



Research Reports

Writing Development Through Materials That Focus on Peer Feedback in an EFL Context

*Desarrollo de la Escritura a través de Materiales Enfocados en la Evaluación Entre Iguales en
Inglés como Lengua Extranjera*

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Abstract

This paper reports on the findings of a research project carried out in order to analyze how English as a foreign language writing evolves when eighth graders from José Max León School are engaged in developing worksheets that focus on peer feedback. This study emerged from my concern that most of my eighth-grade students did not consider my feedback during the writing process. To collect and manage the data of this action research study, I used the qualitative approach and three instruments: field notes, students' artifacts, and a survey. The results presented a significant improvement in the students' writing skills thanks to the implementation of peer feedback. Additionally, the worksheets implemented were relevant for students since they were based on appealing content, which contributed to enhancing their engagement and feedback participation.

Key words: peer feedback, material development, writing skills, worksheets

Resumen

Este documento reporta los resultados de un proyecto de investigación llevado a cabo con el propósito de analizar cómo la escritura del inglés como lengua extranjera se desarrolla cuando estudiantes de octavo grado del Colegio José Max León son involucrados en el desarrollo de talleres enfocados a la retroalimentación entre pares. Este estudio surge de mi reflexión sobre las problemáticas encontradas en mi práctica docente, especialmente cuando note que mis estudiantes, en la mayoría de los casos, no consideraban la retroalimentación dada por el profesor, sobre todo en términos de su proceso de escritura. Para recoger y organizar la información de esta investigación-acción, utilicé el enfoque cualitativo y tres instrumentos: notas de campo, los escritos de los estudiantes y una encuesta. Los resultados presentan una importante mejora en las habilidades de escritura de los estudiantes gracias a la implementación de la retroalimentación entre compañeros. Además, los talleres implementados fueron relevantes para los estudiantes, ya que se basaron en contenido atractivo, el cual contribuyó a la mejora de su intervención y participación en la retroalimentación.

Palabras clave: desarrollo de material, evaluación entre iguales, habilidades de escritura, talleres

Introduction

In recent years, the use of peer feedback in English as a foreign language (EFL) writing classrooms has been considered as a valuable aid because of its social, cognitive, affective, and methodological benefits. In fact, positive feedback helps students understand their subject area and give them clear guidance on how to improve their learning (Hinkel, 2004; Lundstrom & Baker, 2009; Min, 2008; Pol, Berg, Admiraal, & Simons, 2008). I consider that peer feedback is significant for my students to become aware of their writing processes in English for many reasons like their grammar, vocabulary, and spelling. Additionally, they become conscious of the mistakes they are making and can correct and avoid them in the future. In this way, the contents learned in class can be applied and integrated in a meaningful way in the writing process.

Considering what was previously stated, I became concerned with my students' writing after observing how I was correcting my students' work. I noticed that I was correcting the same written errors over and over again. Students did not incorporate the feedback I provided in their written tasks, and they continued making the same mistakes in their second and final drafts. I noticed that students did not pay attention to the feedback; rather, they were more concerned with their grade. At times, they would not read the notes and recommendations for the task, which did not yield the results I had expected for the activity. This situation led me to reflect upon its possible causes. I also started to consider how I could help my students perform better at written tasks through peer feedback. Thus, I considered implementing worksheets that focused on peer feedback to see if that would improve their personal writing skills.

After this initial diagnosis, I began searching for information on related studies conducted in Colombia where peer feedback had been used as a pedagogical strategy to improve the English writing process. Surprisingly, there was a lack of research related to high school students, which were the educational level my students were in. The few studies that I found involved undergraduate students in different fields of study, such as mathematics and Spanish, or other countries. This motivated me even more to commit to this research and provide my students with meaningful material based on peer feedback to improve their writing skills. Based on the above mentioned aspects, I propose the following research question: *How does writing evolve when eighth graders are engaged in materials that focus on peer feedback in an EFL context?*

Literature Review

Literacy

Literacy has been traditionally understood as the ability to use reading and writing actively. However, according to Freire and Macedo (2005), literacy becomes a meaningful construct when viewed as a set of practices that functions to either empower or disempower people. These authors focus on the importance of bringing the learner's socio-cultural realities into the learning process itself and, then, using the learning process to challenge these social processes. They maintain that speaking, reading, and writing are interconnected parts of an active learning process and social transformation.

Writing

The act of writing goes far beyond putting well organized words and structures on a white piece of paper. Rather, it is the act of giving meaning and substance to our thoughts. Mitchell et al. (2013) put it as follows, "Writing is a process of discovering and creating meaning" (p. 39). Writing involves more than simply selecting the right structures, words, and general conventions of the languages. It is a mental process of using and arranging formal structures in such a way that they can create meaning to what the writer has in his or her head and wants to express in written language. Thus, good writing is a consequence of clear thinking, and the writing competence is how the writer makes meaning in written language. White and Arndt (1991) also stated that, "Writing is far from being a simple matter of transcribing language into written symbols: it is a thinking process in its own right, it demands conscious intellectual effort which usually is sustained over a considerable period of time" (p. 3). In the same trend of thought, Hedge (2001) mentioned that effective writing demands a number of things: a high degree of accuracy in order to avoid ambiguity of meaning; the use of complex grammatical devices for focus and emphasis; and a careful choice of vocabulary, grammatical patterns, and sentence structures to create a style which is appropriate to the subject matter and potential reader. In short, writing is a complex mental process, and it is developed through systematic steps to achieve understandability.

Writing in EFL

Writing in EFL contexts has two deeply connected components that make it more complex and difficult to successfully master: the academic setting and the composition process. On the one

hand, the academic setting refers to the space in which language learners use the target language to communicate for academia. As a result, the activity of writing in academic contexts implies the knowledge of both surface and the underlying rules to convey a specific message, such as an opinion paper, a descriptive article, or a biographical report. On the other hand, the composition process involves combining structured sentence units into a more-or-less unique, cohesive, and coherent larger structure, as Grabe and Kaplan explained (as cited in Paredes, 2012). This process helps to differentiate between daily written texts that do not necessarily require extensive sentence (taking messages on the phone, writing a post-it note, or copying an address) from more complex and higher-order thinking and writing genres.

It is worth mentioning that writing implies time since it is a complex thought process. However, English classroom practices do not always promote creation of meaning or the necessity of organized thinking. In most of cases, teachers demand only a clear understanding of the structures; therefore, students might be concerned only with the form rather than with the content. Richards (1990) concluded that “in foreign and second language programs, the teaching of second language writing has often been synonymous with teaching grammar or sentence structures” (p. 102). In this sense and for the purpose of this research, I took into account content-based writing and academic writing.

Byrne (1992) highlighted EFL principles for teaching writing that were adopted from communicative language teaching. To begin, students need to be in contact with real-life writing opportunities, as well as being able to interact through the texts they produce. Activities should be centered on students’ needs and interests, along with simultaneous practice of the other language skills. Similarly, Clavijo and Torres (2004) pointed out the importance of strengthening the connections between reading and writing and in assigning writing practice in terms of students’ real-life purposes.

