

**I'M A WRITER: DEVELOPING SITUATED WRITING
USING GENRE-BASED TASKS TO CREATE A DIARY WITH FOUR GRADERS
AT HERNANDO DURÁN DUSSÁN SCHOOL**

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FACULTAD DE HUMANIDADES

DEPARTAMENTO DE LENGUAS

LICENCIATURA EN ESPAÑOL Y LENGUAS EXTRANJERAS

BOGOTÁ, COLOMBIA

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1. Información General	
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2. Descripción
<p>Este trabajo de grado consiste en una investigación acción que analiza el impacto del enfoque de género en el favorecimiento de la escritura situada en la clase de inglés como lengua extranjera. Esto realizado en el colegio Hernando Durán Dussán, en el curso 402. En este grado se evidenciaron dificultades en los procesos escritos en la lengua extranjera, por lo que se propuso una metodología de enseñanza basada en el género por medio de muestras situadas. Esto con el fin de crear diarios personales que promovieran el proceso de escritura.</p>

3. Fuentes
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4. Contenidos


Este proyecto está constituido por 6 capítulos que dan cuenta del proceso de investigación acción desarrollado. En el primer capítulo se encuentra la descripción del entorno y la formulación del problema apoyados en su correspondiente justificación. El segundo capítulo se compone del estado del arte, el cual expone algunas de las investigaciones realizadas previamente con relación al enfoque, la instrucción o las herramientas; de allí se despliega el marco teórico, que presenta los principales constructos teóricos que rigen el proyecto. Estos son: enseñanza a través del enfoque de género, escritura como práctica situada, instrucción por tareas y diario como una herramienta pedagógica. En el tercer capítulo se encuentra la metodología de la investigación y los instrumentos utilizados en el desarrollo del proyecto. El cuarto capítulo responde a la propuesta de intervención mientras que el capítulo cinco presenta el proceso de análisis de datos para así consumar en el capítulo seis con las conclusiones y las implicaciones que surgieron a partir del proyecto, así como las recomendaciones para futuras investigaciones.

5. Metodología

Debido a que este es un proyecto basado en la investigación acción, la metodología usada fue la planteada por este tipo de investigación. El trabajo comenzó por un proceso de observación que permitió establecer un problema y unos objetivos. Es así como se diseñó una propuesta de intervención que se aplicó por varios meses siendo desarrollada en ciclos repetitivos y reflexivos. Gracias a las actividades realizadas en clase, así como los instrumentos aplicados, la recolección de datos para su posterior análisis fue posible. Los instrumentos usados en este estudio fueron: entrevista semiestructurada, cuestionarios, diarios de campo y artefactos. Y la población que fue partícipe en todas las fases del proyecto fue típica, ya que se trabajó con una muestra que compartía características en general.

6. Conclusiones

Las conclusiones en este proyecto derivan de las categorías de análisis expuestas en el capítulo 5, como respuesta a la pregunta de investigación y a los objetivos. En primera instancia se concluyó que el enfoque de género presenta un rol alentador y que genera confianza en los estudiantes a la hora de escribir en la lengua extranjera. Esto a partir de las características que éste posee en sus bases como lo son el uso de modelos que demostraron ser fundamentales para el desarrollo de escritos auténticos. Adicionalmente, se concluye que es de suma importancia las socializaciones con pares con el fin de recibir retroalimentación y así corregir errores. De la misma forma se puede concluir que los estudiantes exploraron su capacidad para escribir en la lengua extranjera, logrando sorprenderse a sí mismos con sus habilidades, esto siendo resultado del manejo de contenidos contextualizados donde el escribir sobre ellos mismos generó una facilidad notable que permitió un mejor y más extenso desarrollo de los textos. Por último, es posible afirmar que la creación de un diario en inglés supuso todo un acontecimiento para aportar a la transformación de su percepción de la lengua además de generar orgullo y satisfacción entre los

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estudiantes.

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Abstract

The present research project displays a pedagogical proposal to promote situated writing by implementing a set of written tasks within a genre-based approach. The intervention was developed in Bogotá, with fourth graders in an EFL classroom at IED Hernando Durán Dussán School. Both, the research study and the intervention were guided and developed by a preservice teacher from the bachelor's degree in Spanish and Foreign Languages at Universidad Pedagógica Nacional. All along the process the preservice teacher guided the students to develop a set of written tasks framed in the genre-based approach, which included situated experiences and daily life knowledge. Data were collected and analyzed by using triangulation giving as a result some conclusions and implications here explored.

Key words: genre-based approach, situated writing, set of tasks, diary.

Resumen

Este documento muestra una propuesta pedagógica que buscaba promover la escritura situada, por medio del uso de un conjunto de tareas dentro el enfoque de género. La intervención fue realizada en Bogotá, con estudiantes de cuarto grado en una clase de inglés como lengua extranjera en la IED Hernando Durán Dussán. La investigación fue guiada y desarrollada por una profesora practicante perteneciente al programa de Licenciatura en Español y Lenguas Extranjeras de la Universidad Pedagógica Nacional. A lo largo del proceso, la practicante llevó a los estudiantes a desarrollar un conjunto de tareas escritas, enmarcadas en el enfoque de género, el cual incluyó experiencias personales y conocimiento de la vida cotidiana. Los datos fueron recolectados y analizados usando triangulación, lo que dio origen a algunas conclusiones e implicaciones exploradas aquí.

Palabras clave: enfoque de género, escritura situada, conjunto de tareas, diario.

CHAPTER I

CONTEXTUALIZATION AND RESEARCH PROBLEM

CONTEXT

This project was developed at the school Hernando Durán Dussán, which is a public education institution located in Bogotá on the 8th locality: Kennedy, more specifically in Tintalito neighborhood. Within a commercial and residential environment, this school has kept a very close contact with the community, due to the process of transformation it has been through. Around the 70's, this part of the city was considered as a rural area due to the number of farms that were there. In 2017, school members were focused on building up the new IEP with not only the institution's members, but also the social community surrounding the school.

IED Hernando Durán Dussán is an institution of a mixed character which, nowadays, offers educational service to around 2400 students divided into 1200 in the morning shift and 1200 in the afternoon shift in the following grades: beginning education in Kindergarten, in a unique journey, basic education from first to ninth grade in an extended journey and Media Education from tenth to eleventh grade articulated with SENA. Around 120 students are diagnosed with special needs and they were included in the current classrooms. The education service finds its sustenance in its own construction and the implementation, with the participation of the Institution's education project which focuses on the student and his/her context, dignity, and dimensions, with the ultimate purpose of helping the growth in the community of each of the human beings that integrates it.

With regards to the mission of Hernando Durán Dussán school, it was found that it is a public education institution that strengthens in its students the values that contribute to the

formation of a democratic and reflective citizen who is respectful with him/herself, others, and his/her own territory. To achieve this mission, students are linked to different programs and projects created by the public policies in education related to environmental management, economic and administrative sciences, arts, and design. These academic projects favor critical thinking processes that encourage research in the students, as agents of social transformation. The vision of the institution proposes that in 2020 this school will be widely recognized at a district level because its students lead and participate critically in academic and cultural proposals with a social emphasis; all these through research processes that transform their territory and allow their professional training for the future.

Participants

This research project was developed in group 402 in the afternoon shift, which was composed of 36 students, including 13 girls and 23 boys of ages between nine and eleven. Most of the students in this grade belonged to social strata 1 and 2 according to what the diagnosis held released. These students attended two hours of English a week.

In order to characterize the population, different instruments were applied to gather information about it. At first, an informed consent was sent to students' parents informing about the project and asking for permission, students also signed a similar format (See annex 1). Then, general information was gathered in a diagnosis survey (See annex 2) about students' context, their families, environment, likes, and preferences, as well as what they were expecting to learn. Aside from that, when it came to the English learning process, meaningful information related to students' weaknesses and strengths was evidenced through observations that were written in field notes (See annex 3). In addition, detailed information was collected about students' behavior,

disposition, performance and attitudes in the English class by means of a semi structured interview (See annex 4) made to the head English teacher.

In relation to social matters, the diagnosis showed that most of the students lived near the school. In addition, most of them expressed that they lived with their mothers and siblings, others with their fathers. Nevertheless, there was a considerable number of students that lived with their grandparents, uncles, and aunts. As for their liking of going to school, all students expressed excitement to the idea of attending school to meet new people, play, and learn. This brought up the interrelations present in the classroom, since no severe disciplinary problems were found among them. Additionally, in terms of the activities that they enjoyed doing in their free time, the most mentioned ones were: playing outside, playing video games, and talking to friends.

Regarding academic matters, the diagnosis demonstrated that their performance in class was active and proper as long as they developed their activities individually. Besides, most of the students claimed that they were helped by their mothers to do homework, others expressed they got the help from fathers and siblings, and the rest stated not to receive help from anybody, especially when doing English homework. The favorite subject chosen by most of the students was social studies, followed by English, and in third place, mathematics. As for students' proficiency in the English language, it was found that writing is the least promoted skill in class. Students did not produce any spontaneous writing, as it was clearly shown by the diagnosis.

Apart from writing, reading was barely evinced, just when students read and copied what was on the board on their notebook. Speaking skills were the most practiced in class, in spite of all the amount of exercises that consisted on repetition. Listening skills took the last place in order of practice in the classroom. Although the diagnosis stated that some activities focused on

improving listening skills, such as videos, instructions in English and songs, most of the students understood only basic instructions that had been introduced as rituals throughout the year.

Statement of the problem

According to the needs analysis developed during the first semester of 2018, it was possible to determine that fourth graders faced various difficulties when learning English. Even though students evidenced weaknesses in the four skills; listening, writing, reading, and speaking, the major difficulties were found on writing because of the absence of procedures that could enhance students' writing skills and guide them to produce authentic texts.

The importance of writing in a foreign language is addressed by Hyland (2007), he considers writing as one of the most complex and effortful skills because it involves physical and mental activities whose purpose is to express and impress a particular public. From that point of view, he also argues that writing skills are an expressive, cognitive, and situated process a writer applies to create texts. The previous definition throws light to what students were facing when writing, which can be a source of explanation regarding students' difficulties in this skill.

Regarding the institutions, the Ministerio de Educación Nacional (2006) claims that some specific standards must be practiced by the students at this stage, fourth grade, in each skill. These standards are based on the Common European Framework (2001) that also regulates the achievement levels that students must have according to their age and school grade.

In the first place, when writing processes happen, *Los estándares básicos de competencias de lenguas extranjeras: Inglés* by the MEN (2006) command fourth graders to be able to describe themselves and others, write short cards of greetings or congratulations, link sentences with connectors and make a sequence with them, write short stories in which they show their

likes and preferences and that come from their imagination, describe people that are around them, and use basic grammar structures correctly.

In the second place, the Common European Framework of Reference establishes what students must know at this age. Students should be able to “write simple isolated phrases and sentences” (CEFR, 2001, p.61). A student is also expected to “describe him/herself, what he/she does and where he/she lives” (CEFR, 2001, p.59). Apart from that, they should be able to “ask for or pass on personal details in written form” (CEFR, 2001, p.83). Regarding longer writing compositions it states that learners should be able to “write numbers and dates, own name, nationality, address, age, date of birth or arrival in the country, etc. such as on a hotel registration form” (p.84). Additionally, they should “write simple and short notes or postcards in which they express a message with a simple structure” (CEFR, 2001, p.59). And finally, they are asked to write “a simple personal letter and describe experiences, fill in documents required to register in a hotel and others.” (CEFR, 2001, p.26). In addition to that, these students should use “basic vocabulary repertoire of isolated words and phrases related to particular concrete situations” (p.112).

In summary, both, the Ministerio de Educación Nacional and the Common European Framework of Reference, dictate that learners must have certain skills and knowledge that they can put into written texts in order to communicate simple messages; however, these requirements were not being accomplished. This can be seen thanks to the analysis of the diagnosis in which it was evidenced that learners were not having any sort of approach to the writing skill, since it had not been proposed in class. Additionally, it was demonstrated that students were not creating any type of writing either in isolated phrases or in compositions such as paragraphs. The previous lack of production was shown in the field notes where all kind of students’ behavior or writing

procedure were registered. Subsequently, their classes were not focused on either learning new grammar structures and vocabulary to enrich that knowledge, or practicing those skills through written exercises, the previous overview left no room for writing production.

Furthermore, the diagnosis also demonstrated students' lack of English basis, in other words, their proficiency in their native language was just starting to be developed, an event that interfered in the learning process of the foreign language. Besides, students were not having enough time during the week to develop the strategies and the skills to create any of the compositions previously mentioned.

Rationale of the study

During the latest years, English has become a crucial worldwide tool due to the great opportunities that it provides people with to succeed in a personal and professional way. The perception of English has completely changed lately, and students at public institutions are now immersed in programs such as “Colombia Bilingüe” that strives for the greatest development of their skills in the foreign language.

The importance of developing the writing skill, has been exposed by many authors and entities. One of them is the Ministerio Nacional de Educación (2006) that explores students' needs related to the writing processes in the foreign language. The entity states that students are nowadays immersed in a society in which it is necessary to exchange information with others in order to have a complete development of the message. Besides, writing is seen as an essential skill to communicate as it follows “the written and/or oral activities of mediation make communication possible between persons who are unable, for whatever reason, to communicate with each other directly” (p.14). In other words, writing is seen as a crucial skill, since it implies

reflection, production, and knowledge of the most specific structures of a language. It is through writing that a person can effectively communicate and show real management of a language. Thus, the Ministry of Education refers to: “production strategies involve mobilizing resources, balancing between different competences – exploiting strengths and underplaying weaknesses – in order to match the available potential to the nature of the task. Internal resources will be activated, possibly involving conscious preparation” (p.63).

On the other hand, it is crucial to look around students’ environment and realize the technological setting they are absorbed in. Due to this increasing environment, knowing how to communicate properly through writing has become an essential skill to get to use many technological and electronic tools nowadays. In other aspects, the Ministry of Education (2006) proposes not only to talk about globalization and the importance of English as a universal language to communicate in any part of the world, but also how learning a foreign language at this stage provides kids with different social, cognitive, and cultural opportunities, just to mention few of them. As it has been shown by the Ministry of Education, some of the opportunities in depth are the decrease of ethnocentrism, that allows students to be aware of their own culture and respect others.

Summing up the previous ideas, it could be stated that students are now surrounded by a multicultural changing world that demands from them good use of writing skills, in order to overcome gaps that perhaps cannot be surpassed because of lack of context or different clues that a conversation in real life might offer, but on-line interaction does not. That is why it is important to provide students with the tools, space, and resources to develop this skill in order to have them to accomplish the requirements they are asked for and achieve communication through writing.

General Research Question(s):

How might situated writing be developed through a set of genre-based tasks to create a diary with four graders at Hernando Durán Dussán School?

General objective:

- To determine how situated writing might be developed through a set of genre-based tasks to create a diary with four graders at Hernando Durán Dussán School.

Specific Objectives:

- To describe the role of a genre-based approach to promote situated writing in a group of fourth graders at Hernando Durán Dussán School.

- To characterize students' responses to writing when it is understood as a situated process.

In the previous chapter, students' context, the rational statement of the problem and the rational of this study were displayed. In the following chapter, the state of the art and the theoretical framework that supports this research will be developed.

CHAPTER II

State of the art and theoretical framework

The purpose of this chapter is to present the constructs and theory that support this study, with the aid of previous research. In this chapter both, the review of literature and the constructs that support this research study will be described. The constructs existing are teaching through genre-based approach, writing as a situated practice, task-based instruction, and my personal diary in English.

State of the art

In this section, some research articles and studies are going to be reviewed as research background which has shown the use and results of the genre-based approach, instruction and type of writing used for the present project. Among these studies, there are national and international references.

