

Enhancing Written Communication Fluency through Genre-Based Contexts

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To me. for never giving up, even when the winds sometimes turned into tornadoes.

To those who have been my major support and believed in me from day one until the last, my nuclear family. If there is one thing I'm sure of, it is that they have never doubted me, allowing me to fly on my own, even if that means flying far from them.

Because when you find teachers along the way who trust in you and let you know it. You have no choice but to prove them right.

Because I discovered the meaning and value of friendship through UPN's walls, three people who supported me no matter what, no matter when. Thank you for being there and making this more bearable.

Because when you have someone who looks at you with love and admiration, life becomes easier. I don't know what tomorrow will bring; I will always be grateful for having found your gaze.

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ABSTRACT

This qualitative action research study aimed to identify the impact of using the genre-based approach (GBA) in students situated writings focusing on accuracy correction with fourth graders from a bilingual school in Bogotá. In this sense, the instruments for data collection were interviews, field notes, surveys, and artifacts; with the aim of guaranteeing the validity and reliability of data triangulation. Additionally, the data was analyzed using the grounded approach, through which the categories followed by the study emerged. To finish, this project was developed at New York School during 2024 and the first semester of 2025 with 27 fourth graders from 9 to 10 years old, considering the context of the research English was seen as a second language, and the writing skill made part of what they called communicative skill because they follow *The International Baccalaureate* (IB), the *Primary Years Programme* (PYP) for elementary school; also, giving consideration to the *Estándares Básicos de Competencias en Lenguas Extranjeras* for fourth-grade students.

Key words: Writing, Educational improvement, Second language instruction.

CHAPTER I

THE PROBLEM

Local and institutional context

In bilingual educational settings, such as the case of Colegio Nueva York, the development of English writing skills has become a central challenge for both educators and students. While students in bilingual schools are exposed to a variety of language learning opportunities, many still struggle significantly to produce coherent and grammatically correct written texts. Despite an increasing emphasis on English proficiency, writing remains one of the most difficult language skills for students to master, particularly in academic contexts where written communication is essential.

Research on language acquisition suggests that bilingual students often face unique challenges when learning to write in a second language. These challenges are influenced by various factors, including limited exposure to formal writing practices, inadequate instructional methods, and the influence of the students' first language on their written output (Garcia & Johnson, 2020). As a result, students may exhibit difficulties with aspects such as sentence structure, cohesion, and misspelling words.

At Colegio Nueva York, although students receive intensive instruction in English across many subjects, the development of their writing skills in the language is often overlooked or treated as secondary to other language skills like speaking and listening.

Students of fourth-grade (4 D) from New York school are the selected population for the present study. The group has twenty-seven students; they are between the ages of nine and ten years. Twenty-three students are the selected sample for this research study, the four that were left out were because they had extracurricular activities and missed most of the classes focused on this study.

The choice of 4-D students is critical for this study, as their age and bilingual context provide an ideal foundation for exploring the impact of genre-based teaching on their English writing skills. Their daily exposure to English in various subjects and the integration of technology-based learning tools also makes them a representative group for this research. They are provided with a spacious, and decorated classroom in both languages – Spanish and English-, it has a TV, whiteboard, and a locker for each student. In terms of location, they live in different places around the city of Bogotá such as Salitre, Nicolás de Federman, Colina Campestre, Cedritos, Pablo VI, Hipotecho, Mazuren, Castilla, Chico Norte, Normandia and 20 de Julio; all of them count with a route from the school. Their shift is from 7:30 am to 2:30 pm, the whole week, having one day established for extra classes inside and outside the school. Students take classes in English every day, they have a subject called *Unit of Inquiry* in which Science, Math, and English are worked together. The activities they address in classes are games with the iPads. The games are focused on learning, as MATIFIC which is an app, in which they learn the subjects of the unit of inquiry just in English and EPIC, an app where they have access to plenty of books in Spanish and English. Also, they do activities based on videos, writing works, listening exercises, and grammar practice is also taken into consideration. These tools are designed to enhance language acquisition and writing skills through gamified learning, making the learning experience more engaging and effective.

Diagnosis

To obtain a comprehensive understanding of students' development and behavior in English as a second language, it is essential to have into consideration the multiple sources of information that reflect both their performance and socio-affective context. Drawing from data gathered via field observations (See Appendix D) that were done during three months could be noticed how students act, work, and make use of English in their classes, in which

they talk in English most of the time, had reading time every day through EPIC, and listening to music in English while they did some class activities. Also, from teacher interview (See Appendix B) in which the perception of the group director were known based on what the students' strength and weakness are considering communication skills in the second language, recognizing that the skill the students less like to practice is writing being their challenging skill, which was confirmed with the students' surveys (See Appendix A) which had 19 questions allowed to know students' perspectives, their likes and dislikes, how they see English, and their visions of the language skills -which is explained below-. Through all these sources, it became possible to portray and define the students' concerning English as a second language developing and the English classes behaviors, addressing socio-cultural and affective factors. In addition, students' proficiency in the target language is delineated across four core skills: listening, speaking, reading, and writing.

Socio-cultural and socio-affective factors in English learning. The social environment of students – including their interest, relationships, and emotional perceptions- plays a key role in shaping their engagement and progress in English. Understanding both, socio-cultural, and affective elements, provide insight into how students interact with the language and with each other throughout the learning process.

Based on the survey applied (See Appendix A: Survey N°1) were identified some socio-cultural and affective aspects. First, most of the students reported that they enjoy going to school because they spend time with friends and learning. Besides, most of them claimed to have good relationships with their partners in the classroom, except one student. As a result, they feel more comfortable in their process of learning because they enjoy being at school and spending time with their classmates.

In addition, at this school there are many extra classes in which the students participate in choosing one of their interests. Their main interests are sports; most of them practice football, basketball, tennis, ballet, gymnastics, and horseback riding; many students express their interest in reading texts like comics and books with animal content. Moreover, they also have other hobbies such as listening to music, practicing break dance, drawing, painting, and watching series and movies (See Appendix A). About the unit of inquiry class, most of them said that their favorite activity is playing in the MATIFIC app.

These socio-cultural aspects directly influence the students' engagement in their English learning process. For instance, most students expressed that they enjoy school due to their good relationships with classmates, which positively affects their attitude towards learning English. It is relevant to mention how the interpersonal relations between students in the classroom are, and how they work. First of all, as stated in the surveys, students expressed that they have good relations with each other “todos somos buenos amigos y nos llevamos muy bien” (Student 22, Survey N° 1). The teacher during the interview said that in general 4D is a well-behaved group, the children are judicious, and they work well, adding that they help each other, which was also noticed through observations. However, there are a few specific cases of students who show their displeasure with English, which leads them to participate less in class and feel limited “me da miedo equivocarme y pena” (Student 23, Survey N° 1). Furthermore, their vision about participating in classes is different, some students see it as something enjoyable and necessary, “por qué es necesario [necesario] partisipar [participar]” (Student 17, Survey N° 1), “por que a mi me parece chebre [chevere]” (Student 8, Survey N° 1); but others clearly expressed that they do not like or do not see it as required “no me gusta” (Student 14, Survey N° 1).

Moreover, the way they work is related to how the room is organized. The 27 students are arranged in six groups of four and one group of three students; they speak most of the time in English and behave well in group work because they are used to work that way. It is noticed that they know how to define roles when working with others, they can put together their ideas in a single work, and seek to help the other. Finally, field notes evidenced that students of 4D enjoy their English learning process

Students' proficiency level. Understanding students' perceptions of English and their language performance is essential for identifying their needs and for guiding effective teaching strategies. First, it is important to consider students' views of English, as shown in the survey. It is clear that they see English as their second language, looking at it as fundamental to society in general and for their lives, adding the importance of using this language to socialize with others and travel. Most of them express that they like and enjoy learning English. However, some of them state that it is difficult, and they cannot understand it completely just because English is not their thing “por que me parece que es muy difícil aprender el inglés” (Student 8, Survey N° 1).

Additionally, regarding the students' achievement in English, it is relevant to characterize the four main language skills to support the problem statement of this research. It is important to keep in mind that each learner has his or her own process because they are different and, they come from dissimilar contexts and their procedure with English is distinct. In the survey, 74% of the learners expressed that they do not consider themselves good at writing, it was also confirmed by the teacher in the interview who expressed that what students find most difficult is writing (See Appendix B: Interview N°1) ; based on the diagnostic test it was noticed that they know how to write simple sentences, however, those present grammar mistakes, a lack of cohesion and misspelling words. On the other hand, the

skill in which they are considered good at is speaking, and observations confirmed it because they speak in English most of the time, being able to converse through this language; plugging into this the listening skill, due to they often understand what is said by others, and this ability is still working by listening exercises. The reading skill is practiced every weekday with EPIC, the app mentioned previously, they usually choose a text to read at the end of the day, which provides valuable reading time.

Statement of the Problem

Based on the diagnosis conducted through a student survey, a teacher-interview, field notes, and a diagnostic test it was possible to establish that the most difficult skill for 4th four-graders is writing; the other skills are mostly developed as expected. The diagnostic test included one reading with 5 questions -3 of multiple-choice and 2 open questions-, 4 unscramble sentences in past and present tenses, one activity of fill in the blanks with twelve verbs to be written in the present or past form, a text that had to be completed with 8 words from a box, one listening activity with eleven points to complete, a writing task with the instruction of use between 50 and 75 words, and an oral activity in pairs based on 5 different questions.

Considering that the school follows International Baccalaureate (IB) education and compiles five approaches to learning which are thinking skills, creative thinking and ethical thinking, research skills, communication skills, social skills, and self-management skills, the school has the expectation of a good development of the students, following the idea of the IB student profile which aims is to develop learners who are inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced, and reflective. In this sense, writing is included in the IB approach called Communication Skill, which is established as a competence, and encompasses various abilities, such as “written and

oral communication, effective listening, and formulating arguments” (*What It Means To Be An IB Student*, n. d.). Following that, the students as communicators must have the capacity to express their ideas by speaking, drawing, and writing. Nevertheless, fourth-grade students showed difficulty in expressing themselves through written because they just gave a specific answer that was not developed. During the diagnostic test, I had to remind them on several occasions to answer the writing item because they were not interested on answering that one.

Also, through the *Primary Years Programme* (PYP) from the IB which is “a student-centered educational approach for children between the ages of 3 and 12 that covers elementary school” (*International Baccalaureate Organization*, n. d.), students in fourth grade have to be able to make connections between ideas, providing an order and coherence while they develop the act of communicating. However, regarding the results of the diagnostic, they did not connect ideas, they wrote phrases without connecting them which causes a loss of coherence in the writing. Having access to bilingual education is an advantage for students, but “despite the widely reported benefits of bilingualism and families’ and school systems’ perceptions of learning a second language as a strength, many challenges are faced in the education of bilingual children with reading and writing difficulties.” (Zhang & Wang, 2023, p. 1)

In addition, according to the *Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés*, fourth-grade students are expected to perform certain writing activities such as: writing about topics of their interest, writing descriptions and short narratives based on a sequence of illustrations, writing cards with a short greeting or invitation messages, linking phrases and sentences using connectors that express sequence and addition, writing short texts that describe their mood and preferences, using common grammatical structures and patterns appropriately, checking the spelling of words that they write frequently and

writing short stories that they imagine. Although, as it was mentioned, not all of these fourth graders use connectors for linking phrases, and the writings contain misspelled words. Additionally, some of them did not use grammatical structures and patterns appropriately because in the diagnostic they mixed some tenses. All in all, it is necessary to provide students with new strategies to qualify their written productions in EFL.

The data collected from the diagnostic test, surveys, teacher interviews, and field notes were analyzed using qualitative methods, including thematic coding to identify recurring patterns and themes regarding students' writing challenges.

Rationale

Learning English today is more necessary than ever. According to Putra, Teknologi, & Nopember (2020) “English does not only play a role as a communication tool but can also make it easier for us to adapt to the environment and work in the present and future” (p.1). In the current research the importance of English cannot be ignored since it is taught and replicated not only in schools but also in every context of life and learning; this helps students to situate themselves in different contexts not only in the present, but also in future situations that may arise.

Developing writing skills is important for students' communication. It is well known that as humans we have different ways of articulation that go beyond oral expressions. As Nasser (2016) expressed, writing is crucial in human life as it enables communication and serves various functions, bridging gaps between individuals through language. The relevance of enhancing writing skills aligns with the idea that students learn how to communicate through words, giving them the opportunity and the guidance to generate that way of expression. In addition, to use writing as a means of expression, it is necessary to reach a certain level of correctness in order to make communication more effective. In this research,

the structural elements of writing, such as grammar, punctuation, spelling, and sentence cohesion, are closely examined, as these are critical for improving students' written communication and ensuring that their messages are clear and coherent.

The Genre-based approach (GBA) takes writing as a process to get a product through which the improvement of writing can be carried out both structurally and contextually; following the idea that writing is a social practice, and at the same time, improving those writing productions imparting the focus on accuracy correction. This approach is needed because this research is situated in a bilingual context in which the students are not only learning English as a foreign language, but also as their second language; and following the IB Education students are also disposed to perform well academically, often better than students on other curricula. IB students need to manage all the skills correctly to create a balance in all the components, focusing on writing can advance the creation of this equilibrium.

To sum up, this current study might be beneficial because it considers the process of students' written production through the genre-based approach, addressing the social context for generating situated writings, and the importance of the structure along the improvement of the product, considering the different captured ways in the writing.

This study aims to explore how the genre-based approach (GBA) can be applied in a bilingual context to enhance students' writing skills. By focusing on the social context of writing and the need for structural accuracy, the research analyzes the process through which students develop their written communication in English. The genre-based approach is particularly effective in bilingual settings, as it helps students understand the structure and purpose of various text types. By emphasizing genre-specific conventions, students are better

equipped to organize their ideas and express themselves more effectively in writing.

Considering the above, the research question and the objectives emerge.

Research question

- How does using the genre-based approach influence students' situated writing, with a focus on accuracy correction?

Objectives

General objective

- To explore the influence of using the genre-based approach in students' situated writing with a focus on accuracy correction.

Specific objectives

- To analyze the role of the genre-based approach in the process of accuracy correction in fourth-grade students' writing.
- To recognize the students' responses to the use of the genre-based approach in their writing.

CHAPTER II

THEORETICAL FRAMEWORK AND LITERATURE REVIEW

In this chapter, the theoretical framework and the state of the art are addressed, considering the four main constructs of this research. The first one is bilingual education because this research is carried out in a bilingual institution, the second one is the genre-based approach (GBA) used to teach learners how to comprehend and produce writing across various genres. The third one is situated writing for conceiving writing not only as a

mechanical act but as a situated action, and the last one is accuracy in writing to see mistakes as an opportunity to improve students' written products. Finally, the state of the art presents the studies read and reviews five studies, which are considered support for the present study because they help identify the constructs mentioned.

Theoretical Framework

The following section outlines the four constructs of this research, grounded in a theoretical framework and a literature review. The four constructs are interrelated, providing a comprehensive framework for analyzing how bilingual education, the genre-based approach, situated writing, and accuracy in writing collectively influence students' writing development.

Bilingual education

Genesee (2006) defines bilingual education as education that aims to promote bilingual competence by using both languages to deliver instructions in the academic curriculum, for which bilingual skills are necessary in the current world. In addition, the use of a second language has become a necessity for communication in global contexts. Besides, Krashen (1981) claimed that “the theory behind bilingual education is that it allows non-English proficient (NEP) children to keep up in subject matter while acquiring English as a second language” (p. 52). I support the idea of the importance of bilingualism nowadays because until these days I have been hearing about English's relevance in education, however, Davies, A., & Elder, C. (2004) state that bilingual education is an approachable way to educate, becoming more popular day by day, but it is not something new. To support the idea that bilingual education positions English as L2, although maintenance bilingual

education programs are clearly superior for developing and maintaining the native language, outcomes vary with respect to proficiency in the second language (De Jong, 2004).

In Colombia, bilingual education is seen as a strategy for competitiveness, the *Ministerio Nacional de Educación* (n. d) expresses that English is a necessity for strengthening Colombia's strategic position in the world in cultural, economic, and even political ways, that is why it is sought to improve the communicative competence in a second language, specifically English, the global language. In relation, English in bilingual schools as in the one that this study is developed is recognized as a second language.

Genre-based approach (GBA)

Recognizing how to write in English is an essential skill when using a second language. According to Hyland (2004), showing students and instructing them how texts are written in a second language supports teachers' explanations, making them understandable and explicit to the students. So, GBA is an approach used for teaching how to understand and produce writing through different genres, following a genre when developing the writing skill aids not only in the recognition of a type of text but also in the production of those kinds of texts. Furthermore, Rasuki (2016) argues that the genre-based approach when employed for teaching English as an L2 as in the present research, attempts to build connections between form and meaning, talking about the use of language helping learners to express their ideas in a better way; because students can create associations for improving their writing, following a specific model. I recognize the GBA as an approach that guides students, providing them with what I call "a step-by-step"; having a sample to imitate and placing students in a real context can lead them to find more solutions than questions. As Haryanti (2019) states, the GBA not only focuses on the final written product, but also emphasizes the social context in

which the writing takes place, considering how the text interacts with its audience and purpose.

It is important to mention that, in the GBA, grammar is not just taken as a system of rules, but rather, it is recognized as a resource to produce texts. Hyland (2008) said that grammar in GBA is “a repertoire of available choices for achieving particular purposes in particular contexts” (p. 557), perceiving writing not just for its form but also as a social practice because of the consciousness of GBA in the context. For this reason, this research applies the genre-based approach to the students' written production, emphasizing the importance of context and structure in writing, while also recognizing grammar and accuracy as essential components for achieving improvement.