In Colombia, writing skills at a secondary level of education have been an issue for several EFL teachers in both private and public institutions. Zauscher (2002), Sánchez (2000), and Lombana (2002) suggested the use of methodologies which support students’ expressions and creativity throughout their composition processes.

Feedback

Because of its implication within educational contexts, the concept of feedback has been analyzed by authors like Ur (2006), Aparicio (2007), Nunan (1992), Brown (2000), Sheen (2004), Long (1985), Schmidt (1990), and Krashen (1981). According to Ur (2006), “Feedback, in the context of teaching in general, is the information that is given to the learner about his or her performance of a learning task, usually with the objective of improving this performance” (p. 242). The author further stated that feedback is the information that explains how well or poorly learners performed. In fact, the main objective of providing feedback is to identify the potential areas that can be improved, as well as to foster students’ autonomy. Indeed, feedback is given by the teacher to students about their performance, so they can check, correct, and be more successful at fulfilling the specific task’s goals (Aparicio, 2007). In the same line of thought, Ur (2006) emphasized the idea that when giving feedback, it is impossible to avoid giving judgment. She explained that teachers have feelings and different points of views, and it is difficult not to get personally invested when they review others. For this reason, the author stated that, “Teachers are sometimes urged to be ‘non-judgmental’ when giving feedback. Any meaningful feedback is going to involve some kind of judgment” (p. 242). She claimed that there are two components in feedback: one is when students explain about their own performance in a particular task and another is when students identify with their assessment, which allows them to know how good or bad their performance was. Both of them agree on the fact that sometimes teachers and learners think that correction is just related to mistakes or with error correction instead of providing positive comments to students. Thus, Gattegno (as cited in Nunan, 1992, p. 416) suggested that feedback is a fundamental element during the teaching and learning process of each individual learner since it allows both the correction of errors and the establishment of a good and consistent relationship between the learners and teacher due to students seeking their teacher’s approval.

Feedback on Writing. Feedback on writing is the information or comments given by a reader to a writer in relation to organization, ideas, and writing mechanics. It is also a useful tool for writers in order to achieve their purpose, which is to let the readers understand what the writers want to convey. Furthermore, Ur (2006) mentioned that content is the most relevant aspect in a written piece because it includes the ideas and events that the writer wants to express. In short, it can be concluded that feedback on writing is an essential element of the process approach. The

main purpose of feedback is to provide important information to the writers, so they can use it to modify their mistakes (Ferreira, Moore, & Mellish, 2007). Additionally, the most important element in a writing task is content (Correa, Martinez, Molina, Silva, & Torres, 2013). Because of this, feedback should be given principally on content and organization instead of language forms. Nevertheless, this does not imply ignoring structures completely. In fact, teachers should correct language mistakes if and when they affect the meaning of the message, or if they are basic mistakes (Celce-Murcia, 2001; Harmer, 2003; Ur, 2006).

It is very important for teachers to be aware of the relevant role they play throughout the writing process. This implies constant revision and reorganization of thoughts and ideas in order to get a final ideal text (Quintero, 2008). Therefore, the teacher's responsibility is not only to mark the final paper for mistakes or to give a final score, but to become facilitators and coaches in order to help students succeed. As Reid (1994) mentioned, "Because we comment on students' 'work in progress,' the kind of comments teachers traditionally made are no longer sufficient and may even be counterproductive" (p. 284). Additionally, White and Arndt (1991) said that "in a process approach, reading students' work involves responding to the text as a reader, rather than simply as a marker" (p. 124). Instead of constraining learners because they do not produce "correct" writing, teachers should act as facilitators by organizing writing experiences that enable the learner to develop effective composing strategies (Richards, 1990, p. 111). In this sense, writing must be considered as a conscious and continuous process of revision and reflection by the students, as writers, and the teacher as facilitator to improve students' difficulties. In this study, this feedback took place as peer feedback, meaning that students were providing feedback to each other.

Materials Development

According to Tomlinson (2003), materials development is both a field of study and a practical undertaking. As a field, it studies the principles and procedures of the design, as well as implementation and evaluation of language teaching materials. As an undertaking, it involves the production, evaluation, and adaptation of language teaching materials by teachers for their own classroom contexts. Materials development is an essential element in teachers' practices.

Teachers move from passive to active agents in the teaching and learning processes, and they innovate in their classrooms. Materials development is also essential for students since

it provides them with meaningful input, which facilitates their foreign language learning development. Thus, materials development is not just beneficial for both teachers and students. (Núñez, Téllez, Castellanos, & Ramos, 2009, p. 129)

Materials development is also vital for administrators, especially when trying to balance standardized testing, language learning theories, exam requirement, and language policies. Usually, materials development has been restricted to publishing houses. However, as Núñez and Téllez (2008) concluded, no textbook exists that completely fulfills all teachers' and students' expectations and needs to succeed in the foreign language teaching and learning processes. Núñez and Téllez (as cited in Ramos & Aguirre, 2014) suggested that textbooks, which are not created for a specific context, may produce a negative effect on students' motivation due to the fact that they usually provide content which tends to generalize students' needs. In short, developing materials is an opportunity for teachers to motivate students and to innovate in the classroom from a holistic perspective in order to respond to the demands of modern life. When developing materials, it is important to execute the following steps: 1) carry out a needs assessment, 2) establish goals and objectives, 3) conceptualize content, 4) design the syllabus, 5) select materials/activities, 6) organize contents/activities, and 7) assess and evaluate the material's success (Núñez & Téllez, 2009).

Concerning the development of materials, Tomlinson (1998) affirmed that the increase in language level is “a result of an active ongoing relationship between second language acquisition (SLA) principles, teacher experience and teachers' cognitions” (p. 485). In this sense, teachers who want to innovate and produce positive changes in their teaching environments should combine the three elements and take into account the specific context or classroom situation to develop their own materials. It means that the knowledge of language and theories on language teaching and learning must help materials developers to understand and manage “what the learners know, and can do, and what they need to learn or do” (Graves, 1997, p. 12). The implementation of these principles in my pedagogical intervention generated a meaningful improvement in my students' writing skills since the worksheets were based primarily on appealing content and linguistic features. In this sense, it was my purpose to be aware of those principles when creating, implementing, and evaluating my pedagogical intervention as a first step to continually improving as a language teacher, materials developer, and researcher.

Methodology

Context

This study took place at José Max León School, which is a private school located in Cota, Cundinamarca. This school has 1,200 students, with around 26 to 30 students per classroom. The school's emphasis is on English as a Foreign Language (EFL), so students take up to eight hours of English class per cycle (six days). In order to graduate, students must have a minimum English proficiency level of B2 (upper intermediate level) according to the Common European Framework of Language References (CEFLR) (2001). Moreover, students are prepared to take Cambridge exams. Thus, it necessary to train students to take the test, which includes a writing section.