The first research study is titled *Teaching innovation by using task-based learning*. This is an action research done by Satyawati Surya in 2017. This research study aimed to define the importance of the Task-Based Learning method, applied to teaching English as an integrated skill. The population of this research was composed of first semester students of the English Department in Mulawarman University in Indonesia. The research used descriptive and qualitative methodologies in the presentation of the phenomenon. These methodologies analyzed the production of knowledge grounded on data systematically derived from practice; that means that the data collected were taken from students' thoughts, impressions, experience, and perspectives within the classroom. Additionally, a suggestion made by the author consisted on exalting the use of the task-based learning while following task-based instruction, due to the

results that were accomplished. Some of the achievements showed students' capability to put themselves in real situations and develop meaningful activities that guide them to communicate and focus on meaning more than form.

This research represents an important support in the present project because of the evidence collected referring to the use of tasks addressing writing, in this case, a task-based approach but following the principles and stages of complete tasks when referring to content. Besides, the way task-based learning offers the student an opportunity to carry out meaningful tasks framed within a specific communicative situation has been mentioned many times in the present research project.

The second research study considered here is entitled: *Integrating a Genre-Based Approach and Task-Based Instruction in Teaching Writing Skills*. This action research was published by Rasuki (2016), it was carried out with young learners in a public school where English is understood as a second language. It mainly proposes a practical outline of how a genre-based approach may be applied in L2 teaching when working with adults with a low-proficiency level. The main methods used here are the descriptive qualitative research and the development research, that way, the data collected were directed to the subjects' experiences and perspectives. Some remarks of big relevance regarding both genre-based approach and task-based instruction in this research are: the facilities of underlying features to differentiate specific genres and the possibility of adapting the main activities into tasks to give students a more organized view of learning while using personalized material. In this research study, the use of task instruction within a genre-based approach tries to take students from a basic stage to write academic texts in English. Integrated skills were considered all along the development of the

project by using the three main stages of task-based instruction: pre, while and post, but the writing skill was presented to students by means of the genre-based approach.

The results of this research are mainly focused on the assertive use of task-based instruction to discover, model, and produce meaning in communicative situations. In addition, this research study showed that integrating a genre-based approach and task-based instruction in teaching L2 writing skills can help learners write effectively, because of the pertinence of the approach and the clarity of the instructions. In conclusion, this research is considered of big relevance because of its main goals and achievements that are closely related to the ones addressed in this research study. In summary, it was very positive for low-proficiency students to create writings that come from their experiences all the time, being guided along the process through the approach and instruction aforementioned.

The third research study was done by Marcela Chapetón and Pedro Chala, it is entitled: *Undertaking the Act of Writing as a Situated Social Practice: Going beyond the Linguistic and the Textual*. (2012), it was developed with A group of undergraduate students from a B.Ed. program in Modern Languages. To start, this national study was directed to advanced students with the purpose of enhancing argumentation and writing skills on essays. Fifteen students conformed the population that belonged to the B. Ed. in the teaching of Modern Languages and were enrolled in the high intermediate level of English. The research was involved in going beyond linguistic and textual features to get students to produce better arguments in their writings. Interaction in this research took place when it was seen as a social and contextual factor. Writing was specifically seen as a socio-situated practice where writers conveyed their cultural practices in situated contexts. Besides, the notion of situated writing appeared, and it was taken as a basis in this project to facilitate students' writing procedures. It is important to

mention that not all types of writing allow those experiences and that is why genre affects the writers' performance. That led the study to the use of situated genres where students were able to mix both textual structures, including linguistic aspects, and socio-cultural features that offered a complete situated experience showed in writing.

The implementation of this research study gave as a result a great improvement in students' argumentation on essays when connecting information to the receptor or the reader and supporting their ideas. Those achievements were possible due to the exploration of different dimensions of writing, the expression of learners' points of view, feelings, and the vision of writing as a dynamic and situated action. The importance of this research for the present project is seen regarding the ease that situated writings provide to writers not only to communicate but also to argue. Since the genre affects the writers' performance, it is evident that it provides notions of how writing can be addressed.

The fourth study was carried out by Rusmawan (2017), it is called *Genre based Approach to Teach Writing Descriptive Texts*. It was applied with a qualitative research framed in a phenomenological perspective, developed with thirty-eight seventh graders in a junior high school, in Indonesia. Its importance relies on students' little prior knowledge of the target language, their difficulties on retaining vocabulary, and their high dependence on teacher's models. This research project focused on how teachers prepared their classes in order to facilitate students' understanding of basic writings and at the end, the production of descriptive texts. The aim of this study mainly focused on the teaching and learning activities when writing a descriptive text, that is why it is very important to use qualitative research to focus on the process and not specifically on the product.

The effects of this research were perceived in students' capability to understand the input given by the teacher, which they could use as an example to create their own writings. At the end students could describe people, places, and things around the classroom. That shows how working within a genre-based approach and a systematic set of lesson plans can lead students to achieve basic competences.

Teaching English to children as a second language through a genre-based approach, is the fifth remarkable research project. It was written and published in 2014 by Candido Samuel Fonseca de Oliveira & Vanessa Wright, from the Federal University of Minas Gerais in Brazil. The interest of this research was found on how an EFL class for children could be developed through a genre-based approach in order to develop writing procedures. The chosen genres were game rules and comic strips. They were at first presented, then explored, afterwards socialized, and finally, produced. The population of this research was entirely composed of children. It was found that students took advantage of the approach when following the models per genre, which helped them to focus on the content that was successfully personalized.

In conclusion, most students were interested in the activities due to the process followed; thus, they increased their capacity to use the target language and their critical thinking. As a final remark, the authors propose to take special care of the types of genres chosen for the activities to be developed, since those are highly influential in students' performance. The most remarkable features of this research are the use of the genre-based approach and its use when teaching EFL children. Both, the population and the genre showed to be compatible, which demonstrates the usefulness of the approach applied to that population. Since the present research was developed with fourth graders, Oliveira and Wright's research represents an essential support for the present

research, having showed positive results in the implementation of the approach with young learners.

The previous research also provides a wide vision of what elements, with regards to situated writing within a genre-based approach, have been used and applied in the educational field, leaving a space for this present research, which aims at different objectives from different perspectives.

The last research study here addressed was carried out by Doris Correa and Sandra Echeverri from the Universidad de Antioquia in Medellin, Colombia. It was written and published in 2016, and it is entitled *Using a Systemic Functional Genre-Based Approach to Promote a Situated View of Academic Writing Among EFL Pre-service Teachers*. This consisted on a qualitative research study developed with two groups of English as a foreign language pre-service teacher from a public university. The course lasted 18 weeks, in which the researchers used the genres of information reports and argumentative essays in order to gather information in video-recordings, audio-recordings, and footage. The principal goal of this researched focused on developing a situated view of academic writing by using a systemic functional genre-based instructional unit.

The results from the study explored the gains and challenges these two groups had, so the conclusions were perceived through the emerging understanding of context, purpose, and raising awareness of the audience. Data was analyzed by using inductive and deductive approaches and gave as a result the understanding of not only audience but also purpose.

The importance of this research study relays on the use of two genres within genre-based instruction in order to promote situated writing. Although in the present paper the population and

the genre as well as the type of situated writing are different from the ones addressed in this research study, its valid to be included here since it throws light towards how the situated writing is been understood within a genre-based approach in the country.

Literature review

In this section, the principal theoretical constructs that conform the basis of this research are going to be presented. The constructs are: teaching writing through genre-based approach, writing as a situated practice, task-based instruction, and my personal diary in English. The use of previous research and its characteristics is going to be taken into consideration to describe each theoretical construct according to their particularity and pertinence to the present research project.

Teaching writing through the genre-based approach

This research study considered Swales' (1990) view of genre as “a class of communicative events, the members of which share some set of communicative purposes” (p.58), which refers to the explicit objective that a specific message can communicate. Moreover, a characteristic stated by Hammond and Derewianka (2001) that consists on *genre* could talk about literary texts, habits, and frequent actions in daily life. The importance of several genres to work with is something that cannot be denied in this research. Besides, Hyland (2007) describes it as a method to teach explicitly the way in which texts are “grammatically patterned” (p.153), referring to the utility it represents when teaching explicit pieces of grammar in writing, as it is seen in the present research when addressing the role of models when writing.

The characteristics of the genre-based approach are explored by, Hafrizon (2009), who states that the genre-based approach is: “concerned with providing students with explicit

knowledge about language. It values teacher-learner interaction, as well as interaction between students” (p.6). The author also mentions that the approach proposes the teacher as a guide that interacts with the students when necessary and helps them to improve their learning process. This type of interaction understands the student as an autonomous person, keeping a monitoring process at the same time.

Second, according to Hammond and Derewianka (2001), awareness of the context in texts facilitates the creation of successful compositions, this supports the idea of using one specific genre in which students can focus their attention on. That way, being aware of the context the writing process becomes easier. Coming back to Hyland (2007) and his remark about the genre-based approach as a method to teach texts that are grammatically patterned, the use of models appears as a fundamental tool for helping students undertake writing. Modeling through samples is mentioned by Corbett (2008) as the process of showing the learner how writing happens, this can be done by writing in front of children. Consequently, in this research it was decided to model students with adapted pieces of writing that they would subsequently personalize with situated vocabulary.

Third, when referring to linguistics, situated writing implies both grammar and vocabulary related to the learners’ environment. In this matter, Hyland (2007) highlights explicit instruction through the use of models and essential teacher input that can be found as scaffolding. Those crucial characteristics could be applied in any setting when working with a genre- based approach.

Finally, the importance of otherness is fundamental in this approach, due to the impact that working with peers to achieve writing objectives represents. Kostelnik, M. et al (2015) state that collaboration when writing in English in the EFL classroom has shown social skills, such as

sharing, helping, encouraging, and cooperating, that leads students to contribute to one another's writing process.

Genre in this research finds its foundation in the encouragement that students get through the use of samples provided by the teacher in order to use them to create personalized writing that report part of their reality. Thus, students rely on their peers to access feedback and new ideas, giving as a result a writing product that goes further than just coding and decoding words.

Writing as a situated practice

Writing in a literacy framework could be understood in words of Giroux (1983), as a set of discourse methods and cultural competencies that brings into reality the relations and experiences learners have. He also highlights the importance of the writer that becomes an agent who recognizes the environment he belongs to, with the purpose of expressing feelings or opinions about it. In the present research, the aim of working with situated writing was necessary due to the lack of contact with writing found in the population. Thanks to its social nature, that Lillis (2001) also presents, writing produces links to the writer's social and cultural context giving as a result, situated experiences kept on texts.

Writing is widely considered to be situated since language is situated. Hafrizon (2009), argues that language is a social practice, and as writing is part of expressing ideas through language, it is social too. Freire (1987), also states that in order to understand the essence of being social, it is necessary to read and write the world, that way, writing transcends the coding and decoding processes to jut out in expressing ideas taken from real life. Supplementary, the idea of writing as a social activity is supported by Vygotsky (1978) when talking about the socio-

cultural theory, in which learners can have a best-constructed knowledge in terms of scaffolding, when they help and encourage one another to learn, and in this matter, to produce writings.

The characteristics of situated writing vary because of the writers' experiences and environment. Baynham (1995), highlights the importance of subjectivity, since every writer is a different world, the writing process is as well. Understanding writing in a social and situated nature of this literacy practice, allows the writer to individually express thoughts related to the immersed social context. The focus on subjectivity finds its sustenance in the importance of giving voice to the students' experiences, taking advantage of their initiative to talk about their environment. As well as Baynham, Chapetón and Chala (2013) claim that "writing as a situated practice takes place at a specific moment in time and history and at a specific place in society; it makes up part of the world and acquires meaning within the context where it occurs" (p.27). Thus, the importance of situated literacy lies on the recognition of each reality and what writing can offer in terms of ease when communicating that reality.

Moreover, in this research study, situated writing is based on students' needs, as Ramírez (2007) claims, it emerges from the writer's needs to communicate or express. In addition, Lombana (2002), refers to writing as one of the most difficult skills to master in any language, especially a foreign one because it implies linguistic knowledge, cognitive, and socio-cultural aspects in order to convey meaning. As cited in Galvis (2004), bearing in mind the previous ideas, it is possible to claim that a situated vision of writing will release the writer from some of the challenges that writing in a foreign language imply, here lies the assertiveness of situated literacy when working with non-literate children in English as a foreign language.

In this way, writing in this research project is understood as situated due to three reasons: it finds its basis on students' communication needs, it recognizes each student's subjectivity and finally, it facilitates the writing process, since its focused on real and repetitive events.

Task-based instruction

The author Ellis (2009), claims that "something defined as a *task* must accomplish the following two principal characteristics: 1. The primary focus should be on meaning and 2. There is a clearly defined outcome other than the use of language" (p.3). Bygate, Skehan and Swain (2001) quoted in Skehan (2003) support the previous characterization by defining task as "an activity which requires learners to use language, with emphasis on meaning, to attain an objective" (P.3). The importance of the focus on content and of having a specific goal is remarked in this research, due to the facilities these characteristics provide to students when facing writing.

A written task can be understood as the production of texts with particular styles and registers used to identify form, but with a focus on content. There are different types of tasks that can be used within a genre-based approach. Willis (1996), defines as *creative tasks* the mixture of two or more types of tasks with a different focus in production. Since students showed not to have any approach to writing skills, tasks, and more specifically creative tasks, were notions that focused on meaning through the use of language, but with further aims than merely linguistic ones. Thus, in this research, the concept of a task was included as a way of organizing the sessions to facilitate the writing procedures in terms of pre, while, and post writing activities.

As a final remark, it is of great importance to clarify that in this research, the main approach used was the *Genre-based approach*. However, the characteristics that tasks and more

specifically, *task-based instruction* possess, provided the teacher-researcher with more adequate elements in terms the organization of the session, classroom management, and adaptation to a writing pattern. According to Ellis (2009), the writing procedure incurs three main phases: the pre, during, and post task.

The *pre-task* consists on helping students to get familiar with information and get familiar with vocabulary about a specific topic. It also has to do with the presentation of previous information within a particular genre. In this research, information was mostly elicited from learners and then an alternative point of view was shown. The *while or during task* gives the writers a chance to practice both the information and the features previously explored, by creating a similar piece of writing from the one presented in the pre-task phase. In the present research study, students had most of the class to practice more than once in order to effectively express their ideas. Finally, the *post- task* implies reflecting on the task either in relation to linguistic aspects or content features. This phase also includes a collective reflection upon writing made through socialization with peers, followed by a short correction moment.

My personal diary in English

In a theoretical context, a diary is an academic instrument that is used to record introspective reflection in first person about someone's learning or teaching (Bailey, 1990). This conception of diary can be expanded as it has been done in words of (Bolger, Davis & Rafaeli, 2003) cited by Barttlet & Milligan (2015) who claim that the main objective of a diary is to capture life as it is lived. However, these conceptions of diary are too wide and have a focus on the diary as a pedagogical tool.

Since in the present research the use of diaries is framed within a genre definition, as it was previously claimed, it focuses its attention on the grammatical patterns that it can offer without undervaluing its communicative goal. It relies on other features that can also be included, some of them are that the objective of the diary is to record or develop ideas instead of correcting or crafting; the language could be personal rather than academic or formal; the writing style has to make sense primary to the diarist, not to the outsider. The previous characteristic proved to be fundamental in the development of a diary with children. Although drafts are inevitable in this research, the variation of language register allows the writer to choose the most comfortable option; thus, the primary communicative intention will remain on the writer. It is a reflexive process created by the writer for him/herself.

Lopera (2013) highlights another view of diaries as “an assessment tool”. The author cites Brenneman and Louro (2008), who argue that “diaries provide teachers with a critical view of how individuals conceptualize and apply an issue in the process of learning” (p.117). In other words, the use of diaries also allows the teacher to keep track of students’ performance, that way progress or weakness can be identified. In the present project, the use of diaries was marked by a constant retrospective activity in which students had the opportunity to reflect upon their previous writings in terms of style but also content, this as a way to exemplify the use of the diary as an assessment tool that can be tracked for both, the teacher or the writer.