Situated writing

The writing process is not conceived simply as a mechanical act but as a situated action, meaning that it is shaped by and embedded within specific social, cultural, and historical contexts. Writing is a recognized academic practice. As Gee (2008) states: “language always comes fully attached to “other stuff”: to social relations, cultural models, power and politics, perspectives on experience, values and attitudes, as well as things and places in the world” (p. 1) because it is the one in which humans take part, there is nothing better than to communicate well-known ideas and circumstances, considering the subjectivity of each person. Due to this, people can mold reading and writing to their own ends, frequently employing inventive approaches (Brandt & Clinton, 2002). Writing is usually situated in papers-based work, and other context; we write all the time, and as Chala & Chapetón (2012) confirm, writing is a social practice since it occurs in a social ambit with social beings. Addressing writing from a social perspective, in teaching highlights the importance of considering learners' interests with the objective of enhancing them. As Correa

(2010) highlights in her ethnographic study, engaging students in the writing process is not an easy task, especially when they view it as a social process. This is why it is essential to consider the social context in which students write, allowing them to connect more deeply with the material. In line with the above, the process of writing can be taken from the socio-situated perspective in which students, as writers, engage with their contexts to move beyond the formal and linguistic aspects implicit in this literacy practice and to commit to it in a more purposeful, dialogical, and meaningful manner. (Chala & Chapetón, 2013).

Accuracy in writing

Developing accuracy in writing is crucial for well-written texts. English involves four skills, but according to Gautam, P. (2019) “writing is frequently attributed as the most complex skill of a language. This is perhaps due to some inherent difficulties bound to be faced by every novice writer” (p. 75). This implies that writing involves more than language alone; it starts with a topic and the structures that may be used to produce it. It is also affirmed by Sa’adah (2020), who states that writing stands out as a challenging proficiency among the other skills because it requires careful attention to detail; it involves adherence to various rules such as word choice, coherence, cohesion, and grammar throughout each stage of the writing process (p. 21). Considering this, the writing skill is usually a process in which students receive teachers’ guidance more than for other skills. Hashemi (2013) supports this idea, stating that “if the teacher wants to improve the product, she must assist the students in ways that will enable them to improve the process they go through to produce that product” (p. 241), defining error analysis as a linguistic approach that focuses on writers’ errors. I consider it relevant to clarify of how errors are seen in writing, those are not looked at as direct mistakes, they can be perceived as an opportunity to improve learners’ writing and accuracy. Abording that inaccuracy, the fact of impact that L1 has on the writing production

of L2 cannot be ignored, as Khan & Khan (2016) confirmed “these errors may occur due to transfer of phonological, grammatical and lexical or semantic elements of the L1 into the target language” (p.235); adding that it is not just about how it has to be grammatically written, “it also includes the errors resulting from omission, misinformation and misordering” (Karim et al., 2018, p. 123).

State of the Art

In this part, five different studies and research are reviewed, these present similarities with the present study because they address: teaching writing, the use of the genre- based approach, writing as a social situated practice and accuracy in writing.

The first study, titled *The Role of Genre-Based Activities in the Writing of Argumentative Essays in EFL (2012)* written by Pedro Antonio Chala Bejarano and Claudia Marcela Chapetón tackles the writing skill being an action-research study which follows a qualitative paradigm. The study approached EFL argumentative essay writing from a genre-based perspective as the pedagogical approach which has influenced literacy practices worldwide, conceiving writing as a situated social practice. Its main objective was to explore and describe the role that a set of genre-based activities might have on argumentative essays as a situated form of writing.

Besides, the investigation worked with three main constructs: Genre-Based Writing, Argumentative Essay Writing, and Writing as a Situated Social Practice. In addition, the data collection instruments were recordings, questionnaires, artifacts, and semi-structured interviews. “In order to account for a genre-based perspective for teaching writing, a six-step writing cycle was used based on Widodo’s (2006) proposal of a genre-based lesson plan.” (p.131). The conclusions showed three ways in which the genre-based activities supported the participants’ engagement in writing. Affording dialogic interaction provided opportunities to

construct or refine their arguments with peer support, allowing them to become active subjects in supporting their peers with the possibility of drafting and redrafting as an innovative activity for looking at writing as a process, and the essay samples served as facilitators. At the same time, the genre-based activities generated confidence and positive attitudes towards writing because of two main factors.

This study was the one that made me feel interested in GBA, and it was the reason I started all the research to shape my project started. It is relevant to the present research because it used the genre-based approach to improve writing specifically in the production of essays with university students, in my study, the genre-based approach boards different types of writing production; this study helps as the base of how the genre-based approach can be used, and provided me the clarification of how to carry out the group work since that is the preference of my participants. Moreover, regarding socially situated practices, in this research I aim to align writing with the students' interests to promoting the writing skill through enjoyable tasks, allowing them the freedom of writing about their likes, this study helped me to recognize literally the name of those practices, giving me a specific term to use. Although my study focuses on accuracy in writing to enhance the writing production, it is good to notice that writing based on students' preferences improves their confidence, which is also worthy in my research for keeping the engagement of the students.

The second research considered is titled: *I'm a writer: Developing situated writing using genre-based tasks to create a diary with fourth graders at Hernando Dussán School*, written by Adriana Lizeth Morera Riaño in 2019. It is an action-research project that follows a qualitative paradigm. The research began by observing factors that shaped the problem and objectives; after that, an intervention was designed and implemented. It was carried out in iterative, reflective cycles, during which data were collected through field notes, semi-

structured interviews, surveys, and artifacts. The participants were 36 fourth-grade students at Hernando Dussán School. Its objective was to determine how situated writing might be developed through a set of genre-based tasks to create a diary. Based on this objective, the first two categories were established: the first was the encouraging role of genre-based writing tasks, identified through the analysis of the data that made evident students' feelings toward writing in a foreign language at the beginning and the end of the study. The second was the supportive role of genre-based writing tasks, considering features from the genre-based approach that proved to be important support for students as writers using models and peer socialization. The third and fourth categories were (3) creating a new relationship with writing in English and (4) writing a personal diary, which emerged from the objective of describing the role of a genre-based approach in promoting situated writing. The results showed that the genre-based approach played two principal roles related to the environment and students' writing process. The first role shows that this approach served as a motivator, giving confidence to the writers noticed because the students expressed it. The second role acted as a support system, the samples and the process of socializing their writings for feedback and immediate correction of errors helped a lot. The research demonstrated that students identified and improved their English writing abilities, therefore, the development of writing a personal diary was favorable and motivating for students.

This study represents an important base because it was developed with 4th graders, showing how the approach was used with them and giving me a view and clarification of how useful it is with my current population because of the positive results in confidence and the improvement in the students' writing abilities; fostering the idea of the importance of peer socialization given my students' preference not to work alone. Nevertheless, this study sought to determine how situated writing was developed through GBA and the current study aims to

identify the impact of using of this approach to enhance students' writing production, since these fourth graders are bilingual.

The third study is *Enhancing situated written narratives through prewriting techniques: A genre-based approach* (2021) by Ricardo Andrés Yepes Huerta and is a pedagogic and didactic innovation proposal. The objectives of the proposal are: (1) to design a pedagogic and didactic innovation proposal to enhance fifth-graders' situated written narratives through the Genre- Based approach and (2) to promote the development of students' situated writing through the use of prewriting techniques in the creation of informal letters. Besides, it takes the genre-based approach as the main theoretical construct followed by other constructs as: situated written narratives, writing as a process, the creation of informal letters and prewriting techniques.

The proposal is composed of three cycles. These cycles are explained through lesson plans for each session with the needed results and were designed for virtual or onsite classes. The first cycle was about prewriting, and informal letters. It was divided into four sessions covering two lesson plans which had the aim of explaining the three parts that conform to an informal letter: heading, body, and ending. Cycles two and three were divided into six sessions of ninety-minutes each; the second cycle consisted of practicing brainstorming and clustering while boosting spelling and sentence structure in the creation of the second letter individually with three lesson plans. And finally, the third cycle with two lesson plans included the four prewriting techniques and the four basic writing skills, taking punctuation, and paragraph structure as the principal ones. The study's main limitation was not having the opportunity to apply, evaluate, and improve the proposal due to the global COVID-19 pandemic and also a possible limitation owing to the lack of students' access to all the resources.

This study provides an overview of how teaching writing with the GBA. The cycles, lesson plans and techniques presented help in grounding and shaping of the ideas of the present study, since it carries all the development in clear teaching plans even though it could not be implemented. In addition, it also shows only limited attention to accuracy in the writing process has convinced me of its crucial importance in the writing process.

The fourth study was conducted by Haryanti and Farnia Sari in 2019 and is titled: *The Use of Genre-Based Approach to Improve Writing Skill in Narrative Text at the Eleventh Grade Students of SMA Ethika Palembang*. It is a quantitative research employing a quasi-experimental design with pre-test and post-test groups. The aim was to investigate whether there was a significant improvement in students' writing skills in narrative texts after being taught using the Genre-Based Approach (GBA) compared to conventional methods, for approaching that, the study had two groups, an experimental group and the control group. "The experimental group was treated by using Genre-Based Approach, while the control group was given the treatment by using conventional method" (p. 282). Both groups had similar characteristics, consisting of 30 students of the eleventh-grade students of SMA Ethika Palembang in the academic year 2015/2016, each group had 12 treatment sessions, writing tests were the used for data collection, for the data analysis paired, and independent sample t-tests were used.

According to the statistics obtained, the GBA showed that it is effective in improving students' writing skills. A notable difference was found between the two groups. The results showed that students who were taught with GBA had significantly better writing achievement compared to the conventional group in the post-test scores, taking into account the aspects that writing abroad such as organization, idea development, grammar, mechanics, and style; these improved more in the experimental group; Also, it was noticed that through GBA, style

and quality of expression showed the highest improvement compared with other aspects. The above confirms that the four stages of the GBA which are Building Knowledge of Field, Modeling of Text, Joint Construction and Independent Construction were effective in enhancing students' writing proficiency.

The importance of this research for the present investigation is noticed regarding that is demonstrated that by using the GBA the improvement of the writing is evident, not only through qualitative results but also through quantitative ones. It mentioned that there was proficiency in the different aspects that writing involves, this experience has prompted my interest in investigating the effects of employing GBA, specifically focusing on writing accuracy, and in detecting whether this process leads to improvement.

The fifth and last study was carried out by Karim, A., Mohamed, A. R., Ismail, S. A. M. M., Shahed, F. H., Rahman, M. M. and Haque, M. H. in 2018 and it was entitled: *Error analysis in EFL writing classroom*. This study is a case study that follows a qualitative paradigm and aimed to identify the most common types of errors made by EFL learners and their perceptions about being corrected using three types: self-correction, peer correction and teacher correction. The following methodology included a student's writing corpus of 70 argumentative essays written by grades 9-10 Bangladeshi students between 15 and 16 years old, and a Student Questionnaire Survey adapted to gather students' perceptions, beliefs, and attitudes regarding error correction. Also, the researchers conducted interviews to explore students' responses regarding error correction. The common errors were categorized into misordering, misinformation, overgeneralization, and grammatical errors; the results show that the most common type of errors made by the Bangladeshi EFL learners were grammatical errors, which are the 79% of total errors, including errors in subject-verb agreement, articles, verbs, pronouns, prepositions, and tenses; followed by overgeneralization

errors with at 10%, misordering errors at 7%, and misinformation errors at 4%. As mentioned, students' perceptions revealed that most of them preferred comprehensive error feedback from teachers, including direct corrections and the use of error codes. Nevertheless, it was difficult for some students to understand the error codes. To sum up, the study underscores the writing challenges faced by Bangladeshi EFL learners and the importance of mediating error correction strategies to enhance their grammatical accuracy and writing development.

This study was selected in consideration of the focus on accuracy that the present study aims to develop. It shows us the different kinds of errors that can be found in students' writing and the preferred way in which students wish to be corrected, showing that the use of correction codes is positively received by students as a tool to recognize what needs correction, resulting in a better-written product.

To sum up, the previous studies are useful because they highlight the effectiveness of GBA in enhancing writing skills across various educational contexts, providing valuable insights into different aspects of writing development. In addition, the common themes that the current study mentions are evident throughout. These studies reinforce the potential of GBA to improve writing accuracy, foster confidence, and motivate students, and this aligns with the aims of the present research.

CHAPTER III

METHODOLOGICAL DESIGN

This chapter presents the methodological approach supporting this study. It addresses the research paradigm, the type of research which is action research, and the data-collection instruments, which are also presented and explained to clarify the process and the research design of this investigation.

Research Paradigm

This project has been designed under the paradigm of qualitative research. This approach can be defined as “an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem” (Creswell, 2014, p. 32). Taking that into consideration, this study follows this pattern in order to, as Denzin and Lincoln (2011) assert, locate the observer in the real context. It consists of a set of interpretive, material practices that make reality visible; in this work, the real context is Nueva York School, at the grade 4D. Through this paradigm’s methods the researcher is permitted to study selected issues, cases, or events in depth and detail, and to study people’s experiences in the contexts in which they occur (Patton, 2002). As stated, qualitative research allows the researcher to get into a detailed understanding of the studied circumstance. As Leedy & Ormrod (2016) expressed, this depth is obtained through techniques such as observations, interviews, objects, written documents, audiovisual materials, electronic entities, and any other sources that can help the investigator to answer the research question. Accordingly, to adopting the qualitative paradigm for this investigation, this study seeks to gain a rigorously contextualized understanding of the specific writing experiences of 4th grade students at Nueva York School, through the mentioned techniques with the purpose of capturing learners’ realities and perspectives and expressing them in production. This inductive approach allows the project to generate valuable knowledge rooted in the empirical data collected and to provide new insights into the studied situation.

Type of Research.

This research project is conducted under the principles of action research. Johnson (2012) argues that action research is the process of studying a real situation at schools or classrooms to recognize and improve the quality of actions or instruction. This is why a real situation involving 4th grade students at Nueva York school is expected to be improved

through this action research. This type of investigation follows a seven-step process based on Sagor (2000), the first step is finding a focus, directed by the question: “What element(s) of our practice or what aspect of student learning do we wish to investigate?” (p. 4), after finding a clear answer of the question, the second step is clarifying theories, addressing theoretical perspectives related to the focus of the study. The third step is identifying research questions; in this step a set of personally meaningful research questions are generated to guide the inquiry. The fourth step is collecting data, necessary to ensure reasonable validity and reliability of the study. The fifth step is analyzing data, in which teacher-researchers organize, classify, and examine the collected data. The sixth step is reporting results, in which the investigator reports what is found in the collected data, and finally, the seventh step is taking informed action, when teachers write lesson plans or develop academic programs, they are engaged in the action-planning process. These steps operate in a spiral way since researchers can return to a step to make modifications.

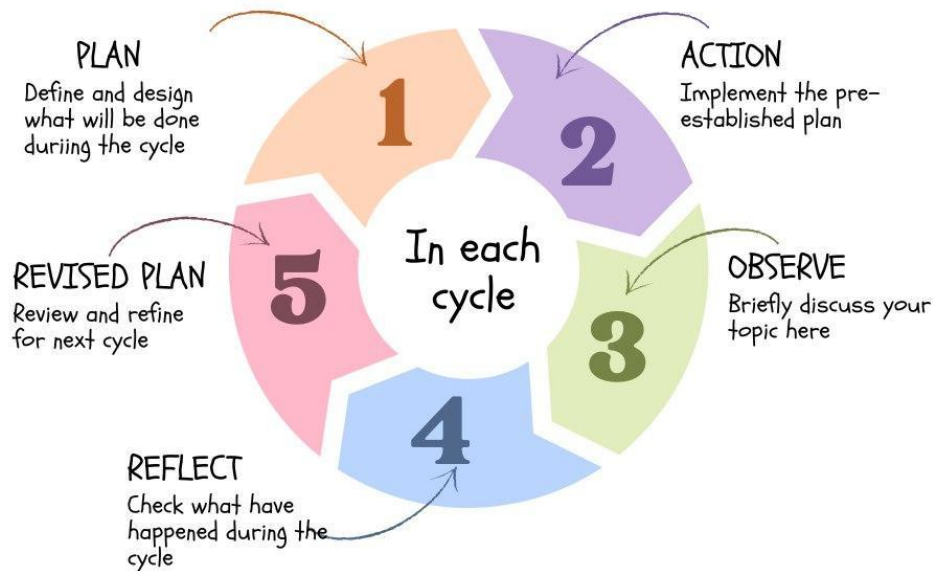
As stated, the fourth step is the one in which data for the study are collected. For this step, three cycles are carried out. This process follows the Cyclical AR model of Kemmis and McTaggart (1988) which involves planning, action, observation, and reflection. This cycle is used because iterative improvements to each lesson plan can lead to better results and can help to meet the project objectives, given the opportunity for reflection; reflection leads to improvement.

Figure 1.

Cyclical AR in motion (based on Cyclical AR Model- Kemmis and McTaggart (1988))

CYCLICAL AR IN MOTION

Based on Kemmis and McTaggart



Source: Self-authorship

Overall, this action research project follows a cyclical process aimed at improving an identified area of practice or student learning. This structured yet flexible approach allows for continuous refinement and adaptation as new understandings emerge. The thoroughness of the seven steps helps ensure the validity and applicability of the results to enact positive change in the real-world classroom setting.

Data Collection Instruments

To carry out triangulation, different instruments were used to ensure the validity of the research. Sagor (2000) states that “triangulation means using multiple independent sources of data to answer one’s questions (...) Observing a phenomenon through multiple “windows” can help a single researcher compare what is being seen through a variety of lenses” (p.5). Taking that into account, in this project different data-collection instruments for the collection of data have been used, such as: questionnaires, interviews, field notes,

diagnostic test, and artifacts. Artifacts, in this context, refer to any materials or student-produced items that provide insights into their writing process, such as drafts, completed assignments, or other relevant documents.

