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THE EFFECT OF THE PROCESS-GENRE APPROACH IN THE DEVELOPMENT OF 7TH GRADE STUDENTS' WRITING OF A DIGITAL COMIC

Por

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Abstract

Writing is still considered a difficult task for EFL students around the world. However, previous studies have demonstrated the efficacy of a process genre approach (PGA) in primary, secondary, and especially in tertiary levels of education. The PGA is the combination of process and genre-based approach which provides learners with the understanding of the recursive writing process as well as the importance of context, writing purpose, and the genre features needed to construct a text from a genre pedagogy perspective. This study aims to explore EFL students' perceptions on the use of a process genre approach (PGA) and the effect on their compositions in a 7th-grade class. The study adopted an Action Research (AR) design and the data was obtained from surveys and students' compositions. The overall findings of this study suggest that the implementation of the PGA in a 7th-grade class had a positive influence on students' perceptions, who indicated that each stage of the approach was useful to write their composition. In terms of students' compositions, the results showed a significant increase in all evaluated criteria (content, genre's structure, vocabulary, grammar, and mechanics). Moreover, this study found that the PGA is a flexible approach that provides a wide range of scaffolding activities that might assist students according to their different needs in the development of their writing skills.

Keywords: Writing, process genre approach, thematic analysis

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Table of contents

List of tables

List of figures

1. **Introduction**

The English language has become one of the most used tools to communicate worldwide. It has contributed to removing communicational and cultural barriers among people around the world (Johnson, 2009). The use of English as a lingua franca has led to international trades, exchange of technological knowledge among speakers from different parts of the globe and advantages to workers in local as well as international markets. This has prompted the Chilean government to introduce policies increasing the level of language proficiency in Chilean schools as a national strategy "to foster both the learning and the development of the abilities of English among Chileans" (Ministerio de Educación, 2014).

Historically, the Chilean national curriculum did not offer learners the English language subject in public schools, as it was utilized only in private schools until 1996 when it was then incorporated as part of the national curriculum (Barahona, 2016). The integration of the English subject in the late 1990s, as part of the compulsory curriculum in Chile, aimed to provide learners with basic linguistic competences such as reading and listening while offering "students from lower socio-economic backgrounds... access [to] more powerful forms of education" (Barahona, 2016, p. 5). Since then, the main aims of the Chilean English curriculum have undergone several modifications over the years. For example, in 2009, the main focus of the English curriculum objectives was to provide learners with a tool to access information developing the four language skills with an increased emphasis on the receptive skills such as reading and listening as well as the acquisition of lexicon. Thereafter, in 2012, the main aim was to teach the language with the incorporation of the Communicative Language teaching approach to develop the four skills to communicate effectively in a globalized world (Barahona, 2016).

Since 2012, the Chilean national curriculum states that the four skills must be developed throughout the school year. Public school students begin their English learning process in fifth grade and in private schools this process begins in earlier grades (Barahona, 2016). These English linguistic abilities are annually assessed by the Chilean Education Ministry through the English SIMCE (Education Quality Measurement System). This standardized test was implemented in 2010 and it has been employed in Chile to measure contents and competences of specific aspects of the English national curriculum. Specifically, the English SIMCE only assesses listening and reading comprehension skills in eleventh grade students (National quality education agency, 2017). In this

sense, the receptive skills continue to be emphasized in this test despite the current learning outcomes of the national curriculum integrating specific goals for each English language skill.

The curricular bases of the national curriculum are aligned with the Common European Framework for Languages (CEFR) which "corresponds to an international trend implemented in countries from the region, and also gives it consistency of ELT with other contexts" (Barahona, 2016, p. 12). In Chile, the English level proficiency expected in eighth grade according to CEFR is an A2 English level and a B1 is expected to be achieved by 12th grade students. However, the results of the last English SIMCE taken in 2017 indicated that students who belong to a high socioeconomic group obtained better outcomes in the test than students who belonged to a low socioeconomic group. Specifically, 85% of upper-class students achieved A2 to B1 English proficiency level. However, only 9% of students from a lower socioeconomic class obtained a higher level of English proficiency (A2 to B1) (National quality education agency, 2017). It is believed that there are some factors that could lead to these results: a lack of instances for students to use and speak English in the classroom, the low numbers of hours allocated for the English language subject that limit the students' exposure to the language and the lack of teachers' professional development opportunities (National quality education agency, 2017).

The integration of the productive skills are still not considered in the application of the SIMCE test which might perpetuate that in lower socioeconomic level students these abilities remain underdeveloped. This might interfere with ELT's main goal to prepare efficient speakers who would be able to communicate in any situation since only receptive skills are intentionally being developed. Therefore, the development of productive skills is necessary to educate competent EFL speakers who are prepared to tackle real world challenges and have effective communication with people from other cultures. As Sadiku (2015) explains "for the teaching of English to be successful, the four skills, reading, listening, speaking and writing, should be integrated in an effective way" (p. 29). For this reason, it is significant to enhance productive skills in EFL students in order to develop the four skills integrally.

Within the productive skills, writing has been considered a complex ability to develop because it demands great cognitive effort to effectively communicate with the reader (Abdel-Haq &Ali, 2017). Learners commonly struggle with different aspects that involve the writing process such as "understanding the nature of academic writing conventions such as synthesizing ideas from various

writing sources, using their own voices in writing, writing coherently" (Mehar, 2019, p. 972). The development of writing skills involves several aspects that need to be considered in teaching the writing process.

Considering the importance of this ability, teachers should be provided with the resources and strategies necessary to help students to develop their writing skills. The use of technology in the development of writing skills might facilitate and motivate students to write different types of texts. Specifically, in our current context due to the COVID-19 pandemic, all educational systems were challenged to seek new ways of teaching via remote learning. According to Daniel (2020) "many governments have ordered institutions to cease face-to-face instruction for most of their students, requiring them to switch, almost overnight, to online teaching and virtual education" (p. 91). The sudden change of the teaching scenario posed a great challenge for educational institutions and stakeholders to find new pedagogical models for students to continue with their learning process. For this reason, technology bridged the interaction between the teacher and the students during this critical period. Therefore, teachers should use these instances for students to practice writing through the encouragement of the use of technology (Rosas et al., 2021).

In the case of Chile, most of the educational establishments changed their modality to remote or blended learning. In the remote learning modality, students connected from their houses as long as they had internet connection to continue with their learning process. The blended modality "combin[ed] face-to-face and online instruction, evolv[ing] into the dominant form of instruction throughout all levels of education" (Picciano, 2017, p. 187). In this sense, students attended face to face to certain classes at the school or university while other lessons were taught via remote learning.

This study is situated in a private school which adopted a blended learning modality due to the COVID-19 pandemic. Its name is San Luis School, a Jesuit school located in the city of Antofagasta. This educational institution implemented a flexible modality where students had the choice to attend face to face classes while the class was being streamed to the students who chose to participate in the lessons from their homes. The school implemented this modality in all subjects including English as well as in all educational levels as all students are required to start learning English as a foreign language from pre-kinder to 12th grade. The long-term goal of the school is to ensure their students develop all their linguistic skills by reaching a CEFR B1 English level by the eleventh grade. Students' English proficiency is assessed with the Cambridge English B1 Preliminary (previously known as

PET). In order to assure that the students reach these goals, the school begins preparing students in fifth grade to take the Cambridge Flyers exam in seventh grade.

The 2018 school period was the most recent date the Flyers exam was applied in the school, first because of the Chilean social outbreak and later because of the COVID-19 pandemic. These last results of the standardized Cambridge Flyers exam obtained indicated a lower performance in the productive language skill of writing in comparison to the speaking results which showed significant improvement. The writing results were lower than what was expected. Exam results showed students had difficulty with written composition because they lacked knowledge concerning punctuation use, as well as development and chronological order of ideas. In this context, this study emerged to find ways to improve students' writing skills. In order to answer this need, in the literature concerning this issue several approaches have been proposed in order to enhance this ability. However, the Process Genre Approach (hereafter PGA) shows to have more potential benefits since it combines the social purpose of texts, the genre structure, and audience targeted with a recursive process of writing which might provide writing strategies to students to develop their writing abilities.

2. Statement of the problem

This study focused mainly on productive writing competence which is an essential skill for students to develop. Nevertheless, this skill seems to be the most difficult and complex skill for English foreign language students. According to Nunan (1989) "learning to write fluently and expressively is the most difficult of the macroskills for all language users regardless of whether the language in question is a first, second or foreign language" (p. 35). Hence, writing is a laborious task to do either in L1 or L2. Therefore, in the specific case of EFL students from 7th grade at San Luis school, it is difficult to organize their ideas and to use grammar and punctuation properly. This has been observed in their compositions of different types of genres such as narrative, recount, and expository descriptive texts during the English classes. In this grade, students are required to produce diverse written compositions according to the national curriculum. Furthermore, learners are required to produce recount texts in the Flyers Cambridge exam. In the last results of the exam, a lower score in the productive writing skills was obtained because the average of students got two shields out of five in the writing section in comparison to speaking skill where students obtained four shields out of five. In the exam's writing section, learners should look at a sequence of three pictures and compose a short recount text. Hence, students should know beforehand the recount genre structure and follow the different stages of the

writing process before they start writing. In order to prepare the students for these writing tasks the study implements the PGA in combination with digital comic builder as a means for students to practice and apply the writing strategies in their compositions of biographical recount texts.

Currently, the researcher is working at this educational establishment and at the time the research was carried out, was teaching seventh grade students. For this reason, the researcher decided to situate the study in the 7th grade as it is not only pertinent to her work but also more important for students' enhancement of their writing skills.

For the purpose of reaching this target, the present action research study attempts to address the following questions:

What are the EFL learners' perceptions of the process genre approach in the composition of biographical recount texts in the context of the implementation of digital comics in English class?

What are the effects of a process-genre approach on EFL students' written biographical recount text in digital comics?

3. Review of the literature

This review of the literature is divided into three sections. The first part introduces a brief description of the concept of writing as a productive skill that is necessary for the process of learning a foreign language and its importance in the Chilean curriculum. The second section presents key approaches to writing in L2 such as the process-oriented approach to writing, the concept of genre, the genre-based approach, and the process genre approach. The latter approach which compasses concepts from the process-oriented approach and genre-based approach was implemented in this action research. The last section provides studies' results of the application of the process-genre approach in tertiary, secondary and primary education.

3.1 L1 and L2 Writing skills

Writing skills development is considered to be a challenging task due to its complex nature. Nunan (1999) claims that "producing a coherent, fluent, extended piece of writing is probably the most difficult thing to do in language" (p. 271). The difficulty of writing increases when learners attempt to write in a second language, due to the students' limited language repertoire. Writing in the first or second language requires that it be straightforwardly taught, unlike speaking skills which students might be able to learn without explicit instruction. According to the psycholinguist Eric Lenneberg (1967 as cited in Brown 2007) writing skills can be compared to swimming since he claims that people have the ability to learn how to walk and talk but, "swimming and writing are culturally specific, learned behaviors" (p. 334). In this sense, people learn to swim if they count on someone who can teach them how to swim; the same case applies to writing. People are going to learn how to write if they are part of a society where people are being systematically taught this skill (Brown, 2007).

Evidence shows that writing in a first or second language involves similar cognitive processes because "both L1 and L2 writers employ a recursive composing process, involving planning, writing, and revising, to develop their ideas and find the appropriate rhetorical and linguistic means to express them" (Silva, 1993, p. 657). This suggests that writers might use the previously learned schemes and writing strategies that they normally use in their first language when writing in the second language. In other words, learners might transfer their writing strategies from L1 to L2 writing. This transferability was shown in a study conducted by Kobayashi & Rinnert (2008) in which 20 Japanese students were learning English as a foreign language and had to produce written compositions in L2. All of them had received L1 writing instruction during their school years but a few of them received L2 writing

instruction. This research's results showed "that intensive L1 training could provide the basis for constructing texts in both L1 and L2" (P. 20). Therefore, the previous students' experience in the L1 writing might be beneficial in L2 composition. The results of Kobayashi & Rinnert (2008) in this study found that the target structure and the use of discourse markers were shared by the Japanese students in both languages. Hence, the L1 writing learning experience might be useful in terms of transferability in the process of learning L2 writing facilitating the composition in the foreign language.

3.2 Writing in the national curriculum

The Chilean national curriculum considers EFL writing competence as important as speaking skills because the need to use this ability to express oneself in written forms has increased in the last decades (Ministerio de educación, 2021). This competence is more frequently used by people through email, blogs, social networks, or websites. According to the Ministry of Education (2021) "writing...about different types of texts helps to reinforce the learning process because the brain recognises, constructs and extends acquired patterns through writing in new contexts" (p. 12). Therefore, the idea of exposing students to different types of genres gained ground because it might facilitate the learning of these patterns found in the diverse types of genres and replicating their structure in new writing tasks.

The national curriculum includes narrative genres such as suspense stories, comics, personal journals as well as poetry because they are considered to be interesting by seventh grade learners (Ministerio de educación, 2021). The exposure to a vast range of genres might help learners to understand how the world works and to reflect on the society in which they are growing up. Moreover, the writing purposes stipulated in the national curriculum are to inform, narrate and express opinions which helps learners to express their own feelings, to show their perspectives about different matters and to enhance their creativity while they apply what they have learned.

In the national curriculum, the process of writing is considered key for developing this competence. Students should follow a number of steps to produce a written composition. These are the following: generate ideas, organize them, make them coherent, revise the text, and correct it in order to publish the final product (Ministry of Education, 2021). For this reason, it is important to follow the process of writing in order to develop students' writing skills while learning different types of genres.

Finally, the national curriculum underlines the importance of the integration of technology into the writing process since it transforms writing into a more motivating and interesting activity for seventh graders. It could also enhance collaborative peer work among learners (Ministry of Education, 2021).

3.3 The use of digital comics as a tool to enhance motivation to write in EFL contexts

The use of technology in the EFL classroom might foster the development of writing skills because it might stimulate students' motivation to write in a foreign language (Yunus et al., 2012). This mirrors the Chilean curriculum which encourages the use of different technological strategies to enhance writing performance and motivation in the EFL classroom. According to Cabrera et al., (2021), one of these strategies that could be employed in the development of writing skills is the use of digital comics in the EFL context which has shown a significant effect on the students' writing performance.

Cabrera et al's study suggested the use of an online platform to create comic strips called Pixton which offers three main benefits. One of the advantages of Pixton is that the platform is accessible for students because it runs in different operating systems, and it can be used with a free license. A second advantage is that Pixton provides a wide range of features to create comics because it has different backgrounds, characters, and decorative elements (Rosas et al., 2021). The third benefit is that the platform has the potential to enhance the students' learning process because it helps students to have a positive attitude towards the writing process (Hadi, et al., 2021).

Similar results were found in the study conducted by Cabrera-Solano et al., (2021) in an Ecuadorian context. This study indicated that the use of Pixton led to positive perceptions on 52 EFL young adult students who participated in a five-month period writing course. This action research included a diagnostic test employed at the beginning of the intervention and, at the end, a final test was administered. Moreover, a questionnaire was employed in order to explore students' perceptions of the use of this technological tool. The main results showed improvement in the students' writing skills and a remarkable increase in students' motivation to write during the course.

Therefore, the combination of writing and the creation of digital comics might increase students' motivation to write. This can be illustrated in a study conducted by Deligianni-Georgaka & Pouroutidi (2016) who carried out research in an EFL sixth grade class. The collection data instruments employed

in their study involved interviews and questionnaires. The results of the study indicated a positive effect in the teaching of writing skills because students expressed having an enjoyable experience creating digital comics. Another result in terms of peer collaboration in this study showed that students enjoyed working with others and collaborative writing promoted students' positive attitude toward the writing tasks using this platform. Furthermore, the Deligianni-Georgaka & Pouroutidi's study spurred educators to see the writing procedure as "a process of constant modification" (p. 244) that allows students to keep improving their compositions instead of a final product where students are unable to go back to the recursive process of writing. These visions of the writing process will be discussed in the next section.

However, Muyassaron et al., (2019) argue that the use of digital comics in the development of writing skills might be effective when a writing approach is applied. In other words, the digital comic is used as a medium in which students apply what they have learned during the implementation of a writing approach. The latter provides writing strategies that support students during the composition process of a determined text (Hadi et al., 2021). Hence, the use of digital comics might be unable to develop students' writing skills used in isolation because it requires the integration of a writing approach. For this reason, the current action research implemented the use of digital comics as a medium that might increase students' motivation to write, and the process genre approach was selected in order to provide students with writing strategies during the composition of their comics. The process genre approach is discussed in section 3.4.4.

3.4 Overview of three main approaches to teaching L2 writing

In the early 20th century, the principles and assumptions regarding composition instruction were mainly focused on reading and literature analysis in schools, colleges, and universities in the USA (Ferris & Hedgcock, 2014). Proficient English learners were required to read different kinds of texts such as novels, short stories, plays, poetry, among others, with the objective of analyzing these literary works and producing written compositions, such as narration, exposition, argumentation, etc. This pedagogical practice was known as the product-oriented approach (Kroll, 2001). In this approach, students were encouraged to imitate or copy the models of texts provided by the teacher without mistakes (Nunan, 1999). This approach provided little time for the writing process instruction because its main focus was on the final product, "not with the strategies and processes involved in its production or with the nature of any learning that might be required" (Kroll, 2001, p. 220). Therefore,

students were not provided with writing strategies, they were only required to write different types of texts free of errors based on the literature read previously as this approach mainly focused on the final product of the composition.

Nevertheless, the idea of producing a text in a straightforward way following this product process approach began to change as textbook writers suggested that writing composition was more a process than a product. According to Kroll (2001) "the insight of process-based inquiry began to slowly but inexorably impact the teaching of first language writing" (p. 220). This new approach based on the processes of writing instead of the final product was called process-oriented approach.

The process-oriented approach in writing was used by second language teachers due to its popularity among first language teachers in the mid-1970s (Nunan, 1999). This approach differed from the Product-oriented approach since the latter concentrated on the completed written composition whilst the process-oriented approach focused on the stages needed in order to create a text. Janet Emig (1971) was a pioneer in this field due to her work which described the composing process of her twelfth-grade students influenced the composition inquiry (North, 1987 as cited in Ferris & Hedgcock, 2014). Process movement advocates believed that written texts allow writers to have original ideas, "serving as a vehicle for exploring oneself, conveying one's thoughts, and claiming one's individual voice, or authorial persona, as an academic or nonacademic writer" (Ferris & Hedgcock, 2014). Hence, this approach helped writers to explore their creativity and help them understand better the writing process they follow when conveying their ideas in written form.