Participants

For this intervention, I worked with high school students in the eighth grade English class. Ten students participated in this study (4 females and 6 males), all of whom ranged from 14 to 16 years of age. I chose to use the homogenous purposive sample, which has a specific set of characteristics (Crossman, 2016). In this study, the homogenous sample was created on the basis of students' English level by comparing their low proficiency with the rest of the class and taking into account their results in the diagnostic Cambridge test. These students showed clear difficulties, especially in the writing sections. Keeping in mind possible frustrations or hesitations when students were providing peer feedback, the groups were chosen by analyzing similarities between pairs in terms of their English proficiency (Pre-Intermediate (A2) to Intermediate (B1)) level according to the Common European framework of Language References (CEFLR).

Research Method

The approach used in this research was qualitative. The type of study was an action research. Reason and Bradbury (2008) described action research as an approach which is used in designing studies that seek both to inform and influence practice. I had the purpose, as a researcher and teacher, to inquire about my students' writing process. In this sense, action research was an approach I could use to help my students improve their writing practice as part of a process of change.

Data Collection Instruments

The information obtained during the research was compiled through field notes based on a structural observation rubric. Also, a survey, which was applied after the implementation of the worksheets, helped me identify and obtain information about the worksheets and students' writing skills. Finally, students' artifacts allowed me to analyze the process from the beginning of the implementation and to evaluate if students' writing skills progressed during the study.

Pedagogical Design

In this research study, peer feedback is defined as a pedagogical strategy implemented to observe and analyze its impact on the development of the writing skills in eighth grade students. As mentioned before, the writing skill went beyond language forms (grammar structures); it also included content and meaning. According to Zhang (1995), peer feedback procedure may make students more critical readers and revisers of their own writing while, at the same time, become critical readers of the others.

Conditions for the Implementation

Each worksheet was divided into three stages: input, process, and output and edition. In the first stage, there was a warm-up where students had an introduction to the vocabulary and grammar features. Then, they had to read the model text and develop exercises based on the reading. In the second stage, students had to create their own written activity based on the previous information. In the third stage, students exchanged their written work with their partner, so the other could provide feedback in terms of content and grammatical features. The final stage was the editing period, where students had to follow their classmates' advice to improve the final version of their piece.

Table 1*Summary of worksheets chart*

Worksheet No.	Title / topic	Aim
1	Writing informal emails	To recognize the language students need to write informal emails.
2	The story	To recognize the characteristics of a story in order to write one.
3	Reconstructing a text - (News)	To reinforce listening, writing and speaking skills by working in groups to complete a task (Dictogloss).
4	Application letter- (Apply to an exchange program)	To analyze and practice formal expressions and structure to write a letter of application.
5	Writing a film review	To communicate points of view about a film.
6	Essay (for and against)	To state personal opinions for or against a statement.

Findings

The process of data collection took six months. After reading, comparing, and analyzing the data using the grounded approach, I found three categories and seven subcategories. The following chart shows the main question, the three categories, and the subcategories that appeared during the data analysis process.

Table 2*Research question, categories, and subcategories.*

QUESTION	CATEGORY	SUBCATEGORIES
How does writing evolve when eighth graders are engaged in worksheets that focus on peer feedback in an EFL context?	1. Peer feedback as a tool to improve my writing.	1.1. Correcting through explicit feedback 1.2. Improving through cooperative work
	2. Towards the awareness of grammatical competence in my writing.	2.1. Drawing attention to linguistic features. 2.2. Realizing attention to content aspects
	3. Relevant worksheets as a vehicle to improve writing	3.1. Applying worksheets based on appealing content 3.2. Using self-reflection to improve my texts 3.3. Presenting novel and varied activities

Peer Feedback as a Tool to Improve my Writing

The first category explained how the feedback given by students to their classmates positively contributed to the written assignments suggested in the worksheets. All the activities ended with a writing composition that had to be checked by a classmate. He or she then had to read it carefully finding possible mistakes and evaluate it using a checklist that summarized what the task entailed. At the end of each worksheet, students had to edit the text considering the feedback they had received from their peers. In most cases, students improved their text with the use of their classmates' feedback.

In the third worksheet, the students needed to reconstruct a news report. It was based on the activity called "Dictogloss" that consisted of a listening exercise where students hear a story

many times, take notes while listening, and then have to reconstruct the text as close as possible to the original version. First, students needed to infer the news based on the headline “The Super Dog”. Afterward, they had to listen to the news and take notes to write the news down with the exact words. After that, students had to compare the information with a classmate and reconstruct the text together. The following examples were taken from the analysis of this exercise where it can be observed that the peer feedback was a tool for improving students’ writing.

Figure 1

Examples of students’ work in the third worksheet

<p>This is... chane 13.</p> <p>I'm in where happen a rescute of a fire that occurre today early. A baby of 3 months old and his dog where in a 3 history bulding behain me. It was believe that everyone have been evacuate...</p> <p>however, one of the recidents realise that her baby was inside. however winess report seing the dog pulling the baby In the clothes. fortunatly, everyone is reporte fine. The baby was taken to the hospital and the dog.... Chanel 13 News.</p> <p>[Sic]</p> <p>Worksheet No3: before the peer feedback, September, 21st, 2015</p>	<p>This is Bob from channel 13 News.</p> <p>I'm at the scene where happened a rescue that occurred earlier today involving a fire. A 3-month old baby and his dog were in the three story building behind me. It was believed that everyone had been evacuated to safety. However, one of the residents realized that her 3 months old baby was still inside. However, witnesses report seeing the dog pulling the baby to safety by the babys clothes.</p> <p>Fortunately, everyone is reported fine. The baby was taken to the hospital as well as the dog. This is channel 13 News.</p> <p>[Sic]</p> <p>Worksheet No3: after the peer feedback, September, 21st, 2015</p>
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As can be seen in the examples above, the student had incomplete information in the first task since he had omitted specific details compared to the original version. His writing had some mistakes, such as grammar (everyone have instead of everyone has) and spelling (chanel, instead of channel). Furthermore, he did not use capital letters or punctuation. After receiving feedback from his classmate, the written text improved significantly, as visible in the second example. The student included more information, mentioned specific details, corrected grammatical mistakes (spelling, grammar, punctuation, and capital letters), and reorganized the text into paragraphs. That is to say, his classmate contributed with the extra information needed and gave feedback regarding grammatical mistakes. As a result, the task was completed successfully thanks to peer feedback.

Correcting Through Explicit Feedback

Through the different instruments, I found that students tended to correct the grammatical mistakes their classmates made in their assignments. The participants used their own technique to check their classmates' texts. For example, some of the students wrote the correct version over the mistakes found. Some students underlined, circled, or crossed out mistakes, while others provided positive or negative comments. Most of them used over correction and clearly explained the mistakes to their partners in an oral manner. They provided their peers with positive comments and marked the mistakes. Consequently, when students edited the final version, they took into account those suggestions. The next samples illustrate how the number of errors decreased after doing this kind of feedback.