Questionnaires. The questionnaire is an instrument for collecting qualitative data. Bhandari (2021) defines the questionnaire as a “list of questions or items used to gather data from respondents about their attitudes, experiences, or opinions”. In this investigation, the questionnaire is used from the beginning to collect specific data of the population who are the fourth-grade students at New York school (See Appendix A). In the design process, the instrument designer must consider the significance and scope of questions for the study. In addition, the respondents' ability to answer the questions must be considered because in this specific case they are children. As indicated by Dalati and Gomez (2018, p.9), the “questionnaire relevancy is crucially important and means that the data and information collected accurately addresses the research study objectives”. The questionnaire applied to the students at the beginning of the study had the purpose of confirming a problem in writing which had already been noticed by the observer and reported by the teacher in the interview. The questionnaire helped clarify the specific focus of the study by confirming the writing challenges observed in class. It provided valuable data on students' experiences with writing, confirming the areas to be addressed in the research

Interviews. According to Kvale (1996) an interview is a conversation; whose purpose is to gather descriptions of the lifeworld of the interviewee with respect to explanation of the meanings of the phenomena to describe. We can find three types of interviews: structured, semi-structured, and unstructured interviews. In this research, the semi-structured interview was the one developed. Gubrium & Holstein (2002) argue that this kind of interviewing is an open situation, where the interviewer can explore the respondent's answers more deeply and

ask follow-up questions as needed, and through which greater flexibility and freedom is offered to both sides (interviewers and interviewees), in terms of planning, implementing and organizing the interview content and questions (p. 35). Besides, in the semi-structured interview, the interviewer goes on and probes far beyond a particular respondent's answers to the predetermined questions (Luo & Wildermuth 2009). This study uses this kind of interview to clarify specific information about the population, to triangulate it with the data collected through other instruments with the aim of getting valid information. In this project, the first interview was applied to the teacher validated students' information. (See Appendix B)

Field notes. This qualitative study made use of field notes for collecting information in the real context. Field notes are produced based on observations, Marshall and Rossman (1989) describe them as "the systematic description of events, behaviors, and artifacts in the social setting chosen for study" (p.79). Observations permit noticing behaviors that cannot be perceived with other techniques of data collection. In this research, participant observation is used to check definitions or terms that participants provide in interviews, as well as to observe situations described by the informants Marshall and Rossman (1995). So, observation increases the validity. Moreover, "Field notes are descriptions of what has been observed during an actual field study or field research" (Bernard, 2006); In this work, a field diary was made after each observation to describe the study context. (See Appendix D)

Artifacts. Artifacts consist of all the students' productions in class. "Artifacts are various types of work and products created by participants" (Nazim & Venkat-Kishore, s. f). In this specific study, artifacts provide important information for knowing the knowledge of the students and at the same time checking if they are making progress. According to Nazim y Venkat-Kishore (n. d) there are two types of artifacts: formative assessment artifacts are

used to monitor progress during instruction, while summative assessment artifacts measure the outcomes and skills at the conclusion of the lesson or strategy. In this study, formative assessment artifacts, such as students' written productions are used to gain insight into their progress and understanding of writing skills. These artifacts allow the researcher to track development over time and validate findings from other data collection methods (Wildemuth, 2009).

Diagnostic test. Kubiszyn & Borich (2003) states that “diagnostic tests play a crucial role in identifying students' strengths and weaknesses, enabling educators to tailor their instruction and interventions accordingly”. Besides, these tests not only identify learning gaps but also provide actionable data to inform instructional decision-making and differentiation strategies (Stiggins & Chappuis, 2005) to be addressed through actions, and allowing educators to design targeted activities aligned with pedagogical objectives and address students' individual learning needs. An initial test was implemented to characterize the students' strengths and weaknesses in terms of language proficiency. (See Appendix E).

Procedures for Data Collection

The procedures for data collection of this research. First, observations and field notes started on April the 17th 2024, at this time survey N°1 (See Appendix A) and Interview N°1 (See Appendix B) to the teacher were applied. Besides, the steps of action-research were applied starting with the characterization of the participants through observation and survey N°1. After, the diagnostic test was created and applied, which allowed to complete the identification of the problem and to shape the methodology of the study.

Data Analysis Methodology

The data analysis approach for this research is the grounded approach. This kind of methodology, which is often referred to as grounded theory, is used for research that follows

a qualitative paradigm. Glaser (1992) states that grounded theory is a “general methodology of analysis linked with data collection that uses a systematically applied set of methods to generate an inductive theory about a substantive area” (p.16). In this way, this approach involves developing theories through the collection and analysis of data and it begins with an open-ended question, instead of a hypothesis, that is expected to be answered.

Additionally, the emic perspective of analysis is the one used in this research. This perspective highlights the understanding of a specific phenomenon as it is perceived and experienced, as in the one for this research, which is a certain circumstance of 4-D students from Nueva York School. Morey & Luthans (1984) states that “an emic orientation suggests that research be conducted with particular individuals, focusing on their unique, individual "insider" viewpoints.” (p. 30). Moreover, this perspective is naturally used in qualitative research because of the techniques that are used in those studies.

Ethical issues

The data collected for this research are used exclusively to support the objectives of this study and are not used for any commercial or non-academic purposes. The names and personal information of the participants are not disclosed at any time. Due to the characteristics of the institution, the participants did not need to sign a consent form because they signed one at the time of enrollment in the school.

CHAPTER IV

PEDAGOGICAL INSTRUCTION

This chapter presents the vision of the curriculum, learning, and language that the study follows. In addition, it presents the instructional design for the implementation stage of this research and the cycles in which the process of writing through a genre-based approach is to be developed. Furthermore, it includes the schedule outlining the activities from the

observation stage to the data analysis proposal, and potential impacts of the results to be discussed.

Vision of Curriculum

The curriculum is what educational institutions follow. “Although the term “curriculum” is relatively recent, as a phenomenon and as a concept it is ancient, stable and adaptable to each moment and culture” (De la Herrán, 2012, p. 288); the curriculum differs in each institution to achieve the goals that each of them has, considering the educational community. As mentioned in this research, Nueva York School follows the IB Education and the PYP elementary education program. According to the International Baccalaureate (n.d.) “the PYP offers a transdisciplinary, inquiry-based, student-centered education with responsible action at its core, enabling students to learn within and transcend traditional disciplinary boundaries”, which allows this study to follow the vertical and horizontal articulation - curriculum- of the above-mentioned program in which the students are seen as the center, due to that articulation not only presents what is contemplated to be taught and the way it is, but also the IB Community Profile Attributes which are expected to be demonstrated by the students, and the skills of teaching approaches where the emphasis is placed. As the curriculum cannot be overlooked, the present study is aligned to the school curriculum, and following the idea of the curriculum is an adaptable phenomenon, each intervention in the classroom is adapted to the real context to produce situated texts through GBA.

Vision of Learning

Learning is an ongoing process that occurs throughout all aspects of life. While much of our learning happens outside the classroom, there are certain skills, such as writing, that are more deeply developed within an academic setting. Considering what has been previously stated, In this study, learning is understood as a situated process, meaning that it is deeply

connected to the context in which it occurs. Situated learning emphasizes the importance of real-world contexts and experiences in learning, and as Oppermann & Specht (2006) state “learning is ubiquitous and situated: it can happen in every working or living environment, everywhere and everywhen; but learning best performs when situated in an authentic task context with real problems and real solutions” (p. 70). In this sense, in this project, writing is taught through the genre-based approach (GBA), with an emphasis on authentic tasks and real-world contexts. This situated approach to learning aims to make writing more meaningful and relevant for students, drawing on their own experiences.

Vision of Language

In this project, language is seen as a means of communication not only in an orally but also through written words. Language is perceived from different perspectives, but in general, I define it as a human ability, the way in which humans transmit and express their thoughts, feelings, and whatever they want. Larrosa (2001) claims that “Language is something real, something we have, a thing that can be described and an instrument that can be used. It is a fact that language is the object of our knowledge and the raw material for our actions.” (p. 70), in this specific case, the action of writing and communicating written words is not an easy task. It is essential to adhere to this mode of communication as this research is being conducted in a bilingual school, where English is acknowledged as the students' second language owing to their immersion in it.

Vision of Classroom

The classroom is not only the place in which students enter to learn. A classroom is more than a space in which teaching and learning take place, the classroom is where students as children create closer interpersonal relationships. One of the aims of Nueva York School is having happy students, providing them with happy spaces. Holley & Steiner (2005) state that

the conception of the classroom as a “safe space” refers to an environment where students feel secure enough to take risks, express their views openly, and share and explore their knowledge, attitudes, and behaviors without fear. Given this context, the research aims to create an environment where students can confidently produce their written texts, aligning with the school's goal of fostering positive learning experiences. This includes considering students’ preference for collaborative work, which has been identified as a key factor in their comfort and engagement during the writing process. By providing a supportive and interactive classroom environment, the study seeks to enhance students' participation and willingness to take risks in their writing, ultimately contributing to their overall learning and development.

Instructional Design

This proposal was designed around different types of situated texts based on the genre- based approach with the purpose of enhancing students’ written production. The pedagogical intervention of this project is organized in three cycles; each cycle has a lesson plan and follows a topic related to the students’ reality and addresses the writing of a text through GBA. The first cycle called “Consciousness through letters” focuses on developing writing skills through letters to the Earth, integrating GBA to enhance structured expression and environmental awareness. The second cycle called “Post what you think” emphasizes structuring opinions using sentence starters and imperatives while following the Genre-Based Approach (GBA). In this cycle, semi-structured interviews assess students' perceptions and progress. The third cycle “Recognizing what we have around” engages students in storytelling by identifying comic characteristics, using past, present, and future tenses, and structuring sentences effectively, in this cycle the work was collaborative and semi-structured interviews and surveys assess students’ perceptions of the Genre-Based Approach (GBA) and its impact on their writing development. Besides, these cycles (See Table 1) have the

intention of making the process of writing less systematic by placing them in the reality, addressing different types of texts such as: a letter, an opinion blog, and comic. The sequence of the cycles seeks to keep the students in a real situation, addressing the writing and its improvement by correcting not just the writings during the interventions, but also reflecting (See Appendix I) (following the Cyclical AR model based on Kemmis and McTaggart) after each of them, to implement the necessary changes to produce better writing products, in the hope that the final result will be more accurate writing, the following table presents the intervention plan:

Table 1.
Pedagogical intervention proposal

	Lesson	Objectives	Situated writing
Cycle 1: Consciousness through letters General objective: To introduce the genre-based approach (GBA).	Lesson plan N°1: A letter to the earth (Appendix F)	Specific objectives: - To identify the characteristics of a letter -To reflect upon the importance of taking care of the earth. -To produce a letter -To acknowledge and rectify errors in their writing. - To recognize the students' first impressions of GBA	-Letter Language content: - Adjectives - Future tense
	Contribute to the genre-based approach (GBA) by developing a letter as part of the writing process and learning to express themselves having their first approach to writing a formal letter in English, addressing greetings and closings vocabulary.		
	Semi-structured interview with the objective of recognizing students first impressions of GBA, with the procedure of following a sample letter and receiving the researcher's guidance during the development		
	Data Collection Instruments: Artifacts, interviews		
Cycle 2: Post what you think...	Lesson plan N°2 What is your opinion about... (Appendix G)	Specific objectives: -Identify the characteristics of an opinion posted on a blog -To express themselves and provide tips -To produce an opinion post on a blog -To acknowledge and rectify errors in your writing.	- Opinion blog Language content: - Sentences starters - Imperatives

General objective: To practice how to express an opinion through words.	Create blog posts by identifying the characteristics of opinions, expressing ideas clearly with sentence starters and providing tips, producing well-structured opinions, and acknowledging and rectifying errors in writing. Also, following GBA with a sample to follow in terms of structure and vocabulary.		
	Semi-structured interviews were conducted to determine students' impressions of the class and to determine whether the reflection aligned with what had happened in the previous cycle. At the same time, recognizing how they felt with the review of misspelled words and if they were more conscious about them writing their opinion.		
	Data Collection Instruments: Artifacts, interviews		
Cycle 3: Recognizing what we have around General objective: To enhance students' understanding of sentence structure by guiding them through a comic.	Lesson plan N°3 The issues we have around... (Appendix H)	Specific objectives: -To identify the characteristics of a comic -To tell a clear and engaging story -To collaborate effectively in groups and establish roles for a successful outcome -To use verb tenses and syntax correctly.	Comic Language content: - Past, present and future tenses - Use of time expressions
	Incorporating various tenses and sentence types. This cycle includes a preliminary review of sentence syntax and order to support students in constructing well-formed sentences within their comic work		
	Some semi-structured interviews were conducted to determine students' final impressions of the genre-based approach with the aim of gathering their views of following that step by step for writing. Also, asking how they felt about the enhancement of their writing production. A survey was also conducted for all the students with the same questions for the interview with the idea of having all the students' perspectives.		
	Data Collection Instruments: Artifacts, interviews and surveys.		

Table 2.
Timetable

Research Stages		2024										2025			
		A p r i l	A p r i l	A p r i l	M a y	M a y	J u n e	A u g u s t	S e p t e m b e r	O c t o b e r	N o v e m b e r	F e b r u a r y	M a r c h	A p r i l	M a y
Contextualization of the population		✓	✓												
Observations in field		✓	✓	✓	✓	✓	✓								
Design of data collection instruments		✓				✓	✓	✓							
Design of the methodology and pedagogical intervention						✓	✓								
Lesson planning for the pedagogical intervention stage								✓							
Pedagogical Intervention	Cycle 1:. Consciousness through letters								✓						
	Application of data collection instruments: Artifacts, interviews								✓						
	Cycle 2:									✓					
	Application of data collection instruments:									✓					
	Cycle 3: .										✓				
	Application of data collection instruments:										✓				
Data analysis procedures, and results												✓	✓	✓	✓

Possible Impacts of the Results

This research study aims to improve students' written production as a communicative skill. Considering that, the possible impacts of the results could include that, by the genre-based approach, students can write more accurately. Besides, situating the process of writing in real contexts is expected to make the process of proofreading more manageable. In addition, if the approach proves successful, the institution could use this strategy to address the writing process with the expectation of increasing students' confidence when writing, developing a higher level of writing skills, and expanding their vocabulary while learning about different types of texts.

CHAPTER V

DATA ANALYSIS AND FINDINGS

In this chapter, the analysis of the data collected during the pedagogical intervention at Nueva York School is presented, as well as the procedures for data analysis used through the research. Moreover, the analysis based on these categories is presented, which answer the research question and determines whether the objectives of the study were achieved.

As mentioned before, this project uses the Grounded approach to analyze the data collected during the research implementation. As Merriam (2009) states “data in grounded theory studies can come from interviews, observations, and a wide variety of documentary materials” (p. 30). Based on what Merriam mentioned, the information was obtained to generate the subsequent analysis in the present study; in order to have a more valid analysis, triangulation was taken into account. Triangulation describes how a researcher makes use of the multiple findings to have the required information for a deep and critical analysis (Bans-Akutey & Tiimub, 2021).

In action research, the researcher somehow becomes part of the situation, and this occurred in the present project. Considering that, Pilarska (2018) states that “the emic perspective entails a position of the “insider researcher”, who acknowledges the direct contact and relation with the researched” (p.154). Being at the classroom in this project meant becoming part of the students’ productions, as will be demonstrated below.

Moreover, this study follows a cyclical AR in motion (Figure I). Because Nueva York School follows the International Baccalaureate (IB) Education model, “IB World Schools engage in cycles of inquiry, action and reflection that lead to deeper understanding and a lifetime of learning (International Baccalaureate Organization, 2020, p. 13). This cyclical

process involved identifying the required information to define the study categories in line with the study's objectives, and addressing the results progressively as needed.

The data collection was done through the review of each artifact. All the writing productions were checked one by one to observe how each student wrote (individually or in groups) which I considered to be the best way to assess whether the GBA helped and to respond to the study's objectives. Additionally, after each cycle, a field diary -compiling what happened in each class of the cycle- with observations and appreciations called What have happened in Cycle N° was carried out. Some interviews were also implemented and considered in the fourth step of the Cyclical AR in motion, and the reflections were done before developing the next cycle.

5.1.1 Coding Process and Evaluation Criteria

To carry out the analysis of students' writing, an open coding process was used. Recurring patterns and linguistic features such as spelling, syntax, cohesion, and punctuation were identified across the three writing cycles. These features were tracked using comparative matrices, which allowed the researcher to detect improvements over time. Improvement was determined by contrasting students' productions against the sample texts, as well as by evaluating specific aspects such as word count, spelling accuracy, use of sentence structures, and paragraph organization. Although no formal rubric was applied, a checklist of expected writing features was used as an analytical guide during each cycle. Furthermore, observational data from field diaries and students' self-perceptions were triangulated with their written texts to provide a holistic understanding of their progress and difficulties.