3.4.1 Process approach

This approach concentrates predominantly on the writing skills involved in the composition process such as planning, drafting, and revising instead of the linguistic knowledge such as punctuation, grammar, vocabulary, among others (Badger & White, 2000). The process approach follows a cyclical and continuous process in which writers might go back to the first stage or any other stage several times depending on their needs✓. Badger & White (2000) illustrate how this approach can be applied in the classroom:

A typical prewriting activity in the process approach would be for learners to brainstorm on the topic of houses. At the composing/drafting stage they would select and structure the result of the brainstorming session to provide a plan of a description of a house. This would guide the first

draft of a description of a particular house. After discussion, learners might revise the first draft working individually or in groups. Finally, the learners would edit or proof-read the text. (p. 154).

The teachers' role is to facilitate learners' writing process because this approach is learner-centered. Learners work on their own written composition while the teacher does not interfere in the recursive stages of the writing process. This approach pays attention to learners' creativity and the development stages of texts. It also minimizes imitation as a form of developing writing skills contrasting with the product approach which sees "writing development as mainly the result of the imitation of input, in the form of texts provided by the teacher" (Badger & White, 2000, p. 154).

The process approach has been criticized for two main reasons. One of them is for having as a goal the expression of learners' creativity through their written compositions. The belief that all writers have the same creative potential and skills has been considered naïve. According to Hayland (2003) this approach "leans heavily on an asocial view of the writer, operating in a context where there are no cultural differences in the value of 'self-expression" (p. 20). Therefore, this approach does not recognize the social nature of writing, and the writer is seen as an isolated individual. The reason being that it gives insufficient importance to the communicative purpose and the social context where the text is composed (Badger and White 2000). It assumes that the writing process is the same for all writers regardless of the genre of the text or who is producing the written piece. For these reasons, a new approach based on the social purpose of the text with a redefined genre perspective was known as Genre-based pedagogy. This approach is described in section 3.4.3.

3.4.2 Concept of genre

The term genre was traditionally considered as a methodical classification of different types of texts (Devitt, 2000). However, this simplistic perspective of the concept of genre changed during the 80s because it was redefined as a "typified social action" (Clark, 2012, p. 182) instead of a formalistic classification of kinds of texts. The new notion of genre indicates that "people use genres to do things in the world (social and purpose) and that these ways of acting become typified through occurring under what is perceived as recurring circumstances" (Devitt, 2000, p. 698). This new perspective shows that people use language in a very particular way in a determined context to reach their communicational purpose or goal. For this reason, the examination of different types of genres such as greeting cards or letters has gained importance in recent years. This is because when several texts share

the same communicational purpose, they generally share the same linguistic structure which could mean these texts belong to a specific type of genre (Hayland, 2003) which can be then identified by its linguistic characteristics and communicational purpose.

The concept of genre has gained more attention in the language teaching field because genres can be identified by teachers and learners according to their patterned ways of language use (Derewianka, 2003). Genres follow a specific structure according to their social purpose and they are easily identified by the community. As Hayland (2003) stated:

Based on the idea that members of a community usually have little difficulty in recognizing similarities in the texts they use frequently and are able to draw on their repeated experiences with such texts to read, understand and perhaps write them relatively easily (p. 47).

The idea of teaching the structure of different types of genres gained ground in Australia, where a teaching approach that focused on the explicit teaching of genres was implemented in Sydney (Clark, 2012). This project was referred to as the Sydney school and its aim was to develop an efficient writing pedagogy that could help any learner to develop their writing skills and be able to write any type of genre in the classroom. According to Rose & Martin (2012), the Sydney school project "began with research into types of writing in the primary school, out of which grew the concept of genre as a staged goal-oriented social process" (p.1). The authors explain that a genre is a 'social' process because the communicational act is carried out by members of a community who interact with each other to achieve their goals. For this reason, the genre is 'goal-oriented' because when people communicate they have a specific purpose to achieve and it is also 'staged' because it requires following several steps. As Hayland (2003) states "it usually takes writers more than one step to reach their goals" (p. 19).

There are different types of genres, and these might vary according to the specific situation and its social purpose. Some types of genres and their stages can be seen in Table one.

Table 1

Samples of types of genres with their social purposes and stages

|		Social purpose	Stages
Chronicling history	Autobiographical Recount	To retell the events of your own life	Orientation Record of Events (Reorientation)
	Historical Recount	To retell events in the past	Background Record of Events (Deduction)
Reporting history	Historical Account	To account for why events happened in a particular sequence	Background Account of Events (Deduction)
Explaining history	Factorial Explanation	To explain the reasons or factors that contribute to a particular outcome	Outcome Factors Reinforcement of Factors
Arguing history	Analytical Exposition	To put forward a point of view or argument	(Background) Thesis Arguments Reinforcement of Thesis
	Analytical Discussion	To argue the case for two or more points of view about an issue	(Background) Issue Arguments Position
	Challenge	To argue against a view	(Background) Arguments Anti-Thesis

Note. Taken from The Routledge Handbook of Systemic Functional Linguistics (p. 481) by T. Bartlett & 0'Grady, 2017, Rutledge. Copyright 2017.

3.4.3 Genre Based Pedagogy

The notion that learning about different types of genres' structures could be beneficial for student writers led to the genre-based pedagogy (henceforth, GBP) which became popular in the 1980s (Yan, 2005). GBP follows the principles of Systemic Functional Linguistics (SFL) theory that studies how language is used by people. In this theory, language is seen as a system of choices that creates specific meanings according to the social context where it is used (Halliday, 1994). GBP considers as a matter of importance the context and its relationship with all the elements that construct a text (Rose and Martin, 2012). According to Derewianka (2003) the emphasis of the genre-based approach "is on the creation of meaning at the level of the whole text. Rather than dealing with discrete instances of language" (p. 135). It considers the context where the text is produced and the communication between the writer and the reader. Based on this perspective, writing is seen as "a type of system that combines semiotic, communicative, cognitive, and creative functions" (Ferris & Hedgcock, 2014, p. 5). In this sense, writing implies a communicative purpose, and it involves cognitive mental processes, linguistics resources, and strategies that students require to be able to communicate effectively with an audience. To achieve this goal, the writers might bear in mind their clear communicative purpose which uses conventionalized genres to make and transmit meanings through different modalities (Hamer, 2004, p. 4). Firkins et al., (2007) have proposed three main stages in the GBP approach. The first stage is Modeling a text where students are required to analyse the structure of the text and recognize the genre, social purpose and the specific features of the target language. In the second stage, Joint construction, students collaboratively work in the construction of a text. The teacher elicits students' knowledge about the structure of the target genre and discusses the previous steps to write this type of genre collectively. The third stage is Independent constructing, where learners are required to individually write a text following the specific structure of the target genre and the application of the linguistics features reviewed in the previous stages. During this stage, learners redraft and edit their text. The stages were illustrated by Hayland (2003) in figure one.

Figure 1

Hyland's (2003) model of teaching learning cycle
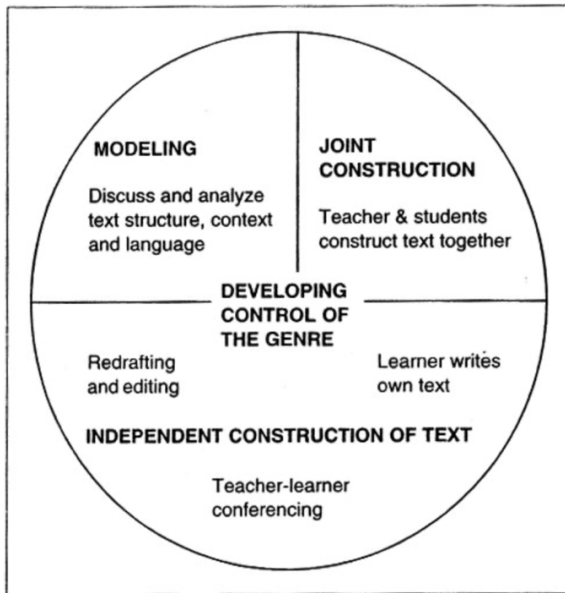
Note. Taken from Second Language Writing (p. 21) by K. Hyland, 2003, Cambridge Language Education. Copyright 2003.

The implementation of the teaching-learning cycle in figure one illustrates the stages to follow in order to scaffold or support students' learning through this approach. The term scaffolding in education refers to the systematic assistance that students might need in their learning process. The concept derives from Vygotsky's theory the Zone of Proximal Development (ZPD) established in 1986 which refers to an area "between what they can do independently and what they can do with assistance" (Hayland, 2003, p. 21). The role of the teacher takes an important place in the implementation of the teaching-learning cycle. Especially in the two first stages of the GBP, Modeling stage and Join construction, because students might lack the needed knowledge about the target genre and, therefore, need the teacher's assistance. The teacher intervenes in the Modeling stage to discuss and analyse the language and genre structure in order to model the text. Meanwhile, in the Joint construction, teachers and students work collaboratively in the composition of a text. Hayland (2018) explains that the teacher assistance or "support is strategically diminished as students progress" (p. 381) because, in the Independent construction of a text stage, students work independently in the writing task, they require less assistance as they progress through the stages of the teaching-learning cycle seen in figure one.

The genre-based pedagogy has been criticized for prescriptivism (Rusinovci, 2020) and the explicit teaching of the genre because learners are asked to write their texts based on a rigid model with the use of formulaic language provided by the teacher. Authors as Badger and White (2000) and Hyland (2018) claim that genre-based pedagogy impedes students from expressing their own ideas and enhancing their creativity because when students know how to write a genre it becomes a repetitive exercise limiting their creativity. This might lead students to become less autonomous because they might depend on the teacher to constantly provide material as models (Rusinovci, 2015).

Furthermore, Freedman (1994) indicates that this approach proposes that a text is a set of rules that need to be followed. For this reason, the author referred to this approach as the "recipe theory genre" (p. 39). The explicit teaching of the genre would provide inflexible templates that offer students a pre-fabricated model of writing determined by a genre rather than instances for meaning making.

3.4.4 Process-genre approach

The literature pertaining to the process approach and the genre-based pedagogy have received criticisms. On one hand, the process approach emphasizes the recursive writing process, but little time has been allocated to linguistic input and the context (Badger & White, 2000). On the other hand, the genre approach sees writing as a semiotic system with a particular purpose according to the specific situation which may encourage students to follow the genre structures limiting their expressiveness in the text. For this reason, Badger & White (2000) have proposed the combination of both approaches to be implemented in L2 writing. In this amalgamation of both approaches, we can highlight the recursive writing process provided by the process approach as well as the importance of context, writing purpose and genre features needed to construct a text from a genre pedagogy perspective.

The process genre approach (PGA) considers the context or situation where the text is created, the purpose for writing (social purpose), the participants and the circumstances involved in the process of creating meaning through a written text. For instance, it considers the tenor (people involved), the field (what is the text about) and mode (how the information is presented) while providing input from three sources: the teacher, learners and text which are seen as models (Badger & White, 2000). This model is illustrated in Figure two.

Figure 2

A process genre model of writing by Badger & White (2000)
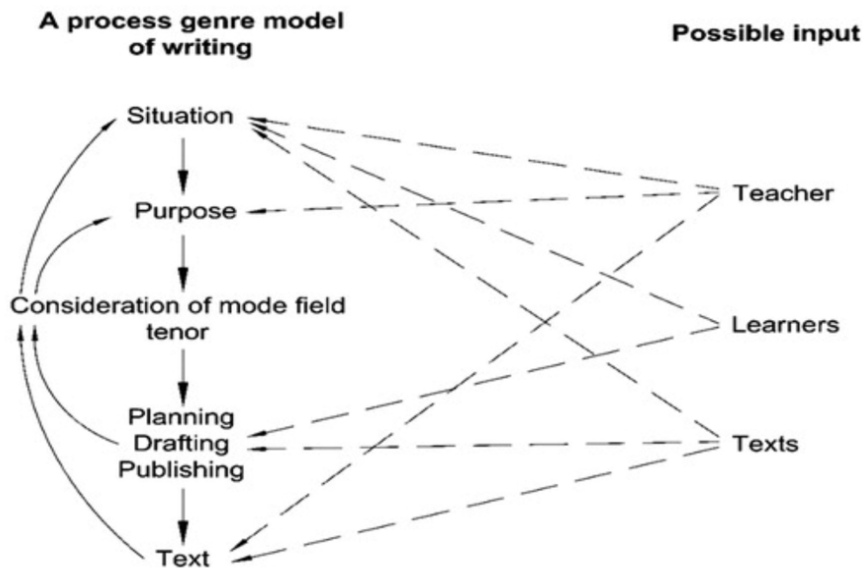
The model adapted from Badger & White (2000) by Yan (2005) which can be seen in Figure three proposes six stages to follow in order to develop students' writing skills. The first stage is *Preparation*. In this stage, learners understand the importance of the context and the social purpose of the text; they also become aware of the specific features of the target genre (Hayland, 2003). This can be presented through group discussion, mind mapping, brainstorming, and reading activities that might support learners' understanding of genre. According to Yan (2005) the activities in this stage enable students to "activate schemata and allow students to anticipate the structural features of the genre" (p. 21) which might facilitate the writing process of a specific genre. The second stage is *Modeling and reinforcing*, where learners analyze the target genre and use the input provided by the teacher, peers and texts (Badger & White, 2000). Authors suggest classroom activities that foster language awareness between learners. For example, students might compare different texts in order to identify their linguistic features and text organization (Yan, 2005; Rusinovci, 2015).

In the third stage, *Planning*, meaningful activities are presented in order to activate students' schemata. These activities include brainstorming, answering questions, readings focused on the target

genre (Yan, 2005). Furthermore, teachers could provide input by presenting the vocabulary students are going to need in their composition (Agesta & Yudi, 2017).

Figure 3

Yan's model of the Process Genre Approach for teaching writing
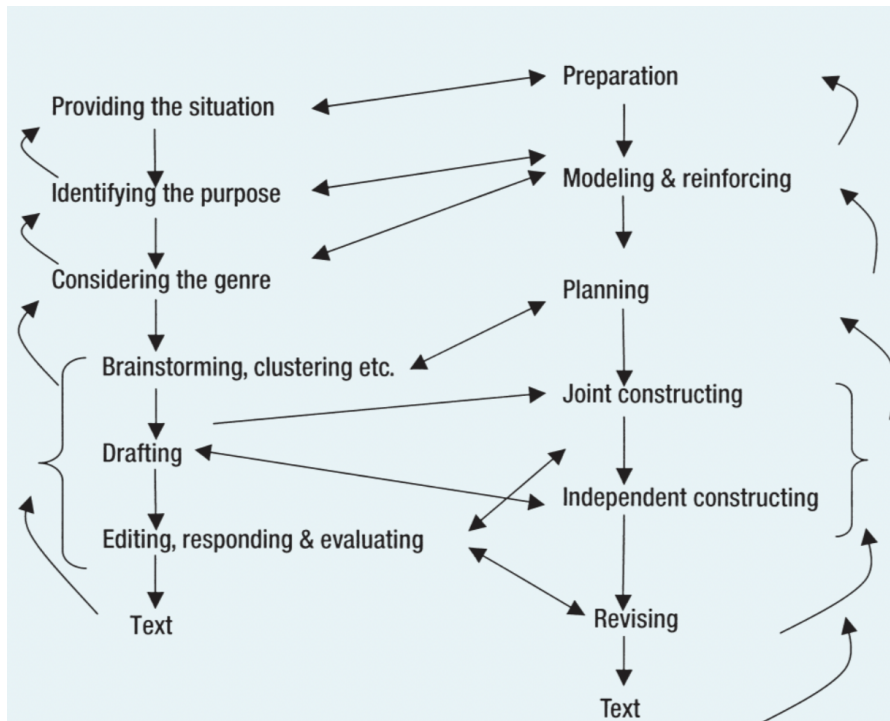
 Note. Taken from "A Process Genre Model for Teaching Writing" by G. Yan, 2005, English Teaching Forum, 43(3), p. 21. Copyright 2005.

In the fourth stage, *Joint constructing*, learners might be engaged to work in a collaborative manner with their classmates and teachers applying what they have learned in the other stages regarding genre. The objective of this stage is to prepare students for the independent composition (Yan, 2005). For this reason, students work collaboratively with their teachers and peers in writing a text of a determined genre "while doing so, the teacher uses the writing processes of brainstorming, drafting and revising" (p.21). Students are encouraged to brainstorm in small groups to make drafts where they are going to apply linguistic elements seen in the previous sessions focusing on the type of genre to later go through a peer and teacher revision process. In the fifth stage called *Independent*

constructing, learners work independently, drawing from their previous experiences whilst taking into consideration the context, genre, and communicational purpose of the text.

Students then follow the writing process in order to be revised by themselves, teachers and peers with the objective of editing it after (Yan, 2005). The last stage is called *Revising*, where students have the opportunity to self-assess their work which might help students to recognise their mistakes when they are writing. According to Brown & Harries (2013) self-assessment can be defined as "a descriptive and evaluative act carried out by the student concerning his or her own work and academic abilities" (p. 368). For this reason, students had the opportunity to become aware of their own mistakes before the teacher provided their feedback because "if there is no opportunity for adjustment and correction, self-assessment is almost pointless" (Andrade, 2019). In this sense, teacher's feedback plays an important role in the process of writing because it can help students to improve their compositions (Rusinovski, 2015). Feedback is defined by Hattie & Timperley (2007) as "information provided by an agent (e.g., teacher, peer, book, parent, self, experience) regarding aspects of one's performance or understanding" (p. 81). This input might be beneficial for students because it enables them to learn the specific information that they do not know, or it might help them organize their text or ideas that fail to flow properly (Rusinovski, 2015). The authors Cheng & Zhang (2021) differentiate two types of feedback that might be used to provide the input required. The first one is the local feedback also known as WCF which refers to the language used in the composition. The second type of feedback is global, which refers to the content and organization of the written text. Furthermore, Rusinovski (2015) suggests to "give the comments on the learner's strengths, weaknesses and overall performance in order to assist them write efficiently in the future" (p. 704).

Therefore, the PGA provides scaffolding according to the students' needs. Some EFL learners require input regarding their knowledge of genre while other learners may require the linguistic resources that can be found in the target genre whilst others might need input related to the writing process. The PGA provides the assistance needed according to the students' writing development. According to Badger & White (2000) the process genre approach "sees writing as a series of stages leading from a particular situation to a text, with the teachers facilitating learner's progress by enabling appropriate input of knowledge and skills" (p. 160). Hence, the amount of input will vary, and it will depend on the type of learners' needs.