Figure 2

Example of students' edited work before and after feedback

Dear Nicolas,

I writing with regard to be consider in the english course in australia some friends went to australia and they talk english very well and I want to talk better this language. I watch the announcment in the web.

I am 14 years old student, I am from colombia and I don't have enough mon to travel. I am excellent tennis player. I am a hardworking person and a lot of my grades are over 6 especially Math and Socials.

I went to paris for one year in the scholarship of my school José Max León enjoy the culture and the language that I learn ther (french). I am friendly and hardworking and I learn so fast, because I work a lot. I want a winderful experience in australia with the university to. Improve my english skills and can talk with my friends well.

I am able to attend my celphone at any time and answer further questions.

Yours faithfully,
Nicolas Castro M [Sic]

Worksheet No 4: before the peer feedback, October 1st, 2015

Dear Nicolas,

I am writing with regard to be consider in the English course in Australia. Some friends went to there and they talk English very well and I want to talk better this language. I watched the announcment in the web.

I am 14 years old student, I am from Colombia and I do not have enough money to travel. I am an excellent tennis player. I am a hardworking person and a lot of my grades are over 6 especially Math and Socials.

I went to Paris for one year with a scholarship of my José Max León school. I enjoyed the culture and the language that I learned there (French). I am friendly and hardworking and I learn so fast, because I work a lot. I want a wonderful experience in Australia in the university and improve my English skills to talk with my friends well.

I am able to attend your call at any time and answer further questions.

Yours faithfully,
Nicolas Castro M [Sic]

Worksheet No 4: after the peer feedback, October 1st, 2015


In the examples, the peer editor, or students' classmate, underlined 24 mistakes. He made corrections related to spelling, capitalization, contractions, and vocabulary indicating where the

mistake was. Then, the other student used those corrections to edit his writing in a way that made it easier to read and comprehend in comparison to the first version. In this regard, the explicit feedback is characterized by being extremely clear and evident, and it is comprehended more easily by the students (University of Cambridge, 2005).


Similarly, Ur (2006) mentioned that one of the components of feedback correction is the student's own explanation about the performance in a particular task. This was visible in the self-reflection students had to do at the end of the task (self-assessment). As a second component, Ur (2006) identified assessment, which allows students to know how good or bad their performance was. In this sense, the following examples show how the student evaluated his partner's writing using the checklist proposed in one of the worksheets, and how the student evaluated his performance in the self-assessment.

Figure 3

Students' self-assessment



 **Learning Strategy:** *Identifying possible mistakes to improve the writing.*

8. Compare the original version to your report and then complete the following check list.



Did you...	Yes ☺	No ☹
mention the reporter?	X	
mention the setting of the news?		X
mention the participants of the story?	X	
mention the main events of the news ?	X	
use past tense structures ?		X
use the vocabulary suggested ?		X
have spelling mistakes?	X	
have grammar mistakes?	X	
respect the sense of the original version ?	X	

Worksheet No 3: September, 21st, 2015

 How did I do? **Self Assessment** 

Record the number in regards to your effort and understanding in this worksheet. Use the following scale:	Yes ☺	So so ☹	No ☹
I was able to develop the writing task successfully		X	
The feedback given by my classmate was useful to improve my final task.	X		
I provided feedback to my classmates to improve their work.	X		
I learned something new	X		
I like the content of the worksheet	X		
After developing this worksheet, I'm more aware of my writing process.	X		

My strengths were: *the support of my ideas to write the essay. I write good argumentation*
My weaknesses were: *the grammar and the spelling of some words.*
How could this worksheet be better? *To have time after the writing to read the text to the class with no mistakes.*

Worksheet No 6: October 28th, 2015

According to Harmer (2003), feedback is used not only to correct students, but also to offer assessment on their performance. Similarly, Tomasello and Herron's (1989) study found that learners who were first allowed to make mistakes and were then corrected improved their target language performance more than learners who were given language rules from the beginning.

In sum, students' explicit feedback helped their peers improve their writing assignments since it was useful, clear, and appropriate to complete the final task. More precisely, in

Tomlinson's words (1998), "it provides opportunities for outcome feedback" (p. 43), which is relevant to Second Language Acquisition and the development of language teaching materials. The purpose is also, as mentioned by Small (1997), "... to give intrinsic and extrinsic reinforcement for effort by encouraging enjoyment of learning activities/experiences, providing formative/motivational feedback, and being consistent and objective when giving evaluative feedback" (p. 47). In the next paragraph I will describe how, through cooperative work, students also improved their writing in English.

Improving Through Cooperative Work

By implementing the worksheets focused on peer feedback, I noticed how cooperation played a fundamental role in successfully developing the writing tasks. The students worked in pairs in each assignment, which encouraged them to share their knowledge, clarify their doubts and help each other. The following sample shows how the cooperative work contributed to the development of the activity:

Figure 4

Student's answers to peer feedback in the fifth worksheet

My strengths were: I like to write but I don't know a lot of vocabulary
My weaknesses were: Vocabulary and grammar
How could this worksheet be better? I like that another friend help me in the correction of the mistakes that I have, but I don't like that it was so long. [Sic]
Worksheet No 5: October 13th, 2015

As it can be observed, the student mentioned in the self-assessment that her difficulties in the development of the worksheet were vocabulary and grammar. She also expressed that she liked to work with a friend because her classmate helped her check her mistakes. The same issue can be seen in the field notes taken while students were developing the fourth worksheet.

Students needed to create a letter of application, but first they had to follow some steps to do it. They had to create their curriculum vitae. It could be real or invented. During the reading of the first point of the worksheet students started to ask me (teacher) if they could work by pairs in the development of it. They said that in that way they could help each other, and it would be easier and fast.

Field notes: worksheet No 4, October 1, 2015

In the previous example it is evident how students wanted to work in pairs because they thought that the work would be easier if they could help each other with the task.