Categories of analysis

The categories of this study emerged from the main objective of this project which was to explore the influence of using the genre-based approach in students situated writing

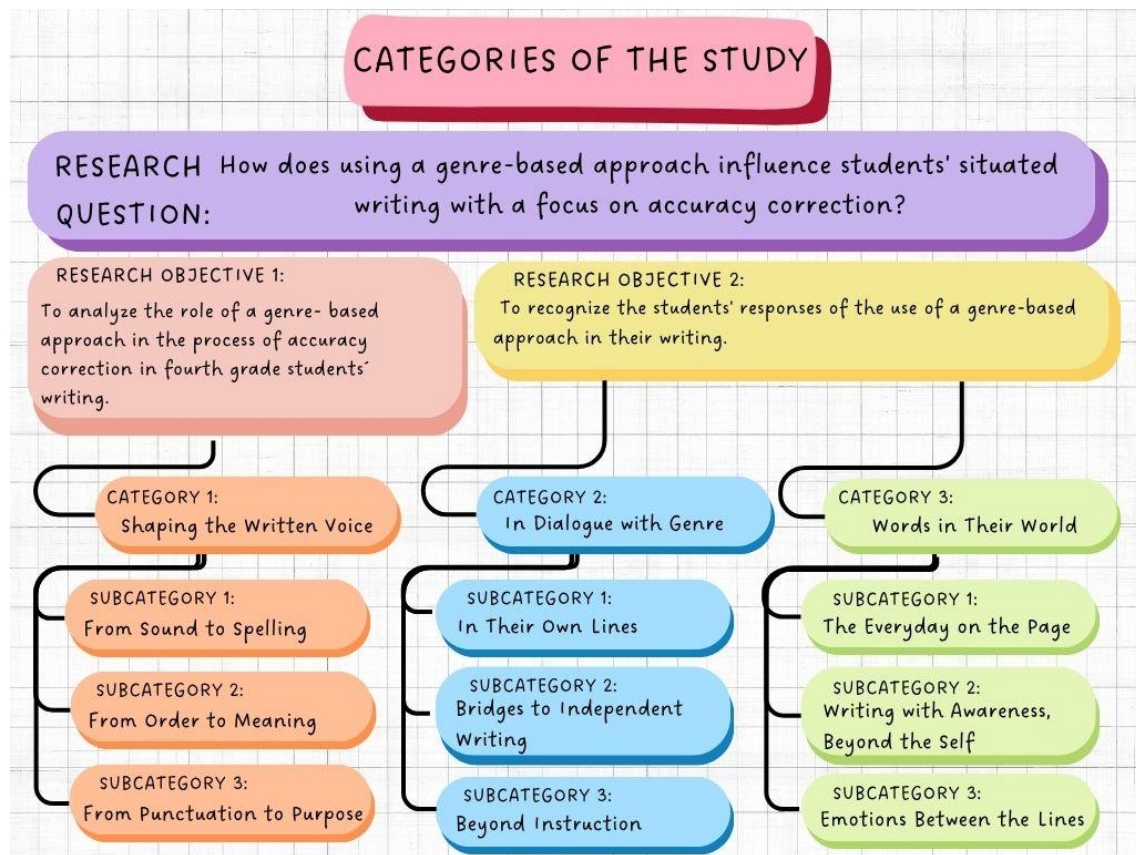
with a focus on accuracy correction. The specific objectives were, first, to analyze the role of a genre-based approach in the process of accuracy correction in fourth-grade students' writing, and the second, to recognize the students' responses to the use of a genre-based approach in their writing. The following categories and subcategories emerged from those objectives to answer the research question that shaped this project, which is engaged with writing as a linguistic and social practice.

The first category, *Shaping the Written Voice*, shows the process of accuracy correction in students' writing throughout the study. The second category, *In Dialogue with Genre*, highlights the responses of the students and their interactions with genre structures. Finally, the third category, *Words in Their World*, reveals how the process of writing is connected with students' context, realities, and experiences; exploring their social awareness and emotions through written language.

To provide a clearer understanding of how the data was analyzed and organized, the following image (Figure 2) presents the categories and their respective subcategories of analysis that emerged.

Figure 2.

Categories of the study.



Category 1: Shaping the Written Voice

This category aims to answer whether the students' written productions improved. The three cycles are taken into account because improvement is progressive, prioritizing process over product. Considering that it is not only a writing process, but also a thinking and communicative one. As explained in the pedagogical intervention, other activities were also taken into consideration in this improvement process, aligned with the GBA and the provided samples. Since the Diagnostic Test (Appendix E) of the 23 students was reviewed, some elements were considered to monitor them closely. These are: grammar —better understood as syntax in linguistic terms, although children do not use that expression—, punctuation, misspelled words, and sentence cohesion.

It is important to recall what was mentioned in the Theoretical Framework, in the construct of accuracy in writing, about the role of the pre-service teacher —in this case— in

the writing process: “If the teacher wants to improve the product, she must assist the students in ways that will enable them to improve the process they go through to produce that product” (Hashemi, 2013, p. 241).

Subcategory 1: From Sound to Spelling.

How words are written in a text is important, because a single word can change everything. Two out of three writing products made by the students were done individually—the last one was done in groups—. These two individual productions were analyzed together to observe whether students showed any improvement when working alone. As this research follows the GBA, students followed a sample created for each writing: 1) *Letter to the Earth* (Figure 3), and 2) *Opinion Blog* (Figure 4).

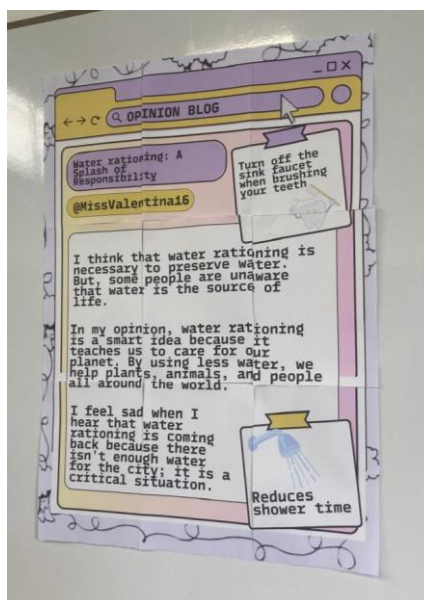
Figure 3.

Letter to the Earth



Figure 4.

Opinion Blog



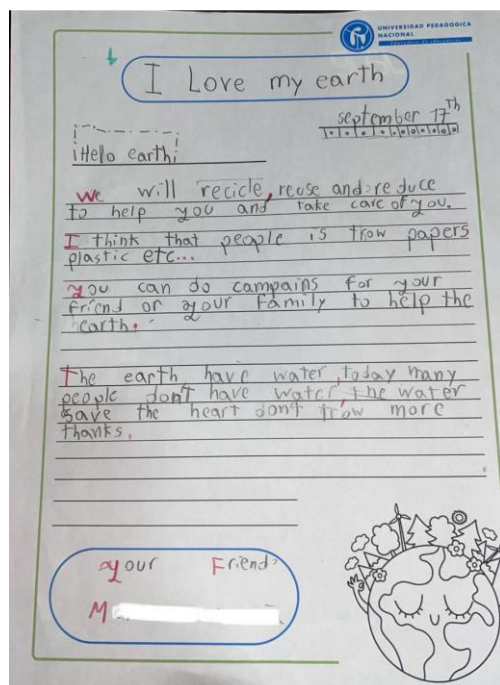
It is worth mentioning that Student 19 was the only one who had no misspelled words during the entire study. Student 7 and Student 13 did not write more than three words —

which did not leave much to be analyzed in this first production—, and Student 11 did not write anything. The rest of the students, in their *Letters to the Earth* (Figure 5), had common spelling errors such as:

Figure 5.

Letter to the Earth

Student 10



- Writing words as they sound in L1: lastimate (hurt), guarmining (warming), resolf (resolve), bat (but), rediouse (reduce)
- Letters are omitted or changed: pollutio → *pollution*, becaus → *because*, gargaje → *garbage*
- Common misspelling: whit → *with*, recicle → *recycle*, pleace → *please*

In general terms, in this first cycle, common spelling errors occurred even in productions with high word counts, suggesting that fluency is not always accompanied by lexical accuracy. To address that, the first activity in the second cycle —*Hangman*— was dedicated to reviewing the correct spelling of those words in which the majority of students showed weaknesses (*with*, *recycle*, *but*, *garbage*, *pollution*, *resolve*). Moreover, these were included in the sample of the second cycle (Figure 4).

In this second production, all of the students wrote more than 25 words, which showed a significant change. In the following table (Table 3), both writing productions are compared to show the progress from Cycle 1 to Cycle 2:

Table 3.

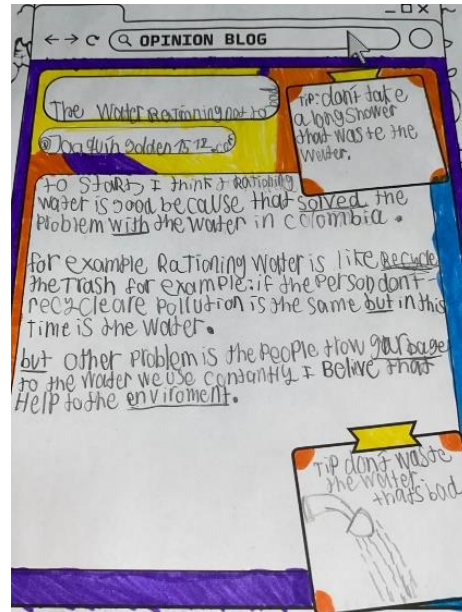
Comparison of Cycle 1 and Cycle 2

Aspect	Cycle 1	Cycle 2	Observed Improvement
Average word count	Approx. 55-60 words (range: 0- 128)	Approx. 45-50 words (range: 25- 143)	Slight reduction, but more concise and structured texts
Fewer words but better quality	Rare (few showed quality over quantity)	12 students	More than 50% showed better writing with fewer words
Average spelling errors	Avg. 4-6 per student; up to 12	Avg. 0-2 per student	Significant reduction in errors
Greater spelling Accuracy	Few students with high accuracy	17 students improved	Notable improvement in spelling
Use of words worked on to be corrected	Not applicable	15 students	65% applied corrections reviewed in class
Errors due to writing as it sounds (L1 influence)	Frequent: 'lastimate' for 'hurt', 'nit' for 'need', 'resolf' for 'resolve', 'bat' for 'but', 'complit' for 'complete'	Much less frequent	Greater awareness of correct spelling forms
Errors due to disordered or switched Letters	Frequent: 'recicle' for 'recycle', 'pleace' for 'please', 'gargaje' for 'garbage', , 'micion' for 'mission'	Rare or nonexistent	Great decrease in errors from incorrect letter order

There was one student who made use of all the corrected words, and even underlined each of them (Figure 6).

Figure 6.*Opinion blog*

Student 21



Based on the notable advantages in writing and in the students' responses (Category 2), the third cycle was designed as a group writing task: a comic titled *The Issues We Have Around*. There were seven groups, and each group had a topic —fast fashion, climate change, water pollution, waste management, air pollution, biodiversity loss, and food and water shortages -. In terms of misspelling, the students wrote all the words correctly: “students reviewed with each other what they wrote as a group” (*What Happened in Cycle 3*). This confirms that, throughout the different cycles, students became increasingly aware of how their words were written and noticed it more when working as a team.

Subcategory 2: From Order to Meaning.

The order in which the words are placed gives meaning to the writing. The first writing production showed some syntax inaccuracies in 10 students (as mentioned in the previous subcategory, Student 7 and Student 13 did not write a complete sentence, and Student 11 did not write anything in the first cycle). The rest of the students demonstrated agreement in their structures. The syntax inaccuracies were:

- Subject-verb mismatch: "my idea are", "people is". (5 students)
- Omission of *to be* in structures like “be going to”. (2 students)

- Incorrect use of negative constructions: "to don't" instead of "not to", and "will don't" instead of "won't". (3 students)

In the second cycle, there was no specific activity for “fixing that,” because I, as the researcher, believed that showing them all the things they had to correct would be overwhelming. Since it involved only 10 students, the researcher acted as an insider and approached those students, pointing out the specific inaccuracies they were making with phrases/questions like: “Are you sure it’s *people is*?”, “I think something is missing before that *going to*,” and “What is *will don’t*? Isn’t it *won’t*?” With those soft comments, five of the students who had made mistakes in Cycle 1 showed improvement in Cycle 2 (Table 4).

Table 4.

improvement of the 5 students between cycles

Student	What happened in cycle 1	Improvement in Cycle 2
Student 1	"MY IDEA ARE"	Clear writing, without agreement errors
Student 10	"People is"	The error is not repeated
Student 12	Omission of the verb "to be"	Improves the structure of his sentences
Student 18	Incorrect use of "to don't"	The error is not repeated
Student 23	"Will don't" instead of "won't"	Writing without similar errors

Student 7, who did not write a complete sentence in Cycle 1, wrote more than 33 words in Cycle 2. Although he increased his production, he made the error “*People is*”, which shows difficulty in maintaining agreement in longer texts.

For the third cycle, following the idea of working on students’ structures, a scrambled- sentences activity (in past, present, and future) was carried out at the beginning.

For the comic they had to write, they needed to manage those tenses, as shown in the comic sample (Figure 7). After organizing the sentences correctly, one student from each peer group went to the whiteboard and wrote the English structure used in that sentence. The results of the comics were satisfying because, as they were working in groups, the students who still presented inaccuracies were paired with those who did not. This resulted in comics with well-written sentences in past, present, and future. (Figure 8).

Figure 7.

Comic sample



Figure 8.

Students' comic Biodiversity Loss



These findings suggest that while syntax errors were initially present, especially in subject-verb agreement and negative constructions, the use of targeted peer interaction and individual scaffolding helped students gradually internalize more accurate sentence structures. The group-based activity in Cycle 3 proved particularly effective in consolidating these improvements, as students learned from one another and applied multiple verb tenses correctly. This progression highlights the value of flexible, non-overwhelming interventions and the importance of collaborative writing for fostering syntactic awareness. And as it was observed, “most of the sentences the students wrote in group had a correct structure based on the needed tense” (*What Happened in Cycle 3*)

Subcategory 3: From Punctuation to Purpose.

Adding commas and periods in English texts can provide more meaning to each sentence or paragraph. The first cycle examined how students used punctuation and whether they separated their texts into paragraphs. The results were:

Table 5.

Students' handling of punctuation and paragraph organization

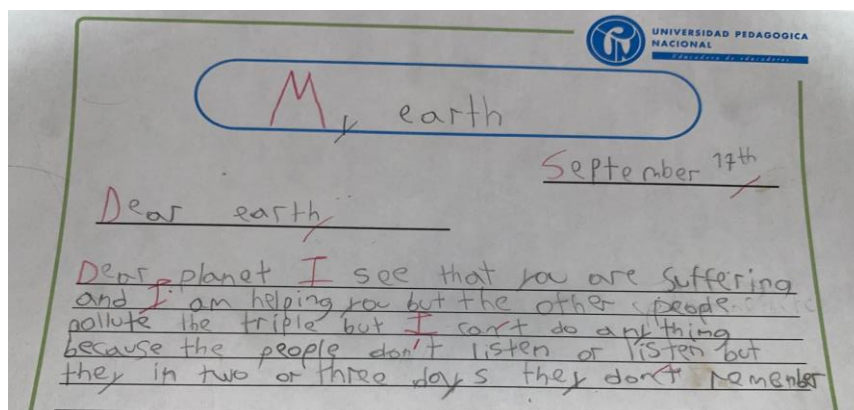
Subcategory	Description	Number of Students
Proper use of punctuation	Commas and periods were used clearly and effectively	9 students
Little or no punctuation	Lack of basic punctuation marks (commas, periods)	14 students
Used paragraphs	Text is divided into separate sections/ideas	16 students
Did not use paragraphs	Text written as one single block without divisions	7 students

As shown in the previous table, 61% of the students lacked basic punctuation marks (commas and periods). Such a high percentage highlights the initial gap in basic writing mechanics, emphasizing the necessity of targeted intervention in this area. Additionally, 30% wrote their *Letter to the Earth* as a single block of text (Figure 9).

Figure 9.

Letter to the Earth

Student 16



After reflecting on this, in the second cycle, some opinion sentence starters were introduced to the students to use in their opinion blogs. These starters begin a sentence and require a comma afterward. The sample (Figure 4) was also divided into clearer paragraphs, to model the use of sentence starters “in all the writings the students used sentence starters” (*What Happened in Cycle 2*). With that mind, Cycles 1 and 2 were compared. Significant improvements were observed:

Table 6.
Significant improvements one cycle to other

Evaluated Aspect	Cycle 1 (Letter to the Earth)	Cycle 2 (Blog Opinion)	Observed Improvement
Use of punctuation	9 students used punctuation effectively	At least 20 students used it correctly	Significant improvement in use of commas and periods
Lack of punctuation	14 students did not use punctuation	Only 3 students showed minor issues	About 80% reduction in this issue
Use of paragraphs	16 students structured their text	All 23 students used paragraphs	Full improvement in structural organization
No paragraph separation	7 students did not use paragraphs	None	100% of students showed paragraph use
Use of sentence starters	Not evaluated	All 23 students used them	Effective integration of discourse markers

These improvements suggest that explicit instruction on sentence starters and paragraph structuring had a direct impact on students' awareness of written text organization.

Additionally, the use of clear samples appears to have supported students' ability to replicate correct structures independently.

The improvement in this aspect was evident. However, for the third cycle, students had to implement time expressions and write complete sentences. They used them correctly and included end periods in all their sentences.

This indicates that students not only internalized the mechanical aspects of punctuation but also began to apply them more autonomously, showing greater confidence in their writing. The collaborative nature of the tasks in Cycle 3 likely reinforced these habits, suggesting that peer support plays a key role in consolidating technical writing skills.

Overall, the progressive improvement in punctuation, paragraphing, and the use of discourse markers demonstrates that students developed a clearer sense of how written language is structured. The combination of explicit modeling, targeted feedback, and collaborative writing tasks proved effective in consolidating their understanding of these writing mechanics. These findings reinforce the importance of integrating genre awareness with meaningful scaffolding in the classroom.

Category 2: In Dialogue with Genre

This category aims to recognize the students' responses to their writing in relation to the Genre-Based Approach. Throughout the three cycles, a sample of three distinct writing genres—one per cycle—was designed to provide the students with a specific model of what they had to do. The researcher created her own *Letter to the Earth*, an *Opinion Blog*, and *Comic*. Based on these, the students were taught the parts of each type of text, the step-by-step process they had to follow to produce their own texts, and, at the same time, they had an example of the final product to observe during the lessons focused on textual production.

This explanation was given in line with my interpretation of what GBA is. As mentioned earlier in this study, “I recognize the GBA as an approach that guides students, providing them with what I call ‘a step-by-step’; having a sample to imitate and placing students in a real context can lead them to find more solutions than questions” (p. 16). As students reflected on this approach, they recognized it primarily as a sample.

Subcategory 1: In Their Own Lines.

This subcategory aims to collect the students’ perceptions of their own progress in writing in English throughout the process with a genre-based approach. The goal is to determine whether they recognized improvements in spelling, structure, vocabulary, or writing confidence. It was designed to include the students’ voices and to explore whether they noticed the same progress observed by the researcher.