3.4.5 Application of the Process-genre approach in tertiary education

Several studies have been conducted in different educational contexts to investigate the effect of PGA in the EFL teaching and learning process. For example, a big number of studies have been carried out at the tertiary level of education such as a study conducted by Huang & Zhang (2020) aimed to investigate the effect of PGA to teach argumentative writing on EFL students. The intervention process took place in two English classes at the university in China. The experimental group developed their L2 writing skills using the PGA and the control group used a conventional approach. A pretest, posttest, and delayed test were employed to collect data. The argumentative texts were evaluated using a rubric that included the following criteria: content, organization, vocabulary, language use, and mechanics. The intervention was carried out in six sessions.

In the first session, the experimental groups received the PGA treatment, the researcher focused on the instructions, genre structure, linguistic resources, and writing strategies. Then, students practiced writing several drafts collaboratively. After that, they received explicit instructions about the writing process (planning, drafting, revising, and editing) (Huang & Zhang, 2020). Finally, they self-evaluated their work and received peer-teacher feedback, which focused on content, organization, and linguistic elements. In contrast, the control group worked individually, received implicit instruction regarding the recursive process of writing, and obtained only the teacher's feedback. The findings in this study showed that the implementation of a PGA "significantly improved EFL learners' writing on five aspects (content, organization, vocabulary, language and mechanics)" (Huang & Zhang, 2020, p. 356). Regarding explicit instructions, Huang and Zhang (2020) found out that students benefited from this type of instruction because this approach "allowed students to acquire genre knowledge, while the recursive process facilitated the acquisition of knowledge and skills" (p. 357). The employment of the process genre approach facilitated EFL students' knowledge of content, rhetoric and genre which could be observed in their compositions. Moreover, the authors emphasized the importance of a collaborative environment when implementing the PGA. In this study, students worked in groups when they had to analyze the model text, generate ideas, compose, and receive feedback from peers and teachers. According to Huang & Zhang (2020) "the interactive process generated multiple input opportunities (model texts, teachers and peers) and encouraged students to be active writers instead of passive learners" (p. 357). Students' active role during the process of composition is another advantage found

when using the PGA because as students progress through the stages of the approach, they become more autonomous.

Huang and Zhang 's study (2020) is similar to results obtained in an action research study conducted by Rojas et al., (2021) at the Universidad Católica de Temuco in Chile. The researchers are members of the English Teaching Faculty Learning Community (ETFLC) who designed a strategy to improve the writing competence of trainee English teachers by implementing the PGA supported by videos that were selected by them. The participants were students from the English Pedagogy Program from first, second, third, and fourth year. Rojas et al's study implemented an intervention that was carried out in a weekly session of two hours each for a period of four weeks. The intervention implemented eight steps. In the first step, students watched an educational video before the class to then analyze it with the teacher. The objective was to recognize the linguistic aspects of the text and the rhetorical writing processes through the video. In the second step, the students were assigned a writing task extracted from the PET exam where they had to identify the social purpose and the audience. In the third step, students made an outline to organize their ideas. In the fourth step, students wrote their first draft, while in the fifth step, students received feedback on two criteria: content and communicative achievement. In step six, teachers provided input regarding the organization of the text and helped students to negotiate meaning in the writing task. In step seven, students wrote their second draft considering the feedback provided. In the last step, when students finished their second draft, they were provided with feedback by means of an editing tool regarding the language usage criterion. In this study, the data collection instruments employed were standardized writing tests to assess students' writing performance in the target genre and focus groups in order to explore students' perceptions regarding the PGA strategy. The findings in this study confirmed Huang and Zhang's study (2020) because in both studies one of the most relevant criteria was content which showed a great increase. This criterion showed how students were able to select relevant information for the reader (Rojas et al., 2021). The students wrote their composition bearing in mind their audience and the social purpose of the text.

Furthermore, Rojas et al's study showed that students were able to organize the information, used discourse markers in order to achieve the social purpose, and created a coherent text. These results indicated that PGA "helped students improve their performance in writing" (Rojas et al., 2021, p. 20).

Another study conducted by Alabere & Shapii (2019) attempted to find out to what extent was the process genre approach effective on academic writing in EFL students. Students wrote an essay following the PGA. To collect the data a pre-test and post-test were employed before and after the intervention. There were two groups of 40 university undergraduate students in which the experimental group was taught following the steps of PGA and the control group was taught with the product approach. The duration of the intervention was eight weeks in total. In the first week, students took the pre-test, and the last week students took the post-test. Hence, the classroom teaching lasted six weeks. The activities included in the intervention were focused on content, organization, expression, and mechanics. Five questions were presented to students where they had to choose one of them and write an essay. Next, these essays were assessed by using an analytic rubric. The quantitative data was analyzed by the application of an analysis of covariance (ANCOVA), a standard deviation and mean employing the SPSS software. The results in this study showed that the use of the process genre approach was effective in the development of writing skills in the tertiary level of education because it enhanced students' performance (Alabere & Shapii, 2019). For example, the experimental group outperformed the control group in terms of content, organization, expression, and mechanics. This evidence shows the positive effect of the genre process approach on the academic writing of EFL students.

3.4.6 Application of the Process-genre approach in secondary and primary education

A closer look to the literature concerning the use of the genre process approach reveals that there is a smaller number of studies undertaken at secondary and primary levels of education. One of them is a quasi-experimental study conducted by Tuyen et al., (2016) aimed to figure out the effectiveness of the PGA in the writing development of EFL tenth grade students in Vietnam. The 25 participants were divided into two groups. The control group was formed by 12 students and the experimental group was formed by 13 students. The participants wrote a movie review (descriptive paragraph) where they were required to write from 150 to 200 maximum within 45 minutes. The findings in this study showed that the PGA improved EFL students' writing abilities. Specifically, the experimental group outperformed the control group in terms of content, vocabulary, and grammar (Tuyen et al., 2016).

Another study conducted by Pujianto et al., (2014) aimed to explore the effectiveness of the PGA on senior high students' writing abilities on report texts in Indonesia. A descriptive research

design was employed in this study. The data was collected from students' texts analysis and PGA teaching process. The texts were analyzed based on the theory of Systemic functional linguistics where the transitivity and conjunction system were employed. The results showed that PGA might help students to develop report text writing skills. Specifically, improvements were seen in the area of genre knowledge, the process of writing and peer feedback. Furthermore, this study emphasizes the teaching of different genres and longer sessions of the *Modeling and reinforcement stage* for students who show difficulties in the foreign language.

In the same vein, Arteaga-Lara (2018) carried out an action research study focused on the effectiveness of PGA on the writing of paragraphs in fourth grade students in a primary school in Colombia. The intervention was carried out in 7 sessions of four hours each except the introduction session which lasted two hours. The general aim of the study focused on a narrative written piece of 150 words which should include the topic sentence, the supporting ideas, and a concluding sentence. Students had to write a memorable experience from their lives. Arteaga-Lara (2018) reported that in the intervention students chose an experience to write and kept journals during the whole intervention. The first session was used to introduce students with the course objective and engage them in writing an experience. In the following session, students identified the linguistic feature of the target genre used in a paragraph. Then, students planned how to write their personal experiences using the paragraph structure. Following that, students wrote their drafts in order to be revised by their peers and themselves. Afterward, students wrote the final version to be provided with written feedback from the teacher and peers. Finally, students wrote another narrative piece using the PGA in less time. The data collection was carried out using four different instruments: the teacher's journal, learner's journal, artifacts, and a focus group in order to explore students' perception of the PGA and written production. This action research showed that "the process-genre approach helped most of these participants to write well-structured paragraphs, for they realized there is a process to write in which they can use a set of strategies to achieve the writing goal" (Arteaga-Lara, 2018, p. 238). In this study, 4th grade EFL students became aware of the writing process while they realized how genre structures differ from each other.

Another key finding of Arteaga-Lara (2018)'s study was the usefulness of the revising/edition stage. Students found meaningful instances when they self-corrected their mistakes and were provided with their teacher or peers' feedback. This study underlines the importance of considering the narrative

genre's features in the process of writing for developing writing skills. The PGA helped students to identify and understand how the paragraph was built in order to apply these strategies to analyze the genre, plan, organize their ideas, revise, edit and publish their compositions which "made most of their paragraph look well-structured" (Arteaga-Lara, 2018, p. 234). Hence, students became aware of the target genre structure along with the writing process. As Deng et al., (2016) stated "the process genre approach allows students to study the relationship between purpose and form for a particular genre as they undergo the recursive processes of prewriting, drafting, revision, and editing" (p. 10).

This review of the literature has demonstrated that the PGA has been mostly implemented in tertiary education with positive results in developing writing skills. However, there is a lack of studies regarding the use of the PGA in primary and secondary levels of EFL education. For this reason, this action research contributes to the exploration of the student's perceptions regarding this approach and the effects it has on the students' compositions in the development of their writing skills.

4. Research Questions

1. What are the EFL learners' perceptions of the process genre approach in the composition of biographical recount texts in the context of the implementation of digital comics?

2. What are the effects of a process-genre approach on EFL students' written biographical recount text in digital comics?

5. General and specific objectives

The general objectives of this action research are:

To explore the learners' perceptions towards the writing of biographical recount text in the context of the implementation of digital comics.

To evaluate students' ability to produce written recount texts applying the process genre-approach in digital comics.

The specific objectives of this study are:

To understand the effects of using a process-genre approach on student written biographical recount text in digital comics.

To explore the learners' attitudes towards the writing of biographical recount text in the context of the implementation of digital comics.

6. Methodology

Action research (AR) was the selected methodology for this study because "it has been particularly well developed in education, specifically in teaching" (Mcniff & Whitehead, 2006, p.7). This methodology was suitable for this study due to its practical inquiry design that allows teachers to investigate their own teaching practices and potentially lead to possible systematized solutions and changes. In this case, as a teacher- researcher I wanted to examine my teaching practices in order to facilitate my students' writing composition process more effectively. According to Burns (2010) "action research (AR) can be a very valuable way to extend our teaching skills and gain more understanding of ourselves as teachers, our classrooms and our students" (p. 1). In this sense, AR design contributed to enhancing my students' learning and improving my teaching as AR provided teachers the tools to obtain a deeper understanding of how my students learned to write biographical recounts text.

The nature of this AR was collaborative because "working…with others leads not only to community and organizational changes but also to personal changes in the action researcher" (Brydon-Miller et at., 2003, p. 14). Specifically in this study, the researcher worked with two teachers who taught at the same level. We worked collaboratively, teaching and assessing students' compositions.

Action research design involved four flexible phases: planning, acting, observing, and reflecting (Burns, 2010). In the first phase, the researcher identifies the issue in the classroom and elaborates a plan of action with the goal of improving or understanding the nature of that issue and bringing improvements to a specific area of inquiry. In the second phase, the elaborated plan was put into practice over a specific period of time. In the third phase, the researcher observes and assesses the effects of their actions or behaviors in order to document them. In this phase, the data collection was carried out. Finally, in the reflection phase, the researcher evaluated, reflected and described the effects of the plan implemented in order to explore the issue identified in the classroom. In the study reported here the stages of the AR cycle were carried out in the following way:

Figure 4

Action research model based on Kemmis & McTaggart (1988)
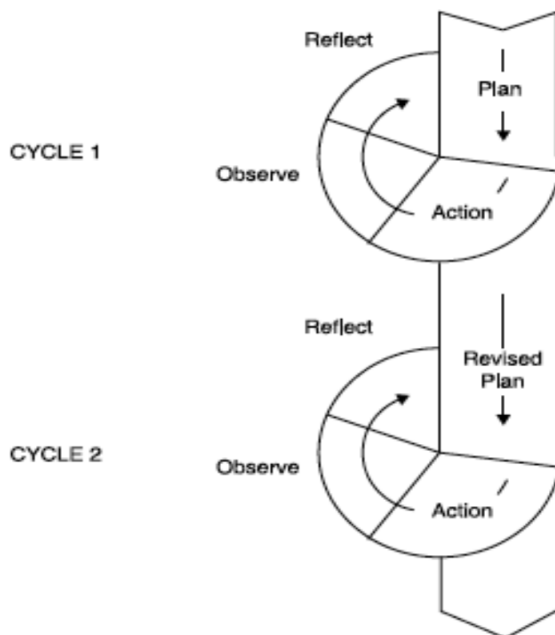
 Note. Taken from "Doing Action Research in English Language Teaching" (P. 9) by A. Burns, 2010, Routledge. Copyright 2010.

The key research questions guiding this AR study were:

1. What are the EFL learners' perceptions of the process genre approach in the composition of biographical recount texts in the context of the implementation of digital comics?
2. What are the effects of a process-genre approach on EFL students' written biographical recount text in digital comics?

6.1 Context and participants

       The study took place in San Luis school in Antofagasta during 2021. Participants were 16 students from two groups of the seventh-grade level who were granted their parents' consent to participate in this study. The subject sample was selected due to the convenience of the researcher as she worked in San Luis School and taught seventh graders. The convenience or opportunity sampling strategy is one of the most common samples in L2 and in AR studies (Dörnyei, 2011, p. 99). The use of this strategy was convenient because the researcher works at this educational institution. Learners were between the ages of 12 to 13 years old. The study sample consisted of eight males and eight females. Spanish is their dominant language, and their English level is pre-intermediate.

Table 2

Participants' information

Pseudonym of participants	Ages	Gender	Groups
Andrés	12	Male	A
Alejandra	12	Female	A
Alfonso	13	Male	A
Camilo	12	Male	A
Josefa	13	Female	A
Francisca	13	Female	A
Guillermo	13	Male	B
Hilda	12	Female	B
Irene	13	Female	B
José	13	Male	B
Karina	12	Female	B
Lorena	13	Female	B
Melisa	12	Female	B
Mauricio	13	Male	B
Luis	13	Male	B
Diego	13	Male	B

       The researcher and another teacher taught English as a foreign language to this group. Six students corresponding to the seventh grade A and 10 students belonging to the seventh grade B.

6.2 Data Collection Methods

The data were collected through two surveys and the analysis of students' compositions as it is described in Table two. These were collected during the intervention process. Surveys were selected because they might combine nominal data on students' personal information with different types of scales (Cohen, 2007). In this study, the surveys included open-ended questions where students could elaborate on their answers and Likert scale questions which measured beliefs, attitudes and opinions towards the PGA implemented. Therefore, surveys were useful for gathering data on students' views. Compositions were selected in order to evaluate the effect of PGA on students' performance in writing. The former are effective to collect data on the student's writing performance because they showed the students' sequential work throughout the intervention (Orteaga-Lara, 2018).

Table 3

Data collection methods and objectives

Data collection methods	Focus/objective
Survey 1 Survey 2 They were employed at the beginning and at the end of the intervention.	To explore EFL students' perceptions of the process genre approach in the composition of biographical recount texts in the context of the implementation of digital comics.
First draft Final edited comic	To evaluate the effects of a process-genre approach on EFL students' written bibliographical recount text in digital comics.

6.3 Surveys

Two surveys were applied to understand the participants' perceptions on the process genre approach when writing biographical recount texts in the context of the implementation of digital comics. The surveys were applied in the students' dominant language, Spanish and the participants' responses from the surveys were translated into English by the researcher. The first survey consisted of 17 questions with nine multiple choice questions which addressed their previous knowledge about writing processes, genre, and their perception about their English skills (See Appendix A). This survey also includes four Likert scale questions and open-ended questions giving students the opportunity to justify their own views about the writing process and their interest in comics. The first survey was implemented on October 26th in the Preparation stage. The second survey consisted of 12 questions with seven Likert scale questions meant to explore students' perspectives on the intervention stages and five open-ended questions aimed to further justify and elaborate on their previous answers. The second survey was implemented on December 7th in the *Revising stage*.

6.4 Students' compositions

Another data collection instrument employed in this AR was students' compositions: a draft and their final biographical recount text. The students' first draft produced during the *Independent constructing stage* required the students to write a biographical recount text in the form of a comic. Students had to write a minimum of 50 words in their comic and draw 6 panels illustrating the life of a historical character who is known by most of the students. The final and edited biographical recount texts were also collected and analyzed in order to determine the effect of the process genre approach on the last stage of students' compositions.

7. Intervention process

This Action research (AR) began in March of the first semester of 2021. During the first semester, the researcher identified the problem which was related to the students' writing abilities. Based on this information, a plan was designed in order to take action (See appendix C). The intervention took place during the second semester of 2021, specifically on October 26th, 28th, November 2nd, 4th, 9th, 11th, 22nd, 25th 30th, December 3rd, and 7th at 08:10 am on Tuesday and 10:25 am on Thursdays. The researcher had classes with half of the class on Tuesday and with the other half of the students on Thursdays. Therefore, the first group was participating in the intervention while the

other group worked with their other teacher on tasks related to the English textbook. Some students attended online and some face-to-face because the school provided a blended modality to their students during 2021 because of COVID-19. The dates of the intervention were selected considering the objectives of the annual planning. This best fit in the last three months of classes as a way to review the year's content and finish the school year with a project related to Saint Ignatius which was required by the school.

The intervention was carried out in six sessions of 90 minutes each. This adapted teaching procedure consisted of six stages according to the Yan's (2005) PGA model: (1) Preparation, (2) Modeling and reinforcing, (3) Joint constructing, (4) Independent constructing I, (5) Independent constructing II, and (6) Revising.

In the *Preparation stage,* the teacher elicited the learner's previous knowledge of the narrative genre to activate schemata (Yan, 2005) in which students told a story by looking at the pictures (See appendix D). Afterwards, students recalled the communicative purpose of the narrative genre, which is to entertain the reader, and named the elements of a narrative genre. Next, the narrative genre structure was shown to the students in order for them to recognize each stage through questions (See appendix E). In the next task of this stage, students applied this knowledge by recognizing the structure of the narrative genre after reading a short story (See appendix F).

Consequently, the recount genre and the biographical recount text were introduced alongside its communicative purpose which is to inform. Then, students differentiated the features between the biographical and autobiographical texts. Afterwards, the structure of a biographical recount text was introduced, which included the three phases found in this type of genre (Rose, 2018). The first phase is the orientation phase where one describes who the person is and their familial connections. This genre also includes a second phase which describes the subject's life events, specifically the person's childhood, education and key achievements. The last phase is the re-orientation which informs why the person is remembered or renowned by people. Finally, students read out loud the biography of a famous historical figure, in this case Martin Luther King Jr., with the class. Then, they identified the words that they did not know their meanings and identified the genre phases in the biography of Martin Luther King Jr. After that, students worked in pairs using the events to organize a timeline showing Martin Luther King's life and wrote the letters corresponding to the events in the boxes following the

timeline. This activity can be seen in Figure five and the biography of Martin Luther King Jr. was extracted from the website Teachstarter.