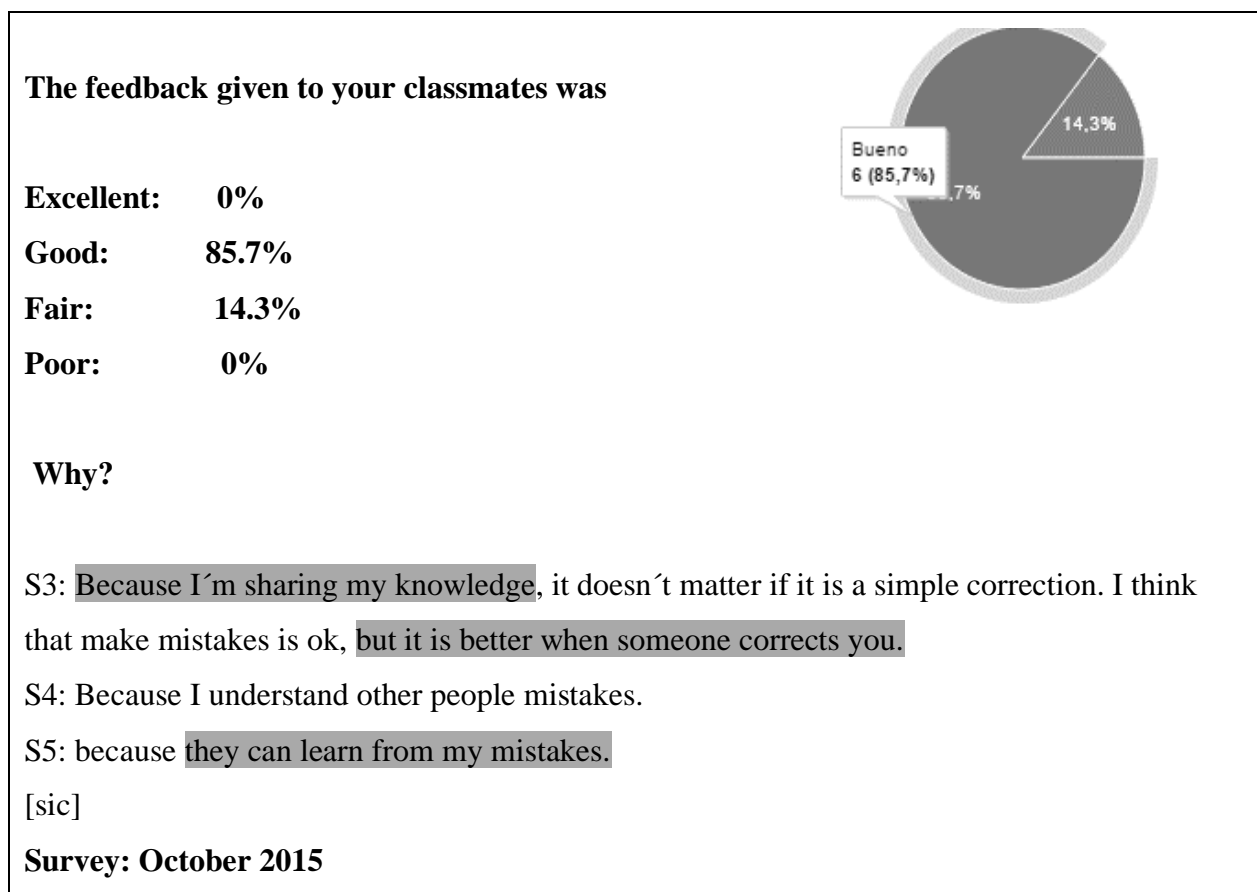
Students had to listen to the audio (News report) three times, while they were taking notes about the most important details. Then, they had to work with a partner and compare the information. They needed to reconstruct the story as similar as they could to the original. Some students after hearing the listening were complaining because they hadn't understood most of the conversation because the speakers talked too fast according to them. Some others said that they had understood some parts and others said that most of the parts. They asked other classmates for the missing information, also they switched the information with each other to write the final report as similar as they could to the original story.

Field notes: worksheet No 3, September 21, 2015

In the previous example, I observed how the participants helped each other complete the task. At the beginning of the activity, students did not have enough information to complete the report individually. By joining the information of both participants, the task was completed with better results. Given the positive results for both students, I was able to understand the need for cooperation in the writing tasks. In this regard, the presence of cooperative learning was present since the students trusted their peers, especially if they considered the other knew more English than they did. After working together, each student was responsible for finishing his/her own individual work and provide the other with feedback, so they could edit the text and complete the self-assessment.

While students were developing their writing worksheets, cooperative learning was not simply a synonym of students working in groups. Instead, students had opportunities to cooperate with their peers to improve their individual writing abilities too. Likewise, students recognized the

importance of the others' knowledge and used it to improve their own writing. Most of the participants had a positive impression of the comments they received by their classmates, and they accepted them. Additionally, they considered that the comments they gave their peers were also essential.



In the survey above, students answered that the feedback they gave to their classmates was good (85.7%) or fair (14.3%). None of the students answered that it had been excellent or bad. Based on the data, I concluded that the students' feedback contributed to the development of the others' assignments due to knowledge sharing. This can be observed in the survey when they say "... because I'm giving them my knowledge" or "...because I understand the mistakes they can make." Also, they did not perceive themselves as perfect language users since they are still learning and making mistakes during this process. Some of them considered that their feedback was fair compared to their peers' because of their English level. However, they mentioned that the other could still learn from their corrections and avoid mistakes in the future. The following data

also showed how cooperation between peers plays an important role in improving students' writing:

How could this letter of application be improved? Please comment:

You should improve your grammar and vocabulary, you got a great idea but you must organize your ideas better. [sic]

Worksheet No 4: October 1, 2015

The example above showed how the student recognized his classmate's work "...you've got a great idea ..." and he gave his feedback how to improve it by saying, "you should improve your grammar and vocabulary and organize your ideas". In this way, activities in which students assess and provide feedback on the quality of their peers' work have been recognized as a means of promoting students' self-evaluation and learning management skills (Oldfield & MacAlpine, 1995). In the following survey, I observed how students perceived their classmates' knowledge:

If you could choose one of your classmates to provide you with feedback, who would you choose and why?

S1: I would choose Mariana Triviño because I feel that she could give me a better advice in how to change some things and she knows what she does.

S2: Juan José because I know him and I know he will correct me well.

S3: I would choose to my friend Andrea Molano because she knows a lot of English since she was born in New York and always she corrects well and explain clearly the mistakes we have.

S4: Andrea Molano because she has an excellent English level and knows grammar so she can correct me well.

S5: Any student from my class because it is supposed that everybody has the skill to do it, until sometimes it is difficult, we can do it.

S6: To my best friend from the class because she knows how I write and she corrects me in the best way.

S7: Anyone has the skills to correct my mistakes, so I won't have any problem.

[sic]

Survey: October 2015

These responses show the participants' perceptions about the other's knowledge. Some of them agreed that it is useful to get the feedback from someone who has good English skills because it will guarantee a better editing process ("*...she knows lots of English*"), ("*...she has good English level*"). Also, students felt confident with their classmate's feedback and recognized that they could improve their writing by following their peers' advice ("*...she could advise me better*"), ("*I think that anyone has skills to check my mistakes*"). The data revealed that students learned better by interacting with others, especially if they thought that the other knew more than them. This is what Vygotsky (1978) called a "more capable peer" (p. 86). Peer editing also contributed to reinforcing cooperative learning, where each person had a responsibility and supported others in developing the task.