As presented in the last lesson plan, the students answered a survey that included some final questions, focusing on what they thought about their own process. The first question was: “*Durante las clases con Miss Valentina —it is how they called me— ¿crees que tu escritura en inglés mejoró?*” All of them gave a positive answer, which means that all the students believed their writing had improved. Furthermore, some of them justified their answers in the survey and in interviews conducted at the end of the process.

Table 7.

Evidence of students’ justifications

Student	Justification
Student 3	<i>“Sí, porque ahora sé cómo se escribe mejor cada palabra”.</i>
Student 10	<i>“Sí, porque antes no sabía escribir mucho”</i>
Student 2	<i>“Sí, porque antes yo no sabía tanto escribir las palabras y ahora con la ayuda sé escribir mejor”.</i>
Student 12	<i>“Sí, porque poco a poco me corregían los errores que tenía y así fui aprendiendo”.</i>

Student 15	<i>“Sí, ahora puedo entender y escribir mejor en inglés”.</i>
Student 18	<i>“Sí, porque tengo mejor ortografía”.</i>
Student 6	<i>“Sí, porque escribí más”.</i>
Student 1	<i>“Mucho. Antes escribía de primero la... ¿Cómo era? ¿Qué escribía? Ah, primero la H y después la T. En with”</i>
Student 7	<i>“Porque con los ejemplos de miss Valentina me hace entender más”</i>
Student 13	<i>“Porque haora (ahora) me se más palabras”</i>

The responses show that students explicitly recognized an improvement in their English writing skills. Some emphasized improvements in spelling or vocabulary, while others noted progress in their ability to express themselves. Additionally, this improvement is often linked to the support received from the teacher, as was also mentioned by the students.

These insights confirm that students are not only aware of their own writing progress, but they can also identify specific aspects of that improvement, such as spelling, vocabulary, and overall expression. Their comments showed a growing metacognitive awareness of the writing process and the value of teacher guidance. This self-perceived progress reinforces the importance of fostering reflective practices and highlights the effectiveness of the GBA approach that emphasizes clarity, structure, and meaningful teacher support.

Subcategory 2: Bridges to Independent Writing

This subcategory integrates both the value of the sample as a tool and the evidence of genre understanding based on students' perceptions. The sample was always displayed either on the TV or on the whiteboard so that students could observe it while creating their own writing. However, during the second cycle, in one of the interviews, students were asked: *“Is it better to have the printed poster or to see it on the TV?”* The most meaningful and justified

answer was: *“The poster is creative, but I understood better when you put that on the TV”* (Student 1).

Also, while the class was being observed, the field diary noted: *“It is important to mention that in this writing activity, they looked at the printed sample several times because they had the opportunity to do so”* (What Happened in Cycle 2), which confirmed that they actively used the sample while writing.

This is further supported by the students’ opinions in the final survey mentioned earlier, where the following question was asked: *“¿Crees que es mejor escribir cuando Miss Valentina pone un ejemplo?”* All the answers were “Sí.” However, I wanted to understand why they believed that, and I had conversations with some students which were set in the field diaries (Figure 10):

Figure 10. *Conversations with students*

Researcher: “Is it easier to write when I bring an example?”

Student 21: “ Yes, because if we have an example, we have a guide.”

Student 12: “Yes, I learn more”

Student 23: “If you give an example, all the rest of the activity will be easy. Because you show us what you did, so I know what to do.”

Researcher: “In the first class you did not finish the letter, but this class you finished all, why? What has changed?”

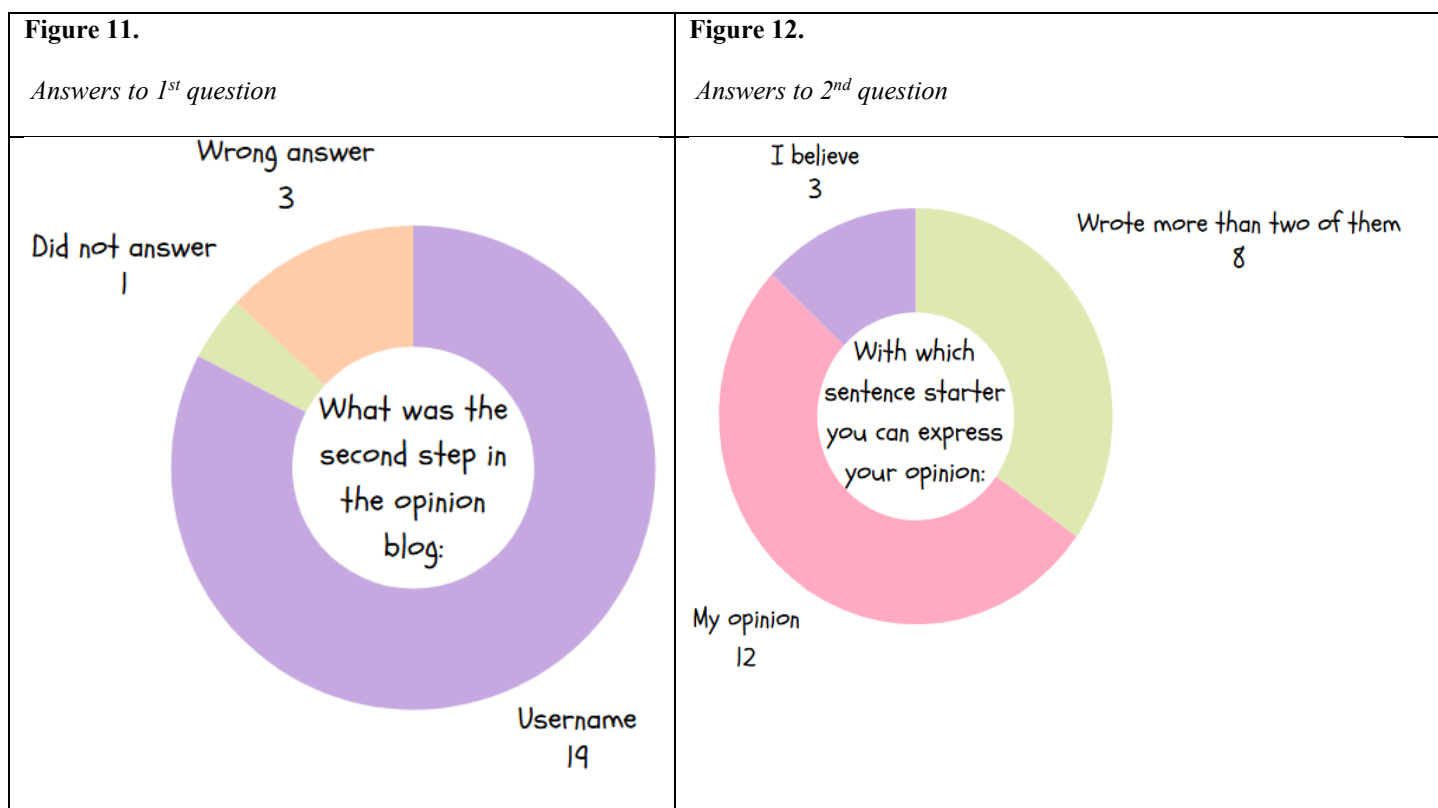
Student 4: “The first time I didn't know what to write. In this new class, the sample was clearer, I understood better because I took the poster as a guide. I copy some things from the poster hahaha”

In one of the classes, the student 1 went near to the research and say:

- Miss, can I tell you something?
- Yes
- I really like your method, when you put in the TV part by part, I understand because you say all the needed parts for the letter, and I just have to follow it.

That leads us to notice the students' understanding of the genre through the samples, analyzing each part of them. Additionally, at the end of each cycle, the parts of the specific genre were revisited through simple questions. In the first cycle, a thinking routine was implemented, which included the question: *"What are the parts of the letter you wrote to the Earth?"* and it was observed that *"the students have in mind each part of the letter and understand the purpose of each of them"* (What Happened in Cycle 1).

For the second cycle, they answered some open questions through a game (Figure 11 and 12):



The results in the graphics (Figures 11 and 12) demonstrated that students recognized the parts of the opinion blog and the sentence starters that were explained to them for expressing their opinions. For the third cycle, the questions aimed at evidencing their understanding of the genre were included in the closing survey of the process:

Table 8.

Questions and answers about the third cycle genre

Question 1	Question 2
Write just one the part of the comic:	What is the name of the things where you write in the comic?
Beginning: 10 students Middle: 5 students End: 8	All of them answer: Speech ballons

All the data demonstrate that students had a good impression of using of the sample —they said it made writing easier— and recognized it as a support for organizing their ideas and producing meaningful writing. As Student 23 expressed, if they are shown what I did in my sample, they know what to do in their own writing. Furthermore, according to their answers about each genre, they identified the elements of the genre and replicated not just the structure but also the purpose.

These findings reveal that the use of situated samples served not only as a visual aid but also as a pedagogical bridge that allowed students to understand and internalize the structural and functional elements of different genres. The consistent reference to the sample during writing tasks and the students' ability to identify key genre components demonstrate a growing awareness of how texts are built. This also highlights that providing clear, accessible models fosters learner autonomy, helping students transition from imitation to independent construction of meaningful texts.

Subcategory 3: Beyond Instruction

As mentioned above, the researcher had an active role during this process. She was the one who planned each cycle and wrote her own situated writing following the genre-based approach. Similarly, through her examples, she explained to the students how to write the different types of texts step by step. The role of the teacher was not initially considered a focus, but throughout the study, the students made relevant comments about her support during the process, and it began to be taken into account—starting from the very first class:

Figure 13. Interview Student 21-Cycle 1

Researcher: Did you like the class?

Student 21: Yes, I liked.

R: Why did you like it?

S21: I liked because you are calm and what you made in that class was fun, I think I am learning new thigs, things that I didn't know before

During the first cycle, *“when the students started to write their own writing productions, they raised their hands to ask questions about vocabulary and how to write certain words, or whether their writing was correct. The teacher spelled the words in English, and the students corrected them”* (What Happened in Cycle 1).

Students showed confidence when resolving their doubts throughout the entire process, which contributed to their improvement in writing. It is relevant to mention that the only person who supported them while they were writing was the researcher. In the final survey, they were asked directly about this: *“Did you like having Miss Valentina's support during the writing exercises?”* —and all 23 students answered “YES.”

Afterward, some of them were asked why they liked it and their answers were:

Table 9.

Justification of the students

Student 1	Because you explain things different to other teachers, and that motivates me to keep learning, writing, and I understand more. Also, because you always answer all the questions well and give us the solution to what we asked you.
Student 4	Because the first time we wrote together, I was temerous (scared)... I didn't know what to write, because at that moment I didn't know much English. And now look—I know a lot of English! I feel more confident.
Student 14	Because there were some parts that we didn't understand and she explained to us again.
Student 10	It was fun because she spell (spells) the words to us, but in English and we correct.

Student 7	I feel good because the miss answered my questions in a good way.
Student 12	I like because miss Valentina help all of us and she is calm.

Throughout the implementation of the genre-based approach in the 4-D classroom, the role of the teacher emerged as a relevant factor in students' writing progress. Although it was not initially considered a focus of the study, the students' perceptions revealed that the pre-service teacher's presence and guidance played a fundamental role in supporting their writing development. The researcher's actions—such as modeling each writing task following the GBA through situated examples, guiding students with a step by step, and providing immediate and personalized feedback during the “writing time”—allowed learners to feel more confident and motivated.

As evidenced in class observations, interviews, and surveys, students consistently recognized the teacher as a source of support who fostered an encouraging learning environment. This highlights the importance of an involved teacher figure in writing processes, especially when students are still building their confidence.

These insights reaffirm that the teacher's mediation was not only instructional but also emotional and motivational. Her presence provided a sense of safety, scaffolding, and clarity, especially in a process that involved learning a new language and genre structures. Within the framework of the Genre-Based Approach, the teacher's active role as a model and guide became essential for bridging the gap between exposure and production, making visible the often-invisible labor of scaffolding students' writing development.

Category 3: Words in Their World

This category aims to explore how students responded to writing tasks that were embedded in familiar, real-life contexts —also referred to as situated writing. Within the

framework of the Genre-Based Approach, writing about meaningful and immediate situations allowed students to activate personal experiences, prior knowledge, and emotional engagement. By analyzing their texts, surveys, and interview excerpts, this section examines how contextual relevance supported language production, personal expression, and deeper cognitive and emotional involvement in the writing process.

Subcategory 1: The Everyday on the Page.

Situated writings in this study are about things, experiences, or activities well known to the students, as these are part of their everyday lives. Writing about situations they were experiencing—such as water rationing during the second cycle, which was occurring at the same time across the city and country—allowed students to engage more easily with the task. They made connections with what they observed in their surroundings. What they expressed in their opinion blogs about water rationing, in connection with the context during Cycle 2, was:

Student 6: For the people is negative but for the environment is good

Student 5: ...In this moment the water is not too much...

Student 4: We are in a critical situation lees (less) forests and much cities

Student 11: I feel good in the rationing days because it is needed to save the water

Student 21: I think water rationing is good because that solved the problem with the water in Colombia

Student 23: People in this moment don't care about water and continue wasting water

Student 10: Water rationing is something that we all live

These examples show how students made strong connections between their writing and a real situation that was affecting not only their own lives but also the entire country. The use of the present tense and expressions like *“in this moment”* or *“we are in a critical situation”* reflects that they were not writing about distant or imaginary events, but about something they were currently experiencing. This gave them the opportunity to communicate

about things they knew —as seen in the third cycle with the comics— where they wrote about topics, they were familiar with, since they had worked on them in other subjects: fast fashion, climate change, water pollution, waste management, air pollution, biodiversity loss, and food and water shortages. They also wrote in the present tense, following the comic structure and including information they genuinely knew (Figure 14):

Figure 14. Comic fragments in present



This contextual connection fostered not only linguistic production but also motivation and authenticity in students' writing. By linking the tasks to real-life experiences, the genre-based approach allowed students to express themselves with greater confidence, using language to describe, reflect on, and respond to their immediate reality.

Subcategory 2: Writing with Awareness, Beyond the Self.

As students wrote about topics connected to daily life, as has been shown, some of their texts reflected not only personal experiences or knowledge but also an awareness of social issues. This subcategory demonstrates how students' writings became a way to communicate their opinions, reflections, and concerns about situations that affect the place in which they are situated. That social awareness is present in the students' work throughout the entire study (Figure 15,16,17,18,19, and 20).

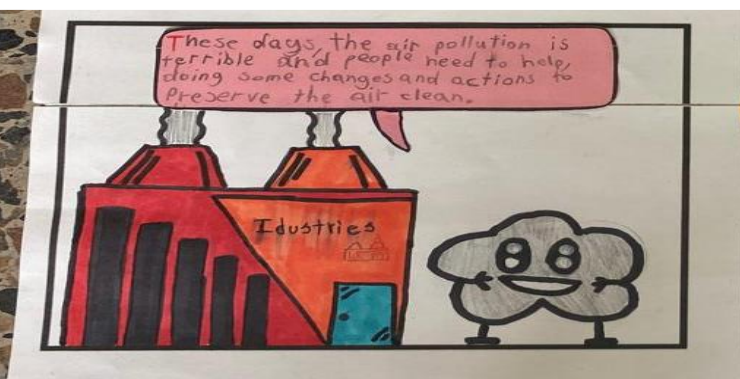
Figure 15,16,17,18,19 & 20. Evidence of students' social awareness

I think that water radiation is necessary to recycle because we need water to survive and live.

I think that the rationing of water is okay because we need to reflect for our actions for respect the environment

I believe that the humans can change the actions but if we change the actions we can make a good planet

In my opinion the people waste so much water all the days and it doesn't matter for them, they just think in their happiness.



These samples exemplify how students developed a sense of social awareness through their writing, based on real-life contexts. They expressed opinions about what they observed others doing, while also referring to society as a whole—including themselves—and the need for reflection, awareness, and change. This illustrates that they began to understand writing not only as an academic activity, but also as a way to express their thoughts about familiar situations.

This highlights the importance of providing writing opportunities that allow students to reflect on their reality, develop a critical perspective, and have the space to express it.

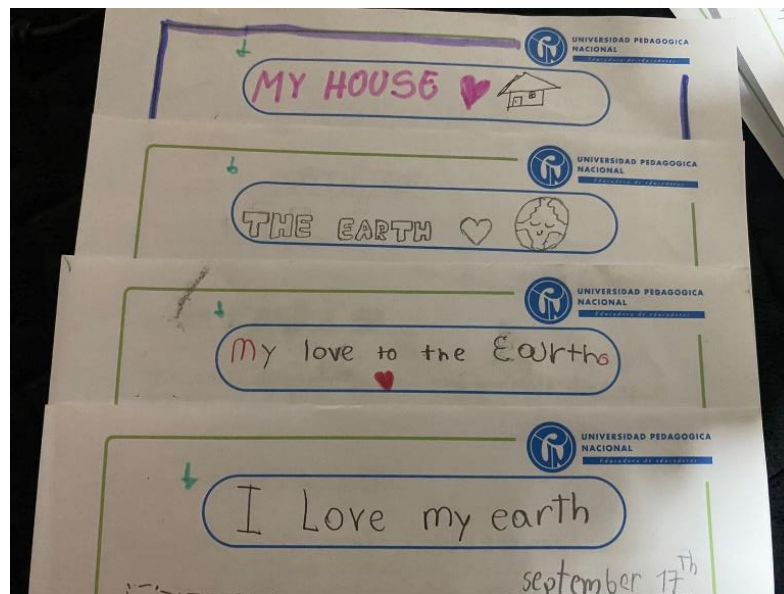
In summary, the students' writing process revealed a gradual shift toward greater social consciousness. Their texts demonstrate not only an understanding of genre structure and linguistic accuracy, but also an ability to connect writing to relevant, real-world concerns. By integrating themes related to environmental and societal challenges, students transformed their written productions into acts of reflection and personal positioning. This underscores the potential of genre-based, contextually grounded instruction to empower students as not just language learners, but also as thoughtful, engaged members of their communities.