Figure 5

Student's timeline worksheet on the Preparation stage

In the second stage, modeling and reinforcing, students analyzed the biographical recount text in order to identify linguistic elements employed in the biographical recount genre. Students recognized the simple past tense by underlining the verbs in a paragraph seen in the last class about Martin Luther King Jr. When students identified this verbal tense, the teacher reviewed the simple past tense rules in affirmative, negative, and interrogative forms. Afterwards, students answered some questions where they had to change sentences from the simple present form to the simple past form. After that, students played Kahoot in order to practice the forms of the verb in the simple past. When they finished playing Kahoot they had to complete a passage with the verbal tense reviewed, in pairs for 15 minutes. In

Figure six an example of this activity can be seen. The text was extracted from the Islcollective website.

Figure 6

Students' worksheet on the Modeling and reinforcing stage.

III. **Read the biography.**
Complete the passage with the Past Simple of the verbs in brackets. Circle the time connectors.

Frida Kahlo 1) ___was___ (be) a Mexican painter. She 2) ___was___ (be) born in Mexico City (in) 1907. She 3) ___painted___ (paint) many self-portraits and paintings of Mexican folklore. Frida 4) ___went___ (go) to the prestigious Escuela Preparatoria in Mexico City (in 1922)

(In 1925) at the age of eighteen, Frida 6) ___had___ (have) a terrible traffic accident. She 7) ___couldn'T___ (not can) walk for a long time, so she 8) ___STarTed___ (start) painting. (In 1929) she 9) ___married___ (marry) the painter Diego Rivera. The next year they 10) ___moved___ (move) to New York, but Frida 11) ___was nol___ (not be) happy there. They 12) ___reTurned___ (return) to Mexico (in 1935) Frida 13) ___won___ (win) a national art prize (in 1946) and she 14) ___Became___ (become) famous in Mexico. She 15) ___died___ (die) (in 1954) when she 16) ___was___ (be) only 47 years old. She is considered one of the most famous painter in Latino America.

Furthermore, the teacher reviewed the time connectors in order to join sentences and to specify when the event occurred in a given context. In this task, students re-read the passage about the life of Frida Kahlo and circled the time connectors. This can be seen in figure six above.

In the third stage, *Joint construction* "the teacher and the students work together to begin writing a text" (Yan, 2005, p. 20). Students worked in a collaborative manner with their classmates applying what they have learned in the other stages regarding genre. Firstly, students read the biography of Malala Yousufzai. Secondly, students received a comic strip about the life of Malala where they wrote drafts with their teacher in the first part, and then they had to finish the second part with their peers. This task can be seen in figures seven and eight below. Students then received feedback regarding genre's structure, content, vocabulary and mechanics from their teachers.

Figure 7

Students' collective writing task part 1

Figure 8

Students' collective writing part 2
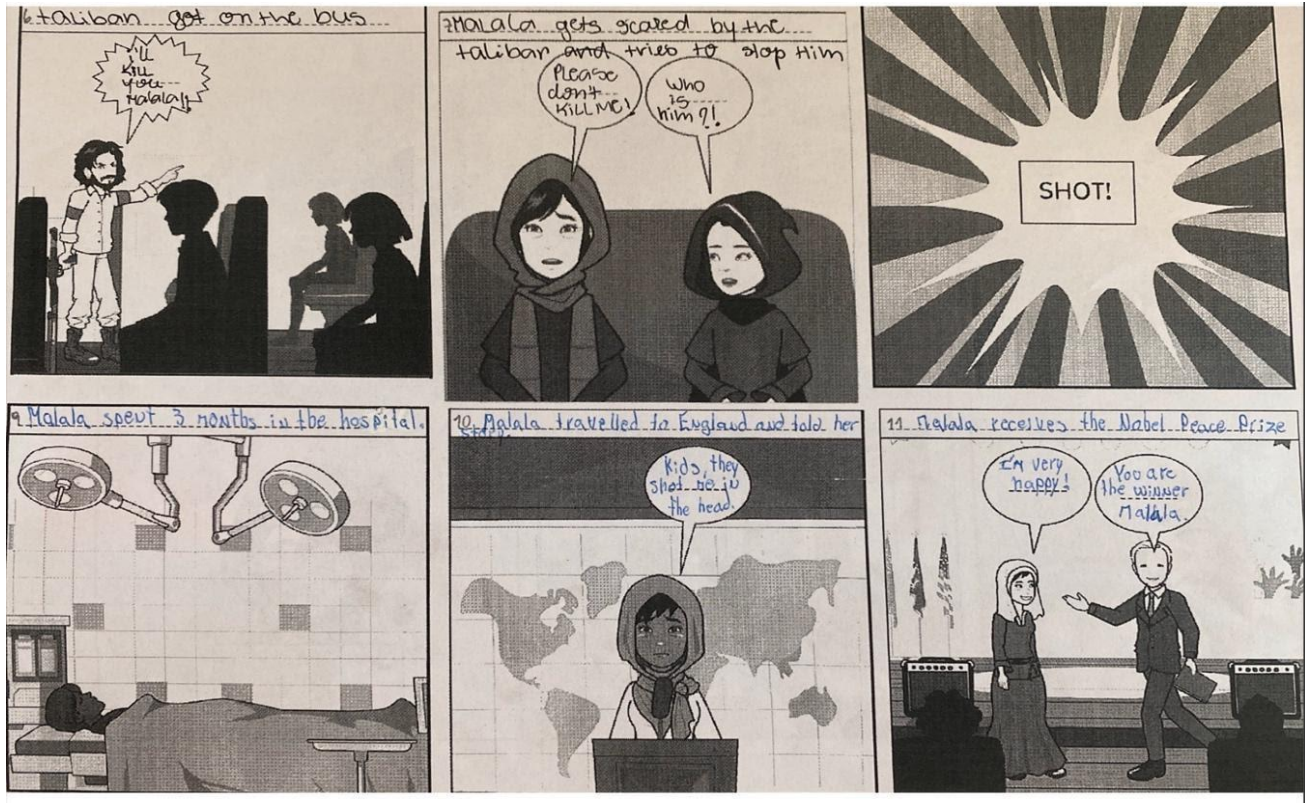
The independent constructing phase was divided in two sessions because students required more time to work on their digital comic. In the *Independent constructing I phase*; learners composed a biographical recount text about the life of St Ignacio of Loyola using digital comic strip builder Pixton. St Ignacio de Loyola was selected because the Jesuit school where the study took place, was celebrating the "Ignatius year". This refers to the celebration of the life of St Ignacio de Loyola; the Jesuit founder of the school where the researcher works is very important to the school community, students are not only encouraged to know his life but also to be inspired by San Ignacio's life experiences. For this reason, students began their project by reading about the life of St Ignatius, they identified important dates and events in the life of the selected historical figure. Then students drew and wrote a draft of a comic about the life of St Ignatius. Students had to draw six panels and write 50 words as a minimum. This task can be seen in figure nine.

Figure 9

Student's draft about the life of St. Ignatius
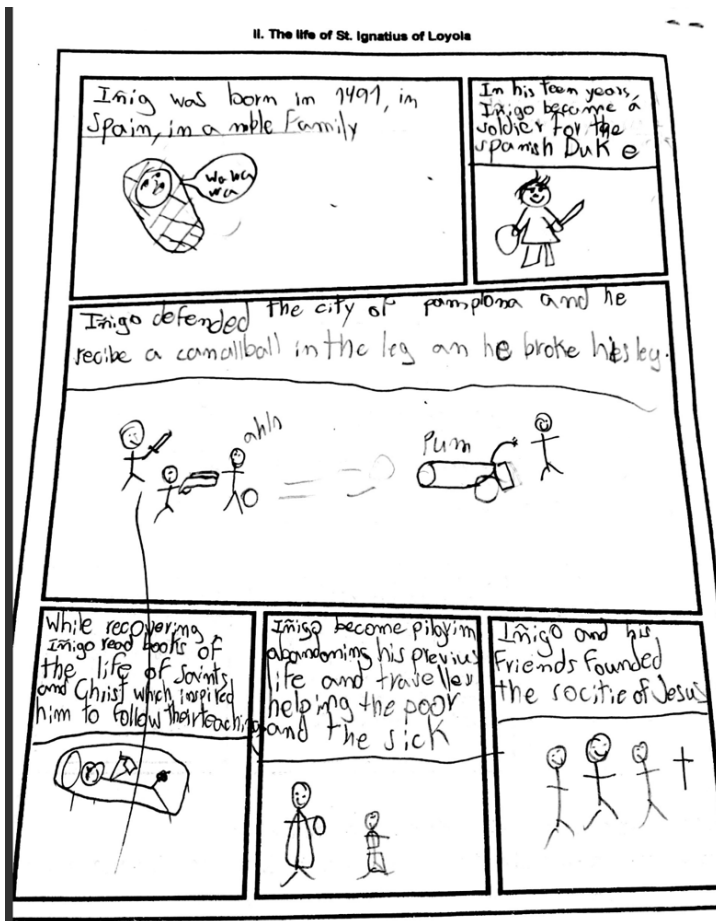
In the *Independent constructing II,* students designed their comic on the platform Pixton. They were instructed to use the features to create six or more panels to tell the story through the media of digital comics. This task can be seen in figure 10 below.

Figure 10

Student's digital comic about the life of Saint Ignatius
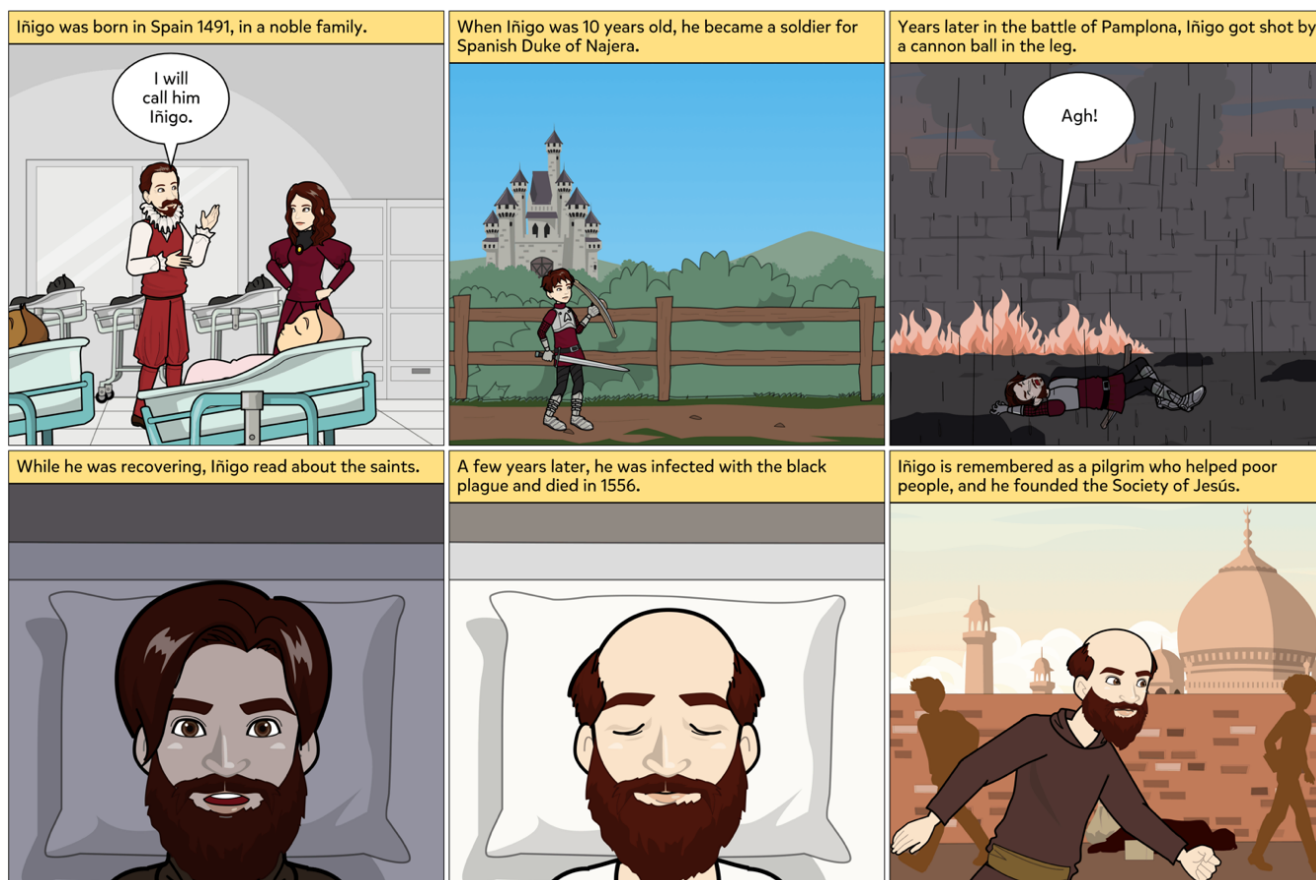
In the last stage *Revising,* students self-evaluated their comic by filling out a checklist where they assessed their content, grammar, genre's structure, and mechanics. After that, students got feedback from their peers and teacher in order to edit their biographical recount text considering the comments provided by the teacher and peers. The self-assessment and teachers' checklists can be seen in Figures 11 and 12.

Figure 11

Student's self-assessment checklist in the Revising stage

Self-evaluation

Name:

San Ignacio Comic checklist

I have included:

1) The date of birth ☑

2) Information when he was a kid ☑

3) Information when he was a teen ☑

4) Important events in life ☑

5) Why is St. Ignatius remembered and admired?

he created society of jesus

6) I added capital letters
(Names of people, cities, countries,
nationalities, months, days of the week, etc.) ☑

7) I Added periods at the
end of a sentence. (.) ☑

8) I added question marks
end of a sentence. (?) ☑

9) I added exclamation points
end of a sentence. (!) ☐

Figure 12

Teacher's checklist in the Revising stage

Feedback

San Ignacio comic checklist

1) It follows the biographical recount text structure

Orientation ☑ _____

Life events ☑ _____

Reorientation ☑ _____

2) Captions are used to tell the story ☑

3) Simple past tense is used in the caption ☑

4) The biography contains correct spelling ☑

5) Focus on the spelling of these words:

6) The use of punctuation is precise ☑

Focus on periods at the end of a sentence. (.) ☑

Focus on questions marks at the end of sentences. (?) ☑

Focus on exclamation points at the end of a sentence. (!) ☑

7) Sentence structures are well developed ☑

Focus on these sentence structures:

founded

great work!

8. Ethical considerations

Parents and students were required to give their informed consent to participate in this action research. They filled out a consent form in Google forms (See appendix G). The language of the consent form was in Spanish, and it contained a concise explanation of the purpose of this action research which was to improve students' writing skills by the implementation of a process genre approach and the procedures of the intervention to be followed. It also included a description of the risks as well as benefits they could encounter during the implementation of the approach. Parents and students were informed that their participation was completely voluntary, and they could withdraw or refuse to participate at any time with no penalty regarding grades or of any other kind. Finally, they were informed that their results were kept confidential, and the student's data were stored and safe for the purposes of this research. To assure anonymity, students were assigned a pseudonym in the result and discussion sections.

9. Data Analysis: Surveys

The data obtained from the surveys were analyzed both quantitatively and qualitatively. On one hand, the quantitative data was analyzed using frequency statistics, specifically, percentages were used to measure the number of times participants responded to the different levels of the Likert scale. On the other hand, the qualitative data were analyzed based on thematic analysis. Braun & Clarke (2006) define thematic analysis as "a method for identifying, analyzing and reporting patterns (themes) within data" (p. 79). The process was undertaken in the following way: first, students' answers were read and re-read in order to be familiarized with the data. Secondly, in the coding phase, the data's content was described by assigning it codes. In other words, extracts of the students' answers were highlighted in order to interpret and label them. Thirdly, patterns or themes were searched in the codes in order to understand students' perceptions of the process genre approach. These can be seen in table four and table five.

Table 4

Themes and codes from survey one

Themes	Codes	Quotes
Writing in English	Spelling	"Me resulta neutra porque se como se dice solo que aveces no pongo una letra o no se como se escribe"/ "I think it is neutral because I know how it is in spoken form but sometimes I forget a letter or I forget how it is written".
	Grammar	"porque tiene muchas reglas gramaticas y ese tipo cosas se me hace difícil"/ "because it has many grammatical rules and that sort of thing is hard for me".
	Vocabulary	"La verdad no se me complica mucho el escribir, supongo que es porque tengo mucho vocabulario"/ "I do not have difficulties writing; I guess it is because I have a lot of vocabulary".
	Awareness of meaning	"No soy tan buena pero si entiendo lo que escribo."/"I am not that good, but I understand what I write".
	Language confident	"Yo tengo experiencia hablando y escribiendo inglés, por lo que se me hace fácil."/ "I have experience talking and writing in English that is why it is easy for me".

Table 5

Themes and codes from survey two

Themes	Codes	Quotes
Biographical recount text	Content about the life of St. Ignatius	"porque la biografia fue la que nos facilito encontrar los acontecimientos y las fechas exactas de los eventos"/"because what made easy for us to find the facts and exact dates of the events was the biography"
	Instructions to complete the task.	"Fue importante porque al leer la biografía pudimos tener una idea sobre como vamos hacer el comic"/ "it was important because by reading the biography we could have an idea about how we were going to make the comic".
Punctuation review	To improve the understanding about the comic.	"fue importante porque asi se puede entender mas el comic y como era la historia de san Ignacio." "It was important because this way the comic can be easier to understand and how the life story of Saint Ignatius was".
	To improve the use of punctuation rules	"Fue muy importante repasar la puntuación al escribir el comic, porque aprendi como usar mejor las comas, los puntos y las mayúsculas."/ "It was very important to revise punctuation when writing the comic because I learnt how to use commas, period, and capital letters better".
	To self-correct mistakes	"Esto sirvió para corregir errores." "This was useful to correct mistakes".
	To get a better grade	"Para tener una buena nota"/ "to get a good grade"
	Not important	"La verdad no creo que sea tan importante ya que no se pierde por completo la idea del texto."/ "Actually, I do not think it is so important because the idea of the text is not completely lost".
	To create comics easily and quickly.	"que es muy fácil de hacer los cómics"/ "It is really easy to make comics".
	A wide range of features	"Me gusto la variedad que habia de personajes, escenarios, entre otras cosas en la plataforma de

Pixton platform		Pixton."/ "I liked the variety of characters, scenarios, and other things in the Pixton platform".
	To create personalised characters	"me gusto por que podíamos crear nuestros personajes como nosotros queramos"/ "I liked it because we could create our characters as we wanted."
Learning outcomes	More knowledge about St. Ignatius life	"Que aprendí mas la historia de san Ignacio."/ "I learnt more about the life story of Saint Ignatius".
	How to use Pixton	"El como usar la plataforma de pixton principalmente." "Mainly, how to use Pixton platform".
	To create a comic	"a ser cómic" "To make comics"
	To improve English writing	"como escribir en ingles con loa mayúscula , . !" "How to write in English using capital letters , . !"