In the previous lines, the constructs and theory that support this study were presented and described. The constructs presented were teaching writing through genre-based approach, literacy as a situated practice, task-based instruction, and my personal diary in English. In the following chapter, the methodological design composed of the research paradigm and the type of study, the data collection instruments and procedures will be displayed.

CHAPTER III

Methodological design

Some important aspects related to the research design are going to be developed in the following lines. First, the research paradigm that frames this study and its appropriateness in this proposal. Second, the type of study that guides this project; third, the instruments of data collection used which will be characterized, as well as the data collection procedures. Finally, some ethical issues surrounding this proposal are going to be addressed.

Research paradigm

First of all, the *qualitative* paradigm is used in the present research project for several reasons explained as follows. The definition of qualitative research is wide and variable, therefore, several definitions are explored in order to define it properly. Taylor, Bogdan, & DeVault (2016) point out that it consists on a “research that produces descriptive data-people’s own written or spoken words and observable behavior” besides, the authors differentiate this paradigm from the *quantitative* one by stating that “it is more than a set of data-gathering techniques. It is a way of approaching the empirical world” (p.4). As its general characteristics, the labor in this research is being developed with a specific population by means of observing and gathering information from their own experience.

In addition, this research had no interest in generalizing the results through the use of numbers or statistics; instead, it looks for the explanation of this phenomenon from its empirical view; in other words, Bodgan & Biklen (2007), in a quote addressed by Merriam (2009), state that “qualitative research has as its goal to address a specific problem within a specific setting, such as a classroom, a workplace, a program, or an organization. This kind of research often

involves the participants in the research process, thus blurring the distinction between action and research” (p.4). The last feature of this paradigm is that it is developed inductively and there is not a stablished theory expected to be proved; instead, as Merriam (2009) claims, it is a process that is mostly inductive, that means that the researcher gathers data to build concepts, hypotheses, and then theories afterwards.

In conclusion, qualitative research has specific characteristics that make it differ from other kinds of research and at the same time, provides the researcher with practical tools to better-develop a research in which humans and learning are involved.

Type of study

The type of study used in this project was action research. According to Merriam (2009) action research is “a process in which participants examine their own educational practice, systematically, and carefully, using the techniques of research” (p.10). This is one of the most recognized and used among the types of research framed within qualitative research. Some of its characteristics are: “[it] is a highly flexible research process” (Burns, 1999, p.25). Moreover, action research is problem-focused, as Wallace (1998) states “[it] always arises from some specific problem or issue arising out of our professional practice” (p.15), which is pertinent in this research project due to the setting where it was developed.

Action research also involves a reflective cycle that is explored as follows. Burns (1999) stated that the cycle is not perceived as it, but as a series of experiences that correspond to one another, those experiences are: a) Exploring and identifying, in which the researcher observes the experiences developed in a specific setting in order to identify possible weaknesses and strengths that could guide the research. b) Planning consists on organizing a plan and developing strategies

to collect data to establish the real problem. At this point, it was decided what elements would be effective to start collecting data. c) Intervening, which stands for the implementation of what was prepared in the planning stage in order to start the data collection. d) Collecting data, analyzing, and reflecting is the moment when the procedures for collecting are implemented to receive deeper information about the problematic. This stage is done through observing, field notes, surveys, and interviews are done during the process. The last stage is e) Writing and presenting, where the whole process is summarized to have a general view of the research. It is shared and it is also expected to be nursed with new research. After reflections are made, new questions arise from the findings, producing as a result new research.

In short, the cyclical nature of action research allows the researcher to have an objective and reflective view of the subject being researched, in order to find clear and reliable data to analyze and start a new research process.

Data collection instruments

Diverse data collection instruments were used in order to gather reliable information, from the observation and the intervention carried out in the classes. When referring to reliability, its main purpose is to use original data that can be proved to be real. According to Wallace (1998) “you may make your findings more credible by being very explicit about the nature of your original data” (p.36). Adding reliability to a research study includes to bear in mind the quantity of data, that is why in this study four different instruments were used.

The implementation of diverse sources of information allows an easier and more objective process when analyzing data. The analysis process is addressed by Wallace (1998) as the use of multiple sources in order to find similarities and consistencies, “this procedure of getting more

than one perspective on the topic being researched is sometimes called *triangulation*” (p.36). Triangulation is a concept that is also defined by Freeman (1998) as “... including multiple sources of information or points of view on the phenomenon or question you are investigating” (Freeman, 1998, p.96). In the present study, data will be triangulated by using surveys, semi-structured interviews, field notes and artifacts as follows.

Table 1: Data collection instruments

Research objectives	Data source #1	Data source #2	Data source #3	Data source #4
To describe the role of a genre-based approach to promote situated writing in a group of fourth graders at Hernando Durán Dussán School.	Teacher’s field notes	Interviews to head teacher and students	Surveys	Artifacts
To characterize students’ responses to writing when it is understood as a situated process.	Teacher’s field notes	Interviews to head teacher and students	Surveys	Artifacts

Field Notes. This instrument is of big relevance for the observation procedure and the intervention process. Marshall (2006) defines field notes as “detailed, nonjudgmental, concrete descriptions of what has been observed” (p.102). Field notes are used as an important source to record in depth what students and the researcher have done within the intervention field. In addition, field notes are fulfilled with the events that occur in class. According to Burns (1999) “in the sense of taking regular notice of classroom actions and occurrences which are particularly relevant to the issues or topics being investigated” (p.80). In this research, several observations

were made since the beginning of the process to take objective notes of what potential problems were to be found. Besides, the use of field notes continued in the intervention stage where remarkable events were kept in order to have a reflective view of what was experienced during the development of the project. (See annex 3).

Interview. This instrument is defined by DeMarrais (2004) as “a process in which a researcher and a participant engage in a conversation focused on questions related to a research study” (p.55). In the present research, the type of interview used was the semi-structured. This type of interview differs from the structured interview because it has an open ending and it is flexible. Besides, it allows the researcher to ask questions that were not established since the beginning, it can be done as the interview itself occurs. In this research the interviews were previously prepared throughout some questions regarding generalities about the participants, their opinions and feelings, some other questions emerged as the interviews were developed. At the end of the project, four different interviews were made; two to the teacher (See annex 4 and 5) and two to some participants (see annex 6 and 7).

Survey. It is a useful tool because it has the advantage of being easier and less time-consuming to administer than interviews when they need to be applied to larger amounts of people. This instrument is defined by Glasow (2005) as a “means for gathering information about the characteristics, actions, or opinions of a large group of people” (p.1). Consequently, the surveys used in the present project were written and applied to students. Furthermore, it is also addressed by Burns (1999) as follows: a “survey involves predetermined questions presented in written form and thus they also assume adequate literacy skills on the part of those surveyed” (p.129), that is why students answered to the questions in Spanish. At the end of the project, four

surveys were applied, the first one, as part of the diagnosis (See annex 2), the others as a record of the intervention process (See annex 8, 9, and 10).

Artifacts. Artifacts were of big relevance in this study because of their relevance to analyze learners' written productions. This instrument is defined as "any kind of physical documentation that sheds additional light on your research question and topic" (Phillips and Carr., 2010, p. 78). Additionally, the implementation of artifacts within a genre-based approach has been widely used, since it consists on a reliable tool to gather written information. In relation to this, Norum considers that "Artifacts are a frequently overlooked source of data. They serve to enrich a study and often provide information not available from interview or observational data" (as cited by Given, 2008, p.25). In this project, some written activities done in class, the final product of each student, and their diaries, were collected in order to use them as artifacts that included all the topics and structures studied during the implementation of this research project. (See annex 11).

Data collection procedures

The data collection process lasted from February 2018 to April 2019. Data in this research study were collected after parents and students were given an informed consent which explained the aims of the project and their implications. Parents were also asked for permission to have their kids as participants of the project and use their writings for the research purposes. (see annex 1). A format was given to each parent and student in order to clarify doubts surrounding the research study; besides, this was done primarily because of ethical conservation in which students' participation and creations were dealt with anonymously in order to preserve their information and integrity.

Data were gathered from February 15th, 2018 to May 31st, 2018. Data in this period were composed mainly of observations that took place during the English class once a week. Each observation was followed by a field note that described the events linked to the research project that happened in each session. Afterwards, the first survey was applied on March 13, 2018 in order to have clearer knowledge regarding students and their environment. An interview was applied to the head teacher on the same session, in which he was asked about students' general performance in the English class.

The information of the interview was collected through an audio recording and subsequently, a safe copy was kept on the cloud. Thereafter, three more surveys were applied to students at the end of each intervention cycle. The first one on August 28th, 2018, the second one on February 21st, 2019 and the third one on April 26th, 2019. Interviews were applied to students at the end of cycle 2 and 3, that is to say on March 13th, 2019 and April 26th, 2019 respectively. The second teacher's interview was done shortly after the third cycle was finished on April 30th, 2019. Finally, artifacts taken from students' writings were collected every time a page of the diary was done.

This chapter displayed the pertinent theoretical supports for the use of the research paradigm, the type of research, the process of triangulation, the data collection instruments, and the data collection and analysis procedures that operated in this research study. The ensuing chapter presents the pedagogical intervention, composed of the visions of curriculum, learning and language, followed by the instructional design.

CHAPTER IV

PEDAGOGICAL INTERVENTION

In this chapter, the visions that guided this project in a coherent way will be presented; these are, the vision of language, the vision of learning, the vision of curriculum, and the vision of classroom. Besides, the general structure of the intervention planned for the fourth graders is going to be shown.

Vision of curriculum

The vision of curriculum followed in this project was related to the general objective of the research and situated practice played an important role. Thus, since students were asked to be part of a process in which they created situated writing, according to Gherardi, Nicolini & Odella. (1998), situated curriculum is “embedded in the general habits and traditions of the community” (p.13). That is why, in this research, outcomes were focused on students’ personal experiences. The same authors state that this type of curriculum entails an easier way to get students to learn new information related to their experiences and contexts. In addition, Wilhelm (2003) described the idea of curriculum as a “Curriculum that would involve students in connecting to their communities through their writing” (p.84). In this order of ideas, the perspective given by the authors provided enough support and resources for the development of the research. Having clarified that vision, it is evident that the teacher could take advantage of this type of curriculum to focus on a process in which students got to produce situated writing, in this case a diary, according to their personal daily lives.

Vision of learning

In this research this vision was understood as situated because of its focus on students' context. In words of Abdallah (2015), situated learning “refers to that type of learning which takes place in the same context in which it is applied. It employs the social aspect of human nature to help learners feel relaxed and at ease while learning” (p.3). This statement can be proved to be useful in terms of students' facilities found when writing about their lives. The aim of this research was to find the best way to promote writing, in this regard, it has been evidenced that a situated view of writing possesses certain features that foster interest and ease.

Moreover, Gee (2004) states that learning is better when people are involved in motivating and engaging social activities they find valuable, which evidences the importance of situated content as a tool for better understanding. The previous notions showed how pertinent a situated vision of learning was in a research that aimed to encourage students to learn how to write in a foreign language, and at the same time, how that learning can be related to their real lives.

Vision of language

First of all, it is relevant to highlight that language is a social and cognitive practice, as it was seen in the previous chapters was seen with the statements of Gherardi, Nicolini & Odella (1998), “there is a variety of perspectives today on language that tie comprehension much more closely to experience of and action in the world” Gee, J. P. (p.137). This notion is supported by academics like Lave & Wenger, (1991) whose definition of situated language is related to the idea of communication taking place in human understanding and in a social environment, on the basis of the need of more than one actor performing a communicative action. It can be concluded that the perception of language in this study is situated because it relies on the fact that students

are more likely to express their personal experiences as a way to communicate what happens in their world than to create new content, when writing in a foreign language.

Instructional design

The intervention was planned taking as a basis the analysis of the diagnosis to be implemented in three main cycles. Each cycle aimed to specific objectives that were always focused on the situated writing task of a personal diary, within the genre-based approach. Since instructions were given to develop tasks, most of the classes required a single lesson plan in order to have clear pre, while, and post activities. The first cycle was developed based on four lesson plans (See annex 12), this cycle was developed in around four sessions of one hour and a half. In the second cycle, + three lesson plans were implemented and developed in around six sessions of the same duration as the ones from the first cycle. The third cycle needed four lesson plans that were developed in five classes.

Table 2: Instructional design

Cycle 1	Lesson plans	Objectives	Vocabulary	Grammar
I'm a thinker (being aware of my power) Date: from August to October 2018	<ul style="list-style-type: none"> •Remembering the basics •What am I like? •My environment •What is my family like? 	<ul style="list-style-type: none"> • To discover basic words to introduce myself. •To identify and describe myself with positive and negative characteristics •To express who is around me •To identify and describe some characteristics of my relatives. 	<ul style="list-style-type: none"> • Numbers, alphabet, greetings. •Positive and negative adjectives. •Family members, close places to me. •Family members, positive and negative adjectives. 	<ul style="list-style-type: none"> •Simple present •Verb <i>be</i> in the simple present •Verb to live •Verb <i>be</i> in the simple present
Data Collection: Field notes, students' survey, teacher's interview and artifacts				

Cycle 2	Lesson Plans	Objectives	Vocabulary	Grammar
I'm a being (recognizing my context) Date: From October to November 2018 and February 2019	<ul style="list-style-type: none"> •My routine •My likes and preferences •Delicious learning 	<ul style="list-style-type: none"> •To discover places around me. •To describe my favorite actions on a normal day. •To identify and express my likes and dislikes related to food. •To describe my meals during the day. 	<ul style="list-style-type: none"> • Places of the city •Actions •Food, timing for eating, ingredients. 	<ul style="list-style-type: none"> •Actions in sim. present •Verb to like / dislike •Verb to eat and to like/dislike
Data collection: Field notes, students' survey, students' interview and artifacts				
Cycle 3	Lesson plans	Objectives	Vocabulary	Grammar
I'm a writer (getting out of my diary) Date: From March to April 2019	<ul style="list-style-type: none"> •What are my wants •Thinking about others •Reviewing my learning •Writing final details 	<ul style="list-style-type: none"> •To express wants. •To express an important wish. •To recycle knowledge. •To decorate my experience. 	<ul style="list-style-type: none"> •Objects •Congratulations, feelings, and emotions •Review cycle 1-2 •Presentation 	<ul style="list-style-type: none"> •Verb to want •Verb to wish •Review cycle 1-2 •Simple present
Data collection: Field notes, students' survey, students' interview, teacher's interview and artifacts				

Cycle 1. I am a thinker: being aware of my power

The first cycle consisted on exploring the basis of English in order to start introducing the genre-based approach and the task-based instructions to have students understand and internalize the structure of the class. This cycle included the first samples showed on the T.V., which started to facilitate students' writing procedures. This cycle was composed of eight classes which meant the longest cycle, due to the starting point it required to develop the others. In the first session students were exploring the idea of a diary and how they were going to write about themselves.

In this class they had the opportunity to introduce themselves and provide basic personal information by using chunks. The second class was focused on the exploration of positive and negative characteristics that students might have. In this session, pre-task activities consisted on the introduction of vocabulary in order to have students personalize the information with their own appearance; for doing so, samples created from the teacher's description were used. The third class was focused on students' environment at home, they answered the question "Who lives with you?" by providing all types of descriptions. The fourth class had as a goal the use of adjectives to describe physically and mentally the people that lived with students.

