge University Press.

Zamel, V. (1983) The composing processes of advanced ESL students: six case studies. **TESOL Quarterly** 17/2,165-187

Zhang, D. (2009) The Application of blogs in English writing. **Journal of Cambridge Studies**, 4/1, 64-72