10. Data analysis: Compositions

The participants' drafts were assessed by a writing analytic scoring rubric adapted from Megawati & Anugerahwati (2012). This rubric evaluates five aspects of writing which are then used to measure students' performance in writing tasks. The analytic rubric's aspects are the following: content, genre's structure, vocabulary, grammar, and mechanics. The content aspect refers to the relevance of the ideas embedded in the sentences written by students. The second aspect, the genre's structure refers to the organizational structure of a target genre. In this case, the selected genre is the biographical recount text which consists of the following stages: orientation, life events, and re-orientation. This genre's structure provides a chronological sequencing of life events of a person and leads to coherence in the text. The third aspect is vocabulary which is focused on the effective choice of words. The fourth aspect is grammar which refers to the participant's full control of grammatical structures such as verbal tenses. The last aspect is mechanics, which encompasses spelling, punctuation, and capitalization. Each component of the rubric is scored within the range of one to four. The maximum score obtained by the participant is four for each aspect. This can be appreciated in Table six.

Table 6

Writing analytical rubric employed in the assessment of the definitive comic versions

Writing Criteria	Score	Category	Descriptor
Content	4	Very good	All ideas in the sentences are relevant to the topic (life of Saint Ignatius).
	3	Good	Most of the ideas in the sentences are relevant to the topic (life of Saint Ignatius).
	2	Fair	Some ideas are relevant to the topic (life of Saint Ignatius)
	1	Poor	A limited number of ideas are relevant to the topic (life of Saint Ignatius).
Genre's structure	4	Very good	Well organized and perfectly coherent; The composition contains complete structure of the biographical recount text, namely orientation, life events and re-orientation.
	3	Good	Fairly well organized and generally coherent; The composition contains two stages of the biographical recount text (one stage is missing).
	2	Fair	Loosely organized and generally coherent; the composition only contains one stage of the biographical recount text (two stages are missing).
	1	Poor	Ideas disorganized, lack logical sequencing; the composition does not contain any stages of the biographical recount text (all the stages are missing)
Vocabulary	4	Very good	Very effective choice of words: no misuse of vocabulary and word forms.
	3	Good	Effective choice of words; some misuse of vocabulary and word forms.
	2	Fair	Less effective choice of words and a lot of misuse of vocabulary and word forms.

	1	Poor	Ineffective choice of words and some misuse of vocabulary and word forms.
Grammar	4	Very good	No errors, full control of grammatical structure.
	3	Good	Few errors, good control of grammatical structure.
	2	Fair	Many errors, fair control of grammatical structure.
	1	Poor	Dominated by errors, no control of grammatical structures
Mechanics	4	Very good	No error in spelling, punctuation, capitalization, and paragraphing.
	3	Good	Few errors in spelling, punctuation, capitalization, and paragraphing.
	2	Fair	Frequent errors in spelling, punctuation, capitalization, and paragraphing.
	1	Poor	Dominated by errors in spelling, punctuation, capitalization, and paragraphing.

Note. Adapted from "Comic strips: a study on the teaching of writing narrative texts to Indonesian EFL students" by F. Megawati and M. Anugerahwati, 2012, Journal of TEFLIN, 23(2), p. 188. Copywrite 2012.

11. Results

In the following section, the outcomes of the action research study are detailed using the data generated through the action research cycle detailed in section six.

11.1 Planning

In the first stage of this action research, the researcher detected the problem in their classroom. In this case, the issue was identified in the student's ability to produce compositions in different types of genres. Students' compositions showed a lack of organization of ideas, control in certain grammatical forms, as well as not following the capitalization and punctuation rules when they had to complete different writing tasks. Furthermore, there was a lack of structure in the recount genre in their compositions, however, they demonstrated to have better results in the narrative genre. Based on these

issues, the intervention was planned. In this stage, the lesson plans, the teaching materials, PPTs, handouts, and worksheets that students used during the intervention were prepared. Furthermore, the researcher sought the academic director's permission to continue with the planning of the intervention in the seventh grade, which was granted. Afterwards, the researcher discussed the intervention stages with two English teachers who worked with the researcher at this level. Finally, the consent forms for students and parents were created (See appendix G).

11.2 Action-intervention stage

The researcher sent the consent forms via email to their student's parents in order to request their consent to participate in this action research. After the parent's consent forms were gathered, students were required to fill out an online consent form in class in order to begin with the intervention. (See Appendix A). In the first stage of the intervention, the *Preparation* stage, students were required to answer an online survey designed in the platform Google forms. Table seven below shows the results of the survey. Nine out of 16 students responded that they felt the most comfortable during tasks involving listening to music or videos. Whereas five students felt more comfortable speaking English in class and only two students chose tasks where they had to read comics or stories in class. The findings suggest that most of the participants felt comfortable in situations that involved listening skills and the least comfortable in situations that involved writing skills.

Seven out of 16 students provided a neutral response to the question regarding writing skill. In analyzing their open-ended responses, it was apparent they answered this way because they did not consider writing as difficult, but they mentioned some aspects such as grammar or spelling that make writing more complex. For instance, Matías responded that "I think it is neutral because I know how it is in spoken form but sometimes I forget a letter or I forget how it is written."

In question number three, five participants conceived of writing as easy. For instance, Hilda in the open-ended responses indicated that "since I was little, I speak and write in English, this helps me improve my knowledge". Most of the students who expressed that writing is easy mentioned that they have practiced it from their early schooling. However, three students indicated that they found it difficult to write sentences in English and one student expressed that writing was very difficult.

These participants expressed certain difficulty in the syntactic aspect of a sentence which hampered understanding. For instance, Melisa responded in the open-ended question the following "*I*

have a hard time writing a sentence that is well written or that is clear". However, the findings revealed that nine out of 16 students responded that they felt a certain degree of confidence when they write in class as Josefa Responded in the open-ended question: *"it is easy for me since I am used to it, and everything makes sense".*

Table 7

Results of survey one

Questions	Level	Frequency	Percentages
1.How is writing for you?	Very difficult	1	6,3%
	Difficult	3	18,8%
	Neutral	7	43,8%
	Easy	3	18,8%
	Very easy	2	12,5%
	Positive total	5	31,3%
2.Do you think it is important to know the process of writing a text?	Slightly important	0	0%
	Moderately important	2	13%
	Important	5	31%
	Very important	9	56%
	Positive total	14	87%
3. Do you usually read comic books?	Never	4	25%
	Rarely	3	18,8%
	Sometimes	5	31,3%
	Often	3	18,8%
	Always	1	6,25%
	Positive total	4	25,05%

The third question showed the frequency in which the participants read comic books. Results indicated that, only four out of 16 students read comic books often, five students sometimes read comic books and four of them have never read a comic in their lives. The findings in terms of students' knowledge about digital comics suggest that a majority, 13 out 16 students, know them while three out of 16 students lack knowledge about digital comics. To the question "Have you written a digital comic before?" 10 students agreed that they have written a digital comic, while six students disagreed. In addition to this, the survey asked to specify which platforms students used for creating comics. The findings showed that six out of 16 students responded that they knew the platform Pixton and four

students said to have experience with the platform Storybird with six out of 16 students declared to not know any platforms.

Regarding students' previous knowledge about the genres, results showed that all participants knew the narrative genre which can be seen in Figure 13. In addition, 12 students responded that they were familiar with the biographical recount text which could provide a base to work with in their composition project. The largest group, 10 students, indicated that the purpose of biographical recount text was to inform about the life events of a renowned person, while only one mentioned that it had an entertaining purpose while five students chose none of the previously mentioned options. The results suggested that most students knew different types of genres. Reflecting these, 13 students had written a biographical recount text before, while only three students had not written this type of text before. This suggests, students had previous knowledge about these specific genres.

Regarding the importance of knowing the writing process of a text, 14 out of 16 surveyed students responded that it is highly important to know the process of writing a text. Whilst only two students expressed neutrality in this aspect.

Figure 13

Students' previous genre knowledge
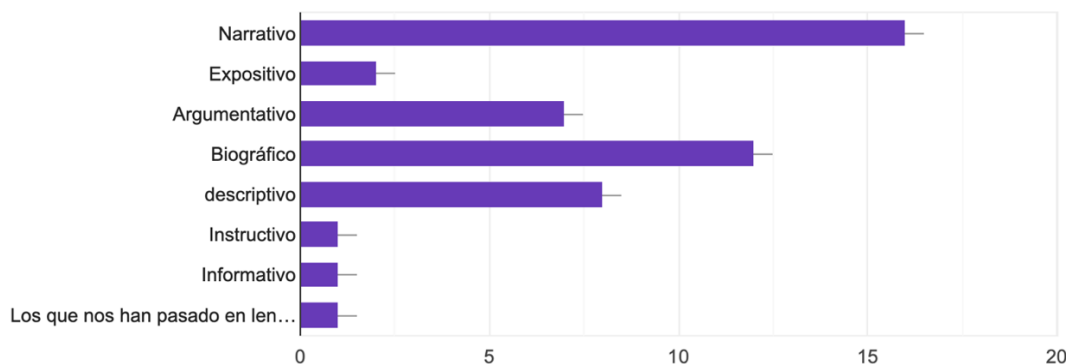
11.3 Observation: Students' perceptions of the process genre approach in digital comics

The results of the second survey obtained in the last stage of the intervention, *Planning*, showed a significant number of students who indicated that reading the biography before making the comic was

important because they could identify the main events and dates in the life of Saint Ignatius. This can be seen in table seven which illustrates that 14 of the participants perceived reading the biography as essential content for their project. Students justified this perception in the open-ended question which asked them to elaborate on why the biography was important. On one hand, a group of six students indicated that the biography was important to identify the important events of his life. Alfonso said: "because what made easy for us to find the facts and exact dates of the events was the biography". On the other hand, there was a group of six students who thought it was important to read the biography in order to follow the instructions of their project as Mauricio responded, "it was important because by reading the biography we could have an idea about how we were going to make the comic". Therefore, one can see that some students saw the pre-writing exercises as an aid to understand and identify crucial events within the content whilst others focused more on the structure of the comic.

Table 8

Results of the second survey

Questions	Level	Frequency	Porcentages
1. How important was it to read the Biography of Saint Ignatius Before making the comic?	Not so important	0	0%
	Slightly important	0	0%
	Moderately important	2	12%
	Important	6	38%
	Very Important	8	50%
	Positive total	14	88%
2. Reviewing the past tense verbs helped me write the comic about the life of Saint Ignatius.	Strongly disagree	1	6%
	Disagree	1	6%
	Neutral	0	0%
	Agree	9	53%
	Strongly agree	6	35%
	Positive total	15	88%
3. How important was to review punctuation when you were writing your comic?	Not so important	0	0%
	Slightly important	2	12%
	Moderately important	0	0%
	Important	3	19%
	Very important	11	69%
	Positive total	14	88%

4. To write together the life of Malala helped me write the comic of Saint Ignatius	Disagree	1	6%
	Neutral	3	19%
	Agree	8	50%
	Strongly agree	4	25%
	Positive total	12	75%
5. The hard copy draft that I made helped me organize my ideas about Saint Ignatius's life comic.	Strongly disagree	0	0%
	Disagree	1	6%
	Neutral	1	6%
	Agree	4	23%
	Strongly agree	11	65%
	Positive total	15	88%
6. The comic's self-assessment helped me correct mistakes.	Strongly disagree	0	0%
	Disagree	0	0%
	Neutral	1	6%
	Agree	4	25%
	Strongly agree	11	69%
	Positive total	15	94%
7. My teachers' and classmates' comments helped me edit my comic.	Strongly disagree	0	0%
	Disagree	0	0%
	Neutral	2	13%
	Agree	6	37%
	Strongly agree	8	50%
	Positive total	14	88%

The second question corresponded to the *Modeling and reinforcing stage of the intervention* where students reviewed simple past tense structures and practiced them in different tasks. The results suggested that this stage was perceived as helpful because virtually all participants responded that reviewing this structure helped them in the writing processes of their comic. In this stage, punctuation was reviewed as well. Regarding this, 11 participants expressed that reviewing the punctuation rules was very important because they could improve the use of periods and commas along with capitalization. Furthermore, four participants stated that reviewing punctuation helped them self-correct their mistakes

when they were composing their comic. Table eight details that all but one student found it relevant to review the punctuation rules because they became aware of their use in the writing process.

In the third stage of the intervention, *Joint constructing*, students wrote collectively a biographical recount text. In this case, students had to produce a text focusing on the life of Malala Yousufzai. First students wrote with their teacher the first part of the story and then students collectively finished the second part. In this stage, 13 students perceived this task as helpful. However, three expressed neutrality concerning this stage.

Regarding the *Revising stage*, 15 students out of 16 students perceived this stage as helpful in the self-evaluation activity as students responded that this stage was very important for them. Regarding the feedback provided by their teachers, once they self-evaluated their work, students responded that this task was favorable for them because it helped them edit their comics. As 14 of them perceived this stage as useful.

Regarding the use of the platform Pixton, most students stated that they liked the platform because it allowed them to create comics easily and they preferred the wide range of features that the platform offered. In contrast, five students said that they disliked the lack of characters on the platform, and three students expressed the lack of options to work on the platform. Overall, most of the participants responded that they learned to use the platform better at the end of the project. In addition, five participants stated that using the platform has helped them improve their English writing skills.

11.4 The effects of a process-genre approach on students' written biographical recount text in digital comics

Six hard copy drafts and six edited digital comics were assessed employing the analytical scoring rubric adapted from Megawati & Anugerahwati (2012). Only the drafts of the comic, which were handed in by students, were assessed in this section. Specifically, this group of six students worked directly with the researcher. However, the rest of the participants were not required to hand in their first draft by the other teachers. For this reason, only six students' compositions were analyzed. The rubric analyzed five aspects in the students' compositions: content, genre's structure, vocabulary, grammar, and mechanics (See in section 10). Each component of the analytic rubric was scored from one to four and the maximum score obtained by the participant was four for each one of the aspects (See Appendix H).

Table nine below, showed students' results obtained in their first draft made up in the fifth stage, *Independent constructing*. Students organized their ideas and drew six panels with the life events of the

historical figure Saint Ignatius. On one hand, two students obtained three points in content and one student obtained the four points in that criterion. Students are familiarized with the person whom they had to write because this figure is quite important in the school community by being one of the founders of the Ignatian pedagogy which is followed by the school. On the other hand, three students got two points in this criterion. These draft compositions provided little details regarding the relevant aspects of the life of the person selected. The mean in this criterion was 2,67. In the criterion of genre's structure, which is focused on the genre structure, five students obtained three points which are categorized as good in the rubric applied. The mean in the genre's structure criterion was 2,83. In the vocabulary criterion, three students obtained the higher score of four points while two of them got two points which were categorized as fair. The mean of this criterion was 3,17 points which was the highest score in comparison to the other criteria. Regarding grammar, one student obtained four points and three students got three points. Students used appropriate verb tenses while two students scored two points in this criterion. In the mechanics criterion, four students scored two points due to the lack of the use of periods or capitalization, and two students obtained three points. The mean of this criterion was 2,33 which was the lowest in comparison to the other criteria.

Table 9

Students' drafts results

| Participant	Content	Genre's structure	Vocabulary	Grammar	Mechanics	Overall
A	3	3	4	4	2	16
B	4	3	2	2	2	13
C	2	2	3	3	2	12
D	2	3	4	3	3	15
E	3	3	4	3	3	16
F	2	3	2	2	2	11
Mean	2,67	2,83	3,17	2,83	2,33	13,83

Table ten below showed an increment in the scores related to the average and the different assessed criteria. In the draft composed by students, the overall mean was 13, 83 whereas after the *Revising* stage the mean increased to 18,83 with a difference of 5 points as detailed in Table four. In terms of content, the mean was 2,67 in the students' draft results whilst in students' digital comics results, this increased to 3,83 with a difference of 1,2 points. In terms of the genre's structure, in the students' draft, the mean was 2,83 while in the definitive version of the comic this increased to 3,67 with a difference of 0,84 points. In terms of vocabulary, the mean in students' draft results was 3,17 whereas in the students' digital comic increased to 3,83 with a difference of 0,66 points.

In the grammar criteria, the mean in the students' draft was 2,83 while in the students' digital comic highly increased to 3,67 with a difference of 0,84 points. Finally, in the area of mechanics, the mean in the students' draft was 2,33 whereas in the student's digital comic varied significantly to 3,8 with a difference of 1,47 points. Hence, it can be stated that the most significant mean variation was in the aspect of mechanics with a 1, 47 points difference. The content criteria showed an improvement of 1,16 points. The criteria of genre's structure and grammar showed an increase of 0,84 points and, the aspect of vocabulary showed little increase with only 0,66 points over the mean of the students' draft.