Cycle 2. I'm a being (recognizing my context)

As for the second cycle, students were focused on describing their preferences regarding their surroundings. In the first class, students were asked to write about their daily routine by mentioning places and activities they usually did there; the second class consisted on a review in which students took advantage of feedback given in the first class in order to make corrections and expand ideas. Then, in the third class, they used the previous actions in order to classify them activities they liked or dislike, so that they could explore vocabulary related to actions that came from their real life, to express them into liking and disliking chunks. The last three sessions had as a focus, the differentiation of time during the day and the name of the meals they ate at each time. At the beginning there was an extensive exploration of the different times during the day by selecting morning, afternoon, and evening at the end. There was also taken a great part of those sessions to explore vocabulary related to food and ingredients in order to give them as much information as possible, for them to write their actual meals.

Cycle 3. I'm a writer (getting out of my diary)

Students wrote about their wants in order to express what objects and actions they wanted to possess and do. During the first session, vocabulary related to the topic was explored and students were given multiple samples in order to differentiate these two uses of the verb “want” afterwards. During the first part of the second session, the teacher had the opportunity to elicit some ideas from students related to the previous class in order to establish the difference between verbs “want” and “wish”. In this and the following session, students wrote a greeting card that included wishes for three different people around them. Most of them wrote about their closer relatives; however, there were some others that wrote about their friend or neighbors. There were also students that had not only positive but also negative wishes about specific people in their lives. In that order of ideas, it was possible to identify conflicts inside some families, the situation was reported, and students started to carry on a psychological process in order to control the situation and bring stability to the learner. As for the last sessions, students recycled knowledge in order to refresh previous learning, with the aim of focusing on the correction of possible mistakes and clarifying some confusions. By the end of the cycle, students created the cover of their diary and organized it for them to be collected and gathered in a great compilation.

The pedagogical proposal, its visions, and the development of the intervention were presented and described. The analysis of data collected during these cycles can be evidenced in the next chapter composed of the presentation and the description of the categories of analysis.

CHAPTER V

DATA ANALYSIS AND FINDINGS

The present chapter displays the analysis done with the data collected over the process. At first, the description of the approach used to organize and analyze the information will be made, then the perspective of the research will be exposed, and finally, a description of the procedures developed and the analysis of the information that gave as a result the categories will be presented and analyzed.

In order to organize and analyze the data collected, the *grounded approach* was used. It is defined by Strauss, A & Corbin, J. (1998) as a procedure in which data are the principal character of the analysis, this due to the importance of *emerging datum* that will discharge in the association of ideas and finally the creation of categories. The authors also mention that the grounded approach is usually used in *inductive research*, in which there is not a formed or established structure that cannot be changed over the process; that is why there is not a theory that must be followed without a mistake; on the contrary, in this type of study, the researcher gathers data to analyze them and comes up with hypothesis or theories for that specific case. In the process, emerging data is analyzed since there are not previous established results.

In addition to that, in this research, the data analysis was seen as the process of making sense out of the data, which involved gathering, reducing, and interpreting what people said and what the researcher has saw. In relation to this, Harris (1976), states that “methods in emic research are more likely to involve sustained, wide-ranging observation of a single cultural group” (p.782). Another characteristic analyzing data establishes that, in qualitative research, there is not a specific stage in which the researcher analyzes them. As it is flexible and

malleable, analysis and evaluation of the process can be done at any and varied moment. This means, that the timing for analyzing comes at different moments that the researcher considers necessary to check what has been found.

Having as the objectives of the study, to identify the role of using a genre-based approach to promote situated writing in a group of fourth graders at Hernando Durán Dussán School, as well as to characterize students' responses to writing when it is understood as a situated process, the perspective here embraced was *emic*. The emic perspective has been explored by Pike (1967), in the sense that “emic accounts describe thoughts and actions primarily in terms of the actors' self-understanding;” this means that data were taken from the *insider's point of view*, in this case being the learners the protagonists of the creation of data collected and analyzed afterwards. The author highlights some characteristics of the emic perspective such as, its general use in qualitative research, due to the importance of the participants' experiences as information that can be misunderstood if it is seen from another perspective that excludes the groups in which the research is developed.

Procedures for data analysis

The procedure was composed of three main stages: collection, organization, and analysis of the data. The collection stage was previously mentioned in chapter III. The organization stage was carried out at first with the use of plastic envelopes, binders, technological tools and labels for each of the instruments applied and collected. The field notes were first, hand-written as a draft and then, they were passed into a digital form in order to protect and organize the information, they were organized by dates and number of field note; a security copy was also kept in the cloud. Likewise, the recording of the interviews, the audios, and the transcriptions were also kept in the cloud. The surveys were kept on three different binders with labels indicating the number

of survey and the date they were collected. As for the artifacts, they were gathered into one plastic envelop and then labeled with the date and the general topic according to the lesson plan they belonged to.

The third stage was the analysis of the data, which is defined by Freeman as (1998) “the process of drawing responses out of the data or finding them in the data” (p.90). It consisted on revising data repeatedly in order to evidence responses and consequently draw conclusions. This process was carried out thanks to a tool applied in most of the instruments, which Strauss and Corbin (1998) call “*Microanalysis*.” This consists on “a line-by-line analysis at the beginning of a study to generate initial categories and suggest relationships among categories” (Strauss and Corbin, 1998, p.57). This tool was used in the transcription of the interview, the artifacts, the surveys, and the lesson plans. The data in each instrument were read twice; the first time, to get familiar with the information and the second one, to highlight relevant topics and make remarks. Thanks to the cautious inspection of each instrument, the information was organized into big groups with general topics in common; the classification was made by using highlighters of different colors. Each color indicated one general topic or, as Strauss and Corbin (1998) call them, “*concept*” that consists on the process of grouping information into big subjects.

After the process of finding concepts from more than one source, the coding data process took place. This procedure consisted on the conceptualization, reduction, elaboration, and relation among the data collected (Strauss and Corbin, 1998). The finding of the relationships was the most rigorous one, it took place several times and it was necessary to go back and revise the different instruments in order to have an objective view of what the data were showing. The relations found were the strongest basis to name the categories and subcategories, the act of naming the categories is called “*Grouping*” (Freeman, 1998, p.100). Until this point, three of the

four main activities proposed by Freeman (1998) for data analysis were completed, the next activity consisted on displaying the data, as it follows.

Categories of analysis

Since this study sought to identify the role of the genre-based approach, as well as to characterize students' responses to writing when it is understood as a situated process, the hierarchical scheme presented in (Table 2) is a visual representation of the relationships found among students' responses, towards the development of situated writing through a diary. Thus, the categories framed within the research question and guided by the objectives.

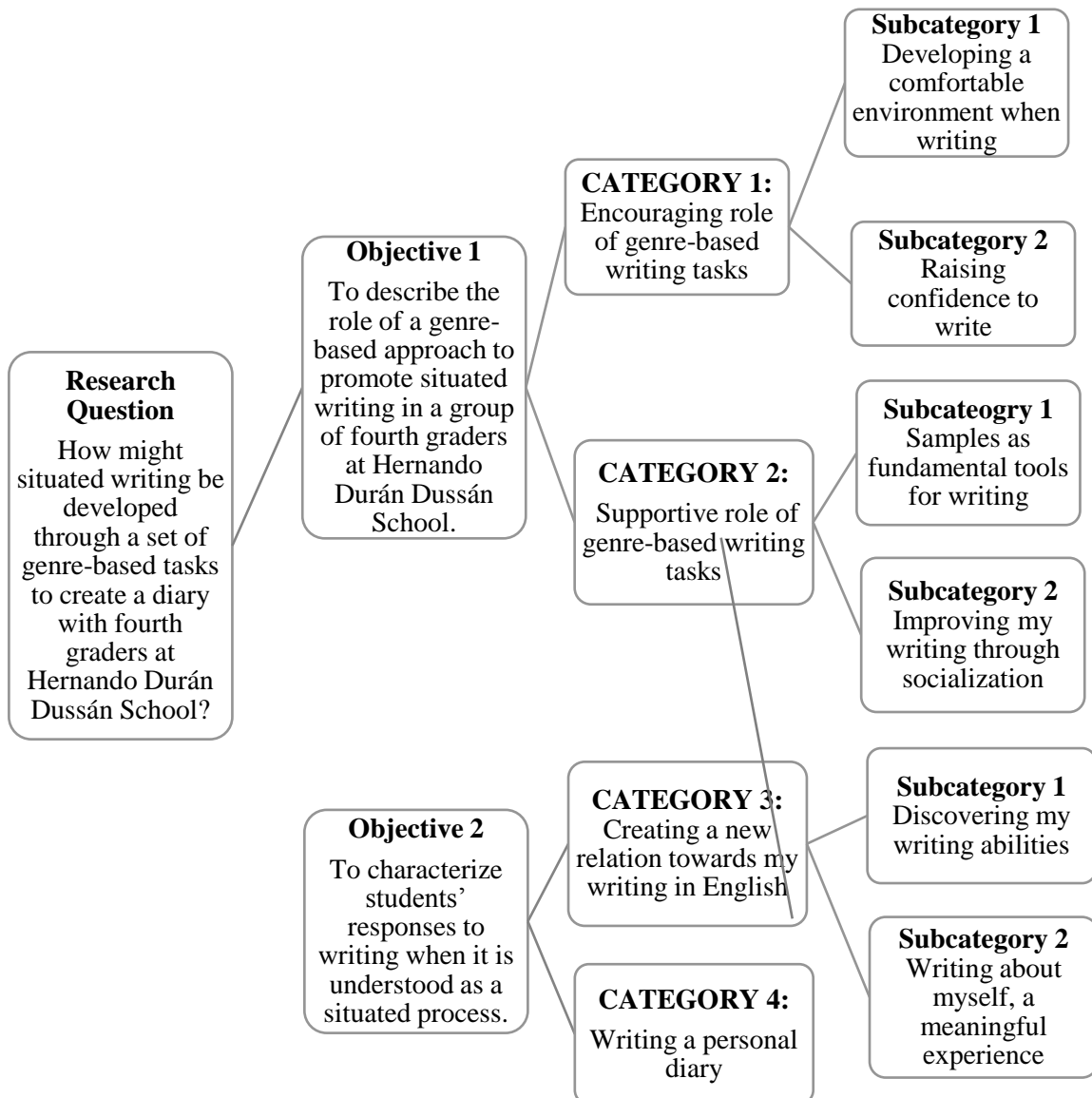
The first and second categories: *Encouraging role of genre-based writing tasks* and *Supportive role of genre-based writing tasks*, emerged from the research question and the statement of the first objective. These categories showed the two main roles found out of the data which evidenced an increase in students' motivation to write and the relevant features of the approach that helped students in their development of their writing skills.

The first role in the first category was identified thanks to the analysis of the data that made evident students' feelings towards writing in the foreign language, both at the beginning and at the end of the research. The comparison made gave as a result the first subcategory: *Developing a comfortable environment when writing*. The second subcategory, manifested students' tranquility and other feelings related to confidence. From this second remark, the subcategory *Raising confidence to write* emerged.

As for the second category, two main features from the genre-based approach showed to be an important support for students as writers. The use of explicit samples, *Samples as fundamental tools for writing*, together with the socialization of their work with peers, *improving*

my writing through socialization, evidenced a great advantage regarding students' improvement on writing tasks.

Table 3: Categories of analysis



Regarding the third category named *Creating a new rapport towards my writing in English*, the discovery of their capabilities when writing in the foreign language and doing it by using their own information had a great impact on their perception of writing in English. The last sub-category consisted on the analysis of students' responses towards their writing on their own diary, this category was called *Writing about myself, a meaningful experience*. *Writing a*

personal diary is the last category. It was found that the creation of a big piece of writing produced in students not only responses but also made them reflect upon their abilities, their likes and the importance of writing in English. The category was born from students' perception of the experience of writing a diary in English, teacher's remarks and the diaries themselves.

Category 1: Encouraging role of genre-based writing tasks

This category refers to the encouraging role that the written activities gave students when they had a progressive increase of confidence through the development of writing. The analysis of the data revealed that students' opinions and thoughts towards writing gradually changed due to the development of their own writing process. This first role was divided into two main elements: the changing perception students had about their environment when writing in English and their progressive confidence when facing it.

Developing a comfortable environment when writing. This sub-category refers to students' perception of the atmosphere in the English class that was created during the process of the implementation of the writing project. At the beginning of the sessions, when writing was approached for the first time, data showed students' insecurity and discomfort due to the lack of basic knowledge and of activities with clear samples for them to produce written texts. The following excerpts were analyzed chronologically in order to find the source of the difficulty and the reason for the improvement. The first time this problem was noticed, was on the diagnosis survey where several students expressed their feelings towards writing in English.

S26: [¿Te gusta el idioma inglés? ¿sí o no? ¿por qué?] No. Porque no entiendo y no puedo escribir.

[Diagnosis survey. Int. 13. March. 2018]

Students' perception of English in the first classes evidenced their feelings of anxiety towards English in general; more specifically writing was shown as a challenge. This perception was later confirmed during the first sessions of intervention. The teachers' reflections displayed on the field notes upon the first classes showed a similar view of the problem.

5. There was a big difficulty found when having students to write the first exercise, although they were interested on sharing their own information, they did not seem comfortable with the writing exercise itself. Some students expressed fear of misspelling or damaging the sheet of paper with the wrong use of a chunk when using pen. The teacher had to make a general clarification to all the class in order to encourage them to write without worries, focusing on doing the best and then in the following classes, correcting.

[Excerpt of field note N° 11, Int. 16. August. 2018 Lines 6-10]

The following excerpt shows a small insight on students' perception and feelings towards writing. Although a signal of fear was found, that feeling was expressed to be continuously changing; besides, it became more evident over classes through students' comments and behavior. The following perceptions show that there is still an uncomfortable view of English but something about the class had started to change:

S15: No me gusta que no se escribir en ingles porque no se las palabras ni las oraciones, me hace sentir incómoda.

S7: Me gusta la clase de ingles porque es chévere, pero me siento raro cuando escribo cosas en inglés.

[First survey. Int. 28. August. 2018]

Until this point, students' perception of writing in English was marked as negative. However, with the development of the project data evidenced different students' perception. Therefore, by the end of the second cycle in which students answered to the question: How have you felt writing in English? The following answers were found:

S1: Muy bien porque la profesora nos ayuda y nos corrige bien con los ejemplos.

S5: Bien es muy facil escribir en ingles es muy divertido al escribir.

S7: Me he sentido maravilloso porque hay muy pocos niños que quisieran [aprender] inglés.

[Second survey. Int. 21. February. 2019]

The previous data examples revealed the changing perception of the environment that students created throughout the sessions. Some of those changes were produced by the instruction they received and the way they were given examples and feedback in order to make corrections. After a month of the implementation, it was evidenced that through diverse sources, general comments or behaviors started to change in class. The following excerpt supports the previous idea by showing students' perception manifested at the end of one of the classes.

There were several moments in the session in which students approach to express their understanding of the activity and by the end of the class when they were asked about their opinion towards the class, they articulated positive responses such as “me sentí bien profe, tranquilo cuando escribí”.

[Excerpt of field note N° 14, Int. 13. September. 2018. Lines 13-15]

In addition, the changing perception of the environment in which students wrote was evidenced through their opinions and the teacher's reflections upon the development of the classes. By the end of the third cycle, students had a completely different experience with English within the classroom. This can be seen in students' opinions when asked about their feelings in class and in the head teacher's perception of students' attitudes in class:

I: Listo. ¿Cómo te sentiste en general en la clase de inglés?

S1: Me siento super chévere, muy a gusto porque he aprendido más palabras.

I: Bueno. ¿Cómo te sentiste en general en las clases de inglés con la profe?

S2: Muy bien porque nos explicaba muy bien y nos hacía muchas actividades que me gustaban.

[Second interview. Int. 13. April. 2019. Lines **S1.** 16-17. **S2.** 13-14]

T: Yo creo que, continuar con ese ánimo, de tú sabes que trabajar con estudiantes y sobre todo con estas edades no son fáciles, y sobre todo que tú tienes que vender su clase con ellos y ellos te responden, o sea ellos están muy contentos con el trabajo que estás haciendo con ellos, pero igual pienso que hay que exigirles más porque sabemos que pueden dar más.