Subcategory 3: Emotions Between the Lines

Writing about familiar situations through specific genres also encouraged emotional engagement. This subcategory highlights how, through words, the students' feelings can be perceived—they write with authenticity and express emotions. One of the writing genres included in this project was the letter, a genre that serves as a way to express thoughts and feelings.

The titles chosen by the students for their letters (Figure 21) reveal an emotional connection, demonstrating that they were not only writing to complete a task but were personally involved in what they were expressing. The use of possessives emphasizes a sense of belonging, which contributes to deeper emotional engagement with the activity.

Figure 21. *Title of students 13, 20, 10, 3, 9*



Additionally, the small drawings —of a house, hearts, or the planet Earth— visually reinforce that the task was meaningful and connected to the students’ values and feelings.

Moreover, in the *Letters to the Earth*, there were sections that said:

- “I think that you are beautiful and we, the humans are destruture (destroying) you” (Student 14)
- “I recycle to save you, you are the best planet to the people, you are in our harts (hearts)” (Student 6)
- “I think you are the most beautiful planet in the universe” (Student 2)
- “I love to much to you earth and I am going to try to complit (complete) my mission and compromise with you to make a beautiful world to us and make you a happy earth, thank you for are (being) our earth. ♥♥♥Love” (Student 12)

These findings show that emotional engagement emerged naturally when students were invited to write about familiar and meaningful contexts. The freedom to express personal sentiments through a genre like the letter allowed learners to explore and externalize their affection, care, and sense of responsibility toward the Earth. This type of authentic writing goes beyond language mechanics—it becomes a channel for identity, connection, and purpose. Encouraging students to engage emotionally through writing not only supports

motivation, but also reinforces the idea that writing is a powerful tool for self-expression and for building empathy toward real-world issues.

CHAPTER VI

CONCLUSIONS AND IMPLICATIONS

This chapter presents the conclusions of this research study based the findings showed in the previous chapter. Additionally, the implications for the institution in which it was carried out, for the participants, and the researcher are described. Lastly, the limitations and further research are also presented too.

Conclusions

This study aimed to explore the influence of using the genre-based approach in students' situated writing with a focus on accuracy correction. Accordingly, to that, the pedagogical intervention was guided by two specific objectives: first, to analyze the role of a genre-based approach in the process of accuracy correction in fourth-grade students' writing, and second, to recognize the students' responses to the use of a genre-based approach in their writing.

In relation to the first objective, the data analysis of the first category *Shaping the Written Voice* revealed that the GBA had a progressive and mixed role in accuracy correction in fourth-grade students' writing. It not only worked as a structure to follow but also as a motivational support. In Cycle 3, the comic genre built a context in which accuracy correction occurred through peer correction strengthening students' relationships in the classroom. As was mention, "students reviewed with each other what they wrote as a group" (*What Happened in Cycle 3*) and throughout the processes they had the sample in their sights, "If you give an example, all the rest of the activity will be easy. Because you show us what you did, so I know what to do." (*Student 23*). It demonstrated that genre-specific tasks enhance writing while being also a shared learning process.

In terms of structure, the GBA by providing with meaningful contexts for language use, showed a systematic improvement. The different genres allowed students to internalized better sentences writing progressively as was noticed in the creation of the comic in the last cycle, where students produced correct sentences in different verb tenses. Additionally, as genres follow structures, this approach developed students' understanding of written language structure. Through working with specific genres (letter, opinion blog, comic), students additionally improved in punctuation, paragraphing, and in the use of discourse markers in a progressive way. Recognizing mechanical aspects of writing, such as grammar, spelling, punctuation, and paragraphing. This indicates that GBA integrates accuracy correction with contextualized and meaningful communication purposes, making the enhancing process friendlier and more contextualized for fourth graders. These findings provide evidence needed to answer the first objective was fully achieved.

In relation to the second objective, the analysis of the students' responses to GBA revealed that this approach transformed their relationship with writing. It can be said that fourth graders noticed that writing is more than a mechanical skill; it is also a communicative practice loaded of meaning. They demonstrated a positive reception of communicating with words through the cycles, moving from cognitive to social and emotional dimensions in which they internalized not only the genres but also the learning process itself.

Furthermore, fourth graders showed a remarkable awareness in their writing progress, articulating specific improvement areas such as vocabulary, spelling accuracy and in general an expressive quality. The students' reflective comments demonstrated a heightened understanding of the nature of communicate through words and a huge appreciation for being guided along the process within the GBA. Likewise, this approach fostered learned autonomy and self-monitoring because students had a sample to follow in terms of structure, what was

behind the lines was by their own knowledge of the contexts and even students' feelings. Going beyond imitation to independent and confident text construction internalizing the communicative process.

As was mentioned before, in the students' productions an emotional engagement was evoked. It particularly happened when they wrote about personal or familiar contexts, they resonated with via authentic genres as *Letter to the Earth* and found a way to express emotions, social awareness and responsibility, and environmental care. In that way, writing was an exercise to build empathy concerning real issues in Bogotá, our context, developing fourth graders' critical thinking. Moreover, they achieved the purposes of communication that each genre had increasing the quality of their productions.

Perhaps, peer collaboration was positive in collective texts construction due to the mutual support. In the comics construction, the peer interaction came with sharing ideas, and collaborative writing and editing to solve complications around form and content in its production.

In summary, the responses of the students to the Genre Based Approach affirmed that it was well integrated. This framework was closely integrated for fourth graders carrying their words to writings with communication purposes, social awareness, collaborative learning and even emotional expression. Fourth graders began to understand that writing is not just an English skill, they started to notice that they could express their personal opinions and knowledge in the act of writing.

Limitations

During the implementation of this project, some limitations emerged. The first limitation was related to the lack of time which made the development of the three cycles harder and meant missing the opportunity of implement more cycles, thus losing the opportunity to show the students more genres and further enhance more their writing

productions with a new view of what writing could also mean. Furthermore, I had to give some students out of the study because they had some extracurricular activities during class time and they usually went out and lost more than the middle of the class, however, they also did the productions on their ways.

Another limitation was found means to engage fourth graders. As was mentioned, students at NYS had many tools, materials and even apps for their formative process, they knew and had a lot of things compared with other educational contexts, so coming up with innovative materials and authentic genres was not an easy task at the beginning because all I needed was their attention to an activity that they did not love. Nevertheless, this limitation passed to be a strength for me, I created all the materials for my project thinking about how I would make it more innovative or attractive for the students, the center of this study.

To conclude, despite time constraints and the students who had to be excluded from the study results, the significant challenge that ended up as a strength. The necessity to capture fourth graders attention enforced innovative approaches to material design, showing that limitations could emerge creativity and guide to more implicit student-centered teaching practices.

Further research

This research project was focused on exploring the influence of GBA in students' situated writings with special attention to accuracy correction through the process. Additionally, along the process I reinforced the idea of the importance of the situated learning. Therefore, it would be interesting to look for approaches or ways to reinforce the skills that the students do not like at all and noticing whether, as in this case, more writing opportunities can be encouraged that connect emotions, reality, and the communicative purpose that English has.

Another way to investigate would be to find strategies to strengthen the teamwork in the process of writing. Noticing that students shared ideas and checked what they wrote together in the last cycle, I was left with the idea of what could have happened later with theirs writing when implementing more genres in which they could work as a team.

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Encuesta



UNIVERSIDAD PEDAGÓGICA
NACIONAL

Hola, mi nombre es Valentina Sanchez Palacios, soy estudiante de la licenciatura en Español e Inglés en la Universidad Pedagógica Nacional de Colombia. En esta encuesta encontrarán ciertas preguntas con las cuales pretendo conocerlos para poder desarrollar mi proyecto de grado, los datos recogidos en esta encuesta serán utilizados exclusivamente para fines investigativos.



1. Edad (9 años) 2. Lugar de nacimiento (Bogotá) 3. Barrio (Castilla)

4. ¿Con quién vives? mis papás mi hermano y yo

5. ¿Con quién pasas la mayor parte del tiempo en casa? con mi hermano

6. ¿Te gusta venir al colegio? Sí ☒ No ☐ 7. ¿Te gusta el inglés? Sí ☒ No ☐

¿Por qué? porque es divertido y porque quiero que yo y mi familia salgamos adelante

¿Por qué? porque quiero aprender nuevos idiomas

8. ¿Consideras importante aprender inglés? Sí ☒ No ☐

¿Por qué? porque puede ser que en nuestra carrera necesitemos el inglés

9. ¿Realizas alguna de las siguientes actividades en inglés? (Selección múltiple)

☐ Ver películas ☒ Escuchar música ☒ Ver videos ☐ Oír podcast ☒ Leer ☐ Otra ¿cuál/es?

10. ¿Has tomado clases de Inglés fuera de colegio? Sí ☐ No ☒

¿Dónde? ¿Cuántos niveles?

11. ¿De las siguientes actividades en inglés, en cuales te consideras bueno? Dale un número a cada habilidad de 1 a 4, donde 1 es en la que eres mejor y 4 en la que no te consideras tan bueno.

(3) Escribiendo (4) Leyendo (2) Hablando (1) Escuchando

¿Por qué? porque cuando hacemos una evaluación de escuchar y completar me va muy bien

APPENDICES

APPENDIX A: Students' survey

12. ¿Qué tipo de actividades realizan en la clase inglés? (Selección múltiple)

☒ Juegos ☒ Actividades con videos ☒ Actividades de escritura ☒ Leer libros de diferentes temas ¿Cuales? de gusta leer todo tipo ☐ Debates ☒ Guías de gramática ☒ Ejercicios de listening ☒ Actividades relacionadas con cultura ☐ Otras, ¿cuál/es?

13. De las actividades anteriores ¿Cuál te gusta más y por qué? los juegos porque son divertidos y nos ayudan a aprender mas rapido

14. ¿Que otras actividades te gustaría hacer en la clase de inglés? con estas estoy bien

15. ¿Cómo prefieres trabajar?

☐ Individualmente ☒ En parejas ☒ En grupos por

16. ¿Consideras que tienes una buena relación con tus compañeros? Sí ☒ No ☐

¿Por qué? porque soy buena en ser amigos

17. ¿Qué te gusta hacer en tu tiempo libre?

Aser manualidades o ver una pelicula

18. Participas en clase Sí ☒ No ☐

¿Por qué? porque las actividades son divertidas

19. Tienes alguna afición en particular?

☒ Practicar deporte ¿cuál? equitacion y patinaje ☒ Leer ¿qué? lo mas que me gusta leer es libro de cavallos ☒ Dibujar o pintar ☐ Escribir ¿qué? ☒ Ver series o películas ☐ Otra ¿cuál?

APPENDIX B: Teacher's interview

Universidad Pedagógica Nacional de Colombia
Colegio Nueva York
Proyecto De Investigación En El Aula
Entrevista Docente

1. ¿Cuánto tiempo lleva enseñando?
2. ¿Cuánto tiempo en la institución?
3. ¿Cómo describiría su estilo de enseñanza?
4. ¿Qué estrategias utiliza para motivar e involucrar a los estudiantes?
5. ¿Cómo aborda la diversidad y las necesidades individuales de los estudiantes?
6. ¿Qué retos o desafíos enfrenta regularmente en su labor docente con este grupo?
7. ¿Cómo evalúa el aprendizaje de los estudiantes?
8. ¿Cuáles considera que son las fortalezas de sus estudiantes en la lengua inglesa?
9. ¿Cuáles considera que son las debilidades de sus estudiantes en la lengua inglesa?
10. ¿Considera que los estudiantes presentan alguna particularidad en cuanto a temas actitudinales?
11. ¿Cómo trabajan mejor los estudiantes, individual, en pareja o en grupos?
12. ¿Cómo es la participación de los estudiantes en clase?
13. ¿Qué tipo de actividades realiza en el aula?
14. De que tipo de materiales hace uso para llevar a cabo la clase de Ingles

APPENDIX C: Teacher's interview sample

Name	Valentina Sanchez Palacios
Place	Colegio New York
Date	March 17 th 2024

Teacher	Mildreth Varon (4D teacher)
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#	Description	Interpretation
1	¿Cuánto tiempo lleva enseñando? 18 años	La docente tiene presente el aprendizaje de acuerdo a las directrices de la institución, sin embargo, se reconoce como ser individual y reconoce que, si bien todos siguen la ruta de clase, todos enseñan de maneras diferentes. Teniendo como enfoque que los estudiantes se autogestionen
2	¿Cuánto tiempo en la institución? 8 años	
3	¿Cómo describiría su estilo de enseñanza? Se enseña escuela activa, trabajo colaborativo, todo enfocado en el estudiante. Entonces, pues tú lo enseñas y se aborta, acorde a la institución. Sí, pues, o sea, aquí la idea es que los estudiantes sean autónomos y generen, ¿cuál es el que dice siempre la IBI? Autogestión. Se autogestionen y nosotros pues trabajamos en forma colaborativa. Obviamente uno tiene su estilo diferente, porque como lo enseño	

yo, lo enseña la miss de allá. O sea, nosotros seguimos la planeación de clase, pero pues pienso que cada maestro tiene su forma de enseñar, pero pues obviamente seguimos el proceso que es por medio de experiencias de clase, trabajos colaborativos y que los estudiantes pues autogestionen. Perfecto. 4 ¿Qué estrategias utiliza para motivar e involucrar a los estudiantes? Pues, yo pienso que lo bonito en la primaria es que nosotros trabajamos por experiencias de aprendizaje. Entonces, no todo el tiempo de copiar en el cuaderno, no todo el tiempo es el hacer presentaciones orales sin las actividades son totalmente variadas. Entonces, creo que los estudiantes se motivan también a partir de las diversas actividades que se generan en, pienso eso, yo creo que a partir de la motivación va a partir de las actividades planteadas en clase. Y pienso que, pues yo lo que trato no es de cómo forzar a los estudiantes, ni gritos y eso porque no, no me parece como esa época antes que uno gritaba a los estudiantes, pienso que no más viene el trato y siempre por medio de la de la comunicación, sí, como ejercer en los chicos. Eso es interés por medio del trabajo. Y aquí lo bueno es que hay muchas herramientas. Entonces ellos pueden que vamos a indagar en el iPad que vamos a Epic, que vamos, por ejemplo, en las herramientas, la que sea ahorita hay herramientas muy chéveres. Les ha gustado mucho que Matific porque les permite desarrollar, eh, por medio de juegos y de su propio avatar. Entonces, pienso que el colegio no solo yo, sino ya el colegio ya por sin sentido al estudiante que aprenda por medio de las herramientas que es simplemente ya ahí va el estudiante de sus gustos, eh? Porque a él ya el estudiante que le gusta sociales, hay el estudiante que verdad no puede con el inglés. Eso ya va el gusto del estudiante.	● Se lleva a cabo la enseñanza a través de diferentes actividades gracias a las herramientas de la institución. También, se pretende situar las actividades al contexto real aprendizaje situándolas en la vida real,
5 ¿Cómo aborda la diversidad y las necesidades individuales de los estudiantes? Acá siempre se hacen tutorías a los estudiantes que no alcanzan los desempeños. Yo trato de esos si ya personal. Yo trato de enviar algunos apoyos, de refuerzo. Cuando veo que un estudiante no ha alcanzado los desempeños de evaluación, ni los criterios de evaluación en grado. En cuarto, nosotras hacemos un drive que se llama review herramientas de repaso. Y en esas, en ese drive de review, nosotras ponemos videos explicativos nuevamente, de los temas que hemos estudiado en el ciclo. Ponemos actividades virtuales, actividades que son imprimibles, ellas la pueden imprimir en casa. Ponemos juegos online que abarquen los temas que estamos estudiando. Se lo trabajamos en gran cuarto. Pero pues fue una iniciativa de nosotros. El colegio no, no nos pide hacer ese drive. Nosotros hacemos ese drive como para ayudar a los papás en casa. Y pues, las necesidades especiales del colegio también las trabaja, pues por planes de	● Las diversidades en el aula son trabajadas dependiendo de las necesidades de cada estudiante, cubriéndolas con diferentes trabajos o apoyos extras y con terapias que son llevadas directamente en el colegio para cubrir cada necesidad tanto académica, cognitiva, emocional u física de los estudiantes.

apoyo y planes individuales que son los PIAR que son para niños que presentan algunas condiciones que han sido diagnosticadas por especialistas y psicólogos externos. Y ellos dicen ya es necesario aplicar un PIAR porque este estudiante tiene algún impedimento cognitivo o porque el estudiante en su parte emocional no logra, digamos, afianzar que hay diferentes. Y pues eso también lo aplica al colegio por medio de la diferenciación. Pues en el aula uno tiene que estar muy pendiente de los estudiantes como no solamente por aquel estudiante que tiene algún diagnóstico, sino pues todos no avanzan del mismo nivel. Es por eso que, eh, mi curso siempre me gusta tenerlo en forma cooperativa, a no ser que sea una evaluación que sea individual ahí, si ya lo vas a ver en filas, pero por lo general ellos están trabajando siempre por equipos siempre en cada equipo.

Hay un líder en cada equipo que es el que tiene un rendimiento académico alto. Y él es el que, como que me halla aquellos estudiantes que van atrasados académicamente y es el que está bueno ya copiaste, ya hiciste. Ya siempre hay un líder en cada equipo. Tenemos siete equipos porque para la pi y pide grado quinto, siempre están conformados por siete equipos. Okey, entonces eso también apoyamos ya de una vez el trabajo para la pi y el grado quinto.