Table 10

Students' digital comic results

Participant	Content	Genre's structure	Vocabulary	Grammar	Mechanics	Overall
A	4	3	4	4	4	19
B	4	4	4	3	4	19
C	4	4	4	4	4	20
D	4	4	4	3	3	18
E	4	4	4	4	4	20
F	3	3	3	4	4	17
Mean	3,83	3,67	3,83	3,67	3,8	18,83

Figure 14

Students' writing performance increase

Students' Writing Performance
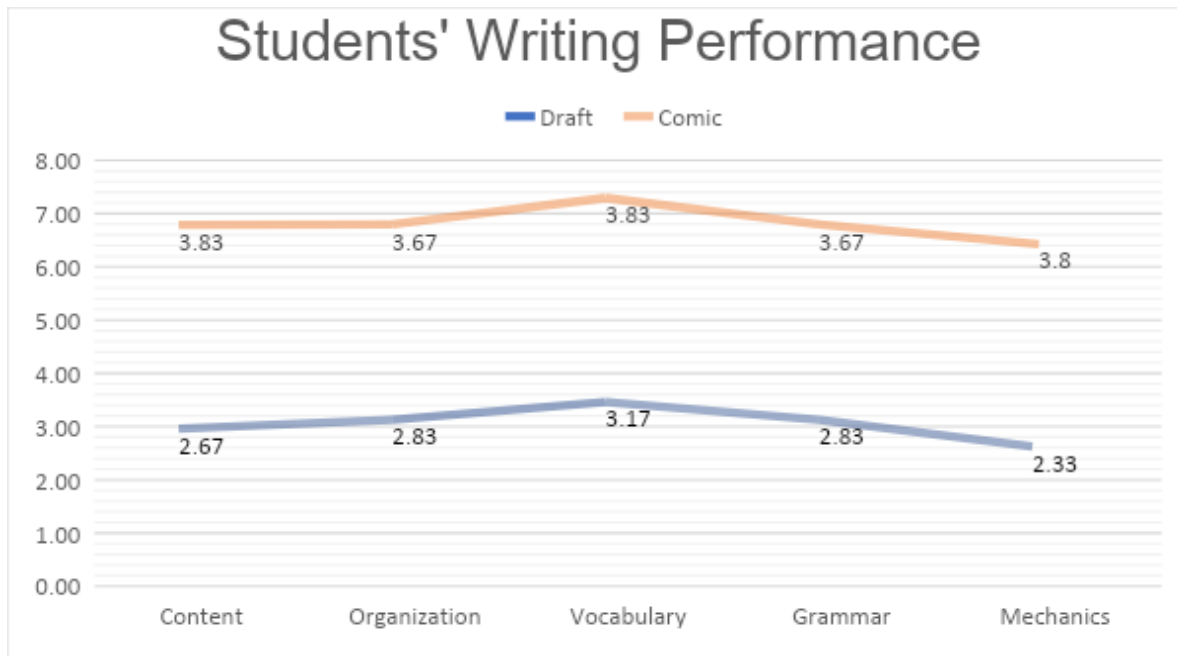
Note. This shows the comparison of students' writing performance in the draft and comic.

12. Discussion

The purposes of this study were to explore EFL students' perceptions of the PGA in the composition of biographical recount text while implementing digital comics, and to evaluate the effect of a process-genre approach on EFL students' written bibliographical recount text in digital comics. Therefore, the first research question attempted to understand seventh grade students' perceptions of the process-genre approach in order to find out whether or not it was considered an appropriate approach for enhancing writing skills among students at a private school in Antofagasta, Chile.

The findings in the first survey revealed that students had previous knowledge of two common types of genres which were narrative and biographical recount texts. The knowledge about the most used genres helps students to become efficient communicators in several contexts, especially in the academic area (Hyland, 2018). For this reason, students' previous knowledge about the biographical recount text might have been beneficial for the composition of the historical figure elaborated in this study. As seen in the results found in Table nine, most of the students scored three out of four points in

the genre's structure criterion of their compositions which might suggest students were aware of the structure of the target genre when they wrote their first draft. This is supported by the fact that 13 students indicated that they had written a biographical recount text before. Therefore, this result might be interpreted in two ways. The first interpretation is that students might transfer their previously learned schemes from L1 to L2 (Silva, 2003) which might facilitate the organization or the genre structure in their draft. The transferability from L1 to L2 might have played an important role in the structure of the biographical recount text. Therefore, it seems that the L1 writing training of certain genres in their dominant language might provide a basis for producing texts in L2 (Kobayashi & Rinnert, 2008).

The second interpretation is that students enhanced their previous knowledge about the genre in the *Preparation stage* of the PGA where students used strategies that helped them to recognize and categorize the target genre features and structures (Arteaga-Lara, 2018). In this case, the biographical recount text features and structures were identified by means of reading biographical recount texts, organizing timelines about the historical figures and answering questions used as a guide to brainstorming about the text's structure. Therefore, these activities scaffolded participants' knowledge in the first stage of the PGA which might have activated the students' schemata allowing them to predict the genre's structure (Yan, 2005) and leverage students' previous knowledge about genre. Nevertheless, the reason for the positive results in terms of genre's structure in the draft is ambiguous because it is uncertain to what extent students' previous knowledge of the genre's structure was a factor. For this reason, the results might imply that the scaffolding activities employed in the *Preparation* stage of PGA and the students' previous knowledge might have complemented each other.

The findings from the analysis of the second survey revealed that most of the participants thought of the process-genre approach stages as appropriate and helpful as seen in Table three. In the stage of *Planning*, most of the students considered the reading provided as important because they could recognize the significant life events needed to impart the reader with the relevant information. Regarding the students' composition in the content criterion, the difference was 1,2 points between their draft and their final version of the comic. This is consistent with what has been found in previous studies such as Rojas et al., (2021), Arteaga-Lara (2018) and Tuyen (2016) where students showed an increase in this criterion.

Furthermore, results showed that students were able to select relevant information in order to include it in their composition while considering the social purpose and their audience, which confirms

Yan's study (2005). On one hand, it is interesting to note that some students perceived the *Planning* stage as an aid to identify essential content that would be provided to readers in order to achieve the social purpose. In this case, the social purpose is to inform about the life of Saint Ignatius. Therefore, these students used the reading to select the relevant information. On the other hand, another group of students perceived the content as an instructional strategy to design their comic. This might occur because some students who required more information regarding the life of the historical figure focused on highlighting the life events of the person in order to further provide this information to the reader (Rojas et al., 2021) meanwhile the students who had more knowledge concerning the content focused on the structure of the comic. This finding might be explained by the idea that PGA is a flexible approach that provides a wide range of scaffolding activities that might assist students according to their needs. Moreover, when students face a lack of knowledge in any of the PGA stages, they can request teacher or peer assistance as well as review samples of the target genre analyzed in class (Badger & White, 2000).

The results indicate that the second stage, *Modelling and reinforcing*, had a positive impact on students' perceptions as most of them said it was important to review the simple past structure. This idea was supported by the findings in the first survey where some students mentioned issues with some aspects of writing, such as spelling or grammatical structures, that made the writing process more complex for them. For this reason, it might be important to review the grammar used in the target genre. For example, in the students' comic composition results, all students improved by 0,84 points in the grammar criterion. This is in line with what Megawati & Anugerahwati (2012) stated: "the students' improvement on grammar was obtained through grammar tasks given in *Modeling and reinforcing* stages in which the students were assigned to change the form of verbs into past tense" (p. 200). Students practiced the mentioned grammatical task along with interactive games. Similar results were obtained in the students' composition in Huang & Zhang's study (2020) where the experimental group using the PGA outperformed the control group in this criterion.

Moreover, in the same stage, the punctuation and capitalization rules were reviewed as well. All students except for one considered it was important for two main reasons. First, a significant number of students believed it helped them to improve the use of the punctuation rules. Secondly, four participants stated that reviewing punctuation helped them self-correct their mistakes which was somewhat reflected in their draft composition. This is because despite the students' assertion that this stage helped them this is not reflected in an increase in this criterion. This finding may be explained by the idea that some students might take mechanics such as punctuation and capitalization for granted

(Arteaga-Lara, 2018). To further support this, the analysis of the results in the definitive version of the comic demonstrated a significant mean variation in contrast to the draft. It showed an increase of 1,47 points in mechanics comparing the draft and the final version. This pattern of results is consistent with the previous study conducted by Megawati & Anugerahwati (2012) where students highly improved the spelling and punctuation in their final composition. These results might suggest that the stage of *Revising* played an important role in the increase of this criterion because students required feedback and input during the process of writing (Myles, 2002). For this reason, in terms of punctuation and capitalization, the teacher's presence is highly important. This pattern of results is consistent with Megawati & Anugerahwati (2012) where the teacher plays a more active role in this criterion to help students recognize punctuation mistakes in their composition because, otherwise, it might affect the coherence and cohesiveness of the text (Arteaga-Lara, 2018).

Students' perceptions regarding the Joint constructing stage of the PGA were mostly positive and were described as useful, however, there was a small group of students who indicated to feel indecisive towards this stage. From my experience as a teacher students require more time to complete the tasks in this stage. Due to time constraints, students had 30 minutes to complete the task of creating a comic about Malala Yusufzai. In the study conducted by Megawati & Anugerahwati (2012) the *Joint constructioning* stage was planned into two sessions because this stage might require more time for practicing. For this reason, it is important to consider and allocate more time to this session because the draft composed by students and teachers would provide a model for learners in order to use it as a guide when they are in the *Independent constructing* stage (Yan, 2005).

In the *Independent constructing* stage, students wrote a hard copy draft which they considered helpful because they could organize their ideas in order to later transfer them to the comic builder platform. The findings regarding the use of the platform Pixton was that all students indicated that they liked the features that the platform offered, especially because they could create personalized characters. This finding is further supported by the study conducted by Cabrera-Solano (2021) who found that students had positive perceptions of the implementation of digital comics in their EFL writing course. The same ideas were found in Deligianni-Georgaka & Pouroutidi (2016)'s study which showed that the use of the platform Pixton to create digital comics was attractive and motivating for students. Similar results were obtained from the analysis of students' surveys where they indicated that the use of Pixton was considered an interesting tool that enabled them to create comics easily and quickly.

The last stage of the PGA, *Revising*, was considered by all students except one as the most helpful stage. According to Arteaga-Lara (2018) in this stage "participants realize that a draft is not a definitive version" (p.230) because they had the opportunity to self-assess their compositions before receiving the teacher's feedback. Therefore, the process of writing becomes a several step process before reaching the stage where they have to submit their final draft. In this way, students became aware of their mistakes and of the process of writing because they performed pre-writing tasks, wrote drafts, revised, edited, and published their compositions (Badger & White, 2000) and they could come back to any part of the writing process to keep improving their composition (Hammer, 2004).

It should be noted that 14 students indicated in the first survey that the process of writing is very important to know when you are writing a text. This might suggest that early exposure to the writing process might be an advantage for students to develop writing skills which at the same time it is aligned with the national curriculum (Ministry of Education, 2021).

The results from the present study indicated that most students perceived the teacher's feedback as useful which suggests that this stage in the writing process was essential for students' improvement in their compositions. These results are consistent with Pujianto et al. (2014) who found improvement in the students' composition and positive students' perception in terms of feedback.

As it can be seen in figure 12, all students demonstrated improvement in all criteria of the analytic rubric which might imply that the last stage *Revising*, where students self-assessed their work and edited their composition according to the teachers' feedback, facilitated the correction of their mistakes not only in terms of language but in content, organization, mechanics, and grammar. (Cheng & Zhang, 2021). This finding is in line with Rusinovski's (2015) recommendation which was to provide feedback on the overall student's performance. Therefore, the PGA might provide the necessary scaffolding for students to succeed in their compositions as it was demonstrated in students' positive perceptions.

13. Conclusions

This action research was carried out to investigate EFL students' perceptions of the PGA in the composition of biographical recount text in digital comics and to evaluate the effect of this approach on students' compositions in a School in Antofagasta, Chile.

The overall findings in this action research suggest that the implementation of the PGA in a seventh grade class had a positive influence on students' perceptions. Most students perceived each stage of the approach as helpful and appropriate, pointing out that the stage of *Revising* was considered as the most helpful in their composition process. In this stage, students self-assessed their writing by using a checklist that focused on the content, genre's structure, vocabulary, grammar, and mechanics in order to self-correct their mistakes and afterwards receive the teacher's global feedback. The implementation of this approach helped students to become more autonomous as they progressed through the stages as Hyland (2003) mentioned.

This research has found that the PGA is a flexible approach that provides a wide range of scaffolding activities that might assist students according to their different needs in terms of knowledge and abilities. This was demonstrated in the *Planning* stage where some students who lacked the content knowledge could access the information that they required and students who needed to know more about the comic structure received the input needed. Moreover, the PGA has been shown to be effective in the development of writing competences in EFL students. The combination of the process approach and the genre approach allowed students to become aware of the recursive writing process and familiarized with the structure of the text and its social purpose while also providing relevant information that is appropriate for the target audience (Badger & White, 2000).

Regarding students' perceptions on the use of the platform Pixton to create their comics, they found it to be user-friendly, presenting a vast number of features to create and personalize their characters and backgrounds.

Concerning the second research question of this study, the findings are relevant as it showed that students' compositions result significantly increased in all evaluated criteria (content, genre's structure, vocabulary, grammar, and mechanics). In this case, the most prominent increment was in the criterion of mechanics.

This action research provided a wider understanding of the potential of the process genre approach could have in our teaching practice, specifically in the development of EFL students' writing skills. Furthermore, the PGA is aligned with the Chilean curriculum as it encourages the use of the

recursive writing process whilst bearing in mind the importance of the knowledge of genres' structures, sense of audience, and social purpose involved in the communicative act of compositing a text.

13.1 Reflect: Limitations and further projections

Regarding limitations, at least four potential ones bear relevance concerning the results of this study. A first limitation concerned time because it was limited to effectively go through all stages in six sessions. For this reason, an extra session in *Modeling and reinforcing* was required in order to provide students a longer instance to practice collectively with their peers. A second limitation was the blended learning modality in which this intervention took place because some students participated whilst being at home and their progress was difficult to monitor. The third limitation is connected to the first one, but it is more related to the large number of students which restricted the amount of time the teacher had when providing specific and or individual feedback. Lastly, the fourth limitation concerns the restriction concerning the topic and genre because the school required a biographical recount text which was related to Saint Ignatius' life. However, it is suggested that students freely choose a historical character of their interest in order to enhance motivation during the project.

Due to the small-scale sample used in this study these results cannot be overgeneralized. However, these can work as a foundation to encourage further research in Latinamerican contexts. The implications of the study suggest that the PGA can be adopted to teach writing skills in the Chilean context. First, the English department team in my school is assessing to adopt PGA to teach writing in English in all levels. Second, the contribution of this study to teaching EFL lies in that it provides a model to implement when teaching writing to EFL students in the Chilean context. Thus, this study can be replicated by other Chilean school teachers that need to enhance students' writing. In future research, it is recommended to document the implementation of PGA with other types of genres and texts in other levels of the Chilean educational public context.

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Appendix A

First survey in Spanish employed in the intervention

Encuesta

1. ¿Cuál es tu nombre? escribe tu nombre completo *

    _____

2. ¿En que curso vas? *

    Marca solo un óvalo.

    ( ) 7mo A

    ( ) 7mo B

PONTIFICIA UNIVERSIDAD CATÓLICA DE CHILE
FACULTAD LETRAS
MAGÍSTER EN LINGÜÍSTICA APLICADA AL INGLÉS COMO LENGUA EXTRANJERA

ASENTIMIENTO INFORMADO PARA ESTUDIANTES

¿De qué se trata esta investigación?

Yo, Leslie Montiel estoy investigando sobre el proceso de escritura a través de cómics digitales y me interesa mucho tu participación en este proyecto.

¿Por qué me piden que participe?

Como yo estoy haciendo clases en este curso, ustedes son los estudiantes a quienes me interesa aplicar esta metodología.

¿Tengo que hacer esto?

Tu participación es voluntaria y puedes decir que no quieres participar y esto no tendrá ninguna consecuencia para ti en este curso. Tu respuesta no llevará una nota en este curso.

¿Quiénes van a saber mis resultados?

La información y tus respuestas (encuesta, entrevista y trabajos) son confidenciales y no serán informadas a otras personas de la institución (colegio, instituto, universidad). Haré análisis de la información pero nunca pondremos tu nombre en ningún informe, por lo que puedes responder con honestidad.

3. ASENTIMIENTO INFORMADO. Conozco de qué se trata la investigación, me informaron que puedo decidir no participar y que no tendré consecuencias en el curso. Me dijeron que la información será confidencial y que mis resultados o mi nombre no serán publicados ni conocidos por nadie fuera de la investigación. Por lo tanto, decido:

Marca solo un óvalo.

◯ Sí, acepto participar.

◯ No acepto participar.

4. ¿En que situación te sientes más cómodo usando el inglés? *

Marca solo un óvalo.

◯ Hablando en inglés en clases

◯ Escribiendo en inglés en clases

◯ Escuchando videos o música en inglés

◯ Leyendo historietas o cuentos en inglés

5.¿En que situación te sientes más incómodo usando el inglés? *

Marca solo un óvalo.

◯ Hablando en inglés en clases

◯ Escribiendo en inglés en clases

◯ Escuchando videos o música en inglés

◯ Leyendo historietas o cuentos en inglés

6. ¿Cómo es para ti la escritura en Inglés? elige una alternativa *
Marca solo un óvalo.

◯ Muy difícil

◯ difícil

◯ neutral

◯ fácil

◯ muy fácil

7. Justifica tu respuesta anterior *

_____

8. ¿Qué tipos de textos conoces? Selecciona los que conoces. Puedes elegir más de una opción. *

Selecciona todos los que correspondan.

☐ Narrativo
☐ Expositivo
☐ Argumentativo
☐ Biográfico
☐ descriptivo
Otro: ☐ _____

9. ¿Cuál es el propósito de un texto biográfico? *

Marca solo un óvalo.

⬭ entretener
⬭ informar
⬭ persuadir
⬭ ninguna de las anteriores

10. ¿Has escrito una biografía antes? *

Marca solo un óvalo.

⬭ Sí
⬭ No

11.Conozco el proceso de escritura de un texto biográfico *

Marca solo un óvalo.

⬭ Sí
⬭ No

12. ¿Crees que es importante conocer el proceso de escritura de un texto? *

Marca solo un óvalo.

( ) No es importante

( ) es poco importante

( ) Neutral

( ) importante

( ) muy importante

13. ¿Usualmente lees cómics o historietas? *

Marca solo un óvalo.

( ) nunca

( ) casi nunca

( ) ocasionalmente

( ) casi todos los días

( ) todos los días

14. ¿Conoces los cómics digitales? *

Marca solo un óvalo.

( ) Sí

( ) No

15. ¿Cuáles? escribe el nombre de algún cómic digital que leas o conozcas *

_____

16.¿Has escrito un cómics digital antes? *

Marca solo un óvalo.

( ) Sí

( ) No

17. Me interesa crear un cómic digital *

Marca solo un óvalo.

( ) Totalmente en desacuerdo

( ) En desacuerdo

( ) Ni de acuerdo ni en desacuerdo

( ) de acuerdo

( ) totalmente de acuerdo

18. ¿Qué plataforma conoces para crear cómics? *

Marca solo un óvalo.