Towards the Awareness of Grammatical Competence in my Writing

The name of this second category emerged from the data (field notes, survey, students' artifacts) that demonstrated students' awareness of their classmates' mistakes in spelling, grammar, and vocabulary. They underlined, circled, crossed out, and corrected over their peers' mistakes. Correcting mistakes also implied that students were aware of the language structures and improved the accuracy of their written work. The following are examples from the information gathered that can show the presence of this pattern:

In the first worksheet, students need to create an informal e-mail to a foreign friend as a product, so one of the students was asking her classmate the following:

- "*Is it **Tuesday or thuesday**? How do you write it. With h?*" [Sic]

Field notes: worksheet No 1, August 18, 2015

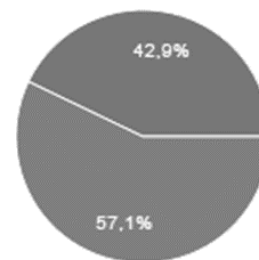
In the second worksheet, students had to create a narrative as a final product, following the recommendations given during the activity, and using the heading “A Lucky Escape” as a reference. After writing the story, they needed to switch it with another classmate, and that person had to give feedback about their writing to improve it. One of the examples that caught my attention was when a student underlined twelve grammar mistakes; he did the correction with a different color. He suggested adding more adjectives and adverbs and checking spelling and grammar. He wrote this comment “the history needs to be in past!!! Pay attention to the grammar and the form of the verbs.” [sic]

Field notes: worksheet No 2, September 10, 2015

The observations above revealed students’ awareness of linguistic mistakes. In the first case, the student was not sure about the correct spelling. So, she asked for clarification before writing it on the paper. In the second case, the student, who was checking the task, recognized certain grammatical mistakes in his classmate’s writing. Therefore, he started to correct them and wrote comments related to the aspects he needed to improve (*adding more adjectives and adverbs and checking spelling and grammar*). The following sample shows what students focused on when giving feedback:

When you give feedback to your classmates, you focus on?

Linguistic features (spelling, grammar, punctuation...)	57.1%
Content (Organization, coherence, cohesion...)	42.9%



Survey: October, 2015

In the survey, 57.1% of the students answered that, when they gave writing feedback to their classmates, they focused more on the grammatical competence (spelling, grammar, punctuation, vocabulary, and capitalization). Of the students surveyed, 42.9% said they focused on the content (coherence and cohesion). In this regard, Tomlinson (1998) argued that it is crucial

to draw learners' conscious or subconscious attention to linguistic features, so that they become aware of a gap between a particular feature of their interlanguage and the target language.

Similarly, Hedge (2001) asserted that effective writing demands a number of things: a high degree of accuracy in order to avoid ambiguity of meaning; the use of grammatical devices for focus and emphasis; and a careful choice of vocabulary, grammatical patterns, and sentences. In the same line of thought, Shanklin (1994) defines the concept of "grammatical proficiency" as "the ability to make judgments about the acceptability and appropriateness of an utterance with specific reference to grammatical notions" (p. 148). This author mentioned that non-native speakers build an explicit awareness of how different grammar rules are formed. Although generating this awareness of grammar knowledge is not an easy process, the implementation of the worksheets that focused on peer feedback helped the students become more aware of grammatical competence. One way to improve their awareness was in editing of the text because students tried to omit the mistakes they had in the first version after receiving advice. Given that each student played the role of writer and editor at the same time, the students became more careful of their own mistakes. They aimed to have less mistakes than their peers. The subsequent subcategory relates to how they focused on those linguistic features.

Drawing Attention to Linguistic Features

This subcategory showed how students corrected their classmates' texts. The evidence collected through the instruments revealed that the participants focused on the grammatical aspects of the text more than the content of the writing, which is noticeable in the following examples:

In the second worksheet, students had to write a story with the purpose of using the grammatical structures seen in class (past simple and continuous). While they were reading the story, they followed the check list suggested (point 9). While students were correcting their classmates' papers, they were asking me questions in terms of past tense of the verbs ("teacher which is the past of ...?"), vocabulary (teacher how do you say ...?) and spelling (teacher how do you spell...?)

Field notes: worksheet No 2, September 10, 2015

Figure 5

Worksheet 2 checklist for peer editing

9. Read your partner's story. Identify possible mistakes he/she made and check in the rubric.

<i>Make sure ...</i>	Yes ☺	No ☹
There is a <u>beginning</u>	✓	
There is a <u>middle</u>	✓	
There is an <u>end</u>	✓	
The story matches the <u>title</u>	✓	
There are <u>verbs in past simple</u>		✓
There are <u>verbs in past continuous</u>		✓
There are <u>adjectives and adverbs correctly to make the story interesting.</u>		✓
There are about <u>100 - 150 words</u>	✓	
The <u>spelling and grammar are correct.</u>		✓
How could this story be improved? Please comment:		
The story is very funny and interesting, but you have <u>many mistakes of vocabulary</u> , the <u>past of the verbs</u> , you <u>forgot the spelling</u> of some words, <u>capital letters</u> . Correct and it will be nice! [Sic]		
Worksheet No 2: September 10th, 2015		

From the example above, I observed that the students focused more on correcting grammatical or linguistic competence. During the activity, the students asked me to verify spelling, grammar, and vocabulary in order to correct their classmates' texts. Although they checked the structure of the story, they focused on finding and correcting visible mistakes in terms of grammar. According to Bachman (as cited in Brown, 2000), grammatical or linguistic corrections fall under "organizational competence" (p. 23).

In the same line of thought, Ashwell (2000) indicated that teachers believed that correcting grammar helped students improve the accuracy of subsequent writing. Similarly, Lalande (1982), who welcomed comprehensive error feedback, stated that students needed detailed feedback. Otherwise, they may be misled by selective error feedback because students may mistakenly think that the rest of their writing is completely right. To achieve that awareness, the worksheets I

implemented had a checklist and a self-assessment, which helped students become aware of their grammatical competence.

Likewise, the worksheets were designed for students to practice the grammatical competence seen in the English class and textbook like the present simple, present continuous, past simple, past continuous, adjectives, adverbs, linking words, vocabulary, and so on. The following is an example where the use of the grammatical competence in the worksheets can be observed:

Figure 6

Worksheet 2 and use of grammatical competence

Famous for a day!

D) The next day, there was a story about it online in cibercolegios! I felt very proud because everybody was honour me. My friend gave me some money as a reward because that they he had lot of money in his wallet to pay the field trip.

A) Last year, we went on a school trip to Guatavita Lake: When we arrived, everyone was feeling exhausted.

C) I immediatelly shouted "help!, help! Police! Catch him!" the thief started running, but luckily there were two police officers nearby. Soon the thief was in a police car and a policewoman was asking me questions.