[Teacher's second interview. Int. 30. April. 2019. Lines 90-93]

All in all, data evidenced how students' perception and feelings changed with the implementation of the project. The most common reasons to explain this change of perspective were found in students and teachers' responses related to the facility and their liking of the activities developed in class. Highlighting that, Hafrizon (2009) states that genre-based is concerned with providing students with explicit knowledge about language, all activities performed in class were planned under the basics of the genre-based approach by using explicit samples. Besides, the references made to the factors that intervened during the class provoking an improvement in the class environment, make it possible to claim that the change of perspective towards the class in general was produced by the genre-based approach. In the following sub-category, the encouraging role seen in their personal confidence when writing is explored.

Raising confidence to write. As it was demonstrated in the previous sub-category, both students' environment and confidence started to change with the application of the project. Students were boosted by several features related to the genre-based approach; consequently, an increase of their confidence when writing was observed. This change was evidenced in students' explicit opinions and thoughts gathered in surveys and interviews, their writings, and the head teacher's reflections regarding their progress.

S7: [Me siento] alegre porque aprendí a escribir y me siento segura.

S17: [Me siento] chévere y feliz y mejor cuando escribo.

S9: [Me siento] Bien, muy bien estoy muy feliz.

[Third survey. Int. 1. March. 2019]

As it is evident, students' not only expressed their feelings towards writing in English, but also their confidence was noticed throughout the classes. Students' writings started to be expanded after the third session of application. When asking students about that increase of interest in writing more, they answered:

7S: Yo escribía más o menos. Casi no escribía tan bien y como la profesora me explicaba y ya entendí un poco más y eso me hace sentir mejor en el inglés.

[First interview. Int. 1. March. 2019. Lines 7-8]

Data evidenced an increase on students' confidence, to the point of leading them to express more ideas than the ones they were asked for. Not only students, but also their head teacher, noticed that by the end of the third cycle, students had a different approach to writing in English, since they considered that they had already had a first encounter that encouraged and gave them new insights when facing writing in the foreign language.

T: Yo creo que están afianzando la forma correcta de escribir las palabras que aprenden. Obvio, como ellos tienen dificultad en el momento del listening por la pronunciación yo creo que a medida que hagamos ejercicios de dictado se va a comprobar si realmente aprendieron la escritura correcta de las palabras. Pero que lo hayan hecho ya en su proceso en el diario, quiere decir que ya hubo un primer acercamiento hacia la escritura individual y obvio eso va a generar un cambio en el pensamiento porque van a decir ya sé, ya la conozco, ya la identifico, ya la puedo usar, es fácil exacto. Entonces eso creo que es un buen punto para el proceso de escritura ya iniciamos y ese ejercicio es espectacular

[Teacher's second interview. Int. 30. April. 2019. Lines 20-26]

In conclusion, data evidenced a raising confidence in students' performance and opinions that were explained through some of the characteristics of the genre-based approach, such as the use of samples and the opportunity to write focusing on meaning, as Corbett (2008) refers to the importance of focusing on providing explicit samples that can give enough information about how to write, to let the learner focus his/her attention on what to write.

Category 2: Supportive role of genre-based writing tasks

The second category refers to the guiding role that the genre-based approach offered students during the development of the project. The supportive nature that data exhibited has been mentioned as *scaffolding* (Vygotsky, 1978), in two main instances, when students use the samples given to guide themselves in writing and when they receive feedback from their peers through social interaction to afterwards, correct possible mistakes. Hence, the analysis of data showed two sources of support: the explicit use of samples and the socialization of students' work with peers.

Samples as fundamental tools for writing. The samples given at the beginning of each class as part of the explanation, turned out to be a significant source of support for students when they needed a model or guide to produce their own ideas. These samples were of big relevance, since many students referred to them as an essential tool for them to better understand the general idea of the activity, identify the type of writing, organize their ideas according to what had been asked and finally, produce correct pieces of writing. The use of the previous samples as guides is an idea explored by Corbett (2008), as the process of showing the learner how writing happens; he proposes that this can be done by writing in front of children; therefore, the samples were given each time students were asked to write. Consequently, in this research it was decided to model students with adapted pieces of writing that they would subsequently personalize with situated vocabulary. During the development, it was evidenced that samples aided students to engage in the production of writing confidently and successfully. The following excerpt is a clear example of what samples have meant to students:

S24: Es facilísimo porque la profesora nos ayuda y nos da ejemplos.

S3: Fácil porque la profe antes de copiar nos habla del tema que va a escribir y nos da ejemplos.

S5: Fácil el inglés es fácil la profesora nos da ejemplos y uno con los ejemplos es más fácil escribir.

S9: Ha sido fácil porque me da ejemplos y si no entendimos nos vuelve a mostrar.

S19: Inicia con unas imágenes en el televisor en el tablero la profesora muestra lo que voy a escribir.

[Second survey. Int. 21. February. 2019]

Additionally, the opinions about the samples found in surveys when students were asked about them directly, evidenced how nice and easy writing became when they worked by using this tool.

I: ¿qué tiene de especial esa explicación?

S2: Porque la profesora nos muestra en el tablero o en el televisor unos ejemplos de ella para que nosotros hagamos nuestros ejemplos y nos salga bien la oración.

S1: La profesora nos pone de ejemplos y eso es super chévere para aprender más rápido.

I: A bueno. Entonces en ese caso tú me estás diciendo que han tenido ejemplos para hacer las actividades. ¿Cómo han sido estos ejemplos o también te quisiera preguntar si te han servido?

S1: Sí me han servido mucho para hacer las actividades bien. A veces nos ponen en el tablero o en el televisor.

[First interview. Int. 1. March. 2019. Lines **S2:** 14-16 **S1:**6-9]

As it has been shown, the previous opinions express how writing became easier when using samples previously given and explained by the teacher. This is not only said by the students, but it is also a common remark in some field notes as follows:

Most students finished the activity very quickly, that is why they were asked to create more sentences than the ones asked for. It might be a signal that students can be asked for more challenging or longer activities in which they can spend more time elaborating and thinking about their ideas since they are first given a sample to follow and complete by personalizing information.

[Excerpt of field note N° 14, Int. 13. September. 2018. Lines 5-8]

In this class there was the first-time students asked for an explicit example right after the explanation. It seems they are interiorizing the steps of the class and find fundamental the use of the samples to create their own writings.

[Excerpt of field note N° 19, Int. 25. October. 2018. Lines 1-2]

In addition, the supportive role goes further. Data demonstrated that there were insights not only about the ease samples provided, but also the powerful aid that they represented when using them to write own information when the sample was personalized:


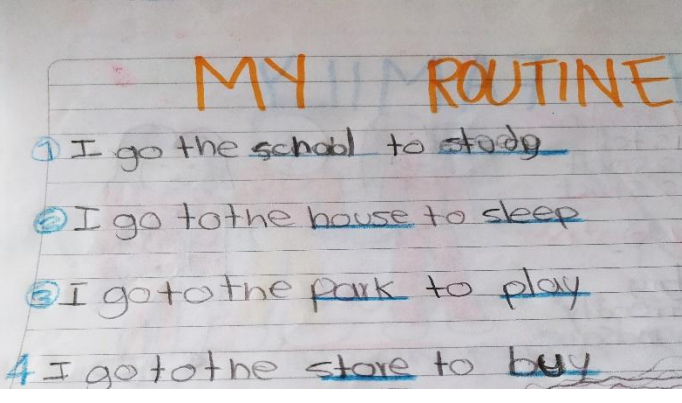
S3: A veces me han servido [los ejemplos] para escribir el tema.

S10: Sí me han servido [los ejemplos] para escribir mi ejemplo parecido.

S22: Sí me sirven [los ejemplos] para que podamos entender y aprender a escribir lo de uno mismo.

[Second survey. Int. 21. February. 2019]

The previous remark is also evident in students' writings since they not only got to write their sentences, but also expanded their ideas by complementing them with more personal information. This can be seen in the following artifact, where the sample given shows the information they were expected to write, and one student artifact shows the use of the sample

	
<p>Figure #1 Sample from Cycle 2 (October 25th, 2018. 402)</p>	<p>Figure #2 Student's writing from Cycle 2 (October 25th, 2018. 402)</p>

and the expansion of information.

As for the head teacher's opinion about samples given in class, this excerpt from the last interview shows his perception of samples as a pedagogical tool:

I: Bueno, la siguiente pregunta es: ¿qué piensas de los ejemplos que se les daban a los estudiantes para realizar las actividades en cada clase. No sé si recuerdes que yo hacía ejemplos conmigo misma y los usaba en el tablero o a veces en el televisor.

T: Sí, siempre debe haber un referente, y obvio uno usa el referente más cercano: uno. Obvio uno puede tener otro tipo de ejemplos, pero en la práctica pienso que dieron un buen resultado. No quiere decir que sean los únicos, pueden haber otros pero dependen del grupo. Hay grupos que responden mejor con este tipo de ejemplos como hay otros que de pronto necesitan de más información, o sea no con uno sino con dos o tres ejemplos. En la experiencia me ha tocado repetir tres, cuatro veces, o sea cambiando sujeto, cambiando complemento en las oraciones. Y en este caso de construir por ejemplo descripciones o características mi referente para ellos es el inmediato, entonces yo creo que son bien escogidos y han sido efectivos.

[Teacher's second interview. Int. 30. April. 2019. Lines 48-57]

As the previous teacher's opinions highlighted it, the supportive role of the genre-based approach is evident in students' opinions and in their own writings. Students are aware of the tool that it is when they are asked to write, and it has proved to be an effective tool.

Improving my writing through socialization. The importance of socialization in the learning process is declared by Vygotsky (1978) as a crucial stage for students' awareness of their creations, the development of text correction, and the skill improvement. The data evidenced through students' responses in surveys and interviews, the importance they gave to the socialization moment by expressing their feelings and advantages of this activity. Some of those opinions were found in the last interview and survey applied in which they were asked about the post-task moment in which they passed to the board to socialize their writings.

S1: [Socializar] es bien porque Podemos corregir o corregirnos.

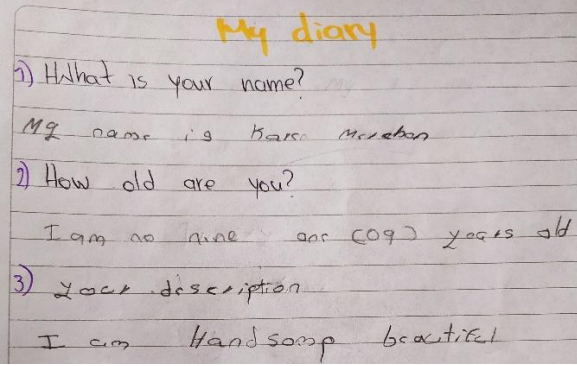
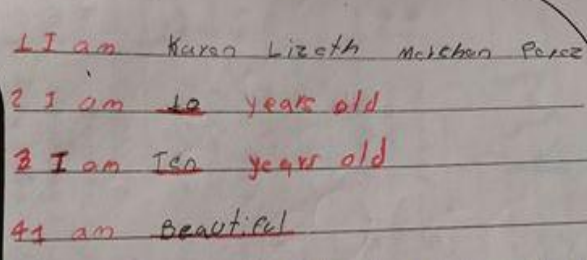
S3: Sí sirve porque nos ayuda a corregir las actividades.

S7: Sí, porque mi compañero me puede ayudar si me queda mal.

S11: Sí sirve porque nos ayuda a mejorar la escritura en inglés y corregirnos.

S13: Sí porque aprende de los compañeros.

Until this instance, students were aware of the importance and utility they could get from their peers' feedback through the socialization of their work. This was also evident in students'

 <p>My diary</p> <p>1) What is your name? My name is Kura Mirehan</p> <p>2) How old are you? I am 10 years old</p> <p>3) Your description I am Handsome beautiful</p>	 <p>1 I am Kura Mirehan Perce</p> <p>2 I am 10 years old</p> <p>3 I am 10 years old</p> <p>4 I am beautiful</p>
<p>Figure #3 Student's writing before socialization (August 30th, 2018. 402)</p>	<p>Figure #4 Student's writing after socialization (August 30th, 2018. 402)</p>

writings before and after the socialization.

In the previous artifacts made in different classes, it is evident that the suggestions made by this student's partners helped her in the correction of some spelling and vocabulary mistakes. During the socialization, students emphasized the difference between using beautiful and handsome, detail that she corrected later.

It is of great importance to remark that the act of socializing creations is addressed by Kostelnik, M. et al (2015), who claim that collaboration when writing in English in the EFL classroom has shown social skills such as, sharing, helping, encouraging, and cooperating that lead students to contribute to one another's writing process. As data evidenced, not only students were aware of the fact that socializing their writings would help them to improve, but also their

writings showed it; besides, the head English teacher expressed his opinion towards this part of the class.

I: Bueno entonces en ese caso, ya que estás hablando de tener en cuenta su opinión y demás, y en específico de la socialización, ¿qué opinas sobre el momento de socialización en las clases donde ellos pasaban al tablero y compartían sus escritos para que los demás lo corrigieran.

T: Mira que el tablero siempre es reconocido como el terror en el aula, inclusive para uno de joven también generó mucho nerviosismo, y hacerles entender a los niños que pasar al frente a hacerles un ejercicio oral o escrito y el hecho de socializar, uno pierde el miedo y dos tener la claridad en su cabeza de la información que tienen que transmitir lo hace confiar más en sí mismo, o sea romper ese miedo, tener seguridad, poder de palabra o sea el recordar; yo creo que es un proceso que para ellos es muy gratificante.

[Teacher's second interview. Int. 30. April. 2019. Lines 40-47]

After gathering the previous excerpts from data, it can be claimed that the genre-based approach characteristics applied in this class had a great impact on students. It was shown how the use of samples became fundamental and exceeded the expectations, since students expanded their ideas; moreover, the use of socialization within the class and among pairs, showed to be widely helpful for students to correct and check mistakes.

Category 3: Creating a new relation towards my writing in English

This category refers to the impression students had about English and more specifically, writing in this foreign language. The results of the data analysis revealed students' thoughts about and willingness in relation to writing.

This category shows two sides that evidenced a change in students' perception of writing in English before and after the implementation of the project. The first cause that influenced the changing perception was *Discovering my writing abilities*. This sub-category displays students' feelings about their writing process in English. Students showed increasing enthusiasm and

motivation over the session; these remarks were gathered from the students and teacher's point of view. The second side showed the enabling and encouraging role that writing about themselves played. This second sub-category was named *Writing about myself, a meaningful experience*, since students expressed through various means the positive feelings that writing about themselves implied; additionally, they expressed their opinions about the great tool that + writing implies from their own reality.

Discovering my writing abilities. This sub-category emerged from students' reflections upon their writing process, as well as from the teacher's remarks when observing their progress. Many students expressed surprise when being asked about their creations in English; this was due to the great advance they evidenced at the end of the project. In the following excerpts, the previous amazement is shown when students were asked if they knew how to write before the development of the project, and what they thought about that skill at the end of it.

S1: No sabía antes. Ahora me siento feliz no sabía que era fácil.

S2: Me siento orgulloso porque ahora escribe bien.

S6: He mejorado porque antes no sabía cómo se escribía eso porque decían "the" y yo no sabía cómo se escribía ahora sí.

S13: Chévere porque uno se libera de todas las presiones.

S15: He mejorado porque voy aprendo a escribir mejor y me doy cuenta de que puedo.

[Third survey. Int. 1. March. 2019]

The preservice teacher also remarked on how students behaved in class, and on how their writing habits were changing throughout the implementation of the project. In the following excerpt taken from one of the last fields notes, it is evidenced how students overcame difficulties regarding form, which allowed them to focus on content and expansion of their ideas.