( ) Toondoo

( ) Pixton

( ) Storybird

( ) Canvas

( ) Ninguna de las anteriores

19. ¿De quién te gustaría escribir una biografía? ¿por qué? *

Appendix B

Final survey in Spanish employed in the intervention

Encuesta de finalización de proyecto

Objetivo: Comprender las percepciones de los estudiantes en el proceso de escritura

Luego de terminar el proyecto "La vida de San Ignacio", contesta esta encuesta para conocer tus percepciones acerca del proceso de enseñanza que involucró este proyecto.

1. ¿De qué curso eres? *

Marca solo un óvalo.

◯ 7mo A

◯ 7mo B

2. Escribe tu nombre completo *

_____

3. ¿Qué tan importante fue leer la biografía de San Ignacio antes de hacer el cómic? *

Marca solo un óvalo.

◯ Muy importante

◯ Importante

◯ Neutral

◯ Poco importante

◯ No es importante

4. Justifica tu respuesta *

_____

5. ¿Qué tan importante fue repasar la puntuación al escribir sobre el cómic? *

Marca solo un óvalo

◯ Muy importante

◯ Importante

◯ Neutral

◯ Poco importante

◯ No es importante

6. Justifica tu respuesta *

_____

7. Expresa el grado de acuerdo con las siguientes afirmaciones *

Marca solo un óvalo por fila.

	Totalmente de acuerdo	De acuerdo	Indeciso	En desacuerdo	Totalmente desacuerdo
Repasar los verbos en pasado me ayudó a escribir el cómic sobre la vida de San Ignacio.	◯	◯	◯	◯	◯
Escribir en conjunto la vida de Malala me ayudó a escribir el cómic de San Ignacio	◯	◯	◯	◯	◯
El bosquejo que realicé en papel, me ayudó a organizar mis ideas del cómic sobre la vida de San Ignacio.	◯	◯	◯	◯	◯
Los comentarios de mi profesora y/o compañeros me ayudaron a editar mi cómic	◯	◯	◯	◯	◯
La autoevaluación de tu cómic ayudó a corregir errores	◯	◯	◯	◯	◯

8. Describe qué te gustó más de usar la plataforma Pixton. *

_____

9. Describe qué no te gustó de usar la plataforma Pixton

7. Expresa el grado de acuerdo con las siguientes afirmaciones *

Marca solo un óvalo por fila.

	Totalmente de acuerdo	De acuerdo	Indeciso	En desacuerdo	Totalmente desacuerdo
Repasar los verbos en pasado me ayudó a escribir el cómic sobre la vida de San Ignacio.	◯	◯	◯	◯	◯
Escribir en conjunto la vida de Malala me ayudó a escribir el cómic de San Ignacio	◯	◯	◯	◯	◯
El bosquejo que realicé en papel, me ayudó a organizar mis ideas del cómic sobre la vida de San Ignacio.	◯	◯	◯	◯	◯
Los comentarios de mi profesora y/o compañeros me ayudaron a editar mi cómic	◯	◯	◯	◯	◯
La autoevaluación de tu cómic ayudó a corregir errores	◯	◯	◯	◯	◯

8. Describe qué te gustó más de usar la plataforma Pixton. *

_____

9. Describe qué no te gustó de usar la plataforma Pixton *

_____

10. ¿Qué aprendiste al realizar este proyecto? *

_____

*

_____

10. ¿Qué aprendiste al realizar este proyecto? *

_____

Appendix C

Intervention lesson plan

Lesson plan for the intervention to develop writing skills using the process genre approach.

Date	Stages of the PGA	Activity	Aim	Expected outcome	Duration
26 - 28/10	Preparation stage	Ss brainstorm about the narrative genre and biographical recount. Ss read a biographical recount text and identify its parts. They answer questions. • Do you this person? • Who is this person? (personality, values) • What are the stages in the recount text? • When and where did the life events take place? Ss identify the orientation and relevant life events and orientation using a timeline. Teacher explains the digital project they have to do. Students will create an account and learn the basic features about Pixton comic strip builder.	To get acquainted with the biographical recount genre. To create an account in Pixton.	Ss identify the biographical recount genre and its communicative purpose. Ss will identify basic features about the comic strip builder.	90 minutes
02-04/11	Stage 2	Students review the simple past tense. The	To identify the structure,	Ss will heighten their awareness of	90 min

	Modelling and reinforcing	affirmative, negative and question form. Ss read a story about Frida Kahlo's life. They have to change the verbs in the text passage into simple past form. They identify and apply the punctuation rules.	vocabulary and linguistic elements used in a biographical recount text.	the biographical recount text and linguistic elements present in it.	
	Stage 3 Planning	Ss watch a video about Malala's life and identify the parts of biographical recount text (orientation-stages). Ss discuss the life of the Malala by answering some questions. Ss read a story about Malala's life. They will have to identify the orientation and relevant life events using a biographical timeline. Students organizes their ideas and brainstorm in about the story read.	To brainstorm the reading ideas in order to organize the life event in chronological order in the timeline.	Ss will hence thir knowledge about the target genre. Students perfume pre writing activities.	90 min
09-11/11	Stage 4 Joint construction of the text	Teacher and students compose the first part of the story and then in small groups students wrote the rest of the story.	To apply linguistic elements in the composition of a bibliographical recount text.	Ss will elaborate a part of a bibliographical recount text in small groups using linguistic elements and the structure of the target genre.	90 minutes
22-25/11	Stage 5 Independent constructing, I	Ss identify vocabulary that they are going to use in their composition. Ss watch a video about San Ignatius life and	To follow the writing process of a biographical recount text and make their draft.	Ss will elaborate a written biographical recount text individually.	90 min

		identify the parts of biographical recount text (orientation- life events). Ss discuss the life of the historical figure. Ss read a story about Saint Ignatius and identify the verbs (actions) in the story. Prepositional phrases used to establish the setting in the orientation.			
30-/11 3/12	Stage 5 Independent constructing II	Students continue in this stage and finish their draft. Ss have to use Pixton comic strip builder to tell the story of Saint Ignacio. They create a comic. After that when they finish Ss self-assess their work and then receive the teacher's feedback	To follow the writing process of a biographical recount text. To self-assess their work. To receive teachers' feedback	Ss will elaborate a written biographical recount text. individually.	
7/12	Stage 6 Edition	Ss edit their story based on the feedback they got from their classmates and teachers.	To edit their compositions	Ss will correct their errors and edit their work in order to share it with the school community.	

Appendix D

Narrative text employed in the *Preparation* stage

Instructions: The story of Little Red Riding Hood. What is this story about? Tell the story.

Appendix E

Narrative genre's structure and questions to identify it

Narrative text usually follow a clear and distinct structure.

Narrative Text Structure

Orientation (the beginning)	Who is in the story? When and where does the story happen?
Complication (the middle)	What is the problem?
Resolution (the end)	How is the problem resolved?

Appendix F

Narrative genre's structure

Appendix G

Informed consent

Parents and students were required to give their informed consent to participate in this action research. They filled out this consent form in Google forms.

PONTIFICIA UNIVERSIDAD CATÓLICA DE CHILE
FACULTAD LETRAS
PROGRAMA DE MAGÍSTER EN LINGÜÍSTICA APLICADA AL INGLÉS COMO LENGUA EXTRANJERA

<u>Consentimiento Informado</u>

Estimados apoderados:

Por medio de la presente, tenemos el agrado de saludarlos y dirigirnos a usted con el fin de solicitar vuestra colaboración en el desarrollo de una actividad curricular correspondiente al curso *Trabajo Final de Graduación* del Magíster en Lingüística Aplicada al Inglés como Lengua Extranjera de la Pontificia Universidad Católica de Chile. Esta investigación titulada "El efecto del enfoque Process Genre Approach en el desarrollo de las habilidades de expresión escrita en el idioma inglés a través de cómics digitales en estudiantes de 7mo básico", será desarrollada por Leslie Montiel, docente de inglés del colegio San Luis de la Compañía de Jesús. El presente documento tiene como finalidad hacerle conocer los detalles del estudio y solicitarle su consentimiento informado para que su pupilo/pupila participe en él.

1. Objetivo de la investigación

El objetivo de esta investigación es indagar sobre la efectividad de un enfoque centrado en el proceso de escritura y producción de textos narrativos por medio de la creación de cómics digitales.

2. Breve descripción del proyecto

El desarrollo de la expresión escrita en el idioma inglés es una de las habilidades más complejas que requieren instrucción directa y conocimiento de los variados tipos de textos. Por lo tanto, este proyecto consiste en la enseñanza de composición de textos narrativos en inglés que involucra la organización de las ideas, contenido, estructura gramatical y puntuación. Los y las estudiantes realizarán una serie de actividades educativas que los llevarán a realizar el proyecto de un cómic digital aplicando lo visto en las sesiones. Este proyecto será llevado a cabo en el horario de clases lo cual no significará una carga académica extra.

3. Metodología

El presente proyecto recolectará datos de la siguiente manera: en la primera sesión se utilizará un cuestionario (en línea) para conocer cuáles son las perspectivas de los y las estudiantes sobre la utilización de la plataforma digital para creación de cómics y su efecto en el desarrollo de las habilidades de expresión escrita. En la última etapa se realizarán entrevistas a los y las participantes con el fin de develar las expectativas y percepciones que se tienen de la metodología aplicada. Se grabará solo el audio en estas entrevistas para la realización de una transcripción. Además se recolectarán los datos a partir de trabajos realizados en clases por los y las estudiantes para su posterior análisis y discusión en el proyecto final de tesis.

4. Participación en el estudio

La participación de su pupilo o pupila en este estudio es de carácter libre y voluntario, pudiendo solicitar ser excluido de esta investigación y que sus intervenciones no sean consideradas en esta investigación sin justificación previa ni perjuicio para usted ni para su pupilo o pupila.

5. Confidencialidad

La confidencialidad de su identidad de su pupilo o pupila será resguardada por las siguientes medidas:
1. La encuesta será anónima y solo la investigadora responsable tendrá acceso a los datos proporcionados en ellas.
2. La entrevista será realizada en el colegio durante la clase de inglés en un ambiente propicio que estimule la comunicación y el anonimato elegido por el participante.

En el análisis general de los datos se utilizará una estructura de códigos para identificar la información que surja, su pertenencia al instrumento y el momento en que se realizó. Dadas las características del estudio los datos serán usados solamente en instancias académicas de investigación y aquellas propias de la divulgación investigativa.

En la presentación de resultados se utilizarán nombres ficticios y se reservará todo posible indicio que permita una identificación posible como lugares, instituciones, etc.

Asimismo, la Investigadora Responsable asume un compromiso de confidencialidad para resguardar la identidad de todos los involucrados en este estudio.

6. Beneficios

Este estudio no tiene beneficios directos para usted. En este sentido, producto de la participación de su pupilo o pupila no se generan incentivos económicos ni de ningún tipo. Cabe destacar también que su participación en este estudio tampoco tiene asociado ningún tipo de costo.

En tal sentido creemos que la investigación produce más bien beneficios indirectos en sus participantes puesto que les permitirá comprender de forma holística los elementos del género narrativo y el proceso de escritura en el idioma inglés. Además, este proyecto potencialmente mejorará las practicas pedagógicas en la enseñanza de la escritura en el idioma inglés.

8. Almacenamiento y resguardo de la información

Toda la información que se recabe de esta investigación estará siempre resguardada y al cuidado de la Investigadora Responsable. Las entrevistas, encuestas, trabajos y transcripciones asociadas, serán solo realizadas por la Investigadora Responsable. Todo material electrónico será debidamente almacenado y respaldado en los equipos computacionales con contraseña de la investigadora.

Tanto este consentimiento, como los documentos impresos que se generen y sean necesarios utilizar se almacenarán por cinco años a contar del término del estudio, una vez finalizado el plazo se procederá a su eliminación de forma reservada.

9. Acceso a los resultados de la investigación

Los y las participantes podrán consultar la información que ha generado en cualquier momento durante la ejecución del proyecto previa solicitud a la investigadora responsable del estudio, quien se compromete a brindar cooperación y proponer vías para tal acceso.

Asimismo, la Investigadora Responsable se compromete con cada participante a enviar el informe de investigación que se genere al final del estudio a los correos electrónicos respectivos, así también copia de los artículos científicos que pudieran resultar del estudio.

10. Contacto

Si usted o su pupilo(a) tiene preguntas acerca de sus derechos como participante de este estudio, reclamos o dudas acerca de esta investigación, por favor contáctese con la Investigadora Responsable, Leslie Montiel, correo electrónico lmontiel@colegiosanluis.cl. Si usted tiene alguna consulta o preocupación respecto a sus derechos como participante de este estudio, puede contactar a Dra. Malba Barahona, supervisora de tesis de magíster en Lingüística Aplicada UC al siguiente correo electrónico maria.barahona@uc.cl

Declaro conocer los términos de este consentimiento informado, los objetivos de la investigación, las formas de participación, de los costos y riesgos implicados, y del acceso a la información y resguardo de información que sea producida en el estudio. Reconozco que la información que provea en el curso de esta investigación es estrictamente confidencial y anónima. Además, esta será usada solo con fines de difusión científica.

He sido informado(a) de que puedo hacer preguntas sobre el proyecto en cualquier momento y que puedo retirar a mi pupilo o pupila del mismo cuando así lo decida, sin tener que dar explicaciones ni sufrir consecuencia alguna por tal decisión.

Nombre completo del

participante………………………………………………………………

Correo electrónico:

………………………………………………………………………………..

Nombre completo de

apoderado/apoderada……………………………………………………….

Correo electrónico:

……………………………………………………………………………

_____
Firma

Leslie Montiel Muñoz
Investigador(a) Responsable

"El efecto del enfoque Process Genre Approach en el
desarrollo de las habilidades de expresión escrita en el
idioma inglés a través de cómics digitales en estudiantes
de 7mo básico"

Pontificia Universidad Católica de Chile

Se deja constancia en este instante que este documento (consentimiento informado) será firmado a dos copias, quedando una de ellas en manos de la investigadora responsable y la otra copia en manos del participante.

Appendix H

Assessed students' draft and final composition

Andrés' draft
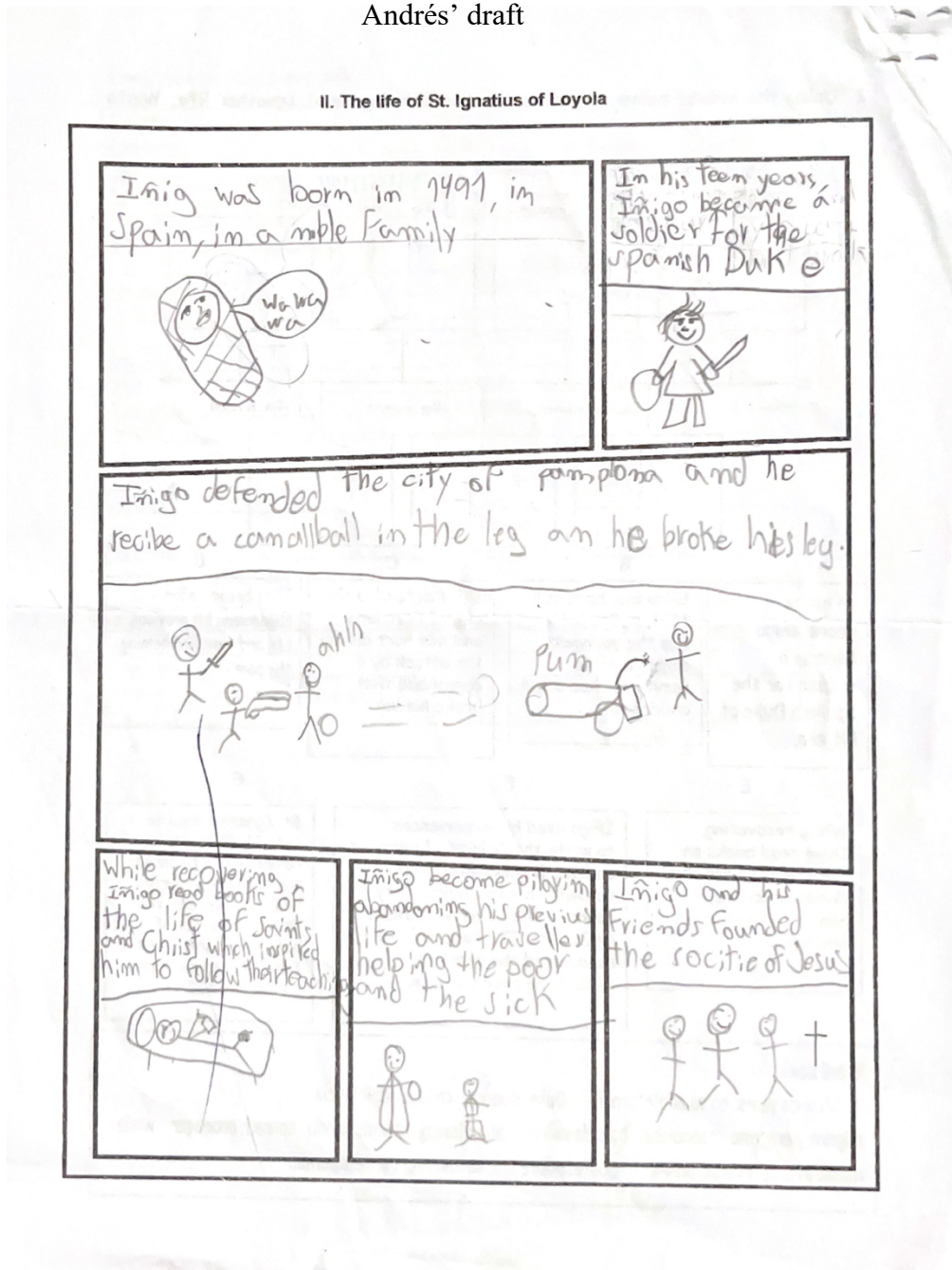
Andrés' digital comic
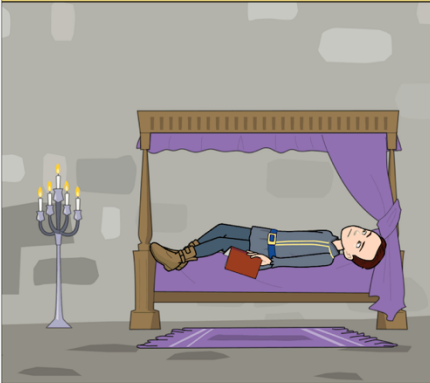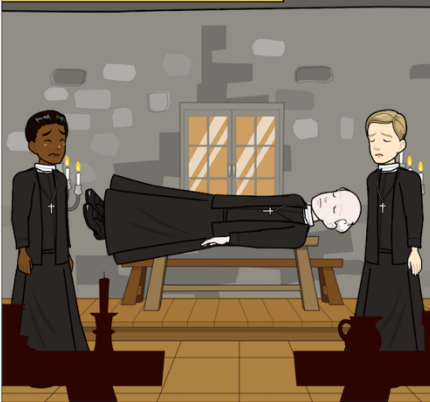
Rubric

Andrés' comic assessment (the score is highlighted)

Writing Criteria	Score	Category	Descriptor
Content	4	Very good	All ideas in the sentences are relevant to the topic (life of Saint Ignatius).
	3	Good	Most of the ideas in the sentences are relevant to the topic (life of Saint Ignatius).
	2	Fair	Some ideas are relevant to the topic (life of Saint Ignatius)
	1	Poor	A limited number of ideas are relevant to the topic (life of Saint Ignatius).
Genre's structure	4	Very good	Well organized and perfectly coherent; The composition contains complete structure of the biographical recount text, namely orientation, life events and re-orientation.
	3	Good	Fairly well organized and generally coherent; The composition contains two stages of the biographical recount text (one stage is missing).
	2	Fair	Loosely organized and generally coherent; the composition only contains one stage of the biographical recount text (two stages is missing).
	1	Poor	Ideas disorganized, lack logical sequencing; the composition does not contain any stages of the biographical recount text (all the stages are missing)

Writing Criteria	Score	Category	Descriptor
Vocabulary	4	Very good	Very effective choice of words: no misuse of vocabulary and word forms.
	3	Good	Effective choice of words; some misuse of vocabulary and word forms.
	2	Fair	Less effective choice of words and a lot of misuse of vocabulary and word forms.
	1	Poor	Ineffective choice of words and some misuse of vocabulary and word forms.
Grammar	4	Very good	No errors, full control of grammatical structure.
	3	Good	Few errors, good control of grammatical structure.
	2	Fair	Many errors, fair control of grammatical structure.
	1	Poor	Dominated by errors, no control of grammatical structures
Mechanics	4	Very good	No error in spelling, punctuation, capitalization, and paragraphing.
	3	Good	Few errors in spelling, punctuation, capitalization, and paragraphing.
	2	Fair	Frequent error in spelling, punctuation, capitalization, and paragraphing.
	1	Poor	Dominated by errors in spelling, punctuation, capitalization, and paragraphing.