B) While we were getting off the coach, I noticed a young boy. He wasnt from our school and he was walking slowly behind one of my Friend's wallet from his back pocket! [Sic]

Taken and adapted from: Cambridge English – Prepare student's book

Worksheet No2, September 10th, 2015

Figure 7

Worksheet 2 and use of grammatical competence



Learning Strategy: *Analyzing the differences between adjectives and adverbs.*

5. Look at the bold words in the previous story. Circle the adjectives and underline the adverbs? Then, decide if these statements are true or false. (Correct the false ones)

- Adjectives and adverbs are both words that describe something. **T**
- An adverb is a word that describes a noun. **F** (*is an adjective*)
- An adjective is a word that describes a verb. **F** (*is an adverb*)
- Adjectives can explain what kind of thing you have, how many things you have, or which thing you're talking about. **T**
Adverbs can explain how something happened, when something happened, or where something happened. **T** [Sic]

Worksheet No2, September 10th, 2015

Each of the worksheets implemented had a grammar activity, whose objective was to reinforce the topics seen in the class textbook. By doing so, the students could practice and use the content. As explained by Núñez, Pineda, and Tellez (2004), vocabulary and grammar exercises should be embedded in the topic that is being studied. Activities should promote exposure to the target language and opportunities to recycle the grammar and vocabulary points to be learned.

Furthermore, Harmer (2004) suggested that teachers could focus on useful rules associated with grammar, spelling, and punctuation, and they can practice these language features during a writing lesson. This clarification and practice of language features can be done with sentence-level examples of language. In relation to the worksheets implemented and survey, I noticed that the students liked these types of assignments because it allowed them to put theory into practice. Additionally, it made them aware that they were working with real language for a specific purpose. The following answers are from the survey, in which the students demonstrated their like for the activities.

-They are interesting. I liked the topics.

-They are good because while I correct, I learn and when someone corrects me I learn too.

-Well, I would say that they have good level. Some are easier than others, but they aren't tedious.

-They taught us how to be prepare in writing exercises like Cambridge, exams, and for activities in real life.

-I feel confidence to ask for the mistakes and the class is more dynamic.

-I think that we could put into practice what we saw in class, practice more and more and strength the topics.

[sic]

Survey: October 2015

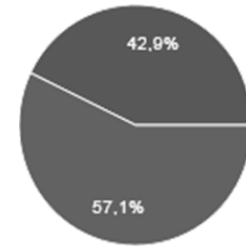
During the implementation, students were interacting with their classmates, which pushed them to clarify, elaborate and elicit meaningful and comprehensible input from their peers, as is suggested by Tomlinson's principles (1998). The last category shows how the implemented material contributed to improving students' writing in English, as is included the topics seen in class and enhanced the textbook, which in the writing aspect was very basic because it did not have enough activities to develop this skill.

Paying Attention to Content Aspects

The name of this subcategory emerged from the data on how students become aware of their classmates' mistakes in terms of content like coherence and organization of ideas. They suggested ways to improve their classmates' papers, keeping in mind style, focus, organization, support, and elaboration. The following are examples gathered from the survey that demonstrated the students' awareness of content in their peers' papers:

When you give feedback to your classmates, you focus on?

Linguistic features (spelling, grammar, punctuation...)	57.1%
Content (Organization, coherence, cohesion...)	42.9%



Survey: October 2015

As seen in the survey, 42.9% of students considered it was important to check content in their classmates' texts. Although the percentage is lower compared to those that checked for linguistic features, the number is still considerable and demonstrates that students took this feature into account.

Relevant Worksheets as a Vehicle to Improve Writing

The third category showed how the implementation of these worksheets helped students improve their writing skills in English. During the development of the worksheets, many aspects of materials development were taken into consideration. By doing so, I tried to guarantee as much success as possible. Content was a major focus of the worksheets because they had implicit topics from the eighth graders' curriculum. Through the worksheets, the students could materialize their grammatical competence, which was seen in class with the textbook (present simple, present continuous, past simple, past continuous, adjectives, adverbs, routine vocabulary, and more). However, the textbook failed to offer activities where students could practice this grammatical competence further.

The other component that these worksheets had was relevance because they put students' needs, interests, and motives together. As stated by Ramos and Aguirre (2014), the previous components are of paramount importance in materials development. Each activity allowed the students access to goal-oriented tasks, which represented issues related to students' experiences, as recommended by Tomlinson (1998). In this way, students could practice what they were learning in English classes. At the same time, they were exploring how to write specific texts like e-mails, narratives, news reports, application letters, film reviews, and essays. One thing to note is

that the genres were useful for both academic and social life to communicate with others effectively.

In addition to the examples seen in the worksheets, data from the survey revealed that the implementation of the worksheets positively impacted the students. They expressed that there was a good selection of topics. Also, they felt that they had practiced what they learned in class, and they considered that the worksheets were useful in practicing the English language.

Figure 8

Sample of the survey answers

-They are interesting. I liked the topics.
-They are good because while I correct I learn
-Well, I would say that they have good level. Some are easier than others, but they aren't tedious.
-They taught us how to be prepare in writing exercises like Cambridge, exams, and for activities in real life.
-I feel confidence to ask for the mistakes and the class is more dynamic.
-I think that we could put into practice what we saw in class, practice more and more and strength the topics.
[Sic]
Survey: October, 2015

It was possible to observe how the worksheets were perceived as a relevant vehicle to improve students' writing in English. Moreover, the data collected through the different instruments showed that there was a general improvement in the students' writing with the implementation of the worksheets. In this regard, Tomlinson (2001) stated that "materials development involves the production, evaluation and adaptation of language teaching materials, by teachers for their own classrooms contexts" (p. 66). In this sense, the development of my own worksheets allowed me to take into account language features and my students' contexts to achieve better results.

Applying Worksheets Based on Appealing Content

This subcategory received its name because the worksheets prioritized the potential for engagement by using a novel and attractive presentation of the content seen in class, such as

vocabulary and grammar. In this sense, the content in the worksheets was useful and appealing because students could differentiate between styles and specific genres (e-mail, narratives, news reports, application letters, essays), while achieving the deep processing required for effective and durable learning that went beyond the Cambridge exams.

Each worksheet focused on a different genre proposed in the eighth-grade curriculum, which mean that the students were developing content. Moreover, each worksheet had an objective and a learning strategy according to the activity to be developed. Also, the worksheets had a warm-up, input, process, and output (wrap up) component. I took into account the key aspects for developing instructional materials suggested by Núñez, Pineda & Téllez (2004), which stated that “Learners should know in advance what their learning process will consist of. Therefore, objectives must be stated in the materials and should be clearly defined so that learners can accurately interpret them” (p. 33). The authors also suggested that, as with any other element of the curriculum, materials must be constantly scrutinized for their effectiveness.

Using Self-reflection to Improve my Texts

This subcategory emerged because the students used a checklist to be aware of the aspects they needed to keep in mind for each task. At the end of the worksheet, the students had to fill out a self-assessment, which allowed them to reflect on their strengths and weaknesses during the development of the material. As I could perceive, elements in the checklist and self-assessment charts helped students reflect on their writing process and figure out how the task would be developed. In this regard, Tomlinson (1998) suggested that material must facilitate student self-investment, which is meant to help the learner make efficient use of the resources to facilitate self-discovery. In the same line of thought, Graves (1994) mentioned the importance of teaching students to become critical readers of their own writing. Students, who are taught to diagnose and correct their own writing problems, are on their way to becoming self-regulated and independent writers.