Students created more sentences than the ones asked to, and they seemed excited about expressing this information. This was the first time they asked a lot more about vocabulary and ideas to expand their opinions. It has now been evident that students are now aware of their writing processes so they know that they can express more. They are now focusing on meaning.

[Excerpt of field note N° 17, Int. 27. September. 2018. Lines 7-9]

Data also evidenced that students had better use of the vocabulary that they had been accumulating, after some sessions of the implementation. This was mentioned by the head teacher in the last interview made at the end of the third cycle.

I: La siguiente pregunta es ¿qué piensas sobre la actual habilidad de los estudiantes al escribir, en comparación a cuando ellos entraron a cuarto grado.

T: La verdad, todos los chicos que llegan a cuarto, entran a interactuar con su primer momento gramatical. Cuando ellos están en los cursos anteriores reciben información de vocabulario, por lo tanto, el proceso escritural es mínimo e interactúan más con el dibujo y con el coloreado. Pero cuando ya se encuentran con su primer writing, al primer momento de interacción con otra persona, el saludar, el hecho ya sabe que lo tienen que ir escribiendo y lo van mecanizando. Yo creo que ya, en el proceso que llevamos, los niños ya identifican mucho vocabulario y eso les facilita su comprensión del mismo.

[Teacher's second interview. Int. 30. April. 2019. Lines 58-65]

By means of the previous data, it can be claimed that students improved their writing skills, and at the same time, students started to be aware of the production they were doing, which led to the recognition of their own abilities, that at the end amazed and encouraged them to write more.

Writing about myself, a meaningful experience. As its name says, situated writing played an important role in students' writing experience. Data showed a positive response from students when writing about themselves and their daily lives. This type of response has been approached by Chapetón and Chala (2013), they outline the importance of addressing the writing experience as a situated practice, due to the advantages that it provides students with, in order to

promote realistic and confident writing. In this study, data evidenced students' feelings in relation to what writing about themselves was like.

S7: Me siento alegre porque aprendí a escribir.

S9: Muy feliz porque ya van a saber más sobre mí.

S1: Me siento muy bien porque hablo de mi familia.

[Third survey. Int. 1. March. 2019]

I: Entonces te quiero preguntar, ¿todo lo que hemos escrito ha sido sobre quién?

S2: Sobre mí. Sobre mi vida, con quién vivo, si tengo hermanos o hermanas.

I: Y ¿qué te ha parecido? ¿Crees que es más fácil escribir sobre tus propias cosas o sobre la historia de los demás?

S2: Sobre mis propias cosas porque yo me sé mis cosas y de los demás casi no porque yo no vivo con ellos.

I: Okay. También te quisiera preguntar si te parece más fácil escribir cosas sobre ti o sobre alguien más.

S3: Sobre mí me queda más fácil.

I: ¿Por qué?

S3: Porque es que yo ya me conozco y puedo decir que soy alto, mono, describirme.

[First interview. Int. 1. March. 2019 Lines. **S1:** 21-26 **S3:** 28-31]


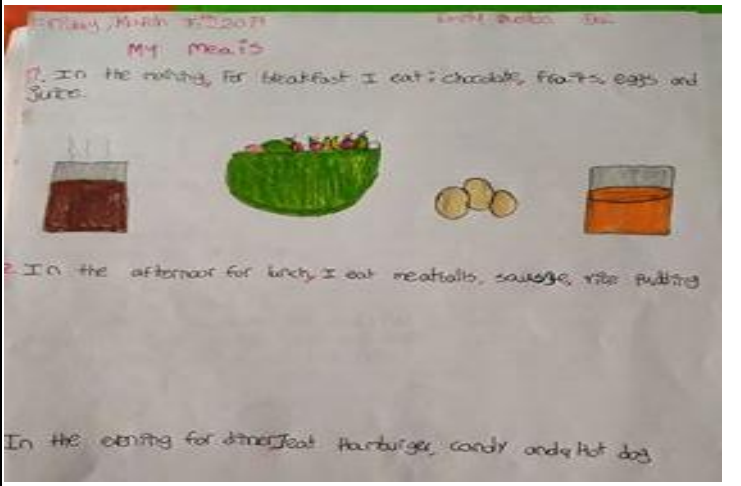

<p>In the morning, for breakfast I eat: eggs, bread, chocolate and fruits.</p> 	 <p>My Meats</p> <p>In the morning, for breakfast I eat: chocolate, fruits, eggs and juice.</p> <p>In the afternoon for lunch I eat: meatballs, sausage, ribs, pudding</p> <p>In the evening for dinner I eat: hamburger, candy and hot dog.</p>
<p>In the evening, for dinner I eat: sandwich, milk and cheese</p> 	

Figure #5 Student's writing from Cycle 1 (March 15th, 2019. 402)

Figure #6 Student's writing from Cycle 1 (March 15th, 2019. 402)

In addition, data evidenced excitement when students were talking about their own lives.

This was seen in students' writings in which, due to their excitement, the expansion of ideas was remarkable in comparison to the samples they were given. In the following excerpt, students were asked to write two things they liked to do and two more they did not like to do; the following is one of the responses.

Data also evidenced the English head teacher's opinions about the topics and the approach implemented with his kids. When he was asked the general topic of the diary that was considered students' daily lives as content to write, he answered:

T: Yo pienso que los niños son muy egocéntricos, y siempre hay que buscar ese elemento que es lo que le llama la atención a él. El hecho de hablar de sí mismo y de hablar de su familia, le llena. Es más, pienso que es importante iniciar con él, porque más adelante ya tiene el de su familia como referente y el de sí mismo. Cómo describo a otra persona si no me conozco a mí mismo, o sea para describir cómo soy yo y más adelante poder decir cómo es el otro. Pienso yo que el ejercicio es válido, es más, yo creo que ese ejercicio se debería hacer en niños de menor edad porque entre más pequeños, mayor capacidad de comprensión tienen y sería importante poder iniciar el proceso antes para que ellos en grado cuarto y grado quinto, como es el nuestro en el caso de 502, que ya despierten mayor habilidad y sensibilidad hacia la expresión en todo sentido.

[Teacher's second interview. Int. 30. April. 2019. Lines 72-79]

Gathering students' opinions, the teacher's perception, and students' written production, it is possible to conclude that students' writings about themselves was a meaningful experience in two main senses. The first one, related to students' happiness of expressing their ideas and talking about their lives, and the second one refers to the ease it provides writers with, because it gives them the possibility to focus on meaning.

Category 4: Writing a personal diary

This category refers to students' thoughts and feelings expressed at the end of the project, regarding the writing of a personal diary. This category depicts different opinions that came from students' perception of the process, the head teacher's appreciations, as well as students' artifacts. The data evidenced great responses from both the head teacher and the students. They remarked the process as a meaningful project that helped students to realize that they had the capabilities to write. Students' opinions about the diary were analyzed from surveys and interviews as follows:

S15: My diary es mi actividad favorita porque escribo todo lo mío y me encanta.

S1: Feliz, no sabía que era fácil

S7: [Me siento] Bien emocionada, es un logro.

[Third survey. Int. 1. March. 2019]

S1: Me siento bien porque he aprendido a escribir cosas más en inglés y antes como no sabía entonces puedo descubrir cosas en inglés más.

S2: Me siento bien emocionado porque ya sé que sé escribir bien en inglés

S3: Me siento orgullosa porque si lo pude lograr porque antes no sabía escribir en inglés y ahora pude lograr hacer un diario.

[Second interview. Int. 13. April. 2019. Lines **S1:** 8-9. **S2:** 7-8 **S3:** 6-8]

It was evidenced that students felt good when realizing they had written all those pages.

They expressed to feel proud and excited when organizing and decorating the cover, the creation of the diary encouraged them to make random comments in the last class which were registered on the field note.

Students showed a positive attitude when organizing their diaries. Some of them regret not having attended to all classes because some of their partners had more pages on their diaries. Besides, students made comments of surprise since they were amazed of the number of pages they had written and how easy it turned out. When they were asked about the greeting card, they decided to add decorations and details in order to include them on their correspondent diaries.

[Excerpt of field note N° 23, Int. 30. March. 2018. Lines 5-8]

Besides the motivating emotions that the creation of the diary produced in students, the head teacher highlighted its utility as a pedagogical tool. He remarked that not only the diary, but also the organization of the project, helped the teacher when planning because it allowed him/her to include formal aspects of the English language, besides, it helped students to understand writing as a process.

T: Mira que me pareció muy interesante el pensar en un trabajo final. O sea que todo lo que se trabajó durante el proyecto era evidenciado en el diario. De tal manera que los chicos hicieran el proceso de aprender el tema y lo aplican. Aprenden la otra parte y lo aplican y obvio al evidenciar todo el proceso en el material o en este caso el diario terminado se ve que se entiende y aprenden.

[Teacher's second interview. Int. 30. April. 2019. Lines 6-9]

As it was evidenced with the aid of the previous excerpts, the creation of a diary firstly, increase students' confidence of their language abilities. Secondly, the diary served as a source of pride because of the extent and its content. In general, the responses towards the diary were positive, and consequently, motivating.

In this chapter the analysis and findings of the present research were presented. Both, the categories and sub-categories were explained and exemplified through examples taken from the result of the triangulation made with different instruments and theory that supported the findings. The following chapter will display the conclusions and implications of the research project, as well as the recommendations for further research on the field.

CHAPTER VI

CONCLUSIONS AND IMPLICATIONS

This chapter presents the conclusions of the project based on the findings described in the previous chapter, the implications that this research represents to the process of teaching writing to kids, the institution in which it was developed, the population it was carried out with, the limitations of the study, and suggestions for further research on the field.

Conclusions

This project aimed at applying a set of genre-based tasks in the creation of a written diary when writing is understood as a situated practice. The research question that guided this project was, how might situated writing be developed through a set of genre-based tasks to create a diary with fourth graders at Hernando Durán Dussán School? Along with it, the research objectives were, to determine how situated writing might be developed through a set of genre-based tasks to create a diary with fourth graders at Hernando Durán Dussán School, as the general objective;. to identify the role of using the genre-based approach to promote situated writing in a group of

fourth graders at Hernando Durán Dussán School and to characterize students' responses to writing when it is understood as a situated process, as the specific objectives.

In response to the research, it was evidenced that the genre-based approach played two principal roles related to the environment and students' writing process; the first one is the encouraging role. The research showed the development of a comfortable environment when students were having their first approach to the foreign language. This evidence was noticed thanks to the switch of perception students had at the end of the process. At the beginning of the implementation, they were uncomfortable and full of fear and insecurities; however, by the end of the project, students demonstrated a completely different view. They did it by expressing their feelings before and after the intervention; besides, the second role was evidenced in their writings, which showed more confidence and an increasing motivation since they wrote more than what they were asked to.

The second role was related to the support that the genre-based approach meant for students. There were two main elements included: the use of samples and the importance of socialization with peers, being these two important features of the approach previously mentioned. The use of samples in the application of the project was essential and successful, since students took those samples as reference for their writings but transforming them into authentic pieces by personalizing the information. Incidentally, students remarked the importance of socializing their writings in order to receive feedback. It was also evidenced that the use of socialization allowed students to identify difficulties and mistakes in terms of cohesion and spelling and gave them the opportunity to correct them immediately.

As for the third role, the perception that students had of English before and after the development of the project was significantly different, that is why this phenomenon was

explored in two different ways. The first one addressed the discovery of students' writing abilities in English, since the project encouraged the first encounter with writing in the foreign language. This finding showed a great response in students' perception of the English language and what is more, their perception of their own writing abilities. After the implementation, it can be claimed that students explored their possibilities and skills putting into practice their capability to write in the foreign language, which turned into a greater awareness in relation to their knowledge and capacity to write in English. The second refers to the importance of content when writing. In his research, the use of writing about students' own lives gave as a result an increase of interest and a facility to convey meaning and get to communicate.

The last role refers to the responses that students and the head teacher had towards the process of writing a personal diary in English. The production of a diary created a new notion of writing in English among students; moreover, their thoughts and feelings when writing turned out to be positive and encouraging. The creation of a personal diary in English helped students find their capabilities of writing in the foreign language, at the same time as they got to express ideas about themselves.

Implications

There are many implications that arose from the research, these are related to teaching English in EFL classrooms, the institution in which the project was developed, the participants that were part of the research study, and the preservice teacher who had the researcher's role as well. Firstly, it is important to discuss the implications of this study when referring to EFL classrooms in Colombia. Fourth graders at Hernando Durán Dussán School are just a sample of how English has been addressed in primary school, leaving children with big gaps in their proficiency. The use of different approaches and strategies has offered a new perspective of

English. This research has been the first one framed within the genre-based approach that understands writing as a situated practice in this school; besides, few projects have been carried out in the field using the same characteristics in terms of EFL teaching in Colombia. That way, language proficiency is seen as a great advantage to advance in terms of written production.

Secondly, the institution in which the project was undertaken had an important role in the development of the activities. Having developed a writing project in which technological tools were necessary for students to perceive the examples in less time, was essential. This need was supplied by the school throughout the process by having at their disposition great tools and internet connection in the English classroom by the end of the research. The frequent use of technological tools and the good response students had towards them, created the need of including them more frequently when planning. Besides, it was necessary to have some assured time per week in order to keep the project as a continuous process without interruptions.

In third place, as for the participants that were involved in this research, it was necessary to have a motivation that would lead into commitment and autonomy; thus, the activities could be longer or more elaborated and they could be carried out in less time. Another important implication has to do with the previous written knowledge that students might have in terms of vocabulary. Having a solid vocabulary background will provide the teacher with an extra tool to take into account students' ideas and help them to organize content.

Finally, regarding preservice teachers, it can be seen the importance of planning according to students' likes and needs. For doing so, it is of great relevance to know the target population, which implies investigation in the field, in order to address topics that would help learners in the improvement of their skills. Moreover, it is important to remark that planning is time-consuming and that it implies designing materials and samples for better results.

Limitations of the study

Having evidenced the great responses that, the research had for the participants, it is crucial to talk about some limitations found throughout the application of the project. Three main limitations were evinced, and they led to certain difficulties, these are: the reduction of hours planned for the development of the project, lack of students' vocabulary, and the repetitive and significant absences of students to class.

The reduction of hours was the consequence of multiple extra-curricular activities proposed by the school during the same English class schedule. Since students originally had only two hours of class a week, missing a class meant the setback of a complete week in terms of lesson planning. As soon as the classes took place again, the guiding thread had been lost giving as a result, great difficulty having students remember the topic and develop the recent tasks.

As for internal limitations, students' language proficiency was an obstacle when developing the first classes, due to the lack of vocabulary they evidenced. It was necessary to overcome the limitation by adding extra activities during the class that helped students to recall vocabulary they had already explored at home. It would be necessary to have students look up vocabulary before the class in order to take advantage of the class time. Additionally, their lack of knowledge related to basic structures and notions of the language limited timing in longer activities.

The last limitation is related to the first one, inasmuch as the time devoted to the English class was of vital importance for the consistency of the project. Students' frequent and general absences to the English class were a big limitation when recalling previous ideas and keeping a process on the thematic.

Further research

The most important remark refers to the use of situated activities, which must be kept as a crucial tool that traverses all spectrums of English language teaching. This blend of the use of the genre-based approach can provide great ambiance for the development of writing skills. Since this approach and strategies have not been widely explored in primary school, it is important to explore them in a deeper way by developing more studies related to the field.

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ANNEXES

Annex 1: Consent applied on February 2018


UNIVERSIDAD PEDAGÓGICA NACIONAL

Cordial saludo.

Señor(a) acudiente. Mi nombre es Adriana Morera y soy estudiante de la Universidad Pedagógica Nacional. Este semestre estaré acompañando las clases de inglés del curso 402 en el que su hijo(a) se encuentra. Allí realizaré observaciones en el aula para comenzar mi proyecto de grado. Esto implica que estaré dos horas a la semana presenciando la clase de inglés que reciben los estudiantes.