Alejandra's draft

II. The life of St. Ignatius of Loyola
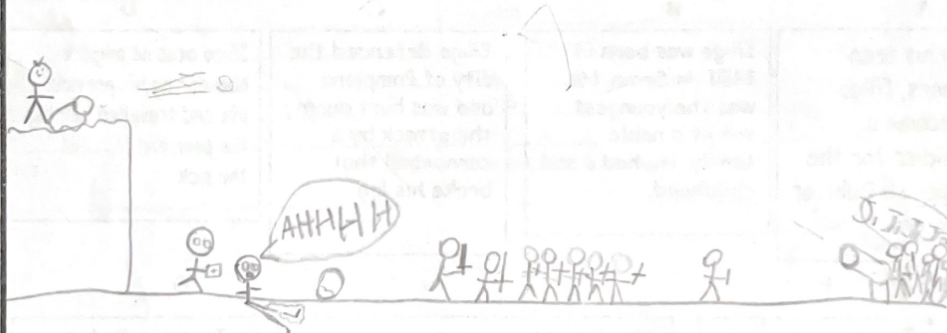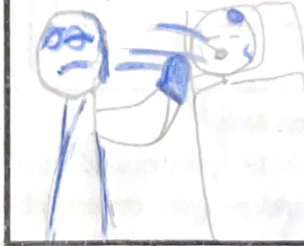
Alejandra's digital comic

Rubric

Alejandra's comic assessment

Writing Criteria	Score	Category	Descriptor
Content	4	Very good	All ideas in the sentences are relevant to the topic (life of Saint Ignatius).
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	2	Fair	Frequent errors in spelling, punctuation, capitalization, and paragraphing.
	1	Poor	Dominated by errors in spelling, punctuation, capitalization, and paragraphing.

Alfonso's draft
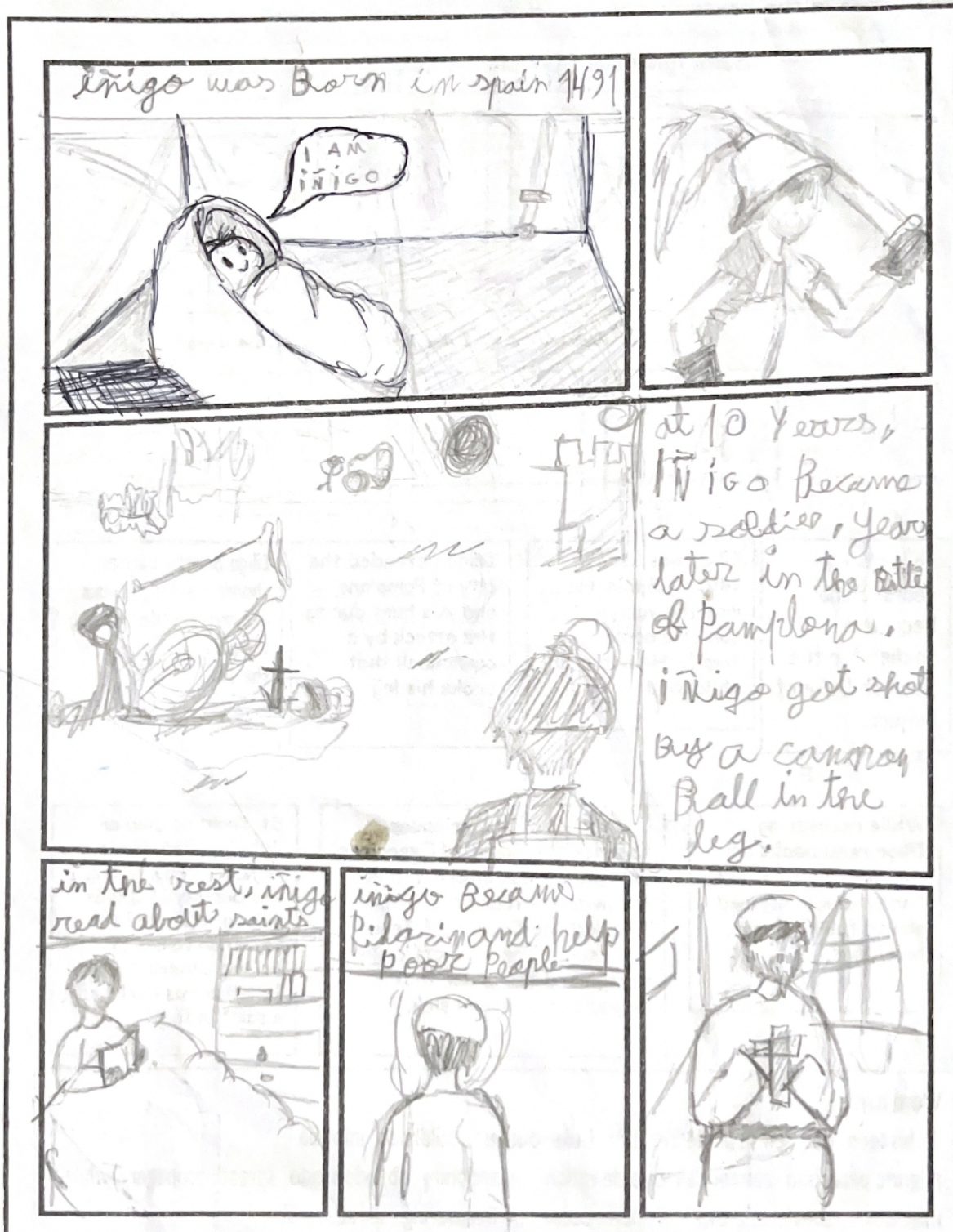
Alfonso's digital comic
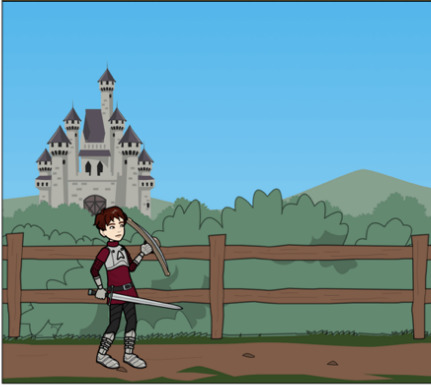
Rubric

Alonso's final comic assessment

Writing Criteria	Score	Category	Descriptor
Content	4	Very good	All ideas in the sentences are relevant to the topic (life of Saint Ignatius).
	3	Good	Most of the ideas in the sentences are relevant to the topic (life of Saint Ignatius).
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Grammar	4	Very good	No errors, full control of grammatical structure.
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Mechanics	4	Very good	No errors in spelling, punctuation, capitalization, and paragraphing.
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Camilo's draft
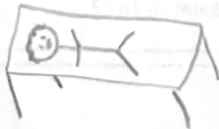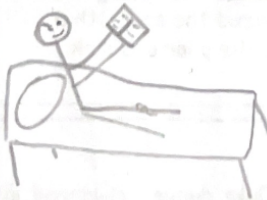
Camilo's digital comic
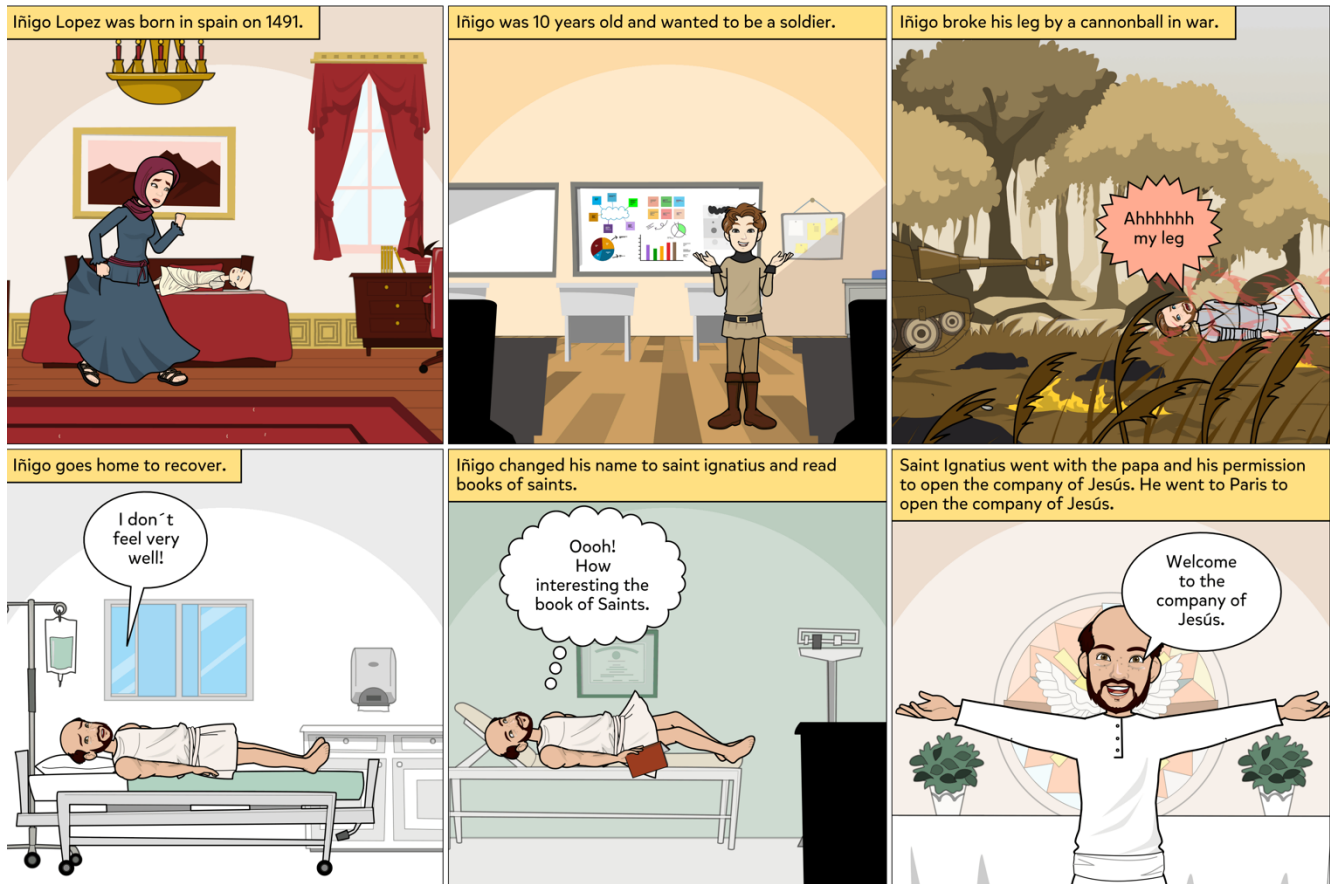
Rubric

Camilo's draft final comic assessment

Writing Criteria	Score	Category	Descriptor
	4	Very good	All ideas in the sentences are relevant to the topic (life of Saint Ignatius).
Content	3	Good	Most of the ideas in the sentences are relevant to the topic (life of Saint Ignatius).
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Josefa's draft

II. The life of St. Ignatius of Loyola

St Ignanu was born in Spain.
1491

As a chid his dream was be a knight

In a war vs France when he was older he was shoted on his leg

In the hospital he read books about saints

He was so inpressed and he left his dream to be a soldier and become a perupih

He died out he peace so many people and become a saint.
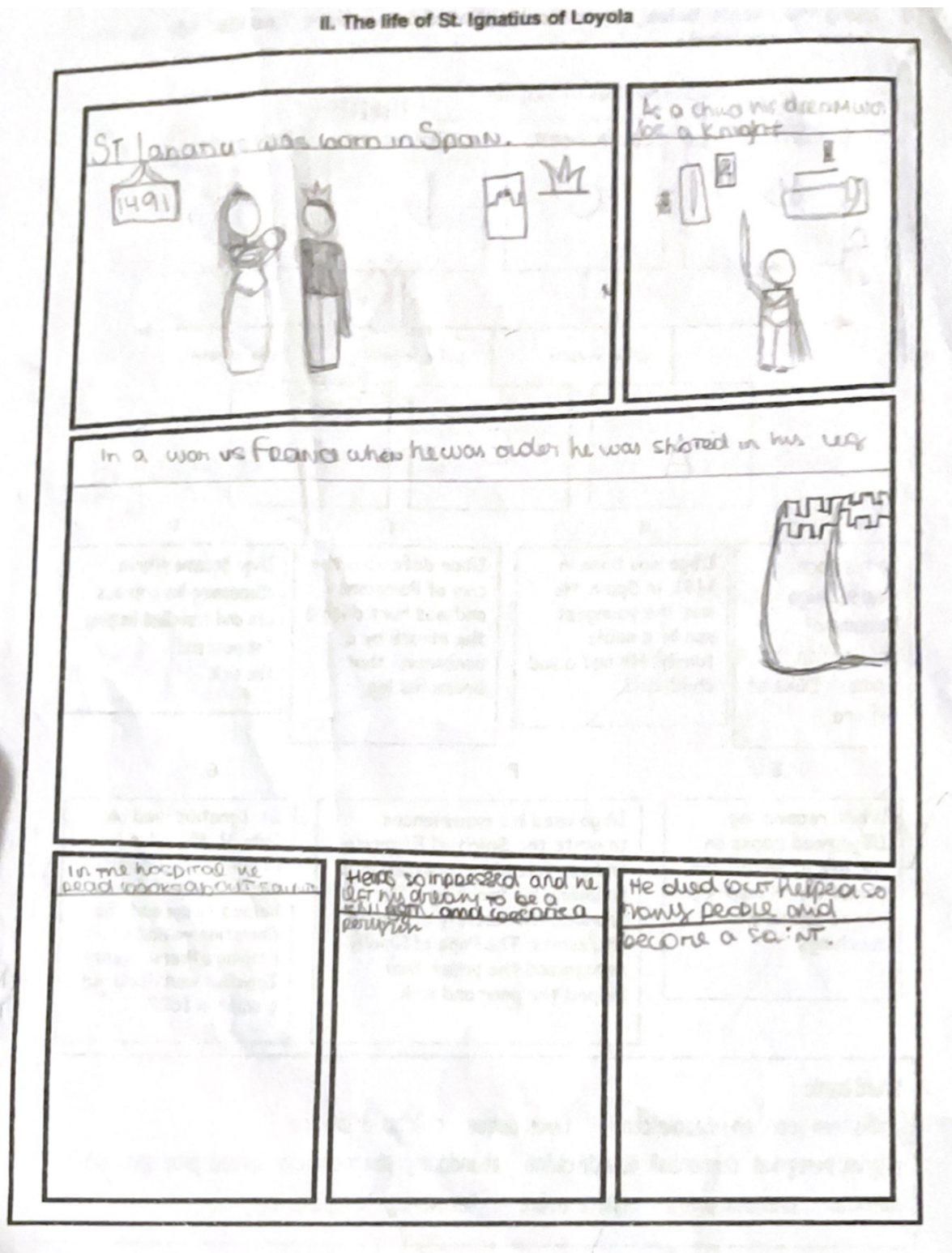
Josefa's digital comic

Rubric
Josefa's final comic assessment

Writing Criteria	Score	Category	Descriptor
Content	4	Very good	All ideas in the sentences are relevant to the topic (life of Saint Ignatius).
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	3	Good	Few errors in spelling, punctuation, capitalization, and paragraphing.
	2	Fair	Frequent errors in spelling, punctuation, capitalization, and paragraphing.
	1	Poor	Dominated by errors in spelling, punctuation, capitalization, and paragraphing.

Francisca's draft

II. The life of St. Ignatius of Loyola

Francisca's digital comic

Rubric

Francisca's final comic assessment

Writing Criteria	Score	Category	Descriptor
Content	4	Very good	All ideas in the sentences are relevant to the topic (life of Saint Ignatius).
	3	Good	Most of the ideas in the sentences are relevant to the topic (life of Saint Ignatius).
	2	Fair	Some ideas are relevant to the topic (life of Saint Ignatius)
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Writing Criteria	Score	Category	Descriptor
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