Presenting Novel and Varied Activities

This subcategory got its name because the worksheets had different activities that strengthened the students' writing skills through relevant, novel, and varied resources. The following figure is an example of the aforementioned:

Figure 9

Worksheet 2 checklist

9. Read your partner's story. Identify possible mistakes he/she made and check in the rubric.

<i>Make sure ...</i>	Yes ☺	No ☹
There is a beginning	✓	
There is a middle	✓	
There is an end	✓	
The story matches the title	✓	
There are verbs in past simple		✓
There are verbs in past continuous		✓
There are adjectives and adverbs correctly to make the story interesting.		✓
There are about 100 - 150 words	✓	
The spelling and grammar are correct		✓

How could this story be improved? Please comment:
The story is very funny and interesting, but you have many mistakes of vocabulary, the past of the verbs, you forgot the spelling of some words, capital letters. Correct and it will be nice! [Sic]

Worksheet No 2: September 10th, 2015

Figure 10


Students' answers to the survey

-They are interesting. I liked the topics.
-They are good because while I correct I learn
-Well, I would say that they have good level. Some are easier than others, but they aren't tedious.
-They taught us how to be prepare in writing exercises like Cambridge, exams, and for activities in real life.
-I feel confidence to ask for the mistakes and the class is more dynamic.
-I think that we could put into practice what we saw in class, practice more and more and strength the topics.
[Sic]
Survey: October, 2015

Figure 11

Example of learning strategy in the fourth worksheet

Let's challenge yourself!

 **Learning Strategy:** *Analyzing and planning before writing.*

6. Imagine you are invited to apply to any of the following exchange programs. Choose one and complete the writing plan.

- a. One year English course in Australia.
- b. England Summer Football Soccer Camp.
- c. Six months certificate dance program in Hollywood.
- d. Summer Acting School New York Film Academy.
- e. Two months as Disney tourist guide (well paid).
- f. Other:

The previous examples showed how the worksheets had characteristics that caught the students' attention with innovative and attractive material. According to Tomlinson (1998), materials should achieve impact, and it is achieved when materials have a noticeable effect on learners. In other words, materials are effective when students' curiosity, interest, and attention are sparked. If this is achieved, there is a better chance that language in the materials will be processed. In short, I considered my students' interests and motivation to help improve their writing skills through the worksheets and peer feedback.

The categories and subcategories developed above have provided findings that reveal that the participants' EFL writing improved throughout this research in different ways. Students worked together cooperatively while they were doing the worksheets. Students corrected their classmates' texts, focused on linguistic features, and suggested improvements to content. Overall, I observed an improvement in the students' writing as a result of peer feedback through the worksheets.

Conclusions

Peer feedback was a useful tool to improve my students' writing skills in English. First, the students were able to edit their texts by incorporating the comments from their peers, which ultimately improved their written work. Second, students provided explicit feedback to their peers, and this facilitated the editing process of the final text.

Another relevant point revealed in this study was the use of peer feedback to engage students in cooperative work. Murphy and Jacobs (2000) stated that peer feedback can be more effective when students learn cooperative skills and work with one another. During the implementation of the worksheets, students had many opportunities to work together providing and receiving outcome feedback, as suggested in Tomlinson's principles (1998). Furthermore, it was evident that the presence of Johnson and Johnson's model (2006) and its aspects, such as positive interdependence and individual accountability, were crucial since the participants relied on one another. Additionally, each person was responsible for doing his/her share of the work to accomplish the final task. The results also suggested that peer feedback is a promising activity for students to work cooperatively, benefit from each other, and improve their writing individually. The last point was visible when the participants avoided making the same mistakes they saw in their peers' or their own work. Finally, the use of peer feedback motivated students to write because they had another reader other than the teacher.

Concerning the grammatical competence in writing, the data showed that the students primarily focused on linguistic features. The students were more aware of correcting others' mistakes in spelling, vocabulary, capitalization, punctuation, and grammar, as opposed to fixing content (logical sequence of ideas, order, paragraphs, structure). The participants underlined or circled the mistakes. In some cases, they made over-corrections, which meant that students were aware of their grammatical competence while correcting their peers' texts. As mentioned previously, the students also tried to avoid these mistakes in their own written work.

With respect to materials development, the evidence gathered led me to the conclusion that students learned more effectively when the materials used in the class were relevant and contextualized based on their needs and interests (Núñez, Téllez, Castellanos, & Ramos, 2009; Núñez & Téllez, 2012; Tomlinson, 1998). The worksheets I implemented proved to be relevant

since they were based on appealing content. The topics selected in the worksheets went beyond those covered in the textbook by including students' interests based on the initial needs analysis done at the beginning of the study. In short, the worksheets were a vehicle to improve writing because students could apply what they were learning in their English class. Moreover, the worksheets were a useful complement to the textbook, which did not have enough activities to strengthen the writing skills.

Moreover, the students improved their skills by writing more frequently, not only free style writing, but also following an organized writing process suggested in each worksheet. Also, the worksheets fostered students' reflection about their learning process given that each worksheet finished with a self-assessment that included strengths and weakness on their performance and feedback.

After analyzing the results of my pedagogical implementation and pointing out the main conclusions concerning feedback in writing, I hope to encourage other English teachers to include this strategy in their classes. The use of peer feedback "allows learners to assume roles and responsibilities normally taken on by a formally trained teacher, tutor, or editor in commenting on and critiquing each other's drafts in both written and oral formats in the process of writing" (Liu & Hansen, 2002, p. 1). Additionally, as it was explained before, peer feedback promotes cooperative work, which allows for interaction, friendliness, effectiveness, autonomy, and meaningful learning in the classroom. We, as teachers, should create more opportunities in the classroom for students to get involved in their own and their partners' writing progress. If they assume this role, they may also feel motivated to write more effectively, being conscious of both their strengths and limitations while building knowledge.

After developing these worksheets, which were a useful complement to the textbook, I highly recommend that teachers develop their own materials to fulfil their students' needs and teachers' expectations in language learning. After the implementation of my research, I greatly believe that supplementary materials play a key role in improving the quality of the lessons by humanizing them as they offer the possibility for teachers to adapt the content of such materials to the students' needs or expectations.

About the Author:

Adriana Salinas holds a Bachelor's in English - Spanish Humanities from the Universidad Pedagógica Nacional. She has a Master's in Education with an emphasis in English Didactics from the Universidad Externado de Colombia. Adriana has more than 13 years of experience in the classroom as an English teacher with different levels of education. Currently, she works as a teacher at José Max León Bilingual school in the department of English focused on the development of meaningful learning experiences in the classroom through cooperative work and competence development.

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