Es requerido su consentimiento para poder tomar evidencia de algunos de los trabajos que su hijo(a) realice para poder desarrollar este proyecto y poder realizar encuestas o entrevistas que sean necesarias. Cabe resaltar que ni el nombre, ni los datos personales, ni la imagen de su hijo(a) serán usados en ello.

Si decide aceptar este consentimiento:

Yo Jennifer Rodríguez Vega padre del(a)
estudiante Nicolle Ojarte Rodríguez acepto el
consentimiento para que los trabajos de mi hijo(a) sean usados de ser requeridos.

Jennifer Rodríguez Vega
Firma y C.C. 7023875715 Bta

Hola, estudiante

Me llamo Adriana Morera y en estos días me verás en tu salón. Quisiera que me colaboraras con tu permiso para poder acompañarte a ti y a los demás niños en las clases de inglés.

¿Aceptas?

Sí No

Tu nombre Nicolle Ojarte Rodríguez

Annex 2: Students' diagnosis survey applied on March 13th, 2018.



UNIVERSIDAD PEDAGÓGICA NACIONAL

Universidad Pedagógica Nacional

COLEGIO HERNANDO DURÁN BUSSAN I.E.D.



Encuesta n°1

Querido estudiante, quisiera conocer más cosas sobre ti. ¿Me ayudarías respondiendo estas preguntas?

Cuéntame de ti...

Tú y tu familia

- 1) ¿Vives cerca a tu colegio? (sí) o (no)
- 2) ¿Qué medio de transporte utilizas para ir al colegio? Carro ___ Moto ___ Caminando X
Bus ___ otro _____
- 3) ¿Cuántos años tienes? 9
- 4) Encierra en un círculo las personas que viven contigo:

•Mamá •Papá •Tíos •Hermanos •Abuelos •Otros ¿quiénes? _____

5) ¿Te gusta ir a tu colegio? (sí) o (no) ¿Por qué? porque aprendo cosas nuevas

6) ¿Quién te ayuda a hacer las tareas del colegio?
Mamá o hermana

7) ¿Qué te gusta hacer cuando estás en tu casa?
Jugar con mi sobrina o escuchar música

8) ¿Te gusta ver televisión? (sí) (no) ¿por qué? no me gusta
¿Cuál es tu programa de tv favorito? Ninguno

Tú y el colegio

9) ¿Cuál es tu materia favorita? Inglés

10) ¿Te gusta el idioma de inglés? (sí) o (no) ¿por qué? es mi idioma favorito

11) ¿Qué es lo que más te gusta de la clase de inglés? todo me gusta

12) ¿Qué te gustaría hacer en las clases de inglés? aprender más cosas o palabras en inglés

13) ¿Qué materiales te gusta usar en la clase de inglés? cuaderno o ojos de evaluación o el televisor

14) ¿Qué es lo que más te gusta hacer en clase de inglés?
•Hablar •Escuchar •Escribir •Leer

15) ¿Para qué crees que debemos estudiar inglés?
para la vida y para ir a estados unidos

Annex 3: Field note

Date: February 15th 2018	Classroom: 402	Hour of starting: 12:30 pm
Teacher: Alberto Linares	Observer: Adriana Morera Number of students: 32	Hour of ending: 02:08 pm
General Observations		Comments
<p>1) The teacher starts the class organizing the classroom in 6 lines.</p> <p>2) The teacher writes on the board the purposes of the class and organizes the kids that enter to the classroom.</p> <p>3) He indicates to the kids that are chewing gum to throw it in the trash.</p> <p>4) The teacher reviews vocabulary about parts of the body and numbers.</p> <p>5) The teacher has a student in the front of the class because he wasn't following the instructions.</p> <p>6) Instructions are given in English and then translated into Spanish.</p> <p>7) The students must follow the physical instruction while they repeat the part of the body which they're making reference to.</p> <p>8) At least 20 parts of the body are mentioned and indicated.</p> <p>9) The classroom has around 36 students.</p> <p>10) The teacher starts explaining each word of the purpose previously written on the board and he uses metalanguage to it.</p> <p>11) The teacher writes on the board "good afternoon" and then "gud afternun" to indicate the pronunciation.</p> <p>12) The teacher exposes the different types of greetings.</p> <p>13) The teacher asks if the students understand.</p>	<p>2) There are 2 students that are constantly standing up and changing their seats.</p> <p>6) The use of metalanguage is very often, and the kids seem not to understand.</p> <p>7) The repetition exercise seems to work for most of the students. It is evident because they remember the part of the body when the teacher tells them the word in English.</p> <p>11) Students seem not to understand what the correct written form of the greeting is as they confused the pronunciation and the correct sentence.</p> <p>13) After the teacher asks the students if they have understood, he shows interest in explaining again for the ones that did not understand at first.</p>	
<p>14) The teacher continues with the explanation of the purposes of the class by asking the students about the translation of each word.</p> <p>15) The class is interrupted because of the coordinator that gives some information through the speakers.</p> <p>16) Two students are asked to leave the class because the coordinator needed them.</p> <p>17) There's an extra board in the classroom in which is written "Teacher, May I go to the bathroom please?"</p> <p>18) The teacher presents the personal pronouns in English and has the students to fill the gaps in some sentences that he wrote on the board.</p> <p>19) The teacher indicates that the following activity is about a listening and he plays a video.</p> <p>20) At the middle of the video the teacher pauses it and asks if they have understood so far.</p> <p>21) When the class is over the teacher has the students to make two lines. One for girls and other for boys and then he lets them go out.</p>	<p>18) There is an emphasis on the definition of the pronouns</p> <p>19) Most of the students pay attention to the video at the very beginning. But, rapidly they lose interest and start talking, playing or just not paying attention to it.</p> <p>20) The video shows the general aspects of a group of friends that live in the united states.</p> <p>22) The classroom is very well equipped. It has a plasma T.V, a DVD, HDMI cables and a surrounding equipment of audio.</p>	

Annex 4: Fragment of head teacher's first interview

Date: February 15th 2018	INTERVIEW 1
Interviewed: Alberto Linares Interviewer: Adriana Morera Hour of starting: 02:15pm Hour of ending: 02:55pm	T: Teacher I: Interviewer
General Observations	Comments
<ol style="list-style-type: none"> 1. I: Buenas tardes profe. 1. T: Buenas tardes. 2. I: Mi nombre es Adriana Morera ¿cómo es tu nombre? 3. T: Alberto Linares 4. I: Bueno, vamos a comenzar por unas pequeñas preguntas 5. personales y luego vamos a dirigirnos hacia el curso 6. en sí. Entonces primero. ¿Cuál es tu título de docente? 7. T: Yo soy licenciado de humanidades con énfasis en lengua 8. castellana. 9. 4. I: Y ¿de qué universidad? 10. T: Javeriana. 11. 5. I: Listo profe, ¿cuántos años llevas enseñando? 12. T: 25 años voy a cumplir. 13. 6. I: Y junto con el estado ¿cuántos años? 14. T: En el estado voy a cumplir tres años. 15. 7. I: ¿Solamente has trabajado en este colegio? ¿En el Hernando 16. Durán Dussán con el estado? 17. T: Sí, hace tres años con el estado. 18. 8. I: ¿En las áreas de inglés o alguna otra área? 19. T: No, Solo en inglés. 20. 9. I: Entonces profe, ¿qué edad tienen los estudiantes en promedio 21. de cuarto? 22. T: Están entre 8 y 10 años. 23. 10. I: ¿Cómo describe usted a los estudiantes del curso 402 a nivel 24. disciplinar? 25. T: Inquietos, o sea si estoy hablando de un promedio. Primero es un 26. grupo de niños muy inteligentes, porque 27. yo les digo que hasta para molestar se necesita ser inteligentes. 28. Pero, hablan mucho. O sea, yo creo que en 29. general, los cuartos y en este caso 402 evidencia que son 30. demasiado, no tienen autocontrol. Entonces vienen 31. dispersos y pues en el momento cuando llegan, los tomamos y 32. tenemos que empezar a controlarlos y que 33. ellos entiendan que en el inglés necesitan hacer silencio y saber 34. escuchar. 35. I: ¿En este salón hay niños con necesidades especiales? 36. T: Hay uno. 37. I: ¿Está diagnosticado? 38. T: Diagnosticado con cognitivo leve. 	<p>4. The teacher is an Spanish teacher as his degree establishes it. His English studies were not mainly focused on teaching a foreign language</p> <p>17. As he is a teacher of Spanish, this can demonstrate the use of explanations using metalanguage in Spanish, because he knows his native language in a metacognitive way.</p>

Date: April 30th, 2019 INTERVIEW 2

Interviewed: 502 Student Hour of starting: 3:40 pm
Interviewer: Adriana Morera

General Observations T: Teacher I: Interviewer

1. **I:** Bueno buenas tardes, estamos con el profesor titular del curso 502 en la materia de inglés.
2. Junto con el profesor desarrollamos el proyecto del diario el cual es un proyecto de escritura
3. que manejamos con los niños durante dos semestres. Vamos a proceder a hacer una entrevista
4. semi estructurada en la cual el profesor nos va a contar sobre su opinión general sobre
5. la clase, entonces la primera pregunta es: ¿qué comentarios tienes
6. sobre el proyecto desarrollado?
7. **T:** Mira que me pareció muy interesante el pensar en un trabajo final. O sea que todo lo que
8. se trabajó durante **el proyecto era** evidenciado en el diario. De tal manera que los chicos
9. hicieran el proceso de aprender el tema y lo aplican. Aprenden la otra parte y lo aplican y
10. obvio al evidenciar todo el proceso en el material o en este caso el diario terminado se ve que
11. se entiende y aprenden.
12. **I:** Entonces te estás refiriendo más que todo al proceso y que puede que sea una buena idea
13. trabajar por medio de proyectos.
14. **T:** Sí, el proyecto es muy interesante, desde que no sea complejo. Porque el proceso de
15. aprendizaje con los niños en inglés tiene que ser muy lento porque no todos aprenden
16. igual, por lo tanto, hay que ir lento y cada vez hay que ir
17. dándoles más información, aunque no necesariamente cuando uno les enseña un tema, no les
18. esté enseñando otras, porque les enseña vocabulario, les está dando artículos,
19. preposiciones, para meterlos en las oraciones peor no como el
20. tema sino digamos que el pretexto es un tema y los otros vienen de anexos, y de ahí se
21. aprovecha al máximo el
22. aprendizaje con proyectos.
23. **I:** Bueno, la siguiente pregunta es, qué cambios has evidenciado en los estudiantes del curso a
24. nivel de competencia lingüística específicamente a nivel de escritura.
25. **T:** Yo creo que están afianzando la forma correcta de escribir las palabras que aprenden.
26. Obvio, como ellos tienen dificultad en el momento del listening por la pronunciación yo
27. creo que a medida que hagamos ejercicios de dictado se va a comprobar si realmente
28. aprendieron la escritura correcta de las palabras. Pero que lo hayan hecho ya en su
29. proceso en el diario, quiere decir que ya hubo un primer acercamiento hacia la escritura
30. individual y obvio eso va a generar un cambio en el pensamiento porque van a decir ya
31. sé, ya la conozco, ya la identifico, ya la puedo usar, es fácil exacto. Entonces eso creo que es
32. un buen punto para el proceso de escritura ya iniciamos y ese ejercicio es
33. espectacular.
34. **I:** Okay. Bueno ¿cuál crees que es el impacto que causó el crear un diario en inglés para los
35. estudiantes?
36. **T:** Un reto. Porque obvio ellos no tenían la posibilidad de contar con información de sus
37. familias. El hecho de que
38. tengan que ir y preguntar y averiguar. Si no saben cierta información, ya los impulsó a
39. investigar, a consultar, después a escribirla y a ver la importancia de la información de su
40. familia para ellos, y verse en una foto plasmada yo creo que eso los anima mucho más.
41. Entonces eso es algo de pronto divertido para algunos, y que le aporta.

Annex 5: Fragment of head teacher's second interview

Annex 6: Fragment of students' first interview. Applied on March 1st, 2019

Interviewed: 502 Student

Interviewer: Adriana Morera **Hour of starting:** 5:30 pm **Interview 2**
Date: April 13th 2019 **INTERVIEW 2**

General Observations

Interviewed: 502 Student

S1: Student **I:** Interviewer

I: Bueno estamos con una de las estudiantes del curso 502 hoy es el 26 de abril del 2019 y vamos a comenzar con la última entrevista del último ciclo del diario. Entonces ¿puedes hacer una comparación entre cómo crees que era escribir en inglés antes de tener clases con la profe y cómo crees que ahora es escribir en inglés?

S1: Pues a mí antes escribir en inglés no me parecía tan fácil porque no sabía escribir y ahora que estoy con la profesora he aprendido más a escribir en inglés que antes.

I: Okay. ¿Cómo te sientes al saber que ya escribiste todo un diario en inglés? ¿cómo te sientes?

S1: Me siento bien porque he aprendido a escribir cosas más en inglés y antes como no sabía entonces puedo descubrir cosas en inglés más.

I: Okay. ¿Qué piensas sobre la actividad en la que los niños pasan al tablero cuando ellos quieren a comparar y a corregir sus oraciones.

S1: Pues yo si pasara me sentiría chévere porque si escribo algo mal me ayudarían a corregirlo y si lo hago bien pues mejor.

I: ¿Te parece que esa parte de la clase es importante?

S1: Sí por lo que uno de pronto uno cree que se escribe de tal forma y al final no.

I: Listo. ¿Cómo te sentiste en general en la clase de inglés?

S1: Me siento super chévere, muy a gusto porque he aprendido más palabras.

I: Bueno. ¿Piensas que ahora en este momento escribir en inglés es fácil o difícil?

S1: Pues es más fácil. Porque he aprendido a escribir cosas más simples como antes que esas palabras se me hacían super difícil, ya no.

I: Okay. ¿Sobre qué personas escribiste en el diario?

S1: Sobre mi mamá y mi familia.

I: Y ¿qué sentiste al escribir sobre ti misma y sobre tu vida diaria en este?

S1: Me sentí chévere porque yo antes sabía escribir cosas más como qué me gustaba comer y qué no y ahora sí sé.

I: Y ¿Crees que es más fácil escribir sobre uno mismo o sobre otros temas?

S1: Pues es más fácil escribir sobre uno mismo. Por lo que primero uno tiene que aprender a escribir lo de nosotros y ahí sí va entendiendo lo de otras cosas.

I: Bueno. ¿qué consejo le darías a la profesora sobre la clase?

S1: Pues para mí, no le daría casi ningún consejo porque me parece que ella nos ha explicado mucho las palabras y ya estoy aprendiendo mejor.

I: Bueno. ¿Quisieras decir algo más sobre la clase? Algún comentario, como te has sentido o algo así.

S1: Pues me he sentido super chévere porque en estos días he aprendido más palabras, más cosas que no sabía.

I: Bueno muchas gracias por tu participación.