6 **¿Qué retos o desafíos enfrenta regularmente en su labor docente con este grupo?**

Con el grupo, el nivel de inglés, el nivel de inglés es bastante bajito en comparación de los niños que están en grado. Quinto, eh? Su comprensión en cuanto a listening es bueno en cuanto a la parte de lectura, es bueno, pero la parte de producciones escritas muy baja no no producen mucho en inglés. Tengo dos estudiantes que entraron en septiembre del año pasado y los dos estudiantes tienen ser un nivel de inglés. Vienen de un colegio que no enseñaban inglés. Entonces estos dos chicos, ha sido algo difícil porque no entienden casi nada.

Ya están entendiendo al principio, no decían what what todo el tiempo, no entendían nada. Pero ya pues, vamos ahorita a cumplir tres meses juntos. Febrero, marzo, dos meses y medio juntos. Entonces, ya de poquito a poco han entendido que se debe hablar siempre en inglés. Sin embargo, hay unos que todavía les cuesta y empiezan a hablar en español. Y entonces ellos saben que ellos tienen que hablar todo el tiempo a partir de grado cuartos. Y se exige mucho porque si tú vas a tercero y a otros cursos ya más bajitos, si todavía se escucha el hablar. Pero el reto, sí, creo que fundamentalmente es la lengua, el idioma inglés para muchos es difícil. Y hay chicos que, pues hay que buscar, es la motivación, porque lo ven. Es como un coco que todo en inglés sea matemáticas en inglés, ciencias en inglés, eh, inglés en inglés global en inglés.

- Al principio el nivel de inglés del grupo fue una variante preocupante debido al bajo nivel con el que estos venían, teniendo en cuenta que dos de ellos venían de un colegio no bilingüe. De este modo, la lengua es vista como un reto, pero se ha trabajado desde la motivación, obteniendo resultados positivos

7

Entonces, digamos, es, es esa esa, esa parte del inglés les cuesta? Pero pienso que la parte escrita ha sido bastante difícil que digamos, yo no lo veía en años anteriores de los años que yo acá ocho no había visto el nivel tan bajito que tienen los niños en escritura. Es muy bajito.

¿Cómo evalúa el aprendizaje de los estudiantes?

El aprendizaje, pues evaluarlo. Pues ellos aprenden bastante, pero al momento de aplicar en los estudiantes, tienden a ser muy literales las preguntas. No, no, ellos no infieren. No argumentan para grado. Cuarto, ya no es tan literal. Mm-hmm. El análisis que ellos deben hacer. Por ejemplo, nosotros vamos a un laboratorio y el laboratorio. Luego ellos deben elaborar una Worksheet, un taller. Y en el taller hay un criterio que se llama reflection y en el reflection, ellos deben generar hipótesis, generar que vieron que creen que pasaría. Sí, y ellos son muy literales.

Los chicos son muy literales en esta etapa. Entonces ellos les cuesta mucho la parte de inferir, argumentar eso. Veo en la parte evaluativa. Yo los veo bien cuando son preguntas cerradas. Los veo muy bien en las preguntas, eh, de selección múltiple o de responder solo una oración sencilla, pero de argumentar en general, no veo que se aprenden porque el proceso que yo empecé apenas entre este año, no en la mayoría nos supuestamente decían que no entendían inglés, pero ahorita ya los veo que ya hablan bastante en inglés y entienden mucho en inglés.

Entonces, pues veo que va bien en el proceso solo que va poco a poco. Y digamos todos los estudiantes, las todos los grados no son iguales. Digamos este grado tiene, tal vez está la habilidad, pero de pronto grado, cuarto, se tiene otra habilidad en otra cosa. Y entonces, pues yo pienso que todos son diferentes. Si hay un avance

A nivel general en el escucha en el seguir indicaciones en él, pero hay unos que todavía les cuesta ese seguimiento de indicaciones, inclusive en una evaluación. Ellos pretenden que sea todo memoria como uno memoriza el vocabulario más. No infieren, no, no argumentan, no reflexionan sobre un caso. Por ejemplo, nosotros hicimos una prueba, la profe de ciencias, que es muy buena y ya hizo una prueba sobre, eh, el método científico, una prueba en una parte que decía que sobre el coronavirus.

Entonces, qué piensas del del COVID? Entonces, como aplicarías tú, el método científico en el COVID, eso para ellos fue algo impresionante. Y era solamente observación observar, pues, el virus generar preguntas porque pasó el virus, el otro era generar hipótesis que puedo hacer. Sí, el otro era experimentar, y ya el otro era conclusión. Y pues, el diario de campo, eso era el método científico.

Y eso les cuesta mucho. Si no es escoger o de memoria todo, ellos no reflexionan. Pero si los chicos acá aprenden bastante,

- Al momento de tener una visión de evaluación, la docente se expresa directamente a la noción de proceso y de como ella ve la mejora en sus estudiantes de a pocos, teniendo presente las diferencias de los niños.

8	aprenden bastante. Yo creo que la generación que viene la siguiente de tercero cuarto, creo que va a tener un poco más desarrollado eso porque como te di, vienen acá que ellos estuvieron 100% en casa y unos híbridos. Cuando vinimos acá, estuvimos el 2021 híbrido, unos en casa y unos acá, pues le tocaba correr uno del computador a ver los que estaban en la casa y los que estaban acá y 2020 fue 100 por en la casa. Muchos chicos tienen vacíos en la escritura porque aprendieron a escribir en la casa. Y pues no todos los papás tienen el tiempo disponible para reforzar la escritura y decir oye, tú no sabes, leer ni escribir. Bien, entonces papá es que no, no se interesan por esa parte. Entonces yo pienso que a cada grado cuarto y específicamente en este, en este cuarto de los papás, no desean hacer nada en la casa, pero los chicos se aprenden, se aprenden, dan más a ellos que lo que piensan los papás mm-hmm. A veces se limitan porque son tan pequeños y se exige tanto. Pero si los chicos dan mucho y el proceso evaluativo que el. ¿Cuáles considera que son las fortalezas de sus estudiantes en la lengua inglesa? (Se respondió intrínsecamente en otra pregunta)	
9	¿Cuáles considera que son las debilidades de sus estudiantes en la lengua inglesa? (Se respondió intrínsecamente en otra pregunta)	
10	¿Considera que los estudiantes presentan alguna particularidad en cuanto a temas actitudinales? Sí, la actitud de los estudiantes, tengo varios chicos que son difíciles, pero en parte formativa. No les gusta, por ejemplo, (nombre de estudiante), él es un estudiante que no le gusta nada en inglés, nada, no le gusta. Él dice, no sé nada, no sé nada, no sé nada en inglés, pero también él no le gusta escribir. Es decir, ya poquito a poco estaba mejorando esa parte, pero sí son casos especiales. Hay estudiantes que hablan demasiado en clase y no prestan atención, entonces el seguimiento de la clase es difícil. Es como, yo creo que ahorita ya en grado cuarto, tú también te vas a dar cuenta que hoy en día los chicos ya, los de grado cuarto ya empiezan la pereza a hacer algo. Toca hacerlo, hay que copiar, hay que escribir, eso es lo que vas a escuchar. En general, pero no todos, en general el curso es muy bonito, son muy juiciosos, trabajan bien, obviamente son niños, entonces pues en ocasiones hay que decirles, oye, presta atención, pero en general el curso es bonito, no tengo así casos extremos, así que tenga que llevar a donde miss Nubia (coordinadora de primaria) o algo así, no.	
11	¿Cómo trabajan mejor los estudiantes, individual, en pareja o en grupos?	● Se expresa que hay estudiantes (muy pocos) complicados en términos formativos debido a que ellos expresan abiertamente

	En grupo están trabajando muy bien, pues porque hay niños con varias dificultades académicas, entonces al haber niños así con dificultades, pues, me ayudan mucho al apoyar a los estudiantes que tienen ese nivel bajito o la atención dispersa, entonces ayudan bastante en que los niños se enfoquen en realizar las actividades, pues muy bien. Entonces yo creo que es eso que tiene la IB del trabajo colaborativo, me parece genial. Obviamente, pues, hay cosas que se tienen que hacer individualizadas para saber cómo les va.	que no sienten un gusto por el inglés y esto hace que se cierren en ocasiones al uso de este.
12	¿Cómo es la participación de los estudiantes en clase? Es bastante activo, son chicos que se sienten motivados, les gusta trabajar en clase, bien. Yo opino que los chicos siempre están muy motivados y pienso que eso también es de uno de profes, yo soy muy tranquila, entonces tal vez si no les irradia eso a los niños, yo soy muy tranquila, yo no soy de gritar, no me gusta gritar, y yo les digo a ellos, yo no voy a gritar, porque me parece que no, y motivarlos. Yo trabajo con Estrellitas, The Use of English, pero eso ya es personal, digamos, yo hago este drive y yo los motivo con The Use of English. Entonces en la mañana todos los días ellos tienen que leer en la hora de la mañana, entonces también cuántas estrellitas me gané por ciclo, como motivación a los estudiantes, pero eso ya no es de notas y no es más de trabajo, motivarlos, pues yo pienso que los chicos participan súper bien.	● La docente expresa que los estudiantes trabajan muy bien en grupo ya que se ayudan unos a otros en el proceso del aprendizaje. Sin embargo, también realizan trabajos de manera individual.
13	¿Qué tipo de actividades realiza en el aula? (Se responde intrínsecamente en otra pregunta)	● Los estudiantes participan de manera activa y demuestran un interés por trabajar en la clase, al mismo tiempo, la docente trabaja en mantenerlos motivados y en hacer del aula un lugar cómodo en el cual ellos se sientan motivados por aprender.
14	¿De qué tipo de materiales hace uso para llevar a cabo la clase de Inglés? ¿Específicamente inglés? Pues ahí utilizamos EPIC, que es una plataforma que los estudiantes pagan para lectura de libros en inglés, eh? También puede ser de consulta. Nosotros aquí en gran cuarto, utilizamos una página que se llama safe search kids safe search kis, que es solo información real. O sea, no es inventada como Wikipedia ni nada de eso para que los niños sin dan sin dan en esa que otra herramienta, pues los iPads es todo el tiempo. Los tengo a final del día. Ellos entran a Epic, se asignan texto para que ellos lean ¿herramientas?. Pues lecturas, libros, básicamente ya lo de vieja escuela, lecturas, libros, guías, anexos, talleres, attachments todo, todo lo necesario para que se pueda cumplir con el aula. También utilizamos biblioteca, los laboratorios, porque la idea es que la ciencia se aprenda también desde un contexto real. Pero pues inglés, te refieres netamente inglés? Pues netamente inglés, lo que te acaba de decir talleres, actividades, la página del Cambridge, que es la que estamos trabajando para flyers.. Tenemos un padlet para flyers. Pues sea, hay muchas cosas varias las que se implementan en la clase de inglés y ya también las herramientas. Pues, que brinde la miss Diana, que es la miss encargada de la planeación de clase.	● Siendo una institución bilingüe, se tienen diferentes plataformas en pro al aprendizaje del mismo de una manera más dinámica

APPENDIX D: Field notes sample

Name	Valentina Sanchez Palacios
Place	Colegio Nueva York
Date	April 24 th 2024 – 12:50 am – 2:10 pm
Field Diary #2	
Population	• Twenty-seven (sampl) students. • Group 4 D • UNIT OF INQUIRY CLASS

Description		Interpretation
1	The students arrive and seat in their places, they are organized in groups.	They have present that the break finishes and take a student role when they come back to the lunch.
2	This session is dedicated to filling the survey for this project, the principal teacher tells the students what the plan for the class is and gives the space to the preservice teacher to abroad the survey. The students are attentive to the instructions and each of them receives a printed survey. The investigator gives specific instructions and provides some clarifications. As soon as the instructions are given the students start to fill in the form.	
3	The students are in complete silence, each of them works on the survey. They put their hand up when they have a question and patiently wait seat, they do specific questions and coherent questions such us: - What is a debate? - Can I put an extra activity?	They are attentive and they know how to follow instructions. At the same time, they are not afraid of asking questions.
4	Some students finish first, others take more time to fill in the form. All of them are finished and give it to the preservice teacher. After all the students finish, the presentation of two monologues is developed. The rest of the students are kind of distracted by the posters. However, they are silent.	
5	The second moment of the class they are practicing the speech of a poster they have done before. The posters are about different countries and their cultures. They prepare a group speech and at the same time each of them takes a role in the presentation, after doing that each one practices his/her part in from of his/her group and the group provides corrections – grammar, pronunciations, posture, tone- to each specific person. After this, they stand up in whichever place they are in the classroom and make a kind of real acting of the presentation that they must do later according to these posters.	They have different lapses of time for boarding tasks. Nevertheless, there is not a huge difference in the lapses.
6	The teacher gives the instruction of giving the posters back to her in order to start another activity. The students ask her questions about the presentation of this work: - “The next class is the presentation? ”Yes. It will be the next class - We can practice next class? No, today is the last time we practice this.	
7		It is noticed that they know how to work in groups because they know how to take on a specific role and organize a presentation made for more than two people. They are able to notice other mistakes and correct them. (in their groups).
		The reading skill is work every day thought the apps that the school uses, and the students recognize how is a read time.

Each student takes an iPad, and they start to read an English book in EPIC or study. through Mati FIC, they keep in silence while they are doing that.

APPENDIX E: Diagnostic test


 UNIVERSIDAD PEDAGÓGICA
NACIONAL
Educadora de educadores

Diagnostic test

Name: Diego Romero Grade: 40
 School: colegio nueva york Date: may 15 2024

1 Read the following reading and answer the questions.

The pet store

George is at the pet store, looking at what kind of pet he might want to get for his birthday. George asked if he could have a horse, but his parents said no because horses are too big.

First, he sees dogs and cats. Baby dogs are called puppies. Baby cats are called kittens. George likes them because they are easy to take care of and can play a lot, but they will get bigger. George wants a small pet.

Then George sees animals that have to live in a cage. He sees rabbits, guinea pigs, and mice. Mice are what you call more than one mouse. He likes these animals because they are small. Birds live in cages too. George sees a parrot and a canary. He likes them all, but he doesn't want to clean the cage.

George sees the animals in tanks. The tanks full of water have fish and turtles in them. He thinks about a goldfish but decides he likes the turtles more. There are also tanks with rocks and sand that have snakes, spiders, and scorpions, but George is afraid of them. George likes the turtles, but they won't fit in the little fishbowls. Turtles need bigger tanks, so they can swim sometimes and hide sometimes.

George decides he wants to get a turtle for his birthday. He buys a book on how to take care of a turtle and a list of what types of turtles the store has.

1) What kind of pet did George want, but his parents said no because they were too big?

a) A Puppy
b) A Kitten
☒ c) A Horse
d) A Rabbit

2) What kind of pet does NOT live in a cage?

a) Rabbits
b) Guinea pigs
c) Mice/Mouse
☒ d) Goldfish

3) Which kind of pet did NOT scare George?

a) The Scorpions
☒ b) The Canaries
c) The Spiders
d) The Snakes

4) Do you think George's parents made the right decision by not letting him have a horse?
Why or why not?

Yes, because the horses need so much care, and because it's so big.

5) What do you think about buying an animal as a birthday gift?

I think that is a good idea if he/she want. if not want it's a bad idea because it's a responsibility more.

UNIVERSIDAD PEDAGÓGICA NACIONAL

2 Organize the words to unscramble the sentences.

- They/since/friends/childhood/are: They are friends since childhood.
- last/you/ travel/ Did/year/?: Did you travel last year?
- listening/ we/ enjoy/ music/ to/ together: We listen to music together to enjoy it.
- Mateo /onion /eat/ Does /?: Does Mateo eat onion.

3 Fill in the blanks with the verbs in parentheses in present and past simple forms.

Last summer I traveled (travel) to Canada with my family. We stayed (stay) in our friend's house, it was (be) nice! I played (play) on the beach, we went (go) for sightseeing and swam (swim) in the beautiful sea. This was (be) a really different holiday for me. In holidays, I usually stay (stay) in bed and sleep (sleep) more.

Tell me Peter, what was (be) your holiday like? What did (do) you do (do) last summer?

Retrieved and adapted from: Brainly.com

4 Complete the text with the appropriate words from the box

hike backpacks discover

broken autumn hill

explore competition

In autumn, a group of friends went hiking with their backpacks. They found a broken hike in the woods. Inside, they saw old flags and trophies from a competition long ago.

They kept exploring and found a hill with a flag at the top. Climbing up, they saw a beautiful view. They learned that even broken things can lead to fun discoveries when you explore!



5 Listen the five airport announcements and answer the questions below

• Write the name of the destination according to each speaker.

Speaker A: The plane goes to Rome Speaker B: The plane goes to Tokyo

Speaker C: The plane goes to Athens Speaker D: The plane goes to Amsterdam

Speaker E: The plane goes to New York

• Complete the statements below

- The 9.25 flight to Rome is delayed by two hours.
- Passengers whose go to Tokyo should go to boarding gate twenty one
- Passengers whose go to Athens should go to boarding gate fourteen
- The flight number of the plane which goes to Amsterdam is 508. It will leave from gate Six
- The time in New York is 18:30
- The temperature in New York is 16 °F.

UNIVERSIDAD PEDAGÓGICA NACIONAL

6 Write about your last trip. Use between 50 and 75 words.

In my last trip I went to Mexico we took two flies one from Bogota to Panama and the other from Panama to Mexico. I woke up at 12.00 AM but, I slept in the second fly. In Mexico we slept all the days in a hotel with so much store. in the first night I went to a boat of Pirates. in the second day I visited a water park named Xcaret.

7 Talk to a classmate about your last trip and ask him/ her the following questions and write the answers. Be ready to report it!