Interviewer: Adriana Morera Hour of starting: 3:40 pm	An
General Observations S1: Student I: Interviewer	nex
<ol style="list-style-type: none"> 1. I: Bueno estamos acá en el grado 502 con otro de los participantes del proyecto. Estamos 2. en la fecha de abril doce y vamos a comenzar con las preguntas sobre las clases. 3. Primero que todo ¿qué te ha parecido la clase? 4. S2: Me ha parecido chévere para aprender otros idiomas y para aprender más rápido en 5. inglés y que me vaya bien. 6. I: Bueno, muy bien. En comparación con el año pasado antes de que yo te diera clases. 7. ¿cómo crees que estás escribiendo en inglés? 8. S2: Yo escribía más o menos. Casi no escribía tan bien y como la profesora me explicaba 9. Y ya entendí un poco Más y eso me hace sentir mejor en el inglés. 10. I: Bueno, ahora te quiero preguntar sobre la organización de la clase. ¿cuál d ellos 11. momentos de la clase tú crees que te ha servido más para escribir? 12. S2: La explicación porque nos explican primero antes de hacer las actividades para que 13. entendamos lo que 14. vamos a hacer. 15. I: Bueno, y de esa explicación ¿cómo crees que es más fácil entender? ¿por qué es fácil 16. con esa explicación? ¿qué tiene de especial esa explicación? 17. S2: Porque la profesora nos muestra en el tablero o en el televisor unos ejemplos de ella 18. para que nosotros hagamos nuestros ejemplos y nos salga bien la oración. 19. I: Perfecto, ahora sobre ¿qué temas has escrito en la clase de inglés? 20. S2: De los alimentos, de los tiempos y ya no me recuerdo más. 21. I: Bueno. Al principio de las clases estábamos haciendo un proyecto especial. ¿recuerdas 22. cuál era ese proyecto? 23. S2: No me recuerdo. 24. I: Bueno te recuerdo que era el del diario ¿cierto? Entonces las primeras actividades eran 25. de descripción ¿cierto? 26. Entonces te quiero preguntas, ¿todo lo que hemos escrito ha sido sobre quién? 27. S2: Sobre mí. Sobre mi vida, con quien vivo, si tengo hermanos o hermanas. 28. I: Y ¿qué te ha parecido? ¿Crees que es más fácil escribir sobre tus propias cosas o sobre 29. la historia de los demás? 30. S2: Sobre mis propias cosas porque yo me sé mis cosas y de los demás casi no porque yo 31. no vivo con ellos. 32. I: Perfecto. Ahora, ¿quieres decir algo más sobre la clase? 33. S2: Que la clase es muy chévere y me gusta aprender muchos idiomas. 34. I: ¿Qué te ha parecido la clase con la profe? ¿Te parece que es difícil aprender el inglés? 35. ¿a escribir en inglés? 36. S2: Más o menos. No es tan difícil porque la profesora nos explica. 37. I: Bueno entonces las explicaciones te han servido. Listo te agradezco mucho, eso sería todo. 	7: Fra gm ent of stu den ts' sec ond inte rvi ew. An nex 8: Stu den ts'

first cycle survey. Applied on August 28th, 2018

ENGLISH CLASS

Survey second cycle

Grado 502

DIME LO QUE PIENSAS...

1. ¿Qué actividades escritas has hecho en inglés?

comidas, Tiempos, futuro presente

2. ¿Te han gustado? ¿Por qué?

si por que son muy divertidas y buenas y aprendido

2. ¿Cómo te has sentido al escribir en inglés?

Buen por que siendo que aprendo a escribirlo
Bueno

3. ¿Ha sido fácil o difícil? ¿Por qué?

fácil por que la profesora me da ejemplos

3. ¿Recuerdas los ejemplos que siempre muestra la profesora al inicio de la clase para que luego tú puedas escribir? ¿te han servido para algo? ¿Para qué?

si, si me han servido bastante por que
veo los ejemplo

4. Describe en orden las actividades que haces en la clase de inglés

- comidas
- los tiempos
- los climas
- los presentes

5. ¿Entiendes las actividades de escritura de la clase? ¿Qué tema recuerdas más?

si, no me acuerdo mas

6. ¿Cuál crees que es la parte más importante de la clase? ¿Por qué?

lo que nos explica la profesora para poder hacer
bien lo ejercicios

7. ¿Sobre qué temas has escrito en la clase de inglés?

comidas, tiempos, climas

Annex 9: Students' second cycle survey. Applied on February 21st, 2019

ENGLISH CLASS

DIME LO QUE PIENSAS...

1. ¿Te gusta la clase de inglés?

(Si) (No) ¿Por qué?

Por que nos enseñan muchas cosas y aprender
Inglés nos sirve a muchas cosas

2. ¿Qué es lo que más te gusta de la clase de inglés?

los ejercicios y clase cuando nos mandan
tareas y nos hacen preguntas

3. ¿Qué es lo que menos te gusta de la clase de inglés?

cuando nos hacen evaluaciones

4. Escribe tres cosas que hayas aprendido en las últimas clases de inglés.

- escribir en inglés nuestras acciones
- escribir nuestras cosas en inglés
- cuando dibujamos y toca escribirlos en inglés

5. Describe cómo son las clases de la profesora.

clases divertidas que aprendemos
muchas cosas nos explica nos pone
atención y manda tareas divertidas

6. ¿Qué materiales usa la profesora en la clase de inglés?

diccionario Cuaderno o Hojas el
tablero y muchas cosas más

7. Marca con una X la actividad que más has practicado más en clase de inglés?

Escribir Leer Escuchar () Hablar

8. ¿Qué actividades de escribir has realizado en clase?

Hablar en inglés Hace los ejercicios
en inglés Hace tareas y toca escri
bir las cosas en inglés

Annex 10: Students' third cycle survey. Applied on March 13th, 2019

English class Third cycle survey

Ayúdame a saber cómo hice mi trabajo. Responde honestamente a las siguientes preguntas.

1. ¿Te ha gustado escribir en inglés en clase? ¿por qué?

Si porque no enseña cosas y que las recordemos en el cuaderno

2. ¿Cuál de las actividades escritas fue tu favorita? ¿por qué?

El de la comida porque nos dice que nos gusta comer

3. ¿Antes de tener clases con la profesora sabías escribir en inglés?

mas o menos

4. ¿Has mejorado o empeorado escribiendo en inglés? ¿Por qué?

He mejorado porque antes no sabia como se escribia eso, porque decian He y yo no sabia como se escribia qhota sí.

5. ¿Cómo te sentiste al saber que ya escribiste todo un diario en inglés?

bien así

6. ¿Cómo te sentiste al escribir sobre ti mismo y sobre tu vida?

bien a ayudarme y recordar que paso el año pasado

7. ¿Cómo te sientes al saber que ya puedes escribir en inglés?

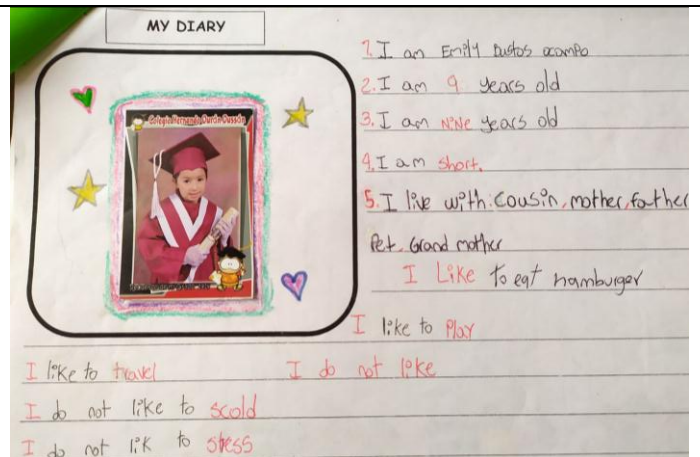
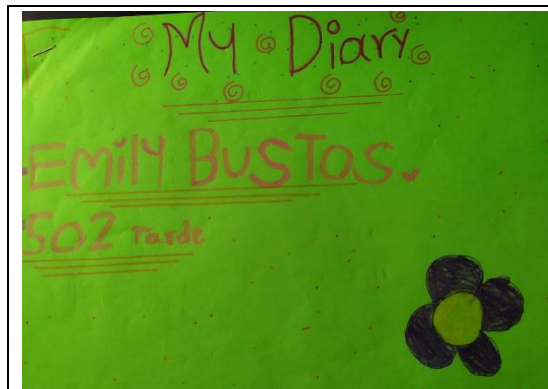
bien porque ya se como se escribe He y etc

8. ¿Qué piensas sobre la actividad en la que unos compañeros pasan al tablero y todos los demás miran sus escritos? ¿Crees que te ayuda en alguna forma con la escritura?

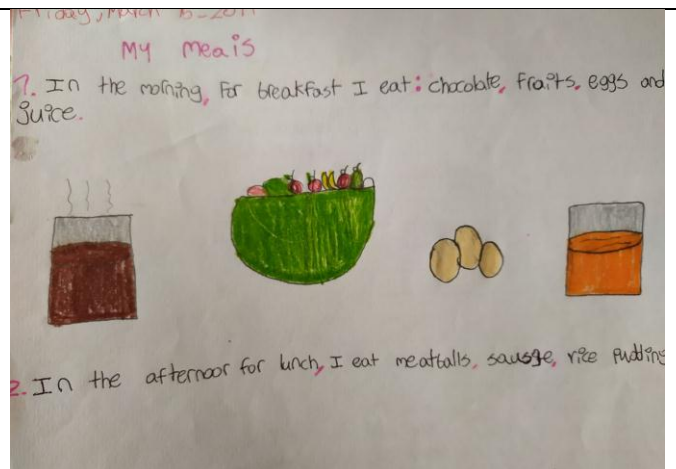
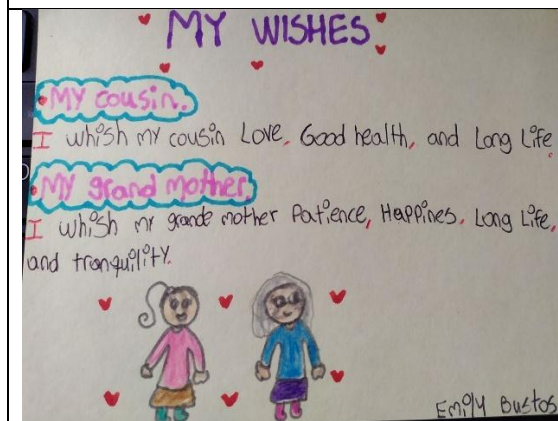
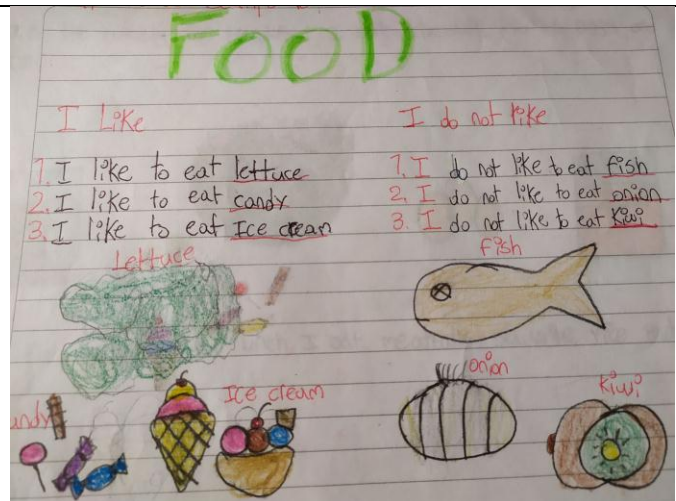
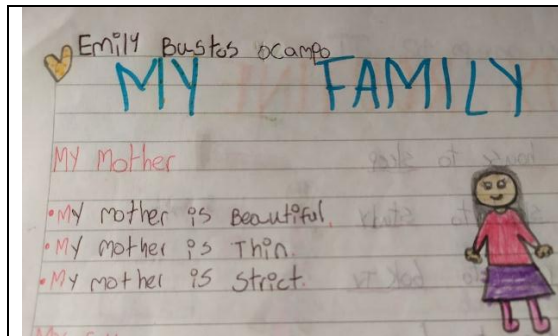
Si porque unos saben y otros no

9. ¿Te parece importante mostrar tus oraciones a tus compañeros? ¿Para qué?

Si por que sepan que yo se escribir y tambien como se escribe



Annex 11: Artifacts. Collected from August 2018 to March 2019

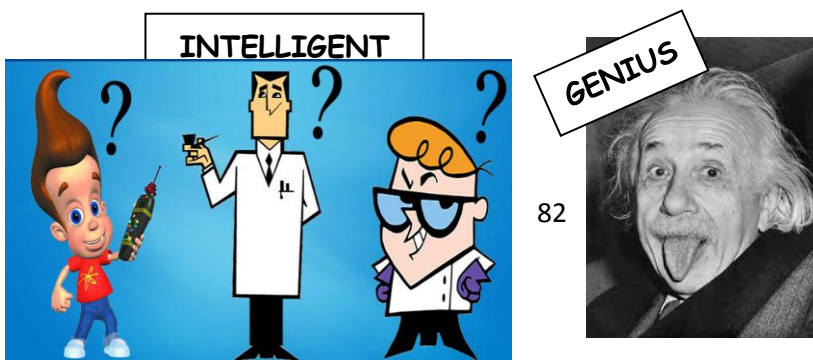


Annex 12: Lesson plan

Group: Fourth grade	Date: August 30 th , 2018	Number of students: 37
	Timing: 1 hour and a half	
Objectives: To discover how can I describe myself and others •To identify positive and negative words to make descriptions		
Materials: •Board •Adjectives with images to stick •Videos •ID cards •Sample		

Timing	Teacher activities:
15'	<p style="text-align: center;">Warming up:</p> <ul style="list-style-type: none"> •SW gather in couples to describe one another, if too many difficulties are found, TW address the problematic by writing the following chunks on the board: •He is _____, She is _____. Besides, TW stick some adjectives on the board that are similar to the Spanish translation to approach students to some adjectives. (see annex 1).
15'	<p style="text-align: center;">Core activity</p> <ul style="list-style-type: none"> •TW show a video (see annex 2) about positive and negative adjectives, then S/He will ask the students to recall some vocabulary to describe a person, by asking what words they remember and asking for examples (point a classmate) when pronouncing the adjective.
20'	<ul style="list-style-type: none"> •TW stick on the board a poster of an ID. TW fulfills the ID with His/her personal information. (annex 3) •Students are given a piece of paper in which they have a draft of an ID card. •SW write their personal information by using the verb to be in present simple and some adjectives (see annex 4).
15'	<ul style="list-style-type: none"> •SW gather in couples to make their own presentation to each other orally, by using their ID cards.TW listen to at least one sentence per student •SW report at least two phrases in which they write information about their partner. TW guide the correct writing of the pronouns, adjectives and verb to be.
15'	<ul style="list-style-type: none"> •SW gather in a circle in the middle of the class and by using the chunk YOU ARE, will tell a partner a nice adjective. •By keeping the circle, SW receive a piece of paper with an image of a human being in which they can find positive and negative adjectives. (see annex 4)
10'	<ul style="list-style-type: none"> •SW think about one negative adjective they can be described by and will write a sentence with that adjective in the back of the ID card. (I'm disrespectful). •At the end of the class SW receive a piece of paper with the sentence we are wonderful. (see annex 5) Wonderful will be written as an acronym to be completed by the students with positive adjectives that they consider they have as a group. The papers will be stick on the classroom.
<p>Post teaching: SW write 3 sentences by using positive adjectives. And three sentences by using negative adjectives to improve.</p>	
<p>Additional possibilities/difficulties: Students might not know the use/s structure of Verb to be, in this case TW take some time of the warming up to present him/herself by using this verb to clarify meaning and structure by providing examples.</p>	
<p>Role of the teacher: The teacher will be a guide in the whole process who is constantly assessing students' development of the activities.</p>	

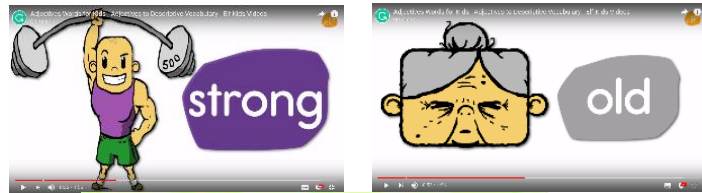
Annex1





Annex 2 Video link: <https://www.youtube.com/watch?v=sEDy0wGaXJY>

Annex 3



ID Card	
	Name: _____
	Birthday: _____
	Likes
	1. _____
	2. _____
	3. _____
	Dislikes
1. _____	
2. _____	
3. _____	
	Signature: _____

Annex 4