- Name of your partner: my name is maria camila
- Place he/ she visited: I was in Santa Marta
- Who she/ he travelled with: I was with my Mom
- Activities he/she did: I was in a funeral
- His/her favorite thing about the trip: the beach

APPENDIX F: Lesson plan N°1

Lesson plan N°1: A letter for the earth

Lesson plan: 1		Sessions: 4	Time: 180 minutes
Grade: 4D		Institution: Colegio Nueva York	
Date: September 17 th 2024			
English teacher: Mildreth Varon			
Pre-service teacher: Valentina Sanchez Palacios			
Language Contents: ● Adjectives dedicated to the earth ● Students will answer open questions about what they will do for protecting the earth (using future time)			

Objectives:
• To identify the characteristics of a letter • To reflect upon the importance of taking care of the earth. • To produce a letter • To acknowledge and rectify errors in your writing.
According to IB:
Skills of teaching approaches where the emphasis is on: Thinking skills and communicative skills Attributes of the IB Community Profile: Thinkers, communicators and reflective

TIME	Procedures
5'	• Greetings and welcome to the class, the teacher is going to express that in today's class, we will talk about the earth
25'	Warm up: The teacher is going to draw an earth at the white board, after that each student will pass and write an adjective with which they would define the earth. The teacher will write the first one to make an example
20'	• Some students explain why they chose that adjective.
20'	Demonstration and guided practice I: Letter The teacher is going to explain the parts of a letter

1 Heading

2 Greeting

3 Body

4 Closing and signature

15'

Real example: A letter to the earth writing by the teacher

- The teacher is going to show the letter she wrote step by step
- Through material the teacher is going to ask the students about each part of the letter.

1 My earth

2 Dear earth,

3 I think about you everyday and the struggles you go through. I want to let you know that I want to do something to help.

I will start recycling all the plastics at home to prevent them from contaminating your water, and I will make an effort not to waste too much water when I shower.

Additionally, I will bring the reusable bag when I go to the supermarket to reduce plastic waste.

4 With love,
Valentina Sanchez

15'

Punctual ideas: To pre-establish punctual ideas on the students the teacher will ask them the following question: (to expect answers in the future time)

What will you do to take care of the earth?

-Some students will provide their answers in an oral way, for sharing ideas between them and create own ideas for their letters.

55'

Write time

The empty model of the letter (the same as the examples) will be given to each of them to create their own chart for the land.

1

2

3

4

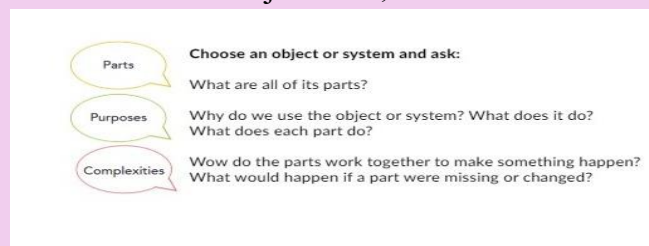
25'

Thinking routine: parts, purposes, complexities

Finally, they will do a thinking routine (in groups) which leaves students to provide detailed observations as they look beyond the features of writing a letter and how it works. Expect that the students notice details notice details and make connections.

Questions to answer:

Retrieved from: Project Zero, Harvard Graduate School of Education



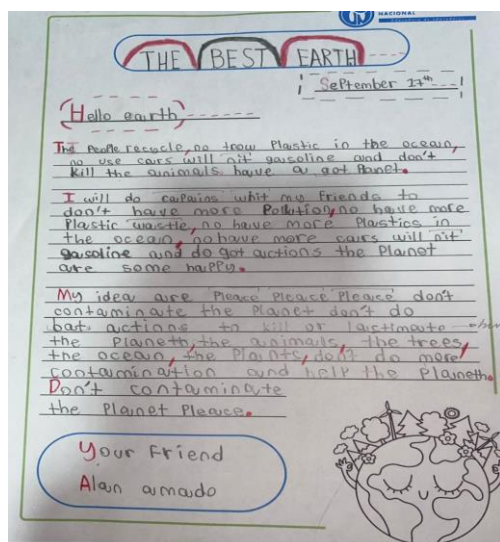
Thinking routine:



Parts: What are the parts of the letter you wrote to the Earth? What specific things did you mention?

Purposes: What is the purpose of each of those parts? Why did you include those ideas in your letter?

Complexities: What things might be more complicated than they seem in the letter? Is there anything that is difficult to do or that needs more thought?



APPENDIX G: Lesson plan N°2

Lesson plan N°2: What is your opinion about...

Lesson plan: 2	Session: 3-4	Time: 150 minutes
Grade: 4D	Institution: Colegio Nueva York	

Date: October 22th 2024

English teacher: Mildreth Varon

Pre-service teacher: Valentina Sanchez Palacios

Language Contents:

- Vocabulary to be corrected from previous writing
- Students will answer an open question about what they think about water rationing in Colombia (using sentence starters)
- Students will provide two tips (using imperatives)

Objectives:

- Identify the characteristics of an opinion posted on a blog
- To express themselves and provide tips
- To produce an opinion
- To acknowledge and rectify errors in your writing.

According to IB:

Skills of teaching approaches where the emphasis is on: Thinking skills and communicative skills.

Attributes of the IB Community Profile: Thinkers and communicators.

TIME	Procedures
5'	• Greetings and welcome to the class, the teacher is going to express that in today's class, we will talk about the water rationing
25'	Warm up: The students are going to play handman, the game is directed by the teacher (the chosen words for the game were the words which were misspelling by most of the students in the previous writing activity) Hand man: https://wordwall.net/es/resource/78698958 • The teacher is going to write the words in the white board (for giving them the following instruction of using some on them in their opinions)
15'	Demonstration and guided practice I: Opinion Blog The teacher is going to explain the parts of the opinion blog

20'

Real example: The opinion of the teacher in the blog format

- The teacher is going to show the opinion she wrote step by step
- The teacher is going to ask the students each part of the opinion blog, based on the example

What would be the writing about:

Students watch a real video about water rationing in Colombia “Colombia faces water rationing as reservoirs dry up” in Youtube

15'

Their opinion in the blog will be the answer to the following question:

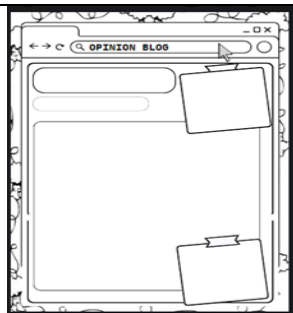
What do you think about water rationing?

- Additionally, they have to write 2 tips for taking care of the water

Write time

The empty model of the opinion blog (the same as the example) will be given to each of them to create their own blog and they can color it.

50'



25'

Thinking routine:

This one will be a mix between what they like about the class, and a test of what was the class about and the parts of it . This is in a game format called **QUIZZIZ** and it has the questions:

QUIZZIZ 19/10/2024

OPINION BLOG

1. What was the second step in the opinion blog?

Resp. _____

2. With which sentence you can express your opinion

a) I think... b) I believe
c) I am... d) In my opinion

3. What was the most difficult part of the writing?

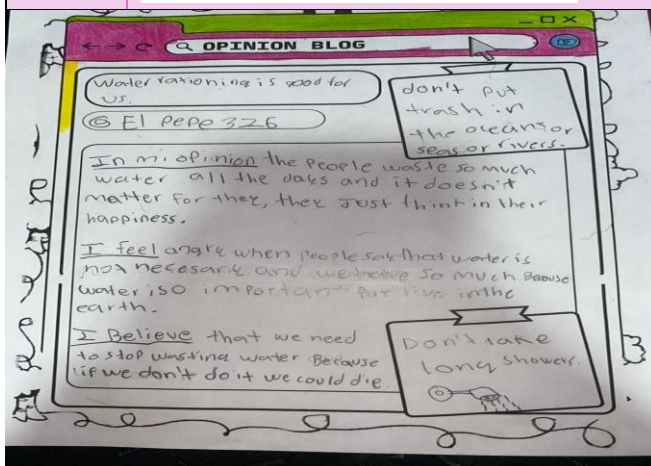
4. Did you like the opinion blog?

a) NO b) YES

5. Define the class in one word.

6. How do you prefer to work?

a) Individual b) In groups

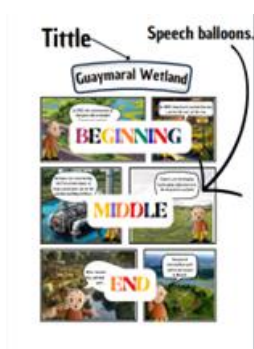
**APPENDIX H: Lesson plan N°3****Lesson plan N°3: The issues we have around...**

Lesson plan: 3		Sessions: 4	Time: 175 minutes
Grade: 4D		Institution: Colegio Nueva York	
Date: November 12 th 2024			
English teacher: Mildreth Varon			

- The teacher is going to show the comic she did about the Guaymaral wetland, a topic they know too



- Following, the teacher is going to show them each part of the comic based on the sample



10' What would be the writing about:

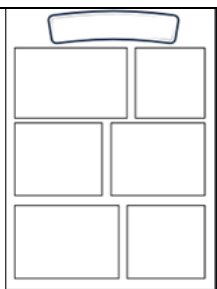
Students have been working all around the environment, they already have a topic in which they work in a group. The topics are:

- Fast fashion
- Water and food shortages
- Biodiversity lost
- Waste management
- Water pollution
- Climate change
- Air pollution

Based on the example, the idea is that they write about that issue in the past, present and future. Following the questions of the 3 main parts and the printed list of time expressions that the teacher will give to each group.

75' Write time

The empty model of the comic (the same as the example) will be given to each group, it will have a big size.



25'

Thinking routine and final survey:

This survey will have things of the currently class and some final questions for closing the cycle

3

Survey: **(GOOGLE FORMS)**

Comic class

... *Indice que la pregunta es obligatoria

1. ¿Cómo? *

2. Nombre *

3. What are the parts of the comic? *

Marca solo un ítem:

☐ Prologue

☐ Introduction

☐ Middle

☐ Conclusion

☐ End

4. What was the topic you wrote about? *

5. What is the name of the things where you write? *

Selecciona todos los que correspondan:

☐ Speech balloons

☐ Text space

☐ Underpaper

☐ Circle

Writing classes

Enciende una lámpara (para que puedas expresarte libremente)

6. ¿Crees que es mejor escribir usando a Miss Valerina para ser ejemplar? *

Marca solo un ítem:

☐ Si

☐ No

7. ¿Cuál fue tu clase favorita? *

Marca solo un ítem:

☐ Letter to the author

☐ Opinion blog

☐ Comic

8. ¿Cuál fue la que más te gustó? *

9. ¿Disfrutaste las clases cuando que te enseñaron las reglas nuevas? *

Marca solo un ítem:

☐ Si

☐ No

10. ¿Por qué? *

11. ¿Crees que es mejor que te enseñen las partes del escrito antes de que tengas que hacerlo? *

Marca solo un ítem:

☐ Si

☐ No

12. ¿Por qué? *

13. ¿Te gusto tener al acompañamiento de miss Valerina durante los ejercicios de writing? *

Marca solo un ítem:

☐ Si

☐ No

14. ¿Por qué? *

15. ¿Puedes hacerle preguntas a Miss Valerina mientras se hacen ejercicios de writing como lo haces ahora? *

16. ¿Cuánto más Valerina los enseñaba los errores como palabras mal escritas y demás era fácil corregirlos? *

Marca solo un ítem:

☐ Si

☐ No

17. ¿Por qué? *



APPENDIX I: What have happened in Cycle 1

Cycle 1

Action: (Description of the class)

- The class starts with the warmup activity, the students understand the given instruction and participate actively, they do questions from the beginning of the class.
- Students are focus on the explanation; they catch the needed information about what writing a letter is and answer the questions the teacher does about the parts of the letter
- When they start to write their own writing productions, they put their hands up for making questions about vocabulary and how they can write them, or if they are well written, the teacher spells the words in English and the students correct them.
- As soon as the writing time finishes, the thinking routine is done. Following the questions of it, it is noticed that the students have in mind each part of the letter and understand the purpose of each of them. They express that the most difficult part for them was the “body of the letter” because they must think more about what to write.
- Finally, they fill a format with 5 stairs, they have to qualify the class with starts, to know if they like the class or not.

Observation: (My interpretation based on the class and the writing productions)

- During the class the students have an active participation during the hole class, have their attention help a lot because they under all and replicated what I have said and shown to them, they learn how to write a letter.
- They like when they can color something or give it their personal touch, it is noticed because they ask if they can color the planet that is placed at the end of the letter.

At the time of checking the writings:

- In most of the writing misspelling words are found, there are ones which most of the students write wrong such as: recycle, with, pollution, but, resolve, environment, and garbage.
- Also, they mix tenses when they have to negate a sentence, for example they write: will don't, can don't

Reflection:

- As it was said the student qualify the class with stairs, all the students give 5 stairs to the class, in order to have a good reflection some semi structure interviews are done for knowing what exactly they like and try to find something they didn't like that much for having that in mind for planning the next intervention in the classroom.
- Some semi structure interviews were done for knowing the perceptions of some students of the class, punctually about GBA and what could have been done better for having in mind for the next plan, what was retrieved from the interviews were:

(I JUST WRITE THE MOST RELEVANT PART OF EACH CONVERSATION)

Conversation with Student 1:

- Did you like the class?
- Yes I liked
- Why did you like it?
- I liked because you are calm and what you made in that class was fun, I think I am learning new things, things that I didn't know before

Conversation with Student 2:

- Do you think it was easier because I did my own example?
- Yes
- If you give an example, all the rest of the activity going be easy. Because you show us what you did, so I know what to do.

Conversation with Student 3:

Do you think that was something I could have done better?

- The last part was interesting
- Yes, but it could be better. Don't you think?
- Maybe the last part could be funnier, not just answer questions. I think that we learn when we play, because we learn while we play. So, we enjoy it.

Conversation with Student 4:

- Miss, can I tell you something?
- Yes
- I really like your method, when you put in the TV part by part, I understand because you say all the needed parts for the letter, and I just have to follow it.

Conversation with Student 5:

- Do you know that you write many words as they sound?
- Yes miss, I think that it is because it happens in Spanish. I am trying to just think in English, but some words are difficult to write, and for that reason I don't like writing too much.
- Would you like to fix that?
- Yes miss, I don't like writing, but I know that it is necessary, and I like to do things right.

APPENDIX J: What have happened in Cycle 2

Cycle 2

Action: (Description of the class)

- The class starts with the warmup activity (hand man), the teacher tells them that the words that appear in the game must be considered for the following activity with the correct spelling. Once one of them guess the word, he/she can write it in the board
- The teacher starts to explain what an opinion blog is, and each step must be followed to create its own. After that, own. After that, she asks them for each part pointing out that the same was printed and pasted on the whiteboard). They talked about each part and didn't ask any questions.
- Following the teacher played a video about water rationing in Colombia and do the students the following question: "What do you think about water rationing?". Based on that question the students must write their opinions in their opinion blog and provide two tips for taking care of the water.
- Before giving them their empty format of the opinion blog, the teacher explained that to provide opinions they have to use sentence starters of opinion. She wrote some on the board and highlighted the ones that she used in the printed sample. She remembered them again not to forget to use the practice words in the hand man.
- When they start to write, they ask to play the video about water rationing again. Following that, they doubted their opinions and asked the teacher "Can I write this?". I say you can write whatever you think about that, it is your opinion. After they finish writing they can color, which do that they write for coloring.

While they write, they have the confidence to ask the teacher for some words and those are spelled for them. (Because we are there to solve their questions)

- It is important to mention that in this writing activity, they looked a lot at the printed sample different times because they had the opportunity to do it.
- As soon as the writing time finishes, they give them to the teacher, and it was clearly noticed that this time more students have written.
- The final activity that is done is the “thinking routine”, in this case, it was done through a game following what they have mentioned in the previous cycle. All of them do the survey done through the game in which they qualified how the class was, see if they learned, and provide information for the future cycle.

Observation: (My interpretation based on the class and the writing productions)

- During the class the students have an active participation along it, being more familiarized with them helps a lot because they talk more and provide opinions. They were more interested this time, and it was shown in the amount of complete artifacts.
- They looked at the sample, the words on the board and the sentences started. It was noticed that they were taking that into account
- They wrote to have the time of coloring the opinion blog because it was the instruction

At the time of checking the writings:

- In most of the writings the students consider the checked words that they write wrong in the past cycle
- In all the writings the students used sentence starters (most of them used the same one of the samples, in the same order)
- Also, they again mix tenses when they have to negate a sentence. (It will be the focus on the next cycle)
- In the final thinking routine was notice that the students recognized the parts of the opinion blog and the sentences starters for providing opinions.

Reflection:

- In the thinking routine that in this case was done as a game, they had to define the class in one word and most of them were positive ones, such as: Good, excellent, funny, cool and interesting
- As in the previous cycle, some semi-structure interviews were done to know the perceptions of some students of the class (the same students as the last time, and one new that didn't write anything the last time. and this time he finished all). I asked questions about GBA, the changes between the last time and this time and what could have been done better to have in mind for the next plan.

What was retrieved from the interviews were:

(I JUST WRITE THE MOST RELEVANT PART OF EACH CONVERSATION) :)

Conversation with Joaquin:

- I liked this class, it was similar to the last one, but this one was more focus on the environment issues
- Is it easier to write when I bring an example?
- Yes, because if we have an example, we have a guide

Conversation with Camila:

Is it better the printed sample as a poster or put the sample in the TV?

- I like both because looking at the TV make me feel tired

Is it easier to write when I bring an example?

- Yes, it is better

In the whiteboard we wrote the words of the game, some of you improve the words you didn't write well. Did having the words written down and more visible help?

- Yes, because we write sometimes in Spanglish, so what I confuse when I write are the positions of the letters

Conversation with Juanse:

- This class was more active than the last one, I could notice the improvements

Is it easier to write when I bring an example?

Yes, I learn more

Conversation with Alan:

Is it better the printed poster or shown in the TV? - The poster is creative, but I understood better when yo put that on the TV

Conversation with Diego

- I think this class was more elaborated than the first one

Conversation with Jeronimo

In the first class you did not finish the letter, but this class you finished all, why? What has changed?

- The first time I didn't know what to write. In this new class, the sample was clearer, I understood better because I took the poster as a guide. I copy some things from the poster hahahaa 😊